

# FIRST NATIONS SCHOOLS ASSOCIATION CONFERENCE

May 3-4, 2024 | Vancouver



*Breaking Barriers, Making Connections, and Empowering Change*

The First Nations Schools Association Conference is an opportunity learn about a wide range of effective practices in classroom instruction, school administration and key areas of professional growth. Hosted at The Westin Bayshore Hotel in Vancouver, the event features workshops, exhibitors, plenary presentations, and networking opportunities.

## Keynote Speakers



### **Angela Sterritt**

*Investigative Journalist, Writer & Speaker*

Angela Sterritt is an award-winning investigative journalist and national bestselling author of her memoir, *Unbroken*. Angela has worked as a television, radio, and digital journalist for more than a decade. She is currently the host of the CBC original podcast *Land Back*, which won a Radio Television Digital News Association award for best podcast in 2023. Angela is from the Wilp Wiik'aax of the Gitanmaax community within the Gitksan Nation on her father's side and from Bell Island Newfoundland on her maternal side.



### **Jesse Wenté**

*Broadcaster, Indigenous Advocate & Pop Culture Philosopher*

Renowned film critic and broadcaster Jesse Wenté was the first nationally syndicated Indigenous columnist for the CBC, covering film and pop culture for 20 local CBC Radio programs. Jesse is also the author of *Unreconciled: Family, Truth, and Indigenous Resistance*, and co-produced the award-winning screen adaptation of Thomas King's best-selling book, *The Inconvenient Indian*. Jesse is Ojibwe and his family comes from Chicago and the Serpent River First Nation in Ontario.

## Registration

- Registration opens **March 5, 2024 at 12pm**
- Registration is on a first-come, first-served basis.
  - Until March 7, 12pm schools can register a maximum of **10 people**. This includes the schools' FNSA Authorized Representative and principal. On the registration form there will be a dropdown with school names. Your school name will continue to appear until all spots are filled.
  - After March 7, 12pm, there is no limit on the number of people a school can register.
  - Registration will close when we reach overall capacity.
- Register for the conference at <https://www.fnsa.ca/fnsa-events/conference-agm/> or link to the registration form at <https://www.civicinfo.bc.ca/event/2024/FNSA>
- When individuals register online they will receive an automatic email acknowledging registration. To cancel or make workshop changes, please use the link at the bottom of that email to request those changes or contact [conference@fnesc.ca](mailto:conference@fnesc.ca).
- Payment options:
  - Schools will be automatically invoiced by the First Nations Education Steering Committee, starting mid-March.
  - Alternatively, payment may be made by credit card during online registration or by phoning in payment to CivicInfo at 250-383-4898 after registering.

## Policies

- Payment must be received by April 22, 2024 or the registration may be cancelled.
- Cancellation policy: Full refunds up to and including April 22, 2024; no refunds after. Substitutions allowed.

## Registration fee

Regular Registrants	\$400
FNSA Authorized Representatives (max. one per school)	\$200
FNSA Board Member	\$0
Workshop Presenters (listed in program)	\$0

## Support

For registration questions, please contact [conference@fnesc.ca](mailto:conference@fnesc.ca).

## Accommodation



### Main room block and conference venue

The Westin Bayshore Hotel, 1601 Bayshore Drive, Vancouver

Rooms from \$329+tx

Book by **Tuesday, April 2, 2024**, for the negotiated rate.

### Overflow room block

Sutton Place Hotel, 845 Burrard Street, Vancouver

Rooms from \$299+tx

\*Basic shuttle service will be provided

Book by **Tuesday, April 2, 2024**, for the negotiated rate.

Booking links will be available at

<https://www.fnsa.ca/fnsa-events/conference-agm/accommodation/> on March 5<sup>th</sup> at 12pm.

## FNSA Authorized Representatives

The FNSA Authorized Representative of an FNSA member school that is in good standing is eligible for the following conference benefits:

1. to register for the conference at the discounted Authorized Representatives rate (\$200); and
2. to submit a claim for event travel expenses.

See the [sample claim form](#) with important travel claim policies on the reverse. Hotel will only be reimbursed to a maximum of the negotiated rate for necessary nights and only for people based outside the Lower Mainland.

There is only one FNSA Authorized Representative per school.

To update your school's FNSA Authorized Representative, contact [sophied@fnesc.ca](mailto:sophied@fnesc.ca).

## The AGM is Moving!

In past years, the FNSA Annual General Meeting (AGM) has been held on the Friday of the FNSA conference, but this year, the AGM will be on the afternoon of the FNSA Authorized Representatives Day **Thursday, May 2<sup>nd</sup>**.

An FNSA Authorized Representative of an FNSA member school that is in good standing is eligible to attend the Authorized Representatives meeting and vote at the AGM.

For the May 2<sup>nd</sup> meeting, options for in-person and virtual participation are available.

***Please register for May 2 separately from your conference registration.*** A registration link for that event will be provided all FNSA Authorized Representatives by email.

# Enjoying the Conference

## Location, Parking and Transit

The conference venue is The Westin Bayshore Hotel, [1601 Bayshore Drive, Vancouver, BC](#).

## Sharing Table

Schools are invited to bring flyers/brochures about resources of interest to BC First Nations schools for our Sharing Table. Please drop off your items at the Information and Directions station in the Foyer.

## Health

Please stay home if you are feeling unwell. Only registered participants are eligible to attend. Family and friends cannot attend the event at any time, including for meals. The decision to attend in-person events is a personal one and it should be made in consideration of your individual risk factors and vulnerabilities.

## Meals

Buffet breakfasts and lunches with a variety of food options will be offered. Please indicate any special dietary needs or severe allergies on your registration form.

## Photography and Filming

This is a public event where photography and videorecording will take place. The images and recordings will be used by FNSA and FNEsc for promotional purposes. In case of questions, please contact [conference@fnesc.ca](mailto:conference@fnesc.ca).



The First Nations Schools Association is a registered non-profit society that represents and works on behalf of the First Nations controlled schools in BC. It supports schools in creating effective, nurturing and appropriate educational environments that provide students with a positive foundation in all academic areas. [www.fnsc.ca](http://www.fnsc.ca)

## Friday, May 3

- 7:30 AM Registration  
7:45 AM Breakfast  
8:50 AM Traditional Welcome  
9:00 AM Opening Remarks, Aaron Burgess, FNSA President  
9:10 AM Student Cultural Performance  
9:30 AM Keynote, Angela Sterritt, Investigative Journalist, Writer & Speaker  
10:30 AM Break  
11:00 AM Workshop Session 1

- 1A Learning Place Names with On-the-Land Teachings through Language
- 1B Thinking Classrooms: An Introduction
- 1C Breaking Down Barriers and Building Confidence Through Technology
- 1D Supporting Students Who Have Exceptionalities
- 1E Owning Ourselves: Supporting Two-Spirit and Indigiqueer Students
- 1F Getting Students Ready to Learn
- 1G Creating Resilience Through Play in High School Math and Digital Tools for Differentiation
- 1H Sagaytgawdi suwilaawksa
- 1I Inquiry-Based Math Instruction and Assessment
- 1J Land-based Learning for Social and Emotional Wellness and Ecological Resilience
- 1K Using Collaboration and Student Empowerment to Manage Multigrade ADST Classrooms
- 1L Alternative Education Program in Nuxalk Territory, Building Relationships with Families
- 1M Everything You Need to Know About K4 Instruction

12:30 PM Lunch

1:30 PM Workshop Session 2

- 2A Learning Place Names with On-the-Land Teachings through Language
- 2B Thinking Classrooms: An Introduction
- 2C Breaking Down Barriers and Building Confidence Through Technology
- 2D Supporting Students Who Have Exceptionalities
- 2E Owning Ourselves: Supporting Two-Spirit and Indigiqueer Students
- 2F Getting Students Ready to Learn
- 2G Creating Resilience Through Play in High School Math and Digital Tools for Differentiation
- 2H Sagaytgawdi suwilaawksa
- 2I Inquiry-Based Math Instruction and Assessment
- 2J Land-based Learning for Social and Emotional Wellness and Ecological Resilience
- 2K Using Collaboration and Student Empowerment to Manage Multigrade ADST Classrooms
- 2L Alternative Education Program in Nuxalk Territory, Building Relationships with Families
- 2M Student Record Keeping

3:00 PM End of the day



## Saturday, May 4

**7:45 AM** Registration & Breakfast

**8:45 AM** Opening of the Day

**9:10 AM** Keynote, Jesse Wenté, Broadcaster, Indigenous Advocate & Pop Culture Philosopher

**10:10 AM** Break

**10:30 AM** Workshop Session 3

3A Indigenizing School Relationships to be Successful

3B 'Mala K'ukwala

3C Instructional Coaches and What They Can Do to Support Your Practice

3D Transitions: Preparing Youth for Post-Secondary and Careers

3E Questioning for Connections! Acwsalcta's PLC for Belonging

3F Red Medicine and Healing Foods

3G Literacy Stations for K5-12

3H Skyzeh Habi Yikh – Child of Chiefs, House of Learning

3I Introduction to Purposeful Differentiation that Supports Culture

3J Technology for the Ages

3K Land-based Learning and Cultural Revitalization at siʔárm̐ə̌ə̌ School

3L Utilizing Supports and Services to Develop an Effective Special Education Program

3M Holistic Model for Educators

**12:00 PM** Lunch

**1:00 PM** Workshop Session 4

4A Indigenizing School Relationships to be Successful

4B 'Mala K'ukwala

4C Instructional Coaches and What They Can Do to Support Your Practice

4D Transitions: Preparing Youth for Post-Secondary and Careers

4E Questioning for Connections! Acwsalcta's PLC for Belonging

4F Red Medicine and Healing Foods

4G Literacy Stations for K5-12

4H Skyzeh Habi Yikh – Child of Chiefs, House of Learning

4I Introduction to Purposeful Differentiation that Supports Culture

4J Technology for the Ages

4K Land-based Learning and Cultural Revitalization at siʔárm̐ə̌ə̌ School

4L Utilizing Supports and Services to Develop an Effective Special Education Program

4M An Indigenous Approach to Getting Started with Physical Literacy

**2:30 PM** Break

**2:45 PM** Door Prizes and Reflections

**3:15 PM** End of the Day

## **WORKSHOPS (alphabetical)**

### **Alternative Education Program in Nuxalk Territory, Building Relationships with Families (1L 2L)**

*Holly Poell, Alternative Education Teacher, Acwsalcta School, NAALS Nuxalk Nation*

*Kim Mack, Alternative Education EA, Acwsalcta School, NAALS Nuxalk Nation*

Acwsalcta School has delivered its alternative education program for the last 10 years in its present form. The school has an excellent graduation success rate, largely due the strong relationships we build with students and their families. This workshop will focus on a series of success stories within the program over the last 10 years and discuss how challenges and setbacks were addressed to further growth and better serve our students' needs.

### **An Indigenous Approach to Getting Started with Physical Literacy (4M)**

*Dwayne Roberts, Lead Facilitator, School Physical Activity & Physical Literacy, Indigenous Sport, Physical Activity and Recreation Council*

*Pauline Johnson, Facilitator, School Physical Activity & Physical Literacy, Indigenous Sport, Physical Activity and Recreation Council*

Developed in consultation with Indigenous communities and educators, this workshop brings Indigenous perspectives that honour the First Peoples Principles of Learning in physical literacy theory. Learn practical ways to develop students' physical literacy and use a storytelling method to incorporate physical literacy in and around your school. At the completion of the workshop, learners will be able to: explain what physical literacy is and why it's important; understand how physical literacy aligns with a holistic wellness approach and the First Peoples Principles of Learning; and apply movement and learning activities with students in the classroom.

### **Breaking Down Barriers and Building Confidence Through Technology (1C 2C)**

*Clayton Grice, Principal, Tl'etinqox ?esgul*

*Jen Stump, Elementary Teacher, Tl'etinqox ?esgul*

The presentation will focus on one teacher's journey as a community member and longtime teacher in a First Nation school. The discussion will revolve around the adversity she has overcome and the confidence she has gained through her willingness to step outside her comfort zone and create a truly open dialogue between herself, the school administration, and the support being offered through FNESEC and a partnership with the Apple Canada Education Team. Through this, she has not only increased her learning with technology but is now leading the way by integrating culture into these practices and utilizing them to promote student confidence, understanding of learning, and the transition from parent/teacher interviews to student-led conferences.

### **Creating Resilience Through Play in High School Math and Digital Tools for Differentiation (1G 2G)**

*Chantel McNabb, Teacher, Connected Classrooms*

In this workshop, attendees will engage in hands-on activities to 'do the math' and demonstrate that everyone can excel in math. The first topic focuses on how "good problems" can be used in math to create resilience, communication and confidence in students of all levels. A good problem is one that requires complex and critical thinking and visual strategies without relying on any previous math skills or knowledge. In the second part, the workshop host will demonstrate how a digital whiteboard can be used to provide confidential feedback for individual students, differentiate learning, and provide constant assessment in real-time.

### **Everything You Need to Know About K4 Instruction (1M)**

*Cindy Lee Matthew, Team Lead, Instructional Coaches, FNESEC*

*Grace Williams, K4 Instructional Coach, FNESEC*

K4 is a crucial year in every student's life. This is the time when students learn how to be in a classroom and how to be learners. There are specific skills we can teach them to help them to be ready for Kindergarten. Come and learn how to set up a K4 classroom and learn instructional strategies to help you prepare K4 students for Kindergarten and beyond.

## **Getting Students Ready to Learn (1F 2F)**

*Rob Tardif, Principal, Sk'il' Mountain Community School*

Participants will explore ideas that can promote stronger student preparedness to learn, something that is needed for any real learning to take place. This includes getting the brain and body ready to learn, and creating conditions that will allow students to have their best chance to focus and fully engage with the topic and be in the moment. Brief introductions to various programs and best practice suggestions such as the Brain Gym philosophy, the use of props such as individual seating mats and calming tools, prompts and activities to calm down or rev up a room, leading orderly and "tearless" transitions, and other strategies will be explored. Participants will be invited to add to the list of best practices during a brainstorming session near the end of the workshop, and the aim is for everyone to go home with a greater awareness of the importance of setting up ideal conditions for students to learn prior to any teaching being performed.

## **Holistic Model for Educators (3M)**

*Savanna Smith, Facilitator, Indigenous Sport, Physical Activity and Recreation Council*

The Indigenous Sport, Physical Activity and Recreation Council (I-SPARC), in consultation with Indigenous communities across Canada, has developed this workshop for educators working in BC schools with high populations of Indigenous learners. It is based on the medicine wheel's core values and teachings. Topics include: teaching beyond the physical to include intellectual, emotional, spiritual and cultural needs; the four facets of the holistic model of education and teaching; collaborative development of strategies that create culturally safe, supportive and engaging learning environments that meet the needs of Indigenous students; and developing strategies to support the individualized student learning and incorporate Indigenous ways of knowing.

## **Indigenizing School Relationships to be Successful (3A 4A)**

*Spuxta Nelson, Nuxalk Language/Cultural Teacher, Nuxalk College: Lip'althayc Learning Centre*

*Xikulhana Hans, Nuxalk Language/Cultural Teacher, Nuxalk College: Lip'althayc Learning Centre*

*Nutsaqwaax Walkus, Nuxalk College Assistant Administrator, Nuxalk College: Lip'althayc Learning Centre*

Indigenizing and empowering change with administrators involves recognizing and valuing Indigenous knowledge, perspectives, and ways of being within an organizational or administrative context. This workshop will explore strategies for integrating Indigenous perspectives into administrative practices. Participants will learn about the importance of education and awareness, Indigenous representation, collaboration with Indigenous organizations and communities, policy changes, mentorship opportunities, and continuous evaluation.

## **Inquiry-Based Math Instruction and Assessment (1I 2I)**

*Natalie Crespo, Grade 5 Teacher, Senpaq'cin School*

*Lisa Munckhof, Grade 6/7 Teacher, Senpaq'cin School*

Join this concept-driven workshop for a creative, inquiry-based, hands-on mathematics workshop inspired by Stanford Educational leader Jo Boaler. The session also includes practical, mini-lessons to support student learning of mathematical skills using some of Carole Fullerton's amazing resource ideas. Delve into assessment, instruction, games, and activities to create a weekly plan tailored to an engaging learning environment. The workshop is ideal for intermediate teachers seeking dynamic strategies.

## **Instructional Coaches and What They Can Do to Support Your Practice (3C 4C)**

*Linda Newman, K-9 Instructional Coach, FNEESC*

*Megan Burkholder, K-9 Instructional Coach, FNEESC*

*Shelley Ewashina, K-9 Instructional Coach, FNEESC*

*Grace Williams, K4 Instructional Coach, FNEESC*

Instructional Coaches follow a coaching structure that allows all educators to reflect on their practice and learn new strategies to support students in the classroom. Come and meet the coaches and learn how they can support the programs you teach, as well as help you determine the best practices for your classroom.



## **Introduction to Purposeful Differentiation that Supports Culture (3I 4I)**

*Carrie Koopmans, Learning Service Teacher, Hartley Bay School*

This workshop aims to help teachers use differentiation more purposefully in their own practice to support the individual and culture. “Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction” (Tomlinson, C.A. (2000). This workshop will cover differentiation by Learner Profile, Interest, and Readiness, highlighting culture for each.

## **Land-based Learning and Cultural Revitalization at siʔárm̐əʔ School (3K 4K)**

*Zarah Martz, Vice Principal, siʔárm̐əʔ School*

*Cassandra Smith, Cultural Coordinator & Indigenous Support Worker, siʔárm̐əʔ School*

*Nichole Huseynov, Teacher & Graduation Coordinator, siʔárm̐əʔ School*

This workshop offers a peek into the land-based education/training that students receive at *siʔárm̐əʔ School*. This education and training involves the interweaving of Tsleil-Waututh Nation knowledge and culture, and students earning certificates while on the path to graduating. The presentation will highlight how our school enables traditional hands-on learning alongside community members in First Nations languages and culture, First Peoples curriculum (with a TWN twist), extra-curricular activities, co-ops and much more.

## **Land-based Learning for Social and Emotional Wellness and Ecological Resilience (1J 2J)**

*Daniella Roze des Ordons, Child and Youth Mental Health Counsellor, RCC, PhD(c n̐kmaplqs iʔ sn̐m̐əʔaʔtn iʔ k̐l sqilx̐ʔtət Cultural Immersion School*

*Jennifer Kuric, Certified Education Assistant, n̐kmaplqs iʔ sn̐m̐əʔaʔtn iʔ k̐l sqilx̐ʔtət Cultural Immersion School*  
*Lovanda Beliveau, Mental Health and Wellness Counsellor, Okanagan Indian Band*

This workshop will explore land-based learning for social and emotional wellness and ecological resilience and will include stories and practices from programs offered at Okanagan Indian Band’s *n̐kmaplqs iʔ sn̐m̐əʔaʔtn iʔ k̐l sqilx̐ʔtət Cultural Immersion School*. We will explore land-based learning approaches that draw from Indigenous Ways of Knowing, experiential learning, play-based learning, and relationships with land. Through the workshop, participants will learn tools for enhancing social and emotional wellbeing, improving coping skills and emotional regulation, and increasing students’ self-confidence and sense of school belonging. Practices will be shared for developing reciprocal relations of care and responsibility for the land that foster ecological resilience and collective wellbeing. ***Weather permitting, this workshop will be held outdoors.***

## **Learning Place Names with On-the-Land Teachings through Language (1A 2A)**

*Janice Billy, Secwepemc Immersion Teacher, Chief Atahm School*

*Ada Jules, Secwepemc Immersion Teacher, Chief Atahm School*

The presenters are Secwepemc Immersion teachers at Chief Atahm School and learning language and learning place names is an integral part of the school’s program. The presenters will share experiences with delivering on-the-land learning with Chief Atahm’s students, focusing on how students learn new vocabulary and the place names in Secwepemctsin. Methods for understanding and learning Secwepemctsin such as TPR-Storytelling, an adapted version of WAYK, and communicative activities. Students make connections to *stsptekwle* (our stories) and connect these stories to the place names, presenting their learning through a storytelling format.

## **Literacy Stations for K5-12 (3G 4G)**

*Rebecca Burrows, Senior Manager, First Nations Schools Programs, FNEsc*

*Cindy Lee Matthew, Team Lead, Instructional Coaches, FNEsc*

This session will provide an overview of the benefits of incorporating intentional, curriculum-focused literacy stations into daily classroom routines in the K5 to 12 classroom. We will discuss strategies to ensure that stations are robust and engaging and build upon the learning from whole group instruction. We will also offer tips to support with guided release of responsibility to build student independence and showcase a selection of literacy station examples across grade levels.

### **'Mala K'ukwala (3B 4B)**

*Donna Cranmer, Educator / Artist*

*Anthony Hunt, Artist*

On our spectacular coast, the First Nations have been gifted with what we Kwakwaka'wakw (Kwak'wala-speaking people) call the 'tree of life'. After giving words of thanks, our people gather the bark, withes, roots and wood to create clothing, utensils, containers, houses, canoes and much more. All sizes of cedar bark cord were spun for daily use by our ancestors, from the finest string to heavy-duty rope. In this hands-on workshop, Anthony and Donna will guide participants through the process of spinning 2 cedar bark bracelets, a 2-ply bracelet with a shell button clasp, and a 3-ply cedar bracelet with a metal button clasp. Come and experience our cedar teachings. Each participant will leave with their own cedar bark bracelet and the experience of working with cedar bark, which they can bring to their schools and students.

### **Owning Ourselves: Supporting Two-Spirit and Indigiqueer Students (1E 2E)**

*Zakary Myers, Indigenous Dialogues Lead for SOGI 123*

Too often, Two-Spirit and Indigiqueer students report feeling unsafe in change rooms, washrooms, hallways, classrooms and school yards, and also report frequently experiencing homophobia, bullying, verbal and sexual harassment, and rejection. Many report not knowing if they can ask educators for help or whether their school has a policy preventing homophobic bullying. This presentation will help educators gain a strong sense of how best to support Two-Spirit and Indigiqueer students – ensuring they feel safe to stay in school and are supported in stepping into their true selves. By providing historical and modern contexts for these identities and incorporating inclusive policies, environments, and resources, educators will gain knowledge to support their Two-Spirit and Indigiqueer students and learn about resources that they can share with other educators.

### **Questioning for Connections! Acwsalcta's PLC for Belonging (3E 4E)**

*Alannah Stewart, Vice Principal, Acwsalcta School*

*Megan Studiner, Elementary Special Education Teacher, Acwsalcta School*

Acwsalcta School's 2023 evaluation showed kindergarten to grade three students having a strong sense of belonging, but this was not the case for the students in grades 4-7. Our Professional Learning Communities (PLC) tackles this topic using student data, hands-on culturally relevant activities, and constructive debriefs. We want to share our experience participating in a professional learning community, data collection, and applying the data to improve our practice. Our ultimate goal is for students to be able to feel and communicate their sense of belonging at school. We want to show how we have collected data and how we have interpreted and applied this data. This workshop will include videos of students sharing their perspectives of the process, engaging demonstrations of data collection, and thought-provoking discussions on how we can improve the PLC process within schools.

### **Red Medicine and Healing Foods (3F 4F)**

*Nola Mack, Traditional Foods Teacher, Acwsalcta School*

Be inspired to Indigenize food and snacks in your school by Nola Mack, who creates healing foods through Nuxalk / Carrier Traditional practices. Red medicine is a fruit and berry compote, made with Indigenous plants and teas, which can also be made into fruit leather and warmed smoothies. Nola's connection and dedication to her traditional foods was instilled in her at a young age and has carried into all aspects of her life and work. Her workshop is designed to support school food programs.

### **Sagaytgawdi suwilaawksa (1H 2H)**

*Marilyn Bryant, Vice Principal, Lax Kw'alaams Wap Suwilaawksa*

*Marcey Dudoward, Language Teacher, Lax Kw'alaams Wap Suwilaawksa*

At Lax Kw'alaams Wap Suwilaawksa, the school year begins with a week without walls. The focus of the week is to develop relationships between students, teachers, educational assistants and the community. Groups of students work with teachers, EAs and community volunteers to develop a relationship with each other outside of the classroom. Over four days, the groups participate in activities that take them outside of the classroom and school. These include outdoor learning, cooking, language & culture, community service, and team building. These activities

and follow-ups focus on four basic needs: mastery, generosity, spirituality and a sense of belonging. The relationship built then is strengthened through land-based learning and language and culture classes and events.

### **Skyzeh Habi Yikh – Child of Chiefs, House of Learning (3H 4H)**

*Susan Derksen, Science/Math Teacher, Skyzeh Habi Yikh (ICOUNT)*

*Kathleen Morin, Principal/Teacher, Skyzeh Habi Yikh (ICOUNT)*

*Jessica Michell, Culture/Language Teacher, Skyzeh Habi Yikh (ICOUNT)*

*Travis Hebert, Digital Media/Art, Skyzeh Habi Yikh (ICOUNT)*

*Brennan Mckinnon, Music, Skyzeh Habi Yikh (ICOUNT)*

Skyzeh Habi Yikh is a unique learning experience for grade 8-12 students who have access to one-on-one support in academics and elective learning to help them reach their goals. Our approach is student-centered project-based learning. We strive to meet students' social/emotional needs by finding tools to help them build resilience and self confidence. In our programs, we offer learning on the land experiences with strong cultural teachings.

### **Student Record Keeping (2M)**

*Angie Cooper, Student Information Systems Coordinator, LÁU, WELNEW Tribal School*

*Keri Blacker, Regional Principal – Teacher Certification, FNEsc*

Effective and appropriate record-keeping is a fundamental part of school operations. Maintaining records is an important part of a school's efforts to: track student progress over time; record credits earned toward graduation; monitor student attendance; ensure smooth transitions when there is staff turnover; enable a continuation of services if a student transfers to another school; coordinate school-based and community services; and maintain accountability for services and programs provided to students. The First Nations Schools Association and First Nations Education Steering Committee have prepared a Handbook to assist schools with maintaining student records. In this workshop, you'll hear first-hand from a Student Information Systems Coordinator with regard to maintaining a filing system and build your own template file to take back to your school.

### **Supporting Students Who Have Exceptionalities (1D 2D)**

*Aimee Beauchamp, Director, Special Education Programs, FNEsc*

*Kyla Blair, Senior Manager, Special Education, FNEsc*

*Sarah Wex, Senior Manager, Special Education, FNEsc*

FNEsc Special Education Program (SEP) staff will share the key aspects and considerations for supporting students who have exceptionalities, using the new guide – *Supporting Students Who Have Exceptionalities: A Discussion Guide for First Nation Schools*. They will discuss the concept of inclusion as it relates to students with exceptionalities, school-wide approaches to providing support, and the intersection of universal and essential supports. They will also discuss effective roles and responsibilities for both individuals and communities in supporting students who have exceptionalities.

### **Technology for the Ages (3J 4J)**

*Shannon Rerie, Teacher, Sxoxomic Community School*

This is a quick rundown of a variety of different technology tools available on the internet that the presenter has compiled over the years to help teachers in the classroom. Resources include everything from brain break activities to online tools that help with curriculum and content to relationship building. See the tools that can support you in the classroom on a day-to-day basis, which also help improve classroom attendance, and tools that can be pulled out occasionally when needed.

### **Thinking Classrooms: An Introduction (1B 2B)**

*Ryan Hanley, Principal, Esk'etemc / Sxoxomic Community School*

While conducting research in 40 classrooms in 40 different schools, Peter Liljedahl made an observation: "In a typical one-hour lesson, 75% - 85% of the students exhibited non-thinking behaviours for 100% of the time. The rest of the students exhibited non-thinking behaviours for all but 8-12 minutes of time." This issue led Liljedahl and the teachers he worked with to develop a series of practices designed to get 100% of students thinking for a much

greater percentage of time during each lesson. The goal of this workshop is to model the first three practices. It will give you practical strategies you can take into your classroom to implement right away.

### **Transitions: Preparing Youth for Post-Secondary and Careers (3D 4D)**

*Rob Matthew, Principal, Chief Atahm School*

*Mandy Marcy, Specialist, Graduation Programs, FNEESC*

*Joe McHale, Senior Manager, Secondary Graduation and Adult Education, FNEESC*

In this workshop, participants will learn about the Adams Lake Band's program using the FNEESC planner, *Guiding Your Educational Journey: A Handbook for Parents and Students* and the BC WorkBC publication, *BC's Career Guide for Indigenous People*. The two resources were followed up with post-secondary education presentations in our community, individual family sessions, and field trips to UBC-Okanagan and a major job site in Kelowna. Mandy Marcy will present on Accessing Credits for the BC Graduation Certificate. Participants will be provided with the planners and useful planning web links.

### **Using Collaboration and Student Empowerment to Manage Multigrade ADST Classrooms (1K 2K)**

*Blake Wolter, High School Teacher, Skeetchestn Community School*

Teaching Applied Design, Skills, and Technologies (ADST) for multi-grade classrooms can be especially challenging, as skill levels differ radically and require a great deal of hands-on learning. This workshop will show examples and discuss solutions for creating wonderful, easy lessons that can be enhanced with student mentorship opportunities. If time permits, we can discuss different issues teachers are having, from tech troubles to maintaining classroom engagement.

### **Utilizing Supports and Services to Develop an Effective Special Education Program (3L 4L)**

*Aimee Beauchamp, Director, Special Education Programs, FNEESC*

*Kyla Blair, Senior Manager, Special Education, FNEESC*

*Sarah Wex, Senior Manager, Special Education, FNEESC*

FNEESC Special Education Program (SEP) staff will discuss a variety of supports and services available to First Nation schools. They will explain how these supports can strengthen Special Education Programs through the development of clear frameworks. This workshop will also provide an overview of policy development for SEP Programs, SEP funding, coaches and specialists, and utilizing assessments. There will also be time for questions and answers related to Special Education Programs.