



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

AGENDA

Date: Monday, February 1, 2021, 7:00 p.m.
Location: Broadcasted via YouTube
<https://bit.ly/3czx8bA>

Chairperson: Trustee Painter

Pages

A. COMMENCEMENT OF MEETING

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

A.3. Approval of the Minutes

1

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

A.4. Business Arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

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

4

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

C. NEW BUSINESS

C.1. Introduction of Student Representative

- a. Gillian Clark from Lambrick Park
- b. 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 16
- C.3. District Team Update - District Vice-Principal Nickerson & District Teacher Shortt 39
- C.4. Police Liaison Officer Ad Hoc Committee Update - Trustee Duncan 52
- C.5. Equity Committee Report - Superintendent Green and District Principal Hovis 54

On January 27, 2020, the Board passed the motion:

"That the Board of Education of School District No. 61 (Greater Victoria) instruct the Equity Committee to make recommendations for making reading recovery available to all elementary schools in the District."

After a great deal of exploration, the Equity Committee would recommend the following motion:

Recommended Motion:

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.

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

Recommended Motion:
That the meeting adjourn.

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



Education Policy and Directions Committee Meeting

MINUTES

January 4, 2021

Broadcasted via YouTube

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

Trustees Present: **Education Policy and Directions members:** Ryan Painter, Nicole Duncan, Tom Ferris
 Operations Policy and Planning members: Elaine Leonard, Ann Whiteaker, Angie Hentze

Regrets: **Education Policy and Directions member:** Diane McNally

Administration: Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Colin Roberts, Associate Superintendent, Harold Caldwell, Associate Superintendent, Sean McCartney, District Principal, Pam Halverson, District Principal, Lindsay Johnson, District Vice-Principal, Andy Canty, Director-Information Technology for Learning, Kelly Gorman, Recorder

Stakeholders & Guests: Christine Payne, VCPAC, Cindy Graf, GVTA, Jeanette Alexander, Speech-Language Pathologist, Annika Clark, Student from Victoria High School

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:00pm.

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

Moved by Trustee Ferris

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

Motion Carried Unanimously

A.3 Approval of the Minutes

Moved by Trustee Ferris

That the December 7, 2020 Combined Education Policy and Directions Committee and Operations Policy and Planning Committee meeting minutes as they pertain to Education Policy and Directions Committee, be approved.

Motion Carried Unanimously

C. NEW BUSINESS

C.1 Introduction of Student Representative

Superintendent Green introduced and welcomed Student Representative Anika Clark from Victoria High School.

C.2 District Team Update - Inclusive Learning - District Principal Sean McCartney

District Principal Sean McCartney and District Principal Pam Halverson provided the District Team - Learning Support update:

1. Inclusive Learning Strategy 70% complete (Elem, Middle); 2021 focus on Secondary schools.

2. 144 EA's have registered for the 6 part paid after-school series; Jan - June 2021. Trustees provided thanks to the staff for their dedication. Questions of clarification were asked. District Principal Sean McCartney and District Principal Pam Halverson will present March 1, 2021 with a more detailed update.

C.3 Board Authority Authorized Courses

a. Aviation Maintenance 12

District Vice-Principal, Johnson presented the new Aviation Maintenance 12 course. Questions of clarification were asked.

Moved by Trustee Ferris

That the Board of Education of School District No. 61 (Greater Victoria) approve the new Board Authority Authorized Course Aviation Maintenance 12.

Motion Carried Unanimously

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

The meeting adjourned at 8:03pm

Moved by Trustee Duncan

That the meeting adjourn.

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

Motion Carried Unanimously

Chair

Secretary-Treasurer

A composite image featuring a globe held in a hand, a large tree, and a deer under a bright sun.

A.D.T.W.C.

By HANNAH SHEPPARD

OUR IDEAS TO HELP STOP CLIMATE CHANGE

Introductions

We have ignored the climate crisis for far too long. We need to start to take action now. In this slideshow we will present some of our ideas to help stop climate change and make schools net 0 before 2030. The next slide will have some options of things you could do if you decide to do some of the stuff we suggest.

By Hannah

Ways We Can Help Stop Climate Change

- ★ Saving Up For Solar Panels (This would cost around two million three hundred thousand dollars)
- ★ Planting More Trees
- ★ Encourage Groups Dedicated To Helping The Environment And Stopping Climate Change
- ★ Ask If Teachers Can Inform Their Students About Climate Change
- ★ Give Schools Compost Bins. This may not be an option right now with COVID19
- ★ Give Classrooms More Worm Bins: Worms Can Eat Some Of The Food that we would put in the compost(Banana peels, etc)
- ★ More Biodiversity On School District Property
- ★ Get More Books To Inform Students About The Global Problem We Have On Our Hands
- ★ After COVID19 if Fun Lunch Happens You Could Ask That Students Bring Their Own Utensils, which would be alternate from plastic knives, forks and spoons
- ★ Encourage Less Use Of Bottled Water And More Water Bottles

Why it is so important

The reason why we are so worried about climate change is because the world only has about 11 years to stop the changing of the climate before it is irreversible. Imagine a world where there are way more pandemics. A world where the west coast is stripped bare, and there will be no clean air for hundreds of miles around. And imagine a world where people are in rocket ships going away from the planet as fast as they can to try to live on a nice, non-polluted planet. Scary, but possible. And if that scares you, and you're like me, then you have the right reaction. But you can change that. If you do your part, you can look forward to a future where there are a lot more trees, no massed produced meat, clean air, and carbon zero cities. But first we need to work on it!





Adopting E-sports as an Organized Extra-Curricular in SD61

A Proposal for SD61 Considering the Benefits and Costs of Implementation



1

A Personal Connection

A brief overview of my interest in this topic

2

Benefits

The benefits to students of implementing e-sports teams in schools

3

Oppositional Arguments

Responses to the traditional arguments against e-sports in education

4

Costs of Implementation

Expected costs that could be incurred by schools or the district implementing e-sports

5

Possible Options

Recommendations as to which e-sports may be most suitable for implementation.







STUDENT SEL AND TEAMBUILDING

E-sports provide students with opportunities to connect and build relationships with other students via a shared passion



EQUAL OPPORTUNITY AND INCLUSIVE

Unlike traditional sports e-sports need not have separate teams for gender and provides an inclusive environment



CAREERS AND SCHOLARSHIPS

E-sports can lead to a variety of careers related to the industry or provide higher education opportunities for furthering academics



SOCIALLY DISTANCED

With the current Covid-19 pandemic e-sports can provide for inter-school competition without physical contact



FOSTERS STEM

Leads to analytical and visual-spatial thinking as well as providing a passion point that can connect to STEM related interest exploration



IMPROVED COGNITION AND ATTENTION

E-sports improve strategic thinking, and attention



IMPROVED GPA AND CONFIDANCE

Students participating in e-sports had better GPA's and increased confidence that comes with learning a new skill

OPPOSTIONAL ARGUMENTS AND RESPONSES



PROMOTES SEDENTARY LIFESTYLE

Integrate a physical fitness routine into every practice to kickstart the brain and improve health



LEADS TO ADDICTION

Have coaches talk about video game addiction and balanced lifestyles



PRIVACY AND SECURITY ON THE INTERNET

Students should be made aware of the dangers of interacting online and how to minimize risks.
E-sport platforms are safe and secure areas to do so



CREATES VIOLENCE AND AGGRESSION

Competition also leads to aggressive behaviour and limiting how realistic violence is can mediate the effects

Adachi, P. J., & Willoughby, T. (2011). The effect of video game competition and violence on aggressive behavior: Which characteristic has the greatest influence?. *Psychology of violence*, 1(4), 259.

Adachi, P. J., & Willoughby, T. (2011). The effect of video game competition and violence on aggressive behavior: Which characteristic has the greatest influence?. *Psychology of violence*, 1(4), 259.



POTENTIAL COSTS

COMPUTERS



Any high school with a standard computer lab should be equipped to run most e-sports games

HEADSETS



Headsets with microphones to enhance team communication could be optionally purchased by schools

COACHING



Online coaching or game analysis can be bought or subscribed to for reasonable prices if a school so chooses

RECOMMENDATIONS



LEAGUE OF LEGENDS

- Free to play
- Good potential for scholarships and careers
- Large following worldwide
- Rated: Teen



ROCKET LEAGUE

- Free to play
- Moderate potential for scholarships and careers
- Moderate following worldwide
- Rated: Everyone



LET'S LAUNCH A CHANGE FOR THE BETTER!

THANK YOU

QUESTIONS?



E-MAIL: timsailr@hotmail.com

PHONE: 250-552-0098

TO: The Education Policy and Directions Committee
FROM: Deb Whitten
RE: District Team Opportunities & Gaps/Alignment to Strategic Plan 2021-2022
DATE: Monday, February 1, 2021

The purpose of the memo is to provide an overview of the presentation by members of the District Team as part of the 2021 – 2022 Budget process.

The presentation at the Education Policy and Directions Committee meeting will provide information regarding the opportunities, the gaps and the alignment with the Strategic Plan by highlighting some of our data, our current initiatives and our plans for the 2021-2022 school year.

Members of the District Team will speak specifically about Goal 1, Goal 2 and Goal 3 of the Strategic Plan. Ministry and Federal documents such as the United Nations Declarations on the Rights of Indigenous Peoples (UNDRIP), BC First Nations Education Funding Handbook, and data from various sources such as the Early Development Instrument (EDI), Middle Years Development Survey (MDI), Foundation Skills Assessment (FSA), Completion Rates, and the Student Learning Survey, will be used to help identify our gaps and opportunities which will frame the majority of our work for the 2021/22 school year.

The work of the District Team is informed through increased knowledge and awareness of culturally responsive learning systems and will focus on the student learning experience through the Early Years Framework, Instructional Design, Inclusion, Assessment and the First Peoples Principles of Learning.

It is expected that the alignment of our work through each of the goal areas will address the inequity of outcomes for indigenous students, students with a ministry designation and children and youth in care.

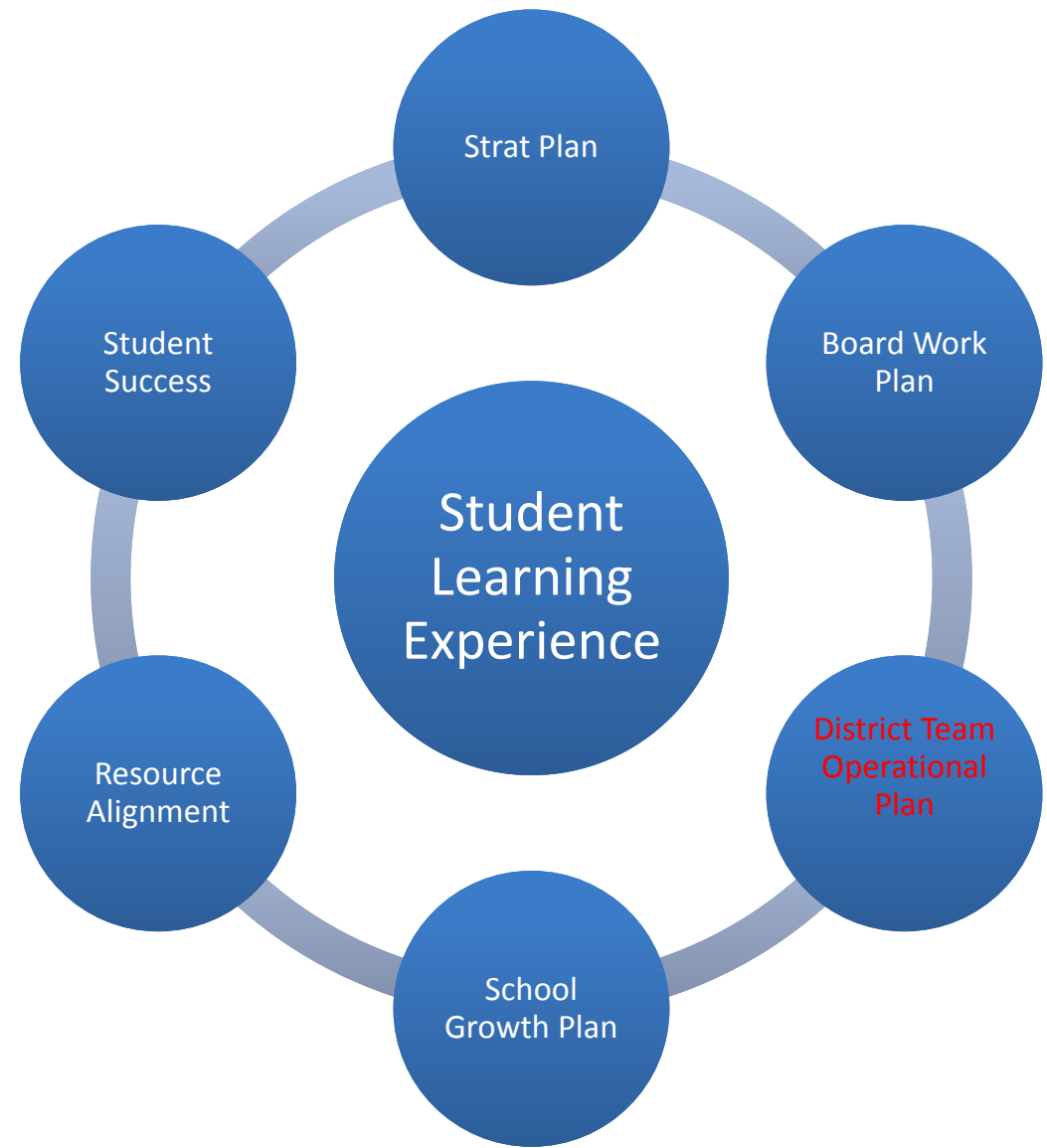
The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.



One *Learning* Community



District Team
Opportunities & Gaps
Alignment to the Strategic
Plan
2021 – 2022 Initiatives



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.

Goal 2

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

Goal 3

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

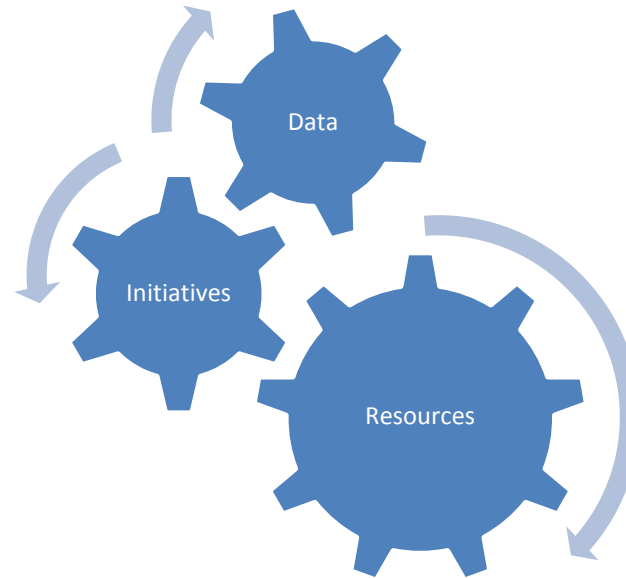
OECD's 7 PRINCIPLES OF LEARNING



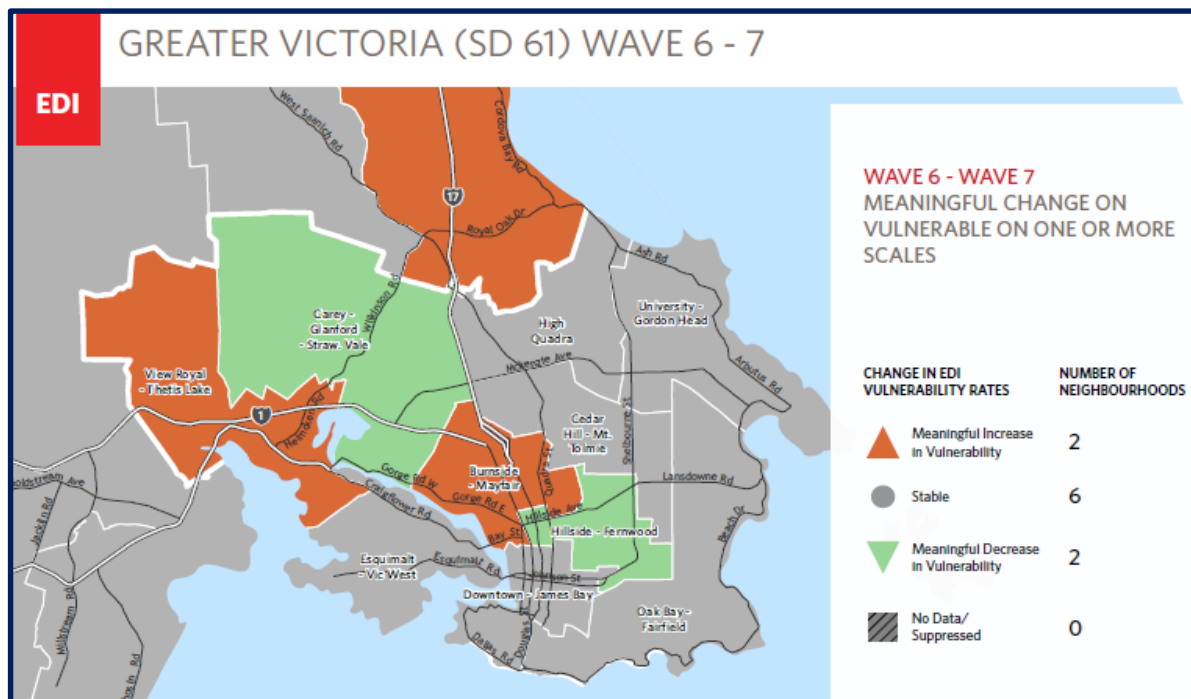
OECD *The Nature of Learning: Using Research to Inspire Practice*

Goal 1

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



Data - EDI and Completion Rates



		Six-Year Completion	
		Cohort Size	Rate
		#	%
All Students	2015/16	1671	87.2
	2016/17	1559	86.8
	2017/18	1494	87.5
	2018/19	1716	84.5
	2019/20	1829	85.4
Residents	2015/16	1585	87.7
	2016/17	1463	87.2
	2017/18	1468	87.8
	2018/19	1487	84.4
	2019/20	1498	87.7
Female	2015/16	790	90.9
	2016/17	759	90.1
	2017/18	731	90.8
	2018/19	860	87.5
	2019/20	885	88.0
Male	2015/16	881	83.9
	2016/17	800	83.7
	2017/18	763	84.3
	2018/19	856	81.4
	2019/20	944	83.0
Indigenous	2015/16	131	56.0
	2016/17	128	64.6
	2017/18	109	58.7
	2018/19	128	40.0
	2019/20	134	57.5
ELL	2015/16	314	88.3
	2016/17	283	85.7
	2017/18	314	84.1
	2018/19	396	81.6
	2019/20	362	81.4
Special Needs	2015/16	234	71.4
	2016/17	214	73.4
	2017/18	202	68.6
	2018/19	202	65.7
	2019/20	206	77.4

Data – Foundation Skills Assessment

Grade 4 Reading

Grade 4 - 2019/20

Reading		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	Writers Only	1523	59.3	194	21.5	569	63	140	15.5
	Female	787	59	84	18.1	294	63.4	86	18.5
	Male	736	59.6	110	25.1	275	62.6	54	12.3
	Indigenous	125	48	23	38.3	33	55	4	6.7
	ELL	243	56.8	64	46.4	69	50	5	3.6
	Special Needs*	117	28.2	17	51.5	16	48.5	0	0

Data – Foundation Skills Assessment

Grade 7 Reading

Grade 7 - 2019/20

Reading		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	Writers Only	1400	55.9	234	29.9	519	66.3	30	3.8
	Female	696	54.3	95	25.1	260	68.8	23	6.1
	Male	704	57.5	139	34.3	259	64	7	1.7
	Indigenous	119	51.3	31	50.8	29	47.5	1	1.6
	ELL	103	50.5	30	57.7	22	42.3	0	0
	Special Needs*	230	34.3	50	63.3	29	36.7	0	0

Data - Student Learning Survey Assessment

Do you know what things are considered when your work is marked? (Grade 3/4 in 2016/17 and grades 7, 10, 12)
Do you know what things are considered when your work is assessed? (Grade 3/4 from 2017/18)

2015/16									
2016/17	484	44 0	457	56 2	268	49 3	170	51 0	
2017/18	448	42 1	460	57 3	253	47 1	215	56 3	
2018/19	457	41 1	512	53 1	308	45 -2	293	51 -3	
2019/20	349	37 1	446	50 -1	208	47 -2	121	52 -1	

Data/Research/Learning

Actions/Initiatives–

Informed through increased knowledge and awareness of culturally responsive learning systems

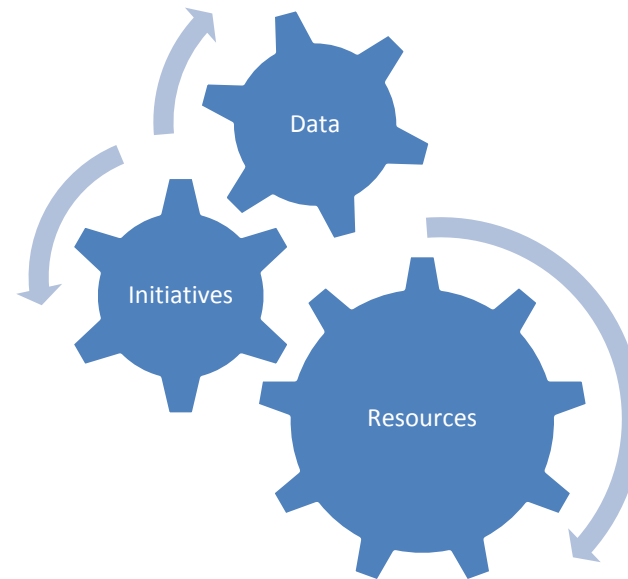
- Focus on the Early Years Framework
- Focus on the student learning experience
- Instructional Design (Aligned guiding principles K-12)
 - Inclusion
 - Assessment
 - First Peoples Principles of Learning

Outcomes

- A more culturally aware, responsive and informed system
- Improved implementation of data informed inquiry cycles
- Improved student learning experience – evidenced through multiple data points (social, emotional and academic)

Goal 2

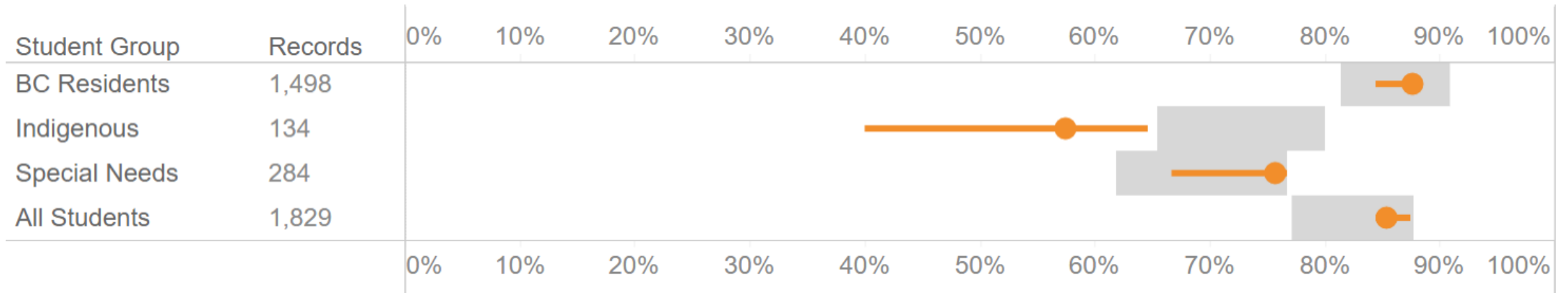
Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.



Data – Indigenous Learners

Completion Rates

- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2019/20)
- Range of school district's results over time (2015/16 - 2019/20)





Truth and
Reconciliation
Commission of Canada

BC Tripartite Education Agreement
Supporting First Nation Student Success (BCTEA)

BC First Nations Education Funding Handbook

Definitions and Explanations to Accompany
the BCTEA Funding Table

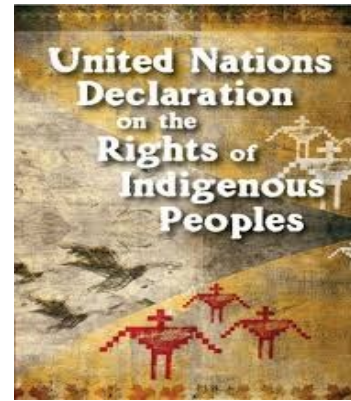
2020/2021



1.00 in



www.fnesc.ca/bctea
First Nations Education Steering Committee & First Nations Schools Association
113-150 Park Road South, West Vancouver, BC V7V 1A2, India: (604) 666-5202, 5282



Indigenous Education GVSD61



One *Learning* Community

Alignment – Actions

- **Goal 2 Strategic Plan**
- **Ministry and Federal Documents Guiding Indigenous Education**
- **Our Data Story**
- **District Team**
- **School Based Supports**
- **Indigenous Community Partners**
- **Students and Families**



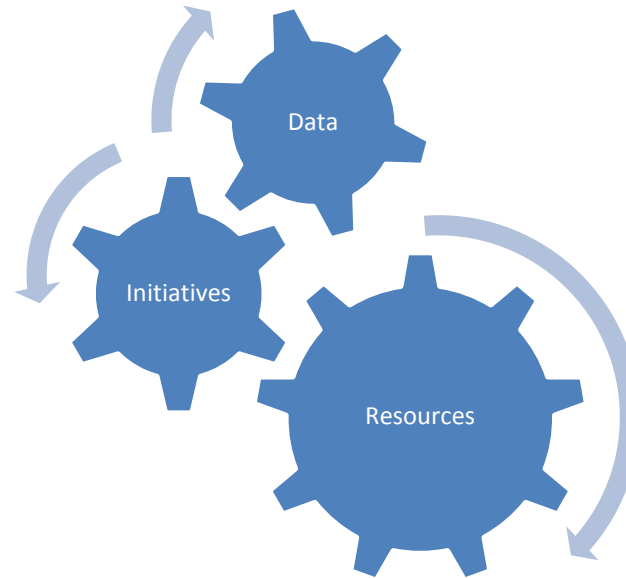
Weaving Together and Pulling Forward Collectively

- **Early Learning Framework**
- **Children and Youth in Care**
- **Holistic Mental Health Framework**
- **Elders Advisory Council**
- **Land Based Education**
- **Literacy and Numeracy (Levelled and Community)**
- **Indigenous Student Re-Engagement Strategy**
- **Curriculum and Assessment Consultants**
- **Equity Scan and Cultural Safety**



Goal 3

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



Research and Data informed supports



Data – Student Learning Survey

Mental Health



Ministry of
Education

At school, I am learning how to care for my mental health. (for example, anxiety or stress management, anger management, relationship skills) (Grade 3/4 in 2016/17 and grades 7, 10, 12)

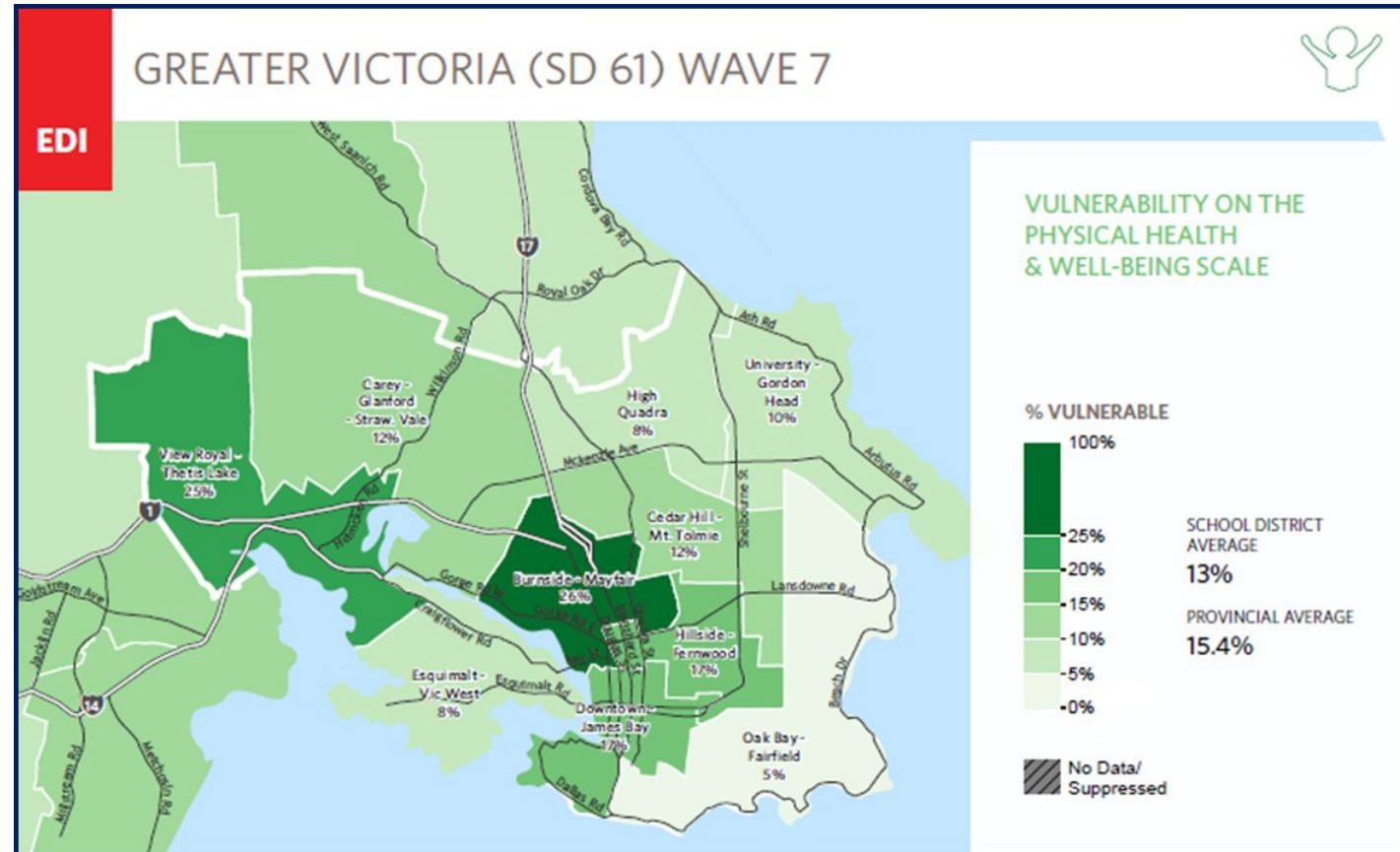
Are you learning how to care for your mental health? (Grade 3/4 from 2017/18)

2015/16

2016/17	590	55 -5	357	44 -5	163	31 -4	79	24 -4
2017/18	395	37 -4	353	44 -8	125	24 -10	105	28 -1
2018/19	407	37 -3	392	41 -9	201	29 -4	161	28 0
2019/20	382	40 1	373	43 -8	114	26 -7	59	26 -1

Research and Data informed supports: Next steps

- Identifying Gaps
- Aligning Resources
- Implementation of District Resources



Research and Data informed supports: Next steps

- Expand our continuum of support for students who are not engaged in school

NUMBER OF IMPORTANT ADULTS AT SCHOOL



2 or more
63%
61%



One
12%
10%



None
25%
29%

Average for all
districts

NUMBER OF IMPORTANT ADULTS AT SCHOOL



2 or more
34%
39%



One
11%
12%



None
55%
49%

Average for all
districts



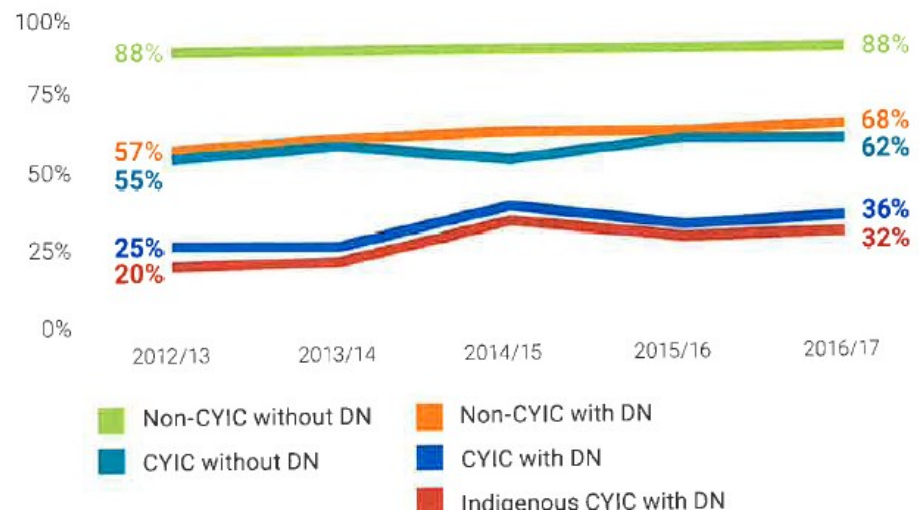
MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

Research and Data informed supports: Next steps

- **Sharper focus on our Children and Youth In Care**
 - Develop and implement a district standard of practice



FIGURE 8 SIX-YEAR COMPLETION RATES CYIC & NON-CYIC WITH & WITHOUT DIVERSE NEEDS







556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8

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

MEMO

From: Carey Nickerson, District Vice Principal, Early Years & Elementary Team

To: Ed Policy Committee

Date: February 1, 2021

RE: District Team, Early Years Update

This update for the Education Policy and Directions Committee on Early Learning is part of the regular District Team updates. Please see the accompanying slides for further information.

There are numerous early years initiatives underway in SD61 and many of them continue from year-to-year. However, this update will focus on new supports for early learning implemented in the 2020-2021 school year that focus on supporting social-emotional and academic learning.

Information about the following will be included in the presentation:

- The collaborative process and rationale used to determine the new supports
- The framework of supports implemented in September
- The revised Early Learning Framework from the Ministry of Education
- Examples of how the supports are being accessed by children and educators
- Considerations for future planning

Early Years Update



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 2:

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

Supporting Inclusive, Culturally Responsive Early Learning Environments

- What are the strengths we have in the early years?
- Where can we add strength to improve outcomes for children?
- What's going on for our learners, their families, and our school-based staff? What do they need from us?

Gathering Evidence & Planning

- EDI Data – which schools have the highest numbers of children who are vulnerable in one or more areas?
- Patterns & Trends – which schools often have high numbers of children who require additional supports in Kindergarten?
- Other settings – what are other school districts & communities doing?

StrongStart BC Early Learning Programs

Six Centres in SD61:

1. Craigflower Elementary
2. James Bay Community
3. George Jay Elementary
4. Macaulay Elementary
5. McKenzie Elementary
6. View Royal Elementary

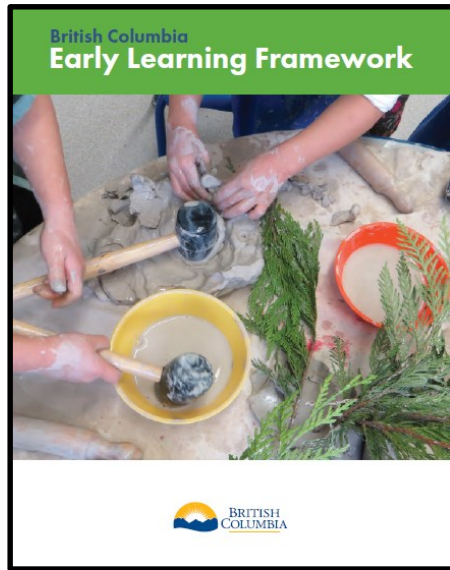


StrongStartBC

NEW Supports

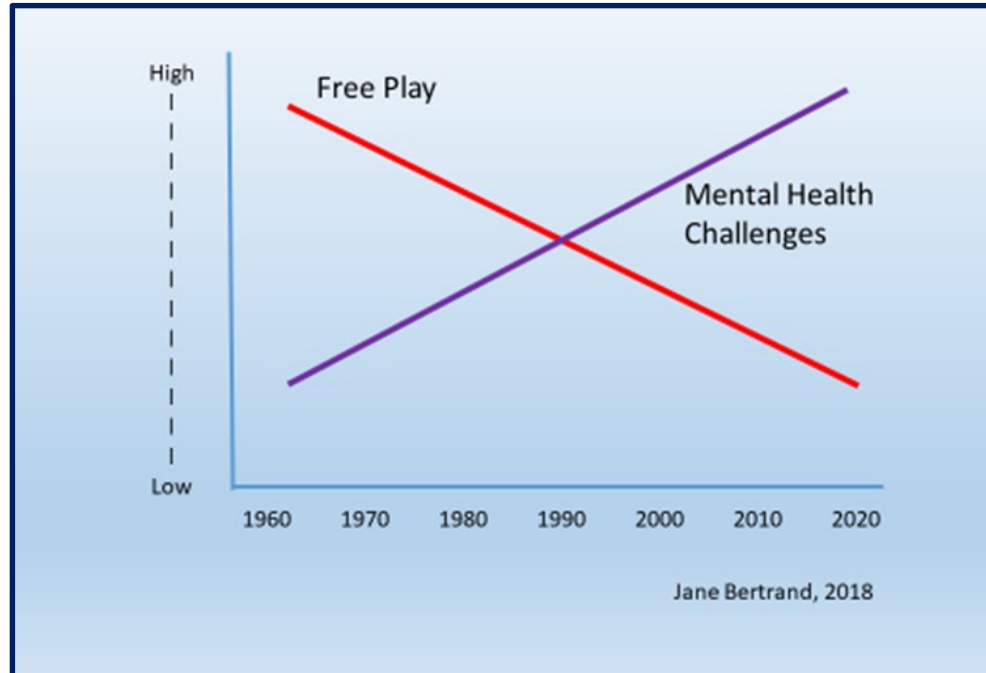
- 12.5 additional ECE hours for the 6 StrongStart Schools
- 16 ECE hours for both Tillicum and Quadra
- 1.0 FTE Early Years District Support Teacher
- 1.0 FTE Indigenous Early Years District Support Teacher
- Release time to support pro-d for educators
- Supplies for classrooms connected to professional learning

Creating Inclusive & Culturally Responsive Learning Environments for All



- Connects with BC's K-12 Curriculum and Core Competencies
- Resists language & pedagogies that perpetuate legacies of colonization and marginalization of Indigenous people.
- Strives to contribute to reconciliation
- Strengthens the vision of inclusive spaces and practices for all children
- Envisions learning and being as a holistic process

Play-Based Learning Supports Well-Being



Professional Partnerships



- Early Childhood Educators and Teachers working together to support children
- More opportunities to emphasize social-emotional learning throughout the day; academic learning is enhanced

Joyful Play as Learning



Equity Means Access for All

How can we provide access for educators at all schools?

- Early Years website resources
- *Learning for All* podcast
- Creating networks of educators across schools and into the community
- Direct communication with educators

Looking Ahead



*Trustee Duncan- Chair, School Police
Liaison Officer Program Review Ad Hoc
Committee*

TO: The Education Policy and Directions Committee
FROM: Trustee Duncan, Chair, School Police Liaison Officer Program Review Ad Hoc Committee
RE: School Police Liaison Officer Program Review Ad Hoc Committee Update
DATE: Monday, February 1, 2021

The purpose of the memo is to provide an update regarding the School Police Liaison Officer Program Review Ad Hoc Committee's progress to date.

Background

The School Police Liaison Officer Program Review Ad Hoc Committee was established by the Board of Education to undertake discussions with members of the school community, including, but not limited to racialized, Indigenous and LGBTQ+ staff, parents and students to:

1. Determine what, if any, concerns there may be regarding the District's School Police Liaison Officer Program and;
2. Develop recommendations, as required, on what changes, including the cessation from the program, should be made to the program to improve its value to the school community.

Update

The Committee met on 26 November 2020 and 7 January 2021. The next Committee meeting is scheduled to occur on February 4, 2021. The Committee has 21 members, including four student representatives, one representative from the Esquimalt Nations, two representatives from GVTA, two representatives from CUPE, two representatives from VCPAC, one representative from Victoria Police Department and two representatives from Saanich Police Department, two members of the Senior Leadership Team, two School Administrators, one School District Communications staff member, and two Trustees. Topics of discussion at the Committee meetings have included: the Committee's Terms of Reference specifically the purpose and deliverables, the timeline for the Committee work, the role of the School Police Liaison Officers, the importance of student and parent voice, the importance of considering the program through the lens of racism and discrimination.

During the February meeting the Committee will be presented with information regarding the roles and responsibilities of the School Liaison Officers including specific training or education they receive. In addition to this topic, the Committee will discuss the draft Communications Plan

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.

*Trustee Duncan- Chair, School Police
Liaison Officer Program Review Ad Hoc
Committee*

developed in collaboration with Lisa McPhail. This will include the International Association for Public Participation (IAP2) Spectrum of Public Participation for consultation, a timeline to guide the work of the Committee including a proposed schedule for consulting with stakeholders.

Despite the challenges of meeting during COVID the Committee has been productive and is currently pursuing opportunities to fully understand racism and systemic bias in addition to trauma informed practice. The committee is exploring inviting community experts to specifically address these two topics.

The Committee intends to provide a Summary Engagement Report to the Education Policy and Directions Standing Committee on June 7, 2021 and then to provide a set of recommendations to be discussed initially at an Education Policy and Directions Standing Committee meeting in the 2021-2022 school year before being presented to the Board of Education.

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.

25, January, 2021

Equity Committee Report

On January 27, 2020, the Board passed the following motion:

"That the Board of Education of School District No. 61 (Greater Victoria) instruct the Equity Committee to make recommendations for making reading recovery available to all elementary schools in the District."

Following the motion, the Equity Committee met almost every month to explore early literacy programs and programming within our School District. The final report outlined a four year budget plan recommendation that included all aspects required for successful early literacy in an elementary school.

This includes:

- Learning session on K-1 comprehensive and early literacy intervention
- Collaborative inquiry team time
- Literacy in all content areas (or 4-5)
- Side-by-side reading intervention running records and resources
- The planning supports be both English and French Immersion

Within this literacy plan, the School District would budget for all 28 elementary schools within a four-year cycle which would reflect:

2021-2022	\$530,000
2022-2023	\$575,000
2023-2024	\$282,000
2024-2025	\$267,000

The flexibility within this plan allows schools to explore the framework of a comprehensive literacy program, decide where they are at within that framework and what they require, and spend the literacy funds within their school's literacy goal and the District's strategic plan.

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

EQUITY COMMITTEE

Recommendation:

That the Board of Education of School District 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.

Equity Committee

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