



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

VIA ZOOM

Monday, November 1, 2021, 7:00 p.m.

Broadcasted via YouTube <https://bit.ly/3czx8bA>

Chairperson: Trustee Ferris

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**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 November 1, 2021 agenda be approved.

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

Recommended Motion:  
That the October 4, 2021 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 Representatives**

- a. Tanesha Bhangu - Spectrum Community School

**C.2. District Team Update – Sean McCartney and Pam Halverson**

20MIN

**C.3. Inclusion for Learning Strategy Update - Sean McCartney**

10MIN

**D. NOTICE OF MOTION**

**E. GENERAL ANNOUNCEMENTS**

Recommended Motion:

That the meeting adjourn.

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

**F. ADJOURNMENT**

## Education Policy and Directions Committee Meeting - MINUTES

October 4, 2021, 7:00 p.m. - VIA ZOOM

Broadcasted via YouTube

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

Chairperson: Trustee Ferris

Trustees Present:	<b>Education Policy and Directions members:</b> Tom Ferris, Chair, Diane McNally, Ryan Painter, Jordan Watters
	<b>Operations Policy and Planning members:</b> Angie Hentze, Rob Paynter
Administration:	Deb Whitten, Interim Superintendent of Schools, Kim Morris, Secretary-Treasurer, Colin Roberts, Interim Deputy Superintendent, Harold Caldwell, Associate Superintendent, Dr. Shelly Niemi, District Administrator Indigenous Education , Andy Canty, Director, Information Technology for Learning, Kelly Gorman, Recorder
Stakeholders, Other Staff & Guests:	Robin Tosczak, GVTA, Angela Carmichael, VCPAC President, Connor McCoy, VPVPA President

### A. COMMENCEMENT OF THE MEETING

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

#### A.1. Acknowledgment of Traditional Territories

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

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

**Moved by Trustee Painter**

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

**Motion Carried Unanimously**

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

**Moved by Trustee Painter**

That the September 13, 2021 Education Policy and Directions Committee meeting minutes be approved.

**Motion Carried Unanimously**

#### A.4. Business Arising from Minutes

None

### B. PRESENTATIONS TO THE COMMITTEE

None

## C. NEW BUSINESS

### C.1. Introduction of Student Representative

None

### C.2. SD61 Literacy Framework

Interim Deputy Superintendent Roberts introduced District Principal Hovis, Primary Learning Team Shortt and District Vice-Principal Learning Team Swan who presented the Literacy Framework. Trustees had questions of clarification and provided thanks for the presentation.

### C.3. Zoom License for PAC from Parent Education Fund

Director of Information Technology Canty informed the Board that due to provincial licensing restrictions it is not possible to extend Zoom licenses to PAC members. Interim Superintendent Whitten will consult with administrators about the possibility of Principals assisting with scheduling PAC meetings.

### C.4. Local Education Agreement - Esquimalt Nation

Interim Deputy Superintendent Roberts and District Administrator Indigenous Education Dr. Niemi presented the draft agreement which will be the first Local Education Agreement that the school district will have with the Esquimalt Nation. Trustees had questions of clarification and provided thanks for the presentation.

#### **Moved by** Trustee Painter

That the Board of Education of School District No.61 (Greater Victoria) approve the Local Education Agreement with the Esquimalt Nation, as presented.

**Motion Carried Unanimously**

## D. NOTICE OF MOTION

## E. GENERAL ANNOUNCEMENTS

## F. ADJOURNMENT

The meeting adjourned at 8:14 pm.

#### **Moved by** Trustee Painter

That the meeting adjourn.

**Motion Carried Unanimously**

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Chair

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Secretary-Treasurer

## **MEMO**

From: Sean McCartney & Pam Halverson, District Principals,  
Learning Support / Inclusive Education  
To: Education Policy Committee  
Date: November 1, 2021  
RE: Inclusion for Learning Strategy Update

### **Update:**

This memo and the attached Inclusion for Learning Strategy overview grid will be reviewed as part of the District Team – Inclusive Education update. There is approx. \$86,000 in capital funds and \$40,000 in operating funds (for equipment and supplies) remaining, which will be used for the schools identified in the overview grid.

Other updates and stories of success:

- 1) There are currently 6 schools to revisit this year (indicated on grid in red).
- 2) Strategy funds were used in 2 Secondary schools to install braille signage for accessibility and support for students with significant visual impairments.
- 3) Impact of boundary review:
  - allowed for certain schools to reclaim space(s) and not require further consideration or support; in some cases (eg. George Jay new “Zen Den”) schools are being further supported with upgrades to these reclaimed spaces
  - a few schools are being reconsidered and prioritized as their numbers and projections have grown, such as Hillcrest
- 4) Rogers example of a school-wide approach to using a sensory space (included in slides for District Team – Inclusive Ed update)

# Strategic Plan 2020-2025



## Mission

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



## Vision

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

### Goal 1

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

#### Strategy 1:

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

#### Strategy 2:

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

#### Strategy 3:

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

### Goal 2

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

#### Strategy 1:

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

#### Strategy 2:

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

#### Strategy 3:

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

### Goal 3

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

#### Strategy 1:

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

#### Strategy 2:

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

#### Strategy 3:

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

#### Strategy 4:

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

## Core Values

### Engagement

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

### Equity

We give each student the opportunity to fulfill their potential.

### Innovation

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

### Integrity

We are ethical and fair.

### Transparency

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

### Partnerships

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

### Respect

We respect ourselves, others and the environment.

### Social Responsibility

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

### Sustainability

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

# Framework for Enhancing Student Learning Report 2021

One *Learning* Community





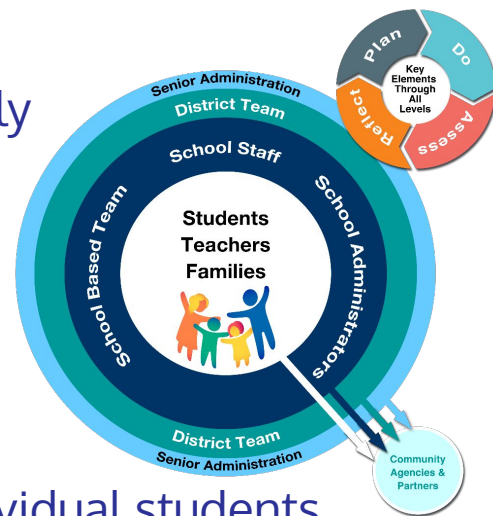
## Rationale:

# Referral App

- Streamlined, efficient process
- Equitable access to support
- Gather data to identify patterns and respond strategically

App used by SBTs for referrals, including...

- SLP and Psychologist referrals and file reviews
- Designation requests
- Request for District Collaborative Support for Tier 3 individual students





# Referral App: Request for District Collaborative Support

**SCHOOL**

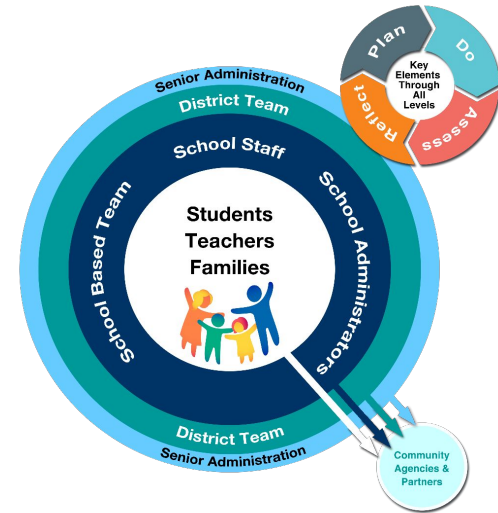


Curiosity  
Problem-Solving  
Collaboration  
Communication  
Holistic approach

**DISTRICT TEAM**

# Inclusion for Learning Strategy

- Overview grid with 6 schools to revisit
- Braille signage at Oak Bay and Spectrum
- Boundary review impacts being seen
  - George Jay example - adding a 'Zen Den'
  - Hillcrest example
- Rogers example of school-wide approach



# Rogers Example



# Rogers Example

## Creating Spaces for Regulated Learners

*Ideally, every classroom can have a quiet space, a working space, and a movement space. Consider using the tools below to help meet the regulation needs of multiple students within different school environments.*



Type of Space	Classroom Quiet Space	Classroom Working Space	Classroom Movement Space	Out of Classroom Regulating Spaces
<b>Purpose</b>	A quiet, calming space for students to use individually.	A space for regular learning, including both individual and group.	A space to support regulation through movement inside the classroom.	Spaces to support regulation outside of the classroom.
<b>Tools</b>	<u>Poang</u> chair Rocking chair Tent Bean bag chair Pillows / Blankets Flashlights	<u>Classroom environment:</u> White board Carrels Foot/bouncy bands Headphones Natural light	<u>Yogarilla</u> exercises Take 5 exercises Go Noodle/Movement app Stationary bike Medicine ball Body <u>Sox</u>	<u>Outdoor:</u> Monkey bars Swings Climbing options Slides Zipline

# Rogers Example

1. Sea Lion Flipper Press



2. Octopus Arm Pulls



3. Sun Spirit Stretch



4. Turtle Tuck





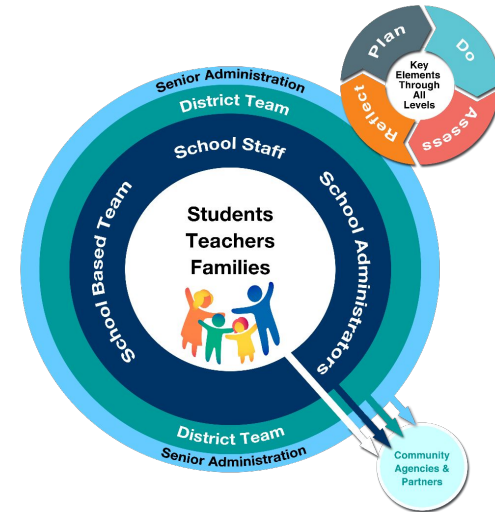
# Rogers Example

<p>read</p> 	<p>knee hug</p> 	<p>hug self</p> 	<p>listen to music</p> 
<p>belly breathing</p> 	<p>build</p> 	<p>draw</p> 	<p>bean bag chair</p> 
<p>Progressive Muscle Relaxation</p> 	<p>calm down routine</p> <div data-bbox="799 757 904 896"> <p>Calm Down</p> <p>close eyes</p> <p>hands on stomach</p> </div>	<p>Play-Doh</p> 	<p>puzzle</p> 

# Shifting to Competency-Based IEPs

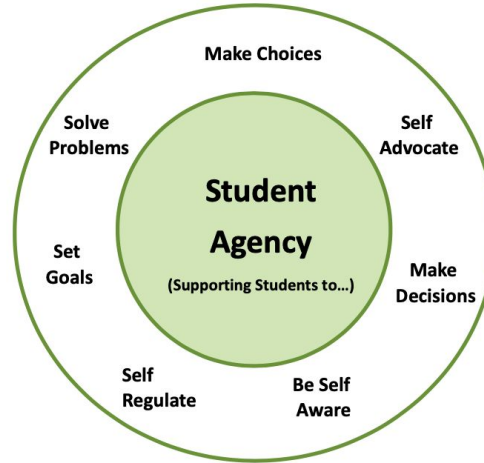
Why change?

- Feedback on traditional IEPs
- Research informed - Shelley Moore
- Ministry Supported and Connected to Curriculum



# What is the role of an IEP?

Place



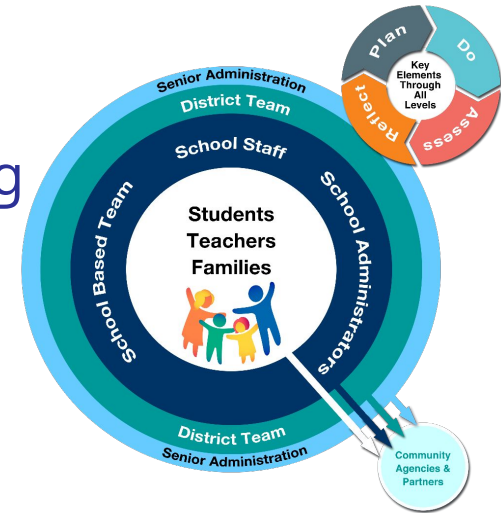
I & CBIEPs Session 3

Shelley Moore, 2021



# Competency-Based IEPs

- Multi-year implementation plan through 2023-24
- Four pilot schools in 2020-21
- 2021-22 is a 'soft launch' year
- Parent information and communication is being drafted





**MEMO**

From: Sean McCartney & Pam Halverson, District Principals,  
Learning Support / Inclusive Education  
To: Education Policy Committee  
Date: November 1, 2021  
RE: District Team – Inclusive Education

**Update:**

This memo and the accompanying slides are part of the regular District Team updates presented to Ed Policy. The intent is to share work related to the implementation of the Strategic Plan and examples from the FESL report, specific to inclusion. The examples highlight the collaborative work of the whole District Team and school teams.

The content for this presentation includes examples of infrastructure, effective student supports and professional learning:

- New Referral App and District Collaborative Support Request process (infrastructure)
- Inclusion for Learning Strategy update and examples (infrastructure & effective student supports)
- Shifting to Competency-Based IEPs (infrastructure, professional learning & effective student supports)

#	School Name	Initial Site Visit complete? (w/ Principal)	Rest of Staff consulted	Work Plan complete	Work Scheduled	Work Complete	Notes
Middle Schools							
1	Cedar Hill						
2	Arbutus						
3	Rockheights						
4	Glanford						
5	Monterey						
6	Shoreline						
	Lansdowne						
7	Lansdowne (South)						
8	Central Middle						
9	Colquitz						Revisit in 2021-22
10	Gordon Head						Revisit in 2021-22
Secondary Schools							
1	Esquimalt						Revisit in 2021-22
2	Lambrick Park						Revisit in 2021-22
3	Mount Doug						
4	Reynolds						Revisit in 2021-22
5	Spectrum						Braille Signage completed this past summer
6	Oak Bay HS						Braille Signage completed this past summer
7	Vic High						
Elementary Schools							
1	Braefoot						

	These schools were Green to start
	Action taken/completed
	No action yet.
	Not included in this process due to redesign work already underway.

2	Campus View						
3	Cloverdale Traditional						
4	Craigflower						
5	Doncaster						
6	Eagle View						
7	Ecole Macaulay						
8	Ecole Marigold						
9	Ecole Willows						
10	Frank Hobbs						
11	George Jay						Revisited in Sept 2021 to add an additional calming space - boundary review impact
12	Hillcrest						Design for this work is now in progress
13	James Bay						
14	Lake Hill						
15	Margaret Jenkins						
16	McKenzie						
17	North Ridge						
18	Oaklands						No easy or quick fixes; Boundary review will help longer term
19	Quadra						
20	Rogers						
21	Sir James Douglas						
22	South Park						
23	Strawberry Vale						Reviewed early on; Revisit 2021-22
24	Tillicum						
25	Torquay						
26	Vic West						
27	View Royal						