

First Nations Annual Report 2003/04 ■ First Nations Annual
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**Submitted by
Stella Bates, District Vice-Principal
First Nations Education**

**School District 72
Campbell River, B.C.**



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Acknowledgement

It is my privilege to report on the progress being made in reducing the gap between Aboriginal and non-Aboriginal student performance in accordance with School District 72's First Nations Local Education Improvement Agreement.

I respectfully submit this report to:

- Campbell River First Nation
- Homalco First Nation
- Cape Mudge First Nations
- Nuu-Chah-Nulth First Nation
- North Island Metis Association
- Kwakiutl District Council
- Kwiakah First Nation
- Aboriginal Education Advisory Council
- First Nations Education Department
- Aboriginal families, students and community
- The Board of School Trustees, Administrators, teachers and support staff of School District 72

This is the final report on the five year Local Education Improvement Agreement. As the Improvement Agreement concludes, School District 72, remains committed to *Making A Difference* for all Aboriginal students in the form of a second five-year Enhancement Agreement to be signed with our Aboriginal partners. This renewed agreement will build on the successes of the first agreement.

The School District, the First Nations Education Department and the current Aboriginal Advisory Council would like to acknowledge the following individuals who served as First Nations Advisory Council members, during development of the Improvement Agreement.

Please Note:

The Aboriginal Education Branch at the Ministry of Education is now referring to the Improvement Agreements as Aboriginal Enhancement Agreements.

We thank them for their wisdom and leadership in preparing the way and setting a direction for *Making A Difference* in the life chances of all Aboriginal students.

- John Frishholz *School District 72*
- Freda McLean *Klahoose First Nation*
- Allison Trenholm *Homalco First Nation*
- Nancy Henderson *Campbell River First Nation*
- Lawrence Lewis *Cape Mudge First Nation*

During the 2004-2005 school year the current Advisory Council has focussed on:

- Open and positive communication among all of the partners in Aboriginal Education.
- Aboriginal resources in schools and school curriculum, including Liqwala/Kwakwala and Coast Salish languages, and awareness of the Metis culture and Michif language.
- District's progress in reducing the gap between Aboriginal and non-Aboriginal performance on local and provincial assessments.
- The renewed Enhancement Agreement.



This report is dedicated to Eva Dingwall and Diana Matilpi for all their years of service at School District 72.

Building Aboriginal Student Success 2005-2010

The renewed Enhancement Agreement is based on four student performance goals, which will be measured and reported on annually. District and Provincial measures will be used to track District progress, which will be monitored by the Aboriginal Education Advisory Council.

The first Agreement provided the education community with a unique opportunity to reduce the gap in performance levels between Aboriginal and non-Aboriginal students. Significant gains were made in the areas of early and primary literacy. These gains were largely attributable to the efforts on the part of the Aboriginal Advisory Council, the Aboriginal Communities and School District to:

- Increase Aboriginal family involvement in the schools
- Research and implement programs and learning strategies that better meet the needs of Aboriginal students
- Increase knowledge of and respect for Aboriginal histories, cultures and significance throughout the entire education community

In order to maintain the gains that have been realized at the primary level through the first Agreement, there needs to be a continued effort on the part of the Aboriginal Communities, families and educators to provide the services and support that are essential to building success for Aboriginal students at this foundational level. School District No. 72 remains committed to:

1. Provision of sustained and relevant early literacy & numeracy support for Aboriginal Learners
2. Increased awareness and identification of educational strategies and structures to support Aboriginal learner's needs
3. Increased knowledge and respect for Aboriginal histories and cultures throughout the district
4. Increased participation rates of Aboriginal parents, families and communities in education

Building Success — Goals for Aboriginal Students

1. *Year by year improvement in Aboriginal student achievement in literacy and numeracy at the intermediate and middle school levels. (Grades 4-9)*

Rationale for the Goal:

The need to improve the performance levels for our Aboriginal students at the intermediate and middle school levels is critical. Extra efforts must be made to ensure that personal, cultural and academic success is promoted through relevant, engaging and systematic strategies that promote successful learning at this challenging stage of development.

Without continued academic and social progress in the intermediate and middle school grades, a graduation program can become out of reach, thus closing many doors to future opportunities.

2. *Year by year improvement in the rates of Aboriginal students who graduate with a Dogwood Certificate.*

Rationale for the Goal:

Graduation rates improved throughout the first Agreement but results were inconsistent and so the goal must be maintained. Ministry data shows that an important factor in graduation rates is the number of students successfully making the year-by-year transition from grade to grade. The greatest rate of drop off in transition rates happens at the secondary level.

Data, collected locally, shows that there is a greater pattern of relocation for Aboriginal students, often due to economic, family and/or cultural reasons. The second Agreement will focus on transition rates as a means of improving graduation rates for Aboriginal students.

Transitions present special challenges for Aboriginal students throughout their school careers, which become increasingly more difficult at the middle and secondary levels. It is often during these times of change, from grade-to-grade, school-to-school, district-to-district or level-to-level that Aboriginal students lose momentum in their social, cultural and academic development.



Mother, Child and the Moon
by Stacia Goodman,
Carihi Secondary student

- 3. To increase the number of Aboriginal students who graduate having met post-secondary requirements aligned to personal career goals.*

Rationale for the Goal:

Too many Aboriginal students graduate without a suitable range of post-secondary entrance requirements, and are frequently returning to school after graduation to “upgrade” to meet these requirements. Course selection and relevant skill development need to go hand in hand for Aboriginal students in order that their graduation programs reflect their skills, knowledge, passions and future goals.

All too often a graduation program for an Aboriginal student includes Communications and Essentials Math in combination with a limited science and social studies background. Aboriginal students are often unaware of the wide range of post-secondary and career options available to them.

The new graduation program in combination with the renewed enhancement agreement, presents an opportunity to ensure that Aboriginal students are being targeted, supported and encouraged to include appropriate post-secondary prerequisites in their graduation programs.

- 4. Increase a positive sense of identity and self-acknowledgement for Aboriginal students.*

Rationale for the Goal:

A positive sense of self-identity and self-acknowledgement are critical for Aboriginal students to experience academic and social success. Aboriginal students need greater access to learning opportunities that allow them to feel connected, capable and responsible and which support them in developing positive attitudes, attendance and achievement.

Local Education Improvement Agreement Results

Rationale for goal:

Reading competency is one of the strongest indicators of school success. A solid foundation in early literacy is critical in making a difference for First Nation students. Research shows that at least 1,500 hours of interaction with print material before entering Grade 1 contributes significantly to reading readiness. Therefore, efforts to ensure that this occurs are in place both in the school system and in the Aboriginal Head Start and pre-school programs.

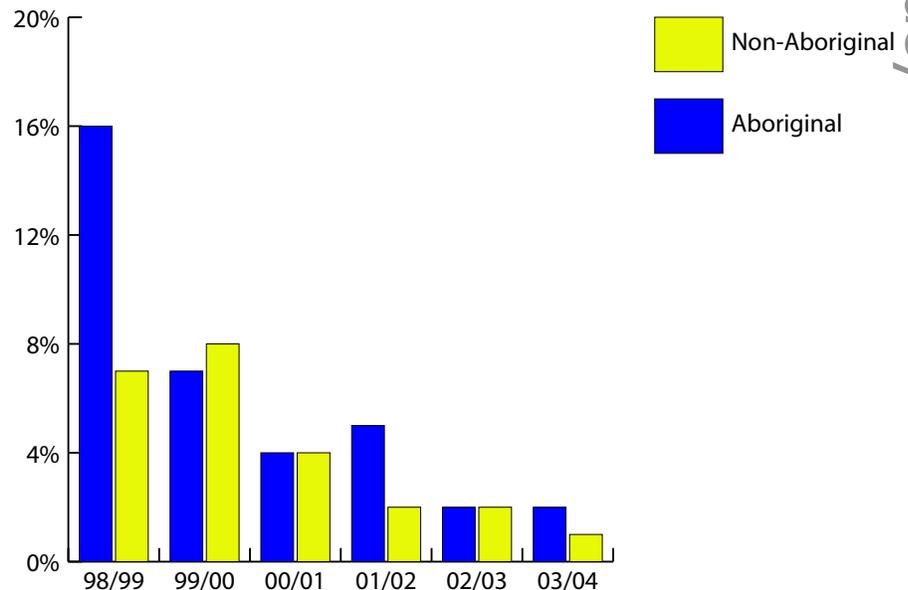
District progress in reducing the gap:

- Target Met

There continues to be a great deal of success in improving primary literacy for First Nations students. The 2003/2004 Grade 3 District Reading Assessment demonstrated no significant difference between First Nations and non-First Nations students classified as not within expectations. Altogether, 403 students were tested and 60 were First Nations. The following comparison shows how First Nations and non-First Nations students performed in all categories measured on the assessment.

Grade 3 District Reading Assessment: "Not Yet Within Expectations"

	Actual Gap	Desired Gap	Target
98/99	9%		
99/00	-1%	8.82%	Met
00/01	0%	8.64%	Met
01/02	3%	8.46%	Met
02/03	0%	8.28%	Met
03/04	1%	8.10%	Met



How we are making a difference:

- Partnerships with Aboriginal Head Start programs.
- Full day kindergartens on reserves.
- Systematic assessment and intervention for at-risk readers.
- First Nations content, language and culture programs and activities.
- Local development of First Nations curriculum materials.
- Breakfast/lunch programs.
- First Nations Support Worker and First Nations Education Assistant support.
- Parental and First Nations Advisory Council involvement.
- Developing renewed Enhancement Agreement with Aboriginal Advisory Council.
- School-wide literacy assessments to inform instruction.
- Development of school-based Aboriginal Education Action Plan.
- Inclusion of Aboriginal goals in School Growth Plans and District Accountability Contract.



Rationale for goal:

Literacy and numeracy continue to be critical skills at the intermediate level, and are the necessary foundations for successful secondary school experience.

Province-wide Grade 4 Foundation Skills Assessment results in 1998/99 demonstrated a significant gap between First Nations and non-First Nations students meeting or exceeding expectations in reading, first-draft writing and numeracy.

District progress in reducing the gap:

- **Grade 4 FSA Reading Results:**
Target Not Met
- **Grade 4 FSA Writing Results:**
Target Met
- **Grade 4 FSA Numeracy Results:**
Target Met

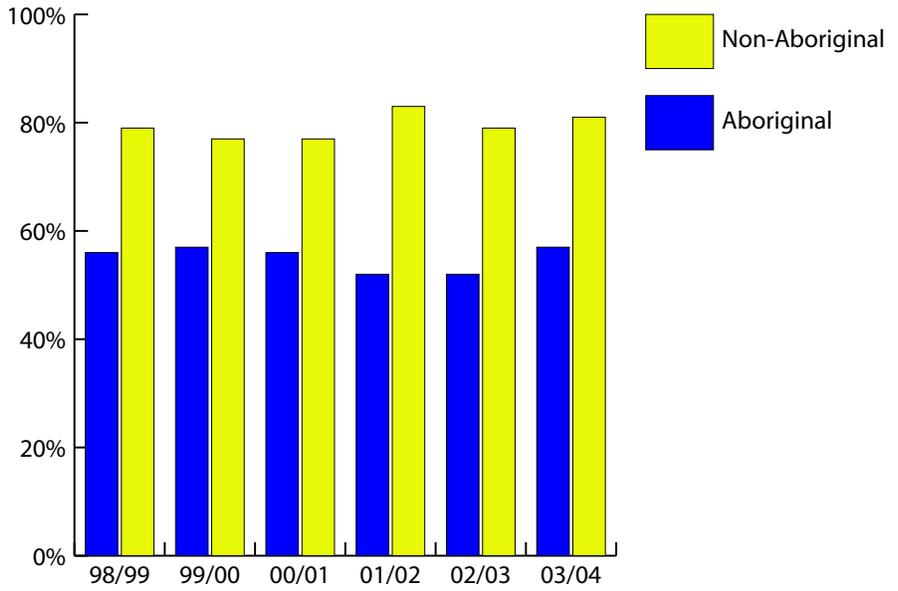
Provincial skills assessments in 2003/04 revealed that we had not met our targets of reducing the gap between First Nations and non-First Nations student performance in Grade 4 Reading for the third year in a row.

The target was set at a 20.70% gap but the actual results were 24%. However, we were closer to reaching our target this year. In contrast, we met our targets in both Grade 4 Writing and Grade 4 Numeracy.

The following comparison shows how First Nations and non-First Nations Grade 4 students performed in all categories measured on the assessment:

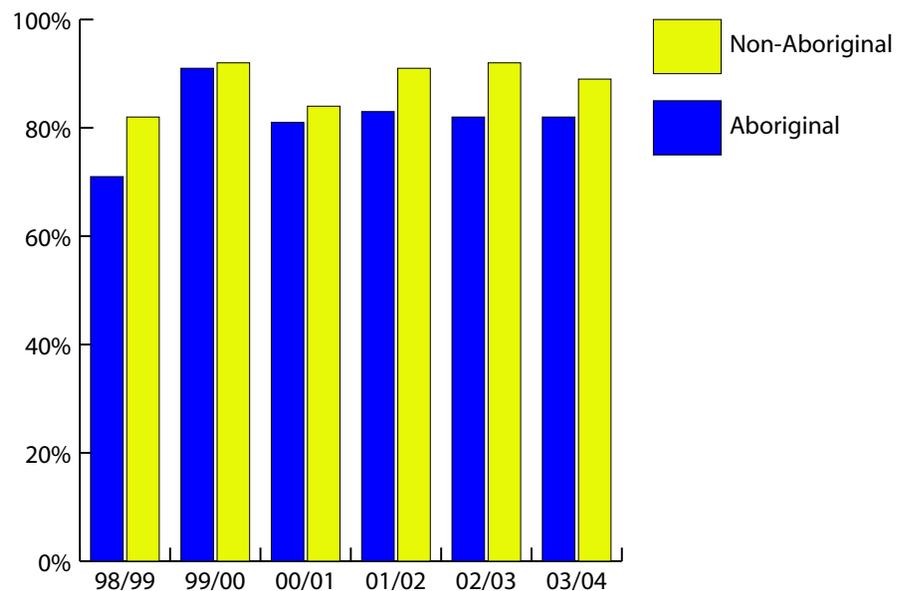
Grade 4 FSA Reading Results:
 "Meets and Exceeds Expectations"

Comparison of Gap 1998/99 to 2003/04			
	Actual Gap	Desired Gap	Target
98/99	23%		
99/00	20%	22.54%	Met
00/01	21%	22.08%	Met
01/02	31%	21.62%	Not Met
02/03	27%	21.16%	Not Met
03/04	24%	20.70%	Not Met



Grade 4 FSA Writing Results:
 "Meets and Exceeds Expectations"

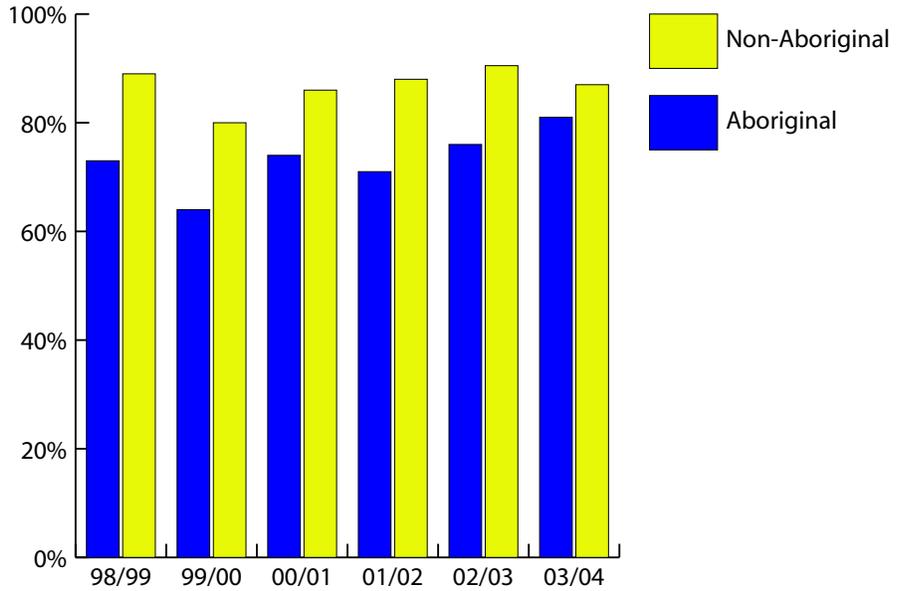
Comparison of Gap 1998/99 to 2003/04			
	Actual Gap	Desired Gap	Target
98/99	11%		
99/00	1%	10.78%	Met
00/01	3%	10.56%	Met
01/02	8%	10.34%	Met
02/03	10%	10.12%	Met
03/04	7%	9.9%	Met



**Grade 4 FSA Numeracy Results:
"Meets and Exceeds Expectations"**

**Comparison of Gap
1998/99 to 2003/04**

	Actual Gap	Desired Gap	Target
98/99	16%		
99/00	16%	15.68%	Not Met
00/01	12%	15.36%	Met
01/02	17%	15.04%	Not Met
02/03	14.5%	14.72%	Met
03/04	6%	14.40%	Met



Grade 6 District Reading Assessment:

This is the fifth year in a row that we have successfully met the target to reduce the gap between the number of First Nations and non-First Nations students who fully meet and exceed expectations in the Grade 6 District Reading Assessment.

District progress in reducing the gap:

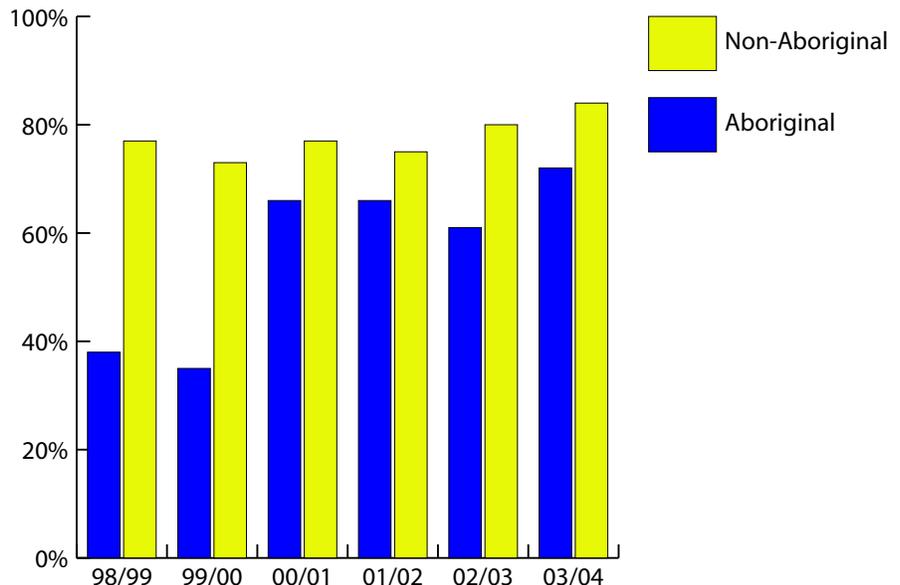
- Target Met

This year the gap was 12% and the goal was 35.10%, putting us 23.10% ahead of target.

Grade 6 District Reading Assessment:

“Fully Meets and Exceeds Expectations”

	Actual Gap	Desired Gap	Target
98/99	39%		
99/00	38%	38.22%	Met
00/01	11%	37.44%	Met
01/02	9%	36.66%	Met
02/03	19%	35.88%	Met
03/04	12%	35.10%	Met



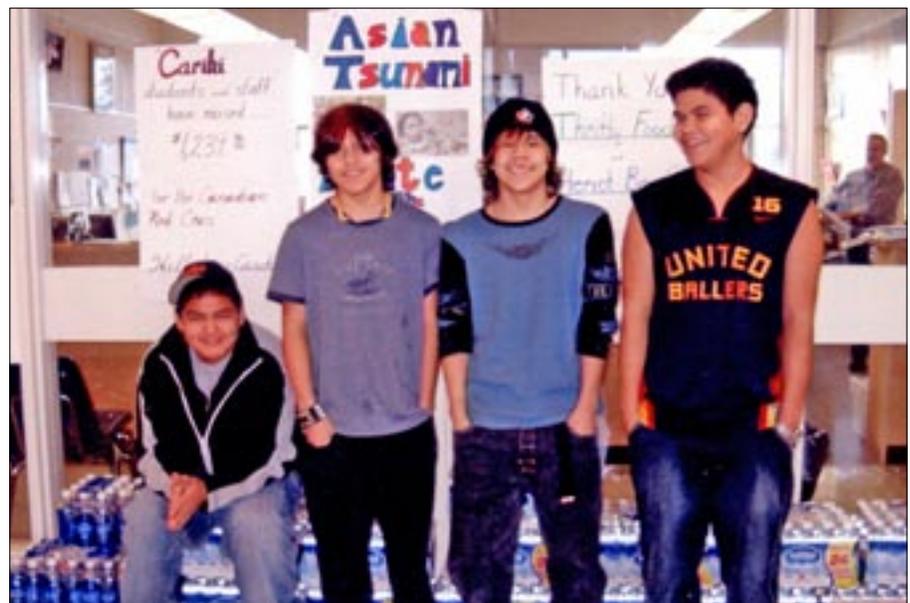
Grade 7 Foundation Skills Assessment:

In the year that the targets were set for Grade 7 Reading, there was a particularly small gap in performance levels between First Nations and non-First Nations students who meet and exceed expectations. Each year since, the gap has increased. But in 2003/04, the gap was reduced from 26 per cent to 20 per cent.

Fortunately this is only true for Grade 7 Reading results and the targets were met for both Writing and Numeracy.

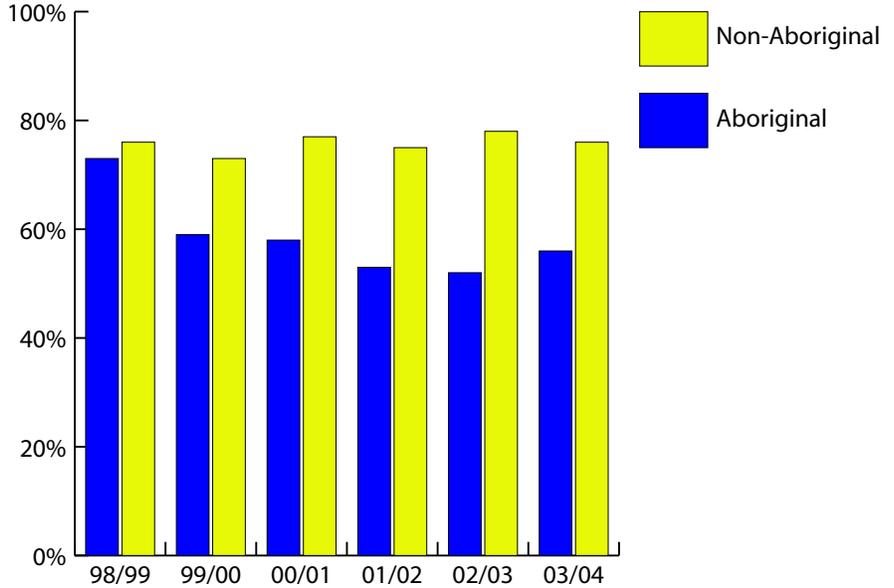
District progress in reducing the gap:

- **Grade 7 FSA Reading Results:**
Target Not Met
- **Grade 7 FSA Writing Results:**
Target Met
- **Grade 7 FSA Numeracy Results:**
Target Met



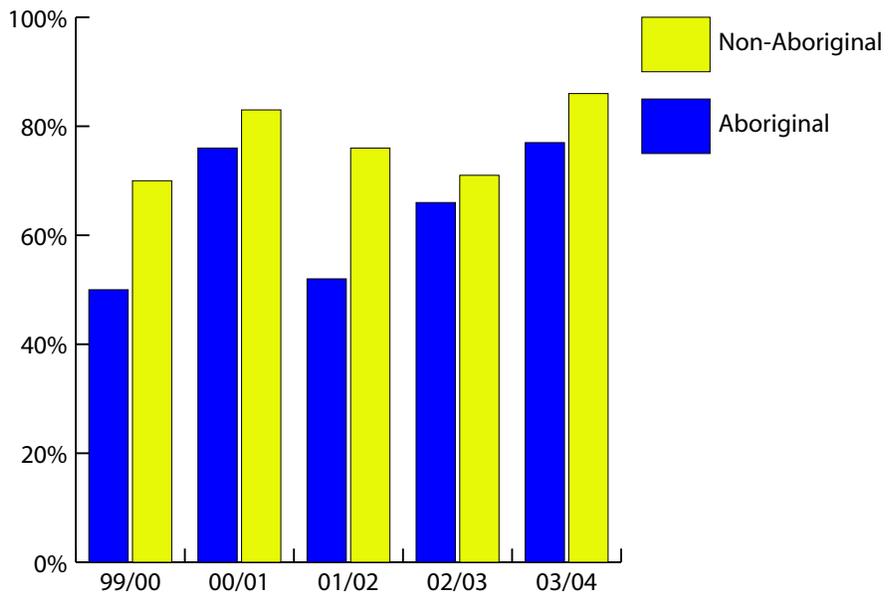
Grade 7 FSA Reading Results:
 "Meets and Exceeds Expectations"

Comparison of Gap 1998/99 to 2003/04			
	Actual Gap	Desired Gap	Target
98/99	3%		
99/00	14%	2.94%	Not Met
00/01	19%	2.88%	Not Met
01/02	22%	2.82%	Not Met
02/03	26%	2.76%	Not Met
03/04	20%	2.70%	Not Met



Grade 7 FSA Writing Results:
 "Meets and Exceeds Expectations"

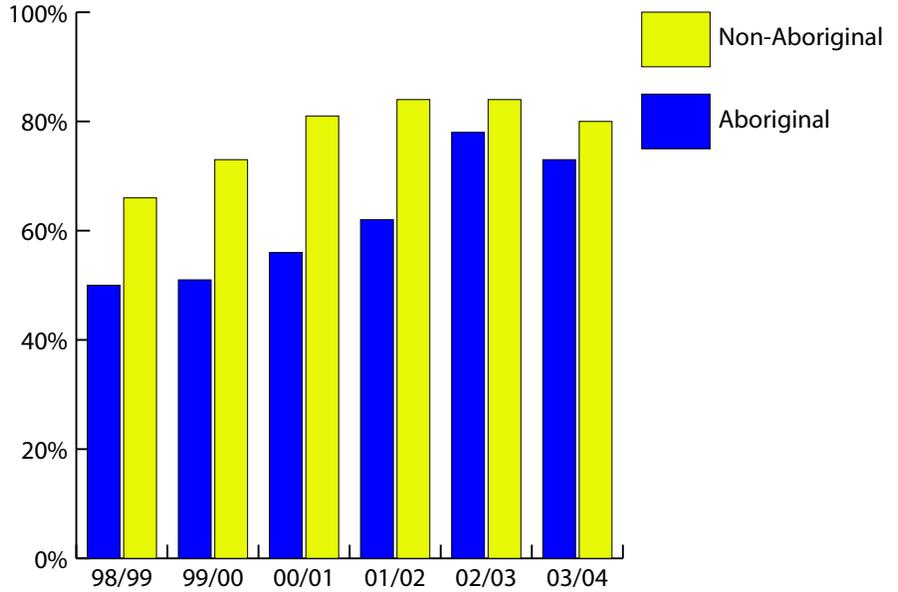
Comparison of Gap 1999/00 to 2003/04			
	Actual Gap	Desired Gap	Target
99/00	20%		
00/01	7%	19.6%	Met
01/02	24%	19.2%	Not Met
02/03	5%	18.8%	Met
03/04	9%	18.4%	Met



**Grade 7 FSA Numeracy Results:
"Meets and Exceeds Expectations"**

**Comparison of Gap
1998/99 to 2003/04**

	Actual Gap	Desired Gap	Target
98/99	16%		
99/00	22%	15.68%	Not Met
00/01	25%	15.36%	Not Met
01/02	22%	15.04%	Not Met
02/03	6%	14.72%	Met
03/04	7%	14.40%	Met



Grade 9 District Reading Assessment:

For the third year running we have met the targets for reducing the gap in First Nations and non-First Nations student performance in the number of students who fully meet or exceed expectations on the Grade 9 District Reading Assessment.

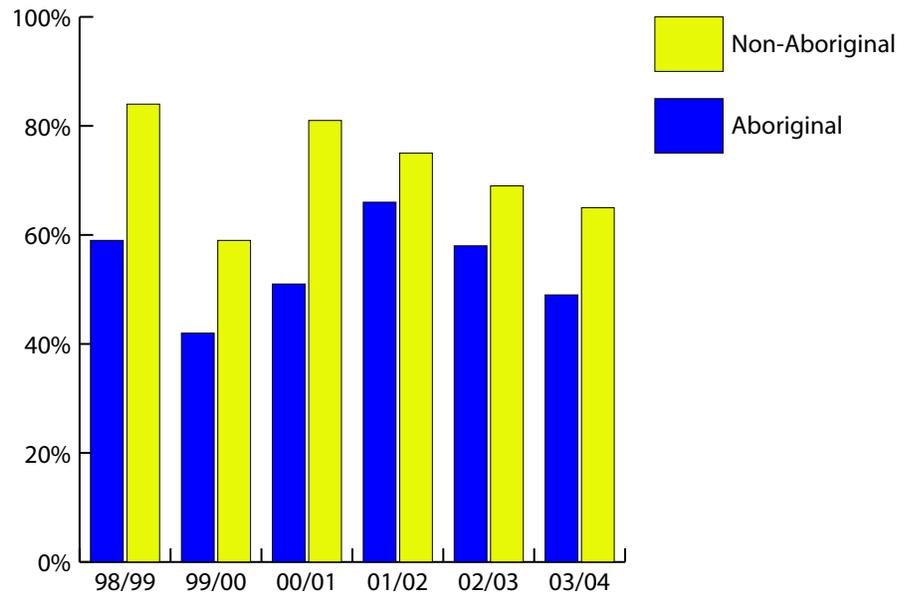
District progress in reducing the gap:

- Target Met

Grade 9 District Reading Assessment:

“Fully Meets and Exceeds Expectations”

	Actual Gap	Desired Gap	Target
98/99	25%		
99/00	17%	24.5%	Met
00/01	30%	24%	Not Met
01/02	9%	23.5%	Met
02/03	10%	23%	Met
03/04	16%	22.5%	Met



Rationale for goal:

An important part of our Educational Agreement is to honour and support the histories, cultures and languages of the First Nations whose traditional territories are served by School District 72.

District progress in reducing the gap:

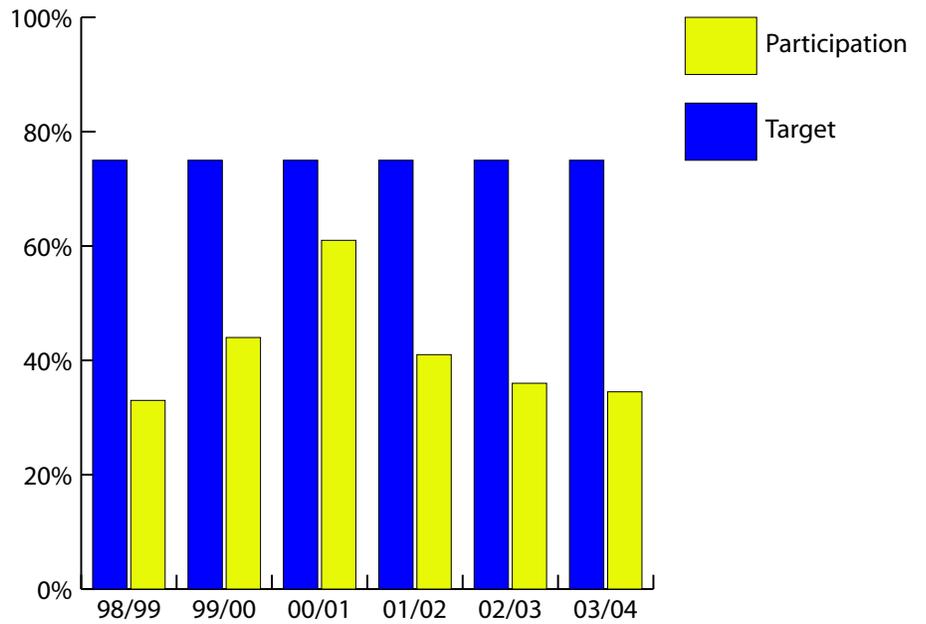
- Target Not Met

A participation rate target of 75% for First Nation students was set in 1998/99. At the end of 2000/01, the proportion of First Nations students earning a minimum of four credits toward graduation in First Nations courses was 61%. In 2001/02, the participation rate was down to 41%. However, the gap goal was 39.48% and the actual gap was only 34%. In 2002/2003, we saw a 36% participation rate, leading to a gap of 39%. In 2003/04, the participation rate was 34.5%, with a gap of 40.5%. The gap goal was 37.8%

How we are making a difference:

- Kwakwala/Liq'wala instruction for over 20 years.
- Knowledgeable and skilled speakers as teachers and Local Language Authorities.
- Locally developed language curriculum and teaching materials.
- Kwakwala/Liq'wala offered at Campbellton, Quadra, Cedar, Ecole Phoenix and Carihi.
- Coast Salish curriculum materials being developed and taught at Georgia Park.
- Language Authorities established through College of Teachers for Klahoose and Holmalco Bands.
- Partnered with University of Victoria to have Campbell River based teacher training program for Developmental Standard Certification in Coast Salish and Kwakwala/Liq'wala (program ladders to University of Victoria Bachelor of Education Elementary).
- University of Victoria recognizes Kwakwala/Liq'wala as fulfilling the entrance requirement for a second language.

Participation Rates:
in First Nations Courses



Ecole Georgia
Elementary Field Trip



Rationale for goal:

Poor attendance contributes greatly to a lack of success at all grade levels. Skill and curriculum development is based on steady incremental steps and with frequent absences it becomes impossible to keep up within a classroom setting.

District progress in meeting the goal:

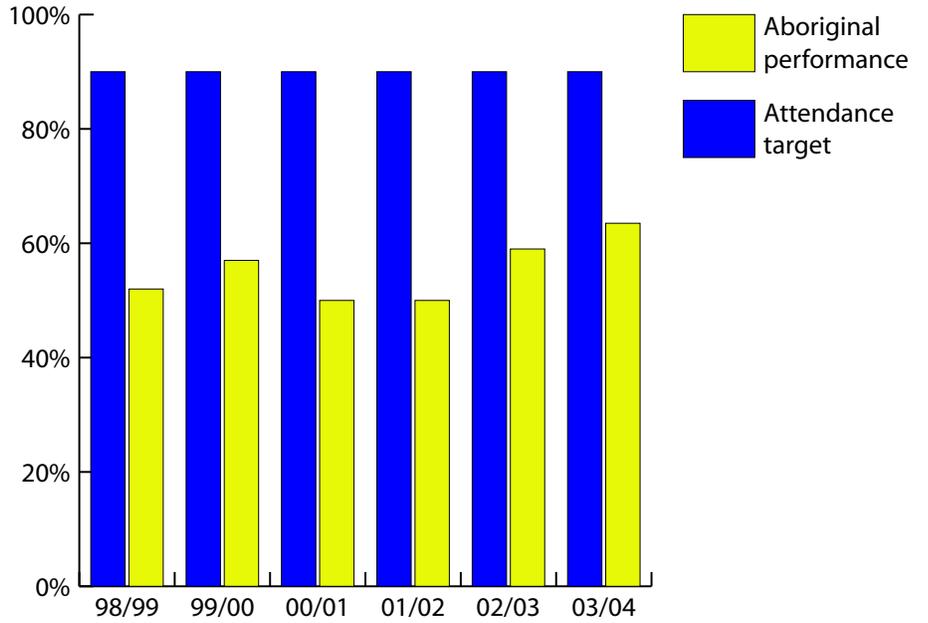
- Target Met

In 1998/99, a gap of 38% was established given a goal of 90% and a baseline of 52%. Since then the gap has been 33%, 40%, 40% and 31%. This year the composite rate of students having fewer than 15 absences from the elementary, middle and secondary levels was 63.5%, for a gap of 26.5%.

How we are making a difference:

- School-based action plans have identified improving attendance as a goal in their First Nations Education action plans.
- Support and contact with First Nations Youth Workers.
- Communication between schools and families.
- Elementary and middle school progress is consistently better.
- First Nations Youth Workers and schools are developing strategies for improving/rewarding attendance.

Aboriginal Attendance:
1998/99 - 2003/04



	1998/99
Elementary	60%
Middle	20%
Secondary	0.6%
	1999/00
Elementary	71%
Middle	32%
Secondary	4%
	2000/01
Elementary	68%
Middle	27%
Secondary	4%
	2001/02
Elementary	70%
Middle	49%
Secondary	28%
	2002/03
Elementary	71%
Middle	51%
Secondary	18%
	2003/04
Elementary	73%
Middle	57%
Secondary	30%
	Target
Elementary	80%
Middle	50%
Secondary	25%

Rationale for goal:

Parent involvement in education is key to making a difference for all students. Since many First Nations families have suffered generationally from the impact of residential schools, it is important to acknowledge that participation rates by First Nations families may have been hampered by these experiences. Therefore, increasing First Nations parental and family involvement in education is a most important goal.

First Nations families have a great deal to contribute in terms of their knowledge of what works well for their children, and they often make significant contributions in terms of bringing cultural knowledge to the school as a whole.

It is hoped that First Nations families will continue to have a greater voice in our school district through committees, cultural activities, parent and tot programs, parent support groups, PACs and in the newly formed School Planning Councils.

District progress in meeting the goal:

- *Target Met*

The base-line for First Nations family contact was established using one-to-one contacts between educators and adult family members during scheduled parent-teacher conferences and open house events in the fall of 1999. It was decided that a desired goal would be to have 80% elementary, 50% middle school and 25% secondary First Nations parents attendance at open houses and parent teacher interviews.

This year 73% of First Nations families participated at the elementary level, 57% at the middle school level and 30% at the secondary level.

How we are making a difference:

- School-based action plans have identified increasing family participation as a goal.
- Evidence of First Nations art and culture throughout schools.
- Individual Education Program and other meetings held on reserves.
- Parents and principals group meet on reserve.
- Community Interaction and Student Achievement dinners.

Goal 6: Increasing Math 11 & English 12 Success Rates

Rationale for the Goal:

Increase the participation and success rates in Principles of Mathematics 11 and English 12 courses, in order to broaden the range of post-secondary program options for First Nations students.

District progress in meeting the goal:

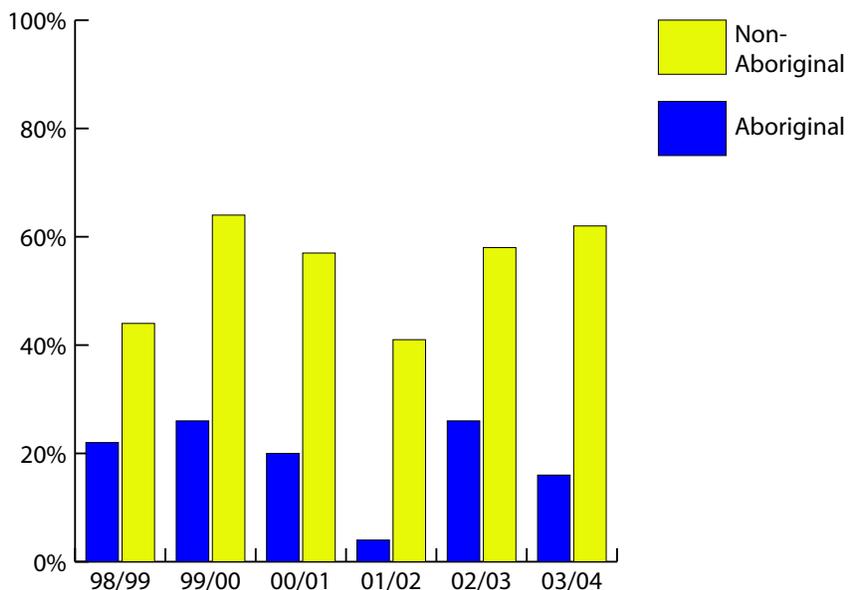
- **Principles of Math 11**
Target Not Met
- **English 12 Results**
Target Met

In 2003/2004, 9 First Nations and 210 non-First Nations students took Principles of Math 11. Seven of the First Nations students completed the course successfully at a rate of 78%. The non-First Nations students were successful at a rate of 87%.

In 2003/2004 37% of First Nations Grade 12s participated in English 12, with a success rate of 100%. At the same time, their non-First Nations peers had a 71% participation rate with 100% of them scoring C- and above.

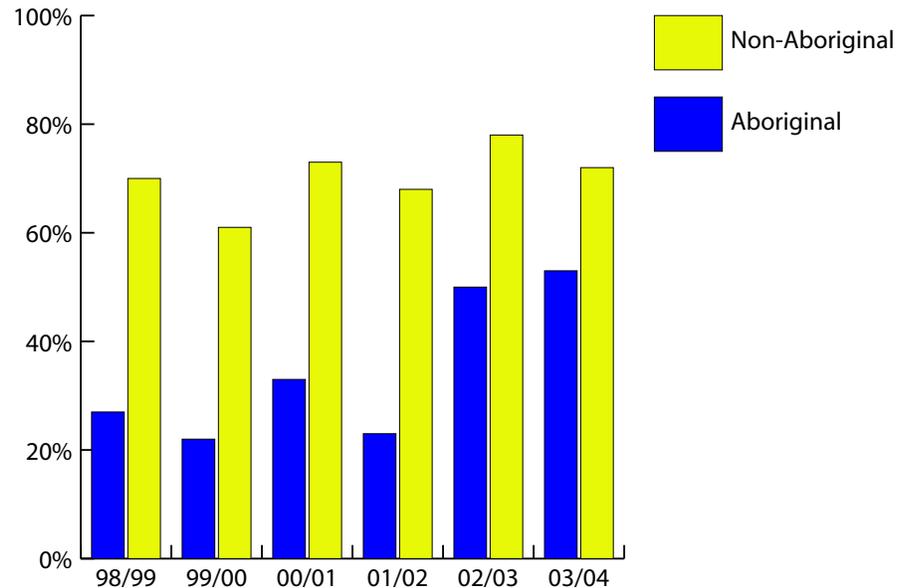
	Actual Gap	Desired Gap	Target
98/99	22%		
99/00	38%	21.56%	Not Met
00/01	37%	21.12%	Not Met
01/02	37%	20.68%	Not Met
02/03	32%	20.24%	Not Met
03/04	46%	19.80%	Not Met

Principles of Math 11: Participation Rates



Grade 12 English Participation Rates:

	Actual Gap	Desired Gap	Target
98/99	43%		
99/00	39%	42.14%	Met
00/01	40%	41.28%	Met
01/02	45%	40.42%	Not Met
02/03	28%	39.56%	Met
03/04	19%	38.70%	Met



How we are making a difference:

- Carihi and Timberline Secondary schools now have a written action plan for First Nations students that includes goals and assessment data for these courses.
- First Nations study/support rooms exist to provide students with a home base in the school.
- Alternate methods of delivering math curriculum are being investigated at the district and school levels.
- English Skills Development is offered at Carihi to support success in regular English courses, utilizing leadership skills to promote relevancy, with instruction based on individual student assessments.
- School-based late literacy committees have participated in late literacy professional development activities.
- Literacy and English 12 preparation.

Rationale for the Goal:

Historically, Dogwood completion rates for Aboriginal students fall significantly behind those of non-Aboriginal students throughout the province. Dogwood completion rate is often viewed as the overall measure of success for a student. Dogwood completion rates are measured by the number of students completing Grade 12 within six years of entering Grade 8 for the first time.

District progress in meeting the goal:

- Target Met

From 1998/99 to 2002/2003, the Aboriginal Dogwood Completion rate was 49%, 47%, 42%, 49% and 34.9%, which compare favorably with provincial results. However, the 2003/04 school year showed a significant growth in the number of Aboriginal students obtaining their Dogwood certificate within six years of entering Grade 8, with a rate of 55%.

• Campbell River Aboriginal Students

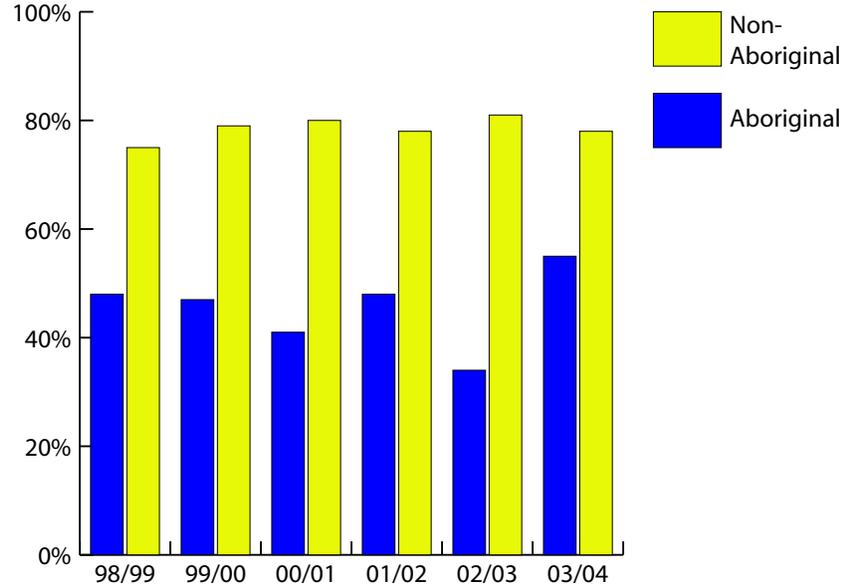
Graduation Rate 2003/04: 55%

How we plan to make a difference:

- Carihi and Timberline Secondary schools now have a written action plan for Aboriginal students that includes goals and assessment data for graduation rates.
- Encourage Aboriginal students to participate in career-related programs to increase their knowledge of work-place based expectations and post-secondary options.
- Promote scholarships, bursaries, exchanges and post-secondary visitations for Aboriginal students.
- Emphasize retention in middle schools and transitions to secondary schools.

Graduation Rates:
"Dogwood Completion"

Comparison of Gap 1998/99 to 2003/04			
	Actual Gap	Desired Gap	Target
98/99	27%		
99/00	32%	26.46%	Not Met
00/01	39%	25.92%	Not Met
01/02	30%	25.38%	Not Met
02/03	47%	24.84%	Not Met
03/04	23%	24.30%	Met



Summary of 2003/04 Results

• Primary Literacy	Target Met
• Grade 4 Reading	Target Not Met
• Grade 4 Writing	Target Met
• Grade 4 Numeracy	Target Met
• Grade 6 District Assessment	Target Met
• Grade 7 Reading	Target Not Met
• Grade 7 Writing	Target Met
• Grade 7 Numeracy	Target Met
• Grade 9 District Assessment	Target Met
• First Nations Courses Participation Rates	Target Not Met
• Student Absenteeism	Target Met
• First Nations Parents Involvement	Target Met
• Math 11	Target Not Met
• English 12	Target Met
• Dogwood Completion Rate	Target Met

As educators, parents, elders, community members, we should all be proud of our collective efforts to improve the educational outcomes of First Nations students.

The Local Education Improvement Agreement — one of the first in the province — has guided the district in obtaining better results, and at the same time, it has taught us some valuable lessons about making a difference for our First Nations learners.

We know that First Nations students learn best when schools:

- continue to build trust with parents, community and students.
- acknowledge that connecting with the First Nations communities is fundamental to understanding the hopes and desires that First Nations families have for their children.
- establish and develop cultural relevance and positive self-concept in its curriculum — something that is one of the strongest predictors of school success.
- find ways to tap into intrinsic motivation and respectful humor to motivate.
- encourage and help to establish family support for First Nations students.
- work together with First Nations families to provide and value situations that yield small

- successes and positive feedback for students
- make personal connections with First Nations students.
- have classroom practices that are highly engaging and use activity-based learning.
- show a commitment to providing First Nations role models in the schools.
- establish and teach flexible, fair, and consistent approaches to promoting effective behavior.
- provide real audience and purpose for student work that builds relevancy such as the First Nations Leadership and Media programs.

Change is not always easy, but I believe that future challenges can be met if we base our decisions on data, research and best practices.

This is why the First Nations Advisory Council has developed an Enhancement Agreement with previous lessons in mind, along with an analysis of what works in other jurisdictions.

Regardless of the new targets established in the renewed agreement, it must be remembered that our overall goal as an educational community must always be **equality of opportunity** and **results** for First Nations learners.

**Campbellton
Elementary School**

- Buddy Reading with Carihi FN Leadership students
- Kwakwala/Liq'wala Carihi Student Helpers
- Grade 6 Roy Henry Vickers Art Project
- Log Carving with Junior Henderson
- Carving Shed visits courtesy of Bill Henderson
- Kwakwala/Liq'wala Program
- Afternoon Kindergarten
- Student Recognition Assemblies
- First Nations Youth Support Worker & Educational Assistant
- Justice Theatre Workshop
- Aboriginal Youth Orchestra
- On-reserve Interviews for Report Cards
- Monthly Parent-Club Meetings with Principals
- Celebrate Aboriginal Day
- Ready, Set, Learn

**Cedar
Elementary School**

- Cultural program
- Multicultural Day & National Aboriginal Day Celebration
- Culture & History Project
- Breakfast and Lunch Program
- Afternoon Kindergarten Program
- First Nations Youth Support Worker & Educational Assistants
- Attendance Recognition Awards
- Principal's Tea
- Virtues/Calendar Celebration
- Homework Club
- ESD Program
- Peer Tutoring
- School-Wide Luncheon
- Kwakwala/Liq'wala Language Program
- Kyuquot Luncheon
- Rainbows Program
- Literacy Open House
- Ready, Set, Learn
- Christmas Concert
- Monthly Recognition Assemblies

**École Georgia Park
Elementary**

- First Nations Artist
- Ready, Set, Learn
- National Youth Orchestra
– Courtenay
- ESD Program
- First Nations Support Worker
& Educational Assistant

**Homalco Youth Services
Worker's Activities**

- Traditional Parenting
- Homework Club
- Continuing Education

**Pinecrest
Elementary School**

- Cultural Field Trip
- First Nations Celebration
- ESD Program
- First Nations Youth Support
Worker
- Peer Tutors
- Friends Program
- Christmas Concert
- Lunch Program
- Monthly Recognition
- Legend and Myth Study of
First Nations
- Ready, Set, Learn

**Sandowne
Elementary School**

- First Nations Celebration Day
- ESD Program
- First Nations Youth Support
Worker
- Ready, Set, Learn
- Justice Theatre
- Museum/Carving Shed visits
- Drum Workshop

**Quadra
Elementary School**

- Rebecca Spit day
- Kwakwala/Liq'wala program.
- Power Speak Program.
- Summer 2002 literacy pro-
gram.
- First Nations Youth Support
Worker and Educational As-
sistant.

**École Phoenix
Middle School**

- Breakfast Club, Lunch program & Pot Luck Dinners
- Just for Girls Club
- Healthy Living, Drug & Alcohol Awareness, Violence & Bullying Workshops
- Kwakwala/Liq'wala Program
- First Nations Cultural activities
- Attendance Recognition Awards
- Celebration for Honour Roll Students
- English Skills Development Program using Smart Learning Strategies
- ESD Open House for Parents
- Museum & Carving Shed Field Trips & Bowling
- First Nations Support Worker
- Sexual Exploitation Workshop
- Kyuoquot Parent Luncheon
- Kick the Nic
- First Nations Language Performance
- Justice Theatre Workshop
- Go Girls Workshop
- Lateral Violence Workshops
- Parent Club at the Campbell River Band Office
- Advancement Via Individual Determination
- First Nations Support Worker

**Southgate
Middle School**

- Breakfast/Homework Club
- Parent Visits to School
- Mural in First Nations Room
- Honour Roll Incentives
- ESD Program
- First Nations Support Worker & Educational Assistant
- Egypt Exhibit – Victoria
- Rattle Workshop
- Sweat Lodge
- Smudge Ceremony
- Talking Circle Ceremony
- Drug and Alcohol Workshop
- Justice Theatre
- Swimming at Strathcona Lake

Carihi Secondary School

- Kwakwala/Liq'wala Program
- Canadian Forces Recruiting and Career Fair
- Literacy and FN Leadership Program
- Trades Workshop at Malaspina University and Visit to University
- University of Victoria Counselor visit
- First Nations Studies 12 Class
- First Nations Art Program
- FN Media Program
- First Nations Studies Skills
- Hamatla Treaty Society Youth Committee
- First Nations Youth Support Workers & Education Assistant
- First Nations Trip to Victoria Museum
- First Nations Studies 12
- First Nations Display Case
- Pizza Day
- Celebrate Aboriginal Day

Timberline Secondary

- Food Safe & First Aid Course
- Visit to Malaspina University
- Honour Roll Incentives
- Carving Project
- ESD Program
- First Nations Support Worker Drug/Alcohol Exercise Program
- Carving Projects
- First Nations 12
- Pizza Gatherings
- First Nations Celebration
- First Nations Display Case
- Elder/Youth Meetings
- First Nations Lunch Program
- Residential School Workshop
- Lateral Violence
- UVic/NVIT visits
- Weekly Salish Language Sessions with Marion Harry
- Giant Dreamcatcher
- Date to Dream Project

First Nations Youth Support Workers' Vision

- First Nations parents who feel comfortable visiting schools to see classes, their children, teachers, counsellors and administrators.
- First Nations students who enter Grade 10 with good solid literacy and numeracy skills.
- First Nations students who have the skills to take the responsibility to be in class on time.
- First Nations students who live in healthy home environments.
- First Nations students who carry a regular course load that meets a range of post-secondary requirements.
- First Nations graduation rates that match those of non-First Nations students.
- Evidence of First Nations culture throughout the school buildings.
- First Nations Support Workers working as a team toward a common vision.

Goals for 2004/2005

- Improve attendance of First Nations students.
- Improve transitions for First Nations students.
- Promote healthy living for First Nations students.
- Develop cultural awareness in the education community and pride for First Nations students.



First Nations Youth Support Workers

- Mel Roberts
- Roberta Henderson
- Gena Sanderson
- Kathy Thibeault
- Joedy Williams
- Freda MacLean
- Jacquie Toombs

First Nations Kindergarten Teachers

- Kathy Yow
Homalco Kindergarten
- Kaz Jones
Gengenilas Kindergarten & Cape Mudge Head Start
- Linda Spooner
Laichwiltach Kindergarten

ESD Teachers

- Don Pennell
Campbellton Elementary
- Doranne DeMontigny
Campbellton
- Tom Kennedy
Cedar Elementary
- Lisa Johnson
École Georgia Park Elementary
- Colleen Epp
Pinecrest Elementary
- Anne Howarth
Sandowne Elementary
- Jane Monchak
Ecole Phoenix Middle School
- Kathy Grant
Carihi Secondary

First Nations Language Teachers

- Pam Holloway
- Sheryl Thompson
- Patti James
- Marian Harry
- Dene LaFleur
*(Local Language Authority/
Elder Advisor)*

Educational Assistants

- Edwina Henderson
Campbellton Elementary
- Charity Perrault
Cedar Elementary
- Violet Perrault
Cedar Elementary
- Elizabeth Petahtagoose
École Georgia Park Elementary
- Brenda Assu
Quadra Elementary
- Darlene Guenther
Southgate Middle School
- Jodi Guy
Carihi Secondary

First Nations Support/ Program Teachers

- Kathy Grant
Carihi Secondary
- Steve Joyce
Timberline Secondary
- Trevor McMonagle
Carihi Secondary
- Lisa Johnson
Southgate Middle School
- Natalie Handy
Timberline Secondary
- Jane Monchak
École Phoenix Middle School
- Bridget Walsh
Quadra Elementary