Greater VICTORIA School District

The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting - Monday, December 3rd, 2018 @ 7:00 p.m.
Tolmie Building Board Room, 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 Minutes of November 13th, 2018 of the Ed Policy - OPPs Meeting	(pgs. 3-10)
	A3. Business arising from the Minutes	

B. PRESENTATIONS TO THE COMMITTEE
a) **ADHD/ADD Students in BC Schools** - Sandra Goth

C. NEW BUSINESS

7:25 - 7:30 pm	**C1. Introduction of Student Representative** Rosemary Alberts - Reynolds Secondary	Shelley Green	
7:30 - 7:50 pm	**C2. ISP Annual Report and PowerPoint Presentation** - ISP Operational Plan (pgs. 11-37) - ISP Summary of Goals (pg. 38) - ISP PowerPoint (pgs. 39-50)	Jeff Davis	(pgs.11-50)
7:50 - 8:10 pm	**C3. Annual Report - Learning Team** - Learning Team Operational Plan (pgs. 51-59) - Learning Team PowerPoint (pgs. 60-74)	Louise Sheffer	(pgs. 51-74)
8:10 – 8:55 pm	**C4. Unpacking Inclusion/Learning for All** - What is Inclusion? (pgs. 75-76) - Inclusion PowerPoint (pgs. 77-96)	Deb Whitten Harold Caldwell Sean McCartney Pam Halverson	(pgs. 75-96)
8:55 - 9:05 pm	**C5. Whole School Service Delivery Model**	Trustee McNally	

> That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to provide the Board with a report on the current status of items 1 and 2 from the November 27th, 2018 Education Policy

and Directions Committee meeting recommended motion (shown as D on that Agenda); 1. The Whole School Service Delivery Model and a list of the schools that are participating   2. The status and explanation of profile funding for students with Severe Behaviour and Mental Health diagnosis (category H), along with provision of district-wide number for students in that category, as a baseline for the 2018-19 school year.

9:05 – 9:15 pm   **C6.   ADHD Designation**   Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) direct the Board Chair to write a letter to the Minister of Education requesting a timeline on when the Minister will add ADHD as a standalone designation in special education in order to streamline receiving accommodations and IEPs.

9:15 – 9:25 pm   **C7.   School-Based Inclusive Learning Funding Report**   Trustee Watters

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to prepare a report that outlines the school-based inclusive learning funding and staffing allocations for the 2017-18 and 2018-19 school years in the context of school population and number of enrolling classrooms, and that this report be presented at the January 2019 Education Policy and Directions Committee meeting.

D.   Notice of Motion

E.   General Announcements

F.   Adjournment

**Combined Education Policy and Directions Committee and
Operations Policy and Planning Committee Meeting
November 13, 2018 – Tolmie Boardroom**

REGULAR MINUTES

Education Policy and Directions Committee Members Present:
Nicole Duncan, Committee Chair; Tom Ferris; Diane McNally; Ryan Painter; Jordan Watters, Board Chair (Ex-Officio)

Operations Policy and Planning Committee Members Present:
Rob Paynter, Committee Chair; Angie Hentze; Elaine Leonard; Ann Whiteaker; Jordan Watters, Board Chair (Ex-Officio)

Administration:
Shelley Green, Superintendent of Schools; Mark Walsh, Secretary-Treasurer; Deb Whitten, Deputy Superintendent; Greg Kitchen, Associate Superintendent; Colin Roberts, Associate Superintendent; Katrina Stride, Associate Secretary-Treasurer; Louise Sheffer, Director, Learning Team; Carey Nickerson, District Vice Principal, Learning Team; Harold Caldwell, Director, Learning Support Team; Sean McCartney, District Principal, Inclusive Learning; Aaron Foster, Project Manager, Facilities Services; Read Jorgensen, District Principal, Human Resource Services; Lisa McPhail, Communications Officer and Karen Walters-Edgar, Meeting Recorder

The meeting was called to order at 7:01 p.m.

Education Policy and Directions Committee Chair, Nicole Duncan, 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 Ferris:

> That the November 13, 2018 combined Education Policy and Directions Committee and Operations Policy and Planning Committee meeting agenda be approved.
> **Motion Carried Unanimously**

2.   APPROVAL OF THE MINUTES

It was moved by Trustee Ferris:

> That the October 1, 2018 Education Policy and Directions Committee meeting minutes be approved.
> **Motion Carried Unanimously**

Trustee McNally noted an amendment to item 7A in the October 9, 2018 Operations Policy and Planning Committee meeting minutes. The amendment changed the mover of the motion from Trustee Paynter to Trustee McNally.

It was moved by Trustee Leonard:

> That the October 9, 2018 Operations Policy and Planning Committee meeting minutes as amended be approved.
>
> **Motion Carried Unanimously**

3. **BUSINESS ARISING FROM MINUTES** - None

4. **EDUCATION POLICY AND DIRECTIONS COMMITTEE – Trustee Duncan, Chair**

    A. **PRESENTATION TO THE COMMITTEE** - None

    B. **NEW BUSINESS**

        1. **Recognition of Student Representative – Annika Weir, Oak Bay High School**

            Superintendent Green introduced Annika Weir, Student Representative, from Oak Bay High School.

        2. **School Police Liaison Officers**

            Superintendent Green provided a brief explanation of the recent erosion of Police Liaison Officers (PLOs) assigned to schools located in Victoria and Esquimalt. Superintendent Green emphasized how valuable PLOs are to our schools, particularly when assisting school communities with sensitive issues.

            Superintendent Green introduced Staff Sergeant Matt Waterman, 2nd Vice President of the Victoria City Police Union, who spoke on behalf of the union regarding the reduction of PLOs in schools. Mr. Waterman stated that the union supports the assignment of its members to schools and recognizes the value of building positive personal connections with students. Mr. Waterman encouraged the Board to reach out to the Chief of Police with its concerns pertaining to the shortage of PLOs.

            Trustees asked questions of Staff Sergeant Waterman and Superintendent Green.

        3. **The Literacy Learning Series (Part 2 of 3)**

            Louise Sheffer, Director, Learning Team, and Carey Nickerson, District Vice-Principal, Learning Team, presented the Committee with information to deepen understanding of differentiation and tiers of support for literacy learners. Materials outlining the key elements of differentiation were shared.

            Trustees asked questions of clarification of Ms. Sheffer and Ms. Nickerson.

        4. **Foundation Skills Assessment**

            Trustee Watters presented her rationale.

It was moved by Trustee Watters:

> 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: 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.

Discussion ensued and an amendment was proposed.

It was moved by Trustee Watters:

> That the motion, "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: 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." be amended to delete the words "via random sampling in order."
>
> **Motion Carried Unanimously**

Chair Duncan called for a vote on the main motion as amended.

It was moved by Trustee Watters:

> 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 to eliminate the unfair and damaging ranking of schools: 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.
>
> **Motion Carried Unanimously**

5. District Code of Conduct

Trustee Paynter presented his rationale.

It was moved by Trustee Paynter:

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

Discussion ensued amongst Trustees and stakeholders. Questions of clarification were asked of Superintendent Green.

Trustee Paynter withdrew his motion without objection.

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

Further discussion ensued amongst Trustees.

It was moved by Trustee Leonard:

> That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to review codes of conduct with a view to tighten the language and content and report back at a subsequent Education Policy and Directions Committee meeting.
>
> **Motion Carried Unanimously**

6. Education Policy and Directions Committee Meeting Locations and Presentations

Trustee Painter presented his rationale.

It was moved by 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.

Discussion ensued amongst Trustees and an amendment was proposed.

It was moved by Trustee Ferris:

> That the motion, "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." be amended to add the word "may" before the word "hold."
>
> **Motion Carried**

For: Trustees Duncan, Ferris, Painter and McNally
Against: Trustee Watters

Further discussion ensued amongst Trustees and stakeholders.

Chair Duncan called for a vote on the main motion as amended.

It was moved by Trustee Painter:

> That the Board of Education of School District No. 61 (Greater Victoria) may 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.
>
> **Motion Defeated**

For: Trustee Painter
Against: Trustees Duncan, Ferris, McNally and Watters

C. NOTICE OF MOTION

Trustee Whiteaker provided notice of motion for the November 26, 2018 Regular Board Meeting. The motion will pertain to writing a letter of support for the placement of school police liaison officers in our schools.

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

A. PRESENTATIONS - None

B. SUPERINTENDENT'S REPORT

1. Boundary Review Update

Colin Roberts, Associate Superintendent, provided the Committee with an update on the most significant developments of the district boundary review. Mr. Roberts advised that a community survey and FAQs would be released in mid-November.

Trustees and stakeholders asked questions of clarification of Superintendent Green, Secretary-Treasurer Walsh and Mr. Roberts.

C. PERSONNEL ITEMS

1. Employee Hiring and Recruitment

Read Jorgensen, Director, Human Resource Services, provided the Committee with an overview of the hiring and recruitment data for all employee groups in the District.

Trustees asked questions of clarification of Mr. Jorgensen and requested a further breakdown of CUPE 947 data to be presented at the next Education Policy and Directions Committee meeting.

Trustees discussed the deferral of remaining information items to ensure the meeting would adjourn before 11:00 p.m.

It was moved by Trustee Whiteaker:

> That the Board of Education of School District No. 61 (Greater Victoria) approve the deferral of agenda items 5.D.1. 2019-2020 Budget Plan, 5.E.2 Archives Update, and 5.F.4. Trustee Questions to the Operations Policy and Planning Committee meeting to be held on December 10, 2018 in order to conclude the meeting in a timely manner.
>
> **Motion Carried Unanimously**

D. FINANCE AND LEGAL AFFAIRS

1. 2019-2020 Budget Plan

This agenda item was deferred to the Operations Policy and Planning Committee meeting to be held on December 10, 2018.

2. Aboriginal Education Ad Hoc Committee

Colin Roberts, Associate Superintendent, presented the Committee with the updated Terms of Reference for the Aboriginal Education Ad Hoc Committee as recommended by Superintendent Green.

It was moved by Trustee Whiteaker:

> 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.
>
> **Motion Carried Unanimously**

E. FACILITIES PLANNING

1. Inclusion for Learning Strategy Update

Sean McCartney, District Principal, Learning Support Team, and Aaron Foster, Project Manager, Facilities Services, provided the Committee with an update on the progress of the Inclusion for Learning Strategy. Mr. McCartney and Mr. Foster explained the internal consultation process for the construction work to be completed and the sensory/calming supplies to be acquired within the next 18-24 months.

Trustees asked questions of clarification and requested an update to the chart presented to the Board in May 2018.

2. Archives Update

This agenda item was deferred to the Operations Policy and Planning Committee meeting to be held on December 10, 2018.

F. NEW BUSINESS

1. Student Education Fund

Trustee Whiteaker presented her rationale.

It was moved by Trustee Whiteaker:

> 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.

Discussion ensued amongst Trustees and Superintendent Green. An amendment to the motion was proposed.

It was moved by Trustee Leonard:

> That the motion, "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." be amended to replace the words "similar to the Parent Education Fund" with the words "from within the Superintendent's budget."
>
> **Motion Carried Unanimously**

Chair Duncan called for a vote on the main motion as amended.

It was moved by Trustee Whiteaker:

> That the Board of Education of School District No. 61 (Greater Victoria) create a Student Education Fund from within the Superintendent's budget 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.
>
> **Motion Carried**

For: Trustees Hentze, Paynter, Watters, and Whiteaker
Against: Trustee Leonard

2. Boundary Review Survey - Middle Schools

Trustee Whiteaker presented her rationale and discussion ensued amongst Trustees.

It was moved by Trustee Whiteaker:

> That the Board of Education of School District No. 61 (Greater Victoria) include questions regarding middle school grade configuration on its boundary review survey.
>
> **Motion Defeated**

For: Trustee Whiteaker
Against: Trustees Hentze, Leonard, Paynter and Watters

3. Meeting Agendas and Presentations

Trustee Painter presented his rationale and discussion ensued amongst Trustees.

It was moved by Trustee Painter:

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 SD61 website prior to each Operations Policy and Planning Committee meeting and full meeting of the Board and to direct that staff move the deadline for submitting presentations to the Thursday evening at 4 pm prior to the scheduled meeting.

Motion Defeated Unanimously

4. Trustee Questions

This agenda item was deferred to the Operations Policy and Planning Committee meeting to be held on December 10, 2018.

G. NOTICE OF MOTION - None

H. GENERAL ANNOUCEMENTS - None

I. ADJOURNMENT

It was moved by Trustee Watters:

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 11:02 p.m.

ISP Operational Plan

Updated: July 2018

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

Table of Contents

Executive Summary

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

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

Summary of Goals and Main Strategies

Goal #1	To explore new initiatives that will benefit learners in our school district.
	Strategies 1.1 Change organizational culture at ISP 1.2 Improve communication with ISP partners 1.3 Introduce the Global and Intercultural Skills Program (GISP) 1.4 Introduce outbound student mobility program 1.5 Explore dormitory options for international students 1.6 Explore International Baccalaureate options for the district 1.7 Provide additional support for the emotional needs of students 1.8 Offer after-school activities, and university preparation options at Uplands Campus
Goal #2	To refine and improve existing programs and practices as a means to align

	with the changing context in our school district and the international education sector.
	Strategies 2.1 Review homestay program 2.2 Expand summer program options 2.3 Refine short-term programs 2.4 Expand Academic Transition Program (ATP) 2.5 Review, evaluate, and document internal administrative processes 2.6 Implement new ISP database 2.7 Review ISP forms and documents for risk mitigation
Goal #3	To refine ISP marketing and recruitment initiatives to align with the changing context in the international education sector.
	Strategies 3.1 Focus on South East Asia, Africa, and Europe (diversification) 3.2 Review marketing and recruitment strategy and expand joint marketing-recruitment and pathways with UVic, Camosun, and Royal Roads 3.3 Update branding, logo, and website

Goal #1
To explore new initiatives that will benefit learners in our school district.

Summary of Strategies and Associated Action Plan

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

Strategy 1.1

Changing organizational culture at the international student program

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

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

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

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

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

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

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

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

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

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

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

Outcomes	(What outcomes can be expected as a result of the strategy)?
A greater understanding of the roles and responsibilities of each ISP department Enhanced communication between ISP and key stakeholders Improved service levels to students	

Strategy 1.3
Implement Global and Intercultural Skills Program (GISP)

Timeline	(what amount of time is required for the strategy)
2016 to 2018 to implement (2018-2019 ongoing review)	

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

Reporting:	(What information is collected and how will it be collected?)
Data Collected	How?
a. Determine number of Students enrolled on an annual basis	a. MyED data collection

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

Evidence and Targets (what can be measured to validate success of the strategy?)
1. Provincial implementation by 2020   2. District-wide implementation (secondary schools) by 2019   3. 200 GISP participants by 2019

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

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

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

Resources	(What is required to fulfill the strategy?)

International Program Staff Specifically GISP Administrator
Consultation with BC Ministry of Education
Consultation with School Districts across Canada
Student Mobility Handbook
BC Ministry of Education outbound group scholarships

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

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

Student feedback on trips anecdotally or via survey
Increased numbers of students accessing these opportunities

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

1. Enhanced opportunities for students to engage in field studies outside of Canada in various length and duration.
2. The opportunities for students to develop global networks and people to people connections.
3. Enhanced post-secondary and employment opportunities outside of Canada.
4. The development of Intercultural Competence

Strategy 1.5

1.5 Explore dormitory options for international students

Timeline	(what amount of time is required for the strategy)
2017-2019	

Resources	(What is required to fulfill the strategy?)
Research completed by ISP Director	

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

Data Collected	How?
Consultation with Golden Hills School Division; Consultation with Education Victoria group; Consultation with private providers	Director ISP
Review of potential sites in the Greater Victoria School District	Director ISP

Evidence and Targets (what can be measured to validate success of the strategy?)
The creation of a report by the Director of ISP which presents dormitory options.

Outcomes (What outcomes can be expected as a result of the strategy)?
A concise report outlining the pros and cons of starting a dormitory for international

students.

Strategy 1.6
Explore International Baccalaureate options for the school district.

Timeline	(what amount of time is required for the strategy)
2017-2019	

Resources	(What is required to fulfill the strategy?)
ISP Director and team	

Reporting:	(What information is collected and how will it be collected?)
Data Collected	How?
Review of IB offerings in British Columbia	ISP management team
Review pros cons of IB programs	ISP management team

Evidence and Targets	(what can be measured to validate success of the strategy?)
The development of a report by the Director of ISP	

Outcomes	(What outcomes can be expected as a result of the strategy)?
A plan which presents options for our school district around the implementation of an IB program.	

Strategy 1.7

Provide additional support for emotional needs of students

Timeline	(what amount of time is required for the strategy)
2016-2018 (Review for duration of operational plan)	

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

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

Data Collected	How?
2016-2017 & 2017-2018 school year: number of ISP students requiring support for mental health concerns.	ISP student support team
2016-2017 & 2017-2018: the number of students that are required to return home due to a mental health issue.	ISP student support team

Evidence and Targets	(what can be measured to validate success of the strategy?)
ISP's aim is to ensure that all students receive access to timely support for their mental health.	

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

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

Strategy 1.8

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

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

Resources	(What is required to fulfill the strategy?)
ISP staff, specifically manager(s) of student support and marketing	

Reporting:	(What information is collected and how will it be collected?)
Data Collected	How?
Numbers of students participating in activities on a yearly basis	Registration data
Nationalities of students participating	Registration data

Evidence and Targets	(what can be measured to validate success of the strategy?)
Each year, it is expected that the number of students participating in ISP activities and events will increase.	

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

Offered Homework club at Uplands Campus since May 2016
Delivered University Fair for international students March 2017 and November 2017, 2018
Increase the number of activities offered by ISP (2016 -)

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

Summary of Strategies and Associated Action Plan

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

Strategy 2.1

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

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

2016-2019	

Resources	(What is required to fulfill the strategy?)
ISP Homestay Staff New Homestay families BC Ministry of Education homestay guidelines (available upon request)	

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

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

Evidence and Targets	(what can be measured to validate success of the strategy?)
Meeting guidelines presented by Ministry of Education Recruiting between 150-200 new hosts each year Review annual survey on homestay service levels	

Outcomes	(What outcomes can be expected as a result of the strategy)?
2016-2017 - recruited 198 additional homestay families 2017-2018 - recruited 170 additional homestay families 2016-2017 - In Compliance with Ministry of Education 2016-2017 - Improvement in service levels as indicated by survey (available upon request)	

Strategy 2.2

Expand summer programs; enrolment and program options

Timeline	(what amount of time is required for the strategy)
2017-2019	

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

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

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

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

More program options available for international students
Increased enrolment

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

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

Strategy 2.3
Refine Short-term programs

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

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

Reporting: (What information is collected and how will it be collected?)	
Data Collected	How?
Data on Short-term programs in BC	Research by ISP staff
Data on Short term programs in our school district	Research by ISP staff

Evidence and Targets   (what can be measured to validate success of the strategy?)
Fee change Modification of program options

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

Reduce the number of short-term programs due to challenges at the school level

Maintain legacy groups with long-standing school district connections

Strategy 2.4

Expand Academic Transition Program (ATP)

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

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

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

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

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

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

ATP will again be a year-round program hosted at Uplands Campus with two or three cohorts dependent on demand.

Strategy 2.5

Review, evaluation, and documentation of internal administrative processes

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

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

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

Data Collected	How?
Current administrative processes	As documented with ISP

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

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

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

Enhanced processing time for student applications
Enhanced response time for communications

Strategy 2.6

Implement new ISP database

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

Resources	(What is required to fulfill the strategy?)
True North Database	

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

Data Collected	How?
A review of database options	Program and promotions coordinator
A review of True North database	Program and promotions coordinator

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

Enhanced ability of ISP staff to complete daily work

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

New database implemented and staff trained on use of database

Strategy 2.7
Review ISP forms and documents for risk mitigation

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

Resources	(What is required to fulfill the strategy?)
International Public School Education Association (IPSEA) Templates completed by Harris and Company ISP Staff	

Reporting:	(What information is collected and how will it be collected?)	
Data Collected	How?	
Templates for various ISP forms	IPSEA	

Evidence and Targets (what can be measured to validate success of the strategy?)
New and Improved ISP forms that have been vetted by Harris and Company

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

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

Goal #3
To refine our marketing and recruitment initiatives which adapt to the changing context in our school district and the international education sector.

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

Strategy 3.1
Growth in South East Asia, Africa, and Europe (diversification)

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

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

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

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

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

Strategy 3.2

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

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

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

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

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

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

Strategy 3.3

3.3 Update branding, logo, and website

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

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

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

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

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

ISP Strategic Plan Timelines

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

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

Legend: | Completed | Substantial Progress | Early Stages |

Summary of Goals and Main Strategies

Goal #1	**To explore new initiatives that will benefit learners in our school district**
	Strategies
	1.1 Change organizational culture at ISP
	1.2 Improve communication with ISP partners
	1.3 Introduce the Global and Intercultural Skills Program (GISP)
	1.4 Introduce outbound student mobility program
	1.5 Explore dormitory options for international students
	1.6 Explore International Baccalaureate options for the district
	1.7 Provide additional support for the emotional needs of students
	1.8 Offer after-school activities, and university preparation options at Uplands Campus
Goal #2	**To refine and improve existing programs and practices as a means to align with the changing context in our school district and the international education sector.**
	Strategies
	2.1 Review homestay program
	2.2 Expand summer program options
	2.3 Refine short-term programs
	2.4 Expand Academic Transition Program (ATP)
	2.5 Review, evaluate, and document internal administrative processes
	2.6 Implement new ISP database
	2.7 Review ISP forms and documents for risk mitigation
Goal #3	**To refine ISP marketing and recruitment initiatives to align with the changing context in the international education sector.**
	Strategies
	3.1 Focus on South East Asia, Africa, and Europe (diversification)
	3.2 Review marketing and recruitment strategy and expand joint marketing-recruitment and pathways with UVic, Camosun, and Royal Roads
	3.3 Update branding, logo, and website

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Background

- The International Student Program is an Education Program that aims to provide educational opportunities for local and international students

ISP Operational Plan

committed to each student's success

International Student Programs Operational Plan Progress Report

Legend: | Completed | Substantial Progress | Early Stages |

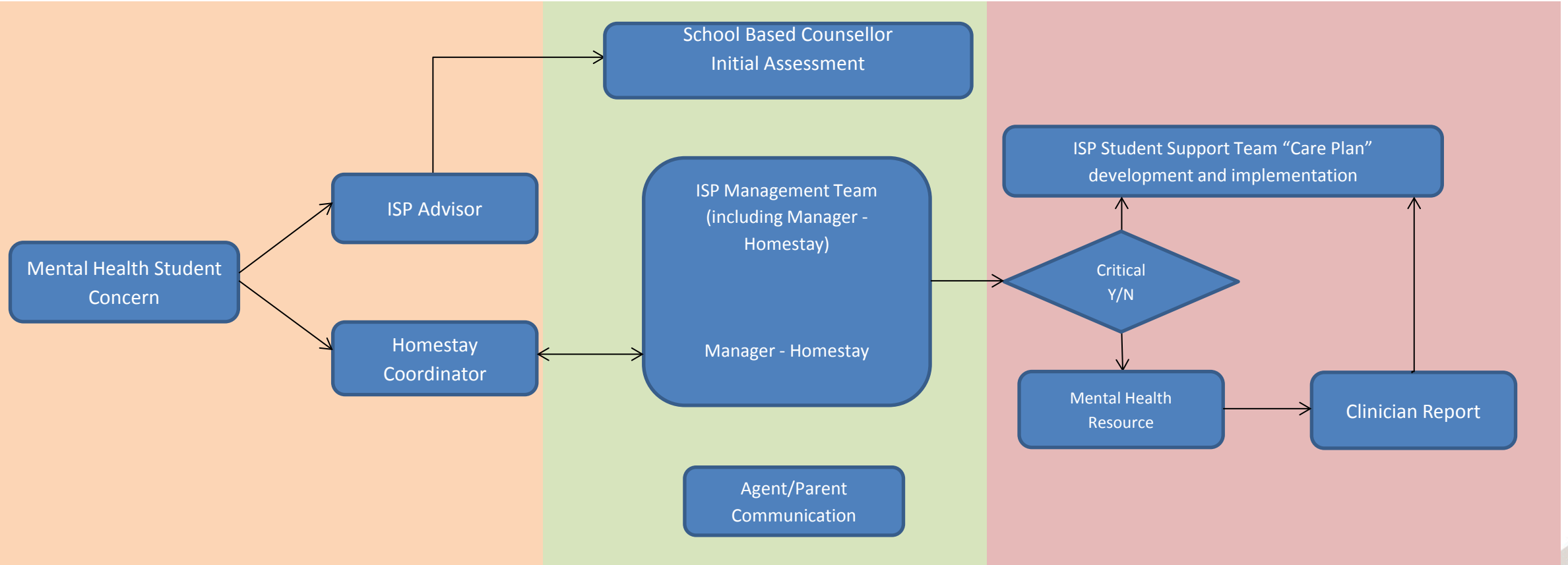| **Summary of Goals and Main Strategies**		
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	3.3	Update branding, logo, and website

Nov 27 2018

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41

Greater **VICTORIA** School District

Update: Strategy 1.4

- Outbound Mobility Program: launched summer 2017
- 2018-2019: Belgium, China, and Japan

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Update Strategy 1.7

- Provide additional support for emotional needs of students

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Strategy 1.7

Update: Strategy 1.8

- Offer after-school activities and university preparation options at Uplands Campus

Greater
VICTORIA
School District

Update: Strategy 1.5 and 1.6
On Hold

- Explore dormitory options for international students

- Explore International Baccalaureate options for the School District

Update: Strategy 1.3

- Global and Intercultural Skills Program (GISP). (Launched summer 2016)

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Greater VICTORIA School District

Update: Strategy 2.4

- Expand Academic Transition Program (ATP) at Uplands Campus

Update: Strategy 2.6 and 3.3
Recently Completed

- Implement new ISP database

- Update branding, logo, and website

Update: Strategy 3.2

Expand joint marketing-recruitment pathways with Uvic, Camosun, and Royal Roads

- MOU signed December 2017

![Greater Victoria School District 61 — committed to each student's success]

Learning Team Operational Plan

2018-2019

District Mission	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

Learning Team Mission	Learning Team Vision
We exist to serve and support all learners in SD61.	We empower educators to create equitable classrooms that provide students with learning experiences to meet their needs and graduate with hope and purpose.

	Summary of Goals and Main Strategies
Goal #1	**To increase student literacy.**
	Strategies 1.1 Continue to offer an early literacy series that promotes balanced literacy and early intervention programs K-2. 1.2 Create support systems for year one literacy cohort 1.3 Build and support school-based literacy teams in Elementary schools 1.4 Provide opportunities for administrators to participate in professional learning opportunities based on *Read, Write, Lead* by Regie Routman 1.5 Create and offer a Middle level learning series focused on thinking strategies that support literacy across the curriculum 1.6 Embed thinking strategies that support literacy across the curriculum into secondary collaboration cohorts 1.7 Continue to work with the Esquimalt family of schools to develop an effective K-12 literacy data application with a focus on Indigenous students.
Goal #2	**To increase student numeracy.**
	Strategies 2.1 Continue to facilitate professional learning at all levels to support the use of hands on materials and increase teacher comfort and confidence with mathematical thinking. 2.2 Foster school based numeracy teams to support hands-on/minds-on math. 2.3 Support administrators with leading school based numeracy teams. 2.4 Develop common assessment tools and practice

Goal #3	To support the implementation of the re-designed K-12 curriculum.
	Strategies 3.1 Continue to build collaborative networks across all schools. 3.2 Facilitate inter-school connections for secondary departments to support the re-designed curriculum, Grades 10-12. 3.3 Curate and share resources that support the implementation of the re-designed curriculum. 3.4 Continue to develop how to use the Learn Hub to improve communication and share resources. 3.5 Support secondary teachers to revise existing Grade 11-12 BAA courses to align with the new curriculum.
Goal #4	To promote and support high quality early learning opportunities to ensure seamless transition into Kindergarten for all students.
	Strategies 4.1 Continue to raise awareness about the importance of early years development as a foundation for lifelong learning. 4.2 Continue to provide information to families about how they can support their young child's early learning and development before they start Kindergarten. 4.3 Continue to support to school and community practices to ensure seamless transition into Kindergarten for all students. 4.4 Begin to develop an early learning vision document for SD61 in collaboration with community partners. 4.5 Participate in the Early Development Instrument (EDI) data collection.
Goal #5	To support learning through the use of technology.
	Strategies 5.1 Increase the network of technology support and integration for all learners Continue to utilize a technology for learning teachers to target school needs. 5.2 Continue to support Teacher Librarians in moving towards a learning commons model. 5.3 Facilitate professional learning across schools. 5.4 Continue to facilitate learning sessions that support the implementation of coding, K-12. 5.5 Continue to develop digital citizenship and digital literacy K-12. 5.4 Continue to support the use of technology to communicate student learning.

Goal 1: To increase student literacy

Summary of Strategies and Associated Action Plan

Strategies
1.1 Develop an early literacy series that promotes balanced literacy and early intervention programs K-2.
- Create a learning framework that focuses on effective literacy strategies that can be personalized for use in each school
- Provide release time for schools to engage in collaborative inquiry around literacy practises in their school
- Provide an opportunity for interested teachers to participate in a professional book club that focuses on early literacy learning

1.2 Build and support school based literacy teams in Elementary schools.
- Invite school based literacy teams to participate in a learning series
- Facilitate teams to examine students' literacy performance and determine next steps to improve literacy skills

1.3 Provide opportunities for administrators to participate in professional learning opportunities based on *Read, Write, Lead* by Regie Routman
- Facilitate discussion with administrators about their role as instructional leaders in literacy

1.4 Create and offer a Middle school learning series focused on teaching writing.
- Create a learning framework that focuses on effective writing strategies that can be personalized for use in each school.

1.5 Work with the Esquimalt family of schools to develop an effective K-12 literacy framework.
- Connect with the ANED District team to jointly support these schools with high yield literacy strategies K-12
- Help schools connect effective literacy practises with FPPL

Goal 1 Resources: (What is required to fulfill the strategy?)

- *Multiple Paths to Literacy, K-2;* by Miriam Trehearne
- *Read, Write, Lead*; by Regie Routman
- Release time for school-based teams to attend district sessions
- School-based professional learning release time for school team collaboration
- Learning Hub for sharing resource links

Goal 1 Timeline: (what amount of time is required for the strategy)

- May 2017 through to June 2020. This will be a 3 year plan to accommodate all 27 Elementary schools participating in 5-school cohort sessions, up to 10 schools per year..

Goal 2: To increase student numeracy

Summary of Strategies and Associated Action Plan

Strategies

2.1 Facilitate professional learning at all levels to support the use of hands on materials and increase teacher comfort and confidence with mathematical thinking.
- Purchase teacher selected numeracy resources necessary to implement the new curriculum
- Provide whole group and in-school support for teachers to teach effectively using new materials with students
    - Work with Carole Fullerton with K-3 teachers with manipulatives
    - Work with Nikki Lineham with grades 4-9 teachers with manipulatives
    - Work with Pearson to support with *Mathology* literacy-numeracy resources
    - Work with Power of Ten consultant to support newest Power of Ten K-8 packages
- Provide opportunities for interested teachers to participate in a professional book club that focuses on effective numerical thinking
- Provide opportunities to participate in professional learning opportunities based on *Becoming the Math Teacher You Wish You'd Had* by Tracy Zager

2.2 Foster school based numeracy teams to support use of hands-on/minds-on math.
- Facilitate teams to examine students' numeracy performance and determine next steps to improve numeracy skills
- Consolidate and expand on work done with with Carole Fullerton, Nikki Lineham, Pearson Mathology, and Power of Ten
- Help schools connect effective numeracy practises with FPPL (link to ANED plan goes here)

2.3 Support Administrators with leading school based numeracy teams.
- Facilitate sharing and discussion of effective collaboration strategies among schools, especially from our whole group work with teachers
- Work directly with school administrators to develop shared articulation of effective

numeracy strategies

2.4 Develop common assessment tools and practices
- Facilitate teams to examine students' numeracy performance and determine next steps to improve numeracy skills
- Establish baseline data for numeracy K-9.
- Continued collaboration with Island Net developing diagnostic assessment tools
- Support new provincial numeracy assessment for grades 10-12.

Goal 2 Resources: (What is required to fulfill the strategy?)

- Newly purchased manipulatives/classroom resources
- Carole Fullerton presentations and resources
- Nikki Lineham presentations and resources, including Educating Now district site license
- Power of Ten materials, Trevor Calkins
- Book Club: *Becoming the Math Teacher You Wish You'd Had* by Tracy Zager
- Release time
- Learning Hub: sharing resource links

Goal 2 Timeline: (what amount of time is required for the strategy)

September 2016 through to June 2019. This is a three year plan to work with all math educators, K- 9 to help implement the redesigned curriculum

Goal 3: To support the implementation of the re-designed K-12 curriculum

Summary of Strategies and Associated Action Plan

Strategies
3.1 Continue 2 year plan to purchase resources for numeracy and science and provide ongoing support for teachers through professional learning series
3.2 Build a variety of networks with teachers K-12 using a collaborative distributed approach to support the implementation of the new curriculum.

3.3 Facilitate inter-school connections for secondary schools using a variety of starting points
- Core competencies
- Self reflection
- Digital portfolios and assessment
- Core subject collaboration across all secondary schools

3.4 Foster a culture of contribution though the curation and sharing of resources that support the re-designed curriculum by continuing to develop the Learning Hub.

3.5 Professional learning collaborative book clubs focussed on important themes within the re-designed curriculum

Goal 3 Resources: (What is required to fulfill the strategy?)

- Learning Hub: sharing of resources

Goal 3 Timeline: (what amount of time is required for the strategy)

- September 2016 to July 2020

Goal 4: To promote and support high quality early learning opportunities and ensure seamless transition into Kindergarten for all students.

Summary of Strategies and Associated Action Plan

Strategies
4.1 Raise awareness about the importance of early years development as a foundation for lifelong learning.
- Facilitate meetings and conversations with elementary school administrators to deepen understanding about the importance of early years development
- Meet with Principals, Strongstart facilitators, and community partners to share ideas about how these programs can be best supported by our communities.
- Offer professional learning opportunities for early years educators within SD61 and the larger community.

4.2 Provide information to families about how they can support their young child's early learning and development before they start Kindergarten
- Collaborate with early years service providers to host a series of community-based Ready, Set, Learn events throughout the year for families of three-and four-year-olds
- Support elementary schools in hosting school-based Ready, Set, Learn events.
- Continue participation on the Steering Committee for the Victoria Early Years Centre to foster relationships among community-based early years service providers, StrongStart Centres, and other district programs.
- Update SD61 website with relevant early years information for families.

4.3 Support school and community practices to ensure seamless transition into Kindergarten for all students
- Promote consistency across the district in offering high-quality welcoming events for new Kindergarten students and their families through the use of the Welcome to Kindergarten framework offered by the Learning Partnership
- Organize and offer a Welcome to School evening for all new Kindergarten parents
- Support school-based initiatives to improve transition experiences for students moving into Kindergarten (preschool visits, etc.)
- Participate in the Early Years Island Network to share effective practices for Kindergarten transition across districts
- Support the Changing Results for Young Children provincial initiative focused on social and emotional wellbeing in the early years

Goal 4 Resources: (What is required to fulfill the strategy?)

- Ready, Set, Learn funding
- Access to other grant monies as they become available

Goal 4 Timeline: (what amount of time is required for the strategy)

June 2020

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committed to each student's success

Goal 5: To support learning through the use of technology.

Summary of Strategies and Associated Action Plan

Strategies

5.1 Increase the network of technology support and integration for all learners.
5.2 Continue to utilize technology for learning teachers to target school needs.
5.2 Continue to support Teacher Librarians in Transforming Libraries.
5.3 Facilitate professional learning across schools.
5.4 Continue to facilitate learning sessions that support the implementation of coding, K-12.
5.5 Continue to develop digital citizenship and digital literacy K-12.
5.6 Continue to support the use of technology to communicate student learning.

Goal 5 Resources: (What is required to fulfill the strategy?)

- Mounted TEC packages, teacher laptops, and Chromebooks for EAs
- Student iPads and Chromebooks
- *Innovate with iPad* by Karen Lirenman
- *Google Infused Classroom* by Holly Clark
- Ministry Coding and Curriculum grant monies
- Three 1.0 FTE district teacher positions to support a technology for learning network across schools
- Learning Hub: sharing resource links
- School website integration for access to digital resources

Goal 5 Timeline: (what amount of time is required for the strategy)

September 2016 to July 2020

One *Learning* Community

Greater **VICTORIA** School District

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.
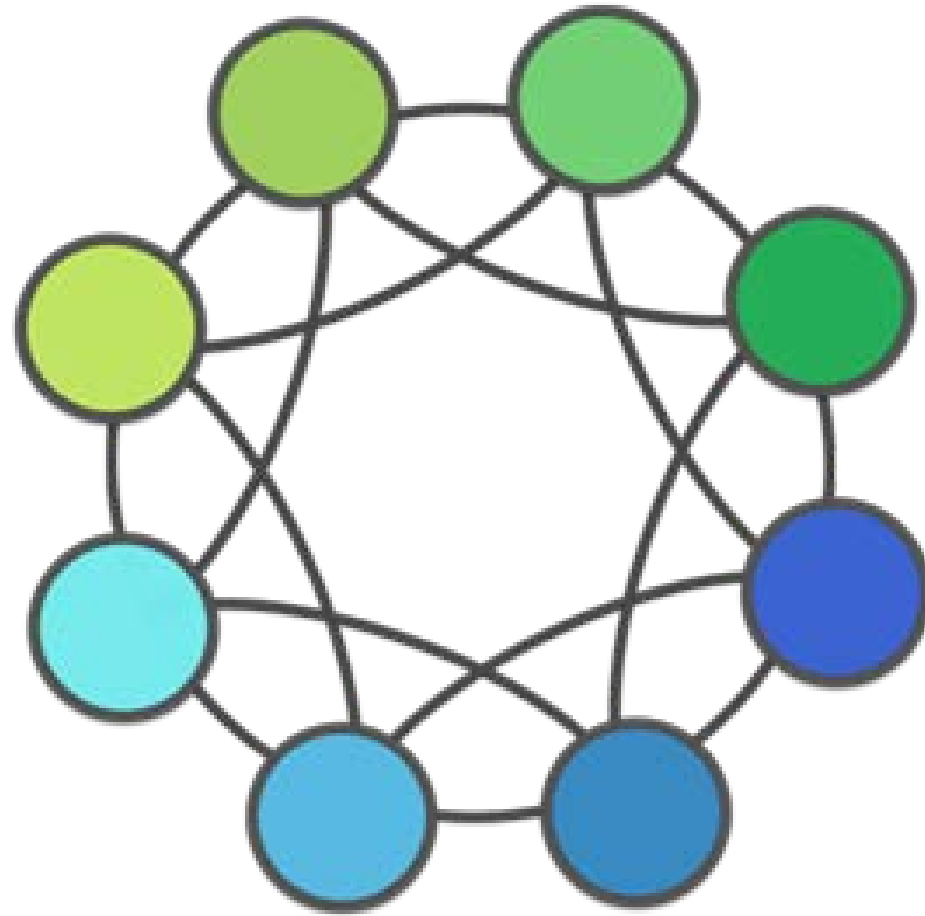
Greater VICTORIA School District

Learning Team

Louise Sheffer
James Hansen
Jon Hamlin
Carey Nickerson
Dave Shortreed

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District Teams

Aboriginal Education

Pathways and Partnerships

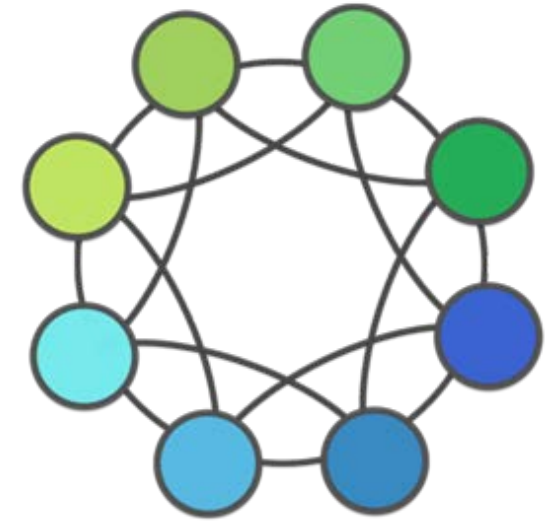Support for Learning Team
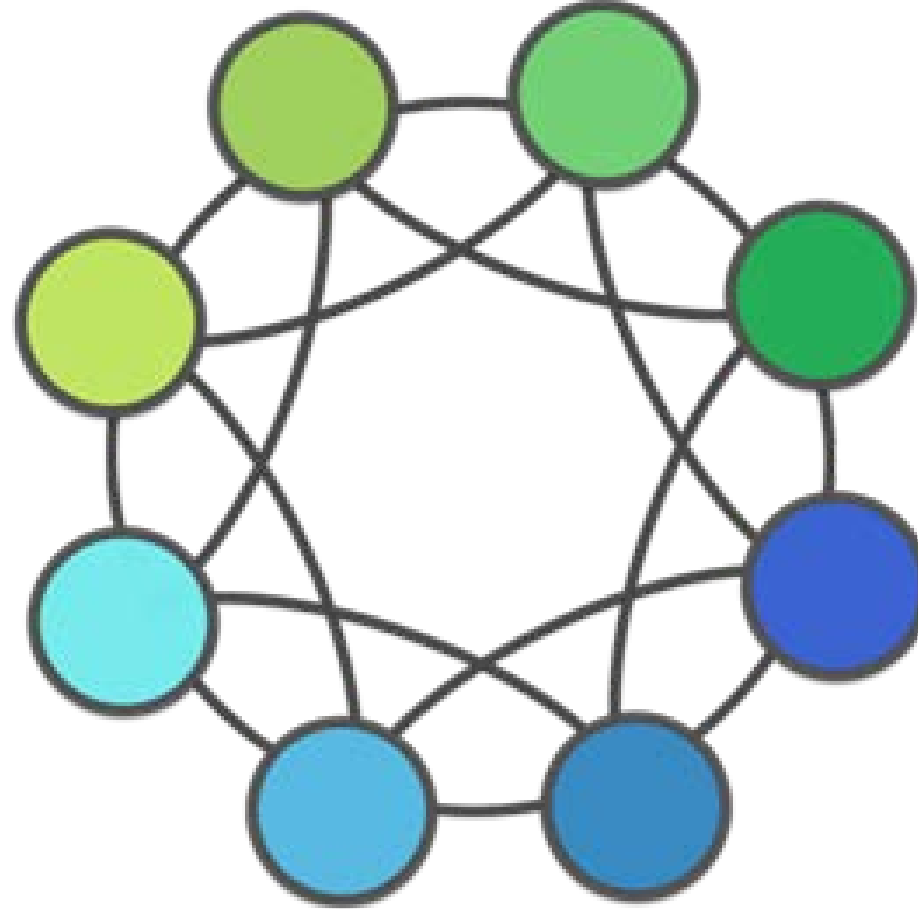
Learning Team

Modern Languages

Tech for Learning Team

Learning Team Plan

Goal 1:   To increase student literacy

Goal 2:   To increase student numeracy

Goal 3:   To support the implementation of the re-designed K-12 curriculum

Goal 4:   To promote and support high quality early learning opportunities to ensure seamless transition into Kindergarten for all students

Goal 5:   To support learning through the use of technology.

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Greater VICTORIA School District

Goal 1: To increase student literacy

1. K-2 Literacy Teams

2. Administrators' Book Club

3. Middle School series

4. Secondary Collaboration Cohorts

5. Support for Indigenous Learners

Goal 2: To increase student numeracy

1. Facilitate professional learning K-9 to support mathematical thinking.

   - Math series
       K-3, 4/5, 6/7, 8/9

   - Book Club

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Goal 2: To increase student numeracy

2 & 3. Support school based numeracy teams with hands-on/minds-on math.

- In-school math series connections

- Collaboration process with school teams

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Goal 2:   To increase student numeracy

4. Develop common assessment tools and practices

- Math Series Focus, 2018-19
     Plan-Do-Assess

- Assessment Tools

Goal 3: To support the implementation of the re-designed curriculum K-12

K-9

- Revised curriculum lens for all district learning series
- Authentic examples of new curriculum
- Math & Science sessions and resource distribution

9-12

- Secondary curriculum sessions (ELA, Socials, PHE, Math, Science)
- Year Long Assessment Focus (Pro-D, Book Club(s), etc.)
- Strengthening inter-school curriculum connection
- BAA course revision process (120+ Grade 11/12 courses)
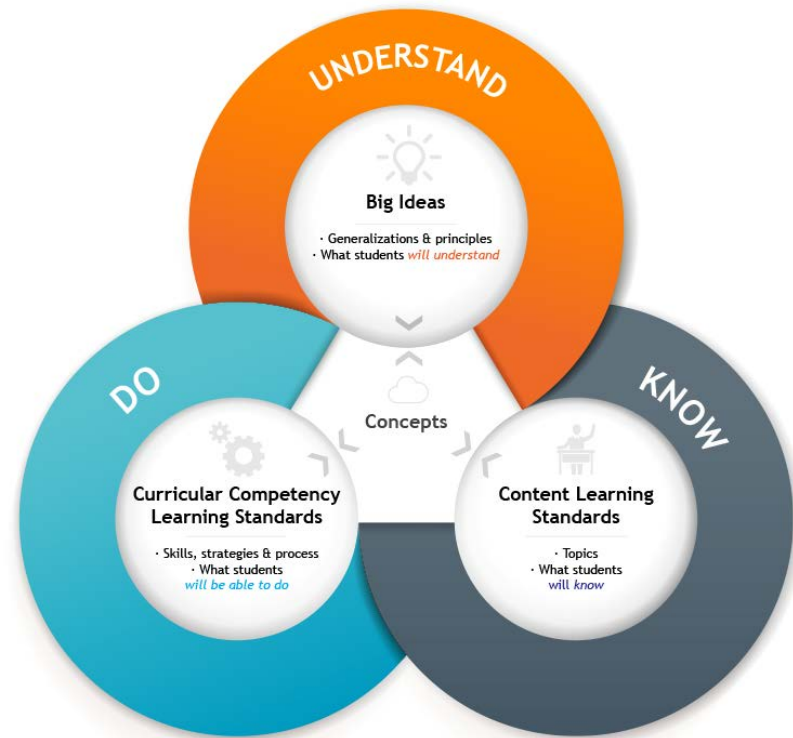
Goal 4: To promote & support high quality early learning opportunities to ensure seamless transition into Kindergarten for all students

Five strategies:

1. Raise awareness

2. Provide information to families

3. Shared school & community practices

4. Develop a vision for Early Learning in SD61

5. Participate in the Early Development Instrument (EDI)

Goal 5: To support learning through the use of technology.

1. Increase the network of technology support and integration for all learners.

2. Continue to support Teacher Librarians in transforming libraries.

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Other Areas

- Environmental Education
- Coding
- Reporting / Portfolios
- Enhancing Learning Grants
- District ProD Offerings
- Fine Arts
- UVic - Link 2 Practice
- Literacy Societies
- Esquimalt and Songhees Nations
- FSA
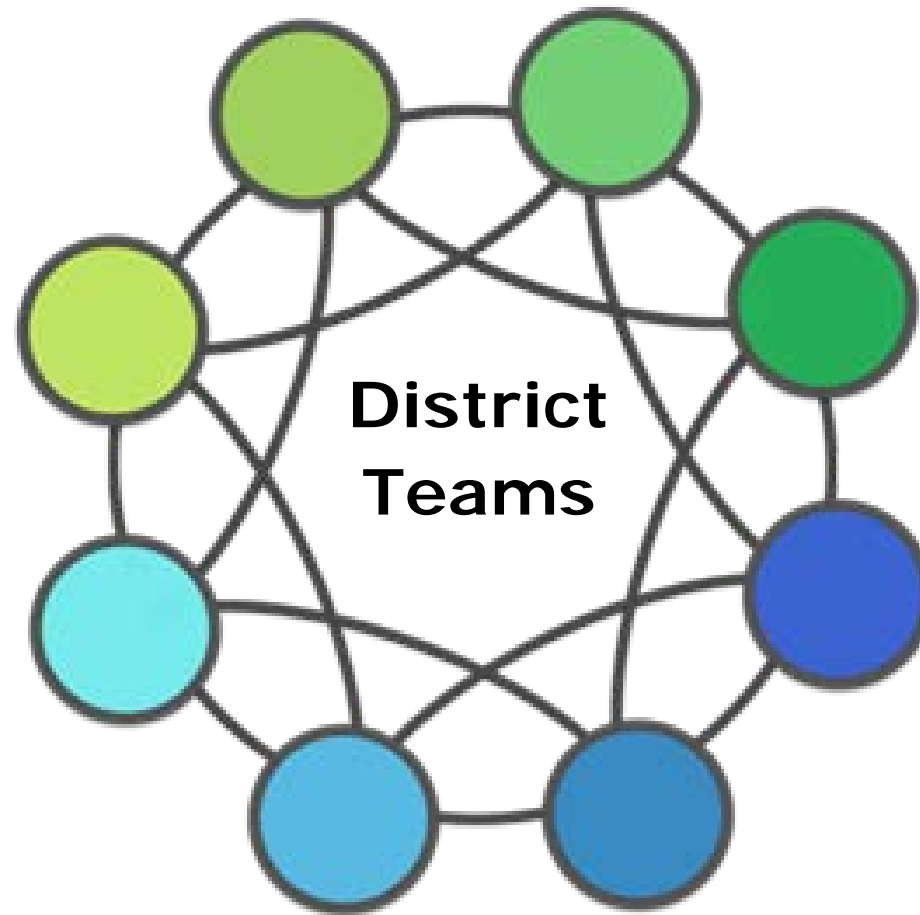
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District Teams

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Greater VICTORIA School District

One Learning Community: Diversity Is Our Strength

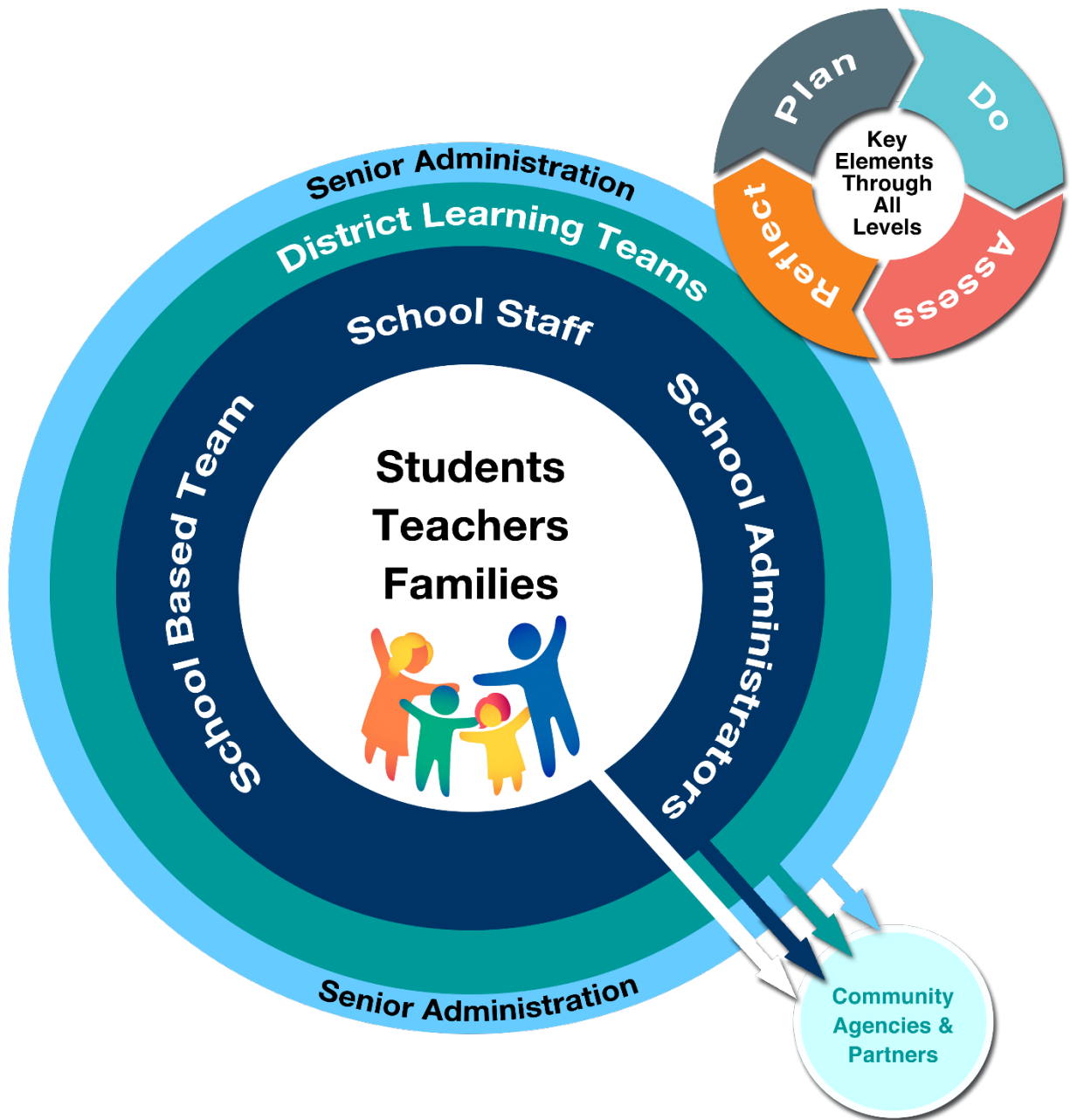What is inclusion in the Greater Victoria School District?

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.

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.

November 29, 2018

One
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Greater **VICTORIA** School District

77

Goals for this Series

Build a common understanding of the vision for inclusion in the Greater Victoria School District

Share our plans for building the foundation through shifting our thinking, structures and practice

Update on where we are in the process including challenges and successes

Guiding Our Work - Strategic Plan

Mission Statement:

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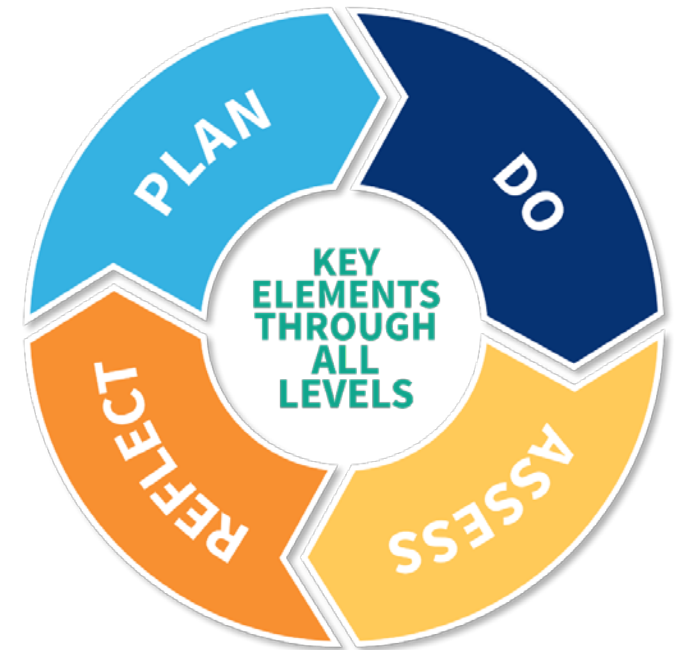
Considerations

- segregated programs

- inefficient service delivery at the District level

- unstable and inequitable funding structures

- heavy reliance on EAs as supports

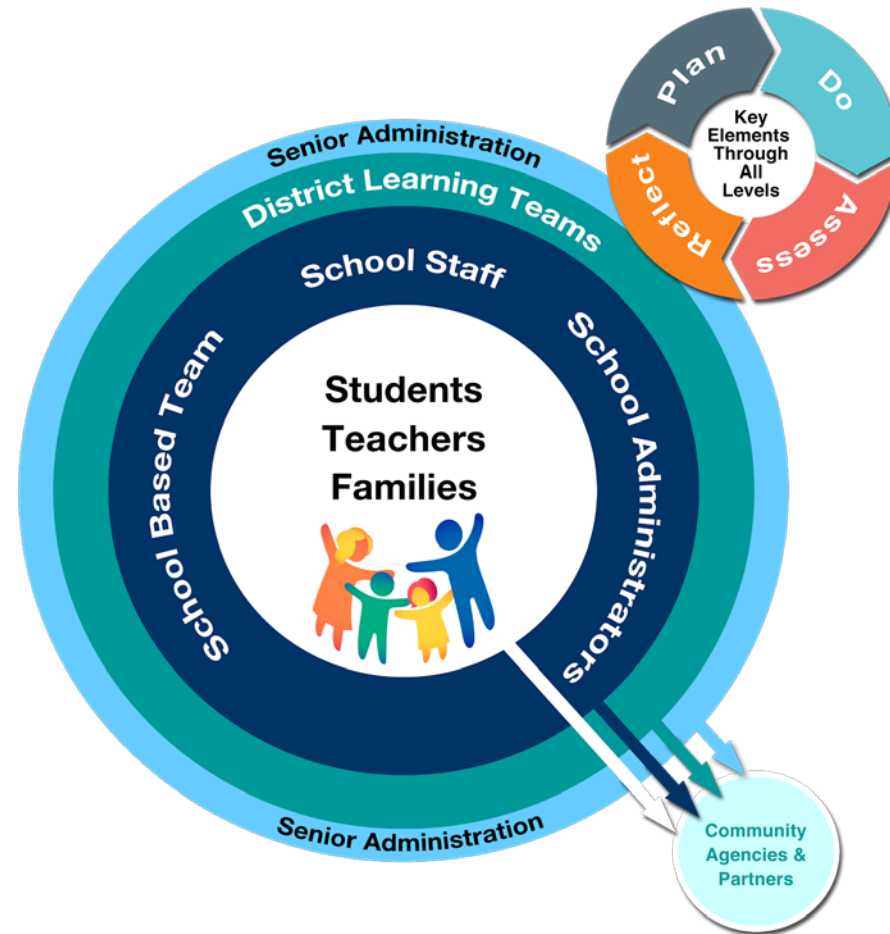- inconsistent engagement of community supports

One *Learning* Community

How are we building the foundation?

Leading Inclusion

- Shifting Thinking
- Shifting Structures
- Shifting Practice

Inclusion is All of Our Work

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Shifting Thinking:
Programming vs Programs

Effective Programming is:

- based on an individual student's needs
- planned and active, continually adjusted as necessary
- enabling students to participate in the regular curriculum to the fullest extent possible
- consistent across environments
- dependent upon schools and families working together

Shifting Thinking & Structures: Other Models

Whole School Service delivery model:

EAs are assigned to classrooms and are available to serve any student under the shared direction and supervision of the teacher and Learning Support Teacher. They would rarely, if ever, be assigned to individual students in a one-to-one format.

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Shifting Thinking & Structures: Other Models

Needs-Based Service Delivery Model:

The basic premise underlying a needs-based service delivery model is that ==the needs of students are more important== in determining programming and essential supports than are categorical labels of disabilities. A needs based model is based on the concept that students receive the services they need, not just the services for which they qualify.

Shifting Thinking & Structures: Other Models

Profile Funding:

A funding mechanism based on student FTE, trends over time, as well as diversity factors that vary across schools and regions. Some examples include: average income, percentage who own dwelling, mother's average years of education, and funding based on research which provides proportional ranges for specific needs within a province.

Greater VICTORIA School District

Shifting Structures: Funding & Staffing

- a strength and needs-based approach

- rethink supports

- stability and efficiency

- equitable process

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Shifting Structures: Allocation of Funds

Used 2017/18 SBIL as a starting point

- Accounted for student ins and outs

- Less than a 10% decrease considered

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Inclusive Learning Funding to Schools

	2018/19		2017/18
Total Funding	$ 29,832,160		$ 28,739,917
Increase	$ 1,092,243		

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Inclusive Learning Funding to Schools

These funds support ...

- School-based staffing of Educational Assistants and Learning Support Teachers

- Special Positions = 22 DEAs, 4 VLIs, 5 EABs, 3 EADBs

- Inclusive Learning Supplies

- Increased Elementary counseling supports

School-Based Staffing: EA & LST FTE
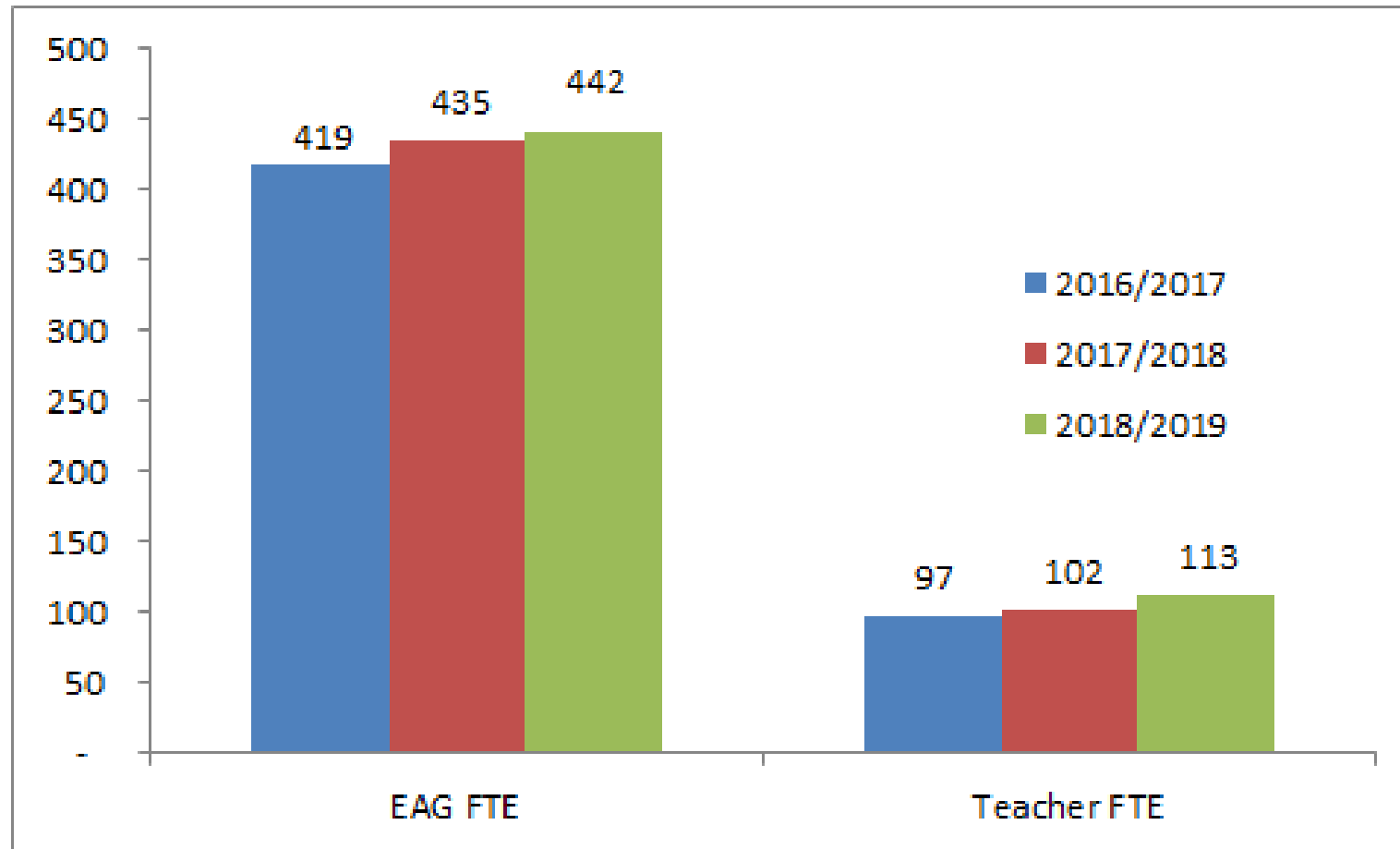
Other Supports

- 10.0 FTE Speech Language Pathologists
- 5.0 FTE District Learning Support Teachers
- 2.0 FTE Teachers of the Visually Impaired
- 2.2 FTE Teachers of the Deaf or Hard of Hearing
- 1.0 FTE District Behavioural Consultant
- 8.0 FTE Psychologists
- 1.5 FTE District Counsellors
- 2.0 FTE Youth and Family Counsellors (CommunityLINK)
- Orientation and Mobility Education Programming
- Physiotherapy and Occupational Therapy Assessment and Consultation Services
- Homebound Support

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I have come to accept the bumpy roads of life; they seem to **LEAD TO THE BEST PLACES.**

Steve Maraboli

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Challenges

- Ministry requirements for designations and audit compliance take too much time away from supporting students

- Supporting students who present with challenging behaviours continues to be a challenge

- Time and opportunities for professional learning to support the full range of learners is needed

- Communication throughout the District and with our partners

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Next Session in this Series

Shifting Practice

Rethinking supports for staff and students

Rethinking communication

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