



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

AGENDA

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

Monday, November 14, 2022, 7:00 p.m.

Chair Duncan

A. COMMENCEMENT OF MEETING

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Recommended Motion:

That the November 14, 2022 agenda be approved.

A.3. Trustee Election

a. Election of Chair

b. Motion to Destroy Election Ballots/Text Messages

Recommended Motion:

That the election ballots/text messages be destroyed.

A.4. Approval of the Minutes

Recommended Motion:

That the October 3, 2022 Education Policy and Directions Committee meeting minutes, be approved.

A.5. Business Arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

C. NEW BUSINESS

- C.1. Music Review Memo, including engagement report – Deputy Superintendent Caldwell**
- C.2. Framework for Enhancing Student Learning (FESL) Review Memo - Deputy Superintendent Caldwell**

Presentation

Educated Citizen – 3 areas of FESL Ministry Changes – Director of Indigenous Education Dr. Shelly Niemi, District Principal Tammy Renyard

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, October 3, 2022, 7:00 p.m.

Trustees Present: Tom Ferris (Chair), Elaine Leonard, Ann Whiteaker, Jordan Watters, Ryan Painter, Nicole Duncan, Rob Paynter, Diane McNally

Trustee Regrets: Angie Hentze

Administration: Deb Whitten, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Marni Vistisen-Harwood, Director of Facilities Services, Sean Powell, District Principal, Nadine Naughton, Principal, Andy Canty, Director, Information Technology for Learning, Kelly Gorman, Recorder

Partners: Jane Massy, CUPE 947, Lena Palmero, GVTA, Tracy Humphreys, VCPAC

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:02pm

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

Moved by Trustee Duncan

Add:

B.1. Oasis Presentation, Terry Dance-Bennink and Anne Duggan

That the October 3, 2022 agenda be approved, as amended.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee Painter

That the September 12, 2022 Education Policy and Directions Committee meeting minutes, be approved.

For: Whiteaker, Watters, Hentze, Leonard, Painter, Ferris, Duncan

Abstain: McNally, Paynter

Motion Carried (7 to 2)

A.4. Business Arising from Minutes

None.

B. PRESENTATIONS TO THE COMMITTEE

- B.1.** Terry Dance-Bennink and Anne Duggan presented to the Board on the benefits of having a senior friendly park offering intergenerational activities on the site of the SJ Willis campus.

Trustees provided thanks and questions of clarification were asked.

C. NEW BUSINESS

C.1. Introduction of Student Representative

None.

C.2. District Principal Powell and Principal Naughton presented:

School Goals – Connections to Framework for Enhancing Student Learning.

Trustees provided thanks and questions of clarification were asked.

Moved by Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria) adjourn the meeting and refer C.3. Policy Role of Chair and Vice-Chair and C.4. Policy 8110 Role of Board to the November 14, 2022 Education Policy and Directions Committee meeting.

For: Whiteaker, McNally, Paynter, Duncan

Against: Ferris, Painter, Leonard, Watters

Motion Defeated (4 to 4)

C.3. Policy XXXX, Role of Chair and Vice-Chair

Moved by Trustee Leonard

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy XXXX *Role of Chair and Vice-Chair* as presented.

Moved by Trustee Paynter

That Policy XXXX, Role of Chair and Vice-Chair be renamed Bylaw XXXX Role of Chair and Vice-Chair.

Trustees discussed the motion.

Trustee Paynter withdrew the motion.

Moved by Trustee McNally

1. RATIONALE

The Chairperson ~~is a servant of the Board who's function is to ensure orderly conduct of the meeting and is primarily responsible for safeguarding the integrity of the Board's governance processes.~~ The Chairperson is the Board's **official** spokesperson **on matters that the Board has confirmed a position through Policy or deliberation.** ~~and represents the Board in the community.~~ More specifically, the Chairperson shall:

For: McNally, Duncan, Paynter, Whitaker

Against: Leonard, Ferris, Watters, Painter

Motion Defeated (4 to 4)

Moved by Trustee Paynter

1. RATIONALE

The Chairperson provides Board leadership and is primarily responsible for safeguarding the integrity of the Board's governance processes. The Chairperson is the Board's spokesperson and represents the Board in the community. **The authority of the Chair does not exceed that of an individual Trustee.** More specifically, the Chairperson shall:

Motion Carried Unanimously

Moved by Trustee Duncan

2. POLICY

2.1.Meetings

ii. Ensure that Board meetings are conducted in accordance with the *School Act Part 6 – Boards of Education* **Board bylaws and policies.** ~~and remain focused on Board governance matters.~~

For: McNally, Duncan, Paynter, Whitaker, Ferris, Painter

Against: Leonard

Motion Carried (6 to 1)

Moved by Trustee Paynter

2.1 iii. Ensure that Roberts Rules of Order are followed and in all meetings of the Board of Trustees, procedures shall be governed by Robert's Rules of Order, **except where provisions of the bylaws of the Board or the School Act may conflict, in which case the latter shall prevail.**

For: Paynter, Whiteaker, Duncan, Ferris

Against: Leonard, Watters, Painter

Abstain: McNally

Motion Carried (4 to 3)

Moved by Trustee Paynter

2.1 iv. Ensure the Board adheres to ~~its Governance Policies and Meeting Procedures~~ **bylaws and policies.**

For: Ferris, Duncan, McNally, Paynter, Whiteaker

Against: Leonard, Watters, Painter

Motion Carried (5 to 3)

Moved by Trustee McNally

2.1 v. Act as an ex-officio member of all committees appointed by the Board, **with voice but no vote.**

Trustee Watters referenced bylaw 9130 #3. The Chair of the Board shall be an ex-officio member of both Committees, with voting rights.

Moved by Trustee Duncan

2.1 v. Act as an ex-officio member of all **standing** committees appointed by the Board.

For: Paynter, Whiteaker, Duncan, Ferris, Painter, McNally

Against: Leonard, Ferris

Motion Carried (6 to 2)

Moved by Trustee Whiteaker

That the Education Policy and Directions Committee adjourn the meeting at 9:00p.m.

For: Whiteaker, McNally, Duncan, Paynter

Against: Ferris, Leonard, Watters, Painter

Motion Defeated (4 to 4)

Moved by Trustee Paynter

2.2 i. Prior to each Board meeting confer with the Vice-Chair, Secretary-Treasurer and Superintendent to develop the Board Agenda ~~in a manner that is consistent~~ with **consideration of** the Board's Annual Work Plan.

Motion Carried Unanimously

Moved By Trustee Paynter

ii. ~~Encourage all Trustees present to vote on all Agenda items.~~

For: Paynter, McNally, Ferris

Against: Leonard, Duncan, Whiteaker, Watters, Painter

Motion Defeated (3 to 5)

Moved by Trustee Duncan

ii. ~~Encourage all Trustees present to vote on all Agenda items.~~ **Ensure that all Trustees have an opportunity to vote on all agenda items.**

For: Duncan, Ferris, McNally, Painter, Whiteaker, Watters

Against: Leonard

Motion Carried (6 to 1)

Move by Trustee Paynter

2.3 ii. Insert “and the Board” after Superintendent.

Trustees discussed the motion.

Trustee Paynter withdrew the motion.

Moved by Trustee Leonard

That the motion “*That the Board of Education of School District No. 61 (Greater Victoria) approve Policy XXXX Role of Chair and Vice-Chair as presented.*” be referred to the October 24, 2022 Board Meeting.

For: Leonard, Ferris, Watters, Painter

Against: McNally, Duncan, Paynter, Whiteaker

Motion Defeated (4 to 4)

C.4. Policy 8110 Role of Board

Moved By Trustee Leonard

That the motion “*That the Board of Education of School District No. 61 (Greater Victoria) approve Policy 8110 Role of Board as presented*” be referred to the October 24, 2022 Board Meeting.

For: Leonard, Ferris, Watters, Painter

Against: McNally, Duncan, Paynter, Whiteaker

Motion Defeated (4 to 4)

D. NOTICE OF MOTION

None

E. GENERAL ANNOUNCEMENTS

None

F. ADJOURNMENT

Moved by Trustee Painter

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 9:10 p.m.

Chair

Secretary-Treasurer

Office of the Deputy Superintendent

Harold W Caldwell – Deputy Superintendent

To: Education Policy and Directions Committee

From: Harold W Caldwell, Deputy Superintendent

Date: November 8, 2022

RE: Music Review Consultation

Background:

Music opportunities across the elementary, middle and secondary schools in the Greater Victoria School District have not been examined in several years. In that time, the curriculum has been revised, a new strategic plan has been developed and budget considerations with alignment to the strategic plan have been implemented.

In May 2022, The Board of Education passed a motion to review the elementary strings program in the Greater Victoria School District. Approved motion below.

Approved Motion:

That the Board of Education of School District No. 61 (Greater Victoria) accept the one-time funding of \$208,817 from Advocacy for Music in Schools (AMIS) to provide a barrier-free opportunity to the estimated 1,503 grade five students in the 28 elementary schools to participate in a strings program to be offered inside or outside of the school day, as determined by each Principal in consultation with their respective Staff Committee and the School's parent Advisory Council. AND FURTHER; That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to complete a review of the Elementary Strings Program during the 2022-2023 school year and to complete a report with recommendations to present to the Education Policy and Directions Committee meeting in January 2023.

In keeping with the school district's [Strategic Plan](#) and the Board's motion to review elementary strings in our District, the District is undertaking a comprehensive review of music through Kindergarten to Grade 12.

The music review will involve an in-depth look into past and current music programming using District data, examining the alignment of music delivery with the K-12 Arts Education

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Curriculum, examining strengths and/or stretches in delivering music to students in the District, and applying a culturally responsive and equity seeking lens.

An independent advisor has been retained to conduct the review and will provide a summary report, including recommendations to the Board of Education, at the January 2023 Education Policy and Directions Committee meeting.

Music Review Process Timeline:

Action	Timeline
Music Review Plan delivered at Ed Policy to inform Board.	November 14, 2022
Meetings hosted by the Indigenous Education Department with the Indigenous Community to review SD61's music programming.	November 15—30, 2022
Independent advisor conducts in-person meetings with school staff members and educational partners (VCPAC, GVTA, CUPE 382, CUPE 947, ASA) to collect feedback on music programming.	November 15—30, 2022
Internal Staff Survey to Principals, Vice-Principals, Teachers, all Staff. <i>*Survey open for two weeks*</i>	Survey goes live on November 15, 2022 and closes on November 29, 2022
Public Thoughtexchange for families and potential future families to provide input.	Thoughtexchange launches on November 21, 2022 and closes on December 2, 2022
Reporting Back to the Board	
Collect all data/feedback, develop Music Review Report with recommendations.	December 5—12, 2022
Report to the Board at January Ed Policy Meeting.	January 9, 2023
Board makes decision on recommendations at January Board Meeting.	January 30, 2023

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One *Learning* Community



Office of the Deputy Superintendent

Harold W Caldwell – Deputy Superintendent

To: Education Policy and Directions Committee

From: Harold W Caldwell, Deputy Superintendent

Date: November 8, 2022

RE: Framework for Enhancing Student Learning Presentation Schedule

November 8, 2022

Memo: Framework for Enhancing Student Learning and Education Policy and Directions Committee Presentation Schedule

The intent of this memo is to familiarize new Trustees with the Framework for Enhancing Student Learning (FESL) and the presentation schedule of topics aligned with FESL to the Education Policy and Directions Committee. The FESL document was approved at the September 26, 2022 Regular Board meeting and the 2022 FESL document was submitted to the Ministry on September 30, 2022. The 2021-22 and 2022-23 FESL documents can be found on the District website by using the following link:

<https://www.sd61.bc.ca/our-district/framework-for-enhancing-student-learning/>

In the fall of 2020, the Ministry of Education passed the Enhancing Student Learning Reporting Order. The order requires that a board must submit to the Minister a report completed in accordance with the order by September 30th of each school year. The report, referred to as the Framework for Enhancing Student Learning (FESL) brings a formalized approach to the planning and reporting of expectations for schools with a focus on enhancing student learning and success in literacy, numeracy, graduation, belonging and career and life goals.

Staff (Senior Leadership Team, District Team, Indigenous Education Department, Pathways and Partnerships) have been working collaboratively to review and interpret the FESL data, internal data and peer feedback received from the 2021-22 FESL for incorporation into the 2022-23 FESL submission. The 2022-23 FESL submission reflects the on-going commitment to operationalizing the District Strategic Plan, aligning District resources to support the work and using data to measure the success of our strategies.

FESL looks different this year as there was a new template given to Districts from the Ministry of Education and Child Care. Intellectual Development, Human and Social Development and Career

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Development are required sections in the report and are in alignment with the Enhancing Student Learning Reporting Order. FESL includes both required data sets as described by the Ministry, as well as some local District data including Middle Years Development Instrument (MDI) and Early Years Development Instrument (EDI). While the Framework for Enhancing Student Learning document is submitted to the Minister it is also designed with a view to informing the public about District goals and objectives.

To date, two presentations have been made to the Education Policy and Directions Committee. At the September 12th Education Policy and Directions Committee meeting, District Principal Tammy Renyard presented the draft FESL document to the committee and provided an overview. At the October 3rd Education Policy and Directions Committee meeting, District Principal Sean Powell and Principal Nadine Naughton presented School Goals and Connections to FESL. At the November 14th Education Policy and Directions Committee meeting, Director of Indigenous Education Dr. Shelly Niemi and District Principal Tammy Renyard will be providing a presentation on the Educated Citizen and Ministry changes.

The schedule for the remaining presentations is below:

Education Policy and Directions Committee Meetings 2022-2023 Framework for Enhancing Student Learning			
SEPTEMBER	12	DISTRICT PRINCIPAL TAMMY RENYARD	Overview (of year) FESL (new FESL and feedback)
OCTOBER	03	DISTRICT PRINCIPAL SEAN POWELL PRINCIPAL NADINE NAUGHTON	School Goals - Connections to FESL
NOVEMBER	14	DIRECTOR OF INDIGENOUS EDUCATION DR. SHELLY NIEMI DISTRICT PRINCIPAL TAMMY RENYARD	Educated Citizen - Three areas of FESL Ministry Changes
DECEMBER	05	ACTING DISTRICT PRINCIPAL CHARMAINE SHORTT	Early Learning & Childcare
JANUARY	09	DISTRICT PRINCIPAL TAMMY RENYARD ACTING DISTRICT PRINCIPAL CHARMAINE SHORTT DISTRICT PRINCIPAL DAVID HOVIS	Literacy Framework and K-12 Plan
FEBRUARY	06	DISTRICT VICE-PRINCIPAL LINDSAY JOHNSON	Careers/Transitions
MARCH	06	DISTRICT PRINCIPAL SEAN MCCARTNEY DIRECTOR OF FACILITIES MARNI VISTISEN-HARWOOD	Inclusion for Learning Strategy
APRIL	03	DISTRICT PRINCIPAL SEAN MCCARTNEY DISTRICT PRINCIPAL DAVID HOVIS	District Goal - Priority Students
MAY	01	DIRECTOR OF INDIGENOUS EDUCATION SHELLY NIEMI SCHOOL BASED PRINCIPALS	Indigenous Education: Four Agreements School Goals
JUNE	05	DISTRICT PRINCIPAL TAMMY RENYARD	Review of Data/FESL (Draft FESL 2023-24)

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Guiding the Board's work to improve educational outcomes



Strategic Plan 2020-2025



Mission

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



Vision

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

Goal 1

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

Strategy 1:
Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.

Strategy 2:
Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.

Strategy 3:
Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.

Goal 2

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

Strategy 1:
Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.

Strategy 2:
Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.

Strategy 3:
Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.

Goal 3

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

Strategy 1:
Continue to provide professional learning opportunities 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.

Core Values

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

Equity
We give each student the opportunity to fulfill their potential.

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

Integrity
We are ethical and fair.

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

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

Respect
We respect ourselves, others and the environment.

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

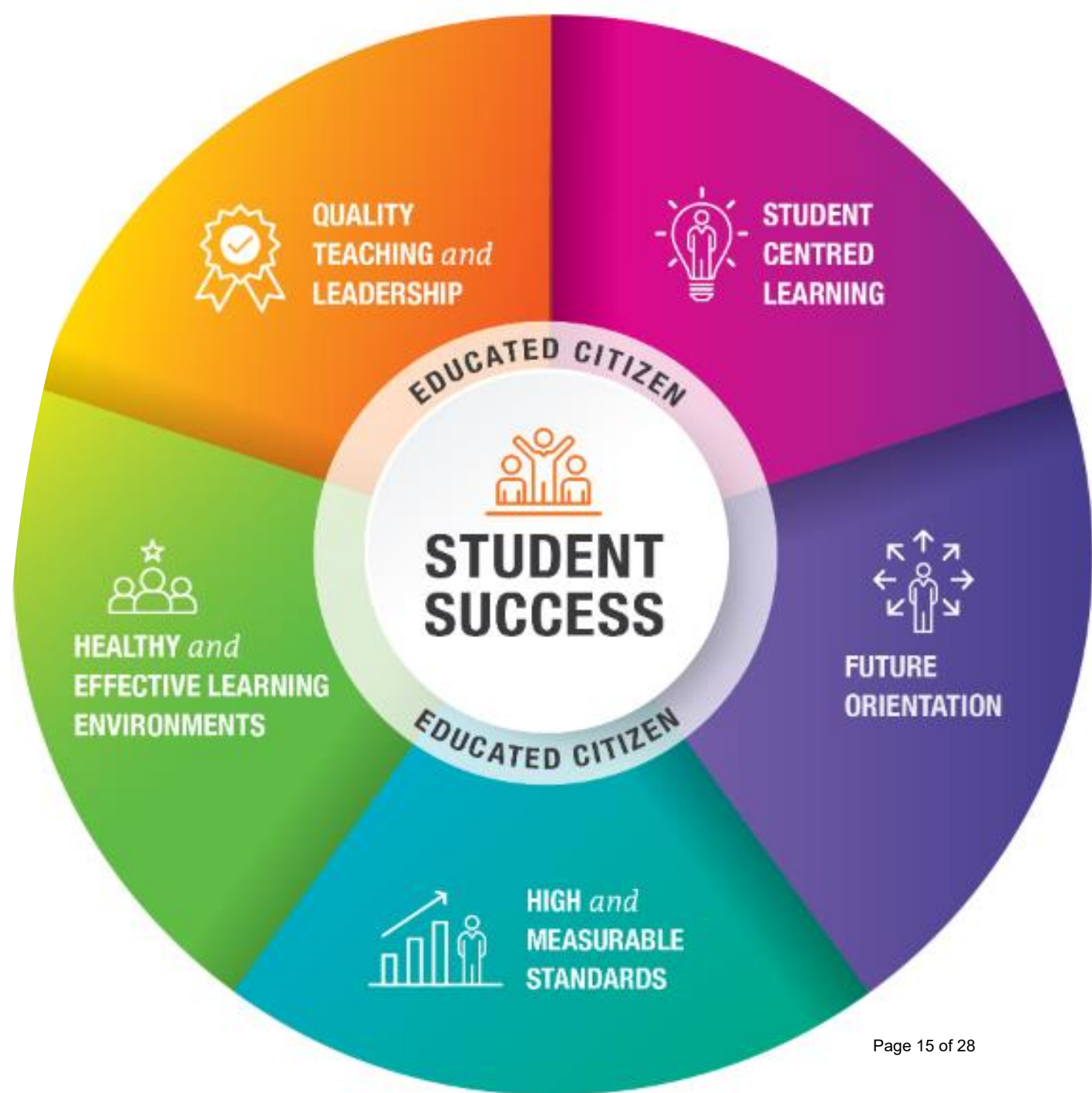
Sustainability
We are proactive in the stewardship of the resources of our organization, our community and our planet.

One *Learning* Community

www.sd61.bc.ca    



Educated Citizen



Goal 1

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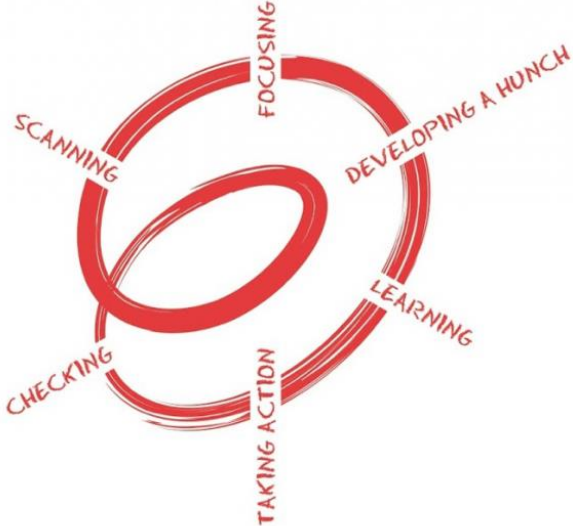
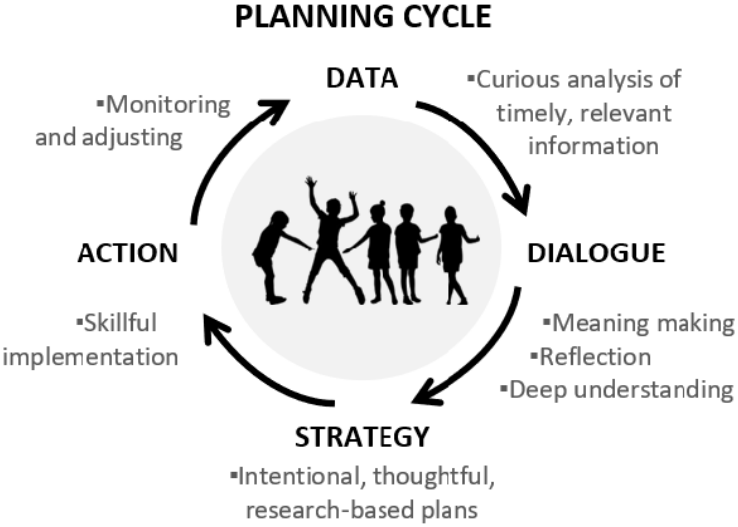
Strategy 3:

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.

Intellectual Development	Human and Social Development	Career Development
to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.	to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.	to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.



Ministry Changes:



Ministry of
Education and
Child Care

- Re-design Curriculum – 2015
- Assessment Resources – on-going for the last four-five years
- Reporting Order – Fall, 2023
- Indigenous-Focused Graduation Requirement – Fall, 2023

Reporting on Student Learning is Changing in BC



Proficiency Scale

Proficiency Scale	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Preparing for the change:

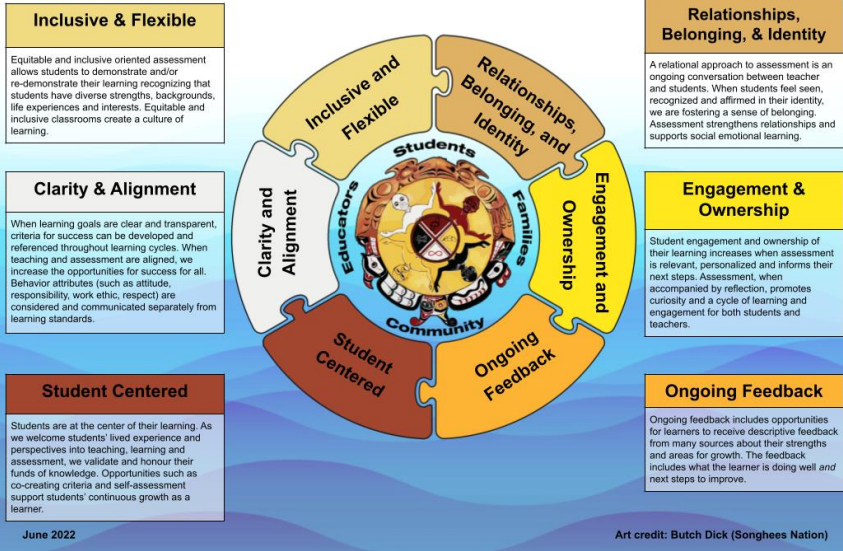


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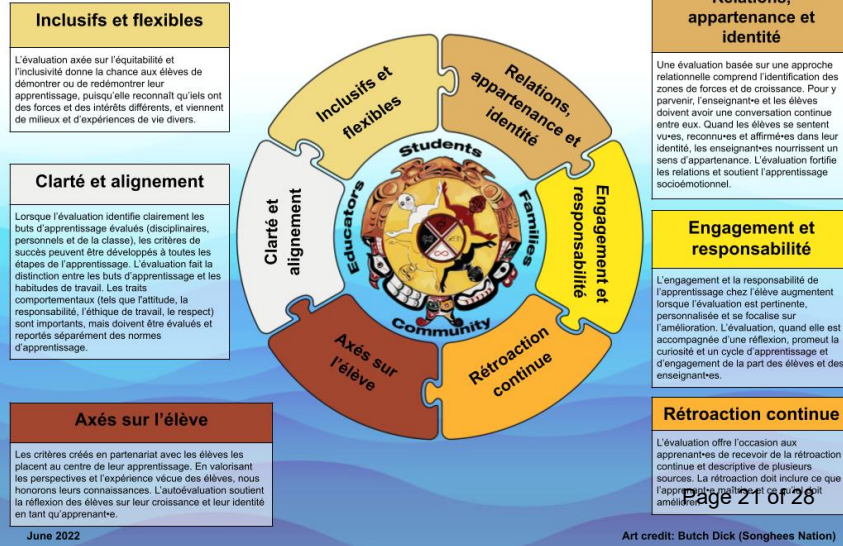
Principles of Assessment

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



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.

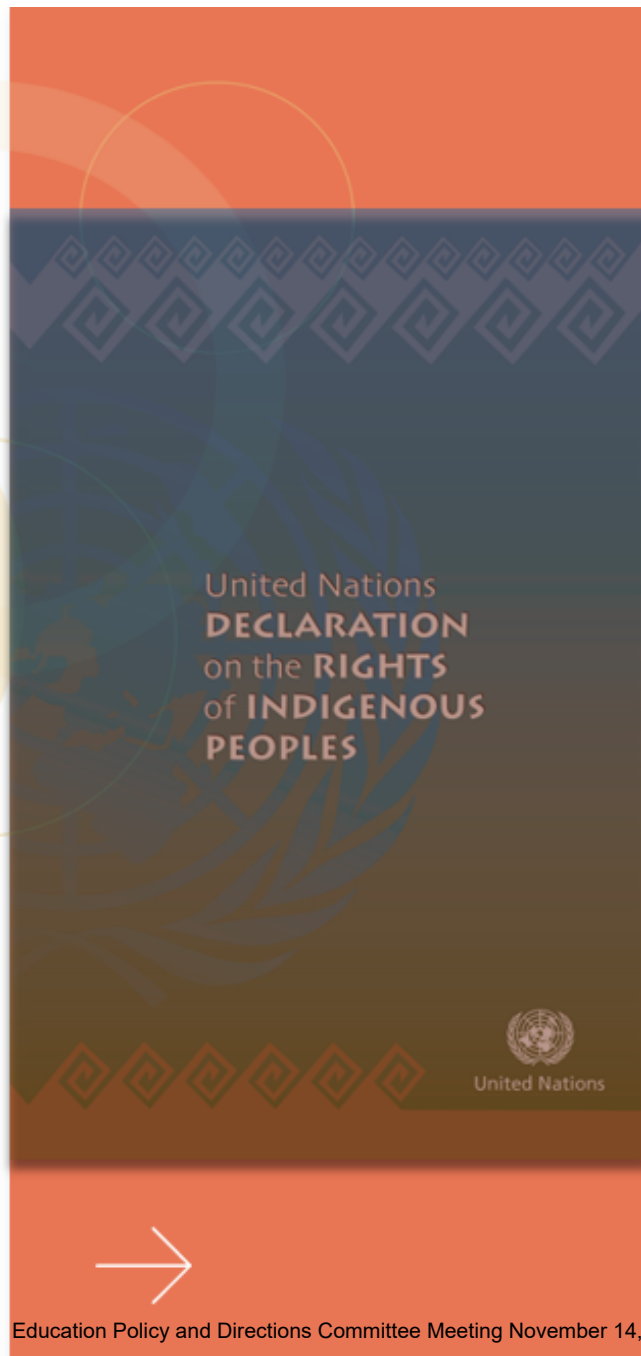




What is the Requirement?

- Involves secondary students completing 4 credits of Indigenous-focused coursework to graduate.
- Provides opportunity for students to develop deeper understandings of the cultures, histories, contemporary contexts and perspectives of Indigenous peoples of BC.
- Important part of the K-12 sector's mandate to develop the Educated Citizen, which can in turn help to promote diversity, equity, and inclusion in our schools and communities.
- Will come into effect for the 2023/24 school year. Students graduating in 2023/24 will need to complete 4 credits of eligible courses to graduate.





Background – *Declaration Act*

- The *Declaration on the Rights of Indigenous Peoples Act* establishes the UN Declaration on the Rights of Indigenous Peoples as the framework for reconciliation in British Columbia.
- The Act commits the Government to develop and implement an action plan in consultation and cooperation with Indigenous peoples – to achieve objectives of the UN Declaration in B.C.
- The Action Plan includes a commitment to:
“Implement a mandatory course or bundle of credits related to First Peoples as part of graduation requirements in B.C.”

Indigenous Curriculum Content



B.C. has been a leader in ensuring Indigenous worldviews, perspectives histories and cultures are represented across the provincial curriculum.



Introduction of an Indigenous-focused grad requirement is an **important next step towards Truth and Reconciliation**, & supports our commitment to develop the “Educated Citizen”



Formally supported by numerous partners, including BC Teachers’ Federation, BC School Trustees Association and BC Association of Institutes & Universities



Several academically rigorous, Indigenous-focused courses already exist as part of the curriculum and will satisfy this grad requirement



Ministry of
Education and
Child Care



Some

Department Heads – Full Session
Inquiry Grants for Schools

Few

JCCI – Subcommittee
Dept Head – Think Tank
February Ministry Option

All



November Pro D
IED Weekly Office Hours
Educator Network (Name TBD)
Engaging All Learners
May Pro D





THE 5R'S OF INDIGENOUS PEDAGOGY



RELATIONSHIP, RESPECT, RESPONSIBILITY, RELEVANCE, RECIPROCITY