



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

AGENDA

Monday, September 14, 2020, 7:00 p.m.  
Tolmie Boardroom, 556 Boleskine Road

Chairperson: Trustee Duncan

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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 September 14, 2020 Education Policy & Directions Committee meeting agenda be approved.

**A.3 Approval of the Minutes**

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Recommended Motion:  
That the June 1, 2020 Education Policy and Directions Committee meeting minutes be approved.

**A.4 Business arising from Minutes**

**B. PRESENTATIONS TO THE COMMITTEE**

**C. NEW BUSINESS**

**C.1 Introduction of Student Representative**

**C.2 Equity Scan - Shelly Niemi**

7

C.3 District Team Updates (August - Fall 2020) - Tammy Renyard & David Hovis (verbal)

C.4 Rescindment of January 19, 2015 Motion re: Foundation Skills Assessment Testing - Superintendent Green

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Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) rescind the following motion that was carried at the January 19, 2015 Board of Education meeting:

*“That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to inform school-based principals to honour parent requests to withdraw their child from the FSA testing and to refrain from contacting them upon receipt of their withdrawal request form as of January 2016.”*

C.5 Parent Education Fund (2020-2021) Update - Deputy Superintendent Whitten

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C.6 Draft Terms of Reference - Police Liaison Officer Ad Hoc Committee - Associate Superintendent Caldwell

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Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) accept the Draft Terms of Reference for the Police Liaison Officer Ad Hoc Committee.

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

June 1, 2020, 7:00 p.m.

Trustees Present: Nicole Duncan, Tom Ferris, Diane McNally, Ryan Painter,

Other Trustees Present: Elaine Leonard, Jordan Watters, Ann Whiteaker, Rob Paynter, Angie Hentze

Administration: Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Greg Kitchen, Associate Superintendent, Colin Roberts, Associate Superintendent, Andy Canty, Director of IT for Learning, Harold Caldwell, Director of District Team, Louise Sheffer, Director of District Team, Jeff Davis, Director of International Student Program, Connor McCoy, VPVPA Representative, Jane Massy, CUPE 947 President, Jodi Whiteman, VCPAC President, Jeanette Alexander, ASA President, Andree Porter (recorder)

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#### A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:01 pm

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

Chair Duncan 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 Painter

That the June 1, 2020 Education Policy and Planning Committee meeting agenda be approved with the following amendments:

Add C.6 IBPOC/BIPOC Recommendation

Add C.7 General Updates

**Motion Carried Unanimously**

**A.3 Approval of the Minutes**

**Moved by** Trustee Painter

That the March 2, 2020 Combined Education Policy and Operations Policy Meeting (Education Policy portion) minutes be approved.

**Motion Carried Unanimously**

**A.4 Business arising from Minutes**

**B. PRESENTATIONS TO THE COMMITTEE**

**C. NEW BUSINESS**

**C.1 Introduction of Student Representative**

Trustee Duncan introduced and welcomed Student Representatives, Hannah O'Shea, Zoe Jennings, and Sienna Nargang White of Victoria High School.

**C.2 Inclusion Survey Summary - Deb Whitten**

Deputy Superintendent Whitten provided Trustees with an overview of the comprehensive Inclusion Survey summary, and highlighted key themes that were heard throughout the survey responses as well as feedback from related events such as the District Learning Series, Diversity & Inclusion Forum, Learning Support Teachers' Learning Series, Student Symposium and Counsellor Collaboration. Next steps were discussed. Ms. Whitten noted that the Diversity & Inclusion Forum as well as the Inclusion Survey will take place annually. Questions of clarification were asked.

**C.3 Grade 4/5 Performance Standards - Deb Whitten**

Deputy Superintendent Whitten presented to the committee the proposed change from letter grades to a proficiency scale for Grade 4 & 5 students, noting that a thorough consultation process with all partner groups will occur in Fall 2020. A follow up summary will be provided to the committee following this consultation process. Questions of clarification were asked.

#### **C.4 District Team's March to May Recap - Louise Sheffer**

Louise Sheffer, Director of District Team, provided the committee with an overview of the District Team's extensive work and focus in the last 8 weeks since the return from spring break. Ms. Sheffer noted one of the main focuses has been developing guidelines and supporting documents that will allow for administrators, teachers and staff to continue to support students and student success. Questions of clarification were asked and Trustees provided kudos to the District Team for their on-going work.

#### **C.5 Ad Hoc Committee Recommendation - Trustee McNally**

Trustee McNally presented the following motion and provided a rationale.

**Moved by** Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) instruct the Superintendent to ensure that the Ad Hoc Committee Meeting Minutes pages includes current minutes and reports to the Board as required from all functioning Ad Hoc Committee, beginning immediately.

Discussion ensued among the Trustees with a recommendation to amend the motion to the following:

**Moved by** Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) amend BYLAW 9140 AD HOC COMMITTEE OF THE BOARD to include the following procedural requirements: standardized agenda setting, the taking of a minute of all Ad Hoc Committee meetings and regular reporting out to the Board of Education through the appropriate Standing Committee. The procedural requirements shall set out that meeting materials such as agendas, minutes and up to date Terms of Reference for all Ad Hoc Committees will be posted to the District website.

Further discussion ensued among Trustees with a recommendation to remove mention of minutes from the motion as this does not apply to most Ad-Hoc Committee Meetings

**Moved by** Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) amend BYLAW 9140 AD HOC COMMITTEE OF THE BOARD to include the following procedural requirements: standardized agenda setting, ~~the taking of a minute of all Ad Hoc Committee meetings~~ and regular reporting out to the Board of Education through the appropriate Standing

Committee. The procedural requirements shall set out that meeting materials such as agendas, minutes and up to date Terms of Reference for all Ad Hoc Committees will be posted to the District website.

For (2): Trustee Ferris, and Trustee Painter

Against (2): Trustee Duncan, and Trustee McNally

**Motion Defeated (2 to 2)**

With the amendment to the amended motion being defeated due to a tie, the original amended motion was brought forward for a vote.

**Moved by** Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) amend BYLAW 9140 AD HOC COMMITTEE OF THE BOARD to include the following procedural requirements: standardized agenda setting, the taking of a minute of all Ad Hoc Committee meetings and regular reporting out to the Board of Education through the appropriate Standing Committee. The procedural requirements shall set out that meeting materials such as agendas, minutes and up to date Terms of Reference for all Ad Hoc Committees will be posted to the District website.

**Motion Carried Unanimously**

#### **C.6 IBPOC/BIPOC Recommendation - Trustee Painter**

Trustee Painter presented the following motion and provided a rationale.

**Moved by** Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to engage with IBPOC/BIPOC members of the school community in the development and implementation of an anti-racism policy and framework.

A discussion took place among Trustees. A recommendation to amend the motion and refer to the Equity Committee was made.

**Moved by** Trustee McNally

That the motion "That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to engage with IBPOC/BIPOC members of the school community in the development and implementation

of an anti-racism policy and framework." be referred to the Equity Committee.

For (1): Trustee McNally

Against (3): Trustee Duncan, Trustee Ferris, and Trustee Painter

**Motion Defeated (1 to 3)**

Further discussion took place and a recommendation to table this motion until further discussions and learning sessions take place, was made.

**Moved by** Trustee Painter

That the motion "That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to engage with IBPOC/BIPOC members of the school community in the development and implementation of an anti-racism policy and framework." be tabled until the October 5, 2020 Education Policy and Directions Committee meeting.

**Motion Carried Unanimously**

#### **C.7 General Updates**

- a. Advocacy Ad-Hoc Committee Update re: Motion to Board - Colin Roberts

Associate Superintendent Roberts noted that recommendations are in the process of being drafted and will be brought forward the Board with respect to the response to the motion which has come forward from the letter received from the Greater Victoria Teachers Association regarding final grades for students.

- b. Summer School Update for 2019-2020 - Colin Roberts

Associate Superintendent Roberts provided a brief update in regards to Summer School for the 2019-2020 school year noting that there will be a blended model of some in-class and remote learning offered this year. An update regarding Enrolment and Schedules for Summer School will be provided at the June 8, 2020 Operations Policy and Planning Committee meeting.

#### **D. NOTICE OF MOTION**

#### **E. GENERAL ANNOUNCEMENTS**

#### **F. ADJOURNMENT**

The meeting adjourned at 8:44 pm.

**Moved by** Trustee Painter

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**

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Chair

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Secretary-Treasurer





## Indigenous Education Department (IED)

Greater Victoria School District No. 61  
556 Boleskine Road, Victoria, B.C. V8Z 1E8  
**Telephone:** 250 475-4124  
**Fax:** 250 475-4109

In the Spring of 2020, the Ministry of Education, Indigenous Education Branch reached out to the Indigenous Education Department of the Greater Victoria School District. The reach out was an invitation to participate in the fourth wave of the Equity Scan which is a provincial initiative through the Ministry of Education on improving Indigenous student success through the lens of equity.

The first year of Equity Scan was the 2017-2018 school year where six school districts participated. In the 2018-2019 year fifteen school districts participated. In the 2019-2020 school year ten school districts participated. We have been approved to join the cohort of this year's incoming districts Equity in Action initiative.

With the Greater Victoria School District participating as part of the fourth wave of Equity Scan, we will be assigned a Field Liaison from the Ministry to support us during this process. Our Field Liaison's name is Joseph Heslip. His portfolio is Equity in Action and come the Fall of 2020 he will assist us with the development of the equity scan team, orientation and next steps moving forward.

Please find listed below a snap shot of what the Equity Scan is, who will be invited to participate as a part of an equity scan team, including the five different stages of the Equity Scan that is part of this initiative. A link to the full Equity in Action document from the Ministry of Education, Indigenous Education Branch can be found at <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/indigenous-education/equity-in-action>



### Background

In response to the Office of the Auditor General report on Aboriginal Education (2015), the United Nations Declaration on the Rights of Indigenous Peoples, and the Truth and Reconciliation Calls to Action, the Ministry of Education has developed an Equity Scan to support school districts in identifying promising practices as well as barriers that are impacting Indigenous student achievement and success.

## Equity Scan creates conditions for success

Central to the Equity in Action Project is a framework based on a five-stage process for assessing the educational experiences of Indigenous learners in school districts. The process aims to go deeply into the culture and norms of each district to identify areas of strength and areas for improvement and enables districts to respond strategically.

In the equity scan process, each school district:

1. assembles an Equity Scan Team;
2. conducts an Equity Scan;
3. develops a District Equity Profile;
4. constructs a Theory of Change; and
5. creates an Equity Action Plan that meets the needs of Indigenous learners, families and communities.

### Stage 1: Assembling an Equity Scan Team

Each school district begins by assembling an Equity Scan Team. This team is made up of individuals who are collectively responsible for Indigenous student achievement in the district. Equity Teams may include the following:

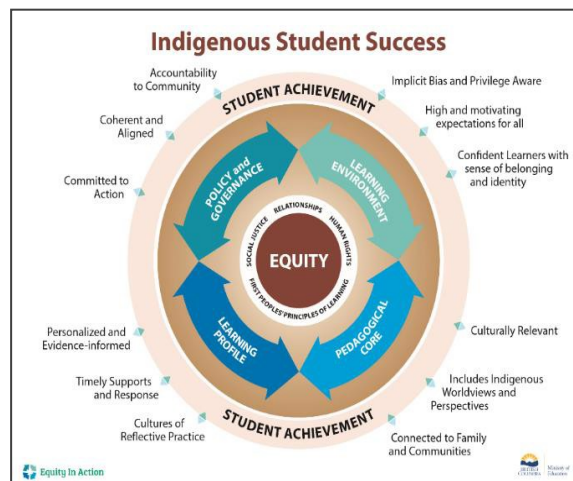
- Superintendent of Schools
- School District Senior Leadership members - Assistant Superintendent, Director(s) of Instruction
- Trustee(s)
- District Principal/Administrator Indigenous Programs
- Member(s) of Indigenous Education Council
- Principal(s)
- Teacher(s)
- Indigenous Support Workers and Support Staff
- Other Community partners in Equity, i.e. Friendship Centre, First Nations Health, Post-Secondary, etc.

### Stage 2: Conducting an Equity Scan

In Stage 2, Equity Scanning Teams engage district staff, Indigenous rights holders and partner groups in a series of guided questions in four strategic areas.

#### Area 1: Policy and Governance

School District Equity Scanning Teams reflect on the policy and governance in their district and how it might impact results for Indigenous learners. Sample questions the team may ask include: *Is there accountability to the community?* *Does your district have an Indigenous parent, family and community engagement policy or strategy?* and *Is there a commitment to action policies and decision-making practices that support equity?*



## **Area 2: Learning Environment**

Teams conduct a review of the learning environment for implicit bias and awareness of privilege. Teams look for evidence that educators have high and motivating expectations for all learners and that learners are confident with a strong sense of belonging and identity. Sample questions they will ask include: *Does the learning environment readily reflect the First Peoples Principles of Learning?* and *How do the students, families, and communities served by the district have input into the learning environment for their students?*

## **Area 3: Pedagogical Core**

Teams look at the pedagogical core, considering if the curriculum is culturally relevant, includes Indigenous worldviews and perspectives, and is connected to family and community. Sample questions include: *Describe the ways in which equity and opportunity gaps facing Indigenous learners are being addressed in professional growth plans for the district, school and classroom?* and *Are there opportunities in place for developing skills and deepening understanding of Indigenous worldviews, perspectives and pedagogies?*

## **Area 4: Learning Profile**

School District Equity Scanning Teams are provided access to a range of student achievement data made available to districts by the Ministry of Education on a secure SharePoint site. This site includes a range of data showing where learners are at and identifies parity targets for Indigenous and non-Indigenous students. Achievement data profiles help to identify areas for analysis and action to address the systemic inequities impacting student achievement. Some sample questions the team may ask include: *Are student learning trajectories toward graduation (6-year completion rate) considered by the classroom, school, and district on an annual basis?* and *Are multiple points of data considered when assessing the abilities and learning needs of Indigenous learners, e.g. are Ministry, district, school and classroom assessments considered together?*

For a full list of all questions in the four strategic areas, please see the Equity Scan Workbook 2019-20 in the *Learn More* section of this article.

## **Stage 3: Equity Profile**

The Equity Scan provides district teams a holistic view of their areas of strength and areas of concern. This information is consolidated into the District Equity Profile – an inventory that forms the baseline for future action.

## **Stage 4: Constructing a Theory of Change**

In this stage district teams construct a Theory of Change, which articulates the intentional strategies and actions they will take to address identified systemic barriers. The Theory of Change identifies what is working, what needs to be done and what will lead to success. Each district's Theory of Change will be unique and specific to their particular context.

## **Stage 5: Creating an Equity Action Plan**

The Equity Action Plan will be the result of the collective focus of the scanning process, and will include short, medium and long term goals for equity and transformation. 21 Equity Action Plans have been received from the participating districts in the first two years of the project, indicating a maturing practice of taking greater responsibility towards improving outcomes and equity of opportunity for Indigenous learners.



## Equity in Action is making a difference

Change will not happen overnight, but the early results and intentions of the Equity in Action Project show that practices and achievement outcomes are moving in the right direction.

For example, School District 68 (Nanaimo-Ladysmith), one of the six districts involved in the field trial in 2017/2018, has seen its six-year completion rate for Indigenous students reach 69.2%. This is a 17% increase over the previous two years. The district writes: “With access to the Learning Profile dashboard, the district was able to focus attention on specific students in specific schools and keep them on a path to graduation. This dashboard has also resulted in a broader system-wide look at data, where we store it and how we use it. The result of this has been the first increase in Indigenous student graduation rates in four years.”

Many districts are integrating intentional equity targets for Indigenous learners into their school growth plans, as is the case in School District 73 (Kamloops/Thompson). The district conducted its Equity Scan in 2018/2019 and has seen its six-year completion rate for Indigenous students increase 6%, up to 84%.

“For the initial introduction of the 2018/2019 Equity in Action Project we were intentional in focusing on starting with school-based action plans. This approach has created engagement and ownership in individual schools and is also resulting in a broader engagement in the district. Now all schools have Equity and Inclusion goals in all School Growth Plans for 2019/2020.”

Districts have hired academic success counsellors who work with Grade 11 and 12 students to ensure they have the academic and socio-emotional supports needed to remain on track for graduation. Other districts say that the Equity Scan spurred them to discuss the racism of low expectations that have been held for Indigenous learners in the system, for the first time at senior management meetings. Many districts have dedicated professional development days to explore ways to build capacity and nurture equity.

## Factors that support success

Reflecting on the past three years of the Equity in Action project, key project leads have identified the following

‘equity boosts’ that support Indigenous student success:

1. A deep sense of professional responsibility exists to serve each learner and lead from truth.
2. Deficit narratives and the “racism of low expectations” are systematically addressed in policy and through intentional actions and behavior.
3. Ethical and intentional steps are being taken to de-colonize learning.
4. Authentic Indigenous ways of knowing, culture and language learning are responsive to student

- and community voices.
5. The organization looks both inward and outward for evidence, promising practices and innovation in service to learners, their families, and their communities.
  6. Sophisticated systems are in place for gathering and analyzing information about student learning.
  7. High quality professional learning is supported and resourced; and specifically targeted toward achievement and improved outcomes.
  8. A demonstrated understanding of the role of the individual and the organization in relation to Truth and Reconciliation, Social Justice, and service to learning.

### **Building a better future for B.C. Education**

The Equity in Action Project is a true commitment to investigating where equity exists and where it is lacking within our districts, schools and classrooms. Through courageous conversations, evidence-informed decisions and the passionate commitment of collaborative teams, the project reflects a commitment by education partners to work together to continuously improve learning systems in service to all Indigenous learners.

# Office of the Superintendent

*Shelley Green - Superintendent*

TO: The Education Policy and Directions Committee

FROM: Shelley Green, Superintendent of Schools

RE: Rescindment of January 19, 2015 Motion regarding Foundation Skills Assessment Testing

DATE: September 14, 2020

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On January 19, 2015, the Board of Trustees passed a motion to restrict communication from School principals to parents/caregivers who sign the BCTF form which purports to excuse their child from the Foundation Skills Assessment (FSA) test.

The Board and staff are required to comply with the School Act, the Regulations issued under it, and Orders made by the Minister.

## **Student Learning Assessment Order**

Exercising his power under the School Act, the Minister has established the Student Learning Assessment Order which is relevant to the administration of the Foundation Skills Assessment. That Order provides:

### **Board responsibilities**

2. For the purpose of assessing the effectiveness of educational programs through assessments, a board or francophone education authority must ensure that
  - (a) **the assessments are administered and completed, and that the data collected from the assessments are transmitted to the minister, in accordance with the assessment protocols, instructions and invigilation procedures sent to the board or francophone education authority by the minister with each assessment,**
  - (b) the students completing the assessments are supervised by a teacher, principal, vice principal or director of instruction or other person designated by the minister or board or francophone education authority,
  - (c) the information received from the minister about the results of the assessment is communicated to the appropriate school and district staff, and
  - (d) the person designated by the minister or board or francophone education authority has access to any school, classroom or student for the purposes of the assessments.

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There is a similar provision in the Order imposing the obligation to administer and ensure the completion of the assessments on staff, including specifically, on teachers, principals and vice principals, and directors of instruction (see section 3).

## Ministry of Education

Pursuant to the Student Learning Assessment Order, the Ministry of Education has published an FSA Administration Manual which provides that:

- ALL students in Grade 4 and Grade 7 must write the FSA.

These include:

- Students enrolled in the English program, French Immersion program, Programme francophone and a distributed learning program.
- Students enrolled in non-graded programs who were born in: – 2010 write Grade 4 level – 2007 write Grade 7 level
- English Language Learning (ELL) students.
- Students who require accommodations.
- Students receiving learning assistance services.

Exceptions include:

- Students whose personalized learning standards significantly differ from provincial curricular standards (e.g., students with limited awareness of their surroundings, or students with moderate to profound intellectual disabilities) and are documented in their Individual Education Plan (IEP).
- Students identified and funded as ELL students who have not reached a level of proficiency sufficient to provide meaningful responses to the reading or writing or numeracy sections of the FSA (e.g., students who are assessed at level 1 or 2 on the appropriate ELL Standards continuum [www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf](http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf)).
- Students experiencing extenuating circumstances (e.g., a family emergency or lengthy illness).

Based on the exceptions identified above, administrators may identify students who may be excused from one, two or all three components of the FSA. Students may only be excused from participating in consultation with the student's parent or guardian. The student's parent or guardian must be notified prior to the administration date by letter or telephone call. Administrators of public schools are to send a list of excused students to their superintendent.

## Board Resolution – January 19, 2015

On January 19, 2015, the Board of Trustees passed the following motion:

It was moved and seconded:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to inform school-based principals to honour parent requests to withdraw their child from the FSA testing and to refrain from contacting them upon receipt of their withdrawal request form as of January 2016.

**Motion Carried**

*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.*

## **School Act - Duty of Trustees**

Section 50 of the School Act requires trustees to make an oath of office. The oath provides in part as follows: "I will abide by the School Act and I will faithfully perform the duties of my office, and will not allow any private interest to influence my conduct in public matters."

## **School Act - Role of Superintendent**

Section 22 of the Act requires the Board to employ a Superintendent with the following duties:

22 (1) A board must appoint a superintendent of schools for the school district who, under the general direction of the board,

(a) has general supervision and direction over the educational staff employed by the board of that school district,

(b) is responsible

- (i) to the board, for improvement of student achievement in that school district,
- (ii) for the general organization, administration, supervision and evaluation of all educational programs provided by the board, and
- (iii) for the operation of schools in the school district, and...

(c) must perform other duties set out in the regulations.

## **School Regulation – Duties of Superintendent, Principals and Teachers**

The School Regulation assigns certain (mandatory) duties to the Superintendent, Principals and Teachers.

With respect to Superintendents, the School Regulation requires:

6 (1) A superintendent of schools shall

(a) assist in making the Act and regulations effective and in carrying out a system of education in conformity with the orders of the minister,

(b) advise and assist the board in exercising its powers and duties under the Act,...

(2) A superintendent of schools shall render the assistance to the minister that the minister requires.

With respect to principals, it requires:

(6) The principal or, if so authorized by the principal, the vice principal of a school shall,

(a) perform the supervisory, management and other duties required or assigned by the board, ...

(d) assist in making the Act and this regulation effective and in carrying out a system of education in conformity with the orders of the minister,

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With respect to teachers, it states:

(1) The duties of a teacher include the following:

(a) providing teaching and other educational services, including advice and instructional assistance, to the students assigned to the teacher, as required or assigned by the board or the minister; ...

(g.1) evaluating each student's intellectual development, human and social development and career development, including, as required by the minister, administering and grading Required Graduation Program Examinations;

## **Recommendation**

Given the provisions of the Act, School Regulation, Order and guidance referred to above, the January 19, 2015 motion is inconsistent with the requirements of the legislation and of the Ministry, which taken as a whole, require all student participation in the FSAs subject to limited exceptions. The January 19, 2015 motion frustrates that expectation; therefore, it is the Superintendent's recommendation that the motion be rescinded.

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September 14, 2020

## Parent Education Fund Update (2020-2021)

For the 2020-2021 school year, the Board of Education has once again established a Parent Education Fund to support parent education opportunities for the 2020-2021 school year. There is \$7000 available for the 2020-2021 school year.

Parent Advisory Councils may apply for Parent Education Funding to support parent education opportunities. Each individual PAC may apply for **up to \$250**. PAC's may apply together to combine their grant funding request. Requests for funding will be reviewed and evaluated based on the merit of the request, viability of the plan, community impact, identified parent interests, financial need or alignment to school or district goals and initiatives. Eligible expenses may include but are not limited to, workshop facilitator fees and honorariums; registration fees for parent education events; resources to support parent education; etc.

Applications for funding will be accepted throughout the year, but priority will be given to applications received on or before Monday, November 2, 2020 and while funds are available.

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Deb Whitten  
Deputy Superintendent  
Greater Victoria School District No. 61  
Office: 250-475-4117  
-📞🌐 [www.sd61.bc.ca](http://www.sd61.bc.ca) | [f](#) [t](#) @sd61schools

*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.*

June 22, 2020 Board Motion (Regular Open):

*That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to establish an Ad Hoc Committee 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.*

Research:

Police in Schools: Laying the Foundation for a Trauma-Informed Assessment of School Resource Officer (SRO) Programs

Authors: J. Kevin Cameron, Dr. Kevin Godden (Abbotsford Superintendent)

Contributors: Dr. Marleen Wong (California), Sandra Montour (Ontario), Patrick G. Rivard (NACTATR Canadian Operations)

North American Center for Threat Assessment and Trauma Response  
June 2020

## Ad Hoc School Police Liaison Officer Program Review Committee

### **Purpose:**

Review the District's Police Liaison Officer Program using a transparent review process guided by research and data-driven assessments, and informed by stakeholders' lived experiences 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.

### **Deliverables:**

1. Assessing the differing roles of SRO's in School District No. 61.
2. Assessing the differing roles school administrators feel SRO's should have in School District No. 61.
3. Prioritizing the "Relationship Building – Enforcement Continuum". This include identifying important 'stakeholder groups within the school and community as well as pathways for regular and ongoing communication.
4. Data-Driven Assessments of SRO Interventions.
5. Characteristics of a Trauma-Informed and Culturally Committed SRO.
6. Characteristics of a Trauma-Informed and Culturally Committed School Leadership Team.
7. Characteristics of a Trauma-Informed and Culturally Committed School District and School Board Leadership team.
8. Prejudice and Racism as a Dichotomy.
9. Open Systems: Sustaining Community Engagement.

### **Membership:**

- 2 Trustees (1 to chair)
- 2 Police Liaison Officers
- 2 Secondary Students
- 2 GVTA – Counsellors
- 2 CUPE Representatives
- 2 Parents/Caregivers
- 2 Principals
- 2 Senior Leadership Members
- 1 Songhees Nation Representative
- 1 Esquimalt Nation Representative
- 1 Metis Nation Representative
- 1 Urban Indigenous Representative
- 1 Resilience BC Representative

### **Timeline:**

The Committee will report to the Education Policy & Directions Committee in January 2021 with a final report delivered to the Board in June 2021).

**Voting:**

Recommendations to be made by consensus. If consensus cannot be reached, multiple options will be reported to the Education Policy and Directions Committee.

**Procedural notes:**

Meeting dates, locations, agendas and minutes to be available to the members.

**Date Adopted:**

DRAFT