

Kermode Friendship Society

Annual General Meeting

April 8, 2026



2024-2025

Contents

- MISSION STATEMENT
- VISION
- A BRIEF HISTORY OF KERMODE FRIENDSHIP SOCIETY
- EXECUTIVE DIRECTOR
- ADMINISTRATION
- DAYCARE
- KERMODE ABORIGINAL HEAD START
- BABY HOUSE
- COMPLEX DEVELOPMENTAL BEHAVIORAL CONDITIONS
- JORDAN'S PRICIPLE
- ABORIGINAL CHILD and YOUTH MENTAL HEALTH
- ART THERAPY
- CIRCLE OF LIFE
- EMPLOYMENT PROGRAM
- OUTREACH
- ELDERS PROGRAM/60'S SCOOP
- PERINATAL SUBSTANCE USE PROGRAM

Mission Statement

Kermode Friendship Society offers culturally sensitive, quality programs and services to the Aboriginal community members and the community-at-large in the Terrace area. Our commitment is to encourage self-sufficiency, respect of individuality and to promote cultural diversity amongst all residents of this area.



Vision

Healthy, proud, self-sufficient First Nations People living in friendship and harmony in the multi-cultural society of Terrace and District

People grounded in the proud cultures, languages, tradition and wisdom of their Elders, with the skills and abilities to provide a secure, sustainable future for themselves and their families.

A Brief history of Kermode Friendship Society

In 1970, a small group of residents met at Willard Seymour's home to discuss the development of a resource centre for Native People. Within a year, a Native Street Worker Program was in operation with funding provided by Canada Manpower.

The Kermode Friendship Centre was initially created in 1972. It was then called the "Native Resource Centre" and was operated by Local 118 of the British Columbia Association of Non-Status Indians (BCANSI)

The Kermode Friendship Society was formed and Incorporated in 1976. Founding members included Willard Seymour, Rose and Gerald Bazil, Vi Gellenbeck, Lance Stevens, Pearl Campbell and Francis Sabine.

The Society owns the Friendship Centre building and Land on Kalum Street; the Centre continues to develop programs to meet the needs of the Urban Multicultural community. When BCANSI disbanded as an association in 1976 with the introduction of the Migrating Native People's Program by the Secretary of State, the Native Resource Centre Incorporated as the "Kermode Friendship"

The Society and the Friendship Centre are named after the Kermode Bear, an important name in the cultural history of the Native people in the Terrace area. One of the Elder's has written down these words: "The Kermode Bear ... is a very old, old story of the Kitsumkalum Tribe. It's the story about a young lady, the daughter of a chief. Her Indian name is Jan-Jans. One day a bear turned into a man. He met this young lady and started talking to her. They walked around for a long time and she didn't know how far they walked. Then the bear took her to his den up the mountains where it was sheltered. The mountain is not too far from the Kitsumkalum Reserve. The Kermode Bear is a white bear. The only place where there are white bears is behind Kitsumkalum Reserve. There's more about this story...."

The Kermode Friendship Centre has been a place of shelter and support for many people since 1972. As the years have passed, the services offered by the Centre have grown, and it has become a multi-service agency offering services in several different areas - education, social services, employment training, etc. The Centre relocated in 1981 from its original building on Greig Avenue to larger quarters on Kalum Street. It has now reached a point where it has outgrown this facility as well and a future expansion is being considered.

Goals of Kermode

- To be an organization that welcomes everyone and continues to meet the need identified by our community**
- To deliver programs and services that provide a secure, lasting future for the people we serve**
- To build sound relationships between the people we serve within the community**
- To advocate for, and support First Nations within our community**
- To be financially sound organization that continues to meet the needs of the people we serve**
- To provide accessible facilities and suitable equipment for our future programs and services**

Board of Directors

Chairperson	Wal-aks Keane Tait
Vice Chair	Sharon Bryant
Secretary	Ken McDames
Treasurer	Chris Jennings
Board of Director	Arlene Roberts
Board of Director	Rene Lucier
Board of Director	Tara Salavich
Board of Director	Vacant

Executive Director

Good afternoon, everyone,

I would like to begin by acknowledging and thanking the Laxgibuu Clan for allowing us to live and work on their unceded territory.

I also want to extend my sincere gratitude to our staff, the people we serve, and our Board of Directors for your ongoing dedication and support of the Kermode Friendship Society.

On behalf of the staff and Board, I am honored to present this year's Annual Report.

Kermode Friendship Society has been providing services to the Terrace community for over 50 years, and this year, on August 27th, we will celebrate the 50th anniversary of our incorporation. This milestone reflects decades of dedication, growth, and commitment to the people we serve.

In my role as Executive Director, I work closely with our team and the Board to ensure strong leadership and accountability across the organization. This includes supporting staff, implementing Board direction, overseeing programs, and working collaboratively on budgeting and planning to ensure we continue to meet the needs of our community.

At the heart of our work is compassion and care. We support individuals who are often facing complex and vulnerable situations, and we do so through a harm reduction approach. We focus on building trust, fostering relationships, and walking alongside people on their journeys, celebrating their successes every step of the way.

Over the past year, we have continued to grow and evolve. By identifying service gaps and strengthening our partnerships, we have been able to expand our impact. While we are proud of the progress we've made, we recognize that there is still more work to be done.

I would like to acknowledge the Board of Directors for their continued guidance and commitment. Your support and oversight are essential to the strength and sustainability of our organization.

This year has also brought challenges, staffing changes, the loss of loved ones and community members. Through it all, our team has shown incredible strength, resilience, and dedication. I am deeply grateful for each and every one of you, the work you do matters, and it is seen and valued in our community.

We are also sincerely thankful to our funders. Their trust allows us to continue delivering programs and services that meet the needs of our community.

As we look ahead, we are hopeful and committed to continued growth, learning, and strengthening the services we provide. Thank you all for being here today, and for your ongoing support of the Kermode Friendship Society.

Charmaine Anderson

Administration



Charmaine Anderson
Executive Director



Cynthia Morven
Finance Director



Jodie Smith
Executive Assistant



Mikaela Daigle
Finance Assistant

Nellie Aksidan
Program Assistant/Finance Assistant



Cherice Tait
Finance Payables/Payroll

Daycare

Kermode Friendship Society Childcare AHS

(Waap Sagayt K'uulm Goot – House of One Heart)

In October 2018, Kermode Friendship Society opened its second Aboriginal Head Start program – a sister to Kermode AHS preschool.

Our AHS Childcare center is located at 4714 Park Avenue, Terrace BC V8G 1W1. We are an urban program located on traditional Tsimshian Territory.

Kermode Friendship Society AHS is also called Waap Sagayt K'uulm Goot, which means 'House of One Heart.' It is a full-day program for children aged 12 months to 5 years old. The Littles are 1 year to 3 years old and The Bigs are 3-year-olds to 5-year-old.

We are open from 8:15 am to 4:45 pm, Monday to Friday. Children receive safe and consistent care. Breakfast, lunch and a afternoon snack are provided during program hours. Requirements to attend KFS Daycare are parents/caregivers must be working or attending school. Waap Sagayt K'uulm Goot is a no fee-based program because we are fully funded by AHSABC we can levitate some costs of living.

Daycare staff also assist parents in social care for their children and themselves such as dental care, advocacy for services, 1:1 with CDC, language therapy, care plans, mental health, optometry, hearing tests and kindergarten readiness. Daycare Staff's role is to help when asked, suggest appointments, and help in follow ups as needed.

Kermode AHS Daycare program focuses on the 6 Components of Aboriginal Head Start. Daycare Staff include the components in daily curriculum and activity planning and implementation.

The 6 Components are:

- 1. Culture and Language**
- 2. Education and School Readiness**
- 3. Health Promotion**
- 4. Nutrition**
- 5. Social Support**
- 6. Parent, Elder and Family Involvement**

Kermode Daycare hosts many cultural events each year, Hoobiye, Celebration of Growth; this is not a cultural event however we as staff add as much cultural pieces as we can for the children and families and Family Christmas Lunch. During these events children sing, drum and dance. Cultural identity is strong within the program. Daycare staff will learn each Nation, tribe, and basic commands in our children's language. Whenever possible our cook, Mary, will make a traditional dish. Daycare has been fortunate to have AHSABC provide traditional food items and donations from parents and families.

Kermode Daycare has a PAC which is led by a parent, Cherice. She sets up bi-monthly meetings, shares information with parents, requests feedback for daily programming, fundraises for our Daycare program and keeps minutes for PAC meetings. We appreciate all Cherice does for our children and parents.

Meet Daycare Staff



Mikaela Daigle, Program
Coordinator



Mary Mould, Cook/ECEA



Marsha Wilson, ECE/IT The Littles



Casey Peden, ECE The Bigs



Nicole Severeid, ECEA The Big

The Kermode Aboriginal Head Start

The Kermode Aboriginal Head Start Program is a Preschool Program designed for children ages 3 to 5 of Aboriginal descent. Our program is one of the twelve (1 of 12) Urban Aboriginal Head Start Programs in BC. Our primary focus is to provide services for the children and their families support Early Childhood Development and instill pride in their Aboriginal heritage. Our goal is bringing them to the school readiness stage in order to help ensure an easy transition into kindergarten.

Our program focuses on the 6 Components of Aboriginal Head Start and we include these components in everyday curriculum and activity planning and implementation.

The 6 Components are:

1. Culture and Language
2. Education and School Readiness
3. Health Promotion
4. Nutrition
5. Social Support
6. Parent, Elder and Family Involvement

Parent, Elder and Family involvement is the main factor to making our program a success. We believe that Parents are their child's primary teachers and strongly encourage them to be a part of our program. Our Staff consists of 6, the Program Manager, the ECE Floor Supervisor, 2 ECE Staff, Bus driver, and the Cook. Our program operates from September to June of each year. We are fully funded by Public Health Agency Canada.



Public Health
Agency of Canada

Agence de la santé
publique du Canada

At Kermode Aboriginal HeadStart (AHS) we have 2 classes.

AM class which runs 9am-1130am with our 4–5-year-olds which currently has 16 children.
PM class which runs 1pm-330pm with our 3–4-year-olds which currently has 13 children enrolled.

There are 20 spots available for both classes.

We offer transportation to our families as transportation was brought forth by families as a barrier to get their child/ren to class. We have a brand new 2023 Ford Microbus, that we traded our older bus in for. We currently do not have a bus driver, so Tracy the Coordinator has taken on transporting the children to pick up and drop off. Most days we do two trips to bring up the children and two trips to drop off the children for both AM and PM classes.

Our classes have several children who live with challenges. Some of the challenges include Autism, Cerebral Palsy, trauma behaviors and other challenging behaviors. Our HeadStart accepts support from the Terrace Child Development Center, where they support the children who attend the CDC. Currently, we have Gwynn and Jenaya who come and support our team. We also have Karen from CDC who comes and does “Moe the Mouse”. We appreciate all their support.

While at Kermode Aboriginal HeadStart we practice the Nisga’a language and culture. When the kids sit down to eat breakfast or lunch we start the meal with a Nisga’a Prayer. Most of our AM children know the prayer by heart and often lead the Prayer. The PM class is just learning it now. Some other words they have learnt are: Aama Silkwsaxs, Good Afternoon, Aama Hiihlukw Good morning. My favorite is Hawitt which means stop. Toyak – Sim niin means thank you. Along with the daily words we try to incorporate in class we also have number out with both English and Nisga’a words. We have our songs that we try to practice daily while drumming. Some of the kids favorites are “Woman’s Warrior Song”, “Welcome Song”, “Water song” and the “River Song”.

These are the placemats each child colors at the beginning of the school year. It has their name, their Clan and a picture of their clan that they get to color. We have “Gisk’aast”, “Laxsgiik”, “Ganada”, “Laxgibuu” and the teachers are all “M’ask’aawadax”.



At our Aboriginal HeadStart we were blessed with a grant to build on our Cultural Corner.



The children have full access to the cultural corner. They will pick up a drum and start drumming. They can use Cedar Hats, and vests, rattles and shakers to sing and dance and drum when they want too but also when we practice our songs. The kids also like to use the felts for their babies at the center.

We had one boy who has a hard time with transitions and when he sees a “friend” having big feelings he will go grab a drum and start to drum a beat for the child to sooth. It was special to see. One thing that we don’t need to remind the kids is about respecting the drum. They just know.

At HeadStart we celebrate Hobiye every February. This year we had Nisga’a stew ready for the families that came to help with our food security packages. All our HeadStart families received a stock pot with ladles, ingredients to make our Elder Louisa’s Nisga’a Stew, and a meat package from Skeena Valley Meats.

This year we have an Elder that comes into our HeadStart. Elder Barb comes every Wednesday either in AM or PM. Elder Barb sits with the kids and helps them play together; she gives the kids with big feelings time to express them. She will be also helping us in our gardens this year.



Aboriginal Headstart Preschool Team:



Tracy Spencer, Program Coordinator



Lucie



Pam



Tammy

Baby House

Aboriginal Early Childhood Education Program/CAP-C

Outcomes:

Aboriginal Communities have dedicated supports and resources that build and enhance culturally appropriate family and community capacity to effectively promote early childhood development.

- Pregnancy Outreach Program – Tuesdays 10 a.m. to 12 p.m.;
- Kermode Connections Parent drop ins – Wednesdays and Fridays 12 p.m.-2 pm with a healthy lunch provided
- Outreach visits for clients and one on one supports

The above programs provide:

- Support and information on pregnancy, birth, infancy, breastfeeding, child development and parenting;
- The POP worker visits Mills Memorial Hospital to provide new mothers with an essentials basket as well as ongoing post-partum support;
- Cultural and parenting activities as well as support(s) for parents and children;
- Nutrition awareness – each group shares a meal or snack utilizing the Four Food Groups from the Canada Health Food Guide;
- Opportunities for families to bond and develop skills;
- Parent/child interaction to develop skills and connect with school;
- Literacy – parent/child reading session at the beginning of each group;
- Opportunities to develop social skills, fine motor skills, and gross motor skills; to enhance positive parent/child interaction, positive discipline strategies, and activities;
- FASD Education and Awareness as group topics and FASD Day Community Activities;
- Addictions Awareness and supports; National Addiction Awareness Week;
- Physical activities: hikes, swimming, yoga, family outdoor play;
- Assist families to develop new relationships with other families; to set goals and pursue personal development and growth; Connection to Parent Support for One on One and Advocacy Support – Parent Support Workers attend visits with Social Workers, court visits, with other service providers and referrals to community supports;
- Community Involvement – Early Years Family Fair, National Aboriginal Day in the Park, FASD Day, Community Christmas Dinner;
- Parents also have access to our food share program every Thursday, pantry; both used on a steady basis. We also have a Free Store for baby/child clothes.

Aboriginal Communities have greater access to a wide range of culturally appropriate early childhood development prevention and early intervention services that support positive parenting, increase Fetal Alcohol Spectrum Disorder prevention strategies and build on strengthening existing community

- Our Pregnancy Outreach provides a support in a group setting and one on one to women that are pregnant and/or parenting children two years and younger. Gift cards are given to parents to assist them to provide nutritious food for their family.
- Information on nutritious diets, breastfeeding and baby nutrition is provided;
- POP provides a newborn essentials basket and is delivered to the hospital;
- POP one on one support for families is before, during and after pregnancy;
- Two Coast Mountain College Social Service Worker practicum placements assisted with all programs including CDBC and home visits;
- Coordinator – committees ~ Early Years, FASD, Community Christmas, National Indigenous Day ~ all are community focused service;
- Community presentations at group(s) included a prenatal yoga, traditional guest speaker, baby welcoming, natural medicine making, lactation consultant, natural medicines consultant, child & youth mental health clinician, dental nurse, social worker and public health nurse;
- Staff provide support to parents by attending MCFD meetings or case conferences, family court, doctor visits, or other community agencies as required;
- Provide information on other community agencies and food resources available such as Food Share/Good Food Box programs, Salvation Army, TDCSS and Food Bank
- We provide a free store with clothes for children 0 – 6 which is used by many families.

Aboriginal children grow up healthy and connected to their parents, communities and culture and positively identify with their Aboriginal culture.

- Encourage families to participate in cultural dance groups or language classes;
- Provide cultural foods at specific groups such as salmon, half-smoked, seaweed, oolichans, fry bread, berries etc.
- Celebrate National Aboriginal Day at George Little Park with approximately 500 in attendance;
- Cultural activities such as beading, visit Nass Valley Hot Springs, drum necklace making, nature walks, cedar weaving, moccasin making, devils club harvesting and medicine making, elder stories, drum making.

Achievements:



- Continued literacy component to groups – parent/child reading for first fifteen minutes of reading before group;
- Continued use of the Canada Food Guide (four food groups) to our group meals and snacks;
- Increase in client numbers and group participation;
- New Internal Reporting Forms for Staff.



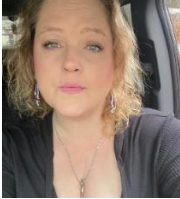
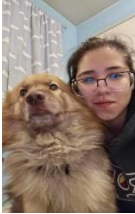



Program Challenges:

- Travel limited in our budget – many training opportunities are in the lower mainland and travel is very expensive;
- Food and Housing and childcare are on-going issues for our clients – we provide what we can or offer referrals to other programs.

FUNDING LOGOS:

	
<p>(AECD, POP & AIDP)</p>	<p>(CAPC)</p>

BabyHouse Staff

 <p>Fiona Broome ECE/IT/SN AECD/CAP-C/CDBC Coordinator</p>	 <p>Grace Moore ECE assistant/POP Indigenous Doula</p>
 <p>Lateesha Jewer, SSW Diploma AIDP Consultant Family Support Worker</p>	 <p>Kirstin Cain, ECEA, SSW Diploma AIDP Consultant Family Support Worker</p>
 <p>Akeila Casorso, CAP-C Worker/ Family Support Worker</p>	

Complex Developmental Behavioral Conditions (CDBC) Program

CDBC provides support service to children 0-19 that have significant difficulties in multiple areas such as home, school, and community. A child may have difficulties in:

- Learning and development
- Mental health and behavior
- Adaptive and social sThe CDBC program provides supports to children and their families:
- Before, after and throughout the referral, assessment, and diagnostic process
- Links families to appropriate community resources
- Provides community education and tools to develop effective and appropriate strategies for children with CDBC. An example of CDBC is Fetal Alcohol Spectrum Disorder (FASD). FASD is an area of expertise of the CDBC Team.

Kermode Friendship Society's Key Worker provides services to those who reside in the Terrace/Kitimat and surrounding areas; Stewart, Atlin, Dease Lake, Kitsumkalum, Lower Post, Kitselas, Kitmat Village, Tahltan, Telegraph Creek, Good Hope Lake, Iskut, Gingolx, Taku Tlingit, Laxgalts'ap, New Aiyansh, and Gitwinsihi kw.

The CDBC Team consists of:

- CDBC Key Worker
- CDBC Intake Worker (Northern Health Assessment Network)
- Pediatrician (Sleeping Beauty Medical Clinic, Terrace)
- Psychologist (Registered)
- Speech and Language Pathologist (Private SLP)

Goals for the CDBC Program:

- A. To reduce the secondary conditions of people affected with FASD/CDBC.
- B. Support affected children to have early assessment, identification and intervention through a multidisciplinary CDBC clinical assessment.
- C. Support families to have increased stability and capacity to manage children that are affected with FASD/CDBC. This includes being connected to resources.

CDBC CLINICS

The CDBC Key Worker provides support service to families throughout the referral, assessment, and diagnostic process. The Key Worker meets with the family to discuss the CDBC program and gathers information to assess what support services is needed. They attend the Assessment Clinics to provide support service during the assessments. The CDBC Key Worker provides reminders and transportation services to the families as needed. Snacks or lunch is also provided in most cases.

CDBC Multidisciplinary Reports: The Key Worker uses the assessment information from the family meeting, and multidisciplinary report to assist the family in accessing appropriate home, school, and community supports. The Key Worker meets with the family and discusses options in the community. Referrals are made during one on one services. Many referrals have already been

made by the key worker even prior to the assessment, as there is currently a very lengthy wait of close to 2 years from the date of the original referral to Northern Health, for the assessment.

Support Service

The CDBC Key Worker provides one-on-one support, family support, linking to appropriate community services, and transportation services as well as a monthly Parent/Caregiver Support group in the evenings (as well as some youth groups in the school when possible).

The Key Worker attends individualized education plans whenever possible. Transportation and behavioral strategies are provided by the Key Worker as needed. Transitional support when moving from one school to the next is very important for the student. The Key Worker provides prevention strategies to the school that are specific to the child's needs.

By providing transportation and attending doctor's appointments with the families, this increases the likelihood that the child will get the assessment referral required and the family will have the support they need during the process. During this time The Key Worker also refers families to other agencies, and helps them with any applications or paperwork that is required. Providing support and encouragement to the parents/caregivers of children with FASD or a CDBC is a crucial part of this practice. The secondary characteristics of FASD require much care and attention from the family and other professionals in the community, as many children with FASD are also diagnosed with ADHD and or depression and anxiety.

The Key Worker also partners with KFS Parenting Programs, Employment Training and Housing, and connects families to resources and supports outside of Kermode such as counselling, play therapy, and other professionals as needed. Increasing community knowledge and understanding of FASD/CDBC is also a very important piece in this program.

Program Development and Highlights

- Partnered with Kalum Community School so that CDBC, POP, AIDP and AECD families could receive 16 weeks of farmers market coupons
- National Aboriginal Day celebration and planning
- Facilitated 7 caregiver support groups. This is a safe place for people to talk to other parents/caregivers about challenges they may be facing.
- Our 2nd Red Shoes Rock FASD Awareness event was a success. 5km on the Millenium trail while wearing red shoes – some even in heels. (see pic above)
- Participated in Back Pack Day ☺
- Participated in the Community Christmas dinner ☺
- The Key Worker went to several schools to attend IEP's to support families and share knowledge on FASD/CDBC strategies and tools with staff.
- FASD education was provided at the Kitsumkalum Spring Health Fair, Aboriginal Headstart Health Fair, Gitau Health Fair, Kitsumkalum Fall Health Fair, and the Caledonia School CLBC evening presentation meeting. FASD Info was also provided to NHA Speech and Language as well as CYMH Team, National Addictions Awareness event, Baby House parents/caregivers as well as presenting to 18 nursing students at Coast Mountain Community College
- Added to the CDBC Lending Library so that caregivers and community members can come and borrow books specific to their family's needs.

- Assisted with FASD Day this September. This time we hosted a pancake breakfast and had a traditional opening, FASD and Justice was the topic this year with special guest Michelle Stewart, Judith Kenican from Terrace's Legal Aid, Barra Bond and Tracey Davidson from Restorative Justice.
- Northern Health came up from Prince George and we had a community collaborative meeting
- Contributed to the 46 page document from the Government – Children and Youth with Special Needs.
- Chaired 6 meetings for the local FASD Community Committee where input from other agencies is provided and we can work together to fill gaps in the community and look for opportunities to promote awareness and prevention strategies.
- Booked the National FASD Conference in Vancouver. This opportunity provides increased knowledge and awareness of FASD and confidence to share this information in the Community. Unfortunately due to the Covid-19 this conference was cancelled.
- FASD CERTIFICATE ONLINE: consisting of five fully online self-paced modules, which cover a wide range of topics, including or similar to: Fundamentals of FASD, Primary and Secondary Disabilities, Strategies and Solutions, Family Matters, Building Supports for Individuals with FASD, Living with FASD: FASD First Hand
- Took “Impacts of Residential School and Colonization” training (3 hours), Drugs, alcohol and Usage Signs Training (3hours), Decolonization training with the Blacksmiths – full day
- Training with CTRI: two full days of Trauma, Vicarious Training full day, Anxiety full day as well as a full day of Depression training, Full day training on Lateral Kindness



Rosy Sanghera, SSW Diploma

CDBC Key work

Jordan's Principle

Prepared By: Rosy Sanghera – Regional Service Coordinator

Jordan's Principle is a child first principle named in memory of Jordan River Anderson. Jordan was a First Nations child from Norway House Cree Nation in Manitoba. He was born with complex medical needs, which meant he needed 24-hour care. Jordan spent more than two years unnecessarily in hospital while the province of Manitoba and the federal government argued over who should pay for his at home care. Jordan died in the hospital at the age of five years old, never having spent a day in a family home. His family gifted his name for this initiative so that no First Nation's child would ever be without supports and services.

Jordan's Principle provides funding to First Nations children ages 0-19, to access the products, services and supports they need, when they need them, regardless of whether they live on or off

reserve. Supports can include medical, health, education and social supports and services. My region is the Northwest – from Prince Rupert to Burns Lake and everything in between.

I work collaboratively with families, Indigenous Services Canada, social service agencies, schools, medical staff (Dr's, nurses, dentists, orthodontists, specialists etc.), other paraprofessionals, bands, communities, other programs within Kermode etc. to help figure out what is needed for a child and how best to support that need. Knowing which resources are available, and how to access them (whether through Jordan's Principle or elsewhere), is important to ensure that the child's needs are being met. Having excellent working and professional relationships ensures quality service and care.

I also provide what is called "wrap around supports". This means I am connecting people to other agencies and supports as necessary or needed. This could mean connecting people with a social worker, counsellor, physiotherapist, other sources of funding (FNHA, Plan W, grants, Jumpstart) other programs and food banks etc. There are a lot of local and provincial resources that are more suitable for a person's needs.

I attend meetings and training through Jordan's Principle (a few times a week) and Kermode to ensure that my knowledge and information are up-to-date, current and reliable. We also discuss best practices and methods to help improve Service Coordination. I also give information sessions and presentations to various agencies, schools, communities and individuals and programs at Kermode. This helps to ensure that people have the correct information about Jordan's Principle and helps build good working relationships and trust within the community. Having excellent working relationships built on trust and confidence with various people within Kermode, ISC, Jordan's Principle and the community is very important to me, as it can take many people working together to support ONE request, to make it possible. Shared resources and work make things much more efficient. I also provide support, guidance and information to other Service Coordinators and professionals within the Jordan's Principle Enhanced Coordination Team, ISC and the community. I ensure my materials are current, and I ask questions when I need clarification or support.

The ARC funds are used to pay out approved requests. Jordan's Principle operates on a Reimbursement Model, which means that when ISC approves a request, the vendor is paid directly, or an individual can be reimbursed provided they have proof of payment. Most times,

We (Kermode) has been paying the Vendor directly using Kermode's current procedures and protocols regarding payments, which has been working quite well. We have a new ARC administrator here at Kermode, her name is Cherice Tait and she handles the payments, ensures the ARC tracker is up to date and also provides support for me as needed.

Having ARC funds and an ARC administrator has proved to be very successful in supporting our families and children. The children receive their products and supports in a much more timely manner, and we do also offer support for purchases and sometimes delivery, depending on the families circumstances.

For this **2024/2025** reporting period, I have served 74 families which include 150 children, 39 children on reserve, 111 off reserve. Supports ranged from medical services, medical equipment, medical costs, prescriptions, optometrist costs, dental and orthodontal, learning devices, assistive technology, furniture, counselling, therapies, assessments, groceries, emergency housing and supports, school supplies, travel and medical supports, and everything in between.

I have attended various cultural and educational events, such as sweats, prayers, opening ceremonies, healing circles, pipe ceremony, Truth and reconciliation, blanket ceremony, drum circles, and beading workshops etc. to gain a deeper knowledge and understanding of cultural aspects that impact our children. I continue to provide culturally sensitive and appropriate services in a safe and committing manner. I also connect with Elders regularly, as they are good knowledge keepers and can provide insight and knowledge about protocol and culture.

I believe that actively participating in local community events is essential to building authentic relationships and demonstrating meaningful support. Showing up in community spaces reflects my commitment to connection, collaboration, and partnership with the families and communities we serve, while helping to build trust and strengthen our collective efforts to support children. I attend pole raisings, ceremonial events, marches, information fairs, cultural events, school events, health fairs, and sometimes even perform with my Drum Group for these events when invited and asked.

I attended the “Together we Can” conference in Vancouver, gaining knowledge and skills for Jordan’s Principle. There were some educational, cultural workshops and excellent guest speakers who provided us with a lot of knowledge that I can carry forward in my work. To me, learning is a lifelong passion, something I plan on continuing to do, to best serve my community.

I met Cindy Blackstock!!!! I introduced myself to her, and she said “Rosy Sanghera! I’ve heard about you, everyone’s talking about how amazing you are, you work so hard, had some very complex cases and have a great sense of humor. Thank you, for the work you do” I was shocked, here, she’s my work hero, and she is proud to meet me!

I also participated in an interview with Kitsumkalum cumulative effects Regional Development project by Kwusen research and media, to discuss socio-economic impacts of big community developments on kids and families. This proved to be successful for the company to gain insight and expertise into what impacts our community, specifically First Nation’s children.

Some gaps and barriers and challenges in services for our First Nations children include lack of services and supports in our area/region. There is a serious shortage of professionals in many social/health industries that can create lengthy wait times for services and supports. Another downside of that is we sometimes unqualified people are in positions they are not equipped to be in, working outside of their expertise and capacity which can lead to gaps or poor quality of service.

Lengthy waiting times can mean that some supports, services or products are not received during the timeline needed. This can have a serious impact on health and well-being. We have found creative ways to ensure that children have what they need when they need it, which means working quickly and collaboratively with others to ensure requirements are met.

While slowly changing, unfortunately, racism and stereotypes still play a part in denial of services. I work very hard to educate people and advocate for needs. It can be a daily challenge, but I will continue to work diligently to ensure that people are educated and supported and that medical care and social services are available to anyone that needs it.

I found that a lack of accountability and responsibility from a few agencies created delays and unnecessary barriers for families. I advocated for the families in a respectful way, while

acknowledging that the other agency may be at capacity, for which I provide support and ideas. I found this to be most helpful for collaboration and beneficial for the children needing services.

My region also includes the 4 villages in the Nisga'a valley. Due to remoteness, members often struggle with receiving services or supports. I was successful in setting up a few services in community for children.

My outreach engagement includes group presentations, 1-on-1 information sessions, contacting various clients and people, speaking with teachers, program directors, fellow Coordinators at Kermode and Jordan's Principle, meetings, direct contact with community members, emails, word of mouth, follow-ups, connecting with various agencies and health services. I also do public presentations. I have a pretty good network of professionals with whom I connect regularly.

A Jordan's Principle Coordinator plays a key role in ensuring that First Nations children receive the services and supports they need without delay. Because this role involves navigating government systems, advocating for children and families, and coordinating services across agencies, it is essential for coordinators to have a strong understanding of policies, procedures, and relevant laws. Having a solid understanding of policy, procedure, and law enables a Jordan's Principle Coordinator to carry out their responsibilities effectively, uphold the rights of First Nations children, and ensure that supports are provided in a timely, fair, and culturally respectful manner.

- Reconciliation and truth are essential to the work I do. Understanding the history and ongoing impacts of colonial policies on First Nations communities helps guide my approach in supporting children and families with respect, empathy, and accountability. Acknowledging the truth of past and present injustices is an important step toward building trust and creating meaningful change.

In my role, reconciliation means actively supporting equitable access to services and ensuring that First Nations children receive the care and supports they need without barriers or delays. It also means listening to communities, respecting cultural perspectives, and working in ways that promote dignity, fairness, and understanding. By recognizing the importance of truth and reconciliation, I strive to contribute to work that not only supports individual children but also helps move toward a more just and respectful system for First Nations families.

I have a lot of success with my work for Jordan's Principle. I remain steadfast in my commitment to ensuring that every child's needs are met, regardless of the complexity or challenges within a file. I approach my work with pride, determination, resilience, and accountability, working tirelessly to advocate for children in ways that uphold cultural safety, honor their identity, and strengthen their connections to family and community.

I am truly grateful and honored to be part of a network that supports such an important cause. Being in a role that helps ensure children receive the services and supports they need is incredibly meaningful to me. Knowing that the work we do can make a real and positive difference in children's lives is both motivating and rewarding. It is a privilege to contribute to efforts that help create better opportunities, support well-being, and advocate for the needs of children and their families.

Aboriginal Child and Youth Mental Health

About ACYMH

Aboriginal Child and Youth Mental Health is a prevention and early intervention program. ACYMH provides one on one and group support to children aged 0-18 years and their families to prevent, delay the onset, and/or reduce the duration of mental illness or high-risk behavior.

ACYMH provides culturally relevant and holistic programs that incorporate traditional healing methods and cultural enhancement. ACYMH utilizes the medicine wheel framework for conceptualizing well-being in terms of interrelated aspects of life including balancing the spiritual, mental, emotional, and physical well-being. Programs are aimed at enhancing the individual's protective factors, strengthening resilience and promoting health and wellness in all aspects of their lives.

Program Delivery

ACYMH identified essential client needs that require continued and ongoing support services. Adaptations to programming include(d):

- Provide In-Person individual support and via telephone/ texting/ email/ virtual connection on FB messenger, Facetime, and Zoom.
- Provide Group Support In-Person
- Provide virtual support via sharing resource, tools, games, fitness and knowledge on topics related to indigenous mental health and wellness
- Provide support to students having difficulty at school
- Provide Mental Health and Wellness bags to children and youth
- Crisis support to Youth / Families
- Provide urgent support in the form of Gift Cards / Hamper / Hamper Distribution
- Reduce the barriers to Essential Services
- Assist to de-escalate situation for youth/ family/ coping skills

ACYMH Group Summary

ACYMH provides prevention and early intervention health and wellness programming to balance the mental, physical, emotional, and spiritual wellbeing for children and youth. Groups include psycho-educational activities on mental health awareness, life skills, nutrition, sexual health, suicide prevention, addictions, and harm reduction.

Kids Group ages 10-14

The program is open to ages 10 to 12, we provide life skills and positive social interaction. We provide information on mental health, emotional regulation and learn and understand personal boundaries. We do artwork, as well as do it yourself projects, learning how to connect with mother earth through gardening projects and traditional medicine. This group started in February and continues through the school year. There are five participants registered for this group

Music Group ages 8-18

The music program provided free guitar lessons (acoustic/electric/bass). This is runs based on the accessibility of the volunteers. This fiscal we have one volunteer who started out providing lessons 2 days a week. ACYMH provides wellness support to the youth that attend. There are four participants registered.

ACYMH Youth Group 2024-2025

ACYMH has a youth group one day per week. ACYMH incorporates a multicultural approach to culture, traditions, and various Indigenous healing techniques in our local area. The youth learn the various local Indigenous cultures and methodologies that incorporate positive self identity. Music, art and information that are discussed in the group focus on youth sexual health and mental wellness and positive Indigenous role modeling.

Girls Group at Parkside / Caledonia Secondary

This is a psychoeducational one-hour group held weekly at Parkside Secondary School. The focus of this group is to openly discuss topics like alcohol and drug consumption and harm reduction strategies. Discussing how trauma effects relationships and identity. Also, there a strong

emphasis on sexual health and contraception and the age of consent laws in BC. The girls are provided a safe non-judgemental environment to openly discuss relevant issues in their life. Mid year this group was transitioned to Caledonia Senior Secondary School.

Terrace Summer Programming/ ACYMH Special Events

July 2024 Ribbon Skirt Workshop Four female youth Participated in this two-day workshop. They picked their own ribbon skirt material and specific ribbons they wanted on their skirt over the two days they constructed their own ribbon skirt. They learned how to sew using a sewing machine and learned the mechanics (Threading and changing the bobbin.) of the sewing machine.

K5T (Kitselas Five Tier System) Fish camp ACYMH partnered with K5T July 2024 for a one-day sockeye fish camp with seven youth – 3 youth were from Kitimat and 4 youth from Terrace. The youth learned to gut and clean the fish to prepare for jarred fish and take home at the end of the day. It was a labour- intensive day and the youth who participated enjoyed learning and getting to take home a case of jarred sockeye salmon.

kaniyasihk Culture Camp Bison/Hide Camp October 2024 ACYMH participated with seven youth in a one-week Bison Hunt / Hide Tanning Camp. We travelled to Ministikwan Lake in Saskatchewan. The youth learned how to use and create tools for skinning, fleshing, scraping of Bison and various Moose Hides. The youth learned to make moose bone fleshers from harvesting moose front leg bones and learning how to cleaning/ cut the bone to use as a tool. The youth also got to participate in a sweat lodges/being helpers by cooking.

Hobiye ACYMH took three youth to Hobiye in the Nass Valley where there was singing, dancing and a feast for the community.

Service Summary

Total Service Hours: 5346 **Unearned:** 2662

ACYMH utilizes the medicine wheel framework for conceptualizing well-being in terms of interrelated aspects of life including balancing the spiritual, mental, emotional, and physical well-being. ACYMH provides a Mental Health Program that re-affirms cultural values by following a core Indigenous approach that places importance on connection and an increased sense of belonging. This value highlights our connection to our Elders, family, the clan house system, tradition, the land, and community. ACYMH workers are trained in mainstream and conventional programs and draw upon their own knowledge of Aboriginal culture and tradition to add to the ACYMH program. ACYMH incorporates talking circles, smudging, and mentorship with healthy Elders and role models. ACYMH provides educational opportunities for children, youth, and families in both individual and group programming. ACYMH programming focuses on various aspects of mental health and aims to prevent, delay the onset, and/or reduce the duration of mental illness and / or high-risk behaviors. The program promotes health and wellness to increase sense of identity as well as to balance the physical, mental, emotional and spiritual well-being of the children, youth, and families.

ACYMH provides individual and group support to children, youth and parents. ACYMH connects families to community supports programs and services. ACYMH provides individual support to

parents to assist them with strategies to reduce the impacts of colonization, Indian Residential School, systemic oppression and other related trauma and to increase skills to enhance parenting and to mitigate the potential negative effects of harmful psychological, social and environmental factors that can occur in a child's environment.

Indigenous Art Therapy

Angela Genaille, Program Coordinator

Art Therapy is provided to youth 8-18 years old who are at risk of developing a mental health concern or have at risk or high-risk behavior and may experience challenges at home, in school and/or in the community. Individuals are referred through an open referral system. This program provides individual and group sessions in a safe, supportive and trauma informed practice. Art therapy, Indigenous Art therapy, and Expressive Art therapy provides space where an individual can express themselves through various methods of art to process, move or shift energies through the making of art and the creative process.

Art therapy is provided for individual support, group support, and for community to provide experiences and knowledge sharing on traditional healing methods, Indigenous teachings, and ceremony. Indigenous children, youth, families and community have been provided with safe, trauma informed, and cultural appropriate supportive services. The art therapy program provides participants with therapeutic tools, accessible cultural healing methods that have helped to reclaiming their identity and way of life. The program has helped to strengthen cultural connection, connection to family and knowledge keepers, and keep culture and traditions alive while having experiences that empower participants to live more meaningful lives. Art therapy has provided safe space to be comfortable to open up, change to healthy patterns of thinking, and to increase self-awareness and self esteem. It has helped those that are struggling to put their feelings into words and has provided a welcoming less intrusive therapeutic process.

We provided safe space to experience healing in a culturally safe environment. Indigenous Art therapy provided individuals and groups to express themselves through various art methods to process, move or shift energies through art making and the creative process.

We have provided land-based education example how to process buffalo hide and other hides such as deer, moose, and elk. We have created a language program in the six languages of the Indigenous Nations of Northwest British Columbia with knowledge carriers and ceremonial leaders to share teachings, their native language, and through ceremony and teachings. We have learned about traditional land-based medicines, Indigenous healing practices, such as pipe ceremony, smudging, sweat lodge, plant-based healing, tree medicine, along with other Indigenous teachings on living in a good way. Many events were done with many learning and experiences together in tandem with ceremony such as storytelling, biology of animals, hide tanning process, processing and food preservation, medicine teachings, drumming and singing, alongside learning and the importance of Indigenous languages.

Furthermore, creating space to have ceremony and teachings provided for the community to experience teachings, healing, and ceremony.

The objectives of the project were to build capacity in our community to reconnect with indigenous roots and strengthen their mental health by offering a cultural approach to activities, foster a positive indigenous identity and self worth, improve mental health and Wellness in participants, provide teachings to balance a mental physical spiritual and emotional well-being, provide opportunities to connect with culture and create a sense of belonging to reduce a high risk lifestyle for youth, provide a safe space for intergenerational healing, strengthen and prioritize indigenous culture in our community while providing strength in land based healing and the connection to all our relations.

Partners: KFS school district 82 including our high schools (Caledonia secondary school, Skeena Middle School, Parkside Secondary school) and elementary (Jack Cook and Centennial Christian) schools in our area, reaching out to other mental health teams (CYMH, ICY, and Foundry), ceremony leaders, knowledge holders, and elders.

Outreach activities included a partnership with human trafficking committee to create two stories on human trafficking and exploitation prevention. Elders and Language holders spent time translating two story's, one story is a short film and one story is a comic. Both stories were created by youth and for youth in our community and translated by local elders and knowledge holders. The stories reflect and represent the land and animals of the Northwest and aim to create awareness on individual safety and the importance of speaking out regarding exploitation and human trafficking. This work has created connections between our youth and our elders working together on these stories. The youth are proud of the project and sharing with other youth this was visible in their delivery of the presentation.

The creation has provided safe space for our youth, elders and language holders to come together to learn and to talk about challenging issues in our community regarding safety and to share this knowledge with the community.

Translating the stories was inspiring as it connected our elder with other language holders and the time spent was filled with learning and laughter. The Salmon Story comic has been translated from English to Sm'algyax. The Tsimshian elder shared that translating a comic story was a new and exciting way to learn the language and was a good experience. They found that the Tsimshian *Sm'algyax* words and English word do not often translate easily or there were many words that could be used for translations. This expanded their style of learning the language in a new way.

The youth, elders, and helpers held a film premiere for the Wolf Story and shared the film with 7 classrooms in 4 different schools in 2 communities in the Northwest. The Wolf Story was shared with safety information and Indigenous knowledge was provided and each student received teachings, connection to culture and language, and a gift bag with snacks and community resources. The Youth who created the stories were taught how to make cedar headbands and a drum among many other teachings and ceremony.

There were 9 youth and 3 chaperones attended kaniyasihk Culture Camp where there were able to experience Cree culture and ceremony. The participants attended a powwow, sweat lodge, and a Sundance on this journey. Indigenous protocols were shared for the ceremonies including the the youth both female and male participating as Fire Keepers and sundancers in the Sundance Ceremony. The youth felt a sense of connection and belonging. They experienced a cultural experience of breath work, using traditional medicines, movement (dancing), fasting, meditation and values of respecting self and those around us especially the elders and ceremony. The participants continued on this path learning about gratitude and prayer for our friends, family, and community. They felt more connected to each other and to the land and water. The group slept in a teepee. They felt a part of and connected as family.

There were 7 youth that attended a Buffalo Hunt and Hide Tanning Camp at kayiyasihk culture camp. The youth learned how to process the buffalo meat and hide from stretching, fleshing, scraping and softening the hide. This event taught the youth who then helped teach hide tanning at an event at our centre. The youth learned techniques for fishing and hunting. They went on the land with guides to learn about the animals land and how to moose call. The youth had time to swim and play while having teachings on language and cree culture and ceremony.

Many of the youth came to a Ceremony Week event at Kermode Friendship Society. We held in Terrace, a traditional opening ceremony, how to build a sweat lodge, a sweat lodge was held for the youth and one for community, ribbon skirt making, and we had 5 stations of hide tanning of buffalo, deer, moose and elk. We had families of all ages and schools attended from Jack Cook, Caledonia, Skeena Middle school and Parkside. We had Kermode Headstart program attend and had little ones age 4 scraping hides. Animal biology was also shared. Feasting on traditional foods with enough to go around for all that attended.

Tso-tum Le Lum Healing Lodge had two traditional healers come to Terrace and provide Indigenous healing to 32 individuals of all ages. The healers are from Nations in the Northwest from the Tsimshian / Gitksan and Gitksan Nations. Each participant experienced Indigenous healing methods with land medicine pine, spruce, cedar, rock medicines, fanning's with eagle fans, and energy healing alongside other land-based medicines and Indigenous and medicine teachings.

Jack Cook school and Christian Centennial had weekly / monthly groups and special events. Events included story telling with elders and elders in training, Indigenous teachings on sharing and caring, medicine teachings, smudge ceremony, land acknowledgement, ribbon skirt making, regalia making, drum making workshops, prayer ties and medicine bag making workshops. Each event had an elder or knowledge keeper attend (sometimes both).

We held two events with students at Parkside (20) received medicine teachings, ceremony teachings, prayer tie teachings, and made medicine bags with a team of helpers including an Nisga'a Matriach Louisa Gray.

In July we held a fish camp for 10 youth, 2 elders, and 4 staff assisting. The youth learned how to process fish, from cutting, filleting, and the canning process.

We also had traditional ceremony with an elder and knowledge keeper from Saskatchewan. We had an opening ceremony and welcome, Blanket Ceremony, Fire keeping teachings, Drum Circle, and a sweat lodge for community. The Blanket Ceremony was done with sacred medicines and was done in group and the next day as individual support.

We hosted 2 Cedar Hat Weaving Workshops and 2 Regalia making Workshops with Valerie Morgan, a Gitksan Artist and elder. Each event had 10 participants in each workshop. Each event all the participants completed a cedar hat and / or a regalia. Each event was one week long assisting youth to building bonds and healthy connections with Kermode youth staff.

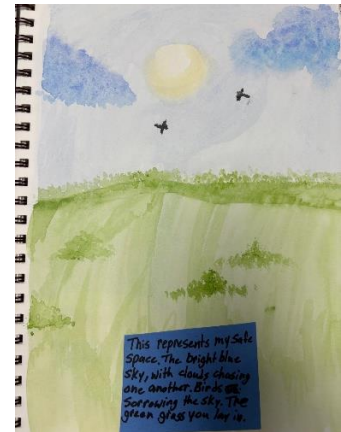
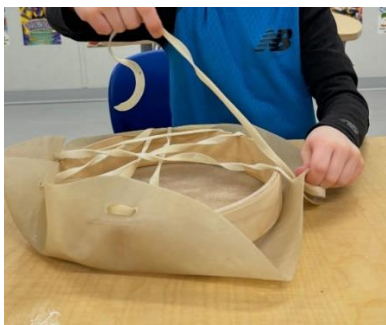
I provided Individual Art Therapy support on an individual one to one setting with youth to 12 youth. Each youth were able to explore their needs and process trauma or hardships through the creation process. There were 35 participants in Indigenized Art Therapy groups, 60 children from Christian Centennial, 62 students from Jack Cook, and 20 students from Parkside. In total, there were 286 participants.

Ceremony has given me a path to walk a life free from the influence of drugs. For the first time, I've felt truly committed to something that gives me strength, belonging, and purpose. When I'm in those spaces—where I'm welcomed with open arms and surrounded by people walking the same good road—it's hard to imagine a life without them, or without ceremony.

These teachings, along with the medicines from Mother Earth, have shown me how to live with respect and intention. I've learned not just what to gather, but when and why—to understand the seasons, the signs, and the balance that exists in nature. This has especially deepened through my connection to animals. Gaining the skill to skin and flesh animals has given me a greater understanding of where my food comes from and the importance of honouring the life that was taken.

Life comes in all forms—from the medicines we gather to the animals we hunt—and these teachings have improved my mental wellness by grounding me in responsibility, gratitude, and community. Through culture, I've gained knowledge, practical skills, and emotional awareness that continue to shape who I am becoming. ~Youth participant

Thank you to the Kermode Friendship Society for providing the space for Land-based learning opportunities (hide tanning, sweat lodge, ribbon skirts, pipe ceremony, fire keeper teachings). These opportunities provided both Indigenous and Non-Indigenous students with educational content in a traditional world view setting. From an educational perspective, key core competencies were met by way of hands-on learning, contextual understanding and cultural connection. For example, students "demonstrated understanding of the role of story and oral traditions in expressing First Peoples' perspectives, values, beliefs and points of view" (Areas of learning EFP 12). Further to this, Kermode provided the opportunity for students to be "able to respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking" (Areas of learning EFP 12). Access to land-based learning like this has created a holistic and memorable way for our students to learn and develop skills. ~First Nations Support Worker – Caledonia Secondary School



Circle of Life

GOALS AND OBJECTIVES FOR COL 2024-2025:

To improve health outcomes associated with First Nations Maternal, Infant, Child, and Family Health. The areas of focus include prenatal health, nutrition, early literacy and learning, and physical, emotional, and mental and spiritual health.

Under the PCAP program, our primary goal is providing education and prevention of FASD and other substances within our community. To create a safe space for women/people struggling with substance use who are either pregnant or in childbearing years, by supporting women/people where they are at and to walk with them on their healing journey.

To bring forth awareness around women/people and substance use in pregnancy with a focus on community, community agencies, government, and health authorities; where women feel safe enough to come forth to get the support that they need.

Addressing the stigma and biases towards Indigenous women /people bringing forth the awareness of how judgement creates barriers for Indigenous women to get the proper health care when needed especially during pregnancy

- We provide this in various capacities: mentorship model and group-based model and community events. In the family environment, we help parents to overcome their personal challenges supporting their goals for growth and improvement. As a team, we mentor alternative lifestyles and family dynamics and healing from substance misuse. This is attained through assistance with parenting, family planning, budgeting, time management, mediation, Wellbreity group and referrals to community services, medical, and treatment programs and any other service they are requesting.
- COL services are based on the client's intake and goal building sessions, addressing the needs of the individual and/or family unit and helping to determine short and long-term goals with the individual.
- The Circle of Life (COL) program works collaboratively with other sister programs within the society: Perinatal Substance Use Program (PSUP), Aboriginal Early Childhood Development (AECD), Aboriginal Child Youth Mental Health (ACYMH), Housing and Employment, Aboriginal Head Start Program (AHS), and Daycare. Kermode programs provide a wraparound service to our clientele.
- Women identify their personal goals throughout the program. Women/birther create their own goals that they would like to attain during their 3 year period in the program.
- Advocating and supporting women with MCFD, Northern Health (hospital, public health), Housing, Probation and education.

ACTIVITIES

- Circle of life (COL) host a weekly Wellbreity Group. This is an Indigenized AA Group where culture and ceremony are a part of this group. We have a past participant of COL assist us with this group as she runs AA groups. Her years of sobriety and her lived experience and knowledge she shares with the group is valuable. She has become a sponsor to one of the participants. Within this group we have watched participants support each other, by helping out each other with their children, or just giving each other support. The participants have created their own support group within this group; we see encouragement and connection increase since we started this group
- Throughout the year starting in the spring, COL takes participants out to harvest plants. Devils club is harvested to make beads for necklaces, the inner bark is used for medicinal purposes. Cedar is harvested for the bark to make cedar strips for crafts and the needles for smudge. Taking families out on the land gives them an opportunity to reconnect with nature and their culture.
- National Indigenous Peoples Day , COL provided eagle fanning, smudging, devils club necklace craft throughout the day, community came out and participated.
- Overdose Awareness Day= staff attended the event to support families who have lost loved ones to the toxic drug crisis, the event was held at George Little Park. Drumming, smudging and devil club necklaces and support was provided.
- FASD Day- This year we had Heather Cameron from BCAPEOP provide a one-day training for 30 professionals on Perinatal Substance Use 101, Heather comes with years of service in the health field. Her knowledge around women and substance use is valued as she comes from lived experience. Professionals such as student nurse, health and social services took part. The next day we held an information session for community members where we shared resources and knowledge.
- Community Christmas Dinner- every year Kermode hosts a Christmas dinner with two seatings. Over 300 meals were served that day.
- COL has been focused on bringing traditional ceremony holders into programming. Jolene Prince has provided ceremony for our community in April and in March. Participants have taken part in Sweat lodge ceremonies, Pipe ceremonies, Whispering Willow ceremony, Cedar Bath ceremony and have gone out to collect medicine. She teaches about walking in your medicine wheel; her gentle teachings have connected our participants to ceremony. Participants have increased their knowledge around ceremony. When they come into our office, some will walk up to the smudge and light it and smudge themselves. We have created a safe space for our participants where they know that it is their space.
- Baby welcoming ceremony- 14 families attended the baby welcoming ceremony. Babies were gifted with a cedar hat, moccasins and a blanket. The blankets were made by the elders' group at Kermode, each elder who helped make a blanket was invited to witness the ceremony. The elders put the cedar hat and blankets on the babies and Jolene Prince and

Lisa Lawley either eagle fanned, or cedar brushed the families. A meal with traditional foods was provided to end the celebration. This event was a huge success with over 100 people attending. Having elders attend was what we had hoped for, they started talking about what their nations used to do. Giving us teachings on how to improve.

- 12 -maternity nursing students from UNBC attended a day with the PSUP nurse and COL team. We focused on culture and shared our knowledge and experience around pregnancy and substance use, harm reduction, trauma informed lens, and support. We brought the nurses to the reserve to attend the groups. Almost all the student nurses have never been on reserve or know all the nations in the area. We suggested learning as much as they could to better understand the people they work with. One group of nurses had the privilege to listen to one of our moms and about her struggle with substance use, which gave them so much more insight than we could have given them.
- Referrals from and to:
 - PSUP, Youth and Adult Probation, Building Healthier Babies Program, Child Youth Mental Health, Kermode Friendship sister program (AECD), Women's Wellness Clinic, Northern Health's Intensive Case Management Team (ICMT), Ksan House Society, Ministry of Child and Family Development, Harmony House
- 25 participants/moms- 2197 points of service

Committees:

- FASD Committee. Hosted by Kermode Friendship Society.
- NH Perinatal Substance Use Working Group
- NAT on FASD Prevention from a Women's Health Determinants Perspective

Training:

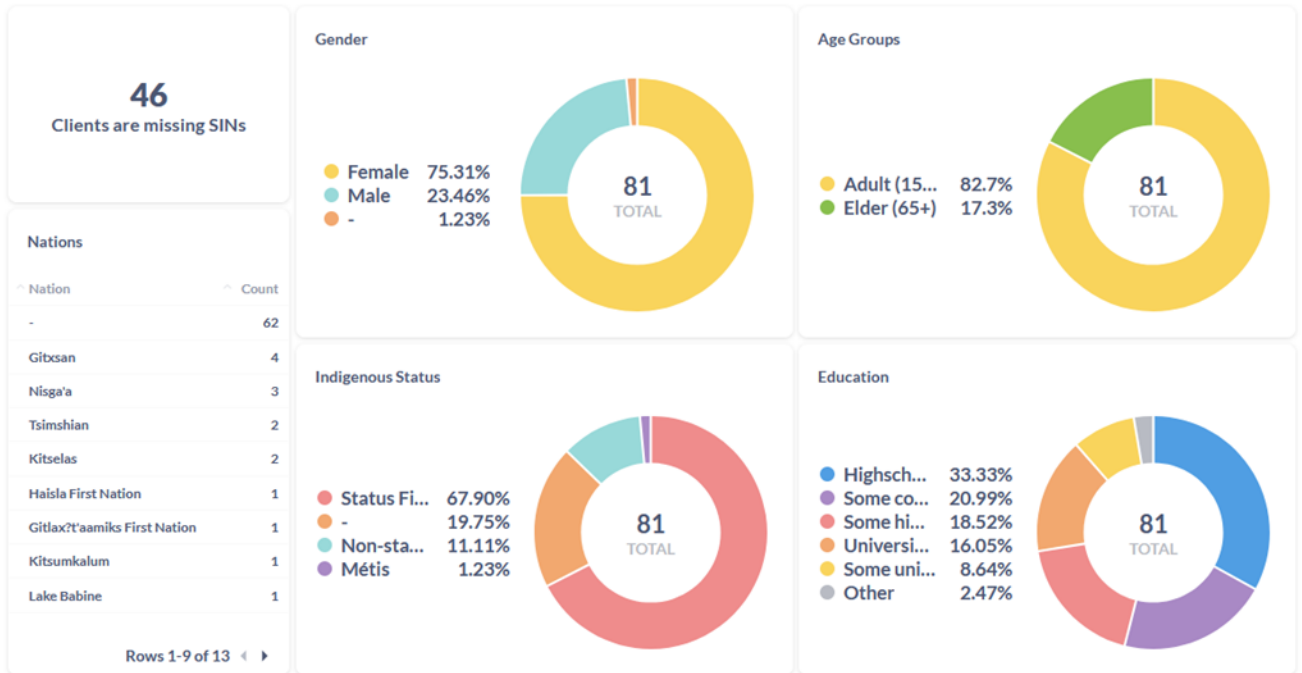
- BCAPOP Annual conference
- Cedar hat making
- Hide Tanning
- Provincial Perinatal Substance Use Conference
- MCH/FASD Wellness Gathering

Employment Program

Charlynn Toews, Coordinator

Start Date: 04 / 01 / 2024 End Date: 03 / 31 / 2025 **REFRESH**

All information displayed is based on plans that are open anytime during the selected date range.



Traditional medicine plant identification

Ferry Island, 2025



Annabelle Henry -apheny05@gmail.com>

Success Story

Driving lessons Executive Leadership Program 2024



Success Story

Kylie has decided to continue her studies in the Executive Leadership program so that she can earn her Associate Arts degree.

Erica success story



Driving lessons are going great! I was supposed to attempt the N test when Raj was last here [in June] but was canceled because of the power outage. Since Raj is not going to be back till September, I want to practice and try the N test at least once before then. I am confident that with practice and time, I will pass when Raj next comes back.

Knowledge Sharers Program 2024



Outreach

Coordinator: Jamie Smith

Staff: Jamie Smith, Mindie Burkett

For Reporting Period: 2024-2025

Funders: BCAAFC & LUMA

Organizations and community partners engaged with, networking and supports.

- K'san Society- K'san residence and shelter, Damp shelter, Transition house.
- TDCSS- Outreach and Foundry
- Gitlaxdax- Outreach
- Nisga'a Valley Health- Outreach
- The Garage
- MSDPR, ministry of social development and poverty reduction- Community integration workers
- K5T
- MCFD, Ministry of children and families
- Legal Aid
- Probation
- Terrace Public Library- Fionna
- ICMT Intensive case management Team- Northern Health
- Women's recourse center
- MRT Mobile response team
- SRT Specialized response team- Northern Health
- City of Terrace- Linda Stevens
- City of Terrace- By Law and community safety officers
- Media- Terrace Standard, APTN, CFNR
- Mills memorial Hospital
- Health unit
- BC Housing
- Makola Housing
- Residential Tenancy Branch- Paul Legace
- Haisla Outreach
- Tamitik status of women- Kitimat
- RCMP
- EMT
- Emergency services BC
- Northern Peer Network

Outreach activities (please share with us, your community outreach activities during this reporting period). The expectation is that all employees of Kermode will take responsibility for outreaching and connecting with the public, marketing and promoting their program is key to keeping your program alive. Please share with the board how your team has done this in the past year. Who has your team connected with?

- Peer group with clients in community and office

- Every Thursday collaborative outreach with- The garage, TDCSS, K'san, Ministry of social development and poverty reduction, Salvation army, Foundry.
- Discussions with the Terrace Public Library- Fiona- supporting library and our clients to all be safe
- Coordinated access meetings- With BC Housing and other community partners.
- Community drumming
- National Indigenous peoples Day- Hosted by Kermode
- Cooling station at Kermode during extreme heat wave- Shade, cold water and food provided in parking lot.
- Situation Table- a committee formed of community partners to better provided wrap around services to our overlapping clients.
- Community Sweat lodges
- Opioid Agnostic Therapy clinic meetings regarding partnership and transportation for clients. – Northern Health
- Overdose awareness Day Event- Hosted by Kermode
- Meetings with the BC Human rights commission regarding situations and realities of Terrace BC.
- FASD Event- Hosted by Kermode
- Winter Warmth Drive- Hosted by Kermode Outreach- to collect donations of warm items for our un-housed community members.
- Homelessness ACTION week- hosted awareness event and supported community event at the Garage. Camp out at city hall- Hosted by Kermode Outreach
- Mobile response team- made contact with them to offer Kermode staff supports. Outreach calls in MRT every couple months to do a debrief
- Safe supply meetings- Northern Health
- NAAW National Addictions Awareness Week- Random acts of awareness- hosted by Kermode outreach and COL. We created gifts of medicine with anti stigma statements attached to each, walk through town and handed them out to random people, gave them two items as asked that they keep one and give the other to a random person. Luncheon at the Garage- Kermode Outreach provided the food and supports.
- Community Christmas Dinner- Hosted by Kermode
- Vulnerable people's community Christmas dinner- Hosted by Kermode Outreach- partnered with the Garage, terrace reform church, Nisga'a valley outreach and Gitlaxdax outreach.
- Christmas stocking for vulnerable peoples- Kermode Outreach
- Feeding the ancestors ceremony
- Sacred fire teachings
- Cultural Wednesdays: once a week meet and partake in a cultural activity in the Outreach office

A positive outcome

The most significant positive outcome this fiscal year has been the strong connections built within the community. Through ongoing networking with community partners, we have developed meaningful relationships, fostered new ideas, and helped address critical service gaps.

Equally impactful has been the growth of our presence and awareness among unhoused individuals. By consistently showing up and walking alongside community members, we have built trust and established ourselves as a go-to outreach service within the community.

Where has been your program's biggest challenge, and what did your team do to overcome it?

The most significant challenge we have faced this fiscal year is the ongoing housing crisis. There is a clear shortage of available housing in Terrace, and what is available is often unaffordable for many community members. As a result, completing housing applications and paperwork tends to benefit only a small portion of those seeking support.

In response, we have implemented several practical solutions. One approach has been securing temporary accommodation in motels that offer monthly rates. We have also worked with our funders to increase the level of financial assistance available to clients—expanding beyond the previous \$400 cap, which was often limited to damage deposits or eviction prevention. Additionally, building strong relationships with local landlords has proven highly effective, both in helping individuals secure housing and in preventing evictions before they occur.

Another major challenge is the ongoing opioid crisis. We continue to witness a rise in toxic drug poisoning, and as front-line workers, we frequently respond to overdoses and experience the loss of community members. This work brings significant emotional weight, making self-care, maintaining boundaries, and regular team check-ins essential to sustaining our staff through these difficult experiences.

Access to cultural support has been one of the most meaningful ways we have addressed this impact. Participation in ceremonies such as community sweat lodges and other traditional healing practices—has provided a space for staff to process grief and emotions in a healthy, culturally grounded way. These experiences are often shared alongside the individuals we support, strengthening relationships and promoting healing for everyone involved.

We also continue to access the Mobile Response Team (MRT), established by Northern Health and the Province of BC, for debriefing and additional support. This resource has been valuable in helping our team navigate the ongoing challenges associated with front-line outreach work.

Elders Program/60's Scoop



Brittney Moore
Elder/Seniors Outreach
Worker

Over the course of the past year, the Elders program has offered a variety of program supports and services to any and all community members 55+ that are in need.

Below is a list of some of the services we have been able to provide for:

- Weekly gatherings
- Learning/exploring/embracing our Indigenous culture(s)
- Food security/support
- Craft Group/projects
- Making medicines
- Trips to run errands, medical or other appointments, groceries, laundry
- Bus tickets for Seniors
- Trips out of town: Elders Gathering, Kamloopa Powwow, Nisga'a Museum and Carving Shed
- Document support

A core part of the program delivery is the weekly lunch and craft group gatherings. Many of the Elders/Seniors look forward to starting their week off with meal sharing and social gathering, where any and all topics are open for discussion. If another participant has a question or concern in any matter, they have the expertise and support of others in the group that may have faced a similar situation or have some helpful information that they can share with the rest of the group. Discussions range from the food we eat- different ways to prepare it for whatever purpose we wish for it to serve, to the medicines we take for whatever ailments- traditional or non-traditional medicines, as well as concerns for what is going on in the rest of the world and how we can share our knowledge and teachings.

The opportunities that the program participants have been able to partake in to learn and explore, not only from each other but from the communities around them has been a valuable and rewarding experience. With that being said, two of our Elders were able to attend the annual Elders Gathering, while 4 were able to attend the Kamloopa Powwow, not to mention the 9

participants that were able to participate in a tour of the Nisga'a Museum and Carving Shed. We also had 8 Elders join us on a tour of the new hospital before it opened to the public, to familiarize themselves with the facility and prepare themselves better in the event of an emergency.

The traditional learning opportunities and cultural teachings that we have gained throughout the year have also been an invaluable experience. We have had opportunities to create our own vests/regalia, as well as multiple sessions to do drum making, we've also dyed and created our own rattles, we've learned and created our own moccasins using moose/elk/deer hide, we've worked with medicines including making devils club salve, devils club beads, or weaving our own cedar headbands with the youth group, and our biggest task of the year was creating 20 baby button blankets for the Kermode Baby Welcoming ceremony held in March 2025.

Last but not least, another important service that has been offered through our program has been document support. I have a lot of Seniors/Elders dropping in for support services to either help them understand the document, or they need help filling forms or sending documents to other outside organizations.

Regardless of the issue or concern, I will always try my best to do what I can to help. And if I don't know the answer, I will try and find someone that does! This is my way of helping reduce barriers in the Senior/Elder community.

Thank you [Brittney Moore](#) and Nellie Aksidan for providing a welcoming place for us elders to socialize, share a meal, play Indian bingo [so much fun and laughter] and do crafts. Kermode is my safe place. ❤️ I am especially grateful for any leftover food that is shared with my brother Chuck. He has a healthy appetite, and I always tell him who prepared the food. ❤️🙏







Perinatal Substance Use Program (PSUP)

Goal 1

Outreach to clientele, promote perinatal program, and keep building on Kermode reputation as a safe place for people using substances in pregnancy or affected by substance use.

Expanding perinatal outreach capacity.

- PSUP continues to help educate the community through awareness with attending events, gift bag with information on PSUP
- PSUP supports and promotes Trauma Informed practice and Harm Reduction
- PSUP had practicum nurses attend a day to learn about the program and how to work with pregnant people who use substances during pregnancy.

Goal 2

As per MOU : Optimize health outcomes of mom and baby, keep mom and baby together, and support transition, of mom and baby into acute care and back to community in reach and outreach support.

- PSUP works closely with the hospital to give parent and child the best outcome

Goal 3

To continue building and establishing in-and-outreach program in North for women/individuals affected by substance use.

Continue strengthening and building relationships with community and Northern health services, ultimately providing wrap around services.

- PSUP nurse works closely with the hospital Dr.s and nurses to create a smoother and safer visit for our pregnant parents.
- PSUP connects with outside community supports ie. Treatment centres, hospital, housing

Goal 4

Supporting traditional, cultural, and ceremonial practices for Indigenous women, children, and families

- The PSUP program has brought in traditional knowledge holders to support pregnant people on their journey.
- PSUP and COL held a Baby Welcoming Ceremony to honor the new baby's and parents. During the ceremony babies are gifted a cedar hat.
- PSUP supports the Indigenous Doula's program and encourages pregnant parents to utilize the Indigenous Doulas.

Goal 5

Supporting housing outreach/wraparound services provision for indigenous women

- PSUP continues to support wraparound services for Indigenous women by connecting services and advocating for Indigenous women.
- Supported pregnant women to outside community supports where mom and child can stay together after birth and receive ongoing support. Unfortunately, the support that is needed is not provided in our community.

Stats:

- Clients 44
- Points of service-466

Staff:

Lisa Lawley-current Coordinator

Katarina Cote- Perinatal Substance Use Nurse

Knowledge holder-Nellie Aksidan

Elder support- Louisa Gray