



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

Monday, January 10, 2022, 7:00 p.m.

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

Chairperson: Trustee Ferris

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 January 10, 2022 agenda be approved.

A.3. Approval of the Minutes

Recommended Motion:
That the December 6, 2021 Combined Education Policy and Directions Committee and Operations Policy and Planning Committee meeting minutes as they pertain to Education Policy and Directions Committee, be approved.

A.4. Business Arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

B.1. Teacher-Librarian – Travis Richey

C. NEW BUSINESS

C.1. Introduction of Student Representative

C.2. District Team Update

Connection, Engagement and Achievement: Supporting the Student Learning Experience – District Principal Hovis, District Principal Powell and District Principal Renyard

C.3. Board Authority Authorized Courses – District Principal Renyard

C.4. School Police Liaison Officer Survey Results – Trustee Duncan

C.5. Parent Education Fund 2021-2022 Update – Interim Superintendent Whitten

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.



**The Board of Education of School District No. 61 (Greater Victoria)
Combined Operations Policy and Planning and
Education Policy and Directions Committees
REGULAR MINUTES**

Monday, December 6, 2021, 7:00 p.m.

Trustees Present: Elaine Leonard (Chair – Operations Policy and Planning), Tom Ferris (Chair – Education Policy and Directions) Angie Hentze, Nicole Duncan, Rob Paynter, Jordan Watters, Ryan Painter, Ann Whiteaker

Trustee Regrets: Diane McNally

Administration: Deb Whitten, Interim Superintendent of Schools, Kim Morris, Secretary-Treasurer, Colin Roberts, Interim Deputy Superintendent, Harold Caldwell, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Chuck Morris, Director of Facilities Services, Marni Vistisen-Harwood, Associate Director Facilities Services, Andy Canty, Director, Information Technology for Learning, Kelly Gorman, Recorder

Stakeholders: Angela Carmichael, President, VCPAC, Lena Palermo, Pro-D Chair, GVTA, Jane Massy, President, CUPE 947

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:01 p.m.

A.1. Acknowledgement of Traditional Territories

Chair Leonard recognized 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 Combined Operations Policy and Planning and Education Policy and Directions Committees meeting agenda

Moved By Trustee Duncan

That the December 6, 2021 agenda be approved.

For (7): Trustee Leonard, Trustee Ferris, Trustee Hentze, Trustee Duncan, Trustee Watters, Trustee Painter, Trustee Whiteaker

Against (1): Trustee Paynter

Motion Carried

B. OPERATIONS POLICY AND PLANNING COMMITTEE MEETING

B.1. Approval of the Minutes

Moved By Trustee Painter

That the November 8, 2021 Operations Policy and Planning Committee meeting minutes be approved.

Trustee Duncan requested additional wording for item H.2.

Moved By Trustee Whiteaker

That the motion "*That the November 8, 2021 Operations Policy and Planning Committee meeting minutes be approved.*" be postponed to the January 17, 2022 Operations Policy and Planning Committee meeting to review additional wording for accuracy.

Motion Carried Unanimously

B.2. Business Arising from Minutes

None.

C. PRESENTATIONS TO THE COMMITTEE

C.1. Cedar Hill Middle School

Kate Lawes presented to the Committee as a member of Parents for Climate in Victoria advocating for Cedar Hill Middle School to be a zero emissions school.

C.2. Cedar Hill Middle School

Finn Kreischer, community member, presented in support of a zero emissions school for Cedar Hill Middle School.

C.3. Cedar Hill Middle School

Dave Mills presented as a member of Dogwood and advocated for a zero emissions school at Cedar Hill.

D. SUPERINTENDENT'S REPORT

D.1. Recognition of Student Representatives

Interim Superintendent Whitten thanked Sadie Schneider and Isabella Miskiewicz from Esquimalt Secondary School.

E. PERSONNEL ITEMS

None

F. FINANCE AND LEGAL AFFAIRS

F.1. Policy

i Draft Policy 3170, Operating Surplus

Secretary-Treasurer Morris presented Draft Policy 3170, Operating Surplus, and stated that this is in alignment with the new Ministry Policy. Trustees debated the motion.

Moved by Trustee Watters

That the Board of Education of School District No.61 (Greater Victoria) approve Draft Policy 3170, Operating Surplus, as presented with one amendment: change “are” to “have been” in 2.1 of the draft policy.

Trustees and Stakeholders discussed the Draft Policy.

By consensus the Committee removed “in priority order” from 3.2 of the draft policy.

The Committee requested the policy go out for consultation.

Trustee Watters withdrew the main motion to approve the policy.

Moved by Trustee Whiteaker

That the Board of Education of School District No.61 (Greater Victoria) direct the Secretary-Treasurer to put Draft Policy 3170, Operating Surplus out for

consultation and refer it to the January 17, 2021 Operations Policy and Planning Committee of the Whole meeting.

Motion Carried Unanimously

ii **Bylaw 9330.1, *Appeals Process***

Interim Superintendent Whitten presented Bylaw 9330.1, *Appeals Process*.

Moved by Trustee Ferris

That the Board of Education of School District No.61 (Greater Victoria) approve Bylaw 9330.1, *Appeals Process*.

Trustees discussed the motion and made revisions relative to the review process, reporting to the Board, role of sub-committee, links to a contact and sample forms.

Moved by Trustee Leonard

That the motion “That the Board of Education of School District No.61 (Greater Victoria) approve Bylaw 9330.1, *Appeals Process*.” be updated based on the Committee’s discussion and referred to the December 13, 2021 Board of Education meeting.

Motion Carried Unanimously

iii **Whistleblower Policy**

Trustees Duncan presented the draft policy.

Trustees and Stakeholder discussed the policy. Trustees Leonard and Duncan agreed to meet and bring a revised version to the January 17, 2022 Operations Policy and Planning Committee meeting.

Due to time, by consensus the Committee referred the following agenda items to the January 17, 2022 Operations Policy and Planning Committee meeting:

F.2. Monthly Financial Report: November 2021

F.3. Budget Change Report: November 2021

G.1. SJ Burnside Upgrade Project: Phase 2 Report

G.2. Operations Update: December 2021

G.3. Victoria High School Seismic Project Update

F.4. Cedar Hill Middle School: Net Zero Business Case

Trustees discussed net zero and zero emissions schools and the presenters' information and requested staff to come back with more information.

Moved by Trustee Whiteaker

That the motion "*That the Board of Education of School District No.61 (Greater Victoria) promote Bundle 2 - Net Zero Energy Ready with a 100kW PV array at a cost of \$538,375 for the following reasons:*

- *Bundle 3 – NZER with 272kW PV Solar Array is not feasible with BC Hydro's current net metering regulatory constraint of 100kW.*
- *Less capital costs than Bundle 3 – NZER with a 272kW PV Solar Array*
- *Achievable now without relying on changes from BC Hydro which are not guaranteed.*" be referred to the December 13, 2021 Board of Education meeting.

Motion Carried Unanimously

Moved by Trustee Duncan

That the Board of Education of School District No.61 (Greater Victoria) advocate for BC Hydro to lift the 100kW net metering cap by advocating directly with BC Hydro and through BCSTA to BC Hydro, Minister of Education, Minister of Finance, Minister of Environment and Clean BC.

Motion Carried Unanimously

G. FACILITIES PLANNING

G.1, G.2 and G.3 were referred to the January 17, 2022 Operations Policy and Planning Committee of the Whole meeting.

H. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

None

I. NEW BUSINESS

I.1. School Shops

Trustee Duncan provided rationale for the motion.

Moved by Trustee Duncan

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to provide monthly progress reports at the Operations, Policy and

Planning Standing Committee which specifies what actions and remediation's are planned, and what actions and remediation's have been completed that month in relation to the outstanding school shop health and safety issues identified in the school shop health and safety audits from 2016 and 2017. The reporting is to continue until all the outstanding actions and remediation's identified in the school shop health and safety audits have been completed.

Amendment:

Moved by Trustee Watters

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to provide monthly **progress** reports at the Operations, Policy and Planning Standing Committee ~~which specifies what actions and remediation's are planned, and what actions and remediation's have been completed that month in relation to the outstanding school shop health and safety issues identified in the school shop health and safety audits from 2016 and 2017. The reporting is to continue until all the outstanding actions and remediation's identified in the school shop health and safety audits have been completed.~~

Motion Carried Unanimously

Main Motion as Amended:

Moved by Trustee Duncan

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to provide monthly progress reports at the Operations, Policy and Planning Standing Committee in relation to the outstanding school shop health and safety issues identified in the school shop health and safety audits from 2016 and 2017.

Motion Carried Unanimously

I.2. Climate Action

Trustee Duncan provided rationale for the motions.

Moved by Trustee Duncan

That the Board of Education of School District No.61 (Greater Victoria) write a letter to the Premier of British Columbia, Minister of Education, Minister of Finance and Minister of Environment and Climate Change to request that they closely collaborate to address the misalignment between provincial obligations to address the climate emergency by reducing GHG emissions in line with CleanBC and the Climate Accountability Act and the current school district capital funding gaps which result from: a) the provincial capital funding cost sharing model; and b) the difference between the actual capital costs associated with a "net zero" building and the current so called "zero emissions" capital funding standard applied to both building and

renovating school district buildings. As noted by other school boards the decision to build to a net zero standard resides with the local school board resulting in the local school board having to identify the additional funding.

Motion Carried Unanimously

Moved by Trustee Duncan

That the Board of Education of School District No.61 (Greater Victoria) write a letter to the Minister of Education and Minister of Finance to request that, going forward, the level of funding for bus replacement be set at the cost of the purchase price for electric buses;

AND FURTHER

That the Board understands that the Ministry sets the schedule of bus replacement based on age and mileage of the vehicle and that the funding standard is applied against the cost of a diesel or gas-driven vehicle.

Motion Carried Unanimously

J. NOTICE OF MOTION

None

K. GENERAL ANNOUNCEMENTS

None

L. EDUCATION POLICY AND DIRECTIONS COMMITTEE

L.1. Approval of the Minutes

Moved By Trustee Watters

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

Motion Carried Unanimously

L.2. Business Arising from Minutes

None

M. PRESENTATIONS TO THE COMMITTEE

M.1. International Education Annual Report

Director Davis presented the report. Year one of rebuild to return to pre-COVID enrolment levels is positive, but uncertainty for 2021-2022 and

beyond remains. Goals for this year are to strengthen proactive health and wellness supports as well as utilize *Framework for Enhancing Student Learning* data to support International Students. Questions of clarification were asked.

M.2. Anaphylaxis Quality Review

District Principal McCartney presented the report. Questions of clarification were asked.

N. NEW BUSINESS

N.1. \$10 a Day Childcare Plan

Trustee Whiteaker provided rationale for the motion.

Moved by Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria)) re-affirm its endorsement of the \$10 a day Childcare Plan including the inclusion of early learning and childcare being brought under the Ministry of Education; AND FURTHER that the Chair write a letter to the Ministry of Education and the Ministry of Children and Family Development urging this change and the necessary capital investment and on-going operating funding to create childcare space on school district property with the announced \$7.5 billion Federal funding.

Motion Carried Unanimously

N.2. Letters of Support

Trustee Painter provided rationale for the motion.

Moved by Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) direct the Board Chair to write letters of support to Chilliwack, Abbotsford, Fraser-Cascade and Nicola- Similkameen School Districts affected by the recent floods, landslides, and road closures.

Motion Carried Unanimously

O. NOTICE OF MOTION

None

P. GENERAL ANNOUNCEMENTS

None

Q. ADJOURNMENT

Moved by Trustee Ferris

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 10:23p.m.

Chair

Secretary-Treasurer

A Snapshot of School Libraries

The Goals, Successes & Challenges of Teacher-Librarians in SD61



Presentation to the Board January 2022 by
Travis Richey
*on behalf of the Greater Victoria Teacher Librarians
Association*

Collaborating to Transform Libraries

2017-2021

Catalogue &
Digital Resource
Management



Destiny



eLibrary

Culturally Responsive
Initiatives



Diversity
Audits



Decolonize &
Indigenize

In 2017, following a landmark Supreme Court ruling, Teacher-Librarian (TL) contract language reverted to previously negotiated staffing ratios.

- TLs were happy to be consulted about how to best distribute the reinstated time across the district.
- TLs proposed new enrollment-based ratios that saw our lowest staffed schools brought up to a minimum of 2 days TL time per week. All schools from K-5 saw an increase in TL time.
- Part of our proposal that wasn't accepted was reinstating the position of District Teacher-Librarian.
- Instead, \$100,000 *one time* funding from surplus dollars was allocated to support school libraries through projects co-designed with TLs through the use of release time from 2017 to May of 2021, when the Board voted to rescind the funding.

Our focus and goals

- Need for equity of access to resources and flexible spaces
- TL mentorship, collaboration, shared resources
- Maintaining a focus on improving student learning

LIBRARIES



Thinking
Outside
the Book

Popular notions of what libraries are and Teacher-Librarians do are changing, but misconceptions remain.

- Books are *not* a thing of the past. Far from it. There remains a strong preference among students for print books over ebooks and audiobooks. This is reflected in the popular market trends that have seen ebook and audiobook sales plateau.
- We do increasingly rely on digital resources for research and reference purposes. Part of our work as TLs includes facilitating and promoting access to district subscriptions and curating a selection of online resources for students and our colleagues. ["The ultimate goal of the library learning commons is improved student achievement through the refining of instruction for essential literacy, research and inquiry and communication skills."](#)
- But libraries are hubs for *human interaction* and person to person learning as well. Drawing on expertise in our community and beyond and providing a space for students and staff to share their knowledge is an important part of a TL's role.
- Looking beyond the walls of the library, TLs are engaged in a wide array of initiatives, from makerspaces and coding to place-based education and community building projects.
- Regardless of the format, TLs are *resource specialists* and ["The library learning commons plays a key role in cultivating and facilitating collaboration to provide rich experiential learning opportunities"](#)

Creating Safe & Welcoming Spaces



As TLs we work hard to:

- Create inviting and comfortable spaces.
- Provide inclusive, safe places through book clubs, Rainbow Clubs etc.
- Celebrate and cultivate an awareness and understanding of our schools' diversity.
- Curate collections of resources that reflect our school communities and the diversity of wider world.
- Engage our communities in school-wide initiatives and projects to create a greater sense of belonging.

With support of principals TLs develop clear goals to align programs with school goals and share and showcase teaching and learning achievement

Principals encourage all teachers to work collaboratively with TLs to utilize programs, spaces, resources and technologies for learning.

This collaborative work is made possible by TLs having clerical support.

Literacy Initiatives



TLs engage staff and students in literacy-focused activities. For some school communities this is a primary focus.

TLs engage staff and students in [literacy-focused initiatives \(reading, writing, listening, speaking, information, media, and digital literacies\)](#) such as:

- book clubs
- book fairs
- author visits
- in-school contests, and
- inter-school literacy competitions like the Middle School *Battle of the Books*.

[TLs develop learning experiences that accommodate multiple learning styles and abilities supported by differentiated content, learning approaches, and processes.](#)

In partnership with families and teacher colleagues TLs [deliver programs to engage readers and build lifelong learning dispositions.](#)

TLs help cultivate a love of reading and communities of readers.

Makerspaces & Hands-on Resources



Some TLs build Makerspaces and foster hands-on creativity and problem solving in their school.

The more time a TL has, the more they're able to do.

- Some schools allocate time for TLs to cover preparation time for teachers. This is FTE is not part of the core TL staffing, but it allows them to offer other programming which helps expand services.
- Even TLs who don't have this additional time, use the time they do have in creative ways to collaborate with teachers and provide additional services to their schools. These services vary from school to school.
- District-sponsored initiatives like makerspaces are opportunities many of us would love to take on and promote in our schools, but in many cases doing so draws time and resources from our existing duties.
- For all TLs it's about balancing priorities.

Coding & Digital Making



A school's culture and priorities, in conjunction with the passions, knowledge base, and skill set of its TL determines the unique nature of its library program.

- Different school communities have different needs, cultures, and areas of focus.
- TLs have different interests and abilities.
- Several TLs at schools such as Torquay, Tillicum, Hillcrest and others offer incredible coding and digital making opportunities for students. These success stories are worth recognition and celebration, but these programs are not standard across all schools.
- School cultures and priorities, in conjunction with the passions, knowledge, and skill sets of TLs lead to the diversity of library programs around our district.

School-Based Initiatives

Place-Based Learning at Strawberry vale



TLs would like to see greater district level support for a wide range of school-based initiatives that arise from that unique dynamic of school community, culture, and classrooms.



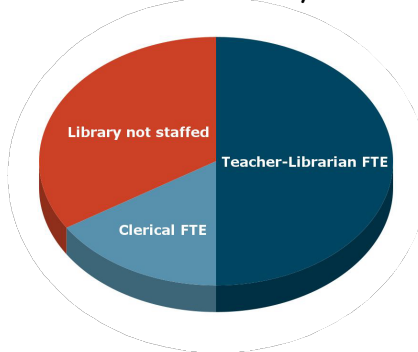
Library Staffing, Usage, Funding & Administration

Some numbers, statistics, and less apparent facts about libraries in SD61

Library Staffing

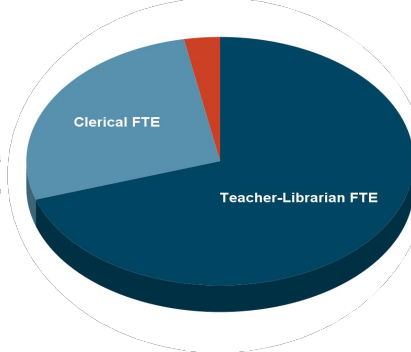
Average Teacher-Librarian FTE
& Clerical Hours

Elementary



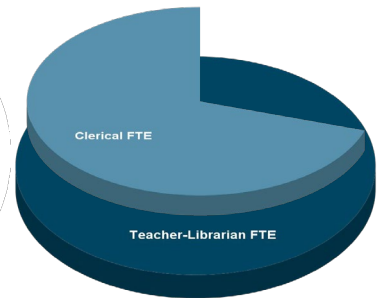
Average TL FTE: **0.5**
Average Clerical Hours: **4**

Middle



Average TL FTE: **0.7**
Average Clerical Hours: **7**

Secondary



Average TL FTE: **1.0**
Average Clerical Hours: **17**

Staffing for school libraries varies widely across SD61. While a staffing ratio for teacher-librarians based on student FTE is in place there are no standards of support for library clerical staff.

Library Use

Libraries are used in a variety of ways. *Book circulation is just one measure* of library traffic, but it is something that draws heavily on a Teacher-Librarian's time and resources. Here's how circulation statistics stack up from level to level.



Level	Elementary	Middle	Secondary
<i>Average</i> number of books checked out per school over the first two months this year	4573	4487	1407
Books per student per month	7	6	1

While this might seem to suggest that our secondary and middle school libraries are less well used than our elementary school libraries these numbers also reflect the different types of books being borrowed at the different levels (picture books to longer novels and non-fiction books) and other differences between the programs at each school type.

Library “Administration”



From purchasing, processing, cataloguing, promoting, shelving, circulation, repair, and weeding, there's great deal of behind the scenes work required to make a library space functional and the resources in it useful.

This isn't "prep" time or at-home work of the sort that classroom teachers require. Most collection management requires TLs to be *in the library*. Managing the collection and library space is more akin to *administrative* work.

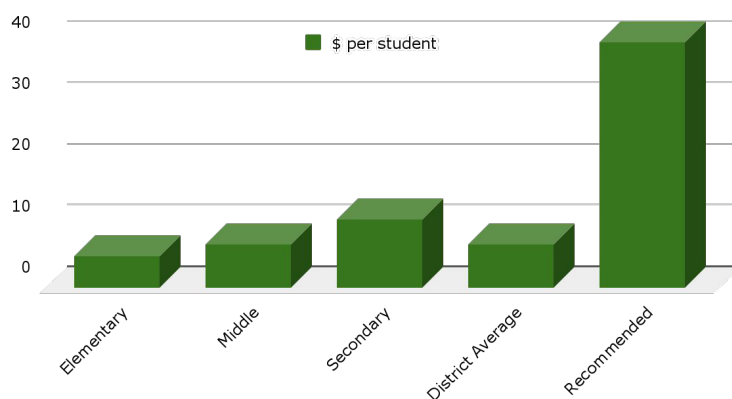
Library Funding

School administrators and budget committees allocate funds received from the district.

There is no district-wide formula, rule, or ratio for funding school libraries.

Funding varies greatly between levels, but also from school to school at the same level.

Average Per Student Funding



[*Achieving Information Literacy: Standards for School Libraries*](#) published by the Canadian School Library Association and the Association for School Libraries in Canada (2003) identifies acceptable funding per student to be in the range of **\$25 to \$46 per student** (Note: these figures are based on the average costs of materials in the year 2002!)

Library Funding 2020-2021

Elementary

Highest **\$11** / student

Lowest **\$0** / student

Middle

Highest **\$9** / student

Lowest **\$3** / student

Secondary

Highest **\$18** / student

Lowest **\$8** / student

Did you know?

Some of our *most vulnerable* school populations have the *lowest funded* libraries in the district.



- These dollar-per-student figures are presented to highlight the *wide range* of library funding at schools across the district.
- These figures are drawn from 2020-2021 funding as reported by TLs in each school. Funding from year to year does not, in the experience of most TLs, fluctuate greatly. Most administrators are content to provide the library with whatever it got in the previous year.
- As you can see, there is little consistency or equity between schools. The inequities are compounded by additional funding provided by school PACs. Predictably, schools in higher socioeconomic areas of town receive more PAC funding on average than those in our more economically vulnerable neighbourhoods.
- Please note, even our highest funded schools fall below the recommended range (*Achieving Information Literacy: Standards for School Libraries, 2003*). While all Teacher-Librarians supplement school-based funding with fundraising initiatives and grants, per-student funding still falls below research-backed recommendations made almost 20 years ago.

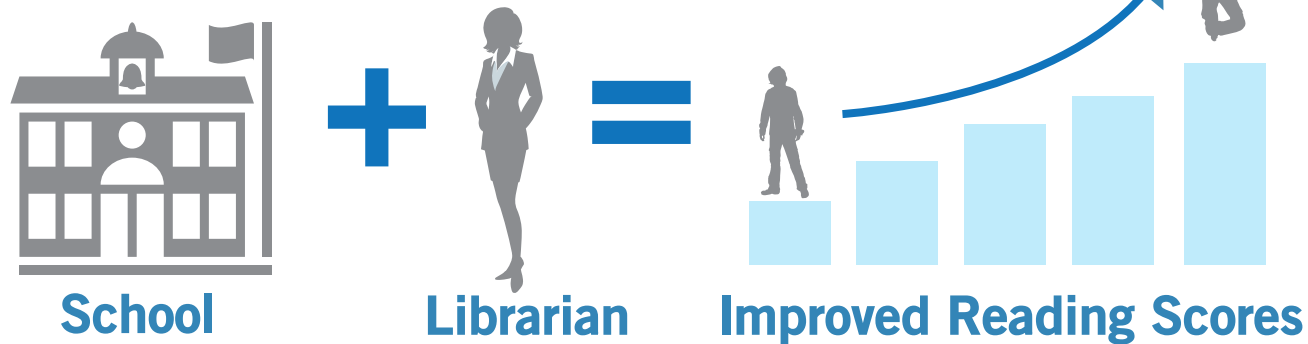
Key Take Aways

- Every school has *different needs and priorities*. Our common goals require consistent levels of support across the district.
- Come visit our schools! Look, listen, and *be adaptable in your support*. We look forward to working with you to bring out the best our schools have to offer.
- *Clerical help Teacher-Librarians can count on* will allow us to do more with the time we have.
- Well-funded library collections support literacy and inquiry learning. We can't rely on fundraising or grants. Equitable and reliable district funding is needed. *The floor shouldn't be rock bottom*.
- Decades of [research](#) shows that funding libraries and the work of Teacher-Librarians contributes significantly to student achievement.

School Libraries & Student Achievement

School Librarians are Linked to Improved Standardized Reading Test Scores

Studies conducted over the past two decades, both in Colorado and nationwide, show that **students in schools with endorsed librarians score better on standardized achievement tests** in reading, compared with students in schools without endorsed librarians.



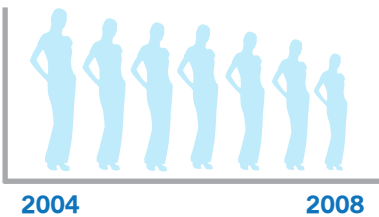
This increase in scores exists regardless of:

Student Poverty Level¹



In a Colorado study, the presence of school librarians positively impacted students' standardized reading scores even **when controlling for student poverty** (free and reduced-cost meal status).

Overall Staffing Losses²



In a national study, **even if schools had overall staff declines between 2004 and 2008, students' standardized reading scores were better in schools that maintained or gained a librarian** during this time period.

What other school library characteristics are associated with better test scores?

School Librarians Teaching Information Literacy Skills to Students³



Staffed by Endorsed Librarian¹



Collaborative Planning Between School Librarians & Teachers^{3, 4}



Extended Library & Staff Hours³



School Librarians Providing In-Service Training to Teachers³



Larger & Newer Collections^{3, 4, 5}



More Student Visits⁵



Flexible Scheduling³



Higher Expenditures^{3, 4, 5}



See www.lrs.org/data-tools/school-libraries/impact-studies/ for a list of school library impact studies.

1. Lance, K. C., & Hofschire, L. (2012). *Change in school librarian staffing linked with change in CSAP reading performance, 2005 to 2011*. Retrieved from http://www.lrs.org/documents/closer_look/CO4_2012_Closer_Look_Report.pdf

2. Lance, K.C., & Hofschire, L. (2011, September 1). Something to shout about: New research shows that more librarians means higher reading scores. *School Library Journal*. Retrieved from http://www.schoollibraryjournal.com/slj/printissue/currentissue/891612-427/something_to_shout_about_new.html.csp

3. Lance, K. C. (2000). *How school librarians help kids achieve standards: The second Colorado study*. Salt Lake City: Hi Willow Research and Publishing.

4. Lance, K. C. (1993). *The impact of school library media centers on academic achievement*. Salt Lake City: Hi Willow Research and Publishing.

5. Francis, H.B., Lance, C. K., & Lietzau Z. (2010). *School librarians continue to help students achieve standards: The third Colorado study (2010)*. Retrieved from: http://www.lrs.org/documents/closer_look/CO3_2010_Closer_Look_Report.pdf

Summary of Teacher-Librarian Goals, Successes & Challenges 2021-2022

Goals

Teacher-Librarians are keenly aware of the importance of the collaborative relationships we nurture in our schools. We are active members of our school communities. While the nature of this community engagement looks different at each school, TLs across the district work with staff to develop the inquiry skills, information literacy, critical thinking, and digital citizenship of our students. We strive to promote a culture of curiosity by providing resources, building spaces, and drawing on expertise in our communities to foster student exploration, engagement, and creation. Ultimately, we look to the needs, wants, and cultures of our school communities to inform our programming.

Many TL's are excited about district-sponsored early learning, coding, makerspaces, careers programs, and ADST initiatives, and want to integrate these initiatives into our existing practices in a way that doesn't compromise our existing programs and obligations. There have been some fine examples of this done across the District, but there are important caveats to that success. See more on that below in the *Successes* section.

TL's recognize the diversity of our school populations, and strive to have our resource collections mirror this diversity through audits and ongoing efforts to decolonize and indigenize our libraries. The importance of these efforts to make our collections more inclusive is a top priority for TLs. However, these are time consuming endeavors that require targeted professional development and funding to be executed effectively.

We celebrate the diversity of school cultures and respect the different needs of each school community. These differences are mirrored in the strengths and passions of each TL. While every school is different, we seek greater equity between schools in terms of access to resources, funding, and clerical time.

Challenges

The challenges faced by Teacher-Librarians at each level are unique, but there are some common themes. School budgets, TL FTE, and the number of clerical hours each school receives are based on student enrollment. While TLs at the elementary level are afforded less time, money, and clerical support than their middle and high school counterparts, the lack of consistent and reliable clerical assistance is an issue felt at all levels. Disbursement of clerical hours at the school level is at the discretion of school administrators. Because of their lower enrollment numbers, most elementary libraries receive little to no clerical time. But clerical staffing can be inconsistent and unpredictable at all levels. Most SD61 staff seek full time hours. Small clerical positions (averaging 4-17 hours per week) see a high level of turnover. TLs often spend hours training clerks that end up moving on to other positions soon thereafter. It's not unusual for TLs to find themselves without clerical assistance for long periods of time, if they get any assistance at all. This means that the little time we have to engage with students, collaborate with staff, and deliver the kind of programming we dream of is often dedicated to processing, cataloguing, repairing, and shelving books. Put simply, the district is often paying highly trained, paid, and enthusiastic teacher-librarians to put barcodes and tape on books when they could be teaching students and collaborating with colleagues.

Aside from book circulation, library management, and collaborative involvement with staff and students, TLs find themselves in the role of the on-site tech managers and troubleshooters. At the middle and secondary level many TLs also devote considerable time to managing student computer accounts, distributing Chromebooks and iPads and maintaining school library websites. Part of our collective efforts over the past few years, prior to last year's withdrawal of funding, was to provide catalogue support, particularly to new TLs, and to build a district-wide collection of resources at every level. [Middle](#) and [secondary](#) schools incorporated these collections into their school library websites, while elementary TLs took a more [comprehensive approach](#). The current lack of funding has slowed progress on these initiatives. TLs who had taken on these projects, now do so on their own time or at the expense of other endeavors.

Successes

Despite the lack of time and clerical support, Teacher-Librarians do a remarkable job, with the resources available, to flexibly and creatively expand their offerings, collaborate with more staff, and engage with more students. Collaboration is the core of our work and fundamental to our successful support of student learning. Whether we are cultivating readers and human kindness through student clubs, working with our teacher colleagues to co-teach classes and mentor one another, coordinating consistency through grade groups, pods, departments, and across our schools, TLs look for ways to bring our communities together.

TLs at the elementary level who provide prep coverage for other teachers enrich their library programming with STEAM inspired Makerspaces where ADST, coding, and other creative opportunities abound. Expanded offerings like these have changed perceptions in our school communities of what a TL is and does. This important shift in our schools to develop twenty-first century learning communities that foster creative and collaborative impulses in our students will help them succeed now and in the years to come. TLs are equipped with both the knowledge and skill set to take on these initiatives. We work to ensure these spaces become integral to our school communities. But time and money are needed to sustain support for this exciting potential.

The presence and success of additional programming often depends on schools allocating more time and money. Teacher-Librarians' core role is to provide library access, manage the collection, and deliver lessons and collaborative support on inquiry and literacy related projects. What they are able to accomplish beyond these primary responsibilities, within their allotted time, is a testament to their dedication to and passion for what they do,

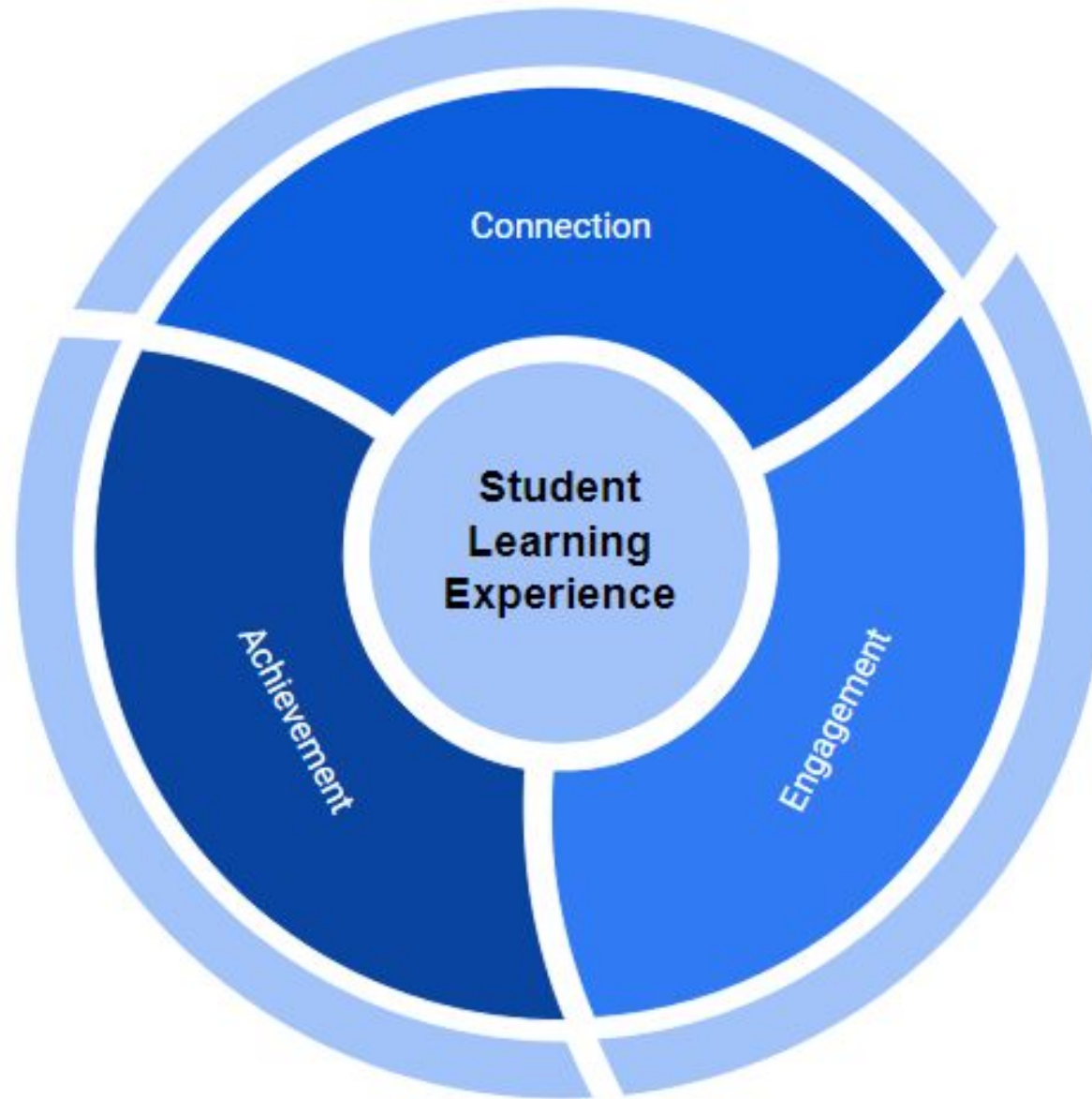
Perhaps our greatest success is making it all work, not as perfectly or as brilliantly as we dream we might, but in ways that keeps us connected and contributing meaningfully to our school communities. It's not by virtue or accident, but thanks to the hard work and dexterous management of TLs that school libraries are widely recognized as much more than storage rooms for books. Through the collaborative work of teacher-librarians, our district's school libraries are safe, welcoming, and inclusive spaces that lead to lifelong readers, encourage inquiry, and cultivate creative expression.



One *Learning* Community



Education Policy and Directions Committee Meeting January 10, 2022



Culturally Responsive Practices

Education Policy and Directions Committee Meeting January 10, 2022

Early Years

Mental Health



**Assessment
and Reporting**

**Future
Orientation**

Create an inclusive and culturally responsive learning environment for all students.



One *Learning* Community

Education Policy and Directions Committee Meeting January 10, 2022

Principles of Assessment

These principles represent current understanding of culturally responsive, research-based assessment practices and the First Peoples' Principles of Learning.

Inclusive & Flexible

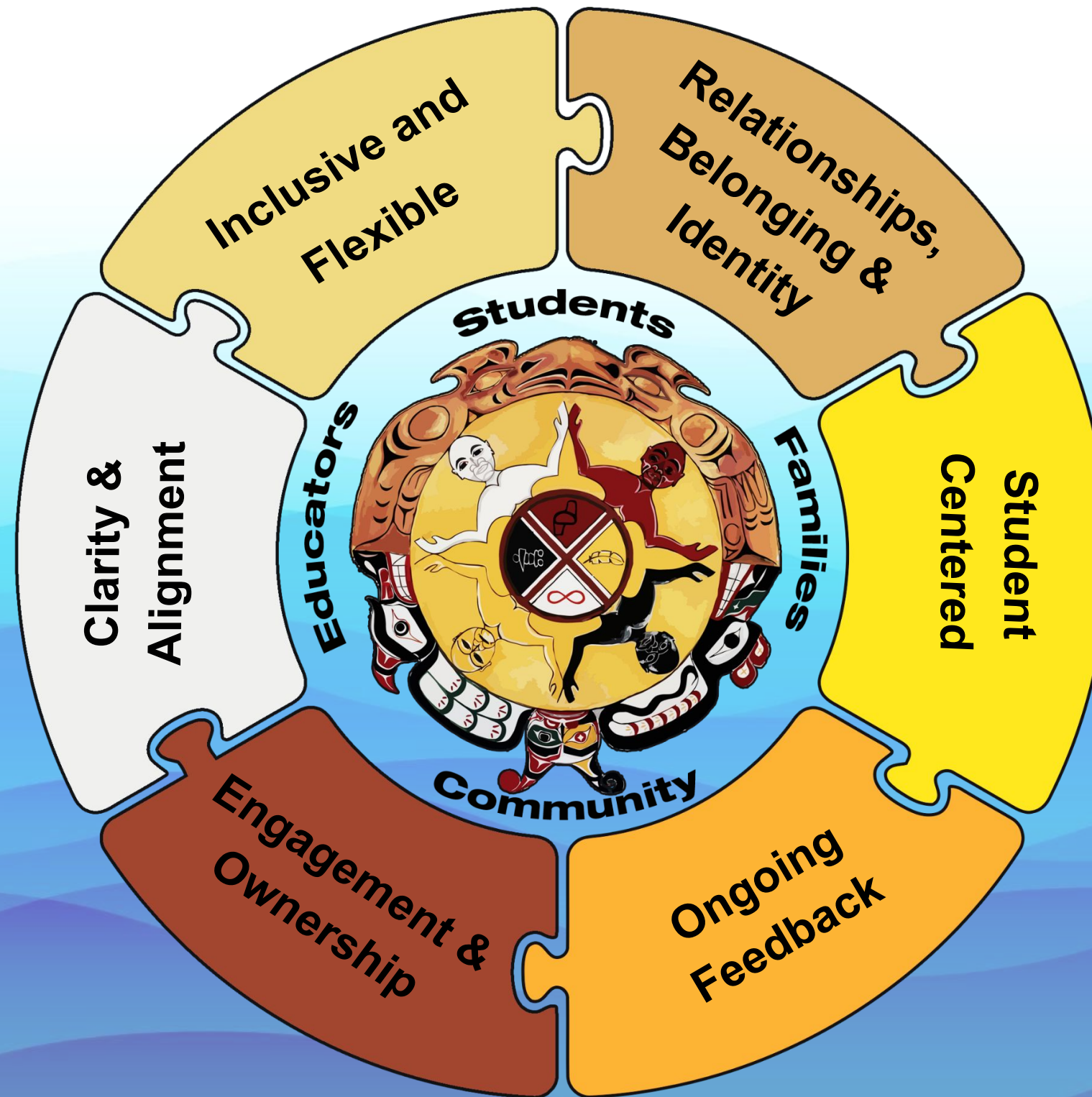
Equitable and inclusive oriented assessment allows students to demonstrate and/or re-demonstrate their learning recognizing that students have diverse strengths, backgrounds, life experiences and interests.

Relationships, Belonging, & Identity

A relational approach to assessment is an ongoing conversation between teacher and students identifying strengths and areas for growth. When students feel seen, recognized and affirmed in their identity, we are fostering a sense of belonging. Assessment strengthens relationships and supports social emotional learning.

Student Centered

Co-created criteria places students at the centre of their learning. Self-assessment supports students to reflect on their growth and on their identity as a learner.



Ongoing Feedback

Includes opportunities for learners to receive ongoing and descriptive feedback from many sources. The feedback needs to include what the learner is doing well *and* next steps to improve.

Engagement & Ownership

Student engagement and ownership of their learning increases when assessment is relevant, personalized and informs their next steps. Assessment, when accompanied by reflection, promotes curiosity and a cycle of learning and engagement for both students and teachers.

Clarity & Alignment

Clearly identifies and purposefully aligns with learning goals (curricular, personal, and classroom) and criteria for success. The assessment differentiates between learning goals and work habits. Behavior attributes (such as attitude, responsibility, work ethic, respect) are important but need to be assessed and communicated separately from learning standards.



Butch Dick, a member of the Songhees Nation, is a master carver trained in fine art and graphic design. Butch has dedicated more than 40 years to the education of children and youth in his community and in the Greater Victoria School District as a teacher, curriculum writer, mentor and Elder. Butch is a prolific artist with more than two dozen public art projects dotted throughout greater Victoria. Butch and his wife Irene have 8 children, 31 grandchildren and 7 great-grandchildren.

Image Credit: Butch Dick, Songhees Nation. *I look to teachings, to portray teachings in art. In many ways, I feel somebody is guiding me in the background. In this painting I have drawn from the Sacred Circle teachings that everyone has a place in this world, that we all belong here together.*

Office of the Associate Superintendent

Colin Roberts – Associate Superintendent

To: Education and Policy Planning Committee of the Whole
From: Colin Roberts, Associate Superintendent
Date: January 10, 2022
RE: Board/Authority Authorized Course

Attached is a draft of the proposed new Grade 12 Board/Authority Authorized course, Sports Psychology 12, which requires Board approval.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the new Board/Authority Authorized course: Sports Psychology 12.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Greater Victoria School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD61
Developed by: Will Moore	Date Developed: June 2021
School Name: Oak Bay High School	Principal's Name: Tom Aerts
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sport Psychology 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Taking Physical Education 10 and English 11 would be beneficial for students to take prior to Sport Psychology 12.

Special Training, Facilities or Equipment Required: N/A

This has been approved by the facilities department: (yes, no, or n/a): N/A

Course Synopsis: Sport Psychology 12 is primarily focused on personal growth through sport. The course strives to equip students with specific tools to enhance their performance in both sport and life. In addition, students will explore vulnerability and the importance of being present with one's self, to better cope with challenge and adversity. The course will empower students to recognize the transferable nature of sport to their everyday lives for overall positive growth in sport and life.

Goals and Rationale: Sport Psychology 12 seeks to support student growth through the examination of one's self through the lens of sport. Students will explore the depth of one's mental capacity in competition. Mental strength development through the use of specific techniques, skills, and self-discovery, will further enhance one's ability to compete under pressure or duress to increase success. Whether it's competing in an individual or team sport, students will carry knowledge and experiences forward that are transferable to other aspects of life.

Goals:

1. Develop an understanding of the central tenets of Sport Psychology and their transferable nature to everyday life
2. Engage in activities that build capacity to overcome life/sport challenges
3. Understand specific language associated with mental skills for the enhancement of competition preparedness and life
4. Acknowledge and track specific growth areas over the time of the course and beyond

Sport Psychology 12 is an elective course that allows for the exploration of self in competitive environments. Throughout the course students will experiment with different mental skills. Furthermore, students will engage in cooperative learning, inquiry-driven activities, team-problem solving activities, and team projects, all while implementing skills learned in the classroom, and also in competitive and non-competitive environments.

Aboriginal Worldviews and Perspectives:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place). A positive learner-centred approach is central to the success of students in this course. Due to the highly personalized nature of this course, students will endeavour to observe, implement, and reflect on particular skills throughout the course; finding relevance is imperative to personal and athletic development. Students will discover the importance of relationships, acknowledging roles and their contributions within a team or group.
- Learning involves patience and time. Students will learn that focus, commitment, and ownership enhance the opportunity to grow through challenging experiences.
- Learning requires exploration of one's identity. Through multiple experiences, time, and practice, students will understand the connection between understanding one's self and the benefits to sport and competition.
- Learning is embedded in memory, history, and story. Story-telling is critical for the evolution of one's self and building connections.

Course Name: Sport Psychology 12

Grade: 12

BIG IDEAS

Understand self to promote healthy personal growth through sport

Motivation enhances a pathway to setting, monitoring, and achieving successful goals

Goal setting can elevate the opportunity for greater success

Mental health awareness and sport offer opportunities to grow, learn, and appreciate self

Mental skills practice is interchangeable in life and in sport

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> ● Explore the depths of personality, value systems, and different learning styles ● Critique and reflect on behaviours associated with personal performance ● Demonstrate an understanding of adolescent brain development ● Draw connections between brain development and specific behaviours, both personally and athletically ● Identify and reflect on leadership qualities evident in team and individual sports ● Apply First Peoples perspectives and knowledge including the understanding that learning requires exploration of one's identity ● Recognize that learning takes patience and time ● Consider motivational factors before, during, and after competition ● Analyze personal and athletic needs to enhance training and performance outcomes ● Investigate the construct of failure and its role in personal and athletic development ● Explore and become familiar with goal setting language as it pertains to personal and athletic achievement ● Assess the efficacy of goal setting modalities and apply them to determine best fit for personality type 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ● Growth Mindset ● Big 5 Personality traits ● Individual/team value systems ● Visual, audio, and kinesthetic styles of learning ● Relationship between cognitive factors/environment and its impact on learning and behaviour ● Development of specific parts of the brain during adolescence ● Prefrontal cortex development and its link to decision making, problem solving, and impulsivity ● Self-reflection ● Leadership qualities ● Team-building processes ● Motivation ● Sources of motivation ● Difference between task/ego driven person/athlete ● Intrinsic versus extrinsic motivation ● Needs-based assessment strategies ● Goal setting ● Goal setting language ● Goal setting strategies ● Outcome vs performance-related goals

<ul style="list-style-type: none"> ● Examine and monitor the relationship between resilience and goal achievement ● Apply First Peoples perspectives and knowledge, including that learning involves recognizing the consequences of one's actions as related to goal setting and outcomes ● Explore the construct of anxiety and fear and its relationship with vulnerability and courage ● Explore biological, psychological, and social functioning as it relates to the self and competition ● Assess strategies to cope and manage the grief associated with significant injuries ● Challenge sport pressures and norms to maintain a healthy life balance ● Understand and apply various methods of intense focus, imagery, and visualization ● Analyze the Wheel of Excellence to recognize the relevance of particular facets for review, interpretation, and application ● Analyze the various factors of competition anxiety/emotional states during competition ● Utilize and track various calming and reflective techniques to enhance a specific area of growth-opportunity ● Identify and reflect on specific instances during practice or game(s) where optimal performance occurred 	<ul style="list-style-type: none"> ● Goal achievement processes- motivation, commitment, ownership ● Resilience-based strategies ● Mental health awareness and growth ● Triggers for stress/anxiety ● Self-confidence boosting strategies ● Specific influence on growth, ie: <ul style="list-style-type: none"> ○ family dynamics ○ education ○ neurochemistry ○ emotions ○ coping skills ○ genetics ● Injury and stages of grief ● Coping mechanisms ● Communication strategies ● Strategies to prevent burnout ● Mental skills practice ● Disruption of negative thought pattern strategies ● Positive self-talk techniques ● Intense (re)/focus strategies ● Imagery exercises/practices ● Anxiety vs competition anxiety ● Arousal state of mind: <ul style="list-style-type: none"> ○ Interest levels, height of optimum performance, anxious state
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Curricular Competencies – Elaborations

- **Demonstrate an understanding of adolescent brain development**
Sample inquiry questions could include:
 - How does substance use affect brain development?

- How do ‘growth’ spurts affect brain development?
- What is the impact of gaming on brain development?

- **Consider motivational factors before, during, and after competition**

Sample inquiry questions could include:

- How do professional athletes motivate themselves?
- Which methods do professional athletes use to manufacture motivation?
- Interview fellow athletes to broaden one’s understanding of motivation.

Content – Elaborations

Goal setting language ideas-short/mid/long term goals; achievable and fair;

Elements of brain function-prefrontal cortex, amygdala, grey matter, pathways, synaptic pruning

Cognitive Behavioural Therapy-challenging negative thought processes and behaviours, and disrupting these patterns

Recommended Instructional Components:

- Direct instruction-growth mindset- biological components and terminology, motivational techniques, theory exploration
- Discussion/Seminar groups-discuss experience(s) with a specific goal setting modality to share findings, wonders, and thoughts for further exploration
- Literature Review-research a particular question by accessing various mediums and sources to highlight specific issues/obstacles to broaden general understanding
- Interviews-conduct one-to-one interviews with students, elite athletes, or performers to gently scrutinize particular curiosities and seek to apply these ideas to the self
- Inquiry skills building-develop an essential question, conduct research, present, and then reflect (focus is on the process and tailoring the learning in more personalized fashion)
- Podcast analysis-listen to draw connections between areas of growth such as growth mindset or mental health awareness and competition burnout
- Video analysis-initially an individual activity, supplemented with guiding questions, but findings presented to each other to communicate relevance, curiosities, and questions for further exploration
- Speaker reflection-guest speaker(s) who has implemented mental skills training at an elite level; speakers who have overcome significant adversity (the power of resilient behaviours)
- Reflection and self-assessment with regard to longitudinal (seasonal) implementation of specific methods. Ie. positive self-talk methods, imagery techniques, or arousal state awareness

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Throughout the learning process, teachers and students intentionally gather evidence to inform teaching and learning. The teacher creates rich tasks, engages with the students in setting criteria, establishes exemplars, and leverages the power of questioning to allow for ongoing, timely, descriptive feedback to the student. This process assists students in moving forward toward their learning targets and goals. Students are encouraged to reflect and self-assess to build important meta-cognitive skills. Personalization lends itself to assessment as learning, where students participate in the setting of criteria and the design of inquiries, and self- and peer-assessment.

Teachers document student learning over time using collections of student work and demonstrations to create a profile of their strengths, areas of growth, and areas for further development. Students and teachers use criteria and rubrics to determine the standards met and the level of performance attained. Through multiple means and varied strategies, the students' learning is made visible, and their successes celebrated. In this process, new learning goals and targets are established and ways to support the students' learning are described.

Learning Resources: While there is no textbook for the course, material will be accessed through a myriad of resources, such as: student research, videos, podcasts, book excerpts, websites, in-class speakers and other mediums. Google classroom will be the vehicle to which the course is accessed and delivered.

Resources that could be used are:

- *Handbook of Sport Psychology* by Gershon Tenenbaum and Robert C. Eklund, 3rd Edition, 2007
- *The Rise of Superman* by Steven Kotler, 2014
- *In Pursuit of Excellence* by Terry Orlick, 1980
- *The Psychology of Flow* by Mihaly Csikszentmihalyi, 1990
- *Flow in Sports* by Susan Jackson and Mihaly Csikszentmihalyi, 1999
- trainugly.com

- athletesassessment.com
- People + Sport Magazine
- The Psychology of a Winner: <https://www.youtube.com/watch?v=TupaYScUUHM>
- How To Get Into the Flow State by Steven Kotler: https://www.youtube.com/watch?v=XG_hNZ5T4nY

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

TO: The Education Policy and Directions Committee
FROM: Trustee Duncan, Chair, School Police Liaison Officer Program Review Ad Hoc Committee
RE: School Police Liaison Officer Program Review Ad Hoc Committee Update and Survey Results
DATE: Monday, January 10, 2022

The purpose of the memo is to provide an update regarding the School Police Liaison Officer (SPLO) Program Review Ad Hoc Committee's work and to share the SPLO Program Survey.

Background

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

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

Update

In 2021, the Committee met on 7 January, 4 February, 11 March (participated in anti-racism training), 1 April, 6 May, 1 June, 17 June, 16 September, 28 October, 2 December. The next Committee meetings are scheduled to occur on 13th & 27th January, 2022. During, these meetings the Committee will consider the information we have received and start to draft recommendations. During the final phase of the Committee's work we will continue to focus on the importance of student and parent voice and the importance of considering the program through the lens of racism and discrimination. For your information, please find the SPLO Program Survey Summary Report and associated survey data attached to this memo.

Please note, the Committee intends to provide recommendations to be discussed initially at an Education Policy and Directions Standing Committing meeting before being presented to the Board of Education. The Board of Education will decide how to proceed in relation to the School Police Liaison Officer Program.

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.



The Greater Victoria School District 61

School Police Liaison Officer Program Survey Summary Report

November 2021

Executive Summary

The Greater Victoria School District (the District) is reviewing the School Police Liaison Officer (SPLO) Program. As part of the review, the District asked for feedback from all members of the learning community through an online survey to gather input on individual perspectives and experiences with the program.

The survey was open from October 12–26, 2021. To increase student participation the survey was provided to students in grades 9 through 12 with an extended timeline to complete between November 8–19, 2021. The additional opportunity for students to fill out the survey resulted in almost double the number of responses from students.

In total, **3,815** people responded to the School Police Liaison Officer Program survey.

SURVEY HIGHLIGHTS

45% of respondents reported that their previous interactions with School Police Liaison Officers had been positive or very positive, **40%** of respondents reported not having any interactions, and **5%** of respondents reported that their previous interactions had been negative or very negative.

66% of respondents reported that they were comfortable or very comfortable with School Police Liaison Officers in schools, while **16%** of respondents reported that they were uncomfortable or very uncomfortable.

60% of respondents would like to see the SPLO Program continue in the District and an additional **12%** of respondents would like to see it continue if changes are made to address concerns. **15%** of respondents would like to see the SPLO Program end.

Background

In September 2020, the Greater Victoria School District Board of Education (the Board) passed a motion to form an ad hoc committee to review the SPLO Program. The committee represents students, parents and guardians, rightsholders, key stakeholders, police officers, senior administration and trustees.

Over the past year, the committee has participated in educational learning opportunities on anti-racism and culturally committed approaches. The committee also hosted a speaker series informed by school communities and members of the public about their interactions with the SPLO Program, including the collection of written and recorded submissions that could be shared with the committee to review.

On October 12th, 2021, the District issued a [media release](#) announcing the launch of a survey as part of the program review. The survey asked for feedback from all members of the learning community about their perspectives and experiences related to the SPLO Program, as well as their views on the future direction of the program. The survey was shared with educational partners, local community associations, all staff and schools, and was distributed to families.

The survey was open from October 12–26, 2021. To increase student participation the survey was provided to students in grades 9 through 12 with an extended timeline to complete between November 8-19, 2021. The additional opportunity for students to fill out the survey resulted in almost double the number of responses from students.

THE SPLO PROGRAM

For more than 30 years, police liaison officers from multiple police departments have served as resources to District schools. These SPLO officers assist with education and drug prevention, school safety drills, community and sports events, and addressing school violence. Currently, there are 12 police liaison officer positions serving elementary, middle and secondary schools across the District.

See the [School Police Liaison Officer Backgrounder](#) for more information.

HOW INPUT WILL BE USED

The results of the survey will inform recommendations for the Board's consideration by spring 2022.

Survey Results

3,815 people responded to the School Police Liaison Officer Program survey.

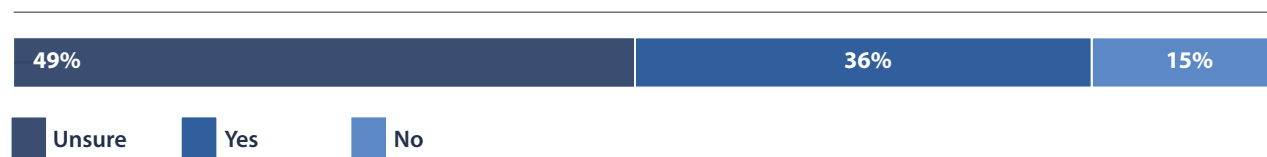
3,220 surveys were received during the initial survey and an additional **595** surveys were received when students were provided an additional opportunity to complete the survey.

Survey Highlights

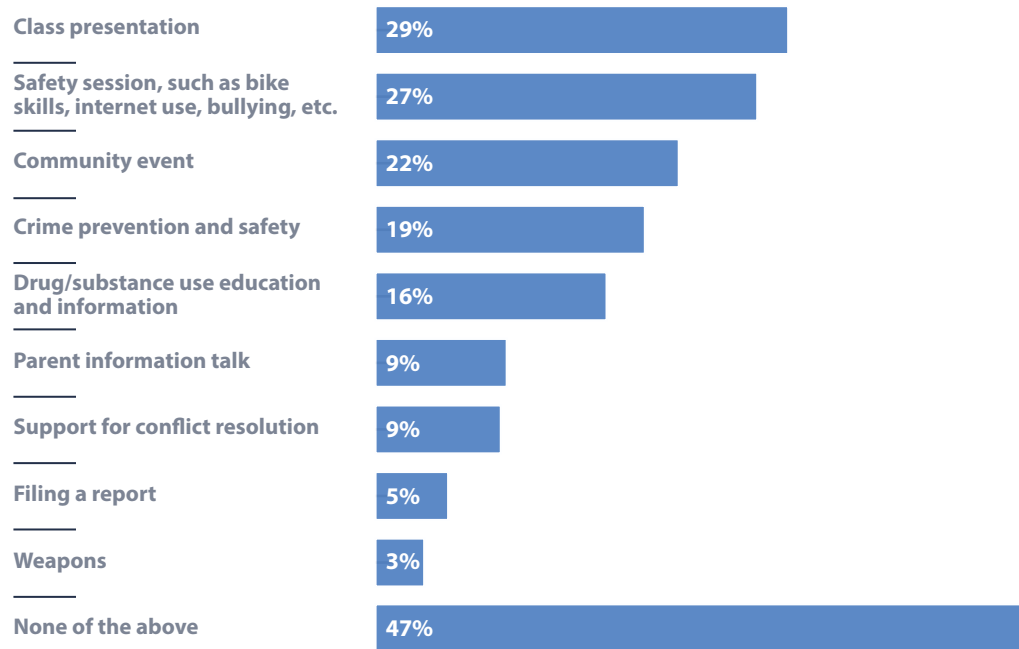
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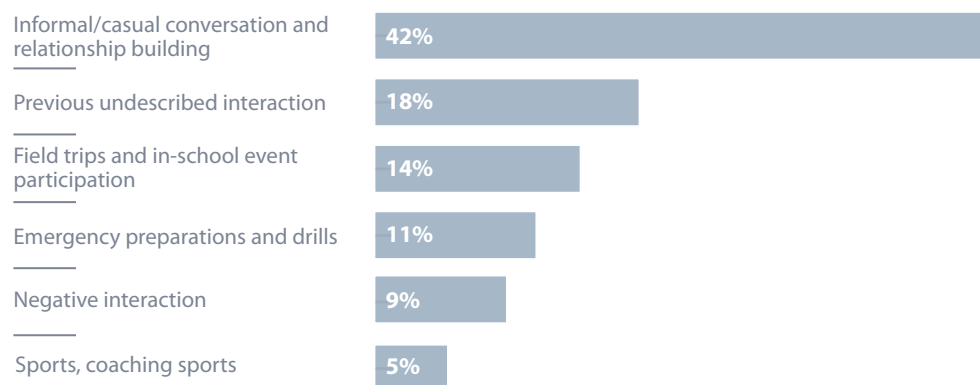
Q1 How familiar are you with the School Police Liaison Officer Program?**Q2 Is there a School Police Liaison Officer in your school?**

Q3 Have you had any interactions with a School Police Liaison Officer in the school? Select all that apply:



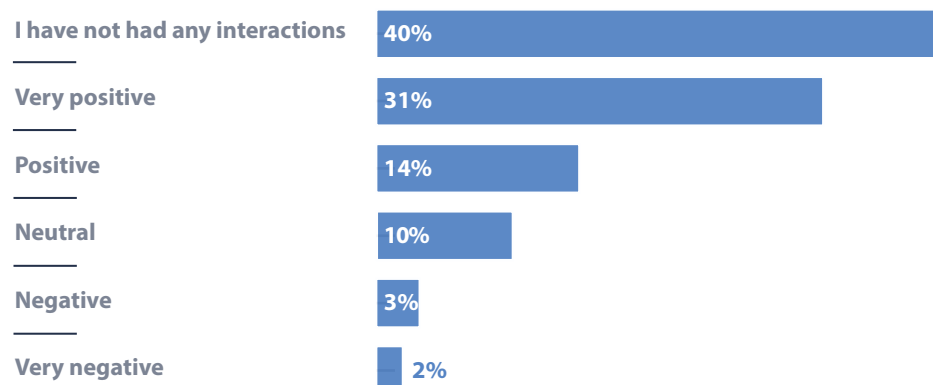
Other (please specify) 4%

Key themes (percentage of total 'Other' responses):



For questions where the respondent could select 'all that apply', the percentages will not add up to 100%.

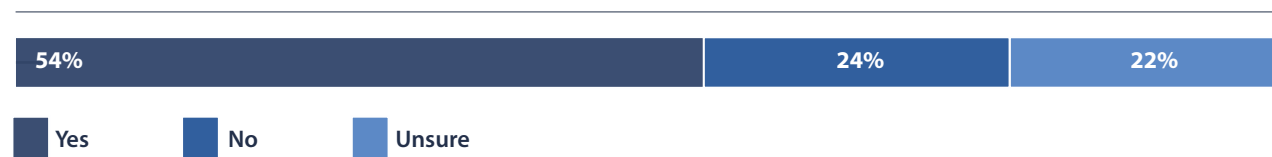
Q4 My previous interactions with School Police Liaison Officers in the school setting have been:



If applicable, please describe your interaction:

Themes	Mentions
Positive interactions with members of the learning community, including making connections with students, and being friendly, helpful and supportive	198
Educational sessions and informal provision of information and guidance related to safety and other support	128
Response to and support with safety and security of the school , including bullying, conflict resolution, and emergency situations	59
Direct support for having SPLOs in schools	49
Negative experiences and sentiment about police in schools, including accusations of misconduct	47
The presence of a uniformed officer in school can be intimidating for members of the learning community and make some students feel scared	28
Concerns about impact of the presence of police officers on BIPOC and other marginalized groups	18
Opposition to having SPLOs in schools , including suggestion to replace them with different kinds of trained professionals	18
Respondent sharing that they have experienced both positive and negative interactions	15

Q5 Do you know the difference between a School Police Liaison Officer and other police officers that might attend your school?



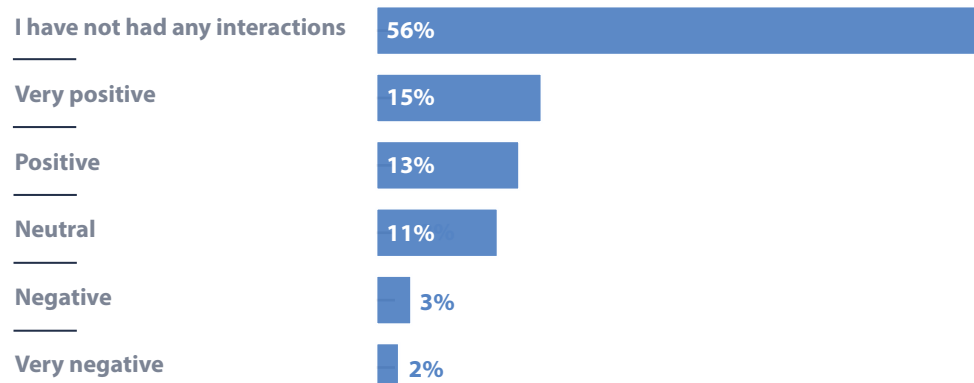
Q6 Have you had any other interactions at school with police officers that are not related to the School Police Liaison Officer Program?



If applicable, please describe your interaction:

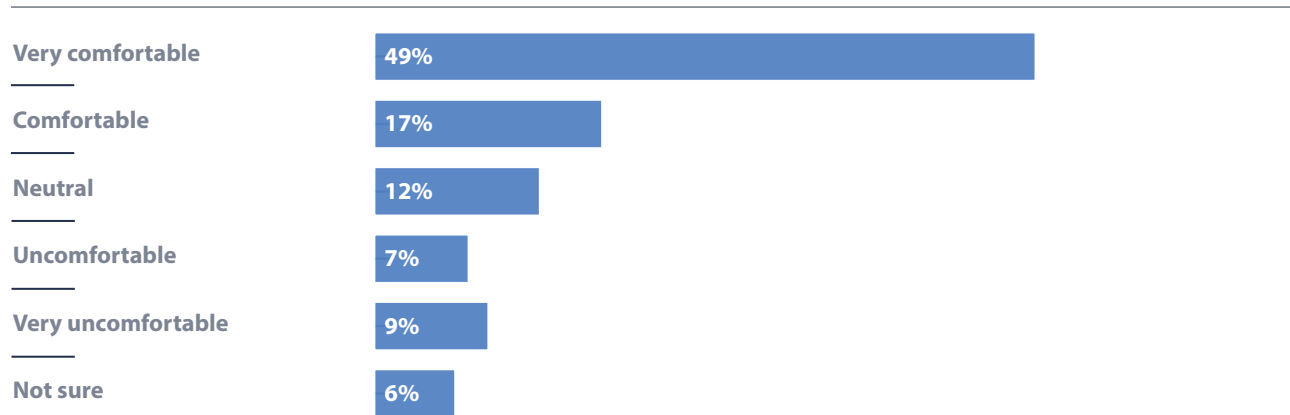
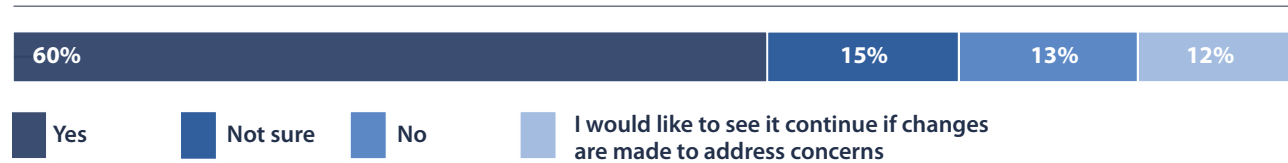
Themes	Mentions
Response or participation in non-emergency situations , including investigations, traffic management, filing reports and more	75
Response to an emergency or safety-related situation , including lockdowns, threats, de-escalation, and other situations where security of a one or more members of the learning community was compromised	66
Educational sessions and drills related to safety , including self-defense, bike safety, drug use prevention and more	49
Positive experiences , including reports that the police officer was professional, respectful, helpful and more	37
Information interactions or connections unrelated to law enforcement or safety, including participation in school events	37
Negative experiences and sentiment about police in schools, including accusations of misconduct	23
Police officers can make students feel intimidated or scared , especially since they do not have the same training as a SPLO	18
Concerns or experience with the impact of the presence of police officers on BIPOC and other marginalized groups	3

Q7 My previous interactions with police officers (non-SPLO) in the school setting have been:



If applicable, please describe your interaction:

Themes	Mentions
Positive experiences , including reports that the police officer was professional, respectful, helpful and more	30
Negative experiences and sentiment about police in schools, including accusations of misconduct	19
Police officers can make students feel intimidated or scared , especially since they do not have the same training as a SPLO	17
Educational sessions and drills related to safety , including self-defense, bike safety, drug use prevention and more	12
Response or participation in non-emergency situations , including investigations, traffic management, filing reports and more	11
Information interactions or connections unrelated to law enforcement or safety, including participation in school events	10
Opposition to the presence of police in schools	9
Response to an emergency or safety-related situation , including lockdowns, threats, de-escalation, and other situations where security of a one or more members of the learning community was compromised	8
Concerns or experience with the impact of the presence of police officers on BIPOC and other marginalized groups	7

Q8 How comfortable are you with having School Police Liaison Officers in schools?**Q9 Would you like to see the School Police Liaison Officer Program continue in the Greater Victoria School District?**

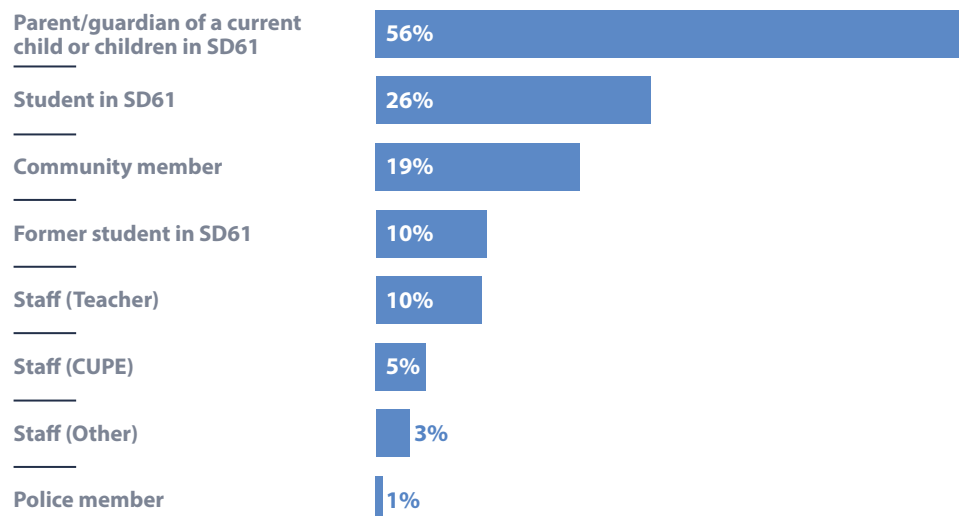
Q10 Please share any additional feedback or recommendations you have about the School Police Liaison Officer Program.

Themes	Mentions
Support for the SPLO Program and requests not to cancel it, including that the program is essential to the school community, has a positive impact on students, builds trust in and positive relationships with police, introduces policing as a potential positive career choice, and educates students of the integral role of police in society	518
Opposition to the SPLO Program and advocacy for its removal, including comments about how police are unnecessary and detrimental in the school environment, especially for marginalized students	176
Acknowledgment of and/or concern about students feeling unsafe or uncomfortable with police around, especially marginalized students	122
Shared positive personal experiences with SPLOs	101
The role that SPLOs currently play could be carried out by different kinds of trained professionals , including comments that resources could be better directed to other kinds of in-school support and police resources would be better applied in the community	100
Comments and questions about the program purpose and program review , and suggestions for engagement and information sharing , including comments about being unaware of the program until the survey	94
Suggested changes to improve the program to make it more accessible and well-received, including increasing funding to existing and cut SPLO Programs, suggested partnerships with other agencies, suggested programming topics, and a shift in engagement approach	94
Comments about harm to social cohesion as a result of misinformation about police and media influences, including that removing SPLOs will only feed the biases and division at issue and will have a negative impact on the school and broader community	86
SPLOs provide valuable information to students about community safety, the law, the danger of drugs, including comments that they are the appropriate professional to provide this information	67
Officers would be perceived as less threatening if they wore plain clothes , did not carry a gun and were generally more informal in their approach	53
Comments about systemic racial and other bias in the institution of policing, including some comments referencing the VPD and RCMP	48

Themes	Mentions
Support for BIPOC and other marginalized voices in this survey and process, including that BIPOC voices should be prioritized and amplified	44
SPLOs help to keep the school safe from drugs, violence, theft, and bullying	41
Shared negative lived experiences involving SPLOs or the police, including mistrust in the police	37
Support for additional sensitivity and training of SPLOs on the topic BIPOC cultural awareness and bias, mental health, substance abuse, youth at risk and conflict mediation	37
Suggestions to increase the diversity of SPLOs	18

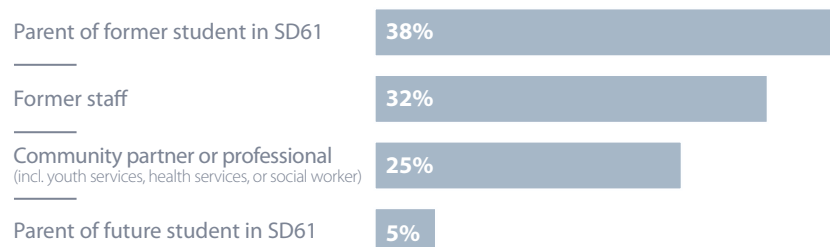
Q11 What is your connection to the Greater Victoria School District? Select all that apply.

The follow-up student survey did not include this question. The total number of respondents to the student survey was added to the "Student in SD61" option.



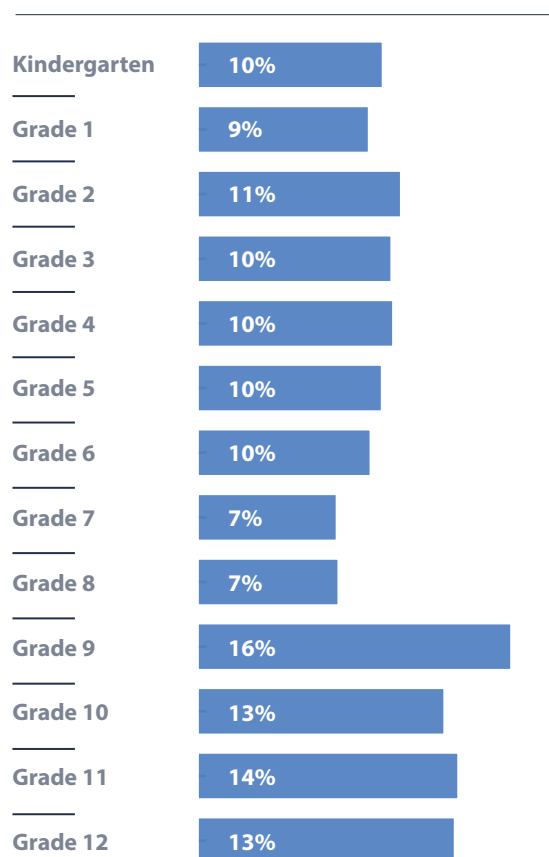
Other (please specify) 2%

Key themes (percentage of total 'Other' responses):

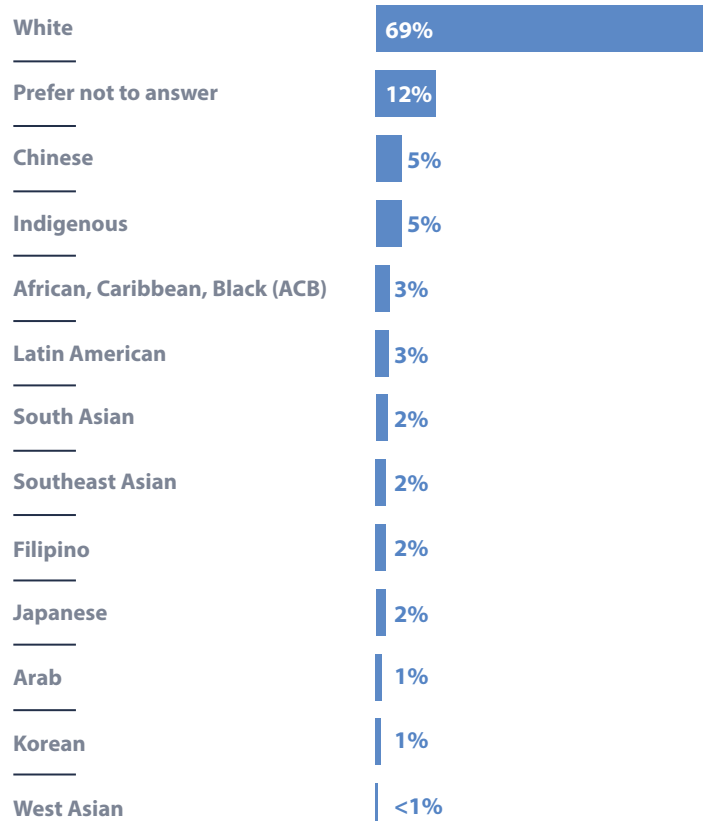


Q12 If you are a student, what grade are you in? If you are a parent/guardian, what grade is your child(ren) in? Select all that apply.

On the follow-up student survey, this question simply read "What grade are you in?". The student survey included students in grade 9 through 12 and their responses were added to the totals below.

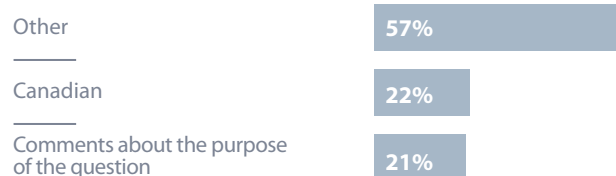


Q13 What ethno-cultural background do you identify with? Select all that apply.



Other (please specify) 4%

Key themes (percentage of total 'Other' responses):



Q14 What gender do you identify with?

Female

62%

Male

28%

Prefer not to answer

8%

Self-describe

<1%

Other (please specify)

2%

Key themes (percentage of total 'Other' responses):

Non-binary

43%

Comments about the purpose
of the questions

24%

Other

22%

Transgender

11%

Q15 Do you identify as part of the 2SLGBTQIA+ community?

76%

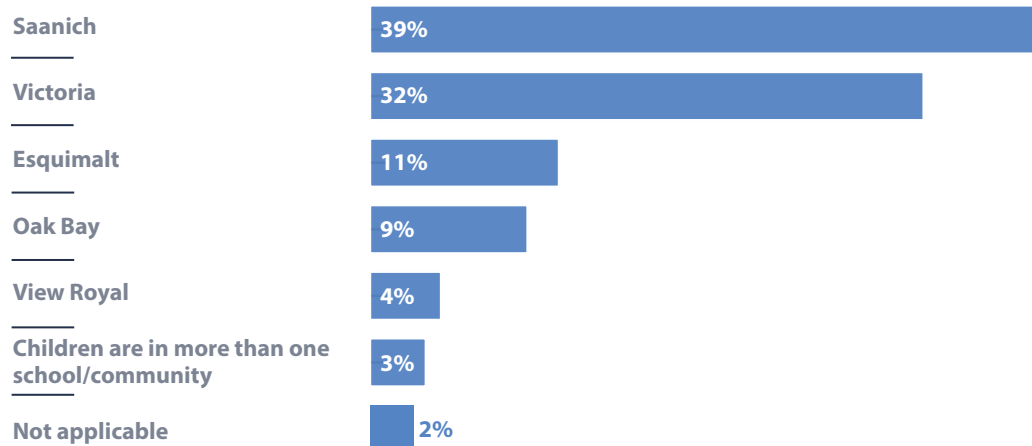
13%

11%

No

Yes

Prefer not to answer

Q16 Which community is your school located in?

Summary Report – Additional Data Analysis

This document includes response data for key questions of the Greater Victoria School District 61's School Police Liaison Officer Program Survey, broken down by respondent group.

Data is broken down into five respondent groups:

Group name	Description	Total number of respondents in each group
BIPOC	Respondents who self-identified as having an ethno-cultural background other than 'White' <i>Students</i>	812 <i>361</i>
Indigenous	Respondents who self-identified as having an 'Indigenous' ethno-cultural background <i>Students</i>	178 <i>41</i>
White	Respondents who self-identified as having only 'White' ethno-cultural background <i>Students</i>	2150 <i>426</i>
2SLGBTQIA+	Respondents who self-identified as part of the '2SLGBTQIA+' community <i>Students</i>	438 <i>177</i>
All data	All survey respondents <i>All students</i>	3,815 <i>931</i>

**Please note that survey respondents could select more than one ethno-cultural background, therefore totals will vary.*

**Please note that survey respondents could self-select more than one ethno-cultural background.*

Q3 – Have you had any interactions with a School Police Liaison Officer in the school? Select all that apply:

All respondents										
	BIPOC		Indigenous		White		2SLGBTQIA+		All data	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
None of the above	411	51	80	45	988	46	191	44	1785	47
Class presentation	228	28	50	28	635	30	151	34	1120	29
Community event	132	16	44	25	473	22	82	19	823	22
Crime prevention and safety	151	19	40	22	388	18	80	18	731	19
Drug/substance use education and information	124	15	40	22	347	16	88	20	627	16
Filing a report	30	4	11	6	111	5	17	4	197	5
Parent information talk	59	7	22	12	194	9	28	6	356	9
Safety session, such as bike skills, internet use, bullying, etc.	201	25	52	29	596	28	131	30	1036	27
Support for conflict resolution	51	6	22	12	184	9	37	8	340	9
Weapons	26	3	8	5	72	3	14	3	132	3

Students										
	BIPOC		Indigenous		White		2SLGBTQIA+		All students	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
None of the above	185	51	22	54	218	51	85	48	483	52
Class presentation	102	28	8	20	122	29	64	36	260	28
Community event	32	9	6	15	53	12	20	11	102	11
Crime prevention and safety	62	17	7	17	62	15	30	17	144	15
Drug/substance use education and information	51	14	9	22	73	17	36	20	143	15
Filing a report	7	2	2	5	5	1	2	1	17	2
Parent information talk	14	4	5	12	15	4	5	3	39	4
Safety session, such as bike skills, internet use, bullying, etc.	92	25	10	24	113	27	55	31	231	25
Support for conflict resolution	16	4	4	10	11	3	9	5	39	4
Weapons	12	3	2	5	9	2	5	3	24	3

Q4 – My previous interactions with School Police Liaison Officers in the school setting have been:

All respondents										
	BIPOC		Indigenous		White		2SLGBTQIA+		All data	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
I have not had any interactions	383	47	68	38	818	38	161	37	1522	40
Very positive	194	24	64	36	712	33	89	20	1198	31
Positive	123	15	23	13	314	15	61	14	544	14
Neutral	80	10	10	6	199	9	67	15	364	10
Negative	19	2	9	5	73	3	42	10	116	3
Very negative	13	2	4	2	34	2	18	4	71	2

	BIPOC	Indigenous	White	2SLGBTQIA+	All data
Very positive or positive	39%	48%	48%	34%	45%
Very negative or negative	4%	5%	5%	14%	5%

Students										
	BIPOC		Indigenous		White		2SLGBTQIA+		All students	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
I have not had any interactions	186	52	22	54	201	47	83	47	460	49
Very positive	43	12	6	15	65	15	16	9	133	14
Positive	73	20	7	17	66	15	29	16	155	17
Neutral	49	14	4	10	72	17	31	18	146	16
Negative	6	2	1	2	17	4	14	8	25	3
Very negative	4	1	1	2	4	1	4	2	12	1

	BIPOC	Indigenous	White	2SLGBTQIA+	All students
Very positive or positive	32%	32%	30%	25%	31%

Very negative or negative	3%	4%	5%	10%	4%
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Q7 – My previous interactions with police officers (non-SPLO) in the school setting have been:

All respondents										
	BIPOC		Indigenous		White		2SLGBTQIA+		All data	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
I have not had any interactions	479	59	86	48	1227	57	220	50	2046	56
Very positive	90	11	25	14	317	15	41	9	554	15
Positive	97	12	24	13	275	13	48	11	479	13
Neutral	103	13	25	14	225	10	85	19	407	11
Negative	25	3	10	6	67	3	23	5	117	3
Very negative	18	2	8	5	39	2	21	5	76	2

	BIPOC	Indigenous	White	2SLGBTQIA+	All data
Very positive or positive	23%	27%	28%	20%	28%
Very negative or negative	5%	11%	5%	10%	5%

Students										
	BIPOC		Indigenous		White		2SLGBTQIA+		All students	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
I have not had any interactions	223	62	19	46	251	59	84	47	542	58
Very positive	18	5	2	5	27	6	8	5	59	6
Positive	49	14	5	12	51	12	20	11	116	12
Neutral	57	16	11	27	76	18	51	29	151	16
Negative	8	2	1	2	17	4	8	5	28	3
Very negative	6	2	3	7	3	1	6	3	15	2

	BIPOC	Indigenous	White	2SLGBTQIA+	All students
Very positive or positive	19%	17%	18%	16%	18%

Very negative or negative	4%	9%	5%	8%	5%
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Q8 - How comfortable are you with having School Police Liaison Officers in schools?

All respondents										
	BIPOC		Indigenous		White		2SLGBTQIA+		All data	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Very comfortable	317	39	89	50	1106	51	124	28	1773	49
Comfortable	172	21	30	17	363	17	62	14	611	17
Neutral	151	19	21	12	221	10	72	16	444	12
Uncomfortable	38	5	10	6	181	8	61	14	253	7
Very uncomfortable	56	7	20	11	184	9	93	21	306	8
Not sure	78	10	8	5	95	4	26	6	217	6

	BIPOC	Indigenous	White	2SLGBTQIA+	All data
Comfortable and very comfortable	60%	67%	68%	42%	66%
Uncomfortable and very uncomfortable	12%	17%	17%	35%	15%

Students										
	BIPOC		Indigenous		White		2SLGBTQIA+		All students	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Very comfortable	72	20	9	22	112	26	25	14	215	23
Comfortable	94	26	10	24	99	23	32	18	211	23
Neutral	118	33	13	32	105	25	52	29	260	28
Uncomfortable	14	4	2	5	48	11	30	17	70	8
Very uncomfortable	16	4	3	7	20	5	17	10	41	4
Not sure	47	13	4	10	41	10	21	12	110	12

	BIPOC	Indigenous	White	2SLGBTQIA+	All students
Comfortable and very comfortable	46%	46%	49%	32%	46%
Uncomfortable and very uncomfortable	8%	12%	16%	27%	12%

Q9 – Would you like to see the School Police Liaison Officer Program continue in the Greater Victoria School District?

All respondents										
	BIPOC		Indigenous		White		2SLGBTQIA+		All data	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Yes	451	56	106	60	1304	61	161	37	2150	60
No	86	11	25	14	312	15	127	29	490	14
Not sure	153	19	25	14	282	13	75	17	532	15
I would like to see it continue if changes are made to address concerns	122	15	22	12	252	12	75	17	432	12

Students										
	BIPOC		Indigenous		White		2SLGBTQIA+		All students	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Yes	148	41	13	32	180	42	49	28	373	40
No	28	8	3	7	53	12	34	19	91	10
Not sure	115	32	17	41	128	30	57	32	294	32
I would like to see it continue if changes are made	70	19	8	20	64	15	37	21	149	16

to address concerns										
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January 10TH, 2022

Parent Education Fund Update (2021-2022)

For the 2021 - 2022 school year, the Board of Education once again established a Parent Education Fund to support parent education opportunities. Each individual PAC could apply for \$250 within the 2021-22 school year. Criteria were developed for the requests to be reviewed and evaluated and PAC's were advised that submissions would be accepted throughout the year, but preference would be given to PAC applications submitted by November 2021.

For the 2021-2022 application process, \$6,250 has been spent from the Parent Education Fund for 25 approved grant applications. The top themes that the funds are being utilized to support are inclusion, racism and anxiety in children.

The remaining Parent Education Fund budget of \$750 will remain in the fund until the completion of the school year.

Please see the attached breakdown.

Deb Whitten

Deputy Superintendent

Greater Victoria School District No. 61

Office: 250-475-4117

 www.sd61.bc.ca |   @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.

Secondary School	Grant \$
Esquimalt	X
Lambrick	X
Mt. Doug	✓
Oak Bay	X
Reynolds	X
SJ Willis	X
Spectrum	✓
Vic High	X
Sundance Bank	✓
Middle School	
Arbutus	X
Cedar Hill	✓
Central	X
Colquitz	✓
Glanford	✓
Gordon Head	X
Lansdowne	X
Monterey	✓
Rockheights	✓
Shoreline	X
Elementary School	
Braefoot	✓
Campus View	✓
Cloverdale	✓
Craigflower	✓
Doncaster	✓
Eagle View	✓
Frank Hobbs	X
George Jay	✓
Hillcrest	X

LEGEND

RECEIVED GRANT FOR \$250	✓
DID NOT APPLY	X
JOINT APPLICATION WITH ...	

2020-21 Parent Education Fund

Elementary School	Grant \$
James Bay	X
Lake Hill	✓
Macaulay	X
Margaret Jenkins	✓
Marigold	✓
McKenzie	✓
Northridge	✓
Oaklands	X
Quadra	X
Rogers	X
Sir James Douglas	X
South Park	✓
Strawberry Vale	✓
Tillicum	✓
Torquay	X
Vic West	✓
View Royal	X
Willows	✓

LEGEND

RECEIVED GRANT FOR \$250	✓
DID NOT APPLY	X
JOINT APPLICATION WITH ...	

Total allotted for 2021-2022: **\$7,000**

Total Requests Received for 2021-2022: **25** Grants

Total to be disbursed = 25 X \$250 = **\$6,250**

Parent Education Funds remaining for 2021-2022: **\$750**