

A circular photograph showing three children wearing colorful, hand-painted masks with straw hair, standing in a classroom. The masks are decorated with various colors and patterns. The background shows classroom posters and a 'Canada' sign.

School District 72
Campbell River, B.C.



Acknowledgement	Page 2
Aboriginal Education Enhancement Agreement	Page 4
Monitoring Early Success Rates	Page 6
Goal 1: Improving Literacy and Numeracy (Grades 4 to 9)	Page 7
Goal 2: Improving Graduation Rates	Page 11
Goal 3: Post-Secondary Requirements	Page 13
Goal 4: Self-Identity and Self-Acknowledgement	Page 15
Aboriginal Student Recognition Dinner 2008/09	Page 17
Year in Review - School Activities	Page 19
School District 72 Aboriginal Education Staff	Page 23
Third Enhancement Agreement Update	Page 24
A Special Farewell	Page 26



Children participating in Literacy Day activities.

As district principal of Aboriginal Education it is my privilege to report on Aboriginal students' progress in achieving the performance targets of the Campbell River Aboriginal Education 2004-2009 Enhancement Agreement (AEEA), "*Building Success for Aboriginal Students*." This report will also highlight the work the district and its schools have done to assist Aboriginal students in achieving the goals of the agreement.

The Aboriginal Education Advisory Council must be acknowledged for their continued dedication to the success of Aboriginal students in School District 72 and the wisdom and leadership they provide as they work together with School District 72 to ensure that Aboriginal students achieve greater success in school.

Members of the Aboriginal Education Advisory Council for 2008/09:

- Jason Price – Wei wai kum First Nation (Campbell River)
- Alison Trenholm – Homalco First Nation
- Lisa Wilson-Wells – Kwakiutl District Council
- Eileen Haggard – Nuuchah-Nulth Tribal Council
- Pam Lewis – We wai kai First Nation (Cape Mudge)
- Julie Hanuse – Klahoose First Nation
- Shirley Smith – North Island Métis Nation
- Audrey Wilson – Laichwiltach Family Life Society

Aboriginal Education Advisory Council goals for 2008/09 were:

- Continue to develop and enhance open and positive communication among all partners in Aboriginal education.
- Develop and use Aboriginal resources in schools and school curriculum and promote the instruction of Liq'wala/ Kwakwaka and Coast Salish languages, Nuuchah-nulth culture, and develop awareness of the Métis culture and Michif language.
- Monitor the district's progress in building success for Aboriginal student performance on local and provincial assessments.

I respectfully submit this report to:

- Klahoose First Nation
- Kwakiutl District Council
- Kwiakah First Nation
- North Island Métis Nation
- Nuuchah-nulth First Nation
- We wai kai First Nation (Cape Mudge)

- Wei wai kum First Nation (Campbell River)
- Xwemalhwau First Nation (Homalco)
- Aboriginal Education Advisory Council
- Aboriginal Education Department
- Aboriginal students and families
- The Board of Education, administrators, teachers and support staff of School District 72.

*Greg Johnson
District Principal of Aboriginal Education*



A department language and culture teacher and Penfield Elementary students.

Building Aboriginal Student Success 2005-2009

The Campbell River School District is committed to ensuring that Aboriginal students receive a quality education; one that prepares them to lead successful, productive and healthy lives while enhancing their Aboriginal identity through language and culture programs.

The 2004/05 - 2009/10 Aboriginal Enhancement Agreement, *"Building Success for Aboriginal Students"*, is based on four student performance goals which reflect the critical need to improve Aboriginal student performance in grades 4 to 12. At the same time, School District 72 remains committed to:

1. Provision of sustained and relevant early literacy and numeracy support for Aboriginal learners.
2. Increased awareness and identification of educational strategies and structures to support Aboriginal learners needs in the primary grades.
3. Reading and language intervention in the primary grades.
4. Academic and social support for primary students at-risk.
5. Language and culture programs in both Liq'wala/Kwakwala and Coast Salish (Georgia Park).

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

The Campbell River School District works in partnership with Aboriginal communities to ensure that strategies and structures are in place to address the need for increased academic success for Aboriginal students including:

- District Achievement Contract
- Student Success Plans
- Aboriginal education assistants
- Aboriginal education support teachers
- Aboriginal Education Advisory Council
- Aboriginal support workers
- First Nations language and culture program



Sayward School Aboriginal Day celebrations.



Cedar weaving at Penfield Elementary's Aboriginal Day.

Performance Indicator	2004/05 Baseline	2005/06	2006/07	2007/08	2008/09	2009/10 Target
Grade 1: Meeting or Exceeding Expectations Reading	75%	56%	53%	47%	60%	85%
Grade 2: Meeting or Exceeding Expectations Reading	72%	72%	60%	59%	79%	82%
Grade 3: Meeting or Exceeding Expectations Reading	73%	55%	52%	48%	34%	83%
Grade 2: Fully Meets or Exceeds District Writing Assessment			48% Baseline	43%	51%	58%

Trends:

Reading success as measured by benchmarks in the district indicate that most grade 1 and 2 students are developing their reading skills satisfactorily in those years. The area that needs to be examined is the drop-off in success as measured by the grade 3 district reading assessment where student success has decreased significantly over the last five years. Whereas the benchmarks assessments are less focused on the ‘thinking’ of reading and more on the developing of the building blocks of reading, the grade 3 district assessment is largely an assessment of student comprehension. Work in the district on assessing kindergarten students’ oral language development has revealed that significant work needs to be done in this area in order that students have the necessary background knowledge to bring to the text they are reading. Within the last three years a number of schools are incorporating programs such as “PowerSpeak”, “Mo the Mouse” and “Talking Tables” to develop students’ oral language skills in tandem with their reading and writing skills. The district grade 2 writing assessment revealed areas for student growth and district teachers have focused their instruction in these areas which has resulted in improvements in student writing.

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

Rationale for Goal:

The need to improve the performance levels of 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 systemic 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.

Indicators of Success:

Performance Indicator	2004/05 Baseline	2005/06	2006/07	2007/08	2008/09	2009/10 Target
Grade 4: Meeting or Exceeding Expectations						
Foundation Skills Assessment (FSA) - Reading	57%	61%	45%	47% Baseline	38%* (province 52%) * This percentage includes those Aboriginal students whose performance is unknown (17/85). Of the 68 students who did write 33/68 met or exceeded (49%)	67%
Foundation Skills Assessment (FSA) - Writing	80%	66%	74%	44% Baseline	56%* (province 51%) * This percentage includes those Aboriginal students whose performance is unknown (19/85). Of the 66 students who did write 48/66 met or exceeded (73%)	90%
Foundation Skills Assessment (FSA) - Numeracy	71%	81%	60%	40% Baseline	48%* (province 47%) * This percentage includes those Aboriginal students whose performance is unknown (16/85). Of the 69 students who did write 42/69 met or exceeded (61%)	81%
Grade 5: Fully Meeting and Exceeding Expectations						
District Writing Assessment			35%	30%	35%	41%

Goal 1 Improving Literacy & Numeracy (Grades 4 to 9)

Performance Indicator	2004/05 Baseline	2005/06	2006/07	2007/08	2008/09	2009/10 Target
Grade 6: Fully Meeting and Exceeding Expectations						
District Reading Assessment	79%	50%	55%	48%	35%	89%
Grade 7: Meeting or Exceeding Expectations						
Foundation Skills Assessment - Reading	44%	57%	53%	43% Baseline	44%* (province 48%) * This percentage includes those Aboriginal students whose performance is unknown (22/96). Of the 74 students who did write 42/74 met or exceeded (57%)	54%
Foundation Skills Assessment - Writing	68%	81%	72%	40% Baseline	48%* (province 48%) * This percentage includes those Aboriginal students whose performance is unknown (26/96). Of the 70 students who did write 46/70 met or exceeded (66%)	78%
Foundation Skills Assessment - Numeracy	55%	76%	77%	38% Baseline	45%* (province 40%) * This percentage includes those Aboriginal students whose performance is unknown (22/96). Of the 74 students who did write 43/74 met or exceeded (58%)	65%
Grade 8: Fully Meeting and Exceeding Expectations						
District Writing Assessment				40% Baseline	42%	
Grade 9: Fully Meeting and Exceeding Expectations						
District Reading Assessment	26%	57%	47%	42%	36%	50%

Progress in Improving Aboriginal Student Achievement Results:

Literacy

Aboriginal student results in reading are concerning. Student results on our district reading assessments reveal the same decline in student success as in the primary grades. The provincial data reporting of the FSA is at odds with all other forms of student performance reporting as students who didn't write the various components of the FSA were included in the performance results. The italicized reporting of student results in the previous table gives a better indication of the district's students' performance. This data indicates greater success in reading and writing although there is still room for considerable improvement.

Numeracy

Student performance in numeracy improved somewhat. The use of the diagnostic math assessment to plan for instruction and courses being offered in the district using the First Steps in Math program have increased conversations between elementary and middle school math specialists, as well as developing teachers' abilities in diagnosing student misconceptions of math concepts. As part of monitoring student achievement for the new Enhancement Agreement district grade 8 and 9 math assessments will be used to track student success.

Strategies to Improve Student Success: Reading, Oral Language, Writing and Numeracy

The district education leadership team continues to provide schools with intervention support to meet identified individual students' needs in these areas. This program is successfully improving student success, however Aboriginal student results were not necessarily disaggregated and, as such, it is difficult to report them specifically based on the reports received. This is an area the district education leadership team has clarified for next year.

Other District Initiatives to Support this Goal:

- Elementary and middle school student success goals and district Achievement Contract reflect needs of Aboriginal students.
- Student support and contact with Aboriginal support workers.
- Aboriginal student rooms for gathering, comfort, support and celebration.
- Student and parent surveys to determine needs and levels of satisfaction of Aboriginal middle school students and their families.
- Advancement Via Individual Determination (AVID) program in a middle and secondary school.
- Aboriginal educational assistants to support academic achievement.
- English skills development teachers.

- Development of Aboriginal curriculum.
- District Aboriginal Enhancement Agreement support teacher.
- Aboriginal support teacher at École Phoenix Middle School and Southgate Middle School.
- Liq'wala/Kwakwala language instruction at École Phoenix Middle School.
- Cultural events and displays.
- Communication and collaboration with community support agencies.



Careers in Aquatic Science Workshop presented in partnership with the Centre for Aquatic Health Sciences.

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

Rationale for Goal:

Graduation rates improved somewhat throughout the first Local Education Improvement 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 for Aboriginal students happens at the secondary level, although patterns of attendance and connection to school are formed much earlier. Data, collected locally, shows that there is a significant pattern of relocation for Aboriginal students, often due to economic, family, and/or cultural reasons. The Enhancement 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.

Indicators of Success:

Performance Indicator	2004/05 Baseline	2005/06	2006/07	2007/08	2008/09	2009/10 Target
Successful transitions from Grade 9 to 10	92%	93%	95%	97%	97%	93%
Successful transitions from Grade 10 to 11	73%	90%	87%	77%	93%	92%
Successful transitions from Grade 11 to 12	64%	70%	64%	77%	80%	86%
Ministry data for six-year Dogwood completion	46%	50%	55%	53%	50% First time grads (56%)	56%
Grade 12 cohort graduation rates	58%	84%	83%	69%	96%	68%

Progress in Improving Aboriginal Student Achievement Results:

The table above shows results and targets established for demonstrating improvement in the rates of Aboriginal students who graduate with a Dogwood certificate. Transition rates for the 2008/09 year were consistent with rates from the previous years. Student completion rates within six years decreased slightly although the first time grad rate increased. Of those students in grade 12 eligible to graduate, almost all did. Secondary students who leave the system or do not return are called and other educational options are outlined to them. Significant attention has been paid to transition planning and

supports for Aboriginal student as they move throughout the pre-kindergarten to 12 system.

Initiatives to Support this Goal:

- Secondary school student success goals and district Achievement Contract reflect needs of Aboriginal students.
- Student support and contact with Aboriginal support workers with emphasis on transitions.
- Aboriginal student rooms for gathering, comfort, support and celebration.
- Development of database tracking reasons why Aboriginal students move in and out of the district based on the Ministry's second count in February.
- AVID program at Carihi Secondary.
- Aboriginal education assistants.
- First Nations 12 Leadership program.
- First Nations Studies 12.
- Laichwiltach Learning Program for early school leavers and disengaged students.
- Tyee Challenge program.



Dissecting salmon at the Careers in Aquatic Science Workshop.



Third Aboriginal Education Enhancement Agreement community consultation.

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

Rationale for Goal:

Aboriginal students all too often graduate without a suitable range of post-secondary entrance requirements, and must then return to school to 'upgrade' in order 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.

Indicators of Success:

Performance Indicator	2004/05 Baseline	2005/06	2006/07	2007/08	2008/09	2009/10 Target
Grade 10 English Participation	50%	60%	60%	70%	83%	60%
Grade 10 English Performance	61%	80%	86%	83%	86% (89% provincial data)	71%
Grade 10 Science Participation	51%	65%	54%	68%	84%	61%
Grade 10 Science Performance	65%	45%	84%	88%	87% (91% provincial data)	75%
Grade 10 Principles of Math Participation	21%	26%	26%	35%	45%	31%
Grade 10 Principles of Math Performance	90%	77%	85%	75%	73% (81% provincial data)	90%
Grade 11 Principles of Math Participation	26%	37%	22%	28%	42%	36%
Grade 11 Principles of Math Performance	71%	74%	71%	73%	70%	81%
Grade 12 English Participation	28%	32%	33%	28%	38%	38%
Grade 12 English Performance	88%	100%	100%	96%	93% (96% provincial data)	90%
Success Rates in Planning 10	51%	57%	73%	68%	89%	61%
Participation Rates in Career Programs	31%	18%	8%	23%	24%	41%
Participation Rates in AVID Program	26%	23%	20%	7%	10%	36%

Progress in Improving Aboriginal Student Achievement Results:

The table above shows the results and targets established for increasing the number of Aboriginal students who graduate with post-secondary requirements. Aboriginal student participation rates increased in English 10; Principles of Math 10 and 11; Science 10; Career Programs; and in English 12. Pass rates for Aboriginal students improved in English 10; Science 10 (based on provincial data); Planning 10; and Principles of Math 11. District data indicates pass rates for Aboriginal students decreased slightly in Principles of Math 10 and 11; and English 12. Provincial data suggests that student success in this area increased. The number of students who remained in the AVID program as they transitioned from middle to secondary school increased this year and consequently the participation rate in this course is higher.

Initiatives to Support this Goal:

- Secondary school student success goals and the district Achievement Contract reflect needs of Aboriginal students.
- Literacy project at Timberline.
- AVID program at Carihi and Phoenix with subject area teachers trained in AVID strategies.
- Educational assistants to support academic development at Carihi and Phoenix.
- Development of Aboriginal curriculum.
- Encouragement of Aboriginal students to participate in career-related programs in order to increase their knowledge of workplace-based expectations and post-secondary options.
- Promotion of scholarships, bursaries, exchanges and post-secondary visitations for Aboriginal students.
- Aboriginal student study/support rooms exist to provide students with a home-base in the school.
- Laichwiltach Learning Program – an Aboriginal alternative program for early school leavers and disengaged students.
- Aboriginal parent nights to local reserves for student course planning.

4. To increase a positive sense of identity and self-acknowledgement for Aboriginal students

Rationale for 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, regular attendance and academic achievement.

Indicators of Success:

Performance Indicator	2004/05 Baseline	2005/06	2006/07	2007/08	2008/09	2009/10 Target
Participation Rates in:						
Ecole Phoenix & Carihi Liq'wala/Kwakwala	32%	37%	38%	39%	39%	42%
BC First Nations Studies 12	49%	28%	25%	26%	23%	59%
Parent Satisfaction Survey (9 respondents)	All the time	All the time	All the time	All the time	All the time	All the time
Aboriginal parents aware of school goals?	67%	73%	60%	27%	17%	77%
Are you satisfied with your child's learning?	76%	81%	72%	30%	50%	86%
Do teachers care about your child?	86%	86%	87%	40%	67%	90%
Do you feel welcome at your child's school?	81%	95%	85%	53%	83%	90%

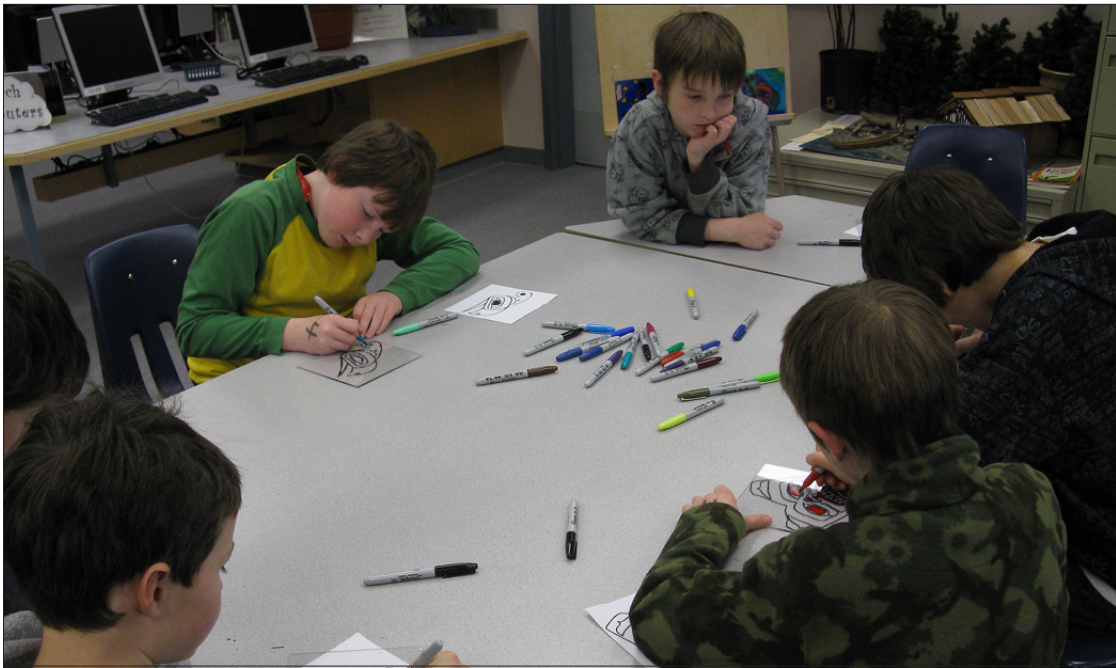
District Progress in Improving Aboriginal Student Achievement Results:

The table above shows results and targets established for measuring Aboriginal students' positive sense of identity and self-acknowledgement. The number of students taking Liq'wala / Kwakwala instruction remains consistent. Limited parental responses to the Ministry's satisfaction survey indicates the need to develop a means of locally surveying parents and students in order that the district gets a better picture of how the district's schools are doing in this area. This local surveying is a part of the indicators of the new Aboriginal Enhancement Agreement.

District initiatives to support this goal:

- Liq'wala / Kwakwala instruction for over 20 years.
- Knowledgeable and skilled speakers as teachers and local language authorities.
- Locally developed language curriculum and teaching materials (new catalog and new titles in grade 1 leveled readers).

- First Nations languages offered at Ripple Rock, Quadra, Cedar, Discovery Passage, and Georgia Park elementary schools, École Phoenix Middle School and Carihi Secondary School.
- Partnered with the University of Victoria to have Campbell River-based teacher training program for developmental standard certification in Coast Salish and Liq'wala / Kwakwala.
- Liq'wala / Kwakwala 11 & 12 recognized by University of Victoria as fulfilling the entrance requirement for a second language.
- Early Liq'wala / Kwakwala programs at Kwinwatsi and Cape Mudge preschools and Cape Mudge Headstart
- Aboriginal student recognition dinner.
- Development of Aboriginal Education department web page on district website.
- Aboriginal graduation celebration.
- Aboriginal celebration days.



Aboriginal Day activities.

Cedar Elementary

Brandon Green
Caitlin Jackson
Liam Matilpi

Discovery Passage Elementary

Trevor Roemer

**École des Deux Mondes
Elementary**

Sabastian LaFleur

École Willow Point Elementary

Cassidy Hinsberger
Etana Russell

**Georgia Park
Elementary**

Chance John
Jocelyn Joseph
Jerimiah Wilson Sinclair

**Ocean Grove
Elementary**

Cole Aitken
Mackenzie Dumont
Susan Silvey

**Oyster River
Elementary**

Alana Delayer
Michael Holmes

Penfield Elementary

Taylor Hallmark
Justine Herman
Kirk LeBlond

**Pinecrest
Elementary**

Nicholas Jack
Ethan Kehler
Kendra Quewezance

Quadra Elementary

Crystal Dahlnas
Wanaao Piascik

Ripple Rock Elementary

Matilyn Atwood
Anthony Henry
Kody Reynolds

**Sandowne
Elementary**

Darian Creelman
Julia Ouellette

**École Phoenix
Middle School**

Norman Bell
Duncan Henderson
Jeremy Sewid

Southgate Middle School

Tyler Baldwin
Mariah Billows
Teddy Wilson

Carihi Secondary

Carlee Marshall
Ellie Parton
Levi Seffzig

**Timberline
Secondary**

Troy Emmons
Shaylene Harry
Mary Wilson

Laichwiltach Learning Program

Karlee Drake

Sayward Elementary / Jr.

Keith Bourne
Cody Bourne



Aboriginal Day at Penfield Elementary.



Third Aboriginal Education Enhancement Agreement community consultation.



Grade 12 Aboriginal graduation ceremony.

Cedar Elementary

- Cultural program
- Multicultural Day & national Aboriginal Day celebration
- Culture & history projects (button blankets & paddles)
- Breakfast and lunch programs
- Afternoon kindergarten
- Aboriginal support worker & educational assistants
- Calendar launch and virtues celebration
- Homework club
- English Skills Development program
- Liq'wala / Kwakwala language program
- Peer tutoring
- Aboriginal recognition dinner
- School-wide luncheon
- Ready, Set, Learn
- Drumming sessions
- Christmas concert
- Monthly recognition assemblies
- Cross-grade writing entries for Duck Soup
- Aboriginal research
- Grade 5/6 Aboriginal science fair

Discovery Passage Elementary

- Liq'wala / Kwakwala language program
- Paper mask making
- Models of button blankets
- Aboriginal support worker
- Homework club
- Visit by Vernon Price (paddle projects)
- Visit to carving shed by grade 5/6 class
- Museum visits
- Aboriginal culture and art projects
- Aboriginal Day celebration
- Traditional salmon barbeque
- Visit to master carver, Bill Henderson
- Drumming and singing by Junior Henderson
- Cedar bark crafts by Wayne Bell
- Bannock
- Puppet making

École des Deux Mondes Elementary

- Aboriginal culture studies
- Aboriginal Day celebration
- Aboriginal content library books
- Art projects
- Visits to the museum

École Willow Point Elementary

- Aboriginal Studies in class (grade 1 and 4 curriculum)
- Students nominated for Aboriginal recognition awards dinner
- Focus on Aboriginal traditions - foods, history, traditions, music (as part of Carnival)
- Aboriginal cultural day (teepee, cedar weaving, drums, bannock)
- Campbell River Museum visits

Georgia Park Elementary

- English Skills Development program
- Aboriginal support worker & educational assistant
- Coast Salish language instruction
- Aboriginal musical appreciation program
- Museum visits
- Aboriginal Day celebration
- Girls group Aboriginal crafts
- Aboriginal boys group

Ocean Grove Elementary

- Aboriginal art projects
- Museum visits
- Guest speakers about Aboriginal culture
- Talking Tables oral language program
- Aboriginal content library books

Oyster River Elementary

- Ready, Set, Learn / Welcome to Kindergarten

- Christmas concert
- Recognition assemblies
- Art projects: paper maché mask making
- PowerSpeak program
- Foyer cabinet displays of children's Aboriginal heritage
- Math night
- Museum field trips
- Miracle Beach Nature House visits
- Grade 4/5 Aboriginal studies
- Aboriginal stories shared in classrooms, assemblies, library
- Family dance
- Family corn roast

Penfield Elementary

- Grade K, 1, 4 and 5 Aboriginal study units
- Aboriginal support worker and Aboriginal social skills worker
- Cedar bracelets; bark weaving (grade 4)
- Button blanket kit and button blanket math kit
- Museum trips by several classes
- Artist study
- Paddle making and painting (grade 5)
- Grade 4 longhouse construction and local Aboriginal studies

Pinecrest Elementary

- Cultural field trips
- English Skills Development program
- Aboriginal support worker and educational assistant
- Peer tutors
- Lunch and breakfast program
- Monthly recognition / Principal's tea
- Aboriginal Day celebration
- Aboriginal study
- Aboriginal masks / totem poles study
- Multicultural dinner
- Liq'wala / Kwakwala language program
- ESD support teacher
- Aboriginal science celebration that focuses on drumming, medicinal use for plants, plant use for painting, organic body products vs. modern products

Quadra Elementary

- Aboriginal support worker & educational assistant
- Aboriginal support teacher
- Liq'wala / Kwakwala program
- PowerSpeak program
- Cape Mudge HeadStart support
- Language development lessons
- Reading groups
- Aboriginal cultural awareness units of instruction

Ripple Rock Elementary

- Liq'wala / Kwakwala program
- Afternoon kindergarten
- Student recognition assemblies
- Aboriginal support workers & educational assistant
- Ready, Set, Learn
- Visits between teachers from Ripple Rock's kindergarten and Head Start program
- Classroom teaching of First Nations cultural awareness
- English Skills Development program
- First Nations singing, drumming and dancing performance at the school review meeting
- First Nations Day celebrations and activities at the school
- Visit to the carving shed and Big House

Sandowne Elementary School

- Aboriginal support worker
- Ready, Set, Learn
- Reading intervention
- Museum visits
- Crafts
- Field trips (Cape Mudge, Rebecca Spit, etc.)
- Writing and illustrating legends
- Resource kit: Cedar in First Nation's culture
- Studying Aboriginal stories

École Phoenix Middle School

- English Skills Development program
- Liq'wala / Kwakwala program
- Aboriginal support teacher
- Aboriginal support worker
- Aboriginal educational assistant
- Aboriginal Education Department meetings
- Explorer program support
- Advancement via Individual Determination (AVID)
- Attendance recognition programs
- Honour roll incentives
- Aboriginal recognition dinner
- Aboriginal cultural activities
- Kwakwala spoken at respect assemblies
- First Nations language and drumming performance
- Alert Bay school students visit
- Field trip - Vancouver Island University
- Field trips - CR Museum, Maritime Heritage Centre, carving shed
- Aboriginal week - Aboriginal food, fish soup, traditional face painting, Aboriginal artifact display, cedar weaving (Wayne Bell), guest speakers on Aboriginal topics, Bannock made by Laichwiltach elders, Aboriginal assembly featuring Phoenix students and Shawn Decaire
- Transition to Carihi - field trips
- Breakfast club and lunch program
- Aboriginal girls group - weekly lunch meetings and year-end field trip to Alert Bay cultural celebration
- Parent club at the band office
- Band visitations
- Talking Circles with Kathi Camilleri
- Staff pro-d with Kathi Camilleri, "The Village"
- Aboriginal culture curriculum content
- Aboriginal poetry

Southgate Middle School

- Breakfast/homework support
- Lunch program with parent volunteer supervisor and shopper
- Parent visits to school
- English Skills Development program
- Aboriginal support worker & educational assistant
- First Nations Social Studies 8 course
- Aboriginal author visit
- Two students honoured at district Aboriginal student recognition dinner
- ESD & Aboriginal Social Studies field trips, including museum
- Kathi Camilleri visit to grade 9 Social Studies class and facilitated youth group sessions
- Astronomy kit integrating Aboriginal content with science curriculum purchased
- ESD students to visit elementary school (Georgia Park)
- Girls' group - weekly sessions, facilitated through Delta Resources
- Transitioning for students to secondary school
- Survey of Aboriginal students about their transitioning experience from elementary to middle school.
- Students attend visioning sessions hosted by Kathi Camilleri
- Students working with Georgia Park Elementary students in a weekly craft circle

Carihi Secondary

- Aboriginal support workers
- Aboriginal educational assistants
- Breakfast / lunch program
- Aboriginal leadership class
- Tyee program
- First Nations Studies 12
- Elementary school feeder activities
- Aboriginal grad celebration

- Aboriginal recognition dinner
- Little buddies from Cedar Elementary
- Cedar pulling field trip
- Wildlife tour with Aboriginal Journeys
- Museum field trip
- Workshops with Kathi Camilleri
- Guest speakers
- Created paddles, drums, medicine bundles
- Liq'wala / Kwakwala language instruction
- Vancouver Island University tour
- Aboriginal career fair
- Attendance program
- Incentive program
- On-reserve admin / counsellor visits

Timberline Secondary

- Visit to Vancouver Island University
- Honour roll incentives
- Meet and greet Aboriginal mixer
- Carving projects - pending
- Individual career profiling and counselling
- Food Safe certification
- Aboriginal youth support worker
- Aboriginal support teacher
- Tutor support
- Aboriginal celebrations
- Aboriginal display case
- Elder / youth meetings
- Timberline breakfast / lunch program
- Outdoor club
- Community support worker
- Peer support training
- Timberline / Homalco Aboriginal education meetings
- Parent Advisory meeting on Homalco reserve

Cortes Elementary / Jr. Secondary

- Gorge Harbour field trip
- Butterfly World primary student field trip
- Celebration lunches
- Role model visits

Sayward Elementary / Jr. Secondary

- Aboriginal art session in the grade 3/4 class
- Artifacts lesson in grade 3
- Aboriginal Day celebration

- Karen Giesbrecht
Department Secretary

Aboriginal Youth Support Workers

- Jodi Guy
- Roberta Henderson
- Freda McLean
- Melanie Roberts
- Nicole Ross
- Gena Sanderson
- Jackie Toombs
- Julie Hanuse

Afternoon Kindergarten Teachers

- Marnie Younger
Gengenlilas Kindergarten
- Linda Spooner
Laichwiltach Kindergarten
- Bridgit Walshe
Cape Mudge Headstart

ESD Teachers

- Tom Kennedy
Cedar Elementary
- Mary Deagle
Georgia Park Elementary
- Selma Kennedy
Pinecrest Elementary
- Don Pennell
Ripple Rock Elementary
- Anne Howarth
Sandowne Elementary
- Jane Monchak
École Phoenix Middle School
- Lisa Johnson
Southgate Middle School

Aboriginal Language Teachers

- Pam Holloway
- Sheryl Thompson
- Patti James (Lamothe)
- Marian Harry
- Diana Matilpi

Aboriginal Educational Assistants

- Edwina Henderson
Ripple Rock Elementary

- Charity Wadhams
Cedar Elementary
- Elizabeth Petahtagoose
Georgia Park Elementary
- Brenda Assu
Quadra Elementary
- Angela Thompson
Pinecrest Elementary
- Jean McIver
École Phoenix Middle School
- Darlene Guenther
Southgate Middle School
- Cindy Boyle
Southgate Middle School
- Jackie Alexander
Carihi Secondary
- Michelle Billy
Carihi Secondary

Aboriginal Support/ Program Teachers

- Tom Kennedy
Cedar Elementary
- Mary Deagle
Georgia Park Elementary
- Lisa Johnson
District support/ Southgate Middle School
- Jane Monchak
École Phoenix Middle School
- Bridget Walshe
Quadra Elementary
- Bruce Stewart
Laichwiltach Learning Program
- Clay Carlson
Timberline Secondary
- Steve Joyce
Timberline Secondary

Third Enhancement Agreement Update

In 2008/09 School District 72 and the Aboriginal Education Advisory Council entered into the process of consulting with our community to establish goals for our third Aboriginal Education Enhancement Agreement for 2009 - 2014.

It became apparent over the course of the community consultation that with some adjustments the goals of the second Enhancement Agreement were still relevant and continued to be key leverage points for ensuring greater numbers of Aboriginal students achieve at or above expected levels.

Similarities and differences between the second Aboriginal Enhancement Agreement and the third Aboriginal Education Enhancement Agreement can be seen in the chart below.

Second Enhancement Agreement 2004 - 2009 Goals	Third Enhancement Agreement 2009 - 2014 Goals	Rationale for Third Enhancement Agreement Goal
Year-by-year improvement in Aboriginal student achievement in literacy and numeracy at the intermediate and middle school levels (grades 4-9).	Year-by-year improvement in literacy and numeracy achievement by all Aboriginal students at the elementary, middle & secondary school levels (K-12). <i>*Changes made in response to less student success in these areas in the early years.</i>	Without continued progress in literacy and numeracy at all school levels (K-12), a graduation program can become out of reach, thus closing many doors to future opportunities.
Year-by-year improvement in the rates of Aboriginal students who graduate with a Dogwood certificate.	Year-by-year improvement in the transition rates of all Aboriginal students at every grade level.	Transitions present challenges for students throughout their school careers, which become increasingly more difficult at the middle and secondary levels. It is often during these times of change, that Aboriginal students lose momentum in their social, cultural and academic development. The Aboriginal Education Enhancement Agreement recognizes that it is important to support all students in moving from grade to grade.
To increase the number of Aboriginal students who graduate having met post-secondary requirements aligned to personal career goals.	To increase the number of Aboriginal students who graduate with a Dogwood certificate. All Aboriginal students will be well prepared and knowledgeable about how to achieve their career and life goals.	This goal will ensure that Aboriginal students have an educational program that will lead to a Dogwood certificate and result in achievement of career and life goals. Aboriginal students need to be supported in the development of their life and career goals and be given multiple opportunities to explore career options. Students and parents need to have a clear understanding of the relationship between course and program choices and the opportunities that exist following high school.

Second Enhancement Agreement 2004 - 2009 Goals	Third Enhancement Agreement 2009 - 2014 Goals	Rationale for Third Enhancement Agreement Goal
Increase a positive sense of identity and self-acknowledgement for Aboriginal students.	To increase all Aboriginal students' sense of pride and ensure they have opportunities to participate in and learn about their heritage and culture.	This goal is in many ways a foundation for all other Aboriginal Education Enhancement Agreement goals as a positive sense of self, belonging and safety 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. These opportunities can promote attendance, develop positive attitudes to learning, and ultimately improve achievement.

The goals for the third Aboriginal Education Enhancement Agreement are reflected in the Aboriginal Education Advisory Council's vision for student success.

Aboriginal Education Advisory Council's Vision of Student Success:

"All Aboriginal students will identify their heritage, language and culture with pride, confidence and knowledge... throughout their school careers and beyond. They have a family, community and school district that are supportive of education. They, their family and community, feel welcomed and at ease in the school setting. They apply themselves to the best of their ability and acquire self-advocacy and life skills related to their personal learning style. They understand and value the importance of graduation in furthering their education and achieving lifelong learning. They are knowledgeable about their options, identify their passions and make choices relevant to their personal strengths. They are confident and have a positive self-image. They are part of a safe environment and have a true sense of belonging. They realize that their uniqueness is valued, honoured and respected."

Other changes that have been made to the third Aboriginal Education Enhancement Agreement are in the area of data collection and in the indicators of success that will be used to measure Aboriginal student success:

1. Measures of student success will now be collected on an individual student basis by grade level or cohort over the course of a student's education.
2. District measures (district reading and numeracy assessments; district attendance rates; district participation and performance rates in secondary courses; and surveys of student and parents) will now form the majority of indicators of student success as opposed to provincial measures such as the FSA (Foundation Skills Assessment) or provincial satisfaction survey results. Student participation and performance on mandated provincial exams will still be used as measures of student success.

A Special Farewell:

After 26 years of supporting Aboriginal students at Quadra Elementary School, Aboriginal educational assistant Brenda Assu is retiring.

People that have come in contact with Brenda over the course of her career are struck by her wonderful sense of humour, wisdom, creativeness, pride in her culture, and the care and determination with which she goes about ensuring the children she supports are proud and successful. Many students over the course of the years have been fortunate to have had Brenda help them learn about their culture; improve their academic skills; and encourage them in getting an education.

Brenda chose her career in education because of the importance she places on education and her belief that due to the changes happening for First Nations people an education is more important than ever. Brenda has done more than her share in helping our Aboriginal students realize this dream.

Family is extremely important to Brenda and I know she will treasure the additional time she will be able to spend with her husband, her children and grandchildren. We, as a district and community, have treasured the time you gave to us, Brenda.

Gilakasla.



Brenda Assu