



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

AGENDA

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

Monday, November 6, 2023, 7:00 p.m.

Chair Mahbobi

A. COMMENCEMENT OF MEETING

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Recommended Motion:

That the November 6, 2023 agenda be approved.

A.3. Approval of the Minutes

Recommended Motion:

That the October 16, 2023 Education Policy and Directions Committee meeting minutes, be approved.

A.4. Business Arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

C. NEW BUSINESS

**C.1. Enhancing Student Learning Report (ESLR) Review Memo –
Associate Superintendent Aerts**

Presentation – Middle Focus

**French Immersion Oral Language Development – District Principal
Sean Powell, Teacher Rosie Geuer, Principal Central Middle School
Gillian Braun**

C.2. Draft Regulation XXXX International Student Enrollment

C.3. Report on International Student Program - Superintendent Whitten

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

Recommended Motion:
That the meeting adjourn.

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



The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting
REGULAR MINUTES
Monday, October 16, 2023, 7:00 p.m.

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

Operations Policy and Planning members: Nicole Duncan, Karin Kwan

Trustee Regrets: Angela Carmichael, Diane McNally

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Harold Caldwell, Deputy Superintendent, Tom Aerts, Associate Superintendent, Julie Lutner, Associate Secretary-Treasurer, Andy Canty, Director, Information Technology for Learning, Dr. Jeff Davis, Director of International Student Program, Dr. Shelly Neimi, Director of Indigenous Education

Partners: Jane Massy, CUPE 947, Lena Palermo, GVTA, Kristely Kelly, Songhees Nation, Kalie Dyer, Esquimalt Nation

A. COMMENCEMENT OF MEETING

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

A.1. Acknowledgement of Traditional Territories

Chair Mahbobi recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

A.2. Approval of the Agenda

Moved by Trustee Duncan

That the October 16, 2023 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee Baillaut

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

Motion Carried Unanimously

A.4. Business Arising from Minutes

None.

B. PRESENTATIONS TO THE COMMITTEE

B.1. VCPAC President Tracy Humphreys was unable to attend and present on the Accessible BC Act and Supporting Students with Disabilities in the District.

B.2. Capital Bike Director, Patrick Schreck, presented recommendations for the school districts Climate Action Plan 2022-2027.

C. NEW BUSINESS

C.1. Deputy Superintendent Caldwell provided the memo and introduced Torquay Elementary Principal, Liz McMaster who presented the 2023-2024 school goals for Torquay with a focus on diversity and inclusion in action. District Principal David Hovis and Teacher Jen Barber presented on Anti-Racism & Supporting New Canadian Families Transition to SD61 (Welcome Centre).

Trustees provided thanks for the presentation.

C.2. Director of Indigenous Education Dr. Shelly Neimi presented on the World Indigenous People's Conference and Education that she attended in September 2022 with Director of Education, Esquimalt Nation Kalie Dyer and Director of Education, Songhees Nation Kristely Kelly.

Trustees provided thanks for the presentation.

C.3. Associate Superintendent Aerts presented Draft Policy 6163.1 Learning Resources.

Trustees discussed the Draft Policy that was presented.

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) send Draft Policy 6163.1 Learning Resources to stakeholders and partners for feedback and bring back to the December 4, 2023 Education Policy and Directions committee meeting.

Motion Carried Unanimously

C.4. Policy Sub Committee

a. New Policy XXXX International Student Enrollment

Amendment

Moved by Trustee Duncan

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. **The Superintendent will provide the Board with a bi-annual report in November and April on the International Student Program including the current student enrollment and any recommendations for future enrollment levels which will be based on the availability of space in the immediate and projected future (at least three years).** ~~during the International Student Program annual reporting process.~~

Motion Carried Unanimously

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) approve Policy XXXX International Student Enrollment as amended.

Motion Carried Unanimously

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) refer Draft Regulation XXXX International Student Enrollment to the Policy Sub-Committee for further development be brought back to the Education Policy and Directions committee meeting November 6, 2023.

Motion Carried Unanimously

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to provide the Board with a report at the November 6, 2023 Education Policy and Directions committee meeting on the International Student Program including the current student enrollment levels which will be based on the availability of space in the immediate and projected future (at least three years),

And FURTHER

Include the capacity of each school (Elementary, Middle and Secondary), and at least three years of transfer data broken down by each of the Board of Education's Student Enrollment Priorities.

Motion Carried Unanimously

D. NOTICE OF MOTION

None.

E. GENERAL ANNOUNCEMENTS

None.

F. ADJOURNMENT

Moved by Trustee David

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 9:05 p.m.

Office of the Associate Superintendent

Tom Aerts – Associate Superintendent

To: Education and Policy Planning Committee
From: Tom Aerts, Associate Superintendent
Date: November 6, 2023
RE: Central Middle School and French Immersion

Overview

The focus of the slides for tonight's presentation include:

- An overview of French Immersion in SD61
- Historical and cultural context of Central Middle School
- Central's School Goal: *"Students feel safe, seen, and supported"*
- School initiatives which support the goal
- Supporting Oral French at Central Middle School

As a District, we have one of the largest French Immersion Programs of Choice in the province:

- The French Immersion (FRIM) program represents approximately 19% of our overall student population (3871 FRIM students).
- We have 4 secondary dual track schools, 5 middle dual track Schools and 9 elementary dual track Schools.
- There are 3 French Immersion entry points: Kindergarten, Grade 1, Grade 6 (Late FRIM).
- We have a 0.7 FTE District Language Coordinator.
- We Receive \$159 000 in additional French Federal Grants to support FRIM.

To support our French Immersion Program, we have developed two goals centered around Oral Language and Linguistic Identity:

1) *Oral Language: Support the continued development of students' oral comprehension, production and interaction skills through teacher action research, professional development sessions, and digital and print resources.*

2) *Linguistic Identity: Support the development of a positive linguistic identity for French language teachers and students.*

Along with the two goals, we have developed District initiatives that support the goals and a French Advisory Committee that meets to provide input on the opportunities for students and staff to grow and learn in the FRIM Program.

For the 2023-24 school year, district departments continue to work collaboratively with schools in supporting school initiatives and co-creating initiatives such as the oral language pilot at Central Middle School that began 18 months ago. A working group of 8 teachers from several schools, including Central Middle School, continue to implement the learning gained as part of the initial study.

The principal of Central Middle School, Ms. Gillian Braun, will be co-presenting and will be sharing many of the school initiatives, including the French Oral work, that currently provide opportunities for students at Central Middle School to feel safe, seen, and supported.

Central Middle School & Oral Language Development for French Immersion Students

Gillian Braun, Principal of Central Middle School &
Sean Powell, District Principal of Modern Languages

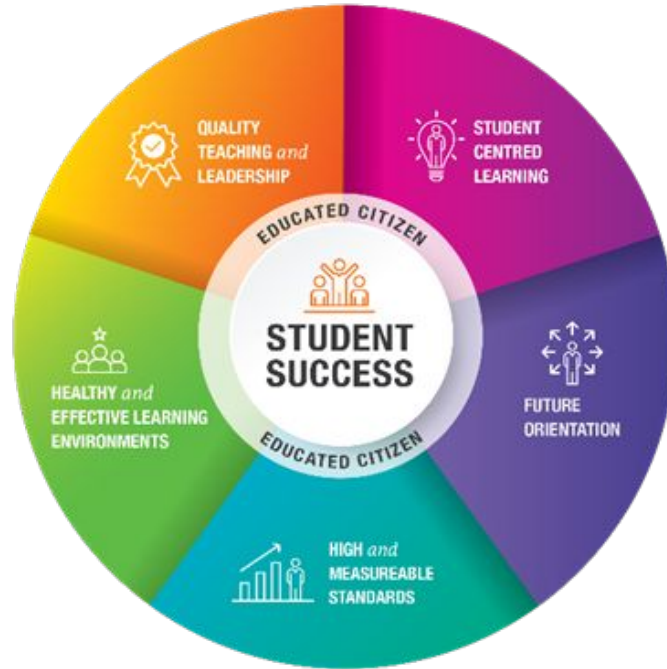


*To support schools in feeling confident and capable in re-engaging priority students so they can say:
I belong, I have purpose, I matter.*

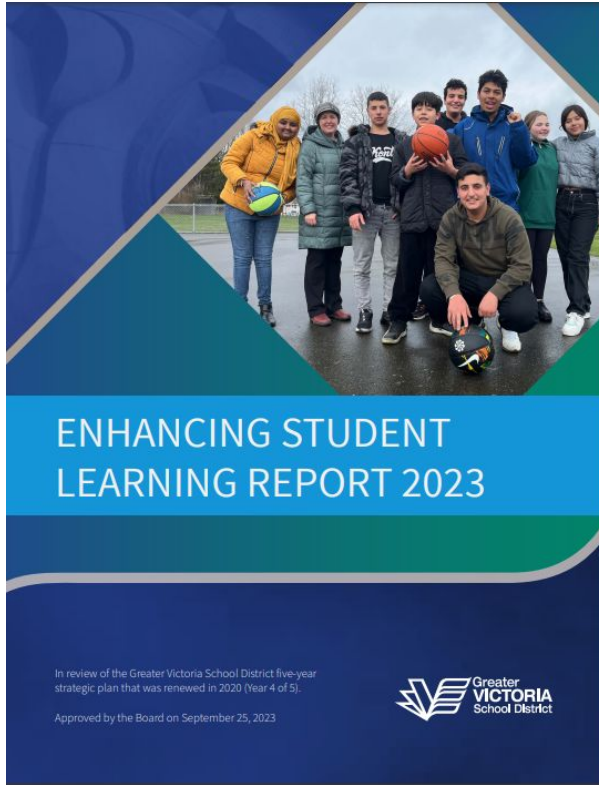
Ministry Vision for Student Success



Ministry of
Education and
Child Care



ESLR & Strategic Plan Connections

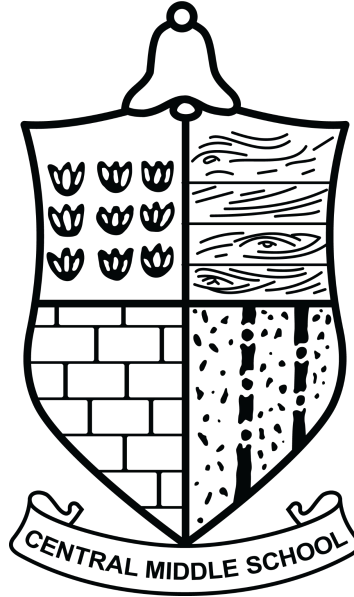




Welcome to • Bienvenue à

École Intermediaire Central Middle School

Central Middle School



Part of the fabric of Victoria since 1853

Historical Significance:

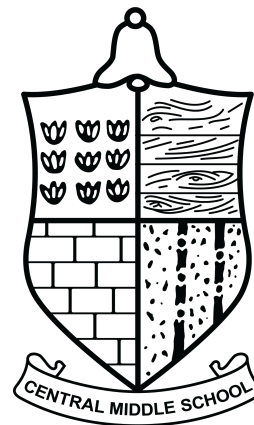
- Our catchment area has been important to the Lkwungen people who inhabited these lands for thousands of years
 - Villages along Dallas Road connected to the ocean for travel, a food source and cultural connection
 - Streams and rivers ran through the area which gave wildlife and plants the environment to thrive used by the indigenous people for food, shelter and clothing

Historical Significance:

- Chosen by colonial settlers as the first school site in Western Canada (1853)
 - First site of Victoria High School
- VHS shifts to Grant St. and building became a college (1903)
- Became Central Junior High (1937)
- New Central Junior was built in the present location (1954)
- One of the first two middle schools in Victoria (2001)
- Seismically upgraded (2011)
- We have welcomed numerous new Canadians for decades

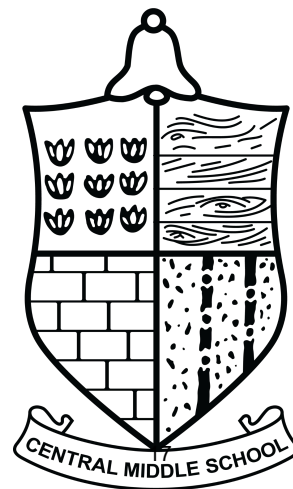
Central Today (2023)

- 502 students
 - 312 English Track
 - 190 French Immersion Track
- 91 Individual Education Plans
 - 70 English IEPS
 - 21 French Immersion IEPS
- 47 Indigenous Students
- 49 ELL Students
- Students from 35 different countries (incl Madagascar)
- 37 different home languages spoken by students



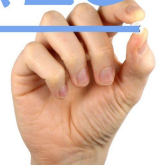
Central Today (2023)

- 55 Staff Members (all focussing on our students)
 - 2 Administrators- myself and Dave Shortreed (VP)
 - 38 Teachers
 - 7 Educational Assistants
 - 3 Office Assistants
 - 1 Youth and Family Counselor
 - 3 Custodians



School Goal: “Students feel safe, seen and supported”

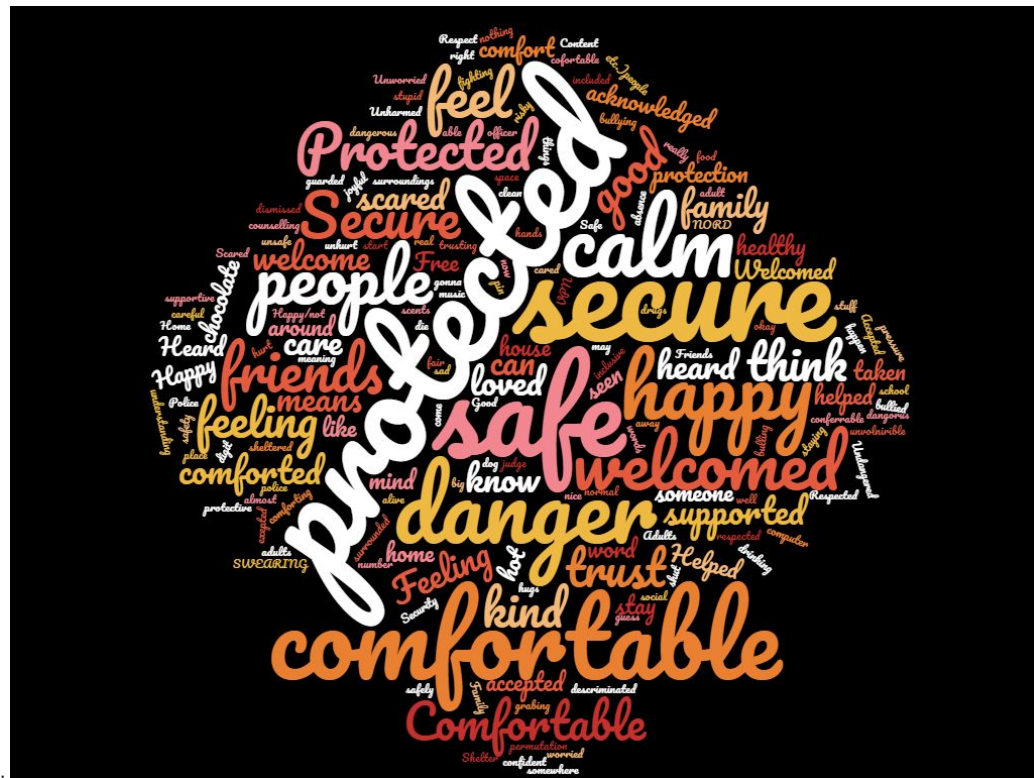
GOALS



- Developed collaboratively
- Revisited constantly whenever we gather
- Gives common language and focus for all our conversations with students, families and staff
- Use both qualitative and quantitative data to check on how we are doing
- Continues to evolve as we consider going deeper into our how our actions reflect our commitment to the goal

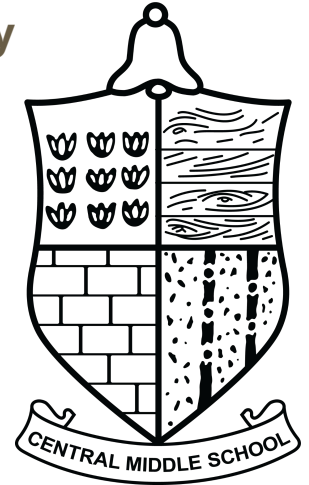
What does it mean to feel “safe” at school?

- Welcoming tone
- Students can be themselves
- Positive activities
- Caring environment
- Trusted adults
- Reponsive to concerns
- Community
- Restorative Practices
- We can make mistakes



What does it mean to feel “seen” at school?

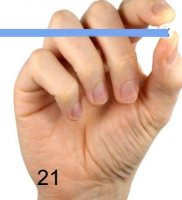
- **Opportunities to be whomever they want to be in our community**
 - Voice and Choice
 - Enrichment
 - SOCA
 - GSA
 - Clubs
 - Musical Program
 - Athletics Program
 - Musical Theatre
 - Announcements and Assemblies
 - Leadership
- **ALL Staff try to connect with kids to see what will engage them in our community**



What does it mean to feel “supported” at school?

- **Creating the conditions that students can be at their best**
 - Breakfast Program
 - Lunch Program
 - Food Backpacks
- **Making sure all students can access social emotional support**
 - Connection to Advisory teacher and other adults- Student Services
 - Inclusive Learning- School Based Team
 - Counseling
- **Creating systems so all students can receive academic support**
 - Identify needs
 - Advisory teacher
 - Inclusive Learning/ Educational Assistants
- **Intentionally creating student voice opportunities**
 - Responsibility of the whole community- regular meetings
 - Advisory, student support staff, student clubs, student leadership,

SUPPORT







Education Policy and Directions Committee Meeting November 2023

Focus: Supporting French Oral Language

Focus of our Central French Immersion department for many years

- Many Central staff have worked collaboratively
- Some have become leaders to their colleagues in the District
- French ILST and French speaking EA support in French (critical)
- It helps students feel safe, seen and supported in French Immersion

How it is scaffolded through a student's time at Central

- Starts in Grade 6 as students transition to middle school in classrooms
- Develop skills in Grade 7 through projects and community presentations
- Purposeful scheduled in Grade 8 through APP



French Immersion Grade 6 and 7 (begin the focus)

Manie Musicale and Musique Mercredi- classes are listening to music from the French diaspora, After just a few repeats, kids can generally sing along with the songs.

French skits- use scaffolding for them to write their own skits in French that they perform.

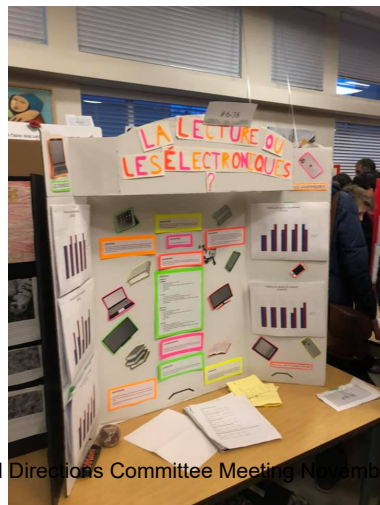
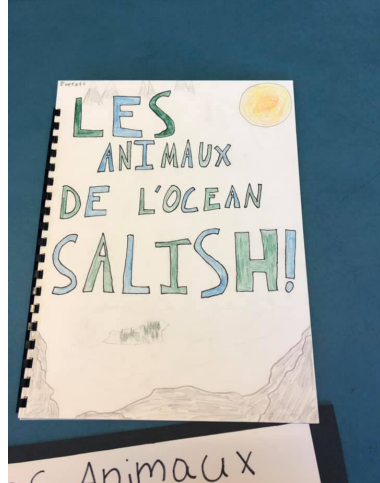
Reframing in French- students asks a question in English and we repeat the question in French so that they learn how to say it, and then answer in French

Watching French Language Movies- with oral questions, French subtitles on and then writing in French

Language Objectives Kids pick an oral skill they want to work on each day and then they check in with the teacher at the end of the day to show how they practiced it (makes more sense with the photo). This was kids have choice and it's not punitive

Ping pong and Partner reading- practiced process for out loud novel study

Project Based Learning- Science Fair (in french)-- Grade 8's and French Immersion Staff will converse in French with younger students
French Cafe



French Immersion 8: Apprentissage Applique

- Applied Learning
- Since 2014
 - After having done big projects together for a decade
 - An organized way to do Project Based Learning combined with French Oral Language
- Students get three opportunities for choice APP each year
- Weekly Schedule has three afternoons a week in APP
- Each APP has a community connection component
 - Field Trips in to community throughout the project development
- Students learn in French and the Project is in French
- Often the whole school is involved as the audience or witnesses to these projects

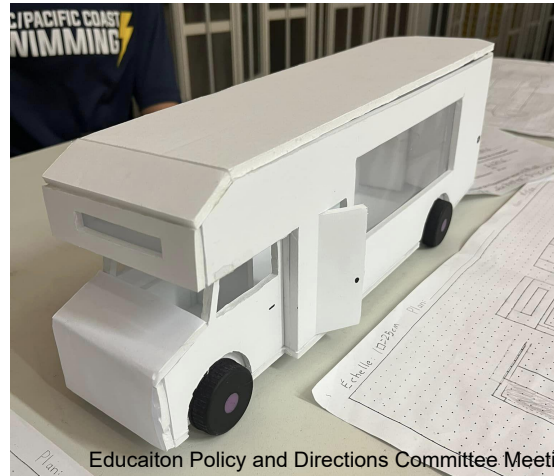
French Immersion 8: Apprentissage Applique

- Examples

- Cirque du Central
- Social Justice- learning about and considering solutions to issues in our local community
- Weaving from around the world
- Fashion for Future
- French Rock Band
- Shakespeare Performance (at Langham Court Theatre)
- Story Telling: Writing and publishing
- Sport and Coaching
- And so many more!



APP in action!



L'immersion Francaise/ French Immersion



French Immersion...by the numbers

- French Immersion program represents approximately 19% of our overall population (3871 Frim students).
- 3 French Immersion entry points: K, 1, Late 6
- 4 secondary dual track schools, 5 middle dual track School and 9 elementary dual track Schools
- 2 district goals: oral language development and Creating a Positive Linguistic identity for students and staff
- .7 District Language Coordinator
- \$159 000 of French federal grants applied for and received

Goals for French Language

- 1) Oral Language:
Support the continued development of students' oral comprehension, production and interaction skills through teacher action research, professional development sessions, and digital and print resources.
- 1) Linguistic Identity:
Support the development of a positive linguistic identity for French language teachers and students.



Key Initiatives (Oral Language Goal)

1. Oral Language Acquisition Pilot
2. New Career Learning Rounds
3. Congress or Conference on November 20, 2023



Key Initiatives (Linguistic Identity)

1. Identity and Inclusion workshops with Dr. Monica Tang
2. Cultural Events in our dual track schools
3. Creating community
 - a) Late Frim
 - b) Secondary
4. Retention study



French Advisory Committee

CPF

GVTA

Trustee Baillaut

VCPAC

VPVPA

VPVPA



REGULATION xxxx (New)

INTERNATIONAL STUDENT ENROLLMENT

Adopted:

Revised:

Frequency of Review:

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

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)

REGULATION xxxx (New)

INTERNATIONAL STUDENT ENROLLMENT

Adopted:

Revised:

Frequency of Review:

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 [of the Board of Education and the rules established by](#) 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 — [Subject to applicable Board of Education policy and regulations,](#) 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 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](#)

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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

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additional fees to cover the costs associated with these kinds of programs. These fees are determined by the Board.

- 3.0 Subject to applicable Board of Education policy and regulations, 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 or as directed by the Board of Education 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, or as directed by the Board of Education 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 Board of Education's District policy, and through the annual review process. ~~Policy and to ensure the highest quality program possible for all students in the District.~~
 - 4.4 The Director will work closely with the Superintendent or designate, ~~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 in accordance with the Board of Education's student enrollment priorities.
 - 4.5 The Victoria International Education staff will prepare all legal documentation required for the students to study in Canada.

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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

[Board of Education Policy xxxx International Student Enrollment](#)

School Act [s.75](#) Provision of education program

School Act [s.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)

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Regulation xxxx

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Office of the Superintendent

Deb Whitten – Superintendent

To: Education Policy and Directions Committee
From: Deb Whitten, Superintendent of Schools
Date: November 6, 2023
RE: **International Student Program**

Background

At the October 30, 2023, Board of Education meeting, the following motion was approved:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to provide the Board with a report at the November 6, 2023, Education Policy and Directions committee meeting on the International Student Program including the current student enrollment levels which will be based on the availability of space in the immediate and projected future (at least three years),

AND FURTHER

Include the capacity of each school (Elementary, Middle, and Secondary), and at least three years of transfer data broken down by each of the Board of Education's Student Enrollment Priorities.

Information

As of September 29, 2023, there were 3 International students registered through The Link, 36 enrolled elementary schools, 53 enrolled in middle schools, and 850 enrolled in Secondary schools for a total of 917 International students enrolled in the Greater Victoria School District.

Table 1: Distribution of International students in the elementary, middle, and secondary schools as of September 29, 2023.

School	International Student Placement at 9/29/2023
Elementary	
Braefoot	3
Campus View	5
Frank Hobbs	7
Hillcrest	8
Lake Hill	1
Margaret Jenkins	3

School	International Student Placement at 9/29/2023
Oaklands	2
Torquay	5
Victoria West	1
Willows	1
Middle	
Arbutus	20
Cedar Hill	2
Central	2
Colquitz	0
Glanford	3
Gordon Head	8
Lansdowne	2
Monterey	7
Rockheights	1
Shoreline	1
Secondary	
Esquimalt	92
Lambrick Park	119
Mt. Douglas	208
Oak Bay	136
Reynolds	116
Spectrum	120
Victoria High	43

Based on the multi-year contractual agreements of the current 917 International students currently attending schools in our district, 436 are anticipated to return for the 2024-2025 school year.

Tables 2, 3 and 4 show the school functional capacity, the projected enrollment from Baragar, the three-year average number of requested transfers broken down by each of the Board of Education's Student Enrollment priorities, and the space available for 2024-2025, 2025-2026, and 2026-2027.

Table 2: 2024-2025

School	Capacity	Projected Enrollment 2024-2025 (not including ISP)	Re-enrolling International Students	Average # of Transfer Requests In catchment students	Average # of Transfer Requests Out of catchment sibling	Average # of Transfer Requests Out of catchment in pathway	Average # of Transfer Requests Out of catchment non-pathway	Average # of Transfer Requests Out of district	Space remaining 2024-2025
Elementary									
Braefoot	309	216	2	4	3	0	3	1	79
Campus View	498	447	3	6	5	1	10	0	26
Cloverdale	332	326	0	4	2	0	6	0	-6
Craigflower	219	171	0	1	1	0	2	0	44

School	Capacity	Projected Enrollment 2024-2025 (not including ISP)	Re-enrolling International Students	Average # of Transfer Requests In catchment students	Average # of Transfer Requests Out of catchment sibling	Average # of Transfer Requests Out of catchment in pathway	Average # of Transfer Requests Out of catchment non- pathway	Average # of Transfer Requests Out of district	Space remaining 2024-2025
Doncaster	438	404	0	7	4	0	10	0	13
Eagle View	241	269	0	2	1	0	1	0	-32
Frank Hobbs	328	242	6	3	3	0	4	0	70
George Jay	509	398	1	4	3	1	4	0	98
Hillcrest	373	266	7	3	2	3	2	0	90
James Bay	196	145	0	2	1	1	1	0	46
Lake Hill	324	206	1	1	1	0	2	0	113
Macaulay	460	478	0	3	1	0	3	0	-25
Margaret Jenkins	476	448	3	9	2	0	5	0	9
Marigold	282	270	0	4	3	2	5	0	-2
McKenzie	305	245	0	1	2	2	2	0	53
Northridge	286	253	0	2	2	1	2	0	26
Oaklands	485	468	2	12	2	1	8	0	-9
Quadra	504	443	0	3	2	0	7	0	49
Rogers	332	252	0	8	3	0	5	1	63
Sir James Douglas	460	369	0	3	3	0	7	0	78
South Park	196	153	0	1	3	1	7	0	31
Strawberry Vale	309	251	0	3	2	0	7	0	46
Sundance - Bank	86	66	0	2	0	0	3	0	15
Tillicum	395	421	0	8	1	1	2	0	-38
Torquay	283	285	6	2	2	1	4	0	-17
Victoria West	332	318	0	5	1	0	5	0	3
View Royal	399	284	0	2	3	0	5	0	105
Willows	492	501	1	7	5	1	8	0	-31
Middle									
Arbutus	500	400	21	2	2	10	11	1	53
Cedar Hill	550	570	5	4	4	11	11	2	-57
Central	650	523	2	5	1	11	8	0	100
Colquitz	500	471	0	6	3	8	6	1	5
Glanford	450	349	1	3	5	12	14	4	62
Gordon Head	425	373	5	3	2	5	9	1	27
Lansdowne	900	710	0	8	3	10	22	1	146
Monterey	475	403	2	20	2	3	10	0	35

School	Capacity	Projected Enrollment 2024-2025 (not including ISP)	Re-enrolling International Students	Average # of Transfer Requests In catchment students	Average # of Transfer Requests Out of catchment sibling	Average # of Transfer Requests Out of catchment in pathway	Average # of Transfer Requests Out of catchment non-pathway	Average # of Transfer Requests Out of district	Space remaining 2024-2025
Rockheights	400	271	1	2	0	1	2	0	123
Shoreline	425	396	0	1	1	2	3	1	21
Secondary									
Esquimalt	995	902	28	4	1	8	5	2	44
Lambrick Park	734	556	46	1	3	4	12	1	109
Mt. Douglas	925	803	119	11	13	15	43	2	-81
Oak Bay	1286	1311	75	27	6	11	52	1	-205
Reynolds	995	990	28	9	8	11	19	3	-74
SJ Burnside	250	160	0	0	0	0	0	0	90
Spectrum	1201	878	31	4	8	22	17	4	234
Victoria High	1000	860	22	9	7	13	20	1	67

Table 3: 2025-2026

School	Capacity	Projected Enrollment 2025-2026 (not including ISP)	Re-enrolling International Students	Average # of Transfer Requests In catchment students	Average # of Transfer Requests Out of catchment sibling	Average # of Transfer Requests Out of catchment in pathway	Average # of Transfer Requests Out of catchment non-pathway	Average # of Transfer Requests Out of district	Space remaining 2025-2026
Elementary									
Braefoot	309	197	2	4	3	0	3	1	99
Campus View	498	426	2	6	5	1	10	0	48
Cloverdale	332	320	0	4	2	0	6	0	0
Craigflower	219	161	0	1	1	0	2	0	54
Doncaster	438	402	0	7	4	0	10	0	15
Eagle View	241	284	0	2	1	0	1	0	-47
Frank Hobbs	328	224	5	3	3	0	4	0	89
George Jay	509	377	1	4	3	1	4	0	119
Hillcrest	373	252	5	3	2	3	2	0	106
James Bay	196	139	0	2	1	1	1	0	52
Lake Hill	324	192	0	1	1	0	2	0	128

School	Capacity	Projected Enrollment 2025-2026 (not including ISP)	Re-enrolling International Students	Average # of Transfer Requests In catchment students	Average # of Transfer Requests Out of catchment sibling	Average # of Transfer Requests Out of catchment in pathway	Average # of Transfer Requests Out of catchment non-pathway	Average # of Transfer Requests Out of district	Space remaining 2025-2026
Macaulay	460	455	0	3	1	0	3	0	-2
Margaret Jenkins	476	449	2	9	2	0	5	0	9
Marigold	282	260	0	4	3	2	5	0	8
McKenzie	305	230	0	1	2	2	2	0	68
Northridge	286	246	0	2	2	1	2	0	33
Oaklands	485	458	0	12	2	1	8	0	4
Quadra	504	441	0	3	2	0	7	0	51
Rogers	332	214	0	8	3	0	5	1	101
Sir James Douglas	460	366	0	3	3	0	7	0	81
South Park	196	148	0	1	3	1	7	0	36
Strawberry Vale	309	250	0	3	2	0	7	0	47
Sundance - Bank	86	82	0	2	0	0	3	0	-1
Tillicum	395	398	0	8	1	1	2	0	-15
Torquay	283	272	5	2	2	1	4	0	-3
Victoria West	332	314	0	5	1	0	5	0	7
View Royal	399	278	0	2	3	0	5	0	111
Willows	492	476	1	7	5	1	8	0	-6
Middle									
Arbutus	500	421	11	2	2	10	11	1	42
Cedar Hill	550	584	1	4	4	11	11	2	-67
Central	650	519	2	5	1	11	8	0	104
Colquitz	500	476	0	6	3	8	6	1	0
Glanford	450	372	0	3	5	12	14	4	40
Gordon Head	425	383	4	3	2	5	9	1	18
Lansdowne	900	731	0	8	3	10	22	1	125
Monterey	475	409	1	20	2	3	10	0	30
Rockheights	400	275	0	2	0	1	2	0	120

School	Capacity	Projected Enrollment 2025-2026 (not including ISP)	Re-enrolling International Students	Average # of Transfer Requests In catchment students	Average # of Transfer Requests Out of catchment sibling	Average # of Transfer Requests Out of catchment in pathway	Average # of Transfer Requests Out of catchment non-pathway	Average # of Transfer Requests Out of district	Space remaining 2025-2026
Shoreline	425	379	0	1	1	2	3	1	38
Secondary									
Esquimalt	995	894	11	4	1	8	5	2	70
Lambrick Park	734	471	15	1	3	4	12	1	227
Mt. Douglas	925	676	69	11	13	15	43	2	96
Oak Bay	1286	1300	42	27	6	11	52	1	-153
Reynolds	934	926	14	9	8	11	19	3	-56
SJ Burnside	250	160	0	0	0	0	0	0	90
Spectrum	1201	1055	11	4	8	22	17	4	80
Victoria High	1000	802	8	9	7	13	20	1	140

Table 4: 2026-2027

School	Capacity	Projected Enrollment 2026-2027 (not including ISP)	Re-enrolling International Students	Average # of Transfer Requests In catchment students	Average # of Transfer Requests Out of catchment sibling	Average # of Transfer Requests Out of catchment in pathway	Average # of Transfer Requests Out of catchment non-pathway	Average # of Transfer Requests Out of district	Space remaining 2026-2027
Elementary									
Braefoot	309	180	1	4	3	0	3	1	117
Campus View	498	418	1	6	5	1	10	0	57
Cloverdale	332	312	0	4	2	0	6	0	8
Craigflower	219	166	0	1	1	0	2	0	49
Doncaster	438	387	0	7	4	0	10	0	30
Eagle View	241	268	0	2	1	0	1	0	-31
Frank Hobbs	328	213	2	3	3	0	4	0	103
George Jay	509	355	0	4	3	1	4	0	142
Hillcrest	373	237	4	3	2	3	2	0	122
James Bay	196	135	0	2	1	1	1	0	56

School	Capacity	Projected Enrollment 2026-2027 (not including ISP)	Re-enrolling International Students	Average # of Transfer Requests In catchment students	Average # of Transfer Requests Out of catchment sibling	Average # of Transfer Requests Out of catchment in pathway	Average # of Transfer Requests Out of catchment non- pathway	Average # of Transfer Requests Out of district	Space remaining 2026-2027
Lake Hill	324	182	0	1	1	0	2	0	138
Macaulay	460	446	0	3	1	0	3	0	7
Margaret Jenkins	476	440	1	9	2	0	5	0	19
Marigold	282	251	0	4	3	2	5	0	17
McKenzie	305	215	0	1	2	2	2	0	83
Northridge	286	234	0	2	2	1	2	0	45
Oaklands	485	456	0	12	2	1	8	0	6
Quadra	504	434	0	3	2	0	7	0	58
Rogers	332	210	0	8	3	0	5	1	105
Sir James Douglas	460	352	0	3	3	0	7	0	95
South Park	196	146	0	1	3	1	7	0	38
Strawberry Vale	309	243	0	3	2	0	7	0	54
Sundance - Bank	86	93	0	2	0	0	3	0	-12
Tillicum	395	385	0	8	1	1	2	0	-2
Torquay	283	260	3	2	2	1	4	0	11
Victoria West	332	305	0	5	1	0	5	0	16
View Royal	399	284	0	2	3	0	5	0	105
Willows	492	439	0	7	5	1	8	0	32
Middle									
Arbutus	500	427	0	2	2	10	11	1	47
Cedar Hill	550	592	0	4	4	11	11	2	-74
Central	650	488	0	5	1	11	8	0	137
Colquitz	500	532	0	6	3	8	6	1	-56
Glanford	450	373	0	3	5	12	14	4	39
Gordon Head	425	380	0	3	2	5	9	1	25
Lansdowne	900	726	0	8	3	10	22	1	130
Monterey	475	429	0	20	2	3	10	0	11

School	Capacity	Projected Enrollment 2026-2027 (not including ISP)	Re-enrolling International Students	Average # of Transfer Requests In catchment students	Average # of Transfer Requests Out of catchment sibling	Average # of Transfer Requests Out of catchment in pathway	Average # of Transfer Requests Out of catchment non-pathway	Average # of Transfer Requests Out of district	Space remaining 2026-2027
Rockheights	400	276	0	2	0	1	2	0	119
Shoreline	425	394	0	1	1	2	3	1	23
Secondary									
Esquimalt	995	898	2	4	1	8	5	2	75
Lambrick Park	734	492	5	1	3	4	12	1	216
Mt. Douglas	925	701	30	11	13	15	43	2	110
Oak Bay	1286	1318	12	27	6	11	52	1	-141
Reynolds	995	931	4	9	8	11	19	3	10
SJ Burnside	250	160	0	0	0	0	0	0	90
Spectrum	1201	1069	2	4	8	22	17	4	75
Victoria High	1000	765	2	9	7	13	20	1	183