

A horizontal banner with a red background. The text is in white. The top line reads "Campbell River School District" in a large, bold, sans-serif font. The second line reads "ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT" in a slightly smaller, bold, sans-serif font. The third line reads "Submitted by Greg Johnson, District Principal of Aboriginal Education" in a smaller, regular sans-serif font. The bottom line features the years "2009" and "2014" in a very large, bold, sans-serif font, separated by a stylized white arrow pointing from 2009 to 2014.

Campbell River School District
ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT
Submitted by Greg Johnson, District Principal of Aboriginal Education
2009 → 2014

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2009 - 2014



This third Aboriginal Education Enhancement Agreement affirms a deep commitment to honouring a partnership and pathway for continued improvement in the achievement of all Aboriginal students.

This Aboriginal Education Enhancement Agreement proudly acknowledges a formal relationship of trust and shared responsibility focused on attaining success for all Aboriginal students.

Aboriginal Education Enhancement Agreements are founded on the principles that have been developed by the Ministry of Education recognizing that Enhancement Agreements...

- Are intended to continually improve the quality of education achieved by all Aboriginal students;
- Support strong cooperative, collaborative relationships between Aboriginal communities and school districts;
- Provide Aboriginal communities and districts greater autonomy to find solutions that work for Aboriginal students, the schools and the communities; and
- Require a high level of respect and trust to function.

Preamble



The Aboriginal Education Advisory Council (AEAC) is a partnership between the We Wai Kai First Nation, Wei Wai Kum First Nation, Kwiakah First Nation, Xwémalhkwu First Nation, Klahoose First Nation, Kwakiutl District Council, North Island Metis Association, Laichwiltach Family Life Society, Nuu-Chah-Nulth Tribal Council and School District 72.

This Aboriginal Education Enhancement Agreement has been developed and will be implemented with the guidance and approval of the Aboriginal Education Advisory Council with the vision and spirit of improving the educational performance of all Aboriginal learners within the school district's jurisdiction.

The Aboriginal Education Advisory Council and School District 72 acknowledge and honour the ongoing relationship that exists with the First Nations within whose traditional territories they operate. They also respectfully recognize and honour the historical and critical importance indigenous peoples place on the preservation of their language and culture.

Further, they recognize the primacy of each First Nation's language and culture within its traditional territory. This Aboriginal Education Enhancement Agreement is inclusive of all people of Aboriginal ancestry and supports their commitment to the preservation of their language and culture. This Aboriginal Education Enhancement Agreement wishes to acknowledge and honour Liq'wala as the principal language of this territory and School District 72, and will continue to support the development of its programs and curriculum. The Aboriginal Education Advisory Council and School District 72 are committed to supporting the development of Aboriginal language programs and honours the school district's special relationship with the:

- Klahoose people
- Member Nations of the Kwakiutl District Council
- Laichwiltach people
- Métis people
- Member Nations of the Nuu-Chah-Nulth Tribal Council
- Xwémalhkwu people
- All other Aboriginal peoples who reside within SD72

Notwithstanding the aforementioned obligations the Aboriginal Education Advisory Council acknowledges the collective responsibility for the success of all Aboriginal learners attending school in School District 72. In respect and honour of all Aboriginal people we intend, with their participation and wisdom, to develop appropriate and meaningful educational programs for the benefit of all Aboriginal learners.

The Campbell River School District is committed to ensuring that Aboriginal students receive a quality education, one that prepares them to lead successful, productive and healthy lives while enhancing their Aboriginal identity through language and culture programs.

In 1999, in recognition of limited success in British Columbia schools for Aboriginal students, the Campbell River School District and local Aboriginal communities developed one of the first Local Education Improvement Agreements in the province. This first, five-year agreement was aimed at closing the performance gap between Aboriginal and non-aboriginal students. A second Aboriginal Education Enhancement Agreement (2004 – 2009) reaffirmed the commitment to continued Aboriginal student success by focusing on the importance of ensuring Aboriginal students remain connected to their identity through language and culture. Emphasis was also given to maintaining and improving levels of literacy and numeracy achievement during the intermediate and middle school years and to increasing the number of Aboriginal graduates from high school.

The third Aboriginal Education Enhancement Agreement will continue to build on the successes of the previous Aboriginal Education Enhancement Agreements by increasing the number of Aboriginal students who are achieving at or above expected levels.

The Campbell River School District will work in partnership with individual schools, Aboriginal peoples and communities to ensure that strategies and structures are in place to address the need for increased academic success for Aboriginal students including:

- District Achievement Contracts
- School Success Goals
- School Support Conversations
- Targeted Interventions
- Aboriginal Education Assistants
- Aboriginal Education Support Teachers
- Aboriginal Education Advisory Council
- Aboriginal Support Workers
- Aboriginal Language and Culture Teachers

Since the first Campbell River Aboriginal Education Improvement Agreement and during the second Enhancement Agreement gains have been made in literacy and numeracy for many students at all grade levels resulting in higher graduation rates for Aboriginal students. These gains were largely attributable to the efforts on the part of the Aboriginal Advisory Council, the Aboriginal communities and school district to:

- Increase Aboriginal family involvement in the schools.
- Research and implement programs and learning strategies that better meet the needs of Aboriginal students.
- Increase knowledge of and respect for Aboriginal histories, cultures and significance throughout the entire education community.

The Aboriginal Advisory Council and School District 72 recognize the paramount role that parents play in the achievement and life successes of their children. School District 72 is committed to working in partnership with the Advisory Council to explore opportunities to

strengthen and extend the partnership between parents and the school community. By fostering welcoming schools, encouraging active parental input and participation, and providing parents with knowledge and information that will assist them in identifying ways to support their children, the valuable role parents play in furthering the success of their children will be enriched. School District 72 and the Aboriginal Advisory Council will continue to formally acknowledge successes through school and district celebrations such as the district student success dinner and the Aboriginal graduation ceremony. The active participation of parents and community at these events provides clear evidence that parental involvement fosters and supports student success.



1. Year-by-year improvement in literacy and numeracy achievement by all Aboriginal students at the elementary, middle & secondary school levels (K-12).

Rationale for Goal:

The need to improve the performance levels for our Aboriginal students at all levels is critical. Extra efforts must be made to ensure that personal, cultural and academic success is promoted through relevant, engaging and systematic strategies that promote successful learning at all stages of development. Without continued progress in literacy and numeracy at the elementary, middle and secondary school levels, a graduation program can become out of reach, thus closing many doors to future opportunities.

Schools and the District Education Leadership Team have developed means of tracking student progress over time. This has enabled School District 72 to provide information about individual students and groups of students so that student success can be monitored.

Data Sources & Results:

District Literacy Results

Cohort K Entry	Gr. 1 Benchmarks Fully Meets/ Meets	Gr. 2 Benchmarks Fully Meets/ Meets	Gr. 2 Dist. Writing Fully Meets/ Meets	Gr. 3 Dist. Reading Fully Meets/ Meets	Gr. 5 Dist. Writing Fully Meets/ Meets	Gr. 6 Dist. Reading Fully Meets/ Meets	Gr. 8 Dist. Writing Fully Meets/ Meets	Gr. 9 Dist. Reading Fully Meets/ Meets
2001-02				53/73=72%	Not done in District at this time	31/55=56%	23/74=31%	31/69=45%
2002-03				26/47=55%	14/42=33%	17/44=39%	15/45=33%	20/50=40%
2003-04	75%	72%	Not done in District at this time	37/62=60%	20/53=38%	20/69=29%	27/62=44%	
2004-05	56%	60%	Not done in District at this time	24/57=42%	19/66=29%	30/77=39%		
2005-06	53%	28/82=34%	26/72=36%	21/69=30%	30/73=41%	17/59=19%		
2006-07	24/59=41%	24/56=52%	30/58=52%	26/63=41%	21/69=30%			
2007-08	23/62=37%	55/69=80%	45/70=64%	38/68=56%				
2008-09	38/72=53%	57/77=74%	32/70=46%	24/75=32%				
2009-10	33/71=46%	40/68=59%	34/62=55%					
2010-11	26/67=39%							
2011-12								

District Numeracy Results

Performance Indicators	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Grade 4 FSA - Numeracy	36% <i>*This percentage includes those Aboriginal students whose performance level is unknown (36/101).</i> Of the 58 students who did not write 36/58 met or exceeded (62%).	42% <i>*This percentage includes those Aboriginal students whose performance level is unknown (26/75).</i> Of the 49 students who did write 32/49 met or exceeded (65%).				
Grade 7 FSA - Numeracy	18% <i>*This percentage includes those Aboriginal students whose performance level is unknown (39/68).</i> Of the 29 students who did write 12/29 met or exceeded (41%).	27% <i>*This percentage includes those Aboriginal students whose performance level is unknown (39/91).</i> Of the 52 students who did write 27/52 met or exceeded (52%).				
Grade 9 District Math Assessment Participation	Not Available	(35/48)=73%				
Grade 9 District Math Assessment Performance	Not Available	(16/35)=46% 31% C+ or better				

Student Responses to Ministry Satisfaction Survey

Student Responses to Ministry Satisfaction Survey	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Grade 4	Many or All the Time					
Are you getting better at math?	56/70=80%	49/65=77%				

Are you getting better at reading?	53/69=77%	54/65=86%				
Are you getting better at writing sentences or stories?	49/67=73%	45/65=69%				
Grade 7	Many or All the Time					
Are you getting better at math?	41/61=67%	41/64=64%				
Are you getting better at reading?	37/57=65%	34/64=56%				
Are you getting better at writing?	45/61=74%	43/64=68%				
Grade 10	Many or All the Time					
Are you getting better at mathematics?	35/73=48%	31/64=35%				
Are you getting better at reading?	41/70=59%	29/64=54%				
Are you getting better at writing?	39/75=52%	37/64=62%				
Grade 12	Many or All the Time					
Are you getting better at mathematics?	21/32=66%	18/39=49%				
Are you getting better at reading?	25/40=63%	21/39=57%				
Are you getting better at writing?	17/40=43%	24/39=63%				

Parent Responses to District Survey

Parent Responses (Grade 3, 6, 9 and 12) to District Survey	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Very Well and Well						
How is your child doing in math?	40/62=65%	38/50=76%				
How is your child doing in reading?	44/62=71%	39/50=78%				
How is your child doing in writing?	40/62=65%	41/50=82%				

2010-2011 Analysis of Progress and Future Actions:

Literacy

Student literacy success continues to be an area of concern in our district for Aboriginal and non-aboriginal students. In response to this, the district (Aboriginal Education, Student Services, and Instructional Support) has put into place a number of structures and strategies to improve student literacy success. These are reported in the School District Achievement Contract under Goal 2: All students will experience success and demonstrate continuous improvement in their educational program.

(SD72 Achievement Contract Goal 2: <http://www.sd72.bc.ca/Publications/2012-2013%20SD72%20Achievement%20Contract.pdf>)

Additionally, the district has moved to cohort and individual student evidence collection in order that support can be provided and improvement monitored for each student not meeting expectations.

Numeracy

Lack of district math assessment evidence continues to be an issue and will be addressed by the district at the elementary levels next year. A number of elementary and middle school staffs have trained in and are using First Steps in Math for assessment and instruction. This focused approach is determining student conceptual needs and addressing them at an earlier juncture in a student's education.

Aboriginal Education Department Initiatives to Support this Goal:

- School Student Success Goals and District Achievement Contract reflect needs of Aboriginal students.
- Student support and contact with Aboriginal support workers.
- Aboriginal student rooms for gathering, comfort, support and celebration.
- Student and parent surveys to determine needs and levels of satisfaction of elementary, middle and secondary school Aboriginal students and their families.
- Aboriginal educational assistants to support academic development.
- English skills development teachers.
- Development of Aboriginal curriculum.
- Aboriginal support teachers at Georgia Park, Cedar, Pinecrest and Quadra elementary schools; École Phoenix Middle School and Southgate Middle School; Timberline and Carihi secondary schools.
- Cultural events and displays.
- Communication and collaboration with community support agencies (Campbell River Literacy Society, Aboriginal Infant Development, Success by 6/Early Years).

2. Year-by-year improvement in the rates of Aboriginal students who graduate with a Dogwood certificate.

Rationale for Goal:

Although graduation rates have improved during the second Enhancement Agreement, increasing the number of Aboriginal students graduating continues to be a focus.

Data shows that an important factor in graduation rates is the number of students successfully making the year-by-year transition from grade to grade. The greatest rate of drop off in transition rates happens at the secondary level. Data collected locally, shows that there is a greater pattern of relocation for Aboriginal students, often due to economic, family and/or cultural reasons.

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

Data Sources & Results:

Performance Indicator Provincial Data	2009-2010 Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Successful transitions from Gr. 8 to 9	94%	97%				
Successful transitions from Gr. 9 to 10	98%	96%				
Successful transitions from Gr. 10 to 11	89%	89%				
Successful transitions from Gr. 11 to 12	85%	81%				
Ministry data for six-year Dogwood Completion	56% First Time Grads (56%)	50% First Time Grads (65%)				
Grade 12 cohort graduation rates	90% Honours Graduates (13%)	93% Honours Graduates (26%)				

Student Responses to Ministry Satisfaction Survey

Student Responses to Ministry Satisfaction Survey	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Grade 4	Many or All the Time					
Do you feel safe at school?	58/72=81%	48/65=76%				
Do you feel welcome at school?	53/69=77%	54/65=86%				
Grade 7	Many or All the Time					
Do you feel safe at school?	46/65=71%	41/64=68%				
Do you feel welcome at school?	42/65=71%	38/65=60%				
Grade 10	Many or All the Time					
Do you feel safe at school?	51/75=68%	37/62=37%				
Do you feel welcome at school?	46/74=62%	37/62=37%				
Grade 12	Many or All the Time					
Do you feel safe at school?	29/40=73%	28/39=72%				
Do you feel welcome at school?	27/40=68%	28/39=72%				

Parent Responses to District Survey

Parent Responses (Grade 3, 6, 9 and 12) to District Survey	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Yes						
Is your child successful at school?	46/60=76%	42/50=84%				
Does your child believe they will finish school?	54/62=87%	45/50=90%				
Do you believe your child will finish school?	57/61=91%	40/50=80%				
Does your child see the value in school?	52/61=85%	40/50=80%				
If your child needs help at school are there people they can go to for help?	57/62=92%	42/50=84%				
Very Well and Well						
How does your child do in other subjects?	54/61=88%	46/50=92%				

2010-2011 Analysis of Progress and Future Actions:

Successful transitions from grade-to-grade for Aboriginal students have remained consistent or declined slightly, based on provincial data, in the last year. The six year completion rate decreased as well, however the first time grad rate, the cohort grad rate and the number of students achieving an honours standing has increased. The Advisory Council and district are using the honours standing as evidence as we feel that it is a good indicator of the number of students who have greater post-secondary opportunities and career options after graduation. What is of concern is the decrease in the number of Aboriginal students, particularly grade 10 students, who indicated they do not feel safe at their schools on the 2010-2011 satisfaction survey. During the 2010-2011 year the district put into place a reconfiguration plan for our schools moving from a K-6, 7-9 and 10-12 model to a K-5, 6-8, 9-12 model. A transition focus group was formed for the 2011-2012 year and created plans for successful transitions for all students. Goal number 1 of the district's 2012-2015 Achievement Contract specifically focuses on transitions: All students in grades 6, 7, and 9 and 10 will feel safe and a sense of belonging in their "new" school.

The district (Aboriginal Education, Student Services and Instructional Support) has put into place a number of structures and strategies to ensure students experience success, feelings of belonging and safety as they transition.

(SD72 Achievement Contract Goal 1: <http://www.sd72.bc.ca/Publications/2012-2013%20SD72%20Achievement%20Contract.pdf>)

Aboriginal Education Department Initiatives to Support this Goal:

- School Student Success Goals and District Achievement Contract reflect needs of Aboriginal students.
- Student support and contact with Aboriginal support workers particularly in the area of transitions.
- Aboriginal student rooms for gathering, comfort, support and celebration.
- Student and parent surveys to determine needs and levels of satisfaction of elementary, middle and secondary school Aboriginal students and their families.
- Aboriginal educational assistants to support academic development.
- English skills development teachers.
- Development of Aboriginal curriculum to ensure Aboriginal students see themselves in the learning and instruction of all curricular areas.
- Aboriginal support teachers at Georgia Park, Cedar, Pinecrest and Quadra elementary schools; École Phoenix Middle School and Southgate Middle School; Timberline and Carihi secondary schools.
- Liq'wala/Kwakwala language instruction at all elementary schools, École Phoenix Middle School and Carihi Secondary School.
- Cultural events and displays.
- Tyee Challenge program at Carihi Secondary School.

3. To increase the number of Aboriginal students who graduate with a Dogwood Certificate. All Aboriginal students will be well prepared and knowledgeable about how to achieve their career and life goals.

Rationale for Goal:

This goal will ensure that Aboriginal students have an education program that will lead to a Dogwood Certificate and result in achievement of career and life goals. Aboriginal students need to be supported in the development of their life and career goals and be given multiple opportunities to explore career options. Some parents have expressed a need for the district to increase student and parent involvement in decisions which affect the attainment of career and life goals. Students need to have a clear understanding of the relationship between course and program choices and the opportunities that exist following high school.

Data Sources and Results:

Performance Indicator	2009-2010 Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Grade 10 English Participation	93% District 74% Province	68% District 55% Province				
Grade 10 English Performance	78% District 83% Province	82% District 84% Province 43% C+ or better				
Grade 10 Science Participation	84% District 74% Province	66% District 57% Province				
Grade 10 Science Performance	74% District 84% Province	84% District 80% Province 44% C+ or better				
Grade 10 Foundations of Math Participation		43% District 36% Province				
Grade 10 Foundations of Math Performance		71% District 69% Province 37% C+ or better				

Grade 10 Apprenticeship and Workplace Math Participation		23% District 17% Province				
Grade 10 Apprenticeship and Workplace Math Performance		77% District 69% Province 14% C+ or better				
Grade 11 Principles of Math Participation	27%	41% District				
Grade 11 Principles of Math Performance	89%	51%				
Grade 12 English Participation	41% District 29% Province	54% District 34% Province				
Grade 12 English Performance	79% District 89% Province	96% District 100% Province 46% C+ or better				
Success Rates in Planning 10	74%	57%				
Participation Rates in Career Programs	22%	Not Available				

Student Responses to Ministry Satisfaction Survey

Student Responses to Ministry Satisfaction Survey	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Grade 10	Many or All the Time					
Are you satisfied the school is preparing you for a job in the future?	43/76=57%	30/62=49%				
Are you satisfied the school is preparing you for post-secondary education?	39/76=51%	29/62=49%				
Grade 12	Many or All the Time					
Are you satisfied the school is preparing you for a job in the future?	17/40=43%	14/39=37%				
Are you satisfied the school is preparing you for post-secondary education?	17/39=44%	15/39=39%				

Parent Responses to District Survey

Parent Responses (Grade 12) to District Survey	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Yes						
Does your child know what they want to do when they graduate?	69%	70%				
Does your child have the courses and letter grades they will need to go on in their schooling?	56%	62%				

2010-2011 Analysis of Progress and Future Actions:

Grade 10 Aboriginal participation rates in the courses used as indicators for further success in post-secondary and career opportunities have decreased. Further investigation as to the decrease in students not taking English and Science 10 – both mandatory courses – is necessary. Success rates in all courses used as indicators have increased except in Principles of Math 11. Students in grades 10 and 12 indicate that they would like our schools to do a better job of preparing them for a job and post-secondary education.

In response to this, the district (Aboriginal Education, Student Services and Instructional Support) has put into place a number of structures and strategies to improve student success. These are reported in the School District Achievement Contract under Goal 2: All students will experience success and demonstrate continuous improvement in their educational program and Goal 3: All learners will be actively engaged in an inquiry and/or project-based learning.

(SD72 Achievement Contract Goal 2 & 3: <http://www.sd72.bc.ca/Publications/2012-2013%20SD72%20Achievement%20Contract.pdf>)

Aboriginal Education Department Initiatives to Support this Goal:

- Secondary school success goals and the district Achievement Contract reflect needs of Aboriginal students.
- Aboriginal support teachers at both secondary schools.
- Advancement Via Individual Determination (AVID) program at Carihi and Phoenix with subject area teachers trained in AVID strategies.
- Educational assistants to support academic development at Carihi and Phoenix.
- Development of Aboriginal curriculum.
- Encouragement of Aboriginal students to participate in career-related programs in order to increase their knowledge of workplace-based expectations and post-secondary options.
- Promotion of scholarships, bursaries, exchanges and post-secondary visitations for Aboriginal students.

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

4. To increase all Aboriginal students' sense of pride and ensure they have opportunities to participate in and learn about their heritage and culture.

Rationale for Goal:

This goal is in many ways a foundation for all other Aboriginal Education Enhancement Agreement goals as a positive sense of self, belonging, and safety are critical for Aboriginal students to experience academic and social success. Aboriginal students need greater access to learning opportunities that allow them to feel connected, capable and responsible. These opportunities can promote attendance, develop positive attitudes to learning, and ultimately improve achievement.

The Aboriginal Education Advisory Council is committed to working in partnership with School District 72 to explore means of promoting, honouring and celebrating Aboriginal heritage and culture. Listening to the traditional stories of elders and sharing the success of Aboriginal role models can motivate and inspire Aboriginal students.

Data Sources & Results:

Student Responses to Ministry Satisfaction Survey

Student Responses to Ministry Satisfaction Survey	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Grade 4	Many or All the Time					
At school are you being taught about Aboriginal Peoples in Canada?	48/71=68%	44/65=69%				
Grade 7	Many or All the Time					
At school are you being taught about Aboriginal Peoples in Canada?	15/60=25%	11/64=17%				
Grade 10	Many or All the Time					
At school are you being taught about Aboriginal Peoples in Canada?	29/75=39%	23/62=38%				
Grade 12	Many or All the Time					
At school are you being taught about Aboriginal Peoples in Canada?	13/40=33%	9/39=23%				

Parent Responses to District Survey

Parent Responses (Grade 12) to District Survey	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Yes						
Does your child get Aboriginal language and culture instruction at school?	62%	48%				

Performance Indicator Participation Rates In:	2009-2010 Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
École Phoenix Middle School & Carihi Secondary Liq'wala/Kwakwala	31%	23%				
BC First Nations Studies 12	21%	11%				

2010-2011 Analysis of Progress and Future Actions:

Data from students surveyed indicate that the district needs to do a better job ensuring Aboriginal content is embedded in all curricular areas. The district (Aboriginal Education, Student Services and Instructional Support) has put into place a number of structures and strategies to ensure students experience success, feelings of belonging and see themselves in learning. In 2012-2013, the district's professional development committee is offering an Aboriginal course to educators. In addition, the district will look to expand on a national award-winning First Nations Exploration course offered at one of our middle schools that both Aboriginal and non-aboriginal grade 7 students take in order to increase cultural awareness. In addition, the district (Aboriginal Education, Student Services and Instructional Support) has put into place a number of structures and strategies to improve student success.

Aboriginal Education Department Initiatives to Support this Goal:

- Liq'wala/Kwakwala instruction for over 25 years.
- Knowledgeable and skilled speakers as teachers and local language authorities.
- Locally developed language curriculum and teaching.
- First Nations language and culture offered at all elementary schools, École Phoenix Middle School and Carihi Secondary School.
- Liq'wala/Kwakwala 11 & 12 recognized by University of Victoria as fulfilling the entrance requirement for a second language.
- Early Liq'wala/Kwakwala programs at Kwanwatsi Preschool and Cape Mudge Headstart.
- Aboriginal Student Recognition Dinner.

- Development of Aboriginal Education Department webpage on district website.
- Aboriginal Student Graduation celebration.
- Aboriginal celebration days.
- Boy's and girl's groups doing First Nations activities, etc. at elementary and middle schools.

