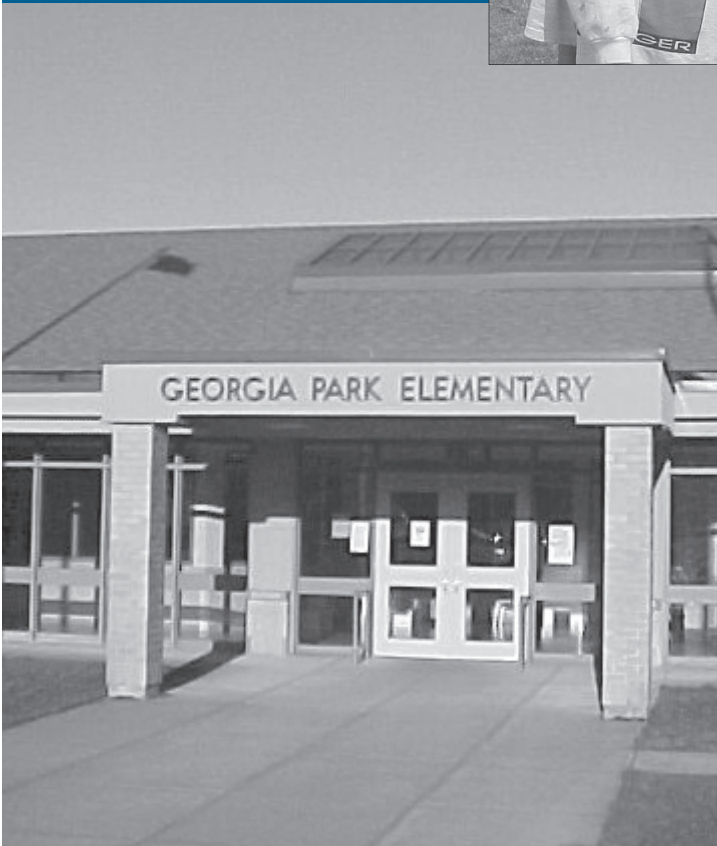
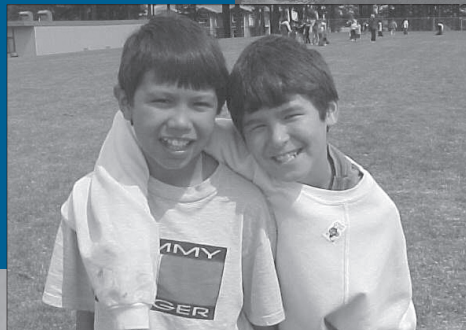
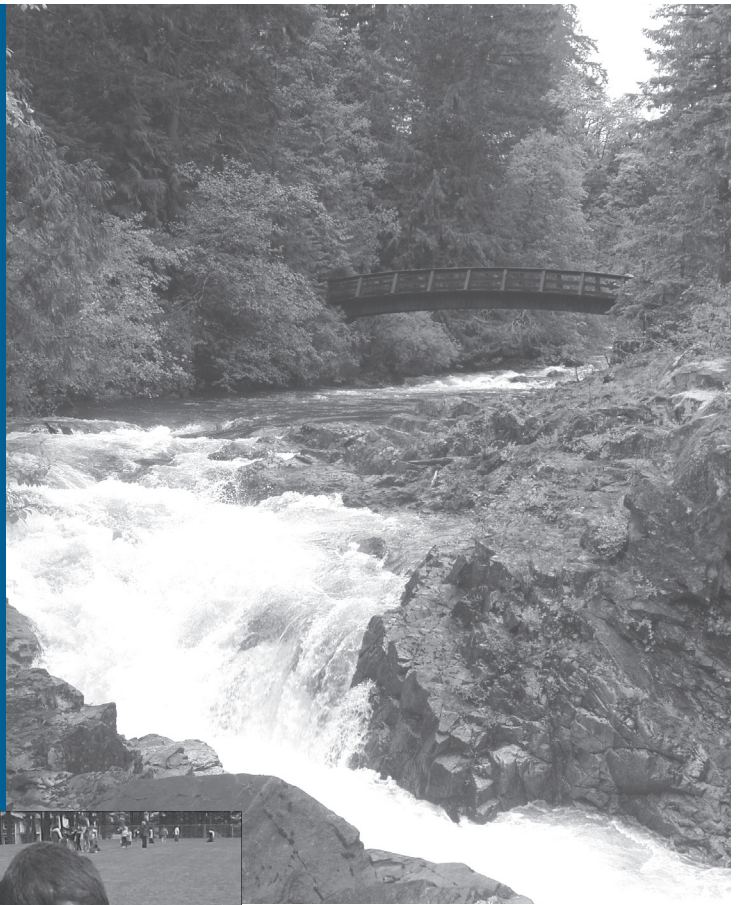


First Nations

Annual Report
2002/03



Submitted by
Stella Bates, District Vice-Principal
First Nations Education

School District 72
Campbell River, B.C.



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Carihi Secondary First Nations Leadership students collect stones for Inukshuks.

Acknowledgement

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

I respectfully submit this report to:

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

The Agreement has provided the school district and the First Nations Education Advisory Council with the opportunity, vision and resources to make a difference for First Nations students.

Stella Bates
District Vice-Principal,
First Nations Education



Mother, Child and the Moon
by Stacia Goodman, Grade 10 Carihi student

Improvement Agreement

The First Nations Local Education Improvement Agreement is based on seven student performance goals that are measured annually by comparing First Nation and non-First Nation performance on district and provincial assessments.

Improvement Agreement Goals:

1. Improvement in primary literacy
2. Improvement in intermediate literacy and numeracy
3. Improvement in graduation rates
4. Improvement in participation and success rates in Principles of Math 11 and English 12
5. Improvement in participation and success rates in First Nations courses
6. Improvement in attendance
7. Improvement in family involvement

When the Improvement Agreement was first written, it was agreed that the School District would set a target of reducing the performance gap between First Nation and non-First Nation students by 2% per year from 1998/99 levels. This means that by the end of the five-year term of the Agreement, there should be at least a 10% reduction in the gap for all seven of the goals.

As this is the final year of the Agreement, the First Nations Education Advisory Council is currently working on developing the second Improvement Agreement for our district. The Advisory Council noted that although the first improvement agreement has been about closing the gap, the next agreement needs to be about building success for First Nations students.

As part of the process in developing this next agreement, the Advisory Council has begun to formulate a vision, their dream of what success looks like for First Nations students.

"Successful First Nations students are able to identify their heritage with pride, confidence and knowledge, throughout their school careers.

They have a family who is supportive of education and who feels welcomed and at ease in the school setting. They apply themselves to the best of their ability and acquire self-advocacy skills related to their personal learning style.

They understand and value the importance of graduation and post-secondary education. They are knowledgeable about their options, have identified 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 beautiful and treasured."

Goal 1 - Improving Primary Literacy

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 2002/2003 Grade 3 District Reading Assessment demonstrated no difference between First Nations and non-First Nations students classified as not within expectations. Altogether, 418 students were tested and 65 were First Nations. The following comparison shows how First Nations and non-First Nations students performed in all categories measured on the assessment.

How we are making a difference:

- Aboriginal Head Start programs.
- Full day kindergartens.
- 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 next local Improvement Agreement with First Nations Advisory Council.
- School-wide literacy assessments to inform instruction.
- Development of school-based First Nations Education Plans.
- Inclusion of First Nations goals in School Growth Plans and District Accountability Contract.

Grade 3 District Reading Assessments:

	First Nations	Non-First Nations
Confident:	22%	37%
Purposeful:	52%	47%
Functional:	25%	14%
Developing:	2%	2%

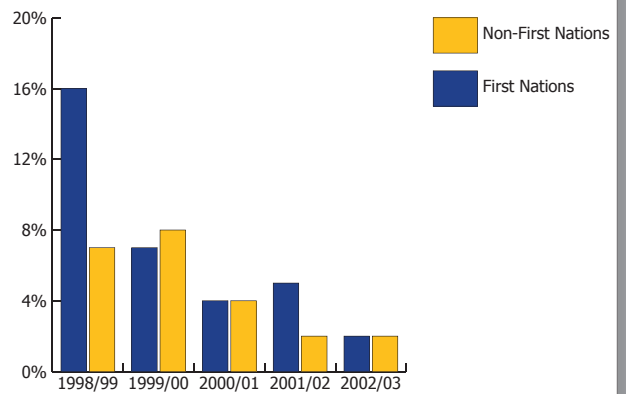
Please Note:

Students in the Developing category are considered not within expectations.

Grade 3 District Reading Assessments:

Comparison of Gap 1998/99 to 2002/03			
	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

**District Grade 3 Reading Assessments:
"Not Yet Within Expectations"**



Sandowne Elementary students make Inukshuks with Carihi Secondary and Robron Middle First Nations Leadership students.

Goal 2 - Improving Intermediate Literacy & Numeracy

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 2002/03 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 second year in a row.

The target was set at a 21.16% gap but the actual results were 27%. However, we were closer to reaching our target this year and Grade 4 reading results were down throughout the province. 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:

Meeting or Exceeding Expectations

- First Nations: 52%
- Non-First Nations 79%

Not Yet Within Expectations:

- First Nations: 48%
- Non-First Nations 21%

Grade 4 FSA Writing Results:

Meeting or Exceeding Expectations

- First Nations: 82%
- Non-First Nations 92%

Not Yet Within Expectations:

- First Nations: 18%
- Non-First Nations 8%

Grade 4 FSA Numeracy Results:

Meeting or Exceeding Expectations

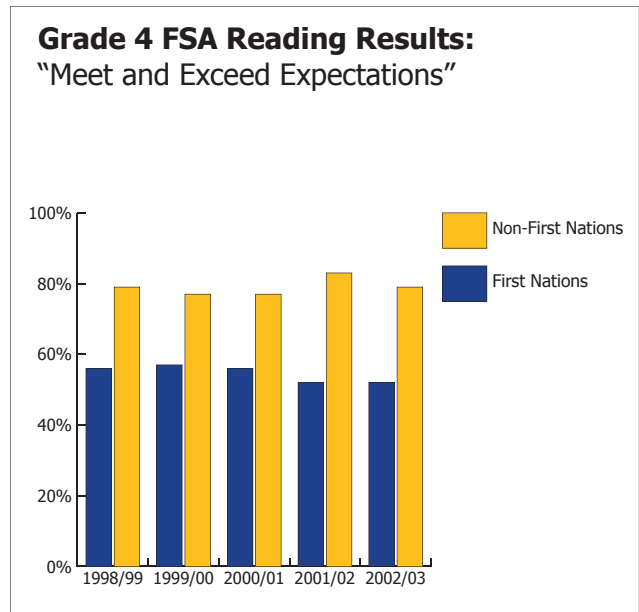
- First Nations: 76%
- Non-First Nations 90.5%

Not Yet Within Expectations:

- First Nations: 24%
- Non-First Nations 9.5%

Grade 4 FSA Reading Results:

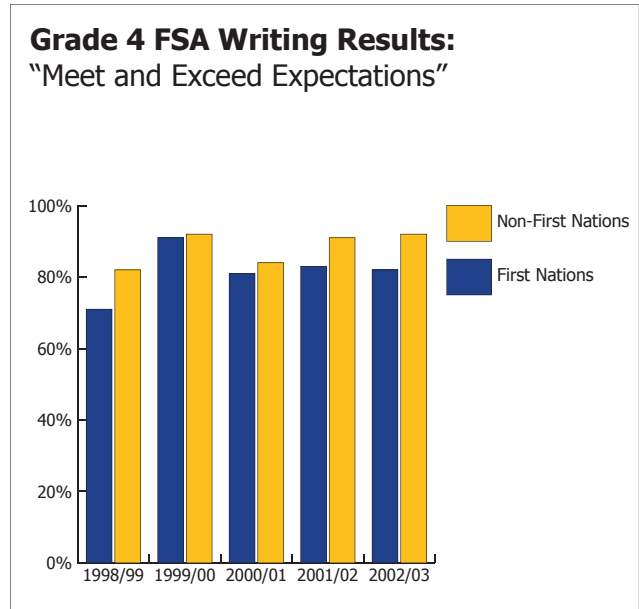
Comparison of Gap 1998/99 to 2002/03			
	Actual Gap	Desired Gap	Target
98/99	23%		
99/00	20%	22.54%	Met
00/01	21%	22.08%	Met
01/02	31%	21.62%	Not Met
02/03	27%	21.16%	Not Met



Georgia Park Elementary School ski trip.

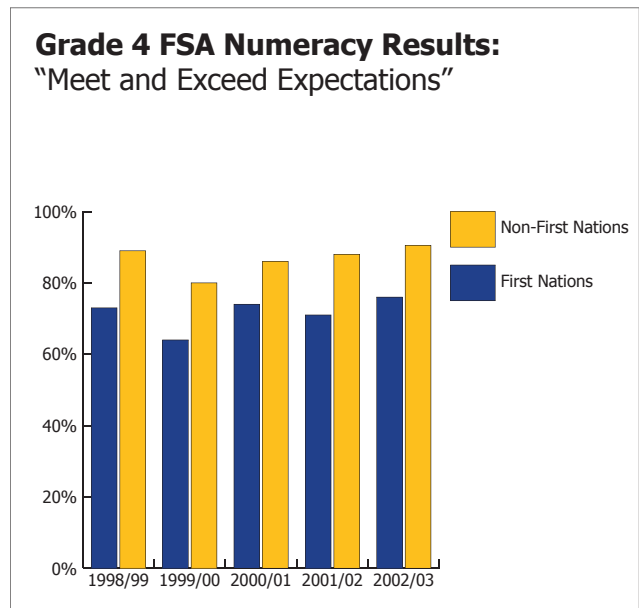
Grade 4 FSA Writing Results:

Comparison of Gap 1998/99 to 2002/03			
	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



Grade 4 FSA Numeracy Results:

Comparison of Gap 1998/99 to 2002/03			
	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



Grade 6 District Reading Assessment:

This is the fourth 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 19% and the goal was 35.88%, putting us 16.88% ahead of target.

In the poetry section of the assessment, First Nations results were:

Confident: 15%
Purposeful: 41%
Functional: 38%
Developing: 5%

In the non-fiction section of the assessment, First Nations results were:

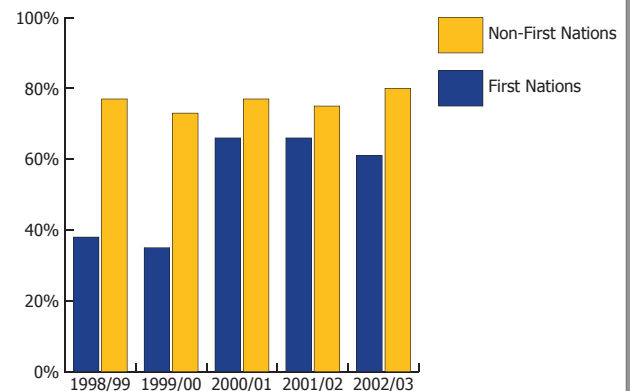
Confident: 20%
Purposeful: 48%
Functional: 31%
Developing: 1%

Grade 6 District Reading Assessments:

Comparison of Gap
1998/99 to 2002/03

	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

Grade 6 District Reading Assessments: "Fully Meet and Exceed Expectations"



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. Every year since the gap has gotten larger.

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



Ecole Phoenix First Nations Christmas luncheon.

Grade 7 FSA Reading Results:

Meeting or Exceeding Expectations

- First Nations: 52%
- Non-First Nations 74%

Not Yet Within Expectations:

- First Nations: 48%
- Non-First Nations 26%

Grade 7 FSA Writing Results:

Meeting or Exceeding Expectations

- First Nations: 66%
- Non-First Nations 71%

Not Yet Within Expectations:

- First Nations: 34%
- Non-First Nations 29%

Grade 7 FSA Numeracy Results:

Meeting or Exceeding Expectations

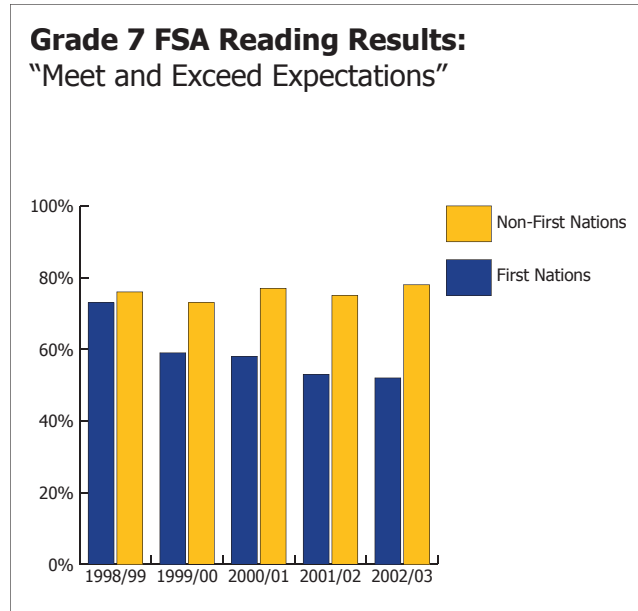
- First Nations: 78%
- Non-First Nations 84%

Not Yet Within Expectations:

- First Nations: 22%
- Non-First Nations 16%

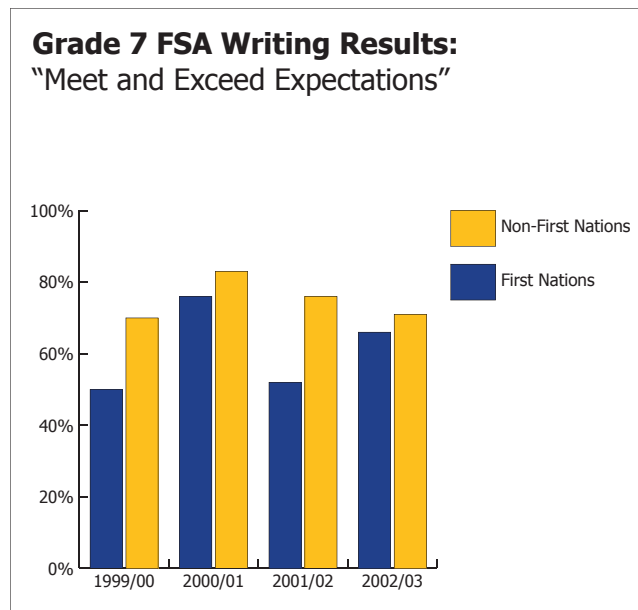
Grade 7 FSA Reading Results:

Comparison of Gap 1998/99 to 2002/03			
	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



Grade 7 FSA Writing Results:

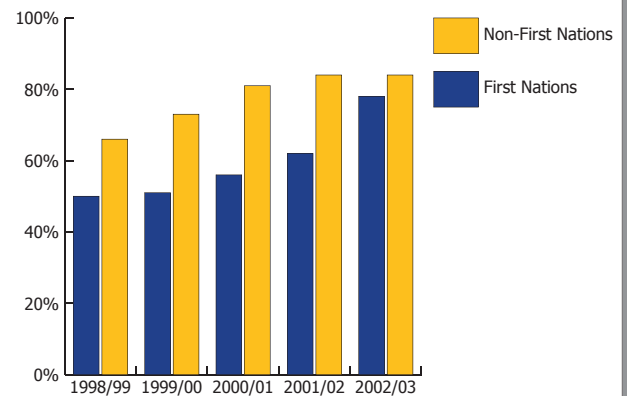
Comparison of Gap 1998/99 to 2002/03			
	Actual Gap	Desired Gap	Target
99/00	20%		
00/01	7%	19.6%	Met
01/02	24%	19.2%	Not Met
02/03	5%	18.8%	Met



Grade 7 FSA Numeracy Results:

Comparison of Gap 1998/99 to 2002/03			
	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

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



Ecole Phoenix students decorate for Christmas luncheon.

Grade 9 District Reading Assessment:

For the second 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*

In the poetry section of the assessment, First Nations students' results were:

Confident: 22%
Purposeful: 39%
Functional: 36%
Developing: 3%

In the non-fiction section of the assessment, First Nations students' results were:

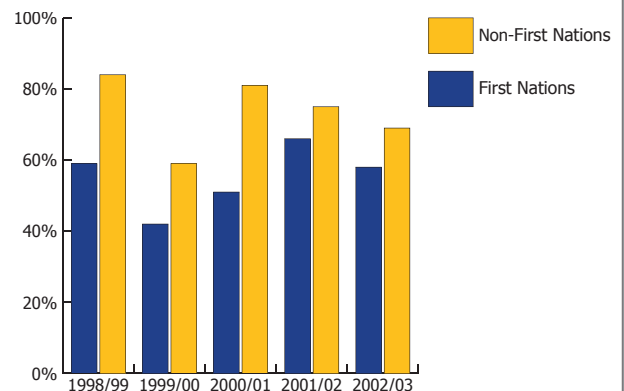
Confident: 16%
Purposeful: 41%
Functional: 43%
Developing: 0%

Grade 9 District Reading Assessments:

Comparison of Gap
1998/99 to 2002/03

	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

Grade 9 District Reading Assessments:
"Fully Meet and Exceed Expectations"



Grade 10 Foundation Skills Assessment:

The 2002/03 goals were met in all three measures of the Grade 10 Foundation Skills Assessment. The gap between the number of First Nations students and non-First Nations students was reduced from 19% in 1998/1999 to only 14% this year.

That puts us 3.48% ahead of target in this the fourth year of our five year improvement agreement.

District progress in reducing the gap:

- **Grade 10 FSA Reading Results:**
Target Met
- **Grade 10 FSA Writing Results:**
Target Met
- **Grade 10 FSA Numeracy Results:**
Target Met



Psychology students Megan Wilson and Ida Henderson share cultural knowledge with fellow students.

Grade 10 FSA Reading Results:

Meeting or Exceeding Expectations

- First Nations: 57%
- Non-First Nations 71%

Not Yet Within Expectations:

- First Nations: 43%
- Non-First Nations 29%

Grade 10 FSA Writing Results:

Meeting or Exceeding Expectations

- First Nations: 71%
- Non-First Nations 77%

Not Yet Within Expectations:

- First Nations: 29%
- Non-First Nations 23%

Grade 10 FSA Numeracy Results:

Meeting or Exceeding Expectations

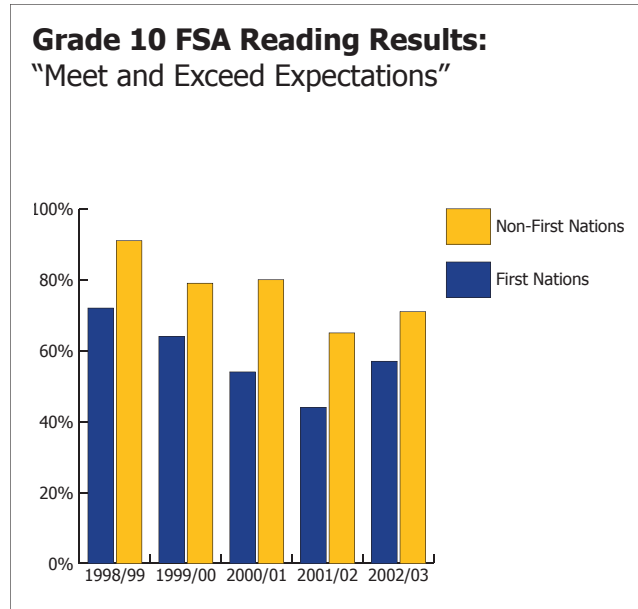
- First Nations: 58%
- Non-First Nations 69%

Not Yet Within Expectations:

- First Nations: 42%
- Non-First Nations 31%

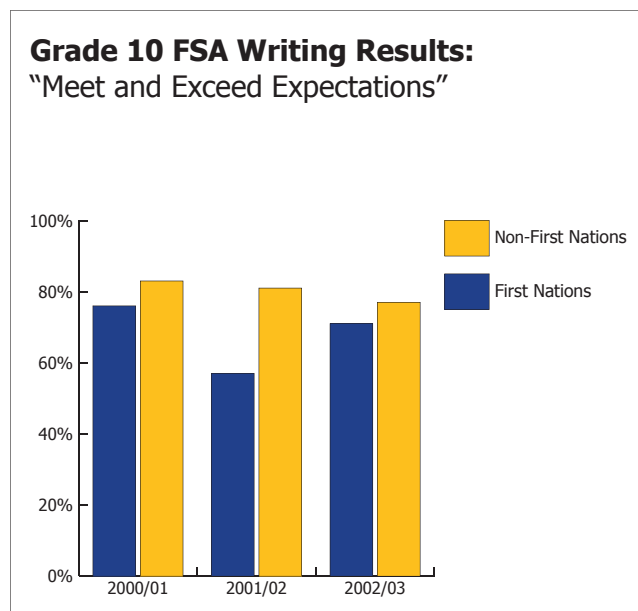
Grade 10 FSA Reading Results:

Comparison of Gap 1998/99 to 2002/03			
	Actual Gap	Desired Gap	Target
98/99	19%		
99/00	15%	18.62%	Met
00/01	26%	18.24%	Not Met
01/02	21%	17.86%	Not Met
02/03	14%	17.48%	Met



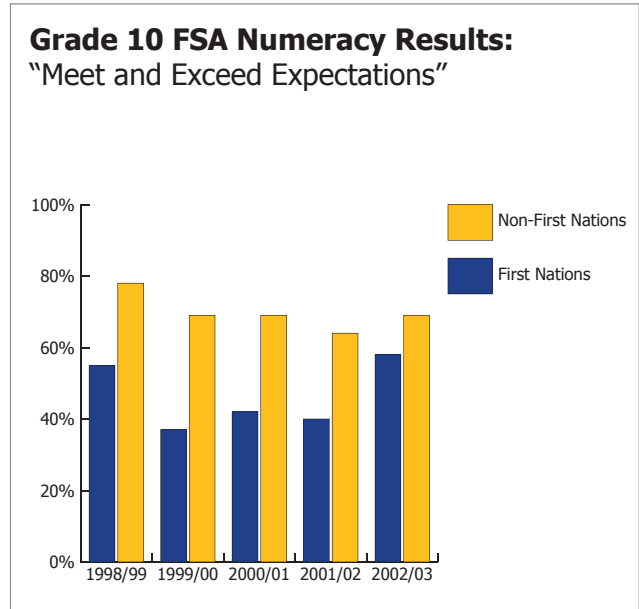
Grade 10 FSA Writing Results:

Comparison of Gap 1998/99 to 2002/03			
	Actual Gap	Desired Gap	Target
00/01	7%		
01/02	24%	6.86%	Not Met
02/03	6%	6.72%	Met



Grade 10 FSA Numeracy Results:

Comparison of Gap 1998/99 to 2002/03			
	Actual Gap	Desired Gap	Target
98/99	23%		
99/00	32%	22.54%	Not Met
00/01	27%	22.08%	Not Met
01/02	24%	21.62%	Not Met
02/03	11%	21.16%	Met



Georgia Park Elementary School ski trip.

How we are making a difference at the Intermediate Level:

- All middle schools and both high schools in the district have a First Nations Education Plan in place that will allow the schools to set goals for First Nations students and to track progress over time.
- District focus on the development of systematic assessment and intervention for at risk readers at the late literacy level.
- Professional Development – SMART LEARNING summer conference – resulting in teacher study groups for late literacy strategies.
- SMART LEARNING strategies in English Skills Development programs with an emphasis on communication skills for developing First Nations student leadership.
- Developing next local improvement agreement with First Nations Advisory Council with a focus on retention at the intermediate grade levels
- School-wide literacy assessments to inform instruction.
- Inclusion of First Nations goals in School Growth Plans and District Accountability Contract.
- First Nations content, language and culture programs and activities: First Nations bibliography for First Nations resources and literacy materials in Resource Centre.
- Local development of curriculum materials: Social justice lessons for middle school level.
- Breakfast and lunch programs.
- Parental and community involvement.
- First Nations Education Conference February 16, 2004.



Carihi Secondary students learn to play steel drums during a visit to a Toronto Caribbean community centre.

Goal 3 - Improving First Nations Courses Participation Rates

Rationale for goal:

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

District Progress in meeting the goal:

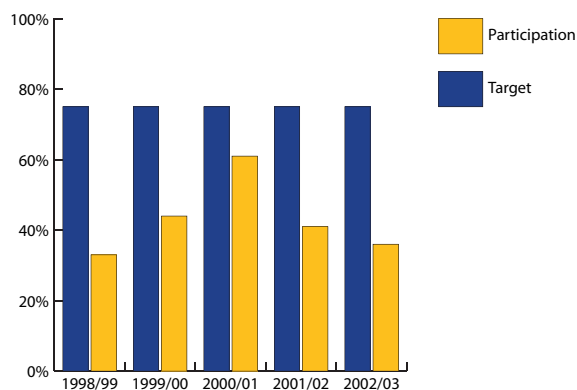
• Target Not Met

A target 75% participation rate for First Nations students was set in 1998/99 and since then participation has climbed steadily — each year the target was met. 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%. The gap target of 38.64% was missed by 0.36%.

How we are making a difference:

- Kwakwala/Liq'wala instruction for over twenty 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



Goal 4 - Decreasing Student Absenteeism

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:

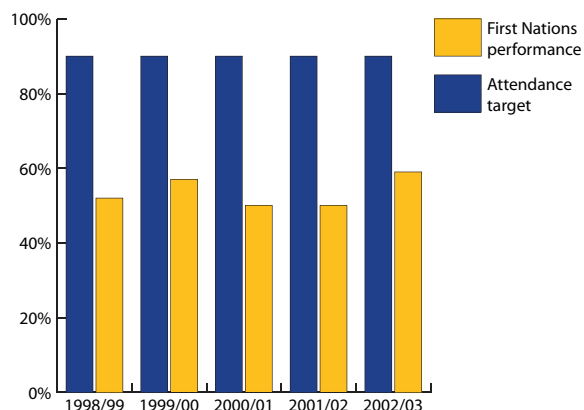
• Target Met

Given a goal of 90% and a base line of 52%, a gap of 38% was established in 1998/99. Since then the gap has been 33%, 40%, 34% and this year, the composite rate of students having fewer than fifteen absences from the elementary, middle and secondary levels was 59%, with a goal of 38.64%.

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.
- Celebrations and awards for good attendance.
- Elementary and middle school progress is consistently better.
- First Nations Youth Workers developing strategies for improving/rewarding attendance.

Aboriginal Attendance:
1998/99 - 2002/03



Goal 5 - Increasing First Nations Parents Involvement

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 66% of First Nations families participated at the elementary level, 50% 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.
- Parent support group and family pot luck lunches at Ecole Phoenix.
- Evidence of First Nations art and culture throughout schools.
- Individual Education Program and other meetings held on reserves.

Parental Involvement

1998/99 - 2002/03

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

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

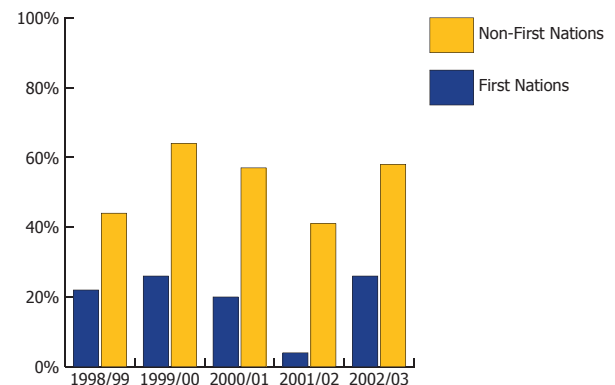
In 2002/2003, 12 First Nations and 321 non-First Nations students took Principles of Math 11. Eleven of the First Nations students completed the course successfully at a rate of 92%. The non-First Nations students were successful at a rate of 87%.

In 2002/2003 45.6% of all First Nations Grade 12's participated in English 12 as opposed to Communications 12. Of these, 92.9% had a C- or above. At the same time, their non-First Nations peers had a 70% participation rate with 93% of them scoring C- and above.

Math 11 Participation Results:

Comparison of Gap 1998/99 to 2002/03			
	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

Math 11 Results: "Participation Rates"



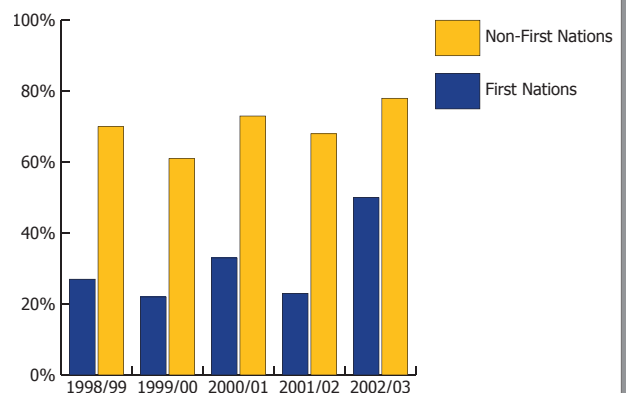
How we are making a difference:

- 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 both high schools to support success in regular English courses, utilizing First Nations authors and content 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.

English 12 Participation Rates Results:

Comparison of Gap 1998/99 to 2002/03			
	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

English 12 Results: "Participation Rates"



Goal 7 - Increasing Six-Year Dogwood Completion Rates

Rationale for the Goal:

Historically, Dogwood completion rates for First Nations students fall significantly behind those of non-First Nations 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 Not Met

From 1998/99 to 2001/2002, our First Nations student dogwood completion rate was 49%, 47%, 42% and 49%, which compare favorably with provincial results. However, the 2002/03 school year showed a significant dip in the number of First Nations students who entered Grade 8 six or fewer years ago, with a rate of 34% and a gap of 47%.

Increasing Graduation Rates:

Comparison of Gap 1998/99 to 2002/03			
	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

• Campbell River First Nations

Graduation Rate 2002/03: 34%

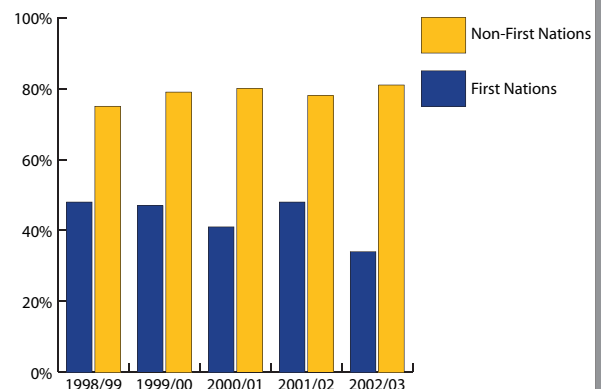
• Provincial First Nations

Graduation Rate 2002/03: 46%

How we plan to make a difference:

- Carihi and Timberline Secondary schools now have a written action plan for First Nations students that includes goals and assessment data for graduation rates.
- Encourage First Nations 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 First Nations students.
- Emphasize retention in middle schools and transitions to secondary schools.

Graduation Rates:
"Dogwood Completion"



Summary of 2002/03 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
• Grade 10 Reading.....	Target Met
• Grade 10 Writing.....	Target Met
• Grade 10 Numeracy.....	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 Not Met



Carihi Secondary students interviewed on Toronto's "Much Music."

Summary of Local Education Improvement Results

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 five 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 is developing our second Local Education Improvement Agreement with previous lessons in mind and with an analysis of what works in other jurisdictions.

Regardless of the new targets established in this second 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.

Year in Review - Student Activities

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

Cedar Elementary School

- Cultural program
- Book of Student Writings Published and Students Honoured at Dinner
- Multicultural Day & National Aboriginal Day Celebration
- Family Culture & History Project
- Breakfast and Lunch Program
- Afternoon Kindergarten Program
- First Nations Youth Support Worker & Educational Assistants

Georgia Park Elementary

- Professional Development for Staff on the history of Homalco
- Focus on First Nations Professional Development Day in February
- ESD Program
- First Nations Support Worker & Educational Assistant

Pinecrest Elementary

- Cultural Field Trip
- Creation of a First Nations Wall Hanging for School
- First Nations Celebration
- ESD Program
- First Nations Youth Support Worker

Sandowne Elementary

- First Nations Celebration Day
- ESD Program
- First Nations Youth Support Worker

Quadra Elementary School

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



Cedar Elementary School First Nations Celebration with Carihi Secondary First Nations Leadership Class.

Ecole Phoenix Middle School

- Breakfast Club, Lunch program & Pot Luck Dinners
- Just for Girls Club
- Healthy Living, Drug & Alcohol Awareness, Violence & Bullying Workshops
- Paddles project
- 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

Robron Middle School

- First Nations Leadership ESD Program
- Paddle Making Project
- First Nations Art
- Developed Social Justice Lessons
- Residential School Workshop for Staff
- Genealogy Project for First Nations Students
- 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

Carihi Secondary School

- YMCA Exchange to Toronto
- First Nations Celebration
- 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
- Boys Role Model Program
- Turkey Dinner & Pizza parties
- First Nations Studies 12 Class
- First Nations Art Program
- FN Media Program and participation in Powell River Film Festival
- First Nations Studies Skills
- Hamatla Treaty Society Youth Committee
- First Nations Youth Support Workers & Education Assistant

Timberline Secondary

- Drug/Alcohol Abuse Program & Alateen Group
- Food Safe & First Aid Course
- Visit to Malaspina University
- Honour Roll Incentives
- Button Blanket Project
- Podium Carving Project
- ESD Program
- First Nations Support Worker

School District 72 First Nations Staff



Back left: Kathy Thibeault, Freda McLean, Stella Bates, and Joedy Williams. *Front left:* Eva Dingwall and Roberta Henderson. *Missing:* Melanie Roberts, Jackie Toombs and Julie Hanuse.



Back left: Sheryl Thompson, Pam Holloway and Diane Matilpi. *Front left:* Dene LaFleur and Marion Harry. *Missing:* Karen Giesbrecht.

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.

First Nations Youth Support Workers' 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.

Educational Assistants

- Edwina Henderson
Campbellton Elementary
- Patti James
Cedar Elementary
- Gena Sanderson
Cedar Elementary
- Elizabeth Petahtagoose
Georgia Park Elementary
- Brenda Assu
Quadra Elementary
- Darlene Guenther
Southgate Middle School
- Jodi Guy
Carihi Secondary

ESD Teachers

- Laura Sewid
Campbellton Elementary
- Doranne DeMontigny
Campbellton
- Tom Kennedy
Cedar Elementary
- Lisa Johnson
Georgia Park Elementary
- Colleen Epp
Pinecrest Elementary
- Anne Howarth
Sandowne Elementary
- Ruth Kine
Robron Middle School
- Jane Monchak
Ecole Phoenix Middle School
- Kathy Grant
Carihi Secondary
- Patrick Lihou
Timberline Secondary

First Nations Kindergarten Teachers

- Laura Sewid
Homalco Kindergarten
- Kaz Jones
*Gengenlilas Kindergarten
& Cape Mudge Head Start*
- Tanya Vaton
Laichwiltach Kindergarten



Darcy John and Tiffany Francis skating in front of Toronto city hall.



Ernie Puglas and Kurt Kitchen view the sky-line from Toronto's CN Tower.