

EDUCATION POLICY AND DIRECTIONS COMMITTEE AND OPERATIONS POLICY AND PLANNING COMMITTEE

Tuesday, November 13, 2018 at 7:00 P.M.

REGULAR MEETING

Ed Policy Agendas and Minutes available at:

<https://www.sd61.bc.ca/board-of-education/meetings/education-meetings/>

**NEXT ED POLICY MEETING IS SCHEDULED FOR:
Monday, December 3rd, 2018 at 7:00 P.M.**

OPPS Agendas and Minutes available at:

<https://www.sd61.bc.ca/board-of-education/meetings/operations-meetings/>

**NEXT OPPs MEETING IS SCHEDULED FOR:
Monday, December 10th, 2018 at 7:00 P.M.**

The Board of Education of School District No. 61 (Greater Victoria)

**EDUCATION POLICY AND DIRECTIONS COMMITTEE
and
OPERATIONS POLICY AND PLANNING COMMITTEE**

Dialogue with the public is welcome during standing committee meetings.

Regular Agenda for Tuesday, November 13, 2018 – 7:00 p.m.

Board Room - Administration Offices, Tolmie Building

Chairperson: Trustee Duncan and Trustee Paynter

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.

Estimated Times		Presenter	Status	Attachment
7:00-7:05	1. APPROVAL OF THE AGENDA			Pgs. 1-3
	2. APPROVAL OF THE MINUTES			
7:05-7:10	A. Education Policy and Directions Committee Meeting of Monday, October 1, 2018			Pgs. 4-5
7:10-7:15	B. Operations Policy and Planning Committee Meeting of Tuesday, October 9, 2018			Pgs. 6-8
	3. BUSINESS ARISING FROM MINUTES			
	4. EDUCATION POLICY AND DIRECTIONS COMMITTEE – Trustee Duncan, Chair			
	A. PRESENTATION TO THE COMMITTEE			
	B. NEW BUSINESS			
7:15-7:20	1. Recognition of Student Representative Annika Weir, Oak Bay High School	Shelley Green		Verbal
7:20-7:35	2. School Police Liaison Officers	Shelley Green	Information	Pg. 9
7:35-7:55	3. The Literacy Learning Series - Part 2 of 3	Louise Sheffer Pam Halverson	Information	Pgs. 10-17
7:55-8:05	4. Foundation Skills Assessment	Trustee Watters		
	<div>That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to write a letter to the Minister of Education articulating our opposition to the current approach to the administration, release and use of the Foundation Skills Assessment (FSA), and advocating: 1) that the administration of the FSA be done via random sampling in order to eliminate the unfair and damaging ranking of schools; and 2) that the Ministry undertake an evaluation of the FSA in order to determine its utility within the context of the innovative new BC curriculum.</div>			
8:05-8:15	5. District Code of Conduct	Trustee Paynter		

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to form a working group to develop district level Code of Conduct direction for review at a subsequent Education Policy and Directions Committee meeting.

Estimated Times		Presenter	Status	Attachment
8:15-8:25	6. Education Policy and Directions Committee Meeting Locations and Presentations	Trustee Painter		

That the Board of Education of School District No. 61 (Greater Victoria) hold Education Policy and Directions Committee meetings for the year ending November 2019, which are not joint meetings, at a school of interest in SD 61 AND that as part of these meetings the Board open them to presentations from students on local education policy issues of interest at the school where the meeting is held.

C. NOTICE OF MOTION

5. OPERATIONS POLICY AND PLANNING COMMITTEE – Trustee Paynter, Chair

A. PRESENTATIONS

B. SUPERINTENDENT'S REPORT

8:25-8:40	1. Boundary Review Update	Colin Roberts	Information	Pg. 18
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C. PERSONNEL ITEMS

8:40-8:45	1. Employee Hiring and Recruitment	Read Jorgensen	Information	Pgs. 19-20
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D. FINANCE AND LEGAL AFFAIRS

8:45-8:55	1. 2019-2020 Budget Plan	Mark Walsh	Information	Pgs. 21-23
8:55-9:10	2. Aboriginal Education Ad Hoc Committee	Colin Roberts	Motion	Pgs. 24-26

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Terms of Reference for the Aboriginal Education Ad Hoc Committee as recommended by the Superintendent of Schools.

E. FACILITIES PLANNING

9:10-9:25	1. Inclusion for Learning Strategy Update	Sean McCartney	Information	Pgs. 27-29
9:25-9:35	2. Archives Update	Mark Walsh	Information	Pgs. 30-31

F. NEW BUSINESS

9:35-9:45	1. Student Education Fund	Trustee Whiteaker		
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That the Board of Education of School District No. 61 (Greater Victoria) create a Student Education Fund similar to the Parent Education Fund to support student led educational events in our District. Further, that an Ad Hoc Committee be created to establish the process, criteria and distribution of the fund and report back to the Board for final approval.

9:45-9:55	2. Boundary Review Survey - Middle Schools	Trustee Whiteaker		
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That the Board of Education of School District No. 61 (Greater Victoria) include questions regarding middle school grade configuration on its boundary review survey.

Estimated Times		Presenter	Status	Attachment
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9:55-10:05	3. Meeting Agendas and Presentations	Trustee Painter		
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				<div>That the Board of Education of School District No. 61 (Greater Victoria) request the Superintendent to direct staff to post a draft agenda on the SD 61 website prior to each Operations Policy and Planning Committee meeting, Education Policy and Directions Committee meeting, and full meeting of the Board AND to direct that staff move the deadline for submitting presentations to the Thursday evening at 4pm prior to the scheduled meeting.</div>
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10:05-10:10	4. Trustee Questions			Pg. 32
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G. NOTICE OF MOTION

H. GENERAL ANNOUNCEMENTS

I. ADJOURNMENT



**Education Policy and Directions Committee
October 1st, 2018 – Tolmie Board Room**

MINUTES

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

Other Trustees Present: Diane McNally, Jordan Watters

ADMINISTRATION: Shelley Green - Superintendent, Deb Whitten - Deputy Superintendent, Colin Roberts - Associate Superintendent, Greg Kitchen - Associate Superintendent, Harold Caldwell - Director, Learning Support Team, Jennifer Chambers- District Counsellor, Monique Moore - District Elementary Counsellor, Louise Sheffer - Director, Learning Team, Robin Toszczak - GVTA Representative, Audrey Smith - VCPAC President

The meeting was called to order at 7:11 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 Ferris

That the October 1st, 2018 Education Policy and Directions agenda be approved as presented.

Motion Carried Unanimously

A2. APPROVAL OF THE MINUTES

It was moved by Trustee Ferris

That the September 10th, 2018 Education Policy and Directions Committee meeting Minutes be approved.

Motion Carried Unanimously

A3. BUSINESS ARISING FROM THE MINUTES - None

B. PRESENTATIONS TO THE COMMITTEE - None

C. NEW BUSINESS

C1. Counselling Supports - PowerPoint Presentation

Deputy Superintendent Deb Whitten introduced tonight's presenters in regard to the Counselling Supports PowerPoint presentation. Director of the Learning Support Team, Harold Caldwell, began with highlighting Learning Support Team's Operational Plan, Goal 2

the Learning Support Team's Philosophy, as well as speaking to key counselling supports for all students.

District Elementary Counsellor, Monique Moore, highlighted a nature-based program, its key goals and program outcomes, that is offered at George Jay, Quadra and Craigflower Elementary Schools.

District Counsellor, Jennifer Chambers, spoke to key issues such as: District processes - ongoing and new, resources, upcoming events, Learning Support Team Mental Health Initiatives for all school staff, information sharing practices, counsellor collaboration sessions, counsellor themes for suicide ideation interventions, anxiety, trauma and substance abuse.

Learning Support Team Director Caldwell completed the presentation highlighting Mindfulness for Educators, Social-emotional Wellness Advocates, Community Service Provide Fair and an Unpacking Inclusion 4-part series for Learning Support Teachers, Counsellors and Administrative staff.

Trustees asked questions throughout the PowerPoint presentation.

Chair Nohr thanked the Learning Support Team for their presentation.

D. NOTICE OF MOTION - None

E. GENERAL ANNOUNCEMENTS - None

F. ADJOURNMENT

It was moved by Trustee Ferris:

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 8:27 p.m.



**Operations Policy and Planning Committee Meeting
October 9, 2018 – GVSD Board Office, Boardroom**

REGULAR MINUTES

Committee Members Present: Jordan Watters, Chair; Diane McNally; Rob Paynter; Elaine Leonard

Other Trustees Present: Ann Whiteaker

Administration:

Mark Walsh, Secretary-Treasurer; Shelley Green, Superintendent; Deb Whitten, Deputy Superintendent; Greg Kitchen, Associate Superintendent; Colin Roberts, Associate Superintendent; Katrina Stride; Associate Secretary-Treasurer; Ted Pennell, Director, Information Technology; Josh Barks, District Vice Principal, Information Technology;

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

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

1. APPROVAL OF THE AGENDA

It was moved by Trustee McNally:

That the October 9, 2018 regular agenda be approved.

Motion Carried Unanimously

2. APPROVAL OF THE MINUTES

It was moved by Trustee McNally:

That the September 17, 2018 Operations Policy and Planning Committee Meeting minutes be approved as amended.

Motion Carried Unanimously

3. BUSINESS ARISING FROM MINUTES – None

4. PRESENTATIONS TO THE COMMITTEE

A. Ryan Slogotski - Thetis Vale Catchment Review

Ryan Slogotski presented the committee with information about the Thetis Vale Catchment Review. Trustees asked questions of clarification and thanked Mr. Slogotski for his presentation.

5. SUPERINTENDENT'S REPORT

A. Aboriginal Ad Hoc Committee

Colin Roberts, Associate Superintendent, provided the committee with an overview of the District's interactions with its Aboriginal partners. Mr. Roberts explained that an advisory structure would enable the Board to develop an operational plan for Aboriginal Education and position itself to meet Goal 2 of the District Strategic Plan. A draft Terms of Reference for an Aboriginal Education Ad Hoc Committee was presented.

Trustees and stakeholders asked questions of clarification of Mr. Roberts and Superintendent Green.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) establish an Aboriginal Education Ad Hoc Committee for the purpose of developing an operational plan under Goal 2 of the District Strategic Plan to "Address the Unique Needs and Build on the Strengths of Aboriginal Learners", and direct the Superintendent to recommend the composition of the committee and its terms of reference, with a view to bringing these recommendations to the November 13, 2018 Operations Policy and Planning Committee meeting.

Motion Carried Unanimously

6. PERSONNEL ITEMS – None

7. FINANCE AND LEGAL AFFAIRS

A. Topaz Park

Mark Walsh, Secretary-Treasurer, provided the committee with information about the District's access to a field at Topaz Park. Mr. Walsh advised the committee that the City of Victoria has recently confirmed the District's ongoing access to the field. Mr. Walsh stated that the District has no concerns with the pending reconfiguration of Topaz Park.

Discussion ensued amongst Trustees and questions of clarification were asked of Mr. Morris.

It was moved by Trustee Paynter:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Board Chair to write a letter to the City of Victoria of support for the Topaz Park Bike Skills Park.

Motion Carried Unanimously

B. G-Suite (GAPE) Program

Ted Pennell, Director of Information Technology; Josh Barks, District Vice Principal, Information Technology; and Dave Shortreed, District Vice Principal, Learning Team presented the committee with information regarding Google's G Suite for Education program. Staff described the educational benefits to the program and illustrated its importance to many teachers and students. Trustees were informed of the safeguards put

in place to protect the privacy of students, as well as the importance of teaching digital citizenship. Ongoing investment in resources to support increased understanding of privacy issues and the development of appropriate accommodations for students without parental consent was discussed.

Trustees and stakeholders asked questions of clarification.

C. Greater Victoria Foundation for Learning

Secretary-Treasurer Walsh recommended that this issue be moved forward for the next Board to discuss.

It was moved by Trustee Leonard:

That the Board of Education of School District No. 61 (Greater Victoria) postpone discussion regarding the Greater Victoria Foundation for Learning to the December 10, 2018 Operations Policy and Planning Committee meeting.

Motion Carried Unanimously

8. FACILITIES PLANNING

A. Shoreline Wellness and Learning Hub

Deb Whitten, Deputy Superintendent, informed the committee that a unique partnership between the District and Island Health has been established to provide school-based mental health services at Shoreline Middle School for high risk children and youth. Ms. Whitten explained that Island Health will use existing space at the school to open an interim centre until a new, purpose-built health and wellness hub is created.

Trustees and members of the public asked questions of clarification and expressed support for the project.

9. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS – None

10. NEW BUSINESS

A. Trustee Questions

11. NOTICE OF MOTION – None

12. GENERAL ANNOUNCEMENTS – None

13. ADJOURNMENT

It was moved by Trustee Leonard:

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 9:34 p.m.

MEMO

From: Shelley Green, Superintendent

To: Education Policy and Directions Committee

Date: November 13, 2018

RE: School Police Liaison Officers

Every school within the Greater Victoria School District has been assigned a Police Liaison Officer (PLO), with the exception of schools located in the Victoria and Esquimalt boundaries. The 3 officers assigned to the Victoria and Esquimalt schools were removed as Police Liaison Officers and assigned back to patrol at the end of the 2017/18 school year as a result of funding issues. Victoria Police have requested a Police Review of that funding decision and are hopeful that the Police Liaison Officers will be returned to the Victoria and Esquimalt schools in January of 2019. In the interim, some of the former PLOs of these schools will attend upon request and if they are on duty at the time of the call. Victoria and Esquimalt schools have been asked to call the non-emergency number or 911 as needed during this time.

Relationship building is the number one priority of the PLOs. Through activities such as bike rodeo, safety presentations and participating in school activities, the PLOs have established positive relationships with our school communities and are often in attendance to celebrate with these communities.

The PLOs also provide support during important safety drills such as lockdowns and will be the first responders to incidents within the schools. Their training is specific to a school environment, and because of the relationship and attachment they foster, are calming influences during these events.

The Victoria Police Department have assigned a former PLO to conduct lockdown drills in Victoria and Esquimalt during the month of October while awaiting the Police Review decision.

Our district meets monthly with all police, including Victoria PD, to review what is happening in our schools. The Sooke and Saanich school districts also attend these meetings and they occur in the Tolmie Building.

A regional safety committee, that includes all police departments and the Districts of Sooke and Saanich, was established in the 2017/18 school year. We are reviewing lockdown, hold and secure and other safety procedures for consistency between departments and districts. We meet monthly in the Tolmie Building and we have principals from our district on the committee as well.

Literacy for All Learners



One *Learning* Community



The Vision

- *Every student will have the opportunity to fully develop their literacy skills and choose to use them beyond the school community*
- *District teams work collaboratively with school teams to help foster the necessary conditions for all students to experience success in literacy*

One *Learning* Community



Collaborative Team Approach to Literacy

- *As district teams further develop an integrated approach to literacy for all learners we want to use the lens of differentiation*
- *We will embed examples of differentiated instruction & assessment (supports for all, supports for some) into our district learning sessions*
- *First Peoples' Principles of Learning align with effective differentiation strategies*

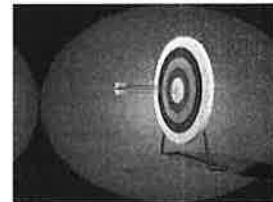
One *Learning* Community



Goals for Today's Meeting

We have two goals for today:

1. *To deepen your understanding about differentiation and tiers of support for literacy learners*
2. *To share materials with you that outline the key elements of differentiation.*



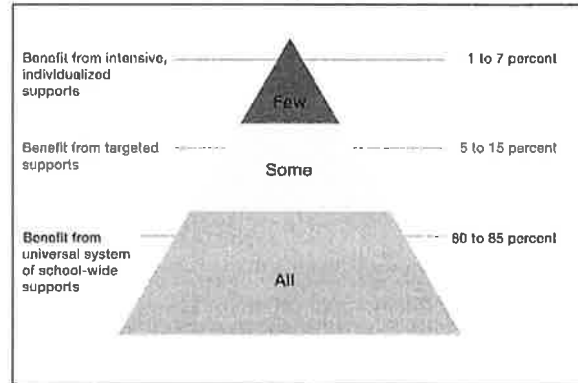
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Tiers of Support for Literacy Learning

A framework for support:

- Tier 1 = high quality classroom instruction for ALL
- Tier 2 = targeted supports for SOME
- Tier 3 = intensive supports for a FEW



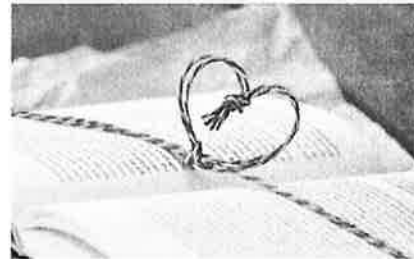
One Learning Community



Literacy Supports for ALL

Feedback we collected showed that schools are already developing the following Tier 1 supports:

- Balanced literacy programs
- Push-in supports
- Co-teaching and other collaborative practices
- Adaptations available to students
- Integration of technology
- Assessment used to drive instructional practices



One Learning Community



Differentiation Is...

- *Recognizing that every student needs additional supports at some point to grow as a learner*
- *Believing that all students can learn*
 - *Clarify what's essential for each learner to learn*
- *Embedded into classroom practice; not an 'add-on'*
- *Uses assessment as a compass for planning next steps*

One *Learning* Community



What Differentiators Do...

- *Anticipate and plan for a wide range of abilities*
- *Respond to students' interests and readiness*
- *Present content in a variety of ways (e.g. images, text, role plays)*
- *Give choice for how students show their learning*
- *Provide manipulatives and 'hands-on' learning experiences*
- *Offer flexible groupings*

One *Learning* Community



5 Key Elements of Differentiation

1. *Positive learning environment*
2. *Strong teacher-student & student-student relationships*
3. *High-quality curriculum and instruction*
4. *Clear feedback provided on the learning process*
5. *Flexible classroom management*

*Differentiation is making sure every student in every class
is able to access learning.*

One *Learning* Community



Resources

Carol Ann Tomlinson: Understanding Differentiated Instruction

The Five Key Elements of Differentiation

- *What differentiation means*
- *Why it matters*

Developing as a Differentiator

- *Starting slowly, but starting*
- *First steps, gaining proficiency, the goal*



One *Learning* Community





One *Learning* Community



The Five Key Elements of Differentiation

	What It Means	Why It Matters
An Invitational LEARNING ENVIRONMENT	All students need to be connected, valued, challenged, supported, and contributing members of the class community.	Students learn more eagerly, readily and successfully when the learning environment feels positive and they feel the teacher believes in their ability to succeed.
High quality, focused & meaning-rich CURRICULUM	Effective curriculum is engaging and rich in meaning. Clear learning targets are laid out for students and focuses them on understanding what they are learning.	We need to differentiate curriculum that is powerful and energizing to students rather than curriculum that is “flat”, low in relevance, ambiguous, or confusing.
ASSESSMENT that informs teaching and learning	Regularly use pre-assessment and ongoing formative assessment to understand where each student is with current learning targets. Use this understanding to plan for differentiation, and invite students into the assessment conversation to drive their own learning.	Teaching with a clear sense of learner status at each stage of the process is the only way to provide the targeted challenge and support needed to move each student forward. Without this, instructional mismatches are inevitable, leading to frustration for some and boredom for others.
INSTRUCTION that informs teaching and learning	Readiness differentiation enables students to stretch - to work a bit beyond current proficiency levels with supports. Interest Differentiation enables students to connect what they are learning to their passions and curiosities. Learning profile differentiation enables students to learn and express learning in ways that support their success.	Attending to readiness is necessary for learning growth. Attending to interest contributes to student motivation to learn. Attending to learning profiles helps make learning more efficient, more transparent, and more comfortable.
CLASSROOM LEADERSHIP AND MANAGEMENT that support both flexibility and predictability	Students understand the classroom is designed to work for each of them and that they have a role to play in making their classroom a great place for learning. Together, teachers and students create and implement classroom routines.	A flexible, orderly classroom accommodates students working on varied tasks and in flexible groups. It is the foundation of a classroom that supports student thinking.

Developing as a Differentiator

	The First Steps....	As you gain proficiency...	The Goal...
LEARNING ENVIRONMENT	<ul style="list-style-type: none"> *work on building general awareness & respect for student differences *build student-teacher connections *identify places where growth mindset can replace fixed *start building your learning community 	<ul style="list-style-type: none"> *provide general emotional support for students *embrace growth mindset and work to build it in students *nurture a growing sense of community and belonging 	<ul style="list-style-type: none"> *high emotional support for all students *mutual respect for all, by all *excellent teacher-student connections *consistent growth mindset for all *class feels like a good “home” for every student
CURRICULUM	<ul style="list-style-type: none"> *clarify learning goals with yourself and your students *shift lessons from “right answer” to search for understanding *find some points of relevance for students *plan to engage students in all aspects of learning 	<ul style="list-style-type: none"> *provide consistent goal clarity *emphasize understanding in both teaching and learning *plan lessons with engagement in mind *ensure lessons are generally relevant for a wide range of students 	<ul style="list-style-type: none"> *clear learning targets for each student *curriculum is designed to be authentic and relevant for all learners *engaging for students most of the time *curriculum design & decisions are informed by student input
ASSESSMENT	<ul style="list-style-type: none"> *learn about/implement assessment <i>for</i> learning *align assessment with instruction & learning goals *design assessment tasks that focus on students’ growth in their understanding 	<ul style="list-style-type: none"> *consistently use assessment to plan next steps for learning *consistently align assessment with instruction and learning goals *understand students as learners both in and out of class *provide focused feedback regularly 	<ul style="list-style-type: none"> *consistent assessment <i>for</i> learning and <i>as</i> learning *tight alignment between instruction and learning goals *assessment is consistently differentiated, authentic and focused on understanding
INSTRUCTION	<ul style="list-style-type: none"> *align instruction with learning goals *introduce groupings and low-prep differentiation strategies at a pace that is sustainable 	<ul style="list-style-type: none"> *consistently align instruction with learning goals *proactively plan differentiated instruction, likely beginning with students’ interests & learning preferences *use flexible groupings 	<ul style="list-style-type: none"> *instruction is highly aligned with learning goals * consistently anticipate and plan for a wide range of student abilities & interests *consistent use of flexible grouping *consistently use of respectful tasks (appropriate for the age, interest, and ability of the learner)
LEADERSHIP & MANAGEMENT	<ul style="list-style-type: none"> *let go of compliance focus *make mental switch from “managing kids” to “managing routines” *start to provide opportunities for student voice, choice, and independence 	<ul style="list-style-type: none"> *carefully plan and explicitly teach classroom routines *empower students to assist with routines *elicit student input on learning and routines 	<ul style="list-style-type: none"> *classroom is consistently guided by the philosophy of differentiated instruction *collective focus on learning *prioritization of student voice & responsibility *fully embrace the ‘managing routines’ approach

Adapted from: *Understanding Differentiated Instruction* by Carol Ann Tomlinson

www.ASCD.ORG/QUICKREFERENCEGUIDES

ASCD Product # QRG117094

TO: Operations Policy and Planning Committee

FROM: Colin Roberts, Associate Superintendent

DATE: November 13, 2018

RE: Boundary Review Update

The Boundary Review is progressing as per the memo from Mark Walsh, included in the Regular Board Meeting of September 24, 2018 documentation.

While District staff are working on various aspects of the Boundary Review on a daily basis, the following markers represent the most significant developments.

- School capacities have been re-calculated, and now include learning studios recently constructed or soon to be completed.
- The community survey is being field-tested and will go live mid-November, 2018.
- Current enrolments based on the 1701 data submission have been provided to Baragar. This current data will enable Baragar to provide more up-to-date enrolment projections.
- “District Intelligence” and improved school catchment maps will be posted on the District website before the end of the calendar year. District Intelligence will provide the community with demographic information about schools and catchment populations.

TO: Operations Policy and Planning Committee

From: Read Jorgensen, District Principal, Human Resource Services

Date: November 13, 2018

Re: Employee Hiring and Recruitment

Report from Human Resource Services

The following report is to provide an overview from Human Resource Services regarding employee hiring and recruitment.

1. Employee Complement

The Greater Victoria School District employs approximately 3350 people in the following categories:

Employee Group	Number of Employees	Representative Positions
GVTA	2077	Teacher, Counsellors, Inclusive Education
CUPE 382	246	Facilities, Grounds, Custodial
CUPE 947	844	Clerical, Educational Assistants
BCPVPA	110	School and District Administrators
Allied Specialists	26	Speech and Language, Psychologists
Exempt Staff	42	District Administration

2. Hiring Employees

Employees are hired through Human Resources using an Interview and Reference check system including qualifications where necessary. All employees are required to have a Criminal Record check.

3. Teacher Recruitment

Teachers are recruited externally through a variety of means.

Make a Future - The District subscribes to this online application website. This service is supported by BCPSEA.

University Job Fairs - Universities hold Job Fairs where schools districts can meet and interact with prospective candidates. This year we will attend Job Fairs at the following universities. This list is also ranked by the number of applications the District has received from each university.

1. University of Victoria
2. University of British Columbia
3. Vancouver Island University

4. University of Calgary
5. University of Alberta St Jean College (Francophone)
6. University of Ottawa (Francophone)

Interview Fairs - New teacher candidates are recommended by GVSD school administrators and are then offered an interview. This year we will interview 48 candidates on November 27, 2018. The event will be held at Lambrick Park High School.

4. Teacher Teaching on Call (TTOC)

The District maintains a list of Teachers Teaching on Call or TTOC. These teachers are dispatched when a contract teacher is unable to work on a specific day(s). Our TTOC list shows approximately 440 teachers are available, however this number can fluctuate as TTOCs mark themselves unavailable due to sickness or other commitments.

440	Available each day (estimate)
250	Average daily call out
343	Largest call out this year

5. CUPE Spareboard

The District maintains a list of CUPE employees who are dispatched as required when a contract employee is unable to work on a specific day(s). Our Spareboard list shows 62 Educational Assistants (EAs) available with a smaller number of Clerical and Facilities personnel.

62	EAs currently available
100	Average callout for EAs
20	Average Facilities available
10	Average Facilities callout

We are in the process of rebuilding our EA Spareboard list. These are the results for the past two weeks:

8	Hired
12	In process
11	Vetted and waiting for interview

6. Open Positions

The following list is representative of our ongoing needs to attract external applicants to the TTOC and Spareboard lists:

CUPE 382	Painters, Carpenters, Plumbers, Custodians
CUPE 947	Educational Assistants, Clerical, Account Clerks
GVTA	French Immersion, Inclusive Learning, Counsellor, general TTOC positions
Allied Spec.	Psychologist, Speech and Language Pathologist

OFFICE OF THE
SECRETARY-TREASURER

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8
PHONE (250) 475-4108 FAX (250) 475-4112

TO: The Operations Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: November 13, 2018

RE: **2019-2020 Budget Plan**

Background:

The Greater Victoria School District consults with parents, students, staff and education partners on the upcoming budget in an effort to understand their values and priorities. Actively involving members of the public in the budget development process helps the District to determine how best to invest in our One Learning Community.

The consultation process includes emails, surveys, meetings, as well as online platforms, such as websites and social media, to inform, educate and increase public awareness of our budget and the impacts.

School District No. 61 (Greater Victoria)
2019/2020 Budget Plan

Date	Meeting/Event	Action
2018		
November 14 - December 14	Outreach to community and education partners	Communication from the School District to community and education partners
2019		
January 14 (Mon)	Operations Policy and Planning Committee meeting	Summary of input received
February 11 (Mon)	Operations Policy and Planning Committee meeting	Further information received
March 15	Detailed announcement of School District funding from Ministry	2019/2020 District financial position determined
<i>March 18 - 29</i>	<i>Spring Break</i>	<i>Schools closed</i>
April 3 (Wed)	Public Board budget meeting	Public Board budget presentation
April 4 - 12	Education partner groups review and provide feedback on budget proposals	Feedback is developed
April 15 (Mon)	Operations Policy and Planning Committee Special Budget meeting	Public budget input presentations
April 17 (Wed)	Special Board meeting to debate and approve the annual budget	Approval of the 2019/2020 annual budget bylaw

School District No. 61 (Greater Victoria)
2019/2020 Public Budget Meetings

The Board of Education of School District No. 61 (Greater Victoria) has scheduled the following public budget meetings to discuss the 2019-2020 Operating Budget:

Date	Meeting/Event
Wednesday, April 3, 2019 7:00 p.m. Tolmie Board Room, 556 Boleskine Road	Special board budget meeting to present the 2019-2020 operating budget
Monday, April 15, 2019 7:00 p.m. Tolmie Board Room, 556 Boleskine Road	Operations Policy and Planning Committee special budget meeting to receive public budget input presentations
Wednesday, April 17, 2019 7:00 p.m. Tolmie Board Room, 556 Boleskine Road	Special board meeting to debate and approve the 2019-2020 annual budget bylaw

TO: Operations Policy and Planning Committee

FROM: Colin Roberts, Associate Superintendent

DATE: November 13, 2018

RE: Aboriginal Education Ad Hoc Committee

Following the approval of the motion to establish an Aboriginal Education Ad Hoc Committee at the Board of Education Regular Board Meeting on October 22, 2018, the Superintendent of Schools makes the following recommendations pertaining to the Committee's Terms of Reference.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Terms of Reference for the Aboriginal Education Ad Hoc Committee as recommended by the Superintendent of Schools.

ABORIGINAL EDUCATION AD HOC COMMITTEE

TERMS OF REFERENCE

Purpose:

The Aboriginal Education Ad Hoc Committee is an ad hoc committee established by the Board of Education (Bylaw 9140 Ad Hoc Committee of the Board) to develop the Aboriginal Operational Plan within the goals of the District Strategic Plan.

Deliverables:

The Committee will create and make recommendations regarding the operationalization of the Aboriginal Operational Plan. The Committee may also address other matters as directed by the Board of Education.

Membership:

The Committee will be comprised of the following members:

- A trustee appointed by the Board Chair
- The Associate Superintendent of Aboriginal Education
- The two District Principals of Aboriginal Education
- A representative from Esquimalt Nation
- A representative from Songhees Nation
- A representative from the Metis Nation
- A parent representative, with preference to be given to a parent of Aboriginal ancestry
- A student representative, with preference to be given to a student of Aboriginal ancestry
- A Greater Victoria Teachers' Association representative

As the plan is being developed and/or other matters are directed to the Committee from the Board of Education, additional members may be invited to be part of the Committee.

These members may be represented from:

- Community Elders
- Aboriginal Interagency Group (Camosun College)
- University of Victoria
- Victoria Native Friendship Centre
- CUPE
- Victoria Principals and Vice-Principals Association
- Hulitan Child and Family Services
- Surrounded by Cedar Child and Family Services

ABORIGINAL EDUCATION AD HOC COMMITTEE TERMS OF REFERENCE

Timeline:

A progress report will be provided to the Education Policy and Directions Committee by June 2019.

Voting:

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

Procedural Notes:

- Anyone may attend and contribute to discussions without voting privileges
- Meeting dates, locations and minutes will be available on the District website.



LEARNING SUPPORT TEAM

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8

Phone (250) 475-4157 Fax (250) 475-4238

MEMO

From: Sean McCartney, District Principal, Learning Support Team
To: Education Policy / Operations Committee
Date: November 13, 2018
RE: Inclusion for Learning Strategy

Background:

Attached to this memo is the Inclusion for Learning Strategy, which was approved at the May 2018 Board Meeting. The strategy aims to provide the appropriate infrastructure and supplies to ensure that all schools can equitably offer an Inclusive Learning environment. The approved capital budget to complete the required Facilities work is \$875,000 and will take approximately 18-24 months to complete. An operating budget of \$200,000 was also created for the required equipment and supplies.

Update: Below is a list of completed work to date.

Construction:

Completed: requirements of strategy met

- James Bay Elementary

Partially Completed: requirements partially met, further work to be done

- Mount Doug Secondary, George Jay Elementary

Planned: consultation and site visits have occurred, work has not yet begun

- Complex Fixes: Central Middle School, Sir James Douglas Elementary, Marigold Elementary
- Quick Fixes – Elementary: Quadra, McKenzie, Frank Hobbs, Strawberry Vale

Supplies:

Completed: pilot order of sensory / calming supplies

- Campus View, Sir James Douglas and Strawberry Vale

Planned: process underway to place bulk order of supplies for all Elementary schools

Next steps:

- Facilities crew deployed to complete planned work in schools listed above
- Further site visits and consultation
- Further consultation with Middle & Secondary regarding sensory / calming supplies
 - o Target = all supplies in place in all schools prior to June 2019



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 and quick fixes

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

Step 3: complete remaining Middle / Secondary schools (2019-20 school year)

OFFICE OF THE
SECRETARY-TREASURER

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8
PHONE (250) 475-4108 FAX (250) 475-4112

TO: The Operations Policy and Planning Committee

FROM: Mark Walsh, Secretary-Treasurer

DATE: November 13, 2018

RE: **Archives Update**

Background:

The Board received an update last February about the possibility of housing the archives at Bank Street School. We reported the vision of creating a learning space that was an educational asset to teachers and communities throughout the District.

The intention was to initially share space in the Bank Street School facility while funds were raised to bring the building up to a reasonable standard. Concepts for funding sources included obtaining potential grants or utilizing internal fundraising that would not impact educational programming.

We have toured the facility and the building is in a considerable state of disrepair. The reality is that the facility, in its current condition, is simply not prepared to receive the archives. Even if the Board were interested in the vision presented last February, that vision is likely years away.

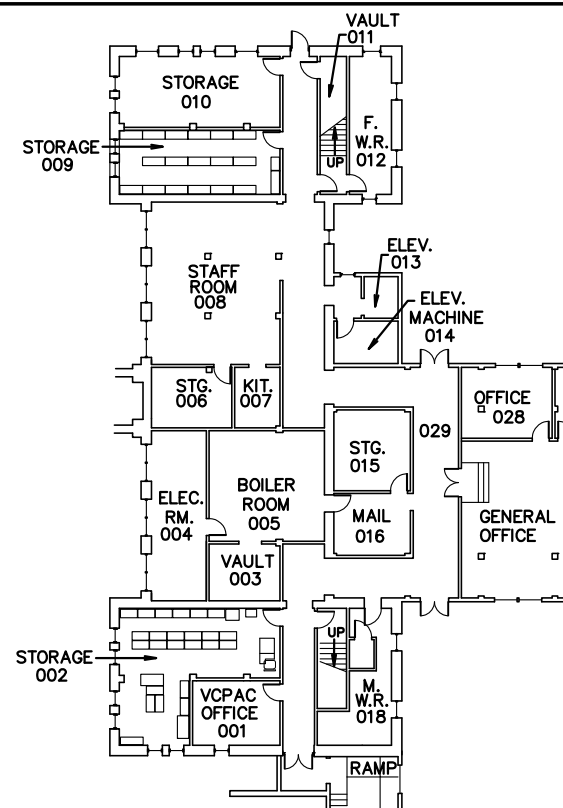
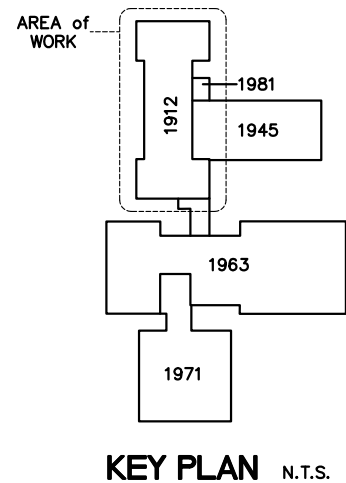
Given the need for the archives to move out of SJ Willis soon, an immediate plan is required.

The Archives and Tolmie

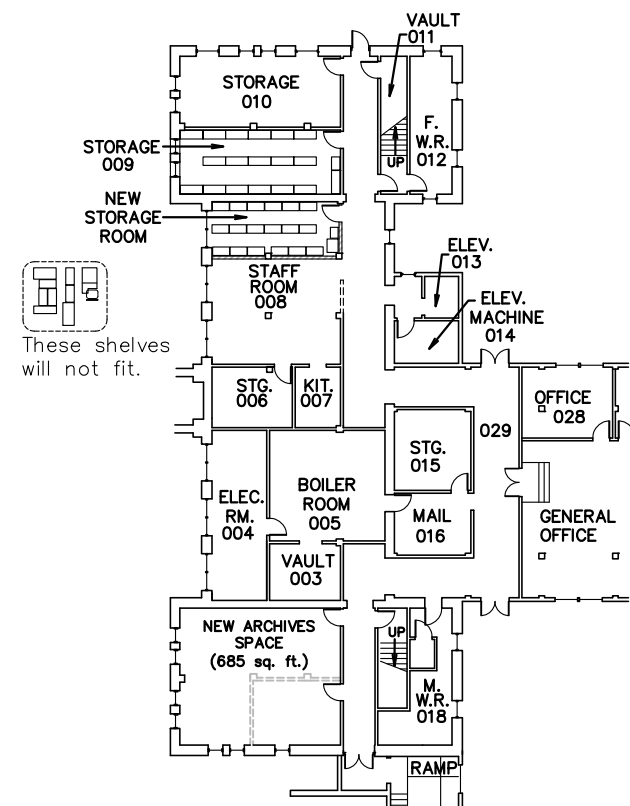
The District will allocate space in the basement of Tolmie to house the archives.

With respect to the storage of artwork, the space at Rockheights continues to be an effective storage space. We do, however, intend to securely mount significant historical pieces in the Tolmie building to ensure public access and secured storage.

The drawings of the options that administration is considering are attached.

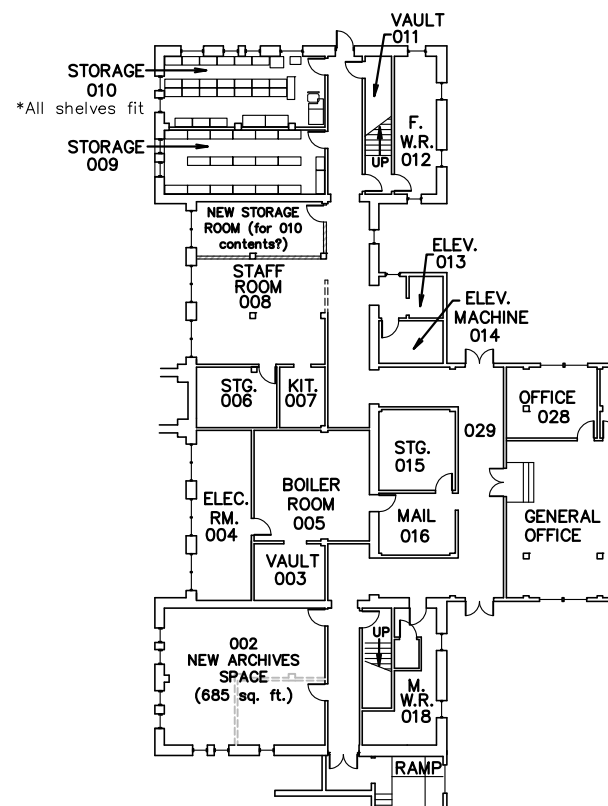


EXISTING



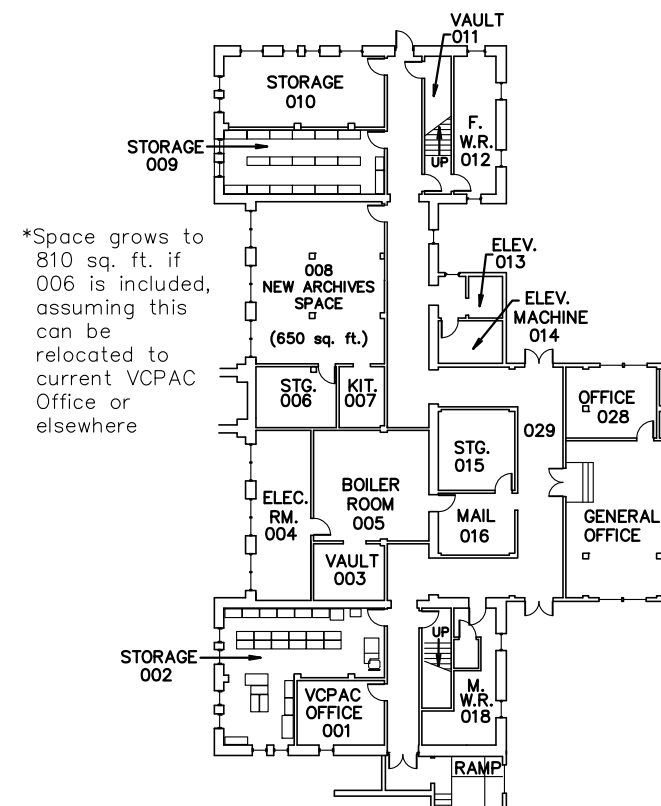
OPTION 1

Renovations are simple but the new Storage Space would require the elimination of some shelving & materials.



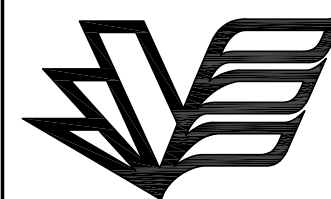
OPTION 2

Existing materials from 002 would fit into existing Storage Room (010). Need to confirm materials in 010 could be stored in newly created storage space to be created in Staff Room area.



OPTION 3

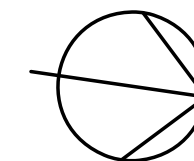
This option leaves all storage rooms as is and instead converts existing Staff Room into new Archives space.



Greater
VICTORIA
School District

TOLMIE BUILDING Proposed Archives Space

556 Boleskine Rd.
Victoria, B.C.
V8W 2R1



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Issue no.	date	rev.	description	by	ckd by
1	JULY 05/02	2002 ALTERATIONS	ADDED	FGS	
2	NOV. 03/03	3RD FL N/W CONF. RM OFFICE ADDED		FGS	
3	SEPT. 15/04	FACILITIES SERVICES REMOVED OFFICE 204		JC	
4	NOV. 19/04	ANNEX CONFERENCE & IT TRAINING RMs.		JC	
5	AUG. 18/05	NEW ANNEX OFFICES		JC	
6	APR. 4/14	ADD OFFICE 110A & REV TO OFFICE 104.		JC	
7	JULY 17/16	CHANGES TO ANNEX & 2ND FLR. CONF. RM.		JC	

Date : Nov. 2018

Scale : N.T.S.

Drawn By : AJF

Facility No. 61030

W.O. No.

Capital No.

Drawing No. 1 of 1

OFFICE OF THE SUPERINTENDENT

556 Boleskine Road, Victoria, BC V8Z 1E8

Shelley Green, Superintendent

Phone (250) 475-4162

Fax (250) 475-4112

TO: Operations Policy and Planning Committee

FROM: Shelley Green, Superintendent of Schools

DATE: November 13, 2018

RE: **Trustee Questions**

During this portion of the Committee Meeting, Trustees will have the opportunity to raise questions. Where possible, an immediate response will be provided. In the event that research is necessary before a response is provided, the matter will be postponed until a researched response can be provided.