

Equity in Action Agreement for Truth & Reconciliation

2020 - 2025



Lifeline - Sqilxw Resilience
Sheldon Louis / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project

Fostering Indigenous student success through the lens of equity

Together We Learn



**Central Okanagan
Public Schools**

Indigenous Education



“Life Line - Sqilxw Resilience”

Before the collaborative mural project saw brush put to canvas, Dixon Terbasket and I sat with Kelowna Secondary School Art Classes to share the pre- and post contact history of the sqilxw people located in traditional Syilx territory. We shared our personal experiences and the impact colonialism has had on Indigenous peoples, in particular the loss of language and culture through Residential School Systems, the oppression of the Indian Act and Potlatch Ban, the Truth and Reconciliation Calls to Action and other topics shaping the lives of the Indigenous Peoples of Canada today.

By sharing the darker history of Canada's relations with Indigenous Peoples, we were able to help frame the theme of "Resilience" for the mural. Although the history of our Indigenous Peoples has been burdened with post-contact struggles, we are still fighting to regain, reclaim and revitalize our languages, our cultures and our ceremonies. Even though it has been a difficult struggle to this point, I wanted to showcase the resilience of our People, our Youth and our Elders. It is through the struggles of our ancestors that we inherit resistance and resilience. This mural captures the strength and knowledge of our Tmixw, our Elders, our Survivors, and our Youth. It shows/reflects a transition from winter to spring, signifying the shift in our history and our lives.

The various elements of the mural emerged from a few days of discussion with high school youth. I then created the rough design from the ideas they felt best conveyed the resilience of our People. It was amazing to watch the mural come to life as students painted; each day it took on new meaning. Each element has special significance:

The spitsin (tether or bond) wrapped around the hands signifies the tradition of sitting around winter fires learning from our Elders; it also signifies the strength of the people, the lifeline or bloodline that connects us to each and every one of our ancestors.

The Salmon are a true representation of the meaning of resilience, the strength and determination embodied in our Ancestors and passed on to our Elders and Residential School survivors.

The winter and summer lodges represent connectedness to the land. The winter home speaks to how our Elders would share captikwl (traditional stories) with our young ones, teaching about our laws and responsibilities. The tulle mat lodge represents the transition from a dark past into a brighter future.

The speetlum (bitterroot) speaks to the need of our Youth to find their "roots" and to reconnect with the land, for it will be they who lead our People forward.

The students used the bridge in the background to represent the bridging of new generations, the bridging of communities.

I am so honoured to have been part of this great project.

Sheldon Louis

Central Okanagan Public Schools

Equity in Action Agreement

The Indigenous Education Council and Central Okanagan Public Schools acknowledge and honour the traditional territory and history of the Okanagan (Syilx) People and Westbank First Nation as our host band. We also acknowledge the traditional teachings of all our Elders and the wisdom of their Indigenous culture.

EQUITY IN ACTION AGREEMENT IS BETWEEN

Central Okanagan Public Schools

AND

Westbank First Nation, the Okanagan Indian Band, Okanagan Nation Alliance,
Ki-Low-Na Friendship Society, Lake Country Native Association, Kelowna Métis Association
Indigenous Parent and Family Education Council

AND

The Ministry of Education in the Province of British Columbia



We would like to acknowledge the Committee members who contributed to the development of this Agreement during the meetings held in 2017 - 2019; and, the work of the members of the Equity Scan Committee.

Fernanda Alexander - Councillor, Westbank First Nation	Kevin Kaardal - Superintendent of Schools / CEO
Rose Alexis - Indigenous Student Advocate	Kevin Kaiser - Indigenous Education Resource Teacher
Jarret Atkins - DRE Vice-Principal	Brad Kuhn - MBS Vice-Principal
Pamela Barnes - Westbank First Nation Elder	Steven Labrie - CLE Vice-Principal
Terry Beaudry - Deputy Superintendent of Schools	David Lafontaine - Teacher
Ann Bell - Lake Country Native Association	Rick Oliver - Assistant Superintendent of Schools
Deb Butler - Former Trustee, Central Okanagan Public Schools	Roberta Robin Dods - Board Member, Kelowna Friendship Society
Laurie Campbell - Teacher	Shannondee Rigby - Teacher
Denise Clough - Education Services Manager, Westbank First Nation	Darryl Smith - GES Vice-Principal
Joanne De Guevara - District Principal, Indigenous Education	Raquel Steen - District Principal, International Education
Trent Dolgopol - DRK Principal	Sue Stevenson - SVE Principal
Nina Ferguson - OKM Vice-Principal	Holly Toews - Teacher
Simone Gauthier - Indigenous Student Advocate	Monique West - ASM Vice-Principal
Greg Hyslop - Teacher	Maureen Ziprick - Okanagan Indian Band Elder



Central Okanagan Public Schools

Equity in Action Agreement – Part 1 - Introduction

TRUTH & RECONCILIATION CALLS TO ACTION

Why Equity?

In 2015, the Truth and Reconciliation Commission (TRC) released its final report including 94 Calls to Action. The TRC spent six years travelling across Canada and documenting the narratives of First Peoples forcibly taken from their families as children and placed in Residential Schools. The focus of the TRC centered on unveiling the TRUTH about the abuse suffered by Indigenous children by acknowledging this long-ignored segment of Canada's history. The Commission's emphasis on truth determination was intended to lay the foundation for the important question of reconciliation.

As a result of the TRC report, educational institutions were tasked with responding to the 'Calls to Action'. In keeping with this context, the following Calls for Actions specifically focus on the work ahead for educators:

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Indigenous peoples, and educators, to:
 - i. Make age-appropriate curriculum on residential schools, Treaties, and Indigenous peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade 12 students.
 - ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
 - iii. Provide the necessary funding to Indigenous schools to utilize Indigenous knowledge and teaching methods in classrooms.
 - iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Indigenous content in education.
63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Indigenous education issues, including:
 - i. Developing and implementing Kindergarten to Grade 12 curriculum and learning resources on Indigenous peoples in Canadian history, and the history and legacy of residential schools.
 - ii. Sharing information and best practices on teaching curriculum related to residential schools and Indigenous history.
 - iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
 - iv. Identifying teacher-training needs relating to the above.

The TRC's "Calls to Action" spark an urgency for colonized K-12 educational institutions to prioritize the reconceptualization of curriculum, embedding holistic understandings of Canada's past with contemporary perspectives of Indigenous peoples, to co-construct new pathways towards truth and reconciliation. This marks a time in Canada's history where educators are being called upon to reimagine teaching and learning with a shared responsibility for inspiring social justice through the understanding of truths and commitment to reconciliation.

Together, we will foster Indigenous student success through the lens of equity.

Central Okanagan Public Schools

Equity in Action Agreement – Part 1

Why Equity?

B.C. Declaration on the Rights of Indigenous Peoples Act

In 2007, the United Nations General Assembly adopted the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration). It includes 46 articles covering all facets of human rights of Indigenous peoples such as **culture, identity, religion, language, health, education and community**.

The UN Declaration emphasizes the Indigenous peoples' rights to live in dignity, to maintain and strengthen Indigenous institutions, cultures and traditions and to pursue self-determined development, in keeping with Indigenous needs and aspirations.

B.C.'s Implementation of the UN Declaration

The provincial government passed legislation in November, 2019 to implement the UN Declaration, which the Truth and Reconciliation Commission confirms as the framework for reconciliation.

The B.C. [*Declaration on the Rights of Indigenous Peoples Act*](#) aims to create a path forward that respects the human rights of Indigenous peoples while introducing better transparency and predictability in the work we do together.

The legislation sets out a process to align B.C.'s laws with the UN Declaration. It mandates government to bring provincial laws into harmony with the UN Declaration. It requires development of an action plan to achieve this alignment over time – providing transparency and accountability. It also requires regular reporting to the Legislature to monitor progress.

(Source: Government of British Columbia)

Professional Standards for BC Educators - Standard 9

In August, 2019, a ninth Standard was added for BC educators. This professional standard requires educators to embed indigeneity within their pedagogy.

Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.

(Source: Government of British Columbia)

Central Okanagan Public Schools

Equity in Action Agreement – Part 1

EQUITY SCAN PROJECT

In August 2016, the BC Ministry of Education embarked on the co-creation of an 'Equity Scanning Tool' to support School Districts in identifying barriers that are impacting Indigenous student achievement in response to the Report of the Office of the Auditor General, United Nations' Declaration on the Rights of Indigenous People and the Truth and Reconciliation Calls to Action. The Central Okanagan Public School District was one of six Districts invited to pilot the Ministry's Equity Scanning tool.

The collaborative phase, including extensive school/community consultations, was completed from 2017-2019. A framework has been developed to guide the vision for equity and collaborative work towards a systemic scanning tool. The Equity Scan concept provides direction at the District, school and classroom level and is focussed on positively impacting student achievement using four pillars: Policy and Governance, Learning Profile, Learning Environment and the Pedagogical Core.



The District's Equity in Action Committee responding to the Ministry of Education's Guided Inquiry Questions
"Shaping our Vision for Equity"
2017

Central Okanagan Public Schools

Equity in Action Agreement – Part 1

JOURNEY TO EQUITY

A District Equity Scan Committee, comprised of Elders, District Administrators, Teachers, Indigenous Student Advocates, and community members was formed and the first meeting was held at the Westbank First Nation Youth Centre. The Committee met bi-monthly, in homogenous and heterogeneous groups, to navigate through the initial 72 questions proposed by the Ministry of Education Equity Scan Team. Seven key questions were identified and used to facilitate community discussions at community forums and to receive survey feedback. In addition to feedback received from community forums, feedback was also received from District meetings, student voice, and surveys. The District Equity Scan Committee reviewed all the information collected to establish common belief statements, recommendations, and priorities. The District Equity Scan Committee was then able to use this feedback to set direction, goals, and priorities for the District's Equity in Action Agreement.

This journey has created a shared understanding of equity for Indigenous students to thrive in Central Okanagan Public Schools.



Equity Scan Committee



Talking about Truth & Reconciliation



Kelowna Métis Association Community Dinner Forum



Central Okanagan Public Schools

Equity in Action Agreement – Part 1

DISTRICT VISION & RESPONSIBILITIES FOR EQUITY

Each school in Central Okanagan Public Schools has a responsibility to report-out continued growth and success in their School Learning Plans. Equity in Action plans are a part of this process. The Equity in Action Agreement prioritizes a responsibility to Indigenous learners at all levels. Schools report through their Learning Plans addressing specific priorities in all quadrants: Policy and Governance, Learning Environment, Learning Profiles, and the Pedagogical Core.

"Each Central Okanagan Public School student, Kindergarten to Grade 12, has a right and responsibility to learn." In addition to developing the core competencies and attributes of the Learner, the role of a Central Okanagan Public Schools' student is to respect the Okanagan territory and the Okanagan people on whose land we reside and respect diversity. (Policy 401 - Role of the Student).

The District's Equity in Action Agreement emphasizes the importance of supporting the role of each student, in particular, establishing pathways to support the growth and well-being of the District's 2900 Indigenous learners (K-12). As school communities use the Spirals of Inquiry to scan their learners and develop hunches in order to co-create and implement School Community Learning Plans, a focus on equity of opportunity is important to set the conditions for all students to thrive.

With a shared focus on equity, each school's multi-year Learning Plan will reflect how the school is addressing equity and the progress achieved to support Indigenous learners will be reflected in our school and District's Achievement indicators. The Superintendent's Annual Report on Achievement will include the District's collaborative efforts to implement equitable opportunities to support Indigenous student well-being and success as well as our District's efforts to nurture culturally-responsive learning and racism-free learning environments.

The following definition has been co-written by the District's Equity in Action Committee after speaking with hundreds of staff, students and community members and reviewing feedback from surveys, written responses and community forums:

Equity empowers each learner to thrive holistically

Central Okanagan Public Schools

Equity in Action Agreement – Part 1

IF WE BELIEVE...

That equity is everyone's responsibility

That equity fuels the art of possibility for each Indigenous learner

**That equity requires transformative change through partnerships with
Indigenous Knowledge Keepers and reciprocal learning**

And, that equity is about nurturing the spirit

THEN...

**Together, we will create the conditions that empower each Indigenous learner
to be cultural, confident, and courageous.**



Primary Winter Gathering



Indigenous Graduation Ceremony Dancers

Central Okanagan Public Schools

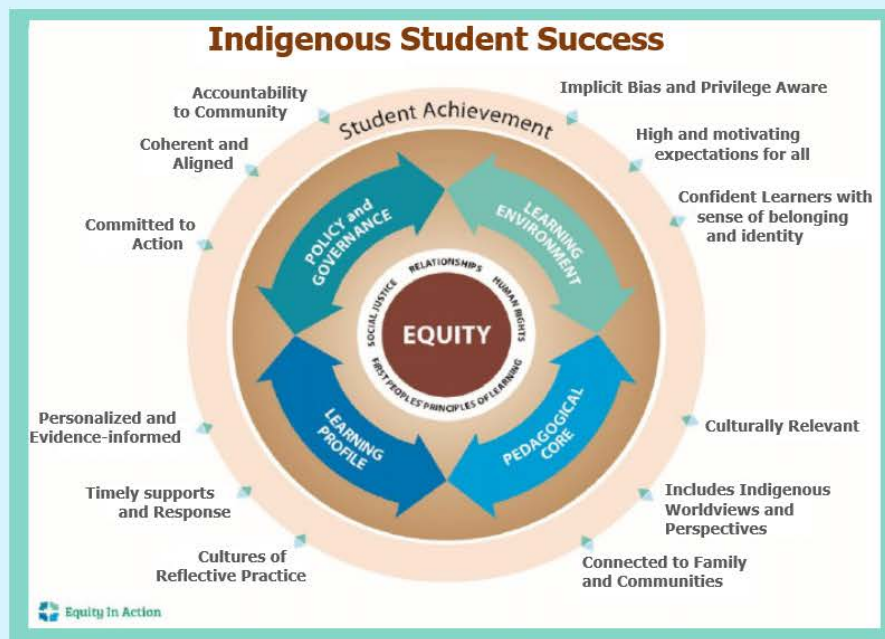
Equity in Action Agreement – District Responsibilities 2020-2025

Policy and Governance

- Maintain a District Multi-year Equity Committee
- Request the Board of Education review policies to support equity
- Request the Superintendent to review administrative procedures to support equity
- Provide annual reports on the goals of the Equity in Action Agreement

Learning Environment (School Culture)

- Implement and expand Elders in Residence programs, ensuring access to Elder wisdom
- Reflect a strong culturally-appropriate Indigenous presence in each school
- Ensure quality, culturally relevant space or Gathering Rooms in every school



Learning Profiles

- Continue to develop a holistic definition of success for each learner, with a focus on personalizing the learning journey
- Develop a timely response plan for 5th & 6th year, Grade 12 and year after Grade 12
- Collaborate to implement culturally responsive interventions and alternatives to suspension

Pedagogical Core

- Embed Truth & Reconciliation in teaching and learning K-12
- Ensure Indigenous worldviews are incorporated into classrooms and embedded into school culture
- Create understanding with ALL students through authentic Indigenous presence
- Continue to foster partnerships between Indigenous Knowledge Keepers and non Indigenous educators through reciprocal learning opportunities
- Continue to foster community relationships through ongoing collaboration
- Incorporate culturally relevant land-based learning for all students

EACH SCHOOL'S JOURNEY TOWARDS EQUITY WILL BE EMBEDDED WITHIN THE SCHOOL COMMUNITY LEARNING PLAN, UPDATED REGULARLY AND SHARED WITH PARENTS.

Central Okanagan Public Schools

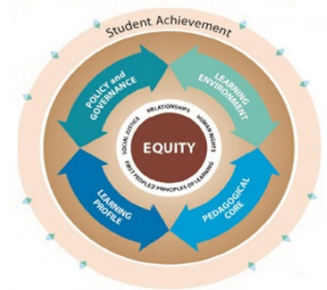
Equity in Action Agreement – Part I

Our Shared Responsibility

POLICY AND GOVERNANCE

We believe:

- "Each Central Okanagan Public School student, Kindergarten to Grade 12, has a right and responsibility to learn" (Board Policy 401 – Role of the Student K-12).
- Creating a District culture of equity will affirm our commitment to inclusiveness and appreciation and respect for our District's diverse learners.



Therefore, we are committed to the following:

- Maintain a District Equity Committee (including representation from all stakeholders) to support the implementation of equitable practices at the school and District level, to review the District's progress in achieving equitable practices, and to provide recommendations for deepening the District's focus on equity in action;
- Review Central Okanagan Public Schools' Policies and Regulations to support equity;
- Review Central Okanagan Public Schools' Administrative Procedures to support equity;
- Ensure annual District reports reflect the shared responsibility toward achieving equity.



Indigenous Family Fun Night
Hoop Dancer



Plant Harvesting with Little Warriors

Central Okanagan Public Schools

Equity in Action Agreement – Part I

Our Shared Responsibility

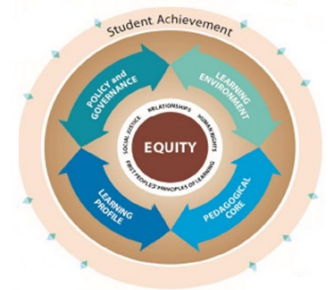
LEARNING ENVIRONMENT – SCHOOL CULTURE

We believe:

- Confident learners will have a strong sense of belonging and identity within each learning environment.

Therefore, we are committed to the following:

- Provide opportunities to discuss, acknowledge and educate about implicit bias and privilege awareness;
- Implement and expand an Elders in Residence Program to provide opportunities for schools to have access to Elders to share cultural wisdom and deepen relationships with students, families and staff;
- Reflect a strong culturally-appropriate Indigenous presence in each school. Incorporate appropriate physical representation of Indigenous culture with the learning and teachings around those artifacts both embedded in school cultural values and understood by the school community;
- Acknowledge Okanagan Syilx Territory as a regular practice including assemblies, meetings and gatherings and ensure an acknowledgment of the Territory is displayed at each District site;
- Ensure Nsyilxcen, local Indigenous language presence in all schools;
- Display local Nation flags at each District site;
- Ensure quality, culturally relevant space or Gathering Rooms in every school for both students and families to foster belonging, identity and connection to school.
- Engage in cultural sensitivity processes for all District employees which includes local, provincial and national relevant topics, including but not limited to the:
 - Local Education Agreement with Westbank First Nation;
 - B.C. Tripartite Agreement;
 - Truth and Reconciliation Commission (TRC) of Canada's Calls to Action, and
 - United Nation's Declaration on the Rights of Indigenous Peoples



Little Warriors Harvesting Plants

Central Okanagan Public Schools

Equity in Action Agreement – Part I

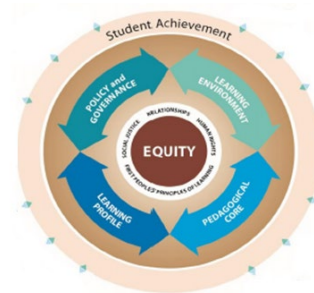
LEARNING PROFILES

We believe:

- Learner success is achieved through personalized learning, timely supports and culturally relevant interventions.

Therefore, we are committed to the following:

- Continue to develop a definition of success for each learner with a focus on personalizing the learning journey (success criteria will be learner-specific and holistic);
- Use multiple points of evidence to assess the learning needs of Indigenous learners;
- Utilize Ministry data from the Indigenous Learning Profile tool in order to be responsive to the learning needs of each student in Grades 10 – 12;
- Develop a District tracking system for non-graduating Indigenous students and explore opportunities for success in their 6th year (the year after Grade 12);
- Collaborate to implement culturally responsive interventions and alternatives to suspension focusing on the personalized needs of each student.



Teepee Presentation at Central
Programs & Services



Grade 12 Retreat

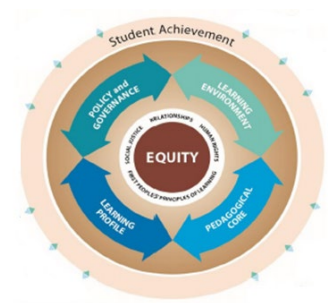
Central Okanagan Public Schools

Equity in Action Agreement – Part I

PEDAGOGICAL CORE

We believe:

- Reimagining teaching and learning with a shared responsibility for inspiring social justice and equity, understanding truths, and commitment to reconciliation.
- Integration of Indigenous world views and perspectives and First People's Principles of Learning are at the core of instruction, assessment and learning.
- Incorporation of local culturally-relevant curriculum builds understanding with ALL children through an authentic Indigenous presence.



Therefore we are committed to the following:

- Embed the First Peoples Principles of Learning (K-12);
- Ensure Indigenous worldviews are incorporated into classrooms and embedded into school culture;
- Continue to build capacity through ongoing and authentic learning opportunities to develop skills and deepen understanding of Indigenous peoples, language and culture / teachings, aligning with the First Peoples Principles of Learning and Indigenous ways of knowing and being;
- Provide time and space to understand how implicit bias and racism impacts the nature of instruction, assessment and learning for Indigenous learners;
- Create a centralized Indigenous resource portal on the District dashboard enabling all staff to have access to authentic Indigenous resources and pedagogies, cultural guidelines, workshops and professional development opportunities;
- Foster Nsyilxcen language instruction in schools.
- Continue to foster partnerships between Indigenous Knowledge Keepers and non-Indigenous educators through reciprocal learning opportunities;
- Continue to foster community relationships through ongoing collaboration;
- Support a teacher representative as an Indigenous Curriculum Lead at every school;

Central Okanagan Public Schools

Equity in Action Agreement – Part 2

Indigenous Education Responsibilities



FOUR FOOD CHIEFS GRAPHIC SUMMARY

We would like to acknowledge Okanagan Nation Alliance for the collaborative work and effort in creating the Four Food Chiefs Graphic. The image on the graphic originated from the Okanagan Nation Alliance for Central Okanagan Public Schools to use for graphic purposes only. We would like to recognize Krystal Lezard from Westbank First Nation, for the Four Food Chiefs write ups, and Coralee Miller from Westbank First Nation, whose Four Food Chiefs images are utilized in Part 2 of this Agreement.

We continue to work toward Truth and Reconciliation, and the "Calls to Action" for Education. Integration of Indigenous Worldview and Perspective and the First Peoples Principles of Learning have been mandated throughout the curriculum. This project and graphic is a result of the need to assist educators in Indigenizing processes and content throughout the school system. Understanding teaching through story, and connecting it with contemporary, colonial views and perspectives on Education, help to provide understanding from a local Indigenous perspective. Learning is embedded in story and history and through our connections and relationships, we can support all of our students to experience success through the lens of Indigenous teachings.

The Center of the graphic portrays the Four Food Chiefs, who come from the Syilx, Okanagan captikw, "How Food Was Given." "Captikw today explores how these traditional stories can guide our thoughts and actions in the present." (Back to the Root, Pg. 8) "The perspectives of the Four Food Chiefs cover the spectrum from tradition to innovation, from action to relationships. As individuals, we tend to identify more strongly with one of the four perspectives. Differing perspectives of the Four Food Chiefs were brought together to inform discussion, solve problems, and provide decision making on an action plan." (Back to the Root, Pg. 12)

In addition to the Four Food Chiefs picture, the four coloured areas include the First Peoples Principles of Learning and Indigenous Ways of Knowing that guide how we walk through our experiences.

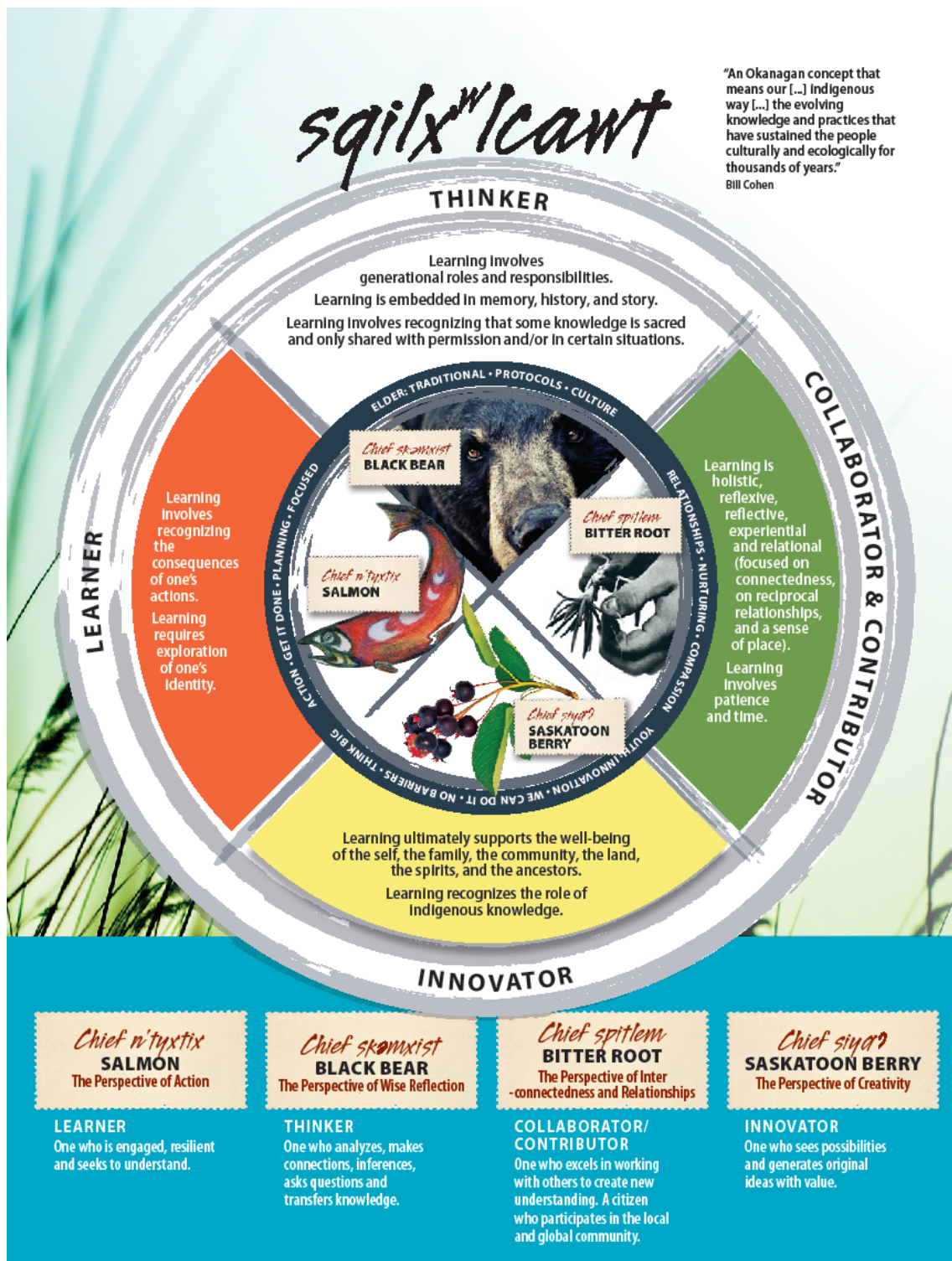
The outside of the graphic reflects the District's Attributes of the 21st century learner. These attributes are very similar to those of the Four Food Chiefs, thus, providing an Indigenous Perspective to the work being done at the District level. In understanding and attaining these Attributes, both from a colonial and Indigenous perspective, will allow all students in the District to experience success.

The Four Food Chiefs teachings can be utilized at all levels of Education, from Leadership to student voice. These teachings have been used since time immemorial by the Okanagan Syilx people.

Central Okanagan Public Schools

Equity in Action Agreement - Indigenous Education

Responsibilities – Part 2



FOUR FOOD CHIEFS ATTRIBUTES OF THE 21ST CENTURY LEARNER



With grateful acknowledgment to the Okanagan Nation/Sylix People for these Four Food Chiefs images and concepts.
For more resources that reflect the First Peoples Principles of Learning, visit the First Nations Education Steering Committee at www.fnesc.ca/learningfirstpeoples.

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Central Okanagan Public Schools

Equity in Action Agreement – Part 2

Chief spitlem Bitter Root

Chief spíłəm commemorates our occupation of the land since time immemorial. spíłəm offered her life and gave the sqilx^w people access to everything that grows underground for medicine and food. Her roots represent preservation of the land and continuance of understanding the need to protect the diverse territory we live in. During the spring season, she is the one who prioritizes health, wellness and guides with unconditional love. Chief spíłəm promotes the feminine aspects of new life that create nurturing relationships.



Our Commitment:

Relationships, nurturing, compassion

We are committed to fostering reciprocal relationships for the health and wellbeing of each Indigenous learner, inspiring confidence and a sense of connectedness to others.

Our Priorities:

1. Each Indigenous learner will be able to identify at least two caring adults within the school community.

Evidence: Students are able to identify two caring adults within the school community over and above the Indigenous Advocate.

2. Each Indigenous learner will be engaged in fostering healthy peer-to-peer relationships.

Evidence: Students are able to identify two or more positive peer relationships.

3. Each Indigenous learner will have access to multiple pathways for emotional support and wellbeing inclusive of Indigenous wellness perspective.

Evidence: Students will be provided opportunities and participate in support services within the school and with outside agencies (i.e. Jordan's Principle).



Belgo Students Making Talking Feathers

Central Okanagan Public Schools

Equity in Action Agreement – Part 2

Chief siya? - Saskatoon Berry

Chief siya? gave the sqilx^w people the ability to harvest all fruit bearing plants for medicine and food throughout the summer. We emulate her teachings by providing service to our children, Elders and Nation. We offer many thanks for her gifts in helping us become attentive to the needs of others. She is the food chief responsible for our ability to be innovative and make our dreams a reality.



Our Commitment:

Innovation, we can do it, no barriers, think big

We are committed to co-creating cultural opportunities that strengthen home, school, and community connections.

Our Priorities:

1. Each Indigenous learner will participate in classroom-based cultural activities.

Evidence: Data will be collected to determine the number of Indigenous learners participating in classroom-based cultural presentations.

2. Each Indigenous learner will participate in school-based cultural activities.

Evidence: Data will be collected to determine the number of Indigenous learners participating in school-based cultural presentations initiated by Indigenous Student Advocate(s).

3. Each Indigenous learner will participate in District-based cultural activities.

Evidence: Data will be collected to determine the number of Indigenous learners participating in District-based cultural presentations.

4. Each Indigenous family will be connected to school community.

Evidence: Data will be collected to determine student and family participation in District initiatives.

5. Each Indigenous learner will participate in Okanagan Language activities.

Evidence: Data will be collected to determine student participation in language activities.

Central Okanagan Public Schools

Equity in Action Agreement – Part 2

Chief n'tyxtix - Salmon

ntytyix represents perseverance, working against the current to obtain prosperity. His male energy teaches us that water is our most valued resource and we must take action in a confident and focused manner. ntytyix offered the sqilx[™] people his life and gave us access to everything that lives in the water for medicine and food. Chief ntytyix offers remarkable teachings about life cycles in the fall season and the importance of taking care of one another in a good way.



Our Commitment:

Action, get it done, focused

We are committed to empowering each Indigenous learner to take action to explore and strengthen their personal identity.

Our Priorities:

1. Each Indigenous learner will set personalized learning goals that reflect a holistic growth mindset.

Evidence: Indigenous learners will self assess their learning through reflection and culturally responsive protocols.

2. Each Indigenous learner will engage in learning opportunities that strengthen their identity.

Evidence: Data will be collected to determine the number of Indigenous learners participating in extra-curricular activities, community involvement, leadership programs and community cultural gatherings.

3. In recognizing the consequences of one's actions, Indigenous learners will have the opportunity to engage in culturally-responsive interventions.

Evidence: Data will be collected to determine the number of Indigenous learners accessing culturally-responsive interventions.



Making Dream Catchers at Belgo



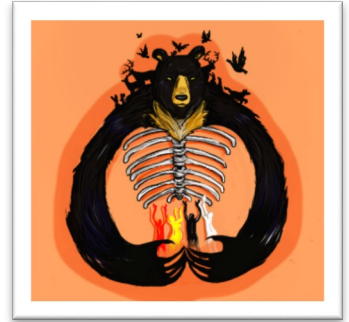
Orange Shirt Day Chief Tomat Elementary

Central Okanagan Public Schools

Equity in Action Agreement – Part 2

Chief skəmxiŋst - Black Bear

Chief skəmxiŋst was the first to offer his life for the sqilx^w people. Chief skəmxiŋst granted the sqilx^w people access to all living things, so that we would have protection and nutriment. He is eldest Chief and with his significant wisdom he is the true holder of where our traditions and protocols come from. During the winter season is when we are responsible for sharing knowledge with one another. A true leader wouldn't ask of his followers something he wouldn't be willing to do himself. We offer thanks to the timx^w for offering their lives so we could create tools to thrive and survive on our land in a sustainable way to ensure generations to come are provided for.



Our Commitment:

Traditional, protocols, culture

We are committed to fostering intellectual and culture growth through an Indigenous mindset.

Our Priorities:

1. Each Indigenous Grade 12 learner will experience academic success and will graduate with dignity, purpose and options.

Evidence: Central Okanagan Public Schools will reach parity in graduation rates between non Indigenous and Indigenous students.

2. Indigenous learners will garner a deep understanding of Indigenous histories, cultural knowledge, and language.

Evidence: Students will engage in an annual self-assessment of their cultural competencies.



SIYA Potato Dance winners

Central Okanagan Public Schools

Equity in Action Agreement – Part 2

Monitoring our Progress – A Shared Responsibility

Progress towards attaining the District's Equity in Action goals, as reflected in Central Okanagan Public Schools' Equity in Action Agreement, will be reported in the Superintendent's Annual Report on Achievement and each school's Learning Plan.

Evidence of Indigenous student success will be collected annually through Ministry and District achievement data, students' presentations of learning, student feedback, parent and family forums, survey data and the District's Indigenous Information Management System. Progress towards achieving the Indigenous Education Department goals will be reflected in the annual Indigenous Education Department Report on Equity in Action.



Grade 9 students attend "Geering Up" Science Event at UBCO

Mission Statements



Central Okanagan Public Schools

"To educate students in a safe, inspirational learning environment where each student develops the knowledge and skills to be a lifelong learner and healthy productive member of our global society."



Westbank First Nation

"To provide and develop local community governmental services that are created in an efficient, effective, and distinctive manner for the overall betterment of our People and our Community."



Okanagan Indian Band

"The Okanagan Indian Band is supportive to ensure the future of our Indigenous peoples exceed the highest standard of education in order to encourage and promote ourselves individually and as peoples of a distinct culture for a better future culturally, socially and economically."



Okanagan Nation Alliance

"We are the unconquered Aboriginal people of this land, our mother; The creator has given us our mother, to enjoy, to manage and to protect; we, the first inhabitants, have lived with our mother from time immemorial; our Okanagan governments have allowed us to share equally in the resources of our mother; we have never given up our rights to our mother, our mother's resources, our governments and our religion; we will survive and continue to govern our mother and her resources for the good of all for all time."



Ki-Low-Na Friendship Society

"The Ki-Low-Na Friendship Society will provide support for the mental, emotional, physical and spiritual well-being of all people through the development of community-based services, while encouraging the community to preserve, share and promote Indigenous cultural distinctiveness."



Lake Country Native Association

"Lake Country Native Association provides support to local Indigenous families to participate in culturally appropriate activities and programs that encompass cultural knowledge and identity, life skills and self-esteem, substance abuse prevention, and Indigenous arts and crafts."



Kelowna Métis Association

"An Aboriginal Society that services the Central Okanagan through awareness and sharing of the Métis Culture, History, Language, Genealogy and by cultivating the pride of their Métis ancestry."

Central Okanagan Public Schools

Equity in Action Agreement

Acknowledgements

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Indigenous Education Council

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Jordan Coble	Westbank First Nation Alternate
Chantelle Colthorp	Kelowna Métis Association
Roberta Robin Dods	Treasurer and Board Member, Ki-Low-Na Friendship Society
Julia Fraser	Trustee, Board of Education, Central Okanagan Public Schools
Jennifer Lewis	Wellness Manager, Okanagan Nation Alliance
Kelly L'Hirondelle	Executive Director, Métis Community Services Society of B.C.
Sheldon Louis	Councillor, Okanagan Indian Band
Cherylee Morrison	Parent Representative, Indigenous Parent and Family Education Council
Roberta Shaw	Parent Representative, Indigenous Parent and Family Education Council
Edna Terbasket	Executive Director, Ki-Low-Na Friendship Society

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