



A Handbook for Families of Indigenous Students



**Indigenous Education and Services
School District No. 78 (Fraser-Cascade)
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INDIGENOUS SERVICES IN THE FRASER-CASCADE SCHOOL DISTRICT

Local Bands:

The Fraser-Cascade School District spans three traditional territories with two distinct languages – Halq'eméylem and Nlaka'pamux (Nlha'kapmuccin). Approximately 46% of our Indigenous students live on-reserve. Bands located within the Fraser-Cascade School District are:

BAND	PART OF:	CONTACT INFORMATION
Boothroyd Indian Band	Nlaka'pamux Tribal Council	Phone: 604-867-9211 Fax: 604-867-9747
Boston Bar First Nation	Nlaka'pamux Tribal Council	Phone: 604-867-8844 Fax: 604-867-9317
Chawathil First Nation	Stó:lō Tribal Council	Phone: 604-869-9994 Fax: 604-869-7614
Cheam First Nation	Stó:lō Tribal Council	Phone: 604-794-7924 Fax: 604-794-7456
Peters	Independent	Phone: 604-794-7059 Fax: 604-794-7885
Seabird Island Band/Union Bar Band	Stó:lō Tribal Council	Phone: 604-796-2177 Toll-Free: 800-788-0322 Fax: 604-796-3729 Phone UB: 604-869-9930 Fax UB: 604-869-9934
Shxw'owhamel First Nation	Stó:lō Tribal Council	Phone: 604-869-2627 Fax: 604-869-9903
Spuzzum First Nation	Independent	Phone: 604-863-2395 Fax: 604-863-2218
Sq'ewá:lxw First Nation	Stó:lō Nation	Phone: 604-796-9129 Fax: 604-796-9289
Sq'éwlets First Nation	Stó:lō Tribal Council	Phone: 604-826-5813 Fax: 604-826-6222
Sts'ailes	Independent	Phone: 604-796-2116 Fax: 604-796-3946
Samahquam	Lower Stl'atl'imx Tribal Council	Phone: 604-966-3722 Fax: 604-869-9934
Yale First Nation	Independent	Phone: 604-863-2443 Fax: 604-863-2467

As well, approximately 54% of our Indigenous students live off reserve. This includes a good number of Métis students, students from our local Bands and other Bands and Nations not in our territory who live in our catchment area but not on reserve, and many students who have Indigenous ancestry through one or both parents.

FUNDING:

Funds for Tuition

- The Federal Government, through Indigenous and Northern Affairs Canada (INAC), transfers tuition dollars for the education of children in grades K to 12 who have status and live on reserve at one of our local Indigenous communities. This money pays for their basic education. Every two years a Local Education Agreement is signed between local First Nation communities and the School District. These Agreements define the philosophy of education for our Indigenous on-reserve students and Bands agree to send Federal tuition dollars to the School District.
- The BC Provincial Government, through the Ministry of Education (MOE), funds Indigenous students who do not live on reserve in the same way they provide funding for non-Indigenous students. These tuition dollars are sent directly to the School District.
- The School District and Bands only receive tuition funding for students who are registered in our schools as of September 30th each year.
- The tuition amounts are the same for all Indigenous and non-Indigenous students.

Provincially Targeted Funds for All Students of Indigenous Ancestry

- The School District also receives an additional amount of money from the Provincial government for each student of Indigenous ancestry registered in the district as of September 30th of each year and whose parents have signed consent forms confirming the ancestry and giving permission for their children to take part in Indigenous programming. The purpose of the additional provincial funding is to provide culturally enhanced services for all Indigenous students over and above what they would receive in regular curriculum. The cultural services are designed in consultation with the Indigenous Community.

In the Fraser-Cascade School District these Targeted Funds are used to:

- hire Indigenous Support Workers, two Language Instructors and an Indigenous Mentor for our schools;
- provide cultural awareness in the schools for students and staff, including classroom presentations, Indigenous Awareness Days and field trips;
- fund the creation of local Indigenous language programs and curriculum and integrate it into our schools;
- sponsor students from each secondary school to attend the annual Youth Leadership Conference;
- provide funding for Tutoring Programs in the communities for on-reserve students and in the schools for off-reserve students;
- provide three \$1,000 bursaries each year, one for each area (Hope, Agassiz and Boston Bar);
- organize a joint District & Indigenous Ed Learning Activity Day in partnership with the School District for staff, students and parents; and
- hold Honouring Ceremonies for our students and their families to celebrate their achievements.

The District 78 Indigenous Education Council (IEC) is responsible for deciding how this funding will be allocated each year.

DISTRICT SERVICES:

Indigenous Education and Services

650 Kawkawa Lake Rd
Hope, BC V0X 1L4
Phone: 604-869-2411, ext. 107 and 108
Fax: 604-869-7400
Email: christine.seymour@sd78.bc.ca

The staff at Indigenous Education works in consultation with administrators, teachers, support staff, students, parents and the Indigenous communities. The staff includes:

- 1 District Principal of Indigenous Education
- 13 Indigenous Support Workers (ISWs and mentor)
- 2 Language Instructors – one 1 FTE Halq'eméylem Instructor and one .25 FTE Nlaka'pamux Instructor; and
- 1 Secretary

Indigenous Education Council (IEC)

A mandate of the Fraser-Cascade Indigenous Education Council is to offer advice on District initiated services for the development of informative cultural awareness among all students, support staff, teachers, and administrators. The Council is made up of representatives from the fourteen local Indigenous communities, one Métis representative, two off-reserve representatives, and two Board of Education Trustees. Our IEC meets monthly to discuss and make decisions on such subjects as the spending of targeted funding, Indigenous Ed staffing, and developing local Indigenous language, curriculum, and culture and integrating them into our schools.

Fraser Salish Education Council (FSEC)

The Fraser Salish Education Council was established by First Nations in School District 78 to deal with all matters pertaining to the negotiation and implementation of their Local Education Agreements (LEAs). This group meets at various times during the year to discuss and make decisions on what amendments should be made to the LEAs then meet with District Administration to facilitate those changes. The FSEC and LEAs are for Bands and on-reserve students only.

SCHOOL SERVICES:

School-Based Indigenous Education Services

The Indigenous Support Workers develop Indigenous Education services in consultation with school administrators, Indigenous families, the Indigenous Education Council, and classroom teachers at the schools. The needs of Indigenous students as well as budgets, time allocations, school programs, and space restrictions are considered in order to design the best possible support. For this reason, each school in the Fraser-Cascade School District may offer slightly different Indigenous Education services.

Family Consultation Process

In September and/or October, schools inform families of the Indigenous Services the school is able to provide. The school will request written consent for your child to be involved in the cultural and/or academic support programs. Comments and suggestions from parents provide the ISWs and school staff with valuable information about what services to consider and how to best meet the needs of your child.

Indigenous Support Workers (ISWs)

The District has twelve Indigenous Support Worker positions at ten schools. The responsibilities of a Support Worker are to provide cultural and/or academic support for Indigenous students, in consultation with school administrators and teachers.

A Hiring Committee, which includes at least two representatives from Bands that have students at the school(s), administration from the school(s) involved, and one representative from the Board of Trustees, makes the final decision about hiring an Indigenous Support Worker.

Since Fraser-Cascade ISWs are situated in our schools, the duties of each ISW vary somewhat between schools. Support Workers are responsible for providing monthly and annual reports to Indigenous Education; attending school-based meetings, quarterly meetings with representatives from our local Bands, and ISW Meetings at Indigenous Ed; helping students academically, emotionally, and socially; making home visits; and helping teachers and school staff by arranging cultural presenters and field trips, helping in classrooms, and being a liaison between the school, parents and Indigenous communities. All of our Support Workers also do a great deal more than this in their individual schools.

Indigenous Mentor

The Indigenous Mentorship Program began as a pilot project in 2010/2011 at Hope Secondary (HSS) and Agassiz Elementary Secondary (AESS) and has been continued because feedback from students, school staff and families indicated successes in improving student academics, increasing students' feeling of well-being in their schools and decreasing tardiness and attendance issues. The program is funded from targeted dollars and was run and supervised through the Hope and Area Transition Society (HATS) but is now part of the district Indigenous Support Worker team. Boston Bar Elementary Secondary also has a Mentor Program but it is run and funded through the Ministry for Children and Social Development.

All conversations with the Mentors are kept in strict confidence. The AESS/HSS Mentor has started a Girls' Group and Boys' Group. All students with Indigenous ancestry are welcome to seek out the Mentors themselves or they can be referred to the Mentors by staff at any of our schools.

The Mentors also try to connect with the families and parents/guardians are welcome to contact them when they have concerns about their student's well-being. Parents/guardians will be requested to complete and return a consent form before the Mentors can work with a student. In some cases, with consent from the parents/guardians/students, the Mentors may contact or direct students and/or families to outside agencies for assistance.

Families and students are encouraged to contact their school for information about the Indigenous services available.

SCHOOL DISTRICT 78 SCHOOLS

School	Grades	Address	Phone/Fax
Agassiz Centre for Education	8 to adult	7110 Cheam St, PO Box 1100 Agassiz, BC V0M 1A0	Phone: 604-796-2238 Fax: n/a
Agassiz Elementary Secondary	7 to 12	7110 Cheam Ave, PO Box 1100 Agassiz, BC V0M 1A0	Phone: 604-796-2238 Fax: n/a
Boston Bar Elementary Secondary	K to 12	47632 Old Boston Bar Rd, PO Box 160 Boston Bar, BC V0K 1C0	Phone: 604-867-9222 Fax: 604-867-8855
Coquihalla Elementary	K to 6	455 6 th Ave, PO Box 969 Hope, BC V0X 1L0	Phone: 604-869-9904 Fax: 604-869-2434
Fraser-Cascade Open Learning	4-12	425 Park St, PO Box 108 Hope, BC V0X 1L0	Phone: 604-869-9953 Fax: 604-869-5951
Harrison Hot Springs Elementary	K to 6	501 Hot Springs Rd, PO Box 155 Harrison Hot Springs, BC V0M 1K0	Phone: 604-796-2838 Fax: 604-796-3889
Hope Secondary	7 to 12	444 Stuart St, PO Box 249 Hope, BC V0X 1L0	Phone: 604-869-9971 Fax: 604-869-8471
Kent Elementary	K to 6	7285 McCullough Rd Agassiz, BC V0M 1A2	Phone: 604-796-2161 Fax: 604-796-3966
Silver Creek Elementary	K to 7	63831 School Rd, PO Box 670 Hope, BC V0X 1L0	Phone: 604-869-5212 Fax: 604-869-5234
Two Rivers Education Centre	8 to adult	425 Park St, PO Box 108 Hope, BC V0X 1L0	Phone: 604-869-9953 Fax: 604-869-5951

COMMUNICATING WITH YOUR CHILD'S SCHOOL

If you have a concern:

- Contact the teacher to set up a time to meet.
- At the meeting, explain what you think and how you feel about your concerns. Be open and honest about your concerns.
- Be willing to listen to the teacher's comments. You will want to work through the situation together and set realistic goals to support your child's learning. Your child's education requires cooperation between home and school.
- Above all, maintain contact with the teacher at all times, not only when you have concerns or problems. A problem can often be prevented by dealing with it when it is still small and not waiting until it is seriously affecting your child.
- If you feel your concerns are not being addressed to your satisfaction, speak to the school Principal or Vice-Principal.

School Based Team Process:

- If your child has unique learning needs, you and the teacher may decide to begin the referral process. The referral would be directed to the School Based Team. The School Based Team is made up of an Administrator, Learning Assistance Teacher and other staff members. Indigenous Support Workers may be invited to attend as a liaison between you and the school.
- The School Based Team will look at the needs of your child and may make the decision to begin testing and/or access other support services.
- Students may not be able to access programs immediately because there is often a waiting list and/or other students may be assessed as being higher priority.

Program Opportunities:

- If your child is involved in a program outside of the regular class, the school will inform you of the purposes of the program.
- Some programs may require your written consent.

Cultural Opportunities

Cultural Experiences:

A child's first lessons are often learned by observing their family and community. Through these observations, they learn who they are and where they belong. When children come to school knowing they have a place in the world, and that they have people who will provide support and encouragement, they are often more eager and able to learn. Children with positive role models often have a good sense of well-being.

Indigenous children have the unique opportunity to become bicultural. When families attend events such as canoe races, pow-wows, Honouring Ceremonies, and feasts they demonstrate a willingness to remain connected to their culture. The opportunity to continue the experiences through art, reading, and writing will reinforce these positive attitudes.

When children are included in the preparations for special ceremonies and seasonal events they learn to value First Nation knowledge and appreciate the continuity of the culture.

The Fraser-Cascade School District has made the success of its Indigenous students an important goal in their District Growth Plan and Goal 2 (See Definitions. Copies of these documents are available on the District website www.sd78.bc.ca). Our school staff and administration are working hard to understand the culture and incorporate it into day-to-day school life. Indigenous art is displayed at our schools in order to make Indigenous students and their families feel comfortable. Eight of our schools now have house posts as well as carvings, weavings, art pieces, and button blankets.

Parents are encouraged to visit the schools for meetings, help out in the classrooms, join the Parent Advisory Committees, and get advice from staff on what they can do to help their children succeed. Our aim is to make the schools welcoming to all students and their families.

School and District Cultural Experiences:

District #78 Indigenous Education and Services has compiled a list of local Resource People. Indigenous Support Workers and other school staff can request Indigenous Ed to provide a Resource Person to come to their schools to give presentations/workshops on a myriad of cultural subjects. Some of the most requested presentations are: Drum Making, Bentwood Boxes, Residential Schools, Carving, Salish Weaving, Treaty and Governance, Local Place Names, Storytelling, Spirit Bear, and Slahal. The Indigenous Education Office also houses a Resource Library that teachers and support staff are encouraged to borrow and use in their classrooms to integrate Indigenous culture into their curriculum.

All schools have copies of a list of Cultural Resource People available for presentations and a booklist of resources housed in the Indigenous Ed Office.

Honouring Ceremonies for Students:

Most schools in our District have one or more Honouring Ceremonies for their Indigenous students each year. All students are honoured each year but not necessarily at each ceremony as some schools do separate ceremonies by grade. Support Workers at the schools send out or hand-deliver invitations to families of the students who are being honoured and all families are encouraged to attend to show support and honour their children. The ceremonies are usually held at the school and most include a traditional meal, usually potluck, or snacks and beverages.

We believe these ceremonies are important to make our students feel comfortable and appreciated as a way to increase students' self-esteem. Students are honoured for the qualities they bring to the school and for their commitment to education and special awards are given to students who excel in categories such as academic achievement, leadership, citizenship, athletic ability, perfect attendance, fine arts and many others.

Fraser Valley Cultural Destinations:

Fort Langley National Historic Site
23433 Mavis Ave
Fort Langley
Phone: 604-513-4787

UBC Museum of Anthropology
6393 NW Marine Dr
Vancouver
Phone: 604-822-3825

Xa:ytem Longhouse Interpretive Centre (Hatzic Rock)
35087 Lougheed Hwy
Mission
Phone: 604-820-9725
TEMPORARILY CLOSED

Stó:lō Nation Extended Longhouse Program (Shxwt'á:selhawtxw – The House of Long Ago and Today)
7201 Vedder Rd
Chilliwack
Phone: 604-824-2498
Fax: 604-858-5232

Tuckkwiowhum Heritage Village
46292 TucKkwiowhum Rd
PO Box 369
Boston Bar
Phone: 604-867-8844
604-860-9610
E-mail:
TukkwiowhumHeritageVillage@gmail.com

Indigenous Services

Stó:lō Nation:

7201 Vedder Rd
Chilliwack, BC V2R 4G5

Social Development Services
Phone: 604-858-3366
Toll Free: 800-565-6004
Fax: 604-824-5129

Health and Community Services
Phone: 604-824-3200
Toll Free: 877-411-3200
Fax: 604-824-0276

Community Economic Development
Phone: 604-847-3299
Toll Free: 877-847-3288

Education Services
Phone: 604-847-3299
Toll Free: 877-847-3288

*Aboriginal Rights and Title
Land Claims – BC Treaty Negotiations*
Phone: 604-858-3366
Toll Free: 800-565-6004
Fax: 604-824-5129

Stó:lō Tribal Council:

2773 Chowat Rd
PO Box 440
Agassiz, BC V0M 1A0
Phone: 604-796-0627
Fax: 604-796-0643
Email: info@stolotribalcouncil.ca

Seabird Health Services
Phone: 604-796-2177
Fax: 604-796-3729

Nlaka'pamux Nation Tribal Council:

PO Box 430
Lytton, BC V0K 1Z0
Phone: 250-455-2711
Fax: 250-455-2565

Métis Provincial Council of BC

905 1130 West Pender St
Vancouver, BC V6E 4A4

Regional Director
Phone: 1-800-940-1150
Fax: 604-801-5097

Registry Clerk
Phone: 604-678-6977
Toll Free: 1-800-940-1150

Métis Employment and Training
201 10114 King George Hwy
Surrey, BC V3T 2W4
Phone: 604-582-4791, ext. 222 & 223
Fax: 604-582-4753

Indigenous and Northern Affairs Canada (INAC)

Phone: 1-800-567-9604
Fax: 1-866-817-3977
Website: www.ainc-inac.gc.ca

The Government of Canada is committed to ensuring that Indigenous People enjoy the same education opportunities as other Canadians. INAC has primary responsibility for the education of Indigenous people on reserve. Improving educational outcomes is a shared responsibility. Governments, First Nation organizations, parents, and individual students all have a role to play in achieving real results.

Elementary/Secondary Education

INAC funds Band Councils and First Nation education authorities for the education of children in Kindergarten to grade 12 who attend schools on reserves (in our District, Seabird Island, and Sts'ailes Community Schools). The program pays for:

- instructional services in on-reserve schools, operated by the First Nation or by the federal government; and
- support services such as transportation, counselling, accommodation, and financial assistance.

Approximately 60% of Indigenous students are taught on reserve, almost always in schools operated by a Band Council, another First Nations organization or a federal school. The other 40% attend off-reserve schools under provincial authority, usually for secondary school. The program includes a number of initiatives that provide additional education services designed to support improved educational outcomes, such as professional development for teaching staff, teacher recruitment and retention, and greater parent and community engagement in education.

Post-Secondary Education

INAC provides financial support to eligible Status Indigenous and Inuit students under broad authorities of the *Department of Indigenous and Northern Affairs Canada* to continue their education. Funding for individual students is available through two programs as follows:

- **Tuition support** for part-time and full-time students that may include fees for registration, tuition and the cost of books and supplies required for courses.
- **Travel support** for students who must leave their permanent place of residence to attend college or university. Students may qualify for a grant to return home once every semester. This grant also covers any dependents who live with the student.
- **Living expenses** for full-time students to help cover the costs of food, shelter, transportation and day care.

University College Entrance Preparation Program (UCEP)

UCEP provides financial assistance for the equivalent of one year to eligible Indigenous and Inuit students to enable them to attain the academic level required for admittance to post-secondary education programs. It provides:

- Financial assistance for students with the cost of tuition fees, books and travel, and living allowances, when applicable.
- Financial assistance for Status Indigenous and Inuit students enrolled in university and college entrance preparation programs to help them achieve the academic level required to enter degree and diploma programs.
- Inuit and Status Indigenous students, residing on or off reserve, and ordinarily resident in Canada are eligible to receive funding assistance.
- Status Indigenous students who want to pursue post-secondary studies should contact their Band Office or the Regional Office of INAC. Inuit students residing out of the territories for more than one year should contact the Regional INAC Office in the province of residence.

Other Available Programs:

- The **Legal Studies for Indigenous People Program** promotes the equitable representation of Indigenous People in the legal profession by providing bursaries to Métis and non-status Indigenous people who wish to attend law school.
- The **Canadian Forces Indigenous Entry Program** aims to facilitate the selection and enrolment of Indigenous People who are interested in full-time employment in the Canadian Forces by acquainting them with military training prior to making a formal commitment to enlist.
- The **Bold Eagle Program** provides Indigenous youth with summer employment that offers a combination of military training and Indigenous cultural awareness.
- The **Indigenous Training Program in Museum Practices** program provides Indigenous People with professional and technical training in museum practices as well as internship opportunities at the Canadian Museum of ¹² Civilization.

Indigenous Bursary System:

The purpose of the Indigenous Bursary System is to provide Indigenous students with a valuable tool to facilitate their pursuit of post-secondary studies. These awards are made available by various organizations and institutions. Bursaries may be searched by regions, disciplines, providers and key words. To apply for bursaries the organizations that are awarding them must be contacted.

The Indigenous Support Workers in our secondary schools help their students find and apply for bursaries and scholarships. The SD78 Indigenous Education Council has three annual bursaries for our Indigenous students; one for the Hope area, one for the Agassiz area and one for the Boston Bar area.

Dictionary of Terminology

Indigenous People – A term defined in the Constitution Act of 1982 that refers to all Indigenous people in Canada, including Status and Non-status, Métis, and Inuit people.

Band – The legal definition given to distinct groups of Indigenous clans and families by the Indian Act.

District Growth Plan – SD#78 is committed to the continuous improvement of achievement throughout our learning community through ongoing review and analysis of achievement data and through collaborative discussion and shared accountability. The District Growth Plan is directly linked to the Fraser-Cascade Literacy Plan and the Indigenous Education Enhancement Agreement. The linkages in this plan reflect consultation with our communities, schools, and the Ministry of Education through ongoing discussions with our partner groups.

First Nation – The self-determined political and organizational unit of the Indigenous community that has the power to negotiate, on a government-to-government basis, with BC and Canada.

Fraser-Cascade Literacy Plan – The overarching purpose of the Fraser-Cascade Literacy Plan is to build our communities' capacity to support literacy development and to make it a sustainable focus. The main goal is to combine the District Literacy Plan and the Community Literacy Plans. This was achieved and the plan is now called the Fraser-Cascade Literacy Plan, which is linked directly to the District Growth Plan.

Indian – A term used historically to describe the first inhabitants of North and South America, and used to define indigenous people under the Indian Act. Indigenous People, as defined in the Constitution Act of 1982, has generally replaced this term.

Indigenous – Living or occurring naturally in a region.

Inuit – The word "Inuit" means "the people" in the Inuit language, called Inuktitut, and is the term by which Inuit refer to themselves. They are the Indigenous People of Arctic Canada. The term "Eskimo", applied to Inuit by European explorers, is no longer used in Canada.

Métis – A person who self-identifies as Métis (the Indigenous People then known as Métis or Half-Breeds who resided in the Historic Métis Nation Homeland, defined as the area of land in west

central North America used and occupied as the traditional territory of the Métis), is of historic Métis Nation ancestry, is distinct from other Indigenous Peoples and is accepted by the Métis Nation.

Nominal Roll – All students residing on-reserve or on Crown land, in receipt of any education assistance from INAC and who meet all of the following requirements are to be reported by the Bands on the Nominal Roll:

- a) Residence – must be ordinarily resident on reserve or on Crown land;
- b) Age – must be at least four years of age by December 31 of the current year and not more than the maximum age allowed in the province/territory of residence [19 in BC];
- c) Enrolment – must be attending a recognized elementary or secondary school on September 30 of the current year;
- d) Program – must meet the elementary/secondary curriculum standards and fiscal framework of the Ministry of Education for the province/territory of residence.

Oral Tradition – Knowledge passed down to generations via the spoken word; a formal way of teaching culture, history, and language to children.

Potlatch – A Chinook term meaning “give”. A potlatch is a traditional ceremony, practiced by many Indigenous Peoples of the Northwest Coast, at which the hosts present gifts to the guests.

Pow Wow – A social and ceremonial intertribal gathering to celebrate music and dance and take part in dance competitions (traditional Pow Wows did not include dance competition).

Storytelling – Indigenous teaching strategy for passing culture, knowledge, beliefs, values, and history to the new generation.

Status/Non-Status – “Status Indians” are Indigenous People who meet the requirements of the Indian Act and who are registered under the Act. The criterion for status is to have one parent who is registered as a Status Indian or a member or a descendant of a Band that has signed a treaty. The federal government has sole authority for determining status. Until 1985, when the Indian Act was amended, women who married non-Indigenous men were denied their status.

A “Non-Status Indian” is a person of Indigenous descent who does not meet the criteria of the Indian Act or who, despite meeting those criteria, has not been registered as a Status Indian. This group includes the Métis. There are over 100,000 Non-Status Indians in BC.

Traditional – Of, based on, or handed down by tradition (including European influences such as beadwork on moccasins).

Treaty – In the provincial context, an agreement arrived at between British Columbia, Canada and Indigenous People in the province. It can clarify Indigenous rights to land and resources and address issues such as self-government and the social, economic, and environmental concerns of all parties. Treaties are intended to meet the government’s requirement to recognize and negotiate with First Nations. For example, treaties will define the applications of Indigenous rights and the extent and exercise of First Nations governance.

Values – Distinctive qualities; what is considered important; guiding principles and ideals based on an individual’s or culture’s world view.

World View – The philosophy of life of a cultural community.