

ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT SCHOOL DISTRICT NO. 85 REPORT FOUR 2009/2010





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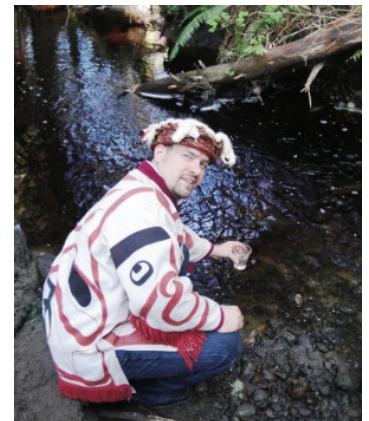


INTRODUCTION TO ABORIGINAL EDUCATION

Welcome to the Annual Report on Aboriginal Education for School District No. 85, Vancouver Island North. As District Principal of First Nations Education, it is again a privilege to report on the district's progress in the meeting the goals of our Aboriginal Education Enhancement Agreement (EA). This year's report marks the fifth year of our progress (2005-2010) as the EA has been in effect since the 2005/06 school year. Therefore, most of our data for this report begins in the 2004-2005 school year and forms the baseline measure towards building further successes for our students of Aboriginal ancestry.

Overall, this year has been very exciting as we have completed the Kwak'wala Integrated Resource Package (grades 5-12) and begun planning for implementation in schools. In September 2010, our two high schools will be implementing the English First People's 10, 11, & 12 courses. As well, the Enhancement Agreement committee has engaged the First Nations communities to discuss the continuing vision for Aboriginal Education that will form the next Enhancement Agreement 2010-2015. I would like to acknowledge each of the members of the School Board, the First Nations Education Council, and the countless members of our communities who provide their time and energy contributing to the ongoing leadership and direction for First Nations Programs.

Gilakasla,
Kaleb Child—Musgamdzi
District Principal -
First Nations, Early Learning and District Initiatives



District Demographics

Targeted Funding is based upon our overall student enrolment who are of Aboriginal Ancestry, 460.5 Full Time Equivalent (FTE) (2009/2010). These funds support both school based and district based initiatives and include 15 positions across 11 schools: 7 In-School Support Workers; 2 Home School Coordinators; 2 Language Cultural Tutors; an Aboriginal Counsellor; a part-time District Support Teacher position; a part-time Secretary; and a part-time Aboriginal Principal position. 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

Community Demographics:

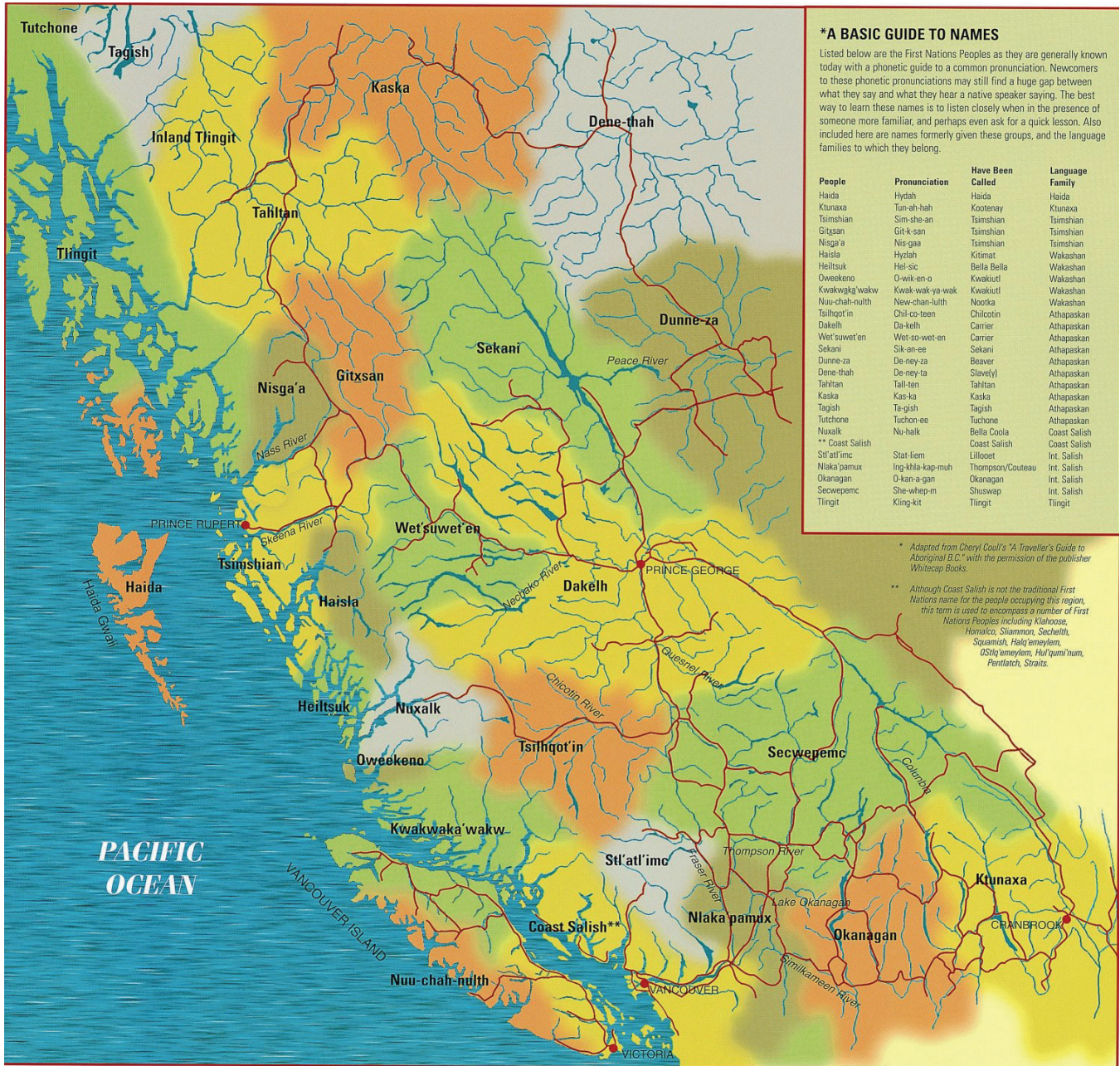
The population of Vancouver Island North is 11,651 (Mount Waddington Regional District 2006 Census). This represents a decline of 1,460 from the 2001 Census. Aboriginal population is 2,730 (2006 census figures)

2009/10 School District Demographics:

Approximate student population is 1,546
31% Aboriginal ancestry, 483 students
9 elementary schools (K-7):
1 elementary junior/secondary school (K-10)
2 secondary schools (8-12) plus one off-site alternate program
2 Strong Start Centers, and 1 Outreach Program

TERRITORIAL MAP OF FIRST NATIONS IN BC

(source: www.bced.gov.bc.ca)



*A BASIC GUIDE TO NAMES

Listed below are the First Nations Peoples as they are generally known today with a phonetic guide to a common pronunciation. Newcomers to these phonetic pronunciations may still find a huge gap between what they say and what they hear a native speaker saying. The best way to learn these names is to listen closely when in the presence of someone more familiar, and perhaps even ask for a quick lesson. Also included here are names formerly given these groups, and the language families to which they belong.

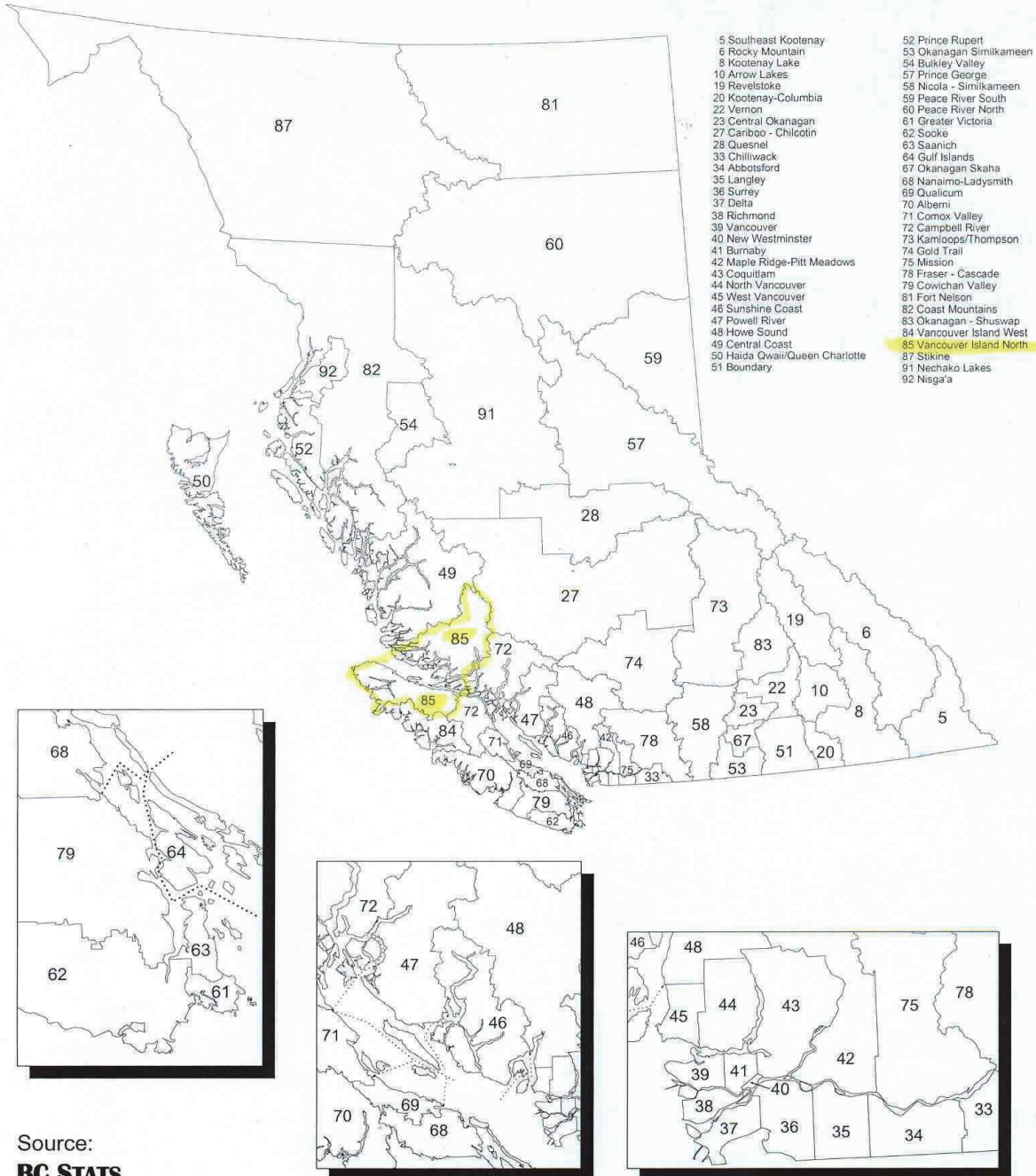
People	Pronunciation	Have Been Called	Language Family
Haida	Hy-dah	Haida	Haida
Ktunaxa	Tun-ah-hah	Kootenay	Ktunaxa
Tsimshian	Sim-she-an	Tsimshian	Tsimshian
Gitksan	Git-k-san	Tsimshian	Tsimshian
Nisga'a	Nis-gaa	Tsimshian	Tsimshian
Haisla	Hy-zlah	Kiúmat	Wakashan
Heiltsuk	Hei-sic	Bella Bella	Wakashan
Oweekeno	O-wik-en-o	Kwakiutl	Wakashan
Kwakwaka'wakw	Kwak-wak-ya-wak	Kwakiutl	Wakashan
Nuu-chah-nulth	Nuu-chah-nulth	Nootka	Wakashan
Tsilhqot'in	Chil-co-teen	Chilcoot	Athapaskan
Dakelh	Da-kelh	Carrier	Athapaskan
Wet'suwet'en	Wet-so-wet-en	Carrier	Athapaskan
Sekani	Sik-an-ee	Sekani	Athapaskan
Dunne-za	De-ney-za	Beaver	Athapaskan
Dene-thah	De-ney-ta	Slave(y)	Athapaskan
Tahltan	Tail-ten	Tahltan	Athapaskan
Kaska	Kas-ka	Kaska	Athapaskan
Tagish	Ta-gish	Tagish	Athapaskan
Tutchone	Tuch-one	Tuchone	Athapaskan
Nuxalk	Nu-haik	Bella Coola	Coast Salish
** Coast Salish		Coast Salish	Coast Salish
St'at'imc	Stat-liem	Lillooet	Int. Salish
Nlaka pamux	Ing-kha-kap-muh	Thompson/Coutau	Int. Salish
Okanagan	O-kan-a-gan	Okanagan	Int. Salish
Secwepemc	She-whep-m	Shuswap	Int. Salish
Tlingit	Kling-kit	Tlingit	Tlingit

* Adapted from Cheryl Coull's 'A Traveller's Guide to Aboriginal B.C.' with the permission of the publisher Whitecap Books.

** Although Coast Salish is not the traditional First Nations name for the people occupying this region, this term is used to encompass a number of First Nations Peoples including Klahoose, Hoxako, Sliammon, Sechelt, Squamish, Halq'emeyem, OStiq'emeyem, Hul'qum'num, Pentlatch, Straits.

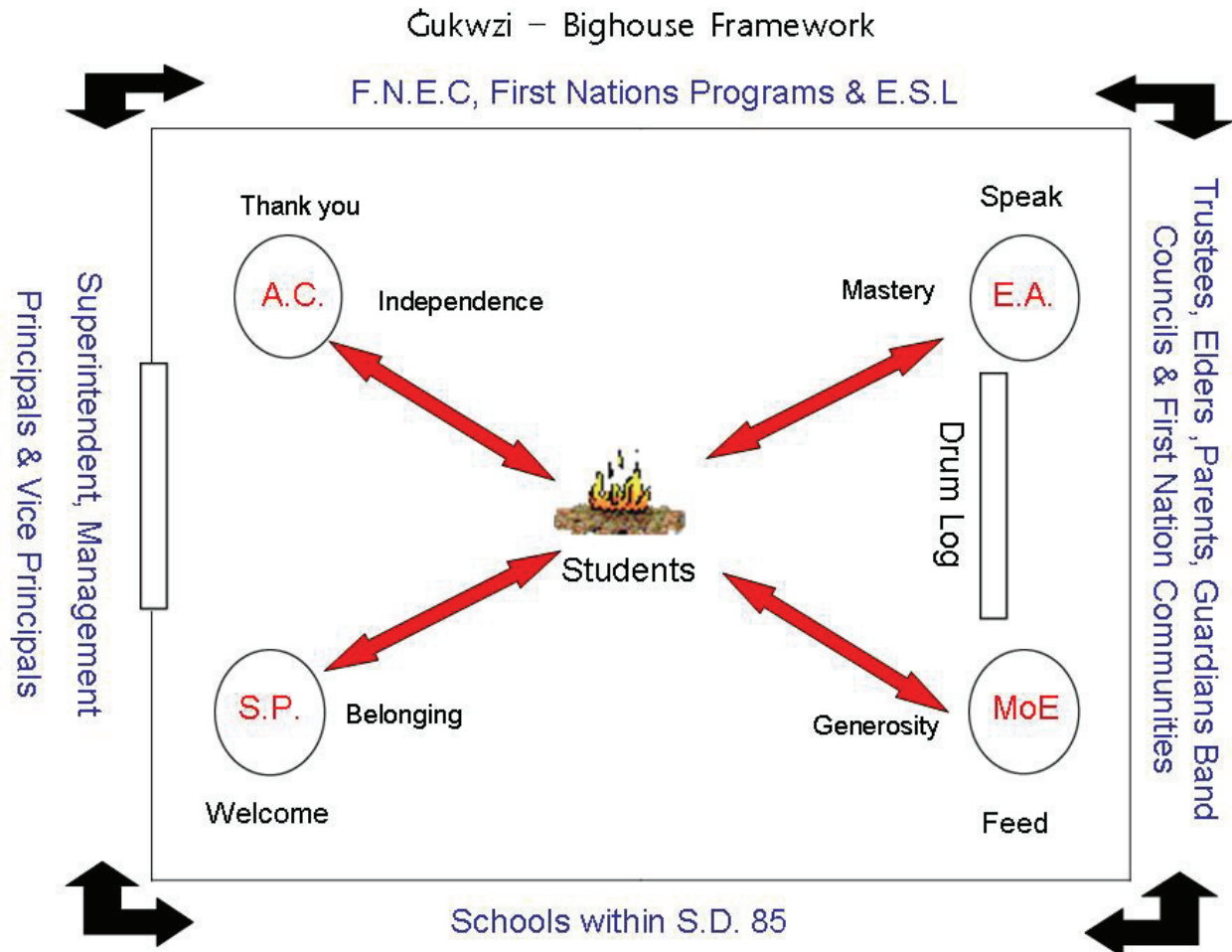
SCHOOL DISTRICT NO. 85

British Columbia School Districts



Source:
BC STATS

BIGHOUSE FRAMEWORK



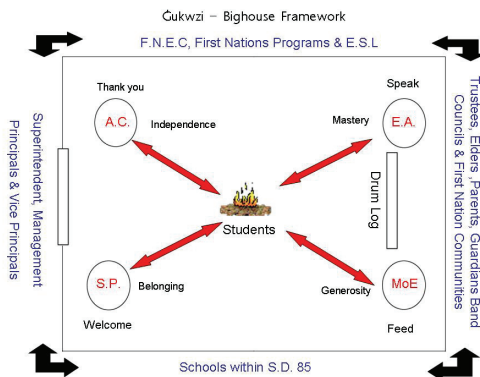
In 2007 – 2008, the Enhancement Agreement committee created the Bighouse Model (above) to illustrate the collective vision and responsibility that all of us play towards enhancing the learning opportunities for Aboriginal learners. The framework is based upon many of the traditional values that continue to provide strength for our communities and families. Similar to our role when participating in Bighouse ceremonies, we each have a responsibility to encourage, to 'witness' and support the host family, in this case represented by the students at the centre.

The leadership of the First Nations Education Council, composed of members from each of the local First Nations Bands, Tribal Councils, Aboriginal agencies, and school district representatives work collectively with the schools towards furthering student support and successes for all. 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.

BIGHOUSE FRAMEWORK

Aboriginal Education Enhancement Agreement Goals– 2005-2010

1. THE STUDENTS WILL FEEL AN INCREASED SENSE OF BELONGING & RESPECT THROUGH THEIR SCHOOL EXPERIENCE.
2. THE NUMBER OF ABORIGINAL STUDENTS WITH ACADEMIC SUCCESS WILL INCREASE.
3. ALL STUDENTS WILL EXPERIENCE AN ENHANCED ACADEMIC ENVIRONMENT AS A RESULT OF ABORIGINAL CONTENT AT ALL LEVELS OF CURRICULUM.



Gukwzi—Big House

The big house continues to play a vital role in our communities. Traditionally, it housed the many events and rites of passage of our people: life, death, marriage, family, education and so forth. All the ceremonies representing each of these events happened in the big house.

In the teaching of our children, structurally no one person was higher than another. We believe that everyone has something to offer and to teach; teachable moments are reciprocated between the old and the young.

Sisiut—Double Headed Sea Serpent

A symbol of strength and a being of supernatural ability, the Sisiut (see-see-you-lth) in times past was feared for its power to turn anything that looked at it to stone.

In today's world, it is also a symbol to demonstrate our strengths and abilities and what we are capable of as human beings. It speaks to the polarity of the human spirit and all things in the natural world. One side can represent all that is **positive**, and the other can represent the **negative**: **love/hate**, **give/take**, **constructive/destructive**, **happy/sad** and so forth.

Within the Big House Framework, each wall represents a stake holder in the education system and each pole represents a supporting pillar in the education system.

Welcome pole: welcomes all who are a part of the education process and recognizes each for their individuality.

Feeding pole: the one who nurtures, in this case the nurturing of students with the feeding of knowledge.

Speaker pole: speaks on behalf of the host; depending on what stake holder you are, the speaker's views will vary.

Thank you pole: thanks you for your input and wishes you well on your travels.

As you enter the House and "walk around" in the order of the poles you visit the **Welcome, Feeder, Speaker** and **Thank You Pole**.

In between the Feeder and Speaker poles is the drum log. Here singers keep time by beating on it and singing while the dancers dance. This log drum represents the system's effectiveness and its flow. If the singers beat too fast or miss a beat, this throws off the dancers. If there is an "off beat" in the system, or it moves too slow or too fast for those involved then there is confusion which will impact its effectiveness. It is our collective responsibility to ensure that we are in unison at all times for our students.

The fire in the center represents purity and the spirit of our people. Here it represents what is most precious to us, our 'gwigwala'yu' 'our reason for living', our children.

ENHANCEMENT AGREEMENT 2005—2010 THE FINAL REPORT

In 2003, the First Nations Education Council (FNEC) embarked on a two year journey to create the first Aboriginal Education Enhancement Agreement (EA). The first EA report was submitted to the Ministry of Education in 2006 - 2007 following the first year of implementation. The second report was written in collaboration with FNEC members and a working committee beginning in September 2007. This model has continued each year in the preparation of a report on Aboriginal Education facilitated by the EA committee of FNEC. We are once again proud to submit the fourth report on Aboriginal Education for the 2009 – 2010 academic year. This report completes the five year term (2005 -2010) of this Enhancement Agreement as next year will mark the beginning of a new EA contract for 2010 – 2015.

The format for each report has changed slightly from year to year to reflect our ongoing strengths and challenges. This report outlines our actions and recommendations to be carried out by First Nations programs, schools, FNEC partners, and Aboriginal communities to continue to support and improve the achievements of all students. We have also indicated trends when they are reflected in the district data.



ENHANCEMENT AGREEMENT GOALS

Goal 1:

The students will feel an increased sense of belonging and respect through their school experience.



Goal 2:

Increase the number of Aboriginal students with academic success.



Goal 3:

All students will experience an enhanced academic environment as a result of Aboriginal content at all levels of curriculum.



2005—2010 FIRST NATIONS PROGRAM HIGHLIGHTS

GROWTH AREAS

- Increased numbers of Grade 6/7 students attending school regularly
- Increased awareness and respect for diversity for all students
- Increased Aboriginal graduation rate from 45% - 57% in the past 5 years
- Increased participation and achievement for Aboriginal students in English 12, Math 10, Biology 11 and Chemistry 11
- Increased participation for all students in BC First Nations Studies 12
- Improved DART results for Aboriginal students in Grade 6 (+10%) and Grade 9 (+26%) over 5 years
- Implementation of English First People's 10/11/12 in September 2010 at both high schools
- Kwak'wala 5 — 12 IRP has been accepted by the Ministry and planning for implementation will begin September 2010

CHALLENGE AREAS

- Attending school regularly for some secondary school students
- Encouraging secondary students to maintain and choose an academic program in order to increase post secondary options after high school
- Participation in Science 10 Provincial Exam and Physics 11
- Supporting parent and family involvement at all levels



GOAL 1 - DATA

'The students will feel an increased sense of belonging and respect through their school experience.'

RATIONALE:

Enhance school environment creating an atmosphere of success to increase level of trust and partnerships with parents and communities.

Increase provincial satisfaction survey percentages and results.		
TARGET – To increase the number of Aboriginal parents from 10 participating in the Provincial Satisfaction Survey.		
Provincial Satisfaction Survey – Parent Survey Participation		
Year	No. of parents	Target met
2005 — 2006	10	Baseline year
2006 — 2007	28	Yes, target met by 18 parents
2007 — 2008	23 (new baseline)	Yes, target met by 13 parents
2008 — 2009	10	Low #'s result of online survey—new baseline

PERFORMANCE INDICATORS, AND TARGETS:

Result/Trends – a positive increase from 10 to 28 to 23 elementary and secondary parents participating in the completion of the satisfaction survey. Increased participation occurred until the survey was conducted online (08/09) this year, resulting in low participation numbers.

New target - Increase participation of Aboriginal parents.

Actions:

First Nations Programs:

- First Nations staff to follow-up school-by-school and promote the survey.
- Create a promotional poster and include photos of Aboriginal Scholarship recipients in June 2010.
- Include reminders to families to complete the surveys via school newsletters.
- Provide promotional poster of Aboriginal scholarship/bursary recipients to all FNEC groups, schools, band offices and other partners.

School:

- Continue school incentives for students and parents to complete surveys.

Partner Groups/Communities:

- First Nation Bands to distribute promotional poster and provide incentives at community events.
- Sacred Wolf and other agencies to distribute promotional poster to off-reserve families.

GOAL 1 - DATA

'The students will feel an increased sense of belonging and respect through their school experience.'

RATIONALE:

Enhance school environments creating an atmosphere of success to increase level of trust and partnerships with parents and communities.

Increase student attendance at the intermediate and secondary level					
NEW TARGET for 2007/08 – To increase the number of elementary grade 6 & 7 with fewer than 10 absences over the school year.					
(ELEMENTARY)					
Year	Grade 6 <4	Grade 7 <4	Grade 6 '0' absences	Grade 7 '0' absences	
2004 — 2005	83%	75%	32%	27%	Baseline year <10 absences
2005 — 2006	82%	81%	41%	31%	
2006 — 2007	80%*	82%	32%	34%	*Jan., Feb., June, <4 grade 6 absences concern <10 absences
2007 — 2008	39% 17/44	30% 10/33	2% 1/44	6% 2/33	Baseline year, new target <10 absences over the year
2008—2009	Grade 6/7 < 10 absences		Grade 6/7 with 0 absences		New target
2008—2009	Gr. 6 <10 Absences	Gr. 7 < 10 Absences	Gr. 6 with 0 Absences	Gr. 7 with 0 Absences	
2008 — 2009	11/33 37%	14/27 52%	2	0	

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 37% of grade 6's and 52% of grade 7's missed fewer than 10 school days last year.

Actions:

First Nations Programs:

- First Nations Support Staff to continue to liaise with families to support student attendance.
- First Nations Support Staff to send quarterly attendance reports home to parents and families.

Schools:

- Provide 'book award' for elementary students who are absent fewer than 10 days per year.

Partner Groups/Communities:

- First Nations Bands/partner agencies to provide students/families with information session on the value of getting good grades based on consistent attendance.

GOAL 1 - DATA

'The students will feel an increased sense of belonging and respect through their school experience.'

RATIONALE:

Enhance school environments creating an atmosphere of success to increase level of trust and partnerships with parents and communities.

Increased student attendance at the intermediate and secondary level					
TARGET — To increase the number of secondary student absences to less than 10 per school year.					
(SECONDARY)					
Year	October	January	May	June	
2004 — 2005	53%	39%	36%	47%	Baseline year
2005 — 2006	73%	46%	39%	40%	
2006 — 2007	47%	47%	36%	42%	
2007— 2008	Not available	Not available	Not available	Not available	Baseline year new target
2008 — 2009	12/268 5% Total		NISS 10/82 13%	PHSS 2/186 1%	

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – Regular attendance continues to be a challenge for high school students and will continue to be a focus for our programs.

Actions:

First Nations Programs:

- First Nations Support Staff to continue to liaise with families to support consistent student attendance.
- First Nations Staff/grade 8 students to visit elementary schools to provide info sessions "What grade 7 students need to know about high school." Follow up in September via student mentorship program for new grade 8 students.
- Monitor all Aboriginal student attendance regularly and liaise with schools and communities via Education Coordinators on a monthly basis.
- First Nations Support Staff to send quarterly attendance reports home to parents and families.

Schools:

- Invite grade 7 students to special events at the secondary school. Take a grade 7 to school days!
- School Counsellors and First Nations Support Staff to meet with grade 7's at all elementary schools.
- First Nations support Staff to liaise with teachers in support of students who are absent.

Partner Groups/Communities:

- First Nations Bands/partner agencies to provide students/families with information session on the value of getting good grades based on consistent attendance and monitor student attendance regularly.

GOAL 1 - DATA

'The students will feel an increased sense of belonging and respect through their school experience.'

RATIONALE:

Enhance school environment creating an atmosphere of success to increase level of trust and partnerships with parents and communities.

Increase results in Social Responsibility S.D. No. 85 'Student Survey Results' in the area of respect for diversity and 'people who are different from you.'

TARGET— To increase the number of elementary students who respond positively by 3% from 2007 – 2008 baseline year.

(ELEMENTARY)

Year	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	
2003-2004	24.3	37.4	32.6	7.3%	4.1%	Baseline year
2004-2005	27	32	34	4%	3%	
2005-2006	22	30	40	5%	3%	
2006-2007	24	30	37	5%	4%	
2007-2008	Gr. 3/4 88% Gr. 7 80%			At school do you respect people who are different from you (for example, think, act or look different)?		New survey baseline data. % of students reporting 'many times' or 'all of the time.'
2008-2009	Gr. 3/4 86% Gr. 7 87%					

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 85% of elementary students over the past 2 years have responded positively in the area of respect for diversity.

Actions:

First Nations Programs:

- Utilize First Nations Role Model Program at every school.
- Encourage schools to participate in local events such as Lahal Tournament in Quatsino, Soccer Tournament in Tsulquate, baseball tournament at Fort Rupert Elementary School.

Schools:

- Diversity Month occurs in all schools and events and activities focus on anti-racism and diversity themes.
- Utilize First Nations Role Model Program throughout the school.
- Showcase Board Race Relations policy poster in several locations in schools.
- Elementary schools to partner and connect with public or band schools practicing language and culture.
- Continue to utilize services of FNESC and BCTF (Eric Wong and Marjorie Dumont)

District:

- Race Relations policy being revised by Board of Education to enhance relationships for communities and schools.

GOAL 1 - DATA

'The students will feel an increased sense of belonging and respect through their school experience.'

RATIONALE:

Enhance school environment creating an atmosphere of success to increase level of trust and partnerships with parents and communities.

Increase results in Social Responsibility S.D. No. 85 'Student Survey Results' in the area of respect for diversity.

TARGET— To increase the number of secondary students who respond positively by 5% from baseline year 2007-2008.

(SECONDARY)

Year	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	
2003-2004	9.4	37.4	28.1	22.8%	15.1%	
2004-2005	8	27	40	18%	7%	
2005-2006	7	27	39	18%	9 %	
2006-2007	6	25	40	18%	11%	Yes, target met.
2007-2008	Gr. 10 75% Gr. 12 74%			At school do you respect people who are different from you (for example, think, act or look different)?		New survey baseline data. % of students reporting 'many times' or 'all of the time.'
2008-2009	Gr. 10 77% Gr. 12 83%					

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 78% of secondary students over the past 2 years have responded positively in the area of respect for diversity.

Actions:

First Nations Programs:

- Promote and distribute anti-racism information and materials (via Diversity Month pamphlet).

Schools:

- Use anti-racism curriculum or other diversity focussed materials in core courses to support positive results.
- Utilize First Nations Role Model Program throughout the school.
- Showcase Board Race Relations policy poster in several locations in schools.
- Provide all suspension data for secondary non-Aboriginal/Aboriginal students to FNEC.
- Consider restorative justice models and other alternatives to student suspension practices.

Partner Groups/Communities:

- First Nations Bands and other agencies to continue sharing resources in schools such as Career Fair events, First Nations author visits, youth group events.

GOAL 1 - DATA

'The students will feel an increased sense of belonging and respect through their school experience.'

RATIONALE:

Enhance school environment creating an atmosphere of success to increase level of trust and partnerships with parents and communities.

Increase retention rates of Aboriginal students in all schools.			
TARGET— To increase grade 10 students entering grade 11 by 10% for Aboriginal students.			
Year	Grade 11 females	Grade 11 males	
2004 — 2005	88%	86%	
2005 — 2006	95%	81%	Yes, for girls
2006 —2007	Not available	Not available	
2007 — 2008	73% (female and male)		New target/baseline
2008 — 2009	79% (female and male)		

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – transitions from grade 10 to grade 11 have increased by 6% over the past 2 years.

Actions:

First Nations Programs:

- First Nations Support Team to meet with secondary students to overview course selection, new programs, and why their choices matter.
- First Nations Support Staff to attend course selection events to inform students and families.
- Partner with First Nations Education Coordinators to provide post secondary education workshops for students/staff at NISS and PHSS.
- Continue to facilitate First Nations Parents Club and local First Nations author events.

Schools:

- Schools and academic advisors ensure students 'opt-in' for the best educational courses and counsel those students who 'opt out'; include consultation with parents.
- Schools to investigate transition issues at the grade 10/11 level and develop interventions to support students.

Partner groups/Communities:

- Education Coordinators from First Nations bands to visit schools and attend course selection events to inform students and families.
- Promoted EFP 10—12 courses in schools and communities for Trustees, P/VP, teachers, support workers, parents and students.

GOAL 2 - DATA

Increase the number of Aboriginal students with academic success.

RATIONALE:

Maintain high standards for Aboriginal students in all areas of the students' school experience.

To increase the number of Aboriginal students completing the BC graduation with the BC Dogwood diploma.

TARGET— To increase by 5% yearly (BC Dogwood Diploma)

Year	Aboriginal	Non-Aboriginal	
2004 — 2005	46%	84%	Baseline year
2005 — 2006	50%	86%	
2006 — 2007	57%	86%	Yes, target met.
2007 — 2008	58%	79%	
2008 — 2009	57%	84%	

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 57% of Aboriginal students received Dogwood Diploma last year, an increasing trend of 11% over the past 5 years.

Actions:

First Nations Programs:

- Promote the Ministry of Education and BCTF Aboriginal workshops and/or coursework for teachers.
- Initiate Kwak'wala IRP and First Peoples English FP 10—12 course for implementation in schools by 2010.
- Offer professional development opportunities using Kwakwala IRP/English FP 10—12 for teachers and support staff.
- Continue to offer and support the First Nations Education Council Aboriginal Student Scholarships.

Schools:

- Continue to network and offer in-service opportunities in the area of best practices; (ie. assessment, teaching methods).
- Continue recognizing graduates and hosting events to celebrate the accomplishments of our students such as Honour Roll lunches (NISS) and Open House (PHSS).

Partner Groups/Communities:

- Continue to offer incentives to support our students in their school experience.
- Provide tutorial services and homework clubs at the school and community level.
- Tri band partners to bring in Aboriginal professional workshops to promote careers, treaty process, and other best practices to improve performance of Aboriginal students.

GOAL 2 - DATA

Increase the number of Aboriginal students with academic success.

RATIONALE:

Maintain high standards for Aboriginal students in all areas of the students' school experience.

Increase percentage of Aboriginal students participating in English 12			
TARGET— To increase by 3% yearly participation rate			
Year	Grade 12	Grade 12 %	
2004 — 2005	15	33%	
2005 — 2006	18	45%	
2006 — 2007	17	49%	Yes, target met
2007 — 2008	18	41%	
2008 — 2009	18	41%	

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 18 out of 46 grade 12 Aboriginal students enrolled in English 12 showing consistent participation over the past 5 years.

Actions:

First Nations Programs:

- First Nations Staff to support students and encourage participation in English 11 and 12.
- First Nations Staff to increase support time in English courses.

Schools:

- Increase the number of Aboriginal students enrolling in English 12 versus Communications 12.
- Offer First Peoples English 10—12 courses in September 2010.

Partner Groups/Communities:

- Provide tutorial services and homework clubs at the community level.
- Provide information on pre-requisites for access to Post Secondary Programs and INAC Post Secondary National Guidelines.
- Partner with First Nations Education Coordinators to provide workshops on the benefits of academic programs.

GOAL 2 - DATA

Increase the number of Aboriginal students with academic success.

RATIONALE:

Maintain high standards for Aboriginal students in all areas of the students' school experience.

Increase the number of students completing English 12 with C+ or better			
TARGET— To increase performance C+ or better to 50% by 2010.			
Year	Number	Grade 12 %	
2004 — 2005	9	60%	
2005 — 2006	7	41%	
2006 — 2007	4	24%	Baseline
2007 — 2008	6	32%	
2008 — 2009	11	61%	

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 11 students achieved a C+ or better in English 12 out of the 16 students enrolled last year, indicating a growing trend in student achievement.

Actions:

Schools:

- Continue to implement English strategies and skills across the curriculum at all levels and all subjects.
- Explore support systems to ensure students pass English 12 with C+ by integrating Aboriginal content and seamless integrated support in classrooms.
- Continue to allocate First Nations support staff to English 12 classes.
- Offer English First Peoples 10—12.

Partner Groups/Communities:

- Continue to provide English tutorial support at school and community level.

GOAL 2 - DATA

Increase the number of Aboriginal students with academic success.

RATIONALE:

Maintain high standards for Aboriginal students in all areas of the students' school experience.

Increased percentage of Aboriginal students successfully completing Math 12 .					
TARGET—To increase participation rate in Principles of Math 10 by 5% each year.					
Year	Participants #	Participants %	Pass Rate #	Pass Rate %	
2004 — 2005	13/61	21%	5	38%	Baseline year
2005 — 2006	29/71	40%	18	62%	
2006 — 2007	32	42%	28	88%	Yes, target met.
2007 — 2008	22/57	39%	18/22	82%	
2008 — 2009	21/61	35%	17/21	81%	

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 21 students participated in Math 10 Principles last year indicating an increase of 14% for participation and 43% for pass rate over the past 5 years.

Actions:

First Nations Programs:

- First Nations Staff to support students and encourage participation in Principles of Math.
- First Nations Staff to increase support time in math courses.

Schools:

- Increase the number of Aboriginal Students in Principles of Math 10.

Partner groups/Communities:

- Provide tutorial services and homework clubs at the community level.
- Provide information on pre-requisites for access to Post Secondary Programs and INAC Post Secondary National Guidelines.
- Partner with North Island College to share curriculum resources and workshop themes with a focus on Aboriginal math.

GOAL 2 - DATA

Increase the number of Aboriginal students with academic success.

RATIONALE:

Maintain high standards for Aboriginal students in all areas of the students' school experience.

Increased Aboriginal student participation and success in senior academic courses.			
TARGET—To increase Communications 12 success rate by 10% from baseline year.			
Year	Participation/Completion	With C+ or better	
2005 — 2006	10/11 = 91%	Baseline year	
2006 — 2007	100%		
2007 — 2008	15/15 = 100%	9/15 = 60% C+ or better	baseline
2008 — 2009	12/12 = 100%	3/12 = 25%	

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 12 out of 12 students completed Communications 12, 3 out of 12 students received a C+ or better. Trends indicate that students continue to be successful in Communications 12, but with low achievement results.

Actions:

First Nations Programs:

- Continue First Nations Support services in class.
- Identify barriers to learning by working with other support agencies and community partners.

Schools:

- Explore support systems to ensure students pass Communications 12 with C+ by integrating Aboriginal content and seamless integrated support in classrooms.
- Continue to allocate First Nations support staff to Communications classes.
- Encourage students to enrol in EFP 10—12 to promote academic Language Arts streams.
- Incorporate local Aboriginal content.

Partner groups/Communities:

- Inform families of the limitations and barriers created by enrolling in Communications.

GOAL 2 - DATA

Increase the number of Aboriginal students with academic success.

RATIONALE:

Maintain high standards for Aboriginal students in all areas of the students' school experience.

Increased Aboriginal student participation and success in senior academic courses.		
TARGET—To increase the number of students participating in Biology 11 from 6 students to 10 students.		
2004 — 2005	6	Baseline
2005 — 2006	3	
2006 — 2007	2	
2007 — 2008	16	7/16 in Grade 12
2008 — 2009	16	Target met
Increased Aboriginal student participation and success in senior academic courses.		
TARGET—To increase the number of students participating in Chemistry 11 from 3 students to 7 students.		
2004 — 2005	3	Baseline
2005 — 2006	2	
2006 — 2007	11	
2007 — 2008	4	
2008 — 2009	8	Target met
Increased Aboriginal student participation and success in senior academic courses.		
TARGET—To increase the number of students participating in Physics 11 from 3 students to 4 students.		
2004 — 2005	2	Baseline
2005 — 2006	1	
2006 — 2007	n/a	
2007 — 2008	5	2/5 in Grade 12
2008 — 2009	1	

PERFORMANCE INDICATORS AND TARGETS:

First Nations Programs:

- Schedule First Nations Support Workers support in Sciences.
- All First Nations staff and school counsellors' to advise students that Science 10 is a key to graduation and post secondary entrance to certain career choices.
- Explore online program opportunities for courses that can't be offered consistently each term due to low enrolment.

GOAL 2 - DATA

Increase the number of Aboriginal students with academic success.

RATIONALE:

Maintain high standards for Aboriginal students in all areas of the students' school experience.

Increase grade 10 exam baseline student performance details.					
TARGET—To increase the Principles of Math 10 pass rate by 5% from 82% to 87%.					
Year	Participants #	Participants %	Pass Rate #	Pass Rate %	
2004 — 2005	13	21%	5	38%	
2005 — 2006	29	40%	18	62%	
2006 — 2007	32/80	40%	28	88%	
2007 — 2008	22/57	39%	18	82%	New Baseline
2008 — 2009	21/61	35%	17/21	81%	

Increase grade 10 exam baseline student performance details.					
TARGET—To increase the participation in English 10 provincial exam by 7% from 53% to 60%, and to increase the English 10 pass rate by 5% from 59% to 64%.					
Year	Participants #	Participants %	Pass Rate #	Pass Rate %	
2004 — 2005	33	54%	20	61%	
2005 — 2006	44	61%	37	84%	
2006 — 2007	45	57%	43	96%	
2007 — 2008	34	60%	30	88%	
2008 — 2009	40/61	66%	35/40	88%	

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 81% pass rate for Principles of Math 10 and 88% pass rate for English 10 last year, indicating an increase of 43% pass rate in Math and 27% pass rate in English over the past 5 years. There is also an increasing trend of Aboriginal student participation in the Math 10 (P) and English 10 Provincial Exams.

GOAL 2 - DATA

Increase the number of Aboriginal students with academic success.

RATIONALE:

Maintain high standards for Aboriginal students in all areas of the students' school experience.

Increase grade 10 exam baseline student performance details.

TARGET—To increase the participation in **Science 10** provincial exam by 10% from 43% to 53%, and to increase the **Science 10** pass rate by 10% from 27% to 37%.

Year	Participants #	Participants %	Pass Rate #	Pass Rate %	
2004 — 2005	27	44%	8	30%	
2005 — 2006	41	57%	18	44%	
2006 — 2007	44/80	55%	45	69%	
2007 — 2008	41/57	72%	39/41	95%	
2008 — 2009	27/61	45%	22/27	82%	

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 82% of Science students achieved a passing grade last year, but participation and success in the Science 10 Provincial Exam continues to be a challenge area.

Actions:

First Nations Programs:

- Provide First Nations Staff support in Science 10; students to attend 'Native Support Program' (PHSS).

Schools:

- Promote grade 11 academic science courses.
- Elementary schools to promote science fairs with Aboriginal themed category and partner with the band operated schools' science fairs.

Partner groups/Communities:

- Provide tutorial services and homework clubs at the community level.
- Provide information on pre-requisites for access to Post Secondary Programs and INAC Post Secondary National Guidelines.
- Continue to provide summer science camps in communities.

GOAL 2 - DATA

Increase the number of Aboriginal students with academic success.

RATIONALE:

Maintain high standards for Aboriginal students in all areas of the students' school experience.

Grade 8 — Passed.

TARGET—To increase year end grades in all academic areas passed by 5% in grades 8, 9, & 10.

Grade 8	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
English	36/47 77%	31/36 86%	25/33 76%	30/36 83%	19/21 87%	
Mathematics	34/45 76%	29/38 76%	24/44 55%	38/44 86%	17/25 68%	
Science	50/61 82%	37/45 82%	29/48 60%	41/46 89%	21/25 84%	
Social Studies	43/58 74%	38/46 83%	27/43 63%	34/43 79%	18/22 82%	

Grade 9 — Passed.


TARGET—To increase year end grades in all academic areas passed by 5% in grades 8, 9, & 10.

Grade 9	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
English	35/53 66%	35/47 74%	33/50 66%	25/32 78%	20/32 63%	
Math	20/35 57%	22/40 55%	23/30 77%	13/19 68%	12/17 71%	
Science	45/56 80%	42/52 81%	36/52 69%	23/35 66%	26/33 79%	
Social Studies	34/56 61%	52/63 83%	38/50 76%	20/25 80%	23/27 86%	

Grade 10 — Passed.

TARGET—To increase year end grades in all academic areas passed by 5% in grades 8, 9, & 10.

Grade 10	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
English	27/39 69%	37/50 74%	41/45 91%	15/18 83%	19/27 71%	
Math	10/20 50%	21/37 57%	24/37 65%	6/10 60%	5/8 63%	
Science	20/33 61%	30/45 67%	25/46 54%	18/26 69%	8/13 62%	
Social Studies	34/39 87%	29/37 78%	44/59 75%	22/27 81%	19/22 87%	



GOAL 2 - DATA

Increase the number of Aboriginal students with academic success.

PERFORMANCE INDICATORS AND TARGETS (for Grades 8, 9 & 10):

Actions:

Schools:

- ESD program to be in addition to regular English courses; consider integrated seamless service.
- ESD Helping Teacher and Support Worker to provide support for English classes.
- Teachers to utilize materials and resources to integrate Aboriginal content in all courses.
- Literacy Support Teacher to showcase units and best practices approach on Aboriginal themes for use in classrooms.
- Utilize First Nations Role Model Program and other Aboriginal guests in schools.

District:

- Continue Literacy strategies such as BARC (Boys & Aboriginal Reading Comprehension), and DART (District Assessment Reading Team), and continue to provide in-service workshops to teachers.

Partner Groups/Communities:

- Provide tutorial services and homework clubs at the community level.
- Provide information on pre-requisites for access to Post Secondary Programs and INAC Post Secondary National Guidelines.
- FNEC EA committee to meet at high schools twice a year to overview Aboriginal student report card results each term.

GOAL 2 - DATA

Increase the number of Aboriginal students with academic success.

RATIONALE:

Maintain high standards for Aboriginal students in all areas of the students' school experience.

To increase Aboriginal intermediate level numeracy Foundation Skills Assessment (FSA) results.

TARGET—To increase pass rate by 3% yearly in grade 7 FSA numeracy results.

	Participation #	Participation %	Pass Rate #	Pass Rate %
2004 — 05	31	84%	17	63%
2005 — 06	25	64%	14	56%
2006 — 07	29	88%	21	78%
2007 — 08 Baseline	28	93%	15	54%
2008 — 09	39	85%	17	44%

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 85% of grade 7's participated in FSA, 44% met expectations in numeracy last year indicating a downward trend in student success rates over the past 5 years.

Actions:

First Nations Programs:

- First Nations staff to participate in workshops related to Math support for First Nations students.

Schools:

- Foundation Skills Assessment (FSA) is a new baseline, due to new electronic testing, format, marked in-district.
- Ongoing Math in-service for Teachers (Ray Appel, David Sufrin).

Partner groups/Communities:

- Provide tutorial services and homework clubs at the community level.
- Math workshops for parents.

GOAL 2 - DATA

Increase the number of Aboriginal students with academic success.

RATIONALE:

Maintain high standards for Aboriginal students in all areas of the students’ school experience.

Increased 'First Nation Early Literacy' level success rates of PM Benchmark.				
TARGET—To increase overall PM Benchmark gain for both grades to be Level 10 for grade 1; Level 18 for grade 2.				
Colour indicates cohort grades	Grade 1 #	Grade 1 %	Grade 2 #	Grade 2 %
	Level 10 & above		Level 18 & above	
2004 — 05	9/15	60%	17/23	74%
2005 — 06	9/16	56%	12/15	80%
2006 — 07	5/18	30%	6/17	35%
2007 — 08 Baseline	15/27	55%	9/22	41%
2008 — 09	12/27	45%	17/27	63%
2009 — 10	11/25	44%	19/37	52%

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends— Trends indicate that number of Aboriginal students meeting expectations increases by grade two. There are a number of reasons for this trend.

- 1) Once through the emergent phase of reading (levels 2-11), students can advance quite quickly, thus many will meet the grade expectations for grade two even though they did not for grade one.
- 2) Some children require extra time and support to become proficient in their early reading skills.
- 3) Many children do not have an interest in reading until they reach grade two. At this point books become a source of knowledge, humour, and downtime.

First Nations Early Literacy Program:

The downward trend of grade one students who are not meeting grade level expectations indicates a decrease in the presence of “school readiness” skills. For these students the extra support and exposure to literacy they receive through the First Nations Early Literacy program is an important component of their skill development.

What does this tell us about the role of the FNEL Teacher?

Effective support must be holistic, but also specific at times. It is important to target challenge areas such as sight word recognition and word decoding, but it is also important to cultivate the desire to read. Literacy can be celebrated in a variety of forms. The new curriculum focus on Oral Language is an excellent opportunity to highlight traditional storytelling and songs. Working collaboratively with classroom teachers the FNEL teacher will work towards integrating more Aboriginal content into the Language Arts curriculum by inviting elders and storytellers, and highlighting First Nations themes throughout the school year.



GOAL 3 - DATA

All students will experience an enhanced academic environment as a result of Aboriginal content at all levels of curriculum.

RATIONALE:

Acknowledge Aboriginal content in all curriculum areas which increases respect of Aboriginal cultures, values, history of our local communities and increases Aboriginal student sense of belonging.

Increase BC First Nations Studies 12 participation rates for all students.		
TARGET—To increase the number of students by 15 students.		
BC First Nations Studies 12		
	Aboriginal Participation #	Non-Aboriginal Participation #
2004 — 05	12	-
2005 — 06	18	5
2006 — 07	20	16
2007 — 08	19	14
2008 — 09	25	16
2009 — 10		

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends— The BC First Nations Studies 12 program trends indicate much greater participation of Aboriginal and non-Aboriginal students.

Actions:

First Nations Programs:

- Monitor performance data.
- First Nations Studies 12 to be promoted for all students.

Schools:

- Utilize First Nations Role Model program, visit communities and plan class field trips.
- Integrate local Aboriginal content into First Nations Studies 12 and Social Studies 11.



GOAL 3 - DATA

All students will experience an enhanced academic environment as a result of Aboriginal content at all levels of curriculum.

RATIONALE:

Acknowledge Aboriginal content in all curriculum areas which increases respect of Aboriginal cultures, values, history of our local communities and increases Aboriginal student sense of belonging.

Increase year end DART assessment results in grade 3, 6 & 9.					
TARGET —increase by 3% yearly.					
District Assessment Reading Team — DART					
Grade	2005/06	2006/07	2007/08	2008/09	2009/10
Aboriginal Students—minimally meets, fully meets, exceeding expectations.					
Grade 3	89%	91%	86%	79%	88%
Grade 6	78.5%	80%	79%	67%	88%
Grade 9	55.5%	59%	83%	59%	81%

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends— DART results have remained consistent over a 5 year trend for grade 3. Grade 6 results have increased by 10% and grade 9 results have increased by 26% over the past 5 years.

Actions:

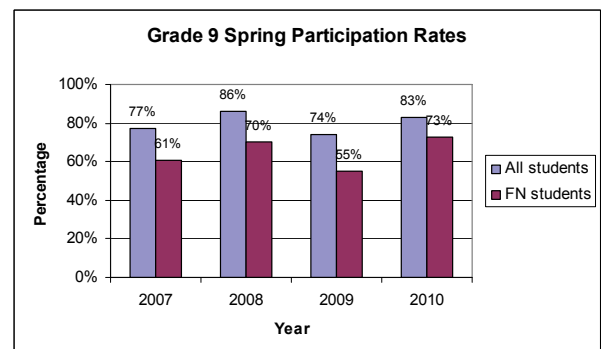
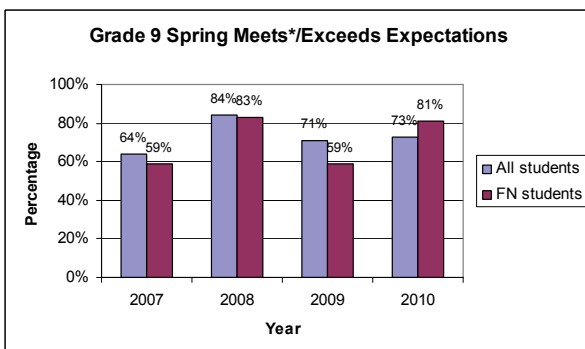
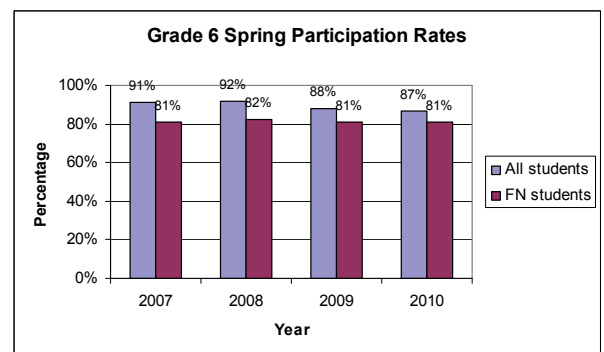
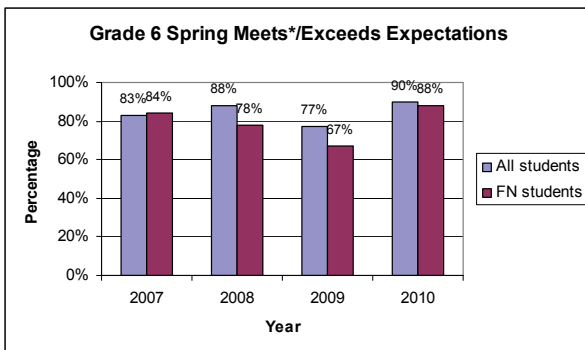
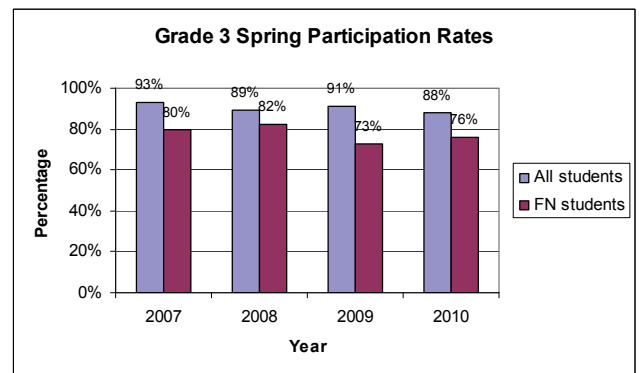
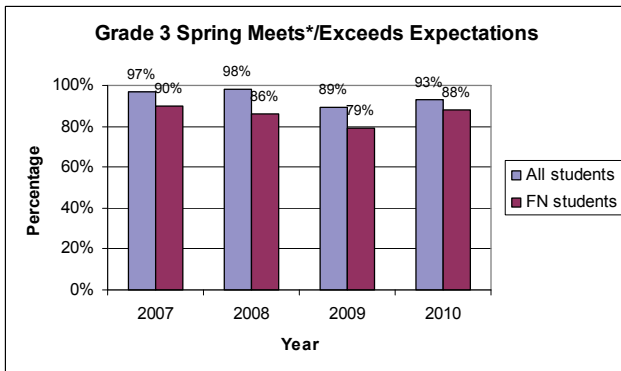
Schools:

- School incentives to include books and literature prizes for participation in BARC initiative.
- Teachers to use teaching materials that are culturally relevant at all levels.
- Boys and Aboriginal Reading Comprehension (BARC) to continue beyond 2010 under new title.

GOAL 3 - DATA

All students will experience an enhanced academic environment as a result of Aboriginal content at all levels of curriculum.

DART Results—Grades 3, 6 and 9



ENHANCEMENT AGREEMENT CONSULTATION PROCESS

This year marked the beginning of the planning process and visioning for the future of Aboriginal Education 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 held at both high schools with grade 8—12 students. As well, First Nations support staff conducted their own review of the strengths and challenges of our programs and provided guidance to the process. All of the information that has been gathered to date will form the continuing vision toward the goals of the next Enhancement Agreement 2010—2015.



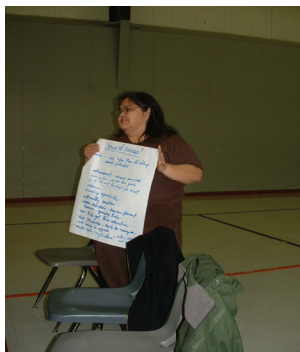
Victor Jim, Maggie Sedgemore,
Ted Cadwallader
Aboriginal Education Facilitators



Kwakiutl Community Forum
March 31, 2010



Alert Bay Community Forum
April 19, 2010



Quatsino Community Forum
March 30, 2010



Gwa'sala-'Nakwaxda'xw
Community Forum
April 22 & 23, 2010



North Island Secondary
School Forum
May 4, 2010

DISTRICT LEADERSHIP & ABORIGINAL EDUCATION



**First Nations Education Council
School District No. 85 (Vanc. Island North)**



**Board of Education
School District No. 85 (Vancouver Island North)**

The First Nations Education Council (FNEC) works in full partnership with the School District to support and guide First Nations Education Services. FNEC is made up of delegated representatives from the:

- Kwakiutl Band Council
- Whe-la-la-u Area Council: (Mamalilikala, Tlowitsis, Tlatlasikwala First Nations)
- Danaxwdaxw 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
- and includes School District No. 85 leadership representatives

The following is an excerpt from the Terms of Reference that guide our continuing relationship in our work together:

PURPOSE

The purpose of the First Nations Education Council is to be the voice for First Nations students and families in School District 85. The Council will work in partnership with School District 85 (Vancouver Island North) to ensure the provision of ongoing comprehensive education and support services relevant to the needs of First Nations students, as well as to ensure sensitivity to and respect for First Nations issues.

VALUES

We believe:

- in honouring and respecting all the First Nations Communities as the territorial people and recognize the importance of their leadership role in First Nations Education
- that our children and families are our priority and deserve quality service
- in involving parents at all levels
- in honouring and respecting the uniqueness of the First Nations community and its cultural diversity
- in continuous learning to improve the quality of life
- in the value of promoting the validity of First Nations education for all learners in open and respectful communication at all levels.



FIRST NATIONS EDUCATION COUNCIL

Coreen Child	Elected Chief	Kwakiutl Band Council
Marion Hunt	Education Administrator	Kwakiutl Band Council
Jamie Drake	Band Manager	Mamalilikulla-Qwe'Qwa'Sot'Em Band - Village Island
Pearl Hunt	Band Manager	Whe-La-La-U Area Council
Mike Jacobson-Weston	Aboriginal Justice Worker	Whe-La-La-U Area Council
Gloria Cole	Member	Tlowitsis Tribe - Turnour Island
Tom Wallas	Chief	Tlatlasikwala First Nation - Hope Island
Molly Dawson	Band Manager	Da'naxda'xw First Nation - New Vancouver
Barb Cranmer	Elected Councillor	Namgis First Nation
Robert Mountain	Elected Councillor	Namgis First Nation
Bob Chamberlin	Elected Chief	Kwiksutaineuk-Ah-Kwaw-Ah-Mish
Emily Willie	Administrator	Dzawada'enuxw - Kingcome Inlet
Helen Willie	Aboriginal Head Start Coordinator	Dzawada'enuxw - Kingcome Inlet
Carole Perrault	Administrator	Musgamagw Tsawataineuk Tribal Council
Christine Wadhams	Bookkeeper	Musgamagw Tsawataineuk Tribal Council
Les Taylor	Band Manager	Gwa'sala-Nakwaxda'xw
Grace Smith	Education Coordinator	Gwa'sala-Nakwaxda'xw
Robert Sagmeister	Band Manager	Quatsino First Nation
Danielle Nicholls	Education Coordinator	Quatsino First Nation
Peggy Svanvik	Elder	'Namgis Elder
Dean Wilson	Executive Director	Sacred Wolf Friendship Centre
Charles Willie	Roots Worker	First Nations Parent
Charlene Miller	North Island College	First Nations Parent
John Martin	Secretary-Treasurer	School District No. 85
Kathy Bedard	Superintendent	School District No. 85
Ann Hory	Trustee	School District No. 85
Jeff Field	Trustee Alternate	School District No. 85
Bea Wadhams	First Nations Support Worker - CUPE	School District No. 85
Kaleb Child	District Principal First Nations	School District No. 85
Lauren Deadman	Principal—NISS	School District No. 85
Frank MacLean	Principal—Robert Scott	School District No. 85
Jillian Walkus	Teacher/VINTA	School District No. 85

DISTRICT LEADERSHIP & ABORIGINAL EDUCATION



Kathy Bedard,
Superintendent of Schools



Katherine McIntosh,
Director of Instruction

As we look back on the goals of the 2005-2010 Enhancement Agreement and the work that has been done to realize them, we are looking for the answer to this very important question: "Have we made a positive difference to the learning and the lives of the Aboriginal students in our district?"

I am pleased to say we have, and wish to acknowledge the hard work of our staff working in Aboriginal Education, and the leadership of the First Nations Education Council. Our Aboriginal students increasingly feel as if they belong in our schools, their academic achievement is improving, and our staff and students are learning about the history and culture of the Kwakwaka'wakw speaking people of our area. In order to realize this improvement, the School District has worked in partnership with First Nation families and communities. Our Aboriginal students are to be commended as well for the effort they have put into their learning.

Kaleb Child, our District Principal of First Nations Programs, and the members of the First Nations Education Council Enhancement Agreement Committee, have worked hard to review and analyze student achievement data and prepare this report. Through this process they have acknowledged and honoured the good work occurring every day in our schools where everyone works together to realize the district vision "Bringing Learning to Life".

Gilakasla,
Kathy Bedard,
Superintendent of Schools

We are excited about the opportunity to offer English 10, 11, & 12 First People's, in our district. Our teachers and students have received in-service on the course content, learning resources and have reviewed literary works by well known Aboriginal authors. This is an opportunity we are committed to supporting with the hopes the program will continue to grow.

Katherine McIntosh
Director of Instruction

FIRST NATIONS SUPPORT TEAM



The First Nations Support Team consists of 15 staff:

School Board Office Staff – Port Hardy

Kaleb Child, District Principal, First Nations Programs
Teresa MacKenzie, Secretary, First Nations Programs
Jennifer Holme, Early Literacy Helping Teacher, First Nations Programs

Port Hardy Secondary School Staff – Port Hardy

Maggie Sedgemore, BScN., MEd., Counsellor
Jim Jones, BSc., MA., Native Support Program
Shyla Hunt, First Nations In School Support Worker

North Island Secondary School Staff – Port McNeill

Pearl Brotchie, First Nations In School Support Worker
Lacey Perreault, First Nations In School Support Worker

Eke Me-Xi Alternate School Staff, Tsulquate Reserve – Port Hardy

Stephanie Nelson, First Nations In School Support Worker

Fort Rupert Elementary School Staff – Port Hardy

Bea Wadhams, Home School Coordinator & Language and Cultural Tutor

Eagle View/Robert Scott Elementary School – Port Hardy

Naomi Allen, First Nations In School Support Worker
Krista Minar, Temp. First Nations In School Support Worker

Sunset/Cheslakees Elementary School – Port McNeill

Janice Ellis, Home School Coordinator

Alert Bay Elementary School – Alert Bay

Karen Reece, First Nations In School Support Worker
Ernest Alfred, First Nations Language & Cultural Tutor

FIRST NATIONS SUPPORT TEAM



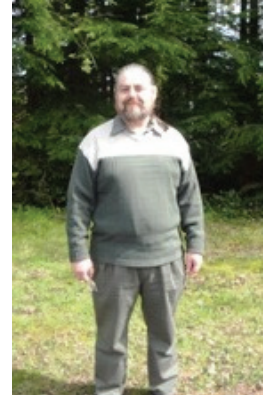
Maggie Sedgemore,
BScN., MEd



Ernest Alfred



Janice Ellis



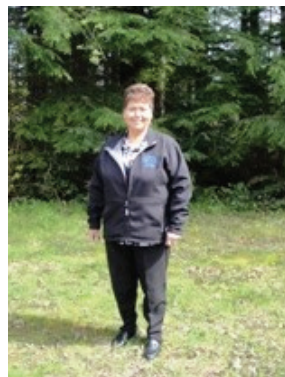
Jim Jones, BSc., MA



Krista Minar



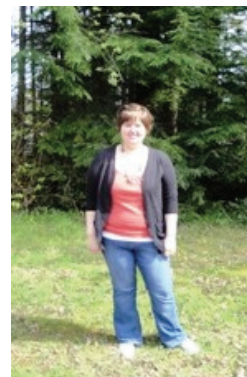
Stephanie Nelson



Bea Wadhams



Jen Holme



Lacey Perreault



Karen Reece



Naomi Allen



Kaleb Child



Teresa MacKenzie



Pearl Brotchie



Shyla Hunt

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 the classroom to share their expertise and knowledge. First Nations Role Models present a large variety of themes and aspects 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
- Traditional Blessing Ceremony on Earth Day
- Smoking salmon
- Aboriginal Student Olympic Torch Bearers
- Wood carving and traditional design
- Storytelling, history and regalia presentations
- Salmon fry release
- Bighouse Protocol
- Plants and medicines



Earth Day—Blessing Ceremony at PHSS, Calvin Hunt and family



Role Model, Diane Bell showing students how to make cedar bark roses.



'Get Out' Youth Conference in Port McNeill
Bob Wheeler and Kaleb Child teaching 'Traditional Uses of Salmon'



Coreen Child teaching students how to drum

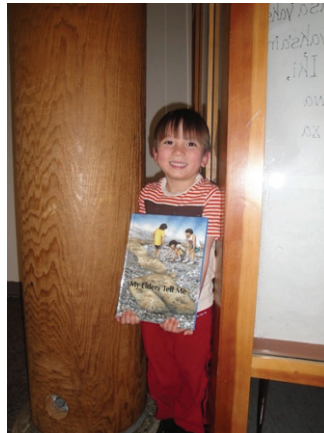
RESOURCE CENTRE/ FIRST NATIONS LIBRARY

Welcome to the First Nations Library, now housed in the Resource Centre at the School Board Office in Port Hardy. It has been a wonderful addition to the Resource Centre. Items in the First Nations Library are being used by the entire district on a regular basis now that they are easily accessible. There are a number of new items in the collections including these beautiful new drum kits and much, much more.

I strongly encourage people to come in and see what's available in the First Nations Library. If you can't come in person, you can view a lot of the items on the L4U library system on the School District website www.sd85.bc.ca.



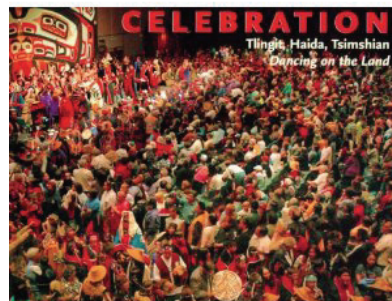
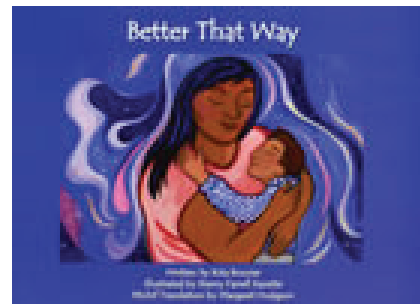
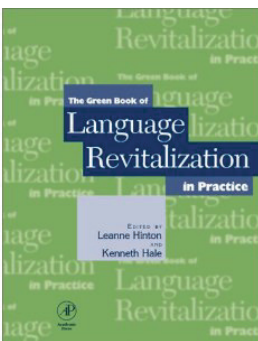
Drum Kit for use in schools



Xaydan Peterson, holding a copy of 'My Elders Tell Me' Resource



Chabanee Matilpi applies artwork to district drum kit resource



Danell Greenlees
Resource Clerk
250-949-6618 ext 2242
dgreenlees@sd85.bc.ca

FIRST NATIONS EARLY LITERACY TEACHER EARLY YEARS SUPPORT TEACHER

In my role as First Nations Early Literacy Teacher, I use a variety of materials and resources to support the development of literacy skills among my students. Over the years I have used many wonderful resources created by different First Nations communities on Vancouver Island, but I have also created many of my own. Last year I undertook the development of an Oral Language Unit that focused on the Oolichan Fishery. The process was time consuming, but the end result made it well worth it! It makes such a difference in children's learning to see and learn things that are relevant to who they are and where they live. Other themes I plan to develop units for include Weaving, Cedar, and Raven.

ORAL LANGUAGE UNIT

Oolichan Bingo



Students practice their recall abilities with picture bingo. Each picture is assigned a name they must remember– they will need to use these names when they get a bingo.

Picture Talks

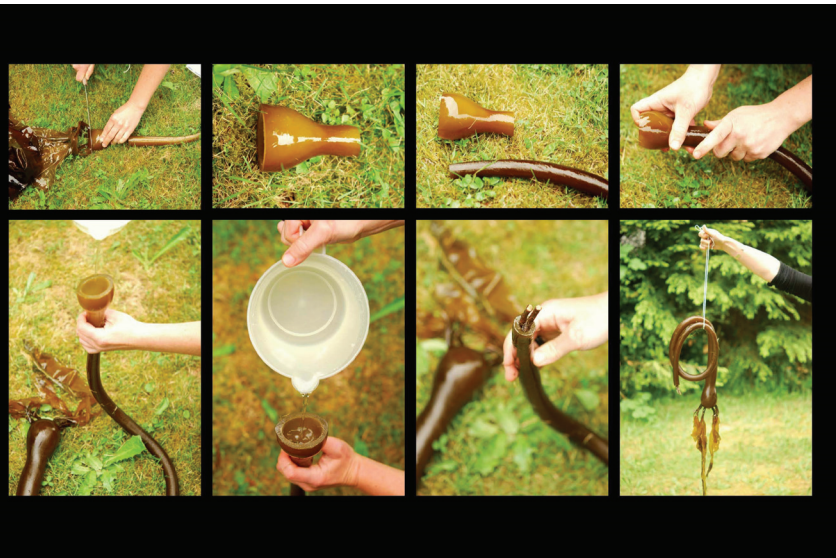


The Eagles Are Waiting

- 1) What are the Eagles waiting for?
- 2) Imagine they are talking– what do you think they are saying?
- 3) What do eagles do all day?

Picture Talks are used to encourage conversational language. Students are shown the picture only, the questions are on the back. The questions are designed to be open-ended and thought provoking.

Oolichan Sequencing Activity



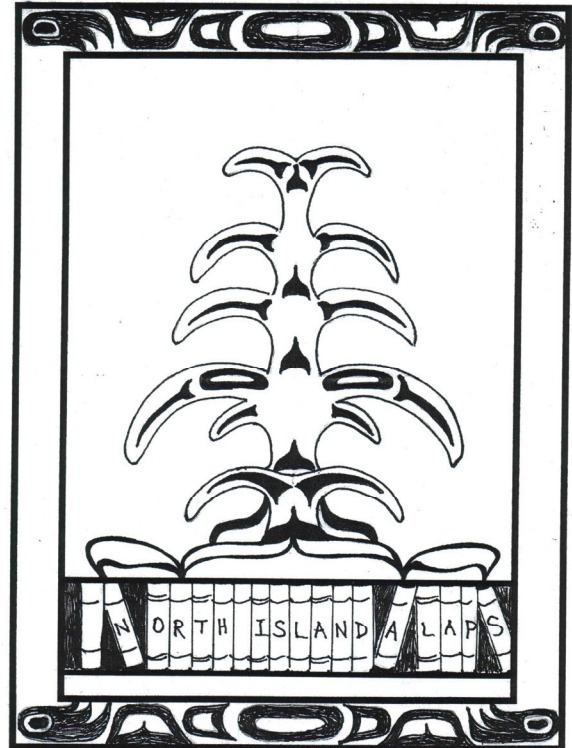
After exploring the practice of storing Oolichan grease in kelp coils, the cards are disassembled. Students then have the task of placing them in the correct order.

FIRST NATIONS EARLY LITERACY TEACHER EARLY YEARS SUPPORT TEACHER continued

My position as Early Years Support Teacher is a multi-faceted role. I work with parents, teachers, and community service providers to ensure that learning opportunities are available for all of the young children in our community. I come across many fantastic Aboriginal learning resources for young learners. **A-PALS** is a great example of this. **Aboriginal Parents as Literacy Supporters** is a program designed to teach parents the tools they need to support learning in the home. This program has incorporated First Nations art, themes, and legends into a wonderful teaching resource for families. I use elements of this program in the PALS sessions I host in Kindergarten classrooms throughout the district.

Another exciting project that took place this year was the development of North Island A-LAPS (Aboriginal Literacy and Parenting Skills). Funded by the Mount Waddington Family Literacy Society, this resource was developed by Sara Child as a supplement to the pre-existing A-LAPS program. Sara used local history and language to support the program's learning objectives. At the training session, Sara, along with Mildred Child, an elder, provided community service workers the tools and understanding needed to support culturally relevant teaching.

North Island A-LAPS

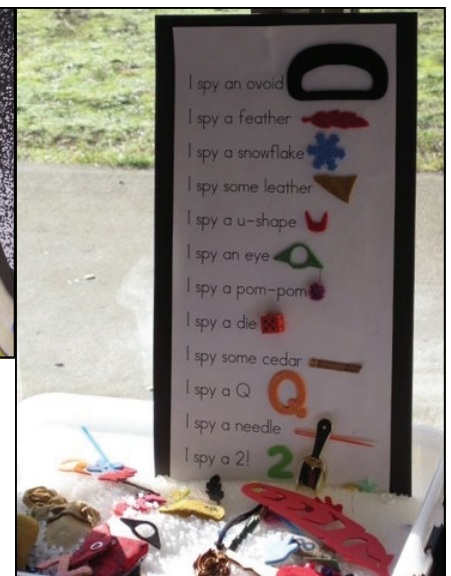


PALS in School District No. 85



Jen Holme and Katherine McIntosh with a very victorious student at the Eagle View Elementary School PALS session.

A-PALS Learning Resources



LITERACY SUPPORT TEACHER

Some of the many aspects of the Literacy Support Teacher's role in promoting Aboriginal students' success are:

- providing literacy strategies for novels, text, and content areas
- working with teachers, support staff, and in classrooms
- facilitating workshops with First Nation Support Workers
- purchasing resources relevant to teachers' needs and students' interests
- providing culturally relevant materials for teachers and students
- collaborating with all staff to look at students' needs and determine next steps for student success

Purchasing and distributing resources that demonstrate the strength, wisdom, and culture of the First Nations people has been a priority over the last few years. Students feel an increased sense of belonging and respect through their school experience when these books are used in their classrooms and found throughout school libraries. Teachers have increased access to modern resources with Aboriginal content and/or with an Aboriginal author through the Resource Centre and such in-service opportunities as BARC (Boys' and Aboriginals' Reading Comprehension).

B. A. R. C.

BARC is an initiative that was developed in 2007 after looking at the results of several assessment tools. Two grade levels that needed support (grades 4 and 7) were chosen. Teachers and support staff of each of those grades came together for collaboration, specific strategies, and resources with the purpose to improve the reading comprehension of boys and Aboriginal students. The cohort of students was followed for three years and then the process will begin again.

- Over forty staff and teachers have participated in the first three years of BARC
- Observations of student learning have taken place in eight classrooms



Jennifer Lok and Roberta Harris



"I enjoyed Literature Circles because in doing this, it got me more involved with reading books. I never liked reading, but now I do. When I also heard other peoples' ideas about the book, it made me think a lot more about the book."

- male Grade 9 student

"My suggestions for [Literature Circles] next time include selecting books that don't belong to a series because now I am hooked and want to finish all the Darren Shan books."

- another male Grade 9 student



LITERACY SUPPORT TEACHER continued

As part of our efforts to achieve the goals of the Enhancement Agreement, books are purchased for participating teachers to use in their classrooms. Many of these distributed books have strong, positive Aboriginal characters or are written by an Aboriginal author. Because teachers of different grade levels are invited to participate each year, resources are being distributed at many levels of curriculum.

- Each participating teacher received five to ten books to use in their classroom
- Many of the books were culturally relevant and had strong, positive Aboriginal characters and/or themes
- Emphasis was placed on sharing successes and professional collaboration to achieve EA and BARC goals

Approaches to literacy have changed in recent years. The importance of oral language has become much more appreciated, and its significance is being reflected in today's classrooms. Teachers and support staff use a wide variety of strategies that enables students to be included in and contribute to the learning from all ability levels and backgrounds. Today's students are being asked to:

- set goals,
- access background knowledge,
- make connections,
- use criteria,
- ask questions,
- visualize,
- make inferences,
- synthesize the big ideas,
- and clarify their understanding.



Jennifer Lok and Rena Sweeney

Literature Circles

An example of this new approach to literacy is the literature circle and double entry journal. Classes used to do a whole class novel study where everyone had the same books regardless of reading level or personal interest. Today, the movement is toward including everyone, taking their levels and interests into consideration. With a choice of books, and a purposeful response to an independently-chosen piece of reading, students are enjoying reading and becoming more complex and critical readers and thinkers.

Jennifer Lok
District Literacy Support Teacher

NUMERACY SUPPORT TEACHER

Numeracy Support within School District No. 85 reaches out to all students within the school district. Manipulatives are encouraged as part of the Math Makes Sense program. David Sufirin was brought into the school district in September 2009 and again in May 2010 to present a "hands on" approach to using math manipulatives and broaden understanding of the Math Makes Sense program. David also worked with grade 10 Math teachers to learn the new Apprentice and Workplace Math curriculum and the Foundations of Math and Pre-calculus 10 curriculum.

Katherine McIntosh,
Director of Instruction

NATIONAL ABORIGINAL DAY



On Monday June 21st, a collective of community members, along with the Kwakiutl Band and the First Nations Department of School District 85 partnered to host a large public event to celebrate National Aboriginal Day. Of the 800 people that attended, over 350 were students (Kindergarten to Grade 9) from eight District schools. The event was held in Tsakis (Fort Rupert) and included the use of the Bighouse, community hall, health centre and youth centre. A large variety of activities and educational opportunities included:

- a traditional dance program
- Elders circle
- Lahal
- Storytelling and historical tours
- BBQ salmon demonstration
- Canoes
- Kwak'wala scavenger hunt
- Plants and medicines
- Cedar weaving and other crafts
- Literacy Bus and mother goose
- Making soapberries
- Traditional Foods cooking contests
- Traditional Foods Fear Factor



GRADUATION 2010



Grace Smith, Education Coordinator for the Gwa'Sala-Nakwaxda'xw Band presents Academic Achievement Scholarship to Daniel Harris (above) and Citizenship Bursary to Colette Child (below)



George Hunt, Namugwis, Kwakiutl Hereditary Chief, and Maggie Sedgemore, First Nations Counsellor, make welcoming address at Port Hardy Secondary graduation ceremony



Jordan Henderson—Grade 12 student designing drums

NORTH ISLAND SECONDARY SCHOOL (PORT MCNEILL)

North Island Secondary School is continuing to work with First Nations students and parents to make the students' five years at NISS very positive ones. We began the school year with anti-racism workshops presented to students by Gloria Cole and Margery Dumont. The Aboriginal students' focus group has continued this school year, where a student group sits down with the Principal and the First Nations In-School Support workers and we discuss items and concerns of common interest. A group of teachers went to Alert Bay twice this year to meet with parents, and once to meet with the staff at the T'lisalagi'lakw School who work with the Grade 7 students who will be at NISS next year. We plan to continue with more visits to Alert Bay next school year. We are seeing the academic gap between non-First Nations students and First Nations students narrow considerably in the areas of Science 10, Math 10, English 12, and BC First Nations Studies 12. Our school goals of reducing the gap between First Nations student achievement and non-First Nations student achievement and improving students' understandings of other cultures and ethnicities are a priority and we look forward to building on the strengths we are seeing this school year. We're grateful for the ongoing support and guidance of our two First Nations In-School Support workers, Pearl Brotchie and Lacey Perreault, who both bring valuable skills to our school. With your help, we're working to make the NISS experience better and better each year. We wish to thank the students, parents, elders, and community for helping us to accomplish this.



Students from Alert Bay taking the foot ferry to and from school each day



Maia Rardon with her winning Racism Poster



Principal, Lauren Deadman, congratulates students for their hard work, making the honour roll—Term 2

Lauren Deadman,
Principal,
North Island Secondary School

NORTH ISLAND SECONDARY SCHOOL (PORT MCNEILL)

This year has been an eventful year; it started out to be too busy for one person, I (Pearl Brotchie) was the only First Nations Support Worker until Lacey Perrault joined me in November, and from then on I felt more assured our students were getting the best services.

One of the biggest and important roles as First Nations Support Workers is we are the liaison between parents and teachers. We are also in classrooms supporting students with their school work and making sure they are on task. In addition we monitor student's grades and attendance to keep them on track. We also sit on the school based team.

In the beginning of every year we make sure our new grade 8's are making a comfortable transition and get them familiar with our program. Closer to the end of the year we spend a lot of time with our First Nation grade 12's to help them with scholarships, transition plans and post secondary applications.

Furthermore, we provide a healthy lunch program in our First Nation's room; this is if they forget to bring a lunch. We also have computers and workspace during lunch if they need to do any school work or projects.

One of the events we are proud of and feel has been successful this year was taking our grade 12's to the Aboriginal Day at Vancouver Island University. This experience gave them a feel for college life, and allowed them to get familiar with the university as well as to meet First Nations resource people. I feel they conquered any fears that they may have had about college.

At the end of every semester we host a lunch for our First Nations honour-roll students. We feel this motivates and makes students feel proud of their accomplishments.

This year, Lacey and I, along with a few of our teachers and our principal, visited Alert Bay for parent teacher interviews. This makes it easier for parents so they don't have to travel to the school or leave work. The two times we had these interviews they were very successful and parents were grateful to the school for the extra effort and helping to make it a little easier for them.

We also offer and encourage different speakers or workshops that will benefit our First Nation's students.



Honour Roll Luncheon Term 1



Lunch Program



Lacey Perreault encourages students in a workshop with students

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

ABORIGINAL ROLE MODEL 2010
NORTH ISLAND SECONDARY SCHOOL (PORT MCNEILL)

Each time I achieve a goal, I feel successful. This feeling is rewarding and keeps me motivated to accomplish more in my life. I have been on the honour roll for all of my high school years and I still strive to exceed expectations. While school can be very stressful at times I always remember why it's important to me. An education is very rewarding and will help me succeed in the future. I believe the key to succeeding at school is going to class and using class time to finish work. I take advantage of breaks and lunch by using that time to socialize with my friends.

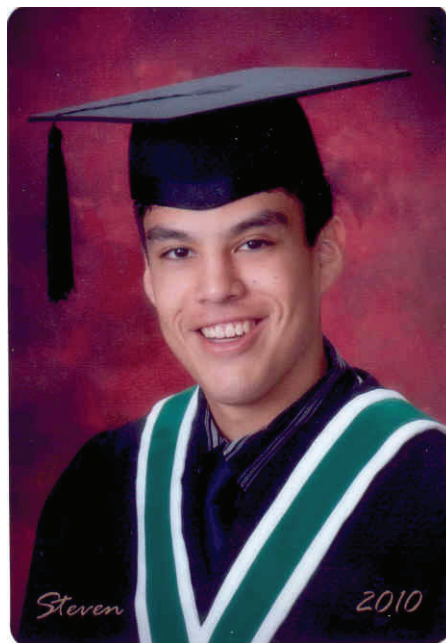
School is my priority, but I make time for extracurricular activities which also contribute to my healthy, balanced lifestyle. I participate in sports, such as soccer and volleyball on the school team. This allows me to socialize, have fun and stay physically fit. I love experiencing new things and expanding my knowledge. I ran with the Olympic Torch in February, which was an amazing experience. It showed me that, as long as I have motivation, I have the potential to do anything. I think it is important that everyone sees this in themselves because we should make the most out of life, as we only get one chance to live.



Christine Gullstrom holding torch during the Olympic Torch Relay

Christine Gullstrom,
Grade 11 Student,
North Island Secondary School

GRADUATE 2010
NORTH ISLAND SECONDARY SCHOOL (PORT MCNEILL)



I am graduating from North Island Secondary School this June and will be attending Vancouver Island University next fall. I am going into the Bachelor of Arts program which will help me towards my goal to become a Teacher. I would like to become a Teacher to be a part of the solution to better the First Nations people's marks and attendance in school.

I am part of the 'Namgis Youth Council. I am also involved in the Youth Soccer League in my area, as well as men's soccer. I play with my home town's team. Last June I won the 'most up and coming player' award at the June Sports soccer Tournament in Alert Bay.

To become and maintain the status of a 'successful student' I believe you need to show up on time for class, co-operate, and do your work.

Throughout high school, I have showed up to my classes on time and co-operated with all of my teachers and did the majority of the work. I believe you have to show up on time to class to be able to do the work successfully.

I believe for one to succeed in school, one needs to have the love and support of friends and family. I am lucky to have both of these and am very thankful for it.

Steven Smith
Grade 12 Student
North Island Secondary School

PORT HARDY SECONDARY SCHOOL (PORT HARDY)

At PHSS we have a three person First Nations team: Maggie Sedgemore, Shyla Hunt and Jim Jones. Our main roles are: Maggie - counselling; Shyla - classroom support; and Jim - homework block support/facilitator. But, we all wear a number of hats throughout the week while assisting in various First Nation generated programs.

The food program, managed by Maggie, provides the fuel to keep young minds functioning through the day. Tuesday, "soup day," often brings together a mix of students of all heritages. Often teachers and volunteers from town as well as First Nations communities help out, joining students for food, fellowship and fun. Once each month, we have a sponsored open-house when we serve full meals to a huge proportion of our students. Sometimes Kaleb leads the students in singing and drumming afterwards. Student daily food trips to Maggie's help her to keep current with each student so that she can counsel them 'on-the-go' while giving them the comfort of having a cultural elder in residence to speak with and get hugs from as needed.

Maggie's is the hand that makes things go. Besides supervising the hungry youth, she goes out and shops for the food, finds volunteers from the communities to help with cooking and serving, invites elders to come for lunch, and raises money from the Tri-Bands and elsewhere to fund our programs. Her husband Scotty is always nearby, supplying chauffeur, cooking (our primary soup chef!), delivery and supervisory services as needed.

Maggie has helped secure extra funding for our literacy program that has allowed her to put on PAC dinners with guest speakers, support luncheons for weekly student group counselling workshops, and set up a young mothers program: "Coping with Life and Parenting". The Literacy Program funding also pays for fast food "reward cards" for students who put in extra homework time during lunch and after school with Jim. The homework room is being decorated to reflect aboriginal presence, culture and history as a cultural extension of Maggie's room which is steeped in cultural presence.

As it is often said, "it takes a whole community to raise a child". We take every opportunity to be and make the school a central place of connection in the Tri-Band community, beyond its institutional image. The reality of our work here is that we are constantly assessing the students around us in the hopes that we can intuitively give help to those that are in need each day. Each individual is different and only by establishing and maintaining relationships with as many as possible, can we hope to be there with the right words when they need us. The challenge is knowing the balance between a strong steadying hand, a soft shoulder, gentle philosophical guidance, a caring ear or ...? Aside from helping them learn, we are there helping them grow – a little each day.

We are excited about the new First Peoples English courses starting in September. We are especially gratified that students of all heritages are expressing interest in studying literary works of First Nations' authors. The First Nations Studies course has really piqued student interest in First Nations history. Maggie and Jim have participated with these classes whenever required on residential schools and traditional systems of tenure and resource stewardship. We would very much like to see a portion of the course time allotted to studying historic colonial experience in the Tri-Band region overlaid on the wider provincial focus of the course.



Maggie's (Sedgemore) room

Jim Jones, BSc., MA
Native Support Program,
Port Hardy Secondary School



Jordan Henderson

EKE ME-XI ALTERNATE SCHOOL (PORT HARDY)

The Eke Me-Xi Program is an off campus, alternative learning environment for Port Hardy Secondary students located on Tsulquate reserve. Eke Me-Xi has been in operation for twelve years and is a tri-band (Kwakiutl Band, Gwa'sala'Nakwaxda'xw Nation, and Quatsino First Nation) initiative with School District No. 85. Approximately 20 students attend from all three local bands. This program provides a flexible timetable with self paced courses. Eke Me-Xi offers English, Math, Science, and Social Studies for grades 8 to 10. At Eke Me-Xi one will find a supportive setting where students experience social, emotional and academic success. Students attending Eke Me-Xi have access to Port Hardy Secondary facilities and services (ex. counselling, sports teams, workshops).

Goal One: The students will feel an increased sense of belonging & respect through their school experience.

- Provide a safe, welcoming and nurturing environment
- Foster positive relationships with students and parents
- Students work with local Elder Group
- Staff have cultural awareness and use positive reinforcement
- Students and staff cook lunch and invite parents, siblings and grandparents
- Students are free to eat throughout the day
- Class attends community events
- Staff displays continuous respect and support to students
- Students participate in cleaning the outside and inside of school



Goal Two: Increase the number of Aboriginal students with academic success.

- One to one support before, during and after school
- Preparing students for transition to Port Hardy Secondary School
- Offer Aboriginal content in curriculum
- English Skills Development offered
- Daily academic tracking
- Communication with parents regarding attendance and student progress
- Teach and role model life skills
- Provincial exam preparation
- Drive students to exams and school activities
- Set academic short term and long term goals
- Encourage students to take Principles of Math and English verses Essentials of Math and Communications
- Peer support

Goal Three: All students will experience an enhanced academic environment as a result of Aboriginal content at all levels of curriculum

- Utilize Role Model Program by bringing in local Aboriginal community members to enhance learning experience
- Utilize First Nations Resource Library material
- Provide students with Novels and Short Stories with Aboriginal authors
- Network with local Band Educational Coordinators, First Nation Support Workers, Counsellors and Youth Programs

The program's staff strive to have students excel and succeed in the school system. It is our goal to have students achieve a sense of self-worth, pride, responsibility, and integrity.

Gila'kasla, from Eke Me-Xi School

Stephanie Nelson,
First Nations In School Support Worker,
Eke Me-Xi School



A.J. ELLIOTT ELEMENTARY SCHOOL (SOINTULA)

At AJ Elliott this is the first year that our school has had the services of a First Nations Support Worker.

I work with 8 students of Aboriginal ancestry, but all of the 47 students at AJES are very interested in learning about the traditions of First Nations people, including local art forms, language and culture.

In the kindergarten/grade 1 class, I am working on art projects as well as teaching them to count in Kwak'wala and teaching the colors in Kwak'wala. In the grade 2/3/4 class, I have been working one on one with some students for guided reading and to support students so that they can feel more relaxed and willing to learn. Most of my time in the grade 5/6/7 class has been spent working on the Kwak'wala alphabet and doing a unit on legends as well as history and the Bighouse.



Welcome event for Lacey at AJ Elliott



AJ Elliott student prepares to sing a celebration



Intermediate class displaying their drum design

Lacey Perrault,
First Nations In-School Support Worker,
A.J. Elliott Elementary School

ALERT BAY ELEMENTARY SCHOOL (ALERT BAY)

Walking down the hallway on a Tuesday or Wednesday your ears and body come alive from the vibration of drumming. Traditional 'Namgis songs are being beaten out on the cedar log and hand held drums in the cultural room. Strolling towards the sound, your eyes will feast on framed First Nation's artwork from local artists lining the hallways, inspiring and protecting the children. Peering into the classroom, you will see students strong in their culture, sharing their knowledge with other students. Children will be dancing, singing, drumming, repeating words to a new song, listening to a story or explanation, or reviewing. They are always engaged and eager to sit and learn from Ernest Alfred (Cultural and Language Tutor). A cultural celebration, hosted by the students in the big house, is held at the end of each year to share their learning with the community.

Access to Role Model funds this year has allowed us to bring in community members to teach drawing, salmon preparation for the smoke house, ladies dancing, plants in our environment, legend telling, and Bighouse protocols. Small groups of students receive direct support through the First Nation Early Literacy and the English as a Second Dialect program.

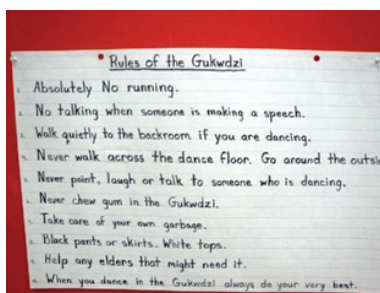
Sixty-two students attend Alert Bay Elementary School; fifty-four of the students are First Nation. All classrooms are multi-aged splits. Of the 4 full time teachers, 2 are First Nation from this area.



Ernest Alfred's Cultural Class



Jill Cook, Principal



Rules of the Bighouse



Jill Cook,
Principal,
Alert Bay Elementary School

CHESLAKEES ELEMENTARY SCHOOL (PORT MCNEILL)

Cheslakees is an elementary school located in Port McNeill. Students from Kindergarten to Grade 5 attend Cheslakees. Because of its size, Cheslakees can hold unique events for the whole school. For example, each class takes a turn throughout the year to host a school-wide assembly. Students take turns at the microphone, introducing performances from each class. At these assemblies, students are recognized for their accomplishments (Science Fair, Cross Country running, etc). Another example would be the Olympic Event celebration. Students had the opportunity to try different fun Olympic events, as well as having their photo taken with an Olympic torch bearer. At the end of the celebration, each student was honored, while holding a wooden, official-looking torch. Both of these examples help students to feel a sense of belonging and respect.

Guided reading sessions occur in each classroom. Students are placed in reading groups, according to their reading ability. Teachers provide interesting material and fun comprehension activities. There are two mornings a week where I go into the school as a First Nations Home-School Coordinator. This is, for the most part, in the form of classroom support. Focus is placed on First Nations students, but help is given to all. This creates a seamless effect, where the whole class benefits. Guided reading and First Nations support contribute to the academic success of Aboriginal students.

The Grade 4/5 class has had a particular focus on local First Nations groups. The class did a lengthy study on "My Elders Tell Me." The teacher included watching potlatch videos and inviting Kaleb Child to come to the school to do some drumming and singing and teaching students a few fun dances. This class also raised salmon in their classroom. Students learned the life cycle and the importance of the salmon to First Nations peoples. An enhanced academic environment as a result of Aboriginal content has been provided in the class.

Teachers and staff work together to ensure that all students feel pride and a sense of responsibility for making Cheslakees the terrific school that it is!



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

EAGLE VIEW ELEMENTARY SCHOOL (PORT HARDY)

Success for our students, both academically and personally, is a collaborative effort. Teachers, administrators, counsellors, other support workers and staff, as well as the First Nations Support Workers, work together to try and meet the goals set out by the Aboriginal Enhancement Agreement for each individual child.



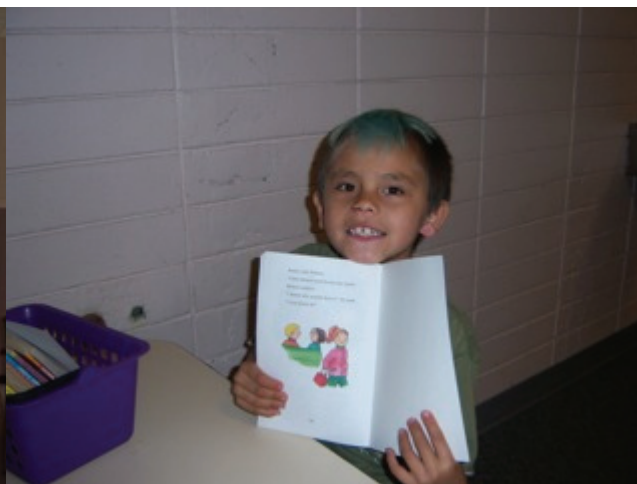
After one of our students experienced the loss of a loved one the students and staff came together to create this beautiful quilt. It is the "hug" of friends and the way that we can show him our support and how important he is to our school, and our community.



Miranda and Rebecca fell in love with the Twilight Series like many students their age, but with the help of their support worker and the library, they had an opportunity to learn about the real places/cities in the series and started to discover Italy, Port Angeles and the La Push Territory as they are today. Taking their education one step further.



Memorizing lines, props, stage management and decorating; this year a number of our students are actively involved in creating a spectacular drama performance which has become a chance for the students to work together and be involved in something very positive within the school.



Those who are lucky enough to hear Keshawn's reading will easily see that he has an eye and ear for patterns and things that are the same or different; this makes any reading experience that much more involved and so much more fun.



Reading enhancement is a big part of encouraging success for our students.

EAGLE VIEW ELEMENTARY SCHOOL (PORT HARDY) continued



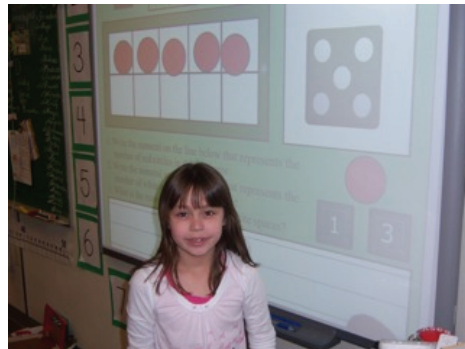
Kiana is very excited for the beginning of grade 8 next fall; to prepare she has been working hard with her First Nations Support Workers on her language arts and mathematics.



Watering the plants is just one of the ways in which our students take ownership of our school.



Supporting writing and reading has been a focus for Tyler's teacher and support workers; Tyler describes his teachers unique approach of taking what he learns and recording his work on the computer for him to hear back as "more fun" then just writing it down on paper.



The smart-board adds another visual dimension to learning mathematics and language arts. Many students benefit from this visual form.



These grade 3 students are frequent visitors to the First Nations room. Here they work in small groups as well as experience Aboriginal content in their Creative Writing and Health and Career assignments.



This year's Earth Day was celebrated with both EVES students and RSES students. It was a great opportunity for the primary students to welcome RSES students into what will be their new school next fall.

EAGLE VIEW ELEMENTARY SCHOOL (PORT HARDY) continued



This year, the Environmental Youth Conference was held in Port McNeill. Approximately one hundred students participated and a number of First Nations students were present for this excellent learning opportunity.



Library Club is an opportunity for students to have input on library themes, give book reviews and learn library/research skills. They also are responsible for sections of the library; thereby putting all of their library knowledge into good use. They have become advocates for student readers.



Rainbow day is an opportunity for students to celebrate the differences that can make up something beautiful. The school spirit on this day was outstanding.



Hands on science, these students enjoy learning about the world around them.

George Markides,
Principal,
Eagle View Elementary School

FORT RUPERT ELEMENTARY SCHOOL (PORT HARDY)

Fort Rupert Elementary School is located at Beaver Harbour serving the communities of Storey's Beach and Kwakiutl (Fort Rupert) Band, 10km south east of Port Hardy. Of the 55 students enrolled in April, 2010 37% report Aboriginal ancestry. All students in grades 3 through 7 participate in 2 hours of Cultural instruction per week. Primary students receive 1 hour of Cultural instruction per week. In our School's Cultural Program, students have the opportunity to engage in learning about the Kwak'wala language, drumming, traditional songs and dancing, legends and traditional arts and crafts.

Goal 1: The students will feel an increased sense of belonging and respect through their school experiences.



Leadership: Max Johnson selling popcorn at Spring Cocoa House.



Leadership: President Jack Vangraven, and Vice-President, Danielle Dawson of the 2009/2010 Student Council.



Celebrating Multicultural/Diversity Week:

The school hosted a multicultural Thanksgiving lunch. All 55 students, plus our guests from the Wagalus School in the Fort Rupert village, engaged in socializing, eating, singing and a beach scavenger hunt.



FORT RUPERT ELEMENTARY SCHOOL (PORT HARDY) continued

Goal 2: The number of aboriginal students with academic success will increase.



Rocky Roberts and Jack VanGraven proudly show off their school Science Fair display on condensation. The two concluded that an umbrella cannot be used as a tool to collect condensation for drinking water.



Amika Morin, a super reader, sharing the book 'Storm Boy' with her reading partner.

Danielle Dawson, First Place in the Remembrance Day poster contest, and Third Place in Remembrance Day writing contest.



Goal 3: All students will experience an enhanced academic environment as a result of Aboriginal content at all levels of curriculum.



Salmonid Enhancement Program—Students participate in raising salmon in the classroom. They celebrate their success and learning by participating in the Earth Day salmon fry release at Wawis Creek, witnessing a traditional blessing of the fry and creek prior to the release. We are thankful for the hard work of the Kwakiutl Fisheries for organizing this event.



Teacher, Holly Williamson and McKenzie Brotchie reading First Nations themed books.

Christina MacDonald,
Principal,
Fort Rupert Elementary
School



Bea Wadhams works as in-class support, as well as liaises with home and teachers on how to assist First Nations students with their learning. As the Cultural Teacher, Bea provides learning opportunities to all students during cultural classes.

ROBERT SCOTT ELEMENTARY SCHOOL (PORT HARDY)

We keep busy! The RSES First Nations Support Worker (FNSW) can be found in classes supporting students and staff, in their room working with or just hanging out with students, as well as in the halls catching up with students and building supportive academic and personal relationships. In following the goals set out by the Aboriginal Enhancement Agreement, we work hard to make the most out of the moments we have with each individual child. However, the success of our students does not rest on the shoulders of the FNSW alone; it is a collaborative effort with teachers, other support workers, counsellors and administration that leads to our student's meeting the three goals.



Homework Zone is an important way in which the First Nations Support Workers can help reinforce classroom work and help students ensure they are getting the most out of their schooling. These grade 7's have become frequent visitors of the Homework Zone and have been working hard to make their last year of elementary school count.



These students benefit from extra support when working on mastering their math skills.



Language is a big part of any culture, and we try to weave traditional language where possible. Here Andrice, Helen, Cecil and Erin have worked hard to create a writing assignment for Duck Soup that uses traditional language in the form of colors.



Thlia's strengths are revealed in her writing. After reading a few sentences, it's easy to see that her English skills form a foundation for her writing.

ROBERT SCOTT ELEMENTARY SCHOOL (PORT HARDY) continued



Lorraine and Andrice are often down in the First Nations Room for extra help, but they both also really enjoy coming down and learning new pieces on the piano. They enjoy the success of completing a piece without mistakes.



Success for many of our students also comes from learning various life skills.



Transitions can be difficult, so we worked hard at providing opportunities for our students to visit the high school. A group of us went up to meet next year's First Nations Support Workers and Counsellor at PHSS. Then the entire class took part in an Open House celebration hosted from Maggie Sedgemore's counselling room.



More than just a color, we talk about being true to all parts of ourselves, and honouring our past.

ROBERT SCOTT ELEMENTARY SCHOOL (PORT HARDY) continued



One of our first place winners for the Science Fair 2010, her research project was on Energy Drinks.



Lalah tournaments are great opportunities to include more traditional learning to not only our First Nations students, but to their peers; thereby creating an environment that unifies them in play and respect for one another.



Another excellent reader who benefits from some one-on-one time with a FNSW.



This year, not only are the grade 7's making a transition to a new school, but the rest of the students as well. So we wave goodbye to our past and wave to the future at our new combined school with Eagle View Elementary students.

Krista Minar,
First Nations In-School Support Worker,
Robert Scott Elementary School

SEA VIEW ELEMENTARY SCHOOL (PORT ALICE)

K/1/2: This year at Sea View School we took advantage of the Aboriginal Role Model programme and had Coreen Child visit our class on 3 separate occasions. I arranged with the other teachers to pair the 1/2 and 3/4 classes together and then the 5/6 class came afterwards. She taught the students some words in the Kwak'wala language, songs and dances. She brought regalia for them to handle and drums to play. She told the story of her family blanket, and of the history of Fort Rupert. The students and teachers were engaged and impressed.

Respecting diversity, each other and ourselves is the foundation of this class. I plan on taking my students either to Fort Rupert or Alert Bay this spring so that they can visit a Big House.

I know that in the 3/4 class my students have learned a lot about salmon from a scientific perspective and a cultural one as well.

3/4: The grade 3/4 class learned about the First Peoples' and the environment.. They researched the environments in the four major regions in BC; Subarctic, Arctic, Plateau and the Northwest Coast. Using their knowledge, the students made models and wrote reports about how the groups would use the environment to meet the basic needs of water, food, shelter and clothing. The students did an amazing job. Their models were detailed and reports well organized.

5/6: The grade 5/6 class was involved with the presentations from Coreen Child on 3 separate occasions. Basic Kwak'wala words of greeting and thanks, singing and drumming, and discussions with viewing of regalia and traditional dress were just some of the concepts covered. The students have also done a fairly extensive coverage of the historical First Nations' roles in the early development of Canada. This was covered through their Social Studies curriculum.

7/8/9: The Jr. Secondary classroom (grades 7—9) is just completing a science unit on Ecosystems. In addition to various activities, students worked from the Science Probe 7 textbook which promotes the First Nations' perception of nature as one which enhances sustainable practices.

In our classroom library, there are novels with First Nations characters, as well as novels written by First Nations authors. A number of these have been read and discussed by students in our class "Book Talks".



First Nations
Role Model
Program
Visit to Sea
View Element-
ary Jr./
Secondary.
Yakawilas—
Coreen Child



Shannon Shields,
Principal,
Sea View Elementary/Jr. Secondary School

SUNSET ELEMENTARY SCHOOL (PORT MCNEILL)

Sunset Elementary is an elementary school for grades K-7. It is located in Port McNeill with a beautiful view of the ocean and the mountains. There are about 240 students in attendance, including 27 children of aboriginal ancestry. Sunset is working hard to meet the Aboriginal Enhancement Agreement's goals in the following ways:

Goal 1: The students will feel an increased sense of belonging and respect through their school experience.

- student photos on display in F/N room
- F/N students had a pizza lunch together
- multi-cultural fashion show and potluck dinner
- Diversity week celebration for entire school
- being on Students Council
- town clean up participation on Earth Day
- acknowledgement of birthdays at school-wide assemblies
- hamper drive within the school of members of the community
- intermediate classes are buddies to primary classes
- breakfast program

Goal 2: Increase the number of Aboriginal students with academic success.

- use of school planners for students on a daily basis
- tracking attendance
- work completion times with students for missing assignments
- gathering homework for absent students
- student-led conferences
- home-school coordinator at school 4 day/week
- transition meetings/events for grade 7s heading to the high school

Goal 3: All students will experience an enhanced academic environment as a result of Aboriginal content at all levels of curriculum.

- use of the Role Model program to bring in local Aboriginal community members
- use of resources from the F/N library
- brought in drummers/singers from Eke Me-Xi school to teach dances
- use of F/N art to make home reading charts
- F/N content is included in Multi-cultural Studies
- brought in local elder to show students how to make cedar bark roses
- raising salmon in the classroom to be released in the spring



Students and staff at the multi-cultural fashion show, representing Canada



Mrs. Ellis' kids at Sunset School

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