



Indigenous Education Department



Christine Seymour
District Principal
of Indigenous Education



Miranda Cowan
Indigenous Ed Secretary



Kristie Peters
Indigenous Mentor: HHS & AESS



Cody Tol
ISW: KES



Lisa Berry
ISW: KES



Patti Dubreuil
ISW: CES



Tanya Zilinski
ISW: CES



Caitlin Demmitt
ISW: HSS



Jessica Poirier
ISW: HSS



Yóyes sq' eq'ó:



Penny Cote
ISW: ACE & HHS



Antonio Malaisie
ISW: TREC



Alicia James
ISW: SCE



Lillian Isaac-Campbell
ISW: BBES



Kalli Bone
ISW: AESS



Angela Charlie
ISW: AESS



Dallas James
Halq'emeylen Teacher

YEAR-END REPORT

Fraser-Cascade Indigenous Education

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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 meanings. 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 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 Principal of Indigenous Education (DPIE)-----Christine Seymour
Indigenous Education Administrative Assistant ----- Miranda Cowan

Indigenous Support Workers:

Agassiz Centre for Education (ACE) ----- Denny Cote & Kalli Bone
Agassiz Elementary Secondary School (AESS) ----- Denny Cote & Kalli Bone
Boston Bar Elementary Secondary School (BBESS) -----Lillian Isaac
Coquihalla Elementary School (CES)-----Patti Dubreuil & Tanya Zilinski
Harrison Hot Springs Elementary School (HHSES) ----- Justin Kelly
Hope Secondary School (HSS) ----- Jessica Poirier, Caitlin Demmitt
Kent Elementary School (KES)----- Lisa Berry & Cody Dool
Silver Creek Elementary School (SCES) ----- Alicia James
Fraser-Cascade Continuing Education (FCCE), Fraser-Cascade Open Learning (FCOL), & Two Rivers Education Centre (TREC) ----- Taz Unworried
District Cultural Support Worker ----- Justin Kelly

Mentor Support:

Hope Secondary School (HSS), Agassiz Centre for Education (ACE), & Agassiz Elementary Secondary School (AESS) ----- Kristie Peters

Language Instructors:

Nlaka’pamux - Boston Bar Elementary Secondary (BBESS) ----- n/a
Halq’eméylem – (KES, CES, SCES, and HHSES) ----- Dallas James

Notes from the DPIE

I put my hands up and am thankful “olū yalh yexw kw’as hò:y” for the warm introduction to Fraser Cascade School District 78. I am grateful to know the surrounding communities, families, students, and staff. As the school year draws to a close, I reflect on the challenges we encountered this past year, including COVID-19, the floods, and the impact of last summer’s wildfires and heat dome. The events from this past year will forever remind us of how resilient our communities are and how everyone came together to support one another.

Parents, guardians, and caregivers supported their children through these challenges. Indigenous Support Workers in our schools were caring, empathetic, and kind as they helped students, families, and each other this past school year. Our district also had Bernard Klop (district counsellor), and Stan Watchorn (district principal), working to support students and their mental health in response to the pandemic's impact on our families and communities.

Bernard Klop has also worked closely with our district staff and ISWs in providing trauma-informed sessions to support students through the pandemic further.

Throughout this year, the ISW staff meetings moved from being in person, to zoom, and back to in person. At our ISW meetings, we learned Halq’eméylem and shared cultural lessons with the intent of being lead learners in our schools. Professional development has included cultural learning, traveling to other districts to learn their cultural lessons, and, just as important, self-care. As mental health is a challenge for our students, especially through this pandemic, I provided a time and space for staff to support one another and take care of themselves as they worked rigorously throughout the year to take care of students.

It has been wonderful to witness and participate in many of the Indigenous school planned events. Orange shirt day, honour ceremonies, Indigenous day, and many other cultural sessions organized by staff, ISWs, and principals. I have also enjoyed teaching at staff meetings, classes throughout the district for various grades, and cultural sessions. It has been great to get to know the ISWs and I have been inspired by their commitment and work to support students and programs they have established in their schools.

This year has been fast-paced and full of learning. From teaching language at board meetings to hosting collaborative meetings for the IEC and district administration at the Cheam longhouse – I am thankful for all of the support in helping me learn about our district, staff, students, and schools. Miranda Cowan, Renge Ballie, Cathy Speth, Leanne Bowcott, Bernard Klop, Stan Watchorn, and Balan Moorthy – through all of the community gatherings, outreach, collaboration, professional development, and IEC meetings, I have learned so much and I am thankful for all of your guidance and teamwork since the beginning of this year.

Christine Seymour

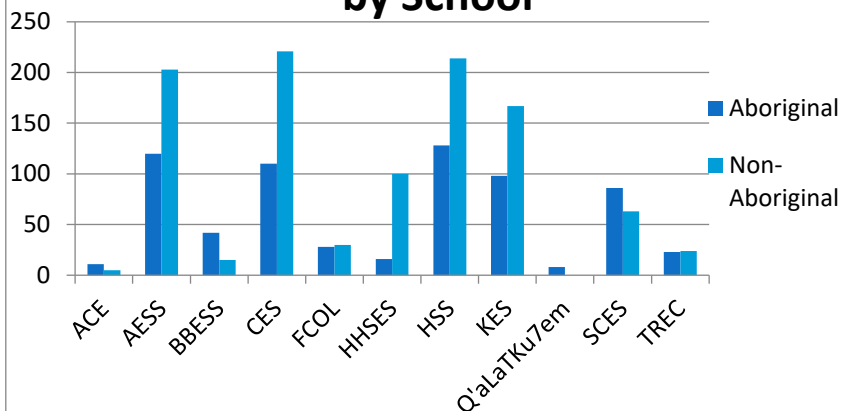
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Enrollment

Indigenous students make up 39% of the total Fraser-Cascade School District school-age student population. The percentages of Indigenous students in each school as of May 31, 2022, are as follows:

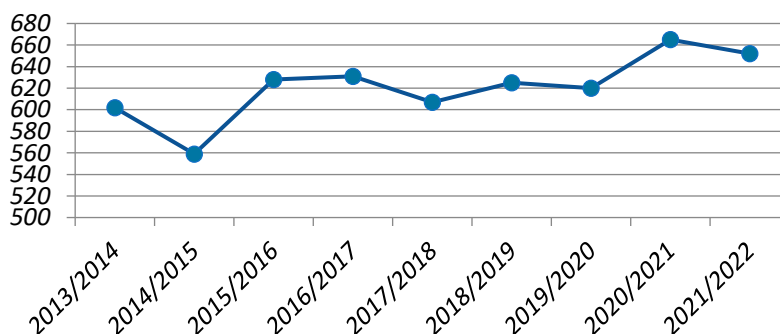
ACE	----- (11 out of 16) -----	69%
AESS	----- (120 out of 323) -----	37%
BBESS	----- (42 out of 57) -----	74%
CES	----- (110 out of 331) -----	33%
FCOL	----- (28 out of 58) -----	48%
HHSES	----- (16 out of 116) -----	13%
HSS	----- (128 out of 342) -----	37%
KES	----- (98 out of 265) -----	37%
Q'aLaTKu7eM	----- (8 out of 8) -----	100%
SCES	----- (86 out of 149) -----	58%
TREC	----- (23 out of 47) -----	49%

Student Enrollment Breakdown by School



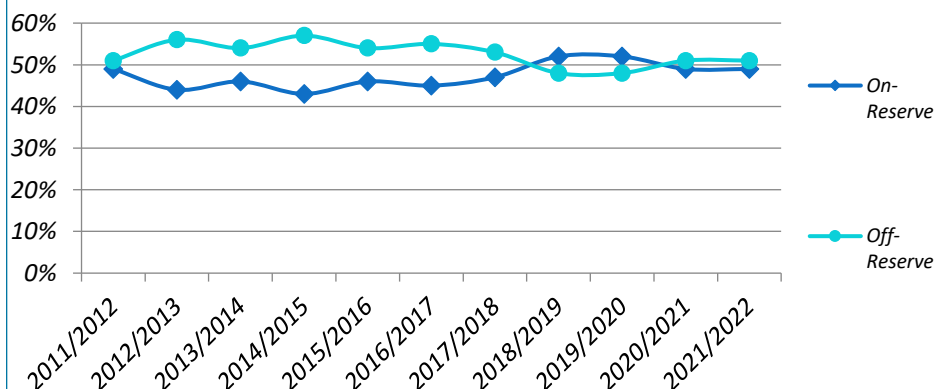
As shown in this chart, our Indigenous student enrolment decreased slightly from 665 funded students last year to 652 funded students in September 2021. By the end of the school year, we had 670 Indigenous students enrolled throughout the school district. SD78 opened an online school – Fraser Cascade Open Learning (FCOL) which uses the Western Canadian Learning Network (WCLN) so vulnerable students could continue to learn from home. Some students transferred back to their community schools once COVID restrictions were lifted and schools moved back to in-person learning.

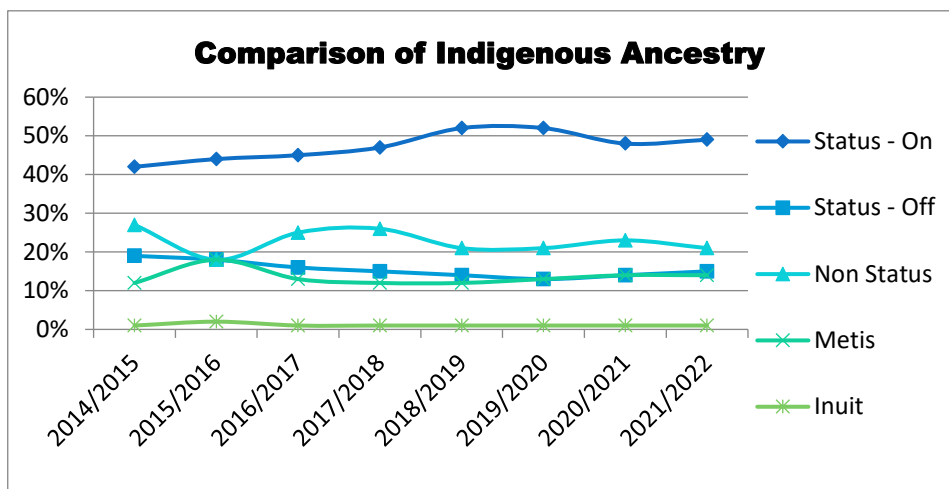
INDIGENOUS ENROLLMENT COMPARISON



This year 49% of our Indigenous students lived on one of our 14 reserves and the remaining 51% lived off-reserve, in and around town. These numbers are steady and remain the same as last year.

COMPARISON OF ON AND OFF RESERVE STUDENTS





Our on-reserve student numbers increased by 1% this year. There was also a 1% increase in the status off-reserve students and the decrease in non-status students is in line with the slight increase in status 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 contacted the 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 conclude.
- **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

support 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.

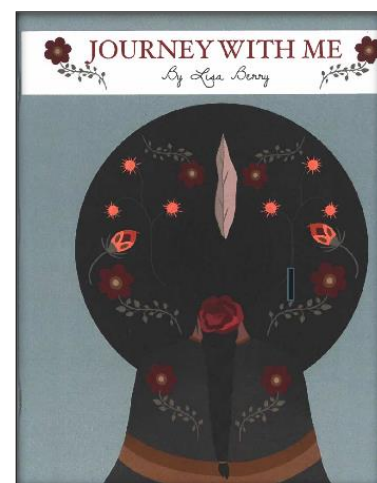
- **SOCIAL CONTACTS** cover time spent with students in a more casual setting. Our Support Workers chaperone field trips, assist with drop-in breakfast or lunch programs, reading programs, and craft or other cultural programs. Many of our ISWs also help out in other programs and events at the school 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	102	21	34	302	97	519	1,075
October	52	13	17	330	163	514	1,089
November	52	7	12	304	186	440	1,001
December	22	7	6	258	55	331	679
January	78	11	17	341	140	513	1,100
February	69	10	25	350	152	503	1,109
March	43	13	16	310	110	393	885
April	73	17	31	325	93	361	900
May	68	23	33	293	117	411	945
June	30	7	34	250	95	447	863
	589	129	225	3,036	1,208	4,432	9,646

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, added to our Indigenous Education library which is used by our ISWs and teaching staff.

RESOURCE MATERIALS AND NEW CURRICULUM:

- *The Mountain Goat People of Cheam* by Maggie Emery & Amelia Douglas
- *My Skwi7eye: How a young girl finds her one true doll self* by Sandra Eustache
- *Meet Mr. Coyote – a series of Legends* by various author's in the Nlaka'pamux region
- *Tales from the Lower Fraser River* by James A. Teit
- *Making a Drum* by Bill Helin
- *Our Traditional Medicines* by Sally Williams
- *Coiled Basketry in British Columbia* by H.K. Haeberlin, James A. Teit, & Helen H. Roberts
- *Traditional Salish Textiles* by the Mission Friendship Centre
- *Legends of the River People* by Mr. & Mrs. Harry Islick, Bob Joe, Mrs. Agnes James, Mrs. Frank Reid, & Mrs. Louis George
- *A world of Faces* by Edward Malin
- *Sp'í:ls s'alhtel qas te sth'í:m* by Tanya Zilinski
- *Contact and Conflict* by Robin Fisher
- *Beyond the Orange Shirt Story* by Phyllis Webstad
- *In the Shadow of the Red Brick Building* by Raymond Tony Charlie
- *Before we Lost the Lake* by Chad Reimer
- *Connection with Colour* by Lisa Berry



- *Journey with Me* by Lisa Berry
- *The Brain Architecture Game Kits*
- *Under One Sun Leveled Readers K-6*

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://www.libib.com/u/indigenous> 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. Next year we are excited to offer cultural kit presentations by ISW Justin Kelly too.

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.
- The Kent Elementary (KES) ISWs and 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. Lunches are also available at KES as needed.
- The Coquihalla Elementary (CES) support workers ran a daily breakfast program, with help from the childcare counsellor, using grant funding from the breakfast club of Canada as well as continued donations from McDonald's. Patti and Tanya also provide snacks and lunches to students as needed.
- Silver Creek Elementary (SCE) offers a daily breakfast program through the breakfast club of Canada for the students as well as provides lunches almost daily to students who arrive without food which can be up to five students a day.
- Two Rivers Education Centre (TREC) provides breakfasts, lunches, snacks, and refreshments to all students through a partnership with the school.

CULTURAL ACTIVITIES AND PRESENTATIONS:

- | | |
|--------------------------------|--|
| • Bannock Making | • Traditional Plants and Medicines |
| • Orange Shirt Day | • Sage Gathering |
| • Drumming and Singing | • Salish Weaving |
| • Slahal | • Archaeology |
| • Storytelling | • Welcome Figure Ceremony and Protocol |
| • Six Cedar Trees Teachings | • Métis History and Traditions |
| • Rattle Making | • Sasquatch Dancers |
| • Traditional Fishing Methods | • Jordan's Principle |
| • Métis Painting | • Talking Circle |
| • Traditional Plant Walks | • Cedar Bracelets and Weaving |
| • Bentwood Boxes | • Nlaka'pamux Storytelling and Legends |
| • Envisioning Reconciliation | • Guided Indigenous Art classes |
| • Medicine Wheel Teachings | • Decolonization |
| • Traditional Plant Harvesting | • Stó:lō Culture & History |
| • Metis Finger Weaving | • Pow wow dancing |
| • Leather Row Bracelets | • Metis Jigging |
| • First Nations Artifacts | • Jingle Dress Teachings |
| • Leather Medicine Pouches | • Indigenous Governance |

FIELD TRIPS:

Because of earlier COVID-19 restrictions and highway closures, most out-of-community field trips took place in the spring. Local trips were planned by support workers, teachers, and the Fraser-Cascade Mountain school, and there was a return to out-of-town trips at the end of the year.

- Grade 6 students in the district were unable to participate in the overnight Skagit camping trip at Ross lake as the many washouts on the road, from the floods in November, are still under repair. Instead, students had a day trip and hike to Sumallo Grove in Manning park which was facilitated by Hope Mountain School.
- In June students from Boston Bar Elementary Secondary and Silver Creek Elementary traveled to Tuckkwiowhum Village. SCE stopped in the traditional Spuzzum territories at Alexandra Bridge Provincial Park and Gladys's gravesite on their way to the village. BBESS students attended the Boston Bar Indigenous Day celebrations at the village.
- BBESS Students visited the Grit Farm outdoor gym and obstacle/agility course throughout the year.
- CES students walked to Hope Cinema for an end-of-year treat. The K-2 students watched Clifford and the 3-6 students watched Soul.
- Secondary Students participated in the Shine On! conference organized by the Hope Secondary School leadership students and held at the Hope Recreation Centre.
- In the fall Kent Elementary school brought students to the Syéxw Chó:leqw Adventure Park in Ruby Creek and ISW Cody shared the story of Th'ōw̓x̓eya (the Mosquito Woman) with the students. Silver Creek Elementary students visited the park in June.

This year the Support Workers were able to meet in person for most of their monthly meetings. They had a few online Zoom meetings during the extreme weather events in November and January. This year ISW meetings had a focus on trauma-informed practice, learning Halq'eméylem, and mental health supports. The ISWs traveled to the Abbotsford school district to learn about their Indigenous Curriculum kits and spent a day working together to begin planning similar kits for SD78. Other monthly meetings included a trip to the Stó:lō longhouse and cultural centre in Chilliwack, a meeting held at Spuzzum First Nation, and a weaving workshop with master Salish weaver Frieda George.

Our Amazing Indigenous Support Workers:

Kalli Bone	Agassiz Center for Education & Agassiz Elementary Secondary	Jessica Poirier	Hope Secondary
Denny Cote	Agassiz Center for Education & Agassiz Elementary Secondary	Caitlin Demmitt	Hope Secondary
Patti Dubreuil	Coquihalla Elementary	Lisa Berry	Kent Elementary
Tanya Zilinski	Coquihalla Elementary	Cody Dool	Kent Elementary
Lillian Isaac	Boston Bar Elementary Secondary	Alicia James	Silver Creek Elementary
Justin Kelly	District Cultural ISW	Taz Unworried	Two Rivers Education Centre
Kristie Peters	Indigenous Mentor – Hope Secondary & Agassiz Elementary Secondary		

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 2021/2022 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 virtual Indigenous Education and

District Pro-D event on Friday, March 4, 2022. Many in-person conferences were unavailable this year due to COVID-19 restrictions.

HALQ'EMÉYLEM UFV & NLAKA'PAMUX NVIT: This year one of our support workers, Tanya Zilinski enrolled in and continued with Halq'eméylem language classes at UFV in Chilliwack. ISW Jessica Poirier continued learning Nlaka'pamux through NVIT in Merritt. We were thrilled to have Christine Seymour join the district and share her knowledge of teaching Halq'eméylem with the Indigenous Ed. Team. This has been a great year of building capacity in our language programs. Our support workers feel more confident in sharing the language at their schools which enhances the teachings offered by language teacher Dallas James. Many schools implemented a word of the week and under Ms. Seymour's guidance, our secondary school ISWs were able to do some language lessons with the students.

TRADITIONAL PLANT USES: Lytton elder Jack McIntyre shared his teachings at an outdoor presentation at Spuzzum First Nation. He shared harvesting tips, and medicinal plant uses and made balms with the ISWs.

WELCOME PROJECT: Abbotsford Principal Darlene McDonald and Christine Seymour shared their Welcome Project presentation at the winter collaborative meeting. The IEC has recommended that SD78 bring the project into the district for the 2022/2023 school year.

TRAUMA-INFORMED PRACTICE: District Counsellor Bernard Klop presented about trauma-informed practice at some of the monthly ISW meetings. The presentations were followed by a question and answer period.

EARLY READER INTERVENTION: Vice-Principal Jessica McKerrow shared tips and techniques to support students who struggle with literacy challenges. A question and answer period followed the presentation along with a sharing of best practices.

SYÉXW CHÓ:LEQW WORKSHOP: ISWs met at the Syéxw Chó:leqw adventure park in Ruby Creek for a guided walk through the trails. Tour guides stopped and shared information about traditional plants, told the group about the new interactive signage throughout the park, explained the significance of the carvings, and had the group sing a song in Halq'eméylem together at the healing circle.

BEADING WORKSHOP: ISW Alicia James taught a weaving activity that can be done with younger students using half-pony beads. She showed the ISWs how to make looms out of small shoe boxes using embroidery thread for warp. ISWs learn how to incorporate simple designs into their work.

TRADITIONAL TOOL, BASKETS, FISHING, AND WEAVING AT STÓ:LŌ NATION LONGHOUSE

- Stó:lō history
- Storytelling/drumming
- Tour of basket exhibit
- Interactive tour of traditional tools
- Traditional fishing methods and tools demonstration and lecture
- Interactive weaving workshops – bulrush bracelets

LOCAL PLANT WALK: ISWs Patti Dubreuil and Tanya Zilinski lead the team on a guided walk through the Hope Rotary Trails. They shared plant and tree identification tips, highlighted native species, spoke about sustainable harvesting, shared traditional plant/tree uses and preparation techniques for traditional medicines, and noted the many edible plants in the area.

SALISH WEAVING WORKSHOP: Master weaver Frieda George and her daughter Roxanne lead the ISWs through a weaving project that allowed them to weave a headband in the traditional Salish weaving style. They share the history of Salish weaving and explain how to incorporate different colours and designs into the project. The ISWs each created a headband that can be used as part of the Halq'eméylem language "bucket method" of teaching.

Student Achievements

SPECIAL AWARDS:

This year we saw an end to most COVID-19 regulations and guidelines by the end of the school year. Student honouring ceremonies, commencement ceremonies, and year-end award ceremonies returned to an in-person format.

Our congratulations go out to the following awardees.

AESS and 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:

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

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

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

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

Department Awards: Students who were recognized for outstanding work in a specific department.

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.

It should be noted that 6% of our Indigenous students were on the Honour Roll for the year compared to 11% of non-Indigenous students. The gap closed significantly from last year when we had 5% of our Indigenous students on the honour roll and 18% of non-Indigenous students on the honour roll. 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 three days per week at HSS and a district ISW who has the flexibility to help out at our larger schools are providing our students with more support.

At AESS: 9 out of 120 Indigenous students maintained A-honours throughout the year

15 maintained B-honours throughout the year

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

At HSS: 6 out of 128 Indigenous students were recognized for being on the honour roll each term

2 students were on the merit roll every term

4 students were on the work ethic roll every term – they maintained good work habits and have no more than 3 unexcused lates per term.

EXTRA-CURRICULAR ACTIVITIES:

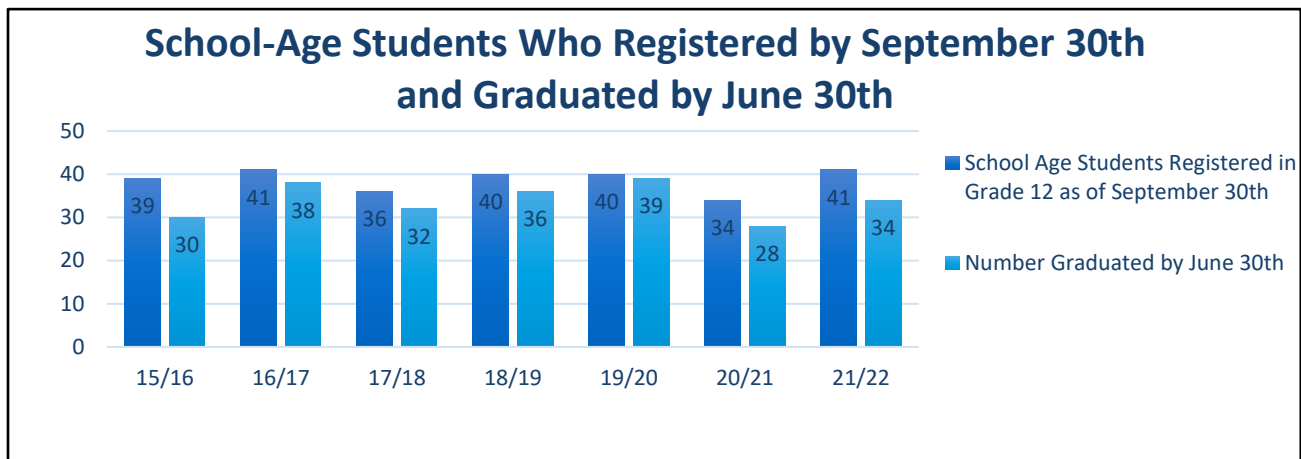
Aside from academics, our students also participate in most of the extra-curricular activities in their schools.

- The Siya:ye Yoyes Strengthening the Circle Indigenous Youth Leadership Conference was cancelled again this year due to COVID-19 gathering restrictions.
- This year students were able to participate in the district track meet held at Agassiz Elementary Secondary, travel for out-of-community soccer tournaments returned, and parents were allowed to watch basketball games and band concerts in-person once again.

GRADUATES:

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

Of these 34 students, 32 graduated with a Dogwood diploma, there were two Evergreen graduates this year. We had a few September grade 12 students who did not graduate because they stopped attending school or moved. This year we had one grade 11 student graduate a year early.



Of our 41 school-age students who registered in grade 12 before the September 30th deadline, nine did not graduate. We had several students stop attending school this year and a few students moved during the year. We had 1 grade 11 student graduate and 2 students who enrolled after September and graduated.

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

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

Honouring Ceremonies

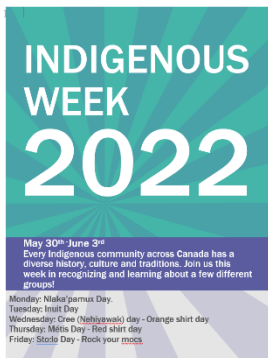
This year's honouring ceremony plans were similar to how they were before the pandemic. In-person events were held in school gyms and were mostly school-wide. A few schools opted to have Indigenous Day/Week celebrations instead of honouring ceremonies and included Indigenous teachings and celebrations for all of the students.

ISWs have been discussing more purposeful ways to celebrate our Indigenous students and their culture in a way that makes our students feel proud and not singled out. Some schools have very successful honouring ceremonies and other schools are adapting to ensure their students feel celebrated and recognized in a way that is meaningful to our Indigenous students.

AESS/ACE: The ISWs at AESS celebrated their Indigenous students and culture at an honouring ceremony on June 10th. Hoop dancer Alex Wells performed at the ceremony, dancers Chelsei and Noah Gray performed, there was drumming and singing, and J & R Bannock provided bannock tacos for the whole school.

BBESS: The BBESS Thompson Awards were held on June 21st as well as a school Indigenous Day celebration. Students were given Indigenous Ed awards as well as a gift. ISW Lillian arranged for Linda Phillips to make homemade bannock for everyone.

For Indigenous day ISW Lillian organized different activities and Elder in Residence Shoneena Loss made talking sticks with the students. Some of the other activities included jam making, a plant walk, bark books, and the school traveled to Tuckkwiowhum village to enjoy the Anderson Creek Indigenous Day celebrations.



HSS: For the second year in a row Hope Secondary School ISWs planned an Indigenous Spirit week that followed the HSS spirit week outline of five different days of celebrations. Students participated in red shirt day, orange shirt day, rock your mocs day, sampled moose and elk salamis, and tasted dandelion syrup, nettle tea, and bannock.

Monday – Nlaka’pamux Day
 Tuesday – Inuit Day
 Wednesday – Cree Day
 Thursday – Métis Day
 Friday – Stó:lō Day

KES: On June 1st Indigenous students at Kent Elementary were honoured in a school-wide celebration in the gym. ISW Cody had the Indigenous Education Office print certificates for each student and presented them to their students, along with a small gift. Non-Indigenous students were called to witness as their classmates were honoured.

June 22nd marked the official opening of the Kent Indigenous Education Centre as well as the school’s Indigenous Day celebration. Indigenous day activities were planned for the students to participate in such as storytelling, drumming, and slahal as well as everyone getting a sample of bannock.

CES: Coquihalla support workers planned their student honouring ceremony on May 18th and held multiple small ceremonies with each class in the ISW portable. Students were presented with awards, a \$10 gift certificate to the Lucky Dollar store, and a balloon.

The CES Indigenous Day Celebration was held on June 17th and began with a house post acknowledgement followed by bannock and jam for all of the students. ISWs Patti and Tanya arranged to have several resource people present to the students in the afternoon. Each class rotated through workshops such as Halq’eméylem games, directed art, a paddle necklace craft, drumming, rock art, beaded keychains, a salmon dissection, and cedar roses.

HHSE: Harrison Hot Springs Elementary School traditionally combines its honouring ceremony awards with the end-of-year school award day. This year they were able to celebrate Indigenous students and cultures during their June 21st Indigenous Day celebration. ISW Justin Kelly organized a variety of workshops such as drumming, storytelling, and slahal. Principal Nazarchuk arranged for the Sasquatch dancers to attend a schoolwide assembly in the morning.

SCE: ISW Alicia held the SCE honouring ceremony on June 13th and ISW Justin helped with the preparations. Indigenous Students received a special gift and an Indigenous Education certificate. Snacks, including bannock, were served after the ceremony.

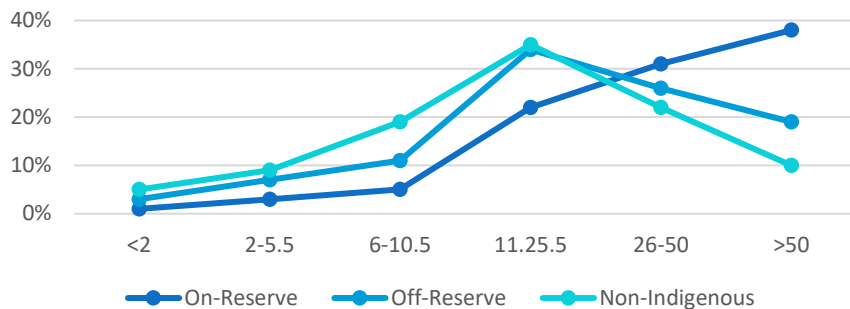


The students celebrated Indigenous day by doing different activities with their class. ISW Alicia brought students on a plant walk in the forest and teacher Dustin Neufeld used the Metis sash weaving kit to weave a giant sash with students. ISW Denny Cote attended and drummed with students in different classrooms.

TREC: This year ISW Taz planned a small honouring celebration for TREC students. The ceremony included a meal and Elder Shane John and ISW Cody Dool were invited to speak to the students. Former ISW Antoine McHalsie was honored for the work he did with the TREC students.

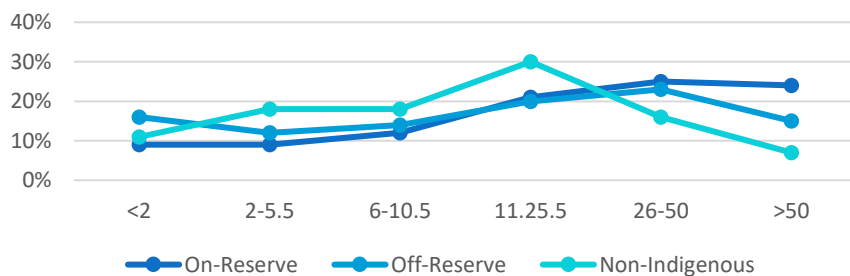
Attendance

**Comparison of Absences Between On-Reserve, Off-Reserve and Non-Indigenous Students
2021/2022**



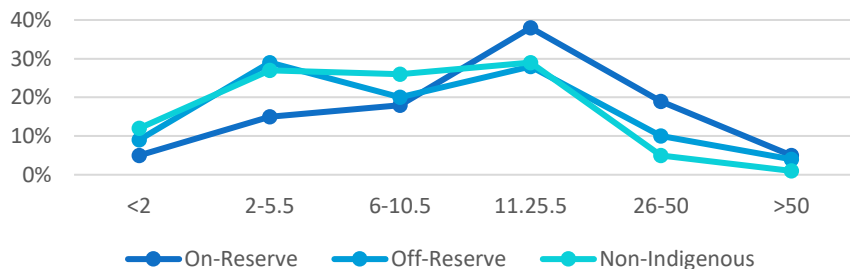
	On-Reserve	Off-Reserve	Non-Indigenous
< 2	1%	3%	5%
2-5.5	3%	7%	9%
6-10.5	5%	11%	19%
11-25.5	22%	34%	35%
26-50	31%	26%	22%
> 50	38%	19%	10%

**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%

- Since 2019/2020 the number of Indigenous students, both Indigenous and non-Indigenous, missing 2 days or less has decreased with fewer students having near-perfect attendance. This can most likely be attributed to stricter community COVID-19 laws, weather events, an increase in COVID-19 testing due to home test kits being made available, and highway closures.
- The number of on-reserve and off-reserve Indigenous students, and non-Indigenous students missing 2 to 5.5 days has also seen a large decrease since 2019/2020. With a higher percentage of all students missing 25 to over 100 days of school, this drop is expected.

- The number of on-reserve and off-reserve Indigenous students and non-Indigenous students missing 6 to 10.5 days showed a decrease since 2019/2020 too. Again, this reflects the higher number of students missing more than 25 days of school because of COVID-19, as well as highway closures and the floods in November 2021.
- The number of on-reserve students missing 11 to 25.5 days showed a decrease from 38% in 2019/2020 to 22% this year. Off-reserve students and non-Indigenous students missing 11 to 25.5 days show an increase of 6% since 2019/2020.
- The number of on-reserve, off-reserve, and non-Indigenous students missing 26 to 50 days all increased since 2019/2020. There was a higher number of absences recorded throughout the year which could be due to student anxiety, new COVID-19 variants, and a continuation of non-attending students. The IEC and school district tried many different ways to encourage students to return to school on a more regular basis but despite these interventions, we had record-breaking numbers of students who missed over 50 days of school compared to 2020/2021 and 2019/2020.
- The average number of students who missed over 50 days of the school year saw another increase for the second year in a row. In 2019/2020 the average number of students missing more than 50 days of school was 3%, in 2020/2021 the average was 15%, and in 2021/2022 the average was 22%. The greatest increase was seen in our on-reserve students who jumped from 5% of students missing over 50 days of school in 2019/2020 to 38% of students missing over 50 days of school in 2021/2022. On average, 14% of SD78 students missed 50-100 days of school and 8% of SD78 students missed over 100 days of school.

One of the ways we measure Indigenous student success in Goal 2 of the District Growth Plan, is by keeping track of how many classes our students miss and whether or not consistent absences affect their grades. In the graphs on page 21, the first pair 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 pair of graphs show the percentage of students in core courses who missed many classes but still passed the course. It should be noted that these four attendance graphs only include high 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.

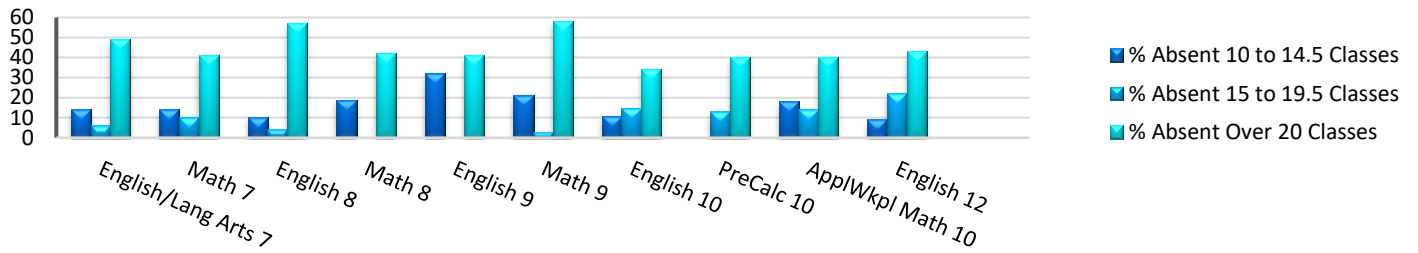
This year will be the last year that students in grades 8 and 9 receive letter grades. Next year the district will move towards competency-based grading. Once again summer school has been offered to students to allow them extra time to complete coursework.

During the pandemic, SD78 created an online school, Fraser Cascade Open Learning (FCOL). FCOL allows families greater flexibility when choosing the best learning options for their students which may mean schooling from home. FCOL uses the Moodle platform through the Western Canadian Learning Network (WCLN) and is available for students from grades 5-12.

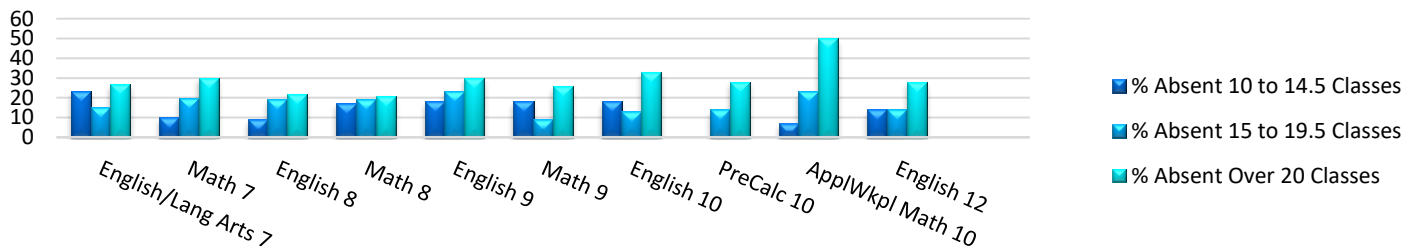
****Students on an adapted or modified program are not assigned a grade and move into the next grade in September.**

COMPARISON OF ATTENDANCE IN CORE CLASSES BETWEEN 2020/21 AND 2021/22

Absenteeism of Indigenous Students in Core Secondary Courses 2020/2021

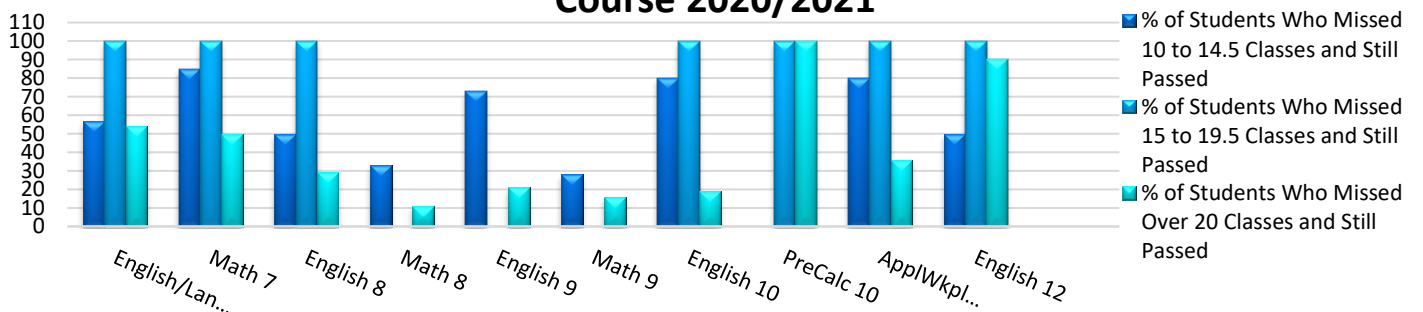


Absenteeism of Indigenous Students in Core Secondary Courses 2021/2022

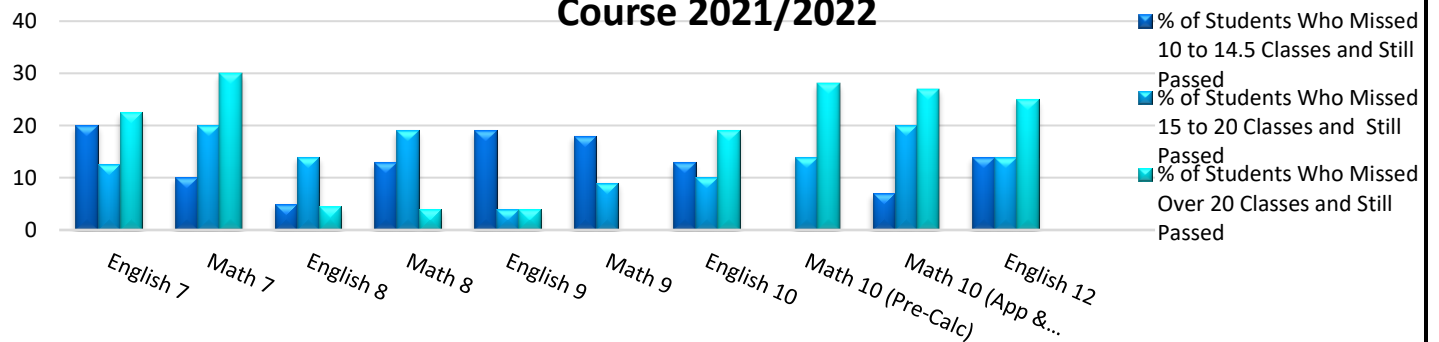


COMPARISON OF STUDENTS WHO PASSED CORE COURSES AFTER MISSING OVER 10 CLASSES

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



Percentage of Students Who Missed Classes But Still Passed Course 2021/2022



District & Indigenous Ed Pro-D

This year our Learning Activity Day was held on March 4th 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 slightly lower than in previous years but we still had many participants from our community partner groups. SD78 had fewer parents and staff participants this year, and the virtual platform allowed for a few new school districts to join in. The DPAC-sponsored Thursday evening parent night was not offered again and accounts for the drop-in parent participation. 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 283 participants attend and the feedback we received was very positive:

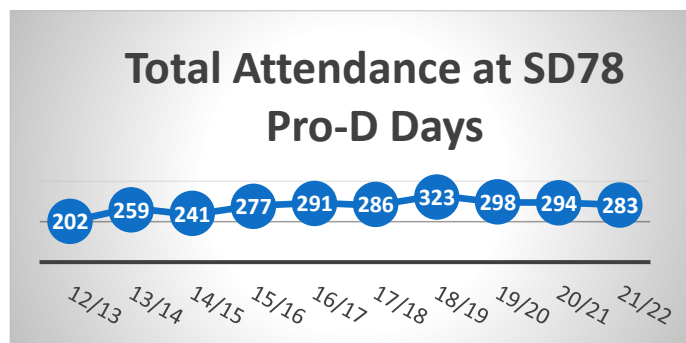
- *All three sessions were engaging — I didn't look at the clock ONCE!*
- *Excellent Job! Registration has become effortless and easy to pick your sessions.*
- *I really enjoyed Jo. I felt she really "got" us as educators - especially non-indigenous educators. She really created some "aha" moments for me.*
- *Jo is a wonderful source of information for our district and the whole province.*
- *Awesome presentation! Interested in more presentations about Trauma!*
- *This presenter was better than expected. She was a great storyteller who made me feel like her friend. We laugh and cried and learned.*
- *This was an amazing workshop, led by amazing people. I appreciated the time spent there.*
- *It was easy to register and I liked being able to do it on zoom.*
- *We learned a brief history of the Stó:lō, people and then learned how trauma affects the brain and learning. It was so well done. I enjoyed it very much and learned how safe spaces for different cultures can differ.*
- *Both speakers were amazing. Well thought out, compassionate, the pace was perfect. Emotionally balanced and insightful.*

This year's breakdown of participants:

Total attended.....	283
Total number of on-call teachers/instructors/teachers and student teachers who attended.....	140
Total number of support workers who attended [includes ISWs, SEAs, Aboriginal Support Workers and Teaching Assistants].....	88
Total number of administrators who attended [includes Superintendent, Trustees, Principals and Vice-Principals].....	21
Total number of IEC representatives who attended	4
Total number of parents who attended.....	1
Total number of 'others' who attended	25

[includes 8 secretaries, 3 StrongStart workers, 1 Indigenous Community Engagement Worker, 2 from ReadRight, 2 from Hope and Area Transition Society, 1 tutor, and 8 ECE workers from Swetexel daycare]

This graph shows the attendance at our Pro-D over the past 10 years. We're grateful to have so many people from our partner groups continuing to attend our Pro-D because of the great programming offered. Our attendance has remained fairly steady over the past few years with a slight decrease mostly due to the parent evening being cancelled. The event was held virtually and people appreciated not having to travel to the event and participating from home (which cut down on the lunch costs).

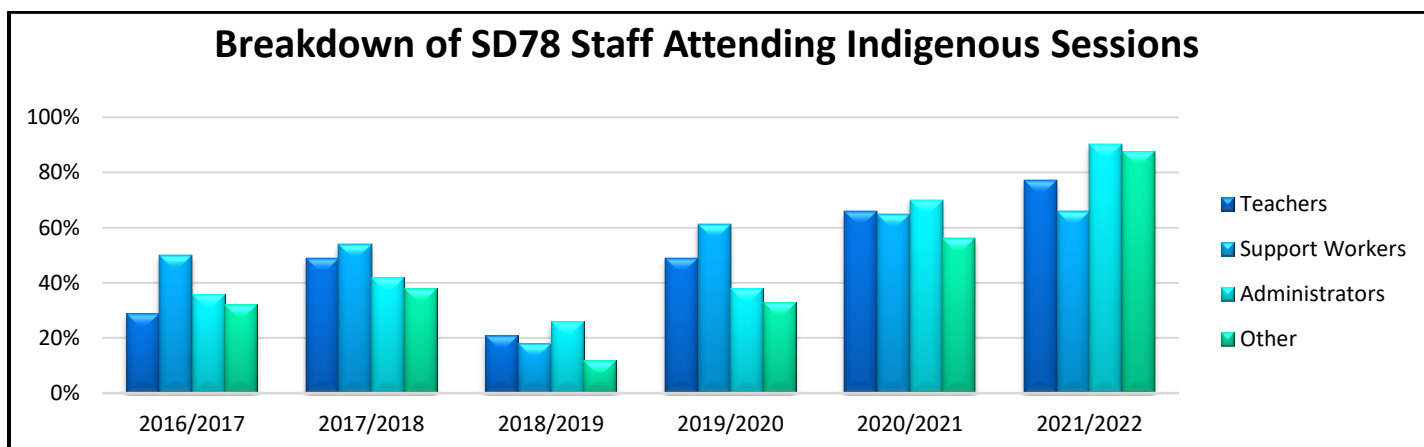


Jo Chrona's professional experience includes over 20 years of teaching in both the K-12 and post-secondary systems in British Columbia, working as a Policy Analyst and Curriculum Manager for the First Nations Education Steering Committee, an Advisor to the BC Ministry of Education, and a Faculty Associate in a BC Teacher Education Program. The quote from her keynote "white privilege is your history being part of the core curriculum and mine being taught as an elective" was very impactful.

Workshops with Indigenous topics included:

- Beyond the Poster on the Wall – Indigenous Ed. In BC – *Jo Chrona*
- Using Authentic First Peoples and Locally Developed Indigenous Resources – *Jo Chrona*
- Indigenous Totem Pole Design – *John Le Flock*
- Creating Cultural Competency: Examining Ways to Support the Past, Present, and Future of Stó:lō Children – *Christine Seymour & Steffi Munshaw*
- Understanding and Responding to Racism in the Classroom - *Andrea Chatwin*
- The Journey of My Truth and My Need for Reconciliation – *Cecelia Reekie*
- Building a School in an Indigenous Community as a White Settler – *Jillian Fraser*
- SD78 Indigenous Curriculum Project – *Jeffrey Nordstrom*
- Old Growth Forests and Indigenous Culture – *Jacob Cowan*
- The Sixties Scoop – *Brian Coleman & Claire Shannon Akiwenzie*
- The Moose Hide Campaign as a Tool for Reconciliation in Action – *Kathryn Lacerte*

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. Both teachers who worked on the IEC local Indigenous Curriculum project were able to offer Pro-D workshops about the units they developed—including an in-person walk. Full-day workshops were not offered this year which gave people a greater variety when choosing their 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, SD40 New Westminster, SD 43 Coquitlam, SD36 Surrey, Swetexel Preschool, Hope and Area Transition Society, and the Read Right Society.

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

This year more people participated in the virtual Pro-D event from home than last year.

Percentage of Participants in-person at school vs. from home				
2021	Home	53%	In-Person	47%
2022	Home	64%	In-Person	36%

Residential School Curriculum

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

In 2013 our Board of Education passed a motion to incorporate residential school curriculum into our schools and we continue to work towards this each year. In 2015 the Truth and Reconciliation Commission included a call to action to make an 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 kits. As well, we can arrange for Residential School survivors to visit schools and speak about their personal experiences with the residential school system.

Superintendent Moorthy encouraged all schools to participate in Truth and Reconciliation week and shared various resources with principals throughout the month of September. District Indigenous Education Principal Christine Seymour attended Orange Shirt Day assemblies, facilitated the Blanket Exercise, and had district shirts created to give to staff and students who wanted an orange shirt to show their support.



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. The whole school participated in a community walk, everyone received a piece of bannock, and there was a Truth and Reconciliation week assembly.

AGASSIZ ELEMENTARY SECONDARY/ACE:

- ISW Kalli Bone signed out an assortment of books including *Speaking our Truth*, *In this Together: Fifteen Stories of Truth and Reconciliation*, and the *Orange Shirt Day* story, and created a display for teachers to access to help them plan and discuss Truth and Reconciliation week with students. ISWs Angela Charlie and Kalli also organized a T & R closing circle to end the week of learning and discussions.



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* to teach and engage students in discussions about Indian Residential Schools. They also read the *Shi Shi Etko* storybook, watched the video, and followed up with a discussion about residential schools.

- ISW Tanya held class discussions about residential schools and facilitated a sharing circle with a talking feather with a grade 4/5 class.
- ISW Patti recognized Orange Shirt day with a grade 6 class by helping them make Truth and Reconciliation window posters for the school.

HARRISON HOT SPRINGS ELEMENTARY:

- Principal Tammy Nazarchuk organized Orange Shirt Day and Truth and Reconciliation week discussions with ISW Denny Cote.

SILVER CREEK ELEMENTARY:

- Teacher Ms. Carlson, Mrs. Bogart, and ISW Alicia James put together an Orange Shirt display for the whole school.
- Ms. Carlson and ISW Alicia facilitated the blanket exercise with the whole school in two large groups.
- ISW Alicia made orange shirt day buttons with the students.
- Various teachers read students *Shi Shi Etke*, *Shin Shi's Canoe*, *When I Was Eight*, and *Phyllis's Orange Shirt*.

KENT ELEMENTARY:

- ISW Cody arranged for residential school survivor Thelma Florence to speak about her experiences while attending and its effects on life afterward to the grade 6s.
- ISW Lisa created Orange Shirt buttons for students to wear during T & R week.



TWO RIVERS EDUCATION CENTRE:

- ISW Antoine McHalsie showed TREC students the Orange Shirt Day society video and had a residential school discussion with the students. HATS worker Nichole Bodai worked with students to create a residential school display on the school fence. District Principal of Indigenous Education Christine Seymour facilitated the blanket exercise with students and staff.

HOPE SECONDARY:

- ISWs had students participate in the blanket exercise facilitated by Alicia James and Christine Seymour.
- Students participated in the Truth & Reconciliation Story walk at the CE Barry track.
- HSS support workers had students tie ribbons on the fence at the school to acknowledge Residential School Survivors.
- ISWs and teachers led students in Truth and Reconciliation discussions throughout the week.



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 allow everyone 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 the fall Collaborative meeting was held using the Zoom meeting format and the spring meeting was in-person.

JANUARY 26, 2022: The November 24th Collaborative meeting was postponed until January due to extreme flooding, mudslides, highway closures, and intermittent power outages after the heavy rain November 13th-15th, as well as heavy snow and highway closures at the beginning of January.

The Collaborative Meeting included all school administration, Indigenous Support workers, District admin, and Trustees using the Zoom meeting format. District Principal of Indigenous Education (DPIE), Christine Seymour, started the meeting with the land acknowledgement.

Abbotsford Principal Darlene McDonald and Dr. Gwen Point present the *Welcome Project* with DPIE Seymour. The project is about having school staff greet students kindly each day and the importance of students feeling welcomed and cared for if they are struggling to connect at school.

Teachers Lisa Wolgram and Michael Blackburn of Alongside Research and Consulting reviewed their findings from the Indigenous Perspectives and Knowledge survey that SD78 teachers participated in during the spring of 2021. Their finalized report was shared with the IEC and SD78 administrators in the spring of 2022.

The Indigenous Support Workers and Mentor provided school updates and sharing and provide a general report on students: school attendance and non-engaged students, cultural presentations at the school, infusing Halq'eméylem into the classrooms through the word of the week, and work on the land acknowledgement video.

APRIL 27, 2022: The April Collaborative Meeting was held at the Cheam longhouse. Chief Andrew Victor welcomed SD78 to the Cheam territory. ISWs and principals shared school highlights, upcoming plans for Indigenous Day celebrations, and honouring ceremonies. DPIE Seymour had people participate in a movement break and language lesson during the middle of the school reports.

Former ISW Angela Charlie was honoured for her work with students at AESS and ACE and ISW Justin Kelly explained traditional protocols throughout the ceremony. Chief Ralph Leon, Chief Johnny Williams, Vice-Principal Anita Swinford, and Superintendent Moorthy spoke about Angela's work.

A traditional lunch prepared by Leanne Prest was served in the Cheam hall. Participants watched Cecilia Reekie's Truth and Reconciliation video and participated in a Halq'eméylem language lesson with the people at their tables.

Goal 2

2021/2022 marked the fourth 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 Indigenous 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.

In 2021 the Indigenous Education Council met with Superintendent Moorthy to revise Goal 2 and the objectives. 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.")*

Goal 2 Objectives 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.

The IEC worked with the school district to implement the Goal 2 actions and measurements and will review them in the fall of 2022 to ensure they are on track and meeting targets.

Tutoring Programs

ON-RESERVE TUTORING PROGRAMS:

- [Seabird Island First Nation:](#) A final report was not submitted.

OFF-RESERVE TUTORING PROGRAMS:

- [Agassiz Elementary Secondary:](#) AESS ISWs Kalli Bone, Angela Charlie, and Denny Cote facilitated the weekly program over their lunch hour. Students who attended the tutoring session worked on assignments and homework with the AESS Indigenous support worker team and received pizza for lunch. The weekly sessions had an average of 9 students participating in each session, and a total of 240 tutoring contacts. During class time they provided extra academic support as needed and took certain students out of class for one-on-one work.
- [Boston Bar Elementary Secondary:](#) The BBESS Tutoring Program went from February 2022 to June 2022 on Thursdays after school and was managed by teacher Michele Dekok. There was an average of two tutoring sessions per month with 6-8 students attending. The students had dinner before they went home on homework/tutoring days.
- [Silver Creek Elementary:](#) The SCE Tutoring Program ran from September to June on weekdays during recess and lunchtime. ISW Alicia James ran the program out of the school library which allowed students to access the iPad lab during the tutoring session. ISW James held 63 sessions which allowed 333 contacts with children who needed extra help. Tutoring funds were used for incentives, supplies, and snacks, for the students.
- [Two Rivers Education Centre:](#) A final report was not submitted.

Language Programs

HALQ'EMÉYLEM LANGUAGE PROGRAM

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

NLAKA'PAMUX LANGUAGE PROGRAM

Unfortunately, the district was without a Nlaka'pamux language teacher this year as no one applied for the position.

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.

Report from the Superintendent

As we approach the end of the school year, I want to express my sincere gratitude to our Indigenous Education Department members and our reserve and off-reserve communities. We have accomplished so much together to move our two goals forward.

Goal 2 Indigenous Education: To enhance our Indigenous students' level of engagement, cultural identity and success in school.

Objectives:

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 three years for our Indigenous students as indicated in our growth plan.

The past two years have been some of the most challenging in our province's history. Some of these challenges included, but were not limited to:

- Covid Year One and Year Two: timetable challenges, safety plans, health worries
- Emotional health/exhaustion of students and staff
- Fires and heat dome
- Flooding
- Road and snow closures
- Provincial staffing shortages
- Increase in mental health challenges
- Learning loss

While we have experienced many external challenges, we also walked through several tragedies that would change our world forever. The current war in Ukraine and the school tragedy in Texas remind us that we are fragile and must push towards taking care of one another. Learning about the 215 bodies in unmarked graves reminded us of our need to work towards Truth and Reconciliation daily, and we must continue honouring our Indigenous communities.

Our school community has worked hard at fulfilling our district motto: "everyone pulling together." Connecting with communities and integrating culture and language into schools was incredibly successful. The increased connections between district staff and communities to problem solve and support students to reengage with schools notably improved. Initiating First Peoples Ten and planning for First Peoples Eleven has been well received. The professional development of Principals and School-based staff was ongoing. Hiring Christine Seymour as our Indigenous Principal of Education has helped move our action plan forward. This has provided and voice and a perspective that was missing, as we now have a trained teacher educator with a rich Indigenous understanding at the senior leadership table. Revitalizing the language with support workers and schools has been very successful. Adding Bernard Klop (District Counsellor) and Stan Watchorn (District Principal of Special Responsibility) has created a strong district foundation for supporting our students and families.

Thank you to our parents and caregivers for bringing your children back to school and working with us as we returned to a *new* normal. It has been wonderful watching our schools transform back to what they should be, a safe place for our students to grow and learn. During the past month, I had the opportunity to attend every graduation ceremony and connect with families as they celebrated their children.

Congratulations to our Fraser-Cascade graduates and students. You have exemplified the word resiliency! We are proud of your accomplishments and look forward to watching you grow and develop. You are the reason we are here. Use the experience of the past two years to build a stronger sense of courage as you graduate or return to school.

We wish you all a safe, relaxing and enjoyable summer and look forward to working with you next year.

Balan Moorthy
Superintendent of Schools

https://issuu.com/frasercascade/docs/the_year_in_review-_2022.docx

Principal's Report

I would like to begin with thanking the Indigenous Education Council for their hard work and vision in working with the School District again this year. It has been an incredibly busy and productive year. Christine Seymour, District Principal of Indigenous Education was hired to replace Rod Peters who retired after over 26 years in our District. Rod has been most supportive and helpful in transitioning Christine into all the responsibilities in her new job. I would like to acknowledge the leadership, guidance, and support of Leanne Bowcott (IEC Chair), Miranda Cowan (Administrative Assistant) as well as Trustee Cathy Speth (former Chair AEC). Their dedication and experience are what keeps things running effectively. It is a pleasure to work with so many people dedicated to supporting our Indigenous students and families.

It has been a busy year as we emerge from another year where COVID has impacted the education programs and supports in our school district. The Indigenous Education Pro D day held on March 4th was excellent as always, although it was delivered in a Virtual Format through Zoom due to the pandemic. Once again, the flexibility and adaptability of our community of educators was remarkable. The Council has now funded and arranged to have House Posts in every educational facility in our school district. It makes sure the facilities represent some of the culture of our Indigenous Communities. Christine Seymour's leadership has provided language classes to students throughout the district and provided training and support to our Indigenous Support Workers as they increase the use of language in our schools on a regular basis. In addition to language usage, Christine provided leadership in using and explaining the cultural protocols and ceremony that are part of gatherings and ceremony. It is now common for a Land Acknowledgement in schools and at district meetings, this recognizes the importance of acknowledging the truth of our history as we work towards reconciliation.

We are in the 2nd year of our Equity in Action Plan, as we individually and organizationally continue to examine our district practices and beliefs. This initiative is supported by Joe Heslip as the Ministry lead for this initiative.

Finally, I would like to acknowledge all the hard work of our Indigenous Support Workers. In addition to the academic and social/emotional support they provide to our students, they create a sense of community in our schools for our Indigenous students and families. The topics examined in schools range from Residential Schools to traditional practices including the importance of cedar and salmon to the original peoples of the Fraser Valley and Canyon. It is most rewarding to see the pride and self-confidence growing in our Indigenous students as they begin to see themselves reflected in the curriculum and teachings in our school system.

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

Respectfully,

Stan Watchorn
Principal, Kent Elementary

District Counsellor's Report

Éy Swáyel,

The 2021 -2022 school year continued to present unique challenges to our school communities and families. Ongoing struggles with school attendance due to the pandemic were further exacerbated by flooding, mud slides, and atmospheric weather events. Attendance numbers rose and fell throughout the school year, but fortunately this Spring as the threat of the pandemic subsided our focus on encouraging students to consistently re-engage with school resulted in increased attendance numbers. We did notice, however, an increased level of emotional dysregulation in our student population throughout the district. This is likely a ripple effect of the chronic stressors many experienced as a result of the uncertainty surrounding the virus, as well as the losses experienced in many families. Now that we are entering summer, I hope we can all come to a place of equilibrium and rest.

As a district we planned a number of events in our indigenous communities to build rapport with families and connect with their leadership in an effort to provide wrap-around support for those struggling to get back into the daily routine of school. We had a very successful “breakfast bus” for example in one community with door-to-door service that picked up students a bit later, and an after-school club that re-engaged a number of students who had not come to school in a long time. In other communities we had community events focused on food and fun, with opportunities to build in language learning. Home visits and working with our indigenous support workers to provide outreach to our off-reserve families further resulted in more students re-engaging with school.

Working closely with our Indigenous Support Workers was also invaluable. These staff provide a high level of support to our indigenous students in the schools and significantly contribute to their success. I provided the ISWs with some professional development training to give them a better understanding of the developmental impacts of chronic stress and early life trauma on neural development and taught them ways of providing social and emotional support to students to reduce their experiences of stress and anxiety. I look forward to continuing this good work with them in the new school year.

Community celebrations of culture through ceremony and food along with honouring ceremonies at various schools provided wonderful learning opportunities for both indigenous and non-indigenous students and school staffs alike. As our indigenous students see their cultural values being celebrated in classrooms and the school community and their knowledges and perspectives being integrated into the curriculum, they will experience an increased sense of connectedness and belonging which will positively impact their level of engagement.

More work remains to be done. I look forward to a continued partnership with our indigenous families and communities to support the critical work of ensuring our young people have a positive educational experience. Our children’s mental health is the foundation that supports and influences all other aspects of their development. Their emotional wellbeing is directly connected to the environments we provide for them. We know that psychologically safe and responsive early life experiences positively shape the development of our children’s brains and lays the foundation for sound mental health. Disruptions to this process can result in a host of impairments in school readiness, academic achievement, self-regulation, emotional adaptability and self-understanding. Creating safe and secure learning environments in our schools where our children feel welcomed and respected can play a huge role in buffering the results of any adverse life experiences they may have had. Together we can make a difference!

Finally, I wish to express my appreciation of being able to work closely this year with Stan Watchhorn and Christine Seymour our District Principal of Indigenous Education. I also appreciate the ongoing support of our Superintendent, Balan Moorthy who clearly values the importance of this work with our families and schools.

Kind regards,

Bernard Klop

Q’aLaTKu7eM Community School Report

Q’aLaTKu7eM Community School (QCS) had a very productive fourth school year. This year the school had a small Kindergarten program for the first time. We were K-10 this year and the addition of the Kindergarten students facilitated a beautiful multi-aged learning dynamic, with the older students taking an active role in the younger students’ learning.

QCS focused our learning on Climate Change, community projects, the Solar System, and cultural learning on the backyard Land.

With the ease of Covid restrictions QCS was able to get back into the larger community, including weekly trips to attend class in Pemberton, visits to Whistler for sports activities, and our fantastic overnight school trip to Vancouver hosted by our partner, The Washington Kids Foundation.

2021/2022 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 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 a few more schools completed their projects, and two schools have plans for next year. Harrison Hot Springs Elementary worked with artist Bon Graham to create an art piece with the students for the school. Coquihalla school hopes to have a mural painted next year and Boston Bar School plans to have carver Nelson McCarthy carve some smaller pieces to complement their nearly finished corner post.



KES INDIGENOUS LEARNING CENTRE: Over the summer of 2021 Kent Elementary had to replace the ISW portable. Principal Watchorn worked with the district to build a bigger space using two portables to create a beautiful new learning centre with a kitchen, a meeting space, offices, and washrooms. ISW Lisa had the big drum repaired and invited a pow-wow dancer to the centre to dance with the students. The IEC held their May meeting at the centre so they could tour the facility.

ISW LANGUAGE TRAINING: The IEC has been supportive of language development amongst the ISWs for years, most recently through ISWs enrolling in courses at local colleges. This year the Indigenous Ed. Department was fortunate to have Christine Seymour teaching Halq'eméylem to the team at the monthly ISW meetings, as well as teaching it to district staff, trustees, and admin at various district meetings. DPIE Seymour not only taught Halq'eméylem, but she also shared language teaching techniques with the ISWs and our language instructor. ISWs were able to share Halq'eméylem with students with a word of the week, small language classes to complement the teachings of the language teacher, and put Halq'eméylem signage throughout schools.

BURSARIES: The Indigenous Education Council funded five \$1,000 bursaries for our hard-working Indigenous students who applied for and were accepted into a post-secondary education program. This year a one-time motion was made to add \$2,000 of unused funds to the bursary budget so they could offer five bursaries to help with post-secondary school costs. There were five bursary winners from two different schools. These students will have two 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 an AESS graduate a \$500 bursary.

NEW ISW POSITION: This spring the IEC created a new cultural/on-call relief ISW position. The IEC was happy to welcome back Justin Kelly for this new position that includes working to develop and deliver cultural kits, helping out with ceremonies, event planning, and 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. Justin

brings with him a knowledge of local culture and history, drumming, and storytelling for students and staff as well as presenting the new SD78 cultural kits as they are created.

INDIGENOUS PERSPECTIVES AND KNOWLEDGE SURVEY: In the winter and spring of 2021 Lisa Wolgram and Michael Blackburn created a teacher survey in collaboration with the IEC, the Stó:lō Research and Resource Management Centre, and the S'ólh Téméxw Stewardship Alliance. SD78 teachers participated in the survey and the data was compiled by Lisa Wolgram and Michael Blackburn's company, Alongside Research and Consulting. The survey was developed to understand the challenges and successes SD78 teachers face when integrating Indigenous perspectives and knowledge into the curriculum as per the Professional Standards for BC Educators. "Educators respect and value the history of First Nations, Inuit, and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation, and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit, and Métis."

Results of the survey were compiled into a report and shared with the IEC and school district.

2022/2023 Goals

LOCAL CURRICULUM: At the June IEC meeting a motion was made to provide funding to hire two teachers and two ISWs for the third consecutive year to create lesson plans that have local culture and traditions infused into them. Creating local curriculum supports one of the actions in Goal 2 which is to create specific school and classroom-initiated activities that teach and celebrate local Indigenous ways of knowing, history, and culture.

Last year a request was made that the two curriculum development teachers and ISWs provide a Pro-D workshop for their newly developed curriculum at our Indigenous Education and District Professional Development Day. Both teachers involved in creating local Indigenous units provided workshops at the March 4th Pro-D and the newest curriculum units will be presented at the April 28th Pro-D day too.

EQUITY IN ACTION: The committee met by Zoom throughout the year and continued to discuss and create the district's equity profile and action plan. Elder Patricia John was able to participate in the discussions and as a founding member of the SD78 Indigenous Education Council, her input was very beneficial. It is hoped that in-person meetings will resume in the 2022-2023 school year when the committee reconvenes.

WELCOME PROJECT: At the winter Collaborative meeting, Abbotsford Principal Darlene McDonald, Dr. Gwen Point, and Christine Seymour presented about the Abbotsford school district's *Welcome Project*. The project focuses on the importance of students feeling welcomed and cared for if they are struggling to connect at school. The presentation is meant to be shared with all staff (bus drivers, clerical, custodial, support staff, and teachers) and focuses on the significance of having staff kindly greet students each day.

The IEC discussed the project at various meetings and decided it would be valuable for SD78 staff to participate in the project too. The Pro-D committee meeting will work with Christine Seymour, Darlene McDonald, and Superintendent Moorthy to share the information with all SD78 staff.

CURRICULUM KITS: In April, ISWs traveled to Abbotsford to the Mamele'awt Indigenous Community Centre. Abbotsford Indigenous Education staff shared four of their cultural kit presentations: Cedar, Introduction to Métis Culture, Rock Painting, and the Paddle Necklace workshop. ISW Justin Kelly is working to develop similar kits and presentations for SD78. Once the kits are ready, teachers and ISWs will be able to request for Justin to come to their classroom and go through the lecture or workshop with the students.

CULTURAL EVENINGS: District Principal of Indigenous Education (DPIE) Christine Seymour is planning to host evening cultural presentations for our Indigenous families. She will offer the presentations in both Agassiz and Hope at the Indigenous Education centres with help from our ISWs. DPIE Seymour would like to start with a pow-wow dance group but would also like to have healthy meal preparation evenings, sew ribbon skirts, and evening language lessons.



IEC PARENT AND YOUTH CONFERENCES: In 2019 the IEC began working towards hosting a parent conference and a local youth conference for our Indigenous families. COVID-19 halted plans for a few years but now that restrictions have been lifted, the IEC will begin planning again.

The IEC will work with DPIE Seymour and the support workers to plan a conference for our high school-aged Indigenous youth on a Pro-D day. Students won't have to worry about missing classes and all Indigenous students will be welcomed, not just our more academic students.

The IEC hopes to host a parent conference in a few communities and offer transportation so the location is not a barrier. The IEC hopes to share information about trauma-informed practice, have short discussions about hurdles Indigenous parents and students face when navigating the school system, host a few short workshops, and share a meal.

2022/2023 INDIGENOUS EDUCATION AND DISTRICT PRO-D: DPIE Seymour will work towards ensuring the Pro-D day has 100% Indigenous programming along with Superintendent Moorthy, IEC Chair Leanne Bowcott, and the Pro-D committee. Speaker Kevin Lamoreaux has been confirmed as the keynote speaker, staff will be introduced to the Welcome project, and a variety of workshops will be offered.

Conclusion

On behalf of Indigenous Education and Services, I would like to acknowledge my appreciation for your dedication and patience during the ongoing and everchanging COVID-19 restrictions, flooding, highway closures, power outages, the heat dome, record snowfalls, and the ice storm in January. 2021/2022 was not only a historical year but my first year learning the role of the SD78 District Principal of Indigenous Education. Many thanks to 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, our Halq'eméylem language instructor, 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,
Christine Seymour

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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