

## RCCDSB Board Action Plan for Indigenous Education 2022-2023

Initiative	Removing Barriers/Supporting Transitions	
Quadrant	Supporting Students	Status: Ongoing
Projected Budget	\$10,000	
About Initiative	<p>The following initiatives will support the removal of educational and financial barriers:</p> <ul style="list-style-type: none"> <li>• Assigning technology where needed (Chromebook, laptop, headsets, etc.).</li> <li>• Offering tools for learning (supplies, sensory tools and aids, etc.)</li> <li>• Support families in accessing psycho-educational testing. (Transportation, accommodations, food, psycho-educational testing).</li> <li>• Addressing food insecurity and providing other supplies (clothing, school fees, etc.) as required.</li> <li>• Helping with post-secondary applications (physically and financially).</li> <li>• Accompanying students (and their families) to tour post-secondary institutions for a more informed choice.</li> <li>• Ongoing work of the Indigenous Graduation Coach (academic tracking, volunteer hours tracking, attendance, etc.).</li> <li>• Increase in voluntary Indigenous self-identification.</li> <li>• Credit recovery, reach-ahead credit, volunteer hours opportunities (throughout the year or during the summer)</li> <li>• Providing opportunities for engagement (Indigenous Graduation Coach).</li> <li>• Work with schools to support students and their families.</li> <li>• Provide an Indigenous Education Bursary to two graduating students (one at each high school).</li> <li>• Indigenous Graduation Coach ⅓ salary, travel, and benefits.</li> <li>• Indigenous Educational Assistant at St. James.</li> </ul> <p>The following initiatives will support transitions to, within, and from our Board:</p> <ul style="list-style-type: none"> <li>• Support all levels of transition: daycare to school, primary to junior, junior to intermediate, intermediate to secondary, secondary to post-secondary, post-secondary.</li> <li>• This could be in the form of physical or emotional support that might be the result of additional school visits, accompaniment during initial visit, helping Grade 8 students pick courses for Grade 9, creating student profiles that highlight strengths, needs, and interests, sharing post-secondary opportunities such as the APSIP Fair, or providing opportunities to prepare for the next change, etc.</li> <li>• Any costs incurred while barriers are addressed as part of supporting transitions will be reported on in the Removing Barriers initiative (i.e. post-secondary applications, specialized clothing for Co-op placements). Costs associated uniquely with supporting transitions will be reported in this section (i.e. travel).</li> <li>• Virtual Fair for Grades 6-8 in collaboration with Experiential Learning program.</li> <li>• Inclusion of the Indigenous Graduation Coach on the Pathways Tour with the Experiential Learning program, and Outdoor and Physical Education Program.</li> <li>• Follow-up with new graduates in their first year of post-secondary.</li> </ul>	
	Indicate how this initiative aligns with other Ministry of Education or Board Initiatives/strategies/programs and/or education	

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	<p>related Truth and Reconciliation Calls to Action:</p> <ul style="list-style-type: none"> <li>• Board Improvement and Equity Plan: Indigenous Education and Pathways</li> <li>• Board Strategic Plan 2022-2023</li> <li>• TRC Principles of Reconciliation: 4, 5</li> <li>• United Nations Declaration on the Rights of Indigenous People: Articles 14, 20, 21, 34</li> <li>• Ontario's Education Equity Action Plan</li> <li>• First Nations, Métis, and Inuit Education Policy Framework</li> <li>• Ontario's Indigenous Education Strategy</li> </ul>
Identified Need	<ul style="list-style-type: none"> <li>• The Indigenous Graduation Coach program has further unearthed the need for barrier removal related to finances, food insecurity, support, etc.</li> <li>• Through products, observations, and conversations, there is a need to provide Indigenous students with alternative ways to gather credits for graduation.</li> <li>• This initiative aims to support attendance rates, graduation rates, and credit accumulation.</li> </ul>
Intended Outcome	<p>Primary intended outcome: Improvement in Indigenous student well-being.</p> <p>Secondary intended outcomes:</p> <ul style="list-style-type: none"> <li>• Increase in opportunities for knowledge sharing, collaboration, and issue resolution among Indigenous communities, organizations, schools, school boards, and the Ministry of Education.</li> <li>• Increase in participation of Indigenous parents in education.</li> <li>• Increase in the percentage of Indigenous students meeting provincial standards on province-wide assessments in reading, writing, and mathematics.</li> <li>• Increase in graduation rates of Indigenous students.</li> <li>• Improvement in student achievement.</li> </ul>
Measurement and Goals: Key Performance Indicators	<p>Quantitative key performance indicators (KPI) to be used in the evaluation of the initiative:</p> <ul style="list-style-type: none"> <li>• Attendance rates</li> <li>• Graduation rates</li> <li>• Credit accumulation</li> <li>• Report card data</li> </ul>
	<p>For each quantitative KPI selected, indicate target outcome(s) your Board is aiming to achieve through this initiative.</p> <ul style="list-style-type: none"> <li>• Barrier removal</li> <li>• Higher engagement and achievement rates.</li> <li>• Success Stories</li> </ul>
	<p>Qualitative key performance indicator (KPI) to be used in the evaluation of this initiative.</p>

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	<ul style="list-style-type: none"> <li>Community/Educator/Student Feedback</li> <li>COPs (Conversations, Observations, Products)</li> </ul>
	<p>For each qualitative KPI selected, indicate target outcome(s) your Board is aiming to achieve through this initiative.</p> <ul style="list-style-type: none"> <li>Higher self-confidence levels among self-identified students as monitored by products, observations, and conversations.</li> </ul>
Results (To be completed in Final Report)	For each quantitative KPI selected, indicate results achieved:
	For each qualitative KPI selected, indicate results achieved:
	What best practices or lessons learned have been identified through the implementation of this initiative?

Initiative	Exploring and Affirming Identity through Cultural Opportunities/ Developing Intercultural Appreciation and Respect	
Quadrant	Supporting Students	Status: New and Ongoing
Projected Budget	\$175,000	
About Initiative	<ul style="list-style-type: none"> <li>Obtaining heritage-specific graduation stoles and caps to use in pictures and in graduation ceremonies.</li> <li>Provide heritage-specific cultural experiences that allow for cultural exploration and cultural practice (i.e. arts, food, music, crafts, etc.)</li> <li>Provide opportunities to learn Indigenous languages.</li> <li>Provide opportunities to participate in ceremony (i.e. smudging).</li> <li>Board-wide education around residential schools and treaties.</li> <li>Retrofitting the ventilation system in the HILA room at Bishop Smith Catholic High School so that smudging can take place inside.</li> <li>Offer an Inuit Culture Series in partnership with Inuuqatigiit.</li> <li>Host an Indigenous Speaker Series (will be reported on in the Professional Development Section of the Supporting Educators Pillar).</li> <li>Smudging Kits and Sessions</li> <li>Regalia Making</li> <li>Provide opportunities for regular drum circles.</li> </ul>	
	<p>Indicate how this initiative aligns with other Ministry of Education or Board Initiatives/strategies/programs and/or education related Truth and Reconciliation Calls to Action:</p> <ul style="list-style-type: none"> <li>Board Strategic Plan: 2022-2023</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Board Improvement and Equity Plan: Indigenous Education</li> <li>• Mental Health and Wellbeing Strategic Plan</li> <li>• TRC Calls to Action: 63iii</li> <li>• TRC Principles of Reconciliation: 7, 8</li> <li>• UNDRIP: Articles 11, 12, 13, 14, 15, 21, 24, 34</li> <li>• Ontario's Education Equity Action Plan</li> <li>• First Nations, Métis, and Inuit Education Policy Framework</li> <li>• Ontario's Indigenous Education Strategy</li> <li>• Learning for All</li> </ul>
Identified Need	<ul style="list-style-type: none"> <li>• There is a high population of self-identified students who have little to no engagement with their culture. This could be due to lack of local cultural supports, the Indian Act, family or community estrangement, etc.</li> <li>• Due to the lack of local Métis support, we have offered very few cultural opportunities to students with Métis heritage.</li> </ul>
Intended Outcome	<p>Primary intended outcome: Improvement in Indigenous student well-being.</p> <p>Secondary intended outcomes:</p> <ul style="list-style-type: none"> <li>• Increase in opportunities for knowledge sharing, collaboration, and issue resolution among Indigenous communities, organizations, schools, school boards, and the Ministry of Education.</li> <li>• Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives, and contributions of First Nations, Métis, and Inuit peoples.</li> <li>• Increase in participation of Indigenous parents in education.</li> <li>• Other (Increase in student engagement)</li> </ul>
Measurement and Goals: Key Performance Indicators	<p>Quantitative key performance indicators (KPI) to be used in the evaluation of the initiative:</p> <ul style="list-style-type: none"> <li>• Self-Id data</li> </ul>
	<p>For each quantitative KPI selected, indicate target outcome(s) your Board is aiming to achieve through this initiative:</p> <ul style="list-style-type: none"> <li>• An increase in self-identified students.</li> <li>• Increase participation of Métis students by 100%.</li> </ul>
	<p>Qualitative key performance indicator to be used in the evaluation of this initiative:</p> <ul style="list-style-type: none"> <li>• Community/Educator/Student Feedback</li> <li>• COPs (Conversations, Observations, Products)</li> </ul>
	<p>For each qualitative KPI selected, indicate target outcome(s) your Board is aiming to achieve through this initiative:</p> <ul style="list-style-type: none"> <li>• A higher engagement at ceremony.</li> </ul>

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	<ul style="list-style-type: none"> <li>• A fostered desire to practice culture and use language.</li> <li>• To spark an interest in actively pursuing their cultural learning.</li> <li>• Develop an awareness of Métis culture.</li> </ul>
Results (To be completed in Final Report)	For each quantitative KPI selected, indicate results achieved:
	For each qualitative KPI selected, indicate results achieved:
	What best practices or lessons learned have been identified through the implementation of this initiative?

Initiative	Professional Development	
Quadrant	Supporting Staff	Status: Ongoing
Projected Budget	\$25,000	
About Initiative	<ul style="list-style-type: none"> <li>• Host an Indigenous Speaker Series.</li> <li>• Offer Indigenous Education ABQ/AQ Courses for OECTA members.</li> <li>• Host Book Clubs twice per year.</li> <li>• Offer professional reading materials.</li> <li>• Provide or fund workshops and training.</li> <li>• Harm reduction</li> </ul>	
	<p>Indicate how this initiative aligns with other Ministry of Education or Board Initiatives/strategies/programs and/or education related Truth and Reconciliation Calls to Action:</p> <ul style="list-style-type: none"> <li>• TRC Calls to Action: 63 iv</li> <li>• TRC Principles of Reconciliation: 8, 10</li> <li>• Board Improvement and Equity Plan: Indigenous Education</li> <li>• Board Strategic Plan</li> <li>• Mental Health and Wellbeing Strategic Plan</li> <li>• Safe Schools Initiatives</li> <li>• Ontario's Education Equity Action Plan</li> <li>• First Nations, Métis, and Inuit Education Policy Framework</li> <li>• Ontario's Indigenous Education Strategy</li> <li>• Learning for All</li> </ul>	
Identified Need	<ul style="list-style-type: none"> <li>• Eliminate/reduce stereotypes, bias, and racism.</li> <li>• Foster a better understanding of issues faced by Indigenous people.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Understand historical traumas, past and present contributions, beauty, brilliance, and capabilities of Indigenous people.</li> <li>• Increase overall confidence and ability to deliver curriculum from an Indigenous lens.</li> <li>• Inspire a desire to learn more about Indigenous Education thereby increasing Indigenous representation in classrooms/schools.</li> <li>• Recognizing harm and learning how to reduce or eradicate it in our buildings.</li> </ul>
Intended Outcome	<p>Primary intended outcome: Increase in satisfaction among educators on Indigenous focused professional development and resources.</p> <p>Secondary intended outcomes:</p> <ul style="list-style-type: none"> <li>• Improvement in Indigenous student well-being.</li> <li>• Increase in opportunities for knowledge sharing, collaboration, and issue resolution among Indigenous communities, organizations, schools, school boards, and the Ministry of Education.</li> <li>• Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives, and contributions of First Nations, Métis, and Inuit peoples.</li> <li>• Increase in participation of Indigenous parents in education.</li> <li>• Increase in graduation rates of Indigenous students.</li> <li>• Improvement in student achievement.</li> </ul>
Measurement and Goals: Key Performance Indicators	<p>Quantitative key performance indicators (KPI) to be used in the evaluation of the initiative:</p> <ul style="list-style-type: none"> <li>• Collected concrete data around the indicated target outcomes.</li> </ul>
	<p>For each quantitative KPI selected, indicate target outcome(s) your Board is aiming to achieve through this initiative (i.e. a 1% increase in self-ID reporting).</p> <ul style="list-style-type: none"> <li>• To surpass the number of ABQ/AQ courses taken by teaching staff last year (4).</li> <li>• To reach 50 requests for professional development (i.e. reading or training not related to ABQ/AQ courses).</li> <li>• To engage more non-teaching staff in professional development opportunities by 5%.</li> </ul>
	<p>Qualitative key performance indicator to be used in the evaluation of this initiative:</p> <ul style="list-style-type: none"> <li>• Community/Educator/Student Feedback</li> <li>• COPs (Conversations, Observations, Products)</li> </ul>
	<p>For each qualitative KPI selected, indicate target outcome(s) your Board is aiming to achieve through this initiative:</p> <ul style="list-style-type: none"> <li>• Gain confidence to teach/source FNMI issues, content, perspectives, etc. while gaining knowledge.</li> <li>• Eradicate appropriation and reduce general harm to Indigenous students.</li> </ul>
Results (To be	<p>For each quantitative KPI selected, indicate results achieved:</p>

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completed in Final Report)	For each qualitative KPI selected, indicate results achieved:
	What best practices or lessons learned have been identified through the implementation of this initiative?

Initiative	Instructional Supplies	
Quadrant	Supporting Staff	Status: Ongoing
Projected Budget	\$30,000	
About Initiative	<ul style="list-style-type: none"> <li>• Provide resources created by Indigenous voices for teachers to use in classrooms.</li> <li>• Subscribe to Indigenous websites and video platforms to support lesson delivery.</li> <li>• Purchase equipment and materials needed to support lesson delivery from an Indigenous lens.</li> </ul>	
	<p>Indicate how this initiative aligns with other Ministry of Education or Board Initiatives/strategies/programs and/or education related Truth and Reconciliation Calls to Action:</p> <ul style="list-style-type: none"> <li>• Board Strategic Plan 2022-2023</li> <li>• Board Improvement and Equity Plan: Indigenous Education</li> <li>• TRC Calls to Action: 63 iv</li> <li>• UNDRIP: Articles 2, 4, 11, 12, 13, 14, 15, 16, 22, 24, 25, 31, 34</li> <li>• Ontario's Education Equity Action Plan</li> <li>• First Nations, Métis, and Inuit Education Policy Framework</li> <li>• Ontario's Indigenous Education Strategy</li> <li>• Learning for All</li> </ul>	
Identified Need	<ul style="list-style-type: none"> <li>• Students need to see themselves in their schools and in their classrooms. Resources should reflect a diverse Indigenous population.</li> </ul>	
Intended Outcome	<p>Primary intended outcome: Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives, and contributions of First Nations, Métis, and Inuit peoples.</p> <p>Secondary intended outcomes:</p> <ul style="list-style-type: none"> <li>• Improvement in Indigenous student well-being.</li> <li>• Increase in satisfaction among educators on Indigenous focused professional development and resources.</li> <li>• Increase in opportunities for knowledge sharing, collaboration, and issue resolution among Indigenous communities, organizations, schools, school boards, and the Ministry of Education.</li> <li>• Increase in participation of Indigenous parents in education.</li> <li>• Increase in graduation rates of Indigenous students.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Improvement in student achievement.</li> </ul>
Measurement and Goals: Key Performance Indicators	Quantitative key performance indicators (KPI) to be used in the evaluation of the initiative: <ul style="list-style-type: none"> <li>Attendance rates</li> <li>Self-Id data</li> <li>Student engagement</li> </ul>
	For each quantitative KPI selected, indicate target outcome(s) your Board is aiming to achieve through this initiative: <ul style="list-style-type: none"> <li>Increase student success (story and/or data).</li> <li>Increase student engagement.</li> </ul>
	Qualitative key performance indicator to be used in the evaluation of this initiative: <ul style="list-style-type: none"> <li>Community/Educator/Student Feedback</li> <li>COPs (Conversations, Observations, Products)</li> </ul>
	For each qualitative KPI selected, indicate target outcome(s) your Board is aiming to achieve through this initiative: <ul style="list-style-type: none"> <li>Increase student success (story and/or data).</li> <li>Increase student engagement.</li> </ul>
Results (To be completed in Final Report)	For each quantitative KPI selected, indicate results achieved:
	For each qualitative KPI selected, indicate results achieved:
	What best practices or lessons learned have been identified through the implementation of this initiative?

Initiative	Supporting Indigenous Staff	
Quadrant	Supporting Staff	
Projected Budget	\$0	Status: New
About Initiative	<ul style="list-style-type: none"> <li>Create or maintain safe spaces for cultural practice and spaces free of discrimination or oppression.</li> <li>Support days of commemoration and celebration (i.e. September 30th and June 21st) from a Human Resources lens.</li> <li>Include events such as ceremony in decisions made regarding leave under the Urgent Personal Business or create a section for Cultural Leave. Include mourning protocols/ceremony under Compassionate Leave.</li> </ul>	



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	<p>Indicate how this initiative aligns with other Ministry of Education or Board Initiatives/strategies/programs and/or education related Truth and Reconciliation Calls to Action:</p> <ul style="list-style-type: none"> <li>• Board Strategic Plan 2022-2023</li> <li>• UNDRIP: Articles 1, 2, 4, 11, 12, 13, 14, 15, 16, 21, 22, 24, 34</li> <li>• Ontario Human Rights Code</li> <li>• Ontario's Education Equity Action Plan</li> <li>• First Nations, Métis, and Inuit Education Policy Framework</li> <li>• Ontario's Indigenous Education Strategy</li> </ul>
Identified Need	<ul style="list-style-type: none"> <li>• Indigenous staff should be able to celebrate, commemorate, and mourn as community protocol dictates.</li> </ul>
Intended Outcome	<p>Primary intended outcome: Support Indigenous staff and uphold culturally responsive human resources practices.</p> <p>Secondary intended outcomes:</p> <ul style="list-style-type: none"> <li>• Increase in the number of Indigenous teaching and on-teaching staff in school.</li> <li>• Increase in opportunities for knowledge sharing, collaboration, and issue resolution among Indigenous communities, organizations, schools, school boards, and the Ministry of Education.</li> <li>• Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives, and contributions of First Nations, Métis, and Inuit peoples.</li> <li>• Strengthen community partnerships.</li> </ul>
Measurement and Goals: Key Performance Indicators	<p>Quantitative key performance indicators (KPI) to be used in the evaluation of the initiative:</p> <ul style="list-style-type: none"> <li>• Attendance rates</li> <li>• Staff engagement and increased satisfaction in the workplace.</li> </ul>
	<p>For each quantitative KPI selected, indicate target outcome(s) your Board is aiming to achieve through this initiative:</p> <ul style="list-style-type: none"> <li>• Increased morale and support.</li> <li>• Equitable human resources practices.</li> <li>• Number of human resources requests based on this initiative.</li> </ul>
	<p>Qualitative key performance indicator to be used in the evaluation of this initiative:</p> <ul style="list-style-type: none"> <li>• Community/Educator/Student Feedback</li> <li>• COPs (Conversations, Observations, Products)</li> </ul>
	<p>For each qualitative KPI selected, indicate target outcome(s) your Board is aiming to achieve through this initiative:</p> <ul style="list-style-type: none"> <li>• Increased morale and support.</li> <li>• Equitable human resources practices.</li> </ul>

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Results (To be completed in Final Report)	For each quantitative KPI selected, indicate results achieved:
	For each qualitative KPI selected, indicate results achieved:
	What best practices or lessons learned have been identified through the implementation of this initiative?

Initiative	<b>Commemorations and Celebrations</b>	
Quadrant	Engagement and Awareness Building	
Projected Budget	\$20,000	Status: Ongoing
About Initiative	<ul style="list-style-type: none"> <li>Curriculum and/or resources distributed Board-wide to support days/issues such as Orange Shirt Day/National Day of Truth and Reconciliation, Treaty Recognition Week, National Indigenous Veterans Day, Earth Day, MMIWG2S, National Indigenous Peoples History Month/National Indigenous Peoples Day, etc.</li> <li>Assemblies and guest speakers will also be included.</li> </ul> <p>Indicate how this initiative aligns with other Ministry of Education or Board Initiatives/strategies/programs and/or education related Truth and Reconciliation Calls to Action:</p> <ul style="list-style-type: none"> <li>TRC Calls to Action: 62i, 63iii</li> <li>Board Improvement and Equity Plan: Indigenous Education, Literacy</li> <li>Mental Health and Wellbeing Strategic Plan</li> <li>UNDRIP: 2, 11, 12, 13, 14, 15, 16, 25, 34</li> <li>Ontario's Education Equity Action Plan</li> <li>First Nations, Métis, and Inuit Education Policy Framework</li> <li>Ontario's Indigenous Education Strategy</li> <li>Learning for All</li> </ul>	
Identified Need	<ul style="list-style-type: none"> <li>Two of the commemorations aim to respond to TRC Calls to Action for Education.</li> <li>To bring a general awareness of issues faced by Indigenous people.</li> <li>To showcase the beauty, brilliance, and capability of Indigenous people while also highlighting historic and contemporary contributions to society.</li> </ul>	
Intended Outcome	<p>Primary intended outcome: Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives, and contributions of First Nations, Métis, and Inuit peoples.</p> <p>Secondary intended outcomes:</p> <ul style="list-style-type: none"> <li>Improvement in Indigenous student well-being.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Increase in opportunities for knowledge sharing, collaboration, and issue resolution among Indigenous communities, organizations, schools, school boards, and the Ministry of Education.</li> <li>• Increase in participation of Indigenous parents in education.</li> <li>• Improvement in student achievement.</li> </ul>
Measurement and Goals: Key Performance Indicators	Quantitative key performance indicators (KPI) to be used in the evaluation of the initiative: <ul style="list-style-type: none"> <li>• Self-Id data</li> <li>• Concrete collected data</li> </ul>
	For each quantitative KPI selected, indicate target outcome(s) your Board is aiming to achieve through this initiative: <ul style="list-style-type: none"> <li>• To have all schools engage in at least half of the initiatives.</li> </ul>
	Qualitative key performance indicator to be used in the evaluation of this initiative: <ul style="list-style-type: none"> <li>• Community/Educator/Student Feedback</li> <li>• COPs (Conversations, Observations, Products)</li> </ul>
	For each qualitative KPI selected, indicate target outcome(s) your Board is aiming to achieve through this initiative: <ul style="list-style-type: none"> <li>• To engage in the initiatives from an authentic and meaningful way.</li> <li>• To encourage community engagement through involvement in celebrations and commemorations.</li> </ul>
Results (To be completed in Final Report)	For each quantitative KPI selected, indicate results achieved:
	For each qualitative KPI selected, indicate results achieved:
	What best practices or lessons learned have been identified through the implementation of this initiative?

Initiative	Sacred and Safe Spaces, Ongoing Reconciliation	
Quadrant	Engagement and Awareness Building	
Projected Budget	\$75,000	Status: Ongoing
About Initiative	<ul style="list-style-type: none"> <li>• Collaborate with an Indigenous artist/Indigenous artists to provide murals in all schools. (This will be an ongoing initiative).</li> <li>• Have a space to showcase Indigenous artifacts and cultural pieces in each school. This space might also be a safe space to gather for Indigenous students.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Develop a smudging protocol for indoor use within the Board.</li> <li>• Retrofit the ventilation system in the HILA room at Bishop Smith Catholic High School to allow for indoor smudging (financials for this piece have already been reported on in a previous section).</li> <li>• Creation of a logo to represent Indigenous Education at RCCDSB.</li> <li>• Monthly Reconciliation Challenges or Professional Development pieces to be used in schools.</li> <li>• Individual school projects that foster ongoing reconciliation.</li> <li>• Develop physical, mental, spiritual, and emotional safe spaces (these are not always tangible).</li> </ul> <p>Indicate how this initiative aligns with other Ministry of Education or Board Initiatives/strategies/programs and/or education related Truth and Reconciliation Calls to Action:</p> <ul style="list-style-type: none"> <li>• UNDRIP: Articles 3, 4, 11, 12, 13, 14, 15, 16, 18, 19, 21, 22, 24, 25, 31, 34</li> <li>• TRC Calls to Action: 63iii</li> <li>• Board Strategic Plan: 2022-2023</li> <li>• Board Improvement and Equity Plan: Indigenous Education</li> <li>• Ontario Human Rights Code</li> <li>• Ontario's Education Equity Action Plan</li> <li>• First Nations, Métis, and Inuit Education Policy Framework</li> <li>• Ontario's Indigenous Education Strategy</li> <li>• Learning for All</li> </ul>
Identified Need	<ul style="list-style-type: none"> <li>• Students need to see themselves in their learning environments. They need to have safe and inclusive spaces.</li> <li>• To go beyond performative gestures, we are striving to make reconciliation a priority throughout the year.</li> </ul>
Intended Outcome	<p>Primary intended outcome: Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives, and contributions of First Nations, Métis, and Inuit peoples.</p> <p>Secondary intended outcomes:</p> <ul style="list-style-type: none"> <li>• Improvement in Indigenous student well-being.</li> <li>• Increase in opportunities for knowledge sharing, collaboration, and issue resolution among Indigenous communities, organizations, schools, school boards, and the Ministry of Education.</li> <li>• Increase in participation of Indigenous parents in education.</li> <li>• Improvement in student achievement.</li> </ul>
Measurement and Goals: Key Performance Indicators	<p>Quantitative key performance indicators (KPI) to be used in the evaluation of the initiative:</p> <ul style="list-style-type: none"> <li>• Concrete data collection</li> </ul>
	<p>For each quantitative KPI selected, indicate target outcome(s) your Board is aiming to achieve through this initiative:</p> <ul style="list-style-type: none"> <li>• We will have murals installed in 25% of our schools by August 2023 (5 schools).</li> </ul>

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	<ul style="list-style-type: none"> <li>• More than half of the schools will have one dedicated space that includes heritage-specific cultural items, Indigenous art, or other relevant pieces (11+).</li> <li>• Logo creation in collaboration with Indigenous partners developed by June 2023.</li> <li>• 13.6 % of schools will undertake a reconciliation project in their buildings or on their grounds (3).</li> </ul>
	<p>Qualitative key performance indicator to be used in the evaluation of this initiative:</p> <ul style="list-style-type: none"> <li>• Community/Educator/Student Feedback</li> <li>• COPs (Conversations, Observations, Products)</li> </ul>
	<p>For each qualitative KPI selected, indicate target outcome(s) your Board is aiming to achieve through this initiative:</p> <ul style="list-style-type: none"> <li>• Noted through products, observations, and conversations, Indigenous students will be pleased with the safe and inclusive spaces.</li> <li>• Schools will participate in a series of reconciliation challenges to further their collective understanding of what non-Indigenous people can do to advance the reconciliation process.</li> </ul>
Results (To be completed in Final Report)	For each quantitative KPI selected, indicate results achieved:
	For each qualitative KPI selected, indicate results achieved:
	What best practices or lessons learned have been identified through the implementation of this initiative?

Initiative	<b>Maintain a High Level of Student Success</b>	
Quadrant	Using Data to Support Student Achievement	Status: Ongoing
Projected Budget	\$0	
About Initiative	<ul style="list-style-type: none"> <li>• Boost student engagement.</li> <li>• Create a circle of care for each student.</li> <li>• Track course completion and course accumulation for all secondary students.</li> <li>• Put strategies in place to help with credit retention, credit recovery, or reach-ahead credits.</li> <li>• EQAO Cohort Tracking (3, 6, 9, 10) for intervention planning to ensure success.</li> <li>• EQAO Data Collection of School, Board, and Provincial results.</li> </ul>	
	<p>Indicate how this initiative aligns with other Ministry of Education or Board Initiatives/strategies/programs and/or education related Truth and Reconciliation Calls to Action:</p> <ul style="list-style-type: none"> <li>• Boart Strategic Plan: 2022-2023</li> </ul>	

## RCCDSB Board Action Plan for Indigenous Education 2022-2023

	<ul style="list-style-type: none"> <li>• Board Improvement and Equity Plan: Indigenous Education, Literacy, Numeracy</li> <li>• UNDRIP: Article 14</li> <li>• Ontario's Education Equity Action Plan</li> <li>• First Nations, Métis, and Inuit Education Policy Framework</li> <li>• Learning for All</li> </ul>
Identified Need	<ul style="list-style-type: none"> <li>• Attendance rates at RCCDSB have been 90% and above in past years and graduation rates have been above provincial levels. It's important to maintain these standards and improve upon them where possible.</li> <li>• Increase credit retention and credit recovery.</li> <li>• Improve EQAO scores across the grades.</li> </ul>
Intended Outcome	<p>Primary intended outcome: Improvement in student achievement.</p> <p>Secondary intended outcomes:</p> <ul style="list-style-type: none"> <li>• Improvement in Indigenous student well-being.</li> <li>• Increase in opportunities for knowledge sharing, collaboration, and issue resolution among Indigenous communities, organizations, schools, school boards, and the Ministry of Education.</li> <li>• Increase in participation of Indigenous parents in education.</li> <li>• Increase in the percentage of Indigenous students meeting provincial standards on province-wide assessments in reading, writing, and mathematics.</li> <li>• Increase in graduation rates of Indigenous students.</li> </ul>
Measurement and Goals: Key Performance Indicators	<p>Quantitative key performance indicators (KPI) to be used in the evaluation of the initiative:</p> <ul style="list-style-type: none"> <li>• Attendance rates</li> <li>• Graduation rates</li> <li>• Credit accumulation</li> <li>• EQAO data</li> <li>• Report card data</li> <li>• Success based on story.</li> </ul>
	<p>For each quantitative KPI selected, indicate target outcome(s) your Board is aiming to achieve through this initiative:</p> <ul style="list-style-type: none"> <li>• Maintain or improve the status quo for attendance, graduation rates, and credit accumulation.</li> <li>• An increase of level 3 and 4 results among grades 3 and 6.</li> <li>• An increase of successful results in grade 9 math and grade 10 literacy testing.</li> </ul>
	<p>Qualitative key performance indicator to be used in the evaluation of this initiative:</p> <ul style="list-style-type: none"> <li>• Community/Educator/Student Feedback</li> <li>• COPs (Conversations, Observations, Products)</li> <li>• Success based on story.</li> </ul>

## RCCDSB Board Action Plan for Indigenous Education 2022-2023

	<p>For each qualitative KPI selected, indicate target outcome(s) your Board is aiming to achieve through this initiative:</p> <ul style="list-style-type: none"> <li>• Boost student engagement.</li> <li>• Increase parent confidence.</li> <li>• Foster student success.</li> <li>• To outperform the province in at least three areas.</li> </ul>
Results (To be completed in Final Report)	For each quantitative KPI selected, indicate results achieved:
	For each qualitative KPI selected, indicate results achieved:
	What best practices or lessons learned have been identified through the implementation of this initiative?

Initiative	Leading with Student Voice	
Quadrant	Using Data to Support Student Achievement	Status: New
Projected Budget	\$5,000	
About Initiative	<ul style="list-style-type: none"> <li>• In collaboration with the Indigenous Graduation Coach, we will host an Indigenous Student Forum to collect student voice about a variety of issues and initiatives across the Board.</li> <li>• Create opportunities to center student voice in the work.</li> </ul>	
	<p>Indicate how this initiative aligns with other Ministry of Education or Board Initiatives/strategies/programs and/or education related Truth and Reconciliation Calls to Action:</p> <ul style="list-style-type: none"> <li>• Board Strategic Plan: 2022-2023</li> <li>• Board Improvement and Equity Plan: Indigenous Education</li> <li>• UNDRIP: Articles 1, 2, 3, 14, 15, 16, 18, 19</li> <li>• Ontario's Education Equity Action Plan</li> <li>• First Nations, Métis, and Inuit Education Policy Framework</li> <li>• Ontario's Indigenous Education Strategy</li> <li>• Learning for All</li> </ul>	
Identified Need	<ul style="list-style-type: none"> <li>• Currently, formal student voice is absent in every aspect of Indigenous Education. This must change.</li> </ul>	
Intended Outcome	<p>Primary intended outcome: Improvement in Indigenous student well-being.</p> <p>Secondary intended outcomes:</p>	

## RCCDSB Board Action Plan for Indigenous Education 2022-2023

	<ul style="list-style-type: none"> <li>• Increase in opportunities for knowledge sharing, collaboration, and issue resolution among Indigenous communities, organizations, schools, school boards, and the Ministry of Education.</li> <li>• Improvement in student achievement.</li> </ul>
Measurement and Goals: Key Performance Indicators	Quantitative key performance indicators (KPI) to be used in the evaluation of the initiative: <ul style="list-style-type: none"> <li>• Self-Id data</li> <li>• Survey results</li> <li>• Concrete data collection</li> </ul>
	For each quantitative KPI selected, indicate target outcome(s) your Board is aiming to achieve through this initiative: <ul style="list-style-type: none"> <li>• To gain student voice from a sample of First Nations, Métis, and Inuit elementary and secondary students.</li> <li>• To implement at least two suggestions into the 2022-2023 school year.</li> </ul>
	Qualitative key performance indicator to be used in the evaluation of this initiative: <ul style="list-style-type: none"> <li>• Community/Educator/Student Feedback</li> <li>• COPs (Conversations, Observations, Products)</li> </ul>
	For each qualitative KPI selected, indicate target outcome(s) your Board is aiming to achieve through this initiative: <ul style="list-style-type: none"> <li>• To anchor student voice in all future initiatives.</li> </ul>
Results (To be Completed in Final Report)	For each quantitative KPI selected, indicate results achieved:
	For each qualitative KPI selected, indicate results achieved:
	What best practices or lessons learned have been identified through the implementation of this initiative?