

A circular photograph of seven children in a library. They are all wearing paper hats with various designs, including faces, patterns, and text. The children are smiling and looking at the camera. The background shows bookshelves filled with books. The photo is set against a red background with white text.



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Acknowledgement

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 2007/08:

- Michael Dumont – North Island Métis Nation
- Eileen Haggard – Nuw-Chah-Nulth Tribal Council
- Julie Hanuse – Klahoose First Nation
- Denise Harry – Homalco First Nation
- Pam Lewis – Cape Mudge First Nation
- Yvette Ratson – North Island Métis Nation
- Sonia Roberts – Campbell River First Nation
- Audrey Wilson – Laichwiltach Family Life Society
- Lisa Wilson-Wells – Kwakiutl District Council

Aboriginal Education Advisory Council goals for 2007/08 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, 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
- Nuw-Chah-nulth First Nation
- We wai kai First Nation (Cape Mudge)
- Wei wai kum First Nation (Campbell River)

- Xwemalhkwa 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



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



Mariah Ricketts
Grade 7
Ecole Phoenix Middle School
Campbell River, BC

Monitoring Early Success Rates

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

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	2009/10 Target
Grade 4: Meeting or Exceeding Expectations					
Foundation Skills Assessment (FSA) - Reading	57%	61%	45%	47% Baseline	67%
Foundation Skills Assessment (FSA) - Writing	80%	66%	74%	44% Baseline	90%
Foundation Skills Assessment (FSA) - Numeracy	71%	81%	60%	40% Baseline	81%
Grade 6: Fully Meets					
District Reading Assessment	79%	50%	55%	48%	89%
Grade 7: Meeting or Exceeding Expectations					
Foundation Skills Assessment - Reading	44%	57%	53%	43% Baseline	54%
Foundation Skills Assessment - Writing	68%	81%	72%	40% Baseline	78%
Foundation Skills Assessment - Numeracy	55%	76%	77%	38% Baseline	65%
Grade 9: Fully Meets					
District Reading Assessment	26%	57%	47%	42%	50%

Progress in Improving Aboriginal Student Achievement Results:

The table above shows Aboriginal student achievement results in literacy and numeracy at the intermediate (grades 4 to 6) and middle school levels (grades 7 to 9).

District Reading Assessment Results:

Grade 6:

Grade 6 Aboriginal students meeting or exceeding expectations on the district reading assessment decreased this year.

Grade 9:

Grade 9 students meeting or exceeding expectations on the district reading assessment declined to less than 50 percent, although (42 percent) meeting or exceeding expectations is at a level higher than the baseline of 26 percent established in 2004/05.

Foundation Skills Assessment (FSA) Results:

Due to the new format of the FSA the Ministry of Education declared that 2007/08 would be a baseline year for this data. In addition, many district Aboriginal students did not take the assessment. Eleven percent of eligible grade 4 students and 31 percent of eligible grade 7 students did not write the FSA assessment. It is not appropriate to compare the 2007/08 data to previous years.

Grade 4 & 7 Foundation Skills Assessment (FSA) Student Results:

School District 72 Aboriginal student results are lower than provincial averages in reading, writing and numeracy as measured by the FSA.

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

In 2007/08, the district education leadership team developed a new intervention model based on meeting identified individual students needs in this area.

During the year, schools applied for intervention support and the district provided this in the form of teaching and resource allocations to 154 students at a variety of elementary schools. Of the students supported in this manner, 47 were Aboriginal.

In two primary reading interventions students made average gains of seven to eight benchmark levels. Those students supported at schools in the intermediate levels in reading demonstrated growth of half a year during the intervention period of three months.

Aboriginal students involved in the oral language PowerSpeak program at one elementary school demonstrated an average increase of 16 percent on the pre and post assessment. A spin-off effect of this intervention was the success of students in meeting expectations in writing. All students who participated in the oral language intervention met expectations on a school-wide write. As well, three elementary schools with a high vulnerability index based on the latest Early Development Inventory (EDI) results have been provided additional teaching staff.

This year, the district has opened a third StrongStart Centre in schools to support early literacy and numeracy. Additionally, the district has an excellent relationship with the local Aboriginal HeadStart and preschool program, which prepare Aboriginal students well for their transition to kindergarten. Literacy and numeracy support is also provided to Aboriginal students in the district's summer learning program. Students needing numeracy support at schools are being identified and provided support in the same manner as students are provided literacy support.

Middle school departments and school teacher leaders are also developing a series of grade and unit math assessments to direct instruction. As well, on-line tutorials are being created and made available to students for Math 4, Math 10, 11 and 12, as additional support to class instruction.

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.

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:

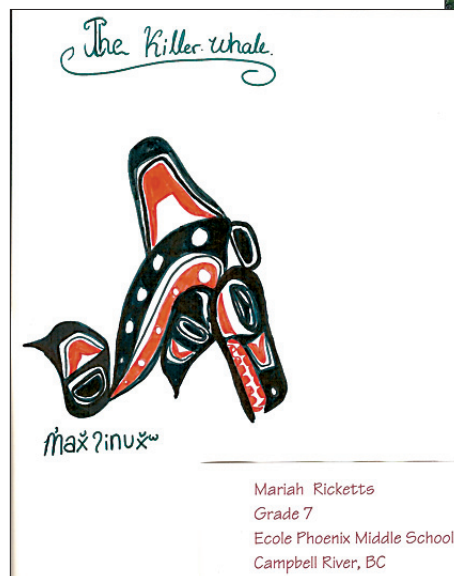
Performance Indicator	2004/05 Baseline	2005/06	2006/07	2007/08	2009/10 Target
Successful transitions from Grade 9 to 10	92%	93%	95%	97%	93%
Successful transitions from Grade 10 to 11	73%	90%	87%	77%	92%
Successful transitions from Grade 11 to 12	64%	70%	64%	77%	86%
Ministry data for six-year Dogwood completion	46%	50%	55%	53%	56%
Grade 12 cohort graduation rates	58%	84%	83%	69%	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 2007/08 year were consistent with rates from the previous years except in the transition from grade 10 to 11, which declined. Student completion rates within six years decreased slightly. 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 for Aboriginal students as they move throughout the pre-K 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.
- English First Peoples 12.
- Laichwiltach Learning Program for early school leavers and disengaged students.



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	2009/10 Target
Grade 10 English Participation	50%	60%	60%	70%	60%
Grade 10 English Performance	61%	80%	86%	83%	71%
Grade 10 Science Participation	51%	65%	54%	68%	61%
Grade 10 Science Performance	65%	45%	84%	88%	75%
Grade 10 Principles of Math Participation	21%	26%	26%	35%	31%
Grade 10 Principles of Math Performance	90%	77%	85%	75%	90%
Grade 11 Principles of Math Participation	26%	37%	22%	28%	36%
Grade 11 Principles of Math Performance	71%	74%	71%	73%	81%
Grade 12 English Participation	28%	32%	33%	28%	38%
Grade 12 English Performance	88%	100%	100%	96%	90%
Success Rates in Planning 10	51%	57%	73%	68%	61%
Participation Rates in Career Programs	31%	18%	8%	23%	41%
Participation Rates in AVID Program	26%	23%	20%	7%	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 grade 10 English, Principles of Math 10 and 11, Science 10, English 10 and career programs. Participation rates decreased in English 12. Pass

rates for Aboriginal students decreased slightly in Principles of Math 11 and English 12. A rather significant decrease occurred in student performance in Principles of Math 10. The AVID program at the middle and secondary school where it is offered is presently reviewing its schools plans and will examine ways to increase the number of Aboriginal students participating.

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 assistant to support academic development at Carihi.
- 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.
- First Peoples English 12.
- Aboriginal student study/support rooms exist to provide students with a home-base in the school.
- Carihi off-campus program in partnership with Laichwiltach Family Life for early school leavers and disengaged students.
- Aboriginal parent nights to local reserves and Laichwiltach Family Life Society by middle and secondary school principals.

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	2009/10 Target
Participation Rates in:					
Ecole Phoenix & Carihi Liq'wala/Kwakwala	32%	37%	38%	39%	42%
BC First Nations Studies 12	49%	28%	25%	26%	59%
Parent Satisfaction Survey (31 respondents)	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%	77%
Are you satisfied with your child's learning?	76%	81%	72%	30%	86%
Do teachers care about your child?	86%	86%	87%	40%	90%
Do you feel welcome at your child's school?	81%	95%	85%	53%	90%

Progress in Improving Aboriginal Student Achievement Results:

The table above shows results and targets established for increasing a positive sense of identity and self-acknowledgement for Aboriginal students. The number of students taking Liq'wala / Kwakwala instruction continues to increase. Parent knowledge of school goals, satisfaction with learning, teachers caring about students and feeling welcome at schools decreased. Data taken from a district parent survey of 62 parents at the grade three, six, nine and twelve levels indicated that parent satisfaction with learning and school programs was considerably higher. Forty-seven out of 62 parents (47/62 or 76%) of the parents responded 'yes' when asked "Is your child successful at school?"

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.
- 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 Kwinwatsi and Cape Mudge preschools and Cape Mudge Headstart
- Early Coast Salish program at Homalco Kindergarten.
- Web page development for Liq'wala / Kwakwala dictionary.
- Aboriginal student recognition dinner.
- Development of Aboriginal Education department web page on district website.
- Aboriginal graduation celebration.
- Aboriginal celebration days.
- Kwakwala / Liq'wala early learning program at pre-schools.

Cedar Elementary

Dane Grey
Emma Lee Nelson
Katherine Smith

**Discovery Passage
Elementary**

Dillon Deutch
Jaycyne Sloat

**École des Deux Mondes
Elementary**

Mackenzie Johnson

**École Willow Point
Elementary**

Shaelynne Bood
Dakota Nelson

**Georgia Park
Elementary**

Kelly Hackett
Alex Harry
George Sankey

**Ocean Grove
Elementary**

Jaden Nylander
Alx Stoyles

**Oyster River
Elementary**

Kennedy Christensen
Calista Gordon

Penfield Elementary

Henry Blaney
Bryce Danis
Kyla Plows

**Pinecrest
Elementary**

Corbin Edmonds
Madison Ostler
Tyrese Short

Quadra Elementary

Kyle Benoit
Dallas Huffman
Amy McCabe

**Ripple Rock
Elementary**

Katana Baker
Jenna Peterson
Barbara Thomas

**Sandowne
Elementary**

Ray Anne Caffery
Ryan Williams

**École Phoenix
Middle School**

Shelby Hoffman
Josh Nelson
Katrina Nelson

Southgate Middle School

Sarah Chickite
Jessica Korhonen

Carihi Secondary

Corey Kitchen
Landon Nash
Devin Perrault

**Timberline
Secondary**

Kalvin Hackett
Kandyce Mellish
Stephanie Trenholm

Elm Alternate School

Dallas Hehr

Connections

Thomas Rufus

Continuing Education

Zach Hanuse

**Laichwiltach Learning
Program**

Heather Andrew
Symone Jack

Cortes Elementary / Jr.

Dakota Neill
David Robertson

Sayward Elementary / Jr.

Morgan Bourne
Dakota Stevenson



Cedar Elementary

- Cultural program
- Aboriginal Day & national Aboriginal Day celebration
- Culture & history projects (button blankets, paddles, drums & Big House models)
- Breakfast and lunch programs
- Afternoon kindergarten
- Aboriginal support worker & educational assistants
- Calendar launch and virtues celebration
- First Nations banners
- ESD program
- Liq'wala / Kwakwala language program
- School-wide luncheon
- Ready, Set, Learn
- Drum making and tanning hides
- Drumming sessions
- Christmas concert
- Cedar pulling and weaving (baskets, headbands, bracelets)
- Ethno Botany walk
- Buddy program with Carihi leadership class
- Museum and carving shed visits
- Dance group and performance at Phoenix
- First Nations Art - totem poles, masks, petroglyphs, painting

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 by 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 support worker
- Aboriginal culture studies
- Art projects
- Aboriginal parents' presentations (e.g. button blankets)
- Visits to the museum

École Willow Point Elementary

- First Nations Studies in class (grade 4 curriculum)
- Students nominated for Aboriginal recognition awards dinner
- Focus on Métis traditions - foods, history, traditions, music (as part of Carnaval)
- Workshop series with Lisa Johnson (weaving, dyes, native foods, etc)

- Native plants of BC
- First Nations cultural event - Norman DesRochers

Georgia Park Elementary

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

Ocean Grove Elementary

- Aboriginal art projects
- Museum visits to view the First Nations program
- Guest speakers about Aboriginal culture
- Aboriginal Day celebration including: teepee, bannock, lacross, buffalo burgers
- Talking Tables oral language program for kindergarten students

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

- Curricular support from Lisa Johnson
- Grade 4/5 Aboriginal studies
- Aboriginal stories shared in classrooms, assemblies, library
- Family dance
- Family corn roast

Penfield Elementary

- Grade 1, 4 and 5 First Nations study unit
- Aboriginal support worker
- Cedar bracelets; bark weaving
- Button blanket kit and button blanket math kit
- Museum trip
- Art study
- Summer camp banner making art and Raven Tales with Simon James and his family
- Grade 4 longhouse construction and local First Nations studies

Pinecrest Elementary

- Cultural field trips
- ESD program
- Aboriginal support worker
- 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

Quadra Elementary

- Aboriginal support worker & educational assistant
- Aboriginal support teacher
- Liq'wala / Kwakwala program

- PowerSpeak program
- Cape Mudge daycare support
- Language development lessons
- Reading groups
- Aboriginal cultural awareness units of instruction
- Ecole Phoenix transition visits

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
- ESD program
- First Nations singing, drumming and dancing performance at the school review meeting
- First Nations Day celebrations and activities at the school
- PowerSpeak program

Sandowne Elementary School

- ESD program
- Aboriginal support worker
- Ready, Set, Learn
- Reading intervention
- Museum visit
- Crafts: dreamweavers, designing totem poles
- Aboriginal dancers
- Field trip (Hudson's farm, Rebecca Spit, library, fire hall)
- Writing and illustrating legends

- Resource kit, studying the importance of cedar in the First Nation's culture
- Studying Aboriginal stories, whole language activities to accompany story
- Students sharing dancing and potlatch experiences with other students
- Trip to carving shed with Bill Henderson

École Phoenix Middle School

- Liq'wala / Kwakwala program
- English Skills Development program
- First Nations learning assistance support
- First Nations support worker
- First Nations educational assistant
- Aboriginal Education Department meetings
- Explorer program support
- Advancement via Individual Determination (AVID)
- Smart Start
- Attendance recognition programs
- Incentives for honour roll students
- Aboriginal recognition dinner
- First Nations cultural activities
- Kwakwala spoken at respect assemblies
- First Nations language and drumming performance
- Alert Bay school students visit
- Field trip - Malaspina Aboriginal College for a day
- Field trip - Carihi Aboriginal Day - Carihi leadership class

- Field trip to Carihi Aboriginal career fair
- Field trips - CR Museum, Maritime Heritage Centre, carving shed
- Aboriginal week - Aboriginal food, salmon / candied salmon, fish soup, traditional face painting, Aboriginal artifact display, cedar weaving (Betty Nicolaye), guest speakers on Aboriginal topics (Kathi Camilleri presented "The Village" and John Frishholz spoke about Aboriginal issues), story telling, Carihi leadership class visit, Bannock made by Laichwiltach elders, Aboriginal assembly showcasing Phoenix student talent
- Kick the Nic
- Justice Theatre workshop on bullying
- Transition to Carihi - field trips
- Student success survey
- Breakfast club and lunch program
- First Nations 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 - girls group
- Transitions - feeder school visits, trips to Carihi
- ESD program
- Aboriginal support worker & educational assistant
- First Nations Social Studies 8 course
- Aboriginal author visit
- Cedar weaving
- District Aboriginal student recognition dinner
- ESD & Aboriginal Social Studies field trips, including museum
- Kathi Camilleri workshops: grade 9 Social Studies, youth group, visioning
- Georgia Park ESD student visit
- Girls' group - weekly sessions, facilitated through Delta Resources
- Transitioning of students to secondary school
- Transitioning survey from elementary to middle school
- Students working with Georgia Park Elementary students, craft circle
- Students constructed west coast Aboriginal villages & plains villages

Southgate Middle School

- Breakfast/homework support
- Lunch program with parent volunteer supervisor and shopper
- Parent visits to school

Carihi Secondary

- Aboriginal support worker
- Aboriginal educational assistant
- Aboriginal Celebration Day
- Breakfast / lunch program
- Elementary school feeder activities
- Aboriginal grad celebration
- Aboriginal leadership class
- Leadership class field trips
- Students preparing lunch program
- First Nations Studies 12
- Malaspina University tour

- Aboriginal recognition dinner
- DVD creation
- Aboriginal career fair
- Aboriginal author visits
- Community visioning workshop
- Honour roll incentives
- Attendance program
- Deal.Org visit
- VIAT speakers
- Armed Forces visit
- Laichwiltach family life role models
- Button blanket project
- Carving projects
- Museum visits
- Y4D
- On-reserve admin visits

Timberline Secondary

- Food Safe & first aid course
- Visits to Vancouver Island University
- UVIC field trip
- University carousel
- Aboriginal career fair
- Timberline career planning
- Honour roll incentives
- Aboriginal youth support worker
- Drug/alcohol exercise program
- First Nations Studies 12 class
- Elder/youth meetings
- Timberline breakfast / lunch program
- UVic/NVIT visits
- Outdoor club
- Raven - Canadian Armed Forces visit
- Community support worker
- Peer support training
- Timberline / Homalco Aboriginal education meetings
- Hot lunch / water bottle programs
- Health Happenings

Cortes Elementary / Jr. Secondary

- First Nations' program with Julie Hanuse. Five students in the secondary class made moccasins
- Moccasin making with Jorge 'Two Eagles' Lewis
- Drum making workshop
- Traditional luncheon
- 15 singers and dancers from Klahoose practiced singing and drumming the Welcome Song - Brenda Hansen wrote the song - the first new song written in the Klahoose First Nation in over 80 years
- The group sang several songs including the Welcome Song for the school opening, this song is now a regular part of the repertoire and is usually sung at ceremonies
- The Klahoose First Nation assisted in the purchase of scientific equipment for the secondary class

Sayward Elementary / Jr. Secondary

- Aboriginal support worker visits
- Aboriginal support worker classroom support
- Aboriginal displays for hallway
- Bannock making

Laichwiltach Learning Program

- Button blankets with the elders
- Carving paddles
- Drum making
- Film making
- Gulf Islands Film and Television School
- Cedar gathering / weaving

- The Village - Kathi Camelleri
- Cedar school students
 invitational lunches
- Museum visit
- Junior Henderson - guest
 speaker
- Girls circle
- Aboriginal days at various
 elementary schools
- Course recognition certificates
- Indian Taco Day - fundraiser
- Elders soup program
- Building / planting of garden
- Public health nurse visit
- Christmas dinner with elders
- Parent dinner
- Vancouver Island University
 tour
- Mask carving
- Dream catchers



- Karen Giesbrecht
Department Secretary

Aboriginal Youth Support Workers

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

Afternoon Kindergarten Teachers

- Laura Sewid
Homalco Kindergarten
- Brenda Neufeld
Quinsam Headstart
- Linda Spooner
Laichwiltach Kindergarten
- Bridgit Walshe
Cape Mudge Headstart

ESD Teachers

- Tom Kennedy
Cedar Elementary
- Shelien Hadfield
École Georgia Park
- 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 Lamothe
- Marian Harry
- Diana Matilpi

Aboriginal Educational Assistants

- Edwina Henderson
Ripple Rock Elementary
- Charity Wadhams
Cedar Elementary
- Michelle Billy
Cedar Elementary
- Elizabeth Petahtagoose
École Georgia Park
- 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

Aboriginal Support/Program Teachers

- Tom Kennedy
Cedar Elementary
- Shelien Hadfield
École Georgia Park
- Lisa Johnson
District / Southgate Middle School
- Jane Monchak
École Phoenix Middle School
- Bridget Walshe
Quadra Elementary
- Ray Wilson
Carihi Secondary
- Trevor McMonagle
Carihi Secondary
- Bruce Stewart
Carihi / LFL program
- Natalie Handy
Timberline Secondary
- Steve Joyce
Timberline Secondary

