



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

Monday, February 7, 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 February 7, 2022 agenda be approved.

A.3. Approval of the Minutes

Recommended Motion:
That the January 10, 2022 Education Policy and Directions Committee meeting minutes be approved.

A.4. Business Arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

B.1. Fortis Designing School Curriculum – Dave Mills

B.2. Fortis Designing School Curriculum – Dr. Lori Adamson

B.3. Fortis - Isabella Miskiewicz

C. NEW BUSINESS

**C.1. Enhancing Student Learning – District Principal Hovis, District Principal Powell,
District Principal Renyard and District Principal Johnson**

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)
Education Policy and Directions Committee Meeting**

REGULAR MINUTES

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

Trustees Present: Tom Ferris (Chair), Elaine Leonard, Angie Hentze, Nicole Duncan, Jordan Watters, Ryan Painter

Trustees Regrets: Diane McNally, Rob Paynter, Ann Whiteaker

Administration: Deb Whitten, Interim Superintendent of Schools, Kim Morris, Secretary-Treasurer, Colin Roberts, Interim Deputy Superintendent, Harold Caldwell, Associate Superintendent, 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 7:02 p.m.

A.1. Acknowledgement 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 Duncan

That the January 10, 2022 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved By Trustee Leonard

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, as amended.

Trustee Duncan requested wording for item **I.2** be changed from net zero emissions to net zero ready.

Motion Carried Unanimously

A.4. Business Arising from Minutes

None.

B. PRESENTATIONS TO THE COMMITTEE

B.1. Teacher-Librarian

School District No. 61 Teacher Librarian Travis Richey presented to the Committee. Trustees provided thanks for the presentation, questions of clarification were asked.

C. NEW BUSINESS

C.1. Introduction of Student Representative

None.

C.2. District Team Update

District Principals Powell, Hovis and Renyard presented on connection, engagement and achievement, as it relates to supporting the student learning experience. District Principal Hovis provided information on the virtual Welcome to Kindergarten that will take place in February 2022. District Principal Renyard provided an update on assessment and reporting. District Principal Powell explained that mental health continues to be a priority. Trustees gave thanks for the presentation, questions of clarification were asked.

C.3. Board Authority Authorized Courses

District Principal Renyard introduced a new Board Authority Authorized course: Sport Psychology 12. Principal of Oak Bay Secondary Tom Aerts and Teacher Will Moore

presented the course to the Committee. Trustees gave thanks for the presentation, questions of clarification were asked.

Moved by Trustee Painter

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

Motion Carried Unanimously

C.4. School Police Liaison Officer Survey Results

Trustee Duncan presented the survey results.

C.5. Parent Education Fund 2021-2022 Update

Interim Superintendent Whitten provided an update on the Parent Education Fund.

D. NOTICE OF MOTION

None.

E. GENERAL ANNOUNCEMENTS

None.

F. ADJOURNMENT

Moved by Trustee Duncan

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 8:13 p.m.

Chair

Secretary-Treasurer



CLIMATE CHANGE EDUCATION

Should the largest fossil fuel provider in British Columbia be teaching our kids about energy?



Natural gas and emissions from buildings



- Over half of carbon pollution in our major cities comes from burning natural gas to heat space and water in our buildings
- Over the past three years, emissions from buildings across B.C. are growing at a rate of 11%
- One company, Fortis, provides the gas creating those emissions



Climate change is an energy problem.

- There are no longer two sides to climate change. It's happening. Burning fossil fuels is the primary cause.
- Students are better served when curriculum is provided by educational institutions, not private corporations.
- Fortis is not impartial, and is teaching kids to bring a narrow view on the role of energy in climate change home to their families.



The role Fortis plays fighting action on climate



Renewable Natural Gas Realities

- Renewable natural gas (RNG) is a recent endeavour by FortisBC.
- It is introduced in the curriculum as a way to be environmentally conscious but relies on importing waste emissions from other jurisdictions or converting forests to biofuel
- There is no local reduction in emissions when RNG is burned
- There are no dedicated pipelines carrying RNG, it's a tiny fraction blended into the existing gas supply



CLIMATE CHANGE EDUCATION

How the *FortisBC* school curriculum affects our children's future

Dr. Lori Adamson
B.Sc., MD, CCFP(EM)

LIFE IN THE ER - 2021

WILDFIRES

Smoke inhalation, severe lung disease, burns, heat injuries, displacement from home/community

EXTREME HEAT

>850 Heat-related deaths in 5 days in B.C. Thousands hospitalized due to heat-related illness

FLOODING/SLIDES

Drowning, displacement (some permanently). Highway accidents due to unsafe and high-volume traffic on remaining roads

MENTAL HEALTH

Suicides, overdoses, mental health crises (multiple thousands predicted). Fearing the end of the world.

+ COVID-19 PANDEMIC



Photo: CNN



Photo: The Globe and Mail

WE NEED TO
CHANGE.

FAST.



FortisBC Energy Leaders Educational Curriculum



fortisbc.com [↗](#)

Energy Leaders

Elementary (K-7)

Secondary (8-12)

Distance Learning



LESSON PLANS

Elementary

When it comes to teaching British Columbia's next generation about being energy conscious, the best place to start is in the classroom. That's why we have created FortisBC Energy Leaders, an online education platform for BC teachers that provides engaging, bias-balanced curriculum connected lessons and classroom resources.



Download a sample lesson plan



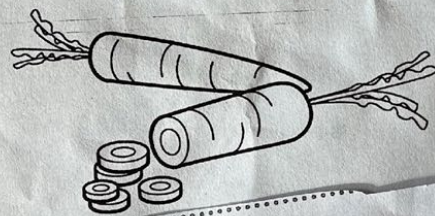
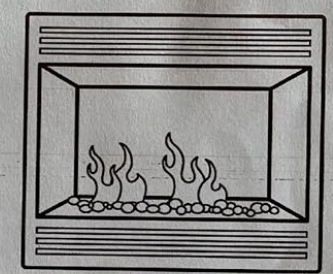
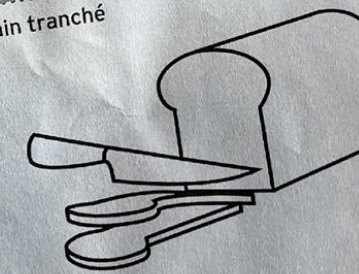

Education Policy and Directions Committee Meeting February 7, 2022

14

LUKE, AGE 7



Nom: Luke

Physique	Chimique
<p>Glaçon qui fond</p> 	<p>Liquide qui bout dans une fiole</p> 
<p>Carottes coupées</p> 	<p>Foyer au gaz naturel</p> 
<p>Pain tranché</p> 	<p>Explosion de feux d'artifice</p> 

Education Policy and Directions Committee Meeting February 7, 2022

Energy Leaders
Physical and chemical changes lesson Grade 2

(20-036.18 05/2020)

15
Page 2 of 2

“

Greenhouse gases occur naturally and the greenhouse effect is a natural process which is generally a good thing for humans.

”

*FortisBC: Grade 7 lesson
“Climate Change”*

“

Without the greenhouse effect, the Earth would be much colder than it is now and we wouldn't be able to live here.

”

*FortisBC: Grade 7 lesson
“Climate Change”*

LYTTON, BRITISH COLUMBIA

NATIONAL RECORD HAT TRICK

46.6°

JUNE 27

47.9°

JUNE 28

49.6°

JUNE 29

Lytton, BC

July 5, 2021



Energy Leaders

[Elementary \(K-7\)](#)[Secondary \(8-12\)](#)[Distance Learning](#)

FortisBC Energy Leaders

We're supporting both in-class and home-based remote learning from kindergarten to grade 12. Teachers and parents can access free, ready-to-use lessons about energy conservation, energy solutions and safety that are developed by BC teachers and based on BC's current curriculum.

Energy is Awesome!

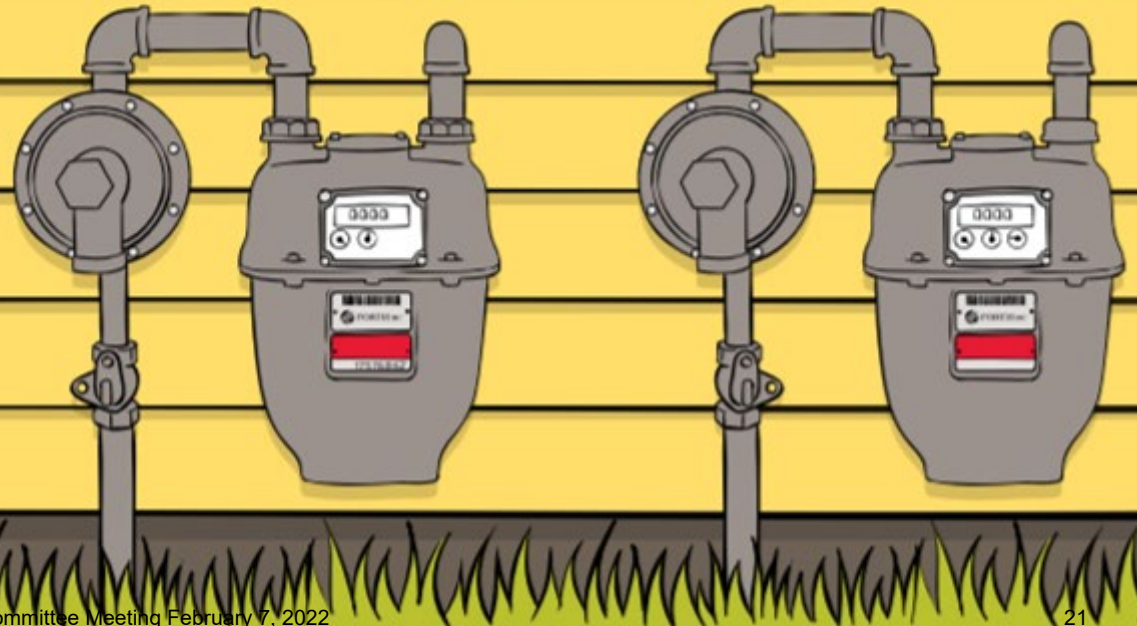
Name: _____

KINDERGARTEN

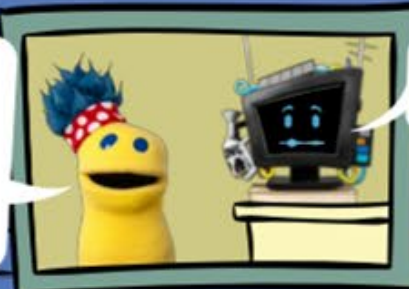
Can you spot the differences?

Circle the pipes, valves, connectors and gauges that appear different between these two gas meters.

Write down the number of differences here:



I'm Cate, and I'm curious!
That's why I ask questions like,
"What makes hot water hot?" or
"Why does my home stay warm
when it's cold outside?"
I found out we use natural gas as a
form of energy and now I want to
learn more about that!



According to the encyclopedia, natural
gas comes from deep underground...



Pipes carry **natural gas** to your home.

This is the sedimentary rock layer

**Natural
gas!**

Over time, debris collects on Earth's
surface. As it piles up, pressure
builds and squishes it down until it
becomes rock.

This sedimentary layer is where
natural gas comes from.

This is the igneous rock layer

Igneous rock is made from volcanic
magma that bubbles up from the
Earth's core and hardens into solid
rock when it cools.

This is the metamorphic rock layer

This is where diamonds
come from!

Over time, layers of sedimentary and igneous rock
get pushed deeper. This creates heat and lots of
pressure that causes metamorphic rock to form.

Unscramble the letters on

D i a m o n d s

Smell & tell

Number these pictures in the right
order (1-6) to show what you
should do if you smell rotten eggs
in your home.

Wait for help
to arrive

Smell rotten eggs?

Go back inside
when someone
from FortisBC tells
you it's safe

Call 911 or FortisBC

Tell an adult

Go outside

Sometimes stinky things can be really helpful!
FortisBC adds lots of rotten egg smell to their gas,
which makes it easy to tell if there's ever a gas leak.

What is carbon monoxide?

Carbon Monoxide is produced whenever fuels such as
natural gas, oil, propane and even wood burn
incompletely. It can be dangerous if undetected.

1 Find out if the carbon monoxide detectors in your
home are hardwired. If not, ask your parents to replace
the batteries in the carbon monoxide alarm regularly.

2 They should also make sure gas appliances are



Gas meter safety: actions for students

- When it's snowed, get an adult to clear the area around the meter and gently brush any snow buildup away by hand.
- Keep away from your home's gas meter so it can do its job:
 - It's not a toy, so don't climb on it.
 - Don't tie things like a dog to a gas meter.
 - Never lean your bike on a gas meter.

Call before you dig

- Natural gas lines could be buried in your yard. Find out where gas lines and buried utilities are before you dig. Call BC One Call at 1-800-474-6886 first, to get your free natural gas line location details.

Call before you dig: action for students

- Remind your parents to call BC One Call before they do any gardening, install a fence or build a deck. They need to know where the gas lines are buried to keep you and your family safe, as well as avoid damage and costly repairs.

Right of way area

- A right of way is a defined corridor on a landowner's property containing one or more high pressure natural gas pipelines. In these areas you'll see FortisBC warning signs.
- A statutory right of way agreement is a formal agreement between a landowner and FortisBC. The agreement provides FortisBC with access to the right of way and restricts certain activities within the right of way.
- It's unsafe to dig or operate heavy machinery in a right of way protected area.

Right of way area: action for students

- Being able to recognize warning signs and symbols in the local community and environment is an important safety skill for students to develop. It also supports development of literacy skills (recognizing environmental print such as logos and signs in the local environment).



Definitions

fireplace: a place that can either burn wood or natural gas to provide heat

furnace: a type of space heating system found in many houses; it safely burns natural gas to heat forced air that travels through ductwork to all the rooms in the house

FortisBC: FortisBC is a Canadian-owned utility company in B.C providing electricity, natural gas and propane to 1.1 million customers in 135 communities; FortisBC delivers approximately 21 per cent of the total energy we use in B.C.

gas: a state of matter; it's an air-like substance that expands freely to fill a space; the other states of matter are liquid and solid

gas meter: measures and records the volume of gas used in a home or other building; this information is used to calculate how much a customer needs to pay for the natural gas they use

water heater: an appliance used to heat a home's water used for bathing, dishwashing, etc.

natural gas: composed mostly of methane and other hydrocarbons (hydrogen and carbon) and is found in sedimentary rock underground; it is called natural gas because it occurs naturally in the ground and is formed from the decomposition of plants and animals that lived millions of years ago

pipelines: natural gas is brought to our homes through a network of pipelines all over B.C.; these pipes are buried underground for safety and efficiency.

safety: actions or behaviours that reduce the risk of danger or injury

stove: a kitchen appliance used for cooking food that can be powered by different forms of energy including natural gas or electricity



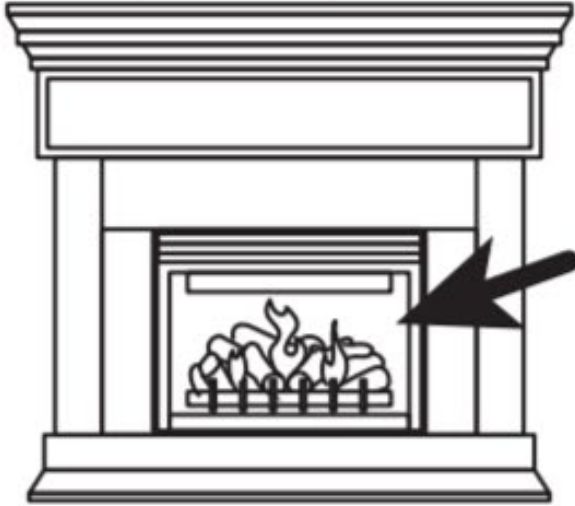
GRADE 2: WHY WE ***NEED*** NATURAL GAS



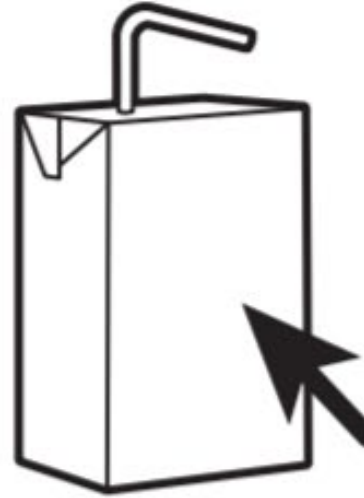
Solids, liquids and gases cards

GRADE 2

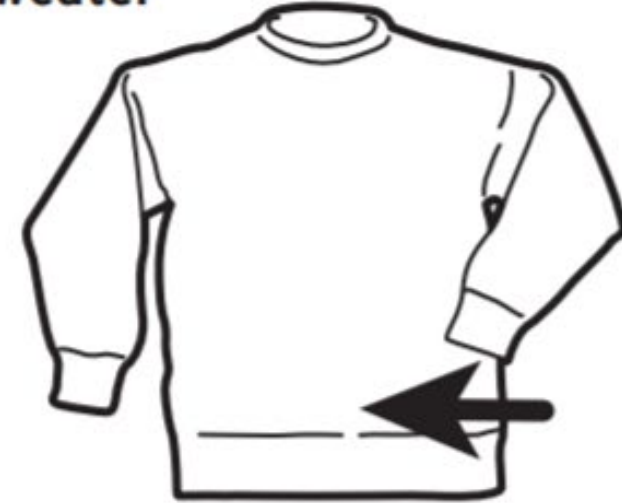
natural gas fireplace



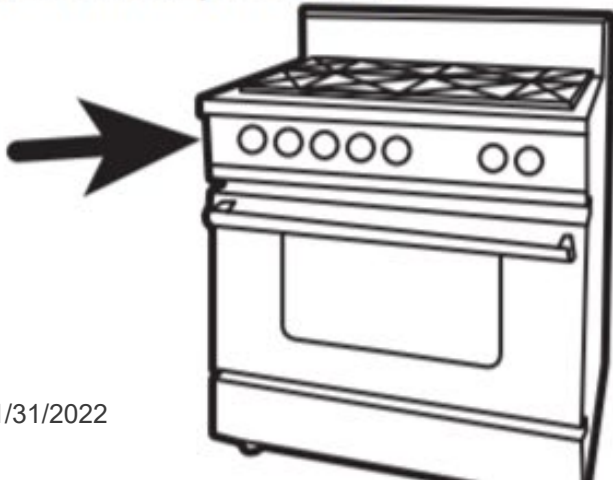
juice



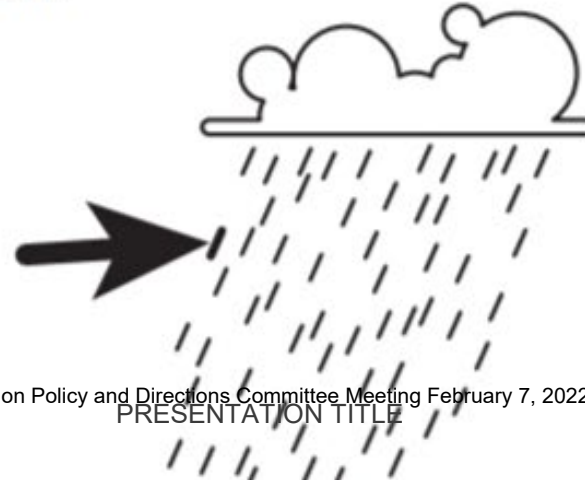
sweater



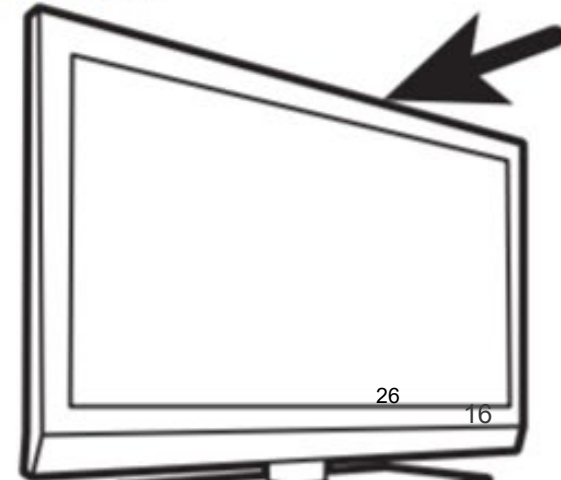
natural gas stove



rain



television



Lesson notes

It's important students know what to do if they smell natural gas as they might not always be in the company of an adult when it happens. This lesson provides students an opportunity to learn and practise the steps (tell someone, get outside) to keep themselves and others safe.

Word list

fireplace

water heater

FortisBC

natural gas

furnace

pipelines

gas

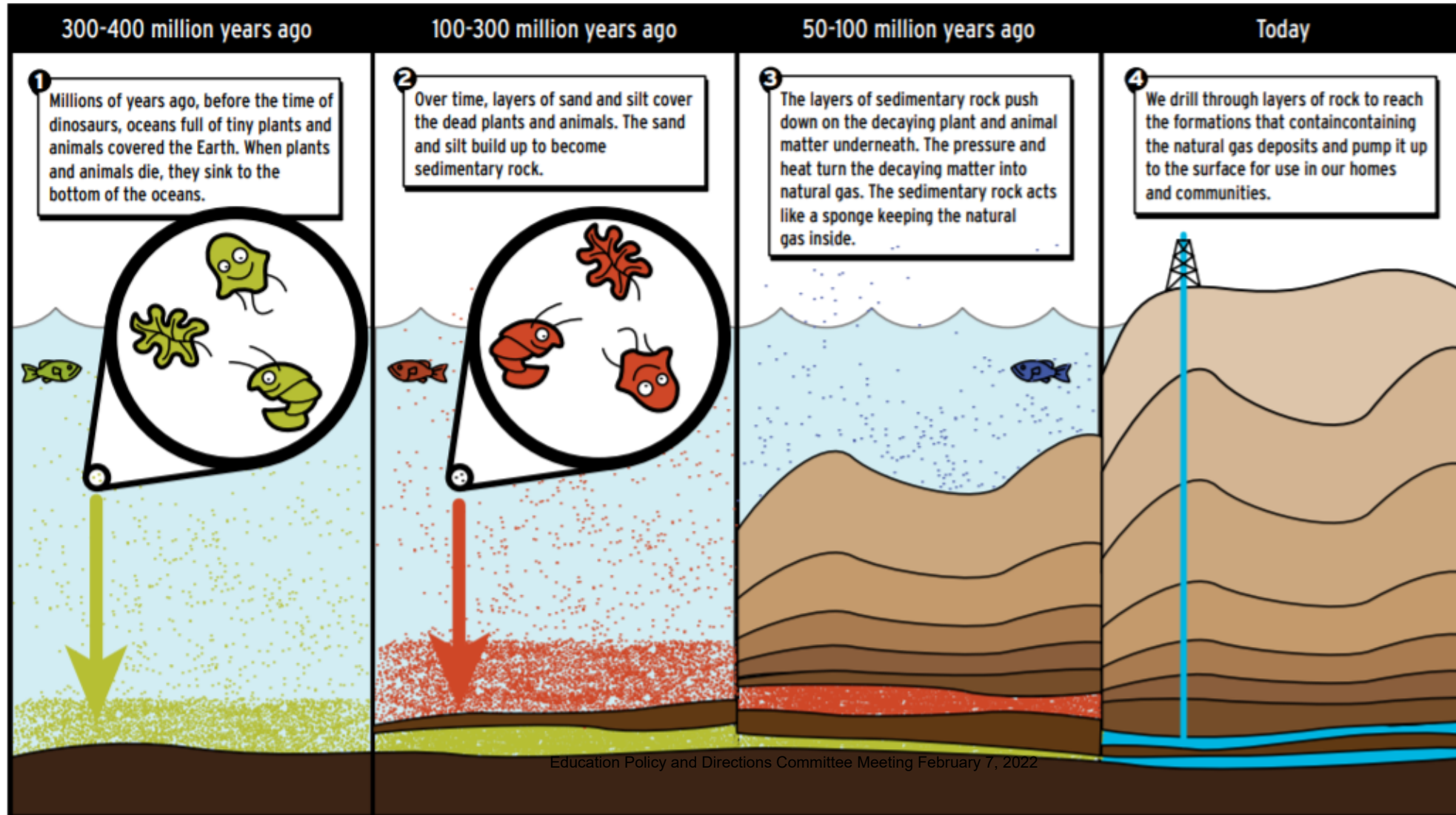
safety

gas meter

stove

Natural gas and the rock cycle

GRADE 5



Trends and hot jobs

GRADE 10

Duration

100 minutes

Lesson overview

Students discuss trends and how they affect career opportunities in the energy sector. They research trends, including the economy, labour market and employment outlook. Students select one high demand (or hot) job to learn more about.

Objectives

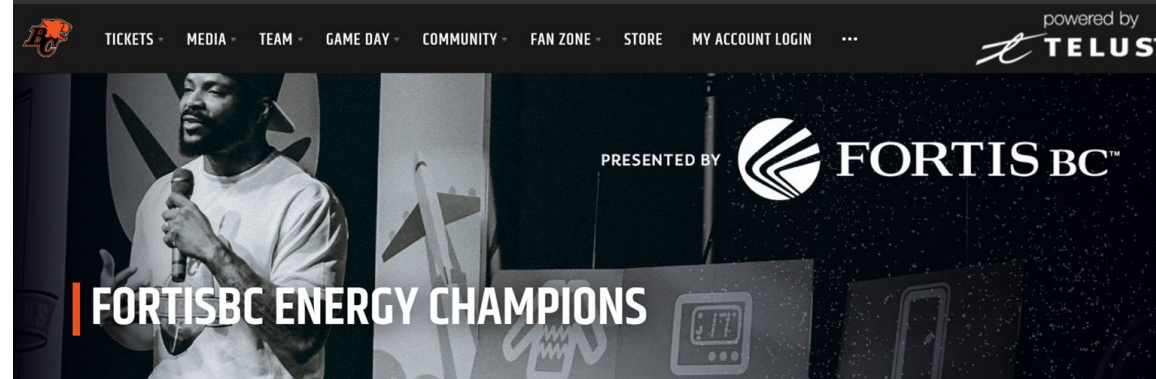
Students will be able to:

- explore labour market information to determine which careers in the energy sector are in demand
- explain how environmental trends affect the labour market
- retrieve and analyze labour market statistics related to B.C.'s economy
- research a high demand/hot job of interest

Curriculum connections - Career-life Education

Big idea

- Career-life decisions are influenced by internal and external factors, including local and global trends.



That was so amazing! It's hard to get Grade 7's excited about stuff, but look at that crowd!"



BC Teacher, about FortisBC Energy Champions

SUMMARY

- Students MUST learn the truth about science from reputable sources, rather than Industry propaganda
- Fossil fuel companies, like tobacco companies, have no place in classrooms.

Please sign CAPE-BC's Open Letter to the Minister of Education:

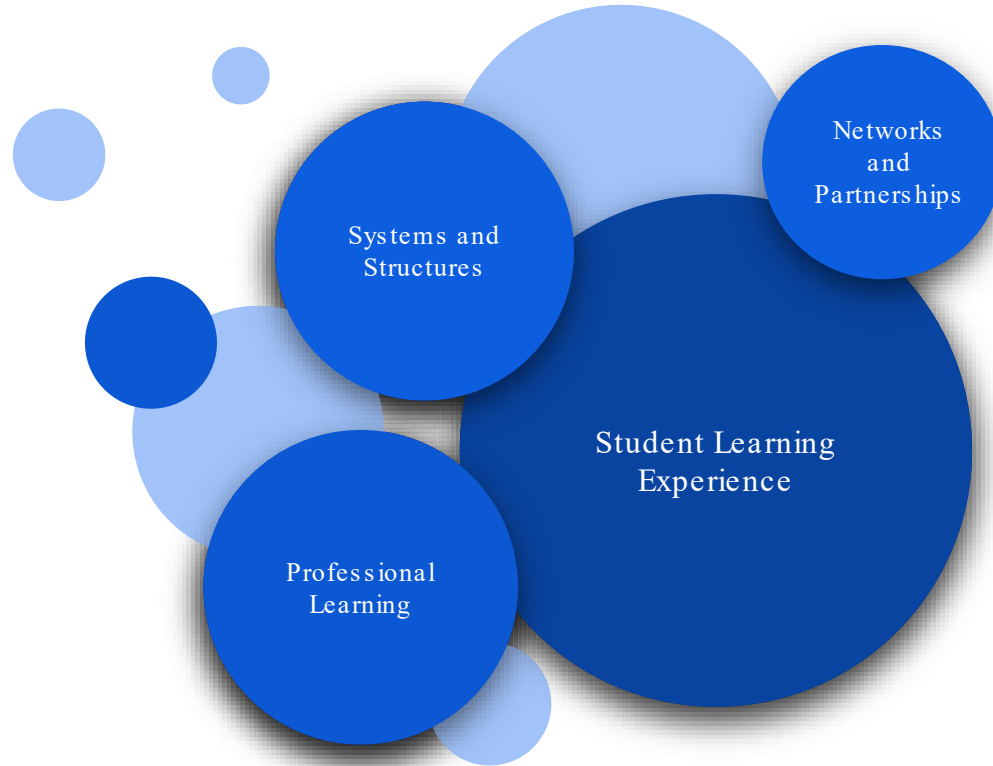
https://docs.google.com/forms/d/e/1FAIpQLSepvqDfqnmIFjxOJ34NgumvsXs0cYLUPsp71Pmzl71I_3VkLA/viewform

Thank you



One *Learning* Community

Education Policy and Directions Committee Meeting February 7, 2022



Professional Learning Aligned with the Strategic Plan & Framework Enhancing Student Learning (FESL)

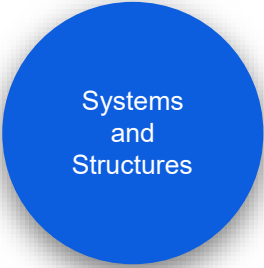
Through the lens of Culturally Responsive Teaching & Learning

- Literacy (including K-12 Lit Framework)
- Numeracy
- Social Emotional Learning
- Assessment/CSL (Proficiency Scales/E-Portfolios/Reporting Order)
- CBIEPs
- EA Professional Learning
- Equity, Diversity and Inclusion
- School-based Team Framework and Support
- Learning Series for teachers in their first five year
- Data Literacy
- SOGI
- Counsellor Collaboration
- New VP Development Cohort
- Mental Health and Wellness



- District facilitated book clubs
- Learning rounds
- Workshops
- Professional Development Days
- Virtual webinars
- Ongoing collaborative meetings
- PVP meetings
- Coaching conversations with pvp
- District Committees
- Provincial & Regional Career Education Committees

- Registration, Transfer, Transition
- Staffing
- Culturally Responsive Leadership Framework
- District Team Referrals (130 new referrals)
 - ICM, DBT, Inclusive Ed Support
- Violence Prevention Protocols
- District Discipline Process
 - Diversion, ICM, PRC
- Designation Committee
- SBIL
- ITL/Pathways/Inclusive Ed/IED - 1701 - leadership and collection
- EA Bridge
- Scholarship Committee
- Early Years: Strong Start, Ready, Set, Learn, Welcome to K, SEY2K, CR4YC
- ArtStarts



Systems
and
Structures

- ITL/Pathways/Inclusive Ed/IED - 1701 - leadership and collection
- ITL - creating/supporting hardware/software needs
- Data - FESL, School Planning/Goals
- Survey tools to support planning - EDI, MDI, YDI
- Administration Procedures
- Budget Allocations
- Committees to support Data Dashboards
- District Committees - PRT, SOGI, JCCI, PRC, Climate Action, K-12 Literacy, K-12 Assessment and Reporting

Networks and Partnerships



Networks and Partnerships

- Liaising with the four houses through/with IED
- Victoria Native Friendship Centre
- Queen Alexandra, VGH, Sunny Hill, BC Children's Hospital
- Community Living Victoria
- BCED Access
- Provincial Resource Partnerships: POPEY, POPARD, SETBC, Inclusion Outreach
- MCFD
- ICA
- VCPAC
- Police Liaison Committee
- SOGI
- Learning Networks: Island Literacy, Island Numeracy, Early Years, Secondary Network (with breakout groups on literacy and assessment)
- Reading Recovery Consortium
- Early Years Table
- 1000x5
- Salish Sea
- Farm to Schools
- Victoria Chamber of Commerce
- South Island Partnership (SIP)
- Post Secondary Dual Credit Partnerships (Camosun, UVic, VCC, Westcoast Adventure College, Pacific Design Academy, VIU)
- Skills BC & Skills Canada
- Construction Foundation/Skills Ready
- Industry Training Authority (ITA)
- Community Work Experience Partners (trades, technology, design, business, horticulture, aviation, tourism, etc.)
- ISACA Victoria
- BC Ambulance
- Royal BC Museum
- WorkBC
- Ministry of Education Community of Practice (dual credit)
- Ministry of Education - ITL - Service Management Council (SMC) MyEd representation
- Post-secondary institutions (transition, professional learning, teaching programs and placements)
- Tri-District committees

Connecting the Strategic Plan to the Framework for Enhancing Student Learning (FESL)

Goal 1

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

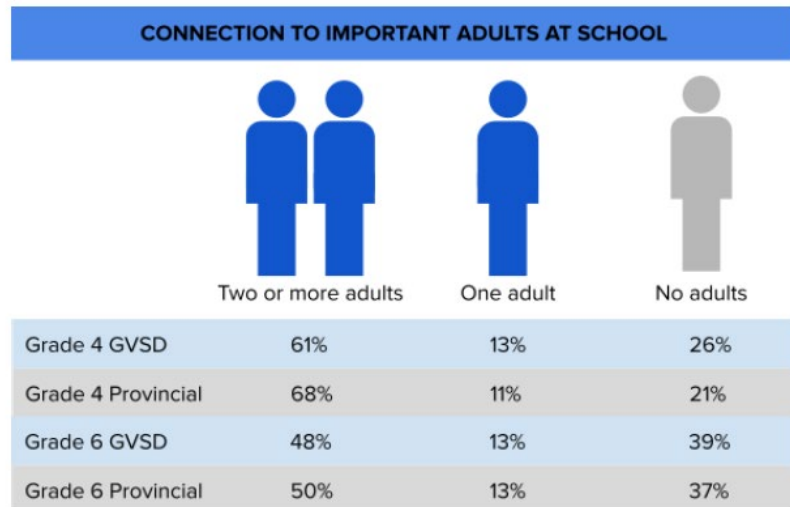
- Develop and support high-quality learning environments.
- Engage and collaborate with students, families, and staff to provide an inclusive learning environment.
- Address the inequity of outcomes for diverse learners.



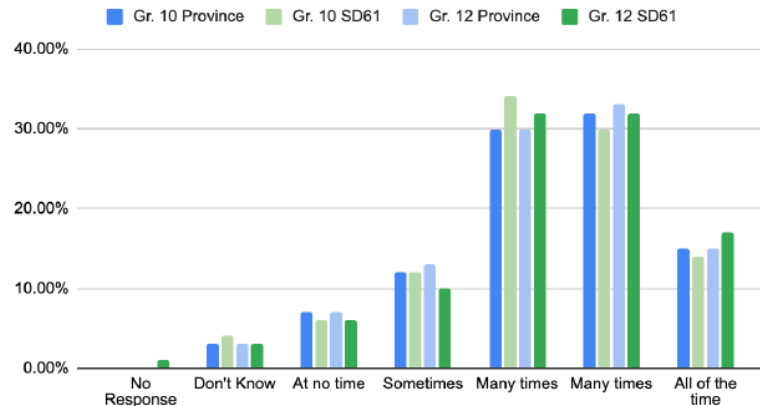
A strategic focus from the District, through all initiatives is to be explicit with the philosophy and pedagogy required in culturally responsive learning environments to increase student connections, engagement and achievement.

- Culturally responsive assessment principles
- Connecting assessment and learning
- Connection and belonging
- Early learning and future orientation

Data Source: MDI and Student Learning Survey



Is school a place where you feel like you belong?



Identified targets in FESL



Grade 7 FSA Reading

Close the gap between the District and Provincial rates - 6% over two years



Literacy 10 Assessment

Close the gap between the District and Provincial rates - 6% over two years



Grade 7 FSA Numeracy

Match the Provincial success rate - 5% increase over two years



Numeracy 10 Assessment

Close the gap between District and Provincial rates - 2% in one year

Inclusive Education Report 2020/21

How Are We Doing?

School District 061 Greater Victoria Inclusive Education

Public Schools Only
2015/2016 - 2019/2020

Six-Year Completion Rate Inclusive Education Categories

Category School Year	<u>IBI/SMI</u>					<u>MBS/MI</u>				
	Cohort Size	Graduates	Comp Rate	Evergreen	Success Rate	Cohort Size	Graduates	Comp Rate	Evergreen	Success Rate
	#	#	%	#	%	#	#	%	#	%
2015/2016	42	15	39	4	50	29	16	60	0	60
2016/2017	53	29	60	2	64	18	10	62	1	68
2017/2018	53	22	45	3	51	18	9	54	1	60
2018/2019	57	25	48	1	49	8	3	40	0	40
2019/2020	54	29	58	1	60	12	9	80	1	88

Strategy 1 - High quality learning environments

Rachel's Journey:



- Lansdowne - Vic High
- Electrical Career Pathway Program at Vic High
- Camosun Level 1 Electrical Program in Grade 11
- Skills Canada Competition winner
- Youth Work in Trades apprentice in Gr.12 - present
- Dream It, Be It Conference presenter
- Youth Work in Trades \$1000 Award recipient
- IBEW 230 Electrical Union Member - Houle Electric



High quality learning opportunities through touch points with: *Career Life Education* course, *Career Life Connections* course, *Vic High's Career Center Team*, *Vic High's shop teachers & courses*, *Skills Canada*, *Pathways & Partnerships*, *South Island Partnership (SIP)*, *Camosun College*, *Kevin Blecic (Trades Coordinator)*, *Industry Training Authority (ITA)*, *Ministry of Education*

Education Policy And Directions Committee Meeting February 2022

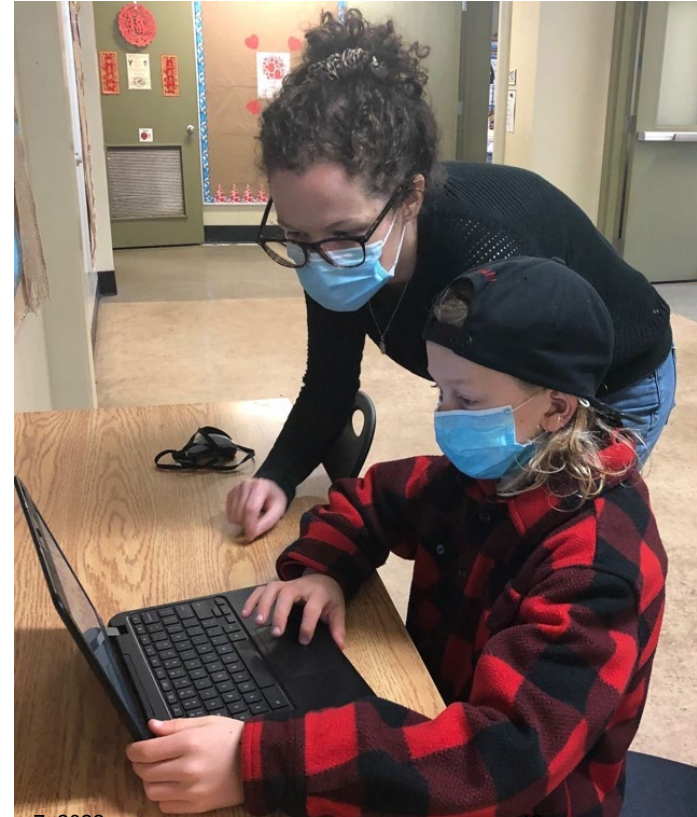
Strategy 2 - Engage and collaborate with students, families, and staff to provide an inclusive learning environment.

Charlie's Story - One Family's Experience With Competency Based IEP's



“Charlie feels confident in the knowledge that his teacher knows his strengths and can draw upon them to support his learning.”

Charlie's mom



Strategy 3 - Inequity of outcomes

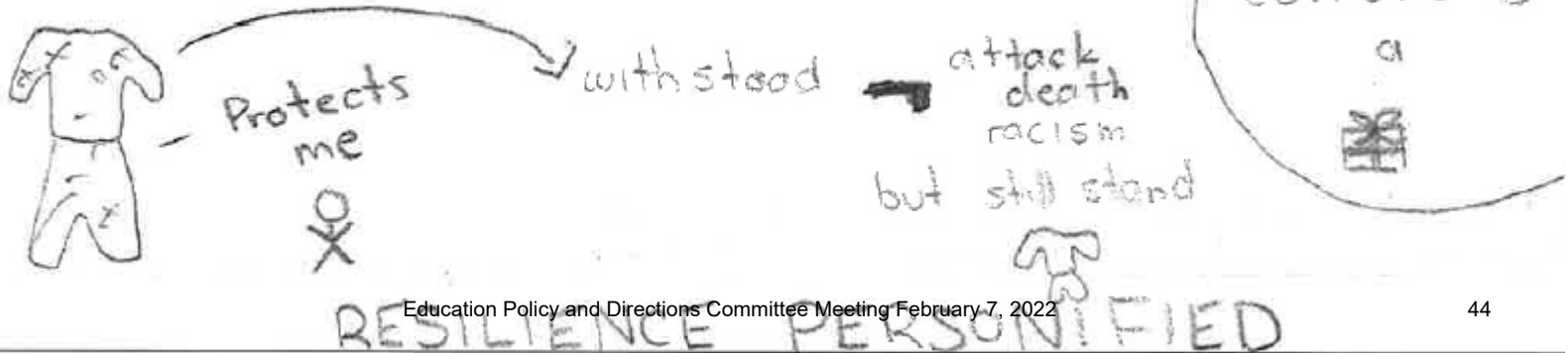
Learning Rounds - Teachers in 0-5 years

Task - Write a reflection on either the painting or the artist's statement (or both) to share the author's message. Use evidence from the text/image to justify your thinking.



Artwork: Andy Everson

Chunk 3 – Image – Sketch



Write a reflection on either the painting or the artist's statement (or both) to share the author's message. Use evidence from the text/image to justify your thinking.

When I read Andy Everson's statement and looked at his art piece I felt that he was trying to give a message of resilience and strength to his readers. All throughout his statement he wrote about the resilience his culture has; he said, "They were the epitome of resilience." The artwork showed resilience as well. The First Nations armour had battle scars and scratches and dents but it was still standing strong. Andy talked about how their culture was armour that protects them through anything and still guides them today. This is inspirational to me and does really show the true meaning of resilience.

Student: Devon, Grade 9
Shared with permission

Skills/competencies:

- **Analysis (make meaning from different texts)**
- **Interpretation**
- **Justification**
- **Communicating understanding - oral, sketch, write**
- **Goal setting and Self-reflection**

Reflecting on Learning	
<input checked="" type="checkbox"/>	Put a ✓ on evidence you met your stretch goal.
<input checked="" type="checkbox"/>	What strengths are you noticing in your work? <u>I reached my goal and I learned from my peers by listening</u>
<input type="checkbox"/>	A↔B: What new ideas, connections, or questions came into your thinking? <u>I started thinking about other peoples</u>
<input type="checkbox"/>	Goal for next time: <u>To really take everyone's ideas and make perspectives.</u> <u>one big strong idea or conclusion</u>

Chantelle P, teacher in 0-5 years Learning Rounds, shared with permission

My Goal: Student Voice - **That every student would participate fearlessly.**

Reflection: Once we had enjoyed the team-taught lesson, I found that the students readily accepted the structured paired talk and share process. They responded well to the expectation of standing up and sharing their thoughts and those of their partners. I enjoyed having them make use of a planned structure, the same for every participant, so **that all had equal opportunity to share and equal voice.** I thoroughly appreciated moving through the process of a multi-faceted lesson that included **more than one form of text** along with multiple activities **both spoken and written**, all linked together. I loved the **breaking down of skills to practice into observable categories**, watching students point out what they knew about good listening and good writing. I appreciated the process of having students **set personal goals and assess whether or not they had met them and how they had met them. I learned about giving students of varied literacy skill strengths a voice, and I got to see how much they could express and how well, in ways other than the traditional written method.** Finally, I was reminded of the value of students' meta-learning, reflecting on their own learning and growth.

Supporting the Student Learning Experience

Connection, Belonging and Achievement

- Culturally responsive teaching and learning
- Future orientation
- Programming to meet the needs of the learner
- Literacy K-12
- Transitions
- Mental and physical well-being
- Capacity building

