



The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee

AGENDA

Monday, February 3, 2020, 7:00 p.m.

Chairperson: Trustee Duncan

	Pages
A. COMMENCEMENT OF MEETING	7:00 PM
This meeting is being audio and video recorded. The video can be viewed on the District website.	
A.1 Acknowledgement of Traditional Territories	
<i>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.</i>	
A.2 Approval of the Agenda	
Recommended Motion: That the February 3, 2020 Education Policy & Direction Committee agenda be approved.	
A.3 Approval of the Minutes	
a. Approval of the January 6, 2020 Education Policy and Directions meeting minutes	1
Recommended Motion: That the January 6, 2020 Education Policy and Directions Committee meeting minutes be approved.	
A.4 Business arising from Minutes	
B. PRESENTATIONS TO THE COMMITTEE	7:05 PM
B.1 Mentorship Program / Lena Palermo (GVTA)	4

C. NEW BUSINESS

7:15 PM

C.1 Introduction of Student Representative

Karmen Legge or Sheyda Shams

C.2 Greater Victoria Students Visit to Tokyo Board of Education: Dec 2019 - Jeff Davis, Teacher(s), Student Group

7:20 PM

23

C.3 Pathways & Partnerships Annual Report - Lindsay Johnson

7:30 PM

27

C.4 2019/2020 Parent Education Funds Update - Deb Whitten

8:00 PM

47

C.5 Parent, Staff & Student Survey Update - Deb Whitten

8:10 PM

C.6 District Team Updates - Harold Caldwell & Louise Sheffer

8:15 PM

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

Recommended Motion:
That the meeting adjourn.



**Education Policy and Directions Committee
January 6th, 2020 – Tolmie Board Room**

MINUTES

Committee Members Present: Nicole Duncan - Chair, Tom Ferris, Ryan Painter, Diane McNally,

Other Trustees Present: Rob Paynter, Jordan Watters – Board Chair

Administration: Shelley Green - Superintendent, Deb Whitten – Deputy Superintendent, Greg Kitchen – Associate Superintendent, Colin Roberts - Associate Superintendent, Leonie Ebert – Student Representative, Louise Sheffer – Director, District Team, Harold Caldwell – Director, District Team, Cindy Graf - GVTA Representative, Jane Massy - CUPE 947 Representative, Kristil Hammer - VCPAC President, Vicki Roberts – VPVPA Representative, Denise Wehner – VPVPA Representative, Andree Porter – Executive Assistant (recorder)

The meeting was called to order at 7:00 p.m.

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

A. COMMENCEMENT OF MEETING

A1. Approval of the Agenda

Trustee McNally requested that a motion be added to the agenda under New Business (Agenda Item C6).

It was moved by Trustee Painter

That the January 6, 2020 Education Policy and Directions agenda be approved as amended.

Motion Carried Unanimously

A2. Approval of the Minutes

It was moved by Trustee Watters

That the December 2, 2019 Education Policy and Directions Committee Minutes be approved.

Motion Carried Unanimously

A3. Business Arising from the Minutes – None

B. PRESENTATIONS TO THE COMMITTEE

B1. Reading Recovery / Amee Ballantyne (GVTA)

B2. Reading Recovery / Audra Cullen (GVTA)

B3. Reading Recovery / Shari Worsfold (GVTA)

C. NEW BUSINESS

C1. Introduction of Student Representatives

Superintendent Shelley Green introduced and welcomed Student Representative, Leonie Ebert, Lambrick Park Secondary, to the Education Policy and Directions Committee meeting.

C2. Board/Authority Authorized Courses – Colin Roberts

Associate Superintendent Colin Roberts, presented the committee with 14 BAA course outlines for review. Discussion ensued amongst trustees with questions of clarification asked of Mr. Roberts. Mr. Roberts requested that an amendment be made to the presented motion to include "Brazilian Jiu Jitsu 10" prior to voting.

The amended motion was moved by Trustee Watters:

That the Board of Education of School District No. 61 (Greater Victoria) approve the new Board/Authority Authorized courses: Automotive Service Technician 12a, 12b, 12c and 12d; Professional Cook 11a, 11b, 12a and 12b; Reconnecting Youth 11; Brazilian Jiu Jitsu 10, 11 and 12; Explorations in Computers 11 and 12

Motion Carried

C3. Learning Support Team Annual Report

Harold Caldwell, Director of District Team, provided the committee with a walkthrough of the Learning Support Team's Annual Report, noting a merge between the Learning Support Team and Learning Team (now called the District Team). The group reviewed the status of main goals and the strategies related to each goal, highlighting the work being done in regards to Diversity, Inclusivity and Mental Health Literacy. Questions of clarification were asked and Trustees provided kudos to the District Team for their on-going work.

C4. Learning Team Annual Report

Louise Sheffer, Director of District Team, provided the committee with an overview of the Learning Team's Annual Report, also noting the recent merge with the Learning Support Team. Mrs. Sheffer walked the group through the main goals and related strategies, highlighting the work being done in regards to Literacy, Numeracy, Implementation of Gr. 9-12 Curriculum, Early Learning Transitions and Learning through use of technology. Questions of clarification were asked and Trustees again provided kudos to the District Team for their on-going work.

C5. Reading Recovery – Trustee Painter

Trustee Painter provided the committee with his rationale for putting forward the recommended motion in regards to the Reading Recovery program. Questions of clarification were asked and a group discussion took place.

It was moved by Trustee Painter

That the Board of Education of Greater Victoria (School District 61) instruct the Equity Committee to make recommendations for making reading recovery available to all elementary schools in the district.

Motion Carried Unanimously

C6. Request for Funding – Trustee McNally

Trustee McNally put forward the following motion for consideration:

That the Board of Education of Greater Victoria (School District 61) instruct the Chair to write a letter to the Minister of Education, the Premier and the Treasury Board, asking the government to increase public education funding via a significant increase to the per pupil amount in the 2020 Provincial Budget in order to realistically meet the needs of students in BC Public Schools.

The group discussed the proposed motion and the importance of advocacy, but noted that the motion might need some refinement before being actioned. A recommendation to refer the motion to the Ad-Hoc Advocacy Committee was made.

It was moved by Trustee Painter:

That the motion:

“That the Board of Education of Greater Victoria (School District 61) instruct the Chair to write a letter to the Minister of Education, the Premier and the Treasury Board, asking the government to increase public education funding via a significant increase to the per pupil amount in the 2020 Provincial Budget in order to realistically meet the needs of students in BC Public Schools.”

be referred to the Ad-Hoc Advocacy Committee.

Motion Carried Unanimously

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

It was moved by Trustee Ferris :

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 9:13 p.m.



SD 61 Mentorship Program

Presentation by Lena Palermo and Ilda
Turcotte



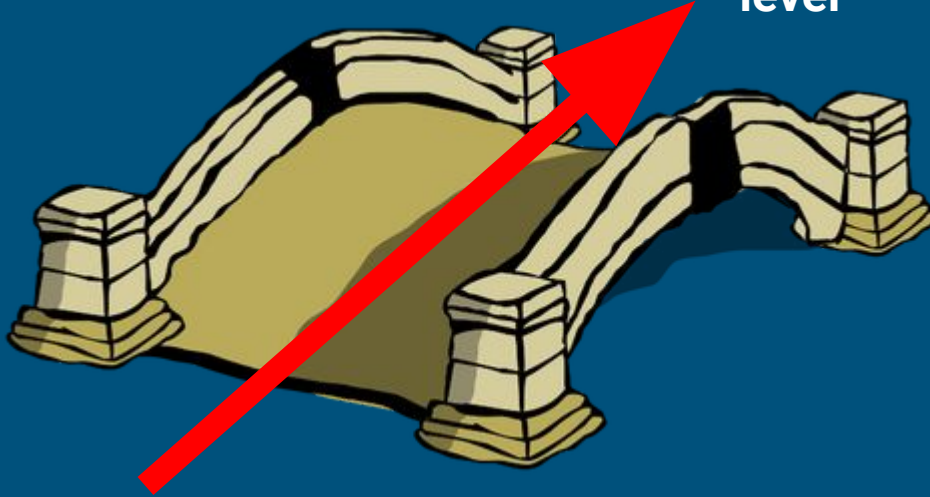


What is it?

- Reciprocal
- Non-evaluative
- Collaborative
- Sharing of skills, experience and knowledge
- Encourage personal and professional growth

Bridging the Gap

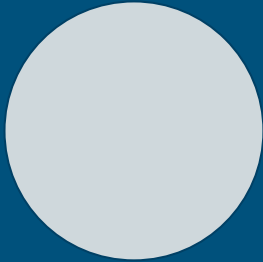
- New Teacher in first five years
- TTOC
- Teacher new to a subject area or level



- Student Teacher
- Teacher of a specific area

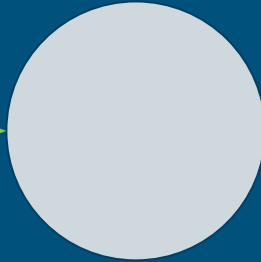
The Mentorship Program

Challenge



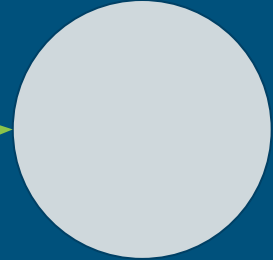
- Sharing
- Listening
- Creating a relationship
- Managing the process

Support



- Setting tasks
- Setting high standards
- Monitoring the process
- Maintaining Momentum

Vision



- Encouraging Movement
- Modelling
- Fostering reflection
- Suggesting new language

SD 61 Mentorship Program

- Training for the Mentors
- Supportive Listening
- Learning Mentoring Language
- Role play
- Reflection of own practice
- Strategies to help all new teachers in SD61
- Collegial sharing
- Teaching Observations





new teacher
mentoring project

Mentoring Language

Paraphrasing—I heard; let me see if I understand.

- In other words...
- What I'm hearing, then is...
- From what I hear you say...
- I'm hearing many things...
- As I listen to you, I'm understanding...

Clarifying questions—I heard, but I'm not sure or I would like to know more...

- Would you tell me more about...?
- Let me see if I understand...
- I'd be interested in hearing more...
- So, are you saying...?
- Tell me what you mean when you...
- It would help me understand if you give me an example...

Mediational Questions—invites thinking such as hypothesizing, analyzing, comparing, predicting, evaluating, and reflecting

- What's another way you might...?
- What would it look like if...?
- What do you think would happen if...?
- When have you done something like this before...?
- How did you decide...?
- What do you think...?

Suggestions—I'd like to offer you an idea with a rationale.

- One thing I've learned /noticed is...
- A couple of things to keep in mind are...
- What I know about _____ is...
- Because you want _____, something you might consider trying is... or ...
- Sometimes it's helpful if _____ because...
- Some teachers I know have tried a couple of things in this sort of situation and maybe one might work for you...
- A few possibilities are _____, which one might work for you?



The mentorship program has allowed me the time and space to ask the questions I needed to ask and have the time to explore the answers. I feel very grateful for this opportunity, it is such a valuable experience.

Gillian P., (Mentee)

I highly recommend the mentor program, it offers great guidance and I hope I'll be able to participate again in the future.

Thank-you,

Michele, T. (Mentee)

Positives of the Mentoring ProgramPositives of the Mentorship Program

- Flexible
- Collaborative
- Confidence building
- Reflective
- Rewarding

**Thank you to SD 61 and the
GVTA for supporting this
wonderful program!**

háysx^w qə!

SD 61/GVTA Mentorship Program



What is mentorship?

- Reciprocal
- Non-evaluative
- Voluntary
- Colleagues sharing their experiences, knowledge, skills
- Great Pro D

The New Teacher Mentoring Project:

A collaborative project between UBC, the Ministry of Education, the BC Teachers' Federation and the BC School Superintendents Association:

- UBC provided skilled facilitators
- The Ministry provided the funding
- BCTF and BCSSA supported the initiative

Note: Ministry funding did not continue after the 2016-17 school year

Purpose of the project

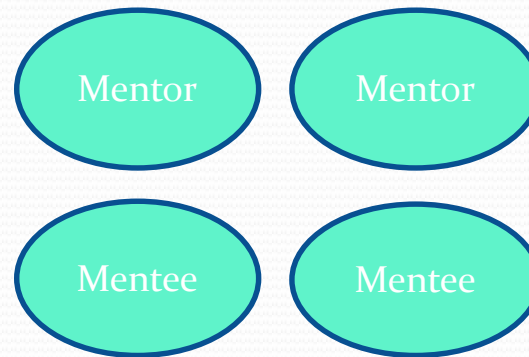
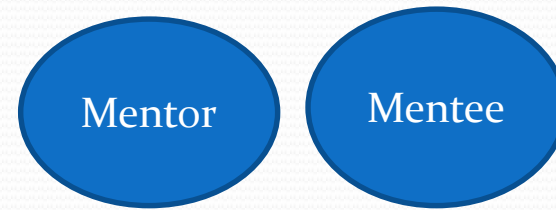
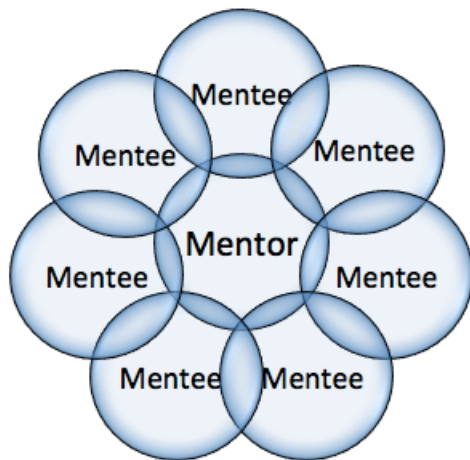
The New Teacher Mentoring Project (NTMP) is built upon the mounting research confirming how beginning teachers and those new to their role thrive under the mentorship of experienced colleagues, greatly improving both their effectiveness in the classroom and satisfaction with their work. Mentoring is a central component in helping to build and strengthen a professional culture of collegiality, collaboration, and learning within schools and districts.

<https://teach.educ.ubc.ca/ntmp-highlights/>

GVSD's Mentorship Program

- Based on the New Teacher Mentoring Project: facilitators hold training sessions with mentors 4 times a year, guiding them and exploring active listening, conflict resolution and mentorship strategies
- Funding:
 - District: release time for 4 full day training sessions for mentors and 4 afternoon training sessions for mentees
 - GVTA: release time for coordinator, food and rental fees
- Structure:
 - Mix of one-on-one mentorship partners, one mentor with more than one mentee, cohort group with several mentors and mentees
 - In order to have collaboration time this year's participants have agreed to 2 after school training sessions
 - Between training sessions mentors and mentees get together after school and communicate via email, phone calls
 - One collaboration day for each participant from district funding with possible additional GVTA Pro D funding

Mentoring Models:



Who is eligible?

Mentors

- Experienced teacher, willing to share their time and interested in acquiring mentorship skills

Mentee

- Early Career teacher (within their first 5 years)
- Teachers new to a position

Looking forward

Our mentorship program is an extremely valuable program supporting ongoing professional learning, not only in teachers' formative years but throughout their career.

We look forward to continued District funding and support.





International Student Program: Student Outbound Program



Tokyo Study Abroad 2019

In Partnership with Tokyo Board of Education





VICTORIA



Tokyo Study Abroad 2019

In Partnership with the Tokyo Board of Education

Qaeza Ramjii

Gr. 10 student at Reynolds Secondary

Aiden Leblanc

Gr. 11 student at Esquimalt High School

2019 Tokyo Study Abroad General Information:

- December 6th - 18th, 2019
- 10 student participants and 1 chaperone
- Japanese High School Immersion
- Japanese Homestay (with Japanese peer)
- Two Tokyo Excursions
- Intercultural Symposium

Tokyo Study Abroad: Student Experiences

Why we wanted to participate:

- Experience Japanese culture
- Form friendships with peers
- A great learning experience!

Highlights of the study abroad:

- Host family engagement
- Tea ceremony
- Visiting Harajaku

Challenges of the experience:

- Language
- School friendships
- Longer duration



Tokyo Study Abroad: Impact of Student Experiences

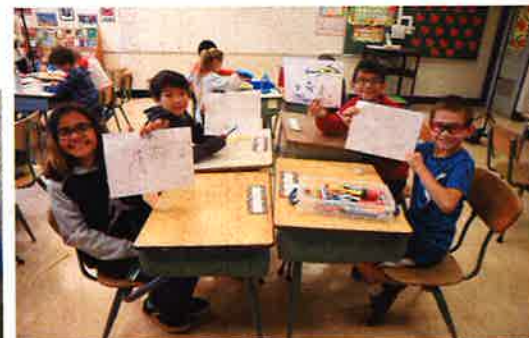
How the experience shaped or changed perceptions of Japanese culture:

- Cross-cultural similarities

How might these types of opportunities benefit students:

- Greater confidence in cultural engagement
- Development of mutual understanding
- Learn to appropriately adapt to different cultural situations
- Increased desire to engage in future intercultural engagement





Pathways & Partnerships



**Progress
Update**
Feb. 2020



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Goals and The Plan

GOAL #1:

Provide meaningful and purposeful career and transition opportunities at the district and school-based level

Strategies

- 1.1 Support implementation of the Careers Curriculum K to 12
- 1.2 Develop a cohesive and collaborative culture that supports Career Education in our secondary schools
- 1.3 Build program capacity for school-based and district opportunities that enable student engagement and exploration
- 1.4 Enhance effective communication strategies that continue to build awareness for students, staff, and parents

Goals and The Plan

GOAL #2:

Establish a shared responsibility through school district, post-secondary, community and industry partnerships that support career and transition pathways for students

Strategies

- 2.1 Collaborate with in-district departments to enhance and strengthen student learning opportunities
- 2.2 Expand post-secondary opportunities to advance and enrich student learning
- 2.3 Strengthen an open and transparent relationship with Esquimalt & Songhees Nations that supports career and life opportunities for all aboriginal students
- 2.4 Strengthen our connection with community and industry partners
- 2.5 Collaborate with other school districts to identify and expand shared opportunities for all students

The Ministry's Messaging



FUTURE ORIENTATION

Because the pace of social, economic, and environmental change is increasing, there is a greater need to enable all students to have essential skills, adaptability, global competencies and citizenship, and ultimately successful transition to employment. Our education system will enhance our efforts to prepare all students for lifelong learning, encourage the use of technology and be prepared for graduation with practical expectations informed by employers and post-secondary institutions.



THE SCHOOL ACT

Section 169 requires that the Minister must articulate a statement of education policy for British Columbia, and that this be approved by Cabinet.

THE EDUCATED CITIZEN

The three overarching goals of education

- #1 Intellectual Development
- #2 Human and Social Development
- #3 Career Development

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Pathways & Partnerships 

WHY CAREER EDUCATION MATTERS K-12

SOBI Pathways & Partnerships

THE JOB MARKET OF THE FUTURE

36% of children base their career aspirations on people they know, 45% from films and TV. Statistically there is "trailing by common" between the career aspirations of young people and labour market demand. educationandemployers.org, 2008

GENDER STEREOTYPES

The early onset of a child's life is a key time in the formation of their attitudes and expectations. Children start to rule career options in or out as early as age and girls and boys hold stereotypical views about male and female careers by age 7.

RESEARCH SHOWS

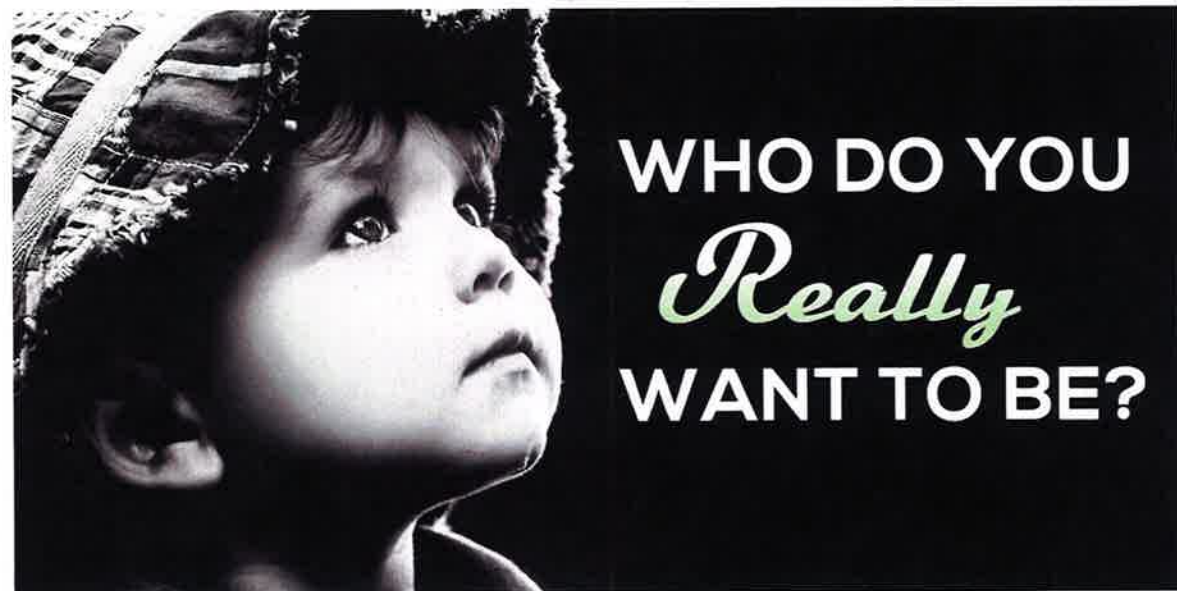
More exposure as early as possible is key. Young people who have 4 or more contacts with employers whilst at school are 25% more likely to transition to employment, training or education, and are expected, when in full-time employment, to earn more than peers who had no such exposure.

HOW DOES CAREER ED MAKE A DIFFERENCE?

1. Link a gateway to the real world by increasing motivation to work based on relevance to a student's learning.
2. Challenge gender stereotyping about jobs and school subjects.
3. Expose and social, economic, and geographic factors while raising aspirations.

 @SDVCAREERS  Lindsey Johnson
 Bonnie Alexander

Our Vision Based on the Research



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WHY CAREER EDUCATION MATTERS K-12

SD61 Pathways & Partnerships

THE JOB MARKET OF THE FUTURE

36% of children base their career aspirations on people they know . 45% from films and TV



Statistically there is "nothing in common" between the career aspirations of young people and labour market demand.

educationandemployers.org, 2018

GENDER STEREOTYPES

The early years of a child's life are a key time in the formation of their attitudes and expectations. Children start to rule career options in or out at an early age and girls and boys hold stereotypical views about male and female careers by age 7.



RESEARCH SHOWS

More exposure as early as possible is key

Young people who have **4 or more** contacts with employers whilst at school are 25% more likely to transition to employment, training or education, and can expect, when in full-time employment, to earn more than peers who had no such exposure.



HOW DOES CAREER ED MAKE A DIFFERENCE?

1. Links learning to the real world by **increasing motivation** to work hard, bringing more relevance to a student's learning.
2. Challenges **gender stereotyping** about jobs and school subjects.
3. Evens out social, economic, and geographic factors while **raising aspirations**.



Lindsay Johnson

@SD61 CAREERS



Bonnie Alexander

Education and Employers

The Careers Curriculum

- Self-discovery
- Growth in competence
- Learning from experiences in educational, work-related, and personal life contexts:

Kindergarten – Grade 12

- Career education is now interwoven / infused through a child's entire school journey

Expose



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Strategy Updates

1.3 Build program capacity for school-based and district opportunities that enable student engagement and exploration


2.1 Collaborate with in-district departments to enhance and strengthen student learning opportunities

Elementary School

Expose

to Career Education

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1.3 Student engagement and exploration

2.1 Collaboration with in-district departments

Welcome to Kindergarten







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1.3 Student engagement and exploration

Elementary Woodshop



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1.3 Student engagement and exploration

2.1 Collaboration with in-district departments

Elementary Maker Grants & ADST

2018/2019 Winners


- Bravefoot
- Eagle View
- George Jay
- James Bay
- Torquay
- View Royal

2019/2020 Winners

- Campus View
- Dorchester
- Hillcrest
- Lake Hill
- Northridge
- Quadra
- Tillamook

YOUTH DISCOVER THE MAKER WAY!

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1.3 Student engagement and exploration


2.1 Collaboration with in-district departments

Elementary Career Ed Workbooks


CAREER EXPLORER




WHAT DO YOU ENJOY?




WHAT DO YOU DO WELL?



YOUR VALUES



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1.3 Student engagement and exploration

2.1 Collaboration with in-district departments

Trades Trailer





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1.3 Student engagement and exploration 2.1 Collaboration with in-district departments

Elementary School Planter Project




Craigflower Elementary Macaulay Esquimalt Secondary Lifecycles Construction Foundation of BC

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Middle School



EXPLORE


Career Education

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1.3 Student engagement and exploration

Teacher Professional Development



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1.3 Student engagement and exploration

Financial Literacy



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1.3 Student engagement and exploration

Mini Trades- Spring Break



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1.3 Student engagement and exploration

PowerPlay Young Entrepreneurs




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1.3 Student engagement and exploration


2.1 Collaboration with in-district departments

TED Talks



What would you say if the world was listening?

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1.3 Student engagement and exploration

2.1 Collaboration with in-district departments

Jr. Skills & Secondary Skills Canada Competitions



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Secondary School



Career Education

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SD61 Career Ed Dream Teams



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1.3 Student engagement and exploration

Student Transition to Post-Secondary Pathways



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1.3 Student engagement and exploration

SD61 Career Fair



- Business
- Government Services
- Health
- Hospitality
- Sustainable energy
- Post-Secondary Institutions
- Trades
- Tech



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1.3 Student engagement and exploration

Middle & Secondary Springboards



ROYAL BC MUSEUM
VIKING
VERSATILITY THAT WORKS
pda
the gardens at HCP
VIC PD

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Greater VICTORIA School District

1.3 Student engagement and exploration

Secondary School Visits



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Greater VICTORIA School District

1.3 Student engagement and exploration

2.1 Collaboration with in-district departments

Career Pathway Programs

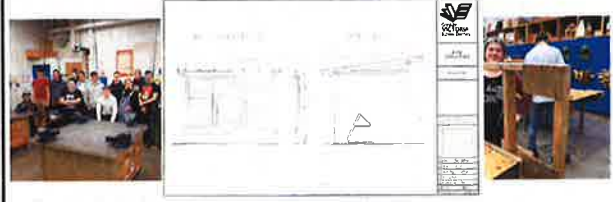


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Greater VICTORIA School District

1.3 Student engagement and exploration

TASK- Bike Shelter Project



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Greater VICTORIA School District

1.3 Student engagement and exploration

Aviation



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Greater VICTORIA School District

1.3 Student engagement and exploration

AutoTech



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Greater VICTORIA School District

1.3 Student engagement and exploration

Youth Train in Trades

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Greater VICTORIA School District

1.3 Student engagement and exploration

Women in Trades & Technology (WITT)

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2.1 Collaboration with In-district departments

Caitlin George

- George Jay
- Central
- Vic High
- Camosun College

Sheet Metal /Metal Fabrication- Camosun

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Greater VICTORIA School District

1.3 Student engagement and exploration

Youth Work in Trades

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Greater VICTORIA School District

1.3 Student engagement and exploration

Dual Credit Courses (Camosun & UVic)

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2.1 Collaboration with in-district departments

Terry Chen

- Immigrated from China 3 years ago
- Lambrick Park

TEAC- Engineering Exploration Camosun

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Greater VICTORIA School District

1.3 Student engagement and exploration 2.1 Collaboration with in-district departments

HighTechU




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1.3 Student engagement and exploration

Discover Technology Program



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1.3 Student engagement and exploration

Dual Credit Programs

- Community Support and Educational Assistant
- Health Care Assistant
- Indigenous Family Support
- Computer Network Electronics Technician
- Electronics & Computer Engineering Technology – Renewable Resources
- Information & Computer Systems
- Legal Office Assistant
- Medical Office Assistant
- Office Administration






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2.1 Collaboration with in-district departments

Hayley Burleson

- Torquay
- Gordon Head
- Mount Doug
- Camosun College




Health Care Assistant- Camosun

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1.3 Student engagement and exploration 2.1 Collaboration with in-district departments

Seed the City






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2.1 Collaboration with in-district departments

Kai Eversfield

- Tillikum
- Colquitz
- Rockheights
- Esquimalt




Seed the City- Reynolds

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1.3 Student engagement and exploration

TALE & Graphic Design



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2.1 Collaboration with In-district departments

Miki Shields

- View Royal
- Mecalay
- Rockheighs
- Spectrum



Graphic Design

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1.3 Student engagement and exploration

2.1 Collaboration with In-district departments

Pathways for Life, TeenWork, Community Living Victoria & Work Experience



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2.1 Collaboration with In-district departments

Fabrizio Sagaste

- Doncaster
- Arbutus
- Reynolds
- Camosun College



Pathways for Life- Camosun

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1.3 Student engagement and exploration

2.1 Collaboration with In-district departments

Youth Trades Capital Equipment Grant



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Middle School MENU



PowerPlay Young Entrepreneur

An inspiring program that empowers young people with an entrepreneurial mindset. A district wide PowerPlay Workshop Day and Evening Event is held the spring.



InSPIRE

Trades and technology presentations for Grade 7's. Proudly presented by our Camosun South Island Partnership instructors.



MINI TRADES

Spring Break

Grade 8 students explore the trades for two days. They construct a desk lamp to take home while learning about woodwork, electrical and metal work trades areas.



SPOTLIGHTS

Grade 8 students visit career based programs in SD61 Secondary Schools. E.g. Culinary, electrical, hairdressing



SPRINGBOARDS

One-day programs held at industry and training partner locations around the city, highlighting different career fields.



SD61 CAREER FAIR

This career fair includes over 100 exhibitors from local industry, businesses, and post secondary institutions.



Jr. Skills Canada

Six different competitions happening at Skills Canada, hosted at Camosun College. Competitions include: Gravity Car, Spaghetti Bridge, Wind Turbine, Gear Bots & more.



Summer Programs

Week long summer intensives at Camosun College in Welding, Automotive & Carpentry



Jr. TED TALKS

An evening of Talks by our most inspiring students.



Work Experience

Work Experience 12A and 12B are courses that enable you to experience 100-120 hours of on-site job training. Gain skills, experiences, and references



TASK

Trades sampler: Carpentry, Plumbing, Electrical, Sheet Metal, Welding. Hands-on, project-based learning. Certifications, Work Experience, 24 credits at Lambrick Park



Youth WORK in Trades

Become a youth apprentice and earn money while still in high school. 16 credits, and a possible \$1000 scholarship can be obtained



uStart

Partnership with UVic, where students can pick two courses, from over 250 first and second year options, to take during their grade 12 year. Tuition fees are sponsored by the district. Students apply in grade 11.



Youth TRAIN in Trades

Trades programs that allow students to take a Level 1 or Foundation trades program at Camosun. This dual credit program provides high school and post secondary credits



AutoTech Program

Automotive Service Technician Program at Esquimalt and Camosun. Finish with work experience, Level 1 AST technical training, and 28 high school credits



Dual Credit Courses

Academic post-secondary courses taken at a student's home school, at Camosun, or online with tuition fees sponsored by the district. An opportunity to explore a future pathway



Dual Credit Programs

Academic post-secondary programs taken at Camosun with tuition fees sponsored by the district. An opportunity to explore a future pathway
*See offerings on back side of sheet**



Aviation Program

Explore the aviation industry through work experience, a dual credit engineering course (TEAC 105), and hands-on training at Mount Doug. Earn 20 high school credits



(TALE) Program

Tourism and Leadership Exploration summer program. Courses taught by Westcoast Adventure College and work experience placement provide 8 credits and valuable experience



Graphic Design Program

Foundation of graphic design knowledge. Courses taught by Pacific Design Academy and local work experience placement provide 8 credits and valuable experience



TEAC 105

Engineering sampler, project-based course offered at Camosun Interurban on Friday afternoons. Civil, mechanical, electronic and computer science engineering are sampled

QUESTIONS?

Contact: Lindsay Johnson, ljohnson@sd61.bc.ca

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<u>Opportunities</u>	<u>Age Group</u>	<u>Time of Year</u>	<u># of Participants</u>
Cardboard Boat Race (Glanford)	Grade 8	May-June	70
Elementary Maker Grants	Grades K-5	Sept – June	500
myBlueprint	Grades K - 6	Sept - June	500
PowerPlay Young Entrepreneurs	Grade 5-8	Dec - April	630
PowerPlay Workshop Pitch Event	Grade 5-8	June	25
PowerPlay Ambassador Pilot Project	Grade 5-8	February	120
Elementary Woodshop	Grades 2-6	Sept- June	960
Spotlights	Grade 8	Nov - March	120
Springboards	Grade 8	April	120
Mini Trades	Grade 8	March	80
Career Fair	Grade 8	April	50
Junior Skills Competitions & Exploration Day	Grade 6-8	April	250
Craigflower Planter & Robot Project	Grades K-5	February - March	120
Macaulay Planter Project	Grades 3-5	April - May	70
TEDEd Club and Showcase	Grades 6 - 8	Feb - June	15
Elementary Futures Event (Lakehill)	K-5	May	180
INSPIRE- Trades Exploration	Grade 7	Sept - Jan	720

2019/20

projection:

4,530
students

One *Learning* Community



S E C O N D A R Y

<u>Opportunities</u>	<u>2019-20 (projections)</u>
Dual Credit Courses - Camosun	305
Dual Credit Courses – UVIC (uStart)	40
TASK Program	18
AutoTech Program	12
Aviation Program	16
Youth Train in Trades Programs	60
TALE Program	16
Graphic Design Program	18
HighTechU	23
Skills Exploration Course	120
Career Prep Programs (includes WEX)	240
Work Experience (includes district programs)	450
Youth WORK in Trades (SSA)	40
Secondary Springboards	110
Skills Canada	20
Mentorship Opportunities in Middle & Elementary	100

451

DUAL CREDIT
students

867

CREDIT
students

270

students

2019/20

projection:

1,588

students

One *Learning* Community



Pathways & Partnerships Success Data Summary

2018/2019 South Island Partnership

- Courses:
 - 92% successfully passed (>50%)
 - 81% earned a mark of 70% or higher
 - 32% earned a mark 90% or higher
- Programs:
 - 78% passed their program (>70%)
 - 22% earned a mark 90% or higher

2018/2019 Pathways for Life

- 75% reached their goal or were in progress to achieve their goal following the program
- 58% attended Camosun's Employment Training Program (ETP) in September 2019

District Program Female Participation

- TASK: 22%
 - AutoTech: 13%
 - Aviation: 38%
- Provincial average in trades is 4.7%, aiming for 10%

Student Survey Data

- Average percentage of students who have visited their Career Center: 73%
- Percentage of students who have had 3 or more career education experiences: 70%
- Percentage of students who feel they are somewhat or definitely able to make an informed decision about their future career: 57% (+13% "don't know")

February 3rd 2020

Parent Education Fund Update (2019-2020)

For the 2019 - 2020 school year, the Board of Education once again established a Parent Education Fund to support parent education opportunities. Each individual PAC could apply for \$250 within the 2019-20 school year. Criteria were developed for the requests to be reviewed and evaluated and PAC's were advised that submissions would be accepted throughout the year, but preference would be given to PAC applications submitted by November 1st, 2019.

For the 2019-2020 application process, \$7,500 was spent from the Parent Education Fund for 30 approved grant applications. The remaining Parent Education Fund budget of \$1,400 will be carried forward to the 2020-21 school year if no further requests are received.

Top 5 Topics for the 2019-2020 Parent Education Nights:

1. Online Safety / Appropriate Use of Technology
2. Understanding and Supporting Anxiety
3. Math Literacy
4. Understanding the Teenage Brain
5. Effective Communication / Positive Parenting

Please see the attached breakdown.

Deb Whitten

Deputy Superintendent

Greater Victoria School District No. 61

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

2019-20 Parent Education Fund Applications

School	Grant \$
Esquimalt	✓
Lambrick	✓
Mt. Doug	Did not apply
Oak Bay	Joint application with Monterey
Reynolds	✓
SJ Willis	Did not apply
Spectrum	Joint application with Colquitz & Tillicum
Vic High	Did not apply
Arbutus	Joint application with Gordon Head & Lansdowne
Cedar Hill	✓
Central	Did not apply
Colquitz	Joint application with Spectrum & Tillicum
Glanford	Did not apply
Gordon Head	Joint application with Arbutus & Lansdowne
Lansdowne	Joint application with Arbutus & Gordon Head
Monterey	Joint application with Oak Bay
Rockheights	✓
Shoreline	✓
Braefoot	Joint application with Doncaster
Campus View	✓
Cloverdale	✓
Craigflower	Did not apply
Doncaster	Joint application with Braefoot
Eagle View	✓
Frank Hobbs	Did not apply
George Jay	Did not apply
Hillcrest	Did not apply

2019-20 Parent Education Fund

School	Grant \$
James Bay	Did not apply
Lake Hill	✓
Macaulay	Did not apply
Margaret Jenkins	✓
Marigold	✓
McKenzie	✓
Northridge	✓
Oaklands	✓
Quadra	Did not apply
Rogers	✓
Sir James Douglas	✓
South Park	Did not apply
Strawberry Vale	✓
Tillicum	Joint application with Colquitz & Spectrum
Torquay	✓
Vic West	✓
View Royal	Did not apply
Willows	Did not apply

Remainder from 2018-2019: **\$1,900**
 Total allotted for 2019-2020: **\$7,000**
= \$8,900

Total Requests Received for 2019-2020: **30** Grants
 Total to be disbursed = 30 X \$250 = **\$7,500**

Parent Education Funds remaining for 2019-2020: **\$1,400**

Updated: Dec 6/19