

Public Notice – Board of Education Online Public Meeting

A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on June 9, 2022 at 6:00 pm.**


Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

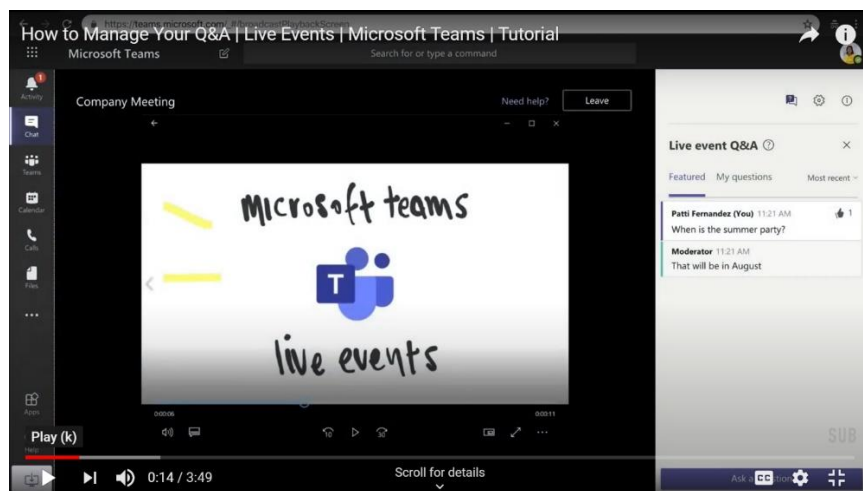
Furthermore, the meeting will be livestreamed via MS teams, to encourage more public participation.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-June-9-2022>

To guide you, the following is information on how to join a live event in MS Teams.

<https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84>

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
 - Select the **Q&A**  function on the right side of the screen.
 - When asking a question using the Q&A function, please identify yourself. **Anonymous questions will not be responded to.**
 - A reminder for Stakeholder groups to use the **Q&A** function.
 - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.



If you have questions regarding the meeting and how to access it that aren't answered in the link above please email info@sd62.bc.ca.



EDUCATION-POLICY COMMITTEE

School Board Office
Via MS Teams
June 9, 2022 – 6:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.
2. **Opening Remarks from Chair, Allison Watson**
3. **COMMITTEE REPORT** of May 3, 2022 Education-Policy Committee meeting (attached) **Pg. 3**
4. **BAA COURSE PROPOSALS**
There are no BAA course proposals for this meeting.
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
 - a. Draft Revised Policy – F-204 “Naming of Schools” – Paul Block **Pg. 6**
 - b. Draft Revised Policy and Regulations – D-121 “Animals on District Property/In Classrooms” – Paul Block **Pg. 9**
 - c. Draft Revised Policy and Regulations – F-502 “School Catchment Areas & Student Placement” – Scott Stinson **Pg. 16**
 - d. Draft Revised Regulations C-332 “Identification, Assessment and Planning – Psychoeducational Assessments” – Janine Brooks and Linda Lamers **Pg. 21**
6. **NEW BUSINESS** (attached)
 - a. School Plans and Student Success Metrics – Farzaan Nusserwanji **Pg. 25**
7. **FOR INFORMATION**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Sept. 6, 2022



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams
School Board Office
May 3, 2022 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
Margot Swinburnson, Trustee (Committee Member)
Dianna Seaton, Trustee (Committee Member)
Christina Kempenaar, STA
Lou Leslie, CUPE
Sandra Arnold, SPEAC
Georgette Walker, SPVPA
Scott Stinson, Superintendent/CEO
Stephanie Hedley-Smith, Associate Superintendent
Paul Block, Associate Superintendent

Guests: Janine Brooks, Linda Lamers, Jennifer Pool, Graham Tarling, Geoffrey Blair, Monica Braniff, Michelle Harris

Regrets: David Strange

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

2. Opening Remarks from Chair, Allison Watson

Trustee Watson thanked Ravi Parmar (Board Chair) for chairing the April committee meeting in her absence.

3. COMMITTEE REPORT of April 5, 2022 Education-Policy Committee meeting

The committee report for the April 5, 2022 Education-Policy Committee meeting was reviewed by the committee. No errors or omissions were noted.

4. BAA COURSE PROPOSALS

There are no BAA course proposals for this meeting.

5. REVIEW OF POLICIES/REGULATIONS

- a. Draft Revised Policy and Regulations F-501 "Emergency Preparedness" – Stephanie Hedley-Smith Associate Superintendent Hedley-Smith described the process for consultation and development of the revised policy and regulations. She spoke to adherence to the District's Business Continuity Plans and Occupational Health & Safety legislation and guidelines.

Recommendation:

That the Board of Education give Notice of Motion to draft revised Policy and Regulations F-501 “Emergency Preparedness”

6. **NEW BUSINESS**a. Middle School Philosophy – Stephanie Hedley-Smith

Associate Superintendent Hedley-Smith spoke to the process and partner groups that she consulted with to develop the middle school philosophy. She described a two-year process engaging partners from across the district to reach a formalized philosophy statement that describes the values and attributes of middle school students and their educational and developmental needs.

Recommendation:

That the Board of Education of School District 62 (Sooke) accept and endorse the 2022 Middle School Philosophy as presented.

b. Presentation – Competency Based IEPs & Communicating Student Learning – Janine Brooks, Linda Lamers and Jennifer Poole

The Inclusive Education Services team described the development and implementation process for CBIEPs in SD62. In consultation with the Sooke Teachers’ Association, it has been two years of development and training that will lead to full implementation in September 2022. The presentation was well received by all partners at the meeting.

c. Presentation – Dogwood & Canadian Physicians for the Environment Presentation – Graham Tarling and Dr. Geoffrey Blair

Dr. Blair and Mr. Tarling presented on the Fortis BC environmental curriculum, pointing out the challenges with some of the factual information being presented as misleading and guiding towards use of fossil fuels. The advocates requested the school district to seriously review the content contained in the curriculum and to evaluate its use by teachers in the district.

Recommendation:

Motion #1: That the Board of Education of School District 62 (Sooke) direct staff to review the Fortis BC curriculum for compliance with Policy B-135 and alignment to the District’s Strategic Plan. Furthermore, staff provide a report with their findings for a discussion at a future Education-Policy Committee meeting.

Motion #2: That the Board of Education of School District 62 (Sooke) write to the Ministry to express concerns about the use of Fortis BC’s energy curriculum and recommend that school districts do not use this resource in public schools.

d. Q3 Report – Strategic Plan – Scott Stinson

Scott shared the Q3 report highlighting achievements and evidence towards meeting the goals and objectives of the Strategic Plan. He brought attention to gains made by the Na’tsa’maht Indigenous Education department, the Program Review process as well as a variety of student achievement data.

Recommendation:

That the Board of Education receive the Strategic Plan Progress – Quarterly Report (Q3) for consideration and future discussion.

7. **FOR INFORMATION**

- a. Research Project Approval – Dawn Wright – “Supporting Speech-to-Text and Text-to-Speech in the Inclusive Classroom in a Universal Design for Learning Format”
- b. Research Project Approval – McKenna Simpson – “Teacher Motivation and Leadership in British Columbia Public School Sport Academies”

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** June 7, 2022

DRAFT



**Education Policy Committee
Information Note
June 9, 2022
Agenda Item 5a: Policy Revision F-204 -
Naming of Schools**

Purpose

Policy F-204 was introduced in October 2000 and has not been reviewed or revised since. In light of the on-going growth and development of our communities and the subsequent need to construct new schools, the motivation to review and provide updates to the policy are timely and necessary.

Background

There are three main issues to be addressed in this policy revision:

- Revise and modernize the policy with greater clarity surrounding consultation.
- Recognize the growth in our District, leading to the need to update and modernize as the District will be engaged in school naming processes as evidenced with the recent new schools: Royal Bay Secondary, Pexsisen Elementary and Centre Mountain Lellum Middle School.
- The recognition of our partners, the Indigenous Nations with whom the District partners: Scia'new Nation – Beecher Bay, T'Souke Nation – Sooke and the Nuuchahnulth, Pacheedaht Nation – Port Renfrew. As enshrined by the United Nations Declaration for Indigenous Peoples (UNDRIP), the Truth & Reconciliation Commission's: 94 Calls to Action and the BC *School Act*, the proposed revisions acknowledge the Indigenous right holders in our District and documents their participation, consultation and agreement in the development of a new school name.

Next Steps

Proposed changes: Policy (New language or revision is bolded)

- To this end, the Board will seek name suggestions from students, parents, staff, community and the **Indigenous Nations with whom the district partners: Scia'new Nation – Beecher Bay, T'Souke Nation – Sooke and the Nuuchahnulth, Pacheedaht Nation** ~~and the community~~ within the school's ~~attendance~~ **catchment** area before making its final decision. Generally, a minimum of three names will be provided for the Board's decision.

***Rationale:** As enshrined by the United Nations Declaration for Indigenous Peoples (UNDRIP), the Truth & Reconciliation Commission's: 94 Calls to Action and the BC School Act, the proposed revisions acknowledge the Indigenous right holders in our District and documents their participation, consultation and agreement in the development of a new school name.*

Further, the language change from "within the school's attendance area" to "the school's catchment area" is the modernization of terminology used to describe a school community's area and demographics.

- Except where otherwise determined by the Board, new schools will be named in reference to geographical characteristics, ***local Indigenous culture and language***, or historical names. If a school is to be named in honour of a person, consent of the individual will be obtained. In cases where a school is to be named after a deceased person, except one who was renowned, agreement from close surviving relatives will be sought.

Rationale: As enshrined by the United Nations Declaration for Indigenous Peoples (UNDRIP), the Truth & Reconciliation Commission's: 94 Calls to Action and the BC School Act, the proposed revisions acknowledge the Indigenous right holders in our District and documents their participation, consultation and agreement in the development of a new school name.

Recommendation

That the Board of Education give Notice of Motion to draft revised Policy F-204 "Naming of Schools".

Respectfully submitted,

Paul Block
Associate Superintendent of Schools

School District #62 (Sooke)

NAMING OF SCHOOLS	No.: F-204
	Effective: Oct. 24/00 Revised: Reviewed: June 7/22

SCHOOL BOARD POLICY

The Board believes that the naming of schools should be undertaken following consultation with affected constituents.

To this end, the Board will seek name suggestions from students, parents, staff, community and the **Indigenous Nations with whom the district partners: Scia’new Nation – Beecher Bay, T’Sou-ke Nation – Sooke and the Nuu-chah-nulth, Pacheedaht Nation** and the community within the school’s attendance **catchment** area before making its final decision. Generally, a minimum of three names will be provided for the Board’s decision.

The process for naming a new school will begin as soon as possible after the school site has been purchased and where construction is scheduled in the Board’s current capital plan.

Except where otherwise determined by the Board, new schools will be named in reference to geographical characteristics, **local Indigenous culture and language** or historical names. If a school is to be named in honour of a person, consent of the individual will be obtained. In cases where a school is to be named after a deceased person, except one who was renowned, agreement from close surviving relatives will be sought.

Final choice for a school name rests with the Board.



**Education-Policy Committee
Information Note
June 9, 2022
Agenda Item 5b: Policy and Regulations Revision
D-121 - Animals on District Property and in Classrooms**

Purpose

Policy D-121 was introduced in 2009 and then further revised in 2010. From one perspective captured in the policy, 12 years later, the District has evolved and acquired several new properties; through a significant growth and development stage, the neighbourhoods and demographics of residents surrounding our schools have changed. As a result, this review and the proposed changes reflect the needs of our schools and staff to best monitor, manage and protect, people, buildings and land associated with or owned by the District.

From the other perspective, animals in classrooms continues to be an on-going activity and interest for students, staff and families. The proposed changes reflect a response to some new challenges we have experienced and learned from, as well as adapting to an array of different animals that are now domesticated and, at times, the subject of requests to come to a school.

Background

As the District grows, we see more requests for animal visits and classroom pets (often with the claim that animals and pets supports student and staff wellbeing and for educational purposes). Given that the policy has not been reviewed for some time, it was necessary to review and make changes to more clearly clarify the District position and to ensure rules and roles and responsibilities were clearly laid out. As the current policy and regulations contained some duplication, the re-draft has been re-organized for clarity.

Next Steps

Proposed changes: Policy (New language or revision is bolded)

- In general, animals are not allowed to be on School District property **during school hours**. This general prohibition includes domestic dogs, cats, birds, and other pets, and especially applies to potentially dangerous exotic animals.

Rationale: An understanding that animals in the neighbourhoods surrounding our schools will use our fields. This acknowledges this after-hours neighbourhood activity.

- Vision, hearing and service **animals**.

Rationale: the definition of a service animals has evolved beyond simply service dogs; this revision reflects that reality.

- **Bird/pest control animals**

Rationale: requests for these animals to visit classrooms has grown; this revision acknowledges this shift and provides direction.

- Principals and Vice-Principals reserve the right to revoke privileges on a person-to-person basis. ¹⁰

Rationale: re-affirms that Principals and Vice-Principals will make a decision in the best interests of the school and District to ensure the safety, inclusiveness and comfort of their school community. This may result in a refusal or denial of an animal that is listed in the policy and regulations based on their professional judgment of the given scenario or situation.

- The key content in the deleted paragraph is captured in the proposed changes to the policy and regulations. By separating them out in the appropriate sections greater clarity is provided especially as it relates to the various roles and responsibilities.
- **The animal is being brought in for the purpose of contributing to a structured humane educational curriculum.**
- **It has been established that there are no students or staff who would be adversely affected by animals in the school or classroom.**
- **The animal is a domesticated animal in a confined habitat or under control and is not permitted to breed.**
- **The animal is not a nocturnal species and has a sleep pattern compatible with the school day.**
- **The animal can live in the classroom overnight without supervision.**
- **The teacher takes sole responsibility for the care and welfare of the of the animal.**

Animals will be removed from the school or classroom:

- **If the animal places the safety of students or staff in jeopardy or becomes a health hazard.**
- **If the animal is an impediment to learning.**

Rationale: Clarifies the District position and ensures rules, roles and responsibilities were clearly laid out. The current policy and regulations contained some duplication, the re-draft has been re-organized for clarity.

- Owners of animals will be responsible for the safe and sanitary removal of their pet's excrement from buildings and grounds **and may be liable for any damage to property or injuries to staff or students.**

Rationale: provides clarity to pet owners that a failure to observe this policy, regulations and/or signage carries a potential liability for the pet owner.

Proposed changes: Regulations (New language or revision is bolded)

The animals shall:

- **Not be allowed to roam freely within the school setting and, in the case of small classroom pets, should be confined to a habitat within the classroom.**
- **In the case of small classroom pets, be cared for during weekends and holiday periods.**

Principals shall:

- **Be consulted and provide a decision prior to the inclusion of a live animal in the school or in a classroom.**

Teachers shall ensure that the following conditions have been met prior to introducing an animal into the classroom:

- **Procedures on the safe handling and care of the animal are posted and reviewed with¹ students which states that the animal is only handled by students when the following conditions are met:**
 - **it does not endanger or stress the animal and the handling of the animal is related to the curriculum being taught.**
 - **the handling of the animal is in accordance to species specific handling instructions and a student is directly supervised by the experienced caregiver or teacher.**
- **Procedures for the feeding of the animal and maintenance of any enclosure for hygienic purposes are established.**
- **Inform parents or guardians of the intent to keep a small classroom pet.**
- **Take responsibility for the care and welfare of any small classroom pet during weekends, holidays, and school breaks.**
- **Ensure that an animal is removed from the classroom if the animal may place the safety of children/or staff in jeopardy or is a health hazard for children/or staff, or is an impediment to learning.**
- **Be responsible for the removal of all refuse or waste pertaining to classroom animals and ensuring it is placed in the appropriate receptacle safely.**
- **In the event of the death of an animal it is disposed of in a manner that is safe and sensitive to student emotions.**

Rationale: This new language provides clarity and direction to Principals and Vice-Principals and staff on procedures, considerations and limitations when introducing animals into the school and classroom environment. Previously, the regulations were vague and created inconsistent application and questions for administration, teaching and support staff, as well as students and parents.

Recommendation:

That the Board of Education give Notice of Motion to draft revised Policy and Regulations D-121 "Animals on District Property and in Classrooms".

Respectfully submitted,

Paul Block
Associate Superintendent of Schools

School District #62 (Sooke)

ANIMALS ON DISTRICT PROPERTY & IN CLASSROOMS	No.: D-121
	Effective: April 28/09 Revised: Feb. 23/10 Reviewed: June 7/22

SCHOOL BOARD POLICY

The purpose of this policy and procedure is to ensure the greatest possible level of safety for students and staff with regard to animals on School District property and in school buildings.

In general, animals are not allowed to be on School District property **during school hours**. This general prohibition includes domestic dogs, cats, birds, and other pets, and especially applies to potentially dangerous exotic animals.

Some exceptions may be allowed, only with the prior approval of the Principal, and could include:

- Vision, hearing and service dogs **animals**.
- Police dogs under the control of a police officer.
- Pets for show-and-tell.
- Small pets kept in classrooms under the supervision and care of a teacher.
- A demonstration at a school assembly.
- **Bird/pest control animals**

Principals and Vice-Principals reserve the right to revoke privileges on a person to person basis.

~~Prior to allowing animals in schools or classrooms, steps are to be taken to ensure that students and employees are not allergic to the presence of these animals, that the animals will present no physical danger to students or employees, and that the animals are free from any disease or parasites. Prior to introducing any animals into classrooms and using animals as part of the educational program, teachers shall make all efforts to ensure that students receive instruction in the proper care and handling of animals.~~

Animals included in the exceptions listed above may be permitted provided:

- **The animal is being brought in for the purpose of contributing to a structured humane educational curriculum.**
- **It has been established that there are no students or staff who would be adversely affected by animals in the school or classroom.**
- **The animal is a domesticated animal in a confined habitat or under control and is not permitted to breed.**
- **The animal is not a nocturnal species and has a sleep pattern compatible with the school day.**
- **The animal can live in the classroom overnight without supervision.**
- **The teacher takes sole responsibility for the care and welfare of the of the animal.**

Animals will be removed from the school or classroom:

- **If the animal places the safety of students or staff in jeopardy or becomes a health hazard.**
- **If the animal is an impediment to learning.**

Owners of animals will be responsible for the safe and sanitary removal of their pet's excrement from buildings and grounds **and may be liable for any damage to property or injuries to staff or students.**

Venomous snakes and insects will not be allowed on School District property or in school buildings without the written consent of the Principal who will be satisfied that they are caged and present no safety issues.

DRAFT

School District #62 (Sooke)

ANIMALS ON DISTRICT PROPERTY & IN CLASSROOMS	No.: D-121
	Effective: April 28/09 Revised: Reviewed: June 7/22

ADMINISTRATIVE REGULATIONS

The Principal must give prior approval before ANY animal is allowed on School District property or in school buildings during school hours, after taking into account any allergies or specific concerns anyone in the school may have. The Principal will only be able to give approval for the exceptions listed above **in the policy**. Any requests that fall outside of this policy shall be referred to the Assistant **Associate** Superintendents.

The intent of this policy is to be communicated by the Principal to all staff, students and parents in the month of September with the beginning of the new school year.

Requests for Service Animals:

- **Upon receipt of the request, the Principal will consult with the District Principal of Safe and Healthy Schools and the family Associate Superintendent.**
- **Following this consultation, the Principal will communicate the decision to school-based staff.**

The animals shall:

- **Not be allowed to roam freely within the school setting and, in the case of small classroom pets, should be confined to a habitat within the classroom.**
- **In the case of small classroom pets, be cared for during weekends and holiday periods.**

Principals shall:

- **Be consulted and provide a decision prior to the inclusion of a live animal in the school or in a classroom.**

Teachers shall ensure that the following conditions have been met prior to introducing an animal into the classroom:

- **Procedures on the safe handling and care of the animal are posted and reviewed with students which states that the animal is only handled by students when the following conditions are met:**
 - **it does not endanger or stress the animal and the handling of the animal is related to the curriculum being taught.**
 - **the handling of the animal is in accordance to species specific handling instructions and a student is directly supervised by the experienced caregiver or teacher.**
- **Procedures for the feeding of the animal and maintenance of any enclosure for hygienic purposes are established.**
- **Inform parents or guardians of the intent to keep a small classroom pet.**

- **Take responsibility for the care and welfare of any small classroom pet during weekends, holidays, and school breaks.**
- **Ensure that an animal is removed from the classroom if the animal may place the safety of children/or staff in jeopardy or is a health hazard for children/or staff, or is an impediment to learning.**
- **Be responsible for the removal of all refuse or waste pertaining to classroom animals and ensuring it is placed in the appropriate receptacle safely.**
- **In the event of the death of an animal it is disposed of in a manner that is safe and sensitive to student emotions.**

DRAFT

Committee Info Note
Education-Policy Committee Meeting
June 9, 2022
Agenda Item: 5c – Draft Revised Policy and
Regulations F-502 - School Catchment Areas and
Student Placement

Background:

- Policy and Regulations F-502 “School Catchment Areas and Student Placement” were last reviewed and updated in February 2006 and October 2018 respectively.
- Since that time adjustments have become necessary in how the district manages changes to catchment boundaries and accommodates student placement in our schools.
- With continued growth in the school district the ability to adjust catchment areas to reflect school space and regions of growth is necessary.
- Additionally, the process for student registration to ensure fair and equitable access to our schools, including through school change requests, needs to be clearly articulated for staff and families.

Context:

- Policy Changes:
 - There are updates to ensure that the district policy uses current language and is consistent with the *School Act*.
 - In order to manage enrolment in district schools while still recognizing the Board’s values of choice and access to program opportunities, some language is recommended to be removed.
- Administrative Regulations:
 - This section is reformatted to align student registration information in one section and catchment area information in another.
 - The student placement section has two key adjustments, 1) that School Change Requests (SCRs) be approved by an Associate Superintendent to ensure a district perspective on available space is applied, and 2) the addition of a lottery process to determine registration priority.
 - The lottery has been added to ensure that all families have an opportunity to register during registration week and that it is not solely dependent upon access to high quality technology.
 - Catchment changes have been expanded to include consultation with school communities and recommendations to the Board for final approval.

Recommendation:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations F-502 “School Catchment Areas and Student Placement”.

Respectfully submitted,

Scott Stinson, Superintendent of Schools

School District #62 (Sooke)

SCHOOL CATCHMENT AREAS AND STUDENT PLACEMENT	No.: F-502
	Effective: Oct. 13/81 Revised: June 9/87; Feb. 28/06 Reviewed: June 7/22

SCHOOL BOARD POLICY

Recognizing the constraints of transportation, programs and facilities, the Board of School Trustees **Education** will establish school attendance **catchment** areas **for the purpose of student attendance**, and may adjust these from time to time as necessary. School attendance **catchment** areas are available from the district web site (www.sd62.bc.ca) and in print at the Board office and schools.

The Board recognizes however, that special programs, family arrangements, course requirements, parent/student preference and perhaps other circumstances will lead to requests for some students to enroll in a school other than the one in whose attendance **catchment** area they reside. In general, and within the constraints noted above, the Board supports a "flexible boundary" system **reflective of student choice**, as far as it is applicable **practicable** in a rapidly expanding area. ~~and directs that, within the guidelines of policy and regulations, school change applications be approved where possible. The Superintendent of Schools and/or the principal of the school involved may make exceptions when the interests of students and/or the district are better served.~~

The Superintendent of Schools shall develop procedures for dealing with school change requests (**SCRs**), and shall outline these procedures in Administrative Regulations. Approval of requests shall follow these guidelines.

A. Program Related Requests

If the district recommends that the student enroll in a program which is only available in another school, approval of the request shall be automatic. Family-initiated requests to change schools where the neighbourhood school does not offer that course or programme required by the student shall be approved if space is available.

B. General Requests

1. The receiving principal must be satisfied that there is adequate accommodation at the appropriate grade level in the requested school.
2. The parent/guardian assumes responsibility for transportation if the situation does not meet the requirements of Board policy on student transportation.
3. Efforts shall be made by the District office to resolve any difficulties between home and school which may have given rise to the school change request.

Statutory References:

British Columbia *School Act*: Sections 2, 3 and 74.1

District Policy:

Policy and Regulations F-100 – Transportation

Policy C-350 – Parent-Student Appeals

School District #62 (Sooke)

SCHOOL CATCHMENT AREAS AND STUDENT PLACEMENT	No.: F-502
	Effective: Feb. 28/06 Revised: Sept. 24/13; Oct. 2/18 Reviewed: Oct. 2/18; June 7/22

ADMINISTRATIVE REGULATIONS**Student Placement:**

1. The Board will make available an educational program to all persons of school age in British Columbia who enroll in the district **in alignment with the *School Act***.
2. The Board may assign and reassign students to specific schools.
3. The Board may, in accordance with any terms and conditions specified by the Board, permit a person who is older than school age to attend an educational program or to enroll and receive instruction in an educational program sufficient to meet the general requirements for graduation.
4. For each school year, the Superintendent or designate may establish a date by which an application to enroll a person in an educational program must be received by the Superintendent or designate for the purposes of this policy. The Superintendent may establish different dates for different grades, educational programs, or schools, based on the categories of catchment area, non-catchment area and non-school district.
5. Parents requesting a change of school for their child will be required to complete a school change form (**SCR**) available from schools or from the District Web site (www.sd62.bc.ca.)
6. Prior to **confirming** approving school change requests, the receiving principal shall:
 - a. consult with the principal of the neighbourhood school **being requested** and, ~~if it seems appropriate, refer the parent to the neighbourhood school principal for further discussion.~~
 - b. be satisfied that the student can be properly accommodated in the grade and/or program.
 - c. be satisfied that sufficient space will remain in the school to accept any new registrations from students' resident in the school's neighbourhood.
 - d. **Consult with the Associate Superintendent for their Family of Schools to determine any district priorities and for final approval.**
7. If the Superintendent or designate determines that space and facilities are available at the school in which the educational program is made available, a person whose application was received by the Board by the date established is entitled to be considered for enrolment in that educational program in the following descending order of priority, as established by the *School Act*:
 - a. A catchment area child who, in the previous school year, attended the school at which the educational program is made available.
 - b. A catchment area child with siblings currently attending **the school**.
 - c. A catchment area child.
 - d. A non-catchment area child.

- i. with siblings previously registered in the school.
 - ii. who have Day Care arrangements in the **Sschool** catchment area.
 - iii. any other requests.
 - e. A non-school district child.
8. If the Superintendent or designate determines that space and facilities are available at the school in which the educational program is made available, a ~~non-school district~~ child referred to in #9 **7** is entitled to enroll in an educational program in priority to **any other registering child** ~~a school district child~~ whose application was received by the Board after the date established for applications.
 9. If two or more persons have the same priority category, the persons have, as between themselves, priority according to the date and time established under the above process. **The Board may choose to hold a "lottery" to determine registration for any priority category established in #7 so as to allow sufficient time for all children to be registered prior to the date set by the Board.**
 10. For students accepted to a school outside their own catchment area parents/guardians are to assume full responsibility for the transportation of the student to and from school and any related extra supervision requirements.
 11. Once a transfer is granted, the student may not be able to return to the catchment area school during that school year.
 12. The Board shall incur no additional costs as a result of the approval of any transfer application.

School Catchment Areas:

13. Each school, with the exception of, Juan de Fuca Distributed Learning (JDFL), BYTE and District Academy Programs, shall have a designated catchment area. Additionally, each school offering French Immersion programming shall have defined catchment areas specific to the program. Schools with multiple programs may also have specific catchment areas.
14. Boundary areas for catchments will be reviewed by the Board as required. **The review process will include broad consultation with affected families and school communities.**
- ~~15. For each school year, the Superintendent or designate may establish a date by which an application to enroll a person in an educational program must be received by the Superintendent or designate for the purposes of this policy. The Superintendent may establish different dates for different grades, educational programs, or schools, based on the categories of catchment area, non-catchment area and non-school district.~~
- ~~16. Parents requesting a change of school for their child will be required to complete a school change form (**SCR**) available from schools or from the District Web site (www.sd62.bc.ca.)~~
- ~~17. Prior to **confirming** approving school change requests, the receiving principal shall:

 - ~~a. consult with the principal of the neighbourhood school **being requested** and, if it seems appropriate, refer the parent to the neighbourhood school principal for further discussion.~~
 - ~~b. be satisfied that the student can be properly accommodated in the grade and/or program.~~~~

- ~~c. be satisfied that sufficient space will remain in the school to accept any new registrations from students' resident in the school's neighbourhood.~~
- ~~d. **Consult with the Associate Superintendent for their Family of Schools to determine any district priorities and for final approval.**~~

18. ~~If the Superintendent or designate determines that space and facilities are available at the school in which the educational program is made available, a person whose application was received by the Board by the date established is entitled to be considered for enrolment in that educational program in the following descending order of priority, as established by the *School Act*:~~
- ~~a. A catchment area child who, in the previous school year, attended the school at which the educational program is made available.~~
 - ~~b. A catchment area child with siblings currently attending.~~
 - ~~c. A catchment area child.~~
 - ~~d. A non-catchment area child.

 - ~~i. with siblings previously registered in the school~~
 - ~~ii. who have Day Care arrangements in the **Sschool** catchment area~~
 - ~~iii. any other requests~~~~
 - ~~e. A non-school district child.~~
19. ~~If the Superintendent or designate determines that space and facilities are available at the school in which the educational program is made available, a non-school district child referred to in #9 is entitled to enroll in an educational program in priority to **any other registering child** a school district child whose application was received by the Board after the date established for applications.~~
20. ~~If two or more persons have the same priority category, the persons have, as between themselves, priority according to the date and time established under the above process. **The Board may choose to hold a "lottery" to determine registration priority for any priority category established in #9 so as to allow sufficient time for all children to be registered prior to the date set by the Board.**~~
21. For the purposes of this policy, a person's **catchment area is determined by their** residency is determined as of the date that application to enroll is submitted to the Superintendent or designate.
22. ~~For students accepted to a school outside their own catchment area parents/guardians are to assume full responsibility for the transportation of the student to and from school and any related extra supervision requirements.~~
23. ~~Once a transfer is granted, the student may not be able to return to the catchment area school during that school year.~~
24. ~~The Board shall incur no additional costs as a result of the approval of any transfer application.~~
25. **Recommendations for catchment boundary changes will be brought forward to the Board for a final decision.**
26. Appeals of decisions made with regard to this policy are governed by Policy C-350 **Parent/Student Appeals.**



Information Note
Education-Policy Committee Meeting
June 9, 2022
Agenda Item 5d: Draft Revised Regulations C-332 –
Identification, Assessment & Planning – Psychoeducational Assessments

Purpose

To align the district "Identification, Assessment and Planning – Psychoeducational Assessments" policy and regulations with the recently revised C-200 "Services to Students with Disabilities and Diverse Abilities" policy and regulations.

Background

In the spring of 2022, the C-200 "Services to Students with Disabilities and Diverse Abilities" policy and regulations were revised. Psychoeducational Assessments are a part of these services. It was considered important to review C-332 policy and regulations, aligning supports and language with the reviewed C-200 and current practice.

Considerations

The proposed revision aligns with the direction of the Ministry of Education and the district's strategic plan. C-332 was reviewed by district Inclusive Education Department PVP and district psychologists. The recommended revisions are being brought forward to the Education Policy Committee.

Recommendation

That the Board of Education give Notice of Motion to draft revised Regulations C-332 "Identification, Assessment & Planning – Psychoeducational Assessments"

Respectfully submitted,

Linda Lamers
District Vice-Principal – Inclusive Education Services

School District #62 (Sooke)

IDENTIFICATION, ASSESSMENT & PLANNING – PSYCHOEDUCATIONAL ASSESSMENTS	No.: C-332
	Effective: Dec. 10/91 Revised: Jul. 15.05 Reviewed: June 7/22

ADMINISTRATIVE REGULATIONS1.0 PROCEDURES

- 1.1 The teacher, student or parent identifies the student as experiencing learning **academic challenges.** ~~and/or behavioural difficulties in the classroom.~~ **Challenges with socio-emotional functioning and behaviour may also be of concern.**
- 1.2 The teacher assesses the difficulties, sets instructional objectives involving appropriate strategies and materials, consults with parents/guardians, and varies ~~instructional and/or behavioural~~ **instructional and environmental** approaches. **strategies.**
- 1.3 If instructional objectives are not achieved at the classroom level, ~~School-Based resources are~~ **Team is** consulted in order to develop and implement systematic and targeted interventions, including alternative classroom strategies. School-based resources **could** include:
- a. Learning Assistance
 - b. ~~School-Based Team~~ **Educational Assistance**
 - c. ~~Early Intervention Services~~ **Socio-Emotional/Behavioural Support**
 - d. Counselling **Support**
 - e. **English Language Learner Support**
 - f. **Na'tsa'maht Support**
- 1.4 If instructional objectives are not reached at the school level after implementing systematic and targeted interventions, and more specialized services and expertise are required, the ~~school-based team~~ **School-Based Team** appoints a case manager in order to access district-based resources.
- 1.4.1 Depending on the nature of the concern, the school-based case manager may choose to consult with ~~district-based~~ **district-based** resources including:
- a. ~~Curriculum/Resource Teachers~~ **Inclusion Coaches**
 - b. ~~Speech-Language Pathology~~ **Curriculum Transformation Coordinators**
 - c. ~~Speech-Language Pathologist~~ **Assistive Technology Support**
 - d. Occupational Therapist
 - e. Physiotherapist
 - e. **f.** Teacher of the Visually Impaired
 - f. **g.** Teacher of the Hearing Impaired
 - g. **h.** School Psychologist/**Registered** Psychologist
 - i. **School-Based Social Worker**
 - j. **Mental Health Clinician**
 - k. **Hospital/Home-Bound Teachers**

- 1.4.2 Parents/guardians are informed of the concerns, and written consent to refer for district services is obtained.
- 1.5 Should the ~~school-based team~~ **School-Based Team** determine that further diagnostic information **regarding learning strengths and needs** is required to inform instructional planning, the ~~school-based team~~ **School-Based Team** ~~completes a referral for a psycho-educational assessment.~~ **consults with the School Psychologist/Registered Psychologist regarding next steps. Should a Psychoeducational Assessment be recommended:**
- 1.5.1 Parents/guardians are contacted:
- They are informed of the school's concerns, the interventions attempted, and the desire to refer for a district **Psychoeducational Assessment**.
 - The assessment process is carefully explained.
 - Written consent is obtained.
- 1.5.2 The case manager ensures that all pertinent information is collected and submitted with the referral to the **School Psychologist/Registered Psychologist** ~~district assessment staff~~, along with the consent form. ~~The reason for referral is clearly presented in the form of a question.~~
- 1.6 ~~District staff~~ **School Psychologist/Registered Psychologist** completes the **Psychoeducational Assessment:**
- According to the priority indicated by the ~~school-based team~~ **School-Based Team**, with consideration given to the waiting period for earlier referrals and the screening needs of other programs.
 - Using tests that are technically adequate and appropriate to the referral question.
 - After ensuring that the student **and family have** has an appropriate understanding of the reason for the assessment and the procedures that will be involved.
- 1.7 Following the assessment:
- The **School Psychologist/Registered Psychologist** meets with the ~~school-based team~~ **family and school team** to discuss the test results and the implications for ~~future program~~ **planning and supports for the student**. ~~If appropriate, this meeting may occur prior to the meeting with parents/guardians.~~
 - The assessment results and a copy of the **Assessment report results and recommendations** are shared with the parents/guardians, student (if appropriate), and the ~~school-based team~~ **school team**.
- 1.8 In the event that copies of the assessment report **Psychoeducational Assessment** are provided to agencies or individuals outside the school district, prior written parental/guardian consent is obtained.

- 1.9 School and district personnel ensure that assessment information is handled in a confidential manner.
- 2.0 Currently, individuals employed by the board of school trustees are **members in good standing of** ~~exempted from the requirement for membership in~~ **College of Psychologists of British Columbia** ~~[psychologist's Act—Section 18(1)]~~ **and/or the British Columbia Association of School Psychologists**. The district ensures that individuals who are assigned these duties **School Psychologists** are appropriately qualified in the following areas:
- **cognitive assessment**
 - **psychometric principles**
 - **academic assessment and intervention**
 - **social, emotional, behavioural assessment and intervention**
 - **professional ethics (for psychology or school psychology)**
 - **consultation**
 - **typical and atypical child development**
 - **psychopathology and diagnosis**
- a) ~~Selection and evaluation of psycho-educational tests~~
- b) ~~Administration and scoring of psycho-education tests~~
- c) ~~Correct interpretation of assessment results~~
- d) ~~Effective integration of assessment results with other relevant information~~
- e) ~~Understanding developmental milestones and characteristics of students~~
- f) ~~Responsible caring and respect for the dignity of students and families~~
- g) ~~Knowledge of appropriate program adaptations and modifications consistent with student needs.~~



Information Note
Education-Policy Committee Meeting
June 9, 2022
Agenda Item 6a: School Plans and
Student Success Metrics

Purpose

To introduce to the Education-Policy Committee the purpose and work plan for School Plans and supporting student success and achievement data.

Background

- School Plans are a legislative requirement under FESL.
- School Boards will implement and publish these plans on or before September 30th of each year.
- SD62 has been out of compliance with the legislation due to COVID related impacts.
- The District Executive has prioritized the completion of these plans for September of this year.
- IT has led the development of the school plan template, provided data dashboards, and is building a website to support school-based leadership with this effort.

Next Steps

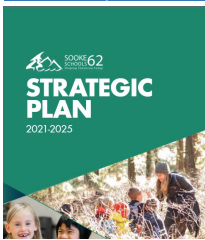
Request the Education-Policy Committee to review the work plan, and supporting data dashboards and provide input and feedback.

Respectfully submitted,

Farzaan Nusserwanji
Executive Director – Information Technology
and Chief Information Officer

School Plans – Linking our Work

Step 1



Step 2

PROGRAM REVIEW – THE PURSUIT OF ORGANIZATIONAL EXCELLENCE
METHODOLOGY AND TERMS OF REFERENCE

Step 3




School Plans have been introduced under FESL to tie Educational and District objectives to the school level

5/31/2022
1

1


FRAMEWORK FOR ENHANCING STUDENT LEARNING

A shared commitment to improve student success and equity of learning outcomes for every student in public education in British Columbia



BOARDS OF EDUCATION WILL:

- ✓ Develop and implement a multi-year district strategic plan and individual school plans and will publish these annually on or before September 30;
- ✓ Use the district strategic and individual school plans to align all district annual operational plans, including but not limited to financial, human resources, Information Technology, engagement and communications and long-range facilities plans, with the educational objectives from the district strategic plan; and
- ✓ Participate in a continuous improvement review program, including:
 - reviewing the alignment of the school district strategic plan and the results of the educational outcomes for the school district to address student outcome deficiencies and inequities;
 - acting on findings coming out of the continuous improvement review; and
 - collaborating with Indigenous peoples and key education stakeholders throughout the process.



REQUIRED

Boards will submit an annual report to the Minister in accordance with the requirements in the [Enhancing Student Learning Reporting Order](#) (see [Appendix B](#)).

5/31/2022
2

2

Technical Supports have been developed to assist schools



Template	<ul style="list-style-type: none"> • School Plans - Staff Intranet (sd62.bc.ca)
Defined Student Success Indicators	<ul style="list-style-type: none"> • Reviewed existing data sources and developed Student Success Indicators and published on Engage • Details on how to use the dashboard are available via the handout <ul style="list-style-type: none"> • Student Success Dashboards – Centralized reporting of enrolment and student achievement • MyEdBC Analytics – Dashboard of MyEdBC analytics published by MOE • SSM-FESL-Province – Comparative analysis of metrics across School Districts in BC • SSM-FESL-SD62 – Comparative analysis of metrics across schools within SD62
Timetable	<ul style="list-style-type: none"> • April 5th - Leadership Team meeting <ul style="list-style-type: none"> • Template to schools • Process & Communications • Data Sources Training • June 30th – Draft of School Plans to be ready for submission • Summer – build website and format school plans • Aug 22-Sept 5th - School PVP/Staff/Parents/Students Review + tweaks/adjustments • Sept 30th – Plans published on external website
Engagement approach	<ul style="list-style-type: none"> • Roll out across all PVP • Outreach to Students/Parents/Community/PACS/STA/CUPE • Engage district departments, managers and directors to help

5/31/2022

3

3

Data Dashboards Available



Dashboard Link	Dashboard Purpose	Notes
Student Success – School Plan Data	Centralized reporting of enrolment and student assessment to support schools in completing school plans.	Report tabs provide aggregated and detailed student information in various assessment and surveys. These tabs include current school profile showing demographic information, student attendance, student marks, student learning survey results, student equity survey, numeracy and literacy assessment, 6-year completion, grade to grade transition rates, first time to grade 12 graduation rates, post-secondary transition rates, and foundation skills assessment. Schools are able to filter the dashboards by various student demographic information including school, resident vs non-resident, special needs...etc.
SSM-FESL-Province	Comparative analysis for Framework for Enhanced Student Learning for all districts in BC	Report tabs provide aggregated information for all district in British Columbia on FSA, Numeracy, Literacy, Student Learning Survey, 5-Year Completion, Grade to Grade Transition Rate, and Post-Secondary Transition Rates.
SSM-FESL-SD62	Comparative analysis for Framework for Enhanced Student Learning	Report tabs provide aggregated information for SD62 schools including information on FSA, Numeracy, Literacy, Student Learning Survey, 5-Year Completion, Grade to Grade Transition Rate, and Post-Secondary Transition Rates.
Print Summary (Last 120 days)	Print jobs at each location	Report tabs provide information on printing costs by school and staff in the last 120 days.
Enrolment and Projections	To provide centralized registration enrolment, current MyEdBC enrolment, and long-range enrolment projections	Report tabs provide long range projections by school, new registrations, current enrolment by school, and current enrolment by division from MyEdBC. These reports can be filters by designations, fee payers, ABEd...etc.
IT Inventory Report	District-Wide Inventory Report	Inventory tracking report showing counts and equipment details by schools, departments, responsibility, and funding source.
1701 Report - Data Standards	To provide centralized reporting and data quality review for 1701 September, February and May cycle.	Report tabs provide information on data quality, current enrolment, enrolment by reporting cycle, student details, ELL, Fee Payers, Refugees, ESD, ABEd, Nominal Role, SpecialEd, Early and Late French Immersion, and Core French Immersion
Report - 1701 Executives	To provide centralized headcount and FTE around 1701 reporting cycle aggregated by school.	Report tabs provide aggregated information by school to executives for FTE and Headcount student enrolment in reporting cycles including reporting on international students.
Report - 1701 French Immersion	French immersion and ELL students around 1701 reporting cycle	Report tabs provide school and grade by grade breakdown of student headcount in early, late, and core French programming.
SPEDLink Dashboard	Dashboard for Inclusive Education department using SPEDLink System data.	Report tabs provide information on student headcount in Inclusive Education department including but not limited to headcount by year, grade, designation, funding levels, gender, year, school...etc.
Traversa vs MyEdBC - Data Quality	Data quality review of bus registrations addresses vs MyEdBC addresses.	Report tabs provide detailed information on bus registrants, student address differences against MyEdBC, and incorrect bus registrant information. Allows transportation department and schools to take corrective actions in Traversa and MyEdBC.
MyEdBC - Next Year School	Data quality checks for Next Year School in MyEdBC	Report tabs provide list of students whose next year school is not yet populated in MyEdBC. Allows schools to take corrective action.
Staff Online Training Dashboard	To provide centralized reporting of staff who have completed or not completed online training courses.	Report tabs provide count and distribution of staff completing/not completing the required SD62 training courses.

4

Content Approach



Intro to the School	<ul style="list-style-type: none"> • Vision/Mission/Values • Context & reflections on history and future growth based on demographics and community • Alignment with SD62 District Strategic/Ops Plan Vision/Mission/Values/Strategic Priorities(LEG) • Demographics, Anticipated Enrolment • School Leadership and Staff summary
School Action Plan (Student Educational Growth & Learning)	<ul style="list-style-type: none"> • Top 2 Goals/Objectives associated with Student Success <ul style="list-style-type: none"> • Creative & Critical Thinking/Academic Achievement/Social Emotional Learning/Career Readiness • Strategies to implement goals/objectives <ul style="list-style-type: none"> • E.g. Digital/Inquiry/Scanning/Communications/Principles of Learning/etc. • Data & Evidence Indicators for Student Success at your school (top 3-5) <ul style="list-style-type: none"> • E.g. Attendance/Grad Rates/Numeracy/Literacy, etc. • Information and Data Sources (top 3-5 based on Evidence Indicator for school) • Plan to Monitor, Evaluate, Assess and Adapt <ul style="list-style-type: none"> • Check/Evidence based hunches/planned interventions • Communicate results to school and district community • Associated staff development and training for new professional learning
Engagement & Reflections– School Staff, District & Community	<ul style="list-style-type: none"> • Student Voice & Input • School Staff Reflections • Parents/Partners/Community feedback • Unions (STA/CUPE) • Interdependencies with and inputs from: <ul style="list-style-type: none"> • IES/Safe & Healthy Schools/NIE/International/Curriculum/ELL/Pathways & Choice/Academies • Human Resources/Pro D/Training/Staffing/Recruiting/Onboarding/OH&S • Digital Services/Communications/Media Relations/Information & Technology • Facilities/Finance/Payroll/Transportation

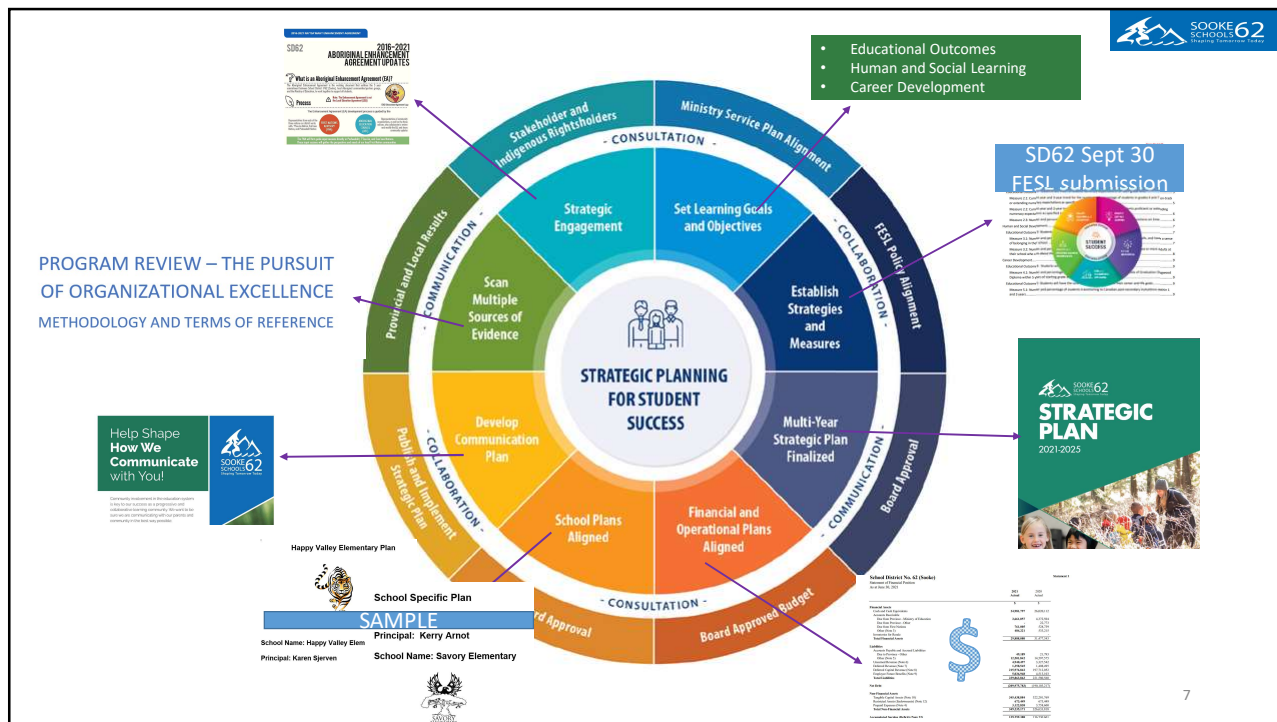
5

Appendix

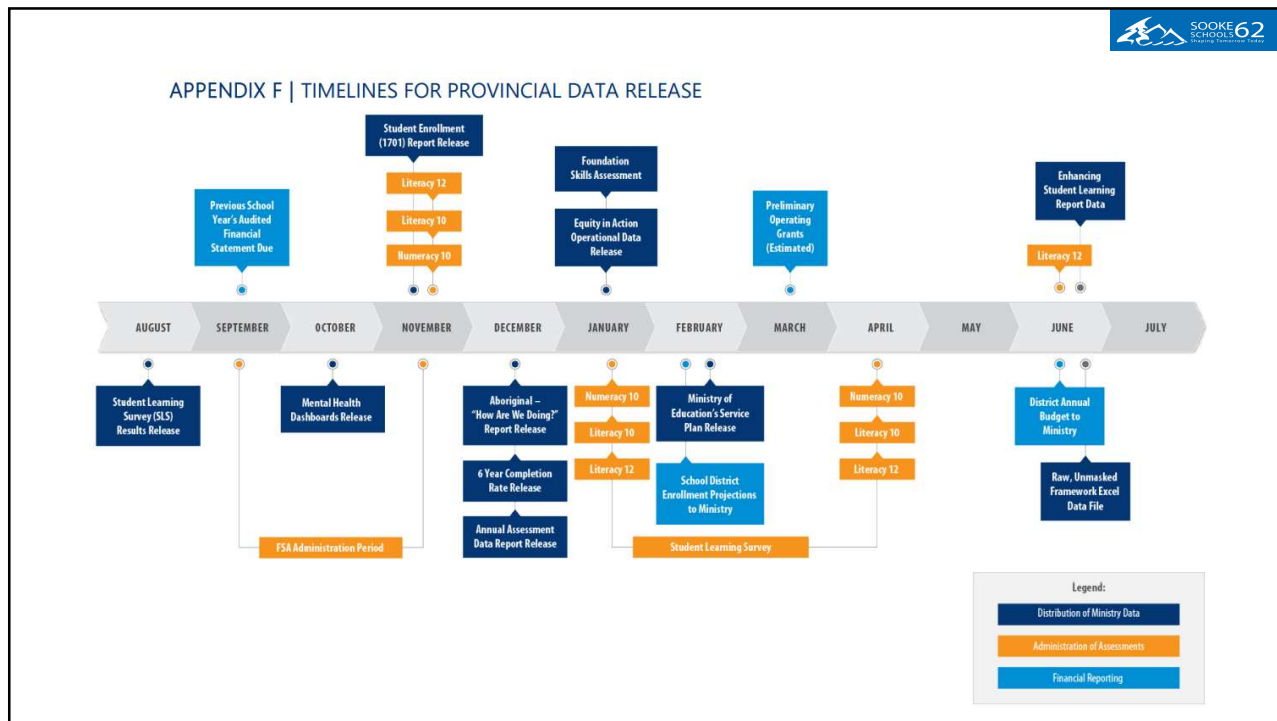


- Strategic Planning for Student Success Wheel mapped to SD62 Exec workplan
- Ministry Data Release Schedule
- Data Sources
- Sample plans from other districts

6




7



8

Available detailed data sources



Data System	Expected Release Date	Year	Data System
TRAX/Graduation Assessments (Jun)	August	21	MyEdBC - student data
TRAX Course Marks	October	21	Traversa - student bus riders
Completion Rate	October	21	Registrations – student registration data
Student Enrolment/Demographics (Sept 2021)	December	21	JIRA – Information Technology
Grade to Grade Transition	December	21	SPEDLink – IES student information system
SADE (Oct)	December	21	Maintenance Connection – Facilities maintenance order system
Class Size	December	21	Access database – Facilities capital work order system
Foundation Skills Assessment	January	22	Atrieve – HR, Finance, Payroll system
Post-Secondary Transition	February	22	myBluePrint - Student career planning system in secondary schools
TRAX/Graduation Assessments (Nov)	February	22	FreshGrade - Student portfolio/assessment and parent communication
SADE (Jan)	March	22	Academy system – student registration system for academies
TRAX/Graduation Assessments (Jan)	May	22	
Student Learning Survey	June	22	
SADE (April)	June	22	
TRAX/Graduation Assessments (Apr)	July	22	
Strong Start	July	22	
SADE (July)	August	22	
FESL Data	December	21	

5/31/2022 9

9

Sample School Plans from other districts





School Planning – District Educational Plan (sd44.ca)

- [Argyle Secondary – District Educational Plan \(sd44.ca\)](#)
- [École Boundary Elementary School – District Educational Plan \(sd44.ca\)](#)
- [Westview Elementary – District Educational Plan \(sd44.ca\)](#)



Learning Plans - School District No. 73 (sd73.bc.ca)

- [Barriere Secondary School School Learning Plan 2021 \(sd73.bc.ca\)](#)
- [Brock Middle 2021.pdf \(sd73.bc.ca\)](#)
- [2021 Aberdeen Elementary SLP \(sd73.bc.ca\)](#)



School Growth Plans – District – School District No. 67 (Okanagan Skaha)

- [Skaha Lake Middle School Growth Plan](#)
- [Penticton Secondary School Growth Plan](#)
- [Uplands Elementary School Growth Plan](#)

5/31/2022 10

10

Student Success School Plan Data Dashboard

Table of Contents

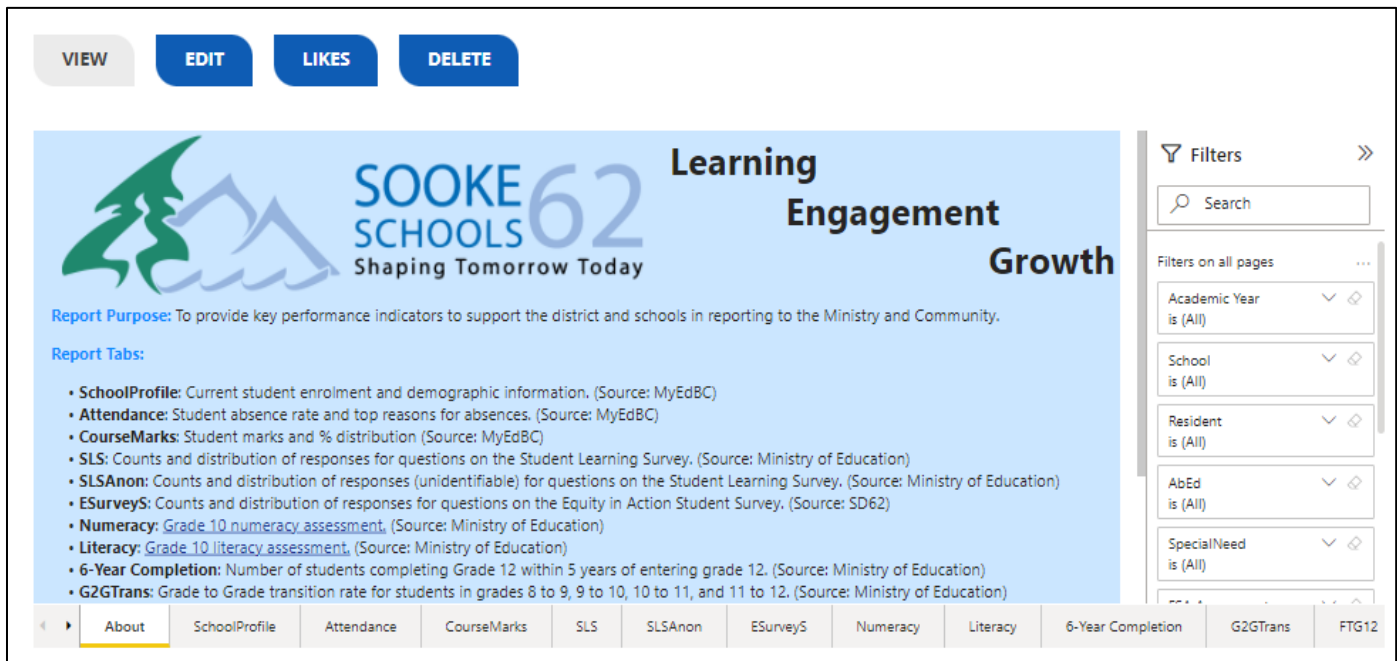
Introduction	2
Dashboard Tabs	3
SchoolProfile Tab	3
Attendance Tab.....	4
CourseMarks Tab	5
Student Learning Survey (SLS) Tab.....	6
Student Learning Survey Anonymous Questions (SLSAnon) Tab.....	8
Equity in Action Student Survey (ESurveyS) Tab.....	9
Numeracy Tab (Grade 10 Assessment).....	10
Literacy Tab (Grade 10 Assessment).....	11
6-Year Completion Tab	12
Grade to Grade Transition Rate (G2GTrans) Tab.....	13
First Time Grade 12 (FTG12)	14
Post-Secondary Transition Rate (PostSecTrans) Tab	15
Foundational Skills Assessment (FSA) Tab	16

Introduction

The Student Success-School Plan Data dashboard can be used by schools to report on student enrolment, demographics, assessments, survey responses, student marks and attendance. Below are the step-by-step instructions of using the dashboard.

1. Navigate to **Engage > Departments & Programs > Information Technology > IT Services and Process** (<https://engage.sd62.bc.ca/it-services-and-processes>)
2. Select **Student Success School Plan Data** dashboard from the list
 - If required, sign in to PowerBI, by clicking the **Sign in** button
 - If you are prompted to request access, please click the **Request access** button.
3. Upon signing in you will see the following screen.
 - Notice the **“About”** tab (bottom left) is selected. This tab provides information about the entire report.
 - Please read this section carefully.

Note: School-based PVP will be able to see data for their school only however if you have full access to the dashboard, you will be able to see all data. Please ensure you use the filter panes on the right side to filter by school.



VIEW **EDIT** **LIKES** **DELETE**

SOOKE SCHOOLS 62 **Learning Engagement Growth**
 Shaping Tomorrow Today

Report Purpose: To provide key performance indicators to support the district and schools in reporting to the Ministry and Community.

Report Tabs:

- **SchoolProfile:** Current student enrolment and demographic information. (Source: MyEdBC)
- **Attendance:** Student absence rate and top reasons for absences. (Source: MyEdBC)
- **CourseMarks:** Student marks and % distribution (Source: MyEdBC)
- **SLS:** Counts and distribution of responses for questions on the Student Learning Survey. (Source: Ministry of Education)
- **SLSAnon:** Counts and distribution of responses (unidentifiable) for questions on the Student Learning Survey. (Source: Ministry of Education)
- **ESurveyS:** Counts and distribution of responses for questions on the Equity in Action Student Survey. (Source: SD62)
- **Numeracy:** [Grade 10 numeracy assessment](#). (Source: Ministry of Education)
- **Literacy:** [Grade 10 literacy assessment](#). (Source: Ministry of Education)
- **6-Year Completion:** Number of students completing Grade 12 within 5 years of entering grade 12. (Source: Ministry of Education)
- **G2GTrans:** Grade to Grade transition rate for students in grades 8 to 9, 9 to 10, 10 to 11, and 11 to 12. (Source: Ministry of Education)

Filters Search

Filters on all pages

- Academic Year is (All)
- School is (All)
- Resident is (All)
- AbEd is (All)
- Special Need is (All)

← **About** SchoolProfile Attendance CourseMarks SLS SLSAnon ESurveyS Numeracy Literacy 6-Year Completion G2GTrans FTG12

Along the bottom of the dashboard window, you will notice several tabs. The next section will explain the data that can be found on each of these tabs.

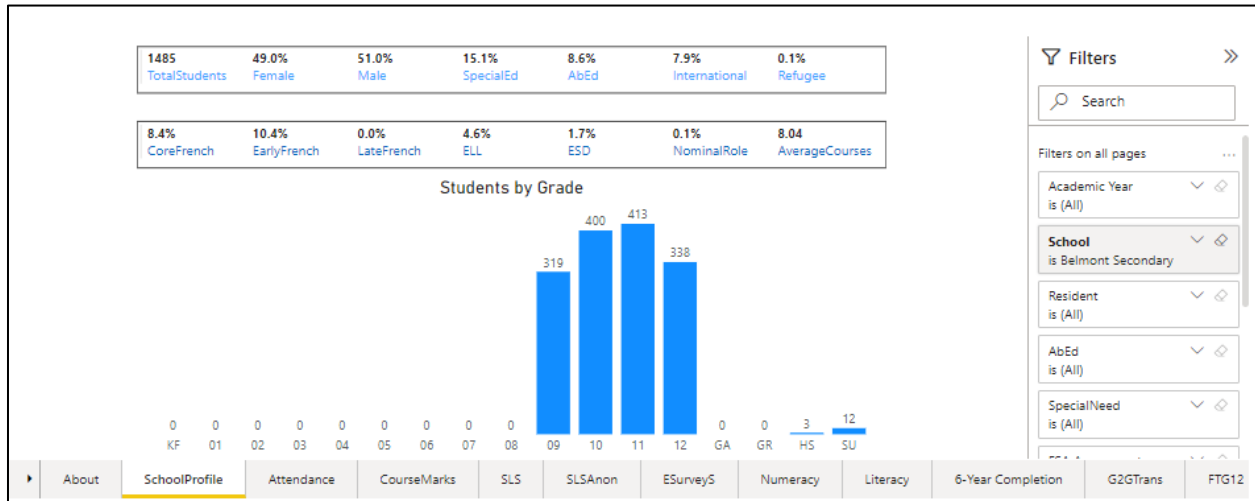
Going forward, we will use Belmont Secondary as an example throughout this document.

Dashboard Tabs

SchoolProfile Tab

This tab shows you current enrolment and demographic information about your school.

Example Usage Scenario: We want to know what % of Belmont students are designated. What % of Belmont students are female? What % of Belmont students are part of the international program?

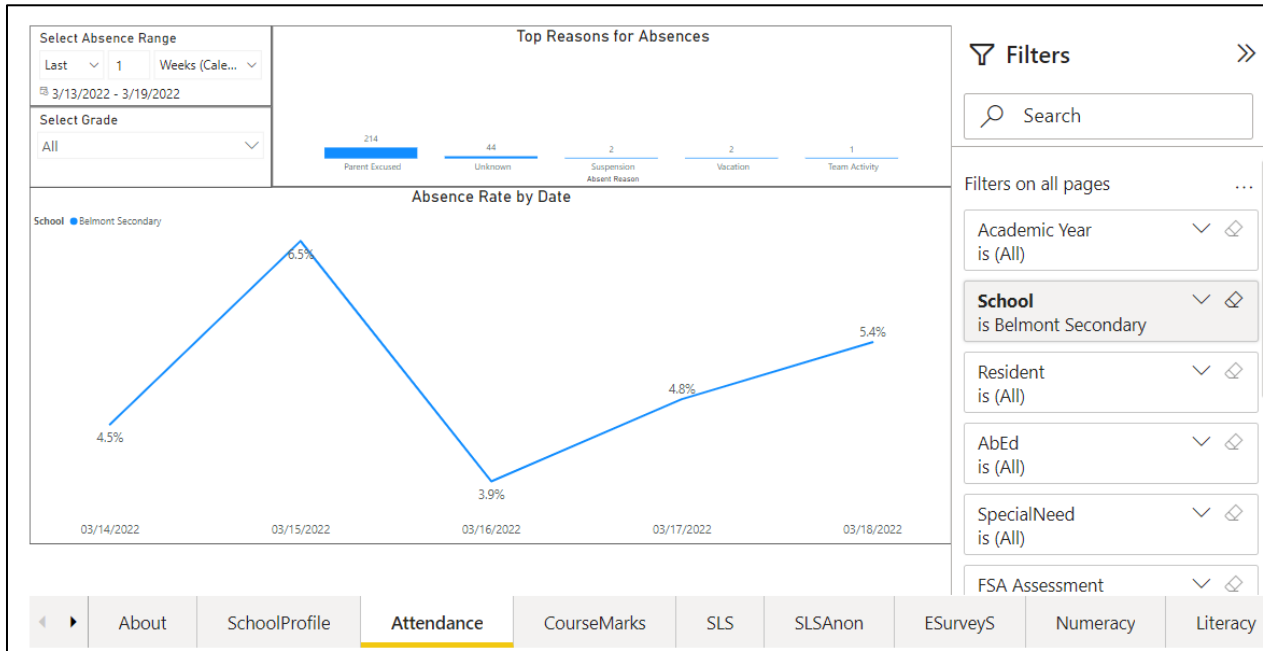


Answer: 15.1% of current Belmont Secondary students are designated, 49.0% are females, and 7.9% are international students.

Attendance Tab

This tab shows student absences and reasons for those absences within the past year. You are able to filter absence rates by a date range and by grade.

Example Usage Scenario: We want to know the absence rate at Belmont Secondary for the week of March 14 to March 18.



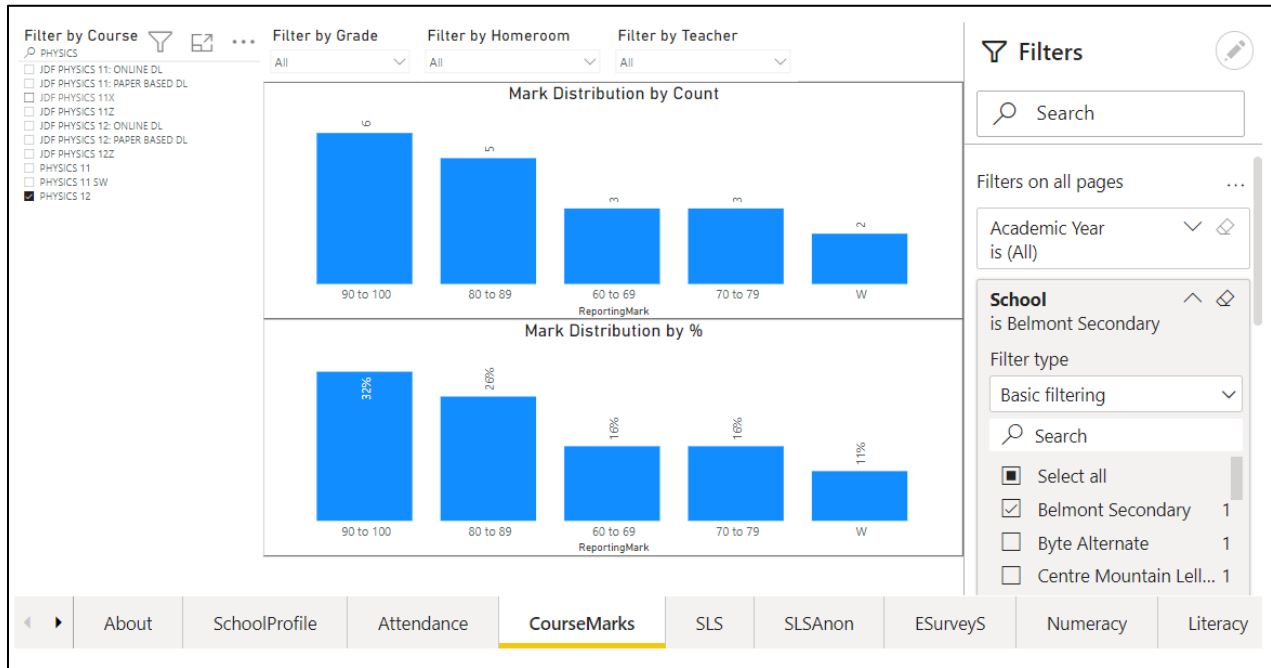
Answer: The absence rate (% of students absent) was 4.5%, 6.5%, 3.9%, 4.8%, and 5.4% on March 14, 15, 16, 17, and 18 respectively.

CourseMarks Tab

This tab provides student achievement marks and the % distribution of these marks by course, grade, homeroom, or teacher.

Example Usage Scenario: What is the mark distribution for students in Physics 12 at Belmont Secondary?

Process: Search for Physics 12 under the “Filter by Course” section and then select Physics 12. The screen below will appear with counts and percentages.



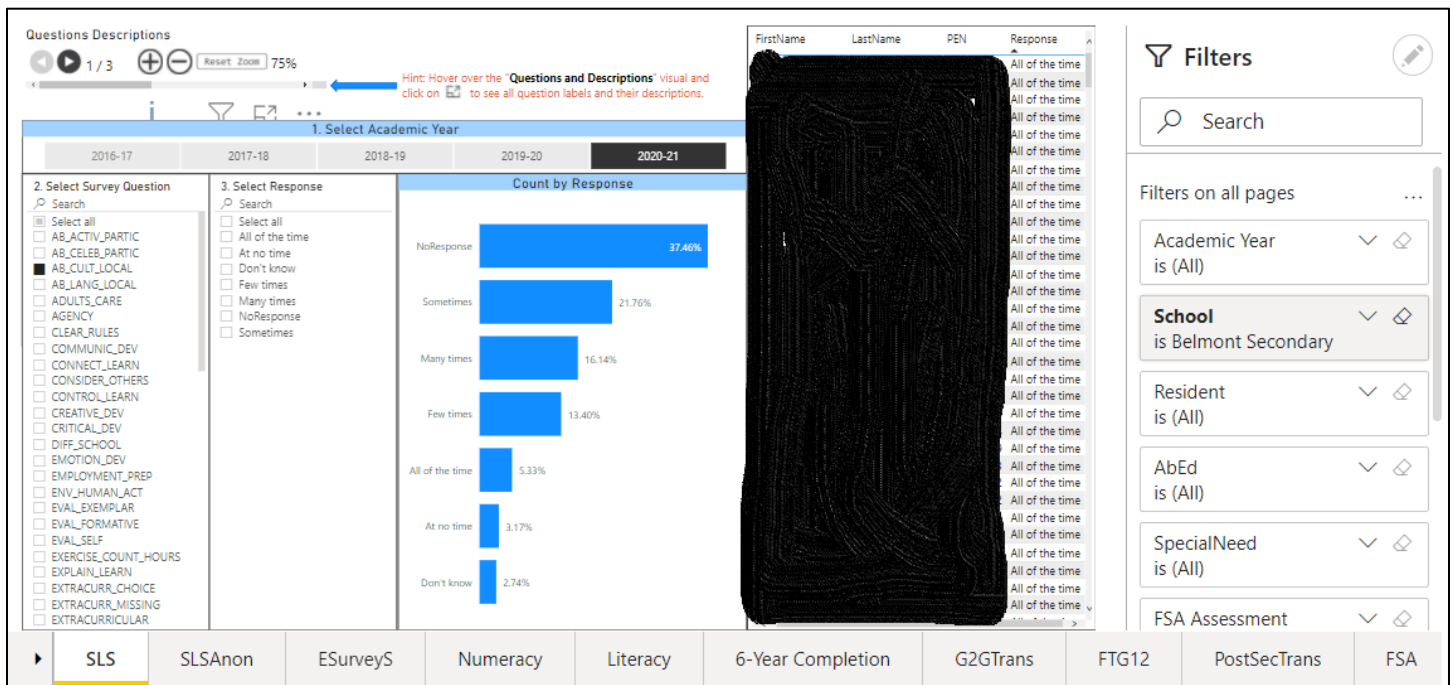
Answer: There were a total of 19 students in physics 12 with marks distribution of 32% in the 90 to 100 range, 26% in the 80 to 89 range, 16% in the 70 to 79 and 60 to 69 range, and 2 students withdrew from the course.

Student Learning Survey (SLS) Tab

This tab provides aggregated and student level responses from the student learning survey. Follow the instructions on the screen to find specific questions and their descriptions. Then filter by academic year and survey question to see the distribution of responses and student level details.

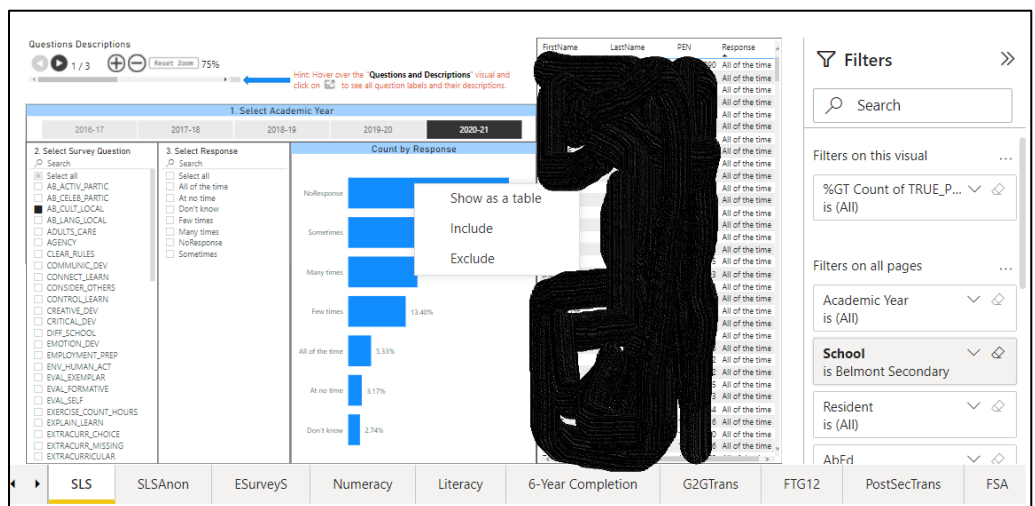
Example Usage Question: For 2020-2021, what is the response distribution to the question label AB_CULT_LOCAL with description of “Are you learning about First Nations at school? OR “Are you being taught the local First Nation language(s)?”.

Process: In step 1, filter by academic year 2020-2021, then filter by AB_CULT_LOCAL from the left filter pane, you will then see the following screen.

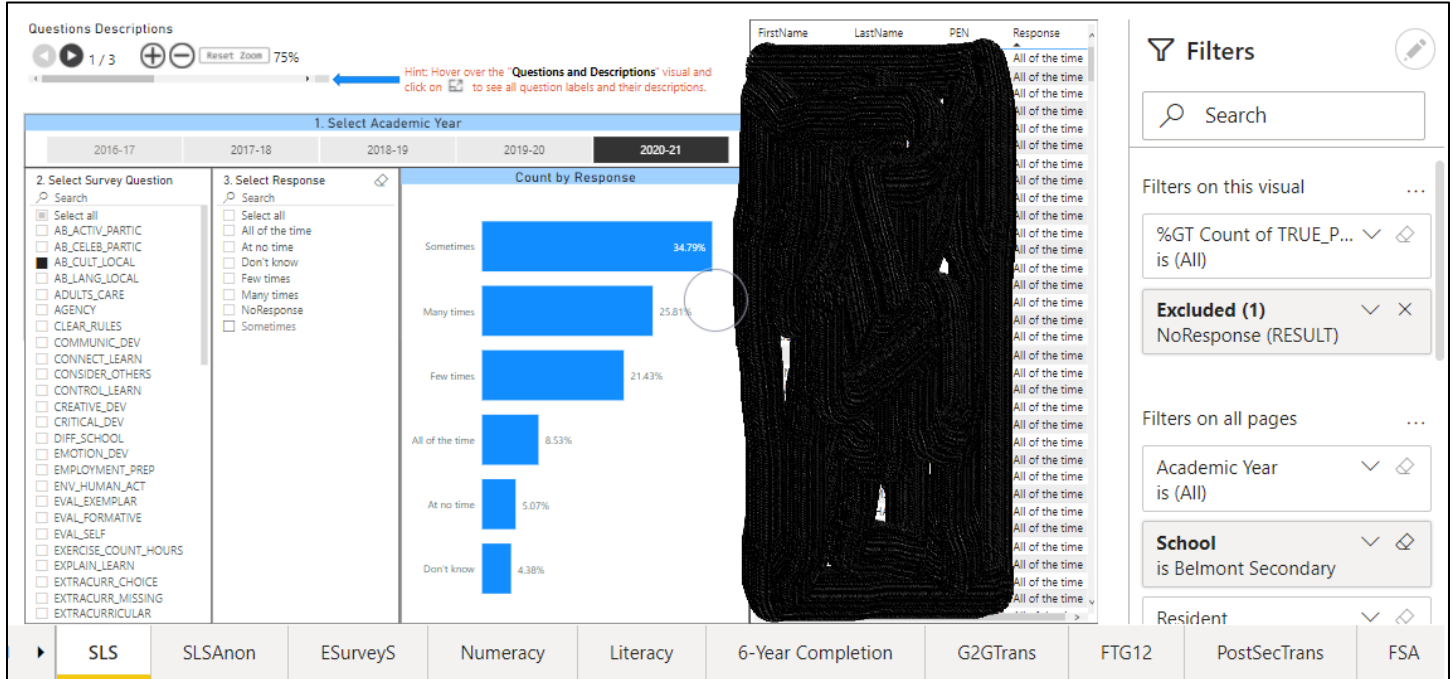


Answer: 37.46% didn’t respond to this question, 21.76% said they sometimes learn or taught about First Nations at school, 16.14% said many times, 13.40% said few times, 5.33% said all the time, 3.17% said at no time, and 2.74% said that they don’t know if they are learn or are being taught about First Nations at school.

Adjustment: If you wanted to see distribution of responses without the “NoResponse”, you can right click on the “NoResponse” in the “Count by Response” chart and select **Exclude**. See the following image.



After selecting Exclude, you will see response distribution changes to true respondents (those who actually responded to the question).



Answer: 34.7% said sometimes, 25.81% said many times, 21.4% said few times, 8.53% said all of the time, 5.07% said at no time, and 4.38% said don't know.

To see which students responded in such a manner, click on any bar in the “Count by Response” chart and see student details on the right side. For example, if you click on the on the 5.07% bar you will see which students responded that at no time did they learn about First Nations at school.

Student Learning Survey Anonymous Questions (SLSAnon) Tab

This tab provides aggregated and student level responses from the student learning survey for **anonymous question** types. Follow the instructions on the screen to find the questions and their descriptions. Then filter by academic year, survey question, and see the distribution of responses and student level details.

Example Usage Question: How often did students feel bullied in the school in 2019-2020?

Process: In step 1, filter by academic year 2019-2020, then filter by BULLIED in the “Select Survey Question” section. You can further filter grade 10 or grade 12 student response but we won’t filter them for this exercise because the detailed table on the right side shows grade groupings as well. You will see the following visual.

Questions and Descriptions

1. Select Academic Year: 2016-17, 2017-18, 2018-19, **2019-20**, 2020-21

2. Select Survey Question: BULLIED, DRUG_ALCOHOL, DRUG_NICOTINE, FEEL_SAFE, HEALTH_ASSESS, SAFETY_TRAVEL, SELF_ESTEEM, STRESS_SCHOOL

3. Select Grade Group: Select all, c) Grade 10 Students, d) Grade 12 Students

4. Select Response: Select all, At no time, Few times, Many times, Sometimes

Count by Response

Response	Count	%
At no time	6	54.55%
Few times	3	27.27%
Many times	1	9.09%
Sometimes	1	9.09%

Group

Group	Response	Count	%
c) Grade 10 Students	At no time	3	27.27%
d) Grade 12 Students	At no time	3	27.27%
c) Grade 10 Students	Few times	2	18.18%
c) Grade 10 Students	Many times	1	9.09%
c) Grade 10 Students	Sometimes	1	9.09%
d) Grade 12 Students	Few times	1	9.09%
Total		11	100.00%

Filters

Academic Year is (All)

School is Belmont Secondary

Filter type: Basic filtering

Select all

- Belmont Secondary 1
- Byte Alternate 1
- Centre Mountain Lell... 1

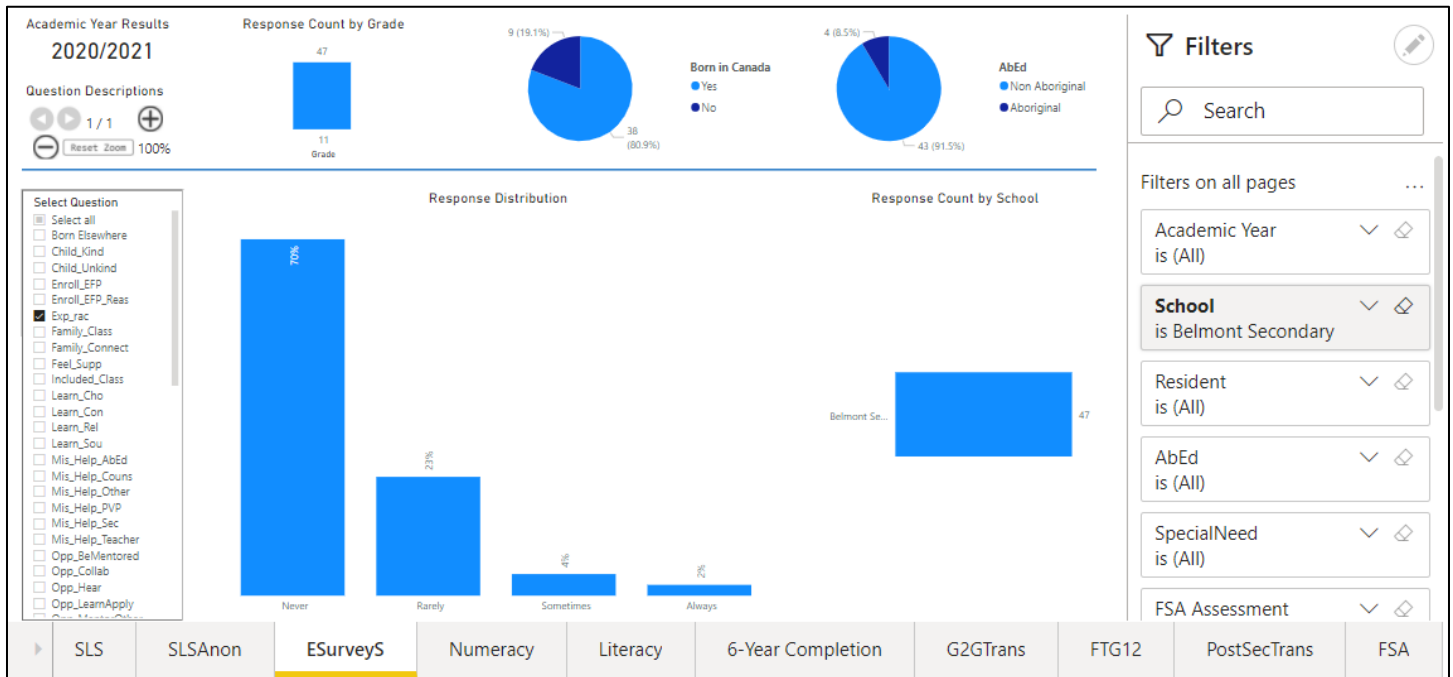
SLS | **SLSAnon** | ESurveyS | Numeracy | Literacy | 6-Year Completion | G2GTrans | FTG12 | PostSecTrans | FSA

Answer: 54.55% of the students said that at no time they were ever bullied, 27.27% said a few times, 9.09% said many times, and 9.09% said that sometimes they were bullied in school.

Equity in Action Student Survey (ESurveyS) Tab

The Data Team supported the Equity in Action Survey of Students in 2020-2021 for Na'tsa'maht Indigenous Education department. The results were coded, designed, and prepared for PowerBI dashboard so schools can see their responses. Follow the instructions on the screen to find out the question labels and their descriptions.

Example Usage Question: How many students experience racism in their school? Filter the “Select Question” by “Exp_rac” and you will see the following visual.



Answer: There were a total of 47 respondents for Belmont, 19% were born outside Canada, and 8.5% were Aboriginal ancestry. The response distribution is that 70% said that they never experience racism, 23% rarely experiences racism, 4% said sometimes they experience racism, and 2% said they always experience racism at school.

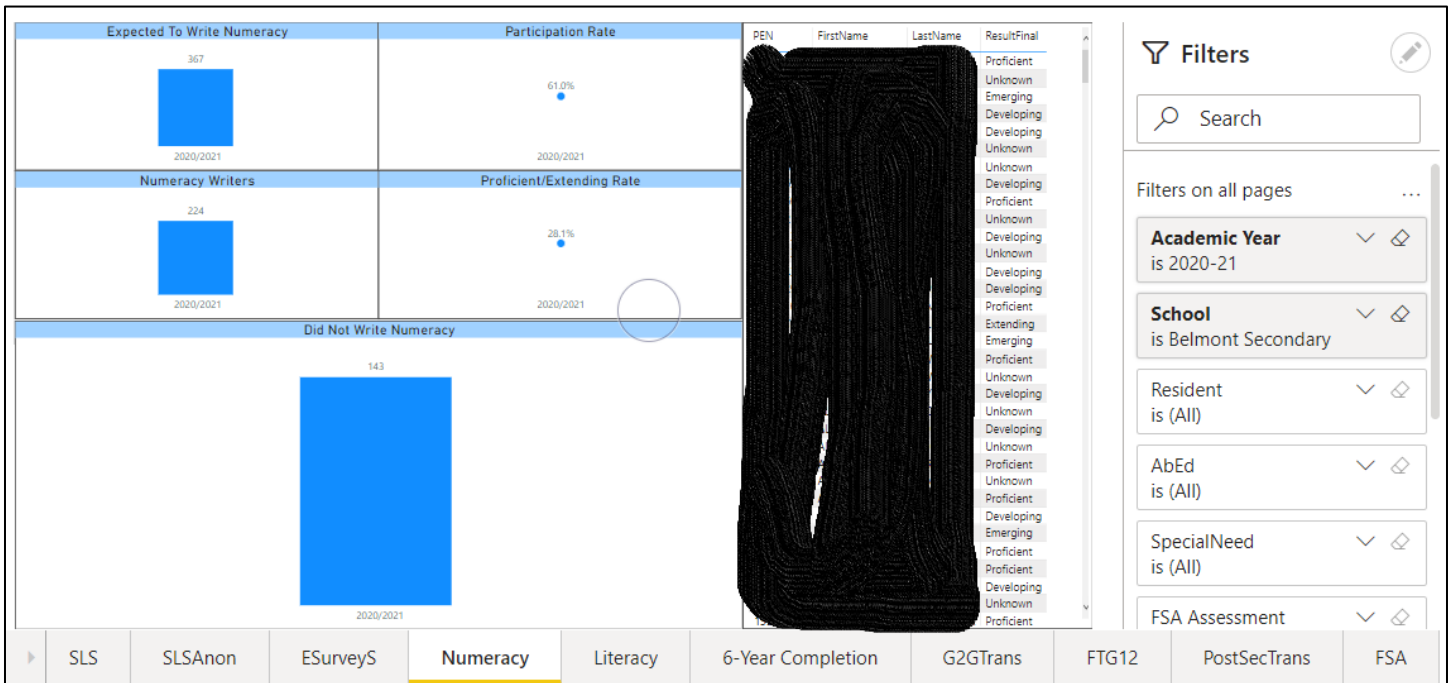
Numeracy Tab (Grade 10 Assessment)

This tab provides grade 10 Numeracy Assessment results. You are able to view data on students expected to write the assessment, those who wrote it, the participation rate, proficient/extending rate, including details of those student who didn't write the assessment.

Note: There is 'some' discrepancy in the raw data from the Ministry of Education where the total results don't add up correctly. The Ministry of Education has been notified but no concrete answer has been provided except that there are complex and odd scenarios in their reporting and that sometimes the aggregated results don't add up to the raw data results.

Example Usage Scenario: We want to know the participation rate, and the percentage of students who are proficient/extending in 2020-2021 grade 10 numeracy assessment. We also want to know the student details of those who didn't write the assessment.

Process: Filter on the Academic Year 2020-2021 from the right filter pane and select Belmont Secondary under School. You will see the following visual.



Answer: There were 367 students in Belmont Secondary expected to write the grade 10 numeracy assessment, 224 wrote the assessment, the participation is thus 61%, 28.1% were proficient/extending from those who wrote the assessment.

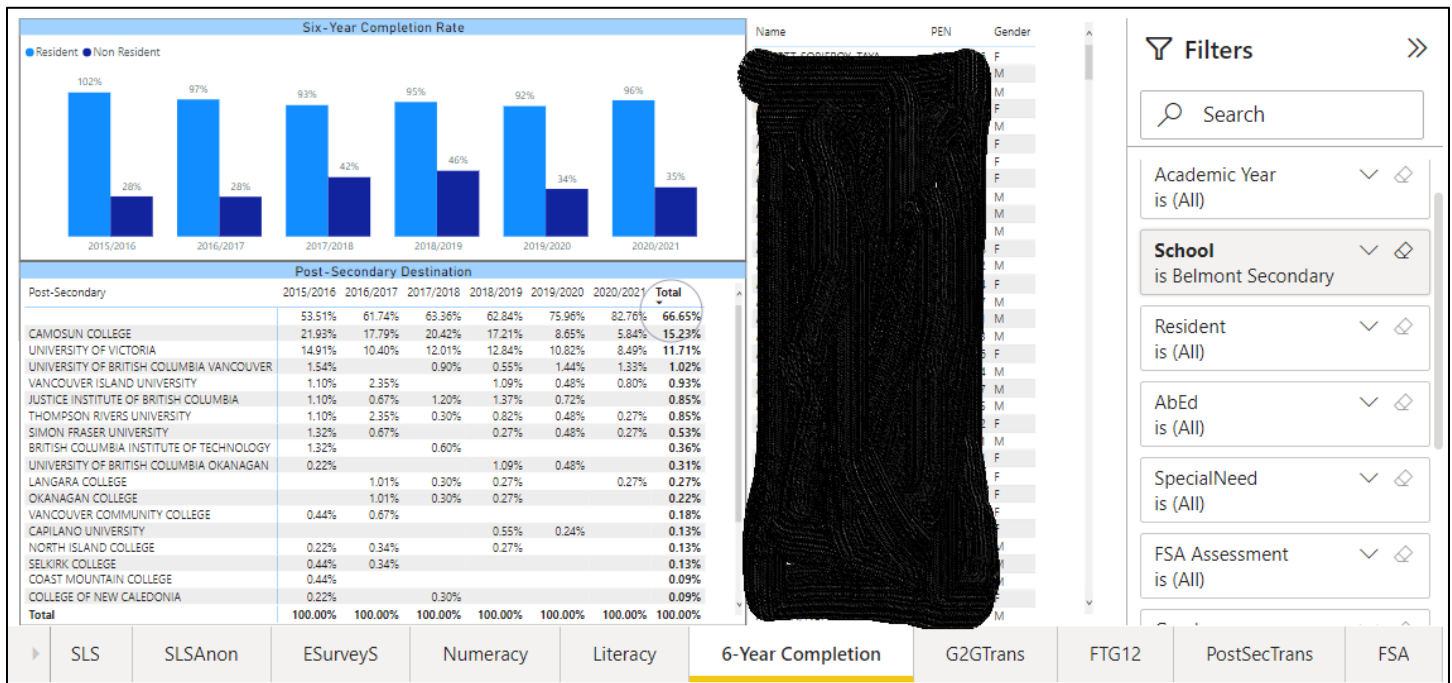
If you want to know the 143 students who didn't write the assessment then click on the bar in the "Did Not Write Numeracy" chart and the table on the right side will filter all those students who didn't write the assessment.

6-Year Completion Tab

This tab provides completion rate for students entering grade 8 and completing their dogwood certificate within 6 years.

You can report on completion rate for resident vs non-resident students including the post-secondary institution where the students go after graduating.

Example Usage Scenario: We want to know the completion rate for resident students over the past 3-years and the top post-secondary they are attending.



Answer: The completion rate for Belmont Secondary is 95% in 2018/2019, 92% in 2019/2020, and 96% in 2020/2021 for resident students. The top post-secondary in 2018/2019 was Camosun College and the University of Victoria in 2019/2020 and 2020/2021.

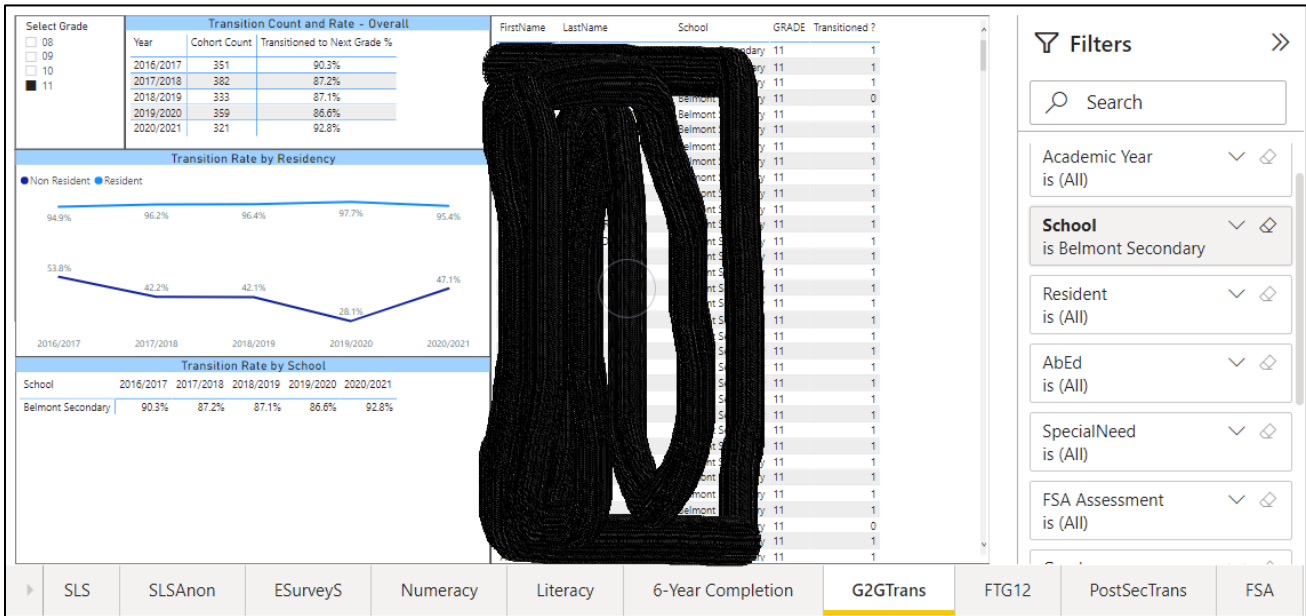
If you want to know specific details of these students in the right-side table, please click on any bar or value in the “Six-Year Completion Rate” or “Post-Secondary Institution” table.

Grade to Grade Transition Rate (G2GTrans) Tab

This tab provides grade to grade transition rate from grade 8 to 9, 9 to 10, 10 to 11, and 11 to 12. You are able to report on transition rate by grade, resident vs non-resident students including student details.

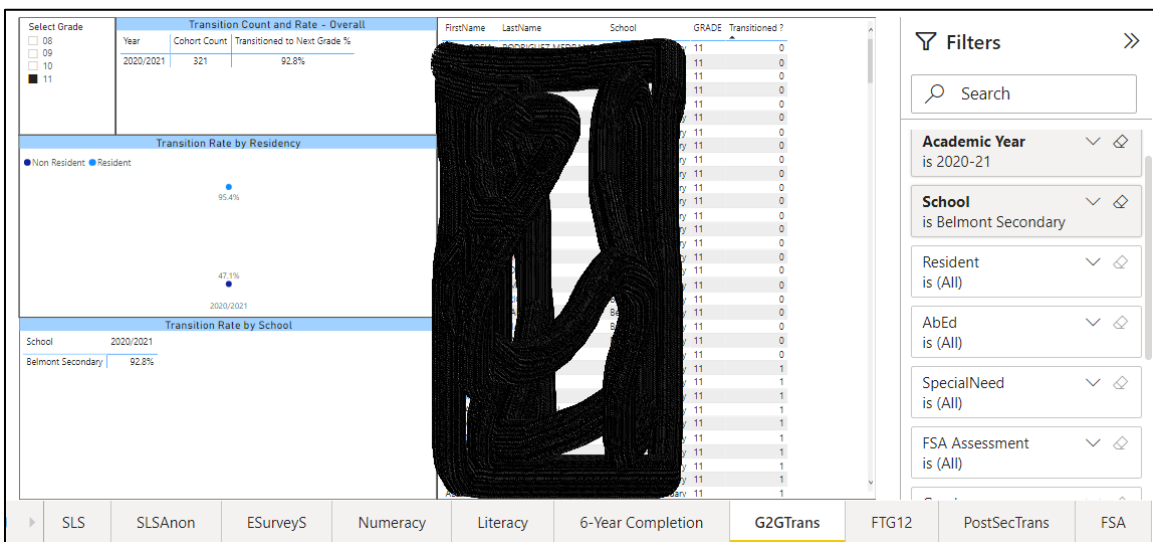
Example Usage Scenario: We want to know grade 11 to 12 transition rate for Belmont Secondary including details of those who didn't transition.

Select grade 11 under "Select Grade" filter. You will see the visual below.



Answer: The overall transition rate in the past 3 years has been 87.1% in 2018/19, 86.6% in 2019/20, and 92.8% in 2020/21. For resident students, the transition rate increases to 96.4% in 2018/19, 97.7% in 2019/20, and 95.4% in 2020/21.

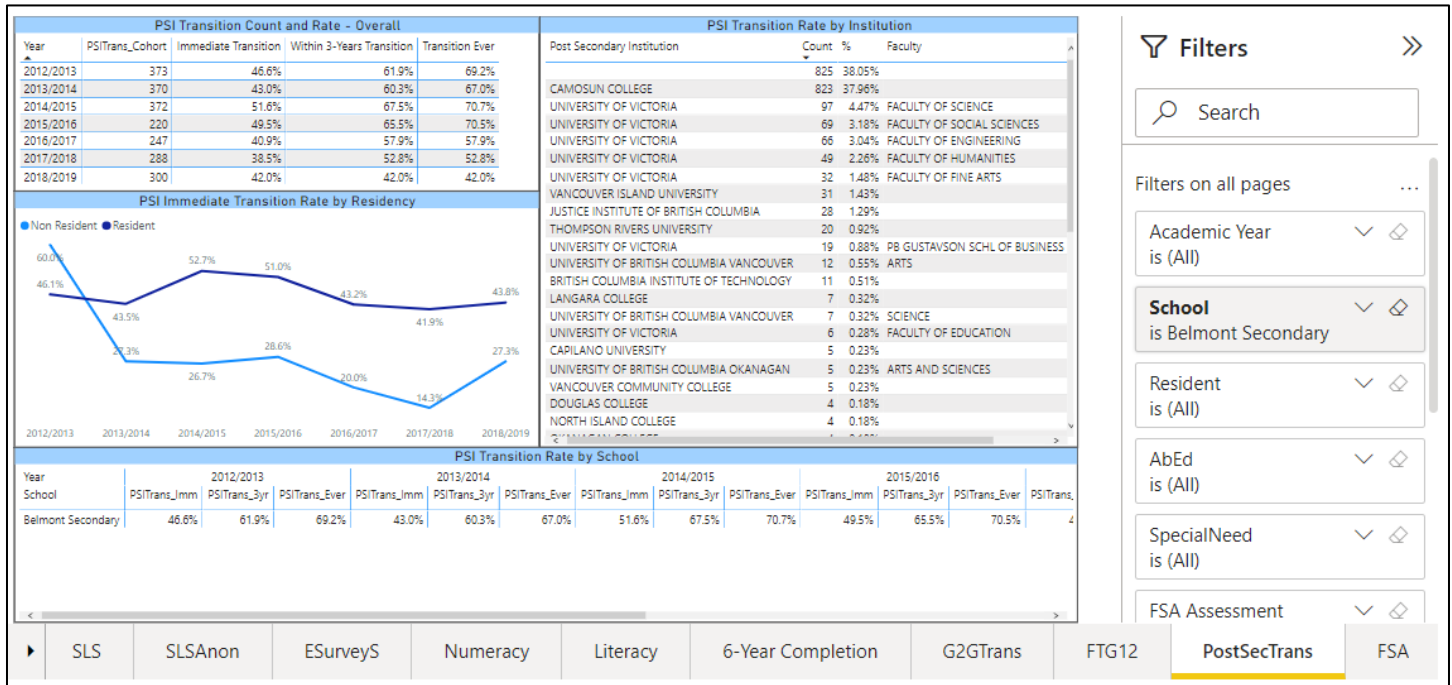
If you want to see exactly which students didn't transition in 2020-2021 then filter Academic Year to 2020-2021 from the right-side filter pane then click on the "Transitioned ?" column header on the right-side table and find all students whose value is listed as "0". These are the students who were in grade 11 and didn't transition to grade 12. You will see the visual below.



Post-Secondary Transition Rate (PostSecTrans) Tab

This tab provides post-secondary transition rate to post-secondaries in British Columbia. Transition rates can be immediate, within 3 years, or transition ever to a BC post-secondary. There is information on the top post-secondary institution and the faculty where the graduates go to as well.

Example Usage Scenario: For Belmont Secondary, we want to know the graduation rate within 3 years after graduating for the last 2 years. The visual below will show.



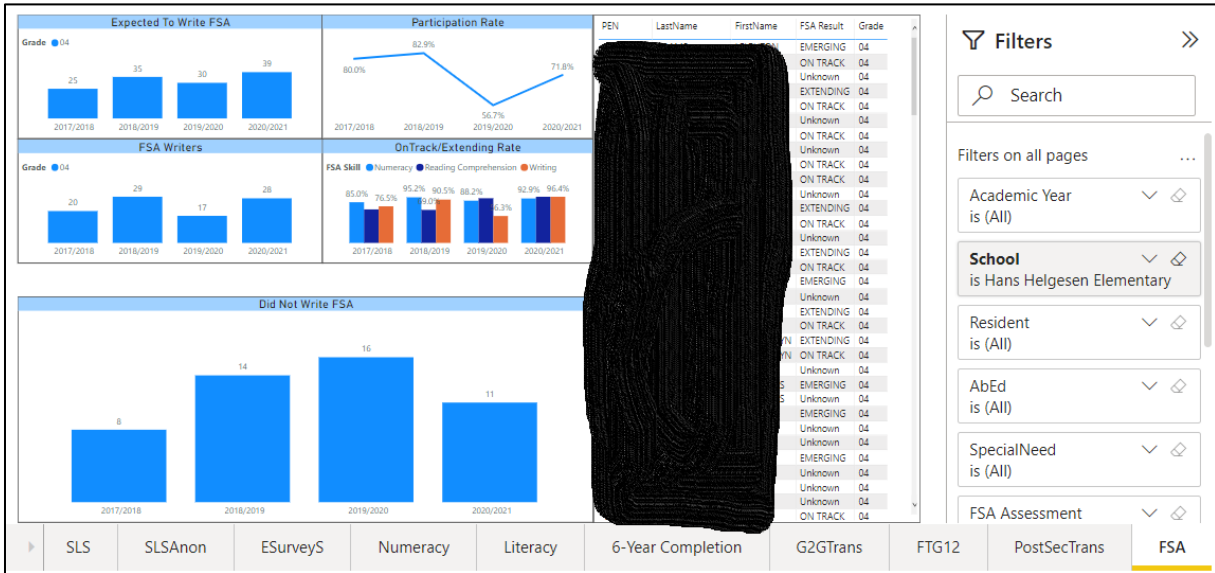
Answer: The graduation rate within 3 years is 52.8% for students who graduated in 2017/2018 and 42.0% for students who graduated in 2018/2019. The top post-secondary for graduates of the past 7 years is Camosun College with 37.96% of the graduates going to Camosun College.

Foundational Skills Assessment (FSA) Tab

This tab provides assessment results including participating rate for the Foundational Skills Assessment conducted by the Ministry for grade 4 and grade 7 students. You are able to report on the number of students who were expected to write, those who wrote the assessment, the participation rate, those who didn't write the assessment including details of student such as PEN, first name and last name.

Example Usage Scenario: We want to know the grade 4 FSA results for Hans Helgesen elementary.

Process: From the right-side filter pane, select Hans Helgesen under School and you will see a visual like below.



Answer: There were 39 students expected to write the FSA in 2020-2021, of which, 28 students wrote the assessment with a participation rate of 71.8%.

For students who wrote the assessment, the percentage of students on track or extending for numeracy were 92.9%, 96.4% for reading comprehension, and 96.4% for writing.

If you were to select the 11 students in the “Did Not Write FSA” chart, you will see the visual below. The table on the right side shows details of students who didn't write the assessment.

