

**Public Notice – Education-Policy Committee Online Public Meeting**


A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on April 5, 2022 at 6:00 pm.**

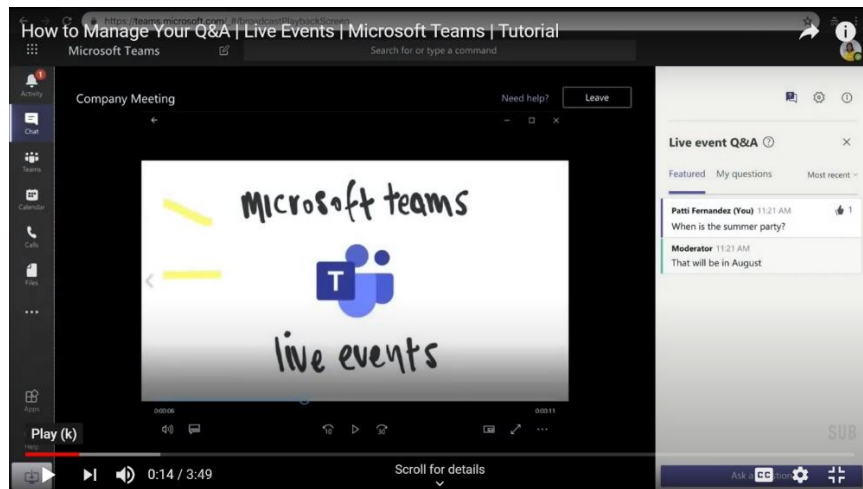
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Apr-5-2022>

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.**
  - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.



For those who are unable to join the meetings, they will be recorded and audio will be available upon request following the meeting by emailing [jfoulger@sd62.bc.ca](mailto:jfoulger@sd62.bc.ca).

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](mailto:info@sd62.bc.ca).



## EDUCATION-POLICY COMMITTEE

School Board Office  
Via MS Teams  
April 5, 2022 – 6:00 p.m.

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### 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 March 1, 2022 Education Standing 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 and Regulations F-100 "Transportation" – Harold Cull **Pg. 5**
6. **NEW BUSINESS** (attached)
  - a. Presentation – VTRA Team - Safe & Healthy Schools – Vanessa White, Jamie Adair, Lou Leslie **Pg. 30**
  - b. Presentation - Curriculum Transformation Operational Plan Update– Denise Wehner **Pg. 38**
  - c. Presentation - Na'tsa'maht Enhancement Agreement Renewal – Bryan Johnson **Pg. 48**
7. **FOR INFORMATION**
  - a.
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** May 3, 2022



**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE via MS Teams  
March 1, 2022 – 6:00 p.m.**

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

Guests: Laura Schwertfeger, Jon Carr, Marlys Denny, David Mills, Lori Adamson

**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**

The Chair welcomed everyone to the meeting.

**3. COMMITTEE REPORT** of February 1, 2022 Education Standing Committee meeting

The committee report for the February 1, 2022 Education-Standing 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. Rescind Policy and Regulations C-316 "Breaches of Peace and Order" – Stephanie Hedley-Smith Associate Superintendent Stephanie Hedley-Smith presented on the proposal to rescind Policy and Regulations C-316. Given that the policy and regulations are outdated, and other policies cover the areas of concern, it is felt that it would be appropriate to rescind.

Questions and comments from the committee were entertained by the Chair. Concerns emerged as to whether other policies cover the specific parts of Policy and Regulations C-316. Concerns emerged that rescinding the policy and regulations at this time may not be appropriate. The preference is to review other policies and regulations to ensure all aspects are covered, prior to considering rescinding the policy and regulations.

### **Recommendation**

That a more thorough review of policies and regulations be conducted to determine if other policies cover the core components of the current policy and regulations or if the current policy and regulations need to be revised. It was requested that this be brought forward at a future committee meeting.

## **6. NEW BUSINESS**

### a. School Codes of Conduct – Paul Block

Associate Superintendent Paul Block presented the schools' Codes of Conduct for consideration by the committee. Questions and comments from the committee were entertained by the Chair. Questions included why Codes of Conduct do not include the responses to violations of the Codes of Conduct. Mr. Block responded to questions and concerns.

### **Recommendation**

That the Board of Education receive the 2022-2023 School Codes of Conduct as presented.

### b. Presentation – International Program and English Language Learners Update – Laura Schwertfeger

The presentation focused on updating the committee on the work of the International Program and the English Language Learner's department. Questions and comments followed.

### c. Presentation – Equity in Action 2022-23 - Indigenous Education – Jon Carr and Marlys Denny

The presentation focused on updating the committee on the work of the Indigenous Education department related to the Equity in Action. Questions and comments followed.

### d. Presentation – Dogwood & Canadian Physicians for the Environment Presentation - David Mills,

Dogwood BC and Lori Adamson, Canadian Physicians for the Environment

An issue with connection and technology prevented Mr. Mills and Ms. Adamson from presenting. Mr. Block indicated that efforts will be made to reschedule the presentation for a future meeting.

## **7. FOR INFORMATION**

### a. Research Project Approval (concurrent projects) – Stephanie Sadownik – “Bring Your Own Devices

in Education – Issues of Surveillance of Vulnerable and Marginalized Populations” and “Bring Your Own Devices in Education – Does Technology Integration Cause Ageing Teachers to be More Vulnerable?”

### b. Research Project Approval (conditional) – Trisha Renken-Sebastian – “Speaking Across Barriers: How Parents in a Canadian Public School System Learn About Their Children’s Diversity Education”

## **8. FOR FUTURE MEETINGS**

## **9. ADJOURNMENT AND NEXT MEETING DATE: Apr. 5, 2022**



**Committee Info Note  
Education-Policy Committee Meeting  
April 5, 2022**

**Agenda Item 5a: Transportation Policy & Regulation Review**

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**Background**

- At their February 22, 2022 meeting, the Board of Education received draft revisions to Board Policy and Regulation F-100 Transportation.
- The Board requested that staff conduct a robust stakeholder engagement process to ensure feedback is received on the proposed changes as Notice of Motion was served on the policy/regulation.
- As a result, staff created a Thought Exchange that was released in early March and is scheduled to close on April 4<sup>th</sup>, just prior to the Education-Policy Committee meeting.
- The suggested revisions to the policy and regulation include:
  - 1) Eligible Riders to include in-catchment only (English and French Immersion);
  - 2) Start the Registration Period on March 1<sup>st</sup> instead of February 1<sup>st</sup>;
  - 3) Make posting of routes by June 30<sup>th</sup> dependent on timing of registrations; and
  - 4) Allow the Board to consider fees during the annual budget development process
- Staff created the following question to be used in the Thought Exchange to gather input on these proposed changes:
  - Given the limited amount of buses and drivers that the District has available, should the Board focus on providing transportation services to in-catchment students only or support out of catchment students as well?
- As of press time, the exchange is still active with the following data provided:



**408**  
Participants



**610**  
Thoughts



**10,121**  
Ratings

**Feedback Received**

- The overwhelming response from our stakeholders to date has been to maintain the existing policy and provide transportation services to those out of catchment when attending a program of choice or an academy.
- Attached is a high-level summary of the feedback/thoughts received to date from the exchange.

**Recommendation**

- Based on this feedback staff are recommending the Board maintaining the existing language of the policy and regulation and copies of the revised policy and regulation are attached for the Committee's review.

**Operationalizing the Revised Changes**

- In order to continue to provide transportation to out of catchment riders while meeting the Board's guiding principle of providing priority service based on age of the student and the distance from the student's catchment school, staff will separate the routes to ensure urban and elementary service levels (ride and wait times) are prioritized.
- Staff will develop routes for the urban and elementary schools first and then will fit out of catchment routes in with the remaining routes/buses.
- This will allow for ride and wait times for both urban and elementary schools to be within the 30 minutes wait target per the regulation.
- Staff will use the remaining buses to provide routes for out of catchment students attending a school due to program of choice or academies.
- Service will be provided to out of catchment students and families will be required to accept the timing of the routes that are developed as it may not be within the 30 minute wait time target.

Respectfully,

Harold Cull  
Secretary-Treasurer

**School District #62 (Sooke)**

<b>TRANSPORTATION</b>	No.: F-100
	Effective: Sep. 22/81 Revised: Feb. 22/83; Oct. 22/83; May 23/89; Oct. 23/90; Jul. 6/05; Jan. 26/21 Reviewed: Dec. 1/20; Dec. 15/20; Jan. 26/21; Apr. 5/22

**SCHOOL BOARD POLICY**

The Board of Education of School District 62 (Sooke) will establish an efficient and effective school transportation system to provide for the transportation of students to and from their nearest catchment school.

The *School Act* does not require school districts to provide a school bus transportation services and therefore it is the responsibility of each family to determine the best transportation option to and from school to meet their needs.

School District 62 (Sooke) will provide transportation services for students to their catchment schools under the following guiding principles:

1. Transportation services will be provided on a priority basis based on the age of the student and the distance from the student’s catchment school.
- 2. Transportation services will be provided to schools outside of a student’s catchment, but within their existing zone of schools, when the student is attending an educational program of choice or an academy that is not offered at their catchment school.**
3. The District will charge all riders a safety fee to directly increase the safety of students and staff using the District’s transportation system.
4. Transportation will be provided in a manner that ensures student safety and efficiency while balancing service costs with the costs of providing direct educational services to the students of the District.

Policy References:  
*Fee Waiver Policy*

School District #62 (Sooke)

<b>TRANSPORTATION</b>	No.: F-100
	Effective: Sept. 22/81 Revised: Feb. 22/83; Oct. 22/83; May 23/89; Oct. 23/90; Jul. 5/05; Jan. 26/21; Reviewed: Dec. 1/20; Dec. 15/20; Jan. 26/21; Feb. 1/22; Feb. 22/22; Apr. 5/22

**ADMINISTRATIVE REGULATIONS**

- 1. Registration Process  
The District will utilize a defined period registration process that will open ~~February 1~~ **March 1** of each year. On April 30 of each year, the registration process will pause and District staff will use registered rider information at that time to develop bus routes for the following year.

All riders registering after May 1 of each year will be placed on an existing route pending available room and on a "first come, first served" basis.

The District will **strive to** post the routes for the following year and will communicate the route information (stops and times) to families by June 30. **The ability to post the routes prior to June 30 is dependent on the amount of registrations received by April 30.**

Registration will remain open for the remainder of the school year in which the service is being provided.

Additional routes will only be created if the Secretary-Treasurer requests and receives additional funding from the Board of Education to add additional routes.

- 2. Transportation Fees  
The District will ~~not~~ **consider** charge **charging** students a fee for transportation services (ridership fee) **during the District's annual budget development process.**

The District will charge an annual Safety Fee to be used to improve the safety for students and staff engaged in District transportation services. This fee, set annually by the Board of Education, will not exceed \$25/rider.

The District will charge a late registration fee to be set annually by the Board and not to exceed \$100/family for any registration request received after September 1. Exceptions will be provided to families moving into or within the District after the late registration date.

As with all District fees, a fee waiver process will be available to families if any fee causes undue financial hardship.

- 3. Eligible Riders  
Eligible riders are considered to be those students travelling to their catchment school **or students attending an educational program of choice or academy program not offered at their catchment school.**

**Educational programs of choice are defined as:**



- **French Immersion; and**
- **Trades Awareness and Skills Knowledge**

Accessible busing will be provided to those students requiring this service.

#### 4. Student Walk Limits

The Ministry of Education's guidelines for student walk limits are as follows:

Primary students: 4 km to or from school

Intermediate & Graduation students: 4.8 km to or from school

These limits are measured by the shortest possible road distance.

The walk limits from home also apply where a student is required to walk to a designated bus stop.

The District will not follow these Student Walk Limit guidelines and instead will work with the school and local authorities to identify and/or create safe routes to school. The intent of these safe routes is to increase the number of those walking and wheeling to and from school which will support the health and wellness of our students.

Where safe routes to a school have been identified, bus transportation services will not be offered by the District.

#### 5. Route and Schedule Changes

Where proposed changes would affect school arrival and departure times, the Secretary-Treasurer shall consult with the principal(s) involved and with the Superintendent of Schools before approval is given. Addition or deletion of routes requires the approval of the Secretary-Treasurer.

To the extent possible, routes will be designed to have students arrive at school no earlier than 30 minutes before the school's first bell and depart from schools no later than 30 minutes after the school's final bell.

Route schedules will be sent to schools and registered riders by June 30 of the preceding year. It is in the best interests of the District and the riders that passenger lists be kept as current as possible.

# Exchange Summary

Kristina Ross, School District No. 62 Sooke

March 1, 2022

Given the limited amount of buses and drivers that the District has available, should the Board focus on providing transportation services to in-catchment students only or support out of catchment students as well?



## PARTICIPATION

### Breakdown of Participation

11



**408**

Participants



**610**

Thoughts



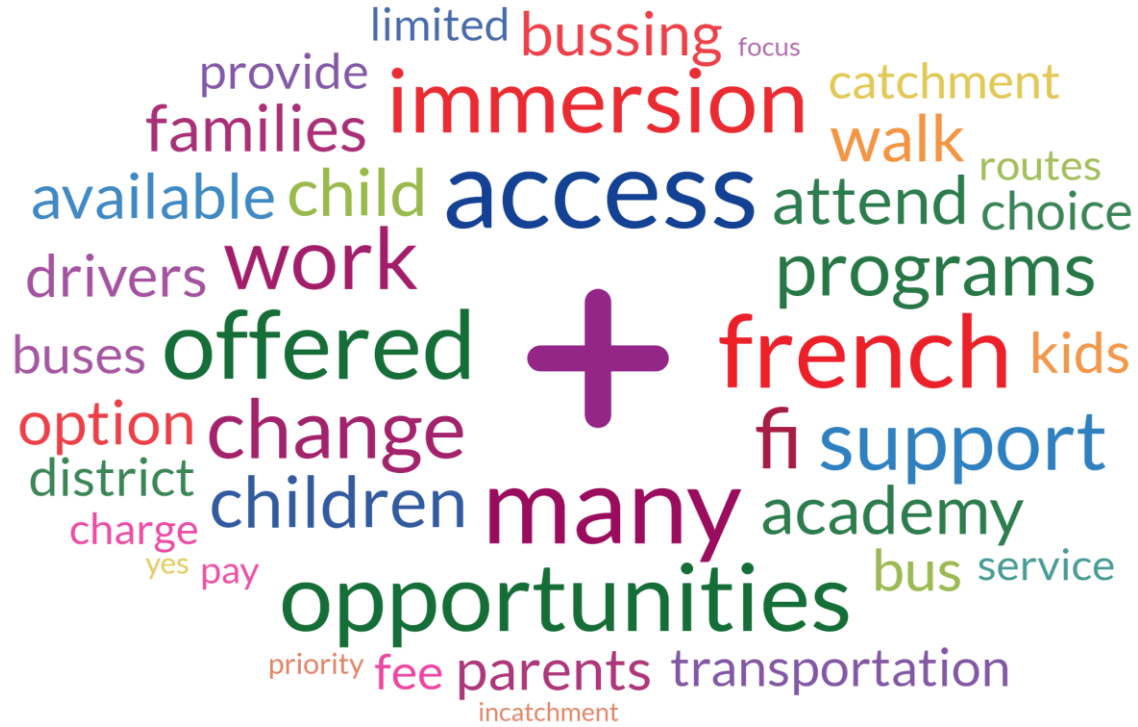
**10,121**

Ratings

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WORDCLOUD  
Top Rated







## THOUGHTS



### Key Thoughts




**School hours differ from common work hours - families need transportation** No transportation punishes working families, newcomers, sole caregivers, etc.

4.5  (19 )  
Ranked #1 of 610

**I'm a teacher and rely on bus to get my kids to school as our school hours are different. Please don't stop supporting out of catchment students.** My kids attend Poirier elem. and this is the only FI school. They would have to quit FI after 5 years of it if they couldn't bus.

4.4  (21 )  
Ranked #2 of 610

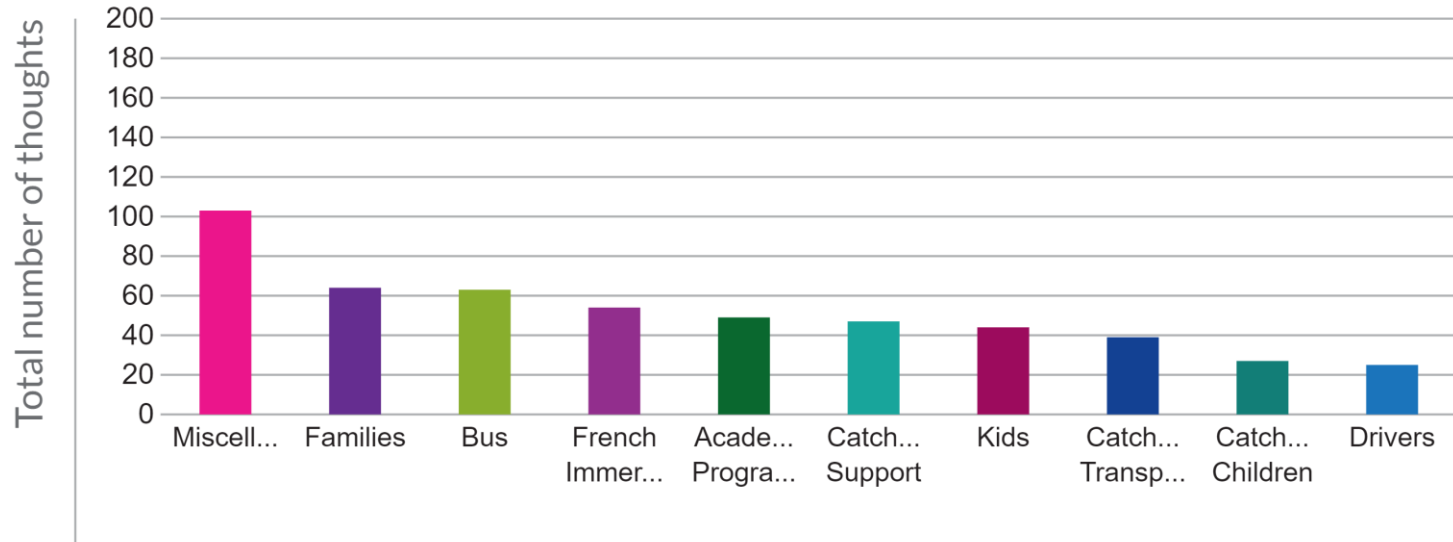
**More drivers need to be hired** Important so all children can access the bus system

4.4  (21 )  
Ranked #3 of 610



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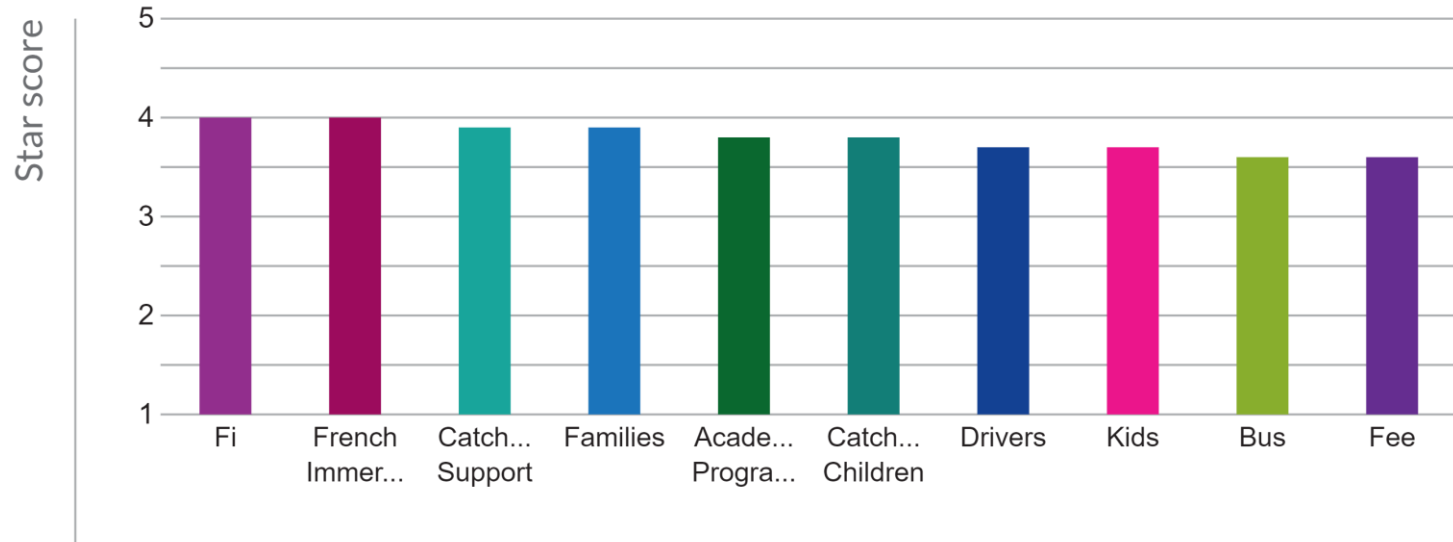
Top Themes by total thoughts





## AI GENERATED THEMES

Top Themes by star score





## THOUGHTS

### Fi



**I'm a teacher and rely on bus to get my kids to school as our school hours are different. Please don't stop supporting out of catchment students.** My kids attend Poirier elem. and this is the only FI school. They would have to quit FI after 5 years of it if they couldn't bus.

4.4  (21 )

**My children go to a FI school, it is their catchment FI school, so I would hope that this would still be considered in catchment.** Access to FI is important and transportation to such schools is needed as they are limited.

4.2  (8 )

**French Immersion students should be able to attend FI schools by bus even if out of catchment. The district centralized FI schools limiting our option** French Immersion students shouldn't be penalized because there is only one FI school and it's not their catchment school.

4.0  (20 )











## THOUGHTS

### French Immersion



**NO!** My child attends a school out of catchment because that is the only school in Sooke that offers French Immersion. We rely on the bus. 4.4  (20 )

**Royal Bay is French** It isn't the students fault that their catchment school no longer offers the French program and they need to commute to Royal bay to continue 4.3  (19 )

**Students heading into Royal Bay French Immersion** These students who have completed 9 years of French should still be able to attend Royal Bay and have transportation available. 4.2  (21 )



## THOUGHTS

### Catchment Support



- Supporting all students, including out of catchment students** Many students are attending out of catchment schools for numerous reasons, why would we restrict them from accessing school safely and add more cars 4.4 ★★★★★ (20 👤)
- Support out of catchment students as well, particularly for those that need to attend French immersion.** It's critical for the cultural integrity of Canada to support education in both official languages. Students need to be able to access. 4.4 ★★★★★ (12 👤)
- support all students, in and out of catchment** some students need to attend other schools for various reasons and the school bus helps parents out with getting their child to and from school safely 4.3 ★★★★★ (21 👤)



## THOUGHTS Families

19



- School hours differ from common work hours - families need transportation** No transportation punishes working families, newcomers, sole caregivers, etc. 4.5 ★★★★★ (19 👤)
- Parents work and need the support of school buses as an option to get their child to and from school** before and aftercare is expensive for all families and the school bus provides a safe, hopefully free alternative 4.3 ★★★★★ (20 👤)
- It will take me an hour each before and after school to drive my daughter to school. I have to work so am unable to do this every day.** I don't have the time to spend 2 hours driving my daughter to school. This will be unnecessary hardship. 4.3 ★★★★★ (17 👤)



## THOUGHTS

### Academy Programs



**No I don't support the new policy. If you offer a program, it should be inclusive to all not to those who can transport themselves.** Choice programs make for a positive school experience. Kids thrive when they want to go to school because they are interested in what they're doing.

4.4  (20 )

**Students at academies and choice programs should have bus transportation in order to provide EQUITABLE ACCESS to all students** Opportunities should be available to all in this geographically large district,. Programs should not just be accessible to those living in catchment

4.4  (17 )

**All students should have transportation to school regardless of the programs they take** Children should be able to attend any school with transportation to and from especially when a program isn't offered in their own catchment.

4.3  (20 )



## THOUGHTS

### Catchment Children



**More drivers need to be hired** Important so all children can access the bus system

4.4 ★★★★★ (21 👤)

**This is short sighted and sad. Bus transportation is one way to support families with multiple children who can't attend their catchment schools.** It's vital that all SD62 students have equal opportunities to access programs. Students can't control where their homes are. Brutal. Shortsighted.

4.3 ★★★★★ (18 👤)

**Support all children regardless of catchment. There are many reasons why children attend out of catchment schools.** If a parent has determined that a school is the best fit for their child they should have access to transportation. Also schools are full

4.2 ★★★★★ (15 👤)



## THOUGHTS Drivers



- The board should focus on getting more buses and drivers** Focus on the requirement to support everyone's needs 4.2 ★★★★★ (18 👤)
- Can the district not create more incentive for people to become bus drivers and hire on more.** The Sooke community is growing, the issue is the lack of busses and drivers. taking transportation from families is not helping. 4.1 ★★★★★ (21 👤)
- Hire more bus drivers. Offer incentives and work on retention. Look at why you can't hire and keep bus drivers. Do they feel valued, safe and heard** I believe many parents in and out of catchment would pay a reasonable rider fee for an improved service. 4.1 ★★★★★ (19 👤)



## THOUGHTS

### Kids



**Support all kids** Number 1 indicator a child ends up in system is dropping out of school. We must get ALL kids to school to provide a safe environment.

4.2  (21 )

**Transportation is important** Kids move for a variety of reasons including spousal break ups. Most important thing is getting kids to school.

4.2  (21 )

**Support out of catchment students** Because kids go out of catchment for multiple reasons. Many kids start at saseenos for nature kindergarten and then remain there

4.1  (21 )



## THOUGHTS

### Bus



**If a district is going to have programs that take out of catchment students, they should provide a bus option to accommodate them.** If a bus route isn't provided for out of catchment students, getting them to school may be a huge obstacle in their learning.

4.4 ★★★★★ (16 👤)

**No I don't believe so. We should hire more drivers. All students who need the bus should be able to ride it.** Many French imm. kids can't live in catchment in Sooke--Poirier is at the end of a dead end street. Ppl in that neighbourhood don't even need bus

4.3 ★★★★★ (20 👤)

**I share custody of my son. His dad is in catchment but myself I am not. I am repeatedly late for work as I take him on the city bus . We are split.** It's important for split families to have access to the school bus . The fact I was denied has made this year very difficult and worry for next year.

4.1 ★★★★★ (20 👤)





## THOUGHTS

### Fee

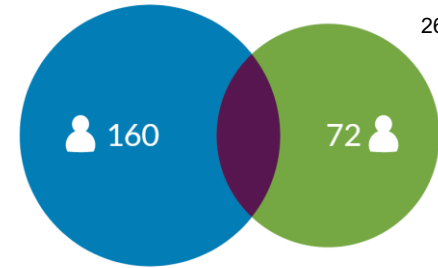


- I am happy to pay an increased fee for academy/choice transportation if there are bursaries to allow all families transportation access We need to increase opportunities to engage students in school while reducing barriers that keep students out of certain programs 4.1 ★★★★★ (21 👤)
- Increase riders fees if it means improved bus routes, times and inclusive bussing including out of district. 4.0 ★★★★★ (21 👤)
- Our family takes the bus and if the fee is kept reasonable (which it is) I do not mind paying it at all and am thankful for transportation. 4.0 ★★★★★ (12 👤)



## DIFFERENCES

French Immersion | Bus And Drivers [160 | 72]



### Side A

**Both need school busses but out of catchment especially** In catchment are closer to school . those out of catchment it is difficult to catch regular city buses to get to school and don't have option to walk

★ 4.7 ★ 1.0

**Yes I believe it is important to provide transportation to out of catchment students** Students are often forced to travel to out of catchment schools as result of bullying, academies offered by the district or educational programs

★ 4.8 ★ 1.7

### Side A/B Common (high)

**Supporting all students, including out of catchment students** Many students are attending out of catchment schools for numerous reasons, why would we restrict them from accessing school safely and add more cars

★ 4.9 ★ 4.7

**School hours differ from common work hours - families need transportation** No transportation punishes working families, newcomers, sole caregivers, etc.

★ 4.9 ★ 5.0

### Side B

**In catchment students take priority**

★ 1.1 ★ 4.9

**Focus should be on in-catchment students.** To best make use of limited buses and drivers.

★ 1.0 ★ 4.9





## DIFFERENCES

French Immersion [121 | 38]



### Side A

In catchment only with the exception of district run programs (TASK, French Immersion ) and academies.

Transportation should be provided for out of catchment students wishing to attend a District run program and academy program.

★ 4.7   ★ 1.3

**I have a child grade 11. In the. Royal bay dance academy. We need a bus. Not fair to switch schools now!** I cannot drive her to school. She has always had a bus since kindergarten

★ 4.9   ★ 1.8

### Side A/B Common (high)

**I'm a teacher and rely on bus to get my kids to school as our school hours are different. Please don't stop supporting out of catchment students.** My kids attend Poirier elem. and this is the only FI school. They would have to quit FI after 5 years of it if they couldn't bus.

★ 5.0   ★ 4.4

**More drivers need to be hired** Important so all children can access the bus system

★ 4.9   ★ 4.7

### Side B

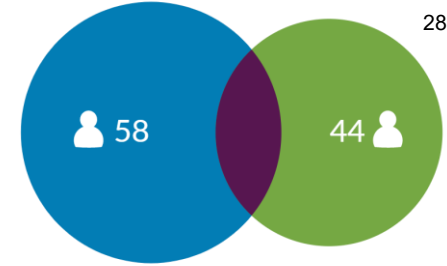
*No thoughts*





## DIFFERENCES

Catchment Fi | Support [58 | 44]



### Side A

I would give priority to catchment students and review any request from others as to importance/need. it is important that students in need of transport receive it .

★ 4.6 ★ 1.4

Service to in-catchment and French immersion only.

★ 4.6 ★ 1.0

### Side A/B Common (high)

A district student is a district student. All students need appropriate service to get them to school.

★ 4.6 ★ 4.9

This will be an absolutely devastating policy to our family as we have children in four different schools many with special needs. Although it would be financially. Very difficult a ridership fee would be much better.

★ 5.0 ★ 4.6

### Side B

Find a way to apply the policy fairly. Making exceptions for some families and not others is not acceptable.

★ 1.5 ★ 4.6

I'd like to see more focus on out of catchment. It is really hard on my work schedule to drive my son to school and back each day. As a single mom, I didn't have a choice to buy a home within catchment of his fathers house. The housing market is volatile and flexibility is key.

★ 1.0 ★ 4.8



## WRAP UP

### Next Steps

29



## Thanks for participating

We'll be carefully considering what we learned and sharing our actions back with you.



**Committee Info Note**  
**Education-Policy Committee Meeting**  
**April 5, 2022**  
**Agenda Item 6a: VTRA Team Presentation**

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Background

Sooke School District 62 currently has a VTRA (Violent Threat Risk Assessment) Team in place, consisting of:

- Youth Outreach Worker – Lou Leslie
- Safe Schools Coordinator – Jamie Adair
- District Principal – Vanessa White
- Associate Superintendent – David Strange

This team is responsible for responding when a violent threat is present in our district or when “worrisome behaviour” has been exhibited. Examples of worrisome or high-risk behaviour would include the following:

- » Verbal/written threats to harm or kill others (“clear, direct, and plausible”)
- » Threats made via social media to harm, kill, or cause serious property damage
- » Serious violence or violence with intent to harm or kill
- » Indicators of suicidal ideation as it relates to fluidity (homicidal/suicidal)
- » Weapon possession (including replicas)
- » Bomb threats (or possession/detonation of devices)
- » Hate incidents motivated by factors including, but not limited to race, culture, religion, and/or sexual orientation
- » Sexual intimidation, sextortion, extortion, or assault
- » Domestic, interpersonal, relational violence
- » Gang-related intimidation and violence » Fire setting (contextual)
- » Section 28 Mental Health Act apprehension

Our work is done in conjunction with RCMP, Safer Schools Together (for consultation and digital threat assessment) and the Ministry of Education ERASE department.

The VTRA Process and Underlying Concepts

When a potential threat has been identified, we follow a specific process to collect data, assess for level of risk, identify risk-reducers and risk-enhancers and then create a plan for how to respond. Documentation is created depending on the level of risk.

This work is done using the VTRA framework, which recognizes that no one ever “just snaps”. There is always something that leads up to a violent act and our role is to intervene early in order to reduce risk by providing wraparound supports. The concept of the “empty vessel” is that people who do not feel connection or belonging to their school, peers, family, etc. are at higher risk for being vulnerable to a wide variety of external forces (gang-related behaviour, substance use, sexploitation, for example). Much of our work involves connecting these students who are at risk with strong adult support systems. In the beginning, this support is usually our Youth

Outreach Worker, Lou Leslie, who builds a relationship and gains trust so she can facilitate connections to <sup>31</sup>outside community agencies such as CYMH (Child and Youth Mental Health), BGC (Boys and Girls Club), social workers, Discovery counselling, the medical system, etc.

### Current Context

The Sooke School District is the fastest growing school district in BC and as such, has experienced a rapid influx of students in a very short time. Newcomers to a community may take some time to build connections and a sense of belonging (relationships take time) so we are seeing a significant number of students struggling while they build that network. When a community experiences rapid growth, there are often growing pains as routines and traditions begin to shift. Not everyone knows the protocols and processes, which can create some risk to the system as we struggle to keep up with population increase.

In addition, the COVID pandemic has resulted in increased isolation of many citizens and an increase in mental health concerns which has stretched our school and community resources. Finally, the increased time online has increased the risk level for some students. Current concerns that our team has been dealing with include exploitation and grooming activity, gang-related grooming, opioid crisis concerns and other substance use concerns.

### Next Steps

As we come out of the pandemic and training starts back up with the Ministry, we anticipate the need to send many of our PVP for refresher VTRA training, as many are overdue. We had 5 people trained this past month at RBSS.

Our team is recognizing the need for some possible growth as we move forward, given how many more students are moving into our district. At present, we do not have the capacity for any coverage when illness occurs.

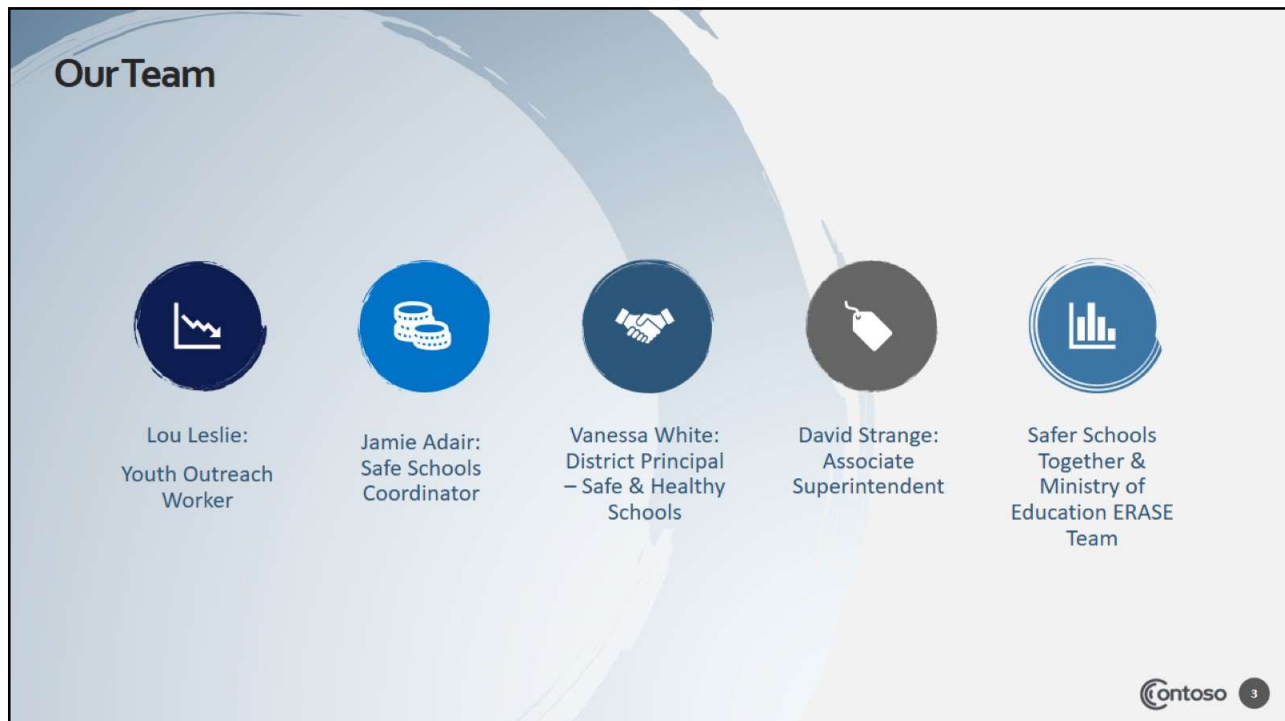
Respectfully,

Vanessa White  
District Principal – Safe and Healthy Schools








The slide features a dark blue background with a large, light blue circular graphic on the right side. In the top right corner, there is a logo for 'SOOKE SCHOOLS 62' with the tagline 'Shaping Tomorrow Today'. The main title 'VTRA TEAM PRESENTATION' is centered in white, bold, uppercase letters. Below the title, the text 'ED POLICY MEETING' and 'APRIL 5, 2022' is displayed in a smaller white font.


1



The slide is titled 'Our Team' in the top left corner. It features five team members, each represented by a circular icon and a text block below it. The icons are: a line graph (Lou Leslie), a stack of coins (Jamie Adair), two hands shaking (Vanessa White), a tag (David Strange), and a bar chart (Safer Schools Together & Ministry of Education ERASE Team). The background is light blue with a large, abstract white and blue circular graphic.

**Our Team**

-   
Lou Leslie:  
Youth Outreach  
Worker
-   
Jamie Adair:  
Safe Schools  
Coordinator
-   
Vanessa White:  
District Principal  
– Safe & Healthy  
Schools
-   
David Strange:  
Associate  
Superintendent
-   
Safer Schools  
Together &  
Ministry of  
Education ERASE  
Team

 3

2



**Our Roles**

As a team, we meet weekly to review high risk situations and developing worrisome concerns and monitor progress on continued support

**Lou Leslie**  
Provides wraparound support and ongoing check-ins with youth who have been involved with worrisome behavior, maintains database of completed reports

**Jamie Adair**  
Conducts risk assessment, assists PVP in documentation of Worrisome or VTRA reports, liaises with RCMP/SST, provides consultation for developing Student Safety Plans

**Vanessa White**  
Oversees team, organizes training, collaborates with tri-district partners, provides District Based Team consultation

Contoso 4

3

**VTRA Process**

Collect data

Assess level of risk

Put a plan in place

Ongoing support

Contoso 4

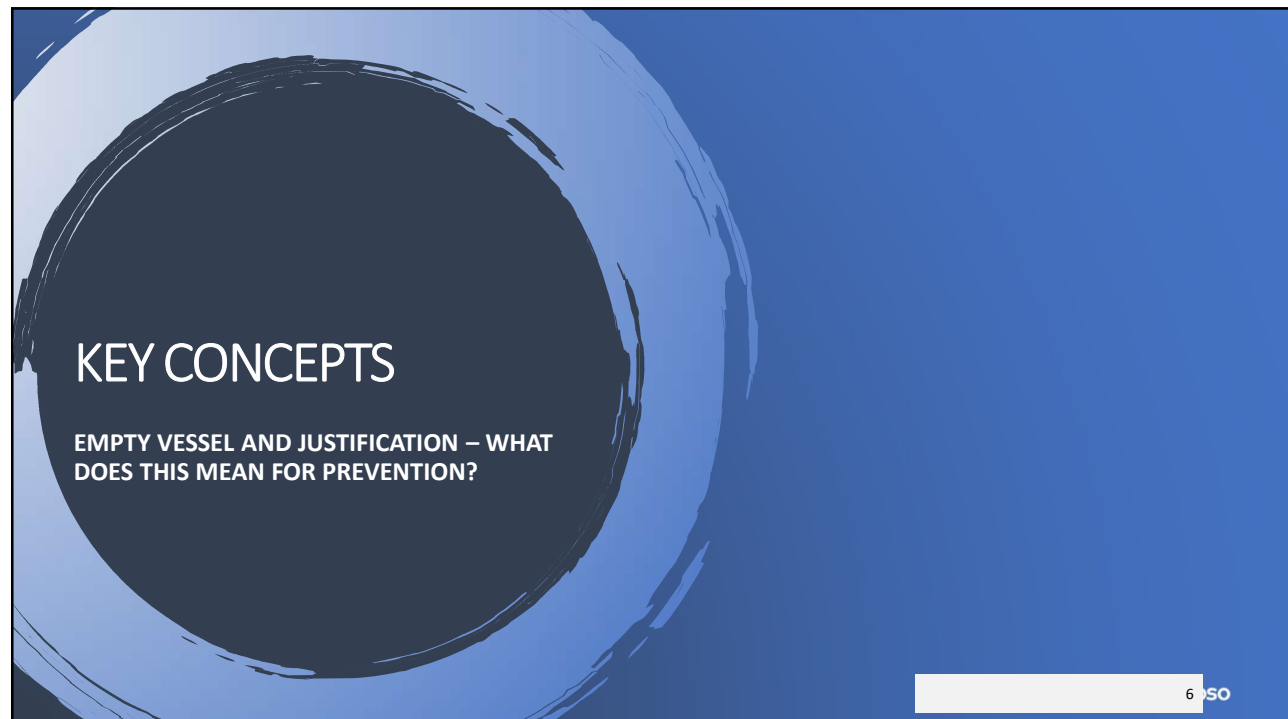
4

## High Risk Behaviour That May Trigger a VTRA

- Verbal/written threats to harm or kill others (“clear, direct, and plausible”)
- Threats made via social media to harm, kill, or cause serious property damage
- Serious violence or violence with intent to harm or kill
- Indicators of suicidal ideation as it relates to fluidity (homicidal/suicidal)
- Weapon possession (including replicas)
- Bomb threats (or possession/detonation of devices)
- Hate incidents motivated by factors including, but not limited to: race, culture, religion, and/or sexual orientation
- Sexual intimidation, sextortion, extortion, or assault
- Domestic, interpersonal, relational violence
- Gang-related intimidation and violence
- Fire setting (contextual)
- Section 28 Mental Health Act apprehension

5

5



6

# Our Year



Level 2 VTRA's



Worriesome Reports



Level 1 VTRA's

While we have done only a handful of Level 2 VTRA's this past year, we've been involved in countless Worriesome Behaviour Reports and Level 1 VTRA's started at the school level. Our goal has been to intervene at this lower level or risk and place supports early in order to offset the need for the higher risk intervention.

7

7

# Our Changing Context – some stressors on the system



## Rapid Growth

Makes it difficult to maintain culture and to maintain routines and expectations



## Lots of new staff

Increased training demands

# Sooke School District #62



## Impact on sense of community and belonging

Takes time for students to form relationships



## COVID and online hours

Students have spent more time online and are struggling with mental health concerns

8

8




## Gangs and Guns Grant

Gang activity prevention grant  
\$10,500

- Gym membership
- Athletic Wear
- Snacks
- Create a sense of belonging and healthy lifestyle choices
- Concentrated at Westshore Colwood

9 ISO

9



## Next Steps

Increase in team

- With our steady increase in population, we need to be looking to the future for how to grow this team
- Concern when any one of us is away – risk
- Grant-based funding model

10 ISO

10



11



**Committee Info Note**  
**Education-Policy Committee Meeting**  
**April 5, 2022**  
**Agenda Item 6b: Curriculum Transformation Operational**  
**Plan Update**

---

Background

In the 2020-21 school year, the Curriculum Transformation Department developed and shared a five-year operational plan to guide the work and identify explicit goals and strategies of the department. This Operational Plan can be found in its entirety on The Curriculum Transformation Department page on Engage, at the bottom.

Areas addressed in the Operational Plan include:

- Literacy;
- Numeracy;
- Curriculum and Assessment;
- French Language Programs;
- Libraries;
- Early Learning and Educational Technology.

This presentation serves to provide an update for the 2021-22 school year.

The Concerns, Rationale

*'Meaningful Collaboration and Learning'* serves as our guiding philosophy. The intention to facilitate deep learning opportunities in the form of job-embedded learning series and collaborative learning rounds were unable to come to fruition for a number of reasons. As a result, some initiatives have been put on hold until the 2022-23 school year.

Context

The Curriculum Transformation Department staff have changed the ways that they have been supporting teachers this year by working in schools for Residencies, Supporting Inquiry Grants, Teaching Demonstrations, Collaborative Planning time, and leading Professional Book Club talks. Additional funds have been used to provide evidence-based early literacy and numeracy resources to classrooms as the strategies in 1.3 and 2.2 support the ongoing vision for those two areas of focus.

Respectfully,

Denise Wehner  
 District Principal,  
 Curriculum Transformation

Operational Plan  
2021-2025


Update  
Spring 2022



**SOOKE 62**  
SCHOOLS

Curriculum Transformation  
*Meaningful Collaboration & Learning*  
*L'apprentissage collaboratif*

1



**Collaborative Professionalism**

Collaborative professionalism is a framework for working together to increase collective efficacy for educators and for leaders.

2

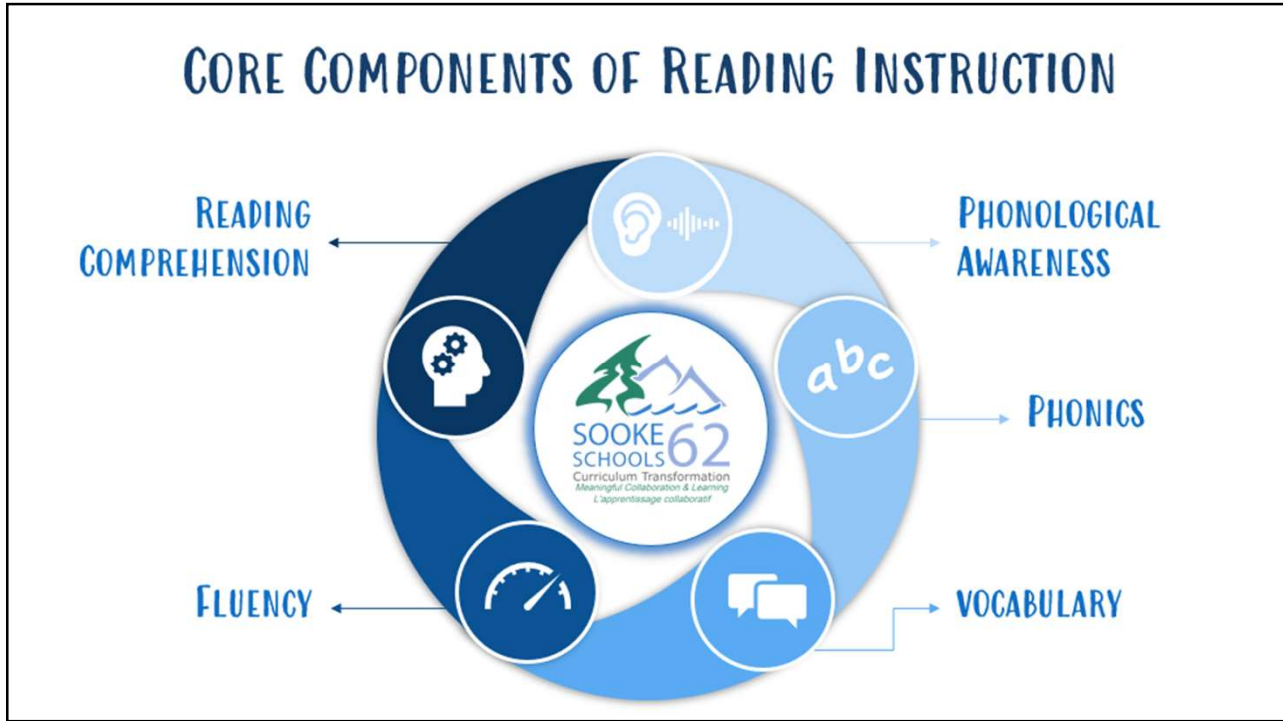


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<b>Goal #1</b>	<b>To enhance and develop students' literacy competencies.</b>
	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>1.1 Explore and implement structures for literacy instruction coordinated with intervention strategies through in-service literacy learning series and learning rounds.</li> <li>1.2 Cross departmental collaboration (ELL, Indigenous, ESD, Inclusive Education, Safe and Healthy Schools) to develop and deliver Tier 1 literacy learning series.</li> <li>1.3 Establish and resource a baseline of literacy resources in schools.</li> <li>1.4 Promote the use of formative assessments and screening tools.</li> </ul>

4





5

<b>Goal #2</b>	<b>To enhance and develop students' numeracy competencies.</b>
	<p><b>Strategies</b></p> <p>2.1 Support the use of developmentally appropriate practices to promote meaningful student learning in numeracy in numeracy series.</p> <p>2.2 Establish and resource a baseline of numeracy resources in schools connected to the learning series.</p> <p>2.3 Promote the use of formative assessments to inform instruction.</p>

6



7

Building Thinking Classrooms in Mathematics Grades 4-12

## VERTICAL NON-PERMANENT SURFACES

in math class

**WHITEBOARD**

You can also use...

Chalkboards!

Windows with whiteboard markers

---

**↓ TIME TO 1<sup>ST</sup> NOTATION**

Start writing faster  
take risks

3x + 5 = 10

erasable! →

**↑ Eagerness Participation Discussion Persistence**

**↑ NON-LINEARITY of work**

more accurately reflects thinking process

**↑ MOBILITY OF KNOWLEDGE**

groups talk compare share

Research: @pglijedah1  
Sketchnot: @wheeler\_laura

8

<b>Goal #3</b>	<b>To support inclusive, meaningful learning experiences aligned with the BC K-12 Curriculum.</b>
	<p><b>Strategies</b></p> <p>3.1 Interdepartmental collaboration to support competency based learning in classrooms for teachers and learning assistance teachers.</p> <p>3.2 Support pedagogically sound instruction and assessment practices and Communicating Student Learning (CSL) at all levels.</p> <p>3.3 Foster a culture of collaborative professionalism.</p> <p>3.4 Collect, curate and share resources and strategies that support 'uncovering the curriculum' with curricular competencies and content at all levels.</p> <p>3.5 Foster continued relationship with the University of Victoria to attract and retain new teachers.</p>


9

Classroom Learning Demonstrations;	Collaborative Inquiry Grants;	School Based Learning Impact Inquiry Processes;	Learning Series offerings
Teacher Librarians - Library support	New school resources	Residencies	Coordinator Collaboration
Snacks and Chats Professional Book Clubs	Proficiency Benchmarks	Secondary Assessment	Design Thinking

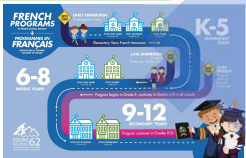
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<b>Goal #4</b>	<b>To support and enrich French Immersion programs.</b>
	<p><b>Strategies</b></p> <p>4.1 Increase access to French language resources.</p> <p>4.2 Support French Learning assistance and interventions.</p> <p>4.3 Foster a culture of inquiry and collaborative professionalism for French Immersion teachers across the district.</p> <p>4.4 To support French immersion teachers' French language proficiency.</p> <p>4.5 To support Core French instruction and late immersion.</p>

11



- FSL, Late Immersion and Core French: TPRS in-service and resources; Grade 5 pilot with tri-district and SFU
- Collaboration FTE for Immersion to build community and share knowledge in refining a scope and sequence for all FRIM grades
- Supporting the Transition to Royal Bay from Belmont with resources
- Learning Series – Professional Pedagogy – developing French language skills in content instruction while supporting Immersion teachers with their own French proficiency;
- Purchase of grade specific learning resources



12

<b>Goal #5</b>	<b>To promote high quality and equitable early years learning opportunities and to ensure supportive transitions for children and families to kindergarten.</b>
	<p><b>Strategies</b></p> <p>5.1 Support awareness and implementation of the Early Learning Framework, Play Today, and Let's Play.</p> <p>5.2 Implement 'Welcome to Kindergarten' philosophies and events across every elementary school;</p> <p>5.3 Continue to support nature kindergarten programming and resource infrastructure;</p> <p>5.4 Continue to support, strengthen and grow the 'Kindergarten &amp; Early Childhood Educator' (K/ECE) partnerships;</p> <p>5.5 Participate in the collection of EDI data bi-annually to guide and inform planning;</p> <p>5.6 Strengthen community-based connections and relationships.</p>

13


Seamless Day Pilot –  
Millstream Elementary

École Millstream Elementary

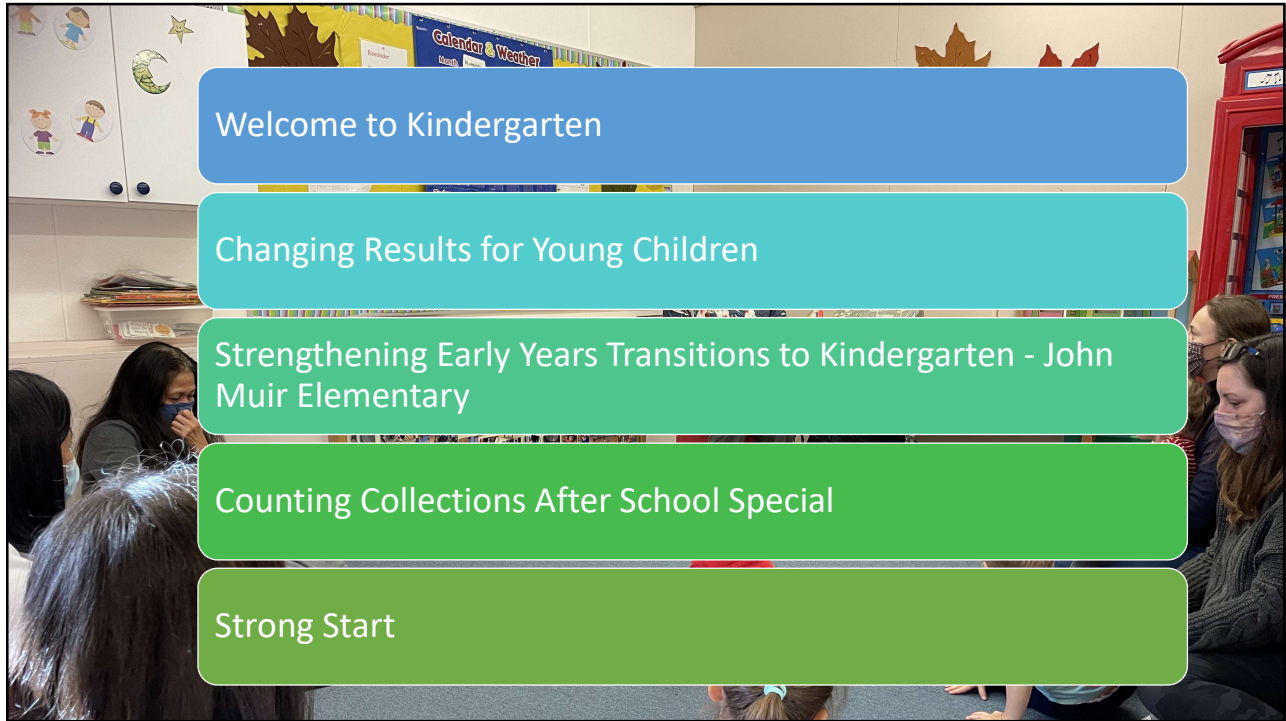
Seamless Extended Day

**Parent Brochure**

Seamless Extended Day is a unique program that provides before and after school care for students in Kindergarten. Students are able to stay in a school-based caring, play-based environment throughout the day. This allows the educators to better meet the needs of the child and expand on their interests and “wonders”. The team of educators includes a classroom teacher and two Early Childhood Educators (ECE). With fewer transitions for the students, and team collaboration between the educators, students will excel in all aspects of their development.



14



15

<b>Goal #6</b>	<b>To develop and utilize technology as a purposeful tool for quality learning experiences.</b>
	<p><b>Strategies</b></p> <p>6.1 Weave alignment with the goals in the Information Technology <a href="#">(IT) Operational Plan</a> connected to learning and assessment.</p> <p>6.2 Establish a district catalogue of approved digital application and technical standards for use in schools in accordance with curricular objectives.</p> <p>6.3 Support educator and student with digital literacy and digital citizenship competencies.</p>

16




Digital Governance Process and Privacy Review of educational software platforms

Review and pilot for the replacement of Freshgrade as a digital portfolio for Communicating Student Learning (CSL)

Privacy Awareness Training

This Photo by Unknown Author is licensed under CC BY-ND

17



- There are many roads that students can take on the path to becoming educated global citizens.
- The Curriculum Transformation Department is here to collaborate meaningfully with staff with the ultimate goal in supporting our students.

18



**Committee Info Note**  
**Education-Policy Committee Meeting**  
**April 5, 2022**  
**Agenda Item 6c: Na'tsa'maht Enhancement Agreement Renewal**

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Background

The inaugural Na'tsa'maht Enhancement Agreement was a five-year agreement that spanned the years of 2016 -2021. Through consultation with our Na'tsa'maht Indigenous Education Council, the Nations whom we work and partner with and staff agreed to extending the Agreement through the 2021/22 school year as a renewal process is engaged.

The Na'tsa'maht Enhancement Agreement Renewal is well underway. The terms of reference for the renewal process include:

- Revisiting the current goals in the enhancement agreement, ensuring the goals continue to create equity and enhance opportunities for Indigenous students and families.
- Ensuring that all partners and stakeholders understand the relationship between the Na'tsa'maht Enhancement Agreement and the Na'tsa'maht Indigenous Education Department's Operational Plan.
- Ensuring that the Enhancement Agreement reflects the collective voice of all partners and stakeholders.

Context

This presentation will update our stakeholders and Board of Education on the progress made to date, new structures for consultation and important dates leading to completion of the renewal process. It will also offer stakeholders an opportunity to preview and provide feedback on the guiding questions that will inform our inquiry and generate the feedback that will inform potential changes to and affirmation of existing language in the Na'tsa'maht Enhancement Agreement.

Respectfully,

Paul Block  
Associate Superintendent



# Na'tsa'maht Enhancement Agreement Renewal



Sooke School District April 5, 2022

Sooke School District acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuuchahnulth: Pacheedaht Nation to the west. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

We appreciate the contributions of the Métis, Inuit and other Indigenous partners that reside in the territory, shaping and strengthening these beautiful lands.

Visual Territory Acknowledgement – Artist Connie Watts



1

## Refreshing our memory...the creation of the first Na'tsa'maht Enhancement Agreement...

- Five-year working agreement spanning from 2016 to 2021
- Consultative process with Sc'ianew, T'Sou-ke and Pacheedaht Nations, as well as our Métis, Inuit and other Indigenous partners that reside in Coast Salish and Nuuchahnulth territories.
- Maintains the ongoing collective ownership and commitment to improve the success of Indigenous students while providing learning opportunities to all students, staff and community.
- Two goals capture the meaning of Na'tsa'maht...One Mind, One Spirit...

"Na'tsa'maht means...

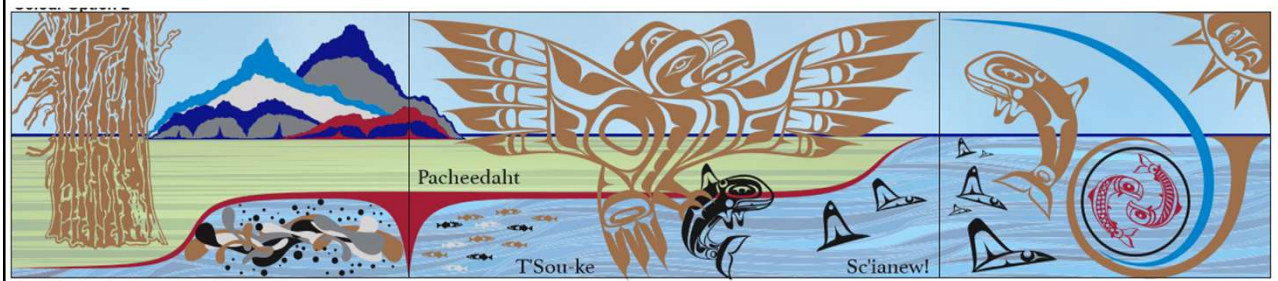
being of one mind, one spirit.  
Together, working side by side,  
supporting each other, walking together.  
Good mind, good spirit for the good of our children,  
for the good of Mother Earth sustaining us."

– Elder Shirley Alphonse

2

## One Mind...

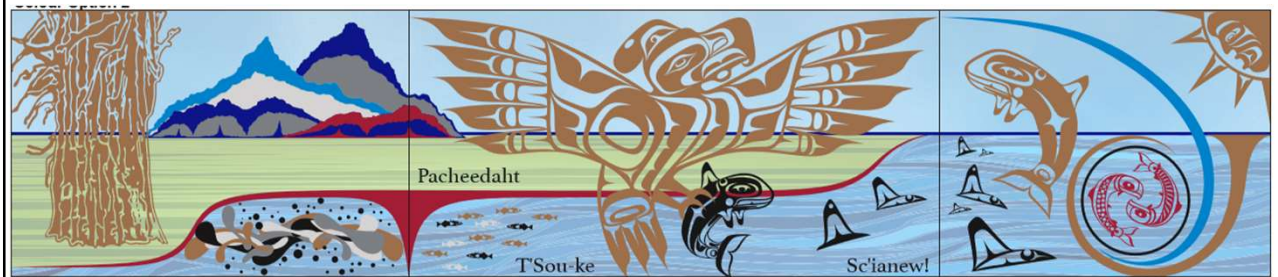
*To continue to build the intellectual, emotional, physical and spiritual strengths of Aboriginal students from their early years, leading to a Dogwood Diploma, and preparing them for post-secondary education, by providing safe, flexible, and culturally responsive learning environments.*



3

## One Spirit...

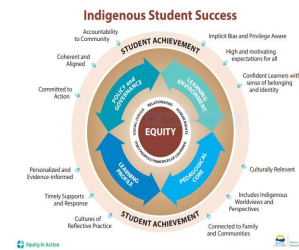
*To continue awareness and knowledge of local First Nations, Metis, and Inuit: languages, cultures, histories and contemporary practices created through community collaboration and authentic resources founded on the First Peoples' Principles of Learning.*



4

# NEA Renewal Consultation Process Terms of Reference:

- Revisit the current goals in the enhancement agreement, ensure the goals continue to create equity and enhance opportunities for Indigenous students and families.
- Ensure that all partners and stakeholders understand the relationship between the Na'tsa'maht Enhancement Agreement and the Na'tsa'maht Indigenous Education Department's Operational Plan.
- Ensure that the Enhancement Agreement reflects the collective voice of all partners and stakeholders.



5

## Informing the Goals...the Na'tsa'maht Education Department's Annual Operational Plan

**Structures, strategies and success indicators are embedded in the Operational Plan including...**

*Truth and Reconciliation activities at all schools September 2021*

*Ministry of Education: How are we doing report?*

*Equity in Action Annual School Plans*

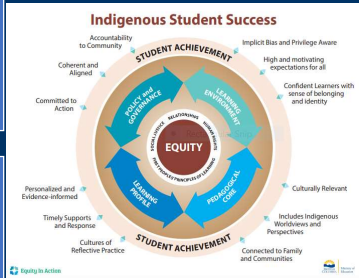
*Department Staffing at Elementary, Middle and Secondary*

*T'Sou-ke Sencoten Kindergarten Language Program*

*Elders/Knowledge Keepers in Residence*

*Role Model Program*

*School Based Cultural Supply Budgets*



6

## NEA Consultation Process Timeline:



- General Public Survey and Partner Group Survey  
April 4<sup>th</sup> to April 22<sup>nd</sup> (3-week window)
- General Public Community Engagement Gathering:  
April 11<sup>th</sup> Saseenos Elementary 5:30 to 7:30pm
- General Public Community Engagement Gathering:  
April 12<sup>th</sup> Ruth King Elementary 5:30 – 7:30pm
- Middle/Secondary Student Forums
  - Dunsmuir April 12<sup>th</sup>
  - Belmont April 13<sup>th</sup>
  - Westshore Colwood April 19<sup>th</sup>
  - Ecole John Stubbs April 20<sup>th</sup>
  - EMCS April 21<sup>st</sup>
  - Royal Bay April 25<sup>th</sup>
  - Westshore Sooke April 26<sup>th</sup>
  - Journey April 27<sup>th</sup>
  - Spencer May 4<sup>th</sup>
- April 5<sup>th</sup> – Leadership Meeting Consultation Activity
- April 20<sup>th</sup> NIEC Consultation Activity
- May/June: Drafting, Revising and completion of document, submission for publication
- June 28<sup>th</sup>: Board Presentation at monthly Board meeting
- Thursday, September 29<sup>th</sup> Enhancement Agreement Signing and Celebration held prior to September 30<sup>th</sup> Truth and Reconciliation Day



7

## Guiding Questions...

"Na'tsa'maht means...

being of one mind, one spirit.  
Together, working side by side,  
supporting each other, walking together.  
Good mind, good spirit for the good of our children,  
for the good of Mother Earth sustaining us."

– Elder Shirley Alphonse

Does the One Mind goal continue to create equity and enhance opportunities for Indigenous students and families?

Does the One Spirit goal continue to create equity and enhance opportunities for Indigenous students and families?

What ideas or suggestions related to the One Mind One Spirit Goals and the Operational Plan should be considered as we enrich and recommit to the Na'tsa'maht Enhancement Agreement?

8

Trusting  
relationships,  
authentic  
consultation,  
accountability...

*Hych'ka* - Coast  
Salish  
*Kleco Kleco* - Nuu-  
chah-nulth  
*Marsee* – Michif

*Na'tsa'maht Indigenous Education...working together to improve the success of Indigenous students and increase knowledge and respect for Indigenous culture, language and history among all students in SD62!*

