

Funding Proposal

First Peoples Education Council

Lillooet Secondary School

School District No. 74 (Gold Trail)



2023/2024

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 2023/2024

Schools are invited to send submissions with respect to the FPEC budget for 2023/2024 not later than **4:00 pm on March 21, 2023**. 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. Encourage and promote the increase the number of Indigenous staff at all levels in School District No. 74:
2. Continue to enhance recruitment strategies for Indigenous education staff
3. Continue FPEC's involvement in school district hiring processes in all positions:
 - a. FPEC members to participate in the interviewing process, and
 - b. FPEC members involvement in the development and review of employment criteria.
4. Continue development of Indigenous language, culture and curricula:
 - a. promote and encourage language curriculum; and,
 - b. promote and encourage professional development for language teachers.
5. Increase Band representation and participation, including Elders and students
 - a. invite an Elder/parent/caregiver role at the FPEC table; to be determined by the host community.

Ministry of Education 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 documentation that students are receiving a program intended to assist Indigenous students to achieve success in school by providing support services. Services can include: home-school coordination; Elder, peer or community counseling; Indigenous tutorial assistance or other services as outlined in an Enhancement Agreement. 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 documentation that students are receiving a program developed, defined, approved and delivered through a shared decision-making process between the school board and the Indigenous communities it serves. The nature of the program and the outcomes it is to attain must be defined by the agreement.

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, or the caregiver of the student has identified the student as being of Indigenous Ancestry.
- Evidence that the caregiver of the student has been consulted in the delivery of the programs/services for which the student is claimed.
- Evidence that the student is receiving the program/service.
- Evidence that the Indigenous community has been consulted in the delivery of the Indigenous programs/services.
- Evidence that the Indigenous programs and services are in addition to the programs/services the student would ordinarily receive.

The Ministry of Education has approved FPEC and Gold Trail's request to pilot a revised Targeted Funding proposal process for the 2023/2024 school year.



Lillooet Secondary School

PO 760 Lillooet, BC V0K1V0
TEL: (250) 256-4274 FAX: (250) 984-0772
Principal: Mike Seitzinger



PART ONE:

Date: March / 2023

Name of School: Lillooet Secondary School
Address: 920 Columbia Street, Lillooet, BC

Phone: 250-256-4274
Principal: Mike Seitzinger **E-mail:** mseitzinger@sd74.bc.ca

Current Student Enrollment (based on September 29, 2022):

	Gr8	Gr9	Gr10	Gr11	Gr12	Total
Total Students	36	39	41	36	50	202
Total Indigenous Students	22	28	27	26	37	140 (69%)

Projected September 2023 Enrollment:

	Gr8	Gr9	Gr10	Gr11	Gr12	Total
Total Students	41	35	39	41	44	200
Total Indigenous Students	33	21	28	27	33	142 (71%)

PART TWO:

1. Describe the consultation process that occurred in February/March 2023 (Including how caregivers, community and Education Coordinators were engaged)

On March 7, 2023 Lillooet schools hosted a consultation dinner and engagement session at Cayoosh Elementary for caregivers and families.

For families unable to attend in person, the ASSW team called families with questions that were provided ahead of time. The following questions were sent to families and used to guide the conversation:

1. Can you share any cultural and language lessons or activities that your child(ren) has particularly enjoyed and talked about?
2. How can we provide better support for you child(ren) for:
 - a. Language and culture

- b. Academics
 - c. Sense of belonging
3. Is there any other additional information you would like to share with us?

At this time, the majority of these consultations with families have been completed and the ASSW team is working on connecting with the remaining families.

On March 6, 2023 Lillooet school principals hosted a collaboration meeting with Education Coordinators at Lillooet Secondary School for input and feedback. Education Coordinators that were unable to attend the meeting were provided with an opportunity for input and feedback by phone or email.

On March 17, 2023 a draft version of this proposal was shared with Education Coordinators for feedback prior to final submission.

Education Coordinators:

T'it'q'et – Susan Napoleon – emailed draft proposal
Xwisten – (position vacant) – emailed draft proposal
Xaxl'ip – Brittany McKay – attended March 6th meeting in person, emailed draft proposal
Ts'kw'aylaxw – Heather Edwards – attended March 6th meeting in person, emailed draft proposal
Sekw'el'was – Denise Bob – emailed draft proposal
Tsal'alh – (position vacant) – emailed draft proposal
St'at'imc Education Authority – Cathy Narcisse – emailed draft proposal

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

The input provided by caregivers during the community consultation dinner and conversation with the ASSW team will inform the programming for the upcoming school year. The consultation feedback was categorized and thereby placed in priority accordingly.

3. What themes emerged from the consultation?

Current Strengths:

Areas that students and families are enjoying, talked about at home and would like to see continued, or grown in the coming year are listed below in order of priority, starting with the most mentioned topics:

- Cultural events and activities – Powwow, Orange Shirt Day, sweat lodge participation
- St'at'imc language classes
- Participating in drumming
- Elders in the school
- Participating in sports
- Participating in support groups

Areas to Improve:

Areas that caregivers have identified a desire to see improvement in programming and support at the school are of three categories; 1. Language and Culture, 2. Academic support and 3. Sense of belonging and social emotional learning. Caregivers provided feedback of how the school can offer better support to students in these three areas. Below is the list in each area in order of priority, starting with the most mentioned topics first:

Language and Culture

1. Drumming and singing
2. Increase use of St'át'imcets everyday
3. Continue to offer and participate in Powwows and Orange shirt day
4. Spending more time learning from Elders and resource persons
5. Increase offerings and engagement in beading, pine needle basket making, fishing, cooking and preserving, making ribbon skirts/shirts, making rattles and drums,
6. Increase offerings of land-based learning: making bows and learning about hunting, traditional medicines and sweats

Academic support

1. Support with math and numeracy in and out of class
2. Extra support with academics in and out of class through tutoring or homework club

Sense of Belonging and Social Emotional Support

1. Supports for students with anxiety and low self-esteem
2. Supporting students with peer conflict and bullying
3. School staff learning about local culture, communities and context
4. Supporting students in need of food and hygiene products
5. Offering opportunities for participation in sports

4. What is the proposed 2023/24 Targeted Fund program?

1. St'át'imc Language Teacher: offering courses grades 8-12.
2. 3 Aboriginal Student Support Workers: To support staff in embedding St'át'imc language and culture across curriculum, as well as provide direct supports to students.
3. Elders in Residence: several days a week throughout the school year
4. Local Knowledge keepers: Honorariums to support cultural expertise
5. Hosting community members and families: ie. Powwow, luncheons and cultural events.
6. Purchasing culturally relevant learning supplies and materials.
7. Provide professional development for the ASSW team.

5. What are the goals of the program?

1. Provide academic, emotional and health supports for students through the ASSW and community partner programs
2. Provide meaningful opportunities for students to take St'át'imc Language courses at every grade level.
3. Embed cultural learning across curriculum through collaboration between classroom teachers, ASSWs and the Elders in Residents using the St'át'imc Language Scope and Sequence.

4. Provide meaningful, holistic and experiential opportunities for students to engage in culturally relevant events and land-based learning.
5. Utilize community connections, through our ASSW team, to connect classroom teachers with knowledge keepers and community expertise.

6. How will the program be monitored and evaluated?

1. We will monitor and evaluate the program using the following data:
 - Family Consultations
 - ASSW Survey
 - Student Learning Survey
 - School Connectedness Survey
 - Attendance, Course Completion and Graduation Data
2. We will continue sharing and collaborating at monthly meetings with community Education Coordinators.
3. Provide an Annual Report at year’s end that outlines how funds have been utilized.

PART THREE:

Projected Variance from 2022/23: \$20,800

Programs/Resources	Cost	Rationale
ASSW	\$20,800	Due to a vacancy in ASSW positions

Requested Budget for 2023/24 School Year

Programs/Resources	Cost	Rationale based on consultation feedback
ASSW positions 14 hours/day (includes one language specific ASSW)	118,052	Provide culture and language as well as academic and social emotional support
St’át’imc Language Teacher (1.0 FTE)	35,280	Provide accredited language instruction for grades 8-12
Cultural Activities & supports	58,706	Elders in Residence and Elder Assistant Indigenous resources for programs Support programs
Supplies	5,000	Supplies for programs
Professional Development	1,500	Professional Development for three ASSWs
Total:	\$218,538	

2023/2024 Year Plan:

- Aboriginal Student Support Worker positions. One ASSW position will focus specifically on growing the presence of St'át'imc language in classrooms. All ASSW positions will prioritize supporting classrooms with embedding Indigenous culture and providing supports for students.
- Continue offering dedicated St'át'imc language courses for all grades. Facilitate collaboration between St'át'imc language focused ASSW and teaching staff to increase use of St'át'imcets in classrooms across the curriculum.
- Explore ways to offer additional academic supports in/out of classroom.
- Commit to meaningful professional development for all school staff on embedding the St'át'imc Scope and Sequence across all subject areas and learning about communities and context.
- Renew the Elder in Residence program, ensuring a St'át'imc Elder is present in classrooms and the school as much as possible.
- Seek connections with families and communities, and support knowledge keepers sharing with students with honorariums.
- Purchase authentic and culturally relevant supplies to support students engaging in learning beading, sewing, drum making and traditional medicines.
- Support the ASSW team in accessing professional development opportunities.

PART FOUR: Please ensure submissions are received at the School District Office by 4:00pm on March 21, 2023 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