

### 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 October 4, 2022 at 6:00 pm.**

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

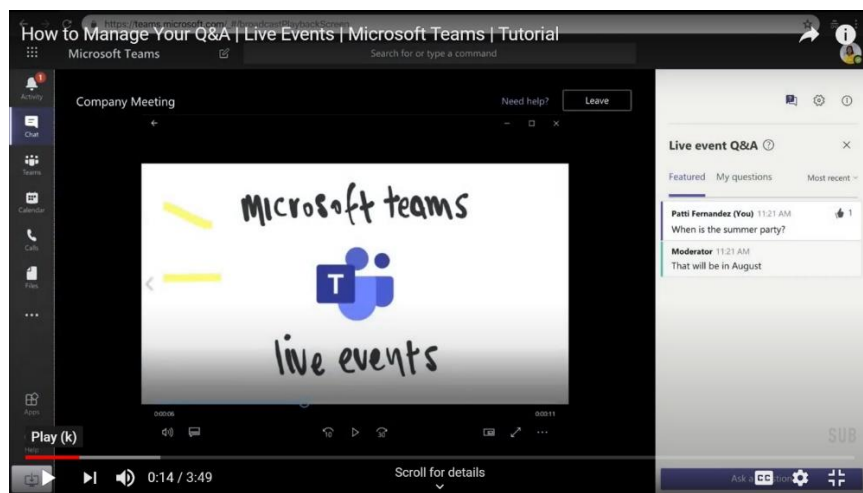
Furthermore, the meeting will be livestreamed via MS teams, to encourage more public participation.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Oct-4-2022>

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

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

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



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



## EDUCATION-POLICY COMMITTEE

School Board Office

Via MS Teams

October 4, 2022 – 6:00 p.m.

### A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**  
*We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.*
2. **Opening Remarks from Chair, Allison Watson**
3. **COMMITTEE REPORT** of Sept. 6, 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 New Policy and Regulations C-434 "Universal Precautions" – Dave Strange and Christine Merner **Pg. 5**
  - b. Draft New Regulations F-204 "Naming of Schools" – Paul Block **Pg. 12**
6. **NEW BUSINESS** (attached)
  - a. Presentation – "Library Learning Commons Philosophy" – Denise Wehner and Dave Strange **Pg. 16**
  - b. Update – Planned Spending – Student & Family Affordability Fund – Dave Strange **Pg. 22**
7. **FOR INFORMATION**
  - a. Research Project Approval – Oyebisi Fawole – "A Case Study of Teachers' Beliefs in Supporting Grade Four English Language Learners' Reading Proficiency" **Pg. 30**
  - b. Research Project Approval – Heather Finlay – "A Multi-Perspective Study of Effective Learning for Students with Extensive Support Needs" **Pg. 32**
  - c. Research Project Approval – Rachelle Hole – "The Transitioning Youth with Disabilities and Employment Project" **Pg. 35**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Nov. 8, 2022



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

**Present:** Allison Watson, Trustee (Committee Chair)  
Margot Swinburnson, Trustee (Committee Member)  
Dianna Seaton, Trustee (Committee Member)  
Christina Kempenaar, STA  
Lou Leslie, CUPE  
Sandra Arnold, SPEAC  
Shannon Miller, SPVPA  
Scott Stinson, Superintendent/CEO  
Monica Braniff, Associate Superintendent  
Paul Block, Associate Superintendent  
Dave Strange, Associate Superintendent

**Guest:** Farzaan Nusserwanji

**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.*

1. **Opening Remarks from Chair, Allison Watson**
2. **COMMITTEE REPORT** of June 9, 2022 Education Standing Committee meeting.  
The committee report for the June 9, 2022 Education-Policy Committee meeting was reviewed by the committee. No errors or omissions were noted.
3. **BAA COURSE PROPOSALS**  
There were no BAA course proposals for this meeting.
4. **REVIEW OF POLICIES/REGULATIONS**
  - a. Draft New Policy and Regulations F-325 - “Cyber Risk and Security” – Farzaan Nusserwanji  
A detailed overview of the draft policy and regulations was given by Farzaan Nusserwanji, Chief Information Officer and Executive Director of IT.

Questions and discussion followed and included inquiries as to training of staff and students, reporting processes, privacy of staff and student personal devices used in school and work setting,

security screening, comparable policies from other school districts, implementation costs, visitor and PAC member access, etc. Feedback was given and recorded for possible revision and updates to the Policy and Regulations.

**Recommendation**

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft new Policy and Regulations F-325 “Cyber Risk and Security” and that draft revisions come back to the Education Policy Committee prior to final ratification by the Board.

**6. NEW BUSINESS**

a. Outdoor Learning Update – Scott Stinson

The Superintendent provided an update on outdoor learning spaces, programs and initiatives in the district. Questions and discussion followed. A key point made was that while the district has many initiatives in this area, further clarity is needed relative to the original Board motion to “understand the resources required to support, develop and implement increased outdoor learning opportunities”.

b. Ministry of Education – Student and Family Affordability Fund – Scott Stinson

The Superintendent provided information on the newly announced “Student and Family Affordability Fund” as well as an update on the initial action and planning being done in the district to utilize the funding. Associate Superintendent Dave Strange will be leading the work in this area and provided additional information. Questions and discussion followed.

**7. FOR INFORMATION**

- a. Research Project Approval – no project approvals at this time.

**8. FOR FUTURE MEETINGS**

**9. ADJOURNMENT AND NEXT MEETING DATE:** October 4, 2022



**Committee Info Note  
Education-Policy Committee Meeting  
October 4, 2022  
Agenda Item 5a: Draft New Policy and Regulations  
C-434 "Universal Precautions"**

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**PURPOSE**

To provide the committee context as to why the need exists to rescind Policy and Regulations C-433 "HIV Virus (A.I.D.S.) and adopt a new Policy and Regulations C-434 "Universal Precautions".

**BACKGROUND**

Effective January 1987, the District had in place Policy and Regulations C-433 "HIV Virus (A.I.D.S.)" that was implemented based on the understanding at the time of the HIV Virus and risks to staff and students. Included in the Policy and Regulations were directions as to the safe handling of blood and bodily fluids that posed a risk, but only as it relates to working with a student with HIV (A.I.D.S.). This was the only Policy and Regulations that in any way addressed issues related to blood and fluid borne diseases.

**CONCERNS**

Policy and Regulations C-433 are no longer up-to-date and do not reflect current understanding of the risks and required responses to "management of the safe handling of blood and bodily fluids". Limited in scope, the current Policy and Regulations do not address other diseases of concern such as Hepatitis A, B and C, nor do they set out the appropriate course of action to take to ensure proper precautions are taken in the handling of such fluids.

**CONTEXT**

Currently, we have no established Policy and Regulations that address this area of need. Policy and Regulations are needed to clarify system expectations as they relate to universal precautions. District staff have reviewed other policies and occupational health and safety best practices to develop proposed draft Policy and Regulations C-434.

**NEXT STEPS**

Present to the committee as part of the process by which the Board will rescind C-433 and give Notice of Motion to C-434. In addition, once approved, the District's Engage website (staff intranet) will be updated to include the Guideline's for Safe Handling of Blood and Bodily Fluids.

**RECOMMENDATIONS:**

Motions requested: That the Board of Education for School District #62 (Sooke) RESCIND Policy and Regulations C-433 "HIV Virus (A.I.D.S.)" and remove from the District's policy manual.

That the Board of Education for School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations C-434 "Universal Precautions".

Respectfully submitted,

Dave Strange  
Associate Superintendent

**School District #62 (Sooke)**

<b>UNIVERSAL PRECAUTIONS</b>	No.: C-434
	Effective: Revised: Reviewed: Oct. 4/22

**SCHOOL BOARD POLICY**

The Board of Education supports the implementation of Universal Precautions as a method to provide simple and basic precautions against the transmission of communicable disease. To assure a standard of practice within our district, the Board directs all persons to follow the Universal Precautions as outlined in the attendant Regulations to this Policy.

**Rationale**

Universal Precautions are prudent practices that apply to the prevention of communicable disease transmission. They are based on the premise that all persons are a potential source of infection.

Universal Precautions are designed to prevent the spread of microorganisms among persons. The use of Universal Precautions interrupts the chain of infection.

Universal Precautions recommended must only be used by persons trained in the district.

**School District #62 (Sooke)**

<b>UNIVERSAL PRECAUTIONS</b>	No.: C-434
	Effective: Revised: Reviewed: Oct. 4/22

**ADMINISTRATIVE REGULATIONS**

**Rationale**

Universal Precautions are practices which are intended to protect persons from infection through contact with blood or body fluids and are based on the premise that all blood and body fluids are a potential source of infection. Hepatitis A, B & C and the HIV virus are diseases that have various modes of transmission and can be transmitted through blood and through body fluids including seminal, vaginal and fecal secretions. Viruses enter the body through breaks in the skin such as open sores or puncture wounds or through the mucous membranes of the mouth, nose and eyes. Persons who carry the Hepatitis A, Hepatitis B, Hepatitis C or HIV viruses may not display any symptoms of disease and they may not be aware they are infected. It is imperative that Universal Precautions be used by all persons who have contact with blood and/or potentially infectious body fluids. Only those trained in Universal Precautions Safe Work Procedure are permitted to safely clean and disinfect bodily fluids.

**A. Responsibilities**

**The School District will:**

- a) Maintain current policies, regulations and practices with regard to Universal Precautions.
- b) Provide training to applicable staff with regard to Universal Precautions through District Health and Safety.
- c) Provide PPE, supplies and equipment needed to practice Universal Precautions.

**Supervisors, Department Heads and Principals will:**

- a) Ensure applicable staff within their area of responsibility have received training in Universal Precaution procedures.
- b) Ensure that all staff are aware of their own responsibility to follow the practices outlined in this Regulation.

**Employees will:**

- a) Attend and participate in training provided on Universal Precautions as applicable to their role
- b) Follow the practices outlined in this regulation and in the orientation.

**B. Safe Work Procedure:**

- a) Staff will follow the Universal Precautions – Clean Up of Bodily Fluids safe work procedure found on the Engage site under Health, Safety & Wellness.

**School District #62 (Sooke)**

<b>HIV VIRUS (A.I.D.S.)</b>	No.: C-433
	Effective: Jan. 13/87 Revised:

**SCHOOL BOARD POLICY**

In the interest of the health and welfare of students and employees in its schools, the Board of School Trustees has approved a procedure for full examination of the potential dangers created in the case of a student who has been diagnosed by a medical doctor as being infected with the HIV Virus (AIDS).

1. The Board will be directed in its application of Section 91 of the *School Act*\* by the recommendations and conclusions of a medical/educational assessment team which will deal with each case individually as it occurs, in accordance with the regulations governing this policy. Each child should be assessed on an individual basis by the attending physician and the medical officer for the school.
2. A child with HIV Virus infection should be allowed to attend school without restriction unless there are significant risks to others from the youngster's attendance. Restrictions are for a specific reason beyond the presence of HIV Virus infection.

\* Note: Under Section 91 of the *School Act*, school boards are responsible for protecting pupils from exposure to a child with a communicable disease. A school board must base its decision upon the advice of the school medical officer who is the Medical Health Officer for each area.



**School District #62 (Sooke)**

<b>HIV VIRUS (A.I.D.S.)</b>	No.: C-433
	Effective: Jan. 13/87 Revised:

**ADMINISTRATIVE REGULATIONS**

In the case of a child who has been diagnosed by a medical doctor as being infected with the HIV Virus (AIDS):

1. An assessment team will be established immediately and will examine the case in detail.
2. The assessment team will be chaired by the Capital Regional District Medical Health Officer and will include the child's physician, the child's parent(s) or guardian(s), the principal of the child's school, and the local public health nursing supervisor and/or his designate.
3. The assessment team will use the most recent information and recommendations as published by the Centre for Disease Control in the U.S.A. for dealing with children in educational facilities (attached).
4.
  - a. In an in-camera meeting of the Board, the team will make its conclusions and recommendations known to the Board re: the child's potential danger to the welfare of other pupils in the school setting.  
  
 If the assessment team considers that the health of the child is such as to endanger the health of the pupils attending a school, they shall so report to the Board, giving the name of the pupil concerned (as per Section 91 of the School Act).
  - b. In the in-camera meeting of the Board, the team will make its conclusions and recommendations known to the Board regarding appropriate conditions under which the child might continue his/her educational program; (e.g. home study with home visiting teacher, partial isolation within the school setting, return to the regular school setting, etc.).
  - c. The name and address of the student and the school in question will remain confidential. If the child is to be removed from the school, the team and Board will be compelled by Section 109 (2) of the School Act which states..."If the school medical officer considers that the health condition of any pupil is such as to endanger the health of the pupils attending a school, he shall so report to the Board, giving the name of the pupil concerned". This is to be done at the in-camera meeting of the Board.
5. An uninfected child who has a family member with HIV Virus infection should not be excluded from school.
6. Routine screening of children for HIV Virus infection is not warranted.

RECOMMENDATIONS OF THE UNITED STATES CENTRE FOR DISEASE CONTROL

RE: CHILDREN ATTENDING SCHOOL WITH HIV VIRUS INFECTION (AIDS)

1. Decisions regarding the type of educational and care setting for HIV Virus infected children should be based on the behaviour, neurological development and physical condition of the child and the expected type of interaction with others in that setting. These decisions are best made using the team approach including the child's physician, public health personnel, the child's parent or guardian, and personnel associated with the proposed care or educational setting. In each case, risks and benefits to both the infected child and to others in the setting should be weighed.
2. For most infected school-aged children, the benefits of an unrestricted setting would outweigh the risks of their acquiring potentially harmful infections in the setting and the apparent nonexistent risk of transmission of HIV Virus. The children should be allowed to attend school and after-school day-care and to be placed in a foster home in an unrestricted setting.
3. For the infected preschool-aged child and for some neurologically handicapped children who lack control of their body secretions or who display behaviour, such as biting, and those children who have uncoverable, oozing lesions, a more restricted environment is advisable until more is known about transmission in these settings. Children infected with HIV Virus should be cared for and educated in settings that minimize exposure of other children to blood or body fluids.
4. Care involving exposure to the infected child's body fluids and excrement, such as feeding and diaper changing, should be performed by persons who are aware of the child's HIV Virus infection and the modes of possible transmissions. In any setting involving an HIV Virus infected person, good hand washing after exposure to blood and body fluids and before caring for another child should be observed, and gloves should be worn if open lesions are present on the caretaker's hands. Any open lesions on the infected person should also be covered.
5. Because other infections in addition to HIV Virus can be present in blood or body fluids, all schools and daycare facilities, regardless of whether children with HIV Virus infection are attending, should adopt routine procedures for handling blood or body fluids. Soiled surfaces should be promptly cleaned with disinfectants, such as household bleach (diluted 1 part bleach to 10 parts water). Disposable towels or tissues should be used whenever possible, and mops should be rinsed in the disinfectant. Those who are cleaning should avoid exposure of open skin lesions or mucous membranes to the blood or body fluids.
6. The hygienic practices of children with HIV Virus infection may improve as the child matures. Alternatively, the hygienic practices may deteriorate if the child's condition worsens. Evaluation to assess the need for a restricted environment should be performed regularly.
7. Physicians caring for children born to mothers with AIDS or at increased risk of acquiring HIV Virus infection should consider testing the children for evidence of HIV Virus infection for medical reasons. For example, vaccination of infected children with live HIV Virus vaccines, such as the measles-mumps-rubella vaccine (MMR), may be hazardous. These children also need to be followed closely for problems with growth and exposure to potentially lethal infections, such as varicella. In the event that an antiviral agent or other therapy for HIV Virus infection becomes available, these children should be considered for such therapy. Knowledge that a child is infected will allow parents and other caretakers to take precautions when exposed to the blood or body fluids of the child.

8. Adoption and foster-care agencies should consider adding HIV Virus screening to their routine medical evaluations of children at increased risk of infection before placement in the foster or adoptive home, since these parents must make decisions regarding the medical care of the child and must consider the possible social and psychological effects on their families.
9. Mandatory screening as a condition for school entry is not warranted based on available data.
10. Persons involved in the care and education of HIV Virus infected children should respect the child's right to privacy, including maintaining confidential records. The number of personnel who are aware of the child's condition should be kept at a minimum need to assure proper care of the child and to detect situations where the potential for transmission may increase (e.g. bleeding injury).
11. All educational and public health departments, regardless of where HIV Virus infected children are involved, are strongly encouraged to inform parents, children and educators regarding HIV Virus and its transmission. Such education would greatly assist efforts to provide the best care and education for infected children while minimizing the risk of transmission to others.



**Committee Info Note**  
**Education-Policy Committee Meeting**  
**October 4, 2022**  
**Agenda Item 5b: Draft New Regulations F-204 "Naming of Schools"**

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## **PURPOSE**

Policy F-204 was introduced in October 2000 and was revised in June 2022. In response to the on-going growth and development of our community and the building of new schools, the next step to develop Regulations to support the new Policy are timely and necessary.

## **BACKGROUND**

There are three main issues to be addressed in this introduction of Regulations:

- Revise and modernize the process with greater clarity surrounding consultation as evidenced by the newly introduced Regulations document.
- Recognizing the growth in our District, we will be engaged in school naming processes as evidenced with the relatively recent new schools: Royal Bay Secondary, Pexsisen Elementary and Centre Mountain Lellum. Updating Policy and Regulations thereby providing clarity to staff and school communities is critical to maintaining positive relationships across the district.
- The recognition and genuine engagement of our Indigenous partners, the Nations with whom the District partners: Scia'new Nation – Beecher Bay, T'Souke Nation – Sooke and the Nuu-chah-nulth, Pacheedaht Nation – Port Renfrew. Additionally, we recognize and consult with the Songhees and Esquimalt Nations on whose traditional lands the district also resides. As enshrined by the United Nations Declaration for Indigenous Peoples (UNDRIP), the Truth & Reconciliation Commission's: 94 Calls to Action and the BC *School Act*, the proposed revisions acknowledge the Indigenous right holders in our district and documents their participation, consultation and agreement in either developing a new school name or engagement in a school re-naming process.

## **NEXT STEPS**

### **Proposed changes: Regulations**

Since the Regulations are all new language and directions, we have not included the document in duplication in the information note.

*Rationale: Having undertaken new school naming processes at Royal Bay Secondary, Pexsisen Elementary and Centre Mountain Lellum Middle School and most recently a school name changing process at WestShore Centre for Learning and Training, specifically BYTE Alternative School, District staff have recognized the need for clarity in regards to the consultation and decision-making processes. The proposed Regulations reflect the revisions to policy and provide clarity to our staff and communities that may be considering or engaged in the naming of schools or the re-naming of an existing school.*

Recommendation for Motion:

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Regulations F-204 "Naming of Schools".

Respectfully,

Paul Block  
Associate Superintendent of Sooke Schools

**School District #62 (Sooke)**

<b>NAMING OF SCHOOLS</b>	No.: F-204
	Effective: Revised: Reviewed: Oct. 4/22

**ADMINISTRATIVE REGULATIONS**

The process outlined is to guide principals and school communities to consider a process to develop new school names or a potential school name change for the Board's consideration.

**Notice:**

The Family Associate Superintendent, in consultation with the school-based principal, will provide notice to the Board of Education and the overall school community of the commencement of a "Naming of Schools" process. This process applies when considering a new school/facility name or when a school community is considering a "re-naming" or change to the current school name. Formal notice of and consideration can be achieved via a presentation to the Education-Policy Committee or directly to the Board of Education, sharing the rationale for a new school name or a potential school name change and a proposed consultation process that will be undertaken.

**Consultation Process:**

Once notice has been provided to the Board of Education and the school community, the following partners in education will be consulted on potential school names (3) that will be brought forward to the Board of Education for consideration.

To be consulted:

- a) Students of the school
- b) Parents of students that attend the school
- c) Staff who currently work at the school
- d) Pacheedaht Nation
- e) Scia'new Nation
- f) T'Sou-ke Nation
- g) Songhees Nation (in scenarios where the school is located on lands acknowledged as Songhees territory or shared territory)
- h) Esquimalt Nation (in scenarios where the school is located on lands acknowledged as Esquimalt territory or shared territory)
- i) Education-Policy Committee

Once partners (a to f at minimum) have been consulted, a presentation will be made to the Education-Policy Committee that re-affirms the rationale for a new school name or a potential school name change, describing the consultation process, the feedback received and Family Associate and/or school-based principal will present three proposed names with a recommendation that emerged from the process for formal feedback from Education-Policy Committee members. The three proposed names will be forwarded to the Board of Education for a final decision.

**Board Decision:**

Following the final presentation to the Education-Policy Committee, the principal of the applying school may be asked to present or appear with the Board of Education to review the three proposed names and recommendation to facilitate a final decision from the Board. The Board of Education will make the final decision after considering the proposal and recommendations as presented.

DRAFT



**Committee Info Note**  
**Education-Policy Committee Meeting**  
**Oct. 4, 2022**  
**Agenda Item 6a: Library Learning Commons Philosophy**

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Background

This is for the information of the committee. Canadian School for Libraries and the BCTLA have each published a research-based Library Learning Commons model in schools.

The Library Learning Commons was reviewed as a part of the district program reviews in the 2021-2022 school year. A recommendation was made to move forward with a shared philosophy in Sooke Schools. A joint committee was formed in the spring of 2022 with Teacher-Librarians and district leadership to co-create this Philosophy statement.

The Philosophy

*In School District 62 (Sooke):*

*We believe that the Library Learning Commons (LLC) is a safe and inclusive community for learning that meets the needs of our entire student population.*

*We believe that a carefully curated LLC resource collection reflects the worldviews of a diverse community where students are represented and feel a sense of belonging.*

*We believe the LLC offers engaging learning opportunities outside of the classroom to encourage student agency as they explore their interests and passions.*

*We believe that collaboration within the LLC fosters multiple literacies. Through exploration and innovation, the LLC guides students to become lifelong readers and learners who are both critical and creative thinkers.*

The Concerns

This philosophy serves as a springboard for understanding and conversation around the purpose of Library Learning Commons in schools. Students appreciate the environment of a Library Learning Commons as a flexible hub for technology and education.

Context

This is a framework for school library learning commons, as vibrant centres of teaching and learning that are responsive to the diverse needs of students in School District 62.

The philosophy statement grounds us as a district and is tied to the Strategic Plan for diversity, inclusion, learning, and growth.

Respectfully,

Denise Wehner  
 District Principal – Curriculum Transformation





# **MOVING FORWARD : UNIFICATION OF OUR LIBRARY LEARNING COMMONS**

**Sarah Baas – Teacher-Librarian - Belmont**

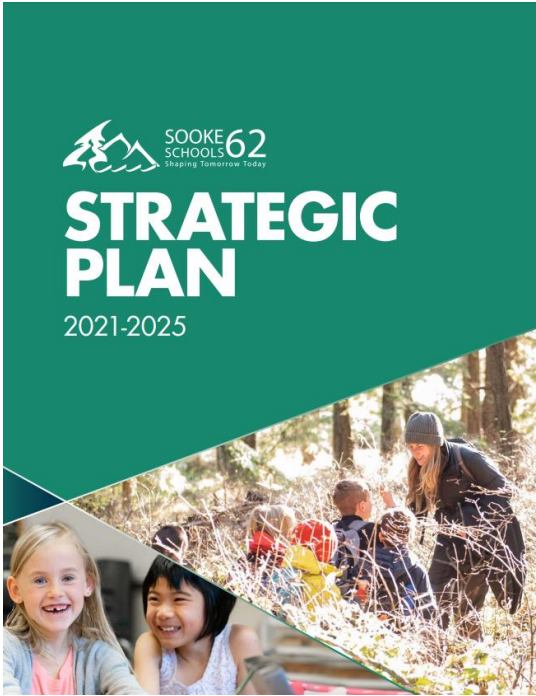
**Nicole Wallace – Teacher-Librarian – John Stubbs**

**Stephanie Cave – District Library Learning Commons and French Coordinator**

# WHY A DISTRICT PHILOSOPHY?



**Ground us as a district**



**Tied to strategic plan**

# PHILOSOPHY

*In School District 62 (Sooke):*

*We believe that the library learning commons (LLC) is a safe and inclusive community for learning that meets the needs of our entire student population.*

*We believe that a carefully curated LLC resource collection reflects the worldviews of a diverse community where students are represented and feel a sense of belonging.*

*We believe the LLC offers engaging learning opportunities outside of the classroom to encourage student agency as they explore their interests and passions.*

*We believe that collaboration within the LLC fosters multiple literacies. Through exploration and innovation, the LLC guides students to become lifelong readers and learners who are both critical and creative thinkers.*

# EXAMPLES OF EMBODIMENT WITHIN OUR SCHOOLS:



**Diversity Audit**



**Flexible space with a schedule that includes:**

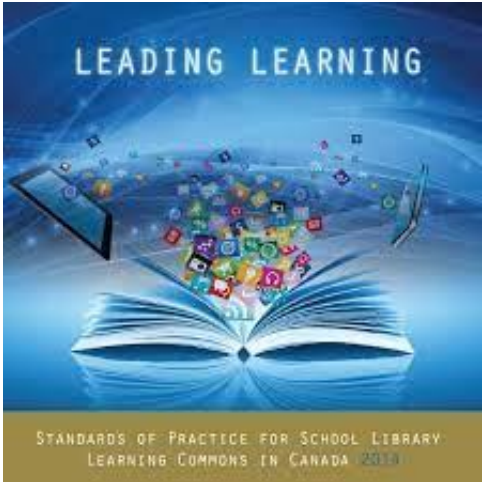
- collaboration
- team-teaching



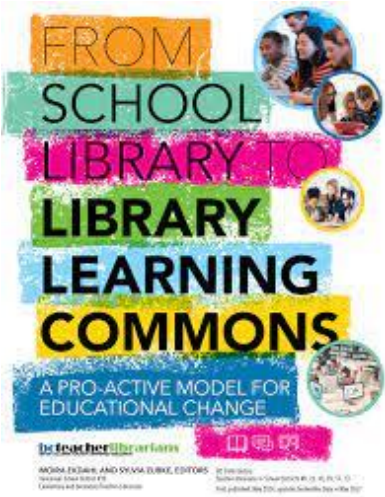
**Makerspaces, ADST, Programming, Robotics & use of technology**

# WHAT'S NEXT?

2 guide posts:



**Leading Learning by  
Canadian School Libraries**



**From School Library to  
Library Learning Commons**



**Committee Info Note  
Education-Policy Committee Meeting  
October 4, 2022**

**Agenda Item 6b: Student and Family Affordability Fund Action Plan**

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**PURPOSE**

To provide the committee an update on the Sooke School District School and Family Affordability Fund Action Plan.

**BACKGROUND**

- On Monday, August 29 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 funding is provided on a one-time basis for the 2022-2023 school year and is not intended be structural or carried over to subsequent school years.

**CONTEXT**

- The district has received an allocation of \$1,251,529.
- The fund requirements include:
  - consultation with local Indigenous rightsholders, to determine any unique needs for Indigenous learner, District Parent Advisory Councils (SPEAC), and "equity-deserving" communities to ensure the unique needs of all diverse student populations are met.
  - using the funds in as flexible, private and stigma free manner as possible.
- Spending descriptors include:
  - Spending on Food Security
    - Spending by the district on Food Security should be in addition to any planned or budgeted spending on food and meals programs.
    - Districts are encouraged to use healthy, local and/or B.C. food where possible and to utilize existing processes and providers (including not-for-profits).
    - Funding can be spent to:
      - Increase nutritional opportunities for students throughout the day
        - Provide nutritional food and meal support to additional students.
        - Provide additional food and meal supports to students with dependent children where appropriate Spending on Family Assistance.
  - Spending on Family Assistance
    - Spending by the district must directly offset costs for parents, guardians, and students and be additional to any planned or budgeted spending for hardship or family supports.

- Funding use includes, but is not limited to:
  - Providing basic school supplies that might otherwise be purchased by parents, guardians, and students (e.g., pens, paper).
  - Waiving education-related fees (e.g., additional supplies for shop, culinary and craft classes, workbooks, camps, field trips, relevant cultural events, other student society meetings including those related to equity, diversity, and inclusion, and instrument and equipment fees or other fees charged by school districts).
  - Supporting with clothing/footwear required for school sports and other school activities.

### **PROGRESS UPDATE**

- The District has completed its consultations with its partners and has developed its Student and Affordability Fund Action Plan.
- The Plan is being finalized with scheduled release after a presentation to the Education-Policy Committee on October 4<sup>th</sup>, 2022.
- Plan materials will be provided to the committee members by the evening of October 3, 2022.

Respectfully submitted,

Dave Strange  
Associate Superintendent



# Student and Family Affordability Fund: 2022-23 Action Plan



1



# Working Together to Support Students and Families

2

2





## Current Context

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 district has received an allocation of \$1,251,529. The funding is provided on a one-time basis for use during the 2022-2023 school year.

The fund requirements include:

- Consultation with local Indigenous rightsholders, to determine any unique needs for Indigenous learner, District Parent Advisory Councils (SPEAC), and “equity-deserving” communities to ensure the unique needs of all diverse student populations are met.
- Using the funds in as flexible, private and stigma free manner as possible.

Spending descriptors include:

- Spending on food security students and families in addition to any planned or budgeted spending on food and meals programs.
- Spending that provides family assistance by way of offsetting costs for such things as school supplies, education related fees, clothing/footwear required for school sports and other school activities etc.

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## Stakeholder Consultation



The Sooke School District is comprised of a diverse demographic and accordingly sought understanding of the needs of various groups including, but not limited to, Indigenous partners, parents/guardians and newcomer and refugee populations.

Per Ministry of Education and Child Care direction, the District engaged in consultation with Indigenous partners, the Sooke Parents Education Advisory Council (SPEAC) and other stakeholders to inform the development of this action plan. Consultations focused on developing an understanding of unique needs, prioritization of needs, barriers and stigma related concerns.

Input from stakeholders directly informed guiding principles and subsequent action steps set out in the District’s Student and Family Affordability Fund Action Plan.

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## Guiding Principles



- Ensure that the funding is used in accordance with Ministry of Education and Child Care guidelines
- Creatively use the funds in as flexible, private and stigma free manner as possible
- Creatively use the funding to have as broad an impact as possible to ensure those most in need are supported
- Develop a multi-pronged approach that is a blend of school based, district based and community partnership-based initiatives
- Ensure ongoing consultation with stakeholders including, but not limited to, Indigenous Rights Holders, SPEAC and School PACs, Internal District Stakeholders and Community partner agencies
- Ensure the action plan is organic and flexible and can be adapted to meet changing needs and overcome unanticipated barriers that may emerge

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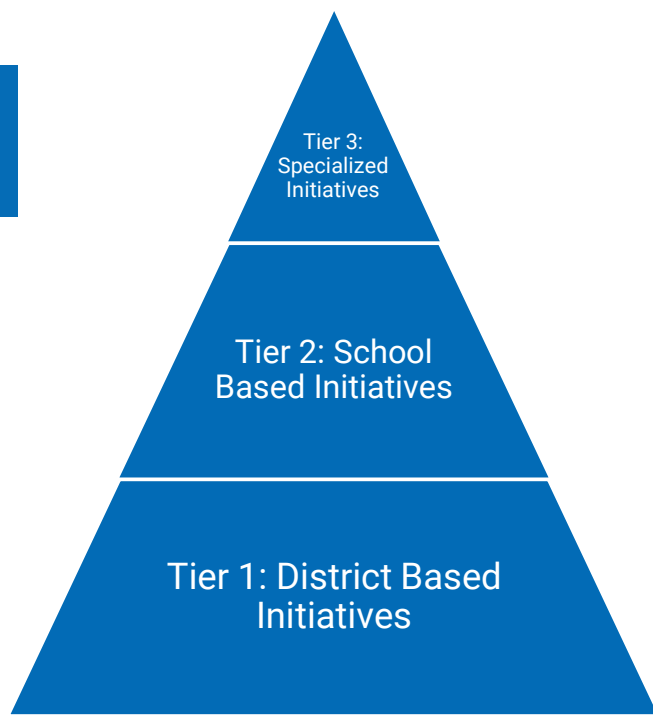


## Multi-Tiered Approach

**Tier 1 - District Based Initiatives:** These initiatives are organized and implemented at the district level in consultation with district stakeholders and include selected educational program fee relief at the elementary, middle, and secondary school level; expansion and development of existing and new school food programs; expansion and development of partnerships with third party community partners.

**Tier 2 – School Based Initiatives:** These initiatives are organized and implemented at the school level in consultation with local school stakeholders. Initiatives will focus on additional efforts to address food security, school supply costs, additional fee relief, access to clothing and equipment required for meaningful participation in school-based programs and activities.

**Tier 3 – Specialized Initiatives:** These initiatives are organized and implemented at the school and district level by specialized staff including our Safe and Healthy Schools team, in particular our team of School Based Social Workers. Initiatives will focus on additional efforts to address food security, school supply costs, additional fee relief, access to clothing and equipment required for meaningful participation in school-based programs and activities by those students and families most in need.



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## Tier 1: District Based Initiatives



### Fee Relief: \$170,000+

The Affordability Fund is being used to offset universal education related fees at each school level.

**Secondary School Universal Fees:** The universal School Activity Fee will be waived for the 2022-23 school year. This fee is charged to offset costs related to student locks, lockers, school and classroom apps, and school activities and events.

**Middle School Fees:** The universal fees for ADST courses will be waived for the 2022-23 school year. These fees are charged to cover consumable materials used in each course area such as Textiles, Home Economics, Woodworking etc.

**Elementary School Fees:** Unlike middle and secondary schools, elementary do not publish fee schedules. However, throughout the course of the year costs may be incurred for educational field trips and events. Elementary schools will be provided funds in their school fund allocation to waive fees as broadly as possible in a stigma and barrier free manner.

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## Tier 1: District Based Initiatives

### Food Security and Student Family Assistance: \$400,000

The Affordability Fund is being used to address food security and other affordability issues for students and families. This is being actioned through new and existing community partnerships in several ways. Examples include:

#### Sooke Food Bank

JMS breakfast program; Grab and Go snack program for all interested schools; holiday hampers; other essentials.

#### Sooke Family Resource Centre

Food, transportation and other life essentials provided via various services to local families.

#### Military FRC

Support "connection time" for families during deployment, providing a meal, childcare and social time.



#### Goldstream Food Bank

Hampers, emergency food and household supplies - available via 3rd parties like SBSW.

#### Salvation Army

Food fridge and social time at Langford based drop-in resource centre. Weekly grocery bag available. Monthly and Holiday hampers.

### Setting the Table: School Food Pilot Program



This partnership is a new food security pilot program aimed to delivery locally sourced prepared breakfast and lunches to schools. Committed partners include:

- SD62 school and district administrators
- SD62 culinary arts and food studies teachers
- Mustard Seed Food Security Distribution Centre
- Food Share Network
- Farm to School BC
- Victoria Community Food Hubs Society
- BC Chapter of the Coalition for Healthy School Food
- Island Health
- UVic School of Public Health and Social Policy

#### BGC South VI

Through Community Intervention Coordinators, provide food security and other essentials (e.g., transportation) to youth/families during out of school time.

#### Expansion of Current Programs

Includes, but not limited to, expansion of Truffles lunch program as well as expansion of Backpack Buddies program to all schools.

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## Tier 2: School Based Initiatives



### **School Based Allocations: \$600,000**

The significant portion of the Student and Family Affordability Fund is being distributed to individual schools to action in a manner that best suits their school community. Each school community has its own unique context and school staff will be working with school Indigenous partners, Parent Advisory Councils, and community partners to create plans to meet student and family needs. Funds are to be used to address food security and other affordability issues for students and families.

Allocations will be based on several factors including school enrollment and other criterion. Schools will be expected to develop an action plan and have the expectation of expending funds by June 30<sup>th</sup>, 2022.

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## Tier 3: Specialized Initiatives



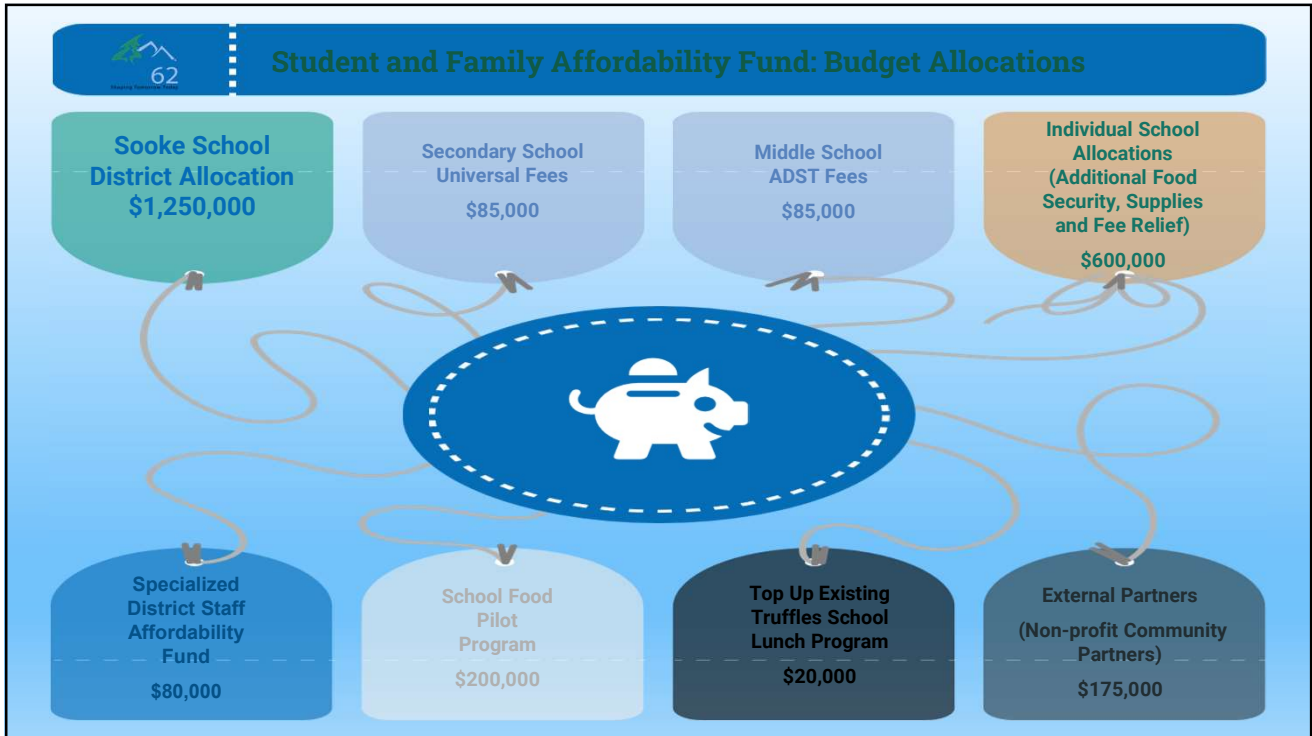
### **Specialized Initiatives: Emergent Response Fund: \$80,000**

The District has a dedicated group of professional that work directly with our most vulnerable students and families. These specialized staff will be provided an emergency fund to respond to significant hardships that unexpectedly emerge during the year and will provide them the resources to respond in a time sensitive and impactful manner.

Initiatives will be organized and implemented at the school and district level by these specialized staff including, but not limited to, our Safe and Healthy Schools team, in particular our team of School Based Social Workers. Initiatives will focus on additional efforts to address food security, school supply costs, additional fee relief, access to clothing and equipment required for meaningful participation in school-based programs and activities by those students and families most in need.

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## Permission to Conduct Non-Board-Initiated Research

Date of application	08/31/2022
Applicant's Name	Oyebisi Fawole
Address	
Phone Number(s)	
E-Mail Address	ofawole@uvic.ca
Present Position	PhD Student
SD62 Employee?	Not Applicable
Affiliated institution or organization	University of Victoria, 3800 Finnerty Road, Victoria. BC. V8P 5C2
Name of facility supervisor (if applicable)	Dr. James Nahachewsky, Associate Professor, Curriculum and Instruction, Faculty of Education, University of Victoria.
Title of study	A Case Study of Teachers' Beliefs in Supporting Grade Four English Language Learners' Reading Proficiency
Type of study	Qualitative research that involves interview, collection of artifacts and classroom observation
Requested date to start and anticipated end date	September 26, 2022- March 26, 2023 (Fall 2022- Spring 2023)
Type of participants (i.e., student, parent, teacher, support staff)	Teacher
Any specific cohort focus	English Language Learner(s) (ELL) teacher supporting Grade Four ELLs
Plan for recruitment to study	Details of the recruitment plan is attached
Specific location(s) of study	Yet to be decided. This is dependent on participants' interest and response to recruitment invite. Will update your office on the specific location as soon as consent for participation is identified.
Data collection tools	Interview- in person, telephone; Lesson Plan, Teacher response journals and classroom observation (further details on each tool could be found in the attachment
Ethics approval, date and organization	08/26/2022, University of Victoria, BC.

E-mail to: Superintendent of Sooke School District: [sstinson@sd62.bc.ca](mailto:sstinson@sd62.bc.ca)  
 or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1



**University  
of Victoria**

Office of the Superintendent,  
Sooke Schools 62,  
3143 Jacklin Road,  
Victoria, BC. V9B 5R1

### **Notification and Permission to Conduct Research in Sooke Schools 62**

Dear Scott,

My name is Oyebisi Fawole; I am a doctoral student at the University of Victoria. As part of the requirements to complete my doctorate, I am conducting research for my doctoral thesis entitled "*A Case Study of Teachers' Beliefs in Supporting Grade Four English Language Learners' Reading Proficiency.*" This study is conducted under the supervision of Dr. James Nahachewsky of the Department of Curriculum and Instruction. The main objective of the research is to gain a deeper understanding of Teachers' beliefs related to their instructional practice in supporting Grade four English Language Learners (ELLs).

I am writing this note to notify and seek your permission to conduct the above research in the Sooke Schools 62. The study will require the participation of three teachers teaching Grade four English Language Learners (ELLs) in Sooke Schools 62. The study will require three interview sessions that will be audio-recorded and last approximately 45 minutes each, three classroom observations/ artifact collection that will last 45 mins each, and reflective journals from the teachers. Additionally, digital photos will be taken by the researcher during the observations to contextualize the classroom learning environment. Students will not be identifiable, and their faces will not appear in the photos. The confidentiality of all participants and schools involved in the research will be given utmost priority, and pseudonyms will be used to protect each participant's identity. If applicable, I may also need access to the latest district documents, such as the district strategic plan, ELL policy and procedures, and school goals. I have provided a copy of the approval letter from the University of Victoria research Ethics committee (Human) for your information and as proof that ethical considerations have been put in place by the University. However, will still await suggestions from your office on ethics considerations before proceeding to collect data. The study will also adopt any COVID-19 safety requirements in the schools where the research will be conducted to reduce the risk of COVID-19 transmission during the research.

If you require further information, please do not hesitate to contact me by email at [ofawole@uvic.ca](mailto:ofawole@uvic.ca). or by cell phone at (250) 813-1356. My supervisor is also available by email at [jnahache@uvic.ca](mailto:jnahache@uvic.ca). Thank you for your time and consideration in this matter.

Yours sincerely,

**Oyebisi Fawole**  
**University of Victoria**



## Permission to Conduct Non-Board-Initiated Research

Date of application	September 21, 2022
Applicant's Name	Heather Finlay
Address	
Phone Number(s)	
E-Mail Address	hfinlay@sd62.bc.ca
Present Position	IS/LS and LIT at PEXSISEN Elementary
SD62 Employee?	Employee Number: 5829
Affiliated institution or organization	Vancouver Island University
Name of facility supervisor (if applicable)	Mary Ann Richards
Title of study	A Multi-Perspective Study of Effective Learning for Students with Extensive Support Needs
Type of study	This study uses an explanatory sequential mixed methods design. Phase one involves a survey for parents, general and special educators, administrators, paraprofessionals as well as the greater school-based team including physiotherapists, occupational therapists and speech therapists. Phase two involves in-depth interviews with select participants who volunteer from phase one. ****Please note that recruitment of parents does not occur in any way through the school district. I am looking to recruit only SBT members through the school district. My parent survey has already been launched through a different means of recruitment.****
Requested date to start and anticipated end date	As soon as I can get approval I would like to start recruiting. I am hoping to speak with our school staff October 11th at our school staff meeting. I plan to recruit through staff meetings and emails. I am hoping that recruitment will be finished by early 2023 (March 2023).
Type of participants (i.e. student, parent, teacher, support staff)	Perspective participants include members of the school-based team: special and general educators, administrators, educational assistants, physiotherapists, occupational therapists and speech therapists.

E-mail to: Superintendent of Sooke School District: [sstinson@sd62.bc.ca](mailto:sstinson@sd62.bc.ca)  
or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1



	<p>Perspective participants also include parents which I am recruiting outside of the school district.</p>
Any specific cohort focus	<p>My focus is to explore any common themes amongst different stakeholders and to access the knowledge and perspectives of multiple stakeholders in order to gain a better understanding of how to foster effective learning for student with extensive support needs.</p>
Plan for recruitment to study	<p>Phase 1 a): Parents/guardians: posts will be placed on the BC Complex Kids-Parent/Guardian and Victor School Facebook Groups in early August 2022. Prospective participants will read the recruitment post (See Appendix A) (5 minutes), and interested participants will complete the survey (20 minutes maximum) including reading the detailed information for consent form for online surveys that will be at the beginning of the survey (See Appendix B). A second post will be made 2 weeks later thanking those who participated and asking if anyone else is interested in taking part in the survey.</p> <p>Phase 1 b): General/Special Educators, Administrators, Paraprofessionals, Physiotherapists, Occupational Therapists, Speech Therapists: Will be recruited using access to public emails (See Appendix C) (5 minutes) and in presentations in staff meetings (See Appendix D) (5 minutes) and using flyers posted in staff rooms and at the board office (see Appendix E) (3 minutes) in early September 2022. Business cards with research details and the survey link will be left for volunteers to take in order to access and complete the survey in their own time (see Appendix J). Interested participants will complete the survey (20 to thirty minutes maximum) including reading the detailed information for consent form for online surveys that will be at the beginning of the survey (See Appendix F). A second email will be made 2 weeks later thanking those who participated and asking if anyone else is interested in taking part in the survey.</p> <p>I will also recruit using my own personal social media and will post a recruitment letter for parents and the school-based team along with a link to the surveys (See Appendix H and I)</p> <p>Phase 2: Recruitment for the in-depth interviews will happen at the end of the survey (See Appendix B and F) and participants will be asked if they are interested in participating in a follow-up interview. They will be provided my email contact in order to email their interest in potentially participating in the interview process. Interview participants will be selected based on their different roles and service in different grades. This selection will ensure a balance in the roles represented in interviews and will offer greater insights into the experiences and opinions amongst different grade levels. See Appendix G for interview consent and questions.</p>

E-mail to: Superintendent of Sooke School District: [sstinson@sd62.bc.ca](mailto:sstinson@sd62.bc.ca)  
or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

Specific location(s) of study	I am looking for perspective participants in British Columbia and will begin recruitment through Sooke School District 62 and social media and will recruit from Victoria SD 61 if further participants are required.
Data collection tools	Phase 1 is a 25-35 minutes survey and Phase 2 involves in depth interviews.
Ethics approval, date and organization	Vancouver Island University Research Ethics Board Approval Date: June 09, 2022 Expiry Date: June 08, 2023



## Permission to Conduct Non-Board-Initiated Research

Date of application	April 19, 2022
Applicant's Name	Dr. Rachelle Hole
Address	UBC Okanagan, ARTS 1147 Research Road, Kelowna, BC, V1V 1V7
Phone Number(s)	250-807-8741 (office)
E-Mail Address	rachelle.hole@ubc.ca
Present Position	Professor UBC Okanagan School of Social Work
SD62 Employee?	no
Affiliated institution or organization	UBC Canadian Institute for Inclusion and Citizenship, Director
Name of facility supervisor (if applicable)	Dr. Marie Tarrant (Dean, Faculty of Health and Social Development)
Title of study	The Transitioning Youth with Disabilities and Employment Project
Type of study	Mixed Methods Intervention Study
Requested date to start and anticipated end date	Monday, October 3, 2022 (start) Tuesay, January 31 (end)
Type of participants (i.e. student, parent, teacher, support staff)	Student, parent, and teacher or support staff (person to assist the student to complete the curriculum)
Any specific cohort focus	Youth ages 15 - 19 with a developmental disability (intellectual disability and/or autism)
Plan for recruitment to study	Students will be recruited by the Inclusive Education Teacher. An onboarding session will be held for the parents for information and to answer questions
Specific location(s) of study	The students will complete the 7 units with support from the EA or inclusive education teacher. Parents will complete the 7 units at home.
Data collection tools	Data collection tools include and entrance and exit interview for both the youth and parents. The scales used are the AIR Self-Determination Assessment Scale developed by the University of Oklahoma, the Meritoun Assessment Scale, and a parental expectations scale.
Ethics approval, date and organization	The first approval was May 6, 2020 from the UBC Okanagan Behavioural Reserach Ethics Board. The most recent amendment approval was May 17, 2022 (which included partnering with school districts). #H19-00964-A007

E-mail to: Superintendent of Sooke School District: [ssinson@sd62.bc.ca](mailto:ssinson@sd62.bc.ca)  
 or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1



THE UNIVERSITY OF BRITISH COLUMBIA

## Canadian Institute for Inclusion and Citizenship

**RE: Application to conduct research in SD62**

**Title of Project: The Transitioning Youth with Disabilities and Employment Project: The TYDE Project**

Friday, June 17, 2022

To Superintendent Scott Stinson,

Please find attached an application to conduct research in partnership with SD62.

The TYDE Project is an online, interactive intervention aimed at improving employment outcomes for transitioning youth with intellectual disabilities and/or autism. The curriculum, informed by the BC Core Competencies, was co-designed with Dr. Leyton Schnellert and doctoral research assistants with a focus to foster increased self-determination of transitioning youth (a key predictor of future employment) and to equip parents to encourage and support their youth on their employment journey. We believe that TYDE can play a valuable role in providing resources to SD62 that can complement and support the Career Life Education component for transitioning youth with developmental disabilities.

I can confirm that this project has obtained UBC Okanagan Behavioural Ethics Review Board (BREB) approval and that the project aligns with FOIPPA.

Please find enclosed the necessary documentation including:

1. The SD62 permission to conduct non-board-initiated research
2. An research proposal addressing the requested information about the TYDE Project
3. Copies of the data collection instruments
4. Copies of the consent forms, and
5. Confirmation of approval from the UBC Okanagan BREB
6. A reference list for the research proposal
7. A description of the TYDE Program Curriculum

Thank you for considering our request.

Best regards,

A handwritten signature in cursive script that reads 'Rachelle Hole'.

**Rachelle Hole, PhD, Professor**

(she/her/hers)

School of Social Work | Faculty of Health & Social Development

Director, Canadian Institute for Inclusion and Citizenship <http://cic.arts.ubc.ca>

The University of British Columbia | Okanagan Campus | Syilx Okanagan Nation Territory

ARTS/FHSD- 1147 Research Road, Kelowna, BC V1V 1V7

P. 250.807.8741 | F. 250.807. 8655 | E. [rachelle.hole@ubc.ca](mailto:rachelle.hole@ubc.ca)

*I respectfully acknowledge that I live and work on the traditional, ancestral, and unceded territory of the Syilx people.*