



MVHS 2016/2017 Annual Reports

Ashley Julian

FN Cultural Transition Coordinator

School Name: Miramichi Valley High School

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Targets

- Student Leadership
- Mental and Cultural Wellness
- Social Emotional Wellness
- Teacher Support and Resources
- TRC Recommendations
- Transition

These targets will be met through various initiatives and coordination of events: Community engagement will always be a key pillar to the CTC program along with extracurricular involvement, transition support, team teaching, curriculum enhancement, professional learning, presentations, cultural activities, holistic approach to student advocacy and intervention work, detailed reporting and data collection.

Transition

Mentorship Program

MVHS has developed a mentorship program for First Nations students entering into grade 9. Students are paired up with interested staff members, this year, 2016-2017 we have 37 mentees and students paired up. Staff Members become anchors for students and check in with students on a weekly/bi-weekly basis in order to support, provide clear advice and help the student to be successful at MVHS.

The vice-principal Scott Jamieson, John Fletcher and CTC have met with the grade 9's and Mentors separately to check in, asking questions and receiving feedback. We asked the grade 9's they liked about high school, what makes it easy for them here, how they are doing academically, and what challenges they may be having. We asked what they like to see improve, what isn't here at MVHS that could be, and we talked about higher education.

- Grade 9 Feedback: 6 of the students are not accessing their mentor and 4 students claim they do not know their mentor but wanted one, out of the entire group 3 students check in with their mentor once and 10 students access their mentor.
- Mentors Feedback: Difficult to meet with students outside class time, nor is student part of home room, there is difficulties establishing a connection from the start or there continues to be a disconnect between mentor and mentee, some mentors are meeting with more than 1 student

To kick off the New Year, MVHS arranged for a pizza potluck for mentees and mentors to get together to reflect on previous semester and plan strategies for upcoming semester. Feedback: it

is noted that mentors and NEAT team suggest that there be a five day introduction between mentor and student at the beginning of the school year to establish trust and communication. This can be through revisiting students, networking session on setting goals and ways of getting involved at MVHS, and finally ending with a pizza party.

Vice Principal Visits Grade 8's

Our vice principal, myself, guidance, and selected teachers visit grade 8's from MVHS feeder schools to answer any questions, speak to the extra curricular activities, introduce guidance staff for course selections, and introduce myself to discuss all the cultural opportunities.

This year during April and May, grade 8 students from Esgenopetitj and Eel Ground have been visiting MVHS to become accustomed to classrooms, bells, and schedules. They will in total have visited MVHS for 1 full week.

Cultural

- Utilizing the Cultural Room and Area, this year there has been drumming practice, hand drum making with music class, dream catcher workshops, beading, smudging, and feasts that have taken place.
- MVHS hosted the Teepee take down, move and set up. During this day there was ceremony and drumming done during the process of setting up poles, and dressing the teepee with women songs, during this day we had moose meat tasting in the cultural room, and gave out more than 80 sloppy joes made with moose burger and moose stew during lunch. This day also included drumming from the MVHS drum group and prayer from local elder.
- As part of the Sisters of Shades initiative, MVHS participated in the completion of feather for our women, they coloured feathers and answered question regarding how to keep women safe, in one ward, what makes a women in their life special, what has a women in their life taught them, how they show compassion, and how they show non-violence within their communities. During these sessions with Grade 9 and Grade 10 English/Language Art Classes, I offered them a lesson on Murdered and Missing Indigenous Women, girls, children, transgendered, and two-spirited people, showing a documentary and talking to racism and oppression. I smudged the students and together MVHS completed 163 feathers.

MVHS Mawio'mi

MVHS Mawio'mi, "embedding cultural pride within our communities", this month included preparation for the powwow, hiring drum groups, MC, head dancers, and catering. I invited dancers, elders and local First Nation schools. Mid February included completed cheque requisitions for paying dancers, also had to purchase water, tobacco for elders, fruit, 1000 silicon bracelets for everyone participating, 100 MVHS FNEII mugs for give away items, dollar gift cards for potato dance winners, and toys for kid's giveaway, and we had 30 t-shirts made for volunteers and for spot dances. Teachers were invited to participate throughout the day; the

whole school was invited to grand entry, and then afterwards invited by grade hourly. During lunch at the Mawio'mi we requested donations of school supplies and hosted a school round dance, after each song we gave away school supplies to the students.

Student Leadership

First Nation Student Committee (FNSC)

Beginning of September we hosted self-nomination process to create the First Nations Student committee. Each position after elections included Grade 9 to Grade 12, the roles of the FNSC are to meet twice a month, advise and work closely with CTC, attend NEAT meetings, lead and coordinate the delivery of cultural activities and events, increase FN presence at MVHS, and strengthen cultural pride, serve to advocate each grade and other duties assigned. This year 10 students ran in the elections and the FN students voted for four candidates. This year the FNSC self-nominations will begin at the start of May and elections will be held at the end of May. One feedback we received was to ensure that community representation was equal, therefore voting from both communities vs. having a student committee all from eel ground.

Student leadership Teaching MVHS Day Care

One member of the First Nation Student Committee organized to have the MVHS play school involved in teepee teachings and taught how the teepee is like a home to Aboriginal people and we respect our home, this followed by a smudging ceremony and songs. The children then went inside and were able to colour their own teepee templates, add sparkles which was then cut out and taped onto 3 sticks to stand like a teepee.

Social Emotional Learning

- Having an office located in guidance allows me to have interactive sessions with students. This year some discussions included: goal setting, advise for quitting smoking, healthy relationships, and learning how to think positive.
- Attend and support First Nation students apart of the LGBTQ group at MVHS. This group has invited transgendered people to put on workshops, host discussions, and I offered to be an anchor for students to reach out to.

Making Waves

Took MVHS students to the Anchor in Richibucto, to attend the Making Waves/Vague par vague, which is a provincial relationship violence prevention program. Since 1995, they have been raising awareness and empowering teens throughout New Brunswick to truly make a difference in their schools and communities. The government of New Brunswick has specially funded this second Making Waves conference specifically to be delivered to First Nation students in our province. Participants will be engaged in interactive workshops to learn about abuse in relationships, healthy and unhealthy behaviours, social media, self-esteem, effective

communication, personal boundaries, and how to help friends involved in difficult relationships. At the Making Waves conference, the MVHS and Bonar Law school teams developed an action plan, to raise awareness within our schools and communities for the upcoming year.

Community Engagement

FN WE DAY

First Nation We Day was rescheduled due to snow storms and limited numbers as storm continued. We day was designated to constant First Nations We Day planning, organizing, meetings, working to ensure all schools/principals/chiefs and councils/education directors/local First Nation organizations/and communities were aware of the event we intended to put on. We Day planning took many people to sending emails to principals, arranging busing for travel, contacting facility for venue, organizing the tech people, having the publications and promotional material ready to go, ordering t-shirts, hand bags, stress balls, inviting booths, inviting speakers, MC's, keynote, and bands. This event required a lot of our hard work and dedication.

Community Engagement

- Red Bank School program organizers met with me to discuss how to offer shawl dancing during their wellness Wednesday, and finding different ways to teach shawl dancing.
- Natoaganeg School invited me to help conduct their year end graduation, I choreographed boys drumming and girls shawl dancing during their graduation
- Natoaganeg invited me to attend and help present awards at their awards banquet to students in the evening at the band hall.
- Natoaganeg Health Center hosted a pizza party for Eel Ground students to gather information and ask questions related to health, after school activities, nutrition, and access to gym activities in the community

Student Engagement

- Roc your Mocs Campaign, encouraged students and teachers to rock their mocs every Tuesday, and on National Rock You Mocs Tuesday in November, MVHS held prizes for those who rocked their mocs. The Rock Your Mocs movement is a worldwide initiative and it's easy to participate by wearing moccasins to schools, to work or wherever our day takes you. Rock Your Mocs is a fun way to unify Native American, Aboriginal, First Nations, Alaskan Native, Indigenous, Metis, and Non-Native allies globally through internet social media. Participants can post their photos for everyone to enjoy using hashtags: #RYM2016 #ROCKYOURMOCS #ROCKURMOCS #Moccasins
- Residential School Survivor Week, our FNSC decorated a wall full of information, encouraged teachers to show their students the documentary "we were children", offered smudging ceremony to students, cutting out small orange t-shirts from felt to hand out. Everyday on the announcement, they recognized survivor week and had a moment of silence after the playing of

O'Canada. The last day of Residential School Survivor Week was Orange Shirt day, during this day, the FNSC displayed Residential School books from the library, there was a student/teacher draw for 10 Orange shirts with the statement "every child matters", students handed out the cut out shirts in the morning, during lunch we had a smudging ceremony and wrote sayings to survivors on orange balloons and released them, followed by cake and happy birthday song sung for all the survivors that did not have a chance to celebrate.

- MVHS First Nations Student committee hosted the International Day for the Elimination of Violence Against Women, November 25, asking students and staff to please join in by taken action and being involved in wearing a White Ribbon, this honoured international day for the elimination of violence against women and men and to stop domestic violence. Each class received white ribbons to take a stand, and the FNSC created an information wall to hang at the entrance of MVHS.

MVHS WE DAY

MVHS We Day was hosted to celebrate the 150 Years celebration of Canada. I was invited to come up with a segment based on Reconciliation. I invited students from the First Nations Student Committee and FN students to do opening remarks and read poems by Rita Joe, we've invited the MVHS drum group to open with the honour song, followed by a dance from the Nataoganeg Butterfly Dancers, and for the first time in the four years the students had the opportunity to witness a residential school survivor speak to them, we ended our reconciliation segment with the forgiveness song by Pikun.

Native Education Advisory Team (NEAT)

The NEAT meetings at MVHS comprised of Enhancement teachers, education directors from Esgenopetitj, Metepenagiag, and Natoaganeg, MAWAI council and North Shore District council, Cultural Transition Coordinator, First Nation resources, Anglophone north district staff, and First Nation Student committee. NEAT facilitates and provides advice on initiatives and identify community issues that impact education. NEAT meets once a month.

Curriculum and Teacher Support

- First Semester, provided ongoing support with the facilitator of the online Mi'kmaq course. As a Mi'kmaq speaker it allowed me to support students learning and bring the language into the classroom to assist with online learning, as some students struggled with the technological learning.
- First and Second semester, taught storytelling to the English classes, discussing the 7 sacred grandfather teachings and white buffalo calf legend. I brought in 14 Mi'kmaq creation stories books to allow students to use to create their own stories. Stories allowed me to share a lot about the Indigenous ceremonies and cultural practices
- Embedding cultural inclusion in classroom, I've invited teachers to order off the Native Reflections catalogue.
- Ms. Clair and I organized a hand drum making workshop with the Music class students, 9 students both First Nation and Non-First Nation participating and it was well received.

The completed hand drums will remain in the Cultural/Native room for future drumming lessons, activities, and ceremonies. During these two-day, Lorraine and I also took down the teepee shell to dry and store away for the winter.

- First and second semester, held smudging ceremony and dream catching teachings workshop for international students and Chinese exchange students with their dream catchers that they made, teaching what they made and the significance and honour of the dream catcher, we smudged the students, smudged the dream catchers and had a talking circle and shared songs on the hand drum
- Substitute Ms. Clair's two Mi'kmaq language and cultural classes, taught both classes on the structure of powwows and powwow dancer categories
- Medicine Wheel workshop for the grade 8 students from Esgeenoopetitj and Nataoganeg, this is part of introducing myself as an anchor for students coming here next year and sharing a cultural workshop and activity to give them an understanding of their social skills, work skills and where they fit on the medicine wheel

District North Work

- Invited to JMH to put on a full day workshop with the International students, this day included dream catcher teachers, it included a potluck and smudging ceremony to complete the day
- Invited to "100 years of loss" expo at Max Aitken Academy to help host expo, expo included MVHS drum group, MVHS student reading Rita Joe poem "I lost my talk" and opening prayers from elder Jeannie Battiboque, I sang the song "Forgiveness" by Pikun, and residential school survivor Margaret Ward Barnaby from Eel Ground shared her stories and TRC recommendations, followed by opening remarks from the district and ministry and chiefs, afterwards guest were invited to explore the 100 Years of Loss display
- Invite to present medicine wheel workshop at Max Aitken Academy to middle school students, gave three presentations as part of the 100 Years of Loss display

Career Education/Post-Secondary Guidance

Post-Secondary Career/University Application

The transition initiative invited Grade 12 students who plan to apply for post-secondary. On behalf of the First Nation Student Committee, they paid for the catered lunch for 30 people including students and career advisors. We had 15 students in attendance that applied for post-secondary institutions. Attending our event included the armed forces, Cheryl Ward from Eel ground and NBCC advisors. I presented the students with the list of universities, community colleges, and career paths information during lunch. We did a quick activity that asked them, how far do they want to live away from home, how much do they hope to make for income, what do they enjoy doing the most, what is their favourite past time activity, and what career do they wish to pursue. After lunch, we invited the grade 12 students into the computer lab where we all assist in the completion of their applications. Once completed we wrote financial support letters

to MAWIW Council and North Shore Micmac District Council to cover the cost of application fees, this money was paid directly to each institution.

Resume Building

Throughout the academic year, students have come for help building their resumes.

Aboriginal Career Expo

Grade 12's invited to Aboriginal Career expo, the expo was set up outside the cultural area, including community colleges, universities, and career booths, at the end students were treated KFC for lunch and were invited to a keynote speaker to talk about career choices.

Professional Development

- Professional Learning Enhancement Team workshop at the district office
- Trauma workshop and training held by the district at JMS
- FNEII Cultural Transition Coordinator networking meetings to share activities and assist each other in data reporting and budgeting.
- FNEII Community Dialogue: Planning for Student Success conference in Moncton introduced FNEII, and provided discussion panel to answer three questions by education educators, chiefs, and youth 1) what skills and knowledge do we want FN students when they graduate? 2) Insure FN students acquire the skills and knowledge required to graduate High School? 3) Role of Community? Role of FNEII? Once the answers were shared with us, the panel was followed by talking circles in groups of chiefs, directors, educators, elders, and youth.

Eel Ground

Workshop on children targets and anchors, working on the dynamics around having anchors available and accessible for students. Notes from workshop:

- Avoid terms like "at risk" and "marginal", use terms like "Thinned-webbed" as students are falling through the cracks
- Kids need at most 5 people of support (anchors) at school
- Webs of Support – introduced through a workshop on coloured bracelets
 - o Red: Rule of 5 = 5 key adults (anchors)
 - o Orange: Tangible (touch) for concrete, measureable, and supports
 - o Yellow: Intangible (invisible) for values and virtues
 - o Green: growing the balloon, i.e. growing the youth (shapes and sizes)
 - o Blue: Scissor cuts, actions and attitudes that destroy the web
 - o Indigo: Care for the carers, thanking the anchors, stress reduction and staff wellness – stress = burnout, compassion fatigue "cost of caring"
 - o Violet: Social norms (Family, Community, School)

Data Collection

Appendix A

Financial Activity (Detailed Monthly Report)

Appendix B

Student Perception Survey

Appendix C