

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

Chairperson: Trustee Whiteaker

Monday, May 1st, 2017 – 7:00 PM

Location: Board Room

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 – January 9 th , March 6 th and April 3 rd , 2017			pgs. 3-10
3. Business Arising From the Minutes			
4. Presentations to the Committee			
A. <i>Aboriginal Education Focus - Monterey Middle School</i>	Ken Andrews		
5. New Business			
A. <i>Introduction of Student Representative</i>	Piet Langstraat, Superintendent and Fiona Luo, Student Rep - Spectrum Community School	- Info	
B. <i>BAA (Board Authority Authorized) Courses</i>	Tom Aerts, Reynolds, Aaron Parker, Vic High Deb Whitten Louise Sheffer	- Action	pgs. 11-12

Recommended Motion:

That the Board of Education of SD 61 approve the Board Authority Authorized course: *Yoga for Mindfulness 10 - 12.*

Recommended Motion:

That the Board of Education of SD 61 approve the Board Authority Authorized course: *Astronomy 11.*

Recommended Motion:

That the Board of Education of SD 61 approve the Board Authority Authorized course: *Travel Languages 11.*

Recommended Motion:

That the Board of Education of SD 61 approve the Board Authority Authorized course:
Political Science 12.

C. Literacy/Reading Recovery Update

Louise Sheffer

- Info pgs. 13-17

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



**Education Policy and Directions Committee
January 9, 2017 – Rockheights Middle School**

Regular Minutes

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

ADMINISTRATION
Shelley Green, Deputy Superintendent
Deb Whitten, Associate Superintendent
Greg Kitchen, Associate Superintendent
Katie Hamilton, Communications and Community Engagement
Ilda Turcotte, GVTA Representative
Maryanne Trofimuk, VPVPA Representative

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

Chair Whiteaker welcomed everyone to tonight's meeting.

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

Chair Whiteaker thanked outgoing Education, Policy and Directions Chair, Deborah Nohr, for her leadership as Chair of this committee for the past 2 years.

1. APPROVAL OF THE AGENDA

It was moved by Trustee Orcherton:

That the January 9, 2017 Education, Policy and Directions agenda be approved. Motion Carried Unanimously
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2. APPROVAL OF THE MINUTES

It was moved by Trustee Ferris:

That the December 5th, 2016 Education Policy and Directions Committee meeting regular minutes 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

Both Superintendent Piet Langstraat and Student Representative, Elidih Morrison, from Reynolds High School, were unable to attend tonight's meeting and sent their regrets.

B. Learning Support Plan

Harold Caldwell, District Principal-Learning Support Team, presented the Learning Support Plan through a PowerPoint presentation. He introduced the 54 member team and described the learning support plan.

Mr. Caldwell also outlined the priorities, described the goals and explained the strategies. He provided several examples of strategies being used to achieve the goals. Mr. Caldwell concluded with an overview on the work to date and described what will follow over the rest of the year and into next year.

Questions regarding the learning support plan followed the presentation.

C. District Middle School Review Committee - Terms of Reference

Associate Superintendent, Deb Whitten, spoke to the Terms of Reference for the District Middle School Review Committee.

Trustees asked questions and made suggestions following the explanation of the Terms of Reference.

The following motion was then put forward:

It was moved by Trustee Nohr:

That the Board of Education of School District No. 61 (Greater Victoria) accept the Terms of Reference for the District Middle School Review Committee with the following amendments: Under **Timeline** delete the word final and change the reporting from the Operations, Policy and Planning Committee to the Education, Policy and Directions Committee.

Motion Carried Unanimously

It was moved by Trustee Nohr:

That the Board of Education of School District No. 61 (Greater Victoria) accept the Terms of Reference for the District Middle School Review Committee as amended.

Motion Carried Unanimously

6. NOTICE OF MOTIONS - None

7. GENERAL ANNOUNCEMENTS - None

8. ADJOURNMENT

It was moved:

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 8:15 pm.



**Combined Education Policy and Directions Committee and
Operations Policy and Planning Committee Meeting
March 6, 2017 – GVSD Board Office, Boardroom**

REGULAR MINUTES

Present: Ann Whiteaker, Chair, Jordan Watters, Chair, Diane McNally, Rob Paynter, Elaine Leonard, Edith Loring-Kuhanga, Deborah Nohr, Tom Ferris

Regrets: Peg Orcherton

Administration:

Piet Langstraat, Superintendent of Schools, Mark Walsh, Secretary-Treasurer, Greg Kitchen, Associate Superintendent, Deb Whitten, Associate Superintendent, Katie Hamilton, Manager, Community Engagement and Communications, David Loveridge, Director, Facilities Services

The meeting was called to order at 7:00 p.m.

Chair Whiteaker 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 Ferris:

That the March 6, 2017 regular agenda be approved with the addition of a Presentation under 5B by David Futter, 2nd Vice President, GVTA.

Motion Carried Unanimously

2. APPROVAL OF THE MINUTES – None

3. BUSINESS ARISING FROM MINUTES – None

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

A. PRESENTATIONS TO THE COMMITTEE – None

B. NEW BUSINESS

1. Introduction of Student Representative - Rory O'Donnell, SJ Willis Education Centre

Superintendent Langstraat introduced Rory O'Donnell, Student Representative from SJ Willis Education Centre.

2. Annual Report – Aboriginal Education

Nella Nelson, Coordinator Aboriginal Education and Louise Sheffer, Director, Learning Team provided an overview of the annual report of the Aboriginal Nations Education

department. They highlighted the partnerships and initiatives the Department has been a part of over the last year and noted a number of cultural and curricular highlights.

Trustees expressed appreciation for the presentation and both trustees and members of the public asked questions of clarification.

3. Inclusive Learning Conversation

Associate Superintendent Whitten provided Trustees with background information on the District's ongoing inclusive learning conversation.

Discussion ensued and Trustees and members of the public asked questions of clarification.

4. District Programs

Associate Superintendent Whitten provided an overview of the District's plan to restructure the District Low Incidence programs and the District Behaviour Support programs.

Discussion ensued and Trustees and members of the public asked questions of clarification.

C. NOTICE OF MOTION – None

D. ADJOURNMENT

It was moved by Trustee Ferris:

That the meeting adjourn.

Motion Carried Unanimously

5. OPERATIONS POLICY AND PLANNING COMMITTEE – Trustees Watters, Chair

A. APPROVAL OF THE MINUTES

It was moved by Trustee Paynter:

That the February 14, 2017 Operations Policy and Planning Meeting regular minutes be approved.

Motion Carried Unanimously

B. PRESENTATIONS

1. Colette Baty, President, Vancouver Island School of Art

Ms. Baty presented information on the Vancouver Island School of Art and highlighted the organization's connection to the building which they are leasing.

2. David Futter, 2nd Vice President, GVTA – Day of Mourning

Mr. Futter spoke about the Day of Mourning for workers killed or injured in workplace incidents and asked the District to support the day as it had in the previous year.

Trustees expressed support for the Day of Mourning.

It was moved by Trustee McNally:

That the Board of Education of School District No. 61 (Greater Victoria) support the Day of Mourning, April 28, 2017 and communicate its support to all employees.

Motion Carried Unanimously

C. SUPERINTENDENT'S REPORT – None

D. PERSONNEL ITEMS – None

E. FINANCE AND LEGAL AFFAIRS – None

F. FACILITIES PLANNING

1. District Facilities Plan Update

Secretary-Treasurer Walsh highlighted the progress of the District Facilities Plan Committee indicating that work was anticipated to be completed within the anticipated timeline of the Terms of Reference. Trustees asked questions of clarification.

2. Deferred Maintenance Projects

Secretary-Treasurer Walsh and Director of Facilities Loveridge reviewed the deferred maintenance spending projects supported by the Board's increased allocation to Facilities for the 2016-2017 school year and highlighted future maintenance needs.

Trustees expressed appreciation for the information contained in the presentation and asked questions of clarification.

3. School Space Utilization Review

Secretary-Treasurer Walsh and Director of Facilities Loveridge provided an overview of the School Space Utilization Review report. They indicated that the District needed approximately 51 new teaching spaces based on class size language. They also indicated, however, that our schools were able to accommodate most of this increase within currently available space.

They highlighted the anticipated capital costs associated with a return to pre 2002 contract language, and also noted that the total estimated value for secondary schools was not yet available.

They also explained that the current review by Facilities of custodial services was timely given the expansion of space.

Secretary-Treasurer Walsh indicated that administration would not at this point be recommending the reopening of Richmond school. He noted that until the work of the student registration committee was complete, appropriate capital planning would be missing an important input. He also indicated that the limited portable expansion at Willows Elementary and Oaklands Elementary is expected to be sufficient to support the cohorts currently enrolled in the schools. Finally, he indicated that the District did not want to have to seismically upgrade a school while it was active and that Richmond is an important facility for the seismic program.

Discussion ensued and Trustees asked questions of clarification.

4. Shop Funding

Director of Facilities Loveridge presented the shop report and highlighted areas of immediate need for shop health and safety. Associate Superintendent Kitchen reported that he was currently consulting with shop teachers regarding the appropriate programming and equipment needs to support shops.

Secretary-Treasurer Walsh indicated that the District has applied for funds from a number of sources to support shops and expected news in the near future on the status of those requests.

Discussion ensued and Trustees, stakeholder and members of the public asked questions of clarification.

F. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS – None

G. NEW BUSINESS – None

H. NOTICE OF MOTION – None

I. GENERAL ANNOUNCEMENTS – None

J. ADJOURNMENT

It was moved Trustee Leonard:

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 10:20 p.m.



**Education Policy and Directions Committee
April 3, 2017 – Tolmie Board Room**

Minutes

Present: **TRUSTEES**
Ann Whiteaker, Chair
Diane McNally
Rob Paynter
Jordan Watters

ADMINISTRATION
Shelley Green, Deputy Superintendent
Deb Whitten, Associate Superintendent
Greg Kitchen, Associate Superintendent
Piet Langstraat, Superintendent
Ted Pennell, Information Technology Director
Marnice Jones, Healthy Schools Coordinator
Tiffany Smyth, Community Link Facilitator
Ilda Turcotte, GVTA Representative
Maryanne Trofimuk, VPVPA Representative
Fred Schmidt, CUPE 382 Representative

Regrets: Jason Lo, Mt. Doug Student Representative

Guest: Monterey Middle School teacher, Mitch Barnes

Chair Whiteaker announced that since there was no quorum for tonight's meeting the agenda items would be presented for information only.

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

1. AGENDA

The April 3, 2017 agenda items were presented for information only.

2. MINUTES

The Minutes of January 9, 2017 and March 6, 2017 will be presented for approval at the May 1, 2017 Education, Policy and Directions meeting.

3. BUSINESS ARISING FROM THE MINUTES - None

4. PUBLIC PRESENTATIONS TO THE COMMITTEE

Monterey Middle School teacher, Mitch Barnes, provided a gifted education presentation. He outlined the various programs and experiences designed to support gifted students. He also provided alternative concepts to expand the current gifted opportunities.

Questions and discussion followed the presentation.

5. NEW BUSINESS

A. Introduction of Student Rep

Mt. Doug Secondary Student Rep, Jason Lo, was unable to attend tonight's meeting.

B. Annual Report - Information Technology

Director of Information Technology, Ted Pennell, reviewed the technology for learning strategy and described Google Suite for education core services. He also outlined MyEd BC, updated the information on the District reporting tools, described security concerns and updated the committee work on software, review and selection.

Mr. Pennell also followed up on the development of the technology plan and governance and described the District's technology support.

Questions and discussion followed the presentation.

C. Administrator Professional Learning

Superintendent Langstraat described the administrator professional learning "project." James Hansen, District Principal - Learning Team, Sean McCartney, Principal - South Park Elementary School and Ken Andrews, Principal - Monterey Middle School, all described their experience with the program. Superintendent Langstraat summarized the focus of the program and the positive effect it produces on professional growth.

Questions and discussion followed the presentation.

D. Food Awareness Report

Marnice Jones, Healthy Schools Coordinator and Tiffany Smyth, Community Link Facilitator, presented a food awareness report to respond to trustees' questions from the October 2016 Education, Policy and Directions Committee meeting.

Questions and discussion followed the presentation.

Trustees requested the topic be brought forward again to discuss food and garden policies. Trustee Watters stated that she will bring a motion forward at the next Board meeting.

6. NOTICE OF MOTIONS - None

7. GENERAL ANNOUNCEMENTS - None

8. ADJOURNMENT

The meeting adjourned at 9:25 pm.



SHELLEY GREEN, DEPUTY SUPERINTENDENT
GREG KITCHEN, ASSOCIATE SUPERINTENDENT
DEB WHITTEN, ASSOCIATE SUPERINTENDENT

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To: Education Policy Development Committee

From: Deb Whitten, Associate Superintendent

Date: May 1, 2017

RE: Board Authority Authorized Courses

Yoga for Mindfulness 10 - 12 has been developed as an introductory level yoga course. This multi-grade course would allow students to access yoga and gain a heightened awareness of their own mind/body connection.

Students will receive 4 graduation credits for grade 10, 11 or 12 for successful completion of *Yoga for Mindfulness*. This course is organized into five units over 120 hours where students will learn various forms of yoga, including Hatha Yoga, Vinyasa and Meditation with a focus on nutrition and the philosophy and history of Yoga.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: *Yoga for Mindfulness 10 -12*.

Astronomy 11 (ASTR11) is a course that allows students another alternative for a science elective. This course is an introduction to astronomical processes, theories and features in the universe.

Grade 11 students will receive 4 graduation credits for successful completion of *Astronomy 11*. Topics covered include Cultural Astronomy, Solar System, Stars and the Universe. The Learning Outcomes will ensure students will demonstrate an understanding of Copernicus, Galileo and Kepler's theories, apply longitude, latitude and coordinates and define parallax and how it is used to calculate distances to nearby stars.

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Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: *Astronomy 11*.

Travel Languages 11 has been developed to encourage students to explore three European languages and cultures. Students will learn basic Spanish, French and Italian vocabulary and phrases useful for travel.

Grade 11 and 12 students will receive 4 credits towards graduation for successful completion of Travel Languages 11. This course covers Italian Language for Travel, French Language for Travel and Spanish Language for Travel with units that focus on the Geography, History and Art of these countries. This course will also increase awareness of the importance of Italian, French and Spanish influence to Western Civilization and the world.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: *Travel Languages 11*.

Political Science 12 will introduce students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of nations. Students will require successful completion of both Social Studies 11 and English 11/12.

Grade 12 students will receive 4 graduation credits for successfully completing this course. Topics covered include What is the study of politics, Theories of Politics, Politics within the Nation-State and International Politics. Students will be able to identify basics political actors, parties and interest groups as well as describe the nature of Political Science and its key concepts.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: *Political Science 12*.

Embracing Whole-Part-Whole Teaching

Read, Write, Lead by Regie Routman (173-174)

Teaching and learning are easier and more efficient for us and for our students when we begin with a whole text in reading and writing. The student's brain is a pattern finder, and when students can't see how or why the pieces fit together in a meaningful whole, they shut down. Moving from a part-to-whole teaching approach to a whole-part-whole teaching emphasis is one of the biggest and most important shifts teachers make on their way to becoming effective, efficient, and joyful. Essentially, this shift to a more holistic teaching approach results from a shift in beliefs about teaching and learning. Starting with a whole text, even in kindergarten, makes meaning and purpose more apparent.

The underlying premise of whole-part-whole teaching seems counter intuitive. We often think that our most struggling students need and benefit from a part-to-whole approach, which teaches skills in isolation and assumes that all the parts will eventually add up to a complete whole. In fact, just the opposite is true. Students never do see the big picture and have difficulty making meaning. A 1st grade teacher described it this way:

My students came to me this year with all the skills, but they are not good readers and writers. Most of them came knowing about 75 sight words, but they couldn't read them in context and there was no transfer to their writing. They know all the letter sounds and combinations. When asked what they do when they encounter a tricky word, they can rattle off strategies, but they are still not able to apply these. They have the hammers, nails, and bricks but don't know how to build a house because they haven't yet had enough exposure to the big and meaningful picture of literacy. Saddest of all, the desire to read, think, and learn is not there. It's been killed with all the skills work.

In fact, skills-in-isolation teaching is one of several factors that low-performing schools have in common. Moving all teachers and administrators to a whole-part-whole approach requires the staff to meet in vertical teams and discuss their beliefs about teaching and learning as part of an ongoing, thoughtful, and intentional Professional Literacy Community. The results can be profound.

Early Literacy: Things to Think About for Educators

Four Domains

Reading

Writing

Listening

Speaking

Gradual Release of Responsibility: Scaffolding for Learning

Modeled

Shared

Guided

Independent

Skills & Strategies needed for Success in Literacy

Alphabet Knowledge

Phonemic Awareness

Word Work - Vocabulary

Comprehension

Fluency

Elements of Highly Effective Literacy Instruction

Research-based

Informed by student assessments

Wide variety of materials and resources

Flexible student groupings

Meaningful - taught in context

Engaging and fun for students

APPENDIX D

What to Look for in the Highly Effective Reading and Writing Classroom

Reading and writing are reciprocal processes. Research demonstrates that competence in one discipline positively influences the other.

READING PROGRAM

- **Well-stocked and organized classroom library** and reading corner with at least 50 percent nonfiction/informational texts (70 percent for high school) and student input in terms of organization and content
- **Reading aloud** daily of excellent nonfiction, fiction, or poetry, with opportunities for rich discussion
- **Sustained time daily (20–40 minutes) for free choice, independent reading** with appropriate book match (with evidence that students read fluently and ways to monitor their understanding of the texts they are reading)
- **Reading records** kept by students: titles, authors, genres
- **One-on-one conferences** with anecdotal notes noting strengths and needs—to ensure students are selecting and reading texts they can read and understand, applying strategies to solve problems, and self-monitoring and self-correcting
- **Teacher applying OLM** and thinking aloud and demonstrating his or her own reading process, including book selection, record keeping, strategy use, fluency, comprehension, monitoring for understanding, discussion of ideas
- **Shared reading experiences**—teacher reading and thinking aloud while students follow along in the text (some of these texts will come from shared writing)
- **Many opportunities for productive student talk** and student-led talk about texts (partner reading, small groups, shared read-aloud with “turn-and-talk,” heterogeneous literature conversations, reciprocal teaching)
- **Small-group, guided silent reading** (daily for grades 1 and 2; as needed in grades 3–5; heterogeneous grouping once kids read well)
- **Vocabulary, word work, and explicit skills and strategy instruction** (mostly in meaningful literacy contexts) with opportunities for authentic application
- **Evidence of students applying new vocabulary, strategies, and word work**
- **Most time spent reading** (not responding to reading or doing exercises)
- **Indications of increasing self-monitoring and self-assessing**

From *Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success*. © 2014 Regie Routman.



WRITING PROGRAM

- **Writing for authentic purposes and audiences**
- **Organized, student-managed system** for housing and dating writing
- **Celebration and sharing of writing:** focus on writer first, the writing second
- **Teachers-as-writers;** teacher thinking and writing aloud
- **Connecting writing to reading** (good writers are good readers)
- **Noticing what authors do,** including student authors, and applying to writing
- **Shared writing**—composing collaboratively with the teacher or within small group (with many of these texts becoming published reading texts)
- **Daily sustained time to write** (20–30 minutes minimum)
- **Some choice involved in most writing topics;** limited use of prompts
- **Opportunities for students to talk about texts** before, during, and after writing (partner sharing, peer conferencing, whole-class share) in scaffolded conversations
- **Writing records** kept by students
- **“Skills” and strategies taught primarily in the context of meaningful writing** and as needed—topic focus, detail, organization, revision, editing, and so on
- **Spelling lessons**—connected to writing; common patterns, high-frequency words, prefixes and suffixes, and so on; high expectations for application
- **Revising and editing taken seriously** because students are writing for readers
- **Editing/proofreading expectations defined and demonstrated**—with students at grade 2 and above assuming most of the responsibility
- **Writing in various genres and forms**—across the curriculum—with clear and explicit demonstrations and expectations before students write
- **Writing fluency and stamina,** including legible handwriting
- **Daily conferences**—public, one-on-one, roving—with accompanying teacher and student record keeping; focus on content conferences before editing
- **Writing mostly short pieces;** some writing going to publication monthly (beginning in grade 2). More focus on informational writing
- **Accuracy** in facts, genres, formats, conventions, spelling
- **Most time spent writing,** not on lessons or exercises about writing (for example, not going overboard on planning before writing)
- **Indications of increasing self-monitoring and self-assessing**

Look also for joy and engagement, high expectations for *all*, productive and efficient use of time, students assuming increasing responsibility, whole-to-part instruction, ongoing teaching and assessment, and clear communication to parents. Encourage grade-level and across-grade-level conversations and classroom observations related to reading and writing.



Taken from: <https://katiemartin.com/2016/02/27/10-characteristics-of-professional-learning-that-shifts-practice/>

Katie Martin