



**The Board of Education of School District No. 61 (Greater Victoria)  
Education Policy and Directions Committee Meeting - Monday, February 5<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 | <b>A1. Approval of the Agenda</b>                                   | (pgs. 1-2) |
| 7:05 - 7:10 pm | <b>A2. Approval of the Minutes</b>                                  |            |
|                | a) Approval of the January 8 <sup>th</sup> , 2018 Ed Policy Minutes | (pgs. 3-5) |
|                | <b>A3. Business arising from the Minutes</b>                        |            |

**7:10 - 7:15 pm B. PRESENTATIONS TO THE COMMITTEE (5 minutes)**

- a) Elicia Loiselle, Victoria Sexual Assault Centre - *Project Respect*

**C. NEW BUSINESS**

- |                |  |                 |            |
|----------------|--|-----------------|------------|
| 7:20 - 7:25 pm | <b>C1. Introduction of Student Representative</b><br>Natasha Thompson - Mt. Doug Secondary | Piet Langstraat |            |
| 7:25 - 7:40 pm | <b>C2. Healthy Relationships and Sexual Health</b>   | Deb Whitten     | (pgs. 6-7) |
| 7:40 - 7:50 pm | <b>C3. Review of Regulation 1163 - Consultation</b>  | Trustee Watters | (pgs. 8-9) |

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent of Schools to review Regulation 1163 - *Consultation*.

- |                |  |                                   |              |
|----------------|--|-----------------------------------|--------------|
| 7:50 - 8:15 pm | <b>C4. Truth and Reconciliation Presentation</b>   | Teacher Sarah Rhude               | (pgs. 10-14) |
| 8:15 - 9:05 pm | <b>C5. Pathways and Partnerships Annual Report</b> | Greg Kitchen /<br>Lindsay Johnson | (pgs. 15-28) |
| 9:05 - 9:15 pm | <b>C6. Policy for Animals in Schools</b>           | Trustee McNally                   | (pgs. 29-34) |

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub Committee to develop Policy in regard to animals kept as "classroom pets," and that the Committee take into account the BC SPCA's statements on animals in classrooms and the possibility that classroom pets are not desirable at all, in the development of the Policy,

and that the Superintendent draft a Regulation to implement the Policy when finalized by the Board.

9:30 - 9:45 pm

**C7. BCSTA - GBV Strategy Motion Submission Form**

Trustee Watters

(pgs. 35-36)

**Recommended Motions:**

- i) That the Board of Education of School District No. 61 (Greater Victoria) call on the BCSTA to urge the Ministry of Education to embed consent as a key concept in the K-12 curriculum.
- ii) That the Board of Education of School District No. 61 (Greater Victoria) call on the Ministry of Education, the Ministry of Child and Family Development, the Ministry of Public Safety, and the Ministry of Mental Health, to work together to develop a Gender-based Violence Prevention Strategy for Youth.

**D. Notice of Motion**

**E. General Announcements**

**F. Adjournment**



**Education Policy and Directions Committee  
January 8<sup>th</sup>, 2018 – Tolmie Board Room**

**MINUTES**

**Committee Members Present:** Deborah Nohr, Chair, Tom Ferris, Peg Orcherton, Ann Whiteaker

**Other Trustees Present:** Diane McNally, Rob Paynter, Jordan Watters

**ADMINISTRATION:** Piet Langstraat, Superintendent of Schools, Shelley Green, Deputy Superintendent, Mark Walsh, Secretary-Treasurer, Deb Whitten, Associate Superintendent, Greg Kitchen, Associate Superintendent, Harold Caldwell, District Principal - Learning Support Team, Jeanette Alexander, ASA Representative, Ilda Turcotte, GVTA Representative, Maryanne Trofimuk, VPVPA Representative, Karen Walters-Edgar, Meeting Recorder

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

Chair Nohr welcomed everyone to tonight's meeting.

Chair Nohr 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 January 8<sup>th</sup>, 2018 Education Policy and Directions agenda be approved with the following addition:

**C, NOTICE OF MOTION**

- a) Trustee Watters

**Motion Carried Unanimously**

**A2. APPROVAL OF THE MINUTES**

*It was moved by Trustee Orcherton:*

That the December 5<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**

**B1. Introduction of Student Representative**

Superintendent Langstraat welcomed and introduced Student Representative, Antonia Kowalewski, from Reynolds Secondary School.

- B2. Truth and Reconciliation** - Chair Nohr explained that this item will be deferred to the February Ed Policy and Directions meeting as presenter Sarah Rhude is ill.

**B3. BAA Course - *History Through Sport 12***

Associate Superintendent, Greg Kitchen, introduced presenters Kate Baker (Teacher) and Randi Falls (Principal) from Oak Bay Secondary. Associate Superintendent Kitchen stated that this is the first BAA course defined under the new Ministry template, so the flow looks different from previous authorized courses. Associate Superintendent Kitchen stated that *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.

Kate provided and spoke to her PowerPoint presentation.

Trustees asked questions of clarification to Ms. Baker and provided feedback.

*It was moved by Trustee Ferris:*

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

**Motion Carried Unanimously**

Chair Nohr thanked Kate Baker and Randi Falls for their presentation.

**B4. Learning Supports Annual Report/Learning Support Plan**

Associate Superintendent introduced Learning Support Team District Principal, Harold Caldwell. District Principal Caldwell spoke to his PowerPoint presentation. District Principal Caldwell stated that the plan has been in the works for the past 2 years, so most of what is contained in the PowerPoint is work we did last year, but put in a template form with information added to it.

Trustees asked questions and discussed the issue at length. Associate Superintendent Whitten and District Principal Caldwell provided clarification.

**B5. Early Learning / Child Care**

Superintendent Langstraat provided a handout of a discussion paper for Early Learning vs. Child Care. Superintendent Langstraat guided everyone through the highlights. In summary, Superintendent Langstraat stated that there is a fundamental difference between child care and early learning. The Greater Victoria School District needs to give consideration to the extent to which the District wishes to offer early learning preschool programming. The Superintendent stated that the other points to consider are:

- Child care is distinctly different, however, the District has a role in determining how this type of programming is delivered throughout our district.
- There are guiding principles that ensure that the District has control over both lands and buildings
- There are a number of elements of child care and early learning that the District must consider: 1. Use of lands and buildings; 2. Governance structures; 3. Quality of programming including existing programming; 4. Staffing levels and staff qualifications; 5. Funding structures.

Trustees asked the Superintendent questions of clarification.

**B6. Removal of Honorary President**

Trustees McNally provided her rationale for the motion. Trustees discussed the motion.

*It was moved by 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.

**Motion Defeated**

For: Trustee Whiteaker

Against: Trustees Ferris, Nohr and Orcherton

**C. NOTICE OF MOTION**

Trustee Watters advised that she would be providing a motion for the February 5<sup>th</sup> Education Policy and Directions meeting.

**D. GENERAL ANNOUNCEMENTS - None**

**E. ADJOURNMENT**

It was moved by Trustee Orcherton

That the meeting be adjourned.

**Motion Carried Unanimously**

The meeting adjourned at 9:05 p.m.

**MEMO****From: Deb Whitten, Associate Superintendent****To: Education Policy and Directions Committee****Date: February 5, 2018****RE: Healthy Relationships**

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**Supports and Services available to students regarding healthy relationships:**

The supports for students regarding healthy relationships occur through a variety of avenues. The revised Physical and Health Education (PHE) curriculum is strongly linked to the personal awareness and responsibility core competency. One of the goals of the PHE curriculum is to have students develop knowledge, skills and strategies for building respectful relationships, positive self-identity, self-determination and well-being as such all schools address the topic of healthy relationships in K – 10.

**Physical and Health Education:**

The PHE curricula encompasses a number of important health and safety topics, including decision making skills, healthy relationship skills, sexual health and substance use.

PHE K – 9 has four new curriculum organizers: **Physical Literacy, Healthy and Active Living, Social and Community Health** and **Mental Well-Being**.

**Physical Literacy** focuses on students acquiring the knowledge, skills and mindsets that will enable them to successfully participate in a wide range of physical activities.

**Healthy and Active Living** focuses on various aspects of developing a healthy lifestyle including healthy eating, daily physical activity and healthy choices that influence health and well-being.

**Social and Community Health** focuses on the reciprocal relationship between individual and community health and students develop an understanding of how individuals can influence, and be influenced by, the health of others and the community.

**Mental Well-Being** enables students to learn about the many factors in our lives that influence our mental well-being as well as exploring strategies to promote well-being for themselves and others.

**Additional Supports and Services available to students:**

Currently Project Respect is planning to provide workshops for grade 10 students at Oak Bay Secondary, Reynolds Secondary and possibly Esquimalt Secondary School.

In addition, Project Respect has provided 12 week-long workshops for students in grade 8 at Central Middle and has provided the PAC at South Park with a workshop.

Island Sexual Health also works with many of our elementary, middle and secondary schools. Eighteen of our elementary schools have Island Sexual Health staff to work with our grade 4 and 5 classes; nine of our middle schools utilize their services and seven of our secondary schools access Island Sexual Health to provide presentations to students in grade 9 PHE and grade 10 Planning courses. Island Sexual Health also works with Victoria High in their Gender Studies course.

In summary, supports for students regarding healthy relationships occur through a variety of venues. The new PHE curriculum covers a number of health and safety topics. Many, but not all, of our schools utilize supports and services available in our community.

## **REGULATION 1163**

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### **CONSULTATION**

#### **Guidelines for the Consultative Process**

##### **Criteria**

The District would undertake consultation if and when:

- the constituency may be significantly affected by the decision
- the decision may be controversial
- the decision making process could benefit from a widespread exchange of information
- the decision needed is value based and/or subjective in nature

##### **Considerations**

Before the District engages in a consultation process the following would be determined and communicated to the public:

- the objectives and goals of the consultation
- the issues upon which it is consulting
- the educational and community partners involved in the consultation process
- the person(s) with contact information
- the measures of success of the consultation process

##### **Communication**

When the District begins a consultation process, it would normally include, but not be limited to, the following in its information release to educational and community partners:

- specific timelines showing each stage of the process
- limitations on the process in both scope and time



- the consultation methods to be utilized
- background information that is timely and comprehensive
- other options that have been, or are being, considered
- opportunities to be provided for input, feedback, and dialogue

Should there be a change in the consultation process, this will be communicated. When the consultation process is complete and a decision is made, the District will inform those consulted of the decision and the reasons for the decision.

A review of the process and structure of consultation will be conducted periodically involving all those affected by the process.

*Greater Victoria School District*

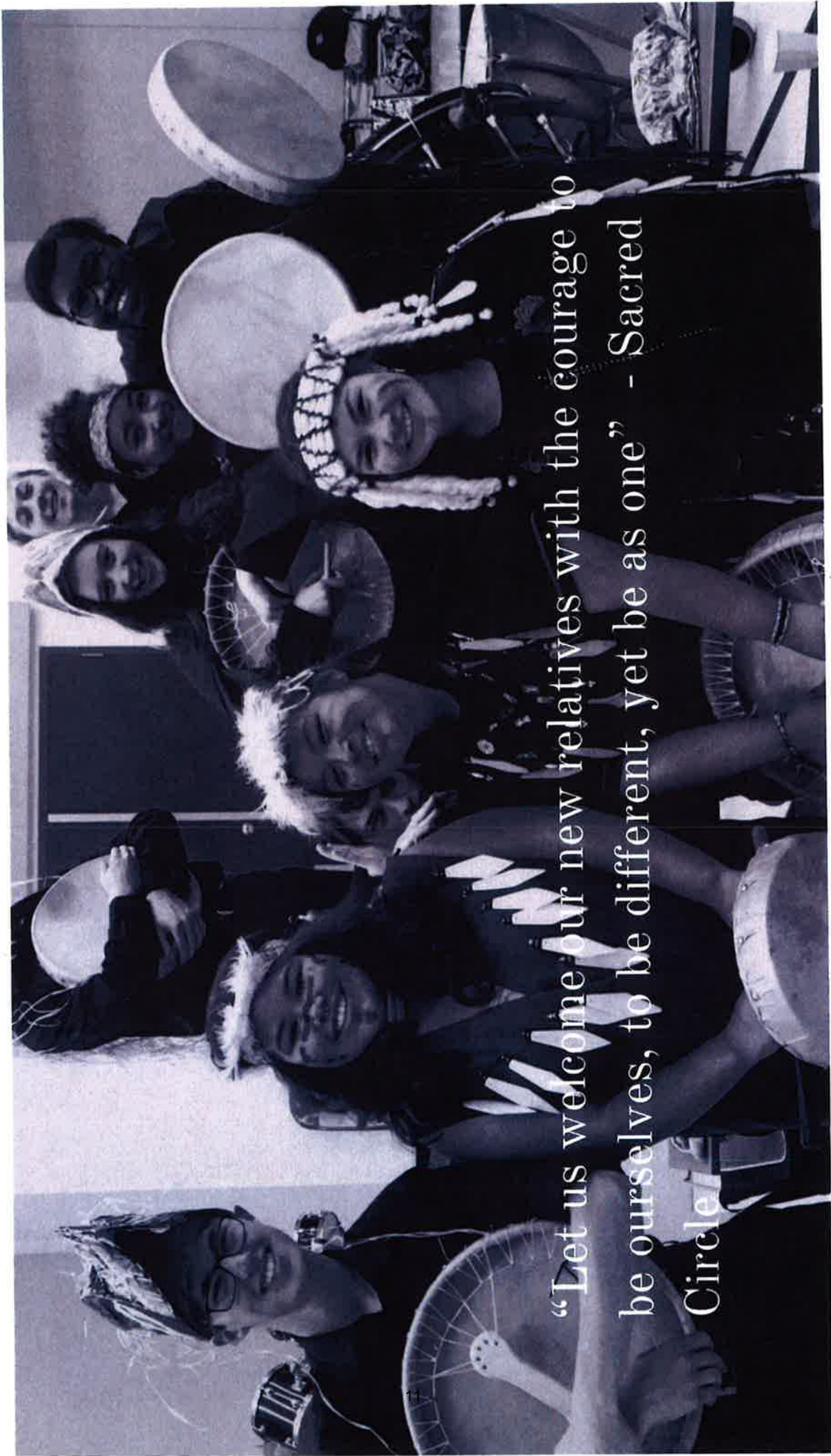
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Approved: January 1990

Revised: June 2005

# The Sacred Circle- A Collaborative Cultural Presentation





“Let us welcome our new relatives with the courage to  
be ourselves, to be different, yet be as one” - Sacred  
Circle



# **Our Vision: Mission Statement**

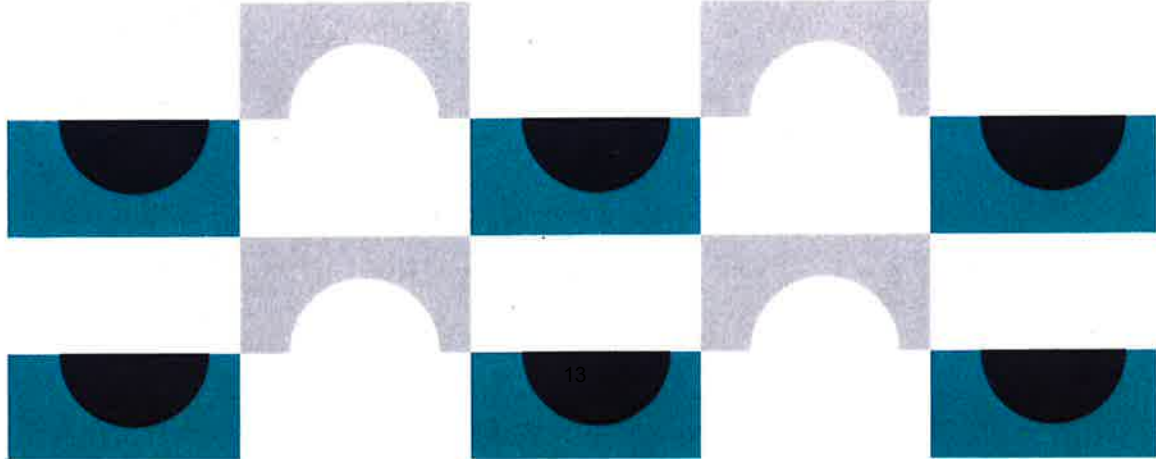
Keep local island nations, (Coast Salish, Nuuchanulth and Kwakwakawakw), and Indigenous worldview/ways of being at the center of the Sacred Circle initiative. Core group included members from all three nations.

Help to instill confidence and self-esteem in students and a pride in their identity

Incorporate Authentic, Indigenous, local island voice and worldview, in a respectful way, in classrooms at all grade levels

Focus on holistic approach- the process is as valuable as the end result

Students would get 4 credits for their involvement



Meaningful collaboration- between schools, students, staff, community, families and nations

Highlight ancient rituals in a contemporary world.

Be able to go with the Indigenous flow- being adaptive and meeting the students where they are at

Supporting youth to empower themselves to find their voice and express it creatively

# Weaving Sacred Circle into Classroom Curriculum

14

- Drumming and Musical Orchestration
- Paddles/Canoe cultural teachings and painting in FN Art class
- Cedar Weaving and the teachings of cedar in grade 9/10 Art Class
- Coast Salish Weaving in 9/10 textiles class
- Mask making with 9-12 Land Based class
- Dancing, drumming and art/set design with Aboriginal Kindergarten
- Set Design with 9-12 Land Based class

# Pathways and Partnerships Strategic Plan

Updated: January 2018

School District Mission	School District 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

## Pathways and Partnerships Strategic Planning - January 2018

School District Mission	School District 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><b>Provide meaningful and purposeful career and transition opportunities at the district and school-based level</b></p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>1.1 Support implementation of the new Careers Curriculum K to 12</li> <li>1.2 Develop a cohesive and collaborative culture that supports Career Education in our secondary schools</li> <li>1.3 Build program capacity for school-based and district opportunities that enable student engagement and exploration</li> <li>1.4 Enhance effective communication strategies that continue to build awareness for students, staff, and parents</li> </ul>
<b>Goal #2</b>	<p><b>Establish a shared responsibility through school district, post-secondary, community and industry partnerships that support career and transition pathways for students</b></p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>2.1 Collaborate with in-district departments to enhance and strengthen student learning opportunities</li> <li>2.2 Expand post-secondary opportunities to advance and enrich student learning</li> <li>2.3 Strengthen an open and transparent relationship with Esquimalt &amp; Songhees Nations that supports career and life opportunities for all aboriginal students</li> <li>2.4 Strengthen our connection with community and industry partners</li> <li>2.5 Collaborate with other school districts to identify and expand shared opportunities for all students</li> </ul>



## Pathways and Partnerships Strategic Planning - January 2018

**Goal 1: Provide meaningful and purposeful career and transition opportunities at the district and school-based level**

### Summary of Strategies and Associated Action Plan

#### **Strategies**

##### **1.1 Support implementation of the new Careers Curriculum K to 12**

- ☐ Collaborate with teachers to incorporate career competencies throughout all curriculum areas (K-12)
- ☐ Identify the needs and provide the necessary resources for staff and students (K-12)
- ☐ Develop a consistent delivery model with the eight required career credits in partnership with secondary career staff and administrators (Secondary)

##### **1.2 Develop a cohesive and collaborative culture that supports Career Education in our secondary schools**

- ☐ Establish career education teams at all secondary schools (career centre coordinators, career teacher contacts, and counsellors)
- ☐ Implement a consistent career staffing model to support students
- ☐ Target career allocations and funding to support career staffing
- ☐ Explore roles and responsibilities in relation to career education

##### **1.3 Build program capacity for school-based and district opportunities that enable student engagement and exploration**

###### Elementary

- ☐ Meet with elementary teams to identify ways to support career curriculum and exploration opportunities

###### Middle

- ☐ Implement two new district career initiatives connected to the new ADST curriculum
- ☐ Develop meaningful and sustainable experiences in response to unique student and school needs

###### Secondary

- ☐ Collaborate with schools and post-secondary institutions to increase awareness and availability for dual credit, district career programs, work experience, trades programs, and springboards
- ☐ Target school, district and ITA funding to support the expansion of sustainable career programs
- ☐ Develop focused career exploration opportunities for all aboriginal students

##### **1.4 Enhance effective communication strategies that continue to build awareness for students, staff, and parents**

- ☐ Build on best practices used by Career Education teams
- ☐ Develop a Career Communication plan in partnership with the Communications & Community Engagement team
- ☐ Provide development opportunities to help parents engage in ongoing conversation with their children around career choices

## Pathways and Partnerships Strategic Planning - January 2018

### 1.1 Support implementation of the new Careers Curriculum K to 12

- ☐ Collaborate with teachers to incorporate career competencies throughout all curriculum areas (K-12)
- ☐ Identify the needs and provide the necessary resources for staff and students (K-12)
- ☐ Develop a consistent delivery model with the eight required career credits in partnership with secondary career staff and administrators (Secondary)

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

September 2017 to June 2021 (4 year plan to implement K-12 Careers Curriculum)

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

- ☐ School-based administration, Career Life Education (CLE), and Career Life Connections (CLC) teachers (9-12)
- ☐ District Careers and Pathways Team
- ☐ School-based career teachers and coordinators
- ☐ Learning Team
- ☐ Time for sharing best practices
- ☐ Ministry of Education Career Education resources
- ☐ Technology for communication, collaboration, and sharing

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

Data Collected	How?
Identified needs and resources from schools to support implementation	Surveys, face to face meetings, observations of classroom activities
Collaboration with representatives from all schools, district, and ministry to discuss best practices	Time for teachers to share and spotlight innovative practices (K-12)
Technology being used by students to support and record learning	Survey Career Life Education and Career Life Connections teachers

## Pathways and Partnerships Strategic Planning - January 2018

Evidence and Targets	(what can be measured to validate success of the strategy?)
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Consistent sharing of innovative and best practices (K-12) and infusion of careers curriculum in all classes.

The delivery model of Career Life Education and Career Life Connections is meaningful, engaging and informative, and builds relationships within school and community.

Outcomes	(What outcomes can be expected as a result of the strategy?)
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- ☐ Consistent model of sharing and implementing best practices. Student movement throughout district will be seamless because they will have evidence of learning on a technological platform
- ☐ Standardized platform to record student learning
- ☐ Student, parent, and teacher satisfaction of Career Education – widespread support for Career Education

### 1.2 Develop a cohesive and collaborative culture that supports Career Education in our secondary schools

- ☐ Establish career education teams at all secondary schools (career centre coordinators, career teacher contacts, and counsellors)
- ☐ Implement a consistent career staffing model to support students
- ☐ Target career allocations and funding to support career staffing
- ☐ Explore roles and responsibilities in relation to career education

Timeline	(what amount of time is required for the strategy)
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September 2017 to June 2019

Resources:	(What is required to fulfill the strategy?)
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- ☐ Career Education funding
- ☐ School-based administration support of careers within schools
- ☐ Guidance and knowledge for new career staff provided by district career team

## Pathways and Partnerships Strategic Planning - January 2018

Reporting: (What information is collected and how will it be collected?)	
Data Collected	How?
Career staffing levels in schools for the 2018-19 school year	Administration meetings, district data on school-based career allocations
Identified needs by schools for their career programs	Conversations and requests by school-based administration, surveys
Number of students involved with career courses, programs, and opportunities	Collected by District Career Staff

Evidence and Targets (what can be measured to validate success of the strategy?)
<ul style="list-style-type: none"> <li>• Number of blocks allocated to non-enrolling career staff</li> <li>• Number of students accessing career opportunities</li> </ul>

Outcomes (What outcomes can be expected as a result of the strategy?)
<ul style="list-style-type: none"> <li><input type="checkbox"/> An increase in the number of blocks allocated to non-enrolling careers blocks</li> <li><input type="checkbox"/> An increase in students accessing career opportunities</li> </ul>

### 1.3 Build program capacity for school-based and district opportunities that enable student engagement and exploration

#### Elementary

- ☐ Meet with elementary teams to identify ways to support career curriculum and exploration opportunities

#### Middle

- ☐ Implement two new district career initiatives connected to the new ADST curriculum
- ☐ Develop meaningful and sustainable experiences in response to unique student and school needs

#### Secondary

- ☐ Collaborate with schools and post-secondary institutions to increase awareness and availability for dual credit, district career programs, work experience, trades programs, and springboards
- ☐ Target school, district and ITA funding to support the expansion of sustainable career programs
- ☐ Develop focused career exploration opportunities for all aboriginal students

## Pathways and Partnerships Strategic Planning - January 2018

Timeline	(what amount of time is required for the strategy)
September 2017 to June 2019	

Resources:	(What is required to fulfill the strategy?)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Careers and Pathways district staff (focused on K-12)</li> <li><input type="checkbox"/> School-based careers staff</li> <li><input type="checkbox"/> School-based administration and teachers</li> <li><input type="checkbox"/> South Island Partnership (SIP) staff</li> <li><input type="checkbox"/> Camosun, UVic, VCC, other post-secondary institutions</li> <li><input type="checkbox"/> ITA Youth Team representatives</li> <li><input type="checkbox"/> ITA funding</li> </ul>	

Reporting:	(What information is collected and how will it be collected?)
Data Collected	How?
Growth in student involvement in number of students involved in careers and pathways opportunities	Data collected by District Career Staff
Identified areas of growth and expansion for opportunities at elementary, middle, and secondary	Survey all levels of school-based administration and teachers
Student awareness of and access to programs	Parent/Student surveys
Community and industry feedback	Collect feedback from community and industry

Evidence and Targets	(what can be measured to validate success of the strategy?)
<ul style="list-style-type: none"> <li>• Number of students accessing programs</li> <li>• Increase in opportunities throughout various sectors</li> </ul>	

Outcomes	(What outcomes can be expected as a result of the strategy?)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Growth in number of students accessing opportunities</li> </ul>	

## Pathways and Partnerships Strategic Planning - January 2018

### 1.4 Enhance effective communication strategies that continue to build awareness for students, staff, and parents

- ☐ Build on best practices used by Career Education teams
- ☐ Develop a Career Communication plan in partnership with the Communications & Community Engagement team
- ☐ Provide development opportunities to help parents engage in ongoing conversation with their children around career choices

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

September 2017 to June 2019

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

- ☐ Careers and Pathways team members at the district and school level
- ☐ Careers and Pathways team member dedicated to developing an effective social media campaign
- ☐ Collaboration with district communication staff
- ☐ Graphic design program for creation of promotional posters
- ☐ Access to social media
- ☐ Collaboration with district teams to ensure standardized messaging

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

Data Collected	How?
Number of students accessing opportunities	Data collected by District Career Staff
Social media engagement	Social media analytics
Attendance at presentations	Attendance gathered at presentations

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

- Increased community-initiated involvement and student participation

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

- ☐ An increase in awareness and participation in career opportunities by students, teachers, parents, and community members

## Pathways and Partnerships Strategic Planning - January 2018

**Goal 2: Establish a shared responsibility through school district, post-secondary, community and industry partnerships that support career and transition pathways for students**

### Summary of Strategies and Associated Action Plan

**Strategies**

**2.1 Collaborate with in-district departments to enhance and strengthen student learning opportunities**

- ☐ Work with Facilities to support the educational needs of our trades and technology programs
- ☐ Work with the Learning Team to implement the new careers curriculum, identifying cross curricular connections
- ☐ Work with Learning Support Team to explore and expand work experience and life opportunities
- ☐ Work with the Aboriginal Education team to connect and engage aboriginal learners from all Nations

**2.2 Expand post-secondary opportunities to advance and enrich student learning**

- ☐ Diversify current post-secondary offerings
- ☐ Develop partnerships with new post-secondary institutions

**2.3 Strengthen an open and transparent relationship with Esquimalt & Songhees Nations that supports career and life opportunities for all aboriginal students**

- ☐ Meet with band education leaders to identify areas of focus
- ☐ Develop targeted programming that supports identified needs

**2.4 Strengthen our connection with community and industry partners**

- ☐ Seek new opportunities and resources targeting specific industry areas based on industry demand (hi-tech, marine, business and health)
- ☐ Identify partnerships that create joint initiatives and provide additional resources

**2.5 Collaborate with other school districts to identify and expand shared opportunities for all students**

- ☐ Share best practices and coordinate regional programming
- ☐ Continue to innovate in collaboration with the South Island Partnership

## Pathways and Partnerships Strategic Planning - January 2018

### 2.1 Collaborate with in-district departments to enhance and strengthen student learning opportunities

- ☐ Work with Facilities to support the educational needs of our trades and technology programs
- ☐ Work with the Learning Team to implement the new careers curriculum, identifying cross curricular connections
- ☐ Work with Learning Support Team to explore and expand work experience and life opportunities
- ☐ Work with the Aboriginal Education team to connect and engage aboriginal learners from all Nations

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

September 2017 to June 2019

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

- ☐ Facilities, Learning Team, Learning Support Team, and Aboriginal Education Staff
- ☐ Monthly meetings and frequent check-ins to share opportunities

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

Data Collected	How?
Breadth of collaboration	Number of meetings where all teams are involved
Increased accessibility by a greater population of students (referred by other teams to careers and pathways)	Data collected by District Career Staff

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

- Student participation, enrollment, and success rates

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

- ☐ Increase in student participation due to collaboration amongst the district teams
- ☐ Increase in supports and opportunities for our students with diverse needs



## Pathways and Partnerships Strategic Planning - January 2018

### 2.2 Expand post-secondary opportunities to advance and enrich student learning

- ☐ Diversify current post-secondary offerings
- ☐ Develop partnerships with new post-secondary institutions

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

September 2017 to June 2019

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

- ☐ Careers and Pathways District Staff
- ☐ South Island Partnership (SIP) Staff
- ☐ Camosun, UVic, VCC, WCAC, PDA, and other post-secondary institutions
- ☐ Time to meet with current and potential post-secondary partners
- ☐ Careers and Pathways funds to allocate to start-up costs

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

Data Collected

How?

New opportunities within existing partnerships

Data collected by District Career Staff

New partnerships with new post-secondary institutions

Data collected by District Career Staff

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

- New opportunities are created and accessed by our students

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

- ☐ Increase number of diverse offerings covering further career pathways

## Pathways and Partnerships Strategic Planning - January 2018

### 2.3 Strengthen an open and transparent relationship with Esquimalt & Songhees Nations that supports career and life opportunities for all aboriginal students

- ☐ Meet with band education leaders to identify areas of focus
- ☐ Develop targeted programming that supports identified needs

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

September 2017 to June 2020

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

- ☐ Open and consistent communication with educational leaders from the nations
- ☐ Collaboration with the District Aboriginal Education Team
- ☐ Meetings with school-based administration and Aboriginal Education teachers

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

Data Collected	How?
Number of new programs, opportunities, and/or partnerships created	Data collected by District Career Staff
The number of collaborative meetings with the Nations	Data collected by District Career Staff
Aboriginal students accessing careers and pathways opportunities	Data collected by District Career Staff and Aboriginal Education Team

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

- Communication and meetings with the Nations, and aboriginal student participation

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

- ☐ The Nations will collaborate with Careers and Pathways to create new opportunities that ensure an increased number of Aboriginal students are accessing programs and courses

## Pathways and Partnerships Strategic Planning - January 2018

### 2.4 Strengthen our connection with community and industry partners

- ☐ Seek new opportunities and resources targeting specific industry areas based on industry demand (hi-tech, marine, business and health)
- ☐ Identify partnerships that create joint initiatives and provide additional resources

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

September 2017 to June 2020

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

- ☐ Time to connect with industry in the community
- ☐ Collaboration with South Island Partnership to create new opportunities and connections
- ☐ Collaboration with Learning Team to create new programs and connections

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

Data Collected

How?

Meetings with new partners

Data collected by District Career Staff

Creation of new programs

Data collected by District Career Staff

Number of students accessing new programs and opportunities

Data collected by District Career Staff

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

- The number of meetings where new programs are proposed.
- The number of students accessing new programs

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

- ☐ Increase in opportunities presented to students in a variety of pathways

## Pathways and Partnerships Strategic Planning - January 2018

### 2.5 Collaborate with other school districts to identify and expand shared opportunities for all students

- ☐ Share best practices and coordinate regional programming
- ☐ Continue to innovate in collaboration with the South Island Partnership

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

September 2017 to June 2020

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

- ☐ Communication and collaboration with other school districts regarding additional opportunities and partnerships
- ☐ Collaboration with South Island Partnership
- ☐ Webinars and meetings with the ITA to hear about programming in other regions

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

Data Collected	How?
New programs created as a result of collaboration	Data collected by District Career Staff
Partnerships with other districts	Data collected by District Career Staff

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

- Collaborative opportunities created

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

- ☐ Increased Careers and Pathways offerings as a result of collaboration and partnership with other districts

January 9, 2018

Mr. Greg Kitchen, Associate Superintendent  
School District 61 Greater Victoria  
556 Boleskine Road  
Victoria, B.C.  
V8Z 1E8

Cc: Mr. Piet Langstraat, Superintendent, Mr. Greg Kitchen, Associate Superintendent, Ms. Marketa Lund, Director, Victoria Confederation of Parent Advisory Councils

**Re: Policies regarding Animals in Schools**

Dear Mr. Kitchen,

The BC SPCA recognizes the work put into regulation 6163.6, Animals in Schools (last updated February 2012), and appreciates the considerations included therein. Given the recent wildfires in the interior of British Columbia, the BC SPCA is asking local government and school districts to consider animal well-being in emergency management planning.

The BC SPCA's recommendations for an update to regulation 6163.6, and other relevant regulations, are attached to this document. If you have any questions, please do not hesitate to get in touch.

With sincere thanks for your commitment to humane education,



Amy Morris, MPP  
Manager of Public Policy and Outreach  
BC SPCA

## BC SPCA Policy Recommendation for School Use of Animals

### Background

The BC SPCA recognizes that students learn about empathy and animal welfare through both formal and informal educational activities. Providing students the opportunity to interact with animals in a structured, educational way can be a valuable life lesson and experience. Certain animals can be part of the educational setting as classroom pets and through educational visits and scientific observation, though care and consideration are crucial to the good welfare of the animals. See “Profound Encounters” (Appendix B) for more discussion on this subject.

### Considerations

Legal obligations regarding care of animals and ethical considerations pertaining to humane treatment of animals require consideration when developing policies. The Boards of Education in Vancouver, Burnaby and Kelowna have approved policies to address some of these practices. In 2010, the BC Teachers Federation approved a policy to “encourage teachers to consider the use of alternatives to animal dissection in meeting the learning outcomes in the science curriculum.”<sup>1</sup>

For these reasons, the BC SPCA opposes the following practices in classroom education:

- The use of any animal, including cadavers or tissues, for dissection in education
- The use of live animals for science projects, unless the animal is a domesticated species that has been bred and raised according to the Five Freedoms<sup>2</sup>; and the purpose of the project is to demonstrate animal care practices or enriched animal environments that result in a higher quality of life for companion animals
- Bringing of wild or exotic animals into a classroom or other unnatural setting for educational presentations
- Breeding and hatching programs in schools that include (but are not limited to) incubation and artificial environments as these animals require specialized care and a calm environment generally not provided in a classroom
- The keeping of classroom pets, unless the teacher is already the owner of the animal, and other conditions are met, including **considerations for emergency management** (see Appendix A)

Instead, the BC SPCA encourages:

- Alternatives to dissection, such as computer simulations and physical models<sup>3</sup>, which have equal or better pedagogical merit to animal dissection<sup>4</sup>.
- Educational activities involving visits by domesticated companion animals and their guardians in the classroom are acceptable as long as the animal is provided with the Five Freedoms and the primary purpose of the visit is social justice or animal welfare education.

<sup>1</sup> See policy 9.T.05 available at: <http://www.bctf.ca/uploadedFiles/public/AboutUs/MembersGUiDe/guide.pdf>

<sup>2</sup> The Five Freedoms are an internationally recognized set of principles describing the needs of all animals in captivity: Freedom from hunger and thirst; Freedom from discomfort; Freedom from pain, injury and disease; Freedom to express normal behaviour; Freedom from fear and distress. <http://webarchive.nationalarchives.gov.uk/20110615095037/http://www.fawc.org.uk/freedoms.htm>

<sup>3</sup> A guide to animal alternatives suitable for meeting BC science curriculum learning outcomes is available at: <http://frogsarecool.com/choices.htm>.

<sup>4</sup> Animals in Science Policy Institute. 2015. Comparative Studies of Animal and Non-Animal Methods in Teaching. Available at: <http://www.animalsinscience.org/projects/completed/ubcalternatives/literature-review/>

## Policy Recommendation

The BC SPCA recommends the following policy for adoption by school districts and other governing bodies for kindergarten to grade 12:

### Ethical Animal Use Policy

The Board of Education affirms the right of students to choose not to participate in or observe animal dissections or any other use of animals for cultural, religious or ethical beliefs. District schools will provide alternative strategies and activities which meet the science curriculum learning outcomes.<sup>5</sup>

#### *General:*

- Animals will not be killed as part of any activity associated with the school, whether or not it occurs on school property.

#### *Dissection<sup>6</sup>:*

- Alternatives will be made available in all classes that use live (or once-living) animals. Animal use includes, but is not limited to: dissection, live animal experiments, insect collections, or any classroom activity that involves animals or their body parts.
- The alternative assignment will require the same amount of time and effort as the dissection exercise and should be limited to the same academic aim.
- The instructor, rather than the student, is responsible for proposing the alternative assignment.
- Alternatives will not include watching another student dissect, taking a lower grade, dropping the class, or changing majors.
- The testing procedure will not require the use of dissected specimens for those who choose an alternative.

#### *Classroom Animals and Classroom Visits:*

- Classroom visits of animals will be conducted only using domesticated companion animals for the purpose of education about animal welfare; the use of wild or exotic animals are not permitted.
- The keeping of classroom pets is only permitted when the teacher is already the owner of the animal, and additional conditions are met as described in Appendix A.
- Breeding and hatching programs that include (but are not limited to) incubation are not permitted.
- The use of live animals for science projects will not be permitted, unless the animal is a domesticated species that has been bred and raised according to the Five Freedoms and the purpose of the project is to demonstrate humane animal care practices or enriched animal environments that result in better welfare.

#### *Implementation:*

- At the beginning of each term, the teacher or instructor will inform all students of their right to use an alternative to dissection or animal use.
- This policy will be incorporated into existing curriculum guidelines and the student handbook (if applicable).
- Students will not be penalized in any way for voicing their objections to dissection or for requesting an alternative.
- The school administration agrees to monitor and ensure implementation of this policy and address complaints of non-compliance in a timely manner.

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<sup>5</sup> Adapted from the Burnaby Board of Education Student choice policy. Available at: <http://www.sd41.bc.ca/wp-content/uploads/2014/08/540.pdf>

<sup>6</sup> Acknowledgements to the National Animal Vivisection Society for their sample student choice policy, available at: <http://www.navs.org/education/sample-student-choice-policy>

## Appendix A – Conditions for the keeping of classroom pets

The BC SPCA condones the keeping of domesticated companion animals in schools only when all of the following conditions are met:

- the animal is not permitted to breed;
- inclusion of an animal in classroom activities is contingent upon the teacher of that class already being that animal's guardian;
- the animal is kept in order to contribute to a structured humane education curriculum;
- the animal is not a nocturnal species (and accordingly has a sleep pattern that is compatible with the school day);
- the teacher and, when necessary, a second adult caregiver take sole responsibility for the care and welfare of the animal. This includes care over the weekend, holidays and school breaks;
- the animal is removed from the building during any emergency evacuation, drill or otherwise;
- the caregivers thoroughly research the animal's nutritional, social and environmental needs prior to acquiring it;
- the animal's Five Freedoms are ensured at all times;
- the animal has access to regular and emergency veterinary care;
- the animal is handled only when the following criteria are met:
  - when it does not endanger or adversely stress the animal; and
  - when the animal is handled according to species-specific handling instructions;
  - when handling the animal is directly related to the curriculum being taught; and
  - when the handling is supervised by an experienced teacher or adult caregiver.



## Appendix B – Profound Encounters

### Classroom Animals: More Than Responsible Pet Care

**Craig Naherniak, General Manager, Humane Education, BC SPCA**

Many of us have watched a young child's first experience meeting an animal. The child becomes completely absorbed by the creature, often extending a hand to make contact. This intimate expression of profound relationship between child and animal is a fundamental part of human development and world building -- a way we humans understand ourselves in relation to other beings.

Humans have always had a need to have contact with other creatures. Stephen Kellert, professor of Social Ecology at Yale University, suggests in *The Biophilia Hypothesis* that "this need has been critical in the development of human emotion, intellect and personality." [\(1\)](#) In 99 percent of human history we internalized and gained experiential knowledge of the world around us that wasn't just humanly contrived. Urbanization has curtailed this contact and part of our development, leading Paul Shepard to suggest that our modern estrangement from nature has caused humans to suffer a kind of psychological retardation. [\(2\)](#)

Educators have a unique opportunity to nurture a child's innate curiosity about animals by providing opportunities for contact with nature. This contact can take many forms, including field trips to parks, playground walks, visiting speakers and, with the greatest care, classroom animals. While caring for classroom animals can be a valuable experience it can have serious negative consequences both for children and for the animals if the situation is not handled well. Besides monitoring classroom animals closely, teachers need to examine their own attitudes, beliefs and behaviour.

Teachers must be vigilant and work to combat the enormous social pressure to view animals as toys or as human-like babies in need of hugging or cuddling. Most animals, for example, do not like to be cradled on their backs. Yet young children, particularly girls, will often hold animals, such as rabbits, in this manner. Dogs do not have as part of their inter-species social repertoire a need for being hugged. Most dogs have been socialized to accept hugging from humans - especially from children - but they only tolerate such behaviour.

Knowing the ritualized social behaviours of animals helps us to relate to them in a manner more appropriate to their needs. Realizing, for example, that guinea pigs run from people because they are a prey species (fleeing is their primary defense mechanism) helps us to understand why these creatures appear shy and skittish. Recognizing a hamster's hamsterness or a rabbit's rabbitness is the key to developing a respect for the animal's own sense of purpose and inclination.

If there is one thing that is most important for children to realize, it is that they share a world with other beings who have needs similar but not identical to theirs. This understanding helps to develop the child's confidence, empathy and respect for others--both with animals and with classmates.

Classroom experiences with animals can be especially beneficial for urban children since they often have fewer opportunities than do rural children to have direct experience with animals on their own. While for rural children a positive experience with a classroom animal can offer an alternative to the mainly utilitarian view of animals on farms. How the teacher directs the experience will make the difference in terms of what the children and the animal get out of their time together.

If the experience for the animal is not positive it can lead to negative lessons about how animals are to be treated.

If, for example, a teacher extols the importance of showing respect to the classroom animal and then turns around and stomps on a spider, the children learn mixed messages about how other life forms ought to be treated. Likewise, if the cleaning or feeding of a classroom animal is haphazard or delayed because of other commitments, it demonstrates to children that responsible care of animals is flexible and not all that important. In addition, should a teacher surrender the classroom animal at the end of the school year to a shelter, students may learn that animals are disposable. It must be demonstrated by actions as well as words that having an animal as a companion is a commitment for that animal's entire lifetime.

If an animal is kept with the utmost care and respect in a classroom atmosphere, children's curiosity and empathy can be confirmed and encouraged to flourish. The responsibility of the teacher as a humane role model cannot be understated.

### Notes

1. The Biophilia Hypothesis, Stephen R. Kellert and Edward O. Wilson, eds. (Washington, DC: Shearwater Books), 1993.
2. Nature and Madness, Paul Shepard (San Francisco: Sierra Club Books), 1982.



## SUBSTANTIVE MOTION TO AGM SUBMISSION FORM

Deadline for submission: Sunday, February 25, 2018

### TITLE

**GENDER-BASED VIOLENCE STRATEGY FOR YOUTH**

### SPONSOR

Board of Education of SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)

Please indicate if the proposed motion relates to an existing Foundational Statement or Policy Statement in [BCSTA's Policies](#).

- ☐ Relates to Foundational Statement No. 4.2.3
- ☐ Relates to Policy Statement No. [#] \_\_\_\_\_
- ☐ Propose to make this resolution a new policy statement.
- ☒ This is an action resolution and does not change or contradict any existing Foundational or Policy Statement.

### MOTION

THAT BCSTA ... call on the Ministry of Education, the Ministry of Child and Family Development, the Ministry of Public Safety, and the Ministry of Mental Health to work together to develop a Gender-Based Violence Prevention Strategy for Youth.

### RATIONALE

Provide a succinct description of why this motion is needed, plus any relevant background information.

Children and youth who experience violence experience devastating and long-ranging mental health, physical health, social and educational impacts. As the #metoo campaign has shown, gender-based violence is one of the most pervasive forms of violence, and it can take many forms: cyber, physical, sexual, psychological, emotional, and economic.

According to Statistics Canada, young women aged 15 to 17 report the highest rate of gender-based violence among all age groups (2,710 per 100,000). Indigenous, LGBTQ2, and disabled girls experience even higher rates of violence.

### OPTIONAL REFERENCES

Provide references to additional background material, e.g., legislation, websites, etc. Please attach copies of any documents referenced.

In 2017 the Government of Canada launched *It's Time: Canada's Strategy to Prevent and Address Gender-Based Violence* identifying three priority areas: prevention, engaging men and boys, and support for survivors. To support the strategy, the federal government has committed \$100.9 million over five years, and an additional \$20.7 million per year going forward. While the BC government recently announced \$5 million to assist organizations working to prevent and respond to

Please send a word version of the completed motion submission form to [motions@bcsta.org](mailto:motions@bcsta.org)

Please visit <http://www.bcsta.org/content/legislative-committee> to see the [BCSTA Motion Checklist](#) and other resources regarding preparing motions for BCSTA's AGM and Provincial Council.

gender-based violence, there is currently no cohesive provincial strategy in place.

In order to combat gender-based violence among youth in BC and support healthy relationships, healthy families and healthy communities, a provincial strategy is needed. Drawing on the expertise of all relevant Ministries, and building on the resources and strategies laid out in the federal strategy, a comprehensive provincial strategy can be a catalyst for positive cultural change.

*It's Time: Canada's Strategy to Prevent and Address Gender-Based Violence*, Status of Women Canada. Available at: <http://www.swc-cfc.gc.ca/violence/strategy-strategie/index-en.html>

*Sexual Abuse and Exploitation of Children and Youth: A Fact Sheet from the Department of Justice Canada*. Department of Justice Canada. Available at: [http://www.justice.gc.ca/eng/pi/fv-vf/facts-info/sex\\_abu.html](http://www.justice.gc.ca/eng/pi/fv-vf/facts-info/sex_abu.html)

*Seventh Report of the Standing Committee on the Status of Women: Taking Action to Address Violence Against Young Women and Girls in Canada*. Marilyn Gladu. (March 2017) Available at: <https://www.ourcommons.ca/DocumentViewer/en/42-1/FEWO/report-7/>