



Central Okanagan
Public Schools

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal:

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)
[Spirals of Inquiry Playbook](#)
[Equity in Action Agreement](#)



Equity in Action Agreement
for Truth & Reconciliation
2020 - 2025



Sheldon Louis / KSS Art Students / Timothy Meyer, Art Teacher
KSS Mural Project

Fostering Indigenous student success through the lens of equity



Central Okanagan
Public Schools
Indigenous Education





School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

School

Peter Greer Elementary

School Year

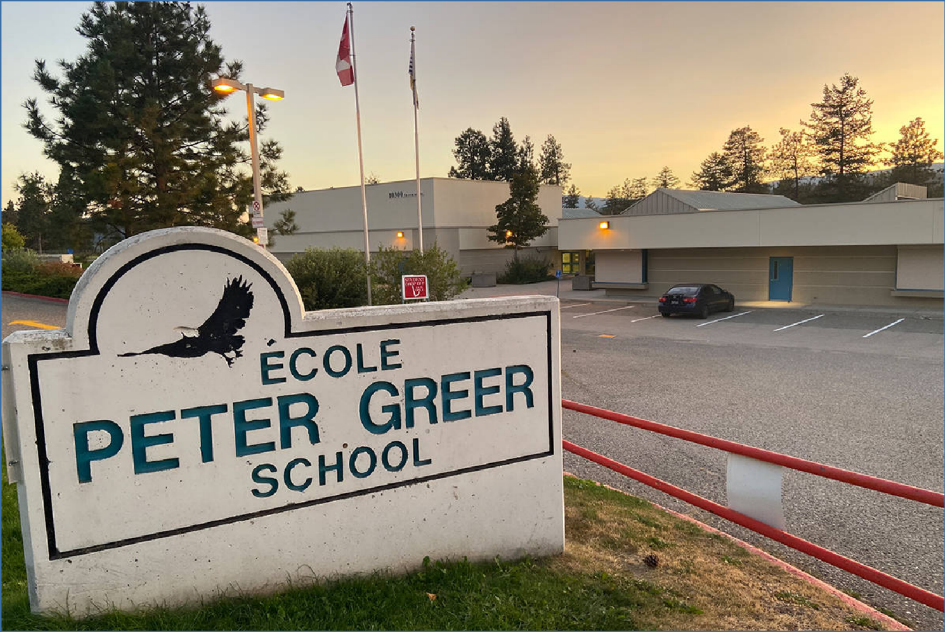
2024-2025

Principal

James Minkus

Vice Principal

Tracy Kuzik



Student Population

391



Children in Care

3



School Level

Elementary School



School Type

Dual Track French Immersion



ELL

19



SPED

34



Grades

K Gr.1 Gr.2 Gr.3 Gr.4 Gr.5



Administrators

2



School Based Teachers

22



School Based Support Staff

9



Indigenous

65



Family of Schools

Mission\Lake Country Family of Schools



School Learning Story

Background

Welcome to Ecole Peter Greer Elementary School. Our school is nestled in the rolling hills of Lake Country overlooking farmlands, orchards, and the beautiful vistas of the Okanagan Valley. Designed in 1992, the building has a modern and spacious layout that allows for open work spaces and individual classroom areas. The entrance foyer, the library and the much-loved aquarium are at the central core of the school and extend a warm welcome to all who enter. Ecole Peter Greer School is a K-5 dual-track (English and French Immersion) school with an enrollment of approximately 380 students as of October 2023.

We have 18 divisions (11 in English and 7 in French), and 18 classroom teachers, 13 teachers who provide support (Teacher-Librarian, Learning Assistance, Prep, 2 Inclusion Teachers, Indigenous Advocates, and an ARC Programs Youth Support Worker), 11 Certified Education Assistants, 2 Clerical Staff, 3 Custodians, and a Vice Principal and Principal.

There are 161 students in French Immersion and 228 in English. After Grade 5, English and French Immersion students will transition to Ecole H.S. Grenda Middle. Teachers, support staff, parents and administration at Ecole Peter Greer School are a very dedicated, professional and cohesive group. We encourage you to come and pay us a visit!

For the last 11 years, the school has had, as a primary focus area, the social-emotional learning of students. It started with a small collaborative committee that met regularly to talk about strategies and structures to support learning in this area. We also implemented different programs like Play is the Way, Zones of Regulation, etc. Over this time, we noticed that there was little 'transfer of learning' with these programs into the core instruction of classrooms. As a result, we have shifted our thinking about the best way meet the social-emotional learning needs of our students.

We regularly survey our students on how they are doing. Most recently, all our grade 5 students completed the Middle Years Development Survey (MDI). The questionnaire includes questions related to the five areas of development that are strongly linked to well-being, health and academic achievement. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop and maintain friendships, and make thoughtful decisions.

A big piece of learning for us all was developing a shared understanding that “regulation happens through confidence in learning” (K.Jacobs) and when students feel a strong sense of belonging. The MDI is one tool we have utilized to measure our school growth in this area. Although middle childhood is a time of risk, it is also a time of opportunity. This survey aligns perfectly with the information we are currently gathering from parents around student well-being, social-emotional learning, and connectedness. Our School Based Team had over 85 meetings with parents last year and in the past, the focus was most often academic in nature. Today, the focus of these meetings is increasingly on social-emotional learning, and well-being/mental health. The good news is most of our students reported favorable results on these surveys compared to the same survey done in previous years.

This learning, coupled with the challenges of the Pandemic, have forced us to identify focus areas related to core foundational reading and writing skills, and positive relationships amongst staff, students and parent. We will share more of this in the subsequent sections/tabs of this plan.

School Scan

How we will gather Evidence

Of all the data we have scanned, it is apparent to us that elementary school should never never stop teaching students 'how' to read! Over the last three years, more teachers have seen the value of assessing reading using the PM Benchmarks tool at least once every term. Building on that, we now have all our teachers in K-5 checking our data storage tool - EdPlan Insight - not only once each term for the formal class reviews, but also when they are looking for more in-depth information on student reading scores.

We started to refine our Response to Intervention (RTI) structure three years ago starting with our 1/2 English classes and noticed by the end of the year how this structure literally changed life trajectories for children. Students expressed so much joy and confidence in seeing their reading scores increase from where they started. We’ve been rolling out the RTI framework for our whole school in the last two this years for both classroom teachers and support staff and observed substantial literacy gains schoolwide (cue term 2 class reviews and a 16% reduction in tier 3 students).

We want to express our gratitude to our teachers and School Based Team. Classroom teachers are constantly reading with their kids and we feel so excited when we walk from class to class and see small group instruction happening everywhere - this is how we give kids the next steps to their learning. And all support team members (basically everybody who is not a classroom teacher), we see reading with kids on a regular basis - this helps classroom teachers get to the “7 hits per week” with their tier 3 kids... this is the work that changes lifetime trajectories and huge behaviour issues at future grades. We feel so proud of the work that is happening at PGE.

For the first time in a long time, teachers are excited to look at EdPlan Insight throughout the year to see where the data lands. This year, we will continue to disaggregate data so that we are ensuring learners with diverse needs, Indigenous students, and learners in care are prioritized.

Type of Student learning	Description	Trends and Patterns
Student Achievement Data	Foundation Skills Assessment	Some of the data is useful, but it occurs only once per year and with only the grade 4 cohort. 2023 Results: a) 57% of students are on track or extending for literacy. b) 85% of students are on track or extending for numeracy. c) 84% completion rate.
Student Learning Surveys	BC Ministry of Education Student Learning Surveys	Some data is useful but we find the MDI better designed with better questions leading to more reliable and valid data.
Other	MDI (Middle Years Development Index)	Most recently, all our grade 5 students completed the Middle Years Development Survey (MDI). The questionnaire includes questions related to the five areas of development that are strongly linked to well-being, health and academic achievement. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop and maintain friendships, and make thoughtful decisions.
Student Achievement Data	PM Benchmarks for Reading	Building on that, we now have all our teachers in K-5 checking our data storage tool - EdPlan Insight - not only once each term for the formal class reviews, but also when they are looking for more in-depth information on student reading scores.
Student Achievement Data	Report Cards	Additional information for our team to consider as we go through the Spirals framework for school planning.
Student Achievement Data	GB Plus for French Immersion Reading	

Student Learning Priority 1

Focusing

▲Patterns and Trends from the School Scan

This year, our teaching staff have decided to focus on writing as our number one priority. This year, our teaching staff have decided to focus on writing as our number one priority. Last year, teachers started collaborating around improving writing, especially in grades one and two. Our primary teachers have already started work on implementing Story Workshop to support this focus area. Staff have created a 'Loose Parts" library, with the help of the District's Early Learning Team. Anecdotal evidence suggests that many reluctant writers have benefitted from this approach. Staff are also implementing Adrienne Gear's Powerful Writing Structures and will be reviewing and updating our school-wide scope and sequence for writing.

▲Student Learning Goal 1:

Improve writing skills in grades 1-5.

Connections to [BC Curriculum](#) and our [Central Okanagan Public Schools Strategic Plan](#)

▲Foundational Skills

Literacy

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Quantitative	Early Learning Profile GB Plus (French) Foundation Skills Assessment	We will ensure our Tier 3 and 2 Indigenous learners are reading to an adult 5 - 7 times per week. School FSA Results broken down into categories - "All, Indigenous, French and English'
Qualitative	Report Card Proficiency Scales Report Card Comments	Implement Elders in Residence Program with Okanagan Indian Band
Quantitative	Implement new digital based Early Learning Profile (ELP 2.0) using ESGI application.	French Immersion teachers have started this transition from the previous ELP and English teachers will need to decided when they will transition.
Quantitative	Draft Intermediate Writing Continuum	



Taking Action and Learning

Leading Professional Learning

We have worked with the District's Collaborative Learning Services and Early Learning Teams to implement writing strategies in all our grade 1 and 2 classrooms.

School Level Strategies Structures

This year, our teaching staff have decided to focus on writing as our number one priority. Last year, teachers started collaborating around improving writing, especially in grades one and two. Our primary teachers have already started work on implementing Story Workshop to support this focus area. Staff have created a 'Loose Parts" library, with the help of the District's Early Learning Team. Anecdotal evidence suggests that many reluctant writers have benefitted from this approach. Staff are also implementing Adrienne Gear's Powerful Writing Structures and will be reviewing and updating our school-wide scope and sequence for writing. Teachers in grades 3-5 have been keen to start collaborating on writing for the last few years. We dedicated several lunch and learn sessions with a group of teachers and we dedicated our Implementation Day to this focus area. We will be looking at the district's draft Intermediate Writing Continuum as well as looking at the work of Melanie Meehan and her book "The Responsive Writing Teacher."

We have also formed a Writing Goal Committee to unpack the district's new draft Intermediate writing continuum and study the book- The Responsive Writing Teacher. The team has been released for 1/2 day school-based in-services to work on the following:

- defining the intention of the writing continuum (for student growth/T assessment...)
- deciding how PGE will gather data to show student writing improvement
- update PGE Writing Continuum that reflects current practice and language

The school team has also developed a writing continuum 'clothesline' to assist teachers in planning and assesing student writing activities.

We also have members of our school team participating to the development of a Writing Instructional Guidance Framework for our district. This initiative comes in response to feedback from educators during our district-wide engagements, where many expressed a need for more guidance and professional learning on writing instruction. There are our day long in-service sessions scheduled for the 24-25 school year.

Classroom level Instructional Strategies

Other classroom based structures and strategies:
Student Voice and Choice
The Daily 5
Guided Reading
Story Workshop
Provocations
Class Meetings

District Strategic Plan - Priorities	Description
District Strategic Plan - Equity & Excellence in Learning	

Resource Type	Resource Description	Estimated Budget
Learning Resource		10000

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority

Overall, we achieved:
a 27% increase in the number of students meeting expectations in reading in 2021.
a 45% increase in the number of students meeting expectations in reading in 2021. This statistic is the same for our Indigenous learners.
Staff agree that improving reading needs to continue, especially coming off the pandemic.

Recommendations for next steps for this School Student Learning Priority

Introduce Story Workshop and UFFI strategies to supplement our efforts in reading at the primary level.



Student Learning Priority 2

Focusing

▼ Patterns and Trends from the School Scan

We will continue our focus on core literacy skills to ensure the students have the skills needed to support the development of their core competencies. We will do this using a Response to Intervention (RTI) model to support guided reading in every primary classroom.

▲ Student Learning Goal 2

Continued reading success in grades 1-5.

Connections to [BC Curriculum](#) and our [Central Okanagan Public Schools Strategic Plan](#)

▲ Foundational_Skills

Literacy

School

Peter Greer Elementary



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Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Quantitative	PM Benchmarks (English) GB Plus (French) Foundation Skills Assessment	



Taking Action and Learning

Leading Professional Learning



We have worked with the District's Collaborative Learning Services and Early Learning Teams to implement reading and writing strategies in all our grade 1 and 2 classrooms. Staff have participated in workshops on 'The Science of Reading.'

School Level Strategies Structures



School

Peter Greer Elementary



School Community Student Learning Plan



Central Okanagan Public Schools

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Taking Action and Learning (cont)

Classroom level Instructional Strategies

- Voice and Choice
- The Daily 5
- Guided Reading
- Story Workshop
- Provocations/Loose Parts

Connections to the priorities in the District Strategic Plan and/or Equity in Action Agreement

District Strategic Plan - Priorities

Description

District Strategic Plan - Equity & Excellence in Learning

Resource Type

Resource Description

Estimated Budget

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority

Our Response to Intervention (RTI) team meets bi-weekly to review all sources of available qualitative and quantitative data. Our Intermediate teachers are looking forward to piloting the new School Wide Writing Assessment.

Recommendations for next steps for this School Student Learning Priority

Complete a Scope and Sequence for writing and pilot the district's new writing assessment.

School

Peter Greer Elementary



School Community Student Learning Plan



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Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan

Students will acquire the tools to recognize and regulate their emotions, show empathy for others, show kindness to others, and establish and maintain relationships with others to support these goals. We have a SEL Team that meets monthly to work on this priority.

We will work alongside teachers to build structures and strategies whereby Social-Emotional Learning (SEL) is integrated into instruction and daily practices. We will co-plan, co-teach, and co-assess self-regulation lessons, create resources, and explicitly teach SEL skills such as self-management, self-awareness, social awareness, strong decision-making, and positive relationship building.

Student Learning Goal 3

Build social-emotional resiliency K-5.

Connections to [BC Curriculum](#) and our [Central Okanagan Public Schools Strategic Plan](#)

Foundational Skills



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Qualitative	Middle Years Development Index (MDI)	
Qualitative	School-Based SEL Empathy Interviews and Surveys	
Qualitative	Student Learning Surveys	



Taking Action and Learning

Leading Professional Learning

Lake Country Communities of Practice

School Level Strategies Structures

- Book Club - The Anxious Generation
- Student Leadership Program (spirit days, assembly helpers, composting, special events, hampers etc.)
- Resumption of Field Studies
- Family Gatherings (Asemblies)
- Music Program with Ms. Carr
- Cross Country Running Club
- Volleyball Club
- Basketball Club

School

Peter Greer Elementary



School Community Student Learning Plan



Central Okanagan Public Schools

Together We Learn

Taking Action and Learning (cont)

Classroom level Instructional Strategies

- Voice and Choice
- The Daily 5
- Guided Reading
- Class Meeting

Connections to the priorities in the District Strategic Plan and/or Equity in Action Agreement

District Strategic Plan - Priorities	Description
District Strategic Plan - Equity & Excellence in Learning	

Resource Type	Resource Description	Estimated Budget
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Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority

We have an SEL Team that annually surveys and conducts empathy interviews with staff and students around this learning goal. Empathy interviews revealed that students feel and seek out connections and relationships with peers and adults. Their learning is more meaningful when it is fun and done through play. They enjoy collaborating but don't always connect their own learning when collaborating with peers.

Recommendations for next steps for this School Student Learning Priority

Staff continue to seek out more structured, regular collaboration time so they can design high quality learning opportunities to meet the needs of the students.



Foundational Skills



Patterns and Trends from the School Scan



PGE is located in the unceded, traditional, and ancestral territory of the Syilx Okanagan People and we are next door to the Okanagan Indian Band territory (Duck Lake Reserve). It is important for our staff and students to maintain a positive relationship with these community members.

Student Learning Goal 4



Maintain positive relationships and connections amongst staff, students, parents, and the community (including our local Syilx people and Okanagan Indian Band).



Type of Evidence	Short Description	Consideration of Equality Inclusion
Qualitative	Change is in the Air Inquiry Welcoming the Salmon Inquiry	
Quantitative	School-Based SEL Empathy Interviews and Surveys	Lake Country Communities of Practice - empathy interviews with grade 4/5 classes and grade 2 French Immersion class. Looking to reimagine educational practices to build connectedness, play, fun, and collaborative learning for students.
Qualitative	School-Based SEL Empathy Interviews and Surveys	Look for connections in what we are teaching to the 94 Calls to Action. Continue to foster relationships with OIB and Indigenous community.
Qualitative	Students will be provided opportunities and participate in support services within the school and with outside agencies (i.e. Jordan's Principle).	Students will be provided opportunities and participate in support services within the school and with outside agencies (i.e. Jordan's Principle).

Leading Professional Learning

PGE is located in the unceded, traditional, and ancestral territory of the Syilx Okanagan People and we are next door to the Okanagan Indian Band territory. It is important for our staff and students to maintain a positive relationship with these community members.

In March 2023, PGE admin presented the Parent Advisory Council (PAC) with an idea to collaborate with Syilx artist, David Wilson Sookinakin, to reimagine the clipart eagle image that dons the school gym, the uniforms and all the branded material—a reminder of the colonial present. Together they collaborated to apply for a grant from the Artist in the Classroom Program and were successfully awarded \$8,000 for the project.

The project is a collaborative effort between teachers, our Indigenous Advocate Rose Alexis, and our PAC. We hope that by weaving together art and story, students will come to gain a deeper appreciation not only about this space and place but also the importance of eagle. The deliberate scaffolding of the project will help students to work towards co-created projects and an opportunity to display their work in the school—a reminder of the student’s and school’s commitment to reconciliation.

Working with David, and local storytellers, we would like to introduce students to captik?l, a collection of teachings about Syilx Okanagan laws, customs, values, governance structures and principles that, together, define and inform Syilx Okanagan rights and responsibilities to the land. David will provide experiences that support students as they navigate the ideation process, providing technical instruction to realize their works. Students will also collaborate with peers, creating a cohesive body of work that intersects with the learnings from the captik?l. The students and artist will also co-create a piece of artwork that can be displayed at the school. Students will also have opportunities to hear stories about eagles from our Librarian, engage with provocations boxes and loose parts to explore their own understanding about eagle and their habitat. There will also be an exhibition where student artists will have the opportunity to speak about their work.

A big thanks to the PAC for their support with this grant! PGE was also the recipient of the Partnership Recognition and Exploration Fund from UBC in the amount of \$1,500 to bridge small resource gaps, enabling community partners to forge reciprocal relationships with the university. Funds from the Partnership Recognition and Exploration Fund will be used to support the Co-Creating a New Understanding of Eagles.

School Level Strategies Structures

- Lake Country Communities of Practice
- Changes is in the Air and Welcoming the Salmon Inquiry Projects and Art Unveiling Event
- David Wilson Sookinakin’s teaching about Okanagan pictographs and viewing his art. Students created their our own art pieces on rocks of important Okanagan animals and features. PGE Art Trail.
- Welcoming the Salmon (2024-2025)
- PAC Harvest Social
- PAC Family Fun Fair
- Primary Sports Day
- Acknowledge Okanagan Syilx Territory as a regular practice including assemblies, meetings and gatherings and ensure an acknowledgment of the Territory is displayed at each District site
- Locate Silyx and OIB flags to display
- Ensure Nsyilxcen, local Indigenous language used in PA announcements and assemblies
- Display David Wilson Sookinakin's paintings in classrooms
- Students created raw hide poppies for Indigenous Remembrance Day
- Pamela Lange - Eagle and Swan Counts - learning to be good custodians of the land
- Anona Kampe - Storyteller. who shared the story of the Eagle and the Turtle
- Story from Dr Bill Cohen at the Art Unveiling Event
- Drumming and singing the Okanagan Song by PGE students at the GESS graduations

In June 2024, our team met to discuss a continuation of our work in this area. A new theme was chosen, and this year's school-wide inquiry is called 'Welcoming the Salmon.' "Welcoming the Salmon” builds off last year's inquiry titled "Change is in the Air." We will again collaborate with and alongside Syilx artists, chefs, and the Syilx community to deepen students' respect and reverence for the waterways and the salmon.

This work is a demonstration of our school's commitment to Truth and Reconciliation, in particular call to action 63. Educators and leaders in education have a moral and legal obligation to take action for truth and reconciliation. This work shows that our students. our staff. and our community. alongside

Classroom level Instructional Strategies

- Voice and Choice
- Provocations and Loose Parts (Eagle and Salmon)
- Learning on the Land
- Water themed inquiry project with middle and secondary staff and students
- Guided Reading
- Class Meeting
- Continue to embed the First Peoples Principles of Learning in lesson design
- Indigenous Metis Jigging Teaching
- Learning the Okanagan Song
- Chantelle Eustache - Indigenous Chef in Classroom

District Strategic Plan - Priorities

Description

District Strategic Plan - Family & Community Engagement

Resource Type Resource Description Estimated Budget



▲ Reflection on our collected evidence on our impact for this School Student Learning Priority

In 2023-2024, members of the Okanagan Indian Band have shared with our Change is in the Air Team that our work in this area (taking action for truth and reconciliation) has had a profound impact on their feelings towards the school and its past. They shared that they feel we have collectively moved forward in a healing way.

This year, we initiated a school-wide inquiry project titled "Welcoing the Salmon." Peter Greer Elementary is located on the unceded, traditional, and ancestral territory of the Syilx Okanagan People and is surrounded by many different waterways. This project seeks to build off “Understanding eagles through Syilx art and captikʷł” (Artist in the Classroom Grant 2023) to deepen our collective responsibility to tmixʷ/all living things and enlarge our understanding of siwłıkʷ/water to prepare to welcome the salmon. Over 85 years ago there were no salmon swimming in the upper Columbia River. Fast forward to the present day and — thanks to collaborative efforts led by the Syilx Okanagan, Secwépemc and Ktunaxa Nations — and others —the slow journey of the species back to its prominence has begun. “Welcoming the Salmon” is part of a yearlong inquiry bringing together Syilx artists and storytellers to share captikʷł and different artforms. Our goal is to deepen our respect and reverence for the Okanagan waterways and instill a sense of responsibility in restoring the waterways to prepare for the return of the salmon. Students will engage in various artistic mediums. From creating salmon-inspired artworks to preparing traditional salmon dishes, each artistic endeavor serves to honor the cultural significance of salmon and our relationship with this place.

In the fall, we engaged our students in the first part of this project – roasting Salmon over an open flame with Syilx Chef Chantelle Eustache. Students also learned about different salmon inspired dishes (gluten-free, dairy-free, vegan, and vegetarian options will be available) and learned alongside Alfred Snow, an Sylix fishery technician with the Okanagan Nation Alliance.

In January, syilx elders, the Chief of the Okanagan Indian Band, the Lake Country Native Association, and members of the Okanagan Nation Alliance's hatchery program located on the Penticton Indian Band visited the school to deliver 100 sockeye salmon eggs that we will be raising from egg to alevin to fry in an aquarium in the main foyer. Joining them are our drummers performing the Okanagan Song, led by our Advocate Rose Alexis. The development of the Sockeye will be monitored closely by students as the fish will require daily feeding once the alevin button up and develops into the fry stage. We will be participating in the beautiful annual fry release ceremony in May. We are grateful for funding that we received from the Pacific Salmon Foundation, with the help of our PAC, to purchase the necessary equipment to raise fish from egg to fry stage and to the Okanagan Nation Alliance Fish in Schools Program (FiNS) for their support.

In April. and with the help of Art Starts grant funds, we were grateful to learn from and alongside syilx multimedia visual artist Sheldon Pierre Louis. As part of our year-long “Welcoming the Salmon” inquiry project, Sheldon spent the week at PGE to help co-create a school-wide legacy artwork for the school foyer. This piece will deepen our collective responsibility to tmixʷ (all living things) and expand our understanding of siwłıkʷ (water). Students collaborated with Sheldon to craft a canvas salmon using fabric from tipi end pieces. Their individual creations will form part of a larger collective salmon installation, serving as a centerpiece to welcome the salmon home. Pictured below is Leona Simpson, our OKIB Duck Lake friend and residential school survivor. Leona joined one of our classrooms to make her own canvas salmon. She commented that she did not have the opportunity to engage in this kind of activity when she went to school. This artwork will remain at the school as a shared expression of learning, connection, and truth and reconciliation.

▼ Recommendations for next steps for this School Student Learning Priority

Continue to work with the Change is in the Air team to take action towards truth and reconciliation. Our planning team will meet before the end of the year to talk about ahow we can continue the great work in this area.

Assistant Superintendents Reflection And Next Steps

Principal Reflection

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This past year, our efforts in working towards our four learning priorities were carried out in both formal and informal ways. Our first two learning priorities - reading and writing - focus on the core, foundations of literacy.

While work is still being done on our literacy and social emotional learning priorities, however, we made a conscious effort to shine a spot light on our fourth learning priority - connectedness and relationship with our community. In March 2023, PGE admin presented the Parent Advisory Council (PAC) with an idea to collaborate with Syilx artist, David Wilson Sookinakin, to reimagine the clipart eagle image that dons the school gym, the uniforms and all the branded material—a reminder of the colonial present. Together they collaborated to apply for a grant from the Artist in the Classroom Program and were successfully awarded \$8,000 for the project.

The project is a collaborative effort between teachers, our Indigenous Advocate Rose Alexis, and our PAC. We hope that by weaving together art and story, students will come to gain a deeper appreciation not only about this space and place but also the importance of eagle. The deliberate scaffolding of the project will help students to work towards co-created projects and an opportunity to display their work in the school—a reminder of the student’s and school’s commitment to reconciliation.

On March 8, we invited members and elders from the Okanagan Indian Band, students, staff, trustee, senior school district staff, PAC, UBCO Staff, and