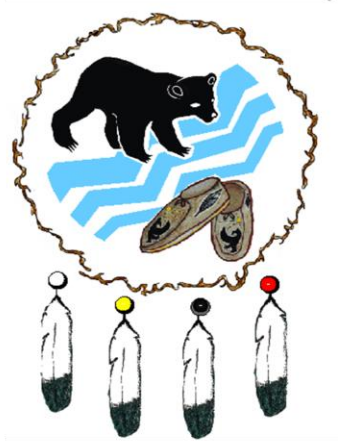


Funding Proposal

First Peoples Education Council

Desert Sands Community School

School District No. 74 (Gold Trail)



2024/2025



FIRST PEOPLES EDUCATION COUNCIL

School District No. 74 (Gold Trail)

PO Box 250, Ashcroft, BC V0K 1A0
Phone: (250) 453-9101 Fax: (250) 984-0772

Submission for Funds 2024/2025

Schools are invited to send submissions with respect to the FPEC budget for 2024/2025 not later than **4:00 pm on March 6, 2024**. Submissions must include a detailed budget. If you require assistance with the budget, please contact Steve Aie, Finance Manager at (250) 453-9151 ext. 221, or saie@sd74.bc.ca. Please use the following FPEC submission form and submit to the persons specified in Part Four.

FPEC Mission Statement

The First Peoples Education Council is dedicated to success for Indigenous learners in School District No. 74 (Gold Trail).

FPEC Mandate

The First Peoples Education Council represents Indigenous communities and has authority to provide direction in partnership with School District No. 74 on educational programs and services for Indigenous learners.

FPEC Goals

1. Continue to enhance recruitment strategies for Indigenous staff at all levels in School District No. 74.
2. Continue FPEC's involvement in school district hiring processes in all positions:
 - a. Participate in the interviewing process for new employees.
3. Continue development of Indigenous language, culture and curricula:
 - a. promote and encourage language curriculum,
 - b. promote and encourage use of Scope and Sequence in all schools,
 - c. promote and encourage professional development for language teachers.
4. Increase Community representation and participation, including Elders and students.

Ministry of Education and Child Care Targeted funding requirements:

Indigenous Language and Culture Programs: there must be documentation that students are receiving a program leading to knowledge and understanding of Indigenous language and/or culture.

Indigenous Support Services: there must be evidence that students are receiving a program intended to assist Indigenous students to achieve success in school by providing support services. Services should be provided by personnel who are familiar with and sensitive to, the values, beliefs and needs of the Indigenous community from which the student comes.

Other Approved Indigenous Programs: there must be evidence that students are receiving a program developed, defined, approved and delivered through a shared decision-making process between the board of education and the Indigenous communities it serves.

For a student to be reported as receiving an Indigenous Education Program and/or Services, **all of the following must be met:**

- ☒ Evidence that the student has self-identified, as being of Indigenous Ancestry (First Nations, Métis, or Inuit).
- ☒ Evidence that the parent or guardian of the student has been consulted .
- ☒ Evidence that the Indigenous Education Program and Services have involved the Indigenous community in planning and delivery. Evidence that the Indigenous Education Program and Services are in addition to any other programs and services the student is eligible.
- ☒ Evidence that the Indigenous Education Program or Services provide a continuum of substantive learning experiences and/or support services throughout the year.

The Ministry of Education has approved FPEC and Gold Trail's request to continue a revised Targeted Funding proposal process.



DESERT SANDS COMMUNITY SCHOOL

435 Ranch Road, PO Box 669,
Ashcroft, BC V0K1A0
TEL: (250) 453-9144 FAX: (250) 984-0772
Principal: Kandi-Lee Crooks-Smith



PART ONE:

Date: March 4, 2024

Name of School: Desert Sands Community School

Address: 435 Ranch Road, Ashcroft, BC

Phone: 250-453-9144

Principal: Kandi-Lee Crooks-Smith

E-mail: kcrooksmith@sd74.bc.ca

Current Student Enrollment (based on September 29, 2023):

Grade	K	1	2	3	4	5	6	7	Total
Total Students	8	11	16	8	11	8	22	24	108
Total Indigenous Students	8	5	11	7	6	6	6	8	62 (57%)

Grade	8	9	10	11	12	Total
Total Students	27	26	35	24	28	140
Total Indigenous Students	16	12	22	18	14	82 (59%)

Projected September 2024 Enrollment:

Grade	K	1	2	3	4	5	6	Gr.7	Total
Total Students	12	2	12	16	10	12	12	24	101
Total Indigenous Students	8	8	5	11	7	6	8	14	67 (66%)

School	8	9	10	11	12	Total
Total Students	37	22	29	35	26	150
Total Indigenous Students	11	15	14	21	18	79 (53%)

PART TWO:

1. Describe the consultation process that occurred in February/March 2024 (Including how caregivers, community and Education Coordinators were engaged)

In February and March 2024, a consultation process took place involving caregivers, students, community, and Education Coordinators:

- On February 27, 2024, through a partnership established with Cook's Ferry, DSCS facilitated a Parent Club meeting at the school. Caregivers were approached individually by an ASSW, to ensure their voices were heard distinctly, rather than within the context of a larger group setting.
- During the Individual Education Plan (IEP) and Insufficient Evidence (IE) meetings, caregivers had the opportunity to express the cultural and emotional supports necessary for Indigenous students' academic success.
- Aboriginal Student Support Workers met caregivers in community meetings held with the Education Coordinators from Cook's Ferry and Lytton First Nation.
- Consultations were also conducted over the phone.
- The ASSWs and Principal participated in in-person meetings, phone calls and emails with Ed Coordinators to continuously share their feedback and receive suggestions.

The following questions were used to guide the consultation:

1. Do you know of any Indigenous activities that your child has particularly enjoyed and talked about from school?
2. As a family, do you do any cultural activities that you would like to see in the school?
3. Is there a cultural resource person who you would recommend to us who may be willing to come into the school?
4. Is there any other additional information you would like to share with us?

2. With feedback from families and community, how will you drive the programs for the upcoming year? What data has been used to determine program need to the upcoming school year?

To ensure our school programs align with the needs and expectations of our families and communities, we will rely on their valuable feedback. By incorporating feedback from the present school year, we are able to develop impactful initiatives for the upcoming school year.

3. What themes emerged from the consultation?

The themes that emerged from the conversations were the desire for more cultural activities and academic support. Based on the feedback, caregivers would like us to continue and expand the following activities that are already being done in our school:

- Academic support for students
- Social-emotional support for students
- Traditional celebrations, especially Winter Solstice
- Hosting Elders Teas
- Food security teachings through gathering, canning and harvesting where knowledge and traditions are shared
- Powwows and engaging in singing and drumming
- Language preservation and revitalizing
- Lahal tournaments
- Traditional activities like fishing and the art of beading, as well as the craftsmanship of making ribbon skirts and shirts
- Storytelling, dancing, art, tanning hides and smudging
- Preparation of meals, etc. to commemorate recognition of special Indigenous days

4. What is the proposed 2024/2025 Targeted Fund program?

- Organize and host Elders Teas in elementary, middle, and high schools.
- Prepare gifts, and learn cultural protocols.
- 4 Aboriginal Student Support Workers at 6 hours/day.
- Support ASSWs with attending conferences and professional development sessions and networks.
- Invite Elders and other Indigenous resource people for professional services, cultural activities and language education.
- Expand Elders-Students Mentorship Program from K-12.
- Implement an Indigenous Graduates-Students role model program.
- Incorporate Elders in classrooms for emotional support and positive relationship building using traditional ways.
- Support and expand cultural activities and projects, outdoor learning experiences, and trips for students across the shared territories.
- Include Indigenous storytelling, artwork, beading, and mural activities as Indigenous perspectives to curriculum implementation.
- Engage in drumming, singing, and dancing sessions.
- Host annual Winter, Spring, and Fall Solstices/Equinoxes in addition to other celebrations.
- Grades 9 -12 fieldtrips to post secondary institutions to expose students to college, university and trades preparation.

5. What are the goals of the program?

- Integrate cultural experiences into daily learning following Scope and Sequence guides, such as through immersive cultural activities and outdoor education.
- Enhance language exposure and instruction from Kindergarten to Grade 12 with Elder-led cultural activities.

- Establish and enrich an Elders-Students Mentorship Program and an Indigenous Grads-Students Mentorship Program for a stronger sense of belonging and emotional support.
- Offer academic and emotional assistance to boost Indigenous high school completion rates and overall student well-being.
- Help with academic confidence and competence that hold our Indigenous students at a higher standard so they feel successful and are ready to move ahead with positive skills and attitudes beyond the school.
- Medicine and traditional food harvesting, gathering and preparation for distribution to Elders.

6. How will the program be monitored and evaluated?

- Monthly meetings with Ed Coordinators and ASSW for updates and feedback.
- Mid-year report to FPEC.
- Regular check-ins with students, families, Elders and resource people.
- Student reflection and feedback.
- Data on attendance, behaviour and completion rates of students.
- Completed projects and activities.
- Presentations and displays done at the classroom, school, and community levels.
- Data on number of trips done and participation in cultural activities.
- Participation in cultural activities with communities and other schools in the district.
- Year-end report.

PART THREE:

Projected Variance from 2023/2024: \$51,609

Programs/Resources	Cost	Rationale based on consultation feedback
Professional services and Elders in Residence @ 4hr @ 2 days/wk	\$30,851	There were no full-time Elders available at the school. Two Elders visited frequently during the first semester. We are still seeking language teachers from both territories.
Writers' Workshop	\$5,000	One author has agreed to visit this year. Other authors were unable to commit to coming to the school for multiple days.
Supplies	\$15,758	We are using previously purchased supplies.
Total:	\$51,609	

Requested Budget for 2024/2025 School Year: \$246,241

Programs/Resources	Cost	Rationale based on consultation feedback
4 ASSWs @ 20 hours total	\$175,777	Language, culture, social-emotional, advocacy, Scope and Sequence and academic support focus.
Professional services for cultural activities, student motivational talks, emotional support, cultural activities, advocacy and academic development.	\$58,464	Student Care Team Representation and Advocacy, honorariums for Elders-Students Mentorship Program (5 Elders have committed), Grad-Student role model program, Elders/resource people; cultural support, land-based learning. Support to attend cultural activities, school tours, competitions, culture camps, summits and workshops.
Supplies	\$10,000	Support with cultural activities and projects.
Professional Development	\$2,000	To support ASSWs to participate in professional learning opportunities (conferences, anti-racism summits, networks etc.)
Total:	\$246,241	

2024/2025 Year Plan:

- ASSWs and Elders support academic, social emotional and advocate for student success.
- Provide immersive cultural experiences in the classroom and on the land for students in multiple subject areas.
- Provide opportunities for Indigenous perspectives using cultural learning opportunities through visiting resource people/ Elders and developing Elders-Students Mentorship Program
- Increase student connection with community through preparing and hosting Elders Teas

PART FOUR: Please ensure submissions are received at the School District Office by 4:00pm on March 6, 2024 to:

District Principal of Indigenous Education: Reconciliation and Inclusion
 PO Box 250, Ashcroft, BC V0K 1A0
 Phone: (250) 453-9151 ext 215
 Email: nminnabarriet@sd74.bc.ca

Final copies will be sent to:

Secretary-Treasurer
 PO Box 250, Ashcroft, BC V0K 1A0
 Phone: (250) 453-9151 ext 200
 Email: trasmuson@sd74.bc.ca

Finance Manager
 PO Box 250, Ashcroft, BC V0K 1A0
 Email: saie@sd74.bc.ca

Lillooet Schools

St'át'imc Education Authority Coordinator
 PO Box 1420, Lillooet, BC V0K 1V0
education@lillooettribalcouncil.ca