



Rocky Mountain School District No. 6

Aboriginal Education Services Delivery Plan



In Rocky Mountain School District we strive for every student to graduate with dignity, purpose, and options. We are confident we will close the gap in achievement between Aboriginal students and all students in the district.

Each school has a plan for a program of Aboriginal Education support that will improve the academic achievement, attendance, transitions, and graduation of Aboriginal students.

Golden Secondary/Golden Alternate 2020-21

Each student claimed will self-identify, and each parent will be contacted and advised that they can amend their declaration of Aboriginal Ancestry:

Evidence: We have a form signed by the parent of each student self-identifying as being of Aboriginal Ancestry and we check in with each parent yearly about this designation.

Each parent will be consulted about the program

Evidence: We have a form signed by each parent giving permission for the student to be in the Aboriginal Support program described on the form. At the beginning of each year, our Support Team hosts a Kikino open house for interested Aboriginal students and parents. Our Aboriginal Education Support Workers contact each student's parent(s) directly in June and/or the beginning of September to talk about the program and supports for that student. We also provide other opportunities for parents to consult, for example, a personal invitation to offer input and/or suggestions for their child and the program.

Aboriginal communities will be involved in the planning/delivery of services

Evidence: We meet with an Elders' Advisory Council formally four times per school year – fall and spring – to consult about our program. This advisory council provides guidance, knowledge and permission for cultural activities, history, land connections and emotional support for the aboriginal students in our school. The council consists of elders from Status Shuswap, Cree and Metis. Aboriginal Support Workers attend the Metis Society regular meetings to share information, bring back knowledge of upcoming events and activities, and ask for support for school activities. Aboriginal Support Workers also work in partnership with the aboriginal community to plan events that occur both at school and in the community. One of our 2021 strategies will be to involve teachers in conversations with local Knowledge Carriers and Elders in the effort to further indigenize the BC curriculum in their instruction.

The services aboriginal students receive will be over and above any other services to which they are entitled.

Evidence: Services, supports and programs are monitored by the whole staff during a standing item on the staff meeting agenda. The Aboriginal Support Team leads this conversation. In addition to support services available to all students, aboriginal students also have the individualized support of the Aboriginal Support Workers in all quadrants of the medicine wheel. As regular attendees at School Based Team meetings, the

Aboriginal Support Workers provide insight into supports for specific students. These supports are aimed at emotional needs, academic supports, and cultural connections. A checklist is updated tracking students' additional services they receive over the year as part of the Aboriginal Support program and action plans for these students are collected in the portal.



Plan to Improve Academic Success

Data:

We will focus on these students at Golden Secondary....

- Data to be inserted in Fall 2020 assessment cycle and Q1 reporting

We will focus on these students at Golden Alternate....

- 100% of our GAS aboriginal students are on adapted outcomes in literacy and numeracy (working to close the gap)
- 100% of our GAS aboriginal students are not on track for attendance

Strategies:

Aboriginal students receive additional academic supports aimed at closing the achievement gap and improving their graduation rates.

- Teachers identify objectives and achievement for aboriginal students through assessment
- Aboriginal students requiring support are referred to SBT
- Collaborative conversations result in student specific action plans and monitoring reviews.
- Important student information is stored accessible to the team
- Aboriginal Support workers support students academically in class and one to one

Evidence: The following is specific evidence we will use to know that our plan has made a difference by the end of the year in the academic achievement of the Aboriginal students:

- The gap will be closing between the mark distributions for students' on-track scores for Aboriginal and all students (on track = literacy targets, numeracy targets and attendance data).
- The gap will be closing between non-aboriginal students and aboriginal students in terms of Five Year High School graduation rates

Our targets for next year are:

Literacy (GSS)

- 38 students on track
- 1 student on modified
- 14 students on track to graduate

Literacy (GAS)

- 100% of our students on track, according to their personalized grad plan

Numeracy (GSS)

- 36 students on track
- 2 students on adapted outcomes
- 14 students on track to graduate

Numeracy (GAS)

100% of our students

Plan to Increase Retention, Attendance, and Grad Rates



Data:

Based on the responses from the Student Survey....

Cultural: Conduct survey in Fall 2020 next year

GSS

- Data in fall 2020

GAS

- Data in Fall 2020

Physical:

GSS

- Data Fall 2020

GAS

- Data Fall 2020

Attendance (GSS)

- 100% of our students on track

Attendance (GAS)

- 100% of our students on track according to their personalized program plans

Strategies:

Students who are engaged and connected to school have a better chance at experiencing positive outcomes.

- SBT closely monitors social and emotional indicators for all Aboriginal students
- SBT assigns clear action plans for improving school connections when engagement is identified as a barrier to success
- All Aboriginal students will have a strong connection with at least one adult in the school
- New Aboriginal students to GSS receive orientations to the school from our Aboriginal Support Team
- The Kikino Room supports students' connections with the team and other students
- The Principal brings attendance data to the SBT each quarter in order to develop a specific plan for Aboriginal students not yet on track.
- The Aboriginal Support Team plans relevant and engaging cultural experiences for Aboriginal students
 - Transition ceremonies
 - Field trips
 - School presentations
- Teachers and the Aboriginal Support Team will have collaborative opportunities to create instructional opportunities that improve the connection, experiences, and relevance to outcomes for Aboriginal students.

Evidence: The following is the evidence we will use to know that our plan has made a difference by the end of the year in the attendance, retention, and graduation of the Aboriginal students at your school.]

- Every student in the aboriginal support program will attend at least 80% of school days in 2019-20
- Aboriginal students will all report a strong connection to adults in the school as well as a sense of connection to school on the Student Learning Survey.