

## Rocky Mountain School District No. 6

### Aboriginal Education Services Delivery Plan 2020-2021

*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.*

#### Lindsay Park 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:

Each Ancestry student will complete an updated aboriginal education registration form which will give permission for the support worker to offer enhancement and support programs. In addition each parent will be contacted at the beginning of the school year. Parents have the option to mark off #of years they want Aboriginal services.

Each parent will be consulted about the program

##### Evidence:

Each Lindsay Park Aboriginal student has had a form signed as well as a parents or guardian informed about the program at this school. Parents will also be contacted throughout the year for a check in. This is done by phone, email or personal contact.

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

##### Evidence:

Each Lindsay Park student will receive community and cultural support as well as cultural education; see attached records for individual child involvement. These interactions will also have a written record. Elders, grandparents and other community members will be involved with our yearly Aboriginal celebration, cultural visits and performances. Most documents are hand written and kept on record. MyEd an online tracking system is also used.

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

There are a number of services provided to our Aboriginal students, which are also tracked in the attached checklist.

These services include but are not limited to:

- cultural supports that help students learn about, connect with, and identify with, their aboriginal ancestry
  - there are cultural performances and activities throughout the year
- Individual, small group, and classroom supports, with a focus on academic achievement as well as cultural education.
- Home supports
  - Contact with parents to support:
    - Basic needs of the child that are typically met at home
    - Unique outings/opportunities (Community movie etc.)
- Basic needs
  - Food, clothing, cleanliness
- Life skills supports
  - Cooking, baking, gardening, environmental awareness, nutritional education, shopping, budgeting/money,
- Aq'am (St Mary's Band) is contacted at the beginning of the year to discuss Aboriginal educational students and programs and how the Band and elders can be involved
- The Metis Association is contacted to discuss how they can support students at Lindsay Park Elementary
- In case of Covid-19 where students are learning from home, weekly contact will be made with the student and a parent/or guardian. Home visit/support is also arranged. Home visits include literacy and numeracy support in an outdoor learning environment, which also allows the student to connect to the land.

Evidence: Attached is a copy of an aboriginal student's support record.

## Plan to Improve Academic Success

### Strategies:

- We have assigned additional Ab.Ed EA time to the Grade 1, 2 and 3 classrooms to work specifically with the Aboriginal students identified as needing extra, targeted, academic support, particularly in the areas of literacy.

### Evidence:

- The report card marks at the end of the year will indicate successful achievement outcomes for each of our Aboriginal students in Language Arts and Math
- In June, 2021, our goal is to see the gap between Aboriginal students and non-Aboriginal students' mark distribution, across all subject areas, will be less than the previous year, with the goal being to eliminate the mark gap completely.
- In May, 2021, our goal is to have PM Benchmark assessment results for Aboriginal students the same distribution as non-Aboriginal students.

## Plan to Increase Retention, Attendance, and Grad Rates

### Strategies:

- The Aboriginal Education Worker contacts home when an AbEd student is absent for three consecutive days, including sickness.
- The Aboriginal Education Worker (along with the SBT) meets with family after 5 consecutive absences to create a plan regarding attendance and how we can get the student to school more successfully.
- The Aboriginal Education Worker identifies teams, clubs, and activities offered in the community, and that are of interest to the student, and then works with the student's family to facilitate the student's participation in the activity.
- The Aboriginal Education Worker identifies teams, clubs, and activities offered within the school that may interest the student, and connects with the student to invite and encourage the student to participate and then supports the student, if necessary, during the activity.

## Evidence

- It is our goal that every student in the Aboriginal Support program will miss fewer than 10 days of school in 2020-2021 school year.
- AbEd Satisfaction surveys in January and June will indicate a strong sense of belonging, and confidence in their own abilities to be successful in school, both of which support enhanced student attendance.

Checklist of students for tracking the additional services they receive over the year as part of the Aboriginal Support program.

CI-Cultural involvement	C-Counselling
BSP-Before school program	CT-Consult with a teacher
CIR- Check in room	CV-Classroom visit
CS- Cultural support	EI-Elder involvement
ES-Educational support	HH-Home Host
CA-Cultural activity	HV-Home visit
CO-Cultural activity offered	HWS-Homework session
PS-Parent support	IEP-Individual Education Plan
PC-Parent contact	LCA-Local community Elder
FD-Food and drink	R-Referral
A-Attendance	RA-Restorative action
ADM-Administration	RE=Re-entry meeting
ADP-Aboriginal Dance performance	RH-Ride home
ASP-After school program	SBT- School Based team meeting
SEA-Special Education Assistant	