![Greater Victoria School District]

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, May 6, 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 May 6, 2024 agenda be approved.

A.3.   Approval of the Minutes

Recommended Motion:
That the April 15, 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 (ESLR) – District Principal David Hovis (Memo)

Presentation: K-5 Literacy: Priority Schools & Learners

District-Based: District Principal David Hovis – Elementary, District Learning Support Teacher Breanne Glover

School-Based: Macauly Elementary School, Vice Principal Emmanuelle Henry, Elementary Learning Collaboration Teachers Sonja Myhre and Paula Lockwood

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

C.3. **Enhancing Student Learning Report Summary – 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.

Greater VICTORIA School District

The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting
REGULAR MINUTES
Monday, April 15, 2024, 7:00 p.m.

Trustees Present:	**Education Policy and Directions members:** Nicole Duncan (Chair), Natalie Baillaut, Mavis David, Emily Mahbobi
	Operations Policy and Planning member: Rob Paynter
Trustee Regrets:	Angela Carmichael, Derek Gagnon, Karin Kwan, 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, Vicki Roberts, VPVPA
Partners:	Lena Palermo, GVTA, Nyssa Temmel, VCPAC

A. COMMENCEMENT OF MEETING

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

Chair Mahbobi invited Chair Duncan to preside over the meeting.

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 Mahbobi

That the April 15, 2024 agenda be approved.

Motion Carried Unanimously

A.3.   Approval of the Minutes

Moved by Trustee Baillaut

That the March 4, 2024 Combined Education Policy and Directions and Operations Policy and Planning Committee meeting minutes pertaining to the Education Policy and Directions meeting, 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 Charmaine Shortt provided a memo and presented with McKenzie Elementary School Principal, Carmen Gauvreau and StrongStart Facilitator and Classroom Early Childhood Educator, Donna-Lynn Thorp. The presentation highlighted the kindergarten *Welcome Process* as it connects to the Enhancing Student Learning Report (ESLR), the Greater Victoria School District's Strategic Plan, and Ministry of Education and Child Care accountabilities.

Trustees asked for clarification on the number of StrongStart centers as well as the number of students enrolled.

District Principal Charmaine Shortt clarified that there are six StrongStart centers and just over 4500 children registered in the program.

Trustees provided thanks for the presentation and asked what gradual entry looks like for children entering kindergarten?

District Principal Charmaine Shortt shared that Kindergarten has fewer instructional hours therefore a gradual start is offered.

Partners asked about the 6 StrongStart studios and the availability of Early Childhood Educators (ECE). Are they in the StrongStart studios as well as integrated into the kindergarten class?

District Principal Charmaine Shortt clarified that they have 12 ECE's working alongside kindergarten teachers. Six of them facilitate StrongStart in the morning and then join kindergarten classes in the afternoon. The remaining six spend their days along side the kindergarten teachers in the classroom.

Trustees asked if there is a long-term plan to integrate more ECE into the program?

District Principal Charmaine Shortt replied that play is foundational in kindergarten and ECE's work alongside Kindergarten teachers to provide play based learning in classrooms.

D.   NOTICE OF MOTION

None.

E.   GENERAL ANNOUNCEMENTS

None.

F.   ADJOURNMENT

Moved by Trustee Baillaut

That the meeting adjourn.

                                                 Motion Carried Unanimously

The meeting adjourned at 7:38 p.m.

Office of District Principal David Hovis

Greater VICTORIA School District

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

To: The Board of Education of School District No. 61

From: David Hovis

Date: May 6, 2024

RE: K to Grade 5 Literacy Plan

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

As we reflect on the progress made during the 2023-24 school year, we will be reporting on the ongoing collaborative efforts between district departments and elementary schools in advancing literacy, aligned with Goals 1 and 2 of the District's Strategic Plan.

Throughout the year, targeted funding has continued to bolster literacy learning in K-5 classrooms, with a particular emphasis on priority schools. However, it is essential to highlight that collaboration and resource funding have been extended to all elementary schools, ensuring a comprehensive approach to literacy support.

Early Literacy Collaboration Teachers (ELCTs) continue to play a pivotal role at priority schools in fostering literacy development. Additionally, school teams have been actively engaged in collaborative inquiry to explore literacy practice and its positive impact on student learning. The District Literacy-Learning Support Teacher has worked closely with School Based Teams to implement classroom strategies that embrace the principles of Universal Design for Learning, addressing the diverse needs of learners in classrooms.

During the presentation, the following key points will be covered:
- Overview of the K-5 Literacy Plan: Presented by District Literacy-Learning Support Teacher, Breanne Glover. This section will discuss the core components of the Literacy Plan and highlight the ongoing development of literacy resources for all K-5 schools.
- Literacy School Story: Macaulay Elementary School: Featuring insights from the Macaulay Staff, including Early Literacy Collaboration Teacher Sonja Myhre, Teacher Paula Lockwood, and Vice Principal Emmanuelle Henry. Information will include a discussion on the strengths, experienced challenges, data reflections, and targeted literacy initiatives at Macaulay Elementary.
- Next Steps for the K-5 Literacy Plan – 2024-25 School Year: District Principal David Hovis will address next steps with a continued focus on student growth and improvement in literacy learning.

K–5 Literacy

Macaulay Elementary &
District Elementary Department

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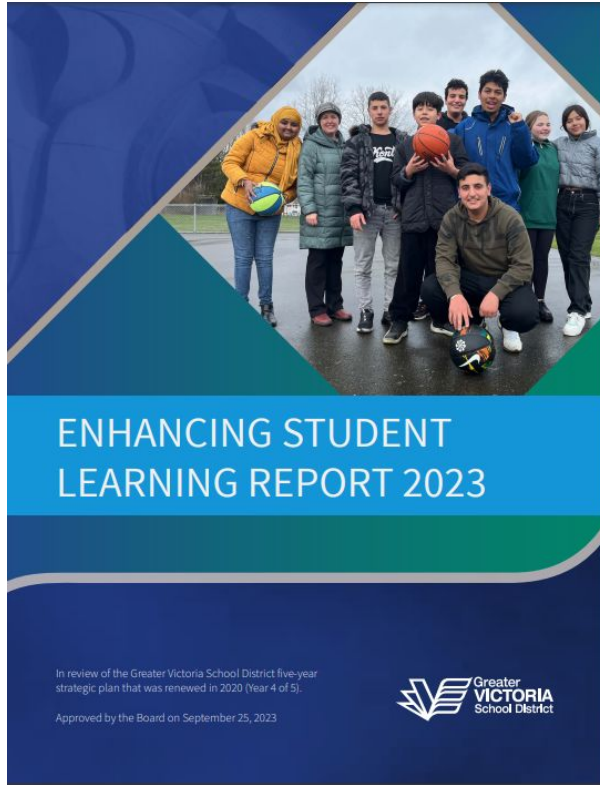# Focus on Literacy Learning: District Strategic Plan

Goal 1
Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

Address the inequity of outcomes for diverse learners in literacy.

Goal 2
Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

Address the inequity of outcomes for Indigenous learners in literacy.

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ESLR & Strategic Plan Connections

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K-5 Literacy Plan

- Current Work in K-5 Literacy - Breanne Glover
- Literacy School Story - Sonja Myhre, Emmanuelle Henry & Paula Lockwood
- Next Steps - 2024-25 School Year - David Hovis

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Comprehensive Literacy Framework 23-24

Overarching Goals:

- To improve literacy outcomes for all learners.
- To address the inequity of outcomes for Indigenous learners, CYIC, and Students with Diverse Learning Needs in literacy.
- To increase collective efficacy through embedded school-team collaboration.
- To broaden knowledge of evidence-based instructional strategies using the spiral of inquiry and grounded in the FPPL.

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Comprehensive Literacy Framework 23-24

Collaborative Components

District Team Alongside Principals and Vice-Principals	Early Literacy Collaboration Teachers	Literacy Inquiry Collaboration School Teams	District Literacy Learning Support Teacher

Self-Directed Literacy Grants (English and French)

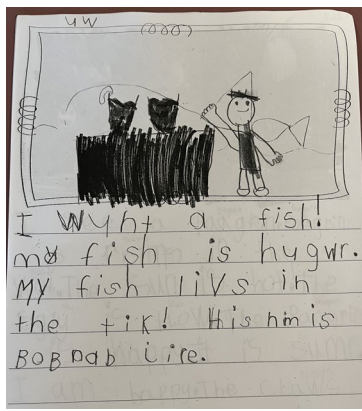# Grade 1 and 2 students taking turns sharing their stories

Co-teaching

➢ Planning

➢ Reflection

FOCUSING

DEVELOPING A HUNCH

SCANNING

NEW PROFESSIONAL LEARNING

CHECKING

TAKING ACTION
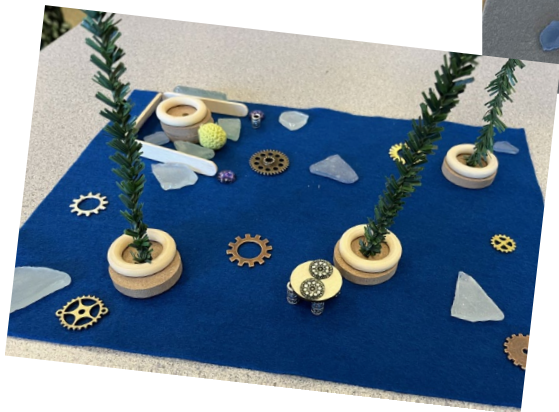
What's going on for the learners?
How do we know?
Why does it matter?

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Literacy Grant after school Collaboration Sessions

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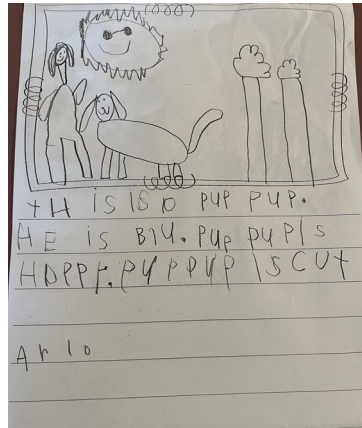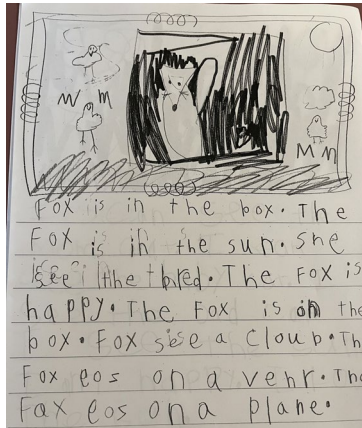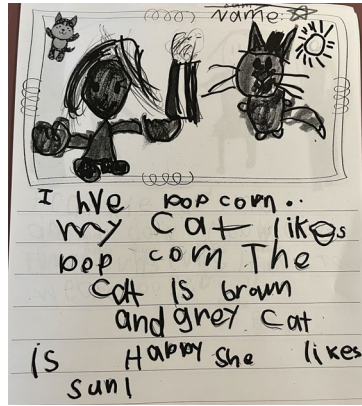
SD61
kindergarten
writing

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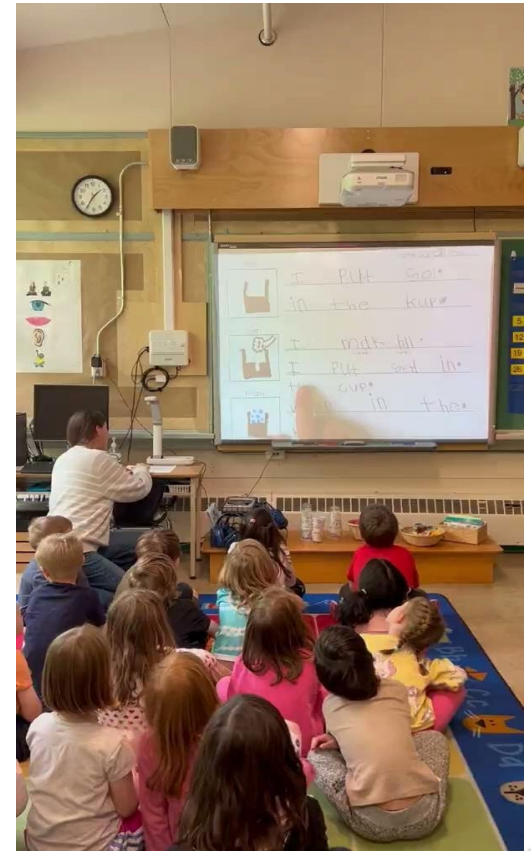
What was noticed from these Literacy Supports:

- Fostered more collegial and collaborative school cultures.

- Provided learning opportunities: growth for students & educators

- Development of common literacy language/routines/practices/ assessments across grades and classes.

- Shifts in practice: transformation of teaching methods

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Grade K Proficiency Scale for Reading

Performance Standards and Reading Traits	Emerging: The student requires ongoing support. The student demonstrates a **beginning** understanding of the concepts and competencies relevant to the expected learning. "I don't get it yet, but I'm trying" "I am just getting started and learn best with help"	Developing: The student may require some support. The student demonstrates a **partial** understanding of the concepts and competencies relevant to the expected learning. "I'm starting to get it" "I get some of it. I am beginning to do more on my own"	Proficient: Th The student de concepts and learning "I
Snapshot	Student is attempting to access basic/beginning texts	Student is reading marginally below grade-level, 'just-right' texts	Student is read
Skills/Mechanics			
Phonological and Phonemic Awareness	-I can attempt to show understanding of syllables -I can attempt to identify and generate words that rhyme -I can attempt to identify the beginning, medial and end sounds in spoken words -I can attempt to separate words in a sentence	-I can sometimes demonstrate my understanding of syllables -I can identify and generate some words that rhyme -I can identify some beginning, medial and end sounds in spoken words -I can identify some separate words in a sentence	-I can demonstr -I can identify a -I can identify th words -I can identify se
Concepts of Print - 1:1 matching - holds a book - parts of book (front/back cover/ pictures/words) - letters/words/ sentences - punctuation	-I can attempt to hold a book expectedly -I can attempt to identify parts of a book -I can attempt to show understanding of a period, question mark or exclamation mark -I can attempt to explore books with left-to-right directionality -I can attempt to identify what a word is.	-I can hold a book expectedly some of the time -I can sometimes identify parts of a book -I can understand some basic punctuation (. ? !) -I can sometimes explore books with left-to-right directionality -I can show some understanding that sentences are made up of words; separated by spaces	-I can hold a bo -I can identify pa -I can understan -I can explore b -I understand th by spaces

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ELCT Collaborative working afternoon

Coming Soon

Student writing exemplars

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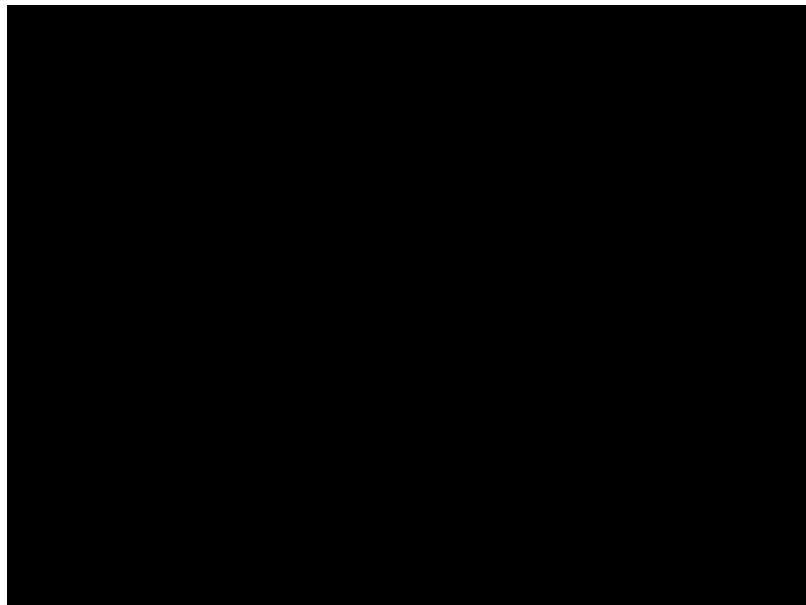
To support schools in feeling confident and capable in re-engaging priority students so they can say:
I belong, I have purpose, I matter.

Macaulay Literacy Story

Growing and Complex School:

- 508 students

- 24 divisions

- Dual track - 14 English, 10 French

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Strengths

Staff:

- Core staff and Administration
- Incoming teachers
- Learning Support Team (LST)
- Desire

Our staff is welcoming Students:

- Our students want to **learn** and be **engaged**
- Rise to **challenges**
- Our students have **creativity** and love variety
- Community

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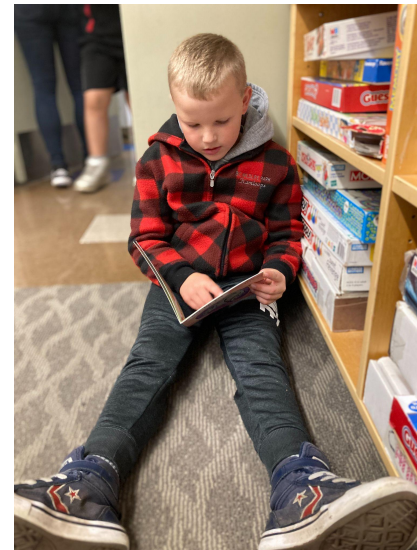
Challenges We Face

Staff:

- Staff turnover, beginning teachers
- Collaboration
- French/English relationships and connections
- High escalating behaviours
- Lack of knowledge and efficacy about literacy instruction
- Lack of resources

Students:

- Low language skills
- Low **engagement** and **capacity /stamina**
- Low **confidence**
- Families have varying access to literacy resources and environments
- ELL students at many stages and all grade levels

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Where We Started

December 2019

Legend: ■ Level 1 ■ Level 2 ■ Level 3 & 4

Reading levels in 2019
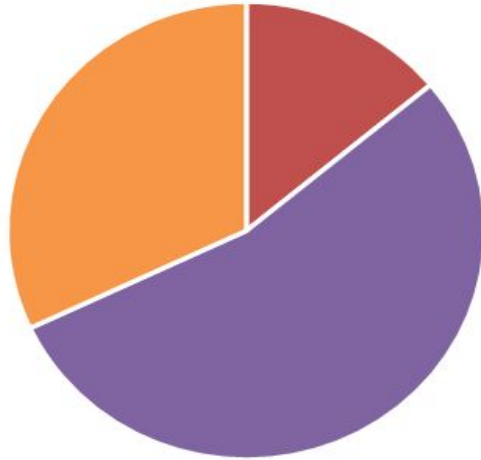
Level 1 - 14% Not yet meeting
Level 2 - 54% Approaching
Level 3 - 32% Meeting or Exceeding

68% of students are NOT at grade level for reading.

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What We Did

- School **goals** focus on reading specifically on those students who are struggling
- Increased **time** on reading in class
- Improved **Learning Support** initiatives
- Initially, we did **MORE** of the **SAME** things more intensely with a focus on Learning support

What We Did - ELCT role

ELCT ~ *Highlights & Trends*

★ Increased **student engagement**
★ Increased **student confidence**
★ Increased **academic growth**

★ Increased **teacher efficacy**
★ Increased teacher and student **knowledge of literacy**

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Book club story

Year 1 - 20/21

- We noticed students only read graphic novels not prose.
- Many were reluctant in engaging in literacy activities.
- How can we support student learning and encourage them to read prose?

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Year 1 - Collaborate and Reflect

- Created book club
- Modified a format from Prod
- Students read from a limited selection of books at their own pace.
- Used audio books to support
- Teacher facilitated small group discussions about books

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Year 2 - Improve

Added self-reflection rubric that confirmed our anecdotal evidence

Self Reflection

Legend: Extending, Proficient, Developing, Emergent

Categories: Read new, Read new, Quietly for most, Quietly for most, Characters', Characters', Summarize, Summarize, Prediction, Prediction (End), Attend 1, Attend 1, Share my ideas, Share my ideas, Listen to others, Listen to others
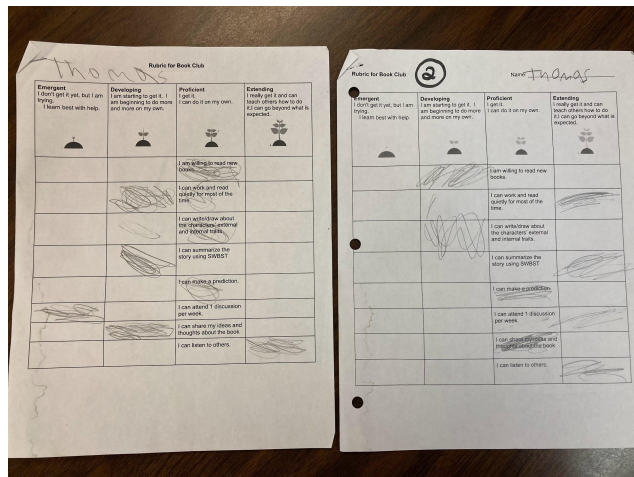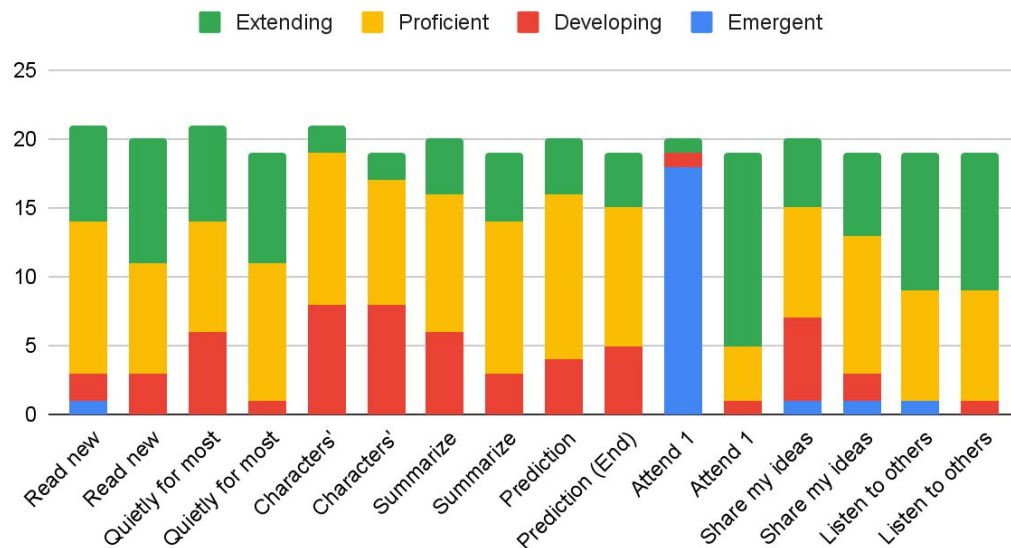
Year 2 - Expand

- Started initiating the program in 2 other classrooms
- Mentee became mentor
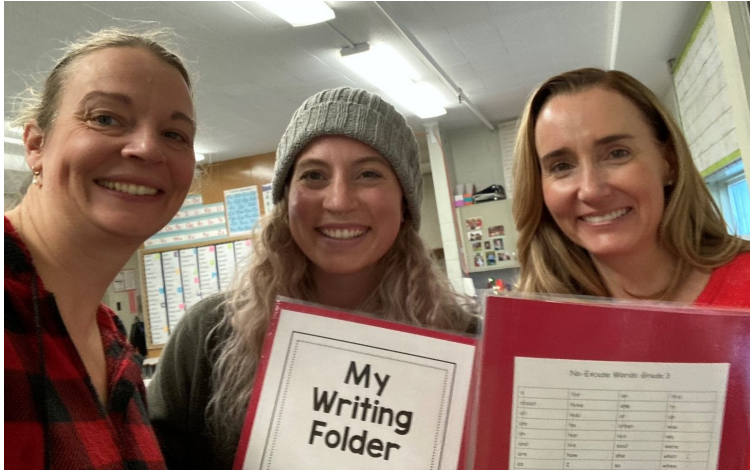
Expanded library to include Indigenous novels

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Year 3 - Ripples

- Developed into a prod workshop
- Diversify and expand book club library and materials
- 13 teachers from other schools visit Macaulay to see Book Club in action
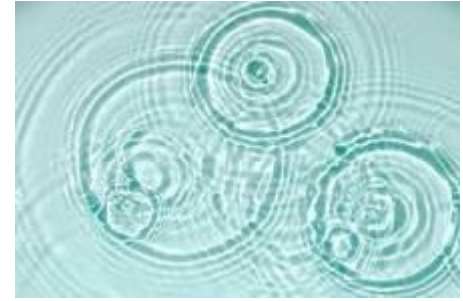
ELCT specific:

- Continued to implement the program in 5 new classrooms at Macaulay, Tillicum and Torquay
- Support other schools implementing book club, teachers reaching out to teachers

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Book Club Conclusion

- Helps students become stronger readers by supporting comprehension, decoding and tracking stories over time.

- Example of continual reflection, collaboration and growth throughout the school

ELCT ~ *Highlights & Trends*
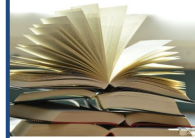
★ Increased **student engagement**
★ Increased **student confidence**
★ Increased **academic growth**

★ Increased **teacher efficacy**
★ Increased teacher and student **knowledge of literacy**

I am a writer

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Where we are now 23/24

-Differentiated literacy is supported - small group instruction with extra adults, access points for all learners
- more coordinated learning support - balance of push in and intervention supports
- Using the proficiency scales developed by ELCT
- ELCT consult with French on story making

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GVTA Teacher Book Club

- Purchased Heggerty, a phonological awareness program
- 12 primary teachers participated (THE ENTIRE TEAM, K-2!)
- Various levels of implementation but larger grade group collaboration beginning

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Student Voices

MACAULAY
BOOKCLUB & STORY MAKING

2023-2024

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Results

December 2019
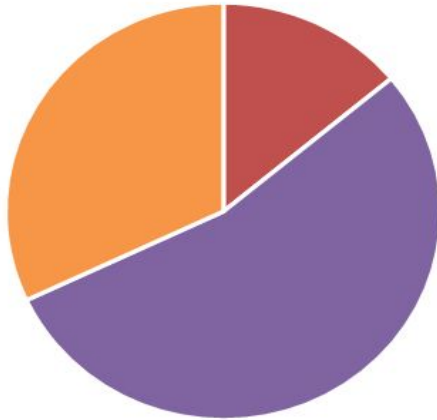
- Level 1
- Level 2
- Level 3 & 4

June 2023

Emerging - 18.77 %

Extending - 24.57 %

Developing - 18.09 %
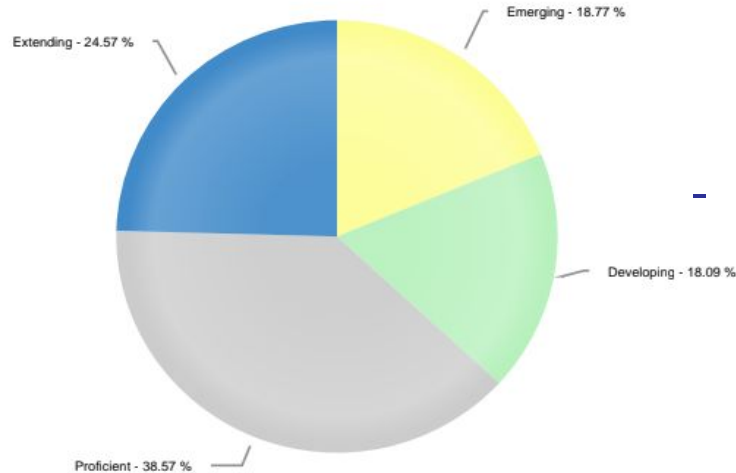
Proficient - 38.57 %

- Emerging
- Developing
- Proficient
- Extending

- 64% are proficient or extending compared to 32% in 2019
- 25% growth. Wow!

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Where are we now?

June 2023

Extending - 6.10 %
Emerging - 17.68 %
Proficient - 46.95 %
Developing - 29.27 %
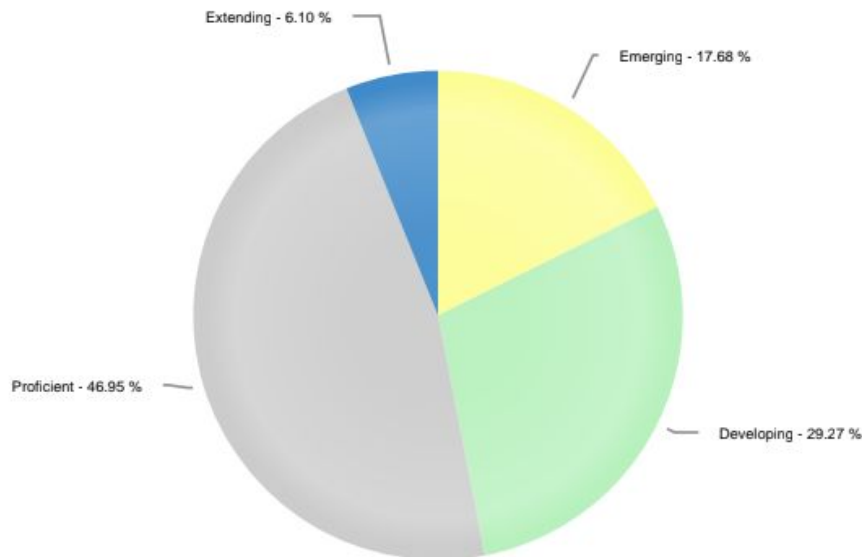
- No 2019 data specific to writing
- 53% of students are proficient or extending 2023
- New school focus is writing

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Writing as School Focus

The next chapter of the Macaulay story has already started!

- Collecting baseline data
- School wide writes
- Proficiency scales

Grade 1 Proficiency Scale for Writing/Representing

Long Term Vision

- Diversify: book club, library
- Common resources in each classroom
- Coordinated connected programming within all grades
- Continued collaborative, reflective learning
- Connect with the community for events
- French phonological awareness curriculum and story making implementation

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Great Things are Happening

Passion and excitement

Stay tuned…great things are happening because of our work

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Next Steps…

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Literacy Plan: 2024-25 School Year

What's Working

Changes Needed

- Based on data and evidence
- Anecdotal Feedback
- Reflections

What's going on for our learners?
How do we know?
Why does this matter?

SCANNING · FOCUSING · DEVELOPING A HUNCH · NEW PROFESSIONAL LEARNING · TAKING ACTION · CHECKING

Literacy Plan Continued Focus: 2024-25 School Year

- **10 Priority Schools**
- **Emphasis on Teacher Efficacy and Collaboration**
- **Providing Supports Based On Each School's Unique Learning Community**
- **Opportunities For All 28 Schools to Access Literacy Supports**

thank you

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

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~~ I ~~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.~~

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.   Ensure that any approved local educational resource material that promotes an understanding of and appreciation for the history, language and culture of Indigenous peoples in British Columbia includes a primary focus on the Esquimalt and Songhees First Nations in whose territories the District resides.

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

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

1. All members of the school community reserve 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 in Policy 6163.1.

4. If the person requesting reconsideration 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. Decisions resulting from requests to reconsider the use of learning resources will only apply to the specific context in which the request is made. Decisions will not be applied more widely.

6. The reconsideration procedure involves two stages, which are outlined in #7.

7. Stages of the Reconsideration Procedure

    a. Stage 1 – School Level (see Appendix A - Flow Chart and Appendix B – Inquiry into the Suitability 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 and endeavour to resolve the issue informally. ~~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 an Inquiry into the Suitability of a Learning Resource Form (*Appendix B*) ~~TO BE COMPLETED AND RETURNED TO THE PRINCIPAL AND~~ to

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be completed and returned to the principal and forwarded to the Superintendent or designate.

b. Stage 2 – District Level

    i.   Upon receipt of the <u>Inquiry into the Suitability of a Learning Resource</u>, the Superintendent or designate will call a meeting of the District Ad Hoc Learning Resources Review Committee (the Committee).
~~and the Principal or designate will call a meeting of the Learning Resources Consultative 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 Superintendent of Schools. (Appendix C – Outcome of Request for Reconsideration of a Learning Resource)

<blockquote>

vii. The requestor and Principal shall be informed in writing of the outcome of the committee's final decision.

8. In all cases where there is a request for reconsideration of a learning resource, the learning resource will remain in place until the request for reconsideration process is complete.

</blockquote>

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. 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
      GVTA Elementary & Secondary
      GVTLA Elementary & Secondary
      VCPAC Elementary & Secondary
      SSCC
      Trustee
      ASA
      District School Services Department
      District Information Services Department
      CUPE

   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

DRAFT

Appendix A: Request for Reconsideration Flow Chart

REQUEST FOR RECONSIDERATION

STAGE 1: SCHOOL LEVEL

INFORMAL RESOLUTION

The teacher and/or Principal endeavours to resolve the issue informally with the requestor.

ISSUE RESOLVED? — YES → **PROCESS COMPLETE**

NO ↓

INQUIRY INTO THE SUITABILITY OF A LEARNING RESOURCE FORM

The Principal provides the requestor with an **Inquiry into the Suitability of a Learning Resource Form** to be <u>completed and returned to the principal</u> and forwarded to the Superintendent/designate.

STAGE 2: DISTRICT LEVEL

DOCUMENTATION COMPLETE & COMMITTEE MEETING SET

Upon receipt, the Superintendent/designate will call a meeting of the District Ad Hoc Learning Resources Review Committee (the Committee).

COMMITTEE MEETING

The Committee reviews the challenged resource and determines whether it conforms to the principles outlined in Policy 6163.1 on Learning Resources.

COMMITTEE REPORT

The Committee prepares a written report with background information and their decision for the Superintendent.

PARTIES INFORMED

The requestor and Principal are informed in writing of the Committee's final decision.

PROCESS COMPLETE

APPENDIX B: Request for Reconsideration of a Learning Resource

INQUIRY INTO THE SUITABILITY OF A LEARNING RESOURCE

(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 Library 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
The teacher librarian?	Yes	No
The principal?	Yes	No

8. Additional Considerations:

_____

_____

_____

_____

_____

Signed: _____ Date: _____

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   Library   Other: _____

Reconsideration STAGE 1: (School level - informal)

Stage 1 Meeting Date(s): _____

Stage 1 Meeting Location: _____

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

_____

_____

_____

STAGE 2 Learning Resources Review Committee (District level – formal)

Stage 2 Meeting Date(s): _____

Stage 2 Reconsideration Committee membership (names and positions):

_____

_____

_____

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 "Inquiry into Suitability of a Learning Resource" form.
✓ attach any other documents that were provided during the review process.

Ref: 296196

Greater Victoria - SD 61

September 2023 Annual Review

Enhancing Student Learning Report Feedback

A continuous improvement approach allows districts to review, analyze, and interpret data and evidence to identify and implement operational adjustments, adaptations, and next steps in an ongoing process. These continuous improvement cycles ensure a focus on raising educational outcomes for all students in the sector.

The Enhancing Student Learning Report (ESLR) is an annual touchpoint for districts to review, reflect, and plan within the continuous improvement cycle and between the creation of multi-year strategic plans. This allows districts to adapt strategies to focus on areas for growth on an ongoing basis.

As part of the Framework for Enhancing Student Learning's (the Framework) Annual Review, a team comprised of ministry and sector representatives read every district's ESLR with particular attention to 5 focus areas:

1. approach to continuous improvement
2. data and evidence (qualitative data)
3. ongoing engagement (qualitative evidence)
4. alignment and adaptations
5. improving equity of learning outcomes

The review team then built consensus on strengths and considerations for each district in these focus areas. For additional context during the process, the team also referred to a number of other district documents, including but not limited to the district strategic plan, the How are We Doing Report, previous feedback reports, and samples of available school plans and operational plans.

This document is intended to support SD 61's continuous improvement efforts by providing constructive feedback on the 2023 Enhancing Student Learning Report. SD 61's feedback is outlined below.

Strengths and Considerations by Focus Area

Focus Area 1 – District's Approach to Continuous Improvement

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- Evidence of a continuous improvement approach in the district, including:
    - Evidence of reflective processes (graphics, continuous improvement cycles, descriptions, etc.).
    - Evidence of using quantitative and qualitative evidence to:
        - Illuminate trends (data analysis), and
        - Draw conclusions based on local context (interpretation).
    - An explanation of how the conclusions from the data analysis and interpretation influenced the development of existing strategies and/or the selection of new strategies.
    - Evidence of a process to monitor the effectiveness of implemented strategies (i.e., how does the district know that these strategies are positively impacting student growth and achievement?).
- Evidence of how the continuous improvement approach connects to school-level work.

The district's report shows evidence that the district employs selected components of continuous improvement processes while working to build upon their application.
Strength:
The report shows some components of a continuous improvement cycle.
Consideration:
Future reports would benefit from articulating the process for monitoring the effectiveness of implemented strategies to inform adjustments and adaptations.

Focus Area 2 – Data and Evidence (Qualitative and Quantitative Data)

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- Visual representations of the district's student learning data and evidence, masked where necessary, and accompanied by a brief analysis/interpretation for each of the following pillars:
    - Intellectual Development
    - Human and Social Development
    - Career Development
- Visual representations of all the data required by the Enhancing Student Learning Reporting Order, disaggregated to show results for Indigenous students on and off reserve, children and youth in care, and students with disabilities or diverse

abilities. Where results cannot be presented due to small populations, districts should acknowledge that the data has been analyzed.

- Other important local and contextual sources of information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements, How Are We Doing Reports).
- Both qualitative and quantitative sources of data, triangulated where applicable.
- Demonstrates a strong connection between data and district priorities, including:
    o Any existing or emerging areas for growth ("so what?") based on the outcome of the analysis/interpretation of data and evidence.
    o Evidence of reflective analysis and interpretation of this data which point to addressing identified gaps and trends.
    o Identifying which of these areas for growth are addressed in the current strategic plan and which are not.

The district's report shows evidence that the district engages in several components of comprehensive data and evidence review processes.
Strength:
The report analyzes provincial data and some local data.
Consideration:
Future reports would benefit from a clear articulation of emerging areas for growth illuminated by the data analysis and interpretation.

Focus Area 3 – Ongoing Engagement (Qualitative Evidence)

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- A brief description of the district's process for inclusive and ongoing engagement specific to continuous improvement (i.e., addressing student learning outcomes). For example:
    o **What** issues were raised as part of the engagement process?
    o **Who** did the district engage?
    o **How** did the district approach on-going, meaningful engagement for continuous improvement (i.e., how were engagement processes created and what do these processes involve?)
    o Specifics on the engagement process with:
        ▪ Local First Nation(s) on whose territory the district operates schools;
        ▪ District Education Council; and
        ▪ Indigenous parents and students.
- The extent to which ongoing engagement contributed to adjustments or adaptations based on the gathered feedback.
    o How the feedback received through collaboration with local First Nation(s) helped to shape the district's next steps.

- How feedback received through additional engagement processes with Indigenous communities, including Métis and Inuit, helped shape the district's next steps.
- How feedback received through additional engagement processes with the community helped shape the district's next steps.

The district's report shows evidence that the district has components of broad and meaningful engagement processes in place.
Strength:
The report shows evidence of an engagement plan with multiple rights holders and stakeholders.
Consideration:
Future reports would benefit from including how engagement feedback informed next steps.

Focus Area 4 – Alignment and Adaptations

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:
- A description of how individual school plans are aligned with the educational objectives from the district strategic plan. (Vertical alignment.)
- A brief description of how the district leveraged and/or re-allocated existing resources to support successful implementation of new, adapted, or continued strategies.
- A description of how district operational plans (financial, human resources, information technology, engagement, communications, and long-range facilities) are aligned to support the implementation of new, adapted, or continued strategies. (Horizontal alignment.)

The district's report shows evidence that the district has several components of vertical and horizontal alignment and adaptation processes in place.
Strength:
The report demonstrates some alignment between the strategic plan and the district's implementation plan.
Consideration:
Future reports would benefit from a clearer outline of how school plans are aligned to the strategic plan.

Focus Area 5 – Improving Equity of Learning Outcomes

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- An explanation of the district's response to the trends, identified inequities, and effectiveness of currently implemented strategies.
- A clearly articulated focus outlined through evidence-informed strategies that are in place to address identified gaps pertaining to **each** of the three priority populations (Indigenous students, children and youth in care, and students with disabilities or diverse abilities).
  - o Includes an explanation of the district's process for tracking and supporting small populations of students in these priority populations whose results are masked.

Focus Area 5.1 – Focus on Indigenous Students

The district's report shows some evidence that the district focusses on Indigenous students and is working to further improve equity of learning outcomes.
Strength:
The report shows some focus on Indigenous students with specific goals.
Consideration:
Future reports would benefit from clearly articulating the effectiveness of resource allocation, identified to improve Indigenous student success. Future reports would also benefit from explicitly connecting targeted strategies to support the identified goals.

Focus Area 5.2 – Focus on Children and Youth in Care

The district's report shows some evidence that the district focusses on children and youth in care and is working to further improve equity of learning outcomes.
Strength:
The report shows some focus on children and youth in care in some data analysis.
Consideration:
Future reports would benefit from articulating specific targeted strategies to address the areas for growth identified in the data analysis for children and youth in care.

Focus Area 5.3 – Focus on Students with Disabilities or Diverse Abilities

The district's report shows some evidence that the district focusses on students with disabilities or diverse abilities and is working to further improve equity of learning outcomes.
Strength:
The report shows some focus on students with disabilities or diverse abilities through data analysis and some targeted strategies.
Consideration:
Future reports would benefit from specifically outlining targeted strategies used to address the achievement gap for students with disabilities or diverse abilities.