



The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting
Meeting of Monday, December 2, 2019 @ 7:00 p.m.
Tolmie Boardroom, 556 Boleskine Road

AGENDA

**Estimated
Times**

A. COMMENCEMENT OF MEETING

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

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

7:05 - 7:10 pm **A2. Approval of the Minutes**
a) Approval of the Ed Policy and Directions Minutes
November 4th 2019 (pgs. 3-5)

A3. Business arising from the Minutes

7:10 – 7:35 pm **B. PRESENTATIONS TO THE COMMITTEE**

- a) Parents for Early Language Education / Marc Cittone (5 min)
- b) Parents for Early Language Education / Melinda Jolley (5 min)
- c) Parents for Early Language Education / Chris Hazeldine (5 min)
- d) Parents for Early Language Education / Adriana Ashton (5 min)
- e) Behaviour Management App “Class Dojo” / Cara Gibson (5 min)

7:35 – 9:00 pm **C. NEW BUSINESS**

- C1. Introduction of Student Representatives** Shelley Green
Emily Wang – Mount Douglas High School
- C2. Industry Training Authority Scholarship Recognition** - Lindsay Johnson
- C3. ISP Annual Report** - Jeff Davis (pgs. 6-16)
- C4. Literacy Updates** - Louise Sheffer & Maria Nordstrom (pgs. 17-40)
- C5. Diversity & Inclusion Forum Update** - Deb Whitten (verbal)
- C6. ITL Update Re: Privacy** - Andy Canty
- C7. Late French Immersion Program Review** – Colin Roberts (pgs. 41)

D. Notice of Motion

Note: This meeting is being audio and video recorded. The video can be viewed on the District website.

E. General Announcements

F. Adjournment



**Education Policy and Directions Committee
November 4th, 2019 – Tolmie Board Room**

MINUTES

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

Other Trustees Present: Ann Whiteaker (Board Vice-Chair), Rob Paynter

Administration: Shelley Green - Superintendent, Kim Morris - Secretary-Treasurer, Greg Kitchen – Associate Superintendent, Colin Roberts - Associate Superintendent, Louise Sheffer – Director, District Team, Harold Caldwell – Director, District Team, Karmen Legge - (Esquimalt High School) Student Representative, Tina Pierek – BCPVPA Representative, Cindy Graf - GVTA Representative, Jane Massy - CUPE 947 Representative, Jodi Whiteman - VCPAC President, Andree Porter – Executive Assistant

The meeting was called to order at 7:03 p.m.

Chair Duncan welcomed everyone to the meeting, and also welcomed Executive Assistant, Andree Porter, as the recorder for the Education Policy & Directions Committee meetings going forward.

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 Painter

That the November 4, 2019 Education Policy and Directions agenda be approved.

Motion Carried Unanimously

A2. Approval of the Minutes

It was moved by Trustee Painter

That the October 7, 2019 Education Policy and Directions Committee Minutes be approved.

Motion Carried Unanimously

A3. Business Arising from the Minutes – None

Committee Chair Nicole Duncan provided a refresher on Bylaw 9130 *Standing Committees*, and Bylaw 9130.1 *The Education Policy and Directions Committee*

B. PRESENTATIONS TO THE COMMITTEE

B1. Parents for Early Language Education / Marc Cittone

B2. Board Policies and Public Consultation / Elise Murphy

B3. George Jay PAC Vice-President / Kimberlie Drapeau

B4. VCPAC Inclusion Plus Sub-Committee / Kristil Hammer

C. NEW BUSINESS

C1. Introduction of Student Representatives

Superintendent Shelley Green, introduced and welcomed Student Representative Karmen Legge, Esquimalt High School, to the Education Policy and Directions Committee meeting.

C2. Gifted Education Update

Director of District Learning Team Harold Caldwell, provided Trustees with an overview of the Gifted Education report prepared by District Principal Sean McCartney. Areas of future consideration and discussion were outlined in the report, as well as the District Education Team's future plans for the remainder of the 2019/2020 school year. Discussions ensued among the trustees and partners, with questions of clarification being asked.

C3. Emergency Preparedness Update

Greg Kitchen, Associate Superintendent, provided the committee with an update regarding the Emergency Preparedness procedures that are in place at all schools within the district, with a key focus on the reunification procedure. Mr. Kitchen facilitated a mock scenario using the new "Grab & Go" bags that were created to aid schools in simplifying the emergency procedures. Questions of clarification were asked.

D. NOTICE OF MOTION

D1. *It was moved by Trustee Whiteaker*

That the Board of Education of School District 61 direct Superintendent to develop a survey to acquire community feedback on the post boundary review the process.

Motion Defeated

The motion was amended:

That the Board of Education of School District 61 direct the Superintendent to develop a survey to acquire community feedback on the boundary review the process.

Motion Carried Unanimously

D2. *It was moved by Trustee McNally*

That the Board of Education of School District 61 direct the Superintendent to report by category, monthly, in the regular open board meeting, the aggregate numbers of monthly students with special needs outside the students IEP or daily plan, including the following categories: 1. being asked to stay home 2. being sent home 3. being dropped off late and or being picked up early by bussing services 4. being excluded

from fieldtrips 5. being sent out of the regular classroom to the resource room, sensory/isolation or other room.

Motion Defeated

For: Trustee McNally

Against: Trustee Painter, Trustee Ferris, Trustee Duncan

E. GENERAL ANNOUNCEMENTS - None

F. ADJOURNMENT

It was moved by Trustee Ferris :

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 9:38 p.m.

International Student Programs Operational Plan Progress Report

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



One *Learning* Community



International Student Program Annual Report: December 2, 2019

 International Student Programs Operational Plan Progress Report	
Legend: Completed Substantial Progress Early Stages	
Summary of Goals and Main Strategies	
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Aug 19 2019

Update Strategy 1.7



Provide additional support for the emotional needs of students

Update Strategy 1.7 (Continued)



- Shared *ISP Mental Health Strategy* with 127 school districts across Canada to support all international students in Canada
- Reviewing *ISP Mental Health Strategy* with individuals and groups ISP serves



Update: Strategy 1.3 and 1.4

Global and Intercultural Skills Program (GISP)

- Report data on GISP to Ministry of Education

Outbound Student Mobility Program

- Scholarships
- Produce Outbound Handbook



Update: Strategy 2.1



Review Homestay Program

- Review survey on homestay service levels (Dec 2019)

Update: Strategy 2.2



Expand Summer Program options at Uplands Campus

- Robotics, Economics, and Intensive English Language Learning options



Update: Strategy 2.7



Review ISP documents and forms for risk mitigation

Update: Strategy 3.1

Continued focus on South East Asia, Africa and Europe

- Continue diversification of ISP student population



Update: Strategy 3.2

Expand pathways with Uvic, Camosun, Royal Roads, Saanich School District, and Sooke School District

- *Education Victoria* planning sessions (Fall 2019)





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Literacy App

Background

Developed in Collaboration:

- District Tech for learning Team
- Craigflower Elementary School
- District Learning Team

Literacy App

Background

3rd year of Development:

- 1st year – development of App
- 2nd year - Craigflower, Shoreline and Frank Hobbs further developed the App's structure and function
- 3rd year implementing Craigflower
- Later this year: rolling out to 5 schools

Literacy App

Presentation Content

- Why the Literacy App was developed
- Who is on the Collaborative Team
- What the Literacy App can do
- How the Literacy App is currently being used
- Feedback from teachers and Administrators
- Looking ahead



Literacy App

Time Saving

- Summative data all in one place
- Easy to use



Informative Time Saving

Informative

- Objective record of each student
- Accessible communication for Teachers, Admin, District and Nations
- Easy identification of interventions and supports needed
- Assists many levels of collaboration

Who

The Collaboration Team

- Esquimalt Nation
- Songhees Nation
- Classroom Teachers
- School Support Teachers (ELL, Reading Recovery, Learning Support, Counsellors, Indigenous Educators)
- Administrators
- District Team
- GVTA
- All students



What

Accumulative

Secure

Consecutive
years

Whole
Student



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What Record Data

- Student Name
- Grade
- Birthdate
- Designation
- ELL
- Performance Standard:
Writing, Reading, Numeracy

The screenshot shows the 'Student Development Benchmarks' interface for the Greater Victoria School District. At the top, there's a header with the district logo and name. Below the header, there are filters for 'Year' (2019/2020) and 'School' (zDemo School), with an 'Add Class List' button. A 'Class List' dropdown shows 'Division 01 Term 1', with buttons for 'Edit Class List', 'Delete Class List', and 'Unsubmit'. There are also tabs for 'Term 0', 'Term 1', 'Term 2', and 'Term 3'. Below these, 'Teachers' are listed as Maria Nordstrom and Rachael Glenn. A section with 'Show Removed', 'Export to Excel', and 'Add Student' buttons is present. The main part of the interface is a table with columns for Last Name, First Name, Grade, Birth Date, Nation, Designations, ELL, Performance Scale - Writing, and Performance Scale - Reading. Three rows of student data are visible, with the first and third rows highlighted in yellow.

Last Name	First Name	Grade	Birth Date	Nation	Designations	ELL	Performance Scale - Writing	Performance Scale - Reading
Amazon	Diana	04	May 19, 2010	Off Reserve		ELL	Not yet meeting expectations	Not yet meeting expectations
Anderson	Jon	05	Jun 15, 2009	Off Reserve		ELL	Meeting expectations	Meeting expectations
Bush	Kate	04	Jul 15, 2010	ESQUIMALT		ELL	Not yet meeting expectations	Not yet meeting expectations

What Record Data

- PM Benchmark level
- Fountas and Pinnell level
- Grade level equivalency
- Uppercase/Lower case letter recognition

The screenshot shows the 'Student Development Benchmarks' interface. At the top, there's a header with the Greater Victoria School District logo and the title 'Student Development Benchmarks'. Below the header, there's a 'Class List' dropdown set to 'Division 01 Term 1', with buttons for 'Edit Class List', 'Delete Class List', and 'Unsubmit'. To the right are tabs for 'Term 0', 'Term 1', 'Term 2', and 'Term 3'. Below this, the 'Teachers' are listed as 'Maria Nordstrom, Rachael Glenn'. There are also buttons for 'Show Removed', 'Export to Excel', and 'Add Student'. The main part of the interface is a table with the following columns: Last Name, First Name, Grade, Performance Scale - Numeracy, PM Benchmarks GB+ Level, Fountas and Pinnell Level, Grade Level, and Uppercase Letter Recognition. The table contains four rows of student data.

Last Name	First Name	Grade	Performance Scale - Numeracy	PM Benchmarks GB+ Level	Fountas and Pinnell Level	Grade Level	Uppercase Letter Recognition
Amazon	Diana	04	Meeting expectations	18	J	Beginning Grade 2	
Anderson	Jon	05	Meeting expectations	28	S	End Grade 4	
Buth	Kate	04	Meeting expectations	6	D	Mid Grade 1	
Deville	Cruella	04	Approaching expectations	4	C	Beginning Grade 1	

What Record Data


- Uppercase /lower Letter Sound
- DIBELS (initial sound fluency)
- Oral Language Concern
- Social Emotional Support

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Last Name	First Name	Grade	Lowercase Letter Recognition	Uppercase Letter Sound	Lowercase Letter Sound	DIBELS (PA)	Oral Lang. Concerned	Social and Emotional Support
Amazon	Diana	04				No Risk	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes
Anderson	Jon	05				At Risk	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes
Bush	Kate	04				No Risk	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes
Deville	Cruella	04				Some Risk	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes

What Record Data

- Comments
- Intervention
- Absent Details


Student Development Benchmarks

Class List: Division 01 Term 1
Edit Class List
Delete Class List
Unsubmit
Term 0
Term 1
Term 2
Term 3

Teachers: Maria Nordstrom, Rachael Glenn

☐ Show Removed
Export to Excel
Add Student

Last ...	Flr...	G...	Comments	Intervention	YTD Total Absences	YTD Percent Absent	Absence Details	Remove
Amazon	Diana	04		Small Group				<input type="checkbox"/> Yes
Anderson	Jon	05						<input type="checkbox"/> Yes
Bush	Kate	04		Small Group, One-to-One				<input type="checkbox"/> Yes
Deville	Cruella	04		Small Group				<input type="checkbox"/> Yes

What

Record Data



Drop Down



Auto Fill



Open space for typing




Pulls personal information from Myed



What Reports

Student Report

- Multiple terms
- Populates year to year

 **Student Development Benchmarks**

School: Craigflower Elementary ▼

Student Progress Metrics by Class Metrics by Grade Metrics by Nation

Years: ☒ 2019/2020 ☐ 2018/2019 ☐ 2017/2018 ☐ 2016/2017

Terms: ☐ 0 ☒ 1 ☐ 2 ☐ 3

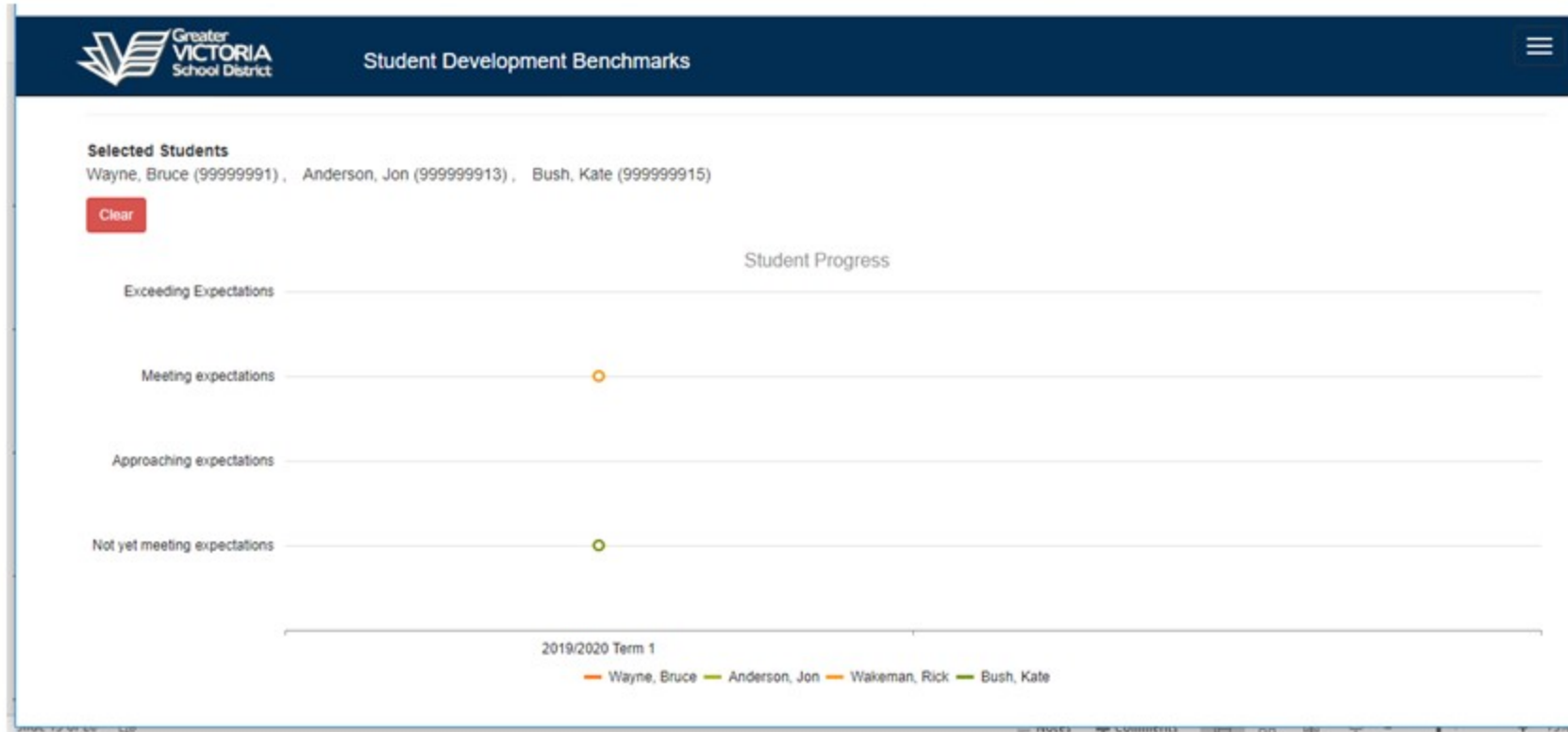
Metric: ☒ Performance Scale - Writing ☐ Performance Scale - Reading ☐ Performance Scale - Numeracy ☐ PM Benchmarks ☐ Fountas and Pinnell

Student:

What Reports

Student Report



- Line graph
- Individual or selected group



What Reports

Class Report

- Selected metrics

 **Student Development Benchmarks** 

School: zDemo School ▼

Student Progress **Metrics by Class**

Year: ☒ 2019/2020 ☐ 2018/2019 ☐ 2017/2018 ☐ 2016/2017

Term: ☐ 0 ☒ 1 ☐ 2 ☐ 3

Metric: ☒ Performance Scale - Writing ☐ Performance Scale - Reading ☐ Performance Scale - Numeracy ☐ PM Benchmarks ☐ Fountas and Pinnell ☐ Absence Rate

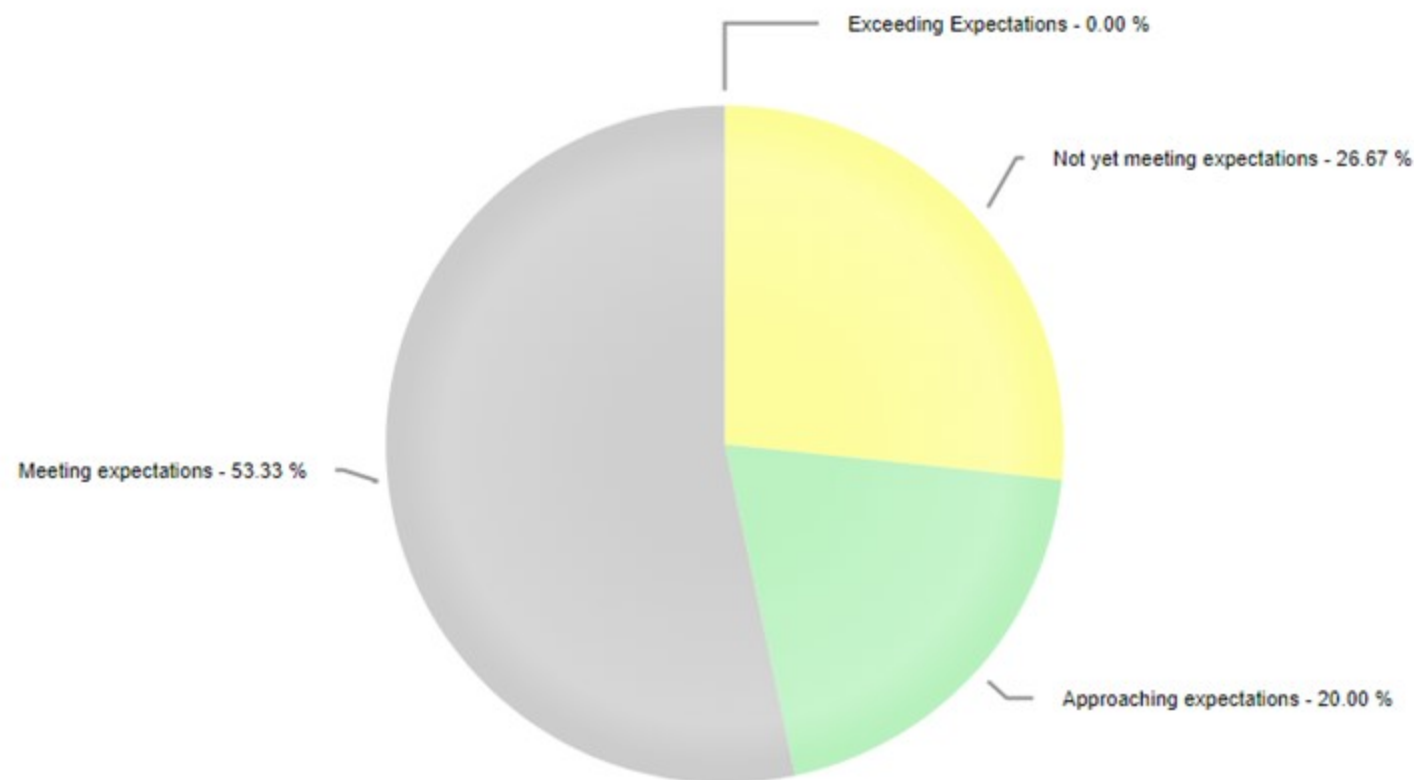
Class Lists: Division 01 ▼

What Reports

Class Report

- Pie graph

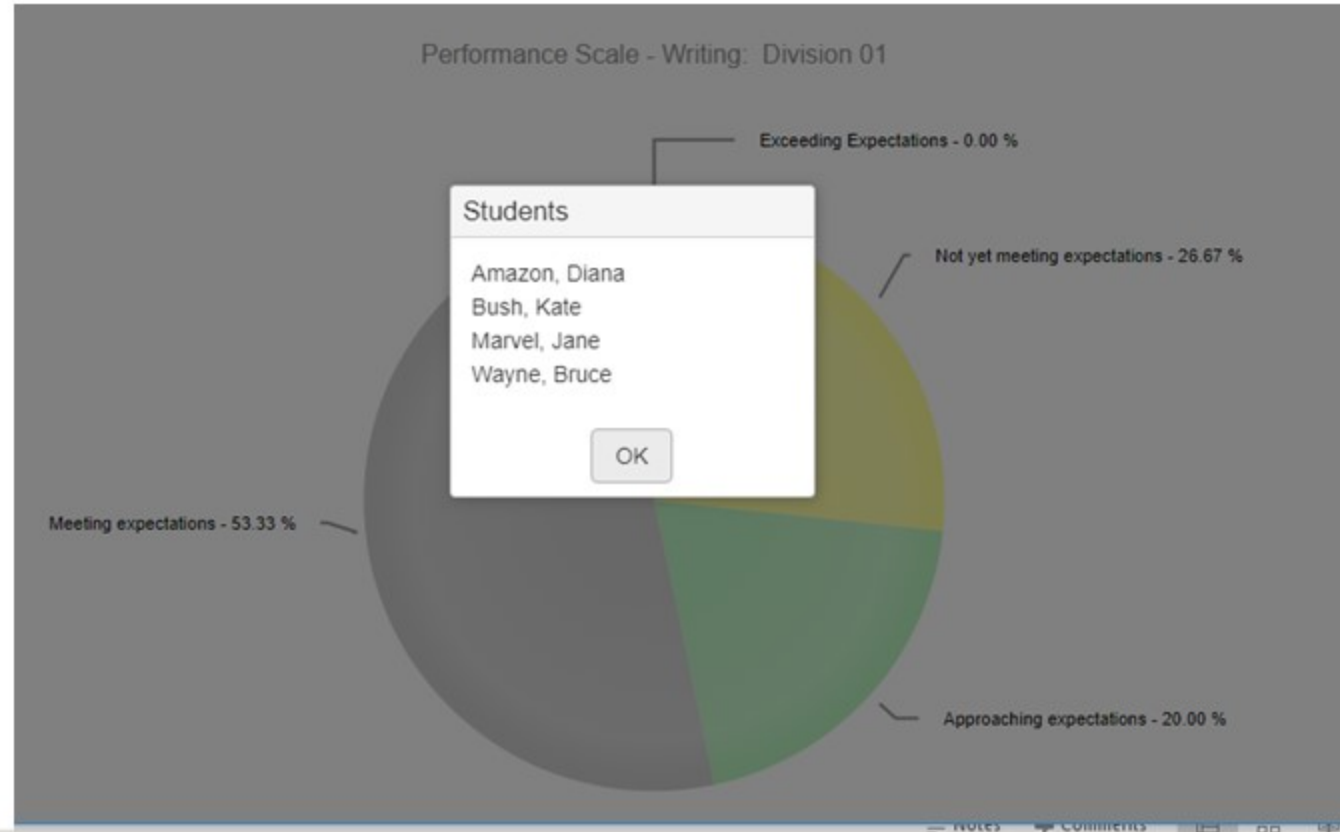
Performance Scale - Writing: Division 01



What Reports

Class Report

- Students names highlighted



What Reports

Grade and Nation Reports

- Available to select audiences

The screenshot shows the 'Student Development Benchmarks' report interface. At the top, the Greater Victoria School District logo is on the left, and a hamburger menu icon is on the right. Below the header, the 'School:' dropdown is set to 'Craigflower Elementary'. There are four tabs: 'Student Progress', 'Metrics by Class', 'Metrics by Grade', and 'Metrics by Nation', with the last one being active. The 'Year:' section has radio buttons for '2019/2020' (selected), '2018/2019', '2017/2018', and '2016/2017'. The 'Term:' section has radio buttons for '0', '1' (selected), '2', and '3'. The 'Metric:' section has radio buttons for 'Performance Scale - Writing' (selected), 'Performance Scale - Reading', 'Performance Scale - Numeracy', 'PM Benchmarks', 'Fountas and Pinnell', and 'Absence Rate'. The 'Nation:' dropdown is open, showing a list of nations: 'ESQUIMALT', 'Inuit', 'Metis', 'Non-Status', 'Off Reserve', and 'SONGHEES'. Below the filters, a pie chart is partially visible with labels for 'Expectations - 14.29 %' and 'Exceeding Expectations - 0.00 %'.

Greater VICTORIA School District

Student Development Benchmarks

School: Craigflower Elementary

Student Progress Metrics by Class Metrics by Grade Metrics by Nation

Year: ☒ 2019/2020 ☐ 2018/2019 ☐ 2017/2018 ☐ 2016/2017

Term: ☐ 0 ☒ 1 ☐ 2 ☐ 3

Metric: ☒ Performance Scale - Writing ☐ Performance Scale - Reading ☐ Performance Scale - Numeracy ☐ PM Benchmarks ☐ Fountas and Pinnell ☐ Absence Rate

Nation:
ESQUIMALT
Inuit
Metis
Non-Status
Off Reserve
SONGHEES

Performance Scale - Writing: Nation

Expectations - 14.29 %

Exceeding Expectations - 0.00 %

How

- Teachers input data
- Staff access
- Collaborate
- Produce reports

Staff Reflections: Term #1

“It’s a great starting point. I use it with kids to talk about where they are at and where they are going. I like that teachers can enter data that is **accessible to all**”

Julie Richardson, Craigflower Elementary School
Learning Support Teacher



“I use the literacy App during our **grade group collaboration** time to record and discuss students progress”

Kim Kosciuk, Craigflower Elementary School Teacher
Aboriginal Kindergarten

Staff Reflections: Term #1

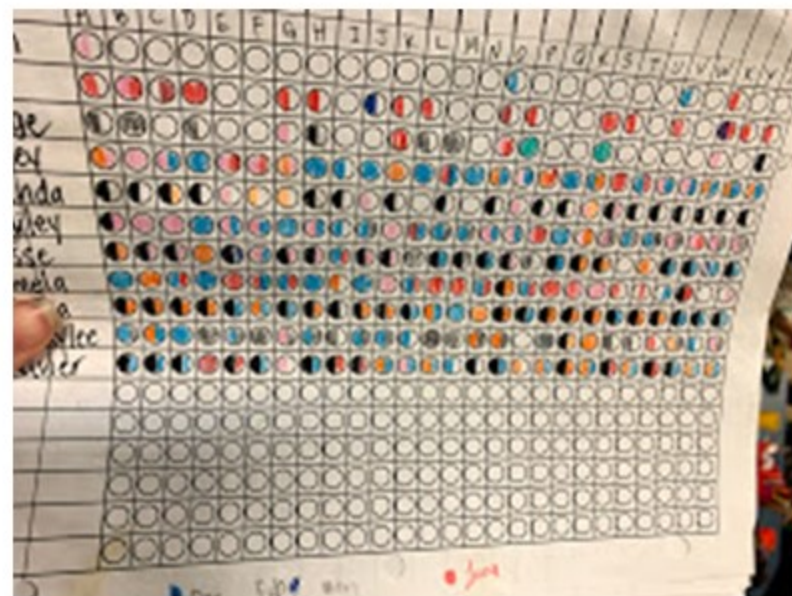
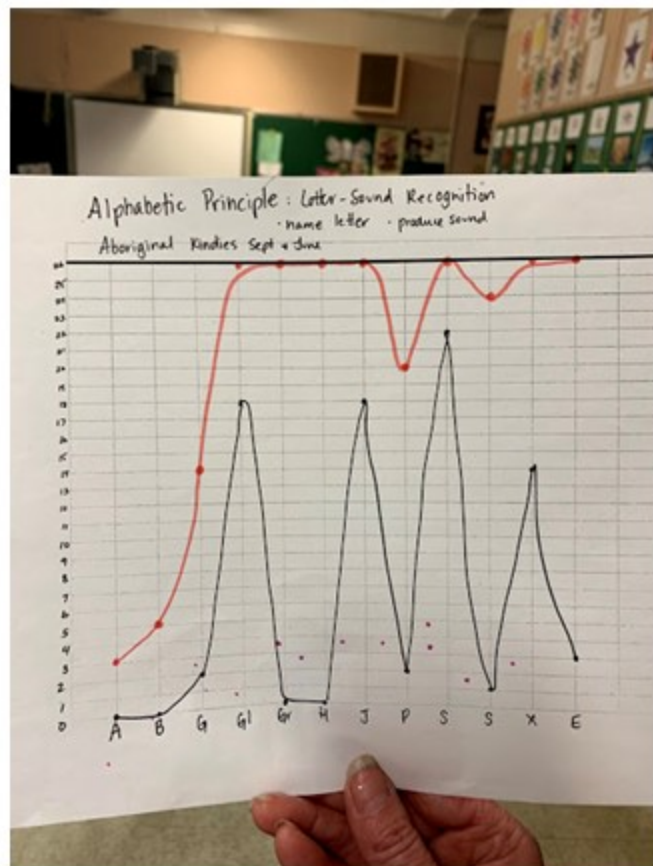
“This is the most useful tool for me for reporting out to Nations as well as our parent group”

Tim Murphy, Craigflower Elementary School
Principal



“It is helpful to look back and know where students were and where they are going. It’s formative assessment and helps drive my teaching”

Karen Higginbotham, Craigflower Elementary School Teacher and Vice
Principal





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Literacy App

Where to next

- District Tech Team continues to improve function of App
- Continue dialogues to identify need and provide evidence
- Continue discussions around strategic interventions
- Possible links to ELL App connection
- Implement in 2 schools by Spring 2020
- Continue implementation in 2020/2021 school year

Office of the Associate Superintendent

Colin Roberts – Associate Superintendent

To: Education Policy and Directions Committee
From: Colin Roberts, Associate Superintendent
Date: December 2, 2019
RE: Implementation: Late French Immersion Program Review

The Greater Victoria School District has recently reviewed our Late French Immersion program which is available to all students entering grade 6. Late French Immersion is offered at Arbutus, Cedar Hill, Central, Lansdowne, and Shoreline middle schools. The proposal maintains the Late French Immersion program at all of these schools. The outcome of the review is to align the process by which parents/students apply to register for Late French Immersion. This introduces Late French Immersion catchments and the application of the recently adopted District Enrolment Priorities.

Further to the extensive consultations outlined in the October 7, 2019 memo provided to the Education and Policy Directions Committee, parent feedback has since been solicited regarding the intended changes to the registration process for Late French Immersion. All K to 8 parents were sent an email containing an embedded link through which to provide feedback. This information was also posted on the District's website. Of the respondents who commented on whether or not they supported the recommended changes, 92% were in favour.

The following processes will be implemented for the September 2020 registration period, and communication will be updated on the District website during the week of December 2nd 2019.

- Continue to offer Late French Immersion Programming in the schools it is currently being offered in;
- Establish Late French Immersion Catchments to align with the District's already established Early French Immersion catchments;
- Ensure Late French Immersion Programming is aligned with District Student Registration and Student Enrolment processes;
- Improve communication about the availability of the Late French Immersion Program.

Colin Roberts
Associate Superintendent
Greater Victoria School District No. 61
Office: 250-475-4220

 www.sd61.bc.ca |   @sd61schools

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