

Public Notice – Board of Education Online Public Meeting

A public meeting of the Board of Education for School District 62 (Sooke) **will be held on June 25, 2024, at 7:00 pm.**

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

Furthermore, the meeting will be livestreamed via MS teams, to encourage more public participation. To join the in meeting please click here: [Public Board Meeting | Sooke School District \(sd62.bc.ca\)](https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84) and click **Follow Link**.

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

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

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



If you have questions regarding the meeting and how to access it that aren't answered in the link above please email info@sd62.bc.ca. See link for upcoming and previous Board and Committee meetings [Public Meetings | Sooke School District \(sd62.bc.ca\)](#) materials.



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
June 25, 2024 – 7:00 p.m.**

AGENDA

- 1. CALL TO ORDER AND ACKNOWLEDGEMENT 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. AGENDA (page 2)**
 - 2.1 Call for amendments and additional items
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of June 25, 2024, as presented (or as amended).
 - 2.2 Report on In Camera Meeting – Amanda Dowhy
This notice is to inform the public that prior to this meeting an “in-camera” meeting of the Board was held where issues of legal, land and personnel were discussed.
- 3. MINUTES (page 6)**
 - 3.1 Call for amendments to minutes
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the May 28, 2024, as presented (or as amended).
- 4. INFORMATION ITEMS AND ANNOUNCEMENTS**
 - 4.1 Recognition of the Royal Bay Secondary Senior Girls Soccer Team – Angus Stewart (page 13)
 - 4.2 Board Chair Update – Amanda Dowhy
- 5. EDUCATIONAL PRESENTATIONS**
 - 5.1 NA' TSA' MAHT Enhancement Agreement Final Report 2023/24 – Jon Carr/Marlys Denny (page 14)



Motion Requested: That the Board of Education of School District 62 (Sooke) receive the NA'TSA'MAHT Enhancement Agreement Final Report (NEAR) to foster and provide opportunities for on-going dialogue and the review of academic achievement, sense of belonging and the continued learning experiences that embrace Indigenous languages, culture and world views. It is the truth that will maintain the foundation from which the district can actively work towards achieving Reconciliation.

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence (page 60)

- a. Letter from the Minister of Education and Child Care, dated June 6, 2024, RE: Anti-Semitism in BC Classrooms

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the Letter from the Minister of Education and Child Care, dated June 6, 2024, RE: Anti-Semitism in BC Classrooms.

6.2 Standing Delegations (STA, CUPE, PVP, SPEAC) – 5 minutes each

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee – Meeting of June 11, 2024 – Ebony Logins (page 62)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the International Program Fee for Online Courses for the 2024/25 school year as presented at the Resources Committee meeting of June 11, 2024.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 2025/26 Capital Plan submission as amended at the June 25, 2024 Board Meeting.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of June 11, 2024, as amended at the Board Meeting.

7.2 Amended 24/25 Capital Plan Bylaw - Harold Cull (page 90)

Motion Requested: That the Board of Education of School District 62 (Sooke) allow all three readings of the Amended Capital Plan Bylaw No. 2024/25 CPSD62-02 at its meeting of June 25, 2024.



Motion Requested: That the Board of Education of School District 62 (Sooke) give first, second and third readings to the Amended Capital Plan Bylaw No. 2024/25 CP62-02 Bylaw.

7.3 BC Transit Townhall Report – Harold Cull (page 98)

Motion Requested: That the Board of Education of School District 62 (Sooke) request to present to the BC Transit Commission regarding effective transportation options for children and youth.

8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of June 4, 2024 – Cendra Beaton (page 134)

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the 2024-25 Operational Plan.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of June 4, 2024.

9. STUDENTS

10. FOUNDATIONS AND GOVERNANCE

10.1 Trustee Liaison Reports – Board of Education

10.2 Na'tsa'maht Education Council Meeting of June 12, 2024 – Russ Chipps (page 156)

11. ADMINISTRATION

11.1 Board of Education 90 Day Work Plan – Amanda Dowhy (page 160)

12. PERSONNEL

12.1 Superintendent's Report – Paul Block (page 161)

13. UPCOMING EVENTS

14. FUTURE ITEMS

15. QUESTION PERIOD

Members of the public have the opportunity to ask questions related to agenda items discussed at tonight's meeting using the QA function in MS Teams. Individuals must identify



themselves and ask questions directed to the Chair. Members of the media can direct their questions to the Manager, Communications for response following the meeting.

16. ADJOURNMENT



MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
May 28, 2024 – 7:00 p.m.

TRUSTEES: Amanda Dowhy, Board Chair
Russ Chipps (virtual)
Ebony Logins (virtual)
Allison Watson
Cendra Beaton, Vice Chair
Christine Lervold
Trudy Spiller

STAFF: Paul Block, Superintendent
Harold Cull, Secretary-Treasurer
Monica Braniff, Deputy Superintendent
D’Arcy Deacon, Associate Superintendent
Fred Hibbs, Executive Director, HR
Farzaan Nusserwanji, Executive Director, IT
Steve Tonnesen, Manager, IT Operations

REGRETS: David Strange, Associate Superintendent

SECRETARY: Kristina Ross

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:04 p.m. by the Board Chair, who acknowledged the traditional territories of the First Nations.

2. AGENDA

2.1 Call for amendments and additional items

65. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of May 28, 2024, as amended.
CARRIED

2.2 Report on In Camera Meeting – Amanda Dowhy



This notice is to inform the public that prior to this meeting an “in-camera” meeting of the Board was held where issues of legal, land and personnel were discussed.

3. MINUTES

3.1 Call for amendments to minutes

66. MOVED Christine Lervold/Allison Watson
That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of April 30, 2024, as amended.
CARRIED

4. INFORMATION ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

The Board Chair indicated that the B.C. government has approved the development of a business case for a new secondary school in the City of Langford. Staff are busy planning and anticipate the completion of the business case within six months. The Board of Education is moving into a busy month ahead with several trustees attending year end graduation events. The Board Chair thanked her colleagues for their attendance at these events, in celebration of these students’ achievements. Further, she provided an update to the Royal Roads University Westshore Campus. Once complete, the West Shore Campus will better serve the educational needs of students from communities within the Territories of the Songhees, Malahat, Pacheedaht, SC’IA NEW, and T’Sou-ke, including the municipalities of Sooke, Langford, Colwood, and View Royal, and the Districts of Metchosin and Highlands.

5. EDUCATIONAL PRESENTATIONS

5.1 School Trip to Greece, Spring 2026 – Stephanie Vink/Corey Vink

Staff provided an overview of the school trip to Greece, in the Spring of 2026.

67. MOVED Cendra Beaton/Christine Lervold
That the Board of Education approve the joint Royal Bay Secondary School and Edward Milne Community School Trip to Greece, Spring 2026, subject to the oversight and direction of the Superintendent’s Office.
CARRIED

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence

None.



6.2 Standing Delegations (STA, CUPE, PVP, SPEAC) – 5 minutes each
STA – Rita Zeni

Acting President, Rita Zeni, had the pleasure to attend the Na'tsa'maht Indigenous Education Graduation. She thanked the staff for their hard work and contributions. The STA thanked the HR department for its work on Spring Staffing and looks forward to collaborating with them on several long-standing items. Further, the STA looks forward to working in partnership with CUPE, for the betterment of the District.

CUPE 459 – Amber Leonard

CUPE 459 shared reflections on two calls to Action (27, 28) from the National Truth and Reconciliation Report, and spoke about the importance of school staff receiving similar training. Amber Leonard shared an update on the recent CUPE PRO D, and thanked staff for the budget process and the level of consultation with partner groups.

PVP – Gord Johnson

Gord Johnson provided the Board of Education an update on activities around the District. Highlights included: a wheelchair basketball game event at Spencer Middle School, a Harm Reduction Seminar for Grade 10 students at Royal Bay Secondary School, a gender inclusive track meet for all Sooke based Elementary Schools at Edward Milne Community School, and Belmont Secondary School hosted its annual international week. Further, John Stubbs Memorial School hosted a parent appreciation event, and Ruth King Elementary recently hosted four spring concerts.

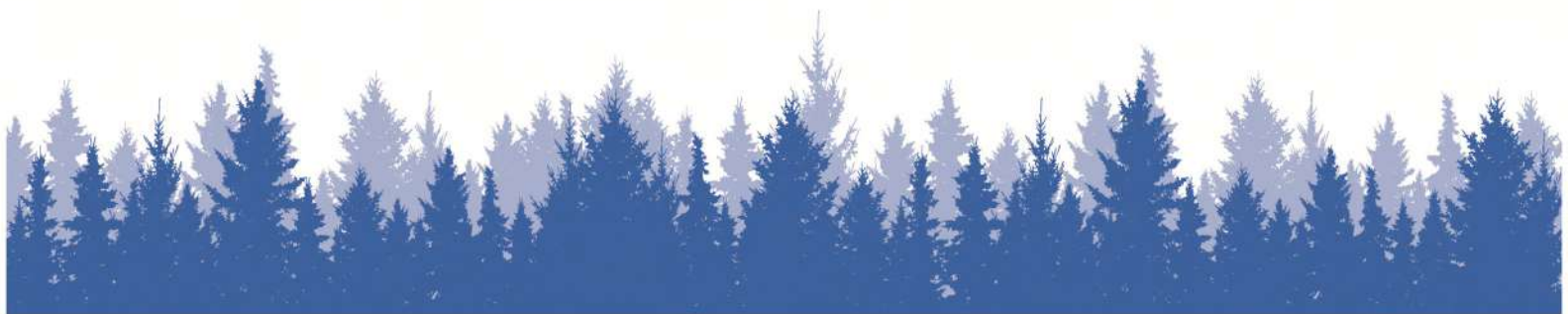
SPEAC – Nevada Kaludjar

SPEAC hosted its Annual General Meeting on May 15; congratulations to the newly elected 2024/25 SPEAC Executive. President Tom Davis, Vice President Sandra Arnold, and Treasurer Pam Miller. Further, they thanked their outstanding volunteers at their annual PAC Summit. The Superintendent thanked Melissa Da Silva, outgoing President, for her service to the District for the last two years

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee Meeting of April 16, 2024 – Christine Lervold

Trustee Lervold provided an overview of the Resources Committee Meeting of May 14, 2024, to the Board of Education.



68. MOVED Christine Lervold/Trudy Spiller
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of May 14, 2024.
CARRIED

- 7.2 2024/25 Annual Budget Bylaw – Harold Cull
Harold Cull provided an update on the 2024/25 Annual Budget Bylaw to the Board of Education.

69. MOVED Cendra Beaton/Christine Lervold
That the Board of Education of School District 62 (Sooke) give second and third reading to the 2024/25 Annual Budget Bylaw specifying a total of \$221,481,692.
CARRIED

8. EDUCATION PROGRAM

- 8.1 Education-Policy Committee Meeting of May 7, 2024 – Cendra Beaton
Trustee Beaton provided an overview of the Education-Policy Committee Meeting of May 7, 2024, to the Board of Education.
70. MOVED Cendra Beaton/Allison Watson
That the Board of Education of School District 62 (Sooke) accept and endorse the 2024-25 School Codes of Conduct.
CARRIED
71. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) receive the Strategic Plan Quarterly Report as presented at the Education-Policy Committee meeting of May 7, 2024.
CARRIED
72. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of May 7, 2024.
CARRIED
- 8.2 Adoption of Policy & Regulations – Paul Block
The Superintendent provided an overview of the Policy and Regulations.



73. MOVED Cendra Beaton/Allison Watson
Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt new Policy and Regulations C-114 “Sanctuary Schools”.
CARRIED
74. MOVED Cendra Beaton/Trudy Spiller
Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt new Policy and Regulation F-329 “Records Management”.
CARRIED
75. MOVED Cendra Beaton/Christine Lervold
That the Board of Education of School District 62 (Sooke) rescind Policy and Regulations C-220 “Student Records” and remove them from the District Policy Manual.
CARRIED
76. MOVED Cendra Beaton/Christine Lervold
That the Board of Education of School District 62 (Sooke) rescind Regulations F-330 “Document Retention” and remove them from the District Policy Manual.
CARRIED

9. STUDENTS

9.1 Student Valedictorians

Trustee Beaton requested that the Board of Education consider the following motion:

77. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) request the Chair to send congratulatory letters to all 2024 Valedictorians on behalf of the Board of Education, recognizing their unique contribution to school culture and their graduating class.
AMENDED
78. MOVED Allison Watson/Cendra Beaton
That the Board of Education of School District 62 (Sooke) request the Chair to send congratulatory letters to all 2024 Valedictorians and **all other graduating**



award winners in the district on behalf of the Board of Education, recognizing their unique contribution to school culture and their graduating class.
CARRIED

10. FOUNDATIONS AND GOVERNANCE

10.1 Trustee Liaison Reports – Board of Education

- EMCS Society – Allison Watson
 - No grant funding to cover wages for summer engagement coordinator.

79. MOVED Allison Watson/Christine Lervold
That the Board of Education of School District 62 (Sooke) request staff to investigate if the district has year end funds to cover the donation request from Edward Milne Community School Society for the Play & Learn Camp and report back to the Board of Education.
CARRIED

- Victoria Family Court and Youth Justice Committee – Christine Lervold
Trustee Lervold provided an update to the Board of Education on this item. More information including resources for youth and families can be found via www.victoriafamilycourt.ca. Meeting highlights included an update from Mia Golden; Mobile Youth Services Team (MYST) who works directly with youth and families across the region. Importance of continued advocacy and awareness related to use of social media and other online platforms was emphasized. Annual Open House held April 2nd. 36 people attended. 16 from committee, 20 Agency Reps (e.g., Victoria Youth, Indigenous Justice, MYST, Single Parent Resources, Legal Aid BC, Big Brothers and Sisters, Boys and Girls Club). Round Table update from all members re: events and key issues within their respective communities. Next Meeting: June 27th 11:30-1:30pm.

11. ADMINISTRATION

11.1 Board of Education 90 Day Work Plan – Amanda Dowhy

The Board Chair provided an overview of the work plan to the Board of Education.

12. PERSONNEL

12.1 Superintendent's Report – Paul Block

The Superintendent provided the Board of Education an update on Learning, Engagement and Growth. Specifically, he spoke about digital literacy for staff, the recent Pacheedaht SD 62 Community Dinner, SD 62's Bus Driver Appreciation Day, and the Business Continuity Planning Exercise that the district recently completed.



13. UPCOMING EVENTS

14. FUTURE ITEMS

- June 4-Education-Policy Committee Meeting
- June 11-Resources Committee Meeting
- June 21-National Indigenous Peoples Day
- June 25-Public Board Meeting
- June 27-Last Day of School
- June 28-Year End Administrative Day
- July 7-Pride Parade

15. QUESTION PERIOD

Members of the public can ask questions related to agenda items discussed at tonight's meeting using the QA function in MS Teams. Individuals must identify themselves and ask questions directed to the Chair. Members of the media can direct their questions to the Manager, Strategic Communications for response following the meeting.

16. ADJOURNMENT

The meeting was adjourned at 9:06 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer





Board Info Note Meeting June 23, 2024

Agenda Item 4.1: Royal Bay Senior Girls Soccer Team Recognition

Background

The Royal Bay Senior Girls Soccer Team achieved an incredible feat this school year by winning the Provincials! Their win at Provincials caps off an outstanding season in which they also secured victories in their league, the Ryan Cup, and the UVIC tournament. Impressively, they only lost two games all season.

At Provincials, the team remained undefeated, showcasing their exceptional talent and teamwork. Goalkeeper Emma was recognized for her stellar performance, earning both the Goalkeeper of the Tournament award and the prestigious Commissioners 16 award. Cassie was named Tournament MVP, standing out among all players at the event.

Game MVP honors went to Brooklyn, Maja, Laney, Hayden, and Emma, reflecting the level of talent on the team. The successful season was guided under coaching of parent volunteer Angus Stewart. We are grateful to Angus for sharing his time and talent with Royal Bay Secondary. Congratulations to the Royal Bay Senior Girls Soccer Team on an incredible season!

Actions

At the meeting:

- Words of congratulations and gratitude from Chair and Board members
- Chair to present certificates of achievement on behalf of the Board
- Picture with team, coach, teacher-sponsor and Board

Respectfully,

Paul Block – Superintendent of Sooke Schools

Board Info Note
June 25, 2024
Agenda Item: 5.1 –
SD 62 NA'TSA'MAHT Enhancement Agreement Final Report 2023/24

Background: [LINK TO NA'TSA'MAHT AGREEMENT](#)

- NA'TSA'MAHT is a five-year working agreement developed by our school district, all local Indigenous communities and partners, and the Ministry of Education. The goal of the agreement is to maintain and enhance our collective ownership in order to improve the success of Indigenous students, create safe, welcoming and inclusive learning environments, and provide learning opportunities based on the First Peoples Principles of Learning for all students, staff, and communities
- It is the role and responsibility of The NA'TSA'MAHT Education Council (N.E.C.) of School District No. 62 (Sooke) to review annually and make recommendations as need to the NA'TSA'MAHT Enhancement Agreement, via the NA'TSA'MAHT Indigenous Education Administration
- The report was reviewed by the NA'TSA'MAHT Education Council First Nation Co-Chair on June 12, 2024

Current Context:

This is a final report on the NA'TSA'MAHT Enhancement Agreement which includes data from the most recent "How Are We Doing Report 2022-23" on Indigenous student learning, while adding new data such as the 6 year on-reserve graduation rate, and the latest Equity in Action data. The report compiles data from a variety of sources and is organized based on the 2 goals and 12 objectives.

One Mind Goal: To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming and inclusive learning environments K to 12

HIGHLIGHTS FROM 2022-23 SCHOOL YEAR

- 6-year Graduation Rates for Indigenous learners:
 - 70% whereas non-Indigenous students was 93% (23% difference)
 - Graduation Rate with Adult Dogwood Adjustment: 69% (-1%)
 - First Nation learners living at home/on-reserve: 100% (5 out of 5)
 - improvement of 55% from previous year (45% in 22/23)
- 42% of students in Alternate Programs are Indigenous
- Implementation of 1st year of Pathway to Graduation Circles is bringing awareness to learning needs of each student
- Of students with Disabilities or Diverse Abilities 20% are of Indigenous Ancestry (HAWD Report p. 8) 24% in 2018/19, lower by 4% over 5 years

HAPPENINGS FOR THIS 2023-24 SCHOOL YEAR:

- New Teacher Position of Special Responsibility – NA'TSA'MAHT Student & Family Advocate
- Renewal of T'Sou-ke Local Education Agreement in Oct. 2023
- School Equity in Action Focus on "Learner Profile"
- 2nd year of the Pathways to Graduation Circles:
 - 50% of those students are "on track" to graduation

- 10% of those students required an “**action**” from the school team
- Deepening Cross-department collaboration with Curriculum Transformation Department, Safe & Healthy Schools Department, ELL Department

One Spirit Goal: To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming and inclusive learning environments K to 12

HIGHLIGHTS FROM THE 2022-23 SCHOOL YEAR:

- Each school completed **EIA School Report** with actionable goals related to the Learning Profile & Learning Environment Pillars
- No District Equity in Action Committee; however, various Departments have EIA initiatives at different stages of implementation
- **SLS Safety**: in grade 10 **15% fewer** Indigenous students ‘feel safe at school most or all of the time’ compared to non-Indigenous peers
- **SLS Engagement/Sense of Belonging**: **27-62%** of gr 4, 7, 10 & 12 Indigenous students noted they ‘like school most of the time’ Grade 10 is an area for attention.
- **4 NIE Community Dinners** done in collaboration with Local First Nations, urban-Indigenous partners, SD62 Departments & Schools were a success in 2022-23 and have been planned again for 2023-24
- **NIE Graduation Recognition Celebration** at Royal Bay Secondary received positive feedback & will return to RBS in 2023-24
- **NIE Grade 12 Land-based Day** at Camp Thunderbird was enjoyed by attendees; will expand to include grade 12s from SD61 & SD63 in 2023-24
- Sc’ianew Nation hosted **2 days of land-based learning** to feeder schools in spring of 2023
- **SLS 31-64%** of gr 4, 7, 10 & 12 Indigenous & non-Indigenous students noted they are ‘being taught about Indigenous Peoples in Canada’ demonstrating the need to develop Professional Standard 9 & local resources

HAPPENINGS FOR THIS 2023-24 SCHOOL YEAR:

- **Local Indigenous Languages** are more visible in schools via entrance & classroom displays, newsletters, announcements, school signs and outdoor areas; 13 schools have EIA Indigenous Language & Naming goals
- NIE received **11 Culture & Language Consultation** requests submissions since September
- Eagle Ridge Secondary renamed to **QELEŃSEN Á, LEN** in Dec 2024; naming of elementary school **SC’IANEW STEŁITKEŁ,**
- T’Sou-ke Nation Sooke Kindergarten **SENĆOFEN** Program continues
- **4 NIE Community Dinners** in collaboration with Local First Nations, urban-Indigenous partners, are planned to celebrate Indigenous students and community
- Sc’ianew Nation Ocean Resources expanding to host **3 days of land-based learning** to feeder schools
- Curriculum Transformation Department developing Local First Nation Math/Numeracy Resource & Core Competency Resources
- Indigenous Focused courses increased numbers of blocks offered in 2023-24 school year including first time offering of Contemporary Indigenous Studies
- **Equity in Action Family Spring 2024 Survey Results:**
 - Do you believe that school staff are respectful and inclusive of Indigenous learners, families and communities? 71% Yes, 23% Somewhat, 6% No
- **Culture & Language Programming:**
 - Schools accessed an average of 87% of targeted NIE Honouraria Budgets
 - Schools accessed an average of 72% of targeted NIE Supply Budgets

RECOMMENDATION:

That the Board of Education of School District 62 (Sooke) receive the NA'TSA'MAHT Enhancement Agreement Final Report (NEAR) to foster and provide opportunities for on-going dialogue and the review of academic achievement, sense of belonging and the continued learning experiences that embrace Indigenous languages, culture and world views. It is the truth that will maintain the foundation from which the district can actively work towards achieving Reconciliation.

Respectfully submitted & prepared by:

On behalf of the NA'TSAMAHT Education Council (N.E.C.):

- Co-Chair (First Nation Community) Tara Jensen, T'Sou-ke First Nation Representative
- Co-Chair (District Representative) Jon Carr, District Principal – NA'TSA'MAHT Indigenous Education Department
- Marlys Denny, District Vice-Principal – NA'TSA'MAHT Indigenous Education Department



NA'TSA'MAHT ENHANCEMENT AGREEMENT PENÁWEN MOON REVIEW



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Objective 2: Indigenous students achieve a Dogwood Diploma within six years	
Objective 3: Ministry of Education recognizes Indigenous cultural learning experiences as credits towards Indigenous students' Dogwood Diploma	
Objective 4: Respond to the diverse learning needs of each Indigenous student	
Objective 5: Provide Indigenous students opportunities to explore pathways to employment through engagement with schools, community and partner groups	
Objective 6: Promote SD62 employment opportunities for Indigenous graduates	
One Spirit Goal.....	19-28
Objective 1: Maintain annual implementation of Equity In Action at the school and district level	
Objective 2: Enhance Indigenous culture reflected in schools, classrooms, and land-based learning environments leading to Indigenous students feeling welcome in schools	
Objective 3: Increase knowledge of First Nations, Métis and Inuit languages	
Objective 4: Increase knowledge and appreciation of First Nations, Métis and Inuit histories and contemporary practices	
Objective 5: Provide learning opportunities for all SD62 employees including Indigenous ways of knowing and being, pathways to truth and reconciliation, anti-racism and culturally responsive trauma informed practices	
Objective 6: Promote SD62 employment opportunities for Indigenous graduates	
Looking Ahead.....	27



Sooke School District acknowledges 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. We recognize these territories, the First Nations people and thank them for allowing us to live, work and play this beautiful land.



BACKGROUND



[LINK TO
NA'TSA'MAHT
ENHANCEMENT
AGREEMENT](#)

NA'TSA'MAHT is a five-year working agreement developed by our school district, all local Indigenous communities and partners, and the Ministry of Education. The goal of the agreement is to maintain and enhance our collective ownership in order to improve the success of Indigenous students, create safe, welcoming and inclusive learning environments, and provide learning opportunities based on the First Peoples Principles of Learning for all students, staff, and communities.



Signing Celebration of the
NA'TSA'MAHT
Enhancement Agreement,
September 2022
Pacheedaht First Nation



CURRENT ROLE OF THE NA'TSA'MAHT EDUCATION COUNCIL (N.E.C.) IN THE 2023-24 SCHOOL YEAR

It is the role and responsibility of the **NA'TSA'MAHT Education Council (N.E.C.)** of School District No. 62 (Sooke) to review annually and make recommendations as needed to the NA'TSA'MAHT Enhancement Agreement.

The report was reviewed by the NA'TSA'MAHT Education Council First Nation Co-Chair on February 27, 2024, at T'Sou-ke First Nation.



The NA'TSA'MAHT Education Council provided input on January 31, 2024 and February 28, 2024, including a motion to accept the report on February 28, 2024, at the Hulitan Bighouse.



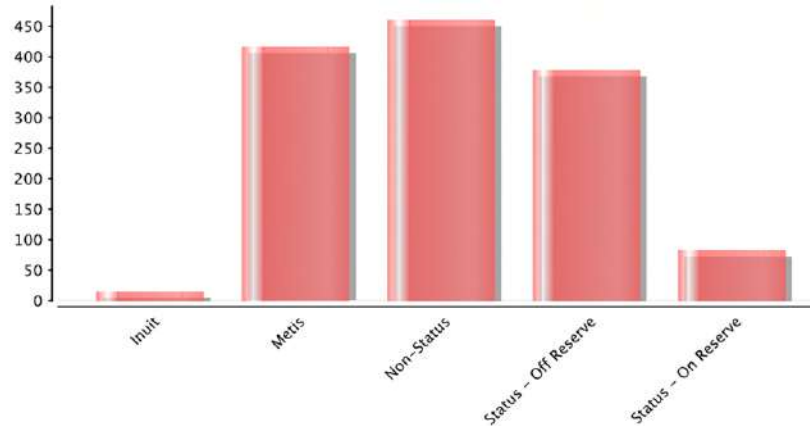
Who are SD62's Indigenous Learners?

SD62 House of Learning or "Lellum"

Indigenous Students in SD62

2023-24 School Year

Pacheedaht Nation Learners 29	T'Sou-ke Nation Learners 25
Urban Indigenous Learners 791	
SĆIΛNEW Nation Learners 21	Métis Nation Learners 391



Aboriginal Ancestry	Number	Percent
Inuit	15	1.11%
Metis	415	30.74%
Non-Status	460	34.07%
Status - Off Reserve	378	28.00%
Status - On Reserve	82	6.07%
Totals	1350	100.00%

PURPOSE OF PENÁWEN MOON REVIEW

- To review the year-end progress of the One Mind and One Spirit Goals with more complete data
- To highlight available evidence and actions for the year as the School District strives to address the objectives and intended outcomes of the agreement

A quote when considering the data,

“To close the gaps means to achieve education outcomes for (Indigenous) students that are the same outcomes for non-Indigenous students. This language does not imply any failure by Indigenous student, but rather, a failure of the education system to meet their needs.” Audit of Education of Aboriginal Students in the Public School System (2015)

The Ministry of Education and Child Care “How Are We Doing Report?” for the 2022/23 school year

[HERE IS THE LINK](#)

[Student Success Dashboard](#) has SD62 data available for all students.



Where do Indigenous students come from in School District #62?

NAT'SA'MAHT ENHANCEMENT AGREEMENT 2023-24 Timeline



Page 23 of 164
Indigenous community partners at the School Board Office for renaming of rooms (Russ Chipps, Scianew; Jo-Ina Young, Métis; Tracy Charlie, Pacheedaht; Rick Peter, Sc'ianew; Shirley Alphonse, T'Sou-ke; Amanda Hamilton, Pacheedaht)

- NIE Staff Start-Up
- South Island Staff Collab & Team Building Day
- 1701 Data Collection
- Sc'ianew Education Circle #1

- LEA – Sooke
- Camosun Indigenous Learners Day
- Elder Consultation Circle #1

- NEC Meeting #3
- Pathway to Graduation Circles at Schools (Jan/Feb)
- How Are We Doing? Report Released
- Sc'ianew Education Circle #2

- Urban Indigenous Community Dinner / Métis Nation Community Dinner
- Gathering Our Voices: A VNFC Youth Gathering
- LEA Pacheedaht #3
- Ministry of Education - Equity in Action Project Lead Presentation to Leadership Team

- Pacheedaht Nation Community Dinner
- JCAM Meeting with FN and Ministry
- LEA Pacheedaht #4
- Indigenous Graduation Celebration
- South Island Land-based Grade 12 Celebration
- Role Model Program Ends
- Elder Program Ends
- Supply Budgets Close

SEPT

OCT

NOV

DEC

JAN

FEB

MAR

APR

MAY

JUNE

- EA Signing Celebration, T'Sou-ke Nation
- Equity in Action Launch
- Elder Program Start
- Role Model Program Start
- Supply Budgets Available
- LEA Pacheedaht #1
- LELLUM Pathway Circles at Schools (Oct/Nov)
- NA'TSA'MAHT Education Council (NEC) Meeting #1

- FNEC Conference – Staff Learning
- Indigenous Student Family Advocate Position started
- LEA – T'Sou-ke
- Camosun Trades Sampler
- NEC Meeting #2
- New Teacher Orientation
- LEA Pacheedaht #2

- 1701 Data Collection
- South Island Staff Collaboration Day
- NEAR WEXES Review
- Equity In Action Surveys Feb 26-Mar 15
- NEC Meeting #4
- New Teacher Orientation

- T'Sou-ke Nation Community Dinner
- Community Dinners
- Graduation Circles at Schools (April/May)
- Ministry of Education Student Learning Survey gr. 3/4, 7, 10, 12
- NEC Meeting #5
- Elder Consultation Circle #2

- Sc'ianew Nation Community Dinner
- Equity in Action School Reports Due
- Ministry of Education Indigenous Education Reports Due
- NEAR Final Report
- LEA – T'Sou-ke
- NEC Meeting #6

To progress individual Indigenous Students success K-12, Leading to a Dogwood Diploma and Supporting Pathways to Employment beyond graduation that reflect student choice and voice

HIGHLIGHTS FROM 2022-23 SCHOOL YEAR:

- 6 year Graduation Rates for Indigenous learners: **70%** whereas non-Indigenous students was **93%** (**23% difference**)
- Graduation Rate with Adult Dogwood Adjustment: **69% (-1%)**
- 6 year Graduation Rates for First Nation learners living at home/on-reserve : **100% (5 out of 5)** improvement of 55% from previous year (45%)
- **42%** of students in Alternate Programs are Indigenous
- Implementation of 1st year of Pathway to Graduation Circles is bringing awareness to learning needs of each student
- Cultural Credits – Whale Puppet Project in Pacheedaht
- Of students with Disabilities or Diverse Abilities **20%** are of Indigenous Ancestry (HAWD Report p. 8) **24%** in 2018/19, lower by **4%** over 5 years (see chart)

HAPPENINGS FOR THIS 2023-24 SCHOOL YEAR:

- New Teacher Position of Special Responsibility – NA'TSA'MAHT Student & Family Advocate
 - Renewal of T'Sou-ke Local Education Agreement in Oct. 2023
 - School Equity in Action Focus on “Learner Profile”
- 2nd year Pathways to Graduation Circles: actively engages in circles with school teams on how each Indigenous learner is doing on their pathway to graduation.
- Winter/Fall data:
- **49%** of those students are “**on track**” to graduation
 - **10%** of those students required an “**action**” from the school team
- Deepening Cross-department collaboration with Curriculum Transformation Department, Safe & Healthy Schools Department, ELL Department

To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming and inclusive learning environments K to 12

HIGHLIGHTS FROM THE 2022-23 SCHOOL YEAR:

- Each school completed **EIA School Report** with actionable goals related to the Learning Profile & Learning Environment Pillars
- No District Equity in Action Committee; however, various Departments have EIA initiatives at different stages of implementation
- **SLS Safety**: in grade 10 **15% fewer** Indigenous students ‘**feel safe at school most or all of the time**’ compared to non-Indigenous peers
- **SLS Engagement/Sense of Belonging**: **27-62%** of gr 4, 7, 10 & 12 Indigenous students noted they ‘**like school most of the time**’ Grade 10 is an area for attention.
- **6 NIE Community Dinners** done in collaboration with Local First Nations, urban-Indigenous partners, SD62 Departments & Schools were a **success** in 2022-23 and have been planned again for 2023-24
- **NIE Graduation Recognition Celebration** at Royal Bay Secondary received **positive feedback** & will return to RBS in 2023-24
- **NIE Grade 12 Land-based Day** at Camp Thunderbird was **enjoyed** by attendees; will expand to include grade 12s from SD61 & SD63 in 2023-24
- Sc’ianew Nation hosted **2** days of **land-based learning** to feeder schools in spring of 2023
- **SLS 31-64%** of gr 4, 7, 10 & 12 Indigenous & non-Indigenous students noted they are ‘**being taught about Indigenous Peoples in Canada**’ demonstrating the need to develop Professional Standard 9 & local resources

HAPPENINGS FOR THIS 2023-24 SCHOOL YEAR:

- **Local Indigenous Languages** are more visible in schools via entrance & classroom displays, newsletters, announcements, school signs and outdoor areas; 13 schools have EIA Indigenous Language & Naming goals
- NIE received **11 Culture & Language Consultation** requests submissions since September
- Eagle Ridge Secondary renamed to **QELEŃSEN Á, LEN** in Dec 2024; naming of elementary school **SĆIÁNEW SĆELIŃKEL**,
- T’Sou-ke Nation Sooke Kindergarten SENĆOŃEN Program continues
- **4** NIE Community Dinners in collaboration with Local First Nations, urban-Indigenous partners, are planned to celebrate Indigenous students and community
- Sc’ianew Nation Ocean Resources expanding to host **3** days of land-based learning to feeder schools
- Curriculum Transformation Department developing Local First Nation Math/Numeracy Resource & Core Competency Resources
- Indigenous Focused courses increased numbers of blocks offered in 2023-24 school year including first time offering of Contemporary Indigenous Studies

Objective 1:

Maintain implementation of Equity of Action at the school & district level

DATA

- Each school has an *Equity in Action* team to implement goals connected to the Learner Profile pillar
- BCTEA Transportation Grants for **76** on-reserve/First Nation learners living in their home community, for To/From school and Extracurricular activities

ACTIONS – 2023/24 school year

- Schools had access to **6.0** Teacher On-Call release days to support implementation of *Equity in Action* goal(s)
- Human Resources: Application to BC Human Rights Tribunal **in progress** – consultation with stakeholder groups
- Entire SD62 Leadership engaged in Drum Making workshop at T'Sou-ke Nation (August Leadership Meeting)
- Each Leadership Meeting began with drumming led by an SD62 Elder or Role Model
- Received Bakau Report (DEI) for consideration & next steps
- District Principal of Indigenous Education participated in provincial networks and the Indigenous Leaders Series facilitated by the BC Superintendents of Schools Association in 2022-23 and 2023-24 school year
- SD62 Student and Family Equity in Action Student Surveys completed in Spring
- 4 Indigenous Community Dinner Events with each First Nation + Urban & Metis
- Curriculum Transformation Department engaged with Equity in Action



SD62 Leadership Team at T'Sou-ke Nation
August Leadership Meeting 2023



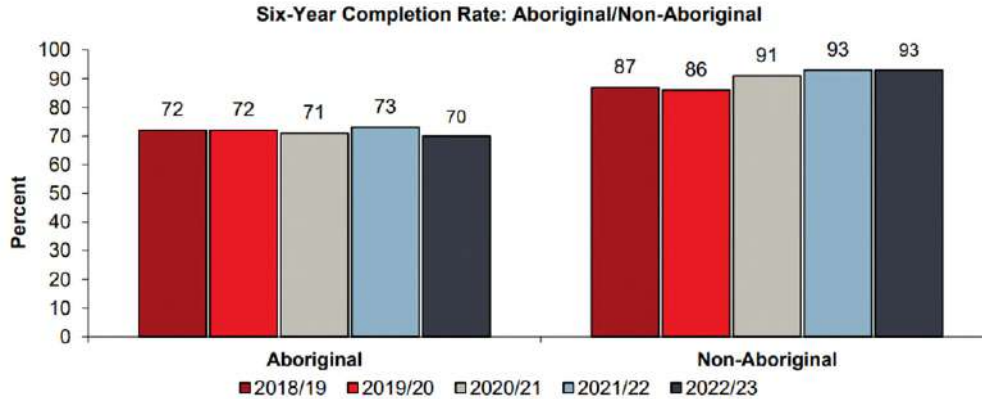
Joe Heslip, Equity In Action Lead
speaking to Leadership Team
April 2024



Objective 2:

Indigenous students achieve a Dogwood Diploma within six years

DATA from 2022-23



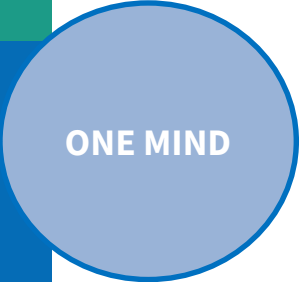
Page 27 of 164

The six-year completion rate is the percent of Grade 8 students who graduate, with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enroll in Grade 8, adjusted for migration in and out of B.C.

School Year	Aboriginal			23% Difference	Non-Aboriginal		
	All Students %	Female %	Male %		All Students %	Female %	Male %
2018/19	72	79	67		87	89	85
2019/20	72	71	74		86	87	85
2020/21	71	80	61		91	92	90
2021/22	73	69	77		93	93	93
2022/23	70	71	69		93	94	92

+/- 3% difference in Grad Rate over 5 years

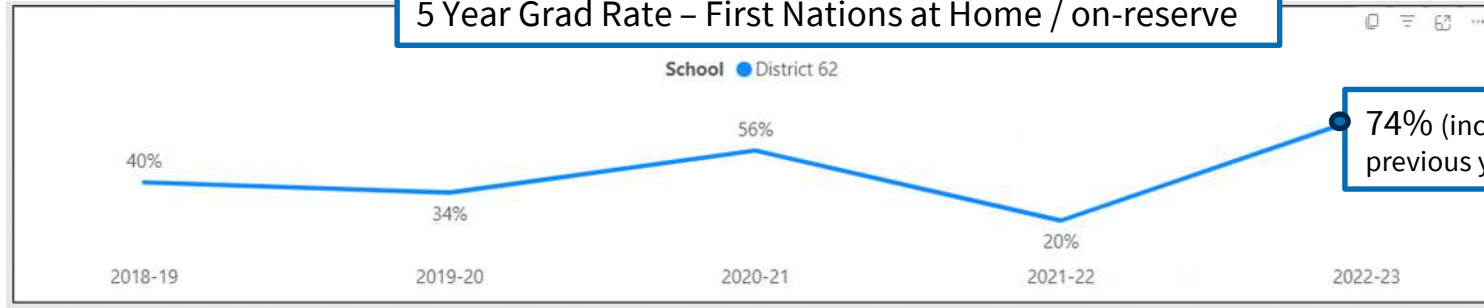
23% difference between Indigenous & non-Indigenous



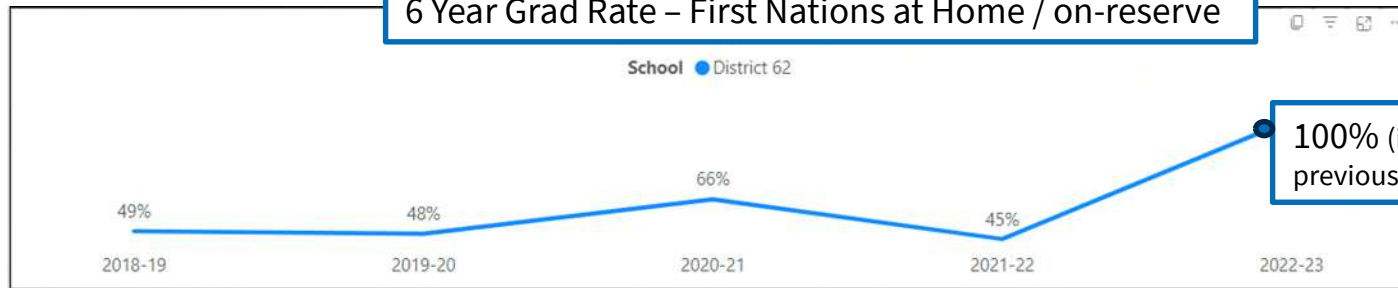
Objective 2 (continued)

Indigenous students achieve a Dogwood Diploma within six years

5 Year Grad Rate – First Nations at Home / on-reserve



6 Year Grad Rate – First Nations at Home / on-reserve



Objective 2:

Indigenous students achieve a Dogwood Diploma within six years

ACTIONS – 2023-24 School Year

- NA'TSA'MAHT Indigenous Education PVP facilitating 'Pathway to Graduation' Circles focusing on each Indigenous learner's Attendance, Academics, Engagement & Wellness.
- Local Education Agreement (LEA) Meetings with T'Sou-ke Nation, Pacheedaht Nation and respective LEA schools
- NA'TSA'MAHT Student & Family Advocate added to NIE department
- NA'TSA'MAHT Education Teachers staffed at each Middle & Secondary School – focus on academics
- NA'TSA'MAHT Program Assistants – focus on in-class academic support and Culture/language.
- NA'TSA'MAHT Department utilizing Online Program to honour services provided by the department.
- NA'TSA'MAHT PVP working with school-based PVP to carefully track Grade 12 Indigenous Learners to support successful graduation.



RBSS Indigenous valedictorian, Tanisha Spiller, at the NA'TSA'MAHT Graduation Celebration (right) with Jon Carr, District Principal (left) at Royal Bay Secondary School, May 2023

Stage at the May 2023 NA'TSA'MAHT Indigenous Graduation Celebration, Royal Bay Secondary School



Objective 3:

Ministry of Education recognizes Indigenous cultural learning experiences as credits towards Indigenous students' Dogwood Diploma

DATA

- Some student absenteeism from participation in cultural practices
- Individual instances where teachers have included cultural experience towards coursework
- Ministry of Education has not provided direction yet
- 2022-23 Cultural Whale Puppet Project in Pacheedaht towards credit for classwork

ACTIONS – 2023-24 School Year

- Gathered information from schools regarding who is/may be away for cultural reasons
- Have discussed possible ways of how to support continuity of learning and connections to school while honouring time away from school for cultural practices
- Upper-level District conversations as to how Indigenous students who participate in cultural learning experiences might receive credits towards Dogwood Diploma through the Ministry of Education
- Initiate the co-creation of Locally Developed Courses with Local First Nations when there is interest from the First Nations
- Supported schools to honour cultural projects in community for graduation credits



Whale Puppet Cultural Project,
Pacheedaht First Nation, Spring 2023

ONE MIND

Objective 4:

Respond to the diverse learning needs of each Indigenous student

DATA

Alternate Programs 2022-23:

- **85** Indigenous compared to **119** non-Indigenous students in Alternate Programs
- **42%** of students in alternate are of Indigenous Ancestry (HAWD Report p. 7)

Career Programs 2023-24 (This Year) includes: Dual Credit, Work Experience, TASK, Youth Work In Trades, Train in Trades

- **93** Indigenous students enrolled at the Secondary level

Blended Learning Grade 6-8 Programs 2023-24 (This Year)

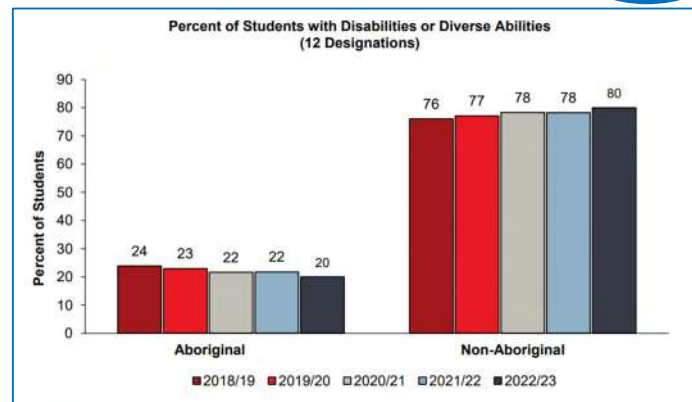
- **7 out of 41** students are Indigenous (17%)

Online Learning HUB Programs 2023-24 (This Year)

- **165 out of 1151 courses or 14% of Online HUB Courses** taken by Indigenous students enrolled at the Secondary level, including **5** Pacheedaht Nation students who participate in a flexible schedule at EMCS & in-community at Port Renfrew Elementary – Distance Learning Classroom run by Pacheedaht First Nation

Diverse Abilities & Disabilities 2022-23

- Of students with Disabilities or Diverse Abilities (12 Categories) **20%** are of Indigenous Ancestry (HAWD Report p. 8) **24% in 2018/19, lower by 4% over 5 years (see chart)**



ACTIONS – 2023-24 School Year

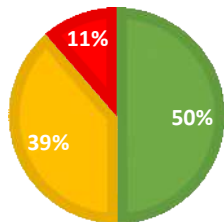
- Analysis of *Equity in Action* Student and Family Survey Results
- Establishing SD62 *Jordan's Principle* Best Practices
- Promote available Indigenous Student Scholarships & support application process
- Created Indigenous Education Department staffing plan to reflect student demographics & needs for 2024-25 school year
- Consulted with First Nations on District Budget Priorities & Focuses for District Strategic Plan

Objective 4 Continued

Respond to the diverse learning needs of each Indigenous student

PATHWAYS TO GRADUATION WINTER STATUS 2024

■ Green ■ Yellow ■ Red



Add SPRING
Pathway
Data Here

DATA

- ‘Pathway to Graduation’ Circle Meetings honour each Indigenous student gifts & needs
- Distinct School *Equity in Action* Goals focus on the Learner Profile

Winter Data:

- Approximately 70% or 875 Indigenous students were honoured at a ‘Pathway to Graduation’ circle by school teams
- **49% or 440** of those students are “**on track**” to graduation
- **11% or 98** of those students required an “**action**” from the school team

Spring Data:

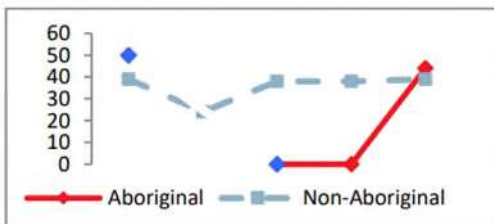
- Approximately ** % or *** Indigenous students were honoured at a ‘Pathway to Graduation’ circle by school teams
- ***% or *** of those students are “**on track**” to graduation
- ***% or *** of those students required an “**action**” from the school team

Objective 5:

Provide Indigenous students opportunities to explore pathways to employment through engagement with schools, community and partner groups

DATA

Are you satisfied that school is preparing you for post-secondary education?

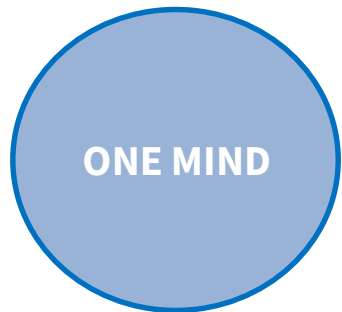


School Year	Indigenous			Non-Indigenous		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	26	13	50	217	85	39
2019/20	Msk	Msk	Msk	115	28	24
2020/21	28	Msk	Msk	311	117	38
2021/22	28	Msk	Msk	282	108	38
2022/23	27	12	44	238	94	39

44% of Indigenous Grade 12s feel that school is preparing them for post-secondary education all of the time or many times

ACTIONS 2023-24 School Year

- Ongoing relationship building with Posts-secondary partner groups
- Camosun Trades Sampler via Aboriginal Service Plan – Nov. 15, 2023
- Human Resource Department attended NA'TSA'MAHT Family Gatherings and promoted School District Job Opportunities
- NA'TSA'MAHT Education Teachers supported student scholarship application packages



Objective 6:

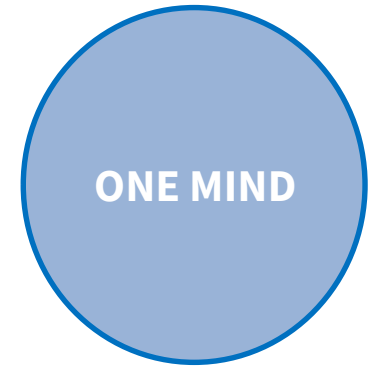
Promote SD62 employment opportunities for Indigenous graduates

DATA

- We know some SD62 Indigenous graduates are currently working in SD62 yet do not have data on staff ancestry
- No data source for employment opportunities yet
- No mechanism in place to track demographic information
- HR is looking into this to support this aspect of the agreement.

ACTIONS – 2023-24 School Year

- Still in Progress: in 2022-23, NA'TSA'MAHT EDUCATION COUNCIL, consulted on application to BC Human Rights Tribunal for Equitable Hiring of Marginalized groups
- Human Resource Department attended NA'TSA'MAHT Family Gatherings and promoted School District Job Opportunities
- Human Resources is committed to engaging with communities and partners through our presence at events such as the T'Sou-ke Career Fair, NIE dinners, and other initiatives.



SD62 Human Resources Team at the T'Sou-ke Nation Career Fair, Spring 2023

Objective 1:

Maintain annual implementation of Equity In Action at the school & district level

OUTCOME: Schools complete an annual Equity In Action Report

OUTCOME: District Departments & Executive participate in District Equity in Action Committee

ONE
SPIRIT

DATA

School EIA:

- set goals to better understand **Learning Profile Pillar** by reviewing the school's Lellum, utilizing the Pathway to Graduation Perspective Framework, answering Ministry of Education's Learning Profile Questions, and exploring the How Are We Doing Report and more
- working to increase **sense of belonging and identify** of Indigenous students by honouring specific seasonal celebrations & annual events, initiating projects through the Elder Consultation Framework, engaging students in the Learning Environment Survey (Feb 26th – Mar 15th), facilitating book clubs, professional learning and more
- **2023 June EIA Report Themes :**
 - 19 schools Indigenous Art Mural, Logo Redesign & Commission goals
 - 13 schools Indigenous Language & Naming goals
 - 19 schools Indigenous Planting & Gardens goals
 - 24 schools Indigenous School Wide Events goals

District EIA:

- No District Equity in Action Committee
- EIA Department initiatives include:
 - Human Resources – Equitable Hiring;
 - Inclusive Education – Jordan's Principle Working Group;
 - ELL: Multicultural Night;
 - Pathways & Choice – Career Opportunities;
 - Transportation – Responding to individual student needs;
 - Curriculum Transformation - Authentic Resources;
 - Facilities – new build considerations

ACTIONS – 2023-24 School Year

- 6.0 release days provided to schools to work on Equity in Action initiatives
- Reviewed *Equity in Action Student Survey & Equity in Action Parent Survey* with schools
- Schools & departments completed an *Equity in Action Year-End Report*

Objective 2:

Enhance Indigenous culture reflected in schools, classrooms, and land-based learning environments leading to Indigenous students feeling welcome in schools

OUTCOME: Indigenous students feel welcome at school

OUTCOME: Students engage in First Peoples Principles of Learning activities in the classroom & in the natural environment

2022-23 STUDENT LEARNING SURVEY RESULTS % of Responses 'All of the time/ many times'	Grade	Ind %	Non-Ind %	HAWD Page	Notices & Wondering
Do you like school?	4	62%	64%	p.49	2% difference; highest of % across grade 4, 7, 10 & 12
	7	47%	47%	p. 51	0%; less than 50% of students like school
	10	27%	44%	p. 53	17% difference from non-Indigenous peers; 20% drop from grade 7 ACTIONS NECESSARY
	12	46%	48%	p. 54	2% difference; like grade 7, less than 50% of students like school
Feel safe at school?	4	77%	79%	p. 50	2% difference
	7	69%	76%	p. 52	8% difference; over 30% of Ind students do not feel safe @ school
	10	67%	82%	p. 54	15% difference from non-Indigenous peers
	12	89%	84%	p. 56	*5% difference with higher percentage of Indigenous youth feeling safe at school in grade 12



Filming Elder Lavina Charles language video Spring 2023 in Sc'ianew Beecher Bay First Nation



4 Posts Indigenous & SD62 Representatives at the Networks of Inquiry and Indigenous Education May 2023 to learn about cultural curriculum initiatives

Objective 2:

Enhance Indigenous culture reflected in schools, classrooms, and land-based learning environments leading to Indigenous students feeling welcome in schools

OUTCOME: Indigenous students feel welcome at school

OUTCOME: Students engage in First Peoples Principles of Learning activities in the classroom & in the natural environment

Do you believe that school staff are respectful and inclusive of Indigenous learners, families and communities?

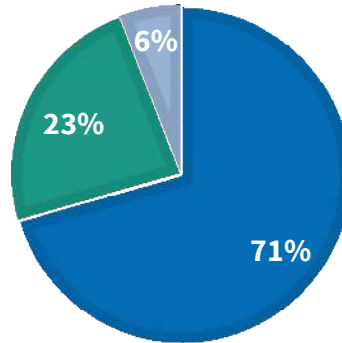
Equity in Action Family Spring 2024 Survey Results

111 families who identify as being of Indigenous ancestry completed the Family Survey

DATA

60% said “yes”
20% said “somewhat”
5% said “no”
15% did not complete

■ Yes ■ Somewhat ■ No



Sc'ianew Nation Ocean Resources Land-based Learning
November 2023



Objective 2 Continued:

Enhance Indigenous culture reflected in schools, classrooms, and land-based learning environments leading to Indigenous students feeling welcome in schools

OUTCOME: Indigenous students feel welcome at school

OUTCOME: Students engage in First Peoples Principles of Learning activities in the classroom & in the natural environment

ACTIONS - 2023-24 School Year

- Renaming of Eagle Ridge Secondary to QELEÑSEN Á, LEN with guidance from SENĆOFEN language teachers and local Elders
- NIE Staff at all school sites with consistent weekly or bi-weekly schedules supporting over **1240** Indigenous students with Culture/Language & Support Programming
- Elder In-Residence Program offered at Secondary and various Middle & Elementary Schools
- **Urban Indigenous Drumming Series** at **11** School: Savory, Spencer, PEXSISEN, Centre Mountain Lellum, Ruth King, David Cameron, Belmont, Willway, Colwood, Lakewood, and Crystal View
- **Urban Indigenous Drumming Series** was expanded to **5** more schools Belmont, Willway, PEXSISEN, Lakewood & Colwood
- NIE Resource House on Engage
- NIE District Weekly & NIE PVP Monthly Memo

ACTIONS – 2023-24 School Year

- Continued developing Elder Legacy Video Series with Nations
- 4 NA'TSA'MAHT Community Dinners – featuring culture from each Nation, including student performances
- Schools accessed an average of **87%** of targeted NIE Honouraria Budgets (average of all schools)
- Schools accessed an average of **72%** of targeted NIE Supply Budgets (average of all schools)
- Collaborative Projects with **Curriculum Transformation Department** including Tri-District Teacher Librarian Day, Authentic Math Resource focusing on oral histories, Working with Elders to understand and establish connections to Core Competencies



ONE
SPIRIT

Objective 3:

Increase knowledge of First Nations, Métis and Inuit LANGUAGES

OUTCOME: Indigenous & non-Indigenous students are being taught local First Nation Languages

DATA

- EIA 2023 Family Survey Question “Where is local Indigenous Language visible in your child’s school?”
- EIA School Report - 13 schools prioritize Indigenous Language & Naming
- Renaming of Eagle Ridge Secondary to QELEŅSEN Á, LEN with guidance from SENĆOFEN language teachers and local Elders in December 2023
- 10 schools submitted Culture & Language Consultation requests

ACTIONS 2023-24 School Year

- Elder Culture & Language Consultation November Circle
- T’Sou-ke Nation Sooke Kindergarten SENĆOFEN Program
- Responded to requests for language with support from local Elders
- Role Model Program featuring Indigenous Language
- Bulletin boards highlighting SENĆOFEN language
- NIE District Weekly & NIE PVP Monthly Memo
- NIE Language Resources on Engage
- Kookum In-Residence teaching Michif (Métis language)
- *Equity in Action Student Survey & Equity in Action Parent Survey*
- Elders Culture & Language Consultation - April Circle
- *Equity in Action Year End School Reports* completed in June
- Continued Language & Culture Legacy Projects with Elders



Language teachers
Shirley Alphonse
and Lavina Charles
At Hans Helgesen
NA’TSA’MAHT
Dinner
June 2023

Objective 3:

Increase knowledge of First Nations, Métis and Inuit LANGUAGES

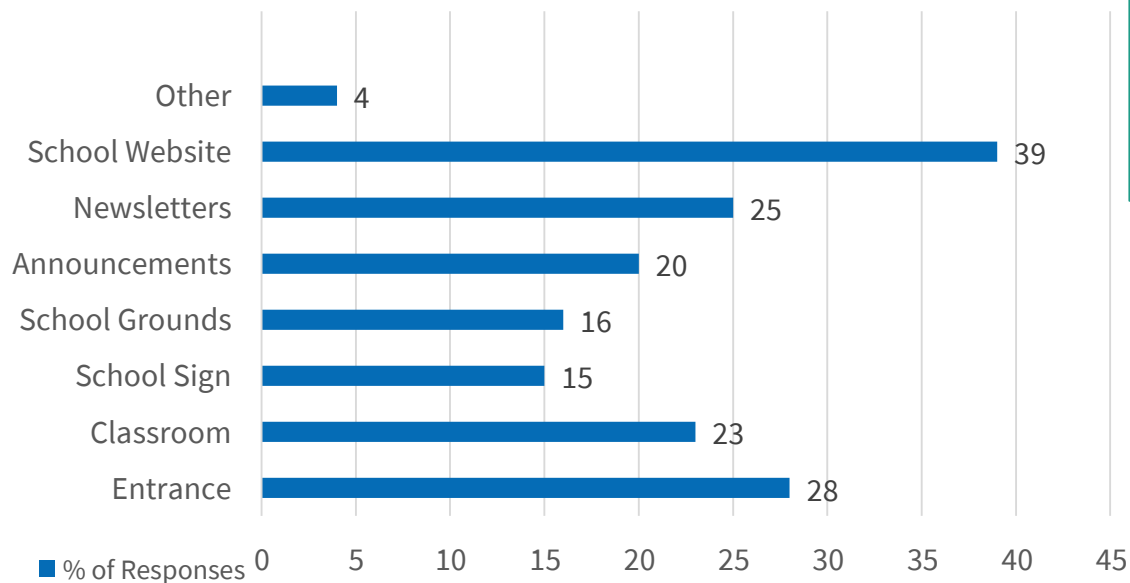
OUTCOME: Indigenous & non-Indigenous students are being taught local First Nation Languages

DATA

Equity in Action Family
Spring **2024** Survey
Results
1140 families
completed the Family
Survey

**ONE
SPIRIT**

Where is local Indigenous language visible in your school?



Objective 4:

Increase knowledge and appreciation of First Nations, Métis and Inuit HISTORIES and CONTEMPORARY PRACTICES

OUTCOME: Indigenous & non-Indigenous students learn about local First Nation, Métis & Inuit at school

DATA

- June EIA School Report - 24 schools prioritize Indigenous School Wide Events

2022-23 STUDENT LEARNING SURVEY RESULTS % of Responses 'All of the time or many times'	Grade	Ind %	Non-Ind %	HAWD Page	Notices & Wonderings
At school, are you being taught about Indigenous Peoples in Canada?	4	44%	42%	p. 49	2% difference with higher percentage of Indigenous youth ACTIONS NECESSARY – Prof Standard 9
	7	31%	33%	p. 51	2% difference; low percentage ACTIONS NECESSARY – Prof Standard 9 authentic resources; training
	10	41%	42%	p. 53	1% difference; low percentage ACTIONS NECESSARY – Prof Standard; authentic resources; training
	12	64%	39%	p. 55	25% difference with higher percentage of Indigenous youth noting being taught about Indigenous Peoples Could this be because they are beginning to see themselves in the curriculum? The new grad course requirement?

ONE
SPIRIT



Drummers at the Grade 12 land-based celebration



The talented Kookum Jo-Ina, Métis Elder teaching about traditional beading

Objective 4:

Increase knowledge and appreciation of First Nations, Métis and Inuit HISTORIES and CONTEMPORARY PRACTICES

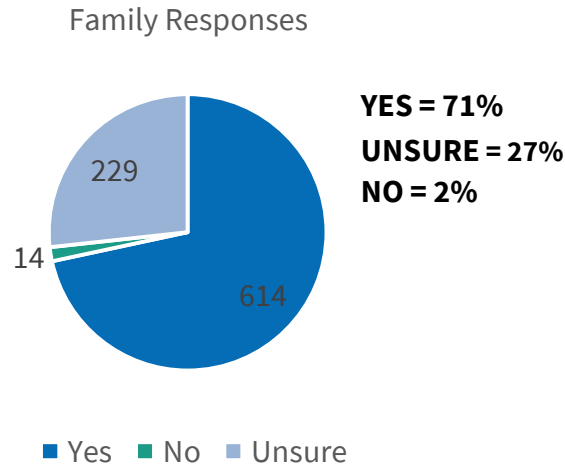
OUTCOME: Indigenous & non-Indigenous students learn about local First Nation, Métis & Inuit at school

Equity in Action
Family Spring **2024**
Survey
1140 families
completed the
Family Survey



Coast Salish Art Shapes

ARE LOCAL INDIGENOUS WORLDVIEWS AND MULTICULTURAL PERSPECTIVES BEING TAUGHT IN YOUR CHILD'S SCHOOL?



Elder Henry Chipps making a cedar rose in Pacheedaht, June 2023



The Red Dress (MMIW) is visible & honoured at many school sites.

Objective 4:

Increase knowledge and appreciation of First Nations, Métis and Inuit HISTORIES and CONTEMPORARY PRACTICES

OUTCOME: Indigenous & non-Indigenous students learn about local First Nation, Métis & Inuit at school

ACTIONS – 2023-24 School Year

- 6.0 release days provided to schools to work on EIA initiatives
- School Based NIE Honoraria Funds for Role Model Program
- School Based Supply Funds for bulletin boards & projects
- Continuation between SD62 & SD63 to create W̱SÁNEĆ Oral Histories Legacy Video(s) with corresponding lessons NIE
- Monthly NIE Bulletin shares resources related to Coast Salish Moon & Seasonal Celebrations & Annual Events for classroom use
- Sc'ianew Nation Ocean Resources hosted land-based learning to Dunsmuir Middle School classroom in spring of 2023 & spring of 2024, expanding to include Dunsmuir Middle this year
- Curriculum Transformation Initiatives:
 - Continuation of Local First Nation Math/Numeracy
 - Local Core Competency Resource
- Schools accessed an average of **87%** of targeted NIE Honouraria Budgets
- Schools accessed an average of **72%** of targeted NIE Supply Budgets



Land-based plant walk, Centre Mountain
Lellum Fall 2023



Cultural Drumming with Rick Peter at Port
Renfrew Elementary 2023



Tavian from Sc'ianew
Ocean Resources
showcasing use of Drones
to monitor oceans as part
of the Land-based learning
- April 2023



Dunsmuir Orange Shirt Walk with Chief
Chipps and Principal Mark K
September 2023

Objective 5:

Provide learning opportunities for all SD62 employees including Indigenous ways of knowing and being, pathways to truth and reconciliation, anti-racism and culturally responsive trauma informed practices

OUTCOME: Staff engage in learning opportunities that enhance their skill set to support Indigenous students & families.

DATA

- SD62 does **not** dedicate a Non-Instructional Day focused on enhancing First Nation student learning outcomes as required by the BC Tripartite Education Agreement 4.17
- Sooke Teachers Association & CUPE offer learning sessions related to Indigenous Education
- Some teachers rely heavily on the NIE Department to 'teach' Indigenous related content
- Interested NIE staff attended First Nation Education Steering Committee Conference in December
- Leadership Retreat in August included a drum making workshop lead by First Nation Role Models & hosted by T'Sou-ke Nation
- Monthly Leadership Meetings begin with a drum circle lead by an Indigenous Role Model
- Joe Heslop, Equity in Action Liaison, Ministry of Education – presented to Leadership in January

ACTIONS – 2023-24

- Local Education Agreement with T'Sou-ke Nation Signing Event
- STA Pro-D Offerings included: Goldstream Learning on the Land, Drumming Workshop & Métis Beading Workshop, Keynote address by Two-Spirited Indigenous Speakers, Coast Salish Cedar Harvesting
- CUPE offered learning with Grandma Clifton, Métis Beading Workshop,
- NA'TSA'MAHT Indigenous Education Department staff learning – drum making & drum painting session, ribbon skirt/shirt making
- District received results from external Equity, Diversity and Inclusion Audit
- NIE department offered cultural learning: drummaking, drum painting, singing and drumming, and Ribbon Skirts/Shirts to NIE department staff



Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.



Photos of Land-based Learning day at Goldstream Park
Locally Based Sooke Teachers Pro-D November 2023



Objective 6:

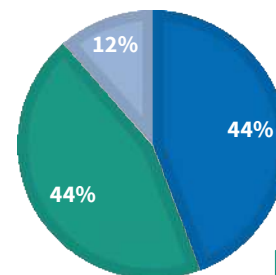
Celebrate success in SD62 schools & communities in culturally inclusive ways

OUTCOME: Success for Indigenous students is celebrated in culturally inclusive ways in partnership with Local First Nations, urban-Indigenous partners, SD62 Departments & Schools

- **4 NIE Community Dinners** were well attended & received. Celebration with students & families with traditional foods is preferred; student entertainment with drumming, jigging, sharing of Language Video, traditional foods & student displays were highlights, Elders & Role Models were blanketed.
- **44%** of families self-identified as First Nations ancestry, **44%** of families self-identified as not of Indigenous ancestry, and **12%** identified as Metis ancestry.
- **NIE Graduation Recognition Celebration** at Royal Bay Secondary received positive feedback from NIE Staff, Students, Families & Community – appreciated words from Valedictorians, personalized recognition statements about each graduate, student gifting, Métis sashing, student drumming & catered meal with opportunity to sit as families. Approximately **40** Indigenous graduates participated in the event this school year.
- **NIE Grade 12 Land-based Day** at Camp Thunderbird was enjoyed by **100** Indigenous learners from SD 61, 62, 63, 93 and the WSANEC Leadership School
- Secondary Schools inclusion of **NIE Valedictorian** in program was noted, invitations to respective representatives from local First Nations and Métis Nation of Greater Victoria as well as Elder-in-Residence to attend event were appreciated

ANCESTRY OF FAMILIES ATTENDING NA'TSA'MAHT DINNERS 2023-24

■ Non-Indigenous ■ First Nation families ■ Metis Families



ONE SPIRIT



Metis Themed Dinner at Poirier Elementary School Spring 2023



Honouring Lavina Charles as SD62 language teacher at Hans Helgesen Elementary Sc'ianew Nation dinner June 2023



On behalf of the NA'TSAMAHT Education Council (N.E.C.):

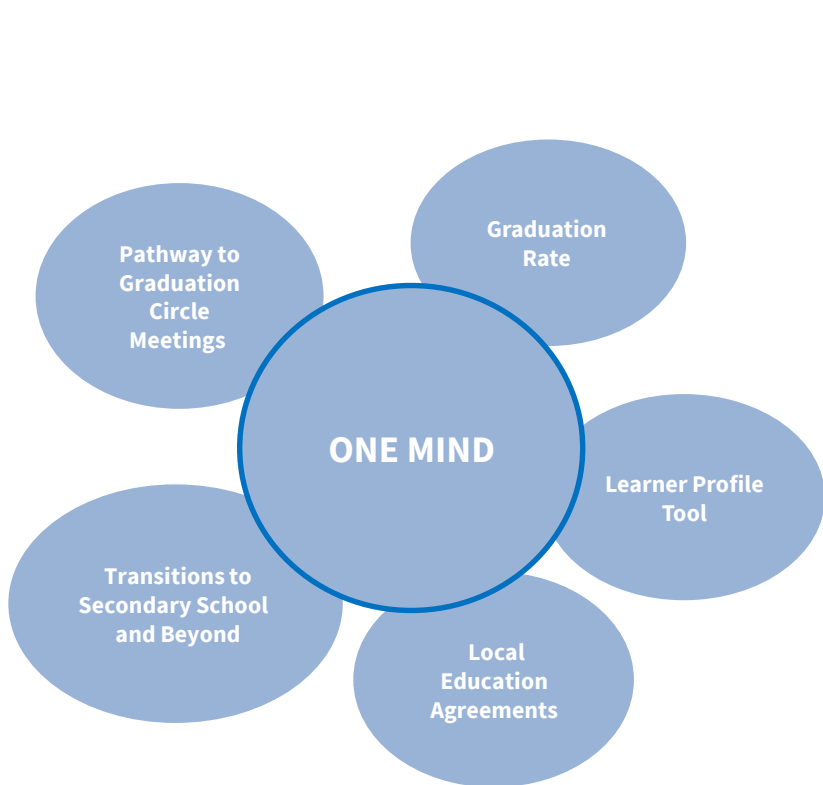
Co-Chair (First Nation Community) Tara Jensen, T'Sou-ke First Nation Representative

Co-Chair (District Representative) Jon Carr, District Principal – NA'TSA'MAHT Indigenous Education Department

Marlys Denny, District Vice-Principal – NA'TSA'MAHT Indigenous Education Department

LOOKING AHEAD

Actions to date are student-centered, 4 Posts Advisory consultations utilize a distinction-based approach (FNESC), and school success for Indigenous students is a collective responsibility.





SOOKE 62
SCHOOLS
Shaping Tomorrow Today

EQUITY IN ACTION



2023-24 Report

TERRITORIAL ACKNOWLEDGEMENT

We acknowledge the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuuchahnulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.



WE BELIEVE

In fostering a district-wide focus on learning and ensuring an equitable approach to enable everyone to have the opportunity to achieve their potential.

Introduction

The '[Equity in Action Project](#)' represents the current directions the Ministry of Education and school districts are taking to address systemic barriers impacting Indigenous student achievement. A focus on 'equity of opportunity' and a co-constructive approach is driving a review of practices and policies that may be creating obstacles for Indigenous learners in the B.C. public school system. The Project was created in response to the [An Audit of the Education of Aboriginal Students in the B.C. Public School System](#) that recognized a 'racism of low expectations' for Indigenous learners in the B.C. education system.

The focus of equity are systemically focused on four [Indigenous Student Success Pillars](#) including:

1. [Learning Profile](#) - personalized and evidence-informed; timely support and responses; culture of reflective practice (Pathway to Graduation – Grandparents' Perspective Circle)
2. [Learning Environment](#) - high and motivating expectations for all; develops confident learners with a sense of belonging and identity; requires an awareness of implicit bias and privilege.
3. [Pedagogical Core](#) - methods and practice of teaching are culturally relevant, includes Indigenous worldviews & perspectives, connects to family & communities.
4. [Policy & Governance](#) – accountable to community, coherent & aligned, committed to action

Currently, Sooke School District is in its sixth year of Equity in Action. Over the years, school and department staff have reflected on the experience of education for Indigenous learners and responded with strategic actionable goals to create conditions for success. This year, school teams revisited goals and actions related to the Learning Environment &/or Pedagogical Core. They also considered how using a [Distinctions-based Approach](#) & participating in the Pathway to Graduation Circles can inform support and celebrate individual learners in their building. District Office continued to move forward with initiatives related to the Policy & Governance pillar.

The Equity in Action 2023-24 Report is a compilation of District, Department, and School Equity Reports. It showcases the Equity in Action goal/focus, actions, and considerations for continuing the good work in the 2024-25 school year.



EQUITY IN ACTION AT THE DISTRICT

Ensuring our learning environments are safe, accessible and welcoming.

ACCESSIBILITY PLAN AND TOOL LAUNCH

In the fall of 2023, the Sooke School District released its 2023-2026 Accessibility Plan. This plan underscores our commitment to creating supportive learning and working environments for all students and staff, ensuring equitable access and opportunities. The three-year plan will guide us in identifying system needs, priorities, and action plans.

To support the implementation of the plan, we have formed an Accessibility Advisory Group. This multi-disciplinary group, which includes staff and a parent representative, meets regularly throughout the school year. Their role is to refine district priorities and develop recommendations in line with the Accessible BC Act principles, which include inclusion, adaptability, diversity, collaboration, self-determination, and universal design. The Accessibility Plan is a dynamic document. It will evolve based on feedback from our community to identify, remove, and prevent barriers, thereby improving accessibility for everyone.

As part of this initiative, we have also launched the Accessibility Feedback Tool. This tool will help the district understand the barriers people face when accessing school programs, buildings, or services.



A young student reads using braille.

DIVERSITY, EQUITY & INCLUSION

In the spring of 2023, the District engaged Bakau Consulting to conduct a diversity, equity, and inclusion audit. This audit involved surveys and focus groups with district staff, students, families, and the community. One key recommendation from the audit was to form a Diversity, Equity, and Inclusion (DEI) Working Group to thoroughly review the audit report and prioritize its recommendations.

The DEI Working Group was established in the spring of 2024, consisting of both school-based and district-based staff. Their first meeting took place in April, where they began analyzing the report and its recommendations. The primary goal of the working group is to ensure that our schools and workplaces are safe, accessible, and welcoming for everyone. This group will continue to meet regularly, and additional groups may be formed to ensure we are continuously adapting and meeting the needs of our community.



A diverse group of students join hands.



EQUITY IN ACTION AT THE DISTRICT

Ensuring our learning environments are safe, accessible and welcoming.

QELEŅSEN Á, LEŅ GIFTED AS NAME FOR SECONDARY SCHOOL

A new secondary school option was approved by the Board of Education at the beginning of the 2022/23 school year. The school was temporarily known as Eagle Ridge Secondary. A consultation process for a permanent name began in September 2023. The process involved students, families, staff, community and local Indigenous First Nations. The Nations determined the gifting of a name would come through Sc'ianew First Nation, which is the closest to the school.

SENĆOFEN language teachers and local Elders Lavina Charles and Shirley Alphonse, the SENĆOFEN name recommendation to bring forward for the school was QELEŅSEN Á, LEŅ Secondary School (pronounced K-wuh-Lun-Sun, Eh Lun). QELEŅSEN Á, LEŅ is SENĆOFEN, and translates to “Eagle House”. The powerful spirit, resilience and grace that the Eagle symbolizes are the attributes that come with the word, QELEŅSEN and the word, Á, LEŅ means house or in this context, school. The Board of Education unanimously passed a motion to name the new secondary school QELEŅSEN Á, LEŅ Secondary School on November 21, 2023.



Bald eagle in flight.

LEA SIGNING WITH T'SOU-KE FIRST NATION

On October 5, 2023, the Board of Education signed a Local Education Agreement (LEA) with T'Sou-ke First Nation. LEAs play a crucial role in delivering educational programs and services to First Nation students in British Columbia's public schools. They serve as a key mechanism for fostering relationships between First Nation communities and education boards, aimed at enhancing First Nation student outcomes.

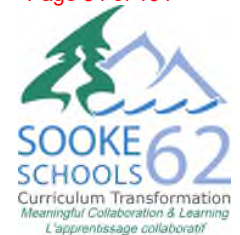
This LEA provides a strategic and respectful framework for the Board of Education and T'Sou-ke First Nation to collaborate in the Sooke School District. It establishes clear expectations and responsibilities for both parties, focusing on improving student achievement. Goals include better grades, higher Dogwood Diploma completion rates, and smoother transitions to post-secondary education, training, or employment for T'Sou-ke First Nation children and youth.



T'Sou-ke First Nation Chief Gordon Planes at LEA signing celebration in October 2023.

CURRICULUM TRANSFORMATION DEPARTMENT

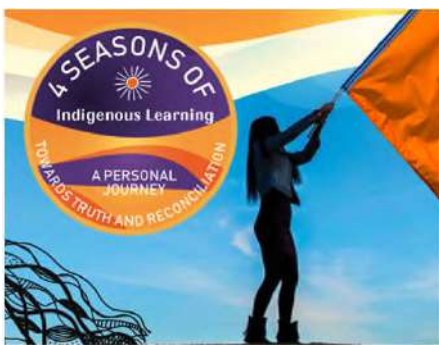
Team Members: Denise Wehner, Erin Russell, Shelby Pollitt, Joy Nugent, Lisa Marshall, Francesca Lee, Shannon Gomboc, Stephanie Cave



This 2023/24 school year, our team focused on the goals of increasing our own knowledge and understanding of Indigenous ways of knowing and being and intentionally weaving Indigenous epistemologies and pedagogies through our work. This is in response to the TRC Call to Action #62 *Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history* as well as the 9th BC Teachers Professional Standard, *Educators respect and value the history of First Nations, Inuit, and Metis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Metis. Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change.*



Denise and Shelby



4 Seasons of Indigenous Learning

PROFESSIONAL LEARNING: As a full team, we committed to completing the 4 Seasons of Indigenous Learning Season 1. Reflecting on this learning and process after our final module, we had all learned new things and done some unlearning in the process. Two team members were able to attend the FNEsc Conference in Vancouver as well, which was powerful learning.

LEADING WORKSHOPS: In response to the new Indigenous-focused graduation requirement for secondary students, our team supported secondary teachers of Indigenous-focused courses through facilitating regular opportunities to build and engage with a community of practice and professional learning opportunities and resource sharing. One of our team members led a math pen pals project through their work in the Indigenous Cultural Mathematics Mentorship for Educators program with UBC. This

project connected students in our district with students in Rocky Mountain School District to make connections between similarities and differences in *place* between our two locations, as well as discuss math through using Richard Van Camp's Book *What is the Most Beautiful Thing you Know About Horses?* We also wove Indigenous teachings through our work by incorporating opportunities for outdoor learning into workshops, as well as developing a locally-focused resource for supporting teaching and learning around the Core Competencies in K-12 classrooms.

LOOKING AHEAD TO NEXT YEAR we will continue to engage in professional learning as a team through the 4 Seasons of Indigenous Learning Season 2. Our work supporting teachers of the Indigenous-focused graduation courses will continue as well, with another workshop specific to BC First Peoples planned since we did an English First Peoples workshop this spring. We will also continue to weave Indigenous content and ways of being through our work, modelling and demonstrating that this is our work and responsibility as educators.



Tea blending at Aylard Farm with K-8 teachers.

Early Learning & Childcare Department



EQUITY GOALS/FOCUS: To strengthen effective pathways for the transition to Kindergarten

TEAM MEMBERS: Frances Krusekopf & Erin Van Stone

INTRODUCTION

SD62's Early Learning & Childcare Department was established in fall 2023, and since then has partnered and collaborated with other departments to meet District-wide goals. It has been a pleasure to work with Na'Tsa'Maht Indigenous Education (NIE) to enhance and expand the experiences of Indigenous families in our community.

DATA USED TO INFORM GOALS / FOCUS

Ready, Set, Learn (RSL) and Strengthening Early Years to Kindergarten Transitions (SEY2KT) are two Ministry of Education & Childcare initiatives focused on supporting the successful transition of children and their parents/caregivers into the public school system. Over the last two years, our department has focused on a welcoming approach, with many 'touch point events', to support new Kindergarten families as they begin school. We use participation numbers in our RSL and SEY2KT events to inform our focus.



Ren Louie's display at Books for Breakfast, April 2024



Musician & Storyteller Al Hirsch, March 2024

This year, our department planned and hosted the following RSL & SEY2KT events, in collaboration with NIE:

- Musician & Storyteller Al Hirsch performed for sum-SHA-thut-Lellum daycare & SD62 Kindergarten class at T'Souke nation
- Ren Louie drummed and read at Books for Breakfast in Colwood
- Our department sponsored part of T'Souke & Pacheedaht community dinner costs
- Traditional dancer Madelaine McCallum performed for young children and Kindergarten students in Sooke
- Our department hosted a Kid's Korner at all three community dinners with the nations in our District

LOOKING AHEAD TO NEXT YEAR:

In 2024/25, our Early Learning & Childcare department hopes to continue, as well as build upon, the RSL and SEY2KT activities and events that took place this year. We recognize that creating meaningful relationships takes time, and we commit to a long-term investment in getting to know our community partners who work in and with the nations as well as with urban Indigenous and Metis peoples. In this way, we hope to support initiatives that interest the community and make them feel welcomed.

Additionally, we hope to increase participation in our StrongStart Outreach program in Port Renfrew. Beginning in April 2024, this program offers a weekly drop-in program for children ages 0 – 5 and their parents/caregivers. In June 2024, we will offer a pilot session with dinner and playtime at the Pacheedaht Health Centre in hopes of attracting more families to the program. If successful, then we will build on this model in September.

In February 2024, SD62 submitted a ChildCareBC New Spaces application for a 56-space childcare facility on the Hans Helgesen School grounds. We are still awaiting approval of this grant application. If successful, it will provide much needed infant toddler and 3–5-year-old spaces to the community, including S'cianew Nation.



Madelaine McCallum



NA'TSA'MAHT INDIGENOUS EDUCATION DEPARTMENT

GOAL 1 – increase awareness of Distinctions Based Approach with culture & language programming and consultation & celebration with Indigenous communities

ROLE MODEL PROGRAM - The Role Model Program supports the integration of First Peoples' perspectives, worldviews, and content throughout SD62. It is a means to bring Indigenous knowledge holders and allies into learning environments while offering a gift of appreciation through honoraria. The NA'TSA'MAHT Indigenous Education Department provides each school with honoraria funds to support accessing role models within the Role Model Program. This year, there were 27 active Role Models in the program that provided over 650 role model presentations in schools.



ELDER IN-RESIDENCE PROGRAM - The Elder In-Residence Program helps meet the goals of the NA'TSA'MAHT Enhancement Agreement and has proven to be a powerful means of deepening understanding and building relationships between staff, students, and the greater Indigenous community. Elders offer a window into protocol while increasing language awareness and Indigenous ways of knowing. Their participation in schools demonstrates the importance of intergenerational relationships. Residing on the traditional territories of the Coast Salish and Nuu-chah-nulth, we are honoured to have both Coast Salish and Nuu-chah-nulth elders be part of the program.



This year, the Elder In-Residence Program included both weekly and rotational cycles – totalling 26 schools. Elders in schools (Henry Chipps, Raymond Peter, Jackie Planes, Janet Sutherland, Earl Claxton Jr., and Jo-Ina Young) worked at their respective schools on an established weekday from October through to the end of May. Rotational Elders worked on a 6–7-week cycle at various schools. In addition, Elder Shirley delivered the T'Sou-ke Nation Kindergarten SENĆOFEN Program to four Sooke Elementary Schools. Marlene Clifton facilitated a drumming series at 12 additional schools in the inner zone. We are honoured to have the Elders be part of the school community and raise our hands in gratitude to them.

SOUTH ISLAND LAND-BASED GRADE 12 CELEBRATION - The NA'TSA'MAHT Indigenous Education Department hosted the 3rd Grade 12 Land-based Celebration, in partnership with T'Sou-ke Nation, Sc'ianew Nation and the YMCA Camp Thunderbird. Over 100 students and staff from SD 61, 62, 63, W̱SÁNEĆ, and the Francophone school district came together as a South Island family with Role Models, Knowledge Keepers and Elders. The activities of the day, from drumming to canoeing, cedar harvesting to art & beading, provided rich opportunities for participants to engage with and learn about local Coast Salish & Nuu-chah-nulth cultures. The inclusion of traditional teas, locally sourced salmon, and songs from local Elders further added to the cultural experience of the event.



NA'TSA'MAHT INDIGENOUS GRADUATION CELEBRATION - The NA'TSA'MAHT Indigenous Graduation Celebration honours Indigenous student success. This year, we hosted over forty Indigenous graduates and their families, community members and school district staff to a beautiful evening event. The event began with welcoming words from community and district staff. Valedictorians from each school shared inspirational words about their educational journey which was followed by the NA'TSA'MAHT Indigenous Education Teacher recognizing each graduate's memorable moments of school life and personal goals for the future. Elders in Residence presented graduates with a hand drum and drum bag. Métis



students were sashed by Kookum Jo-Ina Young. Many students joined in cultural drumming at the end of the night with local elders. For the second consecutive year, Royal Bay's Culinary Department catered a delicious meal to 300 guests.

COMMUNITY DINNER EVENTS - The NIE department works with each of the First Nations to co-plan community dinners with host schools, as well as an Urban & Métis dinner to honour the Indigenous people who have moved away from their home communities. This honours a distinctions-based approach to planning and co-creation.

Urban and Métis Dinner: We partnered with David Cameron Elementary to host the first family dinner to honour the Urban Indigenous & Métis families of our school district. Over 200 guests were welcomed by Sc'ianew Elder Henry Chipps, Shirley Alphonse and Chief Chipps. Following a traditional Métis dinner (Bison stew, strawberry salad and Red River bannock), there were 2 student performance groups. Grandma Marlene Clifton led David Cameron students to sign and drum to 4 songs, and Kookum Jo-Ina Young, Métis Elder, led students and guests in a tradition jigging with a live fiddler (Calvin Cairns).

T'Sou-ke Nation: We partnered with T'Sou-ke Nation for a community gathering with traditional seafood chowder and sockeye salmon, hosted by the amazing Sooke Elementary school & staff. Over 165 guests enjoyed learning about T'Sou-ke Nation traditional foods by experiencing a meal cooked by Rob & Nathan Davies. *"When the tide was out, the table was set"* said Jackie DeYaeger. Two children from T'Sou-ke Nation, Riley & River, along with Councillor Rose Dumont opened the evening by welcoming guests to the T'Sou-ke Nation territory. T'Sou-ke Elder Jackie DeYaeger and filmmaker Arnold Lim were both honoured through a traditional blanketing led by Elder Shirley Alphonse with help from Elder Auntie Jannie, Councillor Rose Dumont and Trustee Trudy Spiller. The evening ended with the Sooke Elementary students performing a traditional Métis dance called the Red River Jig, led by Kookum Jo-Ina Young.

Pacheedaht Nation: We partnered with Pacheedaht Nation for a community gathering about traditional foods, which included Elk and Salmon. The dinner was hosted by the Pacheedaht Health Centre and included about 75 guests. Elected Councillor Tracy Charlie opened the evening welcoming everyone to Pacheedaht and teacher/community member Trystal Dunn-Jones commented on the Canoe project at Port Renfrew Elementary. School teams and district departments such as Early Learning, Curriculum Transformation, and Human Resources were there to speak with families, and Superintendent Paul Block shared the building plans of the new Port Renfrew Elementary School. The evening ended with a cake, Bannock and door prizes for Pacheedaht Community members and children.

Sc'ianew Nation: We partnered with Sc'ianew Nation for a community gathering which included a sockeye salmon and a seafood chowder dinner. The event was hosted by Dunsmuir Middle School and included an opening dance from the Esquimalt Singers and Dancers Group which includes some young talented students. Sc'ianew Nation Chief & Council welcomed over 200 guests where local Elders gave a blessing to an Art Mural that was co-created by students and a local Sc'ianew artist. Local elders also honoured community members part of the Ocean Resources team who provide land-based experiential learning to 3 schools, as well as the outgoing Principal. The evening included a student performance from the Dunsmuir drum group, learning about the traditional bone game Lahal, and ended with a traditional Métis jig led by Kookum Jo-Ina Young.

GOAL 2 – foster an understanding that each Indigenous student has gifts & needs

How am I doing on my pathway to graduation?



their path to graduate and who may need additional care. Envisioning a grandparent in the space ensures we enter each circle conversation with a good heart and mind remembering that families entrust their children with us each day with hopes that they will be both successful and happy at school. Pathway Circles include School and

PATHWAY TO GRADUATION CIRCLES - *The Pathways to Graduation Circle – Grandparents' Perspective* framework is designed to answer the question, "How is each First Nations, Inuit and Métis student doing on their path to graduation?" or through the voice of a grandparent "Tell me about my grandchild, are they on their path to graduation?". The framework's intent is that through safe and focused conversations we will understand who is on

NA'TSA'MAHT administration, and NA'TSA'MAHT Department staff (NA'TSA'MAHT Education Teachers, Program Assistants & ESD Teachers)

Currently, we are in our second year of the Pathway to Graduation Framework. With a distinctions-based approach, we began with a Lellum / 'A,LEN (House) Circle at the beginning of the year to provide an overall picture of who the Indigenous students are in each school and highlighted programming/services provided to each school by the NIE Department. Two additional Pathways followed in January/February and May/June. These Pathways focused on student attendance and engagement, academics, adult/peer connections and overall wellness using a **Green (celebrate) – Yellow (monitor) – Red (action)** framework. Comments confirmed each student is doing well or brought forward actions to support the child. For Grade 10 to 12 students, meeting course requirements for graduation is also reviewed. To date, the Pathways have showcased the power in working together to both celebrate and make actions for student success. We know the Pathways To Graduation Circles have positively impact learners this year and will in the years to come.

STUDENT AND FAMILY ADVOCATE - Informed by 2022-23 Pathway to Graduation Circles, this year, the NIE Department was proud to add the kindergarten to Grade 12 Student and Family Advocate Teacher position to the NIE Team to support student success. To date, the advocacy has centred around three areas: collaboration, system navigation, and accessibility. The advocacy is done in collaboration with School Teams, District Resources, Nations & Designates, and Community Organizations. Families are supported within the school and district and with navigating appointments and connections to doctors, counsellors, and various support agencies. A key component of the role is being able to meet students and families where they are at whether it be in school or community. Currently, the Advocacy Lellum (House) includes 39 students: 18 students living in community and 21 students living away from community. The students come from a total of 15 schools including 23 at the elementary level, 6 at the middle school level, and 10 at the high school level. Although a new position, the Student and Family Advocate has proven to be an essential component of Indigenous student success. Examples include students moving forward with district-provided psycho-educational assessment after support to see an optometrist and support with transportation to ensure attendance for the assessment; completing a learning assessment they were hesitant about previously so their education program can be more tailored to their needs; accessing Inclusion Support case management with referrals to and support for their family to follow up with necessary service providers; registering for summer camp with a one-to-one worker after support for their parent to complete the application process; receiving glasses after support to see an optometrist and support with to access funding for glasses. In addition, the advocate has built capacity in staff by the creation of an External and Outside Supports for Indigenous Students and Families directory on Engage.

GOAL 3 – increasing authentic cultural learning experiences within NIE staff

NIE EQUITY IN ACTION - The NA'TSA'MAHT Indigenous Education (NIE) team began the year together on the land at Sc'ianew Nation – Spirit Bay Centre – for their September start-up circle where we ate lunch with community members, Elders and school district staff. The NA'TSA'MAHT team engaged in cultural learning throughout the year, including drum making and painting with local Elders Rick Peter and Henry Chipps, who taught the team with the Coast Salish cultural protocols. Later in the year, the team was offered to learn about Ribbon Skirt or Shirt making, taught by Kookum Jo-Ina Young. A variety of cultural learning was offered at the professional development days. At our annual Winter Solstice gathering, we convened at the Hulitan Bighouse, where the NIE staff brought their drums to learn drumming from Grandma Clifton.



SOUTH ISLAND FAMILY OF INDIGENOUS EDUCATION TEAMS - One of the Equity in Action goals of the NIE Department was increasing a sense of belonging and cultural understanding for our staff so that they had more strategies to support culture and language programming to Indigenous learners. This school year, School Districts 61, 62, and 63 came together to build capacity within their teams to deliver more effective and culturally responsive culture, language and support programs. This collaboration resulted in the sharing of cultural resources, particularly those of the Coast Salish, which are relevant across all three districts. Efforts have also been made to find strategies that honour families who have children who attend more than one school district, as many of our Indigenous families have lineage from First Nations across Vancouver Island. In September, the Indigenous Education teams participated in a land-based cultural learning day at Camp Thunderbird in Sooke for team building. Together, as a South Island family of Indigenous Education staff, we participated in drumming and singing, beading, canoeing, and learning Lahal. Our teams reconvened next at the FNEESC Conference in Vancouver, and again in February at Centre Mountain Lellum Middle School for a professional development event focused on resource sharing for Teacher-Librarians and Indigenous Education staff. This time we extended the invite to more districts, including the Francophone School District, Cowichan, and the WSANEC School Board. This session included learning about First Peoples resources, Indigenizing Learning Commons, the Indigenous Graduation Requirement, French First Peoples resources, and culture/language programming. Participants also observed students using the giant First Peoples Map of North America.





June 6, 2024

Ref: 299735

Dear Board Chairs and Superintendents:

I want to bring your attention to an area that I and the team at the Ministry of Education and Child Care are aware of in schools and in community over the last year. There are several incidents that have raised concerns about anti-Semitism in BC classrooms and schools that I am compelled to raise with you, the leaders of our K-12 education system.

I know the commitment to ensuring all students have access to safe, inclusive, and quality learning environments that support them to achieve their best, is a commitment shared across the education sector. This is my top priority as Minister.

As Board Chairs and Superintendents, you know that the responsibility for providing appropriate and relevant learning opportunities for students is a district responsibility. I know and respect that districts value having this autonomy at the local level to deliver education to the many diverse communities across British Columbia. This approach has ensured we can continue to provide students with a world-class education.

How students receive their education can differ between districts, schools, and even between classrooms. Where it aligns with learning standards of the curriculum, individual educators may decide to teach about current events or human rights topics from all around the world in their classrooms. Classrooms should be a space where students learn about complex subjects, but it must be done in a way that does not cause harm to students.

This teaching must be trauma-informed and age-appropriate. Students in British Columbia come from a diverse range of cultural, religious, and ideological backgrounds, and my expectation is that teachers will work to ensure that all students feel welcomed, supported, and safe in the classroom so that their curiosity can thrive.

Erase includes resources for teachers to support trauma-informed practices in the classroom. The Ministry of Education and Child Care has developed training for teachers on trauma-informed and compassionate practices through a [Trauma-Informed Practice](#) webpage.

It is also important for teachers to use significant professional judgement and expertise when determining what topics and issues to address, in which grades, and to ensure topics are taught in a careful, respectful, and age-appropriate manner.

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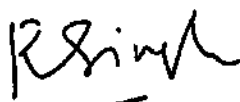
In addition, boards of education are responsible for determining how learning resources are chosen for use in schools, and boards must also have policies and procedures for choosing learning resources. I encourage you to have conversations in your district about ensuring that your teachers are following local learning resources policies and are choosing culturally responsive, age-appropriate resources to support the learning in their classrooms.

When issues or concerns in classrooms arise, my expectation is that school districts, as the direct employers of teachers, take them seriously and take prompt action. As a regulated profession, teachers must abide by their Professional Standards for BC Educators, which, among other things, require them to treat all students equitably and with respect, understand the subjects they teach and implement effective instructional practices. Under section 16 of the School Act, superintendents are required to report any conduct by a teacher that causes significant emotional harm to a student to the Commissioner for Teacher Regulation. Superintendents are also required to report any conduct by a teacher they consider to be in breach of the Standards to the Commissioner if it is in the public interest to do so.

The Ministry of Education and Child Care has connected with a number of school districts where concerns were raised and understand that swift actions were taken to investigate and address incidents that were brought forward. I commend this responsiveness and expect that all school districts will work effectively with educators to review classroom environments, teaching lessons, and materials, where needed, to ensure we are best meeting the learning needs of every student in the classroom.

Please continue to keep Jennifer McCrea, Assistant Deputy Minister, System Liaison and Supports Division (Jennifer.McCrea@gov.bc.ca) apprised if incidents of concern arise. Thank you for all your work to keep students safe and learning.

Sincerely,



Rachna Singh
Minister

Committee Report of Resources Committee Meeting of June 11, 2024 via MS Teams

Present: Ebony Logins, Trustee (A/Committee Chair)
Trudy Spiller, Trustee
Paul Block, Superintendent
Harold Cull, Secretary Treasurer
Monica Braniff, Deputy Superintendent
Ceilidh Deichmann, SPVPA
Ed Berlando, STA
Trudy Court, CUPE
Tom Davis, SPEAC
Laura Schwertfeger, District Principal, International Student Program
Mhairi Bennett, Director, Facilities
Randy Cobb, Manager, Transportation
Ben Macklin, Manager, Capital Planning
Nicole Gestwa, IT

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:02 pm by the Committee Chair, who acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated May 14, 2024, at its Public Board Meeting dated May 28, 2024.

3. PRESENTATIONS

4. BUSINESS

4.1 International Fees (Online course) – Laura Schwertfeger

Students in the International Student Program do not take many online courses, as it is more appropriate for them to be in face-to-face learning environments. However, there are times when, due to factors such as timetable conflicts or inability to take a course such as Career



Life Education when students are in senior grades, it may be necessary for students to take a course online. Requests are vetted through the International Program Office. As the school district does not receive funding for these students, they are required to pay fees for online courses. Staff are proposing a fee of \$1,500/course for the 24/25 school year.

The Resources Committee supported the following motion going forward to the Board of Education for consideration:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the International Program Fee for Online Courses for the 2024/2025 school year as presented at the Resources Committee meeting of June 11, 2024.

4.2 25/26 Capital Plan Submission – Mhairi Bennett

As a follow up discussion to the May Committee meeting, staff presented the 25/26 Capital Plan Submission to the Resources Committee for any input. Ben Macklin was introduced as the Manager, Capital Planning as a key resource in the capital program including the annual capital plan submission and delivery of the projects. The Committee asked several questions regarding the use of internal or external resources to deliver approved projects and the potential timing around the phasing of the EMCS building envelope project.

The following is a summary of the plan (as identified on the presentation included with this report):

Capital Program	Project Details	
	Descriptor	Location
New Schools	New Elementary School	North Langford
	New Elementary School	South Colwood
	New Elementary School	Sooke (River)
	New Middle School	Langford
Additions	Replacement (seismic) at Expanded Capacity	Sooke Elementary
	Prefabricated Addition	Edward Milne Secondary, Sooke



	Replacement at Expanded Capacity	Millstream Elementary, North Langford
	Prefabricated Addition	Dunsmuir Middle, Colwood
	Prefabricated Addition	Spencer Middle, Langford
Site Acquisitions	Millstream Replacement, New Site	North Langford
Seismic	John Muir Elementary	Sooke
	Saseenos Elementary	Sooke
	Millstream Elementary	Langford
	Savory Elementary	Langford

Replacement	Millstream Elementary	North Langford
	Sangster Elementary	Colwood
	Spencer Middle	Langford
Building Envelope	Edward Milne Phase 1	Sooke
	Edward Milne Phase 2	Sooke
	Edward Milne Phase 3	Sooke
	David Cameron Elementary	Colwood
	Willway Elementary	Langford

The Resources Committee supported the following motion going forward to the Board of Education for consideration:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the 25/26 Major Capital Plan submission as presented to the Resources Committee on June 11, 2024.



4.3 Energy Sustainability Plan – Mhairi Bennett

Staff provided a report to the Resources Committee on energy consumption and Green House Gas (GHG) emissions. The District will continue to look at ways of reducing emissions to accomplish the 2030 targets. The Committee heard that the District is on track to meet the 2030 target reduction of 40% from the 2010 baseline and that annual reporting will be provided to the Board to provide assurance that the targets will be met. Staff committed to include a copy of the presentation with the Committee report so all trustees would be able to see the information provided to the Committee.

4.4 Transportation Fee Model Update – Harold Cull

As part of the 24/25 budget development process, the Board passed the Annual Budget Bylaw with two transportation impacts included:

- 1) Transportation Fee of \$300/rider.
- 2) Reduced routes to better serve younger students and/or rural routes per Board policy/regulation.

Staff provided an update to the Committee on the plans to operationalize the decisions of the Board noted above. The Committee discussed the need for the District to work closely with BC Transit based on the projects identified in their presentation to the community last week. The Committee also discussed the need to provide clarification to families on the changes to the transportation service delivery levels (routes) and reinstated transportation fee model. Staff confirmed that formal messaging will be going out to impacted families beginning on June 12.

The Committee also raised concerns with the timing of the payment schedule and the potential impacts that it could have on families. Staff noted these concerns and will address them in the revised fee model that is communicated to families.

5. **ADJOURNMENT AND NEXT MEETING DATE:** September 17, 2024



25/26 Major Capital Plan Submission

Resources Committee– June 11th, 2024



Agenda

Major Capital Plan Submission Categories:

- Expansions: New Schools, Site Acquisitions and Additions (including **prefabricated**)
- Seismic Upgrades and/or Replacements
- Replacements
- Building Envelope
- Child Care



Capital Plan Submission Expansion

Program	Project	Location
New School (Expansion)	New Elementary School	North Langford
	New Elementary School	South Colwood
	New Elementary School	Sooke (River)
	New Middle School	Langford
Site Acquisitions	Millstream Replacement	North Langford



Capital Plan Submission Expansion

Program	Project	Location
Additions (Expansion)	Sooke Elementary Replacement (seismic) at Expanded Capacity	Sooke
	Edward Milne Secondary Prefabricated Addition	Sooke
	Millstream Elementary Replacement at Expanded Capacity	North Langford
	Dunsmuir Middle Prefabricated Addition	Colwood
	Spencer Middle Prefabricated Addition	Langford



Capital Plan Submission Seismic & Replacement

Program	Project	Location
Seismic	John Muir Elementary	Sooke
	Saseenos Elementary	Sooke
	Millstream Elementary	Langford
	Savory Elementary	Langford
Replacement	Millstream Elementary	Langford
	Sangster Elementary	Colwood
	Spencer Middle	Langford



Capital Plan Submission

Building Envelope

Program	Project	Location
Building Envelope	Edward Milne Secondary Phase 1	Sooke
	Edward Milne Secondary Phase 2	Sooke
	Edward Milne Secondary Phase 3	Sooke
	David Cameron Elementary	Colwood
	Willway Elementary	Langford



Capital Plan Submission Child Care

Program	Project	Location
Child Care	South Colwood Child Care	Colwood
	Willway Elementary Child Care	Langford
	Poirier Elementary Child Care	Sooke

Discussion

Questions/Thoughts?

Energy and Sustainability Update

Resources Committee – June 11th, 2024



Agenda

Reporting

- CleanBC
- Green House Gas (GHG) Emissions
- Energy Consumption

Planning

- Energy Specialist
- Ways to Reduce Emissions
- Investigate Opportunities
- Capital Project Requests

Reporting



Climate Change Accountability Act CleanBC

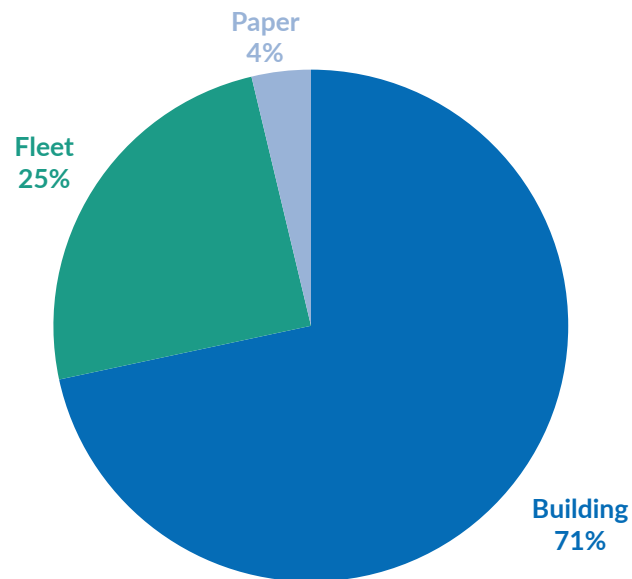
- As a Public Sector Organization (PSO), the School District has legislated GHG emission reduction targets
- These targets use our 2010 emissions as a baseline
- The legislated target is a 40% reduction by 2030 [50-60% for buildings and 20-30% for transportation]
- GHG emissions are measured in tCO₂e (tonnes of carbon dioxide equivalent)



SD62's 2010 Baseline

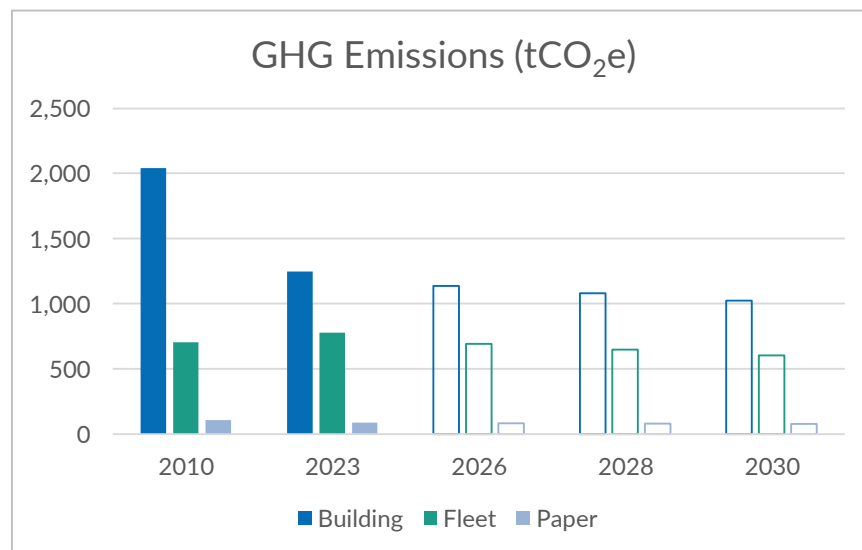
Source	tCO ₂ e
Buildings	2,043
Transportation	701
Office Paper	106
Total	2,852

GHG Distribution





GHG Emissions

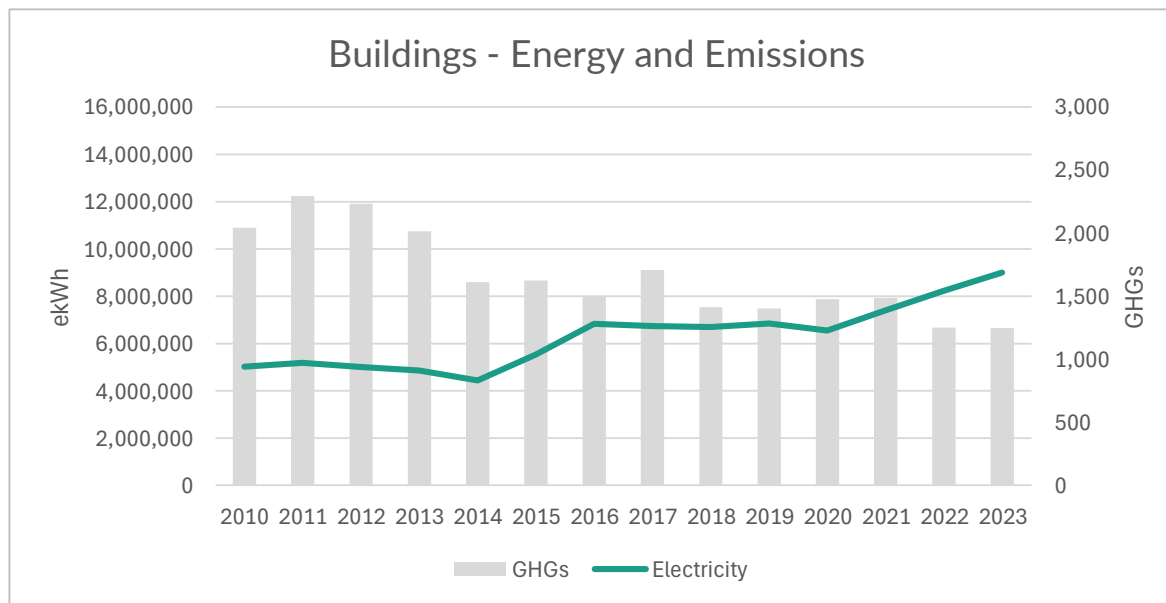


Baseline	Actual	Target	Target	Target
2,852	2,114	1,908	1,805	1,702
	(26%)	(33%)	(37%)	(40%)



Energy Consumption

Challenge = Growth



Planning



Energy Specialist

- Position was posted and interviews are underway
- Working with BC Hydro to fund up to 50% of salary [Commercial Energy Manager Program]
- Role will provide leadership towards meeting CleanBC 2030 targets (and beyond)



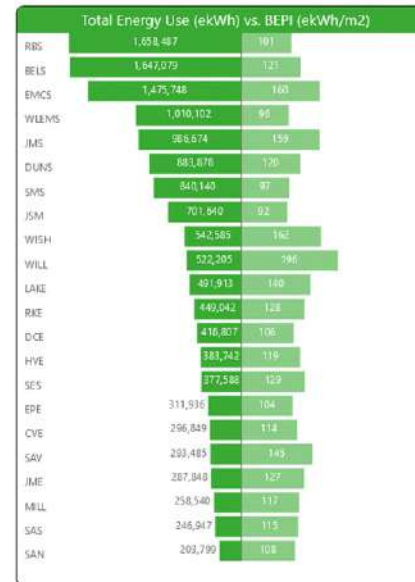
Ways to Reduce Emissions

- **Paper** : investigate current practices and policies
- **Fleet** : solidify needs (white and yellow fleets), develop replacement strategy, calculate gap to target
- **Buildings** : investigate opportunities based on efficiency (per m²)
- **Make Recommendations**

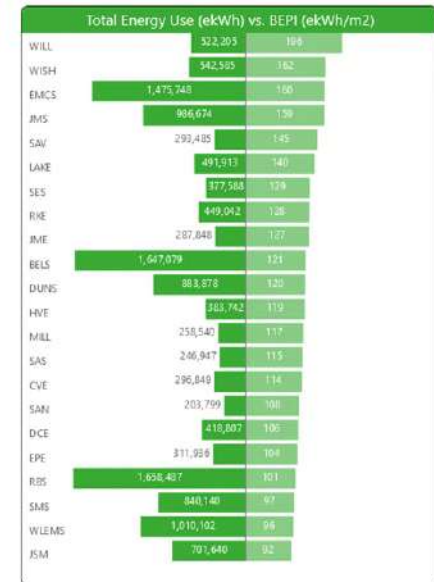
Opportunities

- Evaluate project opportunities
- Look for overall greatest impact
- Determine annual strategy (minor capital)

Total Consumption



Consumption/m²



Note: BEPI axis maximum is fixed at 350.



Capital Projects

- Develop 5-year minor capital plan (for annual submission in Sept)
- Recommend GHG reduction options for major capital projects
 - Continue to explore both embodied and operating GHG impacts
- Report back annually on targets and achievements

Discussion

Board of Education Info Note

June 25, 2024

Agenda Item: 7.1 – Resources Committee Update (25/26 Capital Plan Submission)

Background

- Subsequent to the Resources meeting on June 11, staff have determined an additional project to be included in the Capital Plan submission the Board will be considering
- As highlighted below in the “Additions” section, staff are recommending a pre-fabricated expansion of 20 classrooms at the South Colwood Elementary School site
- It is proposed the initial use of the classrooms would be for the secondary enrolment at RBSS and then would switch to the future Elementary School site in 2028/29 when the North Langford Secondary School is opened
- This would prevent the need for additional portables at RBSS and could tie nicely into the work the City of Colwood is planning for their Quarry Park project
- This addition is supported by the following table of projected secondary enrolment numbers:

		2021/2022SY	2022/2023SY	2023/2024SY	2024/2025SY	2025/2026SY	2026/2027SY	2027/2028SY	2028/2029SY	2029/2030SY	2030/2031SY	2031/2032SY	2032/2033SY
Secondary School	Enrolment	2,901	3,014	2,978	3,187	3,210	3,323	3,417	3,469	3,583	3,639	3,699	3,687
	Calculated Operating Capacity	2,600	2,600	2,600	2,600	2,600	3,100	3,100	3,100	4,000	4,000	4,000	4,000
Totals	% Utilization	112%	116%	115%	123%	123%	107%	110%	112%	90%	91%	92%	92%
	Totals: Surplus/Shortfall	-301	-414	-378	-587	-610	-223	-317	-369	417	361	301	313

MAJOR CAPITAL PROGRAM

- The following is a list of top projects for the District in priority order:

Capital Program	Project Details	
	Descriptor	Location
New Schools	New Elementary School	North Langford
	New Elementary School	South Colwood
	New Elementary School	Sooke (River)
	New Middle School	Langford

Additions	Replacement (seismic) at Expanded Capacity	Sooke Elementary
	Prefabricated Addition	Edward Milne Secondary, Sooke
	Prefabricated Addition	South Colwood Elementary site
	Replacement at Expanded Capacity	Millstream Elementary, North Langford
	Prefabricated Addition	Dunsmuir Middle, Colwood
	Prefabricated Addition	Spencer Middle, Langford
Site Acquisitions	Millstream Replacement, New Site	North Langford
Seismic	John Muir Elementary	Sooke
	Saseenos Elementary	Sooke
	Millstream Elementary	Langford
	Savory Elementary	Langford
Replacement	Millstream Elementary	North Langford
	Sangster Elementary	Colwood
	Spencer Middle	Langford
Building Envelope	Edward Milne Phase 1	Sooke
	Edward Milne Phase 2	Sooke
	Edward Milne Phase 3	Sooke
	David Cameron Elementary	Colwood
	Willway Elementary	Langford

- As a result of this change, staff are suggesting the following motion be considered by the Board:

Proposed Motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the 25/26 Capital Plan submission as amended at the Board meeting on June 25, 2024.

Prepared By: Harold Cull, Secretary Treasurer



Board Info Note

June 25, 2024

Agenda Item: 7.2 Amended 24/25 Capital Plan Bylaw

Background

- At their April 30, 2024 meeting, the Board passed the following motion to approve the District's 24/25 Capital Plan Bylaw:

Passed Motion: That the Board of Education of School District 62 (Sooke) give first, second and third readings of the Capital Plan Bylaw 2024/25-CPSD62-01

Amended Capital Plan Bylaw

- Since that meeting, the Board has received an updated Capital Response letter (attached) indicating that government is providing capital funding for 5 electric buses (replacements)
- In order to spend this additional capital funding, the Board must pass an amended Capital Plan Bylaw 2024/25-CPSD62-02
- If all 3 readings are to be considered at one meeting, the following motion is required to be passed unanimously prior to the motion passing the bylaw is read:

Recommended Motion: That the Board of Education of School District 62 (Sooke) allow all three readings of the 2024/25 Amended Capital Plan Bylaw No. 2024/25 CPSD62-02 at its meeting of June 25, 2024

Recommended Motion: That the Board of Education of School District 62 (Sooke) give first, second and third readings to the 2024/25 Amended Capital Plan Bylaw No. 2024/25 CPSD62-02.



Board of Education Info Note

June 25, 2024

Agenda Item: 7.1 – Resources Committee Update (Transportation Fee Model)

Background

- Subsequent to and based on the feedback received at the Resources meeting on June 11, staff have determined the operational details of the transportation fee model
- These details include, as communicated out to the system on June 13th:
- If you need financial assistance, contact your Principal to discuss a fee waiver. The Principal will notify the Transportation Manager.

Fee Structure

- Transportation Fee: \$300 per rider (*works out to \$1.67/day over 179 instructional days*)
- Safety Fee: \$25 per rider
- Online Processing Fee: 3%

Total Fees per Family:

Number of Riders	Transportation Fee	Safety Fee	Processing Fee	Total
1	\$300.00	\$25.00	\$8.25	\$333.25
2	\$600.00	\$50.00	\$16.50	\$666.50
3	\$750.00	\$75.00	\$21.00	\$846.00
4	\$750.00	\$100.00	\$21.75	\$871.75

Note: Safety fees are non-refundable.

Payment Information

- Fees will be added to your School Cash Online account on August 23, 2024.
- Full payment is due by November 15, 2024.
- Payments can be made in full or in three installments:
 - First installment: September 16, 2024
 - Second installment: October 15, 2024
 - Third installment: November 15, 2024

Prepared By: Harold Cull, Secretary Treasurer

**AMENDED CAPITAL BYLAW NO. 2024/25 –
CPSD62-02 CAPITAL PLAN 2024/25**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 62 (Sooke) (hereinafter called the “Board”) has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2024/25 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated May 31, 2024, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District 62 (Sooke) Amended Capital Bylaw No. 2024/25 – CPSD62-02.

READ A FIRST TIME THE 25th DAY OF June 2024;
READ A SECOND TIME THE 25th DAY OF June 2024;
READ A THIRD TIME, PASSED THE 25th DAY OF June 2024.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District 62 (Sooke) Amended Capital Bylaw No. 2024/25 – CPSD62-02 adopted by the Board the 25th June 2024.

Secretary-Treasurer



May 31, 2024

Ref: 299569

To: Secretary-Treasurer and Superintendent
School District No. 62 (Sooke)

Capital Plan Bylaw No. 2024/25-CPSD62-02

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2024/25

This letter is in response to your School District's 2024/25 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- **Bus Acquisition Program (BUS)**

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

MAJOR CAPITAL PROJECTS (SMP, EXP, REP, SAP, RDP)**New Projects**

Project #	Project Name	Project Type	Comments
150219	North Langford Secondary	New School	Project has been supported for planning (business case). Please submit Project Definition Report (PDR) to Ministry as soon as possible.
150515	New Middle School Site (Langford/Colwood Area)	Site Acquisition	Project has been supported. Your Regional Director will contact you regarding next steps.

Projects in Development from Previous Years

Project #	Project Name	Project Type	Comments
150461	Sooke Elementary	Seismic	Please submit business case (PDR) to Ministry as soon as possible.

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also, note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

NOTE: The Ministry encourages school districts to pursue simplified designs for new schools or expansion of existing schools. As projects proceed to Business Case, stakeholder engagement and design phases, please ensure simplified design parameters are considered as per the attached *Simplified Designs Guidelines*.

MINOR CAPITAL PROJECTS (SEP, FIP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Food Infrastructure Program (FIP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

New projects for SEP, FIP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Willway Elementary	SEP - HVAC Upgrades	\$850,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Crystal View Elementary	SEP - Roofing Upgrades	\$450,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
John Muir Elementary	CNCP - Energy Upgrades	\$500,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
John Muir Elementary	CNCP - Energy Upgrades	\$18,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
John Muir Elementary	PEP - Accessible Playground Equipment	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

New projects for BUS

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
A1622	D (80+RE) with 0 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) immediately from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
A7620	C (52-57) with 3 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) immediately from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
6620	D (80+RE) with 0 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) immediately from the list of approved vendors available through

			the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
A7622	D (80+RE) with 0 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) immediately from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
A9620	D (80+RE) with 0 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) immediately from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org

NOTE: BUS funding amounts will be determined once school districts place their order(s) with bus manufacturer(s). Please contact Branch Director [Michael Nyikes](#) with any questions regarding this.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2024/25 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2024/25 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated, and emailed to the Ministry's Capital Management Branch at CMB@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2024/25 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2025/26 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's [Capital Planning](#) webpage by April 1st, 2024.

School districts' capital plan submission deadlines for the 2025/26 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2024**
 - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **July 1, 2024**
 - Major Capital Programs (BEP)
- **September 30, 2024**
 - Minor Capital Programs (SEP, CNCP, PEP, BUS)
- **October 1, 2024**
 - Minor Capital Programs (FIP)

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Additionally, the Annual Facility Grant (AFG) project requests for the 2024/25 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2024.

NOTE: It is strongly encouraged that school districts discuss the draft versions of their intended capital projects and AFG project requests with Ministry staff well in advance of submission deadlines.

As a school district with a School Site Acquisition Charge (SSAC) scheme in place, please also be advised that the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is duly accepted by the Ministry as part of the Board's approved capital plan for 2024/25.

The Board should forthwith adopt a bylaw setting the School Site Acquisition Charges for the School District, as s. 575(3) of the *Local Government Act* prescribes that a SSAC may only come into effect 60 days (inclusive of weekends and holidays) after that bylaw is adopted by a board of education. At that point, local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a board.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Specific questions about SSAC should be directed to Regional Director [Travis Tormala](#).

Sincerely,



Damien Crowell, Executive Director
Capital Management Branch

**pc: Geoff Croshaw, Acting Director, Major Capital Projects, Capital Management Branch
Michael Nyikes, Director, Minor Capital Projects, Programs and Finance, Capital
Management Branch**



Board Info Note

Public Board Meeting

June 25, 2024

Agenda Item: 7.3 – BC Transit Townhall Report

Background

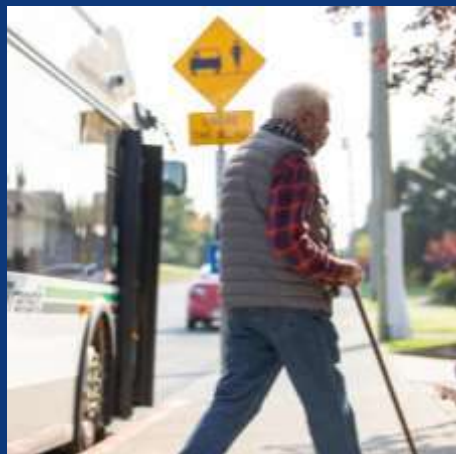
- Trustees and staff attended a Townhall meeting on June 4th hosted by BC Transit
- The purpose of the meeting was for BC Transit to highlight some of the major capital investments being made in the Westshore and Sooke and to discuss many of the transit related issues in our communities
- The meeting was well attended by representatives from the municipalities and community and the discussions were lively and informative
- With the upcoming changes to the District’s transportation model through the budget development process, this is an opportune time for further dialogue with BC Transit and our municipalities

Follow Up

- As a follow up to the townhall meeting, staff will reach out to BC Transit to arrange meetings to discuss common issues and look for areas to partner
- In addition, the Board will be meeting with our local municipalities as part of the regular process and will continue to discuss regional issues such as transportation and childcare among other issues
- As part of these processes, the District is interested in presenting to the BC Transit Commission and staff are asking the Board to consider passing the following motion:

Motion Requested: That the Board of Education of School District 62 (Sooke) request to present to the BC Transit Commission regarding effective transportation options for children and youth.

Prepared by: Harold Cull, Secretary Treasurer



BC Transit Update

June 4, 2024

Presentation Overview

Objectives:

- Provide an overview of BC Transit and transit-related initiatives, focusing specifically on the West Shore

Overview:

- Transit Context
- BC Transit Initiatives
- RapidBus Initiatives



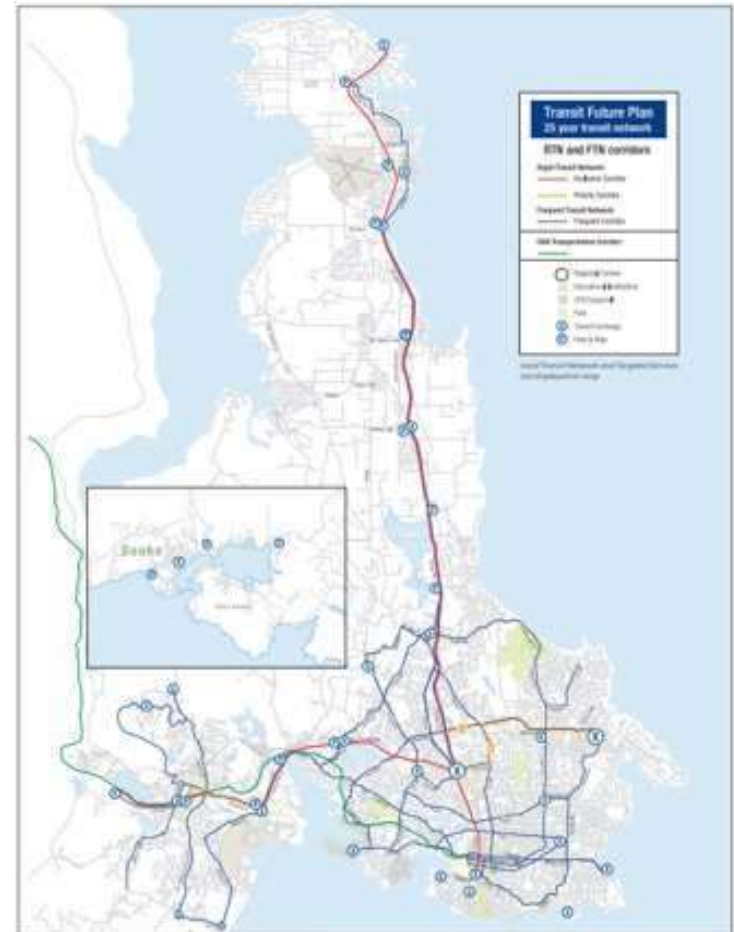
Victoria Regional Transit System Overview

Conventional Transit

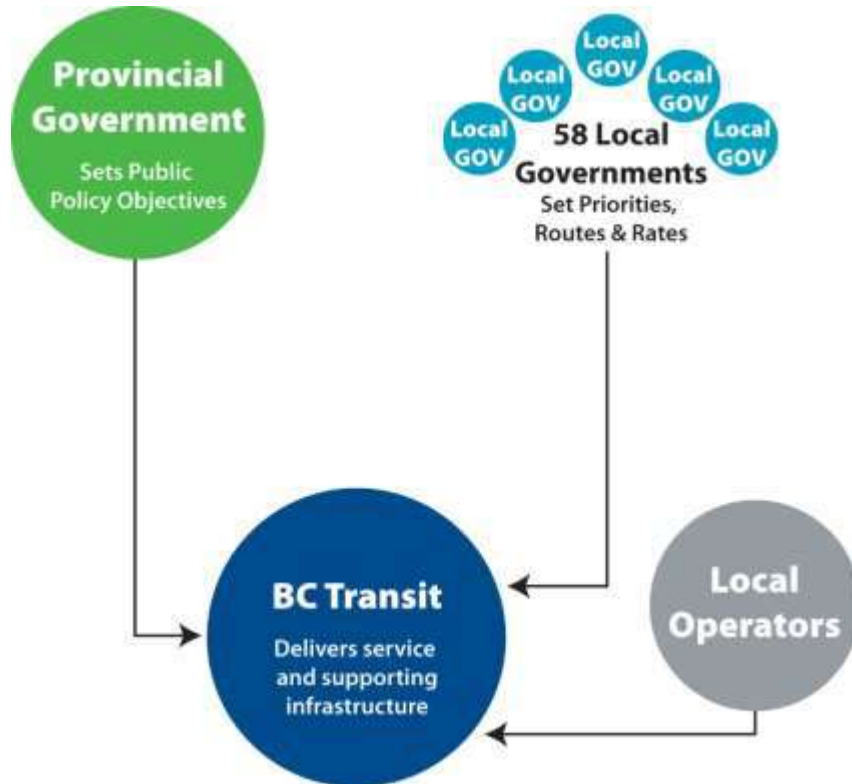
- Fixed routes and schedules
 - 57 transit routes
- 30.3 million boardings in 2023/24
- Range of vehicles, services:
 - Double Deckers
 - 30' 35' 40' vehicles
 - Community shuttles

Custom Transit (handyDART)

- Door to door, demand responsive
- Eligible people with a disability
- Operated by First Canada ULC
- Supported by taxi programs



System Operates Through Partnership: BC Transit's Model



Victoria Regional Transit Commission

- Plans community, establishes transit priorities and routes
- Sets service levels and approves budgets
- Set fares
- Provide local tax subsidy

BC Transit

- Turns VRTC priorities into transit operating and capital plans
- Works with Province to access funding
- Operates Victoria conventional service
 - Custom Transit operated via contracted service provider
- Manages capital program

Background: Victoria Regional Transit Commission



- Established under the *British Columbia Transit Act*
 - Local government representation for transit services in the CRD
- Eight elected local government officials are appointed by the Province
- Chair is designated by the Minister responsible for BC Transit
- Appointment process, composition and term described in the *Act*
- Staff, resources and contracted services provided by BC Transit

Local Government Collaboration

- Bus stops and shelters
- Collaboration on infrastructure for multi modal transportation (municipalities responsible for roads)
- Local planning initiatives (OCP etc.)
- Development Referrals
- Stakeholder engagement
- Collaboration with MOTI on Highways infrastructure
- Collaboration with CRD on regional growth strategies, regional parks and trails



Electronic Fare Collection System (Umo)



- **Launched in the Victoria Regional Transit System in August 2023**
 - Replace end-of-life and costly fare tech on conventional transit services
 - Increase access to taking transit more often for more riders
- Introduced two new convenient payment methods – mobile app and reloadable card
- Introduced new and improved fare products – Cash balance, 30-Day Pass, digital DayPASS, digital U-PASS, digital ProPASS
- **Since launch:**
 - Adoption rates continue to increase each week
 - Mobile app rider's preferred payment method
 - Expanded to 12 other transit systems, improving interregional travel.
- **Future plans:**
 - Enable credit and debit card payments

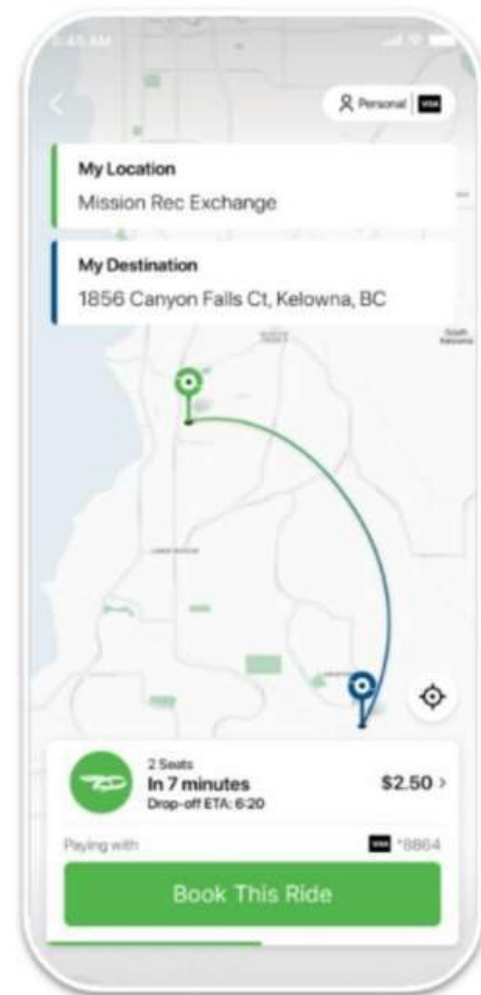
NextRide

- Allows riders to see the real-time location of their bus and its predicted arrival time at an identified stop
- NextRide data assists with schedule reliability, managing on-road incidents more effectively and customer communications
- NextRide refresh started in January
 - help provide increased certainty, convenience and predictability for transit customers
 - new digital full-colour passenger information displays inside all heavy-duty buses & high-capacity buses

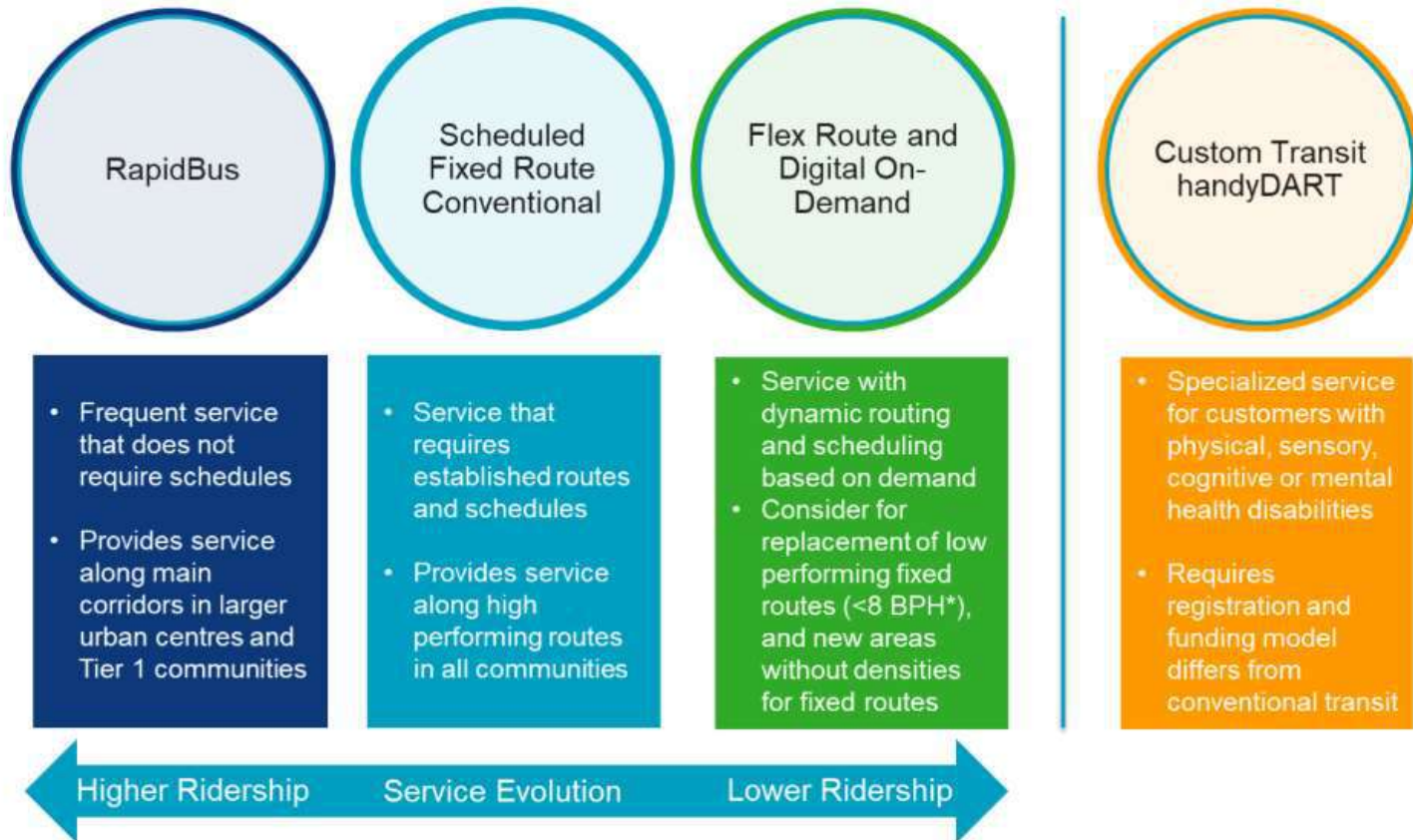


OnDemand – What is it?

- OnDemand transit uses technology to dynamically dispatch a bus, van or fleet of vehicles to locations dictated by customers
- Types of OnDemand service vary and can be delivered using smaller vehicles in a curb to curb pick up format or using larger conventional buses and bus stops
- In 2022 we completed a service strategy for implementing OnDemand services



BC Transit Service Spectrum



Phase 1: Kelowna Launch – April 28th



Service levels:

- Weekdays: 7am-7pm (one AM and one PM fixed trip for school demand)
- Weekends: 8am-6pm



Low Carbon Fleet Program



Provincial carbon emission reductions targets:

- 16% by 2025
- 40% by 2030
- 60% by 2040
- 80% by 2050



Victoria Regional Transit System Electric Bus Project

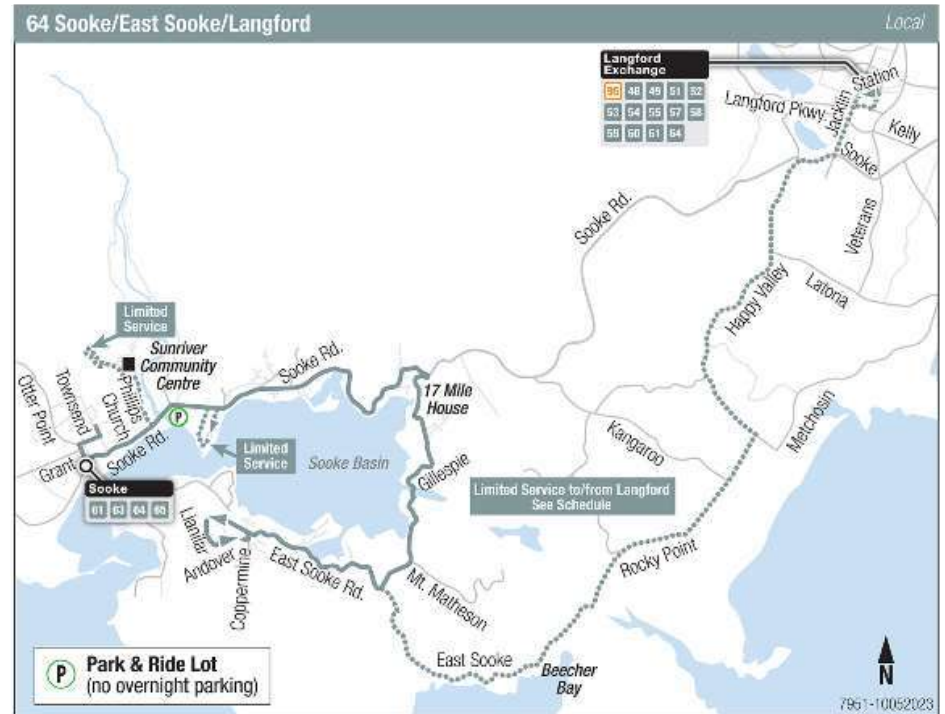
- Learning and engagement with the electric demonstration bus is now complete
- Over 16 month period we accumulated 11,000 km of experience with the bus
- Charging equipment constructed at the Victoria Transit Centre is ready to support electric buses from other suppliers



Planning Update

Recent Changes – Route 64

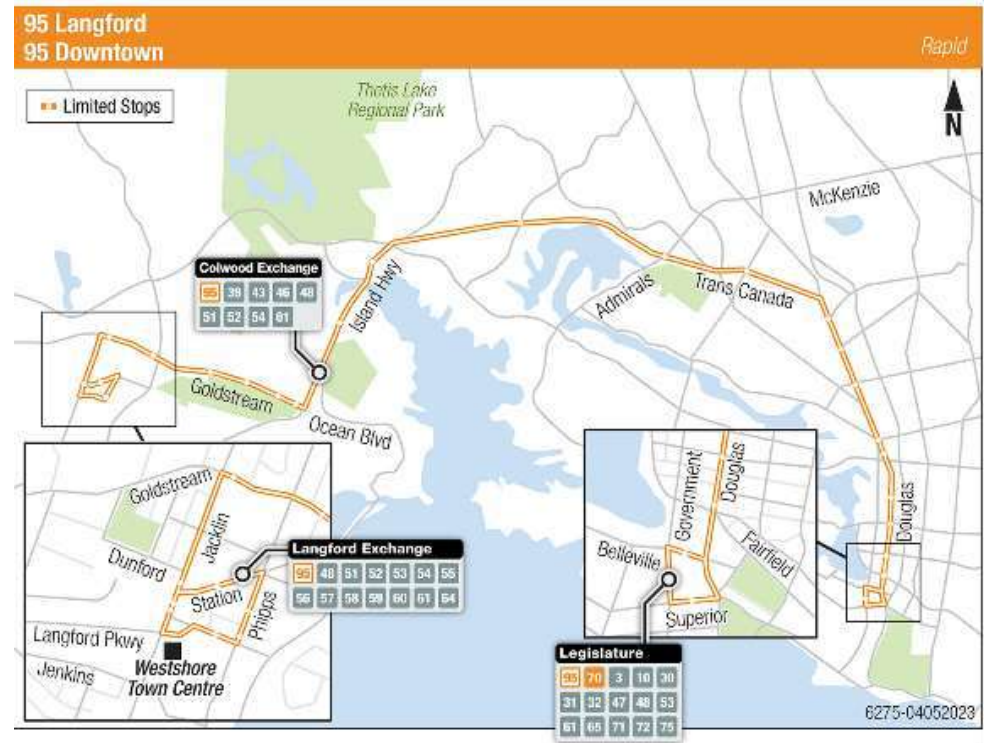
- Changed in January 2022
 - Introductory service to Scia'new First Nation and Spirit Bay
 - Improved connectivity between East Sooke and Langford
 - Improved service to Metchosin and Happy Valley



Recent Changes - West Shore RapidBus Line

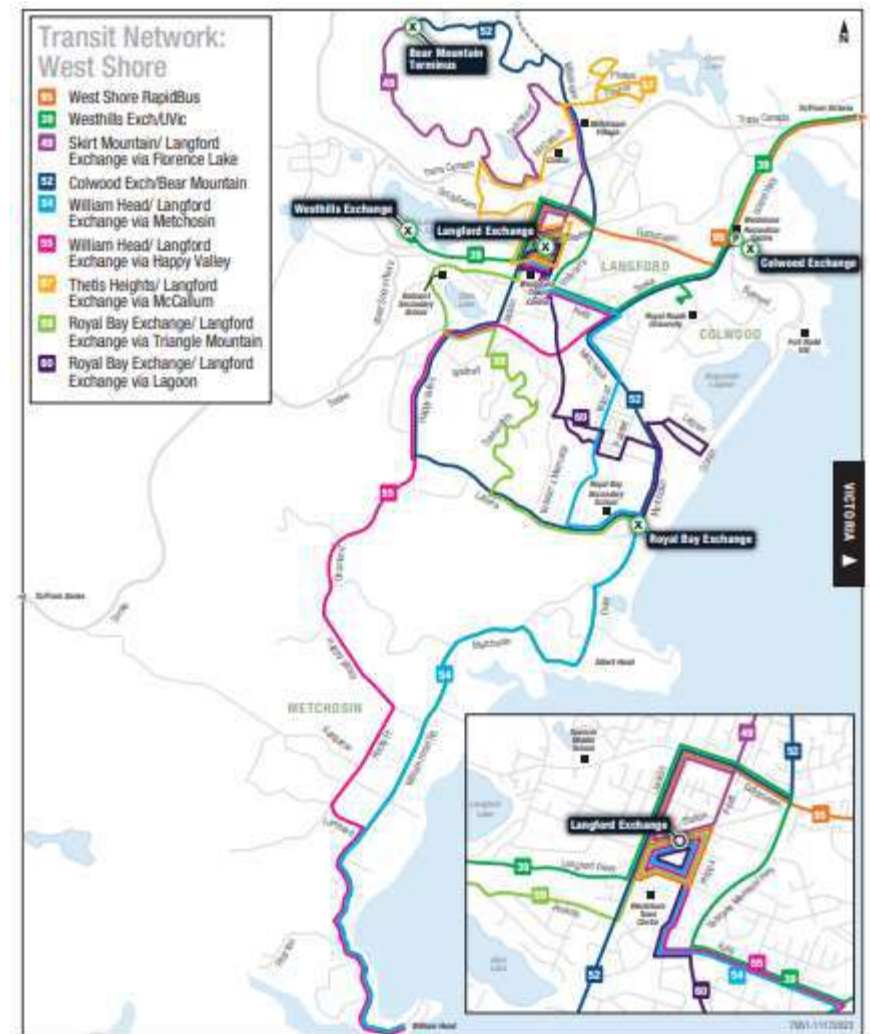
- Route 95 Launched April 2023
 - 12% more trips
 - 18% fewer stops
 - 11% ridership increase over 12 months

- Adjustments to Route 61
 - 40% more trips
 - Off-peak trips require transfer at Langford Exch
 - 15% ridership increase over 12 months



Recent Changes - West Shore Transit Network

- West Shore service changes implemented January 8, 2024
 - intended to make public transit to and from key locations in the West Shore faster and easier
 - better align service with rapidly increasing development and customer demands,
 - improve integration with the 95 Blink RapidBus.
- Changes were included in public engagement as part of the 2022 West Shore Local Area Transit Plan



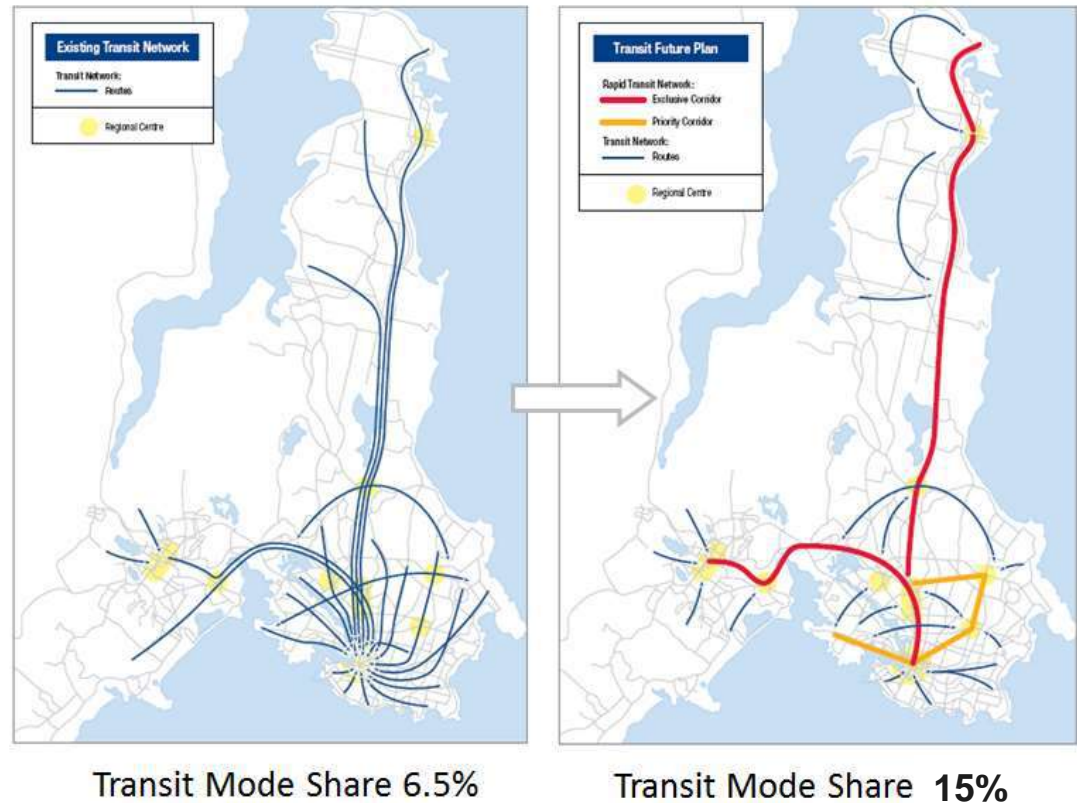
Transit Future Plan

BC Transit developed a 25-year transit plan for the region, which included development of the Transit Future Network

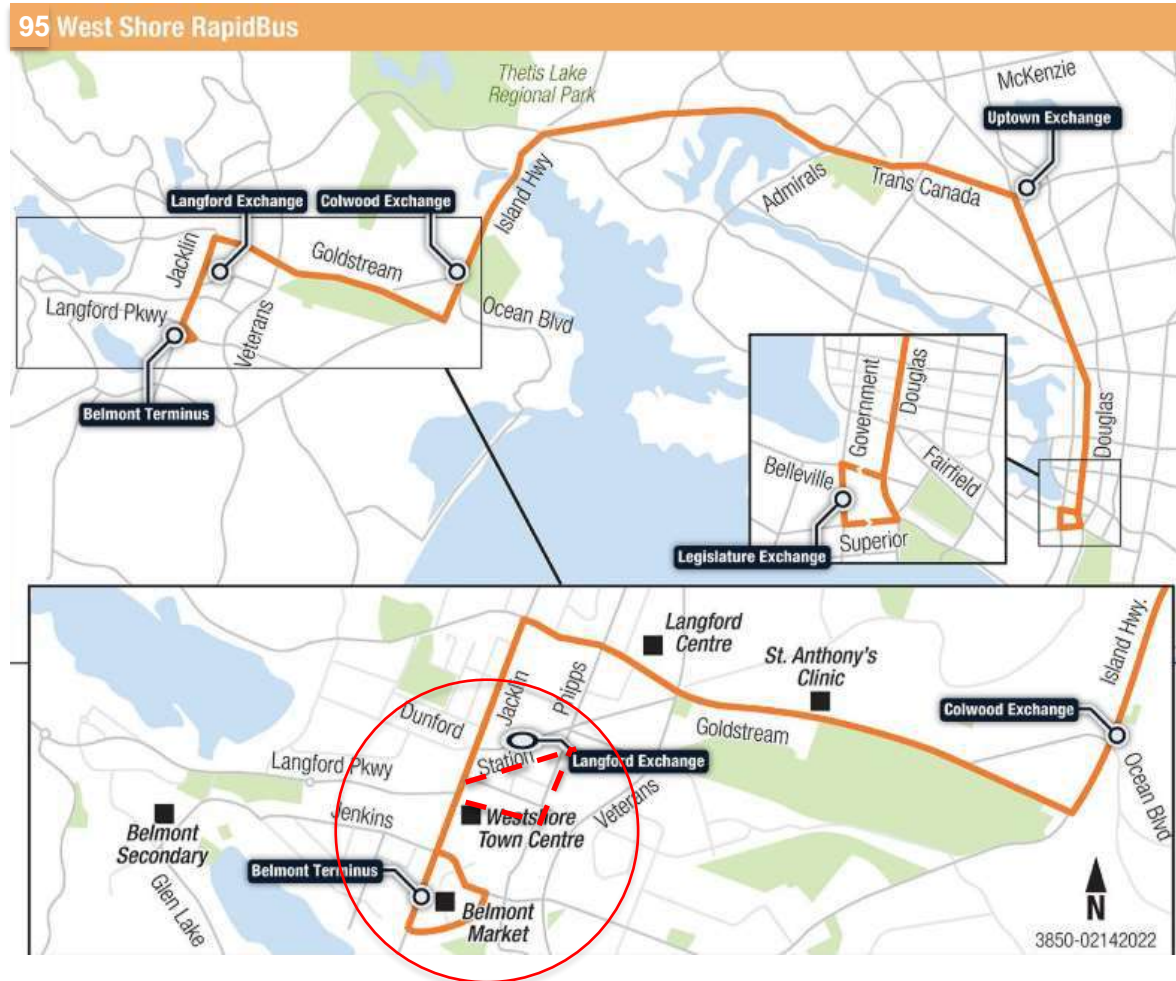
The Transit Future Network uses four layers of transit service:

- Rapid Transit
- Frequent Transit
- Local Transit
- Targeted Services

Updating the Transit Future Plan in 2024/25



West Shore Local Area Transit Plan

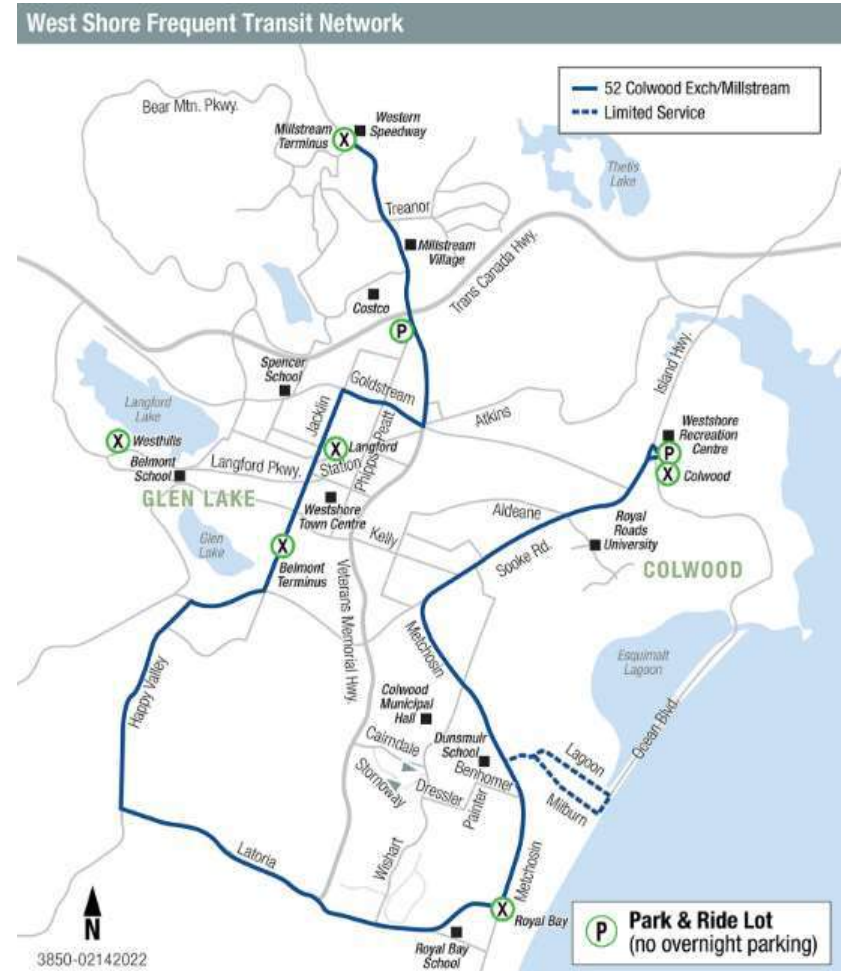


West Shore Local Area Transit Plan

West Shore Frequent Transit Network

Route 52 Colwood Exch / Millstream

- Connects the following key areas:
 - Colwood Exchange
 - Colwood Corners
 - Royal Roads University
 - Royal Bay
 - Latoria / Happy Valley
 - Belmont Market
 - West shore Town Centre
 - Downtown Langford
 - UVIC West Shore
 - Millstream Village

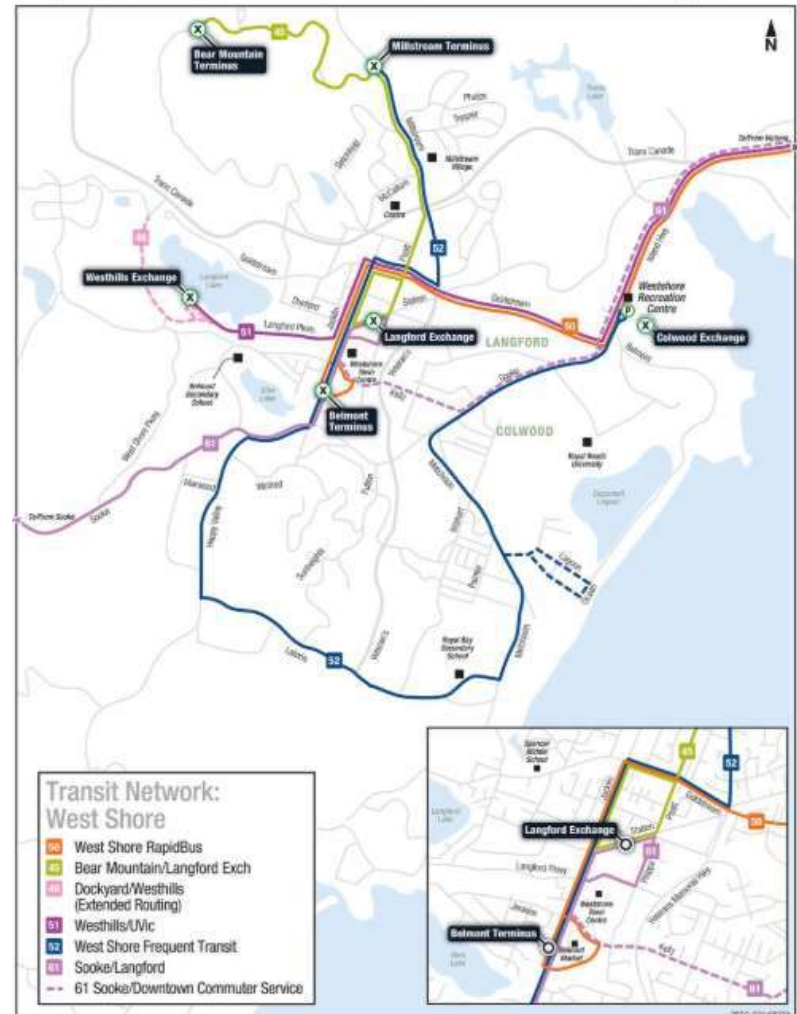


West Shore Local Area Transit Plan

Other Medium-Term Improvements

- Route 51 Westhills Extension
- Route 42 Fort Rodd Hill
- Phase 2 Network Restructure
 - 45 Bear Mountain Route
 - 52 Millstream / Colwood Exch
 - 46 Amy Rd. Extension
 - 61 Sooke commuter trips via Jacklin and Kelly – Connection to Langford and 95 RapidBus extension

Proposed Medium Term West Shore Transit Network Changes



West Shore Local Area Transit Plan

UVIC West Shore Campus

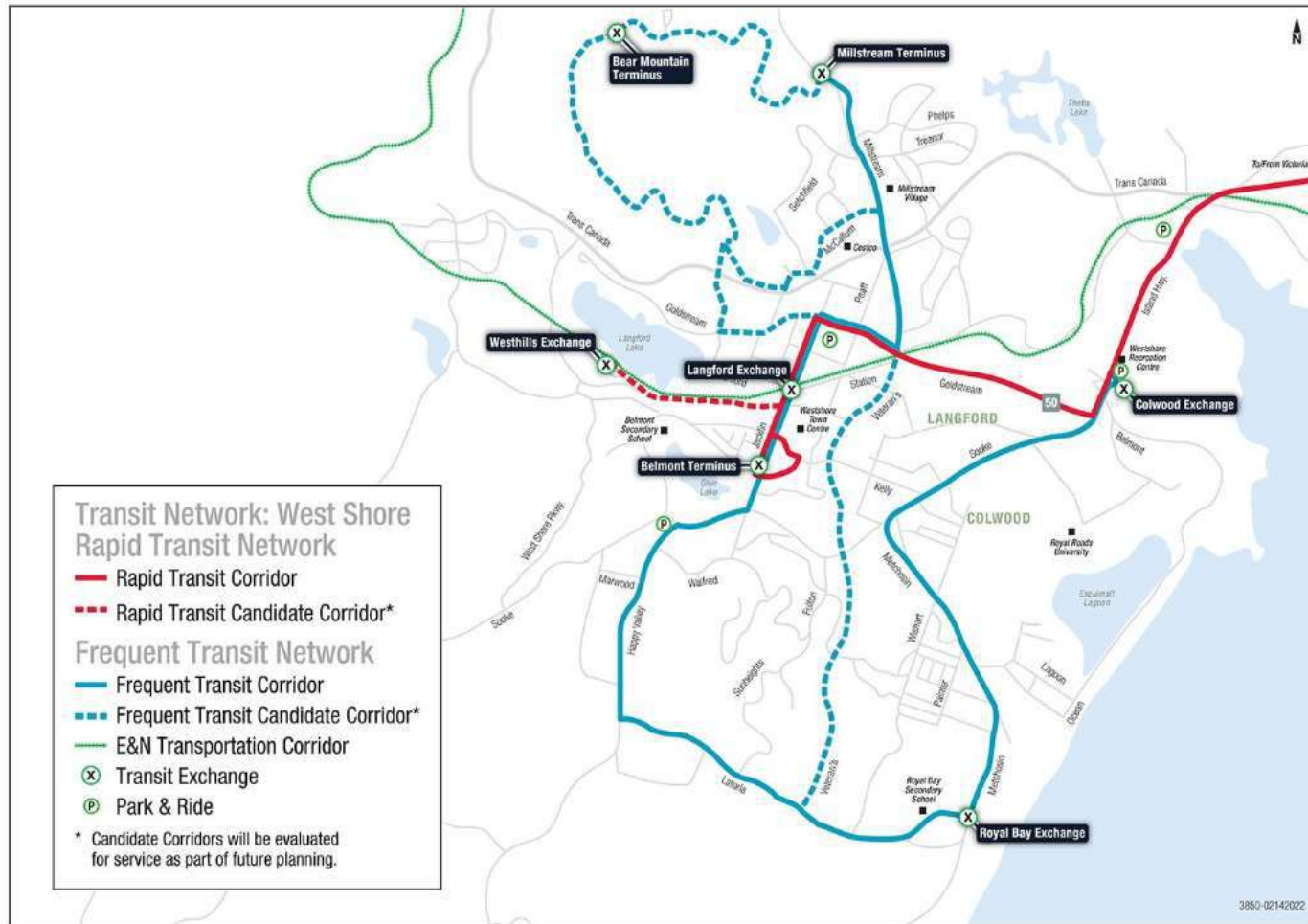
Intersection of Goldstream & Peatt

- Directly served by:
 - 39 Westhills / UVIC
 - 46 Westhills / Dockyard
 - 49 Skirt Mountain / Langford Exch
 - 52 Colwood Exch/Bear Mtn
 - 53 Vic General / Langford Exch
 - 95 Langford / Downtown Blink
- Within 600m of additional routes serving Langford Exchange:
 - 48, 51, 57, 58, 61, 64, 54, 55, 59, 60



West Shore Local Area Transit Plan

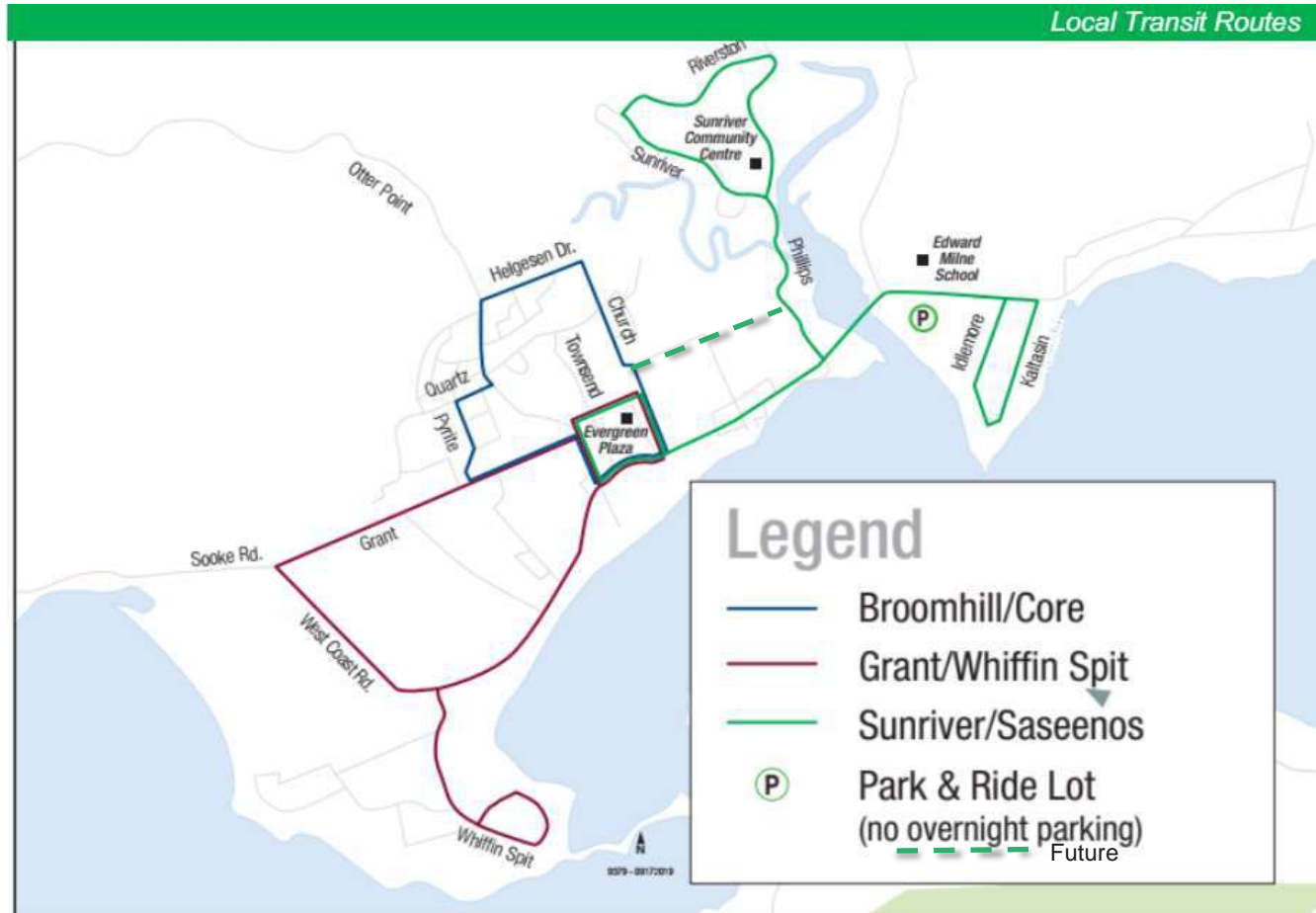
Transit Future Plan 25 Year West Shore Transit Network (Updated 2022)



Sooke Local Area Transit Plan



Sooke Local Area Transit Plan



Sooke Local Area Transit Plan



Future Service Expansion

Approved by the VRTC in 2023/24:

- 2024/25: 20,000 hours, 8 buses*
- 2025/26: 30,000 hours, 12 buses
- 2026/27: 40,000 hours, 16 buses

*Provincial Budget supports 2024/25 expansion

Key strategic service investments priorities:

- RapidBus and Frequent Transit Network service improvements
- Development of the crosstown network on the Hillside/Gorge and Admirals/McKenzie (Route 40) corridors
- Simplifying and improving transit service on the Quadra corridor
- Improvements to YYJ Airport and Peninsula service

Transit Operations Centres

A transit facility strategy was developed to support transit service expansion and a transition to battery electric buses and a future transit fleet of up to 600 conventional buses and 110 handyDART buses. Projects advancing include:

- **View Royal handyDART** – 110 transit facility. The building is under construction and will be in service in 2025.
- **Modernization of Victoria and Langford Transit Facilities** – Projects approved to enhance bus maintenance, battery electric bus deployment and modest bus expansion.
- **Saanich Transit Centre** – Developing Project for a new transit centre. Phase 1A site preparations are underway and Phase 1B business plan is being prepared with Infrastructure BC.



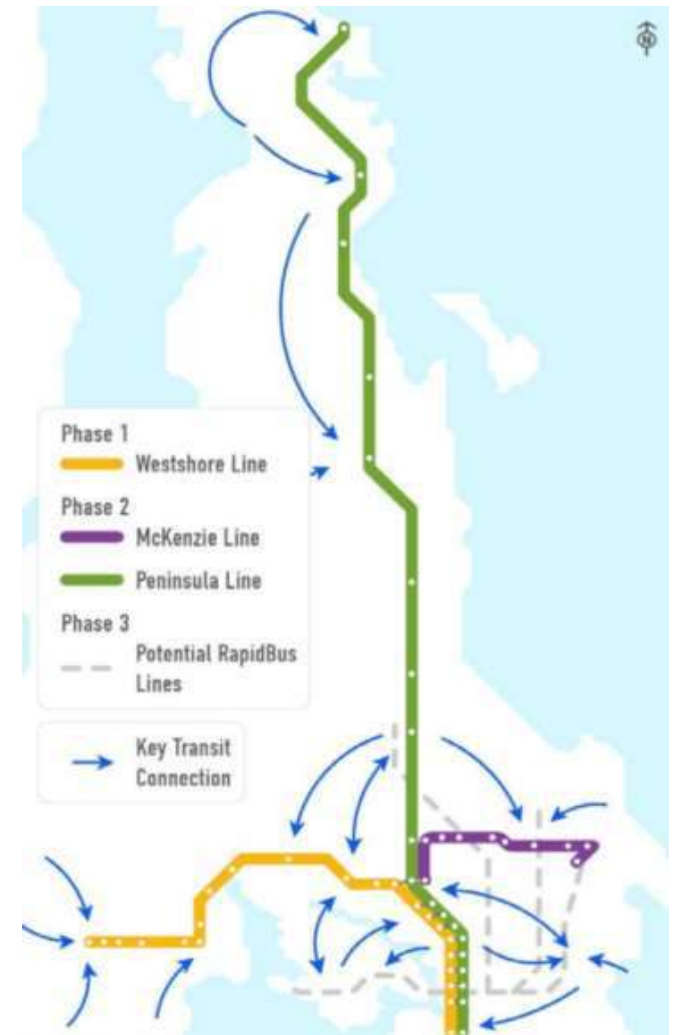
VRTS handyDART Facility (View Royal)

- Construction underway
 - framing in the administrative and maintenance area
- Project included restoring ecological health of Craigflower Creek
 - First site on Vancouver Island to be Salmon Safe certified
- EcoStar Award Winner for Leadership in Design and Construction
- Interested in updates? Sign up for project newsletter at VictoriahandyDARTProject@BCTransit.Com



RapidBus Implementation Strategy

- BC Transit, in collaboration with municipal, regional and provincial partners developed the Victoria Regional RapidBus Implementation Strategy in 2021
- The RapidBus network will be implemented across several corridors to create a high-capacity transit system
- Implementation strategy was divided into three different phases:
 - West Shore RapidBus Line
 - McKenzie RapidBus Line
 - Peninsula RapidBus Line



RapidBus Implementation – West Shore Line Launch

The flagship Blink West Shore RapidBus Line was launched in April 2023.

- Introduced the new Route 95 Langford/ Downtown
- Route 95 replaced Route 50, operating along the same route, but with added service and fewer bus stops
- 7-8 minute frequency at peak periods on weekdays
- Minimum of 15 minute service from 7am-10pm Monday to Saturday and 8am-10pm Sunday



RapidBus Implementation - Infrastructure

The RapidBus Implementation Strategy was updated and endorsed by the Victoria Regional Transit Commission in 2021. Projects completed include Douglas Street and Highway 1 bus lanes from Fisgard to Tillicum

West Shore RapidBus Line (Phase 1)

Projects in Delivery

- Island Highway Transit Priority Lanes
- 22 RapidBus Stations

Projects in Planning

- South Douglas RapidBus Stations & Transit Priority

MoTI Projects in Planning

- Highway 1 Bus On Shoulder Lanes
- 6 Mile Park & Ride
- Uptown RapidBus Stations & Transit Priority
- Uptown Mobility Hub Feasibility Plan



RapidBus Implementation - Infrastructure

BC Transit is continuing to work with local governments and MoTI with RapidBus planning for future corridors

McKenzie RapidBus Line (Phase 2)

Projects Complete

- UVic Exchange

Projects in Planning

- Partnering with Saanich on a Corridor Study

Peninsula RapidBus Line (Phase 2)

MoTI Projects Complete

- RapidBus Stations and Transit Priority at SB Sayward and Mount Newtown

BC Transit Projects in Planning

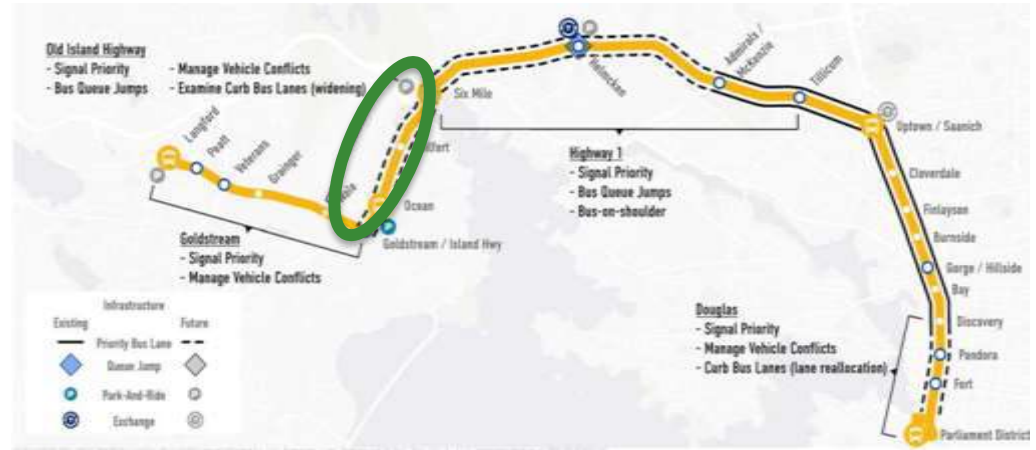
- RapidBus Stations
- Swartz Bay Transit Terminal
- Sidney Transit Hub Study



Island Highway – West Shore RapidBus Improvements

Island Highway Priority Project

- Supports the West Shore Rapid Bus Strategy.
- Transit priority improvements for Island Highway at the intersections of Island Highway and 6 Mile Road in View Royal and Island Highway and Wale Road in Colwood
- ICIP funding for \$14.9M budget and the local share is funded by the VRTC
- Construction contract awarded for View Royal portion
 - Targeting in-service in 2025



Thank You





COMMITTEE REPORT OF THE EDUCATION-POLICY COMMITTEE

**School Board Office
June 4, 2024 – 6:00 p.m.**

Present: Cendra Beaton, Trustee (Committee Chair)
Allison Watson, Trustee (Committee Member)
Trudy Spiller, Trustee (Committee Member)
Christina Kempenaar, STA
Tim Hamblin, CUPE
Georgette Walker, SPVPA
Nevada Kaludjar, SPEAC
Paul Block, Superintendent/CEO
Dave Strange, Associate Superintendent
D’Arcy Deacon, Associate Superintendent

Guests: Matthew Kemshaw, Trisha L. Renken-Sebastian

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, Cendra Beaton**

The Chair opened with an acknowledgement of the territory and followed with a review of the many accomplishments of the committee this year. The list was a diverse set of presentations, policy work and program review. The Chair expressed gratitude to committee members for their contributions this year. Members were invited to share celebrations and expressions of gratitude.

3. **COMMITTEE REPORT** of May 7, 2024 Education-Policy Committee meeting

The committee report for the May 7, 2024 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

5. **REVIEW OF POLICIES/REGULATIONS**

There were no policies/regulations for this meeting.

6. **NEW BUSINESS**

a. SD62 Operational Plan 2024-25 – Paul Block

Superintendent Paul Block provided an overview of next year’s District Operational Plan. The plan provided a high-level overview of the focus of the District for the 2024-25 school year. The plan outlined work that is the Executive’s to be done in alignment with the Strategic Plan as we close out the current plan and began in the development of the next multi year Strategic Plan.

The committee engaged in discussion and asked questions of the Superintendent.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the 2024-25 Operational Plan.

b. Feeding Futures Year-End Report – Dave Strange and Matthew Kemshaw

A review of the work done this past year to address student food security was given by the presenters. This was followed with an overview work currently on going and plans for 2024-25. It was evident that great work is being done in this area and the scope of the program will be significantly increased next year.

The committee engaged in discussion and asked questions of the presenters.

FOR INFORMATION

a. Presentation – Research Project Approval Follow-Up – Trisha Renken-Sebastian – “Speaking Across Barriers: How Parents in a Canadian Public School System Learn About Their Children’s Diversity Education” <https://dspace.library.uvic.ca/items/60f28e5a-c0f0-4fd0-9156-07f57a055e8d>

The presenter provided a review of the research project and recommendations that emerged from the study. The presentation was well received, and members of the committee engaged in discussion and asked questions of the presenter.

b. Research Project Approval – Ministry of Education and Child Care – “How do BC School Districts Support Assessment and Instruction in Literacy and Numeracy?”

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** tba



EDUCATION POLICY COMMITTEE

Information Note

June 4, 2023

Agenda Item 6a: SD62 2024-2025 Operational Plan

PURPOSE

- This information note provides details of the 2024-2025 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.

Developing the Operational Plan

- The development of the 2024-2025 Operational Plan reflects the growing maturity of the organization:
 - Developing the plan included discussions about 2024-25 operations as 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.
 - Given budget pressures projected for the 2024-25 school year, no operational plan items requiring discretionary funding received money as part of Budget 2024-25. Any Operational Plan items requiring financial support will be funded through existing departmental funds.

The 2024-2025 Operational Plan

- The 2024-2025 Operational Plan is the fourth and final annual operational plan that works to make progress towards the goals of the 2021-2025 Strategic Plan.
 - **The plan contains 21 items:**
 - 6 items under the Learning.
 - 5 items under the Engagement goal.
 - 9 10 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, the work continues from the 2023-2024 Operational Plan to “Implement recommendations outlined in the **diversity, equity, and inclusion (DEI)** review to enhance student learning.”
 - **Items that reflect the changing demographic of the school district.**
 - For instance, “Review the current strategies and responses for supporting the needs of **newcomer families**, including language assistance, fostering a sense of belonging, and addressing cultural needs.”
 - **Items that will help the organization effectively consider our district partners’ views.**

- For instance: “Develop and implement a comprehensive **engagement strategy** for the **new strategic plan.**”
- **Items that will help the organization plan long-term resources.**
 - For instance: “Develop an **Asset Management Plan.**”

Next Steps

- The Executive will discuss the new operational plan and reconfirm what outcomes will be made by the end of June 2025 and the measures that will be used to show progress.
- The Superintendent will provide members of the Executive Team individual mandate letters for the 2024-25 school year.
- Executive leads will work with their staff to get each project underway and ensure effective progress metrics are being collected.

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the 2024-2025 Operational Plan.

Respectfully submitted,

Paul Block
Superintendent/CEO

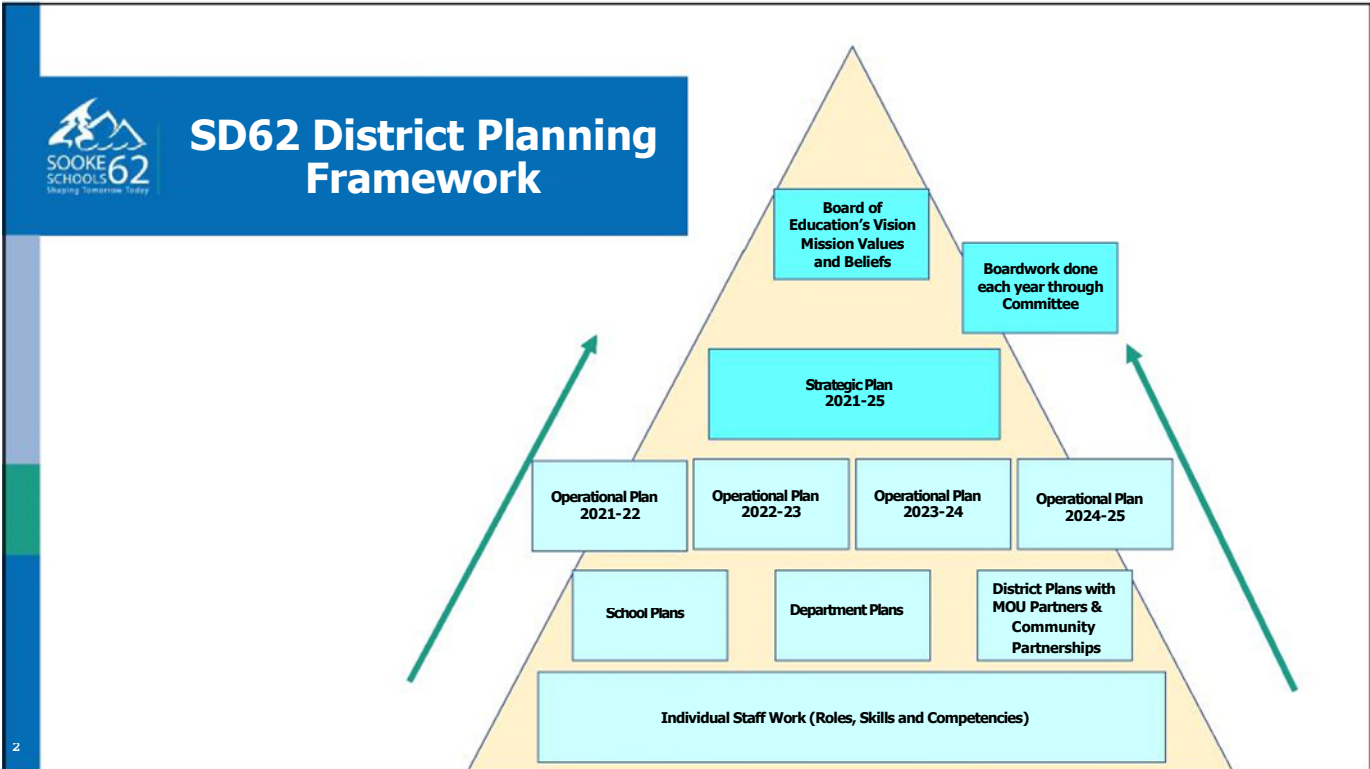
(UPDATED June 18, 2024)

2024-2025 Operational Plan	
L1	Implement recommendations outlined in the diversity, equity, and inclusion (DEI) review to enhance student learning.
L2	Implement the Middle/Secondary components of the K-12 Literacy Plan.
L2	Identify the metrics and processes necessary to establish a continuous improvement cycle for FESL and student achievement.
L3	Review the current strategies and responses for supporting the needs of newcomer families , including language assistance, fostering a sense of belonging, and addressing cultural needs.
L3	Promote and action SOGI -related initiatives, including reviewing policies and retrofitting gender-neutral spaces.
L4	Prioritize enhancing student voice and engagement across all K-12 departments.
E1	Develop and implement a comprehensive engagement strategy for the new strategic plan .
E2	Collaborate with Sc'ianew, T'Sou-ke and Pacheedaht Nations and with Na'tsa'maht Indigenous Education to establish a new Indigenous Education Council in alignment with the new ministerial order and changes to the School Act following Bill 40.
E3	Create targeted communication strategies to facilitate the active sharing of achievements and successes by the school community throughout the year.
E4	Conduct a thorough review of the Employee & Family Assistance Program (EFAP) and explore potential options and services to enhance its effectiveness.
E4	Initiate the implementation of the Employee Attendance and Wellness Program , incorporating stakeholder feedback to optimize program design and delivery.
G1	Execute the Special Programs Hiring Process and establish continuous support for fostering a more diverse workforce, including cultural holidays, learning opportunities, training, and accommodations for varying abilities.
G1	Restructure Inclusive Education Services (IES) to include English Language Learners (ELL) in preparation for the 2025-2026 school year (G1) (MB)
G2	Develop an Asset Management Plan .
G2	Conduct a review of departmental budgets .
G3	Enhance staff development, professional capacity and onboarding processes (G3) (FN/FH/DS)
G3	Initiate the operationalization of the records management policy and regulations.
G3	Formalize a Digital Asset Management Plan
G3	Continue to raise awareness, provide training and implement Cyber Security policy and regulations
G4	Implement the SD62 Ethical Framework to guide decision-making at the Board level.
G4	Make progress towards the Clean BC 2030 Reduction Targets



2024-2025 Operational Plan

1



2



Items in the 2024-2025 Operational Plan

- 6 items working towards the learning goal
- 5 items working towards the engagement goal
- 9 items working towards the growth goal

20 Items

- Advancement of work from the previous operational plan (e.g. DEI work)
- Work that reflects changing demographics (e.g. newcomer family support)
- Work will help the organization effectively consider our district partners' views (e.g. engagement for new strategic plan)
- Work that will help the organization effectively plan long-term resources (e.g. asset management)

3

3

Strategic Plan 2021-2025 LEARNING GOAL

To develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens

OBJECTIVES

1. Provide opportunities for learners to understand, respect and appreciate diversity and inclusion

2. Provide opportunities for learners to develop critical and creative thinking skills

3. Ensure our learning environments are safe, accessible and welcoming

4. Enhance student choice and voice

4

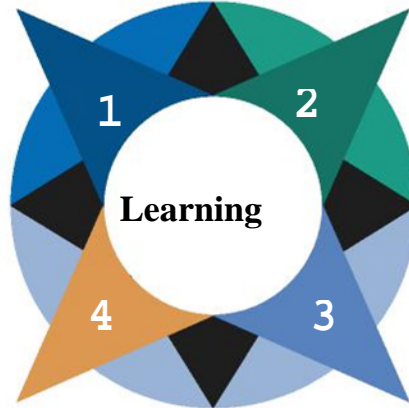
4

Learning 2024-2025

Goal: To develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens

- Implement recommendations outlined in the diversity, equity, and inclusion (DEI) review to enhance student learning

- Prioritize enhancing student voice and engagement across all K-12 departments



- Expand the K-12 Literacy Plan to focus on Middle and Secondary
- Identify the metrics and processes necessary to establish a continuous improvement cycle for FESL and student achievement.

- Review the current strategies and responses for supporting the needs of newcomer families, including language assistance, fostering a sense of belonging, and addressing cultural needs
- Promote and action SOGI-related initiatives, including reviewing policies and retrofitting gender-neutral spaces

5

Strategic Plan 2021-2025 ENGAGEMENT GOAL

To develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens

OBJECTIVES

1. Provide opportunities for learners to understand, respect and appreciate diversity and inclusion

2. Provide opportunities for learners to develop critical and creative thinking skills

3. Ensure our learning environments are safe, accessible and welcoming

4. Enhance student choice and voice

6

Engagement 2024-2025

Goal: To create a culture of belonging

- Develop and implement a comprehensive engagement strategy for the new strategic plan.

- Conduct a thorough review of the Employee & Family Assistance Program (EFAP) and explore potential options and services to enhance its effectiveness

- Initiate the implementation of the Employee Attendance Support and Wellness Program, incorporating stakeholder feedback to optimize program design and delivery



- Collaborate with Sc'ianew, T'Sou-ke and Pacheedaht Indigenous Nations and with Na'tsa'maht Indigenous Education to establish an Indigenous Education Council in alignment with the new ministerial order and changes to the School Act following Bill 40.

- Create targeted communication strategies to facilitate the school community's active sharing of achievements and successes throughout the year

7

Strategic Plan 2021-2025

GROWTH GOAL

To develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens

OBJECTIVES

1. Strengthen organizational practices to ensure equity, diversity and inclusion

2. Build and maintain spaces and resources that support our creative and critical learning, and our culture of belonging

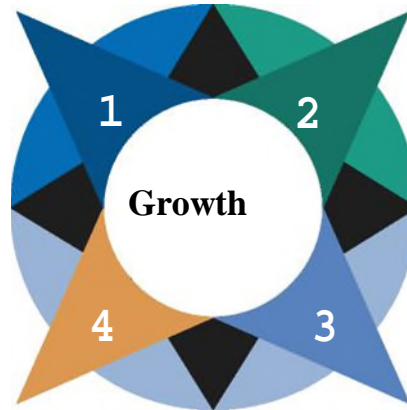
3. Embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources

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

8

Growth 2024-2025

Goal: To pursue organizational excellence to support a vibrant school district.



- Execute the Special Programs Hiring Process and establish continuous support for fostering a more diverse workforce, including cultural holidays, learning opportunities, training, and accommodations for varying abilities

- Restructure learning services to merge Inclusive Education Services (IES) and English Language Learners (ELL) in preparation for the 2025/26 school year

- Implement the SD62 Ethical Framework to guide decision-making at the Board level

- Develop an Asset Management Plan
- Conduct a review of departmental budgets

- Enhance staff development, professional capacity and onboarding through collaboration and innovative delivery methods

- Initiate the operationalization of the records management policy and regulations

- Formalize a Digital Asset Management Plan

- Continue to raise awareness, provide training and implement Cyber Security policy and regulations



Next Steps

- The Executive will discuss the new operational plan and reconfirm what outcomes will be made by the end of June 2025 and the measures that will be used to show progress.
- The Superintendent will provide members of the Executive Team individual mandate letters for the 2024-25 school year.
- Executive leads will work with their staff to get each project underway and ensure effective progress metrics are being collected.

Questions?




11

11



Sooke School District 2024-2025 Operational Plan



We acknowledge the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuuchah-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</p> <p>To develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens</p>	<p>GOAL</p> <p>To create a culture of belonging</p>	<p>GOAL</p> <p>To pursue organizational excellence to support a vibrant school district</p>
<p>Learning Objective 1</p> <p>To provide opportunities for learners to understand, respect and appreciate diversity and inclusion</p>	<p>Engagement Objective 1</p> <p>To develop, expand and implement, inclusive and collaborative, practices and processes</p>	<p>Growth Objective 1</p> <p>To strengthen organizational practices to ensure equity, diversity and inclusion</p>
<p>Learning Objective 2</p> <p>To provide opportunities for learners to develop critical and creative thinking skills</p>	<p>Engagement Objective 2</p> <p>To further the goals of the Na'tsa'maht Agreement following the objectives of 'One Mind' and 'One Spirit'</p>	<p>Growth Objective 2</p> <p>To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging</p>
<p>Learning Objective 3</p> <p>To ensure our learning environments are safe, accessible and welcoming</p>	<p>Engagement Objective 3</p> <p>To develop, expand and implement respectful, effective, clear and transparent communications</p>	<p>Growth Objective 3</p> <p>To embrace 'digital technologies' and manage increasing complexity through leveraging the strategic use of resources</p>
<p>Learning Objective 4</p> <p>To enhance student choice and voice</p>	<p>Engagement Objective 4</p> <p>To continue to develop, expand and implement a culture of wellness</p>	<p>Growth Objective 4</p> <p>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 2024-2025 school 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 led to the development of the 2024-2025 Budget and this Operational Plan.

TIMELINE	ACTIVITY
OCTOBER 2023	The Executive Team discuss the District's current and future state, work that will continue in 2024/25 and consider strengths, weaknesses, opportunities and threats (SWOT).
OCTOBER 2023 – FEBRUARY 2024	Regular meetings with the Executive Team and District Principals to consider what activities are needed in the 2024-2025 school year to make progress on the proficiency rubric towards the strategic plan goals.
DECEMBER 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.
FEBRUARY 2024	Engagement with the community on Budget 2024-2025 provides a list of priorities to be considered for funding in the budget for the next school year.
APRIL 2024	The Budget is proposed by the Executive and after discussion passed by the Board of Education.
JUNE 2024	The Executive take the final version of the Operational Plan to the Board for information.
JULY – AUGUST 2024	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 Objective 1 – To provide opportunities for learners to understand, respect and appreciate diversity and inclusion.

- Implement recommendations outlined in the diversity, equity, and inclusion (DEI) review to enhance student learning.

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

- Implement the Middle/Secondary components of the K-12 Literacy Plan .
- Identify the metrics and processes necessary to establish a continuous improvement cycle for FESL (Framework for Enhancing Student Learning) and student achievement.

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

Review the current strategies and responses for supporting the needs of newcomer families, including language assistance, fostering a sense of belonging, and addressing cultural needs.

- Promote and action sexual orientation and gender identity (SOGI)-related initiatives, including reviewing policies and retrofitting gender-neutral spaces.

Learning Objective 4 – To enhance student choice and voice.

- Prioritize enhancing student voice and engagement across all K-12 departments.



ENGAGEMENT PRIORITY 2024-2025

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

- Develop and implement a comprehensive engagement strategy for the new strategic plan.

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

- Collaborate with Sc'ianew, T'Sou-ke and Pacheedaht Nations and with Na'tsa'maht Indigenous Education to establish a new Indigenous Education Council in alignment with the new ministerial order and changes to the School Act following Bill 40.

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

- Create targeted communication strategies to facilitate the active sharing of achievements and successes throughout the year.

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

- Conduct a thorough review of the Employee & Family Assistance Program (EFAP) and explore potential options and services to enhance its effectiveness.
- Initiate the implementation of the Employee Attendance Support and Wellness Program, incorporating stakeholder feedback to optimize program design and delivery.



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

- Execute the Special Programs Hiring Process and establish continuous support for fostering a more diverse workforce, including cultural holidays, learning opportunities, training, and accommodations for varying abilities.
- Restructure Inclusive Education Services (IES) to include English Language Learners (ELL) in preparation for the 2025-2026 school year.

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

- Develop an asset management plan.
- Conduct a review of departmental budgets.

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

- Enhance staff development, professional capacity and onboarding processes.
- Initiate the operationalization of the records management policy and regulations.
- Formalize a digital asset management plan.
- Continue to raise awareness, provide training and implement cyber security policy and regulations.

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

- Implement the SD62 Ethical Framework to guide decision-making at the Board level.
- Make progress towards the Clean BC 2030 Reduction Targets.

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).

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>.





**Report to the Board of Education, Sooke School District
RE: NA'TSA'MAHT Education Council Meeting at Lekwungen Room,
SD62 School Board Office, June 12, 2024
12:30 p.m. to 3:00 p.m.**

Focus: Equity in Action; Enhancement Agreement Report; NEC Moving Forward

Attendance:

LAND BASED NATIONS

Pacheedaht Nation	Sc'ianew Nation	T'Sou-Ke Nation
Amanda Hamilton	✓ Elder Henry Chipps	Michelle Thut
Patrice Dubnick	Stacey Charles	✓ Tara Jensen
	Miranda Metge	

URBAN INDIGENOUS

Hulitan Family and Community Services	M'akola Group of Societies
✓ Julia Clifton	Joanne Kakewash
Kendra Gage	Brandon Labbey-Krejci
	Alita Tocher

MÉTIS NATION

Island Métis Family and Community Services Society	Métis Nation of Greater Victoria
✓ Elena Robinson	✓ Jo-Ina Young
Janelle McGinley	
Virginia Treadwell	

COMMUNITY PARTNERSHIP

Camosun College	Royal Roads University	University of Victoria	YMCA-YWCA
Emory Wells	Russell Johnston	Diane Sam	Derek Gent

SD62

NA'TSA'MAHT Indigenous Education	Executive/BOE	Employee Groups
✓ Jon Carr, Principal	✓ Paul Block, Superintendent	Ceildh Deichmann, PVP Association
✓ Katie Gaetz, Curriculum Coordinator Teacher	✓ Russ Chipps, School Trustee	Rita Zeni, STA
✓ Lorraine Velie, Administrative Assistant	Sue Grundy, Executive Operations Manager	✓ Mike Huck, PVP Association
✓ Marlys Denny, Vice Principal		✓ Trish McNabb, CUPE 459

GUEST

✓ Sarah Rigby , Island Métis Family and Community Services Society, Practicum student
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1. **Territory Acknowledgement and Words of Wisdom**
2. **Review Meeting Minutes** – April 24, 2024
Motion to Accept – Katie Gaetz
Second – Julia Clifton
3. **Review Agenda**
Motion to Accept – Russ Chipps
Second – Trish McNabb
4. **Introduction Circle & Community Sharing**

5. Na'tsa'maht Indigenous Education Department

5.1. Student Family Advocate – Danielle Huber

- Advocacy Lellum (students I work with) connecting with:
 - 18 students living in community
 - 21 students living away from community
 - Students from 15 schools
 - **23** elementary school students
 - Living in or living away from community
 - **6** middle school students
 - Living in community
 - **10** secondary school students
 - Living in community
- Types of support
 - Accessibility, meeting students and families where they are at:
 - School
 - Community
 - Systems Navigation with connections to:
 - doctors, counsellors, support agencies
 - Accessing supports within the school and district
 - Collaboration with:
 - Nations & Designates
 - School Teams
 - District Resources
 - Community Organizations
- Success Stories
 - A student was able to see their pathway to graduation, giving them the motivation to begin attending regularly and complete an important course required for graduation
 - A student was able to move forward with district-provided psycho-educational assessment after support to see an optometrist and support with transportation to ensure attendance for the assessment
 - A student was able to complete a learning assessment they were hesitant about previously so their education program can be more tailored to their needs
 - A student was able to access Inclusion Support case management with referrals to and support for their family to follow up with necessary service providers
 - A student was able to register for summer camp with a one-to-one worker after support for their parent to complete the application process
 - A student was able to receive glasses after support to see an optometrist and support with to access funding for glasses

5.2. Curriculum Coordinator – Katie Gaetz

- 650+ Role Model Presentation
- 27 Active Role Models
- Always looking for new Role Models to join the program

- Elder in Residence in the following schools:

Royal Bay Secondary	Dunsmuir Middle
Belmont Secondary	Journey Middle
Edward Milne Community School	John Stubbs Memorial School
Westshore Secondary	Saseenos Elementary
- Rotating Elder in Residence were at:

6 Schools in Sooke	4 Elementary Schools in Sooke
8 Schools in Westshore	12 Schools in the inner zone

5.3. Kindergarten Questionnaire – Marlys Denny

- Questionnaire shared and reviewed.

5.4. Equity in Action Final Report

- Each school and department completed an Equity in Action Report focusing on initiatives related to the learning environment and learner profile
- Draft Equity in Action 2023-24 Report shared and reviewed

5.5. NA'TSA'MAHT Enhancement Agreement Final Report

- Draft report shared and reviewed

Motion to Accept both Equity in Action Final Report & NA'TSA'MAHT Enhancement Agreement Final Report – Jo-Ina Young

Second – Tara Jensen

6. **District Office** – Paul Block, Superintendent

6.1. New Schools Update/Announcements

- New school build for Port Renfrew out to tender this month
- David Cameron prefab expansion is on schedule to open September 2024

6.2. Capital Projects

- Ministry of Education has given the go ahead for SD62 to submit a Business Case to build a new Secondary School in North Langford with a submission deadline of November 2024

6.3. Bill 40

- Bill 40 was introduced into the School Act in the Spring
- Three Parts:
 - First Nation School of Choice
 - Local Education Agreements
 - Indigenous Education Councils (IEC)
- Waiting for the Terms of Reference from the Ministry of Education

7. **Moving Forward with Indigenous Education Council & Local First Nation Rightsholders**

- As mentioned at the April 24, 2024 N.E.C. meeting, an important shift in Indigenous Education is now in effect for the province following the Ministry of Education & Child Care's introduction of Bill 40 into the School Act. Specifically, the legislative change to Indigenous Education Council(s) prioritizes the First Nations whose traditional territory the Board of Education operates within. As a result, moving forward in September 2024, the SD62 Indigenous Education Council will reflect a distinctions-based approach that engages and prioritizes the First Nations rightsholders.

- Meetings with the First Nations rightsholders have been held to discuss and vote on who will be included on the SD62 Indigenous Education Council.
 - SD62 IEC will invite representatives from:
 - Land-based First Nations
 - Pacheedaht Nation
 - Sc'ianew Nation
 - T'Sou-ke Nation
 - Esquimalt Nation
 - Songhees Nation
 - Other Indigenous Communities
 - Métis Nation
 - Urban Indigenous
- Bill 40 limits partnership groups from outside organizations and SD62 staff
- Partnership groups may be invited to some meetings
- Consultations will also continue through The Elder Circle
- Looking into the possibility of creating an Urban Indigenous Committee
- Thank you letters given to all partner groups that will not be returning

8. **HÍSWKE for your contributions to the Na'tsa'maht Indigenous Education Council**

Adjournment

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, Coast Salish; T'Sou-ke Nation, Coast Salish; the West Coast Pacheedaht Nation, Nuu-chah-nulth. (Words gifted by the Nations SD62 works with.)

Item 11.1 – Public Board Meeting School District 62 (Sooke)

Board of Education 90-Day Plan Work Plan Summary

Action	July 2024	August 2024	Sept 2024
Approve	-	-	<ul style="list-style-type: none"> - Annual Reports (for approval): <ul style="list-style-type: none"> - FESL - Audit Committee Report - Financial Statements - Annual BoE Work Plan & Board/Committee meetings calendar
Review	-	<ul style="list-style-type: none"> - Estimated Enrolment Update - Annual District Communications Plan 	<ul style="list-style-type: none"> - Annual Reports (for review): <ul style="list-style-type: none"> - Strategic Plan - Exec Compensation Disclosure Report - District Operations Report - Enrolment report - Minor & Major Capital Summer Work
Complete	-	- BoE/Executive Planning Retreat	- Municipal Partner Meeting (Chair, S-T & CEO)
Engage	-	- Join Leadership Team Luncheon	<ul style="list-style-type: none"> - Welcome back Message to the system - Chair to families on behalf of the Board (1st day of school).



Board Information Note

Public Board Meeting

June 25, 2024

Agenda Item 12.1: Superintendent's Update

LEARNING

Student Advocate Programming

The Student Advocate role has been in place, helping students, for almost a year. The goal of the role was to support students who were disengaged with school or on the road to disengagement, which possibly meant low attendance, school avoidance, difficulties with emotional regulation, disconnection from peer groups, tension with adults in their life, reluctance to engage in mental health supports and/or participating in high-risk activity. A review of the work undertaken shows how valuable this role has been to learners by providing highly impactful wrap-around support.

For the 2023-2024 school year, the 4.0 FTE (3.0 FTE in Safe Schools team and 1.0 FTE in NIE) strong team, received 129 referrals from middle and secondary schools. 39 of the referrals are now closed. 28 of the students either returned to school more engaged, transitioned to Westshore/Take A Hike or fully engaged with a different school (and of these 28, 8 will graduate this June!). Of the 90 students still with an active case. 79 have experienced some sort of positive success or are back engaged with their school.

While the eventual goal for our students is full engagement in a school program leading to graduation with skills, knowledge and motivation to have choice, independence and joy in their future, we also know that success is measured in small steps forward. Our philosophy is that anything that moves a student towards engagement in a future, is success, no matter how small the movement.

Graduation Celebrations

Thank you to all Trustees for attending the Graduation Ceremonies and for speaking at events. Your speeches were very well received by the graduating students and their families.

HÍSWĪKE SIÁM to Trustee & Chief Russ Chipps, Elder Henry Chipps and Brother Rick for their welcome and blessing on behalf of the First Nations that SD62 works with.

There were also some fantastic and inspirational Valedictorian speeches. We wish all our graduates the very best for the future.

Scholarships totaling over \$1.2 million have been provided to our graduates.



ENGAGEMENT

Sc'ianew Community Dinner at Dunsmuir

At a joyous Sc'ianew Community Dinner at Dunsmuir Elementary School on June 12, there was dancing, drumming, singing and a delicious dinner of salmon. Principal Mark Kaercher who will shortly take up the role of District Principal of Capital Planning was celebrated for his work at the school.



Sooke Rainbow Walk



The Sooke Rainbow Walk took place on June 7, 2024. Students and the Sooke Drumline walked from Poirier to Journey Middle School. At the end of the walk there was singing, dancing and performances by the Journey Band and Sooke Drumline.

We are now looking forward to the Victoria Pride Parade on July 7, at 11 am. You are welcome to attend and ride with the SD62 Float. Please connect with Associate Superintendent, David Strange, for details.

District Retirement and Long-Service Event

On June 5, 2024, the Sooke School District came together at Olympic View Golf Course to honour and express gratitude to its dedicated employees who have reached significant service milestones and those who were embarking on a new chapter of retirement.

Long Service Recognition

We recognized 23 recipients for 25 years of service, 9 recipients for 30 years of service, 7 recipients for 35 years of service and 1 recipient for 45 years of service. Thank you to these staff members for their incredible contribution to SD62.

Retirement Recognition

The Long Service and Retirement Celebration also served as an opportunity to bid farewell to colleagues who have chosen to embark on the next phase of their lives: retirement. This year we have 49 staff members who are retiring or have retired. We thank them all for their contributions to the lives of countless students and families.



GROWTH

Modernizing Voice over Internet Protocol (VoIP) in Schools

We are progressing with the modernization of our aging phone system across all schools and sites. Plans are underway to upgrade the phone systems at the following schools by the end of the school year:



- Sooke Elementary School
- Saseenos Elementary School
- Spencer Middle School
- Westshore Secondary School (Colwood Site)

Upon completion, all schools in the Milne Landing zone will have transitioned to VOIP, totaling 18 of our 34 sites—more than half.