



**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, September 11, 2023, 7:00 p.m.**

**Chairperson: Trustee 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 September 11, 2023 agenda be approved.

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

Recommended Motion:  
That the June 5, 2023 Education Policy and Directions Committee meeting minutes, be approved.

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

**B. PRESENTATIONS TO THE COMMITTEE**

**C. NEW BUSINESS**

**C.1. Parent Education Fund 2022-2023 Update – Superintendent Whitten**

**C.2. Anaphylaxis Aggregate Report 2022-2023 – Superintendent Whitten**

**C.3. Draft Enhancing Student Learning Report (ESLR) 2023-2024 – Superintendent Whitten, Deputy Superintendent Caldwell, and Associate Superintendent Aerts**

**C.4. Overview of Ed Policy Presentations for 2023-2024 – Deputy Superintendent Caldwell**

**C.5. New Policy 5150 Sanctuary Schools**

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve new Policy 5150 Sanctuary Schools.

**C.6. New Policy XXXX International Student Enrollment**

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) review the draft Policy XXXX International Education Enrollment and provide direction to the Policy Sub-Committee on consultation and further development in compliance with Bylaw 9210 The Development of Policy.

**C.7. Review of Policy, Regulation and Draft Administrative Procedure**

- a. Policy 5123 Student Placement
- b. Regulation 5123 Promotional Procedures – Secondary Schools Introduction
- c. Draft Administrative Procedure XXXX Student Retention

**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, June 5, 2023, 7:00 p.m.**

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

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

Trustee Regrets: Diane McNally, Angela Carmichael

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Andy Canty, Director, Information Technology for Learning

Partners: Tracy Humphreys, VCPAC, Brenna O'Connor, VPVPA, Lena Palermo, GVTA

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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 Agenda**

**Moved by** Trustee Duncan

That the June 5, 2023 agenda be approved.

**Motion Carried Unanimously**

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

**Moved by** Trustee David

That the May 1, 2023 Education Policy and Directions Committee meeting minutes be approved.

**Motion Carried Unanimously**

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

Trustee Duncan requested graduation data for alternative education. Superintendent Whitten replied that graduation data will be provided at a future in-camera meeting.

**B. PRESENTATIONS TO THE COMMITTEE**

None.

**C. NEW BUSINESS**

**C.1.** Deputy Superintendent Caldwell presented a summary of the Framework for Enhancing Student Learning (FESL) presentations to the 2022-2023 Education Policy and Directions Committee.

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

**D. NOTICE OF MOTION**

None.

**E. GENERAL ANNOUNCEMENTS**

None.

**F. ADJOURNMENT**

**Moved by** Trustee Duncan

That the meeting adjourn.

**Motion Carried Unanimously**

The meeting adjourned at 7:40 p.m.

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Chair

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Secretary-Treasurer

DRAFT

# Office of the Superintendent

*Deb Whitten – Superintendent*

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**To:** Education Policy and Directions Committee  
**From:** Deb Whitten, Superintendent of Schools  
**Date:** September 11, 2023  
**RE:** **Parent Education Fund Update**

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## 2023-2024 Parent Education Fund:

For the 2023-2024 school year, a Parent Education Fund of \$6000 to support parent education opportunities was established. On Wednesday, September 13, 2023, each individual Parent Advisory Committee (PAC) will be invited to apply for \$250 from the fund for the 2023-2024 school year. Requests for the funds will be reviewed and evaluated based on established criteria and preference will be given to PAC applications submitted by Friday, November 3<sup>rd</sup>, 2023; if funding remains, PAC submissions will be accepted throughout the year.

## 2022-2023 Parent Education Fund Update:

For the 2022-2023 application process, \$5,750 was spent from the Parent Education Fund for 23 approved grant applications. The Parent Education Fund provided funds to the following schools: Fourteen (14) Elementary Schools (Tillicum, Sundance-Bank, Victor, Frank Hobbs, Eagle View, Vic West, McKenzie, South Park, Braefoot, Doncaster, Margaret Jenkins, Lake Hill, Northridge and Rogers); Five (5) Middle Schools (Colquitz, Arbutus, Monterey, Lansdowne and Rockheights); Four (4) Secondary Schools (Spectrum, Victoria High, Reynolds and Oak Bay).

*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.*

**To:** Board of Education  
**From:** Deb Whitten, Superintendent  
**Date:** September 11, 2023  
**RE:** **Anaphylaxis Aggregate Report**

## **Anaphylaxis Aggregate Report**

Anaphylaxis is a sudden and severe allergic reaction, which can be fatal. Anaphylaxis is a medical emergency that requires immediate emergency treatment with an Epinephrine auto-injector. Any substance can cause an allergic reaction. The most common substances include foods, food additives, medications, insects and latex.

All schools must have an emergency protocol in place to ensure responders know what to do in an emergency. The emergency protocol includes:

- administer epinephrine auto-injector;
- call 911 and ask for an Advance Life Support Ambulance;
- call student's parents;
- administer a second epinephrine auto-injector after 5 minutes if symptoms have not improved;
- have student transported to hospital by ambulance.

As per Regulation 5141.21 *Anaphylaxis*, Principals report information on each anaphylactic incident to the Board of Education via the Superintendent in aggregate form using the School Protection Program Incident Report.

As such, there were two (2) anaphylactic incidents reported during the 2022-2023 school year.

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# Office of the Superintendent

*Deb Whitten – Superintendent*

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**To:** Education Policy and Directions Committee  
**From:** Deb Whitten, Superintendent of Schools  
**Date:** September 11, 2023  
**RE:** **Draft Enhancing Student Learning Report**

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In the fall of 2020, the Ministry of Education passed the Enhancing Student Learning Reporting Order. The order requires that, each year, a board must submit to the Minister a report completed in accordance with the order by September 30; this year's deadline for submission has been extended to October 3, 2023. The report, now referred to as the Enhancing Student Learning Report (ESLR) brings a formalized approach to the planning and reporting of expectations for schools with a focus on enhancing student learning and success in literacy, numeracy, graduation, belonging and career and life goals.

Staff (Senior Leadership Team and Department Directors/Principals/Vice Principals) have been working collaboratively to review and interpret the ESLR data and update the report. The 2023 – 2024 ESLR submission reflects the on-going commitment to operationalizing the District Strategic Plan, aligning District resources to support the work and using data to measure the success of our strategies.

Intellectual Development, Human and Social Development and Career Development are required sections in the report and are in alignment with the Enhancing Student Learning Reporting Order. ESLR includes both required data sets as described by the Ministry of Education and Child Care, including Foundations Skills Assessment (FSA) data and Student Learning Survey (SLS) data, as well as some local District data including Middle Years Development Instrument (MDI) and Early Years Development Instrument (EDI). While the ESLR is submitted to the Minister it is also designed with a view to informing the public about District goals and objectives.

The attached ESLR is a DRAFT document and some sections may be updated prior to Board approval at the September Board of Education meeting.

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# ENHANCING STUDENT LEARNING REPORT 2023

In review of the Greater Victoria School District five-year strategic plan that was renewed in 2020 (Year 4 of 5).

Approved by the Board on: September XXXX



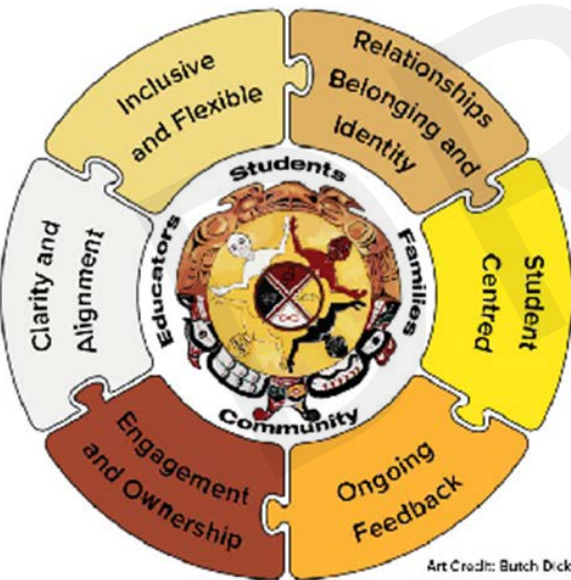
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## District Context

The Greater Victoria School District No. 61 (GVSD) resides on the traditional territory of the lək'wəŋən (Lekwungen) people. We would like to acknowledge the Songhees First Nation and the Esquimalt First Nation on whose traditional territories we live, work and play. Hay'sxw'qa—thank you.

The GVSD is committed to supporting Indigenous learners by promoting practices informed by Indigenous perspectives and ways of knowing. Our partnerships with local Indigenous communities are formalized through the education agreements we have with the Songhees First Nation, Esquimalt First Nation, Métis Nation Greater Victoria (MNGV) and the Urban Peoples' House Indigenous Advisory (UPHIA), known as the Four Houses.



The term Four Houses refers to the localized structure co-created with the Indigenous communities to provide equitable opportunities for Indigenous Nations to have a voice within the GVSD. This is in-line with the district committing to a distinctions-based approach as outlined by the Declaration on the Rights of Indigenous Peoples Act Action Plan.

### The Greater Victoria School District by the numbers:

- 19,541 students
- 1,486 self-identified Indigenous students
- 1,491 international students
- 2,200 multi-language learners
- 29 elementary schools (K–grade 5)
- 10 middle schools (grades 6–8)
- 7 secondary schools (grades 9–12)
- 1 alternative school
- 1 K-12 school
- 1 continuing education
- 6 municipalities
- 6 StrongStart Centres

The GVSD is located in the capital city of British Columbia which includes the municipalities of Esquimalt, Oak Bay, Victoria, View Royal and a portion of Saanich and Highlands. We provide quality educational programs for 19,541 students at 49 schools. Additionally, we offer a variety of Programs of Choice, including French Immersion, Sport Academies, and Challenge and Leadership programs.

As a learning community, we are deeply committed to each student having the opportunity to fulfill their potential and pursue their aspirations. We recognize that achieving this goal will require us to continue to:

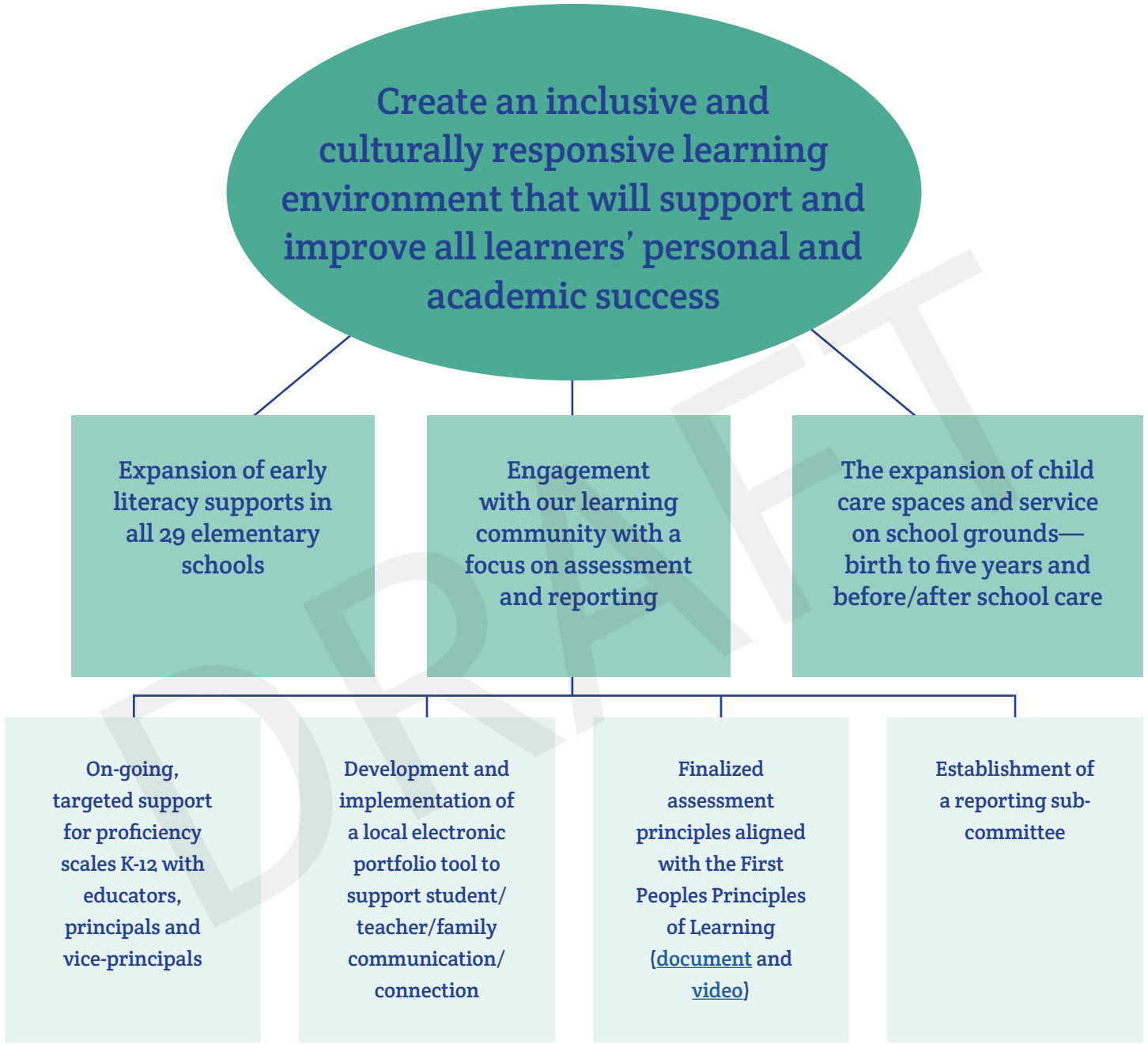
- Lean into Indigenous perspectives and considerations for systemic alignment
- Engage with community in a culturally responsive way that is open, transparent and collaborative
- Focus on aligning the human and financial resources of the system to meet the educational goals of the school district
- Increase our data literacy across the system
- Enrich early childhood experiences to set the foundation for learning and social and emotional health

## Current Strategic Plan Priorities

The Greater Victoria School District has three goals identified in its [strategic plan](#). Each of the goals contain strategies to action the goal and are included in the tables below. Also included are the actions to date for the strategies.

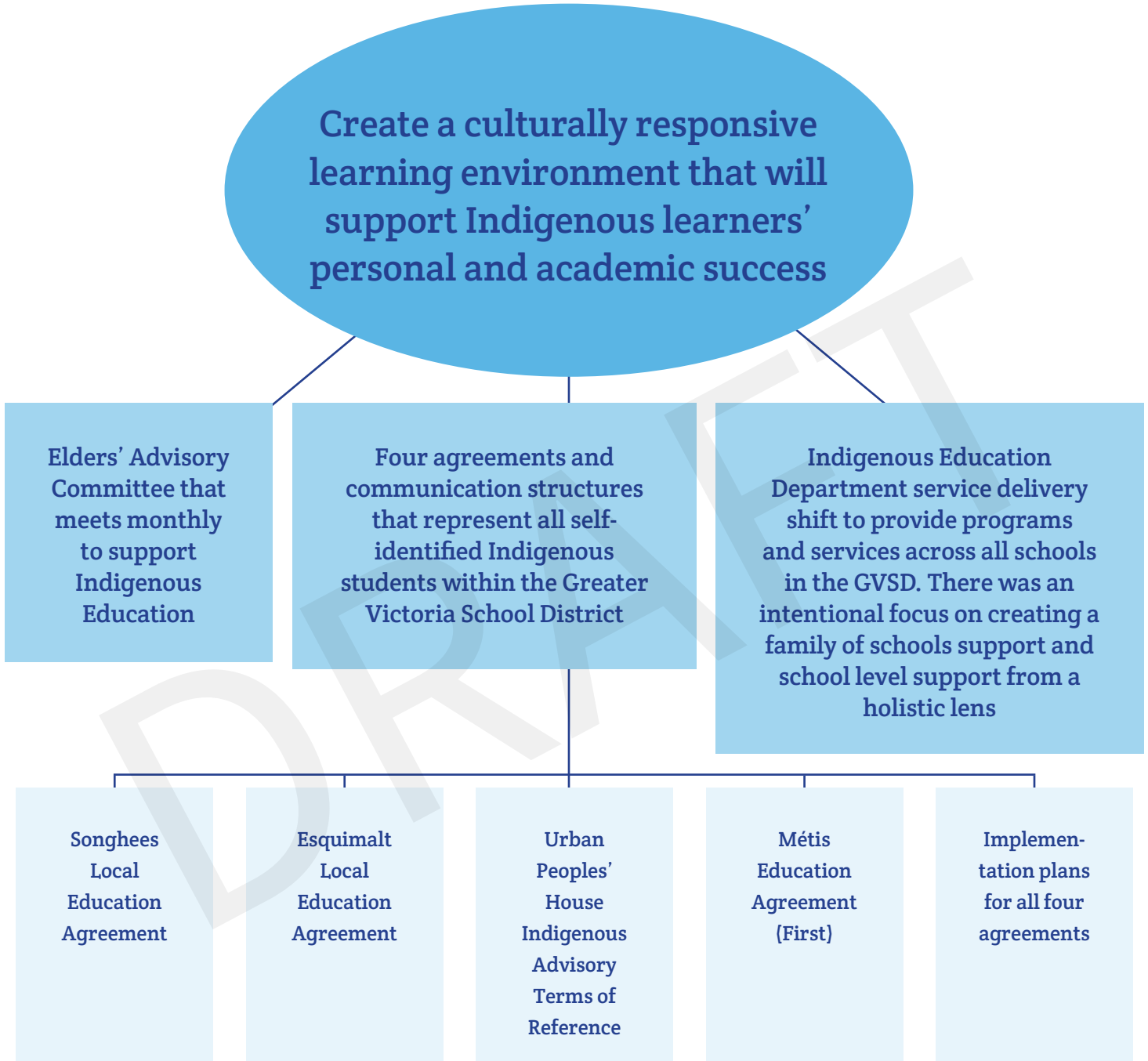
Goal 1: Create an inclusive and culturally responsive learning environment that will support and improve all learners’ personal and academic success.			
	Strategy 1: Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.	Strategy 2: Engage & collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.	Strategy 3: Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.
ACTIONS TO DATE	<ul style="list-style-type: none"> <li>Targeted professional learning offered through a variety of ways with a focus on literacy, numeracy and social emotional learning through the lens of culturally responsive teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Through the K-12 Career Education Curriculum, continue to create opportunities focused on personalized future orientation</li> </ul>	<ul style="list-style-type: none"> <li>Increase initiatives for students with diverse learning needs to connect with meaningful work experience, training, and post-secondary learning opportunities</li> </ul>
	<ul style="list-style-type: none"> <li>District professional learning options aligned with the strategic plan that prioritize culturally responsive learning environments and explicitly connect philosophy and pedagogy with a focus on increasing student connections, engagement and achievement will be a priority</li> </ul>	<ul style="list-style-type: none"> <li>Further implementation and support of Competency Based Individual Education Plans K-12— focus on engaging students and families (Year 4)</li> </ul>	<ul style="list-style-type: none"> <li>Year 3 of District multi-disciplinary ‘wrap-around team’ supporting school teams with programming implementation for diverse learners with the most complex support needs</li> </ul>
	<ul style="list-style-type: none"> <li>French oral language pilot with a family of schools to support the acquisition and strengthening of French oral language development</li> </ul>	<ul style="list-style-type: none"> <li>Continued work to support person centered planning and transitions K-12 and beyond with a focus for diverse learners</li> </ul>	<ul style="list-style-type: none"> <li>Year 3 of early childhood educators working alongside teachers in kindergarten classrooms</li> </ul>
	<ul style="list-style-type: none"> <li>Assessment Principles that focus on culturally responsive assessment and communicating student learning (document and video)</li> </ul>	<ul style="list-style-type: none"> <li>Expanding of the Welcome and Learning Centre to support immigrant and refugee students new to Victoria (Sept 2022)</li> </ul>	<ul style="list-style-type: none"> <li>Activation of the four agreements with Indigenous communities</li> </ul>
		<ul style="list-style-type: none"> <li>Continued support with inclusion of SOGI-themed resources and activities through collaboration with SOGI school leads and targeted professional learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Targeted early literacy supports in priority schools</li> </ul>

District Successes: Goal 1



Goal 2: Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.			
	<p><b>Strategy 1:</b> Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.</p>	<p><b>Strategy 2:</b> Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.</p>	<p><b>Strategy 3:</b> Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.</p>
ACTIONS TO DATE	<ul style="list-style-type: none"> <li>Indigenous Education Learning Series</li> <li>Culturally Response Learning Series</li> </ul>	<ul style="list-style-type: none"> <li>Songhees Local Education Agreement—Implementation Plan</li> <li>Esquimalt Nation Education Agreement—Implementation Plan</li> <li>Métis Education Agreement—Implementation Plan</li> <li>Urban Peoples' House Indigenous Advisory —Terms of Reference</li> </ul>	<ul style="list-style-type: none"> <li>All departments and schools are working towards an implementation of a distinctions-based data approach as per DRIPA, our Local Education Agreements with Songhees Nation, Esquimalt Nation, our Métis Education Agreement and our UPHIA Terms of Reference in our work with addressing inequities in literacy, numeracy, attendance and graduation rates with Indigenous students in our school district. All of our agreements were co-created with each of the Indigenous communities and we meet regularly to discuss and activate the needs of their students and families as outlined in each of these agreements from a distinctions-based approach</li> </ul>
	<ul style="list-style-type: none"> <li>Human Rights Tribunal—Special Programs Hiring Exemption</li> <li>Culturally Responsive Leadership Framework</li> <li>Equity Scan</li> </ul>	<ul style="list-style-type: none"> <li>Monthly Meetings with the Four Houses</li> </ul>	
	<ul style="list-style-type: none"> <li>Indigenous Education Learning Resource Library—with Approved Authentic Resources</li> </ul>	<ul style="list-style-type: none"> <li>Elders Advisory Monthly Meetings</li> </ul>	
	<ul style="list-style-type: none"> <li>Indigenous Mental Health Framework (Locally Developed with the Four Houses)</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous Education District Elementary, Middle and Secondary School Teams</li> </ul>	
	<ul style="list-style-type: none"> <li>Local Education Agreements</li> <li>Métis Education Agreement</li> <li>Urban People's House Indigenous Advisory—Terms of Reference</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous Education Dept and District Team—Collaboration to support the work across the system</li> </ul>	
	<ul style="list-style-type: none"> <li>Elders Advisory</li> </ul>		

District Successes: Goal 2



Goal 3: Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.				
	<p><b>Strategy 1:</b> Continue to provide professional learning opportunities to all staff in K-12 to further support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.</p>	<p><b>Strategy 2:</b> Work in collaboration with Ministry of Children &amp; Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.</p>	<p><b>Strategy 3:</b> Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.</p>	<p><b>Strategy 4:</b> Address the inequity of opportunity for all learners to maximize physical health and mental well-being.</p>
ACTIONS TO DATE	<ul style="list-style-type: none"> <li>Provide in-school implementation support for district resources including Second Step, Mental Health Literacy, EASE for all grades K to 12 including:                             <ul style="list-style-type: none"> <li>Targeted sessions for school counsellors and learning support teachers</li> <li>Counsellor collaboration sessions (several times throughout the year)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Implement information strategy "one-by-each" with all Ministry of Children and Family Development (MCFD) offices that have SD61 students to ensure accurate and timely information between schools and social workers</li> </ul>	<ul style="list-style-type: none"> <li>Provide quarterly mental health and wellness Snapshots at all levels for families that include community resources and relevant research</li> <li>Share new and relevant community resources and opportunities as they become available</li> </ul>	<ul style="list-style-type: none"> <li>Development of an attendance and re-engagement strategy to better identify and support priority students (three meetings throughout the year with community partners to connect and share information on disengaged students and share promising practices)</li> </ul>
	<ul style="list-style-type: none"> <li>Ongoing work with Pacific Institute for Sport Excellence to provide Physical Literacy Teacher Mentorship programming in 10 middle and several elementary schools</li> </ul>	<ul style="list-style-type: none"> <li>In collaboration with MCFD host two sessions for staff from schools, MCFD and Indigenous Delegated Agencies to build better connections in support of our Children and Youth in Care.</li> </ul>	<ul style="list-style-type: none"> <li>Promote in-school physical activities including clubs, intramurals and student led initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Provide membership access to local centres or programs for students and families with limited means</li> </ul>
	<ul style="list-style-type: none"> <li>Learning sessions focused on social emotional learning and behaviour as communication for educational assistants, teachers and administrators</li> </ul>	<ul style="list-style-type: none"> <li>Continue to support implementation of District CYIC Standard of Practice</li> </ul>	<ul style="list-style-type: none"> <li>Develop and promote mental health campaigns through interactive posters in middle and secondary schools</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with community agencies in the development of trauma-informed practice to support newcomers</li> </ul>



District Successes: Goal 3

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

Opening of a centralized Welcome and Learning Centre to support immigrant and refugee students new to Victoria. The intention is to support successful transition into local schools through a trauma informed lens

As part of the Mental Health Framework, the establishment of community partnerships, including PISE, to support student and family physical and mental wellness

The continuation of the District Children and Youth in Care Standard of Practice

The establishment of collaboration sessions with MCFD and Indigenous delegated agencies to build better connections in support of Children and Youth in Care



# Strategic Engagement

Public schools within the GVSD play a key role in weaving communities and families together. We foster community connection by building partnerships with parents and guardians, students and staff, while remaining open to two-way communication.

## What does engagement in the GVSD look like?

The GVSD strives to keep families informed and provides various opportunities throughout the school year for student, staff and public input. Each project or initiative requires a tailored approach depending on the participants and audiences involved. For example, engagement with staff and students regarding learning or classroom experiences will vary from the methods used when engaging with the broader public. Strategies used for internal and external engagement vary and depend on the scope of engagement. The GVSD follows the International Association of Public Participation (IAP2) Foundations and Spectrum of Public Participation framework when developing engagement strategies and plans.

Anyone who may be affected by a decision should have the opportunity to provide input on the potential outcome. A key consideration in engagement planning is accessibility and reducing barriers for all community members to participate in best efforts to remain inclusive and transparent throughout the process. Some strategies include translating materials into different languages and utilizing various communication tools or platforms to adapt to the active participant's needs.

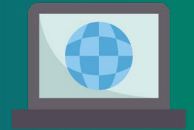
The GVSD is always seeking ways to bring student, staff, and parent perspectives to the Board of Education. All input and data collected through engagement inform the staff's planning and the Board's decision-making. We strongly believe well-informed decisions lead to great governance.

See [Appendix A](#) for a brief overview of how the GVSD engages with Rightsholders, students, staff, families, partners and the broader community.

# Engagement Snapshot



Nearly **45,000** students, staff and members of the public have participated in online surveys and forums since 2020



~ **40,000** monthly visitors to our website



**46** Parent Advisory Councils



**30+** Public Board of Education and Committee Meetings



**13** media requests per week (on average)

# Student Performance Data Analysis & Interpretation

## Intellectual Development

### Literacy

Our goal in the 2022-23 Enhancing Student Learning Report was to improve the on track/extending literacy outcomes within our district. The Grade 4 Literacy Foundational Skills Assessment (FSA) data indicates student success within the district (all resident students) remains unchanged at 80% for literacy/reading. The provincial data indicates the province decreased from 75% to 73%. The FSA in Literacy 7 indicates a decrease from 73% to 67%, whereas the provincial data indicates a decrease from 73% to 69%. We recognize that provincial data can be an important comparative means for our district. However, our goals will focus on continuous growth over time rather than a comparative measure.

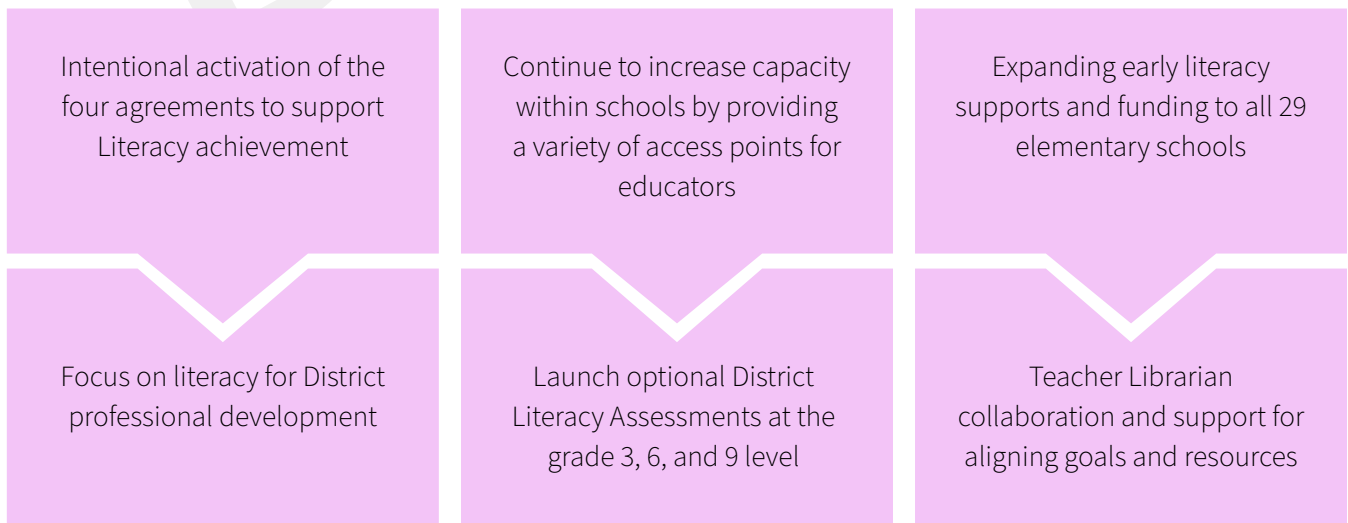
We recognize there is considerable work to do to support the literacy success of Indigenous students in the district. Our commitment is to close the achievement gap between all resident students in our school district and Indigenous students.

#### Literacy Focus for 2023-2024

- **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 three—ten schools)**

Further priority work will be with distinctions-based data for Indigenous students as per the DRIPA Action Plan.

### STRATEGIES TO SUPPORT LITERACY

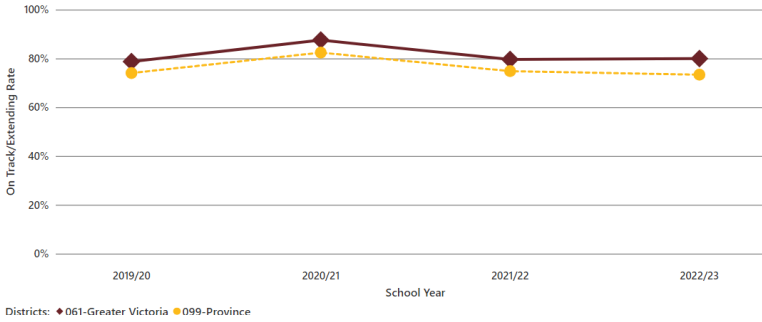


### Grade 4 Literacy Measures

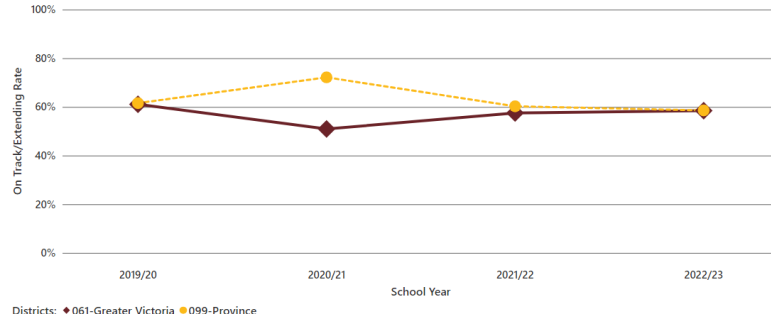
Foundation Skills Assessment (FSA) Literacy/Reading—Grade 4

(Portion of Grade 4 resident writers ‘On Track’ or ‘Extending’ or who have ‘Met or Exceeded Expectations’ on the FSA)

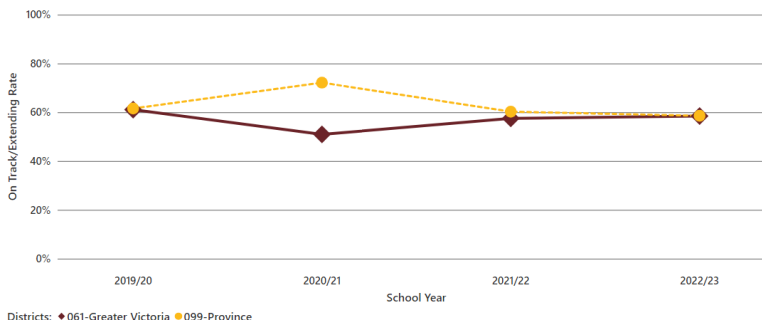
All Resident Students



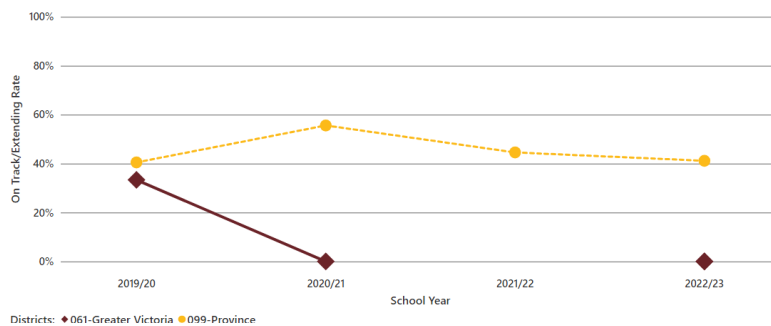
Indigenous Students



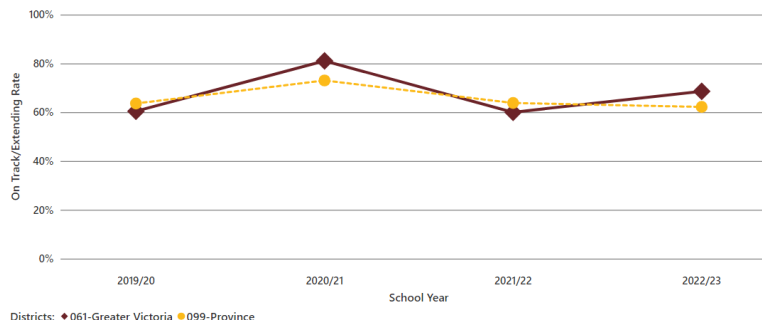
Indigenous Students Not on Reserve



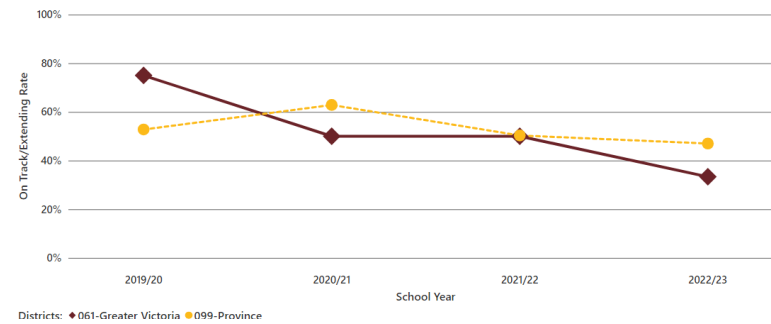
Indigenous Students On Reserve



Students with Disabilities or Diverse Abilities



Children/Youth in Care

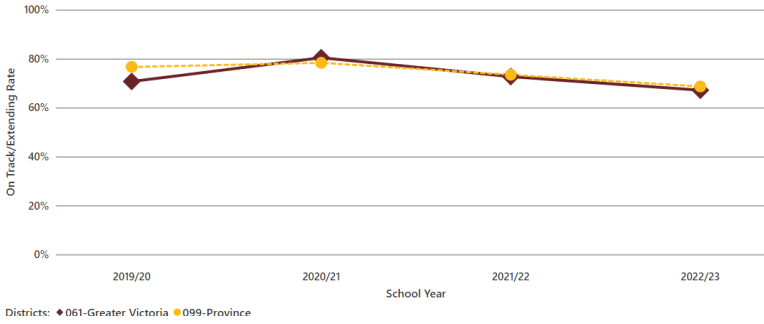


### Grade 7 Literacy Measures

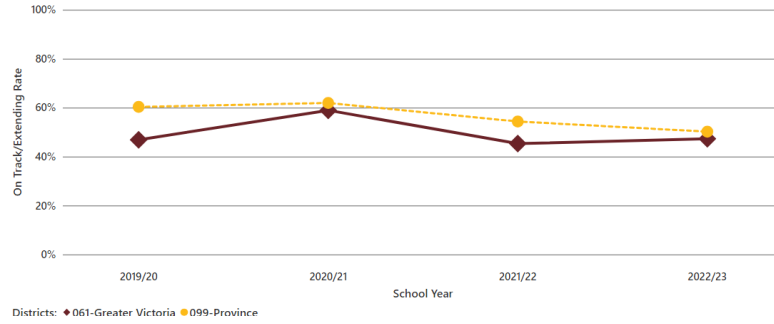
Foundation Skills Assessment (FSA) Literacy/Reading—Grade 7

(Portion of Grade 7 resident writers ‘On Track’ or ‘Extending’ or who have ‘Met or Exceeded Expectations’ on the FSA)

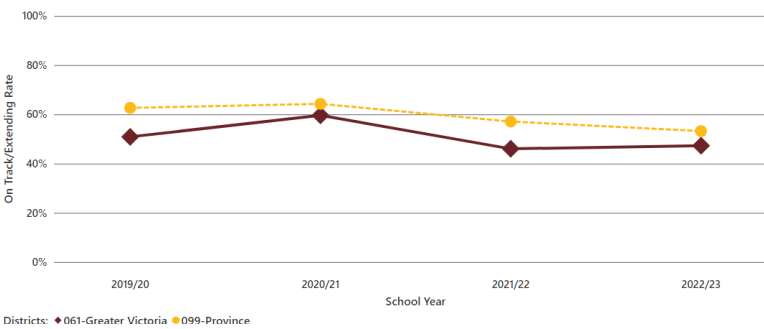
All Resident Students



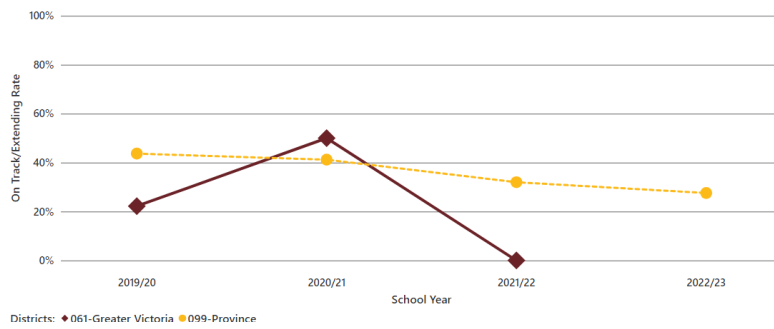
Indigenous Students



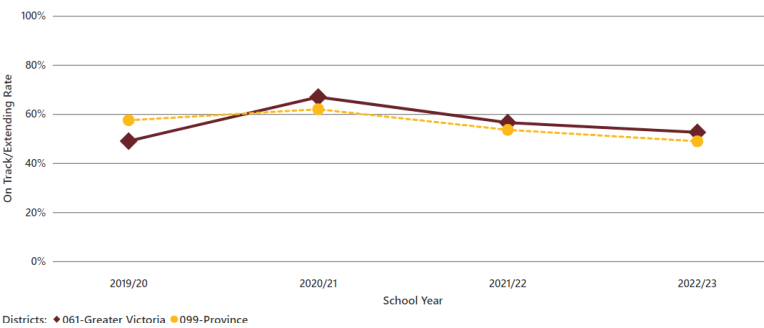
Indigenous Students Not on Reserve



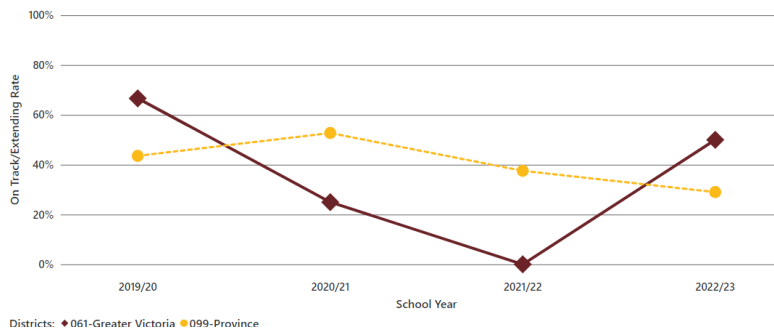
Indigenous Students On Reserve



Students with Disabilities or Diverse Abilities



Children/Youth in Care

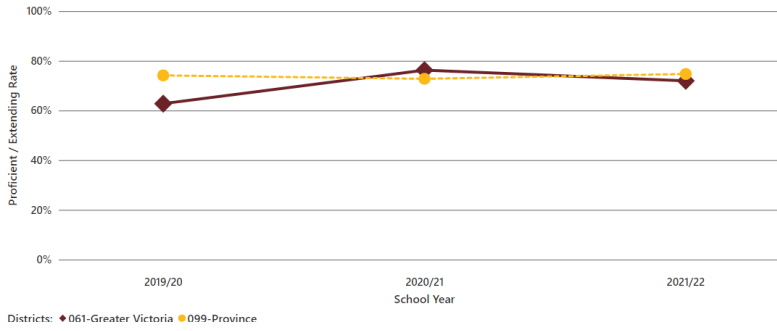


Grade 10 Literacy Measures

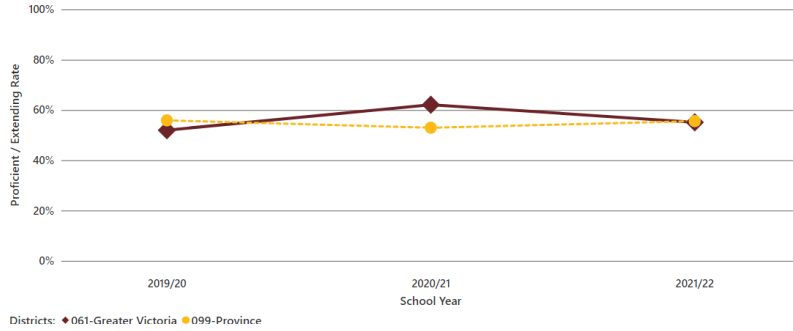
Graduation Assessment – Grade 10

(Portion of Grade 10 resident writers ‘Proficient’ or ‘Extending’ on Literacy 10)

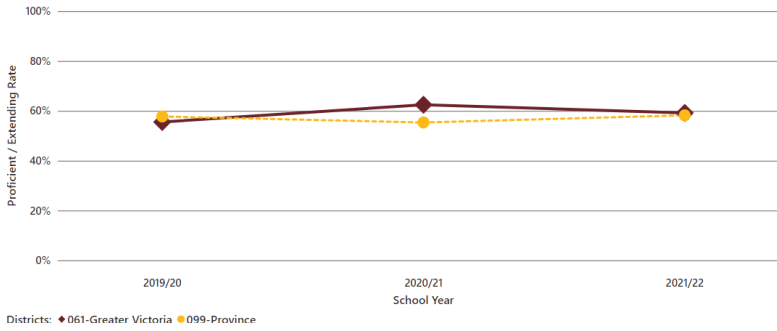
All Resident Students



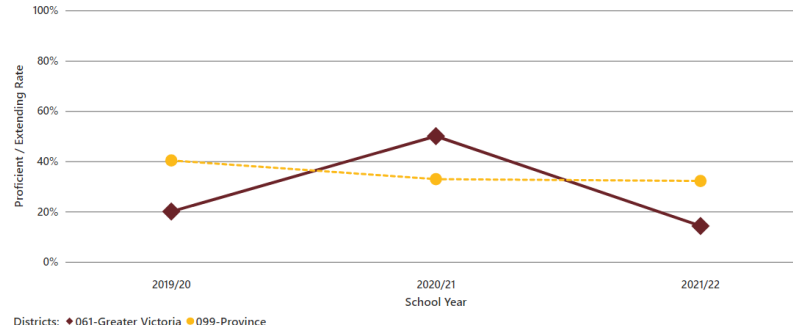
Indigenous Students



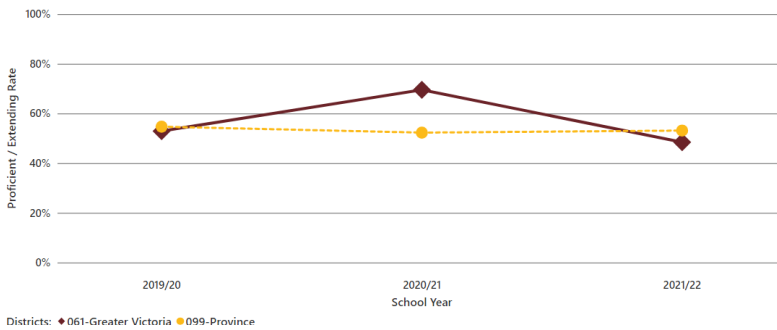
Indigenous Students Not on Reserve



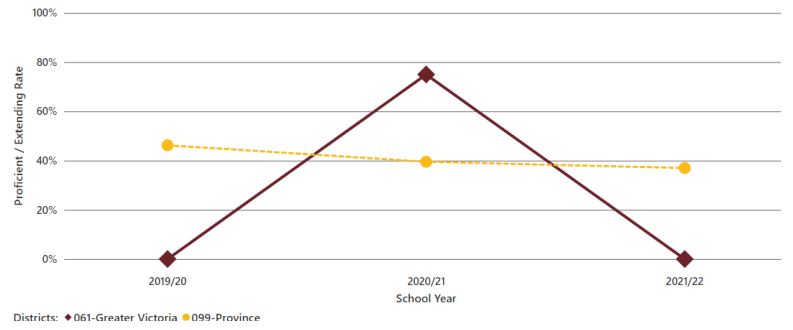
Indigenous Students On Reserve



Students with Disabilities or Diverse Abilities



Children/Youth in Care



## Numeracy

In recent years, district professional learning has been focused on decolonizing numeracy instruction and shifting to supporting culturally responsive learning environments.

Numeracy assessment tasks for optional implementation in grades 3, 6, and 9 have been established and will be introduced in the 2023/24 school year. These tasks align with the provincial numeracy assessments and will be adjusted as provincial benchmarks/performance indicators are launched. A marked decline in student success occurs between grade 4 and grade 7. Notably, student (all resident students) success rates decrease from FSA 4 (69%) to FSA 7 (55%) to Numeracy 10 (41%). The previous year's data show FSA 4 (76%), FSA 7 (61%) and Numeracy 10 (41%), indicating a general decline in success rate in Grades 4 and 7.

### Numeracy Focus for 2023-2024

- Increase Indigenous Student Achievement (on track and extending) on FSA 4,7
- Increase Indigenous Student Achievement (proficient and extending) on Numeracy 10
- Increase All Resident Students' Achievement (proficient and extending) on Numeracy 10
- Co-create a Greater Victoria School District Numeracy Framework K-12

### STRATEGIES TO SUPPORT NUMERACY

Intentional activation of the four agreements to support Numeracy achievement

Continue to provide access to resources such as *Educating Now—The Art of Teaching Math*

Support on-going District professional development in numeracy K-12

Launch optional District Numeracy Assessments at the grade 3, 6, 9 level

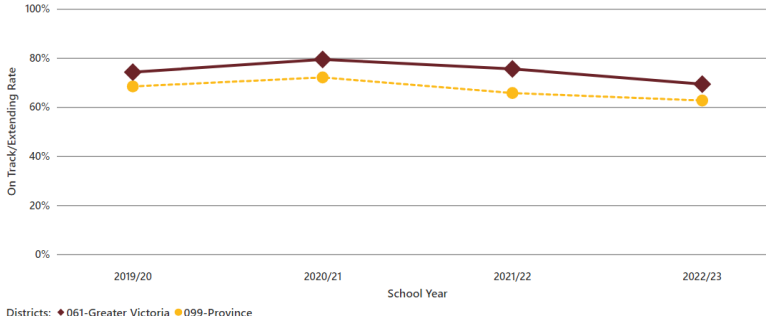


### Grade 4 Numeracy Measures

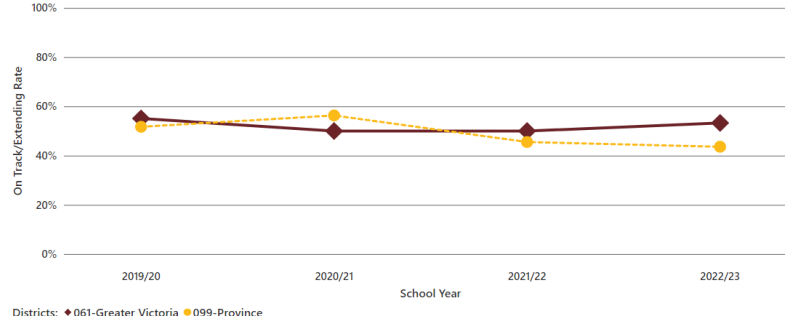
Foundation Skills Assessment (FSA) Numeracy—Grade 4

(Portion of Grade 4 resident writers ‘On Track’ or ‘Extending’ or who have ‘Met or Exceeded Expectations’ on the FSA)

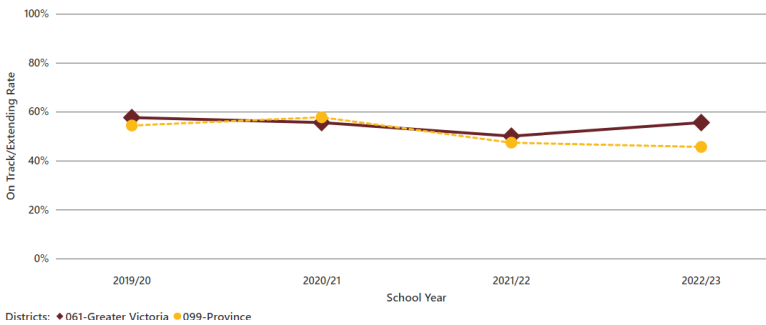
All Resident Students



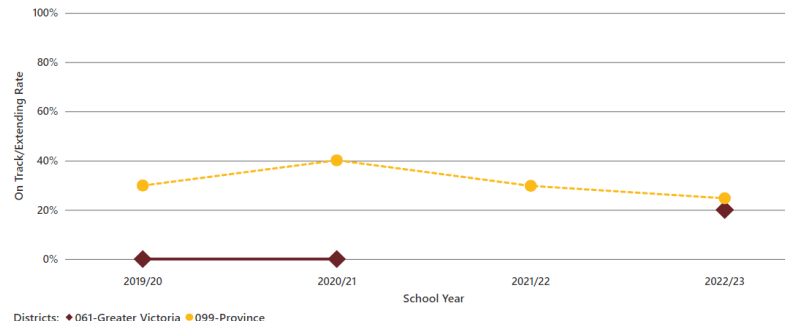
Indigenous Students



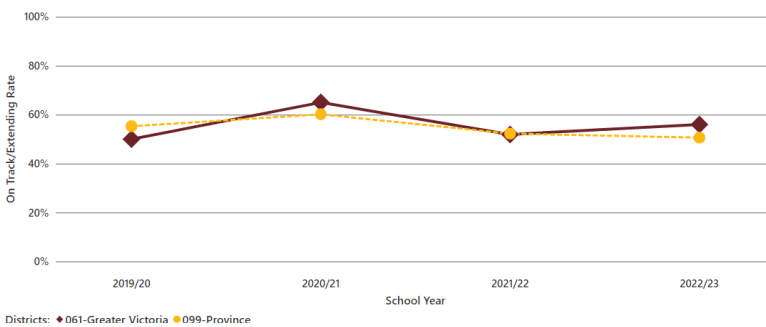
Indigenous Students Not on Reserve



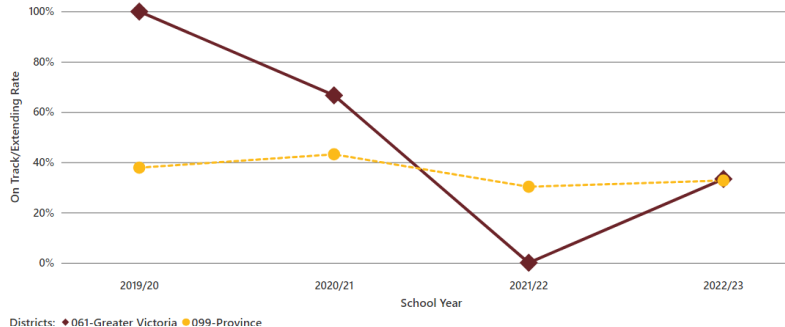
Indigenous Students On Reserve



Students with Disabilities or Diverse Abilities



Children/Youth in Care



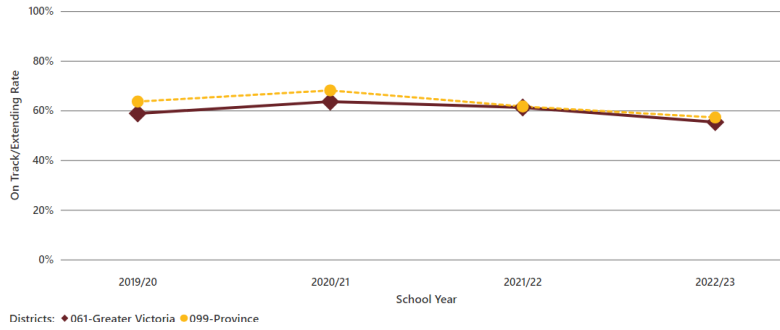


### Grade 7 Numeracy Measures

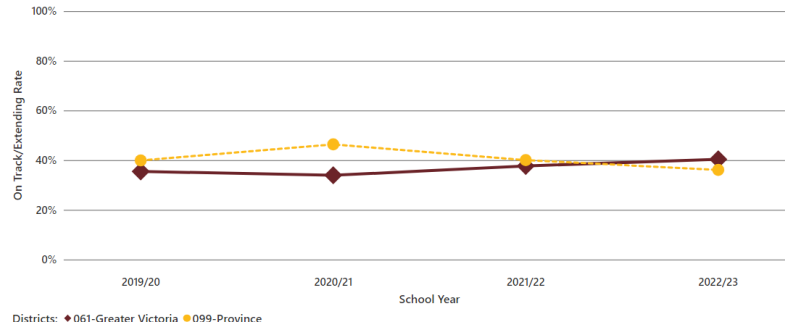
Foundation Skills Assessment (FSA) Numeracy—Grade 7

(Portion of Grade 7 resident writers ‘On Track’ or ‘Extending’ or who have ‘Met or Exceeded Expectations’ on the FSA)

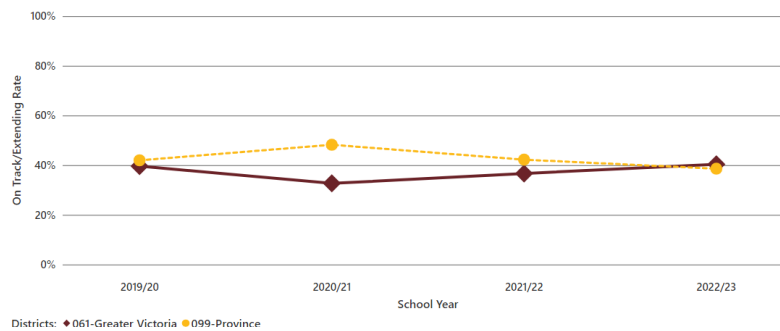
All Resident Students



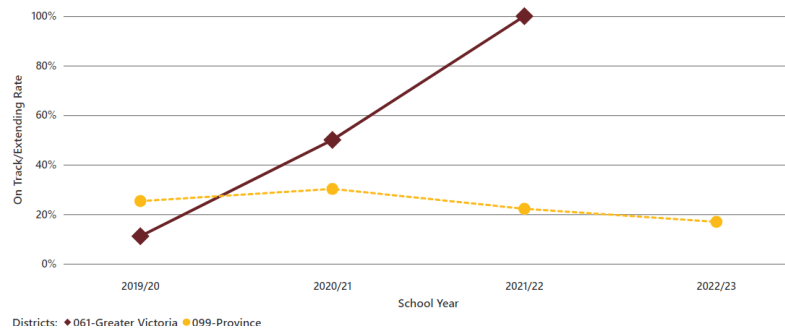
Indigenous Students



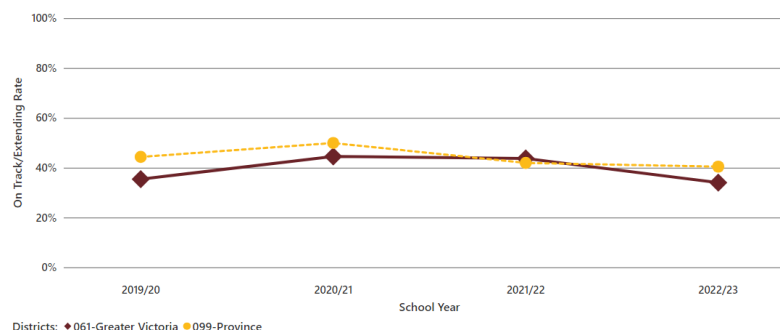
Indigenous Students Not on Reserve



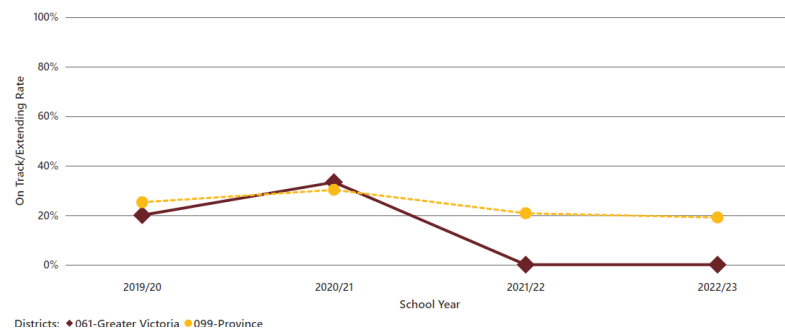
Indigenous Students On Reserve



Students with Disabilities and Diverse Abilities



Children/Youth in Care

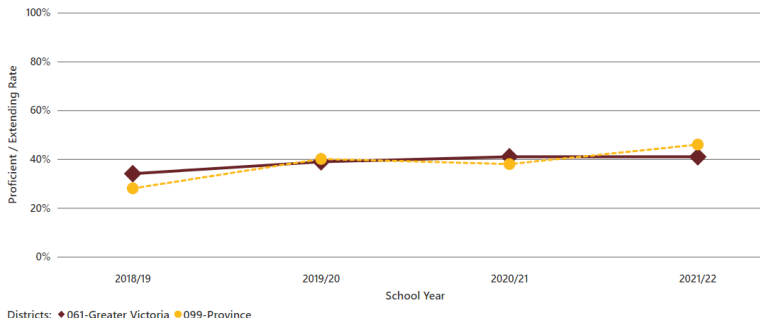


### Grade 10 Numeracy Measures

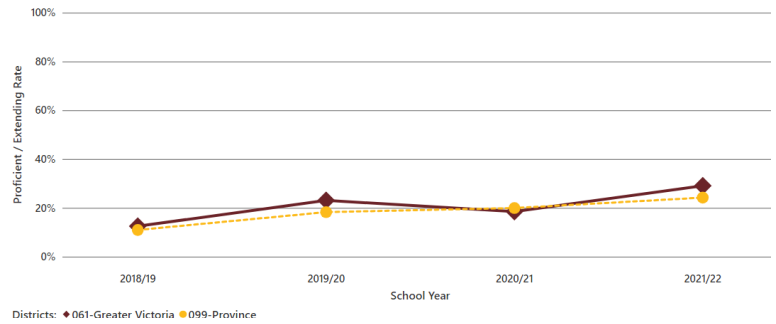
Graduation Assessment

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on Numeracy 10)

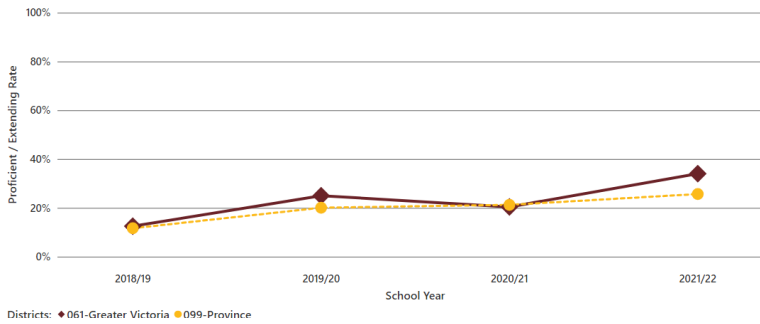
All Resident Students



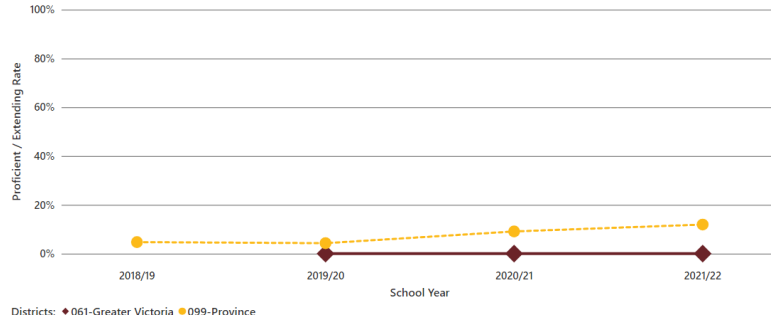
Indigenous Students



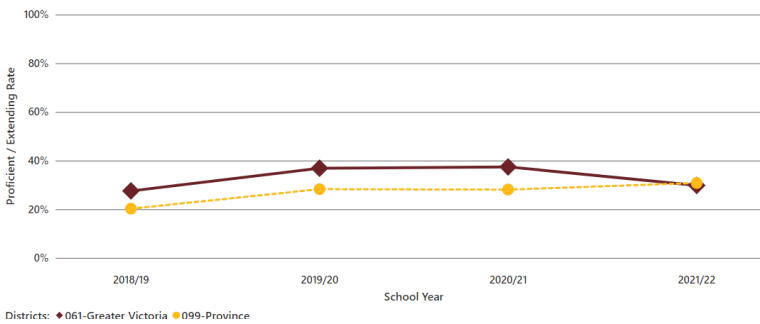
Indigenous Students Not on Reserve



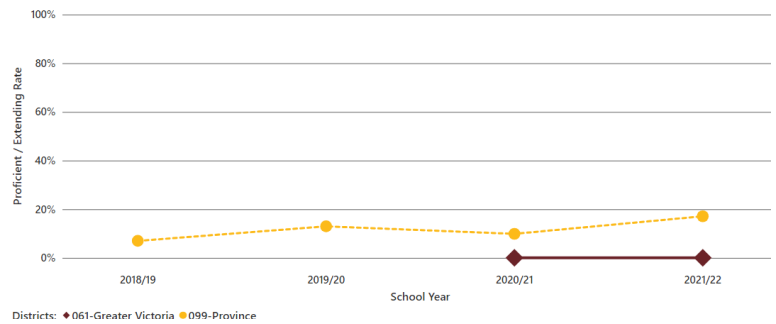
Indigenous Students On Reserve



Students with Disabilities or Diverse Abilities



Children/Youth in Care



## Grade-to Grade Transitions

Although the data reflects positive success of grade-to-grade transitions for Indigenous students, Indigenous communities, through our Agreements, want to ensure that their students are transitioning with the courses and credits they need from kindergarten to grade 12.

Further examination of transition data is needed with grade level course success being examined.

### Grade-To-Grade Transition Summary

#### **District Grade 10-11**

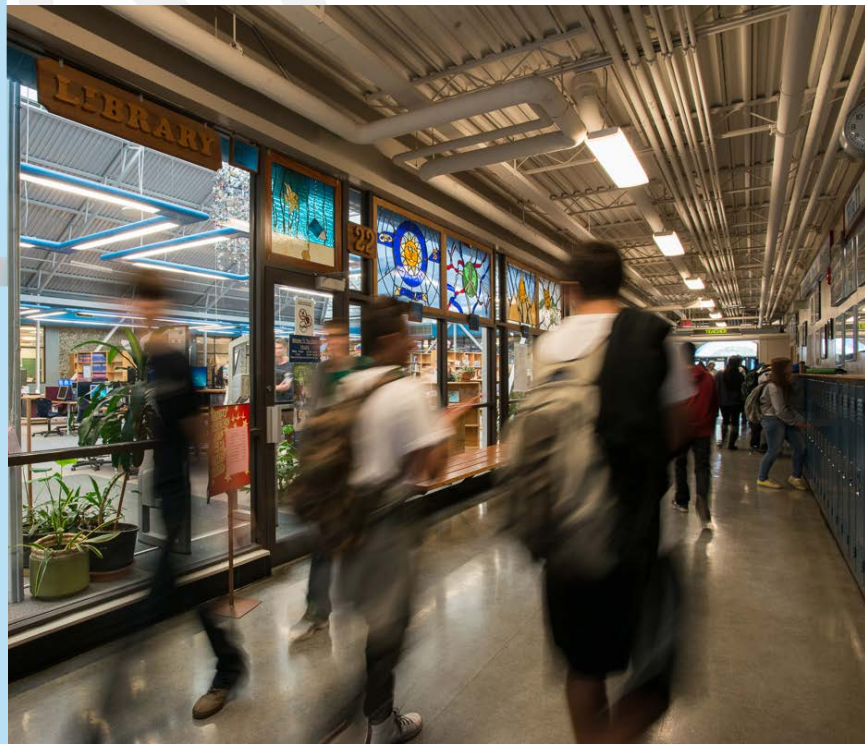
- 97% of all resident students transitioned to grade 11—consistent (+/- 2%) over the past 4 years
- 94% of all Indigenous students transitioned to grade 11—consistent (+/- 2%) over the past 3 years
- 93% of On Reserve students transitioned to grade 11—consistent with last school year

#### **District Grade 11-12**

- 96% of all resident students transitioned to grade 11—consistent (+/- 1%) over the past 4 years
- 91% of all Indigenous students transitioned to grade 11—consistent (+/- 2%) over the past 3 years
- 87% of On Reserve students transitioned to grade 11—5% decrease from last school year

#### **Grade-to-Grade Transitions Focus for 2023-24**

- **Maintain the current rate of grade-to-grade transitions using distinctions-based data to support Indigenous students and priority students**
- **Review success rates pertaining to:**
  - Regular Dogwood completion
  - Adult Dogwood completion
  - Evergreen completion



# Human and Social Development

## Students Feel Welcome, Safe, and Connected

As a School District, a primary focus pre-K to grade 12, is developing culturally responsive learning environments where all students are connected to their learning and feel seen, heard and valued. We recognize that creating culturally responsive learning environments supports improved outcomes for Indigenous students, families and communities.

We currently utilize data from both the Middle Development Instrument (MDI) grades 4 and 6 and Student Learning Survey data for grades 10 and 12 as well as Attendance Data to examine engagement and belonging. Moving forward, it is important to develop more avenues to collect and share other sources of data, including distinctions-based data, from the communities we serve.

### Human and Social Development focus for 2023-2024

- Continue to be explicit with the philosophy and pedagogy required in culturally responsive learning environments that increase student connections, engagement and achievement
- Identify additional strategies and structures to include more voices in the District data set
- Increase staff knowledge and understanding of trauma sensitive approaches through the implementation of social emotional learning and mental health programs & resources
- Maintain the trend of increasing the number of students who indicate that they feel welcome, safe, and connected:
  - feel welcome: grade 10—from 66% in 2022 to 73% in 2023, grade 12—from 67% in 2022 to 73% in 2023
  - feel safe: grade 10—from 81% in 2022 to 82% in 2023, grade 12—from 82% in 2022 to 84% in 2023)
  - feel connected: grade 10—from 49% in 2022 to 57% in 2023, grade 12—from 49% in 2022 to 56% in 2023

### STRATEGIES TO SUPPORT HUMAN AND SOCIAL DEVELOPMENT

Intentional activation of the four agreements to support human and social development

Support on-going district professional development in the areas of social emotional learning, mental health literacy and culturally responsive learning environments

Implement the use of person-centered planning in secondary schools and extend the implementation of Competency Based IEPs K-12

Continuation of the Children and Youth in Care District Standard of Practice

Strengthen the relationships with the Ministry of Children and Family Development and delegated agencies

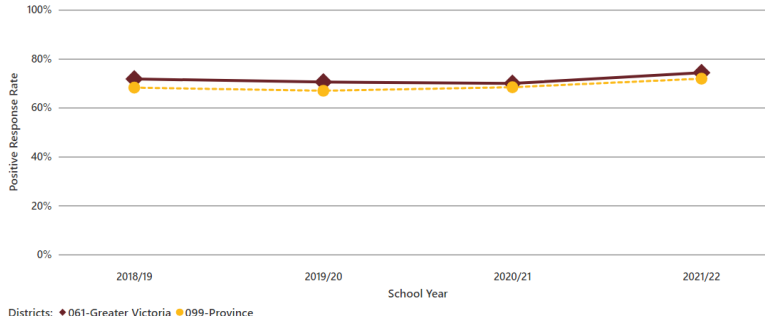
Strengthen the coordination between child care providers and school staff to nurture a seamless transition from early care to learning

## Human and Social Development Measures

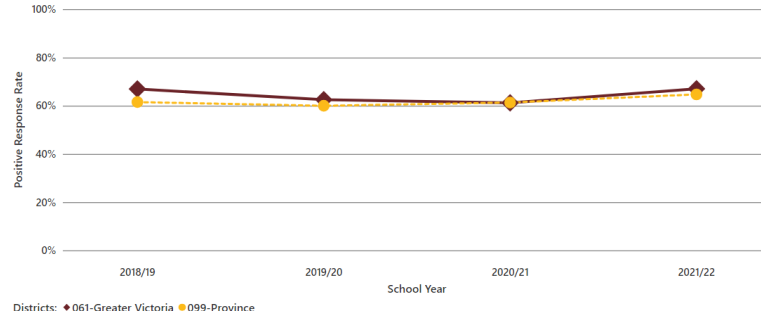
Student Learning Survey - Student sense of feeling welcome, safe, and connected at school

### Feel Welcome

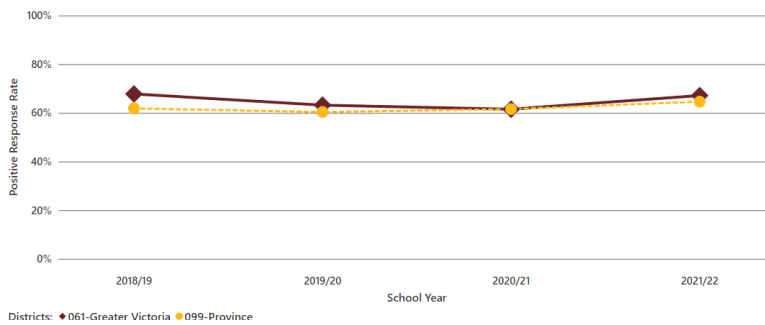
All Resident Students



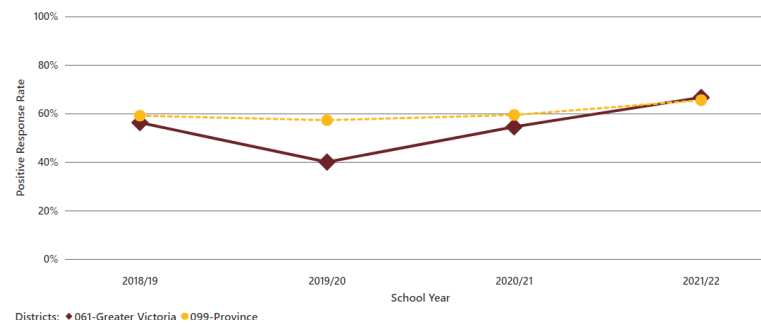
Indigenous Students



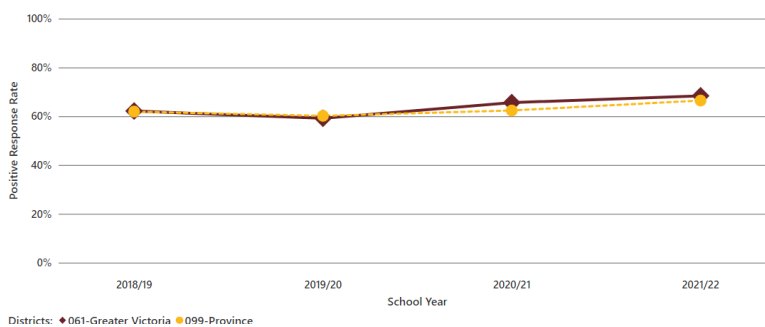
Indigenous Students Not on Reserve



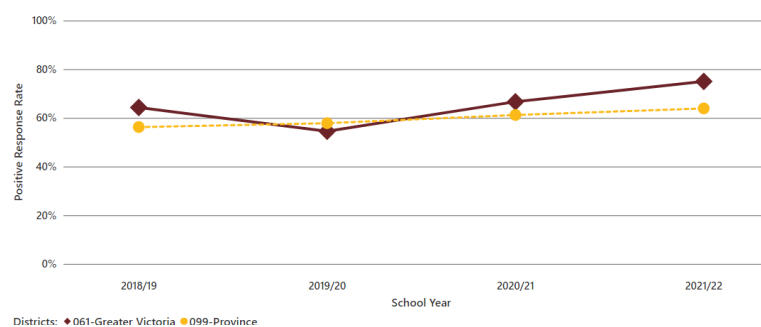
Indigenous Students On Reserve



Students with Disabilities or Diverse Abilities



Children/Youth in Care

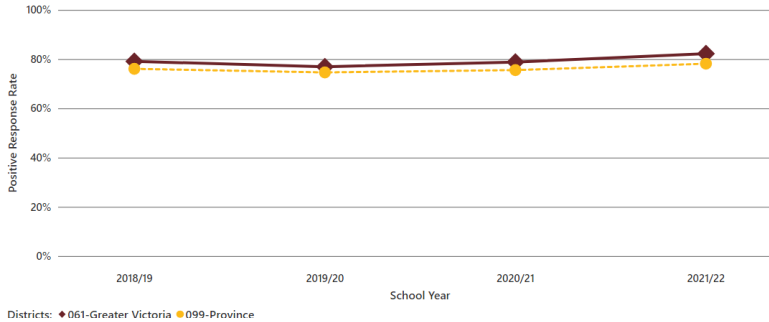


## Human and Social Development Measures

Student Learning Survey - Student sense of feeling welcome, safe, and connected at school

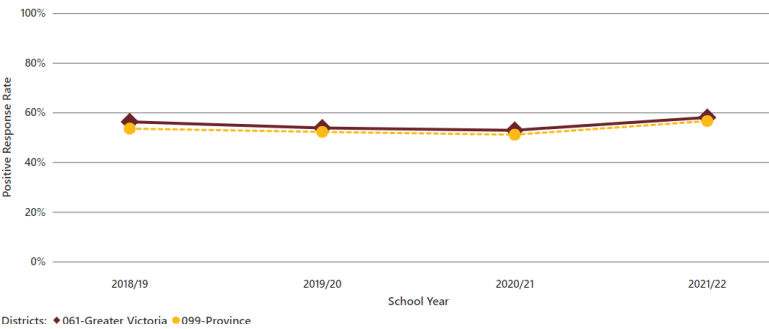
### Feel Safe

All Students

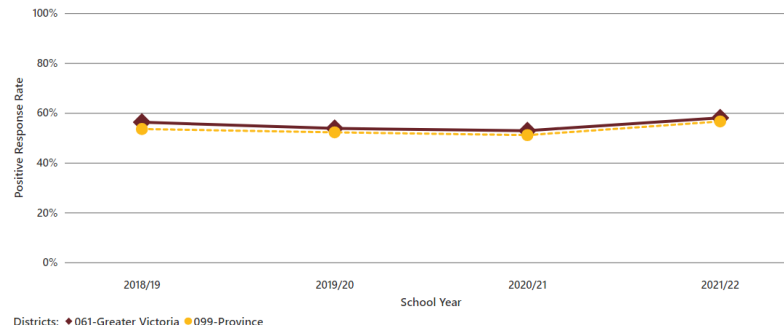


### Feel Connected

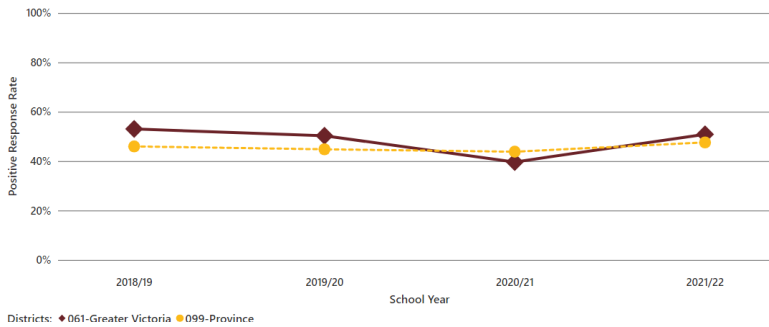
All Resident Students



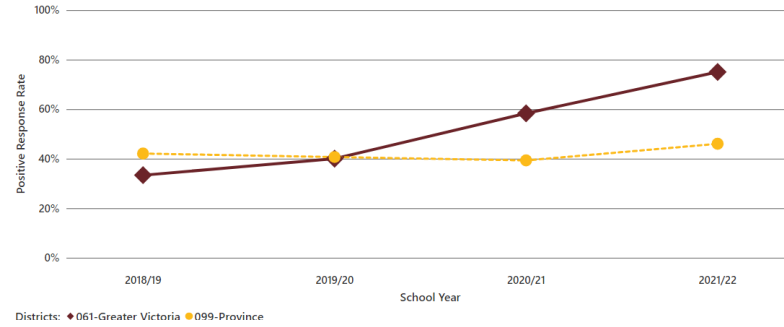
Indigenous Students



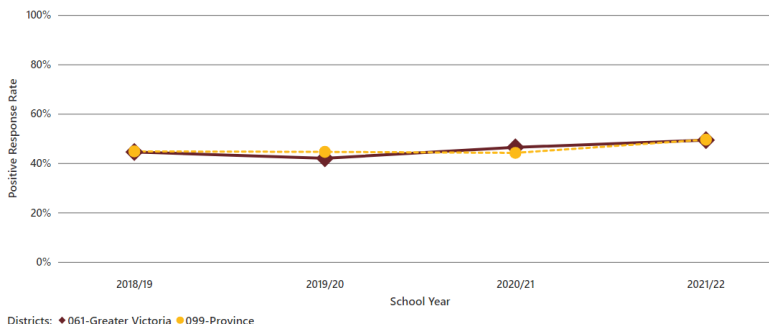
Indigenous Students Not on Reserve



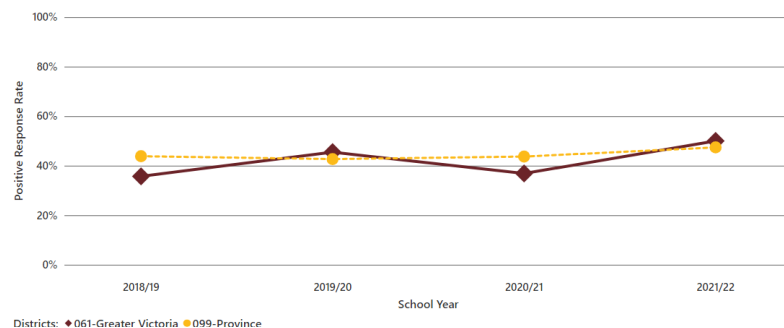
Indigenous Students On Reserve



Students with Disabilities or Diverse Abilities



Children/Youth in Care

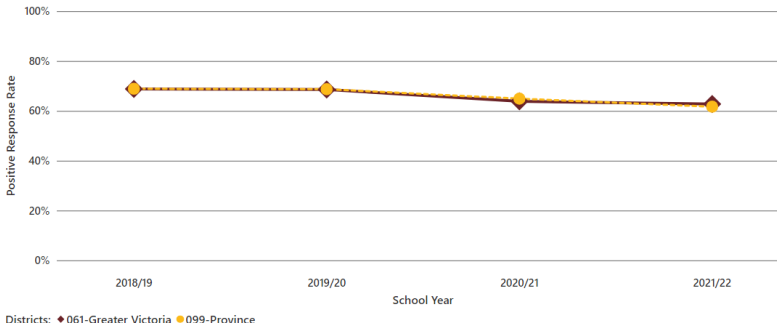


Human and Social Development Measures

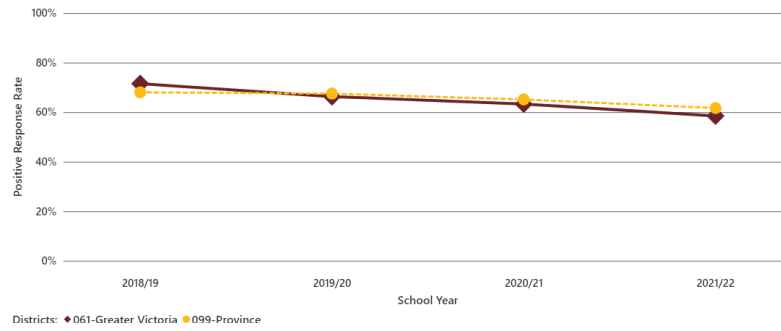
Student Learning Survey - Adults Care

Adults Care

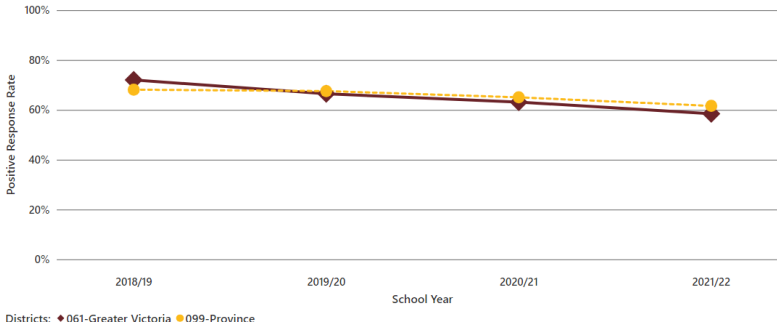
All Resident Students



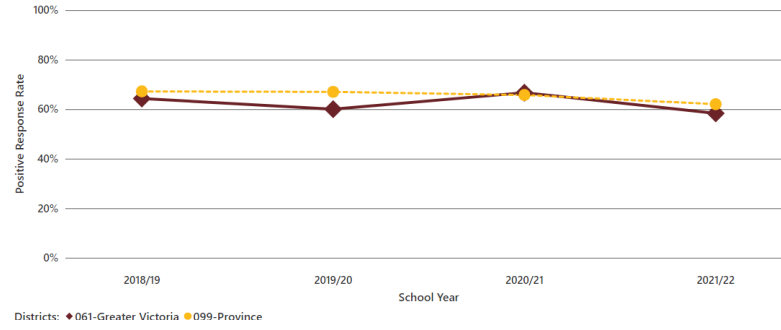
Indigenous Students



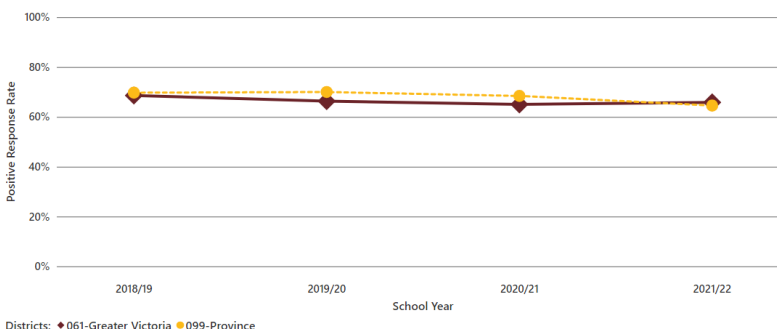
Indigenous Students Not on Reserve



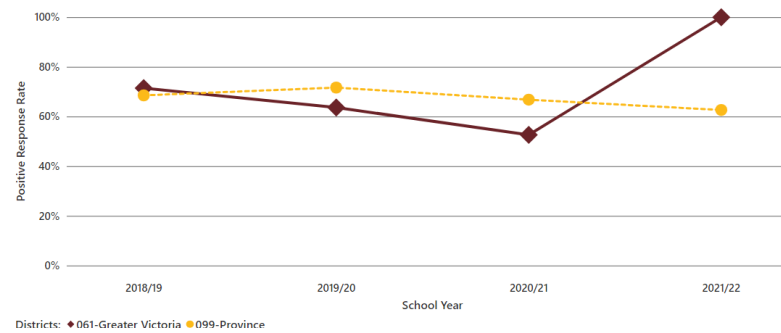
Indigenous Students On Reserve



Students with Disabilities or Diverse Abilities



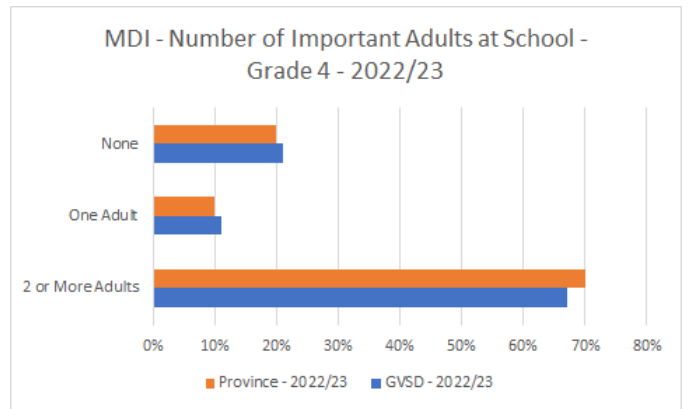
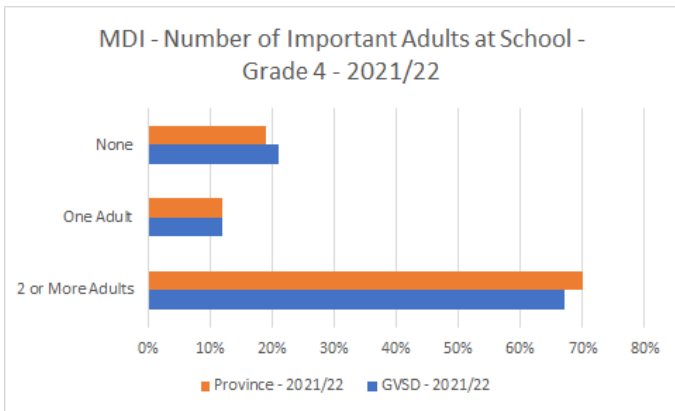
Children/Youth in Care



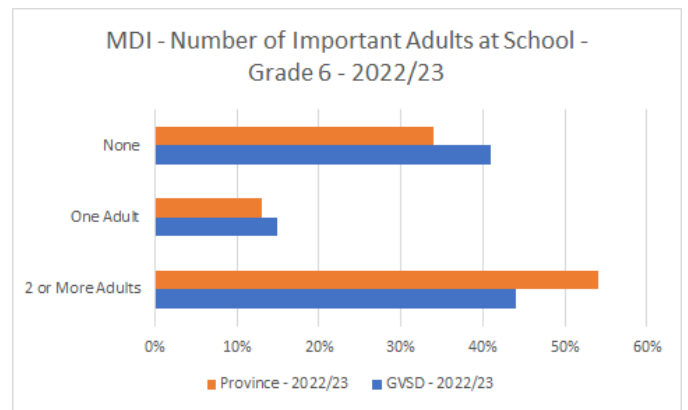
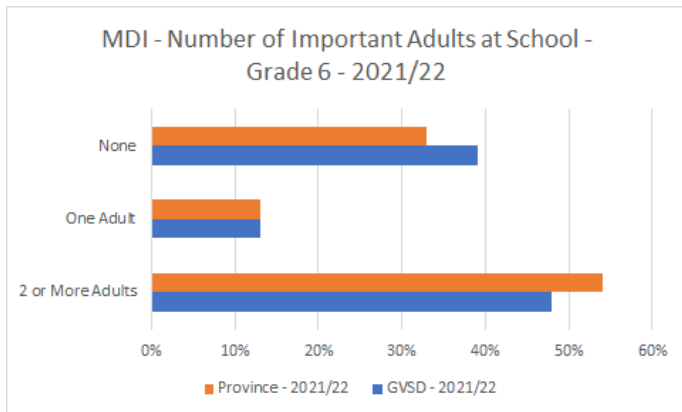
Human and Social Development Measures

MDI - Number of Important Adults at School

Grade 4



Grade 6





## Career Development

The GVSD designs opportunities and resources within Career Development in the K-12 environment to support all students through the lenses of equity and cultural responsiveness. The focus on a personalized future orientation leading to student success creates connection, engagement, and achievement.

Career Education in elementary, middle, and secondary focuses on self-discovery, growth in the core competencies, and learning in multiple contexts within the classroom, career centres, community, and the workplace.

We continue to be committed to creating avenues for all learners to succeed and feel a sense of purpose and belonging. The research that guides us proves that this sense of purpose has positive impacts on students' well-being, graduation rates, and transitions to post-secondary.

### Career Development focus for 2023-2024

- Design opportunities for students to feel they belong, they have purpose, and they matter
- Improve rates of dual credit participation by Indigenous students, children and youth in care, and students with diverse abilities
- Improve the rates of participation in career education experiential learning activities by Indigenous students, children and youth in care, and students with diverse abilities and disabilities
- Increase the number of students with diverse abilities and disabilities with person-centered planning including transition after grade 12

### Ministry of Education and Child Care Data (from Dual Credit Policy Review, August 2022):

Dual credit increases student success:

- Participants are 16% more likely than peers to transition to post-secondary
- Participants are 7% more likely than propensity matched peers to complete high school
  - 8% for Indigenous students
  - 9% for students with diverse abilities and disabilities



## STRATEGIES TO SUPPORT CAREER DEVELOPMENT

Continue to support schools in re-engaging priority students so the students can say, “I belong, I have purpose and I matter.”

Co-create culturally responsive and inclusive experiential learning opportunities such as: job skill training by high school teams, post-secondary, and/or community partners; meaningful work experience facilitated by school and/or community teams; events that enable students to engage in post-secondary experiences related to their personal interests; career and university fairs, information sessions, and presentations both in-school and off-site

Continue to invest in existing and new dual credit partnerships

Continue to provide individualized student supports at the secondary and post-secondary level for priority students taking dual credit courses (i.e., Centre for Accessible Learning, Eyē? Sqa’lewen, inclusive education educators, career educators, Indigenous education support team, etc.)

Implement the use of person-centered planning in secondary schools

Continue to invest in time for career centre educators to co-create individualized plans with students, families, communities, and Indigenous education, inclusive education, and counselling teams

### Five-Year Completion Rate Data:

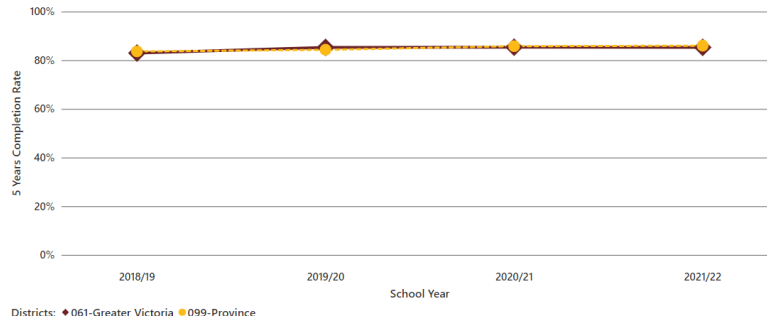
- Most recent data (2021/22) shows a sustained graduation rate for all resident students
- Indigenous student graduation has declined slightly between 2020/21 and 2021/22 for students On Reserve and Not on Reserve, equally
- Students with Disabilities or Diverse Abilities showed a slight uptick in graduation rates from the 2020/21 to 2021/22 school year
- Children/Youth in Care graduation rate decreased substantially from 2020/21 to 2021/22



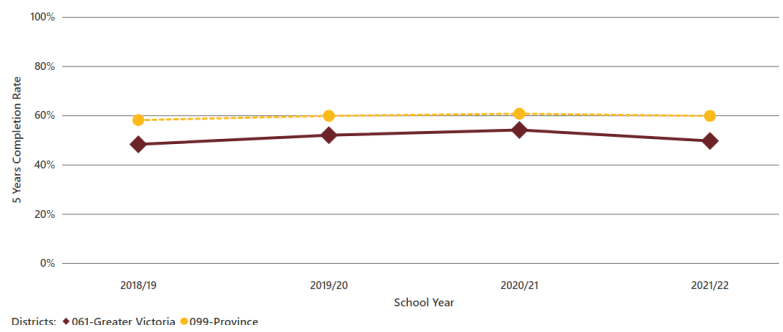
## Students Will Graduate

Graduation - Five-Year Completion Rate

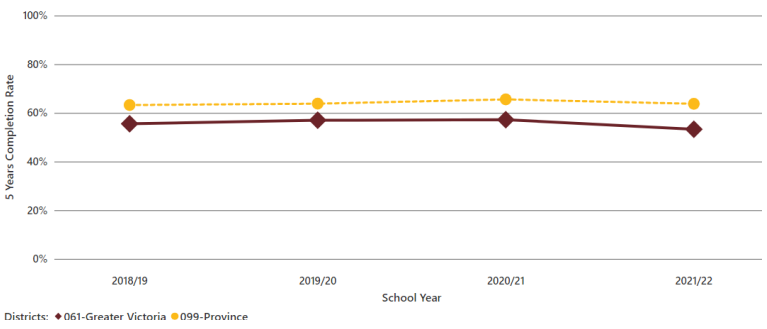
All Resident Students



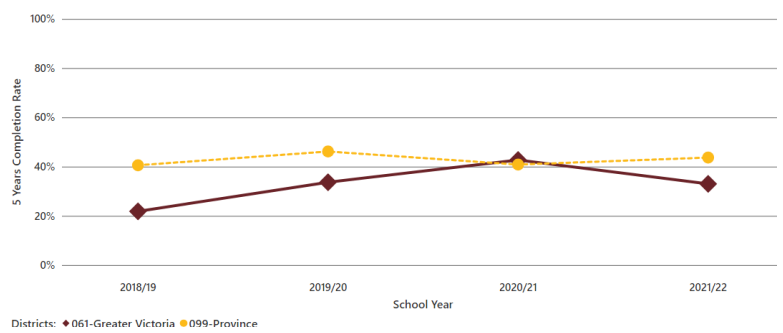
Indigenous Students



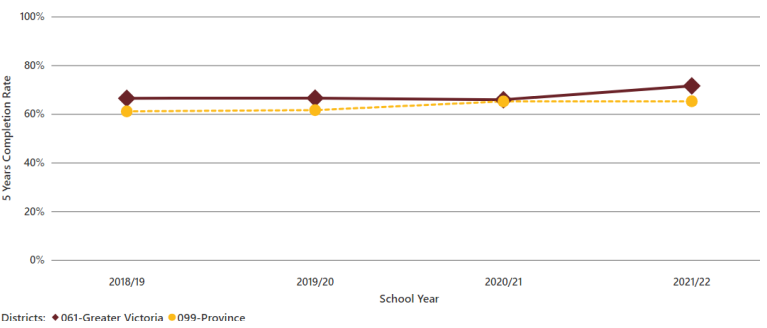
Indigenous Students Not on Reserve



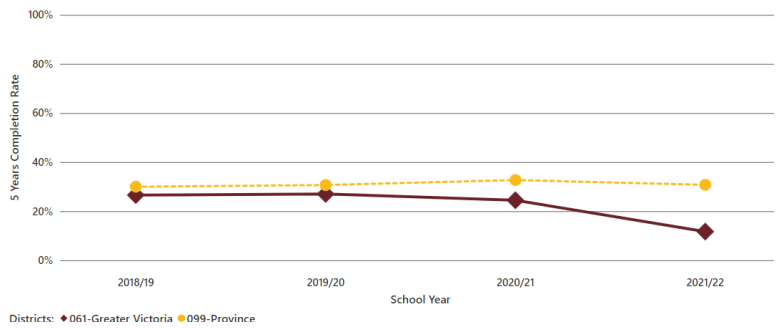
Indigenous Students On Reserve



Students with Disabilities or Diverse Abilities



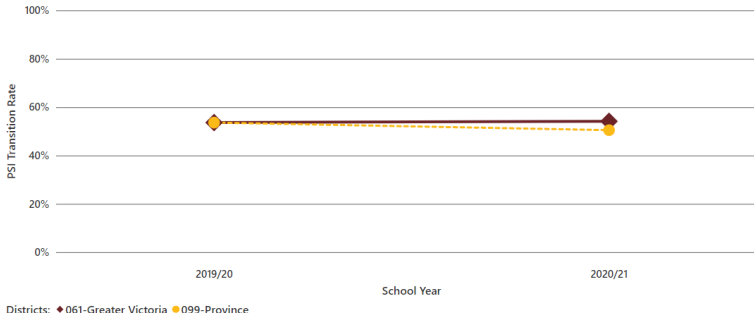
Children/Youth in Care



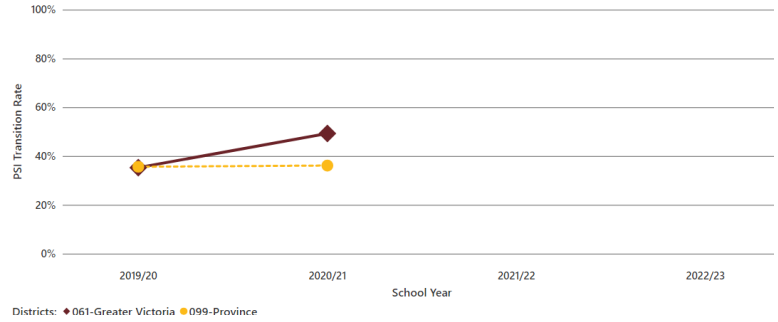
### Post-Secondary Institute (PSI) Immediate Transition Rate

(Portion of resident students in the eligible-to-graduate cohort who have transitioned to a BC public PSI program in the year following graduation)

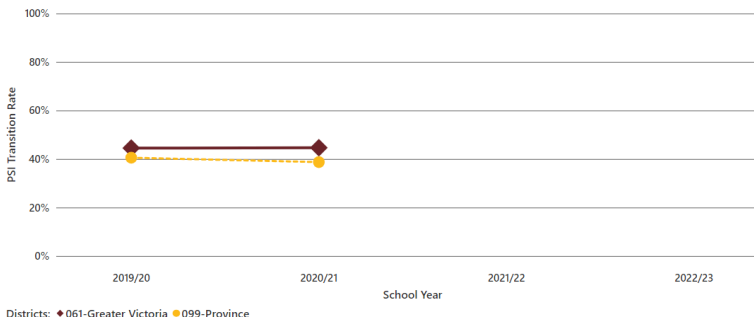
All Resident Students



Indigenous Students



Students with Disabilities or Diverse Abilities

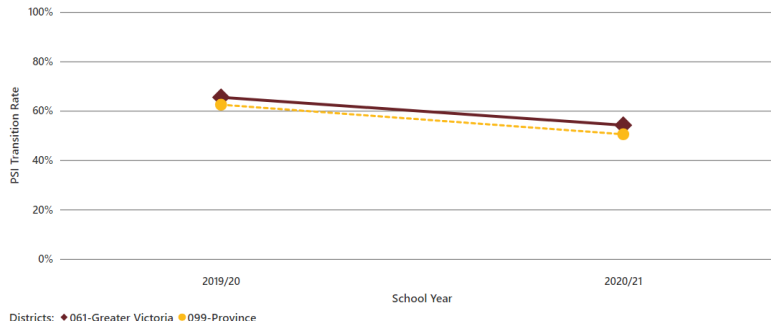


\*No data for Indigenous Students Not on Reserve and On Reserve; no data for Children/Youth in Care

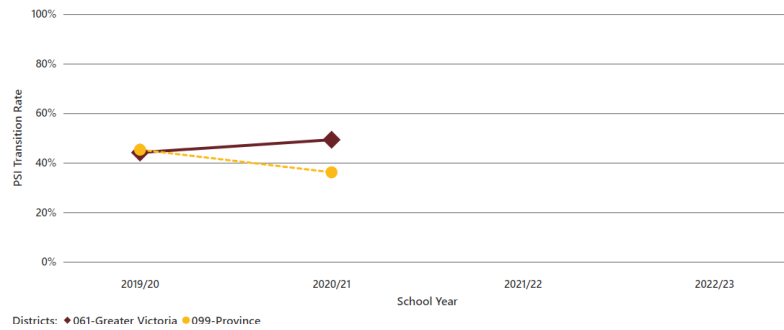
### Post-Secondary Institute (PSI) 3-Year Transition Rate

(Portion of resident students in the eligible-to-graduate cohort who have transitioned to a BC public PSI program within 3 years of graduation)

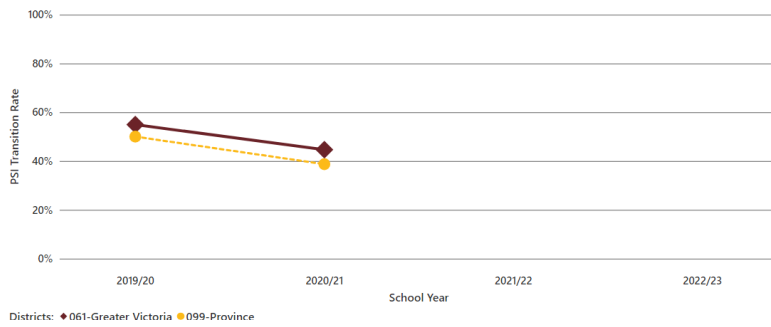
All Resident Students



Indigenous Students



Students with Disabilities or Diverse Abilities



\*No data for Indigenous Students Not on Reserve and On Reserve; no data for Children/Youth in Care

## Existing and/or Emerging Areas of Need

1. Use of distinctions-based data to support Indigenous student achievement in literacy, numeracy, grade-to-grade transitions and graduation with a Dogwood Diploma.
2. The development of a Culturally Responsive Leadership Framework to support culturally responsive learning environments.
3. Increase the structures, strategies and opportunities for engaging student voice.
4. On-going, targeted support for mental health and physical well-being.
5. Incremental growth in all completion rates and parity between Indigenous students and all residents is required.
6. Numeracy data as measured through the grade 4 and 7 FSAs and the grade 10 graduation assessment in numeracy continues to be a concern as scores for students on track/proficient or extending are considerably lower than literacy. Create a District numeracy sub-committee through JCCI and begin to develop a District Numeracy Framework K-12 in 2023-2024.

## Addressing Areas of Need



SD61's first-ever Student Forum on Inclusion and Anti-Racism was organized and led by district students of colour (May 2023)



SD61's second annual Indigenous Storytelling & Film Festival professional development event featured Indigenous films, authors, storytellers, land-based learning, and other offerings (May 2023)

# Adjustments and Adaptations

## District Departments

Our District Departments have worked collaboratively to identify one key goal to guide the work that operationalizes the Strategic Plan: To support schools to feel confident and capable in re-engaging priority students so the students can say, “I belong, I have purpose and I matter.” We recognize that the student learning experience is critical to student success.

- With the support of the Indigenous Education Department, we will lean into Indigenous perspectives and considerations for systemic alignment through the use of the following guiding documents:
  - i. Local Education Agreements, Métis Education Agreement and Urban Peoples’ House Indigenous Advisory Terms of Reference,
  - ii. Truth and Reconciliation Commission of Canada: Call to Action,
  - iii. Declaration on the Rights of Indigenous Peoples Act (DRIPA),
  - iv. British Columbia Tripartite Agreement (BCTEA), and
  - v. Standard 9—Professional Standards for BC Educators.
- We will continue to focus on increasing data literacy across the system
- We will develop a District Numeracy Framework K-12

**Our District Departments have one key goal: to support schools to feel confident and capable in re-engaging priority students so the students can say,**

**“I belong, I have purpose and I matter.”**



## Indigenous Education Department

- Improving programs and service delivery model
- Implement the Indigenous Mental Health Framework
- Activation of the Four Agreements
- Review and adjust district allocation of funding as required
- Re-engagement of Equity Scan

# Alignment for Successful Implementation

## Strategic Plan

The GVSD’s Strategic Plan 2020–2025, which was renewed by the Board of Education in June 2020, was developed and informed by students, Indigenous communities, staff, educational partners, administrators, and the Board of Education.

Guided by the Strategic Plan and its focus on student equity and well-being, District plans and processes are updated through research-based strategic adjustments that ensure continued alignment with the District’s Mission and Vision while addressing emerging areas of need.

## Budget Development Process

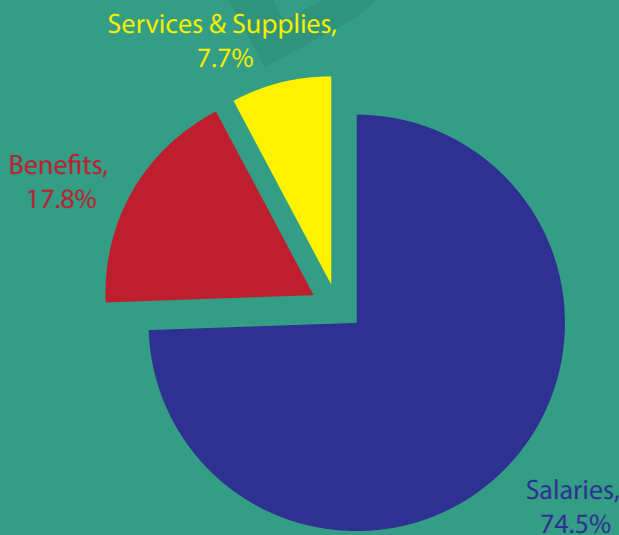
With a \$3.8 million deficit, the GVSD was able to implement some one-time and ongoing reductions for the 2023-2024 budget to realign resources to support student success. With this reallocation, resources were re-purposed to align with the Enhancing Student Learning Report and the Strategic Plan.

## Budget Reallocations

In the 2023-24 budget process, reallocations linked to the Enhancing Student Learning Report (ESLR) and the Strategic Plan include:

- \$25,000 for professional development for Indigenous-focused grad requirement
- \$346,129 for five daytime shift custodians to address classroom/school cleanliness
- \$164,330 increase in Educational Assistant hours to 30 hours/week at five equity-seeking priority schools
- \$48,000 professional development for mental health
- \$64,172 additional Early Childhood Educator/Educational Assistant hours at five primary level equity-seeking schools
- \$572,000 to replace educator laptops in schools
- \$48,000 to repair student devices
- \$418,250 for network infrastructure updates
- \$428,680 for increased Indigenous Education supports
- \$576,000 for direct literacy support and/or supplemental funding to 29 elementary schools

## Operating Expenses



**Salaries and benefits** make up approximately 92.3% of the budget

**Everything else** (services and supplies) such as technology, travel, janitorial supplies, library books, etc. makes up the remaining 7.7%



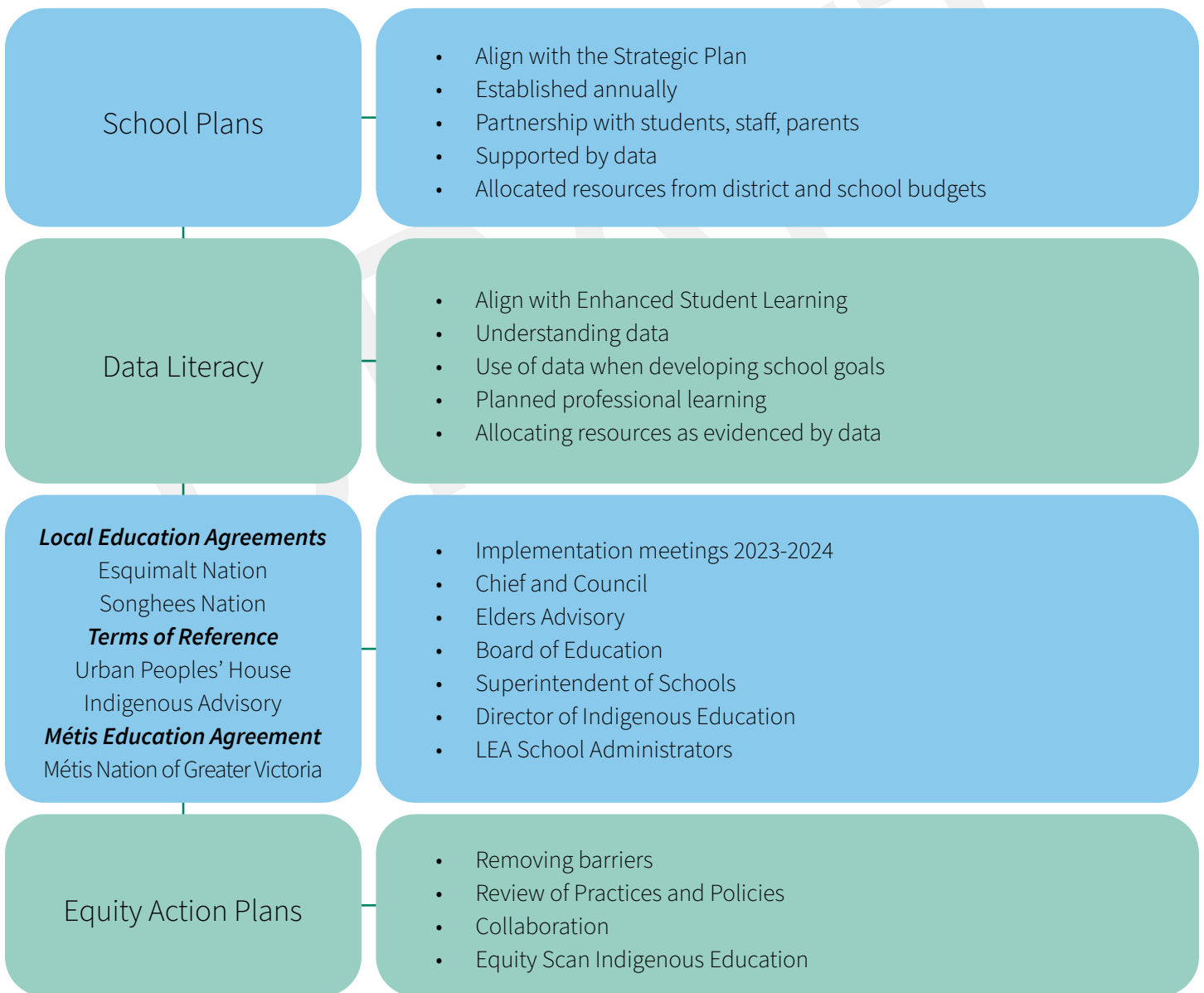
## Operational Plans

For 2023-2024, planning is underway to update/create operational plans for district departments to ensure core functions and goals are in alignment with strategic goals and ensure resources are allocated to support the identified goals at the school and district level. Distinctions-based data will be used to identify and focus supports on closing the equity gap that exists in our district.

### Operational plans by department include:

- Indigenous Education
- Human Resource Services
- Information Technology for Learning
- Facilities Services
- Financial Services
- International Program
- Modern Languages and Multiculturalism
- Inclusive Education
- Pathways and Partnerships
- English Language Learners

## Alignment Strategies





## Conclusion

Our Enhancing Student Learning Report (ESLR) is guided by our District mission, vision and core values and is grounded in evidence, research, and local knowledge. The ESLR reflects our District's Strategic Plan and a deep commitment to continue to improve results for all children, while focusing on those students who are currently the least successful in our system. Improving student achievement, physical and mental-well being and belonging, as well as closing the equity and opportunity gaps that exist between Indigenous and non-Indigenous students and furthering our Reconciliation with Esquimalt Nation, Songhees Nation, Métis Nation Greater Victoria, and Urban Peoples' House Indigenous Advisory remain as the focus of our work.

Local Education Agreements, Education Agreements, Local Terms of Reference, activation of distinctions-based data, Equity Scan and guiding documents including Truth and Reconciliation Calls to Action, Declaration of the Rights of Indigenous Peoples Act Action Plan, and the BC Tri-Partite Agreement guide our journey through collaborative and transparent processes.

## Appendix A: Audience Approaches

The GVSD regularly engages through a culturally responsive lens with its learning community and uses the input collected to continuously improve upon practices, or inform critical considerations made by the Board of Education. The scope of engagement varies on each initiative or project and is communicated on the outset of any public engagement.

See below for a brief overview of how the GVSD engages with Rightsholders, students, staff, families, partners and the broader community.

### Rightsholders

- The GVSD respectfully walks alongside the Four Houses when it comes to student and public engagement by first asking how the Four Houses would like to engage, and then working through the Indigenous Education Department as a conduit. It creates a space for meaningful conversations to strengthen relationships, and seeks the Four Houses' (Songhees Nation and Esquimalt Nation, Urban Peoples House Indigenous Advisory, and Métis Nation Greater Victoria) guidance on how to best support their children, youth and families.
- Senior staff meets with the Four Houses once a month to co-develop plans that set learners up for success. The GVSD has the Four Houses set the table for conversation and actively listens.



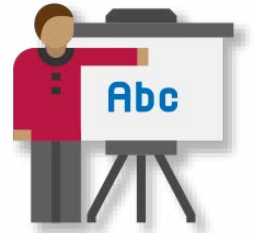
### Students

- School staff/teachers engage with students at the school level on important topics.
- The GVSD has a Student Representative Advisory Council (SRAC) comprised of secondary students that informs senior staff about school-based initiatives or ideas. The SRAC communicates with their schools and collect input from peers to help inform district processes. The students and staff meet monthly, and SRAC students attend Board of Education Standing Committee and Board meetings.
- All schools have Gender and Sexuality Alliance (GSA) clubs to create inclusive school cultures that support all students in feeling safe and welcome.
- Students are also invited to participate in school-level appropriate engagement activities on potential proposals that will impact them, including the annual budget. These activities include surveys, polls, meetings, or student symposiums.
- In 2023 senior students led the District's first Student Forum on Inclusion and Anti-Racism. Students of colour shared personal experiences to helped provide direction for senior staff in making the District's schools more equitable.



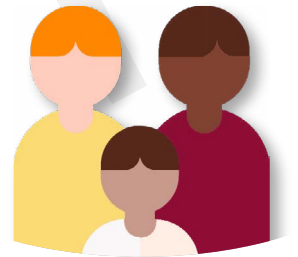
### Staff

- Regular updates from the Superintendent and Departments to all staff.
- The Superintendent, the Deputy Superintendent and the Associate Superintendent hold weekly school-level meetings with Principals and Vice-Principals.
- Monthly administrative meetings with all Principals and Vice-Principals.
- Monthly labour management or liaison meetings between staff and unions.
- Inception of budget advisory committee with representation from unions, VCPAC, etc.
- Staff from various departments, including teacher staff for music, provide presentations and expertise to the Budget Advisory committee.
- Talking tables, a facilitated discussion budget meeting, invites 10 representatives each from each union along with Principals/Vice-Principals, and the Victoria Confederation of Parent Advisory Councils (VCPAC), as well as representatives of the Four Houses.



### Parents/Guardians

- Regular communication is shared with families to keep them informed on multiple channels: email, websites, social media, meetings, etc.
- Families are always invited to provide input or feedback on big decisions such as student enrolment priorities, boundary review, seismic projects, and budget. Communication tools use include online surveys, polls, open houses, written submissions, and public meetings.
- Parents/guardians have opportunities to be part of committees.
- The Superintendent has regular conversations with VCPAC President.
- All families are invited to attend or present at monthly Standing Committee and Board Meetings.



### Community Partners

- Community partners are invited to provide input or feedback on big decisions such as student enrolment priorities, boundary review, seismic projects, and budget. Communication tools use include online surveys, polls, open houses, written submissions, and public meetings.
- Community partners can attend or present at regular Standing Committee and Board Meetings, and have opportunities to be part of committees.
- Trustees are assigned as Board liaisons to municipalities in the District.



### Educational Partners

- Joint Committee on Curriculum Implementation: regular committee meetings are held between District staff and Greater Victoria Teachers Association.
- Regular Meetings with Island Chapter of BC School Superintendents Association (BCSSA) and BC Association of School Business Officials (BCASBO), and BCSSA and BCASBO provincially.
- Regular meetings of the Vancouver Island School Trustees Association and BCSTA provincially.
- Educational partners can attend or present at Board of Education Meetings.



### Ministry of Education

- Many of our staff participate in Ministry of Education and Child Care committees. In addition the Ministry holds an annual meeting for Board Chairs, Superintendents and Secretary-Treasurers to discuss initiatives at a high level. The GVSD participates in pilot projects to support the Ministry.



DRAFT

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# Office of the Deputy Superintendent

School District No. 61 (Greater Victoria)  
556 Boleskine Road, Victoria, BC V8Z 1E8  
Phone (250) 475-4162 Fax (250) 475-4112

*Harold W Caldwell – Deputy Superintendent*

**To:** Education Policy and Directions Committee

**From:** Harold W Caldwell, Deputy Superintendent

**Date:** September 11, 2023

**RE:** **2023-2024 Presentations for the Education Policy and Directions Committee Meetings**

The purpose of this memo is to provide an overview of the presentations to the Education Policy and Directions Committee for the 2023-24 school year. Our work continues to be guided by the Ministry's vision for student success, the Enhancing Student Learning Reporting Order and the GVSD61 Strategic Plan.

As the attached overview chart shows, throughout the year you will hear from various District departments and voices from our schools on the work that is currently occurring in our learning environments to support all learners in achieving their personal and academic success. The intent of the presentations is to highlight alignment across levels and departments while sharing stories at the school level of student success and areas of focus. Identifying and reducing barriers to help close the equity gap and providing opportunities for priority students through sharing student voice and data will be key themes throughout these presentations.

*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.*

# Education Policy and Directions Committee Meetings

## Schedule of Presentations 2023-2024

DATE	PRESENTER(S)	TOPIC
<b>SEPTEMBER 11</b>	<ol style="list-style-type: none"> <li>1. Superintendent Deb Whitten Deputy Superintendent Harold Caldwell Associate Superintendent Tom Aerts</li> <li>2. Deputy Superintendent Harold Caldwell</li> </ol>	<ol style="list-style-type: none"> <li>1. Draft 2023-2024 Enhancing Student Learning Annual Report</li> <li>2. Memo Overview of Education Policy &amp; Directions Committee Presentations for 2023-2024</li> </ol>
<b>OCTOBER 16</b>	District Principal David Hovis Teacher Jen Barber Elementary School - P/VP	<b>Elementary Focus</b> Anti-Racism & Supporting New Canadian Families Transition to SD61 (Welcome Centre)
<b>NOVEMBER 6</b>	District Principal Sean Powell Teacher Rosie Geuer Middle School - P/VP	<b>Middle Focus</b> French Immersion Oral Language Development
<b>DECEMBER 4</b>	District Principal Sean McCartney	<b>All Levels Focus</b> Accessibility Act – Inclusion for Learning
<b>JANUARY 15</b>	Director of Indigenous Education Dr. Shelly Niemi District Vice-Principal Lindsay Johnson Secondary School P/VP	<b>Secondary Focus</b> Indigenous Focused Grad Requirement
<b>FEBRUARY 5</b>	Director of Indigenous Education Dr. Shelly Niemi Middle School P/VP	<b>Middle Focus</b> Indigenous Education
<b>MARCH 4</b>	<ol style="list-style-type: none"> <li>1. District Principal Lindsay Johnson</li> <li>2. District Principal David Hovis</li> </ol>	<b>All Levels Focus</b> <ol style="list-style-type: none"> <li>1. Pathways &amp; Partnerships K-12</li> <li>2. Mental Health Initiatives</li> </ol>
<b>APRIL 15</b>	District Principal Charmaine Shortt Elementary School P/VP	<b>Elementary Focus</b> Reviewing the Growth, Strengths, & Complexities of Child Care in the K-12 System
<b>MAY 6</b>	District Principal David Hovis Teacher Breanne Glover Elementary School P/VP	<b>Elementary Focus</b> K-5 Literacy: Priority Schools & Learners
<b>JUNE 3</b>	Superintendent Deb Whitten Deputy Superintendent Harold Caldwell Associate Superintendent Tom Aerts	Review 2023-2024 Enhancing Student Learning Annual Report Draft 2024-2025 Enhancing Student Learning Annual Report



# POLICY 5150 (New)

## SANCTUARY SCHOOLS

Adopted:

Revised:

Frequency of Review:

---

### 1.0 RATIONALE

- 1.1 The Greater Victoria School District is committed to providing a safe, caring, and welcoming learning environment for all students and families.

### 2.0 DEFINITIONS

- 2.1 **Ordinarily Resident:** on the basis of objective evidence, a person has established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences. In accordance with the British Columbia *School Act*, a student is considered "ordinarily resident" if the student is resident in British Columbia and the parent/guardian(s) of the student are ordinarily resident in British Columbia.

### 3.0 POLICY

- 3.1 All school age children who are ordinarily resident in the school district, including those with precarious immigration status or no immigration status in Canada, are entitled to register for school in the Greater Victoria School District.
- 3.2 All relevant enrolment procedures will align with Board Policy, the School Act, School Regulation, Ministerial Order and relevant Ministry policies.
- 3.3 The personal information of enrolled students or their families shall not be shared with federal immigration authorities unless required by law.
- 3.4 The Board of Education shall not permit Canada Border Services Agency (CBSA) officials or immigration authorities to enter schools or Board facilities unless required by law.
- 3.5 All School District employees and volunteers shall be informed of this policy annually, and it will be communicated to Rightsholders and stakeholders.

### 4.0 RESPONSIBILITIES

- 4.1 The **Board of Education** will provide orientation and training for all staff regarding this policy in order to promote culturally responsive knowledge and a safe learning environment that meets the needs of students with precarious, or no immigration status in Canada.
- 4.2 The **Board of Education** is responsible to ensure compliance with the *School Act*, *School Regulation* and Ministry policies.

## **5.0 REFERENCES**

*School Act S.75 Provision of education program, S.82 Fees and deposits*

*School Regulation S.16 Deemed residence*

DRAFT

# POLICY 5150 (New)

## SANCTUARY SCHOOLS

Adopted:

Revised:

Frequency of Review:

---

### 1.0 RATIONALE

- 1.1 The Greater Victoria School District is committed to providing a culturally responsive, safe, caring, and welcoming learning environment for all students and families including those with precarious immigration status or no immigration status.

### 2.0 DEFINITIONS

- 2.1 **Ordinarily Resident:** on the basis of objective evidence, a person has established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences. In accordance with the British Columbia *School Act*, a student is considered "ordinarily resident" if the student is resident in British Columbia and the parent/guardian(s) of the student are ordinarily resident in British Columbia.

### 3.0 POLICY

- 3.1 All school age children who are ordinarily resident in the school district, including those with precarious immigration status or no immigration status in Canada, are entitled to register for school in the Greater Victoria School District.
- 3.2 All relevant enrolment procedures will align with Board Policy, the School Act, School Regulation, Ministerial Order and relevant Ministry policies.
- 3.3 The personal information of enrolled students or their families shall not be shared with federal immigration authorities unless required by law.
- 3.4 All student registration information and forms, including electronic databases, which refer to immigration status in Canada will be deemed strictly confidential.
- 3.5 All student registration forms, including electronic databases, will provide clearly stated options for any family which does not wish to share proof of immigration status as a means of establishing that they are ordinarily resident in the area served by Greater Victoria public schools.
- 3.6 The Board of Education shall not permit Canada Border Services Agency (CBSA) officials or immigration authorities to enter schools or Board facilities unless required by law.
- 3.7 All School District employees and volunteers shall be informed of this policy and relevant regulations annually, and it will be communicated to

Rightsholders and stakeholders. Such materials will be displayed on the Board of Education and Welcome and Learning Centre website in multiple languages.

#### **4.0 RESPONSIBILITIES**

- 4.1 The **Superintendent** will provide orientation and training for all applicable staff regarding this policy in order to promote culturally responsive knowledge and a safe learning environment that meets the needs of students and families with precarious, or no immigration status in Canada.
- 4.2 There will be an annual review of the implementation of this policy by the **Board of Education**, which includes input from Rightsholders, community organizations and stakeholder groups represented in this policy.
- 4.3 Families who have been denied admission based on immigration status may appeal as per Bylaw 9330.1 Appeal Process. Assistance required in filling out the Appeal form is available upon request from the Greater Victoria School Board Office at 250-475-3212.
- 4.4 The **Board of Education** is responsible to ensure compliance with the *School Act*, *School Regulation* and Ministerial Orders.
- 4.5 The **Superintendent** is responsible to ensure compliance with the *School Act*, *School Regulation* and Board of Education policy and regulations.

#### **5.0 REFERENCES**

*School Act* S.75 Provision of education program

*School Act* S.82 Fees and deposits

*School Regulation* S.16 Deemed residence

## POLICY xxxx (New)

# INTERNATIONAL STUDENT ENROLLMENT

Adopted:

Revised:

Frequency of Review:

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### 1.0 RATIONALE

- 1.1 The Greater Victoria School District is committed to providing equitable...a safe, caring, and welcoming learning environment for all students and families.

### 2.0 DEFINITIONS

- 2.1 **"Catchment area child"** means a person
- (a) of school age, and
  - (b) resident in the catchment area of the school;
- 2.2 **"Non-catchment area child"** means a person
- (a) of school age,
  - (b) resident in the school district, and
  - (c) not resident in the catchment area of the school;
- 2.3 **"Non-school district child"** means a person
- (a) of school age,
  - (b) resident in British Columbia, and
  - (c) not resident in the school district;
- 2.4 **"Previous school year"** means the school year previous to the school year for which the person is applying to enroll in an educational program;
- 2.5 **"School district child"** means a catchment area child or a non-catchment area child.
- 2.6 **Ordinarily Resident:** on the basis of objective evidence, a person has established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences. In accordance with the British Columbia *School Act*, a student is considered "ordinarily resident" if the student is resident in British Columbia and the parent/guardian(s) of the student are ordinarily resident in British Columbia.

### 3.0 POLICY

- 3.1 The Greater Victoria Board of Education believes that international students add to the rich educational environment in school district.
- 3.2 The Board of Education believes the school district should levy fees, charges, as well as administer any type of refund, in a manner that ensures the financial

resources needed to operate a cost effective and efficient program for the International Student Program are secured for the benefit of all students in the school district.

- 3.3 The Board of Education believes it is appropriate to conduct active marketing and recruiting activities to attract fee-paying international students to the school district as described in the supporting regulation.
- 3.4 The Board of Education directs that any provision within schools for international students will not be at the expense of children resident in the school district with respect to space or additional instructional support.
- 3.5 International Students will be placed in accordance to the Board of Education's Student Enrollment Priorities. In addition, the enrolment of international students will not normally exceed x percent (x%) of the school's population without prior approval of the Board of Education.
- 3.6 The School Act requires each Board of Education to establish rules for determining student enrollment priority. The Student Enrollment Priorities were established by the Board and are the rules that govern enrollment priority in our school district. These rules must be made available to the public.
- 3.7 A persons residency is determined as of the date the application to enroll the person is submitted to the Board of Education.
- 3.8 International Student Program operations will be reviewed annually by the Superintendent who will also ensure that an annual report is submitted to the Board of Education.

#### 4 RESPONSIBILITIES

- 4.1 The **Superintendent** is responsible to ensure compliance with the School Act, School Regulation and Board of Education policy and regulations.
- 4.2 The **Superintendent** will provide orientation and training for all staff regarding this policy to ensure that any provision within schools for international students is not at the expense of children resident in the school district with respect to space or additional instructional support.
- 4.3 The **Board of Education** is responsible to ensure compliance with the *School Act*, *School Regulation* and relevant Ministerial Orders.

#### 5 REFERENCES

- School Act S.74.1 Enrollment in an educational program*  
*School Act S.75 Provision of education program*  
*School Regulation S.16 Deemed residence*

## POLICY xxxx (New)

# INTERNATIONAL STUDENT ENROLLMENT

Adopted:

Revised:

Frequency of Review:

### 1.0 RATIONALE

The Greater Victoria School District is committed to providing a safe, caring, and welcoming learning environment for all students and families. The Board of Education's mandate is to provide people of school age who are resident in the school district access to an educational program. The Board of Education recognizes the importance of a district-wide approach to enrollment that honours school district student transitions in order to ensure a sense of belonging and connectedness. Therefore international student enrollment will be considered only where space allows.

### 2.0 DEFINITIONS

2.1 **"School District Student"** means a person of school age who is resident in the Greater Victoria School District.

2.2 **"International Student"** means a student from outside Canada who does not meet the Ministry of Education's funding eligibility requirements and/or has to obtain authorization from the Canadian government to enter Canada with the intention of pursuing studies.

2.3 **"Ordinarily Resident"**: on the basis of objective evidence, a person has established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences. In accordance with the British Columbia *School Act*, a student is considered "ordinarily resident" if the student is resident in British Columbia and the parent/guardian(s) of the student are ordinarily resident in British Columbia.

### 3.0 POLICY

3.1 The Board of Education supports the integration of international students into district schools as an important way to increase intercultural and international understanding. The Greater Victoria Board of Education believes that international students add to the rich educational environment in the school district.

3.2 The Board of Education believes the school district should levy fees, charges, as well as administer any type of refund, in a manner that ensures the financial resources needed to operate a cost effective and efficient International Student Program are secured for the benefit of all students in the school district.

- 3.3 The Board of Education believes it is appropriate to conduct active marketing and recruiting activities to attract international students to the school district as described in the supporting regulation.
- 3.4 International student enrollment will be considered only where there is space available. When there are more students than a school can accommodate, the Board of Education's Student Enrollment Priorities will determine the order in which students are placed in schools.
- 3.5 The School Act requires each Board of Education to establish rules for determining student enrollment priority. The Student Enrollment Priorities were established by the Board of Education and are the rules that govern enrollment priority in our school district. In accordance with the School Act, the Board of Education's Student Enrollment Priorities are made available to the public on the school district website and via Policy and Regulation 5118.2 Student Enrollment and Transfers.
- 3.6 A person's residency is determined as of the date the application to enroll the person is submitted to the Board of Education.
- 3.7 The Board of Education directs that any provisions made within schools to accommodate international students should not compromise nor detract from the resources and opportunities available for school-aged children who are resident in the school district. These resources and opportunities include, but are not limited to, availability of space, access to educational programs, and additional instructional support.
- 3.8 International students will be placed in accordance with the Board of Education's Student Enrollment Priorities. The Board is committed to ensuring that international students are welcomed into the educational community and provided with equitable access to resources and opportunities.
- 3.9 The total annual international student enrollment, and the allocation of international student enrollment as a percentage of a school's population will be reviewed by the Board of Education during the International Student Program annual reporting process.
- 3.10 International Student Program operations will be reviewed annually by the Superintendent who will also ensure that an annual report is submitted to the Board of Education, which includes the current student enrollment and any recommendations for future international student enrollment levels.

#### 4 RESPONSIBILITIES

- 4.1 The **Superintendent** is responsible to ensure compliance with the School Act, School Regulation and Board of Education policy and regulations.
- 4.2 The **Superintendent** will provide orientation and training as needed for all staff regarding all aspects of this policy.



4.3 The **Board of Education** is responsible to ensure compliance with the *School Act*, *School Regulation* and relevant Ministerial Orders.

## 5 REFERENCES

*School Act S.74.1 Enrollment in an educational program*

*School Act S.75 Provision of education program*

*School Act S.82 Fees and Deposits*

*School Regulation S.16 Deemed residence*

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*The Greater Victoria School District is committed to each student's success in learning within a responsive and safe environment.*

## **POLICY 5123**

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### **STUDENT PLACEMENT POLICY**

The goal of the Greater Victoria School District, in partnership with the community, is to enable students to develop their maximum intellectual potential, sense of self-worth, personal and social responsibility and love of learning. The District sets high goals and standards for all students while not expecting that each will achieve them in the same way at the same time.

Individual student learning needs shall be identified at the school and a student learning plan developed. Student placement decisions must be made carefully considering the student's social, emotional, physical and learning needs.

Recommendations regarding placement in grades or courses shall be made jointly by educators and parents or guardians in consultation with the student. The Principal, under the School Act, has responsibility for the final decision regarding student placement.

All students will be enabled to progress with their peers in a continuous and challenging manner towards appropriate learning goals.

*Greater Victoria School District*

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Approved: May 25, 1994

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Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

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## **REGULATION 5123**

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### **PROMOTIONAL PROCEDURES - SECONDARY SCHOOLS INTRODUCTION**

Regulations adopted must recognize the authority of the District Superintendent and that of the principal as laid down in the School Act.

It has been stated as policy:

- a) that a pupil who has attained a satisfactory level of achievement in a subject should not be asked to repeat that subject;
- b) that where a pupil has deficiencies in an authorized programme or specialty he may be admitted at the discretion of the receiving principal;
- c) that any pupil of this District who is certified as having completed their junior secondary schooling is eligible to enter any senior secondary school in the District.

If a pupil is transferring from a junior secondary to a senior secondary school, adjudication shall be made by the principal of the junior secondary school prior to final enrolment in the senior secondary school. Adjudication will take place before the final report card is issued, unless the pupil elects to attend Summer School.

An increasing recognition of the Department Head or subject coordinator should exist in the development and maintenance of a sound promotional pattern in each school. They should be responsible for reasonable standards used for promotion.

It should be understood that counselling at the junior secondary level would ensure that the pupil will be able to qualify for the senior secondary school, and may be able to complete the courses required for graduation in their speciality.

## **PROCEDURE**

1. Students in secondary school (8-12) shall be promoted on a subject basis.
2. No students may be permitted to fail out of one subject into another. For example, a failure in Mathematics 9 or 10 may not be considered as an automatic pass in General Mathematics 9 or 10. However, if after adjudication, the principal of the school feels that the pupils will be able to handle the work of a General Mathematics course at a higher grade level, permission may be granted to proceed with the next course.

## **RECOMMENDATION**

The District recognizes a system of recommendations in secondary grades consistent with Ministry of Education requirements as outlined in the June School Closing Calendar.

## **SUMMER SCHOOL**

Summer School classes may be offered for clearing deficiencies at the end of a school year; courses will be subject to review each year.

For students who are clearing deficiencies, it should be noted that:

- 1) Summer School can offer a student instruction in two subjects only.
- 2) No student is to be assigned to Summer School as a disciplinary measure.

### *Greater Victoria School District*

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Approved: January 1966  
Revised: April 1971  
Revised: November 1981  
Revised: May 1984  
Revised: March 2019

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Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

## STUDENT RETENTION

### BACKGROUND

The BC Curriculum is designed to support inclusive classrooms, and the ideal of continuous learning alongside age-appropriate peers. It also promotes effective education including differentiated instruction with targeted supports and ongoing appropriate challenge to engage all learners.

Years of cumulative research has consistently demonstrated that, with respect to student retention, the potential for negative effects consistently outweighs the potential for positive outcomes. For example, Hattie's 2008 research "Visible Learning" (which synthesized the results of over 300 meta-analysis, based on 150,000 studies) vividly noted that retention negatively impacts academic achievement with a decline in achievement of 0.15 standard deviations when a child is retained.

With this in mind, requests for student retention are generally unsupported in the Greater Victoria School District. Furthermore, we do not support staff initiating a student retention request.

In exceptionally rare instances, a parent request for student retention may be considered. In these instances, the following procedures will apply:

### PROCEDURES

1. When a parent/guardian requests retention for their child, principals will clearly communicate the District approach and rationale.
2. If the Principal feels the request is exceptional, it will be discussed with the Superintendent of Schools (or designate) prior to holding a school-based meeting or entering into any further discussion with parents/guardians.
3. If consideration is supported, the Principal will organize a meeting with the school-based team and parents/guardians to discuss the request. In the meeting, the school will:
  - Provide the parents/guardians with the opportunity to share their related concerns.
  - Review the above District rationale and approach.
  - Share a personalized plan to promote the student with age-appropriate peers, providing support and intervention.
  - Document the meeting.
4. If the Principal still feels the request is exceptional, the meeting notes and other relevant accompanying documentation will be shared with the Superintendent of Schools (or designate) for discussion and consideration by a District review team, which may include:
  - Superintendent (or designate), District Principal(s), other District Inclusive Learning staff
5. Per the School Act, the Principal of the school retains the authority for student placements. Following the District review, the Principal will inform parents/guardians of the decision, as well as Policy and Regulation 1155 - Complaint Process and Bylaw 9330.1 - Appeal Process as appropriate. For request denials, this communication can be done in writing using the sample letter template in Appendix A.

Adopted: April 28, 2022

## Appendix A = Sample Letter Template (Principal to family)

Insert School Letterhead

DATE

Dear \_\_\_\_\_ (parent/guardians),

This letter is in response to your request to retain \_\_\_\_\_ (student name) in \_\_\_\_\_ (Grade) for an additional year. After our meeting with the school-based team, we presented your request to District Principal, \_\_\_\_\_ (name) and to Associate/Deputy Superintendent, \_\_\_\_\_ (name). As discussed in our meeting with you, student retention is generally not supported by our District. We believe the plan for supports and interventions shared when we met will facilitate for \_\_\_\_\_'s (student name) success next year in the next grade level.

After careful consideration of your concerns, your retention request has been denied.

It is our belief that all students will be enabled to progress with their peers in a continuous and challenging manner towards appropriate learning goals. The District sets high goals and standards for all students while not expecting that each will achieve them in the same way at the same time.

With this in mind, the school staff will continue to work with you and your home team to confirm a personalized plan for next year. The following are possible supports and interventions:

### *Suggestions/Considerations to list/include*

1. IEP Year-End Review
2. School Supports and Interventions (could include sub-headings below)
  - Classroom Environment
  - Programming
  - Classroom/School Routines
  - Staff Supports
  - Social and Emotional Support

We are committed to working together with you to offer supportive learning opportunities to ensure \_\_\_\_\_'s (student name) success. If you wish to file a concern, please follow the steps outlined in [this flowchart on the District website](#) to ensure proper procedures are being followed. The School District has an appeal process outlined in [Policy 1155](#), [Regulation 1155](#) and [Bylaw 9330.1](#).

Sincerely,

Name of Principal