

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

Chairperson: Trustee Whiteaker

Monday, June 5th, 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 – May 1 st , 2017			pgs. 2-5
3. Business Arising From the Minutes			
4. Presentations to the Committee			
5. New Business			
A. Introduction of Student Representative	Piet Langstraat, Superintendent & Gabrielle Rutman, Student Rep, Esquimalt High School	- Info	
B. Middle School Review Ad Hoc Committee Update		Deb Whitten - Info	pg. 6
C. Inclusive Education Review	Marvella Preston-Bain/Kyla Cleator	- Info	pgs. 7-17
D. Partnerships and Pathways	Greg Kitchen/Nicola Priestley/Anna Lisa Bond	- Info	pgs. 18-22
E. French Advisory - Terms of Reference		Simon Burgers - Info	pgs. 23-25
6. Notice of Motions			
7. General Announcements			
8. Adjournment			



**Education Policy and Directions Committee
May 1, 2017 – Tolmie Board Room**

Minutes

Present: TRUSTEES

Ann Whiteaker, Chair
Tom Ferris
Diane McNally
Deborah Nohr
Peg Orcherton
Rob Paynter
Jordan Watters

ADMINISTRATION

Shelley Green, Deputy Superintendent
Deb Whitten, Associate Superintendent
Greg Kitchen, Associate Superintendent
Piet Langstraat, Superintendent of Schools
Katie Hamilton, Manager, Community Engagement and Communications
Ilda Turcotte, GVTA Representative
Melanie Houston, ASA Representative

Guests: Monterey Middle School Principal, Ken Andrews, Teacher Mitch Barnes and Students
Shari Worsfold, Teacher-Leader for Reading Recovery
Bev Barradell, Teacher-Leader for Reading Recovery
Aaron Parker, Principal, Victoria High School
Gillian Braun, Vice-Principal, Reynolds Secondary

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

Chair Whiteaker welcomed everyone to tonight's meeting.

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

1. APPROVAL OF THE AGENDA

It was moved by Trustee Orcherton:

That the May 1, 2017 Education Policy and Directions agenda be approved with the following addition: **5D. Bylaw 9360.2 - Meetings of the Standing Committees.**

Motion Carried Unanimously

2. APPROVAL OF THE MINUTES

It was moved by Trustee Ferris:

That the January 9th, 2017 Education Policy and Directions Committee meeting regular minutes be approved.

Motion Carried Unanimously

It was moved by Trustee Orcherton:

That the March 6th and April 3rd, 2017 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

Monterey Middle School Principal, Ken Andrews, introduced teacher Mitch Barnes and his students. One of Mr. Barnes' students performed an Aboriginal song and shared the story of the meaning of the song. The student also performed an Aboriginal dance.

Mr. Barnes and his students also presented spindle whorls to the Committee.

Chair Whiteaker thanked the students, Mr. Andrews and Mr. Barnes for their presentation.

5. NEW BUSINESS

A. Introduction of Student Representative

Superintendent Langstraat introduced Fiona Luo, Spectrum Community School Student Representative to the Board and Standing Committees for the month of May.

B. BAA (Board Authority Authorized) Courses

Reynolds Vice Principal, Gillian Braun and Victoria High School Principal, Aaron Parker introduced the following BAA Courses:

a) Yoga for Mindfulness 10 - 12 - Vic High

Trustees asked questions of clarification and provided feedback.

It was moved by Trustee Ferris:

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

Motion Carried Unanimously

b) Astronomy 11 - Vic High

Trustees asked questions of clarification and provided feedback.

It was moved by Trustee Ferris:

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

Motion Carried Unanimously

c) *Travel Languages 11 - Reynolds*

Trustees asked questions and provided feedback and comments. Student Representative Fiona Luo also commented and asked a question with regard to this course.

It was moved by Trustee Orcherton:

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

Motion Carried Unanimously

d) *Political Science 12 - Reynolds*

Trustees asked questions of clarification and provided feedback.

It was moved by Trustee Orcherton:

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

Motion Carried Unanimously

C. Literacy/Reading Recovery Update

Learning Team Director, Louise Sheffer, provided an overview of the District Literacy Initiative. She outlined 3 parts:

1. Early Literacy Pilot Sessions
2. Literacy Instruction Exemplary Practices - presented by Melanie Houston with the Allied Specialists' Association
3. Reading Recovery - Ms. Sheffer introduced Shari Worsfold, the new Teacher-Leader for Reading Recovery. She also introduced retiring Reading Recovery Teacher-Leader, Bev Barradell, who provided an overview of the Reading Recovery program. Bev was given a retirement gift and was recognized for her years of work with our district.

Trustees asked questions of clarification and provided feedback.

Chair Whiteaker thanked Melanie, Louise and Bev for their presentations.

D. Bylaw 9360.2 - Meetings of the Standing Committees

It was moved by Trustee McNally:

That Public Presentations to the Education Policy and Directions Committee be limited to 5 minutes.

Trustees discussed the motion. Trustees agreed that the motion should be referred to the Public Engagement Ad Hoc Committee and have the Committee return with a recommendation.

6. NOTICE OF MOTIONS - None

7. GENERAL ANNOUNCEMENTS - None

8. ADJOURNMENT

It was moved by Trustee Ferris:

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 9:39 p.m.

From: Deb Whitten, Associate Superintendent

To: Education Policy and Directions Committee

Date: Monday, June 5th, 2017

RE: Middle School Review Ad Hoc Committee update

The Middle School Review Ad Hoc Committee was established by the Board to review and examine the current practices of Middle Schools in our District. The Committee is comprised of two trustees, Associate Superintendent Whitten, three members of the GVTA, three VPVPA representatives, one VCPAC and a student representative when appropriate.

The committee has met on three occasions and discussed the following topics:

- Advisory Program
- Enrichment
- Music Program
- Exploratory Program

The committee identified several key components that they feel are vital to all middle schools. While these key components such as the exploratory classes, the music program and the advisory program should be available in all of our middle schools, it was recognized that each school should have the flexibility to program these opportunities in a way that acknowledges the unique culture of each middle school community.

The committee also discussed areas that have presented challenges over the years such as the ability to attract and maintain exploratory teachers due to small positions and the extra work involved in offering an engaging, enrichment program. Thoughts and recommendations have included things such as implementing a more effective and standardized communication system so all exploratory teachers receive pertinent student and school information, continuing to look for opportunities for exploratory positions to be combined with other positions within the school and across middle schools, and a system whereby teachers can share their unit and lesson plans for enrichment opportunities. The discussions have been rich and informative.

The committee will resume its work in the fall.



INCLUSIVE LEARNING

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8

To: Education Policy and Directions Committee

From: Kyla Cleator, District Vice Principal, Victor School

Date: Monday, June 5th, 2017

Subject: Inclusive Education Review

Following is an overview of the Inclusive Learning presentation. We will be sharing our understandings of what inclusion is and what this means for our district, some of the changes happening in terms of shifting from “Special Education” to “Inclusive Learning,” and lastly, we will share stories or examples of how each discipline is collaborating and working together to support students, school staff and each other. We will have one representative from each of the following disciplines to share a collaborative story from this school year:

- District Vice-Principal of Inclusive Learning - Kyla Cleator
- District Learning Support teacher - Teri Bembridge
- Itinerant teacher of DHH students - Suzanne Bancroft
- Elementary Counsellor - Melinda Budgell
- Gifted Education teacher - Mitch Barnes
- Itinerant teacher of the Visually Impaired students- Daphne Hitchcock
- Speech and Language Pathologist - Camille Traverse
- Behaviour Consultant - Dana Marchant
- District Psychologist - Christina Pelletier

You are invited to join Greater Victoria School District!

People
Recognizing
Individual
Diversity &
Equality



Victoria's Pride Parade is a magnificent display of diversity, spirit, creativity, and unity!

Greater Victoria School District will be participating in the Pride Parade with a float. We would love for you to join us in celebrating our

One Learning Community!

July 9, 2017

12 noon at Centennial Square

To learn more contact your school GSA or hcaldwell@sd61.bc.ca

250-475-4155

PARADE!

You are invited to join Greater Victoria School District!

P
PARADE!
I
D
E



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hcaidwell@sd61.bc.ca

250-475-4155

PROGRAMS

Services / District Learning Support Teachers

Share:

District Learning Support Teachers

LOCATION:

Inclusive Learning, Victor School

MANDATE:

To provide consultation and support to schools, within Family groupings, as schools address the needs of identified LOW INCIDENCE students

REFERRAL PROCEDURE:

Contact directly

DESCRIPTION OF SERVICE:

Consult and collaborate with school teams and community agencies;
collect and review students' histories
Assist with curriculum and instructional planning; provide curriculum
resources/strategies/ interventions/training for specific disabilities
Work collaboratively with teachers, and support staff of individual
students, to assist with development of Individual Education Plans
and/or School-Based Safety Plans
Consult and assist in designating students; review Ministry categories
and criteria with school teams; review student files
By request, participate in School-Based Team meetings and IEP
meetings
Implement and facilitate staff development and in-service for teachers
and educational assistants
Observe, interview, and provide initial coordination for transition into
Kindergarten, for students with special needs
District Partner for SET-BC, POPARD, POPFASD, POPDB, and Inclusion
Outreach
Act as a resource for new Learning Support Teachers

DLST Monthly Kindergarten Transition

Timeline	District Learning Support Teachers (Inclusive Learning) This process matches the one created jointly by QACCH and SD61, 62 & 63
December/ January	Pre-Registration <input type="checkbox"/> Determine incoming preschool age students in consultation with Q.A.C.C.H, Supported Childcare, VNFC and family service agencies <input type="checkbox"/> Invite parents to informal meetings c/DLSTs to discuss services for students with special needs and the registration process <input type="checkbox"/> Ask parent to sign <u>Authorization for Exchange of Confidential Information</u> form. <input type="checkbox"/> Develop student profiles including: catchment school, demographic details, pertinent medical/preschool reports. Request medical / therapeutic reports as necessary <input type="checkbox"/> Arrange to observe the child at preschool / daycare Registration: remind families of dates / information sessions
February/ March /April	Meetings and Observations <input type="checkbox"/> Provide school with information gathered to date <i>once registration is confirmed</i> <input type="checkbox"/> Continue to gather information on incoming students; meet with QACCH and VNFC. Schedule preschool observation visits <input type="checkbox"/> Present files to District Screening Team. (complete designations in March if possible) <input type="checkbox"/> Information on student & designation forwarded to the school principal. Share with SBT as requested <input type="checkbox"/> Blue IEP file folder sent to school <input type="checkbox"/> Update K package of visuals, social story for each students / school
May/June	Meetings and Observations <input type="checkbox"/> Complete / continue visits to the preschools and daycares <input type="checkbox"/> Complete/continue designations by reviewing documentation with District Screening Team <input type="checkbox"/> Attend Welcome to Kindergarten sessions at schools <input type="checkbox"/> Attend transition meetings once set by LST & family as requested
September	School Entry <input type="checkbox"/> Observe students provide support as necessary to teachers & teams <input type="checkbox"/> Attend team meetings as requested
October	IEP <input type="checkbox"/> Attend IEP meetings as requested by Case Manager

HEARING

Itinerant Services for Deaf and Hard of Hearing Students

School District 61-Greater Victoria



Supporting Students with Hearing loss
Hearing Resource Centre
250-477-1334

Who Qualifies for Services

A student eligible for a Deaf and Hard of Hearing Designation has:

- a medically diagnosed hearing loss that results in a substantial educational difficulty
- audiological assessment by an audiologist that affirms a bilateral hearing loss, a unilateral loss with significant speech/language delay, or a cochlear implant.

Hearing loss can range from mild to profoundly deaf. Hearing loss can have serious implications for learning. Students with significant hearing loss require specialized support from a trained teacher of the Deaf and Hard of Hearing (TDHH). The TDHH works directly with the student and the student's IEP team to support the student throughout their school years.

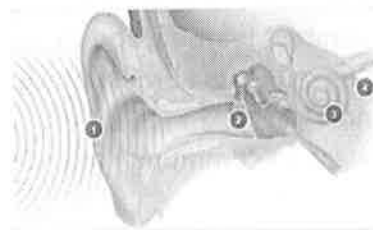
Do you suspect the child may have a hearing loss?

- All newborns go through hearing screening when born
- Children are screened again in Kindergarten
- Not responding to sounds or being spoken to
- Unclear speech
- Misunderstanding what is being said to them
- Not following directions
- Not developing language skills or copying spoken language

Hearing Loss could impact:

- Development of speech and Language skills
- Interpersonal communication skills
- Academic development
- Vocabulary and concept development
- Difficulty initiating and maintaining friendships
- Low self esteem

How we hear:



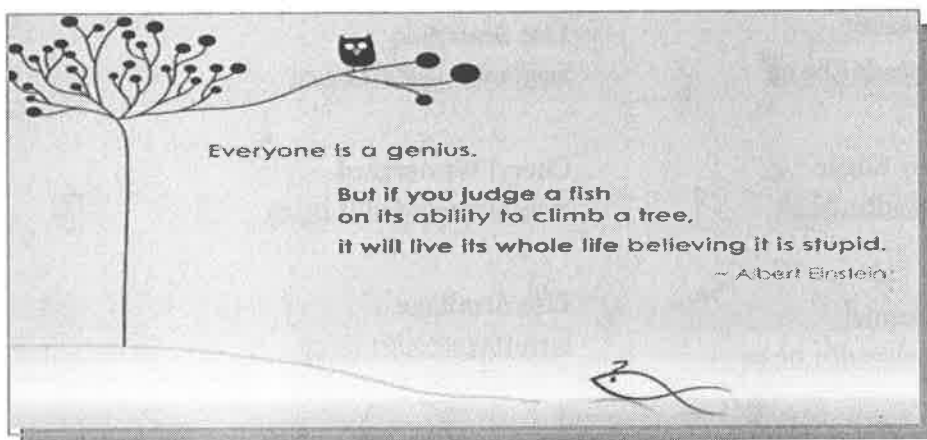
1. Ear canal: Sound moves through the ear canal and strikes the eardrum.
2. Eardrum and bones: Sound waves cause the eardrum to vibrate, sending the bones in the middle ear into motion.
3. Inner ear: This motion causes the fluid inside the inner ear (cochlea) to move the hair cells.
4. Hearing nerve: Hair cells change the movement into electric impulses, which are sent to the hearing nerve into the brain; you hear sound

For more information Contact: Inclusive Learning, SD61
Vision & Hearing Resource Centre
250-477-1334

SD61 School Psychology Services

OUR ROLES

Our primary role is to complete psycho-educational assessment that serve as diagnostic and planning tools to best support students' needs. Psycho-educational assessments are intended to assist teachers and parents better understand the nature of the child's needs, developmental factors, and implications for educational, behavioural, social, and emotional well-being. In addition to diagnosing learning disorders and intellectual disabilities, we also work with low incidence students with various developmental and medical diagnoses to ensure schools and families have updated information regarding students' abilities for educational programming, and to determine their eligibility for community supports as they transition into adulthood. In collaboration with school-based teams and families, interventions and accommodations are implemented based on the recommendations made within the assessment. We believe in a strength-based approach, where students' greatest skills and abilities are emphasized.



In addition to assessments, school psychologists also take part in the following:

- Attend school-based team meetings for consultation, collaboration and pre-referral interventions. School psychologists often take part in IEP teams.
- Help students and families access community supports.
- In-service training to school staff (i.e., level A/B assessments, helping students with challenging behaviors, etc.)
- Classroom observations to help support teachers plan for individual students and/or class wide interventions.
- File reviews of assessments completed outside of the district to determine eligibility for designation and to support students' educational programming.

FUTURE GOALS

Our discipline is striving towards broadening the breadth and depth of services we are able to provide to our schools, while balancing the increasing demand for assessments. Each psychologist has various areas of interest and background experience that we hope to further utilize to support students throughout the district.

SCHOOL PSYCHOLOGY QUICK FACTS...

- There are currently 8.0 FTE psychology positions in the district.
- Each psychologist is responsible for servicing 5-8 schools, and students from Kindergarten to Grade 12.
- We have members of the GVTA and ASA within our discipline.
- Our professional association (BCASP) will soon be merging into the BC College of Psychologists. This move will have several implications for our practice.
- Each psychologist has pursued ongoing professional development opportunities this academic year, including BCASP conference, BC Case, Shelley Moore presentations, and many more! Professional development, and ensuring that we are aware of current research within our field, is crucial to maintaining professional competence.

"Fairness is not giving everyone the same thing, Fairness is giving each person what they need to succeed."

Teachers of Students with Visual Impairments (TVI) are qualified teachers, specifically trained to provide specialized instruction and services to low incidence visually impaired students.

Snapshot of TVI role:



- functional vision assessments
- direct instruction of braille reading, braille code and braille math
- keyboarding instruction while interfaced with braille display
- Expanded Core Curriculum instruction, including access and use of highly specialized equipment
- providing equitable access through adaptation and modification of materials
- supervision of brailist/EA in preparation of braille, tactile graphics, and large print
- in-service of school staff and/or students regarding aspects of visual loss
- consultation with outside agencies including CNIB, BC Blind Sports, Children's Low Vision Clinic and eye care specialists.
- direct contact with Provincial Resource Centre for Visually Impaired (PRCVI) and SETBC
- direct instruction, support and set up of assistive technology and ongoing sourcing of braille equipment
- liaison with orientation and mobility (O&M) consultant

PARENT -- TEACHER CHECKLIST

Do you suspect the child may have a visual impairment?

Appearance of the eye

- Eyes crossed or turning in, out, or moving independently
- Involuntary jiggling of eyes
- Reddened eyes, watering, frequent styes

Behavioural indications

- Avoiding close work
- Short attention span, especially when not seated in area of teaching proximity; doesn't pay attention
- Turning of head, tilting to one side
- Placing head very close to work or activity
- Rotating paper when drawing
- Excessive blinking or squinting
- Closing or covering one eye
- Viewing by looking from peripheral, doesn't give direct eye contact
- Poor eye hand or eye foot coordination, seems to lack depth perception, tripping
- Developmental immaturity
- Low frustration with peers, withdrawn

Complaints associated with eyes

- Headaches
- Itchy eyes
- Dizzy
- Fuzzy vision

HAVE YOUR CHILD'S VISION TESTED
ANNUALLY – IT IS FREE.

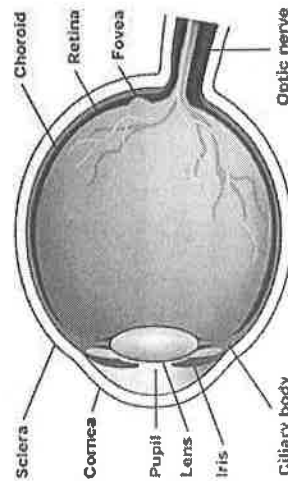
Financial support search Optical Coverage at <http://www2.gov.bc.ca> For more information go www.bc.doctorsofoptometry.ca.

School District 61
TEACHERS OF VISUALLY IMPAIRED
Daphne Hitchcock
Tami Levinson

FACTS about Vision

- 80% of learning is based on vision
- the eyes work together to create binocular vision and depth perception
- colour blindness is quite rare, affecting only 8 % of boys and less than 1% of girls
- a blink lasts about 1/10 of a second
- your eyes have two magnifiers – the cornea and the lens
- people of all ages can experience vision loss

Diagram of the Eye



Your eye contains 107 million light sensitive cells 7 million 'cones' help you to see colour and details, 100 million 'rods' help you to see in the dark.

VISION

ITINERANT TEACHER FOR STUDENTS WITH VISUAL IMPAIRMENTS

SD #61 - VICTORIA
INCLUSIVE LEARNING

Supporting students with
Visual Impairments
Inclusive Learning
250-477-1334

SPEECH - LANGUAGE PATHOLOGISTS

THE TEAM

Melanie Houston
Michelle Forest
Bernice Higgins
Pat Blundon
Sharon O'Dornan
Jeannette Alexander
Clodagh LeRoy
Jennifer Ripley
Sarah Smith
Charlene Bradbury
Camille Traverse
Zoe Watts

10.0 FTE

Oral language is
the foundation
for reading and
writing.

Areas we Support

• Articulation •
Phonological Awareness •
Literacy • Fluency • Voice
• Resonance • Grammar •
Vocabulary • Narrative •
Story Grammar • Verbal
Reasoning • Social
Communication •
Augmentative & Alternative
Communication •

Who we work with:

K - 12 students

Educational Assistants Classroom Teachers
Learning Support Teachers Reading Recovery Teachers
Counsellors Psychologists
Deaf & Hard of Hearing Teachers Vision Specialists

The ability to
communicate is a child's
bridge to the rest of the
world.

TYPES OF SERVICES WE PROVIDE:

Screening / Assessment / Classroom Observation
Individual Therapy / Small Group Therapy
Classroom Based Programming
Consultation / Training / Formal Reporting
IEP participation / School Based Team attendance

Average Caseload
Size:

140 students per
1.0 FTE

Recommended
Caseload Size :
(Speech & Audiology
Canada)

40 - 60 students
per 1.0 FTE

1, 362

STUDENTS RECEIVED
SLP SERVICES
(2015-16)

District Behavioural Consultant

The District Behavioural Consultant is responsible for supporting School-based teams working with students K – 12 who present with on-going and significant behavioural challenges, social-emotional difficulties, mental health concerns and safety issues. These students typically do not respond to general in-class or in-school adaptations for behaviour management.

Support includes:

- ✓ Consult with School Administrators
- ✓ Facilitate requests from School Administrators or District Staff
- ✓ Liaise with the Inclusive Learning Team and the Learning Support Team
- ✓ Recommend evidence based best practices/interventions on a consultative, collaborative basis to assist School-based teams in the development of better understanding, short-term interventions and long term goals, positive behaviour support planning
- ✓ Individual conferencing with teachers and support staff
- ✓ Safety planning
- ✓ Provide and facilitate profession development and in-service training (topics may include classroom management, environmental considerations, Non-Violent Crisis Intervention training, Intensive Behaviour Intervention file preparation)
- ✓ Liaise and collaborate with Parents, community agencies and professionals

Other duties:

- ✓ File reviews to support interventions and student profiles
- ✓ Inclusive Learning Screening Committee
- ✓ Intensive Behaviour Intervention – Category H (Ministry of Education designation) file reviews and designations
- ✓ District Violent Threat Risk Assessment Team
- ✓ District Critical Incident Response Team

From: Greg Kitchen, Associate Superintendent

To: Education Policy and Directions Committee

Date: Monday, June 5th, 2017

RE: Pathway and Partnership

The Pathway and Partnership Plan has been developed in support of the District Strategic Plan.

We are enthusiastic about this K-12 plan and look forward to further collaboration with schools, district staff and partner groups.

The Pathway and Partnership Plan builds on current initiatives and sets the direction for years to come.



PATHWAYS AND PARTNERSHIPS

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

Strategic Priority K – 12 Career & Transition pathways and partnerships that prepare all students for career and life opportunities, in support of the Strategic Plan.

The following two goals build on the current initiatives identified in the Careers & Transitions Flow Chart. (see attached)

Goal A Provide meaningful and purposeful career and transition opportunities at the district and school-based level

Goal B Establish a shared responsibility through school district, post-secondary, community and industry partnerships that support career and transition pathways for students

CAREERS & TRANSITIONS: GRADE 6 - 12 PROGRAMS & OPPORTUNITIES

POST
SECONDARY
PATHWAY

12

11

10

9

8

7

6

Young Entrepreneurs
Experiential learning high-lighting financial literacy and entrepreneurship

INSPIRE
Trades & Technology Presentations with hands-on activities

CHOICES Conference
A one-day girls conference, led by local women, exploring a variety of career pathways

School-Based Exploration Courses
A variety of exploration, career and trade-related courses offered by each of our secondary schools

School-Based Career Prep Programs
A selection of related courses combined with a work experience course

AutoTech, Aviation, TASK & TALE Programs
Semester-long career exploration programs providing credit, certifications & work placements

ITA Youth TRAIN in Trades (ACE IT)
Tuition-free, dual credit trades programs

Work Experience Courses - WEX 12A & WEX 12B
100-120 hour courses where students gain workplace knowledge, skills and experience

ITA Youth WORK in Trades (SSA)
Providing students with high school credits, work-based training hours and paid employment

Camosun Dual Credit Courses
Tuition-free, first year courses offered within our high schools and at Camosun College

UStart - UVIC Dual Credit Courses
Tuition-free, 1st and 2nd year courses taken during gr. 12

Career Curriculum & Post-Secondary Planning
Career programs & pathways provide a smooth transition from graduation to post-secondary

SD61 Career Fair (April 20th @ SJ Willis) & Regional Skills Canada Competitions (March 3rd @ Camosun College)
With 100 exhibitors at our Career Fair, and 14 different competitions at Skills Canada, come out and experience both of these amazing events!!



Goal A	Provide meaningful and purposeful career and transition opportunities at the district and school-based level
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Objective 1 – Support implementation of the new Careers Curriculum K to 12

Strategy 1 – Collaborate with teachers to incorporate career competencies throughout all curriculum areas (K-12)

Strategy 2 – Identify the needs and provide the necessary resources for staff and students (K-12)

Strategy 3 – Develop a consistent delivery model with the eight required career credits in partnership with secondary career staff and administrators (Secondary)

Objective 2 – Develop a cohesive and collaborative culture that supports Career Education in our secondary schools

Strategy 1 – Establish career education teams at all secondary schools (career centre coordinators, career teacher contacts, and counsellors)

Strategy 2 – Implement a consistent career staffing model to support students

Strategy 3 – Target career allocations and funding to support career staffing

Strategy 4 – Explore roles and responsibilities in relation to career education

Objective 3 – Build program capacity for school-based and district opportunities that enable student engagement and exploration

Elementary

Strategy 1 – Meet with elementary teams to identify ways to support career curriculum and exploration opportunities

Middle

Strategy 2 – Implement two new district career initiatives connected to the new ADST curriculum

Strategy 3 – Develop meaningful and sustainable experiences in response to unique student and school needs

Secondary

Strategy 4 – Collaborate with schools and post-secondary institutions to increase awareness and availability for dual credit, district career programs, work experience, trades programs, and springboards

Strategy 5 – Target school, district and ITA funding to support the expansion of sustainable career programs

Strategy 6 – Develop focused career exploration opportunities for aboriginal students

Objective 4 – Enhance effective communication strategies that continue to build awareness for students, staff, and parents

Strategy 1 – Build on best practices used by Career Education teams

Strategy 2 – Develop a Career Communication plan in partnership with the Communications & Community Engagement team

Strategy 3 – Provide development opportunities to help parents engage in ongoing conversation with their children around career choices

Goal B	Establish a shared responsibility through school district, post-secondary, community and industry partnerships that support career and transition pathways for students
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Objective 1 – Collaborate with in-district departments to enhance and strengthen student learning opportunities

Strategy 1 – Work with Facilities to support the educational needs of our trades and technology programs

Strategy 2 – Work with the Learning Team to implement the new careers curriculum, identifying cross curricular connections

Strategy 3 – Work with Inclusive Learning to explore and expand work experience and life opportunities

Strategy 4 – Work with the Aboriginal Education team to connect and engage aboriginal learners

Objective 2 – Expand post-secondary opportunities to advance and enrich student learning

Strategy 1 – Diversify current post-secondary offerings

Strategy 2 – Develop partnerships with new post-secondary institutions

Objective 3 – Strengthen an open and transparent relationship with Esquimalt & Songhees Nations that supports career and life opportunities for aboriginal students

Strategy 1 – Meet with band education leaders to identify areas of focus

Strategy 2 – Develop targeted programming that supports identified needs

Objective 4 – Strengthen our connection with community and industry partners

Strategy 1 – Seek new opportunities and resources targeting specific industry areas based on industry demand (hi-tech, marine, business and health)

Strategy 2 – Identify partnerships that create joint initiatives and provide additional resources

Objective 5 – Collaborate with other school districts to identify and expand shared opportunities for all students

Strategy 1 – Share best practices and coordinate regional programming

Strategy 2 – Continue to innovate in collaboration with the South Island Partnership

TO: Education Policy and Directions Committee

FROM: Simon Burgers, District Principal, Languages and Multiculturalism

RE: French Advisory Committee Ad Hoc Committee establishment

DATE: Monday, June 5th 2017

The French Advisory Committee is currently established on an annual basis to provide advice and feedback to administration and trustees on a wide range of matters related to French Programs. The current Terms of Reference are attached.

Historically, the establishment of this committee has not been required on an annual basis. The composition of committee members may also require adjustment depending on the specific focus of the committee. Considerations for French language programs may also need to be considered in a larger district context. For example, the Registration and Transfer ad hoc Committee work on enrolment priorities encompasses French immersion as well as the regular program.

In order to address specific future French Language program needs, it is recommended that the Board of Education:

1. No longer require the establishment of an annual French Advisory Standing Committee
2. Establish a French Advisory Committee on an ad hoc basis when considerations arise

The work of the French Advisory ad hoc committee will include extensive consultation with all stakeholders. A proposed terms of reference example for a future French Advisory ad hoc Committee is attached for reference.

French Advisory Committee Terms of Reference

Purpose:

The French Advisory Committee is an ad hoc committee established by the Board of Education for the purpose of reviewing specific aspects French language programs as determined by the board. The established mandate of the French Advisory committee is inclusive of both French as a second language and French immersion programs in elementary, middle, and secondary schools.

Deliverables:

The French Advisory Ad Hoc Committee has X deliverables:

1. To recommend to the Board.....
2. To recommend appropriate changes to policy and regulations.

Membership:

The committee may be comprised of the following voting members:

- Two trustees appointed by the Board Chair
- The Superintendent or delegate
- District Principal of Modern Languages and Multiculturalism
- One VCPAC representative
- Three PAC representatives (preference given to one from each schooling level- elementary, middle, and secondary) to be selected by lottery from a list of those schools interested in participating. The lottery will take place prior to the first meeting of the Committee.
- Three Principals (preference given to one from each schooling level - elementary, middle, and secondary with at least one from a dual track school)
- Two student representatives

Timeline:

Voting:

Decisions will be made by consensus, if possible. If no consensus is reached, a majority vote will take place.

Procedural Notes:

Date Adopted:

The District French Advisory Committee

Mandate and Terms of Reference

The District French Advisory Committee provides advice and feedback to Administration and Trustees on a wide range of matters related to French Programs.

The Committee meets a minimum of twice yearly, once in the Fall and once in the Spring, and more often if deemed necessary by Membership. Membership shall be reviewed annually and adjusted by agreement of Committee members and the Board.

District Administration shall Chair the Committee.

The Chair shall organize meetings and collect agenda items. The Chair shall regularly report to DLT and to Ed Policy on the work of the committee.

Committee members shall be responsible for attending meetings, for liaising with their respective partner groups regarding issues under discussion and for reporting on Committee deliberations.

Membership of the District French Advisory Committee

- one Trustee representative
- one representative from District Administration
- two representatives from Canadian Parents for French
- two representatives from the GVTA
- two representatives from VPVPA
- two representatives from VCPAC

When possible, it is recommended that membership be comprised of

- one French Immersion teacher from the GVTA
- one dual track principal from VPVPA
- one French Immersion parent from VCPAC