



**The Board of Education of School District No. 61 (Greater Victoria)  
Education Policy and Directions Committee Meeting  
Meeting of Monday, October 7, 2019 @ 7:00 p.m.  
Tolmie Boardroom, 556 Boleskine Road**

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**AGENDA**

**Estimated  
Times**

**A. COMMENCEMENT OF MEETING**

7:00 - 7:05 pm

**A1. Acknowledgement of Traditional Territories**

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.

**A2. Approval of the Agenda**

(pgs. 01-02)

7:05 – 7:10 pm

**A3. Approval of the Minutes**

a) Approval of the Education Policy and Directions Minutes  
of September 9, 2019 meeting

(pgs. 03-05)

**A4. Business arising from the Minutes**

7:10 – 7:40 pm

**B. PRESENTATIONS TO THE COMMITTEE**

**B1. Jen Wark, View Royal Elementary School, Educational Assistants**

**B2. Farheen HaQ, Central Middle School, Late French Immersion**

**B3. Angela Carmichael, Central Middle School, Late French Immersion**

**B4. Brianna Day, George Jay Elementary School**

**B5. Anjit Haymes, View Royal Elementary School, Supports for Students**

**B6. Carrie Peter, Central Middle School, Late French Immersion**

7:40 – 8:40pm

**C. NEW BUSINESS**

**C1. Introduction of Student Representative – Shelley Green**  
Angela Wang, Oak Bay High School

**C2. School Support Profiles and Next Step** (including Forum & Surveys)  
Deb Whitten

(pgs. 06-08)

**C3. Education Assistant Bridge Program**  
Tammy Sherstibitoff and Tammy Renyard

**C4. Late French Immersion Program Review**  
Colin Roberts

(p 09-18)

**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 7<sup>th</sup>, 2019.**

**D. NOTICE OF MOTION**

**E. GENERAL ANNOUNCEMENTS**

**F. ADJOURNMENT**



**Education Policy and Directions Committee  
September 9<sup>th</sup>, 2019 – Tolmie Board Room**

**MINUTES**

**Committee Members Present:** Nicole Duncan - Chair, Tom Ferris, Diane McNally, Ryan Painter

**Regrets:** Board Chair – Jordan Watters

**Other Trustees Present:** Rob Paynter

**Administration:** Shelley Green - Superintendent, Deb Whitten - Deputy Superintendent, Colin Roberts - Associate Superintendent, Greg Kitchen - Associate Superintendent, Louise Sheffer – Director, District Team, Harold Caldwell – Director, District Team, Cindy Graff - GVTA Representative, Jane Massy - CUPE 947 President, Jodi Whiteman - VCPAC President, Vicki Hanley – Executive Assistant, Note taker

The meeting was called to order at 7:09 p.m.

Chair Duncan welcomed everyone to the meeting.

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

**A. COMMENCEMENT OF MEETING**

**A1. Approval of the Agenda**

*It was moved by Trustee Ferris:*

That the September 9, 2019 Education Policy and Directions agenda be approved.

**Motion Carried Unanimously**

**A2. Approval of the Minutes**

*It was moved by Trustee Painter:*

That the June 3<sup>rd</sup>, 2019 Education Policy and Directions Committee Minutes be approved.

**Motion Carried Unanimously**

**A3. Business Arising from the Minutes – None**

**B. PRESENTATIONS TO THE COMMITTEE**

**B1. George Jay Elementary / Barbara Lelj**

**B2. George Jay Elementary / Brianna Day**

**B3. George Jay Elementary, PAC President / Angela Carmichael**

## **C. NEW BUSINESS**

### **C1. Introduction of Student Representatives**

Superintendent Green advised that there was no student representative available for the meeting.

### **C2. Parent Education Fund**

Deputy Superintendent, Deb Whitten, referred Trustees to the information that she provided in their agendas with respect to the Parent Education Fund and how the funds were allocated in the 2018-2019 school year. Deputy Superintendent Whitten stated that \$1,190 of the funding was unused during the year and would be carried over to this year for use towards PAC applications.

### **C3. Learning Teams Survey Results**

Director of the Learning Team, Louise Sheffer, referred Trustees to the information that was provided to them in their agenda packages and the results of the survey that was conducted with District teachers and CUPE staff. The purpose of the survey was to gather feedback on the District's Learning Support Operational Plan's goals. Discussion ensued amongst the Trustees with questions of clarification being asked of Ms. Sheffer and Deputy Superintendent, Deb Whitten.

### **C4. Gifted Education- Trustee McNally**

Trustee McNally advised that she wished to withdraw this motion and provided a rationale on why she was withdrawing the motion.

Chair Duncan accepted the withdrawal of the motion.

That the Board of Education direct the Superintendent direct the Superintendent to provide a report to the Board in February 2020 that provides: 1. Information regarding provision of targeted gifted education in SD61 over the last two years 2. Information explaining the current and 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.

**Motion Withdrawn**

## **D. NOTICE OF MOTION - None**

## **E. GENERAL ANNOUNCEMENTS - None**

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**F. ADJOURNMENT**

*It was moved by Trustee Painter :*

That the meeting be adjourned.

**Motion Carried Unanimously**

The meeting adjourned at 8:08 p.m.

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Date: October 7, 2019

To: Board of Education

From: Deb Whitten,  
Deputy Superintendent

**Re: School Support Profiles**

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## Background

### Identifying the "WHY"

In the Province of BC we have a growing understanding that with the right instructional supports all students can be successful learners. We know that changing demographics and increasing diversity requires a collaborative approach to meet the needs of all in our *One Learning Community*.

In the Greater Victoria School District, prior to 2016 we had two Behaviour Programs and five Low Incidence Programs. As society has shifted to a more inclusive community, we too, as a district, have shifted. We believe that inclusion is a way of thinking and acting, grounded in the belief that with the right supports, every learner can be successful in their classrooms and schools. 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.

With the restoration of contract language, class size and composition has shifted; to create smaller class sizes with fewer students who have designations. This shift has provided an opportunity for schools to focus on supporting students from an integrated, multidisciplinary learning approach. Within this approach, schools explore best practices regarding instructional and behaviour supports for students based on the needs and strengths identified in the student's Individual Education Plan(IEP). Critical to this plan is increasing independence for each child through a gradual release of responsibility. With just right supports, students develop and gain supports from kindergarten to graduation.

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## **Guiding Principles of Inclusion**

Inclusion equitably supports and appropriately challenges all learners. All GVSD 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.

## **Exploring the "HOW"**

Schools receive funding and staffing based on the needs and strengths of the student population. While the number of students with a Ministry Designation has increased over the years, so too, has our budget to support inclusive learning practices. In addition to classroom teachers, school staffing includes teachers who support Inclusive Education, Gifted, Counselling, English Language Learning, Indigenous Education, Co-teaching, and Careers. Youth and Family Counsellors and Educational Assistants also provide important services and supports. In addition to the in-school expertise, the school has access to services from a range of other professionals such as Speech and Language Pathologists, District Learning Support Teachers, Educational Psychologists, Occupational Therapists, Physiotherapists and Behaviour Consultants. This infrastructure of supports also includes the guiding conditions that support inclusive learning communities; supportive and collaborative professional development; and planning and design frameworks that utilize the First Peoples Principles of Learning, IEP and support plans, collaborative problem solving and School Based Teams. When our school and district staff work with a student who has a Ministry designation the work is directly connected to the goals of the IEP which directly reflect the strengths and needs of the student. The program planning is a combination of Strategic Planning (Students are in classrooms with diverse peers working on cognitively appropriate curricular goals) and Explicit Planning (Students can be in smaller classrooms/groups working on cognitively appropriate or developmental goals).

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# Office of the Superintendent

*Deb Whitten – Deputy Superintendent*

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## Working on the "WHAT"

Our district team is dedicated to developing curriculum, instruction and assessment practices that create safe and inclusive classrooms. Our work is to design K-12 professional learning that aligns with the redesigned curriculum across all levels. We strive to integrate Literacy, Numeracy, Mental Health and Wellness and Career Pathways into all of our offerings. Our work is to incorporate and design these sessions through a lens of First People's Principles of Learning and universally designed lessons that allow for diversity and individualized student success. In addition, we continue to provide a variety of learning opportunities to enhance the knowledge base and practice of our Learning Support Teachers, Counsellors and Educational Assistants to support students with diverse needs. Lastly, we continue to extend the expertise and experience of our district itinerant staff to strategically complement the work of school based staff.

## Next Steps include:

- Inclusion Forum – November 2019
- Survey to Staff, Parents, Students – December 2019

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**To: Education Policy and Directions Committee**

**From: Colin Roberts, Associate Superintendent**

**Date: October 7, 2019**

**RE: Late French Immersion Program Review**

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**Background:**

During the Boundary Review process it became apparent that there was an emergent need to alleviate catchment enrolment pressures at Central Middle School for the September 2019/2020 school-year, ahead of final decisions to boundary changes. Historic efforts to accommodate the catchment enrolment pressures at Central have included: District archives moved from Central and the space repurposed to add classrooms; addition of learning studios; the conversion of both the computer lab and staff room to classroom spaces; and the restriction of non-catchment transfers into Central. Despite these collective efforts, Central was still at risk of not being able to accommodate its incoming grade 6 catchment students for September 2019. Because Late Immersion registration is an open boundary process, a proportion of Late Immersion registrations at Central have historically been non-catchment for the school, thus potentially limiting future catchment student access. As a result, a decision was made to not offer Late French Immersion at Central for the 2019/2020 school year.

Community members advocated for Late Immersion to remain at Central for September 2019. Community cited concerns regarding access to Late Immersion for the most southern geography of the district, the desire for a fulsome consultation process, and that notice of the decision that was very close to the Late Immersion registration deadline. The District responded by soliciting interest from grade 5 Central catchment families and established a "catchment only" cohort for Late Immersion at Central for September 2019. In addition, non-catchment transfers to Central were restricted, and grade 6 transfers requests from Central to other schools were accommodated. The combination of events enabled access to all catchment students who wanted to attend Central. This, however, is not a sustainable option to negotiate both program placement and the accommodation of future catchment students at Central or any other dual track middle school. As a result, the Board of Education approved the following 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*.

**Process:**

A summary report on Late French Immersion in School District 61 has been prepared for the purpose to inform and consult with stakeholders. The report highlights registration process, accessibility, and historic demands. This information has been explored with middle school principals and vice-principals, the Greater Victoria Teachers' Association, and the French Advisory Committee to solicit feedback and recommendations with the focus on ensuring viability of the Late Immersion programming while still balancing catchment access to neighborhood schools.

**Summary of findings:**

- SD 61 offers both Late and Early Immersion entry points.
- Registration is not governed by catchments. Students can register at the school of their choice.
- A Late French Immersion entry is offered at all five dual track schools.
- There are four dual track middle schools that offer Late French Immersion on the east side of town and one school on the west side of town.
- The historic enrolment demand has filled four classes.
- For this school-year, 127 of 175 grade 6 and 7 Late Immersion students are enrolled at their "Early French Immersion" catchment dual track middle school.
- The historical trend for Late Immersion registration aligns with the dual track middle school Early Immersion catchments.
- Baragar projections prepared for the boundary review indicate enrolments pressure at Cedar Hill in the years 2022-2026.

**Next steps:**

The District will continue the review later in the month with a view to finalizing recommendations arising from the consultations.

## POLICY 1163

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### CONSULTATION

#### Policy

The Board values attitudes and practices that encourage integrity, respect and trust in all relationships. To this end, the Board expects district, school and program level decisions will be made using appropriate consultation processes. The process selected will optimize the opportunity for educational and community partners to provide input within the predetermined timeframe.

#### Definition

*Consultation* is an important step in decision-making (See Appendix A). It is a process, not an outcome, which involves interaction between decision makers and those affected by the decisions. It promotes a two-way flow of information and ideas to arrive at better solutions and, consequently, more effective implementation of policy and programs.

#### Beliefs and Principles

**Student-focused:** The benefits of consultation are realized when educational and community partners are focused on the best interests of the students.

**Understanding and Commitment:** Consultation processes function more effectively when all parties understand them, have a basic commitment to them, and have access to them.

**Ownership:** The implementation of decisions is more effective when educational and community partners have shared in their development.

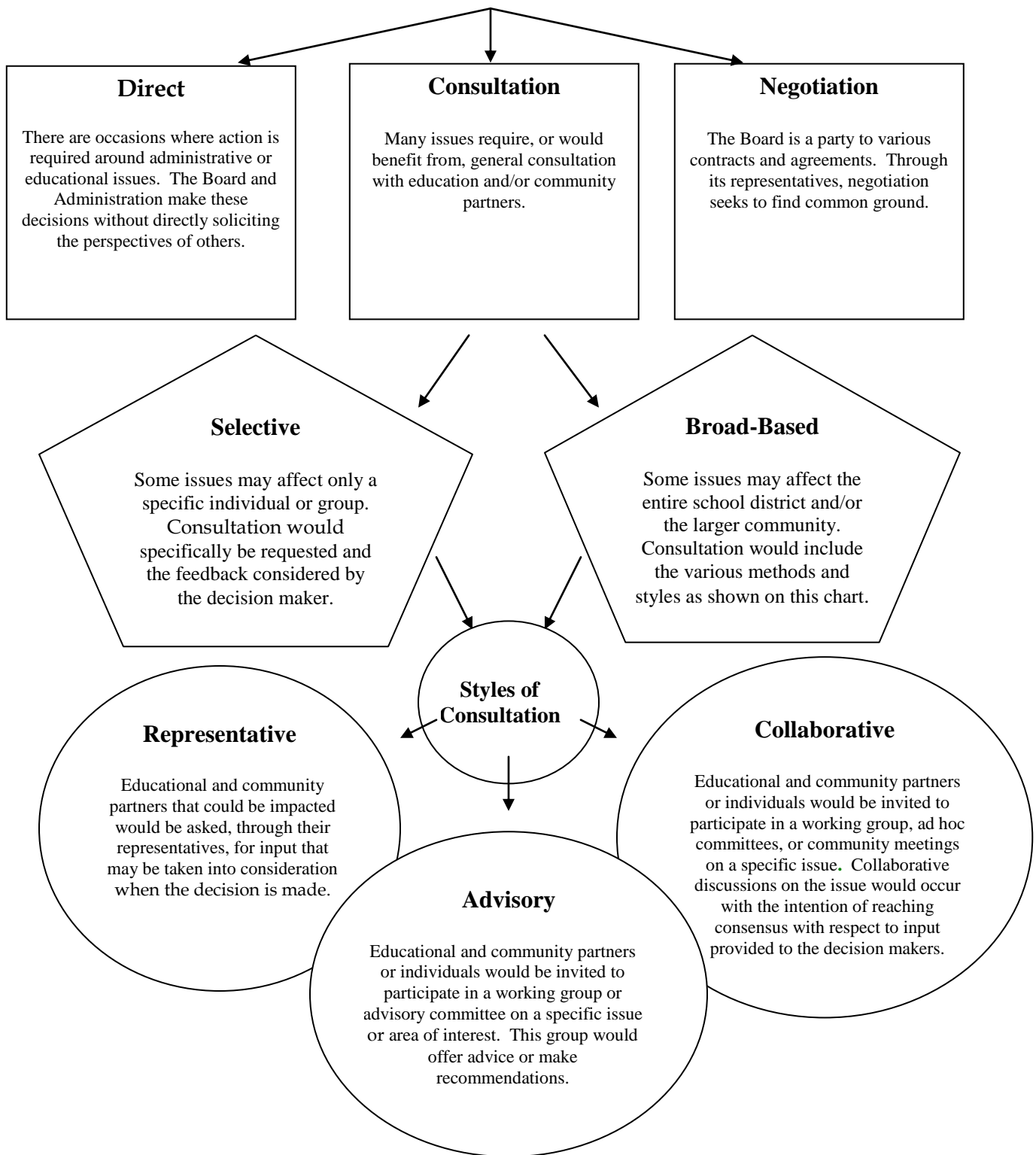
**Timeliness:** Consultation is more effective when it is commenced at the time that the issue being considered is identified.

**Transparency:** Communication, trust and open-mindedness are critical elements in consultation processes.

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## APPENDIX A - VISUAL DISPLAY OF POSSIBLE APPROACHES TO DECISION MAKING



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*Greater Victoria School District*

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Approved: January 1990  
Revised: September 1995  
Revised: June 2005  
Reviewed: March 2012  
Reviewed: June 2016



## French Immersion Program

### Date came into force or revised

1996

### Status

Current

### Policy statement

The Ministry of Education supports French Immersion programming in B.C. schools, consistent with the goal of providing the opportunity for non-francophone students to become bilingual in English and French.

### Rationale or purpose of policy

French Immersion programming benefits the cognitive and social development of students, as well as their opportunities for career advancement. Research demonstrates that students who successfully complete a French Immersion program attain functional bilingualism while doing as well as, or better than, their unilingual peers in the content areas of curriculum, including English Language Arts.

### Authority

- [School Act \(PDF\)](#), Section 5 (3): Subject to the approval of the minister, a board may permit an educational program to be provided in a language other than as provided under subsections (1) and (2).
- Ministerial Order 333/99, [Educational Program Guide Order \(PDF\)](#)
- Ministerial Order 295/95, [Required Areas of Study in an Educational Program Order \(PDF\)](#)
- Ministerial Order 302/04, [Graduation Program Order \(PDF\)](#)

### Policy in full

The major goal of French Immersion is to provide the opportunity for non-francophone students to become bilingual in English and French. Bilingualism is achieved by providing instruction of the basic curriculum entirely in French during the first years. Once a firm base in French has been established, instruction in English language arts is added, and instruction in the English language gradually increases. Students continue to receive instruction in certain subjects in French so that proficiency is achieved in both languages by the end of Grade 12.

French Immersion and Programme francophone, which is a program for first language learners, are distinct programs with different purposes. French Immersion is a separate program where instruction is offered in the French language for second language learners. French Immersion programs must consist of instruction in English and French.

French Immersion may be offered in two models: Early French Immersion, beginning in Kindergarten and Late French Immersion, beginning at the Grade 6 level. The specific requirements for these two program types are described below in the Procedures section of this policy.

Once a French Immersion program has been established, districts should develop policy that will serve to maintain and strengthen the program. In order to ensure the delivery of effective French Immersion programs, school districts should make sure their policies are consistent with Ministry policy.

## French Immersion Program content

French Immersion programs must parallel the regular English program in structure and content. The content of French Immersion programs must parallel that of the regular curriculum as set out in the Required Areas of Study in an Educational Program Order.

## Pupil Eligibility

Kindergarten to Grade 12 students in the British Columbia school system are eligible to enter an immersion program at the appropriate entry points, if the program has been made available and if there is space at the appropriate grade, subject to the registration policies of the school district in which the student resides.

Having established a program, school districts should promote the program and recruit students. Should the enrollment become insufficient, school districts should consult parents to find solutions. If there is no resolution to the problem, the district should give at least one year's notice to parents of any changes contemplated to permit full discussion and to allow parents time to consider alternatives for their children.

## Financial Support

French Immersion programs are eligible to receive federal funding to support French language learning as defined in the French Funding Guide. Federal funding is subject to approval of Protocol of Agreements for Minority-Language Education and Second-Language Instruction.

## Procedures related to policy

In order to qualify for French Immersion funding, boards of education must follow the Ministry's policies and also the procedures set out in this section.

The Ministry of Education provides curriculum for French Immersion: Early French Immersion (Kindergarten to Grade-12) and Late French Immersion (Grade 6-12) programs. These programs are differentiated according to point of entry and are as follows:

Program	Entry Point	Grades
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Early French Immersion	Kindergarten (and Grade 1)	K-12
Late French Immersion	Grade 6	6-12

Therefore, if a school district offers Early French Immersion, it must be available at the Kindergarten level. Ideally, students enter in Kindergarten, but they may enter in Grade 1 if space is available.

Entry to the immersion program at other than the normal entry points should be considered only if there is adequate space and if the student is adequately proficient in French. Adequate proficiency is defined as sufficient language skill to permit the student to be able to comprehend instruction in the subjects taught in French, assuming a period of 4 to 8 weeks of adjustment to the program.

## Early French Immersion

The Early Immersion program provides students with an education equivalent to that which is available in the English language program, while providing students with the opportunity to acquire a high level of proficiency in French. Students normally enter Early Immersion in Kindergarten (and occasionally in Grade 1). Upon graduation from the program in Grade 12, they should be able to participate easily in conversations in French, take post-secondary courses with French as the language of instruction and accept employment with French as the language of the work place.

### Proportion of French to English Instruction

In Early French Immersion programs, Kindergarten, Grade 1 and Grade 2 should be taught totally in French. Beginning in Grade 4 and continuing to Grade 12, English Language Arts shall be provided for all French Immersion students. Other courses may be offered in English. The following chart shows the recommended time allocations:

Grade	% of French Instruction	% of English Instruction
K-(2 or 3)	100	0
(3 or) 4-7	80	20
8-10	50 - 75	25 - 50
11-12	no less than 25	no more than 75

To receive federal funding, a minimum of 25 percent of instruction must be in French to be funded as French Immersion. A less than 25 per cent time allocation is considered Core French and will be funded accordingly.

Whenever possible, the courses that are conducted in English should be taught by someone other than the regular French Immersion teacher and preferably by a teacher with excellent English skills.

### French Immersion - Secondary

To achieve the goals of this program, students should continue in French Immersion through Grade 12.

Where possible, districts should provide some choice of subjects offered in French at the secondary level.



In order to receive a diploma de fin d'études secondaire en Colombie-Britannique, French Immersion students must meet the requirements as stated in Graduation Program Order.

## **Late French Immersion**

The Late French Immersion program provides students with an education equivalent to that which is available in the English language program, while providing opportunities to acquire a high level of proficiency in French. Students normally enter Late Immersion in Grade 6. Upon graduation from the program in Grade 12, should be able to participate easily in French conversations, take post-secondary courses with French as the language of instruction, and accept employment with French as the language of work.

### **Proportion of French to English Instruction**

The Ministry recommends that the first year of Late French Immersion programs be taught totally in French. In the second year, English Language Arts and other courses taught in English should not exceed 20 per cent of instructional time.

### **Late French Immersion in the Secondary School**

For Grades 8-12, see the French Immersion - Secondary above.

## **Transportation**

For students who wish to enrol in a French Immersion program, provincial transportation funding is based on the distance between a student's residence and the closest school in which there are appropriate grades, whether or not that school offers French Immersion.

School districts are free to develop their own transportation policies. If a district chooses to offer additional transportation services to French Immersion students, additional costs will be funded through the district's annual provincial funding or by levying fees to parents of French Immersion students.

## **Learning Resources and Pupil Services**

Having implemented an immersion program, school districts should provide equitable learning resources, library books and student services in the same manner they are provided for in regular English programs.

## **Teachers of French Immersion**

In addition to regular certification requirements, teachers teaching the French portion of immersion programs should have a high degree of oral and written proficiency in the French language. Teachers should have a sound knowledge of the culture of French-speaking peoples and should also have completed at least one course in immersion methodology.

For the purposes of communication in English within the school and with parents, teachers in these programs are expected to also have a good working knowledge of English.

Post-secondary training in a particular subject is a minimum criterion for teaching that subject at a secondary level, whether the subject is taught in English or in French.

## **Principals of French Immersion Schools**

The principals of French immersion schools should be functionally bilingual. This should be a consideration when school districts are seeking new principals. At a minimum, they should be knowledgeable about, and supportive of, the immersion program.

## Related Policies

- [Graduation Credentials for Francophone and French Immersion Students](#)
- [Graduation Requirements](#)

## Resources

- [French Funding Guide: Federal Funds](#)
- [K-12 Forms instructions for French Immersion](#)

## Contact Information

### Email:

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