

VANCOUVER ISLAND WEST DISTRICT 84

District Achievement Contract

2008-09

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District Profile

Vancouver Island West School District 84 serves approximately 440 students enrolled in the District's five schools. Three of the schools, Kyuquot, Zeballos, and Tahsis, are located in remote rural communities. Travel to these schools from the District Office in Gold River requires a commute by logging road of 1½ hours to Tahsis, 2½ hours to Zeballos and a four-hour commute to Kyuquot by logging road and water taxi. The District serves a diverse community which includes a significant First Nations enrollment of approximately 50%.

School District 84 includes the following schools:

• Captain Meares Elementary Secondary School, Tahsis:	K-12	35 students
• Kyuquot Elementary Secondary School, Kyuquot:	1-12	45 students
• Gold River Secondary School, Gold River:	8-12	140 students
• Ray Watkins Elementary School, Gold River:	K-7	165 students
• Zeballos Elementary Secondary School, Zeballos:	K-12	65 students

Each of the four communities served by Vancouver Island West School District 84 has a unique history and set of circumstances that have had an influence on the school.

The communities of Gold River and Tahsis have undergone substantial changes in the past 15 years as a result of once vibrant industries that have disappeared with the closure of the pulp and paper mill in Gold River and the closure of the sawmills in Tahsis. Captain Meares School in Tahsis, once the largest school in our District with an enrollment of 400+ students in Kindergarten to Grade 12, is today the District's smallest school with 35 students. Each of the two schools in Gold River once had enrollments of 300 to 400 students. This year Gold River Secondary School is expected to register 140 students and Ray Watkins Elementary School, 165 students. The changes within these two communities and the resulting reduced student enrollments have had a significant impact on the schools which have included:

- Diminished course offerings;
- Elimination or reduction of positions such as counselors, music teachers and librarians;
- Teachers assigned courses outside of their training and experience;
- Reduced teacher turnover;
- Reduced flexibility in staffing;
- Loss of support services in the school and the community;
- Significant change in the community demographics as management and skilled workers and their families left the community

There is optimism for the economy of Gold River with the announcement by Green Island Energy to bring a biomass hydro plant into production on the former pulp mill site. The company is currently in the development phase of the project and expects to be producing and selling hydro by September 2009 employing a workforce of 60 people. While there are expectations of new students to the community as a result of this project the number is not known at this time. The community is still waiting for the construction phase to begin as it was expected to be underway by this time.

Zeballos Elementary Secondary School enrolls a student body which is predominantly First Nations and serves a community based on an economy of seasonal tourism, fish farms, fishing, logging and hydro generation. The location of the Ehattesaht and Nuchatlaht First Nations near the community of Zeballos is a relatively recent development. Approximately 20 years ago, these two First Nations communities relocated to Zeballos from their reserves in Nootka Sound to gain closer proximity to school and easier access to services. In the past four years, the school has expanded to offer a K to 12 program but prior to

this expansion, students wishing to continue their education beyond Grade 10, were required to leave the community. While the First Nations community recognizes the importance of education, schooling within its community is a recent development compared to many other communities. The need for the families to develop and incorporate practices within the home that will develop their child's learning and support and complement the school's program is certainly evident.

In January 2009 the District opened a dual site StrongStart program serving the preschoolers and parents of Tahsis and Zeballos. While attendance at the Center has been lower than expected, the Center is seen as a valuable asset for both communities. The Early Childhood Educator commutes between the two communities on a weekly basis and opens the Center 2 or 3 days per week in each community depending on the schedule for the week.

Kyuquot Elementary Secondary School is located in our most remote community of Kyuquot which is accessible by air or logging road to Fair Harbour followed by a 30-40 minute water taxi. The majority of students enrolled are members of the Ka:'yu:'k't'h'/Che:k'tles7et'h' First Nation. The community faces major challenges with limited community capacity and employment opportunities. Community leaders express their concern for the students' lack of vision for their future. The belief and vision that post secondary education is a step in their future is not a well established one for many of the students. There are few role models in the community, other than the teachers and the nurse, who have pursued education to achieve a career goal.

An opportunity arose in the 2006-07 school year for a partnership between Vancouver Island West School District #84 and the KA:'YU:'K'T'H'/CHE:K'TLES7ET'H' FIRST NATIONS for the staffing and operation of the Houpitsas Kindergarten Preschool. An agreement was developed which provides for the program to be staffed by a district teacher while the Band maintains its authority for the schools' program content and daily operations. Prior to this agreement the Kindergarten/Preschool was operated solely by the Band. This partnership has created a much closer link between the programs and initiatives of the Kindergarten/Preschool and Kyuquot School. Both partners of the agreement are very pleased with the results of this initiative.

Approximately 50% of the students of the district are of First Nations ancestry, with 75% of these students residing on reserve. Percentage of enrollment of First Nations students by school is:

- Gold River Schools 35% of the students;
- Zeballos Elementary Secondary School 90% of the students;
- Kyuquot Elementary Secondary School close to 100% of the students;
- Captain Meares Elementary Secondary School 25% of the students. This enrollment has increased significantly in the past year as a result of family relocations to the community.

In the past the District has faced many significant challenges as it attempted to address Aboriginal issues. Although the District had a strained relationship with its First Nations communities in the past, this has improved significantly in recent years.

The District's Local Education Agreement, which is currently being renegotiated, is with the Nuu-chah-nulth Tribal Council which represents the Bands within the District. The agreement outlines the responsibilities of the Board and the Council in providing educational programs and services to the students of the Mowachaht/Muchalaht First Nations, the Ehattesaht First Nations, the Nuchatlaht First Nations and the Ka:'yu:'k't'h'/Che:k'tles7et'h' First Nation who reside on reserve.

The District and the Aboriginal communities have recently developed the District's first Enhancement Agreement. Although the signing will take place this fall plans are proceeding for the implementation of the Agreement. This Agreement is included in this Achievement Contract.

Representation in these meetings included:

- Mowachaht/Muchalaht First Nations
- Ehattesaht First Nations
- KA:'YU:'K'T'H'/CHE:K'TLES7ET'H' First Nations
- Nuchatlaht First Nations
- Nuu-chah-nulth Tribal Council
- Aboriginal Community of Gold River
- Aboriginal Community of Tahsis and Esperanza
- North Island Metis Association

- North Island College Aboriginal Education Department
- Vancouver Island West Teachers Union
- Board of School Trustees for Vancouver Island West School District 84

Staff in the District includes:

- Superintendent of Schools/Secretary-Treasurer;
- Human Resources Administrator;
- Director of Business Operations Center (shared with SD49)
- Operations Supervisor;
- Computer Technician;
- 2.2 FTE Administrative Assistants;
- 44.5 FTE Educators which includes teachers, principals, a 0.4 FTE Aboriginal Education Vice Principal who has responsibilities for Aboriginal programs and services in Gold River and a 1.0 Vice Principal of School Based and District Programs, a new position in the district for the 2007-08 year;
- Teacher Assistants and Support Staff in the office and library are assigned to each school (please see staff list);
- District Operations Staff includes 11 FTE full and part-time employees.

In addition, students are supported by five Nuu-chah-nulth Education Workers. These employees are hired by the NTC with the positions jointly funded by the Nuu-chah-nulth Tribal Council (NTC) and the District.

The Director of Business Operations Center, which is a shared position with Central Coast District 49, is a new initiative for the 2008-09 school year. The Director, who will have responsibilities for all of the business and financial operations of the District, will greatly increase the amount of time that the Superintendents of Schools/Secretary Treasurer in both Districts will be able to devote to educational matters.

Recruitment and retention is a challenge for the District with 12 teachers being hired new to the district for the 2006-07 representing approximately 30% of the district's teaching staff, 6 teachers new to the District for the 2007-08 school year and 13 teachers new to the District for the 2008-09. The district recognizes the importance of this opportunity and the need to support these teachers as they adjust their new positions and situations both professionally and personally.

The district organized a 2 day planning session for late August 2007 to assist the teachers in their preparations for their multi grade classroom assignments with mentorship opportunities throughout the year. This initiative was introduced to support teachers new to the District for the demands of a multi grade classroom. Although this initiative was appreciated and valued by those new to the District it is evident that more ongoing support needs to be provided.

The district initiated significant structural changes for the 2006-07 school year to address needs within special education.

The district adopted a new model for the delivery of special education in the schools and district. Recognizing the need for dedicated and qualified staff at the school level, the district established Special Education Learning Assistance Resource teacher (LA/RT) positions in each of the schools with staffing allocated based on enrolment and student needs within the school. The District also eliminated the Special Education district coordinator position in order to focus the available resources at the school level. Many of the staff were new to these positions and not qualified in the area of special education. With a condition of employment to enroll in a program that would provide the special education qualification, most enrolled in the special education post baccalaureate program offered by Malaspina University. The district supports this condition with an education allowance of 1/3 of the program's tuition fee. In addition to staff resources at the school level, the district contracts special services to address needs such as speech and language, physiotherapy and services for the deaf and hard of hearing. The District also has a contract with a special education advisor to advise and support the special education staff and

programs at the school level. Special Education is a priority for this district as we strive to overcome the issues geography and, most importantly, to address the needs of the students. Although the district is pleased with the results of the structural change and commends all involved for the accomplishments in this new model, there continues to be needs that we have not been able to address within the resources allocated. The Board has given conditional approval for recommendations contained in a Special Education report prepared by the Superintendent in consultation with the District's Learning Assistance/Resource Teachers, principals and Special Education consultant. This report addresses 4 key areas contained in a report prepared by the District's Learning Assistance/Resource Teachers and presented to the Board of Education. The recommendations identify the need for additional funding to address the following:

- Increasing psycho educational assessments and speech/language assessments;
- Increasing special services, with particular emphasis on Speech/language, to be delivered in the communities;
- Increasing inservice and training for the teacher assistants of the District;
- Increasing inservice and collaboration time for the District's Learning Assistance/Resource Teachers;
- Increasing supervision and coordination within the District's special education programs.

Goal 1: To improve the literacy skills of all students at all grade levels and to have those students reading significantly below grade level to attain a functional level.

Rationale:

- An assessment of students completed at the end of the 2004-05 and beginning of the 2005-06 school year indicate that 82% of the First Nations students need the support of an English Skills Development program which commenced in December 2005. In 2006-07 and 2007-08 school years, 75% of the eligible students continue to be supported by the program.
- Reading assessments completed in the 2007-08 school year indicate that 51% of our students in Grade 1 to 9 do not meet expectations(not yet meeting or minimally meeting expectations) and Grade Wide Write assessments show 57% of these students do not meet expectations in writing.
- FSA results show results similar to District results.
- The skills of reading and writing are foundations for student success in school.

Objective 1: To continue to address the reading ability of all students with a particular emphasis with students who are significantly below grade level in reading.

Objective 2: To have all schools improve the writing skills of students.

Strategies:

1. **To continue to build student skills through the English Skills Development Program.**
2. **To bring increased focus on student needs and progress through a structured process of collaboration involving the classroom teachers, ESD teacher and Learning Assistance Resource teacher through school based and district meetings.**
3. **To implement the District Framework for Assessment in Literacy and Numeracy which will provide for a common assessment for learning, professional dialogue and planning for student needs.**
4. **To review the progress of students at a school and district level twice during the year.**
5. **To implement a writing program in each of the schools to improve the writing skills of all students.**
6. **To have the Vice Principal of District Programs work with the staff of each school to assist staff with resource selection, instructional practices and program assessment.**
7. **To collate and analyze student achievement data using a common data base adopted and adapted by the District.**
8. **The District has established a budget of \$10,000 to support schools in the purchase of learning resources to support student literacy.**

9. **To involve all teacher assistants in an ongoing inservice program to increase the skills and knowledge required to support students in the development of their reading and writing skills.**
10. **The District continues to provide the Actions for Learning grant opportunity to support teacher inservice and collaboration on school based initiatives to address student learning. This is being used by at least one school to support literacy initiatives.**

Indicators: See Appendix 1

Targets:

By the end of the 2008-09 school year:

- All students who are currently “minimally meeting expectations” will be “fully meeting expectations” in reading and writing;
- All students who are currently “not yet meeting” will be “minimally meeting expectations”

By the end of the 2009-10 school year:

- All students who were “not yet meeting” at the end of the 2007-08 year will be “meeting expectations”

Goal 2: To continue to improve the success of the District’s Aboriginal students.

Rationale:

Fifty percent of the District’s students are of Aboriginal ancestry. An improved level of success by these students and the collaboration of the school and community to strengthen the First Nations language and culture in our schools and community are priorities of the Enhancement Agreement.

Overall strategies:

1 To begin the implementation of the District’s Enhancement Agreement.

2 The District will establish a District Implementation Committee with 1 representative from each school.

The role of the Committee and its members will be to:

- Work with the EA Working Group, the representatives from the Aboriginal Communities, to set priorities for the year and to monitor progress with the implementation of the EA;
- Liaise between the school and the district regarding the implementation of the EA;
- Work with the staff of the school and the local Aboriginal Community to implement the EA and the priorities established for the year.

3 Involve all educators in an inservice program which will feature sessions on the residential school experience and emotional development both of which are addressed in the Sense of Belonging portion of the EA.

4 The District has established targeted a budget of \$30,000, in addition to the targeted Aboriginal funds, to support the implementation of the priorities of the Enhancement Agreement.

5 Each school has identified a goal within its School Growth Plan to address the goals of the Enhancement Agreement.

Moolth mooms: SENSE OF BELONGING AND COMMUNITY

Goal 2.1

Caring: All students will feel welcomed, cared for, safe, respected and valued.

Indicator: The Circle of Connectedness assessment, developed by the Victoria School District, will be used to identify the strengths, interests and needs of the individual students and to develop individual student profiles.

Commitments: Communities, in a letter from the tribe, will extend an invitation to school staff to participate in community based cultural activities.

Goal 2.2

Identity: All students' will experience Aboriginal traditions lead by Aboriginal people in all aspects of the school.

Indicator: An annual survey will be developed and completed to determine the students' perspective of the meaning, importance and value of these Aboriginal ceremonies and traditions.

Commitments: Maintain a record of the Aboriginal traditions and teachings included in school ceremonies and programs and the members of the Aboriginal community leading the ceremonies and programs.

Goal 2.3

Understanding for the recent past: All students will have knowledge of the residential school experience and an understanding of the past and present impact that this experience had on individuals, families and communities.

Indicator: A survey of students involved in the study of the Residential Schools to determine the impact and importance of the study.

Targets: Base line data will be collected and targets established in year 1

Ha houpa: TRADITIONAL WAY OF LIFE

Goal 2.4

Culture: All students will demonstrate knowledge and understanding of Aboriginal heritage and culture.

Indicator: Number of students who have successfully completed a program of instruction that integrates Aboriginal content within the existing curriculum and subject Integrated Resources Program- IRP.

A subject area for Goal 2.4 will be identified and developed during the first year of implementation of this agreement.

Target and baseline: Base line data will be collected and targets established in the first year of implementation of the program of instruction.

Goal 2.5

Language: All Aboriginal students will complete an accredited K – 8 Nuu-chah-nulth language program and will be able to enroll in a Grade 9-12 Nuu-chah-nulth language program.

Indicators: Number of students who have successfully participated in and completed the Nuu-chah-nulth language and culture program.

Target and baseline: Base line data will be collected and targets established in the first year of implementation of the course.

HAA? AKWI: SKILLS FOR SUCCESS IN LEARNING

GOAL 2.6

Success at grade level: The number of Aboriginal students who are successful learners at grade level will increase.

Indicators:

- Grade to grade transition rates (at grade level in language arts and math).
- Performance on literacy, math (DART, Benchmarks, ESD results, Grade Wide Writes, Report Card marks, District Math Assessment developed by Island Net).
- Number of students participating in homework clubs, and tutorials.
- Increased graduation rate. *

Target and baseline: *(see appendix 2 for baseline data)

Goal 2.7

Entrance requirements and options: The number of Aboriginal students who graduate with a program of studies that includes academic courses required for post secondary programs will increase.

Indicator:

- Rate of participation and success of Aboriginal students in academic courses including Principles of Math 10,11,12, English 11,12, Academic Sciences 11, 12 (Biology, Physics, Chemistry, and Earth Science/Geology) and Humanities 11/12 (History, Geography/First Nations Studies) *.
- Number of students who enter directly into post-secondary programs (apprenticeships, technical, colleges and universities).
- Number of applications for scholarships and bursaries.
- Strengthened awareness of post secondary and career options. Student learning plans will have a match between career plans and courses included in the student's program of studies.

Target and baseline date: * (see appendix 2 for baseline data)

Goal 2.8

Readiness for learning: All students will enter kindergarten with the skills and knowledge needed for a successful start to school.

Indicators:

- Early Development Index (EDI) results.
- Review of kindergarten reports Survey of Kindergarten teachers and Early Childhood Educators.
- Enrolment and attendance in preschool and StrongStart programs

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PLACES OF LEARNING: Home, Community, School

Goal 2.9

Community teaching: Aboriginal students will successfully complete courses offered in the community setting.

Indicators: Number of students, Aboriginal and Non Aboriginal, transcripts that include credits for community based learning experiences.

The District, Aboriginal communities and Ministry of Education will work together to identify a process which enables Aboriginal communities, in partnership with SD84, to identify and acknowledge Aboriginal community based learning as viable credit based experiences available to all students. This discussion will be initiated in year 1 of the agreement. A community based learning experience will be explored and developed with acknowledgement and support of the Ministry within the first two years of implementation.

Target and baseline: Base line data will be collected and targets established in the first year of implementing the community based learning program.

Appendix 2

Indicators			
Course	# students	% C- or better	% C+ or better
English 10			
2004-05	7	86	57
2005-06	15	60	20
2006-07	20	90	35
Course	# students	% C- or better	% C+ or better
Principles Math 10			
2004-05	7	86	29
2005-06	msk	msk	msk
2006-07	5	60	40
Course	# students	% C- or better	% C+ or better
Socials 11			
2004-05	not avail	not avail	not avail
2005-06	msk	msk	msk
2006-07	9	78	33
Course	# students	% C- or better	% C+ or better
English 12			
2004-05	msk	msk	msk
2005-06	msk	msk	msk
2006-07	6	100	0
6 Year completion rate for Aboriginal Students	%	females	males
2004-05	24	38	14
2005-06	59	68	51
2006-07	46	55	msk

Goal 3: To improve the numeracy skills of all students at all grade levels.

Objective 1: To establish District practice for the assessment of student numeracy.

Objective 2: To increase the student enrolment and success in the Grade 10-12 academic math courses.

Objective 3: To increase the number of students who “meet or exceed” expectations at all grade levels.

Rationale:

Data from the FSA and provincial exam assessments indicate that students in our District perform below provincial average and nearly 50% of our students do not enroll in the academic math courses that are required for many post secondary programs.

Indicators:

1 The FSA results for Grade 4 students for the years 2002-03 to 2007-07 show a range of 19-30% of the students “do not meet” expectations. The 2007-08 results indicate 31% of the students “do not meet” expectations.

2 The FSA results for Grade 4 students for the years 2002-03 to 2007-07 show a range of 32-56% of the students “do not meet” expectations. The 2007-08 results indicate 68% of students “do not meet” expectations.

3 The number of students writing Math 10 Essentials is approximately the same as the number of students who write Principles of Math 10. The decision to complete Essentials Math 10 rather than Principles of Math 10 limits the number of career options available to a student.

4 The results on the Principles of Math 10 Provincial Exam for the past three years show a range of 4-11% of the students receiving a Final Mark of Fail and 39 – 61% of the students receiving a Final Mark of C- or C.

By the end of the 2008-09 year these indicators will be supplemented with data from school and district assessments.

Targets: to be established in the 2008-09 year.

Strategies:

1 A District Numeracy Committee, with representation from across the District, will be established to assess and address the need to revise the instructional and assessment practices across the District and to provide additional learning resources. One of the roles of the committee members will be to liaise with all teachers involved in the teaching of mathematics.

2 The teachers of the district will participate in an inservice on numeracy scheduled for September 2008.

3 The Vancouver Island Net Diagnostic Math Assessment on a District Wide basis in the fall of 2008 in Grades 3 to 9 to identify and plan for the students’ learning needs.

Projections for Student Completion for students enrolled in Grades 10-12 in 2007-08 school year

Grade as of 2007-08	# of students	Dogwood: 5 years after entering Grade 8	Require an additional 1 year	Require an additional 2 years	School completion certificate	Non Grad
10	46	65%	8.7%	4.3%	15%	8.7%
11	39	64%	18%	2.5%	18%	5%
12	40	72.5%	10%	0%	10%	7.5%

Actions taken on District Recommendations from District Review:

The following recommendations are from the District Review completed in the fall of 2007 with actions taken to date noted:

Initiate or build on efforts begun to:

1. Engage all stakeholders in the development of a strategic framework to guide the work in the district:

- Clarify district mission vision and values;
- Build a strategic plan with clearly defined procedures and processes to guide operations, assessment and instruction;

Use the strategic plan to address issues of sustainability at the school and district levels.

Action taken: A meeting of District Partners was held to develop the District Achievement Contract. This meeting was attended by the trustees, representatives of the Aboriginal Enhancement Agreement Working Group, a team from each school including the principal, a teacher, a parent and in one case students, the Vancouver Island West Teachers Union, CUPE and District staff. Prior to the District Partners meeting each school held a meeting of parents and/ or community representatives, all staff, and in some cases students to identify needs to be addressed in the school growth plan. The Superintendent of Schools attended each of these meetings and used the discussions from the meetings as a basis for the meeting of the District Partners.

2. Define success for students in Vancouver Island West and revise district goals to ensure a focus on areas of need that are shared and owned by all schools.

Action taken: The goals of the District Achievement Contract have been based on the needs identified by the schools.

3. Use evidence as the basis for school and district planning actions and the allocation of resources to address needs;

- Begin with authentic assessments for each student;
- Expect the consistent use of assessment tools for learning tools ie performance standards;
- Create profiles for each student to plan, track, and measure individual growth over time;
- Use individual profiles to build school profiles, and then to build a district profile;
- Set targets for each student that reflect high expectations and ensure continuous improvement;
- Clarify links between the needs of students and the work/actions of schools and the district.

Action taken:

- ✓ **All schools have assessed students in the fall and spring using the DART and Grade Wide Write. These assessments were used for both formative and summative purposes.**
- ✓ **A data base with assessment information for each student has been completed and will continue to be used to record, analyze and monitor student assessment information. The data base enables student assessment information to be viewed and analyzed on a student, group of students, class, school and district level. Data at this time includes assessments of reading and writing but will be expanded to include numeracy in the 2008-09 year.**
- ✓ **A District Assessment Framework for literacy and numeracy has need developed and will be implemented in the 2008-09 school year.**

4. Establish clear directions to enhance success for Aboriginal Students

- Complete the Enhancement Agreement;
- Use the goals in the Enhancement to guide the work in each school;
- Emphasize sense of care and belonging for all students;
- Explore the use of the connectedness tool developed by the Greater Victoria school district.

Actions taken:

- ✓ **The Enhancement Agreement has been completed and will be signed in the fall of 2008;**
- ✓ **Permission has been gained from the Victoria School District for the use of the Circle of Connectedness as an indicator for the Sense of Belonging goal of the EA.**
- ✓ **All schools have been requested to include a goal on Sense of Belonging in their School Growth Plan.**
- ✓ **Implementation of the EA will begin in the 2008-09 school year.**

5. Organize schools for success:

- Using differentiated/individualized instruction;
- Exploring nontraditional configurations (ungraded, timetable changes to address absenteeism);
- Using DL to support learning, however, a focus on direct instruction for all core subjects is a priority;
- Using technology to support assessment and instruction;
- Using the document *Shared Learnings* to support Aboriginal culture in the Curriculum;

6. Complete and implement an Aboriginal Enhancement Agreement;

- Develop forums in each community to provide feedback about the EA.
- Ensure there is shared responsibility for implementation of the EA by all stakeholders (ie. Teachers association, CUPE, principals' association, FN communities, parents, School Board Trustees, district staff)
- Monitor all actions for effectiveness and eliminate those that do not improve student success

Action taken:

- ✓ ***Meetings were held in each of the communities to present and discuss the EA.***

7. Clarify operational processes and procedures to:

- inform staff of the rationale for staffing and allocation decisions
- Support the relief of the superintendent from financial duties to enable a strengthened focus on leadership for learning
- Explore shared services with other districts to support district directions and Infrastructure.

Actions taken:

- ✓ ***School Districts 84 and 49 have established a Business Operations Center and hired a Director of the Center with responsibilities for all financial and business operations of the two districts.***

8. Focus on health and employment:

- Connect with local employers to help students acquire skills they need for future employment
- Support students in making healthy choices related to nutrition, tobacco, drugs, and alcohol.

9. Explore the Appreciative Inquiry process

- To support and sustain positive relationships and growth in all areas
- To celebrate successes already attained.

10. Use technology to consistently build and support lateral communication across the district for staff and parents.

11. Seek unique ways to involve parents, recognize and celebrate their involvement.

12. Enhance communication involving all parents, school staff, and community members.

13. Recognize and celebrate the aboriginal culture within the district by:

- Establishing welcome symbols at each school that reflect the culture of the students.
- Creating environments that demonstrate a sense of care and belonging in each school for each child.
- Building structures that consistently engage the local community.

14. Begin using the goals and the direction of the draft Enhancement Agreement to build and embed a district culture.

Action taken:

- ✓ **Implementation of the EA will begin in the 2008-09 school year;**
- ✓ **An inservice program for all educators on the Sense of Belonging is scheduled for September 2008.**

15. Leadership at all levels must take responsibility for the planning and actions required to improve the life chances of each child.

16. Ensure that high expectations for student achievement, teacher and administrative leadership are clearly articulated and supported.

17. Develop and implement programs to support social responsibility goals such as restitution.

18. Improve transition rates, graduation rates and success for Aboriginal students.

19. Monitor and adjust continuously to improve success for each child.

- Define success for students in SD 84 in addition to graduation
- Measure success by tracking and monitoring individual progress.
- Provide support to help students develop a vision for their own future and explore career opportunities for students within the community.
- Focus on early success initiatives.

Action taken:

- ✓ **The District has opened a dual center StrongStart Program in Tahsis and Zeballos.**

20. Explore the inclusion of consistent Aboriginal representation at the senior district level.