

SCHOOL DISTRICT 78

NATIVE EDUCATION



2017/2018

Year End Report



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OUR LOGO



Our logo expresses the work of Native Education.

The graduation cap is what we envision for our students: "Success in School".

The bear paw has dual meaning. It expresses the mark that Native Education leaves on our students, and it is also representative of the preparation of our youth to make their mark in life.

Inside the paw is Spirit Bear to remind us that the answers, and all that we are, are inside each of us.

The tassel on the cap is a hand. This represents our working hand-in-hand with the community to provide and support programs for the Aboriginal Learners to promote academic success and positive self-esteem.



MISSION STATEMENT



To provide and support programs for Aboriginal Learners which promote academic success, positive self-esteem, and cultural awareness in cooperation with educators and families, now and in the future.



NATIVE EDUCATION STAFF



Native Education Department:

District Aboriginal Education Coordinator ----- Rod Peters
Native Education Secretary ----- Miranda Cowan

First Nations Support Workers:

Agassiz Centre for Education (ACE)-----Jessica Poirier
Agassiz Elementary Secondary School (AESS) ----- Cecily George & Kim James
Boston Bar Elementary Secondary School (BBESS)-----Jenelle McMillan
Coquihalla Elementary School (CES) -----Patti Dubreuil, Lillian Isaac & Harvey Robinson
Harrison Hot Springs Elementary School (HHSES) -----Jessica Poirier
Hope Secondary School (HSS) ----- Laura Preston, Vanessa James
Kent Elementary School (KES) ----- Cody Dool & Jessica Poirier
Silver Creek Elementary School (SCES)-----Alicia James
Two Rivers Education Centre (TREC)----- Justin Kelly

Mentor:

Hope Secondary School (HSS) ----- Kristie Peters

Language Instructors:

Nlaka'pamux - Boston Bar Elementary Secondary (BBESS)----- Charon Spinks
Halq'emeylem - KES, CES, HHSES and SCES) ----- Dallas James





NOTES FROM THE DAEC



This has been my 16th year as District Aboriginal Education Coordinator (DAEC) and I've spent my time assisting with the development and delivery of Stó:lō, Nlaka'pamux and Métis curriculum and services to our Aboriginal students; noting an app was found to advertise what is available to Support Workers and Teaching staff at schools. There is also monitoring and reporting their activities and events to the Aboriginal Education Council (AEC), SD78 District Administrators, Board of Education and the Aboriginal Branch of the Ministry of Education and overseeing the work of our First Nations Support Workers and Aboriginal Mentor.

This 21st annual Native Education Year-End report was created in accordance with the terms outlined in our Local Education Agreement (LEA) entered into between local First Nations' and the Fraser Cascade School District. During the course of this year marked an expiry to the Local Education Agreement with all First nations whereas information sessions were scheduled to discuss and make necessary changes to the document.

The report, jointly initiated by the AEC and the SD78 Native Education Department meets the criteria for reporting on events, activities, achievements and informing regarding our Aboriginal students as well as arrangements made for delivery of programs and services to meet their needs.

SD78 Native Education works for, and with, our thirteen local First Nations Bands: Boothroyd Band, Boston Bar First Nation, Cheam First Nation, Peters Band, Seabird Island Band, Shxw'owhamel First Nation, Spuzzum First Nation, Sq'ewlets First Nation, Sq'ewá:lxw First Nation, Sts'ailes Band, Union Bar Band and Yale First Nation, as well as the Métis and other off-reserve Aboriginal people who reside within our district. We also communicate and network with Stó:lō Nation, Stó:lō Tribal Council, Nlaka'pamux Nation Tribal Council, and the Chilliwack Métis Association.

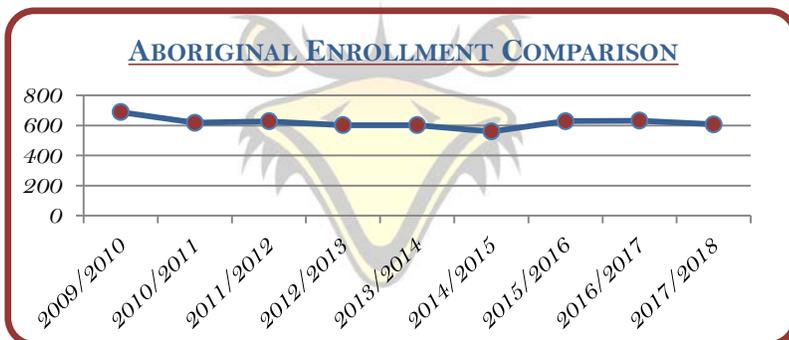
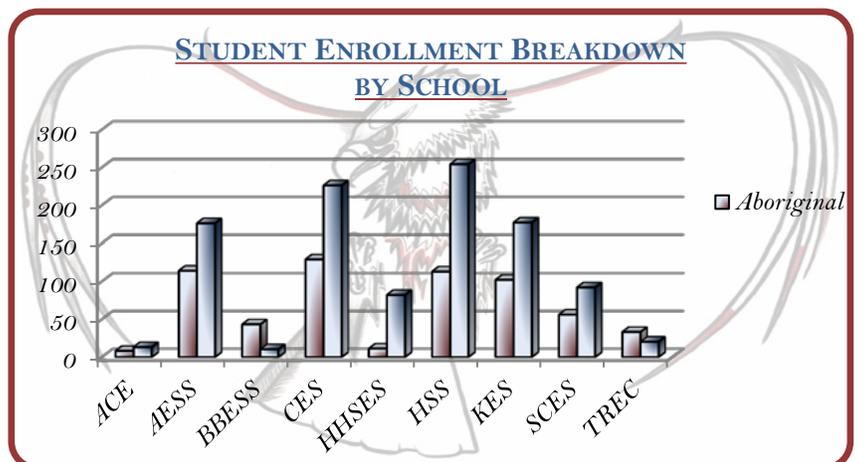


ENROLLMENT



Aboriginal students make up 37% of the total Fraser Cascade School District school age student population. The percentages of Aboriginal students in each school as of May 31, 2018 are as follows:

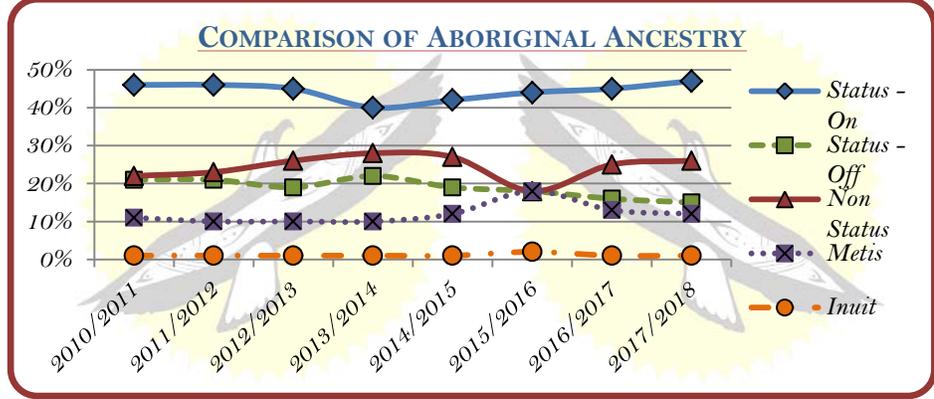
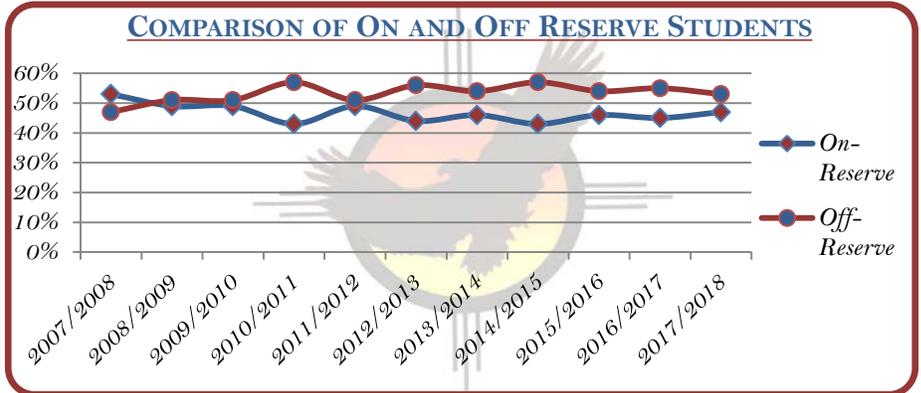
ACE	(8 out of 21)	38%
AESS	(114 out of 290)	39%
BBESS	(43 out of 53)	81%
CES	(129 out of 355)	36%
HHSES	(11 out of 93)	12%
HSS	(113 out of 367)	31%
KES	(102 out of 279)	36%
SCES	(56 out of 148)	38%
TREC	(33 out of 53)	62%



As shown in this chart, our Aboriginal student enrolment has decreased this year from 631 funded students last year to 607 funded students in September 2017. By the end of the school year we had 630 First Nation Students enrolled throughout the school district that suggests we will be maintaining a fairly consistent number of students.



This year 47% of our Aboriginal students lived on one of our 13 reserves and the remaining 53% lived in and around town. The number of on-reserve students increased by 2% from last year.



It appears that more of our students are living on reserve although we're still not as high as in 2014/2015. The decrease in status – off reserve students seems to be in line with the increase in status – on reserve students. The dip in the number of non-status students last year seems to have been temporary in 2016. For the second year in a row there has been a small decrease in the number of Métis students.



FNSWs: WORKING FOR OUR STUDENTS



An extremely important part of our Native Education department is our First Nations Support Workers (FNSWs). They're on the front line, keeping in contact with our students and liaising between families, local First Nations communities, school staff and outside agencies. The following table shows the number of contacts made by our FNSWs throughout the year. For academic and emotional support and social contacts, each student contacted has been counted only once per month in each applicable category no matter how many times the Support Worker made contact with a student during the month or how much time they spent working with that student, which is often considerable.

It should be noted that the number of contacts the Hope Secondary FNSWs had with their students for emotional support is low compared to the other Support Workers because the Aboriginal Mentor at the school took over much of that role. The different 'contacts' are defined below:

- PARENT CONTACTS** are meetings with parents in the home, community or school as well as contacts by phone, email, text messaging and social networking. Some of our Support Workers made home/community visits to personally invite families to their Honouring Ceremonies and other school events. Other contacts are follow-ups for attendance or tardiness issues and other situations that occurred during the school year and, as often as possible, FNSWs also contact parents to let them know about good things happening with their child at school.
- SCHOOL MEETINGS** can be informal discussions with teachers and other school staff regarding students or scheduled meetings in the schools with parents, school staff or outside agencies. These meetings can be short or can take many hours of FNSW time due to follow up meetings and contacts with outside agencies and may take weeks to reach a conclusion.
- ACADEMIC SUPPORT** is contact with students in the classroom, in tutoring programs at the schools or other time spent working with students who are struggling with their academics. Our FNSWs teach the students organizational skills, help them complete and submit homework assignments and a myriad of other supports including running breakfast reading programs and opening their classroom/office before, during and/or after



school so students can drop in for extra support; some also run an in-school tutoring program for Aboriginal students. Our secondary FNSWs also assist their students with applications for post-secondary education and bursaries.

 **EMOTIONAL SUPPORT** is time spent listening to and giving guidance and direction to students when they seek our Support Workers out with a problem and, if necessary, investigating and setting up additional supports with school counsellors and/or outside agencies. The Aboriginal Mentor at HSS handles many of these contacts which leaves those FNSWs more time for academic support for their students. In other schools, FNSWs make themselves available to assist students when needed.

 **SOCIAL CONTACTS** cover time spent with students in a more casual setting. Our Support Workers chaperone field trips, assist with drop-in breakfast or lunch programs, reading programs and craft or other cultural programs. Many of our FNSWs also help out in other programs and events at the school and encourage their students to join in and become involved. Some of this is done on their own time. These casual contacts help to keep the lines of communication open and build trust between FNSWs, students, families and other school staff.

***This report was compiled without the April- June month end reports from Hope Secondary School.

Month	Parent Contacts	School Meetings	Community Contacts	Academic Support	Emotional Support	Social Contacts	Total Contacts
September	182	78	12	426	215	578	1491
October	87	71	41	404	105	524	1232
November	152	142	111	423	122	537	1487
December	130	77	43	366	95	497	1208
January	66	97	46	425	99	496	1229
February	112	78	47	343	84	393	1057
March	86	74	32	403	93	463	1151
April	85	59	107	359	110	428	1148
May	221	65	39	336	87	385	1133
June	129	77	67	309	125	413	1120
	1250	818	545	3794	1135	4714	12256

Our Support Workers also help integrate and, in some cases, create new curriculum, provide programs and services and bring resource people and materials into the classrooms. The following are some of the resources, presentations, and integrated curriculum facilitated by our FNSWs this year.

RESOURCE MATERIALS AND NEW CURRICULUM:

-  1492 DVD series 1-8
-  Seven Teachings Flannel Boards
-  Storm Boy by Paul Owen Lewis
-  Call Me Hank: A Stó:lō Man's Reflections by Keith Carlson
-  Shi-shi-etko by Nicola I. Campbell
-  Raven Tales DVDs (Return of Kulos, How Raven Stole the Sun & Work and Play)
-  Canyon War – The Untold Story DVD
-  Where the Spirit Lives DVD by Anthony Borgese Communications
-  Back in the Day: Life on the Prairies by APTN
-  Solomon's Tree by Andrea Spalding
-  The Mosquito Story by Dolly Felix
-  I am Not A Number by Jenny Kay Dupuis
-  A Stó:lō Salish Historical Atlas by Keith Carlson
-  Raven Tales graphic novels by Raven Tales (Howl at the Moon, The Games & more)
-  Dreamkeeper DVD
-  The Sharing Circle: Stories about First Nation Culture – Theresa Meuse
-  Honouring the Journey Through our Culture Kit by FRAECDN



-  *Fraser Bear: A Cub's Life* by Maggie De Vries
-  *Cedar (X:pay) Kit Workshop* by Seabird Language Program
-  *Little Bear's Vision Quest (and Play)* by Ilona Weiss
-  *Aboriginal Astronomy Kit*
-  *Integrating Aboriginal Perspectives* by Yata Kuna
-  *Man Turned to Stone: T'xwelátse* by Reach Gallery Museum
-  *Sto:lo and Fur Trade Curriculum Bin*
-  *Learning by Doing Northwest Coast Native Indian Art* by Karin Clark
-  *7th Generations Graphic Novel Series* by David Alexander Robertson
-  *Fatty Legs* by Christy Jordan-Fenton and Margaret Pokiak-Fenton
-  *The First Beaver* – Caroll Simpson
-  *Inuit Thought of it: Amazing Arctic Innovations* by Alooook Ipellie
-  *A Boy Called Slow* by Joseph Bruchac
-  *9000 Years of History in the Land of the River People* by Dianna Kay & Elizabeth Phillips
-  *Wapos Bay* – DVD series 1-13

Our Support Workers have reported that teachers continue to request help integrating First Nations content into the new curriculum and are asking for presenters for their classrooms or field trips. The Aboriginal Resource Library is now available online at <https://aboriginal.libib.com>. This new site allows our support workers and teachers to request books online and have them sent through the school mail system to their classroom.

PROGRAMS AND SERVICES:

-  The Agassiz Elementary Secondary (AESS) Support Workers continue to run a Lunch Program throughout the school year and featured traditional First Nations food lunches such as salmon and rice, game and wild meat sausages.
-  The Hope Secondary (HSS) FNSW ran a Breakfast Program through the year that included waffles, muffins, yogurt parfaits and bannock. Aboriginal Mentor Kristie Peters also facilitated the program.
-  Coquihalla Elementary (CES) FNSWs ran a daily Breakfast Program through the year with light offerings of toast and fruit for the students who hadn't had breakfast.

CULTURAL ACTIVITIES AND PRESENTATIONS:

- | | |
|---|--|
|  Smudging Circle |  Bannock Making |
|  Orange Shirt Day |  Totem Pole Art |
|  Drumming and Singing |  Medicine Bags |
|  Slahal |  Moccasin Making |
|  Storytelling |  Carving |
|  Pine Needle Weaving |  Drumstick Making |
|  Art Machine |  Roots of Empathy |
|  Healthy Eating |  Regalia Making |
|  Dream Catchers |  Jordan's Principle |
|  Traditional Plant Walks |  Talking & Sharing Circles |
|  Cedar Roses and Bracelets |  Potlatch Dancing |
|  Fish Presentations |  Drum Making |
|  Coast Salish History |  Cedar Bough Harvesting |
|  Métis Story Telling |  Medicine Wheel Teachings |
|  Beading |  Stó:lō Culture & History |
|  7 Laws and 7 Teachings |  Walking Forward Sessions |
|  First Nations Artifacts |  First Nations Art |
|  Archaeology |  Bentwood Boxes |
|  Stó:lō Weaving Bags |  Telte-yet Lost Boys Presentation |
|  Cedar and Salish Weaving |  Traditional Plants and Medicines |



FIELD TRIPS:

- ✿ Coquihalla Elementary (CES) Support Workers took their students on many Rotary Trail walks where the focus was traditional edible foods as well as other First Nations themes.
- ✿ Hope Secondary (HSS) students walked to Telte Yet campground for a presentation by Keith Carlson about the Kidnapping of the Lost Boys and had a Welcome Back tea at Chawathil.
- ✿ Students from Agassiz Centre for Education (ACE), Boston Bar Elementary Secondary (BBESS) and Hope Secondary (HSS) travelled to the Strengthening the Circle Youth Leadership Conference in Langley.
- ✿ HSS, BBESS and Agassiz Elementary Secondary (AESS) Students created drums, moccasins and had a Metis Carving workshop over multiple sessions.
- ✿ Kent Elementary (KES), Boston Bar Elementary Secondary (BBESS), Coquihalla Elementary (CES) and Silver Creek Elementary (SCES) students attended the SD78 Career Fair held at the Hope Recreation Centre.

This year we had to say good-bye to two long time Native Education employees who have been with us for many years.

PAT MARSH began as a cross-guard and on call clerical with the Fraser-Cascade school district in September 8, 1993. Pat worked at Coquihalla Elementary and Two Rivers Education Centre as an on-call secretary before becoming the Aboriginal Education secretary.

Each school year Pat researched, ordered and catalogued new resources for the Native Education resource Library as well as adding to and updating the Aboriginal Resource People added to the list. She included their specialties and crafts such as drum making, cedar bark, beadwork, weaving, native games, and Metis-story telling, dancing, jigging and fiddling which includes a display of their clothes including the sash and weaving. Other duties included creating agenda packages for the Aboriginal Education Council and the First Nations Support Worker monthly meetings. Pat attended these meetings, took minutes and provided highlights. She facilitated the District Profession Development Day by organizing session presenters, creating the brochure and registration forms, collecting fee's, registering participants, creating financial statements and evaluation sheets. Pat compiled data from monthly and year-end reports on Aboriginal Students, as well as collection of information from schools on MyEducation BC. Most importantly she reviewed the 1701 report to ensure accuracy of student information and to correct errors and missing information. Pat also would contact our schools to change coding and review the nominal roll information between schools and local First Nations to ensure the records matched.

Pat created the Handbooks as user-friendly ready references for the Aboriginal Education Council, First Nations Support Workers, parent Handbook and Secretary Handbook. She established her own file systems, computer usage with a DVD back-up, and binder system including monthly budget and enrollment summary. Pat created all her own formatting for her reports including the page set-up, design, and a lay-out that included photographs as evidence of student activities. Each year a year-end report was created by compiling the data and pictures collected throughout the year as a hard-copy, and a condensed version using no names or photographs which was available online. Pat assisted all FNSWs with their annual year-end Honouring Ceremonies including, the nomination process and categories, printing and creating student award certificates, t-shirt orders, and ordered blankets for our graduates.

On behalf of all the stakeholders Pat worked for, we wish her and her family the best in retirement.

KIM JAMES has been one of our First Nations Support Workers at Agassiz Elementary Secondary School since January 19, 2014 and lives with her family at Sts'ailes Community. At AESS Kim provided academic support, social and emotional support in the classrooms assigned. Regularly Kim would do "pull-outs" of students to complete their daily work; projects, reading or just to offer support where needed.

Kim assisted in the AESS pizza homework club during lunch time to help students complete their work with pizza as an incentive for participants. Kim's knowledge of the Sts'ailes traditions, culture, longhouse participation and awareness benefited school staff to educate and learn the traditions and customs. Collectively she worked with Cecily for those students so they could achieve at school and become successful towards employment and/or post-secondary plans in their future.



Kim showed a keen interest in the parents, families, and extended families of all her Aboriginal Students. This also allowed for each student to seek out help and she would advocate for them when needed. She completed home and community visits regularly to get acquainted with where her students at AESS came from. This allowed Kim to get supports such as education and social developments to families for future planning.

Kim assisted, in relation to the teacher staff, by inviting local resource people into Agassiz Secondary and presenting our Elder Role Models. She worked tirelessly educating and bringing awareness to Residential School History and Reconciliation. Kim also brought students to career fairs, aboriginal Youth Leadership Conferences, Naming Ceremonies, Honouring and Family Ceremonies.

On behalf of all the First Nation Support Workers, Aboriginal Education Council and stakeholders, we wish Kim the best in her future endeavours.

We wish them both the very best. They will be truly missed.



RESOURCE TEACHINGS



Each year our First Nations Support Workers are given professional development opportunities to improve on skills they already possess and learn about new initiatives and programs available in our district. Over the 2017/2018 school year, the following teachings, training sessions and presentations were made available to our Support Workers in addition to individual sessions they chose to attend at the District Pro-D event:

MYEDUCATIONBC: MyEducationBC Coordinator Laurie Bjorge gave the FNSWs a course on MyEd that included defining, managing and accessing field sets and filters, creating their own filters, passwords, how to obtain attendance reports for only First Nations students, accessing MyEd Info for resources and help with MyEd. This was a refresher course for some but new material for our newest FNSWs.

WALKING FORWARD WITH GOOD MEDICINE: Melissa Nielsen taught a course about grief and loss from an Aboriginal World View to the support workers.

TALKING STICK: Resource person Shoneena Loss taught the Support Workers how to use and create a talking stick and how to integrate these teachings in a school setting.

FIRST NATIONS EDUCATION STEERING COMMITTEE CONFERENCE: Four of our Support Workers were sponsored to attend the FNEC Conference in November.

UBC TOUR: The support workers went on a tour of First Nations House of Learning longhouse, the Boardroom and NITEP. Following the tour they spent the afternoon at the UBC Museum of Anthropology.

SIYA:YE YOYES CONFERENCE: Six of our FNSWs were sponsored to attend the team building conference at the Katzie longhouse in April. The keynote speaker was Ronnie Dean Harris who inspired all with his presentation which led to thought provoking conversation after the presentation.

TEAM BUILDING: The final FNSW meeting was a group canoe trip in Indian Arm with Takaya tours. Some of the FNSWs had some fear of the water but were able to work together to make the two hour guided journey across the inlet and back in the traditional war canoe.



STUDENT ACHIEVEMENTS



SPECIAL AWARDS:

During May and June our First Nations Support Workers organize Honouring Ceremonies at each school, to recognize the gifts of all First Nation students as well as the accomplishments of some of our more outstanding students. Although we have many gifted students in all grades, the following awards were only given to students in grades 7 to



12. Nomination forms were distributed and awards were given to the top students in each category who were nominated by their teachers. Our congratulations go out to the following awardees:

Award of Excellence: To receive this award an exceptional student must have been on the A or B Honour Roll for all terms/semesters and have been nominated by their teachers for at least two other awards. This year's Award of Excellence recipients were:

Academic Achievement: To receive this award a student must have been on the A or B Honour Roll in every term and have worked hard consistently throughout all terms. All students who qualify receive this award. This year's Academic Achievement Award recipients were:

Attendance: To receive this award a student must have missed 2 days or less throughout the school year. All students who qualify receive this award. This year's Perfect Attendance Award recipients were:

Athletic Ability: To receive this award a student must have demonstrated excellence and good sportsmanship in more than one athletic pursuit. Where applicable, the PE mark reflected a high standard of achievement. This year's Athletic Ability Award recipients were:

Citizenship: To receive this award a student must have demonstrated qualities of conscientiousness, politeness and cooperation to teachers and fellow students. This year's Citizenship Award recipients were:

Fine Arts: To receive this award a student must have excelled and shown promise and potential in the field of arts (drama, music, painting, drawing, carving, etc.). This year's Fine Arts Award recipients were:

Most Progress: To receive this award a student must have shown steady improvement over the year and displayed determination to work towards their goals. This year's Most Progress Award recipients were:

The gap between Aboriginal and non-Aboriginal students is steadily decreasing and many of our students do extremely well academically. The following First Nations students were on the Honour Roll for the 2017/2018 school year. NOTE: Only students in grades 8 to 12 are included.

It should be noted that 8% of our First Nations students were on the Honour Roll for the year compared to 22% of non-First Nations students. We will continue to work on closing this gap over the coming school year.

At AESS: 5 out of 114 First Nation students maintained A honours throughout the year

19 maintained B honours throughout the year

4 students maintained Effort Honours for good or excellent work habits in every class for the entire year

At HSS: 10 students were recognized for make all three terms of honour roll and 15 students were recognized for being on the Work Ethic Roll for term three.

EXTRA CURRICULAR ACTIVITIES:

Aside from academics, our students also participate in most of the extra-curricular activities in their schools.

 Thirteen of our students were able to attend the Aboriginal Youth Leadership Conference in Langley in November.

GRADUATES:

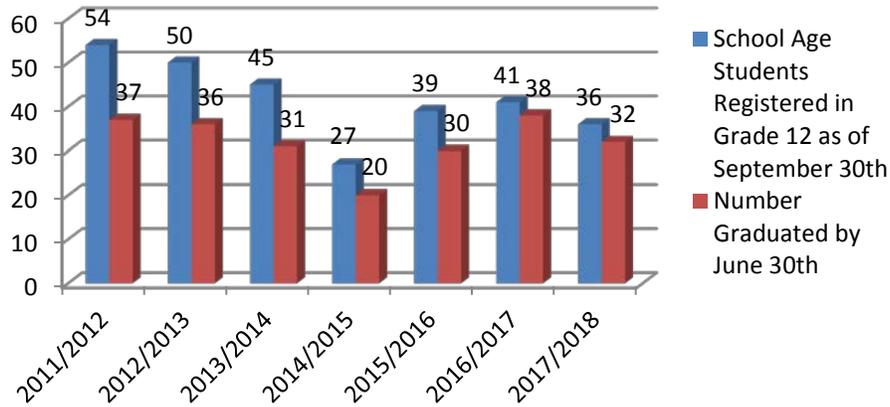
Our grads attended Agassiz Centre for Education, Agassiz Elementary Secondary, Boston Bar Elementary Secondary, Hope Secondary and Two Rivers Education Centre:

Of these 32 students, 29 graduated with a Dogwood diploma, 3 graduated with an Adult Dogwood and there were no Evergreen certificate graduates this year. This number includes 36 students who registered before September 30th and 1 student who came to our district later on in the year.

Of our school-age students who registered in grade 12 before the September 30th deadline, all but 4 graduated.



School-Age Students Who Registered by September 30th and Graduated by June 30th



We raise our hands to the 32 First Nations students who graduated this year.

CHARON SPINKS' SPEECH FOR THE BOSTON BAR ELEMENTARY SECONDARY GRAD CLASS OF 2018:

Queqeshchmwuh

Yee A tash eekchn, parents, grandparents and visitors and grads of 2018.

Your graduation has a very special meaning. Our school just celebrated the 100th centennial awhile back. This class is definitely going down in history for years to come.

You have come full circle in your first phase of your education. Albeit, there may have been times the road was rocky and at times slippery (just ask the teachers!)

You did it! And with flying colours.

Now, of course the “paving” begins. You cannot take too much of a break . . . because, what happens to the cement when left too long? It hardens ‘as is.’ You may have been doing the already. Take stock

- 🦄 What are my strengths?
- 🦄 What do I do best?
- 🦄 What are my goals and purpose?
- 🦄 What do I really believe in?

There are ‘choices’

Take the high road or take the low road?

The Low road has no challenges. It is a lonely road. It has no laughter, no joy. No camaraderie (or togetherness atmosphere at all). It’s a lonely road, where there is little or no communication. You are alone, even if there is dozens or millions of people there, within reach.

The high road ‘has’ many challenges. First will test your wit (here you can’t out-wit your teachers from BBESS, simply because they won’t be there!)

This magnificent road will test your stamina, your belief in yourself, your courage and most of all your purpose. You can do it!

Take with you, the words of praise. Good words. Sincere words of encouragement from you family, words of praise from your fellow students – and yes, from we teachers/staff and principal too.

‘Reflect’ on these words at your most challenging times at university, College or your place of education. (In the Nlaka’pamux Culture, the whole world is a place of education.) In your reflection on these words, you may surprise yourself to find your ‘inner strength’ and you can KEEP GOING.

Remember home. Remember your community members. Ponder warm thoughts of your siblings or just family members.

AND KEEP GOING - WE LOVE YOU!





HONOURING CEREMONIES



AGASSIZ CENTRE FOR EDUCATION:

The ACE Honouring Ceremony was included with their graduation ceremonies at the Agassiz Legion on June 21st.

AGASSIZ ELEMENTARY SECONDARY:

The AESS Honouring Ceremony was held on June 6th from 9:00 to 11:30 a.m. in the school gym. Invitations were mailed out, students were given flyers and families were also emailed. The ceremony started with Keynote Speaker Ronnie Dean Harris who provided the students with words of inspiration. Awards were handed out after the speech and were followed by a traditional luncheon. Our First Nations Support Worker organized the ceremony and had some help from the AESS Foods class in preparing the salmon for the meal after the ceremony. The ceremony was well attended by students and family members.

BOSTON BAR ELEMENTARY SECONDARY:

The BBESS Thompson Awards were held on May 29th at 3:30 p.m. in the Boston Bar school gym. All students received certificates acknowledging and honouring their strengths. The PAC provided the dinner after the awards with parents bringing a potluck dessert.

They had record breaking attendance with approximately 120 guests including students, teachers and school staff, DAEC Rod Peters, Assistant Superintendent Kevin Bird, trustees & district employees and parents, grandparents, family and friends of the students. The ceremony took place just before a school board meeting which allowed for a quick transition to the meeting when the supper and ceremony were complete.

The ceremony began with Drummers from Boston Bar Elementary Secondary, then the award ceremony with the dinner following the celebration. The awards were chosen and personalized by the teachers and certificates were made by the Native Ed secretary. The principal, teachers, and Boston Bar and Boothroyd Chiefs, Assistant Superintendent Bird all signed the certificates. The teachers read out the awards for their students and the FNSW helped hand out gifts, that she handmade, to each student.

COQUIHALLA ELEMENTARY:

This year the FNSWs tried a new time and procedure for their ceremonies by having the ceremony over the lunch hour; providing a light lunch before the Honouring. Notices were sent home via handouts to students in addition to an email version. All band and AEC representatives were also invited as well as all of the teachers and staff at the school. The ceremony took place over two days May 30th and May 31st at noon in the school gym to shorten the time so the very young students weren't sitting for too long.

What worked well:

-  The lunch included a variety of pizzas, sliced watermelon and water which was quicker to serve than a potluck.
-  Principal Monique Gratrix was the emcee and she acknowledges district staff and dignitaries in attendance.
-  Gifts were given at the end of the school day so students weren't playing with them during class time.

What could be changed:

-  Eating needs to be separate from the awards as students were talking through the awards and spilling on their certificates.
-  There needs to be time and access to the gym beforehand so that the FNSWs can set up and prepare for the ceremony before guests start to arrive.
-  The Assistant Superintendent and DAEC will work with the Coquihalla FNSW team next year to try a new format – such as after school which seemed to work very well for Boston Bar School.



- ✎ Having it over two days could mean parents who have children in both ceremonies may not be able to attend both if it means taking extra time off work. A sign in sheet would be helpful in keeping track of how many parents and community members attend.
- ✎ Overall, the pace of the event felt somewhat rushed and was hard to hear. A microphone would be helpful as well as having the students listen to the honouring and to be encouraged not to be talking throughout the event.

HARRISON HOT SPRINGS ELEMENTARY:

The HHSES Honouring Ceremony was incorporated into the regular school Year End Awards.

HOPE SECONDARY:

The Year End Honouring Ceremony was held on May 23rd at 12:15 p.m. in the Commons Room at Hope Secondary School. Attendance was high; community members, AEC representatives, HSS staff, parents and family filled the seats.

The event was emceed by grade 12 student. The FNSW from TREC attended with a speech for the students, and Harold Bobb spoke on behalf of Spuzzum First Nation. DAEC Peters and Principal Watchorn alternated handing out the awards by grade. Mary Sandoval, David, Robert and Sam Gutierrez from Chawathil First Nation attended as Drummers for the ceremony.

A traditional lunch of salmon, rice, and cake was served after the ceremony cooked by the FNSWs with help from HSS staff and Aboriginal Mentor. Bannock was provided by Wilma Gutierrez. Students were given an assorted candy bag as a gift which was handed out with each certificate.

What worked well:

- ✎ The FNSWs continued with the new format of handing out award certificates in alphabetical order and this change worked well again.
- ✎ Invitations were prepared by the Native Education secretary and put into addressed envelopes for mailing in order to reach more attendees.

What could be changed:

- ✎ Having posters representing each surrounding First Nations community with their Band logo displayed was a carryover idea from last year. Arrangements will have to be made well in advance to see if high resolution logos are available for large sized banner printing.
- ✎ Providing a response sheet for families to voice their opinions on improvements for future Honouring Ceremonies.

KENT ELEMENTARY:

The Kent First Nations Support Workers held two Honouring Ceremonies this year; on June 5th at 9:00 a.m. for grades 4 to 6 and on June 7th at 9:00 a.m. for Kindergarten to grade 3 students

Tuesday June 5th – Honouring for the Intermediate Students was held first and had 21 guests in attendance.

Thursday, June 7th –Honouring for the Primary Students was held at the second ceremony and had 30 guests in attendance.

What worked well:

- ✎ Continuing to keep the ceremony split into two times helped keep the young kindergarten students and young audience members quiet as they are not expected to sit for too long.
- ✎ Principal Stan Watchorn and DAEC Peters helped with setting up and the delivery of the ‘Wild Woman’ podium from Yale First Nation to use again for the awards.



- ✿ The student drumming group performed the traditional welcome and their pride in accomplishing this important task was evident.
- ✿ Door prizes of gift cards, a donated beaded keychain, a Native Education mug and a board game were awarded to parents who filled out the comment sheet with suggestions or questions about the ceremony.

SILVER CREEK ELEMENTARY:

The SCES Honouring Ceremony was held on June 15th from 10:30 a.m. to 12:00 noon. Assistant Superintendent Kevin Bird welcomed everyone to the event, and the FNSW along with help from other staff members helped to hand out the awards. Principal Bruce Becker and DAEC Peters were also in attendance.

The traditional lunch was held after the ceremony as it worked well last year. Having the students seated at the tables before the ceremony helped keep the flow and avoided having to set up an area for the students to sit for their lunch after the honouring.

There was a wonderful array of photos of each student for viewing upon arrival at the ceremony. The Yale podium was brought to the school to use for the ceremony as well as Button Blankets were used as decoration on display in the gym. Many parent connections were made once the awards had been handed out.

Gifts for each grade were different:

- ✿ Kindergarten – Native design sunglasses,
- ✿ Grade 1 – Native design T-shirts,
- ✿ Grade 2 – Native design flip-flops and notebook,
- ✿ Grade 3 – Native design flip-flops and notebook,
- ✿ Grade 4 – Sunglass lanyard,
- ✿ Grade 5 girls – tote-bags; Grade 5 boys – Native design bandanas,
- ✿ Grade 6 – Native design reusable water bottle,
- ✿ Grade 7 – Reusable tumbler ball cap,

TWO RIVERS EDUCATION CENTRE:

The TREC Honouring Ceremony was incorporated into the Grad Ceremony with all graduates receiving blankets. Our FNSW led the graduates onto the stage with a traditional welcome.

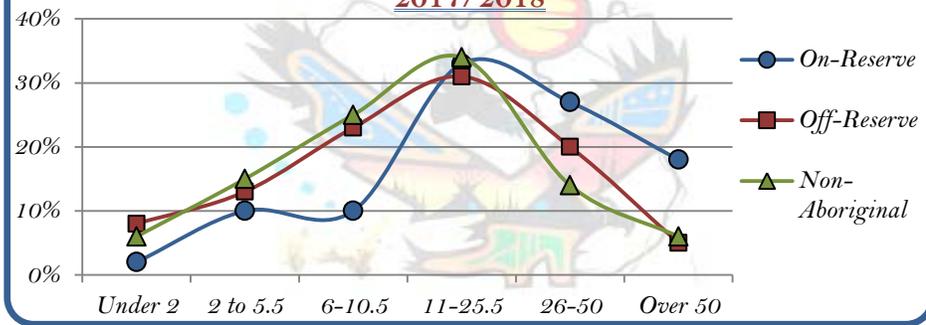


ATTENDANCE



COMPARISON OF ABSENCES BETWEEN ON-RESERVE, OFF-RESERVE AND NON-ABORIGINAL STUDENTS

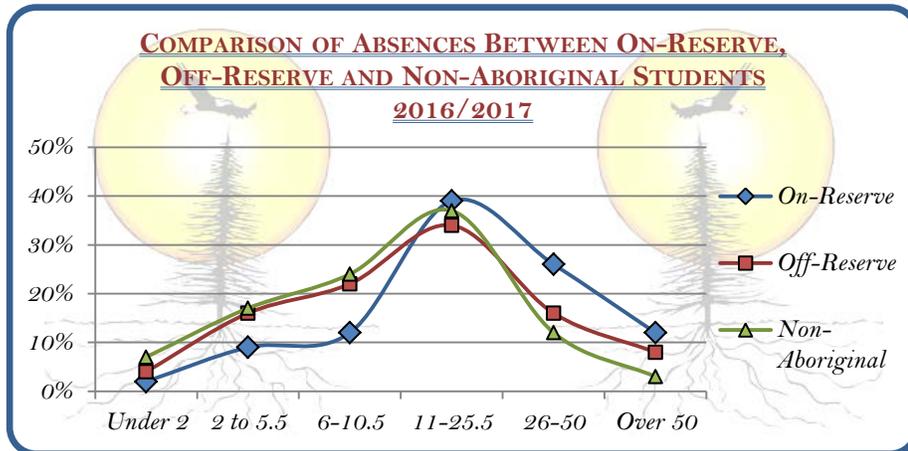
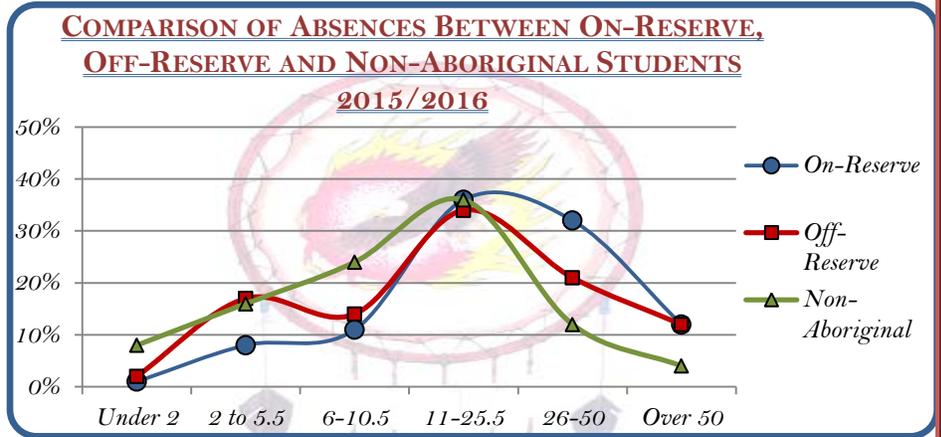
2017/2018



	On-Reserve	Off-Reserve	Non-Aboriginal
< 2	2%	8%	6%
2-5.5	10%	13%	15%
6-10.5	10%	23%	25%
11-25.5	33%	31%	34%
26-50	31%	20%	14%
> 50	18%	5%	6%



	On-Reserve	Off-Reserve	Non-Aboriginal
< 2	1%	2%	8%
2-5.5	8%	17%	16%
6-10.5	11%	14%	24%
11-25.5	36%	34%	36%
26-50	32%	21%	12%
> 50	12%	12%	4%



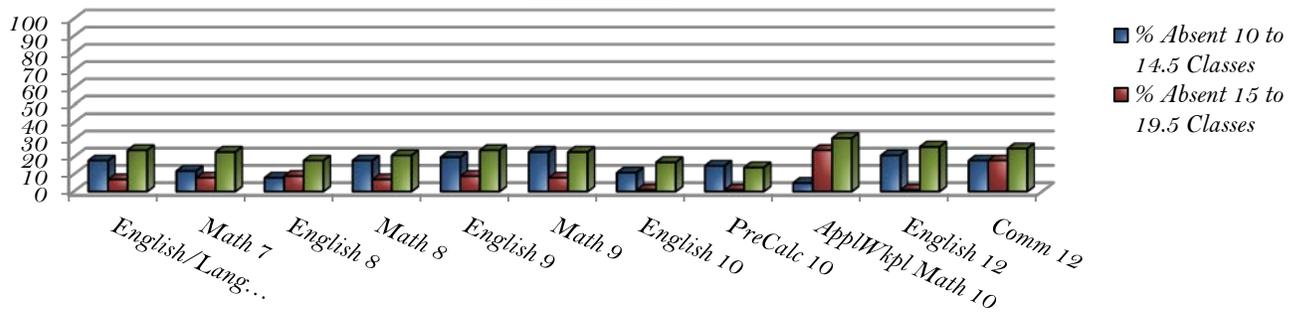
	On-Reserve	Off-Reserve	Non-Aboriginal
< 2	2%	4%	7%
6-10.5	12%	22%	24%
11-25.5	39%	34%	37%
26-50	26%	16%	12%
> 50	12%	8%	3%

- ✦ Since 2015/2016 the number of students, both First Nations and non-First Nations, missing 2 days or less has shown some improvement with more students having near perfect attendance. Although the number of students missing between 2 and 5.5 days has been fairly steady, it also seems to be decreasing slightly showing a trend of most students generally missing more school.
- ✦ The number of on-reserve First Nations students missing 6 to 10.5 days has decreased slightly by 1% since 2015/2016 but the number of off-reserve students missing 6 to 10.5 days has shown a much larger increase of 9%. Non-Aboriginal students missing 6 to 10.5 days have been holding at around 24% to 25%.
- ✦ The number of on-reserve students missing 11 to 25.5 days has shown a small decrease from 36% in 2015/2016 to 33% this year. Off-reserve students missing 11 to 25.5 days have also shown a decrease of 3% since 2015/2016 and non-Aboriginal students missing 11 to 25.5 days have been holding between 34% and 36%.
- ✦ The number of on-reserve students missing 26 to 50 days decreased by 1% since 2015/2016 while off-reserve students missing 26 to 50 days has increased by 1%. Non-Aboriginal students missing 26 to 50 days have shown a small increase of 2%.
- ✦ The number of on-reserve students missing over 50 days over the school year has increased by 6% since 2015/2016; off-reserve students showed a noticeable decrease of 7% and non-Aboriginal increased by 2%. The noticeable difference of the decrease in over 50 day absences for off-reserve students almost mirrors the large increase of students with near perfect attendance.

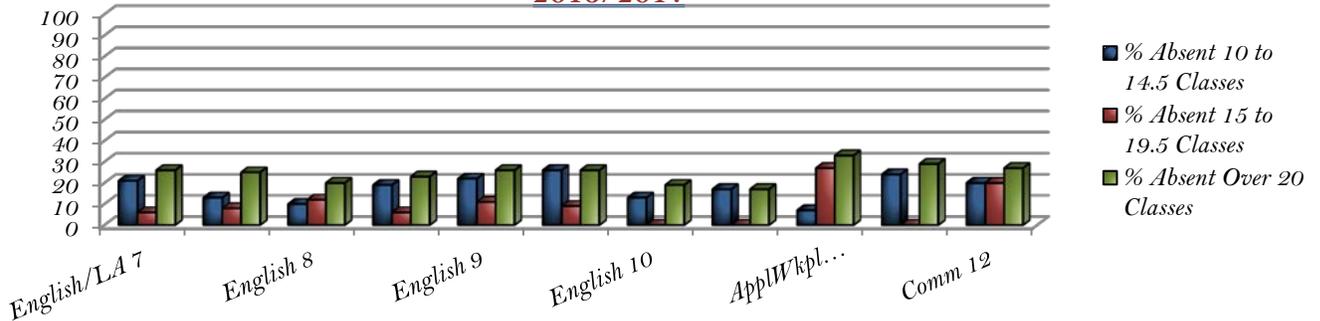
One of the ways we are measuring the success of First Nations students in our Goal 2 of the District Growth Plan is keeping track of how many classes our students miss and whether or not consistent absences affect their grades. The first pair of graphs below shows the percentage of students who missed between 10 and 14.5, 15 and 19.5 and over 20 classes and the second shows the percentage of students in each of the core courses who missed many classes but still passed the course. It should be noted that all of these graphs on attendance only include school-age students with regular school days and doesn't include our alternate students as they're on part-time schedules. It also should be noticed that a majority of the students are absent for less than 10 days and have successfully passed these core courses.

COMPARISON OF ATTENDANCE IN CORE CLASSES BETWEEN 2016/17 AND 2017/18

ABSENTEEISM OF ABORIGINAL STUDENTS IN CORE SECONDARY COURSES 2017/2018

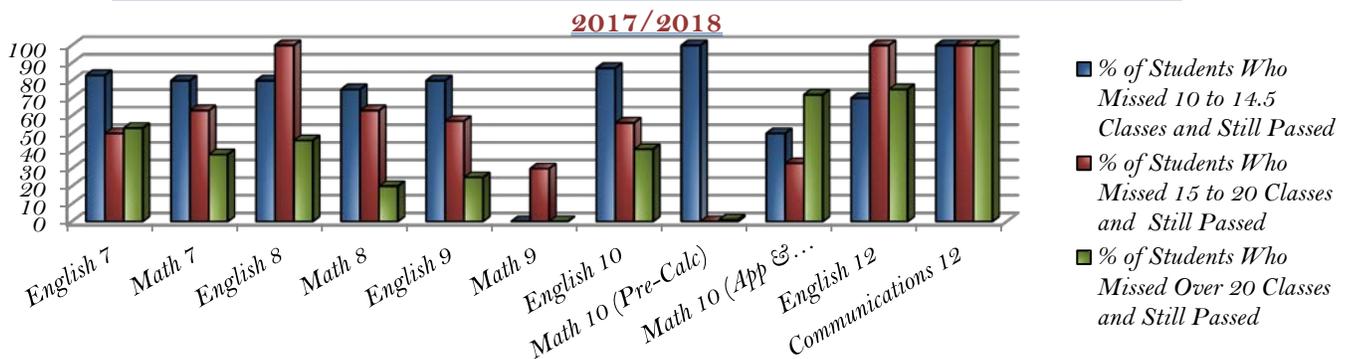


ABSENTEEISM OF ABORIGINAL STUDENTS IN CORE SECONDARY COURSES 2016/2017

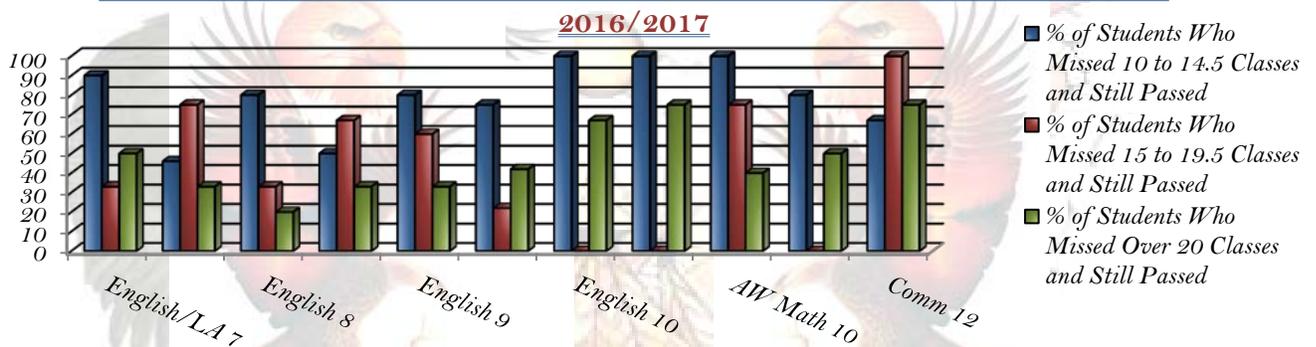


COMPARISON OF STUDENTS WHO PASSED CORE COURSES AFTER MISSING OVER 10 CLASSES

PERCENTAGE OF STUDENTS WHO MISSED CLASSES BUT STILL PASSED COURSE 2017/2018



PERCENTAGE OF STUDENTS WHO MISSED CLASSES BUT STILL PASSED COURSE 2016/2017





DISTRICT & NATIVE ED PRO-D DAY



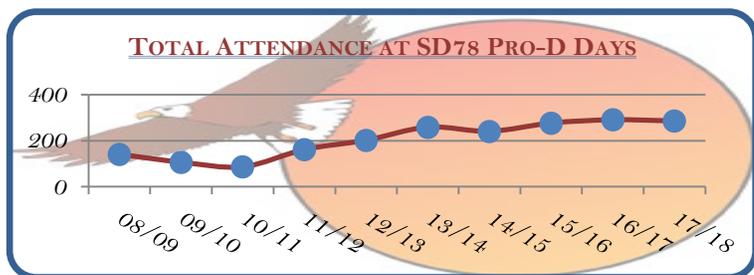
This year our Learning Activity Day was held on February 23rd at Agassiz Elementary Secondary School and it was again a great success. It continues to be popular for outside school districts, as well as our own, to attend as well as parents and other community members. This year we had thirty very diverse sessions; a wonderful meal provided by AESS students and implemented a new activity called energy forums. We had 286 participants attend and the feedback we received was very positive:

- Thank you for putting on such an incredible Professional Development Day on Friday. I have to say after taking a closer look at the selection of workshops, I was quite disappointed to be presenting myself. There were so many incredible sessions to choose from, I really enjoyed Keith Carlson's keynote. I thought he had such important and pertinent information to share with all educators as they engage in the process of indigenizing their content.*
- This Pro-D was so awesome and well-organized. Thank you!*
- I absolutely loved the storytelling. The presenter was very engaging; the stories were fantastic and informative. I am looking forward to implementing the stories he shared into my classroom.*
- I really enjoyed this talk and want to learn more. Dr. Carlson has a deep-seated knowledge of the past in the area. Well done.*
- This was great. More of this. Can't wait till next time.*
- Thanks for a great day of learning!*
- Great job! Lunch was awesome! Fantastic Day! Great Job all!*

This year's breakdown of participants:

Total attended.....	286
Total number of teachers/instructors/on call and student teachers who attended	130
Total number of support workers who attended [includes FNSWs, SEAs, Aboriginal Support Workers and Teaching Assistants]	85
Total number of administrators who attended [includes Superintendent, Trustees, Principals and Vice-Principals].....	13
Total number of AEC representatives who attended.....	1
Total number of parents who attended.....	11
Total number of 'others' who attended	46

["Others" includes secretaries, bus drivers, speech and language assistants, child care counsellors, supported child development consultants, students, noon hour supervisor, post-secondary coordinators, elders, transportation supervisor, community engagement workers, StrongStart workers, Aboriginal mentor, physiotherapists, mechanic and others]



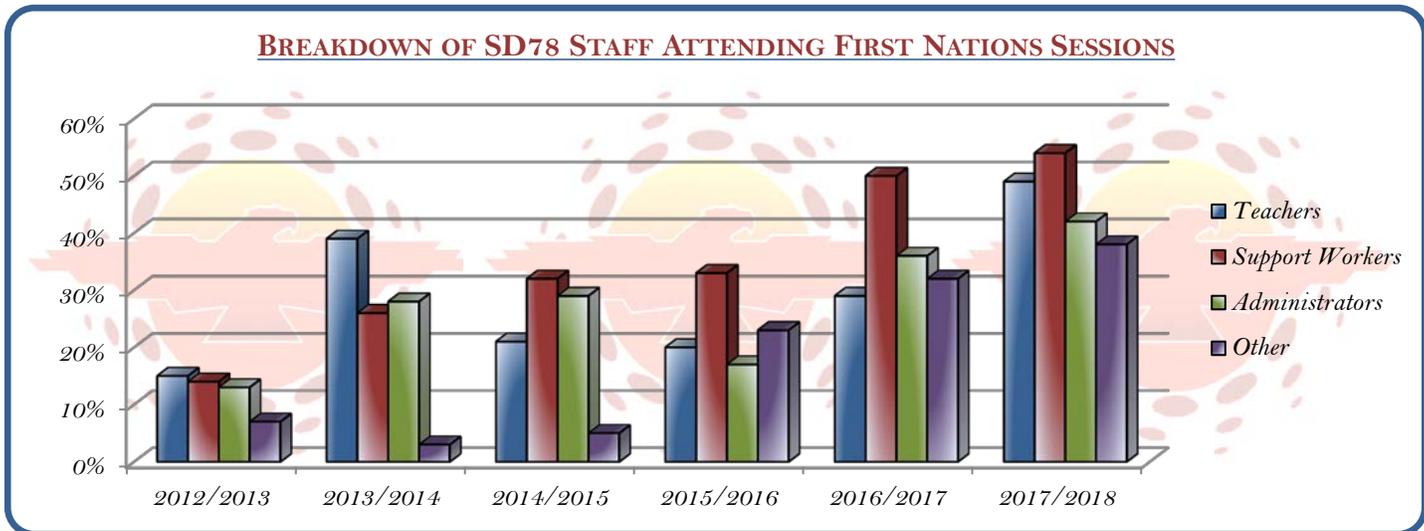
This graph shows the attendance at our Pro-D over the past 10 years. We're grateful to see that so many people who attend our Pro-D keep coming back because of the great programming offered. Our attendance has remained steady over the past few years, this could change next year as a new date for the event has been chosen to avoid conflict with other professional development.

Keith Carlson, Professor of History and Research Chair in Aboriginal and Community-Engaged History at the University of Saskatchewan, gave the Keynote Speech on Indigenizing public schools. He shared ideas about how Indigenizing can be used in our schools to create a rich learning environment for all students. Workshops with Aboriginal topics included:



- ✦ Teaching About Inuit Culture in the Classroom and Traditional Stories: A Lifeline to Our Cultural Roots and Teachings by Michael and Geraldine Kusugak
- ✦ The Kidnapping of Stó:lō Boys and the Hidden History of Hope, BC by Keith Carlson
- ✦ Paddle Carving Workshop and Métis Information Session by Patrick Calihou
- ✦ Decolonizing Studies in Literature and Culture: Becoming an Ally in the Classroom by Mike Borkent
- ✦ Gladys: The Life of a Child in a BC Indian Residential school by Cheryl Carlson and Jean Moir
- ✦ Aboriginal Art in the Classroom: Raven Feather Rattle by Harvey Robinson
- ✦ Impacts of Residential School and Colonization by Brad Marsden
- ✦ How to Use a Talking Circle to Teach the Core Competencies by Chelsea Cromarty and Pamela Auffray; and
- ✦ Place Name Tour by Dr. Sonny McHalsie.

The chart below shows the breakdown of SD78 staff who attended First Nations workshops. It's great to see that we continue the trend of increased participants by all staff members.



We welcomed many participants from other schools, school districts, communities and outside agencies this year including Seabird Island Community School, Shxw'owhamel First Nation, Yale First Nation, SD33 Chilliwack, SD34 Abbotsford, SD36 Surrey, SD43 Coquitlam, SD58 Nicola-Similkameen, SD73 Kamloops/Thompson, SD74 Gold Trail, SD75 Mission, Thompson River University, Timothy Christian School, Chilliwack Landing Preschool, Read Right Society, and the Hope and District Transition Society.





RESIDENTIAL SCHOOL CURRICULUM



“Education is what got us here, and Education is what will get us out.” Justice Murray Sinclair

In 2013 our Board of Education passed a motion to incorporate residential school curriculum into our schools and we continue to work towards this each year. Our Native Education Resource Library has numerous resources about residential schools available for teachers and support staff to borrow for all age levels, including books, graphic novels, videos, documentaries and curriculum. As well, we have Resource People who go into the schools to speak about their personal experiences with the residential school system. The following shows what our schools are doing to educate our students about the history and effects of these schools.

AGASSIZ CENTRE FOR EDUCATION:

- Our FNSW and the ACE students shared discussions about Residential schools and the impact this system had both in past and today. Residential school Survivor Thelma Florence and Survivor Ernest Reid Peters gave the students a first-hand account of their experiences in the residential school system.

AGASSIZ ELEMENTARY SECONDARY:

- In December Residential school Survivor Ernest Reid Peters spoke to two grade 10 Social Studies classes about his personal account of what life was like in the residential school system. The talk was followed by questions and answers and the students later watched the DVD *Where the Spirit Lives* as part of their class. Mr. Peters returned to AESS in May to share his experiences as a Survivor to two grade 11 Social Studies classes. Mr. Peters brings a slideshow presentation with photographs which helps the students to understand the various difficulties he and many others endured while at Residential school.

BOSTON BAR ELEMENTARY SECONDARY:

- Boston Bar School organized a community walk on Orange Shirt Day.

COQUIHALLA ELEMENTARY: At Coquihalla this year the grade 5 students continued to learn about Residential Schools as part of the grade 5 class curriculum.

- Our FNSWs worked with teachers to incorporate the books *Shi-shi-etko* and *Shin Chi's Canoe* into a lesson and discussion about Residential Schools and the impacts on First Nations children. The discussions focused on how difficult it was for the children being removed from their families, the loneliness the children and families endured and their loss of culture.
- Residential school Survivor Thelma Florence shared her experiences, and the legacy Residential School has left behind, with two grade six classes during CES Aboriginal Day.

HOPE SECONDARY:

- HSS students participated in recognizing Orange Shirt Day organized by one of our FNSWs. It is hoped that each year more and more students will participate and the FNSWs will be working to prioritize awareness.

KENT ELEMENTARY:

- Ernest Reid Peters spoke to over 50 students in October about his personal experiences at residential school and how those experiences affected his life. This experience is to help students understand this part of our history from the perspective of a residential school Survivor.
- Students from Kent travelled to Spuzzum in November to visit Gladys Chapman's gravesite and brought heart flowers they had created at school to "plant" at the cemetery. Resource worker Carl Stromquist spoke to the students at the site about the importance of this time in history.
- Kent Elementary students also went on a field trip to UFV to experience the interactive Witness Blanket display by Carey Newman. The Witness Blanket is a large compilation of items collected from Residential



schools from all over Canada. It displays the items in an artistic format of a large wooden quilt. Students used iPads to take photographs and to use the interactive app that was available for using with the display.

- “I’m writing about the sage at the Witness Blanket. Me and my dad use sage to smudge. This how you do it. You get a non-flammable tray; then you light the sage on fire. Next you used the smoke by putting it over your head, throat, then down toward your lungs. That is how you smudge yourself.”
- “Witness Blanket – Today our class went to UFV Abbotsford to see the Witness Blanket. I really liked the school patch from Ermineskin Residential School. They had two dogs and whale bones on it. Our school used to have a patch which today we call a mascot. It was a lion with a crown. My Grandma went to a residential school. I like seeing all the old things that were in the residential schools. Some were very weird!”

SILVER CREEK ELEMENTARY:

- Teacher Cheryl Carlson organized a school-wide event honouring Jordan River Anderson, A Day for Jordan. The students learned about Jordan’s life, heard the story “*Spirit Bear*,” brought in their own teddy bears from home and beaded messages of compassion on their bears, wrote letters to the Prime Minister and held a march with their bears in Silver Creek.



COLLABORATIVE MEETINGS



Each year our Aboriginal Education Council (AEC), Trustees, District and School Administrators and First Nations Support Workers come together in the fall and spring to collaborate on and discuss First Nations issues and education to come up with strategies to increase the success of our Aboriginal students. These meetings also give everyone the opportunity to get to know one another and spend time together in a less formal setting.

The AEC decides on a theme for each meeting, chooses a date and sends out an agenda to invite the other participants. This year both meetings focused on residential schools to increase the awareness of First Nations participants as well as non-First Nations participants.

NOVEMBER 29, 2017: The November Collaborative Meeting was held in the Chawathil First Nation gym and the theme was *Mental Health and Wellness Collaborative Approach*. Chief Rhoda Peters gave a traditional welcome and introduced the presenters for the event.

Maggie Aronoff and Laurie Izawa shared their findings from their project “Real Humans of Fraser East” and the importance of trauma screening and early detection. Megan Bissky and Lorinda Casper presented about Student Mental Health: Working Together. The final presentation was by Leslee Picton from the Stó:lō Service Agency who provided the group with information about programs and services offered as well as handing out information. PowerPoints from the presentations were available to be emailed to the participants.

A traditional lunch was prepared by Kia Marie Angus of Chawathil. Superintendent Nelson and AEC Representative Hendrickson gave the closing remarks.

APRIL 25, 2018: The April Collaborative Meeting was held at the Tuckkwiowhum Village Longhouse with a presentation about racism by Eric Wong First Nations Schools Association of British Columbia Consultant. Byron Spinks of Lytton First Nation in the Nlaka’pamux Traditional Territory gave a Traditional Welcome. AEC Chair Cathy Speth welcomed the group and introduced presenter Eric Wong.

Eric started the presentation by introducing some topics for discussion such as the Power, Stereotypes and Racial Profiling. He used a PowerPoint presentation throughout the morning to show examples of these topics and facilitated a group ice breaker game called the “the Elephant in the Room” where participants had a scavenger hunt type list and had to find people who matched the items on the list. A few examples off of the list were to: find someone who hates city driving, find someone who knows what racism feels like and find someone who personally knows a racist.

After the presentation, participants separated into groups for discussion about topics such as Human Commonality and Define Racism. Mr. Wong also showed movie and YouTube clips to illustrate examples of these topics. There was a discussion about school practices that can improve race relations based on a study that found that programs involving



cooperative interaction between students of different races area most likely to improve race relations in desegregated schools.

A Traditional Lunch was catered by Dan Mainwaring of Boston Bar First Nation and Byron Spinks blessed the meal with a prayer. After lunch FNSWs and staff gave reports to highlight school events.



EDUCATION ENHANCEMENT AGREEMENT



2017/2018 marked the end to continue with the Education Enhancement Agreement (EEA). The Aboriginal Education Council decided to continue working on the Aboriginal Goal 2 led by Assistant Superintendent Kevin Bird.

There were discussions about Evergreen graduation paths and the number of Aboriginal Students on this path has been reduced. The Evergreen program is meant for students with cognitive difficulties. Before a student is put on an Evergreen path, consultation Individual Education Plan (IEP) meetings are held with the parents and Assistant Superintendent Bird or District Education Coordinator Barnes to ensure everyone is clear about the program and what is best for the student. There were also discussions and a plan to host IEP information sessions for parents explaining IEPs and discussing the process the district goes through when choosing this path for a student. More meetings can be scheduled if there is a need or interest.



TUTORING PROGRAMS



- Chawathil First Nation:* The Chawathil First Nation Tutoring Program ran throughout the school year until June; however it should be noted that their share of our Tutorial monies only funds a portion of their program.
- Seabird Island Band:* The Seabird Island Tutoring Program ran from September 21, 2017 to June 7, 2018 and was facilitated by Amber Charlie and Courtney Charlie. The tutoring sessions were held on Thursdays from 5:00 – 7:00 p.m. with over 34 sessions held in total. An average of eight to ten students would be in attendance at each session and had approximately 35 students participate throughout the year.
- Shxw'owhamel First Nation:* The Shxw'owhamel First Nation Tutoring Program went from February 7th to June 22nd and ran on Tuesdays and Thursdays from 4:00 to 6:00 p.m. with an average of 12 students attending.
- Yale First Nation:* The Yale First Nation Tutoring Program was run from the fall of 2017 to the end of the school year in June.

OFF-RESERVE TUTORING PROGRAMS:

- Agassiz Elementary Secondary:* AESS FNSWs Cecily George and Kim James facilitated the program over the lunch hour and provided a pizza lunch on Thursdays as an incentive to get students to attend. The AESS Tutoring Program went from October 5, 2017 to June 14, 2018 running an average of two days per week from 11:15 a.m. to 12:00 noon. Students from grade 7 to grade 12 attended the program and worked on various subjects such as English, Math and Social Studies.
- Boston Bar Elementary Secondary:* The BBESS Tutoring Program went from November 2017 to June 2018 and was facilitated by teacher Michele Dekok after school. There was an average of two sessions per month with 3-6 students attending.
- Coquihalla Elementary:* The CES Tutoring Program ran from November to the end of June, 5 days a week from 3:00 to 5:00 p.m. The program was facilitated by Tutor Mary Ann Green and Tutor Sharlene Harrison-Hinds, a retired teacher, worked one-on-one with 9 regular students in 1-hour sessions. Sharlene's report follows:

“This is my fourth year of tutoring through the Aboriginal Education Programme and I am pleased and honoured to help the students of Coquihalla Elementary. It was, in my opinion, a productive year and I feel my tutoring has made a genuine difference in the academic success of the students I worked with.



One-on-one time working on academics makes a true difference in their self-confidence as well as improving their achievement (and for some, their attitude) during class time. Some students need help understanding the assignments and often that help is not available at home for various reasons, including working parents or inadequate academic knowledge of the parents/grandparents/caregivers. As various curricula have changed, especially in Math, quite often the parents or caregivers are unable to help due to the unfamiliar formats and methods of teaching math concepts versus when they went to school.

I sincerely hope that my time with all my students has proved valuable and that the Aboriginal Education Programme and the staff and administration of Coquihalla Elementary feel that their investment in my tutoring has paid dividends in student academic success, confidence, self-esteem and achievement.

Tiny steps and small victories all add up for the future of the students with whom I have worked. Tutoring provides positive feedback for the students and their caregivers. This year I have made an effort to reach out to parents more frequently as well as interacting with teachers.

I sincerely hope that the tutoring program will continue in 2018/2019 and that I may once again be of service to the students, their families and the staff at Coquihalla School. As I am fond of saying, I am but training wheels for the students. Once they gain confidence in their abilities and skills, they can hopefully be successful, confident in their abilities and be proud of who they are and what they have achieved and what the future holds for them academically.”

 *Silver Creek Elementary:* The SCES Tutoring Program ran from September 13th to June 6th on Mondays, Wednesdays and Thursdays from 12:00 noon to 1:00 p.m. FNSW Alicia James ran the program and held a record breaking total of 51 tutoring sessions this school year. She holds the sessions in the school library so that the students can access the iPad lab during the tutoring session.

 *Two Rivers Education Centre:* The TREC Tutoring Program ran as an ongoing, daily program to assist students on an individual basis when needed. Incentives were provided to encourage students to seek assistance with their academics.

AGASSIZ ACADEMIC SUPPORT:

This year the Agassiz Academic Support Program was not implemented due to a staffing shortage of qualified teachers in the area. Plans are underway to create a new model of the program for the upcoming school year



LANGUAGE PROGRAMS



NLAKA'PAMUX LANGUAGE PROGRAM

GRADES K TO 2: This past year held a smaller group of students (8) than last year. However, there were still many challenges for the students in keeping up with their learning to speak the Nlaka'pamux Language.

All of the students are becoming more confident in speaking the language. A reason for this advancement in speaking comes from the students' collectively saying the words or phrases as a group. As the students are partaking in the oral language, they have been further monitored individually which enhances his/her learning the Nlaka'pamux Language. Working collectively removes any fear or hesitancy in the student's further learning to speak Nlaka'pamux.

TPR: This program is used in various ways including the 'finger walk' where the students repeat various activities using the palm of his/her hand to mimic the action while repeating Nlaka'pamux words such as sit, walk, run or turn around.

The students are encouraged to speak good and positive words in the Nlaka'pamux language. This can be a challenge, as they will become aggressive in following commands to repeat the words and act on the word at hand. They have all accomplished a great deal learning to speak and act out words in the Nlaka'pamux Language this year.

GRADES 3 TO 4: The class (14) was split into two different groups to help encourage each student to pay attention and to follow instructions during the Nlaka'pamux Language lessons. There were challenges in this class including attention spans and at times a lack of focus on the task at hand.



Each group has accomplished many successes with the Nlaka'pamux Language phrases, including mastering counting up to one hundred as well as counting by tens up to one hundred. Needless to say, many of these students are proud of truly accomplishing counting up to one hundred AND they're doing adding and subtracting in the same language!

TPR: This program has been used throughout the year in various stages; one that was introduced after the winter season was the finger-walk. Each student uses his/her hands and is instructed to follow instructions in the Nlaka'pamux Language. An example is when the student is instructed to 'walk', each student will walk with one hand on his/her palm. This same routine is used for other action words such as sit, stand, turn around or back up.

Using the language computer to self-test their pronunciation of words has been beneficial for many of the students. We now have two of these computers and the program is a great help to all of the Nlaka'pamux Language Learners. Students are always encouraged to speak and share good words to one another. In each of his/her greetings they work at introducing themselves using the 'Self Care' program. They share what they wish to accomplish for this day as well as whom or what is most important to them.

All students are, and continue to be confident in learning new words and phrases in the Nlaka'pamux Language.

GRADES 5-6: This class (12) has had challenges in their learning throughout the year. However, each student has forged ahead to overcome these challenges to the best of their ability. Encouragement and support from teachers, and support staff played an important part in his/her continued learning. One challenge was communicating with their new teacher and another was their attention spans and staying focused on the topic at hand.

TPR: This program has been used in the past and is proving beneficial to the students. It invites students to partake in acting out Nlaka'pamux words. They have also gone through many reviews of action words, greetings and naming animals.

This class has been moving ahead in his/her learning the Nlaka'pamux Language by partaking in speaking the language. Another exercise involves moving ahead with his/her counting in the same language; all are confident in repeating the numbers and have also mastered addition and subtracting. The class also involves sharing story-telling around Nlaka'pamux traditions and culture, which is on-going throughout the term, using phrases from past Elders, authors and leaders as quotes.

GRADES 7-8: These students (10) have been an energetic and enthusiastic group and have forged ahead in adding to their vocabulary in the Nlaka'pamux Language. Each have done well in the necessity of what many have appeared as a monotonous chore of repeat, repeat and repeat again. They do not hesitate to take part in the exercises put forth. These students have excelled in putting Nlaka'pamux words into sentences and phrases. At times they may laugh at one another or at themselves for having to go over and over a word or sentence but they do get it in the end.

One exercise is having the students ask the class a question in Nlaka'pamux and then proceed to identify the object they are holding which may be a picture or an object or an animal. They all take turns in this exercise and have done well speaking in phrases in the Nlaka'pamux Language as they go through this exercise.

TPR: This program is still used for the older student's class. It is a great help in continuing to master the language by repeating words but also by using this method when they are counting. They are confident in their counting as well as doing their adding and subtracting in the Nlaka'pamux Language. Even though it may seem like a long way to go yet to master in the Nlaka'pamux Language, these students' openness and their willingness to keep coming to their language classes will see them as confident and positive role-models in speaking in the Nlaka'pamux Language in the future. Sharing story-telling around the Nlaka'pamux traditions and culture is ongoing. Using phrases and quotations from Elders, authors and aboriginal leaders is also incorporated into the class.

GRADES 9 TO 12: The senior students (11) in these classes do still have challenges speaking Nlaka'pamux Language but they are doing well in the traditional and cultural way of self-introduction(s). Part of which involves saying his/her name and then carrying on to introduce their family in the Nlaka'pamux Language. An example of this is when the student says their name and continues to introduce his/her mother or father. They then proceed to introduce their grandparents on their mother's side of the family and then on to their father's side of the family. This repetition may have seemed cumbersome; however each had done well by the end of the school year.

The students have been faithful in continuing to add new Nlaka'pamux Language words and phrases to their vocabulary. Repetition is an important step towards learning new Nlaka'pamux words and phrases and remembering it. All students participate in speaking phrases and asking questions to reinforce their lessons.



Some exercises involve each student asking a question in Nlaka'pamux Language to identify a picture or flashcard of an animal or object. The students then have to say the name of the picture using Nlaka'pamux. On-going lessons are Aboriginal Legends and storytelling, drumming and quotes from famous Aboriginal writers & actors.

A sample Prayer used in the Nlaka'pamux classes follows:

A PRAYER FOR PEACE

I take the black threads of the west,
And tie them with the golden threads of the east
As I offer a prayer for the illumination of my spirit I ask,
As I tie the Knot
For harmony between east and west
I remember, Great Spirit Sacred Mystery
When you guided my fingers
To the white threads of the North-
The threads of spirit and wisdom
You showed me how to tie them
With the red fibres of the south
The threads of substance
I pray over the Sacred ties of this blanket
And I ask for Peace
From the Innocent and trusting child
That is my soul.

Charon Spinks

Nlaka'pamux Language Instructor

HALQ'EMEYLEM LANGUAGE PROGRAM

INTRODUCTION:

Ey swayel, ta:les tel skwix teletsel qwa Charwathil. Good day, my name is Dallas James and I am from Chawathil. I grew up in Sts'ailes, went to school there and learned Halq'emeylem from kindergarten to grade 12. A couple of years after that I went to the University of the Fraser Valley and obtained my Social Service diploma and Intermediate certificate in Halq'emeylem. I am going to University to compete my Bachelors in General Studies. Below is what I have been teaching the kindergarten to grade 5 students in our district.

GRADE: Kindergarten

SCHOOLS: Coquihalla, Kent, Silver Creek and Harrison Hot Springs

In kindergarten the students learned the *ey swayel tel siyaye* song, the *lewe tel siyaye* song, animals, colors, counting up to 10, the Seven Sacred Teachings, and traditional songs such as *Get Up and Dance* celebration song and the *Eagle Song*.

GRADES: 1 and 2

SCHOOLS: Coquihalla and Silver Creek

In grades 1 and 2 the students learned about the First Nations People, and how they survived long ago, before European contact, through stories about how deer was created, and hunting & fishing stories of all sorts. The *ey swayel tel siyaye* song, *lewe tel siyaye* song, *Get Up and Dance* song with animals, the celebration song, and eagle song, colours, counting up to 20, the fish singing game, please and thank you, boy and girl, and yes and no.

GRADE: 3

SCHOOLS: Coquihalla and Silver Creek

In grade 3 the students have learned the *ey swayel tel siyaye* song, the *lewe tel siyaye* song, the *Get Up and Dance* song with animals, weather, clothing, colors, counting up to 25, the fish singing game, please and thank you, boy and girl, yes and no, please and thank you, and introductions, i.e. *tel skwix* _____, *teletsel qwa* _____ (My name is _____. I am from _____). The favorite game this year for the grade 3 was the *swi:qe, slahli, spa:th* a Halq'emeylem version of paper rock scissors.



GRADE: 5

SCHOOLS: Kent

In grade 5 the students learned a couple of First Nation Legends: Shxwoxwiyam and create their own fairy tail stories, classroom items, place names, months & seasons, colors, numbers, animals, *oh ey tell sqwal a* (Well/Happy to See You song), *ey swayel tel siyaye* (Good Day, my Friends song), *li chexw we ayo* (how are you and responses), introductions, i.e. *tel skwix*, *teletsel qwa* (My name is _____, I am from _____), *tsel* (I, you), and *chexw* (the slahal stick game). The grade 5 favorite game this year was also the *swá:qe*, *slahli*, *spá:th* a Halq'emeylem version of paper rock scissors.

CONCLUSION:

At the end of the school year I am happy and grateful to have the opportunity to teach Halq'emeylem to the students in School District 78 Fraser Cascade. I have grown and learned a lot in the past year that I have been with the school district. The students have even been learning enough that they've started to tell me to do stuff in Halq'emeylem such as to sing and dance. I have developed a close relationship with the students and I will continue to watch them, not only in the school setting but also outside of school as a lot of the students attend sports festivals, cultural and traditional ceremonies, as my children do as well, such as smoke house or all kinds of sports tournaments. I will remind them of some of the greetings such as *li chexw we ayo?* (How are you?), *ey swayel tel siyeye* (good day, my friends) and *láv* (hello).

Dallas James

Halq'emeylem Language Instructor



MENTORSHIP PROGRAM



Aboriginal Mentor Kristie Peters worked three days a week at Hope Secondary School (HSS) and one day per week at Boston Bar Elementary Secondary (BBESS) this year, plus one administrative day. The three days worked at HSS was funded by the Aboriginal Education Council (AEC) and the administrative day and the day worked at BBESS was funded by the Ministry for Child and Family Development and both programs were contracted through the Hope and Area Transition Society (HATS).

Ms. Millward was able to provide help and support to Ms. Peters when needed throughout the year and we are grateful that she was able to take the time out of her new position as Youth Worker. Ms. Peters implemented some goals and programs to the schools this year such as “refer a friend” and the “Art as an Outlet” anonymous collaborative youth art project.

The AEC has approved funding for the HSS Mentor Program for 2018/2019 with the same scheduling as this year.

This year's Mentorship Program Year End Report is attached as Appendix D.



REPORT FROM THE SUPERINTENDENT



Once again this year, it has been my privilege to attend monthly Aboriginal Education Committee (AEC) meetings and work in partnership with members of the AEC, First Nations Bands and Community members in supporting Aboriginal student achievement. The focus of every AEC meeting is on working together to support the learning and social-emotional needs of First Nation students and all students.

I appreciate the opportunity to continue to work together and learn more about Aboriginal language, culture and heritage. On August 19, 2017 I was honored to be in attendance, and called as a witness at the *Inauguration and Unveiling of the Memorial Pole* dedicated in memory of the kidnapping of Stó:lō Boys at the Telte-Yet Campground. This was an important historical occasion as many dignitaries, First Nation Chiefs, Band and community members joined together to share their knowledge and understanding about the Indigenous boys who were stolen during the 1858 Fraser River gold rush. It will be vitally important to continue to share this information in order to provide a heightened awareness of local First Nations history throughout our district and communities.



At the beginning of the school year, I was invited to attend a First Nation Support Worker (FNSW) meeting. I was impressed with the commitment on behalf of our FNSWs to implement the *Walking Forward Training*, based on the teachings of Melissa Neilson. I wish to thank the FNSWs for working tirelessly each and every day to support our students.

This year, we were pleased to be invited to join in partnership with School District 43 (Coquitlam) and School District 75 (Mission) in submitting articles to the Canoe magazine. Canoe is created to promote a positive image of Aboriginal culture, heritage and languages. It provides a unique opportunity to promote success in the true spirit of the *Truth and Reconciliation* report.

Each year the AEC organizes two collaborative meetings. The meeting in the fall was held at the Chawathil Band office. The theme for this meeting was *Mental Health and Wellness Collaborative Approach* and focused on gaining an understanding of supporting students with mental health issues. We appreciated having access to the expertise of local presenters from outside community agencies, including members from the Local Action Team and Aboriginal Child and Youth Mental Health. On April 24, 2018, we travelled to Anderson Creek and enjoyed meeting in the Tuckkwiowhum Village, where Eric Wong provided an engaging and informative session on addressing racism.

Once again this year our Pro D committee worked together with the AEC to provide a joint Professional Development Day. Our theme for this year was: *Sculpting Our Future*. We were honored to begin our day with the Sts'ailes Dances, followed by a keynote address by Keith Carlson, Professor of History and Research Chair in Aboriginal and Community-Engaged History at the University of Saskatchewan.

I would like to thank the AEC for working in partnership with the Vice Principal of Careers and Transition in order to provide an amazing Career Fair on April 26, 2018 at the Hope and District Recreation Center. This year, approximately 400 students were able to engage with 20 presenters represented by local employers, trainers and industry members. This experience provided students with hands-on experiences that enabled them to expand their understanding of exciting future career opportunities.

On May 30, 2018, I was honored and humbled to be invited by the Boothroyd Indian Band to attend the *Honoring Our Community Ceremony and Grand Opening of the Sacred Bear Native American Medicine Wheel*. This was a very memorable and historic day that honored the work completed by Rick Campbell and members of the Boothroyd Band; and celebrated the effective working relationships that have been established with government officials, community agencies and the school district. It was exciting to be invited to participate in such an uplifting, celebratory event, which focused on continuing to work together in order to build strong relationships and healthy communities where our students can learn and thrive.

On June 4, 2018, I attended a Siya:ye Yoyes meeting along with Rod Peters, Harvey Robinson and Thelma Florence at the *Indian Residential School History and Dialogue Center* and Longhouse at UBC. The *Center* provides an environment in which everyone can begin to expand their knowledge, understanding and awareness of the residential school experience. There is an Elder Room, which provides a private place for residential school survivors to review their personal records and tell their own individual stories. The history of the residential school experience is now visible and recognizable.

As the 2017-2018 school year comes to a close, I would like to take this opportunity to recognize Pat Marsh, who retired on March 15, 2018, after providing 25 years of dedicated service to School District 78 (Fraser-Cascade). Pat was honored at our District Pro D day on February 23 and by the AEC on March 14, 2018. Thank you so much, Pat, for your many years of hard work and dedication. Our sincere best wishes for many healthy and happy years of retirement.

In closing, I want to say that in Fraser-Cascade, we are so pleased to continue to have such an effective working relationship with our First Nation Bands and AEC members. I would like to take this opportunity to thank each of these members, as well as Rod Peters, Aboriginal Education Coordinator; Stan Watchorn, Principal of Kent Elementary School; Kevin Bird, Assistant Superintendent and Miranda Cowan, Administrative Assistant for all of their hard work and dedication in supporting First Nation/Aboriginal student learning. Best wishes to everyone for a well-deserved restful and relaxing summer.

Dr. Karen Nelson
Superintendent of Schools





REPORT FROM THE ASSISTANT SUPERINTENDENT



The end of school and the beginning of summer often involve reflection over the events of the year. This year, I have enjoyed countless conversations, visits, ceremonies and good meals with friends new and old, each focussed on continually improving the opportunities and outcomes for our Aboriginal and Metis students.

Highlights for this year include our two collaborative meetings. The first was held at Chawathil and had a mental health focus. The second was held at Anderson Creek and the theme was racism. In the afternoon at both these meetings the First Nation Support Workers gave detailed reports about the many activities in their schools. Both meetings were well attended and all schools were well represented.

This year has also seen the renewal process for Local Education Agreements with discussion through the AEC as well as a special information session. I have enjoyed the ongoing learning and sharing promoted through the LEA process and its focus on student achievement and success.

I would like to thank the AEC members for their encouragement and input and this year's chair, Cathy Speth for her tireless dedication. This year we said goodbye to Pat Marsh, long time AEC secretary, at a moving ceremony which included special honouring from the Metis community. Miranda Cowan was hired on to continue Pat's work and she has proven to be a fantastic addition to our staff.

Finally, I would like to thank Rod Peters for another year of incredible work done with joy, humour and positiveness. What an amazing team which truly reflects our district motto of "Everyone Pulling Together".

Sincerely,

Kevin Bird
Assistant Superintendent



PRINCIPAL'S REPORT



It has been an honour to work with the Aboriginal Education Council. I would like to thank Cathy Speth (Chair), Rod Peters, Pat Marsh and Miranda Cowan for their leadership and hard work. Again, it has been a pleasure to work with the Council; they are always focused on providing support to our Aboriginal and Metis students and their families.

Our 1st Collaborative Meeting was held at Chawathil and we were able to be informed on some of the resources available in the community for mental health issues. This is an area that is increasingly impacting our students. For our 2nd Collaborative Day we had the opportunity to meet in the Tuckkwiowhum Longhouse at Anderson Creek. Again it was a powerful day and Eric Wong from the FNEC was able to take us through a workshop on Racism.

I would like to acknowledge all the hard work of the First Nations' Support Workers in our schools. In addition to supporting the academic needs of our Aboriginal students, they work diligently to enrich their schools with cultural days and opportunities for all students to learn about the culture and history of the people whose territory we are on. We continue to encourage Resource People from our communities to present in our schools on a wide variety of topics from Residential Schools to Traditional Foods and Practices. Our awareness and appreciation of this rich culture and history is greatly enhanced through these community Resource People. It is most rewarding to see the pride and self-confidence growing in our Aboriginal students as they work hard to succeed in school and life.

I would like to wish everyone a wonderful and restful summer. I look forward to next year as we continue to work together in support of our students, their families and their communities.

Respectfully,

Stan Watchorn, Principal, Kent Elementary





2017/2018 HIGHLIGHTS



SD78 Native Education, together with the Aboriginal Education Council, our local communities, district administration and school staff are continuing their commitment to the academic success of our First Nations learners and to bringing local culture into our schools. The following are highlights of the programs, services and cultural opportunities provided for our students this year.

LOST BOYS PROJECT: Keith Thor Carlson Stó:lō Historian and Professor of History University of Saskatchewan and Sandra Bonne-Pederson Owner/Operator of Bear Image Productions, Daina Bonner Assistant Productions-Bear Image Productions, and Albert (Sonny) McHalsie arranged a film premier at Stó:lō Nation on February 27, 2018. Following the celebration Terry Horne spoke about how he was involved with, and what carving the House-post meant for this project. Keith and Sandra acknowledged all who were a part of this significant point of history in the Hope area. Ronald Rudin is actively collecting stories through The Lost Stories project which is funded by Concordia University which can be seen at LostStories.ca. Closing remarks were made by Doug Kelly, Ernie Crey and Ken Malloway. A high quality plaque was also mounted by a grade 10 student from Hope Secondary School in the fall of 2017.



ROSS ROAD AD-HOC COMMITTEE: An ad-hoc committee was formed by the Board of Education to address an unsatisfactory reply from the Ministry of Transportation and Infrastructure responding to the unsafe school bus driving conditions turning into and out of Ross Road. The committee consists of Trustees and an AEC Representative and a Chawathil Representative. They will continue to advocate for lower speed limits and better signage on this section of highway seven.

SD78 CAREER SPOTLIGHT DAY: The AEC Chair Cathy Speth, HSS Vice-Principal of Trades Karl Koslowsky, Spuzzum Representative Diana Stromquist and DAEC Rod Peters organized the second annual SD78 Science Career Fair for students in grade 4-7 with over 400 students attending. It was held at the Hope and District Recreation Centre on April 26th from 9:30 a.m. to 2:30 p.m. All the vendors, colleges and universities had great displays or activities to encourage the students to ask about their career choices. Next year the committee will be seeking more volunteers to guide students and keep them focussed at each station. Panago provided pizza for lunch including granola bars, a drink and fruit. The students really enjoyed it and the committee has chosen a date of May 9th for next year's fair which will be held at the Hope Recreation Centre, the Arena Conference Centre and Mezzanine again.

CANOE MAGAZINE: This newspaper is published by the Aboriginal Education Department in School District #43 Coquitlam and is in partnership with the Aboriginal Education Department in School District #75 Mission and School District #78 Fraser-Cascade.

The first editions came out in April 2018 and June 2018 with articles from various schools, principals, teachers, and First Nation Support Worker's with the intention for Aboriginal Students to submit their own writing in the fall.

BRITISH COLUMBIA SCHOOL TRUSTEE ASSOCIATION: The Fraser Valley branch hosted a Best Practices session in Abbotsford during January 2018. Superintendent Nelson shared that all Fraser Valley Districts were asked to create a presentation on Best Practices in regards to Aboriginal Education at their last BCSTA meeting.

Superintendent Nelson, DAEC Peters and AEC Chair Speth represented SD78 with slides and a PowerPoint presentation. Other attendees were very impressed that they were all presenting together and took away some suggestions from our school district, like teaching students over time. Superintendent Nelson was very proud of our presentation and thought it was excellent compared to other school districts. Thank you to Assistant Superintendent Bird and Executive Secretary McKinney for including the links used in the PowerPoint.

Some school districts didn't have Local Education Agreements in place or an Aboriginal Education Council.

BURSARIES: Once again our Aboriginal Education Council funded three \$1,000 bursaries for our hard-working Aboriginal students. This year's recipients were from BBESS, and AESS. These students will have 2 years to provide our district with proof of registration into post-secondary education to collect their bursary.



In addition, the Chilliwack Métis Association gave two of our student's \$250 bursaries which were awarded respectively at the two school commencement ceremonies.



2018/2019 GOALS



ORANGE SHIRT DAY: Upon receiving a request by Principal Oike at Boston Bar Elementary Secondary School to purchase shirts for Orange Shirt Day in September 28, 2018 for all students and school staff, it was decided to make Orange Shirt Day a district wide event.

The Board of Education and Aboriginal Education Council was in favor of cost sharing towards ordering t-shirts for all students, school staff, and support staff to enhance participation in a district wide September 28, 2018 Orange Shirt Day. This is to commemorate Residential School Survivors and includes the Theme "Every Child Matters into a local artist's logo.

NLAKA'PAMUX LANGUAGE MENTOR/APPRENTICE PROGRAM: Charon Spinks, Elder and Nlaka'pamux Language Instructor, Jenelle McMillan, FNSW for Boston Bar Elementary Secondary (BBESS), Principal Oike BBESS, Nlaka'pamux Tribal Council and DAEC Peters submitted an application to the First Peoples Council for 2018-2019 funding to support a proposed language learning program and it was successfully selected.

Elder Charon will be the mentor and FNSW Jenelle will be the apprentice. There will be 300 hours of learning time scheduled over the next year to enhance and implement the Nlaka'pamux Language. A report will be available following the program ending in 2019.

HALQ'EMEYLEM LANGUAGE: Training will begin to support the First Nation Support Workers throughout school District 78 Fraser-Cascade. The intent is to enhance and increase the importance of revival of Halq'emeylem Language in schools. This initiative will benefit the full time Halq'emeylem Language Instructor's regular instruction by encouraging and supporting FNSWs to learn the words, numbers, seasons, monthly themes, and moving toward conversations. As the FNSWs become more comfortable using the language it will increase the exposure and practice students get in the school setting. This program will be evaluated and tracked over time to monitor its effectiveness.



CONCLUSION



On behalf of Native Education and Aboriginal Services, I would like to acknowledge my appreciation for the contributions, support and partnership of the following people towards making 2017/2018 a successful year: our Aboriginal Education Council representatives and local First Nation band staff, Elders and community members, our First Nations Support Workers and Aboriginal Mentors, Superintendent Nelson, Assistant Superintendent Bird, Principal Watchorn, the SD78 Board of Education, District staff, our Resource People and especially our students.

I would also like to recognize all of the administrators, teachers and other staff at our schools for their hard work on behalf of our students and express my special thanks to Miranda Cowan, our Native Education Secretary.

We continue to welcome feedback. Suggestions for improvements to our Year End Report are encouraged and always appreciated. Please contact us at:

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