



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 Feb. 7, 2023 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.

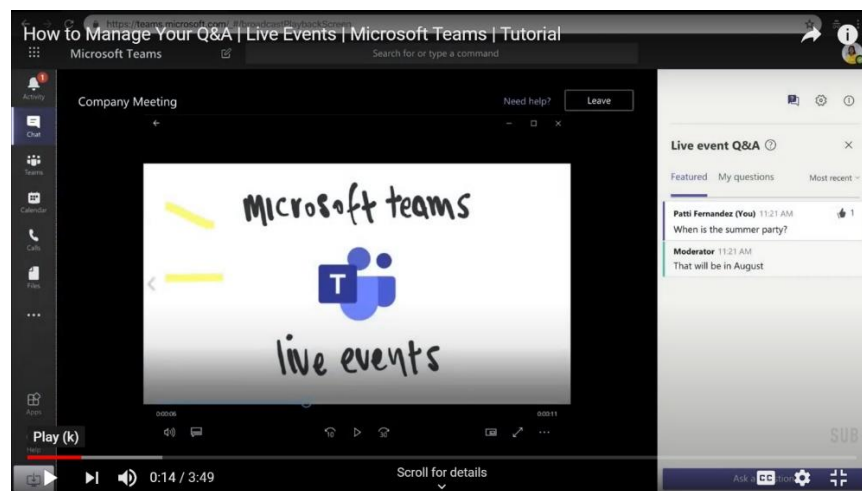
Furthermore, the meeting will be livestreamed via MS teams, to encourage more public participation.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Feb-7-2023>

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

February 7, 2023 – 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 January 3, 2023 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) **Pg. 5**
 - a. Policy Updates – Paul Block
 - Policy A-110 “Board-Staff Communication”
 - Regulations A-500 “Policies and Regulations”
 - Policy D-200 “School-Community Relations”
 - Policy and Regulations B-425 “Community Schools”
6. **NEW BUSINESS** (attached)
 - a. BC K-12 Reporting Policy Presentation – Denise Wehner and Dave Strange **Pg. 12**
 - b. Strategic Plan Q2 Report – Paul Block **Pg. 18**
 - c. Outdoor Learning Update – Paul Block **Pg. 38**
 - d. Student & Family Affordability Fund – Dave Strange **Pg. 41**
7. **FOR INFORMATION**
 - a. Research Project Approval – Sadownik, Stephanie – “Exploring Technology-Facilitated Intervention Modalities for the Provision of Cognitive Behaviour Therapy in Canadian Schools” **Pg. 43**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** March 7, 2023



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
January 3, 2023 – 6:00 p.m.**

- Present:** Allison Watson, Trustee (Committee Chair)
Cendra Beaton, Trustee (Committee Member)
Russ Chipps, Trustee (Committee Member)
Trudy Spiller, Trustee
Amanda Culver, STA
Lou Leslie, CUPE
Dana Savage, CUPE
Georgette Walker, SPVPA
Sandra Arnold, SPEAC
Scott Stinson, Superintendent/CEO
Paul Block, Associate Superintendent
- Guests:** Farzaan Nusserwanji – Chief Information Officer/Exec. Dir. Information Technology
Wayne Kelly, District Principal – Academy Program
Kirk MacRae, Royal Bay teacher
- Regrets:** Monica Braniff, Dave 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**
Chair Watson shared her best wishes to all in attendance for the upcoming year 2023 and expressed her hope that everyone had a wonderful and restful break.
 3. **COMMITTEE REPORT** of Dec. 6, 2022 Education-Policy Committee meeting
The committee report for the Dec. 6, 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 New Policy and Regulations – “Business Continuity” – Farzaan Nusserwanji

Mr. Nusserwanji opened his presentation explaining what Business Continuity is and said the Policy and Regulations have been developed in response to an external audit process that highlighted the need for a plan to respond to maintaining continuity of operations in the face of adversity. He spoke to the major tenets of the current policy and then opened the conversation to questions. Mr. Nusserwanji took feedback and questions from the committee members

Recommendation:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft new Policy and Regulations F-495 “Business Continuity”.

6. **NEW BUSINESS**

a. Outdoor Learning – Scott Stinson

Mr. Stinson provided a verbal summary of the report submitted to committee focusing on connecting elements of the report that was developed over 2 years to more recent developments across the district for outdoor learning spaces. The focus of the report was to provide an overall response to the Board motion related to outdoor learning. Discussion about next steps and ideas ensued.

Trustees discussed receiving further information on the resources required for additional development and accessibility of pedagogical resources for outdoor learning experiences and the financial implications of developing, maintaining and securing outdoor learning spaces across the district.

b. Staff Affordability Fund Update – Scott Stinson

Mr. Stinson shared an overview of the distribution of gift cards (375 cards) to staff prior to the holidays. He expressed his thanks to Dave Strange, Associate Superintendent, for the work he undertook to implement and bring the Board’s motion to a reality.

c. Mountain Biking Academy Presentation – Wayne Kelly

Mr. Kelly presented the slide deck from the committee package, adding details about current academy programs and the proposed Mountain Biking Academy. Following his presentation, he responded to questions from committee members about logistics and scenarios surrounding the implementation of the proposed Mountain Biking Academy.

Recommendation:

That the Board of Education for School District #62 (Sooke) approve the proposed Mountain Biking Academy as presented at the January 3, 2023 Education-Policy Committee meeting, beginning in the 2023-24 school year.

7. **FOR INFORMATION**

- a. Research Project Proposal – Zhimei Gu – “Cat5 National Data Collection Study” – please note this research project proposal has been declined by the District due to the number of assessments that students are already involved in.
- b. Research Project Approval – Dr. Gina Harrison – “Literacy and Executive Function Development in Linguistically Diverse Learners”
- c. Research Project Approval – hcma architecture + design – “RHFAC Cost Comparison Feasibility Study: Retrofits & Upgrades”

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** February 7, 2023



Committee Info Note
Education-Policy Committee Meeting
February 7, 2023
Agenda Item 5a: Policy Updates

Background:

- Policy A-500 – “Policies and Regulations”, allows for updates to existing policies that bring language in-line with current practice but does not change the meaning or intent of the policy. It says:
 “From time to time minor updating ... may occur without formal notice of motion. The Board must be notified in writing.”
- This information note is to provide notification to the Board on three policies where staff have updated language without changing policy intent.

Current Context:

- Policy A-110 – “Board-Staff Communications”:
 - To reflect current practice and direction to eliminate sexist action and language in the school district, a minor edit to the policy to remove “he/she” for the more inclusive and non-gender-based term “they”.
- Regulations A-500 – “Policies and Regulations”:
 - Is updated to include reference to the Board’s standing committee of Education-Policy, rather than the “Board/Education Standing Committee”.
- Policy D-200 – “School-Community Relations”:
 - This policy was originally written in 1981 and refers only to parents at the exclusion of guardians. Current practice to acknowledge and demonstrate respect for all caregivers who are raising children supported by our school district.
 - As a result, any reference to “parent” has now been edited as follows: “parent/guardian”
- Policy B-425 – “Community Schools”:
 - The policy references the “Board of Trustees”. Under the revised *School Act*, the reference should be to the “Board of Education”. This change has been made on the policy.
 - After an external review of the policy and regulations and subsequent discussion with the EMCS Society and staff, a few changes to the Administrative Regulations have been made as well:
 - Given that the Society is accountable to the Board via the school principal, the principal shall no longer be a voting member of the Society. This same change has been made for trustee representatives to the Society.
 - The *School Act* no longer references Community Schools; therefore, an adjustment has been made to align responsibilities to the *Societies Act*. This includes the development of a constitution and by-laws.

For Information:

These changes are brought forward for information.

Respectfully submitted,

Scott Stinson
 Superintendent/CEO

School District #62 (Sooke)

BOARD-STAFF COMMUNICATIONS	No.: A-110
	Effective: Oct. 13/81 Reviewed: Nov. 17/14; Dec. 8/14 Revised: Dec. 9/14; Jan. 4/23

SCHOOL BOARD POLICY

The Board expects that through the Superintendent of Schools, it will be kept fully informed of district events and important developments. Where events of a critical nature are concerned, the Board expects its staff to ensure that the Superintendent of Schools is immediately notified, and that ~~he/she~~ **they** will, in turn, ensure that Trustees are promptly informed.

The Board wishes to maintain a high level of awareness about the district and its operations. For this reason, it encourages open communication. However, on matters of specific suggestion, request, report or complaint, the avenue of communication with the Board is through the employee's supervisor and the Superintendent of Schools or designate.

Similarly, Trustees' and the Boards' normal channel of communication with staff, where information requests, directives, concerns or complaints are involved, is through the Superintendent of Schools or designate.

School District #62 (Sooke)

POLICIES & REGULATIONS	No.: A-500
	Effective: Jan. 13/81 Revised: Apr. 22/97; Dec. 8/98; Oct. 27/15; Jan. 4/23 Reviewed: Feb. 16/15; May 11/15; June 15/15; Sept. 22/15; Sept. 29/15

REGULATIONS

This regulation outlines the procedures for development and revision of Board Policies and Regulations. When a suggested addition, deletion, or revision to a Board of Education Policy or Regulation is received the following steps shall occur:

<u>STEP</u>	<u>INVOLVEMENT</u>
1. Initial recommendation to formulate or review a policy/regulation.	Board of Education
2. Study of background information; consultation with involved personnel; preparation of initial draft.	Staff
3. Consultation with those affected.	Officers of the Board/ Education-Policy Standing Committee
4. Presentation of the draft.	Officers of the Board/ Education-Policy Standing Committee
5. Review, recommend and modification as necessary.	Board/ Education-Policy Committee/ Committee of the Whole/ Officers of the Board/ Education Standing Committee/ Partner groups
6. Notice of Motion	Board of Education
7. Adoption of policy, approval of regulations. (no less than one month after initial receipt of Step 6 above)	Board of Education
8. Publication of new policy and regulations.	Staff

School District #62 (Sooke)

SCHOOL-COMMUNITY RELATIONS	No.: D-200
	Effective: Oct. 13/81 Revised: Jan. 4/23

SCHOOL BOARD POLICY

In the Board's view, the school is the key unit within the District. Relationships between the individuals and groups associated with the school, therefore, are of key importance. Further, the Board views education as a partnership in which various groups have important and often overlapping responsibilities. Full and open communication, then, is of prime importance.

School-community relations, and particularly relationships with parents/**guardians**, have four major components:

1. Exchange of information between school and home, about the school and its programs and activities, and about the student. Information is exchanged through such means as newsletters, notes and reports, meetings or interviews and parent/**guardian** visits to schools and classrooms.
2. Provision of assistance to the school by parents/**guardians** or community members, on a regular or occasional basis, through such means as volunteer aide programs, assistance with field trips and school activities, cultural-recreational programs and aid with fund-raising.
3. Consultation between parents/**guardians** and schools in areas in which school dialogue is appropriate. Depending on the specific situation, this might be done on either a formalized or an ad hoc basis.
4. Quality of relationships between students and their teachers and principal, parents/**guardians** and teachers, parents/**guardians** and the principal, and teachers and the principal. A major factor in the relationship between parents/**guardians** and the school is the information conveyed by the students.

The Board expects that each school will take specific steps in each of these areas to develop positive, open relationships with parents/**guardians** and the larger community and to ensure that staff and parents/**guardians** are well informed of the school's policies and programs with regard to school-community relations.

School District #62 (Sooke)

COMMUNITY SCHOOLS	No.: B-425
	Effective: Sept. 12/89 Revised: Jan. 10/23 Reviewed: Sept. 14/15; Jan. 10/23

SCHOOL BOARD POLICY

The Board of Trustees **Education** endorses the concept of community education and supports and encourages the development of community schools in appropriately located geographic areas of the school district.

The Board supports and encourages the development of comprehensive educational-social-recreational programs at each community school.

Specifically, the Board supports the following basic objectives:

- a. To strengthen the existing school program through the greater involvement and utilization of available community resources and the use of the total community, wherever appropriate, as a resource for the development of curricula.
- b. To facilitate school co-operation and co-ordination with private and public community agencies.
- c. To more effectively utilize existing community resources, including schools and other facilities, for desired community programs.
- d. To expand the range of optional learning, participation and involvement opportunities for children and youth.
- e. To provide involvement and participation opportunities for adults and the promotion of volunteer leadership in all phases of the program.
- f. To increase local citizen involvement in decision-making and leadership aspects of their local community efforts.

The principle of user-pay for programs and courses not supported by the Ministry will be maintained. Notwithstanding this, the Board of Education will provide limited financial support for the development of community schools.

School District #62 (Sooke)

COMMUNITY SCHOOLS	No.: B-425
	Effective: Sept. 12/89 Revised: Jan. 10/23 Reviewed: Sept. 14/15; Jan. 10/23

ADMINISTRATIVE REGULATIONS

Designation of a school as a Community School shall be subject to the following procedures.

1. The establishment of a community school, including the official designation, shall be a Board **of Education** response to a formal request jointly made by a representative group of parents and/or community members, principal and school staff.

Approval shall be dependent on such factors as:

- a. A community in which the residents have expressed a desire to have greater contact with, and become more involved in, total school-community life.
 - b. A principal who expresses an interest in, and enthusiasm for, community education.
 - c. A staff that is interested in community education and is committed to the philosophy that community education expresses.
 - d. Existing programs already operating in which community personnel are actively engaged.
2. A community school shall be granted that status for a five-year period, after which a local review of interest and need must be undertaken.
 3. A Community School Society (registered under the *Societies Act*) will be established. The Society shall be accountable through the principal of the school to the Board of Education. **In this capacity, the principal shall be a non-voting member of the Society.**
 4. The Board **of Education** shall not be responsible for the expenditures of the Community School that are not budgeted for in the annual operating budget of the District. Excess funding required for Community School activities shall be provided by the Community School Society and the Society is solely responsible for debts which it incurs.
 5. The Community School Society shall adhere to all Board **of Education** policies and regulations relating to items such as security, rental regulations and supervision in its operation.
 6. The Community School Society shall establish an approved accounting system for the control of its revenues and expenditures. An annual audited financial statement shall be issued to the Secretary-Treasurer.
 7. Officially designated community schools shall be entitled to:

- a. A community school co-ordinator, who may be a teacher or non-teacher, on the basis of a substantiated request from the school, and who shall be appointed for a three-year renewable term;
 - b. an allotment of \$20,000 from the School District operating budget to offer continuing education programs. The total amount of these funds will be reduced by excess revenues generated after instructors' fees and costs have been paid. The district's accounting office will provide bookkeeping services as required.
8. The Board of Education will seek adequate funding for comprehensive community schools from the Ministries of Education **and Child Care**, Health, Environment and other government agencies.
 9. A committee consisting of designates of the Community School Society and designates of the Board **of Education** shall review and assess annually, the complete operation of the Community School and Society.
 10. The Community School Society **shall have a constitution and by-laws as required in the Societies Act. Consistent with the Community School Society's by-laws** a Board of Directors shall be **elected by voting members** ~~involved in an advisory capacity as outlined in Section of the School Act.~~
 11. **Individual trustees from the Board of Education may attend or be appointed to attend Community School Society meetings but shall be non-voting participants.**



Committee Info Note
Education-Policy Committee Meeting
February 7, 2023
Agenda Item 6a: BC K-12 Reporting Policy

Background

The Ministry of Education and Child Care has released an updated K-12 Reporting Policy Guidelines document (December 2022) to support the implementation of the BC K-12 Reporting Policy Order. This Policy is in effect July 2023 for the beginning of the 2023-24 school year.

The Policy is intended to better align assessment and reporting practices with the revised curriculum. Sooke School District was one of the few pilot districts in the province to explore concepts of ongoing assessment and communication of student learning with the use of the Proficiency Scale, and thus contributed insights to the development of the BC K-12 Policy Guidelines soon to be implemented.

Context – Policy Overview

The guidelines in the BC K-12 Reporting Policy are familiar and in practice with many educators, currently. The use of the Proficiency Scale in K-9 as an indicator signals that student learning is continuous and ongoing. Additionally, all students have a place on the Proficiency Scale in K-9, including linguistically and cognitively diverse students. The written comments provide feedback in relation to the learning standards on the student strengths, areas for growth and ways to support future learning. Families will also be informed of Student Graduation Status Update beginning in Grade 10.

Families and caregivers can expect a minimum of five (5) points of contact with:

- Two (2) Flexible Learning Updates,
- Two (2) Written Learning updates
- One (1) Summary of Learning

Additionally, on each Written Learning Update and with the Summary of Learning, there is the requirement of student generated content with self-reflection of the Core Competencies and student goal setting. This helps to ensure that students are active participants in their learning and personal development journey as they move through the K-12 system.

Recommendation:

That the Board of Education for School District 62 (Sooke) continue to support the implementation of the BC K-12 Reporting Policy for educators and support an increased awareness and understanding of these changes for families.

Respectfully,

Denise Wehner

District Principal, Curriculum Transformation



K-12 Student Reporting Policy

Implementation 2023-24 school year

1

Curriculum, classroom assessment, and the communication of student learning are interconnected. Thoughtful classroom assessment practices inform responsive and meaningful communications that provide students parents and caregivers with a clear understanding of where students are in their learning and set goals for future learning .

~~K-12 Student Reporting Policy Communicating Student Learning Guidelines

2

2



Student Reporting

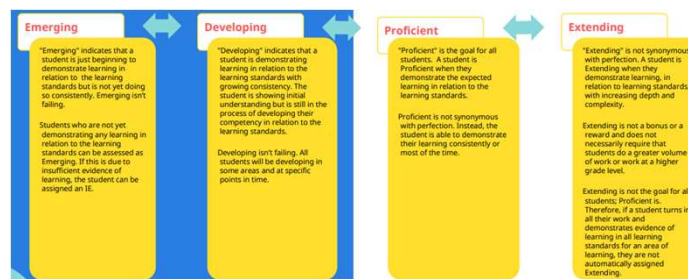
The goals of communicating student learning are to ensure that:

- *Students take part in meaningful reflection that helps them develop responsibility for engaging deeply with their learning;*
- *Parents and caregivers are well informed and understand ways to support and further their child's learning.*

3

3

A FOCUS ON PROFICIENCY



- Shifting the focus from 'marks' to 'learning';
- Views learning as on-going rather than signaling that learning is done;
- Values the most recent evidence of learning rather than averaging of marks;
- Is inclusive of all students.

4

4



Universal Assessment Supports



ALL students are eligible to receive assessment supports.

SOME students may require more targeted assessment supports.

FEW students will require specific assessments.

Typically, this includes students with complex needs who have moderate or profound intellectual disabilities.

5

5



Inclusive Assessment Practices for all



- Differentiated assessment is when teachers plan assessments for individuals or groups of students to best meet their needs. This provides students with **choice** and **multiple pathways** to demonstrate their growth and learning.
- These supports:
 - affect the engagement (the **why**) of learning;
 - make explicit and recognize (the **what**) of learning;
 - supports the action and representation (the **how**) of learning.

6

6



Communicating Student Learning



Four Learning Updates

- **Two** written Learning Updates
 - *either digital or printed*
- **Two** informal Learning Updates
 - *a variety of formats – virtual or in person discussions, phone calls, emails, portfolios, or written summaries*

One Summary of Learning

- At the end of the year
 - *must be in writing and can be digital or printed documents*

7

7



Written Learning Updates Kindergarten – Grade 9

- Includes all areas of learning currently being studied in relation to the learning standards (or goals in IEP)
- Uses the BC Provincial Proficiency Scale
- Includes information on student attendance
- Provides descriptive feedback on:
 - student strengths
 - areas for future growth
 - opportunities for further development
- Student generated self-reflection of the Core Competencies and goal setting

8

8



Written Learning Updates Grade 10-12

- Includes all areas of learning currently being studied in relation to the learning standards (or goals in IEP)
- Uses letter grades and percentages
- Includes information on student attendance
- Graduation status update
- Provides descriptive feedback on:
 - student strengths
 - areas for future growth
 - opportunities for further development
- Student generated self-reflection of the Core Competencies and goal setting

9

9

Questions



10

10

Committee Information Note
Education Policy Committee Meeting
February 7, 2023
Agenda Item: 6b. – Strategic Plan Quarterly Report

Background:

- The Board of Education, through motion, has directed staff to bring forward for information, quarterly reports on progress towards the Strategic Plan and student outcomes.
 - Quarterly (Q) reports are tabled at meetings in November (Quarter 1: July- September), February (Quarter 2: October-December), May (Quarter 3: January - March) and September (Annual including Quarter 4: April to June)).
- Under the district's [Strategic Plan 2021-2025](#), we have developed a comprehensive process of charting accountability that links strategic plan outcomes, operational plans and the Ministry of Education's student success metric report: the Framework for Enhancing Student Learning (FESL).
- The [Annual Report](#) from the 2021-22 school year was submitted to the Board of Education at the September 2022 Board Meeting. A link to the report has been provided to the Ministry of Education.
- Annually, the district takes the direction of the Board through the Strategic Plan and develops annual operational plans to assist in achieving the goals and objectives of the Strategic Plan. The [2022/23 Operational Plan](#) builds on the [2021-22 Operational Plan](#).
- The [\(FESL\) report](#) is submitted to the Ministry of Education annually on Sept 30. The report features data on SD62 (School District 62) student success. When newly released data becomes available, the Quarterly Reports will feature it. FESL reports on:
 - Reading, writing and numeracy.
 - Grade-to-grade transitions.
 - Graduation assessments.
 - Six-year and eight-year completion rates.
 - Early development.
 - Student satisfaction, including postsecondary and career preparation.
 - Success metrics for all students, including those with unique needs, such as Indigenous ancestry, English Language Learners.

Quarter 2 Progress on the 2022-23 Operational Plan

- The Quarter 2 Report (Appendix 1) contains updates for work undertaken between October 1-December 31, 2022. It details each item contained in the 2022-23 Operational Plan, and is reported under the headings of Learning, Engagement and Growth.
- There are fifteen (15) items under Learning, ten (10) under Engagement and thirteen (13) under Growth.
 - Note that some items have multiple connections to the Strategic Plan. For instance, the Operational Plan item 'To develop Board/Authority Authorized (BAA) courses for the Indigenous Graduation credit required for secondary graduation,' connects with four elements of the Strategic Plan:

- Learning Objective 1: ‘Provide opportunities for learners to understand, respect and appreciate diversity and inclusion’.
- Learning Objective 2: ‘Provide opportunities for learners to develop critical and creative thinking skills.’
- Learning Objective 4: ‘Enhance student voice and choice;’ and
- Engagement Objective 2: ‘To further the goals of the Na’tsa’maht agreement following the objectives of ‘One Mind’ and ‘One Spirit’.
- Note that there has been a slight categorization amendment since the last report as to which is the *predominant* strategic objective for a couple of the operational plan items. For instance, the objective “Support the collaborative work of Inclusive Education Services (IES) with all District Principals” has two direct links to the strategic plan: L1 and L3. While it was initially put as categorized as having the predominant objective of Learning 1, it has since been moved into the Learning 3 objective as it’s predominant objective.
- Some items in the operational plan, such as the work on ‘Healthy Schools, Healthy People’, are a continuation of work begun in previous years. Other items are brand new such as the Student Affordability Fund which is one-year funding from the government to be distributed by the school district on projects that support families with rising living costs caused by inflation.
- Included, for the first time in a quarterly report (p4), is a colour demarcated summary of overall progress for each item in the 2022-23 Operational Plan. This provides a quick snapshot of what stage the projects are at. The summary uses dark blue to indicate that a project is complete or substantially finished; green shows that a project is in progress and moving forward; yellow shows that the project has been initiated and is in the beginning stages; and orange shows that there is currently an impediment to progress.
- In the second quarter, the work for many of the projects continued moving forward. There are a couple of items of particular note:
 - The item on ‘Explore a vision for the Milnes Landing Alternative programming (Learning Objective 4)’ has been completed. At the outset, it was intended that work would be undertaken to move Alternative Programming in Sooke to a new location. However, after exploration of vacant spaces, it was determined that there are no suitable spaces available until September 2024. As a result of this, the decision was made to continue with the current lease holder.
 - For Objective 3, in the Engagement Section of the report, you will see the great success of work by the Communications Manager who has been working to establish an organizationally--mature and professional approach to communications for the district. The Manager worked with the Board to respond to the political changes at both the provincial and municipal level to re-establish relationships with our community partners. In addition, following the School Trustee elections, work was needed to update information following the election of our new Board of Education. In addition, Centre Mountain Lellum opened with a successful visit by Chek News’ “The Upside” which was organized by the Communications Manager.
 - For Objective 4, in the Growth section of the report, ‘Develop a process to explore and act upon issues of diversity, equity, inclusion (DEI) and anti-racism (G4),’ the needs of the district to understand DEI and anti-racism as it pertains to the district was discussed over several meetings and a contract was signed with Bakau Consulting to undertake an analysis of the school district with regards to DEI and

anti-racism and to provide a training workshop to members of the Leadership Team. The consultations will begin in February 2023.

Data Released

- Ministry [data](#) collected in 2021-22 which has been released can be found later in the report (Appendix 1):
 - Student Learning Survey
 - Completion Rates 2021-22
 - Completion Rates Over Time
 - Foundation Skills Assessment - Grade 4
 - Foundation Skills Assessment - Grade 7

Motion Requested: That the Education-Policy Committee of School District 62 (Sooke) receive the Quarter 2 Report at the Education-Policy Committee meeting of February 7, 2023.

Respectfully submitted,

Paul Block, Acting Superintendent

Quarterly Reporting 2022-23

Q2



STRATEGIC PLAN

2021-2025



CONTENTS

Updates on [Operational Plan 2022-23](#) items:

- (1) A visual overview of operational plan progress
- (2) Q2 Updates: Strategic Priority 1 – [LEARNING](#)
- (3) Q2 Updates: Strategic Priority 2 – [ENGAGEMENT](#)
- (4) Q2 Updates: Strategic Priority 3 – [GROWTH](#)
- (5) Updates on 2021-22 Ministry of Education and Child Care [Data](#)

Ministry [data](#) collected in 2021-22 which has been publicly released can be found later in the report:

- [Completion Rates 2021-22](#)
- [Completion Rates Over Time](#)
- [Foundation Skills Assessment - Grade 4](#)
- [Foundation Skills Assessment - Grade 7](#)
- [Student Learning Survey](#)

Operational Plan 2022-23

Quarter 2 (Q2) Update

Introduction

The district is committed to regular reporting in relation to the [Strategic Plan](#) and in alignment with the [Framework for Enhancing Student Learning \(FESL\)](#).

The Board of Education, through motion, has directed staff to bring quarterly reports on progress related to the Strategic Plan and student outcomes forward for information. The district accountability process links strategic plan outcomes and Ministry of Education and Child Care student success metric reporting through a continuous improvement lens.

Data and evidence from a variety of sources become available at various times throughout the school year and are reported to the Board at key intervals. Quarterly reports are utilized as the base from which the Board's [annual report](#) will be completed.

The report is compiled in five sections:

- 01) A visual overview of operational plan progress
- 02) Q2 Updates: Strategic Priority 1 – Learning
- 03) Q2 Updates: Strategic Priority 2 – Engagement
- 04) Q2 Updates: Strategic Priority 3 – Growth
- 05) Updates on 2021-22 Ministry of Education and Child Care Data



1. Photo of postcard of SD62 Strategic Priorities

Section 1 - Overall Progress Summary

SD62 Operational Plan 2022-2023 – Overall Progress Summary

We have adopted a colour system for reporting progress:

- Complete/substantially finished
- In progress and moving forwards
- Initiated/beginning stages
- Impediment to progress

	LEARNING	Q2
01	Continue to build and expand ways to improve and measure students' creative, critical and social thinking (L2)	
02	Develop and begin implementing an overall district approach to early learning and child care, supported by a newly created leadership position (L2)	
03	Develop training for the Leadership Team that includes labour relations, collective agreements, conflict management (L2)	
04	Procure a learner profile tool for students with Indigenous ancestry, with the potential to expand to all students to support their academic success as identified in through the Equity Scan work (L2/E2)	
05	Develop a Curriculum Operations Plan with a focus on: (1) K-12 Literacy. Including a focus on building and strengthening the relationship with literacy development across all levels K-12. (2) K-12 Assessment, evaluation, and a reporting policy (L2)	
06	Begin the implementation of the <i>Middle School Beliefs</i> adopted by the Board, including the development of consistent timetable principles across all middle schools (L1, L2, L3, L4)	
07	Lead the consultation and expenditure of the Student and Family Affordability Fund (L3)	
08	Support the collaborative work of Inclusive Education Services (IES) with all District Principals (L3/L1)	
09	Undertake a system scan of IES services, to ensure effective allocation of resources to support students (L3)	
10	Support our schools to be safe places by deepening system practices and processes in aid of the increased complexity of student needs and connecting schools to processes including CIRT and VTRA. (L3)	
11	Explore ways to provide blended learning at the elementary and middle school levels that provides for student choice and connection to secondary online learning opportunities (L3 and L4)	
12	Implement online learning hubs at secondary schools to enhance blended learning options (L4)	
13	Implement and assess the "Take A Hike" program (L4).	
14	Explore a vision for the Milnes Landing Alternative programming (L4)	
15	Co-create a program vision for implementation at the Westshore Post-Secondary that compliments the direction of the facility (L4)	
	ENGAGEMENT	Q2
16	Develop an accountability framework that supports a culture of belonging and connection within the facilities department (E1)	
17	Develop and provide protocols and training for system leaders on how to receive and support claims of sexual assault and sexual harassment. (E1)	
18	Distribute the process of school staffing to create shared accountability amongst the Associate Superintendents (E1)	

19	Begin the Implementation of the revised Na'tsa'maht Agreement (E1) and undertake to report to the Board of Education biannually on progress with the Na'tsa'maht agreement (E2)	
20	Support the Curriculum Transformation Department in the implementation of the Indigenous graduation credit (E2)	
21	Continued Development of SD62 Strategic Communications (E3)	
22	Develop and implement a learning series for leadership on cultivating resilience (Onward) (E4)	
23	Strengthen district leadership connections and relationships through ongoing and consistent presence in schools (E4)	
24	Explore, revise and implement the Healthy Schools Healthy People framework (E4)	
25	Develop a program document that outlines a system of attendance support and disability management, backed by evidence, to enhance the wellness and attendance of employees (E4)	
	GROWTH	Q2
26	Use the Employment Equity Survey results to develop an action plan connected to developing equity hiring practices and other human resources processes (G1)	
27	Develop policies related to Business Continuity Planning (purple) and Digital Governance (G2)	
28	Use the 2022 Design Guidelines for minor and major capital construction to develop universal district standards that will be systematically applied to all building design and construction (G2)	
29	Update the Long-Range Facilities Plan (LRFP) including enrolment forecasts (G2)	
30	Establish a Cyber Risk and Security policy and begin implementation (G3)	
31	Develop a clear vision (including a clear rationale) for digital solutions in the district, which would be supported by rebranding the Information Technology (I.T.) Department to Digital Transformation Services (G3)	
32	Extend and implement work on a recruitment and onboarding model, supported by digital processes and resources, and plan to implement training modules for recruitment that can be undertaken by the Leadership Team (G3)	
33	Implement the approved Program Review recommendations specific to finance, facilities, and transportation (G3)	
34	Build a financial framework that reduces the inflationary impacts to the district's operating budget (G3)	
35	Develop recommendations for digital integration through an agreed upon oversight process (governance) (G3)	
36	Explore the focus of I.T. as it relates to digital literacy across educational departments (learning) (G3)	
37	Implement, as part of transportation safety, enhanced safety recommendations as identified in the 2019 Transportation Safety Committee Report (G4)	
38	Develop a process to explore and act upon issues of diversity, equity, inclusion and anti-racism (G4, L1)	

Section 2 - Q2 Updates: Strategic Priority 1 – Learning



Updates on the 2022-2023 Operational Plans for Learning

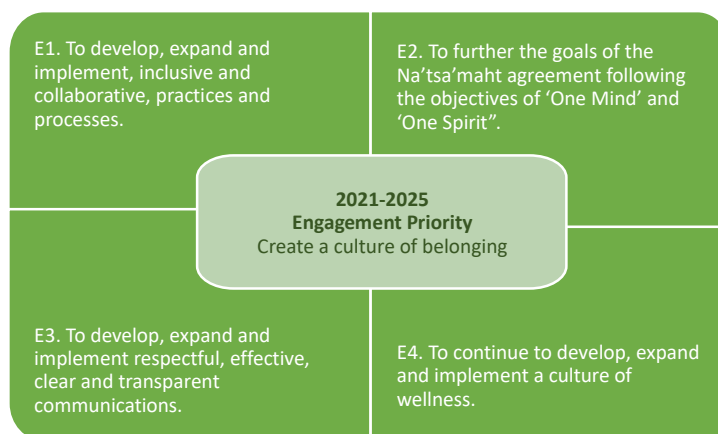
- 01 **Continue to build and expand ways to improve and measure students' creative, critical and social thinking (L2)**
 - Ongoing use of [Building Thinking Classrooms](#) - a professional book which is being used in the district and supported through residencies and professional book clubs to develop teaching practices that enhance learning through deep thinking by students and embedded collaboration. ([Summary of this approach](#))
- 02 **Develop and begin implementing an overall district approach to early learning and child care, supported by a newly created leadership position (L2).**
 - In Quarter 2, we hired both the district lead of Early Learning and Child Care (0.4 FTE) and the Early Learning Curriculum Coordinator (0.4 FTE). These roles work on the Early Learning Programs and Projects and all the responsibilities that fall within the government's agreement with school districts for this work.
 - We liaised with Community partners and are rolling-out professional development.
- 03 **Develop training for the Leadership Team that includes labour relations, collective agreements, conflict management (L2)**
 - The Leadership Team meeting in December had a session on the effective handling of grievances.
- 04 **Develop a learner profile tool for students with Indigenous ancestry, with the potential to expand to all students to support their academic success as identified in through the Equity Scan work (L2/E2)**
 - Initial conversations with developers of the app created cause for concern on suitability and deliverables of the app. The team explored another platform with similar capabilities that is being used predominantly in Ontario and a few school districts in BC. With due diligence conducted, it was determined that, on balance, the district should accept the risk with the locally developed application. A signed contract is in progress and implementation is planned for the next quarter.
- 05 **Develop a Curriculum Operations Plan with a focus on: (1) K-12 Literacy. Including a focus on building and strengthening the relationship with literacy development across all levels K-12. (2) K-12 Assessment, evaluation, and a reporting policy (L2)**
 - **Professional K-3 Literacy Intervention**

- The team working on this have ongoing monthly meetings. They are reviewing skilled-based instruction in response to the literacy screening that has been done in the K-3 classes.
 - **Professional Grade 4-12 Literacy Intervention**
 - This is a learning series looking at screening tools for adolescents and supporting Learning Assistance Teachers (LATs) and Inclusive Education Services (IES) in responsive intervention.
 - **Professional Literacy Learning Series (Primary, Intermediate, Middle and Secondary). K-3, Grades 4-5, 6-8, 9-12. Happening for English and French teachers.**
 - Teachers at the K-3 level have had initial rounds of professional learning. Others will start in Quarter 3.
 - **Assessment, Evaluation and Reporting.**
 - Grade 4-12 Teachers – Teaching Assessing and Reporting through the curricular competencies.
 - Reporting: A new [Ministry of Education and Child Care Reporting Policy Guidelines](#) was released the last week of December. It comes into effect July 1, 2023.
 - The Curriculum Team and I.T. have been supporting the launch of the [SpacesEDU](#) (software) project which is being rolled out as proof of concept. Curriculum Coordinators are visiting schools every month to help problem-solve emerging issues with the software company to improve the software for user-friendliness and alignment with the Ministry’s new reporting policy.
- 06 **Begin the implementation of the *Middle School Beliefs* adopted by the Board, including the development of consistent timetable principles across all middle schools (L1, L2, L3, L4)**
- In Quarter 2, the working group met and undertook a scan of current practice. They created a shared understanding of outcomes. Meetings were held with PVP to devise common principles. Agreement has been reached on ensuring there is space for Grade 6 band, if desired by enough students. In addition, the working group has worked on including ADST and on the process of staffing. The next step of this work will be communicating out to the system.
- 07 **Lead the consultation and expenditure of the Student and Family Affordability Fund (L3)**
- Undertook a system check-in on the planned implementation.
 - Communicated process and progress to the system.
 - District staff have received plans to use the fund from most schools.
 - There is a pilot project – ‘Setting the Table’ where the chef has been hired and is preparing to start February 1 with five schools.
 - Foodbank and Thrive have both been provided with funds.
 - School-based social workers have been accessing funds for those students particularly in need.
 - CommunityLINK grant has been made to Truffles catering.
 - District staff are preparing a report to the Ministry of Education and Child Care.
- 08 **Support the collaborative work of Inclusive Education Services (IES) with all District Principals (L3/L1)**
- The meeting structure set up in the first quarter has been implemented and has strengthened relationships and enabled meetings to become collaborative. Through this approach, the complexity of a student’s needs, can be looked at holistically across different departments.

- 09 **Undertake a system scan of IES services, to ensure effective allocation of resources to support students (L3)**
- The IES Leadership team continued to review current resources in comparison to student needs to determine areas for refinement. As part of this process, we began staff consultation.
- 10 **Support our schools to be safe places by deepening system practices and processes in aid of the increased complexity of student needs and connecting schools to processes including CIRT and VTRA. (L3)**
- Added three positions:
 - A student outreach teacher (0.4) who is working with a small number of students who cannot be on school grounds, to ensure they have the opportunity to learn while they are working to get back to school or working on a behavioural plan.
 - Two student advocate positions (2.0) have been hired.
 - Undertaking CIRT Training for school-based team (Principal, Counsellor and school-based SEF) working with a private consultant.
- 11 **Explore ways to provide blended learning at the elementary and middle school levels that provides for student choice and connection to secondary online learning opportunities (L3 and L4)**
- Continuation of Quarter 1 with ongoing meetings with district blended middle school team occurs every 6 weeks to monitor and improve the programs ready for Q3 when planning will begin for 2023-24 school year. Elementary PVP reps have been contacted and a series of meetings have been scheduled for the Q3. Grade 9 blended learning cohort.
- 12 **Implement online learning hubs at secondary schools to enhance blended learning options (L4)**
- Held a district team meeting to confirm program anchors from meeting 1.
 - Course selection for secondary students in three secondary schools will include online and face-to-face (F2F) options for all.
 - Recruitment for a grade 9 blended learning program is occurring via course selection and face-to-face meetings in middle schools. There will be formal advertising in Quarter 3.
 - Met with unions at the Labour Management Meeting.
 - Presented to the district Leadership Team in December.
- 13 **Implement and assess the “Take A Hike” program (L4).**
- “Take a Hike” enrollment reached capacity.
 - All the requisite “Take a Hike” staffing was achieved.
 - A refinement of student profile and referral process was undertaken and is complete.
 - The work of planning for semester 2 student intakes got underway.

- 14 **Explore a revised vision for the Milnes Landing Alternative programming (L4)**
- The Operational Plan for Pathways and Choice was completed.
 - The plan includes the Edward Milne Alternative renewal. We held the third district team meeting to discuss the programming needs and age group(s) to service.
 - Researched and received commercial options for location of new alternative program. Currently there are no suitable new buildings available until September 2024. As a result, we are returning to the current lease holder to extend the lease to 2023-4.
 - We are investigating installing four portables on the Sooke Elementary site in partnership with community organizations as an own/lease possibility.
- 15 **Develop a program vision for implementation at the Westshore Post-Secondary that compliments the direction of the facility (L4)**
- Met with staff at Camosun in a series of meetings to determine how best to collaborate with programming.
 - Feedback and street data has been gathered on the programming potential for the new site. The emerging themes are:
 - A need for an adult learning centre that provides English as a second language for families, and
 - A pathway to adult graduation for students aged 20+.
 - There is an ongoing investigation on appropriateness of dual credit program. District staff surveyed secondary Principals on what they see as valuable. Programming could include:
 - ECE programming for dual credit.
 - Indigenous EA Program.
 - Early Child Care.
 - Ongoing meetings with Royal Roads University regarding the physical attributes of the new space.

Section 3 - Q2 Updates: Strategic Priority 2– Engagement



Updates on the 2022-2023 Operational Plans for Engagement

- 16 **Develop an accountability framework that supports a culture of belonging and connection within the facilities department (E1)**
- Drafted framework.
 - Plan for implementation being developed.

- 17 **Develop and provide protocols and training for system leaders on how to receive and support claims of sexual assault and sexual harassment (E1, L3, G1, G4)**
- District staff are working with:
 - other local school districts to develop a common language.
 - with RCMP (Myst Mobile Youth Service Team)
 - Staff have done a system scan of resources and started to work on pulling together a one-page document for use to help support receiving claims of sexual assault and harassment.
- 18 **Distribute the process of school staffing to create shared accountability amongst the Associate Superintendents (E1)**
- A new allocation ratio for Literacy Intervention Teachers (LIT) was developed.
 - A revised vision for K-12 counselling with allocation model was proposed.
 - An allocation ratio for IES and LAs was drafted to be proposed for use in the 2023-2024 school year.
 - Continued meetings with IT staff on the innovations to the SAS system.
- 19 **Begin the Implementation of the revised Na'tsa'maht Agreement (E1) and undertake to report to the Board of Education biannually on progress with the Na'tsa'maht agreement (E2)**
- Planning was undertaken and data were collected for the mid-year report to the Board on the revised Na'tsa'maht Agreement.
- 20 **Support the Curriculum Transformation Department in the implementation of the Indigenous graduation credit (E2)**
- Meetings between Curriculum and Na'tsa'maht Indigenous Education continued. Ongoing discussions were held on role needs. The introduction of support to the system remains contentious as staff work to ensure equity and mitigating concerns of racism with regards to communication and programming. Discussion about appropriate resources, setting context for and mitigating, the increased demands for resources on Indigenous world views and context that is further infused by local Indigenous content.
- 21 **Continued Development of SD62 Strategic Communications (E3)**
- A schedule of events and media output was completed.
 - A Guideline for SD62 Email Communications was completed (targets internal emails).
 - A draft for Guideline for SD62 Email Communications (external) was created and was provided to a focus group for feedback.
 - A Guideline for Responding to Inappropriate Correspondence was completed.
 - Kindergarten and School Change Request webpages and advertising were completed.
 - Welcome Letters were sent to each new or returning BC Government Minister and the new Mayors & Councils in Colwood, Langford, Sooke, the Highlands and Metchosin.
 - Letters to Municipalities were sent requesting support of our Capital Plan Submission.
 - Advertising for Academy Registration began.
 - Website and biographies were updated to reflect new Board of Education.
 - School Plans became live on the SD62 website. Communications continued to help edit and update the website with the latest editions.
 - The Manager continued communications with families for opening of Centre Mountain Lellum (CML) and creating parking visuals for parking at the schools.
 - Hosted "The Upside" with Chek News at Centre Mountain Lellum in December (led planning and schedule).

- Assisted with the creation of the Na'tsa'maht Enhancement Agreement materials (posters/bookmark/calendars)
- 22 **Develop and implement a learning series for leadership on cultivating resilience (Onward) (E4)**
- Made a presentation at Principal/Vice-Principal (PVP) meetings.
 - Held parallel learning sessions for other interested staff.
 - Held Monthly 'Onward' learning sessions with the Leadership Team.
 - Undertook a CUPE Professional Development Onward Session with 35 participants.
 - Undertook an Onward Session with the volunteer Health Champions. Health Champions are creating a plan for their schools for mental health wellness including events such as yoga classes, pancake breakfasts, walking challenges.
- 23 **Strengthen district leadership connections and relationship through ongoing and consistent presence in schools (E4)**
- Bi-weekly visits to Milnes Landing schools.
 - Attendance at Curriculum and Healthy Schools and Counsellor events.
 - Separate monthly visits with school-based PVP to discuss PVP and related issues.
 - Visits follow recommendations from focus groups with staff around wellness and wellbeing. One of the findings noted was a disconnect between school-based staff and district management; staff do not feel upper management are aware and understanding of what is happening on the ground. The visits aim to bridge the gap.
- 24 **Explore, revise and implement the Healthy Schools Healthy People framework (E4)**
- Undertook engagement with stakeholders to inform plan development.
 - Met in December to map out the plan to create a new HSHP.
 - Viewed school plans for connections to Healthy Schools to see what schools are wanting, met with SEFs, met with Healthy Schools champions.
- 25 **Develop a program document that outlines a system of attendance support and disability management, backed by evidence, to enhance the wellness and attendance of employees (E4)**
- Generated data on attendance at work for different staff groups.
 - Worked to understand the data for different employee groups.

Section 4 - Q2 Updates: Strategic Priority 3– Growth

The strategic priority for growth in the strategic plan is to:

Pursue organizational excellence to support a vibrant school district.



Updates on the 2022-2023 Operational Plans for Growth

- 26 **Use the Employment Equity Survey results to develop an action plan connected to developing equity hiring practices and other human resources processes (G1)**
- Regular meetings to discuss findings of the survey and quantify gaps. The cross-functional team includes SPEAC and STA and CUPE. In Quarter 2 a deep dive was taken into the data. The group discussed how to leverage data in development of hiring practices.
- 27 **Develop policies related to Business Continuity Planning and Digital Governance (G2)**
- The new BCP Policy presented to the Education-Policy Committee in December which then sent a motion to the Board for approval.
- 28 **Use the 2022 Design Guidelines for minor and major capital construction to develop universal district standards that will be systematically applied to all building design and construction (G2)**
- The team worked to draft design standards based on the Board's Guiding Principles. Once written, the standards will be reviewed by both the Facilities Department and educational consultation groups. Ahead, the current design of the school on the South Langford school site will be reconciled against the Guiding Principles to ensure compliance.
- 29 **Update the Long-Range Facilities Plan (LRFP) including enrolment forecasts (G2)**
- Staff have issued a Request for Proposal for the updating of the District's Long-Range Facilities Plan (LRFP). It is expected the plan will be updated by April and used for the district's 5-Year Capital Plan submission and for future space planning exercises. The roll out of the plan will include an internal communications strategy so school and building leaders understand the space needs and availability of each district location.
- 30 **Establish a Cyber Risk and Security policy and begin implementation; (G3)**
- Cyber Risk and Security Policy was approved by the Board in November. Regulations were approved in December. Implementation will begin in Quarter 3.
- 31 **Develop a clear vision (including a clear rationale) for digital solutions in the district, which would be supported by rebranding the Information Technology (I.T.) Department to Digital Transformation Services (G3)**
- In Quarter 2, an external scan was completed. In addition, an internal consultation with Leadership and Executive was completed. It was proposed that I.T. rebrands as Digital Services. A staffing and equipment plan was presented to Executive. A draft was presented to Resources Committee in November with a recommendation from the committee to conduct additional consultation with partner groups which has since been completed. A motion to support re-branding will be brought to the Resources Committee in March 2023.
- 32 **Extend and implement work on a recruitment and onboarding model, supported by digital processes and resources, and plan to implement training modules for recruitment that can be undertaken by the Leadership Team (G3)**
- Undertook the account creation of Automate AD.
 - Process set up so that data now comes from Atrieve – I.T. worked on automating at the SD62 end.
 - Process set up to download data from Make a Future & upload to Atrieve.
 - Onboarding CRC/Reference/New Hire packages was initiated, tested and is largely complete.

- eDocs resources for recruitment and onboarding were initiated and testing is 95% complete.
- The Change Forms (employee self-serve) part of the plan was initiated.
- The project is expected to end on Feb 24, 2023.

33 Implement the approved Program Review recommendations specific to finance, facilities, and transportation (G3)

- The Program Review recommendations for the Business Services working group have been reviewed with several of the recommendations implemented as noted below. The remaining recommendations will be reviewed and considered for implementation.

		Complete	Underway	Ongoing	TBD	Other
Transportation	7 Recommendations	2	3	1		1
Facilities	10 Recommendations	2	4	1	3	
Finance	8 Recommendations					
Business	4 Recommendations		1		3	

34 Build a financial framework that reduces the inflationary impacts to the district's operating budget (G3)

- The initiative framework has been completed and is ready for implementation during the budget process in quarter 3.

35 Develop recommendations for digital integration through an agreed upon oversight process (governance) (G3)

- Work to develop a Digital Governance policy got underway in quarter 2 with an exploration of the Board's role in the process.

36 Explore the focus of I.T. as it relates to digital literacy across educational departments (learning) (G3)

- I.T. Identified the need to enhance pedagogy and deliver educational and support services through technology.
- Two core areas of focus emerged: Student Digital Literacy and Staff Digital Literacy – specifically CUPE/STA/PVP. Resource gaps to meet these needs have been identified and built into the Digital Solutions Operations plan.

37 Implement, as part of transportation safety, enhanced safety recommendations as identified in the 2019 Transportation Safety Committee Report (G4)

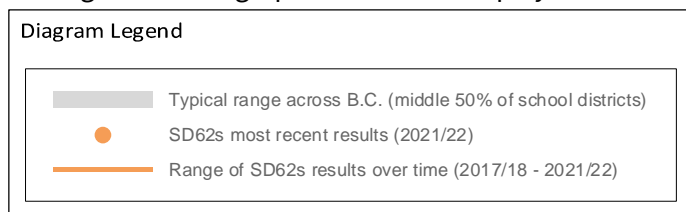
Recommendations were reviewed and considered for implementation in Q3/Q4.

38 Develop a process to explore and act upon issues of diversity, equity, inclusion and anti-racism (G4, L1)

- Signed with Bakau Consulting to do an analysis of the district. They are looking at the results of the staff equity survey.
- Information about the work was presented at:
 - the Employment Equity Survey working group that contains STA, SPEAC and CUPE stakeholders.
 - the Leadership Team.

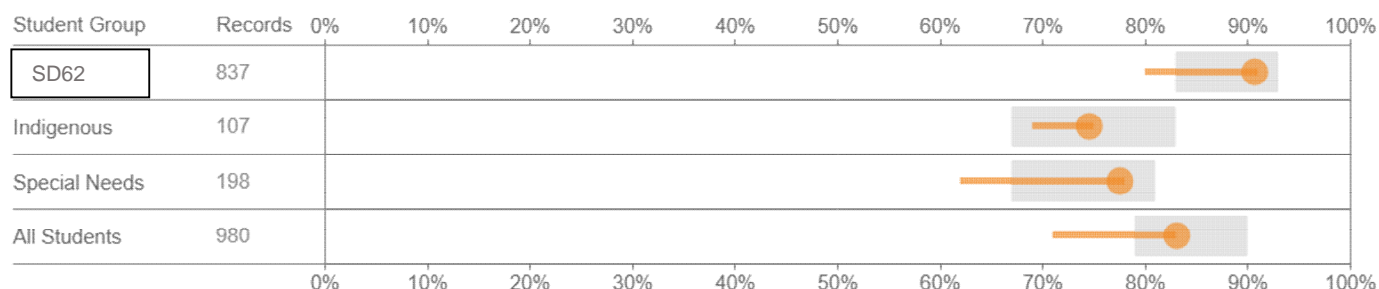
Section 5 - Updates on 2021-22 Ministry of Education and Child Care Data

- Data can be found on the [Ministry of Education and Child Care Student Success website](#).
- Provided in this report are the 2021-22 data that have been recently released by the Ministry.
- Note that in the data the abbreviation Msk is used where data reflects only a small number of students and has been masked to protect personal information. It is intended to prevent data being unmasked and connected to a specific individual.
- The legend for the graphs and charts displayed below is:



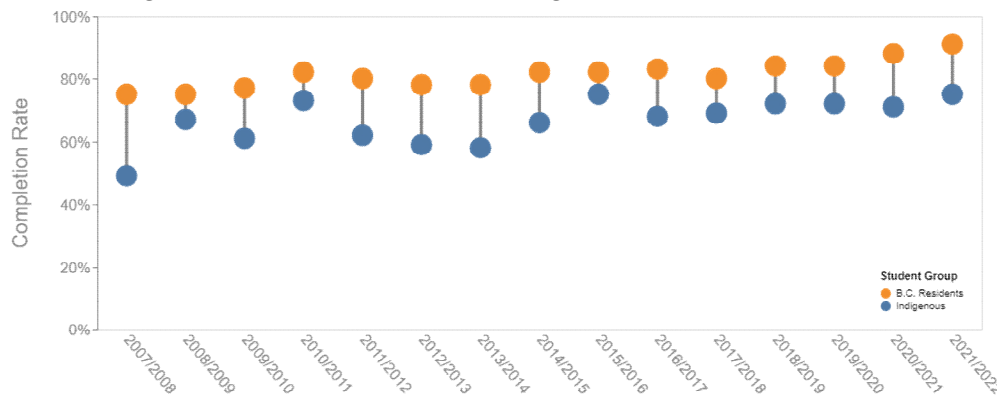
Completion Rates 2021-22

- The six-year completion rate is the percentage of students who graduated with a Certificate of Graduation or Adult Graduation Diploma, within six years from the first time they enrolled in Grade 8. School District-level results are adjusted for student migration in and out of British Columbia. The most recent results show the positive improvement in student completion rates over time.



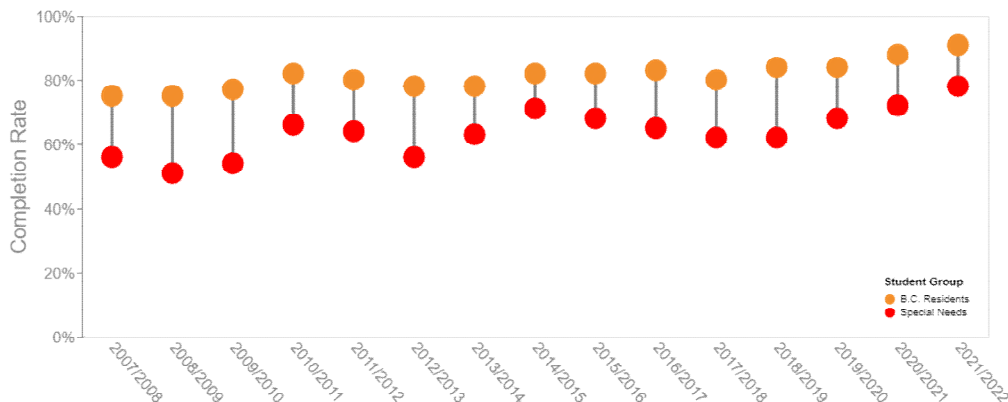
Completion Rates Over Time

- For the 2021-22 school year, the completion rate for graduates in the district was 91% (n=706). For our students with Indigenous ancestry, the rate was lower at 75% (n=74). This is an improvement on completion rates comparing the years before and the gap between students with Indigenous ancestry and those students who do not have Indigenous ancestry has narrowed slightly from last year.



Completion Rate Over Time for Students with Special Needs and BC Residents

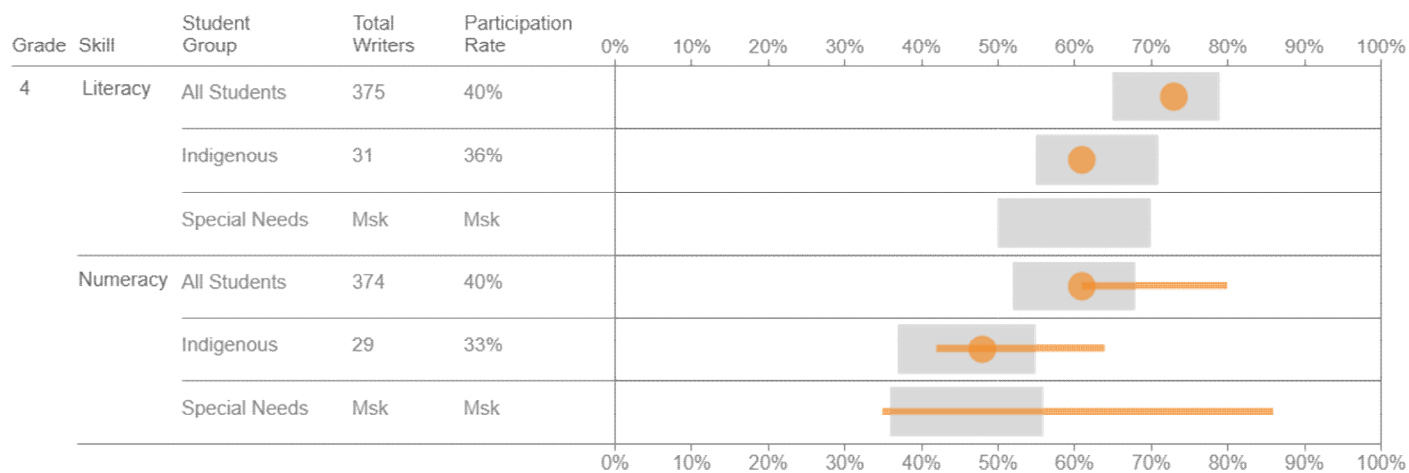
- For the 2021-22 school year, the completion rate for graduates in the district was 91% (n=706). For our students with Special Needs, the rate was lower at 78% (n=143). Completion is improving and the gap between students with special needs and those students without special needs has narrowed.



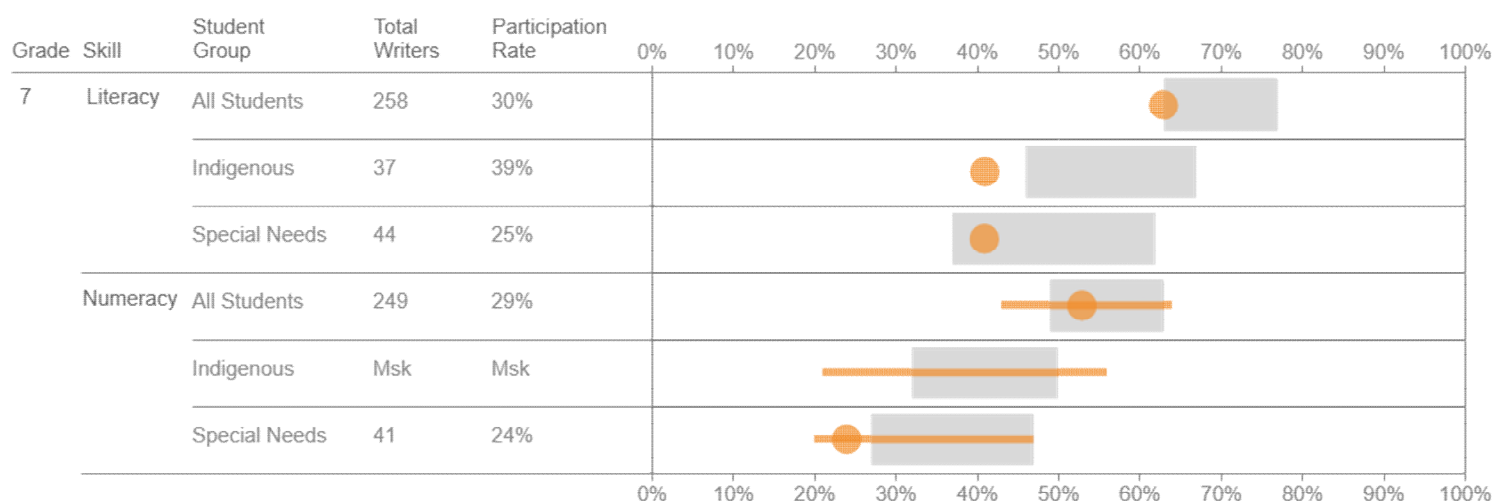
Foundation Skills Assessments

- The Foundation Skills Assessment (FSA) is a set of literacy and numeracy tests administered each year to students in grades 4 and 7. A redesign occurred in the 2021/22 school year, previous categories ‘reading’, and ‘writing’ are now combined into ‘literacy’. The FSA is a valuable indicator of where individual students might have challenges in reading, writing and numeracy and can be used to help plan their education. It also provides a snapshot of how our education system is meeting the needs of students in these key areas.

Foundation Skills Assessment - Grade 4

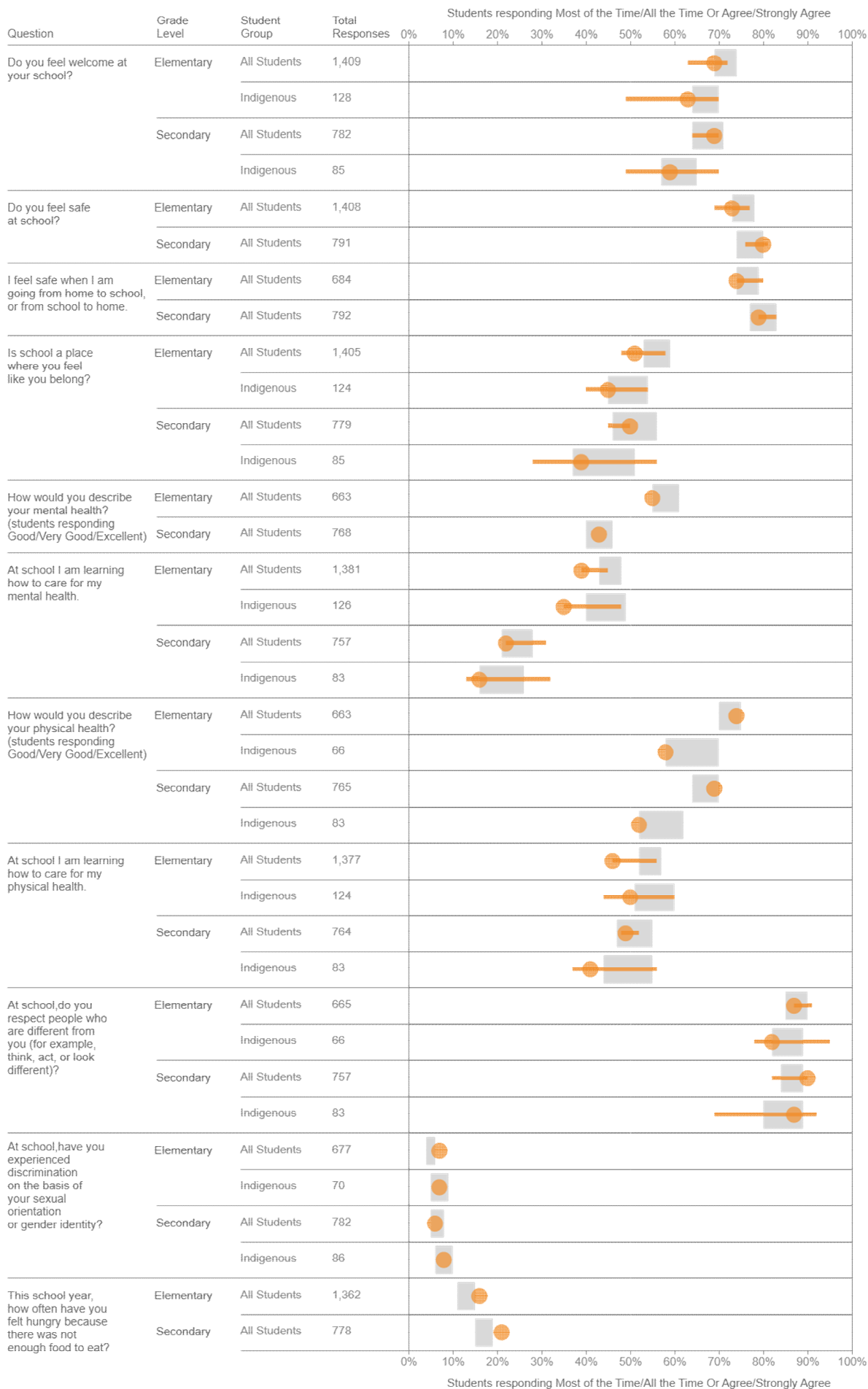


Foundation Skills Assessment - Grade 7



Student Learning Survey

- Every year, the Ministry of Education and Child Care invites students in grades 4, 7, 10 and 12, their parents and all staff in B.C. public schools to complete an online survey about their school experience. Where applicable, results for students (grades 4, 7, 10, and 12) are provided on the next page. Elementary includes combined grade 4 and 7 results, and Secondary includes combined grade 10 and 12 results.
- A representation of the data from the Student Learning Survey for 2021-22 can be found on the next page and on the [Ministry of Education and Child Care's website](#).
- Caution should be taken with taking the data to represent the whole school population as around 10% or less of the whole student body complete the Student Learning Survey each year.



**Education-Policy Committee Meeting
Information Note
February 7, 2023
Agenda Item 6c: Outdoor Learning Spaces**

PURPOSE

To provide draft recommendations for outdoor education and learning based on previous review work shared with the Education-Policy Committee.

BACKGROUND

Following the presentation of briefing materials on outdoor learning at the January 4, 2023 Education-Policy Committee Meeting, the committee requested staff to bring recommendations back to the committee which reflect the discussions at the meeting.

Two key areas were identified in the January 4 discussions; pedagogical support and resources for teachers, and exploring natural play and learning spaces on school grounds that do not currently have any.

- 1) Pedagogical Support: Relative to other school districts, the Curriculum Department is small and does not currently have staff dedicated to supporting Outdoor Education. The department has shared a number of resources and offered professional learning opportunities where possible.

To enhance learning opportunities for outdoor education, additional Curriculum Department staffing of 0.6 for their Primary Curriculum Coordinator position could bring their time up to 1.0. The incumbent has a passion and skillset that supports outdoor learning through pedagogy and opportunity. With more staff time would come the ability to support important Curriculum Transformation Operational Plan Initiatives that are currently on hold including:

- Outdoor learning – planning for the pedagogy of place conscious learning, recording, assessing and capturing evidence connected to competencies; and
- Outdoor learning – supporting educators with resources and leading learning, co-teaching to build capacity.

Ongoing support could continue on a slow and gradual basis within the resources that are available. This would be a less focused process and over time could build up understanding in the district.

- 2) Additional Outdoor Learning Spaces on SD62 School Property: In Attachment 2 of the Jan. 7 Education-Policy Committee package, which detailed current outdoor learning facilities in SD62, seven schools were noted as not having outdoor learning spaces:

1. Belmont Secondary School (school garden)
2. Royal Bay Secondary School (school garden)
3. Westshore Colwood (school garden)
4. Centre Mountain Lellum (civil work still to be completed)
5. PEXSISEN (still to be completed)
6. Port Renfrew
7. Sangster

In addition, 13 schools do not have nature playgrounds:

1. Belmont

2. EMCS
3. Royal Bay
4. Westshore Colwood
5. Centre Mountain Lellum
6. Dunsmuir
7. Journey
8. Spencer
9. Hans Helgesen
10. Millstream
11. PEXSISEN
12. Port Renfrew
13. Sangster

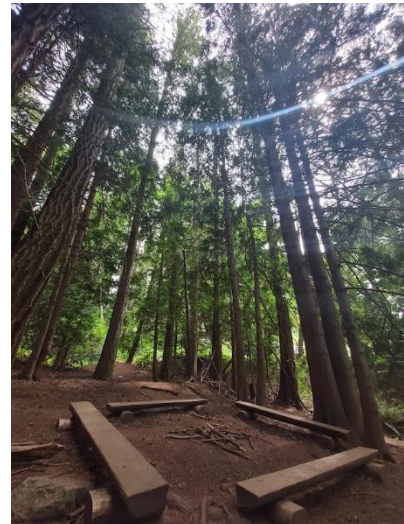
Outdoor learning at the secondary level is more focused on creating spaces where classes can adapt their particular focus areas to the space available. In this sense, it might be best to prioritize outdoor play spaces at elementary schools first, while determining the needs at middle schools. Outdoor playgrounds are likely not a focus for secondary and perhaps middle schools.

Considering each of the school spaces detailed in Appendix 2 and the situation of the school in proximity to nature to establish an order of priority for the SD62 Grounds Department would be beneficial. This would help to ensure equitable distribution of resources and consistency across all elementary schools.

Determining priority could be influenced by existing access to natural spaces in close proximity to the school. For instance, Hans Helgesen is noted as not having a nature playground but its situation lends itself to nature play. In addition, staff have developed a forest and stream area that provides the opportunity for educational visits plus staff can take classes on a nature walk down to the nearby beach. These types of available resources could be taken into account as schools are prioritized for development.



Hans Helgesen grounds



Hans Helgesen

RECOMMENDATIONS

- (1) That the Board of Education for Sooke School District (62), direct staff to work with the curriculum department to provide enhancements to practice and pedagogy utilizing outdoor spaces for learning for all grades K-12 within the existing staffing contingent.
- (2) That the Board of Education for Sooke School District (62) direct staff to look at creating a plan to prioritize and develop outdoor play spaces at those elementary schools that do not have a natural playground space .

Respectfully submitted,

Scott Stinson
Superintendent/CEO



Committee Info Note
Education-Policy Committee Meeting
February 7, 2023
Agenda Item 6d: Student & Family Affordability Fund Update

PURPOSE

To provide the committee an update on the Sooke School District Student and Family Affordability Fund. This month's update is focusing on the community partnerships that have been supported by the District using the Student & Family Affordability Fund.

BACKGROUND

- On Monday, August 29, 2022, the Minister of Education and Child Care, Jennifer Whiteside, announced the introduction of the Student and Family Affordability Fund.
- The \$60 million provincial fund is intended to support students and families who are struggling with rising costs due to global inflation.
- The fund is intended to:
 - Improve students' access to nutritional food/meals, before, during and after the school day.
 - Directly offset costs to parents, guardians, and students, such as school supplies or other cost pressures they are facing using existing mechanisms such as hardship policies.
- Will support school food programs and the costs of school supplies as key areas of support.
- The district has received an allocation of \$1,251,529.

The funding is provided on a one-time basis for the 2022-2023 school year and is not intended to be structural or carried over to subsequent school years

UPDATE

Setting the Table:

We will provide a minimum of 100 breakfasts and 100 lunches every school day from Feb-June. Nourishing meals will be made at our regional Food Security Distribution Centre and distributed to eight schools in SD62. Five schools will receive 20 buffet style lunches, while three schools will receive 40-60 breakfasts.

All the schools are also receiving snack items regularly, which are mostly made in house fruit leather and fruit.

For more information about Setting the Table - [intro to the Setting the Table](#)

Partners

To extend availability of additional food and basic necessities, we worked with several non-profit community partners who engage with our families beyond the school hours. Those include the organizations listed below (includes number reached thus far but not the very short reporting timeframe):

	# OF STUDENTS
BGC SOUTH ISLAND	30.00
GOLDSTREAM FOOD BANK	484.00
SOOKE FAMILY RESOURCES SOCIETY	400.00
SOOKE FOOD BANK SOCIETY	145.00
SALVATION ARMY CONNECTION POINT	150.00
THRIVE SOCIAL SERVICES SOCIETY	-
WSPR	220.00

For the Thrive partnership, they launched an ongoing food skills program that is oversubscribed and currently serving 18 adults (parents/caregivers of SD62 students) via a multi-week cooking skills program wherein food is provided (sufficient to take home) and food preparation skills enhanced.

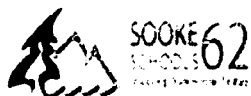
Some quotes from partners:

- THANK YOU for this support- that's a huge impact – most was over the Christmas holiday.
- WSPR is grateful for the strong partnership we have with SD62 – and for the Student and Family Affordability Funds shared with us. Those funds helped support direct provision of food and when needed, warm clothing, to the SD62 children we serve in our programming.

In addition to our Food Pilot Project and our Community Partner projects, all of our schools have received an amount that they have been using to meet the needs of students and families in variety of ways unique to their school community. We have received amazing feedback from SD62 families that the support has been greatly appreciated. We have heard many stories of the funds helping families impacted by job loss, health concerns and rising cost of living expenses.

Respectfully,

Paul Block
Associate Superintendent



Permission to Conduct Non-Board-Initiated Research

Date of application	Jan 6, 2022
Applicant's Name	Stephanie A Sadownik
Address	
Phone Number(s)	
E-Mail Address	stephanie.sadownik@utoronto.ca
Present Position	External Post Doc Researcher
SD62 Employee?	N/A
Affiliated institution or organization	University of Toronto
Name of facility supervisor (if applicable)	N/A
Title of study	Exploring Technology-facilitated Intervention Modalities for the Provision of Cognitive Behaviour Therapy in Canadian Schools
Type of study	Qualitative Semi-structured interview
Requested date to start and anticipated end date	Jan 2023- Dec 2023
Type of participants (i.e. student, parent, teacher, support staff)	School Counsellors, Registered Psychologists
Any specific cohort focus	Adolescents, Cognitive Behaviour Therapy
Plan for recruitment to study	Email school and district counsellors
Specific location(s) of study	Online- or phone interview
Data collection tools	Appendix C- Semi-structured interview questions
Ethics approval, date and organization	Dec 2022, University of Toronto REB protocol #00043835

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 or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

Exploring Technology-facilitated Intervention Modalities for the Provision of Cognitive Behaviour Therapy in Canadian Schools

Self-regulation (Mänty et al., 2022) and lockdown training (Dickson & Vargo, 2017; Schildkraut & Nickerson 2020) have emerged as critical paradigms for children as early as kindergarten and professional development for educators. Recent studies in the use of cognitive behaviour therapy in schools (Are et al., 2022; Egbe et al., 2022; Jagiello et al., 2022) have begun to consider the tangibility of programmes for reducing stress (Jagiello et al., 2022); depressive disorders in Nigeria (Are et al., 2022); and social anxiety disorders related to speech impairments (Egbe et al., 2022). While self-regulation techniques and lockdown training can be and have previously been provided to Canadian students and school districts through the use of professional development for teachers, cognitive behaviour therapy requires specialists trained as cognitive behaviour therapists (Wang et al., 2022).

From a Canadian perspective, Quilty, Quigley, and Dobson (2022) suggest that major depressive disorders (MDD) affect approximately 6% of Canadians annually; and Quilty et al. (2022) note that Canadian psychologists have been integrally involved in the evaluation of Cognitive Behaviour therapy for depression. Quilty et al. (2022) suggest numerous barriers exist for access to psychotherapy and interventions such as Cognitive Behaviour therapy in Canada and this phenomenon has led researchers to increasingly explore technology-facilitated intervention modalities. Recent studies on web-based Cognitive Behaviour therapy for depression found evidence that a positive therapeutic relationship could be formed and reduction of symptoms could be achieved (Quilty et al., 2022). Changes in schema structure and structural change in depressive cognition have been documented by Cognitive Behaviour therapy researchers and provide support for the specificity of Cognitive Behaviour therapy compared to interpersonal psychotherapy (IPT)

(Quilty et al., 2022). While Bruijniks et al. (2022) concurs that skill improvement in Cognitive Behaviour therapy is a specific mechanism of change, the specific role of cognitive change and behaviour activation remains unclear.

This meta-analysis is phase one of this study. The objectives are (1) to explore technology-facilitated intervention modalities for students in Canadian schools to connect with specialists trained as cognitive behaviour therapists and (2) to provide clinical psychologists access to student data, internet activity, and other regulated behaviour records using a form that can be previewed here <https://forms.gle/7EixBS6UnjgHJJYR6>

The significance of this study is to present the plausibility of developing a working model for students (K-12) to receive cognitive behaviour therapy while in the classroom through the provision of web-based Cognitive Behaviour therapy. Of further significance is the opportunity to provide skills to students and connections to therapists and to remove the punitive lens through which most technology surveillance and disciplinary behaviour is recorded and viewed in Canadian schools.

Methodologically, the study considers various phases. In the initial phase, the current working models for the provision of web-based Cognitive Behaviour therapy available to the public outside of the Canadian school system through an extensive literature review prior to the creation of a K-12 model for working with students and connecting to licensed therapists. This initial phase is a continuation of the past three years in which a longitudinal study was conducted across Canada of surveillance in schools. (Sadownik, 2022a; 2022b; 2022c; 2022d; 2022e). In the second phase an implementation trial of the programme will be executed and reviewed to consider legalities for data tracking and Canadian privacy laws for the access of student records for the purposes of clinical diagnosis and treatment in Canadian schools.

Two supervisors have been identified as accepting graduate students in the Fall 2023 term, Dr. Grace Iarocci, Ph.D., R. Psych., Professor of Psychology and Director of the Autism and Developmental Disabilities Lab <https://www.sfu.ca/psychology/research/addl/about/lab-director.html>

and Dr. Stephen D. Hart http://www.sfu.ca/psyc/faculty/hart/Hart_SFU_Website/ whose primary area of expertise is clinical-forensic psychology and whose work focuses on assessment in criminal and civil settings, particularly of violence risk and psychopathic personality disorder. Simon Fraser University currently offers an outpatient clinic for clinical psychology students to complete practicums and conduct research as part of their doctoral program. Dr James Slotta at the University of Toronto is an additional co-supervising collaborator <https://encorelab.org/people/james-d-slotta/> and is listed under the University of Toronto ethics protocol #43835. If you have any concerns or complaints about your rights as a research participant and/or your experiences while participating in this study, you may contact the Research Oversight and Compliance Office - Human Research Ethics Unit (ethics.review@utoronto.ca, 416-946-3273).