

**THE BOARD OF EDUCATION OF SCHOOL
DISTRICT NO. 61 (GREATER VICTORIA)
EDUCATION POLICY AND DIRECTIONS COMMITTEE
REGULAR MEETING AGENDA**

Chairperson: Trustee Nohr

Monday, September 12th, 2016 – 7:00 PM

Location: Tolmie Board Room, 556 Boleskine Road

Dialogue with the Public is welcome during Standing Committee Meetings

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

ITEM	PRESENTER	STATUS	ATTACH
1. Approval of the Agenda			
2. Approval of the Minutes of Education Policy and Directions Committee Meeting – June 6, 2016			pgs. 3-7
3. Business Arising From the Minutes			
4. Presentations to the Committee			
5. New Business			
A. Introduction of Student Representative	<i>Piet Langstraat, Superintendent and Student Representative Dawson Gittens - Lambrick Park Secondary</i>	- Info	
B. Technology Stewardship Committee Report	<i>Piet Langstraat, Superintendent, Ted Pennell, Director, IT</i>	- Info	pg. 8
C. Student Transfer Policy	<i>Piet Langstraat, Superintendent</i>	- Info	
D. Equity Committee	<i>Piet Langstraat, Superintendent</i>	- Info	pg. 9
That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to develop a draft Terms of Reference for the Equity Committee.			
E. Policy Sub Committee Monthly Report Policy and Regulation 4305 - Gender Identity and Gender Expression	<i>Mark Walsh Deb Whitten, Associate Superintendent</i>	- Info - Action	pg. 10 pgs. 11-17
That the Board of Education of School District No. 61 (Greater Victoria) create new Policy and Regulation 4305 Gender Identity and Gender Expression.			

That the Board of Education of School District No. 61 (Greater Victoria) accept and implement the draft proposal "*Board of Education - Plan - 2016-17*" as a general guideline for the Education, Policy and Directions meetings, the Operations, Policy and Planning meetings and the Board meetings.

6. Notice of Motions
7. General Announcements
8. Adjournment



**Education Policy and Directions Committee
June 6, 2016 – Strawberry Vale Elementary School, 4109 Rosedale Avenue**

Regular Minutes

Present: TRUSTEES
Deborah Nohr, Chair
Tom Ferris
Diane McNally
Peg Orcherton
Jordan Watters
Ann Whiteaker

ADMINISTRATION
Piet Langstraat, Superintendent of Schools
Deb Whitten, Associate Superintendent
Greg Kitchen, Associate Superintendent
Mark Walsh, Secretary-Treasurer
Read Jorgensen, VPVPA
Cindy Graf, GVTA Representative
Audrey Smith, VCPAC
Jeff Davis, Director, International Student Program
Aaron Maxwell, Vice-Principal, Arbutus Global Middle School
Cindy Sanderson, Principal, Strawberry Vale Elementary School
Willow Mak, Student Representative
Connie Schmidt, Recording Secretary

The meeting was called to order at 7:00 pm.

Chair Nohr recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

1. APPROVAL OF THE AGENDA

It was moved:

That the June 6, 2016 regular agenda be approved.

Motion Carried Unanimously

2. APPROVAL OF THE MINUTES

It was moved:

That the May 2, 2016 Minutes of the Education Policy and Directions Committee meeting be approved.

Motion Carried Unanimously

3. BUSINESS ARISING FROM THE MINUTES - none

4. PUBLIC PRESENTATIONS TO THE COMMITTEE - none

5. NEW BUSINESS

A. Introduction of Student Representative

Superintendent Piet Langstraat welcomed Student Representative Willow Mak from S. J. Willis School. The Superintendent expressed his appreciation of having a student voice at the table. Willow will be attending scheduled Board meetings for June 2016.

Willow provided trustees with a brief update on the BC Transit bus pass issue and shared that students are currently in the process of gathering statements and making videos that will be presented to BC Transit.

B. Nature Education Presentation

Superintendent Piet Langstraat introduced Aaron Maxwell, Vice-Principal at Arbutus Global Middle School, and explained that earlier in the year he and Mr. Maxwell began exploring the idea of environmental education across the District.

Supported by a slide show, Mr. Maxwell then presented his research about "Environmental Education – A K-12 Model" designed to "help kids reconnect with nature, starting with the Greater Victoria School District." He highlighted various nature related programs and projects that are already taking place in the District. Mr. Maxwell outlined the benefits of a K-12 model and how it ties in with the District's Strategic Plan. He also spoke to topics such as Student Perspectives of Learning; Continuum of Learning K-12; Environmental Education as a Culture that Values Connecting with Nature; Diversity of Roles; Building a Community Beyond School and District Walls; as well as connecting with community agencies and institutions such as Wild BC, University of Victoria, Saanich Parks and Recreation.

A discussion followed and trustees expressed their appreciation of Mr. Maxwell's presentation.

C. BAA Courses - Introduction to the International Certificate 12 - Experiential Learning 12

Superintendent Langstraat introduced Jeff Davis, Director of the International Student Program.

Mr. Davis explained that the Ministry of Education and the K to 12 International Education Sector have embarked on three projects that support two-way flow of students, one of which is the Global and Intercultural Focus Program. The two proposed BAA courses are directly related to this program. Mr. Davis continued to explain that the aim is for these BAA courses to become Ministry courses in 2017-2018. Greater Victoria School District is among a group of school districts that plan to offer these BAA courses in 2016-2017, pending Board approval. He advised trustees that just recently the proposed two BAA courses have been renamed to *Global and Intercultural Studies 12* and *Global and Intercultural Experience 12*.

A discussion ensued. Trustees agreed that the recommended motions should be amended to reflect the new course titles:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: ~~*Introduction to the International Certificate 12-Global and Intercultural Studies 12.*~~

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: *Global and Intercultural Studies 12.*
Motion Carried Unanimously

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: ~~*Experiential Learning 12- Global and Intercultural Experience 12.*~~

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: *Global and Intercultural Experience 12.*
Motion Carried Unanimously

D. Policy 100 – Philosophy and Goals of Education

Mark Walsh, Secretary-Treasurer, presented the reviewed Policy 100 – Philosophy and Goals of Education.

A discussion ensued and the following edits to the policy were made: 1. Omitting the words “AND GOALS” in the policy title; 2. Adding the words “in 2016” to the first paragraph; Starting a fourth paragraph with the sentence “The Board is committed to the following values:”

Trustee Watters then suggested that the recommended motion be amended to reflect the omission of the words “and Goals”:

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 100 - *Philosophy and Goals of Education*.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 100 - *Philosophy of Education*.

Motion Carried Unanimously

E. Regulation 3545.2 – Field Trips and Attachments

Deb Whitten, Associate Superintendent, presented the revision of Regulation 3545.2 - Field Trips and Attachments for SD 61 Field Trip Regulations. She explained that the revised regulation reflects a change in the supervision requirements for walkabout field trips as well as a change in the wording for the Student Code of Conduct. She also shared that the feedback from all stakeholder groups has been incorporated.

A discussion followed and trustees suggested the following edits to the draft revision: 1. On page 18, adding the words “and needs” to read: “[...] if the following factors are taken into consideration: age and needs of the students, [...]” 2. On page 26, replacing “son/daughter” with “son or daughter or student.” 3. On page 39, replacing “his/her” with “their.”

F. Regulation 1325 - Partnership

Deb Whitten, Associate Superintendent, presented the revised Policy 1325 - Partnership.

A short discussed followed.

G. MOTION

Trustee Orcherton assumed the Chair role while trustee Nohr presented the rationale for her motion:

That the Board of Education of School District No. 61 (Greater Victoria) initiate a temporary change to the start time for the Education, Policy and Directions meetings in the months of September, October, November and December, 2016 with a new start time of 4:30 - Bylaw 9360.2 (4): a review of the effectiveness of this time change will be undertaken at the December Education, Policy and Directions meeting.

A discussion ensued and it was agreed to amend the motion by omitting the words "Bylaw 9360.2 (4)."

That the Board of Education of School District No. 61 (Greater Victoria) initiate a temporary change to the start time for the Education, Policy and Directions meetings in the months of September, October, November and December, 2016 with a new start time of 4:30 ~~Bylaw 9360.2 (4)~~: a review of the effectiveness of this time change will be undertaken at the December Education, Policy and Directions meeting.

It was moved:

That the Board of Education of School District No. 61 (Greater Victoria) initiate a temporary change to the start time for the Education, Policy and Directions meetings in the months of September, October, November and December, 2016 with a new start time of 4:30: a review of the effectiveness of this time change will be undertaken at the December Education, Policy and Directions meeting.

Motion Defeated

For: Trustee Nohr

Against: Trustees Ferris, McNally, Orcherton, Watters, Whiteaker

6. GENERAL ANNOUNCEMENTS - none

7. ADJOURNMENT

It was moved:

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 9:10 pm.

TO: The Board of Education

FROM: The Technology Stewardship Ad Hoc Committee

RE: Recommendations for the use of technology for students and staff

DATE: September 12, 2016

Background:

The Technology Stewardship Ad Hoc Committee (the "Committee"), was established by the Board for the purpose of developing guidelines for the use of technology for students and staff. The Committee met numerous times during the 2015 / 2106 school year and was provided with significant input from a wide range of stakeholders.

As a result of the stakeholder input and work by the Committee, the Committee has developed five specific recommendations to the Board.

Recommendations:

1. To develop a district-wide approach to the ethical and appropriate use of technology for students and staff which includes digital citizenship for students;
2. To fully support the Technology for Learning Strategy which strives to create a learning environment that equitably supports and appropriately challenges our learners to reach their full potential ;
3. To develop a communication plan and strategy for recommended use of wireless devices and access;
4. To develop an appropriate BYOD strategy that supports student learning in using their own computing devices in classrooms and schools;
5. To develop guidelines for the physical usage of technology, considering ergonomics and manufacturer's recommendations.



OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Piet Langstraat, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: The Board of Education
FROM: Piet Langstraat, Superintendent of Schools
RE: Equity Committee
DATE: September 12, 2016

Background:

Throughout the 2015 – 2016 school year the Board of Education discussed the need for equity of resources for students in the Greater Victoria School District. This resulted in the inclusion of two key values in the Board’s Strategic Plan:

- Equity – We give each student the opportunity to fulfill their potential.
- Integrity – We are ethical and fair.

If the concept of equity is to be the underpinning of the practices and procedures within our District it will require an examination of many aspects of the District’s operations. One way to achieve this aim is the establishment of a committee dedicated to this work. The work of this committee could include, but not be limited to, such things as:

- The allocation of resources within the District.
- Programming for students
- Supports for students with diverse learning needs
- Human resources

Recommended Motion:

THAT THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 61 (GREATER VICTORIA) DIRECT THE SUPERINTENDENT TO DEVELOP A DRAFT TERMS OF REFERENCE FOR THE EQUITY COMMITTEE.



OFFICE OF THE
SECRETARY-TREASURER

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8
PHONE (250) 475-4108 FAX (250) 475-4112

TO: The Education Policy and Directions Committee
FROM: The Policy Sub-Committee
DATE: September 12, 2016
RE: **Monthly Report**

Background:

The Policy Sub-Committee (the "Committee"), met on August 22, 2016. Present at the meeting were Trustees Watters and Leonard, Superintendent Langstraat and Secretary-Treasurer Walsh.

The Committee has a number of updates and specific recommendations stemming from the ongoing review of policy.

Updates:

The Committee has completed the initial review of all 57 policies within the 100, 1000, and 200 series.

The Committee has changed Trustee membership with Trustees Whiteaker and Nohr reviewing the 3000 and 4000 series with the first update to be provided in October 2016.

Trustees Leonard and Watters will continue to meet as required to complete the 1000 and 2000 series as various outstanding assigned work is completed.

Recommendations:

Specific Policies Recommended for Creation

Policies 4305 Gender Expression and Identity.

The Policy Sub-Committee is recommending the creation of the policy.

Rationale: On March 29, 2016 the Board passed the following motion:

That the Board of Education of School District No. 61 (Greater Victoria) refer the policy and regulation proposal on Gender Identity and Gender Expression presented by the District Gender and Sexuality Alliance (GSA) to the Policy Sub-Committee for further development and consultation with partner groups as per Bylaw 9210 (The Development of Policy) and Policy 1163 (Consultation).

Draft policy and regulations were sent to stakeholders for comment and input was incorporated into the document as presented.

The Regulations are provided for information in the event that the Policy is created by the Board.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) create new Policy and Regulation 4305 *Gender Identity and Gender Expression*.

POLICY 4305

GENDER IDENTITY AND GENDER EXPRESSION

The Greater Victoria School District 61 Board of Education recognizes the need and obligation to provide a safe and supportive environment for all members of the school community who are transgender and/or gender non-conforming. The Board is committed to the rights of all students and staff to learn and work free from fear, discrimination, and harassment, while also promoting pro-active strategies and guidelines to ensure that transgender and gender non-conforming students, employees and families are welcomed and included in all aspects of education and school life, and are treated with respect and dignity. This requires that appropriate expectations, behaviours, language, and actions are defined in order to ensure support and inclusion, and prevent marginalization or discrimination.

Specific supports, in addition to those outlined below, may be required to enable the full participation of students and staff, expression of their identity, or protection of their safety. Adaptations or accommodations should be individualized in a manner that meaningfully involves the student or staff member in the decision making process.

1. Leadership

In order to provide leadership on the issues of gender identity and gender expression, the Board will:

1. Support inclusion of all students and staff in all aspects of school life (academic, social, and extracurricular), and enable the free and full expression of their gender identity.
2. Ensure discriminatory actions and complaints regarding discrimination or harassment relating to perceived or actual gender identity, or gender

expression, will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures

3. Ensure that gender based discrimination and transphobia are treated with the same professional due diligence as any other form of discrimination.
4. Advocate for the needs of transgender and gender non-conforming students at a provincial level, including the inclusion of gender identity and expression in curriculum.

2. Learning Resources

The Board is committed to providing an inclusive learning environment for transgender and gender non-conforming students where students and staff have access to educational resources that are respectful of diverse gender identities and gender expressions.

3. Student Support

The Board is committed to ensuring that transgender and gender non-conforming students and staff are supported in our schools.

The establishment of school-based clubs dedicated to gender and sexual minority inclusion will continue to be encouraged and supported in all schools.

4. Communications

The Board will ensure that communications to students, staff, parents, guardians, and the community recognize that some students live in gender diverse families that represent a diversity of gender identity, expression and sexualities.

5. Student Information and Privacy

The Board believes that all students and staff deserve to have their information and privacy protected and respected.

The Board believes that students have the right to discuss and express their gender identity and/or gender expression openly and to decide when, with whom, and how much private information to share.

6. Sex-Segregated Activities

The Board is committed to reducing, and where possible eliminating, the practice of segregating students based on sex and/or gender in order to ensure the full inclusion of transgender and/or gender non-conforming students.

7. Accessibility

The Board recognizes that students have the right to freely access bathroom and change room facilities that are gender neutral.

The Board recognizes that students have the right to access to bathroom and change room facilities that corresponds to their gender identity or the group in which they are most comfortable.

8. Dress

The Board recognizes that students and staff have the right to dress in a manner consistent with their gender identity or gender expression.

DEFINITIONS

In this policy, all references to “sexual or gender minority” persons or LGBTQ+ persons will include, but are not limited to, lesbian, gay, bisexual, transgender, transsexual, two-spirit, intersex, queer or questioning persons, persons who are labeled as such whether they are or not, and persons with immediate family members who identify as a sexual or gender minority.

Gender nonconforming: A term that often refers to children who express gender in ways that differs from societal expectations of the sex and gender assigned to them at birth.

Trans or Transgender: An umbrella term used to describe people whose gender identity and/or gender expression differs from what they were assigned at birth. Some trans people may choose to medically transition by taking hormones, having surgery. Some trans* people may choose to socially transition by changing their name, clothing, hair, etc.

REGULATION 4305

GENDER IDENTITY AND GENDER EXPRESSION

1. Leadership

In order to provide leadership on the issues of gender identity and gender expression the Board will:

- a. Ensure that gender expression and gender identity are included in school's Code of Conduct.
- b. Ensure that all staff and administrators are familiar with the Gender Identity and Gender Expression Policy, and that they are provided support for its implementation upon request.
- c. Consult with the District Gender & Sexuality Alliance to ensure that policy, priorities, and operations are consistent with the Gender Identity and Gender Expression policy.

2. Learning Resources

In order to provide an inclusive learning environment for transgender and gender non-conforming students:

- a. Principals will build collections of resources that address gender identity and gender expression in positive ways and that are accessible to students, staff, and families.
- b. Principals will ensure that diverse learning resources are provided in order that students and families are able to see themselves reflected positively in the curriculum.
- c. Principals will ensure that sexual health education resources are trans inclusive and developmentally appropriate, current and relevant, and are incorporated into sexual health instruction.

- d. Principals will ensure staff are familiar with the correct use of gender-neutral pronouns and that the use of such pronouns is supported in both verbal and written communication and course work.
- e. Principals will work with Parent Advisory Councils (PACs) to make sure parents are aware of the policy and relevant resources.

3. Student Support

So that transgender and gender non-conforming students are supported in our schools:

- a. Principals will ensure that at least one staff person or administrator in each school is assigned to be a Safe Contact who is able to act as a resource person for transgender, gender non-conforming and sexual minority students, staff and families, and that students and staff are informed of the name and location of the Safe Contact. The Safe Contact person will be provided with training.
- b. The Superintendent will ensure that counsellors and staff are trained to respond competently to the needs of transgender, gender non-conforming, and sexual minority students as well as to the needs of students with transgender, gender non-conforming, and sexual minority family members, care givers, and loved ones.
- c. The Superintendent will ensure that counsellors and staff are provided with information on support programs and culturally competent services for transgender and gender non-conforming students. These will not include services that attempt to change a student's gender identity. This will be updated on an ongoing basis.
- d. Principals will ensure that, upon the request of a student or group of students, a club dedicated to gender and sexual minority will be formed.

4. Communications

So that communications are supportive and inclusive:

- a. The Superintendent will ensure that district forms and communications reflect the potential diversity of gender identities and sexual orientations of students, staff, parents and guardians.
- b. Principals will ensure that school forms and communications reflect the potential diversity of gender identities and sexual orientations of students, staff, parents and guardians.
- c. The Superintendent will ensure that all district staff will be addressed by the names and pronouns they prefer to use.

- d. Principals will ensure that all students and school-based staff will be addressed by the names and pronouns they prefer to use.

5. Student Information and Privacy

In order to respect and protect student information and privacy:

- a. Principals will ensure that the student is the primary referent for gender identity.
- b. Principals will respect a student's wishes in regards to sharing information about their gender identity including with their parent or guardian.
- c. Principals will ensure that, where permitted by law, requests made by a student, and/or their parent/guardian, to change the student's official record to reflect their preferred name and/or gender identity will be accommodated.
- d. Principals will ensure that, at the request of a student and/or their parent/guardian, their preferred name and pronoun will be included on class lists, timetables, student files, identification cards, etc
- e. Principals will ensure that student's trans status, legal name, or gender assigned at birth may constitute confidential personal information that will be kept confidential unless its disclosure is legally required or unless the student or the student's parent(s)/guardian have given authorization. Where disclosure is required by law, all efforts will be taken to protect the students' identity.
- f. The Superintendent will ensure that sex (gender) is removed from class lists.

6. Sex-Segregated Activities

In order to support the full inclusion of transgender and/or gender non-conforming students:

- a. Principals will ensure that in situations where students are segregated by sex, including competitive athletic activities, transgender and gender non-conforming students will have the option to be included in the group that corresponds to their gender identity or the group in which they are most comfortable.

7. Accessibility

In order to support the full inclusion of transgender and/or gender non-conforming students:

- a. Principals will ensure that all students have access to bathroom and change room facilities that are safe and free of harassment and violence.
- b. Principals will ensure that at least one single-stall gender neutral bathroom is accessible to students. The bathroom will have a sign indicating it is gender neutral and it must be accessible to students (i.e., not be locked, not available on special permission, not located in staff room...).
- b. Principals will ensure that students have access to the bathroom or changing facility to that corresponds to their gender identity or the group in which they are most comfortable.

8. Dress

In order to support the full inclusion of transgender and/or gender non-conforming students and staff:

- a. Principals will ensure that any school dress code shall take into account gender diversity and shall not penalize students or staff for cross-dressing or other gender non-conforming choices regarding clothing.