



Name of Dept: Education

2nd Quarterly Report 2021-2022

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Reflecting the Strategic Plan

LEADERSHIP

GOAL: SELF-GOVERNMENT BASED ON THE CULTURAL AND TRADITIONAL IDENTITY OF SIB.

- The school begins each day with culture and language at its centre. Staff and students give breath to the language at the start of the day by praying in the language. This is followed by drumming and singing.
- For the past 7 years we have been using Orange Shirt Day (now the National Day for Truth and Reconciliation) to teach our children about their history of resilience, that they matter and are precious. It is also an opportunity to promote the language by placing uplifting messages in Halq'emeylem on the T-shirts that we give to the students.
- In addition to Culture and Language classes that we offer to the 3s and 4s program (at the Early Childhood Development Centre) we offer Language classes to our students from K4 to grade 12. Cultural Arts classes are also offered to our students.
- The school is prioritizing having staff enroll in Halq'emeylem courses to expand the knowledge base of teachers and EAs so that more language is used in classroom and in the school. Since the fall of 2019, 17 staff members have taken a variety of Halq'emeylem courses from UFV (101 to 301). The Halq'emeylem courses are sequenced as 101,102,201,202, 301 etc. This fall any teaching staff that has not yet taken Halq'emeylem 101 has enrolled in the course. We are working with UFV to adopt a costing framework more aligned with language revitalization.
- The school has also extended the resources of our Language Developer to assist the band in coordinating cultural work and ceremonies.
- The school has been and will continue to support the First Nations Education Jurisdiction initiative by meeting with EJ coordinators, promoting EJ art contests and sending home EJ pamphlets.
- The school is also shifting from independent School status and engaging in the FNESC/FNSA School Assessment and Certification process: to be FNEA (First Nations Education Authority) certified. This is a five-year cycle of review and follow-up. The first year involves a review of the following areas: school programming, administration structures, student outcomes data and survey input from governing authority members, students, parents/guardians, and school staff.

MEMBERSHIP

GOAL: ENGAGED, EMPOWERED AND SELF-SUFFICIENT SQ'EWQELO:MEXW

- To promote Halq'emeylem among our Seabird youth, we hire recently graduated “language warriors” to work alongside our language instructors in the classrooms so that they can take up more of the language and act as role models for younger students.
- The school is working toward graduating our high school students with a Dogwood and a trade so that they can, upon graduation, go into the workforce and become self-sufficient. This initiative helps our youth remain engaged in high school and empowers them with skills that they can immediately use to gain employment.
- An Education Manager has been hired for Seabird College to ensure that fall programming continues and to pursue capacity building opportunities that expands programming and partnerships.
- The College is also undergoing a Needs Assessment process to re-imagine a sustainable path forward. Part of this process includes membership feedback through surveys and dialogue.
- The Education Manager is collaborating with instructors and Employment Services to ensure that courses include career education content with the goal of improving employment outcomes.
- The school is partnering with the College to deliver the Adult Dogwood program.

ENVIRONMENT

PROTECT AND ENHANCE S'ÓLH TÉMÉXW, INCLUDING LAND, WATER AND AIR CONSISTENT WITH TÓMIYEQW

- We have installed touchless water dispensers in both school buildings which saves on average 22,000 disposable (750 ml) water bottles per school year.
- We use recycling bins at the school as well as compost bags for food waste in our kitchens and classrooms.

CULTURE, HEALING, HEALTH & WELLNESS

GOAL: ÁY:MEXW – HEALTHY PEOPLE, PHYSICALLY, MENTALLY, EMOTIONALLY AND SPIRITUALLY.

- We are working on becoming a trauma informed school where students feel a sense of belonging and are provided with a safe, consistent, and caring environment within which to learn.
- Last school year, a First Nations facilitator took our grades 7-12 students through several sessions of “Lateral Kindness” workshops. These sessions had at their core respect for First Nations values and were grounded in cultural safety. Students explored such topics as lateral kindness begins with self-kindness, building communities of kindness, understanding that our actions create ripple effects and the need for empathy in respecting differences.
- We have at least one professional development day dedicated to learning about trauma informed practices each year.

- We also set aside one professional development day to focus on staff health and self-care rooted in cultural knowledge.
- An engineer is in the process of completing a ventilation assessment for the college, beginning with the building of highest use. There is COVID funding to improve ventilation systems and we will be working to systematically implement the engineer's recommendations.

INFRASTRUCTURE

GOAL: AN ECONOMICALLY STABLE COMMUNITY THAT MEETS THE INFRASTRUCTURE NEEDS FOR FUTURE GROWTH.

Within the past year:

- We began work to complete the upstairs of the high school to increase our classroom capacity. The work is expected to be completed in November.
- We are partnering with the Model Schools Literacy Project (A Martin Family Initiative) to create a library in the elementary school building. Covid-19 delivery delays has slowed the project and a completion date is not yet projected.