



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

AGENDA

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

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 June 7, 2021 Education Policy and Directions Committee meeting agenda be approved.

A.3. Election of Chair - Education Policy and Directions Committee

That the Board of Education of School District No. 61 (Greater Victoria) proceed with the election process of the Education Policy and Directions Committee Chair by Trustees sending in nominations and ballots by text to the Secretary-Treasurer and the Deputy Superintendent to be tabulated and reported out.

A.4. Approval of the Minutes

Recommended Motion:
That the May 3, 2021 Education Policy and Directions Committee meeting minutes be approved.

A.5. Business Arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

B.1. Budget - Mary Ann Watson

5

B.2. Budget - Dr Robert Oppenheimer

C. NEW BUSINESS

C.1. Indigenous Education - Shelly Niemi, District Administrator, Indigenous Education Department

C.2. District Team: SOGI and GSA updates - Jon Hamlin, District Team Vice-Principal

11

C.3. School Police Liaison Officer Ad Hoc Committee - Trustee Duncan

38

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to allocate a budget of \$5,000.00 to assist the School Police Liaison Ad Hoc Committee to complete its work.

C.4. New Accessible British Columbia Act - Trustee Painter

41

Recommended Motion:

That the Board of Education of School District No.61 (Greater Victoria) send a letter to the Parliamentary Secretary for Accessibility (MLA Dan Coulter) and local MLAs requesting that people and children with dyslexia/learning and communication disability designations be included in the new Accessible British Columbia Act, which has not yet received final reading.

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

Recommended Motion:

That the meeting adjourn.



Education Policy and Directions Committee Meeting

MINUTES

May 3, 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 (ex officio)
Operations Policy and Planning members: Elaine Leonard, Rob Paynter

Administration: Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Colin Roberts, Associate Superintendent, Harold Caldwell, Associate Superintendent, Andy Canty, Director, Information Technology for Learning, Kelly Gorman, Recorder

Stakeholders: Christine Payne, VCPAC, Lucinda Graf, GVTA, Jane Massy, CUPE 947 President, Connor McCoy, GVPVPA President

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:02pm

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

Trustee McNally requested that the May 3, 2021 Education Policy and Directions Committee agenda be amended.

Moved by Trustee McNally

That the Board of Education SD61 Greater Victoria direct the Chair to write to Minister of Education Jennifer Whiteside on May 4 requesting approval from the Minister for SD61 to incur a deficit in budget for the 2021-2022 fiscal year, as per BC School Act Section 156 (12):

(12) A board must not incur a deficit of any kind unless the board

(a) has the approval of the minister

For (1): Trustee McNally, Trustee Duncan

Against (4): Trustee Painter, Trustee Ferris, and Trustee Watters

Motion Defeated (1 to 4)

Chair Painter called for the vote on the approval of the May 3, 2021 agenda as presented.

Moved by Trustee Ferris

That the May 3, 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 April 6, 2021 Education Policy and Directions Committee meeting minutes be approved.

Motion Carried Unanimously

A.4 Business Arising from Minutes

Trustee Duncan requested an update with respect to a date set for the assessment working session. Deputy Superintendent Whitten stated that she would get the dates and report back to the Trustees.

B. PRESENTATIONS TO THE COMMITTEE

B.1 Education Assistant Supports - Brett Gaylor

Brett Gaylor presented on experiences with Education Assistant supports. Trustees provided thanks for the presentation.

B.2 Reading Recovery - Richelle D. Funk

Richelle D. Funk presented on the benefits of Reading Recovery. Trustees provided thanks for the presentation.

B.3 Reading Recovery - Sallie Boschung

Sallie Boschung presented on Reading Recovery. Trustees provided thanks for the presentation.

B.4 Reading Recovery - Amee Ballantyne

Amee Ballantyne, presented on Reading Recovery. Trustees provided thanks for the presentation.

B.5 Music and Strings Programs in SD61 - Megan Taylor

Megan Taylor presented on the proposed music program reductions being considered in the current proposed budget. Trustees provided thanks for the presentation.

B.6 Inclusivity and Student Supports - Brianna Day

Brianna Day presented on student supports and inclusivity. Trustees provided thanks for the presentation.

C. NEW BUSINESS

C.1 District Team Update: Transforming Libraries - Dave Shortreed, District Team Vice-Principal

Dave Shortreed, District Team Vice-Principal presented on Transforming Libraries in alignment to goals 1 and 2 of the Strategic Plan. Libraries provide culturally responsive, inclusive and equitable learning opportunities. Teacher librarians are a key role for schools as they have the ability to reach all students and staff in the school. Libraries are now a place for students to create and collaborate. Trustees provided thanks for the presentation.

C.2 Graduation Activities - Trustee Paynter

Moved by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to identify any planning requirements and procedures for graduation related activities and events with recognition to current provincial COVID-19 public health restrictions and district policies.

The Committee, by consensus withdrew the motion, *"That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to identify any planning requirements and procedures for graduation related activities and events with recognition to current provincial COVID-19 public health restrictions and district policies."*

D. NOTICE OF MOTION

None

E. GENERAL ANNOUNCEMENTS

None

F. ADJOURNMENT

The meeting adjourned at 8:36pm

Moved by Trustee Duncan

That the meeting adjourn.

Motion Carried Unanimously

Chair

Secretary-Treasurer

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like hitting. By a whim of the commandant, an orchestra of inmates was commissioned to serenade the prisoners as they marched off to the factories, mines and construction sites. "This was the unreal thing: this beautiful music," says Rachel Piuti, who came to Auschwitz in 1944 from a labor camp in central Poland. "We marched out, the music accompanied us. We marched back, the music welcomed us. This is why it seemed already like life after death." The orchestra also played for the deportees on their way to gas chambers, and one inmate remembers the elderly Hungarian men tipping their hats

The Najdik Family 1937 Poland - Nechama, Joshua, Mordechai, Sara, Aunt Pua & Rachel. Rachel is our son's Bubbie, grandmother. This is the last picture of her childhood as we have no more pictures due to the Shoah until... Rachel's wedding picture in Italy, 1946. A huge gapping painful wound exists in our family. We have many who never came home including children.



Rachel Piuti was born in Radom, Poland in 1927. She survived the Radom ghetto and five death camps, including Auschwitz. Liberated six days before the war's end, she returned to Poland and found that only her sister had survived. After a year in Italy and another year in detention in Cyprus, Piuti and her husband reached Israel a few days after it became a state and moved to Toronto 1951. In 1976, she enrolled at York University, graduating seven years later with a bachelor of arts in history.

Our Joshuas

By Rachel Piuti

I never knew my grandfather Joshua. He died young, of influenza. My mother said that he was thirty-two. He left a young widow with five small children, three boys and two girls. They were a respectable and religious family. As the children grew, marriages were arranged for them with sons and daughters of equally respectable families.

The young families prospered and soon children were born. In each family the first-born was a son and they named him Joshua.

The eldest Joshua (nicknamed Szyja) had been orphaned as a young boy. His father, who died before I was born, was my mother's oldest brother. Their family lived in a small town in Poland, and when his mother remarried he came to live with our grandmother, Chava Ita. Joshua was lame and

hobbled when he walked. He wore the traditional Jewish orthodox garb: a long, black coat and hat with a small visor, as was the custom in our part of Poland. He was married to Lea. They had a store with electrical appliances. They had no children.

They came to visit us occasionally on a Saturday afternoon. It was a long walk for them because they lived at the other end of town in an area called Glinice.

During the war, in 1941, the Nazis created in Radom, our home town, two ghettos: a big one, into which most Jews were herded, and a smaller one on Glinice. In August, 1942, when the deportations to the extermination camps began the ghetto of Glinice was the first to go. The oldest of the Joshuas met his end then.

The second Joshua, (also nicknamed Szyja), the son of Uncle Moshe and Aunt Idis, was slim, tall, with blue eyes and a light complexion. He was a bright student, went to law school, and in 1939, just before the war started, finished his articling. The war spoiled his plans for a career in law. Joshua, his fiancée Frieda, and his father, went east to escape from the advancing Nazis and survived the war in the USSR, in Uzbekistan. They returned to Poland after the war, then went to Germany where they stayed in a displaced persons' camp in Stuttgart, and eventually emigrated to the United States. Joshua changed his profession in the USA. After trying and failing to make a success of chicken farming in Vineland, New Jersey, he went back to university and became a professor of Judaic studies at Brandeis University.

We spent many happy summer and winter vacations together. He had a wonderful sense of humour. Once, on vacation in Lake George in New York State, where we shared a cottage, he complimented me on what I was wearing. "I like your blouse, the colours suit you." "Thank you, I am glad you noticed," I answered. "Are you sure you're from Radom?" he said. "In Radom, if someone complimented a girl on her clothes she would say: Oh, such an old rag, I've had it for ages."

At his retirement he and Frieda moved to Israel. Their only son, Josi, born in the United States, and his wife Sharon, made their home in Jerusalem soon after their marriage. Joshua's father, Uncle Moshe, also lived in Israel – he arrived in 1949 from Germany. Joshua and I became close during my trips to Israel. In spite of the sixteen-year age difference between us we felt an affinity that kept us walking and talking for many hours in the streets of Tel-Aviv. Joshua wrote two books about life in the Soviet Union during the war. The second book was published a few weeks before his death. He still managed to mail me an inscribed volume. He died of cancer at eighty-one.

The third Joshua (Szyja) was the son of Aunt Frieda, my mother's sister, and Uncle Leon. He was my mother's favourite among her nephews because of his gentleness and because Aunt Frieda was ill and my mother often assumed the role of mother to him. He was a bright student and graduated high school at sixteen. This Joshua also became a lawyer in 1939, and he too, with his young wife, Regina, escaped to the USSR where they survived the war. They were together with the other Joshua in Uzbekistan.

I remember the day when he came to tell us that they were planning to go east. It was late in September, a sunny day at the end of a beautiful summer. But our hearts were heavy. The Germans had arrested some prominent Jews. It was dangerous for Jewish men to walk in the streets; there were raids and beatings, cuttings of beards.

"We must go! We cannot stay here! Will you teach me Russian?" he asked my mother. My mother had a Polish and Russian education because for over a century our part of Poland had been occupied by Russia. Poland regained her independence at the end of World War One. I loved to hear my mother speak Russian – it sounded silky-soft. Joshua learned the language in three weeks, and they departed into the unknown. We heard from them occasionally at first, but all contact stopped with the start of war between Germany and the USSR.

After the war Joshua left the Soviet Union and returned to Poland.

Here he worked at his profession until he emigrated to Israel in 1956. He was able to work as a lawyer in Israel because he knew Hebrew. He also edited a Polish language newspaper. I saw him in 1959 on my visit there. He was by then a big hulk of a man, bald, like his father, still handsome, elegant, charming, with blue eyes, like everyone in our family, kissing ladies' hands.

I did not see him again. He was a heavy smoker and died of emphysema in 1967. He was in his early fifties. My sister, Sala, who lived in Israel, adored him. I am in touch with his lovely daughter, Yael, who lives in Israel with her husband and two daughters.

The fourth Joshua was my brother. We called him Szyjek (pronounced Shieyek). He was five-and-a-half years older than I. Like everyone else in the family, he had blue, deep-set eyes, a high forehead, a light complexion and light brown hair. He walked with a springy step, hardly touching the floor with his heels. He showed artistic talent from an early age, especially for sculpting. We treasured his beautiful figurines from clay; I vividly remember one of a Jew at prayer with *tfilim* on his forehead. He also carved from stone and wood. I was the lucky possessor of a set of tiny furniture that he made for me from plywood: a bed, a table and four chairs, all intricately carved. He liked to draw, mostly horses that looked ready to jump out of the picture. In school, he excelled in mathematics and physics but was bored with Latin, German and Hebrew.

He loved to play chess and excelled in this too. He played often with our father but mainly with Uncle Hillary, mother's younger brother. I remember the open chessboard with an unfinished game left on a side table waiting to be continued the next day on my uncle's return. A game of chess could last many hours. Szyjek took part once in a tournament of thirty players with an international chess master, a Mr. Neidorf, and he was the last one to be defeated.

He was thoughtful, gentle and sensitive – a much loved and respected son and brother. His future seemed bright. Then the war broke out and took a terrible toll on him. Over the years, as the noose kept tightening around us, it became increasingly harder for him to cope. The constant fear of raids, the brutality, the hopelessness of life in the ghetto, hurt him badly.

To avoid deportation, in August, 1942, he began working in the munitions factory in Radom where he was interned together with many other Jewish workers. Food was scarce and chaos prevailed. He was gentle by nature and went hungry because bullies often pushed him away from the soup kettle. He escaped and came to Camp Wolanow where my parents and I were interned. But it was too late for him. He was swollen from starvation and could not digest the food. He died on the 7th of December, 1942. My parents and I were beside him. He was twenty years old. His last words to me were: "I cannot live with what I see around me."

The youngest Joshua was Uncle Hilary's son. He came late to my uncle. Hilary was married for many years to his beautiful cousin, Aunt Kala, whom he had loved since they were youngsters. They did not have children. Aunt Kala suffered from kidney disease and passed away in a sanatorium in Egypt. A year later he married her younger sister, Tosia, and a boy was born to them in 1937. They named him Joshua Isaac, but called him Izio.

Izio had light brown hair that waved and curled like a girl's. His eyes were big, round and blue-green. He looked like a little angel. I got to know Izio really well when we lived together in the ghetto since the early spring of 1941. We all slept in one room, our family of five and Aunt Tosia with Izio and little Eva. Eva was born in the early spring of 1940, many months after Uncle Hilary had run away to the east, unaware that his wife was pregnant. Eva called my father Tata because she thought that this was her Tata. Izio would try to explain to her:

"This is not you Tata. Your Tata is away and will come back after the war. This is your uncle." But Eva did not understand.

Izio was only five but had the wisdom of an old person, the war made little children very wise. When my brother, Szyjek, chopped up wood in the yard for the kitchen stove Izio would eagerly help him carry it in.

"I am working and Yanik won't catch me and send me away." he would say, looking at us, waiting for reassurance. (Yanik was the German who walked around the ghetto with a switch and a ferocious dog, whom everybody dreaded.) Izio adored Szyjek and followed him around constantly. He pestered him with difficult questions that Szyjek would try to answer.

The last time I saw Izio was on an August day in 1942, when my parents and I were going to Camp Wolanow, and leaving Aunt Tosia and her two children behind. They could not come with us. When we turned the corner and I looked back Izio was holding on to his mother's skirt and waving to us. Izio's life ended tragically a few days later in Treblinka.

In 1949, I gave birth to a son. He had been born prematurely and passed away at the age of two weeks. He did not have a *brith mila*, but we named him Joshua.

There is a new ray of hope now. My grandson is named Joshua. He was born in 2002. The first Joshua, his great – great – grandfather, had been born in 1870. My grandson doesn't know yet about the many wonderful Joshuas that came before him. One day soon I will tell him about his heritage, so that he can carry his name proudly.

February, 2009.



SD61 Ed. Policy Meeting - June 7, 2021

Presented by Jon Hamlin (He/Him) - SD61 District SOGI Lead

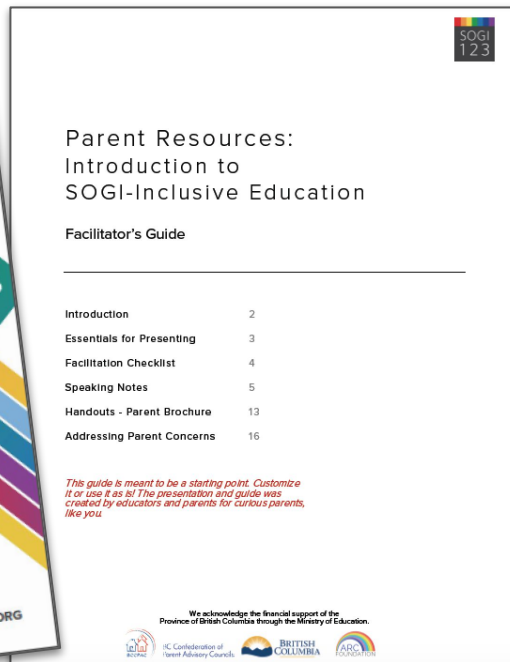
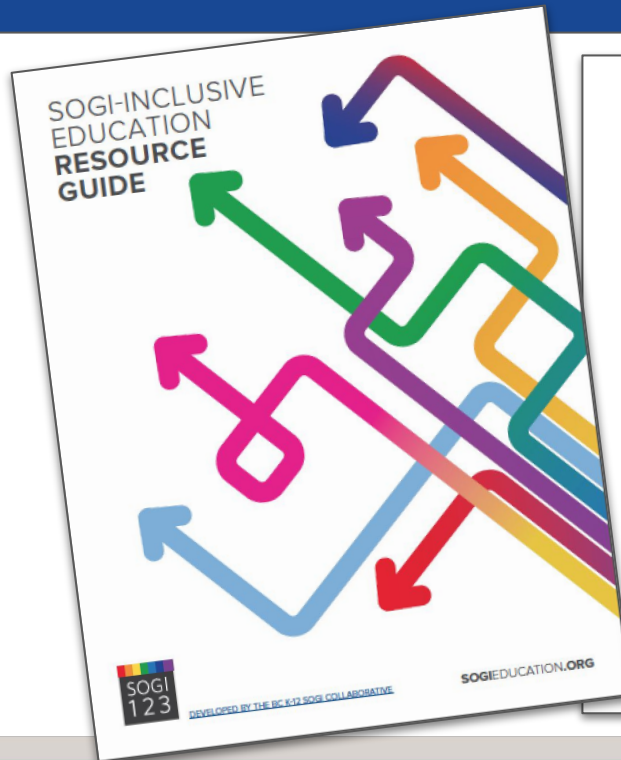


Sexual Orientation and Gender Identity





+ **All 60 School Districts**





Sexual Orientation and Gender Identity

Sexual orientation describes a person's physical, romantic, and/or emotional attraction to another person.



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Gender identity is your own, internal, personal sense of being a man, a woman or someone outside of that gender binary.



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LGBTQ2S+





Sexual Orientation and Gender Identity

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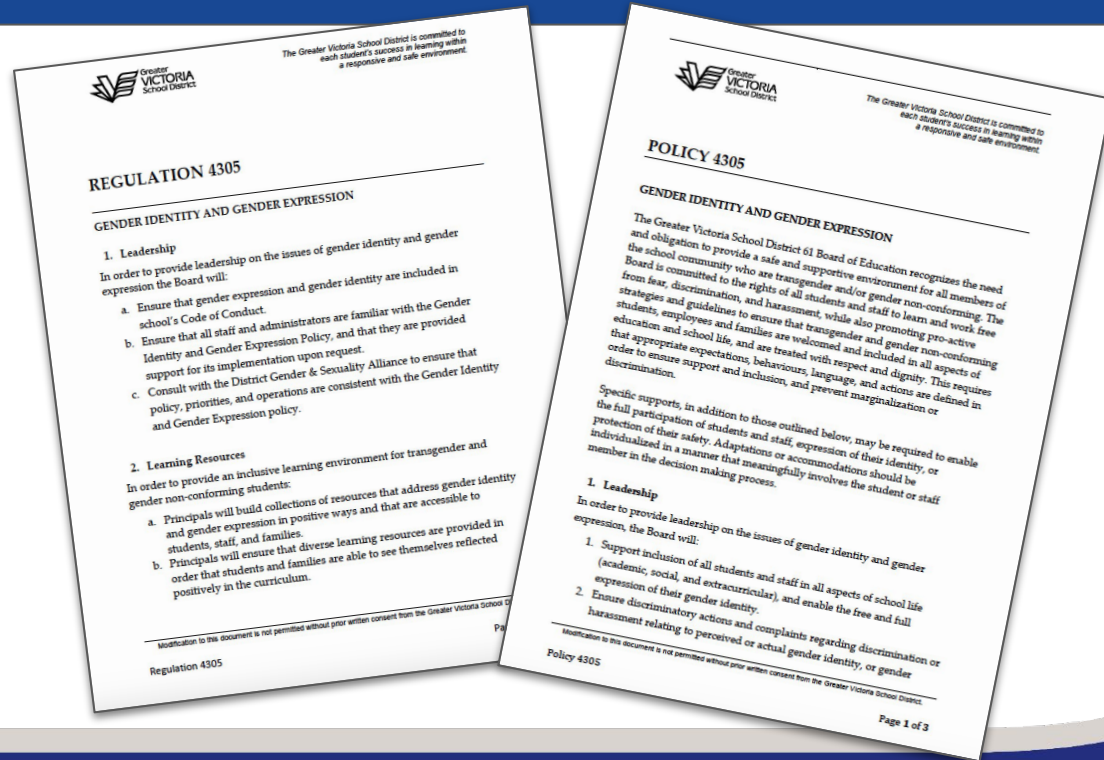


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Sexual Orientation and Gender Identity



Policy and Regulation 4305



SOGI Examples at the School Level



- Gender Neutral Washrooms
- GSA & Rainbow Clubs
- School SOGI Lead / Go-To Educator
- District SOGI Lead

What does the research say?

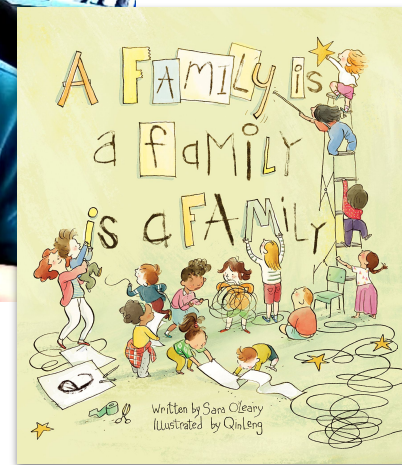
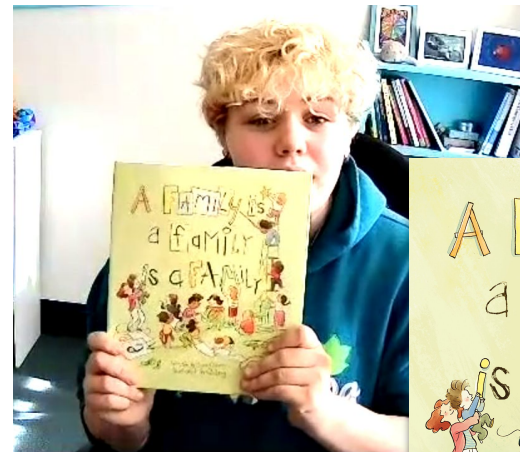
GSAs make schools safer not only for LGBTQ2S+ students, but for all students. The longer a GSA exists, the safer students feel.

Dr. Elizabeth Saewyc, et.al., Canadian Institutes of Health Research, 2016

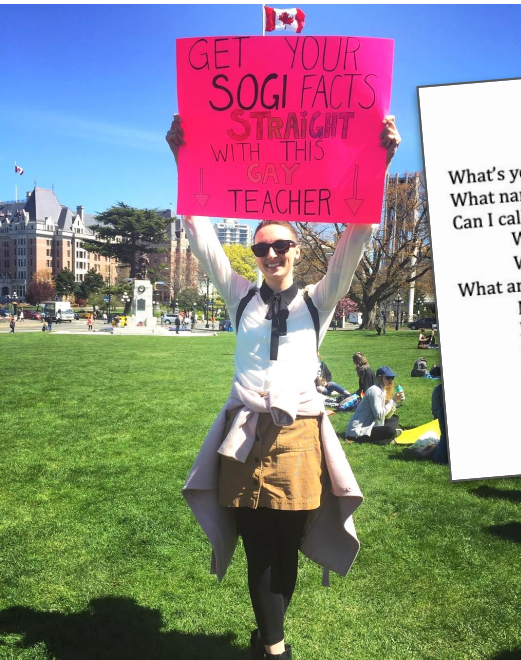


District SOGI Initiatives





GSA Storytime at Vic High



First Day Survey

What's your name that appears on my attendance? _____

What name do you want me to call you in class? _____

Can I call you this name:

With your parents?	YES	NO
With other teachers?	YES	NO

What are your pronouns? Circle:

She/her	He/him	They/them
YES	YES	NO
NO	NO	NO

May I use these pronouns in front of the class? YES NO

May I use these pronouns when I contact home? YES NO

May I use these pronouns in front of other teachers? YES NO

Would you like to follow up with me (in a private conversation) about your pronouns? YES NO

LGBTQ+ Student Profile

Dear teacher,

This profile contains important information regarding your student. We hope that it will allow for a smooth transition. Please make sure your class list is updated with the student's name and/or pronouns so there are no issues when you have a **TOC**. The changes to **usual** gender and usual name should be in MyEd, but this profile will ensure consistency. Please use this student's **usual** name and pronouns, and **NOT** the birth/legal name.

Teachers:	Subject:
A:	
B:	
C:	
D:	

Name used at school:	
Gender used at school:	
Pronouns used at school:	
Student's birth/legal name (optional):	
Pronouns used at home:	
Other	

Thank you for helping us make our school a safe and inclusive environment. If you have any questions regarding this student, please feel free to reach out.

#2: What does "trans" mean?

bite size SOGI series



"Trans" or "transgender" is an umbrella term, meaning "change" or "different." It refers to one's gender identity; that is, how do you see yourself? A man, a woman, a mix, neither?

The umbrella term "trans" encompasses a variety of identities for people who do not identify with the gender they were assigned at birth. For example: a trans man is a man who was assigned female at birth, but that label didn't resonate with him, so he transitioned either medically or socially to present as a man.



A person who is not trans is "cis" or "cisgender," meaning "same." It refers to one's gender identity as well, but this term is more specific. It's a word to denote "not trans," so that people don't use the word "normal" to mean "not trans."

When you were born, a doctor held you up, inspected your genitalia, and declared your gender based on those traits: "It's a boy!" When you grew up, you happily wore the clothes you were dressed in, played with the stereotypically "male" toys you were given, and the word "boy" resonated with you. That means you're a cis man!



However, there are also folks who don't identify as "male" or "female." You could think of gender as a colour wheel! To use our society's gendered stereotypes:

- some people are happily in the "blue" end
- some people are happily in the "pink" end
- some people are a mix of both colours (Two-Spirit or genderqueer)
- some people fit between colours (genderfluid)
- some people are outside of that wheel entirely (non-binary, gender)



One of the most common struggles that people outside the LGBTQ+ community express is that it's difficult to keep track of all the labels. Even queer cis people agree!

You're right! Language is constantly changing, and identity is a complex and extremely personal experience and journey.

The best thing to remember is you don't need to understand everything about someone's identity to show them respect.



March 31st is Trans Day of Visibility. This day is dedicated to celebrating transgender people and their contributions to society, as well as raising awareness of discrimination faced by transgender people worldwide.

Trans folks face higher discrimination than any other population, and are one of the most targeted groups in hate crimes. Consider using your time, privilege, money, or voice to support the trans community in any way that you can.

Bite-Sized SOGI at Spectrum

BITE SIZE SOGI SERIES

#3: What is SOGI 123?

**gender
equality**

IN 2016, THE CANADIAN HUMAN RIGHTS ACT WAS AMENDED TO INCLUDE "GENDER IDENTITY OR EXPRESSION" AS A PROTECTED GROUNDS.

AS SUCH, THE BC MINISTRY OF EDUCATION INTRODUCED THE SOGI 123 POLICY TO REFLECT THIS IMPORTANT CHANGE. ALL 60 SCHOOL DISTRICTS IN BC HAVE IMPLEMENTED THE POLICY.

1. Policy: schools and districts must have policies that are inclusive and reflective of our diverse population. For example: access to gender neutral washrooms; the ability to play on sports teams that align with one's gender; the right to self-identify & be called by one's preferred name and pronouns, etc.

2. Environment: schools and districts must actively foster environments that are safe and supportive for all sexual orientations (gay, straight, bisexual, etc.) and gender identities (cisgender, transgender, Two Spirit, etc.).

3. Teaching: schools must educate in a way that includes and celebrates diversity. For example: having literature that features LGBTQ+ content or authors; reflecting diversity in word problems, talking about historical contributions of the LGBTQ+ population.

KRAFT SOGI

#4: SEX VS. GENDER

SEX ASSIGNED AT BIRTH



When you were born, the doctor labeled your sex based on the appearance of your genitals. Many people have a combination of reproductive organs (internal/external), meaning they are intersex! This is a fixed category, unless surgery is involved.

Terms: male (AMAB: Assigned Male At Birth), female (AFAB), intersex

GENDER IDENTITY



This is the way you think about yourself. Picture this as the "brain" part of your identity: how do you see yourself? What label do you use for yourself? For some people this is fixed, but for others it's fluid!

Terms: girl/woman, boy/man, non-binary, genderfluid, cisgender, transgender, etc.

SEXUAL ORIENTATION



This is who you're attracted to. This is separate from your sex, gender, and gender identity: you're not necessarily attracted to women if you're a man, if you're masculine, etc. For some people this is fixed, but for others it's fluid!

Terms: gay, straight, bisexual, pansexual, queer, asexual, etc.

GENDER EXPRESSION



This is the way you present yourself to the world. How do you dress? Do you wear makeup? What is your hair like? Do you present as masculine, feminine, androgynous, a mix? For some people this is fixed, but for others it's fluid!

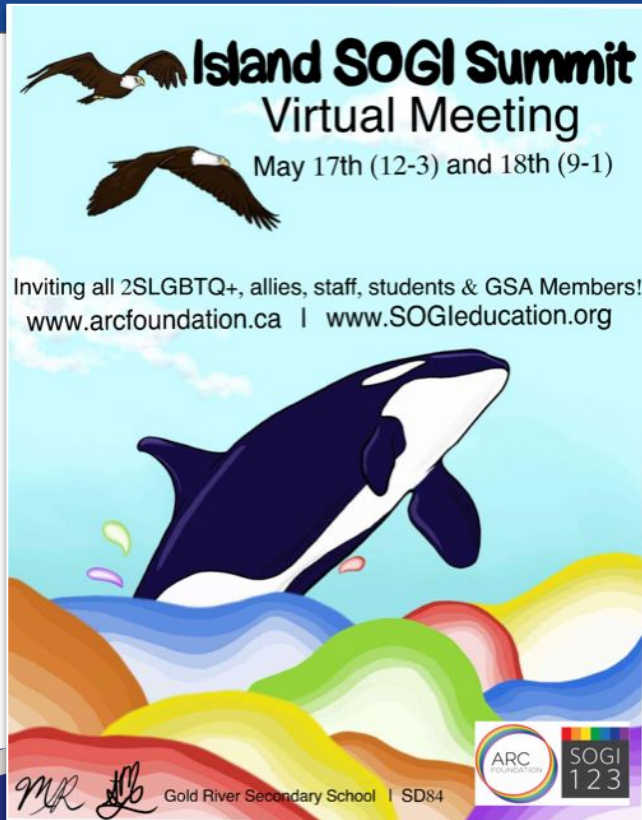
Terms: masculine, feminine, androgynous, etc.

Bite Size SOGI Series // KRAFT



INTERNATIONAL DAY **AGAINST**
HOMOPHOBIA,
TRANSPHOBIA
AND BIPHOBIA

MAY 17

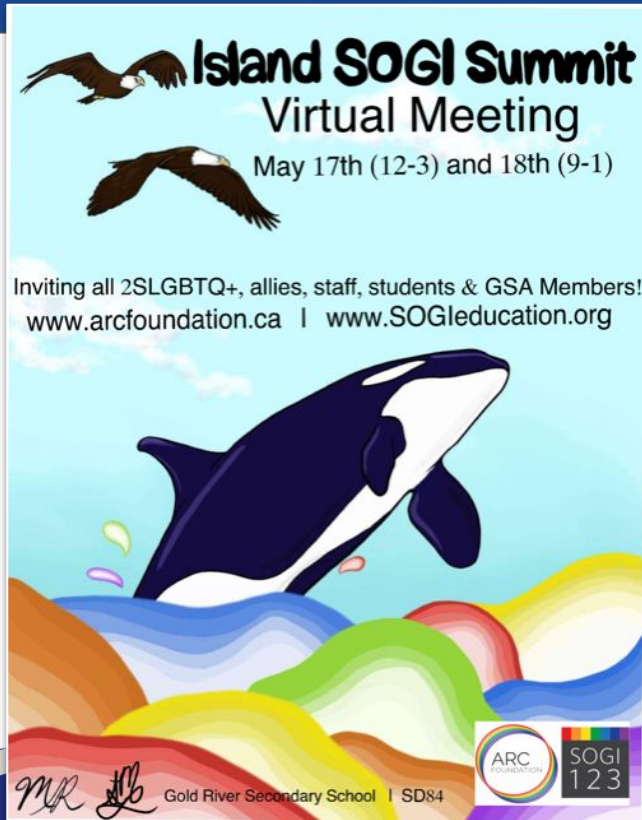


From Vancouver Island:

- Over 800 participants
- Over 120 schools represented

From SD61:

- 39 staff participants
- Over 300 student participants
- Over 30 schools represented



Session topics included:

- SOGI-Inclusive Education
- Navigating Employment to Find the Right Job for You
- Two Spirit Identities
- 2SLGBTQ+ Histories
- Gender Affirming Care
- Finding a Name that Feels Like Home
- Student Project Panel



LGBTQ2S+ Inclusivity

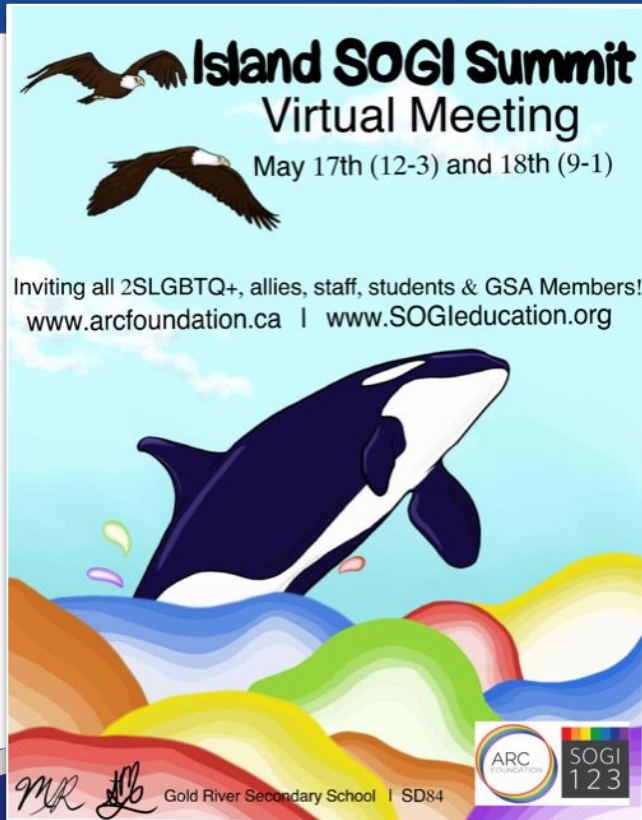
Helping students make schools more inclusive to LGBTQ2S+ students.

Survey template

Project proposal

Procedure for administering the survey

Presentation for administering survey



Student feedback:

"I loved the sense of community. I really felt accepted and like I belonged"

"This was an overall beautiful and wonderful experience and I'm so grateful to have been a part of the first-ever Island summit!"

"I feel like the expectation is still that you're straight until you say you're not. It would make life so much easier if we were just people until we stated our orientation. I wish coming out wasn't still such a big deal."





2021 SD61 PRIDE Shirts



Front



Back



FRONT



BACK

SOGI 123 Update – June 2021



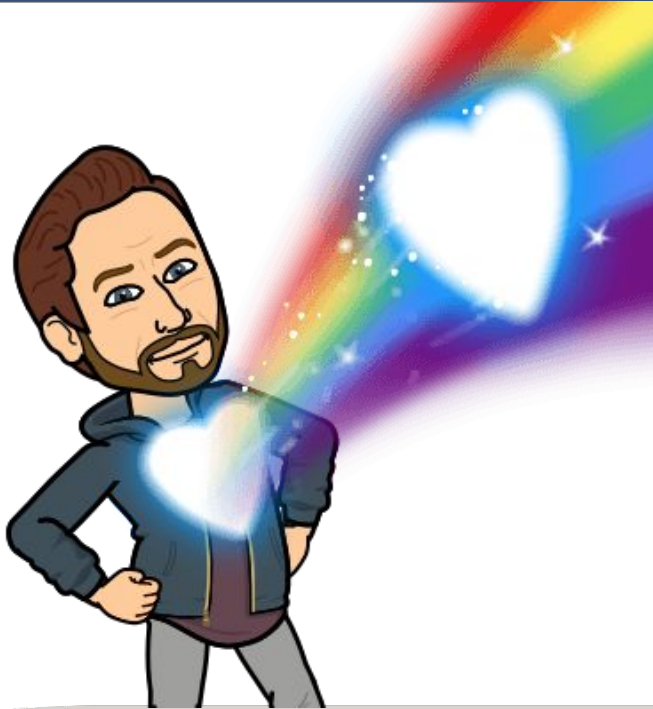
SD61 2021 PRIDE Video





Goals for 2021/22 School Year

- Expand the capacity of District SOGI Lead support at each of our 3 levels
- Increase awareness of Rainbow Week through the development of a school activity guide.
- Increase the capacity of district and school SOGI leads to provide professional learning support throughout the district.
- Develop a more comprehensive and accessible District SOGI resource webpage.



Thank You

Questions / Comments?

Contact me: jhamlin@sd61.bc.ca

Office of Trustee Duncan

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: June 7, 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 and to request financial support to assist the Committee to complete its engagement work.

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 should be made to the program to improve its value to the school community including consideration of cessation of the program.*

Update:

The Committee met on 4 February 2021, 1 April 2021, 6 May 2021 and 1 June 2021. The Committee did not meet in March 2021.

The Committee has 21 members, including four student representatives, one representative from the Esquimalt Nation, two representatives from GVTA, two representatives from CUPE, two representatives from VCPAC, one representative from Victoria Police Department and one representative from Saanich Police Department (with an alternate), two members of the Senior Leadership Team, two School Administrators, one School District Communications staff

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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 received a Communications Plan developed by Lisa McPhail, Manager of Communications & Community Engagement for SD61. The Communications Plan will follow guidelines from the International Association for Public Participation (IAP2) Spectrum of Public Participation for consultation and includes a timeline to guide the work of the Committee.

The Committee also participated in an anti-racism workshop provided by Dr. Moussa Magassa. The Committee is currently exploring inviting a community expert to speak about a trauma informed approach when assessing school police liaison programs.

In April 2021 the Committee started a monthly Speakers Series open to anyone wishing to make a presentation to the Committee. During the April Speaker Series the Committee received its first four guest presentations from various stakeholder groups such as the GVTA, Victoria Immigrant and Refugee Centre Society (VIRCS) and the Crime Reduction & Exploitation Diversion Coordinator, Pacific Centre Family Services Association (MYST).

Currently the Committee is in the information gathering stage. The Committee is seeking to hear feedback and to gather information which it will then consider prior to making recommendations for the Board's consideration. The Committee received a draft public survey in May 2021 from Lisa McPhail. The Committee is currently working to finalize the public survey and will meet again before the end of the school year to progress this work. The Committee spent a considerable amount of time in May and June discussing the need to adapt its engagement plans, as required in order to ensure that it has heard from our diverse learning community and the public prior to making any recommendations to the Board.

At the conclusion of the engagement process the Committee intends to provide a Summary Engagement Report to the Education Policy and Directions Standing Committee on a date to be confirmed. The Committee will then 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 Committee has reached out to invite feedback from the following stakeholders:

- ICA
- Inclusion BC
- Native Friendship Centre
- Victoria Immigrant and Refugee Centre Society
- Pacific People's Partnership
- International Institute for Child Rights and Development (ties with Royal Roads)
- Hulitan Family and Community Services Society

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- UVIC – Indigenous Academic and Community Engagement
- Camosun – Centre for Indigenous Education and Community Connections
- Resilience BC
- Mothers Against Racism
- The Support Network for Indigenous Women and Women of Colour
- Urban Native Youth Association
- Mosaic BC
- Out on Screen
- BC Community Alliance
- Black Lives Matter Vancouver
- BC Black History Awareness Society
- Metis Nation of British Columbia
- First Nations Health Authority
- UVIC Academic Advisory Committee on Equity and Diversity
- Jamaican Community Victoria Association
- Binkadi Community Association
- African Heritage Association of Vancouver Island

Recommended motion:

That the Board of Education of School District 61 (Greater Victoria) direct the Superintendent to allocate a budget of \$5,000 to assist the School Police Liaison Ad Hoc Committee to complete its work.

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One *Learning* Community



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TO: Education Policy and Directions Committee

FROM: Trustee Ryan Painter

RE: Bill 6 – the Accessible British Columbia Act

DATE: June 7, 2021

Background:

The Accessible British Columbia Act, Bill 6, is currently before the Legislative Assembly of BC for debate at second reading and The Disability Alliance of BC has some considerable concerns around the bill's narrow definition of "impairment", the limited application of the bill, the failure to refer to human rights and BC's Human Rights Code, the failure to include interactive communication within the bill's list of standards and weak enforcement processes. These concerns are laid out in detail below (emphasis added):

1. Definition: Bill 6 has excluded learning and communication within its definition of impairment. The Accessible Canada Act includes these two areas and therefore we feel the Accessible BC Act should be in alignment with federal law. We are concerned this omission will systemically exclude and discriminate against British Columbians who have communication disabilities as well as those who have learning disabilities (such as Dyslexia).

2. Timelines: Bill 6 includes no deadline or timeline of any kind for the creation of accessibility standards or the elimination of barriers. Other Canadian accessibility laws specify deadlines for the elimination of barriers. Disability Alliance BC believes that including a specific timeline within the ABCA is still vitally important for the purposes of ensuring the BC government is accountable for delivering a concerted and timely effort towards promoting accessibility and identifying, removing or prevent barriers for British Columbians with disabilities.

3. Limited application: Bill 6 currently only applies to the provincial government and organizations "prescribed" by the government. Disability Alliance BC is concerned that unless other organizations are explicitly prescribed in law, the ABCA may apply only to offices and services administered directly by provincial government ministries. British Columbians with disabilities deserve to feel certain in knowing that their access to full and meaningful participation in society is being promoted and enforced through every level of society, not only through government services.

4. No reference to human rights: Unlike other Canadian accessibility laws, Bill 6 does not explicitly state that nothing within the law diminishes the existing rights of people with disabilities. Without any explicit reference to the Human Rights Code, there is a risk that Bill 6 may make it harder for people with disabilities to exercise the right to be accommodated. This must not be allowed to happen.

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5. No distinction of 'communication' within standards: While Bill 6 includes "information and communications" as a standard, by making 'communications' plural, it fails to acknowledge the requirement for human communication accessibility, which may include speech, gestures, sign language, writing, pointing to object or pictures, spelling words, using a communication device and human help. We are concerned this lack of distinction in Bill 6 will further systemically exclude people with speech, language and communication disabilities.

6. Weak enforcement process: Bill 6 does not provide any process for anyone to submit complaints when organizations fail to comply with accessibility standards, whereas other Canadian accessibility laws have better enforcement processes. Disability Alliance BC is concerned that the lack of an individual complaints process within Bill 6 will, ironically, create further barriers for people with disabilities in seeking remedy on the infringement of any rights which they may be granted in subsequent regulations and standards developed by the Act.

Rationale (Issue):

Bill 6 is a good start, but by excluding dyslexia/learning and communication disability designations from the new act, there is a significant defect in the bill and its inability to address significant and complex learning needs of students in BC

Alignment to Strategic Plan:

This motion addresses the strategic plan via **Goal 1 Strategy 3** (address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates), **Goal 3 Strategy 4** (Address the inequity of opportunity for all learners to maximize physical health and mental well-being).

Goal 1	Goal 2	Goal 3
Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.	Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.	Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.
Strategy 1: Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.	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 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: 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 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 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: Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.	Strategy 3: Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.	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.

and under what category:

- Advocacy

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Recommendation:

That the Board of Education of Greater Victoria (D61) send a letter to the Parliamentary Secretary for Accessibility (MLA Dan Coulter) and local MLAs requesting that people and children with dyslexia/learning and communication disability designations be included in the new Accessible British Columbia Act, which has not yet received final reading.

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