



The Board of Education of School District No. 61 (Greater Victoria)  
Education Policy and Directions Committee

AGENDA

Date: Tuesday, April 6, 2021, 7:00 p.m.  
Location: Broadcasted via YouTube  
<https://bit.ly/3czx8bA>

Chairperson: Trustee Painter

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Pages

**A. COMMENCEMENT OF MEETING**

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

**A.1. Acknowledgement of Traditional Territories**

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

**A.2. Approval of the Agenda**

Recommended Motion:  
That the April 6, 2021 Education Policy and Directions Committee meeting agenda be approved.

**A.3. Approval of the Minutes**

1

Recommended Motion:  
That the February 1, 2021 Education Policy and Directions Committee Meeting minutes be approved.

**A.4. Approval of the Minutes**

6

Recommended Motion:  
That the March 1, 2021 Education Policy and Directions Committee Meeting minutes be approved.

**A.5. Business Arising from Minutes**

**B. PRESENTATIONS TO THE COMMITTEE**

**C. NEW BUSINESS**

- |      |  |    |
|------|--|----|
| C.1. | Willows Elementary School - Code of Conduct - Brenna O'Connor, Principal, Willows Elementary School, Evelyn Morales, Teacher, Willows Elementary School, Kelsey Anderson, Teacher, Willows Elementary School | 10 |
| C.2. | District Team Update - Lindsay Johnson, District Vice-Principal  | 23 |
| C.3. | District Team - Learning Support - Part Two - Pam Halverson, District Principal and Sean McCartney, District Principal   | 35 |

**D. NOTICE OF MOTION**

**E. GENERAL ANNOUNCEMENTS**

**F. ADJOURNMENT**

Recommended Motion:  
That the meeting adjourn.



## Education Policy and Directions Committee Meeting

### MINUTES

February 1, 2021

Broadcasted via YouTube

<https://bit.ly/3czx8bA>

Trustees Present: **Education Policy and Directions members:** Ryan Painter, Chair, Nicole Duncan, Tom Ferris (Arrival 7:12pm), Jordan Watters (ex officio)  
**Operations Policy and Planning members:** Elaine Leonard, Rob Paynter, Ann Whiteaker, Angie Hentze

Trustee Regrets: Diane McNally

Administration: Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Colin Roberts, Associate Superintendent, Harold Caldwell, Associate Superintendent, Tammy Renyard, District Principal, Shelly Niemi, District Administrator, Craig Schellenberg, District Principal, Pam Halverson, District Principal, Carey Nickerson, District Vice-Principal, Charmaine Shortt, Early Learning Support Teacher, David Hovis, District Principal, Simon Burgers, District Principal, Sean McCartney, District Principal, Katrina Stride, Associate Secretary-Treasurer, Andy Canty, Director, Information Technology for Learning, Kelly Gorman, Recorder

Stakeholders, Other Staff & Guests: Kiersten Brookes, Teacher, Strawberry Vale, Hannah Sheppard, Student, Strawberry Vale, Mira Laurence, Executive Director Oaklands Community Association, Tim Sailor, Teacher, Gillian Clark, Student, Lambrick Park, Brin Nyvall, Student, Spectrum, Cindy Graf, GVTA, Christine Payne, VCPAC, Jane Massy, CUPE 947 President.

## **A. COMMENCEMENT OF MEETING**

The meeting was called to order at 7:03pm.

Chair Painter recognized Black History Month and read a quote from the honorable Rosemary Brown.

### **A.1 Acknowledgement of Traditional Territories**

Chair Painter 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**

**Moved by** Trustee Watters

That the February 1, 2021 Education Policy and Directions Committee meeting agenda be approved.

**Motion Carried Unanimously**

### **A.3 Approval of the Minutes**

Trustee Duncan requested that the January 4, 2021 Education Policy and Directions Committee minutes be amended.

**Amendment:**

**Moved by** Trustee Duncan

C.2. 1. Inclusive Learning Strategy 70% complete (Elem, Middle); 2021 focus on Secondary schools **and the creation of necessary inclusive learning space.**

C.3. a. District Vice-Principal, Johnson presented the new Aviation Maintenance 12 course. Questions of clarification were asked. **District Vice-Principal clarified that outstanding health and safety remediation at Mt.Doug shop will be completed prior to it hosting the new BAA course.**

For (1): Trustee Duncan

Against (2): Trustee Painter, and Trustee Watters

**Motion Defeated (1 to 2)**



Chair Painter called for the vote on the approval of the January 4, 2021 minutes as presented.

That the January 4, 2021 Education Policy and Directions Committee meeting minutes be approved.

**Motion Carried Unanimously**

**A.4 Business Arising from Minutes**

Trustee Duncan asked for clarification timeline on requests for Educational Psychology Assessments. Pam Halverson, District Principal provided a response.

Tom Ferris arrived to the meeting.

**B. PRESENTATIONS TO THE COMMITTEE**

**B.1 Climate Change, and Student Voices - Hannah Sheppard; Grade 5 student, Strawberry Vale Elementary School**

Hannah Sheppard presented on Climate Change and proposed different ways that School District No. 61 could help stop climate change. Trustees and Staff provided thanks to Hannah for her presentation.

**B.2 Food Programming - Mira Laurence, Executive Director of the Oaklands Community Association**

Mira Laurence presented on the food security programs currently in the Oaklands Community. Oaklands Community Association recently partnered with Oaklands Elementary School for the Munchie Cart Program which provides students with healthy food at no cost. The program started January 4, 2021. Trustees and Staff provided thanks to Ms. Laurence.

**B.3 E-sports League - Tim Sailor**

Tim Sailor presented on E-sports leagues in secondary schools. Trustees provided thanks for the presentation and questions of clarification were asked.

**C. NEW BUSINESS**

**C.1 Introduction of Student Representative**

Superintendent Green introduced and welcomed Student Representatives Gillian Clark from Lambrick Park and Brin Nyvall from Spectrum.

**C.2 District Team Budget Process: 2021-2022 Opportunities & Gaps / Alignment to Strategic Plan Initiatives - Deputy Superintendent Whitten, Associate Superintendents Roberts & Caldwell, Tammy Renyard, Shelly Niemi, Pam Halverson**

District Team members provided a comprehensive presentation on the Opportunities and Gaps/Alignment to Strategic Plan initiatives highlighting EDI, MDI, completion rates, FSA Reading results, Student Learning Survey, Indigenous student parity, mental health, children and youth in care. Trustees provided thanks to the staff for their dedication. Questions of clarification were asked.

**C.3 District Team Update - District Vice-Principal Nickerson & District Teacher Shortt**

Carey Nickerson, District Vice-Principal and Charmaine Shortt, Early Learning Support Teacher, presented an Early Years update that reflected the alignment with the strategic plan. Information was shared regarding new supports including additional Early Childhood Educators hours for 8 Elementary Schools, Early years teacher, Indigenous early years teacher, release time, pro-d, supports for classrooms connected to pro-d and Early Years website and resources. Trustees provided thanks to the staff. Questions of clarification were asked.

**C.4 Police Liaison Officer Ad Hoc Committee Update - Trustee Duncan**

Trustee Duncan provided a brief update from the committee including the planned delivery of an engagement report by June 2021.

**C.5 Equity Committee Report - Superintendent Green and District Principal Hovis**

Superintendent Green provided the Equity Committee report in examining Early Literacy supports across the District. The Equity Committee recommended a multi-year budget to allow schools the flexibility to align to their Literacy goals and the strategic plan. Questions of clarification were asked.

**Moved by Trustee Watters**

That the Board of Education of School District No. 61 (Greater Victoria) commit to an annual elementary school investment in literacy according to

each elementary school's unique needs, and in alignment with the Strategic Plan, using the "Coach Approach", Reading Recovery or other established literacy program;

AND FURTHER

That the Board consider an amount of \$530,000 in its 2021-2022 budget deliberations to align to the Strategic Plan and a literacy focus.

**Motion Carried Unanimously**

**D. NOTICE OF MOTION**

None

**E. GENERAL ANNOUNCEMENTS**

None

**F. ADJOURNMENT**

The meeting adjourned at 9:44pm.

**Moved by** Trustee Duncan

That the meeting be adjourned.

**Motion Carried Unanimously**

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Chair

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Secretary-Treasurer



## Education Policy and Directions Committee Meeting

### MINUTES

March 1, 2021

Broadcasted via YouTube

<https://bit.ly/3czx8bA>

- Trustees Present:     **Education Policy and Directions members:** Ryan Painter (Chair), Nicole Duncan, Tom Ferris, Diane McNally, Jordan Watters  
                                 **Operations Policy and Planning members:** Angie Hentze, Elaine Leonard, Rob Paynter, Ann Whiteaker
- Administration:     Shelley Green, Superintendent of Schools, Kim Morris, Deb Whitten, Deputy Superintendent, Colin Roberts, Associate Superintendent, Harold Caldwell, Associate Superintendent, Lisa McPhail, Communications and Community Engagement Manager, Andy Canty, Director, Information Technology for Learning, Kelly Gorman, Recorder
- Other Staff:     Brenda Pohl, Teacher, Shoreline Middle School, Jennifer Labelle, Teacher, Shoreline Middle School, Brenna O'Connor, Principal, Willows Elementary School, Evelyn Morales, Teacher, Willows Elementary School, Kelsey Anderson, Teacher, Willows Elementary School, Sean McCartney, District Principal, Pam Halverson, District Principal,
- Stakeholders:     Rob Thomas, Chief, Esquimalt Nation, Karen Tunkara, Councillor, Songhees Nation, Cindy Graff, Pro D Chair, GVTA, Jane Massy, President, CUPE 947, Kristil Hammer, President, VCPAC, Julia Kuromi, Student Representative, Spectrum Community School

## **A. COMMENCEMENT OF MEETING**

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

**Moved by** Trustee Watters

That the Board of Education of School District No. 61 (Greater Victoria) recess until 7:10 p.m.

**Motion Carried Unanimously**

### **A.1 Acknowledgement of Traditional Territories**

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

### **A.2 Approval of the Agenda**

Trustee McNally requested an addition of C.4. Craigflower/Shoreline Consultation.

Chair Painter ruled the addition out of order as it runs contrary to a motion that is currently in progress.

Trustee McNally challenged the Chair.

**Moved by** Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) sustain the ruling of Chair Painter.

For (3): Trustee Painter, Trustee Ferris, and Trustee Watters

Against (2): Trustee Duncan, and Trustee McNally

**Motion Carried (3 to 2)**

**Moved by** Trustee Watters

That the Board of Education of School District No. 61 (Greater Victoria) adjourn the meeting.

For (3): Trustee Painter, Trustee Ferris, and Trustee Watters

Against (2): Trustee Duncan, and Trustee McNally

**Motion Carried (3 to 2)**

**Moved by**

That the March 1, 2021 Education Policy and Directions Committee meeting agenda be approved.

**A.3 Approval of the Minutes**

This agenda item was not discussed and was moved forward to the next Education Policy and Directions Committee meeting agenda.

**Moved by**

That the February 1, 2021 Education Policy and Directions Committee meeting minutes be approved.

**A.4 Business Arising from Minutes**

This agenda item was not discussed and was moved forward to the next Education Policy and Directions Committee meeting agenda.

**B. PRESENTATIONS TO THE COMMITTEE**

**B.1 Shoreline/Craigflower Seismic Project - Brenda Pohl, Teacher, Shoreline Middle School and Jennifer Labelle, Teacher, Shoreline Middle School**

This agenda item was not discussed.

**B.2 SHAD Canada's STEAM and Entrepreneurship Program - CEO Tim Jackson**

This agenda item was not discussed.

**C. NEW BUSINESS**

**C.1 Introduction of Student Representative - Julia Kuromi, Spectrum Community School**

This agenda item was not discussed.

**C.2 Willows Elementary School - Code of Conduct - Brenna O'Connor, Principal, Willows Elementary School, Evelyn Morales, Teacher, Willows Elementary School, Kelsey Anderson, Teacher, Willows Elementary School**

This agenda item was not discussed.

**C.3 District Team Update - Inclusive Learning - Part Two - Pam Halverson, District Principal and Sean McCartney, District Principal**

This agenda item was not discussed.

**D. ADJOURNMENT**

The meeting adjourned at 7:27 p.m.

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Chair

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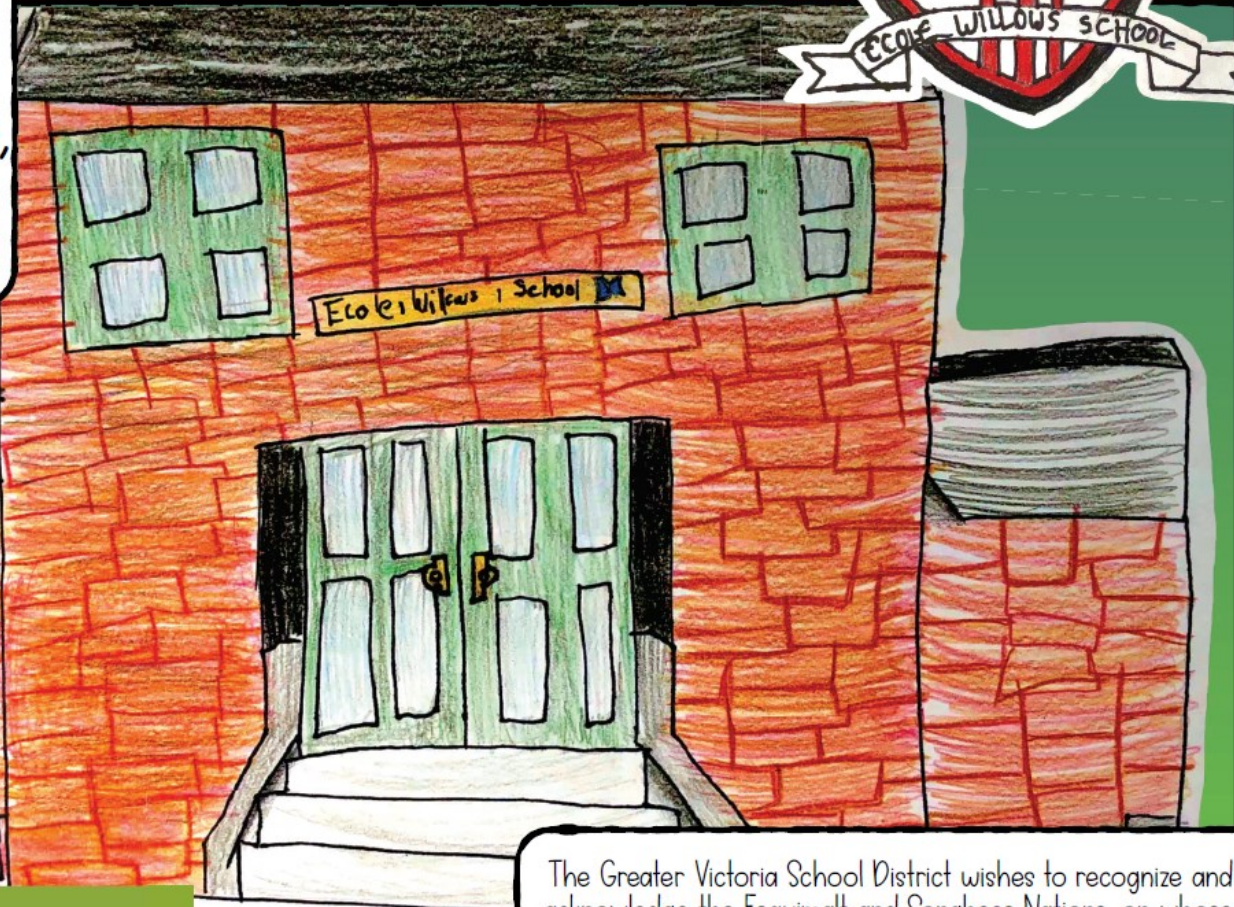
Secretary-Treasurer



# École Willows Elementary



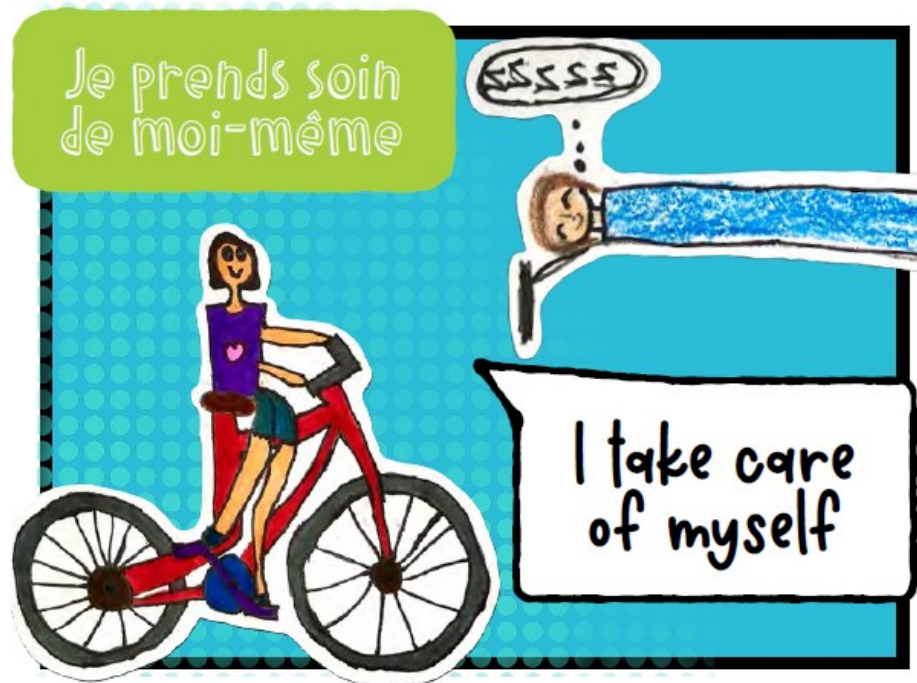
Our code of conduct describes how we live and learn as a community. Our community includes students, staff, families, and visitors.



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.

## Code of Conduct







I take care of myself  
.....  
Je prend soin de moi-même

Taking a deep breath



Using my tools to keep calm



Eating fruits and vegetables



Getting a good night's sleep



Washing my hands



Drinking water



Getting exercise



Getting ready to learn



Asking for help when I need it





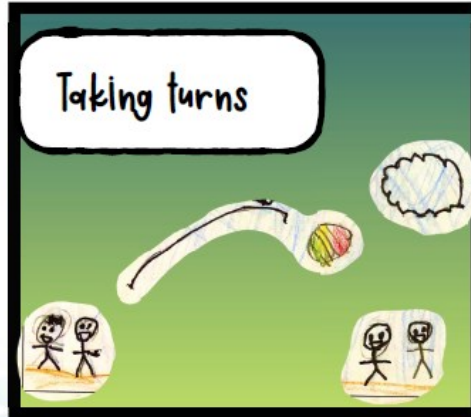
We take care  
of each other  
.....  
On prend soin  
des autres



Encouraging each other's efforts



Taking turns



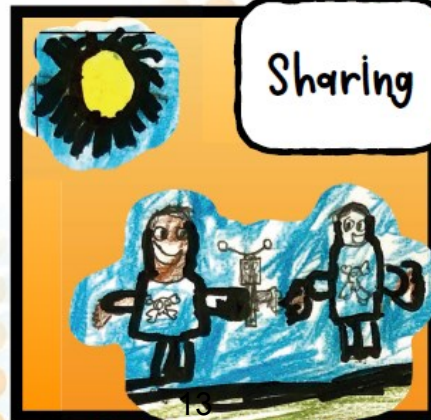
Listening  
to our  
friends



Using kind  
words



Sharing



Playing together





We take care  
of this place  
.....  
On prend soin de  
ce lieu

In the Classroom...



In the Washrooms...



Keeping our  
washrooms  
clean

In the library...



Taking care of  
books



In the gym...



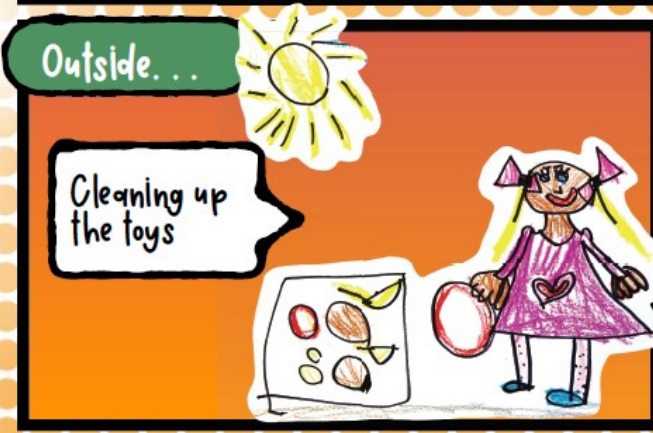
In the music room...



Taking care  
of the  
instruments

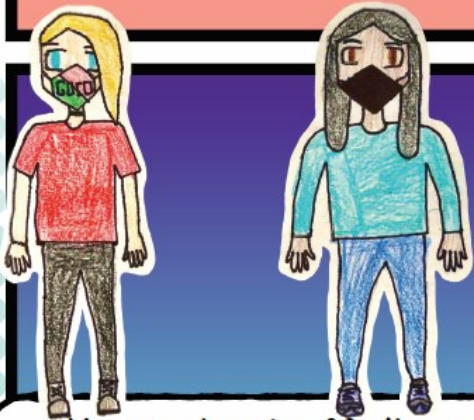


Outside...

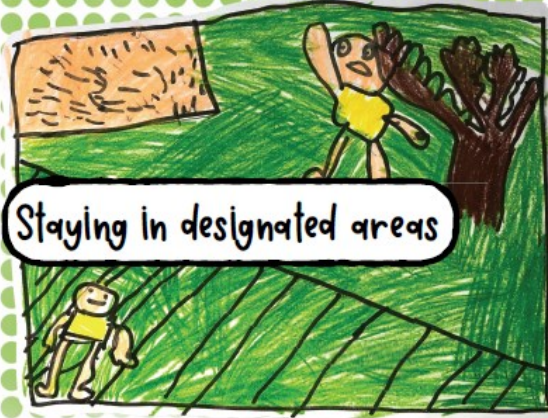




# Our Actions are Safe ..... On fait attention



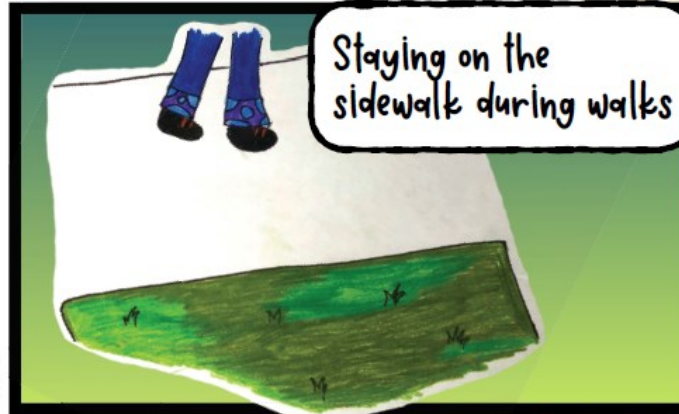
Keeping hands off others



Staying in designated areas



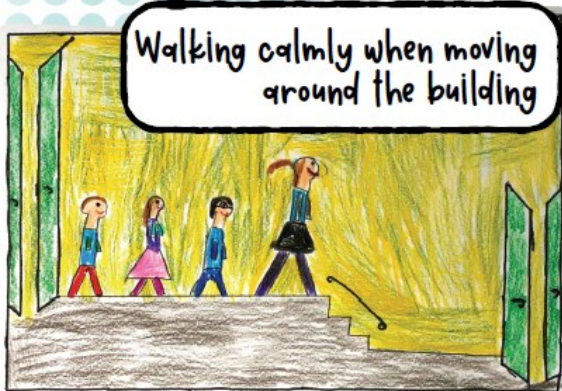
Reporting dangerous situations to staff



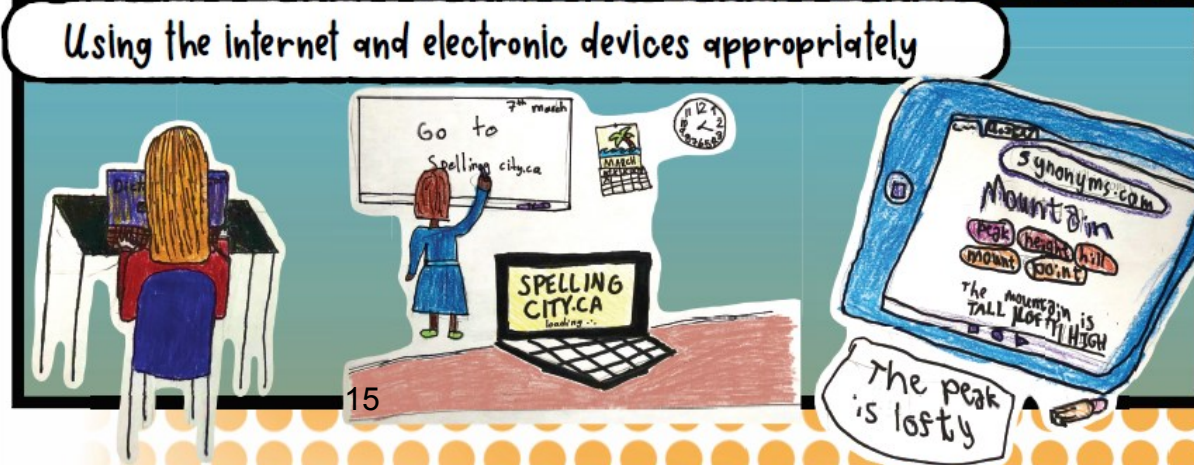
Staying on the sidewalk during walks



Being safe around animals



Walking calmly when moving around the building



Using the internet and electronic devices appropriately

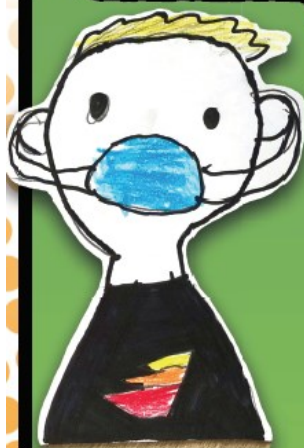




# Our Expectations

We expect members of our Willows community to act in a way that helps to make the school a safe, caring and inclusive environment. The school community works with students to help them with learning:

responsible choices,  
safe behaviour,  
problem solving,  
conflict resolution, and  
restorative practices.



# Unexpected Actions

Unexpected behaviours or actions can interfere with personal safety or the learning of self and others. Unexpected actions can consist of but are not limited to:

Lack of respect for others, teasing,  
Throwing objects (rocks, sticks, snowballs, etc.),  
Running in the halls,  
Unauthorized leaving of school grounds,  
Littering or destroying property,  
Fighting (or play fighting), and  
Misuse of technology.





# Responses to Unexpected Actions

To be equitable, responses may vary from student to student where an incident appears to be similar. Responses will respect individual rights, needs, students' age development and where they are in their learning journey. Students will be supported to take ownership of their learning and actions. Responses will focus on restorative actions wherever possible. Serious incidents will result in communication with parents, school district officials, police and / or other agencies as appropriate to support the students involved.

Help a friend



## Responses may include:



- Review of expectations
- Parents informed
- Loss of Privileges
- Student contract and / or Student Support plan
- Restorative processes
- Meeting with parents

## Restorative Processes:

- Include students in the development of meaningful interventions through discussions or mediation
- Allow students to return to the group / class
- Allow students the time and space needed to self regulate
- Create conditions for students to learn self-discipline
- Fix mistakes through addressing the needs of those who have been harmed
- Focus on finding solutions to repair relationships







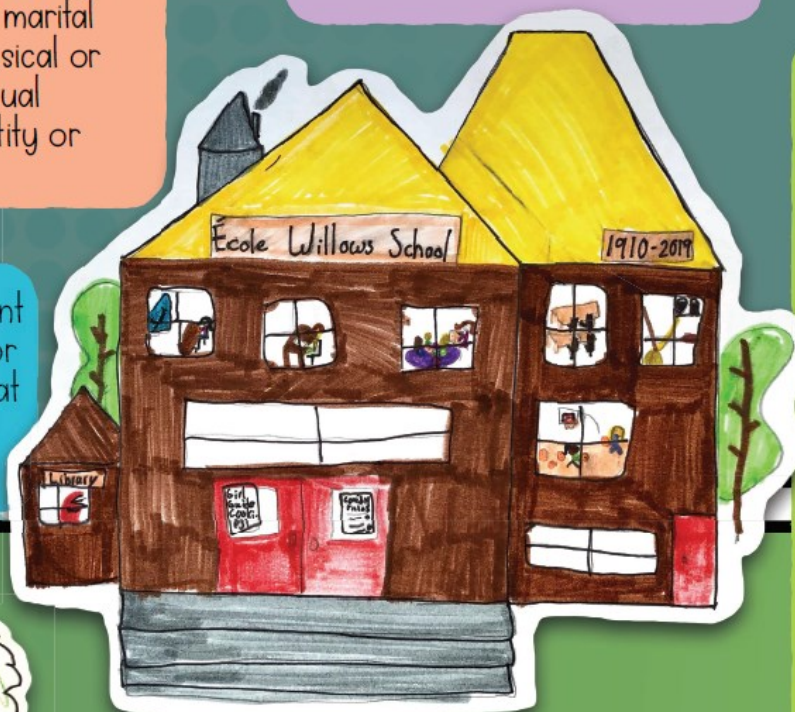
# Our school community aims to be free from:

- **Discrimination** in any form including race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age

- **Bullying** (A persistent pattern of unwelcome or aggressive behaviour that hurts others physically and / or emotionally)

- **Retribution** against a person who has reported incidents

I like this place



**École Willows Elementary School Code of Conduct has been structured to align with and adhere to the standards outlined in:**

Core Competencies 2020, Province of British Columbia.

The School Act 85 (1.1) 168 (2) (s.1) Provincial Standards Ministerial Order 276/07, effective October 17, 2007

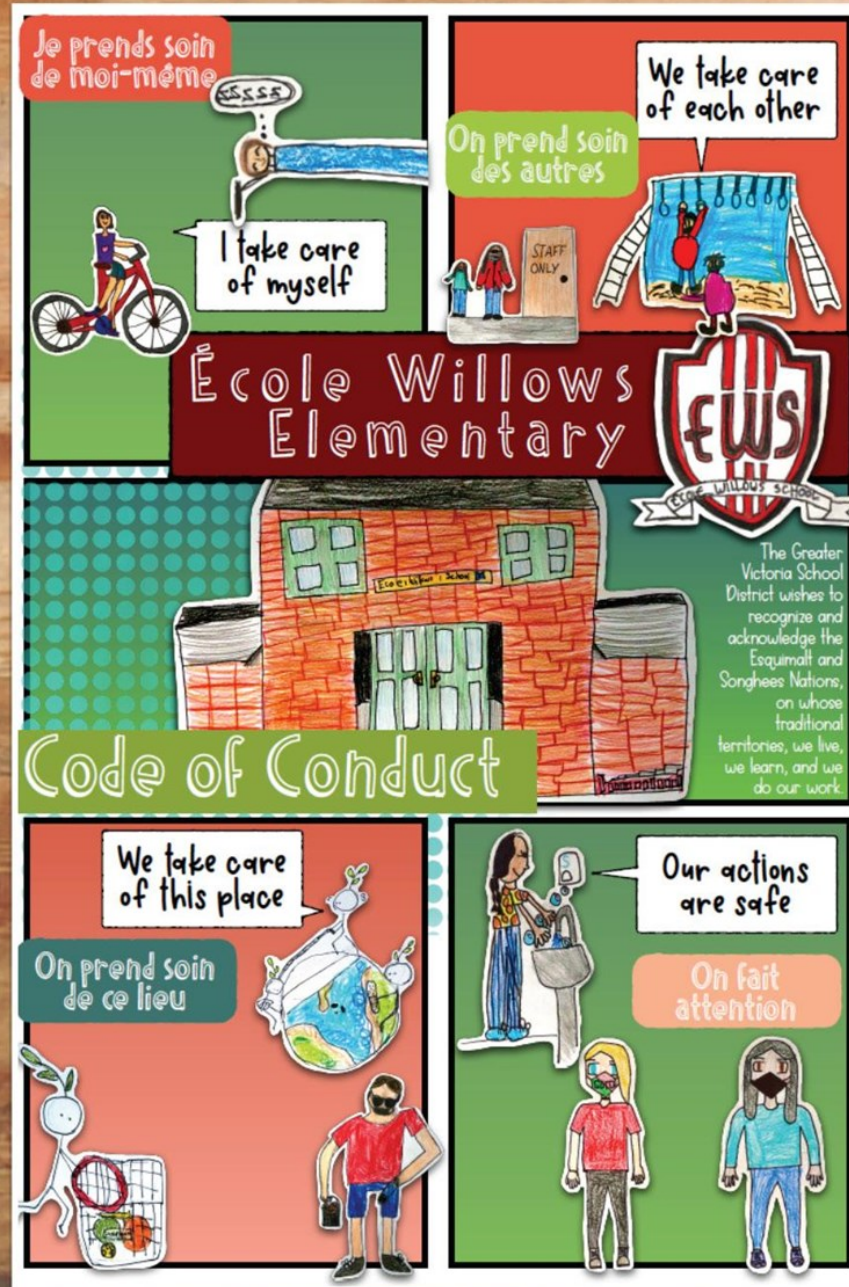
B.C. Human Rights Code

B.C. Ministry of Education: Safe, Caring and Orderly Schools A Guide (May 2017) and Developing and Reviewing Codes of Conduct: A Companion (Aug. 2007) both found at <http://www.bced.gov.bc.ca/sco/>

Friends share







# Our Process

## Our Living Document

## Our Next Steps





# Our Process







# Our Living Document

I take care of myself  
Je prends soin de moi-même

Taking a deep breath

Using my tools to keep calm

Eating fruits and vegetables

Getting a good night's sleep

Washing my hands

Drinking water

Getting exercise

Getting ready to learn

Asking for help when I need it

## Our Expectations

We expect members of our Willows community to act in a way that helps to make the school a safe, caring and inclusive environment. The school community works with students to help them with learning:

- responsible choices,
- safe behaviour,
- problem solving,
- conflict resolution, and
- restorative practices.



## Unexpected Actions

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- Unauthorized leaving of school grounds,
- Littering or destroying property,
- Fighting (or play fighting), and
- Misuse of technology.





## Posters



## Bookmarks



## Our Next Steps

## Templates



## MEMO

**To: The Education Policy Committee**

**Date: April 6, 2021**

**RE: Pathways and Partnerships Update**

### PURPOSE:

Pathways and Partnerships aims to create equitable and culturally responsive Career Education opportunities across K-12 schools to develop the “Educated Citizen” in order to close the achievement gap leading to all students’ personal success. <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/vision-for-student-success>

We aim to broaden all student’s aspirations, as you can’t be what you can’t see.

### SD61 STRATEGIC PLAN GOAL:

**Goal # 1: Create an inclusive and culturally responsive learning environment that will support and improve all learners’ personal and academic success.**

### INITIATIVES

#### **Elementary**

1. Maker Centers- *23 elementary schools, 69 teachers & administrators involved*
  - a. Teacher Librarian Professional Development, post-activity curricular extensions
2. Trades Trailer Projects- *11 elementary schools, 29 teachers, 652 students*
3. Career Education Teacher Professional Development, Lunch & Learns, post-activity curricular extensions
4. Applied Design Science & Technology Carts - *one in every elementary school in SD61*

#### **Elementary & Middle**

1. Career Education Workbooks \*Pilot year- *27 elementary/middle schools, 54 teachers, 1200 students*
  - a. Teacher Professional Development, Collaboration with Modern Languages (French edition) and Indigenous Education Department

#### **Middle**

1. Trades & Technology Skills Canada Events & Inspire Presentations- *10 middle schools, 70 teachers, 1032 students*

#### **Secondary**

1. Inclusive Education Employment Training & Work Experience
  - a. Pathways for Life at Camosun College - *graduating students*
  - b. Community Living Victoria: Youth Impact Employment - *graduating students*
  - c. School-Based Work Experience - *across SD61 secondary schools*

2. Youth Work in Trades Youth Apprentices
  - a. *\$23,000 in Ministry of Education/ITA Awards being given out to students (up 50% from 2019-2020 school year)*
  - b. *Currently 45 new Youth Work in Trades youth apprentices registered (up 15% from this time last year)*
  - c. *Every secondary school has youth apprentices in the 2020-2021 school year*
3. Dual Credit Success
  - a. *2019-2020: 305 Courses & 76 Programs taken at Camosun through South Island Partnership (SIP)*
    - i. *92% passed their course or program*
  - b. *2020-2021:*
    - i. *So far, 99% of those who are complete, passed their course or program*
4. *2019-2020 uStart: 82% grade percentage average in 1st year UVic courses*

#### KEY FINDINGS FROM RESEARCH:

Six key research findings that guide our planning are that participating in Career Education opportunities in K-12 education helps:

- Broaden young peoples' horizons and raise their aspirations
- Excite children about subjects, increasing motivation, confidence and attitude towards learning
- Challenge gender and social stereotypes
- Improve academic attainment
- Increase young people's earning potential
- Reduce the likelihood of young people becoming NEET (Not in Education, Employment, or Training) *(4 or more encounters with employers)*

Students were **25% less likely** to be NEET if they did **4+ career related activities**.

Students were **5% less likely** to be NEET if they did **2 career related activities**.

**The more activities, the greater the result.** <https://www.educationandemployers.org/research-main/key-findings-from-our-research/>

The NEET rate among Canadian youth (18-29 years) has remained relatively stable at around **13%** (close to 1 million people) for the past two decades, and youth NEET are considered to be at risk for a multitude of long-term economic and social difficulties (Brunet 2018; Henderson et al. 2017; Marshall 2012; Statistics Canada and Council of Ministers of Education Canada 2017).

These young people, the report said, were more likely to have poorer mental and physical health, suicidal thoughts and lower levels of life satisfaction.

When students hear from 3 or more volunteer speakers = 7% changed their future plans, while 20-28% of them questioned their career and education choices.

<https://www.educationandemployers.org/research/motivated-to-achieve/>

- ❖ This research aligns with our work under Strategic Plan Goal # 1: Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

**The Pathways and Partnerships team can respond to questions arising from this information.**

**Lindsay Johnson**

**Vice Principal - Pathways & Partnerships**

# Pathways and Partnerships



**Bonnie Alexander**  
District Career Coordinator  
K-8

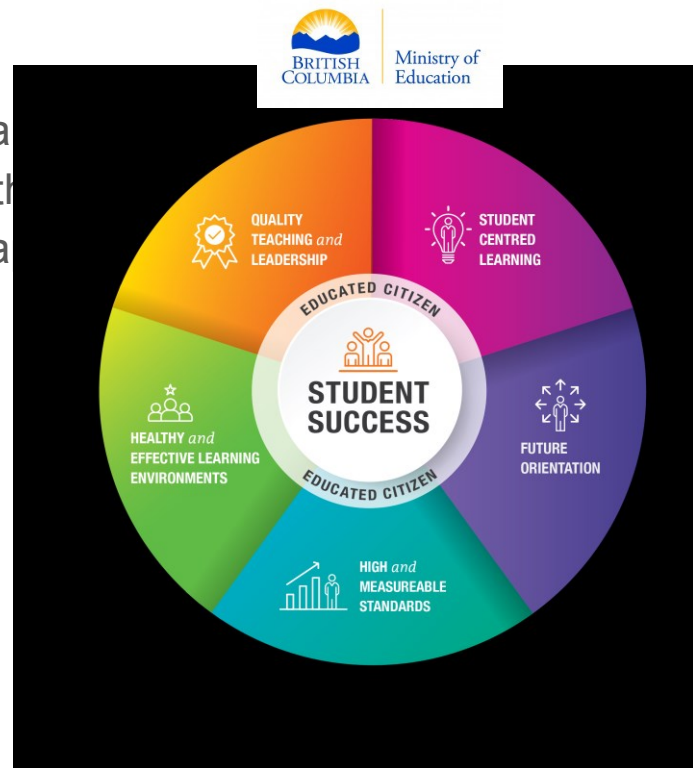
**Kevin Bleic**  
Trades & Apprenticeship  
Coordinator

**Lindsay Johnson**  
District Vice Principal



# Purpose

- Pathways and Partnerships aims to create equitable Career Education opportunities across K-12 schools to create the “Educated Citizen” in order to close the achievement gap leading to all students’ personal success.
- We aim to broaden all student’s aspirations, as you can’t be what you can’t see.





# Research

- Six key research findings that guide our planning are that participating in Career Education opportunities in K-12 education helps:
  - Broaden young peoples' horizons and raise their aspirations
  - Excite children about subjects, increasing motivation, confidence and attitude towards learning
  - Challenge gender and social stereotypes
  - Improve academic attainment
  - Increase young people's earning potential
  - Reduce the likelihood of young people becoming NEET (Not in Education, Employment, or Training) (4 or more encounters with employers – 25% less likely to be NEET)

# Guiding our Work



## Strategic Plan 2020-2025

### Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

#### Strategy 1:

Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.

#### Strategy 2:

Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.

#### Strategy 3:

Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.

### Goal 2

Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

#### Strategy 1:

Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.

#### Strategy 2:

Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.

#### Strategy 3:

Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.

### Goal 3

Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

#### Strategy 1:

Continue to provide professional learning opportunities to all staff in K-12 to further support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.

#### Strategy 2:

Work in collaboration with Ministry of Children & Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.

#### Strategy 3:

Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.

#### Strategy 4:

Address the inequity of opportunity for all learners to maximize physical health and mental well-being.



Ministry of Education

## THE SCHOOL ACT

Section 169 requires that the Minister must articulate a statement of education policy for British Columbia, and that this be approved by Cabinet.

## THE EDUCATED CITIZEN

*The three overarching goals of education*

- #1 Intellectual Development
- #2 Human and Social Development
- #3 Career Development

One *Learning* Community



# Pathways & Partnerships Initiatives

- Elementary**
1. Maker Centers
  2. Trades Trailer Projects
  3. Applied Design Science & Technology Carts
  4. Career Education Workbooks

- Middle**
1. Skills Canada/Inspire Presentations
  2. Career Education Workbooks

- Secondary**
1. Inclusive Education Employment Training & Work Experience
  2. Youth Work in Trades Youth Apprentices
  3. Dual Credit Success

## Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.



## SD61 Pathways & Partnerships Maker Grants 2021 WORKING GROUP

Pathways & Partnerships

Are you interested in creating a Maker Centre but need additional support to make it happen? **Join our WORKING GROUP!**

This \$2000 grant is intended to give SD61 Elementary School Teacher Librarians the money they need to create sustainable, innovative Maker Centres in their schools.

For details contact: [Barbara.McDonald@sd61.bc.ca](mailto:Barbara.McDonald@sd61.bc.ca)



## ADST Carts

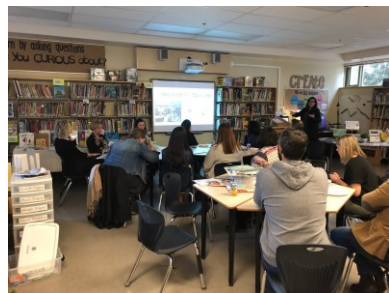


## Trades Trailer Projects



## Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.





## Career Education Workbooks



### FIRST PEOPLES' KNOWING



**BEAR-** I listen to my heart. Like the bear, I know when I need to go into my den to take care of myself.

The Bear is a solitary animal and its gift to the learning process is self-awareness. This means being able to make meaning out of life, be creative, and act with intention.

Students with a strong sense of self-awareness are able to make space for creativity in life, which enables them to act with intention. In order to experience this, learners need to be in a place where they are nurtured, valued, and feel a strong sense of belonging.



**Raven-** I am creative and have interesting ideas. I believe in myself.

The Raven is a clever bird and represents our unique skills whether they are academic, artistic, vocational, athletic or other. The Raven's gift to the learning process is cleverness and imagination.

The Raven weaves together old, new and emerging knowledge to create a basket of skills, opportunities and potentials. A key principle of the Raven's gift to the learning process is recognizing that story-telling, art, memory and culture are woven throughout learning.

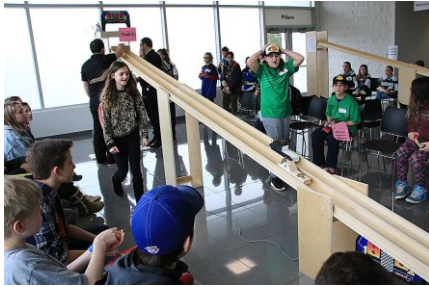


SD61 Pathways & Partnerships

## Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

## Jr. Skills Canada Competitions



## Goal 1

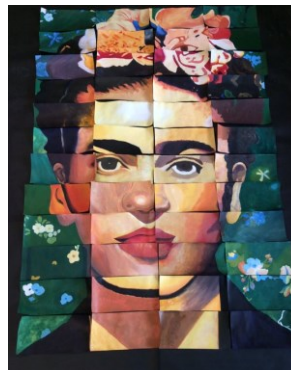
Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.



Inclusive Education Employment  
Training & Work Experience



Youth Work in Trades  
Youth Apprentices



Dual Credit Success

## Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.



# Pathways & Partnerships



**Thank you for your time.**





## MEMO

From: Sean McCartney & Pam Halverson, District Principals, District Team

To: Ed Policy Committee, April 6, 2021

RE: District Team, Learning Support Update #2

This is the second Learning Support update, as part of the regular District Team updates at Ed Policy. Please see the accompanying slides for further information. Like the January presentation, this update continues to focus on examples of the department work in four key areas: Home-school partnerships, Effective student supports, Professional learning & Infrastructure. We will share and speak to a few examples during the presentation. Other information and examples include:

Engaging Parents as Partners: We are working to develop resources that promote school and family partnership (SFP). We know that SFPs are flexible and diverse, reflecting and incorporating the needs and characteristics of the particular school community in which they are based. While the nature of a SFP changes across the educational and developmental spectrum, particularly in terms of the types of communication and involvement that are appropriate and effective, these partnerships continue to be critically important as children progress through school.

- Research has shown that children whose parents are more involved in their education have higher rates of attendance, achievement and school completion, (Barnard, 2004; Henderson & Berla, 1987; Henderson & Mapp, 2002; Jaynes, 2005).
- Parental involvement continues to be important even as children mature. For example, research has shown that adolescents are less likely to engage in high-risk behaviors when they perceive a strong connection between their home and school (Resnick et al., 1997).

Reframing the purpose of assessment, as part of a focus on connecting assessment, to planning and programming.

We know there continue to be questions about the numbers of psycho-educational assessments available for schools and we spoke to it briefly at the February 1 meeting. To fully address this and reach clarity and common understanding with the board, we would be happy to set up a working session to go deeper with this topic.

### COMPASS transitional programming support:

We know that each year there are students in our district who have significant mental health needs, and/or present with challenging behaviour. These students and their school teams often require enhanced wrap-around supports that are coordinated, timely and enhance the sense of confidence and competence for all.

Moving forward, under the metaphor of a compass - helping students and staff navigate challenges - members of our District team will collaborate to provide short-term wrap-around support for these school teams based on the individual needs of the student and school.

Professional learning offerings, including [EASE training](#) (Everyday Anxiety Strategies for Educators).

### Middle Years Development Instrument (MDI):

MDI is a self-report questionnaire for students in the middle years about their thoughts, feelings and experiences in school and the community. It focuses on 5 main areas - social and emotional development, physical health and well-being, connectedness, use of after school time and school experiences. Administration of the survey was completed before Spring Break with grade 4 and grade 6 students, and we anticipate data from this will be available to us in June. In the fall of 2021, we will work with schools to both understand and use their data to guide implementation of SEL (social-emotional learning) and support for all students.

# Strategic Plan 2020-2025



## Mission

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



## Vision

Each student within our world-class learning community has an opportunity to fulfil their potential and pursue their aspirations.

### Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

#### Strategy 1:

Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.

#### Strategy 2:

Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.

#### Strategy 3:

Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.

### Goal 2

Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

#### Strategy 1:

Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.

#### Strategy 2:

Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.

#### Strategy 3:

Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.

### Goal 3

Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

#### Strategy 1:

Continue to provide professional learning opportunities to all staff to further support implementation of social-emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.

#### Strategy 2:

Work in collaboration with Ministry of Children & Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.

#### Strategy 3:

Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.

#### Strategy 4:

Address the inequity of opportunity for all learners to maximize physical health and mental well-being.

## Core Values

### Engagement

We work to actively engage students in their education and make them feel connected to their learning.

### Equity

We give each student the opportunity to fulfil their potential.

### Innovation

We are innovative and consistently seek ways to make positive change.

### Integrity

We are ethical and fair.

### Transparency

We are accountable for the decisions we make and how we make them.

### Partnerships

We create open and respectful partnerships with each member of our learning community.

### Respect

We respect ourselves, others and the environment.

### Social Responsibility

We share responsibility to work with and inspire students to create a better world.

### Sustainability

We are proactive in the stewardship of the resources of our organization, our community and our planet.

# Operational Plan - District Team 2020-2021



## Goal:

Develop a greater understanding and knowledge of culturally responsive and equitable learning, teaching and working environments in order to close the opportunity and achievement gaps for all learners.

### Strategy 1:

Develop a framework that will be used by district staff and stakeholders to increase their understanding and ensure implementation of culturally responsive and equitable learning, teaching, and working environments.

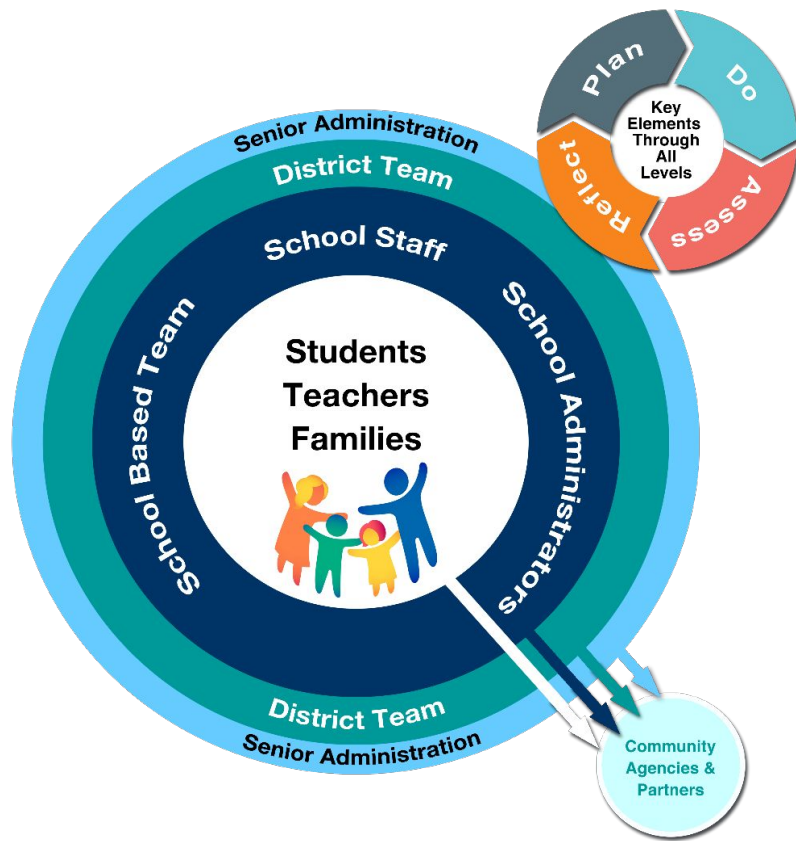
### Strategy 2:

Develop and support high quality culturally responsive and equitable learning opportunities and resources in order to close the achievement gaps for all learners.

### Strategy 3:

Utilize the Equity Scan to critically examine personal and systemic biases, attitudes, beliefs, values and practices to inform future growth and change.





## Learning Support Update #2

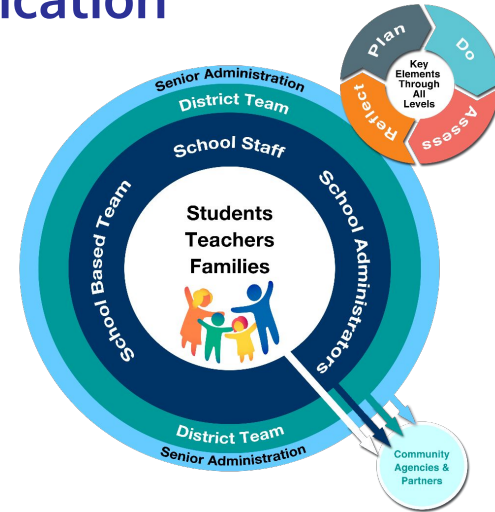
Department focus in four key areas:

- Home-school partnerships
- Effective student supports
- Professional learning
- Infrastructure



# Home - School Partnerships

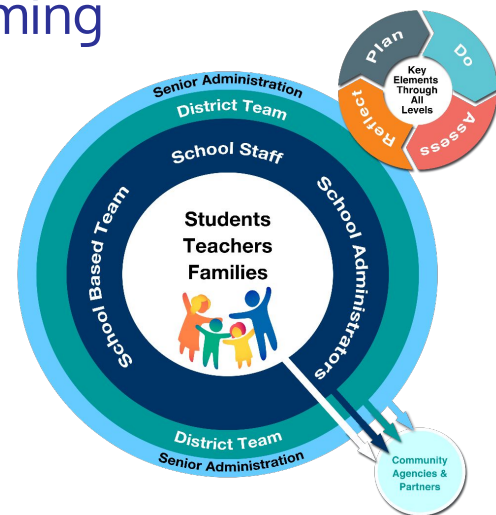
- Develop materials for improved parent communication
  - Snapshots
  - Parent/Caregiver Guide to Inclusive Education
- Engaging parents as partners



# Effective Student Supports

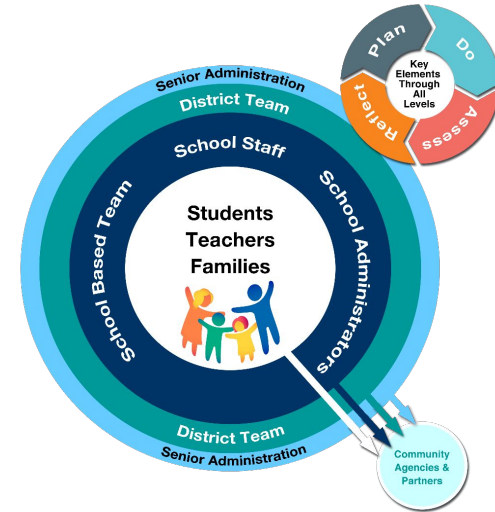
## Enhanced supports for students with complex support needs

- Connecting assessment to planning and programming
- Programming options: Victor, Arbutus, Reynolds
- COMPASS transitional programming support



# Professional Learning

- Counsellor Collaboration
- SEL and Mental Health Connection and Implementation
  - Mental Health Literacy
  - Second Step
  - EASE



# Infrastructure

- MDI
- Support for Children and Youth in Care
  - Supporting Success in School Plans
  - District Outreach Transition Support Workers

