

2019-2020 Board Action Plan (BAP) on Indigenous Education

Working towards equitable outcomes for Indigenous students is a key priority for the Ministry of Education, and we remain committed to ensuring that Indigenous students have every opportunity for success. The Ministry continues to focus on supporting Indigenous student well-being, Indigenous student transitions and safety, Indigenous parent and community engagement, as well as system and educator capacity.

The planning and development of the Board Action Plans on Indigenous Education is meant to help boards target resources and supports in ways that will continue to promote engagement, improve well-being and create learning environments that encourage students to thrive and reach their full potential. It is an expectation that Indigenous Education Leads work closely and collaborate with the Indigenous Education Council (IEC) to plan, develop and implement the BAP, in order to ensure that the BAP is reflective of local demographics as well as student and community needs.

DISTRICT SCHOOL BOARD	Upper Canada District School Board
SUBMISSION DATE	October 25, 2019

APPROVED BY	NAME	SIGNATURE	DATE
Dedicated Indigenous Education Lead	<u>Gail Brant-Terry</u> <u>Bill Montgomery</u>		
Superintendent: Indigenous Education	<u>Bill Loshaw, Acting Superintendent of Instruction</u>		
Indigenous Education Council Member	<u>Larry McDermott</u>		
Director of Education	<u>Stephen Sliwa</u>		

Please include an appendix listing the Indigenous Education Council members and representatives that participated in the co-development of the BAP
 Please include the name and respective community or organization members are representing

BOARD ACTION PLAN ON INDIGENOUS EDUCATION

Initiative	Identified Need	Outcome Measure	Measurement Tool and Goal	Results	Budget
SUPPORTING STUDENTS					
<p>iLeads</p> <ol style="list-style-type: none"> 1) Five full day session per year for self identified indigenous students and allies to receive cultural teachings and complete a project. (ongoing) 2) iLeads credit – students can complete a high school credit for their participation in iLead program and leadership in their schools (new) 3) iLeads leadership in the school. School teams are invited to have an iLead leadership team/group to lead Indigenous education activities back in their schools. (this began last year 10/23 high schools participated) 4) iLeads Leadership Camp for grade 11/12 and Soaring conference for grades 9/10 <p>Sweats (ongoing)</p> <p>Eagle’s Nest Partnership with Akwesasne Area Management Board and CCVS. Began Spring 2019</p> <p>Reach ahead Careers Civics course offered at CCVS (pilot in Summer 2019)</p>	<p>All initiatives under supporting students:</p> <p>Currently our credit accumulation and graduation rate for self identified Indigenous students remains below that of all students in our board. By providing increased culturally responsive opportunities to our students this will lead to increased achievement, well being and engagement for our self identified Indigenous students. This will also lead to increased numbers of students who are choosing to self identified as Indigenous. Our students tell us they want access to culture, cultural advisors/knowledge keepers, language speakers. This is a direct response to their indicated wants and needs.</p>	<p>iLeads and Sweats intended Outcomes</p> <p>Supporting Students</p> <p><input type="checkbox"/> Improvement in Indigenous student well-being</p> <p>Supporting Educators</p> <p><input type="checkbox"/> Increase in satisfaction among educators on Indigenous focused professional development and resources</p> <p>Engagement & Awareness Building</p> <p><input type="checkbox"/> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education</p> <p><input type="checkbox"/> Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples</p> <p>Using Data to Support Student Achievement</p> <p><input type="checkbox"/> Increase in graduation rates of Indigenous students</p> <p><input type="checkbox"/> Improvement in student achievement</p> <p>Eagle’s Nest and Reach Ahead course intended outcomes:</p> <p>Supporting Students</p> <p><input type="checkbox"/> Improvement in Indigenous student well-being</p> <p><input type="checkbox"/> Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools</p> <p>Engagement & Awareness Building</p> <p><input type="checkbox"/> Increase in participation of Indigenous parents in education</p> <p><input type="checkbox"/> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and</p>	<p>X Attendance rates: Attendance at all iLeads days and sweats will be tracked to document increased numbers and returning attendance</p> <p>X Credit Accumulation</p> <p>X Self-ID data Self ID numbers will increase as a result of students attending iLeads as monitored by increase in numbers from Sept-June.</p> <p>X COPs (Conversations, Observations, Products) Pictures, videos and feedback from teachers and students will be captured at each iLeads day, camp and Soaring conference reflecting wellbeing and engagement.</p> <p>Observations by teachers of students engagement when participating in Sweat will be captured.</p> <p>All schools participating in iLeads activities will document activities completed at each school.</p> <p>Eagle’s Nest and Reach ahead</p> <p>X Credit Accumulation 100% of the students who participate in the reach ahead credit will achieve their credit.</p> <p>X Community/educator/student feedback 100% of the students participating in the reach ahead credit will</p>		

Initiative	Identified Need	Outcome Measure	Measurement Tool and Goal	Results	Budget
<p>Alignment: The above supporting students initiatives are in direct alignment with UCDSB board strategic plan 2017-2020 specifically in the area of:</p> <p>Collaboration- engaged local and learning communities Resources- careful management of resources Educational Programs- relevant and innovative programs Wellness – caring and supportive environments</p> <p>This is in direct alignment with our Trustee work plan: Graduation rate - increase graduation rate by 2% to 88% Student culture -Increase capacity of students to be able to deal with stress Community- connect with community stakeholders beyond our policy requirements</p>		<p>the Ministry of Education</p> <p><input type="checkbox"/> Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples</p> <p>Using Data to Support Student Achievement</p> <p><input type="checkbox"/> Increase in graduation rates of Indigenous students</p> <p><input type="checkbox"/> Improvement in student achievement</p>	<p>recommend this course to other students.</p> <p>Feedback about participation in the Eagle’s Nest will be elicited from our students and community members who are involved.</p> <p>XCOPs (Conversations, Observations, Products)</p> <p>A variety of videos, pictures observation/products at the Eagle’s nest planning and pitch day and during the reach ahead credit will document learning and engagement.</p>		
<p>Support offered to First Nations Metis and Inuit Studies Teachers</p> <p>(to enhance PPA funding supporting curriculum implementation)</p> <p>Professional learning</p> <p>1) One full day of professional learning with cultural advisors and each other. (new)</p> <p>2) School Networking opportunity available to all teachers of these courses. (new)</p>	<p>All initiatives under supporting educators:</p> <p>Ongoing feedback from our educators indicates learning needs to access authentic resources, time for professional collaboration, developing relationships with cultural advisors, increasing their cultural competency especially with our local Indigenous communities.</p> <p>Furthermore, our teachers of First Nations, Metis and Inuit courses are requesting support in building efficacy around cultural texts as</p>	<p>The intended outcome(s) of the initiatives for supports offered to First Nations Metis and Inuit Studies Teachers include:</p> <p>Supporting Students</p> <p><input type="checkbox"/> Improvement in Indigenous student well-being</p> <p>Supporting Educators</p> <p><input type="checkbox"/> Increase in satisfaction among educators on Indigenous focused professional development and resources</p> <p>Engagement & Awareness Building</p> <p><input type="checkbox"/> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and</p>	<p>Support for First Nations Metis and Inuit Studies Teachers: MEASUREMENT TOOL</p> <p>X Community/educator/student feedback to capture change in teacher practice based on our professional learning success criteria will be captured</p> <p>X Surveys results from entrance and exit cards based on our professional learning success criteria will be captured using a likert scale to measure change in teacher efficacy.</p> <p>X COPs (Conversations, Observations,</p>		

Initiative	Identified Need	Outcome Measure	Measurement Tool and Goal	Results	Budget
<p>3) Professional learning for NAC teachers a) two sessions offered (Fall/Spring) with various cultural advisors. (new)</p> <p>4) Mentor/mentee opportunity for NBE teachers. (new)</p> <p>5) Tour of Akwesasne in partnership with AMBE (new)</p> <p>Supports across elementary and secondary educators across our board</p> <p>Skype in the Classroom opportunities to support understanding of cultural text forms with cultural advisors (new)</p> <p>Cultural Competency with teachers and administrators with Ontario Federation of Indigenous Friendship Centres (ongoing)</p> <p>Author visit with Monique Gray Smith, Indigenous author of <i>Speaking our Truth</i> (follow up from our virtual book club over 120 educators participated in last year). Two sessions, one for elementary and one for secondary. (new)</p> <p>Indigenous Inquiry (professional learning for grade 5/6 teachers participating in our TRC Gathering). (ongoing)</p>	<p>identified in the curriculum .</p>	<p>the Ministry of Education</p> <p><input type="checkbox"/> Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples</p> <p>Using Data to Support Student Achievement</p> <p><input type="checkbox"/> Increase in the percentage of Indigenous students meeting provincial standards on province-wide assessments in reading, writing and mathematics</p> <p><input type="checkbox"/> Increase in graduation rates of Indigenous students</p> <p><input type="checkbox"/> Improvement in student achievement</p> <p>Intended outcome(s) of the supports across elementary and secondary educators across our boards initiatives include:</p> <p>Supporting Students</p> <p><input type="checkbox"/> Improvement in Indigenous student well-being</p> <p>Supporting Educators</p> <p><input type="checkbox"/> Increase in satisfaction among educators on Indigenous focused professional development and resources</p> <p>Engagement & Awareness Building</p> <p><input type="checkbox"/> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education</p> <p><input type="checkbox"/> Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples</p> <p>Using Data to Support Student Achievement</p> <p><input type="checkbox"/> Improvement in student achievement</p>	<p>Products)</p> <p>X Products of planning, student learning including student projects, photos of the learning by both educators and students will be captured. Observations by our professional learning delivery team will be captured. Conversations from students, educators will be captured reflecting increased efficacy in teacher confidence in program delivery and how to access resources.</p> <p>Supports across elementary and secondary educators across our board</p> <p>MEASUREMENT TOOL</p> <p>X Community/educator/student feedback based on change in teacher practice, and feelings of increased efficacy</p> <p>X Surveys results with questions focused on increased teacher knowledge and understanding of cultural texts forms and cultural understanding will be captured using a likert scale to measure growth.</p> <p>X COPs (Conversations, Observations, Products) Photos, conversations capturing teacher confidence, knowledge of where to access supports for programming and increased efficacy from our professional learning planning team will be captured.</p>		

Initiative	Identified Need	Outcome Measure	Measurement Tool and Goal	Results	Budget
<p>Resources to support elementary and secondary schools. (ongoing)</p> <p>Conferences (Indigenous Education team, learning partners and other educators) (ongoing)</p> <p>The supporting educators initiatives are: in direct alignment with UCDSB board strategic plan 2017-2020 specifically in the area of: Collaboration- engaged local and learning communities Resources- careful management of resources Educational Programs- relevant and innovative programs Wellness – caring and supportive environments</p> <p>in direct alignment with our Trustee work plan: Staff Culture – increase to 50% of staff who feel their school has the staff and support necessary for student success and engagement Community- connect with community stakeholders beyond our policy requirements</p> <p>This is in alignment with our 2019-2020 Board focus for professional learning to support BIPSAW and SIPSAW work. Purposeful Planning: Know the Learner Through Use of Data, Content and Pedagogy, Safe and Caring Learning Environment</p> <p>If we increase educator efficacy in engaging learning experiences and assessment and feedback practices then student engagement,</p>					

Initiative	Identified Need	Outcome Measure	Measurement Tool and Goal	Results	Budget
achievement and wellness will improve as measured by monitoring our students.					
ENGAGEMENT AND AWARENESS BUILDING					
<p>Traditional Teachings in the classroom (pilot of 7 schools last year)</p> <p>Cultural Advisor funding opportunity for all schools. (Elementary) (ongoing)</p> <p>Cultural Advisor funding opportunity for all schools. (Secondary) (ongoing)</p> <p>Learning Math through Culture Inquiry with Learning Partners and Target schools</p> <p>Artist in the School Project with local artist from Akwesasne (new)</p> <p>Partnership with Plenty Canada ADHS and PDCI-TRC Training (new)</p> <p>TRC+5 Gathering (ongoing)</p> <p>Powwow Akwesasne and Smiths Falls Collegiate Institute (ongoing)</p>	<p>Access to authentic Indigenous resources specifically cultural advisors (local and other Indigenous communities) to support programming and student engagement and wellbeing is an identified educator learning need. This need being met will support building educator efficacy and confidence in supporting student engagement, achievement and wellness in our schools and support teachers in curriculum implementation that honours and values Indigenous ways of knowing and being. Facilitating relationship building with our various Indigenous community partners and schools/educators is an identified need as well.</p>	<p>The intended outcome(s) of the Traditional Teachings in the Classroom, Cultural Advisor (elementary and secondary), learning Math through Culture and artist in the school project initiatives include:</p> <p>Supporting Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improvement in Indigenous student well-being <input type="checkbox"/> Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools <p>Supporting Educators</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase in satisfaction among educators on Indigenous focused professional development and resources <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase in participation of Indigenous parents in education <input type="checkbox"/> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education <input type="checkbox"/> Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples <p>Using Data to Support Student Achievement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase in graduation rates of Indigenous students <input type="checkbox"/> Improvement in student achievement 	<p>Traditional Teachings in the Classroom, Cultural Advisor (elementary and secondary), artist in the school project initiatives</p> <p>MEASUREMENT TOOL</p> <p>X Community and educator feedback on how cultural advisors are being accessed based on our spiral graphic of accessing community advisor.</p> <p>X COPs (Conversations, Observations, Products) plans and reflection on utilizing cultural advisors to support curriculum implementation, the percentage of schools accessing funding for cultural advisors to support programs in schools will increase from 68% (2018-2019) to 80% (2019-2020) , 2017-2018 44% of schools accessed funding</p> <p>Partnership with Plenty Canada ADHS and PDCI</p> <p>MEASUREMENT TOOL</p> <p>X Community/educator/student feedback about student engagement and Plenty Canada observations will be captured.</p> <p>X COPs (Conversations, Observations, Products) student leadership activities back in their schools as a result of the training and experiences around</p>		

Initiative	Identified Need	Outcome Measure	Measurement Tool and Goal	Results	Budget
<p>The initiatives in engagement and awareness building are:</p> <p>in direct alignment with UCDSB board strategic plan 2017-2020 specifically in the area of:</p> <p>Collaboration- engaged local and learning communities Resources- careful management of resources Educational Programs- relevant and innovative programs Wellness – caring and supportive environments</p> <p>in direct alignment with our Trustee work plan:</p> <p>Staff Culture – increase to 50% of staff who feel their school has the staff and support necessary for student success and engagement Student culture -Increase capacity of students to be able to deal with stress Community- connect with community stakeholders beyond our policy requirements</p>		<p>The intended outcome(s) of the Partnership with Plenty Canada initiative includes:</p> <p>Supporting Students</p> <p><input type="checkbox"/> Improvement in Indigenous student well-being</p> <p>Supporting Educators</p> <p><input type="checkbox"/> Increase in satisfaction among educators on Indigenous focused professional development and resources</p> <p>Engagement & Awareness Building</p> <p><input type="checkbox"/> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education</p> <p><input type="checkbox"/> Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples</p> <p>Using Data to Support Student Achievement</p> <p><input type="checkbox"/> Improvement in student achievement</p> <p>The intended outcome(s) of the TRC + 5 initiative includes:</p> <p>Supporting Students</p> <p><input type="checkbox"/> Improvement in Indigenous student well-being</p> <p>Supporting Educators</p> <p><input type="checkbox"/> Increase in satisfaction among educators on Indigenous focused professional development and resources</p> <p>Engagement & Awareness Building</p> <p><input type="checkbox"/> Increase in participation of Indigenous parents in education</p> <p><input type="checkbox"/> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education</p> <p><input type="checkbox"/> Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and</p>	<p>Indigenous ways of knowing and being with Plenty Canada will be captured</p> <p>TRC+5</p> <p>MEASUREMENT TOOL</p> <p>X Attendance rates</p> <p>Feast attendance rates will be gathered- this includes families that are invited to join the feast.</p> <p>X Community/educator/student feedback</p> <p>Feedback from our cultural advisors and teachers will be gathered about student knowledge and engagement at gathering and feast.</p> <p>XCOPs (Conversations, Observations, Products) Video of Gathering with feedback from our team, students, teachers and cultural advisors will be created.</p> <p>Powwow</p> <p>MEASUREMENT TOOL</p> <p>X Community/educator/student feedback - feedback will be elicited from students and staff participating in the activities leading up to and participation in the SFDCI powwow</p> <p>X COPs (Conversations, Observations, Products) Pictures of the activities leading up to the powwow and they day of will be captured</p>		

Initiative	Identified Need	Outcome Measure	Measurement Tool and Goal	Results	Budget
		<p>contributions of First Nation, Métis and Inuit peoples</p> <p>Using Data to Support Student Achievement</p> <p><input type="checkbox"/> Improvement in student achievement</p> <p>The intended outcome(s) of the Powwow initiative includes:</p> <p>Supporting Students</p> <p><input type="checkbox"/> Improvement in Indigenous student well-being</p> <p><input type="checkbox"/> Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools</p> <p>Supporting Educators</p> <p><input type="checkbox"/> Increase in satisfaction among educators on Indigenous focused professional development and resources</p> <p>Engagement & Awareness Building</p> <p><input type="checkbox"/> Increase in participation of Indigenous parents in education</p> <p><input type="checkbox"/> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education</p> <p><input type="checkbox"/> Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples</p>			
USING DATA TO SUPPORT STUDENT ACHIEVEMENT					
<p>Re-branding Self Identification promotional materials and building staff capacity around supporting self identification process.</p> <p>Digging into Data</p> <p>Using grad rate and credit accumulation to identify areas of need to support improving our</p>		<p>The intended outcome(s) of the rebranding self identification initiative includes:</p> <p>Supporting Students</p> <p><input type="checkbox"/> Improvement in Indigenous student well-being</p> <p><input type="checkbox"/> Increase in collaboration between First Nation education authorities and school boards to ensure successful transition to provincially funded schools</p>	<p>Rebranding Self Identification MEASUREMENT TOOL</p> <p>X Self-ID data We will see an increase in the percentage of students in our board who have self identified from 2.5 to 3.1% of total student population.</p>		

Initiative	Identified Need	Outcome Measure	Measurement Tool and Goal	Results	Budget
<p>graduation rate for our self identified students. This leads to refining and or creating initiatives.</p> <p>Using self identification data by affiliation allows us to identify areas of focus.</p> <p>Digging into our data available of self identified Indigenous students allows us to provide supports for credit accumulation, graduation and reengagement.</p> <p>This is in direct alignment with UCDSB board strategic plan 2017-2020 specifically in the area of: Resources- careful management of resources Educational Programs- relevant and innovative programs Wellness – caring and supportive environments</p> <p>This is in direct alignment with our Trustee work plan: Graduation rate - increase graduation rate by 2% to 88% Staff Culture – increase to 50% of staff who feel their school has the staff and support necessary for student success and engagement Student culture -Increase capacity of students to be able to deal with stress</p>		<p>Supporting Educators</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase in satisfaction among educators on Indigenous focused professional development and resources <p>Engagement & Awareness Building</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase in participation of Indigenous parents in education <input type="checkbox"/> Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education <input type="checkbox"/> Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives and contributions of First Nation, Métis and Inuit peoples <p>Using Data to Support Student Achievement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase in graduation rates of Indigenous students <input type="checkbox"/> Improvement in student achievement <p>The intended outcome(s) of the digging into data initiatives includes:</p> <p>Supporting Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improvement in Indigenous student well-being <p>Using Data to Support Student Achievement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase in graduation rates of Indigenous students <input type="checkbox"/> Improvement in student achievement <p>Other _</p>	<p>X Surveys results staff have increased awareness and understanding of the importance of self identification in supporting students in engagement, wellness and achievement feel supported in the process.</p> <p>PART 1: MEASUREMENT TOOL</p> <p>X Graduation rates – we will see a 2% increase in graduation rates of our Self Identified Indigenous students both four year and five year grad rates.</p> <p>X Credit Accumulation we will continue to see an increase in graduation rates of our Self Identified Indigenous students from 90.3% in first semester 2019 to 93.3% in 2020 .</p>		

TOTAL BUDGET
Board Action Plan on Indigenous Education: \$
TO BE COMPLETED IN FINAL REPORT - FINAL BAP BUDGET: \$ _____