

The Board of Education of School District No. 61 (Greater Victoria) Regular Board Meeting, Monday, June 17, 2013 @ 7:30 p.m. Tolmie Boardroom, 556 Boleskine Road

AGENDA

A. COMMENCEMENT OF MEETING

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

A1.	Арр	roval of the Agenda	(p 01-03)
A2.	Арр	roval of the Minutes	
	a)	Approval of the May 21, 2013 Regular Board Minutes	(p 04-08)
A3.	Busi	iness arising from the Minutes	
A4.	Stud	lent Achievement	
	a)	Kolette Cristante and her Rogers Elementary Kindergarten drummers	
A5.	Dist	rict Presentations	
	a)	Enhancement Agreement, Janice Simcoe, Chair, Advisory Committee Presenter: Trustee Horsman	
	b)	Margaret Dow, Educational Assistant, Frank Hobbs Elementary National Inclusive Educational Award Presenter: Chair Orcherton	
	c)	Jack Jeffrey, Volunteer, George Jay Elementary Presenter: Trustee McEvoy	
A6.	Com	munity Presentations (5 minutes per presentation)	
	a)	Stephanie Longstaff, President, Sooke PAC, Vancouver Island Parents Confer	ence
	b)	Vicki White, Chair, Vancouver Island Parents Conference	
	c)	Wendy Joyce, Vice-Chair, Victoria Confederation of Parents Advisory Council 2013/2014 Initiatives and Priorities	

- d) John Bird, Chair, VCPAC, 2013/2014 Initiatives and Priorities
- e) Peter Milne, Parent, Conflict of Interest

A7. Trustees' Reports

B. CHAIR'S REPORT

C. BOARD COMMITTEE REPORTS

C1. Joint Education Policy Development and Operations, Policy and Planning Committee

- a) Minutes from the June 10, 2013 meeting Information only (p 09-13)
- b) Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria)(p 14-48)receives the 2013-2014 Achievement Contract.

D. DISTRICT LEADERSHIP TEAM REPORTS

D1. Superintendent's Report

a) Board of Education and Standing Committee Meeting Dates

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2013/2014 Board of Education and Standing Committee meeting dates.

b) Specialty Academy Fees

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) makes available to the public via the District website, the schedules of fees that have been approved by the School Planning Councils for the District's Specialty Academy programs.

c) Enhancement Agreement

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) receives the Aboriginal Enhancement Agreement.

E. REPORTS FROM TRUSTEE REPRESENTATIVES

F. NEW BUSINESS/NOTICE OF MOTIONS

(p 57-77)

(p 50-56)

(p 49)

G. COMMUNICATIONS

H. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

I. ADJOURNMENT



The Board of Education of School District No. 61 (Greater Victoria) May 21, 2013 Regular Board Meeting - Tolmie Boardroom, 556 Boleskine Road

MINUTES

Present:

Trustees Peg Orcherton, Chair, Bev Horsman, Vice-Chair, Catherine Alpha, Tom Ferris, Elaine Leonard, Edith Loring-Kuhanga, Michael McEvoy, Diane McNally, Deborah Nohr

Administration:

John Gaiptman, Superintendent of Schools, Debra Laser, Secretary-Treasurer, Sherri Bell, Deputy Superintendent, Pat Duncan, Associate Superintendent, Deborah Courville, Associate Superintendent, Ted Pennell, Director, Information Technology, Vicki Hanley, Recording Secretary

The meeting was called to order at 7:32 p.m.

Chair Orcherton recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

Introductions were made around the Board table.

A. COMMENCEMENT OF THE MEETING

A1. Approval of the Agenda

It was moved and seconded:

That the May 21, 2013 Agenda be approved with the following changes/additions:

A6. Community Presentations

- d) Karen Weiss, Bullying
- e) Peter Milne, Conflict of Interest

A7. Trustees' Reports

- a) Trustee Horsman
- b) Trustee McNally
- c) Trustee Nohr

Motion Carried

A2. Approval of the Minutes

a) It was moved and seconded:

That the April 15, 2013 Regular Minutes be approved.

Motion Carried

b) It was moved and seconded:

That the April 17, 2013 Special Board Budget Minutes be approved.

Motion Carried

A3. Business arising from the Minutes

None.

A4. Student Achievement

Tina Horwood, Director of Island Ukuleles, attended the Board meeting and introduced the Senior Performing Ensemble which is comprised of students in grades 7 to 12 from 17 local middle and high schools. Ms. Horwood provided a brief history of Island Ukuleles after which the students performed and sang a variety of pieces for the Board including a very upbeat piece called "Here comes the Sun".

Chair Orcherton thanked Ms. Horwood, Matthew Martin, Matthew Russell and her ensemble for attending and performing for the Board.

A5. District Presentations

Trustee Ferris introduced and welcomed Donald Adams, Oaklands Elementary School Kindergarten Teacher and recipient of the 2013 Todd Rogers Research Award. The award is presented by the Canadian Educational Researchers' Association and recognizes an individual's leadership and achievement in the field of evidence based research. Trustee Ferris presented Mr. Adams with a Certificate of Recognition on behalf of the Board of Education.

Chair Orcherton thanked Mr. Adams for his dedication to the students of School District 61.

A6. Community Presentations

- a) Clint Lalonde, parent, attended to speak in favour of Wi-Fi. Mr. Lalonde was speaking on behalf of his elementary school children in the District and expressed his frustration about the barriers that are in place for educators by placing moratoriums on installing any new routers in schools.
- b) Dr. Valerie Irvine, parent, attended to speak in favour of Wi-Fi. Dr. Irvine was representing her children in the District and voiced her belief that Wi-Fi benefits children with respect to the mobility afforded them to move around in classrooms and schools rather than being stationary due to fixed wired internet access.
- c) David Leach, parent, attended on behalf of his children at Willows Elementary and spoke in favour of Wi-Fi. Mr. Leach spoke about the precautionary principle with regards to the safety of Wi-Fi.
- d) Karen Weiss, attended to voice her concerns with respect to bullying on social media as it relates to the current Wi-Fi issue.
- e) Peter Milne, parent, expressed concern over perceived conflicts of interest within the District as it relates to the current Wi-Fi issue.

A7. Trustees' Reports

Trustee Horsman reported that she attended the Reynolds High School graduation transition fair and the British Columbia School Trustees Association (BCSTA) Annual General Meeting in Kelowna.

Trustee McNally reported that on May 4th she attended an urban study walk called Jane's Walk in the Tillicum School area, visited Craigflower Elementary School and attended the musical production of Guys and Dolls at Esquimalt High School.

Trustee Nohr reported that she will be attending the Special Education Parent Network Day on Saturday at Central Middle School and the Mt. Douglas High School graduation celebration on Wednesday night.

B. CHAIR'S REPORT

Chair Orcherton reported that she attended the annual Oak Bay Municipal dinner along with Trustees McEvoy and Horsman, to acknowledge and thank volunteers and organizations in the community.

Chair Orcherton reported that she attended the 2013 Success by 6 Early Years Awards ceremony and along with School District 62 and 63, accepted an award for outstanding work by teachers and Principals who work and support this initiative.

On May 16, 2013 Chair Orcherton attended Claremont Secondary School to judge the semi-finals of the 2013 Rotary Club of Royal Oak Public Speaking Contest. Eleven contestants from School Districts 61 and 63 were chosen to compete with two of our District students being chosen to move on to the finals on May 30th.

Chair Orcherton thanked Trustee McEvoy for his commitment and work as President of the British Columbia School Trustees Association.

C. BOARD COMMITTEE REPORTS

C1. Education Policy Development Committee meeting

a) The May 6, 2013 meeting minutes were presented for information.

C2. Operations, Policy and Planning Committee meeting

a) The May 13, 2013 meeting minutes were presented for information.

D. DISTRICT LEADERSHIP TEAM REPORTS

a) Learning Improvement Fund – 2012/2013 Summary

Deputy Superintendent Bell provided a summary to the Board with respect to the 2012/2013 Learning Improvement Fund and how the grant funds were allocated to schools. The grant totaled \$1,923,524 and has been spent by providing additional teachers, educational assistants and professional development.

E. REPORTS FROM TRUSTEE REPRESENTATIVES

Trustee McNally reported that she attended a Saanich Healthy Advisory Committee meeting on May 16, 2013.

F. NEW BUSINESS/NOTICE OF MOTIONS

F1. Needs Budget – Trustee Ferris

Trustee Ferris presented his motion and provided a brief overview of the Needs Budget Committee meetings. A discussion ensued amongst the Trustees with Superintendent Gaiptman providing some answers of clarification.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) submit the District Needs Budget as well as our balanced budget.

Motion Carried

For: Trustees Ferris, McNally, McEvoy, Loring-Kuhanga, Orcherton, Horsman, Alpha and Nohr

Abstain: Trustee Leonard

F2. Technology Installation – Trustee McNally

Chair Orcherton asked Trustee McNally if she would like to withdraw her motion as it was already discussed at the May 13, 2013 Operations, Policy and Planning Committee meeting. Trustee McNally did not wish to withdraw but was willing to defer the motion. Deputy Superintendent Bell advised that this issue has already been discussed by the Sub-Committee on Public Engagement and recommendations will be brought forward in September 2013.

It was moved and seconded:

That the SD61 IT department research and report back to the Board on costs for purchase, setup and maintenance of a live feed camera(s) in the Board room, the objective being live streaming and archiving (archive function to include keyword searchable and RSS function) of Board meetings online.

Motion Tabled

For: Trustees Ferris, McNally, McEvoy, Loring-Kuhanga, Orcherton, Horsman, Alpha, Nohr and Leonard

G. COMMUNICATIONS

Superintendent Gaiptman reported that by wearing jeans this evening, the Board is supporting the CURE Foundation which raises money for breast cancer research and education.

H. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

The following item was reported out from the In-Camera portion of this evening's meeting:

i) Superintendent Gaiptman reported that retired Principal, Maeva Sundher passed away suddenly while on vacation.

I. ADJOURNMENT

It was moved and seconded:

That the meeting be adjourned.

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The meeting adjourned at 9:24 p.m.

CERTIFIED CORRECT

Chair

Secretary-Treasurer



Combined Education Policy Development Committee and Operations, Policy and Planning Committee Meeting June 10, 2013 – GVSD Board Office, Boardroom

REGULAR MINUTES

Present: TRUSTEES

Catherine Alpha, Chair, Education Policy Development Committee Elaine Leonard, Chair, Operations Policy and Planning Committee Tom Ferris Bev Horsman Edith Loring-Kuhanga Michael McEvoy Diane McNally Deborah Nohr Peg Orcherton

ADMINISTRATION

John Gaiptman, Superintendent Debra Laser, Secretary-Treasurer Sherri Bell, Deputy Superintendent Pat Duncan, Associate Superintendent Deb Courville, Associate Superintendent Janine Roy, District Principal, Learning Initiatives Doreen Hegan, Recording Secretary

The meeting was called to order at 7:07 p.m.

Chair Alpha recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

1. APPROVAL OF THE AGENDA

It was moved:

That the June 10, 2013 regular agenda be approved.

Motion Carried

2. APPROVAL OF THE MINUTES

It was moved:

That the May 6, 2013 Education Policy Development Committee Meeting regular minutes be approved.

Motion Carried

It was moved

That the May 13, 2013 Operations, Policy and Planning Committee Meeting regular minutes be approved.

Motion Carried

3. BUSINESS ARISING FROM MINUTES – None

4. EDUCATION POLICY DEVELOPMENT COMMITTEE – Trustee Alpha, Chair

A. GVTA Presentation

Debra Swain, Greater Victoria Teachers' Association advised the Committee that teachers were invited to participate in the second year of a collaborative teacher-led inquiry that focused on meaningful conversations about student engagement in learning. Ms. Swain highlighted several of the projects that were undertaken during the school year, and noted the value of having teachers from elementary, middle and secondary schools work together.

Trustees asked questions of Ms. Swain and thanked her for her presentation.

B. French Immersion

Trustee Ferris reported that the French Advisory Committee (FAC) has met to discuss the challenges being presented as a result of growth in the French Immersion program particularly at Sir James Douglas Elementary school and the surrounding area. The FAC is seeking the Board's support for giving consideration to opening a new French Immersion program at a school that has space.

In response to Trustee questions, Simon Burgers, District Vice-Principal, Languages and Multiculturalism advised that George Jay Elementary is a possible site for an additional program. If the Board is supportive of expanding the French Immersion program, the next step will be to speak with the George Jay staff and Parent Advisory Council.

Trustees expressed their support for expanding the French Immersion program. Trustee Ferris advised that the process related to opening a new French Immersion program will be brought to the Board in the fall.

C. Community Literacy Plan

Janine Roy, District Principal Learning Initiatives referenced the 2012-2013 Community Literacy Plan stating that the report has been prepared by Jan Dupuis, Literacy Outreach Coordinator and that the goals remain the same. The report is being provided for information.

5. OPERATIONS, POLICY AND PLANNING COMMITTEE – Trustee Leonard, Chair (convened at 7:43p.m.)

A. PRESENTATIONS

Rob Paynter, Expense Transparency and Accountability

Mr. Paynter referred to the Alberta government's new expense disclosure requirements which are intended to provide greater detail on travel, accommodation, meal and hospitality expenses. He urged the Board to be proactive in developing a mechanism for the public posting of trustee and senior administration expenses to the district website.

Secretary-Treasurer Laser was asked to review the expense reporting in conjunction with the preparation of the annual Statement of Financial Information report for the year ending June 30, 2013 and report back to the Board in the fall.

B. DISTRICT LEADERSHIP TEAM REPORT

1. Achievement Contract

Superintendent Gaiptman presented the 2013-2014 Achievement Contract and stated that members of the District Leadership Team were available to answer any questions.

Trustees provided comments and asked questions.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) receives the 2013-2014 Achievement Contract.

Motion Carried Unanimously

C. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

D. NEW BUSINESS/NOTICE OF MOTIONS

1. Trustee Nohr - Develop a protocol and process to measure classroom radiation exposure levels

Trustee Nohr presented her motion and provided her rationale. Trustees asked questions and provided comments.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) direct a joint technology and facility department effort to develop a protocol and process to measure classroom radiation exposure levels in areas with access points, cell phones, laptops, tablets and mobile computing systems and that this protocol would measure classrooms, computer labs, hallways, offices, staff rooms etc. to develop a baseline of ambient, average and peak EMR levels in all our schools and that the radiation exposure levels be reported to the Board on a quarterly basis, evaluating all schools yearly.

For: Trustees Alpha, Loring-Kuhanga, McNally, Nohr Against: Trustees Ferris, Horsman, McEvoy, Orcherton, and Leonard

2. Trustee McNally - Trustee Representatives to Outside Organizations

Trustee McNally presented her motion and provided her rationale.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) Board agenda as set out in Section 10 of Bylaw 9360, General Meeting of the Board, include at E. a list of all outside organizations that have assigned Trustee representatives.

Discussion ensued amongst the Trustees. It was suggested that this item be referred to the Sub-Committee on Public Engagement.

It was moved:

That the motion the Board of Education of School District No. 61 (Greater Victoria) Board agenda as set out in Section 10 of Bylaw 9360, General Meeting of the Board, include at E. a list of all outside organizations that have assigned Trustee representatives be referred to the Sub-Committee on Public Engagement.

Motion Carried

For: Trustees Alpha, Ferris, Horsman, McEvoy, McNally, Orcherton and Leonard Against: Trustees Loring-Kuhanga and Nohr

3. Trustee McNally – Trustee Representation to the District Health and Safety Committee

Trustee McNally presented her motion and provided her rationale.

Discussion ensued amongst the Trustees. It was stated that the role of the Board is to make policy decisions and not to be involved in day-to-day operational matters.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) establish ongoing Trustee representation to the District Health and Safety Committee, assignment to be made by the Board Chair from amongst trustees who express interest, assigned Trustee to report to the Board regularly in In Camera or public meetings as appropriate.

Motion Defeated

For: Trustee McNally

Against: Trustees Alpha, Ferris, Horsman, Loring-Kuhanga, McEvoy, Nohr, Orcherton, and Leonard

E. GENERAL ANNOUCEMENTS

- Trustee Horsman asked for volunteers from the Trustees to help with organizing and hosting the Vancouver Island School Trustees' Association Conference in October 2013. Trustee Loring-Kuhanga volunteered. Trustee McNally suggested sending an email outlining what needs to be done.
- Chair Leonard informed the Committee that Trustee Loring-Kuhanga's notice of motion regarding "Suicide Prevention" will be placed on the Combined Education Policy Development and Operations, Policy and Planning Committee meeting agenda for September 9, 2013. This will allow time for information to be collected and speakers to be informed. Trustee Loring-Kuhanga mentioned that September 10th is National Suicide Day.

F. ADJOURNMENT

It was moved

That the meeting adjourn.

Motion Carried

The meeting adjourned at 9:00 p.m.



OFFICE OF THE DEPUTY SUPERINTENDENT

Sherri Bell, Deputy Superintendent 556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8 PHONE (250) 475-4220 FAX (250) 475-4115

MEMO

To: Board of Education

From: John Gaiptman, Sherri Bell, Deb Courville, Pat Duncan

- Date: June 10, 2013
- Re: Achievement Contract

Attached you will find the 2013 - 2014 Achievement Contract.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) receives the 2013-2014 Achievement Contract.

Greater Victoria School District Achievement Contract 2013 - 2014



in learning within a responsive and safe environment.

The Greater Victoria School District is committed to each student's success

School District

Achievement Contract 2013 - 2014

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The Greater Victoria School District wishes to recognize and acknowledge the Songhees and Esquimalt Nations on whose traditional territory we live, we learn, and we do our work.	The Greater Victoria School District Achievement Cor continuously improve student achievement and stude foundation for the work of our District. The involvement of School Planning Councils, school a up of District partner groups, is valued and appreciate data, and School Growth Plans to develop this contract. The following goals and objectives, beginning with the to the world beyond Grade 12, continue to guide our di	
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Unique Characteristics & Strengths Our District organizer all schools into seven Families of Schools providing a structure that allows for K-12 planning, professional development and collaboration. Principals and Vice Principals have the opportunity to dialogue monthly with their K-12 collaggues to plan initiatives that arise out of shared school goals. Our District transition process was designed to facilitate structure attending schools in their Family. This results in more seamless transitions from school to school as students move from K-5 through to middle and secondary levels. Our District offers a wide range of Propers of Choice. We have a large and flourishing French Immersion program which is available for K-12 students. Entry points are offered at K, Grade I and Grade 6. At the secondary level, district program sinclude Elexible Studies at Reynolds Secondary and a Challenge Program of Choice in hockey and Arburts Global Middle School offers the Advancement via Individual Determination AVID program. Four secondary schools (Reynolds, Lamirick Park, Spectrum and Equinallo) offer the Species in hockey and Arburts Global Middle School of Choice for Choice for Cloade 6-8 students. At the K-5 level, our District offers three Schools of Choice: South Park Family School, School of Choice for Cloade 6-8 students. At the K-5 level, our District offers three Schools of Choice: South Park Family School schools. Cloquitz and Gordon Head, are Partitional School. There schools of Choice: South Park Family School through a combination of on-line and/or paper-based curves options. Through a combination of on-line and/or paper-based curve options.
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	District and School Connections
	Development of School Growth Plans and the Achievement Contract: A District-Wide Conversation School Planning Councils (SPCs) play an important role in our District's Achievement Contract framework. SPCs collaborate with the school community in the development of the school growth plan. These growth plans are then submitted to the Deputy/ Associate Superintendents, who review and discuss the plans further with school principals. They are also provided to the Greater Victoria Board of Education for their consideration.
	A "Draft" Achievement Contract is developed from the school growth plans on the basis of priorities identified by schools. District student performance data, and trends over time. All District partner groups are invited to become involved in the process of developing the "draft" Achievement Contract. Invitations to participate on the Achievement Contract Advisory Committee are sent to representatives from the Victoria Confederation of Parents Advisory Councils, the Greater Victoria Teachers Association, the Canadian Union of Public Employees 947, the Allied Specialists Association and the Victoria Principals' and Vice Principals' Association. The Achievement Contract Advisory Committee meets regularly to consider, review and work together collaboratively in this development.
	A "Draft" Achievement Contract is provided to each school's SPC to review and consider the information provided in the document. SPCs are asked to pay particular attention to the alignment and coherence between the school's priorities and district goals, and to provide feedback, suggestions and input on any or all of the information they are considering.
	Our District entered into its first Aboriginal Education Enhancement Agreement (EA) in June 2005. This agreement includes goals and key performance indicators, with accompanying strategies and structures designed to monitor and support Aboriginal students in our District. Achievement of success for each Aboriginal student is a separate goal of this Achievement Contract (Goal 2). As well, Goals 1 and 3 integrate actions to support Aboriginal learners. In the Spring of 2013 the ongoing work of the Aboriginal Nations Education Council resulted in the renewal of the Agreement, ensuring continued support for the success of our Aboriginal students through to 2018.
	These district-wide conversations assist in the development of the Achievement Contract. The Achievement Contract is submitted to the Ministry of Education annually on, or before, July 15th. This cycle of analysis, planning, development and review continues throughout the year.
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Early Learning Early Learning Early Learning Early Learning Early Learning Programs in our District induce is strong start Centers, twenty-eight Reacy, Set, Learn plans, and ten Wetcome to Strotegater partnerships. This work this led to the forging of a stronger collaborative relationship with the early learning programs. Your District connects with the Lower Island Success By 6 and the Regional Literacy Advisory Group. The work with success By 6 hest led to District Inflatione entitled "1000 x 5", which has most of our elementary abolis of circleng garity used books from their parent community. These books are then picked up from the chools, leveled and distributed to the Strong Sta- programs and Neighborhood Houses in our District. The goal is for each child to read 1000 books before they enter kindlegarte. The 2009-10, energies were applied to creating a resource list of community literacy stafts and not account and this variantion. discussion and recommendation process. Following Ris, an analysis of structures and gaps was undertaken. Coals were sta and ranked. In 2011. Liggeries Nov. 2010 and Literacy BC merged to become 'Decoda Literacy Staft Presson's and this organization was charged with overseling provinding grant funds taget for community literacy programs. As a result of this process, free projects have continued to the active operation this year. Together Against Poverty programs and stage and marked. In 2011. Liggeries Nov. 2010 and Literacy Upgrant/Resource Centre (Scribe Service). The community the analy Advocacy (Durreach Turoring): Victionia BRAD Society (Durreach). The second literacy Upgrant for the active operation the species, which have planned these inhibitives within the goographical are of the District in 2012- 2013, are made up of representatives from a variety of community organization in the species. Together Against Poverty provide the Advoch Literacy Upgrant(R) inhibitives within the goographical area of the District in 2012- 2013, are made up of represe		
		Early Learning Early Learning Programs in our District include six Strong Start Centers, twenty-eight Ready, Set, Learn plans, and ten Welcome to Kindergarten partnerships. This work has led to the forging of a stronger collaborative relationship with the early learning community. Our District connects with the Lower Island Success By 6 and the Regional Literacy Advisory Group. The work with Success By 6 has led to a District Initiative entitled "1000 x 5", which has most of our elementary schools collecting gently used books from their parent community. These books are then picked up from the schools, leveled and distributed to the Strong Start Programs and Neighborhood Houses in our District. The goal is for each child to read 1000 books before they enter kindergarten.
Healthy and Caring Schools The Mission Statement of our District states: "Committed to each student's success in learning within a responsive and safe environment." All schools identify specific strategies and structures to build safe and caring school communities and to honour diversity of both visible and invisible differences. These strategies and structures include documents to describe and communicate the Code of Conduct, specific programs to develop and/or support social responsibility such as: W/TS (Walk Away, Ignore, Talk it Out, Seek Help), PBS (Positive Behaviour Support), the Virtues Program, Pink Shirt Day, Roots of Empathy, Gay/Straight Alliances, Restitution and Student Leadership programs, as well as anti-racism initiatives such as the Holocaust Symposium. All schools have a link on their website to the Ministry ERASE anti-bullying site.	21	Community Literacy Plan In 2009-10, energies were applied to creating a resource list of community literacy assets and engaging the community in an examination, discussion and recommendation process. Following this, an analysis of structures and gaps was undertaken. Goals were set and ranked. In 2011, Legacies Now 2010 and Literacy BC merged to become 'Decoda Literacy Solutions' and this organization was charged with overseeing provincial initiatives by providing grant funds targeted for community literacy programs. As a result of this process, five projects have continued to be in active operation this year: Together Against Poverty Society (Wrongful Dismissal Advocacy): Literacy Upgrading): Victoria Disability Resource Centre (Scribe Services). The community literacy task groups, which have planned and implemented these initiatives within the geographical area of the District in 2013, are made up of representatives from a variety of community organizations including libraries, family resource programs, our District, and local literacy organizations.
		Healthy and Caring Schools The Mission Statement of our District states: "Committed to each student's success in learning within a responsive and safe environment." All schools identify specific strategies and structures to build safe and caring school communities and to honour diversity of both visible and invisible differences. These strategies and structures include documents to describe and communicate the Code of Conduct, specific programs to develop and/or support social responsibility such as: WITS (Walk Away, Ignore, Talk it Out, Seek Help), PBS (Positive Behaviour Support), the Virtues Program, Pink Shirt Day, Roots of Empathy, Gay/Straight Alliances, Restitution and Student Leadership programs, as well as anti-racism initiatives such as the Holocaust Symposium. All schools have a link on their website to the Ministry ERASE anti-bullying site. Page 16

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23	Over incluc	 Innovative and Promising Practices have been put in place, and/or strengthened. Induding, but not limited to, the following: Over the last several years, a number of strong innovative and promising practices have been put in place, and/or strengthened, induding, but not limited to, the following: Families of Schools, a way of making a large district smaller and connecting elementary and middle with a secondary school, collaborate in supporting students from Crades K-12: Farous on ESD (English Still Development/Second Dialect) as a means of providing early intervention to Aboriginal follow: A purposetul and deliberate focus on pedagogical practices and student learning at Principals' Meetings with a focus on 21st Century skills and deliberate focus on bedagogical practices and student learning at Principals' Meetings with a focus on 21st Century skills and learning trategies based on what we know about learning at Principals' Meetings with a focus on 21st Century skills and learning and the Phain: Fast Track, a credit recovery program for students in Grades 10 and 11 can experience a variety of Tracks including minor carpentry, dryvali, electrical, floor laying, painting, piumbing, roofing repairs, and general molecient of minor carpentory of Tracks in cluding minor carpentry, dryvali, electrical, floor laying, painting, piumbing, roofing repairs, and general modely monitored by school-based and District counseling and administrative staff. Cose monitoring and tracking or students neeling and administrative staff. Cose monitoring and tracking counseling and administrative staff. Cose monitoring and tracking or students are additional support is provided by the Student services Office. In doely monitored by school-based and District counseling and administrative school schoils with the superintendent. Cose monitoring and tracking or students meeting and administrative school based Principals. Cose monitoring and tra
	•	learning environment for all members of school communities; Our District designed the Grades 2-8 Oral Reading Comprehension Assessment (ORCA) to assess reading comprehension in
		the classroom; Page 8

tres and woris.	Reading Recovery for short term early literacy intervention for Grade 1 students: Action research teams work with Learning Initiatives at middle and secondary levels on reading, writing, science and numeracy teams: Enhanding Learning Collaborative Inquiry Grants to support school teams of teachers, principals and vice-principals working on innovative inquiry projects to improve student engagement and learning: K - 12 professional development focused on enhancing learning using technology is offered through Learning Initiatives: A District Immersion website to organize dastroom and library resources in French for ease of selection and ordering: The Technology and Learning Project is offered at eight of our CommunityLINK schools and will be expanded in the 2013/14 school year. Some areas identified, in which learning will be enhanced through this project, include but are not limited to: Language development literacy stills in writing; use of communication tools to collaborate, demonstrate and extrapolate or predict to build new understanding. Our Green Initiatives website features photographs, stories and District highlights. This website tells the story of how our District works with all partner groups to promote green initiatives throughout our schools. Forty-two out of forty-seven actionol sites have implemented a full recycling/waste management program that involves students and staff. All of our elementary schools participate in W.I.T.S, which is an elementary anti-bullying program that provides workable and developmentally appropriates for KI/I4/S/7 program that involves students and taff. There is on the standor with a helps children develop greater life skills in understanding and managing stress and wories.
stress and worries.	managing
 Friends for Life' is a Grade K/1/4/5/7 program that helps children develop greater life skills in understanding and managing 	orty-seven
 Our Green Initiatives website features photographs, stories and District highlights. This website tells the story of how our District works with all partner groups to promote green initiatives throughout our schools. Forty-two out of forty-seven school sites have implemented a full recycling/waste management program that involves students and staff; All of our elementary schools participate in W.I.T.S, which is an elementary anti-bullying program that provides workable and developmentally appropriate social skills for handling conflicts with peers; 'Friends for Life' is a Grade K/1/4/5/7 program that helps children develop greater life skills in understanding and managing 	nships and
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4	Goals and Objectives
	Goal 1
	To improve student learning and achievement Objective 1:
	 a) To improve learning and achievement in Literacy and Numeracy for each student; b) To improve learning and achievement in Literacy and Numeracy with particular focus on schools with the highest needs based on CommunityLINK, Early Development Indicators (EDI), Foundation Skills Assessment (FSA) results, classroom achievement end of year marks and completion rates.
	Objective 2: To increase personal and social responsibility
25	Goal 2 To increase the success of Aboriginal students from Kindergarten to Grade 12
	Goal 3
	To increase the percentage of Grade 8 students who receive a Dogwood Completion Certificate or a School Completion Certificate within six years
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	GOAL 1
	To improve student learning and achievement
	Objective 1 a) To improve learning and achievement in Literacy and Numeracy for each student; b) To improve learning and achievement in Literacy and Numeracy with particular focus on schools with the highest needs based on CommunityLINK, Early Development Indicators (EDI), Foundation Skills Assessment (FSA) results, classroom achievement end of year marks and completion rates.
26	RATIONALE Analysis of student data from district Action Research Projects demonstrates improved student literacy and numeracy achievement results from teacher participation in pedagogically-focused professional development. Analysis of school, district and provincial data along with school growth plans indicates that targeted literacy and numeracy support continue to be important. We seek to improve learning and achievement in literacy and numeracy for every student with a particular focus on vulnerable or low performing students.
	SUMMARY OF PROGRESS Our data indicates an upward trend in student achievement. This year we exceeded the Provincial FSA results in reading, writing and numeracy for All Students in Grades 4 and Grade 7. Additionally, FSA results for the cohort (how Grade 4 students performed three years later in Grades 7) showed improvement for all students in reading, writing and numeracy. FSA results for Grade 7 Aboriginal students exceeded the provincial average in reading, writing and numeracy and Grade 4 Aboriginal students showed improvement for all students, writing and numeracy and Grade 4 Aboriginal students exceeded the provincial average in reading, writing and numeracy and Grade 4 Aboriginal students showed improvement in numeracy. Every elementary and middle school has a School Learning Mentor who provides professional development and collegial support in the areas of literacy and numeracy. Support for reading was offered this year to all elementary schools through the provincially-funded Changing Results for Young Readers Project and our District's K-3 Teacher Inquiry Project on Reading to develop strategies to continue to improve student achievement in reading.
	Page 11

100	ACTIONS	
	New or Ongoing Initiatives	How are you or will you monitor and evaluate success?
	Ministry K-3 Reading Project	
100	 Additional provincial funding provided the structure of 	 Teacher common assessment;
-	year-long modeled professional development and	 Teachers provided their reflections on observed student
_	allocated collaborative planning time to $K - 3$ teachers to	growth.
	analyze existing practice in reading and identify elements	
	for change. Teachers used the inquiry process to focus	Examples of Teacher Reflections:
	on strategies for supporting learners in reading, strategies	"Student is more independent and confident in
	for supporting vulnerable learners and examining current	reading and writing abilities."
-	research. Teachers were then provided additional time	• "Student is developing a joy of reading."
-	for collaborative co-planning, co-teaching and reflections	
_	with colleagues to specifically target vulnerable students	
-	in reading:	
	 Areas of focus were determined by teachers through 	Target:
-	observation and teacher reflection;	 Improved student learning in reading.
590.5	 Areas of support included: focus on inquiry process; 	
	strategies for supporting learners in reading: strategies for	
	supporting vulnerable learners; resource exploration; and	
	time for collaborative planning, co-teaching and	
	reflections with colleagues,	

Page | 12

K-3 leacher inquiry Project on Keading		Torchaer chosed thoir abroantions on their incluing ther
	portunity •	leachers shared their observations on their inquiry with other
to invite K - 3 teachers to join a district inquiry	inquiry project	teachers in the project.
focused on reading. K - 3 teachers in all elementary	entary	
schools were invited to a series of sessions which used		Target:
the inquiry process, professional development, and	• •	Improved student learning in reading in our elementary
collaborative reflection time with colleagues to examine	o examine	schools.
strategies for supporting learners in reading. Teachers	eachers	
were then allocated additional release time to co-plan,	co-plan,	
co-teach and reflect with colleagues to specifically focus	ally focus	
on vulnerable students in reading;	<	
Areas of focus were determined by teachers through	rough	
observation and teacher reflection;		
Areas of support included: inquiry process, strategies for	ategies for	
supporting learners in reading, strategies for supporting	pporting	
vulnerable students, resource exploration, and time for	time for	
collaborative planning, co-teaching and reflectic	reflections with	
colleagues.		
	4	
School Learning Mentors		
Provide literacy and numeracy support to teachers at	thers at	
every elementary and middle school;	2	Collect anecdotal data from School Learning Mentors.
Areas of focus are determined at each school based upon	ased upon	
school growth plan goals and student data;	Ë	Target:
Areas of support include: Assessment for Learning.	ning, •	School Learning Mentors will support colleagues to improve
literacy and numeracy professional development,	ent.	student learning in literacy and numeracy.
modeled lessons, collaboration opportunities and	pue	
resource information;		

Learning Mentors, who in turn support colleagues based on school/student needs.	
 Middle and Secondary Action Research Projects Middle and secondary action research projects focus on reading and writing connections, numeracy and science; 	 Teachers completed a survey to provide their reflections on observed student growth.
 Teachers develop pre- and post- common assessment frameworks based on the BC Performance Standards and use these assessments to guide instruction; Action Research teams are provided with release time to engage in inquiry projects supported by year-long 	 Examples of Teacher Reflections: "I have noticed a change in the students' confidence and their willingness to tackle numeracy problems." "Students had a higher rate of success in their writing when they had more background information."
 additional time for collaborative co-planning, co- teaching and reflection; Teachers implement specific strategies based on identified student literacy and numeracy needs. 	 Targets: Improve student achievement in reading, writing and science; Improve student achievement in understanding of mathematical concepts.
 Enhancing Learning using Technology Professional development by District teachers on literacy and numeracy strategies enhanced by a variety of technologically-based tools, including iPad, SMARTboards and web-based 2.0 tools. 	Target:To improve student achievement in literacy and numeracy by using technology tools to enhance learning.

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 instruction: Performance Standards; Vancouver Island Diagnostic Math Assessment (VIDMA); Elementary and middle schools select one of the following assessment tools to administer two to three times per year to guide instruction: Oral Reading Comprehensive Assessment (ORCA) Bench Marks District Assessment of Reading Team (DART) Alberta Diagnostic Assessment 	 Schools utilize information to guide instruction; District Action Research Teams administer pre- and post- common assessments and use those assessments to guide instruction.
 Enhancing Learning Grants Provides the opportunity for school-based inquiry by teams of teachers working together with the goal of increasing student engagement and achievement. 	 Target: To continue collaborative practice that supports student learning and engagement. In the 2012/13 school year we had 76 inquiry teams.
 K-8 French Immersion Continue to increase Immersion resources on our District website that will enable teachers to increase their ability to differentiate instruction in Immersion. 	 Targets: To increase the number of leveled book resources on our District website; Through differentiation we will continue to increase student retention in French Immersion. For the 2013/14 school year, our projections show that 94% of our Grade 5 Immersion students are remaining in Immersion from Grade 5 to 6. This is an increase in retention of 6% over the 2012/13 school year.

French Immersion Teacher Professional Targets: Development Opportunities Targets: • French Immersion professional development • Continue to intervent through the	
	gets: Continue to increase retention and student achievement in French Immersion as a result of meeting the individual learning needs of students.
 English as a Second Language Development and implementation of a standardized Annual Education Plan checklist to aide teachers in supporting ESL/D students. 	get: Teachers responsible for ESL/D program will use the Annual Education Plan checklist.

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Detective 2 To Increase personal and social responsibility Is fundamental to student learning and achievement. The Articloven section of this report (page 6) outlines some of the inifiatives in our schools. Additionally, in 2012 - 2013 twenty-seven schools section of an school dimate that promotes personal and social responsibility and the development of global citizenship skills. 2013 twenty-seven schools bad a school goal focused on social responsibility and the development of global citizenship skills. 2013 twenty-seven schools had a school goal focused on social responsibility and the development of global citizenship skills. 2013 twenty-seven school stad responsibility has been an ongoing objective in our District Achievement Contract. In the recent past, we have focused on environmental and global awareness. Most schools have completed a Reducing Our Carbon Footprint Action Plan. Our District Green Initiative website features photographs, stories and District highlights. Forty, two out of forty-seven school sites have implemented a full recycling/waste management program that involves students and staff. School's growth plan goals for 2012-2013 reflected a shift in emphasis from environmental awareness to self-regulation and second responsibility. ACTION ACTION ACTION Brew of Orgoing Initiative from environmental awareness to self-regulation and east at stakeholder group. Monthly meetings address the guestion: "How do we create a culture that is more wellow or well with District stakeholders on continuing to create a wellow and safe culture. "How do we create a culture that is more continuing and safe culture."	 GOAL 1	
RATIONALE A school climate that promotes personal and social responsibility is fundamental to student learning and achievement. Healthy and Caring Schools section of this report (page 6) outlines some of the initiatives in our schools. Additionally, in 22 2013 twenty-seven schools bad a school goal focused on social responsibility and the development of global citizenship skills. SUMMARY OF PROCRES Developing personal and social responsibility has been an ongoing objective in our District Achievement Contract. In the repart, we have focused on environmental and global awareness. Most schools have now established green teams representatives from all stakeholder groups. Currently, all schools and District departments have completed a Reducing School's growth plan goals for 2013 zelfected a shift in emphasis from environmental awareness to self-regulation personal responsibility. Achool's growth plan goals for 2012-2013 reflected a shift in emphasis from environmental awareness to self-regulation personal responsibility. Achool's growth plan goals for 2012-2013 reflected a shift in emphasis from environmental awareness to self-regulation personal responsibility. Achool's growth plan goals for 2012-2013 reflected a shift in emphasis from environmental awareness to self-regulation personal responsibility. Achool's growth plan goals for 2012-2013 reflected a shift in emphasis from environmental awareness to self-regulation personal stateholder group. Monthly meetings address the eveloping Initiative from environmental awareness to self-regulation personal resonance in the responsibility. Intervention District committee composed of a representative from environmental awareness to self-regulation environmental awareness to se	Objective 2 To increase personal and social responsibility	
y has been an ongoing objective in our District Achievement Contract. In the r I and global awareness. Most schools have now established green teams s. Currently, all schools and District departments have completed a Reducing t Green Initiative website features photographs, stories and District highlights. I slemented a full recycling/waste management program that involves students and reflected a shift in emphasis from environmental awareness to self-regulation reflected a shift in emphasis from environmental awareness to self-regulation reflected a shift in emphasis from environmental awareness to self-regulation reflected a shift in emphasis from environmental awareness to self-regulation reflected a shift in emphasis from environmental awareness to self-regulation reflected a shift in emphasis from environmental awareness to self-regulation reflected a shift in emphasis from environmental awareness to self-regulation reflected a shift in emphasis from environmental awareness to self-regulation reflected a shift in emphasis from environmental awareness to self-regulation reflected a shift in emphasis from environmental awareness to self-regulation reflected a shift in emphasis from environmental awareness to self-regulation function from reflected a shift in emphasis from environmental awareness to self-regulation fit is more brow more welcoming and safe culture.	RATIONALE A school climate that promotes personal and social responsi Healthy and Caring Schools section of this report (page 6) ou 2013 twenty-seven schools had a school goal focused on social	ibility is fundamental to student learning and achievement. The tlines some of the initiatives in our schools. Additionally, in 2012 - responsibility and the development of global citizenship skills.
ommittee d of a representative from onthly meetings address the ate a culture that is more ryone in our District?"	y has been It and glo s. Curren t Green In blemented reflected	going objective in our District Achievement Contract. In the recent areness. Most schools have now established green teams with schools and District departments have completed a Reducing Our website features photographs, stories and District highlights. Forty- cycling/waste management program that involves students and staff. in emphasis from environmental awareness to self-regulation and
ommittee d of a representative from onthly meetings address the ate a culture that is more ryone in our District?"	ACTIONS New or Ongoing Initiative	How are vou or will vou monitor and evaluate success?
υ	Community and Culture Committee	 The committee will use the appreciative inquiry approach to
	 District committee composed of a representative from each stakeholder group. Monthly meetings address the question: "How do we create a culture that is more welcoming and safe for everyone in our District?" 	consult with District stakeholders on continuing to create a welcoming and safe culture.

Target: • Increase in use of self-regulation strategies by teachers to		o all strict	1	 to larget: To continue to support schools with their social responsibility goals and initiatives. 	Bage 10
 Self-Regulation The District is one of six school districts in BC Destrictionation in the Canadian Self-Regulation Initiative 	 Eake Hill Elementary School is a First Wave School; Enhancing Learning Grants support schools with inquiry 	 questions on self-regulation; District-wide self-regulation discussion group open to all teachers, educational assistants, administrators, or District staff. 	Healthy, Safe and Caring Schools Program	 The District Healthy Schools Coordinator continues to facilitate connections between schools and community agencies to support the healthy development of students. 	

 caring, and of belonging in the public school system Continue working with Learning Initiatives workshops that Reading Projects, School Learning Mentors/Middle Target: Target: Increase the number of Learning Initiatives workshops that Reading Projects, School Learning Mentors/Middle Target: Increase the number of Learning Initiatives workshops that Reading Projects, School Learning Mentors/Middle

 Work in partnership with Victoria Native Friendship Centre/Journeys of the Heart and local nations to organize a gathering for preschool children who are transitioning into Kindergarten; Continue Backpack Counseling Club (6 week programs) for students. 	 Target: Increase Backpack Clubs to 6 schools. 	
To honour and improve relationships between our District and the Aboriginal community and parents • Our District partners with the Victoria Native Friendship Centre and the Métis Nation of Greater Victoria to	 Increase the number of schools where the Métis Nation of Greater Victoria provides Métis cultural lessons to students; Surrounded By Cedar meets with principals and our District 	
 Surrounded By Cedar and our District provide support for Aboriginal children in care through a protocol agreement; Surrounded By Cedar works with District coordinator to 	Principal, Student Services, to monitor progress and support Aboriginal children in care; The Aboriginal Education Liaison and Aboriginal Youth and Family Counsellor activities and support to Aboriginal students	
 support the Back to School Picnic; The Victoria Native Friendship Centre provides support for District Aboriginal students through their Youth and Family Counsellor and Aboriginal Education Liaison: 	Is reported in our District CommunityLINN Annual Report; Monthly Education meetings with Songhees and Esquimalt Nations continue.	
 Our District meets monthly with the Songhees and Esquimalt Nations; The Aboriginal Nations Education Council meets 		
monthly to review the implementation of the Enhancement Agreement.		
· 7 ·	 Increase awareness and understanding or Aboriginal history, traditions and culture Aboriginal Nations Coordinator increases the number of classroom site visits to provide Aboriginal cultural 	 All schools report on the activities that support the Enhancement Agreement goals in June of each year; reports are submitted to the Deputy/Associate Superintendent.
-------	--	---
•	curriculum content in all schools; Aboriginal Nations Coordinator partners with the	Targets: Increase the number of environmental and traditional tours of
	University of Victoria & Camosun College for class	Coast Salish territory from 48 in 2012 to 60 in 2013/14;
•	presentations on Aboriginal Education; Environmental and traditional tours of Coast Salish	 Increase the number of requests for class presentations from 278 in 2012 to 300 in 2013/14.
	territory are conducted by Aboriginal Nations Education Department staff.	
₽	To increase success of all Aboriginal students	
•	Develop a resource that provides schools with the	Targets:
	available Aboriginal Nations Education Department	 Increase the Dogwood completion rate of Aboriginal students; Increase registration and retention of students in the English 10,
	resources to support K-12;	11 & 12 First Peoples and BC First Nations Studies 12 courses;
•	Liaise with the University of Victoria to have Aboriginal	To increase the number of secondary schools that offer
	students participate in the Science, Technology.	Aboriginal courses;
	Engineering, Mathematics Coalition and UVIC Mini	 To increase registration of students in the Cultural Connections
	Summer Camp Programs;	course through The LINK.
•	Continue a middle to secondary school twelve week	
	transition program between Shoreline and Esquimalt	
	High School;	
٠	Increase number of schools offering Aboriginal and First	
	Nations courses;	
•	Implement a Board Authority Authorized course entitled	
	Aboriginal Cultural Connections 12. This course was	
	developed by our District to support Aboriginal ways of	
	knowing, doing and being.	

	GOAL 3
	To increase the percentage of Grade 8 students who receive a Dogwood Completion Certificate or a School Completion Certificate within six years
	RATIONALE Goal 3 is dependent upon the actions outlined below, as well as those in Goal 1 (Student Achievement), and Goal 2 (Aboriginal Success). Success in literacy, numeracy and social responsibility are fundamental to student achievement in all areas of learning as well as in achievement of graduation. A significant measure of success for our learners, and our system, is the number of Grade 8 students who achieve graduation within six years. Our aim is to increase the Dogwood Completion Rate to above the provincial average, including the success of students receiving a School Completion Certificate.
38	The Dogwood Completion Rate for each student was the highest on record for our District. Over the last five years the completion rate has shown continual and steady improvement, moving from 70.8% in 2008 to 77.8% in 2012. This is an average improvement of 1.75% per year for an overall improvement of 7%. Additionally in 2012, 47% of students graduated with Honours. In each of the last three years we have shown improvement over the previous year. Our District continues to create multiple pathways to enable students with diverse learning needs to achieve a Dogwood Certificate. Our District also continues to expand Career Programs such as Accelerated Credit Enrollment in Industry Training (ACE-IT), Secondary School Apprenticeship Program, and U-START in partnership with Camosun College and the University of Victoria.
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	New of Ongoing initialives	How are you or will you monitor and evaluate success?
U .	Graduation Rate Improvement Plan Regular and ongoing meetings of District Principal, Student Services, Superintendent and Deputy/Associate Superintendents with school-based administration teams to identify, monitor and support vulnerable learners in each secondary school. Barriers to course completion and graduation program requirements are identified. This problem solving by school-based teams results in greater retention of students in their neighbourhood schools.	Target: Increase in student course completion, grade to grade transition rates and graduation completion rates.
<u>о</u> д	 6 Year Cohort – Completion of Graduation Program Develop, monitor and maintain database of six-year cohort students, identifying barriers to graduation and develop individualized pathways to Dogwood completion: Continue to offer, promote and celebrate the Reconnecting Youth program for at-risk students; Our District Principal, Student Services, follows up with students by 'reconnecting' with those who may have left school. Options and strategies are explored to re-engage students in their education program. 	Target: • District Graduation completion rate meets or exceeds the Provincial Average and shows continued improvement over time.

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students identified as struggling with behaviour, attendance and/or achievement to a District-based team for collaboration and consultation. This team works with the school, and student and parents to develop unique and personalized pathways to school completion. Our District Principal, Student Services, follows up to ensure that the plan for the student is working.	 Targets: Decrease student withdrawal rate; Increase grade to grade transition rates; Increase student engagement as evidenced by increased attendance and achievement.
 Children in Care Identify, monitor and support each student determined to be in Continuing or Temporary Care. Every school submits a monthly report to our District Principal, Student Services on the attendance, behaviour and achievement of children in care; In 2012 – 2013 there were 281 Children in Care; 92 of these children are of Aboriginal ancestry. 	Target: Improvements in attendance, behaviour and achievement of all children in care in our District.
 Careers and Transition Programming Our District Career Coordinator continues to facilitate relationships with community partners to enhance targeted enrolment in ACE-IT, U-START and other dual-credit programs. 	 Targets: Increase graduation rate through increased participation in dual-credit programs; Retain students at risk of withdrawing from school through experiential, high-interest trades and academic programs.



READING	Performance Level Unknown	ice Level	Not Yet N	Meeting	Mee	Meeting	Exceeding	ding	Vot Yet Meeting Meeting Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	192	14	195	15	782	59	160	12	83	82
Aboriginal	21	17	42	35	47	39	п	6	58	66
WRITING	Performance Level Unknown	nce Level own	et	Meeting	1000	Meeting	Exceeding	ding	Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	9%	%	96
All Students	233	18	126	6	888	67	82	9	89	85
Aboriginal	34	28	33	27	д2	43	2	2	62	69
NUMERACY	Performance Level Unknown	nce Level own	et	Meeting	Mee	Meeting	Exceeding	pding	Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	9%	#	%	#	%	#	%	%	%
All Students	222	17	212	16	795	60	100	80	81	80
Aboriginal	2.7	22	38	31	54	45	2	2	60	62
			FSA Re	sults Me	Feb eeting/Ex	February 2012: /Exceeding Exp	2012: g Expecta	tions -	February 2012: FSA Results Meeting/Exceeding Expectations - Grade 7	
READING	Performance Level Unknown	nce Level own	Not Yet Meeting	Meeting	Mee	Meeting	Exceeding	sding	Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	342	26	172	13	648	50	144	11	82	77
Aboriginal	34	35	22	22	37	38	5	S	66	59
WRITING	Performance Level Unknown	nce Level own	Not Yet N	Meeting	Mer	Meeting	Exceeding	puipa	Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	9%	#	%	#	%	%	%
All Students	364	28	76	و	757	58	109	8	92	87
						01.00			Ċ	1

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(Actual Total Province) Meeting/Exceeding

Meeting/Exceeding (Actual Total District)

Exceeding

Meeting

Not Yet Meeting

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> 20 31

654

218

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32

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357 #

All Students

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Note: Actual totals have performance level unknown numbers removed

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39 40 Performance Level

Unknown

NUMERACY

Aboriginal

71

% 2 13

42

FSA Results Meeting/Exceeding Expectations – 5 Year Comparison Grade 4 - All Students

Grade 4 Reading

1111	Performance	le	Not Yet Meeting	eeting	Meeting	ting	Exceeding	ling	Meeting/Exceeding	Meeting/Exceeding
	Level Unknown	nwon							Actual Total District	Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2012	192	14	195	15	782	59	160	12	83	82
2011	216	16	183	14	801	59	152	11	84	81
2010	263	20	183	14	702	53	171	13	83	81
2009	212	16	149	F	801	59	187	14	87	82
2008	85	9	160	12	894	66	215	16	87	82

Grade 4 Writing

	Performance	e	Not Yet M	eeting	Meeting	ting	Exceeding	ling	Meeting/Exceeding	Meeting/Exceeding
	LEVEL UIKIUWI	IMO					and the second se	-	ערומם זעומו הטווורו	
	*	%	*	%	#	%	#	%	%	%
2012	233	18	126	6	888	67	82	9	89	85
2011	251	19	131	10	902	67	68	5	88	87
2010	277	21	214	16	298	61	30	2	79	84
2009	227	17	275	20	812	60	35	m	75	82
2008	16	7	389	29	822	61	52	4	69	80

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	Level Unknown	UMOL				3		9	Actual Total District	Actual Total Province
	*	%	#	%	#	%	#	%	%	%
2012	222	17	212	16	795	60	100	80	81	80
2011	240	18	227	17	767	57	118	6	80	79
2010	267	20	248	19	200	53	104	8	22	76
2009	225	17	194	14	810	60	120	6	83	78
2008	85	9	266	20	849	63	154	H	62	17

Note: Actual totals have performance level unknown numbers removed

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FSA Results Meeting/Exceeding Expectations – 5 Year Comparison Grade 7 – All Students

Grade 7 Reading

24	Performance	8	Not Yet M	leeting	Meeting	ting	Exceeding	ding	Meeting/Exceeding	Meeting/Exceeding
	Level Unknown	nwon							Actual Total District	Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2012	342	26	172	13	648	50	144	Ш	82	77
2011	376	28	161	14	641	48	130	10	80	78
2010	400	29	201	14	661	48	128	6	80	62
2009	297	21	231	17	705	50	167	12	62	62
2008	126	8	295	20	866	58	217	14	62	76

Grade 7 Writing

	Performance	ance	Not Yet	Meeting	2	Meeting	Exc	Exceeding	Meeting/Exceeding	Meeting/Exceeding
	Level Unknown	known							ACTUAL I OTAL UISTING	ACTUAL LOLAL FLOVING
	#	%	#	%	#	%	#	%	%	%
2012	364	28	76	9	757	58	109	8	92	87
2011	402	30	12	S	717	54	148	11	92	87
2010	421	30	209	15	718	52	42	ŝ	78	84
2009	338	24	279	20	744	53	39	ß	74	80
2008	145	10	249	17	1051	70	59	4	81	84

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	Performance	e e e e e e e e e e e e e e e e e e e	Not Yet Me	leeting	Mee	Meeting	Exceeding	ling	Meeting/Exceeding Total District	Meeting/Exceeding Real Total Province
	#	%	#	%	#	%	#	%	%	%
2012	357	27	218	17	654	50	22	9	77	73
2011	373	28	302	23	600	45	63	Ś	69	74
2010	404	29	296	21	639	46	51	4	70	75
2009	325	23	291	21	694	50	60	9	73	75
2008	134	6	316	21	902	60	152	10	22	17

Note: Actual totals have performance level unknown numbers removed

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h 10 and Mé	1				<i>4</i> 1		
eted Englis		 Province District 			 Province 	 District 	
<mark>npletion</mark> cessfully compli			2011/12	kplace):			2011/12
<mark>atics 10 Cor</mark> • <i>who have suc</i>			2010/11	hip and Wor			2010/11
10 and Mathematics 10 Completion students in our District who have successfully con percentages:			200/2002	Apprentices			
English 10 an entages of student. mpletion percenta			2008/09	l Precalculus,			0
English 10 and Mathematics 10 Completion The graphs below indicate the percentages of students in our District who have successfully completed English 10 and Mathematics 10 compared with the Provincial completion percentages:			2007/08	Mathematics 10 (Foundations and Precalculus, Apprenticeship and Workplace):	06 02	50	
elow indic / with the	100	90 80 70 80	20 00	cs 10 (Fou 100	σ ∞	- 9 S	
e graphs b compared	English 10:			athemati			

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Student Withdrawals: Grades 9 – 12





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Graduation Completion Rates

Our District percentage of all students and of aboriginal students who have completed graduation:

	2008	2009	2010	2011	2012
vil Students	70.8	71.1	72.9	76.0	77.8
Aboriginal	32.9	36.5	40.6	48.8	52.8



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OFFICE OF THE DEPUTY SUPERINTENDENT

Sherri Bell, Deputy Superintendent 556 Boleskine Road, Victoria, BC V8Z 1E8 Phone (250) 475-4220 Fax (250) 475-4115

- TO: Board of Education
- FROM: Sherri Bell, Deputy Superintendent
- DATE: June 17, 2013

RE: 2013/2014 BOARD OF EDUCATION AND STANDING COMMITTEE MEETING DATES

Education Policy and Development Committee	Operations, Policy and Planning Committee	Board of Education
Monday, September 9/2013 (combined with OPPS)	Monday, September 9/2013 (combined with Ed Policy)	Monday, September 16, 2013
Monday, October 7, 2013	Tuesday, October 15, 2013	Monday, October 21, 2013
Monday, November 4, 2013	Tuesday, November 12, 2013	Monday, November 18, 2013
Monday, December 2, 2013 (combined with OPPS)	Monday, December 2, 2013 (combined with Ed Policy)	Monday, December 9, 2013
Monday, January 6, 2014	Monday, January 13, 2014	Monday, January 20, 2014
Monday, February 3, 2014	Tuesday, February 11, 2014	Monday, February 17, 2014
Monday, March 3, 2014 (combined with OPPS)	Monday, March 3, 2014 (combined with Ed Policy)	Monday, March 24, 2014
Monday, April 7, 2014	Monday, April 14, 2014	Tuesday, April 22, 2014
Monday, May 5, 2014	Monday, May 12, 2014	Tuesday, May 20, 2014
Monday, June 2, 2014	Monday, June 9, 2014	Monday, June 16, 2014

Recommended Motion:

That the Board of Education of School District #61 (Greater Victoria) approve the 2013/2014 Board of Education and Standing Committee meeting dates.

Sherri Bell, Deputy Superintendent



TO:	The Board of Education
FROM:	John Gaiptman, Sherri Bell, Deborah Courville and Patrick Duncan
RE:	Specialty Academy Fees
DATE:	June 17, 2013

In accordance with Section 82.1 of the School Act, a Board may charge a student enrolled in a specialty academy fees relating to the direct costs incurred by the Board in providing the specialty academy that are in addition to the costs of providing a standard educational program. The School Planning Council where the specialty academy is offered must be consulted and approval of the schedule of fees must be obtained by the School Planning Council after which a Board that offers a specialty academy must establish a schedule of fees to be charged and make the schedule of fees available to the public. This must be completed by July 1st. In accordance with Policy 6159, the Greater Victoria Board of Education is committed to ensuring that no student will be denied educational opportunities due to financial hardship. Attached to this memorandum is the academy schedule of fees, approved and signed by the School Planning Councils for the Esquimalt High School Curling Academy, the Lambrick Park Secondary Diamond for Excellence Baseball and Softball Academy, the Rockheights Middle School Hockey Skills Academy, the Reynolds Secondary School Centre for Soccer Excellence Academy, the Spectrum Community School Lacrosse Skills Academy.

Attachments:

Academy Schedule of Fees for Esquimalt High School Curling Academy Schedule of Fees for Lambrick Park Diamond for Excellence Baseball and Softball Academy Schedule of Fees for Reynolds Secondary Centre for Soccer Excellence Academy Schedule of Fees for Rockheights Middle School Hockey Skills Academy Schedule of Fees for Spectrum Hockey Skills Academy Schedule of Fees for Spectrum Lacrosse Skills



ESQUIMALT HIGH SCHOOL

847 Colville Road, Victoria, B.C. V9A 4N9

phone 382-9226 fax 361-1263 esquimalt@sd61.bc.ca

March 26, 2013

The Esquimalt Curling Academy

Bill 20 states "Boards may offer specialty academies with the approval of the School Planning Council" and "Boards and School Planning Councils must also annually approve fees for specialty academies."

The following is the 2013 - 2014 fee structure for the Esquimalt Curling Academy as approved by our School Planning Council and PAC:

The cost to students for participating in the Esquimalt Curling Academy is \$40.00 per month for a yearly fee (10 months) of \$400.00. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

SPC Member

DI C Momon

SPC Member

SPC Member

SPC Member

Principal



Lambrick Park Secondary School

4139 Torquay Drive, Victoria, B.C. V8N 3L1 Phone: 250-477-0181 Fax #: 250-477-0143

Website: www.lambrickpark.sd61.bc.ca

Email: lambrickpark@sd61.bc.ca

Kevin Luchies, Principal

Joan Thain, Vice Principal

Thomas Thompson, Vice Principal

April 8, 2013

The Lambrick Park Diamond for Excellence Baseball and Softball Academy

Section 82.1 of the School Act states: "Boards may offer specialty academies with the approval of the School Planning Council" and "Boards and School Planning Councils must also annually approve fees for specialty academies."

The following is the 2012-13 fee structure for the The Lambrick Park Diamond for Excellence Baseball and Softball Academy as approved by our School Planning Council and PAC:

The cost to students for participating in the The Lambrick Park Diamond for Excellence Baseball and Softball Academy is \$150.00 per month for a yearly fee (10 months) of \$1,500.00. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

SPC Member Signature & Name

SPC Member Signature & Name

RANDY HEIN

SPC Member Signature & Name

SPC Member Signature & Name

SPC Member Signature & Name

KEVIN LUCHIES

Principal Signature & Name





3963 BORDEN STREET, VICTORIA, BC V8P 3H9 Telephone: (250) 479-1696 FAX: (250) 479-6677 www.reynolds.sd61.ca email: reynolds@sd61.bc.ca



The Reynolds Centre for Soccer Excellence Academy

Section 82.1 of the School Act states: "Boards may offer specialty academies with the approval of the School Planning Council" and "Boards and School Planning Councils must also annually approve fees for specialty academies."

The following is the 2013-14 fee structure for the The Reynolds Centre for Soccer Excellence Academy as approved by our School Planning Council and PAC:

The cost to students for participating in the The Reynolds Centre for Soccer Excellence Academy is \$100 per month for a yearly fee (10 months) of \$1000. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

M. Audju

MARK LIUDZIUS SPC Member Signature & Name

peula Stock we 1 STOCKWELL

SPC Member Signature & Name

BAZITLE TICHARD

SPC Member Signature & Name

Goode-Jensen SPC Member Signature & Name

liske

SPC Member Signature & Name

HAROOD W. CAUDWELL **Principal Signature & Name**



1250 Highrock Ave. Victoria, B.C. V9A 4V7 Phone: (250) 384-7125 Fax: (250) 384-7263

Bill 20 states "Boards may offer specialty academies with the approval of the School Planning Council" and "Boards and School Planning Councils must also annually approve fees for specialty academies."

The following is the 2013 – 2014 fee structure for the Rockheights Hockey Skills Academy as approved by our School Planning Council and PAC:

The cost to students for participating in the Rockheights Hockey Skills Academy is \$150 upon acceptance to the program, \$200 per month for the months of September, October and November for a yearly fee of \$ 750. Alternate payment schedules may also be considered if necessary. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

SPC Member

SPC Member

Yours Read Jorgensen Principal, Rockheights Middle School



The The Spectrum Hockey Skills Academy

Section 82.1 of the School Act states: "Boards may offer specialty academies with the approval of the School Planning Council" and "Boards and School Planning Councils must also annually approve fees for specialty academies."

The following is the 2013-14 fee structure for the The Spectrum Hockey Skills Academy as approved by our School Planning Council and PAC:

The cost to students for participating in the The Spectrum Hockey Skills Academy is \$125 per month for a yearly fee (10 months) of \$1250. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

ARRIK SPC Member Signature & Name

Kampe utt

SPC Member Signature & Name

SPC Member Signature & Name

Barb Fetherstonhau SPC Member Signature & Name

SPC Member Signature & Name

Kobtous

rincipal Signature & Name



The The Spectrum Lacrosse Skills Academy

Section 82.1 of the School Act states: "Boards may offer specialty academies with the approval of the School Planning Council" and "Boards and School Planning Councils must also annually approve fees for specialty academies."

The following is the 2013-14 fee structure for the The Spectrum Lacrosse Skills Academy as approved by our School Planning Council and PAC:

The cost to students for participating in the The Spectrum Lacrosse Skills Academy is \$125 per month for a yearly fee (10 months) of \$1250. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

Ann Member Signature & Name

KAN SPC Member Signature & Name

Houce Principal Signature & Name

The Spirit of Alliances:

A journey of good hearts and good minds



Logo by: Jamin Zuroski (N'amgis Nation) Victoria High School Alumnus'98

Greater Victoria School District Aboriginal Education Enhancement Agreement 2013 - 2018

Front page:

The Spirit of Alliances logo acknowledges all Aboriginal Nations across the country working together side by side, as equals, to build on cultural revitalization and preservation. Each color and shape within this design symbolizes history, wisdom, pride, prosperity, determination and optimism.

Jamin Zuroski

Voices of the Students

"It was good, my perspective did change in a good way. The residential school part opened my eyes. I didn't know anything about the native people other than stereotypes and now I feel like I know more." Esquimalt Secondary

"The purification and smudging ceremony was my highlight of the day - no, wait. It was the highlight of the week!" Arbutus Middle School

"I just don't understand why our government ever thought this was a good idea. I'm glad there are people who can tell us about the dark secrets of our past."

Spectrum Community School

"I want to share with you that I'm Aboriginal and I've been telling my Grandfather about what we're doing and he cries. I'm really grateful to learn the culture that he could not share." Continuing Education Centre

"I feel more connected to my grandmother, she taught me and my mom a lot about our heritage. I am proud to be Coast Salish. When can we come back again and learn more. This is exactly where I want to be."

Lansdowne Middle School

"I enjoyed everything from the drumming to the story telling. An important message I heard is that we are the generation to save Mother Earth." Rogers Elementary School

"It has brought positive things in my life, I learned a lot about my culture. How we act like a family, we feel comfortable around each other, we have fun! Mt. Doug High School

"You spoke with your heart...which opened mine." Victoria High School

"When I first heard of the smudging ceremony I had no idea what to expect. Being there with the sweet smell of smoke and the drum beat coursing through my veins was probably the most alive I have felt in a while."

Arbutus Middle School

"You have helped me not to give up in aspects of my life that are important and highly treasured as a First Nations person." Victoria High School

Voices of the Teachers

Words hardly explain The tears of time Shed for children Looking forward and up Showing the ways Sharing the stories The beliefs, customs Language These words are dear Hope, resilience, Teachings passed To carry on Victoria High School

"The facilitators did such a great job in showing us the cultural, environmental and political aspects of the local First Nations. As an educator, this experience was powerful. It will help me present better the ideas that "History does not just begin at the arrival of the European settlers."

> Teacher Professional Development Environmental Hike

"It was super great! I was so happy to see the students interacting together. It was nice to see some of the negativity wash away in the forest. I am so happy that we have these hikes as a resource. They are invaluable!"

Victoria High School

"This program should be offered to all students. It is invaluable for problem solving, peacemaking, and environmental protection."

Rogers Elementary

"I noticed a sense of pride and belonging amongst the students – it is difficult to clearly distinguish this through words, it is more a feeling, a sense of energy between the students. This dynamic was also noted by several other adults who came to witness the creating of the shakers. I heard that although the students didn't all know each other, there was a commonality there. All of them wanted to be part of this cultural teaching."

Lansdowne Middle School

"The totem pole explanation and activity was terrific. She used so many different materials to gain and maintain their attention and to peak their interests."

Doncaster Elementary

"Mark and Jim made history come alive, with a combination of cultural and historical knowledge, current issues and humour. Everyone, student and adult should go on this tour. It's essential learning, interesting and fun, though very affecting when I really am faced with (and standing on the evidence of) the way of life that is gone; was purposefully wrecked, and that was here only 150 year and less ago." Frank Hobbs Elementary

"Thank you for a very full lesson and opportunity to learn more about West Coast Aboriginal culture." Northridge Elementary

The Spirit of Alliances

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The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

The Greater Victoria School District would like to acknowledge and thank our community and district partners in sharing their voices during the process of renewing our Aboriginal Education Enhancement Agreement. We thank you for paddling in our canoe with us, as your input was needed, valued and an essential part of the completion of this document.



Awakening the Spirit of Alliances

ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT: The Spirit of Alliances

Page 2



History of the Aboriginal Education Enhancement Committee

The Greater Victoria School District (GVSD) initiated the development of its first Aboriginal Education Enhancement Agreement (AEEA) with the purpose of improving the quality of education achieved by all Aboriginal students.

A range of Aboriginal community groups were identified as stakeholders and thirteen Aboriginal focus groups took place. Data was collected and resulted in the framework for the first AEEA which was signed in June 2005. A committee was formed from

representatives of these focus groups and was called the Aboriginal Education Enhancement Agreement Committee.

The groups participating in the first AEEA were: Elders; Traditional Territory Hosts: Esquimalt and Songhees First Nations; Aboriginal parents; Métis organizations: The Métis Nation of Greater Victoria and the Métis Community Services; First Nations Interagency Team; The Victoria Native Friendship Centre; Students; Greater Victoria Teacher's Association; Hulitan Social Services Society; HIPPY: Home Instruction of Parents of Preschool Youngsters; Principals and Vice-Principals Association; Canadian Union of Public Employees and Camosun College.

The hard work and dedication of this committee resulted in the creation and implementation of the first AEEA for School District 61. The group continued to monitor its progress at monthly meetings and many original members make up the current committee: the Aboriginal Nations Education Council (ANEC). The Council has overseen the development of the Greater Victoria School District's second AEEA.

The implementation and growth of the AEEA will continue to require the involvement of many partners. Systemic movement in public education requires Principals and Vice-Principals, teachers, parents, caregivers, families and community to find their role in the change process. The vision is to increase Aboriginal student success by increasing cultural perspectives in the public education system. The participants in this vision are:

- Parents, caregivers and families.
- Teachers who increase their own awareness of Aboriginal perspectives in order to weave it into their classroom curriculum and teaching practices.
- Trustees, Principals, Vice-Principals and district staff who lead initiatives that bring Aboriginal perspectives into schools.
- Community that provides time and resources to the school district Principals and Vice-Principals and staff.
- Indigenous post-secondary educators who receive Aboriginal students who wish to further their education beyond high school.

This vision cannot be achieved without the alliance of all groups. The guiding principles and goals of the AEEA provide the framework that can bring about the systemic change needed to fulfill its purpose.

Purpose

- The Aboriginal Education Enhancement Agreement between the Aboriginal People in the Greater Victoria School District, Greater Victoria Board of Education and the Ministry of Education will provide a framework to ensure that students with Aboriginal ancestry will receive a quality and culturally relevant education in the public education system.
- The intent of this Agreement is to engage all stakeholders in ensuring this vision and includes all School District employees; Aboriginal, Inuit and Métis parents, families and communities.
- A broader vision of this Agreement is to increase awareness of Aboriginal history, contemporary issues and Aboriginal worldviews, for <u>all</u> students in the Greater Victoria School District.



Guiding Principles The Parties to this Agreement

- Honour and Acknowledge the traditional territory and teachings of the Esquimalt and Songhees First Nations.
- Acknowledge the traditional teachings of the Elders and the intrinsic value of Aboriginal cultures.
- Support initiatives that provide a culturally relevant education to students who are of the First Nations, Métis and Inuit Peoples.
- Develop shared ownership and mutual respect through ongoing dialogue and strong relationships that recognizes the cultural differences and diverse needs of Aboriginal students.
- Enhance a learning environment where Aboriginal students feel safe, respected and have a positive sense of place and belonging.

Greetings from the Aboriginal Nations Education Council

A'si'em nu schala'cha (my honourable friends):

It is with much pride that the Aboriginal Nations Education Council presents *The Spirit of Alliances*, Aboriginal Education Enhancement Agreement, 2013-2018. The Aboriginal Nations Education Council represents Aboriginal communities, organizations, families and students, as well as teachers, administrators and Aboriginal Nations Education staff. *The Spirit of Alliances* is the result of two years of consultation and dialogue. It teaches us that we all carry responsibility for the retention and success of Aboriginal students in the Greater Victoria School District. Working together with good hearts and good minds, we will learn to share the gifts of the Bear, the Wolf, the Raven, and the Salmon.

The Spirit of Alliances is the work of many hands. I acknowledge all members of the Aboriginal Nations Education Council, all participants in the focus groups, all parents, students and community members who shared their voices, and all school district staff, administration, and board members who supported the development of this document. I extend particular thanks to Jamin Zuroski (N'amgis Nation) who provided the artwork depicting animals upon whose gifts we rely so deeply.

The students served by *The Spirit of Alliances* will accomplish many wonderful things throughout the next five years. They truly represent our past, our present, and our future. Collectively we share a tremendous responsibility for the education of all students.

In Good Spirit,

Janice Simcoe, Chair Aboriginal Nations Education Council



Greetings from the Aboriginal Nations Education Division

We are honoured to introduce you to the Greater Victoria School District's second Aboriginal Education Enhancement Agreement, *The Spirit of Alliances*. This agreement continues to support the original four goals of: creating a sense of place; honouring and supporting relationships; raising awareness and understanding; and increasing success for all Aboriginal students. As we paddle forward in this educational journey, we will focus on cultural competence with the vision of creating culturally safe learning environments. Schools and communities will continue to participate in activities that increase knowledge of factors that have impacted and continue to affect Aboriginal education.



Throughout our journey of the past five years, we kept our goals in sight as families, communities and school district staff focused on creating a strong sense of place and belonging to provide students with an optimal learning environment. We have created a strong foundation of awareness, support and action within the school district. Vital to this process has been our strong partnerships with families, local-communities, organizations and educators.

Through a series of focus groups, families, community and the school district provided feedback. We listened. Collaboratively, the groups represented within the Aboriginal Nations Education Council developed this document, with the support of current research and an educational framework called Cultural Safety, to plan for our next five years. In the spirit of alliances we invite teachers, support staff, administrators, families, community members, Elders and students to join us on this journey. We are cutting through the waters, and are ready to paddle deeper and harder and travel further.

The Spirit of Alliances will see the school district and the community strive to ensure that Aboriginal learners continue to be supported, connected and successful in their educational experiences. We will build on the partnerships between families and schools to support student achievement. More of our classrooms will provide culturally relevant curriculum and programs that honour all children. Aboriginal Education is for everyone.

Gilakasla,

Nella Nelson Coordinator

An Integral Approach to Aboriginal Student Success

This Aboriginal Education Enhancement Agreement, *The Spirit of Alliances* recognizes the importance of worldviews, our "mental lenses that are entrenched ways of perceiving the world" (Hart, 2010, p. 2). Aboriginal worldviews, upon which this document was developed, recognize that everything is connected and dependent upon relationships; the spirit world is real and so is our connection to our ancestors. Everything is constant and yet everything is always changing. Land is sacred and those who have been given stewardship of the land are to be honoured and respected.

Aboriginal worldviews inform Aboriginal learning, which is relational, experiential, cooperative, affirmative and holistic. Aboriginal learning nurtures relationships within the family, community and Nation. It is lifelong and rooted in a foundation of traditional Aboriginal ways of knowing. Aboriginal learning honours connections, shared knowledge, and traditions. It encourages responsibility to and engagement with the learning process. Aboriginal learning enables students to develop relationships with ideas, with others, with the natural world and with the spiritual realm.

Aboriginal learning and its visions and goals are framed within *The Spirit of Alliances* by the use of a quadrant model that signifies four essential components of education. This model emerged from Integral Theory, which holds that human beings and human activities are seen and experienced through and within four elements: the intentional/internal; the cultural/relational; the behavioural/observable; and systems-related knowledge and navigation (Wilber, 2005). This model has been Indigenized (Simcoe, 2013) and the Indigenized model was refined by the Aboriginal Nations Education Council to speak to the content and goals of *The Spirit of Alliances*. Within this model, the four elements are represented by animals – the Bear, the Wolf, the Raven, and the Salmon – and these animals, in turn, represent the gifts inherent in each quadrant.

Each animal represents a gift to the learning process. These gifts lay the foundation for the four goals of the Aboriginal Education Enhancement Agreement, *The Spirit of Alliances*.



The **BEAR's** gift to the learning process is self-awareness. This means being able to make meaning out of life, be creative, and act with intention. When the Bear's gifts are accessible to students and they are able to weave them into their learning experiences, the students' abilities to develop internal skills are enhanced. A principle of the Bear's gift of internal learning is the exploration of one's identity, which provides the foundation for students to make meaning of their place in family, school, and community. Students with a strong sense of self-awareness are able to make space for creativity in life, which enables them to act with intention. In order to experience this, learners need to be in a place where they are nurtured, valued, and feel a strong sense of belonging.



The **WOLF'S** gift to the learning process is relational. The Wolf thrives where communication, respect and reciprocity are valued, modeled and taught. When the Wolf's gifts are accessible to students and they are able to weave them into their learning experiences, their abilities to develop interpersonal skills are enhanced. When students have strong interpersonal skills, they are able to communicate clearly and respectfully when speaking with others and when advocating for themselves. A principle of the Wolf's gift to learning involves knowing one's history, generational roles, and responsibilities. Learners with this knowledge understand the interconnectedness of all aspects of life. In order to experience this, learners need to be blanketed by support from home, school and community.



The **RAVEN'S** gift to the learning process is cleverness and imagination. The Raven weaves together old, new and emerging knowledge to create a basket of skills, opportunities and potentials. When the Raven's gifts are accessible to students and they are able to integrate them into their learning experiences, they have more opportunity to develop their inherent talents and capabilities. A key principle of the Raven's gift to the learning process is recognizing that story-telling, art, memory and culture are woven throughout learning. In order to experience this, learners need to see themselves reflected in all aspects of the learning environment.



The **SALMON'S** gift to the learning process is navigation. The Salmon moves through the environment and other systems, adapting to and participating in change. Aboriginal students inhabit multiple worlds and thus need to be able to navigate multiple systems and influences. When the Salmon's gifts are accessible to students and they are able to integrate them into their learning experiences, they have more opportunity to develop their imaginations, decision making skills, and courage. A key principle of the Salmon's gift is that learning supports the well-being of self, family, community, land and Spirits. In order to experience this, learners need to develop and use critical thinking skills, adaptability, persistence, and resilience to create tides of change.



Artwork provided by Jamin Zuroski (N'amgis Nation)

Aboriginal Education Enhancement Agreement Goals



The **BEAR'S** gift to the learning process is the ability to be self-aware, to make meaning out of life, to be creative and learn to act with intention. In order to experience this, learners need to be in a place where they are nurtured, valued and feel a strong sense of belonging.

Goal 1: To provide a sense of place, caring, safety and belonging for Aboriginal students in the Greater Victoria School District

We envision each school community to:

- establish an Aboriginal cultural presence.
- create and support opportunities to engage and record student voices and their perspectives on education through a variety of sources.

Each school community will continue to:

- access and track the district Aboriginal Curriculum & Cultural Integration Program.
- use traditional teachings to acknowledge the Lkwungen (Esquimalt and Songhees Nations) territory.
- develop, gather and track student or parental satisfaction through the provincial or locally developed surveys.
- designate personnel responsible for tracking and supporting Aboriginal students, and the contact for Aboriginal parents and community.
- inform community members on the Aboriginal Education Enhancement Agreement (*The Spirit of Alliances*) activities occurring at their school.
- submit an annual school report to the district outlining their activities that support the Aboriginal Education Enhancement Agreement (*The Spirit of Alliances*).

ANED will continue to:

 support these actions by fostering experiential learning and sharing knowledge and resources on Aboriginal ways of knowing, doing, being, and belonging.

- Ministry of Education Satisfaction Survey
- Attendance Rates for All Grade Levels
- ✤ (School) Annual Aboriginal Reports



The **WOLF'S** gift to the learning process is relational. The wolf thrives where communication, respect and reciprocity are valued and taught. In order to experience this, learners need to be blanketed by support from home, school and community.

Goal 2: To honour, nurture and support relationships between the Greater Victoria School District, Local First Nations, Aboriginal Nations, families and community.

We envision each school community to:

- participate in activities to strengthen their understanding of Aboriginal history and culture in order to weave Aboriginal Prescribed Learning Outcomes into their teaching practices.
- continue to invite community members to their schools as role models, cultural facilitators, guest speakers and presenters.

Each school community will continue to:

- maintain protocols and agreements with First Nations and community organizations to enhance the learning of students and staff in the district.
- facilitate the inclusion of Aboriginal community resources at all levels: classroom, school and district.
- provide opportunities for students and parents to participate in the annual Ministry of Education satisfaction survey.
- provide updates on the Aboriginal Education Enhancement Agreement (*The Spirit of Alliances*) initiatives to local First Nations, Aboriginal families, community and schools.
- facilitate activities that support the transition process for students from pre-school to postsecondary and/or employment.

ANED will continue to:

- provide resources and develop guidelines for the district on traditional protocols and teachings.
- participate in monthly Federal Local Education Agreement meetings with the representatives of the Esquimalt and Songhees Nations, District Administrators and Principals of relevant schools.
- maintain and enhance educational partnerships with:
 - Aboriginal Nations Education Council
 - Camosun College
 - Esquimalt Nation
 - Hulitan Family & Community Services Society
 - Métis Nation of Greater Victoria
 - Songhees Nation

- * ANED Resource Centre Database
- * ANED Community Measurement Tool

- South Island Aboriginal Infant Development Team
- Success by Six Program
- Surrounded by Cedar Child and Family Services
- University of Victoria
- Victoria Native Friendship Centre



The **RAVEN'S** gift to the learning process is the ability to be clever and imaginative. Raven weaves together old, new and emerging knowledge to create a basket of skills, opportunities and potential. In order to experience this, learners need to see themselves reflected in all aspects of the learning environment.

Goal 3: To continue raising awareness and understanding of Aboriginal history, traditions and culture for all staff and students in the Greater Victoria School District.

We envision each school community to:

- include Aboriginal perspectives in their teaching, administrative practices and school environments.
- support the use of Aboriginal worldviews and teaching strategies within the classroom and the school environments.

Each-school-community will-continue to: -

- emphasize the use of Aboriginal Prescribed Learning Outcomes (Ministry of Education) at all grade levels and across all subject areas.
- provide leadership in bringing Aboriginal perspectives into the schools.

ANED will continue to:

- highlight and promote professional development opportunities for District staff that focus on Aboriginal worldviews, language, history, culture and traditions.
- support the implementation of guidelines for the district on traditional protocols and teachings.
- highlight innovative practices in Aboriginal/Indigenous education and research.
- publish cultural curriculum resources in French and English.
- highlight, research and support the understanding of Cultural Safety in education.
- work with the District in renewing the Human Rights special program exemption for hiring of Aboriginal teachers.
- work with the District in supporting school wide cultural events for students, staff and community.
- work with the Learning Initiatives Team to integrate Aboriginal cultural content when working with School Learning Mentors, Middle and Secondary Action Research Teams and K to 12 Smart Learning Projects.

- Number of requests for district Curriculum & Cultural Integration Program
- Number of Learning Initiatives workshops in the district that demonstrate integration of Aboriginal Content into Learning Circle
- * Number of presentations and workshops given by ANED staff
- Number of participants in community based leadership and training camps



The **SALMON'S** gift to the learning process is the ability to navigate the environment and other systems. In order to experience this, learners need to develop and use critical thinking skills, adaptability, persistence, and resilience to create tides of change.

Goal 4: To increase success of all Aboriginal students.

We envision each school community to:

- monitor, track and celebrate the successes of Aboriginal students.
- continue to enhance Aboriginal student transition.

Each school community will continue to:

- support the inclusion of Aboriginal specific courses and programs at schools.
- work with each other and other education partners to increase transition rates at all levels.
- encourage and support Aboriginal student participation in courses necessary for graduation and transition into post-secondary.
- increase the number of Aboriginal Leadership activities offered and courses taught from Kindergarten to Grade 12.
- encourage and recognize student participation in community based leadership programs and activities.
- recognize and support Aboriginal student opportunities in the trades programs.
- foster and support experiential land-based learning at all grade levels.

ANED will continue to:

- design, develop and implement Board Authority Authorized (BAA) courses that support experiential, cultural and lifelong learning.
- highlight Aboriginal student success models.

- * Aboriginal Student Completion & Dogwood Rates Disaggregated
- * Aboriginal Grade to Grade Transitions
- ✤ Foundation Skills Assessment Results (Grade 4 & 7)
- Required Provincial Examination Results
- * Student Transition to Post Secondary Institutions
- Number of Board Authority Authorized (BAA) Courses Developed and Implemented
- Participation & Completion Rates of First Peoples English 10, 11, 12 and BC First Nations Studies 12 courses and other provincial assessments.

Performance Targets for Five Years

The baseline data will be developed where not available in the school year. In each year thereafter, in all categories, increased growth is expected.

The Aboriginal Nations Education Council will annually review and report the level of satisfaction with the achievement of the goals and determine targets for the following year.

Implementation

This Agreement will be in effect from September 1, 2013 to June 30, 2018.

The Aboriginal Education Enhancement Agreement will contribute to and influence the development of the Greater Victoria School District Achievement Contract.

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Abbreviations:

AEEA – Aboriginal Education Enhancement Agreement

ANEC – Aboriginal Nations Education Council

ANED – Aboriginal Nations Education Division

BAA – Board Authority Authorized

GVSD – Greater Victoria School District

Aboriginal Education Enhancement Agreement

This document was created by the Aboriginal Nations Education Council members:

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