




Public Notice – Board of Education Online Public Meeting

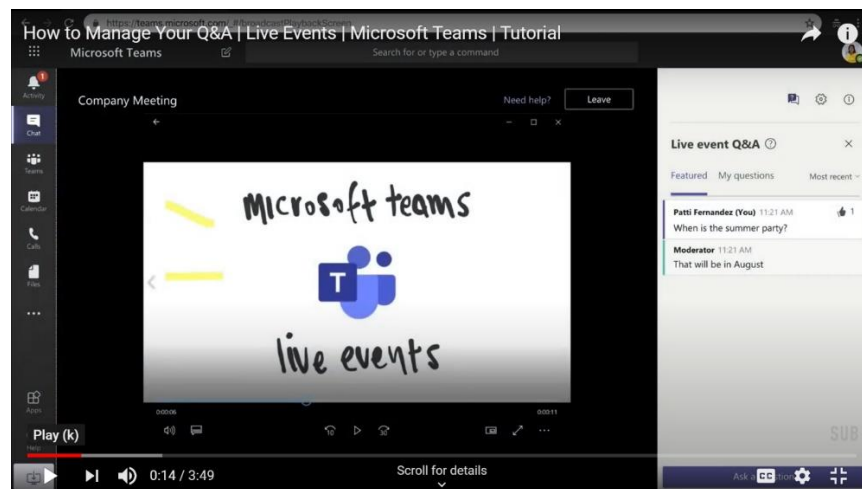
A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on January 11, 2024 at 6:00 pm.**

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-Jan-11-2024>

<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
January 11, 2024 – 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, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
2. **Opening Remarks from Chair, Allison Watson**
3. **COMMITTEE REPORT** of Dec. 5, 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. Draft Revised Policy F-302 "Use of School Facilities for Child Care Programs" – Dave Strange **Pg. 6**
6. **NEW BUSINESS** (attached)
 - a. Middle School Lacrosse Academy - Wayne Kelly **Pg. 11**
 - b. Elementary Blended Learning Program – Heather Lait & Elementary PVP Committee **Pg. 15**
 - c. Late French Immersion (LFI) Consultation in the Milnes Landing Zone – Denise Wehner **Pg. 20**
7. **FOR INFORMATION**
 - a. Research Project Approval – Leblanc, Ella – "Effective Trauma-Informed Teaching Strategies" **Pg. 22**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Feb. 6, 2024



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
December 5, 2023 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
Cendra Beaton, Trustee (Committee Member)
Russ Chipps, Trustee (Committee Member)
Christina Kempenaar, STA
Betty-Lou Leslie, CUPE
Georgette Walker, SPVPA
Nevada Kaludjar, SPEAC
Scott Stinson, Superintendent/CEO
Paul Block, Deputy Superintendent
Dave Strange, Associate Superintendent
Monica Braniff, Associate Superintendent

Guests: Fred Hibbs, Cynthia Berenyi

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

Chair Watson honoured and celebrated the selected name for the academy school, QELENSÉN Á,LEN Secondary School, and gave appreciation to the Nation for the gifting of the name. She also recognized the work of Lou Leslie and her contributions to the Education-Policy committee specifically, and the full district overall. Lou is retiring at the end of December and has given to the district in many ways, including as CUPE representative for Education-Policy. Chair Watson also took this opportunity to acknowledge Scott Stinson in his final Education-Policy meeting and shared thanks for his support as Superintendent. As we move into the new year, Chair Watson thanked the full committee for their work and encouraged members to reach out with any feedback on the committee.

2. a. COMMITTEE REPORT of Nov. 7, 2023 Education-Policy Committee meeting

The committee report for the Nov. 7, 2023 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

b. Presentation - Research Project Approval Follow-Up – Berenyi, Cynthia – “Investigating Social-Emotional and Mindfulness Techniques to Enhance Learning, Development and Well-Being for Children”

Cynthia Berenyi's research project is grounded in her work with students who struggle with regulation, and in her own experiences with mindfulness. Her research focused on the impact of mindfulness on students' academic and social-emotional learning. Her methodology involved directly teaching students about mindfulness and social-emotional strategies over the course of 3-4 weeks. Her research involved pre and post surveys with students to reflect their responses to mindfulness, academic focus, social-emotional learning, and overall wellbeing at school. Data showed that students became more reflective about their focus and listening, maintained stronger friendships, improved emotional awareness, and reported feeling more confident and peaceful. Results showed students' growth in personal awareness and their greater ability to be present in the moment. Her recommendation is to embed mindfulness into the curriculum and support teachers in approaching the material with confidence and comfort. Appreciation was given for her work in the district and for bringing the findings back to this committee.

3. BAA COURSE PROPOSALS

There were no BAA course proposals for this meeting.

4. REVIEW OF POLICIES/REGULATIONS

- a. Draft Revised Policy and Regulations E-158 "Public Interest Disclosure – Whistleblower Protection" – Fred Hibbs

Fred Hibbs, Executive Director of Human Resources reviewed the legislation and related regulations that came into effect for school districts on December 1, 2023. Substantial changes to Policy E-158 are being proposed to reflect the revised legislative requirements under the Act. A ten-minute training video is included in the material to facilitate a thorough understanding of the legislation and required actions.

The proposed changes to Policy and Regulations E-158 are designed to reflect updated language and to support those needing to report a concern under the *Public Interest Disclosure Act* (PIDA). The regulations include a template that will guide a person through the steps involved in reporting a concern. The revisions also clearly identify the person responsible for overseeing the policy and for reviewing any complaints that are brought to the district. In addition, the definition of "wrongdoing" is also expanded to reflect the type of significant issues that may occur and be brought forward as a complaint under PIDA policy. The final change is the inclusion of comprehensive language that defines processes regarding urgent disclosures. These high-risk disclosures are ones that cannot be delayed through the process of investigation.

The committee's conversation reflected appreciation for the detail and alignment of the policy with Ministry requirements. Clarification was asked about what protection there is for the privacy of individual workers: All areas of the PIDA process are guided by the parameters defining Freedom of Information and Privacy. Mr. Hibbs communicated a late Ministry change to the legislation which states that School Board Trustees are not covered by this legislation as they are not considered employees of the district.

Recommended Motion

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Procedural Regulations E-158 "Public Interest Disclosure - Whistleblower Protection".

- b. Draft New Policy and Regulations E-205 "Recruitment and Selection of Administrative Personnel" – Scott Stinson

Through work of the Governance Committee, staff reviewed the processes of recruitment and selection of administrative personnel. The current proposed policy and regulations was worked on through the

Governance Committee and presented today for Notice of Motion. The policy reflects clear descriptors and processes for areas such as hiring pools and posting practices for excluded and administrative personnel. Draft Policy and Regulations E-205 also include a hiring matrix that outlines these processes and establishes accountability for the outlined steps.

Questions from the committee were brought forward around the equity hiring language included in the policy and regulations and how we will understand potential barriers and biases that potentially impact a hiring process.

Recommended Motion

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations E-205 "Recruitment and Selection of Administrative Personnel".

6. NEW BUSINESS

a. Bakau Report Summary – Monica Braniff

Associate Superintendent Braniff reviewed the Information Note outlining the preliminary results and findings of the Bakau analysis. She reviewed the purpose of the Diversity, Equity and Inclusion (DEI) analysis and outlined the methodology used by this consulting team. Recommendations from Bakau were grouped in 4 themes: Leading & Listening, Processes & Policies, Staff Support & Education, and Student Support & Education. Next steps will be to receive the final report, review the recommendations with a DEI committee, determine our district direction, and create an implementation plan that may then have budget implications for the 2024/25 school year. A robust conversation at the committee table expressed appreciation for this work in SD62 and a strong interest in hearing more about the district direction as determined through a DEI committee.

7. FOR INFORMATION

a. Research Project Approval – Roden, Keely – "Investigating Literacy Intervention Strategies for Primary Students, Including Those With Autism: An Action Research Study"

Superintendent Stinson drew attention to the new addition on research application packages that asks those seeking research approval whether they are amenable to reporting back to the committee.

This research will support our understanding of the K-12 literacy approach, particularly at the elementary level and for students with an autism diagnosis.

8. FOR FUTURE MEETINGS

9. ADJOURNMENT AND NEXT MEETING DATE: Jan. 11, 2023 at 6 p.m. Please note the shift from Tuesday to Thursday for January's meeting.

Adjournment was at 7:45 pm.



Committee Info Note
Education-Policy Committee Meeting
January 11, 2024
Agenda Item 5a: Draft Revised Policy F-302
“Use of School Facilities for Child Care Programs”

Background:

- In February 2022, Minister Katrina Chan announced that Child Care would be embedded within the Ministry of Education. On February 8, 2022 the Ministry of Education became the Ministry of Education and Child Care.
- In October 2022, the District hired a part-time Early Learning and Child Care Educator Lead. This pilot position expanded to a full-time District Principal role in August 2023. In December 2022, a part-time Early Learning Curriculum Coordinator was hired. Together this team, under the direction of Associate Superintendent Dave Strange, oversees the District’s Early Learning and Child Care initiatives.
- Through the work of the Early Learning & Child Care team, it became apparent that reviewing the District’s current Child Care Policy would be beneficial.

Current Context:

- Policy F-302 “Use of School Facilities for Child Care Programs” was last reviewed in September 2021.
- With the anticipated expansion of child care on school grounds, it would be valuable to have updated policy to guide our work and decision-making.
- About ten school district child care policies and regulations, from around the province, were reviewed prior to creating new draft documents.
- A draft policy was created for Board feedback.

Recommended Motion:

“That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy F-302 “Use of School Facilities for Child Care Programs”.

Respectfully submitted,

David Strange
 Associate Superintendent

School District #62 (Sooke)

USE OF SCHOOL FACILITIES FOR CHILD CARE PROGRAMS	No.: F-302
	Effective: Jan. 26/16 Revised: Reviewed: Dec. 1/15; Dec. 8/15; Jan. 26/16; June 1/21; June 22/21; Sept. 28/21; Jan. 11/24

SCHOOL BOARD POLICY

The District recognizes the importance of access to affordable, quality child care on school grounds because positive opportunities for children ages birth to five years impact the success of students from Kindergarten to Grade 12.

Consistent with sections 85.1, ~~85.2, 85.3~~ and **to 85.4** of the *School Act* and **Ministerial Order 326/20 – the Child Care Order**, this policy provides guidance with respect to how the Board will promote the use of Board property for the provision of child care programs, between the hours of 7 a.m. and 6 p.m. on business days, by either the Board or third-party licensees. **Use shall be subject to the details outlined below.**

~~Quality, accessible and affordable child care provides significant social and economic benefit for the community. Research shows that quality child care has a direct relationship to school readiness, literacy development, poverty reduction, and community engagement. While the funding and regulation of licensed child care is primarily a provincial government responsibility, the District, along with community stakeholders, can play an important role in planning, developing and coordinating child care in the Sooke School District.~~

~~The District supports non-profit societies and/or associations in delivering quality, accessible and affordable child care within District facilities and grounds, and provides the authority for the District itself to provide child care services.~~

~~The use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities, including early learning programs and extracurricular school activities.~~

1. Procedures:**1. Assessment of Community Need for Child Care:**

- ~~1.1.~~ **1.1** The Board will, on an ongoing basis, assess community need for child care programs on Board property, through a process of engagement with employee groups (~~Sooke Teachers' Association [STA], Canadian Union of Public Employees #459 [CUPE]~~), parents and guardians **and caregivers** (~~Sooke Parent Education Advisory Council [SPEAC]~~), Indigenous community representatives, Indigenous rightsholders, Indigenous service providers (~~Aboriginal Education Council~~), **municipalities, community partners**, and existing child care operators. The process for engagement will be reviewed on an ongoing basis.

- 1.2. **1.2** If child care programs are to be provided on Board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.

2. Hours of Operation:

- 1.3. **2.1** The hours of operation will be between 7:00 am to 6:00 pm, Monday to Friday, throughout the school year.
- 1.4. **2.2** If the child care services will operate outside of the school calendar, the Superintendent of Schools, or designate, will review feasibility with the Director of Facilities and School-based Administrators prior to approval.

3. Program Fees:

- 1.5. **3.1** Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.
- ~~1.6.~~ **3.2** Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program. ~~All child care contracts must bear all costs associated with the delivery of the program. The School District will not subsidize any community use of the facility or sites from instructional resources.~~

~~1.1.3.3~~ "Direct and indirect costs" could include, but are not limited to:

- 3.3.1** Utilities;
- 3.3.2** Maintenance and repair;
- 3.3.3** A reasonable allowance for the cost of providing custodial services;
- 3.3.4** A reasonable allowance for the time that school district administrators and other staff spend on matters relating to the use of board property by licensed child care providers.

- ~~1.2.~~ **3.4** If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy.

4.0 Application Process & Licensee Contracts:

- ~~1.3.~~ **4.1** In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to: (a) provide inclusive child care; and, (b) foster Indigenous reconciliation in child care, **(c) maintain a program philosophy and management concept that aligns with our child care policy and our Strategic Plan, (d) implement the goals of the B.C. Early Learning Framework, and (e) opt into the Provincial Fee Reduction Initiative.**
- ~~1.4.~~ **4.2** If the board decides to operate a child care program, the board will ensure that it is operated in a manner that:

4.2.1 fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia *Declaration on the Rights of Indigenous Peoples Act*:

4.2.1.1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and

4.2.1.2. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education; and

4.2.2. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia *Human Rights Code*.

4.3. Any contract with a licensee other than the Board, to provide a child care program on Board property, must be in writing and subject to **regular** review ~~annually (no less than every one (1) year)~~. The contract must contain:

4.3.1. a description of the direct and indirect costs for which the licensee is responsible;

4.3.2. an agreement by the licensee to comply with this policy and all other applicable policies ~~including adherence to schools' Code of Conduct and school rules;~~

4.3.3. a provision describing how the agreement can be terminated by the Board or the licensee;

4.3.4. ~~a provision describing how the program will serve students of the school;~~

4.3.5. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;

4.3.6. a statement that the agreement can only be amended in writing, signed by the Board and the licensee;

4.3.7. a requirement for the licensee to maintain appropriate standards of performance; ~~and~~

4.3.8. a requirement that the licensee must at all times maintain the required license to operate a child care facility; **and**

4.3.9. an understanding that the licensee will work in co-operation with the District's Early Years' staff on on-going professional development.

~~**4.4.** The Secretary Treasurer or designate shall have the authority to evaluate and make decisions with respect to applications to provide child care on Board property in a manner that is consistent with Board policy.~~

4.4 Prior to entering into or renewing a contract with a licensee, other than the Board, to provide a child care program on Board property, the Board will consider:

~~2.10.1~~ **4.4.1** whether it is preferable for the Board to become a licensee and operate a child care program directly;

~~2.10.2~~ **4.4.2** the availability of school district staff to provide before and after school care;

~~2.10.3~~ **4.4.3** whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its

contract with the Board, in respect of providing an inclusive child care program and one that promotes Indigenous reconciliation in child care.

~~2.10.4 Upon receipt of an application, district staff will review the application's feasibility, available space in the school, and whether the school can accommodate any improvements that may need to be made in order to conform to licensing requirements.~~

References:

~~Board Policy:~~

~~Policy F-222 – Management of School District Property~~

~~F-300 – Use of School Facilities~~

School Act:

Section 85.1 - Policies respecting child care programs

Section 85.2 - Boards may provide child care programs

Section 85.3 - Child care programs provided by others

Section 85.4 – Use of Board property for child care programs

Ministerial Order 326/20 – the Child Care Order



Committee Info Note
Education-Policy Committee Meeting
January 8, 2024
Agenda Item 6a: Middle School Lacrosse Academy

Background: This program seeks to develop a recreational and skill development opportunity in the sport of Lacrosse. Included in the proposed programming are skill development, physical conditioning and leadership skills. This program would cover all elements and facets of learning about, and participating in, the sport of lacrosse. The program is designed to operate after school as an opportunity for all District Middle Schools.

Rationale: Currently, we do not have a Middle School Lacrosse Academy program in SD 62. Parents, students and community members have expressed their desire to have a locally developed lacrosse program for middle school aged students. This program will allow students to participate in a recreation and skill development Academy with trained coaches in the sport of lacrosse.

Context: Primary course delivery will occur at Centre Mountain Lellum where students will have access to the all-weather turf field. In addition, the lacrosse academy students may have access to the classrooms and facilities at Centre Mountain Lellum as needed.

Recommendation: That the Board of Education for School District 62 (Sooke) approve the SD62 Middle School Lacrosse Academy as a District Academy to begin in April 2024.

Respectfully,

Wayne Kelly, District Principal
District Sports Academy Programs, PACE and Percussion Academies
Principal, Canadian Sports School

FORM A: ACADEMY APPLICATION

School: District Academy Date: January 11, 2024

Academy Sponsors: (should include the school principal)

Name: Wayne Kelly Position: Principal

Name: Cody Cook Position: Teacher

1. **General Description of the Program**

- Open to Grades 6 – 8 students.
- Open to all middle school students.
- April 2 – June 13.
- This will be an after-school program and open to all SD students
- Program does not conflict with any other academy program

2. **Goals and Objective: Lacrosse Program**

- Improve physical athletic skills through movement training and implementing team game strategies.
- Improve both individual and team lacrosse specific skills.
- Application of strategies and rules specific to field lacrosse.
- Provide physiological training and nutritional information to improve general wellbeing.
- Give students the opportunity to be actively involved in the development of the local youth lacrosse community.

3. **Timeline for Implementation**

- January: Approval for 2023 Academy at Centre Mountain Lellum Middle School.
- February: Information out to students and parents/guardians. Academy Info nights.
- March: Registration begins.
- April: Start of Middle School Lacrosse Academy Program.

4. **Education Value of the Program and Comparison to Other Programs in SD62**

The objective of the District Lacrosse Academy is to develop the individual both athletically as a lacrosse player and personally as a growing and maturing student-athlete. The lacrosse academy provides four hours per week of on-field training and participation in inter-squad game play.

5. **Identification of the Students to be Served Including Grade Number of Students**

- Open to Grades 6 – 8; all levels of students welcome.
- 30 students will be accepted for the first year of the program.

6. **Clear Description of Qualifications and Teaching Support Staff Required to Offer the Program**

- P.E. Qualified teacher, NCCP Certification (preferred).

7. **Clear Description of Facilities Required for Program to be Offered**

Access to all-weather turf field at Centre Mountain Lellum Middle School and access to dry floor for some indoor activities.

8. **Impact Analysis of Other Schools in the District**

- No other school in SD62 is offering lacrosse as an academy for middle school.
- After school program so no impact on transfer requests.

9. **Evidence of Support of PAC Which Will Demonstrate Parents Understand the Proposal**

Academy PAC meeting planned for January 10, 2024.

10. **Registration Guidelines Process on How Students Will Be Selected**

Registration will begin in early March. This will be an online registration process. No selection process other than a student will need to be in good standing in SD62. If registration capacity is reached by the deadline a lottery system will be used for selection.

11. **Evidence of Similar Programs (both in and out of the district) Operating Successfully**

Royal Bay Lacrosse for grades 9 – 12 is full with 100 students enrolled and continues to grow. No other middle school lacrosse programs exist in SD 62, SD 63 or SD 61.

12. **Expected Costs of the Program and Sources of Funds to Sustain Program Without School District Funding**

Current estimate per student to attend this program April to June is \$350.00.

Budget: \$10,500

Expenses: Coaching - \$4,200; Equipment - \$3,000; Supplies - \$700; Player Kit - \$2,600

13. **Please Attach a Sample of Program Registration and Any Promotional Material**

Information package and registration material is available online.

SD 62 Middle School Lacrosse Academy Application 2024

Please ensure that you **ALSO** register your child online at:

<https://www.sd62.bc.ca/programs-services/academies>

- Online registration begins _____ @ 8 am.
- \$350 registration fee is due online at time of registration. This is a nonrefundable fee for students that get selected into the program.

General Information

Registration does not guarantee enrollment in the SD 62 Middle School Lacrosse Academy. We will provide you with an email informing you of your child's status after all applications have been reviewed. If enrollment limit of 30 students is reached a lottery system will be used to select students.

Who can apply to the Lacrosse Academy?

The Lacrosse Academy is open to any interested students in grades 6-8 during the 2023/24 school year. Potential students should possess passion, experience, enthusiasm for lacrosse and fitness along with the high level of commitment and coachability required to improve and expand on their ability. Applicants must demonstrate excellent attendance, behavior and effort, and be motivated to practice on their own time.

How does this program "fit" into the student's daily schedule?

This program is offered after the regular school day. Students will be required to find transportation to Centre Mountain Lellum on Tuesday and Thursday for 4:00 – 5:15 p.m. sessions.

What does a typical training session look like?

Sessions begin with a dynamic warm-up which transitions into an analytical phase that focuses on building skills in game of lacrosse. Teachers and coaches prioritize developing and refining players' movement and ability to make decisions while in game play.

What equipment will students need to participate?

The academy will provide basic equipment for all new students enrolled. Students need to supply their own lacrosse cleats, sticks, arm guards and chest protectors. For training sessions in the gym, regular runners are expected.

Program fees and bursaries

The Fee for the 2024 Lacrosse Academy is \$350.

Sooke School District believes that all students should have the opportunity to participate in our District Academy Programs. We work with families in need of financial assistance to pay for Academy fees in the following ways:

1. KidSport, Sport Assist or Jumpstart bursary
2. Parent contribution

All bursary applications are handled through the Academies office. Please call 250-391-9006 ext. to begin the bursary application process.

For more information, contact the Principal of Academy Programs, Wayne Kelly: wkelly@sd62.bc.ca



Committee Info Note
Education-Policy Committee Meeting
January 11, 2024
Item 6b: Elementary Blended Learning Program

Background

- In **2020-2021** SD62 ran a **Remote Learning Program** for families who wanted a more gradual return to in-person learning during the COVID 19 pandemic.
- SD62 introduced a **Middle School Blended Learning** program for students in grades 6-8 in the **2021-2022** school year. The initial pilot year started with 1 class of 18 students which grew to a class of 26 students over the course of the school year. In 2022-2023, the program expanded to 2 classes – one at Dunsmuir Middle School and one at Journey Middle School. These 2 Middle School Blended Learning classes continue to run at Dunsmuir and Journey this year.
- **Expansion of** the existing Middle School **Blended Learning** Program to include **grade 9** and **grades 4/5** was one of the goals resulting from the **2021-2022 Program Review**. An attempt was made to expand Blended Learning to include a grade 9 class for the 2023-2024 school year but was unsuccessful due to low enrolment numbers. There is a plan in place to offer Grade 9 Blended Learning for the 2024-2025 school year subject to enrolment.

Philosophy & Connections to SD62 Strategic Plan

- **Learning**
 - All education partners, staff and citizens in the communities we serve have a role in supporting student learning, each with distinct responsibilities.
 - Fostering diversity and actively pursuing equity by understanding the complexities that affect achievement.
 - Fostering a district-wide focus on learning, and ensuring an equitable approach to enable everyone to have the opportunity to achieve their potential.
 - Ensure our learning environments are safe, accessible and welcoming.
- **Engagement**
 - The quality of experience for students and staff should be engaging, purposeful and reflective of student/family voice and choice.
 - Develop, expand and implement inclusive and collaborative practices and processes.
 - Continue to develop and expand a culture of wellness.
 - Further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'.
 - Universal Design for Learning* (UDL) model, flexibility, student choice (how to show learning, content to explore when learning a skill).

*UDL (Universal Design for Learning) is a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. This means developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning.

**F2F = face-to-face or in-person

***Synchronous = real time

- **Growth**

- Managing growth appropriately to ensure that the district continues to deliver successful education programs.
- Build and maintain (*virtual & physical*) spaces and resources that support our creative and critical learning, and our culture of belonging.
- Embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources.
- Strengthen organizational practices to ensure equity, diversity and inclusion.
- Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment.

Goals, Rationale

- **Learning**

- Removing (some) barriers to/distractions from learning.
- Increased predictability as a result of smaller/more controlled learning environment.
- Connection to First Peoples Principles of Learning – learning on the land, learning takes patience and time, sense of belonging.
- Social Skills development - address specific development of Core Competencies related to Social Emotional Learning (SEL).
- Digital Skills development – 21st Century Skills – ties back to Career Development outcomes (Educated Citizen).
- Program based on a Universal Design for Learning (UDL) approach → meets the needs of student's strengths & stretches -> program customization will support student achievement.

- **Engagement**

- Providing opportunities to students who are unable to attend in face-to-face (F2F**) / in-person learning settings.
- Flexibility and Voice and Choice for students and families → provides choice/potential to attract or retain students.
- Engaging students around their strengths - strength-based programming - Competency-based approach.
- Keeps kids in school and on track to graduate - regular attendance is directly correlated to student academic success - course completion (data).
- Student Safety (psychological & physical safety).
- Connection to a significant adult -> resiliency – supports their achievement.
- Supporting non-attending learners, gives schools another option to suggest that keeps students/families connect to school & district.

- **Growth**

- Re-engage students/families who are currently choosing non-SD62 schooling options.
- Space.
- Growing capacity to serve learners through an equity lens.
- Pathway to graduation.
- Losing less students during transitions (5 → 6).
- Opportunity to share learning/professional learning for classroom teachers and the system.

Target Audience

- Students who are unable to attend in traditional f2f school settings.
- Families/students who prefer this non-traditional school option.
- Students who struggle in a traditional f2f school environment due to circumstances or conditions that are reduced or eliminated in a blended learning context.

- Families who are struggling to get student(s) to school.
- Anxiety (family/student).
- Flexible schedule (other commitments).
- Families who are able to provide the support (supervision, activity day transportation and technology) required for students to be successful in a blended learning context.

Structures

- **District program within a school**
 - Families included on school newsletter.
 - Students/class included in picture day, school-wide events.
- Initially, a **pilot program with 1 (or 2) cohort(s)** for the district (David Cameron?)
 - Ideally, expanding to 1 cohort class for each family of schools.
- **Class size limit** 26 students (multi-grade class).
- Learning Management System – **Brightspace**.
- **Registration/Enrolment**
 - Referral form for School Based Teams/PVP
 - PVP will need to have a clear understanding of the program.
 - MS Forms – registration request/expression of interest form for parents.
 - Student placement
 - based on geographic location if more than 1 cohort.
 - if enrolment is greater than what can be accepted, a student placement committee will review applicants:
 - Suggested committee composition – placement school Principal, SD62 Online Principal, IES Principal or Vice-Principal, Curriculum Transformation Principal, Safe Schools Principal.
 - Criteria for placement to be established prior to selection process (if needed).
 - Intake process – conversation with family re: expectations, program.
 - TBD: Which MyEdBC school are students registered in? Suggested → David Cameron Elementary.
- **Off-Site/At Home Days** – Monday, Tuesday, Wednesday & Friday
 - Mornings – synchronous*** (real-time) lessons.
 - Daily numeracy and literacy lessons/activities.
 - Afternoons – self-directed learning time, online tutorial support, scheduled small group appointments, EA/ELL/NIE support appointments.
- **On-Site/Activity Day** – Thursday
 - Drop-off/Pick-up locations provided to families in advance.
 - Supervision ratios (compliance with field trip policy/procedures).

- **Draft Weekly Schedule:**

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am - 10:10am	Morning check-in & synchronous online lessons	Morning check-in & synchronous online lessons	Morning check-in & synchronous online lessons	On-Site Activity Day Drop-off 9:30am Pick-up 2:30pm	Morning check-in & synchronous online lessons
10:10am - 10:30am	Morning break	Morning break	Morning break		Morning break
10:30am – 11:40am	Online lessons (synchronous)	Online lessons (synchronous)	Online lessons (synchronous)		Online lessons (synchronous)
11:40am - 12:40pm	Lunch	Lunch	Lunch		Lunch
12:40pm – 3:00pm	Self-Directed Learning time, Online tutorial support, & scheduled small group in-person appointments	Self-Directed Learning time, Online tutorial support, & scheduled small group in-person appointments	Self-Directed Learning time, Online tutorial support, & scheduled small group in-person appointments		Self-Directed Learning time, Online tutorial support, & scheduled small group in-person appointments

Staffing

- **Program Teacher:** Qualifications/job description
 - Possibly a Position of Special Responsibility (POSR) but this would require some district level responsibilities.
 - Different than teaching online, different from in-person, high percentage of students with diverse needs, willingness to be outside, plan activities (connected to learning goals). ‘teacher makes the program’.
- **Student Engagement Facilitator (SEF) for blended learning:** There may not be the numbers but there is the need. (EQUITY LENS):
 - Ideally, SEF would be present and supporting students during on-site learning times. This would also help maintain required supervision ratios for field trips.
 - Possibly a SEF shared with the middle school blended learning classes?
- **Education assistant:** Currently there is an EA position connected to SD62 Online that supports the 2 middle school blended learning cohorts:
 - Ideally, EA support can continue to be assigned directly to the blended learning program (via SD62 Online) based on based on the EA time generated by student registrations
- **(School Based) Inclusion Support Teacher:** FTE based on the profile of students registered in the program (to work with students with IEPs and do any required level B testing for students who may potentially need/qualify for an IEP) *not additional/separate staffing.
- **(School Based) Counsellor:** Student access to teacher counsellor via pre-arranged appointment. *not additional/separate staffing.
- Support from **SD62 Online Instructional Designer** (existing staff).
- Support from the **Curriculum Team** (existing staff).

Program Needs

- **District Level support and oversight**
 - Important for consistency and meeting unique needs of students, families, schools.
 - Connection to Multi-disciplinary team: Curriculum, IES, IT, Online Learning, NIE & ELL.
 - Coordination of program level supports:
 - Program budget (District level).
 - Oversight and coordination of program staff assigned to SD62 Online (EA/SEF).

- **Funding for the outdoor/off-site activities** that are embedded into the program (definitely more than "regular" classroom):
 - Current SD62 Online/district budget allocation to Middle BL is approx. \$4000/cohort.
- **Staff Technology & workstation**
 - Teacher laptop (with microphone/camera).
 - External monitor, docking station, external keyboard & mouse.
 - Document camera (or iPad/tablet).
 - EA Laptop – for virtual support meetings with students.
 - Teacher cell phone (text/talk only) – for activity days.
- **Student Technology - generally supported by family** but we need to have an **equity lens**
 - Access to Chromebooks during BL F2F support.
 - Equity Lens:
 - Ideally a district budget for some BL student technology (Chromebooks).
 - Perhaps schools could 'donate' expired Chromebooks that still work.
 - Could IT get parents a discounted/deal on Chromebook.
- **On-site day space** Flexible → school gardens, multipurpose room, playgrounds
 - Site & activity changes from week to week.
 - Schools to provide options – what my school has to offer (teaching garden, multipurpose room, art, on the land learning) Playgrounds, school grounds when school is in session, what is walking distance from your school site?
- **Teacher workspace(s)** – classroom or similar space preferred (flexibility re: f2f support times)
 - for at-home learning days.
 - for in-person student support.
- **Education Assistant workspace** – shared space with teacher should work.

Recommendation for Motion:

Motion Requested: That the Board of Education of School District 62 (Sooke) accept and endorse the Elementary Blended Learning Program as presented to the Education-Policy Committee meeting.

Respectfully,

Heather Lait – Principal SD62 Online & Continuing Education
 Elementary Blended Learning Focus Group: Vicki Ives, Kendra Laidlaw, Camille McFarlane



Committee Info Note
Education-Policy Committee Meeting
January 11, 2024
Agenda Item 6c : Late French Immersion Consultation in the
Milnes Landing Zone

Background

The Ministry of Education and Child Care sets student entry points for French Immersion programs in School Districts: K/1 for Early French Immersion (EFI) and Grade 6 for Late French Immersion (LFI). By Grade 8, students in Early Immersion and Late Immersion are combined in the same classes for the remainder of the French Immersion pathway towards a Dual Dogwood Diploma.

Early French Immersion Programs are available at:

- Millstream Elementary (Belmont Family of Schools)
- École John Stubbs (Royal Bay Family of Schools)
- École Poirier Elementary (Milnes Landing Family of Schools)

Late French Immersion entry in grade 6 is offered at École John Stubbs (Westshore). Historically, efforts to initiate a Late French Immersion program at Journey Middle School in Sooke have been hindered by low student registration numbers and a shortage of French Immersion teachers.

In November 2023, the Sooke School District French Advisory Committee recommended that the School District revisit the question of implementing LFI Programming in Milnes Landing at Journey Middle School to serve the students and families in Sooke.

The Concerns, Rationale

The addition of a Late French Immersion cohort beginning in Grade 6 increases French Immersion access to students living in Sooke. For a variety of reasons, when students leave the Early French Immersion pathway, dwindling numbers put budgetary pressures on block funding required for Immersion high school courses.

For context, École Poirier Elementary registers 40 French Immersion students in Kindergarten each year. However, the French Immersion Graduating class at Edward Milne Community School ranges between 12-15 students. The addition of another cohort of French Immersion students will serve to bolster these numbers and increase the number of students graduating with a Dual Dogwood in Sooke.

Context

Provincial grants are available to school districts to support “French Immersion Program Growth.” SD62 has been a successful recipient of this grant for the past two years and hired a 0.5 FTE supplemental Immersion LST for Poirier to support student retention in Milnes Landing. The educator supports students at risk for leaving French Immersion as well as leads a French oral language *conversation café* at lunch time with English students participating; thus increasing interest in joining French Immersion at the next available entry point in middle school. Additionally, Sooke’s growing population adds to the feasibility of increased LFI student enrollment.

Currently, the only access is a single cohort of students in the Westshore. Students need to leave their community to enroll. For 2023, there was a waitlist of 14 students for LFI registration at École John Stubbs.

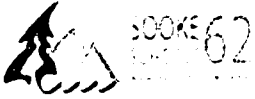
Additionally, the University of Victoria has begun its first cohort of French Immersion Teacher Education. We have a close relationship with UVIC and are hosting these French teacher candidates in our school district. These graduates will increase the numbers of French Immersion teachers on the South Island for staffing purposes.

Next steps:

Staff will engage in community and district consultation exploring the feasibility of implementing Late French Immersion at Journey Middle School beginning September 2025.

Respectfully,

Denise Wehner
District Principal



Permission to Conduct Non-Board-Initiated Research

Date of application	November 30 th , 2023
Applicant's Name	Ella Leblanc
Address	
Phone Number(s)	
E-Mail Address	erv.leblanc@gmail.com
Present Position	Classroom Teacher
SD62 Employee?	Yes
Affiliated institution or organization	Vancouver Island University
Name of facility supervisor (if applicable)	Alison Taplay
Title of study	Effective Trauma-Informed Teaching Strategies
Type of study	Explanatory Sequential Design
Requested date to start and anticipated end date	Start date: December 1 st , 2023 Anticipated end date: April, 2024
Type of participants (i.e. student, parent, teacher, support staff)	SD62 Classroom teachers, teachers teaching on call, and special education teachers
Any specific cohort focus	SD62 Classroom teachers, teachers teaching on call, and special education teachers
Plan for recruitment to study	An ad to participant in an online, anonymous survey will be posted on 2 different Facebook groups (Sooke Teachers, and Sooke TTOCs and New Teachers). Participants will volunteer for the interviews by emailing me at the address provided at the end of the online survey
Specific location(s) of study	School District #62. Public, yet private space (e.g., a local library meeting room)
Data collection tools	-Online, anonymous survey consisting of 16 questions. -Approximately 3-7 in person, semi formal interviews
Ethics approval, date and organization	Vancouver Island University Research Ethics Board. Approval granted on November 30 th , 2023.
Anticipated research completion date	April 2024
Once completed would you like to present your research to the Education-Policy Committee (15 min.)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Would you prefer to present virtually or in-person?	Virtual <input checked="" type="checkbox"/> In-Person <input type="checkbox"/>

Research Proposal to Conduct Research in School District #62

The purpose of this research is to investigate specific trauma-informed teaching strategies that educators find effective in supporting students who demonstrate emotional and behavioral challenges. The study will use an explanatory sequential mixed method design, involving both quantitative data and qualitative data. Data will be collected with a survey and in-person interviews. The purpose is to identify and explain effective strategies that School District #62 (SD62) educators use to support students with emotional and behavioral challenges. The participant population will include educators, specifically classroom teachers, teachers teaching on call, and special education educators. The goal is that 50 participants', recruited from 2 relevant social media groups, will complete the online survey and 3-7 will volunteer to participate in a follow up interview. Descriptive statistics will be used to highlight frequent and/or effective trauma-informed strategies that educators find helpful in supporting students with emotional and behavioral challenges and will be identified and explained. Transcribed interviews will also be analyzed and coded for themes to further identify and explain successful trauma-informed teaching strategies to support students who demonstrate emotional and behavioral challenges. The results of the study will be presented in a thesis. It is hoped that the study results will provide educators in SD62 and perhaps others with access to effective and specific trauma-informed teaching strategies that support children with emotional and behavioral challenges and can be incorporated in inclusive classrooms.

Organization Providing Funding

No funding is being provided for this study.