

School District # 87

**Framework for Enhancing Student Learning Partnership**

**between**

**SD87 Stikine, its families and the 3 Nations**

Tahltan

Kaska

Taku River Tlingit

July 2020

**For families of the SD 87 Stikine School District**

**A Progress Report**

**July 2020**



## **BACKGROUND**

*This report is intended for education stakeholders in the Stikine, which includes all its families and those representing the 3 Nations: Kaska, Tahltan and Taku River Tlingit*

*In the year leading up to February 2018 the school district hosted community meetings and conducted house visits in the various communities to seek input into what families wanted to see from the school district in the future. In addition, the Nations of the region hosted meetings with their members to provide further input. Once the information was collected, the district met with representatives of the Nations and Board members from each region of the Stikine to put together a SD87-Stikine-3N partnership agreement. The understanding is that it is through a partnership with each community that the goals of this education plan would be achieved. It is our belief that what is good for First Nations students is good for all students, however the reverse is not true.*

*This document reviews the past year in relation to that agreement.*

### **SD 87 District Profile**

- 2 Kindergarten to Gr.12 schools
- 1 Kindergarten to Gr. 9 school
- 1 Kindergarten to Gr.7 school
- 2 Yukon School Programs

### **Unique Qualities and Challenges**

*SD87 is located in a beautiful area, comprising 188,034 square kilometers in North Western British Columbia. Our small communities are spread throughout this vast region, which stretches north to the Yukon and west to Alaska. Atlin and Iskut, at the north-west and south extremes of our school district, are separated by over 750 kilometres.*

*Our school population is composed mainly of students from First Nations communities. Hunting, fishing and gathering are important to community and family life. Leaders in the First Nations communities are working hard to promote traditional language and culture.*

*A trend continues whereby students, outside of Dease Lake, who have strengthened their skills during early high school years in the Stikine, seek schooling in larger centers to complete their graduation programs. Those students in Tahltan School go to either Dease Lake for graduation or centres like Terrace or Smithers. Atlin students can choose between completing in Atlin School or going to Whitehorse; in Lower Post students go to high school in Watson Lake.*

*Most classes are multi-graded. Our teachers appreciate the extensive support and expertise they receive from a number of consultants who visit the district on a regular basis.*

*The distance between schools makes it difficult to get teachers together for consultation and professional development. We continue to look to technology to support communication and collaboration. Leaving the district for an appointment or workshop requires a minimum of two days' absence; the closest large communities are Terrace, Smithers, and Whitehorse. Each is a seven to eight hour drive away. In the winter, travel on our roads can be a challenge. On the other hand, the natural beauty of this vast land, rich with wildlife adds pleasure to any long trip. The challenges faced regionally only strengthen our resolve and it is with renewed optimism that we enter each new school year.*

### ***District Strengths***

*The Stikine School District has much to offer its students, including small class sizes and dedicated teachers, support staff, and principals. Fostering the implementation of the curriculum with its core competencies, and strengthening personalized learning continues; in addition, indigenizing the experiences of students is a major focus. The district is closely monitoring student learning and is able to respond quickly when required. We need to build the level of human capacity so that our students achieve a quality graduation and access the life they have an interest in pursuing. The district will continue to focus on meeting students' needs and will embrace any intervention that improves our efficacy as educators and results in the improved performance of our students. We live in an area rich in culture and heritage and by embracing these, we will better enable our students to walk successfully in the two worlds in which they find themselves. We believe in looking at students from a strength-based perspective; build on their strengths and the rest will follow.*

**SD87, residents of the Stikine and its 3 Nation partners have the following covenant with its families:**

### ***OBJECTIVES***

*Our objective is to encompass a "wholistic" approach that enhances the learning success, protects and strengthens the unique cultural identity, and supports the wellness of the whole child.*

*To do this, the partners will establish structures and processes that:*

- Develop a responsive learning environment that is culturally relevant for all children at all stages;*
- Utilize community networks to support the school in meeting the needs of families;*
- Nurture and promote effective communication between family, school and community;*
- Welcome, promote and encourage community engagement and involvement in the education of children;*
- Support the successful transition from high school into career and post-secondary education;*

## Community Based Teams for 2019/20

*These leadership teams convene as necessary, most often informally, to oversee the education plan and its implementation as it applies to their members. Membership beyond these chairs is on an ad hoc basis depending on what the issue is that needs addressing. These committees operate to support the schools in achieving the goals of this district plan.*

*In addition, Board Members are avenues of access into each community through whom we can better support our students and families.*

### **The Report**

*The following pages in the report address the desired outcomes of the SD87 – Stikine- 3 Nations agreement as it pertains to each school.*

*Page 6           Atlin School – 26 students*

*Page 18          Tahltan School in Telegraph Creek – 23 students*

*Page 28          Dease Lake School – 90 students*

*Page 45          Denetia School in Lower Post – 5 Students*

*Most comments come from those at the school and are credited to those individuals. Blue italic text is from the superintendent.*



## ATLIN



## Atlin

26 students (k-10)  
3 ... 1.0 FTE classroom teachers  
1 ... 0.6 teacher / 0.4 Principal  
1 ... 0.6 Aboriginal Language and Culture facilitator (3 days /week)  
1 ... 1.8 Student Assistants (9 days/week)  
1 ... 0.2 School Secretary  
1 ... 40 hours/wk School Custodian and Maintenance Worker

### Community Based Teams for 2019/20

*Taku River Tlingit Co-chairs: Quinn Lotsberg and currently the school utilises Sandra Jack-Mirhashem, our ALC, to liaise with families and the Nation.*

*The principal meets, when necessary, with TRT members to address issues that present themselves in the school and would benefit from input and support.*

### THE DESIRED OUTCOMES of the AGREEMENT

#### ❖ Increased sense of confidence and pride within our children and communities;

- High levels of respect and empathy demonstrated between school community members
  - *Staff communicate regularly with all families and provide positive feedback regarding student performance.*
  - *During the Covid-19 pandemic, the school continued face to face learning opportunities with all students*
  - *Atlin School staff works with home or community issues as they emerge with students in the classrooms. The school staff maintains a healthy communication internally and respectfully works with parents and First Nation service workers or advocates to resolve student or family issues that may be interfering with student learning. – Quinn Lotsberg Principal*
  - *There is a high degree of helping between students and fantastic relationships between all age groups in getting along. Some “study buddy” activities occurred and more are planned for next year. – Sandra Jack-Mirhashem Aboriginal Language and Culture teacher*
- School systems of accountability in line with First Nation’s ways of knowing.  
*Learning ultimately supports the well- being of oneself. Learning involves recognizing the consequences of one’s actions. A goal is to reduce to zero the number of student suspensions in a year and at the same time institute school wide effective restitution models in line with First Nations ways of knowing when dealing with undesirable behavior.*

- *The AS teaching and support staff work directly with children to help them reduce inappropriate behaviours. Some students may need to spend time with the Principal; however, all message the importance of respectful behaviour and at times some staff may talk about cultural expectations of children at school and home. – Quinn Lotsberg Principal*
- *There were no suspensions, and very few discipline issues arose; restorative and counselling practices were used -- Sandra Jack-Mirhashem Aboriginal Language and Culture teacher*

➤ **Increased sense of prestige as evidenced by interviews with students**

*Schools will use the student learning survey done province wide to ask students in grades 4, 7 and 10 about themselves and how they feel about school. In addition there are the First Nations Self-Assessment rubrics in the district. These are completed at the end of each school year. Unfortunately, 2020 Covid-19 affected these plans.*

- *Most of the feedback from the students derives from informal processes such as the half-day meeting between Stikine Wholistic Working Group and the youth for the purpose of collecting information on culturally relevant youth programming at a school and the First Nation level. Some informal checks were done after the AS culture camp; Tlingit dance practices and Tlingit Language Classes involve all students. Students have expressed that they are happy and feeling an increased sense of cultural wellness with the combination of cultural activities offered by the AS and TRTFN. – Quinn Lotsberg Principal*



➤ Increased competence in one's ancestral language

***Tlingit:** The 2018/19 year saw Sandra Jack-Mirhashem taking on the ALC assignment in the school and that continues.*

- *The students are acquiring more Tlingit vocabulary, which is a first step before initiating phrases that students and teachers can practice during the school day. Our ALC teacher has also taught a 3 month adult Tlingit Language course in the TRTFN community to enhance Tlingit language speaking in the homes. – Quinn Lotsberg Principal*

➤ Frequent opportunities to display pride in one's ancestry

*For Atlin students there are dancing and paddling opportunities. This year was to have been the Sealaska Heritage Festival gathering in Juneau. Students and community members were getting ready to perform in Juneau. In addition, a paddling crew was to paddle down the Taku River and up to Juneau. For this, the school district had purchased a spirit dancer canoe. It holds 18 paddlers. Unfortunately, Covid-19 caused the cancellation of the trip and event. The purchase of the canoe will enable students and community members to participate in more cultural events through the year.*

- *First Nation students always take the lead to explain the moiety system, talk about songs, dances and cultural gatherings. The combination of cultural activities at the School and in the community or region gives opportunities to children to convey their sense of cultural well being. – Quinn Lotsberg Principal*
- *Dance and regalia making were planned however, the covid crisis hit. Tlingit culture and language is taught to all students. One high school student had opportunity to assist teaching Tlingit with our school instructor. – Quinn Lotsberg Principal*



➤ All students frequently exposed to culturally relevant experiences

*The culture camp and weekly sessions with the ALC provide culturally relevant experiences for all students.*

➤ All students exposed to experiences that facilitate living in the Stikine

*There was focus on winter shelter building last year as part of survival training. All students had the opportunity to build quinzees.*

- *We had planned orienteering/bush skills with an elder and community members but Covid-19 cancelled the plans. The culture camp last spring focused on bush craft and food gathering skills. – Sandra Jack-Mirhashem Aboriginal Language and Culture teacher*



## ❖ Increased community engagement and involvement in life-long learning;

### ➤ Community members visible in the educational lives of children assisting with their learning

- *Community members attended the culture camp, another of which was planned but was postponed due to covid-19, and another attempt to host a camp will be in the fall.*
- *Atlin School is a central facility for other groups to meet to facilitate experiences that are reflective of Tlingit culture (dance groups and potlatches) and outdoor living (trapping, ice fishing, building snowshoes out of willow, cooking and tenting during the winter).*
- *There is a literacy program for students to attend 2-3 times per week at the Nation's offices. – Quinn Lotsberg Principal*
- *We had a few people working in the school for much of the year. Rebecca Law, a youth coordinator spent a lot of time engaging students in high school with audiovisual creation, math, and other coursework. Covid-19 changed the way we had to deliver education and parents were very responsive and helpful in terms of working with us to ensure learning continuity. – Sandra Jack-Mirhashem Aboriginal Language and Culture teacher*
- *There is a Youth Centre at 5 mile that the students frequent for opportunities to interact with community members. A youth worker from TRT is active in the school; in addition, community members offer basketball, skiing, curling, dance and hunting opportunities.*



## ❖ Evidence of increased education success;

### ➤ Dogwood Graduation rates consistently above the provincial average

*After the success of 2 students attaining their adult graduation in December of 2018, there have been no additional students attending that are eligible to graduate from Atlin School. 2 students that left Atlin to attend in Whitehorse for their grade 9-12 years have this year received their Dogwood Diplomas.*

- Increased attendance rates for all grades with student attendance rates of 90% or better

Atlin days absent	2017/18	2018/19	2018/19 Sept-Mar	2019/20 Sept-Mar
Year of Graduation	Average and range	Average and range	Average and range	Average and range
2032 ...K	0	0	0	11 (4-18)
2031 ... 1	0	18 (0-28)	13 (7-19)	29 (18-40)
2030 ... 2	30 (28-32)	26 (16-35)	18 (11-25)	21 (6-35)
2029 ... 3	23 (21-25)	31 (11-70)	25 (4-61)	26 (10-38)
2028 ... 4	14 (5-29)	9 (2-12)	6 (1-10)	6 (3-8)
2027 ... 5	38 (21-32)	17 (11-26)	10 (5-17)	10 (8-13)
2026 ... 6	10 (6-13)	8 (7-8)	5 (4-6)	8 (6-9)
2025 ... 7	30 (30)	55 (55)	37 (37)	29 (29)
2024 ... 8	19 (10-33)	17 (8-20)	15 (8-18)	5 (4-7)
2023 ... 9	20 (16-24)	20 (19-20)	18 (17-18)	15 (10-20)
2022 ... 10	50 (0-96)	68 (12-117)	21 (9-44)	19 (10-32)
School Average	21	24	14	15

*A 90% attendance rate would equate to absences in a full year (first two columns) of **18 days**.*

*Whilst this is high for most areas of the province, attending 9 out of 10 days is a goal for SD87 and our students. As one can see grade 4 and 6 have achieved it over the two years.*

*For this year before covid-19, there was 130 school*

*days and so a 90% attendance would equate to an absence of **13 days or less**. This time the grade 4, 5 and 6 groups were able to achieve this in both years, in addition to the current grade 8 group all managing a 90% attendance rate. The ranges are quite revealing in that it shows some students in almost all grades are able to attend for 90% of school days.*



➤ Increased levels of self-regulation by students

*The first table is the current assessment of the school's students*

*The second table compares the same students over the past 2 years.*

	Not Yet Meeting Expectations	Approaching Expectations	Meeting Expectations
Mental Well being	0	8	18
Mental Well being	0%	31%	69%

*For mental wellbeing, the areas considered are:*

- *how quick and how often a child becomes angry*
- *if they appear frequently anxious*
- *if there is any appearance of depression.*

	Situation Improved	Situation Declined	no change	Sum
Mental Well being	3	1	17	21
Mental Well being	14%	5%	81%	100%

*The socio-emotional education students have been receiving in the past was evident this year. In truth, the best evidence of self-regulation is that there were very few outbursts, very little disruptive behaviour, etc. – Quinn Lotsberg Principal*

➤ Improved overall academic performance as evidenced by a range of assessments

**Atlin**

**Performance comparison for whole school.**

*Each June the staff meet and complete a student needs assessment for each child (Appendix C page 64).*

*It records strengths, interests, and challenges. It covers the core competencies and key academic areas. Included under the core competencies are: communication, creative and critical thinking, positive personal and cultural identity, personal awareness and responsibility, social*

<b>June 2020</b>	<b>Not yet Meeting</b>	<b>Approaching Expectations</b>	<b>Fully Meeting</b>	<b>Decline in performance from 2019</b>	<b>No change</b>	<b>Improved from 2019</b>	<b>New students</b>
Comprehend & connect	4	8	14	1	18	3	4
Create & communicate	5	6	14	1	15	6	4
Numeracy	5	7	14	3	16	3	4
	<b>NYM</b>	<b>AE</b>	<b>FM</b>	<b>Decline</b>	<b>No change</b>	<b>Improved</b>	<b>New students</b>
Comprehend & connect	15%	30%	55%	5%	80%	15%	4
Create & communicate	20%	25%	55%	5%	65%	30%	4
Numeracy	20%	25%	55%	15%	70%	15%	4

*responsibility. Included in comprehend and connect is reading; included in create and communicate is writing.*

*The first 3 columns detail the number of students in each category whilst columns 4,5 and 6 indicate whether a student made improvements, as in moved up a colour category, stayed the same colour or declined in their performance. Most students made no significant shift in performance. This can be a negative result if they are still not meeting expectations. No change is major concern when 55% are fully meeting in a category and yet 65-80% make no change. This suggests that 15-30% of students for whom we want to*

*see progress have not improved. For the coming year, this information will result in staff reviewing current interventions and assessing their efficacy, as they look to improve outcomes for students. The objective is no students in the red and all those in yellow moving to green.*

- *There is evidence of increased literacy achievement. We are working towards building school resources in literacy, math and science. Science was taught in concept-based, hands on way this year. – Quinn Lotsberg Principal*

❖ **A collaborative approach to early childhood development;**

➤ All preschool aged children able to access quality early childhood programs

- *We worked with the early childhood centre to deliver materials and share student information when necessary. – Sandra Jack-Mirhashem Aboriginal Language and Culture teacher*
- *The Tlingit Family Learning Center offers early childhood programs that prepare children for success as they enter into the public school system. – Quinn Lotsberg Principal*

➤ Increased school readiness as evidenced by an early development indicator

*A Kindergarten readiness indicator is in use to track students on entry. It looks at what 4-5 year olds are expected to manage at that age in the areas of: Emotional and Social Development, Intellectual Development, Physical Development and Well-being. Results will be available in the spring. (See appendix B page 64).*

K readiness			
Atlin	Not Yet Meeting	Approaching	Meeting
Emotional & Social Development			2
Intellectual Development			2
Physical Development & Well-Being			2

❖ **Close collaboration between the SD 87 and the community service providers;**

➤ Quick and effective community responses to children and families in need

*Sandra's connection to the community enables the school to learn about a situation and have a caring person connect with families in order to support them. In addition, the connection to TRT leadership enables additional support for families. The community has a visiting Psychiatrist that families and the school are able to access for support.*

➤ **First Nations ways of knowing integrated across the curricula**

- *Atlin School has provided lessons and units on First Nations history, concepts, customs, language and culture. We do have a school wide calendar activity that provides for all students to learn about the seasonal cycles, values and lifestyles of Tlingit peoples. Atlin School has also developed a TLC materials and supply list and has ordered Tlingit specific and generic aboriginal resources to teach and reinforce cultural concepts and healthy choices and pathways in life. – Quinn Lotsberg Principal*
- *Definitely evidenced in lessons throughout the year and I can attest to doing so in science as much as possible. Part of the challenge is making connections as a teacher with the concepts and content we are teaching. More cultural*



*awareness would be helpful and we will seek to bring in more elder knowledge next year. – Sandra Jack-Mirhashem Aboriginal Language and Culture teacher*

*Summary: There are opportunities through the year to enhance curriculum such as extending the culture camp experience into a language arts activity and an art project. Atlin School also had a school wide*

*celebration and invited the parents to watch a slide show presentation of the culture camp. A similar enhancement opportunity was planned for the Tlingit Celebration in Juneau but the event was cancelled.. – Quinn Lotsberg Principal*

➤ **Opportunities for academic support for students outside of the school within the greater community**

***Atlin:** there is an open door policy for the after school club at TRT. In addition, the high school teacher in Atlin has made herself available to students after school.*

- *Summary for this section: AS has an ongoing dialogue with service providers and Leadership at the TRTFN to efficiently, address student and family issues that adversely affect the education of students. The Principal has also spoken with a TRTFN manager on a plan to offer online high school course opportunities to students who are not attending and need to complete high school.*
- *Additionally, Trudy Ewing ran an after school homework club with external Literacy funding; this was credited with helping those students who were falling behind or had difficulty focusing in class with succeeding and keeping pace with instruction. – Quinn Lotsberg Principal*
- *Attempts were made to support those former students who did not graduate to get their adult Dogwood diploma through the college and with TRT support. – Sandra Jack-Mirhashem Aboriginal Language and Culture teacher*

### ❖ Enhanced curriculum which includes relevant cultural components for all grades;

- *This is a work in progress. Atlin School is building a cultural library and will keep cultural content and ways of knowing in mind when acquiring new resources such as a science and literacy program. – Sandra Jack-Mirhashem Aboriginal Language and Culture teacher*

### ➤ Frequent opportunities to display pride in one's ancestry

- *First Nation students always take the lead to explain the moiety system, talk about songs, dances and cultural gatherings. The combination of cultural activities at the School and in the community or region gives opportunities to children to convey their sense of cultural well-being. – Quinn Lotsberg Principal*

### ➤ A K-12 scope and sequence for cultural knowledge for all students

- *Currently the Atlin School is using the TRTFN Language Curriculum, the Beginning Tlingit Teacher Manual and Workbook as a K-10 scope and sequence to teach language and culture. There are suggestions for cultural activities to coordinate alongside of the language curriculum. – Quinn Lotsberg Principal*
- *We do have a school wide calendar of activity that provides for all students to learn about the seasonal cycles, values and lifestyles of Tlingit peoples. – Quinn Lotsberg Principal*



❖ **Successful graduation from career and post-secondary education programs;**

➤ **Annual orientation to post-secondary institutions**

- *Atlin School has had high school field trips to Yukon University (College) in prior years but was not able to organize one for this school year due to reasons beyond control. There have not been any student graduates from AS that enrolled into post-secondary institutions this year. – Quinn Lotsberg Principal*



➤ **Successful transition to post-secondary as evidenced by first and second year completion rates**

- *Atlin School had successful transitions to Yukon schools this year for some high school students. No one is currently at Post-Secondary; one student is soon to be there for carpentry.*

# **Tahltan School**



**There are plans to beautify me in 2021**



**A Tahltan sized classroom in a pandemic!**

## Tahltan School

### *Community Based Team for 2019/20*

*Tahltan Co-chairs: David Rattray, Andre McDowell (Tahltan School)*

- 23 students (k-8)
- 2 ... 1.0 FTE classroom teachers
- 1 ... 0.8 teacher / 0.2 VP
- 1 ... 0.4 Aboriginal Language and Culture teacher (2 days /week)
- 1 ... 0.6 Student Assistant (3 days/week)
- 1 ... 0.2 School Secretary
- 1 ... 30 hours/wk School Custodian
- 1 ... 10 hours per week Maintenance Worker

## THE DESIRED OUTCOMES of the AGREEMENT

### ❖ **Increased sense of confidence and pride within our children and communities;**

#### ➤ High levels of respect and empathy demonstrated between school community members

- We are communicating regularly with parents of the community
- During Covid we consulted with community about the school's plans moving forward
- Invitations are sent to the community to attend events as well as staff attending funerals and community events.
- Partnerships with the community members and the Band to put on the Christmas concert at the school.

- Andre McDowell Tahltan School Vice Principal

#### ➤ School systems of accountability in line with First Nation's ways of knowing

*Learning ultimately supports the well- being of oneself. Learning involves recognizing the consequences of one's actions. A goal is to reduce to zero the number of student suspensions in a year and at the same time institute school wide effective restitution models in line with First Nations ways of knowing when dealing with undesirable behavior.*

- There were no suspensions this year.
- Restorative practices are in place. Students are asked ... do you wish to fix the problem; how might you fix the problem

- Andre McDowell Tahltan School Vice Principal

- Increased sense of prestige as evidenced by interviews with students  
*Schools will use the student learning survey done provincially to ask grades 4, 7 and 10 students about themselves and how they feel about school. In addition there are the First Nations Self-Assessment rubrics in the district. These are completed at the end of each school year by students. Unfortunately, 2020 Covid-19 affected these plans.*

- Increased competence in one's ancestral language

- Tahltan Culture and Language learning is in all classes for all students for a minimum of 100 minutes per week  
- Andre McDowell Tahltan School Vice Principal

- Frequent opportunities to display pride in one's ancestry

- Prior to Covid-19, we were planning to attend the First Nations celebration in Juneau, Alaska. Some parents and Band members were involved in helping to plan this trip.
- Dance practices where students are taught traditional dance had started. This was part of getting ready for the school trip to Juneau for the Sealaska celebration in Jun 2020. Covid-19 caused the cancellation of the gathering.
- House teams that reflect animals significant in Tahltan life are used at various events  
- Andre McDowell Tahltan School Vice-Principal

## ❖ Increased community engagement and involvement in life-long learning;

- Community members visible in the educational lives of children assisting with their learning  
*This is an area that continues to grow and would benefit from further growth. We continue to promote the presence of elders in the school and look forward to more of this happening in the future.*

## ❖ Evidence of increased education success;

- Dogwood Graduation rates consistently above the provincial average  
*Students leave Tahltan School after Grade 9 and go to another centre to complete high school. It tends to be either Terrace or Dease Lake.*
- Increased attendance rates for all grades with student attendance rates of 90% or better

Tahltan Days absent	2017/18	2018/19	2018/19 Sept-Mar	2019/20 Sept-Mar
Year of Graduation	Average and range	Average and range	Average and range	Average and range
2032... K	0	0	0	36 (28-45)
2031... 1	0	19 (19)	13 (13)	19 (19)
2030... 2	41 (41)	16 (16)	8 (8)	27 (27)
2029... 3	56 (56)	17 (17)	10 (10)	16 (16)
2028...4	34 (31-36)	72 (45-98)	54 (35-72)	32 (32-32)
2027...5	29 (29)	39 (39)	30 (30)	21 (21)
2026...6	45 (31-73)	44 (36-63)	25 (12-36)	28 (16-38)
2025...7	25 (17-32)	51 (22-79)	38 (19-57)	18 (11-24)
2024...8	35 (18-58)	54 (21-92)	32 (18-53)	38 (10-86)
School Average	36	46	29	30

*A 90% attendance rate would equate to absences in a full year (first two columns) of **18 days**. Whilst this is a high number of missed days for most areas of the province, attending 9 out of 10 days is a goal for SD87 and our students. As one can see whilst the grade 1, 2 and 3 students achieved 90% attendance rate in 2018/19 no grade group did this year. For this year before covid-19, there was 124 school days and so a 90% attendance would equate to an absence of **13 days or less**. The number in brackets is the range of absences for that group. The ranges are quite revealing in that it shows some students in numerous grades attend for 90% of school days.*



➤ Increased levels of self-regulation by students

	Not yet Meeting	Approaching Expectations	Fully Meeting	Decline in performance from 2019	No change from 2019	Improved performance from 2019	New Students
Mental Well being	2	5	15	5	6	1	7
Mental Well being	9%	23%	68%	42%	50%	8%	7

*For mental wellbeing the areas considered are:*

- *how quick and how often a child becomes angry*
- *if they appear frequently anxious*
- *if there is any appearance of depression.*

*It is imperative that we continue efforts to ensure the health and safety of all students. Staff assessment indicates that over 30% of students could benefit from additional support.*



➤ Improved overall academic performance as evidenced by a range of assessments

*Each June the staff meet and complete a student needs assessment for each child. It records strengths, interests, and challenges. It covers the core competencies and key academic areas. Included under the core competencies are: communication, creative and critical thinking, positive personal and cultural identity, personal awareness and responsibility, social responsibility. Included in comprehend and connect is reading; included in create and communicate is writing. The first 3 columns detail the students in each category whilst columns 4,5 and 6 indicate whether a student made improvements, as in moved up a colour category, stayed the same colour or declined in their performance.*

Jun-20	Not yet Meeting	Approaching	Fully Meeting	Decline in performance from 2019	No change from 2019	Improved performance	New
		Expectations				from 2019	
Comprehend & connect (Reading)	8	12	3	2	8	5	8
Create & communicate (Writing)	19	3	1	2	13	0	8
Numeracy	9	7	7	4	11	0	8
	Not yet Meeting	Approaching Expectations	Fully Meeting	Decline in performance from 2019	No change	Improved performance from 2019	New students
Comprehend & connect	35%	52%	13%	13%	53%	33%	8
Create & communicate	83%	13%	4%	13%	87%	0%	8
Numeracy	39%	30%	30%	27%	73%	0%	8

*So what does this show?*

*Looking at the first 3 columns: Very few students are fully meeting expectations in reading, writing or numeracy as shown by green. The majority of students are approaching expectations in reading (52%) whilst the majority are not close to meeting expectations in writing (83%)*

*Looking at columns 4-6 most students did not change colour, meaning that there was no significant improvement or decline in their performance. However, 5 students (33%) improved in their reading performance. Unfortunately, 4 students (27%) declined in their Numeracy performance. For the coming year, this information will result in staff reviewing current interventions and assessing their efficacy, as they look to improve outcomes for students.*

### ❖ **A collaborative approach to early childhood development;**

#### ➤ All preschool aged children able to access quality early childhood programs

- Headstart is run by Tahltan band
- The school hosted the Headstart the year after the fire in Telegraph Creek
- Ready, Set, Learn is offered so students can transition from Headstart to the K classroom

- Andre McDowell Tahltan School Vice-Principal

#### ➤ Increased school readiness as evidenced by an early development indicator

*A Kindergarten readiness indicator is in use to track students on entry. It looks at what 4-5 year olds are expected to be able to manage at that age in the areas of: Emotional and Social Development, Intellectual Development, Physical Development and Well-being. Results will be available in the spring. (See appendix D).*

K readiness			
Tahltan School	NYM	Approaching	Meeting
Emotional & Social Development		3	1
Intellectual Development		3	1
Physical Development & Well-Being		3	1

❖ **Close collaboration between the SD 87 and the community service providers;**

➤ **Quick and effective community responses to children and families in need**

- We liaise with community supports, RCMP and Tahltan Band when dealing with crisis issues and students at risk
- We work with First Nations families on a gradual return to schooling during covid-19.

- Andre McDowell Tahltan School Vice-Principal

➤ **First Nation's ways of knowing integrated into all curricular areas**

- First Nations ways of knowing are incorporated into all subject matter in classrooms
- Tahltan Language is incorporated into relevant lessons

- Andre McDowell Tahltan School Vice-Principal

➤ **Opportunities for academic support for students outside of the school within the greater community**

*There is nothing on offer outside of the school at this point*

❖ **Enhanced curriculum which includes relevant cultural components for all grades;**

➤ **All students frequently exposed to culturally relevant experiences**

- For the coming school year, we are looking into setting up an outdoor education space for an on-site culture camp.
- Beautifying the exterior of Tahltan School with Tahltan artwork is a priority for the coming school year.

- Andre McDowell Tahltan School Vice-Principal



- All students exposed to experiences that facilitate living in the Stikine

*There is a lot of room for growth in this area in Tahltan School. On the land experiences are infrequent at this point. There will be more exposure to on the land activities for students starting in K and going on through their school career whilst in Tahltan School. This conversation has been held with staff. The community is encouraged to offer their time and skills in order to help this to happen for students. In addition, all staff, Aboriginal Language and Culture staff and classroom teachers, are expected to facilitate opportunities that expose their students to on the land activities.*

- A K-12 scope and sequence for cultural knowledge for all students

*For Tahltan School students this is being developed out of the Board office in Dease Lake. Once completed, it will require the community, operating in conjunction with the school, to provide these experiences for students. The Seasonal Calendar will indicate the experiences all learners in our schools should experience in the course of a year and throughout their school career. See the appendices for a seasonal calendar*

❖ **Successful graduation from career and post-secondary education programs** -*Not directly applicable to Tahltan School*

- Annual orientation to post-secondary institutions
- Successful transition to post-secondary as evidenced by first and second year completion rates

The year-end assembly during a pandemic!



# **Tatlah'ah Ke'ets'ehdi Kime**

## **Dease Lake School**



## Community Based Team for 2019/20

*Tahltan Co-chairs: David Rattray, Glyn Howell (Dease Lake School)*

*90 students, 1 principal, 1 VP, 8 classroom teachers, 2.5 learning support teachers, 5 student assistants 1 secretary and 1 custodian.*

### Committees Update:

***Tahltan:*** 2019 and 2020 saw the continuation of work overseen by this committee. There are several areas of focus:

- *Tahltan Ways of Knowing with regard to curriculum,*
- *Tahltan Wellness framework,*
- *On-going school support.*
- *Development of Kuweganh (the Tahltan justice system) is on-going.*
- *The Tahltan k-8 Language Curriculum is ready. Its roll out, scheduled for March, is presently postponed due to the Covid-19 pandemic.*
- *The support from People's Haven to Dease Lake School has grown this past school year. The 2020 school year in Dease Lake has students from k-10, and those at the Learning Centre, enjoying weekly visits to work on cultural projects with elders.*



### **For Tahltan Students - 4 Goals of Tahltan Education as recommended by David Rattray**

1. *Understanding and working with emotional pain or trauma in individual students*
2. *Create belonging environments for Tahltan students*
3. *Healthy Tahltan cultural experiences*
4. *High Academic Standards - after the first three are 'working'*

## THE DESIRED OUTCOMES of the AGREEMENT

### ❖ Increased sense of confidence and pride within our children and communities;

➤ High levels of respect and empathy demonstrated between school community members

➤ School systems of accountability in line with First Nation's ways of knowing

*Learning ultimately supports the well-being of oneself. Learning involves recognizing the consequences of one's actions. A goal is to reduce to zero the number of student suspensions in a year and at the same time institute school wide effective restitution models in line with First Nations ways of knowing when dealing with undesirable behavior.*

Restorative practices are utilized across all grades for addressing student conflicts. Students are brought together, viewpoints expressed and discussed, and alternate strategies for conflict resolution are forwarded for consideration. "How can we move forward and recognize conflicts will occur, but deal with them respectfully?" Students at all levels were involved this year including regular elementary student disagreements and junior high/high school conflicts. We are presently working with David Rattray and Curtis. - Glyn Howell, Dease Lake School Principal

Suspensions 2017-18: 9

Suspensions 2018-19: 4

Suspensions 2019-20: 2

Over time we have reduced the number of "automatic" suspensions for offences like fighting. Now, the students are usually sent home for the day to cool off, but have them return the next day to meet with the other student and work through a resolution to the problem rather than just apply a punishment. Being sent home for the remainder of a day is not considered a suspension; it is a safety consideration rather than a punishment. - Glyn Howell, Dease Lake School Principal



David Rattray has been working on adapting Tahltan Kuweganh for use in the school to address conflict using this traditional Tahltan approach. He has received support and direction from the Tahltan Central Government (TCG) Elder's Council in the fall of 2019. There has been some training and use of Kuweganh in the past 2 years and there will be an increased effort to adapt a youth friendly version of Tahltan Kuweganh in the school in the 2020-2021 school year. This will include adapting the process so an incident can be addressed immediately, teacher training in using in their classroom, and providing Kuweganh teachings to the students. – Curtis Rattray Tahltan Curriculum Developer

The idea and use of Kuweganh is a wholistic approach using to a restorative method. This wholistic approach will be closely linked to teaching Tahltan concepts of respect, 'face skin', and ah'ee, to the teaching of Potlatch culture in the School. It will also link to the Tahltan Wellness Framework in addressing the intergenerational trauma. – Curtis Rattray Tahltan Curriculum Developer

➤ Increased sense of prestige as evidenced by interviews with students

*We will use the student learning survey done provincially to ask grade 4, 7 and 10 students about themselves and how they feel about school. Unfortunately 2020 Covid-19 impacted this plan.*

*Information comes from the rubrics*

➤ Increased competence in one's ancestral language

Our Tahltan language program has resumed from K-10. K-7 have 90 minutes per week of Tahltan, 8-12 have one block (0.125 FTE) of Tahltan language and culture. The students are eager to learn Tahltan language, especially at the elementary level. Our language teacher uses Tahltan language to talk to students in the hallways, etc.

Overall, Tahltan language is increasingly evident in the school. - Glyn Howell, Dease Lake School Principal

➤ First Nations ways of knowing integrated across the curricula

Elementary is mixed; the teaching staff who have been in the school for a few years have made significant gains and actively seek out ways to incorporate First Nations' ways of knowing. Newer staff are at the emergent stage; the teachers are aware that First Nations' ways of knowing are important and apply that to First Nations content, but not necessarily in other subject areas. - Glyn Howell, Dease Lake School Principal



Integration of First Peoples literature across the English High School curriculum. Social Studies courses offered at the high school level focused on First Peoples and/or relevant social issues; ie: Residential Schools, Cultural Assimilation, Discriminatory Practices, Cultural Revitalization, Healing Circles, Restorative Justice, Collective Charter Rights for First Peoples (Land Agreements, Treaties, Protected Rights) - Glyn Howell, Dease Lake School Principal

Tahltan ways of knowing is the primary model of teaching the students Tahltan culture through experiential learning on the land, the telling of Tahltan stories of

Creation, respect, and kinship. Students are provided with age appropriate spiral learning, which means they are exposed to the same learning each time but in the different context of the changing seasons and increasing challenges. For example, the youngest observe fire-making but go and fetch firewood for the first few years each time they go out onto the land and in the changing seasons. When they get older they will make fires under direct supervision, and later in their school career, they will make fires with distance supervision. – Curtis Rattray Tahltan Curriculum Developer



There is a need to have the teachers learn Tahltan ways of knowing, as they experience Tahltan culture the more they pick up. Class visits to the Haven expose the teachers to Tahltan ways of knowing. In the 2020-2021 school year the teachers will have an increased opportunity to learn this through pro-d sessions on Tahltan culture and ways of knowing. – Curtis Rattray Tahltan Curriculum Developer

### ➤ A K-12 scope and sequence for cultural knowledge for all students

Curtis Rattray has been working on writing Tahltan curriculum in Applied Design, Skills and Technology (which is called Tahltan



Technology and Applied Design K-7), Tahltan Social Studies K-8, Tahltan Science K-8, Tahltan Field Trips and Campouts Handbook, an annual cultural activities plan and Tahltan Wellness Framework. The Tahltan curriculum focuses on Tahltan ways of knowing with Tahltan content and on the land activities that are culturally relevant while meeting the provincial learning outcomes. There are still issues to be worked out around regular implementation and assessment of student learning. The 2020-2021 school year will focus on these issues by providing teachers with more cultural supports by organizing cultural learning opportunities about the Tahltan curriculum for professional development during the year. –

Curtis Rattray Tahltan Curriculum Developer

Developing the high school Tahltan curriculum is a goal for the 2020-2021 school year. One task is to adapt the First Nations Studies course to make it a Tahltan Studies course. A draft of Tahltan Science 9-12 curriculum will be written in the 2020-2021 school year. – Curtis Rattray Tahltan Curriculum Developer

A draft Tahltan Seasonal Rounds 8 curriculum is being developed that focuses on the Tahltan activities of the seasonal rounds that links to social studies, applied technology, science, language arts, arts, and PE learning outcomes. This curriculum will be project based and the students will be taught the skills and knowledge needed to be able to successfully complete the project. – Curtis Rattray Tahltan Curriculum Developer

➤ Frequent opportunities to display pride in one's ancestry

Participation in culturally relevant events; ie: Potlatch. Participation in meaningful preparatory activities and discussion celebrating culture (Elder's Teas, Elder involvement in On the Land Activities) classroom lessons illuminating past injustices to recognize the worthiness of culture, heritage, and self. - Glyn Howell, Dease Lake School Principal

The Potlatch School organizes and holds 2 potlatches, one hosted by the Crow clan students and the other is hosted by the Wolf clan students. Students are being introduced to potlatch culture, the Tahltan honour system based on gift giving and showing respect, and how to honour your guests and hold them up high. The potlatch culture is part of the holistic approach and is linked to the on the land activities and the harvesting from the land the students do during the school year, including the art work they create during a month long Artist in Residence by a Tahltan artist. The harvesting and art are how the gifts are created for the give away. The potlatch school is also linked to the Tahltan Wellness Framework and to Kuweganh. The Tahltan language program is providing the education of Tahltan songs and dances for the students to use during the potlatch. – Curtis Rattray Tahltan Curriculum Developer



Community Meat cutting in Dease Lake School

The Tahltan students, staff, teachers are organized into the clans and the non-Tahltans are invited to join a clan so they can also participate. This is creating great pride during the potlatch in friendly teasing and trying to outdo each other's clan. The community is invited to participate in the potlatch and this is growing in popularity and the students are being to show their pride in participating in the event, in sharing and showing what they have been able to achieve during the past school year. Clan Elders have been involved in the organizing and conducting of the potlatches, they guide and teach everyone about the process. – Curtis Rattray Tahltan Curriculum Developer

➤ All students frequently exposed to culturally relevant experiences

Examples include Language and Culture program at the classroom level. On the Land outings for elementary students; regular Haven visits for Junior High students and optional Flex-week offerings for high school students. Butchering/processing on site of moose, caribou, and beaver. In coordination with the wider community. - Glyn Howell, Dease Lake School Principal

We now have a minimum of 2hrs/week of language and culture programming per week for students from K-8. Grades 9 and 10 receive a full elective block (0.125 FTE) of language and culture. We have a full-time Tahltan Language and Culture teacher (upgraded from a



Covid-19 FaceTime for a reading lesson

Language and culture worker). Student response to art (carving, painting) has been very positive, so we are providing more opportunities for traditional art (carving – Vernon Asp). - Glyn Howell, Dease Lake School Principal

Students are exposed to cultural experiences by going out on the land, the Potlatch, and Tahltan curriculum content in the classroom. The on the land program is linked to the social studies, science, and technology learning outcomes. The on the land activities is learning to design, make, improve, and share emergency shelters. From here the students learn plant and animal life cycles, tracks, where they live, and Tahltan uses. The activities are based on the seasonal rounds and students are exposed to the activities during the changing seasons. High school students have on the land cultural activities during the Blueberry Wellness Campout and the Flex Week campouts. – Curtis Rattray Tahltan Curriculum Developer

Other cultural activities the students are exposed to is meat cutting, Tahltan Day cultural activities, Potlatch, and plant and berry harvesting. The on the land activities also include field trips to Tahltan to see and hear the stories about the transformation sites, the cultural values in the area - Tahltan fish houses and food cache pits. – Curtis Rattray Tahltan Curriculum Developer

## ➤ All students exposed to experiences that facilitate living in the Stikine

### Monthly on-the-land for K-7 classes

**\*\*Limited success with on-the-land grades 8-12\*\*** - Glyn Howell, Dease Lake School Principal

The Dease Lake school have a gardening program to teach the students about gardening so the students will learn about local food sources as part of a broader food security strategy.

Students at the Dease Lake School are exposed to experiences that will facilitate living in the Stikine by making them more self-sufficient and adaptable. They are provided with on the land learning like shelter making and other bush skills. The younger students also learn about environmental monitoring for the purpose to analyze the data to determine long-term changes from climate change and resource development. As this Tahltan science curriculum grows it will include strategies to adapt local activities in response to these ecological changes. – Curtis Rattray Tahltan Curriculum Developer

The students will be exposed to certain skills that will make them more self-sufficient by learning to make tools, jewelry, and clothes. Using the Tahltan tradition of reuse, repair, and refurbish items you use in everyday life to be self-sufficient. The past year students went to the Haven to learn sewing and work on a sewing project. The high school Tahltan science will include using earth's



materials where the students will learn how to make tools and jewelry, clothing locally instead of using store bought items. – Curtis Rattray Tahltan Curriculum Developer

### ❖ Increased community engagement and involvement in life-long learning;

- Community members visible in the educational lives of children assisting with their learning

*This is an area that continues to grow and would benefit from further growth. We continue to promote the presence of elders in the school and look forward to more of this happening in the future.*

Elder's tea and bi-weekly hot lunch participation from elders. On-the-land inclusion around various skill building opportunities (snares, skinning, shelters). Community events (animal harvesting) to share traditional knowledge. Flex-week opportunities on-the-land and cultural based activities (beading, sewing, carving, etc) with collaborative leadership from Tahltan individuals; ie: Curtis, Vernon, Penny) - Glyn Howell, Dease Lake School Principal

Elder's Teas, community invited to the school at least once per month for an event - Glyn Howell, Dease Lake School Principal

The "Potlatch School" has brought the community into the school for cultural teaching. - Glyn Howell, Dease Lake School Principal

The community is getting involved in the Potlatch as co-creators, as co-planners, and participants. Community participation has grown from the first potlatch to the second, it is expected the next potlatch will grow even more. On occasion some Elders have come into the classroom to teach about their residential school experience, and Tahltan culture.

We need to organize a Tahltan Role Model to make it more easily accessible for classroom teachers to use. A formal recruitment of Elders needs to take place with a clear understanding by teachers, Elders, and administrators what the administrative process is and the expectations of the Elders. – Curtis Rattray Tahltan Curriculum Developer



Penny Louie a knowledge keeper

❖ **Evidence of increased education success;**

➤ **Dogwood Graduation rates consistently above the provincial average**

*No. Staff efforts are continually focused on achieving this target. The schools is continually reflecting of how it serves its students and is exploring ways of supporting them with the goal being to see every student realise their potential at school and achieve a quality graduation.*

2018/19		2019/20	
7/8	87%	6/13	46%



A 2029 graduate

➤ Increased attendance rates for all grades with student attendance rates of 90% or better

Attendance continues to be a significant challenge - Glyn Howell, Dease Lake School Principal

Dease Lake	2017/18	2018/19	2018/19 Sept-Mar	2019/20 Sept-Mar
Year of Graduation	Average and range	Average and range	Average and range	Average and range
2032 k	0	0	0	30 (9-44)
2031 1	0	47 (10-78)	34 (1-58)	35 (4-69)
2030 2	38 (16-86)	41 (6-77)	27 (4-57)	16 (4-36)
2029 3	36 (36)	66 (66)	43 (43)	41 (41)
2028 4	32 (11-68)	37 (6-88)	24 (3-50)	26 (5-67)
2027 5	26 (13-40)	27 (18-50)	15 (6-29)	23 (6-67)
2026 6	25 (7-42)	19 (5-32)	9 (2-16)	15 (8-21)
2025 7	20 (10-37)	18 (8-32)	11 (4-21)	11 (3-27)
2024 8	23 (6-45)	26 (12-55)	13 (4-28)	21 (10-35)
2023 9	23 (7-74)	27 (4-83)	17 (5-58)	25 (9-51)
2022 10	36 (23-55)	45 (31-73)	31 (10-69)	38 (18-83)
2021 11	24 (12-41)	33 (10-65)	32 (6-94)	39 (5-95)
2020 12	17 (2-38)	43 (19-69)	36 (11-88)	33 (8-91)
School Average	25	38	25	28

*A 90% attendance rate would equate to absences in a full year (first two columns) of 18 days. Whilst this is high for most areas of the province, attending 9 out of 10 days is a goal for SD87 and our students. As one can see this year's grade 7 students met that expectation in the 18/19 school year and were on track until Covid changed schooling for the year. For this year before covid, in comparison with last year, there was 130 school days and so a 90% attendance would equate to an absence of 13 days or less. The ranges are quite revealing in that it shows some students in almost all grades are able to attend school for 90% of the days. The ranges also show extremely low attendance rates for some students. If we take the school average of 38 days away for 2018/19 that translates to the average student missing 2.5 years of schooling from k to 12. Put another way when leaving grade 12 those students have attended enough to be still in grade 10.*

➤ Increased levels of self-regulation by students

We have been teaching the Zones of Regulation for several years. Anecdotally, I would say that office visits are down, but more importantly I would say that the students are getting much better at identifying what they did wrong and how they could have done it better. - Glyn Howell, Dease Lake School Principal

➤ Improved overall academic performance as evidenced by a range of assessments

<b>K -7</b>	Not yet Meeting	Approaching Expectations	Fully Meeting	<b>Gr8-12</b>	Not yet Meeting	Approaching Expectations	Fully Meeting
Comprehend & connect	38%	24%	38%	Comprehend & connect	30%	51%	19%
Create & communicate	35%	16%	49%	Create & communicate	33%	39%	28%
Numeracy	16%	28%	56%	Numeracy	43%	38%	19%

<b>2019 v 2020</b>	Decline in performance from 2019	No change	Improved performance
<b>Gr. 1-12</b>			
Comprehend & connect	34%	50%	16%
Create & communicate	38%	50%	13%
Numeracy	29%	60%	10%

*Clearly results are not where any of us wish them to be. The goal is no students in the red zone and those in the yellow moving to green. Staff are reviewing their interventions and planning for 20/21 to do all they can to have all student meeting expectations. They note with concern that over 30% of student declined in their performance when compared to the precious year. The school plan, posted to the District web site, will outline the strategies that will be implemented to address this situation.*

*We have restructured our secondary courses to allow students to complete courses if they run out of time - Glyn Howell, Dease Lake School Principal*

❖ **A collaborative approach to early childhood development;**

- All preschool aged children able to access quality early childhood programs

Tahltan Band has taken over the preschool for early learning - Glyn Howell, Dease Lake School Principal

*The Tahltan Band operates a preschool along the lines of a StrongStart 5 days a week and also incorporates a day care for before and after school in the operation. SD87 handed this operation over as we prefer to be in partnership in the early learning sector. Presently a 2 year lease is in place for the facility; after which we hope the Nation has an early learning centre, constructed with provincial support, ready to go.*

- Increased school readiness as evidenced by an early development indicator

K readiness			
Dease Lake	NYM	Approaching	Meeting
Emotional & Social Development		4	1
Intellectual Development		3	2
Physical Development & Well-Being		4	1

*A Kindergarten readiness indicator is in use to track students on entry. It looks at what 4-5 year olds are expected to be able to manage at that age in the areas of: Emotional and Social Development, Intellectual Development, Physical Development and Well-being. (See appendix B page 64).*

❖ **Close collaboration between the SD 87 and the community service providers;**

- Quick and effective community responses to children and families in need

Strong relationship with the People's Haven for cultural learning. Students attend weekly.

The Dease Lake School has had limited success in accessing community resources for students/families in crisis\*\*\* - Glyn Howell, Dease Lake School Principal

The school has made a number of referrals to the Peoples' Haven for assistance. They have responded within their capacity; there are still a number of gaps in providing culturally relevant mental health support, or support for students whose behavior is beyond the current ability of the school to influence. - Glyn Howell, Dease Lake School Principal

The Dease Lake school is working with the Haven to expand its gardening program by transplanting the plants at the Haven during the summer. When the students return in September the students will harvest and process the food with the support of Haven staff. A community response process is being developed in collaboration with community service providers as part of the Tahltan Wellness Framework. – Curtis Rattray Tahltan Curriculum Developer

*Dease Lake School, with Board Support, provided \$400 in grocery cards per student during July and August to help during the Covid-19 impacted time. The community has received similar support from the Tahltan Band.*

➤ Opportunities for academic support for students outside of the school within the greater community



Tahltan Wildlife Guardians have come into the classrooms and come onto the land to teach beaver trapping, beaver skinning, meat cutting; they taught beaver habitat during a field trip to the beaver dam, and during classroom visits. We have held planning sessions with them to begin to organize and expand their role in the school. Tahltan Fisheries has in the past set up salmon hatchery activities. Staff from the Haven have come and provide cultural learning through sewing and wellness teachings.

Tū'dese'chō Wholistic Indigenous Leadership Development Society (TWILD) youth leadership programs are incorporating western scientific knowledge with Tahltan knowledge. This is one point the community is providing academic support. There are also direct links between the Tahltan science curriculum at the school with the TWILD community-led monitoring with such activities as water sampling, monitoring test plots of the transplanted caribou weed near the school and down by the lake on IR #9. – Curtis Rattray Tahltan Curriculum Developer

*The Dease Lake School has been able to avail itself of the services of the Samaritan's Purse for after school tutoring of students and at times for in-class support as well.*

❖ **Enhanced curriculum which includes relevant cultural components for all grades;**



- Frequent opportunities to display pride in one's ancestry
- All students frequently exposed to culturally relevant experiences

The “Potlatch” has brought the community into the school for cultural teaching. - Glyn Howell,  
Dease Lake School Principal



❖ **Successful graduation from career and post-secondary education programs;**

➤ Annual orientation to post-secondary institutions

Coast Mountain Community College Trades Exploration week for Dease Lake High School students  
Yukon College Information session - Glyn Howell, Dease Lake School Principal

➤ Successful transition to post-secondary as evidenced by first and second year completion rates

*There are presently 2 Dease Lake Graduates attending Thomson Rivers University in Kamloops, both students are in their second year; one is focused on psychology and the other anthropology. From that same year we have a student studying Environmental Sciences and is presently a Wildlife Guardian in the Stikine; a fourth student is in the later stages of Red Seal Culinary Arts apprenticeship*



Grade 12 students in Terrace to visit Coast Mountain College



A Grade 2 student's self-portrait ... life under Covid!

## A mother's thoughts: 3 Nations Agreement Tat'lake'ets'ehdi kime

I am speaking for myself, and my thoughts around the 3 Nation agreement. I have been working with the Communities, school and youth since 2005. I was the Tahltan Language and Culture assistant for Dease Lake School when the agreement was signed, I danced with the youth to honor this agreement. As I believe it to be a good step for us to reclaim our rights to share our beautiful and sacred songs. And we have come leaps and bounds from where we were in the 90's as I was a student here in Dease Lake and graduated in '98. So you see, I have had numerous years of experience in this school as a student and as an educator, and I can only speak on my behalf and as a Tahltan mother. And by no means is this a reflection on the other joining nations as I don't live amongst them.

But, what I still struggle with is the fine line that we walk with what we truly believe to be "Our children's way of being", and this is a question that I put out to the people, how does that look? When we have minimal participation from our people, because without our Nation's involvement at a higher capacity, the only way of being the kids will learn is the westernized way of being. There are only a handful of people who regularly come into the schools to work with the kids and really invest time. There has been a lot of time spent trying to convince people that the youth need to see us present in their education. This, I believe, is a task that our 3 Nations and all organizations can do; compile names of people willing to support us as we spend too much time seeking out healthy people who would be a benefit to the children, when many of the programs that run under the agreement have the opportunity to talk to ask healthy, people in healing, people willing to share if they would invest in our children. Healing is a huge part of this picture, and I see the fall out daily within these kids' lives. And that is the hardest thing to do!

Heal...how can these kids keep up attendance, be well kept kids, if trauma is a big part of their lives whether it's through addiction, mental illness, etc

About 90% of our children, suffer with broken homes; that is a fact. About 90% if not higher of our girls suffer some form of sexual abuse before the age of 13, whether it's a sexual gesture, or worst. Add to that is the history of our small communities throughout Canada, there is a high rate of addiction amongst our people including leading positions, GAMBLING, to be named, is a big one. Because it doesn't have a physical appearance of defeat some don't deem it to be an addiction. But as for Alcohol and Drugs they always get the attention, gambling has become a real issue. Another fact that I would like to bring forward, as we will focus on the future of these babies. Many of our people are settling claims with the Day School Action, and there is going to be another crisis on our hands, and these kids will definitely be a part of that fall out, and are we ready?? Is there going to be pre-planning to combat the devastation that it is, not might, but IS going to bring?? Because I swear just because it's in only one community that the settlement is taking place the ripple effect will come.

We say we want a sense of pride in the kids: how about dignity over pride. Our dignity comes from a sense of belonging and acceptance. And if our people are not investing their time, whether it's due to "who is going to pay me" or "they're not my kids" then we will stay stagnant in these waters, gasping for air.

I'm sorry, but I'm being honest with you, this is my truth...

The Kids are struggling, and I will not say it's all rainbows, because we as the people occupying these beautiful valleys have work to do.

Endunesdi

Sonia Dennis

Tahltan Mother

## Denetia



2019 2020

Denetia 5 students k-5; one teacher/principal; one Student Assistant for 20 hours; one culture teacher for 6 hours/week; one lunch hours supervisor/custodian for 20 hours per week

## Community Based Team for 2019/20

*Kaska Co-chairs: Helen Lutz and Susan Derksen (resigned July 2020). The principal and Helen meet when necessary to address issues that present themselves in the school.*

## THE DESIRED OUTCOMES of the AGREEMENT

### ❖ Increased sense of confidence and pride within our children and communities;

#### ➤ High levels of respect and empathy demonstrated between school community members

This year we created a welcoming atmosphere for students to come to school and feel safe and nurtured. We created spaces in the school where students can feel at home and comfortable in their learning environment. As the Denetia School Principal and Teacher, I was able to connect with the community networks with confidence and worked well due to prior knowledge of the community and people. –

Susan Derksen, Denetia Principal

#### ➤ School systems of accountability in line with First Nation's ways of knowing

#### ➤ Increased sense of prestige as evidenced by interviews with students

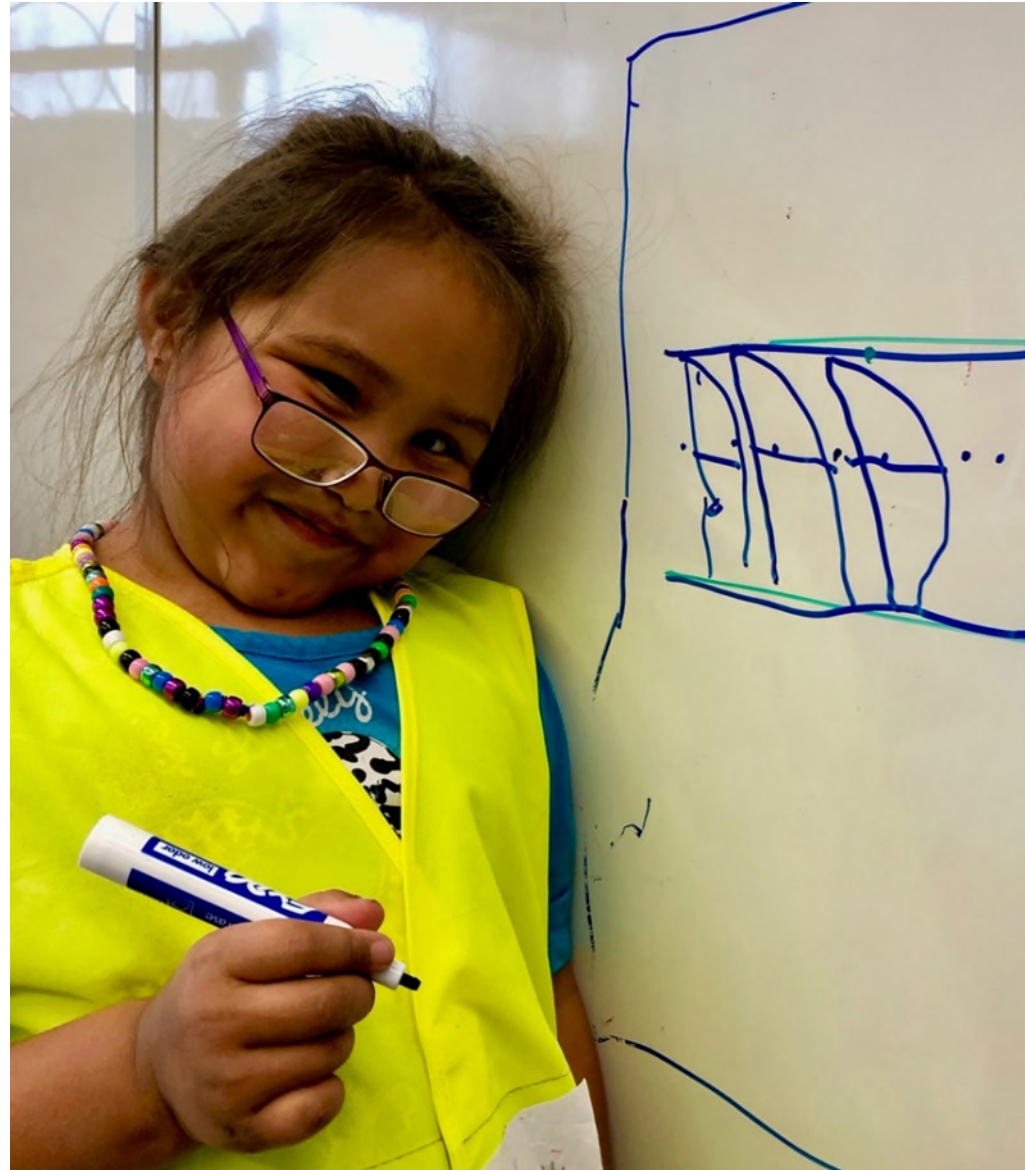
We have profiled our very own Kaska Model and have worked on photography and photo shoots with the students to promote beauty inside and out. We hope we are building confident young Indigenous women that will move on to Post-secondary school or training and possibly come home to work in the future. We created the Missing and Murdered Indigenous women and girls posters to make this issue aware to our school and community. – Susan

Derksen, Denetia Principal



- A K-12 scope and sequence for cultural knowledge for all students
- Frequent opportunities to display pride in one's ancestry

We worked hard to help increase the sense of confidence and pride within our children and community. The Denetia School welcomed the connections between the Daylu Dena Council, Kaska Dena Council, Health Centre, Daycare, Lyon Ketchika Ltd, Daylu Dena Fuels and Liard First Nation. We have made connections throughout the year with the Health Centre; the students were given fit bits this year and we participated in challenges with the community. The Denetia School was involved with the Guardianship program and did testing on the Liard River with Tanya Ball. Leadership had helped us with funding our field trip to Edmonton Alberta this year by paying for parent's airfare. A teepee has been purchased for the school by the Daylu Dena Council for outdoor activities and will be up for the 2020/21 school year. – Susan Derksen, Denetia Principal



## ❖ Increased community engagement and involvement in life-long learning;

### ➤ Community members visible in the educational lives of children assisting with their learning

This year we profiled community members that are from the community that have certificates, diplomas, and degrees; these are working in leadership positions in Lower Post, BC. These people are visible in the school and are seen as role-models. We profiled our new Chief Harlan Schillings, Michelle Miller (KDC), Tanya Ball (Land Guardian), Derek Loots (Iyon Ketchika General Manager) and Kendra McMillan (model). The students learned their roles in the community and learned about the Colleges/University/Army they went to for their education. – Susan Derksen, Denetia Principal



## ❖ Evidence of increased education success;

- Dogwood Graduation rates consistently above the provincial average *not applicable to Denetia*
- Improved overall academic performance as evidenced by a range of assessments

Jun-20	Not yet Meeting	Approaching Expectations	Fully Meeting	Decline in performance from 2019	No change from 2019	Improved performance	New students
Comprehend & connect	2	1	1	0	4	0	0
Create & communicate	2	0	2	0	4	0	0
Numeracy	2	1	1	2	2	0	0

*This table indicates that academic performance is not where it needs to be for some students. Comprehend & connect (includes reading) has one student fully meeting expectations. Likewise in numeracy and for 2 in Create and communicate (includes writing). The school plan, posted to the District web site, will outline the goals and strategies that will be implemented to address this situation. The current results will inform the interventions for the upcoming school year so that students close the gap on where they need to be to have increased success in school. Whilst no change and not meeting expectations is significant, of greater concern is a decline in performance as indicated by 2 students in numeracy.*

- Increased attendance rates for all grades with student attendance rates of 90% or better

**Denetia Student Attendance Comparison  
September until March 2019 v 2020**

Student	Sept 2018 – March 2019 Days absent	Sept 2019 – March 2020 Days absent	Latest attendance percentage
1	34	17	87%
2	4	4	97%
3	4	9	93%
4	17	13	90%

*For this year before covid-19, in comparison with last year, there was 130 school days and so a 90% attendance would equate to an absence of 13 days or less. 3 of the 4 students achieved the district goal of a 90% attendance rate with the 4<sup>th</sup> student close to reaching that level this past year before Covid-19 caused a change in the delivery model. This kind of attendance has not been the norm for Denetia School. Everyone involved is complimented on how often students are coming to school.*

- Increased levels of self-regulation by students

*Teacher assessment indicates that all students were meeting expectations in this area by the end of the school year. For mental wellbeing the areas considered are:*

- *how quick and how often a child becomes angry*
- *if they appear frequently anxious*
- *if there is any appearance of depression.*



❖ **A collaborative approach to early childhood development;**

➤ **All preschool aged children able to access quality early childhood programs**

We collaborated with the Daylu Dena Council Daycare and had the daycare students come in each day for physical activity in the gym at recess time. This was a good time to get to know future students of Denetia School and we were able to play with them each day. – Susan Derksen, Denetia Principal

➤ **Increased school readiness as evidenced by an early development indicator – *No new Kindergarten students this year. Two are expected in 20/21***

❖ **Increased collaboration between the SD 87 and the 3 Nation service providers;**

- Quick and effective community responses to children and families in need
- Opportunities for academic support for students outside of the school within the greater community



❖ **Enhanced curriculum which includes relevant cultural components for all grades;**

- All students frequently exposed to culturally relevant experiences
- All students exposed to experiences that facilitate living in the Stikine
- First Nations ways of knowing integrated into curricular areas
- Increased competence in one's ancestral language

The Denetia School was able to hire an Aboriginal Language Coordinator for a few weeks at the beginning of the year and a few weeks at the end of the year. The Daylu Dena Council brought in Debbie Tom (Ross River First Nation) to do sewing with the students at Denetia for a few hours per week. We had hired Debbie Tom after Spring Break and after the pandemic. We completed sewing projects with Ms. Tom with the students who returned after the Pandemic. This was one area that the small school needs help from the community. We didn't get much work done on language and culture due to the absence of a person in this position.

- – Susan Derksen, Denetia Principal



Bernice helping with reading development

❖ **Successful graduation from career and post-secondary education programs; *Not applicable to Denetia***

- Annual orientation to post-secondary institutions
- Successful transition to post-secondary as evidenced by first and second year completion rates



**Denetia School June 2019 – Happy Retirement Pansy!**

## Superintendent Comments

*Please read this report in conjunction with the school plans for each school. They are posted on the SD87 Stikine website.*

### ***Stikine Objectives***

*Our objective is to encompass a “wholistic” approach that enhances the learning success, protects and strengthens the unique cultural identity, and supports the wellness of the whole child.*

*To do this, the partners will establish structures and processes that:*

#### ***Develop a responsive learning environment that is culturally relevant for all children at all stages;***

*This has progressed in each of the schools. Too often cultural experiences and evidence of the First People’s principles of learning in classrooms has depended on who is the teacher, it must be a school norm so that incoming staff align with the Stikine’s expectations instead of students experiences being based on the teacher’s background. The development of Kuweghan in Tahltan territory, and its inclusion in the daily life of the school, is an important development. 2021 should see its full implementation. 2021 should also see the inclusion of the now completed k-8 Tahltan Language Curriculum.*

*Suspensions are low and this is a positive. A suspension is a last resort and restorative practices to resolve issues are first be explored.*

*Academic performance is still not at the level it needs to be for our children. Once children are identified as “Not Meeting Expectations” when compared to children of that grade in the province, targeted interventions need to be applied to remedy the situation. At the initial level, this is the responsibility of the classroom teacher. When it becomes more complex then, the mechanism is the School Based Team. This team involves the school administration and learning support staff along with visiting specialists; at these meetings a review is carried out as to the issue, past attempts to remedy are explained and plans going forward to better meet the student’s needs are made. Finally, a review date is set to revisit the progress. The responsibility to ensure this process takes place is with the school administrator.*

*A quality High school graduation for our oldest students is not consistently achieved. While attendance is a significant contributor to this there are other factors having an impact. Efficacy of staff and students has an impact. For students the ability to spend time on a task needs to be developed incrementally from the first years in school and in every year thereafter. In addition, staff efficacy needs to be a continual focus. This relates to two areas: scheduling to ensure the time for support staff working with students on their learning is maximized and teachers being highly effective in facilitating student learning when they are working with students. These two areas are the personal responsibility of staff and the responsibility of building administrators and are a focus of staff development.*

### ***Utilize community networks to support the school in meeting the needs of families;***

*The communities have been responsive to the best of their current abilities, and this is appreciated. However, the capacity of the communities and local service providers to offer interventions and support to families in crisis is limited. Whilst Dease Lake School is fortunate to have access to a half time school counsellor, over time this has not always been the case. Currently services are able to be offered as the counsellor is spouse to a Dease Lake RCMP officer. In our other schools the option does not currently exist. Children need access to reliable counselling services in a timely and consistent fashion in all of our communities. The same need exists amongst adults in the communities. This is an area requiring further attention by those in leadership and partnering organizations. Postings for counselling positions are often vacant from one year to the next. Quick and effective community responses to children and families in need is still an area requiring growth*

*The Board is promoting the early learning area as something that is done at the local level by the Nations and community members. Where possible, this is in partnership. In Dease Lake, the Tahltan band was invited to partner and a two year trial is underway. The Nation uses the SD87 facility to offer preschool and day care to families. One of the programs is run similar to the provincial StrongStart program and so the district directs the funding it receives to the Band to run their program.*

*Potlatch has arrived in Dease Lake school; this has tremendous potential for both the school and the community.*

### ***Nurture and promote effective communication between family, school and community;***

*Community members are visible in the schools; frequent public events such as the regular gatherings to share food and celebrate learning are popular. The distance to Iskut makes this a challenge for families whose children attend Dease Lake. The school is exploring options to remedy this so as to better connect at times through the school year. Communicating learning to families is through student lead conferences, parent teacher interviews and the traditional report card. The schools are encouraged to take advantage of the latitude given by the Ministry of Education to explore what best suits the wishes of our clients in the area of reporting. Earlier attempts at this have included a trial for Fresh Grade. This did not take off. There is the option of not issuing letter grades until grade 10. This is something that could benefit from further exploration within our schools. Currently newsletters go home to families; Facebook is an electronic medium that schools also use to communicate with families, both at the classroom and school level.*

*The Community Based team is not operating as it imagined initially. However, there is a network of connections between our schools and the communities so that intended outcomes of the CBT are met by the ad hoc arrangements currently in place. Schools are linked with Education reps where they are in place and in other cases it is a direct link between schools and those in the communities best placed to help with the challenge being faced at the time.*

*Attendance: There is no way around it; students cannot learn what they need to from school if they are not there. Attendance continues to be a concern for most of our students; the cumulative absence results in some never graduating and others just*

*graduating and being restricted in their ability to pursue post-secondary opportunities. One hears many reasons for not attending; the reality is the reason does not affect the outcome; there is a detrimental effect to high levels of absenteeism for every student.*

***Welcome, promote and encourage community engagement and involvement in the education of children;***

*SD87 is fortunate with the support it receives from the Nations' knowledge keepers. However, having said that staff and children would always benefit from a greater presence. Elder's teas area a first step that are in place to increase the comfort level of elders in school. In some cases, the students go to the elders; this is the case in Dease Lake with the school visiting the Haven. The last school year saw the introduction of weekly trips to the Haven by school students. This is a positive development and it should continue.*

***Support the successful transition from high school into career and post-secondary education;***

*This transition is regularly problematic. Too often, a graduate leaves and soon returns to take up employment locally. The reasons vary and they include the need to upgrade on arrival at post-secondary; the academic expectation conflicts with what students are used to completing and adequate support for the transition is not always readily available. Achieving a quality graduation would help with the first two and this is something that needs attending to at the school level.*



***Covid – 19***

*The surprise for the 19/20 school year was the pandemic. School resumed after spring break with most students offered learning from home. Initially the only ones in attendance were the children of emergency service workers. For those at home learning varied and involved: work packages with teachers in contact offering support; work packages with teachers using Facetime and Zoom to deliver instruction; on line courses. As time progressed, more students were invited in to school such that by June all students were invited to receive in class instruction. The low numbers in our regular classes and the corresponding low student density meant SD87 was able to reopen fully. With Iskut closed off, teachers traveled down to offer face-to-face instruction using Klappan School gym. When DLS opened up in June the bus was*

*unable to be reactivated as a driver was required to self-isolate for 14 days before driving. This made an untenable situation and so teachers continued to visit the community. Staff do not consider any of the delivery models deployed as successful for our students. As we head into the 20/21 school year the intention is to be able to offer in-class learning for as many students as possible under the provincial guidelines. Summer school is in progress this year for Dease Lake students in the grad program that expressed a willingness to get back on track as a result of their Covid-19 education experience.*

*In summary, SD87 considers the partnership with its families and the 3 Nations crucial in achieving the success our students deserve. The partnership came into being because on its own the schools recognized they were unable to achieve what was necessary for all our students. There has been commendable progress in meeting the objectives of the agreement. However, no one is under the illusion that we are in a position to stop looking to make improvements in all areas. Students are still not where we want them to be in personal health and academic performance. These are priority areas. Also more needs to be done to integrate the communities into the schools so they are extensions of each other and not separate silos. Staff and our community partners are aware of this and are constantly finding new and more effective ways to link so that the expertise in communities is shared with schools. With each new school year, the potential always exists for new ideas and relationships to develop that result in better experiences for students. The 2020/21 school year will build upon the successes of the past year and look to remedy those areas still of concern. Children are at the centre.*



Sometimes going up the slide is more fun

## Appendix A

### Tahltan Seasonal Rounds Cultural Calendar 2019 - 2020

#### September

Dates	Grades	Activity	Cultural Activities	Cultural Teachers
4 - 6	8-12	Blueberry campout	Tahltan technology	Curtis Rattray
			Blueberries	Kitty Brown
			Sharing	Kitty Brown
			Wellness	Christine Ball
			Tahltan clans & access to resources	Curtis Rattray
9 - 10	6-7	Tahltan Campout	Sage harvesting	Curtis Rattray
			Transformation sties	Kitty Brown or Marge L.
			Volcanism & volcanoes in Tahltan Territory	Ms. VN
			Tahltan culture tracking game	Curtis Rattray
10	K-5	Cranberry picking	Cranberry picking	Elliot Brown
			Sharing	
12 - 13	4 Corners	Campout	Sage harvesting	Curtis Rattray
			Transformation sties	Kitty Brown or Marge L.
			Volcanism & volcanoes in Tahltan Territory	Ms. Barrette
			Tahltan culture tracking game	Curtis Rattray
13	K-5	Plant Gathering	Caribou weed, balsam bark	Curtis & Elliott Kitty Brown Nancy McGee Sandy George Carol Danielson
18		Elder's Tea		Elliot to lead
30	K - 12	Orange Shirt Day	Learn about residential school	Haven & community

**October**

<b>Dates</b>	<b>Grades</b>	<b>Activity</b>	<b>Cultural Activities</b>	<b>Cultural Teachers</b>
7		T Day planning	Meeting to finalize activities	
18	All	Tahltan Day	Moose meat cutting	
			Beaver hide skinning	Clemons Brace
			Moose hide tanning	Penny Louie
			History of Tahltan Declaration	Curtis Rattray
			Tahltan Songs	Sonia Dennis
			Tahltan stories	Carol Danielson
			Bannock by the fire	Glyn
			Plant display	Fanny Lindstrom
			Regalia display	Marge Loverin
			Community Potluck dinner	All
21-25	Flex Wk.	Camp Construction	Shelter building	
15-18	K-7	Beaver Dam visit	Explore dam, lodge, food trails	Wildlife Dept
			Measure creek, pond	Elliott Brown
			Pick Labrador tea	Curtis Rattray
	K-7	Moose Hides	Fleshing	Penny Louie

**November**

<b>Dates</b>	<b>Grades</b>	<b>Activity</b>	<b>Cultural Activities</b>	<b>Cultural Teachers</b>
?	4 - 7	Snaring	Snaring & snaring protocol	Clemons Brace
			Animal life cycles	Dustin Nole
			Deadfall traps	Elliot Brown
	K-7	Moose Hides	Scrapping	Penny Louie

**December**

<b>Dates</b>	<b>Grades</b>	<b>Activity</b>	<b>Cultural Activities</b>	<b>Cultural Teachers</b>
16-20	Flex Wk.	Hunting & Trapping	Trapping & trapping protocol	Clemons Brace
			Animal life cycles	Dustin Nole
			Deadfall traps	Lance
			Hunting	Gilbert Tashoots
			Hunting protocols	Rudy Day
			Animal life cycles	Lester Dennis

	K-7	Sewing	Sewing project	Penny Louie
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#### January

Dates	Grades	Activity	Cultural Activities	Cultural Teachers
	K-7	Sewing	Sewing project	Penny Louie

#### February

Dates	Grades	Activity	Cultural Activities	Cultural Teachers
16-20	Flex Wk.	Hunting & Trapping	Trapping & trapping protocol	Clemons Brace
			Animal life cycles	Dustin Nole
			Deadfall traps	Lance
			Hunting	Gilbert Tashoots
			Hunting protocols	Rudy Day
			Animal life cycles	Lester Dennis
10?	Crows?	Potlatch Celebration	Talk to Elders and others for more input	
12?	Wolfs?	Potlatch Celebration		

#### March

Dates	Grades	Activity	Cultural Activities	Cultural Teachers
?	?	Beaver Hunt	Beaver life cycle	Clemons Brace
			Beaver hunting	Dustin Tashoots
4 Mar.	K - 12	Ice Fishing	Ice fishing with nets	Clemons Tashoots Sr.
			Ice fishing with rod	Clemons Brace
			Ice and ice conditions	Jesse Gagnon
			Campfire cooking	Curtis Rattray
			History of Dease Lake area	Marge Loverin
			Gutting and cleaning fish	Kitty Brown
				Lil Campbell
				Fanny Lindstrom
	K-7	Moose Hides	Fleshing	Penny Louie

#### April

Dates	Grades	Activity	Cultural Activities	Cultural Teachers
?		Grouse Hunting		

	K-7	Moose Hides	Fleshing	Penny Louie
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### May

Dates	Grades	Activity	Cultural Activities	Cultural Teachers
?	4 - 7	Balsam Bark		
		Pine bark peeling		
	K-7	Moose Hides	Tanning	Penny Louie

### June

Dates	Grades	Activity	Cultural Activities	Cultural Teachers
?	4 - 7	Plant Gathering		
	K-7	Moose Hides	Smoking	Penny Louie
21	K - 12	Aboriginal Day	In Telegraph this year.	

## Tasks

### Tahltanize Dease Lake School

Task	Lead	Notes
Fire pit & shelter in school yard	Sonia & Curtis	<ul style="list-style-type: none"> <li>Design shelter and area</li> <li>Find materials</li> <li>Find funding</li> <li>Find others to help build</li> <li>build</li> </ul>
Build a double lean-to	Curtis	<ul style="list-style-type: none"> <li>Design building</li> <li>Determine materials</li> <li>Find funding</li> </ul>
Green house	Curtis & Lauren	<ul style="list-style-type: none"> <li>Design building</li> <li>Determine materials</li> <li>Find funding</li> </ul>

## Beaver Dam Trip

Task	Lead	Notes
Identify Activities	Curtis	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Learning outcomes</li> <li>• Links to provincial learning outcomes</li> <li>• Make Teaching kit</li> <li>• Make data journal sheets</li> </ul>
Contact Wildlife Guardians	Curtis	•
		•

## Tahltan Technology

Task	Lead	Notes
Classroom sessions	Sonia	• Book sessions with teachers
	Curtis	<ul style="list-style-type: none"> <li>• Make a lesson plan</li> <li>• Make teacher resource kit</li> </ul>
On the Land sessions	Sonia	• Book sessions with teachers
	Curtis	<ul style="list-style-type: none"> <li>• Make a lesson plans</li> <li>• Make teacher resource kit</li> <li>• Make semester plan in consultation with teachers</li> </ul>
Moose Hide sessions	Sonia	<ul style="list-style-type: none"> <li>• Book sessions with teachers</li> <li>• Make small moose hide frames</li> </ul>
	Curtis & Penny	<ul style="list-style-type: none"> <li>• Make unit plan</li> <li>• Make a lesson plans</li> <li>• Make teacher resource kit</li> </ul>

## Tahltan Day

Task	Lead	Notes
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Planning Meeting	Sonia/Curtis	<ul style="list-style-type: none"> <li>• Contact Community Cultural Team</li> <li>• Meeting date week of 7-11</li> </ul>
Tahltan Day	Sonia & Curtis	

### Elder's Tea

Task	Lead	Notes
Organize Tea	Curtis	<ul style="list-style-type: none"> <li>• Contact Sonia, Allan &amp; Glyn</li> <li>• Talk to Bluebell at the Haven</li> <li>• Set a date Oct. 1?</li> <li>• Inform Karli for snacks etc.</li> </ul>
	Curtis	<ul style="list-style-type: none"> <li>• Contact Elders</li> <li>• Invite a class to the session</li> </ul>
	Curtis, Sonia	<ul style="list-style-type: none"> <li>• Create topics for discussion with Elders in consultation with Glyn &amp; Allan</li> </ul>
Elder's Tea		<ul style="list-style-type: none"> <li>• Some Elders may need a ride</li> <li>• Meet them at the school door</li> <li>• Show them to the meeting room</li> </ul>

### Hunting Trips

Task	Lead	Notes
Hunting Proposal	Curtis	<ul style="list-style-type: none"> <li>• Dates, locations, species for hunts</li> <li>• Number of students in the hunting parties</li> <li>• Budget</li> </ul>

		• Learning outcomes

## Potential Classroom Elders for Elementary Classes

Half day bi-weekly

Elder	Contact	Elder	Contact
Marge Loverin		Kitty Brown	
Grace Williams		Fanny Lindstrom	
Gay Frocklage		Penny Louie	
Lil Campbell			

## **Appendix B - Kindergarten Readiness**

### **Emotional & Social Development**

Most children who are 4-5 years old can:

- separate from familiar people, places and things with little or no distress;
- help with simple chores around home;
- show awareness of personal space;
- assert themselves when something is important to them;
- ‘tune-in’ to the feelings of others;
- solve practical problems (eg. getting a stool to help reach something that is up on a shelf that is too high);
- handle difficulties with others without being physically aggressive (hitting, biting, kicking or pinching);
- make an appropriate choice when given several options;
- help clean-up toys after play is finished.

### **Intellectual Development**

Most children who are 4-5 years old can:

- show interest in exploring the world around them through play or direct investigation;
- count by memory from 1-10;
- tell first and last name when asked;
- point out print in their environment (signs, advertisements, books);
- recognize some letters and numbers;
- follow most direction words (up, down, over, under, beside)
- enjoy listening to stories;
- concentrate on one thing for a longer period of time;
- pretend to read and write;
- recognize their own name in print;
- sing or say simple songs or poems.

### **Physical Development & Well-Being**

Most children who are 4-5 years old can:

- use a variety of tools to draw, colour and cut (scissors, crayons, pencil);
- use the washroom, wash and dry hands without help;
- dress themselves independently, including putting on their shoes (if your child is not able to tie, please do not send shoes with laces to school);
- put things into their backpacks and zip them up without help;
- use a pencil or crayon to print their name (when teaching children to print their names use upper & lower case letters- eg. Sally)

## Appendix C



### SCHOOL DISTRICT NO. 87 (Stikine)

P.O. BOX 190  
DEASE LAKE, B.C. V0C 1L0  
Tel. (250) 771-4440  
Fax (250) 771-4441

## Student Needs Assessment

*Purpose: To provide a picture of the student's current functioning at school for the purpose of establishing individual goals for achievement, providing an overview of strengths and needs of student population and offering direction for school programming.*

Name: \_\_\_\_\_

Names of those at the meeting: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Grade: \_\_\_\_\_

Age: \_\_\_\_\_ Birthdate: \_\_\_\_\_

---

**Student Strengths and specific areas of interest ...** *build their strengths and the rest will follow*

---

ESD: Yes ☐ No ☐ \_\_\_\_\_

*Speaks and writes English using a local dialect.*

Ministry Designation:                      Level 1                      Level 2                      Level 3                      Base  
    AB                      CDEFG                      H                      KQR

IEP / ILP : \_\_\_\_\_ Date last reviewed: \_\_\_\_\_

**Level of Concern**

<b>A definite concern</b>	<b>Some reason for concern</b>	<b>All good, no concern</b>
---------------------------	--------------------------------	-----------------------------

<b>Attendance</b>	<b>25+ days /year</b>	<b>15-25 days/year</b>	<b>&lt;15 days/year</b>

**Core Competencies (a teacher perspective):** *refer to the profiles to get a broader idea of the goals*

	<b>Concern</b>		<b>Happy</b>
<b>Positive Personal and Cultural Identity</b>			
Demonstrates pride in who they are			
Has a strong positive connection to family			
Has strong positive connection to peers			
Has a strong connection to heritage			

**Comments**

<b>Personal awareness and responsibility</b>			
Advocates for themselves and their ideas in appropriate ways			
Self-regulation: uses strategies to manage feelings and emotions			
Self-regulation: can persevere with challenging tasks			
Sustains a healthy and balanced lifestyle			

*Comments*

	Concern		Happy
<b>Social Responsibility</b>			
Contributes to the school and class community			
Solves problems in peaceful ways			
Demonstrates respectful and inclusive behaviour			
Kind and builds relationships			
Identifies when others need support and offers it			

*Comments*

<b>Communication</b>			
Connects and engages with others			
Can work with others to achieve a common goal			
Can take on roles and responsibilities in a group			

*Comments*

<b><i>Creative Thinking</i></b>			
Can generate ideas			
Has interests and passions			
Shows they are able to develop the skills to make ideas work			

***Comments***

<b><i>Critical Thinking</i></b>			
Can use criteria to analyze evidence			
Can determine the reliability of information			
Can monitor their progress to ensure the goal is achieved			

***Comments***

<b><i>Mental well being</i></b>			
Quick to anger			
Frequently anxious			
Appears depressed			

***Comments***

<b><i>Physical Development (commensurate with their peers)</i></b>			
Fine Motor			
Gross Motor			

**Comments**

<b>Speech/language</b>			
Expressive ... articulation, grammar and vocab			
Receptive ... understand, listen and process			

**Comments:**

**Classroom Assessment (PM benchmark, Performance Standards, Numeracy Nets k-8, Classroom assessment (in the case of Grade 9 and above)**

Independent reading level when considering fluency and comprehension:

<b><i>Academic performance (relative to age level peers)</i></b>			
Comprehend and Connect			
Create and Communicate			
Level of Numeracy			

**Comments**

Please indicate method of assessment for each area	
Comprehend and Connect ...reading	
Create and Communicate ... writing	
Level of Numeracy	

---

Aboriginal Education Assessment (from the student's perspective)	Approaching	Emerging	Capable	Confident
Awareness and knowledge of history, traditions culture and language				
Sense of belonging, identity and self esteem				
Academic Success				
Physical well being				

**Comments:**

---

**Has the student been referred to School Based team ...**

**If yes, the date of the update ...**

**Is the student receiving LST?                      Yes / no Teacher:**

**Frequency:**

---

**Priorities for the upcoming year for this student ....**

