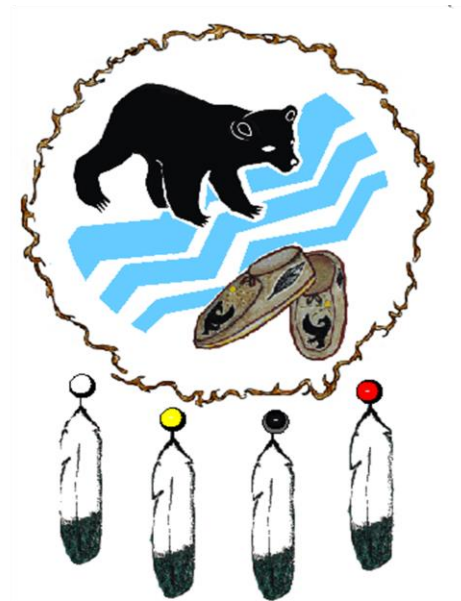


# Funding Proposal

First Peoples Education Council

Lillooet Secondary School

Gold Trail School District #74



2022/2023



## FIRST PEOPLES EDUCATION COUNCIL School District No. 74 (Gold Trail)

P.O. Bag 250, Ashcroft, B.C. V0K 1A0  
Phone: 250-453-9101 Fax: 250-453-2425

### First Peoples Education Council for SD No. 74 Submission for Funds 2022/2023

Schools are invited to send submissions with respect to the FPEC budget for 2022/23 not later than **4:00pm on April 6, 2022**. 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 [saje@sd74.bc.ca](mailto:saje@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 FPECs 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; and,
4. Continue development of Indigenous language, culture and curricula:
  - a. promote and encourage language curriculum;
  - b. promote and encourage professional development for language teachers; and,
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 parent/guardian of the student has identified the student as being of Indigenous Ancestry.
- Evidence that the parent/guardian 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 2021/22 school year.

# Lillooet Secondary School

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



## **PART ONE:**

**Date: April / 2022**

**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 30, 2021):**

	<b>Gr8</b>	<b>Gr9</b>	<b>Gr10</b>	<b>Gr11</b>	<b>Gr12</b>	<b>Total</b>
<b>Total Students</b>	38	43	36	49	45	211
<b>Total Indigenous Students</b>	27	29	27	33	28	144 (68%)

**Projected September 2022 Enrollment:**

	<b>Gr8</b>	<b>Gr9</b>	<b>Gr10</b>	<b>Gr11</b>	<b>Gr12</b>	<b>Total</b>
<b>Total Students</b>	33	37	47	37	50	204
<b>Total Indigenous Students</b>	19	25	32	27	35	138 (68%)

## **PART TWO:**

### **1. Describe the consultation process that occurred in February/March 2022.**

School Administration and the ASSW team prepared and administered a telephone survey that included the following questions:

1. Can you share any cultural and language lessons or activities that your child(ren) has particularly enjoyed and talked about?
2. Has your child(ren) shared any stories about their interactions with our Elders? If yes, what did they say?
3. Do you feel there is an area or areas where we can provide better support for your child (ren)?
4. 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.

The results of these questions were compiled and shared with the community Education Coordinators at a Zoom meeting on March 10<sup>th</sup>, 2022.

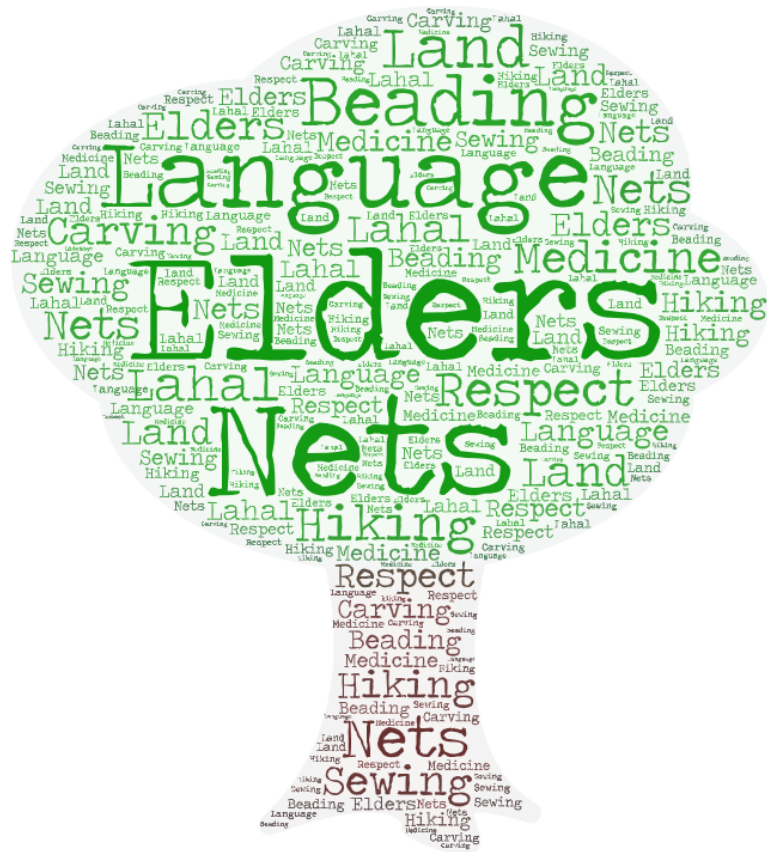
Education Coordinators were also provided with an opportunity for input and feedback by phone or email.

T'it'q'et – Susan Napoleon – email  
Xwisten – Christina Ledoux – email  
Xaxl'ip – Brittany McKay – attended virtual meeting and email  
Ts'kw'aylaxw – Jessica Dan – email  
Sekw'el'was – Denise Bob – email  
Tsal'ah – Lawrence Patrick – email  
St'at'imc Education Authority – Cathy Narcisse – email

## 2. What data has been used to determine program needs to the upcoming school year?

### *Current Strengths:*

Based on the results of the consultations, we chose two broad areas to gather input into. The first are the items we interpreted as strengths: Things that students and families are enjoying, talked about at home and would like to see continued, or grown in the coming year. The image below is a representation of the data collected. The larger an item is represented, the more frequently it was referenced in the first two questions of the consultation.



### Areas to Improve:

The second area of gathered information was around growth, specifically, areas that caregivers communicated a desire to see improvement at the school. This included general areas that caregivers wished to see more focus, or specific activities or opportunities that should be offered. The graphic below includes all the feedback we received, while emphasizing the areas that were most often referenced.



### 3. What themes emerged from the consultation?

The consultation highlighted several themes that we have considered in developing this year's proposal. The first items were identified as areas that should be continued from previous funding proposals:

- We have seen a large increase in students electing to take St'at'imc Language classes, across the grades.
- Elders in Residence is an essential part of the school experience for many learners at LSS.
- Cultural learning, such as drumming, net making, beading, regalia design, traditional medicine and carving continue to make a strong impact for all learners.
- Land based pedagogy and the ability to provide opportunities to learn from local knowledge keepers should be a continued area of focus

Additionally, there are several areas identified as program needs, in which we would aim to add to this year's proposal:

- Improve academic supports for learners at LSS.
- Explore options for hosting a community Powwow.
- Find new pathways to support students with social and emotional learning, as well as culturally relevant counselling supports.
- Continue growing daily drumming and singing as a central part of LSS school culture.

**4. What is the proposed 2022/23 Targeted Fund program?**

- a. St'at'imc Language Teacher: offering courses from grades 8-12.
- b. Elders in Residence: several days a week throughout the school year.
- c. 3 Aboriginal Student Support Workers: To support staff in embedding St'at'imc language and culture across curriculum, as well as provide direct supports to students.
- d. Hosting community members: Guests, luncheons and events.
- e. Local Knowledge keepers: Honorariums to support cultural expertise.
- f. Purchasing culturally relevant learning supplies and materials.
- g. Provide professional development for the ASSW team.

**5. What are the goals of the program?**

- a. Provide meaningful opportunities for students to take St'at'imc Language courses at every grade level.
- b. Provide robust Academic, Emotional and Health supports for students through the ASSW program, as well as support stronger communication between school and home.
- c. Embed cultural learning across curriculum through collaboration between classroom teachers and the Elders in Residents.
- d. Utilize community connections, through our ASSW team, to connect classroom teachers with knowledge keepers and community expertise.
- e. Provide meaningful, holistic and experiential opportunities for students to engage in culturally relevant and land based learning.

**6. How will the program be monitored and evaluated?**

- a. We will utilize a number of data sources to monitor and evaluate:
  - Family Consultations
  - Student Learning Survey
  - School Connectedness Survey
  - Attendance, Course Completion and Graduation Data
- b. We will continue sharing and collaborating at monthly meetings with community Education Coordinators.

- c. Provide an Annual Report at year's end that outlines how funds have been utilized.

**PART THREE:**

**Projected Variance from 2021/22: \$8000**

<b>Programs/Resources</b>	<b>Cost</b>	<b>Rationale</b>
ASSW	\$5000	Due to a vacancy in an ASSW position for a part of the school year
Cultural Activities	\$3000	Due to COVID and the resulting restrictions, fewer resource persons were able to support cultural learning

**Requested Budget for 2022/23 School Year**

<b>Programs/Resources</b>	<b>Cost</b>	<b>Rationale based on consultation feedback</b>
ASSW positions 13 hours/day (includes one language specific ASSW)	99,780	Provide culture and language as well as academic and social emotional support
St'at'imc Language Teacher (0.5 FTE)	30,618	Provide accredited language instruction for grades 8-12
Cultural Activities	50,475	Elders in Residence Indigenous resources for programs
Supplies	12,000	Supplies for programs
Professional Development	1,500	Professional Development for three ASSW's
<b>Total:</b>	<b>\$194,373</b>	

**2022/23 Year Plan:**

- **Focus on Language:** Continue offering dedicated St'at'imc Language Courses for all grades. Facilitate collaboration between St'at'imc Language focused ASSW and teaching staff to increase use of St'at'imcets in classrooms across the curriculum.
- **Scope and Sequence:** Commit to meaningful professional development across all school staff on embedding the St'at'imc Scope and Sequence across all subject areas.
- **Renew the Elder in Residence program,** ensuring a St'at'imc Elder is present in classrooms and the school as much as possible, meaningfully collaborating with classroom teachers.
- **Aboriginal Student Support Worker positions.** One ASSW position will focus specifically on growing the presence of St'at'imc Language in classrooms. All



- ASSW positions will prioritize supporting classrooms with embedding Indigenous culture and providing supports for students.
- Seek connections with **community knowledge keepers** and support guest speakers with honorariums.
  - Aid students in the **transition and planning** for post-completion of high school.
  - Purchase **authentic and culturally relevant supplies** to support students engaging in learning around 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 April 6, 2022 to:**

District Principal of Indigenous Education: Reconciliation and Inclusion  
P.O. Bag 250, Ashcroft, BC V0K 1A0  
Email: [nminnabarriet@sd74.bc.ca](mailto:nminnabarriet@sd74.bc.ca)

Final copies will be sent to:

Secretary-Treasurer  
P.O. Bag 250, Ashcroft, B.C. V0K 1A0  
Phone: 250-453-9151 ext 200  
Email: [trasmuson@sd74.bc.ca](mailto:trasmuson@sd74.bc.ca)

Finance Manager  
P.O. Bag 250, Ashcroft, BC V0K 1A0  
Email: [saie@sd74.bc.ca](mailto:saie@sd74.bc.ca)

### **Lillooet Schools**

St'át'imc Education Authority Coordinator  
1420, Lillooet, BC V0K 1V0  
[education@lillooettribalcouncil.ca](mailto:education@lillooettribalcouncil.ca)