

2022-2023 - Year 1 School Learning Plan

1. GENERAL SCHOOL STORY

Sir Charles Tupper has a population of over 1160 students. Our school population is ethnically diverse, with home languages that include English, Tagalog, Cantonese, Mandarin, Vietnamese, Amharic, Farsi, and Arabic. Six percent of our students are enrolled in English Language Learner (ELL) classes, of whom approximately twelve are International Students. We also have a cohort of 33 student with Indigenous heritage representing three percent of our total student population. In addition to a broad array of regular programming in the core academic and elective subject areas, Tupper offers a number of district educational programs for students with distinctly identified learning needs. These programs include:

- The Tupper Mini School, providing student access to accelerated and enriched core academic studies for 150 students from grade 8 through 12.
- The Learning Support Program for a cohort of fifteen grade 8 and 9 students with learning designations and an Individual Education Plan (IEP) which supports their learning by providing access to an adapted curriculum in a supportive setting.
- The Life Skills Program for thirty grade 8 through 12 students from across the district with moderate to severe cognitive difficulties, or autism.
- The ELL Literacy Program for fifteen students with interrupted education from across the district in grades 8 through 12. Each student works on building English language skills to then successfully transition into ELL studies. Students are also provided many opportunities to help learn about life as a Canadian citizen.
- The ELL Intensive English Enrichment and Development (iLEAD) Program for eighteen ELL students who are 15 years or older who have experienced little success in school and continue to struggle with English acquisition.
- The Tupper Tech Program focusing on trades-based careers and pre-apprenticeship training for twenty grade 12 students from across the VSB.
- Two Life Skills Programs for up to thirty grade 8 through 12 students from across the district with moderate to severe cognitive difficulties, or autism.
- The Tupper Tech Program focusing on trades-based careers and pre-apprenticeship training for twenty grade 12 students from across the district
- The Youth Train in Trades Program Foundation training for ITA Level 1 chef training for grade 11 and 12 students from across the district
- The Tupper Alternate Program (TAP) which is located on-campus for twenty grade 8 and 9 students who require support for social-emotional, behavioral or mental health reasons.

Tupper benefits from wide range of community partners (including Little Mountain Neighbourhood House, Mount Pleasant Neighbourhood House, Hillcrest Community Centre, and Mount Pleasant Community Centre) who offer educational support and extra-curricular activities for our students. In addition, our Community Schools Team offers direct support to vulnerable youth allowing them to participate in activities both during and after the school day. These activities include athletics, camps, clubs, field trips, homework support, and mentoring opportunities. Student participation in these activities is correlated with overall student success through measures such as school connectedness, social equity, student conduct, and, successful grade-to-grade transitions.

Our Code of Conduct, ROARS (Respect, Ownership, Attitude, Responsibility, Safety), is foundational to the culture at Tupper. The school-wide positive behaviour support program is well established and embedded in the operations

and philosophy of our school. Each year, we have two half day, school-wide ROARS days that focus on certain aspects of ROARS. Staff meet to identify the theme for the year and the aspect that they would like to focus on during these school-wide events. This decision is based on what sorts of conversations staff are having with students in relation to the Code of Conduct. Additionally, staff use collaborative planning time to reflect on the overall climate in the school and then plan grade assemblies to address the positives and negatives and to provide direct instruction and feedback on the skills we want students to develop.

2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Strengths:

- students are coming to Tupper with more well-developed fine arts skills and abilities because of outside extra-curricular experiences
- overall, their oral and interpersonal communication skills are better developed than other skills
- we are experiencing widely varying levels of family support, engagement in student learning and parental/guardian involvement in students' lives.
- For the past three years, our Parent/Teacher Conference has been well subscribed. The move to online appears to have increased parent/guardian engagement.
- we are witnessing a growth in volunteerism and service, particularly among the junior (grades 8 and 9) students.
- Our school population is inclusive of diverse learners (in classrooms, office, hallways, shared spaces)

Needs:

We are seeing evidence of a lack of sense of belonging among some of our students indicated by an increase in the following behaviors:

- Isolation or withdrawing from social activities and groups.
- Declining grades and lack of motivation in schoolwork.
- Increased absenteeism or skipping school.
- Substance abuse or other harmful behaviors.
- Negative attitudes towards school and peers.
- Low self-esteem and confidence.
- Increased anxiety or depression symptoms.
- Acting out or disruptive behavior in class as well as common spaces in the school.

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS?

- Street-level evidence:
 - Increased absenteeism and tardiness
 - Decreased student engagement in class, groups of students are congregating in the cafeteria during class time, several students are witnessed wandering the halls
 - Increased misbehavior and disciplinary incidents
 - Engagement in homework club offered by community partners; over 100 students attend to receive free food, but only a handful stay engage in work/tutoring
 - Student participation in open gym at lunch, in excess of 75 students regularly participate
 - Decreased motivation and participation in class and homework assignments, significant increase in submission of late assignments
 - Variable student engagement activities and events, student council was unable to sell enough tickets to run a school dance
 - High level of parent attendance at fine-arts performance nights
 - High level of parent participation in PAC (average 20-30) per meeting
- High level evidence:
 - Surveys and focus groups with students, teachers, and families to gather their perceptions and experiences of belonging and connectedness in the school community
 - Examining school policies and practices to identify any barriers to belonging, such as lack of access to resources, discriminatory policies, or lack of cultural responsiveness
 - Examination of the school's curriculum and instruction to assess its alignment with provincial standards and the needs, interests, and experiences of the diverse student population

4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE?

Based on the evidence gathered, the focus for the school plan will be to improve the overall **sense of belonging** at Tupper for all students, staff, and families. This focus is aligned with **Vancouver School Board's Education Plan** to improve student achievement, physical and mental well-being, and belonging by improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.

By collecting and analyzing this data, we can better understand the factors that contribute to students' sense of belonging, identify areas where we can improve, and design and implement effective strategies to promote a culture of belonging.

The focus on promoting a sense of belonging among students is closely connected to the goals and objectives of the **Aboriginal Education Enhancement Agreement (AEEA)** in the Vancouver School Board (VSB). The AEEA is a partnership between the VSB and the Musqueam, Squamish, and Tsleil-Waututh First Nations to enhance the education of Indigenous students in the VSB.

One of the key objectives of the AEEA is to promote a sense of cultural belonging and connection to community among Indigenous students, which is closely connected to the broader focus on promoting a sense of belonging among all students.

By incorporating a focus on promoting a sense of belonging among Indigenous students, the AEEA is working to address the significant disparities in educational outcomes experienced by Indigenous students and support their academic, cultural, and personal growth. By using satellite, map, and street-level data to understand the complexities of Indigenous students' experiences, the VSB and its partners can ensure that their initiatives are grounded in a deep understanding of the needs and perspectives of Indigenous students and are effective in promoting a sense of belonging and cultural connection.

5. INQUIRY QUESTION

How can we to improve the overall **sense of belonging** at Tupper for all students, staff, and families?

Prior to the pandemic, Tupper Secondary had a much more vibrant sense of school community, as reported by staff and the parent community.

The contributing factors influencing a lack of sense of belonging:

The COVID-19 pandemic had a significant impact on the sense of belonging among high school students in Vancouver, BC, and around the world. The pandemic forced many students to switch to remote learning, which made it difficult for them to connect with their peers and teachers. This resulted in feelings of isolation and disconnection, which can harm a student's sense of belonging.

Additionally, the pandemic disrupted many social and extracurricular activities, such as sports teams and clubs, which are important sources of community and belonging for many students. This further exacerbated feelings of loneliness and isolation.

However, it's important to note that not all students have been negatively impacted. Some students have reported feeling more connected with their peers and families.

Our hope is by incorporating a focus on promoting a sense of belonging into the curriculum and connecting it to the big ideas, core competencies, and curricular competencies, students can see the relevance and importance of their learning and develop the skills and knowledge they need to be successful in school and in life. Additionally, this focus supports the development of a positive school culture and helps to create a safe, inclusive, and supportive learning environment for all students.

6. WHAT IS OUR PLAN?

We plan to take the following actions to increase the overall sense of belonging for our students:

1. Encourage cultural and diversity awareness programs to help students understand and appreciate the differences among them.
2. Implement student-centered programs, such as promoting student council and clubs, to give students a voice and a sense of ownership in the school.
3. Foster positive relationships between students and teachers by promoting open communication and collaboration.
4. Provide opportunities for students to build relationships with their peers, such as through team-building activities and events.
5. Create a positive school culture by emphasizing ROARS: respect, ownership, positive attitude, responsibility and safety in all aspects of the school.
6. Offer support services, such as counseling and mentorship programs, to help students who may be struggling.
7. Foster a sense of community by celebrating students' achievements and involving them in decision-making processes.
8. Encourage teachers to personalize their approach to teaching and to develop meaningful connections with students.

We will:

1. Foster a culture of inclusiveness and respect, where every student feels valued and heard.
2. Provide students with diverse learning opportunities, including hands-on experiences and exposure to different cultures and perspectives.
3. Invest in professional development for teachers to improve their instructional practices and meet the diverse needs of all students.
4. Encourage parent and community engagement to help create a supportive learning environment.
5. Continue to evaluate and address any systemic barriers to equity, such as unequal access to resources or a lack of representation of certain groups in the curriculum.

Doing less of:

1. Implementing "one-size-fits-all" approaches to instruction, as these are unlikely to meet the unique needs and interests of all students.
2. Allowing any form of discrimination, bias, or harassment to persist within the school environment.

Doing differently:

1. Re-evaluating discipline policies and practices to reduce the disproportionate impact they have on certain groups of students.
2. Adopting a student-centered approach to education, where students are active participants in their own learning and have a say in the direction of their education.
3. Building partnerships with outside organizations, to provide students with real-world experiences and expand their horizons.

By taking these actions, we plan to actively create a school environment where all students feel valued, supported, and engaged in their learning, leading to improved experiences and greater equity for all.

ROARS affirmations revised:

1. **Lead by example:** staff should model the behavior they want to see in their students. This means demonstrating respect, responsibility, and a positive attitude in all interactions with students, parents, and colleagues.
2. **Establish clear rules and expectations:** staff should clearly outline the rules and expectations for behavior in the classroom and school and ensure that students understand the consequences for not following them.
3. **Encourage open communication:** staff should create an environment in which students feel comfortable discussing any concerns or issues they may have. This could involve setting aside time for individual or group check-ins or creating an anonymous suggestion box.
4. **Promote positive relationships:** staff should encourage students to build positive relationships with each other by promoting teamwork, collaboration, and communication skills. This can be achieved through group projects, partner work, and classroom discussions.
5. **Celebrate successes:** staff should recognize and celebrate students' positive behaviors, achievements, and efforts to adhere to the ROARS values. This can be done through verbal recognition, written notes, or awards.
6. **Foster a growth mindset:** staff should encourage students to embrace challenges, embrace failure as a learning opportunity, and support their growth.
7. **Address inappropriate behavior:** staff should address inappropriate behavior promptly and consistently, using positive reinforcement strategies whenever possible. This might involve redirecting students to more appropriate behaviors, providing consequences for misbehavior, or offering support and guidance.
8. **Involve parents/caregivers:** staff should collaborate with caregivers and other members of the school community to reinforce the ROARS values and ensure that they are consistently upheld both in and out of the classroom.

By employing these strategies, staff can create a supportive, respectful, and responsible learning environment that promotes the ROARS values and supports student success.

A 3-year plan to improve learning experiences and equity for students could include the following steps:

Year 1:

1. Conduct a thorough review of current policies and practices, including discipline policies and instructional methods, to identify areas for improvement.
2. Develop and implement inclusiveness and cultural competence training for all staff and students, including workshops and staff meetings.
3. Provide opportunities for students to get involved in extracurricular activities and student organizations, with an emphasis on building community and promoting diversity.
4. Begin building partnerships with outside organizations, such as businesses and universities, to provide students with real-world experiences and expand their horizons.

Year 2:

1. Invest in professional development for teachers to improve their instructional practices and meet the diverse needs of all students.
2. Expand the school's mentorship programs to support students who may be struggling.
3. Evaluate and address any systemic barriers to equity, such as unequal access to resources or a lack of representation of certain groups in the curriculum.
4. Increase parent and community engagement, such as through parent-teacher conferences, volunteer programs, and community events.

Year 3:

1. Re-evaluate and refine the inclusiveness and cultural competence training program to ensure it continues to meet the evolving needs of the school community.
2. Continuously evaluate and adjust policies and practices to ensure they are promoting equity and inclusiveness for all students.
3. Expand partnerships with outside organizations and provide students with additional opportunities for hands-on learning experiences and exposure to different cultures and perspectives.
4. Continuously assess the effectiveness of the plan and adjust as needed to ensure ongoing improvement in learning experiences and equity for all students.

This 3-year plan provides a roadmap for our school to create a supportive and inclusive learning environment where all students feel an increased sense of belonging. They will feel valued, engaged, and supported in their learning.

7. WHAT SUPPORTS WILL WE NEED?

Our 3-year plan to improve learning experiences and equity for students will require the following supports:

1. Financial resources: Investment in professional development, mentorship programs, and partnerships with outside organizations will require a budget.
2. Human resources: A dedicated team, including teachers, administrators, counseling staff, and outside experts, will be necessary to implement the plan effectively.
3. Partnerships: Building partnerships with outside organizations (such as the Community Schools Team), will provide valuable resources and opportunities for students.
4. Continuous evaluation and adjustment: Regularly assessing the effectiveness of the plan and adjusting as needed will be critical to ensuring ongoing improvement.
5. Community support: Encouraging parent and community engagement will provide additional resources and support for the school and students.

The new areas of learning in a 3-year plan to improve learning experiences and equity for students can be linked to implementing the British Columbia secondary school curriculum and core competencies in the following ways:

1. Inlusiveness and cultural competence: The British Columbia curriculum emphasizes the importance of promoting a safe and inclusive learning environment, and the core competencies include personal and social responsibility, which encompasses understanding and respect for diversity and inclusiveness.
2. Diverse learning opportunities: The British Columbia high school curriculum emphasizes the importance of providing students with real-world experiences that help them develop a deeper understanding of the world around them, and the core competencies include critical and creative thinking, which encompasses the ability to consider different perspectives and experiences.
3. Student-centered learning: The British Columbia high school curriculum emphasizes the importance of student-centered learning, where students take an active role in their own education and develop the skills and competencies necessary for success in a rapidly changing world. The core competencies include communication and collaboration, which encompass the ability to work effectively with others and share ideas and perspectives.

8. HOW WILL WE KNOW WE'RE ON TRACK?

To know if the 3-year plan is making a difference, we will:

1. Student Surveys: Regularly surveying students about their experiences in the school will provide insight into how they feel about the school's culture and learning environment.
2. Student Assessment Data: Analyzing student assessment data, such as test scores, grades, and attendance records, will provide a measure of academic progress and engagement.
3. Teacher Feedback: Gathering feedback from teachers about the impact of the plan on their practice and on student learning will provide important information about what is working well and what needs improvement.
4. Parent Feedback: Gathering feedback from parents about their perceptions of the school's culture and the learning experiences of their children will provide important information about the impact of the plan on the school community as a whole.
5. Continuous Adjustment: Regularly assessing the effectiveness of the plan and making adjustments as needed based on feedback from students, teachers, and parents will ensure that the plan remains relevant and effective.

If the evaluation methods outlined above indicate that the 3-year plan is not having the desired impact, or if there are unanticipated changes, we will:

1. Reassess the plan: It may be necessary to reassess the plan and make changes to address any issues that are impacting its effectiveness. This may involve seeking feedback from students, teachers, and parents, and considering alternative strategies.
 2. Refocus resources: If certain strategies are not working, it may be necessary to redirect resources to areas that are having a more positive impact.
 3. Seek outside help: If the school is facing challenges that cannot be addressed through internal changes, it may be necessary to seek outside help, such as consulting with experts in the field or reaching out to other schools that have successfully implemented similar plans.
 4. Maintain communication: Regular communication with all stakeholders about the progress of the plan and its impact on student learning will be important in building support and maintaining momentum, even if there are setbacks.
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9. HOW WILL WE SHARE THIS INFORMATION?

To ensure that parents/guardians, students, staff, and other members of the community are aware of and involved in the 3-year plan to improve learning experiences and equity for students, the following strategies can be used:

1. PAC Meetings: reporting regularly to PAC meetings to discuss the plan and gather feedback from all stakeholders can help build support and buy-in.
2. Parent/Guardian Workshops: in cooperation with PAC, offering workshops or information sessions for parents and guardians to learn more about the plan and how they can support their children in their learning can help build strong relationships between the school and families.
3. Student Engagement: Encouraging student voice and engagement through student council meetings, focus groups, and other opportunities for students to provide feedback and share their experiences can help ensure that the plan reflects their needs and experiences.
4. Staff Involvement: Involving staff in the planning and implementation of the plan to ensure that their perspectives and experiences are embedded, helping to build buy-in and commitment to the plan.
5. Communication: Regular communication with all stakeholders about the progress of the plan and its impact on student learning to help build support and maintain momentum. We may leverage parent meetings, newsletters, email updates, and social media posts to provide links to school/community engagement opportunities.



District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

Tupper currently has 34 students of Indigenous heritage. The Indigenous learners in our school are struggling to identify as a group. Students are interested in exploring their culture and are working on connecting with their community, as urban Indigenous youth have a greater challenge walking in 2 worlds. As they move from smaller communities (from reservations or even elementary school contexts), into a larger high school, students sometimes struggle with their identity in the community; some students don't like to be singled out. We have a few senior students who actively embrace their heritage and are willing to speak about it and engage in discussions and activities to help educate the rest of the student body.

Evidence so far:

Metis elder delivering in-service at TIP morning to whole staff

Sacred garden/plant medicine

Drum making workshops

Cultural teachings from IET/IEW team (beading, medicine pouches, salmon)

Smudging and prayer ties

Drum awakening

Cedar weaving workshops

Circle of Sisters support group for female Indigenous youth

Creation of Indigenous Sacred Room

Orange Shirt Day and Red Dress Day awareness

Pro-D English department collaboration on Indigenous focus English First Peoples course offerings

Indigenous Trades sampler (Tupper & Squamish Nation)

ISPARC Honour Your Health Challenge (IndigiFit)
Indigenous culinary teachings in Cooks Training

Here are some examples of curricular integration, professional development, events, speakers, routines, and customs that can support and enhance understanding of Indigenous worldviews and knowledge:

1. Curricular integration:
 - Incorporating Indigenous perspectives into all subject areas, in particular: history, social studies, language arts, science, and the arts.
 - Utilizing Indigenous-led educational resources, such as lesson plans, videos, books, music, art, dance, and educational games.
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2. Professional Development:
 - Providing teachers with opportunities to attend workshops, conferences, and training sessions on Indigenous knowledge and perspectives.
 - Encouraging ongoing professional learning and collaboration between teachers, Indigenous Elders, and community members.
 - Teachers learned from Musqueam Elders Martin and Shona Sparrow on the importance of drum protocol and learned Coast Salish Anthem.
3. Events:
 - Celebrating National Indigenous Peoples Day, Orange Shirt, Indigenous Veterans Day, Red Dress, MMIWG2S, and other significant cultural events throughout the year.
 - Organizing visits to local Indigenous Nations, cultural areas, community gatherings.
4. Speakers:
 - Inviting Indigenous speakers and educators to visit the school and share their knowledge and experiences.
 - Encouraging students to attend public gatherings/movements and events featuring Indigenous speakers and artists.
5. Routines and customs:
 - Integrating traditional practices, such as smudging, into daily routines. Having sharing circles and organizing classrooms to be inviting for all voices.
 - Implementing protocols for acknowledging the traditional territories and 3 host Nations of the area.
6. Community Engagement:
 - Building relationships with local Indigenous communities and organizations.
 - Visiting the 3 host Nation communities.
 - Inviting Indigenous community members to participate in school events and programs.
7. Creation of Sacred Room:
 - Repurpose old school store location to provide a new Sacred Room as the operating space for our Indigenous Teacher and Enhancement workers.
 - Undertake the commissioning of a mural in the room
 - Develop presence for the Sacred Room in the outside hallway and with staff/students.
 - Including the Sacred Room in orientation days and Pro-D.

11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY? PLEASE SHARE HOW IT IS EMBEDDED THROUGHOUT.

At Tupper we have been working to support and enhance our understanding of Indigenous worldviews and knowledge by incorporating the following into the curriculum:

1. Teach the history and legacy of colonization and its impact on Indigenous peoples, cultures, and communities.
2. Highlight the diversity of Indigenous cultures, traditions, languages, and knowledge systems within the province and beyond.
3. Provide opportunities for students to learn from and engage with Indigenous Elders, knowledge keepers, and community members.
4. Foster a culturally responsive learning environment that values and respects Indigenous perspectives, experiences, and contributions.
5. Incorporate traditional Indigenous practices, such as storytelling, into the classroom setting.
6. Encourage the use of Indigenous-led and community-based resources, such as museums and cultural centers, in education and research.
7. Provide professional development opportunities for teachers to deepen their understanding of Indigenous knowledge and worldviews.
8. Foster a sense of responsibility and action among students to support reconciliation and promote respectful relationships between Indigenous and non-Indigenous peoples.

Indigenous worldviews and knowledge can be embedded throughout the school community in the following ways:

1. **Curricular Integration:** Incorporating Indigenous perspectives, knowledge, and practices into all subject areas and curricula, not just those specifically related to Indigenous studies.
2. **Professional Development:** Providing ongoing professional development opportunities for teachers and staff to deepen their understanding of Indigenous knowledge and worldviews and to develop culturally responsive teaching practices.
3. **School culture:** Building a school culture that values and celebrates Indigenous cultures, traditions, languages, and knowledge systems. This can include incorporating traditional practices into school routines, recognizing the traditional territories and First Nations of the area, and displaying Indigenous art and artifacts throughout the school.
4. **Community Engagement:** Building relationships with local Indigenous communities (x^wməθk^wəyəm|Musqueam, Skwxwú7mesh|Squamish & səlilwətəl |Tsleil-Waututh Nations) and organizations and involving Indigenous Elders, knowledge keepers, and community members in school events, programs, and initiatives.
5. **Student engagement:** Providing opportunities for students to learn from and engage with Indigenous Elders, knowledge keepers, and community members and encouraging students to participate in local Indigenous events and organizations.
6. **Assessment and evaluation:** Incorporating Indigenous knowledge and perspectives into assessment and evaluation practices and recognizing the value of Indigenous ways of knowing and learning. Utilize First Peoples Principles of Learning.
7. **Leadership:** Providing leadership opportunities for Indigenous students and promoting the representation and leadership of Indigenous peoples and communities within the school and wider community.
8. **Reflection and evaluation:** Encouraging ongoing self-reflection and evaluation of one's understanding and integration of Indigenous knowledge and worldviews and promoting a culture of continuous improvement.

12. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

To sustain and enhance understanding of Indigenous perspectives and knowledge, the following strategies can be implemented:

1. **Ongoing Professional Development:** Providing ongoing opportunities for teachers and staff to deepen their understanding of Indigenous knowledge and worldviews and to develop culturally responsive teaching practices.
2. **Community Engagement:** Building and maintaining relationships with local Indigenous communities and organizations and involving Indigenous Elders, knowledge keepers, and community members in school events, programs, and initiatives.
3. **Student Engagement:** Providing opportunities for students to learn from and engage with Indigenous Elders, knowledge keepers, and community members and encouraging students to participate in local Indigenous events and organizations.
4. **Curricular Integration:** Regularly reviewing and updating curricula to ensure that Indigenous perspectives and knowledge are integrated across all subject areas. Centering Indigenous voices by incorporating teachings from the Indigenous department, inviting IET/IEWs into classrooms, build meaningful connections to maintain lasting relationships.
5. **Assessment and Evaluation:** Incorporating Indigenous knowledge and perspectives into assessment and evaluation practices and recognizing the value of Indigenous ways of knowing and learning.
6. **Reflection and Evaluation:** Encouraging ongoing self-reflection and evaluation of one's understanding and integration of Indigenous knowledge and worldviews and promoting a culture of continuous improvement.
7. **Resources and Materials:** Ensuring that there is ongoing access to high-quality, culturally responsive educational resources and materials.
8. **Support for Indigenous Students:** Providing targeted support for Indigenous students to help them succeed academically and connect with their culture and community.
9. **Leadership:** Providing leadership opportunities for Indigenous students and promoting the representation and leadership of Indigenous peoples and communities within the school and wider community.

At Tupper, we will take the following actions to facilitate reconciliation:

1. **Curricular Integration:** Incorporating Indigenous perspectives, knowledge, and practices into all subject areas and curricula, not just those specifically related to Indigenous studies. Provide opportunities to co-plan Indigenous content with the IEW/IET team. Leverage the experience and knowledge that exists within the team
2. **Professional Development:** Providing ongoing professional development opportunities for teachers and staff to deepen their understanding of Indigenous knowledge and worldviews and to develop culturally responsive teaching practices.
3. **Community Engagement:** Building relationships with local Indigenous communities and organizations and involving Indigenous Elders, knowledge keepers, and community members in school events, programs, and initiatives. Include IET/IEW information in any/all community notifications/news letters
4. **Student Engagement:** Providing opportunities for students to learn from and engage with Indigenous Elders, knowledge keepers, and community members and encouraging students to participate in local Indigenous events and organizations. Students have a TEAMS Channel and Instagram to connect with Indigenous Team.
5. **Reflection and Evaluation:** Encouraging ongoing self-reflection and evaluation of one's understanding and integration of Indigenous knowledge and worldviews and promoting a culture of continuous improvement.
6. **Resources and Materials:** Provide opportunities to co-plan Indigenous content with the IEW/IET team. Leverage the experience and knowledge that exists within the team. Ensuring that there is ongoing access to high-quality, culturally responsive educational resources and materials.
7. **Support for Indigenous Students:** Providing targeted support for Indigenous students to help them succeed academically and connect with their culture and community. Including IET/IEW in articulation, SBT, meetings with families, and any other area where advocacy is needed.
8. **Leadership:** Providing leadership opportunities for Indigenous students and promoting the representation and leadership of Indigenous peoples and communities within the school and wider community.

9. **Action for Reconciliation:** Encouraging students, staff, and community members to take concrete steps to promote reconciliation and support the restoration of respectful relationships between Indigenous and non-Indigenous peoples. This can include participating in local reconciliation initiatives, supporting the implementation of the Truth and Reconciliation Commission's Calls to Action, and advocating for the protection of Indigenous rights and sovereignty.