



MAJAGALEEHL GALI AKS

COAST MOUNTAINS SCHOOL DISTRICT 82



OUR LEARNERS

- Trilingual School: English, Gitksan and French programs
- 135 students from four bands and four communities
- Engaging best practice in a culturally appropriate manner to showcase our learners history and culture
- 86% of our learners are of Indigenous ancestry



OUR FOCUS

- 1 Self-advocacy and connection to school
- 2 Literacy
- 3 Social emotional wellbeing



CONTEXT

MGA has high expectations for their learners with a value on literacy, self-advocacy, mental health and wellness and Indigenous perspectives. We are located on the traditional unceded territory of the Gitksan in Gitanmaax. Our learners come from several communities and build a diverse student population that focuses on inclusion and strong relationships. We are an inclusive school that provides breakfast to all students and we have our new accessible playground to ensure all learners can engage in social play. We also encourage differentiated learning and inclusive practices in classrooms.

NEXT STEPS

SELF-ADVOCACY

- "How to be a majagaleehl" expectation flow chart
- Community and parent involvement
- Students see themselves in their learning and value their learning
- Trauma informed Learning
- Increased student engagement
- Learning will become meaningful with self-advocacy
- Allows them to set their own goals and expectations
- Encourages growth mindset

INDIGENOUS PERSPECTIVE

- Family involvement
- High expectations and response to instruction intervention to ensure all learners are met where they are
- Physical location of school on Gitanmaax Reserve
- Gitksan Values and culture embedded in school culture
- Connecting with elders through events like Fried Bread Friday
- Visual representations in hallways and classrooms
- Mini feasts and salmon celebrations

LITERACY

- K-3 Literacy focus and support
 - All learners reading by grade 3
- 4-6 Literacy intervention programming
- Play-based learning
- District wide programming: UFLI
- Data driven planning
 - Acadience Assessment and progress monitoring to ensure learner growth
 - Communication and collaboration between staff and parents



MENTAL HEALTH AND WELLNESS

- Safety for all
- Communication between all members (students, staff, parents and community)
- Crisis Prevention Training
- Crisis Intervention Stress Management Team



SOCIAL EMOTIONAL WELLBEING

- Students feel safe
- Students want to be at school
- Students have at least one safe person at school who they feel believes in them
- Restorative justice
- Ensuring all members feel valued
- Extra-curricular activities
- After-school program
- Internal and external counselling services

