

**2024-2025 BOARD ACTION PLAN ON INDIGENOUS EDUCATION - BHNCDSEB  
(Truncated)**

SUPPORTING STUDENTS			
Initiative Description	Identified Need	Outcome Measure	Measurement Tool
<p><b>1. Land-Based Learning</b></p> <p><b>a. ACS Pond Project</b> ACS Pond Project: Land-based education focuses on an environmental approach to learning that recognizes the deep connection and relationship of Indigenous Peoples to the Land. It seeks to offer education pertaining to the Land that is grounded within Indigenous knowledge and pedagogy. At Assumption College School, Land-based learning opportunities will be offered to students through the revitalization and creation of an outdoor learning space. This space will be used in the future by all students at the school as well as Grade 7 and 8 students. This project will pair secondary school educators with Indigenous educators, elders, and community members to co-develop and deliver curriculum in a local outdoor setting in a way that honors Indigenous values and ways of learning.</p> <p><b>b. Experiential Learning Opportunities</b> Support approved applications for Indigenous-themed experiential learning activities.</p> <p><b>2. Internet Support for Equitable Access to Online Learning</b> Provide equity of access to curriculum through MiFi technology and supported internet access for Indigenous students on reserve who have limited or no internet access.</p> <p><b>3. Mentorship and Pathway Planning for Current and Future Students</b> The Indigenous Education Lead and Team will work closely with students, families, guidance counsellors, Federal School staff, and community partners to enhance transition and pathway planning for current Indigenous students and those entering the system.</p> <p><b>4. Curriculum</b> Investigate opportunities for enhancing accuracy of certain areas of current curriculum and infusion of Indigenous knowledge and pedagogy in current elementary and secondary curriculum.</p>	<p>It is important for all students to have the opportunity to connect with the environment and participate in this learning space as well as contribute to the project. Non-Indigenous and Indigenous students need to build knowledge, awareness, and relationships with/of Indigenous pedagogies and the Indigenous community. Culturally respectful and inclusive learning spaces will be created in the school to inspire engagement for Indigenous students. There is a need to also investigate expansion of Tsi Non:we lonkerihonnien:nis lethi'nisten:ha tsi lohwentsia:te for elementary schools.</p> <p>It is important for Indigenous and non-Indigenous students to have the opportunity to learn from accurate and authentic Indigenous speakers and facilitators and on the land.</p> <p>All students need access to internet and technology to access online learning platforms and during days where students are expected to learn online. All secondary students are expected to take two (2) online credits on their path to graduation.</p> <p>Indigenous Lead will serve as a liaison with school and community and perform a variety of school and community-based functions. Lead will work closely with Guidance Counsellors to track student achievement, assist with pathway planning, arrange a variety of activities and events for staff and students, and perform outreach to Indigenous communities. The Board is also intending to increase enrollment in FNMI and Mohawk Languages courses and expand this programming to all three high schools.</p> <p>Provide educators with accurate and authentic resources that will assist them in imbedding Indigenous content into their curricula and further support, develop, and grow the current Indigenous Studies courses offered at BHNCDSEB (including Mohawk Language, Indigenous Issues, Indigenous Governance, and Indigenous Lit).</p>	<p><input type="checkbox"/> Improvement in Indigenous student well-being</p> <p><input type="checkbox"/> Increase in collaboration between First Nations education authorities and school boards to ensure successful transition to provincially funded schools</p> <p><input type="checkbox"/> Improvement in Indigenous student achievement</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 graduation rates of Indigenous students</p> <p><input type="checkbox"/> Increase in the percentage of Indigenous students meeting the provincial standards on province-wide assessments in reading, writing, and mathematics</p> <p><input type="checkbox"/> Increase in collaboration between First Nations and school boards to ensure successful transition from First Nations operated schools to provincially funded schools and vice versa</p>	<p><input type="checkbox"/> Attendance rates</p> <p><input type="checkbox"/> Graduation rates</p> <p><input type="checkbox"/> Credit Accumulation</p> <p><input type="checkbox"/> Self-ID data</p> <p><input type="checkbox"/> School Climate Survey</p>
SUPPORTING EDUCATORS			
Initiative Description	Identified Need	Outcome Measure	Measurement Tool
<p><b>5. Indigenous Social Work Services</b> Support the well-being of Indigenous students who attend BHNCDSEB schools.</p>	<p>Indigenous students feel more comfortable and safer seeking advice from and discussing their concerns and challenges with an adult in whom they see themselves represented. An Indigenous Social Worker can provide Indigenous students with a safe and non-judgemental space where they will be understood and supported through any difficulties they may be</p>	<p><input type="checkbox"/> Improvement in Indigenous student well-being</p>	

	facing.	<input type="checkbox"/> Improvement in Indigenous student achievement	
<p><b>6. Professional Learning for Educators</b></p> <p>a. Indigenous Education Services Team will work collaboratively with the Student Achievement Team to provide professional learning opportunities regarding culturally responsive pedagogy related to curriculum areas.</p> <p>b. Indigenous Education Services Team will work provide professional learning opportunities for Indigenous Education Reps and School Equity Leads.</p> <p>c. Support elementary schools and secondary schools with implementation of required curriculum.</p> <p>d. Support elementary schools with the implementation of the Circle of Life resource.</p> <p>e. Support the implementation of the online version of the NBE3U course.</p> <p>f. Provide modelling and guidance for teachers to use the new series of Indigenous-focused texts for de-streamed English.</p> <p>g. Provide monthly professional learning sessions for school administrators regarding best practices in teaching and supporting First Nations, Métis, and Inuit learners, and prepare Indigenous-focused course materials and curriculum resources.</p> <p><b>7. Aligning Restorative Practices</b></p> <p>Continue the system's focus on a restorative approach to education and explore Restorative Practices through an Indigenous lens.</p> <p><b>8. Mohawk Language Courses</b></p> <p>Increase the number of qualified teachers for Indigenous Education and Languages courses through a mentorship program with community partners.</p> <p><b>9. Library Tech Story Sharing</b></p> <p>Building capacity for Library techs using Indigenous themed story books for FTK.</p> <p><b>10. Truth and Reconciliation Day and Other Acknowledgments</b></p> <p>Provide resources to support schools in acknowledging and celebrating Truth and Reconciliation Day, Treaties Recognition Week, and other important days/weeks/months.</p>	<p>Continued increase of student, teacher and administrative awareness of Indigenous culture and history. Improve ability and comfort in integrating Indigenous knowledge, history, and culture across curriculum areas. Professional learning will be continuous and responsive to student learning needs. As leaders of the school communities, school administrators need to have foundational curriculum content knowledge as well as an understanding of the needs of the Indigenous community. Cultural competency continues to be an observed need across the system.</p> <p>The Board's understanding of restorative practices could be enhanced in learning from the Indigenous perspective.</p> <p>Need to source Mohawk Language Instructors to maintain momentum of uptake in Indigenous language courses within the board.</p> <p>Embedding FNMI culture, history, and ways of knowing at an early age.</p> <p>Need to ensure provision of accurate and authentic resources to the System in recognition of these days/events. Ensuring all students and staff can participate as allies.</p>	<p><input type="checkbox"/> Increase in educator comfort and capacity to provide Indigenous focused learning experiences</p> <p><input type="checkbox"/> Increase in satisfaction among educators on Indigenous focused professional development and resources</p> <p><input type="checkbox"/> Improvement in Indigenous student well-being</p> <p><input type="checkbox"/> Improvement in Indigenous student achievement</p> <p><input type="checkbox"/> Increase in collaboration between First Nations education authorities and school boards to ensure successful transition to provincially funded schools</p> <p><input type="checkbox"/> Increase in collaboration between First Nations and school boards to ensure successful transition from First Nations operated schools to provincially funded schools and vice versa</p>	<p><input type="checkbox"/> Attendance rates</p> <p><input type="checkbox"/> Report Card data</p> <p><input type="checkbox"/> School Climate Surveys</p>
<b>ENGAGEMENT AND AWARENESS BUILDING</b>			
Initiative Description	Identified Need	Outcome Measure	Measurement Tool
<p><b>11. Indigenous Art Project</b></p> <p>In partnership with Lynnwood Arts in Simcoe, BHN will facilitate an interactive gallery exhibit featuring the talents of local Indigenous artists from a variety of art disciplines. BHN Arts and Indigenous Education Consultants, along with the Curator at Lynnwood Arts will consult and commission 5-10 local Indigenous artists to share and create new work for a gallery installation. Their work will be displayed in the months of May to September. Additionally, each artist will teach and lead five interactive workshops for classes from K-12 to share their process and create works with them. Student art will also be displayed in the exhibit. This exhibit will be open to both students and the community.</p> <p><b>12. Transition Support</b></p> <p>Improve the transition process for First Nation, Métis, and Inuit students entering the system by:</p> <ul style="list-style-type: none"> <li>o Earlier Pathway Planning for Grade 8s</li> </ul>	<p>Build strong community connections and provide staff and students exposure to authentic Indigenous ways of knowing, arts and culture, and traditional art modalities to all students in the board as all members of the community.</p> <p>Creation and development of a learning profile for each learner transferring to high school in collaboration with Six Nations of the Grand River and Mississauga of the Credit educational staff. Reduce anxiety and unknowns for many students and families. Assist new families to</p>	<p><input type="checkbox"/> Improvement in Indigenous student well-being</p> <p><input type="checkbox"/> Increase in collaboration between First Nations education authorities and school boards to ensure successful transition to provincially funded schools</p> <p><input type="checkbox"/> Improvement in Indigenous student achievement</p> <p><input type="checkbox"/> Increase in participation of Indigenous parents in education</p> <p><input type="checkbox"/> Increase in opportunities for</p>	<p><input type="checkbox"/> Attendance rates</p> <p><input type="checkbox"/> Surveys results</p> <p><input type="checkbox"/> Graduation rates</p> <p><input type="checkbox"/> Credit Accumulation</p> <p><input type="checkbox"/> Report Card data</p> <p><input type="checkbox"/> Self-ID data</p>

<ul style="list-style-type: none"> <li>○ Building Partnerships with Federal School Staff with the Student Achievement Team meeting with Federal School staff to discuss best practices for supporting successful transition from Federal schools to BHCNDSB.</li> <li>○ Grade 8 teachers from SNGR and MCFN will spend time at BHCNDSB high schools auditing Math and English classes and meeting with Grade 9 De-Streamed teacher leads.</li> <li>○ Indigenous Lead and Consultant will work with school staff to develop support strategies for Indigenous students and plan transition activities for Grade 7 &amp; 8 students from federal schools who are joining BHCNDSB schools.</li> </ul> <p><b>13. Pathway Opportunities</b> Indigenous students will have opportunities to attend events that will allow them to see themselves in post secondary opportunities (EX. NPAAMB and LIUNA events).</p>	<p>the board in understanding Indigenous system level supports. Give grade eight students a greater understanding of Indigenous presence in high school. Focus will be on supporting successful transitions for First Nations, Métis, and Inuit students into high school. Indigenous Lead and Consultant will meet with elementary school principals,</p> <p>Increase First Nations, Métis, and Inuit student participation in elementary and secondary school programs (including Cooperative Education and OYAP). Through direct focus of OYAP and Experiential Learning Consultants, Indigenous students from across the district will have opportunity to attend events that will allow them to see themselves in post-secondary opportunities (EX. NPAAMB and LIUNA events). Provide exposure to variety of secondary and post secondary pathways.</p>	<p>knowledge sharing, collaboration, and issue resolution among Indigenous communities, organizations, schools, school boards, and the Ministry of Education</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase in graduation rates of Indigenous students</li> <li><input type="checkbox"/> Increase in the percentage of Indigenous students meeting the provincial standards on province-wide assessments in reading, writing, and mathematics</li> <li><input type="checkbox"/> Increase in collaboration between First Nations and school boards to ensure successful transition from First Nations operated schools to provincially funded schools and vice versa</li> </ul>	
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

**ENGAGEMENT AND AWARENESS BUILDING**

Initiative Description	Identified Need	Outcome Measure	Measurement Tool
<p><b>14. Indigenous Education Council</b> Raise the profile of the council and be more intentional in the work it does to support Indigenous Education.</p>	<p>Raise the profile of the council. Provide training and learning for members and by members. Develop a Decision Support or Screener Tool that the IEC will use to investigate Indigenous resources, texts, third party partnerships, etc. Provide time for more intentional collaboration.</p>		
<p><b>15. Indigenous Education Consulting Services</b> Include authentic Indigenous voice and input in the development and execution of the initiatives that are part of our BAP.</p>	<p>Partnering with Faith Keepers, Knowledge Keepers, Language Experts, and Elders from SNGR and MCFN to ensure that we are providing Indigenous students with the supports they need to close the achievement gap and providing our non-Indigenous students with the information and lessons they need in order to better understand and appreciate Indigenous cultures, history, ways of life, etc.</p>		

**USING DATA TO SUPPORT STUDENT ACHIEVEMENT**

Initiative Description	Identified Need	Outcome Measure	Measurement Tool
<p><b>1. Hire Research Associate to collect and analyse data to support decisions regarding future initiatives</b> Through board planning processes, identify resources and supports that will help improve the engagement, learning, achievement, and well-being of First Nations, Métis, and Inuit students. Conduct research related specifically to the transition and secondary experience of Indigenous students. Investigate grad rates, pass/fail rates, course completion, EQAO, suspension, attendance, and extra-curricular participation data.</p> <p><b>2. Collaborative Inquiry</b> In collaboration with Faith Keepers, teachers, and Elders from Six Nations, Indigenous Education Staff will collaborate with all system leads, departments, and committees to provide an Indigenous lens for planning forward and for district initiatives. Staff will advise on culturally relevant academic and non-academic intervention models and supports for Indigenous students.</p> <p><b>3. Community Voice</b> Indigenous Education Lead, Consultant, and Research Associate will partner to collect parent and community voice.</p>	<p>Indigenous students need to see themselves and their culture and history reflected within curriculum, pedagogical approaches, and resources. Collecting and analysing data from Indigenous students and families will allow educators to identify specific gaps in learning and specific barriers to learning for Indigenous students.</p> <p>Increased opportunities for knowledge sharing, collaboration, and resolutions among Six Nations community and schools as evidenced by the number of invitations for Indigenous parents, FACS workers and social workers attend case conferences, transition planning meetings &amp; IPRC reviews. Increased Indigenous student representation during system level discussions to promote greater alignment and cohesiveness in supporting student achievement.</p> <p>Conduct survey for Indigenous students, families, educators, and community members to improve our understanding of needs and to do an inventory of Indigenous knowledge supports and partnerships.</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"/> 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"/> Improvement in Indigenous student well-being</p> <p><input type="checkbox"/> Improvement in Indigenous student achievement</p>	<p><input type="checkbox"/> Attendance rates</p> <p><input type="checkbox"/> Graduation rates</p> <p><input type="checkbox"/> Credit Accumulation</p> <p><input type="checkbox"/> EQAO data</p> <p><input type="checkbox"/> Report Card data</p> <p><input type="checkbox"/> Community/ educator/student feedback</p> <p><input type="checkbox"/> Surveys results</p>