



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

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

**Monday, September 9, 2024, 7:00 p.m.**

**Chairperson: Trustee Mahbobi**

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**A. COMMENCEMENT OF MEETING**

**A.1. Acknowledgement of Traditional Territories**

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

**A.2. Approval of the Agenda**

Recommended Motion:  
That the September 9, 2024 agenda be approved.

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

Recommended Motion:  
That the June 3, 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. Inclusive Learning – District Principal Inclusive Learning McCartney, District Principal Naughton and Vice Principal Jessie Moore**

**C.2. Anaphylaxis Aggregate Report 2023-2024 – Superintendent Whitten**

**C.3. Draft Enhancing Student Learning Report (ESLR) 2024-2025 – Superintendent Whitten**

**C.4. Student Achievement and Data Presentations for 2024-2025 – Superintendent Whitten**

**C.5. Draft Regulation 6163.1, *Learning Resources* – Associate Superintendent Aerts**

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) accept revised Regulation 6163.1 *Learning Resources*.

**D. NOTICE OF MOTION**

**E. GENERAL ANNOUNCEMENTS**

**F. ADJOURNMENT**

Recommended Motion:

That the meeting adjourn.

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



**The Board of Education of School District No. 61 (Greater Victoria)**  
**Education Policy and Directions Committee Meeting**  
**REGULAR MINUTES**  
**Monday, June 3, 2024, 7:00 p.m.**

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

**Operations Policy and Planning members:** Karin Kwan

Trustee Regrets: Angela Carmichael, Derek Gagnon, Rob Paynter

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Marni Vistisen-Harwood, Director of Facilities, Tina Pierik, VPVPA

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

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**A. COMMENCEMENT OF MEETING**

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

**A.1. Acknowledgement of Traditional Territories**

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

**A.2. Approval of the Agenda**

**Moved by** Trustee David

That the June 3, 2024 agenda be approved.

**Motion Carried Unanimously**

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

Education Policy and Directions Committee Meeting June 3, 2024

1

**Moved by** Trustee David

That the May 6, 2024 Education Policy and Directions Committee meeting minutes be approved.

**Amendment**

**Move by** Trustee Duncan

**C.3** The last sentence in the paragraph should replace 2023-22024 with 2024-2025.

**Motion Carried Unanimously**

That the May 6, 2024 Education Policy and Directions Committee meeting minutes be approved, as amended.

**Motion Carried Unanimously**

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

None.

**B. PRESENTATIONS TO THE COMMITTEE**

None.

**C. NEW BUSINESS**

**C.1.** Superintendent Whitten presented the Enhancing Student Learning Report Summary (ESLR).

Trustees and Partners had questions of clarification.

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

Trustees and Partners had questions of clarification and suggestions for revisions to the Draft TOR.

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

Trustees and Partners had questions of clarification and suggestions for revisions to Draft Regulation 6163.1, *Learning Resources*.

**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 8:09 p.m.

# Inclusive Learning Department

**To:** Education Policy and Directions Committee

**From:** Jessie Moore, District Vice Principal, Nadine Naughton, District Principal, Sean McCartney, District Principal Inclusive Learning

**Date:** September 9, 2024

**RE:** Inclusive Learning Department Overview

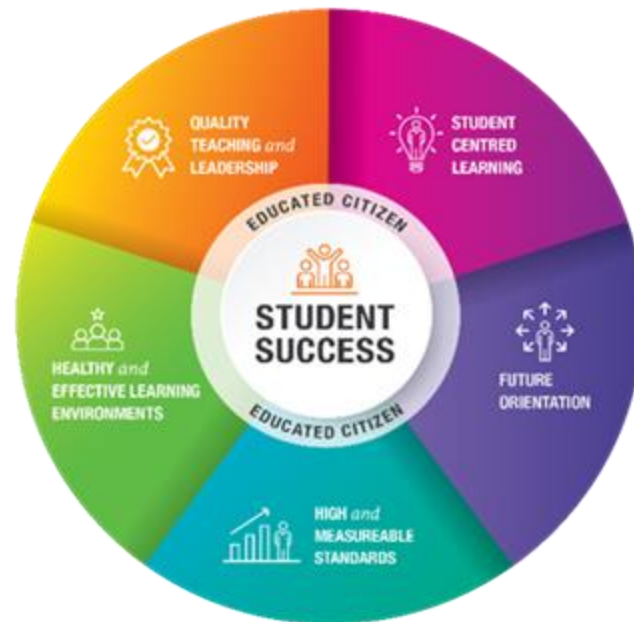
Our work continues to be guided by the Ministry's vision for student success, the Enhancing Student Learning Reporting Order and the GVSD61 Strategic Plan.

As a department, we work both directly with students and alongside school-based teams from a strength-based approach following our guiding principles (see attached in packup). Specifically in our presentation, we will outline the district collaborative support process for all K-12 schools. We will also provide an overview of individualized support options.

*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.*

# Inclusive Learning Department Overview

# What Guides Our Work?





# Our Shared Work

*All students are capable in their uniqueness  
and full of potential!*



# Supports for all K-12 Schools



# Individualized Support Options



# Staying Student-Centered



## Guiding Principles

- Kids do well if they can
- Behaviour is communication
- All students need The 3 P's:

**MY PEOPLE – Who sees me, connects with me, and loves me at school?**

**MY PLACES – Where can I choose to go to (with support) to get calm, feel safe and be regulated?**

**MY PROGRAMMING – What are the most important learner skills I need for my life?**

**To:** Board of Education  
**From:** Deb Whitten, Superintendent  
**Date:** September 9, 2024  
**RE:** Anaphylaxis Aggregate Report

## Anaphylaxis Aggregate Report

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

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

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

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

As such, there were no anaphylactic incidents reported during the 2023-2024 school year.

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# Office of the Superintendent

*Deb Whitten – Superintendent*

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**To:** Education Policy and Directions Committee  
**From:** Deb Whitten, Superintendent of Schools  
**Date:** September 9, 2024  
**RE:** Draft Enhancing Student Learning Report

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In the fall of 2020, the Ministry of Education passed the Enhancing Student Learning Reporting Order. The order requires that, each year, a board must submit to the Minister a report completed in accordance with the order by September 30; this year's deadline for submission has been extended to October 1, 2024. The Enhancing Student Learning Report (ESLR) brings a formalized approach to the planning and reporting of expectations for schools with a focus on enhancing student learning and success in literacy, numeracy, graduation, career and life goals, and students feeling welcome, safe, connected.

Staff (Senior Leadership Team and Department Directors/Principals/Vice Principals) have been working collaboratively to review and interpret the ESLR data and update the report. The 2024 – 2025 ESLR submission reflects the on-going commitment to operationalizing the District Strategic Plan, aligning District resources to support the work and using data to measure the success of our strategies.

Data is organized into three pillars: Intellectual Development, Human and Social Development and Career Development. Included in the 2024-2025 ESLR are four focus areas: Ongoing Data and Evidence Review, Ongoing Engagement, Alignment and Adaptations, and Improving Equity of Learning Outcomes for identified priority populations – Indigenous students, children and youth in care, and students with disabilities or diverse abilities. ESLR includes both required data sets as described by the Ministry of Education and Child Care, including data from the Foundations Skills Assessments (FSA), Grad Assessments, Student Learning Survey (SLS), 5-Year Completion Rate, Post- Secondary Transitions, as well as some local District data including Report Card data. While the ESLR is submitted to the Minister it is also designed with a view to informing the public about District goals and objectives.

The attached ESLR is a DRAFT document, and some sections may be updated prior to Board approval at the September 23, 2024, Board of Education meeting.

*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.*

One *Learning* Community

# Greater Victoria School District No. 61



## Enhancing Student Learning Report September 2024

In Review of Year 2023-2024 of the 2020-2025 Strategic Plan



Approved by Board on [date]



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## Section B: Moving Forward

### *Planning and Adjusting for Continuous Improvement*

#### Introduction: District Context

The Greater Victoria School District (the District) wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work. The District is advised by Four Houses to support the work of Indigenous Education and all Indigenous students within the District. The Four Houses that advise the District are Esquimalt First Nation, Songhees First Nation, The Metis Nation of Greater Victoria, and the Urban Peoples' House Indigenous Advisory.

The District is the largest of three school districts on lower Vancouver Island and spans the municipalities of Esquimalt, Oak Bay, Victoria, View Royal, and a portion of Saanich and the Highlands. The District provides quality education to 20,855\* students within 28 elementary schools, ten middle schools, and seven secondary schools, as well as two alternative sites. The District strives to improve learning outcomes for all students, with a focus on the following groups (also known in this report as priority students):

- 1,528 self-identified Indigenous students (7.33% of enrolled students)\*
  - Of these Indigenous students, 39 are Esquimalt Nation, 71 Songhees Nation, 410 are Métis, and 7 are Inuit
- 3,026 students with disabilities/diverse abilities (14.51% of enrolled students)\*
- 569 students who have ever been in care\*\*

Additionally, the District has 15 child care centres operating on school grounds, serving children ages zero to five, as well as six StrongStart centres. Each year, the District is also proud to host more than 1,000 International Students, and more than 650 adult learners through the Continuing Education Program. The District also offers a variety of Programs of Choice, including French Immersion.

\*As per the Ministry of Education & Child Care's (MoECC) 2023/24 Student Success data

\*\*As per the MoECC's 1701 final count in September 2023

#### Current Strategic Plan Priorities

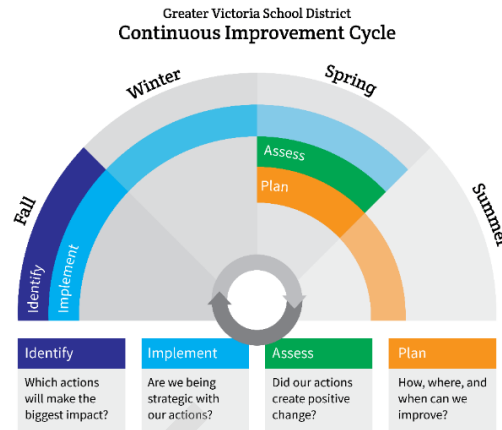
The District is guided by its 2020-2025 Strategic Plan, as detailed on the district website here: [sd61.bc.ca/our-district/plans](https://sd61.bc.ca/our-district/plans). The three main goals of the Strategic Plan are:

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

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

**Goal 3:** Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

The District is committed to continuous improvement and recognizes that such efforts have a direct impact on student potential and achievement. **Figure 1** helps visualize our approach to continuous improvement as it relates to the school year cycle, outlining the need to *Identify* and *Implement* strategic actions during the fall and winter months, assess the *Impact* of those actions in the spring, and learn from that process to *Plan* for the next school year during



**Figure 1:** Continuous Improvement Cycle

### Looking Back on the Year: Effectiveness of Implemented Strategies

The District is proud to highlight successes for priority students which have improved learning outcomes and relate to the 2020-2025 Strategic Plan and the Equity in Action Framework (EIAF).

- Created a three-year Accessibility Plan in accordance with the Accessible BC Act.
  - *Goal 1 of Strategic Plan; Policy & Governance of EIAF*
- Actioned the Boards Child Care Policy that when selecting *new* child care providers for school grounds, that environments and programming are inclusive and foster Indigenous reconciliation.
  - *Goal 1 of Strategic Plan; Policy & Governance of EIAF*
- Focused on early years engagement and programming as an upstream approach to student achievement and well-being by increasing access to child care, adding 140+ spaces for 0-5 year olds and 250+ before/after school spaces, increasing family visits to StrongStart centres to 4,000+, and enriching transitions to Kindergarten by connecting early years educators.
  - *Goal 1 of Strategic Plan; Policy & Governance and Learning Environment of EIAF*
- Hired Multicultural Liaison Support Workers to provide transitional assistance to newcomer students. Schools have noticed families are better informed and have access to ongoing support.
  - *Goal 1 of Strategic Plan; Learning Environment of EIAF*
- Strengthened relationships with the Four Houses in collaboration with the Indigenous Education Department (IED) through active participation in regularly scheduled meetings, and attendance at LEA meetings.
  - *Goal 2 of Strategic Plan; Policy & Governance of EIAF*

- Adopted land-based programs at Craigflower Elementary, Shoreline Middle, Rockheights Middle, and Esquimalt Secondary in partnership with Indigenous Education Department (IED) and Human-Nature Counselling Society.
  - *Goal 2 of Strategic Plan; Learning Environment of EIAF*
- Created opportunities specifically for Indigenous Students to explore career pathways (e.g. Indigenous Learners Day, Police Springboard Day).
  - *Goal 2 of Strategic Plan; Learning Environment of EIAF*
- Provided targeted literacy supports in ten priority schools with a focus on Indigenous students (Year 3 of the K-5 Literacy Plan) and extended support to all 28 elementary schools through inquiry projects and grants, resulting in increased teacher collaboration, growth in literacy learning, and student engagement.
  - *Goal 2 of Strategic Plan; Learning Environment of EIAF*
- Established Children and Youth In Care (CYIC) Standard of Practice which includes publishing three reports per year and completed personalized support plans for every CYIC, while continuing to work with the IED to support Indigenous CYIC.
  - *Goal 2 and 3 of Strategic Plan; Policy & Governance of EIAF*
- Implemented overarching support for schools including Non-Violent Crisis Intervention Training which has resulted in boosted staff confidence and skill, fewer incidents, and increased stories of success.
  - *Goal 3 of Strategic Plan; Policy & Governance of EIAF*
- Facilitated 14 schools to access mental health and wellness grants focused on student voice while supporting the First Nations Mental Wellness Continuum Framework.
  - *Goal 3 of Strategic Plan; Learning Environment of EIAF*

### Existing and/or Emerging Areas for Growth

Based on MoECC data provided, we have identified the following growth areas within the District's Strategic Plan to ensure continuous improvement of student experiences.

- **Increase completion rates:** A gap in achievement exists for students with a MoECC behaviour designation (IBI & MBS), especially when these students are also CYIC and/or of Indigenous ancestry. Expanding the continuum of options for personalized programming for priority students and increasing the confidence and competence of staff who are supporting students with complex and challenging behaviours can help address this need. These will be priority areas of focus and can be addressed through professional learning for administrators and School-Based Teams/case managers, as well as exploring shifts to existing programming options to better serve and support priority students with behaviour designations in the early years.
- **Increase literacy rates:** Based on FSA and School Data (Student Development Benchmark App and CSL Tool), growth could be made to the percentage of all students proficient in reading and writing, with a priority focus on Indigenous students.

Improvement could be achieved through the development of multi-tiered support systems including collaborative inquiry, small group and 1-1 intervention, as well as collaborating with Songhees and Esquimalt First Nations Student Success coordinators, IED, and the Four Houses to align literacy practices with after-school programs.

- **Enhancing student-led mental health initiatives:** The 2023 BC Adolescent Health Survey notes that 40% of District students rate their mental health as “Fair” or “Poor”. The District plans to continue partnering with students in leading mental health and wellness initiatives in schools including hosting the second annual student-led Mental Health Fair, expand action grants to schools, and expand the Youth Wellness Clinics to high schools in partnership with Island Health.
- **Improve participation in dual credit or experiential career education activities:** 1701 data and data from the Four Houses suggests there are areas of growth for both participation rates and the amount of available opportunities. The District aims to close these support gaps through continued communication with families, and collaboration between the Career Education team and IED to create culturally responsive and inclusive experiential learning opportunities.
- **Increase Grade 10 and 12 satisfaction levels regarding how school is preparing students for their career and life goals:** Student Learning Survey (SLS) reports 60% of Grade 12 students are satisfied (“Sometimes,” “Most of the Time,” or “All of the Time”) that school is preparing them for a job in the future. The District will continue to create specific opportunities related to students’ goals and empower all teachers to become culturally responsive Career Influencers by making connections between course work and students’ skills, interests, and values. This includes promoting relevant careers through IED and in relation with the Indigenous Education Council.
- **Enhance assessment practices:** Anecdotal feedback from our learning community including the Four Houses, IED, and community partner organizations (ICA, VICCIR and VIRCS), have signaled a need for more engagement with stakeholders to improve assessment practices that align with provincial guiding documents (Primary Program), such as offering collaborative working sessions to explore literacy strategies and assessment practices, awareness of implicit bias, promoting cultural relevance, and including Indigenous worldviews and perspectives.
- **Reframing Kindergarten ‘readiness’:** Based on increasing family participation in the Kindergarten Welcome Process and feedback from families, the District aims to shift pedagogy from “are children ready for school” to “are schools ready for all children” by aligning school-based teams, classroom-based Early Childhood Educators(ECEs), child care providers, and Kindergarten teachers through a professional collaboration series in partnership with the Four Houses.

## Ongoing Strategic Engagement (Qualitative Data)

The District engages local First Nations Rightsholders, students, families, community members, and third parties when considering continuous improvement for student learning outcomes. The engagement process begins by asking how the Four Houses would like to engage, and then working through IED as a conduit. The District seeks the Four Houses' guidance on how to best support their children, youth, and families.

The District follows the International Association of Public Participation (IAP2) Foundations and Spectrum of Public Participation framework when developing engagement strategies and plans. Depending on the type of project and scope, engagement can take shape in many ways. For larger projects requiring consultation from a variety of groups including the broader public, engagement may be conducted through open houses, workshops, and online surveys. Other means of gaining public input can occur through the Public Board of Education and Committee Meetings, submissions through our website contact forms, and feedback channeled through Parent Advisory Councils.

The District recognizes it is important to be inclusive and transparent throughout an engagement process and ensure anyone who may be affected by a decision can provide informed input on the potential outcome. A key consideration in engagement planning is accessibility and reducing barriers for all community members to participate. Some strategies include translating materials into different languages and utilizing various communication tools or platforms to adapt to the active participant's needs.

After conducting an engagement, the District reports back on the public's opinions through the District website, school channels, and/or social media. Feedback on the process itself is also considered as a means for continuous improvement.

Examples of engagements from the past year include:

1. **Indigenous Education Department:** IED provides the bridge for authentic consultation between District departments and the Indigenous community. This allows for clear and respectful engagement to review matters relating to the use of facilities, the elements and considerations of land use, and protocols to be considered and maintained. Once the District receives project approval from the MoECC, IED works closely with Departments to support the project through a culturally responsive framework that upholds the commitments of the TRC, DRIPPA and the relationships that the District has with the Indigenous communities that they serve.
2. **Accessibility Plan:** Public engagement was conducted to identify barriers to accessibility and create a plan to address them. The process considered Indigenous students and the broader Indigenous community through consultation with IED and the Indigenous representative on the Accessibility Advisory Group. Feedback was used to create a three-year accessibility plan and improve the reporting function of

accessibility barriers. The plan will also be reviewed with the Indigenous Education Council for further considerations.

3. **Child Care:** Engagement was conducted with our child care providers and school-based Early Childhood Educators through an online survey and bi-monthly meetings with targeted questions and barriers to work through. The goal was to determine the viability of integrating 0-5 child care into the K-12 education system. Distinctions-based data was examined within the child care settings, as was the child care inclusion model and disparities between the Community Assisted Living Act and the School Act. Data and information were shared with the district to inform strategic and operational planning for child care on school grounds.

### Adjustment and Adaptations: Next Steps

The below table identifies examples of strategies within the District's Strategic Plan that have been maintained or adjusted based on the District's needs, feedback from Indigenous communities, and/or data and street level evidence to better serve priority students.

#### **In Relation to Goal 1 of the Strategic Plan:**

1. New strategy to increase student voices for all students, with a priority focus on Indigenous students, CYIC, and students with disabilities or diverse abilities.
2. Based on student responses to Career Education questions within the SLS report, we will maintain current strategies to ensure students are connecting with their Career Centres to help them explore career opportunities and plan for the future. The SLS informed us that 91% of students know where their Career Centre is located, 87% have participated in at least one career education event, 89% have a plan for the future (employment, education, or trades training/apprenticeship).
3. Adjusted strategy to support K-5 numeracy in elementary schools (resource development, assessment strategies and tools, collation to share out to schools) by adding a 0.1 role.

#### **In Relation to Goal 2 of the Strategic Plan:**

1. Continue to collaborate and strengthen relationships with local Nations, Indigenous educators, Indigenous community leaders, Elders, and families with IED to enhance student learning and opportunities.

#### **In Relation to Goal 3 of the Strategic Plan:**

1. The District has shifted to job-embedded, school-based collaboration to provide professional development opportunities for staff that is more strategic and overarching. Examples include literacy inquiry grants, targeted funding to support Physical Health Education (PHE) secondary teachers with mental health curriculum, mental health student-voice grants, Indigenous-focused Grad requirement

implementation, early years teachers and School Based Team (SBT) collaboration, Early Learning Framework implementation for child care providers, and CUPE mentor roles.

2. Due to budget constraints and previous years' funding, physical literacy has not been a priority this school year. This adjusted strategy relies on investment from previous years with the expectation that we have built sufficient capacity to sustain us until further budget can be allocated.
3. Maintain collaboration with the Ministry of Children & Family Development with a focus on reducing/removing system barriers to information sharing, in order to better partner on shared planning.
4. Continue to engage and collaborate with staff and families to encourage awareness of and engagement in physical literacy and mental health literacy through publicly shared Mental Health & Wellness Snapshots.

### Alignment for Successful Implementation

The District supports successful implementation of strategic priorities through a variety of ways, for example:

1. **Professional Development:** To fulfill the MoECC's 2015 direction, the District schedules a professional development day in May to focus on enhancing Indigenous student achievement and integrating Indigenous world views and perspectives into learning environments. For the past three years, this day is known as the Indigenous Film and Storytelling Festival and is the product of collaboration of the District Planning Committee (IED, GVTA, CUPE, PVP, and Exempt staff) and guided by the Elders Advisory Council and Four Houses).
2. **Knowledge Sharing:** Every month, school administrators and district leadership staff meet to reiterate priorities, communicate changes in processes, celebrate wins, and remind schools of deliverables. This is an effective way to leverage the expertise and passion in the room to ensure consistency across schools and provided leadership through decision-making or, alternatively, to re-allocate resources to ensure priorities are being met and student outcomes are maintained at the forefront. Oftentimes a strengthening of alignment transpires during these discussions between school plans, budget development, operational plans, and facilities plans.
3. **Engagement:** Every year, the budget process includes public engagement that supports in identifying areas that are most important to local First Nations Rightsholders, students, staff, and the broader community. As the District is currently operating in a deficit, existing funds and resources were re-allocated this year to better fit priorities and align efforts amongst different plans at different levels.



Due to the size of the District, there are many plans, agreements, and reports that inform our work at every level of the organization. **Figure 2** illustrates how information is filtered and how continuous improvement can be woven in as priorities shift or resources are re-allocated to best support strategies that positively impact students.

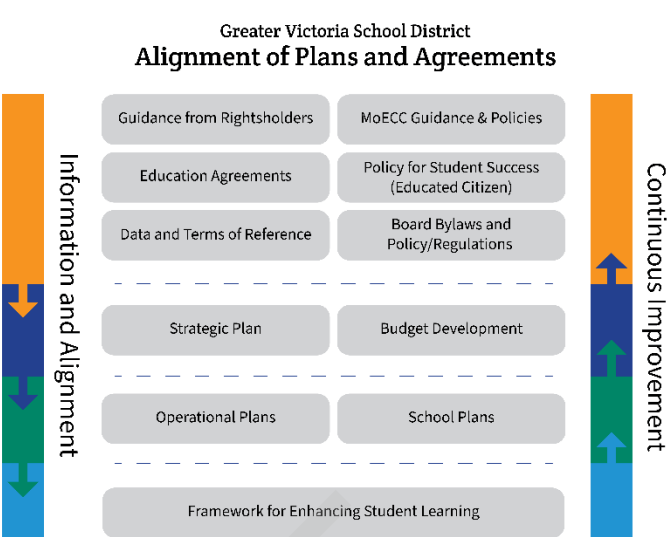


Figure 2: Alignment of Plans, Agreements, and Reports

### Conclusion

Our Enhancing Student Learning Report is guided by our District mission, vision, and core values, and is grounded in evidence, research, local context, and incorporates Indigenous knowledge and perspectives. The Report reflects our District’s Strategic Plan and a deep commitment to continuous improvement for all children with a focus on our priority students of which include Indigenous students, children in youth and care, and students with disabilities or diverse abilities.

We commit to improving student achievement, well-being, and belonging, as well as closing the equity and opportunity gaps that exist between Indigenous and non-Indigenous students by furthering Goal 2 of the Strategic Plan and signaling reconciliation with the Four Houses.

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

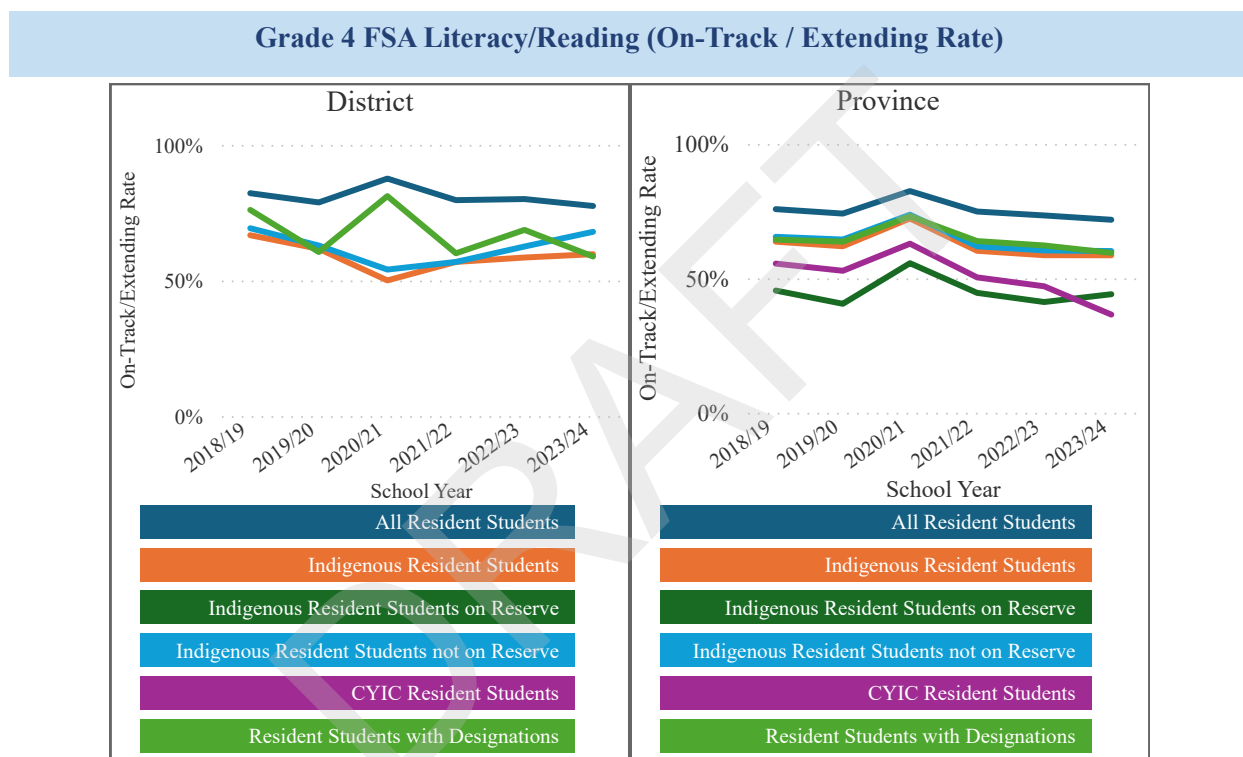
## Section A:

### *Reflecting on Student Learning Outcomes*

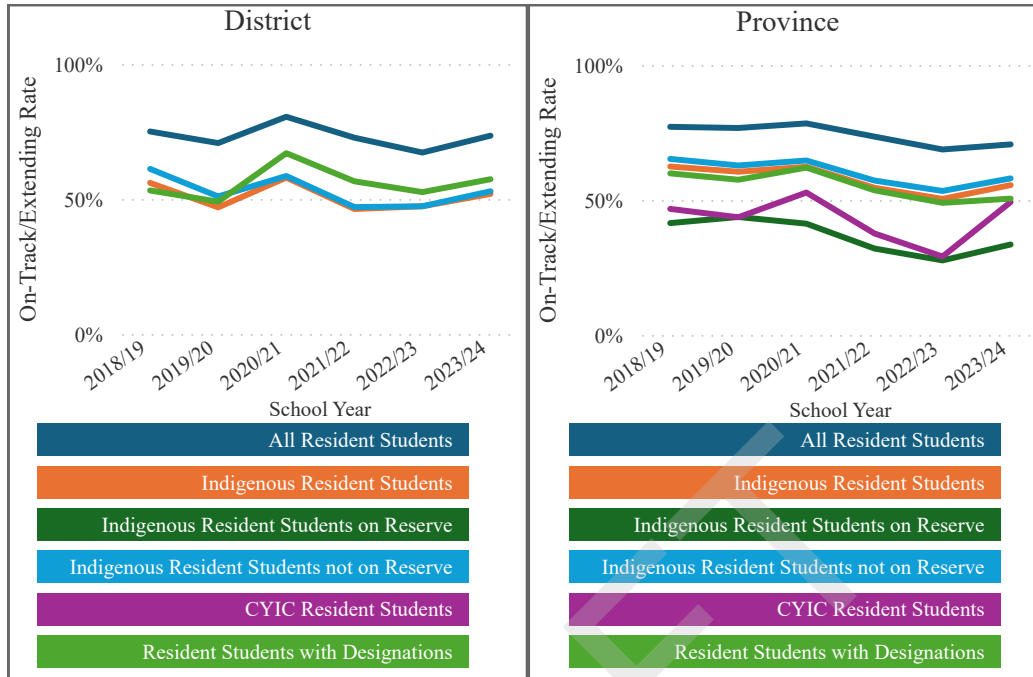
#### Intellectual Development

#### Educational Outcome 1: Literacy

##### *Measure 1.1: Grade 4 & Grade 7 Literacy Expectations*

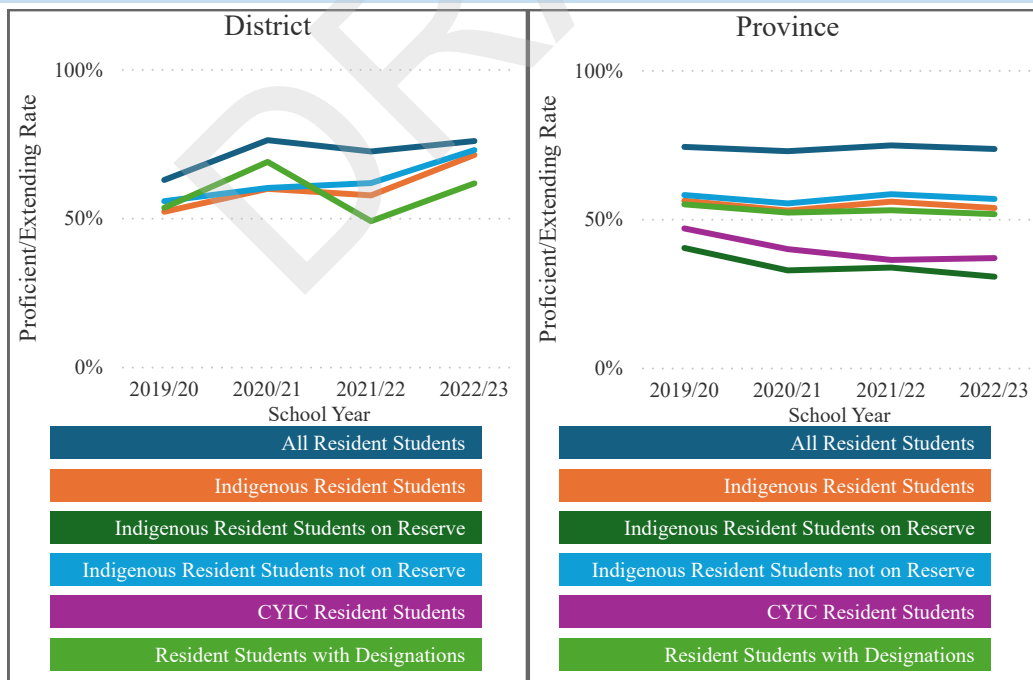


### Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



### Measure 1.2: Grade 10 Literacy Expectations

### Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



## Analysis and Interpretation

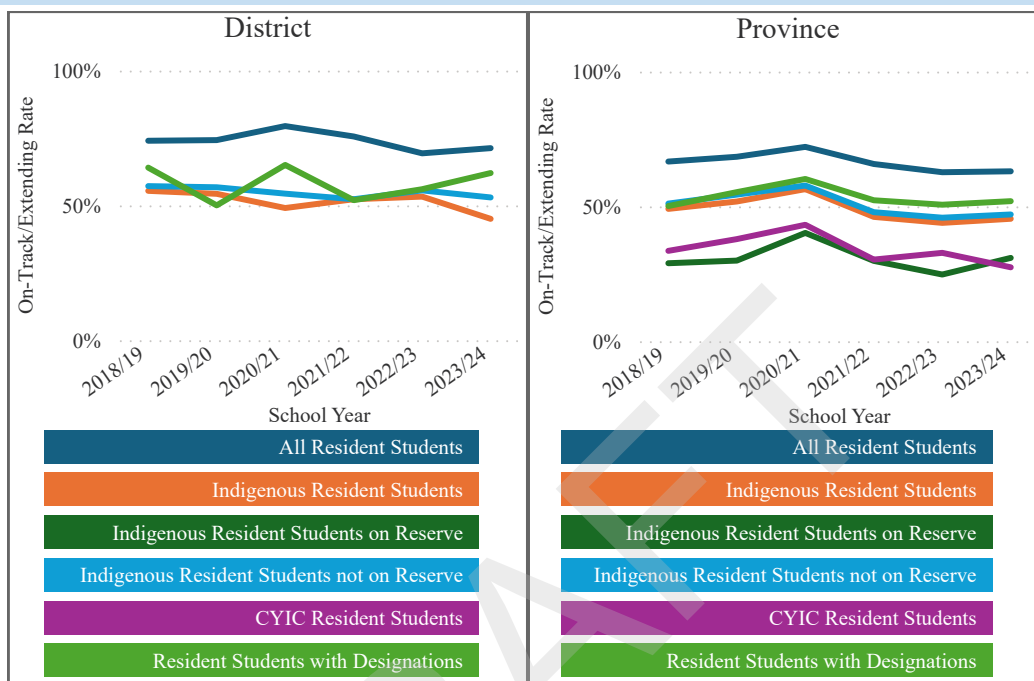
*Outcome 1: Literacy*

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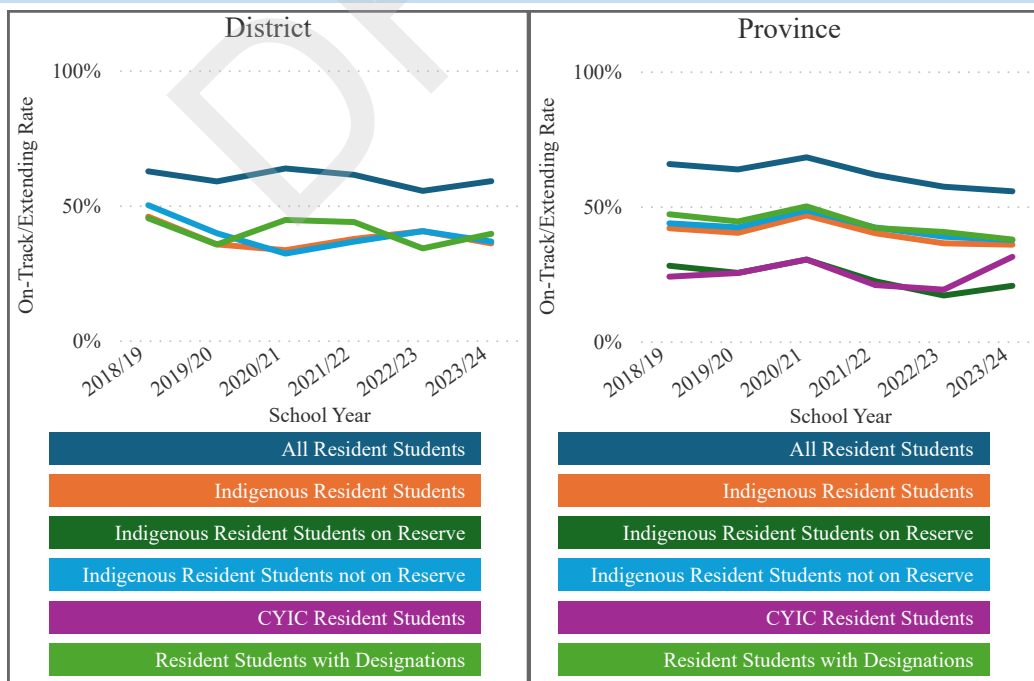
## Educational Outcome 2: Numeracy

### Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

#### Grade 4 FSA Numeracy (On-Track / Extending Rate)

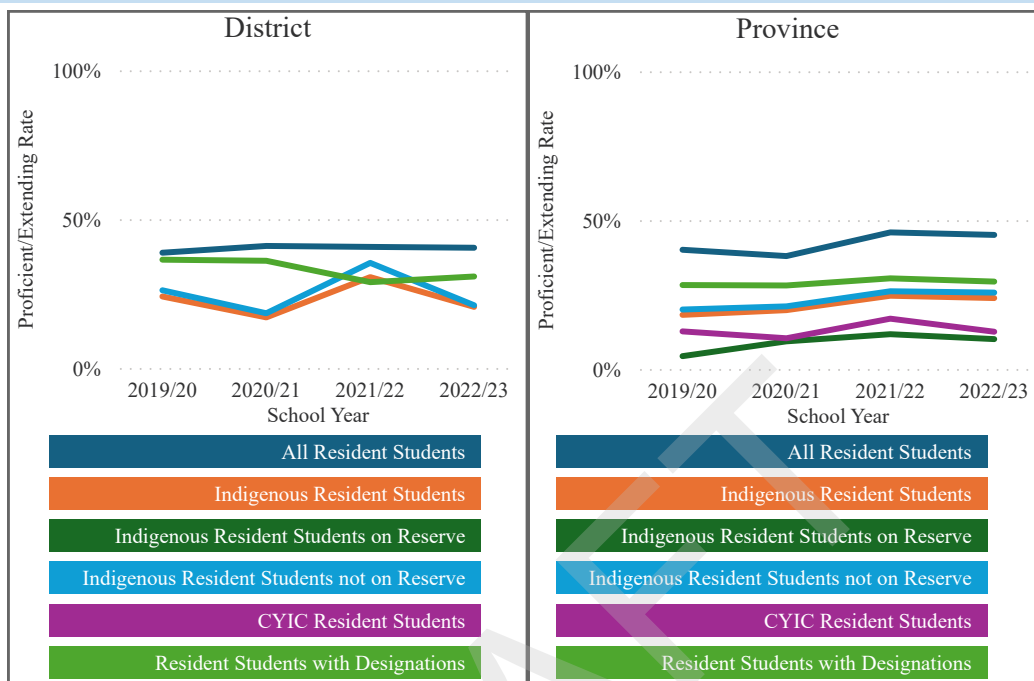


#### Grade 7 FSA Numeracy (On-Track / Extending Rate)



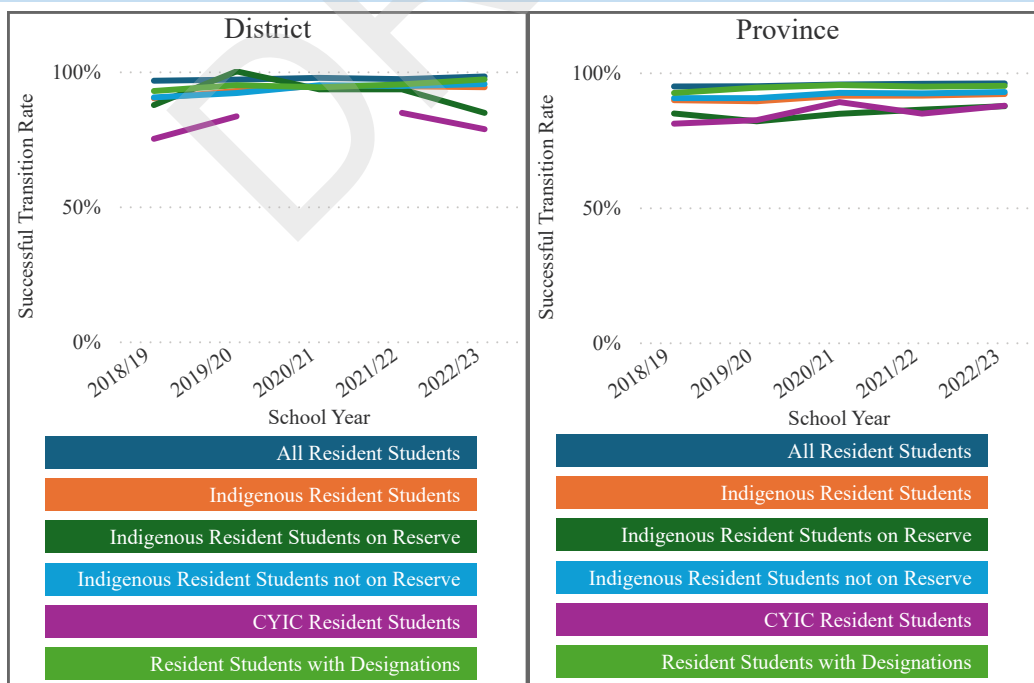
## Measure 2.2: Grade 10 Numeracy Expectations

### Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

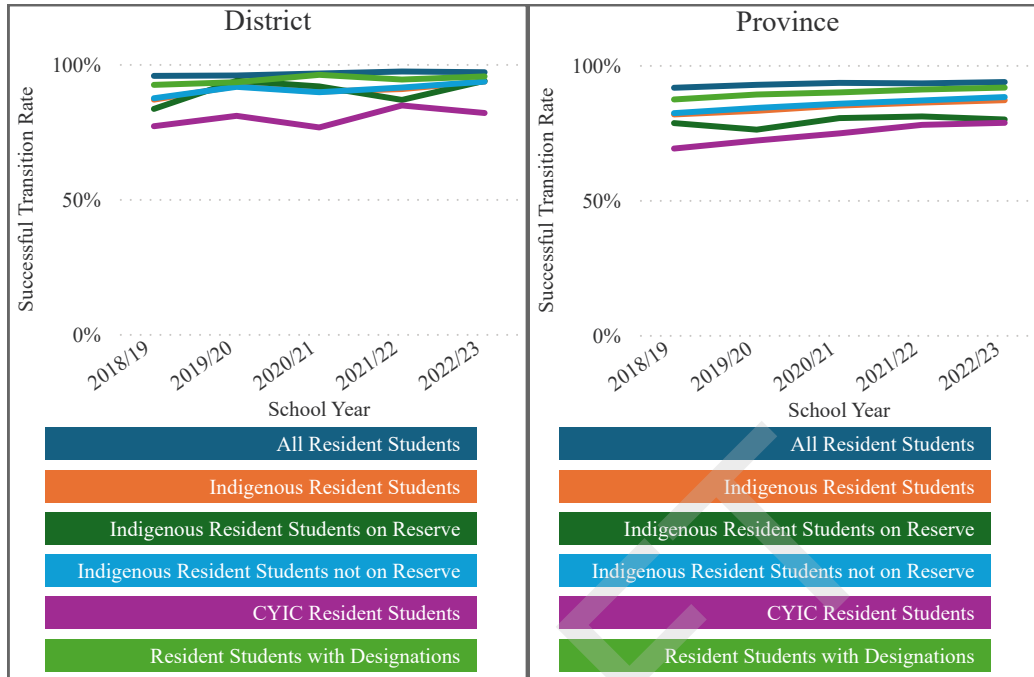


## Measure 2.3: Grade-to-Grade Transitions

### Grade 10 to 11 Transition Rate



## Grade 11 to 12 Transition Rate



Analysis and Interpretation  
*Outcome 2: Numeracy*

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## Intellectual Development Summary

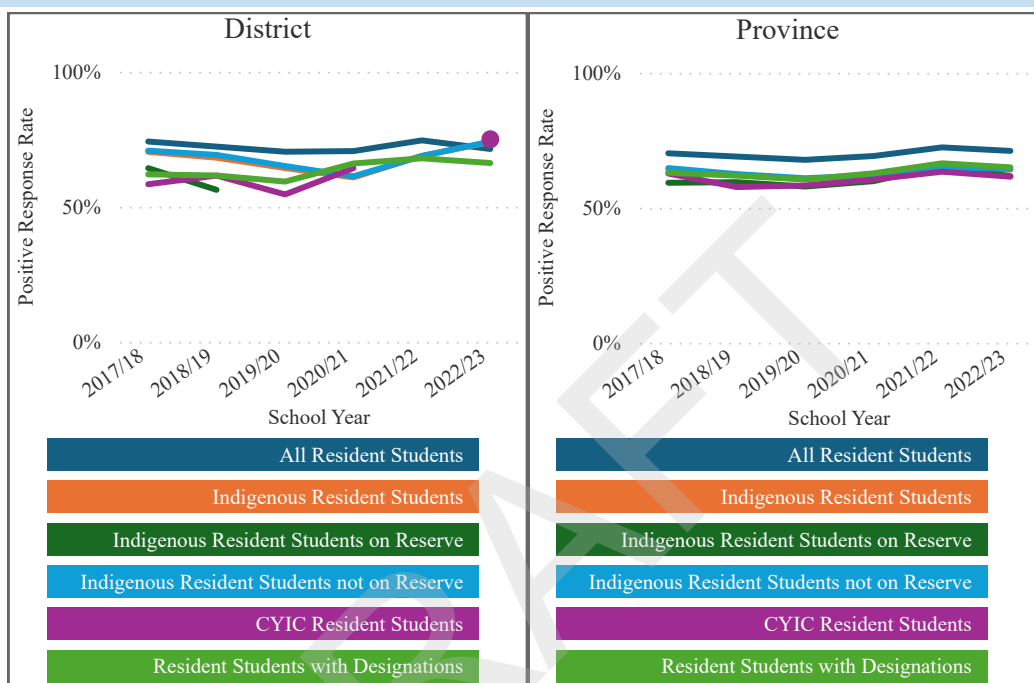
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## Human and Social Development

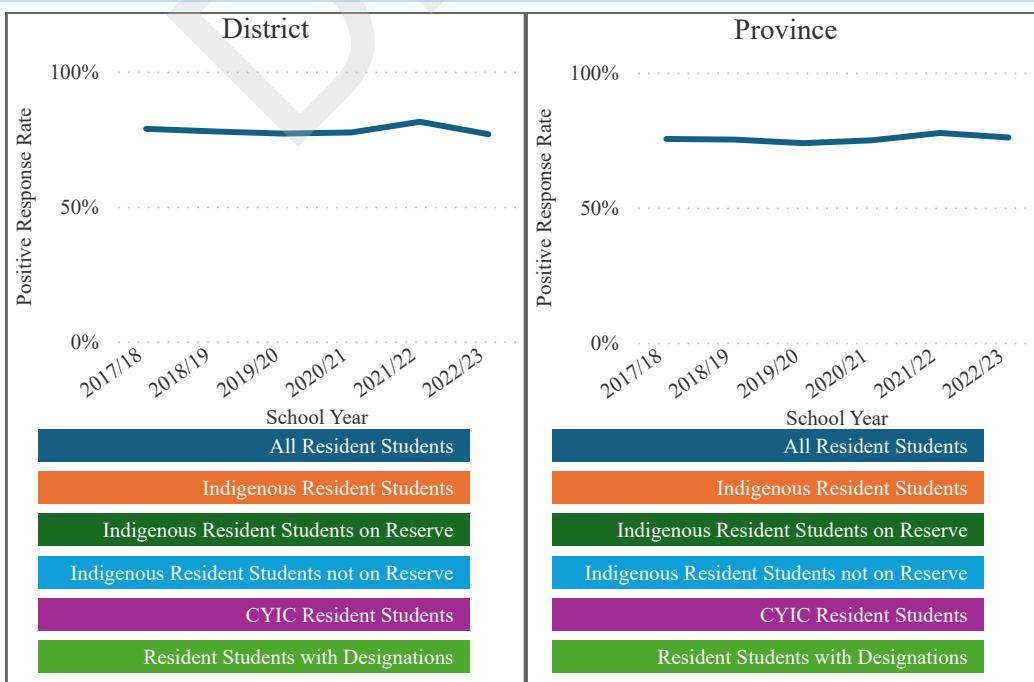
### Educational Outcome 3: Feel Welcome, Safe, and Connected

*Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School*

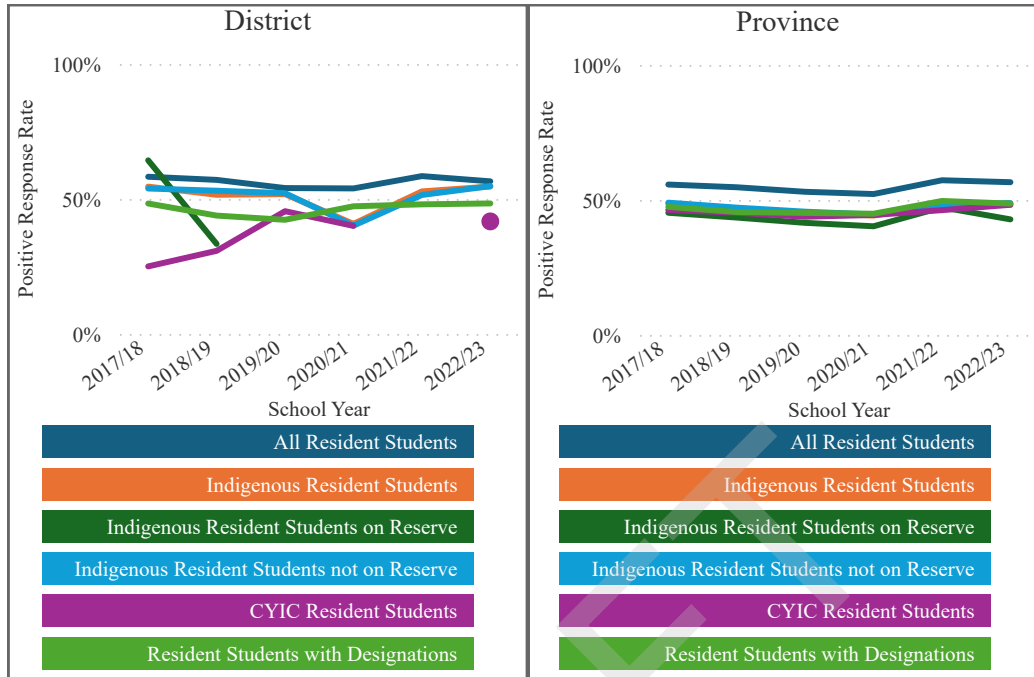
#### Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



#### Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

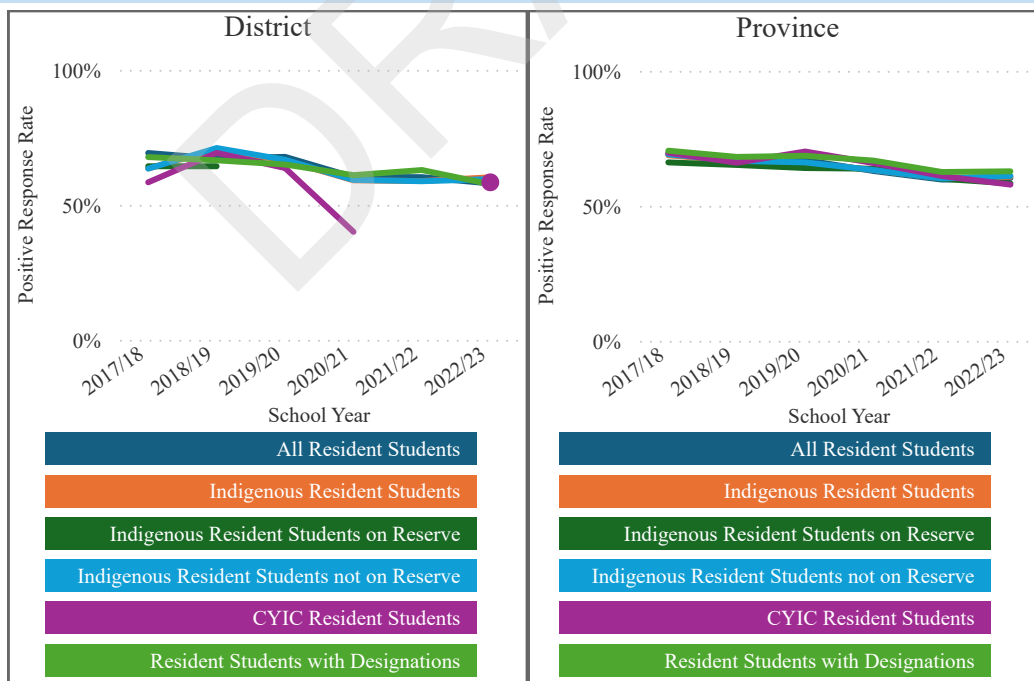


### Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



### Measure 3.2: Students Feel that Adults Care About Them at School

### 2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)



## Analysis and Interpretation

*Outcome 3: Students Feel Welcome, Safe, and Connected*

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## Human and Social Development Summary

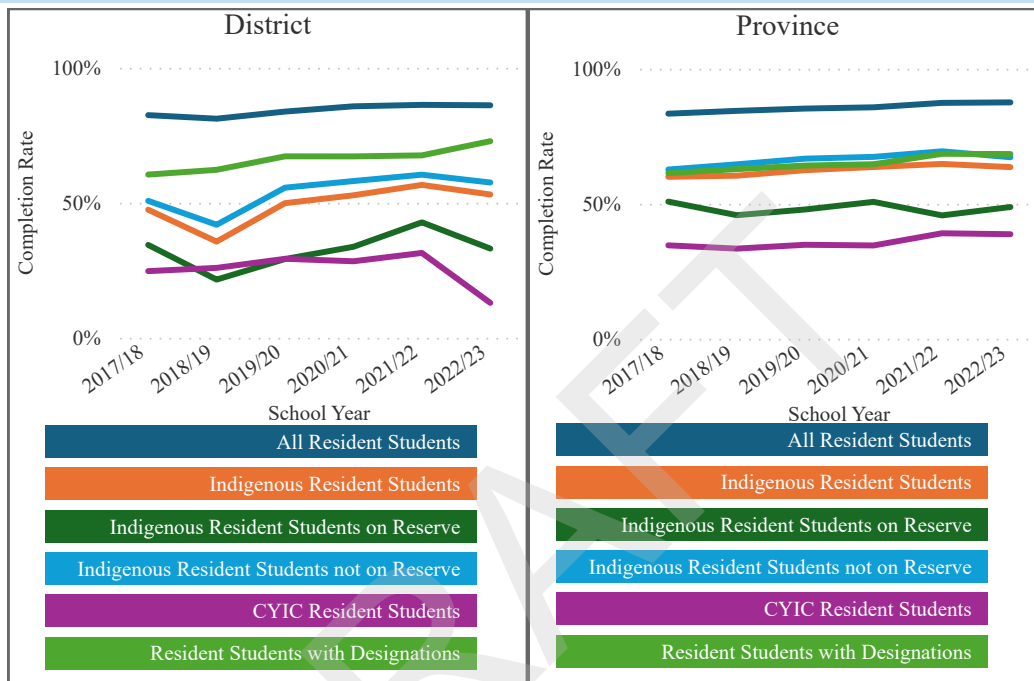
DRAFT

## Career Development

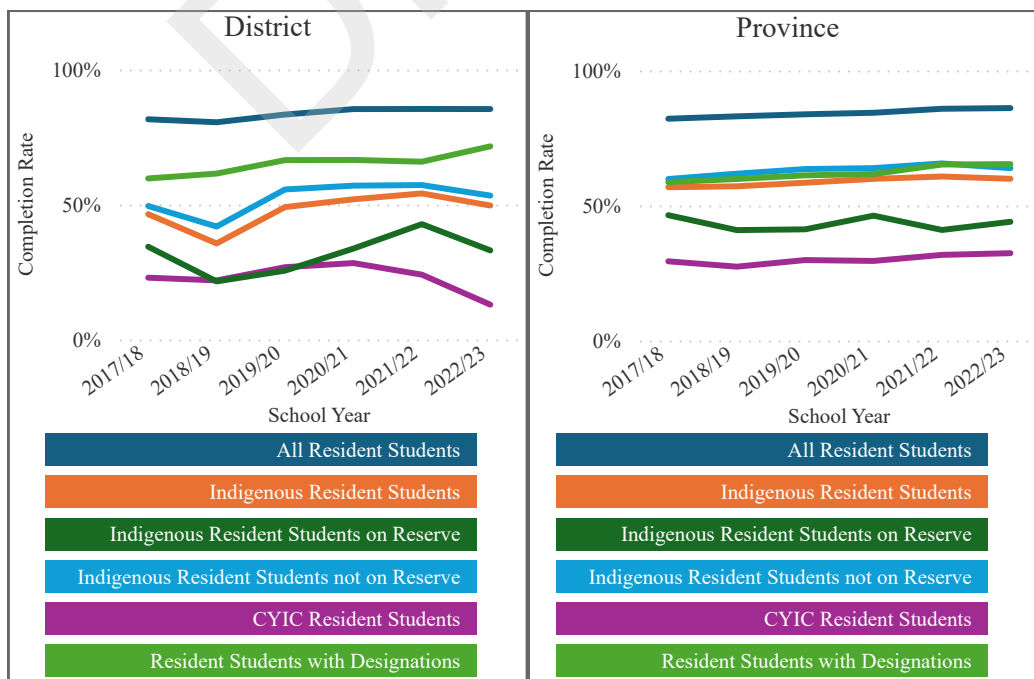
### Educational Outcome 4: Graduation

*Measure 4.1: Achieved Dogwood within 5 Years*

#### 5-Year Completion Rate (Dogwood & Adult Dogwood)



#### 5-Year Completion Rate (Dogwood Only)



## Analysis and Interpretation

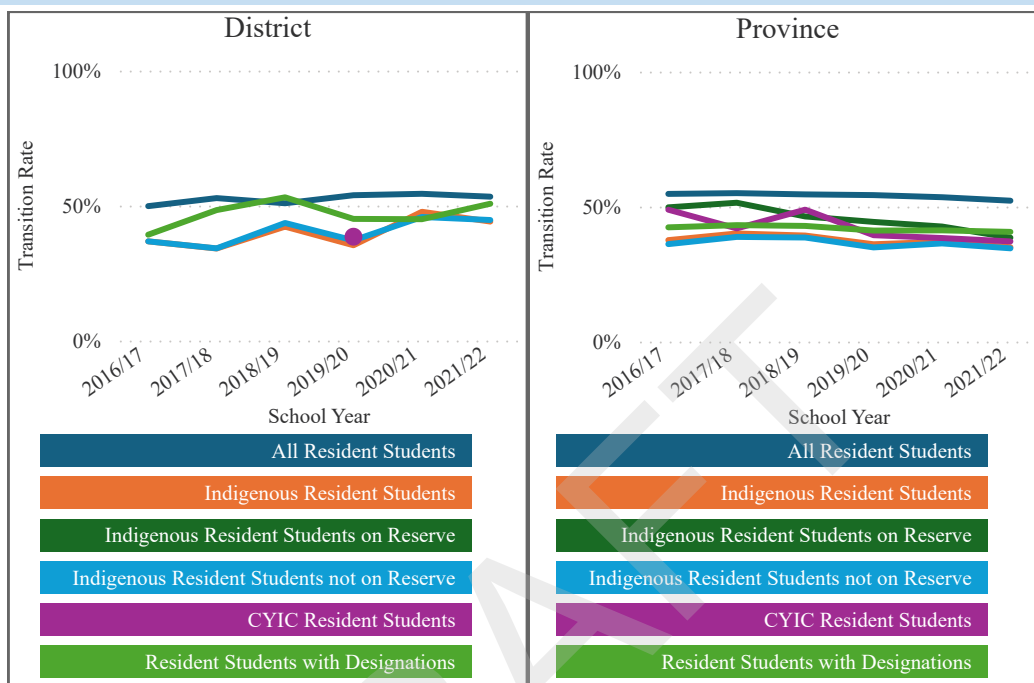
*Outcome 4: Graduation*

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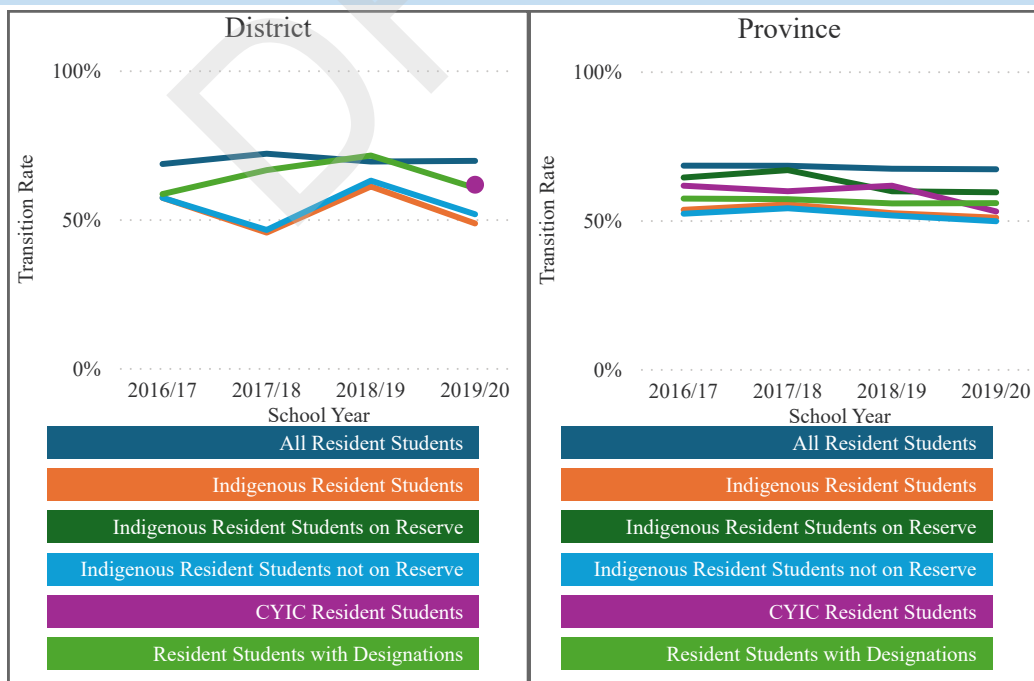
## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1: Post-Secondary Transitions

#### Transition Rate to BC Public PSI (Immediate)



#### Transition Rate to BC Public PSI (Within 3 Years)





Analysis and Interpretation  
*Outcome 5: Post-Secondary Transitions*

DRAFT

## Career Development Summary

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# Appendix

## Section B

### Educational Outcome 1: Literacy

#### Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Additional Local Data Used to Inform Planning and Reporting

CSL Report Data - Grades K-8 – 2023-24 School Year

	Term 1		Term 2		
Grade	% of Students Emerg/Dev	% of Students Prof/Extend	% of Students Emerg/Dev	% of Students Prof/Extend	Increase % Prof/Extend
K	36	64	33	67	3
1	43	57	40	60	3
2	47	53	42	58	5
3	44	56	41	59	3
4	48	52	46	54	2
5	48	57	40	60	3
6	38	62	35	65	3
7	38	62	34	66	4
8	37	63	34	66	3

### Educational Outcome 5: Life and Career Core Competencies

#### Measure 5.1: Post-Secondary Transitions

PSI Immediate Transition (up to 2021/22) and PSI Transition Within 3 Years (up to 2019/20)

- Consideration: On the 2023-2024 Student Learning Survey, 73% of our grade 12 students indicated they planned to transition to a college or university after high school. This tells us that our students have been creating goals and plans for transitions after high school. The wonder is when and why these plans change post-grade 12 graduation.
- Our street data also indicates that many students are accepted to post-secondary institutions outside of BC.
- Consideration: students who join the skilled trades workforce and begin an apprenticeship, may work to gain experience, then transition after three years. This still represents a successful transition, the Educated Citizen, and a person who should have pride in their journey and accomplishments.

# Education Policy and Directions Committee Meetings Schedule

## Student Achievement and Data Presentations 2024-2025

DATE	PRESENTER(S)	TOPIC
<b>SEPTEMBER 9</b>	Superintendent Deb Whitten Superintendent Deb Whitten	<ol style="list-style-type: none"> <li><b>Draft 2024-2025 Enhancing Student Learning Annual Report</b></li> <li><b>Memo Overview of Education Policy and Directions Committee Meeting Presentations for 2024-2025</b></li> </ol>
<b>OCTOBER 7</b>	District Principal David Hovis	<b>Literacy</b>
<b>NOVEMBER 4</b>	District Principal Nadine Naughton	<b>Mental Health and Wellness</b>
<b>DECEMBER 2</b>	Margaret Jenkins Elementary Principal James Hansen	<b>Numeracy</b>
<b>JANUARY 13</b>	District Vice-Principal Lindsay Johnson	<b>Career Development</b>
<b>FEBRUARY 3</b>	District Principal Charmaine Shortt	<b>Early Years</b>
<b>MARCH 3</b>	Superintendent Deb Whitten Director Indigenous Education Shelly Niemi Associate Superintendent Tom Aerts	<b>Indigenous Students How Are We Doing Report (HAWD)</b>
<b>APRIL 7</b>	District Principal David Hovis	<b>Literacy</b> <b>ELL Report</b> <b>FRIM Report</b>
<b>MAY 5</b>	District Principal Nadine Naughton	<b>Mental Health and Wellness</b>
<b>JUNE 2</b>	Superintendent Deb Whitten Associate Superintendent Tom Aerts Acting Associate Superintendent Sean Powell	<ol style="list-style-type: none"> <li><b>Review 2024-2025 Enhancing Student Learning Annual Report</b></li> </ol>

# Office of the Associate Superintendent

*Tom Aerts – Associate Superintendent*

**To:** Education Policy and Directions Committee Meeting

**From:** Tom Aerts, Associate Superintendent

**Date:** September 9, 2024

**RE: Regulation 6163.1 – Learning Resources**

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**Background:**

At the January 29, 2024 Board of Education meeting the Board unanimously 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 May 6, 2024 Education Policy and Directions Committee meeting the committee unanimously 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.”*

At the June 3, 2024 Education Policy and Directions Committee meeting the committee had suggestions for revisions to be brought forward to the September 9, 2024 Education Policy and Directions Committee meeting.

**Recommendation:**

That the Board of Education of School District No. 61 (Greater Victoria) accept revised Regulation 6163.1 Learning Resources.

*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.*

One *Learning* Community

## REGULATION 6163.1

### LEARNING RESOURCES

Learning resources are defined as any materials – print or digital – that support students in their development of big ideas, curricular competencies, and core competencies as outlined in BC curriculum. The district distinguishes between two types of learning resources: Recommended Learning Resources for Classroom Use and Library Learning Commons Resources. Further, access to learning resources needs to be equitably available to all, with no cost as a barrier to knowledge.

#### **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**

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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.~~

## 2. Recommended Learning Resources for Classroom Use

- a) The Ministry of Education and Child Care Learning Resource Policy (July 1, 2017) specifies that school boards hold the sole responsibility for determining how learning resources are selected for use in their local classrooms.
- b) In the Greater Victoria School District, Recommended Learning Resources for Classroom Use are selected, reviewed, and approved by district educators following the district's approval process using a defined set of district criteria. These recommended resources are typically materials suitable for student use but may also include information primarily intended for teacher use. Criteria used to evaluate resources reflect Ministry of Education and Child Care expectations. This includes ensuring access to learning resources that are inclusive, equitable, age appropriate, and diverse.
- c) The Board may choose to include resources evaluated by the First Nations Education Steering Committee (FNESC) and Focused Education Resources.
- d) In the case of a review of a fiction or non-fiction resource with listed cautions, rather than immediately placing the resources in circulation, the district may choose to conduct its own review.
- e) Although the ministry no longer conducts evaluation processes to recommend learning resources, the Board may continue to use learning resources specified in educational guides, or that the Board considers are appropriate per Policy 6163.1 *Learning Resources*. For certain courses or grades, the ministry may still recommend the use of specific learning resources from time to time.

## 3. Library Learning Commons Resources

- a) Library Learning Commons resources refer to print and digital resources that support recreational reading and complement the curriculum.
- b) To ensure equitable access to information, quality reading materials, technology, and learning opportunities for all members of the school community, teacher-librarians select, evaluate, and curate resources as

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per Policy 6163.1 *Learning Resources* that are current, comprehensive, culturally relevant, and responsive to the needs of all learners. Relevant, curated collections support student engagement, create valuable learning opportunities, and demonstrate respect for the diversity of the school community.

- 3 4. Where a choice exists, **priority** should be **given to local and/or Canadian content** for all types of learning resource material, print, and non-print. ~~in origin, and be obtained from Canadian sources and reflect Canadian cultural values.~~
5. 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 **priority will be given to materials from 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.~~
6. ~~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~~

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~~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. 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 *Learning Resources* and through a reconsideration procedure as outlined in Regulation 6163.1 *Learning Resources*.
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 *Learning Resources*.
4. The reconsideration procedure involves two stages: District and Board (See Appendix A – Request for Reconsideration of a Learning Resource Flow Chart and Appendix B – Request for Reconsideration of a Learning Resource Form).

- a. Stage 1 –District Level

2. i. Upon receiving a ~~complaint~~ request for reconsideration, the teacher, ~~teacher-librarian~~ and/or Pprincipal will endeavour to resolve the issue informally. Regardless of the outcome, a written report must be kept on file in the Principal's office. 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 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.

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- ii. 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)**.
- iii. 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). These individuals will not be from the school where the request for reconsideration of the learning resource is occurring.
- iv. The person challenging the use of a learning resource shall not be a member of the formal reconsideration committee.
- v. The committee shall meet as soon as possible upon receipt of the request for reconsideration form.
- vi. 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.
- vii. The committee may consult with persons or resources it deems appropriate for its consideration.
- viii. 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)

- ix. The requestor, the principal and the Board shall be informed in writing of the outcome of the committee's final decision.
- b. Stage 2 –Board Level
  - i. If the requestor is not satisfied with the decision of the Committee they may appeal that decision to the Board of Education (the Board).
  - ii. The requestor must notify the Chair of the Committee within 10 working days of receiving the outcome of their request for reconsideration of their desire to appeal the decision.
  - iii. Upon receiving the notification of request to appeal the decision the Chair of the Committee will notify the Board of the request and arrange an appeal meeting as soon as reasonably possible.
  - iv. The Board will be provided with the following:
    - i. The completed Request for Reconsideration of a Learning Resource Form
    - ii. The completed Outcome of Request for Reconsideration of a Learning Resource Form
    - iii. Any other relevant information that was gathered during the District Level process.
  - v. The Board shall review the challenged resource, the provided information from the Committee and determine whether it conforms to the principles outlined in the District's Policy 6163.1 on Learning Resources.
  - vi. The Board shall notify the requestor and Superintendent of their final decision in writing.
  - vii. The Superintendent or designate shall notify the school of the final decision.
  - viii. This concludes and finalizes the Request for Reconsideration process. The learning resource shall not be subject to further challenges or reviews.

5. Every effort will be made to complete Stage One and Stage Two within 40 working days of the initial request for reconsidering a learning resource. During 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.
6. 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. 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;~~

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- ~~\_\_\_\_\_ 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 – 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.~~

REFERENCES: Policy 6163.1 Learning Resources

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*Greater Victoria School District*

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Approved: February 1982

Suspended: March 9, 1992

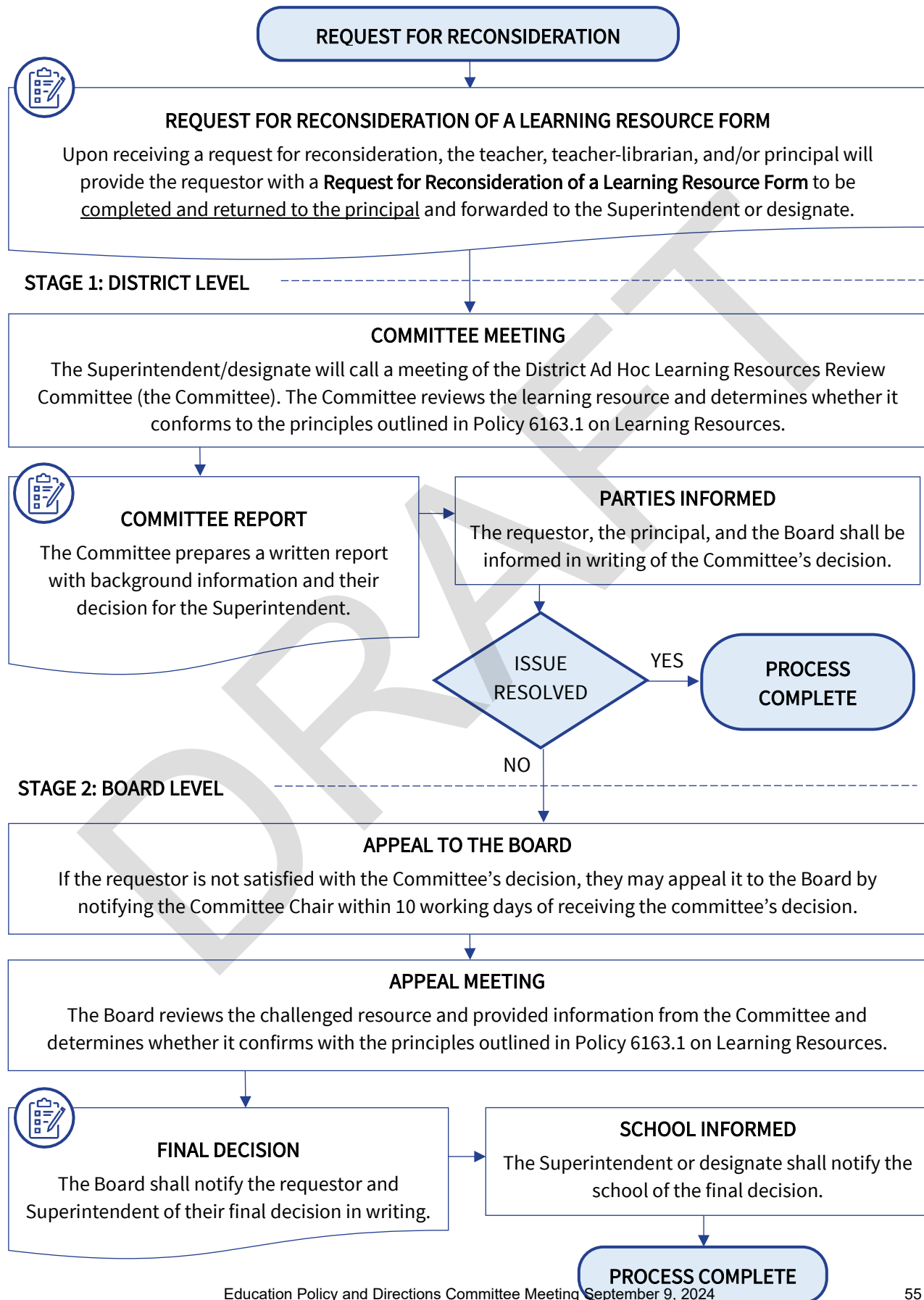
Re-named and revised: February 27, 1995

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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)

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

<b>RESOURCE</b>			
<b>Complete this area for books.</b>			
Title:		Publisher:	
Author:		Copyright Date:	
Context of Usage:    Classroom Resource    Library Resource                      Other: _____			
<b>Complete this area for audio-visual or virtual resources.</b>			
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:

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Committee Chair** (Stage 1) is to complete this form at the conclusion of the process. The completed form will be submitted to the Superintendent of Schools.

Requestor's 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: (District level)

Stage 1 Meeting Date(s): \_\_\_\_\_

Stage 1 Meeting Location (school): \_\_\_\_\_

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

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Stage 1 Decision:

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

Rationale for decision:

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**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.