



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

**AGENDA**

Via Zoom

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

**Monday, April 4, 2022, 5:00 p.m.**

**Chairperson: Trustee Ferris**

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**A. COMMENCEMENT OF MEETING**

**A.1. Acknowledgement of Traditional Territories**

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

**A.2. Approval of the Agenda**

Recommended Motion:  
That the April 4, 2022 agenda be approved.

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

Recommended Motion:  
That the March 7, 2022 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**

**Community Presentations**

**B.1. Career Centre Coordinator – Stephanie Dawson**

- B.2. Career Centre Coordinators - Aisha Choumou Bokhit**
- B.3. Career Centre Camosun College – Nicola Priestley**
- B.4. School Clerical Staff 947 – Blanche Philip**
- B.5. Mental Health – Dr. Robert Oppenheimer**
- B.6. Music Education – Robert Shirley, Bree Anne Bartle-Clar, and Vrai Price-Miskelly**
- B.7. Music Education – Keelin McNeil**
- B.8. Music Education – Julianna Kwan**
- B.9. CUPE Local 382 – Gilles Larose**
- B.10. Custodian – Glen Ruttan**

**Staff Presentation**

- B.11. Framework for Enhanced Student Learning (FESL) – District Vice-Principal Roberts, District Vice-Principal Shortreed, and District Vice-Principal Barks**

**C. NEW BUSINESS**

- C.1. Industry-Sponsored Educational Materials – Trustee Watters**

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) direct the Interim Superintendent to meet with members of the Greater Victoria Teachers Association to discuss the appropriate use of fossil fuel industry-sponsored educational materials, including those produced by Fortis BC, in the Greater Victoria School District.

**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 Education Policy and Directions Committee and  
Operations Policy and Planning Committee Meetings  
REGULAR MINUTES**

Monday, March 7, 2022, 7:00 p.m.

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

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

Trustees Suspended: Diane McNally, Rob Paynter

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: Connor McCoy, President, VPVPA

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**A. COMMENCEMENT OF MEETING**

The meeting was called to order at 7:01 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 Combined Operations Policy and Planning and Education Policy and Directions Committee meeting agenda**

**Moved By** Trustee Duncan

That the March 7, 2022 Combined Education Policy and Directions Committee and Operations Policy and Planning meetings agenda be approved.

**Motion Carried Unanimously**

**A.3. Recognition of Student Representative**

Aditya Nagrath was not able to attend.

**B. EDUCATION POLICY AND DIRECTIONS COMMITTEE MEETING**

**B.1. Approval of the Minutes**

**Moved By** Trustee Leonard

That the February 7, 2022 Education Policy and Directions Committee meeting minutes be approved.

**Motion Carried Unanimously**

**B.2. Business Arising from Minutes**

None

**C. PRESENTATIONS TO THE COMMITTEE**

**STAFF PRESENTATIONS**

- C.1.** District Principal Hovis began with an overview of District literacy goals. The overarching goal is to improve literacy outcomes for all learners, to address the inequity of outcomes for Indigenous learners, Children and Youth in Care, and students with Diverse Learning Needs.

Principal McCoy from Quadra Elementary presented on the Early Literacy Collaboration Teacher (ELCT). ELCT Sarah has shared numerous resources with teachers and assessed the needs of students. Principal McCoy views ELCT Sarah's contributions as immeasurable.

Principal Fawcett and Vice-Principal Cox from Frank Hobbs Elementary provided an update on their Literacy Collaboration Teams. In 2018 Frank Hobbs Elementary collaborated with staff to create 5 Bold Steps.

1. Foster Learning opportunities
2. Commit to Assessment for Learning
3. Schedule time for collaboration
4. Embed competencies and Big Ideas into daily instructional practices
5. Facilitate Social Emotional Learning practices inside and outside of the classroom.



District Early Learning Support teacher Shortt presented on the Early Career Teacher Literacy Series. The goal is to build a network of collaboration and support.

Trustees provided thanks for the presentation and questions of clarification were asked.

- C.2.** Interim Superintendent Whitten spoke to the memo provided by District Principal Hovis and District Vice-Principal Shortreed that provided an update on the Fortis BC Curriculum and Teacher Librarians.

Trustees provided thanks for the presentation and questions of clarification were asked.

**D. NEW BUSINESS**

None

**E. NOTICE OF MOTION**

None

**F. GENERAL ANNOUNCEMENTS**

None

**G. OPERATIONS POLICY AND PLANNING COMMITTEE MEETING**

**G.1. Approval of the Minutes**

**Moved By** Trustee Ferris

That the February 14, 2022 Operations Policy and Planning Committee meeting minutes be approved, as amended.

Trustee Duncan requested additional wording for item H.1. “ and Trustee Duncan” be placed following Trustee Whiteaker.

**Motion Carried Unanimously**

**G.2. Business Arising from Minutes**

Trustee Whiteaker requested it be noted under I in Notice of Motion two of the three motions put forward by Trustee Whiteaker were deemed In-Camera items by the Chair and as such the motions were withdrawn until they can be discussed in public.

## **H. PRESENTATIONS TO THE COMMITTEE**

None

## **I. SUPERINTENDENT'S REPORT**

- I.1.** Interim Deputy Superintendent Roberts provided the enrollment update.

Trustees provided thanks and questions of clarification were asked.

- I.2.** District Principal McCartney provided an update on the Administrative Regulations Manual and the Administrative Procedures Manual.

Trustees provided thanks and questions of clarification were asked.

## **J. PERSONNEL ITEMS**

None

## **K. FINANCE AND LEGAL AFFAIRS**

- K.1.** Secretary-Treasurer Morris provided an update on the 2022-2023 Budget. The sixth committee meeting will be on March 8, 2022. The public meeting will be on March 10, 2022.

- K.2.** Secretary-Treasurer Morris provided an update on the Cedar Hill Middle School Replacement Project - Neighborhood Learning Centre. The Neighborhood Learning Centre will consist of a multipurpose room and community kitchen. A purpose built Indigenous Welcome Center and an enhanced gymnasium. The multipurpose room will help the school with future enrollment, if that were to occur as well as community use of the space.

## **L. FACILITIES PLANNING**

### **L.1. Operations Update: March 2022**

Director of Facilities Morris provided the March update.

Trustees provided thanks and questions of clarification were asked. Trustee Duncan requested clarification regarding shop consumables and will forward her email to a future meeting to get answers to questions.

- L.2.** Associate Director Facilities Services Marni presented the Victoria High School Seismic Project report.

Trustees provided thanks and questions of clarification were asked further in relation to volleyball courts and parking to be brought to a future meeting.

## **M. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS**

None

## **N. NEW BUSINESS**

- N.1.** Interim Superintendent Whitten spoke to the motion. The first Climate Action committee meeting was held on March 2, 2022 and the \$15,000 budget was added to the Terms Of Reference in the procedural notes.

That the motion” *That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to create a process and guidelines for approval of the Committee expenditures and further provide the Board with a plan for the \$15,000.00 currently budgeted for the Climate Action Committee.*” be tabled indefinitely.

- N.2.** Trustees debated the motion from Trustee Whiteaker.

**Moved By** Trustee Ferris

That the Board of Education of School District No. 61 (Greater Victoria) re-affirm its motion of June 2021 “*That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to oversee the creation of a Working Committee and consultation process, as outlined in Bylaw 9210, to prepare a draft Compost and Waste policy proposal which is in alignment with our environmental values and goals.*”

**Against (6): Ferris, Duncan, Hentze, Watters, Leonard, Painter**

**Abstain (1): Whiteaker**

**Motion Defeated**

**Moved By** Trustee Painter

That the Board of Education of School District No. 61 (Greater Victoria) rescind the motion of June 2021 “*That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to oversee the creation of a Working Committee and consultation process, as outlined in Bylaw 9210, to prepare a draft Compost and Waste policy proposal which is in alignment with our environmental values and goals.*”

**For (3): Leonard, Ferris, Painter**

**Against (3): Whiteaker, Hentze, Duncan**

**Abstain (1): Watters**

**Motion Defeated**

- N.3.** Trustee Whiteaker provided rationale for the motion.

The motion “*That the Board of Education of School District No. 61 (Greater Victoria) petition the Minister of Education for an order under Section 30 of the School Act, to reduce the number of Trustees for School District 61 from 9 to 7, to take effect in the upcoming election October 2022.*” was ruled out of order by Chair Leonard.

Trustee Painter ruled the motion out of order as per Ministry guidelines.

**N.4.** Trustee Duncan provided rationale for the motion.

**Moved By** Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) request that before considering 3rd reading of the bylaw and concluding a Purchase and Sale Agreement with VHS, the Superintendent provide for the Board’s review, a report outlining the impacts including any future costs and risks associated with the “custody, maintenance and safekeeping” of the residual SD61 lands, and how the VHS proposal achieves the objectives of the Bowker Creek Blueprint and the Daylighting Feasibility Study.

**For (3):** Duncan, Whiteaker, Hentze

**Against (4):** Ferris, Watters, Leonard, Painter

**Motion Defeated**

**O. NOTICE OF MOTION**

None

**P. GENERAL ANNOUNCEMENTS**

None

**Q. ADJOURNMENT unanimously done 926pm**

**Moved By** Trustee Painter

That the meeting adjourn.

**Motion Carried Unanimously**

The meeting adjourned at 9:26 p.m.

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Chair

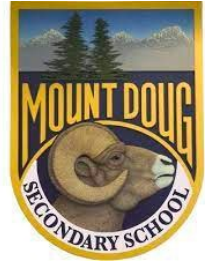
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Secretary-Treasurer

# SD61 Career Coordinators

## Pathways & Partnerships

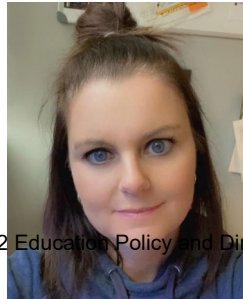




# Career Centre Coordinators

15 years Shannon - Oak Bay  
 13 years Stephanie - Mt. Doug  
 14 years Alison - Spectrum  
 16 years Lynne - Reynolds  
 18 years Sam - Vic High  
 10 years Cindy - Lambrick  
 6 years Tarra - Esquimalt

That's a total of 92 years of experience working in sd61





**Career Development is one  
of the 3 main pillars of the  
Educated Citizen.**

Vision for Student Success - Province of  
British Columbia.

Short link [bit.ly/3Iq10GV](https://bit.ly/3Iq10GV) or scan QR code



# What Do We Do?

## Career Development for Student Success

### Student Support through :

- Career counselling support
- Community networking
- Post Secondary
- District/Partnership Courses/Programs
- Website development & content
- Communication
- Events - Advertising, Promotion,

Hosting



BCEd Access



FARM to SCHOOL BC



UVIC



THE CHAMBER.  
GREATER VICTORIA  
CHAMBER OF COMMERCE



SET BC



# Community Networks and Partnerships

April 4, 2022 Education Policy and Directions Committee Meeting



**We are a revenue  
generating program**

# Our Revenue Helps Support:

## K-8 (approx. 10,000 students)

### Elementary K -5

- Tool Trolley Projects
- Maker Center Teacher Librarian Grants
- Trades Trailer Projects
- Elementary Woodshop Projects
- Career Education Workbooks
- Special School Projects

### Middle 6 -8

- PowerPlay Young Entrepreneur Program
- Copper Bracelet Project
- Junior Skills Projects and Competitions
- Glow Forge Project
- Maker Center Teacher Librarian Grants
- Inspire Presentations

## Grade 9 -12 (approx. 2,500 students)

### Grade 11 & 12 Students

- 850 Course Claims (dual credit, youth apprentice, program courses)

### Grade 9 -12 Students

- Virtual Information Evenings
- Career Life Education & Career Life Connections Presentations
- Work Experience courses in schools
- Community tours to businesses
- Post -secondary tours
- Post -Secondary Events including Hands -on Learning Opportunities
- HighTechU with UVic
- Skills Explorations Trades Courses in schools
- Career Pathway programs in schools (ex. Hairdressing, Business, Electrical)
- Skills Canada Competitions
- Special School Projects

# Moving Goals Of SD61's Strategic Plan Forwards

**What's the Goal:** To help students to find their personal version of success, and to support learners' mental well-being through the accessible, flexible, meaningful, engaging, and individualized services.

# Moving Goals Of SD61's Strategic Plan Forwards

**What's the Goal:** To help students to find their personal version of success, and to support learners' mental well-being through the accessible, flexible, meaningful, engaging, and individualized services.

## GOAL 1:

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

# Moving Goals Of SD61's Strategic Plan Forwards

**What's the Goal:** To help students to find their personal version of success, and to support learners' mental well-being through the accessible, flexible, meaningful, engaging, and individualized services.

## GOAL 1:

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

## GOAL 2:

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

# Moving Goals Of SD61's Strategic Plan Forwards

**What's the Goal:** To help students to find their personal version of success, and to support learners' mental well-being through the accessible, flexible, meaningful, engaging, and individualized services.

## GOAL 1:

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

## GOAL 2:

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

## GOAL 3:

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



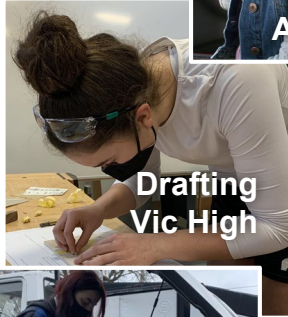
# Student Stories



Seed the City



Aviation - Mt. Doug



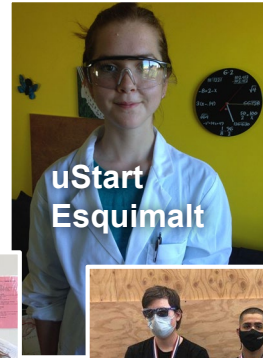
Drafting  
Vic High



Lambrick - TASK  
Skills Canada



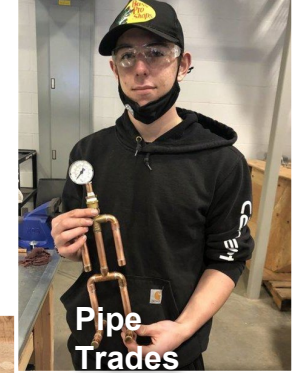
Vic High -  
Hairstylists



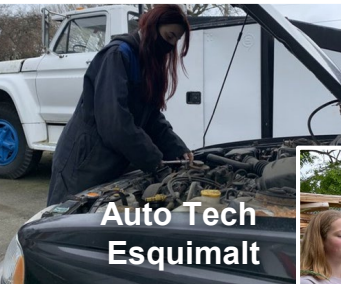
uStart  
Esquimalt



Skills Canada  
Winners



Pipe  
Trades



Auto Tech  
Esquimalt



Skills Canada - Nationals



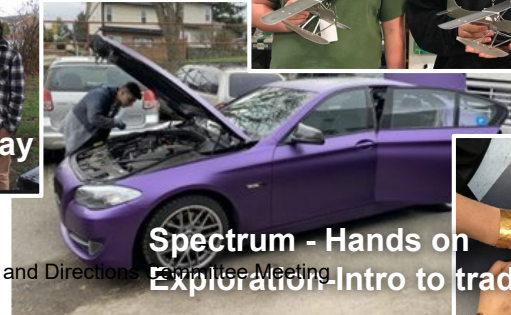
Giving back - Oak Bay



Reynolds



Aviation  
Spring  
Board



Spectrum - Hands on  
Exploration-Intro to trades







[bit.ly/3KOIXM1](https://bit.ly/3KOIXM1)

“Signed and shared. A young person 😊  
in my life just said how important and  
helpful you are...”



[bit.ly/3KOIXM1](https://bit.ly/3KOIXM1)

“Many students are going to miss out on vital programs and opportunities to pursue their job interests if these positions are cut. What these coordinators do is so important!”



[bit.ly/3KOIXM1](https://bit.ly/3KOIXM1)

HECK YES! I'm signing this as it was  
because of YOU that I got to go to my  
dream school with scholarship help



[bit.ly/3KOIXM1](https://bit.ly/3KOIXM1)

You are the reason that I am in the university that I am, studying the topic that I am studying and loving it! I can not imagine what the transition to post secondary would have been like without you!



[bit.ly/3KOIXM1](https://bit.ly/3KOIXM1)

“This makes me really sad to hear about. The role has been so significant in holding space for our young people to find their way, a way that supports and works for them to connect the dots, to their path and future beyond high school. I hope this is reconsidered. You are all truly amazing at what you do and who you are !!!”

# SD61 EDUCATION POLICY & DIRECTIONS COMMITTEE MEETING

Monday, April 4<sup>th</sup> 2022  
Nicola Priestley  
South Island Partnership

*The Greater Victoria School District and Camosun College are located on the traditional territories of the Esquimalt, Songhees, Lekwungen and WSANEC peoples. We acknowledge their welcome and graciousness to the students and employees who seek knowledge here.*

April 4, 2022 Education Policy and Directions Committee Meeting

# HELLO & THANK YOU FOR YOUR TIME!



## ❖ Here today as a...

- South Island Partnership Director
- Past District Career Coordinator
- SD61 Educator

## ❖ On behalf of...

- Students
- Staff
- Career Centre Coordinators

The South Island Partnership is a regional collaboration between Camosun College and five South Island School Districts – Greater Victoria, Sooke, Saanich, Gulf Islands and Cowichan Valley. Together, we deliver educational programming that help students transition into post-secondary education and employment opportunities.

# 20/21 SD61 DUAL CREDIT SUCCESS SNAPSHOT

September 2020 – August 2021  
Dual Credit at Camosun College

337

students participated in a  
dual credit course/program

93%

313 students successfully  
completed

36%

123 students earned a  
mark of 90% or higher

## HOW DOES SD61 COMPARE?

Across the South Island region:

- ❖ 812 students took dual credit
- ❖ 91% successfully completed
- ❖ 32% earned 90% or higher

## TIME + SUPPORT = STUDENT SUCCESS

The one-on-one time and support that our Career Centre Coordinators provide is one of the key reasons SD61 students are leading the region!

**NOTE:** These stats don't include the **thousands of students** participating in work experience, apprenticeship, district career programs, dual credit at other PSIs, springboards, and career exploration events



# “For more information... reach out to your school Career Centre Coordinator!”

## TALE

### Tourism And Leadership Exploration

Do you... Gain Knowledge in:

- Love the outdoors?
- Want to travel the world?
- Want to experience the adventures of a tourist?
- Want to learn more about the wilderness?
- Want to learn more about the history of the area?
- Want to learn more about the culture of the area?
- Want to learn more about the people of the area?
- Want to learn more about the environment of the area?
- Want to learn more about the economy of the area?
- Want to learn more about the politics of the area?
- Want to learn more about the social structure of the area?
- Want to learn more about the art and culture of the area?
- Want to learn more about the science and technology of the area?
- Want to learn more about the health and medicine of the area?
- Want to learn more about the law and justice of the area?
- Want to learn more about the military and defense of the area?
- Want to learn more about the space and exploration of the area?
- Want to learn more about the future of the area?
- Want to learn more about the past of the area?
- Want to learn more about the present of the area?
- Want to learn more about the world of the area?
- Want to learn more about the universe of the area?
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- Want to learn more about the role of the area?
- Want to learn more about the function of the area?

Apply today with your Career Coordinator  
Applications Due: April 22nd, 2022

## Calling All Technology & Engineering Enthusiasts...

### TEAC 105 - Explorations in Technology

MECHANICAL ENGINEERING ELECTRONICS CIVIL ENGINEERING COMPUTER SCIENCE

TEAC 105 EXPLORES FOUR TECHNOLOGIES THROUGH INQUIRY, PROBLEM SOLVING & PROJECT-BASED LEARNING!!

WHAT WOULD YOU LEARN?

Apply today with your Career Coordinator  
Applications Due: April 22nd, 2022

## TASK

### TRADES, AWARENESS, SKILLS, & KNOWLEDGE

PRESENTED BY THE GREATER VICTORIA SCHOOL DISTRICT & CAMOSUN COLLEGE

ASK YOURSELF:

- Are you curious about the trades?
- Do you want to be employable?
- Do you enjoy working with your hands?

WHAT WOULD YOU LEARN?

Apply today with your Career Coordinator  
Applications Due: April 22nd, 2022

## SEED THE CITY

### SUMMER WORK EXPERIENCE COURSE IN URBAN GARDENING & FARMING

GROW FOOD - GAIN SKILLS - EARN CREDITS

Learn how to grow, harvest, sell, and cook local foods  
Build your resume for employment and post-secondary  
Learn to make pickles, jams, teas & bodycare products  
Become part of the local food movement that is improving the health of people and the planet!

Apply today with your Career Coordinator  
Applications Due: April 22nd, 2022

## AUTOTECH

### PRESENTED BY THE GREATER VICTORIA SCHOOL DISTRICT & CAMOSUN COLLEGE

ASK YOURSELF:

- Have you considered a pathway as an Automotive Service Technician?
- Do you love cars?
- Do you enjoy working with your hands?

Apply today with your Career Coordinator  
Applications Due: April 22nd, 2022

## Pathways for Life Learning & Work

What is Pathways for Life Learning & Work?

Apply today with your Career Coordinator  
Applications Due: April 22nd, 2022

## AVIATION & DESIGN

### PRESENTED BY THE GREATER VICTORIA SCHOOL DISTRICT & CAMOSUN COLLEGE

ASK YOURSELF:

- Have you considered a pathway in aviation and design or engineering?
- Do you love airplanes & would like to fly one?
- Do you enjoy working with your hands?

Apply today with your Career Coordinator  
Applications Due: April 22nd, 2022

## SIP WITT

### WOMEN IN TRADES AND TECHNOLOGY EXPLORATION DAY

Trades Opportunities In:

- Electrical
- Fine Furniture
- Sheet Metal
- Automotive

Tech Opportunities In:

- Computer Science
- Computer Network
- Mechanical Engineering
- Electronics

Apply today with your Career Coordinator  
Applications Due: April 22nd, 2022

## Graphic Design Program

Do you... Love art & design? Enjoy being creative and original?

Apply today with your Career Coordinator  
Applications Due: April 22nd, 2022

## ARE YOU A HIDDEN APPRENTICE?

EARN A \$1000 AWARD + 16 SCHOOL CREDITS

Apply today with your Career Coordinator  
Applications Due: April 22nd, 2022

Career Centre Coordinators are our students' consistent contact of support and information.

# THE TIME, SUPPORT & CONNECTION A STUDENT NEEDS TO BE THEIR BEST!



The above process – personalized and unique for each student – takes many hours over many months. The collaborative support, driven by our Career Centre Coordinators, involves not only the student but their family, in-school support teams, and potentially local post-secondary, industry and community members.



Many that access our career centres are...

- ❖ Students with IEPs, learning challenges or diverse needs
- ❖ Students experiencing personal and/or financial challenges
- ❖ Indigenous
- ❖ English Language Learners
- ❖ Students disengaged from their education

# A VICTORY STORY... told by one of our Career Center Coordinators

Looking back at grade 9, John\* was disruptive by being funny – the class clown – amiable but not engaged with school at all. He floated.

At some point during grade 10, John changed. He became somber, quiet. He approached us in the Career Centre after hearing about the TASK program. He was accepted into the program and found enjoyment as well as fulfillment and engagement. John would give me this feedback when he returned to our building for visits. It was during one of these visits that he told me about his daughter – she was a few months old and his access to her was limited. His plan was to complete TASK, and transition into the Welding Foundation program at Camosun. He was motivated to get a job in welding, and be a father to his little girl. We supported him through this process and got him into the program! A game changer!

Fast forward to a few years later... I am walking downtown when I hear my name. I turn around and there is John with his beautiful baby girl in her stroller. He was smiling and so proud. He is currently in the Camosun welding program looking forward to starting his life with the mother of his daughter.



And there are HUNDREDS of students like John, benefitting from the direct support of our Career Centre Coordinators!







# THOUSANDS OF STUDENTS THAT NEED OUR CAREER CENTRE COORDINATORS!



Elimination of our Career Center Coordinators could result in a reduction of engagement and support for **75%** of these students...





*“I was so lost at the beginning of the year – scared to graduate, and had no clue what I wanted to do.*

*Sam encouraged me to take advantage of this opportunity. She was so open, and showed me unlimited support. I wouldn't have had the courage to apply without her!*

*My family was supporting me, but it felt amazing that I had someone from my school in my corner.*

*The biggest thing...  
Sam always had time for me. No matter how busy she was or how many questions I had, she always made the time!*

– Gabbie, Vic High Dual Credit student

## A STUDENT REFLECTION



Stephanie with one of her students.

# Classroom Assessment and Communicating Student Learning

*Aligning our Practice*

Ed Policy, April 4th 2022





# Overview

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- Principles of Assessment in SD61
- Proficiency Scale Pilots & Initiatives - K - 9
- Updates on Assessment and Reporting Tools - K - 12
- Next Steps - Continuing to Embed & Support the Work

## Principles of Assessment

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



### Inclusive and 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.

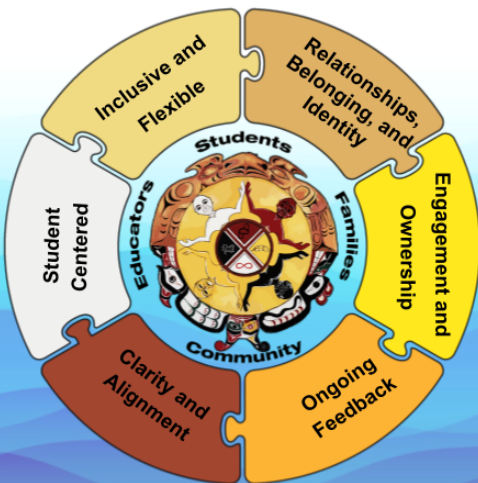
### Student Centered

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.

### Clarity and 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.

Draft till June 2022



### Relationships, Belonging, and 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.

### Engagement and 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.

### 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.

Art credit: Butch Dick (Songhees Nation)

## Development Key Points

- Created in partnership with District Teams, Indigenous Education Department, teachers, school administrators, and community partners
- Interconnected nature of assessment, research supported, and practical
- Defining effective assessment practices with our learners



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.*

## Les principes d'évaluation

Ces principes représentent la compréhension actuelle des pratiques d'évaluation adaptées à la culture et fondées sur la recherche ainsi que sur les principes d'apprentissage des peuples autochtones.



### Inclusifs et flexibles

L'évaluation axée sur l'équité et l'inclusivité donne la chance aux élèves de démontrer ou de redémontrer leur apprentissage, puisqu'elle reconnaît qu'ils ont des forces et des intérêts différents, et viennent de milieux et d'expériences de vie divers.

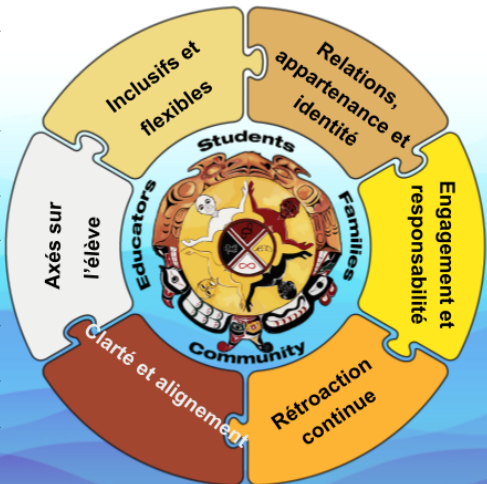
### Axes sur l'élève

Les critères créés en partenariat avec les élèves les placent au centre de leur apprentissage. L'autoévaluation soutient la réflexion des élèves sur leur croissance et leur identité en tant qu'apprenant-e.

### Clarté et alignement

L'évaluation identifie clairement les buts d'apprentissage évalués (disciplinaires, personnels et de la classe) et les critères de succès, et a comme objectif de s'aligner à ceux-ci. L'évaluation fait la distinction entre les buts d'apprentissage et les habitudes de travail. Les traits comportementaux (tels que l'attitude, la responsabilité, l'éthique de travail, le respect) sont importants, mais doivent être évalués et reportés séparément des normes d'apprentissage.

Draft till June 2022



### Relations, appartenance et identité

Une évaluation basée sur une approche relationnelle comprend l'identification des zones de forces et de croissance. Pour y parvenir, l'enseignant-e et les élèves doivent avoir une conversation continue entre eux. Quand les élèves se sentent vus, reconnus et affirmés dans leur identité, les enseignants nourrissent un sens d'appartenance. L'évaluation fortifie les relations et soutient l'apprentissage socioémotionnel.

### Engagement et responsabilité

L'engagement et la responsabilité de l'apprentissage chez l'élève augmentent lorsque l'évaluation est pertinente, personnalisée et se focalise sur l'amélioration. L'évaluation, quand elle est accompagnée d'une réflexion, promeut la curiosité et un cycle d'apprentissage et d'engagement de la part des élèves et des enseignant-es.

### Rétroaction continue

L'évaluation offre l'occasion aux apprenant-es de recevoir de la rétroaction continue et descriptive de plusieurs sources. La rétroaction doit inclure ce que l'apprenant-e maîtrise et ce qu'il doit améliorer.

Art credit: Butch Dick (Songhees Nation)

## Development Key Points

*Guiding Question:*

*How do we support staff and students with effective assessment practices?*



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# Assessment and Learning

- Learner identity
- Creating powerful learning
- Ongoing and responsive





**Emma Milliken**  
**Spectrum Community**  
**School Teacher**  
**Indigenous Learning**  
**Support Teacher, IED**

Learning and Assessment work together just as teachers and students work collaboratively towards common goals.

Students have a right to understand assessment practices and have input into them.

Empowering students within this circle will lead to new learning in a good way.

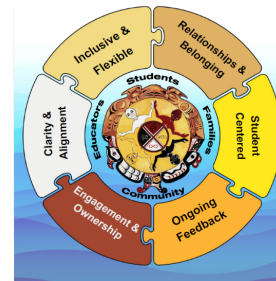
## Circle of Courage

The Circle of Courage is a model of positive youth development first described in the book *Reclaiming Youth at Risk*, co-authored by Larry Brendtro, Dr. Martin Brokenleg, and Steve Van Bockern. The model integrates Native American philosophies of child-rearing, the heritage of early pioneers in education and youth work, and contemporary resilience research. The Circle of Courage is based in four universal growth needs of all children: belonging, mastery, independence, and generosity.



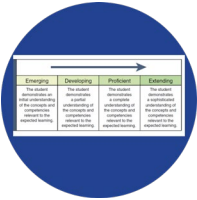
## GVSD 61 Principles of Assessment

These principles represent current understanding of culturally responsive, research-based assessment practices and the First Peoples' Principles of Learning. They were developed in collaboration with the SD61 District Team, Indigenous Education Department, teachers, school administrators, and community partners.





# Proficiency Scale Pilot Schools



16 elementary and 2 middle schools are in pilot this year



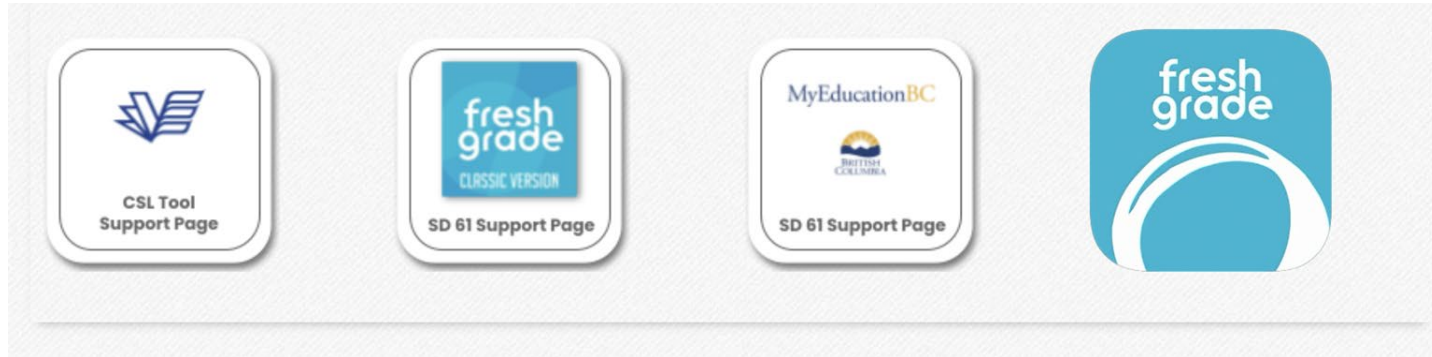
All secondary schools have teams in facilitated book club  
& grade 9 facilitated sessions



Resources are curated and shared through District website



# Current Reporting and Digital Portfolio Tools in SD61



*How can we create alignment and consistency for staff, students, and families?*

# Assessment and Reporting Tools



Greater VICTORIA School District

CSL Middle

Class Template [Print Preview](#)

School Name:  Grade:

Teacher:  Term:

Additional Teacher:  Year:

Allow administrators to edit submitted report cards: ☒ No ☐ Yes

[Advisory Teacher Comments](#) [Default Date](#) [English Language Arts](#) [Core French](#)

XXXX kindness and his sense of humour and have helped him connect more closely with his physical discomfort to come to school on a fairly regular basis. We are always happy to have each block before taking a break. XXXX came up with a cool visual system for showing algebra half to show the variable divided by two. For a compare/contrast essay, XXXX chose to come using figurative language and adding funny or macabre details. Staying committed to an ass helps to break each assignment into discrete steps, and consistent attendance is necessary. XXXX so everyone is on the same page with expectations for XXXX and support from school.

[Update Comments on Existing Report Cards](#)

Greater VICTORIA School District

Welcome to the  
GVSD Parent Connect

Parent/Guardian account sign in

Email

Password

☐ Remember me?

[Sign in](#)

[Forgot your password?](#)

Or sign in with an existing service

[Sign in with Google](#)

Need helping logging in or setting up your parent account? [Click here for support](#)



## Goal 1

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

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## Goal 2

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

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## Goal 3

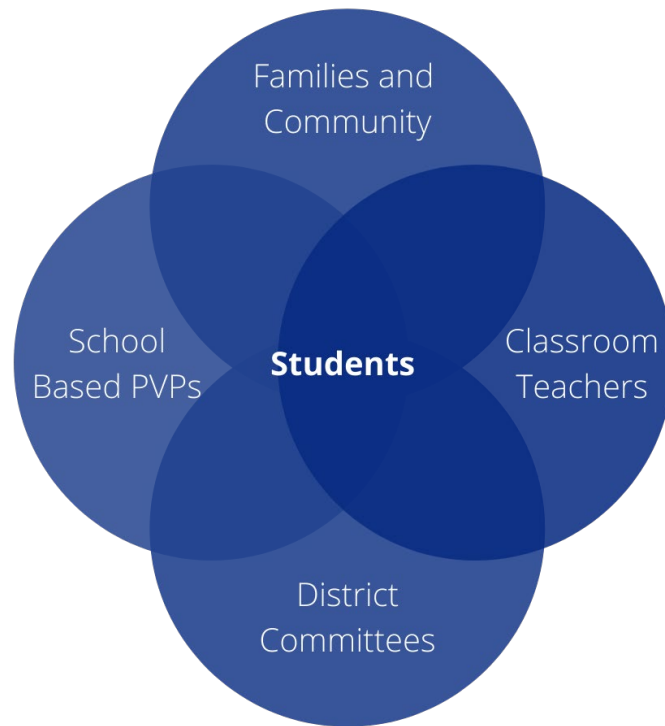
Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

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# Framework for Enhancing Student Learning Report 2021

# Next Steps ...

- JCCI Reporting Sub Committee
- Ongoing professional development to support & extend our Principles of Assessment
- Continued support & extension of pilot schools to support staff, students & families with new Reporting Policy
- Working group for development & implementation of in-house digital portfolio and enhanced reporting tool



**TO: Education Policy and Directions Committee**

**FROM: Trustee Jordan Watters**

**RE: Fortis BC Curriculum**

**DATE: March 18, 2022**

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**Background:**

Fortis BC is a fossil fuel corporation operating to provide natural gas and renewable natural gas to customers in the province of BC. Fortis BC provides curriculum to BC schools through its “Energy Leaders” program. This Fortis BC branded curriculum includes numerous statements minimizing the harmful impacts of natural gas on the climate and environment. The lessons also fail to discuss viable options for clean energy, instead solely focusing on natural gas, normalizing its use and falsely touting it as a clean and renewable energy source.

**Rationale (Issue):**

At the February 7<sup>th</sup> 2022 Education Policy and Direction Committee, meeting we received presentations about curriculum developed by Fortis BC and provided to educators for implementation in our district. We heard significant concerns about 1) the quality of the curriculum and its evident bias in favour of fossil fuels; and 2) a private for-profit corporation’s industry promoting curriculum being taught in public schools.

On March 2, 2022 the B.C. committee of the Canadian Association of Physicians for the Environment (CAPE) is releasing its open letter to Minister of Education Jennifer Whiteside, backed by close to 100 health, education, student, environment and community organizations, to end fossil fuel promotion in the province’s schools. This open letter is backed by the BC Teachers Federation, whose president Teri Mooring notes, “The fossil fuel industry has no place in BC classrooms, especially as we face an unprecedented climate crisis. We will continue to expect the BC government to work with teachers and invest in developing unbiased, science-based climate education resources, including training for educators to support this curriculum.”

**Alignment to Strategic Plan:**

This motion aligns with Goal 1, Strategy 1.

*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.*

## Goal 1

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

### Strategy 1:

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

### Strategy 2:

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

### Strategy 3:

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

## Goal 2

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

### Strategy 1:

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

### Strategy 2:

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

### Strategy 3:

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

## Goal 3

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

### Strategy 1:

Continue to provide professional learning opportunities to all staff in K-12 to further support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.

### Strategy 2:

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

### Strategy 3:

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

### Strategy 4:

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

and under what category:

- Advocacy

### References:

- Open Letter: [https://cape.ca/press\\_release/ban-fossil-fuel-promotion-in-bc-schools](https://cape.ca/press_release/ban-fossil-fuel-promotion-in-bc-schools)

### Recommendation:

*That the Board of Education of Greater Victoria (SD61) direct the Interim Superintendent to meet with members of the Greater Victoria Teachers Association to discuss the appropriate use of fossil fuel industry-sponsored educational materials, including those produced by Fortis BC, in the Greater Victoria School District.*

*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.*

One *Learning* Community

