

8:25 - 8:40 pm

C4. Gifted Education- Trustee McNally

That the Board of Education direct the Superintendent to provide a report directly from the Superintendent to the Board in September 2019 that provides: **1.** the history of gifted education and related funding in SD61 and provincially to the present **2.** complete information on funding changes provincially and in SD61 over the last ten years that have impacted gifted education in SD61 and the province **3.** information regarding provision of targeted gifted education in SD61 over the last ten years **4.** In-depth information explaining any proposed service delivery model / models of service under consideration for the 2019-2020 school year and forward for students designated "gifted" in SD61 in order that the Board may consider how best to allocate resources to serve the vulnerable gifted student population, before a service model that differs from current practice is put in place.

8:40 - 8:45 pm

D. Notice of Motion. - Trustee Watters

That the Board of Education of School District No. 61 (Greater Victoria) recognize the United Nations declaration of the International Decade for People of African Descent and direct the Superintendent to support schools in promoting greater knowledge of and respect for the diverse heritage, culture and contribution of people of African descent.

E. General Announcements**F. Adjournment**



**Education Policy and Directions Committee
May 6th, 2019 – Tolmie Board Room**

MINUTES

Committee Members Present: Nicole Duncan - Chair, Tom Ferris, Diane McNally, Ryan Painter
Other Trustees Present: Jordan Watters (Trustee Watters left the meeting at 8:15 p.m.)

ADMINISTRATION: Shelley Green - Superintendent, Deb Whitten - Deputy Superintendent, Greg Kitchen - Associate Superintendent, Colin Roberts - Associate Superintendent, Louise Sheffer, Director - Learning Team, Harold Caldwell, Director - Learning Support Team, Carey Nickerson, District Vice Principal - Learning Team, Pam Halverson - District Administrator, Learning Team, Carolyn Howe - GVTA Representative, Maryanne Trofimuk and Carrie Schlappner- VPVPA Representatives, Jeanette Alexander - ASA Representative, Jane Massy - CUPE 947 Representative, Audrey Smith - VCPAC President, Karen Walters-Edgar - Meeting Notetaker

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

Chair Duncan welcomed everyone to tonight's meeting.

Chair Duncan 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 Painter

That the May 6th, 2019 Education Policy and Directions agenda be approved.
Motion Carried Unanimously

A2. APPROVAL OF THE MINUTES

It was moved by Trustee Painter

That the April 8th, 2019 Education Policy and Directions Committee Minutes be approved.
Motion Carried Unanimously

A3. BUSINESS ARISING FROM THE MINUTES

Superintendent Shelley Green spoke to the concept of feminine hygiene products being free of charge in all district schools. The Superintendent stated that the Student Representative group was to meet tonight to discuss this issue, but many of the students were too busy to attend the meeting. The Superintendent added that currently it is usually the school counsellors who make female students aware of hygiene products available in schools. The District is currently looking at piloting the provision of feminine packages in schools as well as non-coin dispensers. The Superintendent advised that she will report back to the Board with the findings of the pilot project in next month.

B. PRESENTATIONS TO THE COMMITTEE

Jenn Sutton, South Park Family School PAC Chair made a presentation to the Committee in regard to proposed catchment/boundary changes.

Kristil Hammer, from the South Park Family School PAC, also expressed her concern in regard to catchment changes.

Chair Duncan thanked Ms. Sutton and Ms. Hammer for their presentations.

C. NEW BUSINESS

C1. Introduction of Student Representatives

Superintendent Shelley Green advised that the student representative for today's meeting was unable to attend.

C2. Literacy Presentation - PowerPoint

Learning Team Director, Louise Sheffer, introduced District Vice Principal, Learning Team, Carey Nickerson and District Administrator, Learning Team, Pam Halverson. Both Ms. Nickerson and Ms. Halverson spoke to their 3 goals for tonight's meeting:

- Briefly review the context of literacy teaching & learning in our district
- Provide some examples of the literacy supports offered for educators this year
- Share what worked well and what needs to be considered moving forward.

Trustees and stakeholders provided feedback and asked questions of clarification.

C3. Inclusive Education - Strategic Engagement Update

Superintendent Shelly Green stated that she met with VCPAC President, Audrey Smith to discuss inclusive education and stakeholder engagement. Discussion highlights included such topics as: how do we open up engagement at all levels; brainstorming about what are the needs for staff and students; look at an Ad Hoc committee and the different stakeholders that could be a part of that; every stakeholder group expressed interest in further discussions.

The Superintendent also stated that Deputy Superintendent Deb Whitten will put out a survey in regard to staff seeking feedback in regard to Goal 1 of the Learning Support Plan. Next fall we will also organize forums and provide the opportunity for district and community stakeholders, to bring questions to these forums. We will also look at what space might be available to host these forums. The compiled information can then be brought back to an Ed Policy or other committee meeting. We are still looking at what people want and also what they might want to get out of these discussions.

Trustees asked the Superintendent questions of clarification.

C4. Revised Grade 11/12 BAA Courses

Associate Superintendent Colin Roberts introduced District Vice Principal, Jon Hamlin, who provided background information in regard to this motion.

It was moved by Trustee Ferris:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 49 revised Grade 11 and Grade 12 Board/Authority Authorized courses.

Motion Carried

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

C5. Revised Grade 11/12 BAA Courses

Superintendent Shelley Green asked Associate Superintendent Colin Roberts to speak to this motion.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to establish and document a process for undertaking a review of Late French Immersion programming that takes into account the current Ministry of Education policy on French Immersion programs and that includes a consultation process which involves relevant stakeholders prior to implementing a change to the program, in line with Policy 1163 – Consultation, be referred to the May 6, 2019 Education Policy and Directions Committee meeting.

Discussion ensued amongst Trustees and stakeholders with the recommendation that an update be provided at a future Ed Policy meeting.

It was moved by Trustee Ferris:

That the motion “That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to establish and document a process for undertaking a review of Late French Immersion programming that takes into account the current Ministry of Education policy on French Immersion programs and that includes a consultation process which involves relevant stakeholders prior to implementing a change to the program, in line with Policy 1163 – Consultation, be referred to the May 6, 2019 Education Policy and Directions Committee meeting.” **be tabled until the Education Policy and Directions Committee meeting of October 6th, 2019.**

Motion Tabled

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 8:55 p.m.



LEARNING SUPPORT TEAM

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8

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

MEMO

From: Harold Caldwell, Director of Learning Support and Deb Whitten, Deputy Superintendent

To: The Education Policy Committee

Date: June 3, 2019

RE: Programming for Low Incidence Students Arbutus 2019-2020

As a district we continue to offer programming in all of our schools for students with a Low Incidence Designation: including students who have been identified as having a moderate-severe to profound intellectual disability, are dependent handicap with an intellectual disability or have autism with a significant intellectual disability. Over the past two years our work with these students has focused on providing opportunities for them to be included, when possible and as appropriate, with their age-appropriate peers in their classrooms as per their Individual Education Plan; this was a shift from segregated district programs to school based inclusive programming. Arbutus Global Middle School currently has space to invite two to four students in grades six and seven to participate in their inclusive programming cohort for the 2019-2020 school year.

Information regarding the programming at Arbutus was shared with Elementary and Middle School Vice Principals and Principals via email and at administrators meetings in March and again in April.

It was requested that the principals share this with their school based team to identify potential students who fit the criteria as listed in the memo. The information was also shared with the District Learning Support Teachers and they were asked to identify potential students that they were aware of that would fit the criteria as listed.

In collaboration with the district and the school based teams, information to parents regarding this cohort at Arbutus Global Middle School was shared with them by their current school principal. It was clarified that in order to be considered for the cohort, the child must meet the Low Incidence Designation criteria as described. It was also shared that, once accepted into the cohort, transportation would be provided by Third Wave bussing if requested by the family.

Expressions of Interest from parents were collected by the current school principal who then forwarded to Harold Caldwell.

Approximately 9 students were identified through this process. For each student, information was collected from staff that included the school based team, classroom teacher, district learning support teacher as well as parents. Parents that wanted to explore the inclusive learning program at Arbutus were connected directly with the principal of Arbutus who arranged a meeting with the staff of Arbutus.



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The staff of Arbutus and parents considered all needs of the student and determined whether the low incidence programming for the student at Arbutus was the best fit for them.

Of the 9 students identified, 3 students have confirmed their attendance at Arbutus. These students have come from three middle/elementary schools across the district.

The parents of the remaining 6 students feel their child's catchment school, with their peers, is the best choice for them. We continue to consider other students as they come forward through parents directly or through their school based team.

Low incidence programming is available to all students in all schools within the Greater Victoria School District and we work hard to ensure this programming is meaningful and appropriate. We continue to support families as they choose to remain in their catchment school with their age appropriate peer group or transition to other schools as requested. The needs of the child and their family are always our first priority and decisions are made to ensure meaningful and purposeful programming occurs to support a positive learning experience that will support the student in school and in life.

Changes to our district low incidence programs were made to provide families with options. We have heard through this process of referrals to Arbutus, that some families want their child to remain with their peer group, in their catchment school. Others liked the opportunity to change schools for reasons other than programming and we accommodated as requested, when possible. We will continue to work with all families and their requests to provide the appropriate learning environment for their child.



DEB WHITTEN, DEPUTY SUPERINTENDENT	250-475-4117
GREG KITCHEN, ASSOCIATE SUPERINTENDENT	250-475-4220
COLIN ROBERTS, ASSOCIATE SUPERINTENDENT	250-475-4220

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8 FAX: 250-475-4115

To: Education Policy and Directions Committee
From: Colin Roberts, Associate Superintendent
Date: June 3, 2019
RE: Enrolment priority for younger siblings impacted by boundary changes

Background: Families with siblings impacted by boundary changes

A consistent request from families throughout the Boundary Review consultation process has been to make a consideration for siblings who will have their catchment school change as a result of a change in school boundaries in the 2020/2021 school year.

Rational

The current Enrolment Priorities outlined in Regulation 5118.2 reflect both the importance for families to access their catchment school and the importance of keeping siblings together within a school. When the proposed boundary changes are implemented, there will be families with an older sibling in attendance at their current catchment who will be asked to register their next child at their new catchment school. This catchment change is not the result of a family decision, but rather as a result of the district implementing a change to boundaries.

The proposed revision to the Enrolment Priorities outlined in Regulation 5118.2 includes a provision to keep siblings together at the same school for those families who will experience a change in catchment following the implemented boundary changes. A sibling priority for those impacted by a boundary change would not have a defined timeline. This will ensure that every family with younger siblings impacted in 2020 will be able to exercise the amended priorities irrespective of how many children they have or the age gap between the children.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the recommended motion to reflect a sibling priority in Regulation 5118.2 for those families who have siblings impacted by a change to their current school boundary in the 2020/2021 school year before establishing the current boundary proposals.

REGULATION 5118.2

STUDENT ENROLLMENT AND TRANSFERS

Access to Education

1. Catchment areas shall be set by the Board by considering relevant factors, including:
 - a. population distribution
 - b. school location
 - c. school capacity
 - d. accessibility of schools
2. A student's catchment area is determined by where the parents' ordinary residence is situated. Parents may be required to provide documentation, which the School District deems appropriate, as proof of residency. In addition or in absence of sufficient documentation, parents may be required to complete a statutory **declaration** upon request.
3. Subject to the enrollment priorities listed by section 74.1 of the *School Act*, the Board may assign and reassign students to specific schools or educational programs.

Enrollment Priorities

1. If space and facilities are deemed available at a school, enrolment priority shall occur in accordance with the following list:

Priority 1:	Re-enrolling students
Priority 2:	A catchment area sibling
Priority 3:	A new catchment area child
Priority 3.5:	A non-catchment sibling that would have been in catchment but for the changes to boundaries instituted in the 2020/2021 school year
Priority 4:	non-catchment sibling
Priority 5:	A non-catchment area child
Priority 6:	A non-school district child

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2. **The sibling priorities apply when the elder sibling is in attendance at the requested school at the time of the request and for the next school year.**
3. Families who could not access their catchment school will have first right of refusal at their catchment school if a seat becomes available. Should such a family decide to stay in their current non-catchment school, or if no seat becomes available, they will be treated as catchment students at their current non-catchment school and pathway.
4. Enrolment priorities apply to all students transitioning from elementary to middle-school as well as from middle-school to high-school. If space for enrolment is limited, priority shall be given to those non-catchment students currently in the determined pathway of schools over other non-catchment, non-pathway students.
5. A student who is leaving a French immersion program at a school which is not their English catchment school will have to apply for a transfer to attend the English Program.
6. A student who is leaving a program of choice (e.g., Sports academy) at a non-catchment school will have to apply for a transfer to remain at the school.
7. Despite the registration priorities, the Superintendent maintains the authority to place students where the circumstances warrant.

References

Registration Handbook for Parents

Greater Victoria School District

Approved: December 18, 2017

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