

**Appendix A,
Supporting Indigenous Learners at the OCDSB
Board Action Plan, Initiatives and Programs**

The Board Action Plan on Indigenous Education outlines how the District provides support for identified strategies and actions developed in four priority areas defined by the Ministry using data to:

- Support Student Achievement;
- Supporting Students;
- Supporting Educators; and
- Engagement and Awareness Building.

The 2018-2019 plan provided opportunities for participation in a variety of activities, such as professional development for teachers, student experiences and activities with Indigenous role models, artists, and knowledge keepers, and to engage parents and community members in Indigenous Education. In the 2018-2019 school year, funds in the amount of \$126,240 plus an additional Education Program Other (EPO) grant of \$172,215 were used to support the Board Action Plan on Indigenous Education. Below is a chart that outlines the OCDSB Board Action Plan for 2018-2019.

Board Action Plan on Indigenous Education 2018-2019
Guiding principles - a) listen to community partners b) support students c) build trust d) respond to the TRC, specifically Calls to Action 10, 12, 62, and 63.
Using Data to Support Student Achievement - 16% of funds
<ul style="list-style-type: none"> ● InSTEM program - <i>Gloucester students participated in incorporating Indigenous knowledge and content in Science, Technology, Engineering, and Mathematics</i> - 15 students enrolled; 10 credits attained ● Mathematics & Beading Inquiry - <i>Queen Mary, and Queen Elizabeth, students participated in an inquiry to uncover connections between loom beading and mathematics (multiplicative, algebraic thinking and reasoning)</i> - 2 teachers, 1 community members, 68 students ● Indigenous Youth Symposium - <i>held one day event to invite Indigenous youth and a friend to participate in learning, celebration of culture and to gather student voice</i> - 150 students, 23 high schools ● Indigenous Education Advisory Council - <i>established representation for the Council and met to begin consultation</i> ● Wabano Cultural Liaison Worker - <i>provided cultural support and workshops for students</i> ● APSIP - <i>25 students attended the Aboriginal Post-Secondary Information Program</i>

Supporting Students - 27% of funds

- **Student Leadership Program** - *Spring - leadership with Indigenous content and perspectives for Indigenous students - 40 students attended the camp. 12 students were given the opportunity to act as Camp Leaders. Opportunities included: Inuit Games, Stories, Anishinaabemowin, Anishinaabe Teachings, Art Activity, Hoop Dancing, Inuktitut, Dreamcatchers, Teachings of the seasons, smudging, drumming and singing.*
- **Mamawii Together** - *One day learning opportunity for OCDSB students to learn more about their role in Truth and Reconciliation -20 students from 9 schools, 12 teachers*
- **Student led workshops** - *OCDSB secondary students made presentations at 3 elementary schools.*
- **Indigenous Voices** - *paired schools with traditional knowledge keepers and community presenters to create deeper relationships and understanding - 10 schools*
- **Arts Workshops** - *workshops in schools with Indigenous artists - 5 schools*
- **Native Studies support** - *funds for resources to supplement Native Studies courses*

Supporting Educators - 35% of funds

- **Itinerant Teacher Professional Development session** - *teachers were given the opportunity to share lesson plans, reflect on learning and speak to their commitments moving forward - 14 schools, and intensely with 10 teachers*
- **Seeing the Light Inuit Conference** - *teachers attended one day conference presented by the Ottawa Inuit Children's Center - 10 teachers*
- **Wabano cultural workshops** - *teachers attended one day conference presented by the Wabano Health and Wellness Center - 5 teachers*
- **Provincial Indigenous Education Gathering** - *provincial learning session in the fall of 2018*

Engagement with Community - 22% of funds

- **Partnerships** - *various meetings with community partners and events within the City of Ottawa to strengthen relationships within the Indigenous Community*
- **Summer Solstice transportation** - *transportation provided to various schools to attend Education Day - 16 schools*
- **Professional Learning for central staff** - *Approximately 40-50 central staff at the OCDSB listened to survivor, Thomas Loutit on Orange Shirt Day.*
- **Inuit School Liaison Worker** - *workshops delivered by the Ottawa Inuit Children's Center's Bridging the Gap program; included school presentations to students and educators, family support as requested*
- **Ongoing** - *teacher support and coaching*