

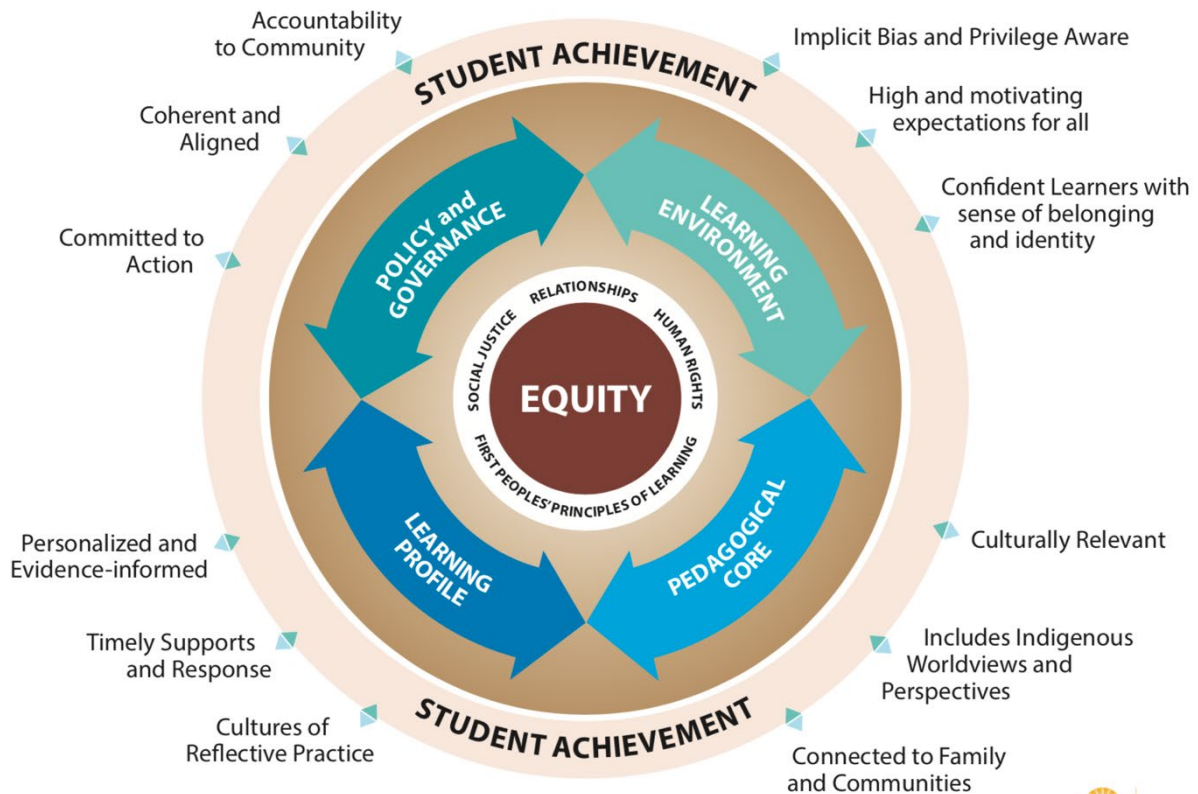
**EQUITY ACTION PLAN
IMPLEMENTATION REVIEW**

School District No. 8 (Kootenay Lake)

2022/2023

Equity in Review

Indigenous Student Success



Introduction

Thank you to school districts and partners for your collective actions taken in the implementation of your Equity Action Plan this year. We are grateful for your contributions and commitments to this ongoing collaborative process.

Please consider using this template (as well as the Equity in Action Orientation document provided at regional meetings), for reference in reporting your feedback on this year's growth, progress, lessons learned and efficacy of the implementation of your 2022-2023 Action Plan.

This Action Plan evaluation submission is part of a growing base of knowledge and practice that is having a positive impact on equity. This emerging collection of wisdom will be used to inform and inspire equity in communities across the province.

Please note that all Equity Action Plans will be made publicly available, so please ensure that no student specific data is shared within your report.

Equity Action Plan Development

Last year, your District Equity Team submitted an Equity Action Plan (or Action Plan Review). The Plan emerged from your collective processes, engagement across learning communities, findings based on the Equity Scan guiding questions, and the 'Learning Profile' district data profile (provided via the Ministry of Education and Child Care). Your approaches and actions to address equity gaps were identified in your Action Plan.

Ch'íthométsel

Denise Augustine
Superintendent, Indigenous Education
Ministry of Education and Child Care
250.920.8469 Denise.Augustine@gov.bc.ca

Joe Heslip
Seconded, Field Liaison, Indigenous Education
Ministry of Education and Child Care
250.217.1494 Joe.Heslip@gov.bc.ca

1. Action Plan Implementation:

Describe the approach to implementing your Equity Action Plan this school year.

The Equity in Action Plan is a continuation of years past, with an emphasis this year on implementing the [Aboriginal Education Focus Goals](#), as designed by students, community and family last year. As well, we continued to build upon opportunities for district wide awareness, celebrating Indigenous brilliance.

How did you engage the process and how was the experience received in your district?

This year we hosted Equity Focused circles in every school in the district, to hear directly from students on the 4 areas of the Equity in Action plan. From this, themes were developed at each school, driven through student voice. The themes helped to design supports at schools. Additionally, these themes were shared with the district ABED team at a full staff meeting, to share and grow collective knowledge on equity.

2. Lessons Learned:

2.1 Describe the impact of your Equity Action Plan specific to each of the four Equity in Action Framework quadrants:

3.2(i) Policy and Governance –

- Anti- Racism working group established with a formal term of reference – we met two times this year to design and establish priorities and next steps
- Aboriginal Committee of Education – met 4 times / year – 1 in person meeting and 3 virtual.
- Surveyed ACE, on topics such as preference for virtual or face to face meetings, topics of interest for agendas, areas of knowledge or information requested from the Aboriginal Education Department.
- LEA invitations continue to Lower Kootenay Band, LEA is currently ½ drafted with an extension in place.
- Edits to SOGI policy to update and remain current.
- Aboriginal representation on all board working committees: Finance, Operations, Governance, Education, ACE

3.2(ii) Learning Environment -

- 10 tipis, district wide – raised with continued capacity building on tipi teachings for all ABED staff.
- Indigenous mural project at LVR, partnership with VIDEA
- Anti-racism priorities shared with senior leadership to begin implementation in work plans.
- Annual District Pow Wow in person!
- Annual Grad Honoring
- Grad Honouring photo shoot at each high school: this is a new initiative this year where students had the choice to wear a hand beaded Grad Cap and gown and received a print and digital copy.
- Culture Camp offerings included awareness months:
 - Syilx: ordered and distributed ONA texts and resources to all schools
 - Secwepemc: Traditional Secwepemc storyteller, honoured guest, Kenthen Thomas toured 7 schools shared oral stories, animated through traditional language and hand drum.
 - Sinixt: author talk with Eileen Pearkes and Colville Confederated Cultural Facilitator, Shelly Boyd – talking on the text: Geography of Memory. Books shared district wide for staff to sign up for.
 - Sinixt Cultural leader, Dan Nanamkin as an honoured guest who shared teachings on young warriors, virtually.
 - Distributed Swift River books, district wide – books on the topic of Sinixt traditional stories.
- Ktuanxa and Sinixt colouring books, designed and printed by district grad, purchased for district gifting.
- Metis Awareness Month
 - Metis flag raising at all schools.
 - JD Hawk, Metis artist sharing stories on art and storytelling.
 - Madelaine McCallum, Metis jigging
 - JJ Guy, fiddle teachings
 - MNBC youth role model: Jamie Lee Keith
 - District wide Metis book club: Probably Ruby by Lisa Bird Wilson
- Moosehide Campaign – fasting with staff district wide and full awareness campaigns.
- Orange Shirt Day – district wide art, stories, student learning
- National Day of Truth and Reconciliation: shared school leadership tips on Truth

and Reconciliation leadership

- wuqanqankimik Reconciliation District run walk wheel at all schools – this is a Ktunaxa word which means “to take long strides”, toward reconciliation.
- Indigenous run walk wheel, 8-week training program shared district wide
- Fostering Literacy: a partnership with Columbia Basin Alliance for Literacy to support elementary self-identified Indigenous students with read and parent partnerships.
- Continuing to build hand drums in schools to grow traditional hand drum songs and teachings.
- Pow wow teachings shared through Yaqan Nukiy leadership: regalia making, drums songs, drum teachings, dance styles, pow wow protocols, pow wow inclusion teachings and awareness promoted this year!
- [Canoe Counselling program](#) at Kootenay River Secondary school, led by Ktunaxa teachings and local Yaqan Nukiy teachings – ongoing work. This year, the addition of healthy focused and personalized hoodies now available for purchase, printed at the local nation.
- FINS: Fish In Schools, partnership with the Okanagan Nation Alliance for salmon rehabilitation in the Columbia waterways
- yaqsu?mi# - Sturgeon Nose canoe learning project -students and staff at the middle school in Nelson learned the traditional teachings and ways of making this Traditional Technology through on the Land teaching with local Nation knowledge keepers. The learning happened throughout the year through a grant from ArtStarts.
- Student youth panel at the annual Student Symposium: 2SLGBTQS+ students shared their stories and experiences of being queer students in schools, both positive and negative. From that sharing, all members of the symposium, through a facilitated discussion, built an awareness plan to move SOGI forward.
- Creating Brave and Safe Places, posters designed and distributed district wide.
- Fall annual Pride Parade, led by SD8 school bus, ABED staff, district staff, students, families, and trustees.
- Student scholarship for the OMRIE Youth Leadership Summit to Kamloops – ABED team travelled with students to attend.
- Weekly ABED blog posts highlighting school ABED programs, student learning, and Aboriginal specific projects district wide.
- Growth in practicing supports through Jordan’s Principal applications, communications, and processes. This year, we have been successful with 3 EA positions to support First Nations students across the district.

3.2(iii) Pedagogical Core –

- Professional development & Indigenous teachings:
 - Full ABED staff gathering to make ribbon skirts and ribbon shirts, together with matching Kookum scarf fabrics. Shared teachings and Elder teachings incorporated.
 - 8 ABED staff sponsored to attend FNESC annual gathering.
 - Tobacco and water teachings for ABED staff
 - Continued guidance on protocols for communicating to families on tobacco and smudging ceremonies in schools.
 - Dr. Percy Lezard leading teachings on Indigequeer and two-spirit perspectives in the classroom
 - Indigenous traditional beading – pronoun pins
 - Traditional plant medicine with Shanoon Bennett
 - Traditional teachings from Lower Kootenay Band Chief and Councillor, Robin Louie
 - Fit nation training with Jesse Halton and Jenna Hopper
 - District Wide Keynote with honoured guest, Chief Cadmus Delorme, teachings on reconciliation
 - Jo Chrona – full district anti-Indigenous racism workshop
 - Canoe workshop with ABED Creston team
 - Little Red Dress beading and brilliance with Danica Weager
 - Smokii Sumac, SOGI perspectives in the classroom
 - French as a second language and Indigenous language perspectives with Jaclyn Dexter
 - BCTF workshop: Creating Inclusive Spaces
 - New Grad Implementation: First Peoples English workshop with Anne Tenning and Jo Chrona offered through the BCSSA Regional Network
 - New Grad Implementation: BCSSA Regional session for history/Social Studies with Nasookin Jo Pierre and Salish Language School, Shelly Boyd and LaRae Wiley
 - Elder/knowledge keeper connections in schools: Donna Wright, Debbie Bird, Don Courson, Chris Luke, Cecelia Luke, Chris Yates, Lance Ledger
 - Knowledge keeper connections with Lower Kootenay Band: Robin Louie, Jordan Louie, Jared Basil, Norm Allard

3.2(iv) Learning Profile -

- District wide academic reviews of all students to assess, plan, and support students with graduation planning – 3 X year.
- Early Learning K-3 reviews of all district data and all students – 2 X year
- ABED representation at school-based team meetings.
- ABED representation at District Based team meetings.
- Individualized supports through district funds: Equity Funds for single case supports and ABED students in need.
- ABED annual scholarships for grade 12 students
- Action Plans for ABED supports, designed through the District ABED Focus Goals to align school supports with Focus Areas and district strategic plan.
- ABED representation at all School Learning Tours where schools share school growth plans and support plans based on data.
- ABED department working with the senior leadership team on full ABED representation at all levels of district, through a data informed and aligned approach.
- Circle of Courage model growing in the district at the following schools: ARES, Salmo Secondary, Blewett, Winlaw
- Seven Sacred Teachings integrated into Code of Conducts at Salmo Elementary and Brent Kennedy Elementary
- Chief Jason Louie shared a territory welcome at the wuqanqankimik run, pre-recorded for schools to share during assemblies.

3. Successful Practices:

3.1 What were the greatest areas of success from this year's Action Plan?

- A depth of supplemental support delivery, with a district-wide variety of robust supports led through traditional teachings and multi-level data responses.
- Continued partnerships and growth with the traditional rights holders of these Lands, including focused awareness months spotlighting knowledge and teachings from the Land, culture, and language of First Peoples.
- A data approach, district wide, that incorporates K-12 quantitative and qualitative data conversations to address student learning proactively. This includes an Early Learning Profile, which is K-3 literacy based; goals for next year to grow this model into numeracy; and a grade 10-12, 3-year grad plan with a focused approach to grade 12 supports, tracking, planning, and transitioning; 2SLGBTQ+

youth panel at the student symposium; equity talking lunch/circles at all schools.

- A collective commitment to understanding Indigenous ways of knowing and being and growing together in reconciliation.

3.2 How do you know that these practices addressed parity and equity gaps for Indigenous learners? Please include qualitative/quantitative data used to assess the efficacy of your Action Plan.

- Individual student stories: “this tutoring has helped me like and pass math”.
- At the student symposium, when the students were speaking the audience of 100 students, school leaders, teachers, support staff, trustees and senior administration were fully engaged and listening. This has led to an ongoing commitment to actions to growing student safety, improving SOGI policy, attending to gender-neutral bathrooms and amplifying SOGI voice district wide.
- The Aboriginal department is aware of supporting students with pathways to graduation, including the Adult Dogwood as an individualized support plan for students who are ready to graduate after they turn 18, but have had consistent gaps in credits and learning in grades 10 and 11. If a student chooses the Adult Grad program, a plan is in place to communicate this plan collaboratively with families, the district based team, the school based team, and the Aboriginal department and Aboriginal site based support. This is always, an individual model of graduation planning.
- Grade 4 FSA results for Aboriginal students has grown in the last 5 years, students on track, from 59% to 72%. This is an increase of 14%, upward.
- Grade 4 FSA results for writing, Aboriginal students on track for 2020-2021 is 86%.
- Grade 4 FSA numeracy results for on track students is growing upward, from 49% 4 years ago to 69% in 2020-2021.
- Grade 7 FSA writing has been consistent for the past 4 years, at 78% on track.
- Grade 10 literacy assessment continues to grow over the past 3 years from 61% proficient to 72% proficient.
- English 10, Aboriginal students course marks include 72% at a C+ or better.
- Science 10, Aboriginal students course marks include 74% at a C+ or better.

- Life Science 11, Aboriginal students course marks include 84% at a C+ or better.
- Pre Calc 12, Aboriginal students course marks include 86% at a C+ or better.
- Five-year completion rates for Aboriginal learners is 77%, which has grown from 55% 5 years ago.
- Six-year completion rates for Aboriginal learners is 80%, which has grown from 65% 5 years ago.
- In the student learning survey, 86% of Aboriginal grade 12's report that 2 or more adults care about them.

4. Moving Forward:

4.1 Reflecting upon this year's Equity Action Plan implementation, what changes will your team make to your plan for next year's implementation?

- We are planning on designing a new equity scan to roll out in 2023-2024, to grow more data, student voice, and holistic teachings on equity to include SOGI and anti-racism specifically.
- We will increase on-reserve student supports with specific Aboriginal Academic Success teacher time to ensure one-on-one and culturally aligned supports are in place.
- In September 2023, our goal is to begin the school year with a reconciliation week, district wide leading up to National Day of Truth and Reconciliation and Orange Shirt day.

4.2 What intentional strategies, actions and goals have you identified for next year's Equity Action Plan to address inequities and systemic barriers that may still exist for Indigenous learners?

- We plan on continuing the equity circles next year at all schools, to ensure we have street level data from all students to grow supports.
- We will continue awareness events with rights holders, with a focus on at least 1 site based event/speaker/knowledge keeper etc. at all schools organized at the district level.
- We will continue with pow wow.
- We will continue to build community relationships and relationships with local agencies.
- We will continue to include Indigenous voice and perspectives are included at board

committees and district events.

- A goal is to complete the LEA with Lower Kootenay Band.
- Continue to grow student voice as part of the move toward true reconciliation.

4.3 Please indicate if / how your Equity Scanning has informed your school districts' strategic planning work.

- The district relies on multiple forms of data to understand student success including the HAWD report and Aboriginal specific data in FSA results, student learning surveys, and completion results.
- Consultation for the development of the new strategic plan included the Aboriginal Committee of Education (ACE), the local nation, and student voices at the student symposium.

5. Recommendations/Additional Comments:

5.1 How can MOECC and School Districts improve our collaborative and co-constructive approaches to the Equity in Action Project moving forward?

- The monthly Indigenous Leads meetings are a great opportunity to share best practices with colleagues across the province.

6. **Appendices:** Please consider sharing any artifacts as part of your report submission, i.e. student/family/community surveys, presentations, resources, pictures of inclusive practices in your schools, videos of interviews with students/staff, learning tools and other locally developed sources.

[Creating Brave and Safe Places](#), posters designed and distributed district wide.

[Chief Jason Louie](#) sharing a territory welcome at the wuqanqankimik run, recorded for schools to share during assemblies.

[Check Out the Awesome](#), highlighting all schools in the district with Aboriginal student learning.

[MMIWG2S Awareness](#)

[Metis Awareness Month offerings](#)

[#sd8abed celebrates graduates of 2023](#)

<p>SIGNED AND DELIVERED on the ____ day of _____, 2023, on behalf of the Superintendent</p> <hr/> <p>(signature)</p> <p>Trish Smillie Superintendent School District No. 8</p>	<p>SIGNED AND DELIVERED on the ____ day of _____, 2023, on behalf of the Indigenous District Lead</p> <hr/> <p>(signature)</p> <p>Gail Higginbottom District Principal of Indigenous Education School District No. ____</p>
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<p>SIGNED AND DELIVERED on the ____ day of _____, 2023, on behalf of Equity in Action Community Member</p> <hr/> <p>(signature)</p> <p>Debbie Bird, Elder</p> <p>Equity in Action Community Member</p>	<p>SIGNED AND DELIVERED on the ____ day of _____, 2023, on behalf of the Province by its duly authorized signatory</p> <hr/> <p>(signature)</p> <p>Denise Augustine</p> <p>Superintendent, Indigenous Education Ministry of Education and Child Care</p>
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<p>SIGNED AND DELIVERED on the ____ day of _____, 2023, on behalf of First Nation Representative</p> <hr/> <p>(signature)</p> <hr/> <p>(print name)</p> <p>First Nation Representative, Lower Kootenay Band</p>	<p>SIGNED AND DELIVERED on the ____ day of _____, 2023, on behalf of Métis Chartered Community Rep</p> <hr/> <p>(signature)</p> <hr/> <p>(print name)</p> <p>Métis Chartered Community Representative</p>
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<p>SIGNED AND DELIVERED on the ____ day of _____, 2023, on behalf of First Nation Representative</p> <p>_____</p> <p>(signature)</p> <p>Shelly Boyd First Nation Representative, Colville Confederated Tribes</p>	<p>SIGNED AND DELIVERED on the ____ day of _____, 2023, on behalf of First Nation Representative</p> <p>_____</p> <p>(signature)</p> <p>Darrell Jones First Nation Representative, Secwepemc, Splatsin First Nations</p>
<p>SIGNED AND DELIVERED on the ____ day of _____, 2023, on behalf of First Nation Representative</p> <p>_____</p> <p>(signature)</p> <p>Jennifer Lewis First Nation Representative, Okanagan Nation Alliance</p>	<p>SIGNED AND DELIVERED on the ____ day of _____, 2023, on behalf of Equity in Action Community Member</p> <p>_____</p> <p>(signature)</p> <p>Danica Weager, District Indigenization Coordinator</p> <p>Equity in Action Member</p>
<p>SIGNED AND DELIVERED on the ____ day of _____, 2023, on behalf of Equity in Action Community Member</p> <p>_____</p> <p>(signature)</p> <p>Jesse Halton, District Indigenization Coordinator</p> <p>Equity in Action Member</p>	