

Proposal for Education Choice:

A Secondary School of the Arts for School District No. 73

November 22, 2004



Executive Summary

This proposal is a response to the invitation from School District No.73 for community-initiated educational programs of choice. The proposal is for a Secondary School of the Arts with the goal of opening in September 2005.

Current B.C. curriculum includes instruction in visual arts, music, dance and drama at all grade levels, and many excellent arts programs already exist in district secondary schools. However, parents in School District 73 have taken this initiative to request enriched programs of excellence in the arts that will fulfill a recognized educational need separate from existing programs and services currently offered by area schools.

In September of this year, the school district opened the Beattie Elementary School of the Arts which offers an integrated fine arts program for students in kindergarten to grade seven. The school offers a strong academic program along with enhanced instruction in dance, drama, music, and visual arts at each level.

The focus of this proposal is to build on the foundations being laid at Beattie Elementary School of the Arts by urging the school district to extend the program to the secondary level immediately.

The authors of this proposal consulted with parents and students at a community meeting in October of this year. There exists now a core group of Beattie parents who want to see the fine arts program extended into the secondary system so that the educational experiences that their children are receiving may continue. Beattie parents with children in grades six and seven, in particular, feel an urgency to advocate for a secondary program.

We are also hearing from a growing number of students and parents from outside the Beattie population who want to see a large-capacity secondary arts school that can accept not only the students coming out of Beattie, but other district schools as well. Many parents who have children already in high school send a strong message that they want to see a grades 8 to 12 program implemented right away, rather than growing the program gradually, moving up the grades one year at a time from grade 8.

Parents have expressed a strong preference for a secondary arts program that continues the practice of integrating the arts into the academic program and there are several successful high schools that integrate the arts into the core academic curriculum.

At Langley Fine Arts School, teachers frequently use fine arts strategies and activities in the study of English, science, social studies, math and other core areas. At Abbotsford Senior Secondary, the Integrated Fine Arts Program gives students the opportunity to learn through arts based activities. One of the goals of The San Francisco School of the Arts is to provide a program of instruction in which content from the arts is integrated into traditional non-arts subject areas and students are helped to make strong connections between their artistic and academic endeavors.

Introduction

This proposal is a response to the invitation from School District No.73 for community-initiated educational programs of choice. The proposal is for a Secondary School of the Arts for School District No. 73.

Current B.C. curriculum includes instruction in visual arts, music, dance and drama at all grade levels, and many excellent arts programs already exist in district secondary schools. However, parents in School District 73 have taken this initiative to request enriched programs of excellence in the arts that will fulfill a recognized educational need separate from existing programs and services currently offered by area schools.

In May of 2002, the Kamloops Fine Arts School Working Group submitted a proposal to School District 73 for the establishment of a K to 12 fine arts school in Kamloops. The proposal was for a school that would offer a strong academic program along with enhanced instruction in dance, drama, music, visual and literary arts at each level. Fine arts would be equal to and integrated with the academic curriculum.

In September of this year, the school district opened the Beattie Elementary School of the Arts which offers an integrated fine arts program for students in kindergarten to grade seven. Demand for the program has been strong. The school is currently running at capacity and there is a growing waiting list to enroll in the school.

An essential task of the Kamloops Fine Arts School Working Group was to solicit and develop support for an arts school through parents groups and within the broader community. Three years of public meetings, featured newspaper articles, radio and television coverage and word-of-mouth communication have raised the level of awareness in our community for arts education programs of choice. Not only have we received strong support for a fine arts program at the elementary level, but support for a secondary program is growing. Parents with children in grades six and seven at Beattie, in particular, feel an urgency to advocate for a secondary program to be in place by September, 2005, when their children will be entering secondary school.

We are very excited about the prospect for education choice at the secondary level in Kamloops, and hope that you will agree to work with us towards the establishment of a Secondary School of the Arts for our children.

We, the undersigned, propose that School District No. 73 build on the foundations laid at Beattie Elementary School of the Arts and determine the feasibility of establishing a secondary school of the arts in Kamloops with the goal of opening in September, 2005.

Linda Jules

Shelley Jones

Rio Bates

Wendy Doll

Guy Doll

David Denison

Reyna Denison

Janet Simmons

**Gerry Simmons
Kim Moshenko
Charlotte Maitland
Paul Robertson**

1. Mission Statement

(The 2002 proposal for education choice called for a K to 12 fine arts school. Therefore, the original mission statement, goals and objectives stand for this submission.)

The Kamloops Fine Arts School is a multi-disciplinary K-12 center dedicated to the study, appreciation and exploration of the contemporary and traditional visual & performing arts.

Interested in developing creative and independent thinkers, the Kamloops Fine Arts School's leaders inspire students' individual sensibilities and nurture their sense of plurality, diversity, resourcefulness and inquisitiveness. Fully understanding that students flourish in a creative and disciplined environment, KFAS offers ambitious academic, fine and performing arts programs dedicated to instilling in students a holistic and enthusiastic sense of life long learning.

2. Goals and Objectives

At the Kamloops Fine Arts School students, educators, and parents share a universal belief in the value of a fine arts education, cross-disciplinary study, and self-expression.

Our goal at the Kamloops Fine Arts School is to provide a foundation for life-long learning; to develop and extend skills for creativity, problem solving and communication; to help students develop academic and artistic skills and self-confidence and become critical thinkers. Developing a strong sense of community through shared experience, students gain an important sense of diversity, resourcefulness and inquisitiveness.

As a result, students who graduate from the Kamloops Fine Arts School have a strong sense of self, of accomplishment, and an entrepreneurial sensibility. They are students who will go on to be active members of their community.



3. The Case for a Secondary School of the Arts in School District 73

The benefits of education through the arts are well documented, and the full text of the broad-based rationale that was presented to School District 73 in the original proposal of May, 2002, is appended to this proposal for your reference. The focus of this proposal is to build on the foundations being laid at Beattie Elementary School of the Arts and to urge the school district to extend the program to the secondary level immediately.

The authors of this proposal consulted with interested parents and students at a community meeting in October of this year. Although Beattie Elementary School of the Arts has only been operating for three months, parents are already reporting a positive change in their children's attitude toward school. Learning through the arts is proving exciting and fun for kids. Experiential learning, moving around, and sharing with their classmates is having a transformative effect on many children and the effect is continuing outside of the classroom.

Students are experiencing such a positive environment at Beattie, parents don't want it to end at the secondary level. Many parents and students who opted for Beattie did so with the fervent hope that a secondary program would be available for them to move into. Parents with children in grades six and seven, in particular, feel an urgency to advocate for a secondary program that can be in place by the time their children are ready to leave elementary school. They recognize that an arts-based school program instills holistic life skills and perpetuates learning into the university years and beyond.

Parents want an opportunity for their children to experience through to grade 12 the excitement in learning that art school students enjoy. They want to see a large-capacity secondary arts school that can accept not only the students coming out of Beattie, but other district schools as well. Many parents who have children already in high school send a strong message that they want a secondary arts program that their children can access. This requires a grades 8 to 12 program to be implemented right away, rather than

growing the program slowly starting with grade 8 and moving up the grades one year at a time.

Arts elective choices at existing secondary schools are seen as too limited. Students want more choice and the ability to take more arts electives. Parents express an interest in seeing choices such as digital art, film, video, animation and other contemporary visual arts media offered along with the more traditional arts. It is felt that these would attract the interest of boys in particular and serve as motivating factors. Although some parents don't want to see too great an emphasis put on performance in the secondary program, others feel it is important to provide the opportunity for students to be involved in performance at some level – such as stage management, scene design, and script writing, as well as performance.

Secondary students want to be surrounded by a positive school environment made possible through education choice; an environment free of negativity generated by students who don't want to be where they are, an environment that will nurture a positive attitude and a pride in their accomplishments. It is felt that teachers who have also been able to exercise a choice can provide a more positive environment for students.



4. The Integrated Model

Parents and students with whom we consulted expressed a strong preference for a secondary arts program that continues the practice of integrating the arts into the academic program. The integration methods that are being used at Beattie Elementary School of the Arts are important to parents and there is an interest in seeing qualified arts teachers teaching secondary core curriculum courses as well as electives. Parents feel that boys, in particular, and other students might be able to benefit from a more integrated program.

In the course of conducting research for the 2002 proposal for education choice, the working group identified two examples of public secondary fine arts schools which have been operating successfully for a number of years. While models differ somewhat, secondary fine arts schools generally offer a greater number of arts electives, at more depth, and students begin to focus on their chosen arts by entering major and minor programs in an arts specialty. Sometimes, the academic courses are delivered at an accelerated pace, to allow students to pick up more arts electives. Also setting these secondary schools apart is the large number of arts-related activities, such as bands, orchestras, choirs and combos, dance and theatre production groups, etc. Above all, students and teachers speak of establishing and nurturing a culture at the school, within which students and teachers alike are free to create, to take risks and to find their true passion. (Descriptions of Langley Fine Arts School and Victoria School of Performing and Visual Arts, offered in the 2002 proposal, are appended for your information.)

Integrating the arts into traditional school programs assists students to develop their creativity and their ability to reason, to draw abstractions and to analyze. The arts can add personal meaning to what students are learning, no matter what the subject matter. The arts afford students the opportunity to express what they have been learning in very powerful and fulfilling ways and to share these expressions with other students.

The following are examples of secondary fine arts schools which have been operating successfully for a number of years and which integrate, to varying degrees, the arts into the core academic curriculum.

Langley Fine Arts School

Langley Fine Arts School is situated in a rural suburban neighbourhood of Fort Langley in the Fraser Valley and has offered an enhanced arts education for students in grades one through 12 since 1994. At the secondary level, academic courses are delivered during a fast-paced five-month semester. Students meet the province's key learning outcomes in less classroom time than do other BC students. Academic teachers frequently use fine arts strategies and activities in the study of English, science, social studies, math and other core areas. At the secondary level, students begin to focus on their chosen arts by entering major and minor programs in drama, voice, dance or the study of a particular musical instrument. Because they have to squeeze so much into the day, there are activities going on at the school from 7 a.m. until 4:30 p.m. most days. Although the school is open longer, teachers teach the same number of hours as in a regular school. The academic teachers, particularly, have demanding loads, as they are required to teach a regular course over a shorter period of time.

Abbotsford Senior Secondary Integrated Fine Arts Program

Now in its second year of operation, the Abbotsford Secondary Fine Arts School offers students the opportunity to learn through arts based activities. At this “school within a school”, students learn their humanities courses (English and Social Studies) with an arts specialist teacher. The activities are designed to meet the learning outcomes for these courses, but in such a way as to make learning fun and engaging. The program provides an exciting, dynamic way to learn and students are engaged in their learning. As part of a special activities program, performing artists are brought in for school-wide performances coupled with smaller workshops with the Integrated Fine Arts School students. Visual artists also visit the school for study sessions. The program has generated a lot of interest in the Abbotsford school district and the program expanded from one to two classes this year.

San Francisco School of the Arts

The San Francisco School of the Arts (SOTA) is a four-year public high school unique to San Francisco that provides a specialized program and learning environment conducive to creative and independent thinking. One of the goals of SOTA is to provide a program of instruction in which content from the arts is integrated into traditional non-arts subject areas. Believing that all real knowledge is interdisciplinary, teachers strive to provide students with the ability to make powerful connections between their artistic and academic endeavors. Being a small school, they have a strong sense of community. SOTA's standardized test scores consistently rank within the top high schools in the San Francisco school district and SOTA graduates have been welcomed by many top public and private colleges and universities as well as outstanding conservatories and art institutes across the nation.

5. Potential Demand for a Secondary School of the Arts

There exists now a core group of Beattie parents who want to see the fine arts program extended into the secondary system so that the positive educational experience that their children are receiving may continue. This requires that a secondary program be in place by September, 2005, to receive the students who are now in grade seven at Beattie Elementary School of the Arts.

Furthermore, there is a group of parents and students who have been voicing their support for a secondary arts school since the beginning of the education choice process. Now, we are hearing from a growing number of students and parents from outside the Beattie population who are watching the success of the Beattie program and want to see an arts school offered to all secondary students in the district.

Where fine arts schools have been established in British Columbia, they have been extremely popular. They all operate with waiting lists. A survey by School District 73 conducted in November, 2002, to gauge support for an arts school, received an

overwhelming response. In all, 1079 students were identified as being interested in attending the proposed Kamloops Fine Arts School.

There has never been a more opportune time to consider a secondary school of the arts for this school district. Administrators, teachers, students and parents now have a good understanding of the possibilities and benefits of an integrated arts education, and our task now is to create the last link in the chain that will extend “learning through the arts” from kindergarten to the university years and beyond.



Appendix One

Rationale for Education through the Arts

According to the British Columbia public school curriculum, the visual arts are “an essential form of communication, indispensable to inquiry and expression.” Dance programming “stretches the limits of our physical ability, of our expressiveness and of the human spirit.” Music “offers one of the most effective ways of connecting thinking and feeling and provides a way of learning that effectively integrates the cognitive, psychomotor and affective domains.” (*Curricula, Fine Arts K to 7*)

Current B.C. curriculum includes instruction in visual arts, music, dance and drama at all grade levels, and many excellent arts programs already exist in district secondary schools. However, parents in School District 73 have taken this initiative to request enriched programs of excellence in the arts that will fulfill a recognized educational need separate from existing programs and services currently offered by area schools.

The arts can be a powerful tool for teaching concepts in academic subjects. Teachers who have developed ways of integrating the arts into the curriculum can employ the arts to increase comprehension in reading, math and the sciences. Students whose learning styles are less compatible with teaching methods based on text, language and logic can often benefit from an arts-centered approach that makes use of full-body learning and

symbolic communication. In short, the arts can improve a student's ability to learn because the arts draw on a range of intelligences and approaches.

The benefits of integrating the arts with other subject areas is acknowledged in the BC Ministry of Education curriculum for dance, drama, music, and the visual arts. Speaking of the elementary years it states...

"...learning and instruction often take place in an integrated manner and do not always stay within the boundaries of a particular subject. Learning in the fine arts, in particular, offers great potential for connections among subject areas: the common areas of learning in dance, drama, music, and visual arts build on and reinforce one another. These subjects also become richer and more relevant for students when linked to topics and skills in humanities, sciences, and applied skills subject areas...." (IRP 042)

Arts education is important because the arts are an essential aspect of human knowledge. Educational studies have revealed that strong arts programs can enhance learning for all students. Practical experience in schools around the world have long indicated that a strong arts education can not only stimulate the cognitive and aesthetic growth of children and youth but can also instill social, civic, and personal development. Integrating the arts into traditional school programs assists students to develop their creativity and their ability to reason, to draw abstractions and to analyze. The arts can add personal meaning to what students are learning, no matter what the subject matter. The arts afford students the opportunity to express themselves in very powerful and fulfilling ways and to share these expressions with other students. Perhaps most important is the promotion and nurturing of a peer culture within the school environment that places a high priority on the arts and on the achievement of personal excellence.

There is growing evidence that the study and production of art may also promote equity and lead to a greater understanding of the diverse groups that make up our community. Teachers in Kamloops schools have long focused on the arts when exploring cultural identities. But a deeper exploration of the creative process inside each of us can lead to an even more profound understanding and acceptance of other voices, other stories, other interpretations and points of view. Producing art exposes, in a very personal sense, the subjective nature of our lives and validates and reinforces our own individuality and self-awareness while it honours cultural differences.

Delivering an enriched arts education program to students at a single location has many benefits. Interdisciplinary programs in the arts can lead to cross-pollination of ideas and students are able to regularly practice what they are learning through multi-media events and performances. Arts schools offer opportunities for students and teachers alike to become involved in a greater number of group projects and ensembles, and self-expression is allowed to flourish in an atmosphere of creative acceptance. Teachers and administrators are able to harness their creative energies as they support one another in their shared vision. And finally, parents are able to pool their time and resources to become strong advocates for the arts at school and in the broader community.

Appendix Two

Secondary Arts School Models

Langley Fine Arts School Langley, British Columbia

Establishment of the school

Langley Fine Arts School is situated in a rural suburban neighbourhood of Fort Langley in the Fraser Valley and has offered an enhanced arts education for students in grades one through 12 since 1994. There are 800 students attending Langley Fine Arts School, roughly half in elementary and half in secondary. The school began as a grade 1 to 5 school the first year, combined with a regular junior-high school. Thereafter, it grew by one grade per year, until they had their first grade 12 graduating class in 1993/94. The students attending the regular junior high program were moved out to a brand new high school facility, a move that had been planned all along. Administrators at Langley Fine Arts School believe that phasing in the program allowed them to grow gradually, working out the inevitable kinks as they occurred. They believe it was easier to put programs in place and to achieve what they set out to do with a smaller core group of students. This model also allowed students to build a culture in the school and to develop the skills they would need, such as self-reliance and the ability to mix with much older students. Also,

elementary programs tend to allow more flexibility than the secondary programs, making mis-steps easier to correct

Philosophy

At Langley Fine Arts School, administrators, teachers, students and parents share a common sense of purpose and a stake in perpetuating the vision and ensuring the quality of excellence in their programs. Students say that the strongest peer pressure is to “be yourself”, a useful attitude for an artist. Most of the students take private arts instruction outside of school as well. Students and teaching professionals at Langley Fine Arts School speak of establishing and nurturing a “culture” at the school, within which students and teachers alike are free to wander, to explore, to create, to take risks and to find their true passion, within which students can feel truly respected, appreciated, valued and cared for. This, above all else, is their mission.

Program Delivery

Arts and academics are equal partners in the primary grades, with 80 minutes per week in each of the four disciplines of dance, drama, music and visual art. Art specialists and core teachers spend time planning together in search of meaningful integration opportunities. At the intermediate level, fine arts studies consist of 120 minutes per week (three 40-minute classes) in each of the four disciplines. Wherever possible, the arts are integrated into the study of academic core subjects. At the secondary level, academic courses are delivered during a fast-paced five-month semester. Students meet the province’s key learning outcomes in less classroom time than do other BC students. Academics teachers frequently use fine arts strategies and activities in the study of English, science, social studies, math and other core areas. At the secondary level, students begin to focus on their chosen arts by entering major and minor programs in drama, voice, dance or the study of a particular musical instrument. Although there is a physical education program at the school, there are no school teams. The only elective options are in the arts.

Teachers

All the teachers at Langley Fine Arts School are certified and are hired through the regular channels. Seniority counts, but so do the unique qualifications required by the school programs. They use divided positions and many part-time teachers. Because they have to squeeze so much into the day, there are activities going on at the school from 7 a.m. until 4:30 p.m. most days. Although the school is open longer, teachers teach the same number of hours as in a regular school. The academic teachers, particularly, have demanding loads, as they are required to teach a regular course over a shorter period of time. The Langley Fine Arts school is proudly featured in the BC Teachers Federation's publication: "Public Choice, Public Schools" and is frequently lauded as an educational "success story".

Admissions

After the school’s establishment, it wasn’t long before a waiting list was formed of students wanting to get into the school. Those living in the Langley School District get first choice, along with their siblings, followed by out-of-district students and their siblings. The most important quality the admissions committee looks for in prospective

students is a passion for the arts, in whatever discipline they have chosen. Once accepted, the school will work with the students to ensure their success, including offering learning assistance to students who need it. When interviewing new prospects, they are very frank about increased homework loads and time commitments that the students will have to take on due to the accelerated pace of the academic programs.

Funding

Langley Fine Arts School accesses the same amount of funding as any other school in the district. The departments raise funds for student field trips by staging and selling tickets to dances, dinner/dances and concerts and by holding arts and crafts fairs. The administration is planning to seek corporate sponsorships in the near future. Some elective courses use technology – such as digital music composition - but the major programs remain relatively tech-free. Instead of investing in expensive technology, they concentrate on developing strong foundations in technique, giving students the ability to use any technology that may be available in the workplace after graduation.

Facility

Much of the school's specialized spaces were built as a new addition to the school two or three years ago. The following is a cursory inventory of the spaces the school uses, over and above the core classrooms and science labs, gymnasium, cafeteria and staff spaces:

- 4 large dance studios with sprung wooden floors
- 3 art studios with very high ceilings and natural light
- 3 soundproofed music rooms and an additional 4 small soundproof practice rooms
- The Mary Pratt Art Gallery for student-curated exhibitions
- The Chief Sepass Theatre, a 340-seat performance theatre
- The Woodshop Theatre is used for rehearsals, drama classes and workshops. Risers and seating can be set up for performances, and this theatre is often used by the literary arts students as it affords a more intimate performance space than the main theatre.

Victoria School of Performing and Visual Arts Edmonton, Alberta

Philosophy

Victoria School of Performing and Visual Arts has, since 1985, offered an enhanced arts education to students from Kindergarten to grade 12. Inspiring academic and artistic excellence, Victoria School encourages students to explore and expand their artistic talents while encouraging them to excel academically. The school is known for the enthusiastic risk-taking of its students, its dedicated staff and community of parents and partners all of whom embrace the powers of the arts. Students are encouraged to question, seek out and express their discoveries on stages and galleries within and outside the school.

Program Delivery

Victoria School of Performing and Visual Arts is an alternative school within the Edmonton public school system. Five distinct schools of the arts offer students the opportunity to combine expert instruction and guidance with creative exploration and experimentation. A strong academic program is enhanced by participation in the internationally recognized International Baccalaureate program and enriched by the expertise of instructors and facilities.

In the dance school, students have the opportunity to take beginner dance classes or join students committed to becoming professional dancers. Students are encouraged to participate within the larger dance community, to attend concerts, to take classes and audition for performance opportunities. Dance history, theory, music appreciation and dance appreciation are provided within each dance discipline. Field trips may also be part of the dance enrichment. Additionally, students have the opportunity to collaborate with other arts departments such as visual arts, drama, music and video. Students in the theatre school explore speech, movement, improvisation, acting, directing, technical theatre, design and theatre studies. In the visual arts school, students learn to view art as process, form, recreation, vocation, and lifestyle. Visual arts instruction includes the traditional media such as painting, sculpture, photography, illustration, drawing, stained glass and mosaics, as well as commercial vehicles like posters and logo identities. The music school offers ensemble opportunities in woodwind, strings, brass and voice. Recitals allow students in advanced areas such as piano, cello and violin to refine and share their gifts. Through the Video and Broadcast Studies program, students receive training and develop expertise that allows them to create within the media. Through an in-school television studio, radio station and news broadcasts, students develop the background to understand the power of the media and the confidence to use it creatively.

Admission

Students in kindergarten to grade nine must apply for admission and demonstrate their academic achievement and their artistic potential. Once accepted, all students participate in a challenging academic program that includes the International Baccalaureate Primary Years Program for students in kindergarten to grade five and the International Baccalaureate Middle Years Program for students in grade six to nine. All students are expected to demonstrate high academic achievement in their core subjects.

Funding

The Victoria School Foundation for the Arts, established to support the arts program at Victoria School, is chaired by Hollywood director and Vic grad, past president of the Academy of Motion Pictures Arts and Sciences, Arthur Hiller and supported by a cast of Edmonton luminaries. The income on the Foundations funds will finance travel for performance groups, award scholarships and bursaries to deserving students, fund guest artists for Master Class instruction, invite artists-in-residence to Vic, improve facilities and acquire equipment. The Victoria School Foundation for the Arts is raising money through special events, fundraising drives, alumni activities and corporate donations. Since its inception the group has raised \$450,000 towards student scholarships and building plans.

Bibliography

British Columbia Ministry of Education, Skills and Training.” Curricula, Fine Arts K to 7, 1997.

Cornett, Claudia; Smithrim, Katherine. The Arts as Meaning Makers: Integrating Literature and the Arts Throughout the Curriculum, Canadian Edition, Pearson Education Canada, Toronto, 2001.

Darby, Jaye T.; Catterall, James S. “The fourth R: The arts and learning.” Teachers College Record, Winter 1994, Vol. 96 Issue 2.

Gaskell, Jane. “The Politics of School Choice in British Columbia: Citizenship, Equity and Diversity.” American Educational Research Association, Montreal, 1999.

Kiester, Gloria J. “A Tale of Two Schools.” Music Educators Journal v69, Sept. 1982.

Kronish, Miriam; Abelmann, Jeryl. “Elementary. Focus on Fine Arts.” National Education Association, Washington, DC., 1989.

Parr, N. Carlotta; Radford, Jan; Snyder, Susan. “Kaleidoscope: Building an Arts-Infused Elementary Curriculum.” Early Childhood Education Journal v25 n3 p181-88 Spring 1998.

Russell Stephens. "Vancouver Fine Arts School Proposal." Vancouver Society for Education Through the Arts, Vancouver, 2000.

Turner, Benjamin F. "Magnet Schools: A Planning Guide for Elementary Schools." Kent State University, Ohio, 1984.

Websites:

Learning Through the Arts: The Royal Conservatory of Music, www.rcmusic.ca

Langley Fine Arts School, www.sd35.bc.ca/lfa

San Francisco School of the Arts, www.sfsota.org

Victoria School of Performing and Visual Arts, www.victoria.epsb.net