



**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, January 9, 2023, 7:00 p.m.**

**Chair Mahbobi**

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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 January 9, 2023 agenda be approved.

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

Recommended Motion:

That the December 5, 2022 Combined Education Policy and Directions and Operations Policy and Planning Committee meeting minutes, be approved.

**A.4. Business Arising from Minutes**

**B. PRESENTATIONS TO THE COMMITTEE**

**B.1. Oak Bay High School - Griffin Foster**

**B.2. Late French Immersion – Amy Teucher**

**C. NEW BUSINESS**

**C.1. Elementary Strings – Trustee Mahbobi**

**C.2. Framework for Enhancing Student Learning (FESL) Review Memo – Deputy Superintendent Caldwell**

**Presentation**

**Literacy Framework and K-12 Plan – District Principals Hovis, Renyard and Acting District Principal Shortt**

**C.3. Board Authority Authorized Courses Memo – Associate Superintendent Aerts**

**C.4. Parent Education Fund 2021-2022 Update – Superintendent Whitten**

**C.5. Late French Immersion – District Principal Powell**

**C.6. VCPAC EA Standards of Practice – Trustee Kwan**

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to write a letter to the Province on behalf of the Board expressing support for an EA Standards of Practice (as stated in the letter from VCPAC on December 5, 2022).

**C.7. VCPAC Communication Protocol – Trustee Duncan**

**Recommended Motion:**

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to work with Victoria Confederation of Parent Advisory Councils (VCPAC) to develop a communication protocol to support the parents' advisory council (PAC) to communicate with PAC members in their school communities.

**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 and  
Operations Policy and Planning Committee Meeting  
REGULAR MINUTES**

**Monday, December 5, 2022, 7:00 p.m.**

Trustees Present: **Education Policy and Directions members:** Emily Mahbobi (Chair), Angela Carmichael, Diane McNally

**Operations Policy and Planning members:** Rob Paynter (Chair), Karen Kwan, Derek Gagnon, Natalie Baillaut, Nicole Duncan

Trustee Regrets: Mavis David

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Acting Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Charmaine Shortt, District Principal, Marni Vistisen-Harwood, Director of Facilities Services, Mark Baggott, Manager, Building Operations, Andy Canty Director, Information Technology for Learning

Partners: Taily Wills, CUPE 947, Cindy Romphf, GVTA, Tracy Humphreys, VCPAC President, Brenna O'Connor, VPVPA Vice-President

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**A. COMMENCEMENT OF MEETING**

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

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

Chair Mahbobi 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 Education Policy and Directions and Operations Policy and Planning Committees meeting agenda**

**Moved by** Trustee Duncan

That the December 5, 2022 Combined Education Policy and Directions and Operations Policy and Planning Committees meeting agenda be approved with the following amendments:

Move L.3. Custodial Review December 5, 2022 Memo - Superintendent Whitten, Presentation Custodial Review – Manager Building Operations, Mark Baggott to I.2.

**Motion Carried Unanimously**

**B. EDUCATION POLICY AND DIRECTIONS COMMITTEE**

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

**Moved by** Trustee Duncan

That the November 14, 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**

**C.1. Superintendent Whitten introduced acting District Principal Shortt who provided a presentation on Framework for Enhancing Student Learning (FESL).**

Acting District Principal Shortt is the early learning lead that will complete a district-wide Environmental Scan. The purpose of the scan is to support school districts in examining and deepening their understanding about Early Learning & Child Care in their district through connection and dialogue with partner groups, an inventory of spaces, and a thorough policy review.



Acting District Principal Shortt presented on Early Learning and Childcare initiatives and provided an update on changes within the Ministry, specifically the merge of child care into the education sector (Ministry of Education & Child Care).

Trustees provided thanks for the presentation and had questions of clarification.

#### **D. NEW BUSINESS**

- D.1.** Trustee Duncan provided the BC Human Rights Commissioner Letter re: School Liaison Officer Programs as well as the State of School Liaison Programs in Canada study for information.

Trustees discussed the letter and study.

#### **E. NOTICE OF MOTION**

None

#### **F. GENERAL ANNOUNCEMENTS**

None

*Meeting recessed at 8:29 p.m.*

*The meeting reconvened at 8:34 p.m.*

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

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

**Moved by** Trustee Paynter

That the November 21, 2022 Operations Policy and Planning Committee meeting minutes be approved as amended.

Add E.4. Trustees and staff discussed possible solutions to address the costs of adding shop ventilation. Staff confirmed that existing Cedar Hill Shop equipment can be stored for use in the new Cedar Hill Middle school.

## **Motion Carried Unanimously**

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

Trustee Duncan thanked Director of Facilities Services Vistisen-Harwood for the information in the Operations Report to address questions from the November 21, 2022 Operations Policy and Planning Committee meeting.

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

- H.1.** VCPAC President Tracy Humphreys presented on education assistants in the District. Suggestions for the use of educational assistants in the District were made.
- H.2.** PAC Chair of Central Middle School Carrie Peter presented on concerns about the Vic High re-opening delay for the 2023-2024 school year.
- H.3.** Darren Alexander presented on concerns about the Vic High re-opening delay and the impacts that it is having on staff and students at the school.

Trustees thanked the presenters for the information.

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

- I.1.** Superintendent Whitten introduced student representative Keira Milne a grade 12 student from Oak Bay Secondary school.
- I.2.** Superintendent Whitten introduced Manager of Building Operations Mark Baggott to present a custodial review, current funding summary, and potential options for the future.

Trustees thanked staff for the presentation and had questions of clarification.

### **J. PERSONNEL ITEMS**

None

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

#### **K.1. Monthly Financial Report: November 2022**

Combined Education Policy and Directions and Operations Policy and Planning Committee Meeting  
December 5, 2022

Acting Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

**K.2. Budget Change Report: November 2022**

Acting Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

**L. FACILITIES PLANNING**

**L.1. Operations Update: December 2022**

Director of Facilities Services Vistisen-Harwood provided an update.

Trustees had questions of clarification.

**L.2. Victoria High School Seismic Project Update**

Director of Facilities Services Vistisen-Harwood provided an update.

Trustees had questions of clarification.

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

None

**N. NEW BUSINESS**

**N.1. Policy Sub-Committee – Trustee Duncan**

Trustees discussed the motion.

**Moved by** Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub-Committee to review the current policies regarding legal services and make recommendations as needed to the Board.

**Motion Carried Unanimously**

**O. NOTICE OF MOTION**

**Moved by** Trustee Duncan

Motion for the January 9, 2023 Education Policy and Directions committee meeting.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to work with Victoria Confederation of Parent Advisory Councils (VCPAC) to develop a communication protocol to support the parents' advisory council (PAC) to communicate with PAC members in their school communities.

**P. GENERAL ANNOUNCEMENTS**

None

**Q. ADJOURNMENT**

**Moved by** Trustee Kwan

That the meeting adjourn.

**Motion Carried Unanimously**

The meeting adjourned at 10:15 p.m.

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**Chair**

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**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:** January 9, 2023

**RE:** Literacy Framework and K-12 Plan

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## **Background:**

The Ministry of Education and Child Care defines literacy as, “the ability to critically analyze and make meaning from diverse texts and to communicate and express oneself in a variety of modes and for a variety of purposes in relevant contexts.”

To achieve a Dogwood certificate in B.C., students must complete a Language Arts 12 course and write the provincial literacy assessments in Grade 10 and Grade 12 and a numeracy assessment in Grade 10. These assessments are independent of courses (not attached to English 10 and English 12). The purpose of the assessments is to measure the extent to which students are literate and to provide students with information about their proficiency. The literacy assessments are cross-curricular in nature.

As noted in Framework for Enhancing Student Learning (FESL), our literacy focus for 2022-2023 is to:

- 1.1 Increase Indigenous Student Achievement (on track and extending) on FSA 4, 7.
- 1.2 Increase Indigenous Student Achievement (proficient and extending) on Literacy 10.
- 1.3 Continue to increase student achievement in early literacy through the Early Literacy Collaboration Teachers in priority schools (year two—ten schools).

FSA participation rates continue to be challenging for the school district (61% of grade four students and 55% of grade seven students). We are actively working to increase participation through communications with families, staff, the Four Houses and the Board of Education. Sharing outcomes and participation rates with the Four Houses will better support the education agreements and success of their children.

Comparative data, year over year, is challenging with the new 2021/22 data. The FSA in 2021/22 moved from assessing reading and writing to assessing literacy. We will be using the 2021/22 data for literacy 4 and 7 as a benchmark with a goal of increasing student success in on-track or extending by 2% in 2022/23. We also have to consider the students not represented in our data.

In 2022/23 we will collect MYED data in Language Arts and Social Studies at the grade 4 and 7 level to provide additional insight into student achievement.

In the Grade10 literacy assessment, there are many aspects of this data that show positive achievement gains for all students. As a district, we will implement the use of distinction based data to examine Indigenous student achievement. A goal is to close the achievement gap between all resident students and Indigenous students.

Distinction based data for Indigenous students as per the DRIPA Action Plan will continue to be priority work.

### Strategies to support:

- Intentional activation of the four agreements to support literacy achievement.
- Activate the District Literacy Plan.
- Continue to work with the District Literacy sub-committee of JCCI.
- Focus on literacy for District professional development.
- Launch optional District Literacy Assessments at the grade 3, 6, and 9 level.
- Teacher Librarian collaboration and support for aligning goals and resources.
- Continue to increase capacity within schools by providing a variety of access points for educators.

### Information:

The intent of this memo is to offer an overview of literacy through the lens of the Ministry of Education and Childcare, the Literacy Framework and the K-5 literacy plan. The connection between the District Team's current work in the area of literacy and the Framework for Enhancing Student Learning (FESL), and the Greater Victoria School District's Strategic Plan will be shared.

### Overview of the presentation:

- Share the current provincial and local literacy context
  - including intentional activation of the four agreements to support literacy achievement
- Share ongoing strategies to support literacy teaching and learning in the Greater Victoria School District including:
  - Development of a K-12 Literacy Framework
  - Continuation of the K-5 literacy plan
- Next Steps
  - Piloting of the Grades 3,6,9 literacy assessments and the development of the Grade 1 literacy assessment.

### Supporting documents:

- [Greater Victoria School District Framework for Enhancing Student Learning](#)
- [Provincial Graduation Literacy Assessments](#)
- [Foundation Skills Assessment - Grade 4 & 7](#)
- Greater Victoria School District K-12 Literacy Framework Draft

Framework for Enhancing Student Learning 2022-2023			
Education Policy and Directions Committee Meetings			
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)

# Kindergarten to Grade 12





# The Mandate of the BC Education System - Educated Citizens

Intellectual Development	Human and Social Development	Career Development
<p>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.</p>	<p>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.</p>	<p>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.</p>





# Provincial Literacy Focus

## Defining literacy and critical thinking

In B.C., literacy is considered cross-curricular in nature, and it is applied in various contexts and situations. The curricular competencies from areas of learning have informed the definition of literacy and shaped the structure and contents of the assessment. Educators with a broad range of teaching experience across areas of learning designed and developed the Grade 12 Literacy Assessment to reflect its cross-curricular nature.

The following definitions of literacy and critical thinking are used to focus the Grade 12 Literacy Assessment:

### **Literacy**

Literacy is the ability to critically analyze and make meaning from diverse texts and to communicate and express oneself in a variety of modes and for a variety of purposes in relevant contexts.

**Critical and reflective thinking** involves examining relevant information; identifying and challenging biases and assumptions; analyzing purpose and perspective; and considering one's own thinking and that of others in order to make reasoned judgements and develop ideas and insights.



Ministry of  
Education and  
Child Care

# Grade 12 Literacy Assessment: Specifications

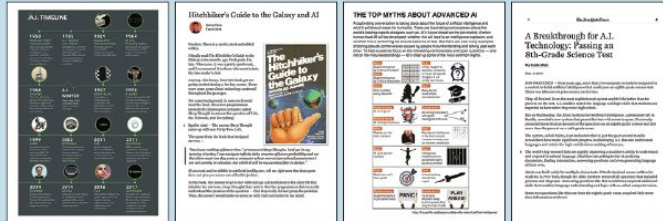
## English Language Version



Ministry of  
Education and  
Child Care



### Aspects of Critical Thinking



### In the following text:

For decades, researchers have sought to develop machines that imitate human behaviours.



### Writing Pathway

People have responsibilities as they explore and discover.

The urge to explore and discover reveals aspects of human nature.



Figure 4: Detailed Descriptors for Proficiency Scale

Proficiency Scale	➔			
	1 – Emerging	2 – Developing	3 – Proficient	4 – Extending
	Students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning, specifically, they can:	Students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning, specifically, they can:	Students demonstrate a <b>complete understanding</b> of the concepts and competencies relevant to the expected learning, specifically, they can:	Students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning, specifically, they can:
	<ul style="list-style-type: none"> <li>retrieve and attempt to apply information from texts.</li> <li>attempt to comprehend and respond to texts in an effort to draw conclusions.</li> <li>attempt to communicate critical thinking in a simplistic response with minimal textual evidence.</li> <li>attempt to communicate critical, reflective and/or creative thinking in a minimally developed response with a limited personal perspective(s).</li> <li>demonstrate limited use of language; errors may hinder meaning.</li> </ul>	<ul style="list-style-type: none"> <li>comprehend and apply information from texts.</li> <li>comprehend and respond to texts to draw basic conclusions.</li> <li>communicate critical thinking in a partially developed response with basic textual evidence.</li> <li>communicate critical, reflective and/or creative thinking in a partially developed response with a superficial personal perspective(s).</li> <li>demonstrate basic use of language; errors may distract from meaning.</li> </ul>	<ul style="list-style-type: none"> <li><b>critically analyze and synthesize information from texts.</b></li> <li>comprehend and <b>respond to texts</b> to develop reasoned judgements.</li> <li><b>communicate critical thinking</b> in a well-developed response with <b>purposeful textual evidence.</b></li> <li><b>communicate critical, reflective and/or creative thinking</b> in a well-developed response with <b>thoughtful personal insights.</b></li> <li>demonstrate <b>effective use of language</b> to communicate meaning; errors may be present.</li> </ul>	<ul style="list-style-type: none"> <li>critically evaluate and synthesize information from texts.</li> <li>comprehend and respond to texts to develop insightful judgements.</li> <li>communicate critical thinking in a comprehensive response with convincing textual evidence.</li> <li>communicate critical, reflective and/or creative thinking in a sophisticated response with profound personal insights.</li> <li>demonstrate a skillful command of language to communicate meaning; need not be error-free.</li> </ul>

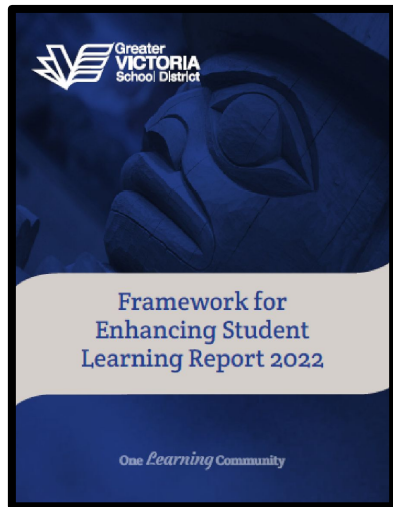
# Connecting to the WHY

1. **Foundational Documents for Change:**
  - a. Local Education Agreements, Metis Education Agreement and Urban Peoples' House Indigenous Advisory Terms Of Reference
  - b. Truth and Reconciliation Commission of Canada: Call to Action
  - c. Declaration on the Rights of Indigenous Peoples Act (DRIPA)
  - d. British Columbia Tripartite Agreement (BCTEA)
2. **Ministry of Education - realignment from English to Literacy**
3. **District literacy data (FESL)**
4. **A response to the current literacy landscape**





# FESL - Literacy Focus for 2022-23



- Increase Indigenous Student Achievement (on track and extending) on FSA 4,7
- Increase Indigenous Student Achievement (proficient and extending) on Literacy 10
- Continue to increase student achievement in early literacy through the Early Literacy Collaboration Teachers in priority schools (year two-ten schools)

## FESL - Strategies to Support

- Intentional activation of the four agreements to support Literacy achievement.
- Activate the District Literacy Plan.
- Continue to work with the District Literacy sub-committee of JCCI.
- Focus on literacy for District Professional development.
- Launch optional District Literacy Assessments at the grade 3, 6 and 9 level.
- Teacher Librarian collaboration and support for aligning goals and resources.
- Continue to increase capacity within schools by providing a variety of access points for educators.
- Literacy focus within the new career teacher professional development sessions.



**Greater VICTORIA School District**

## Strategic Plan 2020-2025

**Mission**  
We inspire 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 fulfil 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 1.1:** Develop and support high quality learning experiences through the implementation of curriculum in order to increase student achievement.

**Strategy 1.2:** Engage and collaborate with students, learning and service communities to ensure learning experiences that will enhance and support student learning, achievement and well-being.

**Strategy 1.3:** Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and participation rates.

**Goal 2**  
Create a culturally responsive learning environment that will support all learners' physical and mental well-being.

**Strategy 2.1:** Create a safe and inclusive learning environment that will support all learners' physical and mental well-being.

**Strategy 2.2:** Engage and collaborate with local citizens, Indigenous community, Indigenous seniority leaders, Elders and Teachers to enhance engagement in learning and well-being and literacy.

**Strategy 2.3:** Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and participation rates.

**Goal 3**  
Create an inclusive and culturally responsive learning environment that will support all learners' personal and academic success.

**Strategy 3.1:** Create a safe and inclusive learning environment that will support all learners' personal and academic success.

**Strategy 3.2:** Engage and collaborate with local citizens, Indigenous community, Indigenous seniority leaders, Elders and Teachers to enhance engagement in learning and well-being and literacy.

**Strategy 3.3:** Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and participation rates.

**Core Values**

<b>Engagement</b> We are committed to engage students in their learning and to ensure that learning is a positive experience.	<b>Equity</b> We are committed to ensure that all students have access to the same opportunities.	<b>Innovation</b> We are committed to ensure that all students have access to the same opportunities.	<b>Integrity</b> We are committed to ensure that all students have access to the same opportunities.	<b>Transparency</b> We are committed to ensure that all students have access to the same opportunities.
<b>Personalized</b> We are committed to ensure that all students have access to the same opportunities.	<b>Respect</b> We are committed to ensure that all students have access to the same opportunities.	<b>Social Responsibility</b> We are committed to ensure that all students have access to the same opportunities.	<b>Sustainability</b> We are committed to ensure that all students have access to the same opportunities.	

One Learning Community

## 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.

Address the inequity of outcomes for diverse learners in literacy.

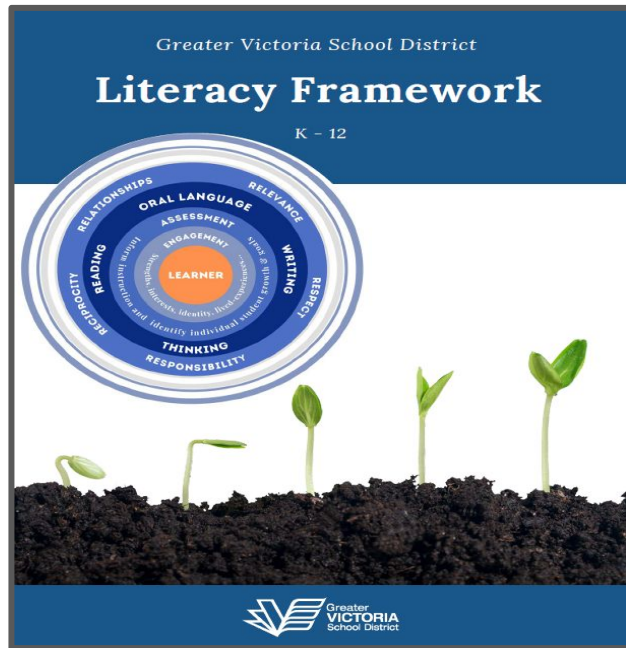
Address the inequity of outcomes for Indigenous learners in literacy.

## Actioning the Strategic Plan in K-12 Literacy



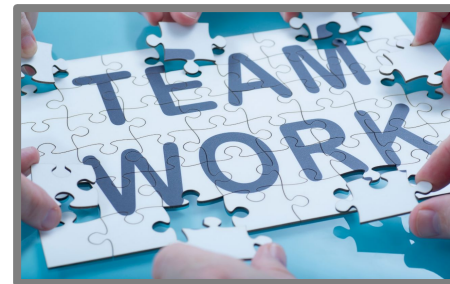


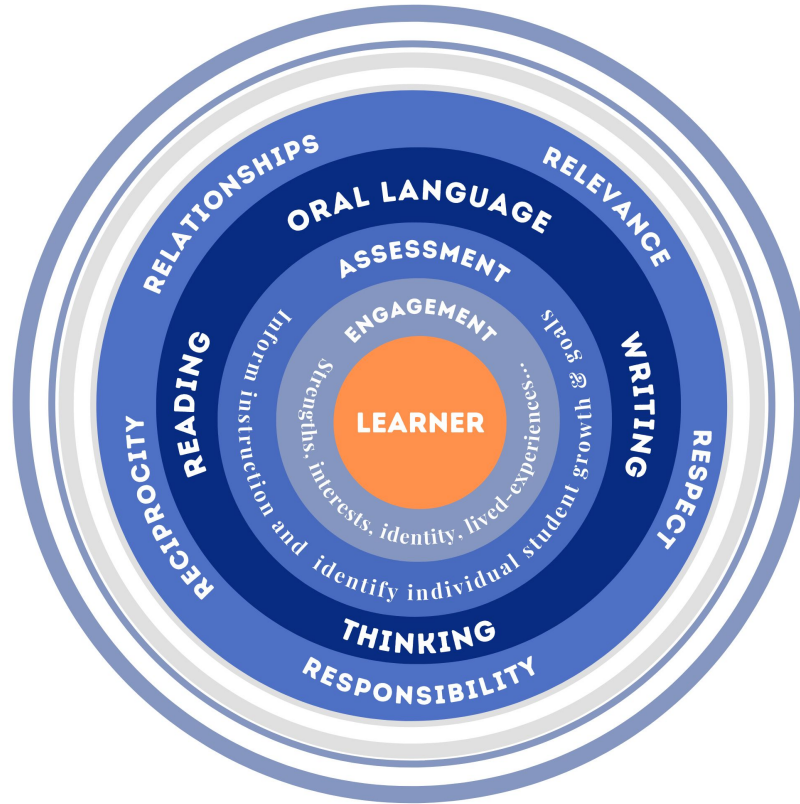
# Development of the Framework

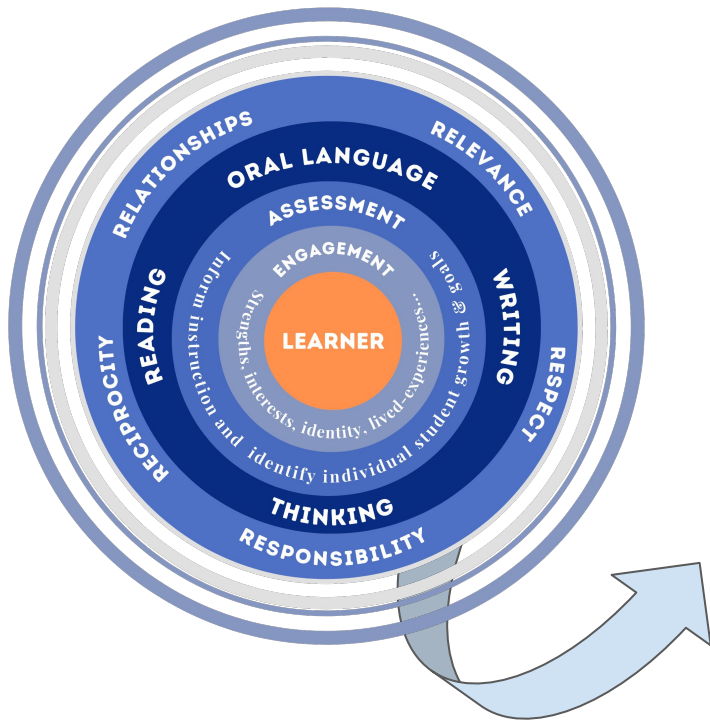


The development of the K-12 Literacy Framework has been a collaborative endeavour:

- District Team
- Indigenous Education Department
- District Literacy K-12 sub-committee of JCCI
- Early Literacy Collaboration Teachers
- Principals & Vice-principals







## Essential Components of Literacy in the Greater Victoria School District

### Literacy Environments

A culturally responsive learning environment is a place where every student belongs and feels personally connected to their learning. When we are culturally responsive, we teach and learn within the contexts of culture, which means the classroom environment and practice is shaped by the contexts and interests of our students.

### Literacy Instruction

Culturally responsive literacy instruction is strength-based, raises expectations for every student and makes learning relevant for all. Really knowing each student is critical in how we plan and deliver literacy curriculum. When we learn and understand the behaviors, backgrounds, and challenges students face, we are better equipped to address inequities. In addition, we have a responsibility to continually evolve, and align instruction with advances in literacy research to improve student achievement.

### Literacy Assessment

To address the inequity of outcomes for diverse learners and Indigenous students as specified in the Strategic Plan, educators have the responsibility to ensure that student achievement data and authentic engagement guides the planning and design of literacy instruction.

# What does 'learner centred' look like?

## Literacy Environments

### A Culturally Responsive Literacy Learning Environment:

- is rooted in relationship
- embodies each students' social and cultural knowledge, experiences, passions and interests
- challenges students to work to their individual potential
- includes resources that promote an understanding of Lekwungen history, territory, and contemporary matters
- takes into account linguistic and dialect differences
- is differentiated to meet the unique needs of learners
- uses classroom books and sources that enable students to see themselves represented in the text they read
- provides students with choice in how they communicate, represent, and reflect upon learning
- promotes positive attitudes and joy towards literacy
- prioritizes literacy learning everyday
- fosters a safe/brave environment, which enables open expression of opinions, questioning, wondering, innovating, and creating so that every student's contributions are valued
- provides students with access to a range of materials and technologies
- groups students in flexible groups to meet needs, changing daily
- provides scaffolded instruction with ongoing feedback
- invites risk-taking and persistence
- differentiates entry points to engage all students in the learning



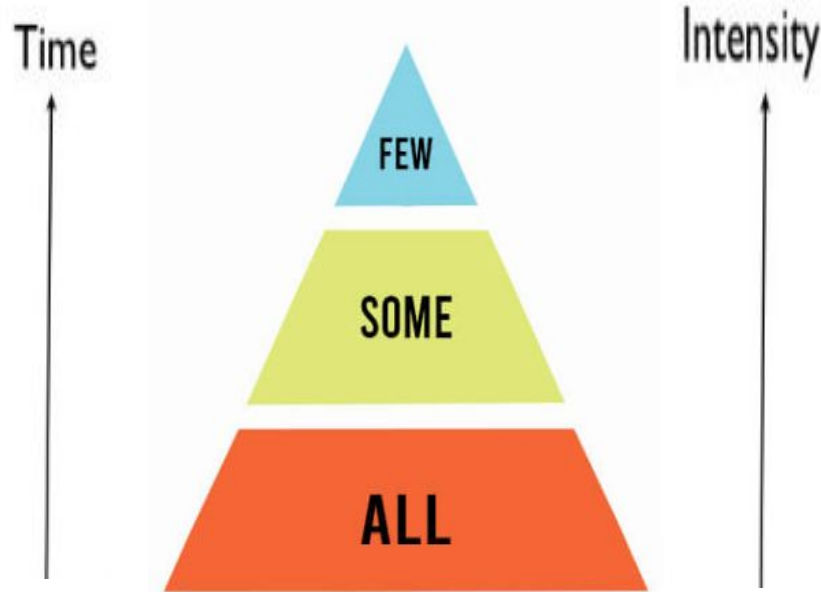


# What does it sound like?



# K-5 Schools - District Literacy Plan

**Supporting 28  
Elementary Schools  
& 8,911 students**



# All Schools - All K-5 Educators

- Summer Professional Development Literacy Institute
- Literacy Book Club
- Targeted Literacy Offerings on Professional Development Days
- MECC, BC Rural Education Advisory, UBC, & GVSD Literacy Collaboration Series
- Supporting Teacher-Librarians
- Supporting Principals & Vice Principals
- (K-12) Literacy Framework

# All Schools - All K-5 Educators



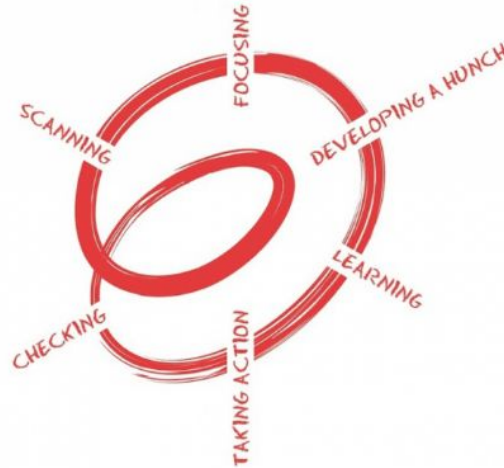
**Summer Literacy Institute  
September 1 & 2, 2022**



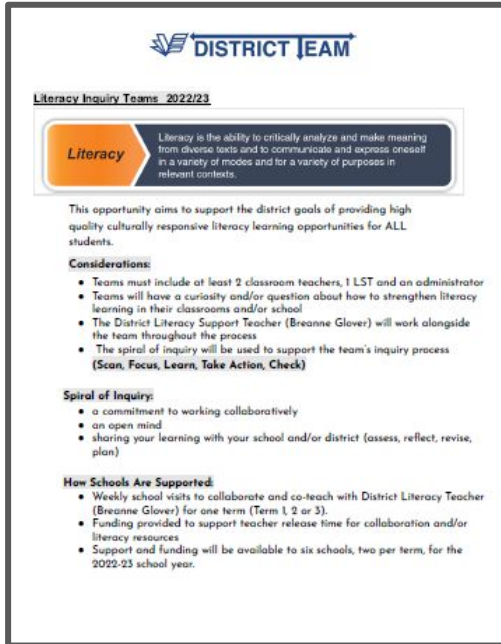


## Some - Schools & Educators

- Literacy Inquiry Projects & Grants
- New Career Teacher Professional Learning



# Some - Schools & Educators



**DISTRICT TEAM**

Literacy Inquiry Teams 2022/23

**Literacy** Literacy is the ability to critically analyze and make meaning from diverse texts and to communicate and express oneself in a variety of modes and for a variety of purposes in relevant contexts.

This opportunity aims to support the district goals of providing high quality culturally responsive literacy learning opportunities for ALL students.

**Considerations:**

- Teams must include at least 2 classroom teachers, 1 LST and an administrator
- Teams will have a curiosity and/or question about how to strengthen literacy learning in their classrooms and/or school
- The District Literacy Support Teacher (Breanne Glover) will work alongside the team throughout the process
- The spiral of inquiry will be used to support the team's inquiry process (Scan, Focus, Learn, Take Action, Check)

**Spiral of Inquiry:**

- a commitment to working collaboratively
- an open mind
- sharing your learning with your school and/or district (assess, reflect, revise, plan)

**How Schools Are Supported:**

- Weekly school visits to collaborate and co-teach with District Literacy Teacher (Breanne Glover) for one term (Term 1, 2 or 3).
- Funding provided to support teacher release time for collaboration and/or literacy resources
- Support and funding will be available to six schools, two per term, for the 2022-23 school year.

## **Campus View Elementary:**

*Focus on school wide continuity that includes a common phonics program to support phonics and grammar learning k-5, trial the side-by-side reading model as a way to reach more students and offer opportunity for students to grow as readers at their own pace.*

## **Torquay Elementary:**

*Focus on oral language and how strong oral language foundations connect to reading and writing performance.*

## **Northridge Elementary:**

*Focus on looking deeper at the student performance and build understanding around new (proficiency) language in relation to student writing.*

## Few - Priority Schools

- Early Literacy Collaboration Teachers
  - .5 FTE in each of the 10 Priority Schools
  - Priority Schools include: Craigflower, Macaulay, George Jay, Victoria West, Tillicum, South Park, James Bay, Oakland, Quadra, and Cloverdale Traditional



# Few - Priority Schools - Role of Early Literacy Collaboration Teachers



## **Purpose of the Early Literacy Collaboration Teacher Role:**

- Work alongside teachers to grow all students as readers, writers, listeners, speakers and thinkers.
- Establish and co-teach differentiated literacy instruction in classrooms.
- Collaborate with teachers to co-create and implement inclusive, differentiated and responsive literacy plans that include reading, writing and representing, oral language, thinking and reflection for all students.
- Support classroom teachers in gathering engaging, culturally responsive materials and resources to support diverse entry points to instruction.
- Meet regularly with the District Team and School Based Teams.

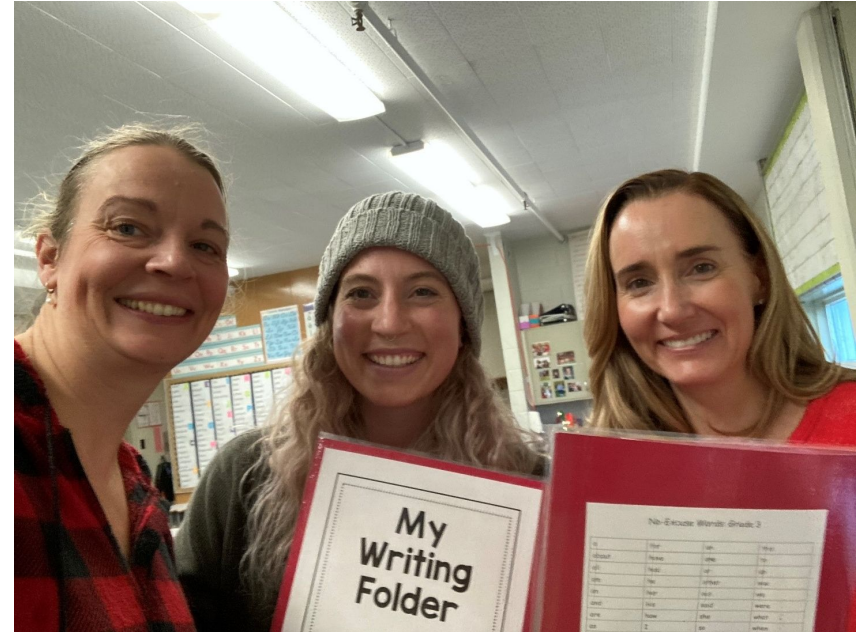
# Literacy Instruction & Evidence Of Success

## Assess, Plan, Reflect, Revise

Effective literacy instruction is active and explicit and is responsive to each student's learning pathway. On-going assessment provides evidence of learners' understanding of instruction.

Teachers respond to student progress by moving at a pace led by each learner's development, not a prescribed program.

Responsive instruction sometimes includes using packaged programs when they are implemented for the purpose of matching targeted skills with a student's needs.





# Next Steps: Evidence Of Success

Piloting of the Grades 3, 6 and 9 Literacy Assessment and the development of a Grade 1 Literacy Assessment



Education Policy and Directions Committee Meeting January 9, 2023

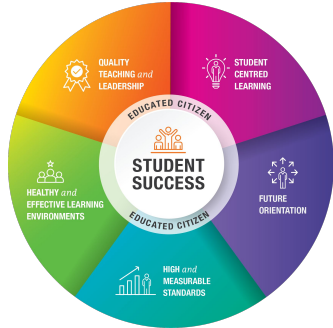
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# Classroom Teacher Feedback

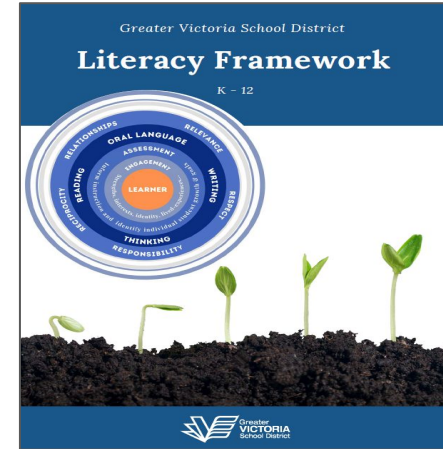
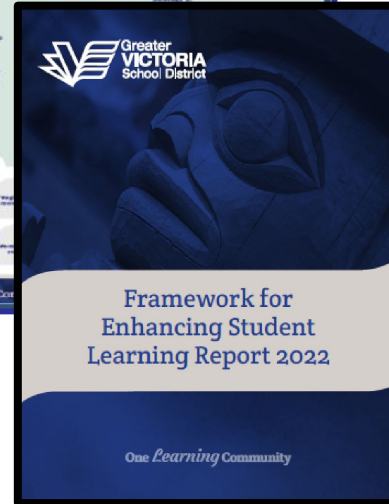
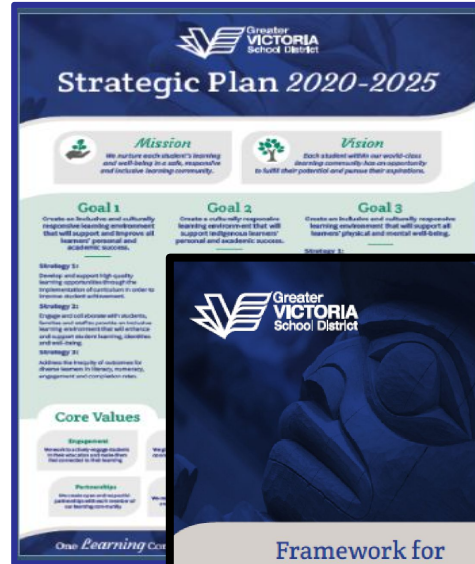
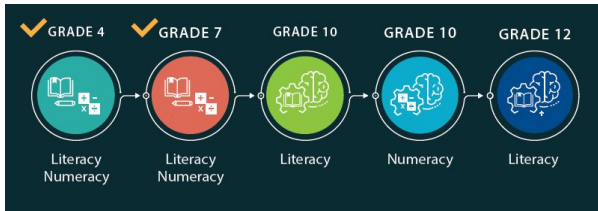
- Accelerated progress for all students
- Good steady improvement in reading levels
- Engagement and enthusiasm (from students)
- Confidence in reading
- Support for classroom teachers
- The power of collaboration
- Exemplifies what professional learning and teaching looks like



# Greater Victoria K-12 Literacy



Ministry of  
Education and  
Child Care

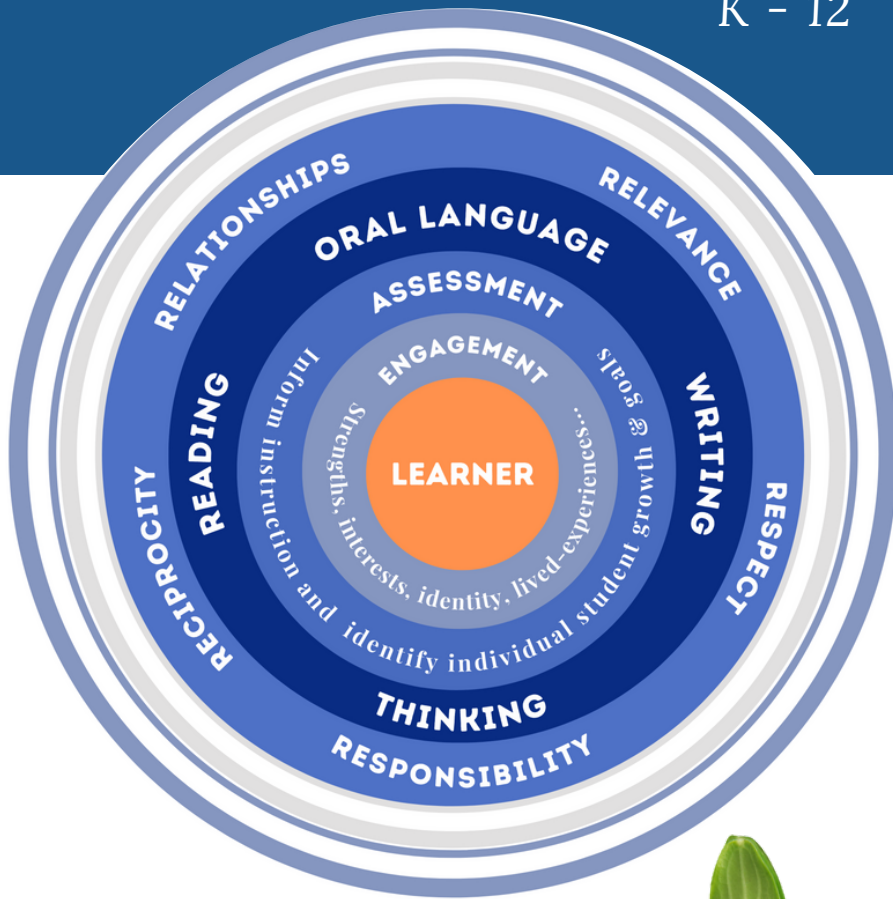




# Literacy Framework

K - 12

DRAFT 2022





We acknowledge and express gratitude to the Lekwungen People, also known as the Songhees and Esquimalt First Nations communities, for allowing us to live, learn and play on their lands.



## Intention of framework:

Creating inclusive and culturally responsive learning environments that support and improve all learners' personal and academic success is the fundamental goal of the Greater Victoria School District Strategic Plan.

In an inclusive and culturally responsive learning environment, each student's social, cultural and linguistic knowledge is valued and embodied in all learning. Every child feels seen, and heard, and their full identity is welcomed at school. When we are culturally responsive, children and families in classrooms and community are not expected to fit in to a prescribed program, rather practice is shaped by the contexts and interests of the students.

The Greater Victoria School District recognizes that a comprehensive approach to literacy learning must be interactive and draw on evidence-based **sociocultural\*** literacy research.

Teaching is highly complex and continually evolves as research enhances new understandings and ways of doing. This literacy framework is a living document that will continue to evolve too.



### What is the sociocultural perspective?

The sociocultural perspective views learning as taking place through interaction, and collaboration. The sociocultural perspective emphasizes that our learning is significantly influenced through and from experiences.



## Purpose:

The Greater Victoria School District's Strategic Plan (2020–2025) outlines the following goals and strategies:

### 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.

Address the inequity of outcomes for diverse learners in literacy.

Address the inequity of outcomes for Indigenous learners in literacy.

This Framework aims to identify core beliefs about literacy, as well as highlight literacy environments, instructional and assessment practices.

This Framework aims to serve teachers who bring literacy pedagogy and practice to life in classrooms, school leaders who are guiding school goals, and district team who plan professional learning opportunities and are striving for coherence for our one learning community.



## Literacy defined:

In British Columbia, literacy is considered contextual and cross-curricular in nature. The BC Curriculum defines literacy as the ability to critically analyze and make meaning from diverse texts and to communicate and express oneself in a variety of modes and for a variety of purposes in relevant contexts.

Specifically, literacy is the ability to understand, critically analyze, and create a variety of forms of communication, including oral, written, visual, digital, and multimedia, in order to accomplish one's goals.

Every educator, from kindergarten to grade 12 plays an integral role in a student's literacy development.

BC's English Language Arts Curriculum:

<https://curriculum.gov.bc.ca/curriculum/english-language-arts>



## Guiding Principles:

- All children are readers, writers, thinkers, and communicators.
- Learning is embedded in memory, history, and story (FPPL, 2008).
- When we value students cultural and home-based resources we can promote these resources as tools for literacy learning.
- Literacy instruction needs to be culturally responsive (instructional materials, assignments, and texts should reflect students' backgrounds and experiences).
- Differentiated literacy instruction requires assessing students' skills and strategies. Instruction should be responsive to the needs of the learner.
- Students need explicit instruction in how to use literacy strategies. Students use these strategies to create and comprehend texts in a range of contexts.
- Instruction that **gradually releases**\* responsibility to students helps them acquire and apply literacy strategies to construct knowledge.
- Reading is an active, integrated problem-solving process of making sense of texts.
- Oral language and phonemic awareness creates a foundation for reading.
- Literate learners encode, decode, and engage in deep thinking about text.
- Reading, writing, speaking and listening are reciprocal and interconnected. All aspects of literacy work with one another.



### What is Gradual Release?

Intentionally shifting cognitive work from teacher modeling, to joint inquiry to independent practice and application by the learner.





# Essential Components of Literacy in the Greater Victoria School District

## Literacy Environments


A culturally responsive learning environment is a place where every student belongs and feels personally connected to their learning. When we are culturally responsive, we teach and learn within the contexts of culture, which means the classroom environment and practice is shaped by the contexts and interests of our students.


## Literacy Instruction

Culturally responsive literacy instruction is strength-based, raises expectations for every student and makes learning relevant for all. Really knowing each student is critical in how we plan and deliver literacy curriculum. When we learn and understand the behaviors, backgrounds, and challenges students face, we are better equipped to address inequities. In addition, we have a responsibility to continually evolve, and align instruction with advances in literacy research to improve student achievement.

## Literacy Assessment

To address the inequity of outcomes for diverse learners and Indigenous students as specified in the Strategic Plan, educators have the responsibility to ensure that student achievement data and authentic engagement guides the planning and design of literacy instruction.





Literacy  
Environments

Literacy  
Instruction

**Guiding questions to support the growth of comprehensive, culturally responsive literacy learning:**

How inclusive and culturally responsive is my literacy classroom? How do I know?

How inclusive is my classroom library?

How inclusive are my mentor texts for writing?

How often do I use gendered versus non-gendered language?

How equitable are class discussions? In what ways do I ensure all student voices are heard?

In what ways—and how often—do I reflect on my practice to ensure all voices are recognized and respected?

In what ways do learners communicate? In what ways do students represent their understanding?

Do students have opportunities to communicate in various modes? How could these modes be extended?

What opportunities do I provide for students to hear stories, poems, rhythms, chants, and songs? How do these connect to the child's culture?

What opportunities are there for oral storytelling (e.g., personal narratives, traditional stories, Coast Salish stories)?

Do students experience the stories and symbols of their own and other cultures?

What opportunities do students have to listen to one another?

How can students explore diversity of languages? How could I extend these interactions?

In what ways do I welcome the use of languages other than English in the student's environment (e.g., by encouraging bilingual students to use both languages or by singing songs in other languages)?

What am I doing to be a joyful literacy teacher, and share my love of learning?



## Literacy Environments

### **A Culturally Responsive Literacy Learning Environment:**

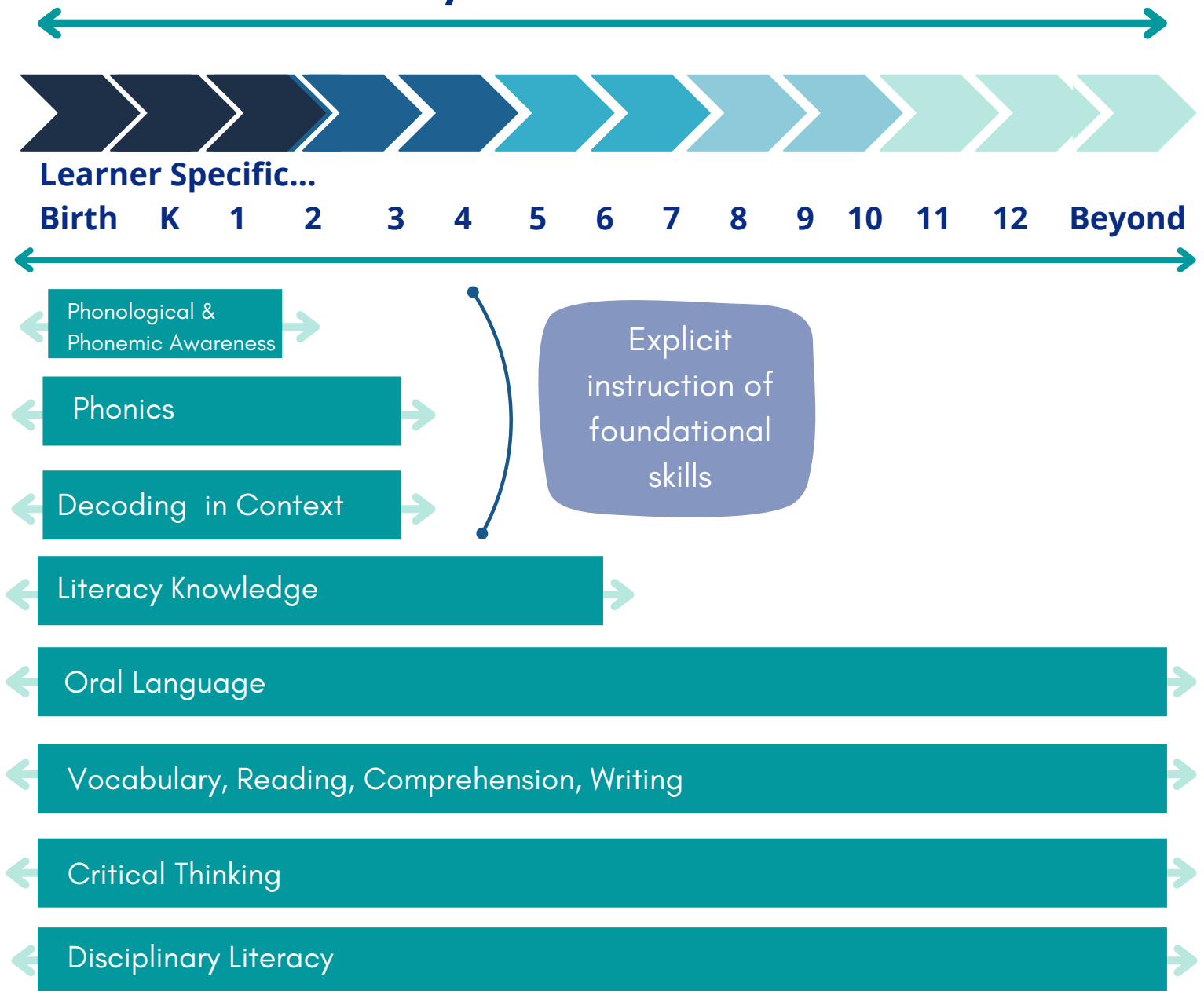
- is rooted in relationship
  - embodies each students' social and cultural knowledge, experiences, passions and interests
  - challenges students to work to their individual potential
  - includes resources that promote an understanding of Lekwungen history, territory, and contemporary matters
  - takes into account linguistic and dialect differences
  - is differentiated to meet the unique needs of learners
  - uses classroom books and sources that enable students to see themselves represented in the text they read
  - provides students with choice in how they communicate, represent, and reflect upon learning
  - promotes positive attitudes and joy towards literacy
  - prioritizes literacy learning everyday
  - fosters a safe/brave environment, which enables open expression of opinions, questioning, wondering, innovating, and creating so that every student's contributions are valued
  - provides students with access to a range of materials and technologies
  - groups students in flexible groups to meet needs, changing daily
  - provides scaffolded instruction with ongoing feedback
  - invites risk-taking and persistence
  - differentiates entry points to engage all students in the learning
- 

# Literacy Instruction

## Assess, Plan, Reflect, Revise

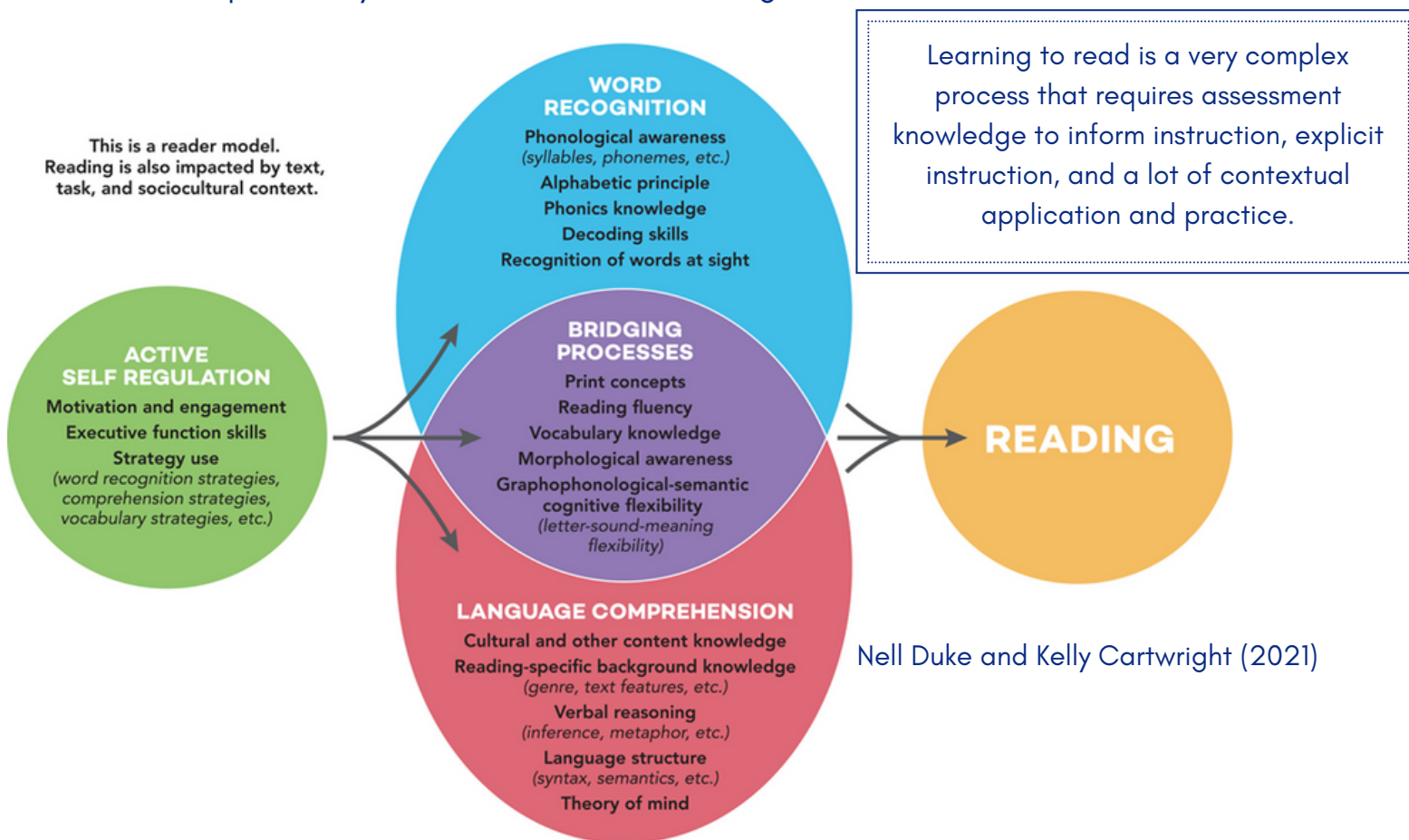
Effective literacy instruction is active and explicit and is responsive to each student's learning pathway. On-going assessment provides evidence of learners' understanding of instruction. Teachers respond to student progress by moving at a pace *led by each learner's development*, not a prescribed program. Responsive instruction sometimes includes using packaged programs when they are implemented for the purpose of matching targeted skills with a student's needs.

## Literacy Instruction Continuum



# Literacy Instruction

Responsive teaching practices create equitable learning opportunities and ensure that all students are engaged in meaningful, joyful, and challenging work that leads to becoming self-determining readers, writers, and thinkers (Routman, 2018). As educators, we have a responsibility to find an entry point to learning for each student. Only once we have established genuine relationships and created an engaging environment will students feel motivated and personally connected to their learning.



This model shows the importance of the overlap and bridge of language comprehension **as** the child learns to decode.

Teachers can use this diagram as a guide depending on where students are at in their reading development regardless of age or grade.

**Motivation and engagement are a large piece of the learning-to-read process.**



# Literacy Instruction

The goal of literacy instruction in the Greater Victoria School District is to empower students to use literacy to gain knowledge, critically analyze and think deeply about information/ideas, express themselves and create new knowledge.

## Differentiated Instruction

Differentiated instruction allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' strengths and stretches. Differentiated instruction is not a single strategy, but rather an approach to instruction that incorporates a variety of strategies.

Key reasons to differentiate are that it improves students' access to learning, motivates them to learn and makes learning more efficient. Differentiated instruction helps address the inequity of outcomes for diverse learners and indigenous students because each child has opportunities to represent their learning in a way that connects to them.

## Questions we can ask ourselves when differentiating our instruction:

- What do I want students to *know*?
- What do I want students to *understand*?
- What do I want students to be able to *do*?
- What do I want students to think about?
- Who already knows, understands the content/skills?
- Who needs support to know/understand/do?
- What can I do for the student so that they can make continuous progress and extend learning?



Differentiated instruction is responsive when informed by ongoing assessment.  
What does a differentiated classroom look like?

[Watch the video here.](#)

## Responsive Instruction

Teaching that is grounded in the teacher's detailed knowledge of and respect for each learner. Focused, personalized, and intentional whole and small group instruction are the most responsive and impactful ways to support learners' development of core literacy skills. Instruction that embodies learners' strengths, interests, and challenges relative to growth in literacy achievement.

On-going assessments are essential and provide evidence of learners' responses to instruction. Teachers respond to student progress by moving at a pace led by learner progress, not a prescribed program.

When informed by ongoing assessment, responsive instruction provides scaffolds to move learners towards independence in reading and writing, and allows learners the opportunity for concentrated instruction and intervention which is targeted to their stretches. There is no program in existence that can meet the literacy needs of every student. Being responsive means using programs only when they can be implemented for the purpose of matching targeted skills with students' needs.

What does a responsive classroom look like?

[Watch the video here.](#)



## Explicit instruction

Literacy includes explicit instruction of core literacy components (Phonemic Awareness, Decoding Skills, Phonics, Vocabulary, and Comprehension).

Explicit, gradually released instruction involves using highly structured and sequenced steps to teach a specific skill with the goal of empowering autonomy and efficacy on the part of the student.

Learning to read requires being able to encode and decode text as well as engage in complex and deep thinking about text. Decoding enables students to figure out most words they've heard but have never seen in print, as well as sound out words they're not familiar with. Phonics instruction (composed of sounds, letters and letter combinations that represent those sounds) is also essential for early learners. Phonics instruction occurs in the context of real reading and through word work. Daily instruction in phonemic awareness is also a valued part of word work.

Phonics, phonemic awareness and phonological awareness in early grades helps students decode text. Teaching decoding can be embedded in the context of authentic text rather than bits of information learned in isolation.

What does explicit instruction look like?

Watch the video here:



## Multimodal Instruction

Multimodal instruction involves teaching literacy concepts using multiple modes as well as empowering students to represent their understanding and thinking in multiple modes. Examples of modes that can communicate meaning in some way include:

- Pictures
- Illustrations
- Digital platforms
- Audio recordings
- Speech
- Writing and print
- Music
- Movement
- Gestures and Facial expressions
- Colours

What does multimodal instruction look like?

[Watch the video here.](#)





## Inquiry and play-based Instruction

Opportunities to play enables children to work out their ideas and thinking and use what they already know to deepen their understanding and further their learning. Neural pathways in children's brains are influenced by and advanced through the exploration, thinking skills, problem solving, and language expression that occur during play.

Teachers create opportunities for embedded literacy instruction during play and inquiry by:

- inviting story-making as an integral part of the literacy plan
- formulating questions
- selecting purposeful literacy rich materials
- inviting talk
- stimulating and supporting deep thinking
- thinking aloud about literacy concepts
- thinking aloud about multiple possibilities or solution
- documenting thinking and learning alongside learners

What does play-based literacy look like?

[Watch the video here.](#)





## Literacy Assessment

Linked below are literacy assessments for grade 1, 3, 6 & 9:

[Link for grade 1](#)  
[Link for grade 3](#)  
[Link for grade 6](#)  
[Link for grade 9](#)



The purpose of the assessments are:

To inform classroom planning and practice around:

- Supporting the reading/writing/thinking connection
- Reading for information
- Writing supported opinions
- Developing critical thinking

To inform school/team planning around:

- Goal setting
- Resourcing
- Planning professional development



# Growing Literacy in the Greater Victoria School District

## Early Years & Elementary



Each component of literacy plays an integral role in nurturing student growth as readers, writers, thinkers and communicators.

Vocabulary  
&  
Background Knowledge

Comprehension

Literacy  
Knowledge

Decoding  
in  
Context

Phonemic  
Awareness

Phonics

Writing

Oral  
Language



# Growing Literacy in the Early Years

## Creating Meaning

### Comprehension

- Tells a story from pictures
- Identifies main events and structure of a story
- Retells information from a non-fiction text
- Retells a story
- Connects personal feelings and emotions to literacy learning
- Connects background knowledge to text
- Makes inferences, predictions, and comparisons

### Literacy Knowledge

- Holds books correctly
- Understands the directionality of print
- Turns the pages
- Differentiates pictures from words
- Differentiates letters, words, & sentences
- Reads simple pattern books or poems from memory
- Matches voice to print
- Identifies and uses punctuation
- Identifies text features

### Vocabulary & Background Knowledge

- Develops language to describe experiences and ideas
- Oral language grows beyond subject-verb-object to include adjectives, and adverbs
- Connects to culture and family knowledge
- Connects to real world, and lived experiences

← ...Reading, Writing, Speaking, Listening, Thinking... →



What am I doing on purpose to foster literacy skills and competencies?

What do I need to strengthen my knowledge, skills and confidence?

Contributions from Faye Brownlie, Harpreet Esmail, Erin Reid and Deb Vanderwood  
Jan. 2022

# Growing Literacy in the Early Years

## Word Recognition

### Phonological Awareness



- Syllables
- Compound words
- Alliteration
- Rhyming

#### Phonemic Awareness

##### Segmenting

- initial/final/medial sounds
- 2 and 3 phoneme words
- 4 +5 phoneme words

##### Blending

- 2,3 then 4+phoneme words

##### Word Families

- add, delete, isolate, & substitute phonemes

### Phonics



#### Matching phonemes to graphemes

- Individual consonants
- Short vowels

#### Consonant digraphs

#### Consonant blends

#### Short vowel patterns

- CVC
- CVCC, CCVC

#### Long vowels

- silent E (CVCe)
- Vowel teams (CVVC)
- R controlled vowels
- diphthongs and other vowel patterns

### Decoding in Context



#### Self-regulation

#### Using context

#### Using picture clues

#### Recognizes common sight words

#### Segmenting the word

#### Blending sounds

← ...Reading, Writing, Speaking, Listening, Thinking... →



What am I doing on purpose to foster literacy skills and competencies?

What do I need to strengthen my knowledge, skills and confidence?

Contributions from Faye Brownlie, Harpreet Esmail, Erin Reid and Deb Vanderwood  
Jan. 2022



# Literacy in the Middle Years



# Literacy in Secondary



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# Office of the Associate Superintendent

*Tom Aerts – Associate Superintendent*

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**To:** Education Policy and Directions Committee  
**From:** Tom Aerts, Associate Superintendent  
**Date:** January 9, 2023  
**RE:** Board/Authority Authorized Course

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## **Background:**

The Ministry of Education and Child Care allows for local boards of education to authorize [Board/Authority Authorized Courses \(BAA courses\)](#) to respond to the local needs of the schools and their communities while providing choice and flexibility for students. BAA Courses are authorized by Boards according to requirements set by the Ministry of Education and Child Care.

The Ministry of Education and Child Care also encourages boards of education to offer locally relevant courses to meet the needs and interests of students. There is no limit to the number of BAA courses that maybe used to satisfy the 28 credits of electives required for graduation.

## **SD61 New BAA Course Timeline for September 2023 course start:**

- November 1, 2022 – Intent to create BAA course must be declared by the teacher to school administration.
- December 1, 2022 – BAA Application draft must be submitted by the school administrator.
- Friday, December 9, 2022 – Final draft of BAA application should be completed and submitted to the school administrator who provides the final review and then submits the course to the district.
- Monday, January 9, 2023 - Ed. Policy Board Meeting – BAA course proposal presented to the SD61 Trustees. Teacher and/or administrator should be prepared to discuss the application.
- Monday, January 30, 2023 – School Board Meeting – Final decision regarding approval of the course will occur here.
- If the application is successful, the District Team will submit all the necessary paperwork to the Ministry to generate course codes for a September start.

## **Recommendation:**

There are no new BAA courses recommended for the 2023/24 school year.





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556 Boleskine Road, Victoria, BC V8Z 1E8  
Phone (250) 475-4162 Fax (250) 475-4112

# Office of the Superintendent

*Deb Whitten – Superintendent*

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**To:** Education Policy and Directions Committee  
**From:** Deb Whitten, Superintendent of Schools  
**Date:** January 9, 2023  
**RE:** Parent Education Fund Update (2022-2023)

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For the 2022 - 2023 school year a Parent Education Fund to support parent education opportunities was provided. Each individual PAC could apply for \$250 within the 2022-23 school year. Criteria were developed for the requests to be reviewed and evaluated and PAC's were advised that submissions would be accepted throughout the year, but preference would be given to PAC applications submitted by November 2022.

For the 2022-2023 application process, \$5,250 has been spent from the Parent Education Fund for 21 approved grant applications. The remaining Parent Education Fund budget of \$1000 will remain in the fund until the completion of the school year.

Please see breakdown.

Secondary School	Grant \$
Esquimalt	X
Lambrick	X
Mt. Doug	✓
Oak Bay	X
Reynolds	✓
SJ Willis	X
Spectrum	✓
Vic High	✓
<b>Middle School</b>	
Arbutus	X
Cedar Hill	X
Central	X
Colquitz	✓
Glanford	X
Gordon Head	X

Lansdowne	X
Monterey	✓
Rockheights	✓
Shoreline	X
<b>Elementary School</b>	
Braefoot	✓
Campus View	X
Cloverdale	✓
Craigflower	X
Doncaster	✓
Eagle View	✓
Frank Hobbs	✓
George Jay	X
Hillcrest	X
James Bay	X
Lake Hill	✓
Macaulay	X
Margaret Jenkins	✓
Marigold	X
McKenzie	✓
Northridge	✓
Oaklands	X
Quadra	X
Rogers	X
Sir James Douglas	X
South Park	✓
Strawberry Vale	X
Sundance Bank	✓
Tillicum	✓
Torquay	X
Victor	✓
Vic West	✓
View Royal	X
Willows	X

<b>RECEIVED GRANT FOR \$250</b>	✓
<b>DID NOT APPLY</b>	X

Total allotted for 2022-2023: **\$6,250**

Total Requests Received for 2022-2023:

**21** Grants Total to be disbursed = 21 X \$250 = **\$5,250**

Parent Education Funds remaining for 2022-2023: **\$750**

# District Learning Team

*Sean Powell, District Principal –*

*Middle School, Languages & Multiculturalism*

---

**To:** Education Policy and Directions Committee  
**From:** Sean Powell, District Principal  
**Date:** January 9, 2023  
**RE:** Late French Immersion

---

## **Background:**

The French Immersion student population represents approximately **9.5%** of the overall student population in British Columbia. In the Greater Victoria School District, French Immersion Program of Choice represents approximately **19%** of the overall student population (20,474 students). The overall student population in the Greater Victoria School District is projected to decrease by over 1000 students by 2031.

The Greater Victoria School District offers three entry points for the French Immersion Program of Choice; kindergarten, grade 1 and grade 6 Late French Immersion. Late French Immersion students remain with their class or cohort for the two years of grade 6 and grade 7 and join with grade 8 French Immersion students, who have been immersed in French since kindergarten or grade 1, for their final year of middle school. Prior to the 2022/2023 school year, students entering Late French Immersion, were offered placement in one of 5 Middle Schools: Arbutus Global, Cedar Hill, Central, Lansdowne, and Shoreline.

The process of examining all financial efficiencies in the Languages portfolio, as part of the budget process, was completed in the spring of 2022. Included in this budget process was the examination of the Late French Immersion program at the five middle school sites: Arbutus Global, Cedar Hill, Central, Lansdowne and Shoreline. Through this process it was evident that the Late French Immersion program had low attendance numbers at several sites which led to questioning whether the district Program of Choice could be offered in four sites as opposed to five sites.

The historical data from running the Late French Immersion Program at five sites questioned the viability of continuing to do so. Historically, Cedar Hill Middle School and Shoreline Middle School had been the two schools that struggled to attain the minimum class size guideline of 23 students. Attached is a detailed enrollment spreadsheet that shows the grade 6 and grade 7 late French Immersion enrollment numbers since 2012/2013 at all five host sites. The additional variables considered when deciding on which site to close were geographical accessibility, population trends and families unable to enter French Immersion in Kindergarten or grade 1.

A map of the school district indicates that of the five middle schools where Late French Immersion was offered, four sites (Cedar Hill, Arbutus Global, Lansdowne and Central) are situated on the east side of the Greater Victoria School District and only one site (Shoreline) is available to families who reside on the west side of our school district. Further, of the two middle schools with lower enrollment (Cedar Hill and Shoreline) ten elementary schools (eight English track, two dual track- Marigold and Macaulay) fed into Shoreline as a Late French Immersion site and only four elementary schools (one dual track) fed into Cedar Hill as a Late French Immersion site.

Last year, the registration process occurred during the first weeks of January, before the budget process and finalization. At the end of the registration process, 20 students had enrolled in the late French Immersion class at Cedar Hill Middle School. After the 2022-2023 budget was finalized, the decision was made to close the Late French Immersion Program of Choice at Cedar Hill Middle School and provide opportunities for students who registered at Cedar Hill to attend the program at one of the four remaining sites. Families were first informed of this decision by email followed by a phone conversation with Sean Powell, District Principal. All interested families were invited to a virtual Open House, where all data in the decision-making process was shared. The families were then given an opportunity to choose another school site with available space. There was enough space across the district to accommodate all families, should they be able or willing to commute outside of their catchment. Of the families previously enrolled in Cedar Hill Late French Immersion, eleven accepted Late French Immersion seats in other sites.

For the 2023/2024 Late French Immersion registration process, if the district continues to offer Late French Immersion in four sites, with Cedar Hill remaining closed, families who are choosing to enroll their children in this program of choice will have an option to choose a box in the Late French Immersion App that indicates Cedar Hill Middle School is their preferred site if it were still available.

Continuing to offer the Late French Immersion program at four sites will result in a savings of approximately \$230 000 per school year. Re-opening Late French Immersion at five sites, will cost approximately \$230 000 per year. Further, as we see overall student populations decrease in the coming decade, it may require the district to continue to operate classrooms far below the minimum guidelines of 23 students which will also have cost implications.

### **Recommendation:**

The school district continues to offer the Late French Immersion Program of Choice at the four sites of Arbutus Global Middle School, Central Middle School, Lansdowne Middle School, and Shoreline Middle School. The district continues to assess the interest of families in the Cedar Hill French Immersion catchment in Late French Immersion and continues to examine the viability of running the Program of Choice at four sites.

# GREATER VICTORIA SCHOOL DISTRICT NO. 61

## LATE FRENCH IMMERSION HISTORICAL SUMMARY

		Arbutus	Cedar Hill	Central	Lansdowne	Shoreline
<b>2022/23</b>	Teacher FTE					
	Grade 6 FTE	17	20 *	24	28	18
	Grade 7 FTE	28	19	17	26	21

\* were enrolled before the site was closed.

<b>2021/22</b>						
	Grade 6 FTE	28	19	17	26	21
	Grade 7 FTE	27	23	22	26	18

<b>2020/21</b>						
	Grade 6 FTE	28	26	27	28	21
	Grade 7 FTE	21	21	19	27	12

<b>2019/20</b>						
	Grade 6 FTE	25	25	22	27	15
	Grade 7 FTE	27	-	24	26	-

<b>2018/19</b>						
	Grade 6 FTE	29	-	26	28	-
	Grade 7 FTE	25	8	27	23	9

<b>2017/18</b>						
	Grade 6 FTE	29	11	27	27	10
	Grade 7 FTE	28	12	27	26	12

<b>2016/17</b>						
	Grade 6 FTE	29	11	30	30	18
	Grade 7 FTE	20	19	30	27	6



		Arbutus	Cedar Hill	Central	Lansdowne	Shoreline
<b>2015/16</b>						
	Grade 6 FTE	26	23	30	30	8
	Grade 7 FTE	27	5	28	29	17

<b>2014/15</b>						
	Grade 6 FTE	31	8	30	30	19
	Grade 7 FTE	23	9	27	26	11

<b>2013/14</b>						
	Grade 6 FTE	26	12	30	30	13
	Grade 7 FTE	25	13	26	28	17

<b>2012/13</b>						
	Grade 6 FTE	30	13	30	30	19
	Grade 7 FTE	16	16	28	17	7