



School: Aboriginal Education
 Principal: Kirsten Urdahl-Serr
 Director/Assistant Superintendent: Shannon Derinzy

A. Goal (One goal per page)

The staff of the Aboriginal Education Department will continue to learn new strategies and teachings to support students in their social, emotional, academic, and cultural learning.

B. Rationale

One of the ongoing goals identified through conversations at the departmental level is to cultivate a culture of connection and belonging for our students. With the health and safety measures resulting from the pandemic, we are aware that students have been impeded from accessing connections due to a variety of barriers that include mental health needs. These observations have been substantiated through our conversations with the AbEd Advisory Committee, Elders' Committee, and data sources (student learning survey, EDI, MDI). As such, the department has identified the need to develop our understanding of supporting the social, emotional, cultural, and academic needs of our students. The department recognizes that cultural learning creates connections that support the well-being of students with ancestry.

C. Action Plan (List specific actions, school level and district level resources or structures used)

1. Monthly opportunities for staff to attend training for extending cultural learning (for example, staff teach each other or invite community members (Elders, Knowledge Keepers) to offer teachings).
2. Training for mental health supports or cultural teachings offered to staff for professional development days.
3. Additional hours for ASW staff to offer after-school supports for students with a focus on cultural, social/emotional, and or academic needs.
4. Opportunity for all AbEd staff to co-plan and co-lead cultural learning opportunities for after-school programs for students to collaborate and share knowledges.
5. For a resource teacher to include in their portfolio responsibility to plan cultural learning opportunities for staff to access.
6. Staff are supported to access professional development opportunities.

D. Evidence / Data (How will you measure success?)

Staff will self report that they feel an increase in confidence in being able to support students in a variety of ways, from cultural teachings to supporting students through academic and or social/emotional strategies.

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Date:



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A. Goal (One goal per page)

a. To foster a sense of connection and belonging, the Aboriginal Education Department will focus efforts on students at key transitions (Grades K, 8, 10, 12).

B. Rationale

One of the goals identified in our enhancement agreement is being to support students in their post-secondary planning and transition to life beyond secondary school. We have noticed over the past few years that students are experiencing challenges at other times in their school journey. These observations have been substantiated through our conversations with the AbEd Advisory Committee, Elders' Committee, and data sources (student learning survey, EDI, MDI, grade to grade transition rates, and graduation data). As such, the department recognizes the key transitions in a student's journey are Gr K-1, Gr 7-8, Gr 9-10, and Graduation Program years. The goal is to focus our efforts on students during these key transition years and define the 0.4 FTE teaching time assigned to transition planning.

C. Action Plan (List specific actions, school level and district level resources or structures used)

1. Assign teaching time to developing leadership activities for secondary students.
2. Identify early learning as a portfolio focus for a resource teacher.
3. Identify post secondary connections as a portfolio focus to a resource teacher to promote connections to post secondary options and support students with applications and identifying financial supports.
4. Create a new Leadership Committee for the department and schedule monthly meetings.
5. Plan at least three leadership events for secondary students to participate along with follow up activities at school sites between the events.
6. Focus efforts to developing opportunities for Grade 6 and 7 students to connect with each other and with AbEd staff and students at their feeder secondary schools.
7. Plan annual events specific to cultivating connections with Grade 6 and with Grade 7 students.
8. Collaborate with early learning helping teacher to plan literacy events inclusive of Indigenous worldviews and authentic voices.
9. Continue with summer reading program for elementary students.
10. Collaborate with schools to connect families to transition opportunities (entering Kindergarten and Grades 7 students entering secondary)

D. Evidence / Data (How will you measure success?)

Students will report they recognize the additional supports to move to the next stage of their educational journey. Post-secondary transition rates will improve. Literacy assessments will improve over time as collected through June reports.

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A. Goal (One goal per page)

b. The Aboriginal Education Department will focus our efforts on ensuring students and families feel connected to the SD42 Indigenous community.

B. Rationale

Through departmental conversations (growth planning, department meetings, and advisory), it has been recognized that the pandemic has resulted in community disconnection. To foster a sense of community and belonging with each other and the school system, families need to be provided opportunity to gather and connect.

C. Action Plan (List specific actions, school level and district level resources or structures used)

1. Advisory consulted in March 2021 and September 2021 to allocate funding to specific programs to promote connection and belonging with family events being identified as a high priority.
2. Additional meetings for Family Committee to meet monthly to plan events.
3. Collaborate with community organizations to plan events.
4. Collaborate with schools to plan events for families to connect.
5. Create a survey to ask families for feedback from an event and also the kinds of community connections they are seeking.

D. Evidence / Data (How will you measure success?)

Families will offer feedback that demonstrates the opportunity to connect with other families has improved their sense of belonging and has improved the connection to their school community. Numbers attending events and distribution of attendees across all schools.

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