



**The Board of Education of School District No. 61 (Greater Victoria)  
Education Policy and Directions Committee Meeting - Monday, January 8<sup>th</sup>, 2018 @ 7:00 p.m.  
Tolmie Boardroom, 556 Boleskine Road**

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**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 December 4<sup>th</sup>, 2017 Ed Policy Minutes (pgs. 3-6)

**A3. Business arising from the Minutes**

7:10 - 7:15 pm      **B. New Business**

**B1. Introduction of Student Representative**      Piet Langstraat  
Antonia Kowalewski - Reynolds Secondary

7:15 - 7:45 pm      **B2. Truth and Reconciliation**      Shelley Green/  
Nella Nelson /  
Craig Schellenberg

7:45 - 8:05 pm      **B3. BAA Course - History of Sports 12 Application**      Greg Kitchen (pgs. 7-15)

Recommended Motion:

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

8:05 - 8:30 pm      **B4. Learning Supports Annual Report/  
Learning Support Plans**      Deb Whitten (pgs. 16-44)

8:30 - 9:00 pm      **B5. Early Learning/Child Care**      Piet Langstraat

9:00 - 9:10 pm      **B6. Removal of Honorary President**      Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) submit the extraordinary resolution "Removal of Honorary President" as presented to the BCSTA AGM.  
That the BCSTA amend Bylaw 2 (a) as follows:  
**Strike from 2. Officers (a) i "The Minister of Education who shall be the Honorary President of the Association," and the following reference to the Honorary President.**

**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  
December 4<sup>th</sup>, 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  
Jeff Davis, Director - International Student Program  
Jeanette Alexander, ASA Representative  
Angela Leong, CUPE 947 Representative  
Ilda Turcotte, GVTA Representative  
Marketa Lund, VCPAC Representative  
Karen Walters-Edgar, Meeting Recorder

The meeting was called to order at 7:00 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 and seconded:*

That the December 6<sup>th</sup>, 2017 Education Policy and Directions agenda be approved.

**Motion Carried Unanimously**

**A2. APPROVAL OF THE MINUTES**

*It was moved and seconded:*

That the November 6<sup>th</sup>, 2017 Education Policy and Directions Committee meeting Regular Minutes be approved.

**Motion Carried Unanimously**

**A3. BUSINESS ARISING FROM THE MINUTES - None**

**B. NEW BUSINESS**

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**B1. Introduction of Student Representative**

Superintendent Langstraat welcomed and introduced Student Representative, Daniel Davenport, from Lambrick Park High School.

**B2. Early Learning**

Superintendent Langstraat stated that last month he was invited to attend a forum, led by the Honourable Katrina Chen, Minister of State for Child Care, regarding the implementation of universal child care. The goal of the BC government is to provide accessible, affordable, quality care and early learning to every child whose family wants or needs it. The purpose of the forum was to gather unique perspectives from those in attendance, including participants from indigenous communities, supported child development and services providers. Key questions highlighted: affordability, accessibility, quality and the early childhood education workforce. Superintendent Langstraat stated that the government's plan is to implement child care universality within the next 3 years.

Trustees discussed the issue and suggested the next Ed Policy meeting as a timeline for further discussions.

Superintendent Langstraat stated that he will draft an Early Learning model for discussion at the January 8<sup>th</sup>, 2018 Ed Policy meeting.

**B3. ISP Annual Report and Plan**

Jeff Davis, Director, International Student Program provided highlights of his ISP Strategic Plan. Director Davis reviewed some of the successes of the past year and also spoke to many of the key strategies undertaken to achieve these successes.

Trustees asked questions of clarification and provided feedback.

Chair Whiteaker thanked Mr. Davis for his presentation.

**B4. Review of BAA Courses/Current Curriculum**

Associate Superintendent, Deb Whitten provided details for Ministry framework concerning future BAA courses. Associate Superintendent Whitten stated that the Ministry is requiring that all Grade 10 BAA courses that Boards offer in 2018-19 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<sup>st</sup>, 2018.

Trustees asked questions of clarification.

Superintendent Langstraat advised that Associate Superintendent, Greg Kitchen, will oversee these secondary level BAA courses and current curriculum. Superintendent Langstraat stated that many BAA courses should be able to be merged with the Ministry's new curriculum design and criteria.

**B5. Guiding Principles Regarding Dress - Update**

Associate Superintendent, Deb Whitten provided the framework for the update in regard to Dress Guiding Principles. Associate Superintendent Whitten explained that the One Learning Committee was tasked with preparing a recommendation regarding the District's expectations around dress codes in schools. Associate Superintendent Whitten explained that the

Committee considered the input from all meetings held on this issue and the 2 dress code recommendations contained in the memo are believed to align with the District values, as identified in the Strategic Plan.

Trustees discussed the dress code recommendations at length. Trustee Orcherton presented a motion and provided her rationale.

*It was moved and seconded:*

That the Board of Education of School District No. 61 (Greater Victoria) directs the Superintendent to convene a working group, which includes, VCPAC, VPVPA, GVTA, CUPE, ASA, Aboriginal Nations Council and Student Representatives, to create administrative procedures that support the values and beliefs of the District with regard to dress, and to also review Recommendation #1 contained in the Guiding Principles memo of December 4th, 2017 regarding dress.

**Motion Carried**

For: Trustees Orcherton, Nohr, Whiteaker  
Against: Trustee Ferris

**B6. Elementary Lunch Monitors in Schools - Info**

Deputy Superintendent, Shelley Green, provided background information on the spreadsheet detailing the process and criteria on how each of our elementary schools provides lunch monitor supervision.

Trustees asked questions of clarification.

**B7. Naming of School Sites**

Trustee Orcherton presented her rationale for the motion.

*It was moved and seconded:*

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 until the review has occurred.

**Motion Carried Unanimously**

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

Trustee Orcherton explained that she wished to make an amendment to her original motion.

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.

Trustees voted on the Main Original Motion with the amendment.

*It was moved and seconded:*

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, **under District Presentations on a Regular Board meeting agenda**, recognizes individuals who make significant contributions to the District.

**Motion Carried Unanimously**

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**C. NOTICE OF MOTIONS**

Chair Whiteaker advised that there will be a motion on the January 8<sup>th</sup>, 2018 Ed Policy and Directions Agenda in regard to the BCSTA motions.

**D. GENERAL ANNOUNCEMENTS - None**

**E. ADJOURNMENT**

It was moved by Trustee Ferris

That the meeting be adjourned.

**Motion Carried Unanimously**

The meeting adjourned at 9:40 p.m.

**FROM: Greg Kitchen, Associate Superintendent**

**TO: Education Policy Directions Committee**

**DATE: January 8, 2018**

**RE: Board/Authority Authorized Courses - History Through Sport 12**

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*History Through Sport 12* is a course that enables students to explore world history through the lens of sports and its connection to and influences on political, social and economic development and change.

Students will receive 4 graduation credits for grade 12 upon successful completion of History Through Sport. The course is organized around “5 Big Ideas” and is made up of seven units or areas of study. Students are expected to demonstrate a number of curricular competencies ranging from using historic inquiry processes and identifying prevailing conditions and actions to explaining different perspectives on past or present people, plans, issues and events.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Board Authority Authorized course: History Through Sport 12.



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Greater Victoria School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD61
<b>Developed by:</b> Kate Baker	<b>Date Developed:</b> June – October 2017
<b>School Name:</b> Oak Bay High School	<b>Principal's Name:</b> Ms. Randi Falls
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> History Through Sport	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 3 hours/week

**Board/Authority Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** Basic classroom setting with tech package and Chromebooks. The goal is to run this as a paperless course.

**Course Synopsis:** In this course we will explore world history through the lens of sports and its connections to and influences on political, social, and economic development and change. We will look beyond the action of competition and focus on the main themes behind the scenes. Some of the themes include, but are not limited to: the impact of immigration, industrialization and urbanization on sport; racial prejudice, exclusion and integration in sport; athleticism and the evolving ideas about masculinity and womanhood, the links between sport, patriotism and national identity, and sport as an arena for political protest. The course will examine sports' social role within local, national, and international communities, and its relationship to class, gender, leisure, race, and politics.



**Goals and Rationale:** This course will be taught within a linear timetable. The class will run 3 times a week at 56 minutes a block - that is a total of 168 minutes a week of instructional time.

There is approximately 37 weeks of instructional time in the 2018-2019 school calendar year.

Since the discussion topics will be grouped under 7 common unit titles, approximately 5-6 weeks of instructional time can be devoted to each unit. Please see table included in *Elaborations* for detailed units and discussion topics.

**Aboriginal Worldviews and Perspectives:** Please see topics in Unit 5 for Canadian connections. Please see topics in Unit 3 and Unit 4 for global connections.

## BIG IDEAS

Gathering data on current governing bodies and sport bodies to compare and contrast

Minorities in sport hold a valuable place in world history and the strive for equality

Preparing to and hosting a large scale sporting event has major impacts on the city's environment and economy

Analyzing the journey sport has taken through history to strive for equal representation of all and any abilities

There is a dark side to the history of sport

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>▪ Use historic inquiry processes and skills to: ask questions; gather, interpret, and analyze data and ideas from a variety of sources; and communicate findings and decisions</li> <li>▪ Assess the significance of people, locations, events and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group</li> <li>▪ Assess the justification for competing historical accounts after investigating points of contention, reliability of sources and adequacy of evidence</li> <li>▪ Assess how prevailing conditions and the actions of individuals or groups affect events, decisions and developments</li> <li>▪ Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews and beliefs</li> <li>▪ Recognize implicit and explicit ethical judgments in a variety of sources</li> <li>▪ Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>▪ Basic structure of Canadian government</li> <li>▪ Current political sport controversies</li> <li>▪ Environmental awareness of major structures and long-term affects</li> <li>▪ Economic patterns of tourism</li> <li>▪ First Nations history and reconciliation</li> <li>▪ Global conflicts</li> <li>▪ Religious, ethnic, cultural conflicts</li> <li>▪ Human rights movements</li> </ul>

## Big Ideas – Elaborations

Unit	Title	Discussion Topics
1	The Olympics, Sport Bids, and The Black Sheep	<ul style="list-style-type: none"> <li>• The History Behind the Olympics</li> <li>• The Dirty History of Sport</li> <li>• Canadian Sport History Spotlight</li> </ul>
2	Traditions and Landmarks	<ul style="list-style-type: none"> <li>• Cultural Traditions in Sport</li> <li>• Historical Landmarks and Venues</li> </ul>
3	Politics and National Identity in Sport	<ul style="list-style-type: none"> <li>• Sport Governing Bodies</li> <li>• World History Through a Sporting Lens</li> <li>• The Spirit of Nationalism</li> </ul>
4	The Evolution of Minorities in Sport	<ul style="list-style-type: none"> <li>• Equal Representation in Sport Development</li> <li>• The Journey to Improved Representation of Minorities in Sport</li> <li>• Influential Women in Sport</li> </ul>
5	First Nations	<ul style="list-style-type: none"> <li>• The Truth and Reconciliation Commission</li> <li>• The World and North American Indigenous Games</li> </ul>
6	The Environment and Economy	<ul style="list-style-type: none"> <li>• The Environment and Lifelong Impacts of the Large Sporting Stage</li> <li>• The Economic Impacts of Hosting a Large Scale Sporting Event</li> </ul>
7	Modernized Sport and The Underdog	<ul style="list-style-type: none"> <li>• The Introduction of Modernized Sport</li> <li>• Everyone Loves an Underdog</li> </ul>

## Curricular Competencies – Elaborations

### Unit/Topic/Module Descriptions

- **The Governing Bodies and The Politics behind Sport** - FIFA, IOC, ITC, NHL, FIBA, MLB
- **The History Behind the Olympics** - From Greece to Pyeongchang 2018
- **The Dirty History of Sport** - Doping and Sport Marketing - endorsements, Lance Armstrong, Marion Jones, Maria Sharapova, Ben Johnson, Barry Bonds, Mark McGuire, East German Olympic Team, Russia
- **The Journey to Improved Representation of Minorities in Sport** - African Americans, First Nations, Aboriginals (Australia/New Zealand), Afrikaans, LGBTTIQQ2SA, Broadcasting Standards
- **Influential Women in Sport** - The Move to Gender and Cultural Equality in Sport - Billie Jean King, the Hijab, Barbara Slater, Serena Williams, Pat Summitt, 2012 Olympics, Katherine Switzer
- **World History Through a Sporting Lens** - Rugby World Cup in South Africa, Hitler's Olympics (Jesse Owens), Summit Series of Hockey, Arthur Ashe, India vs. Pakistan Cricket World Cup Semi Finals
- **The Spirit of Nationalism Represented Through Sport** - Canada and hockey, England and football, South Africa and rugby, India and field hockey, Cuba and volleyball, China and table tennis, Japan and sumo
- **Historical Landmarks and Venues in the Sporting World** - Olympic Stadium, Wrigley Field, University of Oregon, Yankee Stadium, Montreal Forum, Maple Leaf Gardens, Indie 500, Old Trafford, Tour de France, Wembley Stadium, The Colosseum
- **Cultural Traditions in Sport** - Haka, superstitions, names behind the trophies
- **The Introduction of Modernized Sport** - A Reflection of Today's Society - gaming, Quidditch, Ultimate Frisbee, Spelling Bees, Cheerleading, Dodgeball
- **Everyone Loves an Underdog** - when a nation, community, or city rallies behind their team through parades, riots, and other events
- **The Environmental and Lifelong Impacts of the Large Sporting Stage** - Where to build? What happens during the event? What happens after the event? Water sports and marine life, building structures and erosion, structurally sound venues, removal of native plant life
- **The History of the World and North American Indigenous Games**
- **The Economic Impacts of Hosting a Large Scale Sporting Event** - homelessness, tourism, marketing, socio-economic issues, building a workforce
- **Canadian History Spotlight** - Olympics (Calgary, Montreal, Vancouver), 1994 Commonwealth Games, Victoria's 2020 bid, WWII and Hockey
- **Equal Representation in Sport Development** - Paralympics (Broadcasting Inequalities), Special Olympics, Wheelchair Rugby, Visually Impaired Curling and Soccer, Invictus Games
- **The Truth and Reconciliation Commission** - Residential Schools and Sport

## Content – Elaborations

### Sample Lesson and Assignment

Lesson Title - Making Social and Political Statements Using Sport as a Platform

Component	Description	Rationale
General Information	Topic - World History Through a Sporting Lens Instructional Time - 3 blocks (1 lesson, 1 research, 1 presentations)	From Unit 3 - Politics and National Identity in Sport
Purpose and Learning Objectives	Students will gain knowledge of historical social and political issues on a global level and how athletes expressed their views on the issues. Students will express their opinions on the issues and if the athlete's method of expression was appropriate, accepted and impactful	Students will present their findings to the class. Therefore, the class will gain knowledge of multiple events where athletes used their platform to express their social and political views
Resources	Class set of Chromebooks or computer lab Teacher tech package and personal computer Article - <i>Colin Kaepernick refuses to stand for national anthem to protest police killings</i> YouTube Video - <i>Why didn't Colin Kaepernick stand for the national anthem?</i>	Open discussion starting with Colin Kaepernick's name. Who knows him? What did he do? Why? 5-10 minutes Read the article 10 minutes Watch video - 2 minutes  Discussion in regard to the information the students already "knew"
Procedures, Content, Activities	<ol style="list-style-type: none"> <li>1. Introduce the topic, World History Through a Sporting Lens, and Colin Kaepernick. Ask how they are related. Ask the students what they think we will be discussing</li> <li>2. Colin Kaepernick. Who is he? What did he do? Why? Just open brainstorming to find out knowledge base</li> <li>3. Read Article</li> <li>4. Watch Video</li> <li>5. Discuss student opinion about Kaepernick's actions</li> <li>6. Ask what students think they will be researching and if they have any examples</li> <li>7. Give students a list of names to quickly look up. Jesse Owens, Tommie Smith, John Carlos, Taiwanese athletes at the 1960 Olympics</li> <li>8. Have students research other athletes who made political</li> </ol>	<p>This process is to lead the students to many social and political issues that have occurred and/or are occurring around the world</p> <p>Students will analyze how effective the statement was an if using a sporting platform to express social and political opinions is appropriate</p> <p>The rationale behind this activity is to get the students interested and invested in social and political issues around the world. Students will be researching the issues through the eyes of an athlete they are interested in.</p>

## Content – Elaborations

	statements using their sport as a platform. Compile a class list of examples 9. Students will work in groups of 3 and topic options will be selected to research 10. Students will research an athlete and construct a presentation to give to the class based on their social/political opinion, how it was made, why, and its effect	In turn, students gain knowledge of social and political issues from around the world and through time as they listen to their classmates presentations.
Assessment Methods	See rubric on following page as an assessment example for this assignment	

### Recommended Instructional Components:

- Discussion/Seminar groups
- Research Projects
- Interviews
- Statistics Research and Interpreting Data
- Debates
- Presentations
- Inquiry Questions
- Podcast Analysis

## Recommended Assessment Components:

Seminar Discussions and Presentations	15%
Unit Tests - written response on a common theme	20%
Research Project - 1 per term	20%
Assignments	20%
Final Exam	25%

## Making Social and Political Statements Using Sport as a Platform

### Assessment Rubric

<b>PRESENCE</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
-body language & eye contact						
-contact with the public						
-poise						
-physical organization						
<b>LANGUAGE SKILLS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
-correct usage						
-appropriate vocabulary and grammar						
-understandable (rhythm, intonation, accent)						
-spoken loud enough to hear easily						
<b>ORGANIZATION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
-clear objectives						
-logical structure						
-signposting						
<b>MASTERY OF THE SUBJECT</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
-pertinence						
-depth of commentary						
-spoken, not read						
-able to answer questions						
<b>VISUAL AIDS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
-transparencies, slides						
-handouts						
-audio, video, etc.						
<b>OVERALL IMPRESSION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
-very interesting / very boring						
-pleasant / unpleasant to listen to						
-very good / poor communication						

**Learning Resources:** There is no formal textbook to accompany this course. Course material will be composed of news articles, student research, videos, podcasts, book excerpts, websites and other media. The goal is to run a paperless course with materials being posted, documented and submitted through Google Classroom.

**MEMO**

**From: Deb Whitten, Associate Superintendent**

**To: Education Policy and Directions Committee**

**Date: January 8, 2018**

**RE: Learning Support Plan**

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The Learning Support strategic plan outlines a roadmap for the next two years. The strategic priority for the Learning Support plan is to create an inclusive learning environment that equitably supports and appropriately challenges all students in the physical, social-emotional and academic learning community. The Learning Support team is committed to moving the Greater Victoria School District to a more inclusive education model where students with diverse abilities are welcomed into all aspects of schooling. Students are supported to maximize their learning, contributions, and participation in all aspects of school life. Supports for students with diverse needs, their peers, and teachers, are provided in an equitable manner.

While this plan has defined goals and strategies, we believe our plan is a dynamic and evolving document that will continue to extend beyond the terms of our currently stated strategies and timelines.

The development of this plan has been a collective endeavor with input from Learning Support and Inclusive Learning teams.



## Learning Support Strategic Planning - DRAFT

### Learning Support Strategic Plan

Updated: December 2017

Mission	Vision
We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community.	Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

## Learning Support Strategic Planning - DRAFT

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#### Table of Contents

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### Executive Summary

This Learning Support strategic plan outlines a roadmap for the next two years. The strategic priority for the Learning Support plan is to create an inclusive learning environment that equitably supports and appropriately challenges all students in the physical, social-emotional and academic learning community. The Learning Support team is committed to moving the Greater Victoria School District to a more inclusive education model where students with diverse abilities are welcomed into all aspects of schooling. Students are supported to maximize their learning, contributions, and participation in all aspects of school life. Supports for students with diverse needs, their peers, and teachers, are provided in an equitable manner.

## Learning Support Strategic Planning - DRAFT

Mission	Vision
We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community.	Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

Summary of Goals and Main Strategies	
<b>Goal #1</b>	<p>Provide meaningful and purposeful educational opportunities for students with diverse learning needs while considering the physical, social-emotional and academic domains.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>1.1 Refine our service delivery model to include district and school-based educators.</li> <li>1.2 Further develop and support teams of professionals in schools so that they may co-plan and co-deliver instruction in inclusive ways.</li> <li>1.3 Create spaces in every school that ensure the safety and dignity of all learners.</li> <li>1.4 Involve students and parents in planning meaningful learning opportunities.</li> </ul>
<b>Goal #2</b>	<p>Support the mental health needs and well-being of all students within an inclusive learning model.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>2.1 Provide equitable counseling supports in all schools.</li> <li>2.2 Provide social emotional learning opportunities for staff, students and parents.</li> <li>2.3 Establish SOGI Leads in all schools and provide training so that they may act as a resource to support transgender and gender nonconforming students in our schools.</li> <li>2.4 Continue to build relationships with our community partners such as at Child and Youth Mental Health, Ministry of Children &amp; Family Development, Surrounded by Cedar, and Island Health.</li> </ul>
<b>Goal #3</b>	<p>Continue to develop an understanding for diversity and a respect for learning differences.</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>3.1 Create a definition of what inclusion is within the Greater Victoria School District.</li> <li>3.2 Continue to adopt practices that reflect high values with respect to both diversity and inclusiveness utilizing multidisciplinary teams.</li> <li>3.3 Provide support and educational opportunities to teachers and staff who work with vulnerable learners.</li> <li>3.4 Empower school staff through equitable access to teaching and learning opportunities.</li> </ul>

## Learning Support Strategic Planning - DRAFT

**Goal 1:** Provide meaningful and purposeful educational opportunities for vulnerable students with diverse learning needs while considering the physical, social-emotional and academic domains.

### Goal 1: Summary of Strategies and Associated Action Plan

#### **Strategies**

##### **1.1 Refine our service delivery model to include district and school-based educators.**

- ☐ Continue to work on a coordinated service delivery model.
- ☐ Refine our referral process for schools.
- ☐ Create a new referral form that encompasses all services provided at the school and district levels.

##### **1.2 Further develop and support teams of professionals so that they may co-plan and co-deliver instruction in inclusive ways.**

- ☐ Continue to provide professional learning opportunities for school teams to meet the diverse learning needs of all students.
- ☐ Continue to provide support to School Based Teams.
- ☐ Continue to provide teachers with support in classrooms utilizing district specialized staff.
- ☐ Share evidence based promising practices with all staff and provide support for the staff to implement.

##### **1.3 Create spaces in every school that ensure the safety and dignity of all learners.**

- ☐ Complete an *Inclusion for Learning Strategy*
- ☐ Specify the space requirements for flexible use rooms.
- ☐ Identify Itinerant Staff space needs including accessibility and function.
- ☐ Ensure that each flexible use space is age appropriately equipped.

##### **1.4 Involve students and parents in planning meaningful learning opportunities.**

- ☐ Provide time for students and parents to collaborate and share dreams, successes, and challenges.

## Learning Support Strategic Planning - DRAFT

### 1.1 Refine our service delivery model to include district and school-based educators.

- ☐ Continue to work on a coordinated service delivery model.
- ☐ Refine a school referral process for schools.
- ☐ Create a new district referral form that considers all services provided at the school and district levels.

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

July 2018

Resources: (What is required to fulfill the strategy?)

- ☐ Inclusive Learning Team
- ☐ School Based Teams

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

Data Collected

- ☐ Number of referrals from E/M/S
- ☐ Types of referrals

How?

- ☐ All referrals are directed to identified district administrators for each level E/M/S

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

- ☐ School reactions to crisis are down as collaboration with district supports are coordinated
- ☐ Thematic analysis of data collected; student profile/designation

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

- ☐ School Based Teams are aware of the supports within their school and the district supports available through the referral process
- ☐ Students identified as needing support through our referral process are seen and supported in a timely manner

## Learning Support Strategic Planning - DRAFT

### 1.2 Further develop and support teams of professionals so that they may co-plan and co-deliver instruction in inclusive ways.

- ☐ Continue to provide professional learning opportunities for school teams to meet the diverse learning needs of all students.
- ☐ Continue to provide support to School Based Teams.
- ☐ Continue to provide teachers with support in classrooms utilizing district specialized staff.
- ☐ Share evidence based promising practices with all staff and provide support for the staff to implement.

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

July 2019

Resources: (What is required to fulfill the strategy?)

- ☐ Learning Support Team
- ☐ Shared Planning Time
- ☐ Pro-D Funding
- ☐ Annual SBT/DBT meeting

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

Data Collected

- ☐ DBT referral stats
- ☐ Collaborative Pro-D events are planned

How?

- ☐ Submitted forms are categorized and tracked
- ☐ Planning sessions for Pro-D events

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

- ☐ Increase in the number of teachers/SBT participating in Pro-D focused on Inclusive Learning
- ☐ Learning HUB repository is established on the Inclusive Learning Website

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

- ☐ Expanded capacity in schools requires fewer referrals to outside teams

## Learning Support Strategic Planning - DRAFT

### 1.3 Create spaces in every school that ensure the safety and dignity of all learners.

- ☐ Complete an *Inclusion for Learning Strategy*
- ☐ Specify the space requirements for flexible use rooms.
- ☐ Identify Professional Staff space needs including accessibility and function.
- ☐ Ensure that each flexible use space is age appropriately equipped.

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

July 2019

Resources: (What is required to fulfill the strategy?)

- ☐ School space inventories produced by Facilities
- ☐ Equipment/furniture Budget

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

Data Collected

- ☐ Space requirements for each school
- ☐ Itinerant requirements

How?

- ☐ Space inventories
- ☐ Itinerant collaboration

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

- ☐ Professional space has been established and utilized in every school that meets the functionality of each discipline
- ☐ Increased accessibility for all students has increased

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

- ☐ Inclusion for Learning Strategy is complete
- ☐ Itinerant staff have expressed satisfaction in their connectedness to their schools as they feel part of the school
- ☐ Professional spaces are confirmed
- ☐ At least two flexible spaces have been established in each school
- ☐ Spaces have been equitably resourced/equipped

## Learning Support Strategic Planning - DRAFT

### 1.4 Involve students and parents in planning meaningful learning opportunities.

- ☐ Provide time for students and parents to collaborate and share dreams, successes and challenges.

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

October 2018

Resources: (What is required to fulfill the strategy?)

- ☐ SBT
- ☐ Case Managers
- ☐ School Administrators
- ☐ DLST
- ☐ Admin Assistants/Calendar Organizer

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

Data Collected

- ☐ Parent participation
- ☐ Student participation
- ☐ Student Connectedness

How?

- ☐ School based registrations for meetings
- ☐ IEP meeting schedules
- ☐ SBT meeting notes
- ☐ Parent Teacher Conferences
- ☐ MDI Data

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

- ☐ Student participation in IEP meetings
- ☐ Completion rates of courses
- ☐ Referrals to outside partners

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

- ☐ Students participate and /or facilitate their IEP meetings
- ☐ Completion rates of courses have increased
- ☐ Fewer behaviour referrals as students engage in their learning



## Learning Support Strategic Planning - DRAFT

**Goal 2:** Support the mental health needs and well-being of all students within an inclusive learning model.

### Goal 2: Summary of Strategies and Associated Action Plan

#### **Strategies**

##### **2.1 Provide equitable counselling supports in all schools.**

- ☐ Review current support structure
- ☐ Examine Base + model for elementary schools

##### **2.2 Provide social emotional learning opportunities for staff, students and parents.**

- ☐ Establish Social Emotional Wellness Advocates in every school
- ☐ Review Counselling supports available for students
- ☐ Provide high quality professional learning opportunities in the social emotional domain including mindfulness courses
- ☐ Provide non-violent crisis intervention training for staff which focuses on common language in understanding challenging behavior
- ☐ Provide a collaborative and proactive support structure for staff working with students with challenging behavior.

##### **2.3 Establish SOGI Leads in all schools and provide training so that they may act as a resource to support transgender and gender nonconforming students in our schools.**

- ☐ Provide Ambit Gender Diversity Consulting to all schools for in-service and professional development opportunities
- ☐ Provide SOGI Lead training
- ☐ Provide information sessions to parents and community members on supports for transgender and gender non-conforming staff, students and families

##### **2.4 Continue to build relationships with our community partners such as at CYMH, MCFD, Surrounded by Cedar and Island Health**

- ☐ Coordinate district staff including Youth & Family Counsellor, District Counsellor, Speech and Language Pathologists, Occupational & Physical Therapists and School Psychologists in a multi-disciplinary approach to providing services.

##### **2.1 Provide equitable counseling supports in all schools.**

- ☐ Review current support structure
- ☐ Examine Base+ model for elementary schools

## Learning Support Strategic Planning - DRAFT

Timeline	(What amount of time is required for the strategy?)
July 2019	

Resources:	(What is required to fulfill the strategy?)
<input type="checkbox"/> Staffing - elementary counseling <input type="checkbox"/> YFCs	

Reporting:	(What information is collected and how will it be collected?)
Data Collected <input type="checkbox"/> Current FTE assigned to each elementary school	How? <input type="checkbox"/> Reviewing staffing levels at each school

Evidence and Targets	(What can be measured to validate success of the strategy?)
<input type="checkbox"/> Each elementary school has a minimum of .5 school based counseling <input type="checkbox"/> Each elementary school has a minimum of .5 Youth & Family Counseling	

Outcomes	(What outcomes can be expected as a result of the strategy?)
<input type="checkbox"/> Each elementary school has equitable access to school based counseling resources <input type="checkbox"/> Each elementary school has equitable access to community based resources utilizing Youth & Family Counselor services	

### 2.2 Provide social emotional learning opportunities for staff, students and parents.

- ☐ Establish Social Emotional Wellness Advocates in every school
- ☐ Review Counseling supports available for students
- ☐ Provide high quality professional learning opportunities in the social emotional domain including mindfulness courses.
- ☐ Provide non-violent crisis intervention training for staff which focuses on common language in understanding challenging behavior.
- ☐ Provide a collaborative and proactive support structure for staff working with students with challenging behavior.

## Learning Support Strategic Planning - DRAFT

Timeline	(What amount of time is required for the strategy?)
July 2018	

Resources:	(What is required to fulfill the strategy?)
<input type="checkbox"/> Social Emotional Wellness Advocates <input type="checkbox"/> Mindfulness for Educators Course <input type="checkbox"/> Mindfulness for Educators Refresher Course <input type="checkbox"/> District Learning Support Team	

Reporting:	(What information is collected and how will it be collected?)
Data Collected <input type="checkbox"/> Social Emotional Wellness Advocates are established <input type="checkbox"/> Staff responses to Mindfulness course	How? <input type="checkbox"/> Attendance at 4 SEWA sessions <input type="checkbox"/> 3 Mindfulness sessions have occurred with another session planned for January 2018

Evidence and Targets	(What can be measured to validate success of the strategy?)
<input type="checkbox"/> Every school has an advocate <input type="checkbox"/> A 4 <sup>th</sup> Mindfulness course has been requested <input type="checkbox"/> A Mindfulness Refresher Course Offered	

Outcomes	(What outcomes can be expected as a result of the strategy?)
<input type="checkbox"/> Attendance has increased <input type="checkbox"/> Academic achievement has increased <input type="checkbox"/> 62 Advocates have been identified in 32 schools (December 2017) <input type="checkbox"/> Approximately 80 staff have or will have completed the Mindfulness for Educators Course <input type="checkbox"/> A Mindfulness for Educators Refresher Course is currently being offered to approximately 60 staff	

## Learning Support Strategic Planning - DRAFT

**2.3 Establish SOGI Leads in all schools and provide training so that they may act as a resource to support transgender and gender nonconforming students in our schools.**

- ☐ Provide Ambit Gender Diversity Consulting to all schools for in-service and professional development opportunities.
- ☐ Provide SOGI Lead Training
- ☐ Provide information sessions to parents and community members on supports for transgender and gender non-conforming staff, students and families

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

June 2018

**Resources:** (What is required to fulfill the strategy?)

- ☐ Red Cross Workshop – Healthy Relationships
- ☐ Ambit Gender Diversity Consulting
- ☐ District Gender Sexuality Alliance
- ☐ SOGI 123
- ☐ District SOGI Lead

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

**Data Collected**

- ☐ School Leads have been established in all schools
- ☐ District SOGI Lead has been established
- ☐ Schools requesting SOGI training
- ☐ Parent and Community members receive information

**How?**

- ☐ Request for volunteers to all schools
- ☐ SOGI 123
- ☐ Ambit Gender Diversity Consulting
- ☐ Ambit Gender Diversity Consulting

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

- ☐ Staff, students and families have identified the SOGI lead in their school
- ☐ Every school has identified at least one SOGI lead

## Learning Support Strategic Planning - DRAFT

Outcomes	(What outcomes can be expected as a result of the strategy?)
	<input type="checkbox"/> Every transgender or gender non-conforming student experiences a safe learning environment

### 2.4 Continue to build relationships with our community partners such as at CYMH, MCFD, Surrounded by Cedar and Island Health

<input type="checkbox"/> Coordinate and align our district staff including Youth & Family Counsellor, District Counsellor, Speech and language Pathologists, Occupational & Physical Therapists and School Psychologists in a multi-disciplinary approach to provide equitable services.
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Timeline	(What amount of time is required for the strategy?)
June 2018	

Resources:	(What is required to fulfill the strategy?)
<input type="checkbox"/> Central Meeting Space <input type="checkbox"/> District Administrator assigned to coordinate	

Reporting:	(What information is collected and how will it be collected?)
<b>Data Collected</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Community partners and district team meetings are occurring</li> <li><input type="checkbox"/> Community supports are being provided</li> </ul>	<b>How?</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Calendars have been aligned and monthly meeting schedule has been established</li> <li><input type="checkbox"/> Key contacts for community partners have been identified</li> </ul>

Evidence and Targets	(What can be measured to validate success of the strategy?)
<input type="checkbox"/> Equitable access to community services is consistently considered by all disciplines to further support students in our district	

## Learning Support Strategic Planning - DRAFT

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

- ☐ Complete supports for students and families are provided by the school district and community partners for all schools within the district

### Goal 3: Continue to develop an understanding for diversity and a respect for learning differences.

#### Goal 3: Summary of Strategies and Associated Action Plan

##### **Strategies**

##### **3.1 Create a definition of what inclusion is within the Greater Victoria School District.**

- ☐ Collaborate with our educational community to determine the best definition of inclusion for our district based on our work to support all learners in the social-emotional, physical and academic domains

##### **3.2 Continue to adopt practices that reflect high values with respect to both diversity and inclusiveness utilizing multi-disciplinary teams.**

- ☐ Provide ongoing professional learning opportunities to staff
- ☐ Ensure every school building is accessible
- ☐ Continue collaboration with school based teams and multi-disciplinary teams

##### **3.3 Provide support and educational opportunities to teachers and staff who work with vulnerable learners.**

- ☐ Establish criteria for identifying vulnerable learners
- ☐ Engage community supports for vulnerable learners and their families as needed
- ☐ Provide in-service for staff that outlines referral processes, access to resources and key contacts for vulnerable students in their classrooms

##### **3.4 Empower school staff through equitable access to teaching and learning opportunities.**

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

##### **3.1 Create a definition of what inclusion is within the Greater Victoria School District.**

- ☐ Collaborate with our educational community to determine the best definition of inclusion for our district based on our work to support all learners in the social-emotional, physical and academic domains.

## Learning Support Strategic Planning - DRAFT

Timeline	(What amount of time is required for the strategy?)
2017- 2018	

Resources:	(What is required to fulfill the strategy?)
<input type="checkbox"/> Collaboration time	

Reporting:	(What information is collected and how will it be collected?)
Data Collected <input type="checkbox"/> Staff input	How? <input type="checkbox"/> Inquiry based meetings focused on inclusion

Evidence and Targets	(What can be measured to validate success of the strategy?)
<input type="checkbox"/> Definition has been created <input type="checkbox"/> Definition has been shared and posted on school and district websites	

Outcomes	(What outcomes can be expected as a result of the strategy?)
<input type="checkbox"/> All students have opportunities to experience inclusion with their peers in all classrooms in the Greater Victoria School District <input type="checkbox"/> Inclusion is recognized by definition by staff, students, families and community members in the Greater Victoria School District	

### 3.2 Continue to adopt practices that reflect high values with respect to both diversity and inclusiveness utilizing multidisciplinary teams.

<input type="checkbox"/> Provide ongoing professional learning opportunities <input type="checkbox"/> Facilitate collaboration between School Based and Multi-disciplinary Teams	
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Timeline	(What amount of time is required for the strategy?)
2017- 2019	

Resources:	(What is required to fulfill the strategy?)
<input type="checkbox"/> District Administrators assigned to each level	

## Learning Support Strategic Planning - DRAFT

- ☐ Multi-Disciplinary Teams Developed
- ☐ Clear Referral Process Established

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

Data Collected

- ☐ District Administrators assigned
- ☐ Multi-Disciplinary Teams formed
- ☐ School Based Teams are consulting with the Multi-Disciplinary Teams

How?

- ☐ District Base Administration
- ☐ In collaboration with District Based Staff and Itinerants
- ☐ District Teams have visited all school based teams

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

- ☐ Response to classroom crisis as a result of diverse learner needs are down
- ☐ Work of the Multi-Disciplinary Team with School Based Teams shows less reliance on pull-out model and more inclusion is occurring

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

- ☐ Diverse learners are experiencing success within their peer group classrooms
- ☐ Families are accommodated in their catchment school with the supports in place for their children

### 3.3 Provide support and educational opportunities to teachers and staff who work with vulnerable learners.

- ☐ Establish criteria for identifying vulnerable learners
- ☐ Engage community supports for vulnerable learners and their families as needed
- ☐ Provide in-service for all staff that outlines referral processes, access to resources and key contacts for vulnerable students in their classrooms

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

2017- 2018



## Learning Support Strategic Planning - DRAFT

<b>Resources:</b>	(What is required to fulfill the strategy?)
<input type="checkbox"/> District Based Team <input type="checkbox"/> Youth & Family Counselors <input type="checkbox"/> School Based Teams	

<b>Reporting:</b>	(What information is collected and how will it be collected?)
<b>Data Collected</b> <input type="checkbox"/> Community Referrals <input type="checkbox"/> In-service offered at each school	<b>How?</b> <input type="checkbox"/> Youth & Family Counsellors <input type="checkbox"/> School Based Administrators working with District Based Teams

<b>Evidence and Targets</b>	(What can be measured to validate success of the strategy?)
<input type="checkbox"/> Attendance has increased for our identified vulnerable learners <input type="checkbox"/> Academic achievement has increased for our identified vulnerable learners	

<b>Outcomes</b>	(What outcomes can be expected as a result of the strategy?)
<input type="checkbox"/> Vulnerable learners are connected and engaged at their schools <input type="checkbox"/> Course completion rates have improved at secondary levels <input type="checkbox"/> Graduation rates have improved at secondary levels	

### 3.4 Empower school staff through equitable access to teaching and learning opportunities.

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

<b>Timeline</b>	(What amount of time is required for the strategy?)
2017- 2018	

<b>Resources:</b>	(What is required to fulfill the strategy?)
<input type="checkbox"/> Multi-Disciplinary Teams <input type="checkbox"/> School Based Teams	

## Learning Support Strategic Planning - DRAFT

☐ Technology Resources

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

**Data Collected**

- ☐ Learning opportunities are established
- ☐ Technology needs are determined and distributed

**How?**

- ☐ District calendar of planned events for all areas are established and shared with schools
- ☐ District Learning Support Teachers and Multi-Disciplinary Teams

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

- ☐ All schools will have a core team trained in non-violent crisis intervention
- ☐ School Based Teams align technology needs for students and classroom support through consultation and collaboration with Multi-Disciplinary Teams

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

- ☐ School staff are able to welcome all learners to the classroom as opposed to sending students out for support
- ☐ Students are using technology as needed to support their learning



# One *Learning* Community





# Learning Support Plan 2017



# Learning Support Strategic Priority

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



# Goal #1

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





# Strategies for Goal #1

1.1 Refine our service delivery model to include district and school based educators

1.3 Create spaces in every school that ensure the safety and dignity of all learners



# Goal #2

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





# Strategies for Goal #2

2.1 Provide equitable counseling supports in all schools

2.3 Establish SOGI Leads in all schools and provide training so that they may act as a resource to support transgender and gender non-conforming students in our schools

# Goal #3

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



# Strategies for Goal #3

**3.1** Create a definition of what inclusion is within the Greater Victoria School District

**3.2** Continue to adopt practices that reflect high values with respect to both diversity and inclusiveness utilizing multi-disciplinary teams

We Are

