



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

Monday, December 16, 2019, 7:30 p.m.
Tolmie Boardroom, 556 Boleskine Road

Pages

A. COMMENCEMENT OF MEETING 7:30 PM

A.1 Acknowledgement of Traditional Territories 7:35 PM

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.

A.2 Approval of the Agenda

Recommended Motion:
That the December 16, 2019 agenda be approved.

A.3 Approval of the Minutes

a. Approval of the November 25, 2019 Regular Board Minutes

5

Recommended Motion:
That the November 25, 2019 Regular Board Minutes be approved.

A.4 Business Arising from the Minutes

A.5 Student Achievement

A.6 District Presentations

A.7 Community Presentations (5 minutes per presentation) 7:45 PM

a. Robin Tosczak, Second VP, GVTA - Reading Recovery

b. Jennifer Bailey, SD61 Parent, on behalf of the GVTA - Reading Recovery

B.	CORRESPONDENCE	8:15 PM	
	B.1 Letter to the Board from BCGEU		19
	B.2 Letter to the Board from Parents for Early Language Education		21
C.	TRUSTEE REPORTS	8:20 PM	
	C.1 Chair's Report		
	a. Chair Watters - December Report		28
	b. Trustee Committee Assignments		30
	c. Committee Chair Selection		
	C.2 Trustees' Reports (2 minutes per verbal presentation)		
	a. Trustee Painter - BCSTA Trustee Representative Report		33
	b. Trustee Whiteaker		36
D.	BOARD COMMITTEE REPORTS	8:35 PM	
	D.1 Education Policy and Directions Committee		
	a. Minutes from the December 2, 2019 meeting - Information only		37
	D.2 Operations Policy and Planning Committee		
	a. Minutes from the December 9, 2019 meeting - Information only		40
	b. Recommended motions:		
	a. Long Term Facilities Plan Ad Hoc Committee		43
	Recommended Motion: That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Terms of Reference for the Long Term Facilities Plan Ad Hoc Committee as presented.		
	b. George Jay Renaming - Information only		44

E. DISTRICT LEADERSHIP TEAM REPORTS

8:40 PM

E.1 Superintendent's Report

a. Monthly Report

50

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) receive the Superintendent's report as presented.

b. Trustee Questions

51

E.2 Secretary-Treasurer's Report

a. Monthly Report

52

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) receive the Secretary- Treasurer's report as presented.

b. 2020-2021 Budget Plan - Revised

53

Recommended Motion:
That the Board of Education of School District No. 61 (Greater Victoria) approve the revised 2020-2021 Budget Plan, as presented.

F. QUESTION PERIOD (15 minutes total)

8:50 PM

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

H.1 New Business

a. Student Exclusion Reporting - Trustee McNally

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to report by category, monthly in the public Board meeting, aggregate numbers of exclusions of students with special needs outside the students' [plural] IEP and / or daily plan, including: 1. being asked to stay home 2. being sent home 3. being dropped off late and / or picked up early busing service 4. being excluded from field trips(s) 5. being sent out of the regular classroom to the resource room, sensory / isolation room, or other space.

b. Bylaw 9360 Amendment - Trustee McNally

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the following change to a) Bylaw 9360 Article 5 General Meeting of the Board, b) Bylaw 9360.2 Article B.3.4. regarding the agenda of the Operations Policy and Planning Standing Committee, and c) Bylaw 9360.2 Article B.4.4. regarding the agenda of the Education Policy and Planning Standing Committee, by adding, "The Community Presentations period is limited to a maximum of six speakers, each speaking a maximum of five minutes. In the event the named speaker on the list does not wish to speak, the speaking opportunity will be forfeited."

H.2 Notice of Motions

I. ADJOURNMENT

Recommended Motion:

That the meeting be adjourned.



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

MINUTES

November 25, 2019, 7:30 p.m.

Trustees Present: Jordan Watters, Board Chair, Ann Whiteaker, Vice-Chair, Nicole Duncan, Tom Ferris, Angie Hentze, Elaine Leonard, Diane McNally, Ryan Painter, Rob Paynter

Administration: Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Colin Roberts, Associate Superintendent, Chuck Morris, Director, Facilities Services, Andy Canty, Director, Learning for Information Technology, Lisa McPhail, Communications Officer, Vicki Hanley, Executive Assistant

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:35 p.m.

A.1 Acknowledgement of Traditional Territories

Secretary-Treasurer Morris recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

A.2 Approval of the Agenda

Move E.2 c. Victoria High School to B.1

A.4 Trustee Elections

a. Trustee Painter - motion re results reading

Moved by Trustee Ferris

Seconded by Trustee Painter

That the November 25, 2019 agenda be approved as amended.

Motion Carried Unanimously

A.3 Approval of the Minutes

- a. Approval of the October 28, 2019 Regular Board Minutes

Moved by Trustee Watters

Seconded by Trustee Whiteaker

That the October 28, 2019 Regular Board Minutes be approved.

Motion Carried Unanimously

A.4 Trustee Elections

Secretary-Treasurer Morris explained the election voting process to Trustees and that after a Chair was elected she would turn the meeting over to the new Chair.

- a. Reading of Election Result - Trustee Painter

Trustee Painter moved a motion with regards to the reading of election results.

Moved by Trustee Painter

Seconded by Trustee Hentze

That the Board of Education of School District No. 61 (Greater Victoria) report results of the Trustee elections by name only, and not vote totals.

Motion Carried Unanimously

- b. Election of Chair

Secretary-Treasurer Morris explained the process and the format that would be followed with respect to the annual elections for the positions of Chair, Vice-Chair and representatives to BCPSEA and BCSTA.

Secretary-Treasurer Morris called for nominations for the position of Chair of the Board of Education for the term to November 2020.

Nominations were received for Trustees Duncan, Painter, Paynter and Watters.

Trustees Duncan and Painter declined the nomination and Trustees Paynter and Watters accepted. A ballot vote was taken and Trustee Watters was declared the Chair of the Board of Education.

Chair Watters thanked Trustees for once again trusting her to lead the Board as its Chair.

c. Election of Vice-Chair

Chair Watters called for nominations for the position of Vice-Chair of the Board of Education for the term to November 2020.

Nominations were received for Trustees Ferris, Duncan, Paynter and Whiteaker.

Trustees Duncan and Paynter declined the nomination and Trustees Ferris and Whiteaker accepted. A ballot vote was taken and Trustee Whiteaker was declared the Vice-Chair of the Board of Education.

d. Election of British Columbia Public School Employers' Association Representative

Chair Watters called for nominations for the position of British Columbia School Employers' Association (BCPSEA) Representative for the period to November 2020. Nominations were received for Trustees Painter and Paynter.

Trustee Painter declined the nomination and Trustee Paynter accepted.

Chair Watters declared Trustee Paynter the representative to BCPSEA by acclamation.

e. Election of British Columbia School Trustees' Association Provincial Councilor

Chair Watters called for nominations for the position of British Columbia School Trustees' Association (BCSTA) representative for the period to November 2020. Nominations were received for Trustees Duncan and Painter.

Trustees Duncan and Painter both accepted the nomination. A ballot vote was taken and Chair Watters declared Trustee Painter to be the BCSTA representative.

- f. Motion to Destroy Election Ballots

Moved by Trustee Painter

Seconded by Trustee Whiteaker

That the election ballots be destroyed.

Motion Carried Unanimously

A.5 Business arising from the Minutes

None

A.6 Student Achievement

None

A.7 District Presentations

None

A.8 Community Presentations

- a. Carolyn Howe, GVTA, Education Funding

Carolyn Howe, GVTA Vice-President, attended the Board meeting to speak to Trustees with regards to the lack of funding for education in British Columbia.

- b. Winona Waldron, GVTA, Education Funding

Winona Waldron, President of the GVTA, attended the Board meeting to speak to Trustees with regards to the lack of funding for public education in the province of B.C.

- c. Cara Gibson, Class Dojo Concerns

Dr. Cara Gibson, attended the Board meeting to speak to Trustees about her concerns with regards to an application being used by teachers called DoJo.

- d. Chris Grieve, Vic High Land Disposal

Chris Grieve, attended the Board meeting on behalf of the Vic High Neighborhood Action Group to speak to Trustees with regards to the proposed Vic High Land disposal.

- e. Carmen Spagnola, Vic High Land Disposal

Carmen Spagnola, a Vic High parent, attended the Board meeting to speak to Trustees with regards to the proposed Vic High land disposal.

- f. Vic High Students, Vic High Land Disposal

A grade twelve student from Vic High attended the Board meeting to speak to Trustees with regards to the proposed land disposal.

- g. Aquiles Garro, Vic High Land Disposal

Aquiles Garro, attended the Board meeting to speak to Trustees with regards to the proposed Vic High land disposal.

B. CORRESPONDENCE

B.1 Victoria High School

- a. Consultation Report

The Victoria High School Land Exchange and Lease Engagement Summary Report was received for information.

- b. Land Exchange/Land Disposal

Secretary-Treasurer Morris provided Trustees with a overview of the Vic High land exchange/disposal project to date. Discussion ensued amongst the Trustees with questions of clarification being asked of Secretary-Treasurer Morris.

Moved by Trustee Painter

Seconded by Trustee Ferris

Whereas the Board of Education of School District No. 61 (Greater Victoria) has identified 2.34 acres of land surplus to future educational needs at, and around Victoria High School, the Board of Education's intention to dispose of 2.34 acres of land for the purpose of the Caledonia Project by way of land exchange with the City of Victoria and BC Housing Corporation, and a 60 year lease in favour of Capital Regional Housing Corporation (CRHC), BE APPROVED;

AND FURTHER

That the disposal be subject to Ministry approval, City of Victoria zoning approval for the Caledonia Project, and negotiation of the terms of the land exchange and the lease;

AND FURTHER

That the lease proceeds be directed to the Victoria High School seismic upgrade shortfall of \$2.6 million, and the remainder to amenities enhancement at Victoria High School.

For (6): Trustee Watters, Trustee Ferris, Trustee Hentze, Trustee Leonard, Trustee McNally, Trustee Painter

Against (3): Trustee Whiteaker, Trustee Duncan, and Trustee Paynter

Motion Carried (6 to 3)

B.2 Letter from M. Sran re Policy 7122 Review

A letter from M. Sran was received for information.

B.3 Letter from C. Plant re CRD 2018 Regional Growth Strategy Bylaw 4017 Amendment (Proposed Bylaw 4328) - Referral

A letter from C. Plant was received.

C. Recess/Break

Recess/break from 9:22 p.m. to 9:27 p.m.

D. TRUSTEE REPORTS

D.1 Chair's Report

a. Poll Vote Results - Strategic Plan - Consultation Process

The Poll Vote results from the motion to move into the consultation process for renewal of the Strategic Plan was received for information.

D.2 Trustees' Reports

a. Trustee McNally - October Board Report

Trustee McNally's October Board report was received for information.

- b. Trustee Duncan - BCSTA Trustee Representative Update
Trustee Duncan's BCSTA Trustee Representative report was received for information.

E. BOARD COMMITTEE REPORTS

E.1 Education Policy and Directions Committee

- a. Minutes from the November 4, 2019 meeting
The draft minutes from the November 4, 2019 Education Policy and Directions Committee meeting were received for information.
- b. Motion from the November 4, 2019 meeting

- a. Boundary Review Process

Trustee Duncan referred to the meeting minutes and presented the following recommended motion.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to develop a survey to acquire community feedback on the boundary review process.

Discussion ensued amongst the Trustees with a suggestion being made to amend the motion.

Amendment:

Moved by Trustee Whiteaker

Seconded by Trustee Painter

That the motion "That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to develop a survey to acquire community feedback on the boundary review process" be amended to "That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to compile community feedback on the boundary review process and possible recommendations for improvement."

For (3): Trustee Whiteaker, Trustee Duncan, and Trustee Paynter

Against (5): Trustee Watters, Trustee Ferris, Trustee Hentze, Trustee Leonard, and Trustee Painter

Abstain (1): Trustee McNally

Motion Defeated (3 to 5)

Further discussion ensued amongst the Trustees with a suggestion being made to amend the motion.

Amendment:

Moved by Trustee Painter

Seconded by Trustee Duncan

That the motion "That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to develop a survey to acquire community feedback on the boundary review process" be amended to "That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to compile a lessons learned report on past engagement processes since the inauguration of the new Board."

For (5): Trustee Whiteaker, Trustee Duncan, Trustee McNally, Trustee Painter, and Trustee Paynter

Against (4): Trustee Watters, Trustee Ferris, Trustee Hentze, and Trustee Leonard

Motion Carried (5 to 4)

Further discussion ensued amongst the Trustees with a suggestion being made to amend the amended motion.

Amendment:

Moved by Trustee Watters

Seconded by Trustee McNally

That the amended motion "That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to compile a lessons learned report on past

engagement processes since the inauguration of the new Board" be amended to strike the words "since the inauguration of the new Board" replace the words "lessons learned report" with "public engagement report."

Motion Carried Unanimously

Chair Watters called for the vote on the main motion as amended.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to compile a public engagement report.

For (7): Trustee Watters, Trustee Whiteaker, Trustee Duncan, Trustee Hentze, Trustee McNally, Trustee Painter, and Trustee Paynter

Against (2): Trustee Ferris, and Trustee Leonard

Motion Carried (7 to 2)

E.2 Operations Policy and Planning Committee

- a. Minutes from the November 18, 2019 meeting

The draft minutes from the November 18, 2019 Operations Policy and Planning Committee meeting were received for information.

- b. Motion from the November 18, 2019 meeting

Trustee Paynter referred to the meeting minutes and the following recommended motion.

- a. Policy Sub-Committee Report

That the Board of Education of School District No. 61 (Greater Victoria) approve the new Policy 5141.1 Provision of Menstrual Products to Students.

Motion Carried Unanimously

F. DISTRICT LEADERSHIP TEAM REPORTS

F.1 Superintendent's Report

a. Monthly Report

Superintendent Green referred Trustees to her written report in their agendas, highlighting a few of the meetings and agenda items.

Moved by Trustee Painter

Seconded by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) receive the Superintendent's report as presented.

Motion Carried Unanimously

b. Trustee Questions

Superintendent Green responded to questions from Trustees with regards to meetings with partner groups to discuss the Strategic Plan renewal process.

F.2 Secretary-Treasurer's Report

a. Monthly Report

Secretary-Treasurer Morris referred Trustees to her written report in their agenda packages and answering questions of clarification from Trustees.

Moved by Trustee Painter

Seconded by Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria) receive the Secretary-Treasurer's report as presented.

Motion Carried Unanimously

b. 2020-2021 Budget Process

Secretary-Treasurer Morris presented Trustees with the proposed 2020-2021 budget process for their consideration. Discussion ensued amongst the Trustees with questions of clarification being asked of Secretary-Treasurer Morris. It was noted that one date conflicted with Family Day in February. Staff to insert a new date.

Moved by Trustee Painter

Seconded by Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2020/2021 Budget Process as amended.

Motion Carried Unanimously

G. QUESTION PERIOD

The following are questions that were received at the October 28, 2019 Board meeting, along with the answers.

1. What data did the District use to support the shutdown of the Behavioural Program at Braefoot, and the Low Incident Program at Lansdowne, Shoreline and Arbutus? If none was used, what was the basis for closing these two programs?

Answer: The Ministry of Education and society in general has recognized the importance and strength of inclusive communities and as a result the Ministry has a mandate towards inclusive learning. The programs referenced in the question did not provide opportunities for certain students to learn with their age appropriate peers in the least restrictive environment and most enabling environment. Given this information the district began the work of examining the various programs and how they were meeting the needs of the students.

We examined data and saw that our students in the Behaviour Programs were not transitioning successfully into middle school (particularly the boys) and again in grade 9. We also had anecdotal information that told us that many of our parents wanted their children to attend their neighbourhood school and stay with their social cohorts. Our structures at that time didn't support these requests. The Behaviour Program didn't allow for students in the program to experience learning amongst their age appropriate peers – in the behaviour program, their classmates and therefore their role models, were students with similar complex challenges.

We also examined the achievement levels of students with a high or low incident designation and found that some students were automatically placed on a path towards an Evergreen (school completion certificate) even though they may have had the ability to achieve a Dogwood. Ministry mandates have changed and the ability to pursue an Evergreen certificate is justifiably strict.

Through our conversations, file reviews, and data work we found that the Low Incidence programs were not necessarily meeting the explicit and strategic learning goals for each student based on their IEP. The Low incidence programs tended to focus on life skills that were not always age appropriate. These were activity based and the program didn't necessarily scaffold learning as the student developed. We recognized a need to continue teaching life skills as well as embed literacy and numeracy skills. This led us to look at appropriate programming for each student based on the goals of their IEP rather than having the potential for the student to be automatically placed in a program without voice or choice. The low incident programs also didn't facilitate student integration and inclusion in a neuro-typical classroom with their age appropriate peers. We studied the research and it clear demonstrates that all students benefit and achieve higher academic results when learning in an inclusive environment.

We also had information that students in the low incidence program, who aged out of school didn't always have a community connections that supported their transition to life after high school.

From our Pathways and partnerships data, we were very aware that we didn't have students in our low incidence programs participating in real pay for real work placements during their high school experience. In this area research is clear that students who have real work for real pay achieve higher levels of success later in life.

Lastly when we met with staff in some of the programs, we heard that some staff who were supporting these programs struggled to see how the programs were inclusive and meeting the needs of each student. WE heard that programming based on each student's IEP was important. That age appropriate learning opportunities were important and that inclusion did not mean 100% of the time.

Therefore, we did not remove the funding or staffing from any of these schools but we provided the opportunity to work within student's individual learning needs to provide learning opportunities that allowed for students to work in classrooms, small groups and individually when appropriate.

2. Please clarify the process for publishing correspondence in the Board meeting minutes.

Answer: Correspondence written to the Board and is not of a confidential nature is included in the Board meeting agenda and attached in the package which is also published on the District website under Meetings of the Board.

3. Did the 2018 review of French Immersion consider access of students with special needs, vulnerable students and aboriginal students to French Immersion programming? If yes, what were your findings?

Answer: The committee focused on French Immersion in regards to K entry, Grade 1 entry, late entry, secondary programming and dual or single track. French Immersion is a district program, that has grown over the years, that provides both access and opportunity for all students. As the review concluded the board was able to make a decision to continue to provide French Immersion that is dual track, with access for all students that provides entry at K, Grade 1, Grade 6 and secondary accessible to all students. To provide greater, equitable access to French Immersion there is a recommendation to expand the opportunity on the east side of the school district.

H. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

None

I. NEW BUSINESS/NOTICE OF MOTIONS

I.1 New Business

a. BCSTA AGM Motion Reminder

Chair Watters reminded Trustees of the cutoff day for submitting motions to the BCSTA AGM is approaching if they plan on submitting a motion.

b. BCSTA Academy Reminder

Chair Watters reminded Trustees that the BCSTA Trustee Academy is taking place November 28-30, 2019 in Vancouver and that she and Trustees Hentze and Ferris would be attending.

c. Student Exclusion Reporting - Trustee McNally

Trustee McNally requested that her motion be postponed and moved forward to the December 16, 2019 Board of Education meeting.

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to report by category, monthly in the public Board meeting, aggregate numbers of exclusions of students with special needs outside the students' [plural] IEP and / or daily plan, including: 1. being asked to stay home 2. being sent home 3. being dropped off late and / or picked up early busing

service 4. being excluded from field trips(s) 5. being sent out of the regular classroom to the resource room, sensory / isolation room, or other space.

d. Bylaw 9360 Amendment - Trustee McNally

Trustee McNally requested that her motion be postponed and moved to the December 16, 2019 Board of Education meeting.

That the Board of Education of School District No. 61 (Greater Victoria) approve the following change to a) Bylaw 9360 Article 5 General Meeting of the Board, b) Bylaw 9360.2 Article B.3.4. regarding the agenda of the Operations Policy and Planning Standing Committee, and c) Bylaw 9360.2 Article B.4.4. regarding the agenda of the Education Policy and Planning Standing Committee, by adding, "The Community Presentations period is limited to a maximum of six speakers, each speaking a maximum of five minutes. In the event the named speaker on the list does not wish to speak, the speaking opportunity will be forfeited."

I.2 Notice of Motions

None

J. ADJOURNMENT

The meeting adjourned at 10:41 p.m.

Moved by Trustee Ferris

Seconded by Trustee Painter

That the meeting be adjourned.

Motion Carried Unanimously

Chair

Secretary-Treasurer



November 25, 2019

VIA EMAIL: trustees@sd61.bc.ca

Greater Victoria School District No. 61 Trustees
556 Boleskine Road
Victoria, BC V8Z 1E8

Dear Trustees,


Re Support for CRHC Affordable Housing Project


I am writing to you on behalf of nearly 80, 000 members of the BC Government and Service Employees' Union, thousands of whom live and work in Victoria. I urge you to support the Capital Regional Housing Corporation's affordable housing development proposal for the land next to Vic High.


Victoria, like the rest of British Columbia is in the midst of a housing crisis. Building 154 new units of affordable housing, green space, and a community amenity building will be a huge benefit to all members of the community as well as the families of students at Vic High. I hope you will support the City of Victoria's land swap and take this opportunity to cooperate on this important project.

BCGEU members regularly tell me about how much they, their families, and their co-workers are struggling to find housing that they can afford. Many are worried about how they are going to pay increasing rents, higher mortgages, or find housing that will accommodate their growing families. The housing crisis has also driven many people further away from their work resulting in longer commutes or vacancies that can't be filled at work. The reality is wage increases can't keep up with the cost of housing and we need real solutions now to meet the needs of our communities.

By approving the land swap and allowing this affordable housing project to go forward you will be leading by positive example and being part of that solution. We urge you to make this decision while also taking into consideration the needs of the students in the area. There will need to be plans put in place to accommodate future students in the area, and this may include building schools and infrastructure in surrounding communities.

 4911 Canada Way,
Burnaby, B.C. V5G 3W3

 604-291-9611 (PHONE)
1-800-663-1674 (T-F)

 604-291-6030 (Fax)
1-800-946-0244 (T-F)



We support this project and we encourage each of you as trustees to support it as well. A quality learning environment requires affordable communities for students to thrive.

Sincerely,



Stephanie Smith
President

SA/pc
MoveUP

cc: Affordable Fernwood

November 29, 2019

From: Parents for Early Language Education

Re: What We've Learned and our Requests to the Board

Dear Greater Victoria School Board,

First, thank you sincerely for your consideration so far and for your service to our community. We believe that early language learning is important for our children, our district, and our society, and that it can be delivered in a way that broadens access, builds bridges and cultural literacy, and honours who we are as a community and nation. As a network of parents and educators, we speak for nearly 200 parents who have asked us to deliver their interests and concerns to the board.

We would like to present:

1. What we are asking of the Board and District
2. A brief summary of what we've learned from our preliminary engagement with parents
3. A synopsis of the opportunities we have identified for language education (attached)

WHAT WE LEARNED

When we first brought our interested to the district – sometimes disparately as individual parents – we learned that while demand for language programs was considered a critical factor in whether to introduce them, there was little knowledge about what that demand was. Thus, we as parents who are passionate about language education, and who believe that this interest is shared widely, decided to undertake a preliminary survey which had almost 200 responses, as well as holding two “focus group” style discussions over the past year. This is what we found out. (Full results attached):

- **Overwhelmingly, our parents want language education to start early**, consistent with current thinking around language education. 85% believe Kindergarten/Grade 1 is the right time for their kids to start, and an additional 12% believe sometime in elementary school (“e.g. Grade 3”) is right. Only 1% believe Grade 9 is the right time to start.
- **The primary reasons for wanting language education are to benefit children’s development and to open cultural opportunities and build bridges (75-80% of respondents).** Half of respondents cited economic opportunities. Less than half cited a personal connection to the language (28% to retain and enhance a language spoken at home, and 19% to learn a heritage language that has been lost). 23% cited enhancing Canada’s bilingual and multicultural status.
- **Regular, in-classroom language learning opportunities was the most important thing desired by parents.** 75% of parents identified this as “very important.” Following this, partial immersion programs and after-school programs were popular preferences. Full immersion was the least popular option, although a number of parents expressed interest in this option.

- **Over half of respondents were willing to have their child travel outside of the catchment school** to access in-school or after-school programs, while close to half felt they were unwilling or unable to do so.
- **We are reaching parents who are primarily interested in French (33%), Mandarin (22%) and Spanish (22%) language learning** as their first preference. These languages were also popular amongst second preferences: Spanish (30%), French (26%) and Mandarin; and among third preferences.
- ***Most of our respondents – 114 parents – would like an opportunity to share their experience directly with the School Board!***

WHAT DID WE HEAR AT LISTENING SESSIONS?

We learned that while each family is unique, there were several common themes:

- A desire to include language learning in the school day. Weekends are family time and out-of-school options are hard to access.
- Interest in language education is not limited to any ethnic or cultural community, and is shared by those who speak a second language at home and those who do not.
- There is strong interest in organizing after-school programs, if there is district support
- At the same time, in-school programming is also desirable because kids are interested in participating in a range of after-school activities (sports, arts, etc.)
- Parents who speak a language at home often find it challenging to encourage their children to become fluent and want to speak the language
- Parents whose children are learning a second language in daycare now, are disappointed that their children do not have robust options to continue
- There are many talented educators in our community, but there are barriers to entry, including BC's certification requirements for experienced immigrants. Some report that this is not a problem in Alberta, nor in BC's independent schools.

WHAT WE ARE ASKING

1. Open School Facilities for After-School Language Programming:

Parents are passionate and willing to establish after-school language programs that can help students learn languages naturally through fun activities. But, we need support.

We're asking that the board offer free space in schools, and a set of guidelines for these programs.

As one parent puts it, other parents' eyes light up at the mention of language programs. From others, finding after-school programming for working parents (most of us) can be as stressful as finding child care for younger kids. And from others, weekends are family time, and they prefer that language education be available on schooldays.

There is no lack of qualified teachers, and after-school programming does not present the

same barriers to staffing as in-school programs. After-school programming is also a chance pilot programs and test demand.

2. Help us all to understand demand better, by undertaking consultation, a survey, etc.

We have been told that establishing language programs depends on demand, but that the district does not have an understanding of what the demand is. As parents, we have put time and resources into gathering preliminary information to share with the school district. We believe, based on what we're hearing, that there is significant interest.

We request that the district take the next step in conducting needed research – whether a survey, consultation, inquiry of incoming students – on demand for language programs. We know the district has the experience, resources and skills, based on the recent catchment boundaries survey (which was offered in 5 languages).

If you need further action from us, please let us know what would be most helpful to you.

3. Update the Strategic Plan to include the objective of expanding opportunities to learn second languages in elementary and middle schools, so that eventually all students who want, have access to language learning. Languages offered should be inclusive of bilingualism and multiculturalism, world languages, our community, heritage languages, and First Nations languages.

The strategic plan sets the stage for where the district spends resources and staff time, and where we seek to grow as a district and community. Building cultural competence and world citizenship, and bringing the benefits of language learning to more students, are important goals for our community and nation.

We do not see language learning as competing with other values. Rather, language learning has been shown to benefit kids in development and in other areas of education, and should not be seen as just an “extra”. There are many successful models to choose from, that can be tailored to our district's needs.

We know the district currently struggles to meet demand for French immersion, and offering choices in languages and learning approaches would ensure more children can learn a language meaningful to them. We also know that students who access an unofficial language program can also access Core French through, and as the Parents for French have pointed out, learning one language can be a “gateway” to learning others.

Longer term, we would ask that the district to work with parents to:

1. Explore language programming in elementary and middle schools in a way that is accessible to students and inclusive of diverse languages guided by the strategic plan. This could include in-class programs and partial immersion programs.
2. Continue to strengthen after-school programming
3. Establish a position for world languages and multi-culturalism, alongside principals for French Immersion and for English Language Learning (ELL). With our current

enrollment in French immersion, and increasing population of English Language Learners, we believe the two positions overseeing these programs are full-time jobs, and that the district does not have sufficient resources to manage modern languages and multi-cultural programming in a coordinated way.

4. Work with the Province and BC Federation of Teachers to remove barriers that prevent talented language teachers from teaching in BC (for example, certification rules that make it difficult for native speakers from other countries to teach).
5. Encourage the Province to support and fund pilot programs in world language, building on steps already taken.

WHO ARE WE REACHING?

We received 196 survey responses. Among our parents:

- 91% speak English at home, while 25% speak French, 25% Mandarin, 22% Spanish, 5% Cantonese, 5% Japanese, as well as a variety of other languages.
- All live in the GVSD boundaries: 45% in Victoria, 27% Saanich, 10% Esquimalt, 7% Oak Bay, and 5% View Royal
- 49% have two children, 41% one child, and 10% three or more children.
- Most (68%) have one child in K-Grade 8, and 29% have two.
- All have children who will be entering the school system in the next 5 years: 65% have one, 33% two, and 2% three children who will be entering the school system.
- 32% attend a day care, out-of-school or after-school program in an unofficial language. Over 25 daycares in Victoria offer languages other than French and English.
- Most parents are taking action to start teaching a language at home, including through speaking, reading and audio-visual materials. Most do not have more than one parent or caregiver who speaks a second language.

WHAT ELSE?

The attached information sheet identifies many successful programs in districts in BC, in Western Canada, and in the U.S. Pacific Northwest. All of these programs are drawing interest in communities ranging from metro areas to communities that are smaller and less diverse, than Victoria. We recognize that the right fit for Victoria will require thoughtful consideration, and may vary by language. However, we see potential in programs ranging from after-school programming to partial immersion and bilingual programming. We believe all of these programs offer the ability to integrate into a broader education that can provide equitable opportunities for students.

We look forward to working with you further!

Sincerely,

On behalf of Parents for Early Language Education

Marc Cittone, Midori Igarashi, Chris and Luba Hazeldine, Melinda Jolley, Adrian Mohareb, Adrianna Ashton

A FEW RESOURCES

A Review of the Literature on Second Language Learning, by the Language Research Centre of the University of Calgary. 2006. The Language Research Centre of the University of Calgary.

<https://www.acpi.ca/documents/litreview.pdf>

This academic review finds benefits of language learning and provides a strong rationale for making language learning an integral part of student learning. Research findings indicate that students involved in language learning demonstrate: improved student achievement; positive intellectual potential; improvement in both verbal and nonverbal intelligence, divergent thinking, and memory and listening skills; improved skills in the first language; and positive attitudes toward cultural diversity.

Edmonton Public Schools Institute for Innovation in Second Language Education (IISLE)

<https://sites.google.com/a/epsb.ca/iisle-second-languages-epsb/>

University of Calgary Information on the Benefits of Language Learning, and offerings in Calgary Public Schools. <https://arts.ucalgary.ca/pcs/videos-benefits-bilingualism>

Alberta Leads the Way in Second Languages. Alberta Teachers Magazine, 89:2008-2009.

<https://www.teachers.ab.ca/News%20Room/ata%20magazine/Volume%2089/Number1/Articles/Pages/AlbertaLeadstheWayinSecondLanguages.aspx>

School Administrator's Guide to Implementing Language Programming. 2007. Alberta Education.

<https://education.alberta.ca/media/482233/school-administrator-s-guide-to-implementing-language-programming.pdf>

Metro Vancouver losing competitiveness due to lack of language immersion programs.

Chiang, Chuck. Vancouver Sun, Sept 3, 2016.

<https://vancouversun.com/business/local-business/metro-vancouver-losing-competitiveness-due-to-lack-of-language-immersion-programs>

British Columbia and Spain partner to support bilingual education. BC Ministry of Education.

2008. <https://news.gov.bc.ca/releases/2016EDUC0261-002558>

Vancouver School Board Mandarin Bilingual Programs.

https://www.vsb.bc.ca/Student_Learning/Elementary/Mandarin_Bilingual/Pages/Default.aspx

Video on the Mandarin Immersion program in Vancouver, Washington (Pop. 150,000):

<https://vansd.org/mandarin-immersion-program-begins-at-franklin-elementary-school/>

Profile of Four bilingual immersion programs in Eugene, Oregon.

<https://sites.google.com/site/multilingualeugene/resources/immersion-programs-in-eugene-oregon>

Early Dual Language Learning. Fred Genessee. 2008. McGill University. Zerotothree.org.

<https://www.ryerson.ca/mylanguage/images/Genessee.pdf>

Early Language Education in Greater Victoria

Thank you for your interest in early language education in the Greater Victoria School District! We want to know your interests as a parent, caregiver or future parent.

Parents for Early Language Education are a group of parents, caregivers and educators who believe that broadening education by offering early language learning to more students, in more languages, is good for our kids, our district and our society.

Why early language education?

Learning languages is a great way for young minds to develop, and the early years are the best time to start on a path to fluency. Early opportunities to learn about other cultures are also very important. Research has shown that children who develop fluency in two languages benefit in problem solving, creativity, and tolerance towards others.ⁱ

Language learning opens up economic opportunities for students and is important for British Columbia's [economic future](#). Business leaders have identified BC's lag in enhancing early language learning, compared to Alberta, as a liability.ⁱⁱ

Language learning reflects who we are as a community and a bilingual and multicultural nation. Greater Victoria is increasingly multicultural. Hundreds of young people are studying diverse languages in preschool and after-school programs, such as the Japanese Heritage Language School, Spanish after-school programs, and the Chinese Public School. Parents have expressed a desire to see language learning better integrated into the public school day, and interest in reviving and enhancing the status of indigenous languages is growing.

While most residents claim English as their mother tongue, 7,500 (2%) claim French, and almost 50,000 (15%) have another mother tongue. After Canada's two official languages, the most common mother tongues in 2016 were Mandarin, Cantonese, German, Punjabi, Tagalog, Spanish, Dutch, Korean, Japanese, Portuguese, and Vietnamese (each with between 1,000 – 6,000 native speakers and many more second-language speakers). Across Canada, almost 8 million Canadians (20%) have a mother tongue other than English or French.

Language learning builds bridges to our heritage and the world. British Columbia has been multilingual since before colonial settlement. The languages of immigrants and settlers are referred to as "heritage languages", and many are world languages important to communication, trade and culture. Mandarin and Spanish, for example, are among the most widely-spoken world languages. Each year, Victorians travel and work abroad, students and visitors come to Victoria, and approximately 1,500 immigrants settle in the region.

British Columbia has developed curricula for a number of world languages!

The Province has developed curriculum for 9 languages starting in Grade 5: American Sign Language, French, German, Italian, Japanese, Korean, Mandarin Chinese, Punjabi, and Spanish. Schools may develop curricula for earlier learning or for other languages. BC's language education policy states "the Ministry of Education encourages opportunities for all students to learn languages that are significant within their communities." British Columbia and Spain recently signed an [agreement](#) (in 2016) to partner in the development of a bilingual curriculum in BC after the success of this program in Alberta, which has seen over 6,000 students.ⁱⁱⁱ

What does Greater Victoria School District currently offer?

Some Victoria schools offer French Immersion, with early entry in Kindergarten/Grade 1 or later entry in Grade 6, by lottery. All schools offer core French, starting in Grade 4 or 5. The District offers only two other languages – Spanish and Japanese – starting in Grade 9, and only in some schools. We have not taken advantage of Provincial opportunities to expand early language education. However, independent (private) K-12 schools in Victoria offer classes in French, Mandarin and Spanish as early as elementary grades.

How do we compare?

Many second-language programs are emerging in elementary schools in BC and elsewhere:

- Vancouver, Burnaby and Coquitlam offer bilingual or immersion French and Mandarin
- Kootenays District offers Russian bilingual and Russian for Grades 5-12, in addition to French
- Edmonton offers 7 immersion or bilingual languages in elementary schools and maintains an Institute for Excellence in Second Language Education
- Calgary offers 4 early bilingual programs (French, Spanish, German and Mandarin), with Spanish and Mandarin each offered at 5 elementary schools
- Smaller cities like Lethbridge and Red Deer (pop. 100,000) introduced Spanish bilingual programs in addition to French immersion, while Vegreville added Ukrainian bilingual
- Portland, OR public schools offer 7 bilingual immersion languages, while Eugene, less populous than Greater Victoria, offers four: French, Spanish, Japanese and Mandarin.

There are many models of early language education. While we are familiar with full immersion programs in French, programs in other languages are often partial immersion or bilingual programs, which balance English (or French) teaching with teaching in a second language. Alternatively, some schools may simply offer daily classes and/or activities in another language.

Canada is officially bilingual *and* multicultural. The *Multiculturalism Act* encourages us to retain and teach heritage languages as an important part of Canada's past *and* future!

In addition to being bilingual, Canada is officially multicultural through our Multiculturalism Policy (1971) and *Multiculturalism Act* (1988), which recognizes the role of multiculturalism in our heritage and future. The *Canada Multiculturalism Act* encourages the government to, among other things “facilitate the acquisition, retention and use of all languages that contribute to the multicultural heritage of Canada” and “preserve and enhance the use of languages other than English and French.” Officially bilingual, Canada in the 1960s rejected a model of “biculturalism” that would've excluded other cultural backgrounds.

With a shortage of spaces and teachers in French immersion programs, we believe that broadening our offerings to reflect more languages, as well as earlier French language learning, could help ensure more students can learn their languages of interest! And, learning one language can serve as a “gateway” to learning others later in life.

Contact/Learn More and Take the Survey!

Find us on [facebook](#), email parents4languages@outlook.com, or find the survey at: <http://bit.ly/viclanguagesurvey>

ⁱ Early Dual Language Learning. Genesee, F., McGill University, 2008. Zerotothree.org.

ⁱⁱ Metro Vancouver losing competitiveness due to lack of language immersion programs. Chiang, Chuck. Vancouver Sun, Sept 3, 2016.

School District No. 61 (Greater Victoria)
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4106 Fax (250) 475-4112

*Chair: Jordan Watters Vice-Chair: Ann Whiteaker
Trustees: Nicole Duncan, Tom Ferris, Angie Hentze,
Elaine Leonard, Diane McNally, Ryan Painter, Rob Paynter*

TO: Board of Education
FROM: Jordan Watters, Board Chair
RE: Chair's Report
DATE: December 16, 2019

I am grateful to have received the Board's support to continue on as Chair for a second year. I want to extend my congratulations to Trustee Whiteaker who was re-elected Vice Chair, Trustee Paynter who was re-elected our BCPSEA representative, and Trustee Painter who was elected our BCSTA representative. I also want to thank all the Trustees who stood for election, your willingness to serve makes us all stronger.

I am exceptionally proud of the depth and breadth of work our Board is doing to improve learning conditions and outcomes for our students. We have ambitious goals and wish to be a progressive Board that engages our learning community. Together we work hard to achieve the best success for our students. It is a privilege to work with all of the trustees, staff, students, government agencies, local partners and the community.

Update on Activities

In my role as Chair I have responded to a tremendous volume of emails and media requests. It has been wonderful to see such a high level of community engagement with the Board's work and I have worked hard to represent the Board with consistency, integrity and positivity.

On November 6th I attended the Open House at George Jay exploring the possible re-naming of the school. I enjoyed meeting interested community members, parents and staff.

I attended the Vic High Open House on November 12th and enjoyed many interesting discussions with Fernwood community members, Vic High Alumni and other engaged people.

On November 28th, I attended the District's first Diversity and Inclusion forum and it was a fantastic morning of learning and discussion. I am very grateful to everyone who played a role in organizing this event and I look forward to watching the work we began at the forum grow over the coming years.

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.

I have been participating on a BCSTA Working Group on Trustee Work Environments at the request of BCSTA President Stephanie Higginson. The group has met four times and we are well on our way to delivering a report and recommendations by Spring.

I had my quarterly meeting with Victoria Mayor Lisa Helps on November 25th where we discussed a variety of areas of mutual interest including youth bus passes and childcare initiatives.

Professional Development

I attended the first two days of the BCSTA Academy in Vancouver. I particularly enjoyed learning from Anthony McLean who gave a lively Plenary on Leadership, Mental Health and Inclusivity. I also enjoyed sessions on Understanding BC's Mental Health and Addictions Strategy and Facing the Challenges of an Interrupted Education with regard to refugee children, youth and families.

Finally, I recently completed the Status of Women Canada Gender-Based Analysis Plus (GBA+) training and I have been doing a lot of reading around how this analytical framework is implemented across governments.

Season's Greetings

I am sending warm wishes to all our staff, students and families for a restorative and playful holiday season. Please take extra care on the roads and look out for each other as best you can. While the holidays can be joyful, they can also be hard. I hope everyone has the opportunity to do the things that bring them peace. I look forward to the New Year and all the energy and optimism that brings.



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.

TO: Board of Education
 FROM: Jordan Watters, Board Chair
 RE: Trustee Assignments
 DATE: December 16, 2019

TRUSTEE ASSIGNMENTS

December 2019 to December 2020

One of the responsibilities of Board Chair is to assign Trustees to standing committees, ad hoc committees, district committees, external committees, as well as liaison positions to families of schools and municipalities.

In preparing to make these assignments I asked Trustees to express their preferences, and I have done my best to meet as many requests as possible. I have also attempted to establish an equal work load across the Board and ensure a mix of skills and experience. The following tables represent Trustees assignments from December 16, 2019 to our December 2020 Board meeting.

STANDING COMMITTEES	ASSIGNMENTS
Operations Policy and Planning	Rob Paynter Angie Hentze Elaine Leonard Ann Whiteaker Jordan Watters (ex officio)
Education Policy and Directions	Nicole Duncan Tom Ferris Diane McNally Ryan Painter Jordan Watters (ex officio)

AD HOC COMMITTEES	TRUSTEE(S) ASSIGNED
Aboriginal Education	Tom Ferris
Advocacy & Public Engagement	Nicole Duncan & Ann Whiteaker

Audit Committee	Rob Paynter & Elaine Leonard
District Facilities	Angie Hentze
Equity	Ryan Painter & Ann Whiteaker
French Advisory	Tom Ferris
Policy Sub-Committee	Elaine Leonard & Jordan Watters

DISTRICT COMMITTEES	TRUSTEE ASSIGNED
Aboriginal Nations Education Council	Diane McNally
District Gender and Sexuality Alliance	Ryan Painter
Victoria High School Visioning	Nicole Duncan

EXTERNAL COMMITTEES	TRUSTEE ASSIGNED
Victoria Family Court and Youth Justice Committee	Angie Hentze

MUNICIPAL LIAISONS	TRUSTEE(S) ASSIGNED
Victoria	Nicole Duncan
Saanich	Diane McNally & Angie Hentze
Oak Bay	Ann Whiteaker
Esquimalt	Rob Paynter
View Royal & Highlands	Ryan Painter
Songhees Nation & Esquimalt Nation	Jordan Watters
CRD	Tom Ferris

FAMILY OF SCHOOLS ¹	TRUSTEE(S) ASSIGNED
Victoria High	Nicole Duncan
Spectrum Community	Ryan Painter
Oak Bay High	Ann Whiteaker
Esquimalt High	Rob Paynter
Mount Douglas Secondary	Diane McNally
Lambrick Park Secondary	Tom Ferris
Reynolds Secondary	Angie Hentze
Alternative Education	Ann Whiteaker

CONTRACT NEGOTIATIONS	TRUSTEE(S) ASSIGNED
Allied Specialist Association	Ryan Painter
CUPE 382	Ann Whiteaker
CUPE 947	Diane McNally
Exempt Staff	Tom Ferris
Greater Victoria Teachers Association	Nicole Duncan & Rob Paynter
Principals & Vice Principals Association	Angie Hentze

¹ Family of School groupings are presented here: www.sd61.bc.ca/schools/school-family-groups

BCSTA Trustee Representative Report



DECEMBER 16, 2019

Submitted by: Ryan Painter

BCSTA Trustee Representative Report

1) Trustee Academy Review

- a. The BCSTA has posted presenter materials on the HUB that have been made available for distribution. Find them on the Academy page under the events tab. [Click here to view photos from the Academy.](#)

2) BCSTA Submission to Government on Accessibility Through Legislation

- a. About the project (From the Ministry of Social Development and Poverty Reduction website):
 - i. *There are more than 926,000 British Columbians over the age of 15 with some form of disability. This represents nearly 25% of the population. As the population ages, the number of people with disabilities and the severity of their disabilities are likely to increase.*

The B.C. Government is committed to developing new laws, standards, and policies to better support people with disabilities to live with dignity and to meaningfully participate in their communities. Accessibility legislation would empower government, persons with disabilities, and the broader community to work together to identify, remove, and prevent barriers.

To gather feedback in preparation for the development of new laws, standards and policies, Shane Simpson, Minister of Social Development and Poverty Reduction held a public engagement September 16 to November 29, 2019. People from across the province had the opportunity to have their say in what the creation of Accessibility Legislation should look like for British Columbians.

- ii. The BCSTA has submitted it's recommendations in a report entitled [Accessibility: A New Framework.](#)

3) Do you know about The Learn e-newsletter?

- a. **The Learn** is a product of the Ministry of Education regarding all things related to BC Education. It's a fascinating resource of BC focused data and initiatives, including articles like *11 Initiatives to Support Student Mental*

Health and data on six year completion rates. Check out the [November 2019 edition here](#).

4) Locally elected school boards return to PEI

- a. A recognition that locally elected boards bring an important voice to educational governance has ushered in an end to 8 years of appointing school boards in Prince Edward Island. The PEI government is engaging with education partners and stakeholders, with an eye to having boards fully reinstated by the fall of 2020.

5) Letter of Interest

- a. [CSBA to The Honourable Navdeep Bains, M.P. Minister of Innovation, Science and Industry](#)
- b. [CSBA to The Honourable Steven Guilbeault Minister of Canadian Heritage](#)

6) Why focus on low performing students?

- a. Charles Ungerleider, Professor Emeritus of Education, The University of British Columbia, blogs on issues of importance in the education sector. His most recent post focuses on how we calculate performance of students and how using statistics showed that focusing on the lowest performing students was at once more effective and equitable. This has spinoff benefits for communities and society as a whole. You can read Dr. Ungerleider's [most recent post here](#).

7) Gang prevention program expands to keep more students safe

- a. The Ministry of Education and Public Safety have announced an additional \$4.93 million dollars, on top of \$1.12 million announced in March of 2019, to help at-risk students “get off the path to gang life through the expansion of ERASE (expect respect and a safe education) school-based gang and gun violence prevention program.” Including Victoria, there are 15 communities who will benefit from this funding. [Learn more here](#).

Trustee Board Report

Submitted December 11, 2018

By Trustee Ann Whiteaker

Calendar

September 23 – Board Meeting

September 26 – Shoreline Middle School – BBQ and boat launch opening

September 30 – Strategic planning

October 11 - BC School Centered Mental Health Coalition

October 17 – Eagle View Elementary – Playground opening

October 21 – Audit Committee

October 24 – Meeting with Mayor Barb Desjardins

October 14 – Ombudsman workshop

November 4 – Equity Committee

November 8 – Ministry of Education Early Learning Summit

December 3 – Crossing Guard stakeholder meeting

December 16 – Frank Hobbs Learning Studio – Child care celebration

Professional Development

Ministry of Education Early Learning Summit highlighted the revised Early Learning Framework that has been revised after 10 years. Revisions incorporate aboriginal ways of knowing, professional development and the inclusion of families as well as alignment with K – 12 curriculum.

Benefits of high quality affordable child care include

- Students have better behavior and social emotional learning outcomes that are “permanent” meaning these behaviors persist throughout life.
- Labour force parity and increased productivity as a nation. As parents are able to join the work force productivity is increased. Childcare is predominantly a woman’s issue, lack of access to child care is a barrier to participate in the labour market and other opportunities such as higher education which would add value (income earning potential) to women workers. Access to child care will reduced income inequality for women.



**Education Policy and Directions Committee
December 2nd, 2019 – Tolmie Board Room**

MINUTES

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

Regrets: Diane McNally

Other Trustees Present: 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, Andy Canty – Director of Information Technology for Learning, Cindy Graf - GVTA Representative, Shawna Abbott - CUPE 947 Representative, Jodi Whiteman - VCPAC President, Andree Porter – Executive Assistant (recorder)

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

Chair Duncan 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 December 2, 2019 Education Policy and Directions agenda be approved.

Motion Carried Unanimously

A2. Approval of the Minutes

It was moved by Trustee Ferris

That the November 4th, 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. Parents for Early Language Education / Marc Cittone

B2. Parents for Early Language Education / Chris Hazeldine

B3. Parents for Early Language Education / Melinda Jolley

B4. Behaviour Management App “Class Dojo” Concerns / Dr. Cara Gibson

C. NEW BUSINESS

C1. Introduction of Student Representatives

Superintendent Shelley Green advised that there were no student representatives available for the meeting.

C2. Industry Training Authority Scholarship Recognition

Lindsay Johnson, District Vice Principal of Pathways and Partnerships, Kevin Blecic, Youth Work in Trades District Coordinator and former Youth Apprentice Coordinator Don Cameron presented 10 GVSD secondary students with the Industry Training Authority's Youth Work in Trades award along with a \$1000 award from the Ministry of Education. Each student logged at least 900 work based training hours in their chosen trades (Electrician, Cook, Welder, Mechanic, Carpenter, Hair Stylist, Pipe-fitter/Plumber) while still school age, maintaining a C+ average in their grade 12 courses and graduated with a Dogwood Diploma.

Committee Chair Nicole Duncan extended her congratulations on behalf of the Board of Education, noting that this achievement showcases each student's hard work and dedication to their schooling and future pathways.

C3. ISP Annual Report

Jeff Davis, Director of the International Student Program, provided the committee with a walkthrough of the ISP Annual Report. The group reviewed the status of goals and main strategies listed on the Operational Plan Progress Report. Mr. Davis highlighted next steps and questions of clarification were asked.

C4. Literacy App Update

Louise Sheffer, Director of Learning – District Team and Maria Nordstrom, Learning Support Teacher (Craigflower School) provided the committee with an overview/update regarding the Literacy App. The Literacy App was created for GVSD partners; the Songhees & Esquimalt Nations, with the purpose of monitoring literacy growth and progress for on-reserve students. The functionalities of the app and its reporting capabilities were highlighted. The next steps will be to meet with the Esquimalt and Songhees Nations to review the application and obtain feedback. Questions of clarification were asked.

C5. Diversity & Inclusion Forum Update

Deputy Superintendent Deb Whitten provided an overview of the November 28th 2019 Diversity & Inclusion Forum. Facilitated by Dr. Leyton Schnellert, Dr. Wendy Carr & Shelly Niemi, approximately 90 attendees reviewed the following topics: Indigenous Learners, LGBTQA+ Learners and Neuro-diverse Learners and Learners with Disabilities. Ms. Whitten noted that the feedback received from the forum attendees was that they would like to see more opportunities to take part in similar events. A second Diversity & Inclusion Forum with a focus on student voice has been scheduled for April 1st 2020.

C6. IT for Learning - Data Privacy & Security Update

Andy Canty, Director of Information Technology for Learning, provided the committee with an update regarding the current work being done by the IT for Learning department to stay on top of any data privacy & security concerns. Questions of clarification were asked.

C7. Late French Immersion Program Review

Associate Superintendent Colin Roberts provided a follow up in regards to the Late French Immersion program Review and recent feedback received from parents following the consultation. The next steps for implementation by September 2020 were highlighted. Questions of clarification were asked.

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

It was moved by Trustee Ferris :

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 9:43 p.m.

**Operations Policy and Planning Committee Meeting
December 9, 2019 – Tolmie Board Room**

REGULAR MINUTES

Committee Members Present: Rob Paynter, Committee Chair, Angie Hentze, Elaine Leonard, Ann Whiteaker

Administration: Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Colin Roberts, Associate Superintendent, Greg Kitchen, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Chuck Morris, Director of Facilities Services, Shauna Johnson - CUPE 947 Representative, Jodi Whiteman – VCPAC Representative, Robin Toszczak – GVTA Representative, Connor McCoy – VPVPA Representative.

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

A. COMMENCEMENT OF MEETING

A1. Acknowledgement of Traditional Territories

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

A2. Approval of the Agenda

It was moved by Trustee Whiteaker:

That the December 9, 2019 Operations Policy and Planning Committee meeting agenda be approved.

Motion Carried Unanimously

A3. Approval of the Minutes

It was moved by Trustee Whiteaker:

That the November 18, 2019 Operations Policy and Planning Committee meeting minutes be approved.

Motion Carried Unanimously

A4. Business Arising from the Minutes - None

B. PRESENTATIONS TO THE COMMITTEE

B1. Angus Matthews, Artificial Turf Field at Oak Bay High School

Angus Matthews, Oak Bay Community resident, expressed concerns regarding the disposal of the existing artificial turf field as well as the lack of a permanent perimeter around the field. Mr. Matthews also requested a meeting of involved stakeholders with District staff to discuss mitigation strategies.

C. SUPERINTENDENT'S REPORT

C1. Superintendent Shelley Green advised that there were no student representatives available for the meeting.

D. PERSONNEL ITEMS - None

E. FINANCE AND LEGAL AFFAIRS – None

F. FACILITIES PLANNING

F1. Reynolds Garden Project

Aaron Norris, Secondary Vice-Principal of Reynolds High School, introduced Leah Seltzer, LifeCycles Program Manager and Chris Hildreth, TOPSOIL Founder & CEO, along with seven students from Reynolds High School. The group provided an overview of the 9 week program “Seed the City” in which they participated during the summer/fall of 2019. Students highlighted the many positive impacts the program has had on each student. A key highlight was the recent award of a \$270,000 grant from the Vancouver Foundation to LifeCycles Program and TOPSOIL, which will help scale the project, providing core funding to the program for the next 3 years. Questions of clarification were asked.

F2. Facilities Plan Ad-Hoc Committee

Trustee Hentze, provided Trustees with an update relative to the next iteration of the Long Term Facilities Plan by way of the Board of Education’s Long Term Facilities Plan Ad-Hoc Committee. Secretary-Treasurer Morris presented a revised copy of the Long Term Facilities Plan Ad-Hoc Committee’s Terms of Reference for consideration. Suggested amendments were received. Staff to research the Board’s past resolution relative to posting of ad hoc committee minutes, and modify the procedural notes in the Terms of Reference as required to match.

It was moved by Trustee Hentze:

That the Board of Education of School District No. 61 (Greater Victoria) approve the Terms of Reference for the Long Term Facilities Plan Ad Hoc Committee, as amended. Motion Carried Unanimously
--

F3. George Jay Renaming Consultation Report

Secretary Treasurer Morris, provided Trustees with a copy of the George Jay Engagement Summary Report along with the supporting documents for receipt, and for future consideration by the Trustees at the January 27, 2020 Board of Education Public Meeting.

F4. Monthly Operations Update

Director Morris of Facilities Services, provided Trustees with an overview of the Monthly Operations Update, including progress on minor and major capital projects, facilities maintenance, and transportation. Mr. Morris also provided an update on the Oak Bay artificial turf field, noting that a temporary perimeter has been installed on the field to avoid any further dispersing of turf debris. Questions of clarification were asked.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS – None

H. NEW BUSINESS – None

I. NOTICE OF MOTION – None

J. GENERAL ANNOUNCEMENTS – None

K. ADJOURNMENT

It was moved by Trustee Whiteaker:

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 8:08 p.m.

**Facilities Plan Ad Hoc Committee
Terms of Reference
Board Approved December 16, 2019**

Purpose:

The purpose of the committee is to monitor, update and develop recommendations for the District's Long Term Facilities Plan.

Deliverables:

The Facilities Plan Committee will :

1. Monitor, update and develop recommendations for the Long Term Facilities Plan; and
2. Update the plan, and any recommendations, bi-annually

Membership:

The committee will be comprised of the following 18 members:

- One Trustee appointed by the Board Chair;
- The Superintendent or delegate, the Secretary Treasurer, Associate Secretary-Treasurer, and the Director of Facilities;
- One appointed member from each of the District's employee groups: GVTA, ASA, CUPE 382 and 947, VPVPA;
- Three parent representatives; one delegate from each of Elementary, Middle and Secondary schools, and representing three different municipalities. Selection of parents first by VCPAC; then by District if VCPAC members not forwarded;
- Three Greater Victoria students;
- One Representative from the Esquimalt Nation
- One Representative from the Songhees Nation

Timeline:

The Facilities Plan Committee will report at the Operations Policy and Planning Committee up to two times per year.

The Facilities Plan Committee may also present to the Education Policy and Directions Committee as necessary.

Voting:

Recommendations to be made by consensus. If consensus cannot be reached, multiple options will be reported to the Operations Policy & Planning Committee.

Procedural notes:

- Meeting dates, locations, agendas and minutes to be available to the members.
- Meeting reports to be available on the District website.

Date Adopted: June 20, 2016

Revised: October 23, 2017

Revised: December 16, 2019

**George Jay Potential Name Change Consultation:
Engagement Summary Report:
November 25, 2019**



INTRODUCTION

In September 2019, the Board of Education passed a motion to develop a consultation process that explored changing the name of George Jay Elementary School. The motion was in response to concerns brought forward from community members about segregationist policies that were championed by George Jay while he was Board Chair from 1907-1934.

The policies passed specifically excluded Chinese Canadian students from attending specific schools until they had passed an English exam.

THE PROCESS

In October, the District released an online survey to gather input on the possibility of renaming or keeping the name of George Jay Elementary. More than 2,500 people participated.

In addition, an open house was held at the school on Wednesday, November 6, 2019 from 6:00-8:30 p.m. where approximately 50 came to share their input and some of their own personal experiences. Feedback was captured via comment cards.

WHAT WE DID

Communications and awareness efforts

To ensure the survey and open house was broadly communicated to raise awareness and build relationships with interested stakeholders.

Actions included:

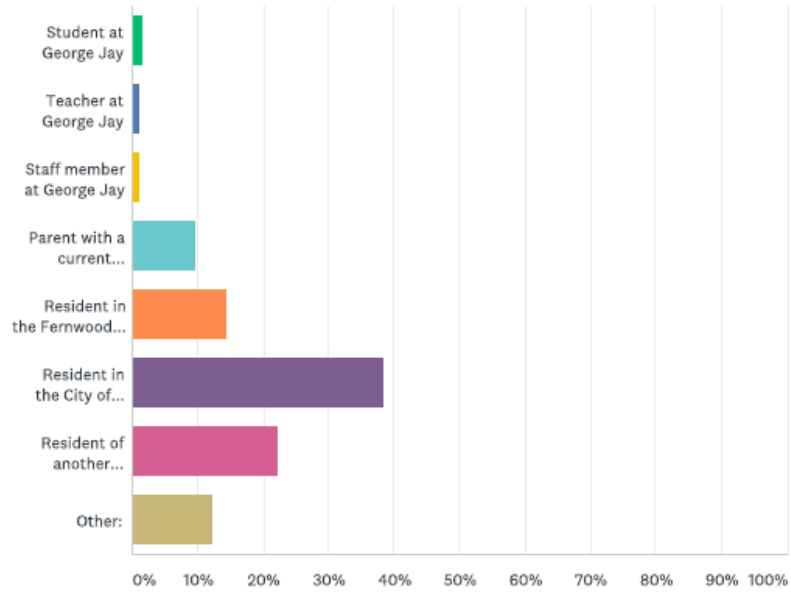
- Front page of Greater Victoria School District website;
- Shared on GVSD Facebook and Twitter throughout active engagement period from October 17-November 6, 2019;
- Media release issued Wednesday, October 17, 2019, “Greater Victoria School District Issues Survey to Receive Input on Changing George Jay Elementary Name”;
- Media Coverage;
- Letters/Survey emailed to all George Jay parents;
- Frequently Asked Questions on District website based on questions being received from the public;
- Invitations to Chinese Community and Cultural Associations;

SUMMARY AND ANALYSIS OF INPUT

Overview of Survey Results — *Full Survey Results Attached*

Q1 Are you a student, parent, staff or community member?

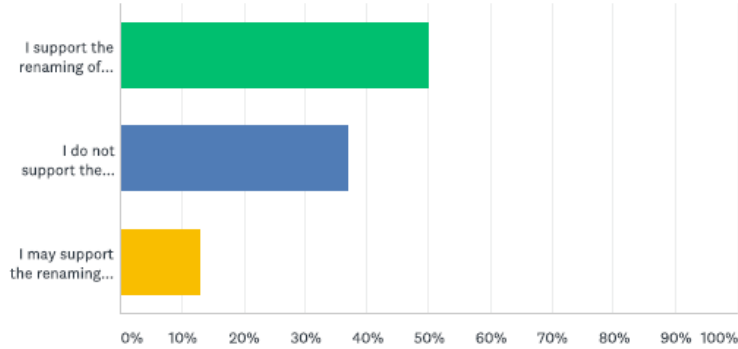
Answered: 2,526 Skipped: 0



ANSWER CHOICES	RESPONSES	
Student at George Jay	1.46%	37
Teacher at George Jay	0.95%	24
Staff member at George Jay	1.07%	27
Parent with a current child(ren) at George Jay Elementary	9.62%	243
Resident in the Fernwood neighbourhood	14.33%	362
Resident in the City of Victoria	38.20%	965
Resident of another community	22.17%	560
Other:	12.19%	308
TOTAL		2,526

Q2 Please choose the option below that best reflects your views regarding the potential renaming of George Jay Elementary School.

Answered: 2,494 Skipped: 32



ANSWER CHOICES	RESPONSES
I support the renaming of George Jay Elementary School.	50.00% 1,247
I do not support the renaming of George Jay Elementary School.	37.09% 925
I may support the renaming of George Jay Elementary School, but only once I know of new naming options.	12.91% 322
TOTAL	2,494

Q3 Are there any other important considerations?

Answered: 980 Skipped: 1,546

To review all of the full qualitative responses please them attached at the end of the document (45 pages).

Quantitative Analysis of Written Comments in Survey:

- 49% in support of the changing the school name
- 5% neutral
- 44% not in support of changing the school name
- 1 % nil

Q3 Save as ▾

Are there any other important considerations?

Answered: 980 Skipped: 1,546

RESPONSES (980) WORD CLOUD TAGS (0) Sentiments: ON ON

How people feel:

Sentiment	Percentage
Positive	49%
Neutral	5%
Negative	44%
Undetected	1%

Apply to selected ▾ Filter by tag ▾ Filter by sentiment ▾ ?

Showing 980 responses

Overall Key Themes in Survey:

- Don't change the school name; we cannot view history through today's lens
- If you change the name you are erasing history
- Proceed cautiously if you are to explore changing the name
- Bring people together to have these conversations about potential naming options
- Ensure you are consulting with Chinese Canadians and Local Nations
- Calculate the costs of the name change (signage, stationary, etc.)
- Rename the school but create a space or plaque to honour George Jay
- Develop a policy, stating why you are proceeding with the name change
- Consider renaming the school the following:
 - A name that recognizes the First Nations and Traditional Territory
 - A name that recognizes the Chinese Canadian Community
 - North Park Elementary
 - Fernwood Elementary
 - Cook Street Elementary

OPEN HOUSE INPUT

Quantitative Analysis of Interactive Display Board:

I support renaming the school	I do not support renaming the school	I support the renaming, but once I know naming options
17	20	1



Quantitative Analysis of Comment Cards:

Keep the Name	Rename the School	Neutral
20	10	3 (cost considerations, would like to know names first, include kids in the process)

All of the comment cards are attached.

Office of the Superintendent

Shelley Green - Superintendent

TO: The Board of Education
FROM: Shelley Green, Superintendent of Schools
RE: Superintendent's Report
DATE: December 16, 2019

There are a number of items that the Superintendent wishes to bring to the attention of the Board of Education.

Events and Meetings

The Superintendent has attended a number of events and met with a number of individuals since the last Board meeting. These have included:

Additional Meetings and Events

- BCSTA Trustee Academy
- CUPE 947
- CUPE 382
- Deputy Minister MacDonald
- Generative Dialogue/Coaching
- Inclusion Forum
- Intentions Meetings
- Ministry of Education Data Session
- Ombudsperson
- Professional Conversations Meetings
- Professional Relations Committee (GVTA)
- South Park School
- Strategic Plan Renewal Meetings with ASA
- VCPAC

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.

Office of the Superintendent

Shelley Green - Superintendent

TO: The Board of Education
FROM: Shelley Green, Superintendent of Schools
RE: Superintendent's Report
DATE: December 16, 2019

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

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.

TO: Board of Education

FROM: Kim Morris

RE: Monthly Report

DATE: December 16, 2019

The purpose of this memo is to update the Board on some of the activities of the Secretary-Treasurer's office over the last month.

- Indigenous Learning Leadership Dinner Series: Culturally Responsive Leadership
- School Clerical Staffing Meeting with CUPE 947
- Various Board and Committee Meetings
- Personal Information Directory Staff Meeting
- Victoria High School Visioning Group Meeting
- Reynolds Secondary School PAC Meeting
- Administrators' Meeting
- School Visit: Willows Elementary School
- School Visit: Oak Bay Secondary School
- Strategic Planning Staff Meeting
- School Visit: Reynolds Secondary School
- School Visit: Sir James Douglas Elementary School
- School Visit: Northridge Elementary School
- Lakehill Soccer Association & Reynolds Soccer Academy Meeting
- School Visit: Spectrum Community School
- School Visit: Victor
- SD61, SD62 & SD63 Secretary-Treasurers' Breakfast Meeting
- School Visit: SJ Burnside
- School Visit: Lansdowne Middle School
- Introductory Meeting with GVTA President and Vice-President
- Ministry of Education Data Session
- Christmas Staff Lunch
- GVTA Professional Development Fund Meeting
- School Visit: Marigold Elementary School

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.

Budget Process: 2020-2021

Board Approved: November 25, 2019 (Revised December 16, 2019)

Date	Location	Time	Event	All	Students	Trustees	Staff	Stakeholders	PVP	Public	Intended Outcome/Purpose	
Nov 25	Tolmie	7:30 PM	Regular Open Board Meeting	✓	✓	✓	✓	✓	✓	✓	Approval of 20/21 Budget Process	
Dec 9	Tolmie	7:00 PM	Operations Policy & Planning Committee	✓	✓	✓	✓	✓	✓	✓	Public Engagement Process Development - ThoughtExchange	
Dec 16	Tolmie	7:30 PM	Regular Open Board Meeting	✓	✓	✓	✓	✓	✓	✓		
WINTER BREAK DECEMBER 23 to JANUARY 3												
Jan 13	Tolmie	7:00 PM	Operations Policy & Planning Committee	✓	✓	✓	✓	✓	✓	✓	Broad Budget Category Overview; Review Ministry & Board Strategic Plan	
Jan 20	Tolmie	6:30 PM	Board Working Session - Finance Orientation			✓	✓					NEW
Jan 27	Tolmie	7:30 PM	Regular Open Board Meeting	✓	✓	✓	✓	✓	✓	✓		
Feb 3	Tolmie	7:00 PM	Education Policy & Directions Committee	✓	✓	✓	✓	✓	✓	✓	Presentation by Learning Team: Opportunities & Gaps / 20/21 Initiatives (So What? Now What?)	NEW
Feb 5	TBD	9:00 AM - 2:30 PM	Student Symposium		✓	✓	✓				Facilitated discussion & activities; students informing budget about their needs	NEW
Feb 10	Tolmie	7:00 PM	Operations Policy & Planning Committee	✓	✓	✓	✓	✓	✓	✓	Public Engagement Results Incl. Students; Detailed Budget Category Review	
3-YEAR ENROLMENT PROJECTIONS TO MINISTRY - FEBRUARY 14												
Feb 20	TBD	6:00-9:00 PM	Talking Tables (Incl. Dinner)		✓	✓	✓	✓	✓	✓	Dinner; Short Presentation; Facilitated Discussion (3-6 questions)	NEW
Feb 24	Tolmie	7:30 PM	Regular Open Board Meeting	✓	✓	✓	✓	✓	✓	✓	Report on Budget Feedback	
Mar 2	Tolmie	7:00 PM	Operations Policy & Planning Committee	✓	✓	✓	✓	✓	✓	✓	Structural Surplus/Deficit	
Mar 9	Tolmie	7:30 PM	Regular Open Board Meeting	✓	✓	✓	✓	✓	✓	✓	First Reading of the Budget Bylaw	
MINISTRY FUNDING ANNOUNCEMENT - MARCH 13												
SPRING BREAK - MARCH 16 to 27												
Apr 6	Tolmie	7:30 PM	SPECIAL Open Board Meeting	✓	✓	✓	✓	✓	✓	✓	Superintendent's (Staff's) Recommendation/ First Reading & Second Reading put on the floor	NEW
Apr 20	Tolmie	6:00 PM	Operations Policy & Planning Committee	✓	✓	✓	✓	✓	✓	✓	Superintendent's Recommendations/Clarifying Questions/FAQ	
Apr 20	Tolmie	8:00 PM	Special Open Board Meeting	✓	✓	✓	✓	✓	✓	✓	Stakeholder Final Comments to Board/Board Debate & Changes/Second & Third Reading: APPROVED	
STAFFING PROCESSES COMMENCE - MAY 1												
May 11	Tolmie	7:00 PM	Operations Policy & Planning Committee	✓	✓	✓	✓	✓	✓	✓	20/21 Budget Process Debrief/Improvements for 21/22	
May 25	Tolmie	7:30 PM	Regular Open Board Meeting	✓	✓	✓	✓	✓	✓	✓		
MINISTRY BUDGET SUBMISSION DEADLINE - JUNE 30												
https://www.sd61.bc.ca/our-district/financial/												