

A circular collage of four photographs showing children looking through tires. Top left: A boy in a yellow and blue jacket. Top right: A girl in a purple jacket. Bottom left: A girl in a blue jacket. Bottom right: A boy in a grey shirt.



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Welcome...

This is a landmark year in School District 72 Aboriginal education as we embark on the implementation of our second Aboriginal Education Enhancement Agreement, *Building Success for Aboriginal Students*.

This year's report will form a baseline of data that will allow us to track our progress in improving Aboriginal student success rates in targeted areas established to help us reach our goals.

The Aboriginal Advisory Council spent a great deal of time last school year involved in the process of developing the enhancement agreement. In a process that was thoughtful, analytical and inclusive, the council:

- completed an in-depth analysis of the Aboriginal student achievement results from 1999 to 2004.
- used the results to guide their thinking in exploring new goals and targets.
- met with representatives from the Aboriginal Education Branch at the Ministry of Education. (As a result of this meeting, council members were congratulated on their plans to take the new agreement out to the communities for feedback. Advisory council members were subsequently asked by ministry staff to make a presentation highlighting our inclusive process at the First Nations Education Conference, held annually in Vancouver.)
- took the new goals out to the Aboriginal communities for feedback and input. (As a result of these initiatives, the advisory council involved hundreds of people in the discussions that led up to the second signed agreement in our district.)

The council must be acknowledged for developing an agreement that will bring focus and attention to improving performance results for Aboriginal students. Their ability to study the results over time and to set a new direction, will go a long way in improving achievement results for our Aboriginal students. We thank them for the wisdom, leadership, time and effort they were willing to give as members of the advisory council.

Members of the Aboriginal advisory council for 2004/05:

- Sonia Roberts - Campbell River First Nation
- Bonnie Wilson - Homalco First Nation
- Lisa Wilson-Wells - Kwakiutl District Council
- Eileen Haggard - Nuu-Chah-Nulth Tribal Council
- Pam Lewis - Cape Mudge First Nation

- Darren Hanson - Klahoose First Nation
- Michael Dumont - North Island Metis Association

Although there have been some changes in membership, we look forward to continued efforts on the part of the advisory council to guide our work in the Campbell River School District to build success for Aboriginal students.

Aboriginal Education Advisory Council goals for 2005/06

Each year the council establishes goals and strategies for themselves. This year the council will:

- continue to develop and enhance open and positive communication among all partners in Aboriginal education.
- promote the development and use of Aboriginal resources in schools and school curriculum and promote the instruction of Liq'wala / Kwakwala and Coast Salish languages, and develop awareness of the Metis culture and Michif language.
- monitor the district's progress in building success for Aboriginal students' performance on local and provincial assessments.

I respectfully submit this report to:

- The Wei wai kum First Nation (Campbell River Band)
- The We wai kai First Nation (Cape Mudge Band)
- The Xwemalkwau First Nation (Homalco Band)
- Nuu-Chah-Nulth First Nation
- North Island Metis Association
- Kwakiutl District Council
- Kwiakah First Nation
- Aboriginal Education Advisory Council
- First Nations education department
- Aboriginal students and families
- The Board of School Trustees, administrators, teachers and support staff of School District 72

Dedication



*Stella C. Bates
District Vice-Principal, First Nations Education*

This annual report is dedicated to the memory of our mother, auntie, friend, teacher and mentor Dene LaFleur who passed away on September 18, 2005, leaving a huge gap in our department and in our hearts. Dene's dedication and commitment to the Liq'wala / Kwakwala language program will serve as her legacy to the school district.

Building Aboriginal Student Success 2005-2010

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. In 1999, in recognition of limited success in British Columbia schools for Aboriginal students, the Campbell River School District and local Aboriginal communities developed one of the first Local Education Improvement Agreements in the province. This first, five-year agreement was aimed at closing the performance gap between Aboriginal and non-Aboriginal students.

In this, the renewed Aboriginal Enhancement Agreement, the aim will be to continue to build on the successes that resulted from the first agreement by increasing the number of Aboriginal students who are achieving at or above expected levels.

The Campbell River School District will work 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 Accountability Contract
- school growth plans
- First Nations education assistants
- Aboriginal education support teachers
- Aboriginal Education Advisory Council
- First Nations youth support workers
- First Nations language and culture program

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 Advisory Council.

Although the four enhancement agreement goals reflect a critical need to improve Aboriginal student performance from Grades 4 to 12, School District 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 in the primary grades.
3. reading and language intervention in the primary grades.
4. academic and social support for primary at-risk students.
5. language and culture programs in both Liq'wala / Kwakwala and Coast Salish (École Georgia Park).



Community gives input to new enhancement agreement goals.

Monitoring Early Success Rates

Objective: *To improve the reading skills of Aboriginal Grade 1 students.*

Grade 1 Aboriginal students who *Meet and Fully Meet Expectations*.

- 75 per cent
 - 83 per cent participation rate
- Student participation depends on:*
- *absenteeism*
 - *movement between districts*
 - *parent discretion*
 - *Individual Education Programs*

In the School District accountability contract, the target for the 2005/06 school year is to have 85 per cent of all Grade 1 students meeting and fully meeting expectations.

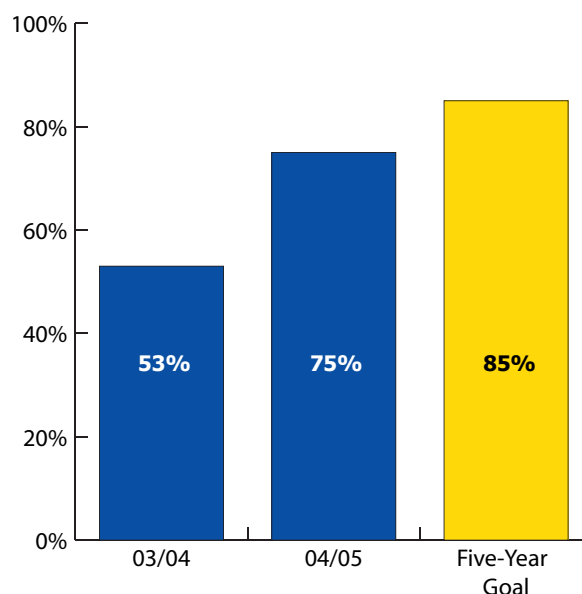
Grade 1 District Reading Assessment: 2004/05

Fully Meets	Meets	Not Yet Within
65%	18%	18%

Grade 1 Aboriginal Student Results: 2004/05

Fully Meets	Meets	Not Yet Within
53%	22%	25%

Grade 1 District Reading Assessment: Meets and Fully Meets Expectations



Monitoring Early Success Rates

Objective: *To improve the reading skills of Aboriginal Grade 2 students.*

Grade 2 Aboriginal students who *Meet and Fully Meet Expectations*.

- 72 per cent
 - 70 per cent participation rate
- Student participation depends on:*
- *absenteeism*
 - *movement between districts*
 - *parent discretion*
 - *Individual Education Programs*

In the School District accountability contract, the target for the 2005/06 school year is to have 88 per cent of all Grade 2 students meeting and fully meeting expectations.

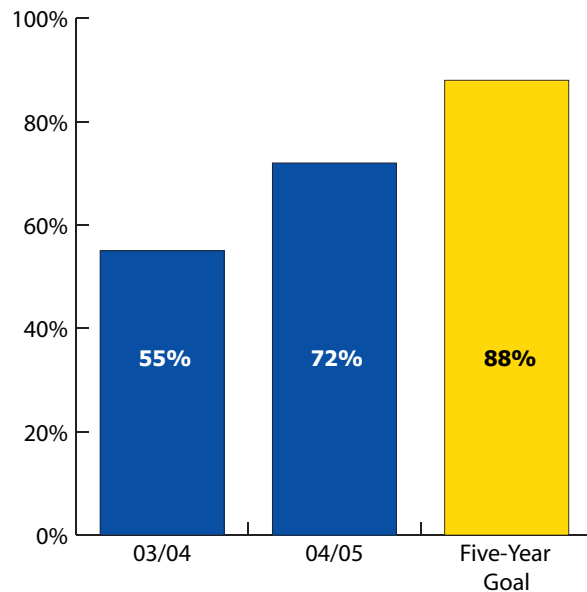
Grade 2 District Reading Assessment: 2004/05

Fully Meets	Meets	Not Yet Within
68%	17%	16%

Grade 2 Aboriginal Student Results: 2004/05

Fully Meets	Meets	Not Yet Within
56%	16%	28%

Grade 2 District Reading Assessment: Meets and Fully Meets Expectations



Monitoring Early Success Rates

Objective: *To improve the reading skills of Aboriginal Grade 3 students.*

Grade 3 Aboriginal students who *Fully Meet and Exceeds Expectations*.

- 73 per cent
 - 93 per cent participation rate
- Student participation depends on:*
- *absenteeism*
 - *movement between districts*
 - *parent discretion*
 - *Individual Education Programs*

In the School District accountability contract, the target for the 2005/06 school year is to have 92 per cent of all Grade 3 students meeting and fully meeting expectations.

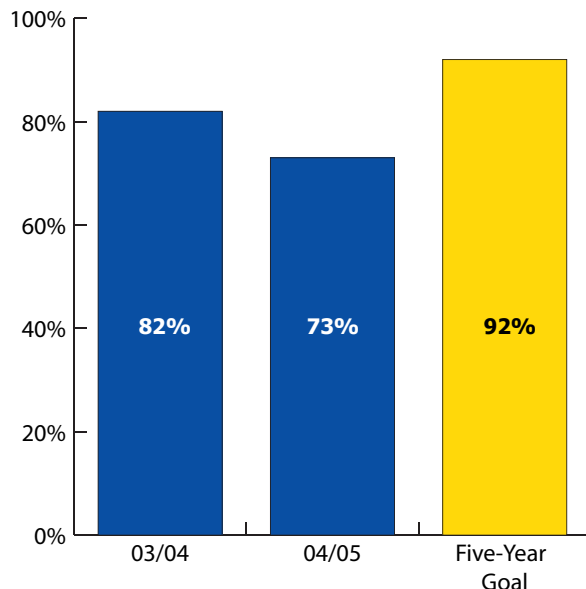
Grade 3 District Reading Assessment: 2004/05

Exceeds	Fully Meets	Meets	Not Yet Within
35%	45%	18%	2%

Grade 3 Aboriginal Student Results: 2004/05

Exceeds	Fully Meets	Meets	Not Yet Within
25%	48%	24%	3%

Grade 3 District Reading Assessment: Fully Meets and Exceeds Expectations



* The drop in results prompted the implementation of a Grade 4 reading intervention program targeting schools with groups of struggling readers.

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	2009/10 Target
<i>Grade 4: Meeting or Exceeding Expectations</i>		
FSA - Reading	57%	67%
FSA - Writing	80%	90%
FSA - Numeracy	71%	81%
<i>Grade 6: Fully Meets Expectations</i>		
District Reading Assessment	79%	89%
<i>Grade 7: Meeting or Exceeding Expectations</i>		
FSA - Reading	44%	54%
FSA - Writing	68%	78%
FSA - Numeracy	55%	65%
<i>Grade 9: Fully Meets Expectations</i>		
District Reading Assessment	26%	36%

Progress in improving Aboriginal student achievement results:

The above chart shows the baseline results and targets established for improving Aboriginal student achievement results in literacy and numeracy at the intermediate (Grades 4 to 6) and middle school (Grades 7 to 9) levels. The targets for the 2009/10 school year are set at 10 per cent higher than the baseline level, but is under review by the Aboriginal Education Advisory Council and may be adjusted as warranted.

District initiatives to support this goal:

- Middle school growth plans and district Accountability Contract reflect the needs of Aboriginal students.
- Student support and contact with First Nations youth 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.
- School-wide assessments and identification of at-risk students in reading, writing and numeracy.
- AVID program with a 26 per cent Aboriginal student participation rate in the Grade 9 cohort and subject area teachers trained in AVID strategies.
- Educational assistants to support academic development.
- English skills development teachers.
- Development of Aboriginal curriculum - social justice units and novel studies.
- Liq'wala / Kwakwala language instruction at École Phoenix Middle School.
- Cultural events and displays.
- Communication and collaboration with community support agencies.

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 in much earlier grades. 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	2009/10 Target
Successful transitions from Grade 9 to 10	83%	93%
Successful transitions from Grade 10 to 11	96%	96%
Successful transitions from Grade 11 to 12	76%	86%
Ministry data for six-year Dogwood completion	46%	56%
Grade 12 cohort graduation rates	58%	68%

Progress in improving Aboriginal student achievement results:

The above chart shows the baseline results and targets established for improving the rates of Aboriginal students who graduate with a Dogwood certificate. The targets for the 2009/10 school year were set at a 10 per cent improvement over the baseline level unless already at 90 per cent and are under review by the Aboriginal Education Advisory Council and may be adjusted as warranted.

District initiatives to support this goal:

- Secondary school growth plans and district Accountability Contract reflect the needs of Aboriginal students.
- Student support and contact with First Nations youth support workers with emphasis on transitions.
- Aboriginal student rooms for gathering, comfort, support and celebration.
- Development of a database to track reasons why Aboriginal students move in and out of the district based on the Ministry's second count in February.
- AVID program being implemented at Carihi Secondary School in September 2006.
- On-reserve course selection meeting for parents and students.
- First Nations educational assistant.
- First Nations leadership program.
- First Nations studies 10 to 12.



Above: Sheryl Thompson barbequing salmon for her classes at École Phoenix Middle School and Carihi Secondary.

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	2009/10 Target
Provincial exam results		
Grade 10 English participation	50%	60%
Grade 10 English performance	61%	71%
Grade 10 Science participation	51%	61%
Grade 10 Science performance	65%	75%
Grade 10 Principles of Math participation	21%	31%
Grade 10 Principles of Math performance	90%	100%
Grade 11 Principles of Math participation	26%	36%
Grade 11 Principles of Math performance	71%	81%
Grade 12 English participation	28%	38%
Grade 12 English performance	88%	90%
Participation in Planning 10	51%	61%
Participation rates in career programs	31%	41%
Participation rates in AVID program	26%	36%

Progress in improving Aboriginal student achievement results:

The previous chart shows the baseline results and targets established for increasing the number of Aboriginal students who graduate with post-secondary requirements. The targets for the 2009/10 school year were set at 10 per cent higher than the baseline level unless the target was already at 90 per cent and are under review by the Aboriginal Education Advisory Council and may be adjusted as warranted.

Initiatives to support this goal:

- Secondary school growth plans and district Accountability Contract reflect the needs of Aboriginal students.
- Literacy program at Timberline Secondary School.
- AVID program at Carihi Secondary School implemented with subject area teachers trained in AVID strategies.
- Educational assistant to support academic development at Carihi Secondary School.
- Development of Aboriginal curriculum - novel studies.
- Encouragement of Aboriginal students to participate in career-related programs in order to increase their knowledge of work-place 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.
- Planned in-service of on-reserve learning centre staff to use web-based Principles of Math 10 course as review, study and tutorial.
- English skills development offered at Carihi Secondary School to support success in regular English courses, utilizing leadership skills to promote relevancy with instruction based on individual student assessments.
- Carihi Secondary School off-campus program in partnership with Laichwiltach Family Life for early school leavers and disengaged students.

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	2009/10 Target
Participation rates in:		
École Phoenix & Carihi Liq'wala / Kwakwala	32%	42%
BC First Nations Studies 10, 11 & 12	49%	59%
Parent satisfaction survey (21 respondents)	<i>all the time</i>	
Aboriginal parents aware of school goals?	67%	77%
Are you satisfied with your child's learning?	76%	86%
Do teachers care about your child?	86%	96%
Do you feel welcome at your child's school?	81%	91%

Progress in improving Aboriginal student achievement results:

The above chart shows the baseline results and targets established for increasing a positive sense of identity and self-acknowledgement for Aboriginal students. The targets for the 2009/10 school year were set at 10 per cent higher than the baseline level but are under review by the Aboriginal Education Advisory Council and may be adjusted as warranted.

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 Grade 1 leveled readers).

- Aboriginal leadership program at Carihi Secondary.
- First Nations languages offered at Ripple Rock, Quadra, Cedar, and École Georgia Park elementary schools, École Phoenix Middle School and Carihi Secondary School.
- Language authorities established through the College of Teachers for Klahoose and Homalco Bands.
- 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 Gengenlilas, Kwinwatsi Pre-School, Cape Mudge Pre-School, Cape Mudge Headstart, and Pinecrest overflow program.
- Early Coast Salish program at Homalco Kindergarten.
- Web page development for Liq'wala / Kwakwala dictionary.
- Updating role model booklet.
- Aboriginal student recognition dinner.
- Development of Aboriginal education department web page on district website.

Campbellton

Elementary School

Aaron Lewis *Grade 4*
Shanyce Malone *Grade 5*
Amanda McGrath *Grade 6*

Cedar Elementary School

Pane Drake *Grade 1*
Rebecca Norris *Grade 5*
Phillip John *Grade 6*

**Cortes Elementary / Junior
Secondary School**

Chelsea Harry *Grade 9*

**Discovery Passage
Elementary School**

Diego Matilpi *Grade 4*
Kathy Zettler *Grade 5*
Shayley Johnson-Wells *Grade 5*

**École des Deux Mondes
Elementary School**

Taylor Holloway *Grade 6*

**École Georgia Park
Elementary School**

Andrea Paul *Grade 1*
Amelia Paul *Grade 3*
Issac Wilson *Grade 3*

**École Willow Point
Elementary School**

Andrew Peterson *Grade 6*
Cassandra Bedard *Grade 6*
Richard Price *Grade 6*

Ocean Grove

Elementary School

Breanne Flohr *Grade 6*
Jessica Korhonen *Grade 6*
Skey Moldowan *Grade 6*

Penfield Elementary School

Alyssa Willis *Grade 6*

Pinecrest

Elementary School

Melissa Beaulieu *Grade 5*
Ashley Phillips *Grade 6*
Jesse Spooner *Grade 6*

Quadra Elementary School

Jenna Price *Grade 2*
Krystal Henkel *Grade 6*
Shelby Huffman *Grade 6*

Sandowne

Elementary School

Chelsy Sewid *Grade 1*
Ashley Nelson *Grade 5*
Rebecca Williams *Grade 6*

École Phoenix

Middle School

Maggie Haring *Grade 8*
Daniel Miller *Grade 9*
Devin Perrault *Grade 9*
Landy Moon *Grade 9*
Kenzie Malone *Grade 9*

Southgate Middle School

Kalvin Hackett *Grade 9*
Kandyce Mellish *Grade 9*
Stephanie Trenholm *Grade 9*

Carihi Secondary School

Hannah Yow *Grade 10*
Kaitlin Saunders *Grade 10*
Anthony Seville *Grade 11*
Shawna Howard *Grade 11*
Alicia Henkel *Grade 12*

Timberline

Secondary School

Mara Korhonen *Grade 11*
Kyle Mellish *Grade 12*
Mark Billows
Grade 12

Continuing Education

Glenn George
Shannon Maranduk



Campbellton Elementary School

- Buddy reading with Carihi First Nations leadership students
- Liq'wala / Kwakwala Carihi student helpers
- Carving shed visits courtesy of Bill Henderson
- Liq'wala / Kwakwala program
- Afternoon Kindergarten
- Student recognition assemblies
- First Nations youth support workers & educational assistant
- On-reserve parent/teacher interviews for report cards
- Parent-club meetings with principals
- Ready, Set, Learn

Cedar Elementary School

- Cultural program
- Multicultural Day & National Aboriginal Day celebration
- Culture & history project
- Breakfast and lunch program
- Afternoon Kindergarten
- 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
- Liq'wala / Kwakwala language program
- Kyuquot luncheon
- Rainbows program
- Literacy open house

- Ready, Set, Learn
- Christmas concert
- Monthly recognition assemblies

École Georgia Park Elementary

- ESD program
- First Nations support worker & educational assistant
- Salish language instruction

Pinecrest Elementary School

- Cultural field trip
- ESD program
- First Nations youth support worker
- Peer tutors
- Friends program
- Lunch program
- Monthly recognition
- Legend and myth study of First Nations

Sandowne Elementary School

- ESD program
- First Nations youth support worker
- Ready, Set, Learn
- Justice theatre
- Museum

Quadra Elementary School

- Liq'wala / Kwakwala program
- Power Speak program
- First Nations youth support worker & educational assistant
- Cape daycare support - language development lessons
- Reading groups

École Phoenix Middle School

- Breakfast club, lunch program & pot luck dinners
- Just for Girls club
- Healthy living, drug & alcohol awareness, violence & bullying workshops
- Liq'wala / Kwakwala 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 lunch
- 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 / Chief & Council visit
- Mural in First Nations room
- Honour roll incentives
- ESD program
- First Nations support worker

- & educational assistant
- First Nations Social Studies 8
- Three First Nations students honoured at district Aboriginal student recognition dinner
- First Nations Social Studies 8 field trips including tour of estuary and museum
- Rattle workshop and assisting with rattle workshop at École Georgia Park Elementary School

Carihi Secondary School

- Liq'wala / Kwakwala program
- Canadian Forces recruiting and career fair
- Literacy and First Nations 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
- First Nations media program
- First Nations studies skills
- Hamatla Treaty Society youth committee
- First Nations youth support worker & education assistant
- First Nations trip to Victoria museum
- First Nations display case
- Pizza day
- Aboriginal Day celebration

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
- First Nations Studies 12 class
- Pizza gatherings
- First Nations celebrations
- 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
- Dare to Dream project

Left: Junior Henderson, reknowned carver, starts a pole for École Phoenix Middle School.

Right: Junior Henderson part way through the carving.



Left: École Phoenix Middle School students look on with interest as Junior carves.



First Nations Youth Support Workers

- Melanie Roberts
- Roberta Henderson
- Gena Sanderson
- Freda McLean
- Jackie Toombs
- Fred Coupal

Afternoon Kindergarten Teachers

- Kathy Yow
Homalco Kindergarten
- Brenda Neufeld
Gengenilas Kindergarten
- Linda Spooner
Laichwiltach Kindergarten
- Kaz Jones
Cape Mudge Headstart
- Angela Doherty
Pinecrest overflow program

ESD Teachers

- Don Pennell
Ripple Rock
- Tom Kennedy
Cedar Elementary
- Lisa Johnson
École Georgia Park Elementary
- Selma Kennedy
Pinecrest Elementary
- Anne Howarth
Sandowne Elementary
- Jane Monchak
École Phoenix Middle School
- Kathy Grant
Carihi Secondary School
- Ray Wilson
Carihi Secondary School
- Tanya Carlson
École Willow Point Elementary

First Nations Language Teachers

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

Aboriginal Student Educational Assistants

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

Aboriginal 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 Walshe
Quadra Elementary
- Bruce Stewart
Carihi / LFL program (Kwiw'bedo program)

A special farewell

Kathy Grant has recently retired as the First Nations Studies and First Nations leadership teacher at Carihi Secondary School. Kathy has taught in the district for 17 years, six of those at Carihi, and for the last few years she has been very active in supporting Aboriginal students.

It was through Kathy's vision that we started the First Nations leadership program in which Kathy helped students acquire leadership skills through developing communication skills. Using a variety of reading, writing and speaking strategies Kathy had her students practicing to be leaders in Aboriginal communities. This program has been widely recognized as an innovative model and several other district's have started similar programs.

We will miss Kathy and wish her all the best in retirement.



Left: Kathy Grant was honoured by her students at a surprise luncheon.

A special welcoming

Kathy Grant's successor at Carihi Secondary School is Ray Wilson. Ray is a Carihi graduate, member of the Cape Mudge band, and is well known as a dedicated basketball coach at École Phoenix Middle School and Carihi Secondary. Ray studied at the University of Victoria and his areas of concentration were social studies and physical education. Welcome Ray.

Results from the First Five Years

• 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

