

COMMUNITY ASSETS MAP FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT

SCHOOL POSITIONALITY SUMMARY

Located on unceded traditional Tsimshian territory, Skeena Middle School is the grade 7-9 public school in Terrace, BC, and has 569 students. The population of our city and surrounding area is 16,555. Our diverse population includes 4,360, or 26.33%, Indigenous people. Many Indigenous people in our city and surrounding area are Tsimshian. There are also many people that are part of the Gitksan, Nisga'a, Tahltan and Haisla First Nations. Most people in Terrace only speak English, but there are approximately 1,500 people that speak a second or different language at home. These languages include French, Tsimshian languages, Arabic, Vietnamese, Tagalog, German, Hindi, Punjabi, Tamil, Portuguese, Spanish, Korean, Cantonese, and others. Our school demographic closely reflects the diversity of our community. Of the 569 students, 46% have Indigenous ancestry and there are 29 ELL students from countries such as Egypt, India, Nigeria, Philippines, Vietnam, Korea, Brazil, and Yemen.

CONNECTIONS AND OPPORTUNITIES

1. Classroom and land-based workshops from Skeena Wild about salmon life cycles, healthy watersheds and salmon, and climate change. (Skeena Wild)
2. Calculating and experiencing area and distance
3. Looking for and managing invasive species in Howe Creek Trail. ("Foxglove" and Leisure Services)
4. Learn about the "library of things" and what can be borrowed from the public library instead of purchased to reduce consumption. (Terrace Public Library)
5. Connect with a biology professor at Coast Mountain College for a lesson and tour.
6. Learn traditional knowledge about climate change from local Tsimshian elders.
7. Visit the Heritage Park Museum for a tour of the heritage buildings and to learn about the museum's sustainable development plan. (Heritage Park Museum).
8. With inspiration from the Solar System Walk, create a scaled down timeline of earth's history and climate change to display along a city trail. (The City of Terrace)
9. Connect with Volunteer Terrace about opportunities related to climate change or to help with local inequities.
10. Visit the community garden and learn about growing food locally and sustainably.
11. Visit or invite the 'Ksan society to our school to learn about how they are helping reduce local inequities and provide shelter and support to those in need.
12. Collaborate with the Terrace Beautification to add more shade trees to our community to provide relief to rising temperatures and capture carbon.
13. Learn about our water reserves and treatment from the water treatment plant.
14. Visit the Daybreak Farms egg farm to learn about it's sustainability initiatives and how it contributes to our local food security. (Daybreak Farms)
15. Host a member of the Shamrock 4-H club to learn about livestock and animal husbandry.

SKEENA MIDDLE SCHOOL

COMMUNITY ASSETS

Place-Based

- Kitsumkalum
- Kitselas
- Ferry Island
- Kalum Lake
- Terrace Mountain
- Howe Creek Trail
- Millenium Trail
- George Little Park and the Rotary Splash Park
- Skeenaview Park (green space and sports courts)
- Heritage Park Museum
- Eby Street Hatchery
- Day Break Farms (egg farm)

Associations

- Skeena Wild
- Skeena Diversity
- Shamrock 4-H Club
- Rotary Club
- Terrace Community Gardens
- Terrace Churches Food Bank
- Terrace Beautification Society
- Volunteer Terrace

Institutions

- Terrace Public Library
- Coast Mountain College
- Terrace City Hall, Fire Station, and Police Station
- Foundry Terrace
- Terraceview Lodge
- Return It Centre
- Water Treatment Plant
- Ksyen Regional Hospital
- 'Ksan Society
- Northwest Refillery

People

- Mayor Sean Bujtas
- MLA Claire Rattée
- MP Ellis Ross

BARRIERS & GAPS

Human Resources Related:

- Educational Assistant schedules can limit field trips if they go beyond the time the EA is assigned to the class/student
- Adult to student ratio is often too small if there isn't an EA or if it's a higher risk activity.
- Parent volunteers may be limited.
- A bus driver is needed if we take the school's bus.

Financial Barriers:

- The school's budget for field trips is limited.
- Fundraising can be time consuming.
- Not all students have equal access to funds if costs are passed down to students.

Situational and Physical Barriers:

- Transportation: city bus schedule is limited and I need a bus driver to take school bus. Some students are unable to walk longer distances. Some locations are too far from the school to walk to.
- Weather: Winter weather is often unpredictable for walking and being outside and not all students have proper gear for snow, cold, or rain. Spring and Fall sometimes have very hot days.

Structural

- Prep time, lunchtime, and bus schedules need to be considered.
- Potential scheduling barriers with community members

Social

- Student behaviours could depend on learning environment and length of time
- Potential fears of going to new places
- Students/parents not seeing it as worth their time and not attending

Other

- No cellphone rule can be limiting – can't do photography activities

ADDITION INFORMATION ABOUT SCHOOL POSITIONALITY

Based on the city of Terrace census data, the median income is \$45,200, although 1,200 people make \$100,000 or more. Of the 4,870 households in our city, 3,415 own their own home while 1,460 households rent their home. Of the 3,405 children in our city, just over two-thirds of live in two-parent families while a third live in one-parent families. The average number of children in census families with children is 1.8. Based on the 25% sample data in the census, the top 3 occupation categories are Occupations in education, law and social, community and government services (14.6%), Trades, transport and equipment operators and related occupations (20.3%), and Sales and service occupations (25.1%). Based on the same sample data of people aged 15 years and over, 54.7% have a postsecondary certificate, diploma or degree and 15.5% have no certificate, diploma or degree, including a high school diploma.

Based on the FSA data and Acadiance assessment data provided by our school's literacy teacher, our school's literacy and numeracy skills are far below benchmark and the typical range in BC.

I don't currently have a way to confirm number of students that rely on school food programs but the lunch line is always very long, snaking around that area of the school, and there is a list of families that receive a bag of groceries on Fridays. The program is called Starfish and around 30 students take bags home.

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