

SCHOOL DISTRICT 63 (SAANICH)

EDUCATION DIRECTIONS COMMITTEE

Agenda

Committee Members: Trustee Menzies, Chairperson
Trustee Dunford
Trustee Price

Mark Fraser, Assistant Superintendent of Schools
Carly Hunter, Director of Instruction

Joan O'Leary – SAA Elementary
Wendy Walker – SAA Secondary
Ashley Sonosky – COPACS
Don Peterson – STA

September 11, 2018
3:00pm, Boardroom

A. PRESENTATIONS AND QUESTIONS

1. SIDES Innovative Practices and International Recognition – Karen Fello/Jen Batallas

B. ITEMS FOR DISCUSSION

1. Education Enhancement Agreement Work Plan for 2018/19 – Melissa Austin/Carly Hunter
2. Secondary Math & Reading Assessment Update – Mark Fraser/Carly Hunter

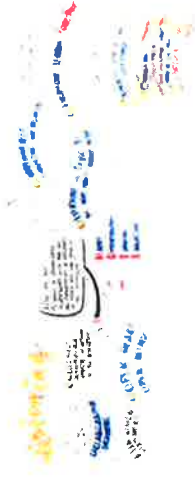
C. ITEMS FOR RECOMMENDATION

D. ITEMS FOR INFORMATION

E. FUTURE AGENDA ITEMS

CH/klg

Annual Enhancement Agreement Workplan



Vision

WSÁNEĆ, other First Nations, Métis and Inuit students and families within the Saanich School District will feel a sense of belonging and community connection within our schools. Enhanced by Indigenous student leadership, students will experience greater success through their K-12 education and in transition to their world beyond graduation. With special attention to mental and emotional wellness, students will have the skills and attributes to be strong, resilient and caring contributors to their communities and society beyond.

Goal 1	Goal 2	Goal 3	Goal 4	Indicators of Success
<p>All students and staff will strengthen connections (e.g. community, family, school, culture) to schools and the school district in support of Indigenous student success.</p> <ul style="list-style-type: none"> Building cultural awareness through professional development opportunities for new staff teachers, CUPE, excluded), interns and continuing professionals. <ul style="list-style-type: none"> E.g. new teacher online module, Indigenous Learning Series. Increase the number of opportunities for students to engage in learning activities at culturally significant locations, e.g. Todd Inlet (SMITCEL). Increase the number of school and district activities held in community, eg PAC Meetings, Key People meetings. Supporting schools to increase opportunities for community resource people and traditional knowledge keepers to share with students and staff. <ul style="list-style-type: none"> Expand the district resource list, including protocols for contacting knowledge keepers. Visual representation of Indigenous culture, language and traditions within the school district. <ul style="list-style-type: none"> E.g. welcome figures, SENCOTEN language represented in Saanich schools. Including representation on school and district websites. Expand the Enhancement Agreement Advisory Committee membership to include Elders, and representatives from other Indigenous partners. 	<p>WSÁNEĆ, other First Nations, Métis and Inuit students will strengthen their knowledge, understanding and ability to be mentally well and emotionally strong.</p> <ul style="list-style-type: none"> Strengthening connections and collaboration with Indigenous community partners. <ul style="list-style-type: none"> Explore cultural supports available for students in partnership with the school and classroom teacher Explore and share examples of strong classroom connections. Identifying and working towards reducing barriers to access of school or district events, e.g. transportation, cost Opportunities for students to build knowledge and understanding of what it means to be mentally well in a culturally relevant context. Explore the way in which Indigenous Education staff are used within schools in an effort to increase support to struggling learners/student wellness, <ul style="list-style-type: none"> e.g. staff member spending time at transition school in support of a student. 	<p>WSÁNEĆ, other First Nations, Métis and Inuit students will experience greater academic success while maintaining a strong cultural identity.</p> <ul style="list-style-type: none"> Explore increased support for attendance through students and families to access educational settings. <ul style="list-style-type: none"> Better transportation options that are flexible for District and community transit options. Partnership with WSB Satellite programs that occur in community, <ul style="list-style-type: none"> Stronger connection to families, e.g. reaching out to connect regarding the Graduation Program and pathways to graduation. Investigate and recommend prior to the next budget cycle, literacy and numeracy interventions that will strengthen student outcomes <ul style="list-style-type: none"> E.g. build teacher skill levels to support emergent literacy and numeracy skills. Early and later intervention programs that have been successful elsewhere in the Province. Increased opportunities for Indigenous student learning profiles to be better understood in order to support academic programming, e.g. psych-ed assessments (Jordan's Principle) 	<p>WSÁNEĆ, other First Nations, Métis and Inuit students will enhance their sense of empowerment, opportunity and responsibility through increased student leadership opportunities.</p> <ul style="list-style-type: none"> Create a district Indigenous Student Leadership Council (ISLC). <ul style="list-style-type: none"> Appoint a representative from ISLC to EAAC To increase the number of culture/language clubs at elem and middle schools, e.g. supported by increased staffing and shared frameworks for structuring. Create a framework to support the expansion or creation of school-based leadership programs at the middle and secondary level. Explore and recommend frameworks for student to student transition support opportunities between elementary, middle and secondary feeder schools (Gr. 7 to 5 and Gr. 11 to 8). 	<p>Indicators of Success</p>
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