



**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, October 7, 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 October 7, 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.

Recommended Motion:  
That the September 9, 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. Student Achievement and Data Presentations for 2024-2025 – Superintendent Whitten**

- C.3. Literacy – District Principal David Hovis**
- C.4. Anaphylaxis Aggregate Report 2023-2024 – Superintendent Whitten**
- C.5. Parent Education Fund 2024-2025 – Superintendent Whitten**
- C.6. 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.



**The Board of Education of School District No. 61 (Greater Victoria)**  
**Education Policy and Directions Committee Meeting**  
**REGULAR MINUTES**  
**Monday, September 9, 2024, 7:00 p.m.**

Trustees Present: **Education Policy and Directions members:** Emily Mahbobi (Chair), Nicole Duncan

**Operations Policy and Planning members:** Rob Paynter

Trustee Regrets: Natalie Baillaut, Angela Carmichael, Mavis David, 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, Tina Pierik, VPVPA

Partners: Shawna Abbott, CUPE 947, Nyssa Temmel, VCPAC, Ilana Hampton, GVTA

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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.

Chair Mahbobi announced the absence of quorum.

**B. ADJOURNMENT**

**Moved by** Trustee Mahbobi

That the meeting adjourn.

**Motion Carried Unanimously**

The meeting adjourned at 7:03 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.

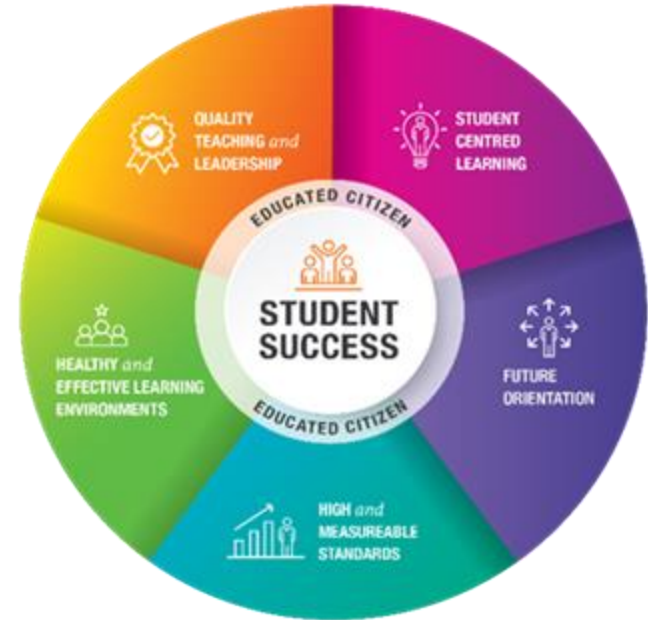
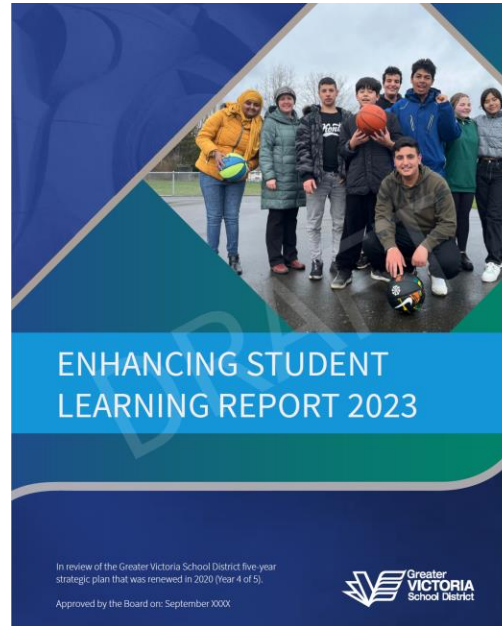
As a department, we work both directly with students and alongside school-based teams from a strength-based approach following our guiding principles (see attached in packup). Specifically in our presentation, we will outline the district collaborative support process for all K-12 schools. We will also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

# Education Policy and Directions Committee Meetings Schedule

## Student Achievement and Data Presentations 2024-2025

DATE	PRESENTER(S)	TOPIC
SEPTEMBER 9	Superintendent Deb Whitten Superintendent Deb Whitten	<ol style="list-style-type: none"> <li>1. Draft 2024-2025 Enhancing Student Learning Annual Report</li> <li>2. Memo Overview of Education Policy and Directions Committee Meeting Presentations for 2024-2025</li> </ol>
OCTOBER 7	District Principal David Hovis	Literacy
NOVEMBER 4	District Principal Nadine Naughton	Mental Health and Wellness
DECEMBER 2	Margaret Jenkins Elementary Principal James Hansen	Numeracy
JANUARY 13	District Vice-Principal Lindsay Johnson	Career Development
FEBRUARY 3	District Principal Charmaine Shortt	Early Years
MARCH 3	Superintendent Deb Whitten Director Indigenous Education Shelly Niemi Associate Superintendent Tom Aerts	Indigenous Students How Are We Doing Report (HAWD)
APRIL 7	District Principal David Hovis	Literacy ELL Report FRIM Report
MAY 5	District Principal Nadine Naughton	Mental Health and Wellness
JUNE 2	Superintendent Deb Whitten Associate Superintendent Tom Aerts Acting Associate Superintendent Sean Powell	<ol style="list-style-type: none"> <li>1. Review 2024-2025 Enhancing Student Learning Annual Report</li> </ol>

# Office of District Principal

## David Hovis

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

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

**From:** David Hovis

**Date:** October 7, 2024

**RE:** K to Grade 5 Literacy Plan

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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.*

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 B.C. Curriculum related to literacy, the district's K-5 Literacy Plan, and data from K-8 classrooms: Presented by District Principal David
- Literacy School Story: Quadra Elementary School: Featuring insights from the Quadra Staff, including Early Literacy Collaboration Teacher Lisa Mulvihill, Learning Support Teacher Allison Derrick, and Vice Principal Jeanne Humphries. Information will include a discussion on the strengths, experienced challenges, data reflections, and targeted literacy initiatives at Quadra Elementary.
- Next Steps for the K-5 Literacy Plan – 2024-25 School Year: District Literacy-Learning Support Teacher Breanne Glover will address next steps with a continued focus on student growth and improvement in literacy learning.



# K–5 Literacy

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Quadra Elementary &  
District Elementary Department

# 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.

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

Address the inequity of outcomes for diverse learners in literacy.

Address the inequity of outcomes for Indigenous learners in literacy.

# 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 First Peoples Principles of Learning and key ministry documents.

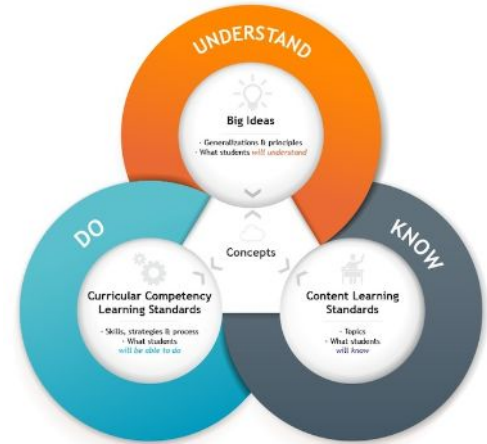
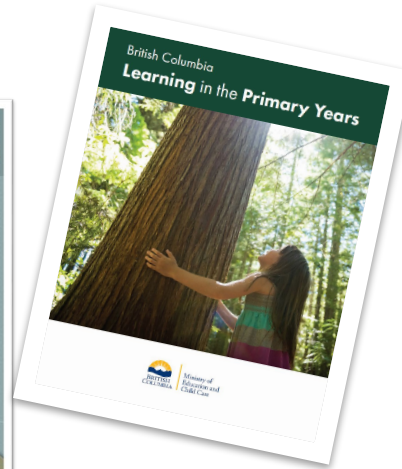
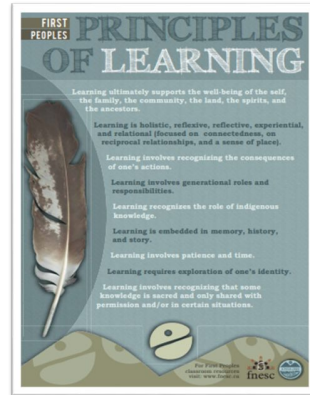
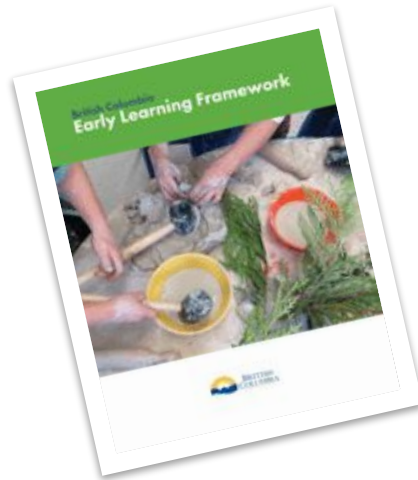
# Literacy defined:

In British Columbia, literacy is considered contextual and cross-curricular in nature. The BC Curriculum defines literacy as the ability to critically analyze and make meaning from diverse texts and to communicate and express oneself in a variety of modes and for a variety of purposes in relevant contexts.

Specifically, literacy is the ability to understand, critically analyze, and create a variety of forms of communication, including oral, written, visual, digital, and multimedia, in order to accomplish one's goals.

Every educator, from kindergarten to grade 12 plays an integral role in a student's literacy development.

# SD61 - Literacy



# Consider the modes of literacy:

Reading, listening,  
viewing, writing,  
representing,  
speaking





# K-5 CSL Data: Language Arts 2023-24

## DISTRICT WIDE ENGLISH & FRIMM COMBINED

TERM 1 PERCENTAGES			TERM 3 PERCENTAGES	
Grades	Emerging Developing	Proficient Extending	Emerging Developing	Proficient Extending
K	36%	64%	33%	67%
1	43%	57%	40%	60%
2	47%	53%	42%	58%
3	44%	56%	41%	59%
4	48%	52%	46%	54%
5	43%	57%	40%	60%

# Grades 6-8 CSL Data: Language Arts 2023-24

## DISTRICT WIDE ENGLISH & FRIMM COMBINED

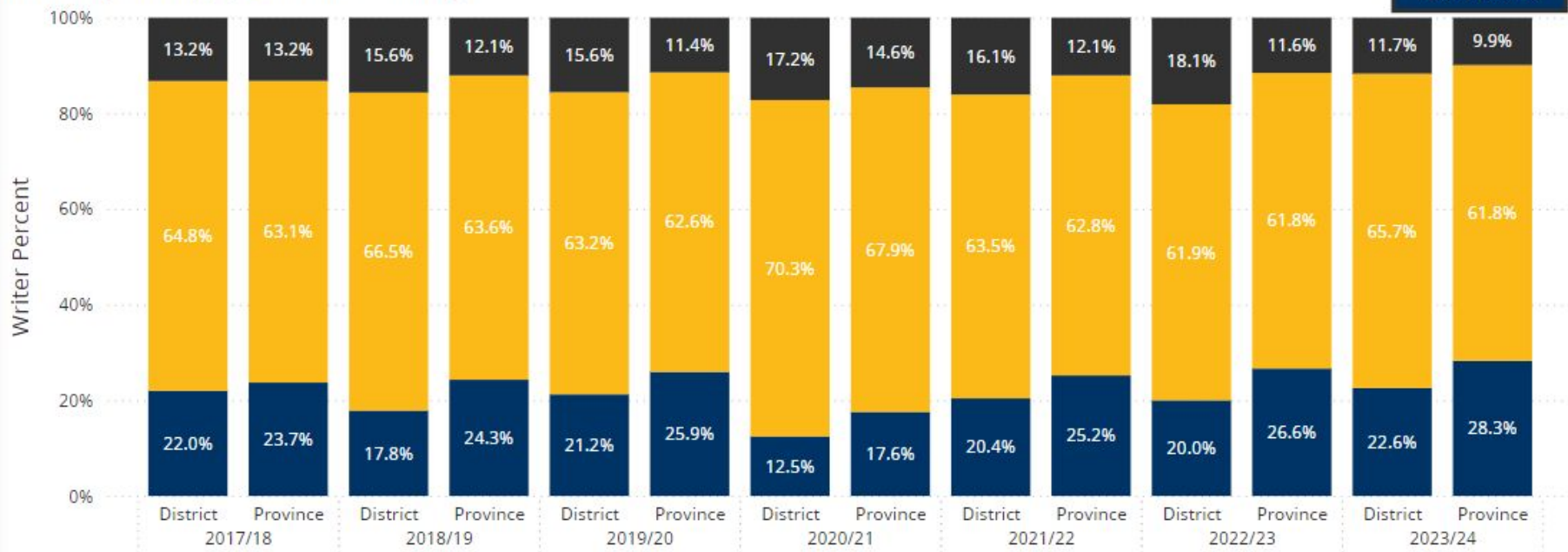
TERM 1 PERCENTAGES			TERM 3 PERCENTAGES	
Grades	Emerging Developing	Proficient Extending	Emerging Developing	Proficient Extending
6	38%	62%	35%	65%
7	38%	62%	34%	66%
8	37%	63%	34%	66%



## Proficiency Rates for Province, All Districts, All Schools [Literacy & Reading-04]

**Proficiency** ● Emerging ● On Track ● Extending

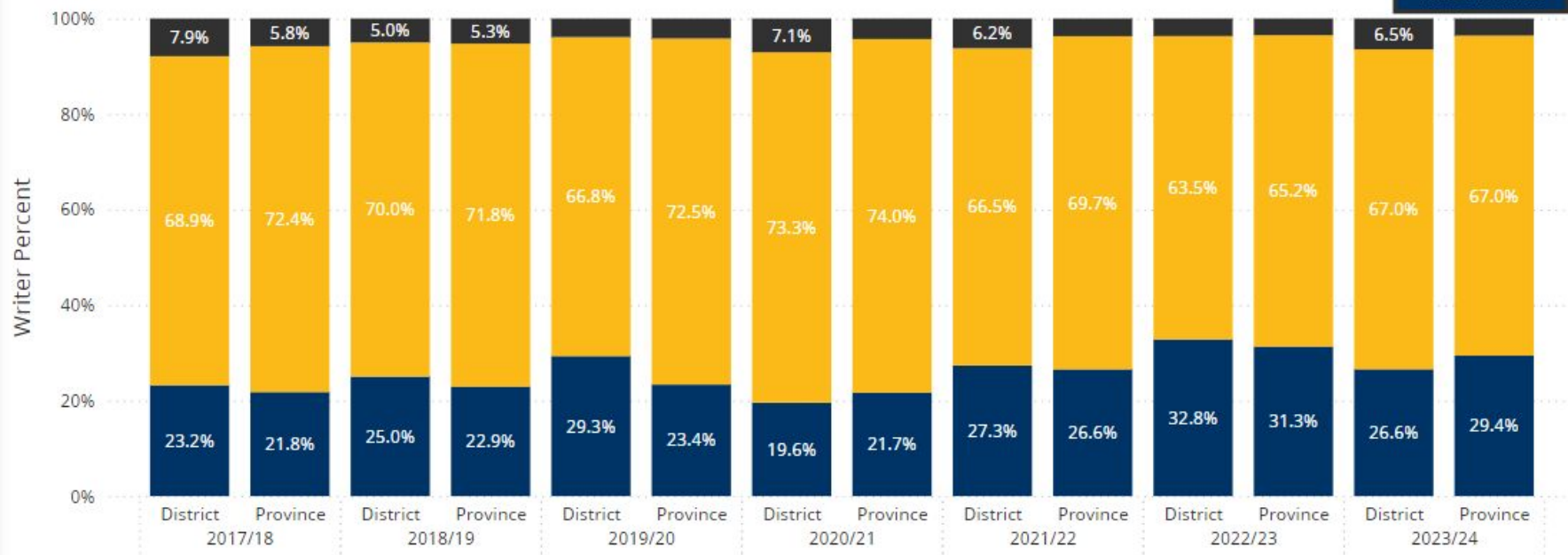
Hide Province



## Proficiency Rates for Province, All Districts, All Schools [Literacy & Reading-07]

**Proficiency** ● Emerging ● On Track ● Extending

Hide Province





# K to 5 Schools ELCT & Collaboration Funding

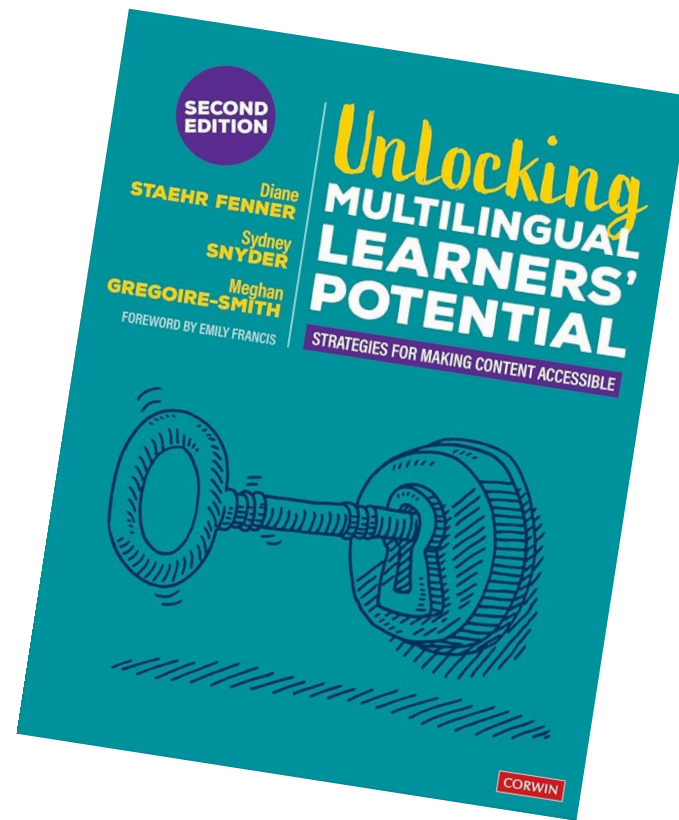
Teachers'  
Collective Efficacy =  
Positive Impact  
on Student Learning



# Working Alongside the Indigenous Education Department to Support the Local Education Agreements



# Multilingual Learners



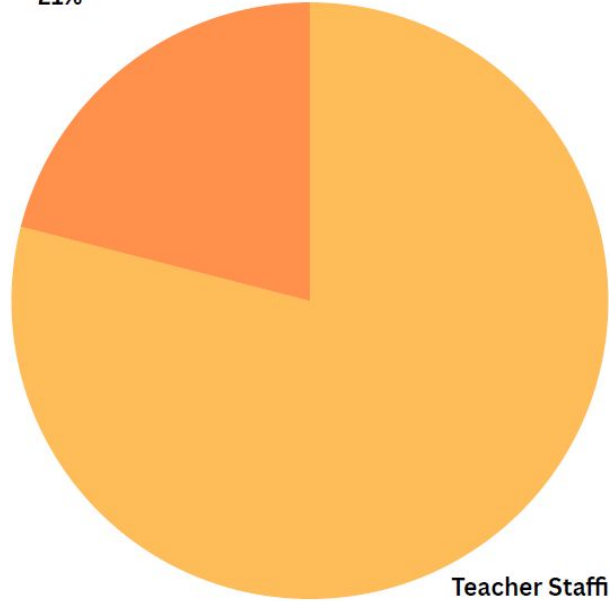


# Middle School Educators



# Targeted Funding To Literacy Learning (K-5)

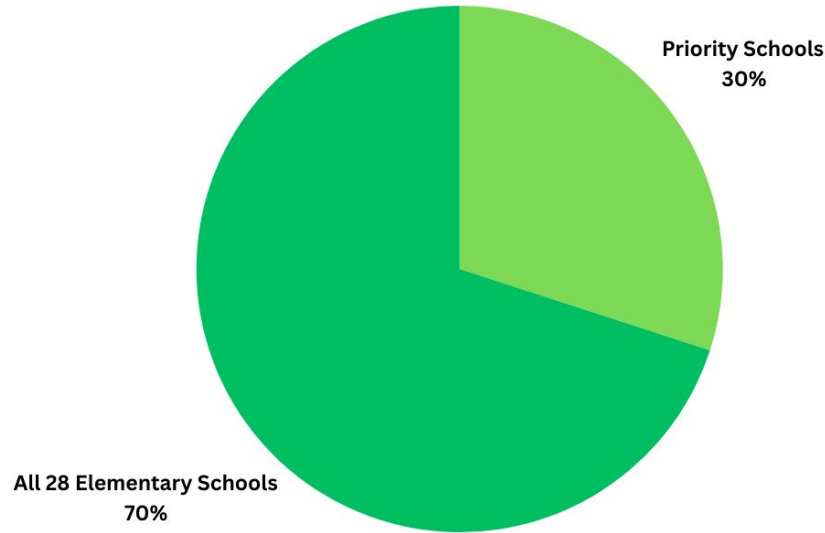
Collaboration & Resourcing  
21%



Teacher Staffing  
79%



# Collaboration & Resource Funding Allocation (K-5)





The Government of British Columbia is investing \$30M over the next three years to better support students' literacy development in the K-12 school system. The Ministry of Education and Child Care is working closely with provincial K-12 education and Indigenous partners, and experts in literacy development and intervention, to guide the implementation of this initiative.

# Supporting Literacy Learning



# Literacy at Quadra

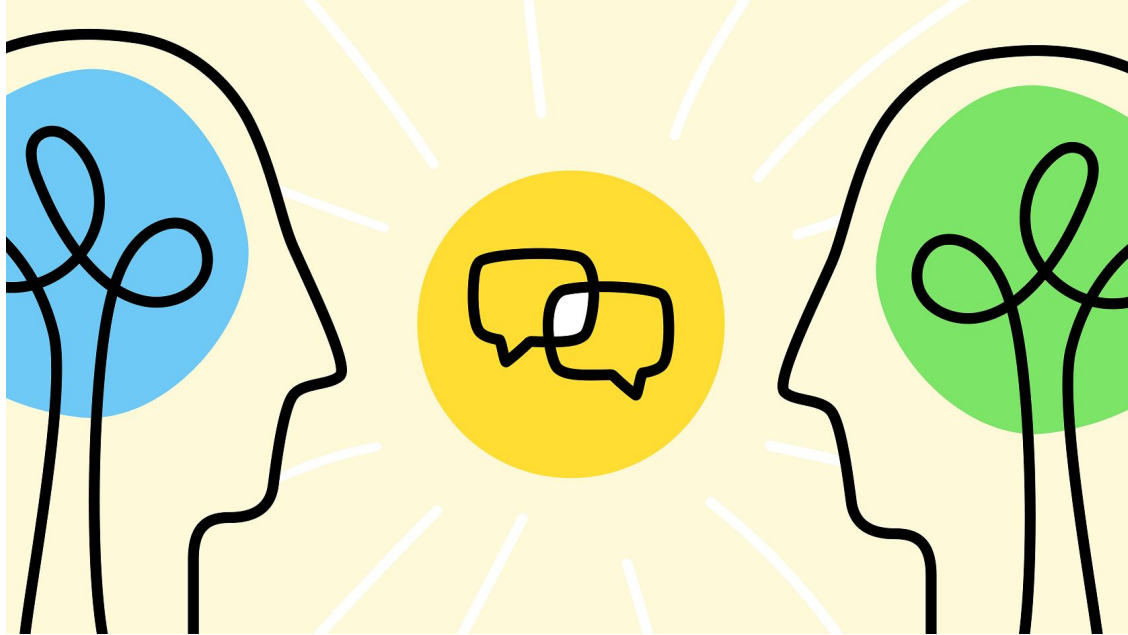


# Collaboration

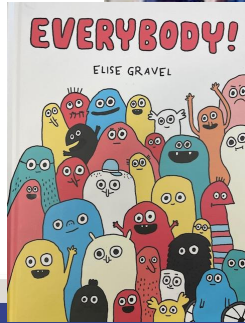




# The Beginning



# Relationships First

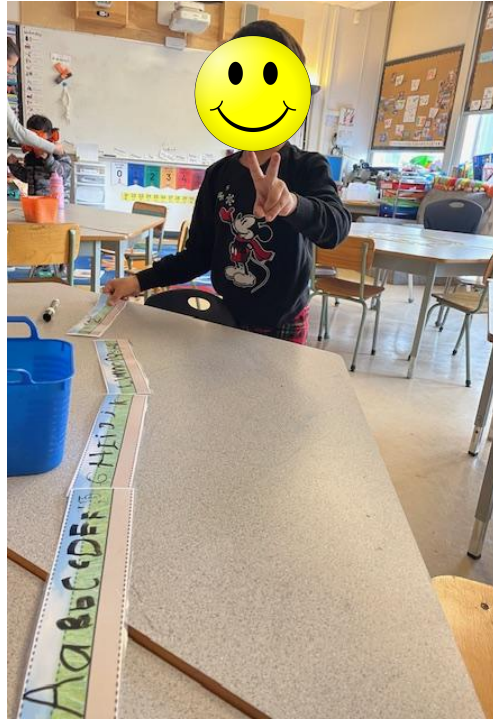




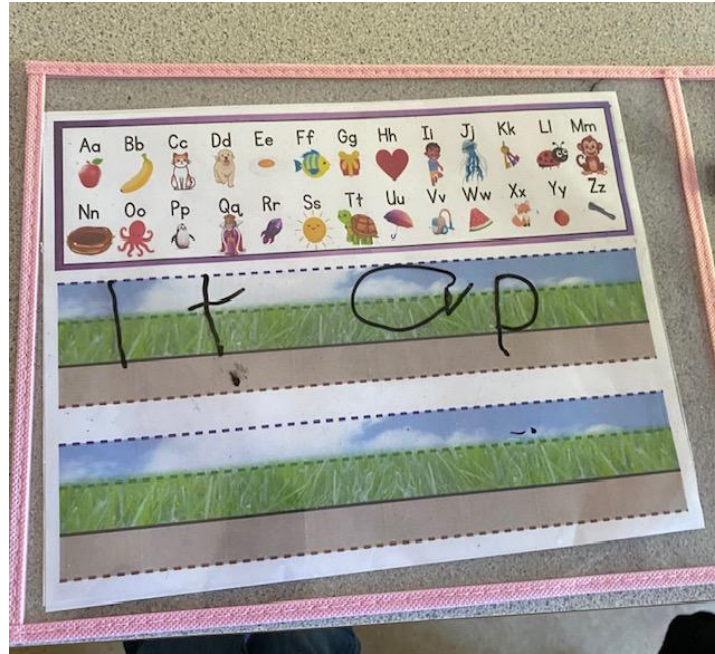
# Fundamental Skills



# Literacy Skills for All

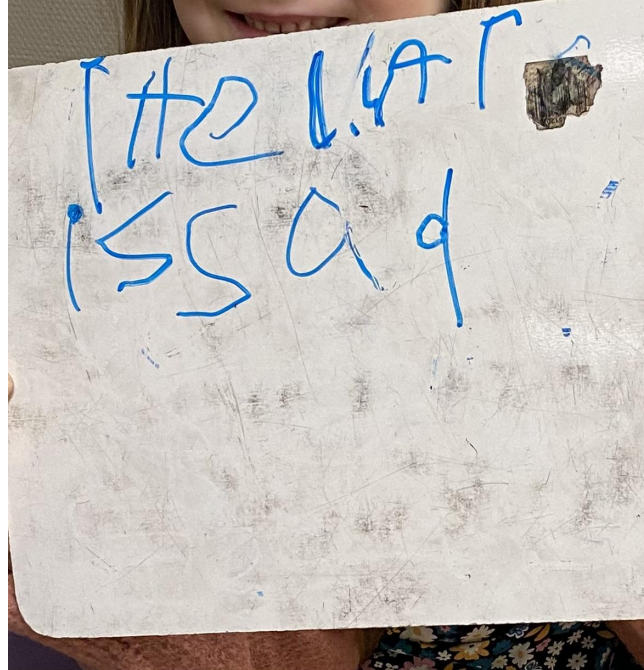


# Meet a Learner



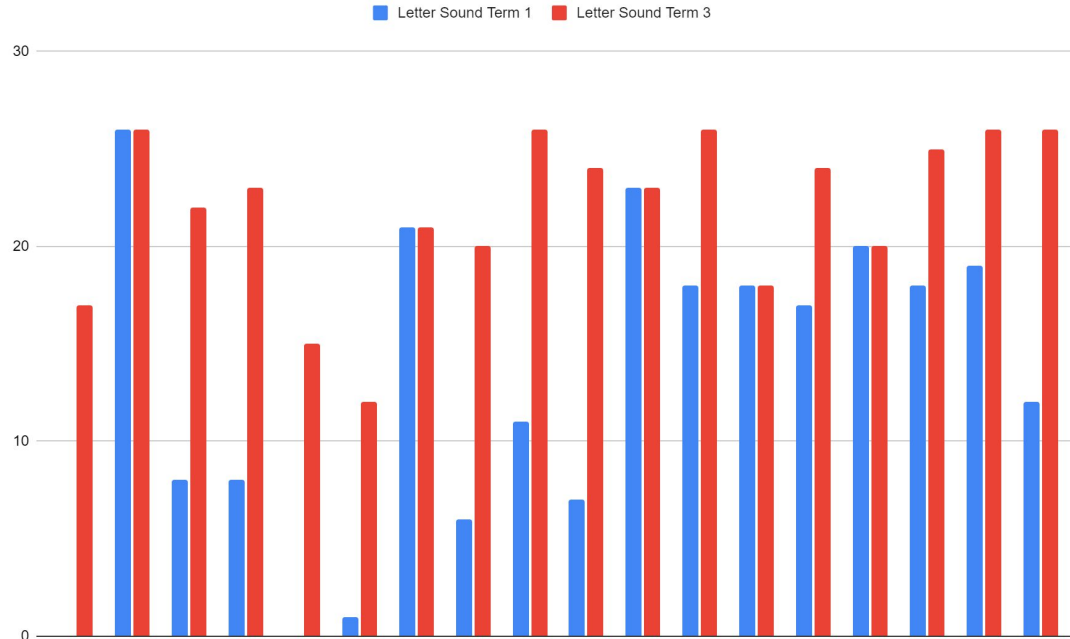
'I tap'

# Meet a Learner



'The cat is sad'

# Celebrating all Learners

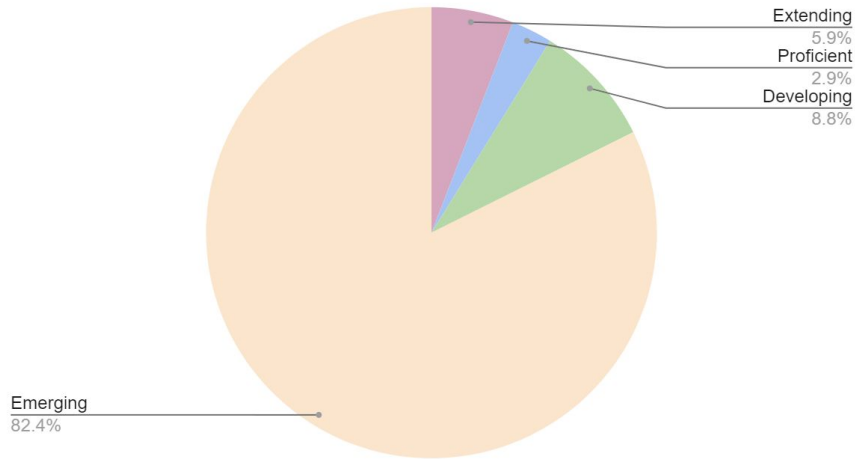




# Celebrating all Learners

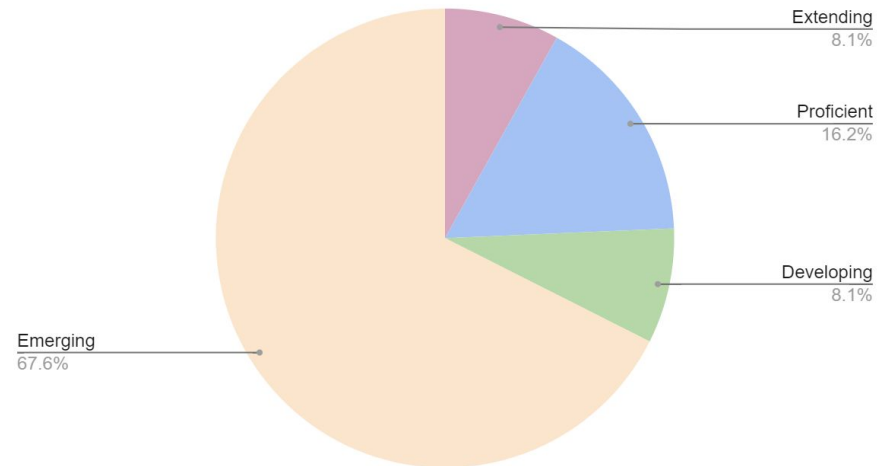
2023

(WRC)



2024

(WRC)



# Celebrating Success

*“Working with Allison and Lisa last year revolutionized my teaching practice, making it more effective and meaningful. As we designed our literacy program, we were able to share ideas, clarify techniques, and expand our own knowledge.”*

*“All students were able to meet their potential and make progress, which was especially meaningful for those with an Individual Education Plan, as we could target their specific learning goals.”*

*“By pushing in, instead of pulling out, [our team] became part of our [classroom] learning community rather than someone who came to take them away. Students who needed support weren’t singled out—they were included, and their needs were met.”*





One *Learning* Community

Education Policy and Directions Committee Meeting October 7, 2024

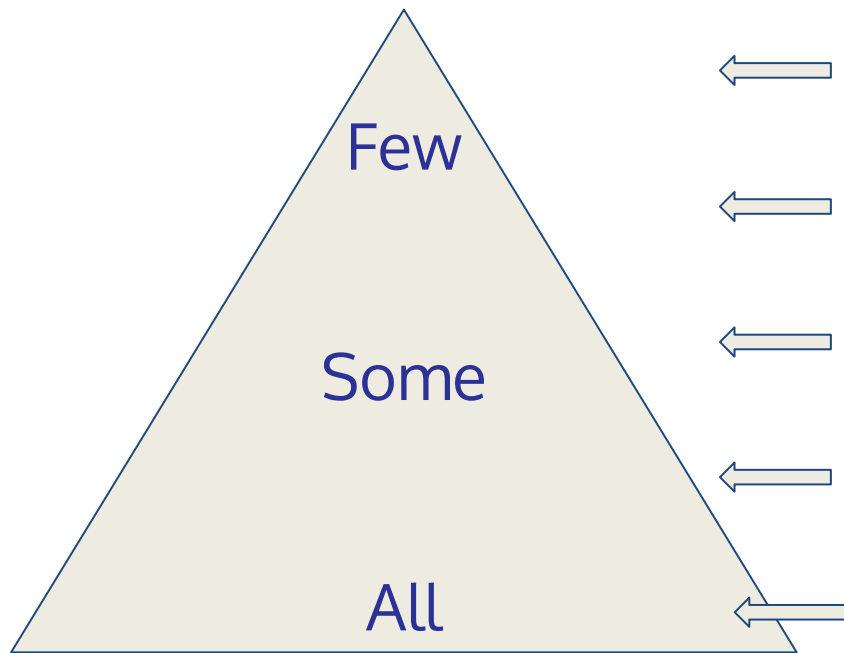


# Literacy is the ability to:

- ➡ **Make meaning**
- ➡ **Critically analyze**
- ➡ **Communicate**



# 2024/2025 Literacy in Action



ELCT - 10 schools



Small group literacy inquiry - 8



Literacy as UDL school-wide - 6



School-led Literacy Grant - 4



K-12 Literacy Book Club - all

# We invite you!

Be a part of our  
learning and  
collaboration

*Dates TBA....*



thank  
you

**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.

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

# Office of the Superintendent

*Deb Whitten – Superintendent*

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**To:** Education Policy and Directions Committee  
**From:** Deb Whitten, Superintendent of Schools  
**Date:** October 7, 2024  
**RE:** **Parent Education Fund Update**

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## 2024-2025 Parent Education Fund:

For the 2024-2025 school year, a Parent Education Fund (the “Fund”) of \$3,000 is available to school Parent Advisory Councils (PACs) to support parent education opportunities. On Tuesday, October 1, 2024, every PAC within the Greater Victoria School District will be invited to apply for a \$250 grant paid for from the Fund. Grant applications will be reviewed and evaluated based on established criteria. The deadline to apply is Friday, November 1<sup>st</sup>, 2024; however, if there are funds remaining after grants have been awarded, PAC submissions will be accepted past the deadline and funds will be allocated on a first-come, first-served basis.

## 2023-2024 Parent Education Fund Update:

For the 2023-2024 school year, \$4,750 in grants were awarded to the following 19 PACs:

- 13 Elementary Schools: Braefoot, Doncaster, Frank Hobbs, Lake Hill, Macaulay, Marigold, McKenzie, Northridge, Sir James Douglas, Sundance-Bank, Strawberry Vale, Tillicum, and View Royal
- 3 Middle Schools: Colquitz, Glanford and Gordon Head
- 3 Secondary Schools: Esquimalt, Reynolds and Spectrum

*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*



# Office of the Associate Superintendent

*Tom Aerts – Associate Superintendent*

School District No. 61 (Greater Victoria)  
556 Boleskine Road, Victoria, BC V8Z 1E8  
Phone (250) 475-4162 Fax (250) 475-4112

**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

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## REGULATION 6163.1

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

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~~
    - ~~\_\_\_\_\_ 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.~~

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

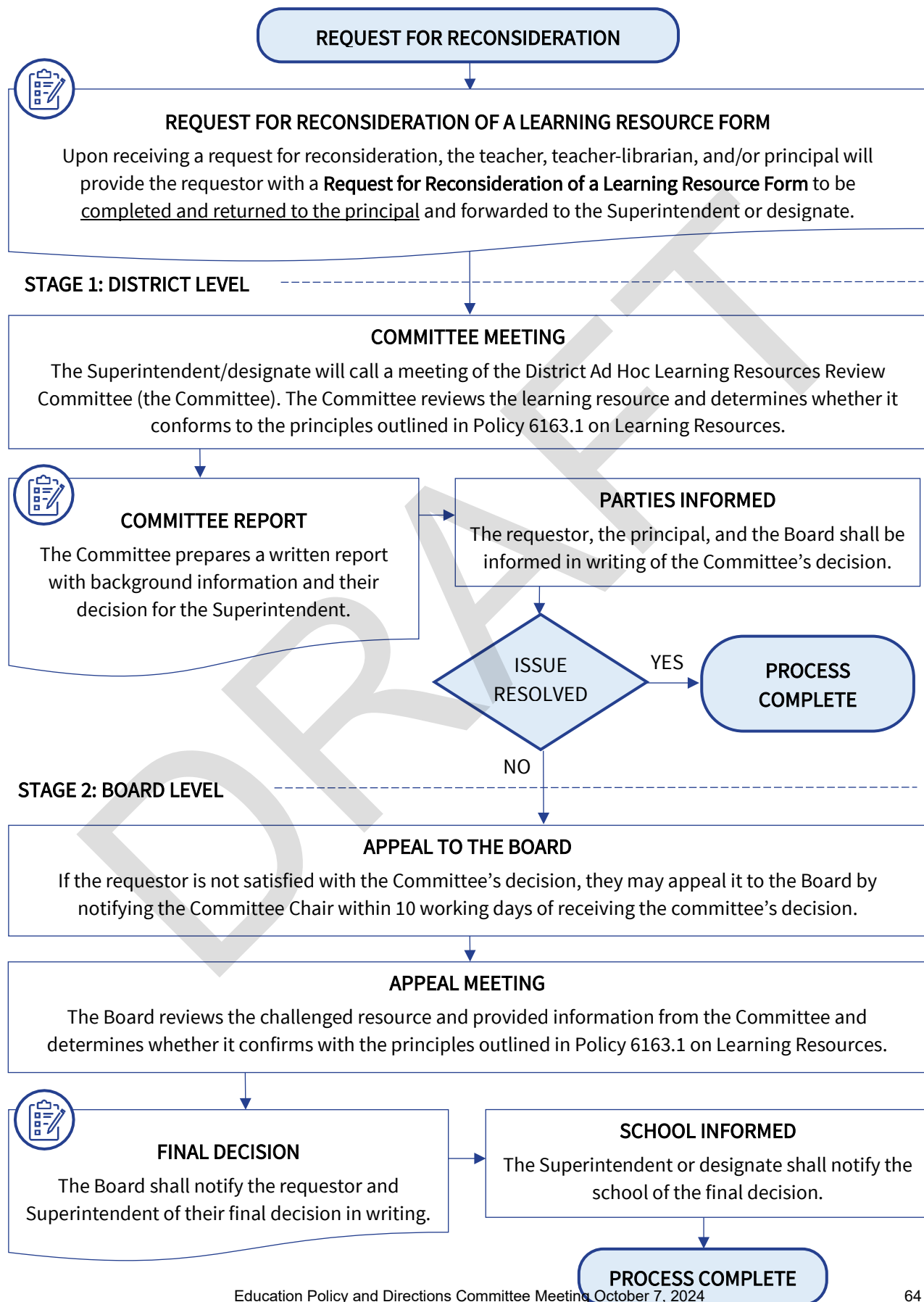
Re-named and revised: February 27, 1995

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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: <input type="checkbox"/> Staff Member <input type="checkbox"/> Parent/Caregiver <input type="checkbox"/> Student			

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