

Suwilaawksa Ts'msyen A Wil Ho'yaxst Dm Sagayt Hakhatelst Indigenous Education Partnership Agreement

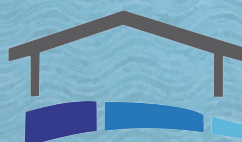
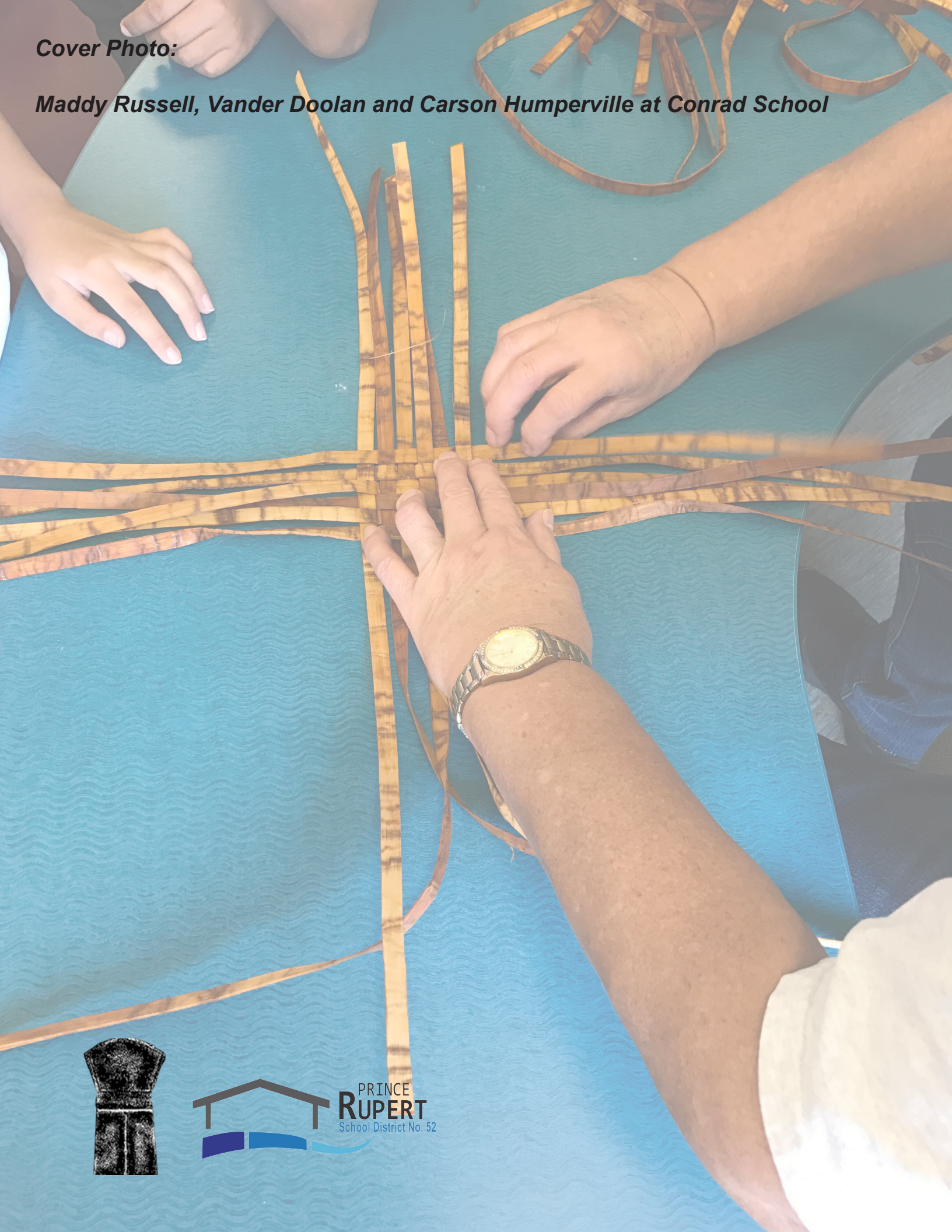
Annual District Growth Plan 2019-2020 Kxeen

A photograph of three Indigenous children, two girls and one boy, standing in a gymnasium. They are wearing traditional regalia, including large woven hats and red vests with black and white patterns. The boy is on the right, and the two girls are on the left. They are all smiling and looking towards the camera. The background shows other children and a basketball hoop.

**Indigenous Education Council &
School District 52
Prince Rupert**

Cover Photo:

Maddy Russell, Vander Doolan and Carson Humperville at Conrad School



PRINCE
RUPERT
School District No. 52

The background of the entire page is a photograph of several long, thin salmon fillets hanging vertically from a wooden rack. The fillets are a vibrant red color, indicating they are fresh or properly preserved. They are secured to the rack with white string or twine. The lighting is somewhat dim, giving the image a slightly moody or rustic appearance.

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This report was prepared by the
Indigenous Education Department
in collaboration with the Indigenous
Education Committee and Council, and
School District 52 (Prince Rupert) for the year
of 2019-2020. For additional copies, contact:

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Communities Served By SD 52

Prince Rupert (Kxeen: Place of Foam) and School District 52 reside on the traditional territories of the Ts'msyen Nation. We provide Strong Start through Grade 12 programs for children and families from Kxeen, Port Edward, Maxłaxaala, the Gitga'at First Nation, Lax Kw'alaams, and Dodge Cove and neighbouring communities. The Indigenous Education Department and SD52 acknowledges that this report, the collection of data and information within takes place in Ts'msyen territory of the Sm'algyax speaking peoples.

Indigenous Learners in School District 52



HARTLEY BAY SCHOOL

Rineridge

Elementary School



**PORT EDWARD
COMMUNITY SCHOOL**



*Conrad
Elementary School*



**Roosevelt Park Community School
École Communautaire Roosevelt Parc**

Mailing Address: PO Box 520, Prince Rupert, BC, V8J 3R7 Location: 800 Summit Avenue, Prince Rupert, BC, V8J 3W2
Ph: 250-624-6126 Fax: 250-627-1634



Learner Population

More than 65% percent of learners (1274 out of 1941) are Indigenous. Below are the number and percentage of learners in each school.

*Source: Ministry of Education, October 2019 count
Please note this is ever changing data*

Prince Rupert School District Enrolment in 2019-2020:

School	All Learners	Indigenous Learners	
	Number	Number	% of total
Charles Hays	578	320	55%
Conrad	218	178	82%
Hartley Bay	34	34	100%
Lax Kxeen	193	107	55%
Pacific Coast	82	75	91%
Pineridge	141	97	69%
PRMS	436	282	65%
Port Edward	9	8	89%
Roosevelt	246	144	61%



Student drummers under the direction of Marlene Clifton played culturally significant songs at Orange Shirt Day. (Alex Kurial / The Northern View)

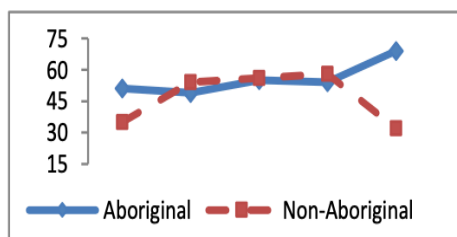
School Year	All Students #	Aboriginal Students		Aboriginal Females #	% of All Students	Aboriginal Males #	% of All Students
		#	%				
2015/16	2,072	1,350	65.2	685	33.1	665	32.1
2016/17	1,993	1,303	65.4	641	32.2	662	33.2
2017/18	1,983	1,288	65.0	647	32.6	641	32.3
2018/19	1,963	1,288	65.6	649	33.1	639	32.6
2019/20	1,941	1,274	65.6	645	33.2	629	32.4

Student Survey

The student learning survey is a province wide census from the Ministry of Education's "How Are We Doing?" report. This provides information related to students' experiences as learners at school. In SD52 there has been a long history of curriculum work, incorporating Indigenous knowledges, perspectives and language prior to Ministry curriculum changes. The addition of a 9th teaching standard has reinforced the necessity to equitably represent the true history and contemporary context of Indigenous peoples.

Grade 4:

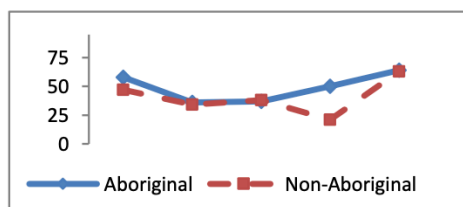
At school, are you being taught about Aboriginal peoples in Canada?/ Are you learning about First Peoples at school?



School Year	Aboriginal Students			Non-Aboriginal Students		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2015/16	88	45	51	46	16	35
2016/17	75	37	49	50	27	54
2017/18	74	41	55	43	24	56
2018/19	83	45	54	38	22	58
2019/20	35	24	69	19	6	32

Grade 7:

At school, are you being taught about Aboriginal peoples in Canada?



School Year	Gr 7 Respondents			Gr 7 Respondents		
	#	All of the time or many times		#	All of the time or many times	
	#	#	%	#	#	%
2015/16	67	39	58	49	23	47
2016/17	59	21	36	38	13	34
2017/18	49	18	37	32	12	38
2018/19	68	34	50	38	8	21
2019/20	58	37	64	27	17	63

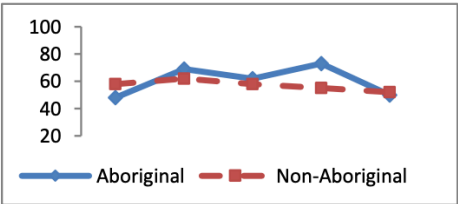
Percentage of Students who felt that they had learned about Indigenous Peoples at school all the time or many times.

- ▶ **Indigenous Students In Grade 4: 69% (an increase of 15%)**
- ▶ **Gr. 4 Non-Indigenous Students: 32% (steadily increasing since 2016)**
- ▶ **Gr. 7 Indigenous students: 64% (increase of 14%)**
- ▶ **Gr. 7 Non-Indigenous students: 63% (Increase of 42%)**
- ▶ **Gr. 10 Indigenous Students: 50% (Decrease of 23%)**
- ▶ **Gr. 10 Non-Indigenous Students: 52% (between 52-58% in the last 5 years)**



Grade 10:

At school, are you being taught about Aboriginal peoples in Canada?



School Year	Gr 10 Respondents #	Aboriginal Students		Gr 10 Respondents #	Non-Aboriginal Students	
		All of the time or many times #	%		All of the time or many times #	%
2015/16	77	37	48	69	40	58
2016/17	52	36	69	60	37	62
2017/18	69	43	62	50	29	58
2018/19	66	48	73	60	33	55
2019/20	40	20	50	42	22	52

Indigenous Education Partnership Agreement

The Indigenous Education Partnership Agreement reflects the mutual respect and responsibility of all those involved in educating Indigenous children and youth in our school district.

The foundations of the Partnership Agreement are the beliefs that Indigenous people are integral to the social fabric of Canada and that educational opportunities and success for Indigenous learners are of vital concern for all partners in education.

A renewed Partnership Agreement was signed on November 30, 2010. We are currently working with communities and partners to draft the new Partnership Agreement for future years.

The goals of the Partnership Agreement are:

- ▶ ***Increase Indigenous learners' knowledge of Aboriginal language, culture and history.***
- ▶ ***Increase Indigenous learners' achievement in reading and writing.***
- ▶ ***Increase Indigenous learners' achievement in mathematics.***
- ▶ ***Increase Indigenous learners' successful transitions, school completion rates and graduation rates.***

A copy of the current Indigenous Education Partnership Agreement is displayed on the next page.





Prince Rupert School District No. 52 Aboriginal Education Council
ABORIGINAL EDUCATION COUNCIL PARTNERSHIP AGREEMENT
NOVEMBER 30, 2010



WAYI WAH

Mission Statement

Our partnership is a shared responsibility dedicated to creating a community which values, respects and appreciates Aboriginal languages, cultures, histories, knowledge, skills and people as integral to the education system and life-long learning process.

PREAMBLE

Aboriginal People are integral to the social and cultural fabric of Canada. Educational opportunities and success for Aboriginal learners are of vital concern for all education stakeholders.

In February 1999 the Provincial Education Partners signed a Memorandum of Understanding stating, "We the undersigned acknowledge that Aboriginal learners are not experiencing school success in British Columbia. We state our intention to work together within the mandates of our respective organizations to improve school success for Aboriginal learners in British Columbia." This agreement was signed by the Ministry of Education, the Department of Indian Affairs and Northern Development, the B.C. Teachers Federation, the B.C. College of Teachers, the B.C. School Trustees Association, the B.C. Principals and Vice Principals Association, the Chief's Action Committee and the First Nations Schools Association. Aboriginal Education is a priority for all School District 52 education partners.

To increase educational opportunities and academic achievement for Aboriginal learners, on October 29, 2001 the Education Partners of School District 52 agreed to enter into a Partnership Agreement aimed at improving academic success for Aboriginal learners. The Performance Goals of the Partnership Agreement were monitored through an Annual Report from 2002-2007.

Since 2007 a community consultation process has occurred among partners to consider the mission, goals and indicators for Aboriginal Education over the next five years. This renewed Partnership Agreement reflects the mutual respect and responsibility of all those involved in educating Aboriginal children a

PRIN

1. We, the undersigned of this Partners improve the life opportunities of all District No. 52.
2. We recognize the need for a long-term education and school success of Aboriginal relevant curriculum.
3. We will respect Aboriginal cultures, tradition of respecting the primacy of within its traditional territory.
4. We commit to working in partnership transparent manner.
5. We agree to work individually and collectively organizations to improve outlined in the Partnership Agreement

6. An Aboriginal Education Report will be published and shared annually to monitor the Performance Goals over the subsequent years.
7. We collectively commit to reviewing the Aboriginal Education Partnership Agreement on an annual basis.

PERFORMANCE GOALS

1. Increase Aboriginal learners' knowledge of Aboriginal language, culture and history
2. Increase Aboriginal learners' achievement in reading and writing
3. Increase Aboriginal learners' achievement in mathematics
4. Increase Aboriginal learners' successful transitions, school completion rates and graduation rates

PERFORMANCE INDICATORS

- | | |
|---|--|
| 1. Kindergarten Assessment | 8. Grade to Grade Transitions |
| 2. Reading Literature | 9. Graduation Rates and School Completion Rates |
| 3. Reading for Understanding | 10. Sm'algayax Language: Enrollment and Achievement |
| 4. Writing: Grades 4 and 7 | 11. Principles of Mathematics 11: Enrollment and Achievement |
| 5. English 12: Enrollment and Achievement | |
| 6. Mathematics: Grades 4 and 7 | |
| 7. Attendance: K -12 | |

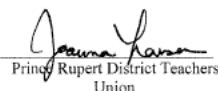
Aboriginal Education Council acknowledges that some data is a snapshot on a particular day. This data provides additional information to inform what supports Aboriginal students need. Aboriginal Education Council commits to exploring other performance indicators that will provide data that will inform how Aboriginal students are achieving in our district.

CULTURALLY RESPONSIVE PROGRAMS

The Aboriginal Education Council develops and implements a range of programs that support the mission and goals of the Partnership Agreement and that increase—

- the success and strength of Aboriginal learners,
- the engagement of families in their children's education and
- greater community understanding of Aboriginal culture and history.

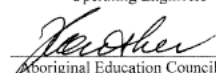

 Board of Education

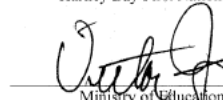

 Prince Rupert District Teachers Union


 International Union of Operating Engineers

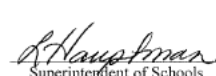

 Hartley Bay First Nation


 Metlakatla First Nation


 Aboriginal Education Council


 Ministry of Education


 Prince Rupert Administrative Association


 Superintendent of Schools

The Annual District Growth Plan

Every year since 2002, the SD52 Indigenous Education Department (IED) has prepared a report about how Indigenous learners are doing in school. We use learners' achievement and the goals of the Indigenous Education Partnership Agreement to guide our report. Connected to the previous year, it was decided that this document be renamed the Annual District Growth Plan to reflect the focus on looking at student growth and success. In previous years, the document was called the Annual Report.



This plan helps everyone understand the following:



- ▶ **How Indigenous learners are achieving the goals set out in the Partnership Agreement**
- ▶ **How we can make changes that enhance Indigenous learners' success**
- ▶ **How our district is growing towards Indigenous learning in all subject areas**

The Annual District Growth Plan gives partners a chance to discuss how learners are doing and how we can support them. The growth plan also gives partners a chance to celebrate the many successes of our Indigenous learners.

This year the Annual District Growth Plan will focus on the performance and achievement of Indigenous learners over the past five years (2016-2020) and refer to goals for 2020-21.



Conrad School mural opening with Kelli Clifton and community partners from Eco Trust Canada

Performance, Achievement, Goals, Key Points & Highlights

Goal 1: Increasing Indigenous learners' knowledge of Indigenous language, culture, and history.

Enrolment in Sm'algyax 11 & 12 courses significantly increased from 16 in the previous year to 30 learners in 2018-19, remaining at 30 for 2019-2020.

Other courses offered at the secondary school level that focus on Indigenous language, culture and history are:

- ▶ **BC First Nations Studies 12**
- ▶ **English First Peoples 10-12**
- ▶ **Aboriginal Entrepreneurship 11 & 12**

There are several course selections within our provincial curriculum that are additionally offered, as well as the mandate of the curriculum to include a focus on meaningful integration of Indigenous knowledge and perspectives in the classroom.



Goal 2: Increasing Indigenous learners' achievement in reading and writing.

Reading:

- ▶ On the Grade 7 reading assessment 58% of Indigenous learners were meeting or exceeding in 2019-2020, compared with 51% in 2018-19.



Writing:

- ▶ In the Grade 7 writing assessment there was an increase from 82% to 90% of Indigenous learners meeting or exceeding expectations.
- ▶ 94% of Indigenous learners taking English 12 passed with a C- or higher similar to last year's rate of 95%.



Goal 3: Increasing Indigenous learners' achievement in mathematics.

There continued to be a focus on looking at mathematics in new ways to engage our learners and bring Indigenous perspectives into numeracy for the 2019-2020 school year.

- ▶ **In 2019-2020, 45% of Grade 4 Indigenous learners were meeting or exceeding in numeracy, compared with 36% in 2018-19.**
- ▶ **In Grade 7, 27% of Indigenous learners met or exceeded expectations, compared with 39% the previous year.**



Strong Start Program

Goal 4: Increasing Indigenous learners' successful transitions, school completion rates, and graduation rates.

Indigenous learners continue to make successful transitions from one grade to another. This shows a very good trend in staying in school and successfully being promoted to the next grade.

- ▶ **In 2019-2020, 33% of Indigenous learners completed high school with a Dogwood diploma from 44% the previous year.**

Graduation rate information shows that if learners go into Grade 12 with all the courses they need to successfully graduate, more than 90% will successfully graduate.

In order to provide more opportunities for students to enroll in the courses they need to graduate, the district decided to move to a trimester system in 2018-19.

Completion rates for Indigenous learners in 2019-2020:

- ▶ **6 year completion Rates: 54% from 52% the previous year.**
- ▶ **5 year completion Rates: 51% from 32% the previous year.**



Sm'alg̱yax Language Curriculum

The Sm'alg̱yax language is the foundation of the Ts'msyen people. It has been our language for thousands of years. The Sm'alg̱yax Language curriculum, resources, and Integrated Resource Packages have been created over many years. These resources form a high-quality language program that is well-regarded throughout the province and within the Ministry of Education. The development and implementation of the Sm'alg̱yax program is directed by the Ts'msyen Sm'alg̱yax Language Authority (TSLA) and the Sm'alg̱yax Language Committee.



Sm'alg̱yax Kindergarten to Grade 4

For over 10 years, three schools have provided instruction in Sm'alg̱yax language in Kindergarten through grade 4. In September 2015 the program expanded to the remaining schools.

The Kindergarten through grade 4 program is play-based, and includes songs, games, and outdoor learning. Sm'alg̱yax language teachers co-teach with Elders and fluent Sm'alg̱yax speakers.

Sm'alg̱yax Language Profiles



Katelynn Leask is Gisbutwada (Killerwhale) from Maxłaxaala (Metlakatla) and is a Sm'alg̱yax student in SD 52, she has been a Language learner since attending the Aboriginal Headstart program. Katelynn is currently attending Conrad Street Elementary School and is a wonderful example of a Ts'msyen learner learning back the Language of the territory.

Katelyn says that it is important to learn the Language because, "It belongs to us."

She is already passing on her knowledge by teaching her younger brother how to count in Sm'alg̱yax.



Video Link

Velna Nelson is Gisbutwada (Killerwhale) from Txałgiu (Hartley Bay) and is a retired fluent Sm'alg̱yax teacher from SD 52. Although she is retired, she still continues working with the Sm'alg̱yax Language Committee and the Ts'msyen Sm'alg̱yax Language Authority and has done so for or over 20 years. Her dedication to the Sm'alg̱yax programs is very important to keeping the language of this territory alive.



Video Link

"It's good to have a second Language and speak it all the time and maybe you will become a teacher here in Kxeen. I enjoyed teaching and we need a lot of teachers to teach Sm'alg̱yax. There's not much Elders left anymore."

- Velna Nelson

Sm'alg̱yax Grades 5 to 12

Sm'alg̱yax language has been offered in our district in grades 5-12 for nearly two decades and spoken in the Ts'msyen communities since Time Immemorial.

Ts'msyen learners recognized the importance of being able to speak with their grandparents and to better understand their culture. Non-Ts'msyen learners wanted to know more about the language and culture of others. Many learners expressed that it is important to learn the language so that it won't be lost.

Growth in Sm'alg̱yax 11 & 12

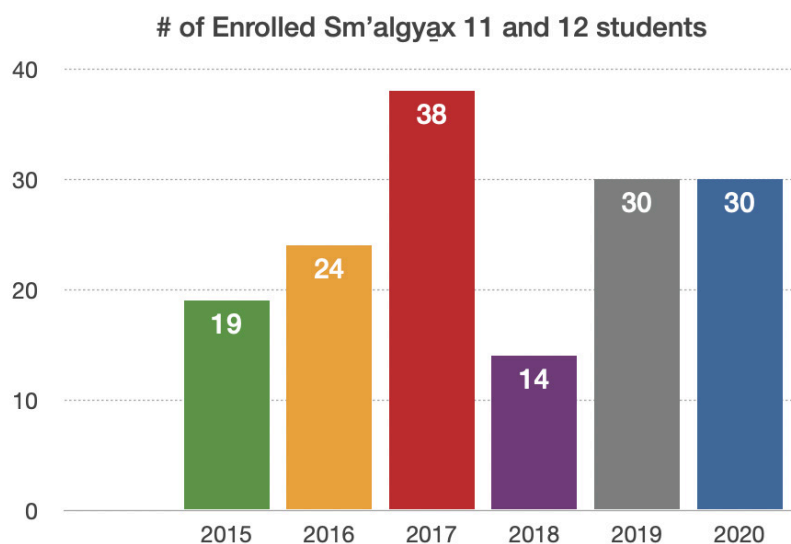
Sm'alg̱yax Language 11 and 12 are courses that build strength in the Sm'alg̱yax language and culture and are challenging academic programs.

same status for graduation as any approved second language course in the province.

Sm'alg̱yax language has the

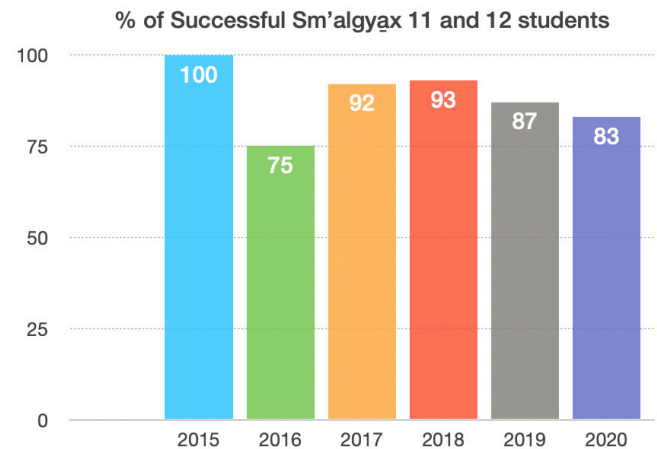
Students in both Sm'alg̱yax 11 and 12 are grouped together in the following data.

Number of Enrolled Students in Sm'alg̱yax 11 or 12



These are the results from Sm'alg̱y̱x Language 11 and 12 for the school year 2018-2019, as prepared by the School District.

- The number of students taking Sm'alg̱y̱x 11 or 12 more than doubled growing from 14 students in 2018 to 30 students in 2019 and continued with 30 in 2020.
- 83% of students passed with a grade of C- or better



Indigenous Learning for All

Locally developed and culturally responsive content and resources have been a focus for many years in our district and are built into all programs. Resources are developed under the guidance of the Indigenous Education Council and the Indigenous Education Department and through the collaboration of teachers in the district. These resources support culturally responsive teaching and learning and many are used in our local classrooms and also throughout British Columbia. These resources are carefully prepared and shared with teachers in hands-on workshops, in-service sessions, co-teaching and informal meetings.



Locally Developed Cross-Curricular Units

- ▶ K-12: All Native Basket Ball Tournament
- ▶ K-1 First Nations Themes Units for Early Primary:
- ▶ Primary: Pdeex dił Dzepk
Clans and Crests
- ▶ Gr. 3: The Adventures of Txamsm: Four stories
of the Ts'msyen Raven Trickster.

- ▶ Gr. 4-10: From Patterns to Linear Relations in a Ts'msyen Context (Currently under development. Not yet approved by AbEd Council)



- ▶ Gr. 4 Łootm Smgan: Respecting the Cedar

- ▶ Gr. 5 Łuutigm Hoon: Honouring the Salmon:

- ▶ Gr. 5- 6 Gaxsoo: Canoes:

- ▶ Gr. 6 Pts'aan: Totem Poles:

- ▶ Gr. 7 Suwilaayksm Dzepk: Learning About Crests



- ▶ Gr. 7 Adaawx and the Ancient Ts'msyen: (Currently under development. Not yet approved by AbEd Council)

Other Locally Developed Resources Currently in Use

- ▶ Sm'algyax Dictionaries and Talking Dictionary:
<http://web.unbc.ca/~smalgyax/>

- ▶ Sm'algyax Program Resource Binders for K to Grade 12

- ▶ Txamsm and the Tides

- ▶ The Princess and the Grub Worm

- ▶ Hartley Bay Books:
6 student books

- ▶ Łuutigm Hoon: Honouring the Salmon

- ▶ Persistence and Change: A History of the Ts'msyen Nation

- ▶ Ts'msyen Seasonal Rounds Poster Series

- ▶ Sm'algyax Grammar Resource

- ▶ Teachings of Our Grandfathers: The Tsimshian Series, suitable for all levels: 7 books and Teacher's Resource Book

- ▶ Community Books developed in the 1980s by teachers and community members in Lax Kw'alaams, Gitxaala, and Gitga'at

- ▶ Dual Language Posters (Sm'algyax and French)

Resources for Educators:

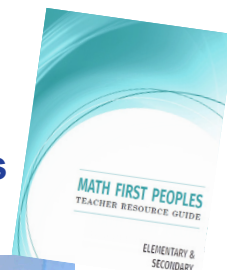
FNESC Math Teacher Resource Guide 2020

The 2020 revision of this document also supports implementation of the Calls to Action of the Truth and Reconciliation Commission, specifically the call to “integrate Indigenous knowledge and teaching methods into classrooms” (clause 62) and “build student capacity for intercultural understanding, empathy, and mutual respect” (clause 63).

Accordingly, the goals of this guide are:

- **to contribute to reconciliation for all by building greater**

understanding of the skills, knowledge, and perspectives of First Peoples for all students



- ▶ to ensure the inclusion of First Peoples knowledge and perspectives is done respectfully and without appropriating First Peoples knowledge
- ▶ to encourage and support

the respectful development of local teaching and learning resources

- ▶ to provide support for the implementation of the BC mathematics provincially prescribed curriculum

-FNEC

Gr. 7 Ɠălüünx (Bentwood Box) Project at PRMS

In 2019 the Indigenous Education Department partnered with Brett Kuntz, the District Careers Co-ordinator and PRMS teachers for a special project for all grade 7 students: learning about and creating bentwood box replicas. Students learned the history of bentwood boxes, significance to Ts'msyen culture, and the mathematics required in their construction. Students also received art instruction from role models Nakkita Trimble and Nathan Wilson in order to ensure that the designs they were displaying were accurate and followed Pacific North Coast art protocols. The learning was celebrated with an event where families were invited to come and learn about the Ɠălüünx the students created.



Truth and Reconciliation in SD 52

In 2019-2020 a new commitment to Truth and Reconciliation was established in SD52. Through a generous grant provided by Ridley Terminals Inc, the Truth and Reconciliation administrator role became introduced. In addition, the grant supports the purchase of authentic resources for every school in School District 52! This is a means to ensure that all students are reflected in our classrooms, libraries and schools.

There were many significant learning opportunities and benefits of the implementation of this grant including:

- **Reconciliation and Anti-Racism learning: Learning opportunities for School District leadership, administrators, teachers and students**
- **Community partnerships: reconciliation learning with the community such as the monthly Reconciliation Resource Gatherings**
- **Equity and Anti Bias Lens: Supporting all district libraries and staff with authenticating, evaluating and providing resources for use in schools and classrooms**



Orange Shirt Day: Reconciliation Walk



Walk for Reconciliation: Orange Shirt Day Sept.30 2019

Standards for BC Educators: The 9th Teaching Standard

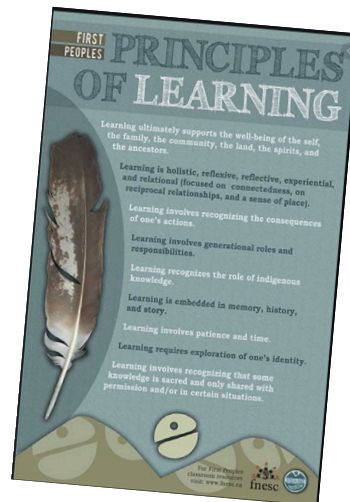
In 2019 a new standard for BC educators was introduced. This teaching standard requires that Indigenous learning is provided for everyone. This learning takes place in the form of Indigenous

content, and as valuing Indigenous worldviews and perspectives. The First Peoples Principles of Learning is a guide in all subject areas, grade levels and learning environments toward Indigenous Education for all.



- 9| 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.

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.



Changing Results for Young Children

In 2017, the BC Ministry of Education and United Way of the Lower Mainland launched Changing Results for Young Children (CR4YC). School District #52 is in its third year of the project. This initiative aims to improve the social and emotional well-being of young children through creating a culture of inquiry and wonder and by working with educators in developing quality pedagogy and practices.

Participants of CR4YC come from across the early years sector: early childhood educators from the community, Strong Start educators and kindergarten teachers. Teams come together to share in collaborative learning and shared understanding around social, emotional learning and well-being. Our team is supported by the Indigenous Education Department and is fortunate to have Fiona Morrison, a provincial facilitator for the project.



Performance in Reading and Writing

In School District 52, a wide variety of Language Arts and English courses are offered such as, English First Peoples, Communications and English Language Arts K-12. We use the Kindergarten Protocol Assessment and the BC Foundation Skills Assessment (FSA) to gain a snapshot of learners achievement in Reading and Writing.

Early Reading Skills

In the 2019-2020 school year, SD 52 decided to continue the focus on literacy skills and utilize the Kindergarten Protocol Assessment. This assessment focuses more on phonemic awareness, letter identification, concepts of print and

oral language skills.

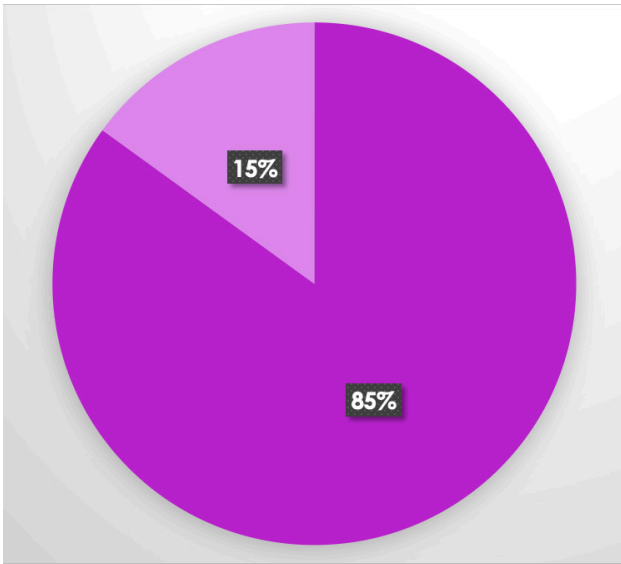
Below are the results from the Kindergarten Protocol Assessment in January 2020.

- **Concepts of Print: 86% of Indigenous learners would benefit from interventions**
- **Letters and Sounds: 74% of Indigenous learners would benefit from interventions**
- **Oral Language: 85% of Indigenous learners would benefit from interventions**

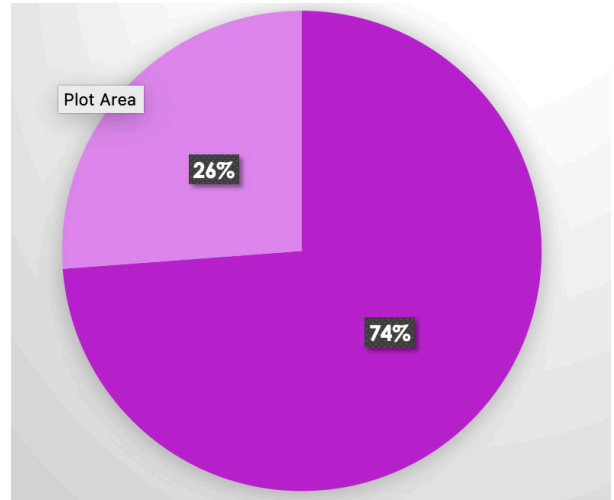
Phonemic Awareness: 69% of Indigenous learners would benefit from interventions



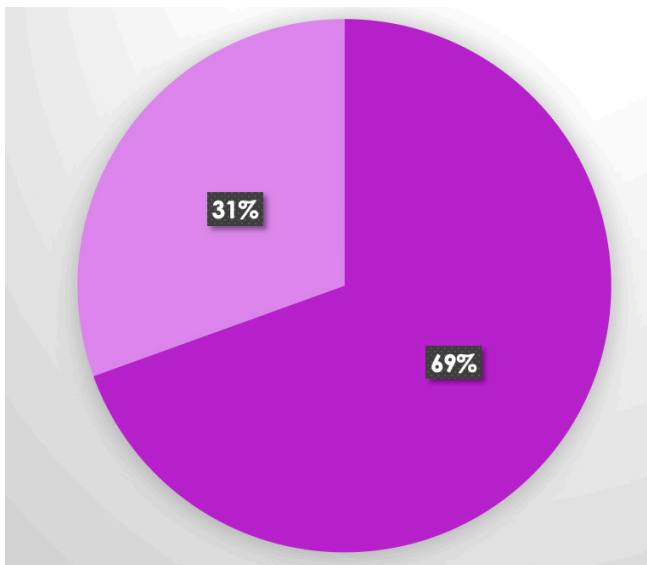
Kindergarten Protocol Results



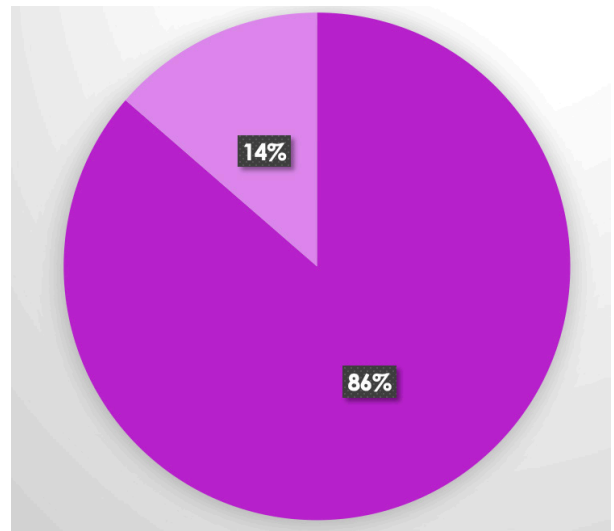
Oral Language



Letters and Sounds



Phonemic Awareness



Concepts of Print

■ Indigenous--At Risk
■ Non Indigenous at Risk

Grade 4 & Grade 7 Writing

SD52 aims for all learners to meet expectations in reading and writing by the end of Grade 3 to enhance their abilities through the rest of their school years and into their adult lives.

The Foundation Skills Assessment (FSA) from the “How Are We Doing Report” is used here as a snapshot to gain an understanding of reading and writing performance of Indigenous learners until another assessment is in place. The First Nations Education Steering Committee (FNESC) is encouraging Indigenous families throughout the province to participate in the FSA Assessment.

Grade 4 Writing:

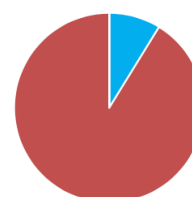
88% of the Indigenous and 95% of the Non-Indigenous students participated and completed the assessment. Of the students who completed:

- ▶ **87% of Non-Indigenous were on track or extending.**
- ▶ **91% of Indigenous learners were on track or extending.**

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	95	94	36	38	59	62	0	0
2016/17	82	93	34	41	48	59	0	0
			Emerging		On Track		Extending	
2017/18	86	91	22	26	63	73	1	1
2018/19	85	85	7	8	73	86	5	6
2019/20	91	88	8	9	83	91	0	0

Grade 4: Aboriginal

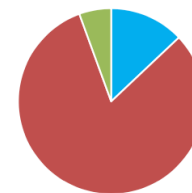


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	45	92	6	13	36	80	3	7
2016/17	53	95	14	26	39	74	0	0
			Emerging		On Track		Extending	
2017/18	47	98	6	13	40	85	1	2
2018/19	42	95	0	0	34	81	8	19
2019/20	54	95	7	13	44	81	3	6

Grade 4: Non-Aboriginal

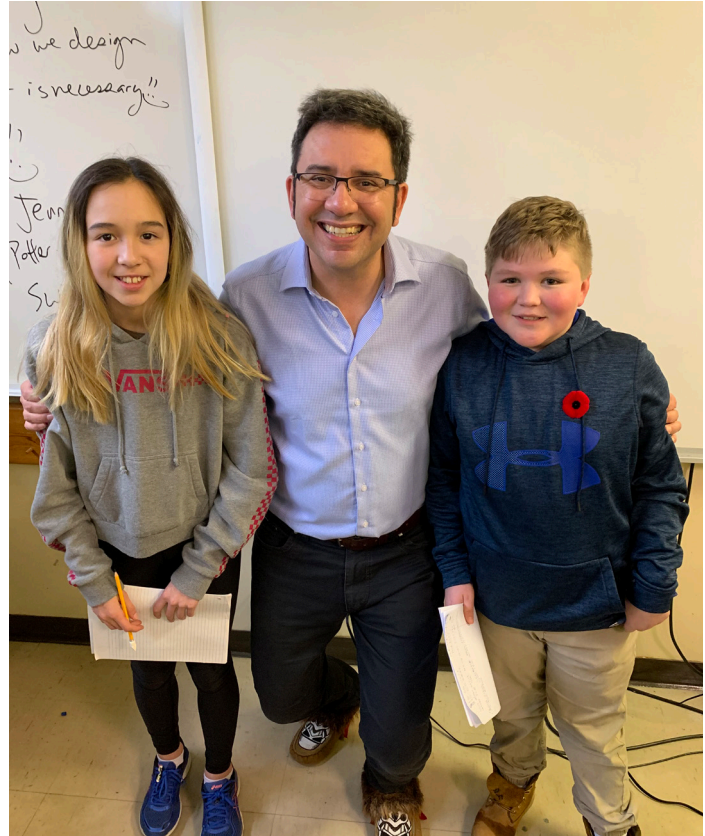


■ Emerging ■ On Track ■ Extending

Grade 7 Writing:

75% of the Indigenous and 88% of the Non-Indigenous students participated and completed the assessment. Of the students who completed:

- **100% of Non-Indigenous learners were meeting or exceeding expectations.**
- **90% of Indigenous learners met or exceeded expectations.**



School author visit: Richard Van Camp with Literacy Now

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	81	76	32	40	49	60	0	0
2016/17	67	83	30	45	36	54	1	1
			Emerging		On Track		Extending	
2017/18	62	76	3	5	54	87	5	8
2018/19	77	75	14	18	61	79	2	3
2019/20	69	75	7	10	60	87	2	3

Grade 7: Aboriginal

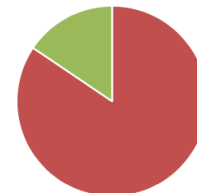


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	45	92	4	9	36	80	5	11
2016/17	44	96	10	23	32	73	2	5
			Emerging		On Track		Extending	
2017/18	35	83	0	0	30	86	5	14
2018/19	45	90	3	7	38	84	4	9
2019/20	45	88	0	0	38	84	7	16

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Grade 4 & Grade 7 Reading:

In February 2020, 73% of Non-Indigenous and 55% of Indigenous learners were *On Track* (meeting expectations) or *Extending* (exceeding expectations) on the Grade 4 reading assessment.

There was a participation rate of 95% for Indigenous learners, and 98% for non-Indigenous learners in this assessment.

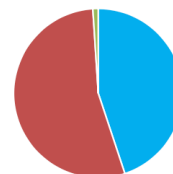
Grade 4 Reading:



GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	96	95	42	44	52	54	2	2
2016/17	82	93	30	37	50	61	2	2
			Emerging		On Track		Extending	
2017/18	90	95	39	43	50	56	1	1
2018/19	89	89	32	36	54	61	3	3
2019/20	98	95	44	45	53	54	1	1

Grade 4: Aboriginal

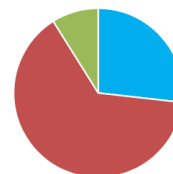


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	45	92	7	16	34	76	4	9
2016/17	53	95	6	11	41	77	6	11
			Emerging		On Track		Extending	
2017/18	47	98	10	21	35	74	2	4
2018/19	42	95	11	26	28	67	3	7
2019/20	56	98	15	27	36	64	5	9

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Grade 7 Reading:

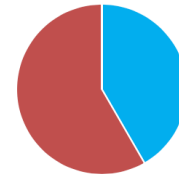
In the Grade 7 Foundational Skills Reading assessment, 89% of Non-Indigenous and 58% of Indigenous learners were *On Track* or *Extending*.

These results showed an increase in Indigenous learner success by 7% since last year.

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	95	90	65	68	29	31	1	1
2016/17	76	94	39	51	35	46	2	3
			Emerging		On Track		Extending	
2017/18	67	82	35	52	30	45	2	3
2018/19	90	88	44	49	45	50	1	1
2019/20	84	91	35	42	49	58	0	0

Grade 7: Aboriginal



Emerging On Track Extending

GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	49	100	16	33	30	61	3	6
2016/17	45	98	19	42	22	49	4	9
			Emerging		On Track		Extending	
2017/18	38	90	11	29	26	68	1	3
2018/19	46	92	14	30	31	67	1	2
2019/20	48	94	5	10	41	85	2	4

Grade 7: Non-Aboriginal



Emerging On Track Extending

Average FSA Scaled Score - Grade 7 Reading



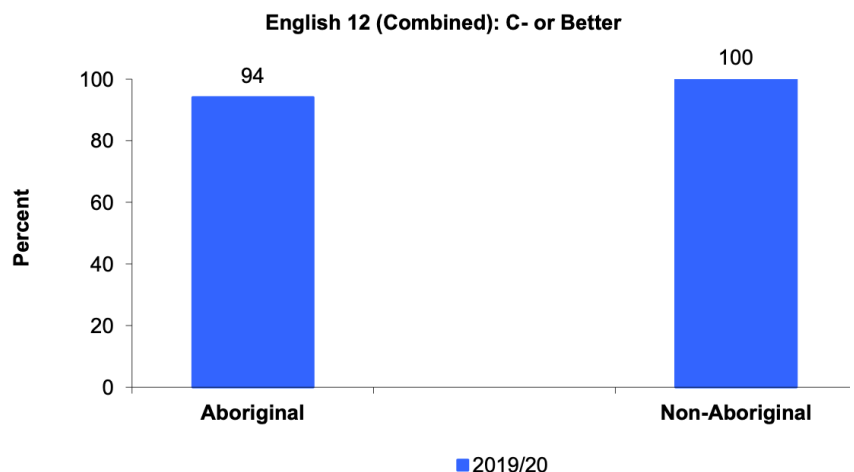
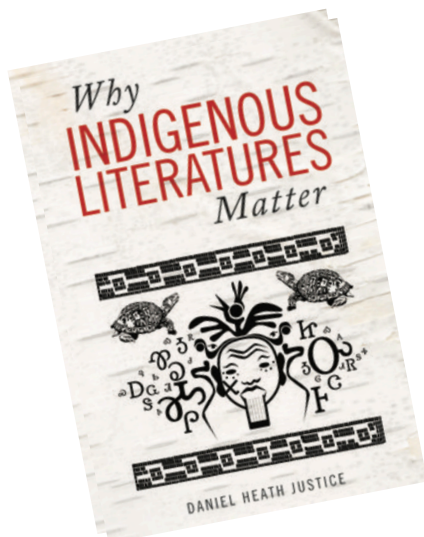
English 12

English 12, along with English 12 First Peoples, is one of the English course options required for admission to most post-secondary programs.

Below are the results from English 12 success rates, as compiled by the BC Ministry of Education:

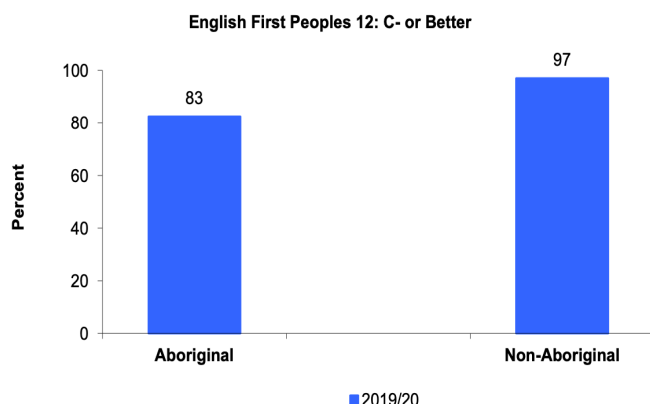
- **Indigenous learners did well in English 12 over the past 5 years, with a range of 90%-100% of Aboriginal learners passing the course between 2016 and 2019.**
- **In 2020, 100% of Non-Indigenous learners and 94% of Indigenous learners passed English 12. These scores are similar to 2019 at 95%.**

- **47% of Indigenous learners taking English 12 passed with C+ or higher**
- **Indigenous enrollment in English 12 has changed from 21 students in 2018/19 to 17 students in 2019/20.**



English 12: First Peoples

“First Peoples courses engage students of all backgrounds with the cultures of First Peoples of British Columbia and beyond. A dynamic option alongside English 12, these courses fulfill high school graduation requirements and entrance requirements for the full range of Canadian post secondary programs.” FNEC



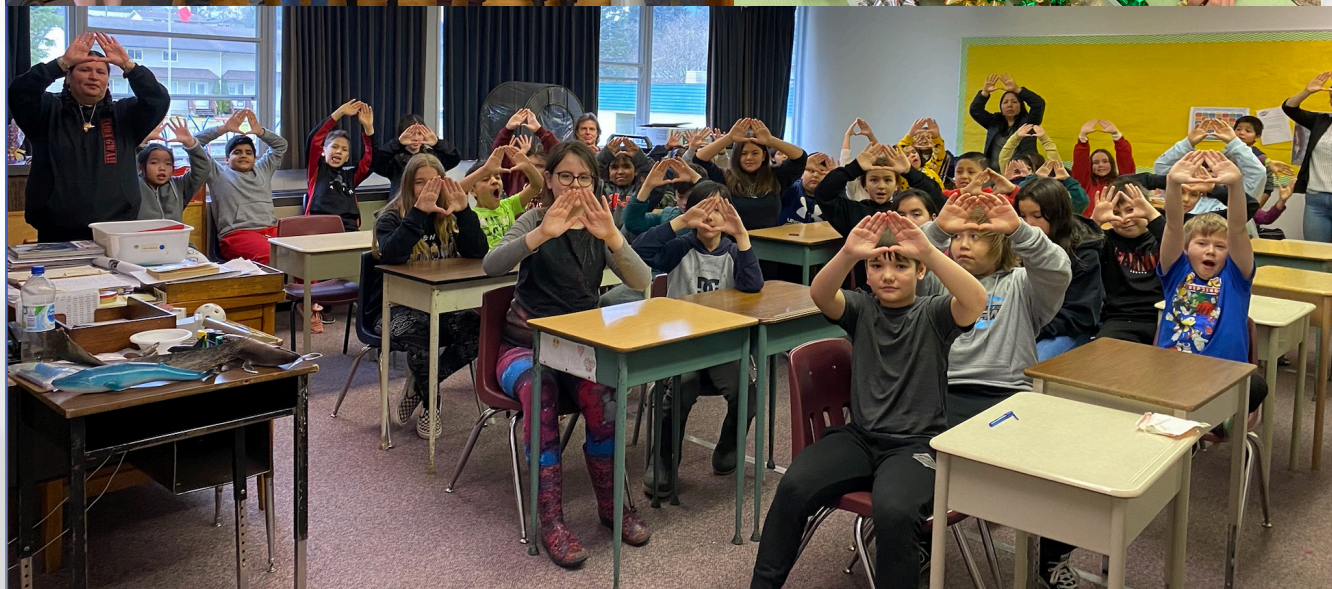
“English First Peoples courses engage students of all backgrounds with the cultures of First Peoples in British Columbia and beyond. A dynamic equivalent to English 10-12, these courses fulfill English Language Arts high school graduation requirements and entrance requirements for the full range of Canadian post secondary programs.”

FNEC

English 12: First Peoples has been offered to all learners for the past eight years.

- **Students are enrolling in English First Peoples 12 in increasing numbers each year with 192 students in 2018-19 and 195 in 2019-20.**
- **The majority of the class is often made up of Indigenous students, though small numbers of Non-Indigenous students have elected to take the class in the past few years.**

Our Learners





Performance in Mathematics

A numeracy assessment is given to all grade 4 and 7 students across the province in the form of the Foundation Skills Assessment (FSA) in February. In 2017/2018 the categorization language changed to reflect proficiency levels and to be strengths based. The levels are Emerging, On track and Extending. Below are the results from the Numeracy Foundation Skills Assessment in February 2020.

Grade 4 Numeracy:

There was an increase this year in performance for Indigenous Students and a slight decrease for Non-Indigenous students.

► **94% of Indigenous learners and 98% of Non-Indigenous learners participated in this assessment.**

- **45% of Grade 4 Indigenous students were On Track or Extending in 2019/2020.**
- **69% of Grade 4 Non-Indigenous students were On Track or Extending in 2019/2020.**
- **Grade 4 Indigenous learners ranged from 31%-45% being on track or extending expectations in the past 5 years.**
- **Grade 4 Non-Indigenous learners ranged from 49% - 82% being on track or extending expectations in the past 5 years.**

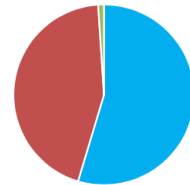


Grade 4 Numeracy Results:

GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	95	94	57	60	37	39	1	1
2016/17	82	93	49	60	32	39	1	1
			Emerging		On Track		Extending	
2017/18	90	95	62	69	27	30	1	1
2018/19	89	89	57	64	30	34	2	2
2019/20	97	94	53	55	43	44	1	1

Grade 4: Aboriginal

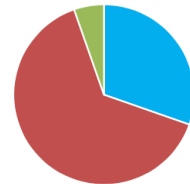


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	45	92	8	18	36	80	1	2
2016/17	53	95	15	28	38	72	0	0
			Emerging		On Track		Extending	
2017/18	47	98	24	51	21	45	2	4
2018/19	42	95	12	29	29	69	1	2
2019/20	56	98	17	30	36	64	3	5

Grade 4: Non-Aboriginal



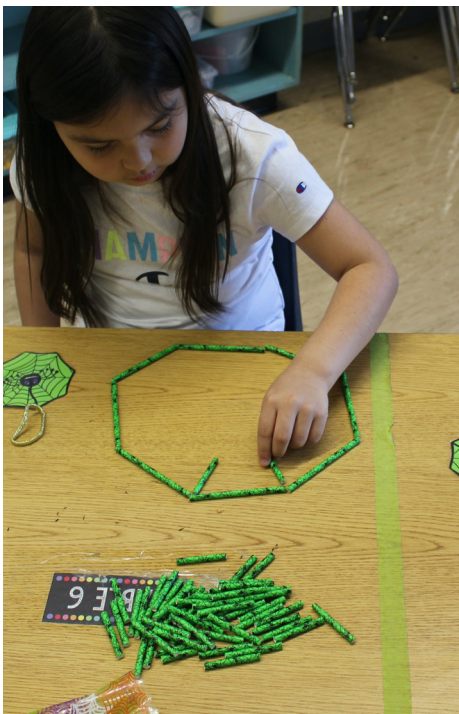
■ Emerging ■ On Track ■ Extending



Grade 7 Numeracy Results

Both Indigenous and Non-Indigenous reporting information has shown a decrease in numeracy results in the past year.

- ▶ 27% of Grade 7 Indigenous students were *On Track* or *Extending* in 2019/2020.
- ▶ 55% of Grade 7 Non-Indigenous students were *On Track* or *Extending* in 2019/2020.
- ▶ Grade 7 Aboriginal learners ranged from 19%-39% being *On Track* or *Extending* in the past 5 years (previously called *Meeting* or *Exceeding*)
- ▶ Grade 7 Non-Aboriginal learners ranged from 55% - 66% *On Track* or *Extending* in the past 5 years (previously called *Meeting* or *Exceeding*).
- ▶ 91% of Indigenous learners and 92% of Non-Indigenous learners participated in this assessment.

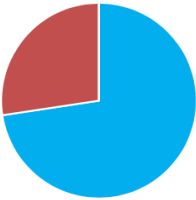




GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	90	85	73	81	17	19	0	0
2016/17	71	88	45	63	25	35	1	1
			Emerging		On Track		Extending	
			#	%	#	%	#	%
2017/18	65	79	42	65	22	34	1	2
2018/19	89	87	54	61	33	37	2	2
2019/20	84	91	61	73	23	27	0	0

Grade 7: Aboriginal



■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2015/16	49	100	21	43	24	49	4	8
2016/17	44	96	17	39	26	59	1	2
			Emerging		On Track		Extending	
			#	%	#	%	#	%
2017/18	37	88	16	43	19	51	2	5
2018/19	46	92	16	35	27	59	3	7
2019/20	47	92	21	45	23	49	3	6

Grade 7: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Grade Transitions & School Graduation

Grade to Grade Transitions

Grade-to-Grade Transitions let us know the percentage of learners who make a successful transition to a higher grade,

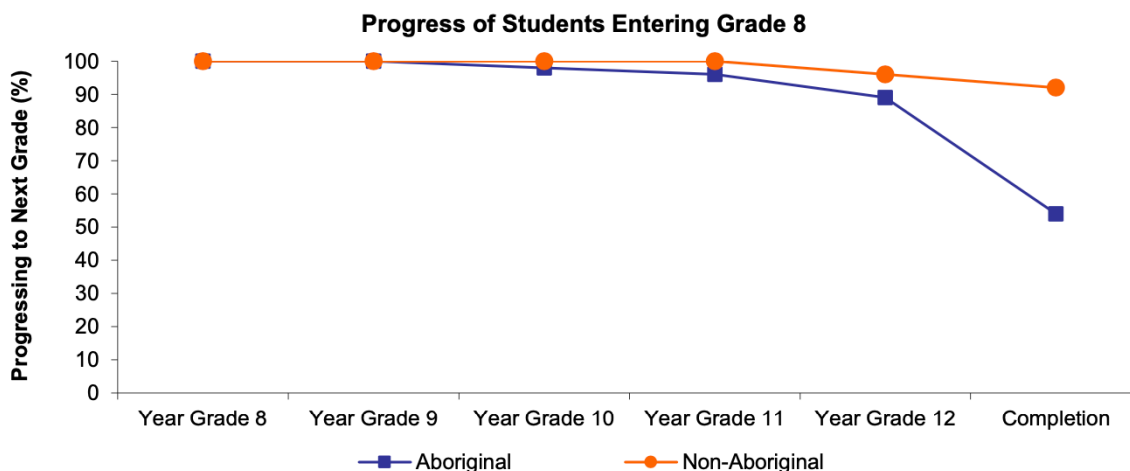
Successful transitions in the chart below apply to learners who were in the Prince Rupert School District in Grade 8 and who are now anywhere

in the BC public school system, even if they have moved away from Prince Rupert.

Looking at patterns of transitions for learners helps us learn what percentage are staying in school and successfully moving forward to graduation.

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2014

		Aboriginal			Non-Aboriginal		
School Year	Year	All Students %	Female %	Male %	All Students %	Female %	Male %
2014/15	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	100	100	100	100
	Grade 10	98	95	100	100	100	100
	Grade 11	96	96	95	100	98	100
	Grade 12	89	88	90	96	89	100
2019/20	Completion	54	57	51	92	85	96





Our transitions *Luulgit* (feast) is focused on the transition from Grade 8 at the middle school to grade 9 at the secondary school. The goal of the feast is to increase success for our learners by making them feel an integral part of the secondary school community so that they have continued success in their transition into grade 10.

Our transitions feast faced many challenges in implementation due to the onset of COVID-19.

However, our transitions team continued to meet regularly in 2019-2020 to find ways to continue to support this learner transition, and will be exploring ways to ensure that the annual *Luulgit* will continue from year to year to best support all learners.

Truth and Reconciliation Pole Project

The truth and reconciliation pole project began in 2019 with Ts'msyen artist and carver, Russell Mather. Russell worked in partnership with School District 52 and the Indigenous Education department, as well as with the guidance of knowledge holder and hereditary chief Sm'ooygit Gitxoon, Mr. Alex Campbell to advise the process. Throughout the process of engaging in this deep and meaningful learning the following was ensured:

- ▶ **Protocols of the territory have been adhered to throughout the process, with the guidance of the hereditary chiefs of the territory**

- ▶ **Staff, students and community all actively participated in the the learning around this unique project, including carving, painting and learning the significance of the pole toward Truth and Reconciliation**

This reconciliation project will entail the creation of a 360 degree Ts'msyen pole, the first of its kind in Prince Rupert and beyond. The pole will be housed in the newly redesigned Charles Hayes library learning commons, for all staff and students to enjoy. The pole project has continued despite challenges associated with COVID-19. Students, staff, families and community across the district have had the one of a kind opportunity to be a part of the learning. We are fortunate that this learning is ongoing throughout the 2020-2021 school year as well.





Blessing of the Pole by Sm'ooygit Gitxoon

Russell was born in his grandfather's house in Lax Kw'alaams, BC in 1970. He is a member of Gispaxlo'ats Lax Sgyiik tribe of the Ts'msyen Nation. Russell realized a passion for art and culture at an early age and channels the sacred nature of what he has acquired artistically through a variety of mediums. Russell delights in sharing his knowledge of art and culture with others, and takes every opportunity to do so. Russell's Ts'msyen name, Huk xal adzap xsgyiik, translates to artist or painter who envisions.



Graduation Rates

- ▶ 5 year graduation rates: those who graduate within 5 years from enrolling in Grade 8
- ▶ 6 year completion rates: those who graduate within 6 years from enrolling in Grade 8



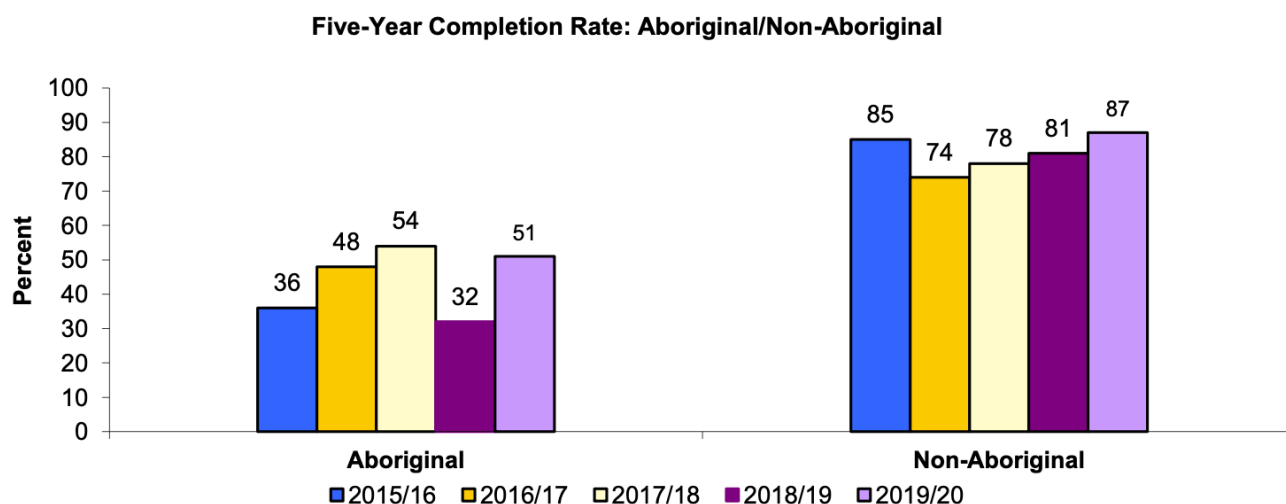
Five Year Completion Rates:

In 2019 (previous reporting year)

- **32% of Indigenous learners and 81% of Non-Indigenous learners graduated in five years.**

In 2020 (this past year)

- **51% of Indigenous learners and 87% of Non-Indigenous learners graduated in five years.**



FIVE-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2015/16	36	37	35	85	83	87
2016/17	48	50	46	74	77	71
2017/18	54	55	52	78	83	72
2018/19	32	30	33	81	87	74
2019/20	51	55	46	87	76	94

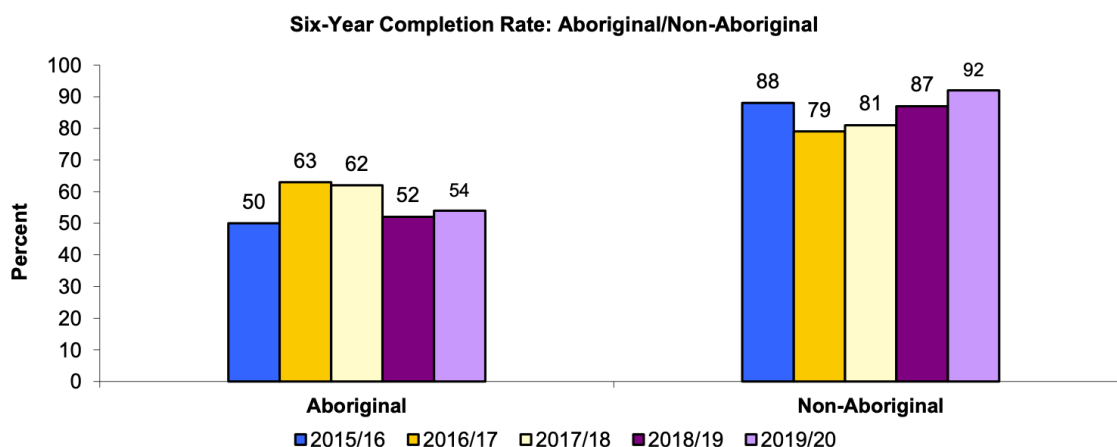
Five-Year Completion Rate: Aboriginal/Non-Aboriginal

Six Year Completion Rates:

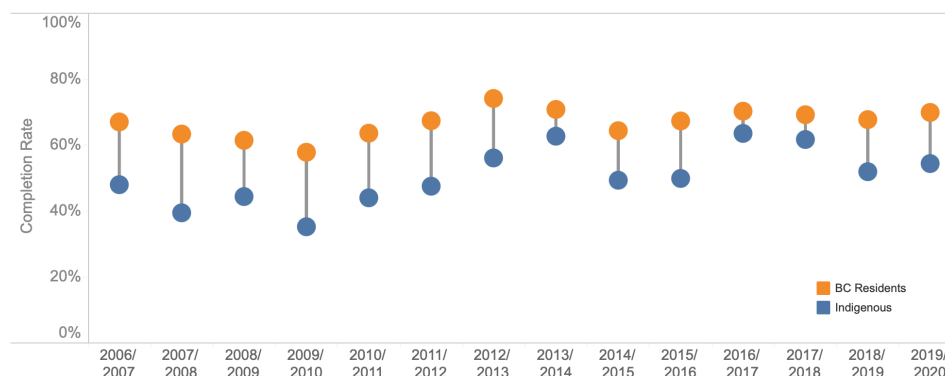
The percentage of Indigenous students who successfully completed Grade 12 and received a BC Certificate of Graduation increased greatly during the first several years of the Partnership Agreement. In June 2001, only 39% of Indigenous learners successfully completed school within 6 years of beginning

Grade 8. By June 2005, 58% of Indigenous learners successfully completed school.

- **In June 2019, 52% of Indigenous learners completed school within six years.**
- **In June 2020, 54% of Indigenous learners completed school within six years.**



Completion Rate Over Time for Indigenous and BC Residents



Type of Graduation Certificate:

The School Completion Certificate (“Evergreen” Certificate) was developed in the 2006/07 school year. It was a Ministry response to parents and educators who wanted to better celebrate students, primarily those with special learning needs and individual education plans, who had succeeded in meeting the goals of their educational program other than graduation. Few students were registered in the Evergreen Program.

The Adult Dogwood certificate is considered equivalent to the regular dogwood diploma and may be completed by adults who have not yet graduated. This program requires less credits and graduates of this program are often required to complete further upgrading before commencing post secondary education.

BC CERTIFICATE OF GRADUATION ("Dogwood" Diploma)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2015/16	135	50	37	83	63	76
2016/17	123	46	37	61	52	85
2017/18	96	28	29	80	59	74
2018/19	109	48	44	78	67	86
2019/20	125	41	33	66	56	85



Partnerships

Students, teachers, administrators, and school staff provide welcoming, enriching, and culturally responsive learning environments for all learners and Aboriginal learners.

The Prince Rupert Board of Education is actively and enthusiastically engaged in supporting Aboriginal learners. Throughout many years members of the Board have become knowledgeable and committed advocates for excellence in education for all learners and for Aboriginal learners.

Parents and families provide a firm foundation for their children, celebrating successes with learners, helping them build confidence to face challenges, and acknowledging the importance of school in the lives of children and youth

Community, regional, and national partners support our learners. Through partnerships with businesses, colleges and universities, organizations, and Aboriginal communities, we are able to offer many programs that enable our learners to make successful transitions to the adult world.

Supporting Our Learners

All learners benefit from programs and initiatives that promote cultural relevance and a sense of belonging

Indigenous Family Resource Workers (IFRW), Indigenous Education Department Counsellors, and members of the Indigenous Education Department provide ongoing guidance and support for learners and families. They advocate for and support students and families to increase parents' and learners' voices and involvement in schools.

The Curriculum Specialist Teachers provide ongoing support and enrichment for learners through collaboration, co-teaching, sharing of resources, and development of local curriculum.

Students, teachers, administrators, and school staff support learners through their focus on learning and teaching Indigenous education

for all. They take part in ongoing professional development and collaboration so that they can learn from each other and from others outside of the district.

Partnering with FNEESC

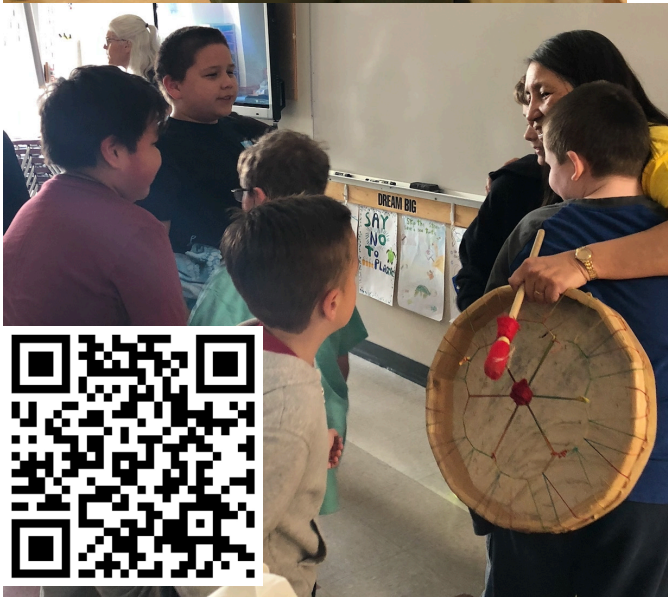
Resources by the First Nations Education Steering Committee (FNEESC):

- ▶ **Indian Residential Schools and Reconciliation:**
- ▶ **Math First Peoples Gr. 8-9**
- ▶ **English First Peoples:**
- ▶ **Science First Peoples:**
- ▶ **BC First Nations Land, Title and Governance (Elementary/Secondary)**
- ▶ **Math First Peoples: Elem/Sec.**

Marlene Clifton: Leader of Cultural Learning

Marlene Clifton has been an honoured member of the Indigenous Education Department and School District 52 community for over 30 years. Marlene's contributions to staff, students and our learning community are too numerous to mention, as she has been an

invaluable support to students, families and the school district community. Marlene has acted as an Indigenous Family Resource Worker, led the Indigenous Education Role Model Drumming Program, and served in roles such as the Indigenous Education Committee Council and the National Indigenous Peoples Day Committee. 2019-2020 was Marlene's last full year in our district before relocating, but the learning she provided will continue to remain.



Indigenous Education Council

The Indigenous Education Council was established in 1989 and builds on decades of previous work on behalf of Indigenous learners in School District 52 (Prince Rupert). The Council is committed to:

- ▶ ***Providing Indigenous people an effective voice in determining relevant educational programs and services for learners of Aboriginal ancestry, and***
- ▶ ***Increasing knowledge, awareness, understanding, and appreciation of Indigenous peoples and their history and cultures for all partners and***
- the educational community.***
- ▶ ***The respect, trust, and communication that has grown through this collaboration ensures that relevant and responsive programs and services for Indigenous learners are developed, implemented, and evaluated in ways that are consistent with the Ministry of Education's funding***



Members of the Indigenous Education Council 2019-2020

- ▶ Co-chair: Denise Eshom;
Lottie Anderson, alternate
- ▶ Gingolx Village Government:
Claude Barton
- ▶ Maxłaxaala Band Council:
Monica Gamble
- ▶ Lax Kw'alaams Rep:
Leona Wells
- ▶ Lach Klan Society: (vacant)
- ▶ TSLA Sm'algyax
Language: Ben Spencer
- ▶ Prince Rupert Urban
Haida Society: (vacant)
- ▶ Prince Rupert Nisga'a
Local: Della Gibson;
Sharon Oskey, alternate
- ▶ Northwest Métis
Association: Joy Sundin
- ▶ First Nations Community:
Hartley Bay: Cam Hill: Co-Chair
- ▶ Board of Education: Kate
Toye, alternate Janet Beil
- ▶ Superintendent of
Schools: Irene LaPierre
- ▶ District Principal Aboriginal
Education: Roberta Edzerza
- ▶ Aboriginal Family
Resource Workers: Marlene
Clifton (Past Chair)
- ▶ Elementary Principal:
Kerri Levelton
- ▶ Secondary Vice-
Principal: Aja Lihou
- ▶ PRDTU: Robert Genaille
- ▶ Kaien Island First Nations
Elders from Friendship House:
Murray & Louisa Smith;
Lillian Sankey, alternate
- ▶ Prince Rupert Aboriginal
Community Services
Society: Kristi Reece
- ▶ Prince Rupert Friendship
House Association:
Vince Sampare
- ▶ NWCC Aboriginal
Liaison: Julie Morris
- ▶ Family Counsellor
Transition House Past Co-
Chair: Kaarlene Lindsay
- ▶ Recording Secretary:
Maria Niesh

Indigenous Education Department

The Indigenous Education Department coordinates programs and services for Indigenous learners, using designated and targeted funding from the Ministry of Education. The staff works closely with the Indigenous Education Council to develop, implement, and evaluate Indigenous programs and services.

The members of the Indigenous Education Department in 2019-2020 Include:

Sm'alg̱y̱x Program Teachers

- ▶ Alex Campbell- Fluent Speaker/Teacher
- ▶ Ben Spencer- Fluent Speaker/Teacher
- ▶ Lorraine Green- Pineridge/Roosevelt
- ▶ Laura Leask- Conrad/Lax Keen
- ▶ Missy Trimble- PRMS
- ▶ Kelli Clifton- CHSS
- ▶ Stephanie Fisher- Hartley Bay

Ts'msyen Sm'alg̱y̱x Program Support

- ▶ Velna Nelson
- ▶ Beatrice Robinson
- ▶ Ellen Mason
- ▶ Alex Campbell
- ▶ Ben Spencer
- ▶ Debbie Leighton-Stephens
- ▶ Tina Demings
- ▶ Alayna Russell
- ▶ Lindsay Reeve
- ▶ Margaret Anderson
- ▶ Roberta Edzerza

Indigenous Education District Counsellors

- ▶ Shylo Gerritsen/Laura Gerrits
Elementary Counsellors
- ▶ Solomon Garcia:
Elementary Counsellor
- ▶ Lori Leighton: PRMS Counsellor
- ▶ Lonni Bryant: CHSS/
PCS Counsellor

Family Resource Workers

- ▶ Violet Baker- Roosevelt/
Port Edward
- ▶ Leslie Barton- PRMS
- ▶ Sandy Beckwith- CHSS
- ▶ Kelly Nelson- Conrad/Lax Keen
- ▶ Rebecca Smith- PCS/
CHSS/Pineridge
- ▶ Sonny Henry- PRMS/CHSS
- ▶ Roy Supernault- PCS

Strong Start Programs

- ▶ Ann-Marie Helin-
Conrad/Outreach
- ▶ Candace Sampson- Lax
Kxeen/Outreach
- ▶ Diane Hopkins- Pineridge

Wap Sigatgyet

- ▶ Tina Demings: Program Resource
& Indigenous Education
Curriculum Specialist Teacher
- ▶ Tannis Calder: Math &
Indigenous Education
Curriculum Specialist Teacher
- ▶ Lauren Neiser: Indigenous
Education Curriculum
Specialist Teacher
- ▶ Maria Niesh: Indigenous
Education Secretary and District
Indigenous Library Resources
- ▶ Lindsay Reeve Sm'algyax
Curriculum Specialist Teacher
- ▶ Lori Burger Truth and
Reconciliation Administrator
- ▶ Roberta Edzerza: District
Indigenous Education Principal

Kindergarten Resource Workers

- ▶ Fran Gowe & Annette
Wilson- Conrad
- ▶ Charmaine Alexcee &
Naomi Tsuji- Lax Kxeen
- ▶ Lana Stewart & Irene
Johansen- Pineridge
- ▶ Janet Sankey - Roosevelt

Professional Learning Offered by The Indigenous Education Department:

Our department provides a variety of professional learning opportunities for all educators, parents and community throughout the year.

- ▶ ***Sm'alg̱yax Language Community (online dictionary, Sm'alg̱yax language app, First Voices resources, Sm'alg̱yax for SD52 and Beyond)***
- ▶ ***Staff meetings (Indigenous. Ed. updates, introduction to authentic resources, cultural learning,)***
- ▶ ***Workshops as both Professional Development: Pro-D days, Indigenous book studies***
- ▶ ***Offering Pro-D workshops connected to Indigenous content locally, regionally and provincially***
- ▶ ***Open Houses (educators, community, families)***
- ▶ ***Conferences (IndigenousFamily Resource Workers, School District, regional networks, provincial), NOIE***
- ▶ ***Language Revitalization Presentations (local, regional, provincial, national, international)***



Innovative Learning in Responses to COVID



Future Directions

Successful graduation has its roots in children's early learning experiences. All learning—from early learning through Grade 12—will continue to be the focus of the Indigenous Education Council. Indigenous education is a shared responsibility and commitment to work together to improve educational success for Indigenous students.

We will continue to celebrate with momentum! We will:

- ▶ **Support mental health and wellness by emphasizing land based teachings**
 - ▶ **Continue Language Revitalization through documenting, recording and archiving our many resources.**
 - ▶ **Continue to build Sm'algyax fluency and proficiency for our language team.**
 - ▶ **Continue to develop and provide enhanced curriculum in Sm'algyax language.**
 - ▶ **Encourage more students to enroll in courses with strong Indigenous content, such as English 10 and English 12: First Peoples as well as BC First Peoples 12 and Aboriginal**
- Entrepreneurship 11 & 12.**
 - ▶ **Continue to focus on “First Peoples Principles of Learning”**
 - ▶ **Cultivating inviting school environments that encourage students to attend school regularly and on time so that they can best benefit from instruction.**
 - ▶ **Provide inclusive instruction for all learners.**
 - ▶ **Improve transition rates throughout school and into post-secondary school years.**
 - ▶ **Emphasize inquiry-based learning and collaboration.**
 - ▶ **Continue to respond to the TRCs Calls to Action for Reconciliation in education #62 and #63**



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