



# Indigenous Grad Coach 2 Year Pilot Project

September 2023 – June 2025

Syós:ys lets'e th'ále, lets'emó:t

~One heart, one mind, working together for a common purpose~

# Strategic Plan

## Strategic Plan 2021-2025

Our conceptual framework is designed to communicate the big ideas that we believe about our school district in a visual, holistic fashion.

### Features of the framework include:

The framework is wrapped in First Peoples Principles of Learning (FPPL), using the colours of the cardinal directions of the medicine wheel: White, Yellow, Red and Black. The layers of 'Mission, Vision and Motto' as well as Governance are positioned at the outer edges of the framework, representing the important role of keeping our organization moving in the same direction as outlined by our Vision:

*~Syós:ys lets'e th'dle, lets'emót:~*

(See EYE yees LETS - a - thola LETS - a - mot)

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# Indigenous Grad Coach Foundations

## 3: Community Connections

With an emphasis on connecting with Indigenous families, First Nation Education Representatives, and post-secondary opportunities, the Indigenous Grad Coach can enhance community engagement, promote educational equity, and support students' holistic development and future success.

## 4: Career Counselling

The Indigenous Grad Coach plays a crucial role in empowering students to achieve their career goals by supporting personalized academic guidance, facilitating scholarship applications, and assisting with post-secondary education and employment choices.

## 2: Transitions

Transitions to a new school, program or classroom can be difficult and intimidating for many students. Strategies implemented to provide support early and often during their secondary school careers help students navigate these transitions successfully.

## 5: Academics

A significant role of the Indigenous Grad Coach (IGC) is to introduce themselves to all teachers at the start of each semester, they are taking proactive steps to engage with the educators and families, and to ensure students are on a meaningful path to graduation.

## 1: Relationships & Mentoring

Relationship and mentoring play a crucial role in motivating students, fostering their exploration of possible careers, and supporting various program activities.

## 6: Parental/Guardian Engagement

The Indigenous Grad Coach connects with parents/guardians each term to discuss their children's academic standing and the activities, services, and interventions accessed. As relationships develop communication including concerns or updates on their child's personal or family life situations increases.



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# Indigenous Grad Coach Profile



**Marianne  
Beveridge**



## EDUCATION

- K-12 – Hastings and Prince Edward School Board
- BAH – Queens University, Kingston ON
- MT – OISE, University of Toronto, Toronto ON

## PRIOR EXPERIENCE

- Nelson Mandela High School – Social Studies/English/Social Science Teacher
- Blue Water District Remote School – Senior English Teacher
- Chilliwack Secondary School – Business/Math/Social Science Teacher
- Sardis Secondary School – Indigenous Enhancement Teacher

## A LEARNING EXPERIENCE THAT CHANGED ME

When I was in high school, I was very involved in my community but not as much with my school's student governance. When my Law teacher, who worked with student leadership, asked me to help organize the activities for the incoming grade nines, I realized that there were a lot of ways to get involved at school. Passions and interests live in everyone, and it is important that we all get a chance to shine.

## HOBBIES AND INTERESTS

- Hiking
- Canoeing
- Camping
- Paddle Boarding
- Reading
- Listening to Podcasts
- Karaoke



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# Indigenous Grad Coach Profile



**Adam Graham**



## EDUCATION

- Bachelor of Physical and Health Education – Laurentian University, Sudbury ON
- Bachelor of Education – Laurentian University, Sudbury ON
- Master of Human Kinetics – Laurentian University, Sudbury ON

## PRIOR EXPERIENCE

- Durham District School Board – FSL Grade 4 Teacher
- Durham District School Board – FSL Grade 7 & 8 Teacher
- Abbotsford Traditional Secondary School – Psychology and Phys Ed Teacher
- Yale Hockey Academy – Grade 8 Teacher
- W.J. Mouat – French Immersion Social Studies and Career Life Education 10 Teacher
- Center of Resources for Education – French Itinerant Teacher

## A LEARNING EXPERIENCE THAT CHANGED ME

As a university student, I learned to take my time and focus on the details when completing projects and assignments. Learning to slow down and complete a task properly the first time, ensured I was finishing with a polished product to be proud of.

## HOBBIES AND INTERESTS

- Kayaking
- Skiing
- Movies
- Hiking
- Music

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# Indigenous Grad Coach Profile



**Kim Hancock**



## EDUCATION

- 1982 – Chilliwack Secondary Grad
- 1988 - BSc – University of British Columbia, Vancouver, BC
- 2002 - PDP – Simon Fraser University, Burnaby, BC
- 2008 - Graduate Diploma in Diversity – SFU, Burnaby BC
- 2025 -Master of Arts in Interdisciplinary Studies – Royal Roads University, Victoria, BC

## PRIOR EXPERIENCE

- 2002-2004 TTOC – all grades/subjects – Chilliwack School District
- 2004-2006 Vedder Middle School – Math/Science Teacher,
- 2006- [G.W.Graham](#) Senior Secondary – Teacher/Counsellor

## A LEARNING EXPERIENCE THAT CHANGED ME

As a school teacher and counsellor, I learned the importance of communication and relationships.

## HOBBIES AND INTERESTS

- Sewing
- Reading
- Baking
- Fitness
- Time with friends and family
- Time with my French Bulldog, Andre



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# Indigenous Grad Coach Profile



**Cameron  
McKerchar**



## EDUCATION

- K-9 – Edmonton Public School District
- 10-12 – Abbotsford School District (Arts)
- BA of Arts – University of Fraser Valley, Abbotsford BC  
-Theatre Major, History Minor
- B.Ed – Thompson Rivers University, Kamloops BC

## PRIOR EXPERIENCE

- Kamloops School of The Arts – Volleyball, PE (Volunteer)
- School District 33 – Teacher on Call
- Imagine High Secondary School – Theatre, Indigenous Grad Coach
- Theatre Work (UFV, Gallery 7, Fraser Valley Stage) – Actor, Stage Manager

## A LEARNING EXPERIENCE THAT CHANGED ME

Arts integration offered by A.S.I.A. Sumas changed and framed my educational beliefs from the second I entered their program in Grade 11. I learned how to best serve visual and kinesthetic learners such as myself, and I discovered my love of acting and theatre as a whole!

## HOBBIES AND INTERESTS

- Theatre
- Classic Video Games
- Family
- Playing Volleyball

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# Adam Graham: Relationships and Mentoring

- Meeting with Students
- Retention in the School
- Connections with Teachers and Students

# Adam Graham and Kim Hancock: Academics

- Contact and collaboration with teachers
  - Providing tutorial time
  - Meetings for academic support
- Applying to University and Scholarships
  - Indigenous Grad Requirements

# Kim Hancock: Transitions

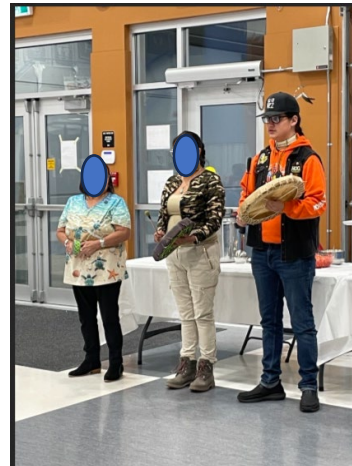
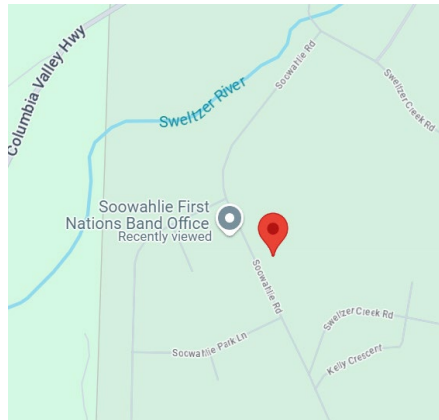
- Grade 8 Feeder Schools – start to build connections early
- Q'epq'epem – Camp Charis
- Indigenous Student Course Completion (ISCC) Summer Learning
- University Tours- UFV, UBC, PSIs





# Kim Hancock: Community Connections

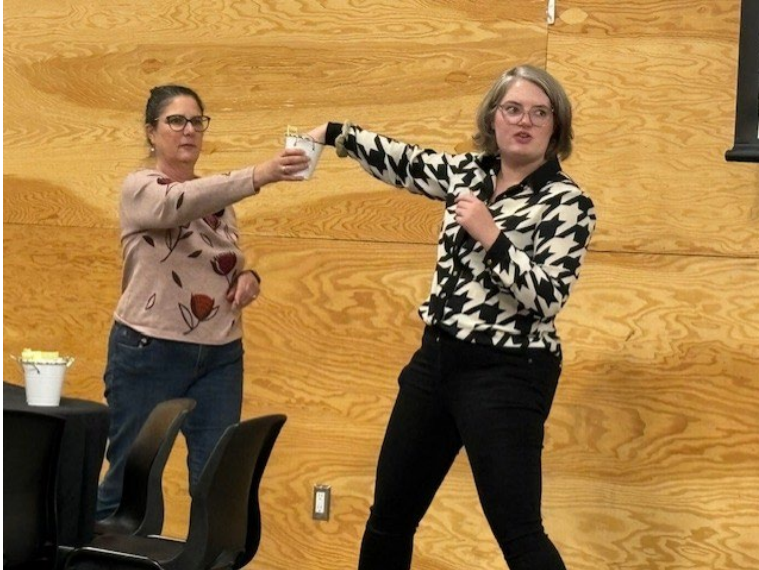
- Soowahlie – Meet with Education Advisor on site
- Tzeachten Chief and Council - connections and collaboration
- Parent Dinners – informal events, meet, greet and information



# Marianne Beveridge: Parent/Guardian Engagement

Parent Dinners

Positive Feedback



"It is overwhelming trying to navigate the university application process and I feel like you just took the weight right off of me!"

"Thank you for all of your hard work and helping [my child] to the finish line!"

# Marianne Beveridge: Career Counselling

- Scholarships
- SASET / Sqwa / Seabird Connections
- Enhancing PSI Information Nights



