

ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT REPORT 2011 – 2012

School District No. 85 Vancouver Island North

'The wisdom of our ancestors guides us'

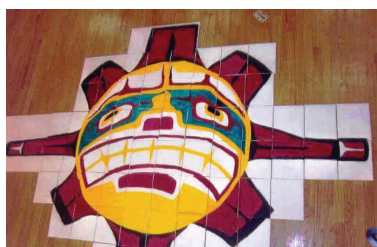
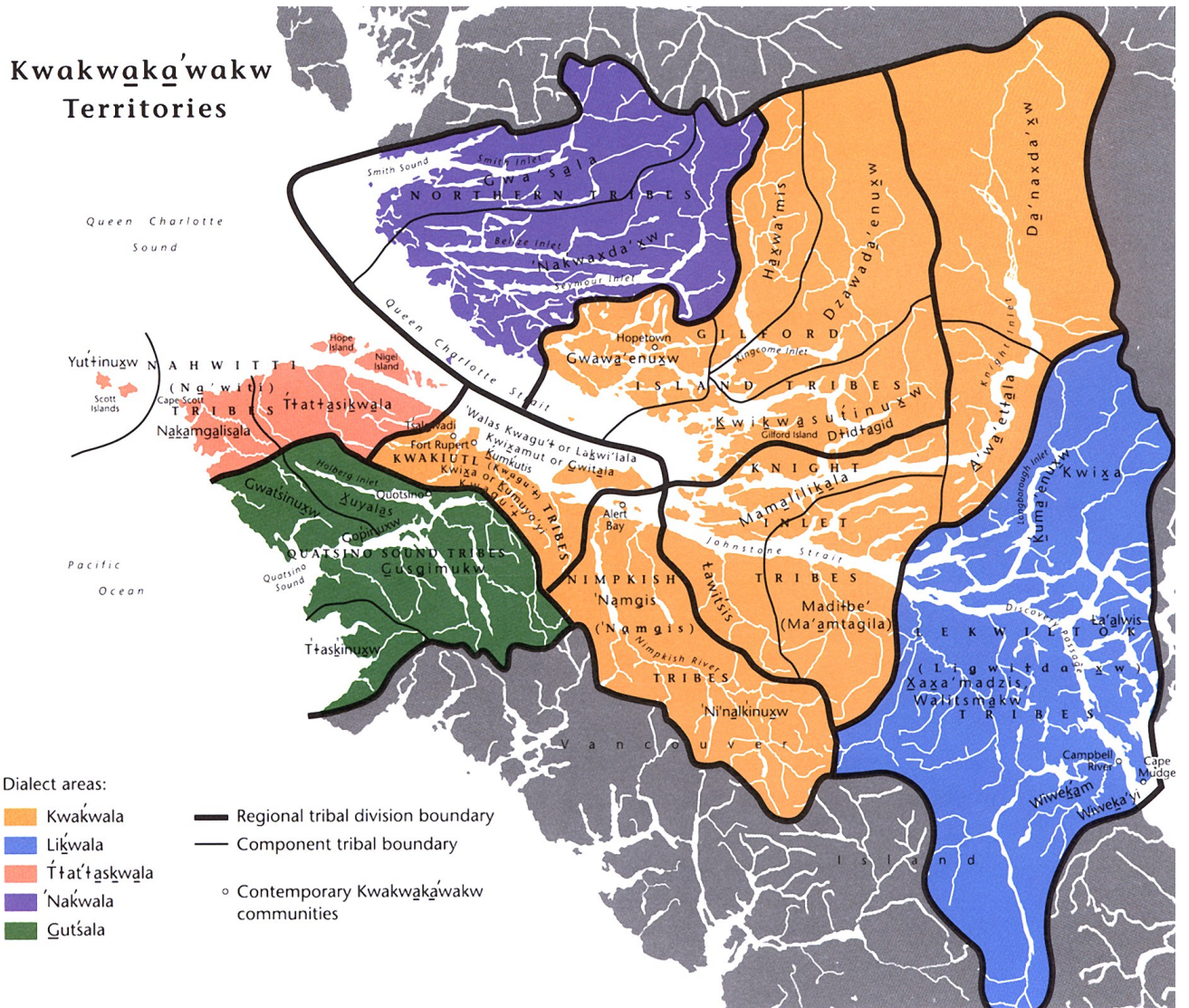


TABLE OF CONTENTS

Kwakwaka'wakw Territorial Map	Page 1
School District No. 85 Area Map	Page 2
Introduction	Page 3
Bighouse Framework	Page 4
Enhancement Agreement Consultation Process	Page 5
Enhancement Agreement Signing Ceremony	Page 6—7
Enhancement Agreement Goals	Page 8—9
First Nations Education Council	Page 10
District Leadership	Page 11
First Nations Support Team	Page 12
Data Analysis	Page 13
Performance Indicators—Goal 1	Page 14—17
Strategies for Success—Goal 1	Page 18—20
Performance Indicators—Goal 2	Page 21-33
Strategies for Success—Goal 2	Page 34
Performance Indicators—Goal 3	Page 35-39
Strategies for Success—Goal 3	Page 40
Performance Indicators—Goal 4	Page 41-45
Strategies for Success—Goal 4	Page 46
Role Model Program	Page 47
Resource Centre/First Nations Library	Page 48
Aboriginal Graduation	Page 49-50
Aboriginal Education in Schools	Page 51—62

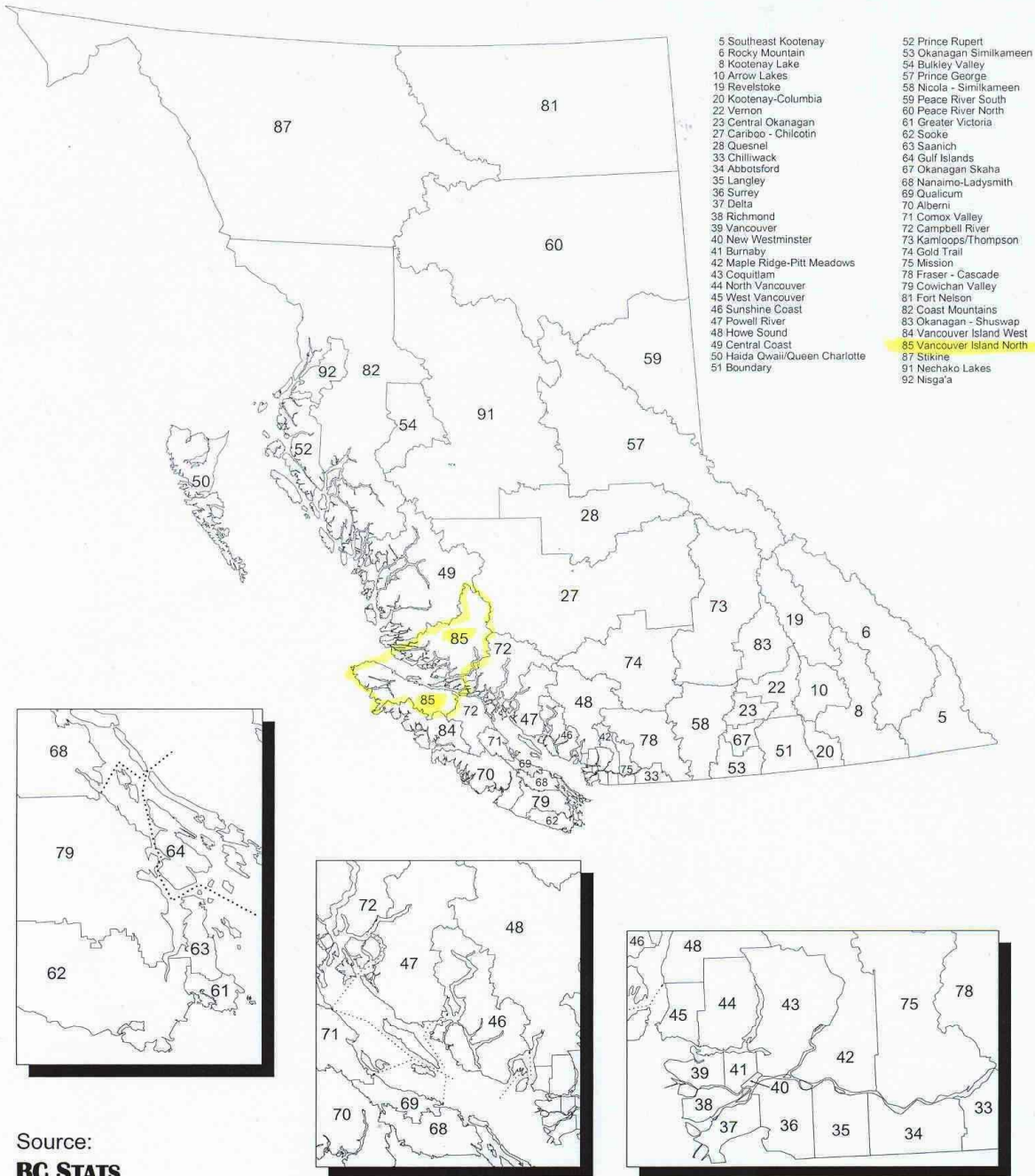
GILAKAS'LA, WELCOME TO KWAKWAKA'WAKW TRADITIONAL TERRITORY

(source: U'mista Cultural Centre)



SCHOOL DISTRICT NO. 85 AREA MAP

British Columbia School Districts



Source:
BC STATS

INTRODUCTION TO ABORIGINAL EDUCATION

Welcome to the Annual Report on Aboriginal Education for 2011/2012, for School District No. 85, Vancouver Island North. As District Principal of First Nations Education, it is a privilege to report on the district's progress in meeting the goals of our second Aboriginal Education Enhancement Agreement (EA). This year's report marks the first year of our progress under the goals of the new Enhancement Agreement. Therefore, the data for this report forms the baseline measures and trends towards building further successes for our students of Aboriginal ancestry.

On February 24, 2012, we acknowledged the signing of our second Aboriginal Education Enhancement Agreement along with many representatives of the First Nations Education Council. The two years leading up to the signing has been an extremely valuable process involving extensive conversations and planning within the school district and communities around a further vision for our collective work together. Some of the additional highlights in 2011/2012 have been completing Aboriginal education focused projects at each school, revitalizing a 50 foot carved cedar canoe, an Aboriginal author's series, and a review of First Nations programs.

I would like to acknowledge each of the members of the School Board, the First Nations Education Council, and the numerous members of our communities who provide their time and energy to the ongoing leadership and direction for First Nations Programs and their continuing commitment to Aboriginal student success.

Gilakas'la,
Kaleb Child—Musgamdzi
District Principal - First Nations



District Demographics

Targeted Funding is based upon our enrolment of students who are of Aboriginal Ancestry, 554.75 Full Time Equivalent (FTE) (2011/2012). These funds support both school based and district based initiatives and include 18 positions across 10 schools: 10 In-School Support positions; 2 Home School Coordinators; 2 Language and Cultural Workers; an Aboriginal Youth Worker; a Connections Worker, a part-time Early Literacy Teacher; a part-time Secretary; and a full-time First Nations District Principal. In addition, the First Nations Resource Library, Aboriginal Role Model Program and other initiatives are supported through Aboriginal Education and are described further in this report.

Further Information

2011/12 School District Demographics:

- Approximate student population is 1,468
- 38% Aboriginal ancestry, 564 students
- 7 elementary schools (K-7)
- 1 elementary junior/secondary school (K-10)
- 2 secondary schools (8-12) including one alternate school
- 2 Strong Start Centers, and 1 Outreach Program

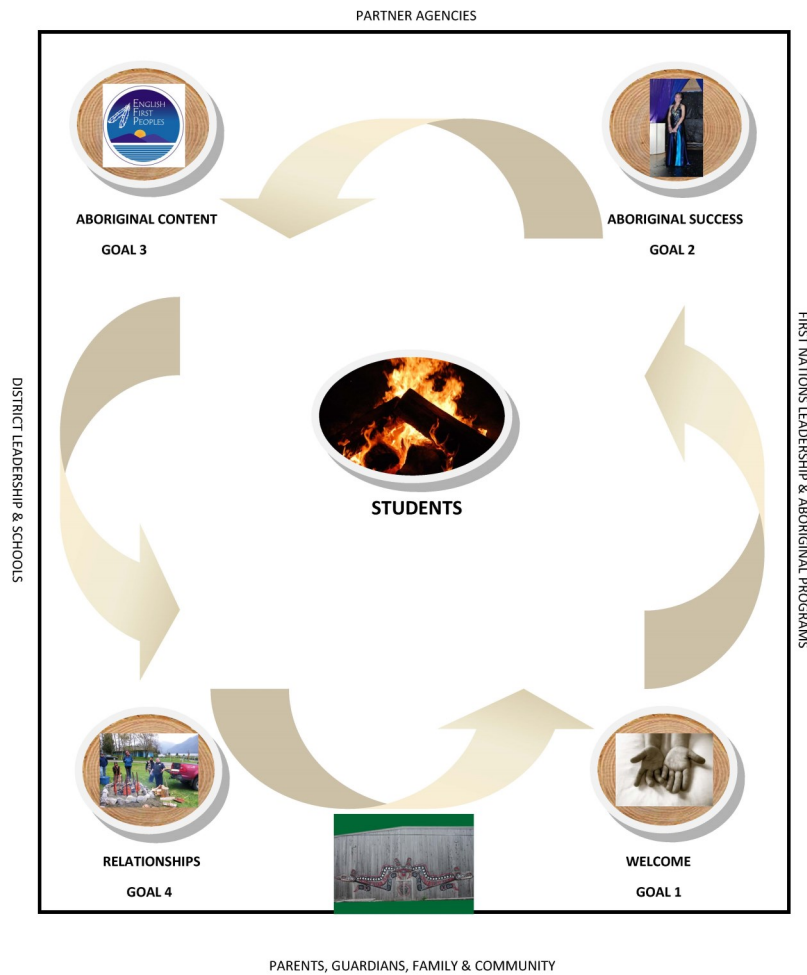
BIGHOUSE FRAMEWORK

In 2007 – 2008, the Enhancement Agreement committee of First Nations Education Council created the Bighouse Model to illustrate the collective vision and responsibility that all of us play towards enhancing the learning opportunities for Aboriginal learners. The framework is based upon many of the traditional values that continue to provide strength for Aboriginal communities and families. Similar to our role when participating in Bighouse ceremonies, we each have a responsibility to support, encourage, validate and 'witness' the development and growth of our students. The Bighouse Model Framework has been revised in 2010/2011 to further illustrate our collective relationship and commitment to nurture student success.

The framework demonstrates how a student enters the school system and through their school experience will encounter the four goals of the Enhancement Agreement as well as the collective support and partnership of the stakeholders listed along the outer borders.

Within our communities, families, schools, and partner agencies, we each have a role in guiding and directing our programs towards further achievement for our students.

GUKW'DZI—BIGHOUSE FRAMEWORK



ENHANCEMENT AGREEMENT CONSULTATION PROCESS

September 2009 marked the beginning of the planning process and visioning for the future of Aboriginal Education along with the First Nations communities. Through the months of March—June 2010, the Enhancement Agreement committee of the First Nations Education Council facilitated four community forums held in the Quatsino, Kwakiutl (Fort Rupert), 'Namgis (Alert Bay) and Gwa'sala-'Nakwaxda'xw villages. Meetings were structured using the 'World Café' model for generating small group discussions and were focused around the question 'What is Success?' for our students.

In addition to community forums, surveys were distributed to First Nations parents, communities and education staff in all schools in order to provide the opportunity for input on First Nations programs. Discussion groups were also held at both high schools with grade 8—12 students. First Nations support staff conducted their own review of the strengths and challenges of our programs and provided guidance and perspective to the process.

Further consultation occurred from September to January 2012 with school principals as well as the District Leadership Team in order to identify systemic strengths and challenges. A highlight of this work has been the emergent theme around relationship building and partnerships that we have identified as our 4th Goal and continuing vision.

Aboriginal Education Enhancement Agreement

February 2012 - June 2017

School District No. 85 (Vancouver Island North)



Goal 1

All Aboriginal students will experience a sense of belonging and respect through the recognition and honouring of their culture, history and values.



Goal 2

All partners will work towards increasing the level of academic success for each Aboriginal student.



"The Wisdom of Our Ancestors Guides Us."



Goal 3

All students will experience Aboriginal content in all subject areas and at all grade levels.



Goal 4

All partners will work together to foster success for Aboriginal students through relationship building and partnerships with parents, families and communities.

ENHANCEMENT AGREEMENT SIGNING CEREMONY FEBRUARY 24, 2012



ENHANCEMENT AGREEMENT SIGNING CEREMONY

An Enhancement Agreement (EA) is a working agreement between a school district, all local Aboriginal communities, and the Ministry of Education designed to enhance the educational achievement of Aboriginal students. The EA establishes a collaborative partnership between Aboriginal communities and school districts that involves shared decision making and specific goal setting to meet the educational needs of Aboriginal students.

EAs highlight the importance of academic performance and more importantly, stress the integral nature of Aboriginal traditional culture and languages to Aboriginal student development and success. Fundamental to EAs is the requirement that school districts provide strong programs on the culture of local Aboriginal peoples on whose traditional territories the districts are located.

On February 24, 2012, the second Enhancement Agreement was signed and celebrated at the Bighouse in Tsaxis (Fort Rupert) in Kwakiutl Territory. School District No. 85 and the many partners working to enhance Aboriginal student success were represented; Kwakiutl Band Council, Mamalilikulla – Qwe'Qwa'Sot'Em Band, 'Namgis First Nation, Tlowitsis Nation, Da'naxda'xw First Nation, Kwikwasutinuxw Haxwa'mis Nation, Gwa'sala-'Nakwaxda'xw First Nation, Quatsino First Nation, Wuikinuxv Nation, Whe-La-La-U Area Council, Musgamagw Tsawataineuk Tribal Council, Sacred Wolf Friendship Centre, and the Ministry of Education.

The signing ceremony was attended by approximately 600 students from district and band schools, as well as staff.



First Nations Programs would like to acknowledge Trish Rosborough, Director of Aboriginal Education and Ted Cadwallader, Field Director, Aboriginal Enhancement Branch, for their ongoing support to improve Aboriginal achievement and success.

ENHANCEMENT AGREEMENT GOALS

GOAL 1: All Aboriginal students will experience a sense of belonging and respect through the recognition and honouring of their culture, history and values.



On June 22, 2012, approximately 600 students from all schools including Band Schools came together with community and School District Staff to acknowledge and celebrate National Aboriginal Day.

GOAL 2: All partners will work towards increasing the level of academic success for each Aboriginal student.



First Nations Education Council Elder, Peggy Svanvik from the 'Namgis First Nation presents awards to North Island Secondary School students; Alex DeRochers for Academic Achievement and Katherine Crabe for Citizenship at the 2011/12 Graduation ceremony.

ENHANCEMENT AGREEMENT GOALS

GOAL 3: All students will experience Aboriginal content in all subject areas and at all grade levels.



Chief's welcome on May 11, 2012 Teachers, Administrators, Support staff and Community members attended the Rural Schools Conference in Alert Bay with special presenter, Laura Tait, District Principal of Aboriginal Education, Nanaimo School District No. 68 to discuss educational reform with a focus on Aboriginal Education.

GOAL 4: All partners will work together to foster success for Aboriginal students through relationship building and partnerships with parents, families and communities.



First Nations Education Council and Band representatives, Ministry of Education leadership, School District No. 85 staff and more than 600 students from District and Band Schools came together to witness the signing of the 2nd Aboriginal Education Enhancement Agreement on February 24, 2012.

FIRST NATIONS EDUCATION COUNCIL

The First Nations Education Council (FNEC) works in full partnership with the School District to support and guide First Nations Education Services for students of Aboriginal ancestry.

FNEC is made up of delegated representatives from the:

- Kwakiutl Band Council
- Whe-la-la-u Area Council: (Mamalilikala, Tlowitsis, Tlatlasikwala First Nations)
- Danaxdaxw First Nation
- Musgamagw-Tsawataineuk Tribal Council: (Kwicksutaineuk-Ah-kwa-mish First Nation, 'Namgis First Nation, Dzawada'enuxw First Nation)
- Gwa'sala-'Nakwaxda'xw First Nation
- Quatsino First Nation
- Metis/Off Reserve representative
- School District No. 85 leadership representatives

PURPOSE

The purpose of the First Nations Education Council (FNEC) is to be the voice for students of Aboriginal ancestry (includes First Nations, Inuit and Metis) and their families in School District No. 85. The FNEC works in full partnership with the School District to support and guide Aboriginal Education services. FNEC also ensures the provision of ongoing comprehensive support and services relevant to the needs of Aboriginal students, and to ensure sensitivity and respect for First Nations priorities and perspectives.



DISTRICT LEADERSHIP & ABORIGINAL EDUCATION

The Learning Agenda

The signing of our second Enhancement Agreement in February has confirmed our commitment to provide relevant and meaningful education for all students of SD 85. The four goals of the agreement focus our attention toward respect for culture and history, a sense of belonging for all, appropriate content in all courses, and the importance of relationships at the core of our service to families and communities.

2012/2013 will be the first full year under our new agreement and it promises to be one of challenge and reward for all. The agreement calls on teachers, support staff, principals and vice-principals, and district staff to join with our students, parents, families and communities to invest in the improvement of educational and life opportunities of our young. We understand that our future depends on the successful lives of the young men and women in our classrooms, homes, and communities. There is no greater or worthwhile investment that we can make.

Our shared seriousness of purpose is critical to our work of realizing the goals of the Enhancement Agreement. I know and believe that together we can make an extraordinary difference in the lives of all our students.

Gilakas'la,
Scott Benwell, Superintendent

The Impact of Professional Learning on Student Achievement

Our goal is to align the learning of all educators in our system with the learning needs of our students. In order to elevate the achievement of every learner, the content of professional growth will be determined by the student learning profile for the schools we serve. District resources are aligned to support this goal through the implementation of school level inquiry. Our school district is working with Dr. Linda Kaser and Dr. Judy Halbert to assist our transformation to an inquiry based system.

The purpose of school level inquiry is to address important areas of student learning through teamwork, focused professional learning, sharing of resources and strategies, application of evidenced informed strategies, and the development of new and innovative approaches to teaching and learning.

The spiral of inquiry provides a framework for inquiry in depth and a focus for the learning of educators in each of our schools.

This year we embarked on a rigorous schedule of teaching the inquiry process to all partner groups involved in the learning journey of our students. Dr. Kaser and Dr. Halbert have visited our school district on two occasions to provide training to our trustees, principals and vice-principals, teachers, support staff, parents and members of the First Nations Education Council.

In February we hosted Stella Bates, former District Principal of Aboriginal Education for the Nanaimo School District. She worked with principals, First Nations Support Workers and Special Education Assistants to apply the process of inquiry to the goals in our Education Enhancement Agreement. In partnership with our District Parent Advisory Council, we have worked with the School Planning Councils in our district in two training sessions to highlight their roles in the learning agenda of our schools. Parents and principals reviewed the roles and responsibilities of School Planning Councils, learned about the school district process to build and support an inquiry mindset in all schools, and were given the tools to ask informed questions about the learning intentions, progress, and next steps in their schools.

Our intent is to continue this important work with all partner groups, supported by Dr. Halbert and Dr. Kaser, in the 2012-2013 school year.

Gilakas'la
Katherine McIntosh, Assistant Superintendent



Judy Halbert, Linda Kaser

FIRST NATIONS SUPPORT TEAM



School Board Office
Kaleb Child,
District Principal,
First Nations Programs

School Board Office
Teresa MacKenzie,
Administrative Assistant,
First Nations Programs

AJ Elliott Elementary School — Sointula
Claudia Maas, First Nations In School Support Worker

Alert Bay Elementary School — Alert Bay
Karen Reece, First Nations In School Support Worker
Ernest Alfred, First Nations Language & Cultural Tutor
Jill Cook, First Nations Early Literacy Program

Cheslakees Elementary School — Port McNeill
Janice Ellis, Home School Coordinator

Eagle View Elementary School — Port Hardy
Tara Mattice, First Nations In School Support Worker
Amy Rosborough, First Nations Support Worker
Bea Wadhams, Home School Coordinator
Harold Nelson, Kwak'wala Language/Cultural Worker

Fort Rupert Elementary School — Port Hardy
Amy Rosborough, First Nations Support Worker
Harold Nelson, Kwak'wala Language/Cultural Worker

North Island Secondary School — Port McNeill
Pearl Brotchie, First Nations Support Worker
Lacey Perrault, First Nations Support Worker

Port Hardy Secondary School — Port Hardy
Brigette Avoine, First Nations Youth Worker
Stephanie Nelson, Connections Worker
Jim Jones, BSC., MA., First Nations Support Worker

Eke Me-Xi Learning Centre — Port Hardy
Jamaine Campbell, First Nations Support Worker

Sea View Elementary/Jr. Secondary School — Port Alice
Ardie Bazinet, First Nations In School Support Worker

Sunset Elementary School — Port McNeill
Janice Ellis, Home School Coordinator

DATA ANALYSIS

PERFORMANCE INDICATORS AND TARGETS

As part of the Enhancement Agreement, it is our collective responsibility to overview and analyze all areas of student achievement data as well as maintain ongoing dialogue with communities, schools, staff and students. From the data, areas of focus are identified as indicators of performance to measure student success.

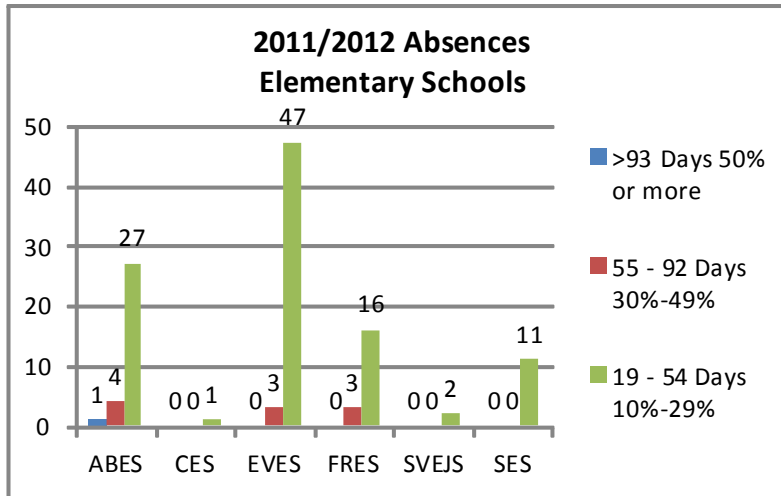
Performance indicators are selected from all sources of data available and are used to measure improvement from reliable information that can be:

- Collected from multiple sources to ensure accuracy (individual, classroom, school, district, and provincial level data)
- Tracked over time to identify trends
- Effectively used to implement interventions and best practices
- Quantitative and qualitative to support targets and goal areas

Performance indicators are designed to increase or improve academic achievement and other goal areas for all Aboriginal students. Targets can be established each year and monitored over the duration of this Aboriginal Education Enhancement Agreement. Targets can change over time and will be re-assessed annually to determine if they are realistic and attainable through the report on Aboriginal Education to the Ministry.

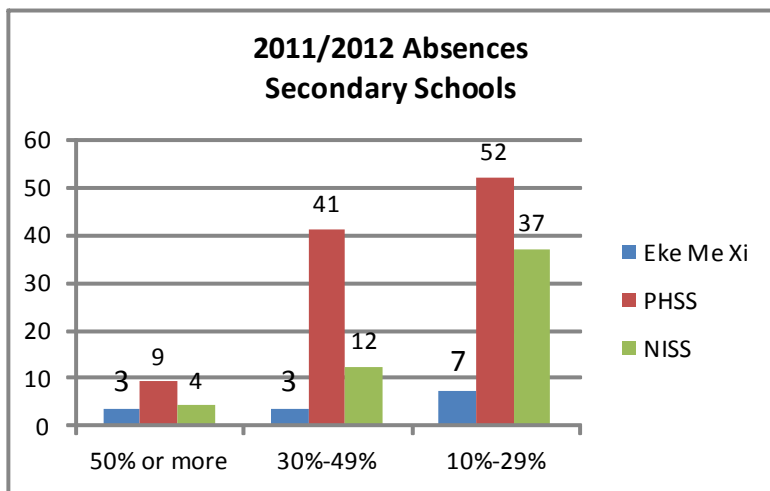
PERFORMANCE INDICATORS—GOAL 1:

GOAL 1: All Aboriginal students will experience a sense of belonging and respect through the recognition and honouring of their culture, history and values.



Absences	>93 Days 50% or more	55 - 92 Days 30%-49%	19 - 54 Days 10%-29%
ABES	msk	msk	27
CES	msk	msk	msk
EVES	msk	msk	47
FRES	msk	msk	16
SVEJS	msk	msk	msk
SES	msk	msk	11

Student attendance at elementary levels

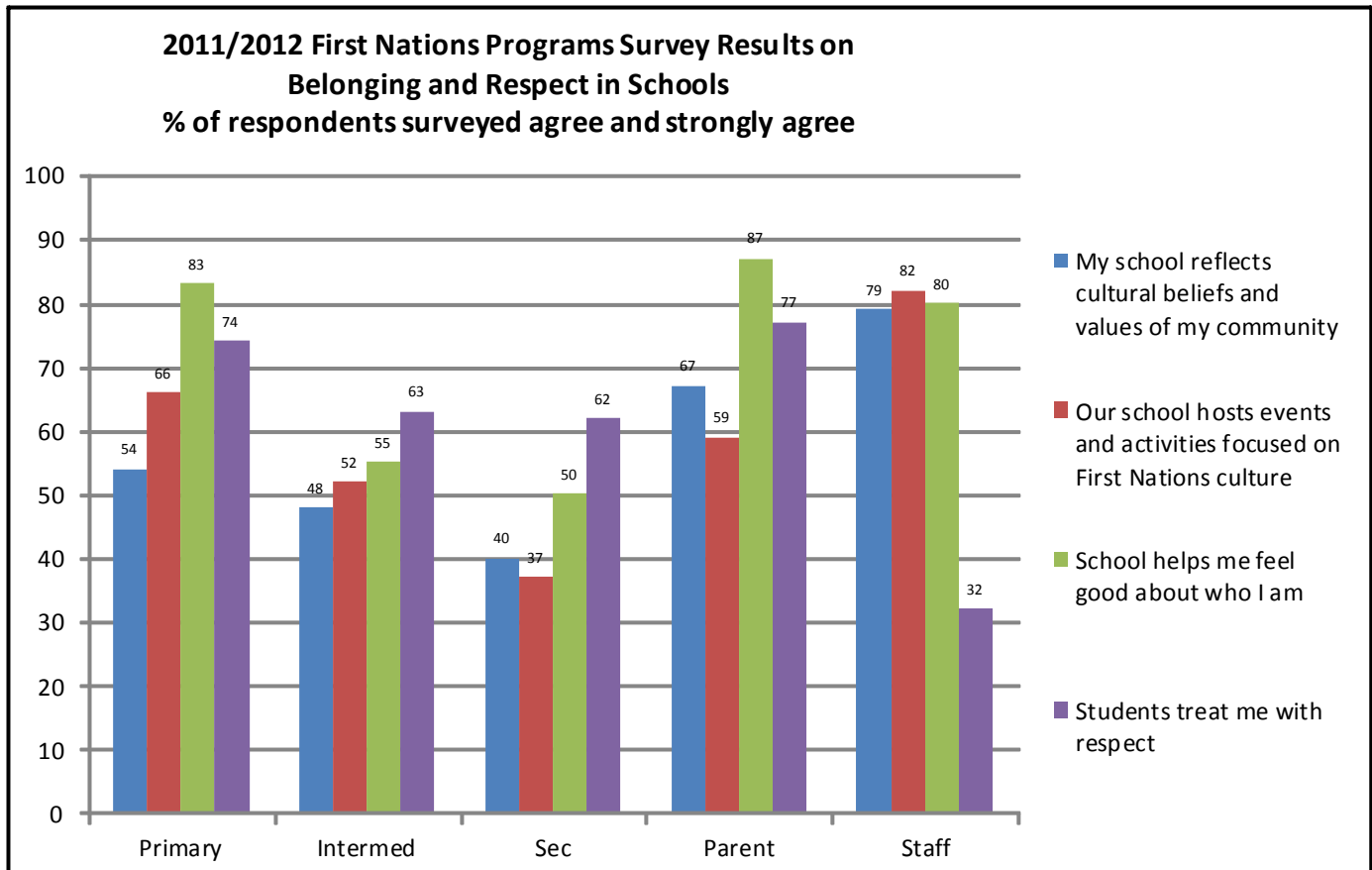


Absences	>93 Days 50% or more	55 - 92 Days 30%-49%	19 - 54 Days 10%-29%
Eke Me Xi	msk	msk	7
PHSS	9	41	52
NISS	msk	12	37

Student Attendance at secondary levels

PERFORMANCE INDICATORS—GOAL 1:

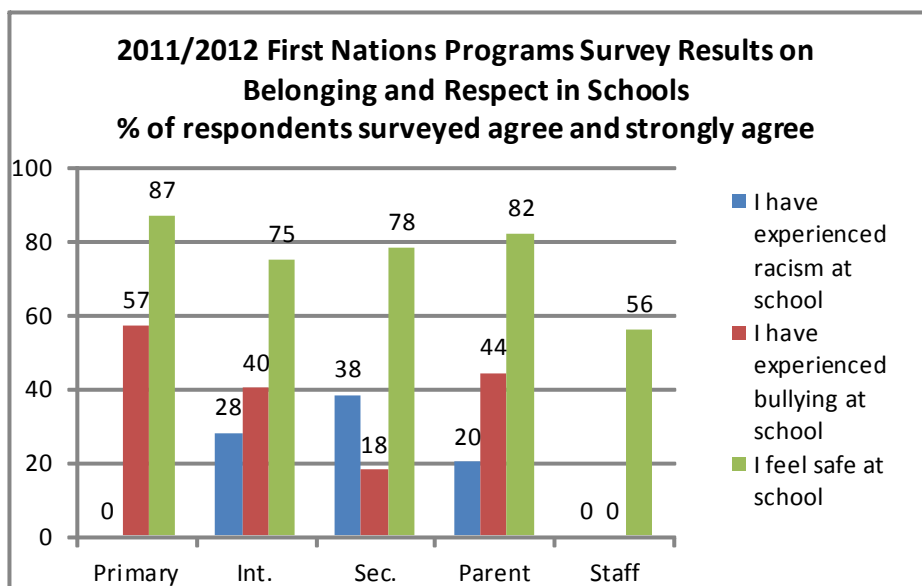
GOAL 1: All Aboriginal students will experience a sense of belonging and respect through the recognition and honouring of their culture, history and values.



% of survey respondents who agree/strongly agree	Primary	Intermed	Sec	Parent	Staff
My school reflects cultural beliefs and values of my community	54	48	40	67	79
Our school hosts events and activities focused on First Nations culture	66	52	37	59	82
School helps me feel good about who I am	83	55	50	87	80
Students treat me with respect	74	63	62	77	32

PERFORMANCE INDICATORS—GOAL 1:

GOAL 1: All Aboriginal students will experience a sense of belonging and respect through the recognition and honouring of their culture, history and values.

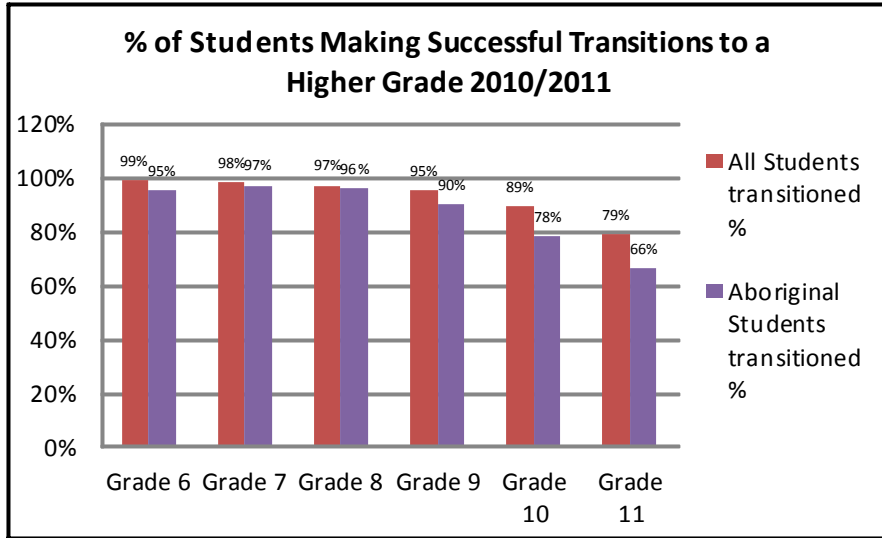


First Nations programs survey 2011/2012

% of survey respondents who agree/strongly agree	Primary	Intermed	Sec.	Parent	Staff
I have experienced racism at school		28	38	20	
I have experienced bullying at school	57	40	18	44	
I feel safe at school	87	75	78	82	56

PERFORMANCE INDICATORS—GOAL 1:

GOAL 1: All Aboriginal students will experience a sense of belonging and respect through the recognition and honouring of their culture, history and values.



Student Transitions—grade to grade.

Percent of Students Making Successful Transitions to a Higher Grade 2010/2011						
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Transitions to a higher grade						
All Students transitioned	94	101	130	143	108	89
All Students transitioned %	99%	98%	97%	95%	89%	79%
Aboriginal Students transitioned	21	31	64	54	35	27
Aboriginal Students transitioned %	95%	97%	96%	90%	78%	66%

STRATEGIES FOR SUCCESS—GOAL 1:

GOAL 1: All Aboriginal students will experience a sense of belonging and respect through the recognition and honouring of their culture, history and values.

EA Goal 1 Strategy Map: Improve Student Attendance	
First Nations Support Workers and Support Staff	<ul style="list-style-type: none"> • Continue to make home/community calls/visits to connect with students/families in consultation with school administration • Work collaboratively with community contacts/Education Workers/Band schools to support student absenteeism ie. Tri-Band Education Team • Include information and track rationale for absenteeism using Fluid Survey tool • Implement events and incentives to encourage students to improve attendance
Teacher	<ul style="list-style-type: none"> • Continue to make home calls/home visits to connect with students/families in consultation with school administration • Work collaboratively with community contacts/Education Workers to support student absenteeism • Recognize that relevant and meaningful curricular content is a significant determining factor for student engagement • Seek and participate in opportunities that enhance local knowledge and awareness of the lived experiences of all learners ie. Cultural gatherings, community events, U'mista Cultural Centre
Principal/Vice Principal	<ul style="list-style-type: none"> • Continue to follow up with parent meetings/letters regarding attendance/participation in school in a variety of ways • Host events to engage families and connections ie. Parent's club, parent dinner NISS, Tri-Band education team meetings • Implement and monitor results of First Nations Programs survey and suggested strategies annually
District and First Nations Programs	<ul style="list-style-type: none"> • Track information and rationale for absenteeism using Fluid Survey tool • Create new strategies with schools to address attendance issues
Community Contact or Partner Agency	<ul style="list-style-type: none"> • Offer student incentives for good attendance and progress in school • Liaise with families and school district staff to support student success • Host school and community based events on the value of getting good grades and attending regularly

STRATEGIES FOR SUCCESS—GOAL 1:

GOAL 1: All Aboriginal students will experience a sense of belonging and respect through the recognition and honouring of their culture, history and values.

EA Goal 1 Strategy Map: Improve Sense of Belonging and Respect	
First Nations Support Workers and Support Staff	<ul style="list-style-type: none"> • Implement Role Model Program in every school, target schools and students reflecting cultural values and activities, ie. respect • Participate in regional learning opportunities at other schools, ie. Lahal Tournament, Fun Soccer Tournament, cultural presentations • Create opportunities to connect First Nations families with school ie: First Nations Parents Club
Teacher	<ul style="list-style-type: none"> • Initiate multi-cultural learning opportunities during Diversity month and all year • Focus on student relationships to build self-esteem and positive self-concept
Principal/Vice Principal	<ul style="list-style-type: none"> • Encourage classes to host events and learning opportunities focused on First Nations culture/language ie. Lahal Tournament, cultural presentations, Kwak'wala class • Organize guest speakers in schools for community and parents • Implement Bullying initiatives and prevention strategies
District and First Nations Programs	<ul style="list-style-type: none"> • Expand cultural program learning opportunities through the development of Board Authorized Approved Course – Kwakwaka'wakw Studies 2012/2013 • Support School Planning Councils with First Nations programs survey results and collaborative planning • Continue to utilize FNEESC, BCTF, VIRC for resources and in-service to support teachers (Anti-Racism/Aboriginal content/pedagogy)
Community Contact or Partner Agency	<ul style="list-style-type: none"> • Host information sessions in schools and community focused on the Enhancement Agreement and First Nations Programs

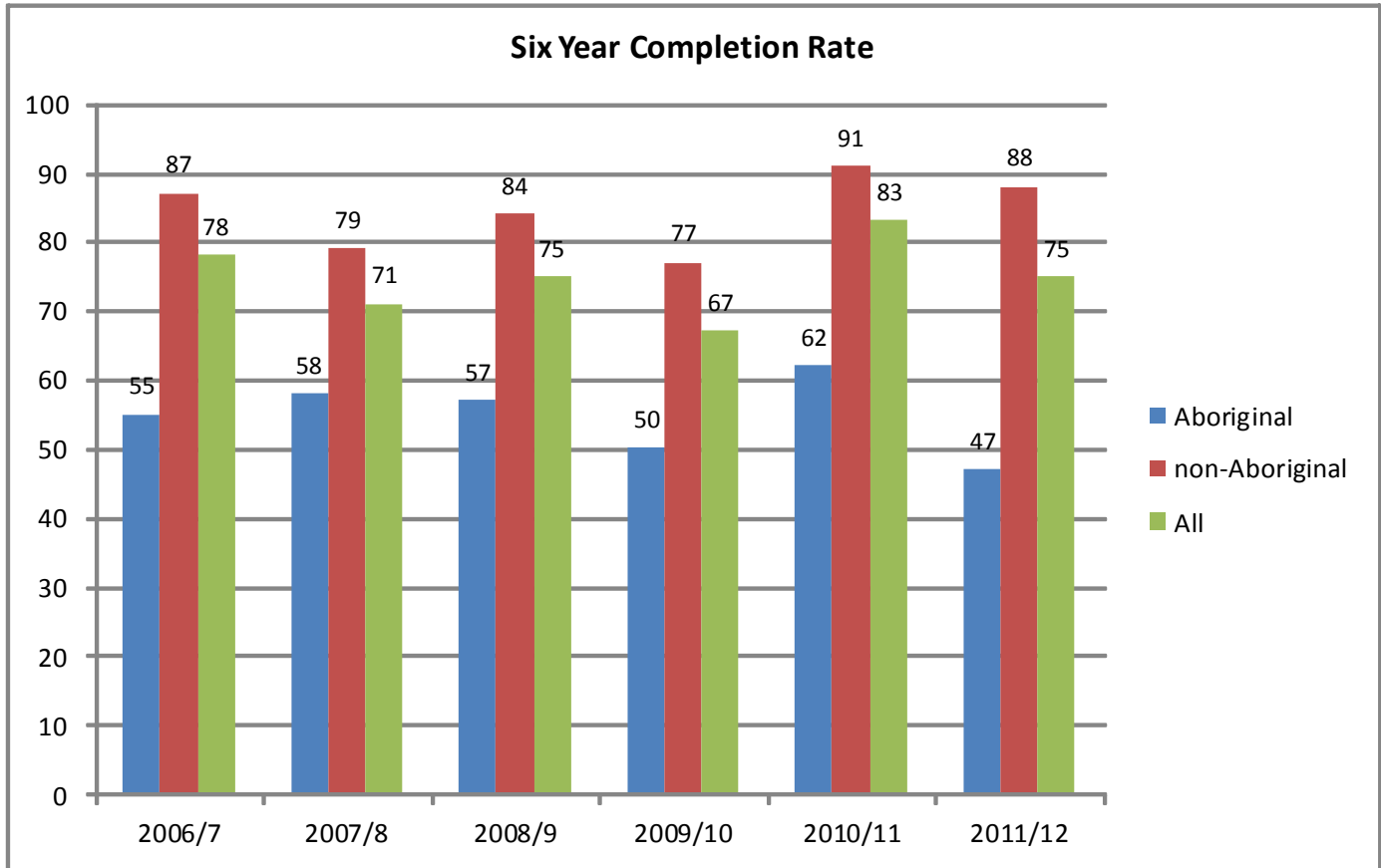
STRATEGIES FOR SUCCESS—GOAL 1:

GOAL 1: All Aboriginal students will experience a sense of belonging and respect through the recognition and honouring of their culture, history and values.

EA Goal 1 Strategy Map: Improve Student Grade to Grade Transitions	
First Nations Support Workers and Support Staff	<ul style="list-style-type: none"> • Host First Nations support team student orientation in September at both high schools • Meet with student groups regarding course selection and grad program at secondary, follow up ongoing • First Nations staff and grade 8 students to visit elementary schools to provide information sessions on what grade 7's need to know about high school
Teacher/Counsellor	<ul style="list-style-type: none"> • Academic courses encouraged and high expectations maintained • Ensure that student assessment is based on BC Performance Standards • Collaborate with parents and families on progress towards expected performance
Principal/Vice Principal	<ul style="list-style-type: none"> • Implement a Sr. student mentor program at secondary to support incoming students (grade 8's) • Encourage and promote academic course paths for all students • Host course selection events in February with community partners
District and First Nations Programs	<ul style="list-style-type: none"> • Host course selection events and create strategy for communities and schools to expand Aboriginal learning opportunities, ie. English First Peoples, Kwak'wala, Cultural Studies • Create career maps and what is needed for high school prerequisites to access those opportunities • Host PHSS/NISS Role Model events to showcase past student success stories
Community Contact or Partner Agency	<ul style="list-style-type: none"> • Education coordinators to host information sessions on a variety of Post-Secondary themes/opportunities for students, staff and families • Explore and develop opportunities for child care and program options for young parents

PERFORMANCE INDICATORS—GOAL 2:

GOAL 2: All partners will work towards increasing the level of academic success for each Aboriginal student.

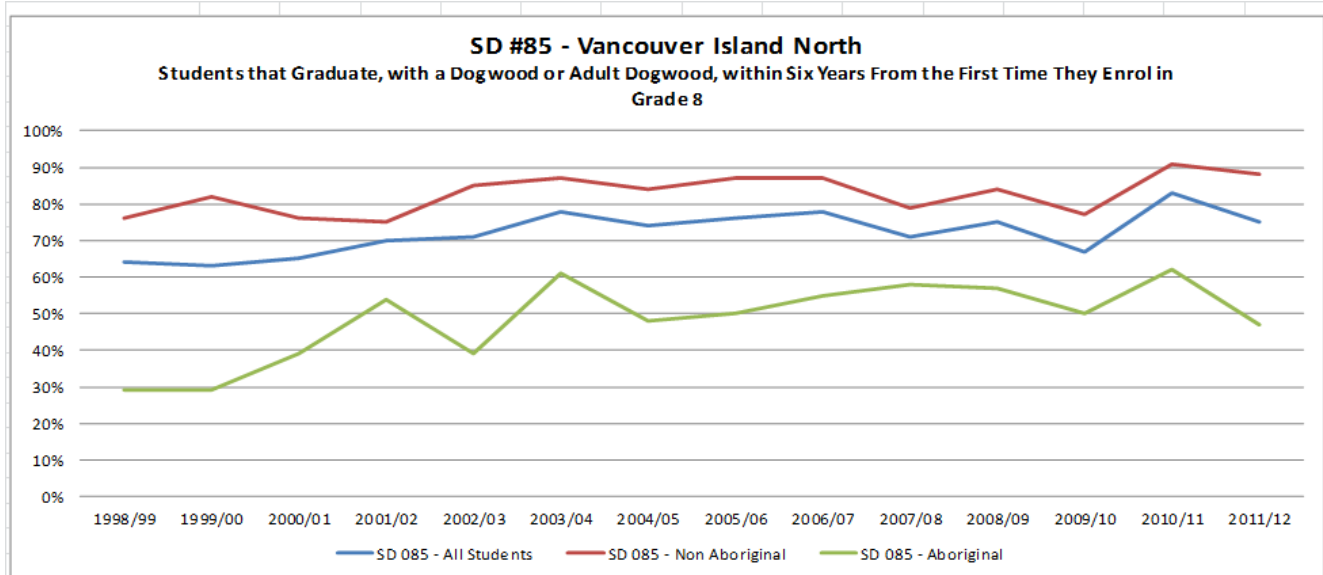


Six year completion rate

	Aboriginal	non-Aboriginal	All
2006/7	55	87	78
2007/8	58	79	71
2008/9	57	84	75
2009/10	50	77	67
2010/11	62	91	83
2011/12	47	88	75

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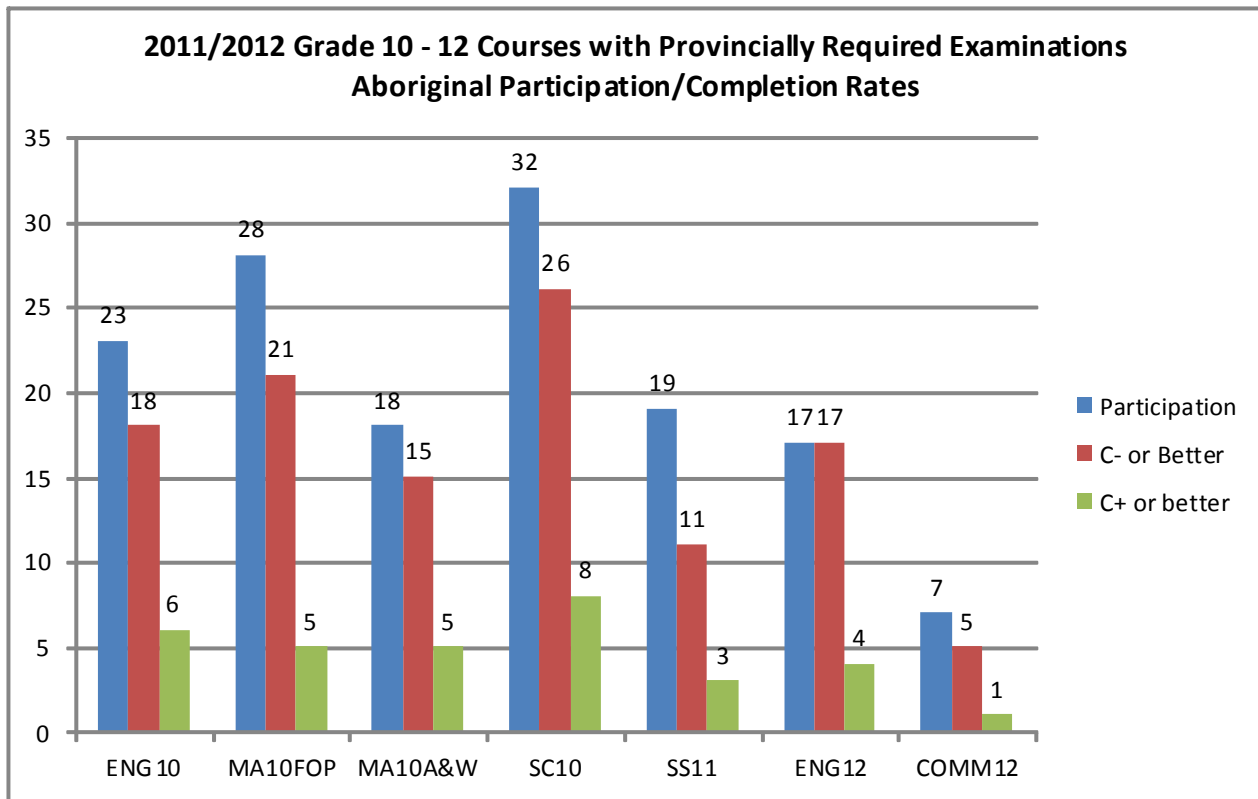
*Rate is calculated differently prior to the 1999/00 school year

	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
SD 085 - All Students	64%	63%	65%	70%	71%	78%	74%	76%	78%	71%	75%	67%	83%	75%
SD 085 - Non Aboriginal	76%	82%	76%	75%	85%	87%	84%	87%	87%	79%	84%	77%	91%	88%
SD 085 - Aboriginal	29%	29%	39%	54%	39%	61%	48%	50%	55%	58%	57%	50%	62%	47%
SD 085 - All Students	130	139	134	143	130	150	146	133	120	106	123	98	112	99
SD 085 - Non Aboriginal	115	117	111	116	109	110	119	107	95	75	91	72	88	78
SD 085 - Aboriginal	15	22	23	27	21	40	27	26	25	31	32	26	24	21

Six year completion rate

PERFORMANCE INDICATORS—GOAL 2:

GOAL 2: All partners will work towards increasing the level of academic success for each Aboriginal student.

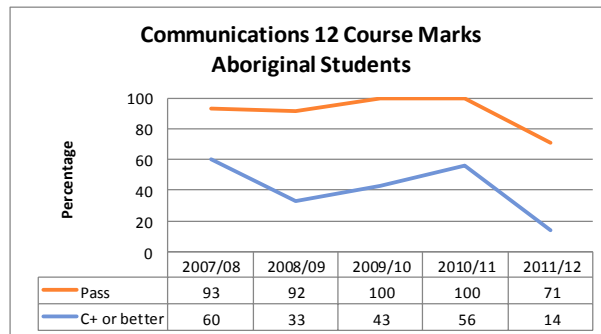
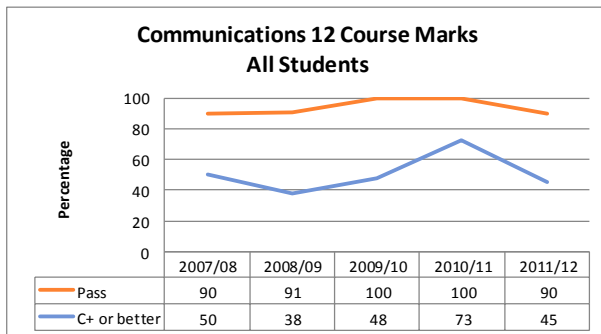
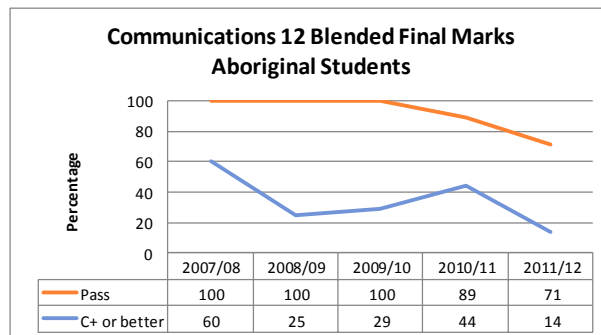
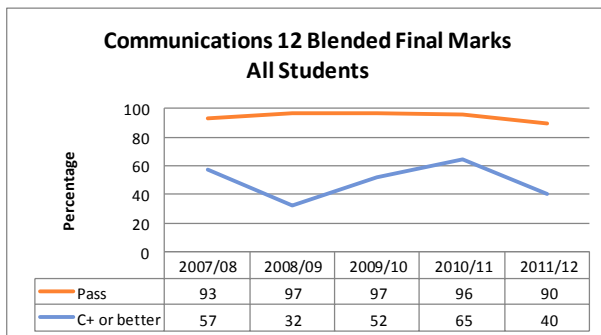
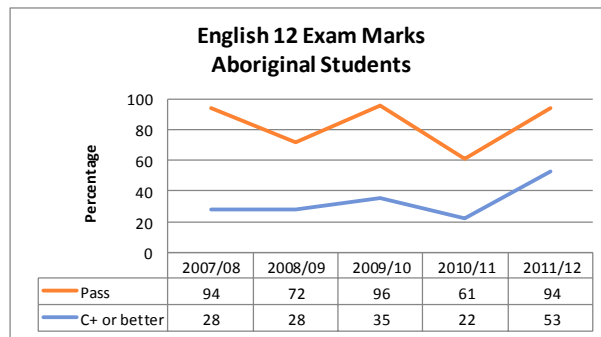
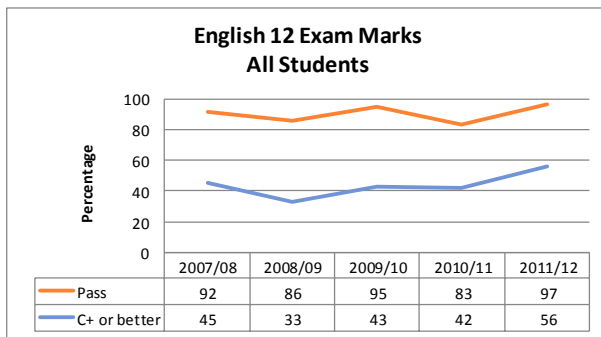
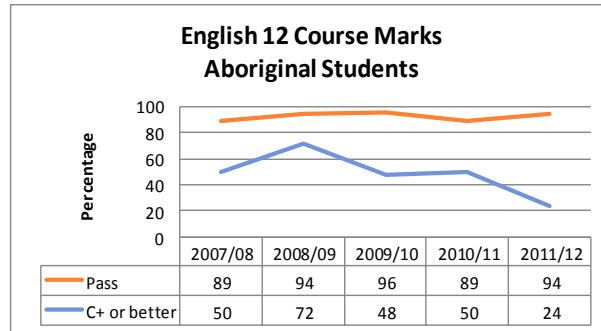
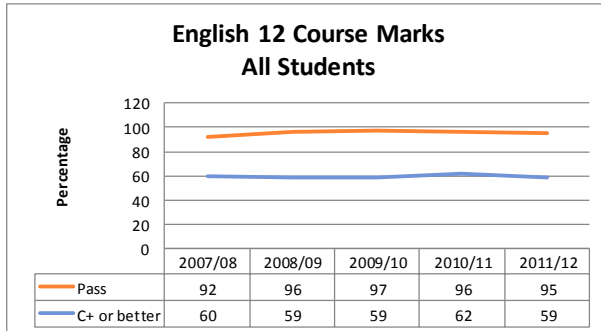


Aboriginal Completion/Participation Rates for Courses with Provincially Required Examinations

Course	Participation	% Participated	C- or Better	C+ or better
ENG10	23	34%	18	6
MA10FOP	28	42%	21	msk
MA10A&W	18	27%	15	msk
SC10	32	48%	26	8
SS11	19	33%	11	msk
ENG12	17	47%	17	msk
COMM12	7	19%	msk	msk

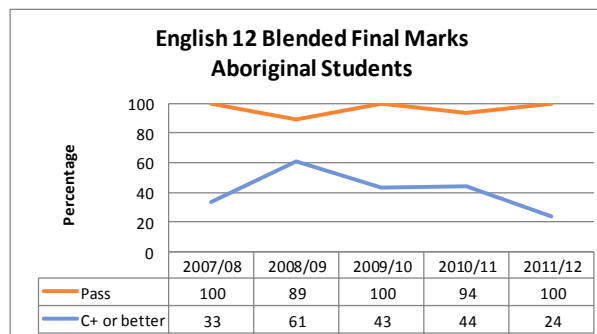
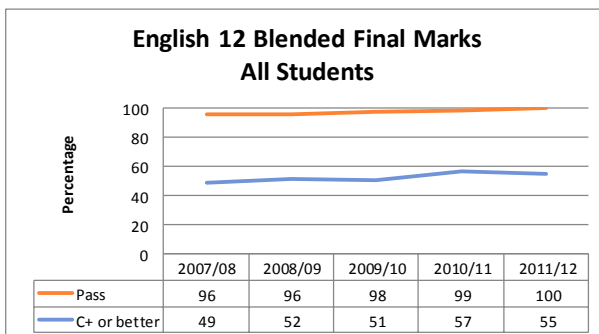
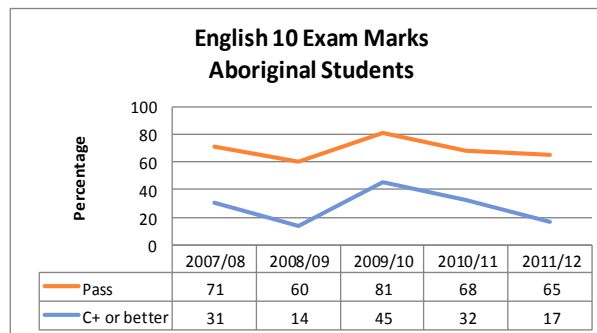
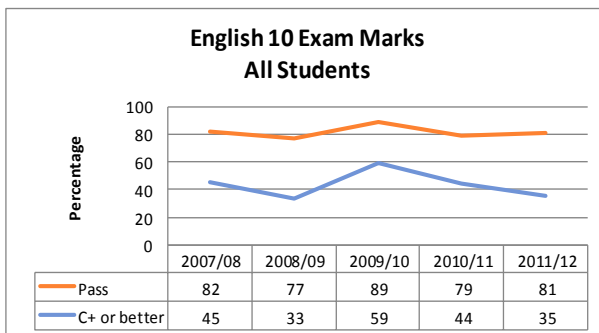
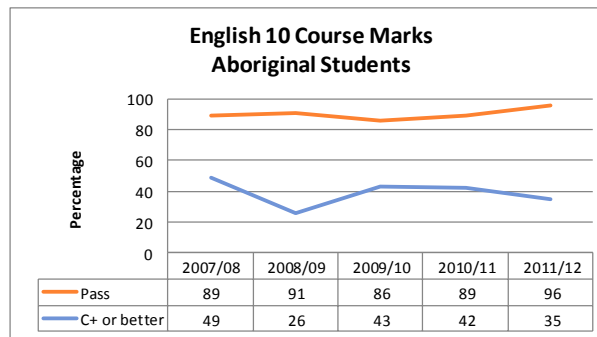
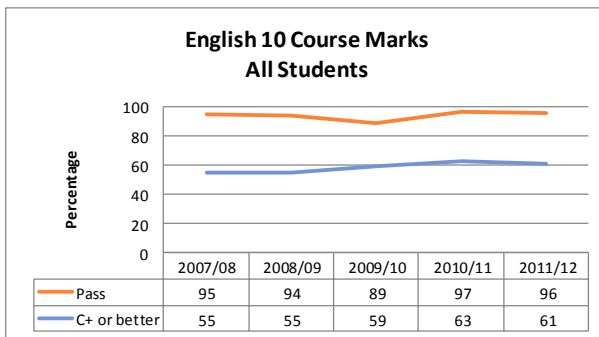
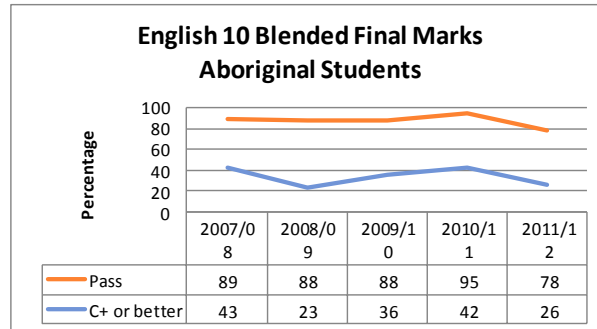
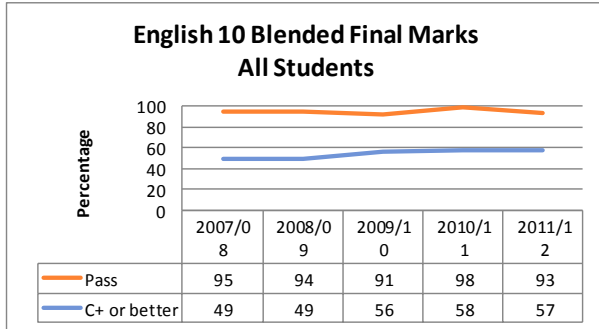
PERFORMANCE INDICATORS—GOAL 2:

GOAL 2: All partners will work towards increasing the level of academic success for each Aboriginal student.



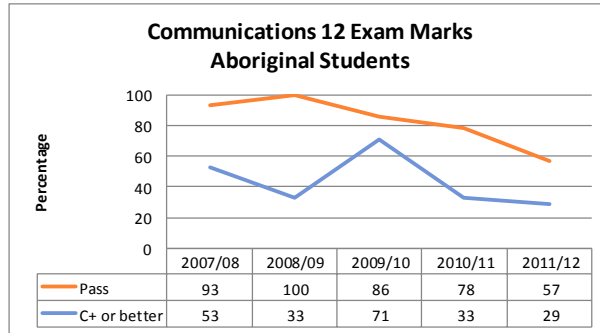
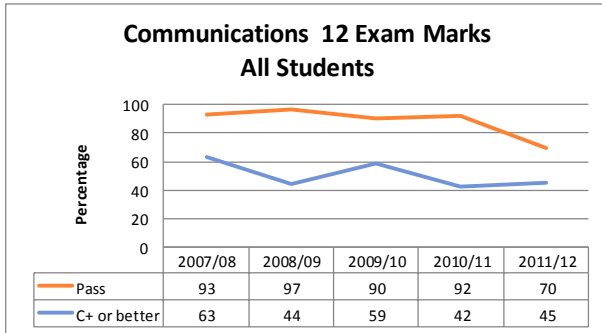
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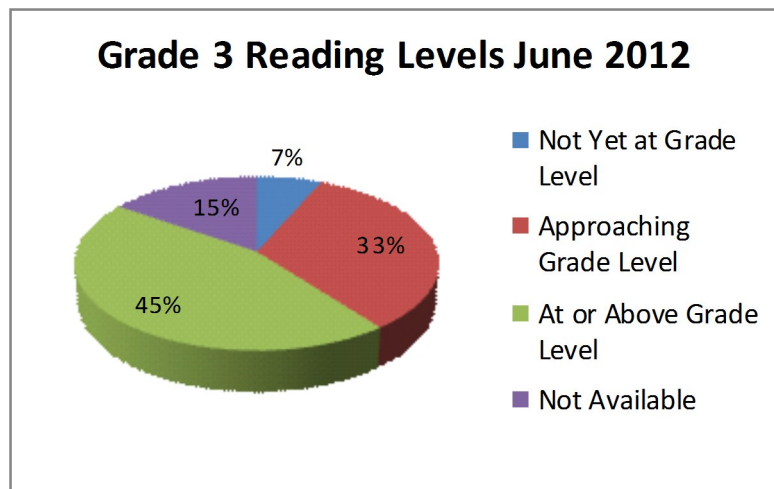
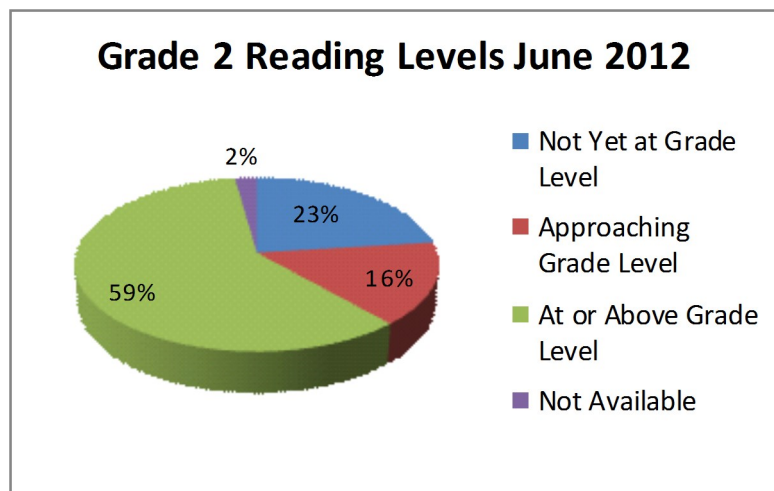
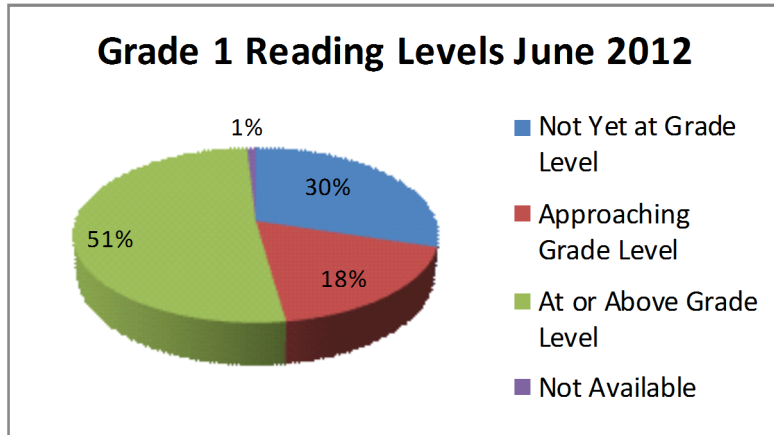
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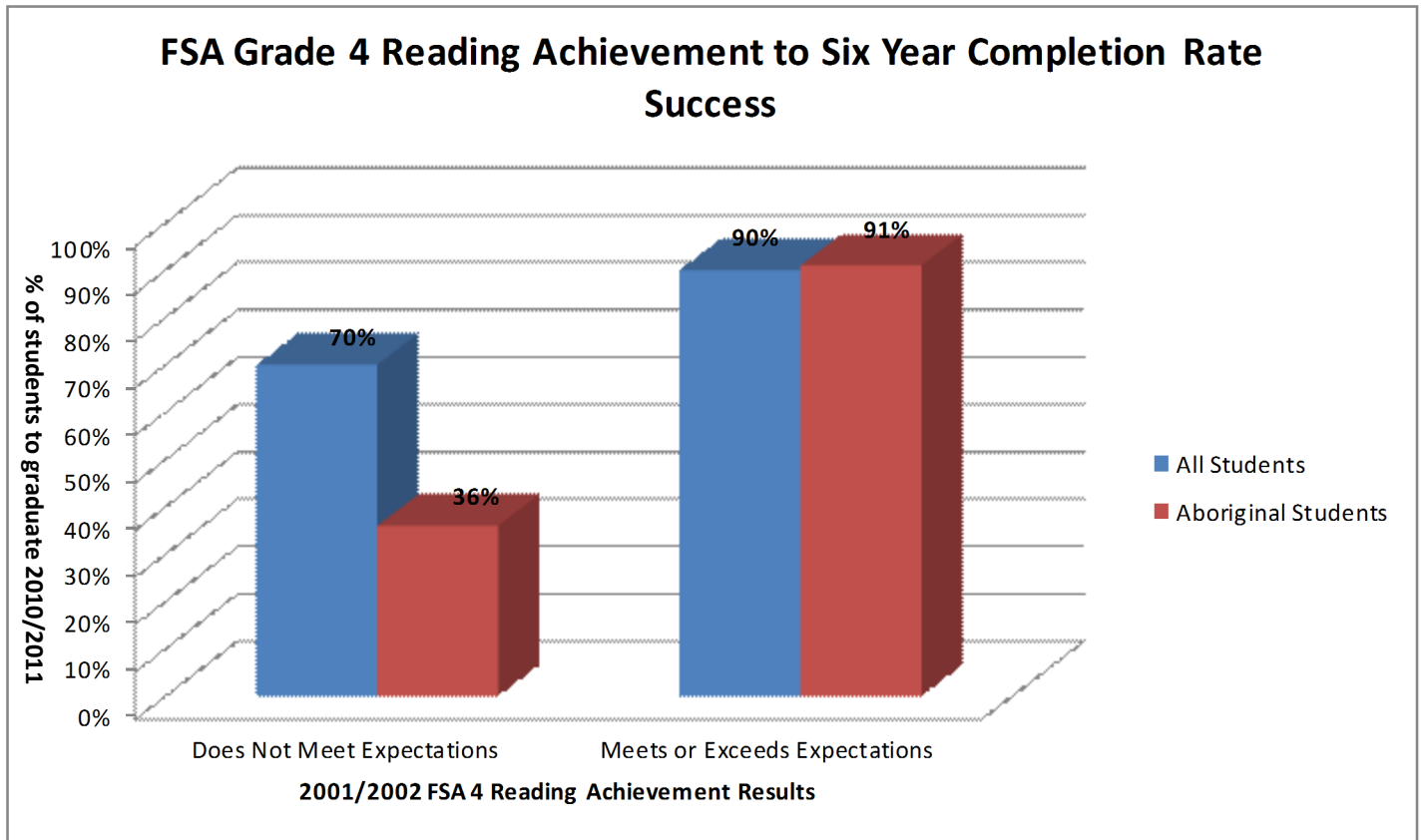


PERFORMANCE INDICATORS—GOAL 2:**GOAL 2: All partners will work towards increasing the level of academic success for each Aboriginal student.**

Foundation Skills Assessment Grade 4 - February 2012 - Aboriginal Students				
	Performance unknown	Not yet meeting	Meeting	Exceeding
Reading	msk	17	15	msk
	14%	46%	41%	0%
Writing	7	10	19	msk
	19%	27%	51%	3%
Numeracy	msk	19	13	msk
	14%	51%	35%	0%
Foundation Skills Assessment Grade 7 - February 2012 - Aboriginal Students				
	Performance unknown	Not yet meeting	Meeting	Exceeding
Reading	9	9	msk	msk
	43%	43%	14%	0%
Writing	10	6	msk	msk
	48%	29%	24%	0%
Numeracy	8	9	msk	msk
	38%	43%	19%	0%

PERFORMANCE INDICATORS—GOAL 2:

GOAL 2: All partners will work towards increasing the level of academic success for each Aboriginal student.



This look at achievement for Aboriginal learners underscores the importance of being a capable and successful reader. For Aboriginal students not meeting expectations on the Grade 4 Reading FSA, only 36% went on to complete their High School programs in six years. However, for Aboriginal students that met expectations on the same assessment, 91% of those went on to successfully complete their High School program in six years. Early success in reading is critical for all learners and remains a high priority for instruction in School District No. 85 (Vancouver Island North).

PERFORMANCE INDICATORS—GOAL 2:

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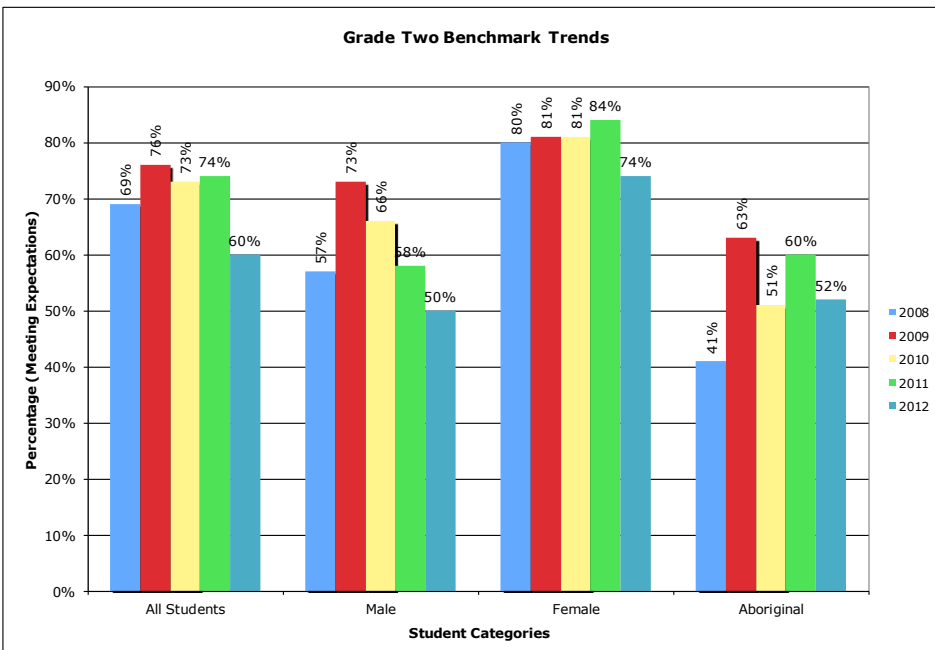
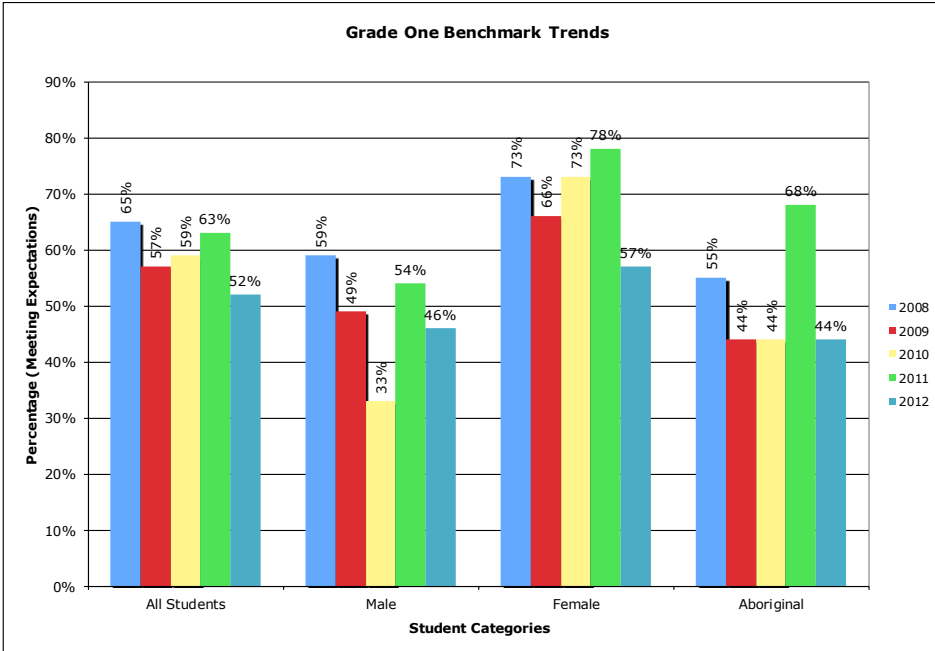
DART Spring Results 2012 Grades 3, 6, & 9

Grade	Participation Rate	Not Yet Within Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations
Gr. 3 District	79/91 87%	6/79 8%	31/79 39%	39/79 49%	msk/79 4%
F.N. District	23/34 68%	msk/23 9%	11/23 48%	9/23 39%	msk/23 4%
Gr. 6 District	88/106 83%	8/88 9%	50/88 57%	25/88 28%	msk/88 6%
F.N. District	21/30 70%	msk/21 14%	12/21 57%	6/21 29%	msk/21 0%
Gr. 9 District	89/123 72%	11/89 43%	65/89 46%	13/89 10%	msk/89 1%
F.N. District	40/64 63%	msk/40 13%	29/40 73%	6/40 15%	msk/40 0%

District DART Results—Grades 3, 6, 9 (District Assessment Reading Team)

PERFORMANCE INDICATORS—GOAL 2:

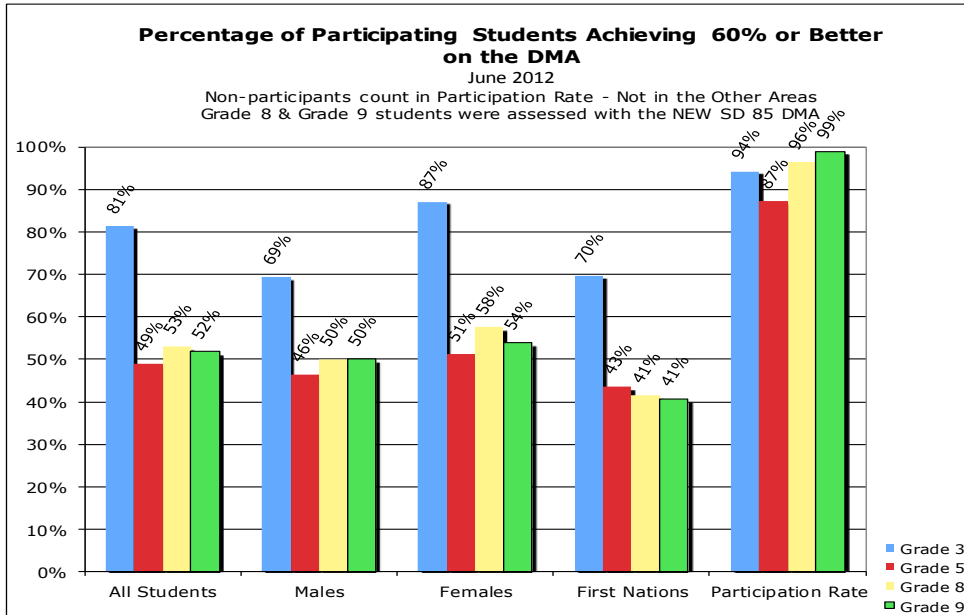
GOAL 2: All partners will work towards increasing the level of academic success for each Aboriginal student.



Primary Benchmark Results

PERFORMANCE INDICATORS—GOAL 2:

GOAL 2: All partners will work towards increasing the level of academic success for each Aboriginal student.

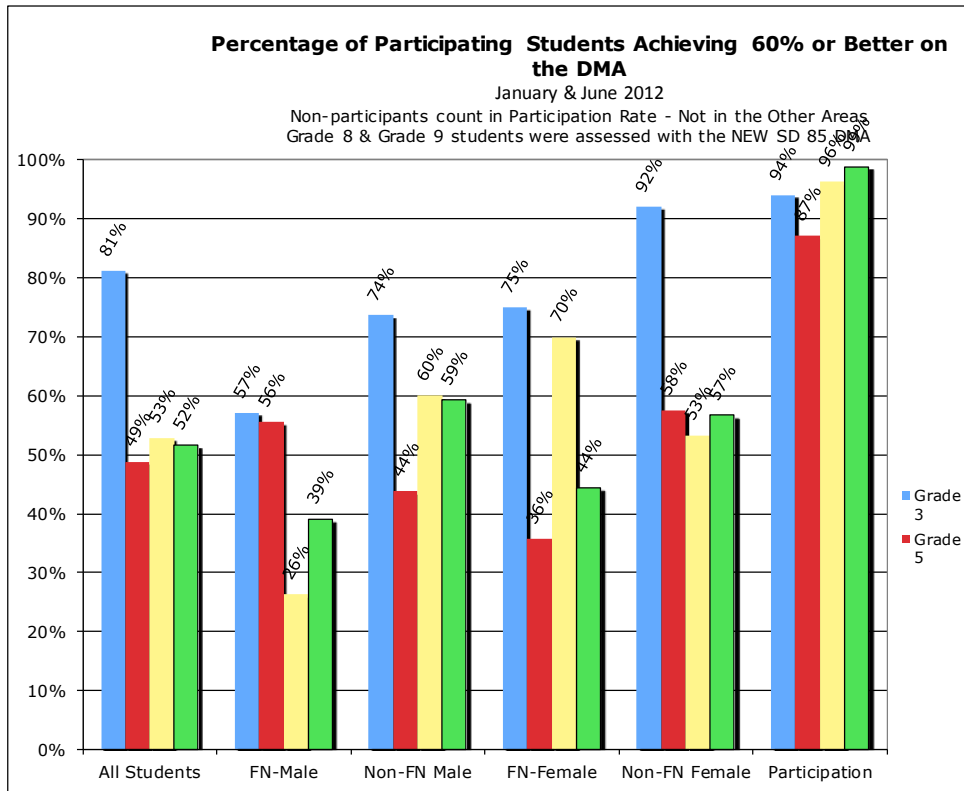


Numeracy Results—District Math Assessment

	Grade 3	Grade 5	Grade 8	Grade 9
All Students	81%	49%	53%	52%
Males	69%	46%	50%	50%
Females	87%	51%	58%	54%
First Nations	70%	43%	41%	41%
Participation Rate	94%	87%	96%	99%

PERFORMANCE INDICATORS—GOAL 2:

GOAL 2: All partners will work towards increasing the level of academic success for each Aboriginal student.



Numeracy Results—District Math Assessment

	Grade 3	Grade 5	Grade 8	Grade 9
All Students	81%	49%	53%	52%
FN-Male	57%	56%	26%	39%
Non-FN Male	74%	44%	60%	59%
FN-Female	75%	36%	70%	44%
Non-FN Female	92%	58%	53%	57%
Participation	94%	87%	96%	99%

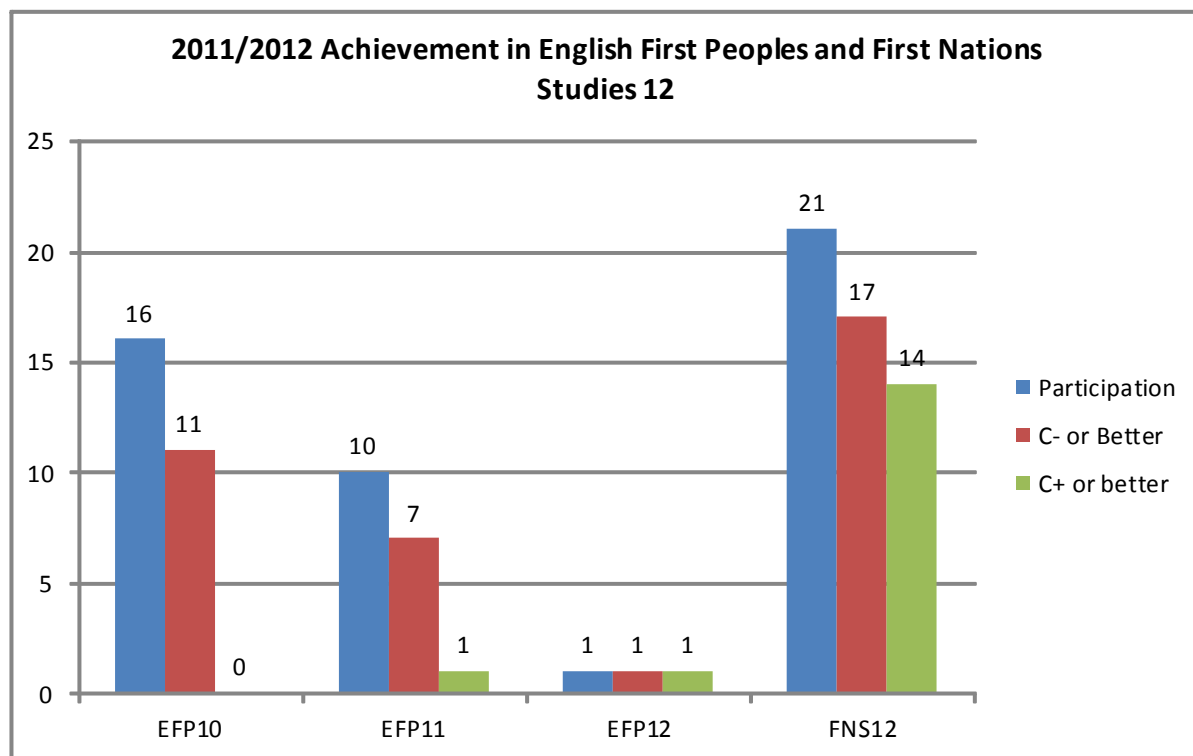
STRATEGIES FOR SUCCESS—GOAL 2:

GOAL 2: All partners will work towards increasing the level of academic success for each Aboriginal student.

EA Goal 2 Strategy Map: Improve Aboriginal Student Achievement	
First Nations Support Workers and Support Staff	<ul style="list-style-type: none"> • Work with Principals, Teachers, and Support teams to target interventions to support individual needs of student's in a variety of ways • Communicate with parents and communities on an ongoing basis for all students, ie. positive feedback, communicating learning needs, challenge areas, encourage academic course paths • Focus and meet with students ongoing grades 10—12 to keep on graduation path in secondary • Focus on supporting elementary reading and interventions for students not meeting expectations
Teacher	<ul style="list-style-type: none"> • Design learning around culturally appropriate instruction for students • Provide targeted culturally appropriate interventions to support individual needs of student's in a variety of ways • Design instruction to incorporate the unique ways of knowing and learning of all students • Communicate with and provide materials for tutorial services, homework clubs, reading clubs
Principal/Vice Principal	<ul style="list-style-type: none"> • Ensure that staff meetings focus on the successful implementation of school plans, enhancement agreement and student need areas • Provide tutorial services and homework clubs for all students • Schools and academic advisors to ensure students 'opt in' for best educational course options and encourage students who 'opt out'
District and First Nations Programs	<ul style="list-style-type: none"> • Provide In-Service and Pro-D opportunities focused on Aboriginal pedagogy and ways of knowing to support student success • Continue First Nations Education Council scholarships/bursaries • Host Aboriginal graduation ceremonies in community • Monitor student achievement data and focus additional staff resources on identified areas of need/growth
Community Contact or Partner Agency	<ul style="list-style-type: none"> • Offer student incentives for good attendance and progress in school • Liaise with families and school district staff to support student success through community based parent/teacher events – NISS, PHSS, Eke Me Xi and all schools • Meet monthly with Tri-Band education team for PHSS students • Host course selection and post-secondary information session/events in partnership at both secondary schools • Provide homework clubs and professional workshops on career options, study skills and other student focused opportunities

PERFORMANCE INDICATORS—GOAL 3:

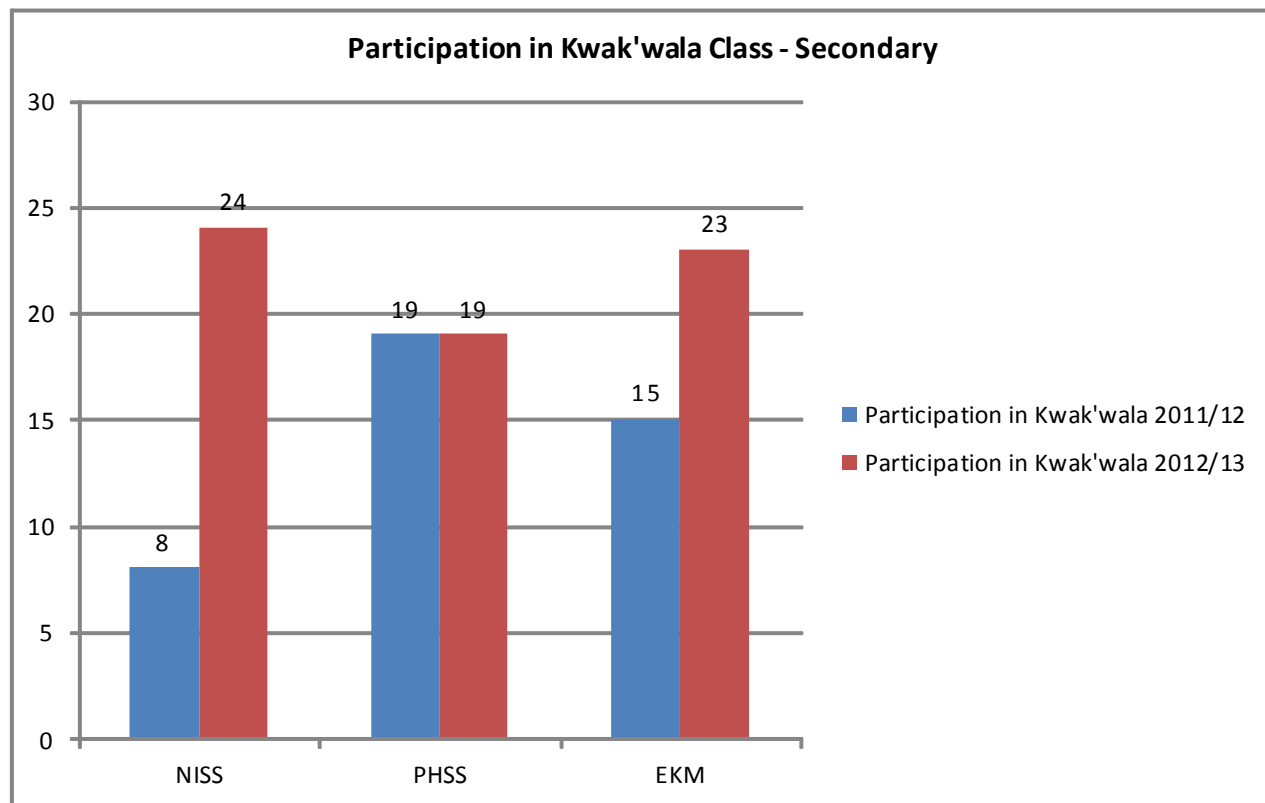
GOAL 3: All students will experience Aboriginal content in all subject areas and at all grade levels.



Achievement in English First Peoples and First Nations Studies 12			
Course	Participation	C- or Better	C+ or better
EFP10	16	11	msk
EFP11	10	7	msk
EFP12	msk	msk	msk
FNS12	21	17	14
Source: 2011/12 Data Collection			

PERFORMANCE INDICATORS—GOAL 3:

GOAL 3: All students will experience Aboriginal content in all subject areas and at all grade levels.

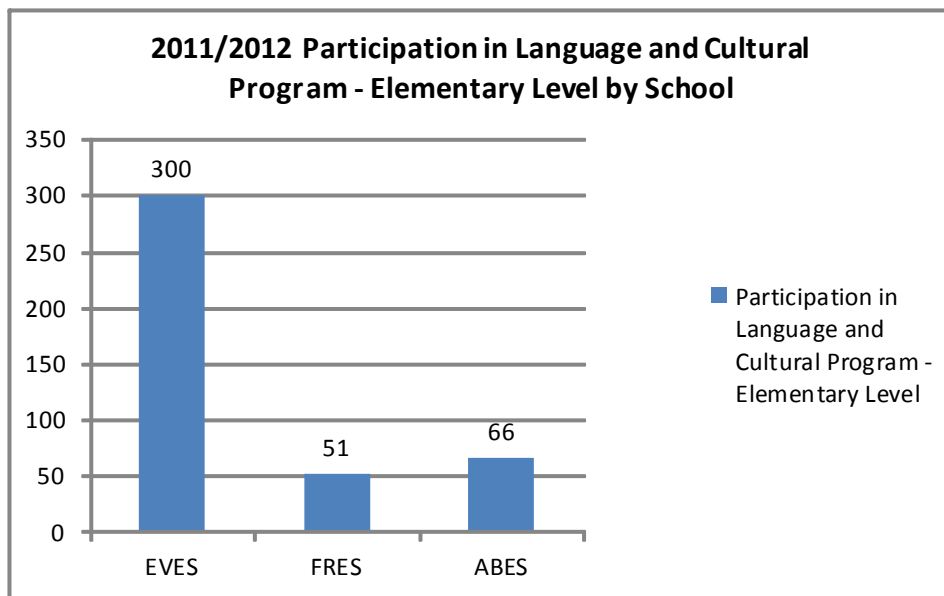


Kwak'wala Course Participation (Secondary Level)

Participation in Kwak'wala	2011/12	2012/13
NISS	8	24
PHSS	19	19
EKM	15	23

PERFORMANCE INDICATORS—GOAL 3:

GOAL 3: All students will experience Aboriginal content in all subject areas and at all grade levels.

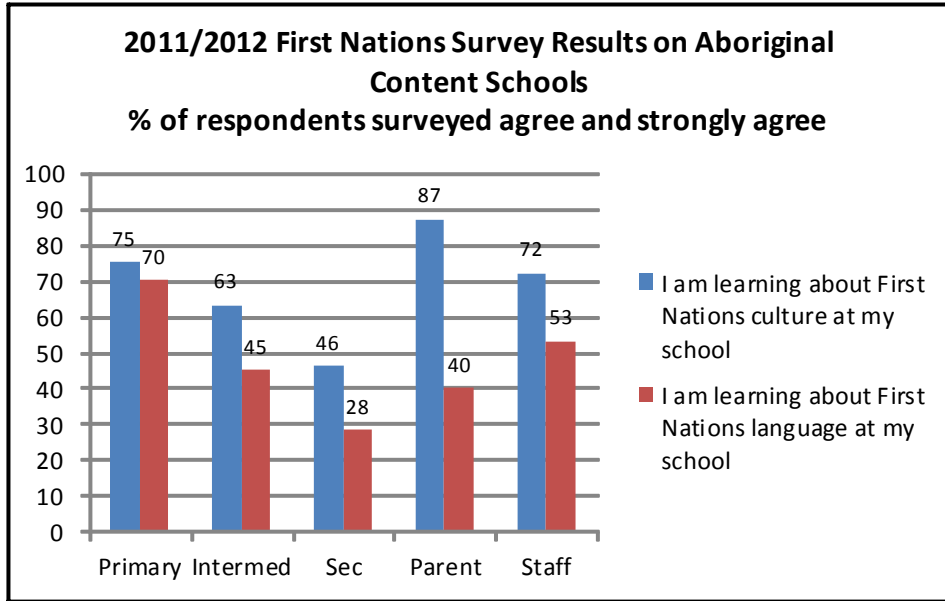


2011/2012 Participation in Language and Cultural programs at Elementary level.

All students participating in Language and Cultural Program - Elementary Level	
Eagle View Elementary School—EVES	300
Fort Rupert Elementary School—FRES	51
Alert Bay Elementary School—ABES	66

PERFORMANCE INDICATORS—GOAL 3:

GOAL 3: All students will experience Aboriginal content in all subject areas and at all grade levels.



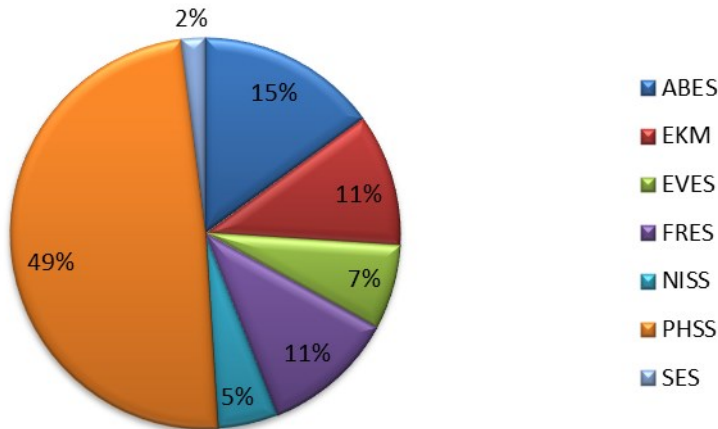
2011/2012 Participation in Language and Cultural programs at Elementary level.

% of survey respondents who agree/strongly agree	Primary	Intermed	Sec	Parent	Staff
I am learning about First Nations culture at my school	75	63	46	87	72
I am learning about First Nations language at my school	70	45	28	40	53

PERFORMANCE INDICATORS—GOAL 3:

GOAL 3: All students will experience Aboriginal content in all subject areas and at all grade levels.

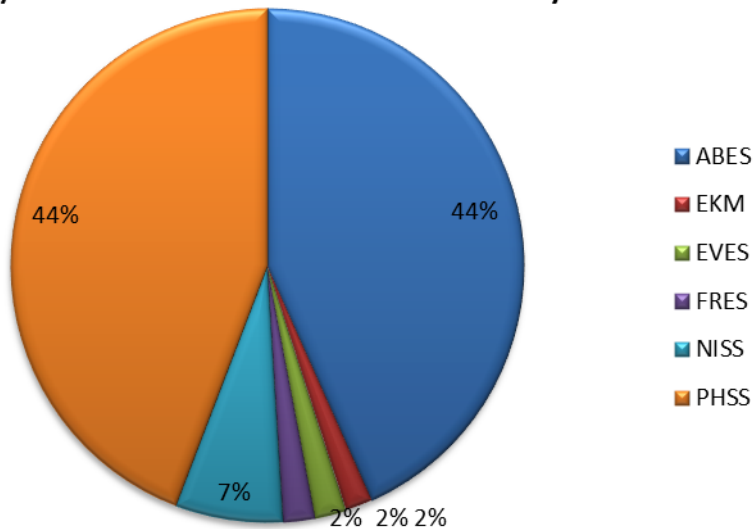
2011/2012 Distribution of Role Model Funds by School



2011/2012 Distribution of Role Model Funds by School

ABES	EKM	EVES	FRES	NISS	PHSS	SES
15%	11%	7%	11%	5%	49%	2%

2012/2013 Distribution of Role Model Funds by School



2012/2013 Distribution of Role Model Funds by School

ABES	EKM	EVES	FRES	NISS	PHSS
44%	2%	2%	2%	7%	44%

STRATEGIES FOR SUCCESS—GOAL 3:

GOAL 3: All students will experience Aboriginal content in all subject areas and at all grade levels.

EA Goal 3 Strategy Map: Increase Aboriginal Content across all grades/subjects	
First Nations Support Workers and Support Staff	<ul style="list-style-type: none"> • Utilize Role Model program in a variety of themes and contexts in every school • Elementary cultural workers to work closely with language cultural programs at Band schools and secondary to share curricular ideas and planning
Teacher	<ul style="list-style-type: none"> • Plan field trips to local First Nations sites and localized opportunities for Aboriginal history, territories, etc. • Invite local elders and community guests into the classroom to support learning across subject areas • Utilize a variety of Aboriginal content resources for annual planning • District support positions reinforce Aboriginal content • Infuse and incorporate Aboriginal content, inquiry and pedagogy
Principal/Vice Principal	<ul style="list-style-type: none"> • Implement Kwak'wala and English First Peoples 10-12 courses at both high schools • Continue school based projects focused on the goals of the Enhancement Agreement
District and First Nations Programs	<ul style="list-style-type: none"> • Promote and offer in-service/pro-d opportunities on all courses with First Nations content for all students: English First Peoples, Kwak'wala, Cultural Studies, First Nations Studies, other • Promote and track Aboriginal content resources in schools and classrooms ie. District Resource Centre, FNEESC, Strong Nations • Create curriculum resources and plan for 50' canoe experience for students
Community Contact or Partner Agency	<ul style="list-style-type: none"> • Partner with post-secondary institutions, FNEESC, Band schools, and other agencies to share curriculum resources and workshop themes with an Aboriginal focus

PERFORMANCE INDICATORS—GOAL 4:

GOAL 4: All partners will work together to foster success for Aboriginal students through relationship building and partnerships with parents, families and communities.

First Nations Programs and the First Nations Education Council are committed to the collective responsibility of communities and schools working together for the success of all Aboriginal learners. Performance indicators for Goal 4 demonstrate the importance of this continuing relationship and commitment in working towards establishing, maintaining and improving our connections to support student success.

Homework Clubs:

Homework clubs are operated to support student learning after school hours in the Kwakiutl, Gwa'sala-'Nakwaxda'xw and Quatsino communities, as well as Alert Bay. Approximately 20—25 elementary aged students and 10—12 secondary students are actively involved in the program.

Community Annual Celebrations:

In each of the First Nations communities year-end feasts are held to acknowledge the accomplishments of students in each of the communities. Port Hardy Secondary staff attend the Gwa'sala-'Nakwaxda'xw year-end dinner and North Island Secondary staff attend the Alert Bay graduation dinner.



Aboriginal Author's Series 2011/2012:

First Nations Programs and North Island College worked in partnership to host 5 Aboriginal Authors from across Canada and local communities. Authors visited intermediate classrooms, secondary school programs as well as evening events open to parents, families and the general public.



Canoe Project:

Beginning in October 2011 and completed December 2012, First Nations Programs worked with local artist and carver, Mervyn Child, to revitalize a 50' carved cedar canoe for students and school groups to use.



PERFORMANCE INDICATORS—GOAL 4:

GOAL 4: All partners will work together to foster success for Aboriginal students through relationship building and partnerships with parents, families and communities.

School Based Enhancement Agreement Projects:

To acknowledge the completion and signing of our District's Second Aboriginal Education Enhancement Agreement, the First Nations Education Council created an opportunity for all schools to initiate a project focused on one or more goals of the new Enhancement Agreement. Schools and staff responded eagerly, creating a variety of very meaningful projects listed below connecting all students to the four Enhancement Agreement goals.

School	School Based Project
AJ Elliott Elementary	<ul style="list-style-type: none">• Button Blanket Quilt Project (see photo below)
Alert Bay Elementary	<ul style="list-style-type: none">• Beating as One Drum Project
Cheslakees Elementary	<ul style="list-style-type: none">• Hosted a Salmon Celebration : Kindergarten & Grade 1
Eagle View Elementary	<ul style="list-style-type: none">• Enhancing Pride Project: Student regalia photos, Aboriginal Youth mentorship
Fort Rupert Elementary	<ul style="list-style-type: none">• Integrating Aboriginal Culture, Traditions and Values
North Island Secondary	<ul style="list-style-type: none">• Honouring History and Values Mural Project
Port Hardy Secondary	<ul style="list-style-type: none">• Blanket of Belonging: Celebrating inclusion and acceptance through uniting cultures• Kwak'wala Digitization Project
Eke Me-Xi School	<ul style="list-style-type: none">• Northwest Coast Design Murals Project
Sea View Elementary Jr.Secondary	<ul style="list-style-type: none">• Preventative Racism and Cultural Awareness Project
Sunset Elementary	<ul style="list-style-type: none">• Sun Design Mural Project



PERFORMANCE INDICATORS—GOAL 4:

GOAL 4: All partners will work together to foster success for Aboriginal students through relationship building and partnerships with parents, families and communities.

NISS Staff Alert Bay Feast:

In October 2012, 19 members of the North Island Secondary School staff responded to the invitation made by the 'Namgis First Nation. The purpose of the evenings event was to come together in full partnership to discuss ongoing support strategies for students travelling from Alert Bay to Port McNeill to attend school.



First Nations Parents Club (Port Hardy Secondary School):

Beginning September 2012, the First Nations Support Team at Port Hardy Secondary School has initiated a Parent's Club for Aboriginal families. The focus of this years First Nations Parents Club is to increase information sharing and connections between school and home. A variety of themes form discussion topics and presentations at meetings held once a month, with the last 2 being post-secondary national guidelines, access to funding and Aboriginal 'Honour your Health' initiatives.

Post-Secondary Visit to PHSS and NISS:

Both high schools host annual information forums for students and families along with visiting public institutions.

Annual Lahal Tournament:

K'ak'ot'latsi School in Quatsino hosted another very successful Lahal tournament that has been held annually for schools since 2003. Twelve teams participated and throughout the day each team played ten games of Lahal in a round robin format. (Lahal is a traditional guessing game played by the Kwakwaka'wakw peoples and many First Nations up and down the coast).



Harvest Celebration:

The Grassroots Garden Society, Wagalus School and North Island Secondary students have worked together for the past two years on an ongoing garden/foods project. Elementary students partner with Secondary student mentors in the spring to plant the garden, and in the fall to harvest plants and prepare a meal together.



FIRST NATIONS SUPPORT TEAM RURAL SCHOOLS CONFERENCE MAY 11, 2012 IN ALERT BAY



Staff participated in the Rural Schools Conference in Alert Bay to learn and share with peers in May 2012.



Staff enjoyed a tour of the historical U'mista Cultural Society Museum after the Conference. Some of our staff are descendants of the artists and craftsman of the works in the museum and were able to share stories and meaning with the group.

WALKING THE PREVENTION CIRCLE OCTOBER 14—16, 2012



On October 14th - 16th, Shelley Cardinal and Joyce Kenoras travelled to the North Island to facilitate Walking the Prevention Circle, a RespectED workshop designed for Aboriginal communities. Thirteen participants from school district staff and partner agencies attended the workshop on prevention education of violence and creating frameworks for safe environments. The participants from education, health and community groups came away with a keen interest in helping to lay the foundation needed to create positive change for their children and youth.

ABORIGINAL DAY CELEBRATION JUNE 22, 2012



First Nations Programs and the Kwakiutl First Nation work with communities and schools to host an annual celebration to acknowledge National Aboriginal Day on June 21. Approximately 600 students attended last year from district, band and private schools along with community members and general public. The event begins in the Bighouse and is followed by a large variety of activities and educational opportunities for all.

STRATEGIES FOR SUCCESS—GOAL 4:

GOAL 4: All partners will work together to foster success for Aboriginal students through relationship building and partnerships with parents, families and communities.

EA Goal 4 Strategy Map: Increase Partnerships and Relationships with Parents, Families and Communities towards Student success	
First Nations Support Workers and Support Staff	<ul style="list-style-type: none">• Communicate with each Aboriginal student’s family to share at least one positive experience of their students learning
Teacher	<ul style="list-style-type: none">• Meet with parents and families in community ie. IEP meetings, parent teacher meetings
Principal/Vice Principal	<ul style="list-style-type: none">• Host events specifically targeting parents and families in schools ie. welcome back events, events around food
District and First Nations Programs	<ul style="list-style-type: none">• Host and coordinate collaborative meetings annually on Aboriginal Education and educational themes for North Island communities and schools (in individual communities and on larger scale)
Community Contact or Partner Agency	<ul style="list-style-type: none">• Continue to offer and expand FNEC Aboriginal student scholarship/bursary initiatives

ROLE MODEL PROGRAM

The purpose of the Aboriginal Role Model Program is to provide schools with the opportunity to invite elders and other community members into classrooms to share their expertise and knowledge. First Nations Role Models present a large variety of cultural knowledge and wisdom to enhance the educational experience of students and staff. Role Models engage in direct services to students in the classroom or in a field trip setting. The program is also designed to support and assist teachers in various Aboriginal approaches and methods.

This year, some of the highlights and activities of the First Nations Role Model Program are:

- Drum design and painting
- Singing, dancing and traditional teachings
- Smoking salmon
- Wood carving and traditional design
- Storytelling, history and regalia presentations
- Salmon fry release and first salmon ceremony
- Bighouse Protocol
- Plants and medicine



One of many benefits of the Role Model Program, Eke Me Xi students enjoyed 'bringing learning to life' on a trip to Lemon Point on Nigei Island. The students investigated nature and wild life on this clam digging trip with Role Models and Elders from the community.

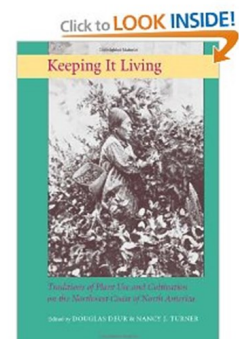
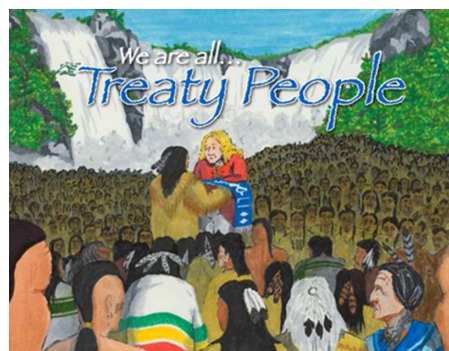
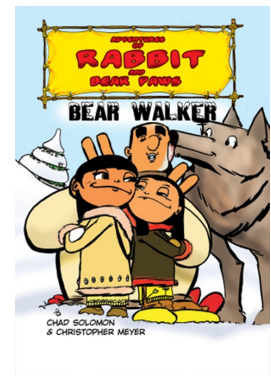
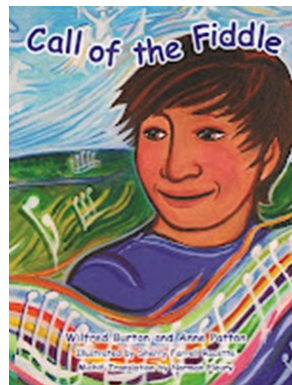
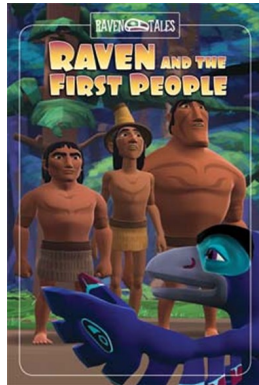
RESOURCE CENTRE/ FIRST NATIONS LIBRARY

With a view to the four goals of the recent Aboriginal Education Enhancement Agreement, the First Nations Library continues to acquire materials available to all staff featuring our First Nations' cultures, history and values.

An often requested and popular item has been the graphic novel with First Nations' themes. Last year, we acquired the *Raven Tales* series in graphic novel form. There are 26 different titles, in 2 boxes of 13 each, for circulation. The pictures are identical to the DVDs and the stories equally engaging. We also purchased the award winning graphic novel *The Adventures of Rabbit and Bear Paws: Bear Walker* and expect to have the remaining 4 titles in the series in our collection soon.

Last year, we added to our First Nations drum kits. We now have 2 bins of 10 drums each, with drum sticks. Beautifully crafted and always sought after. We also recently purchased the required DVD items for the First Nations Studies 12 course. Several items were upgraded to DVD from VHS (still available, too) and all new items come with Public Performance Rights. We have several important additions already in the works.

The First Nations Library/Resource Centre is open Mondays to Fridays, 11:30 to 4:30.



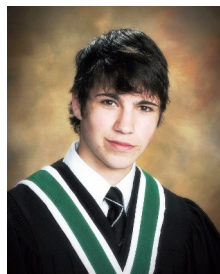
ABORIGINAL GRADUATION 2011—2012
NORTH ISLAND SECONDARY SCHOOL (PORT MCNEILL)



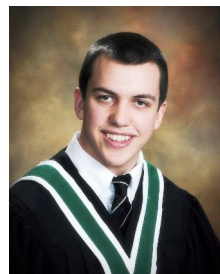
Cheyenne Alfred



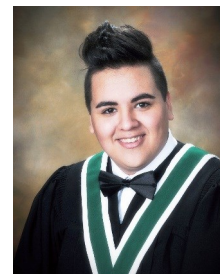
Jacquelyn Biggs



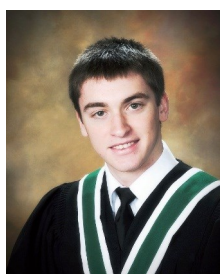
Conner Bowden-Green



Brock Brednow



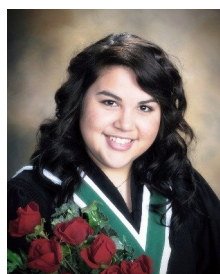
Donald Cook



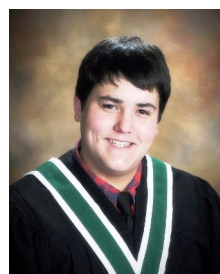
Alexander Desrochers



Katherine Holzer-Crabe



Starr Jolliffe



Benjamin Jorgenson



Taylor Lingl



Chase Lussier



Breanna Podlasz



Tyler Smith

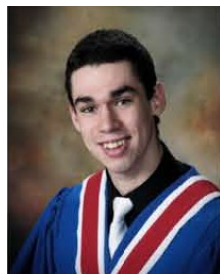


***CONGRATULATIONS TO THE NISS
GRADUATING CLASS OF 2012***

**ABORIGINAL GRADUATION 2011—2012
PORT HARDY SECONDARY SCHOOL (PORT HARDY)**



Dusty Cadwallader



Rejean Child



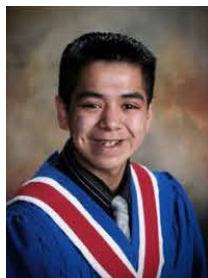
Erin Fournier



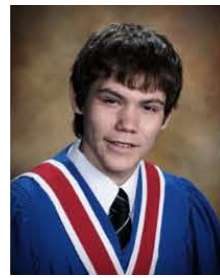
Danielle Harvey



Kimberley Kufaas



Frank Paul



Richard Paul-
Blizzard



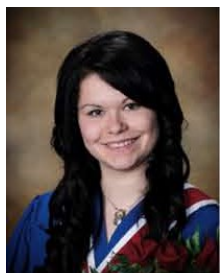
Malcolm Richards



Mitchell Walker



Chelsey Walkus



Jennifer Wilcox



Benjamin Wilson



***CONGRATULATIONS TO THE PHSS
GRADUATING CLASS OF 2012***

NORTH ISLAND SECONDARY SCHOOL (PORT MCNEILL)

One of the highlights at NISS in the last year was the completion of a school art project that showed the diversity at our school. Everyone who participated, created their own 14"x14" canvas painting demonstrating the theme "Respect your Past and Honor your Future".

The project was very successful as it brought many of our students together with staff; principals; teachers, special education assistants, support staff, and custodians, worked with First Nations students and non-First Nations students.

This project was hosted in our room every lunch hour over 5 months and 45 people completed a canvas. It was amazing to see how the students came together and found friends that they had never had conversations with before. We are showcasing our school project in the foyer of NISS so the students, guests and staff can enjoy the works and feel pride in what they have accomplished **together**.



Pearl Brotchie and Lacey Perrault
First Nations Support Workers
North Island Secondary School

PORT HARDY SECONDARY SCHOOL (PORT HARDY)

This past year has been noteworthy in that our programs have changed considerably as we continue to grow in our roles. Although we three are the official team, we also include community youth leaders, elders, private businesses and local professional youth outreach workers as our partners. Summarized here are events led by Brigitte that we all planned together last year.

The Diversity Group, a new student-driven organization, was involved in many presentations and events raising awareness around equality, human rights, homophobia, racism, ageism and bullying as well as strategies to deal with unwanted behavior. Presentations, movies, songs and drumming, cooking and traditional craft technology with elders brought First Nations' cultural experience to our students throughout the year. Through extensive collaboration with our many community supporters, all grade 8 and 9 students had the opportunity to hear community voices on goal setting, life planning, sexuality and the impacts of decision-making at our Transformation Celebration.

Charles Willie, our connections worker moved to Sacred Wolf during the last semester. We welcome Stephanie Nelson, a dynamic veteran of SD85's First Nations support team to the position.

Consistency is paying significant dividends in the Native Support Program. The room has been kept open from 8:10 each morning through lunch and after school for student computer access, comfort zone and academic coaching while granola bars are supplied to everyone since Jim started the position three years ago. Contact frequency promotes tracking, relationships and comfort and in the last year, the room is now the haunt of many during non-classroom times. After school study this semester averages one to two hours daily, which has increased in popularity and regularity over the past years supporting students and their learning.



**Monthly
Open
House**



Brigitte Avoine,
First Nations Youth Worker
Port Hardy Secondary School

Jim Jones
First Nations Support Worker
Port Hardy Secondary School

Stephanie Nelson
Connections Worker
Port Hardy Secondary School

PORT HARDY SECONDARY SCHOOL (PORT HARDY)



Lahal Tournament in Quatsino at K'ak'ot'lats'i School



Cedar Crafting at Eke Me Xi with elders



Terrific rise in after school study



EKE ME-XI ALTERNATE SCHOOL (PORT HARDY)

Eke Me-Xi has had many great success stories to celebrate this year. With assistance from volunteers, community businesses and dedicated individuals, we have been able to improve our physical education equipment and facilities. We have a variety of new sports equipment to support student activities and recreational interests, including volleyballs, hockey sticks and nets. We were able to assist in a fresh paint job on the walls and floors of the Wakas Community Hall (our gym) which include sports lines for hockey, basketball, volleyball and badminton.

We were grateful to be taken out on Dorey Brotchie's boat to dig clams at Lemon Point. On this trip we enjoyed an abundance of fascinating wildlife, including a deer swimming across an ocean channel. We were able to gain further knowledge of traditional food gathering skills from the elders that joined us on this outing in the traditional territories.

Partnerships with community assisted Eke Me-Xi staff successfully provide extraordinary opportunities for students. Tom Fenton from AIDS Vancouver Island brought in healthy snacks and one of his great board games for students who completed the weeks work to enjoy 'Friday Fun Time' together. We joined Gwa'sala-Nakwaxda'xw School on occasion for soccer, kick ball and Indian baseball. Connecting with Gwa'sala-Nakwaxda'xw Elders Coordinator's, Selina George and Janine Sheard, allowed our students to participate in preparation of lunches with the guidance of elders to support our learning in the foods program. Eke Me-Xi students and Jillian Walkus' English 10 class met weekly for a month to share four great novels, ***Code Talker*** (A novel about the Navajo Marines of World War 2), ***The Absolutely True Diary of a Part-Time Indian*** (the story of Junior, a budding cartoonist growing up on the Spokane Indian Reservation), ***The Curious Incident of the Dog in the Night-Time*** (A brutal incident acts as a catalyst, setting Christopher on a quest-inspired by his favorite character Sherlock Holmes-to find out who is responsible for the gruesome act), and ***The Secret Life of Bees*** (set in South Carolina in 1964, this is the tale of Lily Owens a 14 year-old girl who is haunted by the memory of her late mother). This was a rewarding and innovative way to broach ideas surrounding race and identity which were our main themes and intermingle students from both schools in hopes of creating bonds, enhancing learning experiences and easing the eventual transition our students will make to Port Hardy Secondary Sschool.

Finally, we had several fine guests come to our school and to PHSS to share their rich and inspiring knowledge with us this year. Some highlights included an Aboriginal female member of the RCMP who came to our school to recount her challenging life story in hopes of teaching students that hard work pays off no matter who you are and where you come from. Also, at PHSS and NISS we enjoyed the opportunity to meet several Canadian Aboriginal authors and hear them read their inspiring work through the Aboriginal Authors Series.

We are very proud of our accomplishments and are looking forward to next year's new faces and new experiences.



Gilakas'la,
Jamaine Campbell,
First Nations Support Worker,
Eke Me-Xi School

A.J. ELLIOTT ELEMENTARY SCHOOL (SOINTULA)

This year we welcomed seven new students of Aboriginal ancestry to AJ Elliott. This brings the number of Aboriginal students to fourteen, which represents twenty eight percent of our student population.

One of our main focuses this year was learning about First Nations Art. We studied many pictures and designs of Northwest Coast artists and had guided drawing lessons. The students learned the correct drawing of Ovoid, Eye, S and U-shape. We decorated wooden fish with native designs and designed a mosaic of beach glass to hang from the ceiling of our school. These fish now greet every visitor as they enter the foyer.

The younger students heard many legends about animals and learned about their significance in Aboriginal culture. One of their favourite stories was the story of Frog Woman, so we included the life cycle of frogs in our lessons. We found frog spawn in a ditch which we grew into tadpoles in the class room. The students released the tadpoles later in a nearby pond. In the spring, the school had a visit from the Avian Rescue Center in Courtenay which brought a live Barred Owl to the school. We used this visit as an opportunity to learn about the Owl in Aboriginal culture and made owl puppets.

In June the intermediate class went for a beach barbecue at Lions Park on Malcolm Island. The students built fires and we barbecued sockeye salmon. We prepared bannock and cooked the fried bread on Alder sticks.



Claudia Maas,
First Nations In School Support Worker,
AJ Elliott Elementary School

ALERT BAY ELEMENTARY SCHOOL (ALERT BAY)

Our cultural program is interwoven in the fabric of our school. It has come to represent the identity of who we are as a school, our common purpose and our shared way of learning. Infused within our school are the Kwakwaka'wakw teachings and modeling of respect. Our cultural program engages our students experientially and creates a sense of identity, a sense of belonging, a sense of security, a sense of purpose and a sense of personal competence. We celebrate our success and demonstrate our collective learning at our year-end cultural celebration.

We impart traditional Kwakwaka'wakw pedagogies through the shared teachings of Bighouse protocols. These protocols have unspoken expected behaviour that each and every child is supposed to practice. They enable us to establish an environment where individuals know what is expected of them and where they feel safe and protected. Our role modeling coaches our students that their behaviour is representative of themselves, their families, their school and their culture. Students are provided with a sense of security in knowing and understanding what is expected of them.

Our cultural program gives each student the opportunity to feel worthy of respect. Students receive a Kwak'wala name that reflects their personality, if they don't already have a name from their family. Each student learns to know their name and to understand its meaning and the significance it has. We capitalize on their individual strengths, interests and passions. This year one of the students built her own weather dance mask in class that she used in the Big House. All students have a role and contribute regardless of their background or heritage. Our culminating ceremony provides confirmation by exhibiting their learning to their families and community that validates their worthiness of respect.

Our program creates sense of connectedness and belonging. We collectively sing our songs, learn our language and dance our dances. The family histories are taught to the students so they have a connection to the area and the people. Ernest Alfred, Cultural Worker, ensures that students realize how they are all connected and related. He explains the family connections and where they come from. Students learn to work collaboratively and understand the need to do so. Our mask dances provide the optimum forum for illustrating this point. Community members such as Chief Beau Dick, Chief William Wasden, and Andrea Cranmer are engaged in the process so that students can understand the significance and importance of what they are learning beyond the schoolyard. Vera Newman supported Ernest Alfred in working with our students in preparing for the cultural celebration which conveyed the importance and significance of their work from the community's perspective to them.

Our cultural program also gives students a sense of purpose. They learn who they are and where they come from, whether they are from the Kwakwaka'wakw people or not. Each student is given the opportunity to represent him/herself and their families based on their strengths. This may be singing on the log, singing independently on the log, explaining the meaning of the dances, providing support in the back room and dancing. We teach our children to feel pride and connection to their homeland and traditional territories. Students are able to personalize the relevance of their participation and share in all the preparatory tasks needed for our culminating celebration.

Our year-end Cultural Celebration enables students to "own their own learning". They have been provided the building blocks that have prepared them to take the healthy risks of speaking, singing and dancing in front of their peers, family and community. They are able to demonstrate the personal competencies they have developed throughout the process.

Jill Cook,
Principal,
Alert Bay Elementary School

ALERT BAY ELEMENTARY SCHOOL (ALERT BAY)



CHESLAKEES ELEMENTARY SCHOOL (PORT MCNEILL)

My name is Janice Ellis and I am the First Nations Home School Coordinator for Cheslakees and Sunset Elementary Schools in Port McNeill. Most of my job this school year has been to provide academic support in the classroom or small group work in my room. Being in the classroom allows me to get to know all of our students, not just the ones of Aboriginal ancestry. I really enjoy the small group work, as it allows me to make great personal connections with our students. Working in small groups also allows students to open up and share what is going on in their lives.

Students have been lucky enough to participate in several cultural celebrations this year. Our schools attended the cultural showcases of the Alert Bay and Fort Rupert Elementary Schools, as well as the National Aboriginal Day celebration. We have also had a Power Point presentation on Baxwbakwalanuksiwe', making cedar bark roses, barbecuing fish in the traditional way on sticks, and a traditional story teller visit our schools.

Both Cheslakees and Sunset Elementary participated in an Aboriginal focused inquiry project this year. At Cheslakees, we had a Salmon Celebration. Students were placed in small groups and went through a rotation of activities, all relating to the importance of salmon. The activities were placing the life cycle of a salmon in the correct order, making fish prints using paint and rice paper, making First Nations salmon headbands, playing a board game where students are trying to get to the spawning grounds, drawing a salmon using metallic pens for the scales, and listening to a traditional story, as well as tasting sockeye. The day finished with everyone doing a traditional Salmon Dance. The day was awesome, thanks to community members and parents who volunteered their time. Sunset Elementary also completed a project. High school student, Chabanee Matilpi was hired to draw a First Nations sun design. The design was then enlarged and cut into pieces. Our grade 6 students were each given a piece to transfer onto canvas. When all of the pieces were put together, they formed the original sun design. This beautiful piece of artwork will be placed in the gym for all the students and community members to enjoy for years to come.



Drumming at Cheslakees



Salmon Celebration



Sun design project at Sunset



Janice Ellis,
Home School Coordinator,
Cheslakees Elementary School

EAGLE VIEW ELEMENTARY SCHOOL (PORT HARDY)

Some of the success we experienced this year happened as the result of the First Nations youth mentorship program and First Nations focused projects. This allowed us to bring in students from the local secondary school (PHSS), and expose our students to positive Aboriginal youth role models in our community.

Projects:

- Thomas Wamiss from Quatsino First Nation worked on painting an original T'lamilas, which is a dance screen for Big House performances.
- Kimberly Kufaas from Kwakiutl First Nation photographed Eagle View students in local First Nations regalia.
- Walter Brown from the Gwa'sala-'Nakwaxda'xw First Nation carved a cedar copper, depicting the Eagle and the Bear.

While working on the various projects, the role models worked in a central area in our school and were visited by students from Grades 4-7. They talked about the work they were doing for our school. They explained that the designs included the bear and the eagle to represent the amalgamation of Robert Scott Elementary School (Bears) and Eagle View Elementary School (Eagles).

We are all very impressed with the projects that were completed by these role models, but the lasting impact of the relationships built during this process was key to its success. We look forward to implementing more language and culture in our school, and using the First Nations youth role models to help us.



Gilakas'la,
Stephanie Nelson
Bea Wadhams
Harold Nelson
Frank MacLean
Eagle View Elementary School

FORT RUPERT ELEMENTARY SCHOOL (PORT HARDY)

There is a very welcoming, harmonious and family oriented atmosphere as you walk through the halls and into the classrooms of Fort Rupert Elementary. I believe the schools dynamic atmosphere is due to the superb leadership, staff and belief in the goals of the Enhancement Agreement. Furthermore, the school applies perhaps the highest teaching given to the ancestors and that's the teaching of Maya'xala. "To maya'xala is to care for, to TREASURE all things in life (everything that touches you as far as the eye could see), and to TREASURE life itself as one would treasure a beloved child". You will find a display at the entrance of the school in regards to the teachings of Maya'xala.

At Fort Rupert Elementary School there are approximately 55 students in total with over 50% of the school's population of Aboriginal ancestry. We are very fortunate to have Harold Nelson (Sisaxolas) as the Language and Cultural Worker. He has the gift to provide language and culture in a very meaningful, humorous and exciting style that captures all students and teachers. As he is also the Language and Cultural Worker at Eagle View Elementary School he delivers between 60-90 minutes of teaching each week to all classes and 30—60 minutes per week at Eagle View Elementary. Throughout this time students are taught traditional singing and dancing, Kwak'wala through various language methods such as Total Physical Response (TPR), traditional bone games (lahal), nursery rhymes, traditional medicines, cultural teachings, and Aboriginal art. We are extremely proud that with combined efforts and dedication from staff and hard work by students Fort Rupert Elementary School held a cultural celebration at the Fort Rupert Bighouse where all 55 students demonstrated their learning to students and staff of School District No.85, Band Schools, and many community members.

The First Nation Support Worker assists learning two days a week within all three classrooms supporting the students and teachers. The role of the Support Worker encompasses developing positive relationships with students, supporting the students academically, emotionally, monitoring their progress, advocating for student and parent needs, assisting teachers in providing educational programs, participation within the cultural program, as well as other activities and special events such as soccer and lahal tournaments. It is great that all students receive services from the First Nation Support Worker therefore the services offered are seamless. It is a key component of this position to have all children feel a sense of belonging, feel respected, successful and safe. One fabulous aspect about this role is that every day varies where at times you work with children in small groups, individually or circulate the classroom. Most of all you get to see the children excel, learn and succeed. The First Nation Support Worker position is very rewarding, meaningful and satisfying.

It was another exceptional year at Fort Rupert Elementary School with many phenomenal successes!



Fort Rupert Elementary students after they won the Lahal Tournament

Stephanie Nelson,
First Nations Support Worker,
Eagle View Elementary School

SEA VIEW ELEMENTARY JUNIOR SECONDARY SCHOOL (PORT ALICE)

Sea View Elementary Junior Secondary School has increased its Aboriginal learning in conjunction with the Enhancement Agreement and through the role of a First Nations Support Worker. Sea View teachers have developed quality Aboriginal and First Nations content in social studies, literacy and art, and many students travelled to Fort Rupert to witness the historic signing of the Aboriginal Education Enhancement Agreement. Students have read and discussed a number of First Nations books including Eagle Soars, Fatty Legs and Dream Catcher, and students in grades 3/4/5 read and performed "Little Bear's Vision Quest", by Diane Silvey.

On Australia's Aboriginal Day we did an art project and discussed the similarities between Aboriginal clans and other cultures. Through learning opportunities of Aboriginal cultures our students will gain the knowledge necessary to view others with respect and acceptance.

On May 31st, Sea View students and staff welcomed Harold Nelson, Jamaine Campbell, and students from PHSS Diversity Club to join us in acknowledging and celebrating local First Nations culture. Opening the day with Harold Nelson chanting a song written by his brother set the stage for learning and fun. Traditional preparation and cooking of salmon by a fire was a highlight of the day. The older students then viewed a wrenching film, "For Angela", which provoked thoughtful conversations about racism and misconceptions around Aboriginal peoples. A direct result of this discussion; the Diversity Club from PHSS has agreed to give a series of presentations at Sea View on a variety of issues around discrimination and racism. We are excited by the prospect of having youth from PHSS share in the important discussions that are certain to follow. Jamaine Campbell read the younger students the story, Little Bear's Vision Quest, followed by coloring pictures of traditional First Nations artwork. We enjoyed a pot-luck lunch and visit before thanking our friends for spending time with us and promising to do more together next year.

The rest of the afternoon was spent with all students playing empathy games and working on an art project depicting something learned from the day. Their work will be displayed on a sono tube, used for footings for foundations, symbolic of us building a strong foundation of respect.

Friendship Day was not meant to be a one-day event, rather it was meant to mark the beginning of opportunities to learn about and share the diversity that makes the North Island unique and special.

We are encouraged that two of the four Aboriginal students at Sea View have acknowledged their ancestry with a sense of understanding and pride. We are committed to the goals of the Aboriginal Education Enhancement Agreement and look forward to continuing them in the upcoming years.



Singing and drumming



Friendship Day



Jamaine Campbell teaches students how to bbq salmon the traditional Aboriginal style

Gail Henderson,
Principal,
Sea View Elementary/Junior Secondary School

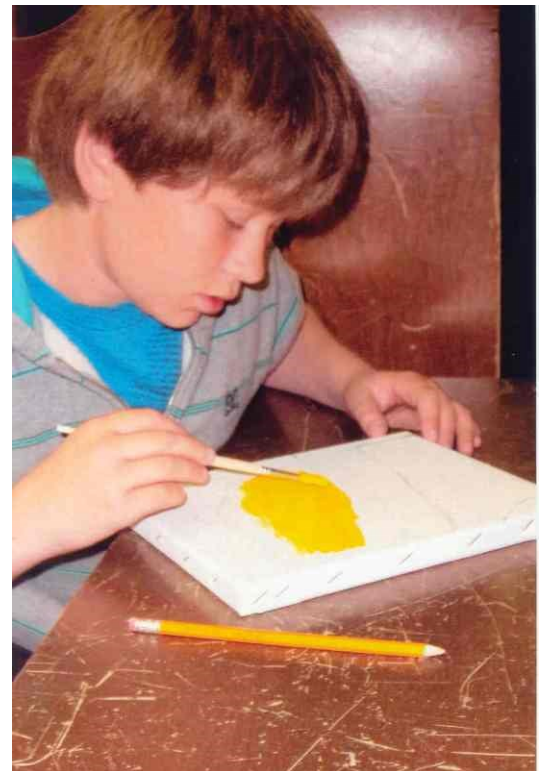
SUNSET ELEMENTARY SCHOOL (PORT MCNEILL)

The project this year at Sunset School was to make a highly visible First Nations sun design. For years in the school gymnasium, there has been a large, almost quilt-like laminated piece of art hanging on the wall. It has become old and faded over the years. Our project was designed to replace the aging one. Chabanee Matilpi, a high school student, was hired to draw a First Nations sun design. The design was then cut into smaller squares, almost like a puzzle. Students in the grade 5/6 and grade 6 classes were given one piece of the design. They then had to draw and paint their square onto canvas. When the canvases are assembled, they form Chabanee's sun design.

The plan is to do an unveiling in the fall, as the school district employees will have to affix all the canvases to the wall. In the end, we will have a beautiful painted First Nations sun that will be seen by student and community members for years to come.



Sun design by Chabanee Matilpi transferred to canvas by students



Student painting their 'piece of the puzzle' to create the Sun Design

Janice Ellis,
First Nations Home-School Coordinator,
Sunset Elementary School