



September 2024

SCHOOL SUCCESS PLAN

Rocky Mountain Alternate Education

Golden Alternate, Open Doors, Kimberley Alternate
& Online Learning



SCHOOL SUCCESS PLAN

Rocky Mountain Alternate Education



PRINCIPAL MESSAGE

Rocky Mountain Alternate Education provides alternative learning options and programming in the communities of Golden, Invermere and Kimberley. Our programs focus on the educational, social emotional, mental health and wellness of students whose needs are above what can be supported in a traditional school program. Our program provides supports for students through differentiated instruction, flexible program delivery and enhanced connections to community agencies.



We are proud to share our School Success Plan for the 2024-2025 school year. Throughout the school year artifacts, stories, and responses from surveys were gathered from staff, students, families, and community partners. The feedback received was pivotal in guiding the direction of the school plan. The core competency of Personal Awareness and Responsibility is the focus area for the upcoming year, guided by actions specific to improving overall wellness and embedding Indigenous World views and Perspectives. We are committed to our collective journey towards Truth and Reconciliation.



Our work will continue to be anchored in the relationships built with students, families, community, and our vision of authentic success for each learner.



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SCHOOL DEMOGRAPHICS

Staff

- 6 Classroom teachers
- 3 Learning Services teachers
- 1 Learn at Home teacher.
- 2 Education Assistants
- 3 Indigenous Education Student Support Workers
- 3 Youth Care Workers
- 2 Administrative Assistants
- 1 Principal

Students

- 70 students - Alternate Education
- 30 students – Full time Online

School Sites

- Kimberley Alternate
- Open Doors Alternate
- Golden Alternate

Grades

- Alternate Education: 10 - 12
- Learn at Home: K – 9
- Online Courses: 10 - 12





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VISION

Authentic Success

MISSION

Together as an inclusive, and safe community we nurture curious, connected, and adaptable learners while fostering emotional, social, and physical wellbeing.

VALUES

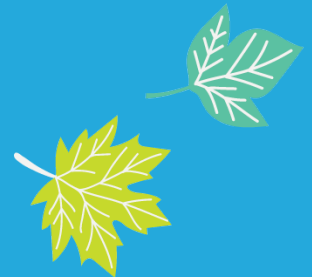
Communication: Effective exchange of thoughts and feelings to foster understanding.

Equity: Support and opportunity to reach potential.

Adaptability: Being able to adjust to new situations and build capacity to be resilient.

Integrity: Honesty and responsibility in respect and care for others.

Connected Community: connections to the land, self, and others develops compassion, safety, and well-being.



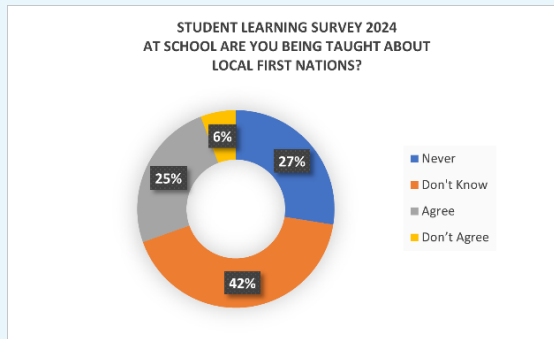
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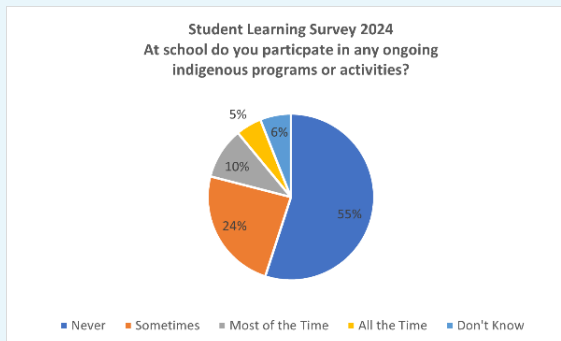


THEMATIC NARRATIVE

In the 2023-2024 year, many of our students reported that they never or almost never participate in Indigenous activities and celebrations. Some report that they never or almost never learn about Indigenous Peoples, and that they never or almost never learn about local First Nations.



Staff also identified the need to build capacity for intercultural understanding with an emphasis on connecting with local First Nations to plan authentic learning opportunities. In addition, the need for an infusion of Indigenous knowledge into daily instruction and school culture was identified.

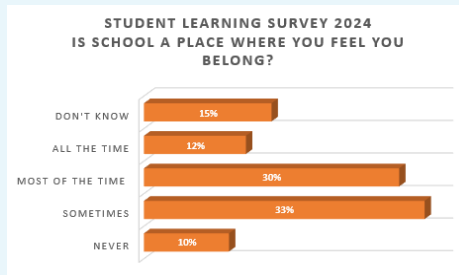
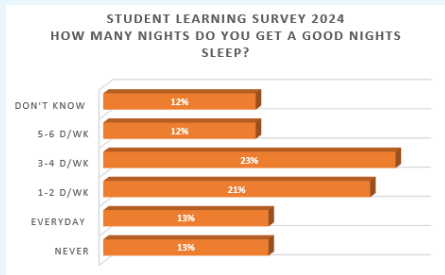




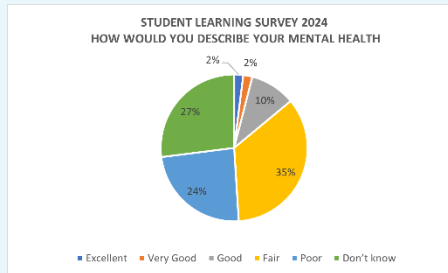
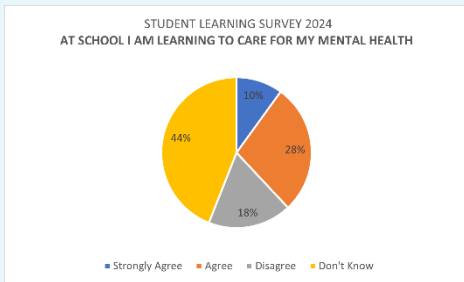
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In addition, 25% of students reported that they never feel connected at school or “don’t know”. Many students also report having disrupted sleep and regular substance use.



Overall, survey results indicate a strong need for a continued focus on mental health education, supports, and increased instructional time focused on self-advocacy, self-regulation, and stress management. When students feel connected and accepted, they take ownership of their learning by setting attainable short-term and long-term goals and can experience a sense of well-being.

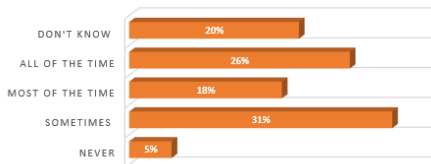


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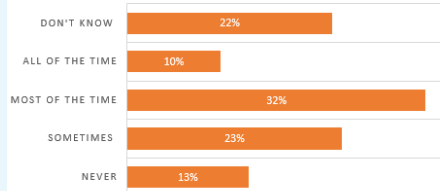
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STUDENT LEARNING SURVEY 2024
AT SCHOOL, ARE YOU TAUGHT TO TAKE OWNERSHIP OR CONTROL OF YOUR LEARNING?



STUDENT LEARNING SURVEY 2024
CAN YOU EXPLAIN YOUR THINKING AND DESCRIBE TO OTHERS HOW TO SOLVE PROBLEMS?



This year, our work is anchored in the Core Competency of Personal Awareness and Responsibility. We recognize that the infusion of Indigenous knowledge and practices will lead to a more inclusive and supportive educational environment, benefiting all students and staff by promoting a deeper understanding of personal wellness and our collective responsibility towards Truth and Reconciliation.

Goal

To provide an inclusive environment that allows all learners to cultivate a life filled with meaning and purpose.



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EQUITY, DIVERSITY, AND INCLUSION

Learning is holistic, reflexive, reflective, experiential, and relational.

To provide an inclusive environment that allows all learners to cultivate a life filled with meaning and purpose

Inquiry

How will the explicit teaching of mental health and wellness strategies impact students' ability to self-advocate and self-regulate?

Action

Each day teachers will designate instructional time to focus on mental health practices guided by the resources *Ensouling Our Schools*.

Staff will continue to build programming with community supports to develop stronger connections for students struggling with mental health and/or addictions

Data and Monitoring

Students will complete surveys three times a year. Staff will focus on questions and responses connected to mental health and self-advocacy.

Staff will engage in a structured weekly School Based Team focused on student wellness and supports



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SUCCESS FOR EACH LEARNER

Learning is embedded in memory, history, and story.

To provide an inclusive environment that allows all learners to cultivate a life filled with meaning and purpose

Inquiry

How will a structured approach to goal setting improve student achievement and graduation rates?

Action

Students will complete and review a weekly check-in and check-out self-assessment focused on wellness and academic goals, both short-term and long-term.

Weekly instructional time designated to the direct teaching of goal setting strategies, with a focus on the SMART goal structure.

Teachers will share student self-assessments with families quarterly.

Data and Monitoring

Staff will review of academic progress, on-track graduation verification and course completions quarterly.

Weekly School Based Team meetings focused on student progress, attendance and developing action plan to address needs.

We will monitor the student survey responses with a focus on questions related to learning on goal setting and academic achievement.



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GROWING CAPACITY OF SELF AND OTHERS

Learning recognizes the role of Indigenous knowledge.

To provide an inclusive environment that allows all learners to cultivate a life filled with meaning and purpose

Inquiry

How will regular professional learning opportunities focused on embedding Indigenous Worldviews and Perspectives lead to an increased understanding and commitment to our collective responsibility toward Truth and Reconciliation?

Action

Throughout the 2024-2025 school year staff will participate in learning opportunities that will include a focus on the Circle of Courage, First Peoples Principles of Learning, and a book club featuring *Ensouling our Schools*.

Teachers along with our Indigenous Education Support Worker will participate in four meetings to collaborate and share successful practices and new learning.

Data and Monitoring

Staff will complete a self-assessment at the beginning to establish a baseline connected to their learning journey toward Truth and Reconciliation, with opportunities for ongoing reflection throughout the year.



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STEWARDSHIP FOR THE FUTURE

Learning supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

To provide an inclusive environment that allows all learners to cultivate a life filled with meaning and purpose

Inquiry

How will the infusion of Indigenous Worldviews and Perspectives through cross curricular connections impact students understanding of, and commitment to, a responsibility of Truth and Reconciliation and increasing understanding of local Indigenous peoples?

Action

Teachers will embed local Indigenous Peoples connections into curriculum and culture guided by the First Peoples Teacher Resources by FNEC.

Whenever possible, Indigenous Elders and Knowledge Holders will be invited to our schools to support and mentor students and staff.

Data and Monitoring

We will monitor the student survey responses with a focus on questions related to learning about local Indigenous peoples and participation in cultural activities.

We will continue to collect artifacts, stories, photos, and observations connected to our learning journey.

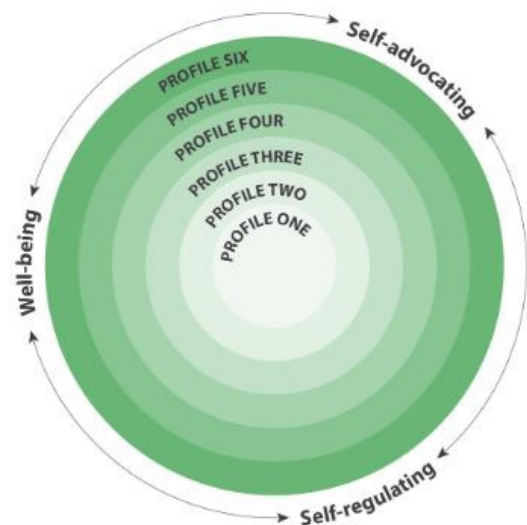
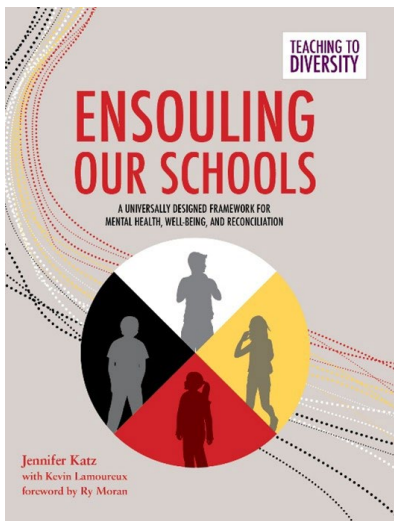
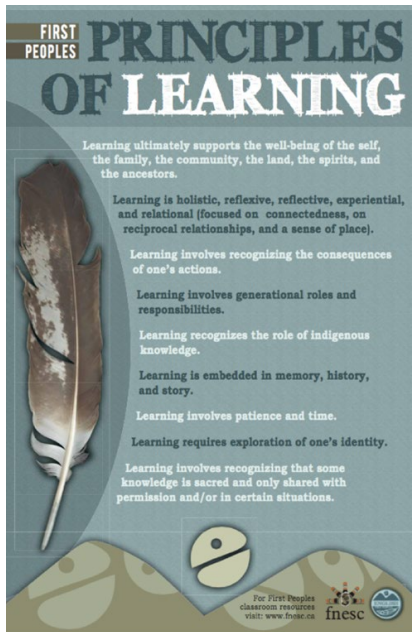




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RESOURCES



[CLICK HERE](#) for more information about Personal Awareness & Responsibility from the BC Ministry of Education website.

