



**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, January 13, 2025, 7:00 p.m.

Chair Mahbobi

A. COMMENCEMENT OF MEETING

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Recommended Motion:

That the January 13, 2025 agenda be approved.

A.3. Approval of the Minutes

Recommended Motion:

That the December 2, 2024 Combined Education Policy and Directions Committee and Operations Policy and Planning Committee meeting minutes as they pertain to Education Policy and Directions Committee, be approved.

A.4. Business Arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

C. NEW BUSINESS

C.1. Career Development – Acting District Vice-Principal Blecic and District Career Education Coordinator Alexander

C.2. Draft Policy 5145, *Police Questioning in Schools*

D. NOTICE OF MOTION

Education Policy and Directions Committee Meeting January 13, 2025

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)
Combined Education Policy and Directions and
Operations Policy and Planning Committee Meeting
MEETING MINUTES
Monday, Dec 2, 2024, 7:00 p.m.

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

Operations Policy and Planning members: Derek Gagnon (Chair), Karin Kwan, Rob Paynter, Nicole Duncan (ex officio)

Trustee Regrets: Diane McNally

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent, Julie Lutner, Associate Secretary-Treasurer, Dr. Shelly Wilton, Director of Indigenous Education, Marni Vistisen-Harwood, Director of Facilities Services, Brenna O'Connor, VPVPA

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

A. COMMENCEMENT OF MEETING

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

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Combined Education Policy and Directions and Operations Policy and Planning Committees meeting agenda

Moved by Trustee David

That the Dec 2, 2024 Combined Education Policy and Directions and Operations Policy and Planning Committees meeting agenda be approved.

Motion Carried Unanimously

B. EDUCATION POLICY AND DIRECTIONS COMMITTEE

B.1. Approval of the Minutes

Moved by Trustee Duncan

That the November 4, 2024 Education Policy and Directions Committee meeting minutes be approved.

Motion Carried Unanimously

B.2. Business Arising from Minutes

At the November 4, 2024 Education Policy and Directions Committee meeting, the annual anaphylaxis quality review was provided. Trustees had a follow up question for staff concerning what happens when students are on a school field trip.

Superintendent Whitten replied that teachers carry an extra epi pen with them when on a field trip.

C. PRESENTATIONS TO THE COMMITTEE

Staff

- C.1.** Principal James Hansen, Margaret Jenkins Elementary School, presented on Numeracy in the District.

Trustees and Partners had questions of clarification.

D. NEW BUSINESS

D.1. Equity Ad Hoc Committee

Associate Superintendent Aerts presented two recommended motions from the Equity Ad Hoc Committee.

Trustees and partners reviewed the proposed equity audit recommended by the committee and raised questions for clarification. After further discussion, it was agreed that the Operations Policy and Planning Committee would not endorse the equity audit. Trustees suggested that the Equity Ad Hoc Committee continue its work on the motion

carried by the Board during the Special Open Board of Education Meeting on October 1, 2024.

Additionally, Trustees and partners discussed a motion recommending that the Board write to the Ministry of Education and Childcare to advocate for increased funding for Justice, Equity, Diversity, and Inclusion (JEDI) initiatives. Trustees requested more specific details from the Equity Ad Hoc Committee regarding the content of the letter to be sent to the Ministry.

E. NOTICE OF MOTION

None.

F. GENERAL ANNOUNCEMENTS

None.

Chair Mahbobi passed the gavel to Chair Gagnon.

G. OPERATIONS POLICY AND PLANNING COMMITTEE

G.1. Approval of the Minutes

Moved by Trustee Paynter

That the November 18, 2024 Operations Policy and Planning Committee meeting minutes be approved.

Motion Carried Unanimously

G.2. Business Arising from Minutes

Trustee Duncan inquired with Secretary-Treasurer Stride whether staff had received a reply from the District of Saanich regarding the Board's request for crossing guard funding.

Secretary-Treasurer Stride responded that staff had not yet received a response.

H. PRESENTATIONS TO THE COMMITTEE

None.

I. SUPERINTENDENT'S REPORT

None.

J. PERSONNEL ITEMS

None.

K. FINANCE AND LEGAL AFFAIRS

K.1. 2025-2026 Budget Update – Values and Guiding Principles

Secretary-Treasurer Stride provided the revised Values and Guiding Principles for review.

Trustees, Partners and Staff discussed the Values and Guiding Principles and suggested amendments.

Moved by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Values and Guiding Principles.

Amendment

Moved by Trustee Paynter

Indigenous

The budget process will be culturally respectful and responsive to the needs of Indigenous peoples and will include the Indigenous Education Council (IEC), and representatives of the Four Houses. ~~through the processes that have been established with the Indigenous Education Department.~~

For (1): Paynter

Against (3): Duncan, Gagnon, Kwan

Motion Failed (1 to 3)

Amendment

Moved by Trustee Duncan

Alignment

Budget decisions will align to the District's Strategic Plan's goals and strategies and the District Framework for Enhancing Student Learning. Priority will be given to Strategic Plan and Framework for Enhancing Student Learning initiatives and will make financial connections to complete the annual **multiyear** financial report. As a result, the organization recognizes constraint and the ability to do many things, but not all things.

Amendment

Moved by Trustee Kwan

Alignment

Budget decisions will align to the District's Strategic Plan's goals and strategies and the District Framework for Enhancing Student Learning. Priority will be given to Strategic Plan and Framework for Enhancing Student Combined Education Policy and Directions & Operations Policy and Planning Committees

Learning initiatives and will make financial connections to complete the annual ~~multiyear~~ financial reports, such as the Financial Statement Discussion and Analysis Report and the Multi-Year Financial Plan. As a result, the organization recognizes constraint and the ability to do many things, but not all things.

Motion Carried Unanimously

Moved by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Values and Guiding Principles, as amended.

Motion Carried Unanimously

K.2. Monthly Financial Report: November 2024

Secretary-Treasurer Stride provided the report for information.

K.3. Budget Change Report: November 2024

Secretary-Treasurer Stride provided the report for information.

L. FACILITIES PLANNING

L.1. Operations Update: November 2024

Director of Facilities Services Vistisen-Harwood provided an update.

Trustees had questions of clarification.

L.2. Cedar Hill School Seismic Project Update

Director of Facilities Services Vistisen-Harwood provided an update.

Trustees had questions of clarification.

M. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

None.

N. NEW BUSINESS

None.

O. NOTICE OF MOTION

None.

P. GENERAL ANNOUNCEMENTS

None.

Combined Education Policy and Directions & Operations Policy and Planning Committees
Meeting Minutes Dec 2, 2024

Q. ADJOURNMENT

Moved by Trustee Kwan

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 8:39 p.m.

DRAFT

Office of the Associate Superintendent

Tom Aerts – Associate Superintendent

TO: Education Policy and Directions Committee Meeting
FROM: Tom Aerts, Associate Superintendent of Schools
RE: Pathways and Partnerships Presentation
DATE: January 13th, 2025

Background:

The Ministry of Education & Child Care's vision for student success mandates Career Education as one of the three pillars of the Educated Citizen. Their goal under Career Education is "to prepare students to attain their career and occupational objectives; to assist in developing effective work habits and the flexibility to deal with change in the workplace".

Pathways and Partnerships' mandate within the K-12 environment ensures students leave our District as Educated Citizens with a future orientation. This is achieved through individualized student planning, assisting with Career Education curriculum development, program creation and delivery, work and post-secondary education connections, and enriched classroom experiences.

- In the elementary years, students are **exposed** to their future orientation by learning about various jobs in the community that break down stereotypes, broaden aspirations, and link learning to the real world.
- In the middle years, students begin to **explore** their future orientation by learning about who they are and identifying their personal interests, skills, and values.
- In the secondary grades, students are able to **experience** their future orientation through work, training, volunteering, and/or post-secondary opportunities.

In collaboration with the District and School-Based Staff, the Pathways and Partnerships department designs opportunities and resources in the K-12 environment to support all students through the lense of equity and cultural responsiveness.

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

The Importance of Career Education:

Research shows that meaningful career education broadens students' aspirations, creates more engagement and motivation at school and challenges gender and social stereotypes. ([Education & Employers, 2018](#))

The How:

This memo intends to offer an overview of the Pathways and Partnerships presentation on January 13th, 2025 and to familiarize Trustees with the department's work in Kindergarten through Grade 12 schools as it connects to the Enhancing Student Learning Report (ESLR), the Greater Victoria School District's Strategic Plan, and Ministry of Education and Child Care requirements.

The presentation will include information about the Pathways and Partnerships Department, the scope and sequence of K-12 programming offered to students, data from the 2023-2024 Student Learning Survey and Camosun South Island Partnership success rates.

Data and Statistics:

In 2023-2024, out of 231 courses and programs at Camosun, 85% of students earned a 70% or higher mark.

91% of SD61 Grade 12 students polled know where their career center is located in their school.

88% of SD61 Grade 12 students polled have taken part in at least one Pathways initiative from K-12.

Bringing Career Education Curriculum Alive:

The Pathways & Partnerships mandate is to design research-backed, curriculum-driven resources, programs, and opportunities. Connections to the current and future BC Labour Market Outlook guides our work.

Utilizing data helps inform our practice and identify areas of growth. Areas like accessibility for newcomers, students with diverse abilities and disabilities, and Children and Youth in Care.

Career Education in the Early Years (K-8):

Research shows that children start to make assumptions about their suitability to work as early as age 7. Studies emphasize that children's aspirations are often shaped or restricted by gender stereotyping, socio-economic background, and who they know. These factors influence a student's motivation to learn, subjects they choose to study, and jobs they end up pursuing. ([Education and Employers, 2019](#))

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One *Learning* Community



Pathways and Partnerships resources and events are research-driven and career education curriculum-based. The programs open doors of possibilities for all students of diverse backgrounds, personalized needs, talents, and abilities.

Esquimalt Secondary School: The impact of personalized career guidance:

The presentation will highlight the programs and services provided to Esquimalt students by their Career Education team. They will highlight how they offer personalized education and career planning to their students. Utilizing data and connecting with priority students is at the forefront of their work. Collaborations with Esquimalt's Indigenous Education team are key to creating meaningful relationships with students from the four Indigenous houses.

Highlights from Esquimalt's Career Center Team will cover:

- The Big Picture of their Student Support Services through their career center.
- Pathways & Partnerships Initiatives and Programs
- Work Experience
- Student Services
- Communication

Student Testimonial:

The Careers team played a vital role in shaping my future during my time at Esquimalt High. They worked with me to create a detailed career plan, helping me identify both short-term and long-term goals. Thanks to their guidance and support, I was able to accelerate my academic journey and pursue my career goals ahead of schedule. The Careers team's belief in my potential and dedication to my success had a great impact on my life, and I am incredibly grateful for the opportunities they helped me access during the start of my electrical career.

- Sophie, Grad 2024, Electrician

Supporting documents:

Enhancing Student Learning Report (ESLR)

<https://www.sd61.bc.ca/our-district/framework-for-enhancing-student-learning/>

Greater Victoria School District Strategic Plan (2020-2025)

<https://www.sd61.bc.ca/our-district/plans/>

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One *Learning* Community



The Ministry of Education and Child Care's Vision for Student Success

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/vision-for-student-success>

Pathways and Partnerships Website

<https://careers.sd61.bc.ca/>

Pathways and Partnerships YouTube Channel

<https://www.youtube.com/@sd61pathwaypartnerships21/videos>

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One *Learning* Community



Hosts:

Kevin Blecic, Acting VP

Bonnie Alexander- SD61 Career Education Coordinator

Pathways & Partnerships



PATHWAYS & PARTNERSHIPS

Guest Presenters;

Tarra Clarke- Career Education Coordinator, Esquimalt

Ken Henderson- Career Education Teacher, Esquimalt

OVERVIEW

01

**PATHWAYS AND PARTNERSHIPS
DISTRICT PROGRAMS**

02

**K-12 CAREER EDUCATION
SCOPE & SEQUENCE**

03

**ESQUIMALT HIGH SCHOOL
PROVIDING PERSONALIZED
EDUCATION AND CAREER
PLANNING**

04

**HOW DO WE KNOW WHAT WE
ARE DOING IS WORKING?
DATA**

Meet the Pathways & Partnerships Team



Acting Vice Principal
KEVIN BLECIC

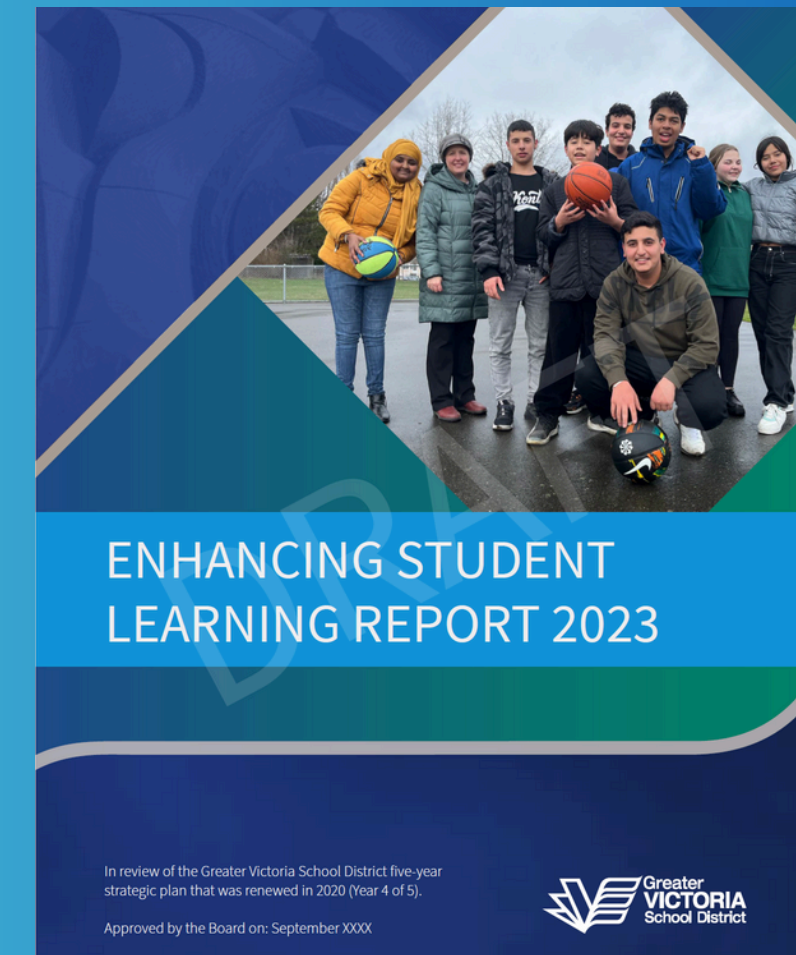
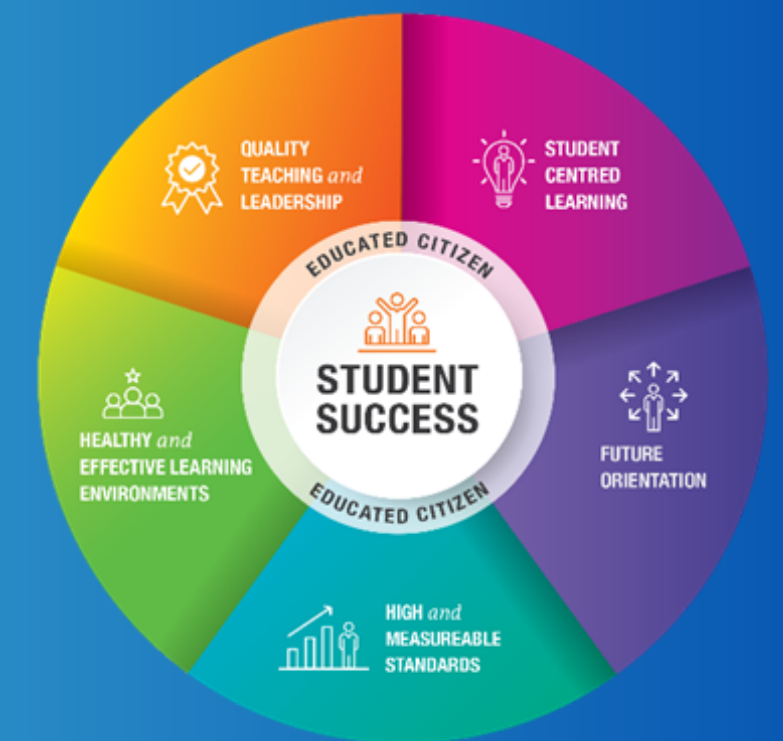


Career Education Coordinator
BONNIE ALEXANDER



District Trades Coordinator
DAVID ARGUE

IT'S NOT WHAT YOU WANT TO DO BUT WHO YOU WANT TO BECOME



CAREER EDUCATION STRATEGIES

Design research-backed
curriculum-driven **resources,**
programs and opportunities

Link opportunities and curriculum
to the BC Labour Market

Utilize data to inform our practice
and identify areas of growth

WHAT DOES THE RESEARCH SAY ABOUT CAREER EDUCATION?

It broadens young peoples' horizons and raises their aspirations

It excites children about subjects, increasing motivation, confidence and attitude towards learning

It challenges gender and social stereotypes

SCOPE & SEQUENCE

K-12

Elementary

EXPOSE



Middle

EXPLORE



Secondary

EXPERIENCE



Post Sec

**EDUCATION,
TRAINING &
EMPLOYMENT**

ELEMENTARY EXPOSE



Tool Trolley Build Days



Guess my Job & Redraw the Balance Events



Teacher Training & Pro D



EDUCATOR ENGAGEMENT

2024-2025

Pathways & Partnerships



STAFF MEETING PRESENTATION



Elementary Schools
October 9th, 2024
via Zoom

How to be a
Career Influencer

2024-2025

Pathways & Partnerships



LUNCH & LEARN WORKSHOPS



Elementary schools
in person

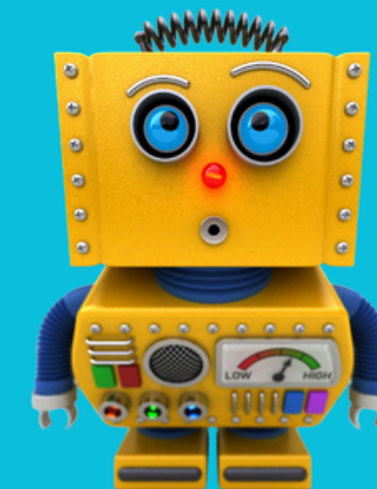
How to be a
Career Influencer

2024-2025

Pathways & Partnerships



MAKER CENTRE TOP UP GRANTS



\$ 250 per
elementary school

Contact:
SD61 District Career Education Coordinator
Bonnie Alexander
baalexander@sd61.bc.ca

MIDDLE EXPLORE



Grade 8 Camosun Tours



Glowforge



Maker Centres



**PowerPlay Young
Entrepreneur**

EDUCATOR ENGAGEMENT

2024-2025

Pathways & Partnerships



STAFF MEETING PRESENTATION



Middle School
November 12th, 2024
via Zoom

How to be a
Career Influencer

2024-2025

Pathways & Partnerships



LUNCH & LEARN WORKSHOPS



Middle Schools in
person

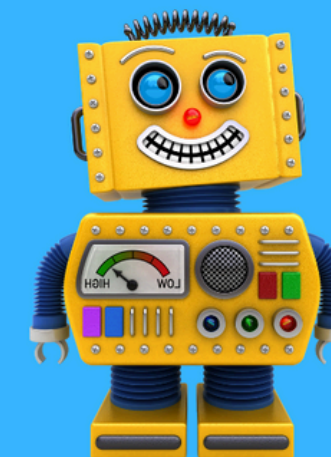
How to be a
Career Influencer

2024-2025

Pathways & Partnerships



MAKER CENTRE TOP UP GRANTS



\$ 500 per
middle school

Contact:
SD61 District Career Education Coordinator
Bonnie Alexander
balexander@sd61.bc.ca

SECONDARY EXPERIENCE



TASK Program



Career Fair



Camosun Health Day



Indigenous Learners Day

POST GRAD Education, Training & Employment



Mouyadin at GNG Builders



**Siri Professional Cook
Apprentice at The Courtney
Room**



**Colin Electrical Apprentice
at Bell Tech**



OUR DREAM TEAMS



91%
of Grade 12 students
polled know where
their career centre is
located in their school

87%
have taken part in at
least one Pathways
initiative

MEET THE ESQUIMALT CAREER EDUCATION TEAM

Ken Henderson, Career Education Teacher

Tarra Clarke, Career Education Coordinator



FOCUS

Empowering Student Voices

Designing Personalized, Innovative, and
Equitable Pathway Opportunities

WHAT GUIDES OUR WORK

Building Relationships

Students - Focus On Priority Students
School Community
Outside Community Members



HOW DO WE KNOW WHAT WE ARE DOING IS HAVING AN IMPACT?

Engaging with hundreds of Esquimalt students through:

- Student Choice **Camosun** Visits
- **Dual Credit** (one-off course or program) via UVic or Camosun or District Program requiring guidance /application support
- **Work Experience** Students (30hr or 100hr) seeking 1:1 Career Exploration, Resume Creation or Interview Support
- **Student Choice Grade 11 Workshops** with ESQ Alumni & Industry Leaders

Connecting School Learning to outside world

PROGRAM HIGHLIGHTS

SPRING BREAK WORK EXPERIENCE

Connecting students with local businesses

28 students in 2024 @ 40 hours per
placement in trades and non-trades

Notable partnerships: Seaspan & Esquimalt
Fire Rescue: Fire Academy, & Country Grocer

Over 50% of students continue with
education or employment in those career
fields.



“The Careers team’s belief in my potential and dedication to my success had a great impact on my life, and I am incredibly grateful for the opportunities they helped me access.”



Sophie
Electrician, Grad 2024

JON'S STORY



- Day tour to Seaspan
- Spring break at Seaspan
- Conditionally accepted to District TASK program
- Work Experience at Country Grocery
- TASK start date: Feb 2025

CAMOSUN DUAL CREDIT SUCCESS RATES

89% successfully **completed** their course or program

85% earned a mark of **70% or higher** in their **courses**

86% earned a mark of **70% or higher** in **programs**



MINISTRY OF EDUCATION STUDY RESULTS

7%

of Dual credit students are more likely than non-dual credit students to complete high school.

8%

for Indigenous student

9%

students with diverse abilities and disabilities

DISTRICT SUCCESSES



Transition Plan

88%

of students have a plan after high school that includes education, employment, and/or training.

Post Secondary Plans

88%

of students think they will probably or definitely go to post-secondary after high school.

Students are **25% less likely to be NEET** if they do **4+ career-related activities**.

*NEET (not in education, employment or training)
Education & Employers, UK*



**I WISH THIS OPPORTUNITY HAD
BEEN AVAILABLE TO ME
WHEN I WAS GROWING UP.**

POLICY 5145

POLICE QUESTIONING OF STUDENTS IN SCHOOL

Adopted: []

Revised:

Frequency of Review: []

The Board is committed to ensuring the safety and wellbeing of all students. That commitment extends to the Board's responsibility to protect the interests and rights of students in its care in a manner consistent with the law.

The Board believes that school is not a proper place for the police to conduct interviews of students. Therefore, police interviews with students should not be conducted at school except in emergency situations. The Board of Education (the "Board") expects that unless there is an emergency School District staff will advise police to contact the students' parent(s)/guardian(s) by telephone and to make arrangements to interview a student. The Board recognizes that in an emergency it may be necessary for the police to conduct an interview at school subject to the policies and regulations established by the Board and in accordance with the relevant law. In any case, the Board expects that School District staff act in compliance with the law and in accordance with Board policies and regulations to ensure the rights and interests of students are upheld.

The Board considers that it has a responsibility to protect the interests and rights of students in its care in a manner consistent with the law. School District staff should take immediate steps to inform the parent(s)/guardian(s) when a students' rights or interests are a matter of concern.

The Board expects that the parent(s)/guardian(s) will be contacted by telephone immediately upon the Administrator or their delegate receiving notice of the police request to interview a student. The Administrator or their delegate will inform the police that they should make arrangements to interview the student through that student's parent(s)/guardian(s).

- 1) In an emergency where the police insist on conducting an interview of a student at school the Administrator or their delegate should take the following actions as appropriate:
 - i. Contact by telephone and wait for, in the following order of precedence: (a) the student's parent(s)/guardian(s); (b) another adult relative; or (c) a trusted adult of the student's choosing.

- ii. Contact by telephone and wait for legal counsel for the student in question, including by assisting the student with accessing legal aid. In British Columbia, legal aid is freely available for youth under the age of 18 who face potential criminal sanctions.
- iii. Explain to the student that they are allowed to have both their lawyer and a parent, close relative, or trusted adult present when questioned by the police.
- iv. Ensure the student has been informed of their rights. The student should be informed of their rights immediately, in language appropriate to their level of understanding. These rights include the right to remain silent, the right to counsel, and the right to know why they are being detained.
- v. Ensure that the student is safe from violence, racially derogatory language, or otherwise abusive treatment of the student by the police. This includes, for instance, the student being kept safe from the use of strip searches at school.
- vi. Document all police interactions with students, including the reason for the interaction, the individuals involved, and any outcomes.

Administrators or any other school district staff should not present themselves as the student's legal advocate, and should clarify this point to the student prior to the police interview. It is misrepresentation to claim to be a legal representative when you do not have this authority.

- 2) In rare circumstances, at the request of a student, or their parent(s)/ guardian(s), where the student is a victim of an alleged crime the police may be asked to attend the school to conduct an interview. In such a case the Administrator or their delegate will:
 - i) Consider whether it is appropriate to notify the Ministry of Children and Family Development (MCFD), or to make other appropriate notifications such as those related to child protection; and
 - ii) Ensure that appropriate supports are provided to the student, such as from a counselor, Youth and Family Counselor (YFC), or social worker.