

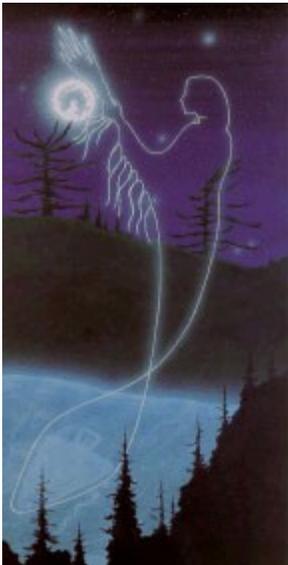


The Talking Stick

A Message from the Principal, Laurie Ebenal

Greetings and Salutations Everyone,

The school year is reaching its end as all things do. As the Aboriginal education department has travelled through the seasons we have changed, grown and evolved. The staff has embraced the opportunities to create and solidify partnerships with, teachers, administrator, support staff, parents and community members throughout the school district. The important message being delivered is culture and diversity go hand in hand.



The teachings of my grandmothers are best shared with all those who are willing to grow and understand. I have learned through the years there is a thirst for the teachings among all people. The importance lies in the knowledge and how we honour the sharing. Dawn Brown, our Elder, has walked the talk of the department by sharing her knowledge of talking circle with over 100 kindergarten classrooms. The circle teaches us to respect and honour everyone's truth. The journey we choose is dependant on the lessons we learn. The circle has no beginning or end; it only has the strength of those contributing their stories.

Aboriginal Education has a new face as we embrace the inclusionary model of education. To teach all students the stories of our people empowers aboriginal children and youth. Our urban aboriginal children and youth need to know who they are and where they come from. Their strength is built around knowledge and the power of education.

I encourage all our partners in the school district 43 community to contact our department and explore the new options, ask questions and honour all children with the opportunities of the teachings.

All My Relations
Laurie Ebenal
Principal Aboriginal Education

VISION STATEMENT

We envision a world where the community collaborates to ensure all Aboriginal children feel a sense of belonging and respect developed through teachings which reflect indigenous values and traditions.

IMPORTANT DATES

June 13	Honouring Ceremony
June 18	Provincial Exams
June 21	Aboriginal Day
June 30	Schools Closed
September 4	Schools Reopen

UP TO DATE INFORMATION

Parents and community members can access information at
<http://www.sd43.bc.ca/Programs/AboriginalEd/Pages/default.aspx>
Aboriginal Education 604 945 7386

The Honouring

Our 2nd annual Honouring Ceremony will be held on **Wednesday, June 13, 2012** at Red Robinson Theatre in Coquitlam to celebrate the achievement of our Aboriginal Youth. Doors open 4:00pm. Ceremony starts at 5:00pm.

The Honouring Ceremony is held to celebrate the achievement of our Aboriginal Youth. All Grade 12 Graduates are honoured. As well, Aboriginal Award Winners in Grades 9-12 are invited to receive recognition. A feast is hosted after the formal event.

ABORIGINAL HONOURS, BURSARIES AND AWARDS CRITERIA

ABORIGINAL EDUCATION BURSARY:

Any Grade 12 Aboriginal student in School District 43 can apply for this \$500 Bursary. The student need not belong to our program. To qualify, students must have excellent academic

standing; acceptance in a post secondary institution, along with volunteer work with an Aboriginal focus.

BRENDA KEARNS BURSARY

The Brenda Kearns Bursary was established in the fall of 2006 to honour the memory of Brenda Kearns, and to provide funds to assist an Aboriginal student in pursuing a post-secondary education.

This \$300 bursary shall be granted to one graduating Aboriginal student, currently graduating from one of the School District #43 (Coquitlam) secondary schools; and has been involved in the Aboriginal program and taken on a leadership role in that program; has demonstrated acceptable academic achievement for future entry into a training program at an institute of higher learning, including trades, apprenticeships, and post-secondary programs. Students may be nominated by staff from their respective high school or Aboriginal Education staff. The final selection will be made by the Administrator of Aboriginal Education along with the Aboriginal education staff.

TOP GRADE 12, 11, 10, 9, ABORIGINAL STUDENT IN DISTRICT

Administrators and counselors make nominations. Committee at Aboriginal Education will make the final decision.

LEADERSHIP

Students must have demonstrated leadership qualities in classroom and school wide setting; be com-



Honouring Ceremony June 2011

mitted to demonstrating social responsibility within the school/neighbourhood community; demonstrated initiative and dedication to a school or community project; and volunteered service within the school and community (i.e. coaching, tutoring, grad committee, student council, etc.).

TECHNOLOGY & APPLIED SKILLS (INCLUDED RED SEAL PROGRAMS)

Student must excel in one of the following fields: computers, industrial arts, applied technology, journalism, business, marketing, accounting, textiles, and culinary arts; be an innovative and visionary thinker; and be committed to creating positive change in the community by utilizing multimedia skills in their area of expertise.

FINE ARTS

Students must be able to demonstrate use of creative multimedia arts in the school and neighbourhood community; and excels in one or more areas within Fine Arts: drama, music, painting, drawing, sculpture, photography, or film.

ATHLETICS

Student displays exceptional leadership qualities through sport; superior athletic ability, and participates in school and/or community athletics: coaching, playing rep ball, referee, etc.

MOST INSPIRATIONAL

Displayed commitment to improving academically through the school year(s); demonstrates the Honouring of the Seven Sacred Teachings: Journey: Humility, Honesty, Respect, Courage, Wisdom, Truth, and Love.

SIYAM

An Honour roll student; respected by peers and staff; has involvement with Aboriginal Education, and is a positive role model able to deliver an appropriate speech on behalf of all grade 12 Aboriginal students at the Honouring Ceremony



Honouring Ceremony June 2011

INNER WARRIOR AWARD

Grade 12 student who has risen above personal adversity to graduate and is a positive role model able to deliver an appropriate speech on behalf of all grade 12 Aboriginal students at the Honouring Ceremony

Aboriginal Youth Leadership Committee (AYLC)

AYLC has been very active this year. Our program was based on the Medicine Wheel of Courage, and focused on: Generosity, Belonging, and Mastery.

Meetings were hosted at each of the participating schools. Generosity was the theme for these meetings with students responsible for the agenda, activities, food, and gifts, complete with a cultural focus. It was a great way for students to connect and become familiar with a different school. Other cul-



tural topics were leadership, drumming, cultural medicines, and mask making.

For Mastery, the students participated in a couple of skill based programs. Occupational First Aid Level 1, a 7-hour course designed to be within the responsibility of the Occupational First Aid Level 1 Attendant in Industry. Level 1 Certification requires students perform the skills to the required standard and to complete an exam. Successful completion of the exam means that the student achieved 70%. A Level 1 Certificate is valid for 3 years.

Students also took part in the 8-hour FoodSafe Level 1 course, which trains individuals in the food industry to safely and responsibly handle food. Level 1 Certification requires to students to achieve 70% on the exam, which has no assigned expiry date.

The Fraser River is expected to reach record levels this year. In anticipation of potential flooding on the Kwikwetlem land, our assistance is needed in making sand bags on Friday, June 1st from 3:30-5:30pm.

To obtain a place on the AYLC, students must:

- Have Aboriginal Ancestry and currently enrolled in Grades 9-12 in District 43
- Commit to attend all Leadership meetings, training sessions and special events
- Show interest in cultural learning and teachings
- Work respectfully with Elders, youth and community members
- Be interested in volunteer work
- Be academically responsible
- Demonstrate strong leadership qualities, initiative, respect and enthusiasm.

If you are interested in becoming a member, applications for membership can be obtained from your Aboriginal Youth Worker.

The AYLC empowers Aboriginal youth and brings youth leaders from across School District 43s high school population, providing the ingredients to build effective leaders through meaningful skill development including identification of common issues, challenges, opportunities and values.

Youth are expected to demonstrate mentoring, role modeling and leadership among K-8 youth in the District. They will be provided with opportunities to combine cultural teachings with the guidance of Aboriginal Elders. The AYLC initiative is to create lasting positive change for Aboriginal youth within the District.

Me2We



Our Aboriginal Me2We students committed to assist the Ditidaht First Nation in developing a sports program. Working in cooperation with the “Aboriginal Play it Forward Sports Foundation, created by 2 Summit middle school student.

While the Ditidaht community had a gym, they had very little sports equipment to run any programs.

They also had a field, but no goal posts or equipment for soccer or baseball. Our goal was to collect as much ‘gently’ used sports equipment and sports apparel and money to buy equipment. The response from our community was overwhelming.



Ditidaht First Nation



On February 10th, the Aboriginal Me2We students from 6 middle schools, along with the Aboriginal Play it Forward Foundation, travelled to the community of Nitinat Lake on Vancouver Island for 3 days to deliver sporting equipment donated by SD43 schools, KidSport Foundation and Coquitlam and Tsawwassen soccer clubs.

The students participated in a cultural celebration and feast, as well as an ecological and historical walk through the old growth forest of the Carmanah-Wallbran Provincial park. Students came away understanding how they can make a difference to a remote community through sport.

The Aboriginal Me2We students look forward to building upon this relationship between Coquitlam and the Ditidaht Nation.

Resource teacher Rob Cowie and Aboriginal Education Youth Workers Gena Sanderson, Lori Halcro, Jackie Toombs, Beata Dudziak and several parents were instrumental in the success of the initiative.

24 Hour Drum Conference

Recently the AYLC and Aboriginal ME2WE students were invited to join School District #48 (Sea to Sky) for a 2-day event of planning strategizing, connecting and fun. The Conference was held at the Squamish-Lil'wat Cultural Centre in Whistler to learn about creating a 24 hour Drum Event in the fall. The goal of the conference was to raise awareness of Aboriginal people and issues, working together for justice and harmony across BC.

Upon arrival, the students witnessed a traditional opening ceremony and participated in group building activities. In the morning, after sleeping in in the traditional long house, the students mixed with other aboriginal students from across BC to begin planning for their own 24hr Drumming Event which will take place on May 3, 2013 (location to be determined). The school districts who were attending will also have their 24hr Drumming event on the same day. The students made many new connections.



THE WARRIOR PROJECT



Aboriginal students from Moody Middle have been working on the “Warrior Project” this past year.

They learned many teachings, and have hand crafted warrior shields. Each warrior shield represents their spirit animal, and the four words that honour them.

Each contributed material plays a role in the meaning of these shields. The deerskin (leather) represents purity of purpose, and determination to work, whereas the eagle feather represents strength and courage.

This project is a step on our great journey to preserving our native heritage.

Chelsea Halvorsen and Jill Sandie

Kindergarten Talking Circle

Talking circles are based on the sacred traditions of sharing circles. Talking circles create a safe environment for participants to share their point of view with others. In a talking circle everyone is equal and everyone belongs. Participating in a talking circle teaches us to listen to and respect the views of others. The intention is to open people's hearts so that they can understand and connect with one another. The circle can be used to solve disputes, and/or get input or feedback on an issue or topic.



Topics chosen relate to the feelings about self and/or appropriate themes. No advice is given, and no reference to other people is made. Individuals speak about their own experience and are given as much time as they need without interruption. No one is forced to speak.

Once everyone has had the opportunity to speak, truthfully and respectfully, the Eagle feather is passed from one person to the next. Once the Circle is complete it is closed with the facilitator communicating recognition and gratitude. Talking Circles are a Healing

Pathway for many people big and small. We had the pleasure of sitting in the 100th Talking Circle held recently in Dara Marshalls classroom at Heritage Mountain.

Both students and adults shared in the teachings of:

Respect: Learning that each person as a whole is sacred. To open ourselves and embrace life.

Bravery: A quality of spirit that enables us to face anything without showing fear.

Creativity: Using the power of our imagination, be open to inspiration.

Honour: Gives us strength to do what we know is right.

Humor: Let us laugh at ourselves, giving us the freedom to express our selves with passion.

Courage: To overcome our fear of the unknown, and find common ground in our diversity, and treating others with kindness and respect.

Wisdom: Making decisions with a discerning mind. Using our intuition, and embracing change.

In honour of the 100th Talking Circle, middle school students Torin Van Reheenen, Marti Chambers, Ailia Van Reheenen and Jayci Chambers took Pow-Wow dancing lessons on their own time and shared their enthusiasm with the Heritage Mountain community. It has been our pleasure to be able to sit with so many teachers, students and parents sharing the Teachings of the Talking Circles. We look forward to the next 100 Talking Circles, so that our paths will cross, not only with the Kindergarten students, but all grades.

Aboriginal Education Program

The Aboriginal Education Department offers programs and services throughout the school year to elementary, middle, secondary, and alternative program for students for who have self- identified or have had parent/guardians identify them as having Aboriginal ancestry on the school registration form.

The Aboriginal Education Department offers these additional services in a variety of ways, through Aboriginal Youth workers, Resource Teachers or Support workers. The services may include cultural, academic, social and emotional support, parent liaison and advocacy; District wide cultural projects, resources, leadership opportunities, and celebrations; and school based programs and/or courses.

The purpose of the Aboriginal Enhancement Agreement is to:

- Create a climate in which Aboriginal students feel welcome and safe;
- Honour and support the diverse histories and cultures of Aboriginal people;
- Provide opportunities for all students to increase their level of awareness, appreciation, and understanding of Aboriginal cultures;
- Enhance the education of Aboriginal learners-improving levels of success in all areas for all Aboriginal students in the District 43
- Ensure the collection of reliable data to provide evidence of student success;
- Improve Aboriginal parent access to, and comfort level within, district schools.
- The Enhancement Agreement is a living, evolving process for Aboriginal success;
- The Enhancement Agreement Goals are considered in all District 43 educational planning processes;
- District 43s commitment and responsibility for educating Aboriginal students is recognized and embraced by the Aboriginal community and the educational community at large;
- All interactions are conducted in the spirit of mutual respect;
- Develop new initiatives as we learn from our efforts, and ongoing data gathering;
- Support students so they feel comfortable and confident in expressing their uniqueness in a positive manner.



If you have any questions or would like more information please contact the office at 604.945.7386. We close June 30, and will reopen in September..

The Ministry of Education provides enhanced funding to school age students of Aboriginal ancestry. Enhanced funding provides culturally appropriate educational programs and services to support the success of Aboriginal students.

Under the Ministry Guidelines, Parental/Guardian Consent for Aboriginal Services must be provided each school year.

If you have any questions, or would like to talk with a staff members from please call 604.945.7386.

Our office will be closed July and August, reopening in September. Please submit the form to le-benal@sd43.bc.ca or mail to Attention: Aboriginal Education, Central Elementary, 2260 Central Ave., Port Coquitlam, BC, V3C 1V8



ABORIGINAL EDUCATION PROGRAM

ABORIGINAL SERVICES CONSENT FOR 2012– 2013

I confirm that my child is of Aboriginal ancestry, and understand that school age students can self-identify, and/or I can show their ancestry on the School Registration form; and understand the Aboriginal Education

Department offers programs and services throughout the school year to elementary, middle, secondary, and alternative programs. I hereby give permission for my son/daughter to access the services offered.

PLEASE PRINT:

Student First Name _____

Student Last Name _____

Parent/Guardian Name _____

Parent/Guardian Signature _____

Date _____

My child will be in Grade ___ in September 2012.

My child will be attending _____ school.

The school district requests permission to use photographs/videos/names of individual students and groups of students in a variety of publications to promote the school district. This could include newsletters, brochures, newspapers, magazines, reports, the SD 43 or school website, radio, videos or television. This would also include permission for your child to be photographed by the media (TV or newspaper) for events relating to the school.

Yes, I give my consent for the publication of my child's photograph/name/comments for purposes consistent with the above.

No, I do not permit the publication of my child's photograph/name/comments for purposes consistent with the above.

I am interested in reading the Aboriginal Education Newsletter. My email address is:

ABORIGINAL STORY TELLING

Throughout the winter and spring terms, the students in Mr. Roger Ford's grade 4/5 class at James Park Elementary and Mr. Thom Borle's grade 4/5 class at Alderson Elementary participated in an oral storytelling program.



Oral storytelling is foundational to literacy development and is a traditional Aboriginal teaching tool. The students enjoyed hearing many Aboriginal stories, learning the critical parts of a story, practicing how to tell each part of a story (using the story grammar marker® as a visual aid), and how to include these parts in their own storytelling.

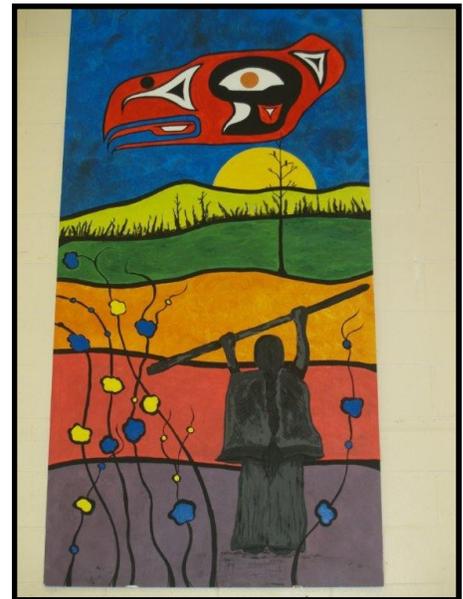
The program ended with an in-class storytelling festival where the students told their own amazing stories!

ABORIGINAL PROGRAM CO-ORDINATOR

The Coquitlam School District Aboriginal Education Department is pleased to announce the appointment of Malcolm Key to the position of Aboriginal Community Program Coordinator. This newly created position is a part of the Aboriginal Department's strategic plan to further engage our community by creating new personal development opportunities for Aboriginal youth within our District.

Malcolm is from the Anishnabe First Nation, originally from Northern Ontario. His passion for outdoor education is ongoing, he has experience in recreational management; and has completed the 95-day Wilderness Instructors Course with the Colorado Outward Bound School.

Malcolm has spent most of his professional career in outdoor education, managing wilderness programs for youth. As a part of the responsibilities of his position, we look forward to the creation of an outdoor adventure based component added into our Aboriginal education curriculum.



INDIAN RESIDENTIAL SCHOOL SURVIVOR'S SOCIETY

Aboriginal Education has developed a unique partnership with the Indian Residential School Survivors' Society (IRSSS) this school year.



The IRSSS has provided 2 day presentations in Socials 9, 10, 11, BC First Nations Studies 12, and Social Justice 12 within Terry Fox Secondary, Pinetree Secondary, Dr. Charles Best Secondary, Gleneagle Secondary, and Centennial Secondary. On the first day of presentations, Angela White provides students and teachers with a history of residential schools and the intergenerational impacts these schools have had on First Nations communities, both in the past and the present.

Students have learned that, as Canadians, this is all our history; we need to be aware of the past and also look ahead to how we can move forward together as a collective to impart change. On the second day of presentations, a residential school survivor joins the class and leads a healing circle, sharing his or her story on life in residential school and how it has impacted the individual and the extended family unit.

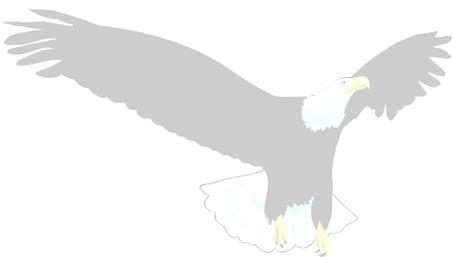
This opportunity to hear history from a primary resource is engaging and powerful. Students have left the healing circle with a better understanding of issues that afflict First Nations communities. We'd like to honour Angela, Sam, Andy, and Vera for sharing their histories and stories with us. We look forward to a continued partnership in the following school year.

Visit <http://www.trc.ca/websites/trcinstitution/index.php?p=3> to find out more about Residential Schools and the Truth and Reconciliation Commission.

MANY PEOPLES, MANY CULTURES

Love is something you and I must have. We must have it because our spirit feeds upon it. We must have it because without it we become weak and faint. Without love, our self-esteem weakens. Without it, our courage fails. Without love, we can no longer look confidently at the world. We turn inward and begin to feed upon our own personalities, and little by little, we destroy ourselves. With it, we are creative. With it, we march tirelessly. With it, and with it alone, we are able to sacrifice for others.

Chief Dan George



LIFE GIVERS

In Aboriginal teachings, passed on through story telling women are recognized as a central figure in almost all Aboriginal creation legends. They are known as Life Givers.

Life Givers are our sisters, aunts, mothers and grandmothers. In Ojibwa and Cree, it was a woman who came to earth through a hole in the sky to care for the earth, and a grandmother who brought the teachings of the medicines of the earth and technology.

First Nation people take pride in their daughters; and through teachings that mothers are to be respected and honored. *Happy Mother's Day!*

Dawn Marks Aboriginal Support Worker

SCHOOL CALENDAR 2012—2013

Schools Open	Tuesday September 4
Non Instructional Day (Pro D)	Friday, September 21
School NOT in Session	Friday, October 5,
Non-Instructional Day (Provincial)	Friday, October 19
School NOT in Session	Friday, November 9
Remembrance Day	Monday, November 12
Schools Close Winter Vacation	Friday, December 21
Schools Open After Winter Vacation	Monday, January 7
Aboriginal Education Pro D	Monday, January 28
Non-Instructional Day (District)	Friday, February 15
BC Family Day	Monday, February 11
Schools Close Spring Vacation	Friday, March 15
Good Friday	Friday, March 29
Easter Monday	Monday, April 1
Schools Open after Spring Vacation	Tuesday, April 2
Non-Instructional Day (District)	Friday, April 19
Victoria Day	Monday, May 20
Aboriginal Education Pro D	Friday, May 24
Administrative Day / Schools Close	Friday, June 28

