

# Coal Tyee News Flash



PRINCIPAL: Dr. Diane Charles  
SECRETARY 2/3: Mrs. Bev Lundine

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SECRETARY 1: Ms. Adrianna Furlan

February 11, 2022

## What's in a name?

While you had the wonderful long weekend, our staff spent Monday and Tuesday this week on professional learning activities. Monday was the District Day, and a variety of options were presented for staff to partake in virtually. On Tuesday, most of the staff gathered on site and participated in sessions related to our school goals, specifically our goal on Truth and Reconciliation and Stewardship of the Land.

We spent the morning digging into where the name "Coal Tyee" originated from. Part of the process of renaming the school involves increasing our understanding of the different perspectives and stories related to Coal Tyee and the coal trade, and the impact all of this had on the Snuneymuxw People. Staff will be sharing their learning journey with students so that they, too, can understand and appreciate the reasons behind the need to change the school's name.

One of the beliefs that has been widely circulated in relation to the Coal Tyee story is that Ki Et Sa Kun was Chief of Snuneymuxw when the coal was brought forward to the Hudson's Bay Company. This is not true, according to the oral traditions that have been shared over generations. Over the next few weeks, I will be sharing with you the story of Ki Et Sa Kun as passed on through oral traditions and recorded in a book first published in 2007.

### Part one

*Respectfully retold based on the story shared by Snuneymuxw Elders Joe and Jennie Wyse as told to Beryl Cryer.*

"Before there were any white men in our country, the Indians were all very afraid of that great black fish, the whale, we call it Quon-as" (p. 188). In and around the shores of Sti'ilup (present day Departure Bay) there was an abundance of black rock. "Never touch that black rock no matter where you see it, for it belongs to the great black fish, and if we touch that rock, all the fish will surely come and kill us" (p. 188). One day, a piece of the black rock ended up in a fire on the beach. The smell was awful, but the fire was intense. Fearing the black fish, Snuneymuxw members kept watched on the shores of the beach and left the black rock alone. Time passed and nothing happened. Much later, people from Sth'amus (present day Victoria) came to Sti'ilup and told "tales of white men in great ships coming" (p. 189). A canoe of 12 Snuneymuxw men paddled to Sth'amus to see for themselves. One of these 12 was Ki Et Sa Kun.

What happened next? I will continue the story next week!

Cryer, B. M., & Arnett, C. (2007). *Two houses half-buried in sand: Oral traditions of the hul'q'umi'num' Coast Salish of Kuper Island and Vancouver Island*. Talonbooks.

## RENAMING COMMITTEE

The actual work of renaming the school will be the responsibility of a Renaming Committee. The Committee will include Knowledge Keepers from Snuneymuxw including Auntie Joan Brown, three School Trustees, Dr. Charles, presidents of both the NDTA and CUPE, as well as staff and parent representatives. We will begin meeting in the coming weeks.


## WHAT A DIFFERENCE IN A WEEK!







Look closely and you will see quite a change from last week! The pea shoots are the most amazing, but the lettuce (which is half of the containers) is looking really promising as well. Students will begin having planting stations to work with in their classrooms. We have two different setups - lights and mini greenhouses - that will be rotated through classes before and after Spring Break.

## REPORT CARDS

Today is Report Card day! You should have received a minimum of two emails from your child's teacher – one with the progress report and the other with a document called, "Learning at a Glance". Together, these documents reflect the learning that has been introduced in the first half of the year. In keeping with a reporting shift implemented several years ago, teachers use the Provincial Proficiency Scale to indicate student achievement in relation to the widely held grade level standards for this time in the school year. I shared this diagram last year – it is a great visual to help explain what the different levels mean.



Emerging	Developing	Proficient	Extending
			
When we are a new driver, before we get behind the wheel, we need to learn the basic rules of the road requiring significant support and supervision.	As a newly licenced driver, we can drive independently and more competently, but with some restrictions and further practice. Support can still be helpful.	Drivers demonstrate proficiency by showing an accumulation of skills that allows them to drive with ease and confidence in a variety of contexts. Sometimes we ask for guidance.	Some drivers use skills in a variety of increasingly more complex contexts, with different vehicles, and possibly exploring different terrain and weather. These contexts may require consultation.

Students with IEPs or AIPs will be receiving additional reports, also by email.

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**BE  
KIND**

### CHILD GOING TO BE AWAY?

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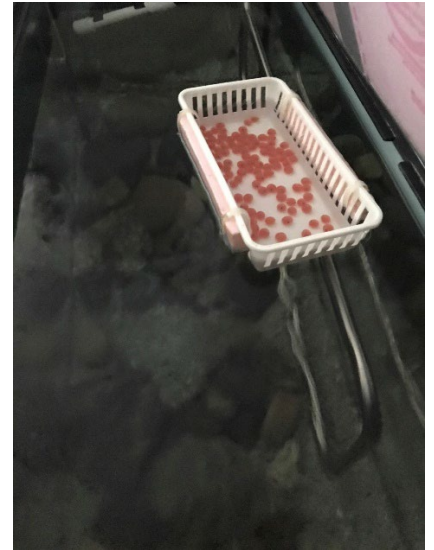
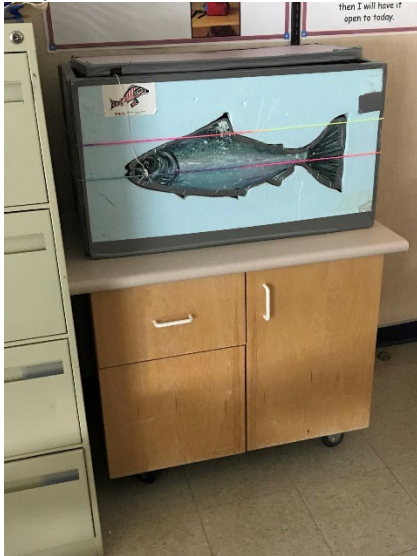
## CALENDAR UPDATES



- February 21 – Family Day
- February 23 – Pink Shirt Day
- February 23 – Fun Lunch Day – White Spot!
- March 11 – Last day before Spring Break!

## SALMON IN THE CLASSROOM

We are excited to have the Salmonoid program running once again. Ms. Mathieson has taken over this huge responsibility, and both her grade 2/3 students and Ms. Lupichuk's grade 2 students are sharing in the process of learning about and caring for these amazing species. The tank was set up this week, and the eggs arrived on Thursday. Students will be responsible for tracking tank temperature as this is the indication of when the eggs will hatch. Here are some pics!



1. The Tank - all set up and ready for the eggs
2. The eggs arrived - everyone got to see them
3. The eggs were placed in the tank
4. Both classes gathered to learn more about the work ahead.

## HEGGERTY

If you were a fly on the wall in any of our primary classrooms you would see students following their teacher's lead with some interesting hand gestures. The students are learning how to manipulate the phonemes (the sounds) in the English language. The program in use is called "Heggerty" and students participate in daily 12–15-minute lessons. The ability to manipulate sounds is crucial in the development of reading and writing! Check out Ms. Brayden in action!

