



**School:** Indigenous Education Department

**Principal:** Kathleen Anderson

**Director/Assistant Superintendent:** Cheryl Schwarz

## A. Goal (one goal per page)

The Indigenous Education department has set a new goal to foster an ongoing sense of connection and belonging at the key transition points of entry to school (primary years), Grade 7 to Grade 8, Grade 9 to Grade 10, and supporting students with post secondary planning.

## B. Rationale

Recommendations from various sources, including the *How are we doing?* report and student learning surveys, highlight the need for improvement in transition years. This will be monitored by key Indigenous partner groups, including the Elders Table and various student forums. Their insights substantiate the need for a sense of belonging to support key transitions, with an emphasis on leadership planning, teamwork, and community connections.

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

1. Assign up to .4 FTE teaching time for transition planning, and leadership initiatives.
2. Plan post-secondary connections and support (e.g. applications, financial sources, scholarship/bursary, hosting a post secondary fair).
3. Create tutoring opportunities in term three for required graduation course work.
4. Plan two leadership gatherings to start and end the year supported by in-school initiatives.
5. Plan two Grade 7 gatherings to start and end the year supported by in-school initiatives.
6. Create opportunities for primary-aged students and families to connect with school and community.
7. Elders and Knowledge Carriers support transitions.

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

Students will report through the 2024-25 student forum that connection to school, classroom and each other has improved. Post secondary transition rates will improve. Literacy rates will improve for Indigenous students as reported in the yearly Framework for Enhancing Student Learning.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



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**A. Goal (one goal per page)**

The staff of the Indigenous Education Department will continue to learn new strategies and/or teachings to support students in academic, social emotional, and cultural growth.

**B. Rationale**

Recommendations from various sources including the *How are we doing?* report, and the *Framework for Enhancing Student Learning*, Indigenous partner group community meetings, the Elders Table and various student forums substantiates the need for relevance in Indigenous Education training initiatives.

Theme 4 from the *Declaration on the Rights of Indigenous Peoples Act* document highlights the importance of social, cultural, and economic well-being. Specifically, action 4.1 provides the following direction: "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 early years." The staff recognize the need for learning wholistic strategies to expand their academic supports and cultural initiatives with students to support classroom instruction.

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

1. Monthly opportunities for staff to extend cultural learning by inviting community members (e.g. Elders, Knowledge Carriers) to share knowledge.
2. Opportunity to co-plan and co-lead cultural learning for in-school engagement (e.g. classroom setting, Indigenous gathering spaces, and department meetings).
3. Organizing learning opportunities around monthly themes, 7Rs, and four seasons. Assign a .2 FTE teaching time for staff learning.
4. Opportunity to join in school-based and district-based non-instructional day (NID) and provincial professional development day, including school growth planning day. One NID in February is reserved for department learning.

**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 teaching to supporting students through academic strategies with Indigenous World Views.

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**A. Goal (one goal per page)**

The Indigenous Education department will continue to focus on the goal of ensuring students and families feel connected to the SD42 Indigenous community.

**B. Rationale**

Recommendations from regular surveys conducted by the Indigenous Education Department highlight the importance of students and families feeling connected and having a sense of belonging to the department. Survey feedback from the family events during the 2023/24 school year outline the importance of and need for the opportunity to connect within the school community and with the broader community. As well, the Elders Table and various student forums have highlighted the need for opportunities to provide community connections.

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

1. Collaborate with community organizations to take on a bigger role.
2. Collaborate with schools to take on a bigger role.
3. Plan events with a focus on intergenerational connections to build community with families.
4. Connect families to community supports.
5. Invite Elders and Knowledge Carriers during school hours to connect more with all students.
6. Continue to offer Indigenous catering where possible.
7. Assign up to a .2 FTE teaching time for family event planning.

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

Families and students will offer feedback that shows their sense of connection and belonging to the school district has improved. This will also be evident through the repeated attendance of families, as well as the participation of new attendees at family events throughout the school year.

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