

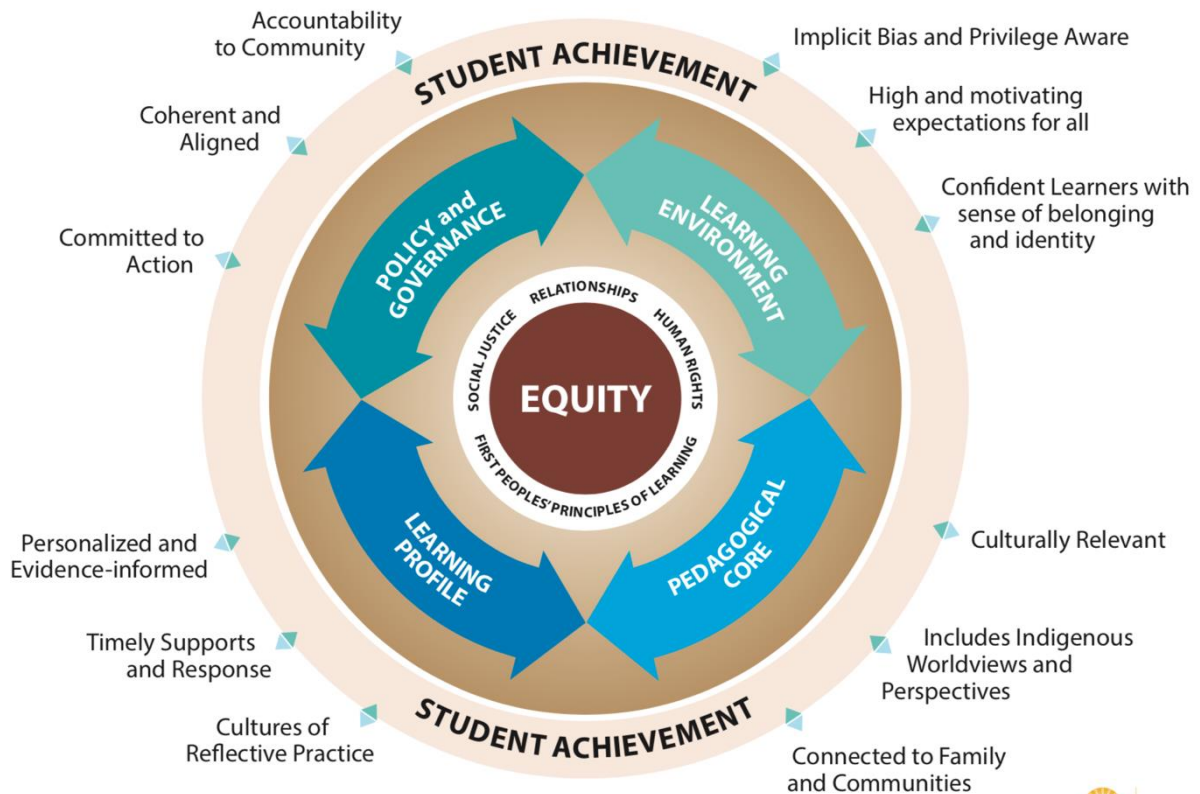
**EQUITY ACTION PLAN
IMPLEMENTATION REVIEW TEMPLATE**

School District No. 42 (Maple Ridge & Pitt Meadows)

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.

To build a sense of shared responsibility through creating awareness and providing opportunities for learning, dialogue and planning.

Deepening Indigenous Education and Equity Report Supporting the Wholistic Success of Indigenous Learners, Families, and Communities in Maple Ridge - Pitt Meadows School District research report was published in Spring 2022. The school district planned to focus on system alignment that supported the strategic planning structure and cycle in 2022-23.

The approach gained support by Ministry Superintendents of Indigenous Education – Denise Augustine and Bradley Baker who joined the district leadership team at the August 2022 Equity retreat at Squamish Lil'wat Cultural Centre. The approach is supported by a Michael Fullan talk at a recent trustee academy: *“top down doesn't work; build the base and grow from there; strengthen the middle; intrigue the top and support it”* woven with Indigenous World View of author Jo Chrona *‘Systems change for equity and anti-racism requires grassroots-level relationship-building and education and policy change at the provincial or territorial level. Top-down policy-level change on its own often does not have the desired effect in education, as it may lead to educators becoming disengaged, resulting in the continuation of perspectives, biases, and actions that maintain the status quo...Policy change, in conjunction with a broad base of relationship-building and collegial education, and some direct intervention where necessary create the synergy for meaningful transformation.’* WAYI WAH! p. 198

At each monthly Superintendent's meeting 50 minutes was dedicated to the topic with focussed sessions on Equity and Anti-racism. Street Data resource by Shane Safir and Jamila Dugan was used as an anchor resource for learning conversations. Safir and Dugan articulate to *‘radically reimagine our ways of being, learning, and doing.’* Jo Chrona's book *‘WAYI WAH!* was used to explore Indigenous Pedagogy and Anti-Indigenous Racism. The district also funding an Indigenous Equity Vice Principal to co-lead the work.

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 –

- Equity goal added to strategic plan 2022-23 school year to reflect school growth plans. In February 2023 Aboriginal Advisory meeting members overwhelmingly supported the addition of an Equity goal.
- The Aboriginal Education department staff attended each school growth planning day in the Fall 2022 to plan alongside for the first time in awhile
- Framework for Enhancing Learning Report, FESL provincial team review comments SD42 well done and model for other districts.

3.2(ii) Learning Environment –

- Elder Dinner meeting May 30, 2023 elders gather to reflect and share ideas on topics related to curriculum, learning, and engagement.
- Post-grad diploma - partnering with SFU to offer in-district post-grad diploma program Teaching for Equity and Social Justice
- Family Events- continue with the series to build connection, support, and celebrations.
- Anti-Racism Survey- Equity and Racial Inclusivity Committee work to hire consultant to implement committee work and align with recently published [K-12 Anti racism strategy BC](#)
- Aboriginal education department - on-going support in schools and continuous program services.
- Department goals updated based on report recommendations: sense of belonging/identity/transitions; staff training in SEL, literacy, numeracy, and cultural learning; student and family connection to department, schools and School District.
- Legacy Projects- school applications for a continuum of local Nation culture, First Nation, Metis, Inuit, BC and Turtle Island relevant Indigenous culture in School District 42 schools. The projects are co-funded by the AbEd department and school funds.

3.2(iii) Pedagogical Core –

- School Growth Planning Day included dedicated time for learning, planning, and dialogue. Aboriginal Education Department ASWs and ART joined assigned school to support the conversation.
- Deepening Indigenous Ways of Knowing collaborations with Leyton Schnellert, Aboriginal Education Department and Elders four part after school series focusing on Six 'R's deepening school teams understanding of Indigenous Worldviews, anti Indigenous racism, and pedagogy.
- District Helping Teacher Retreat with Carolyn Roberts facilitating circle with a focus on dialogue on the role of Helping Teacher leading/mentoring/facilitating/supporting equity recommendation work.
- Secondary Department Heads meetings focusing on BCTF Professional Standard #9 and how to approach imbedding Indigenous content and Indigenous Ways of Knowing and learning into the curriculum.
- District Pro-D January 23, 2023 keynotes on equitable assessment practices
- Lunch and Learn series offered to teachers by Anti Racism and Secondary Innovations Helping Teacher.
- Human Resources Department retreat titled 'Working Effectively with Indigenous Peoples facilitated by Bob Joseph. [ICTINC.CA](#)
- Indigenous-focused grad requirement courses multiple courses available for teachers.

3.2(iv) Learning Profile –

- SD42 Youth Forum February 1, 2023 Imagine...Be Seen, Heard, Understood at Swan-e-set Golf Course 138 students attended including Indigenous students participating in an event weaving Indigenous pedagogy of student voice honouring sense of belonging and identity.
- Aboriginal Education second Aboriginal Student Forum - March 2, 2023 at South Bonson Centre organized by Aboriginal Education 'Leadership Committee'. The intentions were 'to hear who you are as a person, what is working well in your school, what you need as a student. The first Student Forum was hosted in 2020!
- Updated Graphic storyboards for Aboriginal Student Belonging and Identity
- Student voice compiled and organized in the 6Rs shared widely with school teams, including Elders
- The Maple Ridge Pitt Meadows School District Aboriginal Student Six Year Graduation rate is 90%; Non-Indigenous 97%
- Students who self-identify increases yearly

3. Successful Practices:

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

The priority was set knowing the responsibility of Equity is for 'all' in the system. The work didn't fall on the shoulders of the Aboriginal Education Department so the department could focus on student initiatives: Legacy School Projects, Student Leadership, Family Connection Series, Student Transitions, Deepening Indigenous Ways of Knowing Series Year 3 with Leyton Schnellert PD focus.

Superintendent monthly meetings professional learning sessions focus on Equity.

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.*

Policy and Governance: This year most schools included a 'new' Equity goal informing this year's strategic planning cycle and the addition of goal priority #1 Equity.

School Environment: Legacy projects this year had schools engaged in leading Indigenous World View projects with Knowledge Keepers or Elders. Attached are some example photos.

Learning Profile: Student Leadership resulted in a visual document of 'Sense of Belonging' and 'Identity' as well as clearly articulated student voice of what is working, what isn't working, being seen, being heard.

Pedagogical Core: Professional Learning expanded to various departments; Equity learning included Senior Team Equity retreat, Human Resources Dept. with Bob Joseph, Helping Teacher team with Carolyn Roberts, Learning Services equity meetings, Aboriginal Education team with Carolyn Roberts, Bruce Robinson, and monthly department growth plan learning sessions with Knowledge Keepers. Deepening Indigenous Ways of Knowing four sessions

included school teams, local Elders, Knowledge Keepers, Aboriginal student alumni, and student voice.

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?

The School District will support with school plans and more focussed collaborative Professional Development school by school supported by the Aboriginal Education Department. Addressing the decolonizing, anti Indigenous racism, and curriculum gap shared by student voices that they are simply not seeing the Indigenous content taught authentically in some classrooms or shifts in bias and assumption of some adults in schools.

Professional Development to feature Carolyn Roberts who was part of the original research project to build concepts of circle and kinship. Building relationships within schools to focus on feeling a sense of agency with Indigenous curriculum.

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?

Student learning profile 'communicator' on student engagement, sense of belonging and identity through a process of Grandmothers Perspective. Collaborate with Learning Services.

The non-Indigenous rates are 7% difference indicating there is still a fair amount of work to be done in removing barriers for Indigenous students.

Support cultural rounds in schools earlier in the year- Indigenous Knowledge Keepers and Elders are 'ready' even though some schools may not be ready.

Increase Elder participation and engagement earlier in the year with dinner series around the solstice seasonal moons. Elders voice at new school build have proven to be visionary.

Work with local ḥənqəmínəḥ language speakers on key words to focus the work, within the department first.

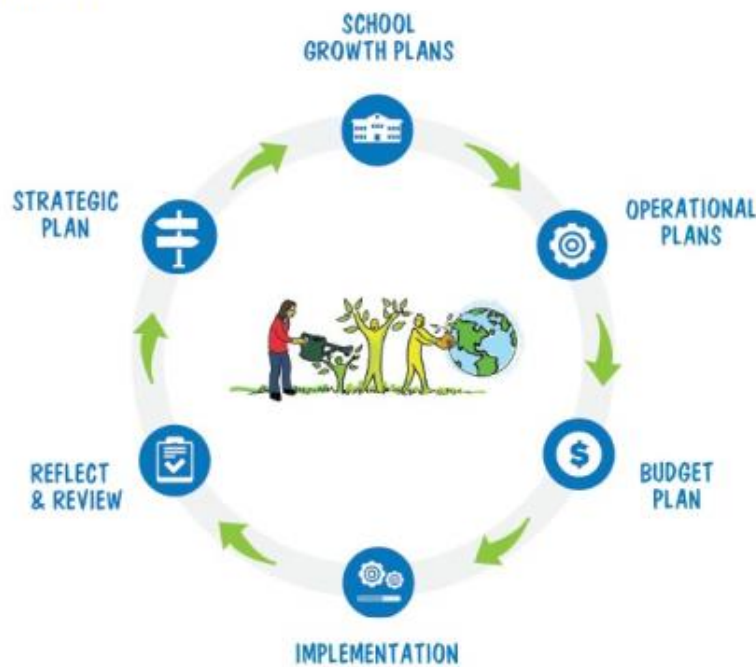
Set monthly meetings with local Nations to discuss and gather input with their vision with education and equity.

Initiate dialogue on the development of a Board Authority Authorized (BAA) course focussing on local Indigenous history/culture/language.

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

Through the support of ongoing learning and dialogue with principals, vice principals, district leaders and their follow up with their respective staff/teams, we have seen a significant shift district-wide with the inclusion of equity and anti-racism focused goals in school growth plans and department operational plans. In alignment with our strategic planning cycle/structure, the focus on equity in growth plans and operational plans has influenced and informed budget allocations to support such initiatives and proudly, on April 26, 2023 the Board of Education added Equity as a strategic priority along with related measurable goals.

Strategic Planning Cycle:



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?

Continue with the regional meeting series which was very informative.

Advocate for new school build to embed DRIPA actions to ensure Indigenous World Views are reflected with physical space and designs with additional funding.