

**The Board of Education of
School District No. 61 (Greater Victoria)**

Regular Board Meeting

Monday, June 15, 2015 - 7:30 p.m.

**Tolmie Boardroom
556 Boleskine Road**

**(Please note that an In-Camera Board meeting
will precede the Regular Board meeting)**



**The Board of Education of School District No. 61 (Greater Victoria)
Regular Board Meeting, Monday, June 15, 2015 @ 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. Approval of the Agenda** (p 01-04)
- A2. Approval of the Minutes**
 - a) Approval of the May 19, 2015 Regular Board Minutes (p 05-11)
- A3. Business arising from the Minutes**
- A4. Student Achievement**
 - a) Reynolds Secondary Students - "Spoken Word" - Provincial Champions
- A5. District Presentations**
 - a) Jeromy Kixmoller, Oak Bay High School, Parliamentary Page
 - b) Representatives Advisory Council of Students
- A6. Community Presentations** (5 minutes per presentation)
 - a) Krystal Cook, SD61 Education Assistant, Truth and Reconciliation Committee Report

B. TRUSTEE REPORTS

- B1. Chair's Report**
 - a) Ministry of Education Correspondence (p 12-13)
- B2. Trustees' Reports**
 - a) Trustee Orcherton - Healthy Saanich Advisory Committee (p 14-20)

Note: This meeting is being audio and video recorded.
The video can be viewed on the District website.

- b) Trustee McNally

C. BOARD COMMITTEE REPORTS

C1. Education Policy Development Committee

- a) Minutes from the June 1, 2015 meeting – Information only (p 21-25)
- b) Recommended Motions: (p 26-28)

That the Board of Education of School District No. 61 (Greater Victoria) adopt Policy 5141.22: Concussion Awareness.

C2. Operations, Policy and Planning Committee

- a) Minutes from the June 8, 2015 meeting – Information only (p 29-35)
- b) Recommended Motions:
 - i) That the Board of Education of School District No. 61 (Greater Victoria) create an Ad Hoc Committee to review Policy 1325, Partnership and attachment. (p 36-39)
 - ii) That the Board of Education of School District No. 61 (Greater Victoria) approves naming the new theatre at Oak Bay High School “The Dave Dunnet Theatre”. (p 40)
 - iii) That the Board of Education of School District No. 61 (Greater Victoria) approves naming the court at the new large competition gymnasium at Oak Bay High School “The Gary Taylor Court”. (p 41)
 - iv) That the Board of Education of School District No. 61 (Greater Victoria) agree to the Technology Stewardship Ad Hoc Committee - Terms of Reference. (p 42)
 - v) That the Board of Education of School District No. 61 (Greater Victoria) create terms of reference for the Parent Education Fund Ad Hoc Committee.
 - vi) That the Board of Education of School District No. 61 (Greater Victoria) agree to the Parent Education Fund Ad Hoc Committee - Terms of Reference. (p 43)

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- vii) That the Board of Education of School District No. 61 (Greater Victoria) approves that all Trustees appointed by the Chair to an external body be required to submit a written report to the Board via the Chair in December and June of each school year, as part of the Trustee Report agenda item, reports to be included as part of the Board agenda pack-up, beginning December 2015.
- viii) That the Board of Education of School District No. 61 (Greater Victoria) appointed to the Needs Budget Advisory Committee, District Culture and Community, District Gay/Straight Alliance, ANED and French Immersion Advisory Committee, be required to submit a written report to the Board via the Chair in December and June of each school year, as part of the Trustee Report agenda item, reports to be included as part of the Board agenda pack-up, beginning December 2015.

D. DISTRICT LEADERSHIP TEAM REPORTS

D1. Superintendent's Report

- a) Specialty Academy Fees (p 44-49)

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.

- b) Enhancing Learning - Information only
- c) 2015 Achievement Contract - Information only (p 50-88)
- d) 2015 Community Literacy Plan - Information only (p 89-99)

D2. Secretary-Treasurer's Report

- a) Capital Project Updates - Information only
- b) Oak Bay High School - Statutory Right-of-Way (p 100-102)

Recommended motions:

That the Board of Education of School District No. 61 (Greater Victoria) approve granting a Statutory Right-of-Way to the Corporation of the District of Oak Bay for the purpose of installing and maintaining a bus shelter on the property that fronts Oak Bay High School legally described as Lot 2, Section 28, Victoria District, Plan 2376 Except Part in Plan 8380, PID: 006-524-265.

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That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of the Disposal (Right-of-Way) of Real Property Bylaw 15-02 at the June 15, 2015 Board meeting.

That the Board of Education of School District No. 61 (Greater Victoria) approve the Disposal (Right-of-Way) of Real Property Bylaw 15-02, being a bylaw to grant a Statutory Right-of-Way to the Corporation of the District of Oak Bay on the property legally described as Lot 2, Section 28, Victoria District, Plan 2376 Except Part in Plan 8380, PID: 006-524-265, for the purpose of installing and maintaining a bus shelter.

- E. QUESTION PERIOD (15 minutes total)**
- F. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS**
- G. NEW BUSINESS/NOTICE OF MOTIONS**
 - G1. New Business**
 - G2. Notice of Motions**
- H. ADJOURNMENT**

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The video can be viewed on the District website.**



**The Board of Education of School District No. 61 (Greater Victoria)
May 19, 2015 Regular Board Meeting - Tolmie Boardroom, 556 Boleskine Road**

MINUTES

Present:

Trustees Edith Loring-Kuhanga, Chair, Diane McNally, Vice-Chair, Tom Ferris, Deborah Nohr, Peg Orcherton, Rob Paynter, Jordan Watters, Ann Whiteaker

Regrets:

Trustee Elaine Leonard

Administration:

Sherri Bell, Superintendent of Schools, Katrina Ball, Acting Secretary-Treasurer, Pat Duncan, Deputy Superintendent, Shelley Green, Associate Superintendent, Tom Smith, Director of Facilities Services, Deb Whitten, District Principal, Student Services, Janine Roy, District Principal, Learning Initiatives
Vicki Hanley, Recording Secretary

The meeting was called to order at 7:30 p.m.

Chair Loring-Kuhanga 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

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) appoint Katrina Ball Acting Secretary-Treasurer for the duration of the May 19, 2015 Regular Board of Education meeting.

Motion Carried Unanimously

A1. Approval of the Agenda

Trustee Watters suggested that the two motions C2. b) ii) and iii) be removed from the agenda as the Terms of Reference for the Technology Stewardship Ad Hoc Committee are still being discussed at the committee level. Motions should be presented to the Board for approval once the Terms of Reference are complete.

It was moved and seconded:

That the May 19, 2015 Agenda be amended to delete the motions C2. b) ii) and iii) until the Terms of Reference for the Technology Stewardship Ad Hoc Committee are completed at the committee level.

Motion Carried Unanimously

It was moved and seconded:

That the amended May 19, 2015 Agenda be approved with the following additions:

A6. Community Presentations

- d) Amy Bronee, Victoria West Elementary School, Parent Education Fund
- f) Carolina Tudela, Parent, Parent Education Fund

B2. Trustee Reports

- b) Trustee Watters
- c) Trustee Nohr

Motion Carried Unanimously

A2. Approval of the Minutes

Trustee Watters asked why her written report for the Gay Straight Alliance Committee was not included with the April 20, 2015 Board minutes. Chair Loring-Kuhanga advised that in the past Trustee Representative written reports have not been included with the Board minutes but have been included with the Board agenda package.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) include Trustee Representative written reports with the Regular Board meeting minutes.

Motion Carried Unanimously

- a) It was moved and seconded:

That the April 20, 2015 Regular Board Minutes be approved.

Motion Carried Unanimously

- b) It was moved and seconded:

That the April 22, 2015 Special Board Budget Minutes be approved.

Motion Carried Unanimously

A3. Business arising from the Minutes - None

A4. Student Achievement

- a) Kevin Luchies, Principal, Lambrick Park Secondary School, attended the Board meeting to speak about a conference that was held at Lambrick Park on April 27, 2015. The student led conference was hosted by the Gay Straight Alliance Committee and was called "Love is Love". Mr. Luchies thanked all participants and attendees at the conference and then introduced Ms. Linda Tate, teacher sponsor and grade twelve students Caitlin and Matthew.

Caitlin and Matthew, co-founders of the Gay Straight Alliance Committee at Lambrick Park, shared with the Board the conference planning process and the various workshops that were offered throughout the day. Both students stated that they were pleased with the attendance of many students from School District 61 along with students from School District's 62 and 63 and area private schools.

Chair Loring-Kuhanga thanked Mr. Luchies, Ms. Tate, Caitlin and Matthew for attending the board meeting and presenting to Trustees.

A5. District Presentations - None**A6. Community Presentations**

- a) Brae Carnes attended the Board meeting to share with Trustees her journey in School District 61 as a male student and since graduating with honours in 2010 from Reynolds her transition to a female. Ms. Carnes wanted to educate the Board about transgendered children and the need for more education in the schools. Ms. Carnes urged Trustees to vote in favour of the motion with respect to gender expression and gender identity.
- b) Grant attended the Board meeting to advocate for the need for a District policy to address the needs of transgender and gender variant students and their families. Grant urged the Board to vote in favour of the motion with respect to gender expression and gender identity.
- c) Amy Dorais, grade 4/5 teacher and Alyx MacAdams, support worker for the Victoria Sexual Assault Centre attended the Board meeting to advocate and educate Trustees about transgender children and the need for a district policy to address the needs of these students and their families. Amy and Alyx urged Trustees to vote in favour of the motion on the agenda with regard to gender expression and gender identity.
- d) Amy Bronee attended the Board meeting on behalf of the Victoria West Elementary School PAC. Ms. Bronee stated that the Victoria West Elementary School PAC uses all monies granted to them by the Victoria Confederation of Parent Advisory Councils (VCPAC) and urged the Trustees to vote against the motion regarding the Parent Education Fund as it will reduce the funding to VCPAC.
- e) Vincenza Gruppuso attended the Board meeting on behalf of VCPAC and commented on the importance of parents being able to provide their opinions and to advocate for the needs of their students. Ms. Gruppuso spoke against the proposed motion regarding a Parent Education Fund as it will put the VCPAC in a deficit position and urged Trustees to vote against this motion.
- f) Carolina Tudela attended the Board meeting to speak to Trustees as a parent of a student in Victoria High School. Ms. Tudela spoke in favour of the motion regarding the Parent Education Fund as it would give PAC's a chance to pool their funding together and to create more educational opportunities for parents. Ms. Tudela urged Trustees to vote in favour of the proposed Parent Education Fund motion.

A. TRUSTEE REPORTS**B1. Chair's Report**

Chair Loring-Kuhanga thanked the Greater Victoria Teachers' Association (GVTA), on behalf of the Board, for signing off on the Aboriginal Education Enhancement Agreement, which now completes the agreement.

Chair Loring-Kuhanga reported that she met with the grade twelve grads at Esquimalt High School and Victoria High School and that she will be meeting with MLA and NDP Education Critic, Mr. Rob Fleming along with some of the Board members on May 21, 2015 to discuss the on-going needs within our school district.

Chair Loring-Kuhanga advised that the Board has contracted with an executive search firm, Davies Park, to assist with hiring a new Superintendent of Schools.

B2. Trustees' Report

- a) Trustee McNally reported that she attended the Love is Love Conference at Lambrick Park Secondary School and that she will be speaking at the Reynolds grade twelve graduation ceremony in June. Trustee McNally further reported that she attended PAC meetings at Shoreline Middle School and Rockheights Middle School and also the unveiling ceremony of murals designed by teacher and student artists at Rockheights Middle School.
- b) Trustee Watters reported on behalf of the Aboriginal Nations Education Council that the Aboriginal Education Enhancement Agreement had been signed by the GVTA and was now complete. Trustee Watters showcased new Aboriginal Award Certificates that have been developed and will be given out in our schools in June.
- c) Trustee Nohr reported that she attended the BC Legislature to observe the debate on Bill 11, the Education Statutes Amendment Act, and provided a brief synopsis of the debate including the presentation made by MLA and NDP Education Critic, Rob Fleming. Trustee Nohr further reported that she attended Willows Elementary School to help celebrate bike to school week.

C. BOARD COMMITTEE REPORTS

C1. Education Policy Development Committee

- a) Trustee Nohr presented the May 4, 2015 meeting minutes and highlighted some of the evening's presentations.
- b) Trustee Nohr presented the following recommended motion from the Education Policy Development Committee meeting. Discussion ensued amongst the Trustees.

It was moved and seconded:

- i) That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to task the District Gay Straight Alliance Advisory Committee with developing a draft policy on Gender Identity and Gender Expression (in accordance with Bylaw 9210 The development of Policy; and Policy 1163 Consultation) to ensure the safety and support of transgender and gender variant students and their families, and present it to the Education Policy Development Committee with recommendations for implementation.

Motion Carried Unanimously

C2. Operations, Policy and Planning Committee

- a) The May 11, 2015 meeting minutes were presented for information.
- b) Trustee McNally presented the following recommended motion from the Operations, Policy and Planning Committee meeting. Discussion ensued amongst the Trustees.

It was moved and seconded:

- i) That the Board of Education of School District No. 61 (Greater Victoria) send the Needs Budget letter including the additional bullet with all of the signatures.

Motion Carried

For: Trustees Ferris, Whiteaker, Watters, McNally, Loring-Kuhanga, Nohr, Orcherton
 Abstained: Trustee Paynter

The following motions were referred back to the Operations, Policy and Planning Committee until the Terms of Reference for the Technology Stewardship Ad Hoc Committee are completed.

- ii) That the Board of Education of School District No. 61 (Greater Victoria) defines the purpose of the Technology Stewardship Ad Hoc Committee to be to develop guidelines for the use of technology for our students and staff.
- iii) That the Board of Education of School District No. 61 (Greater Victoria) appoint one trustee as a voting member on the Technology Stewardship Ad Hoc Committee.

Trustee Whiteaker presented the following recommended motion from the Operations, Policy and Planning Committee meeting and provided Trustees with an overview of the proposed Parent Education Fund. Discussion ensued amongst the Trustees with comments being provided by Mr. John Bird, VCPAC President.

It was moved and seconded:

- iv) That the Board of Education of School District No. 61 (Greater Victoria) create a Parent Education Fund as part of the 2015-2016 budget item - Parent Advisory Council Grant in the amount of \$7,000.00. And further, that the Board of Education create guidelines and a process to access this Parent Education Fund.

Motion Carried

For: Trustees Whiteaker, Watters, McNally, Nohr, Paynter
Against: Trustees Ferris, Loring-Kuhanga, Orcherton

D. DISTRICT LEADERSHIP TEAM REPORTS

D1. Superintendent's Report

- a) Superintendent Bell presented the Board of Education and Standing Committee dates for 2015-2016.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2015/2016 Board of Education and Standing Committee meeting dates.

Discussion ensued amongst the Trustees with a suggestion being made to amend the September 2015 date to separate the meetings to September 14, 2015 for the Education Policy Development Committee meeting, September 21, 2015 for the Operations, Policy and Planning Committee meeting and September 28, 2015 for the Board of Education meeting.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2015/2016 Board of Education and Standing Committee meeting dates amending September's meeting dates to September 14, 2015 for the Education Policy Development Committee meeting, September 21, 2015 for the Operations, Policy and Planning Committee meeting and September 28, 2015 for the Board of Education meeting.

Motion Carried

For: Trustees Nohr, Paynter, Loring-Kuhanga, Watters and Whiteaker
Against: Trustees Orcherton, McNally, Ferris

Chair Loring-Kuhanga called for the question on the main motion as amended.

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2015/2016 Board of Education and Standing Committee meeting dates as amended to include September 14, 2015 for the Education Policy Development Committee meeting, September 21, 2015 for the Operations, Policy and Planning Committee meeting and September 28, 2015 for the Board of Education meeting.

Motion Carried Unanimously

- b) Superintendent Bell indicated that during the Student Achievement portion of Board meeting students would now be videotaped and the appropriate permission would be obtained prior to Board meetings.

D2. Secretary-Treasurer's Report - None

E. QUESTION PERIOD

- a) Chair Loring-Kuhanga read the following question:

What is the application process that the District PAC has to undertake to access District funding?

Superintendent Bell advised that as no guidelines have been put in place this will be referred to an Operations, Policy and Planning Committee meeting for further discussion on what the process and guidelines will be.

F. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS - None

G. NEW BUSINESS/NOTICE OF MOTIONS

G1. New Business - None

G2. Notice of Motions

a) Trustee Nohr - Write a Letter to the Minister of Education

Trustee Nohr advised that she will be providing a motion for the June 8, 2015 Operations, Policy and Planning Committee meeting with respect to writing a letter to the Minister of Education regarding Bill 11 and the lack of consultation with B.C. School Boards.

H. ADJOURNMENT

It was moved and seconded:

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 9:49 p.m.

CERTIFIED CORRECT

Chair

Secretary-Treasurer



May 28, 2015

Ref: 181150

Edith Loring-Kuhanga, Chair
Board of Education
School District No. 61 (Greater Victoria)
Email: eloring@sd61.bc.ca

Dear Ms. Loring-Kuhanga:

Thank you for your letter of April 2, 2015, regarding administrative savings.

I would like to assure you and your Board that the Government of the Province of British Columbia remains committed to its budget targets and three-year fiscal plan. It is important to recognize that education was one of only a very few areas to receive a significant funding increase in *Budget 2015*. It is a mark of the government's strong commitment to education that *Budget 2015* delivered an additional \$421 million for public schools alone, including a 33 percent increase to the Learning Improvement Fund. K–12 education received the largest funding increase next to health services.

Total funding to school districts will exceed \$5 billion for the 2015/16 school year—an increase of 31 percent since 2000/01. That is \$1.2 billion more per year going to public schools after a period where enrolment went down by more than 75,000 students. Over this period, measures of student achievement have improved and the K–12 system continues to deliver some of the best educational outcomes in the world.

I appreciate your Board's perspective, and recognize Greater Victoria School District's accomplishments to date that demonstrate its resourcefulness and innovation in reducing costs locally.

I also acknowledge that finding efficiencies is not always easy, but the savings expectations are reasonable, realistic and similar to what the Province has seen in the health and post-secondary sectors. The K–12 education sector has already made good progress in savings efforts to date, particularly through shared services implementation, and I am confident that school districts have the expertise to identify new administrative and structural savings without impacting classroom instruction. The Ministry of Education will continue to work closely with all school districts to support these efforts.

... /2

If you require further information, please contact Deborah Fayad, Assistant Deputy Minister, Resource Management Division, at: Deborah.Fayad@gov.bc.ca or 250-356-2588.

Sincerely,

A handwritten signature in black ink, appearing to read 'Peter Fassbender', with a stylized flourish at the end.

Peter Fassbender
Minister

pc: Honourable Christy Clark, Premier

Trustee Representative Report: Healthy Saanich Advisory Committee May 20, 2015

Presentation from Katarina Gustavs : The Right to a Healthy Environment: The Case of Radiation Exposure from Cell Towers. Members of the Public were present to hear Ms Gustavs presentation acknowledging Saanich's signing onto the Blue Dot Movement (a declaration on the right to Healthy Food, Clean Water and Fresh Air) and encouraging the committee to explore the opportunity to include precautionary principles regarding electromagnetic exposure from cell towers in the community. Councillor Colin Plant (Committee Chair) suggested the Committee come back to next month's meeting with a possible motion to review current Policy and have a discussion regarding this evening's presentation.

The Committee continued its ongoing review of the Healthy Saanich Community Workshop Document with a focus this evening on the Food Security Section. There was some discussion about school gardens and how they could be nurtured and utilized during summer months as community resources and continued educational opportunities in between school years and student useage. Acknowledgment of the need to discuss with schools, school district, union(s) and other stakeholders on how best this might be achieved. No final determinations were made as these are preliminary discussions.

SCAN update (Saanich Community Advisory Committees) was provided by Marsha Henderson. Tourism Victoria had made a presentation regarding new tourist attractions which now are community oriented – what is your community known for? (e.g. Swan Lake and its attractions)

An update was provided by Kelli-Ann Armstrong, Senior Manager, Recreation Services on ongoing activities which included an update on Saanich Youth Development Strategy (Phase 2) going strong. This strategy is part of the commitment to transparency and openness in Saanich public participation processes. Both our District (Deb Whitten is our representative and participant) and District 63 have been very supportive of this project and all high schools within Saanich with the exception of Spectrum (as of the date of this meeting) have been accessed. Spectrum is expected to participate by the end of May. There will also be a Community Youth Summit in early June to discuss themes coming out of their consultations and collaborate with youth on possible solutions. Survey sent out May 27/15 directed at youth to get their input into what they need to participate in Saanich recreational programs. (see copy attached)

Next meeting: June 17, 2015

Respectfully submitted June 15, 2015

Peg Orcheron

Trustee



Saanich Youth Development Strategy Survey

Imagining The Future

Saanich Parks and recreation is working on a new strategy and 5 year plan to shape the future of recreation and parks for youth aged 11-18. This is your opportunity to confirm and offer feedback regarding early themes and ideas we have heard from over 750 youth and 50 adults from February - May of 2015. Our hope is to continue to offer strong recreational opportunities and at the same time increase the degree of youth participation.

Once your survey is completed, enter your name in our contest and be eligible for one of these prizes:

3X - \$100 Gift Certificates to your choice (e.g. UpTown, Michaels, OneSix Skateboard, Sport Chek)

1X - Six Month Youth (10-18 yrs.) Membership Card for use at all four recreation centres for swimming, skating and fitness drop-in sessions (Saanich Commonwealth Place, Gordon Head Recreation Centre, Cedar Hill Recreation Centre, G.R. Pearkes Recreation Centre).

2X - private or semi-private tennis lessons (winner may bring a friend to a semi-private lesson) at Cedar Hill Recreation Centre.

1X - Free Saanich Youth Activity Centre private rental for a group of you and your friends.

1X - 3 Session personal training package for youth (aged 13-18) with fitness trainer at Gordon Head Recreation Centre.

1X - 25X Student pass (including skate rentals) for "Everyone Welcome" sessions at G.R. Pearkes Recreation Centre.

*** 1. Please tell us who you are: (Please check one box)**

☐ 10-14 years

- ☐ 15-18 years
- ☐ 19-59 years
- ☐ 60+ years

*** 2. What would increase youth involvement in Saanich Parks and recreation?**

(Please check your top 3 choices)

- ☐ School recognition/credit for participation in recreation, volunteering, and/or recreation leadership
- ☐ Financial assistance to participate in recreation programs.
- ☐ Financial assistance for employment certifications offered within recreation (e.g., First Aid/CPR, Lifeguarding, FoodSafe, Babysitters Training)
- ☐ Opportunities for youth to lead activities
- ☐ Late night access to recreation centres (Friday-Sunday)
- ☐ Youth activities offered on weekends
- ☐ Support for youth initiated activities (grants, equipment, facilities, help from staff)
- ☐ Referrals and incentives to participate (e.g. bring a friend for free)
- ☐ Better transportation options to late night activities at recreation centres

Other (please specify)

*** 3. Our research shows that individual youth participation in recreation decreases in ages 12-13. How can the District of Saanich Parks and Recreation address this for youth?**

(Indicate your opinion)

	Disagree	Undecided	Agree
Lower fees for youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offer introductory/novice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Disagree	Undecided	Agree
levels to try new activities			
Make recreation opportunities available at my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve opportunities to deal with anxiety and mental health issues for youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More opportunities to learn about nutrition, cooking, and health for youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus on learning life skills and gaining work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education for me and my family regarding youth issues and the importance of recreation and health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve transportation to get to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

*** 4. What are ways that the District of Saanich Parks and Recreation can help youth feel more welcome at recreation centres, parks and activities?**

*** 5. What is most important to youth about parks and open spaces? (Please check all the boxes which apply)**

☐

A safe place to be with friends

- ☐ A place to get in touch with our natural environment
- ☐ A place to be physically active and participate in sport
- ☐ A place to get youth involved in decisions that affect them
- ☐ A place for youth to be able to express themselves (e.g., arts, festivals)
- ☐ Providing youth friendly designed spaces

Other (please specify)

*** 6. Saanich youth indicate they want more opportunities for challenge, risk-taking physical activities, and choices (e.g. climbing trees, rock climbing, parkour, bike skills parks, fort building, outdoor recreation, skateboarding, ropes course, etc.). Do you agree?**

- ☐ Yes ☐ No

What types of facilities or activities would you like to see?

*** 7. The District of Saanich Parks and Recreation operates three youth activity centres: The Backdoor at Gordon Head Recreation Centre, Flipside at G.R. Pearkes Recreation Centre, and Upside at Saanich Commonwealth Place. How often do you use the youth centres?**

- ☐ Weekly
- ☐ Monthly
- ☐ Once every few months
- ☐ Once year
- ☐ Never. (Please provide your reason below).

If you answered "never" please provide your reason.

*** 8. What is important to you about youth centres?**

(Please check one box for each line).

	Important	Not Important	Don't Know
A place to be around friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Free Admission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendly leaders I can talk to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safe environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fun activities planned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Free food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to video games, ping pong, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy location to get to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facility with other recreation opportunities for all ages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

*** 9. The number of youth using the teen centres has declined and changed over the last 15 years. Who should these youth centres be for? (Please check all the boxes which apply)**

- ☐ Middle school students
- ☐ High school students
- ☐ Youth who need a place to gather as a group
- ☐ Multi-generational (e.g. family, seniors)
- ☐ Youth groups in community (e.g. diversity, cultural, special interest, LGBTQ, other)

Other (please specify)

*** 10. To enter your name in our contest and be eligible for one of these fantastic prizes, please include your name and contact number and email address.**

This information is collected for the administrative and/or operational functions of the District of Saanich as authorized by the Local Government Act. This information has been collected, and will be used and maintained, in accordance with the Freedom of Information and Protection of Privacy Act. Should you have any questions about the above, please contact Saanich's Information and Privacy Team at 250-475-1775.

Thank you for completing this survey!

Our goal is to make the results available for Thursday, June 4, 2015 Youth Summit held at G.R. Pearkes Recreation Centre. Please complete this survey by Monday, June 1, 2015 to ensure your information is included in the project findings.

Done

Powered by **SurveyMonkey**
Check out our [sample surveys](#) and create your own now!



**Education Policy Development Committee
June 1, 2015 - Tolmie Building, Board Room**

Regular Minutes

Present: TRUSTEES

Deborah Nohr, Chair
Tom Ferris
Diane McNally
Peg Orcherton
Rob Paynter
Jordan Watters

ADMINISTRATION

Sherri Bell, Superintendent of Schools
Pat Duncan, Deputy Superintendent
Shelley Green, Associate Superintendent
Janine Roy, District Principal of Learning Initiatives
Deb Whitten, District Principal, Student Services
Elaine McVie, Principal of James Bay Community School
Lindsay Swan, Vice-Principal of James Bay Community School
Jeff Mitchell, Principal of South Park Family School
Jesse Bradbury, Principal of S.J. Willis Education Centre
Sean McCartney, Vice-Principal of S.J. Willis Education Centre
Willow Mak, Student Representative
Connie Schmidt, Recording Secretary

Regrets: Elaine Leonard
Edith Loring-Kuhanga
Ann Whiteaker

The meeting was called to order at 7:00 pm.

Chair Nohr 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

Trustee McNally asked that three notices of motion be added to the June 1, 2015 agenda as Item 9: Notice of Motions.

It was moved:

That the June 1, 2015 amended regular agenda be approved.

Motion Carried Unanimously

2. APPROVAL OF MINUTES OF EDUCATION POLICY DEVELOPMENT COMMITTEE MEETING - May 4, 2015

It was moved:

That the May 4, 2015 Education Policy Development Committee Meeting regular minutes be approved.

Motion Carried Unanimously

- 3. BUSINESS ARISING OUT OF THE MINUTES** - none
- 4. PUBLIC REQUEST TO THE COMMITTEE** - none
- 5. CORRESPONDENCE REFERRED TO THE COMMITTEE** - none
- 6. MOTIONS REFERRED TO THE COMMITTEE** - none
- 7. GENERAL ANNOUNCEMENTS** - none
- 8. NEW BUSINESS**

A. Introduction of Student Representative

Superintendent Sherri Bell introduced Student Representative Willow Mak from the S. J. Willis Education Centre. She explained that Willow is a member of the Representative Advisory Council of Students who will be attending the Board meetings scheduled in the month of June 2015. Willow shared that she feels honoured to be the S.J. Willis student representative and is looking forward to a new learning experience. She thanked the committee for the opportunity to add her student voice to the meeting.

B. Coastal Kindergarten Update

Janine Roy, District Principal of Learning Initiatives, gave a brief overview of the Coastal Kindergarten program. She explained that this was the first year of the two-year pilot with two Kindergarten classes of 20 students located at both James Bay Community School and South Park Family School. Ms. Roy explained that the Coastal Kindergarten program had a very positive impact on students as reported by teachers, parents and students. While a program review will take place in the fall, this was a night for celebration of the program's first year. She then introduced James Bay Coastal Kindergarten teacher Susan Shemilt and Carol Eby, South Park Family School Coastal Kindergarten teacher. The teachers provided an overview of activities and learning experiences that occurred throughout the school year. Ms. Shemilt and Ms. Eby described what a regular day in the life of a Coastal Kindergarten student looks like. They outlined the provincial curricular-based program which connects real-life literacy, numeracy, science and social studies

activities, inquiry-based learning, Aboriginal ways of learning and knowing, and environmental stewardship into the outdoor-based Kindergarten program. They described the powerful impact of learning in an outdoor setting every morning on their students' self-confidence, learning, social/emotional development and physical development.

Denyse Zumach, a James Bay Community School Coastal Kindergarten parent, shared her child's positive learning experience and excitement with the trustees.

A question and answer period followed with trustees expressing their great appreciation and thanks for the excellent work done at both schools.

C. Communicating Student Learning

Shelley Green, Associate Superintendent, gave a brief overview of the FreshGrade Pilot. She explained that FreshGrade is a web application for communicating student learning that connects teachers, parents and students to student learning on an ongoing basis. Ms. Green introduced Strawberry Vale Elementary teacher Marjorie Ireton-Roach and McKenzie Elementary teacher Sarah Winkler, two teachers who have piloted FreshGrade in 2014-2015. The teachers shared their FreshGrade student portfolios with trustees. They explained how the FreshGrade web application can be used as a communication and reporting tool to instantly update parents on their child's learning, as well as providing opportunities for real-time interactions between students, parents and teachers. Ms. Ireton-Roach and Ms. Winkler shared that the FreshGrade app is an easy to learn and extremely useful tool in their daily work. Both teachers said that they receive very positive feedback from parents and students. Teachers observe less student anxiety around communicating student learning, and the immediate parent comments have a positive impact on the students' self-confidence in learning.

A question and answer period followed, and trustees expressed their appreciation of and support for the FreshGrade application.

Ms. Green then provided trustees with an update on the work being done by the Elementary Report Card Working Committee on elementary report card templates. The Working Committee has collaboratively developed K - 5 report card templates, which will be available to teachers in the fall of 2015. Based on the templates recommended by the Working Committee, the District's IT Department is creating a web application for elementary report card templates. The web application will be student-centered, easy to use, easy for parents to read and provide flexible options for teachers such as 'drag and drop' options and 'pull down' menus. Ms. Green expressed her great appreciation for the collaborative work being done by educators in our District and IT staff.

Trustees expressed their appreciation of the work of the Elementary Report Card Working Committee on the report card templates.

D. Framework for Enhancing Student Learning

Superintendent Sherri Bell provided trustees with an update on the Framework for Enhancing Student Learning and asked that trustees send any input they may have to the secretary treasurer's office prior to the Operations, Policy and Planning Committee meeting on June 8, 2015.

E. Policy 5141.22: Concussion Awareness

Deb Whitten, District Principal, Student Services, presented Policy 5141.22: Concussion Awareness. The Concussion Committee, comprised of GVTA members, a CUPE 947 member, a representative from the Allied Specialist Association, Victoria Parent Advisory Committee, Trustee Paynter, Trustee Orcherton, a School Principal, Associate Superintendent Cam Pinkerton and District Principal, Students Services, met on four occasions to complete the draft policy through a collaborative process. Throughout the process, the committee utilized existing concussion-related documents and referred to Dr. Stanwick for his feedback and suggestions. Discussion took place.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) adopt Policy 5141.22 Concussion Awareness.

Motion Carried Unanimously

F. Responding to Student Needs Initiatives

Superintendent Sherri Bell explained that the District will implement a number of initiatives to address various needs of our vulnerable students. Deb Whitten then provided the committee with an overview of the following initiatives:

- i) J.W. McConnell Well Ahead Initiative is a district-wide initiative which aims to advance students' social and emotional well-being. The J.W. McConnell Family Foundation is seeking BC districts that have a passion to advance students' social-emotional well-being to become pilot districts in the 'Well Ahead Initiative'. The foundation is looking for communities that want to draw upon multiple perspectives and work with community partners to foster a sense of collective ownership of the well-being of children and youth. The expression of interest form has been submitted.
- ii) The Take a Hike Program is a full-time alternative education program that engages at-risk youth through a combination of adventure based learning, academics, therapy and community involvement. The Take a Hike Foundation would like to explore the possibility of expanding its program into GVSD #61 at S.J. Willis for 2016-2017.

- iii) Victoria Youth Clinic addresses students' mental health issues and helps families navigate the support system. The Youth Clinic would like to open a clinic in one of our secondary schools to address youth mental health and to support our Aboriginal students.
- iv) HLL SPARK Update will be multi-age, passion/strength-based, flexible learning initiative with high parent/family involvement. The intention of this initiative is to support students facing challenges associated with stress and anxiety, as some of these learners find it difficult to engage in a traditional school setting and in the current alternatives being offered at SJ Willis.

9. Notice of Motions

Trustee McNally presented the following notice of motions:

That all Trustees appointed by the Chair to an external body be required to submit a written report to the Board via the Chair in December and June of each school year, as part of the Trustee Report agenda item, reports to be included as part of the Board agenda pickup, beginning December 2015.

That Trustee representatives to outside bodies elected by the Board be required to submit written reports to the Board via the Chair after every meeting the Representative attends, reports to be part of the Board agenda pickup.

That each Trustee (one Trustee agreed upon by consensus in multi-Trustee committees) be required to submit a written report to the Board via the Chair in December and June of each school year, as part of the Trustee Report agenda item, reports to be included as part of the Board agenda pickup beginning December 2015.

10. ADJOURNMENT

It was moved

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 9:15 pm.



MEMO
OFFICE OF THE DISTRICT PRINCIPAL
STUDENT SERVICES

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8W 2R1
PHONE (250) 475-4157 FAX (250) 475-4238

TO: **Education Policy Development Committee**

FROM: **Deb Whitten, District Principal, Student Services**

DATE: **May 26, 2015**

RE: **Policy 5141.22, Concussion Awareness**

Policy 5141.22 is being provided for your consideration.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) adopt Policy 5141.22 Concussion Awareness.

POLICY 5141.22

CONCUSSION AWARENESS

The Greater Victoria School District recognizes that the health and safety of students are essential preconditions for effective learning and is committed to promoting concussion awareness in schools. All partners in education, including the Ministry of Education, administrators, educators, school staff, students, parents, school volunteers, and community-based organizations, have important roles to play in promoting student health and safety and in fostering and maintaining healthy and safe environments in which students can learn.

A concussion, which can only be diagnosed by a medical professional:

- is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep),
- may be caused either by a direct blow to the head, face, or neck or by an impact to the body that transmits a force to the head that causes the brain to move rapidly within the skull,
- can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness) .

A concussion can have a significant impact on a student – cognitively, physically, emotionally, and socially. It is very important to students' long-term health and academic success that individuals in schools have information on appropriate strategies to help minimize risk of concussion, steps to follow if they suspect that a student may have a concussion, and effective management procedures to guide

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practice when a student with a diagnosed concussion returns to school which may include accommodation strategies, and when a student returns to physical activity after a diagnosed concussion.

The Greater Victoria School District will develop and implement concussion management strategies. These strategies may include, but are not limited to: communication strategies, prevention strategies, awareness initiatives, identification of concussion process, diagnosed concussion management resources and strategies.

Greater Victoria School District

Approved: (Enter month and year)

DRAFT

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**Operations, Policy and Planning Committee Meeting
June 8, 2015 – GVSD Board Office, Boardroom**

REGULAR MINUTES

Present:

Elaine Leonard, Chair, Diane McNally, Deborah Nohr, Jordan Watters, Ann Whiteaker

Regrets:

Tom Ferris, Edith Loring-Kuhanga, Peg Orcherton, Rob Paynter

Administration:

Pat Duncan, Deputy Superintendent, Debra Laser, Secretary-Treasurer, Shelley Green, Associate Superintendent, Cam Pinkerton, Associate Superintendent, Katrina Ball, Associate Secretary-Treasurer, Doreen Hegan, Recording Secretary

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

Chair Leonard 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 8, 2015 regular agenda be approved with the following changes: 7. New Business; Item A Trustee Paynter – Roles and Responsibilities of Parent Advisory Councils and the District Parent Advisory Council and Item B Trustee Paynter – Reconstitution of Board Standing Committees were referred to the September OPPs meeting, and Item C Trustee McNally – Audio and Video Recording of Students was withdrawn.

Motion Carried

2. APPROVAL OF THE MINUTES

It was moved:

That the May 11, 2015 Operations, Policy and Planning Meeting regular minutes be approved.

Motion Carried

3. BUSINESS ARISING FROM MINUTES

Chair Leonard questioned if the Parent Education Fund was approved as a one-year pilot project and was advised that the intent was to implement the fund and review it in one year.

4. PRESENTATIONS – None

5. FINANCE AND LEGAL AFFAIRS

A. Naming Recognition – Policy 1421 Naming School Sites

Chair Leonard reminded the Committee that the following motion was approved at the April 13, 2015 Operations, Policy and Planning Committee meeting:

That Policy 1325 *Partnership*, Policy 1325A *Partnership (attachment)* and 1421 *Naming School Sites* be forwarded for review at the Operations, Policy and Planning Committee meeting starting in June 2015.

Discussion ensued amongst Trustees. Trustees were in agreement that no changes were needed to Policy 1421 *Naming School Sites*.

B. Policy 1325 Partnership and Attachment

Chair Leonard provided Trustees with background on the creation of Policy 1325, Partnership. Discussion ensued amongst Trustees.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) create an Ad Hoc Committee to review Policy 1325, Partnership and attachment.

Motion Carried Unanimously

C. Oak Bay – Naming of Theatre and Gym Court

Deputy Superintendent Duncan informed the Committee that in keeping with Policy 1163 Consultation, Dave Thomson, Principal Oak Bay High School has consulted with staff, students, Parent Advisory Council, parents, alumni, and community members and has recommended that the Oak Bay High School theatre be named after Dave Dunnet and the court at the new large competition gymnasium be named after Gary Taylor.

Discussion ensued amongst Trustees.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) approve naming the new theatre at Oak Bay High School "The Dave Dunnet Theatre".

Motion Carried

For: Trustees Leonard, McNally, Watters, Whiteaker

Abstained: Trustee Nohr

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) approve naming the court at the new large competition gymnasium at Oak Bay High School "The Gary Taylor Court".

Motion Carried Unanimously

D. Framework for Enhancing Student Learning

Chair Leonard informed the Committee that this would be the last opportunity to provide feedback on the Framework for Enhancing Student Learning. Discussion ensued amongst Trustees. Chair Leonard suggested that individual Trustees respond directly to Dean Goodman, Director for Accountability, Ministry of Education.

E. Technology Stewardship Ad Hoc Committee – Terms of Reference

Chair Leonard informed Trustees of the process to review the proposed Terms of Reference for the Technology Stewardship Ad Hoc Committee. Discussion ensued amongst Trustees and the proposed Terms of Reference were accepted with the following amendment:

Voting:

Remove “Voting will be by consensus.” and add “Decisions will be made by consensus, if possible. If no consensus is reached, a majority vote will take place”.

The Committee supported that the following motion be brought forward to the June 15, 2015 Board of Education meeting:

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) agree to the Technology Stewardship Ad Hoc Committee - Terms of Reference.

Motion Carried

For: Trustees Nohr, Watters, McNally, Leonard

Against: Trustee Whiteaker

F. Administrative Savings Plan

Secretary-Treasurer Laser reviewed the Administrative Savings Plan with Trustees and indicated that the District is able to meet the Administrative Savings Target for both 2015-2016 and 2016-2017 with cumulative savings of \$1,764,709. Trustees asked questions of clarification of Secretary-Treasurer Laser.

6. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS - None

7. NEW BUSINESS

A. Trustee Paynter – Roles and Responsibilities of Parent Advisory Councils and the District Parent Advisory Council

The motion was referred to the September 14, 2015 Operations Policy and Planning Committee meeting.

That the Board of Education of School District No. 61 (Greater Victoria) establish an Ad Hoc committee to confirm the roles and clarify the rights and responsibilities of parent advisory councils (PACs) and the district parent advisory council (DPAC) with respect to operation, responsibilities and consultation on matters within schools and at the district level consistent with the School Act and other relevant legislation and regulation. This Ad Hoc committee will take guidance from changes in legislation as currently envisioned by Bill 11.

Motion Referred

B. Trustee Paynter – Reconstitution of Board Standing Committees

The motion was referred to the September 14, 2015 Operations Policy and Planning Committee meeting.

That the Board of Education of School District No. 61 (Greater Victoria) establish a working group of senior staff and trustees to examine the current function of the standing committees of the Board and make recommendations on the scope of responsibilities, membership and meeting schedules and other aspects of the conduct of these committees as are deemed appropriate. Work will commence in September 2015 and will be informed by relevant legislation and recommendations emerging from the District Strategic Planning process.

Motion Referred

C. Trustee McNally – Audio and Video Recording of Students

Trustee McNally withdrew her motion.

That the Board of Education of School District No. 61 (Greater Victoria) end the practice of shutting down audio and video recording of students during Board meetings.

Motion Withdrawn

D. Trustee Whiteaker – Parent Education Fund

Trustee Whiteaker presented her motion and rationale and handed out a proposed Parent Education Fund Ad Hoc Committee Terms of Reference.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) create terms of reference for the Parent Education Fund Ad Hoc Committee.

Motion Carried Unanimously

Discussion ensued amongst Trustees and the proposed Terms of Reference were accepted with the following amendments:

Timeline:

Remove the last sentence, "Updates will be provided to the OPPs Committee as information is available".

Voting:

Remove "Voting will be by consensus." and add "Decisions will be made by consensus, if possible. If no consensus is reached, a majority vote will take place".

The Committee supported that the following motion be brought forward to the June 15, 2015 Board of Education meeting:

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) agree to the Parent Education Fund Ad Hoc Committee - Terms of Reference.

Motion Carried Unanimously

E. Trustee Nohr – Letter to the Minister of Education

Trustee Nohr presented her motion and rationale. Discussion ensued amongst Trustees.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) send a letter to the Minister of Education expressing our concerns about the lack of consultation with the BCSTA and School Boards across the province leading up to the passing of Bill 11 and additionally providing recommendations for the appropriate processes that would support the development of all necessary regulations for the implementation of Bill 11.

Trustee McNally moved an amendment to the motion.

It was moved:

That the motion "That the Board of Education of School District No. 61 (Greater Victoria) send a letter to the Minister of Education expressing our concerns about the lack of consultation with the BCSTA and School Boards across the province leading up to the passing of Bill 11 and additionally providing recommendations for the appropriate processes that would support the development of all necessary regulations for the implementation of Bill 11" be amended to delete the words "*and additionally providing recommendations for the appropriate processes that would support the development of all necessary regulations for the implementation of Bill 11*".

Motion Carried

For: Trustees Nohr, Watters, McNally, Leonard

Against: Trustee Whiteaker

Further discussion ensued. Chair Leonard suggested that the amended motion be tabled to the September 14, 2015 Operations Policy and Planning Committee meeting following the release of new legislation related to Bill 11.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) send a letter to the Minister of Education expressing our concerns about the lack of consultation with the BCSTA and School Boards across the province leading up to the passing of Bill 11.

Motion Tabled

For: Trustees Whiteaker, Watters, Leonard

Against: Trustees Nohr, McNally

F. Trustee McNally – Bylaw 9368 Procedure

Trustee McNally withdrew her motion.

That the Board of Education of School District No. 61 (Greater Victoria) confirm its commitment to Article 100.00 of Bylaw 9368 Procedure which states “In all meetings of the Board of Trustees, procedures shall be governed by Robert’s Rules of Order, except where provisions of the bylaws of the Board or the Schools Act may conflict, in which case the latter shall prevail,” and that alternative procedures be in place for meetings of the Board only by motion and majority vote according to Article 101.00: “The Chairman of the Board may, at any time, entertain a motion to vary the agenda or procedure of the Board, notwithstanding the provisions of the Robert’s Rules of Order, and upon majority approval of such motion, the procedures shall be, for the particular matter, amended save that no such motions shall result in a procedure in conflict with bylaws of the Board or the Schools Act.”

Motion Withdrawn

G. Trustee McNally – Standing Committee Agenda

Trustee McNally withdrew her motion. Discussion ensued amongst Trustees with direction given to the District Leadership Team to develop an Education Policy and Planning Committee agenda format and to review the Operations, Policy and Planning Committee agenda format and to recommend revisions to the bylaw.

That the Board of Education of School District No. 61 (Greater Victoria) adhere to the agenda format set out in the Board Bylaw 9360.2 Meetings of the Standing Committees for both of the Standing Committees of the Board (Education Policy Development Committee and Operations Policy and Planning Committee).

Motion Withdrawn

H. Trustee McNally – External Trustee Liaison – Community Appointments

Trustee McNally presented her motion and rationale.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) approve that all Trustees appointed by the Chair to an external body be required to submit a written report to the Board via the Chair in December and June of each school year, as part of the Trustee Report agenda item, reports to be included as part of the Board agenda pack-up, beginning December 2015.

Motion Carried

For: Trustees Nohr, Watters, Whiteaker, McNally

Against: Trustee Leonard

I. Trustee McNally – Trustee Appointments to Internal Committees

Trustee McNally presented her motion and rationale.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) approve that each Trustee (one Trustee agreed upon by consensus in multi-Trustee committees) appointed to the Needs Budget Advisory Committee, District Culture and Community, District Gay/Straight Alliance, ANED and French Immersion Advisory Committee, be required to submit a written report to the Board via the Chair in December and June of each school year, as part of the Trustee Report agenda item, reports to be included as part of the Board agenda pack-up, beginning December 2015.

Motion Carried Unanimously

8. NOTICE OF MOTION – None

9. GENERAL ANNOUNCEMENTS – None

10. ADJOURNMENT

It was moved:

That the meeting adjourn.

Motion Carried

The meeting adjourned at 9:13 p.m.



*The Greater Victoria School District is committed to
each student's success in learning within
a responsive and safe environment.*

POLICY 1325

PARTNERSHIP

The Greater Victoria School Board recognizes and supports the development of mutually beneficial partnerships between the Board, schools and the community, including business and non-business sectors, which are consistent with Board policies and regulations. The Board believes these relationships can be an important aspect of a child's education and will benefit the educational system as a whole.

To help in the development of such partnerships the Board has developed guidelines which are intended to help schools and/or District staff initiate partnership activities. It is important to note that:

- communications between the District and schools regarding such activities must be current and up-to-date
- protocols and guidelines have been adopted and can be found in the District's Regulations
- partnerships must enhance learning opportunities and/or have educational or cultural value
- partnerships must ensure children and the schools are not exploited through the activities
- recognition of all forms of partnership between the community, and schools, and/or the District shall be acknowledged in a fair and equitable manner
- whenever possible and appropriate, school-based committees should be formed to coordinate the activities and relationships with the business and/or the community organization

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- partnership activity may fall within, but is not exclusive to, the following categories: School/business, school/institution, fundraising, corporate sponsorship and entrepreneurial activities.

Please refer to: Partnership 1325 (attach)

Greater Victoria School District

Adopted: January 25, 1999

Revised: September 8, 1999

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POLICY 1325 – PARTNERSHIP (attachment)

DEFINITIONS

School/Business -	a relationship involving a school or district department entering into a specific agreement or arrangement with a local business and/or corporation that has clearly articulated purpose, goals and objectives. This relationship is usually set for a specific period of time and involves activities primarily focussing on the exchange of goods and services.
Corporate Sponsorship-	refers to any local, national or international business organization that agrees to support and/or sponsor an activity within a school and/or District department which allows the business to support public education in a fair, ethical and beneficial way. Corporate sponsorship for the sole purpose of advertising and/or promotion does not fit within the District's policy or Guiding Principles.
District Department -	refers to any and all departments such as (but not limited to) Maintenance, Finance, Human Services, Information Technology, Facilities, School Services and Purchasing, within the Greater Victoria School District No. 61.
District Office -	refers to the central administration, both Board and senior management, of the Greater Victoria School District No. 61.
District-wide Fundraising-	refers to any district initiated activity undertaken to raise funds that will be administered equitably throughout the district by the GVSD Education Foundation.
Entrepreneurial Activities -	refers to act(s) of generating funds and/or the sale of District services, resources and/or property specifically designed to increase the revenue of the District/school.

Exploited -	where a student or school is placed in an unfair situation or position of potential abuse by a partner for selfish use.
GVSD Education Foundation-	refers to a group of individuals who form a Board to act as a trust agent for money donated and/or raised through district-wide fundraising initiatives. An Education Foundation constitution and bylaws has been established to govern this Board. The Education Foundation Board is independent of, but works in conjunction with, the Board of School Trustees. The Education Foundation will oversee and administer funds raised under the District wide initiatives and will ensure fair and equitable distribution for the betterment of Public Education within the Greater Victoria School District.
Partnership -	is any formal arrangement, agreement and/or relationship between a GVSD and community group, with clearly defined educational goals and objectives.
Schools -	refers to any or all elementary and secondary schools within the Greater Victoria School District No. 61. Includes all groups involved at the school such as administrators, teachers, support staff, Parent Advisory Councils and Student Councils.
School-based Fundraising -	refers to a variety of activities intended to support and enhance individual school needs and/or activities. These will be under the direct supervision and responsibility of the school principal who will ensure District Protocols and Guidelines are followed.
School/Institution -	a relationship involving a school or District department with other educational and/or non-profit organization primarily focussing on the exchange of goods and services.



OAK BAY H I G H S C H O O L

TO: Operations, Policy and Planning Committee

FROM Dave Thomson, Principal, Oak Bay High School

DATE: June 8, 2015

RE: **Request to Name the New Theatre at Oak Bay High School "The Dave Dunnet Theatre"**

Oak Bay High school has gone through a significant consultation process with staff, parents and the community related to naming the new theatre. Throughout the process, Dave Dunnet's name has continued to resonate. Endorsement for naming the theatre "The Dave Dunnet Theatre" has been received from staff, PAC, parents, alumni and community members.

Dave's contributions to the school trace their roots back to the 1960's. He is the only member of both the Sports Hall of Fame and the Fine Arts Wall of Stars, a tribute to his impact at every level. He remains one of Oak Bay's most beloved teachers. Dave was asked for his permission which he offered with thanks. Subject to the approval of the Board, there will be a ceremony in the new school year.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approves naming the new theatre at Oak Bay High School "The Dave Dunnet Theatre".

Thank you for your consideration.

Dave Thomson
Principal

Garrett Thomson
Vice-Principal

Steven Price
Fine Arts Department Head



OAK BAY H I G H S C H O O L

TO: Operations, Policy and Planning Committee

FROM: Dave Thomson, Principal, Oak Bay High School

DATE: June 8, 2015

RE: **Request to Name the Court at the New Large Gym at Oak Bay High School "The Gary Taylor Court"**

Gary Taylor has been a long time educator, administrator and friend to School District #61. Gary played a significant role in building athletic proficiency at Oak Bay High School, particularly in basketball. In consultation with alumni, staff and PAC, we have reached the conclusion that naming the court in Gary's honour is a fitting tribute to his decades of service to the students of this school district.

Gary touched thousands of lives. His caring and concern was always evident and he continues to be in attendance at events at the schools he worked at in this district to this day. Gary has accepted this recognition with great humility and would be truly honoured should the Board grant this opportunity.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approves naming the court at the new large competition gymnasium at Oak Bay High School "The Gary Taylor Court".

Thank you for your consideration.

Dave Thomson
Principal

Garrett Brisdon
Vice-Principal

Richard Fast
Athletic Director

Technology Stewardship Ad Hoc Committee Terms of Reference

Purpose:

The Technology Stewardship Committee is an ad hoc committee established by the board for the purpose of developing guidelines for the use of technology for our students and staff.

Deliverables:

The Technology Stewardship Committee has three deliverables:

1. To recommend to the Board goals and supporting practices for the use of technology within the district.
2. To recommend to the Board implementation needs, strategies, and timelines flowing from any identified changes to current practice.
3. To recommend to the Board monitoring protocols and standards for the use of technology.

Membership:

The committee will be comprised of the following voting members:

- One Trustee appointed by the Board Chair
- A senior staff member and/or IT staff member appointed by the Superintendent
- One appointed member from each of the District's employee groups
- One VCPAC representative
- Three PAC representatives (preference given to one from each schooling level – elementary, middle and secondary) to be selected by lottery from a list of those schools interested in participating. The lottery will take place at the first meeting of the Committee

Timeline:

The Committee will prepare a summary report and implementation plan to be submitted to the December 2015 Operations, Policy and Planning Committee (OPPS) meeting. Updates will be provided to the OPPS Committee as information is available.

Voting:

Decisions will be made by consensus, if possible. If no consensus is reached, a majority vote will take place.

Procedural notes:

- Anyone may attend and contribute to the discussions without voting privileges
- Meeting dates, locations, agendas and minutes to be available on the District website

Date Adopted:

Parent Education Fund Ad Hoc Committee Terms of Reference

Purpose:

The Parent Education Fund Committee is an ad hoc committee established by the Board of Education (Bylaw 9140 Ad Hoc Committee of the Board) to develop recommendations for the implementation of the Parent Education Fund.

Deliverables:

The Parent Education Fund Ad Hoc Committee has three deliverables:

1. To develop eligibility and criteria required to be considered for funding
2. To develop an application process and selection criteria
3. To develop reporting requirements.

Membership:

The committee will be comprised of the following voting members:

- One Trustee appointed by the Board Chair
- A Senior staff member appointed by the Superintendent
- One VCPAC representative

Timeline:

The Committee will prepare a summary report and implementation plan to be submitted to the Operations, Policy and Planning (OPPS) Committee as soon as it has completed its work.

Voting:

Decisions will be made by consensus, if possible. If no consensus is reached, a majority vote will take place.

Procedural Notes:

Date Adopted:



Associate Superintendent's Office

556 Boleskine Road,
Victoria, British Columbia, V8Z 1E8
fax 250-475-4115

Cam Pinkerton, Associate Superintendent
Shelley Green, Associate Superintendent

250-475-4133
250-475-4220

TO: The Board of Education

FROM: Cam Pinkerton, Associate Superintendent

RE: Specialty Academy Fees

DATE: June 15, 2015

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 each of their School Planning Councils, for:

- Esquimalt High School Rugby Academy
- Lambrick Park Diamond for Excellence Baseball and Softball Academy
- Reynolds Secondary Centre for Soccer Excellence Academy
- Fees for Rockheights Middle School Hockey Skills Academy
- Spectrum Hockey Skills Academy


The Esquimalt High School Rugby 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 2015-16 fee structure for the Esquimalt High School Rugby Academy as approved by our School Planning Council and PAC:

The cost to students for participating in the Esquimalt High School Rugby Academy is
\$100.00 per month for a yearly fee (10 months) of
\$1000.00. Consistent with district policy, no student
will be excluded due to financial hardship.


Signatures:



Chaz Booty
SPC Member Signature & Name

SPC Member Signature & Name


SPC Member Signature & Name



NORM TANDBERG
SPC Member Signature & Name



Swati Solt
SPC Member Signature & Name



Liz McMaster
Principal Signature & Name



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 Luckies, Principal

Joan Thain, Vice Principal

Thomas Thompson, Vice Principal

June 1, 2015

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 2015-16 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

SPC Member Signature & Name

Jeff Sims (LAMPAC VP AND SPC MEMBER)
SPC Member Signature & Name

RANDY HEIN (LAMPAC PRESIDENT AND SPC MEMB.)
SPC Member Signature & Name

KEVIN LUCKIES
Principal Signature & Name

École secondaire
REYNOLDS
Secondary School

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 2015-16 fee structure for the Reynolds Centre for Soccer Excellence Academy as approved by our School Planning Council and PAC:

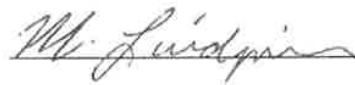
The cost to students for participating in the Reynolds Centre for Soccer Excellence Academy is \$100 per month for a yearly fee (10 months) of \$1000. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:



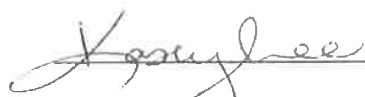
Sheena Goode-Jensen

SPC Member Signature & Name



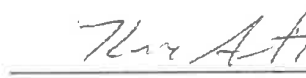
Mark Liudzius

SPC Member Signature & Name



Kasey Lee

SPC Member Signature & Name



Tom Aerts

Principal Signature & Name

The Rockheights Hockey Skills Academy

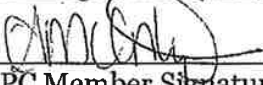
Section 82.1 of the School Act states: "Boards may offer Specialty Academies with the approval of the School Planning Council" and "Boards and School Planning Councils must also annually approve fees for specialty academies."

The following is the 2015-16 fee structure for the Hockey Skills Academy as approved by our School Planning Council and PAC:

The cost to students for participating in the Hockey Skills Academy is \$75 per month for a yearly fee (10 months) of \$750. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

Angel McIntyre


SPC Member Signature & Name

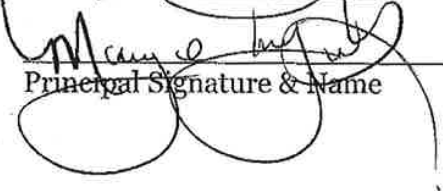
SPC Member Signature & Name

SPC Member Signature & Name

SPC Member Signature & Name

SPC Member Signature & Name

Maryanne Trofimuk


Principal Signature & Name



The The Spectrum Hockey Skillls 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 2015-16 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 \$150 per month for a yearly fee (10 months) of \$1500. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

Audrey L Smith
Cheryl Smith
SPC Member Signature & Name

Jacqueline Hawley
Jacqueline Hawley
SPC Member Signature & Name

Ruth Kampen
Ruth Kampen
SPC Member Signature & Name

Raymond Moss
Raymond Moss
SPC Member Signature & Name

Rob House
Rob House
Principal Signature & Name

OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Sherri Bell, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

MEMORANDUM

TO: The Board of Education

FROM: Sherri Bell, Superintendent of Schools

RE: Achievement Contract
Community Literacy Plan

DATE: June 15, 2015

Attached please find the 2015 Achievement Contract and the Community Literacy Plan. As you are aware, the Ministry of Education is revising the accountability framework, and the Achievement Contract and Community Literacy Plan are no longer required.

The District Leadership Team felt that it was important to honour the process that was undertaken by the Achievement Contract Advisory Committee and submit the work that was completed to the Board of Education for information. The Achievement Contract certainly highlights the amazing work that is occurring through the School District.

Although we are not responsible for the Community Literacy Plan, this document demonstrates the collaborative focus on literacy in Greater Victoria and reflects the work of Literacy Outreach Coordinator, Janice Dupuis which will continue in 2015/2016.

Attachments



2015 Achievement Contract



The Greater Victoria School District is committed to each student's success in learning within a responsive and safe environment.

2015 Achievement Contract

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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.

Introduction

Achievement Contracts are the Boards of Education's public commitment to improving student achievement. Achievement Contracts are based on thoughtful consideration of student performance information at the classroom, school, district and provincial level.

The Greater Victoria School District Achievement Contract outlines the intentions and directions that have been designed to continuously improve student learning and achievement. The Achievement Contract reflects the unique characteristics, priorities and needs of our district. These outcomes have been, and will continue to be, the foundation for the work of our District.

The involvement of School Planning Councils, school administrators, and the Achievement Contract Advisory Committee, made up of District partner groups, is valued and appreciated. Our District has used the input of these groups, student performance data, and School Growth Plans to develop this contract.

The following goals and objectives, beginning with the achievement of each student and culminating in their successful transition to the world beyond Grade 12, continue to guide our directions as a District.



District Context

Demographic Data

The Greater Victoria School District serves students from the municipalities of Saanich, Esquimalt, View Royal, Oak Bay, the Highlands, the City of Victoria, and the following Nations and Aboriginal organizations: Esquimalt Nation; Songhees Nation; Métis Community Services; Métis Nation of Greater Victoria; Victoria Native Friendship Centre; Indigenous Interagency Team; Surrounded by Cedar Child & Family Services; and Hulitan Social Services Society. Schools draw from the urban, semi-urban and suburban areas.

Students come from diverse socio-economic levels with 21 schools qualifying for CommunityLINK (Learning Includes Nutrition and Knowledge) funding. Of the families living in our District, 17.43% are considered low income.

Enrollment 2014 - 2015

We enrolled:

- 8365 Full Time Equivalent Kindergarten through Grade 5 students
- 3875 Full Time Equivalent Grade 6 through Grade 8 students
- 6021 Full Time Equivalent Grade 9 through Grade 12 students
- 52 Full Time Equivalent Adult students
- 1548 Aboriginal ancestry students
- 894 International students
- 9 Home-school students
- 664 students registered in Distributed Learning Programs
- 1732 students with English Language Learning or English as a Second Dialect
- 3466 Early French Immersion students
- 214 Late French Immersion students
- 2126 students designated for Special Education services
- 117 Children in Care

Unique Characteristics & Strengths

The Greater Victoria School District organizes 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 colleagues to plan initiatives that arise out of shared school goals. Our District transition process was designed to facilitate students attending schools in their Family of Schools. 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 Programs of Choice. We have a large and flourishing French Immersion program which is available for K-12 students. Entry points are offered at Kindergarten, Grade 1 and Grade 6. We have expanded the number of dual track elementary schools this year with the addition of George Jay Elementary School. This was the inaugural year for “Coastal Kindergarten,” a District Program of Choice, which focuses on outdoor learning. The program was piloted at James Bay Community School and South Park Family School. At the secondary level, district programs include Flexible Studies at Reynolds Secondary and a Challenge Program for gifted learners at Esquimalt High and Mount Douglas Secondary. Spectrum Community School offers the Advancement via Individual Determination (AVID) program. Four secondary schools (Reynolds, Lambrick Park, Spectrum and Esquimalt) offer Programs of Choice in soccer, baseball/softball, hockey, and lacrosse respectively. This year, Esquimalt Secondary offered a Rugby Program of Choice. Rockheights Middle School offers a Program of Choice in hockey and Arbutus Global Middle School is a School of Choice for Grade 6-8 students. At the K-5 level, our District offers two Schools of Choice: South Park Family School and Cloverdale Traditional School. These schools do not have a catchment area. Two middle schools, Colquitz and Gordon Head, are partnered with the Saanich Municipality. The “Community Space Project” pools resources between our District and the Municipality, thereby creating a facility that meets the needs of the community as well as the school. For students from Kindergarten through Grade 12, our distributed learning program, The LINK, supports students through a combination of on-line and/or paper-based course options.



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 Superintendent and the Associate Superintendents who review and discuss the plans further with school principals. School Growth Plans are shared with the Greater Victoria Board of Education for its 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 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.

Early Learning

Early Learning Programs in our District include six Strong Start Centers, twenty-seven 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 Task 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, levelled 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. This year, Journeys of the Heart Cultural Learning Program, operated by Hulitan, relocated to Craigflower Strong Start Centre to provide increased support for children and families.

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, which were targeted for Literacy Outreach Coordinator positions. The community Literacy Task Group, which planned and implemented these initiatives within the geographical area of the District, is made up of representatives from a variety of community organizations including libraries, family resource programs, our District, and local literacy organizations.

Healthy, Safe and Caring Schools

“Committed to each student’s success in learning within a responsive and safe environment” is the Mission Statement of our District. 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), Beyond the Hurt, Friends for Life, 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, WE Day, Action Schools!BC, Sip Smart BC, Mind Up, Community Clean Up, Eat Well Get Moving, YCI-Youth for Change and Inclusion. All schools have a link on their website to the Ministry ERASE anti-bullying site.

The provincial CommunityLINK program supports vulnerable students in our schools. The Healthy, Safe and Caring Schools program, supported by a coordinator, links directly with all schools to provide leadership training models for students and school staff. A number of schools involve staff members and parents in training in the Restitution Model. In addition, the District Principal of Student Services regularly meets with the Ministry of Children and Family Development (MCFD), Island Health, and local police departments to provide service and/or support to schools.

A District Critical Incident Response Team provides support to schools and families in dealing with critical incidents through the provision of expertise, resources and additional counselling. This team also provides education regarding crisis preparedness such as lockdown procedures as well as supporting children and youth dealing with grief, loss and trauma. Training for team members helps to keep team responses current and appropriate to school needs.



Innovative and Promising Practices

Over the last several years, a number of strong innovative and promising practices have been put in place, and/or strengthened, including, 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 Grades K-12;
- A focus on ESD (English Skill Development/Second Dialect) as a means of providing early intervention to Aboriginal children;
- A purposeful and deliberate focus on pedagogical practices and student learning at Principals' Meetings with a focus on skills, competencies and learning strategies based on what we know about learning, the brain, and self-regulation;
- Secondary school principals meet once a month as a group focusing on increasing student achievement;
- Fast Track, a credit recovery program for students in Grades 10-12;
- TASK (Trades Awareness, Skills and Knowledge) is a semester-long trades exploration program designed in cooperation with Camosun College and the South Island Partnership. Students in Grades 10, 11 and 12 can experience a variety of trades including carpentry, electrical, sheet metal, welding and plumbing. Students will experience these trades within our high school shops, Camosun's facilities and through work experience placements;
- This is the third year that SD 61 offers a district-wide Career Fair with over 100 exhibitors. This year, Grade 8-12 students were invited to attend;
- Grade 8 Mini Trades is an intensive 3 day program where students participate in hands on activities in a variety of technical trade areas. This year's eight focus areas include: Cosmetology, Sheet Metal, Electrical, Auto Body, Joinery, Carpentry, Welding and Automotive;
- CHOICES is a one day conference for Grade 8 girls, focused on an exploration of career opportunities, partnering with female professionals from industry;
- SPRINGBOARDS is a career exploration program for Grade 8 students, offering one day modules, in partnership with industry on site experiences, as well as a component of time spent with training providers from each field of focus. (ie. Viking Air - Manufacturing and Engineering - Camosun College Engineering Department);
- INSPIRE is a Trades and Technology based initiative funded by SKILLS BC, in partnership with Trades Training BC. This presentation was piloted in all of our middle schools, focused at Grade 7 students.

- POWER PLAY is an initiative being implemented across our district at the Grade 6 level. It focuses on the world of Business and Entrepreneurship;
- SPOTLIGHTS are learning opportunities that focus on creating awareness about career, trades and technical training learning pathways, while fostering leadership and partnerships with community;
- Dogwood Completion Project: The District Student Services Office works closely with schools to track and support each student's journey toward completion of graduation program requirements. In particular, vulnerable and at-risk students are closely monitored by school-based and District counseling and administrative staff;
- Close monitoring and tracking of students needing additional support is provided by the Student Services Office. In addition, regular discussions with the Superintendent, Deputy Superintendent, Associate Superintendents, and school-based Principals and Vice Principals regarding unique individual pathways are planned and implemented;
- Our District Gay Straight Alliance (GSA) Committee is a Board of Education Advisory Committee that meets to promote inclusive school activities and a safe and welcoming 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;
- Reading Recovery for short term early literacy intervention for Grade 1 students;
- Teacher inquiry-based collaborative teams work with Learning Initiatives at elementary, middle and secondary levels on reading, writing, and numeracy;
- District French Immersion website to organize classroom and library resources in French for ease of selection and ordering;
- K – 12 professional development focused on enhancing learning using technology and learning outdoors are offered through Learning Initiatives;
- Ministry K-5 Changing Results for Young Readers Project: a year-long modeled professional development for teachers to analyze existing practice in reading and identify elements for change;
- All school sites have implemented a full recycling/waste management program that involves students and staff;
- The majority 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-7 program that helps children develop greater life skills in understanding and managing stress and worries;
- School-Based Team training for teams of elementary and middle schools teachers;

- Enhancing Learning Collaborative Inquiry Grants and Project-Based Learning Collaborative Inquiry Grants support school teams of teachers, principals and vice-principals working on innovative inquiry projects to improve student engagement and learning;
- Youth for Change and Inclusion: Each spring the Victoria Police, in partnership with SD 61, bring students from Greater Victoria to unite for four days of speakers, games, activities, and discussion. There is a focus on skill development and a generation of ideas that can be brought back to clubs, schools, and communities. Students participate with speakers and engage in workshops that challenge and assist them in obtaining the tools and confidence to return to their schools and communities as leaders for Change and Inclusion;
- Teacher inquiry-based collaborative teams work with Learning Initiatives at elementary, middle and secondary levels on literacy and numeracy projects, which include inter-woven content focused on Aboriginal ways of knowing and learning, adaptations for French Immersion and enhancing learning using technology;
- Coastal Kindergarten, a nature-based Kindergarten program, was offered as a pilot program-of-choice at South Park Family School and James Bay Community School;
- Professional development for 'New Teachers' was offered for new hires to provide a common understanding of district practices and professional development for early careers teachers;
- 'The Science of Learning', an after school series focused on the latest research on learning, self-regulation, and mental health, involved enthusiastic teachers and administrators from elementary, middle and secondary;
- Self-regulation continues to be a focus in our district through a variety of professional development offerings, including 'The Science of Learning' after school series for all staff, a professional day offering for CUPE staff, and on-going professional development for Strong Start Leaders.

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 for each student.

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.

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.

RATIONALE

Analysis of school, district and provincial data along with school growth plans indicates that targeted literacy and numeracy support continues to be important and is making a difference for our students. 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 a steady and positive trend in student achievement. This year we exceeded the Provincial FSA results in reading, writing and numeracy for **all** students in Grade 4. Support for reading was offered to elementary schools through the provincially-funded Changing Results for Young Readers Project and our District's 'Engaging Readers and Writers: Grade 3-5' to develop strategies to continue to improve student achievement in reading and writing. Middle and secondary schools were offered support in literacy through our District's 'Grade 6-8 Engaging Readers and Writers' project. Provincial FSA data for all Grade 7 students reflects a five year trend where district results met or exceeded provincial results in reading. For numeracy the data is indicating a trend where district results are generally below provincial results. Support for numeracy was offered to elementary schools through a 'Numeracy Inquiry Project: Grade 3-5' where teachers were engaged in collective inquiry around teaching and learning math. A professional book club inquiry series was also offered to teachers to support the facilitation of math number sense for all levels. Numeracy will continue to be an area of focus next year.

ENGAGE and ACT

New or Ongoing Initiatives	Goals and Expected Results
<p>Ministry K-5 Changing Results for Young Readers Project</p> <ul style="list-style-type: none"> For a third year, additional provincial funding provided the structure of year-long modeled professional development and allocated collaborative planning time to K – 5 teachers to analyze existing practice in reading and identify elements for change. Teachers used the inquiry process to focus on strategies for supporting learners in reading, strategies for supporting vulnerable learners and examining current research. Teachers were then provided additional time 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 observation and teacher reflection; 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. 	<ul style="list-style-type: none"> Ongoing formative assessment and student documentation. Teachers sharing their reflections on observed student growth. Improved K-5 student learning in reading. Teachers from Quadra, George Jay and Craigflower share their reflections on observed student growth.

New or Ongoing Initiatives	Goals and Expected Results
<p>Engaging Readers and Writers: Grade 3-5</p> <ul style="list-style-type: none"> • Additional provincial funding provided the opportunity to invite Grade 3-5 teachers to join a District inquiry project focused on literacy. Grade 3-5 teachers were invited to a series of sessions which used the inquiry process, professional development, and collaborative reflection time with colleagues to examine strategies for supporting learners in reading and writing. Teachers were provided release time to co-plan, co-teach and reflect with colleagues to specifically focus on vulnerable students in reading. Areas of focus were determined by teachers through observation and teacher reflection. 	<ul style="list-style-type: none"> • 22 teachers from 5 elementary schools share their observations on their inquiry with other teachers in the project. • Areas of teacher support and growth include: strategies for supporting learners in literacy, strategies for supporting vulnerable students, and opportunities for collaborative planning, co-teaching and reflections with colleagues. • Improved Grade 3-5 student learning in reading and writing. • Number of students impacted this year: 588
<p>Numeracy Inquiry Project: Grade 3-5</p> <ul style="list-style-type: none"> • Elementary inquiry project focused on numeracy; • Grade 3-5 teachers in 7 elementary schools develop a common assessment framework and use these assessments to guide instruction and engage in collective inquiry into teaching and learning in numeracy; • Inquiry teams are provided with release time to engage in inquiry projects supported by year-long professional development and are provided additional time for collaborative co-planning, co-teaching and reflection; • Teachers implement specific strategies based on identified student numeracy needs. 	<ul style="list-style-type: none"> • 24 teachers from 7 elementary schools are involved in the project. • Teachers complete a survey to provide their reflections on observed student growth. • Improve student achievement in understanding of mathematical concepts. • Number of students impacted from this project this year: 640

New or Ongoing Initiatives	Goals and Expected Results
<p>Engaging Readers and Writers: Grade 6-8</p> <ul style="list-style-type: none"> • Middle inquiry project focused on reading and writing; • Grade 6-8 teachers in seven middle schools developed common assessment frameworks and use these assessment frameworks to guide instruction and engage in collective inquiry into teaching and learning; • Inquiry teams are provided with release time to engage in inquiry projects supported by year-long modeled professional development and are provided additional time for collaborative co-planning, co-teaching and reflection; • Teachers implement specific strategies based on identified student literacy and numeracy needs. 	<ul style="list-style-type: none"> • 19 teachers from 7 elementary schools complete a survey to provide their reflections on observed student growth. • Improve student achievement in reading and writing. • Number of students impacted from this project this year: 532
<p>Understanding by Design: Grade 9-11</p> <ul style="list-style-type: none"> • Grade 9-11 teachers are invited to join a semester-long project to collaboratively plan units of study considering the three stages of Backwards Design: essential questions, developing assessment plans and developing learning experiences for students; • After establishing essential questions and assessment frameworks, secondary teachers collaboratively develop learning plans for students using the framework of Understanding by Design; • Teachers are provided with release time to engage in projects supported by professional development. 	<ul style="list-style-type: none"> • 30 teachers in teams from every secondary school in the district share their observations on the Understanding by Design framework in the project with other teachers in the project. • Areas of teacher support and growth include: strategies for supporting all learners, strategies for supporting vulnerable students and opportunities for collaborative planning and reflections with colleagues. • Improved Grade 9-11 student achievement. • Number of students impacted from this project this year: 840

New or Ongoing Initiatives	Goals and Expected Results
<p>Assessment for Learning</p> <ul style="list-style-type: none"> • Provide general teacher support in assessment to guide instruction: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> – Oral Reading Comprehensive Assessment (ORCA) – Bench Marks – District Assessment of Reading Team (DART) – Alberta Diagnostic Assessment 	<ul style="list-style-type: none"> • Schools will utilize evidence, data and information to guide instruction. • ‘Understanding by Design’ secondary teacher inquiry project focuses on research-based pedagogical practices incorporating assessment and instructional planning. • Teachers in some Learning Initiatives projects are piloting a new ‘ASK’ assessment tool for literacy. • ‘FreshGrade’ pilot project is underway in some elementary and middle schools exploring an online assessment and communication tool for teachers and parents. • Elementary Report Card Working Committee is developing template options for elementary report cards for 2015-16.
<p>Enhancing Learning Grants</p> <ul style="list-style-type: none"> • Enhancing Learning Grants were provided to all of our schools this year. These grants provided teams of teachers and Principals/Vice Principals opportunities for school-based inquiry working together with the goal of increasing student engagement and achievement. The focus of many of the inquiry questions revolved around self-regulation, digital access/literacy, and Assessment for Learning. After completion of the inquiry process, school teams share their results and finding with their colleagues throughout the district. • The Aboriginal Nations Education and Modern Languages 	<ul style="list-style-type: none"> • To continue collaborative practice that supports and increases student learning and engagement.

<p>Enhancing Learning Grants were two new additions to the Enhancing Learning Grant opportunities this year.</p> <ul style="list-style-type: none"> • The Aboriginal Nations Education Enhancing Learning Grant is intended to provide opportunities for a team of teachers to work together on an in-depth inquiry project with a focus on Aboriginal Learning. • The Modern Languages Enhancing Learning Grant is intended to provide opportunities for a team of teachers to work together on an in-depth inquiry project with a focus on language acquisition (French Immersion, Core French, Japanese, etc.) 	
New or Ongoing Initiatives	Goals and Expected Results
<p>Project Based Learning Grants</p> <ul style="list-style-type: none"> • A limited number of Project Based Learning (PBL) Grants were made available to schools this year. The PBL Grant was designed to provide opportunities for a team of teachers in multiple disciplinary/subject areas to work together to create a cross-curricular project. <p>In Project Based Learning (PBL), teachers guide students through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice important skills (such as collaboration, communication and critical thinking), and create high-quality, authentic products and</p>	<ul style="list-style-type: none"> • To continue collaborative practice that supports and increases student learning and engagement. • Increase the number of students and teachers who are introduced to the concepts of Project Based Learning. • Teachers will showcase best practice at the Enhancing Learning, PBL Celebration in the spring.

presentations.

After completion of the projects, school teams share their results and findings with their colleagues throughout the district.

- 2014-2015 BC education grants were created, in collaboration with the GVTA, to focus on numeracy at the K-5 level.

New or Ongoing Initiatives

Goals and Expected Results

French Immersion Teacher Professional Development Opportunities

- French Immersion professional development opportunities offered to immersion teachers through the following initiatives:
 - Teacher mentoring
 - Math strategies – school-based Power of Ten
 - French Language Enhancing Learning Grants will provide the opportunity for school-based inquiry by teams of teachers working together with the goal of augmenting language acquisition;
 - Partnership with Sooke and Saanich school districts to share access for teachers to participate in afterschool Professional Development workshops;
 - Established a Tri-District professional learning day for French Language instruction.

- Increase language based professional development opportunities for both French Immersion and Core French teachers.

New or Ongoing Initiatives	Goals and Expected Results
<p>English Language Learners</p> <ul style="list-style-type: none"> • Implementation of a standardized Aboriginal Annual Education Plan checklist to aide teachers in supporting ELL/ESD students; • Professional Development for elementary school ELL teachers on the use of a locally developed English as a Second Dialect assessment tool as a means of providing early intervention for Aboriginal children. 	<ul style="list-style-type: none"> • Teachers responsible for ELL/ESD programs will use the Annual Education Plan checklist to support ELL/ESD learners. • Facilitate improved transition of information.
<p>Reading Recovery</p> <ul style="list-style-type: none"> • Short-term intervention designed for Grade 1 students with early reading challenges; • Intensive one-on-one lessons for 30 minutes a day with a trained Reading Recovery teacher, for an average of 20 weeks. 	<ul style="list-style-type: none"> • Overall improvement in literacy for each student who completes the intervention.



GOAL 1

Objective 2

To increase personal and social responsibility for each student.

RATIONALE

A school climate that promotes personal and social responsibility is fundamental to student learning and achievement. The Healthy, Safe and Caring Schools section of this report (page 6) outlines some of the initiatives in our schools. Additionally, in 2014 - 2015 thirty-two schools had a school goal focused on social responsibility, school and community connectedness, and the development of global citizenship skills.

SUMMARY OF PROGRESS

Developing personal and social 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 established “green teams” with representatives from all stakeholder groups. School sites have implemented a full recycling/waste management program that involves students and staff. School’s growth plan goals for 2014-2015 reflected a shift in emphasis from environmental awareness to self-regulation and personal responsibility. Many schools have also been increasingly focused on digital citizenship as part of their social responsibility goal.

ENGAGE and ACT

New or Ongoing Initiatives	Goals and Expected Results
Community and Culture Committee <ul style="list-style-type: none">District committee composed of a representative from each stakeholder group. Monthly meetings explored strategies to enhance District culture. The Community and Culture Committee will continue to work to promote individual and collective growth.	<ul style="list-style-type: none">The committee will consult with District stakeholders to create a welcoming and inclusive culture for all of our students, parents and employees.The committee will create a statement of beliefs that articulates a vision for our learning community.

New or Ongoing Initiatives	Goals and Expected Results
<p>Self-Regulation</p> <ul style="list-style-type: none"> • The District is one of six school districts in BC participating in the Canadian Self-Regulation Initiative. Lake Hill Elementary School is a First Wave School; • Many schools have targeted their Enhancing Learning Grant to go deeper with their inquiry and investigation of self-regulation practices; • Four-part professional development series was offered after school to all K-12 teachers entitled “Science of Learning.” The series focused on the latest research on learning, self-regulation and mental health. 	<ul style="list-style-type: none"> • Increase in use of self-regulation strategies by all members of our school communities to improve student learning.
<p>Healthy, Safe and Caring Schools Program</p> <ul style="list-style-type: none"> • The District Healthy Schools Coordinator continues to facilitate connections between schools and community agencies to support the healthy development of students; • The coordinator supports school health and social responsibility programs such as: WITS (Walk Away, Ignore, Talk it Out, Seek Help), Pink Shirt Day, Roots of Empathy, Gay/Straight Alliances, Restitution and Student Leadership programs, anti-racism initiatives, F.R.I.E.N.D.S for Life, Beyond the Hurt, WE Day, Action Schools!BC, Sip Smart BC, Mind Up, Community Clean Up, Eat Well Get Moving. 	<ul style="list-style-type: none"> • To continue to support schools with their health and social responsibility goals and initiatives.

GOAL 2

To increase the success of Aboriginal students from Kindergarten to Grade 12

RATIONALE

The Dogwood Completion Rate of the Aboriginal students in our District receives continuous attention. The actions of this goal are meant to complement Goals 1 and 3. These actions are consistent with our renewed Aboriginal Education Enhancement Agreement. Our District, our Aboriginal parents, and our communities work together to increase the Aboriginal students' sense of place, caring and belonging in the public school system. Knowledge and understanding of Aboriginal history, traditions and culture will be valued and honoured by all students.

SUMMARY OF PROGRESS

In 2013-2014, the Enhancement Agreement renewal process was completed ensuring support for Aboriginal students through to 2018. Due to the District's strong and unwavering commitment to the four goals of our Enhancement Agreement, we have shown a strong upward trend in our Dogwood Completion Rates for Aboriginal students, moving from 41% in 2010 to 64.5% in 2014. In the 2014-2015 school year, 326 teachers accessed our District's Aboriginal Nations curriculum and cultural integration program resources to create a sense of caring and belonging for our Aboriginal students and to provide traditional cultural teachings to 7,494 students in the overall school district. All District schools report annually on the curriculum integration cultural sessions and Aboriginal programs that support the implementation of the Enhancement Agreement Goals.



ENGAGE and ACT

New or Ongoing Initiatives	Goals and Expected Results
<p>To increase Aboriginal students' sense of place, of caring, and of belonging in the public school system</p> <ul style="list-style-type: none"> Continued working with Learning Initiatives on Changing Results for Young Readers Project, Engaging Readers and Writers 3-5 and Engaging Readers and Writers 6-8 to include Aboriginal content and resources; 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. The District sponsors 15 Aboriginal Learning Enhancement Grants to schools. 	<ul style="list-style-type: none"> To increase Aboriginal students' sense of place, of caring, and of belonging in the public school system Continue working with Learning Initiatives projects to weave Aboriginal content into school-based work. To increase the focus on numeracy for Aboriginal students through the Learning Initiatives team. Increase Backpack Clubs. To increase the profile, school based knowledge and curriculum integration at the school level.
<p>To honour and improve relationships between our District and the Aboriginal community and parents</p> <ul style="list-style-type: none"> Our District partners with the Victoria Native Friendship Centre and the Métis Nation of Greater Victoria to provide cultural and curriculum sessions to schools; Surrounded By Cedar and our District provide support for Aboriginal children in care through a protocol agreement; Surrounded By Cedar works with the District Coordinator to support the Back to School Picnic to provide supplies to over 1,000 students; The Victoria Native Friendship Centre provides support for District Aboriginal students through two Youth and Family 	<ul style="list-style-type: none"> Honour and improve relationships between our District and the Aboriginal community and parents. Increase the number of schools where the Métis Nation of Greater Victoria provides Métis cultural lessons to students; Surrounded By Cedar meets annually with principals and our District Principal, Student Services, to monitor progress and support Aboriginal children in care; The Aboriginal Youth and Family Counsellor's support activities are reported in the District CommunityLINK Annual Report; Increase general knowledge and awareness of Special Education as

<p>Counsellor positions.</p> <ul style="list-style-type: none"> • In partnership with the Learning Disabilities Association of BC, offer training for staff and community organizations. • 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; • Aboriginal Nations Education Council is developing a District Cultural Protocol Handbook. 	<p>it relates to Aboriginal students in our school district with our community agencies.</p> <ul style="list-style-type: none"> • Continue monthly Education meetings with Songhees and Esquimalt Nations Education committees; • Completion of the Cultural Protocol Handbook; • Continue monthly meeting with the Victoria Native Friendship Centre CommunityLINK staff.
New or Ongoing Initiatives	Goals and Expected Results
<p>To increase awareness and understanding of Aboriginal history, traditions and culture</p> <ul style="list-style-type: none"> • Aboriginal Nations Education increases the number of classroom site visits to provide Aboriginal cultural curriculum content in all schools; • Aboriginal Nations Coordinator partners with the University of Victoria & Camosun College for class presentations on Aboriginal Education; • Environmental and traditional tours of Coast Salish territory are conducted by Aboriginal Nations Education Department staff, expanding to the Oak Bay Traditional Sites. 	<ul style="list-style-type: none"> • To increase awareness and understanding of Aboriginal history, traditions and culture; • All schools report on the activities that support the Enhancement Agreement goals in June of each year. These reports are submitted to the Associate Superintendent; • ANED documents all teacher requests and the number of students who participate in the district Aboriginal Cultural Curriculum Integration Program; • Increase the number of environmental and traditional tours of Coast Salish territory from 80 in 2013/14 to 90 in 2014/15; • Increase the number of requests for class presentations from 326 in 2013/14 to 400 in 2014/15.

New or Ongoing Initiatives	Goals and Expected Results
<p>To increase success of all Aboriginal students</p> <ul style="list-style-type: none"> • Develop a resource that provides schools with the Ministry of Education Learning Standards that reflect Aboriginal content as well as the available Aboriginal Nations Education Department resources to support K-12; • Liaise with the University of Victoria to have Aboriginal students participate in the Science, Technology, Engineering, Mathematics Coalition and UVIC Mini Summer Camp Programs; • Continue a middle to secondary school twelve week transition program between Shoreline, Rockheights and Esquimalt High School; • Continue to support 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. 	<ul style="list-style-type: none"> • All schools and teachers will be knowledgeable of the Aboriginal Learning Standards in revised Ministry of Education curriculum. • To increase success of all Aboriginal students. • Increase the Dogwood completion rate of Aboriginal students. • To increase the number of secondary schools that offer Aboriginal courses. • To increase registration of students in the Cultural Connections course through The LINK. • Continue relationship and links to Camosun College to support the Na-sta-maht transition program with middle schools.



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 goal is to continue to increase the Dogwood Completion Rate for all students and remain above the provincial average, including the success of students receiving a School Completion Certificate.

SUMMARY OF PROGRESS

The 2013-2014 Dogwood Completion Rate was the highest on record for our District. Over the last six years the completion rate has shown continual and steady improvement, moving from 72.9% in 2009 to 85.3% in 2014. This is an extraordinary improvement of 12.4%. Additionally in 2014, 54% of students graduated with Honours. In each of the last six years we have shown continual improvement. 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 our Career Programs through partnerships with Camosun College and the University of Victoria. These programs include the Accelerated Credit Enrollment in Industry Training (ACE-IT), the Secondary School Apprenticeships, and U-START.



ENGAGE and ACT

New or Ongoing Initiatives	Goals and Expected Results
Graduation Rate Improvement Plan <ul style="list-style-type: none"> Regular and ongoing meetings of District Principal, Student Services, Superintendent, Deputy Superintendent, and 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. 	<ul style="list-style-type: none"> Increase in student course completion rates, grade to grade transition rates and graduation completion rates.
6 Year Cohort – Completion of Graduation Program <ul style="list-style-type: none"> Develop, monitor and maintain database of six-year cohort students, identifying barriers to graduation and develop individualized pathways to Dogwood completion; Our District Principal, Student Services, follows up with students by “reconnecting” with those who have left school. Options and strategies are explored to re-engage students in their education program. 	<ul style="list-style-type: none"> District Graduation completion rate will continue to improve.
Children in Care <ul style="list-style-type: none"> Identify, monitor and support each student determined to be in Continuing or Temporary Care. Every school submits a monthly report to Student Services on the attendance, the behaviour and the achievement of children in care; In 2014 – 2015 there were 117 Children in Care; 48 of these children are of Aboriginal ancestry. 	<ul style="list-style-type: none"> Improvements in attendance, behaviour and achievement of all children in care in our District.

New or Ongoing Initiatives	Goals and Expected Results
District Based Team Meetings <ul style="list-style-type: none"> School administrators and school-based teams refer 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, students and parents to develop unique and personalized pathways to school completion. The Student Services Department follows up to ensure that the plan for the student is working. 	<ul style="list-style-type: none"> Continue to decrease student withdrawal rate; Increase grade to grade transition rates; Increase student engagement as evidenced by increased attendance and achievement.
Careers and Transition Programming <ul style="list-style-type: none"> Our District Career Coordinator continues to facilitate relationships with community employers and local post-secondary institutions to enhance targeted enrolment in work experience, school-based career programs, TASK, ACE IT, Auto Tech, SSA, USTART, and other dual-credit programs. In 2013-2014 a plan was implemented to focus on increasing awareness of middle school students of the many benefits of pursuing a technical trade and career. A focus was also put on exposing more girls to careers in the trades. Additional provincial funding from the Education Plan Supplement provided the opportunity to create a District Middle School Initiatives Coordinator position. The focus of this position is to increase awareness among all Middle School students of the various opportunities within the trades and technical skill areas. A deliberate focus of the position is also to increase awareness among Middle School 	<ul style="list-style-type: none"> Increase graduation rate through increased participation in dual-credit courses and programs; Improve student and parent awareness relating to career, post-secondary and dual credit opportunities and pathways; Retain students at risk from withdrawing from school through experiential, high-interest trades and academic programs.

girls of the many opportunities within the trades and technical skill areas. Some of the programs created include:

AutoTech

AutoTech is a semester-long automotive exploration program where students spend 13 weeks at Victoria High School, and 7 weeks at Camosun College participating in the Level 1 Automotive Service Technician program. Earning 28 credits and their level 1 technical training upon successful completion, students experience theoretical and hands-on instruction from district and college instructors. Students are also connected with local employers to complete a 100 hour work experience placement that provides the hands-on and industry-related experience necessary to be successful within the program and trade.

Grade 8 Mini Trades

Mini Trades is an intensive 3 day program where students participate in hands on activities in a variety of technical trade areas. This year's eight focus areas include: Cosmetology, Sheet Metal, Electrical, Auto Body, Joinery, Carpentry, Welding, and Automotive.

Students learn about each focus area, using relevant machinery, tools and safety practices. Career program options are explored throughout the program, introducing students to options such as SSA, ACEIT, Dual Credit courses and program options.

- To satisfy the need for additional ACE IT opportunities within the Automotive Service Technician trade.
 - To increase student, parent and community awareness within the automotive trade areas.
 - To build strong community and industry connections to provide quality work experience opportunities for our students.
 - To provide an opportunity for students to achieve their Level 1 Automotive Service Technician certificate, in addition to graduating high school.
-
- To increase the number of students choosing trades based programs at the secondary level.
 - To improve and diversify the Grade 8 transition experience to secondary.
 - To involve industry partners and parent participation in order to increase awareness of programs and career pathways.

Spotlights

SPOTLIGHTS focuses on trades and technical training opportunities, leadership and community building. These projects are designed to strengthen the connection and relationship between high schools and their feeder (middle) schools. The focus of the SPOTLIGHT is to highlight trade based and technical training career programs. Secondary School students play a role as leaders throughout the program with the middle school students. The final product is donated, or in some way contributed to the community, further enhancing the connection between community and schools.

- To promote and increase awareness of secondary career prep and trade/technical training program opportunities and pathways amongst the Grade 8 population.
- To build and increase confidence and comfort for Grade 8 students transitioning to secondary school environments.
- To provide and increase leadership opportunities for secondary students to work with Grade 8 students in specific program focused areas.
- To connect and build relationships between middle schools and secondary schools, along with relevant community partners.



Performance Indicators

February 2014: FSA Results Meeting/Exceeding Expectations - Grade 4

READING	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	297	22	156	15	693	66	205	19	85	82
Aboriginal	43	34	23	27	52	62	9	11	73	67
WRITING	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	315	23	136	13	837	81	63	6	87	85
Aboriginal	46	36	21	26	56	69	4	5	74	67
NUMERACY	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	307	22	198	19	751	72	95	9	81	79
Aboriginal	47	37	26	33	53	66	1	1	67	67

Note: Actual totals have performance level unknown numbers removed

February 2014: FSA Results Meeting/Exceeding Expectations - Grade 7

READING	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	373	29	193	21	591	63	148	16	79	79
Aboriginal	40	34	37	48	35	45	5	7	52	63
WRITING	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	398	30	133	15	657	72	117	13	85	87
Aboriginal	42	36	31	41	41	55	3	4	59	70
NUMERACY	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding (Actual Total District)	Meeting/Exceeding (Actual Total Province)
	#	%	#	%	#	%	#	%	%	%
All Students	383	29	276	30	585	63	61	7	70	75
Aboriginal	42	36	50	67	24	32	1	1	33	49

Note: Actual totals have performance level unknown numbers removed

Performance Indicators

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

Grade 4 Reading

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding Actual Total District	Meeting/Exceeding Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2014	297	22	156	15	693	66	205	19	85	82
2013	287	21	152	14	711	67	199	19	86	83
2012	192	14	195	17	782	68	160	15	83	82
2011	216	16	183	16	801	70	152	14	84	81
2010	263	20	183	17	702	67	171	16	83	81

Grade 4 Writing

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding Actual Total District	Meeting/Exceeding Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2014	315	23	136	13	837	81	63	6	87	85
2013	310	23	107	10	797	77	135	13	90	87
2012	233	18	126	11	888	81	82	8	89	85
2011	251	19	131	12	902	82	68	6	88	87
2010	277	21	214	21	798	76	30	3	79	84

Grade 4 Numeracy

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding Actual Total District	Meeting/Exceeding Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2014	307	22	198	19	751	72	95	9	81	79
2013	291	22	226	21	733	69	99	10	79	79
2012	222	17	212	19	795	72	100	9	81	80
2011	240	18	227	20	767	69	118	11	80	79
2010	267	20	248	23	700	67	104	10	77	76

Note: Actual totals have performance level unknown numbers removed

Performance Indicators

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

Grade 7 Reading

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding Actual Total District	Meeting/Exceeding Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2014	373	29	193	21	591	63	148	16	79	79
2013	394	30	198	22	581	64	131	14	78	78
2012	342	26	172	18	648	67	144	15	82	77
2011	376	28	191	20	641	67	130	13	80	78
2010	400	29	201	20	661	67	128	13	80	79

Grade 7 Writing

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding Actual Total District	Meeting/Exceeding Actual Total Province
	#	%	#	%	#	%	#	%	%	%
2014	398	30	133	15	657	72	117	13	85	87
2013	420	32	98	11	655	74	131	15	89	87
2012	364	28	76	8	757	80	109	12	92	87
2011	402	30	71	8	717	76	148	16	92	87
2010	421	30	209	22	718	74	42	4	78	84

Grade 7 Numeracy

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		Meeting/Exceeding Total District	Meeting/Exceeding Real Total Province
	#	%	#	%	#	%	#	%	%	%
2014	383	29	276	30	585	63	61	7	70	75
2013	410	31	281	31	559	63	54	6	69	76
2012	357	27	218	23	654	69	77	8	77	73
2011	373	28	302	31	600	62	63	7	69	74
2010	404	29	296	30	639	65	51	5	70	75

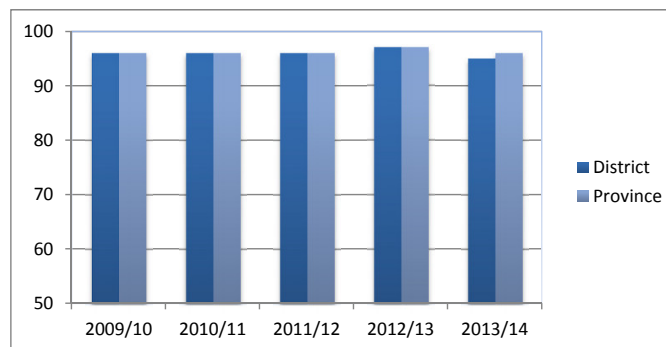
Note: Actual totals have performance level unknown numbers removed

Performance Indicators

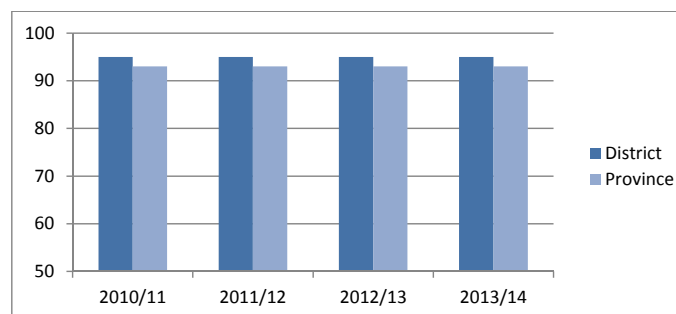
English 10 and Mathematics 10 Completion

Percentages of students in our District who have successfully completed English 10 and Mathematics 10 compared with the Provincial completion percentages:

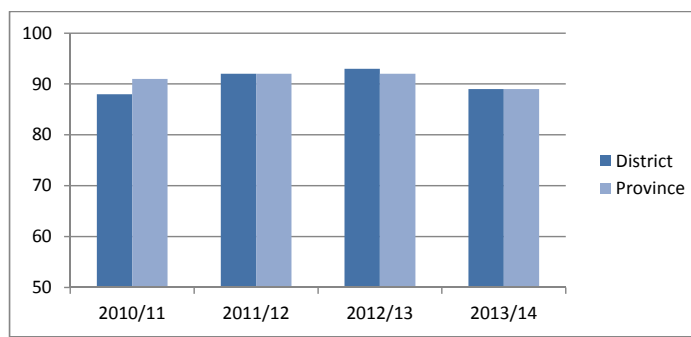
English 10:



Mathematics 10 (Foundations and Pre-Calculus):



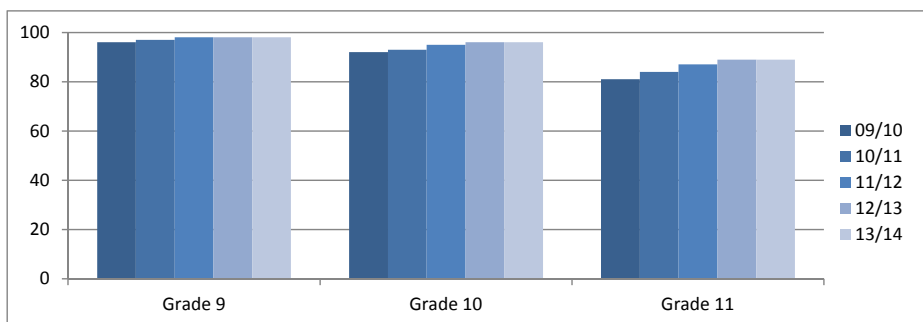
Mathematics 10 (Apprenticeship and Workplace):



Performance Indicators

Grade to Grade Transitions

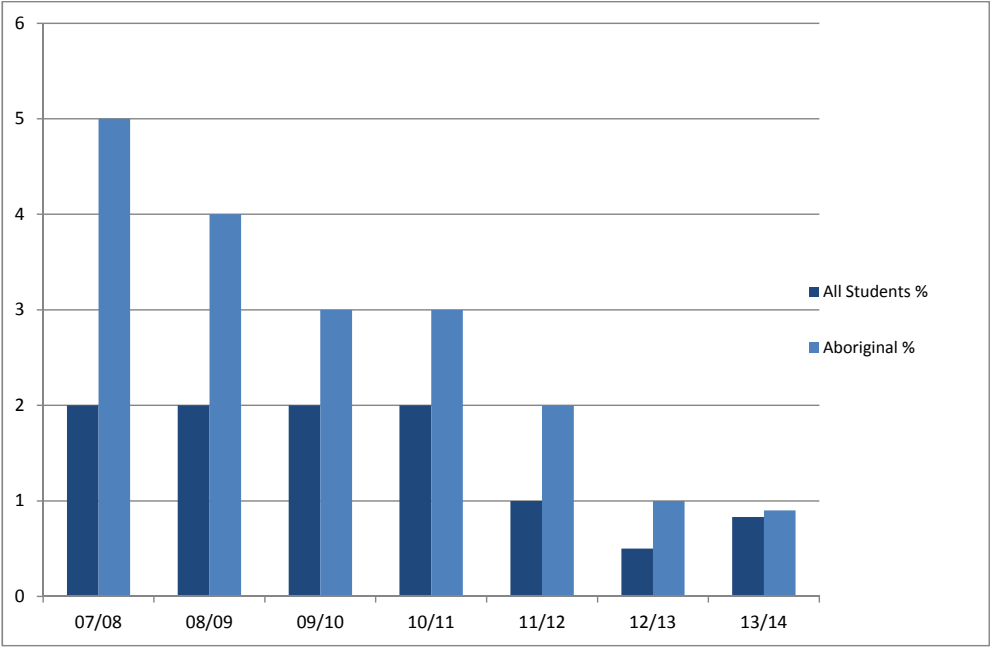
Percentage of all students in our District who have successfully transitioned to the next grade:



Performance Indicators

Student Withdrawals: Grades 9 – 12

District percentage of all students and aboriginal students in Grades 9-12 who have withdrawn:



Performance Indicators

Graduation Completion Rates

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

	2009	2010	2011	2012	2013	2014
All students	71.1	72.9	76.0	77.8	84.5	85.3
Aboriginal	36.5	40.6	48.8	52.8	50.9	64.5



2015 Community Literacy Plan

Prepared By: Jan Dupuis,
Literacy Outreach Coordinator
Victoria Literacy Task Group

May 2015

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INTRODUCTION

The Greater Victoria School District and its community partners enjoy a respectful and highly interactive relationship. The Community Literacy Plan serves as a wonderful example of how when various groups come together for a common cause and higher purpose, positive outcomes occur. We are pleased with the progress made to date

REFLECTIONS ON THE CURRENT YEAR

1. Task Group

A. Who takes part in the Task Group?

- Greater Victoria School District #61 - (SD61)
- The Victoria READ Society
- Greater Victoria Public Library - (GVPL)
- Literacy Victoria - (LV)
- The Victoria Disability Resource Centre - (DRC)
- Together Against Poverty Society - (TAPS)
- The Learning Disabilities Association - (LDA)
- Camosun College
- Victoria Epilepsy and Parkinson's Society - (VEPS)
- Capital Mental Health Association - (CMHA)
- Child Care Resource and Referral - (CCRC)
- Literacy Outreach Coordinator (LOC)
- Paisley Aiken -Story Studio
- Fiona Bramble-HERE magazine

B. How is the work of this group organized?

- Operates within the Terms of Reference developed by the Literacy Outreach Coordinator (LOC) and TG members;
- Is open to community members and includes representatives from the social services and education sector;
- Works with the LOC to identify and respond to needs in literacy services and resources;
- Makes decisions by consensus;
- Determines the best use of implementation funding;
- Membership, meetings, consultations and activities are organized by the LOC;
- Meets on a quarterly basis, unless extra meetings are required;
- Has the LOC as their primary contact person.

2. Community Context

A. Describe your community in one or two short paragraphs (e.g. size, economy, demographics, and trends).

The Greater Victoria School District serves students from the municipalities of Saanich, Esquimalt, View Royal, Oak Bay, the Highlands, the City of Victoria, and the following Nations and Aboriginal organizations: Esquimalt Nation; Songhees Nation; Métis Community Services; Métis Nation of Greater Victoria; Victoria Native Friendship Centre; Indigenous Interagency Team; Surrounded by Cedar Child & Family Services; and Hulitan Social Services Society. Schools draw from the urban, semi-urban and suburban areas. Five MLAs represent the Greater Victoria area. As of July 2011, BC Stats reports a total of 102,613 private households in the Greater Victoria School District with approximately 223,488 people residing within the School District.

B. Are there any major changes that have taken place over the last year that impact the ability of organizations to support literacy development – positive or negative?

- Literacy Victoria closed its doors in August 2014 due to lack of sustainable funding; this was a huge loss to adults needing literacy tutoring at no cost; LV re-opened on a small scale in March 2015 with one part-time coordinator in an office at the Disability Resource Centre; offering adult tutoring only; outreach may continue dependent upon funding;
- Reduction in READ funding from past sponsors for some programs;
- LOC funding for 2014-2015 is a positive factor in support of community literacy in Victoria;
- Camosun College will continue to offer tuition-free ABE courses that include literacy and numeracy levels, through Spring and Summer 2015 terms: www.camosun.ca;
- Camosun College will continue to offer literacy and numeracy level classes both on campus and at community partner sites in Fall/Winter terms, including the Victoria Native Friendship Centre (VNFC), Bridges for Women (BFW), and the Songhees Learning Centre (SLC);
- Greater Victoria Public Library (GVPL) committed to continuing Bookmobile service to Our Place Society and has expanded the service to include a weekly stocking and maintenance of the reading room at Our Place;
- GVPL's Central branch has created 2 new meeting rooms that are suitable for small groups or tutors to work in (rooms are free and sign-up sheets are available each day);
- GVPL committed to continuing the provision of book stock and monthly book rotation at Vancouver Island Regional Correctional Centre;
- GVPL has just signed a Memorandum of Understanding with VIRCC to institute a request system through a corporate card so inmates can place holds on specific authors, titles, and subjects;

- GVPL is supporting the Cowichan School District in delivering a K-12 schools program at VIRCC;
- GVPL is supporting the Victoria Read Society tutors providing basic literacy training at VIRCC.

3. Community Development and Literacy Collaboration

Provide an example of an important collaboration that has taken place to support literacy and the work of the task group.

- The Innoweave Collective Impact forums brought together several organizations including some on the task group and the LOC to explore more avenues to work together to impact literacy in Victoria. Out of these meetings a coach (from the Innoweave meeting) took on the role of guiding the Victoria Literacy Alliance (working title for group) to meet several times and plan a community consultation process entitled “The Challenge Dialogue”. Presently, the consultation organization process is underway with two literacy champions identified to date and a challenge paper being written to go to literacy stakeholders.
- Story Studio and READ are in the development stage of designing a post-remedial learning project for children and youth. The project will focus on new literacy skills acquired by children and youth and support children and youth to write their own story. This shows how remedial learning support can develop language arts skills.
- An important collaboration involves Camosun College piloting an on-site offering at Island Capital Mental Health (ICMH-formerly Capital Mental Health Association) in September: *Education and employment exploration and computer skills for work, life and college.*
- GVPL partnered with the Victoria Immigrant and Refugee Centre (VIRCS) to host a free beginner ESL conversation class at the Central branch which also introduced students to the Mango language learning database;
- Ongoing outreach of children’s programming for the Songhees and Esquimalt First Nations.

4. Goals and Actions for 2013-2014

A. What priorities, goals or objectives have you addressed this year?

1. Increase community awareness of literacy.
2. Continue network development for literacy awareness, promotion of programs and services, interagency support and partnerships.

3. Support community groups engaged in the provision of literacy programs and services by identifying needs and potential solutions. Work with groups and individuals to facilitate the creation of new or enhanced literacy programs and services.

B. What actions were taken to reach these? What organizations and groups participated in these actions?

The LOC met with numerous organizations and groups in the community to promote and support literacy awareness, programs and services and identify gaps/needs including:

- Literacy Victoria
- READ Society
- Greater Victoria Public Library
- Greater Victoria School District #61
- Together Against Poverty Society
- Learning Disabilities Association
- Capital Mental Health Association
- Disability Resource Centre
- Child Care Resource and Referral
- Community Action Plan on Poverty
- Early Years tables
- SHAW TV
- Decoda Literacy Solutions
- GT Hiring
- Social Planning Council of Greater Victoria
- Inter-Cultural Association (ICA)
- Outreach Coordinators from Sooke, Saanich and Westshore
- Community Partnership Network
- Collective Impact Initiative- Victoria Alliance for Literacy
- Provincial Outreach Coordinators

Examples of actions taken to implement goals:

- Provided literacy orientations to agency staff and/or groups;
- Participated in community networks;
- The LOC met with groups such as the new Collective Impact Initiative group and many others to ensure that literacy is included on various agendas and in service planning. In the example of the Collective Impact initiative the LOC has been a part of the development of the Victoria Literacy Alliance. See page 4.
- Identified program and service needs for people who require literacy and learning support;
- Identified vulnerable populations with barriers to improving literacy skills;
- Referred agencies to programs and services;
- Supported organizations with program development, coordination and promotion.

C. What adjustments were made to the plan? Were there new opportunities or were there changes that did not allow for some actions to be taken?

- A new opportunity emerged with local literacy organizations coming together in the Innoweave Collective Impact process- see page 4;
- The support of the www.learnnowvictoria website has been a challenge due to lack of implementation funds for technical support;
- Lack of funding for literacy materials in community programs is a challenge.

5. Indications of Success

How do you know that actions taken are working to support literacy? What impact have the literacy initiatives had? It is important to include examples to illustrate the impacts.

READ Society:

The Noisy Kids Reading Club has worked in partnership with School District #61 for the past 4 years. The program operates at Craigflower Elementary, Cloverdale Traditional School and Quadra Elementary. In September 2015, the program will be reintroduced to George Jay after seismic upgrading of the building. The objective is to serve more children and youth who come from vulnerable households and who may be struggling with fundamental literacy skills. READ's goal is to expand the delivery of the NKRC program to additional schools in the Greater Victoria region.

This after-school program serves children in Grades 2 and 3 who are not-yet-meeting or minimally meeting grade level expectations in Language Arts and who come from vulnerable households. In a creative, active learning environment, this program blends a remediation program using familiar reading, new reading, and word study with Readers Theatre, educational games and learning/sharing opportunities for parents. The invitation went to families whose children could benefit from extra literacy support and who would enjoy being part of something special. The program was designed to be fun and on more than one occasion groups of friends and siblings wanted to join. In 2014-2015, 34 children and their families participated in the program.

Impact story for NKRC Volunteer:

"I can tell that this program is immensely important for the students and community. The students were always eager to attend the program. They practiced their roles for the Readers Theatre with enthusiasm and were excited to present for their families. The turnout for the Readers Theatre was great. It was lovely to see the children's families support them. It was clear that everyone (including teachers and volunteers) was proud of the success of the students, both in their reading ability and confidence to present in front of such a large group."

Read is on the Road (RIOTR)

RIOTR is partnership with Songhees First Nation developed by READ in 2013 and implemented in 2014 as a pilot project. The remedial literacy program is targeted specifically for First Nations families using culturally appropriate learning materials. It is delivered by certified BC teachers with a background in FN education. The target group has been grades 1-6 and will be offered in grades 2-3 in 2015-2016.

Literacy Victoria (LV):

Literacy Victoria has been closed for the past 6 months. Literacy Victoria believes that community consultation and support around literacy issues is critical, especially at this challenging time. Several agencies from the Greater Victoria area are meeting regularly to discuss literacy issues and explore solutions and/or steps that can be taken to address common issues and concerns. This cooperation and communication is critical for quality service delivery.

Greater Victoria Public Library (GVPL)

GVPL regularly receives positive impact statements about children's programming. A few examples include:

Parent's feedback after attending a 'Lego in the Library' program: "Variety in the presentation was fabulous! From stories to video to hands on play and take home craft - my children were both over-the-top excited from beginning to end. We borrowed many books from the library on the topic as a result, and had a most lengthy story time in the evening too!"

Middle School teacher feedback after a team of librarians provided a *Booksmacked* program at the school: "Thanks again for your team's work in helping to make *Booksmacked* at Lambrick Park a success. We will definitely be recommending *Booksmacked* to our school library colleagues."

Parent comments after receiving a GVPL 'Books for Babies' bag: "Sarah handed out some little 'Books for Babies' bags today to moms who had not received one before. I had never heard of these (perhaps because my baby was in the NICU and so we never did have a home visit with a Public Health Nurse) and I have to say what a spectacularly wonderful idea the 'Books for Babies' program is! How unbelievably kind! How special to receive a book and a CD and some information about the library (I'm definitely excited now to look into using the library, something I haven't done since I was a child myself!) I think it's just a wonderful thing to do and a very special gift for parents of new babies. Thank you! We received a Raffi CD and I was so very excited. We've been listening to it all afternoon. It's the only children's CD we have (I'm on a very tight budget because I'm a single mom on maternity leave)."

Parent comment after child attended a science storytime for preschoolers: "He loves science and experiments and really enjoyed learning about molecules with new peers."

Parent comment after a 'Gruffalo' themed puppet play program: "My son was delighted with the puppets and eager to continue making up stories [at home] with the puppets provided and the craft mask and finger puppets."

Together Against Poverty Society (TAPS):

Together Against Poverty Society (TAPS) is able to provide literacy support by assisting people with low literacy skills:

- Completing government forms such as persons with disabilities, disability tax credit and tenancy forms;
- Dealing with wrongful dismissal.

1000x5:

The Greater Victoria School District's work with Success By 6 led to a District Initiative entitled "1000 x 5 Children's Book Recycling Project", which has elementary schools collecting gently used books from [families in their school](#) community for babies and preschoolers. These books are picked up from the schools, leveled, gift wrapped and distributed to the 6 Strong Start Programs and 18 other Community Agencies in [the Greater Victoria School](#) District. The agencies give a bag of 3 books monthly to each child attending their programs. The children take home up to 30 books a year, thus building a home library which research shows to be the single greatest variable in increasing literacy rates. The goal is for each child to read 1000 books before they enter kindergarten. In 4 years, 83,000 books have been collected and donated to young children and their families in our community.

Literacy Outreach Coordinator:

- Ongoing feedback indicates that the LOC plays a vital role in increasing recognition and awareness of the broad cultural definition of literacy, beyond reading and writing, to include technology, social media, financial, health and plain language. Most community organizations indicated that they consider this to be a very important issue.
- The media continue to support community literacy through media coverage and stories;
- Ongoing identification of needs in adult literacy programs and services was provided, including referrals to community services and identification of potential resource sharing and partnership opportunities;
- Agencies at the Task Group table supported each other's programs and sometimes partnered to deliver programs;
- Feedback was provided for staff literacy orientations and identification of further agency needs, such as plain language reviews and additional literacy resources.

6. Challenges

A. What are the difficulties?

- Long term sustainable funding; implementation finds for literacy outreach coordination and agency projects/programs;
- Need for greater understanding of literacy issues and their impact on economics and quality of life (skills, confidence, employment);
- Stigma regarding lack of literacy remains a societal issue and needs to be reduced;
- Need for increased awareness about the variety of services and costs for those services through local literacy service providers.

B. What would help?

- Sustainable funding for community literacy organizations and LOC;
- Free awareness and promotional materials provided to LOC, Task Groups and literacy agencies (including television, radio and internet).

7. Plans for 2015 - 2016

A. Are there new opportunities, challenges or issues in your community?

- Bridging the gap of adult literacy services in Victoria after the closure of Literacy Victoria;
- Increase family literacy projects and secure ongoing funding from corporate sponsors and private sector supporters;
- Collective Impact initiative;
- Opportunity and challenge: growing demand for literacy support within community partner agencies serving disadvantaged clients and those living in transition requires increased infrastructure on the part of the service provider and, due to minimal resources, puts strain on the existing staffing.

B. What goals, priorities or objectives will you work on in the coming year? What actions are planned against those goals?

The LOC is reviewing last year's priorities in consultation with individual task group members to determine highest priorities. Increased awareness of the broad spectrum of literacy and promotion of a variety of agencies and resources remains a high priority for 2015-2016. The priorities will likely continue to be within these goals.

1. Continue network development for literacy awareness, identification of issues and needs, connection to programs and services, interagency support and partnerships. This includes inviting new members to the task group.
Actions:
 - Provide literacy orientations to agency staff and/or groups;
 - Participate in community networks;
 - Promote the use of plain language to organizations and networks.

2. Continue with media promotion for literacy by collaborating with media sources and using social media to profile literacy issues and services.
Actions:
 - Identify programs to be profiled in media;
 - Use social media to promote programs, services and events;
 - Distribute literacy information to community groups;
 - Manage website: www.learnnowvictoria.com.

3. Support community groups engaged in the provision of literacy programs and services. Work with groups and individuals to facilitate the creation of new or enhanced literacy programs and services.
Actions:
 - Identify program and service needs for people who require literacy and learning support;
 - Identify vulnerable populations with barriers to improving literacy skills;
 - Refer agencies to programs and services;
 - Facilitate inter-agency collaborations, if needed;
 - Support organizations with program development, coordination and promotion.
 Additional Actions:
 - Invite additional community members to join the Task Group;
 - Inform the Task Group of funding opportunities. Assist with proposals where needed, including partnership proposals;
 - Act as a liaison at the provincial and community level. Meet with local and provincial Literacy Outreach Coordinators;
 - Attend conferences and workshops.

C. What will be required to meet the goals and effectively employ actions for the coming year?

- Realistic framework and timeline for implementation of goals;
- Adequate staff time, including strategic use of LOC hours;
- Task Group availability to participate in meetings, email discussions and decision-making processes.

D. How will you measure the success of actions taken to address those goals?

- Feedback from community;
- Feedback from agencies providing literacy programs and services;
- LOC sharing of community outreach experiences.



OFFICE OF THE SECRETARY-TREASURER

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8
PHONE (250) 475-4108 FAX (250) 475-4112

TO: Board of Education

FROM: Debra Laser, Secretary-Treasurer

DATE: June 15, 2015

RE: **OAK BAY HIGH SCHOOL
STATUTORY RIGHT-OF-WAY FOR THE BUS SHELTER**

The Corporation of the District of Oak Bay would like to install and maintain a bus shelter at Oak Bay High School. The bus shelter concrete foundation and the shelter straddles the property line between land owned by Oak Bay and land owned by the school district. A Statutory Right-of-Way is required for the portion of land legally described as Lot 2, Section 28, Victoria District, Plan 2376 Except Part in Plan 8380, PID: 006-524-265, for the Corporation of the District of Oak Bay to install and maintain the bus shelter.

Regulation 7110 *Disposal of Real Property* has been considered. The regulation states that easements are not subject to this Regulation.

The Corporation of the District of Oak Bay has agreed to pay all costs associated with the installation and maintenance of the bus shelter.

Recommended Motions:

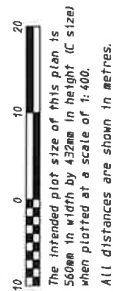
That the Board of Education of School District No. 61 (Greater Victoria) approve granting a Statutory Right-of-Way to the Corporation of the District of Oak Bay for the purpose of installing and maintaining a bus shelter on the property that fronts Oak Bay High School legally described as Lot 2, Section 28, Victoria District, Plan 2376 Except Part in Plan 8380, PID: 006-524-265.

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of the Disposal (Right-of-Way) of Real Property Bylaw 15-02 at the June 15, 2015 Board meeting.

That the Board of Education of School District No. 61 (Greater Victoria) approve the Disposal (Right-of-Way) of Real Property Bylaw 15-02, being a bylaw to grant a Statutory Right-of-Way to the Corporation of the District of Oak Bay on the property legally described as Lot 2, Section 28, Victoria District, Plan 2376 Except Part in Plan 8380, PID: 006-524-265 for the purpose of installing and maintaining a bus shelter.

Plan EPP52652

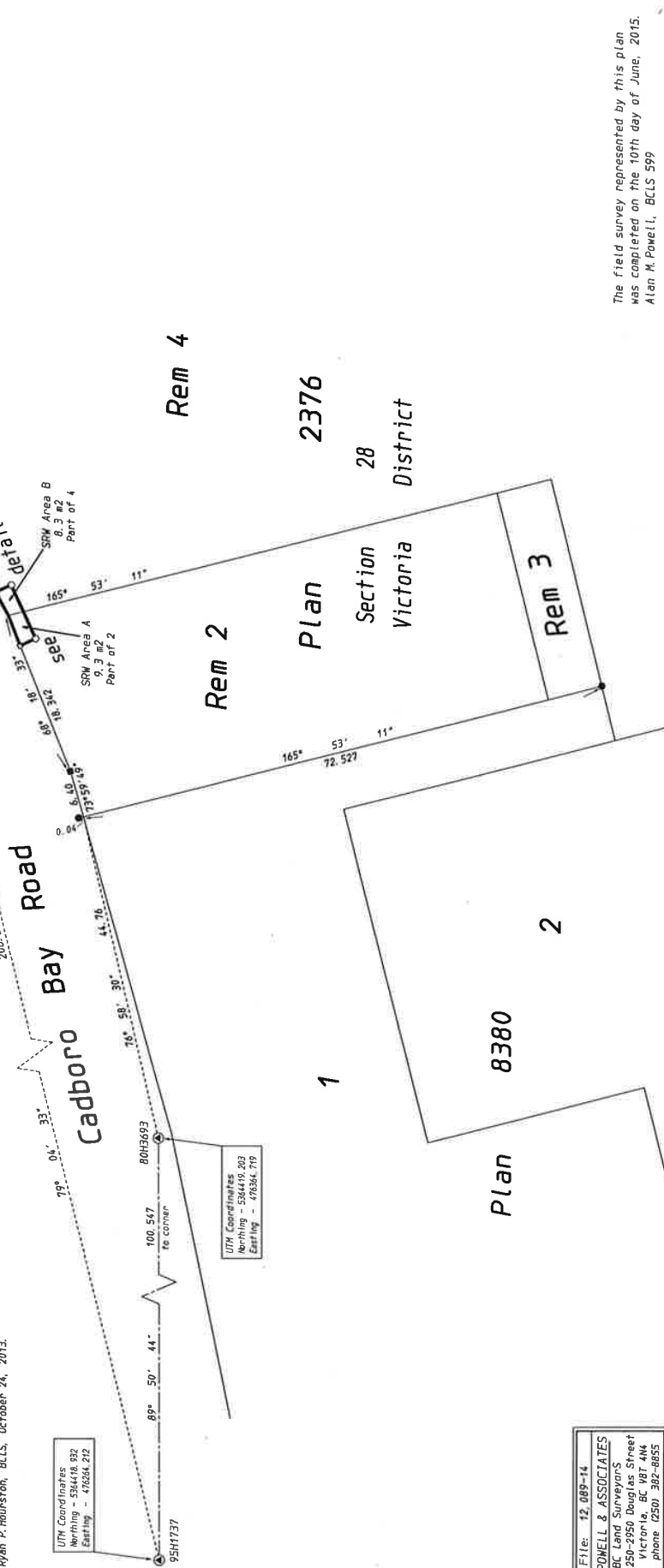
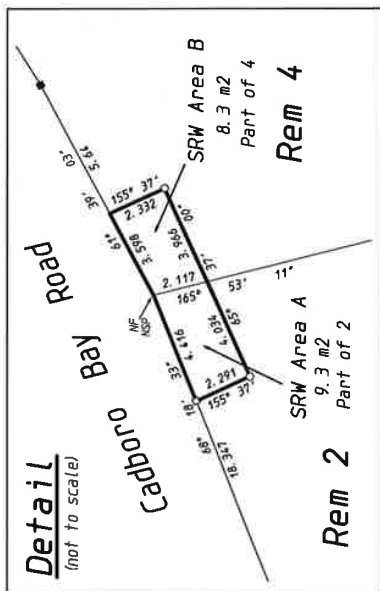
Statutory Right of Way Plan of Part of Lot 2, Plan 2376, Except Part in Plan 8380 and Part of Lot 4, Plan 2376, all of Section 28, Victoria District Pursuant to Section 113 Land Title Act. BCGS 92B. 044



Legend

Found Sur Denotes
Control Monument
Standard Iron Post
Lead Plug
not suitable for posting
NSP
Integrated Survey Area No. 34, Municipality of Oak Bay, NAD83 (CSRS) 3.0.0.BC.1.CRD
Grid bearings are derived from observations between geodetic control monuments 8013693 and 95H737.
This Plan shows horizontal ground-level distances except where otherwise noted. To compute grid distances multiply ground-level distances by combined factor 0.9996072 which has been derived from control monument 8013693.

The existing survey monumentation found is from an integrated Plan prepared by Ryan P. Hurston, BCLS, October 24, 2013.



The field survey represented by this plan was completed on the 10th day of June, 2015. Alan K. Powell, BCLS 599

File: 12_089-14
POMELL & ASSOCIATES
BC Land Surveyors
250-2950 Douglas Street
Victoria, BC V8T 4N4
phone (250) 382-8855

**THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)**

DISPOSAL (RIGHT-OF-WAY) OF REAL PROPERTY BYLAW NO. 15-02

WHEREAS Section 65(5) of the *School Act* requires that a board may exercise a power with respect to the acquisition or disposal of property owned or administered by the board only by bylaw;

AND WHEREAS pursuant to Section 96(1) of the *School Act*, "land" includes any interest in land, including any right, title or estate in it of any tenure;

AND WHEREAS pursuant to Section 96(3) of the *School Act*, a board may dispose of land or improvements or both;

NOW THEREFORE be it resolved that the Board of Education of School District No. 61 (Greater Victoria) hereby advises their intention, pursuant to Section 96(3) of the *School Act*, to grant a statutory right-of-way to the Corporation of the District of Oak Bay on the property legally described as Lot 2, Section 28, Victoria District, Plan 2376 Except Part in Plan 8380, PID: 006-524-265 for the purpose of installing and maintaining a bus shelter fronting Oak Bay High School.

The granting of this statutory right-of-way will not adversely affect the educational services or programs provided in School District No. 61 (Greater Victoria).

This bylaw may be cited as School District No. 61 (Greater Victoria) Disposal (Right-of-Way) of Real Property Bylaw No. 15-02.

Read a first time this 15th day of June, 2015

Read a second time this 15th day of June, 2015

Read a third time, passed and adopted this 15th day of June, 2015

Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 61 (Greater Victoria) Disposal (Right-of-Way) of Real Property Bylaw No. 15-02 adopted by the Board of Education this 15th day of June, 2015.

Secretary-Treasurer