

School District No. 73 Kamloops-Thompson

ABED Support Teacher Guide



This guide is for teaching staff being supported by the Ministry of Education and Child Care
Targeted Indigenous Education Funding.

OVERVIEW

Supports using Indigenous Targeted Funding are subject to the guidelines and purposes outlined by the Ministry for this funding.

ABED Teaching Support can be used for students who are:

1. Identified as a student with Aboriginal Ancestry on their registration (MyEdBC)
2. Has agreed to accept Aboriginal Programs and Services as of September 30 of each year, either by signed letter, email, or verbal contact. The school must have it on record.
3. Students with Aboriginal Ancestry enrolling out of district after the September 30 deadline will still qualify for these services.

NOTE: Students who *do not* meet the criteria *do not* qualify for support by an ABED Support Teacher being paid for with Indigenous Targeted Funds (as per Ministry Audit).

EXCEPTIONS: The Principal can temporarily assign an ABED Support Teacher to other duties that do not specifically comply with the targeted funding regulations when:

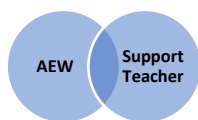
- Temporary staff shortage: (ie. TTOC shortage) necessary coverage is required. Note, also be 'equity aware' on decisions that impact ABED programs and services when assigning other duties.
- Transitions: when there is a program transition and temporary supports are needed until the transition is completed.

NOTE: If coverage is required beyond a few days for students who do not qualify for Indigenous targeted funding supports or is outside of the Audit Requirements for this funding, please consult with the District Principal of Aboriginal Education.

NOMINAL ROLL STUDENTS

Nominal Roll students are students who live on-reserve. The school has additional responsibilities for these students as outlined in the Local Education Agreements (LEAs) and the student's Band of Residence. Check with the school administration if your school has Nominal Roll students, who they are, and what responsibilities the school has concerning reporting, consulting, and collaboration.

ABORIGINAL EDUCATION WORKERS vs ABORIGINAL EDUCATION SUPPORT TEACHERS



ABED Teacher Support Services should not replace services provided by Aboriginal Education Workers (AEW). In all areas the types of supports can overlap, however a teacher, under the School Act, oversees the development and implementation of programs and services. Support Workers (AEW) assist in the implementation of those programs and services, except for programs and services that are directly connected to cultural content and culturally sensitive relationships. In the School Act, the teacher is ultimately responsible for students under their charge.

Exception: Targeted Indigenous Education Funds – Schools are responsible for, and need to provide evidence for, ongoing and regular ABED support for every self-identified Aboriginal student in their school. In School District No. 73, most of this requirement is met through the Aboriginal Education Worker (AEW) and every school in SD73 is assigned AEW support. However, in cases where an AEW is not available despite ongoing efforts to fill the position, an ABED support teacher may temporarily take on some of the duties normally met by AEWs to meet the requirements of the Ministry’s Targeted Indigenous Education Funding (see the section on Program Considerations).

PROGRAMS & SERVICES

According to the Ministry of Education and Child Care Indigenous targeted funding Audit requirements (Section 106.3 of the School Act), targeted funding (including the use of staff resources being funded with targeted funding) **can not be used:**

1. To replace ***Inclusive Education or English Language Learning (ELL)*** funded programs and services. The support must be *over and above* what *all* students with similar exceptionalities would expect to receive from their education setting. Evidence would be required.
2. For ***resources and supports for the delivery of the K-12 provincial curriculum***, including Indigenous content and resources necessary for the delivery of that curriculum (this includes BAA courses, First Nations Studies, English First Peoples, etc.).

PROGRAM CONSIDERATIONS

When planning and considering program supports in your school, targeted audit expectations from the Ministry are that school provides ***regular and ongoing supports for all identified students*** with Aboriginal ancestry.

If the school has access to Aboriginal Education staffing resources, the school will be expected to allocate the targeted funded resources to meet the expectation of providing supports/services to all Aboriginal students identified enrolled at the school and be able to provide evidence that this is occurring. Individual student needs are a consideration, and the types of support may look quite different for each student. The rule of thumb for ***ongoing support*** is that a minimum, every student would receive or can receive (parents can opt out) some sort of support/services (in addition to opportunities all students have to participate in) once a month. Whole school or whole class events/services/etc. generally would not count, even if it has Indigenous content, as *all* students have opportunities to participate and thus would not be ‘in addition to.’

INCLUSIVE EDUCATION

Inclusive Education is specifically named in the Ministry of Education and Child Care Targeted Indigenous Education Funding; therefore, special care needs to be taken when assigning ABED supports from targeted funding in this area.

If you are planning to use ABED Support Teacher time to work with Aboriginal students identified for Inclusive Education supports (Three Tier Support Model - Tier 3):

- ABED Support Teacher time can not be used to replace supports such as case management or support time from Inclusive Education staff district or school (ie LART, CEA, etc.). Case management and supports must continue from Inclusive Education staff as would be expected services for *all* students in this category. Supports from an ABED Support Teacher would have to be over and above.
- Evidence would be required from the school that would indicate continuation of these supports through Inclusive Education, the nature of the supports, and the nature of the supports that would be considered over and above what *all* students would normally receive.

ABED Support Teachers can be part of the School-Based Team and assist in planning and record keeping for Targeted Indigenous Education Funding audit purposes.

ACADEMIC / SOCIAL EMOTIONAL SUPPORTS

This is for supports such as ‘add on’ interventions for Aboriginal Education students assessed to have persistent learning challenges, including those with social emotional needs (Three Tier Support Model – Tier 2). Examples of these would include foundational skill groups, social skill groups, and one-to-one interventions in those areas.

Groups or one-to-one instruction in these focused areas should be culturally sensitive and trauma informed. Recommended resources that every school in SD73 already has a copy of:

- SD73 Indigenous Cultural Safety, Humility, and Competency Guide
- Ensouling Our Schools (UDL) – Jennifer Katz & Kevin Lamoureux
- Equity-Centred Trauma-Informed Education – Alex Shevrin Venet
- Wayi Wah: Indigenous Pedagogies – Jo Chrona

Because targeted funded programs and services are subject to Ministry audit requirements, these programs should also include *evidence* such as Individual Student Service/Learning Plans. Depending on the nature of the supports, considerations should be made to include:

- Curricular Competencies
- The school EQUITY IN ACTION plan
- Aboriginal Enhancement Agreement
- School and District Strategic Plan goals

PROGRAM CONSIDERATIONS

Non-Aboriginal Student Participation

For groups, non-Aboriginal students can participate in targeted programs and services; however, no Aboriginal student should miss out due to participation from a non-Aboriginal learner. Also, it must be evident by an outside observer (such as an auditor) that the program is specifically targeting (targeted funds) Aboriginal learners. Just because there are Aboriginal students as part of the intervention or supports, this would not qualify it as a targeted support unless there is evidence that the intervention is specifically for targeted Aboriginal students.

Enhanced Learning Support

Targeted funding is to support all Aboriginal learners, over and above what all students should expect. This means consideration for enhanced learning services for advanced Aboriginal learners would be acceptable use for targeted funded supports.

Pull-Out Programs & Services

Every effort and attempt should be made to make the supports as inclusive as possible (ie, in-class support, etc.) and intended to transition students back into their regular program. However, there are times when pull-out is the most efficient and effective intervention or support. If a pull-out program is necessary:

- Make sure parents are informed and aware, including being aware of any learning that is missed due to being pulled out. If the student is Nominal Roll, this should include the Band of Residence.
- An opportunity or plan in place to make up for any missed instruction due to being pulled out.
- Segregation: Being trauma informed and culturally sensitive is particularly important in designing pull-out programs that target marginalized groups. Particularly around historical segregation and trust, but also due to stigma and stereotypes that may manifest itself in perpetuating racism, sense of belonging, and unsafe learning environments.

TRANSITION SUPPORTS

These supports could include:

- Grade-to-grade transitions
- Daily routine transitions (ie, Check-in / Check-out, etc.)
- Transitions to or from alternate settings or programs
- Mid-year school to school transitions (sense of belonging, connection, etc. – Aboriginal Education Enhancement Agreement)
- Transition back into regular school programming due to forced segregation (i.e. suspensions, and/or segregation from the regular classroom, etc.).

CULTURE AND LANGUAGE

If considering an Aboriginal culture and/or Language program or service, particularly if the position was filled without consultation with someone from the Aboriginal Education Council (ie, filled through seniority process), please follow the following process before proceeding:

1. Contact and consult with the District Principal of Aboriginal Education
2. Make use of and consult with community-based resources whenever possible (ie, Elders, Knowledge Keepers, Cultural Resource workers, etc.).
3. Contact the District Aboriginal Education Staff.

4. Be very familiar with the **SD73 Indigenous Cultural Safety, Humility, and Competency Guide** which includes information and guidance around APPROPRIATION.

OTHER WAYS TO AFFIRM ABORIGINAL KNOWLEDGE IN YOUR LESSONS

- Include relevant Indigenous knowledge into every subject or foundational skill area.
- Integrate whenever possible, where Indigenous knowledge and communities address real world problems.
- Celebrate and highlight the strengths of Indigenous peoples, particularly in overcoming immense hardships.
- Use local, place-based information in your lessons, so that students feel more invested and connected to the content.

COLLABORATION

Every school has an Aboriginal Education School Leadership Team. Become actively involved in your school team.