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

### Indigenous Support Workers:

Agassiz Centre for Education (ACE) ----- Denny Cote  
Agassiz Elementary Secondary School (AESS) ----- Angela 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) ----- Denny Cote  
Hope Secondary School (HSS) ----- Jessica Poirier, Caitlin Demmitt  
Kent Elementary School (KES) ----- Lisa Berry & Cody Dool  
Silver Creek Elementary School (SCES) ----- Alicia James  
Two Rivers Education Centre (TREC) ----- Antoine McHalsie

### Mentor Support:

Hope Secondary School (HSS) & Agassiz Elementary Secondary School (AESS) ----- Kristie Peters

### Language Instructors:

Nlaka'pamux - Boston Bar Elementary Secondary (BBESS) ----- Jenelle McMillan  
Halq'eméylem – (KES, CES, SCES, and HHSES) ----- Dallas James

# Notes from the DIEC



My final and 19<sup>th</sup> year as District Indigenous Education Coordinator (DIEC) 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 Indigenous Education Council (IEC), SD78 Fraser-Cascade Administrators, Board of Education and the Indigenous Branch of the Ministry of Education and overseeing the work of our Indigenous Support Workers and Indigenous Youth Mentor.

This 24<sup>th</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 bands and First Nations, including the Fraser Cascade School District. This year on June 30, 2021 the 2018-2021 Local Education Agreement expired with all local bands and First Nations, with the Fraser-Cascade school district. There has been communication out to the Fraser Salish Education Council, the Indigenous Education Council Representation, and Board of Education Trustees by Balan Moorthy, Superintendent, to either roll-over or meet to negotiate each Local Education Agreement towards 2021-2024 signing ceremonies.

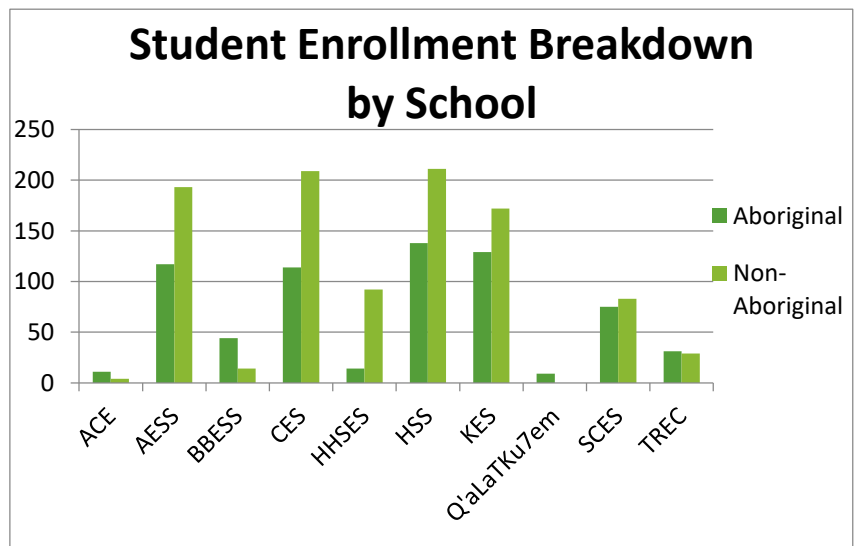
This report, jointly initiated by the IEC and the SD78 Indigenous Education Department, meets the criteria as well as arrangements made for delivery of programs and services to meet their needs.

SD78 Indigenous 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'ewlets 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 Indigenous Education at the Ministry of Education in Victoria, 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.

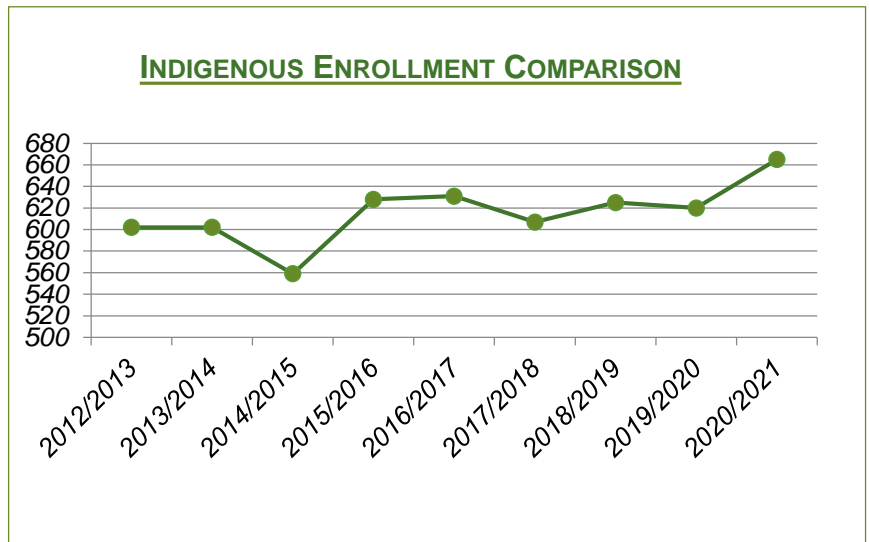
## Enrollment

Indigenous students make up 40% of the total Fraser-Cascade School District school age student population. The percentages of Indigenous students in each school as of May 31, 2021 are as follows:

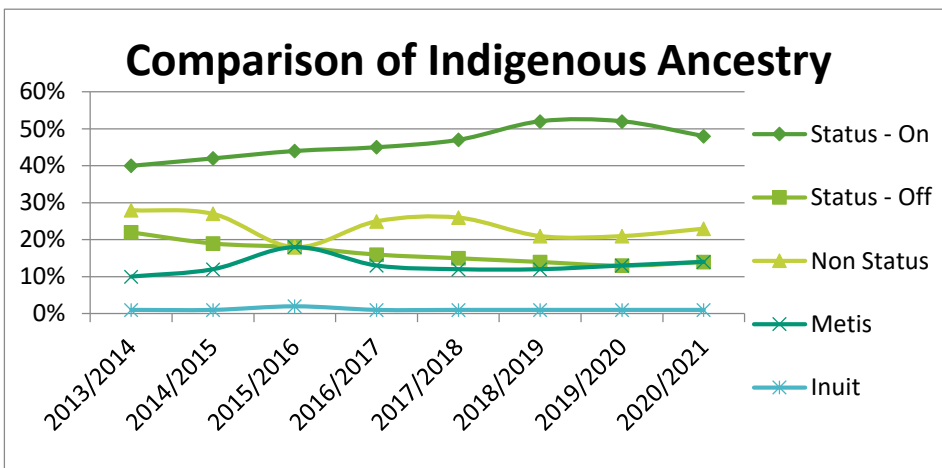
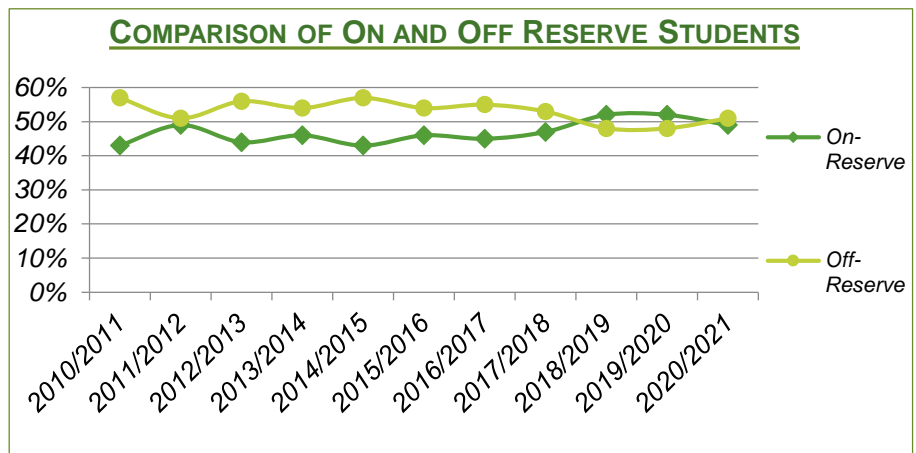
ACE	-----(11 out of 15)-----	73%
AESS	----- (117 out of 310)-----	38%
BBESS	----- (44 out of 58)-----	76%
CES	----- (114 out of 323)-----	35%
HHSES	----- (14 out of 106)-----	13%
HSS	----- (138 out of 349)-----	40%
KES	----- (129 out of 301)-----	43%
Q'aLaTKu7eM	----- (9 out of 9)-----	100%
SCES	----- (75 out of 158)-----	47%
TREC	----- (31 out of 60)-----	52%



As shown in this chart, our Indigenous student enrolment has increased this year from 620 funded students last year to 665 funded students in September 2020. By the end of the school year, we had 682 Indigenous students enrolled throughout the school district. This year because of COVID-19 restrictions, schools had to get creative to deliver education to our students. SD78 was able to offer an online learning solution using Wester Canadian Learning Network (WCLN) so students could learn from home. We also had some students from our community schools transfer into SD78 schools to have the option of in-person learning.



This year 49% of our Indigenous students lived on one of our 14 reserves and the remaining 51% lived in and around town. The slight increase in off-reserve student enrolment this year could have been a result of COVID-19 restrictions and an increase in student anxiety about attending school in person.



Our on-reserve student numbers slightly decreased this year. This could partly be due to students attending out-of-district online schooling options or could have been a result of COVID-19 community closures. The increase in status off-reserve students and non-status students seems to be in line with the decrease in status of on-reserve students.

## ISWs: Working for Our Students

A very important part of our Indigenous Education department is our Indigenous Support Workers (ISWs). 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 ISWs 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 (HSS), Agassiz Elementary Secondary (AESS), and Agassiz Centre for Education (ACE) ISWs had with their students for emotional support is lower compared to the other Support Workers because the Indigenous Mentor at the school focuses mainly on the social and emotional needs of the students. Overall contacts were lower this year due to COVID-19 guidelines, more kids schooling from home, and ISWs being assigned to specific cohorts which prevented them from connecting with students in group activities. 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, ISWs 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 ISW 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 ISWs 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 ISWs 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 Indigenous Mentor at HSS handles many of these contacts which leaves those ISWs more time for academic support for their students. In other schools, ISWs 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 ISWs 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 ISWs, students, families and other school staff.

Month	Parent Contacts	School Meetings	Community Contacts	Academic Support	Emotional Support	Social Contacts	Total Contacts
September	142	42	38	278	127	361	<b>988</b>
October	136	48	47	301	52	404	<b>988</b>
November	160	18	57	188	155	267	<b>845</b>
December	96	10	30	230	84	333	<b>783</b>
January	120	22	33	266	175	324	<b>940</b>
February	107	24	27	254	336	265	<b>1,013</b>
March	100	12	6	365	115	420	<b>1,018</b>
April	128	11	16	307	214	431	<b>1,107</b>
May	74	11	19	393	164	489	<b>1,150</b>
June	41	4	13	286	166	468	<b>978</b>
	<b>1,104</b>	<b>202</b>	<b>286</b>	<b>2,868</b>	<b>1,588</b>	<b>3,762</b>	<b>9,810</b>

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 ISWs this year.

### RESOURCE MATERIALS AND NEW CURRICULUM:

- *Fraser River Book* by Carol Blacklaws
- *Sí:tel Á:La Goes to Fish Camp* by Sí:tel Á:La & Lauralee Kelly
- *The Story of Chehalis* by Ed Leon
- *Stand Like a Cedar* by Nicola Campbell & Carrielynn Victor
- *Being Ts'elxweyeqw* by Ts'elxweyeqw Tribe and David Schaepe
- *Granny and I get Traditional Names* by Celestine Aleck
- *Katzie Ethnographic Notes and Faith of a Coast Salish Indian* by Warren Suttles
- *Mom, How do you make Smoked Fish?* by Celestine Aleck
- *The Sockeye Mother* by Brett D. Huson
- *Orange Shirt Day* by Orange Shirt Day Society
- *Trickster Drift* by Eden Robinson
- *Thanks for Giving* by Kevin Loring
- *Salish Weave Art Collection box set 1 & 2* by Various Artists
- *When We are Kind* by Monique Gray Smith
- *Fry Bread: A Native American Family Story* by Kevin Noble Maillard
- *The Six Cedar Trees Teaching Bundle* by Margot Landahl



The Support Workers have reported that teachers continue to request help integrating Indigenous content into their curriculum and are asking for 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. The Indigenous Resource Library <https://indigenoused.libib.com> allows our support workers and teachers to request books and resources online. Each year the number of teachers and support staff using the online library to request books and curriculum increases.

The IEC purchased a button maker press and a Cricut sign-making machine that can be signed out from the Indigenous Education Office. The ISWs used the button maker to create pins for Orange Shirt Day, Pink Shirt Day, and Indigenous Day using student artwork. They are using the Cricut to make Halq'eméylem signs in the schools to increase student language exposure.

### PROGRAMS AND SERVICES:

- The Agassiz Elementary Secondary (AESS) Support Workers continue to run a lunch program throughout the school year for their homework/tutoring program as well as having snacks on hand. The AESS Foods teacher runs a school-wide breakfast program and our ISWs are an integral part of this program's success.
- The Hope Secondary (HSS) ISWs kept snacks on hand in their office for students when they were hungry. They help the Indigenous Youth Mentor run the Foodie Friday program as well as worked with school staff to implement a morning breakfast program.
- The Kent Elementary (KES) ISWs help the childcare counsellor facilitate a school-wide breakfast program by helping with the shopping and delivery to classrooms. They also help with the "Backpack Program" by sending students in need home with a backpack filled with snacks and easy to prepare foods to provide them with food over the weekend.

- Coquihalla Elementary (CES) ISWs ran a daily Breakfast Program throughout the year supplemented with generous muffin donations (chocolate, blueberry, strawberry, mixed berry, carrot, and cranberry orange) from McDonald's. Patti and Tanya also provide snacks and lunches as needed.
- Silver Creek Elementary (SCE) offers a daily breakfast program through breakfast club of Canada 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. ISW Antoine also provided weekly fruit smoothies as a healthy snack option for students and staff.

### CULTURAL ACTIVITIES AND PRESENTATIONS:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Bannock Making</li> <li>• Orange Shirt Day</li> <li>• Drumming and Singing</li> <li>• Slahal</li> <li>• Storytelling</li> <li>• Six Cedar Trees Teachings</li> <li>• Rattle Making</li> <li>• Traditional Fishing Methods</li> <li>• Métis Painting</li> <li>• Traditional Plant Walks</li> <li>• Bentwood Boxes</li> <li>• Envisioning Reconciliation</li> <li>• Medicine Wheel Teachings</li> <li>• Traditional Plant Harvesting</li> <li>• Beaded Chest Plates</li> <li>• Leather Row Bracelets</li> <li>• First Nations Artifacts</li> <li>• Leather Medicine Pouches</li> </ul> | <ul style="list-style-type: none"> <li>• Traditional Plants and Medicines</li> <li>• Sage Gathering</li> <li>• Blanket Exercise</li> <li>• Archaeology</li> <li>• Welcome Figure Ceremony and Protocol</li> <li>• Drum Making</li> <li>• Sasquatch Dancers</li> <li>• Jordan's Principle</li> <li>• Talking Circle</li> <li>• Cedar Bracelets and Weaving</li> <li>• Nlaka'pamux Storytelling and Legends</li> <li>• Guided Indigenous Art classes</li> <li>• Blanket Exercise</li> <li>• Stó:lō Culture &amp; History</li> <li>• Beaded Headdresses</li> <li>• Dream Catchers</li> <li>• Archaeology</li> <li>• Métis History and Traditions</li> </ul> |
|---|--|

### FIELD TRIPS:

- Because of the pandemic, out-of-community field trips were not planned this year. Support workers, teachers, and the Fraser-Cascade Mountain school organized local walks and hikes with smaller groups of kids. Grade 6 students in the district were still able to participate in the Skagit trip but it was a day trip and not the traditional overnight camping trip at Ross Lake.
- Students from Hope Secondary School (HSS) participated in local place name and history tours during the month of June with Shane John. ISW Denny Cote did some local plant walks with the students at Harrison Hot Springs.

This year the Support Workers continued to meet using the online meeting application Zoom to follow COVID-19 safe meeting protocols. They met online monthly to discuss how they were supporting students through the return to in-person schooling, how they had transitioned to emailing and phoning parents instead of home visits, delivering grocery gift cards to families in need, and delivering homework packages for students who preferred a hardcopy for their home studying. We were able to hold two outdoor ISW meetings at the end of the school year when the outdoor gathering restrictions had loosened a bit.

## Retirements

ROD PETERS This year we say goodbye to our long-time District Indigenous Education Co-ordinator Rodney Peters. Rod began his career in education with Seabird Island as an Education Coordinator in 1984, then as a First Nations Support Worker at Agassiz Secondary School in 1995, and finally in his current position as the

DIEC for almost 20 years! Rod has been working to improve education for our Indigenous students for almost 38 years and is known as an Indigenous Education leadership mentor throughout the province.

Rod worked hard to support students and our Indigenous support workers over the years. He brought and shared his local knowledge and teachings to the schools, such as teaching our students how to can salmon. Rod planned many learning opportunities for the staff of Fraser-Cascade through the district Pro-D, Collaborative meetings, ISW meetings, IEC meetings, as well as being an active member of the Siya:Ye Yoyes committee where he helped plan conferences for youth and support workers in school districts throughout the Fraser Valley. Rod was also an active member/director in the CMAW union local 2324.

Over the years Rod has become more than a boss and co-worker to SD78 staff members, and to the Indigenous Education Council. He is considered a great friend, a mentor, a respected elder, and an advocate for our Indigenous students and communities. Rod's easy-going demeanour, thoughtfulness, sense of humour, dedication to Indigenous Education, kindness, and work ethic will be missed. He provided our ISW team with supports and mentorship, he was always willing to help new IEC members learn the ropes, and was there to introduce new SD78 administrators to our bands and communities. Fraser-Cascade has benefited for years from Rod's education connections in the province, his strong community ties, and knowledge of local culture and history.

On behalf of the Indigenous Support Workers, the Indigenous Education Council, and the district office staff, we wish Rod the very best in his future endeavours. He will be truly missed and we hope he takes some time to relax and enjoy the retirement he deserves: fishing, spending time with his grandbabies, and having time for coffee with friends.

## Resource Teachings

Each year our Indigenous 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 2020/2021 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 Indigenous Education and District Pro-D event on Friday, February 26, 2021, in Hope. In-person conferences were unavailable this year due to COVID-19 restrictions.

**HALQ'EMÉYLEM UFV & NLAKA'PAMUX NVIT:** This year six of our support workers committed to enrolling in Halq'eméylem language courses at UFV in Chilliwack and one support worker enrolled in Nlaka'pamux through NVIT in Merritt. ISWs Tanya Zilinski, Caitlin Demmitt, Kristie Peters, Allison Peters, Angela Charlie, and Lisa Berry all successfully completed HALQ 101-Halq'emeylem Language 1 which was held online after school course two days per week. ISW Jessica Poirier and Nlaka'pamux Language teacher Jenelle McMillan completed NLEK-111 Nle?kepmx Language Pronunciation – Root Syllables and ISW Jessica Poirier also completed NLEK-130 Nle?kepmx Language Entry Tools: Introduction to Full Immersion two days per week after school. The online courses were so popular that some of the support workers were unable to enroll because the classes were full. ISWs Tanya Zilinski and Angela Charlie also completed HALQ 102-Halq'emeylem Language 2. We are thrilled to be building capacity in our language programs by having our support workers enhancing the teachings offered by Jenelle McMillan and Dallas James.

**FOOD SAFE:** COVID-19 presented our support workers with many challenges. One challenge was how to continue providing our students with breakfast, lunch, and snacks while following provincial COVID-19 food safety guidelines. We provided the support workers the opportunity to take online level one food safe during the fall so they were confident they could safely provide the students with meals and snacks. 9 support workers successfully completed the one-day program.

**UNIVERSITY OF ALBERTA - INDIGENOUS CANADA:** We had district administrators, a few teachers and a few support workers enroll in and complete this online class.

**NLAKA'PAMUX HISTORY:** In an outdoor presentation at Tuckkwiowhum Village, Elders Byron Spinks and Ernie Michel, spoke about the history of the Nlaka'pamux people, the traditional territory, shared artifacts, and shared tradition and culture.

**YALE FIRST NATION TRADITIONAL FISHING:** Chief Bob Hope and his daughter Vanessa presented about the history of fishing on the Fraser River from the traditional techniques using a dip net to modern methods. The teachings were shared at the Hope family fish camp where the ISWs got to see a wind dry rack, pit-home locations, cedar baskets and learned about fish preservation methods.

**UNIVERSITY OF BRITISH COLUMBIA LEARNING CIRCLE:** is an online platform that looks to connect or Indigenous Communities with crucial conversations on our health and well-being!

- The U.B.C Learning Circle provided the following playlists:
- Indigenous Sports
- FNHA Programming
- Indigenous Language
- Traditional Medicine and Wellness
- Elders and Knowledge Keepers
- Wellness Through COVID-19
- Indigenous Cultural safety

**DIANNA KAY: HALQ'EMÉYLEM LANGUAGE CURRICULUM DEVELOPED REGULARLY- SHARES AND SENDS OUT:**

- Halq'eméylem Language Monthly Themes for schools to use – Sto:lo New Year, Halloween, Thanksgiving, Remembrance Day, Christmas Valentines Day, Easter, Mother's Day, Fathers Day
- Orange Shirt Day – founder Phyllis Webstad: held on September 30<sup>th</sup> of each year
- Kamloops 215 – Brief background information about the Kamloops Indian Residential Schools
- Truth and Reconciliation
- Witness Blanket
- Reading Lists for Where are the Children site: Young readers ages 7-8, ages 9-12, high school, adults
- Little Lives Lost: Jeffery Point at Skowkale First Nations graveyard in Chilliwack

## Student Achievements

### **SPECIAL AWARDS:**

This year due to ever-changing COVID-19 regulations and guidelines, many schools were unable to host traditional Honouring ceremonies or year-end award ceremonies for the students.

Boston Bar school implemented a COVID-19 modified version of the Thompson awards for students and awards were distributed to students in their classrooms.

Our congratulations go out to the following awardees.

#### ***Boston Bar Grades 8-12 only:***

***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:

Julianna Campbell

***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:

Louise Hoskins

Winnie Boake

Korri Natowcappo

***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:

Lucas Westerlund

Logan Westerlund

***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:

Aiden Smith

Ashton Raphael

Ethan Angus

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:

Sil Baziuk

Justin Cairns

Aaron Johnny

AESS & HSS 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 Indigenous students were on the Honour Roll for the 2020/2021 school year. NOTE: Only students in grades 7 to 12 are included.

Adrianah Byers  
Tori Charlie  
Avery Loring  
Liberty Stump

Ceana Anderson  
Dara Clarke  
Zachary Loring  
Lucia Swaine

Charmaine Anderson  
Roseanna Hewitt  
Sammy Ryder  
Gage Turner

It should be noted that 5% of our Indigenous students were on the Honour Roll for the year compared to 18% of non-Indigenous students. We will continue to work on closing this gap over the coming school year. Initiatives like having a mentor working two days per week at AESS/ACE and the new district ISW who has the flexibility to help out at our larger schools are providing our students with more support.

**At AESS:** 5 out of 117 Indigenous students maintained A honours throughout the year

7 maintained B honours throughout the year

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

**At HSS:** 7 out of 138 Indigenous students were recognized for being on the honour roll each term

1 was on the merit roll each term

6 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.

- The Siya:Ye Yoyes Strengthening the Circle Indigenous Youth Leadership Conference was cancelled this year. Indigenous Youth Mentor Kristie Peters arranged some small healing circles, a youth grief program, and Young Warrior groups with the students at AESS, ACE, and HSS.
- Students at HSS and CES participated in the Halq'eméylem translation contest. The support workers practiced with the students and entered different categories in the contest.

### GRADUATES:

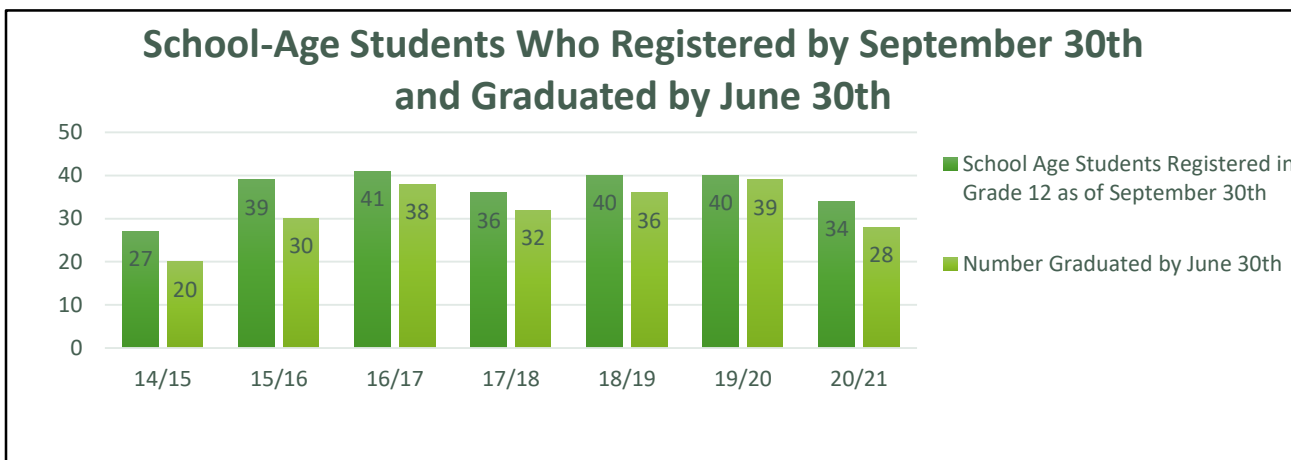
Our grads attended Agassiz Centre for Education, Agassiz Elementary Secondary, Hope Secondary, Boston Bar School and Two Rivers Education Centre:

Charmaine Anderson  
Justin Cairns  
Taylor Charlie  
Dakota Edwards  
Guinevere Jaic  
Emily Kutrowski  
Sarah Louis  
Sophia Olsen  
Echo Reyburn  
Marie Spence  
Kassandra Williamson  
Dalton Zadnikar

Vasil Baziuk  
Domonick Carscadden  
Daemon Cooper  
Joshua Fleet  
Nicola James  
Elijah John  
Rayne McIntyre  
Shayleen Peters  
Ojjin Short  
April Talarico  
Brayden Wilson

Devan Bready  
Leeson Chapman  
Brayden Cormier  
Bridgette Harris  
Branden Johnson  
Mackenzie Leverrier  
Alana Oleman  
Brandon Preston  
Aaron Silver-Charlie  
Loralai Thompson  
Brandee Wydenes

Of these 34 students, 34 graduated with a Dogwood diploma, there were no Evergreen graduates again this year. We had a few September grade 12 students who did not graduate but a few grade 11 students graduated a year early, which kept our number of grads from September to June the same. This chart includes one Indigenous adult grad from TREC.



Of our 34 school-age students who registered in grade 12 before the September 30<sup>th</sup> deadline, six did not graduate. We had 3 grade 11 students graduate and 3 students who enrolled after September graduate which kept our number of graduates the same at the end of the year.

Our Indigenous grads all received the gift of an embroidered blanket from the Indigenous Education Council as well as a graduation certificate from DIEC Peters.

We raise our hands to the 34 Indigenous students who graduated this year.

## Honouring Ceremonies

Honouring ceremony plans were very different this year due to COVID-19 health and safety protocols. Some schools had the Indigenous Education Office print certificates that were handed out in individual classrooms or cohorts along with a gift. Parents once again could not be invited and a few schools opted to have Indigenous Day celebrations that consisted of small or outdoor activities that met with current Ministry of Health regulations.

This spring our ISWs, students, and Superintendent Moorthy started discussing different meaningful ways to celebrate our Indigenous students and their culture, so students aren't feeling singled out. Some schools have very successful honouring ceremonies and other schools are finding that they may need a change in the future.

**HSS:** This year Hope Secondary School tried something new to celebrate our Indigenous students and their culture. The ISWs had to plan something different because due to COVID-19 restrictions they were unable to host a traditional honouring ceremony. The ISWs planned an Indigenous Spirit week that followed the HSS spirit week outline of five different days of celebrations. In addition to daily spirit wear, they created posters/bio posters of local successful Indigenous HSS grads, tasted nettle tea, hosted a Halq'eméylem word treasure hunt with prizes, offered bannock bites, as well as salmon samples that were preserved using traditional techniques.

Monday – Rock your Mocs (and Orange Shirt Day)

Tuesday – Red Shirt Day

Wednesday – Orange Shirt Day

Thursday – Nature Day

Friday – Indigenous Wear Day

**AESS/ACE:** At AESS ISWs celebrated their Indigenous students and Indigenous culture at the June 10<sup>th</sup> welcome banner unveiling ceremony. The banner was designed by artist Simone Williams-Horne in collaboration

with the support workers and is displayed in the school entranceway. At the ceremony the Sasquatch dance group performed, Ryan Charlie and Cody Dool spoke, there was drumming and singing, the AESS foods class helped to prepare bannock and chili for the whole school, and students were given reusable water tumbler with the banner image printed on it.

**KES:** At the end of May, Indigenous students at Kent Elementary were honoured in small cohort groups throughout the day. ISWs Lisa and Cody had the Indigenous Education Office print certificates for each student and presented them to their students, along with a small gift, in many small COVID-safe gatherings in the gym.

In June, once the COVID-19 restrictions had loosened up a bit they planned some Indigenous day activities including having the grade six students design Indigenous Day buttons for the whole school, unveiled their Salish weaving art piece (woven by master weaver Frieda George), and played slahal.

**CES:** Coquihalla support workers planned their Indigenous day for later in June when COVID restrictions had eased up a bit. They offered activities such as guided drawing, bannock bites, and invited carver Rocky LaRock to speak to the students about their house post. Part of the day included a ceremony to remember and honour the 215 children found at the Kamloops Indian Residential School. The students decorated memorial wreaths with small handprints that were put on display at the school.



The ISWs also gave their Indigenous students Indigenous Ed. certificates and a \$10 gift card to the Lucky Dollar store in small class-by-class ceremonies late in May.

**BBESS:** The BBESS Thompson Awards were held during the first week of June in small cohort celebrations. Students received awards and a small gift in their classroom, and students moving into the high school received a Boston Bar School hoodie.

ISW Lillian also planned activities for Indigenous Day. She had homemade bannock for staff and students and had Shoneena Loss do a presentation of how to identify, harvest, and create their own medicine. Nlaka'pamux Language teacher Jenelle also contributed by making dream catchers and Medicine Shields with the students.

**HHSE:** Harrison Hot Springs Elementary School traditionally combines their honouring ceremony awards with the end-of-year school award day. This year they were able to celebrate Indigenous students and traditions on Indigenous day as COVID-19 restrictions had somewhat eased by the end of June. The festivities, facilitated by ISW Denny, included a performance by the Sasquatch dance group, drumming, a guided art class, bannock, and Slahal.

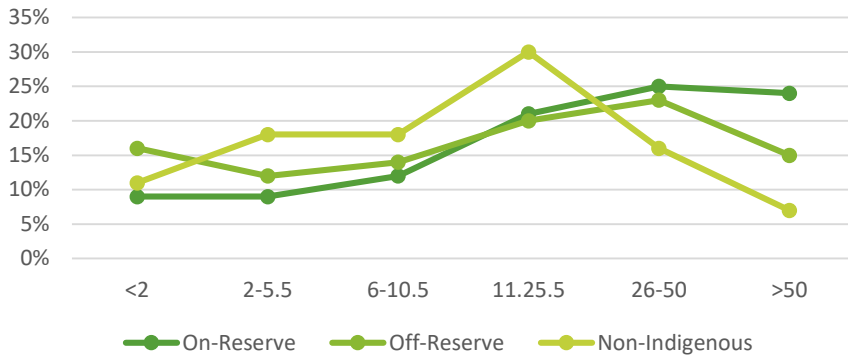
**SCE:** ISW Alicia held small honouring ceremonies for her students by going from class-by-class. Indigenous Students received a special gift and an Indigenous Education certificate and the rest of the students were given a certificate and a small token so everyone was included.

The students celebrated their house post unveiling ceremony on June 23<sup>rd</sup> and the ceremony was led by Si:yá:m Justin Kelly and facilitated by cultural advisor Shane John. Bannock and giveaways were provided for all of the students and guests in this small ceremony.

**TREC:** This year ISW planned a small Indigenous Day celebration for TREC students that included bannock and having Si:yá:m Justin Kelly speak to the students.

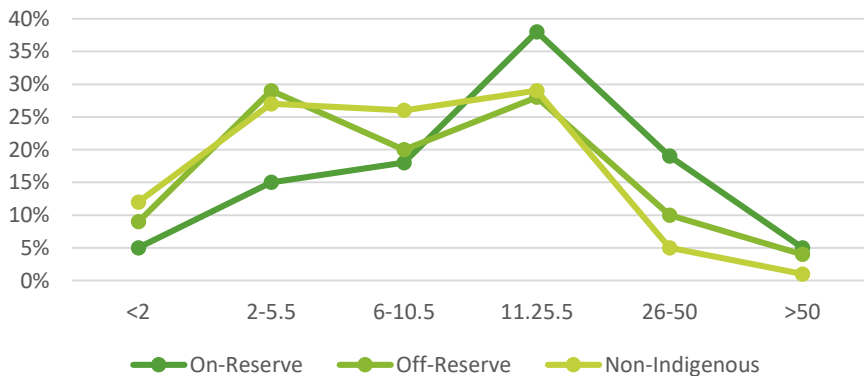
# Attendance

**Comparison of Absences Between On-Reserve, Off-Reserve and Non-Indigenous Students 2020/2021**



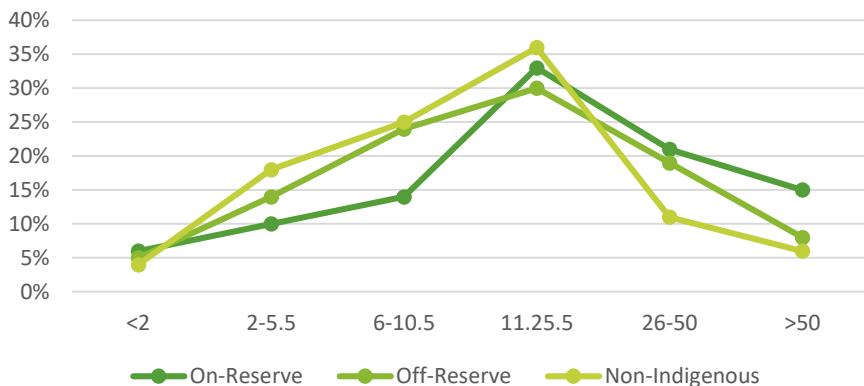
	On-Reserve	Off-Reserve	Non-Indigenous
< 2	9%	16%	11%
2-5.5	9%	12%	18%
6-10.5	12%	14%	18%
11-25.5	21%	20%	30%
26-50	25%	23%	16%
> 50	24%	15%	7%

**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%

- Since 2018/2019 the number of students, both Indigenous and non-Indigenous, missing 2 days or less has shown an improvement with more students having near-perfect attendance. This may partly be based on how schools were tracking attendance for option 3 online students during COVID-19. There are quite a few students with near-perfect attendance but it was assumed that those students were not missing days of school at home.
- The number of on-reserve and off-reserve Indigenous students missing 2 to 5.5 days has decreased by 1-2% since 2018/2019. We had more Indigenous students with near-perfect attendance and more students that missed over 50 days of school so this slight drop is expected. Non-Indigenous students missing 2 to 5.5 days have been holding at around 18%.
- The number of on-reserve Indigenous students missing 6 to 10.5 days showed a slight decrease of 2% since 2018/2019, but the number of off-reserve students missing 6 to 10.5 days decreased by 10%. This decrease is due to students missing more days of school due to COVID-19. Students were dealing with anxiety about attending class during the pandemic and many chose to stay home where they felt safer. Non-Indigenous students missing 6 to 10.5 days dropped by 8% - again as a result of the pandemic.
- The number of on-reserve students missing 11 to 25.5 days shows a decrease from 33% in 2018/2019 to 21% this year. Off-reserve students missing 11 to 25.5 days show a decrease of 10% since 2018/2019 and non-Indigenous students missing 11 to 25.5 days show a decrease of 6% (these numbers may have been more similar to previous years if it weren't for the COVID-19 epidemic).
- The number of on-reserve, off-reserve, and non-Indigenous students missing 26 to 50 days all increased by 4% since 2018/2019. There were generally a higher number of absences recorded through the year due to student anxiety, the slow return to school in the fall as people felt more confident with safety precautions, and as vaccines became more available.
- The number of on-reserve students missing over 50 days over the school year increased by 9% since 2018/2019; off-reserve students showed an increase of 7%, and non-Indigenous increased by 1%. Student absences were generally higher this year due to many different factors of the COVID-19 outbreaks.

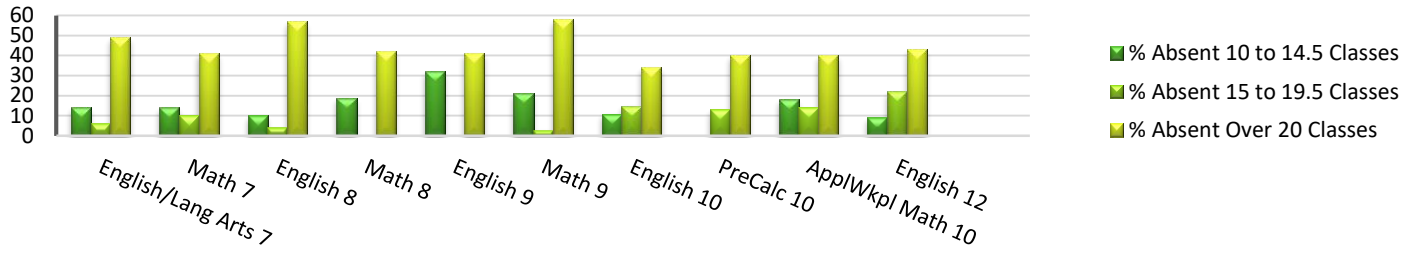
One of the ways we are measuring the success of Indigenous students in our Goal 2 of the District Growth Plan is keeping track of how many classes our students miss and whether or not consistent absences affect their grades. The first pair of graphs below shows the percentage of students who missed between 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 don'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 longer data for that course.

This year a number of students haven't completed courses because of COVID-19 option 2 and option 3 back-to-school transitions that resulted in many absences. There were also students who were not engaged for most of the year and did not complete enough work for the teachers to assign them with a mark. It was recommended that all of these students enroll in summer school which could result in more students passing the courses by the end of the summer if students signed up and are submitting their course work. Students who were not given a mark due to frequent absences, not handing in assignments, or not engaging with their teacher may be assigned to the next grade level in September. Some students will transition to the next level with no issues and some will struggle due to missing the core components of the course.

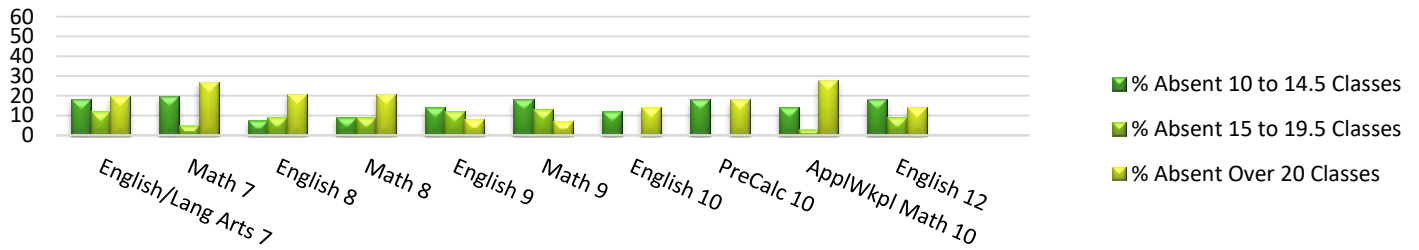
\*\*Students on an adapted or modified program are not assigned a grade and move into the next grade in September.

**COMPARISON OF ATTENDANCE IN CORE CLASSES BETWEEN 2019/20 AND 2020/21**

**Absenteeism of Indigenous Students in Core Secondary Courses  
2020/2021**

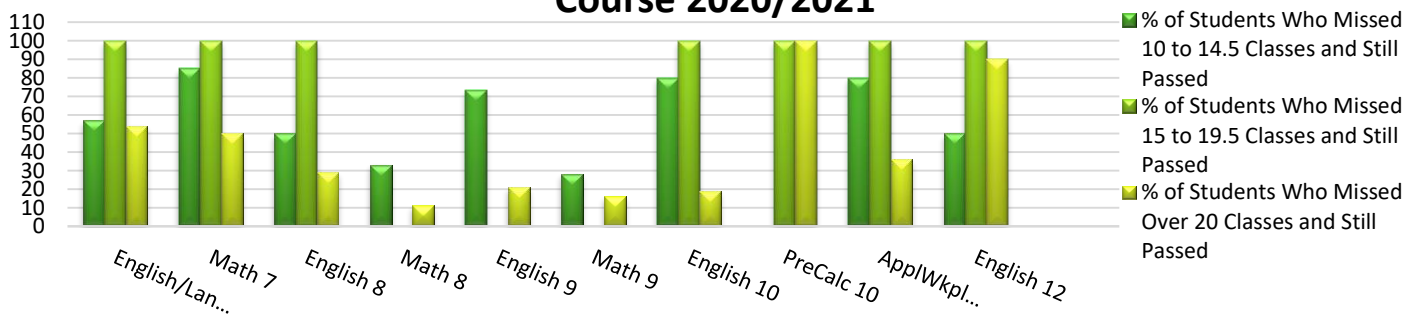


**Absenteeism of Indigenous Students in Core Secondary Courses  
2019/2020**

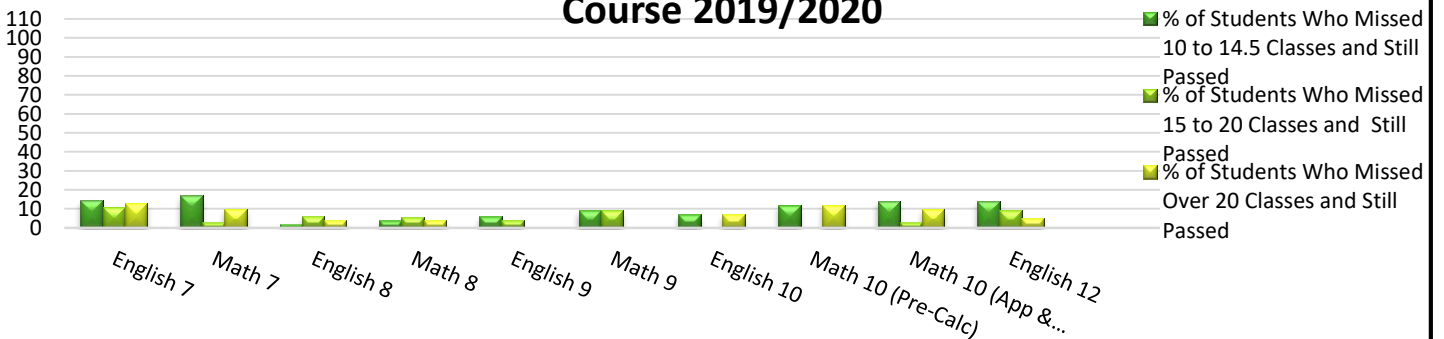


**COMPARISON OF STUDENTS WHO PASSED CORE COURSES AFTER MISSING OVER 10 CLASSES**

**Percentage of Students Who Missed Classes But Still Passed  
Course 2020/2021**



**Percentage of Students Who Missed Classes But Still Passed  
Course 2019/2020**



# District & Indigenous Ed Pro-D

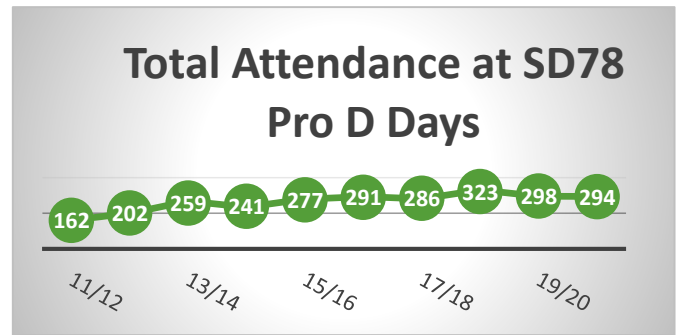
This year our Learning Activity Day was held on February 26th and was a very successful event despite having to move to a virtual platform to comply with COVID-19 safety protocols. Our registration numbers were just a few participants less than last year with many people participating from community partner groups. SD78 had more staff participants attending this year, a few new districts participating virtually but fewer parents. The drop in parent participation was mostly due to the DPAC sponsored Thursday evening parent night being cancelled. The Pro-D was a hybrid model with some people participating in-person at their home school and some people participating from home. We had 294 participants attend and the feedback we received was very positive:

- *Loved how low-key and friendly the speaker was! Greeted everyone like we were out for coffee then presented a ton of clear easy to use info*
- *I loved the virtual format. The access was excellent, and the individualized pages which you sent to us each, with the links to sessions was excellent.*
- *Excellent presentation. It is very timely to use, as teachers we need to enable students to seek the outdoors and connect with nature as it is healthy and healing for all of us. Doing that through art is very therapeutic.*
- *This workshop was great. I appreciate the information and the reminders on what I need to do as a staff in the school system working with Indigenous children and their families.*
- *This far surpassed any expectations that I had. I felt like I needed to sit down with her for a day and just listen to her. She is wonderful, and I would completely listen to her any time.*
- *Kenthen Thomas is an amazing presenter. His workshop was informative and very enjoyable. I have learned some techniques on how to bring storytelling into my classroom that will work for all levels of learners. Highly recommended.*
- *I teach High School Science however I found the presenter to eloquent and resourceful very interesting session and very enjoyable.*
- *Really enjoyed the zoom sessions. Lunch was awesome! I thought the format was great for the following reasons: less time wasted between sessions because it was on zoom, was able to stretch/walk around in my room without when needed.*
- *From my point of view things went very well, especially considering the format was completely different this year. I think that it would be nice to consider the online format in the future as it could allow for a more cost-effective way to "bring in" various speakers/experts.*

This year's breakdown of participants:

Total attended.....	294
Total number of on call teachers/instructors/teachers and student teachers who attended .....	142
Total number of support workers who attended [includes ISWs, SEAs, Aboriginal Support Workers and Teaching Assistants].....	100
Total number of administrators who attended [includes Superintendent, Trustees, Principals and Vice-Principals].....	20
Total number of IEC representatives who attended .....	2
Total number of parents who attended.....	2
Total number of 'others' who attended .....	28
<i>[includes 8 secretaries, 1 SD78 IT, 3 StrongStart workers, 2 occupational therapists, 1 Indigenous Community Engagement Worker, 3 from ReadRight, 1 tutor, and 9 ECE workers from Swetexel daycare]</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 a slight increase in SD78 staff participation this year. The event was held virtually and people appreciated not having to travel to the event and to participate from home (which cut down on the lunch costs).

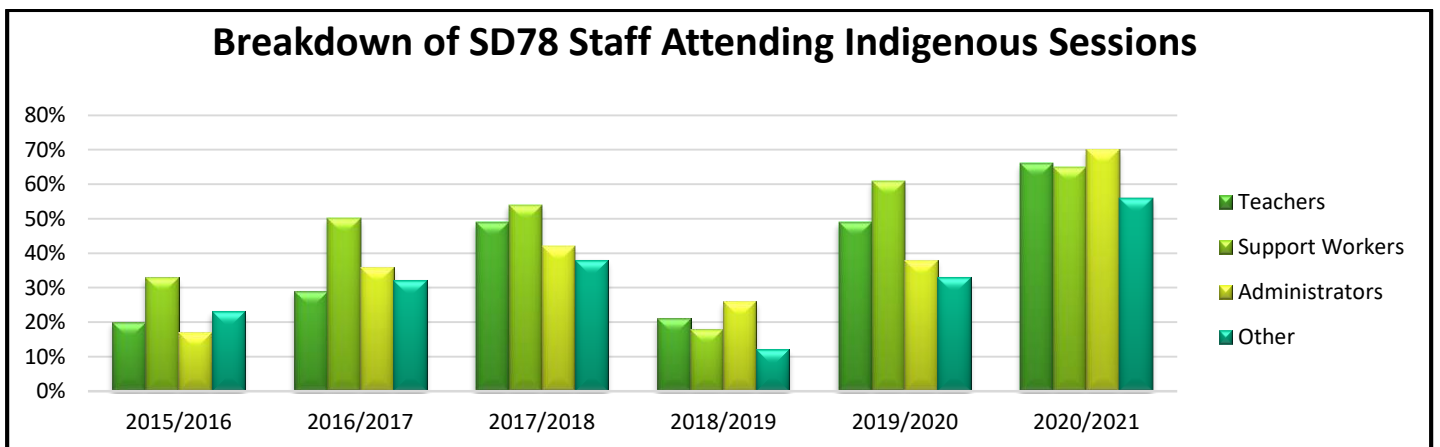


Dr. Larry K. Brendtro is a licensed psychologist, co-founder of the Circle of Courage Resilience Model and Reclaiming Youth, and author or co-author of over 200 articles and 12 books. Dr. Brendtro was able to do his keynote address from Lennox, South Dakota using the Zoom platform. He also provided two workshops to complement his keynote: Putting the Circle of Courage into Practice and Connecting with Kids Who Outwit Adults.

Workshops with Indigenous topics included:

- Putting the Circle of Courage into Practice, *Dr. Larry Brendtro*
- Indigenous Art and Design, *John LaFlock*
- I am One: Weaving together social-emotional learning, resilience, and literacy, *Dr. Michelann Parr*
- Connecting with Kids who Outwit Adults, *Dr. Larry Brendtro*
- We are All Connected: Weaving Indigenous Beliefs and Ways of Knowing into Your Reading and Writing Programs, *Adrienne Gear*
- Fostering Resiliency with indigenous Children and Families, *Monique Gray Smith*
- Stsepetkwll, "Legends That Teach," A foray into the Words of the Ancestors and How They Can Teach Us to Teach, *Kenthen Thomas*

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, SD34 Abbotsford, SD28 Quesnel, SD73 Kamloops, Swetexel Preschool, Sts'ailes Community School, and the Read Right Society.

We continued the use of an online registration website and online feedback surveys which help the Pro D committee to plan future events based on people's interests and suggestions. This paperless registration model allowed for a seamless transfer to a virtual Pro D event. Zoom links were attached to each workshop and were emailed to participants the day before the event. An in-person traditional welcome was hosted at Silver Creek Elementary and live-streamed to all of the participants before the keynote address began.

# 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:

- ISW Lillian Isaac arranged for a day of activities to raise awareness about residential schools for Orange Shirt Day. She helped students create Orange Shirt day buttons for the whole school.

## AGASSIZ ELEMENTARY SECONDARY/ACE:

- ISWs Kalli Bone, Angela Charlie, and mentor Kristie Peters planned an orange shirt day art contest with the senior art class to create artwork that they could use for Orange Shirt Day buttons. In total, nine student-designed buttons were created and given to all students and staff. Students also contributed to a school-wide orange shirt day display.



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

- ISWs Patti Dubreuil and Tanya Zilinski planned small in-class residential school presentations using *The Orange Shirt Story* as a way to teach and engage students in discussions about Indian Residential Schools. Later in the year they also read the *Shi Shi Etko* storybook and followed up with a discussion about residential schools.
- ISW Tanya held class discussions about residential school and the recent tragedy of the discovery of the children’s remains in Kamloops. She also discussed how there are still 1000’s of Indigenous children who were taken away to residential schools and are still unaccounted for.
- ISWs Tanya and Patti had students decorate memorial wreaths for the 215 Indigenous children with small handprints. As part of their school Indigenous Day celebration, they remembered the children and their families and create a memorial display in the school.

## HARRISON HOT SPRINGS ELEMENTARY:

- Principal Tammy Nazarchuk facilitated the Orange Shirt Day recognition in September as the new HSSE support worker had not yet been hired.
- ISW Denny Cote organized a Kamloops 215 Honouring Ceremony with principal Nazarchuk and Halq’eméylem teacher Dallas James. They sang honour songs and tied ribbons to the school fence to remember the children who were found at the Kamloops residential school.

## SILVER CREEK ELEMENTARY:

- Teacher Cheryl Carlson and ISW Alicia James led three cohort sessions of The Blanket Exercise. They read *Shin-chi’s Canoe* and watched the *Shi-Shi-Etko* video. Ms. Haslbeck’s class made hearts and orange shirts and Mr. Parsons showed his class the video *Roots of Racism*.
- ISW Alicia made Orange Shirt day buttons with students for the whole school.
- In June students wore their orange shirts to honour the Kamloops 215
- Students made orange hearts for a Project of Heart ceremony at the Alexander Bridge honouring residential school student Gladys Chapman of Spuzzum.

### TWO RIVERS EDUCATION CENTRE:

- ISW Antoine McHalsie played the Orange Shirt Day society online video and had a discussion with the TREC students.

### HOPE SECONDARY:

- ISW Jessica Poirier spoke with cohort groups about the meaning behind wearing shirts on Orange Shirt Day in September.
- HSS support workers hosted a school-wide Orange Shirt day in June during their Indigenous spirit week. The school also participated in the province-wide May 31<sup>st</sup> memorial day for the 215 children whose remains were found at the Kamloops residential school by wearing orange shirts.

### KENT ELEMENTARY:

- ISW Cody Dool led a walk around the school, with each class, to honour the Kamloops Indian Residential School students. He drummed and sang and had students send healing prayers to all First Nations People.

## Collaborative Meetings

Each year our Indigenous Education Council (IEC), Trustees, District, and School Administrators, and Indigenous 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 IEC decides on a theme for each meeting, chooses a date, and sends out an agenda to invite the other participants. This year due to COVID-19 restrictions both Collaborative meetings were held using a Zoom meeting format.

**NOVEMBER 25, 2020:** The Collaborative Meeting included all school administration, Indigenous Support workers, District admin, and Trustees using the Zoom meeting format. The Indigenous Support Workers and Mentor provided school updates and sharing – a general report on students and who is attending school regularly, online learning from home, home-schooling, and the dis-engaged students on and off-reserve.

Balan Moorthy, Superintendent presented on the School Plans K-12, speaking about the district plan to support students during COVID-19. He says that they will encourage option 2 students to transition back to school (option 1) or they will help move those students towards online learning (option 3)

Superintendent Moorthy shared the newly written Goal 2 goals and plans were made for a committee to review and create new actions and measures. The district will be using the Circle of Courage model to recreate and streamline the strategic plan.

The Collaborative Meeting fell after the first Equity in Action meeting that was held at Camp Squeah in October. Moving forward with Equity in Action was the theme of the meeting and the group discussed and summarized the October meeting as well as set up plans for beginning the equity scan. The first step towards the project will be to make up the committee that will meet monthly for the next year and focus on how to increase the success of Indigenous learners.

**APRIL 28, 2021:** The April Collaborative Meeting was held using the online Zoom meeting format and led by DIEC Rod Peters, IEC Chairperson Leanne Bowcott, and Trustee and IEC representative Cathy Speth. They presented the purpose and history of why the collaborative meetings take place. IEC representative and alternatives spoke to their role in the IEC as well as their role for each First Nation or Band. The Indigenous Education Department has created an IEC handbook which includes an orientation section for new members.

Superintendent Moorthy reported about school growth plans and gave a Goal 2 update. He said that for part of the Equity in Action project he, along with Assistant Superintendent Bailie, would be meeting with student focus

groups as recommended by Joe Heslip. They will meet with students using a speaking circle model and have the ISWs in attendance to provide students with a safe space.

ISWs and principals shared school highlights, upcoming plans for Indigenous Day celebrations, and cohort-modified honouring ceremony recognition plans. All ISWs and school principals were in attendance.

DIEC Peters finished the meeting with a report on all past and current Indigenous carvings and/or house posts throughout school district #78 Fraser-Cascade.

## Goal 2

2020/2021 marked the third year of using Goal 2 in place of the Education Enhancement Agreement (EEA) after a merge with the district in the spring of 2018.

After the Education Enhancement Agreement expired in 2017/2018 the IEC 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.

On March 3rd Indigenous Education Council met with Superintendent Moorthy, discussed, reviewed, and revised the Goal 2 objectives that were created with Assistant Superintendent Kevin Bird in the 2018/2019 school year. Goal 2 was rewritten to say:

*“to enhance our Indigenous students’ level of engagement, cultural identity, and success in school.  
changed from: to improve Aboriginal Students’ Sense of Identity and Achievement.”*

New objectives for Goal 2 are:

2.1 To create specific school and classroom-initiated activities that teach and celebrate local Indigenous ways of knowing, history and culture.

2.2 To meet our achievement targets within 3 years for our Indigenous students as indicated in our growth plan.

## Tutoring Programs

### ON-RESERVE TUTORING PROGRAMS:

- Spuzzum First Nation: Tutoring was facilitated by Autumn and offered once or twice per week providing culturally sensitive academic support to the students. An average of 2 students attending each session and Spuzzum First Nation matched the IEC funds to ensure a consistent program was offered for the whole school year.
- Cheam First Nation: Tutoring was provided by Deborah tuck and because of COVID-19 restrictions was limited to one student at a time or a household of students together. The program was run from March to June and averaged 5-6 sessions per month. In March 33 students received help, in April 54 students were tutored, May 57 students attended, and in June 74 students participated in the tutoring program.
- Chawathil First Nation: A final tutoring report was not received at the time of publishing the report.

### OFF-RESERVE TUTORING PROGRAMS:

- Agassiz Elementary Secondary: AESS ISWs Kalli Bone and Angela Charlie facilitated the program over their lunch hours. Due to COVID this year, they were unable to hold their tutoring sessions as normal. Instead, they purchased food for student lunches and snacks. They held weekly lunch days with student

cohorts, helped students with homework assignments, and had an average of 10 students participating at each session. During class time they would take certain students out of class, have snacks and provide extra academic support as needed.

- ***Boston Bar Elementary Secondary:*** The BBESS Tutoring Program went from February 2021 to June 2021 and was facilitated by teacher Michele Dekok Thursdays after school. There was an average of three sessions per month with 3-5 students attending. The students had dinner before they went home on homework/tutoring days.
- ***Silver Creek Elementary:*** The SCES Tutoring Program ran from September to June on weekdays from 12:00 noon to 1:00 p.m., and had to be mindful of scheduling around COVID-19 cohorts. ISW Alicia James ran the program out of the school library so students could access the iPad lab during the tutoring session. Tutoring funds were used to purchase incentives for the students participating in the program. ISW James held 47 sessions which allowed 132 contacts with children who needed extra help. Tutoring funds were used for incentives, supplies, and snacks, for the students.
- ***Two Rivers Education Centre:*** The TREC Tutoring Program ran as an ongoing, daily program to assist students on an individual basis when needed. This year was a huge success as ISW Antoine McHalsie was able to purchase incentive items that students requested. They had a fantastic turnout for the winter, spring, and summer break special draws. The incentives this year were awesome and the kids really enjoyed them. Hopefully, this program will continue to increase with more students participating next year.

# Language Programs

## HALQ'EMÉYLEM LANGUAGE PROGRAM

Dallas James returned to teach Halq'eméylem at SD78 after Roxanne George left in the summer of 2020. He taught language to students at Kent Elementary, Harrison Hot Springs Elementary, Silver Creek Elementary, and Coquihalla Elementary.

### INTRODUCTION:

*Ey swayel, ta:les tel skwix teletsel qwa Chawathil qas te Sts'ailes.* Good day, my name is Dallas James and I am from Chawathil and Sts'ailes. I grew up in Sts'ailes, went to school there, and learned Halq'eméylem 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'eméylem. I am going to University to complete my Bachelors in General studies. Below is what I have been teaching the kindergarten to grade 4 students in our district.

### GRADE - KINDERGARTEN

In kindergarten the students learned the *ey swayel tel siyaye* song, the *lewe tel siyaye* song, may there always be sunshine, teddy bear song, alphabet, animals, colors, counting up to 10, grammar, and traditional songs such as *Get Up and Dance celebration song* and the *Eagle Song*.

### GRADES - 1 & 2

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, colors counting up to 20, the Halq'eméylem alphabet, grammar, and small sentence building, the fish singing game, please and thank you, boy and girl, and yes and no.

### GRADE - 3

In grade 3 the students have learned the *ey swayel tel siyaye* song, the *lewe tel siyaye* song, may there always be sunshine, the teddy bear song, the *Get Up and Dance* song with animals, alphabet, grammar, and small sentence building, 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 grade 3 was the swí:qe, slahli, spá:th a Halq'eméylem version of paper rock scissors.

#### GRADE - 4

In grade 4 the students learned a couple of First Nation Legends: Shxwoxwiyam and create their own stories, classroom items, First Nation true stories: Sqwe'lqwel, place names, months and seasons, colors, numbers, animals, *oh ey tell sqwal a wel* (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. *ey latelh mekw'wat* (good morning everyone). *Éy tel sqwalewel kw'els kw'etslolo* (I am happy to see you) *tel skwix*, *teletsel qwa* (My name is \_\_\_\_\_, I am from \_\_\_\_\_), *tse/* (I), and *chexw* (you) and *ey cha te swayel mekw'wat* (have a good day everyone). The students overall favorite game this year was also the swí:qe, slahli, spá:th a Halq'eméylem version of paper rock scissors and bingo with the Halq'eméylem alphabet sounds.

#### NLAKA'PAMUX LANGUAGE PROGRAM

Jenelle McMillan was the successful candidate hired to teach the Boston Bar Elementary Secondary Language teaching position. Charon Spinks taught and mentored Ms. McMillan in Nlaka'pamux during the 2018/2019 school year.

The language and cultural sharing program at Boston Bar Elementary and Secondary School (BBESS) has been active over the school year. The high school students were involved in making hand drums to support their morning drumming circle activities. Students also participated in the teaching of generosity. For many, this was the first drum they had ever made. The teachings that were shared included the gifting of the first of any item you make. Students were paired with each other so they could make the drum for their partners. The students were very proud of their work, as they should have been!

A few of the vocabulary words for this term project included: pumín drum, putés beat something as a drum, puwáyq<sup>w</sup>m to drum on a log for playing slahal, puxíc beat the drum for someone, pwém beat a drum, pwémxé tell s.o. to hit the drum and səkín drumstick.

We made rawhide rattles with the Kindergarten to Grade 6 students. We used deer skin, sinew, pebbles, and alder/cedar for our main rattles and some children adorned their rattles with feathers and beads. We went outside after completing our rattles and brought them to life. The children really enjoyed this activity. Students learned about some of the uses of a rattle in First Nation cultures such as ceremonies, Medicine People's use in healing, dancing, and singing, for personal use to ground and center oneself, and to use with babies and young children. The children did an amazing job on their rattles! In the K-3 class, we have been learning to use the rattles while singing the Children's Song. We will continue to explore songs with the rattle to accompany their singing.

Vocabulary Words for Rattles: cənwén' ne make a rattling sound, c'éşes shake a rattle,

ʔesnk'<sup>w</sup>ł rawhide, skin scraped clean, skəl leather, skə'l buckskin and ptq<sup>w</sup>etn needle for sewing.

A selection of feathers and wings were brought in for the children to learn about the ceremonies, protocols, and practices of harvesting feathers for the purpose of ceremony and regalia making. Children were able to see an eagle wing, barred owl wing, barn owl wing, great horned owl wing, and feathers from a peacock and a wild turkey. They saw the detailing of an owl's wing and learned what makes the owl fly silently, while other birds can be heard flapping their wings. Vocabulary word: łémn feather.

They were also introduced to the Laws of Canada with respect to the rules and regulations surrounding possession of birds of prey and other animals. They learned that although First Nations', Métis and Inuit are the only people legally able to have animal parts and pelts from restricted birds and animals, that they also must have a permit that says they have registered the bird or animal with Conservation to be able to carry the item. Feathers can be gifted to others but to non-Indigenous people, they need a letter with the permit number on it to have it in their possession.

As part of the cultural component for Grade 4 – 6 students, we were learning about the Medicine Wheel and how to apply the teachings to your day-to-day life by creating their own Wellness Wheel. This allows students to set

goals and track their progress. This seems especially fitting during Covid times for students to be self-aware, evaluate their physical, mental, emotional, and spiritual health and come up with personal goals to address any areas they feel support is necessary.

The language program with the K to 3's is focusing on reviewing action words and applying TPR (Total Physical Response). We have just begun TPRS (Teaching Proficiency through Reading and Storytelling) using paper masks to tell/act out/create stories for the animal characters. We also made dice and play action games, assigning an action to a number on the dice, all numbers are written in Nlekepmecín. Some of the action word vocabulary: Ła?χańs eat, téyt hungry, χ<sup>w</sup>énte hurry, q<sup>w</sup>nóχ<sup>w</sup> sick, ill, sey'si? playing, twíyx run, mice?q sit, q<sup>w</sup>incút talk, k<sup>w</sup>énte take it, məsténte try it, k<sup>y</sup>ém wait, klíyxe stop, x<sup>w</sup>esit walk, télix stand, q<sup>w</sup>áziyxe jump, p<sup>w</sup>ént back, kncéme help me, ł<sup>y</sup>ínm sing and cúk<sup>w</sup> complete/finish.

The language program for the 4 to 6's is the learning of the 47 alphabet sounds in the Nlekepmecín language. We use the assistance of YouTube, with Elders speaking the words and enunciating the sounds. We then stop to practice the sounds and words that contain those sounds.

Added vocabulary for Pink Shirt Day: y'éhekús kind and yèmyemt loving/kind/compassionate.

Students enjoyed the last term projects which included some beadwork such as making miniature chest plates, headdresses' and choker style bracelets to build fine motor skills, practice pattern making, and learn about the history of beads and their uses in Indigenous communities.

There were many projects and discussions with the news of the 215 graves located at the Kamloops Indian Residential School. The students were very compassionate and curious to learn more about what happened at the Residential Schools. Students shared insightful feedback, such as no one should take children away from their families and home.

In the language program, we continued practicing the words we have been working on all year through games and activities. They are retaining more language this year, as well as many student's pronunciations, have greatly improved. Very proud of the efforts of all students at BBESS!

For National Indigenous Day and the last day of school for the Elementary Grades, students in K through 6 made Medicine Shields, and students in grades 7 through 12 made Dream Catchers. It was a wonderful way to end our year together!

## Mentorship Program

This year Indigenous Youth Mentor Kristie Peters worked three days a week at Hope Secondary School (HSS) and two days per week at Agassiz Elementary Secondary School (AESS) and Agassiz Centre for Education (ACE). In the spring of 2020, the IEC decided they would no longer contract the position through the Hope and Area Transition Society (HATS). The IEC included the mentorship program as part of the Indigenous support worker team.

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 are becoming more familiar with the changes and everyone worked together to create a schedule to provide students with uninterrupted privacy. Ms. Peters also shares the AESS Indigenous support worker space in the mezzanine.

*\*\* This year's Mentorship Program Report is attached as Appendix D*

## Report from the Superintendent

*\*\* This year's Superintendent Report is attached as Appendix E*

# Principal's Report

It has been an honour to work with the Indigenous Education Council (IEC). I would like to thank Leanne Bowcott (Chair), Rod Peters (coordinator) and Miranda Cowan (Secretary) for their leadership and hard work. The IEC is always focused on providing support to our Indigenous and Metis students and their families. It is this commitment that keeps us moving forward in a good way. This is both a joyful and sad year as Rod Peters is retiring. Rod has been the main stay of our Indigenous Education Department for as long as I can remember. He has provided quiet leadership and support that has allowed us to function effectively. He is respected as a leader and teacher throughout our communities. I will miss Rod a great deal... I am happy for Rod as he begins the next chapter of his life. We have learned so much and benefited from his wisdom.

This has been a challenging year as we have worked through the COVID Pandemic. I am amazed at the resilience of our students, families and staff as we managed this challenge together. Our District's continued participation with the **Canoe Magazine** has been a great step forward in highlighting the great work that our 1<sup>st</sup> Nations Support Workers and teachers are doing with promoting 1<sup>st</sup> Nations' content into our curriculum. The **District & Indigenous Education Professional Development Day** held on Friday February 26<sup>th</sup> was an excellent day, as we held this through a Zoom meeting format. This annual event jointly sponsored by the IEC Council and School District 78 is always one of the highlight of the year for me. Once again, the presenters provided excellent opportunities for all to learn and engage with colleagues.

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

# District Counsellor's Report

The 2020-2021 school year was a challenging and trying experience for many of us. The uncertainty caused by the pandemic, the changes in routine due to health and safety measures, the experiences of loss, and the limited contact with family and friends had a blanket impact on our shared wellbeing. Many of our children and youth who were already vulnerable, experienced unmanageable increases in their anxiety levels. Some found it difficult to even leave their homes. Others, who struggled with existing mental health conditions, were impacted even more and often needed direct mental health intervention. Covid 19 was particularly impactful on our indigenous communities. This impact can be best understood in the context of historical traumas and previous pandemics such as small pox that devastated so many of our First Nations communities.

As mental health professionals, our role required us to recognize and respond to the impact the pandemic was having on our families and communities. Due to the requirements to socially distance and keep our social bubbles small, many of our families felt very isolated from their natural and community support networks. Thus,

they were very appreciative of the efforts of our Indigenous Support Workers, Teachers, Administrators and others who reached out or visited them. One of my most important goals as a district lead in this area, was to build a supportive community of carers around each of our vulnerable families and students and find ways to connect them to the social and emotional supports they needed.

I am highly appreciative of the warm welcome I received from so many of our indigenous families and community leaders who recognized and acknowledged the importance of working hand-in-hand to respond to the needs of the children. While I bring a clinical, trauma-informed lens to the work I do, my goal is to walk beside our indigenous leaders to honour local knowledges, traditions and cultural practices that have deep meaning for them. I believe that by working together we can lift up the hearts and minds of our children in a good way to connect them to their roots and show them the path forward. I also celebrate the important work being done in our indigenous communities as they reclaim the vibrant cultural practices that sustained them for millennia.

The opportunity to work closely with the Indigenous Education Council and individual Indigenous Education Leaders from the various reserves has also been a humbling, learning experience. The shared commitment of these leaders to see every child be successful is truly motivating. Over the course of several months, we worked with over 130 students and their families to re-engage them with school or provide needed mental health and social supports. Despite the continued alarm surrounding Covid and ongoing rates of infection, more than 60 percent of our dis-engaged students either successfully returned to school or began working with our distance learning teachers. Every student we re-engaged was cause for celebration as many had significant fears to overcome!

As our school year comes to a close, I wish to thank our Superintendent Balan Moorthy and Assistant Superintendent Renge Bailie for the opportunity to engage in this important work. I also wish to acknowledge the support, mentoring and friendship of Rod Peters as he moves into retirement. Rod and I became friends together in elementary school, and now more than half a century later, we part as colleagues!

Lets'emo:t (one heart one mind working together)

Dr. Bernard Klop, District Counsellor

## Report from IEC Chair

I would like to thank the Indigenous Education Council and staff of School District 78, for all of the hard work you put forth over the 2020/2021 school year.

School District 78 encountered some major changes this year. We welcomed a new Superintendent, Mr. Balan Moorthy and Assistant Superintendent, Mrs. Renge Bailie, and we had some very important staff retire. We worked through a pandemic and all of the challenges that it presented, while we looked for ways to keep our students and staff safe.

This year, we introduced an equity scan and in doing so have taken steps to better our learning opportunities for all of our students, Indigenous and non-Indigenous.

Our Indigenous Support workers went above and beyond to keep our students thriving through the pandemic. Providing students with crafts and connections with their schools.

House posts were erected in many of our schools this year. It is moving to see our culture represented as you enter the buildings. Each house post has a way of welcoming us into their school. The carvers really put their love and commitment into each of them.

Superintendent Moorthy worked with the IEC this year to keep our students engaged. He brought on Dr. Klop, a counsellor to connect with our students and parents and to increase their engagement with the schools in our district. Dr Klop was able to reach out to families and give them much needed support during this pandemic, and helped to connect them with their school community.

Due to the Covid-19 Pandemic, we had many students in SD78 access the online Moodle learning platform. This was especially valuable for at-risk students and their families, providing them with a safe learning option. We had great teachers step into the role, such as Mr. Nolan Irwin, to facilitate the online learning. I am extremely grateful for the efforts SD78 took to accommodate these online learners and provide extra support. I look forward to the district enhancing the online experience to offer more courses and extra-curricular options for students.

We were made fully aware of the impacts of assimilation and cultural decimation, with the recent uncovering of hundreds of unmarked children's graves at residential schools across Canada. Further confirmation for our Indigenous communities, the impact of residential schools and generational trauma has become forefront. This has shifted the focus in education to our role and responsibility in educating our students on Canada's true history and Indigenous cultural heritage. We recognize the need for our school systems to do better. We need acknowledge the impact this has had on our students and their families, and we need to continue to make our schools a safe and inviting place for all of our students.

This year also marked the retirement of Rod Peters, SD78 Indigenous Education Co-Ordinator. I would like to acknowledge the incredible work and dedication that Rod has given this district. Rod has been one of the greatest advocates of Indigenous Education Council, as well as a dedicated District Co-ordinator. He has been a valuable resource and a great source of advice and guidance. Rod has spent much of his life dedicated to making the best educational experience for all of our students. Rod has always been someone that people could rely on to be there, to show up and be present. He is passionate about sharing his teachings with anyone who has the time to listen. It is with great sadness that we are saying goodbye, but we are so happy for him to be moving onto the next chapter in his life. Rod will be greatly missed by all those on the Indigenous Education Council. As we look forward, we are excited to be welcoming in a new Indigenous Education Principal, in Rod's Absence. Best wishes to you Rod!

I would also like to thank Miranda Cowan, Indigenous Education Secretary for the District Professional Development day she organized and implemented. It was a huge success, a reflection of her hard work and dedication. Throughout the pandemic, Miranda has been a huge support and asset to the IEC, FN support workers, staff and schools. Miranda co-ordinates zoom meetings each month and assists the staff with all of their needs. She maintains our Aboriginal Education resource library, cataloging and moving it online to be accessible to all. We are fortunate to have Miranda and all that she brings to the table.

Thank you so much to all the partners around the Indigenous Education Council table, for all your voices and commitment to our students. You each bring something unique, and together we are making a difference for all of our students. As we work towards making our school district more inclusive we will continue to find new ways to embrace our culture and educate our staff and students on our history.

Thank You,

Leanne Wilson, IEC chair

## Q'aLaTKu7eM Community School Report

*Q'aLaTKu7eM* has had a very productive and successful third school-year. We have hired Dan Dan Peters, a community member, to teach Ucwalmicwts, culture and traditions at the school. Dan Dan has led the students and staff in an enriching learning journey, including traveling and exploring the territory and learning about the history of the students' ancestors.

This year the students and their teacher Natasha Plumridge designed and painted an outdoor mural on the school which represents the students and their community.

The students led in community initiatives, such as: making soups to deliver to community Elders during Covid isolation. This initiative included door-to-door drumming and singing for the Elders. The students designed a community project to assist in community clean-up and assisting Elders with their recycling.

The students worked on designing a community bike pump track and learned about bike maintenance and responsibility and safety. We continue to be leaders in the community garden and are looking forward to the fall harvest.

*Q'aLaTKu7eM Community School* fondly remembers our beloved Elder, teacher, and knowledge keeper Samu7 (Wayne Smith).

## 2020/2021 Highlights

SD78 Indigenous Education, together with the Indigenous 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.

### INDIGENOUS WELCOME FIGURES & HOUSE POSTS

The welcome figure represents a sense of coming home: we come home to gain the knowledge of how to live in society and for some of us – how to walk the line between both worlds. It represents that there is a safe place for us all, the camaraderie between all of us, the education we gain, and the fun we have. – *George Price*



Coquihalla Elementary School – November 27, 2020, Rocky LaRock of Sts'ailes carved the Spá:th (bear) house post which means: The bear is my clan, the bear to me is everything – he's the provider, the protector. He rules the forest, he brings life, he gives life, he is one of the most powerful animals on the totem. Due to COVID-19, a Zoom link was created for the school to witness the unveiling ceremony from their classrooms.

Harrison Hot Springs Elementary School – December 14, 2021, The Sasquatch Welcome Figure carved by Don Joe of Sts'ailes was installed and blanketed. The Sasquatch welcome figure was unveiled with the Sasquatch Dance Group from Sts'ailes in attendance to honour and thank Don for completing the project. Due to COVID-19 only the grade 4 class stood outside around the presenters to watch the unveiling, a Zoom link was created for the school to see, including photos and recording.

Hope Secondary School – February 24, 2021, Coast Salish carver George Price of Seabird Island Band carved the welcome figure for HSS.

This welcome figure is to welcome each and every one of us every day: it gives us a sense of belonging. It helps us appreciate the rich and vibrant culture and history that this area has to offer. It is here to teach us, just like our Elders are here to teach. We gain our knowledge from them but we also learn from each other. Who am I? That's what we all have to find out.

Silver Creek School – June 23, 2021, The SCE house post was carved by Robert Thomas of Sq'ewlets First Nation. The post was transported to the school on March 18, 2021, and unveiled on June 23, 2021. The unveiling ceremony took place to honour and thank Robert Thomas for the project. Due to COVID-19 a Zoom link was shared so the entire school could witness the ceremony safely.

INDIGENOUS WELCOMING/ART PROJECT: During the 2018/2019 school year the IEC voted to spend up to \$1000 per school to be used to make students and parents feel represented and welcome at schools. This year four more schools completed their projects.

Agassiz Elementary Secondary/Agassiz Centre for Education Support workers Angela Charlie, Kalli Bone, and Kristie Peters worked together with local artist Simone Williams-Horne to create a banner for the entranceway of the ACE/AESS building. Their banner says Ey Swayel (Good Day) and greets students, visitors, and parents as they enter the building.

Kent Elementary School ISWs Cody Dool and Lisa Berry contacted master weaver Frieda George to create a Salish Story weaving to represent the traditional Sto:lo lands where Kent Elementary school resides.

Silver Creek Elementary ISW Alicia James purchased small animal carvings to compliment their new house post in the school foyer. She chose a sturgeon, a black bear, and an Eagle-Wolf-Salmon paddle which will help showcase the culture of our Indigenous students.

QaLatku7eM Teacher Natasha Plumridge painted a brightly coloured mural on the outside of the Q'aLaTKu7eM school in Samahquam as a way to make the building more welcoming to her students.

**CANOE MAGAZINE:** This magazine is published by the Indigenous Education Department in School District 43 (Coquitlam) and is in partnership with the Indigenous Education Department in School District 75 (Mission) and School District 78 (Fraser-Cascade).

The 2020/2021 Canoe Magazine was published twice this school year. The first edition came out in December and Fraser-Cascade was featured in articles about *Harvesting with Heart* – Jillian Fraser Vice-Principal/Teacher at Q'ala TKu7eM Community School in Samahquam, *Indigenous Content Units curriculum* by teacher Jacob Cowan, and *The Blanket Exercise* submitted by teacher Cheryl Carlson and ISW Alicia James at SCE. The magazine also featured AESS student Liberty Stump's Butterfly gorgeous artwork.

The June edition showcased SD78 with *The Power of Courage In Covid Times* submitted by Jenelle McMillan and Michele Dekok at BBESS, *Coquihalla Elementary's New Welcome Post*, *Halq'eméylem Qel Contest* – Coquihalla Elementary grade 2 class, *Blessing the Garden* by Shyloh Watchorn - a grade 4 student at Harrison Hot Springs Elementary, and a moving article paying tribute to Rod Peters from the Canoe magazine staff.

**NLAKA'PAMUX PODIUM:** The IEC 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 in February 2020 and it is used at Fraser-Cascade graduations, honouring ceremonies, and other district events.

Mr. Stromquist finished carving the "Soaring Thunderbird" Nlaka'pamux podium in January 2021 with the help of his son Angus. It was unveiled at the traditional welcome for the virtual SD78 District and Indigenous Education Pro-D at Silver Creek Elementary on February 26, 2021. Both podiums have been used for house post unveiling ceremonies, graduation ceremonies, and at Mr. Peters' retirement honourings.

**BURSARIES:** The Indigenous 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 add \$1,000 to the fund so that each of the four bursary applicants would receive a bursary to help with post-secondary school costs. There were four bursary winners from three different schools. The BBESS bursary recipient was Vasil Baziuk, the HSS recipient was April Talarico and the AESS recipients were Taylor Charlie and Mackenzie Leverrier. These students will have 2 years to provide our district with proof of registration into post-secondary education to collect their bursary.

In addition to the IEC bursaries, the Chilliwack Métis Association gave BBESS's graduate Vasil Baziuk a \$500 bursary.

Some of our Indigenous students were awarded other district and community scholarships and bursaries.

- Marie Spence received the Agassiz Elementary Secondary School PAC Bursary

- Mackenzie Leverrier also received the Barry Simmons Memorial Scholarship and the Fraser Cascade Teacher’s Associated Top All Round
- Echo Reyburn received the District Authority Award
- Nicola James received the Jean Scott Memorial Bursary & the Hope Pharmasave Award
- Vasil Baziuk also received the Boston Bar/North Bend Bursary and the Kathy Wheeler Bursary

**NEW ISW POSITIONS:** Last spring the IEC created an additional ISW position which allowed an increase from a 1.6 to a full-time ISW at Kent Elementary. Denny Cote was hired for this new position which includes working with students at Agassiz Centre for Education, at Harrison Hot Springs Elementary, as well as helping out with ceremonies, event planning, or filling in for support workers who are at home sick. Having this flexible ISW position will ensure that programming isn’t interrupted and will offer students consistency. Denny brings a lot of history, knowledge, and storytelling for students and staff.

Last year the IEC decided to bring the Indigenous Youth Mentor position into the district as part of the ISW team. The mentor worked at HSS three days per week and at AESS/ACE two days per week. Boston Bar School continues to have its mentor program provided through MCFD. The program worked well and provided students at the two main high schools with extra supports through their difficult transition returning to in-person classes.

**NEW SD78 LOGO:** This year the board of trustees worked in collaboration with local Salish artist Bon Graham to update the SD78 Fraser Cascade logo. Trustee Ron Johnstone had been collaborating with Brooke Bobb-Reid, former Seabird Island IEC rep, to include a canoe into the image a few years ago but changes in admin halted the project. The new logo is a work of art, incorporates the river and the mountains, an image of a canoe to symbolize the district motto “Everyone pulling together to improve the achievement of all learners,” and incorporates Ms. Graham’s original Salish Seas font.



## 2021/2022 Goals

**LOCAL CURRICULUM:** A motion was made at a spring IEC meeting to provide funding to hire 2 teachers and 2 ISWs for the second consecutive year to create lesson plans that have local culture and traditions infused into them.

Keith Carlson will be available again to the 2 teachers for ideas and content.

A request has been made for the 2 teachers and 2 ISWs to present a workshop about the newly developed curriculum at the March 4<sup>th</sup>, 2022 Professional Development Day.

**EQUITY IN ACTION:** the committee has a schedule and timeline to follow.  
 The Equity scan process: 1. Build an Equity Scan Team or Committee ✓  
 2. Conduct the Equity Scan  
 3. Develop a District Equity Profile  
 4. Construct a Theory of Change  
 5. Create an Equity Action Plan

Joe Hesleip, MoE Equity in Action Lead facilitator, provided an Equity in Action Workbook 2020-2021 to guide SD78 through the process.

**INDIGENOUS PERSPECTIVES AND KNOWLEDGE:** Throughout the 2020/2021 school year Lisa Wolgram and Micheal Blackburn collaborated with the IEC to create the Indigenous Perspectives and Knowledge SURVEY for teachers in the district. The survey was designed to gather data about the successes and challenges teachers are facing when indigenizing the curriculum. The survey was sent to teachers after spring break and survey results will be compiled over the summer and presented to the district and the IEC in the fall of 2021.

## Thank You and Appreciation!

Rod wishes to thank the Indigenous Support Workers, Communities and district staff for the retirement gifts and well wishes he received. He especially would like to say thank you to the Indigenous Education Council for their gift of the yellow cedar house post carved by Robert Thomas of Sq'ewlets.

**Yellow Cedar House Post:** The meaning of the red hands and feet represent walking on the ground with such care and wisdom. Wherever he walks he leaves behind a good trail for people to walk comfortably. His hands represent medicine in a good way – meaning that he or she is a provider for direction, literally wisdom. The fish not only represents where he comes from (Crest) it also carries out the duty of providing education, and cultural awareness; all the things students require to succeed.

## Conclusion

On behalf of Indigenous Education and Services, I would like to acknowledge my appreciation for your dedication and trials during COVID-19, support, and partnership toward completing 2020/2021, a historical year. Our Indigenous Education Council representatives and local First Nation band staff, Chiefs, Council, Elders and community members, our Indigenous Support Workers and Indigenous Youth Mentor, Halq'eméylem and Nlaka'pamux language instructors. Superintendent Moorthy, Assistant Superintendent Bailie, Principal Watchorn, the SD78 Board of Education, District staff, our local resource people, and especially our students.

I would also like to recognize all of the administrators, secretaries, teachers, support staff, maintenance department, bus drivers, and custodians for their hard work on behalf of our students.

Lastly, I would like to express my special thanks and appreciation to Miranda Cowan, our Indigenous Education Administrative Assistant.

Sincerely, Rod Peters

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

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