



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

**AGENDA**

**Via Zoom**

**Monday, October 16, 2023, 7:00 p.m.**

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

**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 October 16, 2023 agenda be approved.

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

Recommended Motion:

That the September 11, 2023 Education Policy and Directions Committee meeting minutes, be approved.

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

**B. PRESENTATIONS TO THE COMMITTEE**

**B.1. Accessible BC Act and Supporting Students with Disabilities in the District – VCPAC President Tracy Humphreys**

**B.2. Climate Action Plan 2022-2027 – Patrick Schreck**

**C. NEW BUSINESS**

**C.1. Education Policy and Directions Committee Schedule of Presentations - Deputy Superintendent Caldwell**

**Presentation**

**School Goals - Torquay Elementary Liz McMaster Principal**

**Presentation**

**Anti-Racism & Supporting New Canadian Families Transition to SD61 (Welcome Centre) - District Principal David Hovis and Teacher Jen Barber**

**C.2. Presentation**

**World Indigenous People's Conference and Education, September 2022 - Director of Indigenous Education Dr. Shelly Neimi**

**C.3. Policy 6163.1 Learning Resources – Associate Superintendent Aerts**

**C.4. Policy Sub Committee**

**a. New Policy XXXX International Student Enrollment**

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

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

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

Trustee Regrets: Angela Carmichael, Emily Mahbobi

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, Dr. Jeff Davis, Director of International Student Program

Partners: Nyssa Temmel, VCPAC, Jane Massy, CUPE 947, Lena Palermo, GVTA, Sarah Winkler, VPVPA

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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 Duncan 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 David

That the September 11, 2023 agenda be approved.

**Motion Carried Unanimously**

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

**Moved by** Trustee Baillaut

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

For: Baillaut, David, Duncan

Abstain: McNally

**Motion Carried (3 to 1)**

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

None.

## **B. PRESENTATIONS TO THE COMMITTEE**

None.

## **C. NEW BUSINESS**

**C.1.** Superintendent Whitten presented the Parent Education Fund 2022-2023 Update as well as the Parent Education Fund for the 2023-2024 school year.

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

Questions of clarification were asked.

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

Questions of clarification were asked and feedback on the report was provided.

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

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

Trustees, partners, and staff discussed the Policy.

**Moved by** Trustee McNally

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



**Moved by** Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) approve new Regulation 5150 Sanctuary Schools at the September 25, 2023 Board of Education meeting.

**Motion Carried Unanimously**

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

Chair Duncan stated that the Policy Sub Committee did not come to consensus on the Draft New Policy XXXX International Student Enrollment and are now seeking direction as per Board motion on next steps.

**Amendment 1**

**Moved by** Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) amend Draft New Policy XXXX International Student Enrollment, 3.0 Policy,  
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.~~ **prior to considering International School enrollment schools to confirm that there is adequate space, educational programs, and instructional support available for school age children resident in the school district.**

**Amendment 2**

**Moved by** Trustee David

That the Board of Education of School District No. 61 (Greater Victoria) amend Draft New Policy XXXX International Student Enrollment, 3.0 Policy,  
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.~~ **prior to considering International School enrollment schools must make every reasonable effort to confirm that there is adequate space, educational programs, and instructional support available for school age children resident in the school district.**

For: Baillaut, David, Duncan

Against: McNally

**Motion Carried (3 to 1)**

**Moved by** Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) amend Draft New Policy XXXX International Student Enrollment, 3.0 Policy,  
3.7 The Board of Education directs that prior to considering International School enrollment schools must make every reasonable effort to confirm that there is adequate space, educational programs, and instructional support available for school age children resident in the school district.

**Motion Carried Unanimously**

**Moved by** Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) amend Draft New Policy XXXX International Student Enrollment, 3.0 Policy,  
3.3 The Board of Education ~~believes it is appropriate to conduct active~~ **acknowledges that** marketing and recruiting activities **are carried out** to attract international students to the school district as described in the supporting regulation.

**Motion Carried Unanimously**

**Moved by** Trustee Baillaut

That the Board of Education of School District No. 61 (Greater Victoria) refer the draft Policy XXXX International Education Enrollment and draft Regulation XXXX International Education Enrollment with the relevant additional data to the Education Policy and Directions Committee meeting October 16, 2023.

**Motion Carried Unanimously**

**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

**Moved by** Trustee McNally

That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub-Committee to review Policy 5123 Student Placement.

**Motion Carried Unanimously**

**D. NOTICE OF MOTION**

None.

**E. GENERAL ANNOUNCEMENTS**

None.

**F. ADJOURNMENT**

**Moved by** Trustee McNally

That the meeting adjourn.

**Motion Carried Unanimously**

The meeting adjourned at 8:57 p.m.

**Letter to School District 61 Board of Trustees and Superintendent****re: SD61 Climate Action Plan****October 5, 2023**

Dear School Board 61 Trustees and Staff,

Capital Bike thanks you for the climate leadership shown by the Greater Victoria School District Board of Trustees and District Staff in recognizing the climate emergency and developing its Climate Action Plan 2022-2027.

We have reviewed the SD61 Draft Climate Action Plan. We hope you will welcome our feedback and recommendations regarding the Plan, particularly with respect to cycling, active transportation and climate action.

**Who is Capital Bike?**

Capital Bike is a cycling advocacy organization that works in the Capital Region to get more people, cycling more places, more often. A community-driven, charitable organization, we develop and promote cycling education programs for schools and communities. We organize community-wide events to get folks cycling, such as Go By Bike Week (GBBW). We advocate at all government levels to improve cycling safety and infrastructure.

The climate emergency is a central driving force behind our cycling advocacy. And one of our key goals is the advancement of safe and convenient active transportation, like cycling, as a carbon-free commuting alternative.

**Cycling to school matters**

We will consider how cycling is a key part of solving our collective climate crisis in the next section. In this section, we first wish to remind you of the other important benefits cycling to schools has for students, staff and the community. Those benefits include:

- Physical and mental health benefits for students, including:
  - increasing cardiorespiratory fitness, strength, and balance
  - developing a sense of autonomy and independence
  - building social skills
  - improving performance at school
  - reduced air pollution and congestion around school
- Similar health and well-being benefits for staff.

- Lower transport costs for families – a critical equity consideration.
- Neighbourhoods hosting schools benefit from increased road safety with more people walking and cycling, fewer vehicle trips to and from schools, and fewer vehicle emissions polluting the air.
- The community benefits by increasing social ties with community and neighbourhood.

### **Cycling to school matters for climate**

Road transportation remains the CRD's number one source of carbon emissions. Trips to K-12 schools account for 7% of all outbound trips in the CRD, according to the 2022 CRD Origin-Destination Household Travel Survey Report, released in September 2023. Increasing cycling and other active transportation to schools will reduce transportation emissions in our region.

We acknowledge and appreciate that the SD61 Climate Action Plan tackles road transportation emissions by taking as one of its five pillars 'Sustainable Transportation'. We would like to help make the Plan more impactful with the following recommendations to make cycling a much more appealing, convenient and safe choice for students, staff, and parents.

### **Our Recommendations**

1. *Consider making your statement of commitment to sustainable modes of transportation more ambitious and powerful:*

*Current statement:*

"We also aim to promote educational and engagement programs to encourage sustainable modes of transportation, such as walking, biking, carpooling, or taking transit to school and work. The District will review opportunities to participate in programs such as Bike to Work/School Week and sustainable commuting to school programs as well as improving data on current commuting methods, barriers, and opportunities to choose sustainable modes of transport."

We suggest adding:

"The District will play a leading role in making walking and cycling to schools and worksites safer, more convenient, more appealing, and more secure for students, their parents, and staff."

2. *Under the objective "Promote active and low-carbon commuting options", add or revise the following actions:*

- Encourage cycling and active trips to school with needed infrastructure:
  - Formally adopt the CRD's All Ages and Abilities bikeway policy to help guide district construction & advocacy on bikeways.
  - Work with municipalities to accelerate the construction of a quick-build complete cycling network by 2027 that provides an All Ages and Abilities (AAA) bikeway to the main entrance of every school. Where needed, provide school land to enable students to arrive at school safely where roads are not designed to permit AAA infrastructure near schools.

- Re-evaluate the distribution of School District budgeted funds, resources, and land allocation that facilitate different commuting modes (automobile, cycling, walking, transit) in response to the climate emergency and the need to shift to low- and zero-emission commuting. Examine if families with restricted commute options, including low-income households, those without vehicles and persons with disabilities, are equitably supported by District infrastructure investments.
- Provide better, secure bike parking and end-of-trip facilities, including:
  - Provide secure, covered parking for bicycles and other modes of active transport for students and staff. Consult the school community on placement and design.
  - Provide end-of-trip facilities for staff and students, including lockers, change rooms and showers. Consult potential users on placement and design.
  - Ensure entrances to schools and bike parking are suitable and wide enough for easy access for non-standard bicycles (e.g., cargo and bucket bicycles).
  - Provide infrastructure for electric bike battery charging.
- Provide bike repair facilities for minor repairs and adjustments, like flat tires.
- Provide adequate space for short-term bicycle parking for parents and visitors. The amount of bicycle parking provided should be 10% greater than the current measured number of bicycles arriving on busy days.
- Provide crossing guards at every elementary and middle school.
- Advocate to the Ministry of Transportation and Infrastructure (MOTI) to provide funding to top up the Annual Facility Grant funding from the Ministry of Education and Child Care (ECC) to support site upgrades for enhancing accessibility for vulnerable road users.
- Advocate to the Ministry of Social Development and Poverty Reduction (SDPR) to increase ECC's Annual Facility Grant for accessibility upgrades to enhance access for people with physical impairments.
- Lead the culture change to active transportation to school:
  - Advocate to MOTI for increased funding to run 'Ready, Step, Roll' (RSR), and support the CRD to roll out the Ready, Step, Roll (RSR) initiative every year at every school in the District.
  - Host RSR events to coincide with Capital Bike's tri-annual Go By Bike Week (GBBW) events.
  - At the beginning of the school year, at every school: Engage with students and their families around the economic, climate, and health benefits of travelling to school using public transit and active transportation. Engage and inspire students with a school assembly. Reinforce with parents and staff who do drive to schools the critical importance of their role in safeguarding vulnerable road users.
  - Advocate to MOTI for increased funding and to shift the funding model for 'Everyone Rides, Grades 4 and 5' (ERG45) to fund school districts directly, not external agencies, so that School

Districts can hire Active Transportation coordinators to coordinate RSR and ERG45 at each school in the School District.

- Provide training to grade 6-8 students to use public transportation, similar to the exemplary Kingston (Ontario) Model.
- Eliminate student car parking at high schools, except for those students where a need is demonstrated. Repurpose recovered parking space for climate mitigation purposes.
- Work with municipalities and parent groups towards the elimination of car drop-off zones around schools.
- Work with employee groups to develop financial incentives and other strategies to shift staff commute mode towards active transport, cycling, and transit.
- Assign personnel within the District to be responsible for implementing and supporting these culture change initiatives. Provide paid release time for staff members willing to lead and coordinate these initiatives in their schools.
- Be a strong advocate for improvements:
  - Establish a regular liaison within the District to coordinate with municipal staff on improving active transportation to schools, including creating a Safe Routes to Schools Plan, including AAA routes and safe walking connections to the entrance of each school.
  - Advocate for traffic calming measures, paired with speed limit reductions to 30 km/h or less, on all streets adjacent to all schools at all times.
  - Advocate to municipalities to create School Streets in front of all school front doors.
  - Advocate to municipalities that when public works or construction occurs near schools, that safe paths for vulnerable road users be prioritized.

3. *Set ambitious targets in line with the United Nations Framework Convention on Climate Change and commit to clear pathways to implement them. Monitor and report on progress. As with the whole of the SD61 Climate Action Plan, to be effective, active transportation goals need to be described by measurable targets and concrete actions that have specific timeframes and reporting intervals. This will include:*

- Monitoring and regular reporting on progress toward targets.
- Clear personnel accountability for targets, actions, monitoring and reporting.
- Evaluation of success of actions and recommitting where deficiencies arise.
- Measurable targets for, among others:
  - trips made cycling/walking or with transit to schools for students, staff, and visitors
  - number of schools connected to AAA cycle network
  - number of schools with secure, covered bike parking capacity
  - number of schools equipped with repair stations
  - parking space recovered to climate-mitigation purposes

- number of schools participating in RSR
- number of students completing ESG4/5
- number of students completing transit/bus training
- number of schools providing crossing guards
- number of students and staff participating in GBBW
- implementation of Safe Streets, reductions in speed limits, traffic calming measures, elimination of drop-off zones

The Climate Emergency demands committed action now. Those changes happen when elected leaders create concrete plans and provide resources to make them happen. The School District's Climate Action Plan can make schools safer and more accessible while also contributing to a dramatic reduction in road transportation emissions in the next few years, and ultimately shift the culture to where active transportation becomes the default option. Capital Bike has a team of expert staff and volunteers who are here to support cycling and active transportation initiatives. Please don't hesitate to reach out. Thank you very much.

Yours,

Rebecca Freedman

Co-Chair, Capital Bike

Niki Sutherland

Co-Chair, Capital Bike

AM/PS

Cc: SD61 Ad Hoc Climate Action Committee



# Office of the Deputy Superintendent

*Harold W Caldwell – Deputy Superintendent*

**To:** Education Policy and Directions Committee

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

**Date:** October 16, 2023

**RE:** **Anti-Racism & Supporting New Canadian Families Transition to SD61**

*To support schools in feeling confident and capable in re-engaging priority students so they can say: I belong, I have purpose, I matter.*

For the 2023-24 school year, district departments continue to work collaboratively with schools in supporting anti-racism initiatives through a trauma-informed and culturally responsive lens. As we examine diversity, equity, and inclusive practices in the Greater Victoria School District, we will highlight the work at one of our elementary schools in relation to their school goal. Next, we will examine Greater Victoria's changing immigration demographics and these implications for our school district. Finally, we will review the role of the Welcome and Learning Centre as it supports newcomer Canadians.

District departments' shared focus on priority students continues to align with aspects of the Ministry's Vision for Student Success and a guiding principle of student-centred learning. The goals and strategies of the Strategic Plan and Enhancing Student Learning Report are core to the work that supports Indigenous Learners, students who identify as a racial or ethnic minority, and newcomer families to Canada.

The focus of the slides includes:

- An overview of Torquay Elementary School's goal presented by Principal Liz McMaster
  - School objectives
  - Stories and celebrations of diversity and inclusion
  - Next steps – school's goal
- Immigration Profile of the Capital Regional District
  - Review of Census 2021 Data Including:
    - Population changes
    - Racial groups in a Capital Region context
- Settlement Workers in Schools (SWIS)
  - Increases in SWIS services due to an increase in immigration
- Greater Victoria School District Context
  - 4,510 students identified a language other than English as their primary language spoken at home.
  - 2,378 English Language Learners (1 to 5 years of funding eligibility)
  - 178 students of Indigenous ancestry – English Skills Development (ESD)
  - 11.51% total ELL increase from 2022-23
- SD61 Welcome & Learning Centre
  - Welcome Centre & Classroom – over 60 students and their families supported and transitioned to schools since September 2023
  - Supports include development of anti-racism initiatives
  - Celebrating learning & diversity through a trauma informed lens - Teacher Jen Barber

*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.*

# Anti-Racism & Supporting New Canadian Families Transition to SD61

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Torquay Elementary School & District Multilingual Learner Portfolio

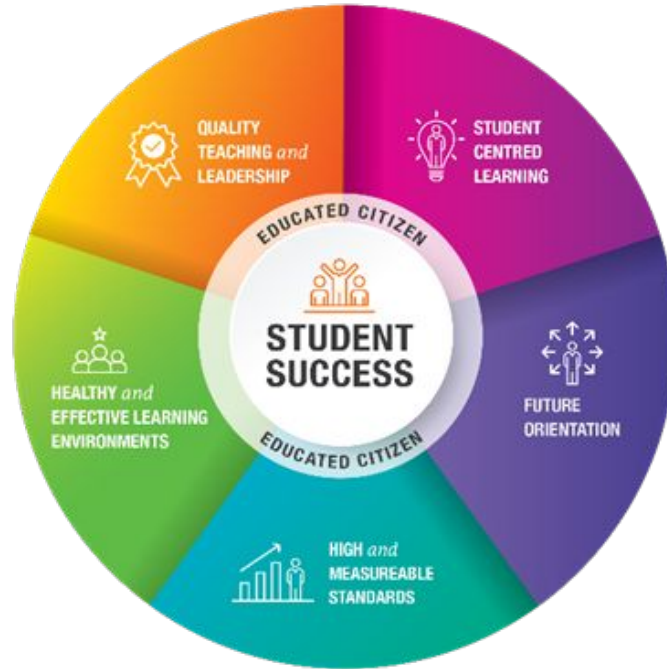


*To support schools in feeling confident and capable in re-engaging priority students so they can say:  
I belong, I have purpose, I matter.*

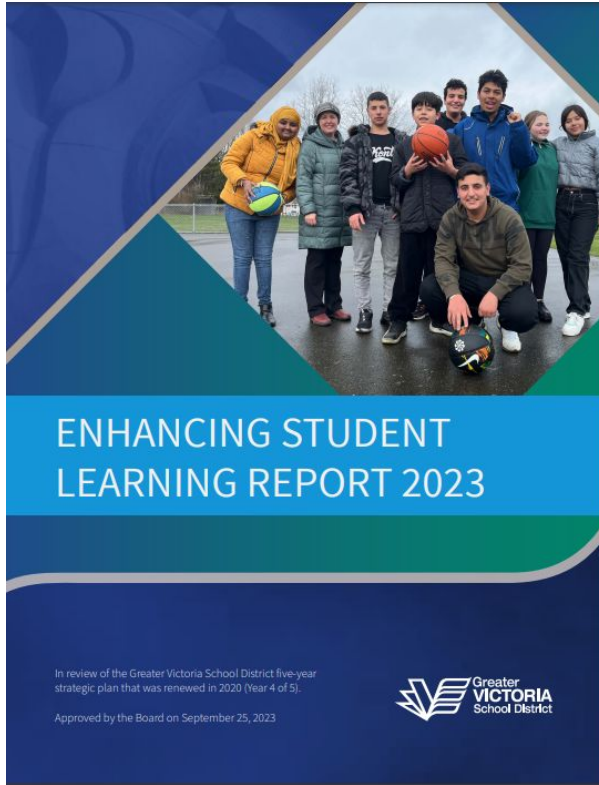
# Ministry Vision for Student Success



Ministry of  
Education and  
Child Care



# ESLR & Strategic Plan Connections



# Torquay Elementary School

## Principal Liz McMaster



# A review of our journey over the past two years.





## Torquay's School Goals for 2021-23

**Students** will continue to develop awareness, acceptance, and empathy of themselves and others through identity, diversity, justice and action.

**Torquay staff** will develop cultural pedagogy through exploring our various points of privilege.



Two years ago: moved to a new, culturally responsive goal, to focus on inclusion and diversity, responding to, and addressing, racism in Torquay's learning community.



# Teaching to



# OBJECTIVES

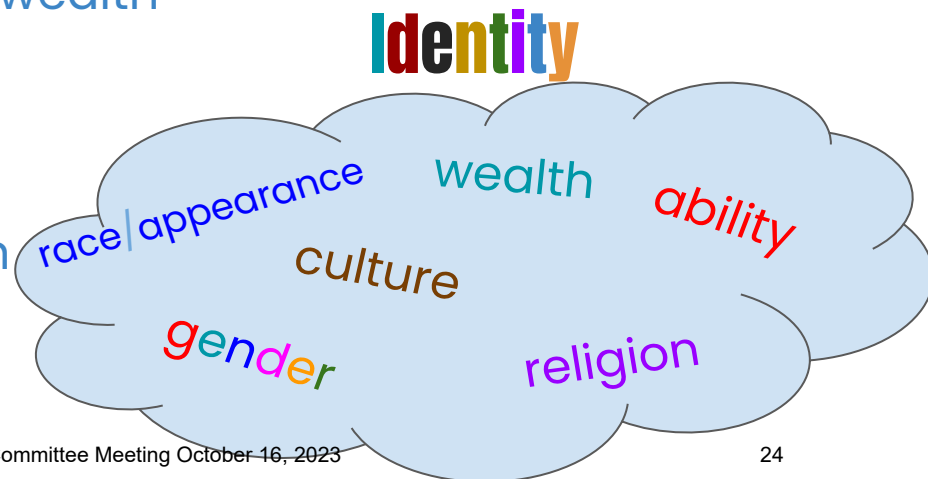


- **Familiarize** and **connect** with the library resources on diversity and inclusion (identity, diversity, justice & action)
- To **explore** other literature (Munro Books) as anchor books
- To **observe** how our school goal links with the BC curriculum (cross curricular)
- **Discover** how to **apply** identity, diversity, justice and action into our teachings
- **Examine** how our school goal relates to the Social Studies curriculum K-5 and how to **incorporate** the new proficiency scale language into our assessments

# School Goal in 2021–2022: Diversity

Students learned how we are diverse:

- culture: language, food, ways of living
- gender: gender expressions and gender identities
- wealth: poverty, various levels of wealth
- religion: practices, celebrations
- ability: disability, ableism
- race: appearance, discrimination



*A sampling of the books used to make diversity visible are on the next few slides.*

## Students also learned:

Kids have rights and they are outlined in the United Declaration of the **Rights of a Child**. As a school we agreed these rights are good and everyone needs to know them to enjoy them.

## By teaching about diversity school wide:

We agreed that diversity is more than okay, it is a good thing! People should be allowed to be themselves. Saanich, British Columbia, Canada, and the world is diverse. **Diversity is the natural state of the human world and nature.**

“We are all diverse, all of us. We all have strengths, we all have stretches, and we all need to get better at something. The difference in teaching to diversity, however, is that we don’t start with our deficits; we start with our strengths...”

-Shelley Moore



variety

# Identity diversity

different

appearance

culture

gender

ability



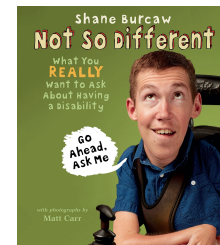
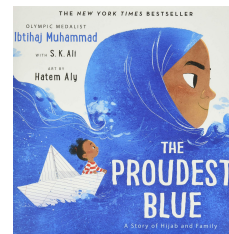
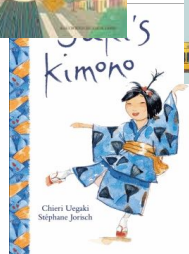
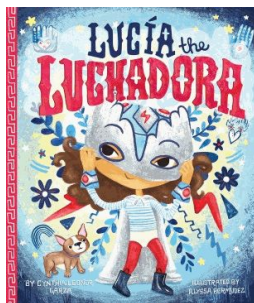
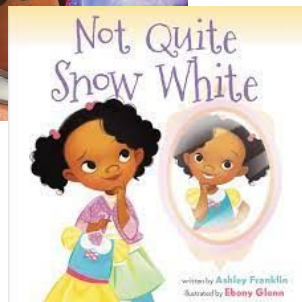


Identity

# diversity

variety different

race gender culture religion ability



Education Policy and Direction Committee Meeting October 16, 2023

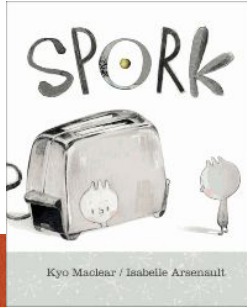
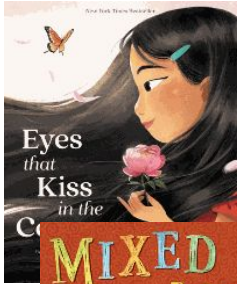
29

variety

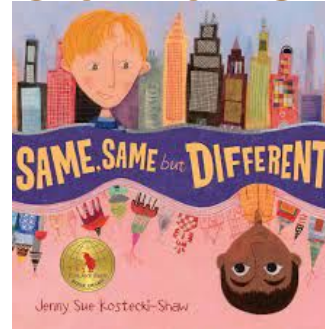
# Identity diversity

different

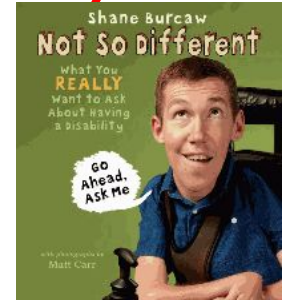
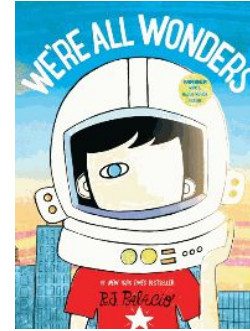
race



culture

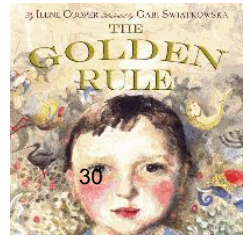
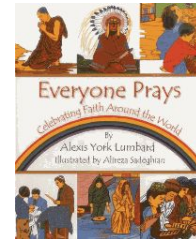
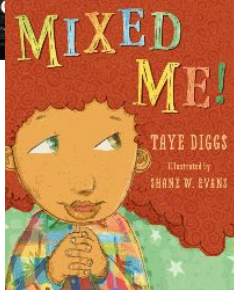


ability



gender

religion



Education Policy and Direction Committee Meeting October 16, 2023

variety

Identity

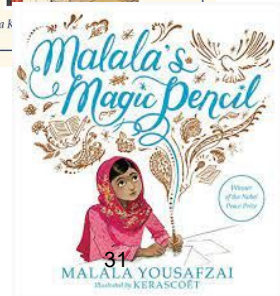
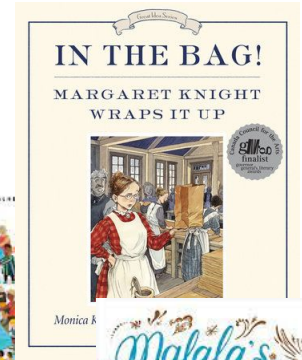
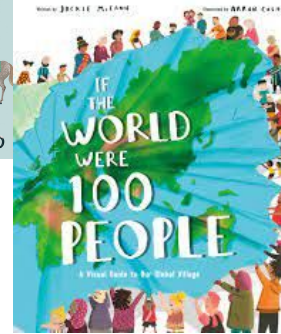
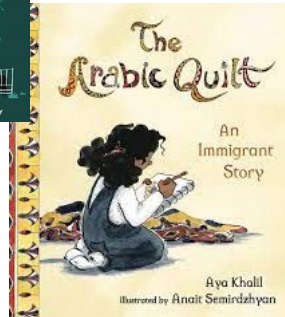
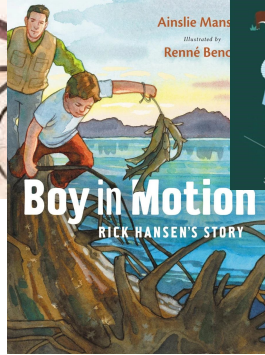
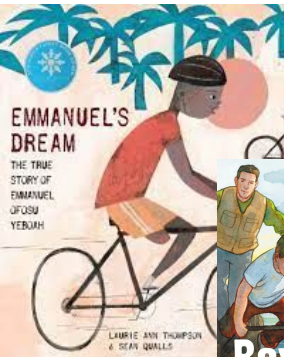
# diversity

different

ability culture

gender religion

race wealth



Education Policy and Direction Committee Meeting October 16, 2023

~~exclusion~~

~~discrimination~~

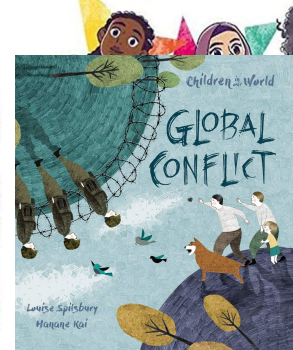
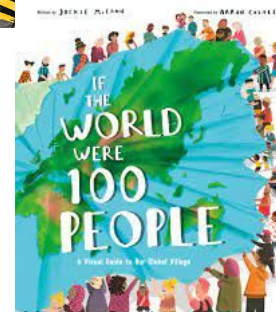
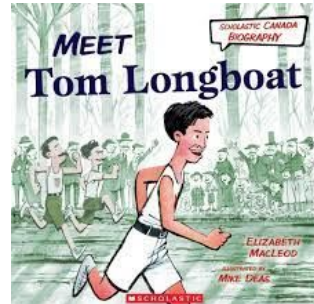
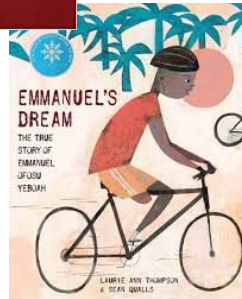
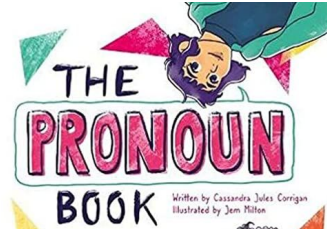
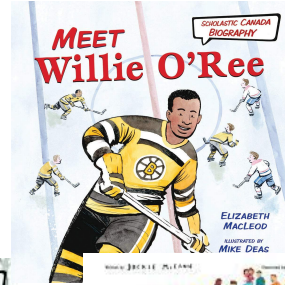
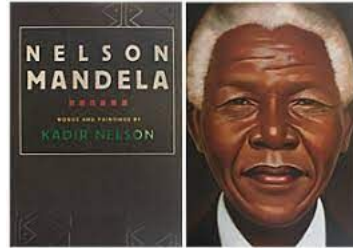
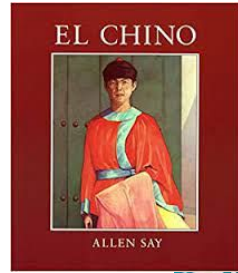


Identity

# diversity

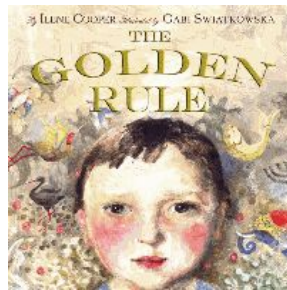
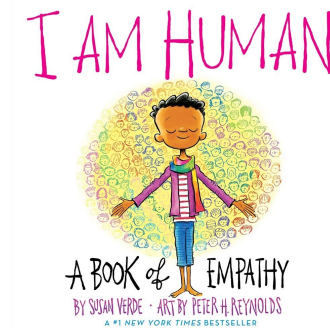
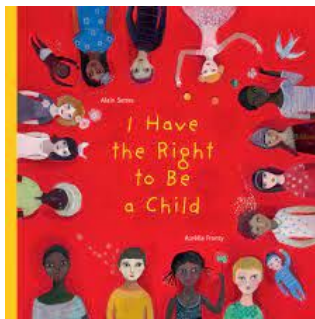
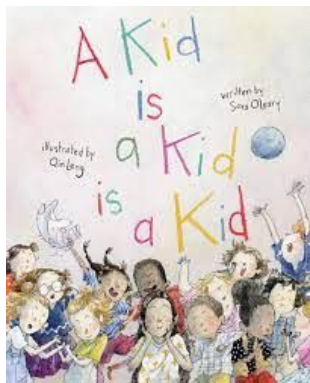
variety different

race gender culture religion ability wealth



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# include **inclusivity** together



variety **diversity** different



**justice**  
**action**

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## Last School Year Goal: **Inclusion**

Inclusion is our response to diversity. It is evidence that we understand diversity is okay. Our knowledge of diversity *may\** make us more inclusive.

**Diversity** is a noun. It is about identity.

**Inclusion** is a verb. It is about justice and action.

**\*We need a feeling of agency** before we will act on what we know.

*Torquay's school goal of  
INCLUSION in action:  
our story*

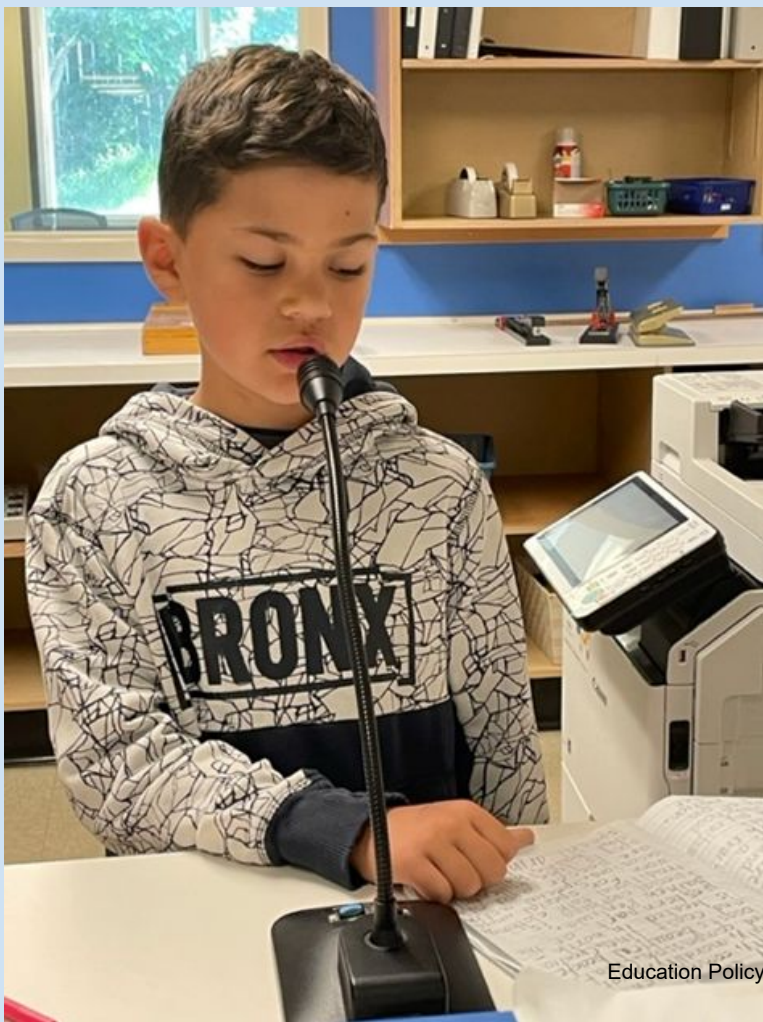


Asheri sharing her favourite aspects about her Nigerian, Cameroonian and Canadian cultures.



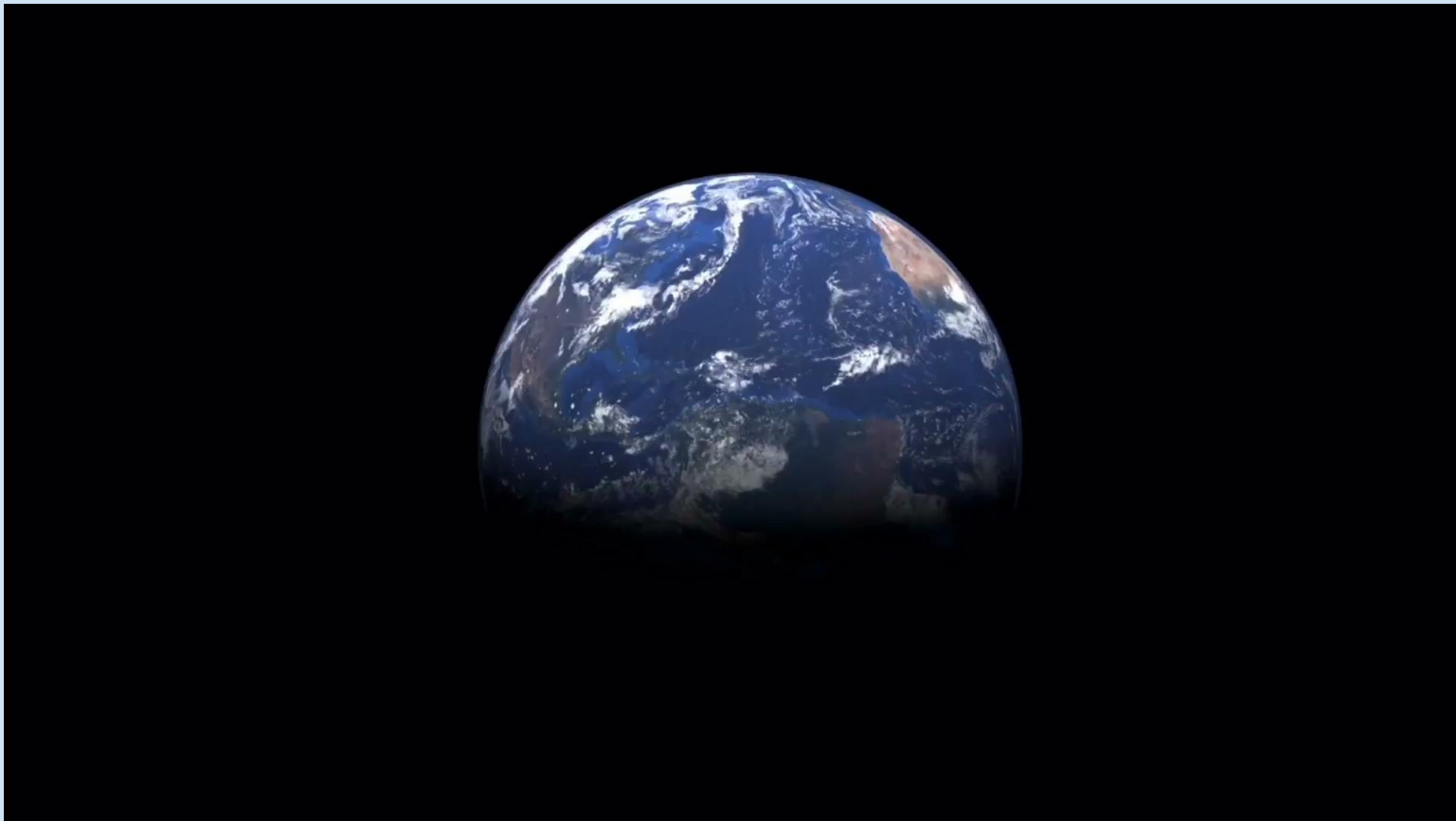


Alice sharing what she loves about being Indian and Canadian.



Diego shared how awesome it is to be Croatian because of the food, the beautiful geography but especially the soccer team!











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Orange  
shirt day:

Culturally  
responsive  
approach



# Where are we going now?

- Working on “phase 3” of our current school goals
- Trying to avoid inclusion and diversity “fatigue”
- But still passionate about this goal!
- Staff working on progression of this goal but by diving deeper - exploring values underlying diversity and inclusion
- UN declaration of the rights of a child - use the words below to create the goals?

fairness

safety

justice

equity

equality

freedom

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*diversity*

IS HAVING A SEAT AT THE TABLE.

*inclusion*

IS HAVING A VOICE. AND

*belonging*

IS HAVING THAT VOICE BE HEARD.

-LIZ FOSSLIE



## Greater Victoria School District's Welcome Centre Supporting New Families to Canada

## Population Size - 2021 Census

The Capital Region has:

- ❖ 73,345 immigrants
  - 10,080 recent immigrants (2016-21)
  - 8,730 temporary residents (immigrants who are for example, international students or temporary workers)
- ❖ 306,395 non-immigrants (individuals born in Canada)

In percentages, this means that:

- ❖ 18.9% of the total population are immigrants
  - 2.6% of the total population are recent immigrants
  - 13.7% of the immigrant population are recent immigrants
  - 2.2% of the total population are temporary residents
- ❖ 81.1% of the total population are non-immigrants

*\*Immigration Profile for the Capital Region - Census 2021 Data – ICA*

## Racial Groups - Capital Region Context

Three quarters of recent immigrants are racialized, most of them Filipino, South Asian, or Chinese

- ❖ **16.7% of the total population of the Capital Region is racialized**
- ❖ **74% of recent immigrants is racialized**
  - 16.4% are Filipino
  - 15.2% are South Asian
  - 12.8% are Chinese
  - 6.8% are Black
  - 6.6% are Arab
  - 4.3% are Latin American
  - 3.3% are Southeast Asian
  - 2.8% are Korean
  - 1.8% are West Asian
  - 2% are Japanese
  - 1% of recent immigrants indicated multiple visible minorities

*\*Immigration Profile for the Capital Region - Census 2021 Data – ICA*

- ❖ On average recent immigrants are 10 years younger than the non-immigrant population and most are living with someone else.
- ❖ Affordability indicators (percent of wages spent on rent) are mostly the same across immigrant and racialized renters. Overcrowding is much more common for recent immigrants and racialized renters. Overcrowding might mean that several households pool their wages.
- ❖ Recent immigrants are more highly educated than non-immigrants. They are often employed than non-immigrants.
- ❖ Recent immigrants are often employed but earn less than non-immigrants. They fall more often in the the low-income bracket.

*\*Immigration Profile for the Capital Region - Census 2021 Data – ICA*

# Settlement Workers in Schools

## Inter-Cultural Association

In the past school year, SWIS served 816 clients and 260 families, including:

- ❖ 523 new clients (increase of 77%)
- ❖ 181 new families (increase of 89%)



# Greater Victoria School District



## Primary Language Spoken in the Home

*4,510 students identified a language other than English as their primary language spoken at home*

Spanish - 439

Arabic - 433

Chinese - 362

Mandarin - 325

Tagalog - 318

Korean - 204

Punjabi - 200

Japanese - 147

German - 141

Cantonese - 116

Persian - 109

Hindi - 104

Pilipino - 103

Vietnamese - 101

Russian - 94

Ukrainian - 89

Italian - 81

French - 72

Portuguese - 71

Thai - 57

Urdu - 54

Tigrinya - 31

Bengali - 27

Malayalam - 26

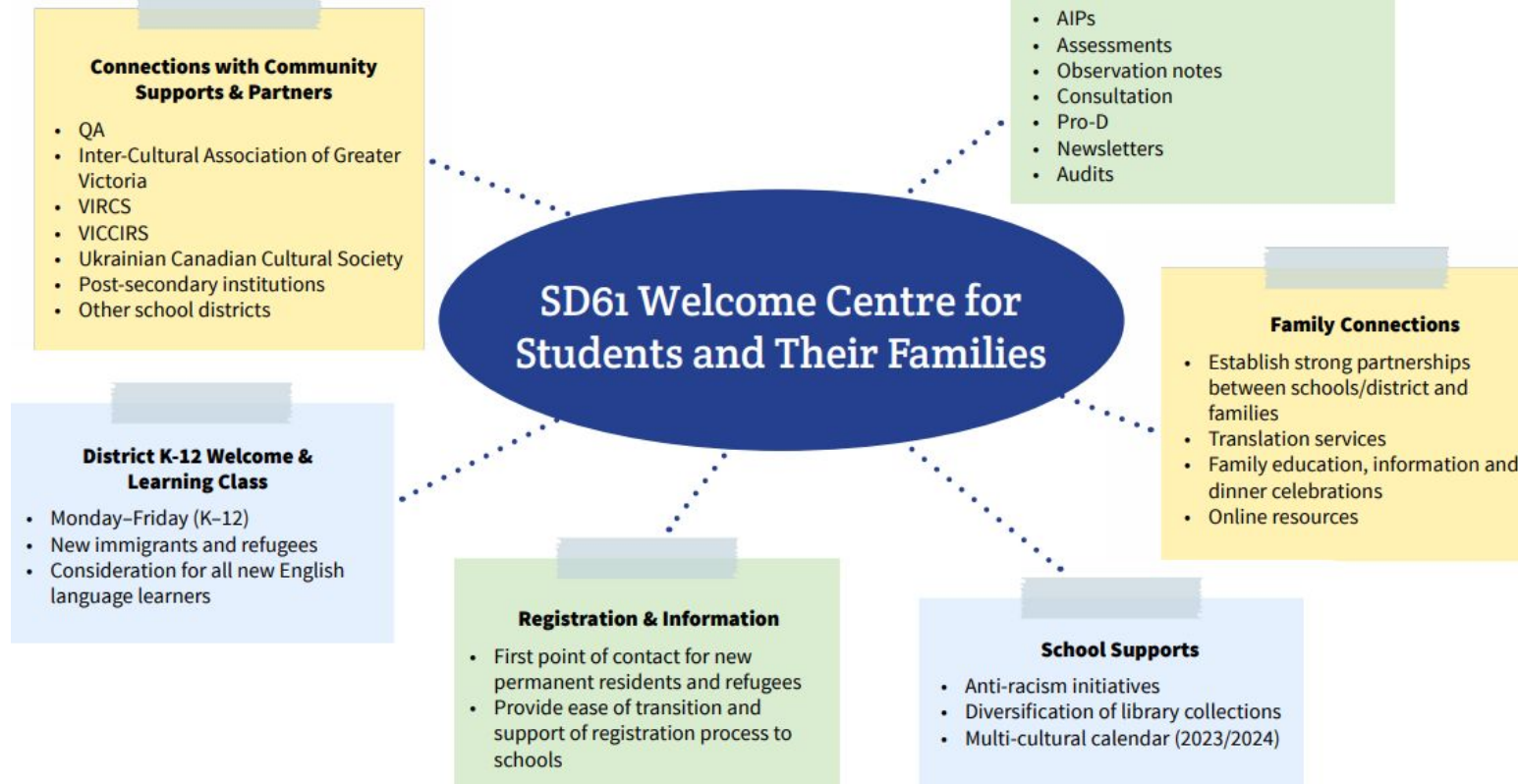


## English Language Learners - 2023-24

- ❖ English Language Learners: 2,378\* (1 to 5 years of funding eligibility)

*\*Includes 178 students of Indigenous ancestry receiving English Skills Development (ESD) funding support*

- ❖ 11.51% total ELL increase from the 2022-23 school year
- ❖ 11% of SD61 total student population for the 2023-24 school year





- ❖ Community Partnerships
  - Four Houses
  - ICA
  - VIRCS
  - VICCIR
  - Help Ukraine
  - UVic
- ❖ Supporting ELL Teachers in Schools
- ❖ Welcome Centre & Classroom
- ❖ Multi-Cultural Support Worker
- ❖ Trauma Informed Family Support Worker (UVic)
- ❖ After School & Summer Program Partnerships
- ❖ Family & School Connections



# SD61 Welcome & Learning Centre Classroom

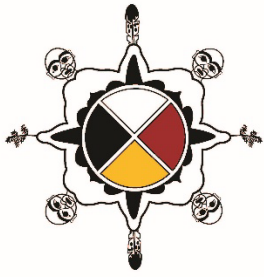


One *Learning* Community

Education Policy and Direction Committee Meeting October 16, 2023







## **Australia**

### **WIPCE (World Indigenous Peoples Conference on Education)**

## **New Zealand**

### **Examining Te Kotahitanga *Culturally Responsive and Relational Pedagogy***

## **New Zealand**

### **Outbound International Education Experiences for Indigenous Students**

## **Who attended:**

Director of Indigenous Education Greater Victoria School District - Dr. Shelly Niemi

Director of Education, Esquimalt Nation – Kalie Dyer

Director of Education, Songhees Nation – Kristely Kelly

The purpose of the Trip to Australia was to attend the World Indigenous Peoples Conference on Education where Indigenous Educators and Ally's from across the globe come together every three years to share global Indigenous Education Pedagogical practices, commonalities and to share, learn and grow together across the Indigenous Education Community. Dr. Shelly Niemi was accepted to present her doctoral research in 2019 as WIPCE was originally scheduled for November of 2020 however was rescheduled to October 2022 because of the global pandemic. Dr. Niemi's research is titled: ***Weaving the Braid of Culturally Responsive Leadership within Policy and Governance to Improve Indigenous student success in the K-12 Education system***. Dr. Niemi was joined at this conference with Director of Education for Esquimalt Nation Kalie Dyer and Director of Education for Songhees Nation Kristely Kelly, along with other School District representatives from across BC and Canada. Please find the link to WIPCE attached: <https://wipce.net/nz-2025/>

The purpose of the trip to New Zealand was to examine Te Kotahitanga: Culturally Responsive and Relational Pedagogy which is evident and practiced across all schools within New Zealand. Dr. Shelly Niemi, Director of Indigenous Education for the Greater Victoria School District was joined on this trip with Director of Education for Esquimalt Nation, Kalie Dyer, Representatives of Penticton Indian Band, and the Principal of the Penticton Band School. We visited several schools on the North Island to observe learning, meet with educators, boards, Elders and communities. We did this with intention knowing that we wanted to bring back SD61 and the Nations our

experiences knowing that we were going to be re-visiting the Capital plan in Early 2023 and the discussion of Craigflower and Shoreline as part of this Capital Plan process.

The second purpose of our trip to New Zealand was attended by Dr. Shelly Niemi, Director of Indigenous Education for the Greater Victoria School District, Director of Education for Esquimalt Nation, Kalie Dyer, Director of Education for Songhees Nation Kristely Kelly, and Chas Desjarlais, Director of Indigenous Education, Vancouver School Board, and retired Superintendent Kathy Sawchuck supporting Penticton Indian Band, Band School.

The purpose of this trip has been through the ongoing discussions with International Education and the continued ways are trying through Indigenous Education to have more outbound experiences for Indigenous students locally, and across BC. We spent 4 days together on a guided tour on what Indigenous students would have the opportunity to experience if we are able to build an outbound International relationship with New Zealand, where we share many commonalities as Indigenous Peoples.

This presentation will elaborate on these experiences and provide an overview on what we believe are our next steps forward together, and what has already occurred since we have returned.

Dr. Shelly Niemi

Director of Indigenous Education, Greater Victoria School District No.61

Hay'sxw'qa – Klecko Klecko - Gilakas'la – All My Relations







## Key findings: Institutional Racism | Cultural Safety | Media

Experiences of racial prejudice by Aboriginal and Torres Strait Islander have increased in the last year. The feeling that media portrayal of Aboriginal and Torres Strait Islander people is usually negative has continued to be high. There has been some improvement in Aboriginal and Torres Strait Islander people feeling they can be true to their cultures in different settings.

Aboriginal and Torres Strait Islander people are more likely to have experienced racial discrimination in the last 12 months.

**30%**  
in interactions with police (16% in 2018)

**24%**  
in interactions with local shop owners/staff (18% in 2018)

**24%**  
in interactions with real estate agents (12% in 2018)

**22%**  
in interactions with doctors, nurses and/or medical staff (14% in 2018)

There has been some improvement in Aboriginal and Torres Strait Islander people feeling they cannot be true to their cultures in a number of different settings.

**20%**  
in interactions with police or the courts (25% in 2018)

**15%**  
at work (19% in 2018)

**14%**  
in interactions with educational institutions (17% in 2018)

**12%**  
in interactions with government departments (19% in 2018)

**10%**  
in the general community (13% in 2018)



**46%** of Aboriginal and Torres Strait Islander people (50% in 2018)

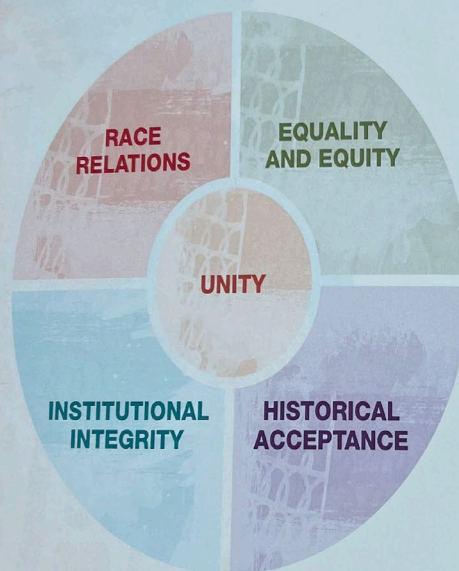
**44%** of the general community (42% in 2018) believe media portrayal of Aboriginal and Torres Strait Islander people is usually negative.

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## RECONCILIATION AUSTRALIA

Reconciliation Australia is the national lead organisation for reconciliation in Australia. We partner with business, government, education and community sectors to achieve our vision for a just, equitable and reconciled Australia.

### FIVE DIMENSIONS OF RECONCILIATION



#### Race Relations

All Australians understand and value Aboriginal and Torres Strait Islander and non-Indigenous cultures, rights and experiences, which results in stronger relationships based on trust and respect that are free of racism.

#### Equality and Equity

Aboriginal and Torres Strait Islander peoples participate equally in a range of life opportunities and the unique rights of Aboriginal and Torres Strait Islander peoples are recognised and upheld.

#### Unity

An Australian society that values and recognises Aboriginal and Torres Strait Islander cultures and heritage as a proud part of a shared identity.

#### Institutional Integrity

The active support of reconciliation by the nation's political, business and community structures.

#### Historical Acceptance

All Australians understand and accept the wrongs of the past and the impact of these wrongs. Australia makes amends for the wrongs of the past and ensures these wrongs are never repeated.

2

## Key findings: Understanding history | Truth-telling

Most Australians believe formal truth-telling processes should be undertaken in Australia, while more accept key accounts of Australia's history as factual, and believe it is important for all Australians to learn about past issues.

More Australians in the **general community** believe key accounts of Australia's past are factual.



**81%** believe it is true that government policy enabled Aboriginal and Torres Strait Islander children to be removed from their families without permissions until the 1970s.

**76%** believe it is true that Aboriginal and Torres Strait Islander people were subject to mass killings, incarceration, forced removal from land and restricted movement throughout the 1800s.

**80%** believe it is true that Aboriginal and Torres Strait Islander people did not have full voting rights through Australia until the 1960s.

More Australians want Australia's shared history to be brought into view through truth-telling.

**89%**  
of the general community and 93% of Aboriginal and Torres Strait Islander people believe it is important to undertake formal truth-telling processes in relation to Australia's shared history.

**90%**  
of the general community (86% in 2018) feel it is **important for all Australians to learn about past issues**, compared with 93% of Aboriginal and Torres Strait Islander people (91% in 2018).

**35%** Aboriginal and Torres Strait Islander people (40% in 2018) believe **the wrongs of the past must be rectified** before we can move on with reconciliation, compared with 29% of the general community (28% in 2018).

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## TARGETED LEARNERS

Increasing the literacy and numeracy achievement for our Aboriginal students and children in care (targeted learners).



Across the system, there are 7.10% Aboriginal students, 2% of children are in care with 36% of children in care identifying as Aboriginal.

### WHAT WE WILL DO

- Collaborate with educators to create and implement a sustainable support model based on evidence, that complements schools' improvement work which results in higher achievement for targeted learners.
- Create a clear mechanism for identifying and assisting schools in connecting with and incorporating the Aboriginal Learners Achievement Leaders Resource (ALALR), resulting in improved learner outcomes over time.
- Create networks to model and share high-quality practice, as well as to develop educators' capability.

### HOW WE WILL DO IT

- Create and develop a dedicated Targeted Learner Achievement implementation team to work side by side with Local Education Teams (LETs), teachers, and leaders to implement a Targeted Learner support approach, that is coherent, contextualized, and based on expert research.
- A leaders' resource for children in care is developed and published.
- Identify, monitor, and evaluate mechanisms used to increase the positive impact of the ALALR on student achievement.
- Professional development for principals, school leaders, and LETs to increase capacity of all stakeholders.

### MEASURING OUR SUCCESS

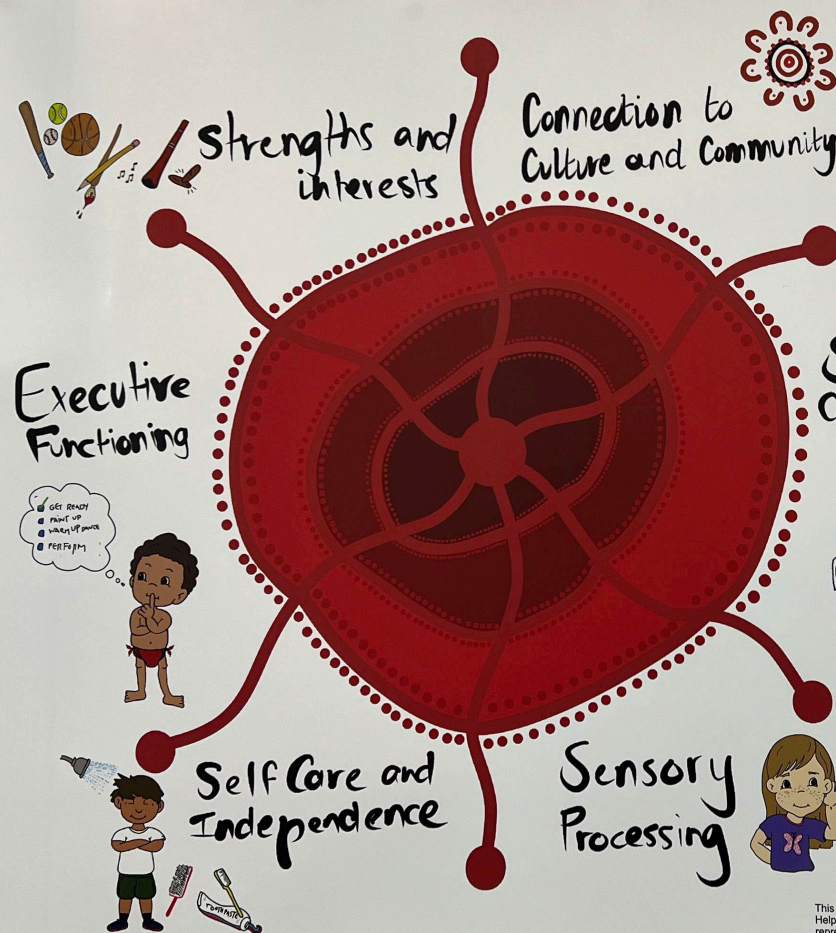
- For improving the achievement for Targeted Learners, schools in the partnership have a strategic, coherent, and detailed improvement plan.
- Increased engagement and progress for Targeted Learners.
- Increased equity for Aboriginal students and children in care.



Government  
of South Australia  
Department for Education

Partnerships, Schools and Preschools





## My Child's Story Circle

Our young people on the spectrum are all different. This circle helps us to think about six areas that are important in understanding the strengths and support needs of our young people. These strengths and support needs can look different at home, in the community and at school.

**pp positive partnerships**  
Working together to support school-aged students on the autism spectrum

This initiative is funded by the Australian Government Department of Education through the Helping Children with Autism package. The views expressed within this document do not necessarily represent the views of the Australian Government or the Australian Government Department of Education.

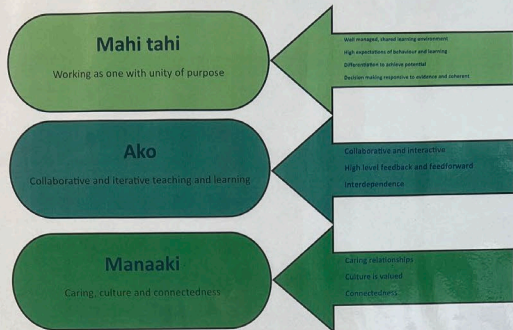






## Te Kotahitanga

### Culturally Responsive and Relational Pedagogy



Kotahitanga – the unconditional and relentless commitment to oneness of Purpose, Action and Cohesion through all stakeholders

Kerikeri High School  
Kerikeri, Bay of Islands  
New Zealand

**Our Strategic Vision 'Our Pou'**  
www.kerikerihigh.ac.nz

Tahi	Rua	Toru	Whā
<ul style="list-style-type: none"> <li>Promote well-being and success for every student as lifelong learners in a rapidly changing world</li> <li>What success looks like for each and every student</li> <li>Māori enjoying and experiencing success as Māori</li> <li>Digital citizenship</li> <li>Attendance</li> <li>Future focussed and optimistic about where to from here in an uncertain world</li> </ul>	<ul style="list-style-type: none"> <li>Promote staff well-being and ensure high quality teaching and learning</li> <li>Investment in staff well-being</li> <li>Te Kotahitanga; Inquiry, reflection, high trust, Co construction</li> <li>Culturally located relationships based pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>Connection to people and place</li> <li>Continue to build a strong sense of school identity and pride</li> <li>Relationships, relationships, relationships</li> <li>School spirit, Waiorua</li> <li>WAKA / PB4L</li> <li>4 Cornerstones of a balanced education</li> <li>Busy kids are happy kids</li> <li>Eyes up</li> <li>The special place of our Year 7's and 8's</li> </ul>	<ul style="list-style-type: none"> <li>Connection to people and place</li> <li>Continue to develop educationally powerful connections with the school community</li> <li>Recognising the special relationship with Ngāti Rehia and their aspirations</li> <li>The Boards place and understanding of the journey</li> <li>Intergenerational</li> <li>Built on relationships, relationships relationships</li> <li>Built on the foundation of the Te Tiriti; Partnership, Protection, Participation</li> </ul>

Te Tiriti o Waitangi  
He aha te mea nui o te ao. He tāngata, he tāngata, he tāngata



Kerikeri High School  
Kerikeri, Bay of Islands  
New Zealand



## Our Strategic Vision 'Our Pou'

www.kerikerihigh.ac.nz

### Tahi

- Promote well-being and success for every student as lifelong learners in a rapidly changing world
- What success looks like for each and every student
- Māori enjoying and experiencing success as Māori
- Digital citizenship
- Attendance
- Future focussed and optimistic about where to from here in an uncertain world

### Rua

- Promote staff well-being and ensure high quality teaching and learning
- Investment in staff well-being
- Te Kotahitanga; Inquiry, reflection, High trust, Co construction
- Culturally located relationships based pedagogy

### Toru

- Connection to people and place
- Continue to build a strong sense of school identity and pride
- Relationships, relationships, relationships
- School spirit, Waiorua
- WAKA / PB4L
- 4 Cornerstones of a balanced education
- Busy kids are happy kids
- Eyes up
- The special place of our Year 7's and 8's

### Whā

- Connection to people and place
- Continue to develop educationally powerful connections with the school community
- Recognising the special relationship with Ngāti Rehia and their aspirations
- The Boards place and understanding of the journey
- Intergenerational
- Built on relationships, relationships relationships
- Built on the foundation of the Te Tiriti; Partnership, Protection, Participation

Te Tiriti o Waitangi  
He aha te mea nui o te ao. He tāngata, he tāngata, he tāngata








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*Ko nga kaupapa me ngā uara - Our vision and values*


**Kawea te Mātauranga ki te Whaiao ki  
Te Ao Marama**

*Bringing Learning to Life*




**Mātauranga  
Knowledge and Wisdom**

We are curious and seek out new learning  
We are innovative and creative with our learning  
We use existing knowledge to work out new things



**Manawanui  
To Have Heart**

We never give up  
We are brave and courageous  
We care about and include other people's ideas  
We look for opportunities in every challenge



**Kaitiakitanga  
Protector of Taonga**

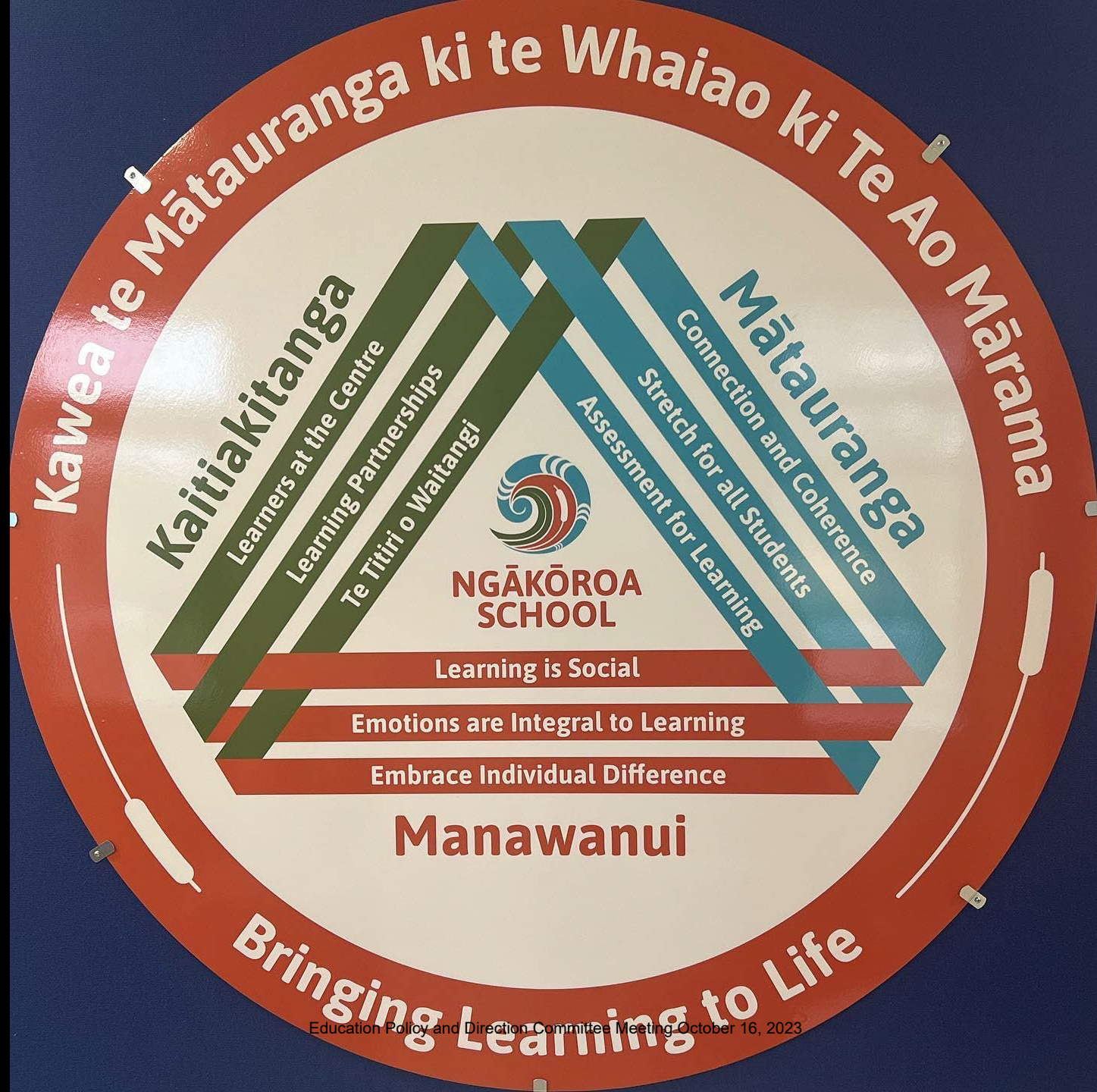
We take care of ourselves and the people around us  
We value our culture, who we are and where we come from  
We contribute to the wellbeing of our community and environment

POTENTIAL

EVERYTHING  
WILL BE  
OK  
A LITTLE WEIRD,  
A BIT CHALLENGING  
DIFFERENT THAN WHAT  
YOU HAD IMAGINED,  
PROBABLE.

Makiti







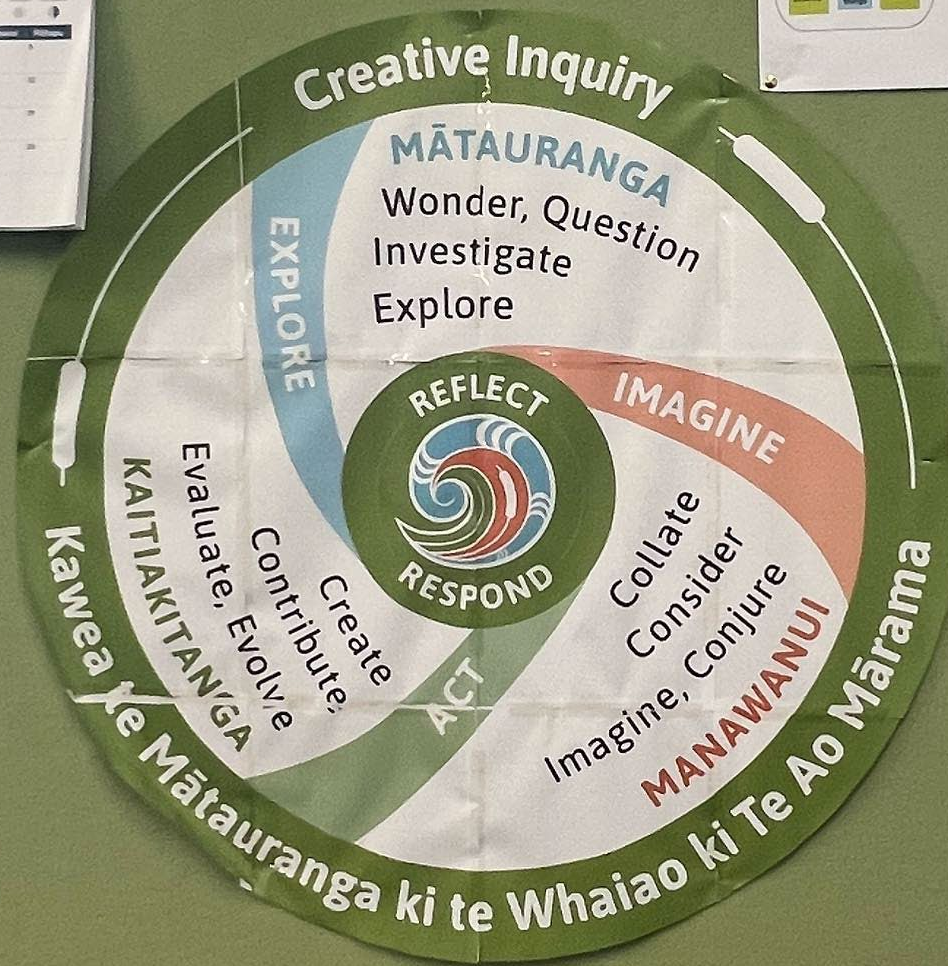
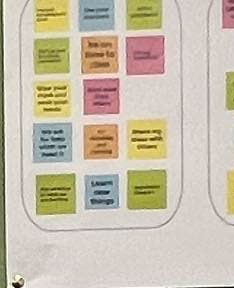
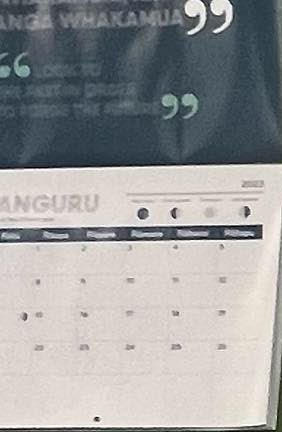


Education Policy and Direction Committee Meeting October 16, 2023









# TURANGAWAEWAE

Ka mua, ka muri, walking backwards into the future.

Understanding the past influences the future.

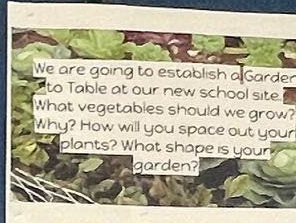
How does it impact us?

Where can we see cause and effect here?

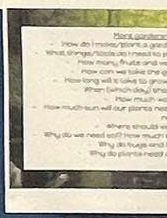
What is the problem?

What is my hunch?

A positive connection to the natural world is good for wairua/hauora.



We are going to establish a Garden to Table at our new school site. What vegetables should we grow? Why? How will you space out your plants? What shape is your garden?



How do I measure plants in a garden? What changes should we make to it? How many plants and how many can we take out of it? How long will it take to grow when planting? How much will our plants need? Why do we need to know much? Why do plants need?

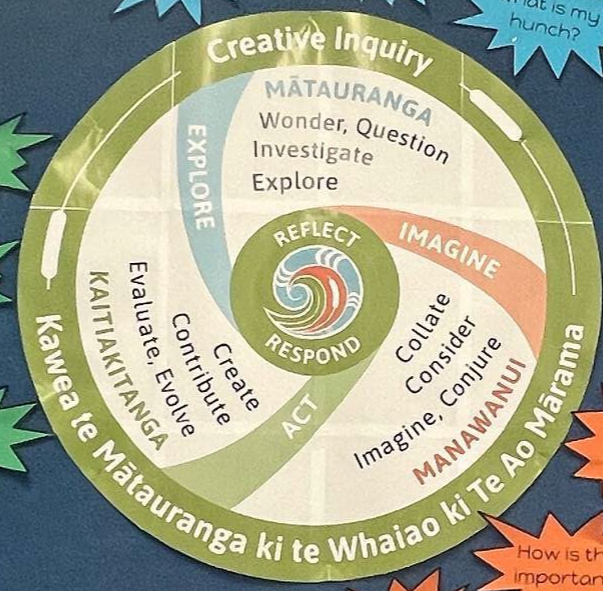
What will we do?

...and why?

...and how?

So what?

Now what?



Why does it matter?

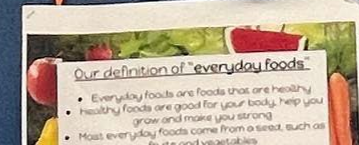
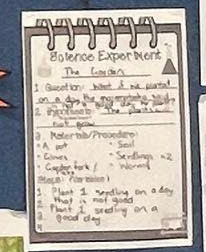
How is this important?

What could we do?

What are the possibilities?

What do others think?

What if...?





## Maramataka\*

Year	Matariki Period
2018	6 - 12 July
2019	26 June - 3 July
2020	13 - 20 July
2021	2 - 10 July
2022	21 - 29 June
2023	11 - 17 July
2024	29 June - 6 July
2025	19 - 26 June
2026	8 - 14 July
2027	27 June - 4 July
2028	15 - 21 July
2029	4 - 12 July
2030	23 June - 1 July
2031	11 - 19 July
2032	30 June - 8 July
2033	20 - 27 June
2034	9 - 15 July
2035	29 June - 5 July
2036	17 - 22 July
2037	6 - 13 July
2038	25 June - 9 July
2039	13 - 20 July
2040	1 - 9 July
2041	21 - 28 July
2042	10 - 17 July
2043	30 June - 7 July
2044	19 - 25 June
2045	7 - 14 July
2046	26 June - 4 July
2047	15 - 22 July
2048	3 - 11 July
2049	22 - 30 June
2050	11 - 18 July

Waipuna-ā-rangi



Ururangi



## Te Iwā o Mātairiki

The nine stars of Matariki

Waiti



Waitā



Hiwa-i-te-rangi



Pōhutukawa



Tupuārangi



Tupuānuku



## Maramataka Māori

When Te Iwa o Matariki rises should be predicted using the maramataka Māori, or the Māori lunar calendar which aligns to the phases of the moon, rather than the more common Gregorian calendar. The maramataka Māori comprises of twelve 29.5 day months and a 354-day year.

The Gregorian calendar - which is a solar calendar - has 365 day years. This leads to an 11-day shortfall between the calendars and means determining when Matariki will rise is unable to be done accurately using the Gregorian calendar.

When to observe the rising of Matariki

The optimum time to observe the rising of Matariki is in the phase of the moon known as Tangaroa, the moon of plenty. The Tangaroa moon phase occurs in the four or five days leading to a new moon, the beginning of a 'Māori month' so to speak, and will fall on different dates each year.

In summary, Matariki does not rise on the same date every year!

Contrary to popular belief, there are nine stars in the star cluster of Matariki, rather than seven. They all hold dominion over particular areas of our environment as seen from a Māori worldview.

## Matariki

Matariki is the star that signifies reflection, hope, our connection to the environment and the gathering of people. Matariki is also connected to the health and wellbeing of people.

## Pōhutukawa

There yonder is Pōhutukawa suspended above, a constant reminder for my treasured ones that have gone. May you shine as stars in the night, and sparkle within the repository of memories forever more. Pōhutukawa is the star associated with those that have passed on.

## Waiti

Waiti above, Waiti below, flowing are your waters as sustenance for the land, as vitality for mankind, as a food basket for the people. The current of the river swirls and eddies, the lakes ripple, and the source of Tane-te-waiora overflows, 'tis time! Waiti is associated with all fresh water bodies and the food sources that are sustained by those waters.

## Waitā

Behold the great expanse of Kiwa that gleams green and blue beneath you, Waitā. Draw up the many of flares, dive out to sea, and collect from the seashore as food for the multitude ashore. The charm of Tangaroa has begun! 'Tis the great current, the long current, the heisterous ocean, the calm ocean. Waitā is associated with the ocean, and food sources within it.

## Waipuna-ā-rangi

Welcome the misty rain! Welcome the drizzle! Welcome the showers! Welcome the heavy drenching rain! Fall from the spring of the sacred sky, give drink oh Waipuna-ā-rangi, the land grows and the people flourish. Waipuna-ā-rangi is associated with the rain.

## Tupuānuku

Tupuānuku about up, and grow down, to be plentiful. May the mound dedicated to Rongo be forever fertile, that which was formed from star. The bounty of Mātairiki is scooped up in great numbers, till the soil, cultivate, harvest the year of cognate abundance. Tupuānuku is the star associated with everything that grows within the soil to be harvested or gathered for food.

## Tupuārangi

Thriving is the forest, lush is the forest, bountiful is the crown of the forest upon which the children of Tāne settle, there indeed is the great foresting tree. Tupuārangi you shall make the forest plentiful, the birds are rich with fat, the berries are festive, sustenance! Tupuārangi is associated with everything that grows up in the trees: fruits, berries, and birds.

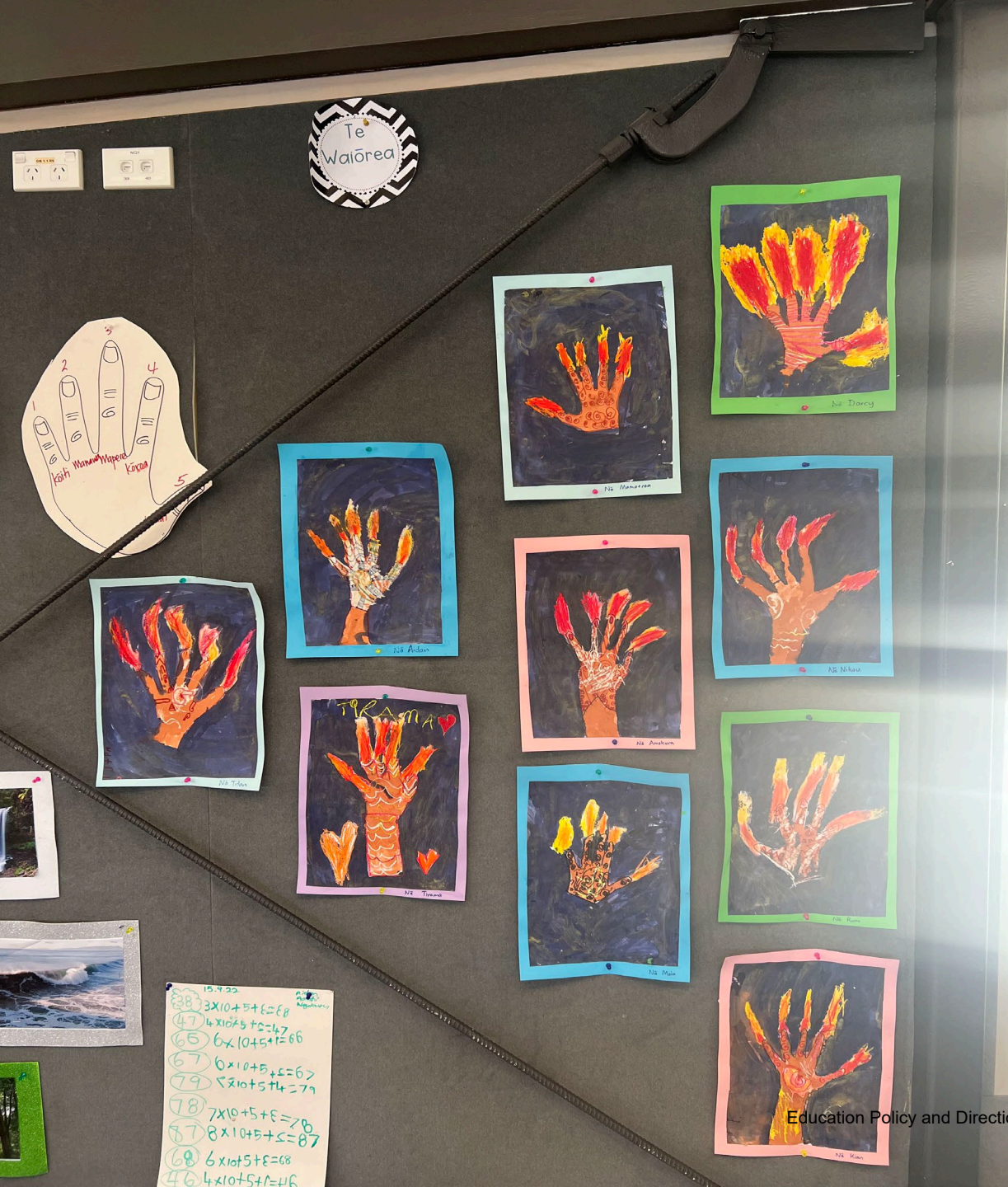
## Ururangi

Ururangi peels the unseen god, let the wind blows violently, blasting and fierce kīhīrto. But instead let it be a breeze, a gentle caressing wind so I may be (re)vitalised and refreshed. Ururangi is the star associated with the winds.

## Hiwa-i-te-rangi

Great Hīwa, long-machined Hīwa, skilled Hīwa, wise Hīwa! Hīwa-rangi thin in the wish of the destined heart, thin in the determination of the longing heart. Spread out in plenty the multitude of immense opportunities. Hold fast to succeed, hold firm to good fortune! Go forth into the world and prosper! Hīwa-i-te-rangi is the star associated with granting our wishes, and realising our aspirations for the coming year.







# I am a descendant



Who were all the people that arrived on these shores and shaped our land? We all have whakapapa and a story to tell.

## Aotearoa New Zealand's histories

Nō konei ahau, nō mai rā anō.  
Be part of the kōrero at

[education.govt.nz](https://www.education.govt.nz)

MINISTRY OF EDUCATION  
TE TAHUHU O TE MĀTAURANGA

Our stories  
Ours to tell

Education Policy and Direction Committee Meeting October 16, 2023

HONEST



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## PROJECT WHAKAHAUMANU (Revive & Restore To Health)

Supporting the owners of Taheke Papakainga with this conservation and restoration project



### Ngati Pikiao Land Trusts & Incorporations:

- Tautara Matawhaura
- Taheke SC Inc
- Taheke Papakainga
- Rotomahana
- Whangamoa
- Paehinahina Mourea
- Te Tahuna
- Rotoma No1

### Regional/Local Authorities/Commercial:

- DOC
- Downer (NZ) Ltd
- Kaitiaki Adventures
- Landcare
- Checkmate Precision Cutting Tools
- Bay of Plenty Regional Council
- Rotorua Lakes Council
- No Limits Slope Mowing
- Redspot Creative

### Community:

- Whangamarino School & Kohanga
- Taheke/Te Akau Rd & Okere Communities
- Lakes Rotoiti Community Assn
- David Harris (91 Okere Rd)
- Lake Rotoiti Holiday Park

### UPCOMING EVENTS

Registration at [Jason@kaitiaki.co.nz](mailto:Jason@kaitiaki.co.nz)

**Volunteer native tree planting**

**5th & 12th June 2021 - 9am - 1pm**

If you wish to support or assist our trust with this project,  
please contact the project manager **John** on 027 698 3362









# NEW ZEALAND

MĀORI ARTS & CRAFTS INSTITUTE  
— NGĀ KETE TUKU IHO —



## Kia ora and welcome to the new wānanga building of the New Zealand Māori Arts and Crafts Institute (NZMACI).

You can enjoy the wonderful taonga (treasures) that our students and tutors have created and see them working at their craft. You will also be able to talk to some of them about their work.

Although our students are trained in the century-old traditions of their craft, they are also encouraged to push artistic boundaries and to find new ways of expressing themselves.



In Māori, 'wānanga' means 'a space of shared learning'. Inside, you can see our three wānanga: stone and bone carving, weaving and wood carving. You can also visit our foundry.

So come inside and see a wonderful mix of traditional and modern Māori arts and crafts. This will help you gain a deeper, more personal, understanding of our exciting and ever-changing culture.



Whakaitaka  
Wood carving  
By the late 19th century  
and later a number of other  
carved for the Māori people.













Education Policy and Direction Committee Meeting October 16, 2023







Presentation Provided By:

Dr. Shelly Niemi, Director of Indigenous Education SD61

Kalie Dyer, Director of Education, Esquimalt Nation

Kristely Kelly, Director of Education, Songhees Nation

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## **POLICY 6163.1**

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### **LEARNING RESOURCES**

The Greater Victoria School Board believes that all resources, human and material, are learning resources and therefore must be equitably available and accessible across the district.

It further believes that the central purpose of all learning resources, services and supporting facilities, is to enable learners to construct knowledge and create meaning from diverse information sources.

Resources and resource services will be an integral part of instructional programs, be collaboratively designed and serve to assist students to develop the information acquisition and processing skills, and recreational reading habits which inspire a life-long love of learning.

*Greater Victoria School District*

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Approved: March 1982

Suspended: March 1992

Renamed and Revised: February 27, 1995

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## **POLICY 6163.1**

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### **LEARNING RESOURCES**

#### **1.0 RATIONALE**

The selection and use of Learning Resources must be consistent with the First Peoples Principles of Learning and the BC Ministry of Education and Child Care curriculum. In addition to the wide range of materials in the provincial lists of recommended resources and the grade collections, there are other appropriate resources which staff may select to meet the needs and interests of the student population.

The District supports the provision of a wide range of learning resources at varying levels of difficulty with diversity and appeal to meet the needs of students and teachers.

#### **2.0 DEFINITIONS**

Learning Resources will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes during instructional time. Learning resources include print and online materials.

#### **3.0 POLICY**

3.1 The District seeks to provide a wide range of learning resources with diversity of appeal and the presentation of different points of view, including Indigenous worldviews to meet the needs of District students.

3.2 The primary objective of learning resources is to support, enrich, and enhance the implementation of the curriculum.

3.3 It is the responsibility of district and school educational staff to provide students with learning resources that are appropriate to the needs, interests, and abilities of learners.

3.4 The District seeks to provide learning resources that promote a greater understanding among staff and students of the local Nations' history, territory, and contemporary matters.

3.5 The District seeks to partner with Elders, Knowledge Keepers, and community members to ensure that Indigenous ways of knowing and being are responsibly and respectfully integrated with learning resources.

### **3.6 Rationale for Learning Resources Selection**

3.7 In selecting resource materials consideration will be made to include a wide variety of educationally appropriate materials that will provide for a range of teaching and learning styles.

3.8 The resource fulfills the following social consideration principles by promoting diversity, appropriately representing the status areas of the BC Human Rights Code of race, colour, ancestry, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, and disability; incorporates diverse racial backgrounds and lived experiences, demonstrates equity, and reflects Indigenous, Black and People of Colour (IBPOC) voices; promotes respect for and understanding of inclusion and diversity in Canadian society; provides appropriate context for complex issues and demonstrates awareness of personal bias; emphasizes opportunities for critical thinking; and ensures that resources are current and do not contain offensive or stereotypical content.

3.9 All usages of materials will involve the teacher as the facilitator of learning as necessary; students will have some choice in materials selection for specific purposes, such as independent reading or research.

3.10 It is not expected that any single resource will be sufficient to teach a course; rather, a multimedia approach is encouraged which integrates materials from different packages and media.

### **3.11 Criteria for the Evaluation of Learning Resources**

3.12 Learning Resources will:

3.12.1 Be age and developmentally-appropriate.

3.12.2 Be evaluated for reliability and bias.

3.12.3 Reflect cultural responsiveness, safety, and societal diversity.

### **3.13 Procedures for Selection of Learning Resources**

- 3.14 Responsibility for selecting and issuing learning resources in accordance with the criteria approved herein rests with the appropriate educational staff employed by the District.
- 3.15 The Superintendent or designate and principals have general responsibility for ensuring that the approved criteria are known and appropriately applied.
- 3.16 The Superintendent and Principal, who has statutory authority for the school's instructional program, may exercise a veto in resource selection.
- 3.17 In selecting learning resources, district and school educational staff will evaluate available resources and curriculum needs and will consult reputable professional journals, catalogues, and periodicals. Whenever possible, the actual resource will be examined.
- 3.18 Gift materials shall be judged by the criteria outlined above and shall be accepted or rejected by those criteria.
- 3.19 Selection is an ongoing process which includes the removal of materials which are no longer appropriate according to the approved criteria for the selection of learning resources.

## **4.0 RESPONSIBILITIES**

- 4.1 The Board delegates the responsibility for coordinating the selection of and making recommendations for the purchase of learning resources to the district or school educational staff.
- 4.2 In the professional judgement of the Principal and school educational staff, when an approved learning resource is considered "sensitive in nature" or has "the potential to offend", and a teacher(s) intends to use the resource, the school educational staff, in consultation with the Principal, may choose to provide notification to parents of students who will have access to or be exposed to the learning resource.

The notification to parents/guardians will provide information based on the age and maturity of the students in the class and may include:

#### **(1) Identify the learning resource**

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

- (2) Provide a brief description of the content
- (3) Outline the purpose for the use of the resource
- (4) And the dates that the resource will be in the classroom.

## **5.0 REFERENCES**

Sections 7, 8, 17, 20, 22, 65, 85, 168 School Act  
Educational Program Guide Order MO 333/99

*Greater Victoria School District*

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Approved: March 1982

Suspended: March 1992

Renamed and Revised: February 27, 1995

Revised xxxx, 2023



# Financial Services & Victoria International Education

TO: Policy Sub-Committee  
FROM: Jeff Davis and Julie Lutner  
DATE: October 11, 2023  
RE: **International Student Enrollment Policy**

## Background

At the April 24, 2023 Board of Education meeting, the following motion was approved:

*That the Board of Education of School District No. 61 (Greater Victoria) direct the Policy Sub Committee to recommend a policy and regulation on international student enrollment with particular reference to the Surrey School District policy and regulation;*

*AND FURTHER*

*Present the recommendations to the Education Policy and Directions Standing Committee in June 2023.*

On September 11, 2023, the Policy Sub-Committee brought forward a draft *Policy XXXX International Student Enrollment* (the “policy”) to the Education Policy and Directions Committee Meeting and on September 25, 2023 the Board approved the following motion:

*That the Board of Education of School District No. 61 (Greater Victoria) refer the draft Policy XXXX International Education Enrollment and draft Regulation XXXX International Education Enrollment with the relevant additional data to the Education Policy and Directions Committee meeting October 16, 2023.*

Included in the draft policy was the following wording around placement of students:

*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.*

*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.*

*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.*

*3.7 The Board of Education directs that prior to considering International School enrollment schools must make every reasonable effort to confirm that there is adequate space, educational programs, and instructional support available for school age children resident in the school district.*

*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.*

As a result, this memo has been prepared to summarize the potential impacts on the Victoria International Education program ("VIE"), the registration process, and the overall financial impacts to the Greater Victoria School District (the "District").

## Provincial Practice

Similar sized Districts within BC:

- Burnaby Policy 5.05 Admission and Placement of Students into the Burnaby School System:
  - *2. The School Act allows for students not ordinarily resident in a school's designated attendance area to apply and be registered in a school if the school has the capacity to provide the applicant with an educational program appropriate to the applicant's needs. The decision to register the student will be made taking into account the school's physical and educational resources, enrolment projections for continuing students including the projected enrolment of new students resident in the school's attendance area, and the space required to accommodate district programs located in the school.*
- Central Okanagan 420 Admission of International Education Students:
  - *3.1.2 There must be sufficient space in the immediate and projected (three year) future to accommodate the student or students.*
- Langley Administrative Procedure 303 Admission of International Students:
  - *The Superintendent has the sole authority to approve the acceptance and enrolment of international students in District schools.*
  - *1.2. Placement of International students at schools will be determined by the International Student Program staff in consultation with the Superintendent and the principal. 1.3. International students shall only be placed in schools with available space as determined by the District.*
- Richmond Regulation 501.8-R Student Admissions, Registration, Placement and Transfer:

- 2.1 Availability of space in a school will be reviewed annually.
- 2.2 The School Act establishes priorities for the placement of a student if the Board determines that space and/or an appropriate educational program is available in a school.
- Abbotsford Administrative Procedure 314 International Students:
  - 5.1 The Abbotsford School District reserves the right to determine final school and grade placement. This will depend on available space, English proficiency, age, assessment results, and previous school experience, as follows:
    - Enrolment of international students will be subject to space being available in the immediate and projected future (two years).

Our neighbouring districts both have policies on international student enrollment:

- Saanich Policy 25 International Student Program:
  - The Superintendent will provide a bi-annual report in November and April to the Board on the International Student Program including the current student enrollment and any recommendations for future enrollment levels. The full-time equivalent number of SISP students in any given school year will not exceed 5% of the full-time equivalent number of students resident in the district as of the February student count of the previous school year, exclusive of SIDES enrolment.
- Sooke Regulation C-111 International and Non-Resident Students
  - 6. The School District reserves the right to determine final school and grade placement subject to space availability and English proficiency.
  - 8.1 The number of International students in the District will not exceed 5% of the total student population.
  - 8.2 The number of International students in the District's elementary schools will not exceed 1% of the total elementary school population.
  - 8.3 The maximum number of International students who require ELL support should not exceed 2 per class for elementary schools.
  - 8.4 Students will be individually assessed for ELL support. Support provided will be appropriate to student need.

## Impact Assessment

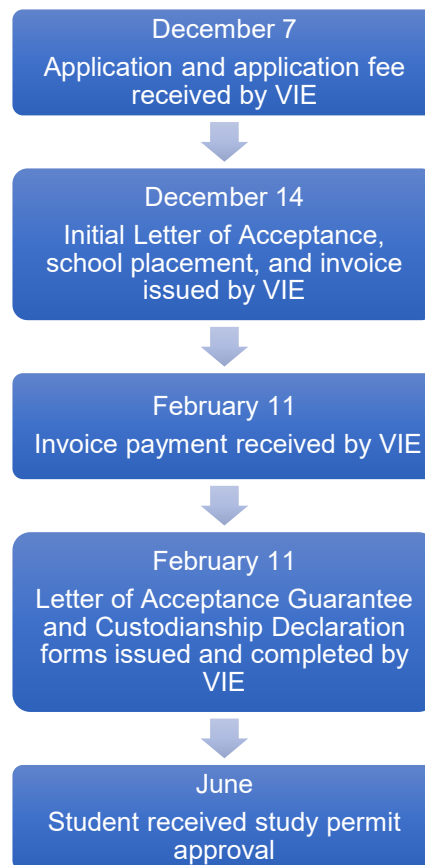
### Enrollment

The VIE creates target international student placement numbers each year for each school. The decisions are made using in-catchment projections prepared by Baragar Systems, local knowledge and continuous and evolving discussions with Principals and the Superintendent.

When an international student applies for a long-term program within the District, the Initial Letter of Acceptance received from VIE denotes a specific school in the District. This initial letter of acceptance is based on the student's submission of their school preference(s) along with the application fee.

The receipt of the application fee initiates the contractual agreement with families and the application process forms the contractual agreement with families. Families agree to terms within the application process. As per Harris and Company's legal opinion, this is a legally binding agreement. The initiation of the application process varies; however, it is typical for the letter of acceptance to be issued to a student the year prior to the start of school to ensure there is

sufficient time to apply for a study permit with Immigration, Refugees and Citizenship Canada. Study permit processing times vary by region and time of the year. The following is an example of the application process for an international student for enrollment starting in September; however, the application process varies between countries and students:



Changing the school that the international student attends after the application is received is problematic for three reasons: there is an impact on the contractual agreement initiated with the recruitment agent and family during the application process to attend a specific school; there is an impact on the staffing allocations provided to District schools; and there is an impact on the homestay placement considerations.

Under the new draft Policy XXXX International Student Enrollment, it is estimated that the District will lose 233 FTE, or 25.19%, of international student enrollment in 2024-2025 by implementing this policy as follows:

- 6 students at Arbutus Global Middle School
- 5 students at Cedar Hill Middle School
- 1 student at Colquitz Middle School
- 10 students at Monterey Middle School
- 70 students at Oak Bay High School
- 25 students at Reynolds Secondary School
- 13 students at Spectrum Community School
- 103 students from international recruitment agencies

Given the District has historically prioritized the organization of students by school catchments, it is a challenge to estimate the capacity to accept students in any given school. Therefore, the projected impact on enrollment has been based on 2023-2024 numbers, within a catchment system. Other assumptions and considerations when preparing the projection include:

- Students on out of catchment waitlists would be accepted into schools
- Transfer process data for 2023-2024
- Consideration of District demographic data and future enrollment projections
- Recruitment agencies commentary on draft policy and reputational impact
- Consideration of multiple year international students at Oak Bay High School

Assessment as of October 6, 2023:

- Arbutus has an international student allocation of 20 students for the 2023-2024 school year. For 2023-2024 Cedar Hill has an out of catchment, in District wait list of 6; therefore, it is expected that international student admission acceptances will be reduced by 6 students.
- Cedar Hill has an international student allocation of 5 students for the 2023-2024 school year. For 2023-2024 Cedar Hill has an out of catchment, in District wait list of 10; therefore, it is expected that international student admission acceptances will be reduced to zero.
- Colquitz has an international student allocation of 1 student for the 2023-2024 school year. For 2023-2024 Colquitz has an out of catchment, in District wait list of 7; therefore, it is expected that international student admission acceptances will be reduced to zero.
- Monterey has an international student allocation of 10 students for the 2023-2024 school year. For 2023-2024 Monterey has an out of catchment, in District wait list of 10; therefore, it is expected that international student admission acceptances will be reduced to zero.
- Oak Bay has an international student allocation of 130 students for the 2023-2024 school year. Of the 130, there are 60 students who are expected to continue on the graduation program and 70 students who will either graduate or are expected to return to their home country. For 2023-2024, Oak Bay has an out of catchment, in District wait list of 60; therefore, it is expected that international student admission acceptances will be reduced in 2024-2025 by the 70 students who will not be returning as there would be no further students placed at Oak Bay.
- Reynolds has an international student allocation of 115 students for the 2023-2024 school year. For 2023-2024 Reynolds has an out of catchment, in District wait list of 25. Therefore, it is expected that international student admission acceptances will be reduced by 25 students.
- Spectrum has an international student allocation of 125 students for the 2023-2024 school year. For 2023-2024 Spectrum has an out of catchment, in District wait list of 13; therefore, it is expected that international student admission acceptances will be reduced by 13 students.
- Three international recruitment agencies have written letters to the VIE staff raising concerns about the proposed draft policy after watching the March 13, 2023 Regular Open Board of Education Meeting on YouTube. Based on the number of current year students that these agencies have referred, it is estimated that international student placements will be reduced by 103.

	Non-Catchment In-Pathway Waitlist October 2023	Total Waitlist October 2023	International student placement at 9/29/2023	Anticipated Reduction 2024-2025
<b>MIDDLE</b>				
Arbutus	-	6	20	(6)
Cedar Hill	6	11	5	(5)
Central	-	1	3	
Colquitz	4	7	1	(1)
Glanford	-	1	4	
Gordon Head		-	7	
Lansdowne		-	1	
Monterey	1	10	10	(10)
Rockheights			1	
Shoreline	-	-	1	
<b>SECONDARY</b>				
Esquimalt	-	-	95	
Lambrick	-	-	125	
Mt. Doug	-	-	220	
Oak Bay	15	60	130	(70)
Reynolds	11	25	115	(25)
Spectrum	1	14	125	(13)
Vic High*	4	16	40	-
<b>Total Projected Reduction due to Waitlist**</b>				<b>(130)</b>
Projected Reduction from Recruitment Agencies				(103)
<b>Total Projected Reduction</b>				<b>(233)</b>

*\*Vic High should have capacity to accommodate additional students in 2024-2025 in the new building*

*\*\*Does not include Elementary international enrollment*

In the analysis above, it is not expected that the students would be placed in another school with capacity for the following reasons:

- There are 132 school districts in Canada that have international education programs and international students typically apply to more than one district. Typically, those students that are denied their first-choice school move on to another district.
- Available homestays also determine where students can be placed. Schools near the University of Victoria have limited homestay spaces due to the number of university students also trying to find housing.
- Lambrick Park and Mount Douglas Secondary Schools already have high international enrollment numbers. Lambrick's international enrollment is 21% of the student population

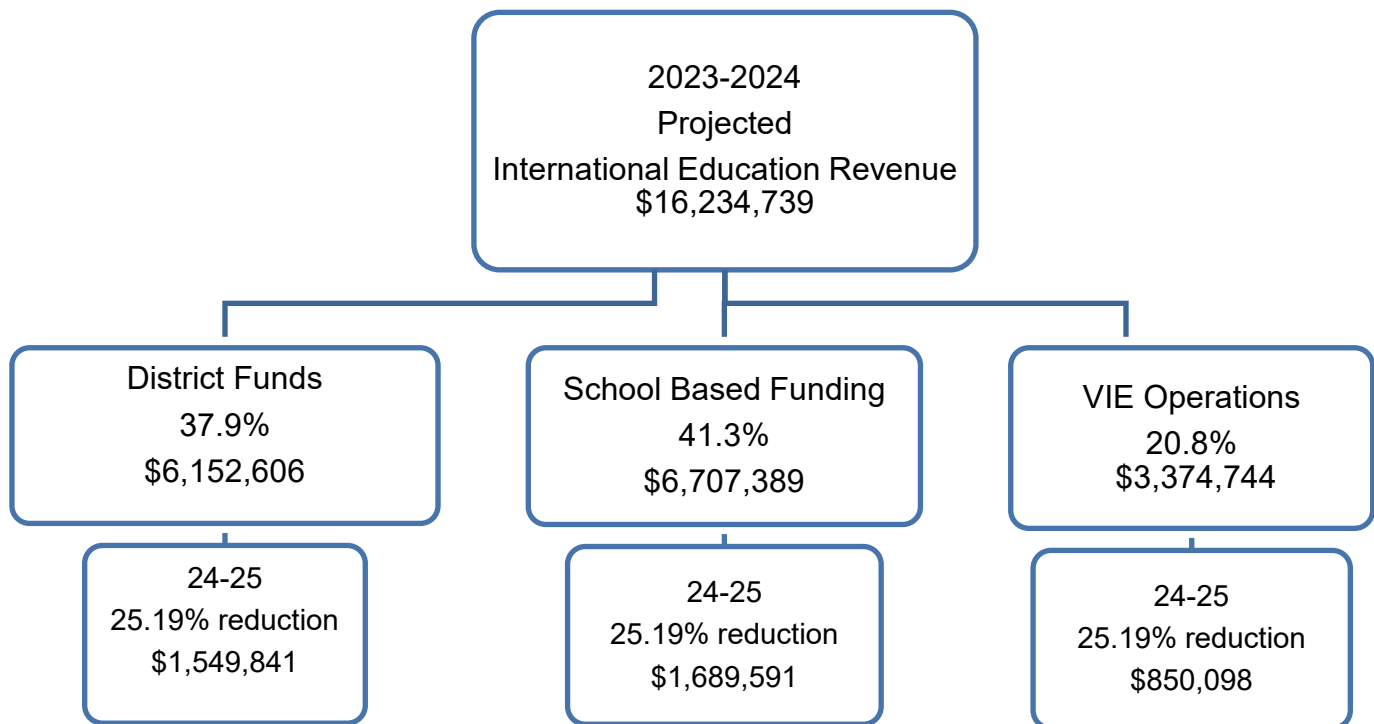


and Mount Douglas' enrollment is 23% of the student population as depicted in the chart below.

- We recognize that as Victoria High School capacity in the new school increases, there may be opportunities to place some students there.

	Ministry Funded Students (HC) as at 9/29/23	International student placement at 9/29/2023	2018 Functional Capacity and Total Students as at 9/29/23	International Student placements as a % of Total Students as at 9/29/23
Esquimalt	790	95	995/885	11%
Lambrick	477	125	734/602	21%
Mt. Doug	747	220	852/967	23%
Oak Bay	1,247	130	1286/1377	9%
Reynolds	912	115	934/1027	11%
Spectrum	1,077	125	1201/1202	10%
Vic High	824	40	1000/864	5%

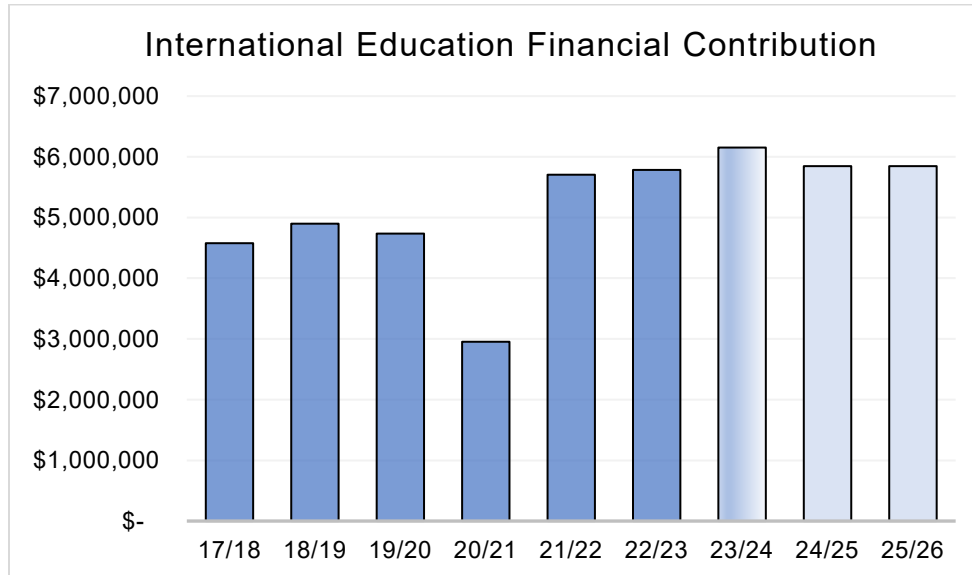
There are three areas which will be impacted: district operating funds, school-based funding, and VIE operations. The graphic below outlines projected budget reductions based on the projected 2023-2024 International Tuition Revenue:



### 1) District Funds

International tuition revenue contributes a portion of all revenue generated to the District's operating fund. Over the past six years, the International Education Program has contributed between \$4.6 million to \$5.8 million (excluding 2020/2021 which was impacted by the

COVID-19 Pandemic) to the District's operations. This has directly impacted resident students' experiences, as it has allowed the District to provide additional opportunities and supports for resident students beyond what the Ministry funding affords, including elementary and middle music programs, additional teacher counselling supports, daytime custodians and additional Educational Assistant supports within classrooms.



It is anticipated that a reduction of 233 international students in 2024-2025 will reduce the contribution to the District and increase the structural deficit by \$1.5 million with a further anticipated increase to the structural deficit in 2025-2026 and beyond.

## 2) School-based Funds

A decrease of 25.19% of international students in 2024-2025 will result in a reduction of 14 GVTA Teacher FTE across the District, which includes GVTA advisor and Vice-Principal time. The nature of courses offered district-wide may change or be reduced due to the decreased enrollment at neighbouring schools. Since the international teacher staffing ratio has changed to match the Secondary resident student ratio, this should not have a negative financial impact on Secondary schools with reduced international enrollment.

## 3) VIE Operations

CUPE 947 and Exempt staff reductions will have to be made at VIE in order to effectively and efficiently sustain operations.

## Other Considerations

### Equity

Lambrick Park and Mount Douglas Secondary Schools already have high international enrollment numbers. Having some schools with high international enrollment and others with none changes the school environment, the learning environment for all students and may create other inequities between schools.

## Mental Health

When out of catchment students have attended Elementary and Middle schools with their peers and are not able to attend their pathway Secondary school, the mental health of those students can be impacted.

As of October 6, 2023, the following schools had out of catchment, in pathway students on a waitlist:

- Secondary: 15 at Oak Bay, 11 at Reynolds, 1 at Spectrum and 4 at Vic High
- Middle: 6 at Cedar Hill, 4 at Colquitz and 1 at Monterey

## Future Year Enrollments

When registering international and/or out of catchment students into Secondary schools, the plans of each individual student must be considered. This consideration will support planning to ensure that Secondary schools are not over capacity in subsequent years. When accepting an international student application, the grade level and number of years a student plans on attending are two factors taken into consideration. As an example:

- If Secondary School X is expected to be over capacity in future years, International Education may register only grade 11 or 12 students at Secondary school X. The District will be able to plan with the understanding that International students will attend Secondary School X for one or two years. However, the general understanding is that an out of catchment student entering grade 9 will attend a Secondary School from grade 9 to grade 12 (four years).

## Catchment Considerations

*Policy 5118.2 Student Enrollment and Transfers* sets the expectation of the Board for student enrollment.

The rationale in section 1.1 of the policy states *“The Board believes that the needs of the majority of students are best served if students attend their catchment schools.”*

Section 3.1 of the policy states *“Students are expected to attend their catchment area schools except in occasions of limited space or if successful application has been made to attend a school from another catchment area.”*

As some schools lose international and/or resident students, the lower enrolling schools will not be in a position to offer a full range of extra-curricular opportunities such as clubs and athletics.

Per the Government of British Columbia website, “International Education in British Columbia (B.C.) supports diversity and inclusion and enables the development of intercultural competencies for B.C. students, teachers and communities.” The draft policy will create a scenario where certain schools will have limited or no international students. This will create a different learning experience for students attending all schools and doesn’t offer the diversity, inclusion or intercultural competencies for students at those schools impacted.

## Homestay

Currently, homestay students generate \$13,525 per student per year in additional revenues in excess of tuition. A reduction of enrollment will reduce the number of homestays, significantly impacting families in Victoria who depend on the revenue generated by hosting a student to help supplement their income.

## Impact on 2025-2026 and beyond

Assessing the impact for 2025-2026 and beyond has some challenges, including:

- Analyzing the impacts of enrollment priorities on all schools
- Understanding the reputational impacts on the International Education Program

There are other factors that may further impact international enrollment, including:

- There may be an impact on short-term program from recruitment agencies not recommending School District 61.
- There may be an increase in out of catchments and out of district students applying at their desired schools, further reducing space for international students; numerous students inquire about transfers but don't apply.
- Other school districts may use the International Student Enrollment policy to their advantage.
- There will likely be a diminished service delivery from VIE to current international students.

## Conclusion

The draft policy will prioritize all resident students in the district and ensure they are offered space in the school of their choice before international students, which will reduce international student enrollment in the District. This reduction will impact the international program, increase the structural deficit, reduce Teacher FTE and reduce supports and opportunities for students thereby impacting the student learning experience for all students in the District.

Supporting Documents

Middle and Secondary Enrollment projections

Detailed Waitlist Information



## Greater Victoria School District No. 61

### Enrollment Projections (Headcount) Prepared by Baragar Systems as at December 6, 2022

		Projected Enrolment													
		2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037
<b>Middle</b>															
Arbutus Global Middle															
	Regular	241	255	255	250	235	236	222	216	206	210	217	220	222	222
	French Immersion Early:	120	125	131	130	126	122	115	109	102	102	108	108	108	108
	French Immersion Late:	49	50	50	48	45	46	43	39	41	43	43	43	43	43
	Total	410	430	436	428	406	404	380	364	349	355	368	371	373	373
Cedar Hill Middle															
	Regular	456	461	468	458	464	449	430	389	374	379	393	401	406	409
	French Immersion Early:	125	121	123	124	122	117	112	106	105	105	105	107	107	107
	French Immersion Late:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	581	582	591	582	586	566	542	495	479	484	498	508	513	516
Central Middle															
	Regular	326	324	306	290	284	272	250	236	226	235	241	245	249	251
	French Immersion Early:	157	155	143	150	152	153	131	128	119	125	129	133	135	137
	French Immersion Late:	43	41	40	39	37	37	34	31	33	35	36	36	36	37
	Total	526	520	489	479	473	462	415	395	378	395	406	414	420	425
Colquitz Middle															
	Regular	483	476	532	534	551	518	513	473	464	454	470	470	470	470
	Total	483	476	532	534	551	518	513	473	464	454	470	470	470	470
Glanford Middle															
	Regular	350	374	373	369	347	313	307	285	294	288	299	301	300	301
	Total	350	374	373	369	347	313	307	285	294	288	299	301	300	301
Gordon Head Middle															
	Regular	374	385	382	371	358	334	320	302	300	295	300	302	303	303
	Total	374	385	382	371	358	334	320	302	300	295	300	302	303	303
Lansdowne Middle															
	Regular	379	394	391	387	386	389	367	358	345	351	348	351	355	355
	French Immersion Early:	286	282	281	284	282	275	272	264	265	267	267	264	266	267
	French Immersion Late:	54	54	53	53	54	53	47	45	46	45	47	48	48	48
	Total	719	730	725	724	722	717	686	667	656	663	662	663	669	670
Monterey Middle															
	Regular	411	412	432	420	411	378	367	364	363	363	364	364	364	364
	Total	411	412	432	420	411	378	367	364	363	363	364	364	364	364
Rockheights Middle															
	Regular	271	276	277	284	275	270	250	237	232	237	240	240	240	240
	Total	271	276	277	284	275	270	250	237	232	237	240	240	240	240

Shoreline Community Middle															
Regular	186	187	193	200	204	193	185	165	176	175	188	180	180	180	
French Immersion Early:	167	148	158	158	160	157	133	124	124	126	134	133	135	135	
French Immersion Late:	43	45	44	43	43	39	36	32	34	37	36	37	37	37	
Total	396	380	395	401	407	389	354	321	334	338	358	350	352	352	

## Secondary

Esquimalt High															
Regular	583	625	639	662	682	685	696	697	679	653	614	598	594	602	
Challenge	51	50	52	53	54	55	56	55	53	51	49	49	49	50	
French Immersion Early:	186	212	200	222	213	202	224	208	202	191	170	169	169	174	
Total	820	887	891	937	949	942	976	960	934	895	833	816	812	826	
Lambrick Park Secondary															
Regular	446	453	474	487	501	507	500	492	473	452	433	419	416	417	
Total	446	453	474	487	501	507	500	492	473	452	433	419	416	417	
Mount Douglas Secondary															
Regular	493	492	512	522	529	542	540	525	514	494	470	461	451	457	
Challenge	172	173	178	179	180	183	182	178	175	167	159	157	155	157	
Total	665	665	690	701	709	725	722	703	689	661	629	618	606	614	
Oak Bay High															
Regular	943	929	931	947	947	967	971	949	934	893	866	853	846	850	
French Immersion Early:	324	344	364	356	362	359	356	362	354	344	336	332	329	331	
Total	1267	1273	1295	1303	1309	1326	1327	1311	1288	1237	1202	1185	1175	1181	
Reynolds Secondary															
Regular	682	715	736	774	804	820	814	812	794	758	723	691	682	686	
French Immersion Early:	218	204	188	178	179	179	181	179	174	166	158	154	153	154	
Total	900	919	924	952	983	999	995	991	968	924	881	845	835	840	
Spectrum Community School															
Regular	1098	1068	1080	1095	1081	1120	1137	1137	1108	1058	1008	976	975	965	
Total	1098	1068	1080	1095	1081	1120	1137	1137	1108	1058	1008	976	975	965	
Victoria High															
Regular	655	688	686	695	707	716	701	682	672	639	610	591	579	592	
French Immersion Early:	169	157	121	118	116	119	119	112	116	110	99	99	95	99	
Total	824	845	807	813	823	835	820	794	788	749	709	690	674	691	
Secondary Total															
Regular:	4900	4970	5058	5182	5251	5357	5359	5294	5174	4947	4724	4589	4543	4569	
Challenge:	223	223	230	232	234	238	238	233	228	218	208	206	204	207	
French Immersion Early:	897	917	873	874	870	859	880	861	846	811	763	754	746	758	
Total:	6020	6110	6161	6288	6355	6454	6477	6388	6248	5976	5695	5549	5493	5534	



**Greater Victoria School District No. 61**  
**Detailed Waitlist Information for Middle and Secondary Schools**

	catchment area sibling	in catchment	non catchment sibling	Non catchment pathway	Non catchment non pathway	out of district	Total	International Student Placement at October 6, 2023	Anticipated Reduction 2024-2025
Arbutus	-	-	-	-	6	-	6	20	(6)
Cedar Hill	-	-	-	6	4	1	11	5	(5)
Central	-	-	-	-	1	-	1	3	
Colquitz	-	-	-	4	3	-	7	1	(1)
Glanford	-	-	-	-	-	1	1	4	
Gordon Head	-	-	-	-	-	-	-	7	
Lansdowne	-	-	-	-	-	-	-	1	
Monterey	-	1	-	1	8	-	10	10	(10)
Rockheights	-	-	-	-	-	-	-	1	
Shoreline	-	-	-	-	-	-	-	1	

	catchment area sibling	in catchment	non catchment sibling	Non catchment pathway	Non catchment non pathway	out of district	Total	International Student Placement at October 6, 2023	Anticipated Reduction 2024-2025
Esquimalt	-	-	-	-	-	-	-	95	
Lambrick	-	-	-	-	-	-	-	125	
Mt. Doug	-	-	-	-	-	-	-	220	
Oak Bay	-	-	1	15	44	-	60	130	(70)
Reynolds	-	-	-	11	14	-	25	115	(25)
Spectrum	-	-	-	1	12	1	14	125	(13)
Vic High	-	-	-	4	12	-	16	40	-

## 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 acknowledges that marketing and recruiting activities are carried out 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 prior to considering International School enrollment schools must make every reasonable effort to confirm that there is adequate space, educational programs, and instructional support available for school age children resident in the school district.
- 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*

DRAFT



# REGULATION xxxx (New)

## INTERNATIONAL STUDENT ENROLLMENT

Adopted:

Revised:

Frequency of Review:

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### BACKGROUND

Students who are neither Canadian citizens nor have a permanent residence status are considered international students and may be enrolled in the District International Programs subject to the policies and regulations under Immigration, Refugees and Citizenship Canada (IRCC). The British Columbia Ministry of Education does not provide funding for international students. Fees are charged to cover the costs of education.

### PROCEDURES

- 1.0 International students may be enrolled in School District 61 schools without having to pay international student fees if they fall into one (1) of the following categories:
  - 1.1. Is attending school on a reciprocal and equal exchange. This exchange must be on a "one in/one out" ratio with the same District for the same length of time, with the exchange completed within two (2) years.
  - 1.2. Is a refugee claimant with an acknowledgement letter from IRCC and whose parent(s) are ordinarily resident in British Columbia.
  - 1.3. A child of a parent(s) who has been admitted to Canada for permanent residence and can substantiate this with documentation from IRCC, and whose parent(s) is ordinarily resident in British Columbia.
  - 1.4. A child of parent(s) who has been admitted for temporary residence in Canada, who holds a Study Permit valid for a term of one (1) year or more, who is attending an accredited public post-secondary institution in a degree program or diploma program, and who is ordinarily resident in British Columbia.
  - 1.5. A child of a parent who has been admitted for temporary residence in Canada, who holds a Work Permit valid for a term of one (1) year or more, and who is ordinarily resident in British Columbia. The Work Permit must

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specify an employer and the request for enrollment of the child must be accompanied by the Letter of Employment and pay receipts issued by the employer. In addition, the authorized work identified on the Work Permit must be a salaried/paid position of at least minimum wage as defined in British Columbia. The Work Permit holder must meet residency requirements as outlined by the Ministry of Education and Child Care for funding purposes which means the parent must provide evidence of residency in BC and must maintain an ongoing presence (ordinarily resident status) in BC. Open Work Permits may be accepted in support of enrollment of a student as a non-fee paying student in the Greater Victoria School District provided the student's guardian demonstrates proof of residency (as outlined in our Proof of Residency requirements), provides the requested documentation of employment in the Capital Regional District (Greater Victoria), and submits documentation of ongoing employment as required.

- 1.6. A child of a parent(s) who has been admitted as a temporary resident in Canada under a teacher exchange program.
  - 1.7. A child of a parent(s) who is carrying out official duties as diplomatic or consular official and is able to substantiate this with a Foreign Representative Acceptance Counterfoil or Diplomatic Visa in the parent(s) passport. An appointment letter from the embassy or consulate stating the position and length of term must also be submitted.
  - 1.8. Children who have a legal guardian as defined by the Ministry of Education and Child Care through the Divorce Act, the Family Relations Act, the Infants Act, and the Child, Family and Community Service Act.
- 2.0 International students may be enrolled in the International Programs as full-time students at the elementary, middle and secondary levels for a fee if they are accepted following an application process and are prepared to meet the following conditions:
- 2.1 Demonstrations of functional literacy in English.
  - 2.2 Indication of acceptable academic ability.
  - 2.3 Live in an approved homestay, or with their parent(s) or legal custodian who will maintain adult (over twenty-five (25) years of age) supervision throughout the study period. Elementary school students will only be enrolled if they are living with a parent or have the approval of the Superintendent or designate.



- 2.4 Payment of the appropriate fees for the program which includes the application fee, medical insurance fees, program fees and homestay placement fees as required.
- 2.5 If they have been accepted to specialty programs within the District such as AP or Academies, and other specific school-based programs, payment of additional fees to cover the costs associated with these kinds of programs. These fees are determined by the Board.
- 3.0 International students may be enrolled in the International Programs as short-term students at the elementary, middle and secondary levels for a fee if they are accepted following an application process and are prepared to meet the following conditions:
  - 3.1 If they pay the appropriate fees for the program offered.
  - 3.2 If they live in an approved homestay, or with their parent(s) or legal custodian who will maintain adult (over twenty-five (25) years of age) supervision throughout the study period.
  - 3.3 If they have adequate medical insurance or pay for the coverage through a private insurer managed by the International Student Program staff.
- 4.0 Administration and Funding of the International Programs
  - 4.1 The Director will submit a budget for review each year as part of the annual District budget process.
  - 4.2 Sufficient funding as determined by the Superintendent will be provided annually from the revenue generated from this program for the maintenance of the Victoria International Education (VIE) program infrastructure and ongoing marketing activities as well as for the development of new markets and programs to ensure the future viability of the program.
  - 4.3 The Director, in consultation with the Superintendent or designate, and the Secretary-Treasurer, will determine the FTE of international students desired for each school year. The total number of international students enrolled in any given year will be reviewed and restricted in alignment with District Policy and to ensure the highest quality program possible for all students in the District.

- 4.4 The Director will work closely with senior management and the school-based administrators at elementary, middle, and secondary levels to facilitate the placement of appropriate students into the schools of the District.
- 4.5 The Victoria International Education staff will prepare all legal documentation required for the students to study in Canada.
- The VIE staff will ensure adult supervision of each international student during their study program in the District is maintained through the student's parent(s) or homestay arrangements.
- 4.6 The VIE staff will maintain communications with school personnel and the families abroad.

## REFERENCES

School Act S.75 Provision of education program

School Act 82 Fees and deposits

School Regulation s.16 Deemed Residence

Ministry of Education eligibility for operating grant funding

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/eligibility-of-students-for-operating-grant-funding> (2. Tuition fees exemption)