

GOLDEN HILLS SCHOOL DIVISION STRATEGIC ACTION PLAN

For First Nations, Métis, & Inuit Students



OVERVIEW

Golden Hills School Division believes in the importance of an Inclusive Education System that provides every student with powerful learning opportunities and supports for all students to achieve success. Golden Hills School Division is committed to improving outcomes and creating opportunities for First Nations, Métis, and Inuit students. Golden Hills School Division is continually working to ensure welcoming, caring, respectful and safe learning environments. Exceptional consideration is given to meeting the needs of our diverse learners, including our First Nations, Métis, and Inuit population. In 2019-2020 Golden Hills School Division served 513 First Nations, Métis, and Inuit students. Golden Hills School Division continues to maintain an Educational Service Agreement with Siksika Nation that allows the division to accept 155 of their students into our schools. The remainder of the First Nations, Métis, and Inuit student population are self-declared and off-reserve.

Academic Supports



Golden Hills School Division continues to offer a wide range of specialized supports and services to assist all learners. In addition to the responsive and effective instructional strategies utilized by all of our teachers within the regular classroom, students, including First Nations, Métis, and Inuit students, can access the following: psychoeducational assessments, adapted & modified programming, small group targeted instruction, specialized programs & counselling.

Improve basic literacy skills to ensure a stronger foundation for future learning

- Early Literacy Intervention program (ELI) is offered to Grades 1 and 2 students.
- Leveled Literacy Intervention program (LLI) is offered to grades 3 to 6 students and some schools continue this program in junior high.
- Late Literacy Intervention program from grade 7-9
- In these programs, small groups of two or three students receive intensive daily instruction in phonemic awareness, sight word recognition, comprehension, fluency, written expression, and daily home reading.

Improve basic numeracy skills to ensure a stronger foundation for future learning

- Early Numeracy Intervention program (ENI) is offered to Grades 1 and 2 students.
- This program increases students' knowledge of number sense and helps develop strategies to solve problems, reason mathematically, and solve computations. The small group intervention allows students to explore math in visual and tactile ways, providing the opportunity to explore and develop their knowledge of number sense and the relationship between numbers.

Culture



In Golden Hills School Division, First Nations, Métis, and Inuit cultural learning opportunities are embedded into instruction and are evident throughout classes, activities, and celebrations.

Increase foundational knowledge of our teachers, leaders, and support staff

- Continue the development of a First Nations, Métis, and Inuit Committee.
- Maintain the number of cultural learning days for staff to develop foundational knowledge.
- Continue the section in our administrators' meetings dedicated to developing foundational knowledge.
- Increase and expand the resources available to our teachers through the Instructional Media Centre.

Increase cultural supports for all of our students

- Utilize our liaison workers and opportunities to enrich the educational experience of all the students in the schools by promoting the importance of First Nations history and sharing the rich traditions of the Blackfoot Culture by:
 - Expanding the culturally enriching activities & celebrations.
 - Continuing and expanding the First Nations clubs in our schools.
 - Continuing to engage families and students through developing relationships and improving communication between school and home.
- Continue the Aboriginal Studies course at Strathmore High School and Learning Academy.
- Continue to invite more Elders and Knowledge Keepers to come into our schools to share information on heritage, culture, and traditions.
- Continue to find opportunities to integrate Blackfoot culture across our curriculum.

Social-Emotional Supports



All schools in Golden Hills School Division have a Family School Community Resource Counselor and access to a variety of Social-Emotional Learning supports.

Continue **social-emotional supports**, especially programming that improves students' abilities to self-regulate and be ready for learning and academic success.

- Continue to have a Family School Community Resource Counselor do classroom and group presentations that focus on building self-regulation skills and core competencies needed for healthy social development.
- Continue to have the Family School Community Resource Counselor work collaboratively with students, their parents/caregivers, school-based team members, and professionals from other community support services, to set meaningful goals and create Individualized Intervention Plans.
- Continue to implement Mind-Up and Zones of Regulation programs in schools.
- Monitor student success based on the observable and measurable outcomes, established by a student's support team.
- Utilizing a First Nations psychologist and Elders to help with student supports.

Partnership



Golden Hills School Division has established collaborative partnerships to help support the powerful learning opportunities we provide.

Increase our partnerships' effectiveness to help improve student learning.

- Continue to build strong relationships with our First Nations, Métis, and Inuit families.
- Increase collaboration and relationships with Siksika Board of Education by:
 - Meeting throughout the year to discuss student learning, engagement, supports, and the Education Service Agreement.
- Develop a classroom partnership with Siksika Board of Education (Carseland School and Chief Old Sun School).
- Other Partnerships are:
 - Alberta Education 'Innovations in First Nations Education" (IFNE) & Blackfoot Language Grant
 - Calgary Regional Consortium- Zone 5
 - College of Alberta School Superintendents (CASS)- Providing support and best practices sharing for foundational knowledge for our system leaders

Targeted System Monitoring



Having a targeted monitoring strategy, utilizing PASI and our data dashboard, helps support our students.

Improve attendance, graduation rates, and achievement results through:

- Continue our attendance tracking from Siksika students to all First Nations, Métis and Inuit students. Improve communication and follow up with administrators, parents, liaison workers, and family resource workers.
- Monitoring each school to track First Nations, Métis, and Inuit students' graduation requirements and support students to successfully meet these requirements. As well, provide programming options to allow students to complete these requirements immediately following their grade 12 year.
- Implementation of specific tracking of First Nations, Métis, and Inuit students in early intervention programs.
- Continued monitoring and analysis of the Provincial Achievement Test and Diploma Examination results by looking for trends, successes, and challenges.