

## **APPENDICES**

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## **APPENDIX I: OPEN ACCESS SCHOOLS**

*Keeping schools open longer before and after school, and during the summer, can turn them into community learning hubs. By leaving school doors open during non-traditional school hours, schools provide students, parents, and the community with access to valuable educational resources and a haven for children.*

*An open access school, as a hub in the community, can serve as a critical resource to meet the growing need for children to have safe and productive activities during the hours outside the school day. Before- and after-school and summer programs help children stay on the right track from the beginning: these programs can provide reading tutors to younger children, mentors to guide older children, and so on. Parents, too, want more access to extended learning opportunities.*

*An open access school is uniquely suited to meet these formidable challenges, providing low-cost, accessible locations to extend learning. We can offer children and youth long-term mentoring to help them master basic skills; at the same time, we can provide enrichment activities that often have the potential to develop into lifelong interests. Our school will allow all partners in our children's education to become involved, utilizing their diverse talents and resources. For example, science professionals can act as mentors and, in so doing, both share their expertise and serve as role models for the importance of education.*

*Extending the hours that schools are open is a cost-effective means of allowing students to learn and develop in an enriching, safe, and drug-free environment (Spence, 2009).*

An Open Access school model would consciously integrate activities into quality education...positive youth development, family support and centres/workshops to help families with child-rearing, employment access, housing, and other issues. Counseling for substance abuse, homework help for students and parents, daycare services, continuing and adult education as well as before-school learning components that encourage students to build on their classroom experiences, expand their horizons, contribute to their communities and have fun are amongst the varied possibilities for program offerings. The framework recognizes that children are profoundly influenced by their experiences outside the school, and tries to address the root causes of social issues which are not supportive of learning success in a proactive, long-term and organic approach to educating children.

**Scheduling and the Instructional Day (includes but is not limited to):**

- Establishment of a regular timetable and routines to cover a Balanced Literacy Program.
- Flexible timetabling for different student age groups to accommodate student activity and high traffic times in the community, specifically from 3 pm onward. We recommend a unique school program for Youth that runs from 3:30 pm to 8 pm with a strong focus on healthy lifestyles. This program could teach life skills, including cooking, healthy food choices and engage students in physical activity to support their development of social skills and increase their self esteem. These skills will have immense impact on their lives the present but also in the future.

**Programming may include:**

- Bread line, food hamper, transportation to bring these goods home
- Clothing exchange (all seasons)
- Fundraising events organized and sponsored by the school in partnership with community i.e. Toy Bingos
- Community Nights
- Christmas pageant
- Community Halloween party
- Mothers' day breakfast
- Cultural events – drumming and singing
- *First Aid, First Host, Serving it Right, Babysitting course, Home Alone, Rainbow Programs*
- Expanded daycare hours
- Support groups for young moms, single parents, young parents etc.

## **APPENDIX II: RESTORATIVE JUSTICE AND RESTITUTION**

Many Aboriginal cultures worldwide have generously offered their wisdom and teachings to this growing field of understanding.

A common misconception exists, and warrants addressing, that restorative justice and Aboriginal justice are synonymous and that all First Nations peoples should and will embrace existing restorative justice models and practices used by settlement communities. It is important to be aware that although there are some overlaps and superficial similarities, Aboriginal justice processes are additionally grounded in nation-specific traditions with structural linkages of accountability and responsibility that differ considerably from its “restorative” counterpart.

Aboriginal justice processes, by contrast, are processes that embrace both the notion of holistic peace and justice-making, and the fundamental right of self-determination. There are many different First Nations in Canada, for example, and each may have a unique and traditional understanding of what the experience of justice in their community should be. Through the right of self-determination, Aboriginal peoples have the right to define what their collective experiences of justice will be, which is fundamental to the framework of Aboriginal Justice processes (Centre for Restorative Justice).

Restorative justice initiatives are particularly valuable in working with Aboriginal students in that they help build relationships with students. Staff and/or community members may often be acting as advocates on their behalf. These initiatives also assist in communicating expectations.

The potential advantages of restorative approaches in the school setting include:

- Incorporation of Natural Law: respectful relationships, built into interactions between the individual and groups, and with community members.
- A safer, more caring environment and a more effective teaching and learning environment.
- A greater commitment by everyone to taking the time to listen to one another.
- A reduction in bullying and other interpersonal conflicts.
- A greater awareness of the importance of connectedness to young people. The need to belong and feel valued by peers and significant adults.
- Greater emphasis on responses to inappropriate behaviour that seek to reconnect, and not further disconnect, young people.
- Reductions in fixed term and permanent exclusions.

- A greater confidence in the staff team to deal with challenging situations.
- An increased belief in the ability of young people to take responsibility for their choices, and more people giving them opportunities to do so.
- Australian studies on the McKillop Restorative Justice Framework have shown correlates between restorative justice and student achievement.

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### **APPENDIX III: STAFFING AND THE BC HUMAN RIGHTS COMMISSION SPECIAL PROGRAM APPLICATION**

The Canadian Human Rights Commission, in describing its Aboriginal Employment Preferences Policy, makes a general policy statement as follows: *It is not a discriminatory practice for an employer to give preferential treatment to Aboriginal persons in hiring, promotion or other aspects of employment, when the primary purpose of the employer is to serve the needs of Aboriginal people<sup>1</sup>. It goes on to explain, The Commission supports the aspirations of Aboriginal communities for economic self-sufficiency and self-government and views the social and economic situation of Aboriginal people as among the most pressing human rights issues facing Canada. The constitutionally recognized rights of the Aboriginal Peoples, including the inherent right to self-government, and the conditions of disadvantage to which most Aboriginal people are subject, call for special measures on the part of the Commission. The Aboriginal Employment Preferences Policy is one such measure<sup>1</sup>.*

*The BC Human Rights Tribunal Website gives an accurate and eloquent description of a special program, as supported in the SD57 collective agreement with the PGDTA, as per the L.O.U. with the BCTF : Discrimination is against the law. Although it is illegal, discrimination and prejudice still exist against historically disadvantaged and marginalized groups in society. For a variety of historical and social reasons, certain groups have faced, and continue to face, barriers in the workforce, in accessing services, and to full and free participation in the economic, social, political and cultural life in British Columbia.*

*Special programs are consistent with the principle of equality and are implicitly recognized as necessary for certain groups to attain equality. Historically, equality was interpreted to mean that everyone should be treated the same. It is now recognized that being treated the same does not always result in true equality. Applying a standard of the same or similar treatment between groups of people often overlooks the reality of the diverse characteristics of individuals and groups, including historical disadvantage, and the special needs that often accompany diversity. Therefore, it is sometimes necessary to treat individuals or groups that have experienced historical disadvantage differently in order to try to achieve true equality and to help to eliminate discrimination.*

*Section 42 of the Code provides for the implementation of special programs to correct historical inequities and effectively deal with systemic discrimination to improve the situation of disadvantaged individuals or groups. It is one means by which the legislature has determined that discrimination can be eliminated and*

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<sup>1</sup> "Preferential treatment" of Aboriginal persons means giving them priority in decisions on employment matters such as hiring, promotion, training and lay-off. It can include measures such as opening competitions only to Aboriginal persons. Canadian Human Rights Commission definition Available Online at [http://www.chrc-ccdp.ca/legislation\\_policies/aboriginal\\_employment-en.asp](http://www.chrc-ccdp.ca/legislation_policies/aboriginal_employment-en.asp)

equality enhanced. Special programs are, therefore, not an exception to the prohibition against discrimination, but a specific means to achieve real equality which is the underlying purpose of the Code.

We also make reference to the legal framework which is entrenched in the *Canadian Constitution*, as a baseline for employment equity for Aboriginal Peoples:

**The Constitution:**

- Section 35 of the Constitution Act, 1982 recognizes and affirms "the existing Aboriginal and treaty rights" of the Aboriginal Peoples of Canada. This unique constitutional status includes the right to self-government and economic autonomy. This status merits special consideration for measures aimed at enhancing the cultural, economic and political autonomy of the Aboriginal Peoples.
- Section 15 (1) of the Canadian Charter of Rights and Freedoms provides that "Every individual is equal before and under the law..." However, section 15(2) provides an exception for "any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups ...";

**Federal Law:**

- Canadian law recognizes that in some circumstances programs that give preference to historically disadvantaged groups, such as the Aboriginal Peoples, are necessary in order to prevent, eliminate or reduce disadvantage.
- Section 16(1) of the CHRA states that: "It is not a discriminatory practice for a person to adopt or carry out a special program, plan or arrangement designed to prevent disadvantages that are likely to be suffered by, or to eliminate or reduce disadvantages that are suffered by, any group of individuals when those disadvantages would be based on or related to the prohibited grounds of discrimination..." (Canadian Human Rights Commission. Resources)

## **APPENDIX IV: CONSULTATION WITH STAFF OF CARNEY HILL NEIGHBOURHOOD SCHOOL**

### **WHAT IS WORKING NOW**

#### **Staffing:**

1. Administrative philosophy of 'stretch and catch' and being 'firm but forgiving'.
2. Counsellor (0.8).
3. TA in every room (or more).
4. Targeted TA support.
5. Learning assistance (coordinating TA's, programming, IEP's, etc) to support the large special education population.
6. Succession plan – recruitment, retention, recycling - there is a shelf life - continue to build capacity.
7. Consistency of people (predictable succession).
8. Knowledge of FASD (50-70% of population) and the influences of generational poverty as considerations when staffing and working with our students.
9. Two administrators.
10. Lots of volunteers (Big Brothers/Sisters) have begun to get involved.
11. Teachers that put learners first - working differently putting the interests of the students ahead of the adults (teachers that like 'change' and 'different').
12. Daily 'check-ins' with classrooms to get a pulse of the student/class population.
13. Focus on social/emotional support throughout the school.
14. Staff recognizes:
  - the importance of relationships - with students, with parents, etc.
  - that without relationships, learning will not occur.
  - that the social and emotional needs of our students must be met before learning will occur.
  - students' need for sense of belonging.

15. Staff want students to have a positive experience at school...retention rates have increased and job satisfaction has improved. Staff are committed to the Professional Learning Community (PLC) - the vehicle identified as best practice for increasing student success.

### **Resources:**

1. Materials that connect the students to schools (i.e. laptops, new books, exercise equipment, etc).
2. Meals program (breakfast, nutrition break, lunch, emergency foods).
3. Nutrition break / action schools - no transitions, allows flexible break times, early Wednesday dismissal (vital for Professional Learning Community).
4. Engaging activities (i.e. clubs, community access, alternate programs, etc).
5. Playgrounds.
6. PLC and early dismissal model.
7. Hockey program.
8. Community access Fridays.
9. Opportunities for professional development.

### **Facilities**

1. Indigenizing the school:
  - Making Aboriginal culture more visible in the school.
  - Setting a tone/comfort level by adding subtle effects such as: digital picture frames, bulletin board borders, spirit blanket, bulletin board displays of Aboriginal culture etc.

#### Technologizing the environment:

- Laptop focus for students
- More engaged learning with technology
- Helps behaviours

2. Alternate settings - for alternate programming/learning and for students (cool down spaces, workout spaces, etc):
  - building/enrolment has allowed for varying open spaces (cool down spots, alt ed facilities in basement)
  - presently two spare classrooms
  - wide hallways & no stairs allows for easy movement of mobile resources
3. Multi-organization environment:
  - Carney Hill Neighborhood daycare and after school care programs
  - StrongStart
  - SD Behaviour Team – extra TA support from time-to-time
  - AST – psych, speech (more available by being housed in building)
  - Parent/elder room – food buying club with flexible collection process, community kitchen
  - Counsellor on-site
4. Right tools can easily move to needed locations (WIFI, LCD projectors, document cameras, etc).

## WHAT IS NEEDED

### Staffing

1. Succession plan – recruitment, retention, recycling – continue to build capacity – being able to transfer the knowledge, skills and experiences.
2. District fully support the administration and staff as they strive to increase the success rates of our students by thinking and doing, differently.
3. Continued and additional training for special education category students, generational poverty students, and other students.
4. On-going PLC and a model for continuing professional development for new staff members.
5. Two counsellors (1.0 each).
6. Continued targeted TAs.
7. Further assessments & staffing to provide specialized programming.
8. Expanded special education support.
9. Budget the hiring of FASD Specialists to work with our students (and do assessments).
10. Continued double admin model.
11. Increased involvement of outside agencies (part time nurse, social worker based out of school to work with students out of our school...)
12. Someone to aggressively pursue grants.
13. Looping of students/staff.
14. Community programs focused on neighborhood - StrongStart & community outreach focus on parents who access us, but not the community at large.

### Resources:

1. Enhanced activities, especially programs and activities between 3:00 and 5:00 pm.
2. Elders to be connected to the school.
3. Aboriginal mentors (from UNBC, CNC, PGSS, etc)
4. Someone to continually seek out grants to support new programs and new ideas

5. New resources that students find meaningful and relevant
6. Elders to be better connected to the school and involved in the school
7. UNBC Native student - from First Nations Dept - to be connected with our students (mentors, coaches, etc)
8. More playground equipment & groupings (especially between 3-5)
9. Enhanced extra-curricular activities (again connecting students between the hours of 3-5)
10. Primary Project funding
  - Community programs support
  - Seeking further grant \$
11. Expanded meals program
12. Fifteen-passenger van
13. Laptops

**Facilities:**

1. Adequate space for new programming and outside agency connections (and adult learners).
2. Expand programs and space to connect with students who are disconnected (Grade 8-10 programs)
3. Fresh paint and new name:
  - A complete sensory change may be required for enrolment to accept building as new school
  - If we are moving to a new school with a new name, it needs to feel new
4. 24/7/365 facility – full-year schooling
5. Expanded hours.
6. Room - places for flexible groupings
7. Enhance the indigenizing (and technologizing)

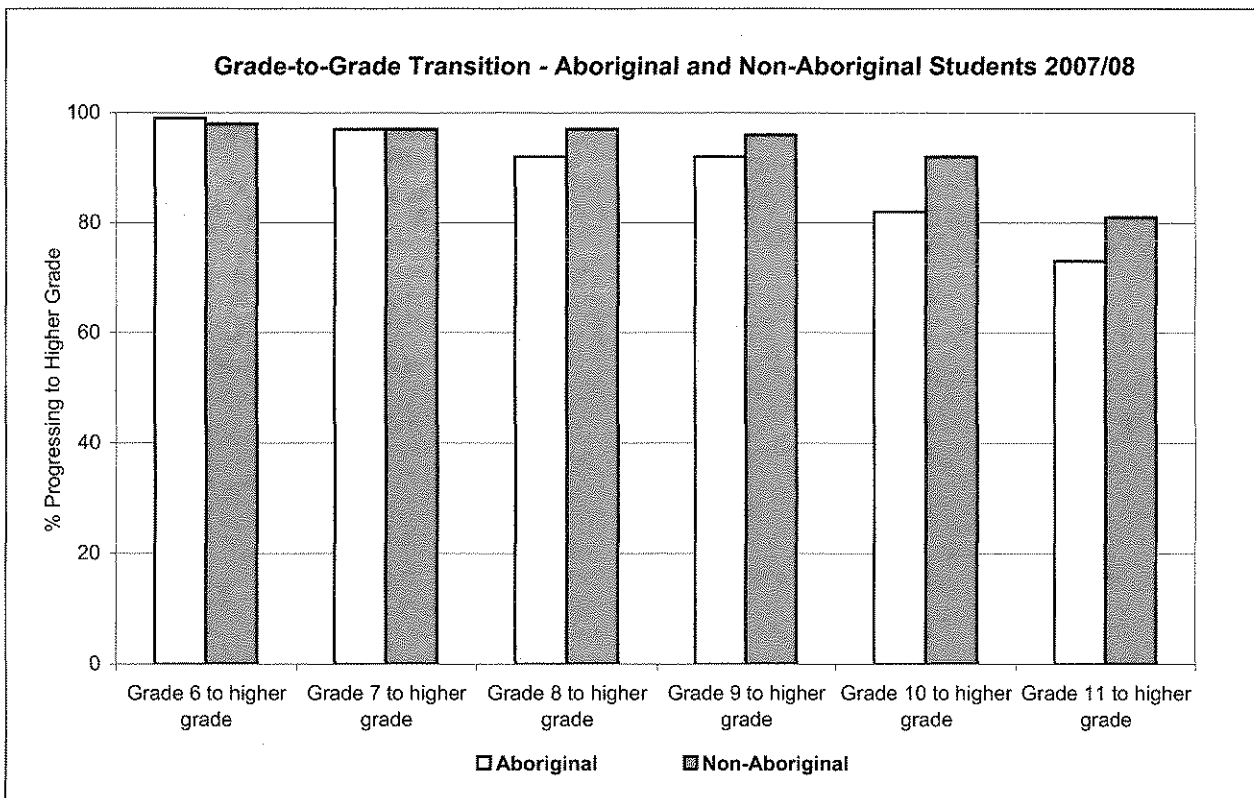


**Transition Rates**

**SD 057**

School District 057 - Prince George	Percent (%)					
	Grade 6 to higher grade	Grade 7 to higher grade	Grade 8 to higher grade	Grade 9 to higher grade	Grade 10 to higher grade	Grade 11 to higher grade
<b>Aboriginal</b>						
2003/04	97	98	88	85	86	56
2004/05	98	99	87	82	83	58
2005/06	97	98	92	90	83	61
2006/07	98	97	94	90	84	70
2007/08	99	97	92	92	82	73

<b>Non-Aboriginal</b>						
2003/04	98	98	94	94	92	78
2004/05	98	98	96	93	92	79
2005/06	98	98	96	96	93	80
2006/07	98	98	98	96	92	79
2007/08	98	97	97	96	92	81



Number of Students 2007/08	Grade 6 to higher grade	Grade 7 to higher grade	Grade 8 to higher grade	Grade 9 to higher grade	Grade 10 to higher grade	Grade 11 to higher grade
Aboriginal	279	249	282	263	246	260
Non-Aboriginal	794	835	951	976	850	879

# Six-Year Completion and Grade 12 Graduation Rates - 2008/09

## 057 - Prince George

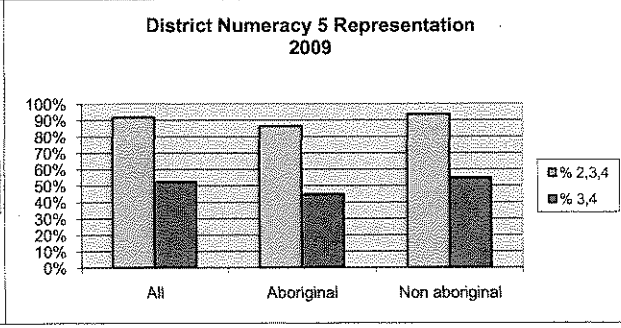
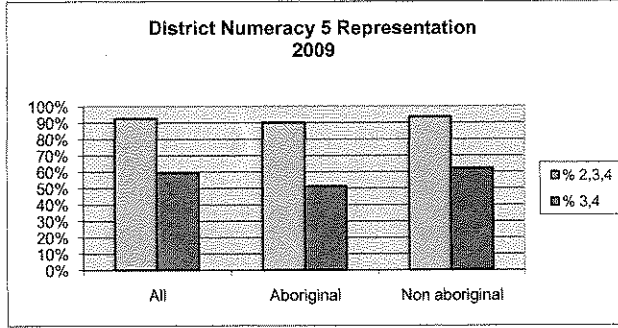
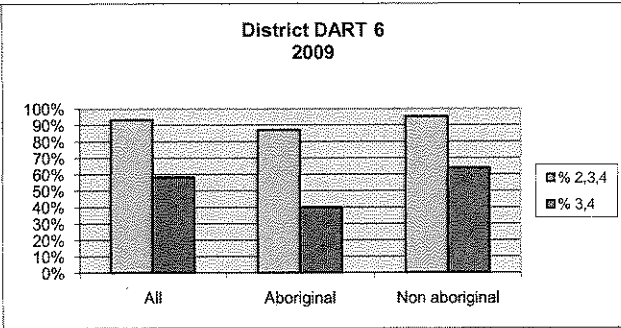
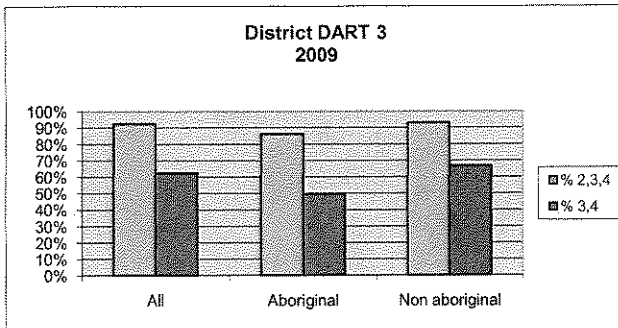
		Six-Year Completion	Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate			
		Rate	Total Gr 12	Graduates		Honours Graduates	Total Gr 12	Graduates		Honours Graduates
		%	#	#	%	%	#	%	%	
All Students	2004/05	-	1026	957	93	39	1371	892	65	28
	2005/06	-	933	881	94	43	1137	796	70	34
	2006/07	-	1056	966	91	38	1192	922	77	33
	2007/08	-	1061	1014	96	29	1233	977	79	25
	2008/09	69.6	1040	962	93	30	1262	961	76	25
Aboriginal	2004/05	-	80	75	94	21	170	70	41	10
	2005/06	-	104	93	89	29	173	83	48	17
	2006/07	-	119	98	82	22	178	103	58	15
	2007/08	-	147	132	90	16	215	130	60	11
	2008/09	46.7	196	169	86	15	279	175	63	12

The Six-Year Completion Rate data are only available at district and province level. Six-Year Completion Rates are not calculated at the school level as adjustments to account for students leaving the province are not estimated.

**2008-2009 FSA District and Province Comparisons**

	2008	2009	Improve	2008	2009	Improve	Difference	Difference	Improve
	Dist	Dist	2009-2008	Prov	Prov	2009-2008	2008	2009	2009-2008
	<i>new</i>		District	<i>new</i>		Province	Dist-Prov	Dist-Prov	Dist-Prov
<b>Gr 4 Reading</b>	<i>baseline</i>			<i>baseline</i>					
All	71%	70%	-1%	74%	69%	-5%	-3%	1%	4%
Male	68%	68%	0%	70%	67%	-3%	-2%	1%	3%
Female	73%	73%	0%	78%	72%	-6%	-5%	1%	6%
Aboriginal	61%	56%	-5%	57%	52%	-5%	4%	4%	0%
<b>Gr 4 Writing</b>									
All	66%	68%	2%	71%	68%	-3%	-5%	0%	5%
Male	60%	60%	0%	65%	63%	-2%	-5%	-3%	2%
Female	72%	77%	5%	76%	73%	-3%	-4%	4%	8%
Aboriginal	56%	59%	3%	52%	51%	-1%	4%	8%	4%
<b>Gr 4 Numeracy</b>									
All	61%	59%	-2%	70%	66%	-4%	-9%	-7%	2%
Male	62%	58%	-4%	69%	65%	-4%	-7%	-7%	0%
Female	60%	61%	1%	71%	67%	-4%	-11%	-6%	5%
Aboriginal	51%	42%	-9%	51%	47%	-4%	0%	-5%	-5%
<b>Gr 7 Reading</b>									
All	70%	68%	-2%	69%	67%	-2%	1%	1%	0%
Male	65%	63%	-2%	65%	63%	-2%	0%	0%	0%
Female	76%	74%	-2%	73%	70%	-3%	3%	4%	1%
Aboriginal	52%	55%	3%	49%	48%	-1%	3%	7%	4%
<b>Gr 7 Writing</b>									
All	71%	68%	-3%	75%	66%	-9%	-4%	2%	6%
Male	64%	60%	-4%	69%	60%	-9%	-5%	0%	5%
Female	78%	80%	2%	81%	73%	-8%	-3%	7%	10%
Aboriginal	58%	54%	-4%	56%	48%	-8%	2%	6%	4%
<b>Gr 7 Numeracy</b>									
All	65%	57%	-8%	71%	63%	-8%	-6%	-6%	0%
Male	66%	57%	-9%	70%	63%	-7%	-4%	-6%	-2%
Female	64%	56%	-8%	71%	63%	-8%	-7%	-7%	0%
Aboriginal	49%	41%	-8%	47%	40%	-7%	2%	1%	-1%

Elementary DATA Summary 2009-to June 17 complete for District										
DART 3	1	2	3	4	Totals	2,3,4	3,4	% 2,3,4	% 3,4	Participation
All	69	229	408	86	793	733	494	92%	62%	87%
Aboriginal	28	73	85	16	203	175	101	86%	50%	99%
Non aboriginal	31	156	323	70	590	549	393	93%	67%	83%
DART 6	1	2	3	4	Totals	2,3,4	3,4	% 2,3,4	% 3,4	Participation
All	67	343	491	83	984	917	574	93%	58%	92%
Aboriginal	30	109	84	8	231	201	92	87%	40%	94%
Non aboriginal	37	234	407	75	753	716	482	95%	64%	92%
Numeracy 5R	1	2	3	4	Totals	2,3,4	3,4	% 2,3,4	% 3,4	Participation
All	65	294	425	105	889	824	530	93%	60%	91%
Aboriginal	21	82	96	12	211	190	108	90%	51%	90%
Non aboriginal	44	212	329	93	678	634	422	94%	62%	91%
Numeracy 5C	1	2	3	4	Totals	2,3,4	3,4	% 2,3,4	% 3,4	Participation
All	73	351	372	94	890	817	466	92%	52%	91%
Aboriginal	29	88	81	14	212	183	95	86%	45%	91%
Non aboriginal	44	263	291	80	678	634	371	94%	55%	91%



# Provincial Required Examinations - 2008/09

## 057 - Prince George

### ENGLISH 10 - Exam Marks

Exam Marks	All Students	School Year	Total Gr 10 Students*	Students Assigned Exam Mark	C- (pass) or Better		C+ (good) or Better	
			#	#	District		District	
					#	%	#	%
		2004/05	1360	1109	978	88	537	48
		2005/06	1393	1215	1130	93	726	60
		2006/07	1438	1260	1142	91	704	56
		2007/08	1325	1154	1056	92	681	59
		2008/09	1489	1241	1158	93	745	60

	Aboriginal	2004/05	247	147	116	79	44	30
		2005/06	279	201	175	87	96	48
		2006/07	374	263	226	86	114	43
		2007/08	334	256	217	85	110	43
		2008/09	377	245	212	87	110	45

			Distribution of Letter Grades											
			F		C-		C		C+		B		A	
			#	%	#	%	#	%	#	%	#	%	#	%
Exam Marks	All Students	2008/09	83	7	133	11	280	23	288	23	273	22	184	15
	Female	2008/09	32	5	63	11	119	20	130	22	142	24	109	18
	Male	2008/09	51	8	70	11	161	25	158	24	131	20	75	12
	Aboriginal	2008/09	33	13	39	16	63	26	50	20	42	17	18	7

\* Data represents only those students present in the school in September and/or February of year indicated

# Provincial Required Examinations - 2008/09

## 057 - Prince George

### ENGLISH 10 - Course Marks

Course Marks	All Students	School Year	Total Gr 10	Students Assigned	C- (pass) or Better		C+ (good) or Better	
			Students*	Course Mark	District		District	
			#	#	#	%	#	%
		2004/05	1360	1109	1009	91	634	57
		2005/06	1393	1215	1107	91	718	59
		2006/07	1438	1260	1173	93	776	62
		2007/08	1325	1154	1085	94	746	65
		2008/09	1489	1241	1182	95	847	68
	Aboriginal	2004/05	247	147	118	80	54	37
		2005/06	279	201	166	83	90	45
		2006/07	374	263	232	88	136	52
		2007/08	334	256	235	92	141	55
		2008/09	377	245	223	91	132	54

Course Marks	All Students	2008/09	Distribution of Letter Grades											
			F		C-		C		C+		B		A	
			#	%	#	%	#	%	#	%	#	%	#	%
			59	5	172	14	163	13	158	13	441	36	248	20
	Female	2008/09	18	3	60	10	60	10	81	14	214	36	162	27
	Male	2008/09	41	6	112	17	103	16	77	12	227	35	86	13
	Aboriginal	2008/09	22	9	48	20	43	18	28	11	74	30	30	12

\* Data represents only those students present in the school in September and/or February of year indicated

# Provincial Required Examinations - 2008/09

## 057 - Prince George

### MATHEMATICS 10, ESSENTIALS OF - Exam Marks

Exam Marks	All Students	School Year	Total Gr 10 Students*	Students Assigned Exam Mark	C- (pass) or Better		C+ (good) or Better	
			#	#	District		District	
					#	%	#	%
		2004/05	1360	311	289	93	146	47
		2005/06	1393	334	315	94	149	45
		2006/07	1438	430	373	87	174	40
		2007/08	1325	440	399	91	203	46
		2008/09	1489	458	407	89	208	45
	Aboriginal	2004/05	247	71	66	93	35	49
		2005/06	279	87	81	93	30	34
		2006/07	374	131	109	83	53	40
		2007/08	334	136	117	86	55	40
		2008/09	377	147	129	88	66	45

Exam Marks	All Students	2008/09	Distribution of Letter Grades											
			F		C-		C		C+		B		A	
			#	%	#	%	#	%	#	%	#	%	#	%
			51	11	99	22	100	22	91	20	91	20	26	6
	Female	2008/09	22	11	54	26	56	27	32	15	35	17	9	4
	Male	2008/09	29	12	45	18	44	18	59	24	56	22	17	7
	Aboriginal	2008/09	18	12	37	25	26	18	30	20	27	18	9	6

\* Data represents only those students present in the school in September and/or February of year indicated

# Provincial Required Examinations - 2008/09

## 057 - Prince George

### MATHEMATICS 10, ESSENTIALS OF - Course Marks

Course Marks	All Students	School Year	Total Gr 10 Students* #	Students Assigned Course Mark #	C- (pass) or Better		C+ (good) or Better	
					District		District	
					#	%	#	%
		2004/05	1360	311	287	92	133	43
		2005/06	1393	334	301	90	164	49
		2006/07	1438	430	391	91	220	51
		2007/08	1325	440	408	93	240	55
		2008/09	1489	458	421	92	263	57

Aboriginal	2004/05	247	71	63	89	29	41
	2005/06	279	87	78	90	43	49
	2006/07	374	131	120	92	68	52
	2007/08	334	136	123	90	76	56
	2008/09	377	147	133	90	84	57

Course Marks	All Students	2008/09	Distribution of Letter Grades											
			F		C-		C		C+		B		A	
			#	%	#	%	#	%	#	%	#	%	#	%
		2008/09	37	8	71	16	67	19	72	16	143	31	48	10
	Female	2008/09	18	9	32	15	33	16	38	18	62	30	25	12
	Male	2008/09	19	8	39	16	54	22	34	14	81	32	23	9
	Aboriginal	2008/09	14	10	22	15	27	18	22	15	47	32	15	10

\* Data represents only those students present in the school in September and/or February of year indicated

# Provincial Required Examinations - 2008/09

## 057 - Prince George

### MATHEMATICS 10, PRINCIPLES OF - Exam Marks

Exam Marks	All Students	School Year	Total Gr 10 Students* #	Students Assigned Exam Mark #	C- (pass) or Better		C+ (good) or Better	
					District		District	
					#	%	#	%
		2004/05	1360	809	708	88	345	43
		2005/06	1393	842	728	86	257	31
		2006/07	1438	847	633	75	227	27
		2007/08	1325	718	551	77	206	29
		2008/09	1489	825	709	86	278	34

Aboriginal	2004/05	247	79	73	92	31	39
	2005/06	279	96	87	91	21	22
	2006/07	374	133	89	67	24	18
	2007/08	334	98	74	76	24	24
	2008/09	377	99	77	78	23	23

Exam Marks	All Students	2008/09	Distribution of Letter Grades											
			F		C-		C		C+		B		A	
			#	%	#	%	#	%	#	%	#	%	#	%
		2008/09	116	14	243	29	188	23	94	11	100	12	84	10
	Female	2008/09	55	14	123	31	80	20	49	12	46	11	48	12
	Male	2008/09	61	14	120	28	108	25	45	11	54	13	36	8
	Aboriginal	2008/09	22	22	31	31	23	23	13	13	6	6	4	4

\* Data represents only those students present in the school in September and/or February of year indicated

# Provincial Required Examinations - 2008/09

## 057 - Prince George

### MATHEMATICS 10, PRINCIPLES OF - Course Marks

Course Marks	All Students	School Year	Total Gr 10	Students Assigned	C- (pass) or Better		C+ (good) or Better	
			Students*	Course Mark	District		District	
			#	#	#	%	#	%
		2004/05	1360	809	746	92	493	61
		2005/06	1393	842	759	90	451	54
		2006/07	1438	847	765	90	471	56
		2007/08	1325	718	662	92	410	57
		2008/09	1489	825	742	90	478	58
	Aboriginal	2004/05	247	79	69	87	40	51
		2005/06	279	96	78	81	33	34
		2006/07	374	133	113	85	56	42
		2007/08	334	98	89	91	48	49
		2008/09	377	99	79	80	39	39

		Distribution of Letter Grades												
		F		C-		C		C+		B		A		
		#	%	#	%	#	%	#	%	#	%	#	%	
Course Marks	All Students	2008/09	83	10	152	18	112	14	114	14	218	26	146	18
	Female	2008/09	34	8	77	19	53	13	57	14	99	25	81	20
	Male	2008/09	49	12	75	18	59	14	57	13	119	28	65	15
	Aboriginal	2008/09	20	20	26	26	14	14	6	6	21	21	12	12

\* Data represents only those students present in the school in September and/or February of year indicated

# Provincial Required Examinations - 2008/09

## 057 - Prince George

### SCIENCE 10 - Exam Marks

Exam Marks	All Students	School Year	Total Gr 10 Students*	Students Assigned Exam Mark	C- (pass) or Better		C+ (good) or Better	
			#	#	District		District	
					#	%	#	%
		2004/05	1360	1087	804	74	356	33
		2005/06	1393	1177	819	70	320	27
		2006/07	1438	1234	828	67	298	24
		2007/08	1325	1132	938	83	375	33
		2008/09	1489	1155	1083	94	580	50
	Aboriginal	2004/05	247	134	80	60	24	18
		2005/06	279	192	98	51	22	11
		2006/07	374	254	146	57	38	15
		2007/08	334	222	170	77	44	20
		2008/09	377	213	191	90	78	37

Exam Marks	All Students	School Year	Distribution of Letter Grades											
			F		C-		C		C+		B		A	
			#	%	#	%	#	%	#	%	#	%	#	%
		2008/09	72	6	210	18	293	25	233	20	212	18	135	12
	Female	2008/09	42	8	121	22	157	28	102	18	76	14	55	10
	Male	2008/09	30	5	89	15	136	23	131	22	136	23	80	13
	Aboriginal	2008/09	22	10	56	26	57	27	36	17	24	11	18	8

\* Data represents only those students present in the school in September and/or February of year indicated

# Provincial Required Examinations - 2008/09

## 057 - Prince George

### SCIENCE 10 - Course Marks

Course Marks	All Students	School Year	Total Gr 10 Students*	Students Assigned Course Mark	C- (pass) or Better		C+ (good) or Better	
			#	#	District		District	
					#	%	#	%
		2004/05	1360	1087	992	91	637	59
		2005/06	1393	1177	1050	89	619	53
		2006/07	1438	1234	1122	91	668	54
		2007/08	1325	1132	1049	93	632	56
		2008/09	1489	1155	1068	92	651	56
	Aboriginal	2004/05	247	134	106	79	53	40
		2005/06	279	192	154	80	71	37
		2006/07	374	254	220	87	104	41
		2007/08	334	222	196	88	94	42
		2008/09	377	213	187	88	89	42

		Distribution of Letter Grades												
		F		C-		C		C+		B		A		
		#	%	#	%	#	%	#	%	#	%	#	%	
Course Marks	All Students	2008/09	87	8	227	20	190	16	156	14	331	29	164	14
	Female	2008/09	44	8	104	19	91	16	73	13	158	29	83	15
	Male	2008/09	43	7	123	20	99	16	83	14	173	29	81	13
	Aboriginal	2008/09	26	12	61	29	37	17	25	12	50	23	14	7

\* Data represents only those students present in the school in September and/or February of year indicated

# Provincial Required Examinations - 2008/09

## 057 - Prince George

### SOCIAL STUDIES 11 - Exam Marks

Exam Marks	All Students	School Year	Total Gr 11 Students*	Students Assigned Exam Mark	C- (pass) or Better		C+ (good) or Better	
			#	#	District		District	
					#	%	#	%
		2004/05	1727	-	-	-	-	-
		2005/06	1924	957	852	89	446	47
		2006/07	1829	1047	970	93	511	49
		2007/08	1798	1048	993	95	544	52
		2008/09	1752	984	881	90	471	48
	Aboriginal	2004/05	344	-	-	-	-	-
		2005/06	380	103	90	87	39	38
		2006/07	391	147	134	91	60	41
		2007/08	473	186	174	94	65	35
		2008/09	458	167	141	84	53	32

Exam Marks	All Students	School Year	Distribution of Letter Grades											
			F		C-		C		C+		B		A	
			#	%	#	%	#	%	#	%	#	%	#	%
		2008/09	103	10	154	16	256	26	220	22	166	17	85	9
	Female	2008/09	58	12	95	19	122	25	103	21	78	16	35	7
	Male	2008/09	45	9	59	12	134	27	117	24	88	18	50	10
	Aboriginal	2008/09	26	16	32	19	56	34	31	19	13	8	9	5

\* Data represents only those students present in the school in September and/or February of year indicated

# Provincial Required Examinations - 2008/09

## 057 - Prince George

### SOCIAL STUDIES 11 - Course Marks

Course Marks	All Students	School Year	Total Gr 11 Students*	Students Assigned Course Mark	C- (pass) or Better		C+ (good) or Better	
			#	#	District		District	
					#	%	#	%
		2004/05	1727	-	-	-	-	-
		2005/06	1924	957	933	97	675	71
		2006/07	1829	1047	1002	96	681	65
		2007/08	1798	1048	1003	96	701	67
		2008/09	1752	984	921	94	630	64
	Aboriginal	2004/05	344	-	-	-	-	-
		2005/06	380	103	98	95	60	58
		2006/07	391	147	138	94	76	52
		2007/08	473	186	172	92	95	51
		2008/09	458	167	153	92	81	49

Course Marks	All Students	2008/09	Distribution of Letter Grades											
			F		C-		C		C+		B		A	
			#	%	#	%	#	%	#	%	#	%	#	%
			63	6	138	14	153	16	125	13	304	31	201	20
	Female	2008/09	26	5	57	12	70	14	61	12	157	32	120	24
	Male	2008/09	37	8	81	16	83	17	64	13	147	30	81	16
	Aboriginal	2008/09	14	8	39	23	33	20	22	13	40	24	19	11

\* Data represents only those students present in the school in September and/or February of year indicated

# Provincial Required Examinations - 2008/09

## 057 - Prince George

### COMMUNICATIONS 12 - Exam Marks

Exam Marks	All Students	School Year	Total Gr 12	Students Assigned	C- (pass) or Better		C+ (good) or Better	
			Students*	Exam Mark	District		District	
			#	#	#	%	#	%
		2004/05	1683	205	193	94	111	54
		2005/06	1320	176	162	92	89	51
		2006/07	1343	189	181	96	105	56
		2007/08	1458	199	187	94	117	59
		2008/09	1477	181	168	93	98	54

Aboriginal	2004/05	220	39	37	95	25	64
	2005/06	204	32	29	91	16	50
	2006/07	210	40	37	93	23	58
	2007/08	256	42	40	95	25	60
	2008/09	335	57	53	93	29	51

		Distribution of Letter Grades												
		F		C-		C		C+		B		A		
		#	%	#	%	#	%	#	%	#	%	#	%	
Exam Marks	All Students	2008/09	13	7	25	14	45	25	56	31	35	19	7	4
	Female	2008/09	1	2	9	15	17	28	19	31	11	18	4	7
	Male	2008/09	12	10	16	13	28	23	37	31	24	20	3	3
	Aboriginal	2008/09	4	7	9	16	15	26	16	28	12	21	1	2

\* Data represents only those students present in the school in September and/or February of year indicated

# Provincial Required Examinations - 2008/09

## 057 - Prince George

### COMMUNICATIONS 12 - Course Marks

Course Marks	All Students	School Year	Total Gr 12	Students Assigned	C- (pass) or Better		C+ (good) or Better	
			Students*	Course Mark	District		District	
			#	#	#	%	#	%
		2004/05	1683	205	201	98	130	63
		2005/06	1320	176	173	98	103	59
		2006/07	1343	189	180	95	108	57
		2007/08	1458	199	188	94	106	53
		2008/09	1477	181	180	99	114	63

Aboriginal	2004/05	220	39	38	97	23	59
	2005/06	204	32	32	100	16	50
	2006/07	210	40	37	93	21	53
	2007/08	256	42	39	93	21	50
	2008/09	335	57	56	98	35	61

Course Marks	All Students	2008/09	Distribution of Letter Grades											
			F		C-		C		C+		B		A	
			#	%	#	%	#	%	#	%	#	%	#	%
		2008/09	1	1	24	13	42	23	43	24	56	31	15	8
	Female	2008/09	0	0	4	7	12	20	13	21	22	36	10	16
	Male	2008/09	1	1	20	17	30	25	30	25	34	28	5	4
	Aboriginal	2008/09	1	2	7	12	14	25	11	19	18	32	6	11

\* Data represents only those students present in the school in September and/or February of year indicated

# Provincial Required Examinations - 2008/09

## 057 - Prince George

### ENGLISH 12 - Exam Marks

Exam Marks	All Students	School Year	Total Gr 12	Students Assigned Exam	C- (pass) or Better		C+ (good) or Better	
			Students*	Mark	District		District	
			#	#	#	%	#	%
		2004/05	1683	905	884	98	581	64
		2005/06	1320	808	768	95	459	57
		2006/07	1343	903	837	93	466	52
		2007/08	1458	895	839	94	459	51
		2008/09	1477	849	769	91	406	48
	Aboriginal	2004/05	220	65	60	92	34	52
		2005/06	204	94	88	94	45	48
		2006/07	210	86	74	86	37	43
		2007/08	256	119	106	89	47	39
		2008/09	335	137	117	85	43	31

Exam Marks	All Students	2008/09	Distribution of Letter Grades											
			F		C-		C		C+		B		A	
			#	%	#	%	#	%	#	%	#	%	#	%
		2008/09	80	9	154	18	209	25	204	24	141	17	61	7
	Female	2008/09	27	6	71	15	111	24	123	26	96	20	43	9
	Male	2008/09	53	14	83	22	98	26	81	21	45	12	18	5
	Aboriginal	2008/09	20	15	38	28	36	26	22	16	15	11	6	4

\* Data represents only those students present in the school in September and/or February of year indicated

# Provincial Required Examinations - 2008/09

## 057 - Prince George

### ENGLISH 12 - Course Marks

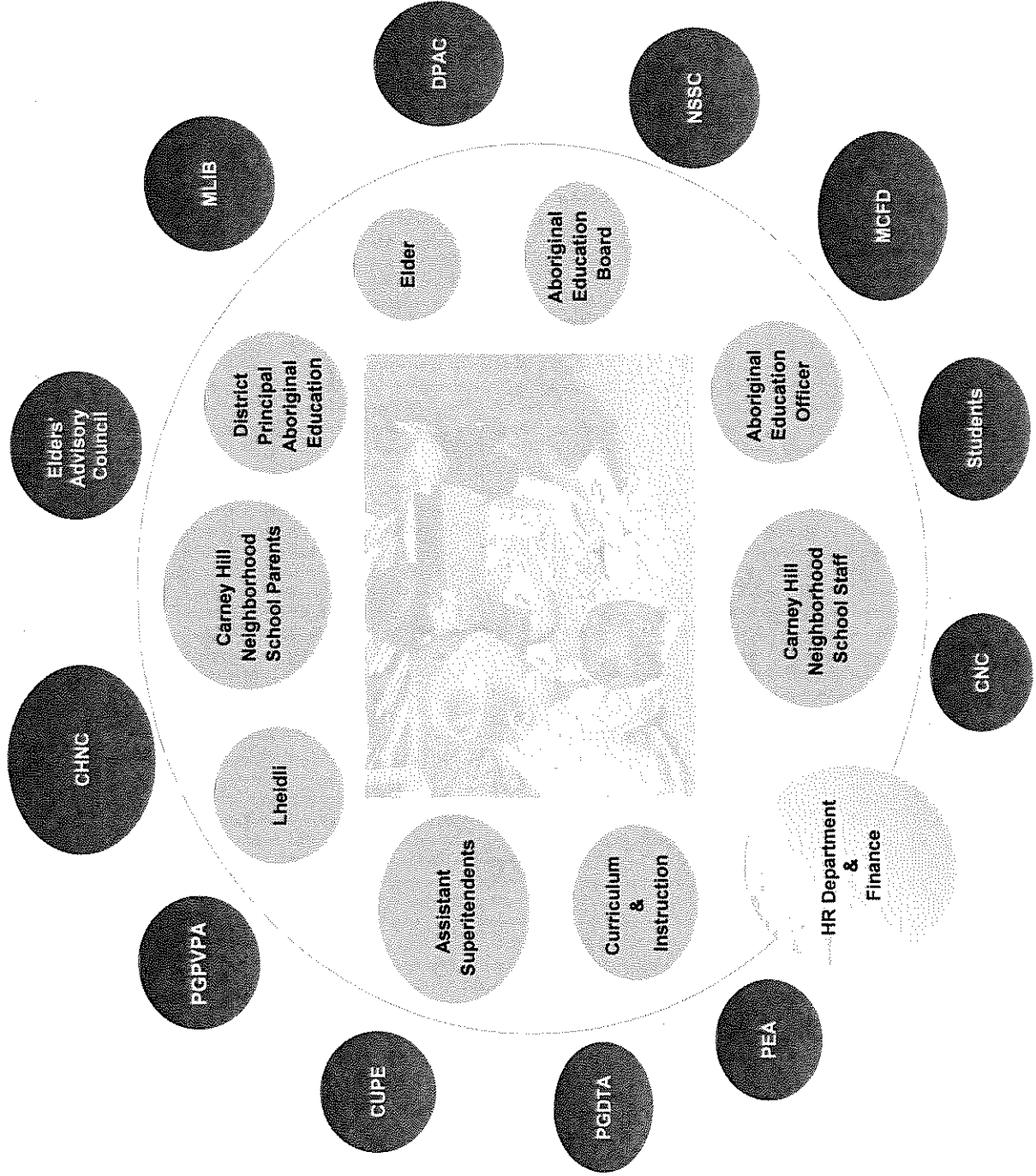
Course Marks	All Students	School Year	Total Gr 12	Students Assigned	C- (pass) or Better		C+ (good) or Better	
			Students*	Course Mark	District		District	
			#	#	#	%	#	%
		2004/05	1683	905	868	96	628	69
		2005/06	1320	808	771	95	555	69
		2006/07	1343	903	872	97	635	70
		2007/08	1458	895	872	97	655	73
		2008/09	1477	849	823	97	588	69

Aboriginal	2004/05	220	65	60	92	37	57
	2005/06	204	94	85	90	57	61
	2006/07	210	86	80	93	48	56
	2007/08	256	119	113	95	69	58
	2008/09	335	137	129	94	82	60

		Distribution of Letter Grades												
		F		C-		C		C+		B		A		
		#	%	#	%	#	%	#	%	#	%	#	%	
Course Marks	All Students	2008/09	26	3	93	11	142	17	122	14	259	31	207	24
	Female	2008/09	9	2	41	9	55	12	55	12	174	37	137	29
	Male	2008/09	17	4	52	14	87	23	67	18	85	22	70	19
	Aboriginal	2008/09	8	6	22	16	25	18	28	20	36	26	18	13

\* Data represents only those students present in the school in September and/or February of year indicated

**APPENDIX VI: ABORIGINAL CHOICE SCHOOL DEVELOPMENT TEAM**







**BOARD OF EDUCATION**  
**School District No. 57**  
2100 Ferry Avenue  
Prince George, B.C. V2L 4R5  
(250) 561-6800

**POLICY**  
**6172.2**

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**CHOICE OF PROGRAMS AND SCHOOLS**

APPROVED: 2004.05.25

***POLICY***

The Board of Education, within available resources, will provide parents and students with a choice of programs. Additionally, the Board will attempt to optimize the use of its resources to facilitate choice options for parents and students.

***DEFINITIONS:***

**“Choice Management Committee”** is composed of the Assistant Superintendents and the Director of School Services.

**“Focus school”** is the elementary or secondary school located in the catchment area, as defined in Policy 5119 School Catchment Areas and Student Transfers, in which the student normally resides and in which the administrator in consultation with the parent advisory council and the staff have developed, and wish to maintain over an extended period of time, a particular area of emphasis or focus that exceeds both provincial and district curricular expectations.

**“Neighbourhood school”** is the elementary or secondary school located in the catchment area, as defined in Policy 5119 School Catchment Areas and Student Transfers, in which the student normally resides.

**“Magnet school”** is an elementary or secondary school with a community- or district-wide catchment area, which, while meeting provincial and district curricular expectations, has a significant or pervasive philosophical, organizational or curricular difference from other schools. A magnet school requires Board endorsement.

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Responsibility Centre: Assistant Superintendents

References: *School Act*, Section 85

Policy 5119 School Catchment Areas and Student Transfers

CHOICE OF PROGRAMS AND SCHOOLS

**PREAMBLE**

School District No. 57 (Prince George) recognizes that parents have a right to be involved in their children's education and that they should have choices about how their children will be educated. The Board recognizes the individuality of students and their learning styles by offering them different programming options.

The Board believes that the provision of choice in programs and schools will increase parent involvement, increase both parent and student satisfaction with schooling, and ultimately leads to higher academic achievement.

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Approved: 2004.05.25



CHOICE OF PROGRAMS AND SCHOOLS**REGULATIONS:**

1. Neighbourhood Schools
  - 1.1 The Board will ensure that every student will have the choice of attending their neighbourhood school, or any other educational program provided by the Board, space permitting and in accordance with the *School Act*.
  - 1.2 Registration priority for a particular school or program will be determined in accordance with Policy 5119 School Catchment Areas and Student Transfers.
2. Focus Schools
  - 2.1 Students enrolled in a focus school or program should expect to receive extra support and knowledge in the area of focus, although the school philosophy and regimen should not be so specialized that students without a strong background in the focus area would be disadvantaged.
  - 2.2 There would be no additional resource allocation from the district to such a school.
  - 2.3 There could be any number of focus schools in a community.
3. Magnet Schools
  - 3.1 Board approval is required to create a magnet school.
  - 3.2 A magnet school would usually be a single-track school.
  - 3.3 A magnet school may have physical plant requirements that differ from neighbourhood schools.
  - 3.4 The Board may allocate additional resources in order to create or operate a magnet school.
  - 3.5 It is likely that there would be only one school of its kind in the community until that school was full.
  - 3.6 A magnet school will work towards meeting the best practices and generally held expectations for such a school.
4. The district will increase public awareness of choices in the district through an annual celebration of strengths, by highlighting program and school choice on its web page and the publication of a "Directory of Schools."

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Approved: 2004.05.25



CHOICE OF PROGRAMS AND SCHOOLS**ADMINISTRATIVE PROCEDURES:**1. Focus Schools

- 1.1 When a school determines that it wishes to be recognized as a focus school, it should identify the area of focus and how it exceeds provincial and district expectations. Upon verification by the appropriate Assistant Superintendent, the Board of Trustees will be informed.

2. Magnet Schools

- 2.1 The initiating group would work with members of the Choice Management Committee to develop the philosophical, organizational and/or curricular intent of the proposed school or program. This would be submitted to the Board of Trustees for approval in principle.
- 2.2 Upon approval in principle, the Superintendent, in consultation with the Board, would create a development team and prepare a budget, if required.
- 2.3 The development team should consider the following issues in preparing a report for the Board's consideration:
  - 2.3.1 Overview of proposed program or school
    - a) Philosophical, organizational and/or curricular uniqueness
    - b) Need
    - c) Primary objectives
  - 2.3.2 Student, parent, staff and community support
    - a) Estimate of enrolment
    - b) Any entrance stipulations
  - 2.3.3 Staffing, facility and resource considerations
    - a) Desired attributes of facility
    - b) If the facility being considered is an existing operating school, then consultation with the administration and staff of the school and its parent advisory council should occur.
    - c) Additional financial resources, material or support required.
    - d) Staffing issues.



CHOICE OF PROGRAMS AND SCHOOLS

- 2.3.4 Promotion of the school or program.
- 2.3.5 Catchment area Issues
- 2.3.6 Implementation timeline
- 2.4 Upon Board approval, the Superintendent, in consultation with the Board would create an implementation team to lead to the opening of the school or program.

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Approved: 2004.05.25

