



School: Aboriginal Education

Principal: Kirsten Urdahl-Serr

Director/Assistant Superintendent: Cheryl Schwarz

A. Goal (one goal per page)

To foster a sense of connection and belonging, the Aboriginal Education Department will focus efforts on students at key transitions - entry to school (primary years), transition of Grade 7 to Grade 8, students entering the graduation program from Grade 9 into Grade 10, and supporting students with post-secondary planning.

B. Rationale

Identified through the Deepening Indigenous Education and Equity Report are recommendations to support students of ancestry in their post-secondary planning and transition to life beyond secondary school. These recommendations 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 of entry to school, Gr 7-8, Gr 9-10, and transitioning to post-secondary. 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 with an emphasis on leadership planning to foster a sense of belonging, identity, and community as well as supporting transitions with new students entering Kindergarten and students transitioning from elementary to secondary schools.

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

1. Assign teaching time to developing leadership activities for Grades 6, 7 and secondary students.
2. Identify early learning as a portfolio focus for the teacher librarian of the department.
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, identifying financial supports, preparing scholarship and bursary applications, and hosting secondary family night with a focus on Indigenous student connections to post-secondary institutions.
4. Continue 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 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 District transition opportunities (entering Kindergarten and Grade 7 students entering secondary)

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

Students will report through the student forum planned for March 2, 2023, that their identity is being recognized and sense of belonging has improved through Aboriginal Education initiatives and in schools compared to the last student forum information gathered from students in March 2020. Post-secondary transition rates will improve. Literacy assessments will improve over time as collected through June reports.

Principal:

Superintendent:

Board Chairperson:

Date:



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The staff of the Aboriginal Education Department will continue to learn new strategies and or teachings to support students in their social emotional and cultural learning. Staff will undergo training with wholistic* initiatives in literacy and numeracy to increase their capacity to support student learning as well as training to improve their knowledge of learning support services so they may better support families whose children have learning needs.

B. Rationale

The Deepening Indigenous Education and Equity Report highlights student quotes that specifically speak to wholistic learning as well as recommendations to support Aboriginal Education staff training in: 1. cultural and social emotional learning; 2. understanding learning support services to improve support of students and families in learning supports. To support the DRIPA plan Theme 4 Social, Cultural, and Economic Well Being under Social Actions, action 4.1 states "Identify and undertake concrete measures to increase the literacy and numeracy achievement levels of Indigenous students at all levels of the K-12 education system, including the early years", Aboriginal Education staff recognize the supplemental supports they can offer students in wholistic approaches to literacy and numeracy will support classroom instruction. As such, staff recognize need for learning wholistic strategies to expand their academic supports and activities with students.

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 [i.e. staff teach each other or invite community members (Elders, Knowledge Keepers) to offer teachings].
2. Training for wholistic 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. PVP will plan learning opportunities for staff to access training in learning support services and wholistic academic activities and resources for staff to learn to support classroom teaching.
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 with holistic outcomes

*teachings and strategies that are inclusive of Indigenous ways of knowing and being

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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, conversations with community partners, and Advisory), the isolation from the pandemic continues to impact families and students resulting in a need to access opportunities to restart connections with community. The Deepening Indigenous Education and Equity report also highlighted the need for families to be connected to each other and their school communities. 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. Community partners were consulted in September 2022 and conversations highlighted a need for social emotional supports for students and their families.
2. Advisory was consulted September 2022 for allocation of accumulated surplus from 2021-22 to allocate funding to specific programs to promote connection and belonging with family events being identified as a high priority.
3. Additional meetings for Family Committee to meet monthly to plan events.
4. Collaborate with community organizations to plan events.
5. Collaborate with schools to plan events for families to connect for both elementary and secondary.
6. Create a survey to ask families for feedback from an event, the kinds of community connections they are seeking and how they may contribute to the events.

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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