



**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, June 3, 2024, 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 June 3, 2024 agenda be approved.

A.3. Approval of the Minutes

Recommended Motion:

That the May 6, 2024 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 Summary (ESLR) Memo and Presentation – Superintendent Whitten

C.2. Elementary Strings and Middle School Music Equity Ad Hoc Committee Draft Terms of Reference (TOR) – Superintendent Whitten

C.3. Draft Regulation 6163.1, *Learning Resources* – Associate Superintendent Aerts

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, May 6, 2024, 7:00 p.m.

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

Operations Policy and Planning member: Rob Paynter

Trustee Regrets: Angela Carmichael, Derek Gagnon, Diane McNally

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent, Josh Barks, District Vice-Principal, Information Technology for Learning, David Hovis, District Principal, Marni Vistisen-Harwood, Director of Facilities, Breanne Glover, District Learning Support Teacher, Emmanuelle Henry, Vice-Principal at Macaulay Elementary School, Teachers Sonja Myhre and Paula Lockwood

Partners: Lena Palermo, GVTA, Nyssa Temmel, VCPAC

A. COMMENCEMENT OF MEETING

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

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Moved by Trustee Baillaut

That the May 6, 2024 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee Baillaut

That the April 15, 2024 Education Policy and Directions Committee meeting minutes be approved.

Motion Carried Unanimously

A.4. Business Arising from Minutes

None.

B. PRESENTATIONS TO THE COMMITTEE

None.

C. NEW BUSINESS

- C.1.** District Principal David Hovis showed the Macaulay Elementary K-5 Literacy Support presentation on screen, which featured the following speakers: Breanne Glover, Emmanuelle Henry, Sonja Myhre, and Paula Lockwood.

Highlights included the following:

- Comprehensive Literacy Framework – Literacy Plan supports the school, helps facilitate collaboration and aligns with the Enhancing Student Learning Report.
- Literacy Support Plans have been extended to 10 priority schools with remaining 18 elementary schools offered a choice regarding supports including resources.
- Book Club Story has helped students become stronger readers by supporting comprehension, decoding and tracking stories over time.
- Since Book Club Story was introduced at Macaulay in 2019, now 64% of students are proficient or extending, compared to 32% in 2019.

Partners thanked the presenters and expressed gratitude that this process has highlighted the need for diverse learning materials, and student achievement.

Trustees had questions of clarification.

C.2. Draft Regulation 6163.1, *Learning Resources* – Associate Superintendent Aerts

Associate Superintendent Aerts provided a brief overview of the draft Regulation 6163.1. It was suggested that a revised draft be brought back to the June 3, 2024 Education Committee meeting.

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) refer the draft Regulation 6163.1. Learning Resources to the Superintendent for review and bring back a revised draft to the June 3, 2024 Education Policy and Directions Committee meeting.

Motion Carried Unanimously

C.3. Enhancing Student Learning Report Summary – Superintendent Whitten

Superintendent Whitten spoke to the Enhancing Student Learning Report Feedback, which is an annual touchpoint for districts to review, reflect and plan within a continuous improvement cycle. The review provides feedback on the ESLR including strengths and considerations in five focus areas. This information will be reviewed while preparing the 2023-2024 ESLR.

Trustees had questions of clarification.

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 8:13 p.m.

TO: Education Policy and Directions Committee

FROM: Deb Whitten, Superintendent of Schools

RE: Enhancing Student Learning Report 2023

DATE: June 3, 2024

Background

The 2023-2024 Enhancing Student Learning Report (ESLR) document was reviewed by the Board of Education and submitted to the Ministry of Education and Child Care on September 30, 2023.

During the 2023/24 school year, district staff along with school-based staff presented monthly updates on the work throughout district highlighting the alignment of the work to School Goals, FESL, and the Strategic Plan.

These presentations included:

- Indigenous Education
- Multi-Language Learners – Anti Racism and Supporting New Canadian Families Transition to SD 61
- Early Learning & Childcare – Reviewing the Growth, Strengths, & Complexities of Child Care
- Literacy Framework K-12 – Priority Schools & Learners
- Pathways and Partnerships K-12
- Mental Health and Wellbeing
- Indigenous Focused Graduation Requirement
- Accessibility Act – Inclusion for Learning
- French Immersion Oral Language Development

Next Steps

District staff are currently reviewing data, including FSA, Student Learning Survey, EDI and MDI, to measure our work and frame our next submission of the 2024/25 Enhancing Student Learning Report. Our draft 2024 ESLR will be ready for review by the Board in September and then submitted to the Ministry by October 1, 2024.

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For the 2024-2025 School year specific targeted strategies to improve the learning outcomes for Indigenous students, Children and youth in care and students with disabilities or diverse abilities including how the district can continue to address the identified inequities and build on learners' strengths. In addition, four areas will focus our work: Literacy, Numeracy, Mental Health and Well-being and Career Development. Goals and strategies for each of the four areas will be co-developed as we examine strategies that are currently having a positive impact on student learning as well as identify existing and emerging areas for growth using School Goals, district and Ministry data and street level evidence. The four focus areas will be presented throughout the 2024-2025 school year at Education Policy and Directions Committee meeting.

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TO: Education Policy and Directions Committee
FROM: Deb Whitten, Superintendent of Schools
RE: Music Equity Ad Hoc Board Committee
DATE: June 3, 2024

Background

On April 11, 2024, the Board of Education approved a motion to establish a draft Elementary Strings and Middle School Music Equity Ad Hoc Committee Terms of Reference.

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to prepare a draft elementary strings and middle school music equity ad hoc committee terms of reference and present it to the Education Policy and Directions Standing Committee Meeting in June 2024

Attached to this memo is the proposed draft Terms of Reference.

Next Steps

Upon approval of the Music Equity Ad Hoc Board Committee Terms of Reference by the Board of Education and further direction by the Board of Education regarding the establishment of a committee, the Superintendent will begin the process of seeking membership for the committee and setting the first ad hoc committee meeting date for September 2024.

Music Equity Ad Hoc Board Committee Terms of Reference

Purpose:

The Music Equity Ad Hoc Board Committee is an ad hoc committee established by the Board for the purpose of examining the practices of the District to determine the extent to which equitable opportunities are being provided for students with regards to elementary strings and middle school music.

Deliverables:

To make recommendations to the Board that foster equity within the district with regards to:

- Elementary strings, including the HUB model
- Middle school music
- Human Resource allocations pertaining to elementary strings and middle school music
- Programming and equipment for elementary strings and middle school music
- The distribution of financial resources for elementary strings and middle school music
- Budget recommendations to the Board annually by February regarding elementary strings and middle school music

Membership:

- Two trustees
- Superintendent or designate
- Two school principals or vice principals, one from elementary, and one from middle
- Two representatives from the Greater Victoria Teachers' Association
- One representative from the Canadian Union of Public Employees Local 382
- One representative from the Canadian Union of Public Employees Local 947
- One representative from the Victoria Confederation of Parent Advisory Councils
- One representatives of Indigenous ancestry, selected from the Indigenous Education Department and/or the Indigenous Education Advisory Council (IEAC)
- Two student representatives and/or feedback from the Student Representative Advisory

Timeline:

- The Committee shall review its Terms of Reference each June and make a recommendation to the Board on the continuation of the committee in the following school year.

Voting:

- It is expected that the committee will use a consensus model for decision making. When this is not possible, all recommendations will be provided to the Board of Education

Procedural Note:

- The committee will be able to seek information from district staff and outside sources as determined by the committee.
- The committee meeting agendas, minutes, times and locations will be posted on the School District website.

Date adopted:

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.

Office of the Associate Superintendent

Tom Aerts – Associate Superintendent

To: Education Policy and Directions Committee Meeting

From: Tom Aerts, Associate Superintendent

Date: June 3, 2024

RE: Regulation 6163.1 – Learning Resources

Background:

At the January 29, 2024 Board of Education meeting the Board approved the following motion:

"That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 6163.1 Learning Resources, as amended,

AND FURTHER,

Direct the Superintendent to prepare the corresponding Learning Resources Administrative Regulation for review by the Board of Education in April 2024."

At the April 29, 2024 Board meeting the committee approved the following motion:

"That the Board of Education of School District No. 61 (Greater Victoria) refer draft Regulation 6163.1, Learning Resources to the May 6, 2024 Education Policy and Directions Committee meeting."

At the May 6, 2024 Education Policy and Directions Committee meeting the committee approved the following motion:

"That the Board of Education of School District No. 61 (Greater Victoria) refer the draft Regulation 6163.1. Learning Resources to the Superintendent for review and bring back a revised draft to the June 3, 2024 Education Policy and Directions Committee meeting."

Next Steps:

Updated Regulation, 6163.1 *Learning Resources*, has been included for review.

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.

REGULATION 6163.1

LEARNING RESOURCES

I—RESOURCES PLAN

— Each school will develop a plan for a broad school-wide approach for the use of learning resources.

— THE PLAN WILL:

- 1. reflect an intentional change from single text-based instruction to resource-based instruction;
- 2. include an outline of the process by which all learning resources in the school are selected, ordered, received, catalogued, processed, housed, circulated and maintained;
- 3. include the application of resource management and resource acquisition software (library automation) with the idea of maximizing access to information;
- 4. be congruent with the District's and School's Technology Plan.

II— EVALUATION AND SELECTION OF LEARNING RESOURCES

1. **In the process of selecting All learning resources, prioritization will be given to a wide variety of educationally appropriate materials, with a range of teaching and learning styles.** ~~which are consistent with the educational goals of the Ministry and relevant to the objectives of a particular course and appropriate to the learner's age level and learning style are acceptable for use in this school district.~~
2. ~~Each school's learning resource collection will reflect the variety of formats recommended by the Ministry of Education.~~

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- 3. ~~2.~~ Where a choice exists, **for** all types of learning resource material, print, and non-print, **priority** should be **given to local and/or Canadian content.** ~~in origin, and be obtained from Canadian sources and reflect Canadian cultural values.~~
3. When selecting learning resources that promote an understanding of and appreciation for the history, language, and culture of Indigenous peoples in British Columbia and have a primarily local focus staff will ensure that these learning resources prioritize the Esquimalt and Songhees First Nations in whose territories the Board operates schools.
4. ~~Schools may purchase non-recommended materials. However, resources selected that are not on the Ministry's recommended list require the completion of the Ministry In-depth Evaluation Form (Appendix A). Evaluations are not required for single copy purchases of print materials, e.g., a single book to be used for reference or recreational reading.~~
5. ~~Any software or hardware purchased by a school should have the potential for expansion within the school, and connectivity to other schools in the catchment area. i.e. sharing information sources within a school and within the District.~~
4. The Principal or designate is responsible for evaluating the suitability of any material or service produced by a community agency and used as a resource in a particular school. **The Superintendent or designate and principals have general responsibility for ensuring that the approved criteria are known and appropriately applied.**
7. ~~A member of the School Services Department and/or a designated specialist area teacher recommended by School Services Department, will be responsible for the evaluation of materials and services used by more than one school in the District and produced by a community agency.~~
8. ~~The criteria used on page 21 of the Ministry document Selection and Challenge of Learning Resources will be used by this District to evaluate resource materials and services produced by community agencies.~~

III II CHALLENGE REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES

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1. ~~If any learning resource used in a school is challenged on the grounds that it is inappropriate, the following procedures will apply:~~

1. A member of the school community has the right to voice concerns regarding the use of a specific learning resource. A member of the school community is defined as a student, staff member, or caregiver of a student affiliated with the school where the learning resource is located.
2. Concerns will be considered based on the principles for selecting and evaluating resources as presented in Policy 6163.1 and through a reconsideration procedure as outlined in Regulation 6163.1.
3. The individual requesting reconsideration of a learning resource must demonstrate how the resource in question fails to comply with the guidelines presented in Policy 6163.1.
4. If the person challenging the use of a learning resource is a staff member at the site where the learning resource is in question, they shall not be a member of the formal reconsideration committee.
5. The reconsideration procedure involves two stages, which are outlined in #6.
6. Stages of the Request for Reconsideration Procedure

- a. Stage 1 – School Level (see Appendix A – Request for Reconsideration of a Learning Resource Flow Chart and Appendix B – Request for Reconsideration of a Learning Resource Form)

2. i. Upon receiving a ~~complaint~~ request for reconsideration, the teacher, teacher-librarian and/or Principal will review Policy 6163.1 and Regulation 6163.1. They will consider the request and examine the learning resource in the context in which it is being used. This endeavour to resolve the issue informally will lead to: the continued use of the learning resource as previously; restricting the use of the learning resource temporarily or permanently; or withdrawing the learning resource. ~~Regardless of the outcome, a written report must be kept on file in the Principal's office.~~

— 3. — ii. If no informal resolution is achieved at the school level, the principal will provide the ~~complainant~~ requestor with a Request for Reconsideration of a Learning Resource Form ~~an Inquiry into the~~

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~~Suitability of a Learning Resource Form (Appendix B) TO BE COMPLETED AND RETURNED TO THE PRINCIPAL AND~~ to be completed and returned to the principal and forwarded to the Superintendent or designate.

b. Stage 2 – District Level

- i. Upon receipt of the ~~Inquiry into the Suitability of a Learning Resource~~, Request for Reconsideration of a Learning Resource Form the Superintendent and the Principal or designate will call a meeting of the ~~Learning Resources Consultative~~ District Ad Hoc Learning Resources Review Committee (the Committee).
- ii. The Committee will be comprised of:
 - Superintendent or designate (Chair of committee)
 - 1 district administrator (with expertise related to the area for reconsideration)
 - 1 school-based principal or vice principal from the Victoria Principal and Vice Principal Association (VPVPA) assigned to the school level where the learning resource is being reconsidered. This individual will not be from the school where the request for reconsideration of the learning resource is occurring.
 - 2 teacher representatives as selected by the Greater Victoria Teachers Association (GVTA) with relevant expertise (of which at least one member will be a teacher-librarian)
- iii. The committee shall meet as soon as possible upon receipt of the request for reconsideration form.
- iv. The committee shall review the challenged resource and determine whether it conforms to the principles outlined in the District's Policy 6163.1 on Learning Resources.
- v. The committee may consult with persons or resources it deems appropriate for its consideration.
- vi. The committee shall prepare a written report with background information and their decision for the

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Superintendent of Schools. (Appendix C – Outcome of Request for Reconsideration of a Learning Resource)

- vii. The requestor, the principal and the Board of Education shall be informed in writing of the outcome of the committee's final decision.
- 7. Every effort will be made to complete Stage One and Stage two within 90 days of the initial request for reconsidering a learning resource. Throughout this reconsideration process the school principal will be the contact to explain the process to the requestor in Stage One, and the superintendent or designate will be the contact in Stage Two.
- 8. In all cases where there is a request for reconsideration of a learning resource, no changes to the use of the learning resource will be made until the request for reconsideration process is complete.
- ~~5. This committee will review the challenged material in the context of the evaluation criteria outlined by the Ministry document, Selection and Challenge of Learning Resources; consult with others if necessary, and then confer with the complainant. If the issue is resolved, the matter will be considered closed.~~
- ~~6. Should no mutually acceptable solution be accomplished, the Committee's recommendations as well as the Inquiry into Suitability of a Learning Resource Form will be forwarded to the Superintendent, or designate, who will submit them to the board of School Trustees for the final decision.~~

~~IV INSTRUCTIONAL PROGRAMS~~

~~* Regulations are under development.~~

~~V DISTRICT COORDINATION OF LEARNING RESOURCES~~

- ~~1. Information Services is responsible for coordinating:~~
 - ~~a) hot line or technical support from commercial vendors;~~
 - ~~b) access to and accounts for various information sources.~~
 - ~~c) The training necessary to efficiently operate resource management, telecommunications and computer assisted curriculum software.~~

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~~This training may be provided by commercial vendors or knowledgeable District staff.~~

- ~~2. District resource centre is responsible for:~~
 - ~~a) purchase and showcasing the newly recommended materials;~~
 - ~~b) providing materials not commonly purchased by a school (for reasons of cost).~~
- ~~3. Purchasing Services is responsible for~~
 - ~~a) negotiating special District pricing and service for bulk purchasing of learning resource materials.~~
- ~~4. The Superintendent will maintain a coordinating committee of representatives called the Learning Resources Consultative Committee who will meet as needed to:~~
 - ~~a) recommend to the District Leadership Team the annual disbursement of funds from the Ministry's Learning Resources Trust Fund, the Credit Allocation Plan and the District Technology budget;~~
 - ~~b) support and encourage the development of resource services and resource-based instructional techniques within District schools;~~
 - ~~c) coordinate any pilot learning resources project between or among District schools.~~
 - ~~d) facilitate a satisfactory conclusion to a challenged material.~~
 - ~~e) This committee will have representation from:~~
 - ~~VAA Elementary & Secondary~~
 - ~~GVT A Elementary & Secondary~~
 - ~~GVT LA Elementary & Secondary~~
 - ~~VCPAC Elementary & Secondary~~
 - ~~SSCC~~
 - ~~Trustee~~
 - ~~ASA~~
 - ~~District School Services Department~~
 - ~~District Information Services Department~~

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f) The Committee will be chaired by either the Superintendent or designate.

Please refer to: Learning Resources 6163.1 (attach)

Greater Victoria School District

Approved: February 1982

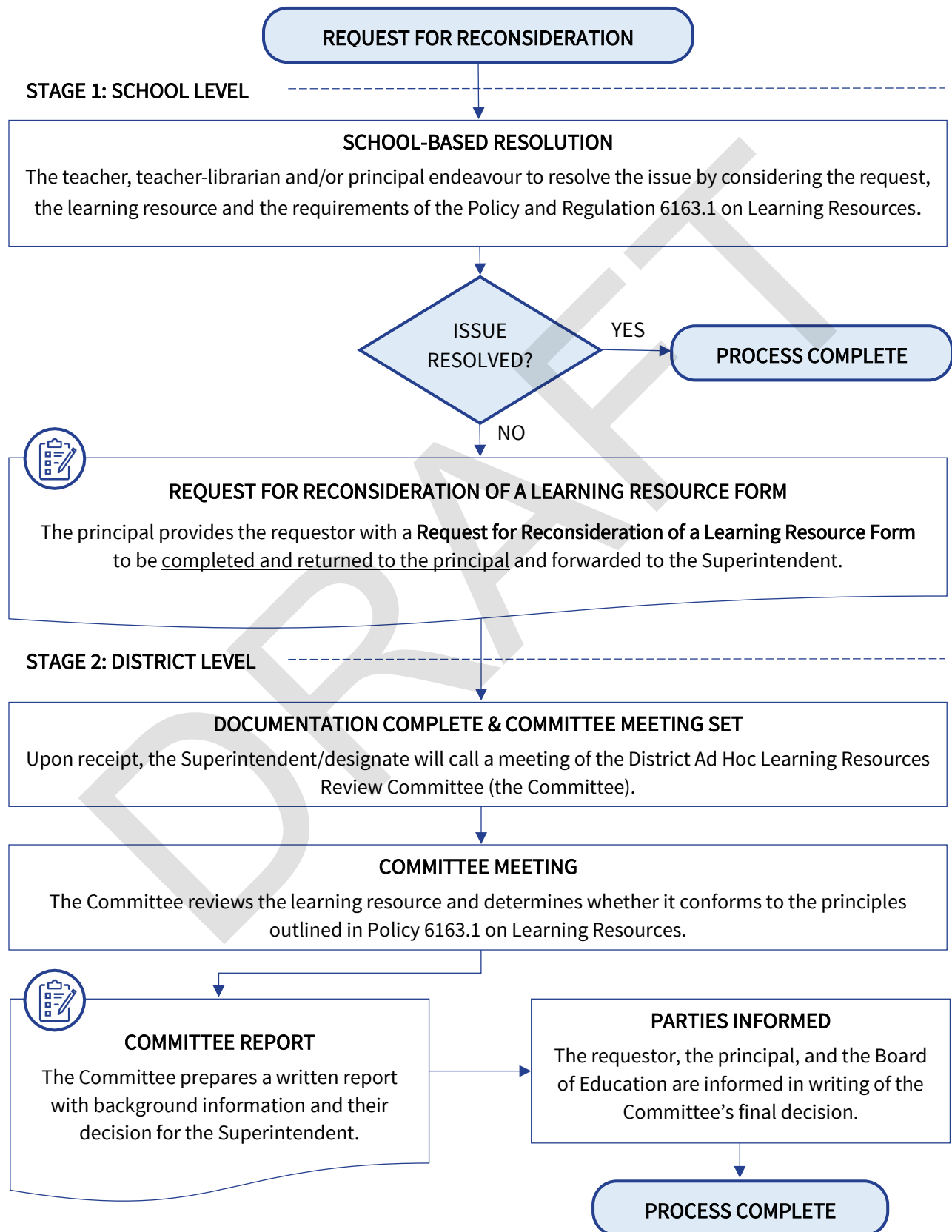
Suspended: March 9, 1992

Re-named and revised: February 27, 1995

DRAFT

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Appendix A: Request for Reconsideration of a Learning Resource Flow Chart



APPENDIX B: REQUEST FOR RECONSIDERATION OF A LEARNING RESOURCE FORM

(Please attach additional pages if more space is needed for any section)

REQUESTOR			
Name:		Date Submitted:	
Telephone:		Address:	
Email:			
School:			
Role of Requestor: Staff Member Parent/Caregiver Student			

RESOURCE			
Complete this area for books.			
Title:		Publisher:	
Author:		Copyright Date:	
Context of Usage: Classroom Resource Library Resource Other: _____			
Complete this area for audio-visual or virtual resources.			
Title/Name:			Type of Resource (✓)
Method of Access: Website Streaming Service DVD Other: _____			Audio-Visual
Date Accessed:			Research Database
Context of Usage: Classroom Library Other: _____			Other: _____

1. Have you reviewed the entire resource? Yes No

2. Have you read reviews of this resource by professionals? Yes No

(if so please specify the source(s) of review(s) and attached photocopies if available) _____

REGULATION 6163.1 Learning Resources

3. What are your objection(s) to the resource? Please be specific and cite pages or sections.

(a) page(s) _____ Specific Objection: _____

b) page(s): _____ Specific Objection: _____

(c) page(s) _____ Specific Objection: _____

4. What do you think is the theme or purpose of the resource?

5. What impact do you believe this resource would have on students?

6. In what ways do you believe this learning resource does not comply with the rationale and the criteria for the evaluation and selection of a learning resource as outlined in Policy 6163.1?

7. In many cases, the impact of the resource will vary according to how it is presented and interpreted in the classroom. Have you discussed this resource with any of the following:

The classroom teacher?	Yes	No
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The teacher librarian?	Yes	No
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The principal?	Yes	No
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REGULATION 6163.1 Learning Resources

8. Additional Considerations:

Signed: _____ Date: _____

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Appendix C: Outcome of Request for Reconsideration of a Learning Resource

Committee Chair (Stage 2) is to complete this form at the conclusion of the process. The completed form will be submitted to the Superintendent of Schools.

REQUESTOR			
Name:		Date Submitted:	
Telephone:		Address:	
School:			
Email:			
Role of Requestor: Staff Member Parent/Caregiver Student			

Type of Resource: _____

Title of Resource: _____

Author(s): _____

Publisher and Year: _____

Context of Usage: Classroom Resource Library Resource Other: _____

Reconsideration STAGE 1: (School level - informal)

Stage 1 Meeting Date(s): _____

Stage 1 Meeting Location (school): _____

Stage 1 Meeting Representatives (name(s) and position(s):

STAGE 2 (District level – formal) District Ad Hoc Learning Resources

Review Committee

Stage 2 Meeting Date(s): _____

Stage 2 Reconsideration Committee membership (name(s) and
position(s):

Stage 2 Decision:

- ☐ No change to the status of the resource
- ☐ Withdraw permanently
- ☐ Withdraw temporarily (Indicate time period)
- ☐ Restrict use (Provide details)

Rationale for decision:

When submitting this form:

- ✓ attach the original “Request for Reconsideration of a Learning Resource” form.
- ✓ attach any other documents that were provided during the review process.