



**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, February 6, 2023, 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 February 6, 2023 agenda be approved.

A.3. Approval of the Minutes

Recommended Motion:

That the January 9, 2023 Education Policy and Directions Committee meeting minutes, be approved.

A.4. Business Arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

B.1. Education Assistant (EA) – Matt Christie

C. NEW BUSINESS

C.1. Framework for Enhancing Student Learning (FESL) Review Memo – Associate Superintendent Aerts

Presentation

Careers/Transitions – District Vice-Principal Johnson

C.2. International Student Fees 2023-2024 – Director of International Student Program Davis

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the International student fees for the 2023-2024 school year.

C.3. Indigenous Grad Requirement – GVTA

C.4. Education Assistant (EA) resourcing and future reporting

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

Recommended Motion:

That the meeting adjourn.

Note: This meeting is being audio and video recorded. The video can be viewed on the District website.



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

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

Trustees Present: **Education Policy and Directions members:** Emily Mahbobi (Chair), Mavis David, Angela Carmichael, Nicole Duncan

Operations Policy and Planning members: Nicole Duncan, Rob Paynter, Derek Gagnon, Karin Kwan

Trustee Regrets: Diane McNally, Natalie Baillaut

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Tammy Renyard, District Principal, Charmaine Shortt, Acting District Principal, Sean Powell, District Principal, David Hovis, District Principal, Andy Canty, Director, Information Technology for Learning

Partners: Jane Massy, CUPE 947, Lena Palmero, GVTA, Brenna O'Connor, VPVPA, Tracy Humphreys, VCPAC

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 Agenda

Moved by Trustee Duncan

That the January 9, 2023 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee Duncan

That the December 5, 2022 Combined Education Policy and Directions and Operations Policy and Planning Committee meeting minutes be approved with the following amendment:

Add Nicole Duncan's name to the Education Policy and Directions members list.

Motion Carried Unanimously

A.4. Business Arising from Minutes

None.

B. PRESENTATIONS TO THE COMMITTEE

B.1. Griffin Foster from Oak Bay High School presented on appointed student leadership at Oak Bay High School.

B.2. Amy Teucher and Andy Teucher presented on Late French Immersion at Cedar Hill Middle School.

C. NEW BUSINESS

C.1. Trustee Mahbobi informed the Board that the Elementary Strings Review will be provided at the January 16, 2023 Operations Policy and Planning Committee Meeting.

C.2. Deputy Superintendent Caldwell presented the Framework for Enhancing Student Learning (FESL) review memo. District Principals Hovis, Renyard and acting District Principal Shortt presented on Literacy Framework and the K-12 Plan as it relates to FESL.

The primary purpose of education and the three main objectives are:

1. Intellectual Development
2. Human and Social Development

3. Career Development

The Provincial Literacy Focus was reviewed as the province realigns from english to literacy. Ongoing strategies to support literacy teaching and learning in the District were shared. Next steps are piloting of the Grades 3, 6, 9 literacy assessments and the development of the Grade 1 literacy assessment.

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

Moved by Trustee Carmichael

That the Board of Education of School District No. 61 (Greater Victoria) move C.5. Late French Immersion – District Principal Powell to C.3. and renumber accordingly.

Motion Carried Unanimously

- C.3.** District Principal Powell provided the Late French Immersion memo for information.

Questions of clarification were asked.

Meeting recessed at 9:01 p.m.

The meeting reconvened at 9:06 p.m.

- C.4.** Associate Superintendent Aerts provided the Board Authority Authorized Courses Memo for information.

- C.5.** Superintendent Whitten provided the Parent Education Fund 2022-2023 update for information.

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

Moved by Trustee Kwan

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).

Motion Carried Unanimously

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

Education Policy and Directions Committee Meeting January 9, 2023

3

Moved by Trustee Duncan

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.

Motion Carried Unanimously

D. NOTICE OF MOTION

None.

E. GENERAL ANNOUNCEMENTS

None.

F. ADJOURNMENT

Moved by Trustee Mahbobi

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 9:21 p.m.

Chair

Secretary-Treasurer

Office of the Superintendent

Tom Aerts – Associate Superintendent

TO: Education Policy Meeting
FROM: Tom Aerts, Associate Superintendent of Schools
RE: Pathways and Partnerships Presentation
DATE: February 6, 2023

Background:

The Ministry of Education & Child Care's vision for student success mandates Career Education as one of the three pillars of the Educated Citizen. Their goal under Career Education is "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".

Pathways and Partnerships' mandate within the K-12 environment is geared towards ensuring students leave our District as Educated Citizens with a future orientation. This is achieved through individualized student planning, assisting with Career Education curriculum development, program creation and delivery, work and post-secondary education connections, as well as enriched classroom experiences.

- In the elementary years, students are **exposed** to their future orientation by learning about various jobs in the community that break down stereotypes, broaden aspirations, and links learning to the real world.
- In the middle years, students begin to **explore** their future orientation by learning about who they are and identifying their personal interests, skills, and values.
- In the secondary grades, students are able to **experience** their future orientation through work, training, volunteering, and/or post-secondary opportunities.

Pathways and Partnerships, in collaboration with the District Team, designs opportunities and resources in the K-12 environment to support all students through the lenses of equity and cultural responsiveness.

Information:

The intent of this memo is to offer an overview of the Pathways and Partnerships presentation on February 6, 2023 and to familiarize Trustees with the Department's work in Kindergarten through Grade 12 schools as it connects to the Framework for Enhancing

Student Learning (FESL), the Greater Victoria School District's Strategic Plan, The District Team's goal, and Ministry of Education and Child Care requirements. The presentation will include background information about Pathways and Partnerships, details about some of the K-12 programming offered to students, and the research and data that supports the work.

Supporting documents:

Framework for Enhancing Student Learning (FESL) Report

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

Greater Victoria School District Strategic Plan (2020-2025)

<https://www.sd61.bc.ca/our-district/plans/>

The Ministry of Education and Child Care's Vision for Student Success

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/vision-for-student-success>

Pathways and Partnerships Website

<https://careers.sd61.bc.ca/>

Pathways and Partnerships YouTube Channel

<https://www.youtube.com/@sd61pathwayspartnerships21/videos>

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	DIRECTOR OF INDIGENOUS EDUCATION DR. SHELLY NIEMI SCHOOL BASED PRINCIPALS	Indigenous Education: Four Agreements School Goals
MAY	01	DISTRICT PRINCIPAL SEAN MCCARTNEY DISTRICT PRINCIPAL DAVID HOVIS	District Goal - Priority Students
JUNE	05	DISTRICT PRINCIPAL TAMMY RENYARD	Review of Data/FESL (Draft FESL 2023-24)

Pathways & Partnerships



SD61 Pathways & Partnerships District Career Education Team



Bonnie Alexander
Career Education Teacher K- Gr. 8

Kevin Bleic
District Trades Teacher

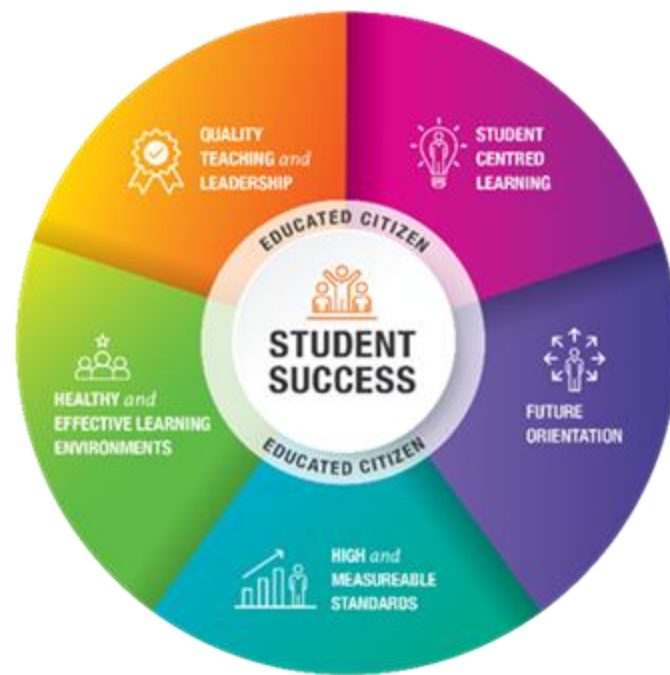
Lindsay Johnson
VP Pathways & Partnerships

Secondary Career Centre Teams



3 Pillars of the Educated Citizen

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 of
Education and
Child Care

Our Why: The Research That Guides Our Work



Engagement in meaningful career education opportunities helps:

1. Broaden young people's horizons and raise their aspirations
2. Excite students about subjects, increasing motivation, confidence and attitude to learning
3. Challenge gender and social stereotypes
4. Improve academic achievement
5. Increase young people's earning potential

Strategic Plan Connections

Goal 1

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

- Trades
- Dual Credit
- Collaboration
- Equitable Resources
- Equitable Opportunities
- Individualized Planning



Goal 2

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

- Culturally Responsive Practices
- District Indigenous Education Department Collaboration
- School-Based Indigenous Education Team Collaboration

Youth Work in Trades

Goal 1

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



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Inclusive Education Collaboration

Goal 1

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



University
of Victoria



Early Learning and Care - Dual Credit Collaboration

Goal 1

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



Ministry of
Education and
Child Care

DUAL CREDIT COURSES IN COMMUNITY, FAMILY & CHILD STUDIES

Course Option One: Online Delivery
Health 111 - Indigenous Peoples Health

Students will explore Indigenous peoples' health experiences past, present, and future. Using a strength-based and holistic perspective, students will learn about the current realities of Indigenous peoples' health experiences, and will be introduced to traditional healing practices. Students will be able to use this knowledge to further their own understanding of Indigenous peoples' health, and can apply this experience to work with children, families and in community.

Course Option Two: On Campus Delivery
ELC 110 - Perspectives on Child Growth Development

Students will explore and explore current and emerging theories and perspectives that explore human growth and development from conception to early childhood. Students will begin to reflect on their stage of children and families through multiple lenses, including an introduction to Indigenous perspectives, to broaden their thinking about children and their growth. The impact of colonization and the residential school experience is explored to support reconciliation and decolonization. Theoretical knowledge will be connected to experiential learning with children and families and early childhood practice.

Health 111 & ELC 110 are part of the following great programs:

- Mental Health & Addictions Certificate Program
- Community, Family & Child Studies Diploma Program
- Early Learning & Care Diploma Program
- Edmonton Adult & Community Support Cert.
- Early Learning & Care Diploma Program

Course prerequisites: C+ in Eng 10. See your Careers Team if you are in Gr 10. Students need to be independent learners that feel ready to start a college course.

Course Delivery Details

Health 111: Online, Tues. 5 - 8pm Jan 10 - Apr 11
ELC 110: On Campus, Fri. 3 - 6pm Jan 13 - Apr 14
@ Camosun's CHW Building, Inverhuron

Classes are scheduled over Spring Break
Take one or both courses!

For more information talk to your school based Careers Team



Equitable Resources & Opportunities at Elementary

Goal 1

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



**THE
CHAMBER.**

GREATER VICTORIA
CHAMBER OF COMMERCE

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Equitable Resources & Opportunities at Middle

Goal 1

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



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POWERPLAY **YOUNG**
ENTREPRENEURS®



Equitable Resources & Opportunities at Secondary

Goal 1

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



Pathways & Partnerships Offerings

Pathways & Partnerships

THE WORLD NEEDS YOU!

-Exploring your future-

Trades	Technology	Health & Helping	Business	Academic	Work Experience
<ul style="list-style-type: none"> Youth Train in Trades (Camosun trades training program) Youth Work in Trades (trades apprenticeship) AutoTech Program TASK Program (trades sampler) Aviation Program Seed the City (summer horticulture program) 	<ul style="list-style-type: none"> TEAC 105 (engineering sampler at Camosun) Aviation Program HighTechU (computer science club at UVic) Graphic Design (summer program) Technology Course/Program Bundle (at Camosun) 	<ul style="list-style-type: none"> Health Care Assistant Program (HCA) (at Camosun) Medical Office Assistant Program (at Camosun) Early Learning & Care (ELC/ECE) (at Camosun) Educational Assistant & Community Support Program (at Camosun) Indigenous Family Support Program (at Camosun) 	<ul style="list-style-type: none"> TALE (Outdoor Adventure Tourism summer program) Accounting, Marketing, Business Dual Credit Courses (at Camosun) Office Administration Program (at Camosun) Business Course/Program Bundle (at Camosun) 	<ul style="list-style-type: none"> uStart (UVic Dual Credit Course) Camosun Dual Credit Courses (various pathways) Camosun Dual Credit Programs (various pathways) Legal Office Assistant Program (at Camosun) 	<ul style="list-style-type: none"> Work Experience 12A and/or 12B Pathways for Life (employment readiness training program at Camosun)

See your school's Career Center Team or Lindsay Johnson (ljohnson@sd61.bc.ca) to learn more!

Follow us on Social Media:

<https://careers.sd61.bc.ca/>

@SD61Careers

@sd61careers

For more details, see back side of sheet.

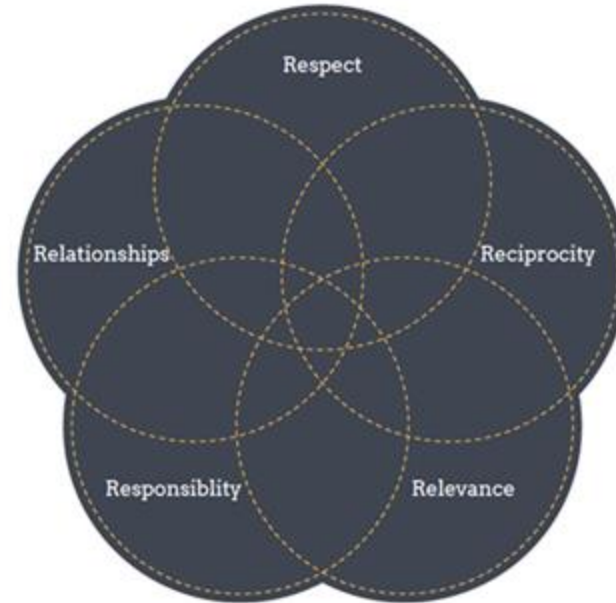
Ask your Careers Team if an opportunity is:

- ★ Summer Program
- Camosun
- ▲ UVic
- Single Course
- Multi-Month Long Program
- ★ Dual Credit

Culturally Responsive Practices

Goal 2

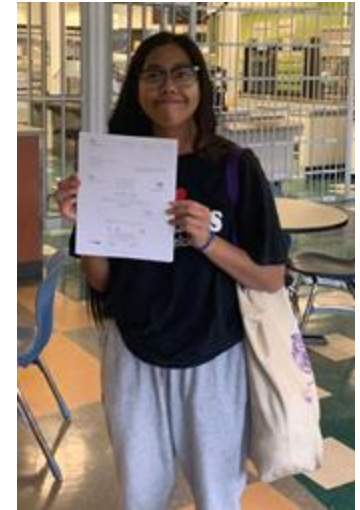
Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.



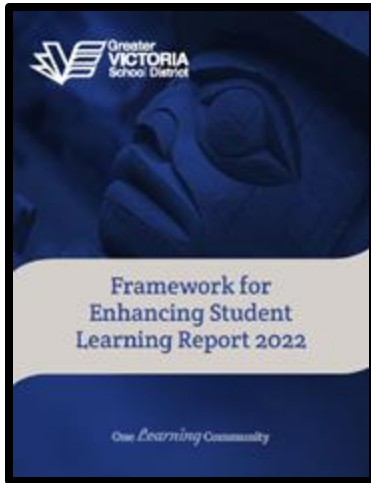
School & District Indigenous Education Department Collaboration

Goal 2

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



FESL

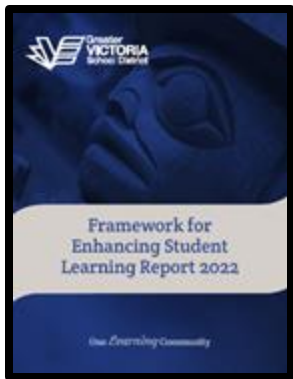


Educational Outcome 4: Students Will Graduate

1.2 Design opportunities for students to feel they belong, they have purpose, and they matter.

1.3 Improve rates of dual credit participation by priority students.





FESL - Strategies to Support

- Invest in Dual Credit partnerships
- Individualized student supports



Ministry of Education and Child Care Data (From Dual Credit Policy Review, Aug 2022)

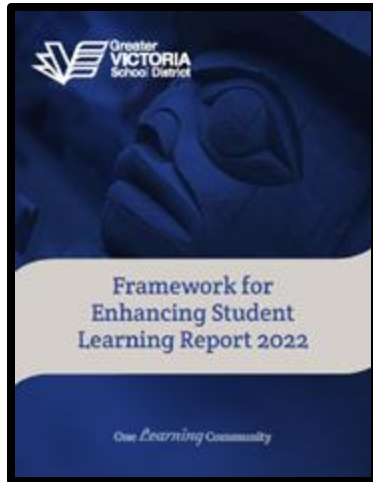
“Dual credit increases student success.

- Participants are 7% more likely than propensity (non-dual credit) matched peers to complete high school.
 - 8% for Indigenous students
 - 9% for students with diverse abilities and disabilities”



FESL

Educational Outcome 5: Life and Career Core Competencies

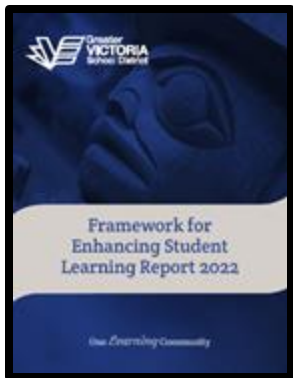


1.1 Improve rates of dual credit participation by priority students

1.2 Improve rates of participation in career education experiential learning activities by priority students.

1.3 Increase the number of students with diverse abilities and disabilities with person-centred planning including transition after grade 12.





FESL - Strategies to Support

- Co-create individualized future plans
- Co-create culturally responsive and inclusive experiential learning opportunities



Ministry of Education and Child Care Data (From Dual Credit Policy Review, Aug 2022)

“Dual credit increases student success.

- Participants are 16% more likely than peers to transition to post-secondary”



District Team Goal



Culturally Responsive Practices

Equitable Resources & Opportunities

Close the opportunity and achievement gap

Data – How Do We Know It's Working?

Students are accessing:

2021-2022 Student Learning Survey Data

- 88% of grade 12s know where their Career Center and/or Career Center team is located
- 84% of grade 12s have participated in 1-5+ events or attended information sessions about university or college education, work experience, trades training, dual credit courses/programs, or other career education topics



Students are successful:

South Island Partnership Success

- 91% of SD61 students who take a course or program through our Dual Credit partnership successfully completes their course or program.

*Students who participate in **4 or more** career related learning activities are **25% less likely** to be become NEET- not in employment, education or training after high school*

(<https://www.educationandemployers.org/>)



www.careers.sd61.bc.ca

*The
world*
NEEDS YOU

@sd61careers



Pathways & Partnerships



International Students Program

*Jeff Davis – Director of International
Student Program*

TO: Education Policy and Directions Committee
FROM: Jeff Davis, Director of International Student Program
RE: International Student Fees 2023-2024
DATE: February 6, 2023

Background:

Generally, the Greater Victoria School District No. 61 has an enrolment of approximately 1300 fee-paying international students in long term-programs of over six months (900 students) and short-term programs of less than six months (400 students).

Please refer to the 2023-2024 program fees for international students document following this memo.

The document includes long-term programs and short-term programs for international-fee paying students in the Greater Victoria School District No. 61.

This memo is for information purposes and will typically be shared every other year.

Recommendation:

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the International student fees for the 2023-2024 school year.

Program Fees - 2023/2024

Updated January 19, 2023

All fees are in Canadian dollars. Fees are subject to change without notice.

Please refer to our website for current fees, program information and refund policies.

Monthly Homestay Fee will increase for 2nd Semester from \$1,100 to \$1,200 per month

Long-Term Academic Program

	1 st Semester	2 nd Semester	One Year
Application Fee	\$ 250	\$ 250	\$ 250
Homestay Placement Fee	200	200	200
Homestay Orientation Fee	225	225	225
Homestay Monitoring	300	300	500
School Fee	8,000	8,000	16,000
Homestay Fee*	5,500	6,000	11,500
Medical Insurance	575	575	1,150
Total Fees	\$15,050	\$15,550	\$29,825
Re-registration fee: \$150.00 (2 nd and consecutive years)			

Uplands Academic Transition Program (ATP)

	September 2023	April 2024
Application Fee	\$ 250	\$ 250
Homestay Placement Fee	200	200
Homestay Orientation Fee	225	225
Homestay Monitoring	300	300
School Fee	8,000	8,000
Homestay Fee*	5,500	6,000
Medical Insurance	575	575
Activity Fee	500	500
Total Fees	\$15,550	\$16,050

Short-Term High School Experience Program

	Sept. 2023 - Jan. 2024 (3-months)	From Feb. 2024 (3-months)	Sept. 2023 - Jan. 2024 (4-months)	From Feb. 2024 (4-months)
Application Fee	\$ 250	\$ 250	\$ 250	\$ 250
Homestay Placement Fee	200	200	200	200
Homestay Monitoring	200	200	250	250
School Fee	5,145	5,145	6,860	6,860
Homestay Fee*	3,500	3,800	4,600	5,000
Medical Insurance	285	285	300	300
Total Fees	\$9,580	\$9,880	\$12,460	\$12,860

Camp Victoria Summer Program 2023

Additional Homestay Fees*

		<u>Dietary Considerations:</u>	Per Month
2-weeks	\$2,420.50	Gluten Free (Celiac)	\$200
3-weeks	\$3,470.25	Vegan	\$150
4-weeks	\$4,503.25	Vegetarian, Pescatarian, Lactose-Free, Life-Threatening Nut Allergy	\$100
5-weeks	\$5,303.00	Other dietary concerns - evaluated on a case by case basis	
6-weeks	\$6,114.50		
7-weeks	\$6,985.00		

***Transfer fee included for Arrival to and Departure from Victoria International Airport.**



Greater Victoria Teachers' Association

5-515 Dupplin Road Victoria BC V8Z 1C2
t. 250.595.0181 f. 250.595.0189 info@gvta.net gvta.net

Sent via email

December 13, 2022

Board of Education
School District No. 61 (Greater Victoria)
556 Boleskine Road
Victoria BC V8Z 1E8

Dear Trustees,

The Indigenous-Focused Graduation Requirement was a welcome announcement from the government. Many teachers had been advocating for Indigenous-focused courses and is something both the BCTF and Indigenous communities had been lobbying the government. This requirement will be effective the 2023-24 school year for all students working toward their Dogwood Diploma. As this course is to be offered beginning next year, we only have a few months left to provide the training and support needed to have teachers ready to teach these courses.

As we have not yet received substantial funds from the Ministry of Education and Child Care to provide training and/or information sessions, districts are having to bear the cost of this themselves. Perhaps you may feel it prudent to reach out to the Ministry to request additional funding? The GVTA recognizes, and appreciates, that SD 61 has budgeted a few days of release time this school year for some teachers to come together to learn about this graduation requirement and how it will be implemented next year. We appreciate having these opportunities; however, the few days scheduled for a few teachers to meet this year are not enough.

Teachers are very supportive of this graduation requirement and want to do this work well. In order to accomplish this, there needs to be more funding. Teachers need time to plan and collaborate with each other, and to learn how to teach this course well, in a culturally responsive way. Our request for additional funding and support comes from a desire that the launch of this important graduation requirement be a successful experience for our students. To that end teachers need time to organize and plan for its successful implementation.

In essence, funding teacher collaboration time during this school year for all teachers affected, to discuss, plan, identify resources needed, and feel confident teaching the Indigenous-Focused Graduation Requirement course would be a worthwhile investment for our students and their teachers.

Sincerely,



Ilda Turcotte
President, Greater Victoria Teachers' Association

cc Superintendent Deb Whitten
GVTA EC