



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

AGENDA

**Estimated
Times**

A. COMMENCEMENT OF MEETING

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

7:00 - 7:05 pm **A1. Approval of the Agenda** (pgs. 1-2)

7:05 - 7:10 pm **A2. Approval of the Minutes**
a) Approval of the Ed Policy and Directions Committee Minutes of April 9th, 2018 (pgs. 3-4)

A3. Business arising from the Minutes

B. PRESENTATIONS TO THE COMMITTEE (5 minutes)

a) **Anna Malkin - SOGI Support**

C. NEW BUSINESS

7:10 - 7:15 pm	C1. Introduction of Student Representative Carmen Ho - Spectrum Community School	Piet Langstraat	
7:15 - 8:00 pm	C2. French Language Review (PowerPoint)	Shelley Green	(handout)
8:00 - 8:15 pm	C3. Environmental Plan Update (PowerPoint)	Shelley Green	(pgs. 5-16)
8:15 - 8:30 pm	C4. Inclusion for Learning Strategy	Sean McCartney	(pgs. 17-27)

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) support the Inclusion for Learning Strategy.

8:30 - 8:40 pm **C5. Trustee Elections, October 2018** Trustee McNally (verbal)

8:40 - 8:55 pm **C6. Superintendent Exit Interview** Trustee Orcherton (verbal)

That the Board of Education of School District No. 61 (Greater Victoria) prepare and conduct an Exit Interview with our current retiring superintendent and further, that the Board, with the assistance of the Deputy Superintendent, develop a policy on Exit Interviews for future superintendents.
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8:55 - 9:10 pm

C7. Implementation Plans for the Newly-Proposed Funding Model

Trustee McNally

(verbal)

That the Board of Education of School District No. 61 (Greater Victoria) directs the Superintendent to provide information for the SD 61 Board on the specifics of planned implementation of the new proposed funding model, including provision of all implications of the model for specific practice in the classroom and schools, and provide pro and con analyses from stakeholder groups in Alberta (specifically the ATA Blue Ribbon Panel Report) and other applicable jurisdictions in Canada, for an early June 2018 Special Board meeting.

D. Notice of Motion**E. General Announcements****F. Adjournment**



**Education Policy and Directions Committee
April 9th, 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: Shelley Green - Deputy Superintendent, Deb Whitten - Associate Superintendent, Greg Kitchen - Associate Superintendent, Careers, Louise Sheffer, District Principal - Learning Team, Simon Burgers - District Principal, Languages and Multiculturalism, Darren Companion, GVTA 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.

A. COMMENCEMENT OF MEETING

A1. APPROVAL OF THE AGENDA

It was moved by Trustee Orcherton:

That the April 9, 2018 Education Policy and Directions agenda be approved with the following amendment : Defer Trustee McNally's motion, item **C3 - Trustee Elections, October 2018**, to a future Education Policy and Directions meeting.
Motion Carried Unanimously

A2. APPROVAL OF THE MINUTES

It was moved by Trustee Whiteaker:

That the March 5th, 2018 Education Policy and Directions Committee meeting Minutes of the combined Education Policy and Directions meeting and the Operations Policy and Planning Regular meeting be approved.
Motion Carried Unanimously

A3. BUSINESS ARISING FROM THE MINUTES - None

B. PRESENTATIONS TO THE COMMITTEE - None

C. NEW BUSINESS

C1. Introduction of Student Representative

Deputy Superintendent Green welcomed and introduced to the Ed Policy Committee, student representative, Carmen Ho, from Spectrum Community School.

C2. French Language Review Committee PowerPoint presentation

Deputy Superintendent Shelley Green led trustees through her PowerPoint presentation in regard to the key questions and pertinent information the French Language Review Committee has compiled to date.

Trustees asked questions and discussed issues of concern. Deputy Superintendent Green provided points of clarification. Trustees directed Deputy Superintendent Green to provide the next level of detail at the May Ed Policy and Directions Committee meeting.

C3. Board Authority Authorized (BAA) Courses - Vic High

Associate Superintendent, Greg Kitchen, provided background information with regard to the 3 Grade 10 level BAA courses. Associate Superintendent, Greg Kitchen introduced Vic High teacher, Stewart Wheeler, who explained that in order for these courses to continue within the framework of the new Ministry authorized course guidelines, they will need to be approved as BAA courses.

It was moved by Trustee Whiteaker:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 3 Board Authority Authorized courses: Introduction to Electronics/Electrical 10, Introduction to Auto Body 10 and Junior Art Metal.

Motion Carried Unanimously

C4. Advocacy Ad Hoc Committee

Trustee Watters provided her rationale for the motion. Trustees discussed the motion.

It was moved by Trustee Orcherton:

That the Board of Education of School District No. 61 (Greater Victoria) endorse the priority areas of focus identified by the Advocacy Ad Hoc Committee and task that committee with developing action plans on each item to be brought back to a future Education Policy and Directions meeting.

Motion Carried Unanimously

D. NOTICE OF MOTION - None

E. GENERAL ANNOUNCEMENTS - None

F. ADJOURNMENT

It was moved by Trustee Whiteaker:

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 9:15 p.m.



One *Learning* Community





Environmental Strategic Goals



District 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.



Environmental Strategic Goals

- Goal 1: **Learning** ←
- Goal 2: **Resource Management**
- Goal 3: **Facilities and Operations**
- Goal 4: **Partnerships**
- Goal 5: **Communications and Engagement**
- Goal 6: **Policy, Standards, and Planning**



ADMINISTRATORS MEETING

Group Think Tank:

- Principals & Vice Principals K-12 Collaboration time
- What is happening at all schools?
- Outline & summarize current efforts & future focuses
- Created through a collaborative carousel process
- Information gathering revealed main goal areas



GENERAL GOAL AREAS

1. Curriculum implementation for environmental content K-12
2. Outdoor learning spaces for every school
3. Align worldviews & knowledge of both Nations with re-designed curriculum
4. Implementation of garden, food, and beverage programs in all schools
5. Establish & develop: recycle, renew, re-use, conserve-it programs & practises
6. Establish district events that focus on environmental activities



COMMUNITY PARTNERSHIP EVENT

Group Think Tank

- Community partners from across our district & Greater Victoria invited to contribute
- Presented an overview /outline for our Environmental Plan so far
- Created collaboration areas for each general goal
- Collected all suggestions/ input during a partner carousel



MEETING WITH THE NATIONS

Consultation Process

- Meeting with Educational leaders from both Nations
- Larger group meeting with Elders, Knowledge-keepers
- Discussed connections: Aboriginal Ed Plan, Environmental Ed Plan & SD61 Strategic Plan
- Focus: Belonging & Identity
Awareness & Understanding



WHAT WE HEARD

- Everything is dependent upon everything else - Life is a circle
- Environmental Ed. is about understanding relationships
- Be cautious about capturing everything as curriculum
- Environment, culture & teachings are fluid & captured in story
- Use established protocols - shortcuts never work
- Teach about community and the land



WHAT WE LEARNED

“Look after nature, and nature will look after you”

“Don’t teach ‘stuff’”

“HOW we teach is more important then WHAT we teach”

“Be patient”

“When we aren’t sure, use two hands”



WHAT NEXT?

- Continue to engage the Nations in the planning process
- Collaborate with the Nations to establish Environmental Protocols
- Continue a dialogue with nations about linking the Lekwungen Language with Environmental Education
- Collate all feedback & suggestions to establish Learning Goals
- Examine how these goals will fit with our larger district Environmental Strategic Plan





MEMO

From: Sean McCartney, District Principal, Inclusive Learning
To: Education Policy Committee
Date: May 7, 2018
RE: Inclusion for Learning Strategy

Background:

Attached to this memo is the Inclusion for Learning Strategy. This strategy, envisioned in the Board's Strategic Plan and the Learning Support Plan, is focused on providing the appropriate infrastructure and supplies to ensure that all schools can equitably provide an Inclusive Learning environment. Specifically, Goal 1 Strategy 1.3 of the Learning Support Plan is to "Create spaces in every school that ensure the safety and dignity of all learners".

Discussion:

The plan lays out the requirements for both infrastructure (eg. appropriate spaces that need to be built, including space for professionals) and appropriate supplies for use within those spaces.

The Learning Support team and a team from Facilities have reviewed all of our schools to determine the varying needs to meet the goals of the Inclusion for Learning Strategy. These needs are reflected in the attached grid entitled "Inclusive Learning Spaces". Trustees will note that a number of our schools require very little in terms of modification and supplies, while other schools have significant needs. This strategy is intended to centrally address the issue in an equitable fashion.

The Facilities cost estimate to complete the capital renovations required for the plan is approximately \$875,000 and will take approximately 18-24 months to complete. The operating cost estimate for the required supplies is approximately \$100,000 and supplies would be provided as the spaces are completed.

Recommended Motion:

That the Board of Education of School District 61 (Greater Victoria) support the Inclusion for Learning Strategy.



Inclusion for Learning Strategy

Mission

We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community.

Vision

Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

Inclusion in the GVSD

The Greater Victoria School District is committed to inclusion in all of our schools.

Inclusion is a way of thinking and acting, grounded in a belief that with the right supports, every learner can be successful in their school and classroom. Inclusive schools embrace the value of our diversity and see our differences as strengths. All students have an authentic sense of belonging in their school community and are supported to develop their full potential in the academic, social-emotional and physical domains.

Inclusive schools require fluid and flexible learning spaces beyond the general classrooms that can be used to meet the demands of ever changing student needs. We want all students to receive supports in general classrooms as much as possible. However, we also recognize that more targeted and specialized interventions need to be offered to individuals or smaller groups in other inclusive learning spaces.

Strategic Priorities

1. Student Success

- Raise the achievement of all students by ensuring equity of access to flexible supports and spaces in classrooms and across schools.
- Create exceptional, flexible learning environments that equitably support and appropriately challenge all students to reach their potential.

Inclusion for Learning Strategy

2. Educator Success

- Create exceptional, flexible learning environments for teachers and other professionals to provide more targeted and specialized interventions to individuals or small groups.
- Provide further opportunities for educator collaboration.
- Showcase and celebrate examples of innovative promising practice in learning and teaching.

Action Plan: Infrastructure & Supplies

Equip every school with five flexible use spaces. Ensure that each flexible use space is age-appropriately equipped, through consultation with professionals including SBT members, SLPs & OTs.

List of flexible spaces: each space will have a door, window, phone and appropriate equipment for use

1 Sensory Space: self-regulation space (eg. For body breaks)

1 Calm Space: self-regulation space (eg. For de-escalation)

1 Learning Support Space: for small group learning support and/or flexible learning space

2 Professional Spaces: for school and/or itinerant staff working with individuals or small groups

*These must be private spaces to ensure safety and dignity of all learners.

Proposed Steps for Implementation:

Step 1: complete work on highest need schools – target completion, Sept 2018

Step 2: complete remaining Elementary schools (2018-19 school year)

Step 3: complete remaining Middle / Secondary schools (timeline TBA)





GVSD Commitment to Inclusion

Inclusion statement and guiding principles

Learning Support Plan: Goal 1, Strategy 1.3

One Learning Community

Inclusion for Learning Strategy

"Inclusive schools require fluid and flexible learning spaces beyond the general classrooms that can be used to meet the demands of ever changing student needs. We want all students to receive supports in general classrooms as much as possible. However, we also recognize that more targeted and specialized interventions need to be offered to individuals or smaller groups in other inclusive learning spaces."

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Flexible-Use Spaces

Sensory Space: medium size self-reg space

- approx. 1/3 to 1/2 classroom

Calm Space: small size self-reg space

- eg. 'bear den'; approx. 100 sq. feet

Learning Support Space: standard space in schools

Professional Space: medium size; private space for itinerant or other staff working with individuals/small groups

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Process to determine costs

- Updated maps and functional capacity grid
 - Green, yellow, red = level of space need / work required
- Comparison to current & completed projects
- Site visits
- Consultation from stakeholders
- Contingency

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Next Steps

Identify highest need schools to start work - goal to complete for Sept, 2018

#	Schools	Physical Building Classrooms	Current Portable Classrooms	Total Usable Classrooms (Physical + Portable)	Professional Services (2 spaces)	Learning Support Space (1 room)	Sensory Space (1 room)	Calming Space (1 room)	Status	Facility Budget	Equipment Budget	Notes
Middle Schools												
1	Cedar Hill	26	0	26	1	1	1			\$12,000.00		Two classrooms are below the 65m2. They have a teacher's work room (102) and one room labelled as TBD
2	Arbutus	21	0	21	3	3	2	1		\$6,600.00		One of the Prof spaces share with the LS. One SS is on the stage
3	Rockheights	16	0	16	1	2	1	1		\$6,600.00		
4	Glanford	18	0	18		1	1	1		\$40,000.00		One portable used for OSC and one for storage.
5	Monterey	18	0	18	3	2		2		\$6,600.00		Huge multipurpose room. Brailist starting Sept 2018 for approx 3 year. Room determined
6	Shoreline	17	0	17	3	2	1	1		\$6,600.00		Two of the learning support rooms are in classrooms
7	Lansdowne	24	2	26	1	2	1	1		\$12,000.00		One prof space needs small amount of work to be functional. There is another space that has a half ceiling open to classroom and could be another Prof or calm space.
8	Central Middle	21	0	21	1	4		1		\$12,000.00		Not included in building classroom are 3 small spec ed spaces...note the extra art room
9	Colquitz	22	0	22	2	1	1			\$12,000.00		Share their SS and Learning room as calm spaces when needed. Also have 5 pod offices and additional seminar room that can be used for calm/prof rooms.
10	Gordon Head	14	0	14	1	2				\$40,000.00		Portable used as storage. Not included in building classroom count is small resource room
Secondary Schools												
#	Schools	Building Classrooms	Portable Classrooms	Total Usable Classrooms (Physical + Portable)	Professional Services (2 spaces)	Learning Support Space (1 room)	Sensory Space (1 room)	Calming Space (1 room)	Status	Budget		Notes
1	Esquimalt	24	1	25	2	1	1			\$12,000.00		2 spaces that could be learning spaces
2	Lambert Park	19	3	22	2	1				\$45,000.00		Rm 1036 is a lag multi-purpose that can be reno into few spaces. Rm 1033 is teacher office. Rm 1099 - library - can renovate to create flex learning spaces. (One of the portables is "storage" at present, I do believe.)
3	Mount Doug	22	6	28		2	1			\$35,000.00		Shared Calming and Sensory space
4	Reynolds	30	3	33		3				\$25,000.00		There are two resource/LA rooms (2148, 2076) and one work room (2080) and upper multi-purpose on map
5	Spectrum	27	2	29	3	4		2		\$12,000.00		
6	Oak Bay HS	30	0	30	4					\$12,000.00		Proposed spaces for calming (2nd floor), prof space (rm 1064) and sensory space (rm 1151)
7	Vic High	22	0	22								
#	Schools	Building Classrooms	Portable Classrooms	Total Usable Classrooms	Professional Services (2 spaces)	Learning Support Space (1 room)	Sensory Space (1 room)	Calming Space (1 room)	Status	Budget		Notes - potential usable rooms
ELEMENTARY												

Critical

Work Required

Minimal / No Work

Can't build we enclose the portable to serve a better function than storage!

1	Braefoot	17	0	17	2	2	1	1		\$40,000.00	Computer room is the learning support space. Bear den was just built at top of the stair with partial-height wall. Assessment center is learning support. Would like to split room into smaller/private work spaces. (Changeroom conversion would provide much needed Professional Space(s))	
2	Campus View	18	6	24	2	2				\$25,000.00	Large Multi-purpose room (82m2), gym has a stage area, 1057, 1058 gym change rooms, 2 storage areas (1038, 1063)	
3	Cloverdale Traditional	16	0	16	2	1	1			\$35,000.00	Teachers work room (2045), LA Room (1017) and good size space down stair room 1030 (used as a linen closet)	
4	Craigflower	11	0	11	1	1	1			\$40,000.00	4 small rooms are 1016 - sp ed (25m2), 1033 - resource room (32m2), 1037 - work room (13m2), 1038 - work room (11m2), 2011 - sp ed (25m2), 2001 - sp ed (29m2)	
5	Doncaster	21	0	21	1	1	1			\$15,000.00	There are spaces available with renovations.	
6	Eagle View	13	0	13	1	1				\$30,000.00	They have a multi-purpose room that could be carved as sensory or calm space. There are not many spaces here. Could look at gym change rooms	
										\$53,000.00	TBA	
7	Ecole Macaulay	24	1	25	1	4				\$12,000.00	Three sp ed spaces (Rms 1025, 1024, 2035 - 26m2, 29m2, 24m2) and couns room 2004 - 39m2. Have large LS room that could be divided to make 2 small flex spaces (room 2054).	
8	Ecole Marigold	14	1	15	1	1		1		\$12,000.00	Calm space is really small. Learning space is small and at times uses Prof space when available.	
9	Ecole Willows	27	2	29	1	2				\$10,500.00	No room in school, except for minor modifications perhaps. Some spaces for "Bear Dens" but things are already squeezed.	
										\$53,000.00	TBA	
	Frank Hobbs	17	1	18	2	2	1	1		\$6,600.00	Current Portable used for Strings Program, 1047 - Work Room (18.17m2), 1064 - LA/Resource Room (60m2), 1063 - office (20m2), Girls and Boys changerooms	
10												
11	George Jay	25	0	25	1	4	1	1		\$40,000.00	Two rooms in the building classroom count will need renos to be converted back to classroom (Resource and Sp Ed). Have six spaces, 2017 - seminar room (31m2), 3016-work room (12.63m2), 2032 - Resource Room (14.35m2), 2034 - resource room (48m2), 2027 - sp ed (45m2), 2030-work room (15m2)	

Is Room 1022(11) (Computer) now a classroom? Can we move some Storage(s) into the existing Changerooms and re-purpose 1036, 1035, 1059/1061?

Additional Divisions in 2018

They have most of what they need, but they have identified some changes that are pretty simple in nature which would offer benefits.

They have most of what they need, but simple changes could add tremendous benefit.

[illegible]

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	
Goal #1	<p>Provide meaningful and purposeful educational opportunities for students with diverse learning needs while considering the physical, social-emotional and academic domains.</p> <p>Strategies</p> <ul style="list-style-type: none"> 1.1 Refine our service delivery model to include district and school-based educators. 1.2 Further develop and support teams of professionals in schools so that they may co-plan and co-deliver instruction in inclusive ways. 1.3 Create spaces in every school that ensure the safety and dignity of all learners. 1.4 Involve students and parents in planning meaningful learning opportunities.
Goal #2	<p>Support the mental health needs and well-being of all students within an inclusive learning model.</p> <p>Strategies</p> <ul style="list-style-type: none"> 2.1 Provide equitable counseling supports in all schools. 2.2 Provide social emotional learning opportunities for staff, students and parents. 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. 2.4 Continue to build relationships with our community partners such as at Child and Youth Mental Health, Ministry of Children & Family Development, Surrounded by Cedar, and Island Health.
Goal #3	<p>Continue to develop an understanding for diversity and a respect for learning differences.</p> <p>Strategies</p> <ul style="list-style-type: none"> 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 multidisciplinary teams. 3.3 Provide support and educational opportunities to teachers and staff who work with vulnerable learners. 3.4 Empower school staff through equitable access to teaching and learning opportunities.

One Learning Community: Diversity Is Our Strength

What is inclusion in the Greater Victoria School District?

Inclusion is a way of thinking and acting, grounded in a belief that with the right supports, every learner can be successful in their schools and classrooms. Inclusive schools embrace the value of our diversity and see our differences as strengths. All students have an authentic sense of belonging in their school community and are supported to develop their full potential in the academic, social-emotional and physical domains.

What does inclusion look like in the Greater Victoria School District?

Inclusion equitably supports and appropriately challenges all learners. All GVSD staff members work together to create welcoming, flexible and responsive learning opportunities that adapt to the changing needs of students. As much as possible, inclusive classrooms are places where students do not have to leave to learn; collaborative supports are brought to students in their classrooms and, as a result, benefit the full range of learners. At times, dependent on student needs, more targeted and specialized interventions are offered to individuals or smaller groups in classrooms or other inclusive learning spaces.

How are we working together to support inclusion in the Greater Victoria School District?

Guiding Principles – Inclusive Learning

- We believe that success for each and every student is our work.
- We believe inclusion equitably supports and appropriately challenges all students.
- We anticipate, celebrate and purposefully plan for diversity.
- We use our comprehensive resources and supports in a cohesive, coordinated manner to support success for all students.
- We create flexible and accessible inclusive environments that support age-appropriate placement of students in their catchment schools.
- We seek to understand and foster strengths while supporting the diverse learning needs of all.
- We nurture collaborative partnerships with parents and all education partners.
- We create flexible learning opportunities that address the diverse needs of students through relevant, accessible and appropriate use of curriculum and resources.

One Learning Community