




Public Notice – Board of Education Online Public Meeting

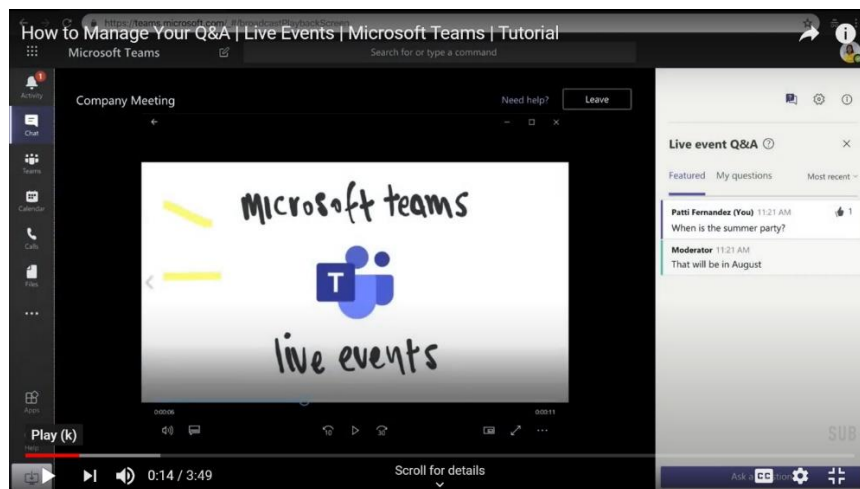
A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on June 6, 2023 at 6:00 pm.**

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.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-June-6-2023>

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

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



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



EDUCATION-POLICY COMMITTEE

School Board Office
Via MS Teams
June 6, 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 May 2, 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)
 - a. Policy B-133 Online Learning (formerly Distributed Learning) – Paul Block **Pg. 6**
6. **NEW BUSINESS** (attached)
 - a. SD62 Operational Plan 2023-2024 – Sue Grundy **Pg. 10**
7. **FOR INFORMATION**
 - a. Research Project Approval – Harper, Sheila – “How Decisions Shape Futures: A Survey of Youth and Young Adults” **Pg. 26**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Sept. 12, 2023

**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
May 2, 2023 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
Russ Chipps, Trustee (Committee Member)
Cendra Beaton, Trustee (Committee Member)
Amanda Culver, STA
Lou Leslie, CUPE
Sandra Arnold, SPEAC
Georgette Walker, SPVPA
Scott Stinson, Superintendent/CEO
Paul Block, Associate Superintendent
Monica Braniff, Associate Superintendent
Windy Beadall, Acting Associate Superintendent

Guests: Dan Beattie, Melissa Horner, Denise Wehner, Farzaan Nusserwanji, Francis Gichohi, Wayne Kelly

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 took a moment to acknowledge Superintendent Scott Stinson in honour of his retirement announcement. She spoke about the Red Dress walk on May 5 that begins at Spencer, picks up students at Ruth King and ends with a ceremony of red dresses at Savory Elementary. She also noted that Bus Driver Appreciation day is Friday, May 19.

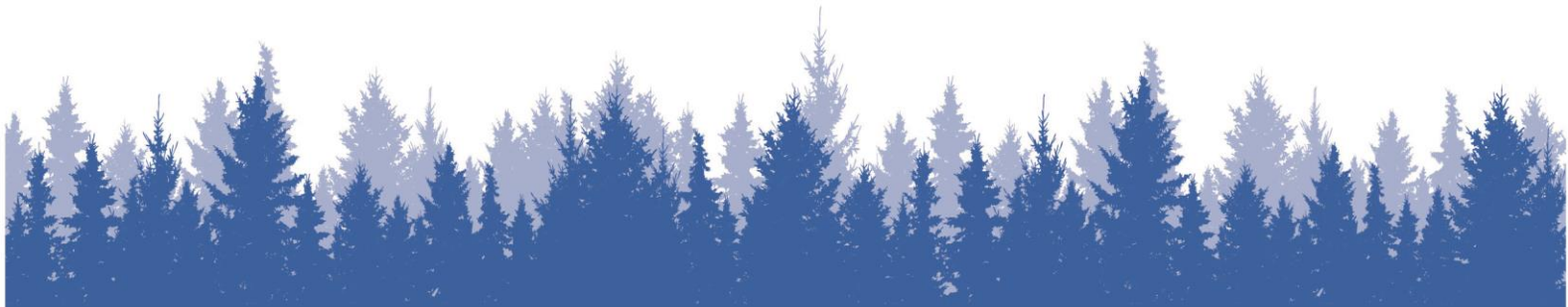
3. COMMITTEE REPORT of April 4, 2023 Education-Policy Committee meeting

The committee report for the April 4, 2023 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. BAA COURSE PROPOSALS

a. Personal and Social Development 10 – Dan Beatty and Melissa Horner

Melissa Horner, Belmont Vice-Principal, introduced the course and synopsis and introduced Belmont teacher, Dan Beattie. Mr. Beattie spoke to the target audience and the how and why



this course will be a great addition in supporting students to develop their social and personal attributes and skills. Questions were asked of and responded to by the presenters.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) approve the Board/Authority Authorized Course “Personal and Social Development 10”.

5. REVIEW OF POLICIES/REGULATIONS

- a. Draft Revised Policy and Regulations B-330 “Learning Assessment – Denise Wehner
Denise Wehner, District Principal – Curriculum Transformation, provided a summary of the revisions in the policy and the rationale for the updates. Questions were asked by the Sooke Teachers’ Association representative, Amanda Culver, and responded to by Denise Wehner and Paul Block. The S.T.A will forward any further questions to Denise and Paul for further clarification.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations B-330 “Learning Assessment”.

- b. Draft Revised Policy and Regulations D-330 “Governance of FOIPPA” - Farzaan Nusserwanji
Farzaan Nusserwanji, Chief Information Officer and Francis Gichohi, Manager of Cyber Security and Privacy, provided a summary of the context and the primary rationale (legislative) to bring the draft revised policy and regulations forward for discussion and Notice of Motion. Questions were asked of and responded to by the presenters. Questions primarily focused on seeking clarity surrounding parent/guardian requests for student records.

Recommended Motion:

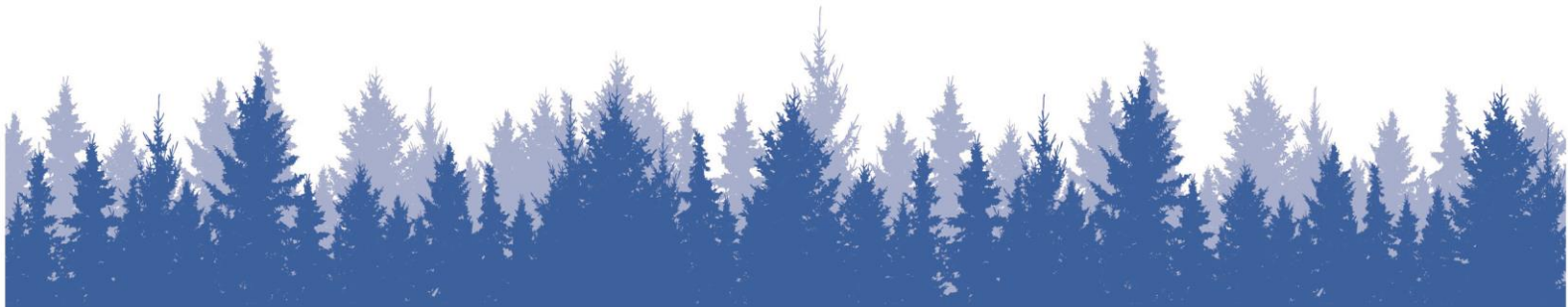
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations D-330 “Governance of FOIPPA”.

6. NEW BUSINESS

- a. Quarter 3 Report on Operational Plan 2022-23 – Scott Stinson
Scott Stinson provided a brief summary of the report to the committee and brought attention to highlights of Quarter 3 work and progress achieved by staff. Questions were asked of and responded to by Mr. Stinson.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the Quarter 3 Report as presented at the Education-Policy Committee meeting of May 2, 2023.



b. Notice of School Naming Process – “Eagle Ridge” New Secondary School Site for the 2023-2024 School Year – Wayne Kelly and Paul Block

Wayne Kelly, District Principal – District Academy Programs and Paul Block presented the concept and rationales for the “Eagle Ridge” Secondary School Site and the initiation of a school naming process for the site. Questions were asked of and responded to by Mr. Kelly and Mr. Block. Questions primarily focused on seeking clarity surrounding student profile and programs, the opportunity for students to attend and responding to questions and perceptions in regard to equity.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) approve the creation of a new school (via application to the Ministry of Education and Child Care for a new school number) located at the Eagle Ridge Recreation Centre.

c. EMCS Softball Academy Proposal and Presentation – Wayne Kelly

Wayne Kelly provided a brief summary of the community interest, program highlights and the process to gain community support of the proposal for a Softball Academy program at EMCS. Questions were asked of and responded to by Mr. Kelly.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) approve the SD62 Softball Academy at Edward Milne Community School to begin in September 2023.

7. **FOR INFORMATION**

a. Feeding Futures School Food Program – Scott Stinson

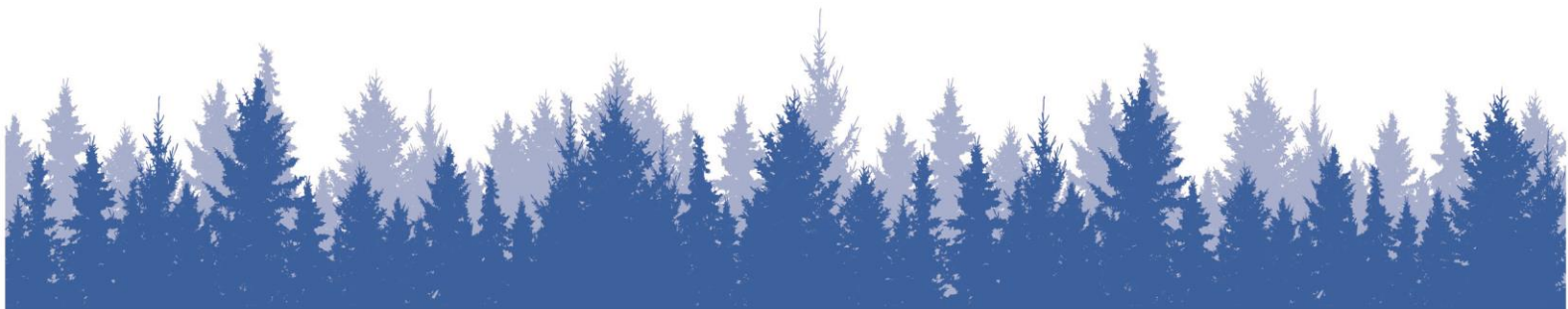
Scott Stinson provided a brief summary of the Feeding Futures School Food Program. The District has received 1.5 million dollars in funding for the 23/24 school year to build out the program that provides services such as, but not exclusive to, delivery of meals, food preparation and food security for students in our schools and by extension our community. Questions were asked of and responded to by Scott.

b. Diversity, Equity and Inclusion Audit Update – Monica Braniff

Monica Braniff provided a brief summary of the District’s Diversity, Equity and Inclusion Audit. The District’s partner, Bakau Consulting, developed the survey that has been available to staff across the district. The District has received feedback from partner groups about the survey and are sharing and learning from the feedback as it continues to work with Bakau Consulting to complete the audit. Questions were asked of and responded to by Ms. Braniff.

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** June 6, 2023





Committee Info Note
Education-Policy Committee Meeting
June 6, 2023

Agenda Item: 5a – Revision of Policy B-133 Online Learning

BACKGROUND:

The Ministry of Education is in the final stages of ‘modernizing online learning in BC’ which includes rebranding ‘Distributed Learning’ to ‘Online Learning’, implementation of a provincial learning management system (D2L’s Brightspace LMS), and designating current Online Learning Schools as either Provincial Online Schools (POLs) or District Online Schools (DOLS). Current Ministry of Education and Childcare Online Learning policies will be in effect until June 30, 2023.

A new policy and a procedures manual are currently being developed by the Ministry of Education and Childcare:

- A new online learning policy for Provincial Online Learning Schools (public and independent) and District Online Learning Schools is being co-developed with education sector partners and Indigenous rights holders.
- A new procedures manual will outline specific requirements for Provincial Online Learning Schools and District Online Learning Schools.
- A new accountability and quality assurance process is being developed with Indigenous rights holders and education sector partners. It will be ready to launch with provincial online learning schools in the 2024/25 school year.

Below are links to two specific Ministry of Education and Childcare documents that will apply until the new accountability and quality assurance process is launched.

The Standards for K-12 Online Learning in B.C. (PDF, 429.2KB):

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/online-learning/ol_standards_k12.pdf and

Standards for Online Learning Content in B.C. (PDF, 451.3KB)

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/online-learning/ol_standards_content.pdf

Summary of Revisions to Policy B-133 Online Learning:

“Housekeeping” revisions:

- Throughout the document the language “Distributed” has been replaced with “Online” as per Ministry of Education and Child Care draft policy language.
- Throughout the document the Ministry of Education has been updated to Ministry of Education and Child Care.

Policy & Information Revisions:

- Description of Online Learning language was revised to reflect current provincial and local context.
- Board Requirements for Online learning revised to meet the language for a District Online School.
- Online Learning Definitions updated to reflect the change in policy direction as per Ministry of Education and Child Care.
- “Student Accessing Online Learning Guidelines” added to policy to reflect the new Ministry of Education and Child Care policy directions.

For Context: SD62 Information for Online Learning Program Changes for 2023/24 (previously shared at Education-Policy Committee – April 2023)**SD62 Online Learning:**

- During the 21/22 school year, a comprehensive District Program Review was performed to understand and acknowledge how our programs best serve the needs of our students, families, and community. In addition, consideration to provincial mandate changes and the effect on our programs was reviewed.
- SD62 Online Learning (part of the Pathways & Choice portfolio), currently housed at Westshore Centre for Learning and Training located on Goldstream Avenue, will be relocated as of July 31, 2023.
- Program review recommendations connected to SD62 Online included:
 - Establish Online Learning HUBs within each of SD62’s traditional secondary schools (Belmont, EMCS & Royal Bay).
 - Expand Blended Learning beyond the current middle school (gr 6-8) option to include an option for grade 9 students.
- The Ministry of Education is in the final stages of ‘modernizing online learning in BC’ which includes rebranding ‘Distributed Learning’ to ‘Online Learning’, implementation of a provincial learning management system (D2L’s Brightspace LMS), and designating current Online Learning Schools as either Provincial Online Schools (POLS) or District Online Schools (DOLS).
- SD62 Online will be our District’s District Online School (DOLS).

CHANGES TO ONLINE LEARNING FOR 2023-24:**Implementation of Online Learning Hubs:**

- The implementation of Online Learning Hubs in SD62’s traditional secondary schools aligns with the Ministry’s changes to online learning and their (draft) updated policy and guidelines for Online Learning as applied to POLS as well as to the outcomes/recommendations from SD62’s 2021/22 Program Review.
- SD62 Online will continue to offer secondary school online courses within “Online Learning Hubs” at Belmont, EMCS, & Royal Bay. This will allow students to access online learning courses and related supports within their current school building.
- Support for the online learning components of Westshore Secondary’s Individual Learning Program and SD62 Academy Programs will continue.

Expansion of Blended Learning to include grade 9:

- A Blended Learning option for Grade 9 students is being offered as an option through this year’s course selection process at SD62 secondary schools.
- Grade 9 Blended Learning will be connected to the secondary schools’ Online Learning Hubs.
- This option will provide current grade 8 blended learning students/families with continuity as they transition from middle school to grade 9 at secondary school. For students/families who prefer Online Learning, this will bridge the gap between Blended Learning and the grade 10-12 online learning courses offered in their secondary school’s Online Learning Hub.

Recommended Motion:

That the Board of Education of School District #62 (Sooke) give Notice of Motion to draft revised Policy B-133 “Online Learning”.

Respectfully submitted,

Paul Block
Deputy Superintendent

School District #62 (Sooke)

DISTRIBUTED ONLINE LEARNING	No.: B-133
	Effective: Feb. 23, 2010 Revised: Reviewed: Mar. 2/15; June 6/23

SCHOOL BOARD POLICY

~~Distributed~~ **Online** learning is a choice of instruction within the current K-12 system that responds to the unique learning needs of individual learners. ~~Distributed~~ **Online** learning takes place outside of the traditional school classroom when a learner is primarily at a distance from the educator and school. Emerging electronic technologies and the Internet in ~~distributed~~ **online** learning, offers the possibilities for sophisticated, interactive, and engaging learning opportunities.

In online learning students can:

- **Connect with their teacher from anywhere using the internet, phone or e-mail.**
- **Work with their teacher to reach goals in their learning plan.**
- **Take a program or course via an online learning management system, web conferencing, teleconferencing, and/or correspondence.**
- **Get support through opportunities for in-person learning and interactions with other students.**

Both public and independent online learning schools offer online learning. Students in Kindergarten to Grade 7 must take a full course load at one school, while students in Grades 8 to 12 may learn from home entirely, or learn at school and take some courses online.

The Board of Education recognizes that ~~distributed~~ online learning provides the flexibility to meet the learning needs of students not served through conventional school programs. The Board concurs with the Ministry of Education **and Child Care** rationale that ~~distributed~~ online learning can expand equitable access to education for students in rural and urban communities that may have difficulty accessing a full range of courses and programs, and that ~~distributed~~ online learning can provide choice for these students who have restricted access. The Board recognizes that all or part of an educational program may be provided by means of ~~distributed~~ online learning.

The Board agrees to operate a ~~distributed~~ district **online** learning school and agrees to:

- meet all of the requirements of the *School Act* and Legislation,
- meet all of the requirements of the ~~Distributed~~ **District Online Learning (DOL) School** as per the Ministry of Education and Childcare 1701 instructions and,
- meet all of the Ministry of Education **and Child Care** ~~distributed~~ **online** learning policies and standards.

LEGISLATION REGULATIONS

School Act, Section 3.1
[School Act](#), Section 75 (4.1)

DISTRIBUTED ONLINE LEARNING DEFINITIONS

- ~~**Distributed Learning**~~ — means a method of instruction that relies primarily on indirect communication between learners and educators, including internet or other electronic based delivery, teleconferencing or correspondence.
- ~~**Distributed Learning School**~~ — means a school within the meaning of the School Act, which offers instruction by means of Distributed Learning only.
- **“Online learning”** means a method of instruction that relies primarily on communication between students and teachers by means of the internet;
- **“Online learning school”** means a school or francophone school that offers instruction to its students through online learning only;
- **“D.O.L.S.”:** District Online Learning Schools serve students who reside in their district only.
- **“P.O.L.S.”:** Provincial Online Learning School.

Student Accessing Online Learning Guidelines:

- a) **Grades 8-12 students residing within the boundaries of SD62 who are already enrolled in a neighbourhood school may take additional courses through SD62’s District Online Learning School (DOLS) via dual enrollment.**
- b) **Grades 10 – 12 students who are already enrolled in a neighbourhood school may take additional courses through a Provincial Online Learning School.**
- c) **Grades 8 – 9 students who are already in a neighbourhood school may take additional courses through a Provincial Online Learning School and in accordance with funding rules.**
- d) **Kindergarten – Grade 7: student must be enrolled in a program full time. These students can enroll full time in a Provincial Online Learning School but cannot take only part of a program through a Provincial Online Learning School.**



Committee Info Note
Education-Policy Committee
June 6, 2023

Agenda Item 6a: SD62 2023-2024 Operational Plan

PURPOSE

- This information note provides details of the 2023-2024 Operational Plan.

BACKGROUND

- The SD62 Operational Plan works, each year, to make progress on the Strategic Plan 2021-2025 priorities of: Learning, Engagement, and Growth.
- The 2023-2024 plan emphasizes diversity and inclusion, critical and creative thinking skills, safe learning environments, student choice and voice, inclusive and collaborative practices, effective communications, organizational practices, resource and space management, digital technologies, and social responsibility.

Developing the Operational Plan

- The development of the 2023-2024 Operational Plan reflects the growing maturity of the organization:
 - The process for developing the plan has advanced this year to include being part of the budget development cycle. This has strengthened the process by adding several layers of partner and community engagement to the plan and connecting items in the Operational Plan with budget planning. The work is reflective of the Strategic Plan Engagement objective to “develop, expand and implement inclusive and collaborative practices and processes.”
 - In addition, the attached document of the 2023-2024 Operational Plan, has been prepared with our school and local community in mind. With a view to building a better understanding of how the District annually plans work, the document overviews the process and timing for developing the Operational Plan and how the work will be reported, all under the umbrella of the SD62 Strategic Plan. This reflects the Strategic Plan Engagement objective to: Develop, expand and implement effective, clear and transparent communications.

The Plan

- The 2023-2024 Operational Plan is the third annual operational plan that works to make progress towards the goals of the 2021-2025 Strategic Plan.
 - The plan contains:
 - 10 items under the Learning goal;
 - 8 items under the Engagement goal; and
 - 14 items under the Growth goal.
- Operational Plan items of note include:
 - Items that reflect the continuing advancement of work contained in the previous operational plan.
 - For instance, contained in the 2022-2023 Operational Plan was: “Develop a process to explore and act upon issues of diversity, equity inclusion and anti-racism”. In the 2023-2024 plan, the exploration that yielded recommendations, will see those recommendations reviewed and implemented as part of the work under the learning goal: “Implement recommendations from the District review on diversity, equity, and inclusion (DEI), to strengthen student learning”. The work will also be undertaken under the Growth goal: “Begin implementing review recommendations for diversity, equity, and inclusion (DEI) that relate to District organizational practices and processes.”

- Items that reflect new government policies and programs.
 - For instance, new to the operational plan is the following item: “Ensure the District is meeting its legislated requirements under the *Accessibility Act* by: a) implementing an accessibility plan; b) developing an accessibility committee; and c) engaging in a feedback mechanism for issues of accessibility in the District.” There is also new work that reflects the government’s ‘Feeding Futures Fund.’
- Items that will help the organization to look ahead strategically.
 - For instance: “Undertake a scan of available District information and data to support the renewal of the strategic plan.” While the organization will not need a new strategic plan until July 1, 2025, the preparation work that will take place in the 2023-2024 school year will provide context and foresight when the work to renew the next strategic plan is undertaken.

Next Steps

- Before the end of the 2022-2023 school year, the Executive and staff who report to them, will meet to discuss the new operational plan, to plan each specific project and to determine what outcomes and progress will be made by June 2024 and how progress will be measured.

Recommended Motion:


That the Board of Education for School District #62 (Sooke) receive the 2023-24 Operational Plan.

Respectfully submitted,

Sue Grundy
Manager of Executive Operations



Sooke School District 2023-2024 Operational Plan



We acknowledge 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.

EXECUTIVE SUMMARY

The Sooke School District (SD62) Executive Team is pleased to present the annual Operational Plan identifying the actions and projects that will be undertaken in the 2023-2024 school year in addition to the everyday operations of the District.

Our Operational Plan works, each year, to make progress on our Strategic Plan 2021-2025 priorities of: **Learning, Engagement, and Growth.**

The specific goals of the strategic priorities are:

- **Learning:** Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens;
- **Engagement:** Create a culture of belonging; and
- **Growth:** Pursue organizational excellence to support a vibrant school District.

SD62 is one of the fastest growing school Districts in the province. The operational plan focuses the actions of the organization that serves almost 13,000 students through the services of over 2,000 employees in the communities of Sooke, Port Renfrew, Metchosin, Highlands, Langford and Colwood.

More about the District, including the traditional territories, the Board of Education, and the Strategic Plan, can be found on our website at www.sd62.bc.ca.

Consistent with our Strategic Plan, this document has been created by listening to our community's needs while managing a finite amount of resources.



STRATEGIC PLAN 2021-2025 OBJECTIVES

Learning	Engagement	Growth
<p>GOAL To develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens</p>	<p>GOAL To create a culture of belonging</p>	<p>GOAL To pursue organizational excellence to support a vibrant school district</p>
<p>Learning Objective 1 To provide opportunities for learners to understand, respect and appreciate diversity and inclusion</p>	<p>Engagement Objective 1 To develop, expand and implement, inclusive and collaborative, practices and processes</p>	<p>Growth Objective 1 To strengthen organizational practices to ensure equity, diversity and inclusion</p>
<p>Learning Objective 2 To provide opportunities for learners to develop critical and creative thinking skills</p>	<p>Engagement Objective 2 To further the goals of the Na'tsa'maht Agreement following the objectives of 'One Mind' and 'One Spirit'</p>	<p>Growth Objective 2 To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging</p>
<p>Learning Objective 3 To ensure our learning environments are safe, accessible and welcoming</p>	<p>Engagement Objective 3 To develop, expand and implement respectful, effective, clear and transparent communications</p>	<p>Growth Objective 3 To embrace 'digital technologies' and manage increasing complexity through leveraging the strategic use of resources</p>
<p>Learning Objective 4 To enhance student choice and voice</p>	<p>Engagement Objective 4 To continue to develop, expand and implement a culture of wellness</p>	<p>Growth Objective 4 To expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment</p>

HOW DOES THE SD62 EXECUTIVE CREATE THE OPERATIONAL PLAN?

The Executive Team has established a comprehensive operational plan development process that ensures:

- The focus is on making progress on the priorities of the Strategic Plan;
- Strategic items in the Operational Plan are taken through the budget planning process to consider whether there are funds available to support the work;
- A transparent process that includes partner input through communication and consultation;
- An Executive Lead for each item with an accountability to make progress on the item and to report progress quarterly to the Superintendent;
- Operational planning is undertaken with awareness of compliance with the *School Act* and other regulatory requirements, Collective Agreements, Board policy.



TIMELINE

With the Strategic Plan 2021-2025 as the guiding document, the Executive drew up a list of priorities for the 2023-2024 year. Staff then consulted with the District Leadership Team, key stakeholders and members of the community. A full list of priorities was then created which fed into the development of both the 2023-2024 Budget and the Operational Plan.

TIMELINE	ACTIVITY
October 2022	The Executive Team discuss the District's current and future state, work that will continue in 2023/24 and consider strengths, weaknesses, opportunities and threats (SWOT).
October 2022 - February 2023	Regular meetings with the Executive Team and District Principals to consider what activities are needed in the 2023-2024 school year to make progress on the proficiency rubric towards the strategic plan goals.
February 2023	The SD62 Leadership Team add ideas and comments on the draft operational plan. The draft plan is presented to the Resources Committee to gather feedback on the strategies and budget required.
March 2023	Engagement with the community on Budget 2023-2024 provides a list of priorities to be considered for the next school year. Those proposed operational items that require funding are taken through the budget development process to consider how to prioritize available funds. A further presentation on budget and operational planning is brought to the Resources Committee.
May 2023	The Budget is proposed by the Executive and after discussion passed by the Board of Education. This, in turn, secures the funding of certain items proposed in the Operational Plan.
June 2023	The Executive take the final version of the Operational Plan to the Board for information.
July - August 2023	Planning for individual projects gets underway. The Executive Lead for each item in the Operational Plan defines key metrics that will show progress has been made.

LEARNING PRIORITY 2023-2024

Learning Objective 1 - To provide opportunities for learners to understand, respect and appreciate diversity and inclusion.

- Implement recommendations from the review on diversity, equity, and inclusion (DEI), to strengthen student learning.
- Monitor the implementation of Indigenous graduation credit courses to a) ensure students have access to Indigenous content through a variety of courses and b) determine whether needed supports and resources for educators are available.

Learning Objective 2 - To provide opportunities for learners to develop critical and creative thinking skills.

- Implement the objectives of the Early Learning Framework (ELF) through existing networks and through strengthening effective pathways for the transition into the public education system (kindergarten).
- Continue to implement and expand the K-12 Literacy Plan focussed on: a) professional development; b) increasing resources; c) intervention support; and d) K-3 Universal Screening.
- Continue to implement the Middle School Philosophy with a focus on aligning Applied Design, Skills and Technologies (ADST) and middle school programming.
- Build a multi-year plan to enhance staff use of: a) technology to deliver pedagogy in the classroom; and b) information tools and digital platforms for administrative and support work.



LEARNING PRIORITY 2023-2024

Learning Objective 3 - To ensure our learning environments are safe, accessible and welcoming.

- Review the processes, practices and structures provided through Inclusive Education Services (IES) that support the increasing complexity and presentation of student behaviour across all school levels.
- Enhance the practices and processes of the work of the Safe Schools Team, particularly regarding Violence Threat Risk Assessment (VTRA).

Learning Objective 4 - To enhance student choice and voice.

- Develop an organizational approach to establishing SD62's presence at the Westshore post-secondary site, including a comprehensive plan for program pathways and course offerings to launch in 2024.
- In consultation with students and all SD62 Learning departments (Curriculum Transformation, Inclusive Education Services, Na'tsa'maht Indigenous Education, Pathways & Choice), articulate and enhance support for the Careers and Applied Design, Skills and Technologies (ADST) K-12 curriculums in support of student voice and choice.



ENGAGEMENT PRIORITY 2023-2024

Engagement Objective 1 - To develop, expand and implement inclusive and collaborative practices and processes.

- Develop a model to support succession planning for the Leadership Team.
- Develop a Records Management policy for the Board and create a proposal for operationalizing the policy in the District.
- Ensure the District is meeting its legislated requirements under the *Accessibility Act* by: a) implementing an accessibility plan; b) developing an accessibility committee; and c) engaging in a feedback mechanism for issues of accessibility in the District.

Engagement Objective 2 - To further the goals of the Na'tsa'maht Agreement following the objectives of 'One Mind' and 'One Spirit'.

- Create authentic learning resources & narratives to support the teaching of local Indigenous languages in schools.
- Support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data gathering tool to track indicators of academic, social emotional and engagement attributes .



ENGAGEMENT PRIORITY 2023-2024

Engagement Objective 3 - To develop, expand and implement respectful, effective, clear and transparent communications.

- Continue to implement the Strategic Communications Plan with a specific focus on: a) expanding digital skills and digital resources for staff to use; and b) broadening the reach of District communications to provide equity of inclusion for specific schools that have received little or no coverage on the District's website or social media.

Engagement Objective 4 - To continue to develop, expand and implement a culture of wellness.

- Implement a new Employee Attendance and Wellness Support Program with an emphasis on:
 - Developing a data-informed process to support constructive communications with individual employees regarding attendance;
 - Providing supports for staff in need; and
 - Raising organizational awareness regarding the impact of attendance issues.
- Continue to develop, expand and implement a culture of wellness in the District through the Healthy Schools, Healthy People (HSHP) Framework, specifically focussed on: a) the Feeding Futures Fund; and b) digital Safety and wellness.



GROWTH PRIORITY 2023-2024

Growth Objective 1 - To strengthen organizational practices to ensure equity, diversity and inclusion.

- Apply for approval from the Office of the Human Rights Commissioner and then implement a Special Hiring Program, including the development and implementation of a supporting equity hiring practices policy.
- Begin implementing review recommendations for diversity, equity, and inclusion (DEI) that relate to District organizational practices and processes.

Growth Objective 2 - To build and maintain spaces and resources that support our creative and critical learning, and our culture of belonging.

- Create and implement technical specifications that complement the Design Guidelines and Standards with a focus on expanding implementation to existing spaces.
- Implement the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning activities.
- Undertake a scan of available District information and data to support the renewal of the strategic plan.
- Develop a strategy to ensure effective community use of our school spaces.



GROWTH PRIORITY 2023-2024

Growth Objective 3 - To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources.

- Develop a digital governance policy that defines the Board's role and articulates the structures and processes necessary to manage digital assets (e.g. committees, scope, engagement model, accountability, reporting, etc.)
- Develop a sustainable proposal to provide equitable access to technology for students and support staff.
- Continue to raise awareness, provide training and implement cyber security and privacy policies in partnership with Curriculum, Inclusive, and Safe School objectives.
- Investigate the requirements to integrate data between business (Finance, HR) and education departments in order to align strategic and operational resources to support student success.
- Conduct an environmental scan of organizational design structures for the delivery of District administration and support services within large BC school Districts in support of future strategic and organizational planning.

Growth Objective 4 - To expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment.

- Develop a plan to increase the number of child care spaces on school grounds balanced against K-12 enrolling space needs, that utilizes grants for the construction of child care facilities on school spaces.
- Continue to implement the Energy Sustainability Plan, with a specific focus on reducing our vehicle and building greenhouse gas emissions towards the 2030 provincial targets.
- Create an ethical framework for decision-making to guide board-level decisions through a lens of diversity, equity, inclusion, and social responsibility.



REPORTING ON PROGRESS

Annually, the District takes the direction of the Board through the Strategic Plan and develops an operational plan to assist in achieving the goals and objectives of the Strategic Plan.

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 Board of Education, through motion, has directed staff to bring forward quarterly reports on progress towards the strategic plan, annual operational plans, and student outcomes.

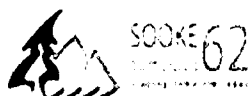
Quarterly reports are tabled at meetings in November (Quarter 1: July- September), February (Quarter 2: October-December), May (Quarter 3: January - March) and September (Annual Report including Quarter 4: April to June).

Each Executive Lead provides progress reports to the Superintendent on the Operational Plan items that they are accountable for.

For more information see: <https://www.sd62.bc.ca/student-success>.







Permission to Conduct Non-Board-Initiated Research

Date of application	March 22, 2023
Applicant's Name	Dr. Sheila Harper
Address	300, 10621 100 Avenue, Edmonton, AB T57 0B3
Phone Number(s)	780.448.9042 x 224
E-Mail Address	s.harper@malatest.com
Present Position	Assistant Research Manager
SD62 Employee?	No
Affiliated institution or organization	University of Calgary
Name of facility supervisor (if applicable)	Dr. Nick Tuner, Dr. Julie Weatherhead
Title of study	How decisions shape futures: A survey of youth and young adults
Type of study	Longitudinal Study
Requested date to start and anticipated end date	One day in April, 2023. The students will be followed-up for 5 or 10 years
Type of participants (i.e. student, parent, teacher, support staff)	17 or 18 year olds
Any specific cohort focus	youths and young adults
Plan for recruitment to study	At school we only doing recruitment which is supposed to take 25 mins to 1 hour of the students' time. One-off.
Specific location(s) of study	Online
Data collection tools	Online Survey
Ethics approval, date and organization	6-Feb-2023, Conjoint Faculties Research Ethics Board (CFREB)

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

SECTION 2: STUDY OVERVIEW

2.1 Background

Who becomes a leader, and why? This study aims to explore when, how, and why people emerge as leaders by tracking a nationally representative sample of young Canadians for a decade: annually for five years, with one potential follow-up survey in Year 10.

After years of leadership research, we know that leaders are not born, but made. However, there is a surprising dearth of research on leadership development, hindered largely by a lack of good data that tracks leadership development over time (Day et al., 2014). Additionally, there is a growing understanding that late adolescence is a critical time for leadership development (e.g., Murphy & Johnson, 2011). We will therefore survey the same set of participants from adolescence through to young adulthood to improve our understanding of how leadership capabilities develop and who becomes a leader. Findings will inform how to foster young leaders in Canada in formal (e.g., education, business) and informal (e.g., parenting, community) organizational contexts.

Leadership development is characterized by individuals being interested in leadership, self-identifying as leaders, gaining leadership capabilities, and desiring to hold formal leadership positions in the future. Leader emergence is based on occupying a formal leadership role; for instance, a management position. We are interested in both leadership development and emergence, and so will address the 'when' and the 'how' of leadership development, as well as identify who becomes a leader.

The first objective is to better understand the predictors of leadership development and emergence. The three main categories of predictors include: (1) individual differences, such as personality, socioeconomic status, and career and leadership ambitions; (2) interpersonal factors, such as relationships with peers, family, and other role models (teachers, coaches); and (3) environmental factors, such as neighbourhood quality, school quality, and early work experiences. These categories are based on Tackett et al.'s (2020) Leadership Emergence and Development in Youth (LEaD-Y) framework.

The second objective is to test the relative importance of these predictors in explaining leadership development and emergence. It is not enough to produce a list of predictors; we must also compare the effects of predictors to determine the most impactful, enabling more focused interventions. The third objective is to identify contingencies of leadership development and emergence. The predictors co-exist so their interaction must therefore be considered. For example, individuals from higher quality neighbourhoods (an environmental factor) may have different ambitions (an individual difference factor) and different role models (an interpersonal factor), which will jointly affect leadership development.

To meet these objectives, the project has been designed as a longitudinal study of a nationally representative sample of Canadian adolescents and young adults. The aim of the 10-year study is to track thousands of participants across a decade. The first five waves of data collection will be collected annually from participants aged 17-18 onward; for many, this schedule will capture experiences before, during, and after post-secondary education. A final round of data collection will occur five years later (in 2032) when participants will be 27-28 years old, and so could reasonably be in their first formal management roles.

2.2 Research Questions

The following research questions will be addressed by the current study. These questions have been used to inform the design of data collection instruments and guide the overall study objectives.

1. Which factors explain leadership development and emergence?
2. Which factors are most important for effecting leadership development and emergence?
3. Which factors moderate leadership development and emergence?

2.3 Statement of Educational Significance/Benefits

Our overarching knowledge mobilization goal is to facilitate the growth of young leaders by describing how and when leadership competencies develop. Efforts to develop leadership span research, business, social/political, and education sectors. We will therefore adopt a variety of strategies to mobilize knowledge from this project in international, national, and local communities of researchers, business leaders, educators, and the public. As data collection will occur annually for at least five years, we will disseminate theory and findings of leadership development from this sample annually. Early knowledge mobilization efforts will primarily raise awareness of the project, its goals, and potential contributions; as the project progresses, more focus will be placed on our growing findings, with practical implications for all audiences.

Research Participants. As this project involves surveying a cohort of young people once a year for five years, we will want to provide updates on the aggregate findings—both to disseminate knowledge and as a way of keeping in touch with participants to encourage continued participation in the research. These could include summarizing findings to date, infographics, and links to media outlets publishing information about this study.

Indigenous Community. Indigenous communities are direct beneficiaries of our findings. Although we are not specifically targeting, singling out (in terms of analysis) or reporting upon Indigenous participants, findings will be shared with communities so that they can draw upon the study's practical implications to support their own community's youth as they develop into community leaders.

Educators. Educators and students are potential recipients and champions of new knowledge in leadership development. Leadership development is a prized outcome for educational institutions at all levels, and our findings will be relevant to curricular, co-curricular, and extra-curricular activities. As the project progresses and new findings emerge, these will be available to integrate into Haskayne School of Business leadership curricula in undergraduate (e.g., Embedded Certificate in Leadership Studies) and graduate (e.g., MBA Advanced Leadership) courses taught by the research team. The role of formal and informal education will also be highlighted in media releases to the business community and the public.

Research Community. This project has substantial implications for guiding leadership development theory and research. After the first wave of data collection, we will submit findings to domestic and international conferences to present the knowledge as widely as possible. The research team is widely published in highly respected journals, including the *Journal of Applied Psychology* and *The Leadership Quarterly*. After the first few years of data collection, we anticipate submitting findings in the form of research articles to these and other internationally recognized journals and will continue to do so throughout the life of the project.

Business Community. Among the most direct beneficiaries of our findings are the business leaders and human resources professionals responsible for hiring and developing leaders. Before the first wave of



YOUNG ADULT DEVELOPMENT STUDY PROPOSAL

data collection, we will publish a website for the project to outline our goals and intended contributions to the science and practice of leadership development in the business community. This site will serve as a hub for new knowledge mobilization efforts as the study progresses. In the later stages of data collection, we will submit articles to practitioner-oriented journals such as *Organizational Dynamics* and *Harvard Business Review*—both journals that the research team has published in previously. We will also promote the project and findings via the Haskayne School of Business' Podcast and project website.

General Public. The findings from this project may also have implications for personal development and even parenting, and as such, may be valuable for the public. Our research team has authored articles in *The Conversation*; we will use this and similar outlets to share the study findings widely. We will also publish new developments and findings on social media accounts associated with the Haskayne School of Business and Haskayne's Canadian Centre for Advanced Leadership in Business (e.g., LinkedIn, Twitter).