

ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT SCHOOL DISTRICT NO. 85

REPORT FIVE 2010/2011



TABLE OF CONTENTS

Introduction to Aboriginal Education.....	Page 1
Territorial Map of Kwakwaka'wakw Territory.....	Page 2
School District No. 85 Area Map.....	Page 3
Big House Framework	Page 4
EA District Overview & Consultation Process.....	Page 5
Enhancement Agreement Goals	Page 6
Program Highlights	Page 7
Goal 1 Data	Page 8/13
Goal 2 Data	Page 14/24
Goal 3 Data	Page 25/27
District Leadership	Page 28/30
First Nations Support Team.....	Page 31/32
Role Model Program	Page 33
Resource Centre	Page 34
National Aboriginal Day.....	Page 35/36
Graduation 2010.....	Page 37
Aboriginal Education in Schools	Page 38/48

INTRODUCTION TO ABORIGINAL EDUCATION

Welcome to the Annual Report on Aboriginal Education for 2010/2011, 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 meeting the goals of our Aboriginal Education Enhancement Agreement (EA). This year's report marks the sixth year of our progress under the goals of our first Enhancement Agreement 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 marked the completion of the consultation and planning process towards a new draft Aboriginal Education Enhancement Agreement, the second for our district. This has been an extremely valuable process involving extensive conversations within the school district and communities around a further vision for our collective work together. We have also completed the planning and implementation phase for Introductory Kwak'wala 11 to be implemented in both of our secondary schools beginning September 2011. We have expanded our support staffing to include several new positions for the classroom and for language and cultural programs. Secondary schools in our district offered the English First Peoples courses for grade 10, 11 and 12 using different delivery models.

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

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



District Demographics

Targeted Funding is based upon our enrolment of students who are of Aboriginal Ancestry, 524 Full Time Equivalent (FTE) (2009/2010). These funds support both school based and district based initiatives and include 18 positions across 11 schools: 9 In-School Support positions; 2 Home School Coordinators; 2 Language Cultural Workers; an Aboriginal Counsellor; a Connections Worker, a part-time Early Literacy Teacher position; a part-time Secretary; and a part-time First Nations District 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:

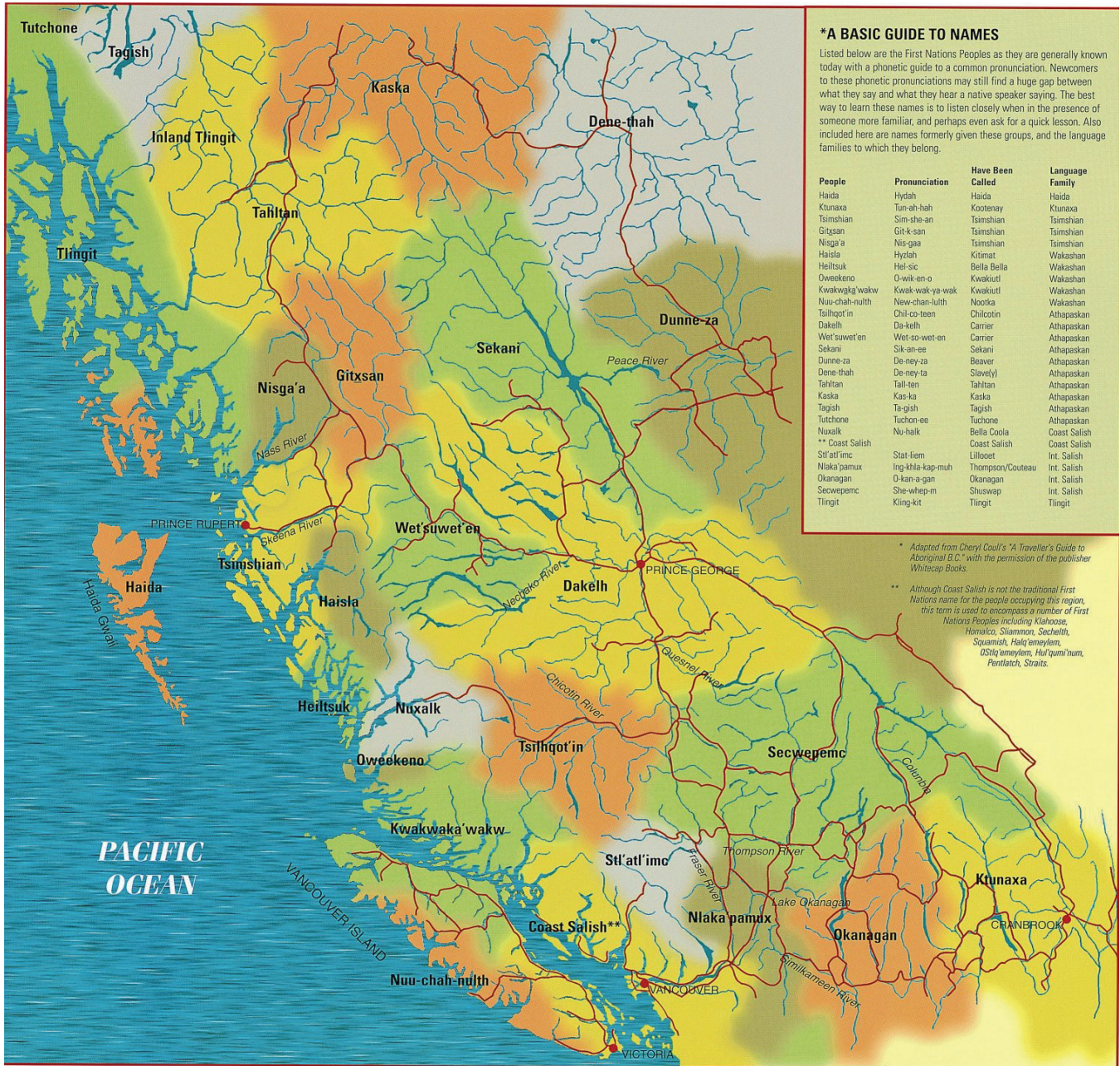
The population of Vancouver Island North is 11,651 (Mount Waddington Regional District 2006 Census). This represents a decline of 1,460 from the 2001 Census.
Aboriginal population is 2,730 (2006 census figures)

2010/11 School District Demographics:

Approximate student population is 1,546
33% Aboriginal ancestry, 546 students
9 elementary schools (K-7):
1 elementary junior/secondary school (K-10)

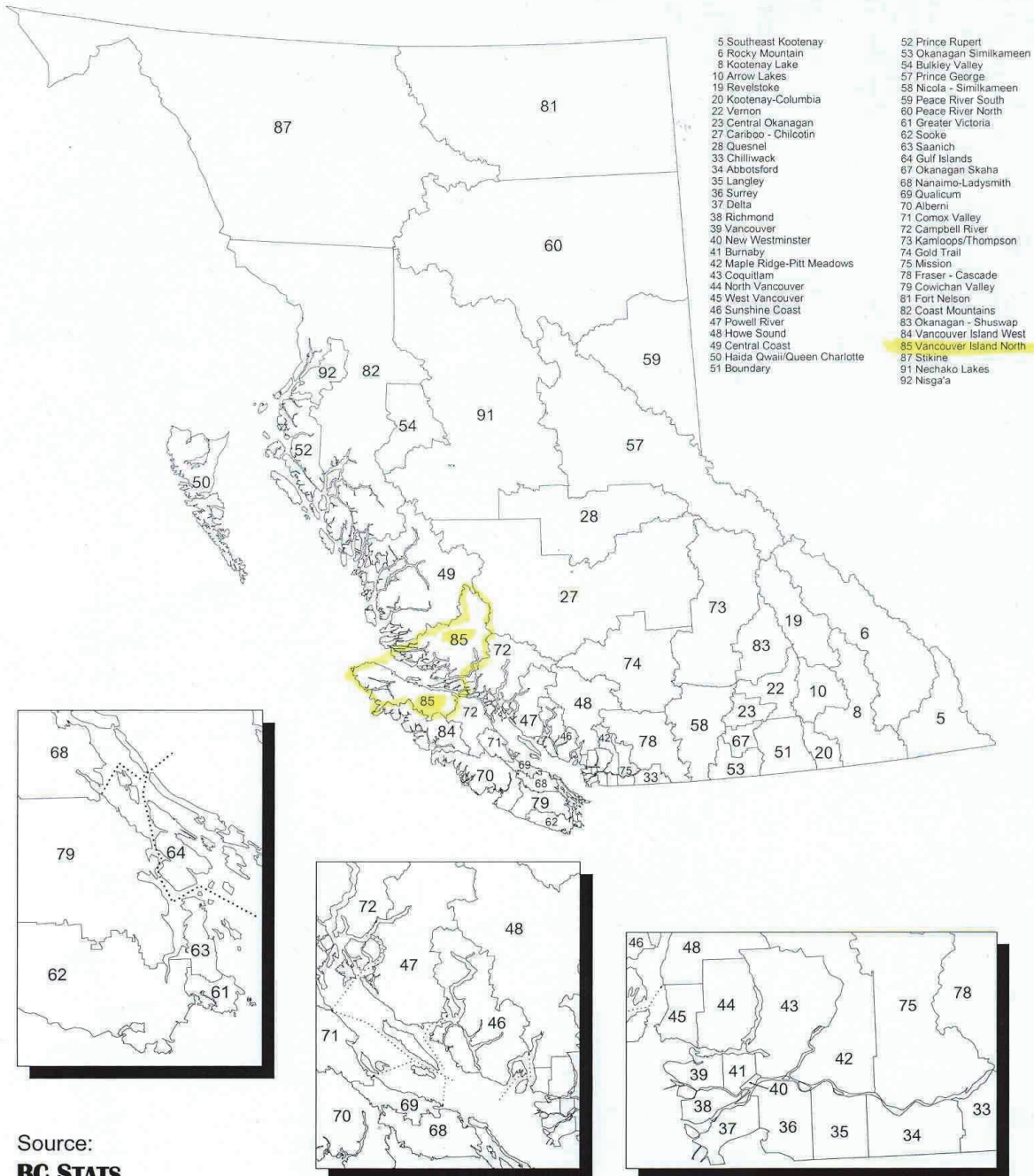
TERRITORIAL MAP OF FIRST NATIONS IN BC

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



SCHOOL DISTRICT NO. 85

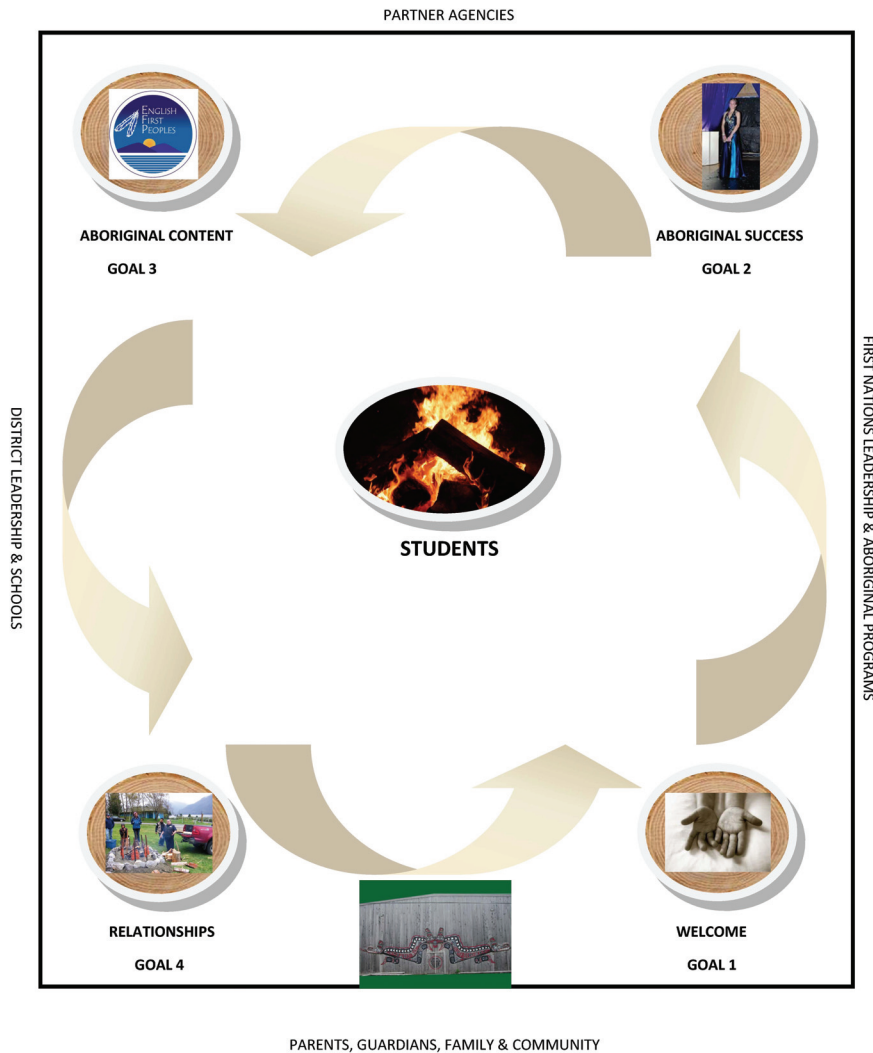
British Columbia School Districts



Source:
BC STATS

BIGHOUSE FRAMEWORK

GUKW'DZI—BIGHOUSE FRAMEWORK



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

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, 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.

ENHANCEMENT AGREEMENTS DISTRICT OVERVIEW

In 2003, the First Nations Education Council (FNEC) embarked on a two year journey to create the first Aboriginal Education Enhancement Agreement (EA) for our district. 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. This collaborative model has continued each year and has become a stronger focus for our work together. We are once again proud to submit the fifth report on Aboriginal Education for the 2010 – 2011 academic year.

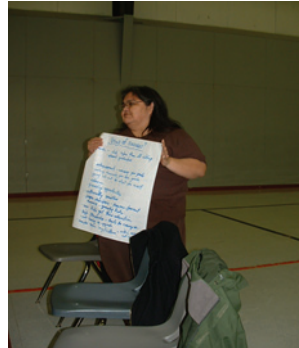
The format for each report has changed slightly from year to year to reflect our ongoing strengths and challenges. This report outlines our actions and recommendations to be carried out by First Nations programs, schools, FNEC partners, and Aboriginal communities to continue to support and improve the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



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



Alert Bay Community Forum
April 19, 2010



Quatsino Community
Forum
March 30, 2010



Kwakiutl Community Forum
March 31, 2010

CONSULTATION PROCESS

September 2009 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 also held at both high schools with grade 8—12 students. First Nations support staff conducted their own review of the strengths and challenges of our programs and provided guidance and perspective to the process.

This year, further consultation with school principals has been a priority as well as discussions with the District Leadership Team in order to identify systemic strengths and challenges. A highlight of this work has been the emergent theme around relationship building and partnerships that we intend to identify as our 4th Goal and continuing vision toward our next Aboriginal Education Enhancement Agreement.

ENHANCEMENT AGREEMENT GOALS

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



Kwak'wala Language and Cultural Worker—
Harold Nelson working with students at Fort
Rupert Elementary School

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



Natalie Hunt, 2010 graduate receives Aborigi-
nal Student Scholarship from Hereditary Chief,
Arthur Dick Sr.

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



Ross Hunt shares history and techniques used to barbeque salmon at
the Annual Get Out Youth Conference at Sea View Elementary Jr./Sec
in Port Alice.

FIRST NATIONS PROGRAM HIGHLIGHTS

2010/2011 GROWTH AREAS

- Grade 2 PM Benchmarks
- Consistent achievement levels in English 10, Science 10 and Social Studies 11
- Increased achievement results in Principles of Math 10
- Increased achievement results in BC First Nations Studies 12
- Increased achievement results in English 12
- 2 year trend in social responsibility—100% of grade 12 Aboriginal girls believe that students of different races get along with each other at their school



2010/2011 CHALLENGE AREAS

- Attending school regularly for some secondary school students
- Secondary students choosing and maintaining an academic program in order to increase post secondary options after high school
- Parent and family involvement
- Decrease in 6 year completion rate from 57% - 50% (2009/2010)



GOAL 1 - DATA

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

RATIONALE:

An enhanced school environment creates an atmosphere of success by increasing the 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
2009—2010	Not reported by Ministry	

PERFORMANCE INDICATORS, AND TARGETS:

Result/Trends – Results are not available through Ministry data analysis as participation by Aboriginal parents is not separated from all parent participation results. Due to low participant numbers and other limiting factors, in 2011 we will initiate our own district survey specific to First Nations Programs in order to increase participation and feedback from Aboriginal parents.

Target - Increase participation of Aboriginal parents in the survey.

Actions:

First Nations Programs:

- First Nations staff to follow-up school-by-school and promote the new survey.
- Create and distribute promotional information about the survey to all FNEC groups, schools, band offices and other partners.
- Include reminders to families to complete the surveys via school newsletters.

School:

- Complete new First Nations survey for all students.
- Continue school incentives for students and parents to complete surveys.

Partner Groups/Communities:

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

GOAL 1 - DATA

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

RATIONALE:

An enhanced school environment creates an atmosphere of success by increasing the 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 students with fewer than 10 days of unexcused 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
	Gr. 6 <10 Absences	Gr. 7 < 10 Absences	Gr. 6 with 0 Absences	Gr. 7 with 0 Absences	
2009—2010	11/33 37%	14/27 52%	2	0	
2010—2011	10/20 50%	16/33 49%	0	0	

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 50% of grade 6 & 7 students of Aboriginal ancestry have less than 10 unexcused absences.

Actions:

First Nations Programs:

- First Nations support staff to continue to liaise with families and communities to support student attendance.
- First Nations support staff to send monthly secondary student attendance reports to communities.

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:

An enhanced school environment creates an atmosphere of success by increasing the 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 unexcused absences to fewer than 10 days 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%	
2009—2010	Data not available		n/a	n/a	Transition to BCeSIS
2010—2011	77/242 32%		NISS 31/91 34%	PHSS 46/151 31%	

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. BCeSIS has provided us a more timely and accurate way to monitor this target.

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."
- Monitor all Aboriginal student attendance regularly and liaise with schools and communities via Education Coordinators on a monthly basis.

Schools:

- Continue to host grade 7 students at special events at secondary schools.
- School Counsellor 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.

GOAL 1 - DATA

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

RATIONALE:

An enhanced school environment creates an atmosphere of success by increasing the 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%					Target met for grade 7
2009—2010	Gr. 3/4 78% Gr. 7 73%					Target not met
2010—2011	Gr. 3/4 78% Gr. 7 84%					Target met for grade 7

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 81% of elementary students responded positively in the area of respect for diversity demonstrating a positive trend

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 Tzulquate, baseball tournament at Fort Rupert Elementary School, and the Cultural Celebration at Alert Bay 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 and in a variety of settings.
- Elementary school Cultural Workers to work closely with language/cultural programs at Band Schools to share curriculum ideas.
- Continue to utilize services of FNEESC and BCTF for resources and professional development. (Eric Wong and Marjorie Dumont)

GOAL 1 - DATA

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

RATIONALE:

An enhanced school environment creates an atmosphere of success by increasing the 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. 9 75% Gr. 12 74%			Students of different races work out problems with each other in peaceful ways at my school.		New survey baseline data. % of students reporting 'many times' or 'all of the time.'
2008-2009	Gr. 9 77% Gr. 12 83%					
2009—2010	Gr. 9 65% Gr. 12 80%					
2010—2011	Gr. 9 59% Gr. 12 83%					Grade 12 target met

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – Target has been met for grade 12 students only, as grade 9 student results decreased.

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 District 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:

An enhanced school environment creates an atmosphere of success by increasing the 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)		
2009—2010	93% (female and male)		Target met

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – transitions from grade 10 to grade 11 are high but greater challenges from grade 11 to 12 and successful completion of grade 12 will become our new student transition focus area.

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 to ensure students 'opt-in' for the best educational courses and encourage those students who 'opt out'; include consultation with parents.
- Schools to investigate transition issues at the secondary 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.

GOAL 2 - DATA

Increase the number of Aboriginal students with academic success.

RATIONALE:

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

To increase the number of Aboriginal students completing graduation with a BC Dogwood diploma within 6 years of entering grade 8.

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%	
2009—2010	50%	77%	Target not met

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 50% of Aboriginal students received a Dogwood Diploma last year, a decrease of 7%. Non-Aboriginal student grad rates have also decreased by 7%.

Actions:

First Nations Programs:

- Promote the Ministry of Education and BCTF Aboriginal workshops and/or coursework for teachers.
- Implement Kwak'wala and English First Peoples 10—12 courses at both high schools.
- Offer professional development opportunities using Kwak'wala and English First Peoples 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 career options, study skills, and other best practices to improve performance of Aboriginal students.

GOAL 2 - DATA

Increase the number of Aboriginal students with academic success.

RATIONALE:

To 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 participation each year by 3%.			
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%	
2009—2010	23	22%	Target met

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 23 grade 12 Aboriginal students enrolled in English 12 showing consistent participation over past years.

Actions:

First Nations Programs:

- First Nations Staff to support students and encourage participation in English 11 and 12 and EFP11 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.
- Continue to offer and support First Peoples English 10—12 courses.

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:

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

Increase students completing English 12 with C+ or better			
TARGET— Increase performance to 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%	Target met
2009—2010	10	43%	Target not met

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 10 students achieved a C+ or better in English 12 out of the 23 students enrolled last year, indicating a positive 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:

To 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%	
2009—2010	28/64	44%	25/28	90%	

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 28 students participated in Principles of Math 10 last year indicating the highest levels of participation and achievement.

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:

- Continue to 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:

To 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%	Target met
2009—2010	Msk	Msk	

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – District data does not match information from the Ministry regarding Aboriginal student enrolment in Communications 12, further investigation required.

Actions:

First Nations Programs:

- 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 in mainstream English and Communication courses.

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:

To 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
2009—2010	Not available	Transition year to BCeSIS
2010—2011	6	Target not 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
2009—2010	Not available	Transition year to BCeSIS
2010—2011	7	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	
2009—2010	Not available	Transition year to BCeSIS
2010 —2011	7	Target met

GOAL 2 - DATA

Increase the number of Aboriginal students with academic success.

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – Increasing Aboriginal student participation in the sciences continues to be a focus at both high schools.

First Nations Programs:

- Schedule First Nations Support Workers in Science classes
- All First Nations staff and school counsellors to advise students that Science 10 and further science courses are key to graduation and post secondary entrance for certain career choices.
- Explore online program opportunities and Distributed Learning opportunities for courses that can't be offered due to low enrolment.

GOAL 2 - DATA

Increase the number of Aboriginal students with academic success.

RATIONALE:

To 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%	
2009—2010	28/64	44%	25/28	90%	Target met

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%	
2009—2010	43/64	68%	38/43	89%	Target met

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 90% pass rate for Principles of Math 10 and 89% pass rate for English 10 last year, including an increase of 52% in the pass rates in Math and 28% in the pass rate in English over the past 6 years. There is also an increasing trend of Aboriginal student participation on the Math 10 (Principles) and English 10 Provincial Exams. This data is a highlight for our district.

GOAL 2 - DATA

Increase the number of Aboriginal students with academic success.

RATIONALE:

To 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 participation in the 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%	
2009—2010	45/64	71%	41/45	92%	Target met

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 92% of Science students achieved a passing grade last year. Participation on the Science 10 Provincial Exam continues to be a focus area.

Actions:

First Nations Programs:

- Provide First Nations Staff support to Science 10 classes.

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:

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

To increase Aboriginal grade 7 Numeracy Foundation Skills Assessment (FSA) results.

TARGET—To increase success 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%
2009—2010	38	89%	9	24%
2010—2011	23	66%	7	21%

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends – 66% of Aboriginal grade 7's participated in FSA, with 21% meeting expectations in numeracy indicating a downward trend in student success rates over the past 6 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.

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:

To 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%
2010—11	17/25	68%	15/25	60%

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.

GOAL 3 - DATA

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

RATIONALE:

Aboriginal content in all curriculum areas will increase respect for Aboriginal cultures, values, history of our local communities and increase sense of belonging for our students.

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	12	27
2010—11	23	9

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends— Our District has a strong program entrenched in both high schools. This years focus will be to incorporate more local content into the course curriculum.

Actions:

Schools:

- Utilize First Nations Role Model program, visit communities and plan class field trips.
- Increase 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:

Aboriginal content in all curriculum areas will increase respect for Aboriginal cultures, values, history of our local communities and increase sense of belonging for our students.

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	2010/11
Aboriginal Students—minimally meets, fully meets, exceeding expectations.						
Grade 3	89%	91%	86%	79%	88%	74%
Grade 6	78.5%	80%	79%	67%	88%	81%
Grade 9	55.5%	59%	83%	59%	81%	62%

PERFORMANCE INDICATORS AND TARGETS:

Result/Trends— DART results have dropped by 14%, 7% and 19% respectively in the past year, resulting in discussions around consistency of administering DART and how we create assessments that accurately reflect students ability in reading.

Actions:

Schools:

- School incentives to include books and literature prizes for participation in SSTARs (Successful Strategies to Achieve Reader Success) initiative.
- Teachers to use teaching materials that are culturally relevant at all levels.
- Continue SSTARs (Successful Strategies to Achieve Reader Success) initiative with teachers to encourage and promote reading strategies for a variety of levels.

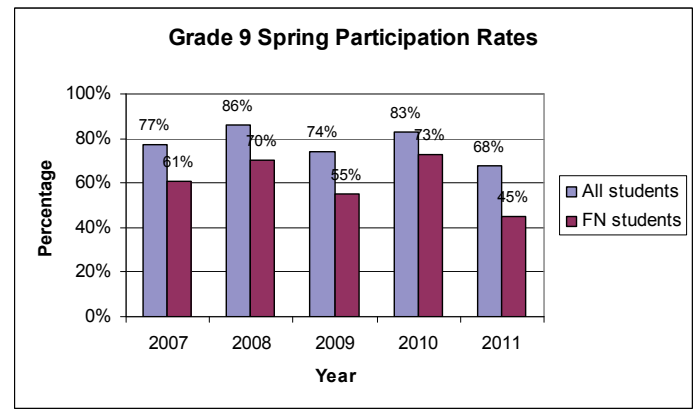
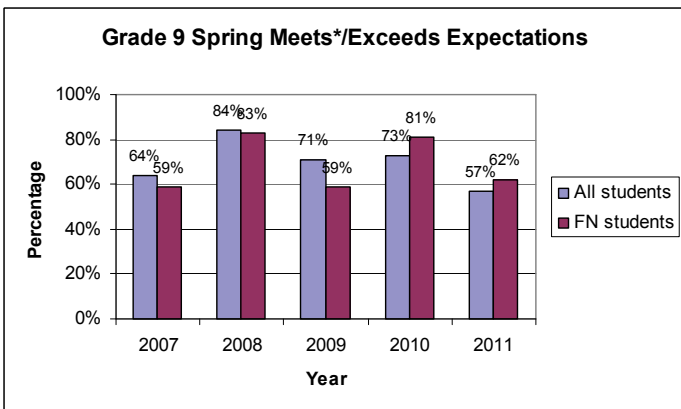
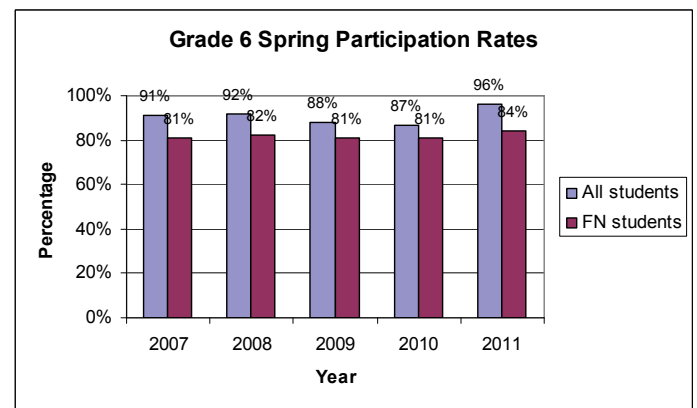
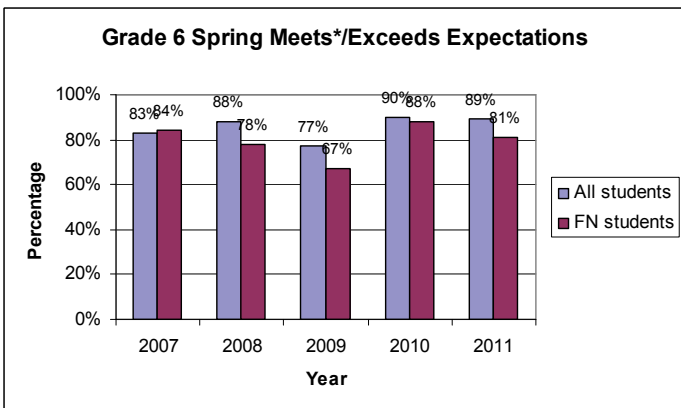
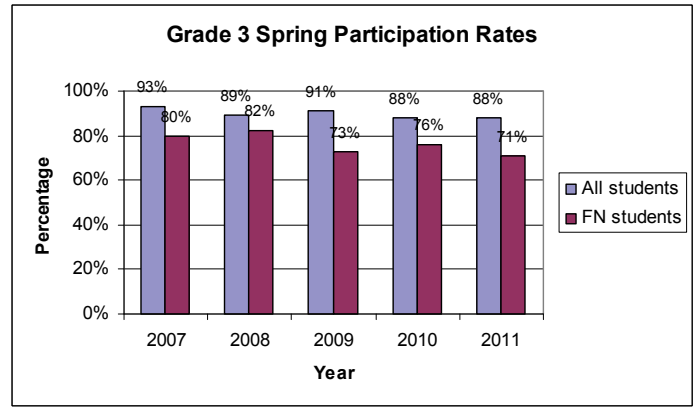
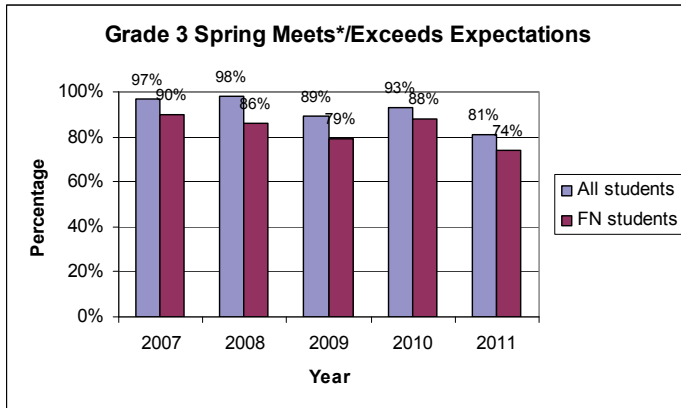
District:

- District Support Teacher investigating a new reading assessment model for DART at secondary grades.

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



DISTRICT LEADERSHIP & ABORIGINAL EDUCATION



First Nations Education Council 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
- School District No. 85 leadership representatives

PURPOSE

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

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
Wilma Mack	Band Manager	Quatsino First Nation
Danita Schmidt	Education Coordinator	Quatsino First Nation
Peggy Svanvik	Elder	'Namgis Elder
Janet Hanuse	Executive Director	Sacred Wolf Friendship Centre
Charles Willie		First Nations Parent
Charlene Miller		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	Home School Coordinator - 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	Vice Principal—Eagle View	School District No. 85
Jillian Walkus	Teacher/VINTA	School District No. 85

DISTRICT LEADERSHIP & ABORIGINAL EDUCATION



Kathy Bedard,
Superintendent of
Schools

As I look back on the work done to realize the goals of our first Enhancement Agreement, I ask this important question: "Have we made a positive difference to the learning of the Aboriginal students in our district?"

In answering 'yes' to that question, I wish to acknowledge the hard work of our teachers and staff working in Aboriginal Education, as well as the leadership of 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 all our students are learning about the history and culture of the Kwak'wala speaking people of our area.

The Language and Culture program has expanded this year to include three elementary schools. Next year we will hear Kwak'wala being spoken and sung in our high schools with the first year of Introductory Kwak'wala 11. School District events such as the Youth Environmental Conference, District Professional Development days and High School Leaving Ceremonies all begin with acknowledgement of the territory.

Early next year we will have a 'Signing Ceremony' for our second Aboriginal Education Enhancement Agreement. We look forward to a further strengthening of our relationships with our First Nations communities as we continue to work together in order to improve the education and life chances of Aboriginal students in our district.

Gilakas'la

Kathy Bedard



Katherine McIntosh,
Assistant Superintendent

The school district is commencing a second year of offering English First Peoples. We are also proud to introduce Kwak'wala language as a new course in the coming year. The school district remains committed to offering courses which are culturally relevant and include Aboriginal content.

We will continue to align resources and in-service to support current and future Aboriginal programming. This is an exciting opportunity to become provincial leaders in this growing area of curriculum.

Katherine McIntosh
Assistant Superintendent

FIRST NATIONS SUPPORT TEAM

The First Nations Support Team consists of 18 staff:

AJ Elliott Elementary School — Sointula

Claudia Maas, First Nations In School Support Worker

Alert Bay Elementary School — Alert Bay

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

Cheslakees Elementary School — Port McNeill

Janice Ellis, Home School Coordinator

Eagle View Elementary School — Port Hardy

Naomi Allen, First Nations In School Support Worker
Stephanie Nelson, First Nations Support Worker
Bea Wadhams, Home School Coordinator
Harold Nelson, Kwak'wala Language/Cultural Worker

Fort Rupert Elementary School — Port Hardy

Bea Wadhams, Home School Coordinator
Harold Nelson, Kwak'wala Language/Cultural Worker

North Island Secondary School — Port McNeill

Pearl Brotchie, First Nations Support Worker
Lacey Perrault, First Nations Support Worker

Port Hardy Secondary School — Port Hardy

Maggie Sedgemore/Brigette Avoine, First Nations Counsellor
Charles Willie, Connections Worker
Jim Jones, BSC., MA., First Nations Support Worker

Eke Me-Xi Alternate School — Port Hardy

Jamaine Campbell, First Nations Support Worker

Sea View Elementary/Jr. Sec. School — Port Alice

Ardie Bazinet, First Nations In School Support Worker

Sunset Elementary School — Port McNeill

Janice Ellis, Home School Coordinator

School Board Office — Port Hardy

Kaleb Child, District Principal, First Nations Programs
Teresa MacKenzie, First Nations Secretary

FIRST NATIONS SUPPORT TEAM



Brigette



Ernest & Karen



Ardie



Stephanie



Naomi



Charles



Jamaine



Claudia



Janice



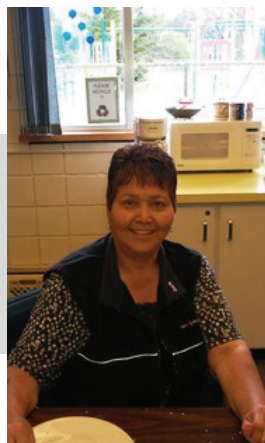
Jim



Pearl



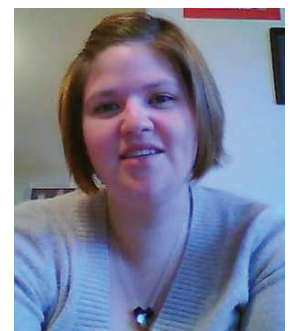
Harold



Bea



Teresa



Lacey

ROLE MODEL PROGRAM

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

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

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



Now a member of the US Air Force, Jordan Alfred returns to visit his old school, Alert Bay Elementary.



Dawn Cranmer took the students out of class to find plants to learn about their traditional uses.



A day spent cleaning up the local beach in Alert Bay.



Celebrating success at the Terry Fox Run.

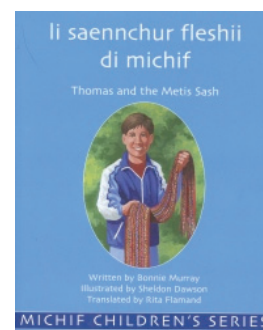
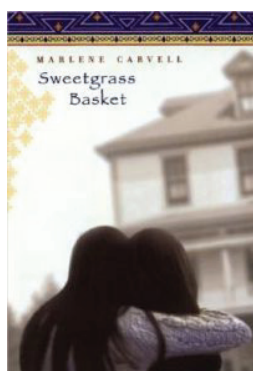
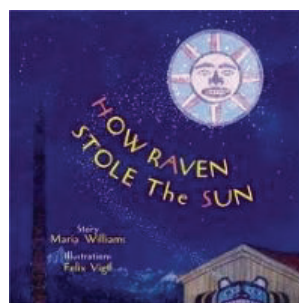
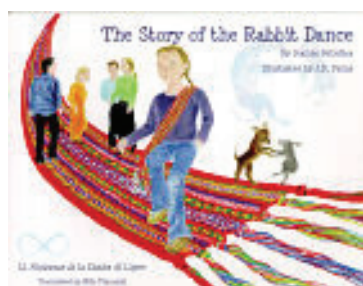
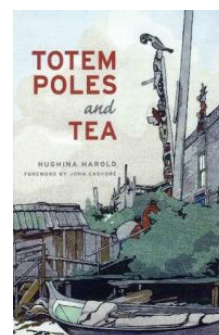
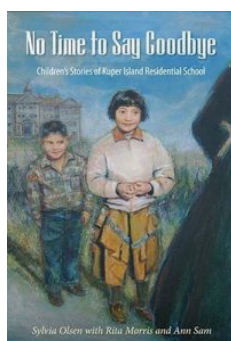
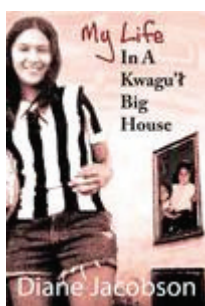


Ross Hunt shares stories with students during the 'Get Out Youth Conference' at Sea View Elementary/ Jr., while demonstrating traditional salmon barbecue.

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.



Cathie Deacon
Resource Clerk
250-949-6618 ext 2242
cdeacon@sd85.bc.ca

NATIONAL ABORIGINAL DAY



On Monday June 20th, a collective of community members, along with the Kwakiutl Band and the First Nations Department of School District No. 85 partnered with Band Schools to host the Annual National Aboriginal Day celebration. Of the 800 people that attended, over 600 were students (Kindergarten to Grade 9) from eight District schools and three Band 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
- Kwak'wala scavenger hunt
- Plants and medicines
- Cedar weaving and other crafts
- Literacy Bus and Mother Goose
- Making soapberry Ice Cream
- Fried Bread cooking contest
- Traditional Foods Fear Factor



NATIONAL ABORIGINAL DAY



Mrs. Ellis and Grade 5 students from Sunset Elementary School entertain and educate the crowd with their multi-cultural fashion show that they have become very well known for throughout the school district.



GRADUATION 2010—2011
NORTH ISLAND SECONDARY SCHOOL (PORT MCNEILL)



First Nations Support Worker, Lacey Perrault presents **Christine Gullstrom** with the Aboriginal Academic Achievement Scholarship on behalf of the First Nations Education Council



Jared Surch accepts the First Nations Citizenship Bursary from Lacey Perrault during Graduation Ceremonies at North Island Secondary School

Congratulations

Grads of 2011!

PORT HARDY SECONDARY SCHOOL (PORT HARDY)

PHSS First Nations' Support Team

It has been another successful year for First Nations programs here at Port Hardy Secondary School. Support for students is provided through three full time positions: Community Connections, Native Support Program, and First Nations Youth Worker. Maggie Sedgemore, our longtime First Nations Counselor retired this spring, and her role has transitioned to "First Nations Youth Worker." While Maggie is much missed, excellent student support continues as detailed below.

Community Connections

Community Connections is a new position this year, with Charles Willie, a name familiar to us from his past work at PHSS as a Support Worker. The Community Connections role is a new one at PHSS and was created after discussion about how we can combine a liaison between home and school while adding value to the in-class support many of our students find so helpful. Working in class gives Charles the opportunity to build relationships with students and teachers while helping the teacher to liaise with home to build relationships that strengthen student performance.

Native Support Program

Jim Jones remains responsible for the Native Support program at PHSS. The program provides a homework block for students requiring that support to remain in and achieve in their academic classes. The consistency of having support staff members in consecutive years is paying off. Students too shy to even talk to Jim three years ago are freely stopping in to NSP to say hello and many are now comfortable getting help. It is heartening to see that so many who have been associated with NSP and developing those relationships are choosing academic courses that will broaden their horizon of choices as time passes.

Jim has voluntarily kept his room open over lunch hours and also provides a comfortable haven for students who like to drop in and "hang" in the room with friends after buses arrive and while awaiting buses after school. This provides a time to connect with Jim and whenever needed, students can stay and work or get tutorial assistance after school as long as necessary.

Considering the encouraging number of our students enrolled in academically challenging maths and sciences next year, we want to keep up the momentum and hope to establish a regular drop-in study group within this cohort that will boost student understanding while keeping Jim on his toes.

Jim Jones,
First Nations Support Worker,
Port Hardy Secondary School

Charles Willie,
Connections Worker
Port Hardy Secondary School

PORT HARDY SECONDARY SCHOOL (PORT HARDY)

First Nations Youth Worker

With the retirement of Maggie Sedgemore, our longtime First Nations Counsellor, Brigitte Avoine has been hired as the First Nations Youth Worker position. She has found our students respectful and receptive and, "Maggie's Room," continues to be a meeting place for all students as relationships are built over food and activities.

While counseling and related issues are her main focus, Brigitte has continued important food initiatives instituted by Maggie. Soup days continue to nourish and bring together a wide range of students on Tuesdays. Open House lunches continue to be provided monthly as well with many community partners participating. Daily lunchtime treats along with scheduled activities help keep students in the school, within a healthy environment. Brigitte has renewed connections and set up new partnerships with other youth oriented community agencies so that we can better advocate for youth rights and promote access to youth services.

Community partners volunteer during the lunch hour to play games, watch movies, listen to music and build relationships with our young people exposing them to positive role models daily. A number of students are now accessing services and agencies that these people represent - positively impacting their physical, as well their mental health. Current and developing partnerships working with Brigitte are:

- Children and Youth Mental Health & MCFD– a mutual referral process that includes exchange of knowledge and support.
 - Youth Housing – We are involved in this program to develop these services for our youth. We have referred youth to this program and we need to advocate in keeping this service.
 - Literacy Now – our funding proposal was accepted. Accordingly, our team plans to provide life-skill workshops in driver knowledge training, food safe, first aid and equal rights. We ran the first driver knowledge workshop in June.
 - VIHA - provides services around sexual health. Our goal is to educate our youth on healthy relationships and promote understanding of sexual health.
 - Locally, several community agencies, with Brigitte, are working in association with one another to achieve mutual youth-based initiatives: Aids Vancouver Island & The North Island Crisis Center - are assisting with the Safe Space Program. The Gay/Straight Alliance has been formed and is meeting once a week. They have collectively put on the "Looking for Allies" workshop and have set up the Port Hardy Advisory Group (P.H.A.G.).
- Youth Addictions – We refer to their services and provide meeting space, they also regularly interact with our students during the lunch hour.

'Brigitte's Room' is a stimulating activity centre which includes food for those who are hungry. Our young people have been involved in discussions around bullying, racism, sexism and homophobia. They were involved in filling out a questionnaire polling their opinions on equality. A grade twelve student took the information and created a power point presentation presenting the results. We hope to use this information next year in creating a strong sense of community that supports diversity. Brigitte also had a work experience student working with her. Working together, they provided weekly lunches for fifty students in our school. Using her natural talent in kitchen management, the student was responsible for planning meals, budgets, shopping, marketing, preparing the meals and clean up and supervised six volunteers during the Lahal tournament, when the school hosted approximately two hundred people.

Next year Brigitte has plans to include First Nations Art activities; a quilting project proposal; A video camera project; and spend more time strengthening our relationship with Eke-Me-Xi.

Brigitte Avoine,
First Nations Youth Worker
Port Hardy Secondary School

EKE ME-XI ALTERNATE SCHOOL (PORT HARDY)

Eke Me-Xi is an alternate program for secondary students and is located in the Gwa-sala-'Nakwaxda'xw Community. This year we saw a big change with long time First Nations Support Worker, Stephanie Nelson, moving to a position at Eagle View Elementary. She was replaced by UVIC grad Jamaine Campbell. Jamaine works closely to support teacher, Leah Hubbard and all of the students at Eke Me-Xi.

An important part of many students and the success they have is the relationship their teachers have with parents and caregivers. The open house lunches the students and staff held over the year proved to be the perfect opportunity to establish and strengthen these relationships.

Further highlights were the school's annual camping trips that were very successful. They took place at Cluxewe River and Suquash respectively and on these trips the students were exposed to plenty of fun and exciting learning experiences. They were taught several things including traditional food gathering techniques, survival skills and the basics of Culturally Modified Trees. This year the students were also able to enjoy and share live music around the campfire. The students increased enthusiasm and willingness to work together while out camping really underscored the importance of these trips.

In October there was a big celebration at Eke-Me-Xi to unveil the new school sign. The sign was designed by former student Raymond Walkus. This celebration was attended by several community members as well as SD 85 Staff. It included traditional food, regalia, song and dance, including an Eke-Me-Xi feast song gifted to the school by another former student, Walter Brown.

Plans began this year to organize the construction of a community smokehouse. Students researched smoke houses, consulted elders and worked collaboratively and creatively towards the initial designs. The project is slated to begin early next year and will provide a tremendous multi disciplinary learning experience.

Also, the students got a chance to head out into the community and attend several important events. They attended the Aboriginal Voices seminar at the Civic Centre, Aboriginal Day in Fort Rupert, a Lahal Tournament hosted by PHSS, and the Gwa'sala-'Nakwaxda'xw Elementary Schools 'Yayuma' (play potlatch) and were able to witness the skinning of a deer during hunting season through the Aboriginal Role Model Program.

These are just a few of the many rich and rewarding experiences that took place for the students at Eke-Me-Xi this year.



Gila'kasla, from Eke Me-Xi School

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

EKE ME-XI ALTERNATE SCHOOL (PORT HARDY)



Unveiling ceremony of new sign at Eke Me-Xi School



Field trip to Suquash Mine Site—June 2011



Dance of celebration by Eke Me-Xi students and Community

A.J. ELLIOTT ELEMENTARY SCHOOL (SOINTULA)

At AJ Elliott, 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.



Claudia Maas,
First Nations In-School Support Worker,
A.J. Elliott Elementary School

ALERT BAY ELEMENTARY SCHOOL (ALERT BAY)

Alert Bay Elementary School is located on Cormorant Island. Three of the five teachers on staff are First Nations. Two of the four Special Education Support Workers are First Nations. All students in K through 7 participate in 1.5 hours of Cultural instruction per week. In our School's Cultural Program, students learn about the Kwak'wala language, drumming, traditional songs, the meanings of the songs, dancing, legends and traditional protocols. Some students in grade 4-7 take the Kwak'wala language classes 90 minutes a week.

For the goals of the Enhancement Agreement to be living the staff weave them through-out the day, through-out the curriculum and through-out the year into their classrooms and the hallways of Alert Bay Elementary School. The success of the students relies on the teachers, families, support workers, cultural tutor, and administrators all working together. This has been our goal as we focused on increasing student success and integrating the goals of the Enhancement Agreement at our school.

Goal 1: Sense of belonging and respect through their school experiences

Goal 2: Increase academic success

Goal 3: Aboriginal content at all levels

These are some of the highlights of our year:

- Integrated Science and Social Responsibility using the book "The Elders are Watching", to teach stewardship of the earth and respect for our elders
- Integrated First Nation content into the Canada unit by identifying and discussion different First Nation groups in each province
- Studying First Nation's use of plants and animals and their uses and the Kwak'wala names using the "The Living World", text and Dawn Cranmer, a First Nations role model
- Aboriginal content section in our school library
- First Nation author Richard Van-Camp visited
- Involvement in the community wide beach clean, June Sports Soccer Parade, the community garden project, and singing Christmas carols at the extended care residence
- Reading and discussing stories about Aboriginal history and perspectives: Residential School content through children's literature
- Visit from Eric Wong from FNEC to speak to racism
- Hosted a Fall Feast, inviting families and community members to a salmon lunch and danced
- Giving each and every student a Kwak'wala name if they don't already have one based on their characteristics or family heritage
- Raising salmon as a school. Discussing salmon and ways to process it: smoking, BBQ, dried, wind dried, and tying in the teaching and meaning of the salmon dance
- Working all year towards hosting a successful Cultural Celebration where students shared and celebrated their learning. Six district schools had representation in attendance at the Big House. Students learned all the dances and songs of our culture and the significance and meaning of them



Career planning:

Students practicing and attending class to get their St. John's Ambulance Training Certificate.

Jill Cook,
Principal,
Alert Bay Elementary School

CHESLAKEES ELEMENTARY SCHOOL (PORT MCNEILL)

75 students from Kindergarten to grade 6 are enrolled at Cheslakees School and 17 students have First Nations ancestry. These students receive support 2 mornings each week from a First Nations Support Worker. This support includes language development through looking at books (Kindergarten), assisting students in Guided Reading, and with their writing by generating ideas and using complete sentences in their journals (grade 1/2) and providing in-class math support (grades 3/4, 4/5/6). Other support received includes direct teacher support and that from our Learning Assistance teachers. The Guided Reading program is offered 3 days each week for students from grades 1-6 who are placed in to ability groups based upon their assessed reading levels. The program is designed to strengthen their reading comprehension and fluency. This benefits all students in the school including First Nations students.

We celebrated Aboriginal Cultural Awareness week in October by inviting Kaleb Child, District Principal of First Nations Programs, to offer drumming, singing and dance activities to every class in the school. In the spring most of our classes visited Alert Bay and Fort Rupert, where they observed traditional dancing and drumming, and participated in many of the planned activities to learn more about Aboriginal culture.

Two of our senior class First Nations students were trained to be members of our school Playground Leader team. Playground Leaders have been trained to help solve disputes that occur between students on the playground. Also, there has been a First Nations curriculum focus in the grades 3/4 and 4/5/6 classrooms.

Larry Burroughs,
Principal
Cheslakees Elementary School

EAGLE VIEW ELEMENTARY SCHOOL (PORT HARDY)

This year at Eagle View Elementary began with the positive challenge of amalgamating students and staff from Robert Scott Elementary and Eagle View Elementary. This amalgamation went well, mainly due to the cooperation evident amongst students and staff. One of the key ingredients to this successful amalgamation was the inclusion of Robert Scott's successful Breakfast Program. The Eagle View Breakfast Program allows every student within our building to have access to toast and fruit prior to classes beginning.

Before school, students have the opportunity to attend the "Homework Zone", where they are able to complete assignments and research projects, connect with staff, build trust and solidify friendships. In addition, some students practice their reading, work on crafts, build a puzzle, or play a game of cards.

Each of the team members within First Nations Programs (Naomi Allen, Bea Wadhams, Harold Nelson and Stephanie Nelson) at Eagle View Elementary collaborate and network with each other and classroom teachers to develop schedules that support the needs of all. For some students, this means having extra academic support in the classroom, for others, a quiet work space, removed from distractions, is one of the key approaches to success. First Nations Support Staff implement the use of the Kwak'wala language, curriculum and traditions whenever possible.

Daily student tracking is completed in order to better service all students and be accountable to all parties. This data is collected and utilized in order to accurately organize, plan and be effective, successful and efficient in the work we do. Eagle View Elementary School staff feel it is crucial that we collectively work together to meet the individual needs of all students. We take pride and integrity in all aspects of our work and continuously focus on making a positive difference in the lives of all students.

Every student at Eagle View Elementary benefits from the inclusion of Harold Nelson, Cultural Worker, who joined our team eager to share his knowledge of the Kwakwaka'wakw culture – language, dancing, bighouse protocol, story telling, history, cedar bark crafts and lahal. Throughout the year, Harold often spent his lunch hours helping students further explore culture and language. Harold also supported teachers in making cultural connections with the classroom curriculum. Often, the classroom moved outside where students learned about traditional uses of natural resources and made connections. For example, some classes had the opportunity of participating in the skinning and tanning of a deer hide, outdoor traditional games, cleaning and barbequing salmon, and various cedar bark activities.

Within the First Nations Program classroom, one will find a very nurturing, inclusive and safe environment. It's very important to the First Nations Program staff, that all our students at Eagle View Elementary School have a strong sense of belonging, identity and feel respected in all their educational endeavors. We strive to meet the needs of the three goals within the Aboriginal Enhancement Agreement in order to better service our children and communities.

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

SEA VIEW ELEMENTARY SCHOOL (PORT ALICE)

For this school year, 2010/2011, the primary class completed a variety of lessons relating to First Nation People. We worked on the importance of storytelling, beliefs, elders, and nature. We did a unit on the meaning of animal symbols and the creation of totem poles. Students got to choose animals that would represent themselves and their families. Students then got to act out their animals. We also designed and created totem poles with First Nation artistic characteristics. Students told stories and wrote stories about their totem poles, depending on the age level of each student.

We also explored the history of the First Peoples in Canada and what life would have been like. We not only looked at how food was obtained by fishing and hunting, but also the connection between people, animals, and the Earth. We read a number of First Nation storybooks, including the powerful children's books by Nicola Campbell. I was definitely inspired to share these with the class after her book reading in Port Hardy.

Kaleb and Coreen Child came to the school and shared a variety of interactive activities, which included oral storytelling, drumming, singing, and dancing. Kaleb taught the students some words of the Kwak'waka language with movement. The students found this very effective in learning new tasks and languages. Jen Holme presented a book to the class called 'The Hummingbird.' Students were able to make puppets and act out the story as it was read to them. They were able to create an alternative ending. The students also learned traditional games and created structures using clay materials with Ardie Bazinet.

Ms. McPherson,
K/1/2/3 Teacher

During the year the grade 4/5/6 class has focused on diversity and developing respect for First Nation cultures using various media. These included discussions on the theory that the First Peoples migrated across the Bering Strait 20,000 – 25,000 years ago compared with the First Nations' oral traditions suggesting they were always here. Reading and writing about various First Nation cultures, and their respect for and use of the environment and how this influenced the development of hunting and fishing technologies was also focused on. Making a hunting and/or fishing tool using only natural found materials presented students with a survival challenge one that would have faced early First Nation groups. A variety of legends, including Rainbow Crow, How the Loon Lost her Voice, How the Raven freed the Moon, The Owl, How the Robin Got its Red Breast and The Loon's Necklace, were read then original stories were written. Matching 2-D totem poles were designed and coloured to represent the stories.

Other activities included a visit from Kaleb and Coreen Child, who shared traditional music, dance and stories with the students. The class visited to the Royal British Columbia Museum where students looked at the history and interactions with explorers and the impacts they had on First Nations' health, culture and beliefs.

The historical record shows the treatment of First Nations, who *were* the first inhabitants of Canada, although often well intentioned, negatively impacted their families, traditions and beliefs. It is important that students develop a respect for the First Nations' struggles as well as the important cultural contributions they have made to Canadian society.

Ms. Henderson,
4/5/6 Teacher



SEA VIEW ELEMENTARY SCHOOL (PORT ALICE)

In the Jr. Secondary class, diversity is an on-going theme and topic of discussion. As we learned about the brain we discovered and discussed how people learn differently, and that differences are not good or bad - they are just different. My continual message to my students is that people are not meant to be the same - we are "wired" to be different, to be individuals, and that diversity is healthy. I read aloud parts of the book "The Absolute True Diary of a Part-time Indian" by Sherman Alexie, and asked the students to find similarities (traits, experiences, talents, etc.) they shared with the protagonist. At first they would not admit to any similarities, but by the end of our discussion, they could each list at least a few. During November, our discussions and learning have been more specific, as we read and share novels set in times of conflict. We are examining the reasons for conflict, the results, and the repercussions. Often, a lack of tolerance for diversity is at the core of conflict.

Apartheid and the oppressive working conditions of black miners in the gold mines of South Africa has been a new area of learning for myself and my students. We are exploring this topic as we learn Gumbo Dancing. The fact we are taking dance lessons is also an opportunity for exploring diversity, as it is not an activity that many of my students value - at least not publicly. However, the students are showing me they are learning to show respect towards things they do not necessarily understand.

Heather Johnson
7/8/9 Teacher

On May 11th the K/1/2/3 class played a modified game of Lahal. The students covered straws with raffia for their sticks. Half of the students had shades of blue raffia for the water team and the other half had brown tones for the earth team. I had made two sets of "bones" from clay earlier but decided to only use one set for tiny hands. The teams simplified the game to a guessing game. This allowed everyone to participate on an equal level. We played the game to the CD Teresa, First Nations Secretary from the School Board Office had provided us with. The students enjoyed the story behind the game and enthusiastically requested that they play the game on another day. We discussed how the game might have originated. The students thought of things that would be available in nature to make into games. It was a very nice break from the current games that many children play.

Ardie Bazinet,
First Nations In School Support Worker



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



SUNSET ELEMENTARY SCHOOL (PORT MCNEILL)

My name is Janice Ellis and I have been a First Nations Home School Coordinator for the past 12 years. Over the years, the program has grown into mostly providing academic support. Every so often, I am asked to bring a First Nations Role Model into the school. This can range from working with cedar bark to drumming, to dance lessons, etc. The number of students declaring First Nations ancestry has grown over the years too. This school year Sunset has grown to 35 students enrolled in the program and Cheslakees to 19.

Something new that we are doing at Sunset is "Button Blanket Friday." This is when I put on my button blanket and lead the grade 1 students out into the hall, where they receive 1 button for every 20 minutes of home reading. The students are called up one at a time to colour a button on "their" blanket. This was very successful and the students were genuinely excited to fill their blanket.

Another new activity was, along with the grade 5's, I put on a multi-cultural fashion show at the Bighouse celebration in Fort Rupert for National Aboriginal Day. Students modeled costumes from all over the world in the Bighouse. We ended the fashion show with students wearing First Nations regalia to represent Canada.

My job is very rewarding and I look forward to continuing to work with First Nations and non-First Nations students at Cheslakees and Sunset Elementary School.



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