



SOOKE 62  
SCHOOLS  
Shaping Tomorrow Today

shaping tomorrow today

# STUDENT ACHIEVEMENT PLAN 2011 – 2014

## *STUDENT SUCCESS*

*We value all learners and believe in respectfully working together for everyone's success.*  
*BOARD OF EDUCATION 62*

WORKING AND LEARNING  
TOGETHER ON THE LAND





# OVERVIEW

SLIDES

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# I. STUDENT ACHIEVEMENT PLAN

- District Achievement Contract prepared in accordance with the School Act for submission to the Ministry of Education
- Outlines our District's plan to sustain and enhance student development, learning, and success from early learning through to adult learning
- Focuses on development of personalized competencies - emotional, social, intellectual, career
- Engages students, educators, families, and community





# II. DISTRICT CONTEXT

## BELIEFS, VALUES, AND CHANGE



### THE BOARD OF EDUCATION BELIEVES ...

*Vibrant learning environments are created together in a changing world.*

### AND VALUES

*... trust, respect, honesty, integrity, empathy, ethical behaviour, courage*

### CHANGE CREATING OPPORTUNITIES

*Building of two new secondary schools creates change and opportunities for all schools*

- District-wide grade reconfiguration to support student success
- Early Learning to Adult Learning

### BY ENGAGING COMMUNITIES OF LEARNING

*... through collaborative inquiry*





# LOCATION

**JUNE 2013**

Sooke School District #62 is located on Southern Vancouver Island and situated in the territories of Nuu-chan-nullth, Pacheedaht First Nation; and, Coast Salish, T'Sou-ke First Nation and Scia'new First Nation.

We are a learning community with two zones – Milne Zone serving municipalities of Sooke and rural Port Renfrew, and Belmont Zone serving municipalities of Langford, Colwood, Metchosin, and the Highlands.



## DEMOGRAPHICS

18 Elementary Schools  
4 Middle Schools  
2 Secondary Schools  
2 Alternative/Adult  
1 Distributive Learning & Continuing Education

9667 Students:  
966 Aboriginal  
113 International  
975 French Immersion  
410 Alternative  
252 Adult Non-Graduated  
132 Adult Graduated  
599 DL  
207 Continuing Education

1032 Teaching, Support and Administrative Staff

1 Community School  
5 Strong Start Centres + 2 Outreach Strong Starts

## DISTRICT DEPARTMENTS

Executive Team

- Superintendent
- 2 Assistant Superintendents
- Secretary Treasurer
- Exec Director, Human Resources

District Administrators

- Aboriginal Education
- Adult & Alternative Ed
- Support Services
- Technology
- Curriculum Services
- International
- Human Resources
- Facilities
- Finance

# OUR SCHOOLS



Source: 1701 Sept.2012

Belmont Zone	FTE
Happy Valley Elementary (Gr. K-6)	379
Ruth King Elementary (Gr. K-6)	246
Sangster Elementary (Gr. K-6)	184
Savory Elementary (Gr. K-6)	139
Millstream Elementary (Gr. K-6)	206
David Cameron Elementary (Gr. K-6)	307
Crystal View Elementary (Gr. K-6)	233
Wishart Elementary (Gr. K-6)	306
Hans Helgesen Elementary (Gr. K-6)	178
Colwood Elementary (Gr. K-6)	198
Lakewood Elementary (Gr. K-6)	441
Willway Elementary (Gr. K-6)	201
Ecole John Stubbs Memorial (Gr. K-8)	686

Belmont Zone	FTE
Dunsmuir Middle (Gr.7-9)	635
Spencer Middle (Gr.7-9)	599
Belmont Secondary (Gr. 9 FE, 10-12)	1513
Alternate & Adult BYTE	178
Westshore Centre for Learning & Training	41
Pacific's Family of Schools (Sec, MTC, West)	248
Juan de Fuca DL	125
Milne Zone	FTE
Saseenos Elementary (Gr. K-5)	110
Sooke Elementary (Gr. K-5)	244
Ecole Poirer Elementary (Gr. K-5)	391
John Muir Elementary (Gr. K-5)	164
Journey Middle School (Gr. 6-8)	505
Edward Milne Community School (Gr. 9-12)	632
Rural School	FTE
Port Renfrew	9



# NEW SCHOOLS

## Guiding Principles

- ▶ Learning environments that reflect core competencies, skills and knowledge that students need to succeed in the 21<sup>st</sup> Century
- ▶ Capacity to offer project-based, experiential and blended learning opportunities that allow students to discover, embrace and fulfill their passions



Belmont Zone – replacing existing Belmont Secondary with two new secondary schools	Projected FTE
New Belmont Secondary – Scheduled to Open September 2015	1200
New Royal Bay Secondary – Scheduled to Open September 2015	*800-1200

\* Opens for 800 with plans to add as enrollment grows to 1200



# DISTRICT TRENDS

- ▶ Continued increase in aboriginal student success indicators
- ▶ Continued steady rates - Completion Rates, Graduation Rates, Grade to Grade Transition
- ▶ Decline in participation and achievement rates FSA Grade 4 and 7
- ▶ Growth in enrolment numbers - Early Learning enrolment and Kindergarten
- ▶ Moderate growth in International student enrolment inspires a greater sense of global awareness in our schools and communities
- ▶ Growth in number of schools trained in Restitution Level 1 and 2

## Growing district-wide interest in:

- ▶ Inquiry Learning and Collaborative Approaches
- ▶ Self-Regulation, Universal Design for Learning
- ▶ Transition to community with the “Path” process (Planning Alternatives Tomorrows with Hope)
- ▶ Specialty programs
  - Fine Arts in elementary schools
  - Academies – Sports, Fine & Performing Arts
  - Applied Programs in middle and secondary schools
  - Career & Trades Programs
  - Alternative Programs (Westshore, Pacific, Metchosin Technical Centre)
  - Outdoor Learning, Play-based Learning and Nature-based Learning all levels

## Growing awareness and interest of schools in developing initiatives and programs in Environmental Stewardship:

- ▶ Healthy Schools BC
- ▶ “Full” recycling programs
- ▶ Environmental Programs



# DISTRICT ASSETS

## Graduation Rates:

- Six Year Dogwood Completion
- 73% All Students (below Provincial (82%))
- 75% Males (continued 5 year upward trend from 68%)
- 62% Aboriginal (above Provincial Aboriginal 57%)

## Transition Rates – Grade to Grade

- Improved rates – Resources Table 2

## Advanced Placement (AP)

- Belmont 401 students enrolled in one or more Pre-AP or AP 12 courses
  - 256 in one or more Pre-AP courses
  - 145 in one or more AP 12 courses
  - Students at Belmont score consistently above the provincial, national, and international averages
- Westshore delivers AP DL for French and English- and students are crossed enrolled from out of district as well as in-district schools.
- Total Numbers for those 2 courses: 118

## International Education

- Continued increase in enrolment
- Growth in short term (Cultural Immersion) and long term programs (Graduation Program)

Student learning and development is improving overall

- ✓ Improved student success trends in Aboriginal learning achievement, **Graduation Rates**, Provincial Exam Results, and **Transition** Grade to Grade Rates
- ✓ Inclusive approaches to Aboriginal Programming
- ✓ Growth in Early Learning initiatives - Literacy and Play-based Learning
- ✓ Growth in programs addressing student learning - diversity by interest, learning strengths, strength-based, building student potential
- ✓ Increased student participation in post-secondary transitional programs – dual credit, **Advanced Placement**, ACE IT, Secondary School Apprenticeship
- ✓ **International** student achievement, personal growth, and post secondary preparation
- ✓ Increased district-wide participation and capacity building with blended learning models
- ✓ Inquiry for Learning is growing more evident in practice at all levels of the district – teachers with students; staff with school planning; district leadership team, staff and departments
- ✓ Growth of Professional Learning Services in focused areas – Differentiating Student Learning Experiences (instruction & assessment); Restitution; Learning Technology; and Inquiry



# DISTRICT ASSETS

## Social and Emotional Learning:

District-wide implementation of Restitution Training completed:

- 77% of Elementary Schools Level I
- 30% of Middle Schools Level I
- 25% of Secondary /Adult/ Alternate Schools Level I
- Schools including Social and Emotional Learning in their School Plan as a Goal

District continues to build district-wide capacity in **social and emotional competency**

- ✓ Commitment to district-wide Restitution Training for **all** employees in all schools at all levels
- ✓ Schools encouraged to include social and emotional development goal in school plan
- ✓ District Student Services Curriculum Coordinator responsible for Social Responsibility & Behaviour
- ✓ Student Support Services building district and school-based capacity for emotional & social development with a team of professionals including: Behaviour Teachers, Specialized Education Assistants, Youth & Family Counsellors, Wrap Around Coordinators, School-based Social Workers, School Community Liaison Officer



# DISTRICT CHALLENGES

Dynamics of a rapidly growing community and school district demonstrates the need for a 21<sup>st</sup> Century learning vision that can respond to a changing landscape of Early Learning to Adult Learning with a:

- ▶ District-wide vision building process that is collaborative, consultative and inclusive
- ▶ Framework that creates a common language and understanding
- ▶ Plan to align our K-12 programs with early learning and adult, alternative learning initiatives with the implementation of new K-12 curriculum

Amongst this climate of change, balancing district and schools challenges within emerging dichotomies such as:

- The building of two new secondary schools and the educational transformation potential of reconfiguring schools - Elementary K-5, Middle 6-8, Secondary 9-12
- Pockets of extreme density of population growth and also pockets of declining enrolment
- Disconnect between the results of participation and achievement rates on FSA's at Grade 4 and 7 in Reading, Writing, Numeracy and the assessment improvement results of classrooms as well as interventions - Reading Recovery, Math Intervention Project Gr. 3
- Incremental improvement of overall Aboriginal learner success and focus next on extrapolating achievement results of First Nations learners
- Geographical complexities of offering equal opportunities and access to District services and resources within a school district spanning the Territories of Nuuchan-nulth, Pacheedaht First Nation; and, Coast Salish, T'Sou-ke First Nation and Scia'new First Nation and 5 different municipalities and 2 different district zones
- High level of interest from Middle and Secondary Schools for applied programs limited by the unavailability of specialized staff, facilities
- Increasing Kindergarten enrolment numbers within facility constraints of limited space in existing schools
- High interest in nature learning as evidenced in the Nature Kindergarten school pilot with a need for a sustainable funding model
- Growing success and interest in district and school-based pockets of innovation and high interest to integrate these innovations in main stream schools
- High interest in sustainability e.g. recycling programs but reliant on volunteerism of staff and community neighbours
- Building district capacity through comprehensive succession planning



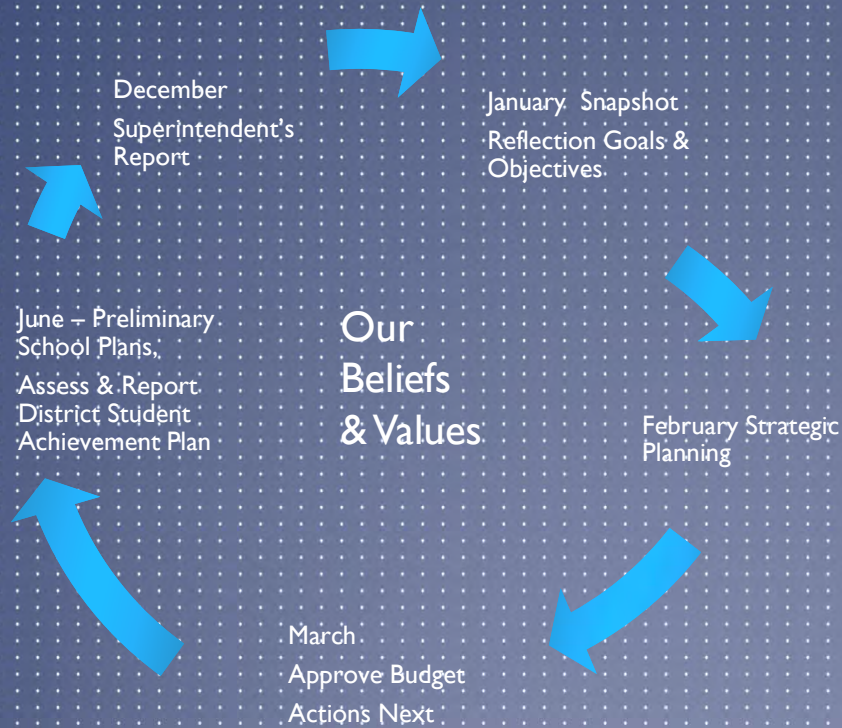
# DISTRICT OPPORTUNITIES

- ❖ 21<sup>st</sup> Century Learning initiatives in SD62 (Sooke)
- ❖ Collaborative models at all levels to support a vision for student success through continued growth in Inquiry Teams district-wide.
- ❖ Continue to align improvement initiatives in support of student success through educational transformation including early learning, student learning competencies, student wellness, Aboriginal Education Enhancement Agreements, Local Education Agreements (LEA), Blended Learning models, and community learning partnerships.
- ❖ The building of two new secondary schools to open in September 2015 provides the catalyst for many improvement initiatives with new options and choices for learners and grade reconfiguration for Elementary K-5, Middle 6-8, and Secondary 9-12.
- ❖ New provincial initiatives





# III. PLANNING FOR SUCCESS – AN ANNUAL CYCLE OF IMPROVEMENT



Timelines	Actions
January	<ul style="list-style-type: none"> <li>Confirm goals and objectives</li> </ul>
February	<ul style="list-style-type: none"> <li>Develop strategies</li> </ul>
March	<ul style="list-style-type: none"> <li>Approve Budget</li> </ul>
June	<ul style="list-style-type: none"> <li>Approve District Achievement Contract</li> </ul>
December	<ul style="list-style-type: none"> <li>Approve Superintendent's Report</li> </ul>



# UPDATING THE 2011-2014 STUDENT ACHIEVEMENT PLAN

- Review historical district and provincial data
- Consultations with schools, departments, the board of education
- Goal setting with schools, departments, school planning councils
- Action planning district-wide initiatives and school plans, strategies
- Budget review process and implementation of actions
- Review results, feedback and reflection



# KEY DISTRICT INFORMATION

- ▶ District-wide planning underway for 2 new Secondary Schools scheduled to open in September 2015
- ▶ District alignment of schools through reconfiguration - Elementary schools to Grade K-5; Middle Grade 6-8; Secondary 9-12
- ▶ 749 new Kindergarten students Sept 2012
- ▶ 22 enrolled in Nature Kindergarten (Sept 2012); 5 Strong Start Programs; 1 Journeys of the Heart Program
- ▶ French Language Programs K-12
  - 2767 students enrolled in District Core French (Grade 5-12 program)
  - District numbers for French immersion (K-12) are 933
  - District numbers for Late French Immersion (6-7, two-year program) are 44 (this is in addition to the number quoted above in French Immersion)
- ▶ 243 students enrolled in AVID Program (Spencer: 52; Dunsmuir 57; Belmont: 134)
- ▶ Middle School students enrolled in Academies -250 Dunsmuir - Dance, Soccer, Hockey; 96 Spencer – Hockey; 50 Journey
- ▶ Secondary School students enrolled in Academies (126 Belmont Dance, Soccer, Hockey); 40 EMCS – Soccer / Hockey)
- ▶ Over 496 students enrolled in Alternative Programs (6 Choices, 9 Elements, 55 MTC, 250 Pacific Secondary, 176 BYTE Westshore) in the 2012/13 school year
- ▶ 81 students enrolled in post secondary (dual credited) courses with Camosun in the South Island Partnership
- ▶ Students enrolled in Careers / Trades (24 ACE IT; 20 Secondary School Apprenticeship in 2012/13)
- ▶ 319 students participated in a work experience placement during 2012/13
- ▶ Over 250 (HC) International students (113 FTE) were enrolled in 2012/13
- ▶ May 2, 2012 to May 6, 2013, there were 1671 “active” students in 60 DL courses with Juan de Fuca Distributed Learning . School enrolment was 271 FTE in 2012-2013
- ▶ 89 (FTE) or 533 (head count) students registered in Adult Continuing Education programs (Westshore), enrolling in over 50 courses in 2012/13
- ▶ 248 students in over 103 Community Education Courses
- ▶ Sooke School District 62’s operating budget for the 2012-13 year was 81.8 million



# DISTRICT GOALS

GOAL 1 Emphasizing social and emotional development

GOAL 2 Engaging learners through differentiating instruction and assessment

GOAL 3 Focusing on Aboriginal Ways of Knowing at all levels



# GOAL 1 EMPHASIZING SOCIAL AND EMOTIONAL DEVELOPMENT

Objective 1.1: To develop strategies district-wide building social and emotional competence from early learning through to adult learning

Objective 1.2: To address anxiety and other mental health issues among elementary age (secondary 2013-14) students to help them be ready to learn

Objective 1.3: To implement Restitution Training (Year 2) district-wide

## Engaging Educators in Professional Learning Communities

- Violent Threat / Risk Assessment Community protocol 2
- Programs – Friends, Zones of Regulation
- Restitution Training Series – all employees district-wide; District Network (Levels 1, 2, 3; Facilitator Training; Choice Theory)
- Collaborative Inquiry Teams – School-based Teams and District Teams working together

## Engaging Learners in self-regulation, independence and resiliency building

- Elementary – Friends
- Second Step
- K-12 - Zones of Regulation
- K-12 – Restitution
- School Planning Goals
- WITS K-3, LEADS 4-6
- KIDS IN THE KNOW
- MindUp Curriculum



# GOAL 2 ENGAGING LEARNERS THROUGH DIFFERENTIATING INSTRUCTION AND ASSESSMENT

Objective 2.1 To focus on early learning and success in literacy, numeracy, transitions

Objective 2.2 To emphasize inquiry for all learners – students, staff, parents, community

Objective 2.3 To develop district-wide competence in collaborative processes and inquiry to support student learning

## Engagement & Actions

### ▶ Professional Learning Services

- ▶ Curriculum Support Teachers Network
- ▶ Core French Pilot Project
- ▶ French Thursdays
- ▶ Other Modern Languages Initiatives
- ▶ UDL Projects
- ▶ Technology Networks
- ▶ Collaborative Inquiry Teams
- ▶ Personalized Learning Initiatives K-12  
Inquiry Projects (Planning for 2013-14)

- ▶ Changing Results for Young Readers (K-3)
- ▶ Networks of inquiry and Innovation
- ▶ Aboriginal Enhancement Schools Network
- ▶ Primary Reading Series
- ▶ Numeracy Interventions Project (Primary, Middle / Secondary)
- ▶ Literacy Support Network
- ▶ Non-fiction reading series
- ▶ Project-based Learning – Bridges 9, 10, 11, 12
- ▶ Technology and Learning – Assistive
- ▶ Technology, Blended Learning, Distributed Learning





# GOAL 3 FOCUSING ON ABORIGINAL WAYS OF KNOWING AT ALL LEVELS

Objective 3.1 To support Aboriginal Ways of Knowing with inter-generational schools including Early Learning initiatives and engage with Working and Learning Together on the Land

Objective 3.2 To increase First Nations curriculum in classrooms

Objective 3.3 To increase Aboriginal and First Nations graduation rates

## Engagement & Actions

### ▶ Professional Learning Services

- ▶ Role Model Project
- ▶ Sacred Circle
- ▶ Workshops for Educators
- ▶ Aboriginal Learning Opportunities
- ▶ Aboriginal Resource List (DRC)
- ▶ Aboriginal Curriculum

### ▶ Supporting Students

- ▶ Aboriginal Graduation
- ▶ Aboriginal Student Mentors

### ▶ Supporting Families

- ▶ BEAR Be Excited About Reading
- ▶ Pacheedaht Nation – Community Club
- ▶ Aboriginal Fall Celebration
- ▶ Aboriginal Graduation





# ABORIGINAL SUCCESS INDICATORS

## 3 Year Trend

- ▶ Increased completion rates for aboriginal males
- ▶ Increased number of Aboriginal Graduates 46 (2009/10) to 108 (2012/13)
- ▶ Increased Role model presentations in regular curriculum
- ▶ Increase of First Peoples English Courses 10, 11, 12 being taught
- ▶ Aboriginal Language awareness – Halq'emeylem; Sencoten; Pacheedaht Language

## Challenges

- ▶ Reading, numeracy, writing (Early Learning to Elementary/Middle) see DART / FSA



John Muir Elementary 2013  
Charlene George Murals

## Supporting strategies - Engaging Partners in Action

- ▶ SD62/Pacheedaht Nation partnership additional Strong Start Program Port Renfrew – Early Learning
- ▶ SD62/UBC Literacy Summer Camp (10% Aboriginal seats)
- ▶ Homework Clubs in T'Sou-ke Nation and Pacheedaht Nations
- ▶ 11 High School Math Aboriginal Student Mentors for Middle/Secondary (SD 62/UBC PIMS Pacific Institute for Math & Science Mentoring Program)
- ▶ SD62 /Camosun College Partnership Aboriginal Service Plan: (Post Secondary Transition)



# IV. ENGAGE AND ACT – ANALYZE, RESPOND AND ADJUST

- REVIEW OF DISTRICT ACHIEVEMENT SUMMARY AND SCHOOL INFORMATION
- PARTNERING WITH COMMUNITY
- SUPPORTING STUDENTS – EARLY TO ADULT LEARNING
- PROFESSIONAL LEARNING THROUGH INQUIRY
- STUDENT, FAMILY AND COMMUNITY ENGAGEMENT





# ACHIEVEMENT SUMMARY

- ▶ Review of Key District Information
- ▶ Alignment of schools – Reconfiguration, District Goals and School Plans
- ▶ Improvement in Six-Year Dogwood Rate in Aboriginal
- ▶ We are seeing a decline in the FSA participation rate and achievement results; however, we are also seeing an improved competence in literacy and numeracy where schools are implementing numeracy and literacy intervention strategies – Reading Recovery; Grade 3 Numeracy Intervention Projects.

## Actions Next:

- ▶ District-wide plan for implementing literacy and numeracy intervention strategies in all schools
- ▶ Curriculum Learning Inquiry Teams – PBL, New Curriculum Projects - Changing Results for Young Readers inquiry project , Integrating Aboriginal Understandings and Ways of Knowing, Collaborative Models of Support
- ▶ Deepening practice in collaborative learning and leadership



# EARLY LEARNING & ELEMENTARY

## CONNECTING STUDENTS AND PROGRAMS THROUGH COMMUNITY ENGAGEMENT

### PROGRAMS & PROJECTS

- Strong Start and Outreach Strong Starts
- Mother Goose Programs
- Books for Breakfast Program
- Virtues Project
- Breakfast Program
- Nature Kindergarten 2 Year Pilot
- Journeys of the Heart, Wishart
- Reading Recovery
- French Immersion K-12
- Elementary Gifted Program
- Choices
- Summer Literacy & Numeracy Camp
- BEAR Program (Be Excited About Reading)
- Music Conservatory Pre-School





# MIDDLE AND SECONDARY SCHOOLS

## CONNECTING STUDENTS AND PROGRAMS THROUGH COMMUNITY ENGAGEMENT

### PROGRAMS & PROJECTS

- Elements
- AVID, PACE
- STRIDE, Starworks, Impact
- Capturing Stories - Dunsmuir
- Bridges to Success
- Blended Learning Pilots
- Exploratory & Applied Programs - Tech Ed, Home Ec, Bus Ed, Fine & Performing Arts)
- MTC Bridges 9, 10, 11, 12 PBL
- French Immersion 6-12
- Sports Academies – Dance, Soccer, Hockey
- Colwood Solar Partnership Project
- Advanced Placement
- Up for Challenge Grad Program

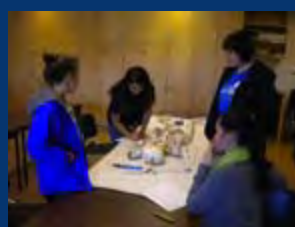




# CAREER & TRADES, DISTRIBUTED LEARNING & ADULT PROGRAMS CONNECTING STUDENTS AND PROGRAMS THROUGH COMMUNITY ENGAGEMENT

## PROGRAMS

- Fast Forward to Graduation
- JDF Distributed Learning
- Blended Learning
- First Nations Grad Program
- Scia'new Learning Centre
- Pacheedaht Learning Centre
- ACE IT, Secondary School Apprenticeship, TASK
- Dual Credit Post Sec Courses
- DL Summer Learning
- Summer Numeracy & Literacy Camps
- Career Camps – Police, Fire
- Continuing Education
- Post Secondary Courses, Certificates
- Diploma Programs





# PARTNERING WITH COMMUNITY



SCHOOL DISTRICT 62 (SOOKE) fosters viable school community partnerships that support quality learning experiences, programs, and services for students, families and the community.

HELP Health Equipment Loan Program

Westshore Parks & Recreation

Seaparc Recreation

Family & Early Childhood (FEARN)

Sooke Family Resource Society

Rotary Clubs

Queen Alexandra Services

Sooke's Co-operative Association of Service Agencies (CASA)

University of Victoria, Camosun (Nature Kindergarten)

First Nations Communities

Aboriginal Partner Groups

Boys and Girls Club

Royal Roads University

Hockey Canada

Aboriginal Enhancement Agreement Local Agreement

Safe Schools/Threat Assessment

DLP District Literacy Plans

Westshore Literacy & Sooke Literacy

Community Living BC

Vancouver Island Health Authority

Provincial Ministries – Education, Children and Family Development

Canadian National Institute for the Blind

Provincial Outreach Programs - Autism & Related Disorders

And Fetal Alcohol Spectrum Disorder

Provincial Integration Support Program

Child and Youth Mental Health

RCMP

Community Policing

5 Municipalities – Sooke, Langford, Colwood, Metchosin, Highlands





# PATHWAYS FOR SUCCESSFUL STUDENT TRANSITION

## SECONDARY SCHOOL TO EMPLOYMENT, POST SECONDARY, AN APPRENTICESHIP -ACE IT, SSA, DUAL CREDIT



- Leading Youth to New Careers (LYNC)
- Accelerated Credit Enrolment in Industry Training (ACE IT)
- Secondary School Apprenticeships
- Skills Canada Competitions
- TASK Trades Awareness Skills Knowledge
- PATH Transition (Planning Alternatives Tomorrow with Hope)
- CANASSIST (University of Victoria)

*LYNC programs and courses transition students from secondary school to college and the workplace while earning both high school graduation and college credits and/or certification.*



**Camosun Partnership with 5 School Districts in the South Island Partnership (SIP)**





# PATHWAYS FOR SUCCESSFUL STUDENT TRANSITION – INTERNATIONAL STUDENTS CULTURAL, POST SECONDARY, AND PROFESSIONAL TRANSITIONS



- Successful Homestay Program
- Canadian Student Ambassador Program; Peer Tutoring
- Cultural and School Orientations
- Student Activities Programs – Cultural Experiences, Summer Programs
- August Academic Preparation Program



*SD 62 (Sooke) Partnerships with  
Post Secondary - Camosun College  
and the University of Victoria*



**Sooke Schools**  
INTERNATIONAL STUDENT PROGRAM  
*Many Nations. 🍁 One Remarkable Experience*


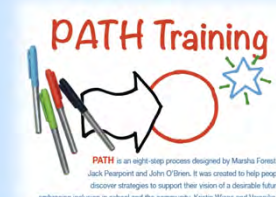



# GOAL I EMPHASIZING SOCIAL AND EMOTIONAL DEVELOPMENT

<p><b>Goal I: Social and Emotional Development</b></p>	<p><b>Objective 1.2 To develop strategies that address needs of Early Learning Students with Special Needs</b></p>
<p><b>ANALYSE:</b> Interpret evidence</p>	<p>Increased numbers of special needs students requiring exceptional levels of support in Kindergarten September 2013 Early Learning Strategy – District Team (Curriculum Coordinators, OT / PT, Speech Language Pathologist, School Psychologists, School-based Teams and outside agencies)</p>
<p><b>PLAN:</b></p> 	<ul style="list-style-type: none"> <li>• Develop and implement a Planning Template with action oriented strategies and resources</li> <li>• Work with schools, K Teachers and parents</li> <li>• Support Kindergarten Transitions for students with Special Needs (ASD, CP, FASD, Behaviourally Challenged, Chronic Medical Conditions)</li> <li>• Review current practices and build on existing strengths - Observations</li> <li>• District Team with Community Professionals work with school to develop and create IEP</li> </ul>
<p><b>DO:</b> Engage and Act</p> 	<p>Development of proactive approach – <b>“Kindy Kit”</b> for each student that includes: visual schedule, training sessions for student, POPPARD, and individual accountability with each staff team member</p> <p>Parent / Teacher Communications tools:</p> <ul style="list-style-type: none"> <li>• Pamphlets for Early Learning Transitions for teachers and parents</li> </ul>



# GOAL 1 EMPHASIZING SOCIAL AND EMOTIONAL DEVELOPMENT

<p><b>Goal 1: Social and Emotional Development</b></p>	<p><b>Objective 1.2 To address anxiety and other mental health issues among elementary age middle (secondary 2013-14) students to help them be ready to learn</b></p>
<p><b>ANALYSE:</b> Interpret evidence</p>   <p><small>PATH is an eight-step process designed by Marsha Forest, Jack Pearpoint and John O'Brien. It was created to help people discover strategies to support their vision of a desirable future embracing inclusion in school and the community. Kristin Wiers and Veronika Ranzuc were trained by Jack Pearpoint and Lynda Kuhn. They are delighted to share their knowledge of and passion for the PATH process.</small></p>	<p>District providing opportunities for school-based Inquiry Projects that focused on “Mindfulness” with the MindUP curriculum</p> <p>Schools focusing on social and emotional development with a variety of approaches to better prepare students for learning:</p> <ul style="list-style-type: none"> <li>-Elementary Schools: Roots of Empathy; WITS, DARE, ERASE, Community Links providing access to School-based Social Worker, Wrap Around; Second Step, Student Referrals to District Behaviour Team</li> <li>-Middle/ Secondary: ERASE, Take a Stand (Building Resilience, Dunsmuir); Capturing Stories (READ Society/ Dunsmuir); Youth Towards Inclusion (Dunsmuir, Victoria PD); Boys Clubs; Youth Leadership Development; Social Thinking and Cognition; Zones of Self Regulation and Restitution; Wrap Around; Community Liaison Officer</li> </ul>
<p><b>PLAN:</b></p> <div style="border: 1px solid red; padding: 5px;"> <p><b>August 19 - 20, 2013</b> Arrowview Elementary School, Parksville BC 9:00 – 4:00 Cost: Early Bird \$100 (00-09), \$175 (out-of-district) After June 30, \$150 (\$0-09), \$225 (out-of-district) Registration includes the cost of participant handbook and other materials.</p> <p><small>For more information on the PATH process and the services Kristin and Veronika offer check out their website at <a href="http://www.pathprocess.com">www.pathprocess.com</a></small></p> </div>	<p>Inquiry to determine: How do we get the qualitative data to determine whether these actions are making a difference e.g. cultural change, behavioural change? How do we assess what we are doing well and look for areas of improvement</p>
<p><b>DO:</b> Engage and Act</p> 	<p>Phase 1 – Inventory programs (District, Schools) that address social, emotional competencies and within the Health Schools mandate (2012-14)</p> <p>Phase 2 – Gap analysis to determine how we are meeting present and emerging needs of students and families (2013-14)</p> <p>Phase 3 – Review programs for alignment toward an understanding of common language, theory, and decision-making models (2013-14)</p>



# GOAL 1 EMPHASIZING SOCIAL AND EMOTIONAL DEVELOPMENT

## Goal 1: Social and Emotional Development

## Objective 1.3 To implement Restitution Training (Year 2)

### ANALYSE:

#### Interpret evidence

- Year 1 350 Employees Level I
- Year 2 400 Employees Level I
- 25 Trained Facilitators in Restitution

- Year 2 of District implementation of Restitution training for all employees towards building a common language and restorative practice throughout the district and schools:

- Elementary
- Middle
- Secondary
- Adult /Alternate
- District Departments

### PLAN:



#### Building capacity in schools and district through:

- All employees introduced to Level I Restitution Training
- August / September 2011-2013 Training in 9 schools
- Regular communications with parents via schools news, webpages (Parent Info Nights, Parent Workshops)
- District network of trained Restitution Facilitators to support development of Restitution competence

### DO: Engage and Act








- Restitution Training Series ongoing from August 2011 to June 2014 to increase number of employees trained in restorative practice including:

- Introduction, Level 1-3, Advanced training – Choice Theory, Facilitator Training within the district
- Complete Year 3 of District-wide Restitution Level I Training







# GOAL 2 ENGAGING LEARNERS THROUGH DIFFERENTIATING INSTRUCTION AND ASSESSMENT

<p><b>Goal 2</b></p> 	<p><b>Objective 2.1 To focus on early learning and success in literacy, numeracy, transitions - Students, staff, parents, community</b></p> 
<p><b>ANALYSE:</b> Interpret evidence</p> 	<ul style="list-style-type: none"> <li>Continued success with Early Learning Community partners &amp; initiatives – Eg: Positive feedback from community families regarding Early Learning initiatives (StrongStart, Belmont Preschool, Journeys of the Heart) through Success By 6 awards 2012-2013</li> <li>Assessed needs to further develop partnerships among StrongStart facilitators &amp; teachers within school community (as determined through Reflecting on Quality: Program Reflection Tool for StrongStart BC Programs) to further support seamless transitions for early learners into schools</li> <li>Demonstrated evidence of the success of Reading Recovery as an effective early literacy intervention strategy that supports teacher competence development. Currently at 6 schools. Increase in interest among educators at 10 additional schools this year (2013).</li> <li>Grade 3 Numeracy intervention project as an effective, collaborative model to address developing foundations in numerate thinking for struggling learners. This year 11 schools are participating in this intervention.</li> </ul>
<p><b>PLAN:</b></p> 	<ul style="list-style-type: none"> <li>Initiate &amp; support inquiry projects that foster partnerships among primary teachers and Early Childhood Educators in our District.</li> <li>Foster increased collaborative work among members of the Ready, Set, Learn Network</li> <li>Develop a long term plan to gradually increase Reading Recovery as an early intervention strategy and structure to all schools throughout the District, thus providing this service to all Grade 1 students who require it..</li> <li>Continue professional learning on diagnostic and intervention strategies for primary. Next year (2013-2014) we will have an increase in the participation rate in the Grade 3 Numeracy intervention project, adding 3 more school teams.</li> </ul>
<p><b>DO:</b> Engage and Act</p> 	<ul style="list-style-type: none"> <li>Inquiry series on early learning philosophy &amp; pedagogy for ECEs &amp; primary teachers.</li> <li>Planning, presenting, &amp; participating in Early Learning conference ( Island Network)</li> <li>Explore Early Years (0-8 yrs.) competencies (Early Learning Framework &amp; Primary Program)</li> <li>Initiate a working group to develop and recommend a long term plan for district-wide implementation of Reading Recovery</li> <li>Continue professional learning in early literacy intervention for primary teachers with the support of the Reading Recovery Teacher Leader.</li> <li>Numeracy Coordinator to work with 14 school teams -Grade 3 Numeracy intervention project.</li> </ul>





# GOAL 2 ENGAGING LEARNERS THROUGH DIFFERENTIATING INSTRUCTION AND ASSESSMENT

<p><b>Goal 2</b></p> 	<p><b>Objective 2.2 To emphasize inquiry for all learners Students, staff, parents, community</b></p>
<p><b>ANALYSE:</b> Interpret evidence</p> 	<ul style="list-style-type: none"> <li>• Increased participation rates among educators in teacher collaborative inquiry as professional learning – 100 educators on 21 teams (2012-2013)</li> <li>• Changing Results for Young Readers inquiry project shows positive preliminary results in student reading progress (2013)</li> <li>• Annual Inquiry Teams Celebration shared results with parents through inviting School Planning Councils this year (2013)</li> <li>• Many teachers have participated in more than one inquiry over the past 7 years – Demonstration of increased use of formative assessment to inform instruction, use of UDL practices to support diversity of learners, and collaborative and interdisciplinary partnerships among teachers</li> </ul>
<p><b>PLAN:</b></p> 	<ul style="list-style-type: none"> <li>• Continue to grow the number of teacher inquiry teams and collaborative opportunities that focus on improving student learning and achievement</li> <li>• Continue to foster student inquiry and project-based learning in classrooms across the curriculum and across levels</li> <li>• Encourage and support interdisciplinary collaborations</li> <li>• Explore competencies across the curriculum and alternative models of assessment &amp; communicating student learning</li> </ul>
<p><b>DO:</b> Engage and Act</p> 	<ul style="list-style-type: none"> <li>• Continue collaborative inquiry projects, Personalized learning projects, and Changing Results for Young Readers inquiry project, and UDL middle schools inquiry project</li> <li>• District Curriculum Team will foster an “inquiry framework” into all professional learning initiatives for educators</li> <li>• Continue to develop the capacity of the Curriculum Support teachers at middle &amp; secondary schools in areas of student inquiry, project-based learning, competencies across curriculum &amp; assessment to foster increased personalization of learning</li> </ul>




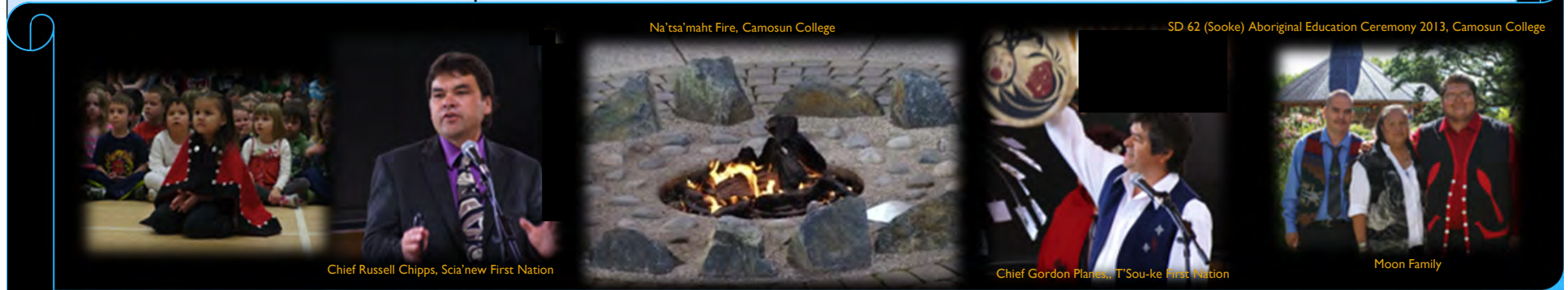
# GOAL 2 ENGAGING LEARNERS THROUGH DIFFERENTIATING INSTRUCTION AND ASSESSMENT

<p><b>Objective 2.3 To develop district-wide capacity and competence</b></p>	<p><b>Focusing on collaborative processes and inquiry to support student learning</b></p>
<p><b>ANALYSE:</b> Interpret evidence</p> 	<ul style="list-style-type: none"> <li>✓ Increased interest in Inquiry-based approach at district and school-based levels</li> <li>✓ Members of SPVPA indicated an interest in further development of collaborative leadership and learning processes such as the District Leadership meetings</li> <li>✓ Participants reported individually an interest in collaborative leadership and Inquiry Projects – also reported that the number of school-based Inquiry Projects were limited by access to available resources</li> </ul>
<p><b>PLAN:</b></p>	<p>Continue collaborative process of Leadership Stewards and District Leadership Team meetings bi-monthly</p>
<p><b>DO:</b> Engage and Act</p> 	<p>Schools to explore collaborative leadership and learning processes District Leadership Team to initiate an inquiry at the August Administrative Retreat 2013 for a vision process</p>



# GOAL 3 FOCUSING ON ABORIGINAL WAYS OF KNOWING AT ALL LEVELS

<p><b>Objective 3.1</b></p> 	<p><b>To support Aboriginal Ways of Knowing with inter-generational schools including Early Learning initiatives and engage with Working and Learning Together on the Land</b></p>
<p><b>ANALYSE:</b> Interpret evidence</p>	<p>First Nation communities recent LEA signing and requirement for land-based curriculum about local First Nations communities linked to School District 62 (Sooke)</p>
<p><b>PLAN:</b></p>	<p>Continue to increase numbers participating in Celebrating Student Success (students, family, schools, SD62 staff)</p>
<p><b>DO:</b> Engage and Act</p>	<p>T'Sou-ke Solar Tours; T'Sou-ke Elder Project; Future Pacheedaht curriculum development; Mentorship programming (elementary, middle, secondary)</p>





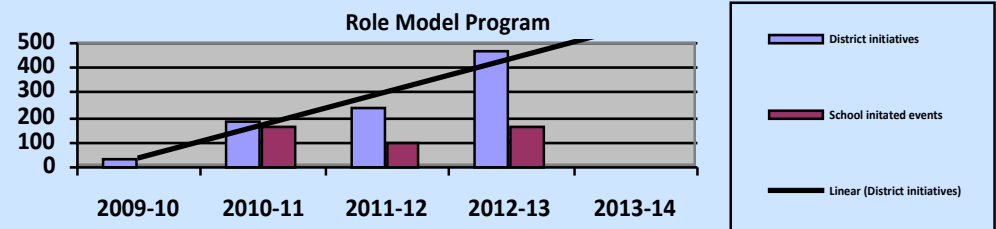
# GOAL 3 FOCUSING ON ABORIGINAL WAYS OF KNOWING AT ALL LEVELS

## Objective 3.2

To increase First Nations curriculum in classrooms

**ANALYSE:**  
Interpret evidence

37 Presentations - the Role Model Project in 2009/2010  
Over 500 Presentations – the Role Model in 2012/2013



**PLAN:**

Continue to expand aboriginal education resources including the 'Role Model Project' to series (T'Sou-ke Solar Tours, First Nations Awareness Program, Metis Education Enhancement Program) and increase classroom access to Role Model Program

**DO:**  
Engage and Act

Aboriginal students in all schools completed Survey 1, 2 (Elementary; Middle / Secondary)  
Aboriginal Education Department developed Aboriginal Curriculum (K-6; and Secondary)  
Implement Sencoten, Halq'emeylem language courses at secondary; begin work on Pacheedaht Language



# GOAL 3 FOCUSING ON ABORIGINAL WAYS OF KNOWING AT ALL LEVELS

Objective 3.3	To increase Aboriginal and First Nations graduation rates
ANALYSE: Interpret evidence	Aboriginal students 6 Year Completion Rate (62%) above Provincial Aboriginal rate (57%)
PLAN:	<ul style="list-style-type: none"> <li>• Research First Nations student grad and transition rates</li> <li>• Continue to increase numbers participating in Celebrating Student Success (students, family, schools, SD62 staff)</li> <li>• Continue to increase participation rates in the Aboriginal Graduation Ceremony</li> </ul>
DO: Engage and Act	<ul style="list-style-type: none"> <li>• Extraction of First Nations student data from Aboriginal data</li> <li>• Focus on differentiated instruction and assessment practice to positively impact student performance</li> <li>• Focus on Professional Learning Inquiry Projects and Inclusive Education (“Push In” vs “Pull Out” Model)</li> </ul>





# RESOURCES – TABLES AND FIGURES



*Nature Kindergarten Provincial Pilot*



*École John Stubbs Memorial – Technology Education / Music Project – Hand-crafted Guitars*



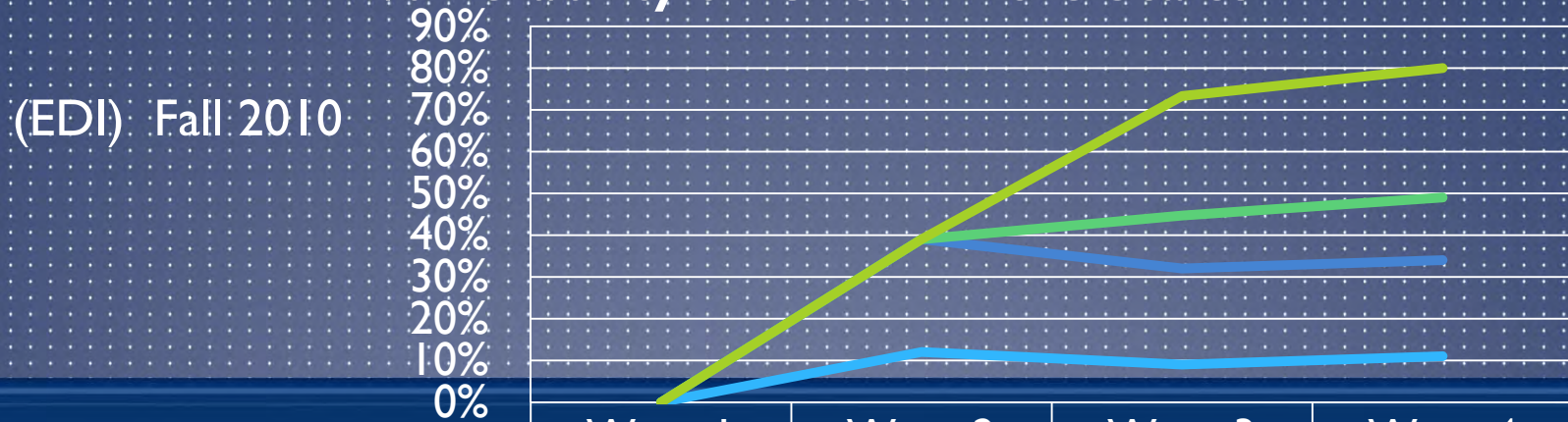
*Secondary students Exploring Careers Firefighting camp*



# TABLE I: Early Development Instrument (EDI)

## SCALES: Vulnerability on Social Competence

### Vulnerability on One or More Scales



	Wave 1	Wave 2	Wave 3	Wave 4
— Provincial Vulnerability + I			28.60%	31%
— Provincial Social Comp Vulnerability			12.70%	15%
— SD 62 Vulnerability I+		27%	23%	23%
— SD62 Social Competence Vulnerability		12%	9%	11%



# TABLE 2: Transition Rates → Grade-to-Grade

2014 Target <b>98%</b>	ALL STUDENTS					
	GR. 6	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11
2007/08				93	88	73
2008/09				95	91	82
2009/10				94	92	82
2010/11				96	92	84
2011/12				97	89	85
2012/13						

2014 Target <b>98%</b>	ABORIGINAL					
	GR. 6	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11
2007/08				89	78	61
2008/09				92	83	79
2009/10				93	83	67
2010/11				96	86	82
2011/12				96	88	69
2012/13						

2014 Target <b>98%</b>	FEMALE					
	GR. 6	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11
2007/08				94	86	76
2008/09				96	92	81
2009/10				94	91	82
2010/11				94	93	84
2011/12				99	90	86
2012/13						

2014 Target <b>98%</b>	MALE					
	GR. 6	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11
2007/08				92	90	71
2008/09				95	91	83
2009/10				94	93	81
2010/11				97	92	84
2011/12				94	88	84
2012/13						



# TABLE 3: Completion Rates - District

% of Students Completed	Five – Year Completion Rate					Six – Year Completion Rate					Seven – Year Completion Rate			
	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2007/2008	2008/2009	2009/2010	2010/2011
All Students	64	63	67	69	66	71	69	72	76	73	74	72	74	79
Female	68	69	70	70	68	74	73	74	77	72	78	76	78	81
Male	60	58	64	68	65	68	66	69	74	75	69	68	72	77
Aborig (inc in numbers above)	38	51	48	56	41	49	67	61	73	<b>*62</b>	50	67	64	77
Province All Students	75	76	76	77	78	79	79	80	81	82	81	81	82	83

**NOTE: 2011/2012 Provincial Aboriginal 6 year Completion rate (57%); SD62 Aboriginal 6 Year Completion Rate (62%)**



# TABLE 4: Numeracy – Informing Transition

## DISTRICT NUMERACY ASSESSMENT – PRIMARY TO INTERMEDIATE

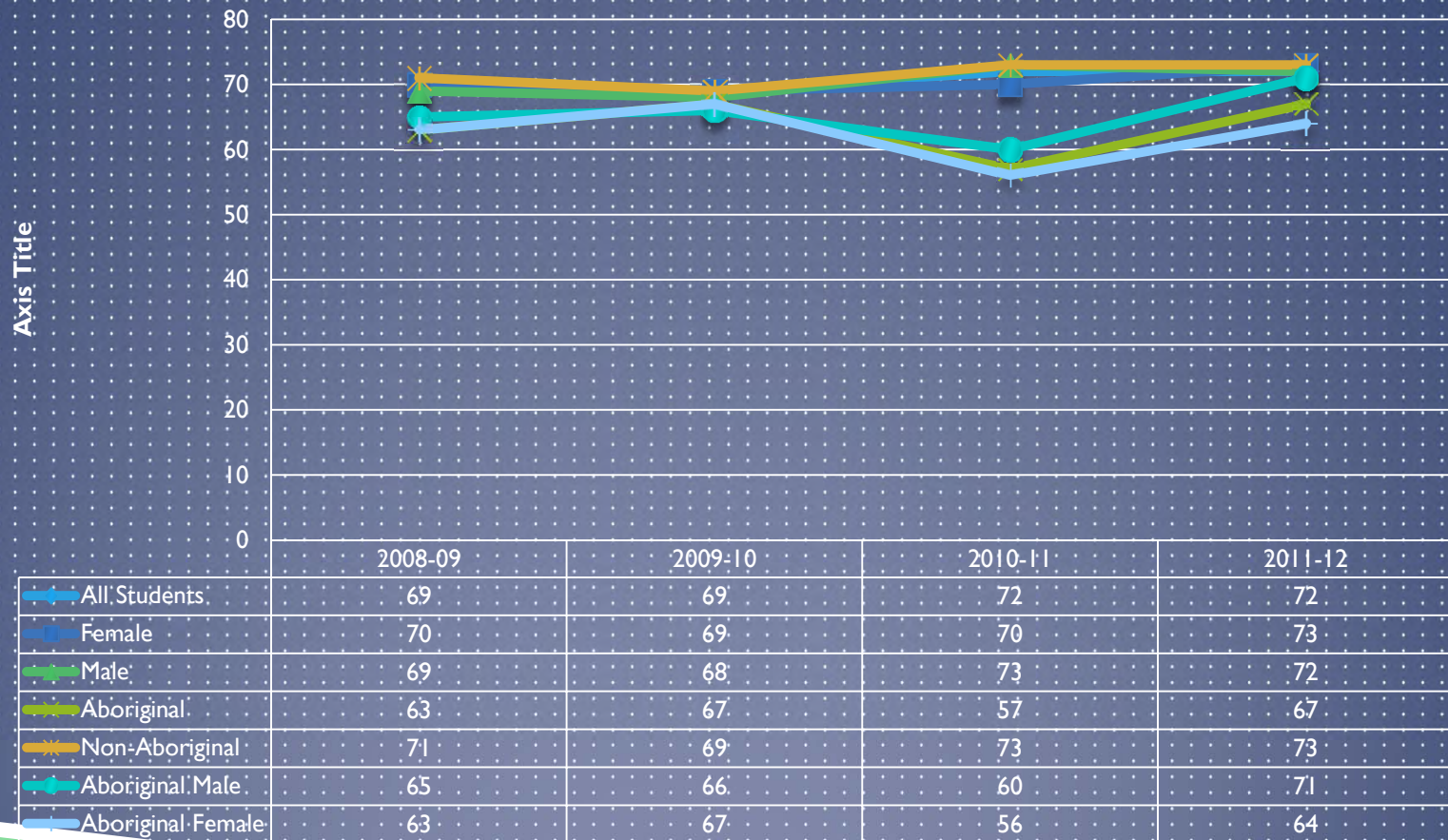
% FULLY MEETING / EXCEEDING	END OF YEAR GRADE 3							TARGET
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13		2014
INDICATORS								
All Students		69	69	72	72	TBA		
Female		70	69	70	73	TBA		
Male		69	68	73	72	TBA		
Aboriginal		63	67	57	67	TBA		
Non-Aboriginal		71	69	73	73	TBA		
Aboriginal Male		65	66	60	71	TBA		
Aboriginal Female		63	67	56	64	TBA		

**Assessment of Numeracy Strands - Mental Math, Number Sense, Number Operations, Shape and Space, Problem Solving**



# TABLE 5: Numeracy

## District Numeracy Assessment End of Year Grade 3





# TABLE 6: Literacy – Reading Assessment Reading Comprehension

## DART GRADE 5 NON FICTION LITERACY

% FULLY MEETING / EXCEEDING	SPRING DART GRADE 5							EXPECTATIONS
	2007	2008	2009	2010	2011	2012	2013	
INDICATORS								
All Students	43%	53%	59%	47%	49%	53%		Continued improved results
Female	50%	62%	66%	53%	59%	60%		
Male	36%	43%	51%	41%	39%	48%		
Aboriginal	32%	60%	46%	42%	41%	44%		

*Collaborative Inquiry - What do we think is going on?  
Look at the trend over time –What to do next?*



# TABLE 7: Literacy – Reading Assessment Reading Comprehension

## DART GRADE 8 NON FICTION LITERACY

% FULLY MEETING / EXCEEDING	SPRING DART GRADE 8						TARGET
	2007	2008	2009	2010	2011	2012	2014
INDICATORS							
All Students	53%	63%	57%	26%	35%	31%	
Female	62%	69%	73%	31%	45%	37%	
Male	44%	57%	43%	20%	24%	24%	
Aboriginal	37%	41%	44%	33%	33%	30%	

What do we think is going on?

What to do next?



# TABLE 8: Literacy – Reading Comprehension Comparing Cohorts of Student Populations

## DART GRADE 5 / 8 Cohort Comparison Results

% FULLY MEETING / EXCEEDING	Cohort 1		Cohort 2		Cohort 3		Cohort 4	
INDICATORS	2007 Gr. 5	2010 Gr. 8	2008 Gr. 5	2011 Gr. 8	2009 Gr. 5	2012 Gr. 8	2010 Gr. 5	2013 Gr. 8
All Students	43%	26%	53%	35%	59%	31%	47%	TBA
Female	50%	31%	62%	45%	66%	37%	53%	TBA
Male	36%	20%	43%	24%	51%	24%	41%	TBA
Aboriginal	32%	33%	60%	33%	46%	30%	42%	TBA

Collaborative Inquiry - What do we think is going on?

What to do next? - Invest in early literacy and focus capacity building in adolescent intervention ... How do we integrate reading comprehension instruction across disciplines in middle schooling?

across



TABLE 9: Literacy – Reading, Writing, Numeracy

**Foundational Skills Assessment Grade 4**

	Reading					Writing					Numeracy				
% Meeting / Exceeding Expectations	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012
All Students	78	67	57	55	40	71	66	56	50	37	71	61	53	51	40
Female	82	68	60	59	45	78	69	66	60	43	73	62	53	54	42
Male	74	66	54	51	35	64	63	48	41	31	70	60	52	49	38
Aboriginal (inc above)	59	51	46	38	21	55	58	54	35	28	54	46	45	32	27
Province	74	69	67	69	70	71	68	69	73	72	70	66	64	67	68




# TABLE 10: Literacy – Reading, Writing, Numeracy


## Foundational Skills Assessment Grade 7

	Reading					Writing					Numeracy				
% Meeting / Exceeding Expectations	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012
All Students	57	56	45	43	31	59	53	43	47	31	57	51	40	38	24
Female	60	59	50	43	31	67	60	47	53	33	58	49	44	37	21
Male	55	52	40	42	31	51	47	39	42	29	56	53	35	40	26
Aboriginal (inc above)	35	44	36	29	23	35	44	32	34	25	37	39	32	24	21
Province	69	66	65	66	64	75	66	68	72	71	70	63	62	62	60



# FIGURE 1: Aboriginal Student Surveys 1, 2

 <b>ABORIGINAL STUDENT SURVEY 1</b>					
<b>SURVEY - ELEMENTARY</b> Name: _____ School: _____		Check a box. ✓	1 A little	2 Sometimes	3 A lot
I am learning about Aboriginal people in my school.					
I understand and have knowledge about my Aboriginal heritage.					
I feel that Aboriginal heritage is honoured, respected and valued at my school.					
I am interested in learning an Aboriginal language.					
I feel there are enough Aboriginal cultural activities in my school.					
I have had an opportunity to participate in Aboriginal activities at my school.					
I have had an opportunity to participate in an Aboriginal activity outside of school.					
I am willing to be open in learning about my own Aboriginal cultures as well as other cultures.					

 <b>ABORIGINAL STUDENT SURVEY 2</b>						
2011 – 2012 Grades 6-12 Name: _____ Grade: _____ School: _____		Check a box. ✓	NEVER	SOMETIMES	OFTEN	ALWAYS
1. I am learning about Aboriginal people in my school.						
2. I understand and have knowledge about my Aboriginal heritage.						
3. I feel that Aboriginal heritage is honoured, respected and valued at my school.						
4. I am interested in learning an Aboriginal language.						
5. I feel there are enough Aboriginal cultural activities in my school.						
6. I have had an opportunity to participate in Aboriginal activities at my school.						
7. I have had an opportunity to participate in an Aboriginal activity outside of school.						
8. I am willing to be open in learning about my own Aboriginal cultures as well as other cultures.						
9. I would take First Peoples English 10, 11, 12 if it was offered at my school.						
10. I have taken BC First Nations Studies 12.						
Comments: What programs or resources help you feel successful at school? _____ _____						



## FIGURE 2: District Aboriginal Education Resources:

**Title: Locally developed curricular programs by partner groups; and/or, in collaboration, with SD No. 62, Aboriginal Education Department**

1. SD No. 62, District Resource Centre Circulation List – features a large collection of themed Aboriginal resources available for classroom teachers
2. SD No. 62, Elementary Oral Language Picture Books K-6 resource for teachers linking the Enhancement Agreement, Before/During/After Reading
3. SD No. 62, Secondary Oral Language Novel/Poetry lessons for teachers linking the Enhancement Agreement, Before/During/After Reading supplemented with graphic organizers
4. First Nation Awareness curriculum by T'Sou-ke First Nation Kindergarten Elder Project; T'Sou-ke Solar Tours; Collaborative Project: Scia'new and T'Sou-ke First Nation awareness program by T'Sou-ke First Nation and Scia'new First Nation
5. Grade Four and secondary - Metis Education Enhancement Program SD No. 61 and SD No. 62, Metis Nation of Greater Victoria, MNGV
6. First Peoples Box of Treasures, Victoria Native Friendship Centre/Royal British Columbia Museum, VNFC, Leslie McGarry
7. Role Model Program for classroom teachers – role model features in consultation with each role model
8. 'New' in 13-14: First Nation Treaty Project; Local First Nation Artist Series; Pacheedaht First Nation Project



*Rande Cook, North-West Coast Artist*



# FIGURE 3: Nature Kindergarten 2 Year Pilot

- SD 62 Recipient of the “Innovation through ‘Collaboration Action Research’” Grant

## **The Proposal:**

*To develop a full day Kindergarten pilot in order to explore the possibilities of children spending part of their day outside engaged with their body, mind and spirit in a natural setting, and coming back to school where there would be opportunities for indoor play-based learning. This Nature Kindergarten pilot would meet the needs of the prescribed learning outcomes for Kindergarten as well as the goals of the Primary Program and Early Learning Framework. For this proposal, a school that can access Royal Roads University, Esquimalt Lagoon and the Strait of Juan de Fuca would have a rich environment from which to draw.*

**The Partnerships:** In partnership with the Sooke School District is University of Victoria’s Centre for Early Childhood Research and Policy, Royal Roads University and Camosun College’s Early Learning and Care Program. Practicum students and researchers from these institutions will be resources for the program.

- Nature Kindergarten Pilot launched September 2012 at Sangster Elementary
- Ongoing documentation - share process of creating and implementation and best practices
- Further research to investigate the health impacts on children’s fitness levels and overall health, the impacts on their learning and understanding and the strategies used by teacher and educator

