

A circular artwork featuring a stylized, symmetrical face. The face has large, expressive eyes with thick black outlines and a wide, open mouth. The colors used are primarily blue, green, and yellow, with black outlines. The background within the circle is dark and textured. The entire piece is framed by a thick black border.



Acknowledgement	Page 2
Aboriginal Education Enhancement Agreement	Page 4
Monitoring Early Success Rates	Page 6
Goal 1: Improving Literacy and Numeracy (Grades 4 to 9)	Page 7
Goal 2: Improving Graduation Rates	Page 11
Goal 3: Post-Secondary Requirements	Page 13
Goal 4: Self-Identity and Self-Acknowledgement	Page 16
Aboriginal Student Recognition Dinner 2009/10	Page 18
Year in Review - School Activities	Page 20
School District 72 Aboriginal Education Staff	Page 24



*Ethnobotany walk.*

*Cover Art: "Dreamcatcher" by Tyler French.*

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 (Aboriginal in the document describes the district's First Nations, Métis, and Inuit learners) 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 and our Aboriginal community to ensure that Aboriginal students achieve greater success in school. As a result of their dedication, effort and guidance in leading an inclusive community consultation process, School District 72, and the Aboriginal community we serve, successfully signed our third Aboriginal Education Enhancement Agreement (2009-2014)

The 2009/10 annual report provides an opportunity to summarize and reflect on the success Aboriginal students and the district have had in achieving the 2004-2009 Aboriginal Education Enhancement Agreement goals and targets, which were established in 2004/05. This in turn provides opportunities for the Aboriginal Education Advisory Council and the district to critically examine present district and department structures and strategies, and determine what changes are necessary in order that more Aboriginal students achieve the new goals of the district's third Aboriginal Education Enhancement Agreement (2009-2014) and the target of the district's Achievement Contract: ***"Every child who enters kindergarten will successfully graduate from our programs well prepared to enter the next phase of life."***

Members of the Aboriginal Education Advisory Council for 2009/10:

- Lisa Anwar – Kwakiutl District Council
- Eileen Haggard – Nuuchah-Nulth Tribal Council
- Julie Hanuse – Klahoose First Nation
- Pamela Lewis – We Wai Kai First Nation (Cape Mudge)
- Jason Price – Wei Wai Kum First Nation (Campbell River)
- Shirley Smith – North Island Métis Association
- Alison Trenholm – Homalco First Nation
- Audrey Wilson – Laichwiltach Family Life Society

**Aboriginal Education Advisory Council goals for 2009/10 were:**

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

I respectfully submit this report to:

- Klahoose First Nation
- Kwakiutl District Council
- Kwiakah First Nation



- North Island Métis Nation
- Nuu-Chah-nulth Tribal Council
- We Wai Kai First Nation (Cape Mudge)
- Wei Wai Kum First Nation (Campbell River)
- Xwemalhwau First Nation (Homalco)
- Aboriginal Education Advisory Council
- Aboriginal Education Department
- Aboriginal students and families
- The Board of Education, administrators, teachers and support staff of School District 72.

*Greg Johnson*  
*District Principal of Aboriginal Education*



*Preparing for a kayaking trip.*



## Building Aboriginal Student Success 2004-2009

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.

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



*Pam Holloway tells students about the properties of a plant on one of the Ethnobotony walks.*



Performance Indicator	2004/05 Baseline	2005/06	2006/07	2007/08	2008/09	2009/10 & Target
Grade 1: Meeting or Exceeding Expectations Reading	75%	56%	53%	47%	60%	66% Target 85%
Grade 2: Meeting or Exceeding Expectations Reading	72%	72%	60%	59%	79%	71% Target 82%
Grade 3: Meeting or Exceeding Expectations Reading	73%	55%	52%	48%	34%	39% Target 83%
Grade 2: Fully Meets or Exceeds District Writing Assessment			48% Baseline	43%	51%	62% Target 58%

### Trends:

Over the course of the second Aboriginal Education Enhancement Agreement, this maintenance goal has revealed some disturbing trends in the number of Aboriginal children meeting expectations in literacy, particularly as measured by the grade 3 district reading assessment. As a result, literacy in the primary grades is now part of a goal of the third Aboriginal Education Enhancement Agreement, as opposed to being a maintenance goal.

In response to fewer students meeting with success, more schools are implementing oral language programs, such as *Mo the Mouse*, *Talking Tables*, and *Aboriginal PowerSpeak* in the early primary grades as oral language is the foundation of later literacy success. English skills development (ESD) continues to be provided in the district as an early intervention strategy and the district provides additional support to students through school reading intervention grants.

In 2009/10 there was a slight increase in students meeting expectations on the grade 3 district reading assessment. Data indicates that the number of students meeting expectations in grade 1 increases in grade 2 the following year.

In the third Aboriginal Education Enhancement Agreement, individual student achievement will be tracked and reported as individual students in their cohorts and this will provide a clearer picture of student success and allow the district to initiate support for those specific students and their schools.

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

### Rationale for Goal:

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

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

### Indicators of Success:

Performance Indicator	2004/05 Baseline	2005/06	2006/07	2007/08	2008/09	2009/10 & Target
Grade 4: Meeting or Exceeding Expectations						
Foundation Skills Assessment (FSA) - Reading	57%	61%	45%	47% Baseline	38%* (province 52%) * This percentage includes those Aboriginal students whose performance is unknown (17/85). <b>Of the 68 students who did write 33/68 met or exceeded (49%)</b>	29% * This percentage includes those Aboriginal students whose performance is unknown (42/101). <b>Of the 59 students who did write 29/59 met or exceeded (49%)</b>  Target 67%
Foundation Skills Assessment (FSA) - Writing	80%	66%	74%	44% Baseline	56%* (province 51%) * This percentage includes those Aboriginal students whose performance is unknown (19/85). <b>Of the 66 students who did write 48/66 met or exceeded (73%)</b>	41% * This percentage includes those Aboriginal students whose performance is unknown (47/101). <b>Of the 54 students who did write 41/54 met or exceeded (76%)</b>  Target 90%
Foundation Skills Assessment (FSA) - Numeracy	71%	81%	60%	40% Baseline	48%* (province 47%) * This percentage includes those Aboriginal students whose performance is unknown (16/85). <b>Of the 69 students who did write 42/69 met or exceeded (61%)</b>	36% * This percentage includes those Aboriginal students whose performance is unknown (36/101). <b>Of the 58 students who did write 36/58 met or exceeded (62%)</b>  Target 81%



Performance Indicator	2004/05 Baseline	2005/06	2006/07	2007/08	2008/09	2009/10 & Target
Grade 5: Fully Meeting and Exceeding Expectations						
District Writing Assessment			35%	30%	35%	29% Target 41%
Grade 6: Fully Meeting and Exceeding Expectations						
District Reading Assessment	79%	50%	55%	48%	35%	29% Target 89%
Grade 7: Meeting or Exceeding Expectations						
Foundation Skills Assessment - Reading	44%	57%	53%	43% Baseline	44%* (province 48%) * This percentage includes those Aboriginal students whose performance is unknown (22/96). <b>Of the 74 students who did write 42/74 met or exceeded (57%)</b>	21% * This percentage includes those Aboriginal students whose performance is unknown (39/68). <b>Of the 29 students who did write 14/29 met or exceeded (48%)</b>  Target 54%
Foundation Skills Assessment - Writing	68%	81%	72%	40% Baseline	48%* (province 48%) * This percentage includes those Aboriginal students whose performance is unknown (26/96). <b>Of the 70 students who did write 46/70 met or exceeded (66%)</b>	25% * This percentage includes those Aboriginal students whose performance is unknown (40/68). <b>Of the 28 students who did write 17/29 met or exceeded (61%)</b>  Target 78%
Foundation Skills Assessment - Numeracy	55%	76%	77%	38% Baseline	45%* (province 40%) * This percentage includes those Aboriginal students whose performance is unknown (22/96). <b>Of the 74 students who did write 43/74 met or exceeded (58%)</b>	18% * This percentage includes those Aboriginal students whose performance is unknown (39/68). <b>Of the 29 students who did write 12/29 met or exceeded (41%)</b>  Target 65%
Grade 8: Fully Meeting and Exceeding Expectations						
District Writing Assessment				40% Baseline	42%	35% Target 44%
Grade 9: Fully Meeting and Exceeding Expectations						
District Reading Assessment	26%	57%	47%	42%	36%	45% Target 50%

## **Progress in Improving Aboriginal Student Achievement Results:**

### **Literacy**

Intermediate and middle school literacy results continued to decline on district measures over the course of the second Aboriginal Education Enhancement Agreement, the exception being grade 9 student success in reading, which increased although less than 50 percent of Aboriginal students are meeting expectations. FSA reading and writing results as reported by the province are misleading. Grade 4 and grade 7 student success in meeting expectations in reading and writing, when only considering the number of students who actually wrote the FSA, has remained consistent or risen slightly. The unknown is whether the sample size of students who wrote the FSA is a valid amount in which to measure district success. The results from district reading assessments are not necessarily an accurate predictor of student success in English in the secondary grades. Of the students who take English 10 (98 percent of eligible Aboriginal grade 10 students) 78 percent of these students received a passing letter grade.

### **Numeracy**

Student performance in numeracy, as measured on the provincial grade 4 FSA, improved slightly. Again the small sample size may not be an accurate reflection of district-wide student success. Student performance at the grade 7 level declined. The district continues to facilitate a number of numeracy courses and learn new practices that will support student learning.

## **Strategies to Improve Student Success:**

### **Reading, Oral Language, Writing and Numeracy**

The district educational leadership team continues to provide students and schools with intervention support to meet identified individual students needs in these areas. In all reports, improvements in student achievement have been seen.

## **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 Campbell River Aboriginal 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 second Aboriginal Education Enhancement Agreement will focus on transition rates as a means of improving graduation rates for Aboriginal students. Transitions present special challenges for Aboriginal students throughout their school careers, which become increasingly more difficult at the middle and secondary levels. It is often during these times of change, from grade-to-grade, school-to-school, district-to-district, or level-to-level that Aboriginal students lose momentum in their social, cultural and academic development.

### Indicators of Success:

Performance Indicator	2004/05 Baseline	2005/06	2006/07	2007/08	2008/09	2009/10 & Target
Successful transitions from Grade 9 to 10	92%	93%	95%	97%	97%	98% Target 93%
Successful transitions from Grade 10 to 11	73%	90%	87%	77%	93%	89% Target 92%
Successful transitions from Grade 11 to 12	64%	70%	64%	77%	80%	85% Target 86%
Ministry data for six-year Dogwood completion	46%	50%	55%	53%	50% First time grads (56%)	56% (Province) 61% (District) Target 56%
Grade 12 cohort graduation rates	58%	84%	83%	69%	96%	90% Target 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. Over the course of the second Aboriginal Education Enhancement Agreement, transition and graduation rates have improved. Of the 46 first time grade 12 students eligible to graduate in 2009/10, 76 percent of them graduated with either a high school or adult Dogwood diploma. Significant attention has been paid to transition planning and supports for Aboriginal students as they move throughout the pre-K to 12 system.



**Initiatives to Support this Goal:**

- Secondary school student success goals and School District 72 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.
- Advancement Via Individual Determination program at Carihi Secondary.
- Aboriginal education assistants.
- First Nations 12 Leadership program.
- First Nations Studies 12.
- Laichwiltach Learning Program for early school leavers and disengaged students.
- Tyee Challenge program.

### 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 supported and encouraged to include appropriate post-secondary prerequisites in their graduation programs.

#### Indicators of Success:

Performance Indicator	2004/05 Baseline	2005/06	2006/07	2007/08	2008/09	2009/10 & Target
Grade 10 English Participation	50%	60%	60%	70%	83%	93% District (68% Province) Target 60%
Grade 10 English Performance	61%	80%	86%	83%	86% (89% provincial data)	78% District (83% Province) Target 71%
Grade 10 Science Participation	51%	65%	54%	68%	84%	84% District (64% Province) Target 61%
Grade 10 Science Performance	65%	45%	84%	88%	87% (91% provincial data)	74% District (84% Province) Target 75%
Grade 10 Principles of Math Participation	21%	26%	26%	35%	45%	44% District (49% Province) Target 31%
Grade 10 Principles of Math Performance	90%	77%	85%	75%	73% (81% provincial data)	62% District (77% Province) Target 90%
Grade 11 Principles of Math Participation	26%	37%	22%	28%	42%	27% Target 36%
Grade 11 Principles of Math Performance	71%	74%	71%	73%	70%	89% Target 81%
Grade 12 English Participation	28%	32%	33%	28%	38%	41% District (24% Province) Target 38%

Grade 12 English Performance	88%	100%	100%	96%	93% (96% provincial data)	79% District (82% Province) Target 90%
Success Rates in Planning 10	51%	57%	73%	68%	89%	74% Target 61%
Participation Rates in Career Programs	31%	18%	8%	23%	24%	22% Target 41%
Participation Rates in AVID Program	26%	23%	20%	7%	10%	11% Target 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. The advent of collecting student participation and success rates using district-generated data has resulted in more accurate results. Over the course of the second Aboriginal Education Enhancement Agreement, a number of the targets established in 2004/05 have been met. In general terms, participation rates demonstrate that as expected, in required courses such as English and Science 10, the majority of district Aboriginal students are taking them. In most cases, students who do not take required courses are on individualized education plans (IEPs). In those courses where there are a variety of curricular paths to graduation, such as math and english, participation rates have increased over the duration of the second Aboriginal Education Enhancement Agreement in Principles of Math 10 and 11 and English 12. A trend to be monitored carefully during the third enhancement agreement is the decline in the success rates of Aboriginal students in these courses as participation rates increase or, in the case of Principles of Math 11, the adverse. Success rates are improving as participation rates have decreased over the latter years of the second agreement. The intent of this goal is to ensure our Aboriginal students have the necessary prerequisites to ensure that they have as wide a variety of post-secondary options available as possible, and as such, it is imperative that we, as a district, continue to encourage and support Aboriginal students in keeping their lifelong goals and career options open. The number of students who remained in the Advancement Via Individual Determination program as they transitioned from middle to secondary school increased this year. Planning 10 success rates and participation rates in career programs decreased slightly.

### Initiatives to Support this Goal:

- Secondary school student success goals and the district Achievement Contract reflect needs of Aboriginal students.
- Literacy project at Timberline.
- Advancement Via Individual Determination program at Carihi and Phoenix with subject area teachers trained in Advancement Via Individual Determination strategies.
- Educational assistants and support teachers to support academic development at Timberline, Carihi, Southgate and Phoenix.
- Development of Aboriginal curriculum.
- Encouragement of Aboriginal students to participate in career-related programs in

order to increase their knowledge of workplace-based expectations and post-secondary options.

- Promotion of scholarships, bursaries, exchanges and post-secondary visitations for Aboriginal students.
- Aboriginal student study/support rooms exist to provide students with a home-base in the school.
- Laichwiltach Learning Program – an Aboriginal alternative program for early school leavers and disengaged students.
- Aboriginal parent nights at local reserves for student course planning.



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

##### Rationale for Goal:

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

##### Indicators of Success:

Performance Indicator	2004/05 Baseline	2005/06	2006/07	2007/08	2008/09	2009/10 & Target
Participation Rates in:						
Ecole Phoenix & Carihi Liq'wala/Kwakwala	32%	37%	38%	39%	39%	31% Target 42%
BC First Nations Studies 12	49%	28%	25%	26%	23%	21% Target 59%
Parent Satisfaction Survey (9 respondents)	All the time	All the time	All the time	All the time	All the time	All the time
Aboriginal parents aware of school goals?	67%	73%	60%	27%	17%	33% (3 parents) Target 77%
Are you satisfied with your child's learning?	76%	81%	72%	30%	50%	67% (6 parents) Target 86%
Do teachers care about your child?	86%	86%	87%	40%	67%	67% (6 parents) Target 90%
Do you feel welcome at your child's school?	81%	95%	85%	53%	83%	67% (6 parents) Target 90%

##### District Progress in Improving Aboriginal Student Achievement Results:

The table above shows results and targets established for measuring Aboriginal students' positive sense of identity and self-acknowledgement. The number of students taking Liq'wala/Kwakwala instruction remains consistent. Participation in First Nations 12 has remained consistent. In 2004/05, two secondary schools offered the course. Since 2005/06, only one secondary school is offering the course. Limited parental responses to the Ministry's satisfaction survey questions indicates the need to develop a means of locally surveying parents and students in order that the district gets a better picture of how the district's schools are doing in this area. This local surveying is a part of the indicators of the new Aboriginal Education Enhancement Agreement.

**District initiatives to support this goal:**

- Liq'wala / Kwakwala instruction for over 20 years.
- Knowledgeable and skilled speakers as teachers and local language authorities.
- Locally developed language curriculum and teaching materials (new catalog and new titles in grade 1 leveled readers).
- First Nations languages offered at Ripple Rock, Quadra, Cedar, Discovery Passage, and Georgia Park elementary schools, École Phoenix Middle School and Carihi Secondary School.
- Partnered with the University of Victoria to have Campbell River-based teacher training program for developmental standard certification in Coast Salish and Liq'wala / Kwakwala.
- Liq'wala / Kwakwala 11 & 12 recognized by University of Victoria as fulfilling the entrance requirement for a second language.
- Early Liq'wala / Kwakwala programs at Kwinwatsi and Cape Mudge Preschools and Cape Mudge Headstart
- Aboriginal student recognition dinner.
- Development of Aboriginal Education department web page on district website.
- Aboriginal graduation celebration.
- Aboriginal celebration days.
- Boys and girls groups doing Aboriginal activities, etc. at elementary and middle schools.

**Cedar Elementary**

Hannah Fidler  
Destiny Lewis  
Erick Kobzey

**École des Deux Mondes  
Elementary**

Aislinn Delorme  
Hudson Johnson

**École Willow Point Elementary**

Brooke Gudbranson

**Georgia Park  
Elementary**

Janine Paul  
Melanie Hackett  
Ava Duff

**Ocean Grove  
Elementary**

Hunter Aitken  
Ryan Parnell  
Deandra Sewid

**Oyster River  
Elementary**

Calista Kool

**Penfield Elementary**

Tyrone Janvier  
Rowan Alexander  
Darcy Palmerly

**Pinecrest  
Elementary**

Dayton Littlewing  
Ashley Lambert  
Josh Billy

**Quadra Elementary**

David Douglas  
Lavina Rendall

**Ripple Rock Elementary**

Taryn Wilson  
Nikita Atkinson  
Brandon Rydeen

**Sandowne  
Elementary**

Jessika Rousselle  
Hayley Ellis  
Keisha John

**École Phoenix  
Middle School**

Jordon Nelson  
Rory Shade  
Jane Thomas

**Southgate Middle School**

Brandon Blaney  
Robert Blaney  
Damon Reece

**Carihi Secondary**

Michael Alexander  
Justin Eagle  
Emily Bailey

**Timberline  
Secondary**

Nathan Kelly  
Sam Stewart  
Samantha Harry

**Laichwiltach Learning Program**

Katie Johnston

**Cortes Elementary / Jr.**

Eva Delorme

**Sayward Elementary / Jr.**

Kinsey Lalonde Neuman





### **Cedar Elementary**

- Cultural program
- Multicultural Day & Aboriginal Day celebration
- Culture & history projects (button blankets & paddles)
- Breakfast and lunch programs
- Afternoon kindergarten
- Aboriginal support worker & educational assistants
- Calendar launch and virtues celebration
- Girls Group
- English Skills Development program
- Liq'wala / Kwakwala language program
- Cedar Pull Trip
- Peer tutoring
- Aboriginal student recognition dinner
- Indian tacos school-wide luncheon
- Bannock-making
- Ready, Set, Learn
- Drumming sessions
- Christmas concert
- Principal tea in recognition of academic achievements
- Monthly recognition assemblies based upon virtue themes
- Cross-grade writing entries for Duck Soup
- Aboriginal research
- Grade 5/6 Aboriginal science fair
- Field trip to Vancouver
- Family groupings
- Fun Day in June

### **Discovery Passage Elementary**

- Liq'wala / Kwakwala language program, including drumming
- Models of button blankets
- Aboriginal support worker
- Visit to carving shed
- Aboriginal culture and art projects
- Aboriginal Day celebration at Big House
- Visit to master carver, Bill Henderson
- Decorating paddles with individual students
- Individual support systems for Aboriginal students

- Aboriginal activities

### **École des Deux Mondes Elementary**

- Aboriginal culture studies in various classes
- Aboriginal content library books, language arts books, guided and home reading books
- Art projects
- Aboriginal culture focus in library
- Visits to the museum
- Visit to Big House for First Nations signing and dancing

### **École Willow Point Elementary**

- Aboriginal Studies in class (grade 1 and 4 curriculum)
- Students nominated for Aboriginal recognition awards dinner
- Focus on Aboriginal traditions - foods, history, traditions, music (as part of Carnaval)
- Campbell River Museum visits

### **Georgia Park Elementary**

- English Skills Development program
- Aboriginal support worker
- Coast Salish language instruction
- Aboriginal music appreciation program
- Museum visits
- Girls Aboriginal craft group
- Aboriginal boys group
- Science celebration
- Reading buddy program with Southgate

### **Ocean Grove Elementary**

- Talking Tables
- Network of Performance-Based Schools book bins in classroom project
- First Nations curriculum content professional development
- Art projects
- Museum field trips with First Nations focus

### **Oyster River Elementary**

- Ready, Set, Learn / Welcome to Kindergarten

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

### **Penfield Elementary**

- Grade K, 1, 4 and 5 First Nations study units
- Aboriginal support worker
- ASW focus to support transition to middle school for grade 6 students
- Girls group
- English Skills Development program
- Button blanket kit and button blanket math kit
- Museum trips by several classes
- Local First Nations studies

### **Pinecrest Elementary**

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

### **Quadra Elementary**

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

### **Ripple Rock Elementary**

- Liq'wala / Kwakwala program
- Afternoon kindergarten
- Student recognition assemblies
- Aboriginal support workers & educational assistant
- Ready, Set, Learn
- Classroom teaching of First Nations cultural awareness
- English Skills Development program
- First Nations singing, drumming and dancing performance at an assembly
- Visit to the carving shed and Big House
- Aboriginal PowerSpeak program

### **Sandowne Elementary School**

- Aboriginal support worker
- Ready, Set, Learn
- Reading intervention
- Crafts
- Cooking
- Writing and illustrating legends
- Studying Aboriginal stories and legends
- Comparing Aboriginal ways of life, resources, West Coast, plains, interior and Inuit
- Language development
- Oral speaking skills and presentations
- Small group social skills
- Academic focus
- Writing skills
- Research projects

- Museum visits
- Parent presentations on Aboriginal culture
- Bannock-making
- Breakfast/lunch available
- First Nations cultural performance
- Transitional support to middle school
- Aboriginal resources purchased in school and English Skills Development library
- Aboriginal recognition dinner
- Recognition in school assemblies
- Aboriginal art projects
- BC fruit and vegetable program

### **École Phoenix Middle School**

- Liq'wala / Kwakwala program
- English Skills Development program
- First Nations learning assistance support
- Aboriginal support worker
- Aboriginal educational assistant
- Aboriginal Education Department meetings
- Explorer program support, Discovery program
- Advancement via Individual Determination (AVID)
- Attendance recognition programs
- Incentives for honour roll students
- Aboriginal recognition dinner
- Aboriginal cultural activities
- Kwakwala spoken at respect assemblies
- First Nations language and drumming performance
- Field trip to Vancouver Island University, Aboriginal visitation day
- Field trips to CR Museum, carving shed, Sewid memorial pole raising, pole raising at Walmart, pumpkin patch, beach, Ethnobotany walk with Pam Holloway, National Aboriginal Day
- Guest speakers including: Kathi Camilleri (The Village Grief Counselling), Constable Chris Pallan (cyber bullying, drugs, aboriginal community - lateral violence), Diane Mtilpi (respect for self, others, environment; abuse; residential schools), Shelley Cook (healing/talking circle), Simon James (Raven Tales, motivation), Laverne Henderson and Shawn Decaire (youth camp recruitment for

Laichwiltach Family Life)

- Aboriginal week - Inuit games, traditional face painting, Aboriginal artifacts display, cedar weaving (Wayne Bell), guest speaker Simon James, Raven Tales theatre with popcorn and bannock made by parents and Aboriginal support workers, Aboriginal assembly showcasing Phoenix student talent
- Justice Theatre workshop on bullying
- Student success survey
- Breakfast club and lunch program
- Aboriginal girls group - weekly lunch meetings and year-end field trip to Alert Bay
- Parent club at the band office
- Band visitations
- Transitions - feeder school visits, trips to Carihi
- Cedar School buddies - button blanket making and storytelling, paddle preparation for paddle making at Cedar and Pinecrest
- Socials 9 - study of Aboriginal literature, storytelling traditions in English

### **Southgate Middle School**

- Breakfast/homework support
- Lunch program
- English Skills Development program
- Aboriginal support worker & educational assistant
- Aboriginal student recognition dinner
- Transition support for students
- Drumming with Shawn Decaire and James Quatell
- Art with Pam Holloway
- Aboriginal student gathering
- Girls group
- Carving shed field trip
- Skating field trip
- Snowshoeing/outdoor survival course at Mt. Washington
- Horne Lake caves visit
- RCMP floor hockey match
- RCMP visits
- Cedar gathering
- Cedar weaving
- Aboriginal movie themes

- Aboriginal student meet and greet
- Museum visits
- Village workshop with Kathi Camilleri
- Reading buddy program with Georgia Park
- Golfing lessons at Storey Creek
- Beach clean-up and hot dog roast
- Sportsplex visits - squash, racquetball, wallyball

### **Carihi Secondary**

- Aboriginal support workers
- Aboriginal educational assistants
- Breakfast / lunch program
- Tyee program
- First Nations Studies 12
- Villages workshop
- Guest speakers
- Liq'wala / Kwakwala language instruction
- Aboriginal career fair
- Attendance program
- On-reserve admin / counsellor visits
- Turkey dinner celebration
- Vancouver Island University visit
- Aboriginal graduation celebration
- Aboriginal student recognition dinner
- Bannock-making

### **Timberline Secondary**

- Visit to Vancouver Island University (Aboriginal tour)
- Honour roll incentives
- Meet and greet Aboriginal mixer
- Carving projects - pending
- Individual career profiling and counselling
- Individual work experience
- Food Safe certification
- Aboriginal youth support worker
- Aboriginal support teacher
- Tutor support
- First Nations celebrations
- First Nations display case
- Elder / youth meetings
- Timberline breakfast / lunch program
- Outdoor club
- Community support worker
- Timberline/Homalco Aboriginal Education

- Parent Advisory meeting on Homalco reserve
- Bold Eagle Recruiting presentation
- Grade 9 to 10 school orientation and tour
- North Island College Aboriginal day
- Aboriginal graduation and recognition

### **Laichwiltach Learning Program**

- Opening/blessing of program
- Hope Outreach Society
- Food Bank donation
- Pinecrest lunch program
- Cedar School science fair
- Mask carving
- Cedar gathering/weaving
- Drum-making with Jorge Lewis
- Bannock-making
- Indian taco fundraising
- Career fair
- Employment and health workshops
- Whitecrow Village FASD
- Whitecrow Village film workshop
- First Aid training
- Food Safe training
- Winter survival course
- Mt. Washington tubing
- McIvor Lake hike
- Salmon enhancement project
- Aboriginal journeys trip
- First year nursing students
- Christmas craft day
- Christmas celebration with elders
- Thanksgiving/Christmas luncheon
- Parent luncheon
- Robron year-end celebration
- Aboriginal graduation celebration



- Karen Giesbrecht  
*Department Secretary*

#### **Aboriginal Support Workers**

- Veronica Billows
- Jodi Guy
- Julie Hanuse
- Roberta Henderson
- Melanie Roberts
- Nicole Ross
- Gena Sanderson
- Jackie Toombs

#### **Aboriginal Kindergarten Teachers**

- Linda Spooner  
*Gengenlilas Kindergarten*
- Marnie Younger  
*Laichwiltach Kindergarten*

#### **ESD Teachers**

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

#### **Aboriginal Language Teachers**

- Marian Harry
- Pam Holloway
- Patti Lamothe
- Diana Matilpi
- Sheryl Thompson

#### **Aboriginal Educational Assistants**

- Jackie Alexander  
*Pinecrest Elementary*
- Brenda Assu  
*Quadra Elementary*

- Cindy Boyle  
*Cedar Elementary*
- Jennifer Dowler  
*Carihi Secondary*
- Darlene Guenther  
*Southgate Middle School*
- Edwina Henderson  
*Ripple Rock Elementary*
- Jean McIver  
*École Phoenix Middle School*
- Charity Wadhams  
*Carihi Secondary*

#### **Aboriginal Support/ Program Teachers**

- Clay Carlson  
*Timberline Secondary*
- Mary Deagle  
*Georgia Park Elementary*
- Selma Kennedy  
*Pinecrest Elementary*
- Tom Kennedy  
*Cedar Elementary*
- Jane Monchak  
*École Phoenix Middle School*
- Bridget Walshe  
*Cape Mudge Headstart/Quadra Elementary*

#### **Laichwiltach Learning Program**

- Kerri Henderson  
*Educational Assistant*
- Bruce Stewart  
*Teacher*