



School District 6

Aboriginal Education Services Delivery Plan for

September 2020 of the 2020/2021 School Year



In Rocky Mountain School District we strive for every student to graduate with dignity, purpose, and options. One of our key goals is to 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.

Windermere Elementary School

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

Evidence:

Students and parents complete the Windermere Elementary School (WES) Aboriginal Education Program Registration Form on which they self-identify and indicate a wish to receive support.

The nature of the services provided is detailed on the form.

Parents may withdraw permission for services at any time by contacting the principal.

Each parent will be consulted about the program:

Evidence:

The Aboriginal Education Permission form is signed by each parent giving permission for the student to be in the Aboriginal Support program. **This form is only required to be signed once.** In

September, each parent receives a description of specific program and the supports provided. The Aboriginal Education Support Worker schedules meetings with parents/guardians to share information. Consultation and parent/guardian input is focused on this time period, but can occur throughout the year. Parents/guardians are an integral part of the Aboriginal Education program at WES. Communication is maintained through program updates, the school website, daily planners, phone calls, emails and connection at meetings/events.

Aboriginal communities will be involved in the planning and delivery of services:

Evidence:

The Aboriginal Education Support Worker (AESW) coordinates with various counterparts within the First Nations and with the Aboriginal community at large. The program is done collaboratively with AESW at other Zone schools. Metis presenters and educators work with WES students to connect students to Metis heritage, knowledge, and history. The district provides reports to the Akisqnuq Band Aboriginal Education Coordinator at least four times per year as part of the ACE Committee. Relevant discussion items at ACE meetings are shared during subsequent AESW meetings.

Our current AESW maintains a list of 'Cultural' contacts for Metis, Akisqnuq and Shuswap Band members for cultural consultation and programming. Shuswap consultants on the school program are: La Verna Stevens, Basil Sr. Stevens, Kalyn Adams, Mike Archie, Lori Pascal, Dorothy Warbrick, Basil Jr. Stevens, Clarissa Stevens, Suzie Thomas, Katherine Stevens, Audrey Wilson, and Louie Thomas.

Ktunaxa consultants on the school program are: Lorne Shovar, Pete Sanchez, Lillian Rose, Stephanie Sam, the Ktunaxa Interpretive Centre, and Akisqnuq newsletter.

Included in the above list are the designated Aboriginal Education Coordinators for both Akisqnuq and Shuswap Bands.

Meetings and consulting are ongoing throughout the year.

The AESW acknowledges Aboriginal students, parents and community during celebrations, and traditional gatherings. AESW regularly attends Community events which is a great way to continue learning about local First Nation Culture.

The AESW supports, promotes and works closely with Ktunaxa/Kinbasket Child and Family Services, their Social Workers and Youth Support and Family Workers and our Aboriginal youth and parents/guardians.

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

Evidence:

All Aboriginal students will receive augmented programs with support from the AESW and EAs assigned to work with them in class, in groups or individually. Their programs will be augmented with cultural support and in depth study of various Aboriginal cultural practices. This is in addition to what is provided in the classroom on a regular day to day basis. This data is tracked and documented with a checklist (see attached). The AESW works with classrooms and with individuals to establish and maintain support and contact. Students also receive home connections and support and various in-school incentive programs. Teachers provide consistent feedback to the WES AESW. Students who are affiliated with the Shuswap and Akisqnuq Bands are part of the year-end celebrations.

As per our September Pro D sessions, our AB ED support worker will strategically schedule her time in each classroom to provide targeted instruction on the Seven Secret Teachings. We are hoping to recognize students we feel connect or reflect these 'teachings' on a monthly basis.

Plan to Improve Academic Performance

Data: Academic Achievement 2019 - 2020

Based on collected data from report cards and Level "A" Assessments, the information below provides a snapshot on students **meeting or exceeding** grade level expectations. **What should be noted is that this data reflects information primarily collected up until the suspension of in-class instruction on March 17, 2020 due to the COVID-19 pandemic. Where a June, yearend, report card has been required for completion for this year, evidence of student learning has only been adequately collected up until March 17, 2020.**

2019 - 2020 data for our Aboriginal students reveals that at primary our 12 students (which does not include information from our Kindergarten population) are:

GRADE LEVEL	PM BENCHMARKS	DWW	REPORT CARD NUMERACY	REPORT CARD LANGUAGE ARTS
K (4)	N/A	N/A	N/A	N/A
Gr. 1 (3)	2/3	2/3	2/3	2/3
Gr. 2 (3) +	2/3	2/3	2/3	2/3
Gr. 3 (2)	1/2	1/2	1/2	1/2

Meeting or Exceeding	5/8 (no Kindergarten)	5/8	5/8	5/8
-----------------------------	--	------------	------------	------------

2019 - 2020 data for our Aboriginal students reveals that at Intermediate our 8 students are:

GRADE LEVEL	F&P Benchmark	DWW	REPORT CARD NUMERACY	REPORT CARD LANGUAGE ARTS
Gr. 4 (3)	3/3	3/3	3/3	3/3
Gr. 5 (2)	2/2	2/2	2/2	2/2
Gr. 6 (2) ++	0/2	0/2	0/2	0/2
Gr. 7 (1) +	1/1	1/1	1/1	1/1
Meeting or Exceeding	6/8	6/8	6/8	6/8

*Indicates the number of students on an academic Learning Plan or IEP.

Through the School Plan for Student Success (SPSS) and various strategies the focus is on academic achievement for all students.

The goal is to have all students advancing towards or meeting grade level with support, targeted or otherwise.

Strategies

- Academically, the AESW is part of the support team for Read Naturally and is also part of the Literacy Intervention program at the Primary and Intermediate levels.
- The AESW is part of each classroom's support interventions for Aboriginal students to provide in-class support. This occasionally can be in withdrawal settings when required.
- The AESW supports various Cultural enhancement programs.
- Aboriginal students and Aboriginal Education Support Workers have a designated area in the school for individual and group support.
- The AESW has access to each report card to monitor and maintain student progress.
- The AESW has access to the District Data Base for up to date information on students.
- The AESW has an incentive program that rewards students.
- The AESW, the Education Assistants and the Learning Support Teacher work in conjunction with all classroom teachers.
- The AESW conducts daily interventions behavioural, personal and academic updates, and consultations with students and teachers and parent/guardians on an as-needed basis.

Evidence

- All students will demonstrate growth and maintenance of current standards. Aboriginal students will achieve at the same level as non-Aboriginal students at the conclusion of the upcoming school year – by June 2020. Evidence will be Report Cards, PM Benchmarks, Fountas and Pinnell data, Foundation Skills Assessment data and other observations.
- Using various measurements mentioned every Aboriginal student transitioning from Grade 3 in June 2020 will do so with marks of “meeting” expectations in Reading using various measures including Report Cards, Literacy Targets, District Wide Write, PM Benchmark data and Internal School Assessments to be determined.

Plan to Increase Retention, Attendance, and Grad Rates

The following information represents the current year’s attendance data:

Data: Attendance: 2019 - 2020

The data collected for the information below has been extracted from September 2019 to March 15, 2020. This is due to the suspension of in-class instruction in BC schools re: COVID-19 pandemic. Attendance for those students who attended school in June 2020 has not been calculated in the information below.

These numbers include current Kindergarten students in the primary group:

Missing School Days Missed	>10 Absences	10 + Absences	20 + Absences	30 + Absences
Primary Students	4/12	4/12	2/12	2/12
Intermediate Students	2/8	2/8	2/8	2/8

Strategies

- Current policy is that the AESW contacts the home directly if any student in the program is absent that morning. This is also coordinated with the School Secretary to avoid duplication of tasks and to establish causes already known, illness, medical appointment, and others. This establishes a connection with the home and can provide tracking that establishes patterns or repetitiveness in absences recorded.
- The AESW contacts the family after five or more absences to establish grounds for absences and to create a Success Plan for the student(s). The AESW tracks students daily.

- The AESW will maintain close contact with students who are at-risk with attendance and with other situations to monitor and advise the student and family. In some cases, referrals for counseling can be suggested or alternative methods of arranging school travel for a student may be provided.
- The Survey results indicate that a greater connection to cultural identity and self-esteem connected to the larger school culture impacts attendance and a sense of belonging for Aboriginal students. With this in mind an increase in cultural activities, visits by elders and community members and various lessons with cultural content will enhance this aspect, with the goal of creating a better attendance record for some Aboriginal students.

Evidence

- The AESW reports that Aboriginal Survey results, as previously stated, show a greater degree of connectedness for Aboriginal students through involvement and engagement with their Cultural Traditions and Knowledge.
- With the introduction of the new curriculum content which is specifically related to Aboriginal content, teachers and the AESW report that students are feeling more comfortable and empathetic towards the school environment and their experiences here. The 2020 - 2021 Attendance Goal is to reduce the number of days' absence to 10 days or less throughout the year for those students who were absent for more than 20 days or for more than 30 days during the 2020 - 2021 school year.
- The AESW will focus, with teachers, on reducing the absences of students who miss more than 30 or 20 days to 10 days or less throughout the year. The school secretary phones each day to confirm the whereabouts of each child. Ultimately, this is the parent's responsibility to ensure students are attending school. However, once present, support will be in place to help catch up students based on material that they have missed. There is constant encouragement to advocate attending school more regularly.
- Many students are enjoying the support provided by the WES Aboriginal Support Worker. There has been an engaging indigenization of curriculum happening and students are feeling very receptive to it.

Budget Allocation for 2020 – 2021 School Year

For the upcoming year, Ab Ed funds will be used and distributed according to a set plan determined by the school principal and the AESW. Funds will be available to support our students and our AB ED Support Worker to continue to help refine and build professional capacity:

As it pertains to instructional supplies, this may be redistributed in the 2020-2021 year to determine the possibility of increased staffing levels.