



**The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting, Monday, December 4th, 2017 @ 7:00 p.m.
Tolmie Boardroom, 556 Boleskine Road**

AGENDA

**Estimated
Times**

A. COMMENCEMENT OF MEETING

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.

7:00 - 7:05 pm	A1. Approval of the Agenda		(pgs. 1-2)
7:05 - 7:10 pm	A2. Approval of the Minutes		
	a) Approval of the November 6 th , 2017 Ed Policy Minutes		(pgs. 3-5)
	A3. Business arising from the Minutes		
7:10 - 7:15 pm	B. New Business		
	B1. Introduction of Student Representative	Piet Langstraat	
	Introduction of Daniel Davenport - Lambrick Park		
7:15 - 7:45 pm	B2. Early Learning	Piet Langstraat	(pgs. 6-8)
7:45 - 8:15 pm	B3. ISP Annual Report & Plan	Jeff Davis	(pgs. 9-35)
8:15 - 8:25 pm	B4. Review of BAA Courses/Current Curriculum	Deb Whitten	(p. 36)
8:25 - 8:55 pm	B5. Dress Code Update	Deb Whitten	(pgs. 37-38)
8:55 - 9:10 pm	B6. Elementary Lunch Monitors in Schools - Info	Shelley Green	(pgs. 39-54)
9:10 - 9:20 pm	B7. Naming School Sites	Peg Orcherton	

That the Board of Education of School District No. 61 (Greater Victoria) direct the policy sub-committee to review and revise as necessary Policy and Regulation 1421 - Naming School Sites and provide recommendations to the Education Policy and Directions Committee on potential changes and that the Board place a moratorium on the naming of schools or parts of schools until the review has occurred.

9:20 - 9:25 pm

B8. New Policy - Recognizing Significant Individual Contributions to the District

Peg Orcherton

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent of Schools to create a policy on how the Board recognizes individuals who make significant contributions to the District.

C. NOTICE OF MOTIONS

C1. New Business

D. General Announcements

E. Adjournment

**Note: This meeting is being audio and video recorded.
The video can be viewed on the District website.**



**Education Policy and Directions Committee
November 6th, 2017 – Tolmie Board Room**

Minutes

Present: TRUSTEES

Ann Whiteaker, Chair
Tom Ferris
Deborah Nohr
Peg Orcherton
Jordan Watters

ADMINISTRATION

Shelley Green, Deputy Superintendent
Deb Whitten, Associate Superintendent
Greg Kitchen, Associate Superintendent
Piet Langstraat, Superintendent of Schools
Harold Caldwell, District Principal, Inclusive Learning
Marnice Jones, Health Schools Coordinator, Inclusive Learning
Jennifer Chambers, Teacher, Inclusive Learning
Louise Sheffer, Director, Learning Team
Craig Schellenberg, Aboriginal District Principal
Nella Nelson, Aboriginal Nations Coordinator
Jeanette Alexander, ASA Representative
Jennifer Whitehouse, CUPE 947 Representative
Winona Waldron, GVTA Representative
Karen Walters-Edgar, Meeting Recorder

Guest: Georgina Hope, Teacher, Victoria High School

The meeting was called to order at 7:02 p.m.

Chair Whiteaker welcomed everyone to tonight's meeting.

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

A1. APPROVAL OF THE AGENDA

It was moved by Trustee Orcherton:

That the November 6th, 2017 Education Policy and Directions agenda be approved.

Motion Carried Unanimously

A2. APPROVAL OF THE MINUTES

It was moved by Trustee Ferris:

That the October 2nd, 2017 Education Policy and Directions Committee meeting Regular Minutes be approved.

Motion Carried Unanimously

A3. BUSINESS ARISING FROM THE MINUTES - None

B. NEW BUSINESS

B1. Introduction of Student Representative

Superintendent Langstraat introduced Student Representative, Nicole Quast, from Oak Bay High School. Nicole also said that she looked forward to attending November's Standing Committee meetings and also the Board meeting.

B2. Truth and Reconciliation

Deputy Superintendent, Shelley Green, explained how the District is responding to the Truth and Reconciliation Report. She also reviewed how things are progressing in our district and spoke to the Calls to Action to be honoured by all levels of government.

Deputy Superintendent Green introduced Craig Schellenberg, Aboriginal District Principal. Mr. Schellenberg presented a PowerPoint on First Peoples Principles of Learning - Education and Reconciliation. Ms. Georgina Hope, Victoria High School teacher, also provided a Google presentation of her classroom showing her students creating and sharing stories about their lives with fellow students and how they built confidence amongst themselves in sharing these stories with each other. Mr. Schellenberg also wanted to thank Shoreline Middle School teacher, Brenda Pohl for continued work on First Peoples Principles of Learning with the increased engagement of Indigenous students, and all students, in the classroom.

Deputy Superintendent Green stated that Truth and Reconciliation is about the ways of knowing and learning. We know that in learning you can take a risk and bring in new ways of knowing, e.g., speaking more slowly, and that it is ok not to understand content and context. Understanding and meaning is created as students, teachers and subject join together.

Trustees asked questions of clarification and provided feedback.

B3-A. Supports for Children/Families in Elementary Schools

Associate Superintendent, Whitten provided background information on supports for children and families in Elementary Schools.

Associate Superintendent Whitten provided three potential frameworks of inclusive learning models and explained her rationale for presenting the recommended motion.

It was moved by Trustee Ferris:

That the Board of Education of School District No. 61 (Greater Victoria) approve the following recommended motion:

1. That the Superintendent and Associate Superintendent, Deb Whitten, work with elementary principals and their staff to identify schools interested in implementing a "Whole School Inclusive Service Delivery" model for the 2018-19 school year;
2. That the Superintendent and Associate Superintendent, Deb Whitten, work with the Inclusive Learning Team and the Ministry of Education to provide profile funding to schools for students with an "H" Ministry designation;
3. That the Superintendent and Associate Superintendent, Deb Whitten continue to meet the itinerant staff, school-based and elementary principals, to discuss other supports, including the Base+ model.

Motion Carried

B3-B. Elementary Counselling

Trustee Watters presented a memo from the Equity Ad Hoc Committee in regard to Elementary Counselling. Trustee Watters explained that the “Base+ model” presented by Superintendent Langstraat and Associate Superintendent Whitten is a way of providing equitable and consistent Elementary Counselling supports at all of our elementary schools.

B4. Wellness Supports - SOGI Update

Harold Caldwell, District Principal - Inclusive Learning, introduced his colleagues Marnice Jones, Healthy Schools Coordinator, and Jennifer Chambers, Inclusive Learning teacher. Ms. Jones and Ms. Chambers provided background information for trustees via a PowerPoint presentation. Ms. Jones and Ms. Chambers explained the mental health needs and well-being supports and strategies that are in place for all students.

Trustees thanked the Inclusive Learning Support Team for their presentation.

C. NOTICE OF MOTIONS - None

D. GENERAL ANNOUNCEMENTS - None

E. ADJOURNMENT

It was moved by Trustee Ferris
That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 9:25 p.m.

TO: Education Policy and Directions Committee

FROM: Piet Langstraat, Superintendent of Schools

RE: Early Care and Learning in British Columbia

DATE: December 4, 2017

In July, 2017, the Honourable Katrina Chen, Minister of State for Child Care has been asked to work with all levels of government, child-care providers, and the private and not-for-profit sectors to implement universal child care. The goal is to provide accessible, affordable and quality care and early learning to every child whose family wants or needs it. It is anticipated that implementation will occur over the next ten years.

The Superintendent was invited to attend a forum on November 15 and 16, 2017 to discuss how implementation of this vision might occur.

Attached, for the information of the Board of Education, is the discussion guide that was used to guide deliberations at the Forum.

Towards Universal Early Care & Learning in BC

"Affordable, accessible and high-quality early care and learning for every child whose family wants or needs it"

In her mandate letter of July 17, 2017, the Honourable Katrina Chen, Minister of State for Child Care, was asked to work with all levels of government, child-care providers, and the private and not-for-profit sectors to implement universal child care. The goal of this universal child care plan is to provide accessible, affordable and quality care and early learning to every child whose family wants or needs it. Implementation will occur over a period of ten years. Government plans to start implementation with the February budget, with key investments for the first three years.

The Forum on November 15 and 16 will provide an opportunity to gather feedback on four immediate questions related to the implementation of universal child care:

- How to make child care more affordable?
- How to increase the number of spaces?
- How to improve the quality of early care and learning?
- How to move more people into the profession of early childhood education?

The purpose of this engagement is to gather the unique perspectives of those in attendance, including participants from Indigenous communities, Supported Child Development, and service providers such as group and family child care providers, municipalities and school districts. This feedback will be used to inform the universal child care implementation plan over the next three years. Over the next few months, service providers, Early Childhood Educators and parents will have additional opportunities to provide feedback.

Affordability

1 | How should the B.C. government make child care more affordable for parents? What should the priorities be for the next three years?

Options for Discussion:

- a. How to decrease child care fees for the most economically vulnerable and for all families struggling with the high cost of care?
- b. The government will begin addressing affordability by focussing on infant/toddler care. What other care types should the government focus on as a priority?
- c. How to decrease child care fees in regions where fees are the highest (e.g.: Lower Mainland, Victoria)?

Accessibility

2 | What are the key supports that can be provided to municipalities, service providers, Indigenous organizations, school districts and businesses to support the creation of spaces? Where should government start in terms of the provision of supports?

Options for discussion:

- a. What supports could government provide to help create licensed child care spaces?
- b. How can the government improve the Child Care Major Capital Program to encourage more applications and the successful completion of applications?
- c. Can you share successful stories or best practices of partnerships that led to the creation of licensed child care spaces?
- d. Are there opportunities in your community that, with the right supports, could potentially lead to the creation of licensed child care spaces? Are there any unused or underutilized spaces?

Quality

3 | What supports a quality child care experience?

Options for discussion:

- a. How do we accelerate the creation of licensed child care spaces, while at the same time ensuring that these new spaces offer quality early care and learning?
- b. What would encourage license-not-required and unlicensed operators to become licensed?
- c. How do we ensure that child care settings support cultural inclusion and diversity?
- d. What are examples of quality learning frameworks that could be implemented in all child care settings?
- e. How can we enhance accountability and the monitoring of quality by child care providers?

Workforce

4 | Understanding that supporting increased wages and benefits for Early Childhood Educators and child care staff is a critical element of a recruitment and retention strategy, what are the next most critical measures that government should focus on to support the recruitment and retention of ECEs and other child care staff working in licensed child care settings?

Options for Discussion:

- a. How to increase the recruitment of ECEs? What should be the key priorities?
- b. How to increase the retention of ECEs? What should be the key priorities?
- c. What challenges does the sector face in recruiting and retaining ECEs?
- d. Should a diploma become the minimum educational requirement to become a certified ECE, with infant/toddler and special needs training included?

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ISP Strategic Plan

Updated: October 18, 2017

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

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Executive Summary

This International Student Program strategic plan outlines a roadmap for work started in April 2016 which will conclude by June 2020.

Mission	Vision
The International Student Program creates opportunities for students to develop long-lasting friendships with individuals and groups from cultural origins different from their own.	The International Student Program encourages the development of a global perspective. This supports the development of global networks and more peaceful and harmonious relations between countries and cultural groups.

Summary of Goals and Main Strategies	
Goal #1	<p>To explore new initiatives that will benefit learners in our school district.</p> <p>Strategies</p> <ul style="list-style-type: none"> 1.1 Change organizational culture at ISP 1.2 Improve communication with ISP partners 1.3 Introduce the Global and Intercultural Skills Program (GISP) 1.4 Introduce outbound student mobility program 1.5 Explore dormitory options for international students 1.6 Explore International Baccalaureate options for the district 1.7 Provide additional support for the emotional needs of students 1.8 Offer after-school activities, and university preparation options at Uplands Campus
Goal #2	To refine and improve existing programs and practices as a means to align

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	<p>with the changing context in our school district and the international education sector.</p> <p>Strategies</p> <ul style="list-style-type: none"> 2.1 Review homestay program 2.2 Expand summer program options 2.3 Refine short-term programs 2.4 Expand Academic Transition Program (ATP) 2.5 Review, evaluate, and document internal administrative processes 2.6 Implement new ISP database 2.7 Review ISP forms and documents for risk mitigation
Goal #3	<p>To refine ISP marketing and recruitment initiatives to align with the changing context in the international education sector.</p> <p>Strategies</p> <ul style="list-style-type: none"> 3.1 Focus on South East Asia, Africa, and Europe (diversification) 3.2 Review marketing and recruitment strategy and expand joint marketing-recruitment and pathways with UVic, Camosun, and Royal Roads 3.3 Update branding, logo, and website

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Goal #1

To explore new initiatives that will benefit learners in our school district.

Summary of Strategies and Associated Action Plan

Strategies

- 1.1 Change organizational culture at ISP
- 1.2 Improve communication with ISP partners
- 1.3 Introduce the Global and Intercultural Skills Program (GISP)
- 1.4 Introduce outbound student mobility program
- 1.5 Explore dormitory options for international students
- 1.6 Explore International Baccalaureate options for the district
- 1.7 Provide additional support for emotional needs of students
- 1.8 Enhance student experience via after-school activities, and university preparation options at Uplands Campus

Strategy 1.1

Changing organizational culture at the international student program

Timeline	(what amount of time is required for the strategy)
2016-2018	

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Resources (What is required to fulfill the strategy?)
International Student Program Staff

Reporting: (What information is collected and how will it be collected?)	
Data Collected	How?
Generative dialogue with ISP leadership team	Collected monthly
In-depth interviews with ISP staff	Twice annually

Evidence and Targets (what can be measured to validate success of the strategy?)
Thematic analysis of data collected

Outcomes (What outcomes can be expected as a result of the strategy?)
The organizational culture of the international student program aligns with the overarching school district's organizational culture and strategic plan.

Strategy 1.2
Improve ISP communication with stakeholders (schools, hosts, natural parents, agents, students, and between staff)

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Timeline	(what amount of time is required for the strategy)
2016-2019	

Resources	(What is required to fulfill the strategy?)
International Student Program Staff	

Reporting: (What information is collected and how will it be collected?)	
Data Collected	How?
a. Schools	a. Weekly check-ins from the ISP student support team; ISP advisor admin contact meetings
b. Homestay families	b. Homestay appreciation events; Homestay service levels survey; standardized check-in procedures
c. Natural Parents	c. Annual parent survey
d. Agents	d. Annual agent survey
e. Students	e. Increased numbers of activities offered via Uplands Campus; International student council; Program exit survey

Evidence and Targets	(what can be measured to validate success of the strategy?)
During consultation with each key group it would be expected that survey results would	

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indicate that communication between ISP and each group improves over the three year period.

Outcomes (What outcomes can be expected as a result of the strategy)?

A greater understanding of the roles and responsibilities of each ISP department
Enhanced communication between ISP and key stakeholders
Improved service levels to students

Strategy 1.3

Implement Global and Intercultural Skills Program (GISP)

Timeline (what amount of time is required for the strategy)

July 2016 to July 2019

Resources (What is required to fulfill the strategy?)

International Program Staff Specifically GISP Administrator
Consultation with BC Ministry of Education
Consultation with School Districts across Canada

Reporting: (What information is collected and how will it be collected?)

Data Collected

How?

a. Determine number of Students enrolled on an annual basis

a. MyED data collection

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b. GISP BAA courses	b. ISP website
c. Survey for MOE	c. Contact MOE

Evidence and Targets (what can be measured to validate success of the strategy?)
<ol style="list-style-type: none"> 1. Provincial implementation by 2020 2. District-wide implementation (secondary schools) by 2019 3. 200 GISP participants by 2019

Outcomes (What outcomes can be expected as a result of the strategy?)
<p>GISP provides local Victoria students with a structured learning opportunity to develop global competence - the capacity to analyse global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgments, and ideas of self and others, and to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity. (OECD, 2016, p. 4)</p>

Strategy 1.4
Student Mobility Options (Field Study outside of Canada)

Timeline (what amount of time is required for the strategy)
September 2016 - 2019

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Resources	(What is required to fulfill the strategy?)
International Program Staff Specifically GISP Administrator Consultation with BC Ministry of Education Consultation with School Districts across Canada Student Mobility Handbook BC Ministry of Education outbound group scholarships	

Reporting:	(What information is collected and how will it be collected?)
Data Collected	How?
a. Number of out of country field studies offered by ISP	a. GISP administrator
b. Student Mobility Handbook	b. Developed by ISP

Evidence and Targets	(what can be measured to validate success of the strategy?)
Student feedback on trips anecdotally or via survey Increased numbers of students accessing these opportunities	

Outcomes	(What outcomes can be expected as a result of the strategy?)
1. Enhanced opportunities for students to engage in field studies outside of Canada in various length and duration. 2. The opportunities for students to develop global networks and people to people connections. 3. Enhanced post-secondary and employment opportunities outside of Canada. 4. The development of Intercultural Competence	

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Strategy 1.5

1.5 Explore dormitory options for international students

Timeline (what amount of time is required for the strategy)

2017-2019

Resources (What is required to fulfill the strategy?)

Research completed by ISP Director

Reporting: (What information is collected and how will it be collected?)

Data Collected

How?

Consultation with Golden Hills School Division; Consultation with Education Victoria group; Consultation with private providers

Director ISP

Review of potential sites in the Greater Victoria School District

Director ISP

Evidence and Targets (what can be measured to validate success of the strategy?)

The creation of a report by the Director of ISP which presents dormitory options.

Outcomes (What outcomes can be expected as a result of the strategy?)

A concise report outlining the pros and cons of starting a dormitory for international

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students.

Strategy 1.6

Explore International Baccalaureate options for the school district.

Timeline (what amount of time is required for the strategy)

2017-2019

Resources (What is required to fulfill the strategy?)

ISP Director and team

Reporting: (What information is collected and how will it be collected?)

Data Collected

How?

Review of IB offerings in British Columbia

ISP management team

Review pros cons of IB programs

ISP management team

Evidence and Targets (what can be measured to validate success of the strategy?)

The development of a report by the Director of ISP

Outcomes (What outcomes can be expected as a result of the strategy?)

A plan which presents options for our school district around the implementation of an IB program.

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Strategy 1.7

Provide additional support for emotional needs of students

Timeline (what amount of time is required for the strategy)

2016-2019

Resources (What is required to fulfill the strategy?)

International Student Program Staff

Reporting: (What information is collected and how will it be collected?)

Data Collected

How?

2016-2017 school year: number of ISP students requiring support for mental health concerns.

ISP student support team

2016-2017: the number of students that are required to return home due to a mental health issue.

ISP student support team

Evidence and Targets (what can be measured to validate success of the strategy?)

ISP's aim is to ensure that all students receive access to timely support for their mental health.

Outcomes (What outcomes can be expected as a result of the strategy?)

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Development of ISP mental health strategy (2015-2016)
Hired student support manger (January 2016)
Developed ISP student support team (2015-2016)
Created networks for counseling services in Japanese, Thai and Mandarin (2015-2016)

Strategy 1.8

Enhance student experience via after-school activities, and university preparation options at Uplands Campus

Timeline (what amount of time is required for the strategy)

2016-2019

Resources (What is required to fulfill the strategy?)

ISP staff, specifically manager(s) of student support and marketing

Reporting: (What information is collected and how will it be collected?)

Data Collected	How?
Numbers of students participating in activities on a yearly basis	Registration data
Nationalities of students participating	Registration data

Evidence and Targets (what can be measured to validate success of the strategy?)

Each year, it is expected that the number of students participating in ISP activities and events will increase.

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Outcomes	(What outcomes can be expected as a result of the strategy)?
Offered Homework club at Uplands Campus since May 2016 Delivered University Fair for international students March 2017 and November 2017 Increase the number of activities offered by ISP (2016 -)	

Goal #2: To refine and evaluate exiting programs as a means adapt to the changing context in our school district and the international education sector.

Summary of Strategies and Associated Action Plan
<p>Strategies</p> <p>2.1 Refine Homestay Program a) Meet MOE Guidelines b) Recruit additional homestay families</p> <p>2.2 Expand summer programs; enrolment and program options</p> <p>2.3 Refine Short-term programs</p> <p>2.4 Refine Academic Transition Program (ATP)</p> <p>2.5 Review, evaluation and documentation of internal administrative processes</p> <p>2.6 Implement new ISP database</p> <p>2.7 Review ISP forms and documents for risk mitigation</p>

Strategy 2.1

Refine Homestay Program a) Meet MOE Guidelines b) Recruit additional homestay families c) Improve service levels in homestay program

Timeline	(what amount of time is required for the strategy)
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2016-2019

Resources (What is required to fulfill the strategy?)

ISP Homestay Staff
New Homestay families
BC Ministry of Education homestay guidelines (available upon request)

Reporting: (What information is collected and how will it be collected?)

Data Collected	How?
Homestay Program information	ISP database
Homestay Program Annual report	Homestay Manager

Evidence and Targets (what can be measured to validate success of the strategy?)

Meeting guidelines presented by Ministry of Education
Recruiting between 150-200 new hosts each year
Review annual survey on homestay service levels

Outcomes (What outcomes can be expected as a result of the strategy?)

2016-2017 - recruited 198 additional homestay families
2016-2017 - In Compliance with Ministry of Education
2016-2017 - Improvement in service levels as indicated by survey (available upon request)

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Strategy 2.2

Expand summer programs; enrolment and program options

Timeline (what amount of time is required for the strategy)

2017-2019

Resources (What is required to fulfill the strategy?)

ISP Staff

Reporting: (What information is collected and how will it be collected?)

Data Collected	How?
Data on Summer school programs for international students in Canada	Canadian Association of Public Schools International (CAPS-I)
Data on enrolment trends in ISP summer programs. Data from Agents on Summer school programs.	ISP database Agent surveys

Evidence and Targets (what can be measured to validate success of the strategy?)

More program options available for international students
Increased enrolment

Outcomes (What outcomes can be expected as a result of the strategy?)

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The international student programs' summer school options are enhanced and more students come to Victoria during July and August to study.

Strategy 2.3

Refine Short-term programs

Timeline (what amount of time is required for the strategy)

2016-2019

Resources (What is required to fulfill the strategy?)

ISP Staff

Reporting: (What information is collected and how will it be collected?)

Data Collected	How?
Data on Short-term programs in BC	Research by ISP staff
Data on Short term programs in our school district	Research by ISP staff

Evidence and Targets (what can be measured to validate success of the strategy?)

Fee change
Modification of program options

Outcomes (What outcomes can be expected as a result of the strategy?)

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Reduce the number of short-term programs due to challenges at the school level
Maintain legacy groups with long-standing school district connections

Strategy 2.4

Refine Academic Transition Program (ATP)

Timeline (what amount of time is required for the strategy?)

2017-2019

Resources (What is required to fulfill the strategy?)

ISP staff

Reporting: (What information is collected and how will it be collected?)

Data Collected	How?
ATP enrolment trends	ISP database
Review of similar programs across Canada	CAPS-I

Evidence and Targets (what can be measured to validate success of the strategy?)

Increased enrolment

Outcomes (What outcomes can be expected as a result of the strategy?)

ATP will again be a year-round program hosted at Uplands Campus with two or three

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cohorts dependent on demand.

Strategy 2.5

Review, evaluation, and documentation of internal administrative processes

Timeline (what amount of time is required for the strategy)

2017-2020

Resources (What is required to fulfill the strategy?)

ISP staff

Reporting: (What information is collected and how will it be collected?)

Data Collected

How?

Current administrative processes

As documented with ISP

Evidence and Targets (what can be measured to validate success of the strategy?)

Survey of the individuals and groups we serve (students, parents, homestay families, agents, and school communities).

Outcomes (What outcomes can be expected as a result of the strategy?)

Enhanced processing time for student applications

Enhanced response time for communications

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Strategy 2.6

Implement new ISP database

Timeline (what amount of time is required for the strategy)

2016-2018

Resources (What is required to fulfill the strategy?)

True North Database

Reporting: (What information is collected and how will it be collected?)

Data Collected

How?

A review of database options

Program and promotions coordinator

A review of True North database

Program and promotions coordinator

Evidence and Targets (what can be measured to validate success of the strategy?)

Enhanced ability of ISP staff to complete daily work

Outcomes (What outcomes can be expected as a result of the strategy?)

New database implemented and staff trained on use of database

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Strategy 2.7

Review ISP forms and documents for risk mitigation

Timeline (what amount of time is required for the strategy)

2016-2018

Resources (What is required to fulfill the strategy?)

International Public School Education Association (IPSEA) Templates completed by Harris and Company
ISP Staff

Reporting: (What information is collected and how will it be collected?)

Data Collected

How?

Templates for various ISP forms

IPSEA

Evidence and Targets (what can be measured to validate success of the strategy?)

New and Improved ISP forms that have been vetted by Harris and Company

Outcomes (What outcomes can be expected as a result of the strategy?)

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New ISP forms that have focused on the principle of risk management

Goal #3

To refine our marketing and recruitment initiatives which adapt to the changing context in our school district and the international education sector.

Summary of Strategies and Associated Action Plan

Strategies

- 3.1 Growth in South East Asia, Africa, and Europe (diversification)
- 3.2 Review marketing and recruitment strategy and expand joint marketing-recruitment and pathways with UVic, Camosun, and Royal Roads
- 3.3 Update branding, logo, and website

Strategy 3.1

Growth in South East Asia, Africa, and Europe (diversification)

Timeline (what amount of time is required for the strategy)

2017-2020

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Resources (What is required to fulfill the strategy?)
ISP staff

Reporting: (What information is collected and how will it be collected?)	
Data Collected	How?
K to 12 International education sector enrolment trends	CAPS-I and a variety of sources

Evidence and Targets (what can be measured to validate success of the strategy?)
Increased enrolment in the target regions

Outcomes (What outcomes can be expected as a result of the strategy?)
Increased enrolment in the specified regions Enhanced diversity for the international student program

Strategy 3.2
Review of marketing and recruitment strategy and expansion joint marketing-recruitment and pathways with UVic, Camosun, and Royal Roads.

Timeline (what amount of time is required for the strategy)
2017-2020

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Resources (What is required to fulfill the strategy?)
ISP staff Consultation with Education Victoria Group (Uvic, Camosun, and Royal Roads University)

Reporting: (What information is collected and how will it be collected?)	
Data Collected	How?
K to 12 International education sector enrolment trends	CAPS-I Global Affairs Canada
Research on efficacy of pathways in international education	Various sources

Evidence and Targets (what can be measured to validate success of the strategy?)
The completion of a marketing and recruitment strategy with post-secondary partners validates the success of the strategy Enhanced cooperation with local post-secondary partners

Outcomes (What outcomes can be expected as a result of the strategy?)
The completion of a marketing and recruitment strategy with the Education Victoria Group. An MOU with Education Victoria Group. Increased number of students transitioning from K-12 to post-secondary in Victoria.

Strategy 3.3

3.3 Update branding, logo, and website

International Student Programs Strategic Planning - DRAFT

Timeline	(what amount of time is required for the strategy)
2016-2018	

Resources	(What is required to fulfill the strategy?)
ISP staff	

Reporting:	(What information is collected and how will it be collected?)
Data Collected	How?
Review of international program websites in Canada	World wide web

Evidence and Targets	(what can be measured to validate success of the strategy?)
Completion of updates to branding, logo, and website by end of 2018	

Outcomes	(What outcomes can be expected as a result of the strategy?)
Updates to branding, logo, and website	

International Student Programs Strategic Planning - DRAFT

ISP Strategic Plan Timelines

Please note; ISP began work on this strategic plan in April 2016. Therefore, many of the strategies were initiated in 2016.

July 2017 Year One	Strategies for Goal #1 : 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8
	Strategies for Goal #2 : 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7
	Strategies for Goal #3 : 3.1, 3.2, 3.3
July 2018 Year Two	On-going Strategies for Goal #1 : 1.1, 1.3, 1.4, 1.5, 1.6
	On-going Strategies for Goal #2 : 2.1, 2.2, 2.4, 2.5, 2.6
	On-going Strategies for Goal #3 : 3.1, 3.2
July 2019 Year Three	On-going Strategies for Goal #1 : 1.5, 1.7
	On-going Strategies for Goal #2 : 2.1, 2.5
	On-going Strategies for Goal #3 : 3.1, 3.2

MEMO

From: Deb Whitten, Associate Superintendent

To: Education Policy and Directions Committee

Date: December 4, 2017

RE: Board Authority Authorized Courses - Update

Current BAA Information

There are currently 162 BAA courses offered in our district. Of the 162 BAA courses, 28 are grade 10 courses, 73 grade 11 courses and 61 grade 12 courses.

New Requirements

The new Grade 10 – 12 provincial curriculum gives teachers flexibility to customize course content. This flexibility may preclude the need for a separate BAA course. The Ministry is requiring that all Grade 10 BAA courses that Boards wish to offer in 2018/2019 will need to be revised to align with the new Ministry curriculum to reflect the Ministry's Know-Do-Understand curriculum design by July 1, 2018. Remaining grade 11 and 12 BAA courses will need to be revised by July 1, 2019. New and revised BAA courses may overlap Big Ideas and Curricular Competencies of provincial curricula, but cannot significantly overlap Content.

Next Steps

In collaboration with our Secondary School administrators and teachers, we will be reviewing all of our BAA courses to determine which BAA courses:

- Are to be retired, given the flexibility offered with the new Ministry curriculum, or that no longer meet requirements; and
- Are to be revised to align with the new "Know-Do-Understand" curriculum model.

Secondary School	# BAA courses offered 2017-2018
Esquimalt	64
Lambrick Park	72
Mt Douglas	83
Oak Bay	79
Reynolds	77
SJ Willis – The Link/Alternative Ed	6
Spectrum	101
Victoria High	73

MEMO

From: Deb Whitten, Associate Superintendent
To: Education Policy and Directions Committee
Date: December 4, 2017
RE: Guiding Principles Regarding Dress

Background

The One Learning Community Committee was tasked with preparing a recommendation regarding the district's expectations on dress codes in schools. The committee and members of the community met on April 27, May 16, and Oct 25. In addition to the committee meetings, dress codes have been discussed at the Education Policy Committee meeting on June 13, 2016, September 11, 2017 and three Board of Education meetings (June 20, 2016, September 25, 2017, October 23, 2017). There have been 8 presentations from the community and the Board has received over 30 letters.

The One Learning Community Ad Hoc Committee has considered all of the input and believes the following recommendation aligns with the district values identified in the Strategic Plan.

Recommendation:

School Codes of Conduct will include the following statement:

1. Our School is committed to creating a learning community that values diversity and is free of all forms of discrimination. In line with the BC Human Rights Code which prohibits discrimination on the basis of an individual's: race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, sex, sexual orientation, gender identity or expression and age, <insert school name> promotes a climate of understanding and mutual respect where all are equal in dignity and rights. Actions through verbal or nonverbal communication (including clothing) must not contravene the BC Human Rights Code.

2. The One Learning Community Ad Hoc Committee requests the Superintendent or designate to prepare, in consultation with our partner groups which includes, VCPAC, VPVPA, GVTA, CUPE and Student Representatives, administrative procedures that support the values and beliefs of the district with regard to dress.

Elementary Schools Lunch Monitors - Questionnaire											
School	Do your Grade 5 students monitor classes when they eat lunch?	How many students monitor each class?	Do you have a training session for the Grade 5 monitors?	How long are the Grade 5 students expected to be in the classroom? If it becomes an inside day, do the Gr 5 students stay with the class the entire time?	What do you include in your training session for these students?	How many classrooms do your adult supervisors monitor?	How do you determine the number of classrooms that an adult supervisor monitors?	If you have an emergency, do you have a plan if one of these adult supervisors is no longer able to continue supervising?	How long is your eating period at lunch?	Do your students eat prior to playing or after playing?	If there is any other information you feel is important to share, please feel free to share it here
Braefoot	Yes	3 to 4	Discussed in Gr 5 classes	15 - 20 minutes, depends on the grade; longer for K and Gr 1 classes. Yes	Rules, responsibilities of monitors; what to do when; healthy eating habits	3 EAs monitoring 8 classrooms. There are 4 1:1 EAs and 2 DEAs in 5 classrooms - 13 classrooms in total.	Consultation with supervisors and classroom teachers based on the needs and behaviours of specific classes.	No	15 minutes	Eat first, play second	of moving eating to after lunch and making that instructional time, however, we are at the maximum number of instructional students. There are currently some, approx. half of our staff, who already eat with their kids.

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Campus View	Yes, in all classes up to and including Gr 4 classes	2	Yes, we talk with them at the end of Gr 4 A letter goes home to families and must be signed and returned We give kids a talk before they start; what to do, what not to do, what to do if they have a problem, what is a problem, what is their role, what is not, etc. They have a very short stint with Gr 5s as mentors in the late spring and we have them ready to go for September.	During lunch eating time, 20 minutes and all lunch time if it is an "in" day. We try to plan ahead for conflicts in case they need to go their own lunch-time activity. Sometimes this is quite difficult.	See previous answer	1 K class has an EA for the duration of eating time. If it turns into an "in" day, the EA is needed in the K class, but also for general supervision; this does not work out very well. EAs walk the halls ducking in and out of classrooms.	Individual student-specific needs	Principal or Vice-Principal are called to support the emergency	20 minutes	Eat first, play later	No comment provided

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Cloverdale	Yes	2	Yes	20 minutes as well as on rainy-day indoor lunch hours	We review school-wide lunch rules using our red "Lunch Rules" poster as well as review which classes have students with anaphylaxis to ensure they know which of their own lunch foods are exempt in the classroom	2 - 4	Physical location of classes and age of students	We use radios to announce if we are leaving an area and need coverage	20 minutes	Eat first then play	No comment provided
Craigflower	Yes	2	Yes	As long as it takes	Expectations are taught, then guidelines are posted in each classroom	1 per classroom	?	Neighbouring EAG will supervise	20 minutes	Eat first, then play	No comment provided

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Doncaster	Yes	2	Yes	<p>20 minutes</p> <p>Yes, with support from supervisors. It is not often we have indoor recess (only once last year and not for the entire recess time).</p>	<p>They are there as helpers. They are to seek help from an adult if there is a problem - never deal with it themselves. They are not responsible to help a child but must get an adult, what to say when asking for help from an adult, where to find an adult, what classes nearby have an adult supervisor, office staff, speaking to children in a positive way, safety information around anaphylactic students (signs/what to do/get an adult). These are reviewed on an ongoing basis.</p>	4 (K classes have an adult present with monitors as well)	All of our support staff work to supervise students during lunch time	Supervisors all have radios and radio the office if they need additional help	20 minutes	Eat first then play	No comment provided

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Eagle View	Yes	4 We have A and B weeks. Two monitors one week, the other 2 the week following.	Yes	20 minutes Yes	Most important is what their job is...to eat with students rather than "police" students. Awareness of adult help; who to access when necessary. It is not a monitor's job to discipline students but rather to buddy up with younger students, fostering relationships as well as a sense of responsibility and citizenship within the school. Gr 5's do not monitor Gr 4's or their own peer group. Also, only use students who wish to be monitors.	11	Hallway areas / highest need	Supervision embedded in EA hours	20 minutes	Eat first then play	No comment provided

Elementary Schools Lunch Monitors - Questionnaire

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Frank Hobbs	Yes	2 - 3	Last year our counsellor did a "training" session with our Gr 5 students. This year our VP met with the Gr 5's.	20 minutes Yes, we ask that they remain monitoring if it's an inside day.	Games/ activities to play General eating time expectations How to positively redirect students When to access an adult	We have 3 wings and 1 supervisor per wing. In addition, some classrooms have an EA in the classroom supporting individual students.	1 per wing	Yes, Principal, VP or office staff	20 minutes	Eat prior to play	I have been searching for an alternative plan and have been working with PAC and staff; so far no action plan.
George Jay	Yes	2	Yes	21 minutes We have rainy-day plans, but have relied upon kids at times	Emergency procedures (1 adult/2 classrooms) get adult, phone office; expectations re: role and not role; tips from successful monitors	No comment provided	No comment provided	No comment provided	No comment provided	No comment provided	No comment provided
Hillcrest	Yes	2 - 3	Yes	20 minutes Yes	A letter. Discussion around do's and don'ts	4 - 5	Base on the number of supervisors we have	Yes, other supervisors cover the class	20 minutes	Eat prior to playing	No comment provided

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James Bay	Yes	2 per class; most are with adult supervision	Yes	<p>20 minutes</p> <p>Stay with the class until an adult arrives. All classes can be covered for rainy days as the Café monitors return to the classroom.</p>	All student supervisors go over the "job description": class expectations, how to help and what to do if a situation occurs.	All classrooms. Some supervisors monitor 2 classrooms. These classrooms have Gr 5 monitors.	<p>Priority - youngest to oldest, then allergy classrooms, behaviour concerns, # of available adult supervisors. Classrooms that are not as high a priority may have an adult check in. Kindergarten always has an adult supervisor and 2 Gr 5 monitors.</p>	If there is an emergency, the office is contacted and the Principal or Vice Principal will monitor.	20 minutes	Eat prior to playing	We have a café where Gr 2 and 3s alternate weekly. All students attend whether they are in the lunch program or not. Gr 4/5s eat in café every day. There are 4 supervising adults. We have a nut-free table in the café and this protocol is adjusted depending on the allergy.

Elementary Schools Lunch Monitors - Questionnaire

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Lake Hill	Yes, they eat in the classroom with the students they are monitoring	3 - 4	A brief session	20 minutes Until 12:30 on rainy inside days. Yes, teachers do not normally return to their classrooms	A review of expectations - helping with lids and tops, reminding students to remain seated, getting help from an adult when needed, not to discipline the students (teachers will sometimes ask for them to write a name on the board).	4 classrooms where students require 1:1 - diabetic students/behaviour	Depends on placement of students that require 1:1 with an EAG	Yes, the Principal or VP will cover. Also, we have 1 supervisor who is a neighbourhood lady who comes each day for recess and lunch supervision	20 minutes	Eat first, play later	Early in the school year, the students are quite young. Many Gr 5 students look forward to being lunch monitors as part of their leadership and final year at elementary school.

Elementary Schools Lunch Monitors - Questionnaire

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Macaulay	Yes, we start off the year with Gr. 5 students monitoring K-3 classes, then later in the year (usually around Spring Break) when the 5's get tired of doing it, have the 4's doing it.	They monitor in pairs or sometimes in groups of 3.	Yes, we go in to a Gr 4 or 5 class and do a session with them. We talk about general guidelines for lunch monitoring, what is the role of a lunch monitor, what is the role of EA supervisors, what situations should monitors handle, when should you ask an adult for help. Administrators and teachers are available at lunchtimes to problem solve with lunch monitors if issues arise.	20 minutes Yes, then they stay for 45 minutes (but we only have 4 or 5 inside days/year); we go outside even if it's raining.	Already included	Maximum of 4 classes but they are all in the same hallway so very close together	We go by wings of the school so that a supervisor supervises at most 4 classes; all are quickly accessible.	The Principal or Vice Principal go in and take over. All classes have phones and all supervisors have radios so that they can call the office if there is an emergency. Someone from the office could come immediately and offer help.	20 minutes	Eat first then play	In another school district, teachers were in the classroom during lunch eating and it was counted as teaching minutes, so the school day was shortened. Eating time was called an advisory time and teachers were teaching students how to socialize, doing social responsibility activities with them, e.g., reading a story aloud, talking about it after, etc. An opportunity to build community by ``breaking bread" together as a class.

Elementary Schools Lunch Monitors - Questionnaire

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Marg. Jenkins	We have Gr 5 & 4 lunch monitors, depending on their maturity and how they work together. There are never enough Gr 5s to lunch monitor for all 15 classes.	I like 3 students in a classroom. The monitors can feel overwhelmed if left alone for any length of time, e.g., while one goes to the bathroom or runs to get help.	At least one, if not two sets of instruction.	<p>They go in during lunch - about 20 minutes. If there is a rain bell they are required to stay in the classes.</p> <p>Yes this is the expectation, however, some teachers do go to their classrooms to supervise.</p>	We have a guide for lunchroom monitors, which is reviewed with students, as well as constant reminders for the duration of their time as a lunch monitor.	5 classes each	The Principal determines this and sets up a schedule	Everyone carries a walkie talkie. If there is an emergency the office is called. The Principal will help out or the EAs will help out.	20 minutes	Eat first, play later	Parents are included in our Guide for Lunch Room Monitors so that they know the children have been trained and what are the expectations. Teachers are reminded at staff meetings and by being provided with a copy of "The Guide." Monitors are not required to discipline or stay with children as part of their imposed discipline. Monitors are simply letting adults know if there is a problem. Some monitors, of their own volition, will lead class games.

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Marigold	Yes - Gr 4's transition to the role near the end of the school year	Two or more depending on how comfortable the pair/group is with their roles	Yes - training for the 4's at the end of the year with the 5's and again at the start of the year with the new 5's	We rotate them and the time again depends on the pair/group, however, we look to change them every 2 months Yes	Conversations around expectations (no discipline, just monitoring and supporting), rules, role-play situations, if problems arise, then...etc.	1 adult to 4 rooms and also 1 adult to 3 rooms due to geographic distance	Geographical distance and/or possible response time/circulation time	The office is in a central location and there are adults all over (teachers, VP, office staff, Principal, etc.). If a supervisor steps out for some reason, they radio other staff for awareness and usually admin will step in depending on the situation and proximity from the office.	20 minutes	Prior to because at this time if we switched it, we would not have a custodian (but we would like to switch it).	

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McKenzie	Yes	2/class	Training in late spring for Gr 4s who WANT to do the job (will be Gr 5 in fall).	20 minutes We come indoors only if it's raining very heavy; yes, Gr 5 students stay but we also open the gym, library and little gym.	Scenarios about eating/not eating lunch; how to deal with defiance at a basic level; who to get for help in the event of a problem.	5 supervisors supervise 11 classrooms altogether. We have 3 at one end of the school for 1 adult and the other 4 adults go back/forth between 2 classes each. The Principal also supervises each lunch when in the building; EAs working with specific students also support in the classroom in which they are working.	Purely based on location of classrooms	Principal or Vice-Principal are called to support the emergency	20 minutes	Eat first, play later (but would like to change this)	No comment provided
Northridge	Yes	3	Yes	20 minutes Yes, with adult supervisors in hallways	Attached info was provided to answer this question	3 - 4	Share it equally - divided by hallway	General	20 minutes	Eat first, play later	No comment provided
Oaklands	Yes	2	1 session	Until the bell Yes	What to do if there is a problem (behaviour, student sick, emergency, etc.) How to get adult support	1 - 4	Location and/or grade	Yes, administrative assistant when needed	20 minutes	Eat first, play later	No comment provided

Elementary Schools Lunch Monitors - Questionnaire

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Quadra	Yes	2 - 3 students	Yes, the VP does this and we review and revisit it when necessary	20 minutes while students eat. Yes	Review their role as helpers, not disciplinarians, and how to seek help if they need adults; looking out in the hall for the adult monitoring the 2-4 classes in their hall.	1-4 classes	The number of EAs is 1:1 at lunch, configuration of the building and site lines.	Calling the office for support	20 minutes	Eat prior as we have a provincial lunch program	5s...always trying to develop a team. They rotate on and off each month so those who do not want to do it the next month have a break. Some want to do it all the time.
Rogers	Yes at times, Gr 4s as well	2 - 3 per class	Yes	They stay for the eating time - 20 minutes. Yes	Review their roles, school expectations and what we want them to do and what we do not want them to do. We emphasize that they are "eyes and ears."	3 to 4 classes	Layout of the building	Another supervisor or administrator will cover those classes.	20 minutes	Prior	No comment provided
SJ Douglas	Yes	At least 2, sometimes 3	Gr 4s shadow monitor with Gr 5s in the spring. We also visit each class and review the expectations.	Usually 20 minutes. They work for 4 weeks then they have 4 or 8 weeks off. Yes, plus early recess, if needed.	expectations. If there are medical concerns in the class, these are identified. We also speak to how to get help in an emergency or if they need adult support.	3 or 4	Location of the rooms and accessibility	Yes, an administrator replaces them	20 minutes	Prior	We do not provide monitors in classes that include Gr 4 or 5 students. They are too close in age to be effective.

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South Park	Not officially, but we have a few eager Gr 5 girls who have offered to help in our K classes (only). They volunteer only and not consistently.	0	Not applicable	Not applicable	Not applicable	10	Based on proximity and student needs, an adult in each of our two K classes and an adult in our 2 classrooms on the bottom floor/annex. An adult between 2 classes (across the hall) for our other 6 rooms.	Admin to cover and assist where needed	20 minutes	Play first, then eat	Our daytime custodial run ends at 1 pm so we do not have a person on side to clean desks/ floors/spills after the eating time. We are working on this.
Strawberry Vale	Yes	2	Yes	30 minutes Yes	Their role as a helper; process for accessing help	Many classrooms have an EA. Those that do not, 1 adult per 2 classrooms.	?	One student comes to the office, the other stays with the kids. The Principal is always in Pods.	30 minutes	After eating	No comment provided
Tillicum	Yes	2 or 3	Informally by their Gr 5 classroom teacher who also reviews individual class expectations where they are monitoring.	22 minutes Yes	Expectations around "monitoring" and not disciplining; getting adult help if required.	Varies, but about 3 classrooms each	Students' needs & # available. Some are in classes as EAs during lunch, but assist in general as well.	No specific plan	22 minutes	Eat prior to play	No comment provided

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School	Do your Grade 5 students monitor classes when they eat lunch?	How many students monitor each class?	Do you have a training session for the Grade 5 monitors?	How long are the Grade 5 students expected to be in the classroom? If it becomes an inside day, do the Gr 5 students stay with the class the entire time?	What do you include in your training session for these students?	How many classrooms do your adult supervisors monitor?	How do you determine the number of classrooms that an adult supervisor monitors?	If you have an emergency, do you have a plan if one of these adult supervisors is no longer able to continue supervising?	How long is your eating period at lunch?	Do your students eat prior to playing or after playing?	If there is any other information you feel is important to share, please feel free to share it here
Torquay	Yes	2	Yes, but informal / discussions	16 minutes Yes	Review of expectations, roles, problem-solving strategies, process of getting adult support	All available adults (5 EAGs) roam and oversee all 14 division classrooms.	No EAGs have lunch breaks during eating time	Call the office	16 minutes	Eat first, then play	No comment provided
Vic West	Yes, Gr 4/5 students; we call them "Lunch Managers."	2 or 3	The VP meets with them on a consistent basis. In the spring, Gr 3 students have a training experience and are mentored by the older Lunch Managers.	20 minutes Yes	Expectations, responsibilities as a Lunch Manager and what to do if there is an emergency	1-2 classrooms. All of the K classrooms have an EA during 11:50 - 12:10. Any classes with students of special needs (PDCH) have an EA in the classroom.	Depends on the needs of the class (i.e., ASD/PDCH).	Yes, all of our EAs and principal have a radio. There is also a radio in the office. During an emergency, admin are paged on the radio. Our support staff and admin wear a radio all day.	20 minutes	Eat prior to play	No comment provided
View Royal	Yes	2	Yes	15 minutes Yes	are there to assist students with eating, play a game or open food. If behaviour is an issue, you are to get a supervisor.	4 in each. In reality, there are EAs in some of the classrooms working 1:1 so this helps with the ratio.	Ease and ability to frequently pop into classrooms	Supervisors radio other supervisors to update them with details and ask for coverage, i.e., "I am going to the medical room."	15 minutes with an 8-minute soft start musical activity	Play first, then eat	No comment provided

Elementary Schools Lunch Monitors - Questionnaire

School	Do your Grade 5 students monitor classes when they eat lunch?	How many students monitor each class?	Do you have a training session for the Grade 5 monitors?	How long are the Grade 5 students expected to be in the classroom? If it becomes an inside day, do the Gr 5 students stay with the class the entire time?	What do you include in your training session for these students?	How many classrooms do your adult supervisors monitor?	How do you determine the number of classrooms that an adult supervisor monitors?	If you have an emergency, do you have a plan if one of these adult supervisors is no longer able to continue supervising?	How long is your eating period at lunch?	Do your students eat prior to playing or after playing?	If there is any other information you feel is important to share, please feel free to share it here
Willows	Yes	2 Gr 5s for Gr 1-3 students; K classes have 4 Gr 5 students	The Gr 5 students are walked through their role and responsibility. They are reminded that they are there to help out the students and not to be the teacher. The adult supervisor is there to handle any difficulties. The students are instructed to get an adult if they need help. In addition, each classroom teacher talks with their monitors about how they would like the behaviour to look like and what their expectations of the class and the monitors are.	25 minutes In the past they have stayed with the class but it is something we are currently in discussions about.		4 classes	In the heritage building there are 4 classes on each of the 3 floors; the library wing has 2 supervisors on each floor with each floor having 7 rooms. When the portables open up, an additional supervisor will work outside in 2 portables.	Each supervisor has a walkie talkie and is in communication with the office and each other. If there is an emergency and that supervisor needs to be pulled away, the Principal or the VP will take the place of the supervisor or take on the emergency.	20 minutes	Eat first, play later	We have worked with our Gr 5 students for quite a while now and have noticed that they seem to be getting younger in the way they take on this responsibility.