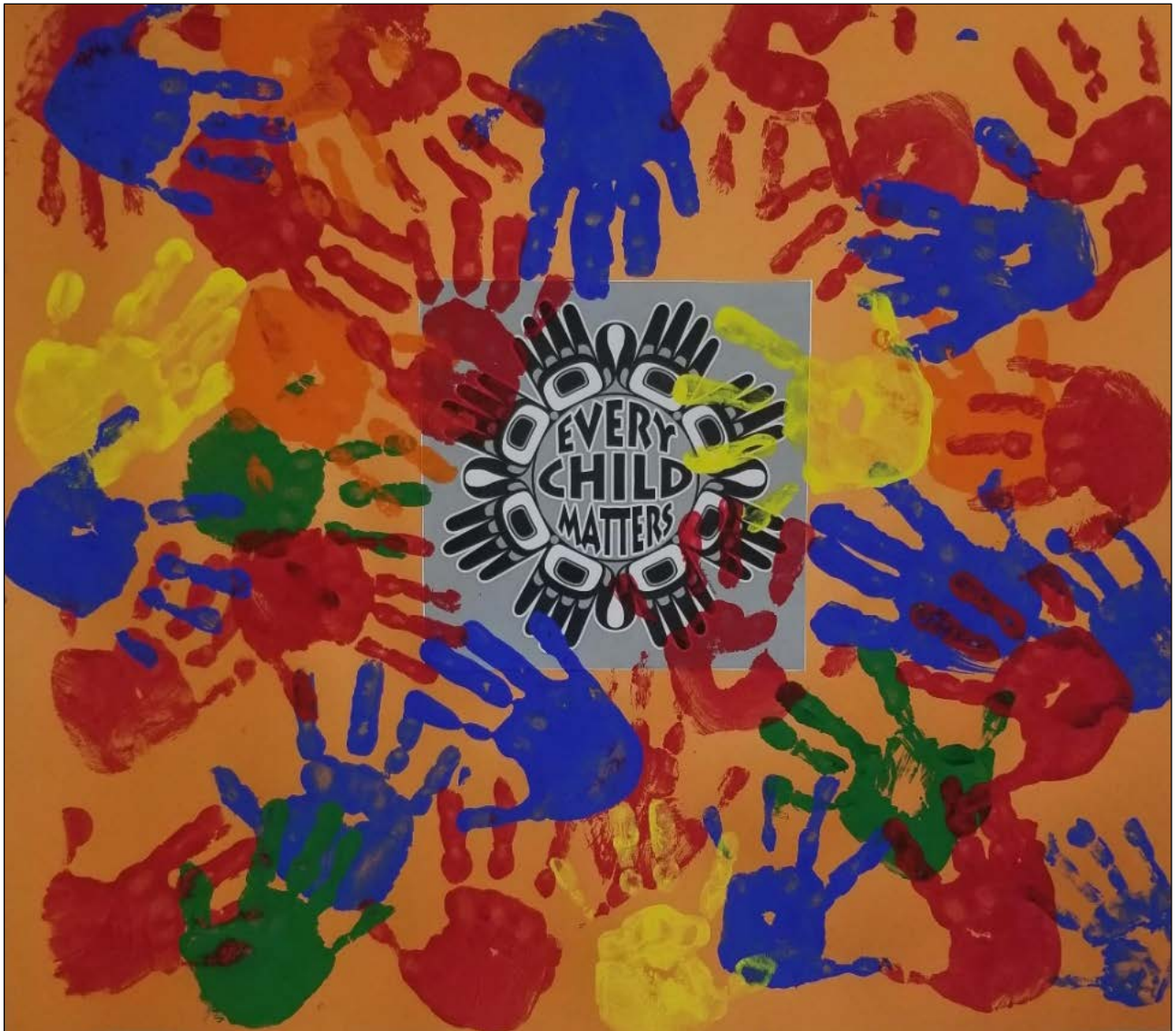




# Indigenous Education Year End Report



**2019-2020**  
Fraser-Cascade  
School District 78

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# Our Logo

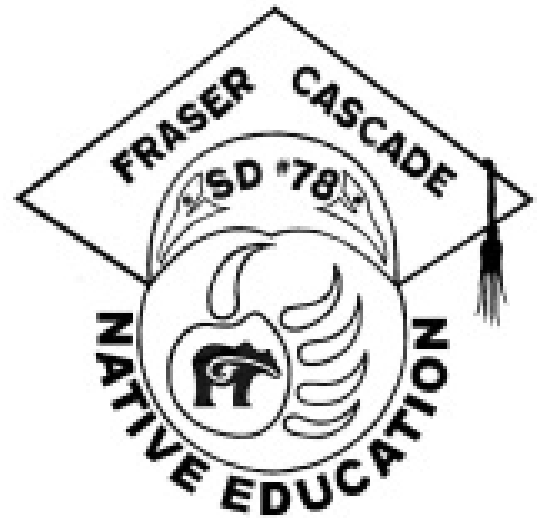
Our logo expresses the work of Indigenous Education.

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

The bear paw has dual meaning. It expresses the mark that Indigenous 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 Indigenous Learners to promote academic success and positive self-esteem.



## Mission Statement

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

## Indigenous Education Staff

### Indigenous Education Department:

District Aboriginal Education Coordinator----- Rod Peters  
Indigenous Education Administrative Assistant ----- Miranda Cowan

### First Nations Support Workers:

Agassiz Centre for Education (ACE)-----Lisa Berry & Ryan Peters  
Agassiz Elementary Secondary School (AESS) -----Nicole Charlie & Kalli Bone  
Boston Bar Elementary Secondary School (BBESS) -----Lillian Isaac  
Coquihalla Elementary School (CES)-----Patti Dubreuil & Tanya Zilinski  
Harrison Hot Springs Elementary School (HHSES) -----Lisa Berry & Ryan Peters  
Hope Secondary School (HSS) ----- Jessica Poirier, Caitlin Demmitt  
Kent Elementary School (KES)----- Lisa Berry, Cody Dool & Ryan Peters  
Silver Creek Elementary School (SCES) ----- Alicia James  
Two Rivers Education Centre (TREC)----- Antoine McHalsie

### Mentor Support:

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

### Language Instructors:

Nlaka'pamux - Boston Bar Elementary Secondary (BBESS) ----- N/A  
Halq'emeylem – (KES, CES, SCES, HHSES and TREC) ----- Roxanne George

# Notes from the DAEC

My 18<sup>th</sup> year as District Aboriginal Education Coordinator (DAEC) has been spent assisting with the development and delivery of Stó:lō, Nlaka'pamux and Métis curriculum and services to our Indigenous students; monitoring and reporting student activities and events to the Aboriginal Education Council (AEC), SD78 District Administrators, Board of Education and the Indigenous Branch of the Ministry of Education and overseeing the work of our First Nations Support Workers and Aboriginal Mentor.

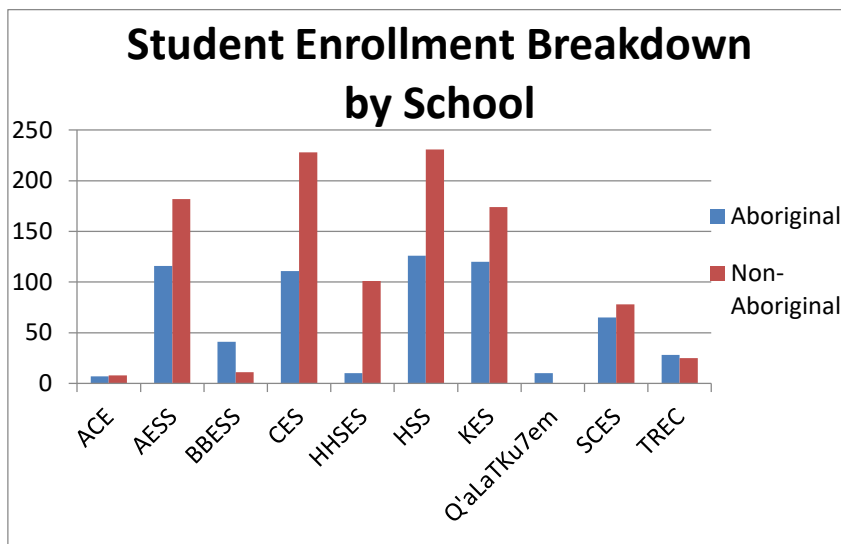
This 23<sup>rd</sup> annual Indigenous Education Year-End report was created in accordance with the terms outlined in our Local Education Agreement (LEA) entered into between local First Nations and the Fraser Cascade School District. This year is the second year of the 2018-21 Local Education Agreement with all First Nations, with the new ministry transportation agreement now in use. This report, jointly initiated by the AEC and the SD78 Indigenous Education Department, meets the criteria for reporting and informing on events, activities, and achievements regarding our Indigenous students as well as arrangements made for delivery of programs and services to meet their needs.

SD78 Native Education works for, and with, our fourteen local First Nations Bands: Boothroyd Band, Boston Bar First Nation, Xwchíyò:m First Nation, Peters Band, Seabird Island Band, Shxw'ōwhámél First Nation, Spuzzum First Nation, Sq'éwlets First Nation, Sq'ewá:lxw First Nation, Sts'ailes Band, Union Bar Band, Yale First Nation, Métis, as well as the community of Samaqham, and other off-reserve Indigenous people who reside within our district. We also communicate and network with Stó:lō Nation, Stó:lō Tribal Council, Nlaka'pamux Nation Tribal Council, Jordan's Principle - Indigenous Strategies & Partnerships, Métis Nation of British Columbia, Indigenous Child and Youth Mental Health, Ministry of Children & Family Development, and the Chilliwack Métis Association.

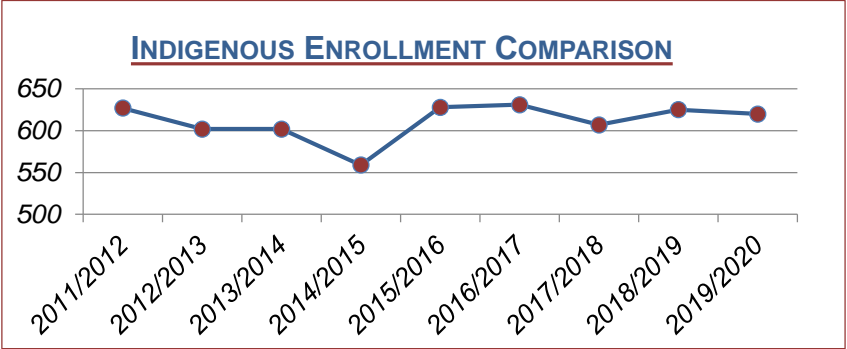
## Enrollment

Indigenous students make up 37% of the total Fraser Cascade School District school age student population. The percentages of Indigenous students in each school as of May 31, 2020 are as follows:

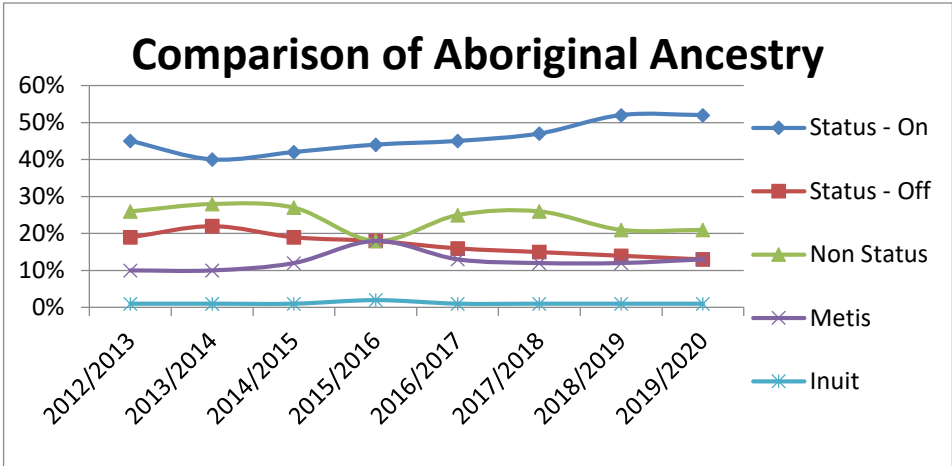
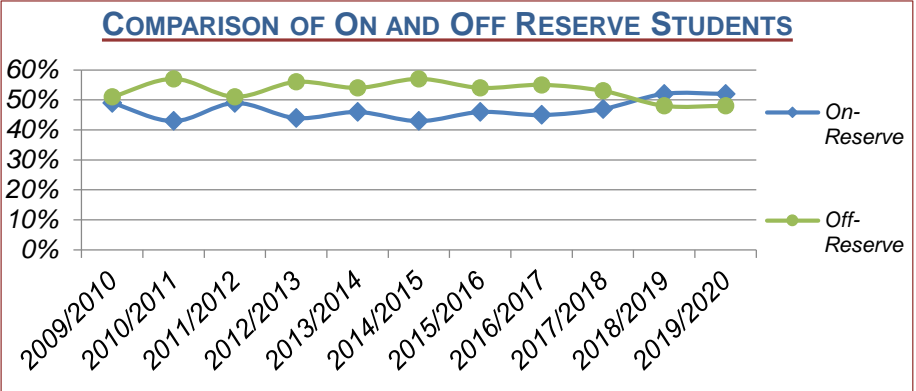
ACE	----- (7 out of 15) -----	47%
AESS	----- (116 out of 298) -----	39%
BBESS	----- (41 out of 52) -----	79%
CES	----- (111 out of 339) -----	33%
HHSES	----- (10 out of 111) -----	9%
HSS	----- (126 out of 357) -----	35%
KES	----- (120 out of 294) -----	41%
Q'aLaTKu7eM	---- (10 out of 10) -----	100%
SCES	----- (65 out of 143) -----	45%
TREC	----- (28 out of 53) -----	53%



As shown in this chart, our Indigenous student enrolment has decreased slightly this year from 625 funded students last year to 620 funded students in September 2019. By the end of the school year we had 634 First Nation students enrolled throughout the school district which suggests we are maintaining a fairly consistent number of students.



This year 52% of our Indigenous students lived on one of our 14 reserves and the remaining 48% lived in and around town. The number of on-reserve students remained the same for this school year which suggests there weren't as many students moving in and out of district.



It appears that more of our students are living on reserve which is partly due to our new community school in Samahquam and partly because there is an increase in housing available to families on reserve. The decrease in status off-reserve students seems to be in line with the increase in status on-reserve students.

# FNSWs: Working for Our Students

A very important part of our Indigenous 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 focuses mainly on the social and emotional needs of the students. 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 and 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 Indigenous 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.

Month	Parent Contacts	School Meetings	Community Contacts	Academic Support	Emotional Support	Social Contacts	Total Contacts
September	182	69	122	368	157	599	1,497
October	99	66	63	388	168	532	1,316
November	53	49	69	390	184	510	1,255
December	134	48	39	443	142	479	1,285
January	64	54	30	377	109	479	1,113
February	24	18	14	372	138	504	1,070
March	81	33	33	333	178	461	1,119
	637	337	370	2,671	1,076	3,564	8,655

**\*\* Note:** Number are base on the seven months of student attendance recorded before schools were closed because of the COVID-19 pandemic.

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:

- *Teeias Goes to A Powwow* by Jennie Eaglespeaker
- *Orange Shirt Day Presentations* by Phyllis Webstad
- *The Girl and the Wolf* by Katherena Vermette
- *The Water Walker* by Joanne Robertson
- *V'Ni Dansi Metis Jigging* by Yvonne Chartrand & JJ Lavallee
- *You Hold Me Up* by Monique Gray Smith
- *Wild Berries* by Julie Fleet
- *Thunder Boy* by Sherman Alexie
- *The Honour Drum* by Tim Huff
- *The Eagle Feather* by Kevin Locke
- *T is for Territories* by Michael Kusugak
- *Sometimes I Feel Like a Fox* by Danielle Daniel
- *As One Traditional Homes Resource Kits – Elementary Schools*
- *Little You* by Richard Van Camp
- *Go Show The World: A Celebration of Indigenous Heroes* by Wab Kinew
- *Awasis and the World-Famous Bannock* by Dallas Hunt
- *A Day with Yayah* by Nicola Campbell
- *Learn to Count: with Northwest Coast Native Art* by Ryan Cranmer
- *Learn the Alphabet: with Northwest Coast Native Art* by Ryan Cranmer
- *The Huron Carol* by Ian Wallace



The Support Workers have reported that teachers continue to request help integrating Indigenous content into their curriculum and are asking for more presenters for their classrooms. Some schools encourage our support workers to share their talents with students and their teachers such as food processing, local plant knowledge and beading. A few elementary school teachers have signed out boxes of our children's fiction and offered students a month where Indigenous books were the choice for silent reading. The Indigenous Resource Library <https://indigenoused.libib.com> allows our support workers and teachers to request books and resources online. DAEC Peters had an energy session table at the District and Indigenous Education Pro D which allowed him to explain how to access the library and also had samples of books and kits available for borrowing.

## PROGRAMS AND SERVICES:

- The Agassiz Elementary Secondary (AESS) Support Workers continue to run a Lunch Program throughout the school year as well as having snacks on hand. The AESS Foods teacher runs a school-wide breakfast program.
- The Hope Secondary (HSS) FNSWs kept snacks on hand in their office for students when they were hungry also taking care to keep diabetic friendly snacks on hand for their diabetic student.
- Coquihalla Elementary (CES) FNSWs ran a daily Breakfast Program throughout the year, that McDonald's generously donated for students, which included a variety of muffins (chocolate, blueberry, strawberry, mixed berry, carrot and cranberry orange). In addition to breakfast, Patti and Tanya also provide snacks and lunches as needed.
- Silver Creek Elementary (SCES) offers a daily breakfast program for the students as well as providing lunches almost daily to students who arrive without food which can be up to five students a day.
- Two Rivers Education Centre (TREC) provides breakfasts, lunches, snacks and refreshments to all students through a partnership with the school.

## CULTURAL ACTIVITIES AND PRESENTATIONS:

- Bannock Making
- Orange Shirt Day
- Drumming and Singing
- Slahal
- Storytelling
- Pine Needle Weaving
- Art Machine
- Traditional Fishing Methods
- Dream Catchers
- Traditional Plant Walks
- Cedar Roses and Bracelets
- Fish Dissection Presentations
- Coast Salish Weaving
- Métis Dance and Music
- Beading
- 7 Laws and 7 Teachings
- First Nations Artifacts
- Archaeology
- Leather Medicine Bags
- Cedar Weaving
- Inuit People and Traditions
- Totem Pole Art and History
- Medicine Bags
- Mask Making
- Mini Paddle Carving
- First Salmon Ceremony
- Roots of Empathy
- Traditional Salmon Preparation Methods
- Jordan's Principle
- Talking Feather
- Potlatch Dancing
- Paddle Carving
- Cedar Bough Harvesting
- Blanket Exercise
- Stó:lō Culture & History
- Leather Memory Bags
- First Nations Art
- Bentwood Boxes
- Envisioning Reconciliation
- Traditional Plants and Medicines
- Button Blankets

#### FIELD TRIPS:

- FNSW Alicia James arranged for Silver Creek Elementary students to stop at Tuckkwiowhum Village for lunch and a tour on their way back from a joint presentation of the *Find Your Fit Career Fair* at Boston Bar Elementary Secondary. Elder Byron Spinks led a tour around the grounds of the village which was a first visit for many of the students.
- Students from Hope Secondary School (HSS), Agassiz Elementary Secondary (AESS), Boston Bar Elementary Secondary (BBESS) and Two Rivers Education Centre TREC travelled to the Strengthening the Circle Youth Leadership Conference in Langley. A total of 13 students and 5 support workers attended.

#### 2020 AUDIT:

- Three schools were chosen for an outside audit in early February: Hope Secondary, TREC and ACE
- Assistant Superintendent Kevin Bird met with the support workers and let them know that the auditors would need to complete their work including access to their journal and attendance data. All support workers prepared for the audit in case the auditors needed to visit other schools after they were finished at HSS, TREC and ACE.
- The audit section of the FNSW handbook was provided for school staff to prepare for the audit team's visit.
- Support workers from the three schools shared their audit experience with the FNSW team at the February FNSW meeting.

This year the Support Workers learned to use the online meeting application Zoom because face-to-face group meetings were not permitted due to COVID-19 safe meeting protocols. They met online monthly to discuss how they were supporting students through the school closures such as emailing and phoning parents, participating in school Zoom meetings, delivering food hampers to families in need and delivering homework packages for students who preferred a hardcopy worksheet package for their home studying.

This year we said good-bye to four Indigenous Education employees, some who have been with us for many years.



[CHERYL DAVIDSON](#) has been a First Nations support workers at North Bend Elementary School and Boston Bar Elementary Secondary since October 9, 1990. Cheryl provided academic support and social and emotional support for Kindergarten to Grade 12 students at Boston Bar.

Cheryl shared knowledge of the Nlaka'pamux traditions, cultures and customs through participation and awareness with Boston Bar teachers and support staff.

Cheryl's demonstrated patience and persistence towards all students attending Boston Bar to achieve their Grade 12 and gain employment and/or continue into post secondary programs. She completed home and community visits at Boothroyd and Boston Bar to get familiar with where the student came from. This allowed Cheryl to get supports in education and social development to families.

Cheryl assisted in breakfast, lunch and tutor review for students when needed. She also arranged local Nlaka'pamux resource people such as elder role model storytelling, Salish weaving, arts and crafts, and food preparation such as bannock and salmon.

Cheryl coordinated the Thompson awards for all student each year. Students received gifts and certificates. Families brought/donated potluck dinner items and dessert. Cheryl also assisted the grade 12 students in fundraising to achieve their goal to have a successful graduation and celebration.

During September 4, 2018 to June 20, 2019 Cheryl took a leave of absence due to being elected onto Boothroyd Band Council. In the fall of 2019 Cheryl resigned from her position as FNSW at Boston Bar.

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

[JUSTIN CANTIN](#) was in a temporary First Nations Support Workers position at Two Rivers Education Centre (TREC) from May 13, 2015 to June 17, 2016. Then on September 11, 2017 Justin applied for and was appointed as FNSW at TREC. Justin lives with his family at Shxw'ōwhámél. Justin provided academic support and social and emotional support to Grades 8-12 and adult students at TREC.

Justin shared his knowledge of the Stó:lō traditions, culture and customs towards participation and awareness with TREC teachers and support staff who gained an understanding of the Stó:lō people.

Justin's presence towards all students at TREC demonstrated with a positive and enthusiastic attitude: be responsible, reliable and friendly with a smile. He completed home and community visits regularly to get acquainted with where the students come from attending TREC. This allowed Justin to get supports in education and social development to families.

Justin took a leave of absence at TREC from September 3, 2019 to February 28, 2020. During March 2020, Justin decided to resign as the FNSW at TREC.

On behalf of all the First Nations Support Workers, the Aboriginal Education Council and stakeholders, we wish Justin the best in his future endeavours.

[CECILY GEORGE](#) has been one of our First Nations Support Workers at Agassiz Elementary Secondary School since November 17, 2008 and lives with her family at Sts'ailes community. At AESS Cecily provided academic support, social and emotional support in the classroom assigned. Regularly Cecily would do "pull-outs" of students to complete their daily work, projects, reading or just offer support where needed.

Cecily's knowledge of the Coast Salish and Sts'ailes traditions, culture, protocol in ceremony, longhouse participation and awareness allowed school staff to educate about and learn the traditions and customs. Collectively she and Kalli Bone worked for the students so they could achieve at school and become successful with employment and/or post-secondary plans in the futures.

Cecily incorporated the AESS Pizza Homework Club during lunch time to help students complete their work with pizza as an incentive for participants. Cecily demonstrated a keen interest in the parents, families and extended families of all her Indigenous students. This 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 Cecily and Kalli to get supports in education and social development to families.

Cecily coordinated for teachers and support staff, by inviting local resource people into AESS and presenting elder role models, traditional food, wild plants and nuts, local First Nations curriculum, storytelling, and arts and crafts. One of Cecily's passions was to introduce and present on residential school history and reconciliation.

During September 2019 Cecily took a one year leave as she accepted a suicide and addictions navigator position with Sts'ailes. Then on December 10, 2019 Cecily informed the SD78 Fraser Cascade that she was resigning as a FNSW at AESS.

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

[RYAN PETERS](#) has been the First Nation Support Worker at: Agassiz Center for Education, Harrison Hot Springs Elementary School and Kent Elementary School. Ryan provided academic support, social and emotional support in the classrooms assigned. Regularly Ryan would do "pull-outs" of students to complete their daily work, provide reading or just to offer support where needed.

Ryan incorporated his own traditional teachings in bead work, dream catchers and weaving for students. Under direction of teachers, Ryan scheduled local resource people into the schools. These range from elder role models, Salish weaving, history of Stó:lō fisheries, medicine and plant walks, Slahal, and bannock cookery.

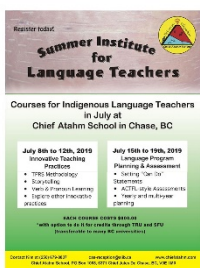
Ryan did home and community visits regular as needed. This allowed Ryan to get to know students, their families and where they come from and most importantly how to support student education and social development.

On behalf of all the First Nations Support Workers, the Aboriginal Education Council and stakeholders, we wish Ryan the best in his future endeavours.

*~ We wish them 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 2019/2020 school year the following teachings, training sessions, zoom meetings and presentations were made available to our Support Workers in addition to individual sessions they chose to attend at the District Pro D event on Friday, February 28, 2020 in Agassiz.



[SUMMER INSTITUTE FOR LANGUAGE TEACHERS:](#) Halq'eméylem Language teacher Roxanne George participated in a week long summer Pro D at Chief Atahm School in Chase. She attended the Innovative Teaching Practices training session that included TRPS Methodology, Storytelling, and Verb and Pronoun Learning.

[MY BLUE PRINT:](#) District Vice Principal of Careers and Transitions Karl Koslowsky provided an introduction to My Blue Print with examples of how we can access and teach trades with students in SD78 Fraser-Cascade.

[SLAHAL:](#) Cody Dool presented the "Stick-Game" or "Guessing Game" to all First Nation Support workers. This allowed them to learn strategies and to teach students or school staff this interactive traditional game.

**AS ONE TRADITIONAL HOMES PRO D:** Carmen Pereda, creator of the Traditional Homes resource kits, provided a one-day training for support workers and teachers at Tuckkwiowhum Village with knowledge keeper Byron Spinks. Staff learned about the local people who are represented in the kits, the protocol and permissions for using the kits and had a traditional meal together.



**MyEducationBC:** MyEducationBC Coordinator Laurie Bjorge gave the FNSWs a course on MyEdBC that included defining, managing and accessing field sets and filters, creating their own filters, passwords, how to obtain attendance reports for the Indigenous students, and accessing MyEd Info for resources and help with MyEd. This was a refresher course for some but new material for our newest FNSWs. Mrs. Bjorge was available throughout the year to answer MyEd questions and was able to provide one-on-one MyEd training for our temporary support worker partway through the year.

**STÓ:LŌ ARCHEOLOGY TOUR:** A few SD78 staff members, along with Indigenous Education Secretary Miranda Cowan, were able to participate on a Fraser River tour organized through the Hope Mountain Centre with Sonny McHalsie and archaeologist Dave Schaepe. The tour included visiting historic village sites as well as having Sonny sharing stories and explaining significant place names along the Fraser River between Hope and Yale.

**ARCHEOLOGY IN BC:** Melody Reich and Jessica Poirier presented on the history of the Fraser Canyon and the town of Hope sites. They also talked about cultural features, brought examples of traditional tools and materials and ended with a Q&A for the support workers.

**FIRST NATIONS EDUCATION STEERING COMMITTEE (FNESC):** Nearly half of our support workers, DAEC Peters, AEC members and Principal Watchorn were able to attend the FNESC conference in November. People enjoyed the different workshops such as: Ocean Sense: Local Observations & Global Connections, Culture Camps in School District 58, Chilcotin War Unit Plan, Answering the TRC's Calls to Action: An Individual and Collective Journey, Stseptekwll, "Legends that Teach" - The Words of the Ancestors and Indigenous Youth on the Land Programming in Schools and Community.

**UNIVERSITY OF BRITISH COLUMBIA LEARNING CIRCLE:** Due to large gatherings and conferences being cancelled province-wide support workers participated in various webinars on the April and May Pro D days while working safely from home. Videos, virtual programs and webinars offered teachings varied teachings as well as information about well being and self-care during the COVIS-19 crisis.

#### CES:

- Cultural Safety in the Face of a Pandemic Historic and Contemporary Realities – April 16,
- Singing and Drumming My Wellness - Gerry Oldman – April 21. I have continued to enjoy webinars through UBC and David Bouchard that have been insightful.

#### Kent:

- CBC Massey Lectures with Tanya Talaga, was about 5 hours of audio.
- POPFASD online course - April 27<sup>th</sup> 1:00 - 3:00pm
- Raising Resilient Children Part 1 & 2 from UBC Learning Circle on YouTube.
- Mental and Emotional Wellness: books for young readers
- Pro D Day online learning - <https://greatspirithand.com/>
- Enrolled in Reconciliation Through Indigenous Education.
- History & Residential School stories - <http://wherearethechildren.ca/en/>

## Student Achievements

#### SPECIAL AWARDS:

From mid-March to June 1<sup>st</sup> schools were focussing on distance and online learning while the province and districts worked to create a plan to have students safely return to school while following COVID-19 recommendations. Honouring ceremonies and year-end award ceremonies were cancelled as students

participated in online Zoom lessons and had school work packages delivered to their homes. Vulnerable students and children of essential workers were able to attend school during the closure. With students and teachers working from home and only returning to in-class instruction for a few days a week it wasn't possible to collect comments and data for year-end awards. The Indigenous Education department printed graduation awards for Grade 12 students, who also received a grad blanket.

Boston Bar school implemented a different model for the return to in-class instruction with students attending daily for a shortened day. The staff created a physically distant version of the Thompson awards for students and awards were distributed to students who remained in their classroom as the awards were delivered to them by FNSW Lillian.

All awards, honour roll, merit roll and effort roll data is based on the first three terms only, from September to March. The following awards were presented to nominated students:

**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:

**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:

**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 with teachers and fellow students. This year's Citizenship 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:

**District Honour Roll:** We continue to work on closing the gap between Indigenous and non-Indigenous student marks and many of our students do extremely well academically. The following First Nations students were on the Honour Roll for the 2019/2020 school year. NOTE: Only students in grades 7 to 12 are included.

It should be noted that 5% of our Indigenous students were on the Honour Roll for the year compared to 22% of non-Indigenous students. We will continue to work on closing this gap over the coming school year. Initiatives like having the mentor working two days per week at AESS and HSS now offering after school tutoring, students will be receiving more support.

**At AESS:** 4 out of 116 First Nation students maintained A honours throughout the year  
8 maintained B honours throughout the year  
13 students maintained Effort Honours for good or excellent work habits in every class for the entire year

**At HSS:** 10 out of 126 First Nation students were recognized for being on the honour roll each term  
4 were on the merit roll each term  
11 students were on the work ethic roll – they maintained good work habits and have no more than 3 unexcused lates per term.

### **EXTRA CURRICULAR ACTIVITIES:**

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

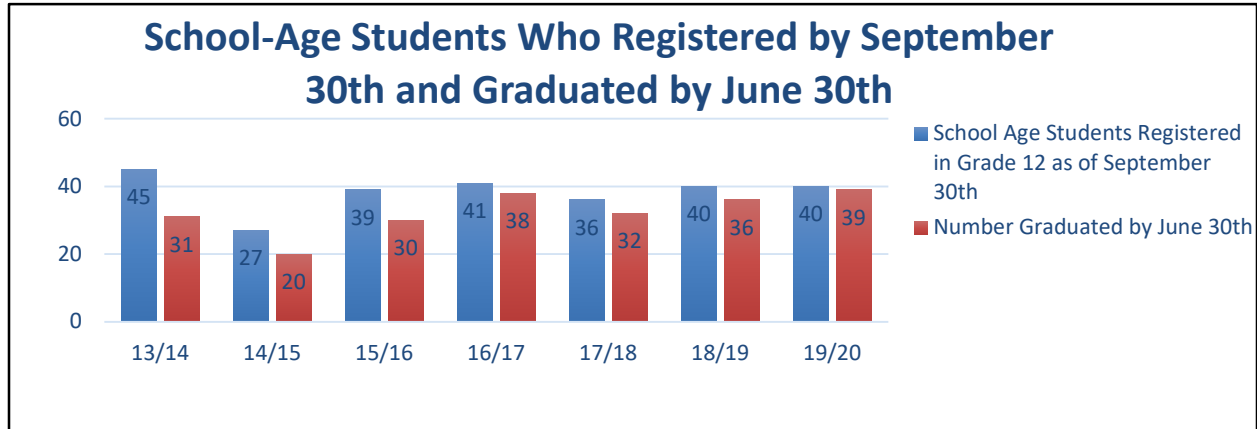
- Thirteen of our students and five support workers were able to attend the Strengthening the Circle Indigenous Youth Leadership Conference in Langley in November. Some of these students spoke about what they learned and gained by having the opportunity to attend the conference at the December AEC meeting. They also wrote about their experience for *the Canoe* magazine.

- Many of our students participate in after school-sports at the high school level such as basketball and soccer.

### GRADUATES:

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

Of these 40 students, 39 graduated with a Dogwood diploma, there were no Evergreen certificate graduates again this year. There was also one Indigenous adult grad from TREC who was not counted in this graph



Of our 40 school-age students who registered in grade 12 before the September 30<sup>th</sup> deadline, all but 1 graduated.

We raise our hands to the 40 Indigenous students who graduated this year.

## Honouring Ceremonies

Honouring ceremony dates were set in early March but were later cancelled due to COVID-19 school closures. AEC grad certificates and grad blankets were presented to students during their school grad ceremonies or delivered to students by FNSWs.

Support workers did their best to make the end of the school year special for students by including a small gift for students to be delivered with their report cards.

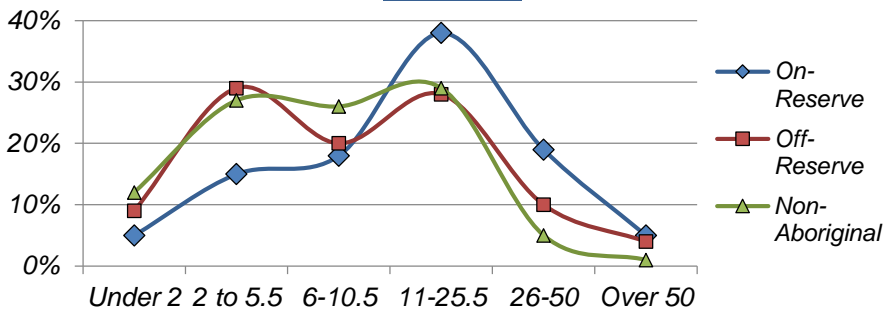
### BOSTON BAR ELEMENTARY SECONDARY:

The BBESS Thompson Awards were held over two days during the second week of June after the return to in-class instruction. Principal Oike used the school PA system to announce and read the awards for each student allowing everyone to remain physically distanced in their classroom. Students were gifted with a tumbler with the Indigenous Education logo and grade 8 students who were transitioning to high school (grade 9) were gifted a BBESS hoodie. FNSW Lillian delivered certificates and gifts to the students as their achievements were announced on the PA. Students who continued to participate in at-home studies had their awards delivered to their home.



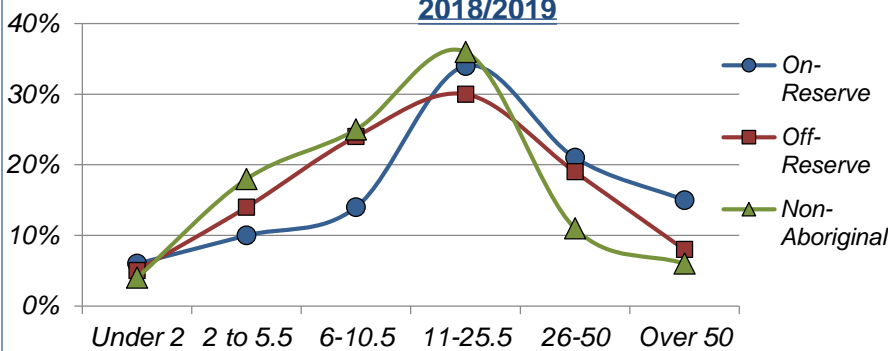
# Attendance

**COMPARISON OF ABSENCES BETWEEN ON-RESERVE,  
OFF-RESERVE AND NON-INDIGENOUS STUDENTS  
2019/2020**



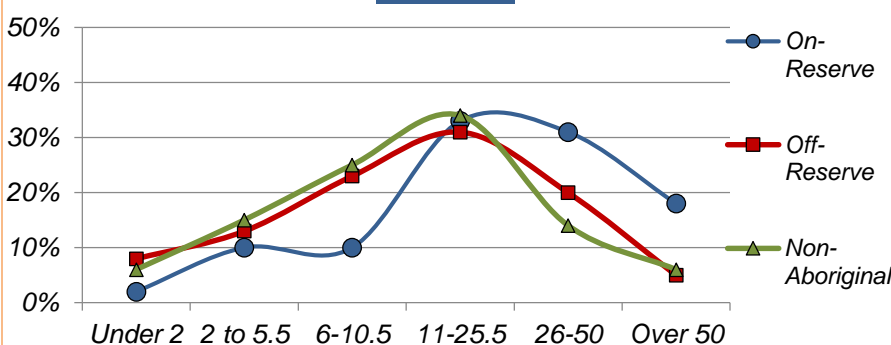
	On-Reserve	Off-Reserve	Non-Indigenous
< 2	5%	9%	12%
2-5.5	15%	29%	27%
6-10.5	18%	20%	26%
11-25.5	38%	28%	29%
26-50	19%	10%	5%
> 50	5%	4%	1%

**COMPARISON OF ABSENCES BETWEEN ON-RESERVE,  
OFF-RESERVE AND NON-INDIGENOUS STUDENTS  
2018/2019**



	On-Reserve	Off-Reserve	Non-Indigenous
< 2	6%	5%	4%
2-5.5	10%	14%	18%
6-10.5	14%	24%	25%
11-25.5	33%	30%	36%
26-50	21%	19%	11%
> 50	15%	8%	6%

**COMPARISON OF ABSENCES BETWEEN ON-RESERVE,  
OFF-RESERVE AND NON-INDIGENOUS STUDENTS  
2017/2018**



	On-Reserve	Off-Reserve	Non-Indigenous
< 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%

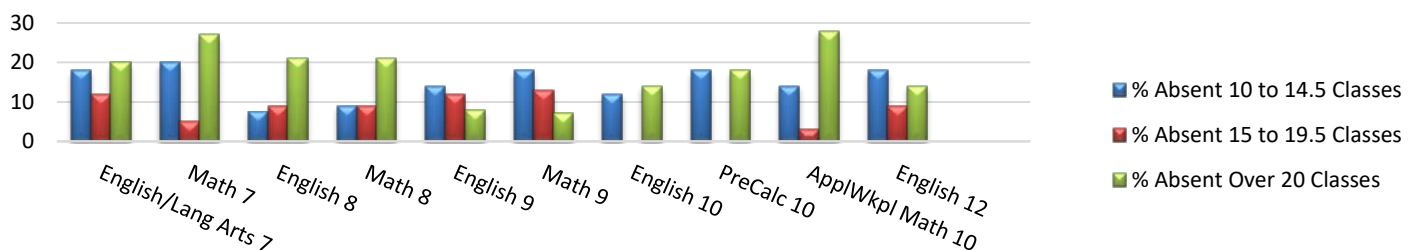
- Since 2017/2018 the number of students, both Indigenous and non-Indigenous, missing 2 days or less has shown some improvement with more students having near perfect attendance. This year overall attendance looks better than the 2018/2019 year, partly based on schools not tracking attendance during the COVID-19 school closures. There are quite a few more students with near perfect attendance and fewer students who missed more than 50 days. If there were 3 more months of attendance added this data would have changed with fewer missing less than 2 days and more missing over 50 days.

- The number of on-reserve and off-reserve First Nations students missing 6 to 10.5 days has increased by 7% since 2017/2018. Non-Indigenous students missing 6 to 10.5 days have been holding at around 25% to 26%. If we had a few more months of attendance data, the numbers for Indigenous students probably would have not had such a large gap.
- The number of on-reserve students missing 11 to 25.5 days shows an increase from 33% in 2017/2018 to 38% this year. Off-reserve students missing 11 to 25.5 days show a decrease of 3% since 2017/2018 and non-Indigenous students missing 11 to 25.5 days show a decrease of 5% (again these numbers would have been more similar to previous years had schools been tracking attendance all year).
- The number of on-reserve students missing 26 to 50 days decreased by 12% since 2017/2018 while off-reserve students missing 26 to 50 days has increased by 10%. Non-Indigenous students missing 26 to 50 days have shown a decrease of 9%. These numbers are based on students attending in-school instruction for approximately 70% of the 2019/2020 school days.
- The number of on-reserve students missing over 50 days over the school year has decreased by 13% since 2017/2018; off-reserve students showed a minimal decrease of 1% since 2017/2018 and non-Indigenous decreased by 5%.

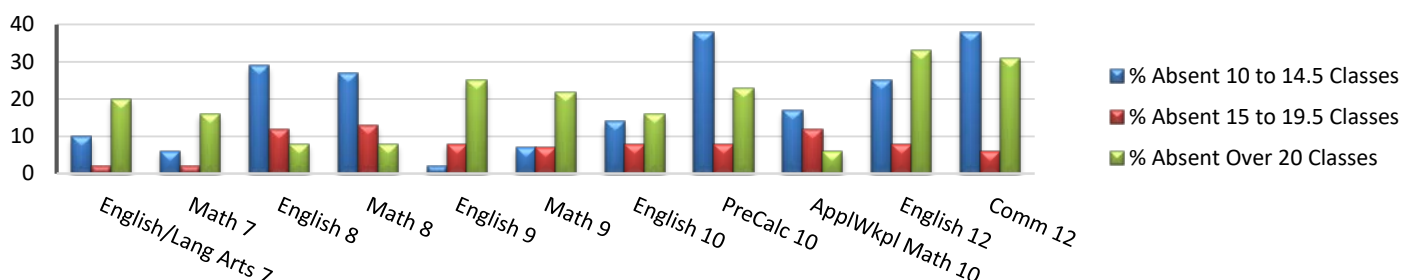
One of the ways we are measuring the success of Indigenous students in our Goal 2 of the District Growth Plan is keeping track of how many classes our students miss and whether or not consistent absences affect their grades. The first pair of graphs below shows the percentage of students who missed between 10 and 14.5 days, 15 and 19.5 days, and over 20 days of classes. The second graph 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 may be on part-time schedules. Please note that Communications 12 has been phased out by the government which is why there is no 2019/20 data for that course. A number of students still haven't completed courses because of the COVID-19 school closure interruptions but they have the option to work on their courses over the summer to be ready for the next grade level in the fall.

### COMPARISON OF ATTENDANCE IN CORE CLASSES BETWEEN 2018/19 AND 2019/20

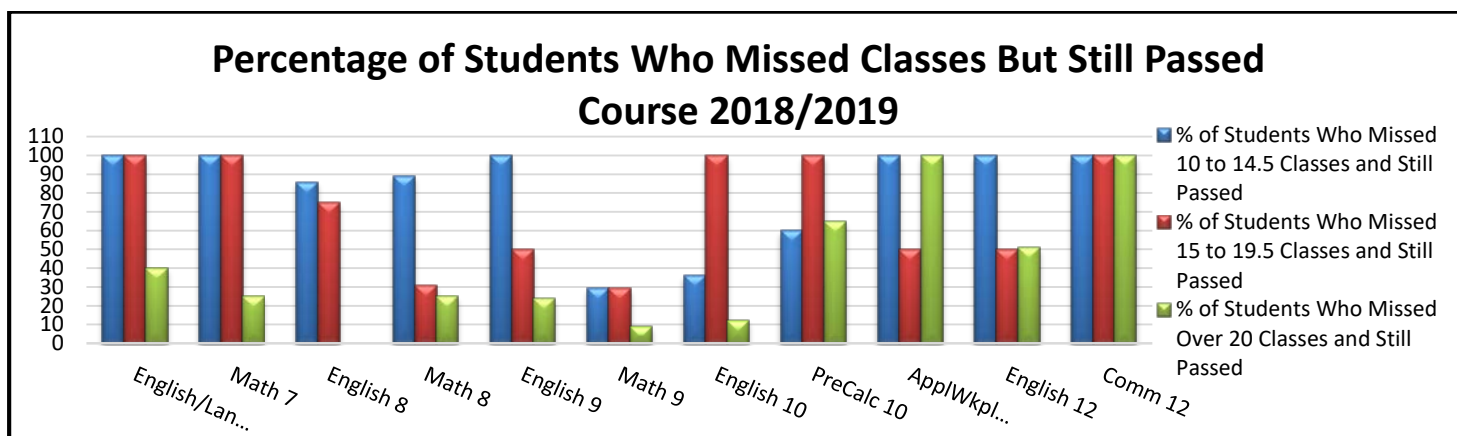
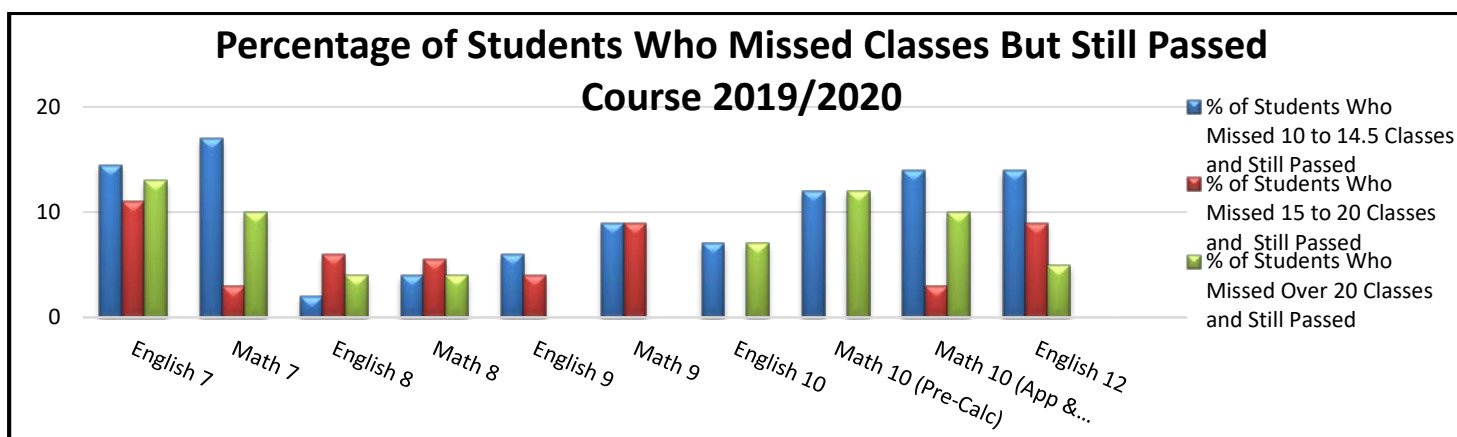
#### **Absenteeism of Indigenous Students in Core Secondary Courses 2019/2020**



#### **Absenteeism of Indigenous Students in Core Secondary Courses 2019/2020**



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



## District & Indigenous Ed Pro D

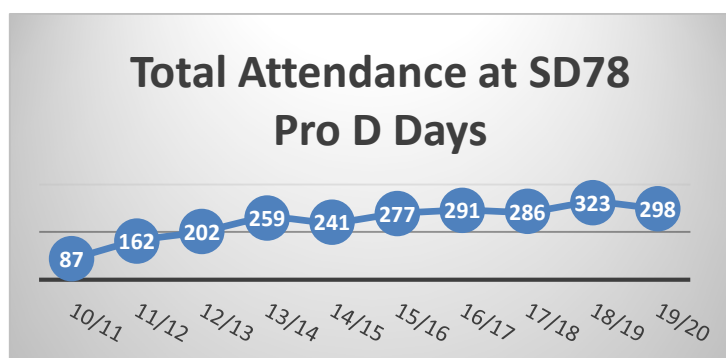
This year our Learning Activity Day was held on February 28th at Agassiz Elementary Secondary School and it was another successful event. There weren't as many registrations from other school districts because our Pro D isn't held the same day as most nearby districts. SD78 had a higher number of staff participants attending this year and a good turn out of parents and other community members attending the DPAC evening event, including a group of teachers who travelled from Maple Ridge to hear Sara Davidson speak. This year we had nearly thirty different sessions, a catered lunch from Owl Street Cafe, longer energy forums, and the new Indigenous Education podium was unveiled during the lunch hour. We had 298 participants attend and the feedback we received was very positive:

- *I had an enjoyable time at my sessions, and I wish that the keynote had a longer opportunity to speak as I was interested in the topic.*
- *The day ran smoothly, except feeling rushed in the energy sessions, when the topics were so great.*
- *I very much enjoyed my day.*
- *I thought it went swimmingly. All of my sessions were good and all I heard were positive comments all day.*
- *Excellent day*
- *Thanks for organizing the pro d day. It went well. And if you were responsible for the door prize, thanks for that as well.*
- *Over all I would rate the day a 4 out of 5, my second session was not what I expected but was still informative.*
- *Excellent day! Good energy with focusing the day on First Nations. Highly recommend this to my coworkers and really enjoyed the speakers.*
- *The Learning Activity Day was great. Thank you for all of your hard work. Having Vendors at the event is awesome*

This year's breakdown of participants:

Total attended.....	323
Total number of on call teachers/instructors/teachers and student teachers who attended .....	143
Total number of support workers who attended [includes FNSWs, SEAs, Aboriginal Support Workers and Teaching Assistants].....	93
Total number of administrators who attended [includes Superintendent, Trustees, Principals and Vice-Principals] .....	21
Total number of AEC representatives who attended .....	3
Total number of parents who attended.....	20
Total number of 'others' who attended .....	18
<i>[includes 4 secretaries, 1 noon hour supervisor, 2 SD78 IT, 3 StrongStart workers, 1 occupational therapist, 1 Aboriginal mentor, 1 health nurse, 1 MCFD, 2 from ReadRight, 1 teacher from Kent Prison, 1 UFV Program Coordinator]</i>	

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 fairly steady over the past few years with an slight increase in SD78 staff participation this year. The event was held a week later than usual to allow SD78 staff to participate in other provincial workshops the week before which also lowered our total of out-of-district participants attending.



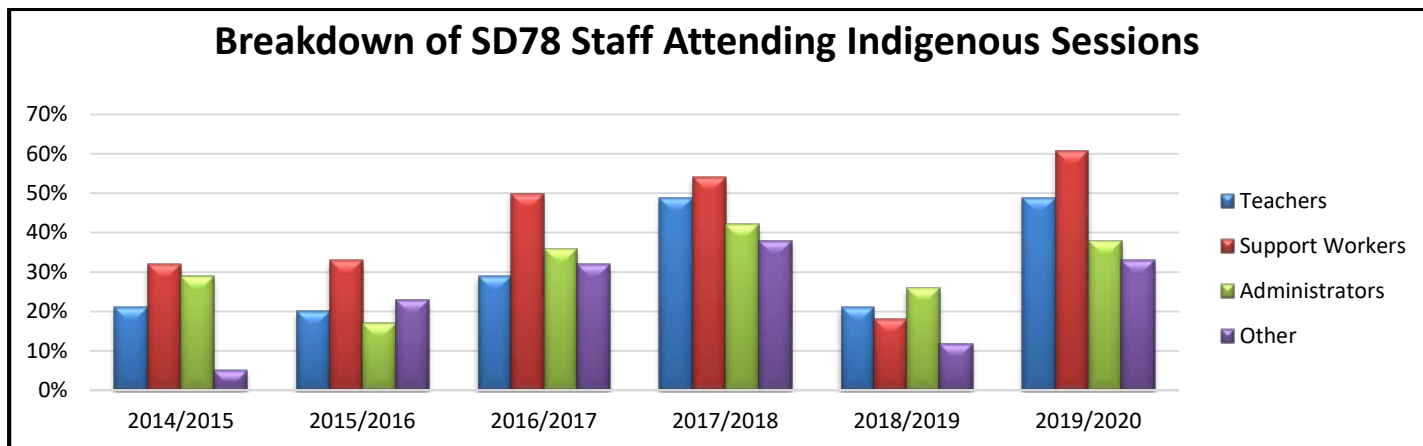
Sara Florence Davidson is an Assistant Professor in the Teacher Education Department at the University of the Fraser Valley where she teaches Indigenous Education and English Language Arts methods courses. She is also co-author of *Potlatch as Pedagogy: Learning through Ceremony* and the project lead for the Indigenous Storybooks project. Sara spoke at the DPAC parent evening about the role of Intergenerational Learning and Ceremonial knowledge in Education which enticed a group of teachers to travel from Maple Ridge to attend her presentation.

#### Workshops with Indigenous topics included:

- Exploring Decolonization and Reconciliation with BC Curriculum, *Sara Davidson*
- Soapstone Carving, *Oliver Harwood*
- Rearview Mirror on Indigenous History and Forward Focus on Trauma Responses, *Allyson Cushing*
- Working Towards a Practice of Reciprocity as we Rediscover our Wild, Native & Medicinal Plants, *Lori Snyder*
- The Blanket Exercise, *Cheryl Carlson & Alicia James*
- Residential Schools and Their Legacies, *Sara Davidson*
- Introduction to Slahal, *Cody Dool*
- Salish Weaving, *Frieda George*
- FNEESC Resource Implementation

The chart below shows the breakdown of SD78 staff who attended Indigenous workshops. We had record numbers of staff and guests attending Indigenous workshops this year. Some of the presentations were offered twice, both in the morning and the afternoon which allowed people more choices to schedule the sessions they

were interested in. We also had fewer full day workshops which gave people the freedom to pick two different sessions for the day.



We welcomed many participants from other schools, school districts, communities and outside agencies this year including Seabird Island Community School, Hope and Area Transition Society, SD28 Quesnel, SD33 Chilliwack, SD42 Maple Ridge, SD74 Gold Trail, Swetexel Preschool, Harrison Hot Springs Preschool, and the Read Right Society.

We continued the use of online registration website and online feedback surveys which help the Pro D committee to plan future events based on people's interests and suggestions. Past feedback indicated that many people found the registration giveaways to be bad for the environment. In keeping with our goal to provide a "green" event, notebooks and pens were only provided to people who asked for them instead of all participants.

## Residential School

*"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. In 2015 the Truth and Reconciliation Commission included a call to action to make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students. Our Indigenous 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 visit 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.

### BOSTON BAR ELEMENTARY SECONDARY:

- Former FNSW Cheryl Davidson and FNSW Lillian Isaac arranged for a day of activities to raise awareness about residential schools for Orange Shirt Day. Elder Ernest Mitchell spoke with the students at an assembly, the school participated in an Orange Shirt walk through the community, students created artwork with resource workers including a zipper pull and bannock was served.

### AGASSIZ ELEMENTARY SECONDARY/ACE:

- Following school-wide recognition of Orange Shirt Day Mr. Fuerth's English 8 class completed an Orange Shirt Day lesson and worksheet. AESS support worker Kalli Bone had arranged for elder Reid Peters to speak in Mr. McLachlan's social studies class about his experiences at residential school but the plans had to be cancelled because of COVID-19 school closures.

COQUIHALLA ELEMENTARY: At Coquihalla this year the Grade 5 students continued to learn about residential schools as part of the Grade 5 class curriculum.



- FNSW Patti Dubreuil planned a residential school presentation with the Grade 2 students of Ms. Fairclough's class and Ms. Drew's class. They read the *Shi Shi Etko* story book and followed up with a discussion about residential schools.

#### HARRISON HOT SPRINGS ELEMENTARY:

- HHES students recognized Orange Shirt Day with an assembly and a school visit from Thelma Florence, organized by principal Tammy Nazarchuk. Ms. Florence was very generous in her sharing and the students enjoyed hearing her speak and answer their questions. Students wore their AEC sponsored orange shirts to the assembly.

#### SILVER CREEK ELEMENTARY:

- Teacher Cheryl Carlson and FNSW Alicia James organized a school-wide event on Orange Shirt Day to teach students about past history and the impacts of residential school. They showed the *Shi Shi Etko* video as well as reading Phyllis Webstad's orange shirt story to the students.

#### TWO RIVERS EDUCATION CENTRE:

- Nichole Bodai from Hope and Area Transition society (HATS) created Orange Shirt Day pins with students using first nations beading techniques. FNSW Antoine McHalsie showed students videos about Canada's residential school history and led the students in a discussion on the significance of Orange Shirt Day.

#### KENT ELEMENTARY:

- On the morning of September 25<sup>th</sup> Kent students participated in a school-wide assembly with Elder and Orange Shirt Day founder Phyllis Webstad who had been invited to speak in school district 78 by HSS FNSW Jessica Poirier. She spoke of her experiences at the catholic residential school in William's Lake and students wore their orange shirts to the assembly. Ms. Webstad's presentation brought awareness of this time in history to students and staff.

#### HOPE SECONDARY:

- On September 25<sup>th</sup> HSS students participated in a school-wide assembly recognizing Orange Shirt Day organized by FNSW Jessica Poirier. Author and Residential school survivor Phyllis Webstad spoke to the students of her experiences at the St. Joseph Mission school in William's Lake and the impacts it made on her. Students were encouraged to answer questions at the end of Ms. Webstad's presentation.

## 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 Indigenous issues and education, and to come up with strategies to increase the success of our Indigenous 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 after two trips to the UBC Residential School History and Dialogue Centre were planned and postponed due to construction delays at the Dialogue Centre, alternate meeting plans were made.

**NOVEMBER 27, 2019:** The Collaborative Meeting plan to visit the UBC Residential School Dialogue Centre was postponed by construction delays so an alternate plan was developed. The group of Support Workers, AEC representatives, Trustees and Administrators met for a day of workshops and discussions and it was hosted at Seabird Island Millennium Hall. AEC Chair Leanne Bowcott and former Chair Cathy Speth reviewed the purpose of Collaborative Meetings, the role of the AEC and terms of reference.

The two collaborative workshops included a 60's Scoop presentation by BCTF facilitator Brian Coleman and Jordan's Principal was presented by Stephen Aucoin, Manhvi Ruseel and Laura Langs. Following the presentations, the support workers and principals each shared school updates and reports.

**APRIL 29, 2020:** The April Collaborative Meeting was cancelled due to schools being closed because of COVID-19 and provincial restrictions around safe group gathering sizes. We hope to be able to resume in-person meetings in the fall and may explore using Zoom for online collaborative meetings.

## Goal 2

2019/2020 marked the second year of using Goal 2 in place of the Education Enhancement Agreement (EEA).

After the Aboriginal Enhancement Agreement expired in 2017/2018 the AEC decided that the Aboriginal Goal section (Goal 2) of the District Growth Plan would be a more effective instrument in promoting Indigenous student success going forward, as there was substantial duplication between the District Growth Plan and the Enhancement Agreement. To ensure student success, data tracking has continued under the Goal 2 portion of the growth plan.

Last spring the Aboriginal Education Council discussed and reviewed the goals with Assistant Superintendent Kevin Bird and discussed some changes, revisions and improvements for the 2019/2020 school year. Of the three objectives in the original Goal 2 two remain the same including a focus on literacy and numeracy and encouraging attendance and punctuality. A key new aspect being considered for these two objectives is using cohort or same group student data to track each grade over time using colour coding to identify areas of success and difficulty. The third objective in the original Goal 2 centred on self-identity. Discussion of this objective is focused on better defining the evidence that might be collected and understanding what self-identity might mean for individual students.

## Tutoring Programs

### ON-RESERVE TUTORING PROGRAMS:

- *Seabird Island Band:* Tutoring was offered by Courtney Charlie and Tamara Andrew on Tuesdays and Thursdays from 3:00-5:00 PM for students in Grade 3-12. No final report was received.
- *Shxw'owhamel First Nation:* A tutoring program was not in place but the AEC approved an application to use tutoring funds to provide iPads/laptops for students to use while participating in remote learning during the COVID-19 school closures.
- *Chawathil First Nation:* A tutoring program was not in place but the AEC approved an application to use tutoring funds to provide iPads/laptops for students to use while participating in remote learning during the COVID-19 school closures.

### OFF-RESERVE TUTORING PROGRAMS:

- *Agassiz Elementary Secondary:* AESS FNSWs Kalli Bone and Nicole Charlie facilitated the program over their lunch hour and provided a pizza lunch on Thursdays as an incentive to get students to attend. The AESS Tutoring Program went from October, 2019 to March, 2020 running 11:15 a.m. to 12:00 noon. Students from Grade 7 to Grade 12 were referred by staff and attended the program to work on various core subjects such as English, Math and Social Studies. Because the tutoring program ended early this year due to COVID-19 school closures, extra tutoring funds were used to purchase a fridge for the FNSW office which will be used for keeping snacks and drinks on hand for students next year.
- *Boston Bar Elementary Secondary:* The BBESS Tutoring Program went from January 2020 to March 2020 and was facilitated by teacher Michele Dekok on Friday mornings from 9:00-12:00, also known as "Friday School". There was an average of two sessions per month with 3-5 students attending.

- [Coquihalla Elementary](#): The CES Tutoring Program ran from September 2019 to March 2020 when schools were closed to slow the spread of COVID-19. The program was facilitated by FNSW Patti Dubreuil and she worked one-on-one with four regular students in one-hour after school sessions. Teachers recommended children who needed help and parents picked students up from the tutoring program. Sessions focussed on accelerated reading, math and preparing and studying for tests.
- [Hope Secondary School](#): The HSS Tutoring Program ran from October, 2019 to March, 2020. FNSW Jessica Poirier continued to stay after school with students to drive Spuzzum students home as needed. The tutorials were held after school with teachers volunteering to stay to help students. Vice Principal Koslowsky ordered pizzas to have as a snack used as an incentive to encourage students to stay and get help with their work.
- [Silver Creek Elementary](#): The SCES Tutoring Program ran from September to March on weekdays from 12:00 noon to 1:00 p.m., and during recess as needed. FNSW Alicia James ran the program and some days she ran both sessions on the same day in order to reach and help as many students as possible. Sessions were held in the school library so students could access the iPad lab during the tutoring session. Some tutoring funds were used to purchase a new iPad so more students could be getting help at the same time. FNSW James held 68 sessions which allowed 287 contacts with children who needed extra help.
- [Two Rivers Education Centre](#): The TREC Tutoring Program ran as an ongoing, daily program to assist students on an individual basis when needed. Incentives such as gift cards, art supplies or electronics were provided to encourage students to seek assistance with their academics and incentive prize funds were matched by the school. Students strive to complete work in order to earn one of the incentive prizes.

## Language Programs

### NLAKA'PAMUX LANGUAGE PROGRAM

Fraser-Cascade and the AEC posted the Boston Bar Elementary Secondary Language teaching position to replace Charon Spinks after her retirement but unfortunately no one has been hired for the position as of yet.

### HALQ'EMÉYLEM LANGUAGE PROGRAM

Roxanne George started her second year of teaching Halq'eméylem to students at Kent Elementary, Harrison Hot Springs Elementary, Silver Creek Elementary, Coquihalla Elementary and Two Rivers Education Centre in September. She will resume teaching in the fall once a schedule has been planned for each school following COVID-19 protocol.

## Mentorship Program

Aboriginal Mentor Kristie Peters worked three days a week at Hope Secondary School (HSS) and one day per week (until January) at Boston Bar Elementary Secondary (BBESS) this year, plus one administrative day. The three days at HSS were funded by the Aboriginal Education Council (AEC) and the administrative day and the day worked at BBESS were funded by the Ministry for Child and Family Development and both programs were contracted through the Hope and Area Transition Society (HATS). Ms. Peters stopped working in Boston Bar because she was attending school and working towards her Education Assistant certificate.

Ms. Peters' and the HSS support workers continued to share office space this year. Keeping sensitive one-on-one student sessions confidential is still an ongoing concern but students were more familiar with the changes this year and everyone worked together to create a schedule to provide students with uninterrupted privacy. Custom cupboards and countertops were built by maintenance and added to the space which freed up some space to make the shared office more organized.

This spring the AEC approved moving the Mentor Program/Position out of the contract with HATS and adding it to the district First Nations Support Worker Team for 2020/2021. The position will be full time and days will be shared between AESS and HSS. Boston Bar Elementary Secondary students will continue to have a mentor provided through the Ministry for Child and Family Development. After nearly ten successful years as a pilot project under the HATS umbrella, it was decided the position is necessary and valuable to students. Having a continuing position will ensure continuity for the students as well as providing students in AESS with the mentor service.

## Report from the Superintendent

Once again this year, it has been my privilege to attend monthly Aboriginal Education Council (AEC) meetings and work in partnership with members of the AEC, First Nations Bands and Community members in supporting Indigenous student achievement. The focus of every AEC meeting is on working together to support the learning and social-emotional needs of Indigenous students and all students. As Cathy Speth, former AEC Chair has stated, "The AEC was originally established to oversee the budget process. We are now an active council that provides support for not only academic achievement, but social-emotional well-being as well."

I continue to appreciate the opportunity to celebrate the important work that is being accomplished by our First Nation communities. On September 26, 2019, I was honored to attend the tenth anniversary of the opening of the Anderson Creek Outreach Center. This was an important celebratory occasion where Chief Dolores O'Donaghey, of Boston Bar First Nation, and medical services providers were recognized for their visionary leadership in providing important support for First Nation community members.

Once again, this year, we were proud to recognize Orange Shirt Day throughout the Fraser-Cascade School District. Students and staff in each of our schools engaged in activities to promote an awareness and understanding of the history of Orange Shirt Day and in the spirit of supporting reconciliation for generations of children to come.

I considered it an honor and a privilege to be invited to attend the *Truth and Reconciliation Call to Action* on October 30, 2019 at Te Lalemtset First Nation. This was a wonderful opportunity for me to increase my knowledge and understanding of the "truth" involved in this process. I concur with what an elder stated on this day, "We must open our hearts and minds so we can grow together on this journey."

The AEC supports the attendance of Indigenous students at the annual Aboriginal Youth Conference. We were very proud of the two students who attended this year and in turn made an excellent presentation at the AEC meeting in December.

We are pleased to continue to work in partnership with School District 43 (Coquitlam) and School District 75 (Mission) in submitting articles to the *Canoe* magazine. We wish to thank students and staff for their wonderful submissions, which promote a positive image of First Nation language, culture and heritage as well as the success of our students in the true spirit of the *Truth and Reconciliation Report*.

Each year the AEC organizes two collaborative meetings, one in the fall and one in the spring. The meeting in the fall was held on November 27, 2019 at Seabird Island. This was a very comprehensive meeting, which covered the following topics: *Purpose of Collaboration, Aboriginal Education Council (Roles), Terms of Reference, 60's Scoop and Jordan's Principle*. The session on the 60's scoop provided insight into the impact on students and families. As Murray Sinclair has stated: *Education got us into this problem, and education will get us out*. It is also my belief that through sessions such as the one on November 27 we will gain a better understanding and pass it on as witnesses. Unfortunately, due to COVID-19, the collaborative meeting scheduled for April 29, 2020 was not able to take place as originally planned.

Once again, this year our Professional Development committee worked together with the AEC to provide a joint Professional Development Day. Our theme was *Connecting Tomorrow*.

We were honored to begin our day with the Sts'ailes Dancers, followed by a keynote address by Dr. Sara Florence Davidson. Sara has a PhD in literacy education from UBC and is an Assistant Professor in the Teacher Education Department at the University of the Fraser Valley where she teaches Indigenous Education and English Language Arts methods courses. Dr. Florence Davidson taught us the importance of the nine Ska'da principles from her book: *Potlatch as Pedagogy: Learning Through Ceremony*. The principles teach us from where learning emerges, how learning occurs and that learning honors the power of the mind, our history and our stories. We should never underestimate the power and importance of stories, the impact they can have on our personal and professional lives and how they can transform our thinking, the way in which we view the world and understand each other.

The Native Indigenous Teacher Education Program (NITEP), which officially opened in September 2016, continues to enroll students who are working toward graduating within the next few years. We are excited that these future teachers will graduate not only with a Bachelor of Education degree, but also with increased knowledge and understanding of First Nations culture and heritage. We look forward to our students benefitting from having First Nation teachers as role models in our classrooms.

At the AEC meeting held on March 11, 2020, Joe Heslip, from the Ministry of Education, introduced the *Equity In Action Project*. This project, which was endorsed by the Board of Education on April 21, 2020, reviews the necessary supports, which need to be in place in order to develop confident, successful learners with a sense of belonging and identity. We are looking forward to engaging in this process with members of our AEC, First Nation Bands and community members.

It is unfortunate that due to COVID-19, it was necessary to cancel the Career Fair originally scheduled for May 7, 2020. I wish to thank members of the AEC and the Vice Principal of Careers and Transitions for all of the planning and preliminary work that had been completed in preparation for this annual event. We look forward to providing this amazing experience for our students once again next year where they will be able to expand their understanding of exciting future career opportunities.

Although we were unable to host honoring ceremonies in each of our schools this year, I wish to state how very proud I am of the accomplishments of each of our Indigenous students. In particular, I wish to extend my sincere congratulations to our Indigenous students who will graduate this year.

The continued success of our Indigenous students and all students is due to the wonderful support they continue to be provided. As we look back on the 2019-2020 school year, we note the many unprecedented challenges that we have faced due to COVID-19.

During the last few months we have witnessed an extraordinarily high level of leadership, kindness, compassion, commitment, understanding and caring on behalf of our administrators, teachers, First Nation Support Workers, parents, members of the AEC, First Nation Bands and community members. We asked that learning opportunities and support be provided in a new way to assist our students and everyone stepped up to this challenge in a manner that exceeded all of our expectations. I wish to extend my sincere appreciation to each of you!

As this will be the last submission I provide for the Aboriginal Year End Report, I wish to close by saying that it has indeed been an honor and a privilege to work with the Aboriginal Education Council not only in my role as superintendent of schools, but in the various roles I have fulfilled throughout my entire career of 29 years in the Fraser- Cascade School District. I am so proud of the effective working relationships that have been established.

The greatest honor that has ever been bestowed upon me was at the February 28, 2020 District Pro D day, when during her opening remarks, Trustee Cathy Speth stated: "I wish to thank Dr. Nelson for her ongoing support of Indigenous students. Dr. Nelson is one of us." I responded by saying, "I feel the same way, I have the greatest respect for the AEC members, all First Nation Band and community members and the work that continues to be done for our Indigenous students".

In closing, I would like to take this opportunity to thank Leanne Bowcott, AEC Chair; Cheryl Davidson, Vice Chair; each of the AEC members; as well as Rod Peters, District 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 Indigenous student learning. Best wishes to everyone for a well-deserved restful and relaxing summer.

Dr. Karen Nelson  
Superintendent of Schools

## Principal's Report

It has been an honour to work with the Aboriginal Education Council this year and I would like to thank Leanne Bowcott (Chair), Rod Peters and Miranda Cowan for their leadership and hard work. I would also like to congratulate Cathy Speth our former Council Chair who was elected as a School Board Member this year. It is a pleasure to work with the Council as they are always focused on providing support to our Aboriginal and Metis students and their families.

It has been a busy year with lots of activity and the big adjustment with COVID-19. The pandemic has impacted the delivery of face to face instruction and several of our Council activities. The District & Indigenous Education Professional Development Day held on Friday February 28<sup>th</sup> at AESS was an excellent day. This annual event jointly sponsored by the AEC Council and School District 78 is always one of the highlight of the year for me. The professional development opportunities are so rich. Once again, an amazing number of presenters provided excellent opportunities for all to learn and engage with colleagues. This day is one of the most complete professional development opportunities available in the province and a true benefit for our partner groups and staff. I talked to a First Nations teacher from the interior who comes every 2<sup>nd</sup> year to our Pro. D day because of how rich the offerings are. One of the highlights this year has the carving of our District Podiums and the contracts for the house posts at several schools. To continue learning about the protocols and ceremony that was required for the raising and installation is a rich learning opportunity. Our District continued to participate in and support The Canoe magazine which is a joint collaboration of Coquitlam School District, Mission School District and Fraser-Cascade School District.

"I am pleased that the Board of Education has voted to join the **Equity and Action Plan** with support from Joe Heslip the Lead for this initiative through the Indigenous Education department of the Ministry of Education."

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 and 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

# 2019/2020 Highlights

SD78 Indigenous 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 Indigenous 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.

**ORANGE SHIRT DAY:** Jessica Poirier, FNSW at Hope Secondary School contacted and invited Phyllis Webstad to visit SD78 for Orange Shirt Day. Ms. Webstad traveled to Kent Elementary and spoke to the students at a morning assembly. In the afternoon Ms. Webstad presented to Hope Secondary school students on Wednesday September 25<sup>th</sup>, 2019 at a school assembly. Phyllis shared her story about attending residential school and reminded staff, students and parents that Every Child Matters

**INDIGENOUS WELCOMING/ART PROJECT:** During the 2018/2019 school year the AEC voted to spend up to \$1000 per school to be used to make students and parents feel represented and welcome at schools. Two schools applied for and completed their projects: Hope Secondary School and Kent Elementary School. FNSWs Jessica Poirier and Caitlin Demmitt contacted local artist Bon Graham to work with the students to create a new version of the Hope Mustangs Logo. FNSW Cody Dool and Principal Watchorn worked together to create a sign for the school entrance way welcoming all Indigenous students.

**CANOE MAGAZINE:** This magazine 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).

Only one 2019/2020 Canoe Magazine was published this school year. A spring edition was being planned, but put on hold during the world-wide COVID-19 pandemic.

SD78 Fraser-Cascade was featured in articles about Phyllis Webstad and her visits to Hope Secondary School and Kent Elementary School, the Siya:Ye Yoyes Strengthening the Circle: Aboriginal Youth Leadership Conference, Taking Our Learning Outdoors at Silver Creek Elementary and the V'Ni Dansi Metis Jigging presentation at Coquihalla Elementary School.

**BURSARIES:** The Aboriginal Education Council funded four \$1,000 bursaries for our hard-working Indigenous students who have applied for and been accepted into a post secondary education program. This year a one-time motion was made to double the AEC bursary amount to \$6,000 to help more students attending post-secondary school. There were four AEC bursary winners from three different schools. These students will have 2 years to provide our district with proof of registration into post-secondary education to collect their bursary. Additionally, the AEC put \$800 towards three one-time \$1,000 Trustee John Koopman Memorial Bursaries and one these bursaries was awarded to an indigenous student at HSS.

In addition to the AEC bursaries, the Chilliwack Métis Association gave a \$500 bursary to an AESS student.

Together our Indigenous students were awarded with over \$45,000.00 in bursaries and scholarships.

**DISTRICT PODIUM:** The AEC put out a call to local carvers to bid on creating a Fraser-Cascade district podium. Carver Robert Thomas of Sq'ewlets First Nation and carver Carl Stromquist of Spuzzum First Nation both submitted plans that were very different. Both designs were chosen so the district would have two podiums; one to represent our Stó:lō students and one to represent the Nlaka'pamux students. Mr. Thomas finished carving his Sasquatch Mask podium and it was unveiled at the District and Indigenous Education joint Pro D in February. At the unveiling Ryan Charlie of Sts'ailes explained the significance of the Sasquatch and the podium was blessed with cedar boughs. The Sasquatch dancers celebrated the mask carving with three different dances. The Sasquatch podium was recently used for the TREC grad and at Dr. Karen Nelson's AEC retirement recognition ceremony held at the district education office on June 26<sup>th</sup>.

**NEW FNSW POSITIONS:** The AEC decided to bring the Indigenous Mentor position into the district as part of the FNSW team. The mentor will continue working at HSS for three days per week and work at AESS two days a week. Boston Bar School continues to have their mentor program provided through MCFD.

The AEC has created a new FNSW position that includes working at Harrison Hot Springs School one day per week and filling in for support workers who are home sick or helping out with ceremonies and event planning. Having a substitute FNSW available will ensure that programming isn't interrupted and will offer students consistency. This position is a pilot project and will be reviewed by the AEC in the spring of 2021. Creating this position also allows us to have two full-time FNSWs at Kent Elementary School.

## 2020/2021 Goals

**GOAL 2 ABORIGINAL EDUCATION:** Kevin Bird, Assistant Superintendent of schools, Aboriginal Education Council Member and District staff were working together:

- To enhance Indigenous and Métis student's sense of self-worth
- To meet our achievement targets for Indigenous and Métis students
- To increase Indigenous and Métis student attendance and punctuality to target levels.

Work on Goal 2 will resume in the fall with our new assistant superintendent Renge Ballie.

**PARENT CONFERENCE:** At the June 2019 AEC meeting it was decided that one of the goals for the upcoming school year would be to host a parent conference. Support workers and a core team of AEC members were planning for this event to be held September 2020. The project is currently on hold due to COVID-19 gathering restrictions and support workers and the AEC planning team will resume planning when it is safe to do so.

**DIGITAL REPORTING:** A new online survey format of the support worker monthly report will begin in September 2020. Support workers will complete a brief questionnaire daily which will eliminate the need to complete and submit a monthly report. The support workers will be issued iPads to use for their reporting and each school will have an individualized report. Moving the mentor position into the FNSW team will allow us to incorporate student contact data with the HSS and AESS support worker data.

**ORANGE SHIRT DAY BUTTONS:** At an AEC meeting it was suggested that a button/badge maker be purchased to create orange shirt day recognition buttons. Teachers and school can borrow the button press and possibly hold a contest to create a winning design that is used by the whole school. AEC members have offered to help out at schools who would like to create buttons with their students.

**STUDENT LEADERSHIP:** Another initiative that was proposed at the June 2019 AEC meeting was to provide our Indigenous students with a local student leadership conference so all secondary First Nations students could attend. The support workers had been working on this project with the AEC and had planned to host the event on a fall Pro D day so that students didn't have to worry about missing school and having school work to catch-up on. Currently up to five youth from each high school are chosen to attend the Strengthening the Circle Youth Leadership conference in Langley each year. A district conference would be a way to reach all Indigenous youth and let all students participate. Planning will resume when the province says it is okay for people to meet in larger gatherings again.

**LOCAL CURRICULUM:** A motion was made at a spring AEC meeting to provide funding to hire two FNSWs and two teachers to work on creating lesson units that have local culture and traditions infused into them. Keith Carlson will be helping guide the teachers and will provide a research student. Support workers will collaborate with the teachers and contact elders to ensure that protocol is being followed. There will be three elementary units and three secondary units with a focus on the local area and customs.

**EQUITY AND ACTION PLAN:** Joe Heslip, who is working for the ministry of Education in Victoria shared a presentation about the provincial Equity and Action plan at the February AEC meeting. The AEC decided to make a recommendation to the board that Fraser-Cascade participate in this program and the board voted to

join other districts in the province in participating in this new initiative. A meeting with Joe will take place in October to create a committee of interested partners and to identify some goals for the SD78 plan.

## Conclusion

On behalf of Indigenous Education and Services, I would like to acknowledge my appreciation for the contributions, support and partnership of the following people towards making 2019/2020 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 Mentor, 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 Indigenous Education Administrative Assistant.

Sincerely, Rod Peters

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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