

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

Chairperson: Trustee Ann Whiteaker

Monday, January 9th, 2017 – 7:00 PM

Location: Rockheights Library

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 Combined Minutes of Education Policy and Directions Committee and the Operations, Policy and Planning Committee Meeting – December 5 th , 2016			pgs. 2-6
3. Business Arising From the Minutes			
4. Presentations to the Committee			
5. New Business			
A. Introduction of Student Representative	<i>Piet Langstraat, Superintendent and Eilidh Morrison, Student Rep - Reynolds Secondary</i>	- Info	
B. Learning Support Plan, Learning Support Annual Report	<i>Deb Whitten, Harold Caldwell</i>	- Info	pgs. 7-12
C. Middle School Review - Terms of Reference	<i>Piet Langstraat, Deb Whitten</i>	- Info	pg. 13
6. Notice of Motions			
7. General Announcements			
8. Adjournment			



**Combined Education Policy and Directions Committee and
Operations Policy and Planning Committee Meeting
December 5, 2016 – GVSD Board Office, Boardroom**

REGULAR MINUTES

Present:

Deborah Nohr, Chair, Education Policy and Directions Committee, Elaine Leonard, Chair, Operations Policy and Planning Committee, Tom Ferris, Edith Loring-Kuhanga, Diane McNally, Peg Orcherton, Rob Paynter, Jordan Watters, Ann Whiteaker

Administration:

Piet Langstraat, Superintendent of Schools, Mark Walsh, Secretary-Treasurer, Shelley Green, Deputy Superintendent, Greg Kitchen, Associate Superintendent, Deb Whitten, Associate Superintendent, Katie Hamilton, Manager, Community Engagement and Communications, Louise Sheffer, Director of Learning, David Loveridge, Director, Facilities Services, Colin Roberts, Director, Human Resource Services, Bill Fosdick, Manager, Human Resource Services, Michele Dance, Manager, Human Resource Services, Jesse Bradbury, Principal - SJ Willis Education Centre, Sean McCartney, VPVPA Representative, Ilda Turcotte, GVTA Representative and Karen Walters-Edgar, Recording Secretary

The meeting was called to order at 7:15 p.m.

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 by Trustee Orcherton:

That the December 5, 2016 regular agenda be approved.

Motion Carried Unanimously

2. APPROVAL OF THE MINUTES

It was moved by Trustee Whiteaker:

That the November 7, 2016 Education Policy and Directions Meeting regular minutes be approved.

Motion Carried Unanimously

It was moved by Trustee McNally:

That the November 14, 2016 Operations Policy and Planning Meeting regular minutes be approved.

Motion Carried Unanimously

3. BUSINESS ARISING FROM MINUTES - None

4. EDUCATION POLICY AND DIRECTIONS COMMITTEE – Trustee Nohr, Chair

A. PRESENTATION TO THE COMMITTEE - None

B. NEW BUSINESS

1. Introduction of Student Representative – Paige Collins, Victoria High School

Superintendent Langstraat introduced Paige Collins, Student Representative from Victoria High School.

2. Literacy Presentation

Leah Moreau, Vice-Principal, S.J. Willis Education Centre and Melanie Postle, Vice-Principal, McKenzie Elementary presented on the issue of literacy programming highlighting various strategies used for interventions.

Trustees asked questions of clarification on the presentation and the current status of literacy programming within the District. Deputy Superintendent Green highlighted that Reading Recovery continues to be a priority intervention strategy within the District but also indicated that the one-on-one model was more appropriate for a small percentage of students receiving support. The focus of the District, moving forward, will be to develop balanced literacy programs that include effective reading and writing instruction.

3. Learning Plan and Annual Report - Learning Team

Director of Learning Sheffer and Deputy Superintendent Green presented the Learning Plan for the District. They highlighted a number of areas of focus including providing educators high quality professional development, creating school literacy and numeracy teams and providing support for practice leaders in schools.

Trustees asked questions of clarification. Deputy Superintendent Green highlighted the work being done in building connections with our local First Nations and a focus on the incorporation of local First Nations' perspectives when implementing the new curriculum.

C. NOTICE OF MOTION - None

The meeting adjourned at 8:37 p.m.

5. OPERATIONS POLICY AND PLANNING COMMITTEE - Trustee Leonard, Chair

The meeting commenced at 8:42 p.m.

A. PRESENTATIONS

Marie-Pierre Lavoie - Francophone Games 2020 Organizing Committee addressed the Committee. She highlighted the efforts being put into Victoria being the successful applicant for the 2020 Francophone Games. Director of Facilities Services Loveridge provided further information on the expectations of the District. Trustees asked questions of clarification.

It was moved by Trustee Loring-Kuhanga:

That the Board of Education of School District No. 61 (Greater Victoria) write a letter supporting the Victoria Host Committee in their bid to host and organize the 2020 Francophone Games.

Motion Carried Unanimously

B. SUPERINTENDENT’S REPORT - None

C. PERSONNEL ITEMS

1. Recruitment of Educational Assistants

Colin Roberts, Director, Human Resource Services provided the Committee with data related to the recruitment of educational assistants over the past five years. Human Resources Managers, Bill Fosdick and Michelle Dance provided information with respect to human resource processes in hiring educational assistants. Trustees asked questions of clarification.

D. FINANCE AND LEGAL AFFAIRS

1. Policy Sub-Committee Report

- i) Secretary-Treasurer Walsh reviewed the change recommended to Policy 3501 *Annual Operating Budget*.

It was moved by Trustee McNally:

That the Board of Education of School District No. 61 (Greater Victoria) retain Policy 3501 – *Annual Operating Budget* and replace the words “*mission and goals statements as written in the Achievement Contract*” with “*Strategic Plan*” in the policy.

Motion Carried Unanimously

- ii) Secretary-Treasurer Walsh explained that Policy 3450.1 *School (Non-Public) Funds* had been reviewed and is still considered to be relevant. Trustees asked questions of clarification.

It was moved by Trustee Watters:

That the Board of Education of School District No. 61 (Greater Victoria) retain Policy 3450.1 *School (Non-Public) Funds*.

Motion Carried Unanimously

2. Bylaw Revisions

Secretary-Treasurer Walsh stated that further to the motion passed at the June 20, 2016 Board of Education meeting to rescind the motion from December 14, 2015 that moved the annual Trustee elections from the November board meeting to the June board meeting, Bylaw 9130.1 *The Education Policy and Directions Committee*, Bylaw 9130.2 *The Operations Policy and Planning Committee* and Bylaw 9130.3 *Policy Sub-Committee* need to be changed to reflect a change to

the month referenced for the appointment of Trustees to comprise the membership of each committee.

i) Bylaw 9130.1:

It was moved by Trustee Watters:

That the Board of Education of School District No. 61 (Greater Victoria) agrees to give all three readings to Bylaw 9130.1, *The Education Policy and Directions Committee* at the meeting of December 12, 2016.

Motion to be Carried Unanimously

That Bylaw 9130.1, *The Education Policy and Directions Committee* be:

Read a first time this 12th day of December, 2016;
Read a second time this 12th day of December, 2016;
Read a third time, passed and adopted this 12th day of December, 2016.

ii) Bylaw 9130.2:

It was moved by Trustee Watters:

That the Board of Education of School District No. 61 (Greater Victoria) agrees to give all three readings to Bylaw 9130.2, *The Operations Policy and Planning Committee* at the meeting of December 12, 2016.

Motion to be Carried Unanimously

That Bylaw 9130.2, *The Operations Policy and Planning Committee* be:

Read a first time this 12th day of December, 2016;
Read a second time this 12th day of December, 2016;
Read a third time, passed and adopted this 12th day of December, 2016.

iii) Bylaw 9130.3:

It was moved by Trustee Watters:

That the Board of Education of School District No. 61 (Greater Victoria) agrees to give all three readings to Bylaw 9130.3, *Policy Sub-Committee* at the meeting of December 12, 2016.

Motion to be Carried Unanimously

That Bylaw 9130.3, *Policy Sub-Committee* be:

Read a first time this 12th day of December, 2016;
Read a second time this 12th day of December, 2016;
Read a third time, passed and adopted this 12th day of December, 2016.

Secretary-Treasurer Walsh highlighted the deletion of Regulation 3326.01 - *Paying For Goods and Services*. Trustees asked questions of clarification. Secretary-Treasurer Walsh indicated that staff would relook at how the content of the regulation could be retained and that the regulation would not be brought to the Board for notification of deletion.

E. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS - None

F. NEW BUSINESS

1. Trustee Watters –Joint Advocacy Letter

Trustee Watters presented her motion and rationale.

It was moved by Trustee Watters:

That the Board of Education of School District No. 61 (Greater Victoria) instruct the Chair to write to the Board Chairs of School Districts No. 62 (Sooke) and No. 63 (Saanich) outlining our desire to work with them to advocate for three separate enveloped funds to address the cost pressures of 1) curriculum implementation, 2) staffing costs, and 3) the implementation of the 2002 collective agreement language, with the goal that a joint letter to the Ministry of Education could be developed and sent to the Minister of Education (copying media and all local MLAs) outlining not only the cost pressures but also the ways in which these dedicated funds will improve learning conditions and outcomes for students.

Motion Carried Unanimously

G. NOTICE OF MOTION - None

H. GENERAL ANNOUCEMENTS - None

I. ADJOURNMENT

It was moved:

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 9:45 p.m.



Learning Support Plan 2016 - 2018

District Mission

We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community.

District Vision

Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

Learning Support Strategic Priority

Create an inclusive learning environment that equitably supports and appropriately challenges all students in the physical, social and academic learning community.

The Learning Support Team Commitment

The Learning Support Team is committed to moving the Greater Victoria School District to a more Inclusive Education model where students with diverse abilities are welcomed into all aspects of schooling, students are supported to maximize learning, contributions and participation in all aspects of school life, and supports for students with diverse needs, their peers and teachers are provided in an equitable manner.

Goal 1

Provide meaningful and purposeful educational opportunities for vulnerable students with diverse learning needs while considering the physical, social-emotional and academic domains.

Strategies

- Develop and support teams of professionals so that they may co-plan and co-deliver instruction in inclusive ways.
- Build a district culture and community where district and school-based educators can mentor, develop, and support their colleagues, and facilitate continued collaboration and communication across schools.
- Involve students in planning meaningful learning opportunities.

Objectives

- All students are welcomed at their neighbourhood school and all students have opportunities to be part of the school community and learn and grow alongside their peers.
- Providing professional learning opportunities for school teams in the area of inclusive learning to meet the diverse learning needs of all students.
- Providing vulnerable students with equitable access to supports that provide purposeful and inclusive learning in all schools.
- Continue to work on a system of coordinated service delivery and engaging in collaborative planning and implementation with students, staff and parents.
- Provide support for staff to implement evidence-based best practices to meet the diverse learning needs of all students.

Measureable Outcomes and Timelines

2016 -2017

- Survey the Inclusive Learning Support Teachers, Itinerant teachers and Allied Specialists to explore their interests and needs and then plan team meetings based on these professional interests and needs.
- Students will be participating in social-emotional practice such as mindfulness, self-regulation.

2017 - 2018

- Survey middle and secondary students with respect to their needs considering the physical, social-emotional and academic domains.

- Students will have the opportunity and support to attend their neighbourhood schools
- Multi-disciplinary teams are established in every school to support students with diverse learning needs.

Goal 2

Support the mental health needs and well-being of all students within an inclusive learning model.

Strategies

- Provide social emotional learning opportunities for staff and students.
- Align planned initiatives with the District Strategic plan's focus on Learner Success, Aboriginal Learners and Vulnerable Learners.
- Build relationships with our community partners at CYMH, MCFD, Surrounded by Cedar and Island Health.

Objectives

- Providing a collaborative and proactive support structure for staff working with students with challenging behaviour.
- Providing high quality professional learning opportunities in the social emotional domain including mindfulness courses.
- Supporting the implementation of the new Physical and Health Education Curriculum
- Coordinating district staff including YFC, Counselor, Speech and Language Pathologists, Occupational & Physical Therapists and School Psychologists in a multi-disciplinary approach to providing services.
- Providing non-violent crisis intervention training for staff which focuses on common language in understanding challenging behaviour.

Measurable Outcomes and Timelines

2016 -2017

- Evaluate ongoing high quality professional learning opportunities related to student mental health and adjust to the needs as appropriate.
- Common District mental health processes for support are revisited and used by all schools.
- Provide in-service to teachers in the implementation of the new Physical and Health curriculum.

2017 - 2018

- The data from the Middle Development Instrument is reviewed and included in the planning process for the Learning Support Team and schools.
- All schools will have a core team trained in non-violent crisis intervention.

Goal 3

Continue to develop an understanding for diversity and a respect for learning differences.

Strategies

- Adopt practices that reflect high values with respect to both diversity and inclusiveness utilizing multidisciplinary teams
- Provide support and educational opportunities to teachers and staff who work with vulnerable learners.
- Empower teachers through equitable access to teaching and learning opportunities.

Objectives

- Providing equitable access to technology that is thoughtfully aligned with the specific needs of the student and the new BC curriculum.
- Supporting UDL/RTI, Level A/B Assessment toolkits, intervention planning and other research based experiences.
- Celebrating innovative and unique learning and teaching.

Measurable Outcomes and Timelines

2016 -2017

- Staff is implementing strategies that support all learners within their classrooms.
- Technology is used appropriately and in a ubiquitous manner to support all learners.

2017 - 2018

- Options for students that support their educational experience in their neighbourhood school have been identified and implemented.

Learning Support work September 2016 – December 2016

Educating the Heart as well as the Mind - a social emotional learning professional development series offered to all staff as well as staff in our partner districts 62 & 63. This series includes presentations by leaders in their field including Dr. Kimberly Schonert-Reichl (Social Emotional Learning), Shelley Moore (Inclusive Education) and Stephanie Curran (Mindfulness).

Mindfulness for Educators: two eight week programs to provide educators with a firm grounding in mindfulness based strategies that can be incorporated into daily life and in the classroom. This was introduced last spring and was very successful; it was brought back for these two offerings. We will have 60 staff that have completed the Mindfulness for Educators Course.

Social Emotional Fitness for Children and Youth: Dr. Kimberly Schonert-Reichl brings scientific research that shows children that have social and emotional fitness perform better in school and life. They even have higher academic achievement. October 27, 2016.

Inclusive Education: Shelley Moore's first visit laid the ground work for inclusive learning. Her presentation integrated theory and effective practices of inclusion, special education and curriculum. October 14th, March 15th and June 9th.

Friends for Life Training: The FRIENDS program is an evidence-based international program designed to prevent anxiety, increase resilience and improve life skills in children. October 14, 2016.

Support for the new PHE Curriculum: A one day workshop addressing the new Physical and Health Education Curriculum. The focus will be on mental health and sexual health education for grades 6-9. October 21st.

Heart Mind Conference: Twenty four staff were sponsored to attend the Heart-Mind conference which features some of the leading minds in child development, education and mental health. October 21, 2016

Wellness for Educators: This workshop brought tools and strategies around mindfulness, gratitude, compassion, kindness and connection to participants in order to help them create wellness habits for themselves, and within their schools. November 17, 2016

Stop Wondering Start Knowing: An informational workshop on supporting youth mental wellness in the school. This session is intended for school professionals (grades 9-12). It will be delivered by staff from Kelty Mental Health Resource Centre on January 17, 2017.

Anxiety Workshop for Counsellors: Clinical Counsellor Christine Yu will be presenting Cognitive Behaviour Therapy Strategies for counselors that are geared for use in the school setting. All school based counselors and youth and family counselors will be offered the training. An invitation has been extended to our partner districts 62 & 63. This workshop continues our work with counselors that included Suicidal Ideation.

Middle Years Development Instrument (MDI) - a self-report questionnaire completed by children in grade 4 and grade 7 that measures their physical health & well-being, connectedness, social and emotional development, school experiences and use of after-school time.

Anxiety Coping Tools (ACT) - an eight week focus group for students in grades 8 through 12 struggling with anxiety that has led to their school avoidance. Students are identified through their school based teams and referred to ACT with the goal of helping the students to develop tools that will allow them to transition back into neighbourhood school settings.

ASIST Training - in partnership with Island Health, this training was offered to our Youth and Family Counsellors as well as our School Based Counsellors to support their work with students and suicidal ideation.

District Youth & Family Counsellor - a new position was added to the district team to support those elementary schools that do not have access to a school YFC and to support students referred through the DBT process.

Clinical Supervision - in an effort to align our family of schools, we are proposing biweekly/monthly meetings with our school counselors within families of schools. This will allow counselors to speak to/seek support for students and families in their school and provide the background for transitions.



District Middle School Review Committee

Purpose:

The District Middle School Review Committee is an ad hoc committee established by the Board of Education (Bylaw 9140 Ad Hoc Committee of the Board) to review and examine the current practices of Middle Schools in our District.

Deliverables:

The District Middle School Review Committee will examine and make recommendations regarding:

- Interdisciplinary teams, flexible scheduling, the exploratory program and the advisory program
- The music program and the mini-x model
- Curriculum completion day

Membership:

The committee will be comprised of the following voting members:

- two Trustees appointed by the Board Chair
- Superintendent or designate
- three representatives from the Greater Victoria Teachers' Association Executive
- three VPVPA representatives
- one VCPAC representative
- student representative(s) when appropriate

Timeline:

A final report will be provided to the Operations Policy and Planning Committee by June 2017.

Voting:

It is expected that the committee will use a consensus model for decision making. When this is not possible, decisions will be made by majority vote.

Procedural Notes:

- Anyone may attend and contribute to the discussions without voting privileges
- Meeting dates, locations and minutes will be available on the District website

Date Adopted: