

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 March 12, 2024, at 7:00 pm.**

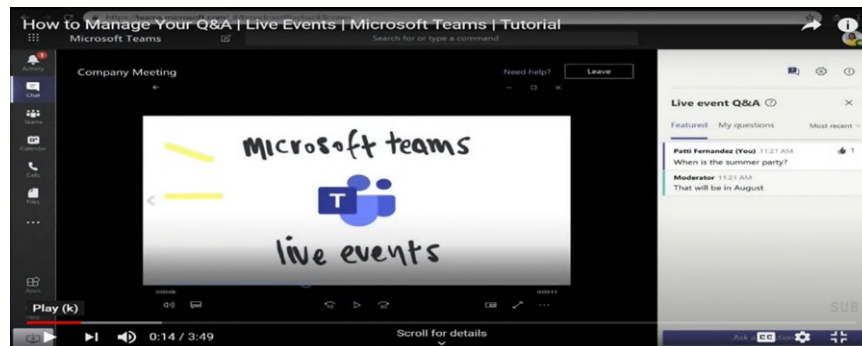
Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

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
March 12, 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, Nuw-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 March 12, 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 5)**
 - 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 February 27, 2024, as presented (or as amended).
- 4. INFORMATION ITEMS AND ANNOUNCEMENTS**
 - 4.1 Board Chair Update – Amanda Dowhy
- 5. EDUCATIONAL PRESENTATIONS**
 - 5.1 School Trip to Tokyo, Japan, Spring 2025 – John McIntosh (page 12)
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School Trip to Tokyo, Japan Spring 2025, subject to the oversight and direction of the Superintendent’s Office.
- 6. CORRESPONDENCE & DELEGATIONS**



- 6.1 Correspondence (page 23)
Email from Vickie Heist, dated March 5, 2024, RE: PA System Usage at Ruth King Elementary School
- 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC) – 5 minutes each
- 7. FINANCE, FACILITIES AND SERVICES**
- 7.1 Resources Committee – Meeting of March 6, 2024 – Christine Lervold (page 24)
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the Ethical Decision-Making Framework as presented at the Resources Committee meeting of March 6, 2024.
- Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of March 6, 2024.
- 8. EDUCATION PROGRAM**
- 8.1 Education-Policy Committee – Meeting of March 5, 2024 – Cendra Beaton (page 26)
Motion Requested: That the Board of Education of School District 62 give Notice of Motion to draft Policy and Regulations C-211 “Challenge and Equivalency”.
- Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of March 5, 2024.
- 9. STUDENTS**
- 9.1 School Calendar – Monica Braniff
- 10. FOUNDATIONS AND GOVERNANCE**
- 10.1 Trustee Liaison Reports – Board of Education
- 10.2 Na’tsa’maht Education Council Meeting of February 28, 2024 – Russ Chipps (page 77)
- 11. ADMINISTRATION**
- 11.1 Board of Education 90 Day Work Plan – Amanda Dowhy (page 79)
- 12. PERSONNEL**
- 12.1 Superintendent’s Report – Paul Block (page 80)
- 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
February 27, 2024 – 7:00 p.m.**

TRUSTEES: Amanda Dowhy, Board Chair
Christine Lervold
Allison Watson (virtual)

Cendra Beaton, Vice Chair
Trudy Spiller

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

REGRETS: Russ Chipps, Trustee
Ebony Logins, Trustee

SECRETARY: Kristina Ross

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:06 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

29. MOVED Cendra Beaton/Christine Lervold
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of February 27, 2024, as presented.
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

30. MOVED Trudy Spiller/Christine Lervold
That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of January 23, 2024, as presented.
CARRIED

4. INFORMATION ITEMS AND ANNOUCEMENTS

4.1 Board Chair Update – Amanda Dowhy

The Board Chair congratulated MLA Parmar on his recent appointment as the Parliamentary Secretary for International Credentials. He will continue to be a strong advocate for our community. The School District looks forward to working with Chief Lawrence Underwood of T’Sou-ke First Nation and Chief Arliss Jones of Pacheedaht First Nation and congratulates them on their election. The Provincial Budget 2024 outlined \$968M in funding to support enrolment growth, hire more teachers including special education teachers, teacher psychologists and counsellors and renovate, and seismically upgrade schools and playgrounds.

Every February, people across Canada participate in Black History Month events and festivities that honour the legacy of Black people in Canada and their communities.

Congratulations to John Lyall who was named to the North American Indigenous Athletics Hall of Fame in the Builder Category.

5. EDUCATIONAL PRESENTATIONS

5.1 Sangster Elementary Equity Team – School Mural Presentation – Camille McFarlane

In 2023 the Sangster Elementary Equity Team and their students created a mural, made up of 250 tiles, each painted individually by the children. This mural represented their vision of their school and surrounding community.

5.2 Havenwood Park Cleanup – Ella Steele

The Environmental Science Class from Royal Bay Secondary School over the last semester had the opportunity to partner with the Friends of Havenwood and help



remove invasive species and plant native species at Havenwood Park. It was an exceptional experience for the students who learned valuable skills. It allowed them to connect classroom learnings to practical work, teaching them about the local ecosystems, and how we all can contribute to preserving it.

5.3 School Trip to Seattle WA, 8-11 July 2024 – Belmont Secondary School – Stephen McHugh

Staff provided an overview of the School Trip to the Board of Education.

31. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) **conditionally** approves the Belmont Secondary School Football Trip to Seattle, WA July 8-11, 2024, subject to the oversight and direction of the Superintendent's Office.
CARRIED

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence

- a. Letter to the Board of Education dated January 31, 2024, from Colwood Women's Institute South Vancouver Island District.
- b. Letter to the Board of Education dated January 31, 2024, from Colwood Women's Institute South Vancouver Island District.
- c. Email from Szilvia Paradi, dated February 15, 2024, RE: Welcoming Back the 49th Annual Flower Count.

32. MOVED Cendra Beaton/Christine Lervold
That the Board of Education of School District 62 (Sooke) receive the above noted pieces of correspondence:
- a. Letter to the Board of Education dated January 31, 2024, from Colwood Women's Institute South Vancouver Island District.
 - b. Letter to the Board of Education dated January 31, 2024, from Colwood Women's Institute South Vancouver Island District.
 - c. Email from Szilvia Paradi, dated February 15, 2024 RE: Welcoming Back the 49th Annual Flower Count.

CARRIED

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

The STA hosted a TTOC PD Day on February 16, 2024, and offered a full day of workshops, further members received a stipend in lieu of wages. Digital Solutions



has added a Digital Literacy Coordinator position and the STA looks forward to working with Ana Galac. Further, the Truth and Reconciliation Committee continues its hard work on behalf of members and is busy planning its next PD Day.

CUPE 459 – Amber Leonard

Amber Leonard thanked the PVP Representative for her kind remarks in thanking the members of the Facilities Team. The President thanked the Board of Education for the opportunity to raise CUPE priorities during the budget presentation. She indicated that BCTF and CUPE BC both support steps towards expanding before and after school daycare at our schools. Finally in celebration of its 60th Birthday, CUPE 459 is offering its members free swims with family at the local recreation centres.

PVP – Grania Bridal

Belmont Secondary School hosted an Industry Event, in which students spoke to members of the film industry regarding opportunities after graduation. Centre Mountain Lellum Middle School hosted a Junior Skills Competition and a Find Your Fit job fair, in which students were helped to identify what job would be best suited to them. Spencer Middle School opened its rainbow crosswalk, focussing on positive messages. École Poirier Elementary School thanked the Facilities Team for its continued support and loves their new hockey nets now that they have a permanent home.

SPEAC – Nevada Kaludjar

SPEAC thanked the Board of Education for its opportunity to provide input into the budget priorities for the upcoming 2024/25 school year. A call for nominations to fill SPEAC executive roles will occur on May 15, 2024, at SPEAC's Annual General Meeting. The next SPEAC meeting will be held on March 13th.

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee Meeting of February 13, 2024 – Christine Lervold

Trustee Lervold provided an overview of the Resources Committee Meeting of February 13, 2024, to the Board of Education.

33. MOVED Christine Lervold/Cendra Beaton

That the Board of Education of School District 62 (Sooke) approve the District and School Fees for the 2024/2025 and the International Program Fees for 2025/2026 school year as presented at the Resources Committee meeting of February 13, 2024.



CARRIED

34. **MOVED** Christine Lervold/Trudy Spiller
That the Board of Education of School District 62 (Sooke) receive the Environmental Scan report as part of the Strategic Planning Renewal Process as presented at the Resources Committee meeting of February 13, 2024.

CARRIED

35. **MOVED** Christine Lervold/Cendra Beaton
That the Board of Education of School District 62 (Sooke) give first, second, and third readings to the 23/24 Amended Annual Budget Bylaw specifying a total budget of \$214,947,988.

CARRIED

36. **MOVED** Christine Lervold/Cendra Beaton
That the Board of Education of School District 62 (Sooke) direct staff to bring back transportation fee models for consideration during the 24/25 budget development process.

CARRIED

37. **MOVED** Christine Lervold/Trudy Spiller
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of February 13, 2024.

CARRIED

7.2 23/24 February 1701 Enrolment Update – Farzaan Nusserwanji

Staff provided the Board of Education an update on the February 1701 process and current enrolment. As of September 2023, the District was sitting at 13,866 and 13,139 FTE. In February 2024 the District is at 13,792 and 13,022 FTE. Further, ELL/ESD has increased from 1408 to 1514 and student designations have increased from 2186 to 2376.

7.3 24/25 Enrolment Update – Monica Braniff

Staff provided the Board of Education with the estimated enrolment for 2024/25. The District estimated that it will have 13,468 students in 24/25, an increase of 347 students.

8. EDUCATION PROGRAM

8.1 Education-Policy Committee Meeting of February 6, 2024 – Cendra Beaton



Trustee Beaton provided an overview of the Education-Policy Committee Meeting of February 6, 2024, to the Board of Education.

38. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) receive the Quarter 2 Report as presented at the Education-Policy Committee meeting of February 6, 2024.
CARRIED

39. 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 February 6, 2024.
CARRIED

8.2 Adoption of Policy & Regulation – Paul Block

40. MOVED Christine Lervold/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 draft revised Policy F-302 “Use of School Facilities for Child Care Programs’.
CARRIED

9. STUDENTS

10. FOUNDATIONS AND GOVERNANCE

10.1 Trustee Liaison Reports – Board of Education
No reports.

10.2 Na'tsa'maht Education Council Meeting of February 27, 2024 – Paul Block
Superintendent Block provided an overview of the Na'tsa'maht Education Council meeting. Highlights included discussion surrounding the delivery of the mass timber for SCÍĀNEW SŤĒLIT̓KĒĒ Elementary School, the passing of Bill 40 and its implementation, and the upcoming 2024/25 School Year Budget.

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. Highlights included Framework for Enhancing Student Learning (FESL) feedback-strengths and areas of growth, the McCreary Adolescent Health Survey results that came forward, Laptop distribution and a PowerBI dashboard that has been launched.

13. **UPCOMING EVENTS**

14. **FUTURE ITEMS**

February 28 – Pink Shirt Day
March 5 – Education-Policy Committee Meeting
March 6 – Resources Committee Meeting
March 8 – International Women's Day
March 12 – Public Board Meeting
March 18/April 2 – Spring Break
April 3 – Schools Reopen

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, Strategic Communications for response following the meeting.

16. **ADJOURNMENT**

The meeting was adjourned at 9:15 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer



INTERNATIONAL EDUCATIONAL TRIPS APPLICATION INFORMATION STEP ONE This form must be **completed** as part of a detailed approval process. It must be reviewed and supported by the Principal and Associate Superintendent (for trips outside of Canada and continental USA) and submitted to the Board of Education for approval at least six months prior to date of departure. Once the field trip has been approved, trip details may be confirmed and communication to student and parents/guardians can commence.

Part A: School: Royal Bay Secondary School

Date Submitted: _____

Principal: Mike Huck

Supervisor (Educator in charge): John McIntosh

Destination of Trip: Japan

Departure Date: **TBD** (SPRING 2025)

Return Date: **TBD** (SPRING 2025)

Grade level(s): 10-12

No. of students involved: 16

Part B: SUPERVISION:

1 a) Name of Lead Supervisor:

- John McIntosh (male teacher)

b) Names of Supervisors (indicate male/female/other, teacher, parent/guardian, volunteer, etc.):

- Jouelle Brick (female teacher)

(Note: Volunteers have obtained Criminal Record Checks (as per Policy E-118). Copies filed with school principal prior to trip departure.)

c) Names of Supervisor or tour company representative with firsthand knowledge of customs and culture of country being visited:

- EF Tours

TRAVEL: 2. Method of travel/transportation:

- Travel arrangements are organized by EF Tours and include flights, trains, private buses, and public transportation.

1-6

ITINERARY:

3. Brief Itinerary and Details:

- **Day 1: Fly overnight to Japan**
Students will meet at the airport where teachers will confirm all documents are in order.
- **Day 2: Tokyo**
Meet your Tour Director at your destination
- **Day 3: Tokyo**
Tour Tokyo with an expert local guide
Walking Tour in Harajuku Shopping District
Visit the Meiji Shinto Shrine
Take a walking tour of Shibuya
Visit the Asakusa Kannon Temple
Take a tour of Akihabara Electric Town
Sumo-style Hot Pot Dinner
- **Day 4: Tokyo**
Disneyland Tokyo
- **Day 5: Tokyo • Kamakura • Hakone**
Travel to Hakone via Kamakura
Visit the Hachimangu shrine
Visit the Great Buddha of Kamakura
Explore Kamakura on your own
- **Day 6: Hakone • Odawara • Kyoto**
Travel to Odawara via Owakudani and Fuji-Hakone-Izu National Park
Visit Fuji-Hakone-Izu National Park
Visit the Hakone Open Air Museum
Ride the Mount Komagatake cable car
Enjoy free time in Owakudani
See Odawara Castle
Travel by bullet train to Kyoto
- **Day 7: Kyoto**
Tour Kyoto with an expert local guide
Visit the Gold Pavillion
Visit the Nishijin Textile Centre
Visit Nijō Castle
Tour the Arashiyama Bamboo Forest
Walking tour of Arashiyama Forest
- **Day 8: Kyoto • Osaka**
Visit the Fushimi Inari-taisha shrine
Take a guided tour of Nara
Visit Todaiji Temple
Visit Kasuga-taisha, Nara's most celebrated shrine
Travel to Osaka
Take a tour of Osaka's Dotonbori canal street
Enjoy dinner at the Dotonbori Canal Street Market
- **Day 9: Depart for home**

PLANNING DETAILS:**4 Educational Objectives:**

a. Describe the curricular and/or extra-curricular relevance students will receive from the International Education trip:

This educational journey is carefully crafted to not only provide a memorable experience for our students but also to enhance their learning in line with provincial educational goals. By immersing students in the rich cultural, historical, and linguistic aspects of Japan, we aim to reinforce classroom learning and deepen their understanding of global perspectives.

Social Studies:

- Learning Goal: Develop an understanding of world geography, history and cultures.
- Trip Component: Visits to historical landmarks, museums, and cultural institutions in Japan, providing hands-on experience aligned with the Social Studies curriculum.

Language Arts:

- Learning Goal: Enhance communication skills and appreciation for diverse literary traditions.
- Trip Component: Interaction with local students, opportunities for journaling, and engagement with Japanese literature, promoting language development and cultural appreciation.

Modern Languages (Japanese):

- Learning Goal: Develop introductory proficiency in the Japanese language.
- Trip Component: Real-life language application through interactions with native speakers, reinforcing language skills acquired in the classroom.

Career Education:

- Learning Goal: Foster global citizenship and prepare students for an interconnected world.
- Trip Component: Exposure to international environments, promoting adaptability, intercultural communication, and a sense of global responsibility.

Fine Arts:

- Learning Goal: Appreciation and awareness of eastern art motifs and styles
- Trip Component: Traditional art seen in the temples, architecture, watercolour, sculpture, fashion, etc... will be appreciated in contrast with contemporary, art expression such as anime, sakura viewing, digital media and "futuristic" urban planning.

Physical Education:

- Learning Goal: Encourage active and healthy lifestyles.
- Trip Component: Incorporation of physical activities such as walking tours, traditional martial arts experiences, and outdoor exploration, aligning with the Physical Education curriculum.

b. Follow-up activities for students.

- Students will write a guided reflection and host a debrief open to the school to share curated photos, artifacts, and tell their community what they learned while immersing themselves in another culture.

5. Supervision:

a. Proposed adult/gender/student ratio: (minimum 1:10)

- 8:1, 1 Male and 1 Female supervisor

b. Evidence of experience for supervising staff:

- Jouelle Brick: : EF Employee, Tour supervisor for St. Margret's International Students Summer Program, 8 years international teaching experience including supervising local, national, and international student trips.

c. Arrangements or coverage of supervising staff's assignment (if necessary):

- TTOC costs are included in the final calculation. Trip is over Spring so TTOCs should not be required.

d. First Aid Arrangements:

- EF guides are First Aid Trained, at least one teacher will have current first aid certification.

6. Accommodation Arrangements: Billet Hotel/Motel Camping Other:

- Organized by EF Tours (Hotels and motels.)

7. Student Participation Selection process for participating students:

Students will submit an application that will include:

- A letter of recommendation from a teacher
- A summary of current academic standing,
- A brief essay explaining why they would be a good candidate for the trip, how this experience would support their personal and academic growth.

Applications will be reviewed by the supervising teachers and submitted to the principal for final approval.

(Parents/guardians have been notified that if a student compromises safety of self or others and does not adhere to previously established expectations, that said student and (if required) a supervisor may be returned home at the expense of the parent/guardian.)

FINANCES

8. Total per student cost for the International Education trip:

- $16 \times \$5259 = \841449 .

Total per student cost to be paid by each student:

- \$5259

10. Source of funds (include amounts when there is a difference between total cost and amount paid per student):

- Fundraising and family funds

11. TTOC time required?

- No

12. Total per staff cost for International Field Trip:

- \$5,719

13. Total per staff cost to be paid by each staff member:

- \$0 (EF covers the cost of two supervisors)

14. Total overall cost of the International Educational trip:

- ~~$16 \times \$5259 = \84144~~

15. Commercial tour company assisting with arrangements (if applicable):

- a. Company name: EF Tours
- b. Contact person: Audra Cowe
Phone: 778-372-2073
E-mail: Audra.Cowe@ef.com

LIABILITY COVERAGE

16. Describe the arrangements that have been made to ensure that all applications have adequate health and cancellation insurance for travelling out of the country:

- EF has health, travel, and cancellation insurance included in their cost, families will be given documentation as to what this does and **does not cover.**

17. What provisions have been made regarding proof of citizenship or immigration status and/or required vaccinations?

- All documents will be collected and scanned ahead of time to ensure we are in compliance with international laws.

18. Unique Risk/Safety Considerations:


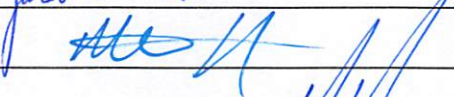
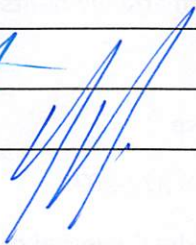
- Laws and customs that differ from those in Canada, students will attend an information session so they can be properly informed how to behave themselves in a way that positively represents their school and their country.
- Students will be expected to learn a list of key phrases in Japanese for cultural immersion, respect, and to keep themselves safe.
- Meeting points in every city will be established ahead of time, students will have the names of these places written in both English and Japanese before leaving for the day.
- Specific boundaries are established for every outing that includes exploration time.
- Students will be required to carry sufficient emergency funds to cover any transportation to reunite in case of unexpected separation from the main group.
- Families will be informed ahead of time of the protocols in place regarding tardy returns to meeting points to ensure expectations and consequences are clearly understood.

(Parents/guardians have been notified in writing that should the tour/program be cancelled for any reason; the district is not responsible for any costs involved.)

20. Information to Parents/Guardians:

Please see sample of proposed letter to parents/guardians.

Please see sample of proposed parental/guardian consent forms.

Supervisor's Signature  Date January 10th 2024
Principal's Signature  Date Feb 22 / 2024
Associate Superintendent's Signature  Date Feb 22 / 2024

[School Letterhead]

[Date]

Re: Exciting School Trip Opportunity to Japan in 2025

Dear Parents and Guardians,

We hope this letter finds you well and full of anticipation for the exciting news we have to share. We are delighted to inform you about a unique educational opportunity for your child – a school trip to Japan in 2025! Japan is an ever evolving juxtaposition of nature and technology, the ancient and the contemporary existing alongside each-other in a unique cultural mosaic. We look forward to exploring this exceptional place with RBSS students.

Teacher Supervisors:

Mr. McIntosh and Mme Brick, experienced educators committed to the well-being and safety of our students, will be supervising the trip.

Organizer:

The trip is organized through the reputable company EF Tours, known for their expertise in educational travel. EF Tours has a longstanding history of providing students with enriching and memorable experiences.

Itinerary:

The 9-day journey will take place during the spring break, departing from Victoria and landing in Tokyo. The itinerary includes visits to Kamakura, Hakone, Odawara, Kyoto, and returning to Tokyo before heading back to Victoria. This comprehensive itinerary is crafted to provide students with a diverse and immersive cultural experience.

- **Day 1: Fly overnight to Japan**
 - Students will meet at the airport where teachers will confirm all documents are in order.
- **Day 2: Tokyo**
 - Meet your Tour Director at your destination
- **Day 3: Tokyo**
 - Tour Tokyo with an expert local guide
 - Walking Tour in Harajuku Shopping District
 - Visit the Meiji Shinto Shrine
 - Take a walking tour of Shibuya
 - Visit the Asakusa Kannon Temple
 - Take a tour of Akihabara Electric Town
 - Sumo-style Hot Pot Dinner
- **Day 4: Tokyo**
 - Disneyland Tokyo
- **Day 5: Tokyo • Kamakura • Hakone**
 - Travel to Hakone via Kamakura
 - Visit the Hachimangu shrine
 - Visit the Great Buddha of Kamakura

- Explore Kamakura on your own
- **Day 6: Hakone • Odawara • Kyoto**
 - Travel to Odawara via Owakudani and Fuji-Hakone-Izu National Park
 - Visit Fuji-Hakone-Izu National Park
 - Visit the Hakone Open Air Museum
 - Ride the Mount Komagatake cable car
 - Enjoy free time in Owakudani
 - See Odawara Castle
 - Travel by bullet train to Kyoto
- **Day 7: Kyoto**
 - Tour Kyoto with an expert local guide
 - Visit the Gold Pavillion
 - Visit the Nishijin Textile Centre
 - Visit Nijō Castle
 - Tour the Arashiyama Bamboo Forest
 - Walking tour of Arashiyama Forest
- **Day 8: Kyoto • Osaka**
 - Visit the Fushimi Inari-taisha shrine
 - Take a guided tour of Nara
 - Visit Todaiji Temple
 - Visit Kasuga-taisha, Nara's most celebrated shrine
 - Travel to Osaka
 - Take a tour of Osaka's Dotonbori canal street
 - Enjoy dinner at the Dotonbori Canal Street Market
- **Day 9: Depart for home**
 - Parents will collect students from Victoria International Airport

Cost:

The total cost for this trip is \$5259 per student. This covers all major costs such as flights, transportation, tours, meals, accommodation, guides and group activities. While the cost is primarily the responsibility of families, we are pleased to announce that there will be fundraising opportunities for interested students. These opportunities will allow families to offset some of the trip costs through various events and activities.

Student Selection:

To ensure a meaningful and responsible participation, interested students are required to submit applications expressing their interest and demonstrating their sense of responsibility. The selection process will take into consideration these applications, making the trip accessible to students who are genuinely interested in embracing this unique educational adventure.

Important Details:

- Upon selection a non-refundable deposit of \$_____ is due by _____ to secure your child's spot on the trip.
- Further information about fundraising opportunities and application submissions will be shared in upcoming parent meetings and through our school communications.

Information Session:

We invite you to attend an informational meeting on [Date] at [Time] in [Location]. This meeting will provide detailed insights into the trip, fundraising opportunities, and the application process. It will also be an opportunity for you to ask any questions you may have.

We believe that this trip will be a transformative and educational experience for your child, fostering personal growth and global awareness. If you have any immediate questions or concerns, please do not hesitate to contact us

Thank you for considering this incredible opportunity for your child.

Sincerely,

Mme Jovette Brick

I acknowledge that I live, work, play and learn on the ancestral, unceded, and occupied territories of the Coast Salish peoples, the Łək̓ʷəŋən peoples of the Songhees and Esquimalt first nations.

**SCHOOL CONSENT FORM FOR CHILD PARTICIPATING IN MODERATE RISK
INTERNATIONAL EDUCATIONAL TRIP**

Date:

Re: _____ (Student Name)

I hereby give my consent and acknowledge by my signature that:

Students will be travelling to Japan landing in Tokyo and continuing on to Kamakura Hakone, Odawara, Kyoto, and back to Tokyo. We will be travelling on an educational trip from March _____, 2025 (final dates and times to be determined). They will be travelling by plane, coach bus, boat, and train on a program organized through EF Educational Tours.

_____ Initial

On this field trip, 16 students will be: walking, hiking

_____ Initial

The students will be supervised by 2 teacher chaperones (1:8 ratio). Students will not necessarily be supervised by an adult at all times (ie hotel rooms or free time at the hotel). In some emergencies and unforeseen circumstances, the ratio of supervision may be reduced.

_____ Initial

My child has no illnesses, allergies or disabilities that may require special attention, except as described here & on the personal information sheet provided to the group leader:

_____ Initial

I am aware of the usual risks and dangers inherent in participation in all of the activities associated with this trip and of the possibility of personal injury, death, property damage or loss resulting from the activities. The dangers and risks may include, but are not limited to:

_____ Initial

- Unorthodox or high-risk travel arrangements (boat, water taxi, trains, and small ferries).
- Remote locations.
- Rugged terrain.
- Moderate risk activities provided by a 3rd Party operator - all with adult supervision.
- Rock fall and avalanches.
- Weather.
- Equipment breakage, failures.
- Delayed rescue, accessibility.
- Insect bites or injury from other animals
- Sunburn
- Conduct of the guide, chaperone or other group members.
- The possibility that your child may not heed safety instructions or restrictions given to the group.

I acknowledge that if the Superintendent of Schools deems the trip unsafe, they can recall students back at any time, change the trip program or itinerary, postpone or cancel the trip. The cost for such a decision will not be covered by the school district and will be the responsibility of the participant and parents/guardians.

Initial

I will supply suitable equipment and clothing for my child's participation in all activities associated with the field trip, including: suitable walking shoes, swim clothing, sun protection, insect repellent.

Initial

I am aware that I should contact the school for further information if I am unaware what clothing and equipment is required for the activities or possible weather conditions of this field trip.

Initial

My child and I understand that it is our responsibility to ensure my child has all necessary equipment and clothing.

My child and I understand that the school's Code of Conduct applies during this field trip. I will be responsible for any costs caused by my child's failure to abide by the Code of Conduct, including any costs to send my child home.

Initial

Accidents can be the result of the nature of the activity and can occur with or without any fault on either part of the student, or the School Board or its employees or agents, or the facility where the activity is taking place. By allowing your son/daughter to participate in this activity, you are accepting the risk of an accident occurring, and agree that this activity, as described above, is suitable for your child.

Initial

In signing this Consent, I am not relying on any oral or written representation or statements made by the School Board and its servants, agents, employees, or authorized volunteers, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent.

Initial

I am 19 years of age or more and have read and understand the terms of this Consent and understand that it is binding upon me, my heirs, executors and administrators, executors and administrators.

Initial

Date:

Signature of Witness

Signature of Parent/Guardians

Printed Name of Witness

Printed Names of Parent/Guardians

Address

Address

NOTE: This Consent must be signed by ALL custodial parents or guardians of a child who is under the age of 19 years.

Kristina Ross

From: [REDACTED]
Sent: Tuesday, March 5, 2024 9:00 AM
To: Trustees
Subject: PA System Usage at Ruth King Elementary

CAUTION - EXTERNAL SENDER: This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

Good day,

I trust this email finds you well. My name is Vickie, and I am a resident of the neighborhood in close proximity to Ruth King Elementary. I am reaching out to you concerning the use of the PA system within the school premises.

In previous years, the system was used sparingly, for brief messages only. However, during the current school year, there has been a significant increase in both the frequency and duration of public announcements.

The messages can be over 5 minutes long and range from details of daily schedules and daily conduct reminders, to birthday wishes to every student and even leading some activities over the PA system on occasion. They occur multiple times every day.

While I understand the importance of communication within the school, please note that every word can be heard in every condominium and house in the area. These extended messages, broadcast at a high volume can be quite disruptive in this residential community.

While the PA system is undoubtedly an effective tool for conveying important information to students, it should be reserved for essential communications rather than serving as an extensive educational platform.

It would be greatly appreciated if you could help the school optimize the use of their PA system for strictly necessary communication, and explore alternative methods of educating students.

I should mention that emailing the school principal did not lead to any noticeable change. We are planning to collect residents' signatures and contact the city hall. This is a residential neighborhood and it's important that we all share the area in a respectful manner.

I appreciate your time in reviewing this matter and sincerely hope that we can find a solution that benefits both the school and the neighboring community.

Thank you for your time and consideration.

Kind regards,
Vickie Heist

Committee Report of Resources Committee Meeting of March 6, 2024 via MS Teams

Present: Christine Lervold, Trustee (Committee Chair)
Ebony Logins, Trustee (Committee Member)
Trudy Spiller, Trustee (Committee Member)
Allison Watson, Trustee
Cendra Beaton, Trustee
Paul Block, Superintendent
Harold Cull, Secretary Treasurer
Monica Braniff, Deputy Superintendent
Trudy Court, CUPE
Randy Cobb, Transportation
Nicole Gestwa, IT

1. **CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES**

The meeting was called to order at 6:06 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 February 13, 2024, at its Public Board Meeting dated February 27, 2024.

3. **PRESENTATIONS**

4. **BUSINESS**

4.1 Transportation Student Tracking Pilot Project – Randy Cobb

Staff are preparing for a transportation student tracking pilot beginning in May 2024. It will be conducted in the Milnes Landing family of schools. The pilot will consist of adding tablets to each bus which will track students as they enter and exit the bus. The Committee discussed the app to be used by families to track their students and the options available to families if



they choose not to use the app. The Committee asked to see the results of the pilot project including the costs associated prior to full implementation.

4.2 24/25 Budget Development Process – Harold Cull

Staff led the Resources Committee through a presentation which outlined 24/25 budget pressures and mitigation strategies. The Committee discussed the proposed transportation fee models for consideration by the Board and asked for staff to create an additional model that includes a separate fee for in-catchment students and out of catchment students similar to other Districts. The Committee also discussed the need to work with our local municipalities to identify safe walking routes to schools especially in areas where additional sidewalks may be added.

4.3 Energy Sustainability Update – Harold Cull

In 2021, the District completed an Energy and Sustainability Plan focused on enhancing SD62's culture of environmental practices for a strong and sustainable future, as well as maximizing savings through an Energy Management Mode. The District had two major drivers of emissions; buildings and vehicles. While the District continues to work on reducing its emissions it would like to explore options for District Energy Management funding support (including BC Hydro's Shared Energy Coach program and BC Hydro's Full-time Energy Manager program). The Committee discussed the need to update the Energy Sustainability Plan and getting back to regular quarterly reporting once the Energy Specialist position is staffed.

4.4 Ethical Decision-Making Framework – Harold Cull

As a follow up to the November Committee meeting, staff presented the draft Ethical Decision-Making Framework that included assessing each option in the decision-making process from an ethical lens that includes the District's values and the following factors:

- Environmental sustainability;
- Systematic racism; and
- Truth and Reconciliation Commission's Calls to Action

The Committee supported the following motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the Ethical Decision-Making Framework as presented at the Resources Committee meeting of March 6, 2024.

5. **ADJOURNMENT AND NEXT MEETING DATE:** April 16, 2024





**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
March 5, 2024 – 6:00 p.m.**

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

Guests: Denise Wehner, Jon Carr, Marlys Denny, Tess Vally, Shelby Pollitt, Sara Ramsbottom, Tamara Maxim, Eva Martin, Shawn Taal

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

Chair Beaton gave her opening remarks by celebrating the learning in our organization. At Spencer Middle School there was an official opening of the SOGI crosswalk. This was student group initiated and a very welcoming event. Chair Beaton said it was wonderful to see the City of Langford there to support and it was an important reflection of our communities. It’s something the students will be able reflect on as adults and identify as something they got to contribute to.

The Chair opened the floor for further comments. Trustees, partner groups and committee members commented on the positive initiatives taking place in the District.

Associate Superintendent Dave Strange acknowledged a celebration of student experience at Ruth King Elementary. It was a celebration of Metis culture including canoe races, stories from Elders and a simulated trap line. He recognized the joy brought forward by Elder Joanne.

Trustees also commented on the recent community forum for adolescent health recognizing The Village Initiative and partnership with SD62. It was a very positive experience that highlighted a shared commitment to student well being and mental health.

Superintendent Paul Block highlighted the most recent announcement of funding to establish a Foundry on the Westshore. He recognized Associate Superintendent Dave Strange for his leadership in this work over an extended period of time. He also gave recognition that collaboration with community is a powerful approach to serving the youth of the Westshore communities. This is the result of 8 years collaboration.

3. **COMMITTEE REPORT** of February 6, 2024 Education-Policy Committee meeting

The committee report for the February 6, 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**

a. Draft Revised Policy and Regulations C-211 “Challenge and Equivalency” – Dave Strange/Denise Wehner

District staff came together to look at current practices to ensure there is a streamlined process for students to be able to challenge courses and get equivalency recognition. There were no questions from trustees or partner groups.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy C-211 “Challenge and Equivalency”.

6. **NEW BUSINESS**

a. NA’TSA’MAHT Enhancement Agreement Mid-Year Report – Jon Carr and Marlys Denny

NA’TSA’MAHT Indigenous Education District Principal Jon Carr and District Vice-Principal Marlys Denny co-presented the Na’tsa’maht Enhancement Agreement Mid-Year report. Jon Carr began by recognizing the incredible Na’tsa’maht team across the district. This is currently the 3rd rendition of the NIE Enhancement Agreement. The Na’tsa’maht Education Council are mainly responsible for oversight of the work towards the NIE Enhancement Agreement. The report identifies a wide range of Indigenous learners in SD62 and broad representation of First Nations across B.C. Jon Carr reviewed the 2023-24 timeline identifying goals and important dates over the course of the calendar year.

The Chair thanked Jon Carr and Marlys Denny for their presentation. Committee members expressed their gratitude for the work of the NIE team and engaged in conversations and asked questions of the presenters.

b. K-12 Literacy Intervention Plan Update – Denise Wehner

Denise Wehner, District Principal of Curriculum Transformation, introduced a group of educators who are literacy teachers across the district. Denise Wehner started with a quote recognizing the power of learning rounds and the investing in teachers to do their work well. She reviewed data referencing students supported by literacy intervention, all K-3 students screened and much more to come. She introduced the Colwood primary literacy team, Principal Tess Vally from Poirer and Dr. Shelby Pollitt – Curriculum Co-ordinator – Early Learning and Numeracy.

The Primary literacy team teachers, Sara Ramsbottom, Tamara Maxim, and Eva Martin, described their experience working through the release and instructional rounds process. An important theme is the focus on consistency in practice across classrooms. Attention to this practice has created the opportunity to re-assess and then make adaptive shifts to further support while celebrating successes. This practice is growing and becoming increasingly effective as teachers grow confident in their own practice. It was noted that as student skillsets grow, they are increasingly engaged and there are less behaviour challenges.

Tess Vally spoke about the targeted K-5 literacy work taking place at Poirer Elementary School. Grade 3-5 students, where necessary, are receiving direct literacy instruction in a targeted way. The data indicates this is a very effective approach and it is also highlighting an improvement in student engagement and reduction in behaviour challenges.

Dr. Pollitt spoke about the philosophy of the literacy intervention plan “Focused instruction for all learners with targeted interventions for those who need it”. This carries on well past elementary into middle and secondary schools. Dr. Pollitt highlighted professional development opportunities for Primary, Middle and Secondary literacy instruction. These communities of practice are building up a shared capacity to be responsive in our instruction.

Chair Beaton thanked the presenters for sharing the excellent work happening in schools. Committee members expressed their gratitude for the work of the team and engaged in conversations and asked questions of the presenters.

7. **FOR INFORMATION**

a.

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** April 9, 2024

Meeting adjourned at 8:12 pm

NA'TSA'MAHT ENHANCEMENT AGREEMENT WEXES MOON REVIEW

BOARD OF EDUCATION
MID-YEAR REPORT
FEBRUARY 2024



CONTENTS

Four Posts of the SD62 Longhouse.....	3
Data Considerations.....	4
Enhancement Agreement Timeline 2023-24.....	5
One Mind Goal Overview.....	6-15
Objective 1: Maintain implementation of Equity of Action at the school & district level	
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 Overview.....	16-26
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 Nuuchahnulth: 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



ROLE OF THE NA'TSA'MAHT EDUCATION COUNCIL (N.E.C.)

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.


Pacheedaht First Nation


Sc'lanew First Nation


Chief Gordon Planes,
T'Sou-ke First Nation


Métils Nation of Greater Victoria


Ravi Parmar,
Sooke School District Board of Education

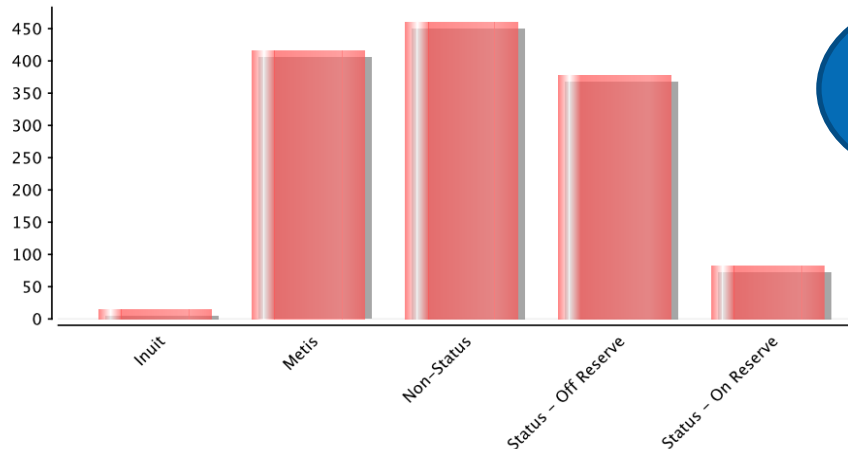
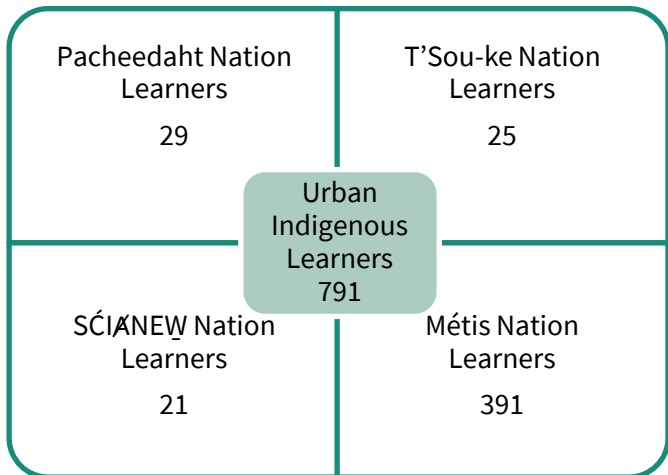

Sooke School District

SD62 FOUR POSTS of the LONGHOUSE

Who are SD62's Indigenous Learners?

Based on 2023-24 school year

SD62 House of Learning or "Lellum" Indigenous Students in SD62



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 WEXES MOON NEA BIENNIAL REVIEW

- To review the mid-year progress of the One Mind and One Spirit Goals
- To highlight available evidence, actions to date, and future actions as we strive 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.

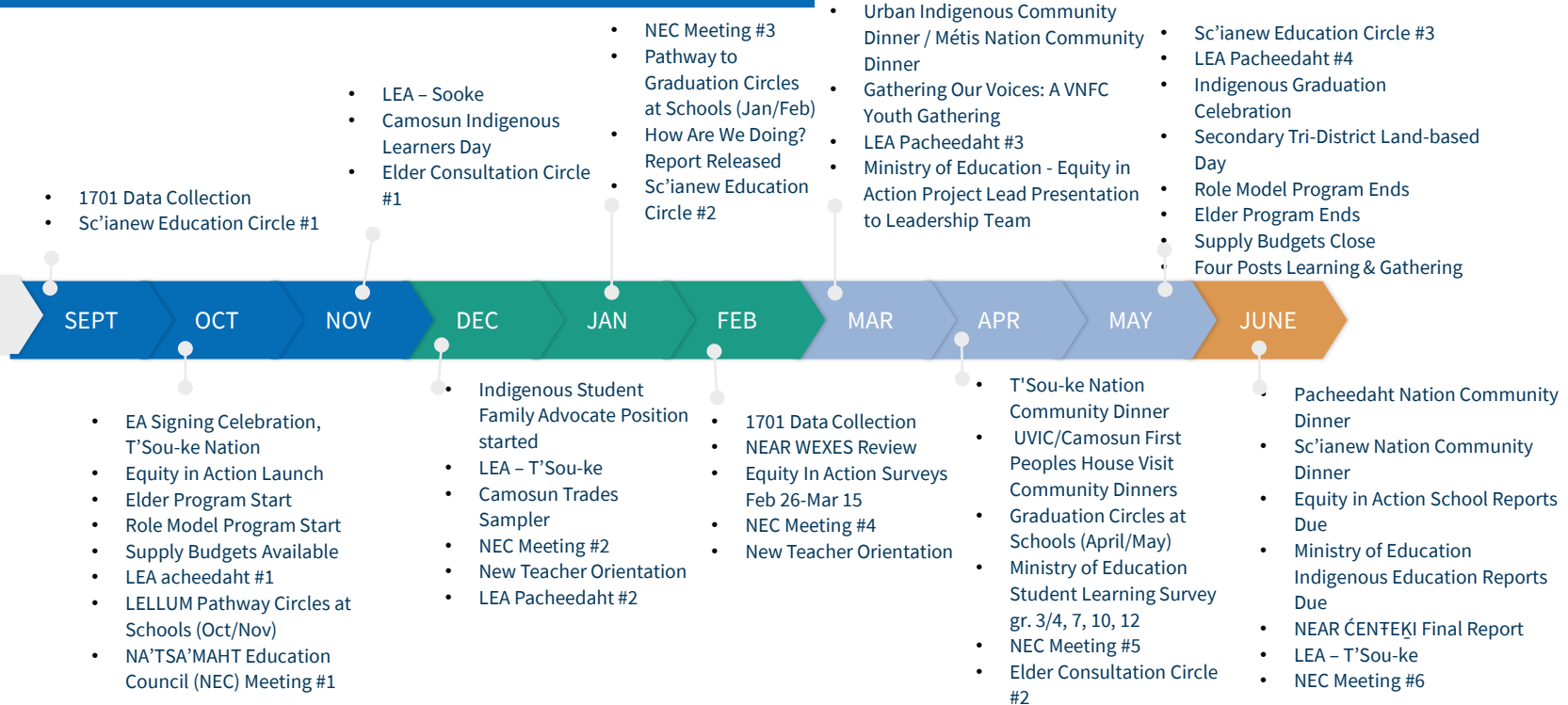


Where do Indigenous students come from in School District #62?

NAT'SA'MAHT ENHANCEMENT AGREEMENT 2023-24 Timeline



Page 35 of 81
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)



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%**)
- **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:
- **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

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 - September to January

- Schools have 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 begins with drumming led by an SD62 Elder
- 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 Leadership Team at T'Sou-ke Nation
August Leadership Meeting 2023



NEXT STEPS - February through June

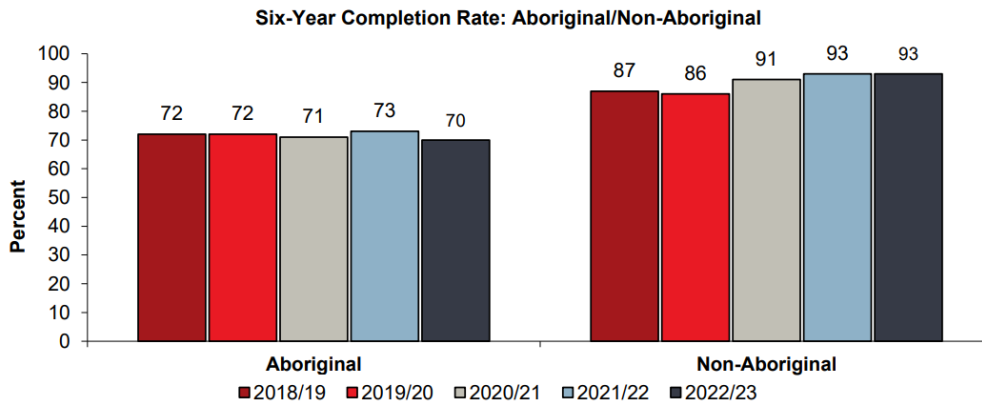
- *SD62 Student and Family Equity in Action Student Surveys* take place in **February/March**
- Survey Results and School Reports reviewed in **April/May**
- 5 Community Dinner Events from **February to June**
- *Equity in Action Year End School Reports* due at **end of May**

Objective 2:

Indigenous students achieve a Dogwood Diploma within six years

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.

DATA from 2022-23



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

ONE MIND

Objective 2:

Indigenous students achieve a Dogwood Diploma within six years

ACTIONS - September to January

- 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.

NEXT STEPS - February through June

- NA'TSA'MAHT Indigenous Education PVP facilitating Spring 'Pathway to Graduation' Circles focusing on each Indigenous learner's Attendance, Academics, Engagement & Wellness.
- Carefully track Grade 12 Indigenous Learners to support successful graduation.

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



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

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 - September to January

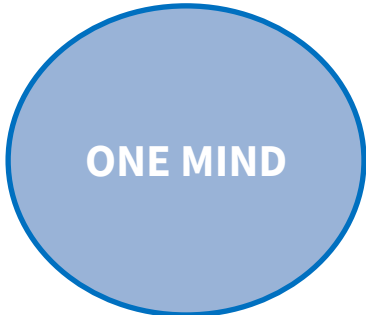
- Gathered information from schools regarding who is/may be away for cultural reasons
- Have discussed possible ways of how to support continuity of learning and connections to school while honouring time away from school for cultural practices
- Upper-level District conversations as to how Indigenous students who participate in cultural learning experiences might receive credits towards Dogwood Diploma through the Ministry of Education

NEXT STEPS - February through June

- Continue gathering information from the Ministry of Education regarding cultural credits
- Initiate the co-creation of Locally Developed Courses with Local First Nations
- Support schools to honour cultural projects in community for graduation credits

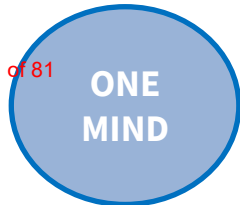


Whale Puppet Cultural Project, Pacheedaht First Nation, Spring 2023



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)

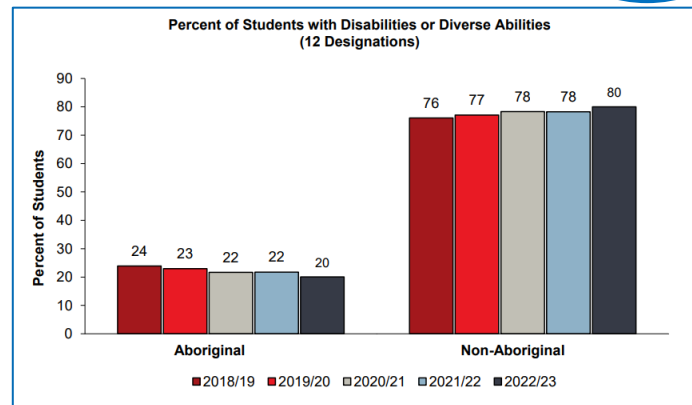
- **7 out of 41** students are Indigenous (17%)

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)**



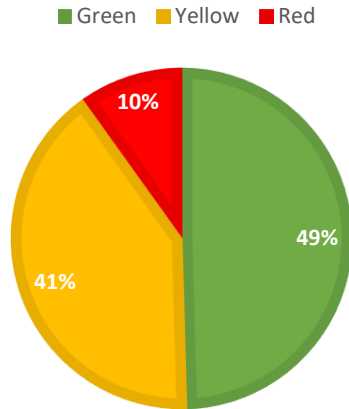
NEXT STEPS - February to June

- Analysis of *Equity in Action* Student and Family Survey Results – May
- Establish SD62 *Jordan's Principle* Best Practices
- Promote available Indigenous Student Scholarships & support application process
- Create Indigenous Education Department staffing plan to reflect student demographics & needs for 2024-25 school year
- Consult 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



DATA

- ‘Pathway to Graduation’ Circle Meetings honour each Indigenous student gifts & needs
- Distinct School *Equity in Action* Goals focus on the Learner Profile
- As of Feb 28th, approximately 50% or 620 of Indigenous students ‘Pathway to Graduation’ status had been identified by school teams
- **49%** of those students are “**on track**” to graduation
- **10%** of those students required an “**action**” from the school team

NEXT STEPS - February to June

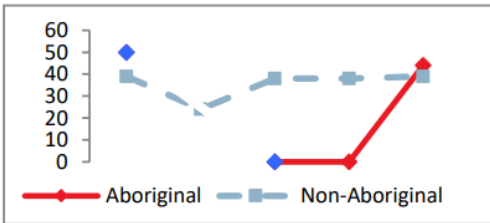
- Follow up on ‘actions’ from Fall/Winter ‘Pathway to Graduation’ Circle Meetings at the Spring Circle Meetings
- Continue to support the Student & Family Advocate ‘new’ position

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

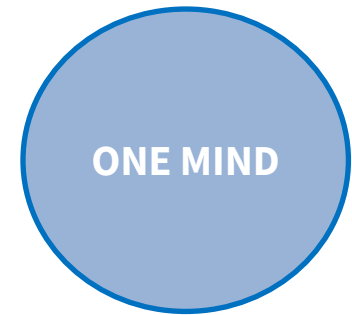
44% of Indigenous Grade 12s feel that school is preparing them for post-secondary education all of the time or many times

ACTION - September to January

- Ongoing relationship building with Posts-secondary partner groups
- Camosun Trades Sampler via Aboriginal Service Plan – Nov. 15, 2023

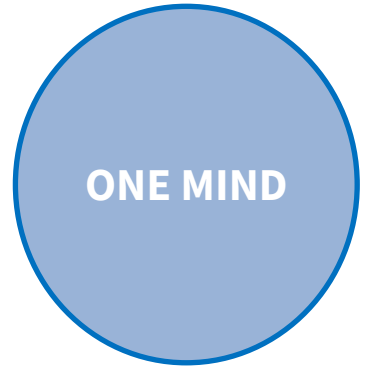
NEXT STEPS - February to June

- UVIC/Camosun First Peoples House Visit – TBD
- SD62 Pathways & Choice Staff invited to attend NA'TSA'MAHT Family Gatherings
- SD62 Human Resource Department invited to attend NA'TSA'MAHT Family Gatherings
- SD62 Posts-Secondary Partner groups invited to attend NA'TSA'MAHT Family Gatherings
- NA'TSA'MAHT Education Teachers support 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.

ACTION - September to January

- Last year, NA'TSA'MAHT EDUCATION COUNCIL, consulted on application to BC Human Rights Tribunal for Equitable Hiring of Marginalized groups

NEXT STEPS - February to June

- 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.
- HR also attending the Multicultural Family Night coming up at Belmont.



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

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 **QELEŅSEN Á, LEN** in Dec 2024; naming of elementary school **SC'IANEW STĒLITĶĒL**,
- T'Sou-ke Nation Sooke Kindergarten SENĆOŦEN 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 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



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 an 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 - September to February

- 6.0 release days provided to schools to work on Equity in Action initiatives

NEXT STEPS – March through June

- Review *Equity in Action Student Survey & Equity in Action Parent Survey*
- Complete *Equity in Action Year-End School 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:

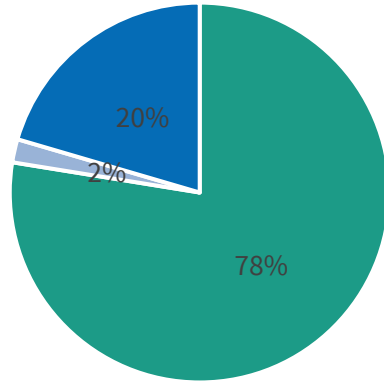
Enhance Indigenous culture reflected in schools, classrooms, and land-based learning environments leading to Indigenous students feeling welcome in schools

OUTCOME: Indigenous students feel welcome at school

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

Equity in Action
Family Spring 2023 Survey Results

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



■ Yes ■ No ■ Somewhat

DATA
98% said “yes” or “somewhat”



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 - September to February

- Renaming of Eagle Ridge Secondary to QELENSEN Á, LEN with guidance from SENĆOŦEN 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
- **NIE School Supply Budget: 41% of funds** spent to support cultural learnings and Indigenous focused bulletin boards (Feb 27, 2024)
- **NIE School Honoraria Budget: 52% of funds** spent to access Role Model Program (Feb 27, 2024)
- **Urban Indigenous Drumming** Series at Savory, Spencer, PEXSISEN, Centre Mountain Lellum, Ruth King & David Cameron
- NIE Resource House on Engage
- NIE District Weekly & NIE PVP Monthly Memo
- 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

NEXT STEPS - March to June

- Continue developing Elder Legacy Video Series with Nations
- Urban Indigenous Drumming Series expanded to Belmont, Willway & Colwood
- NA'TSA'MAHT Community Dinners – featuring culture & language
- Schools access NIE Honouraria & Supply Budgets to end of May
- Review Results from *Equity in Action Student & Family Surveys*
- Continue to access Role Models prioritizing classrooms with Indigenous students



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 QELEŃSEN Á, LEŃ with guidance from SENĆOFEN language teachers and local Elders in December 2023
- 10 schools submitted Culture & Language Consultation requests

ACTION - September to February

- 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)



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

NEXT STEPS - March through June

- *Equity in Action Student Survey & Equity in Action Parent Survey* in February / March
- Elder Culture & Language Consultation April Circle
- *Equity in Action Year End School Report* in June
- Continue Language & Culture Legacy Projects with Elders

Objective 3:

Increase knowledge of First Nations, Métis and Inuit LANGUAGES

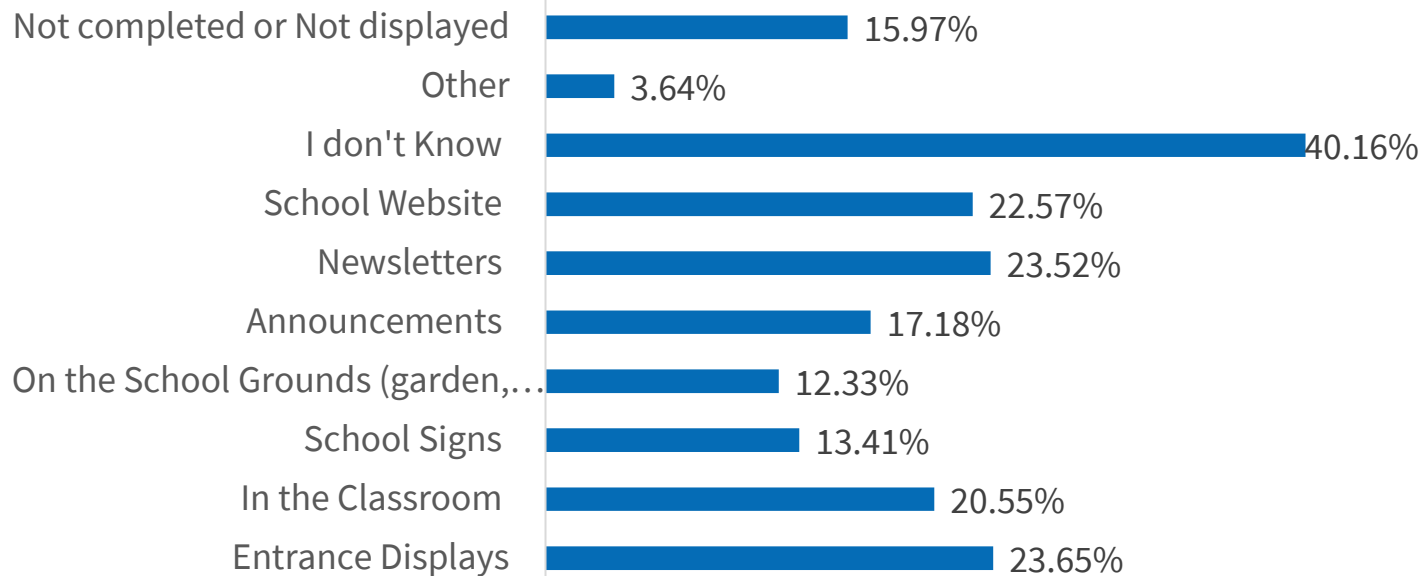
OUTCOME: Indigenous & non-Indigenous students are being taught local First Nation Languages

DATA

Equity in Action
Family Spring 2023
Survey Results



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?



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

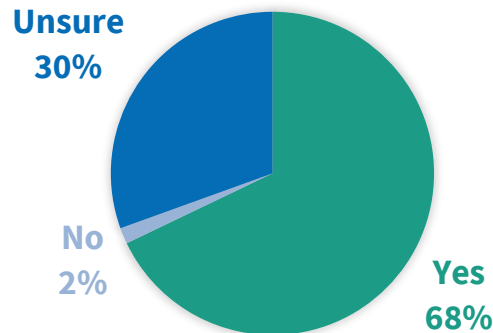
OUTCOME: Indigenous & non-Indigenous students learn about local First Nation, Métis & Inuit at school

Equity in
Action
Family
Spring
2023
Survey
Results

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



Coast Salish Art Shapes



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

ONE SPIRIT

ACTIONS - September to February

- 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 & will do so again in 2024
- Curriculum Transformation Initiatives:
 - Continuation of Local First Nation Math/Numeracy
 - Local Core Competency Resource



Land-based plant walk, Centre Mountain Lellum Fall 2023



Cultural Drumming with Rick Peter at Port Renfrew Elementary 2023

NEXT STEPS - March through June

- *Equity in Action Student Survey & Equity in Action Parent Survey* in February & March
- *Equity in Action Year End School Report* in June
- Ongoing discussions with local Nations for land-based field trips in-community showcasing contemporary practices
- Sc'ianew Nation Ocean Resources hosting land-based opportunities for 2 schools in April 2024



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

ACTION - September to February

- 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
- 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

NEXT STEPS - March to June

- STA Pro-D Offerings in April & May
- CUPE Pro-D offerings in May
- Increase awareness of Professional Standard 9
- Consider how to embed a dedicated NID focused on enhancing First Nation student learning outcomes in school calendar



ONE
SPIRIT

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

DATA

- **NIE Community Dinners** were well attended & received last year. Celebration with students & families with food is preferred; student entertainment with drumming, jiggging, sharing of Language Video, traditional foods & student displays were highlights
- **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
- **NIE Grade 12 Land-based Day** at Camp Thunderbird was enjoyed by those who attended
- 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

ACTIONS - September to February

- Consultation with Four Posts Advisory
- Consultation & Recommendations through NA'TSA'MAHT Education Council
- Established Planning Committees for Grade 12 Recognition Celebration & NA'TSA'MAHT Community Dinners

NEXT STEPS - March to June

Graduation Celebration:

- NIE Grade 12 Graduation Recognition Celebration & Special Gift – May 27th
- Indigenous Valedictorian selected for each Secondary School
- Secondary School Graduation Events will include Elder Welcome

Tri-District Grade 12 Event at Camp Thunderbird

NIE Community Dinners:

- David Cameron, Sooke, Dunsmuir, Pacheedaht Nation

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



Respectfully Submitted

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

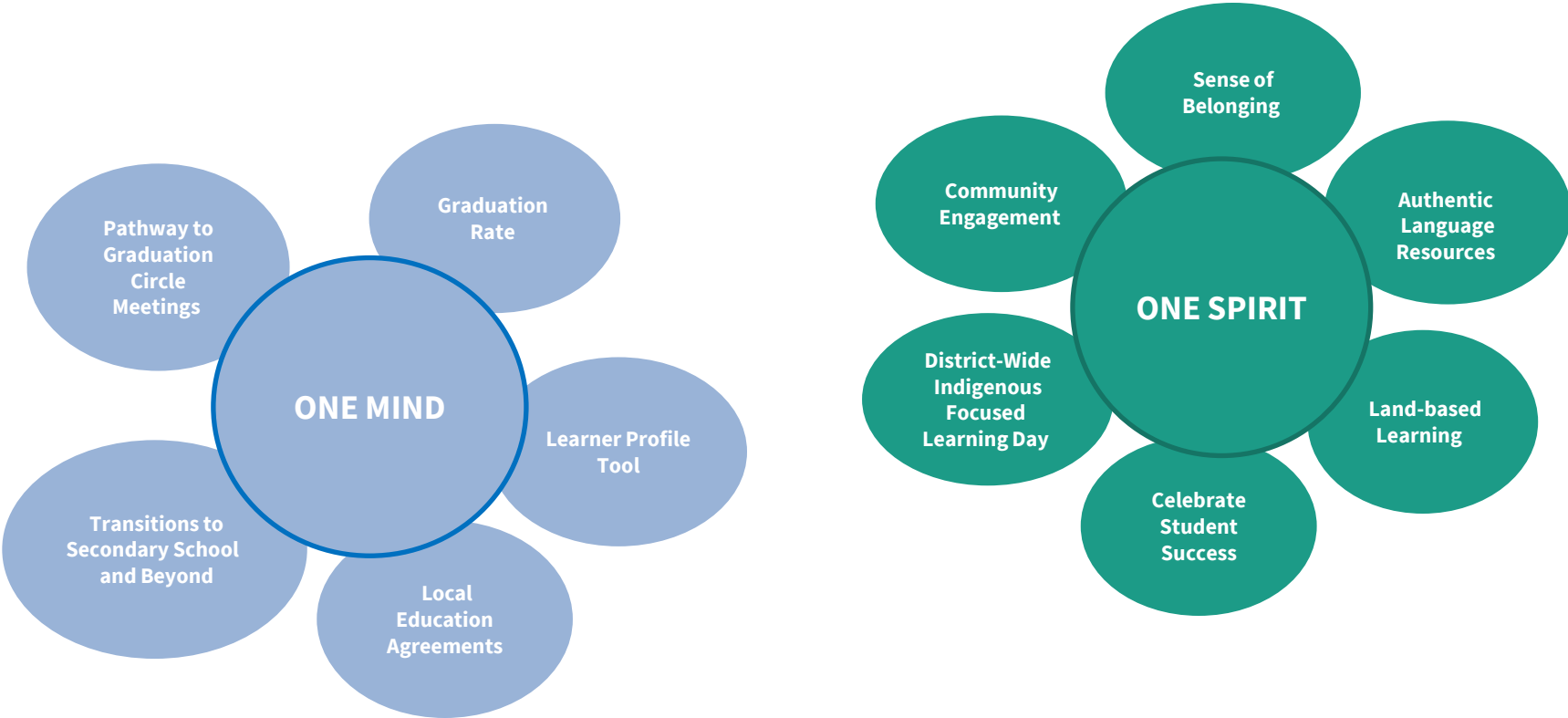
Co-Chair (First Nation Community) Tara Jensen, T'Sou-ke First Nation Representative

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

Through the WEXES Moon Review 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.





K-12 District Literacy Plan

Education Policy Meeting - March 5, 2024


1



When the district invests in its teachers, teachers will then invest in students. By being given this time to collaborate and gain new information during school time, not on my own time, I feel inspired and prepared to implement new ideas. I'm grateful for this opportunity.

- Classroom Teacher, Primary Literacy Series

2



865 students
supported by LITs in 2022 – 2023 school year

3777 students
screened using universal measures in 2023 – 2024 school year

Many more students
supported by LITs in 2023 – 2024 school year (stay tuned!)

3

Overview

First	Second	Last
Primary Team & Literacy Committee, Colwood Elementary	Tess Vally, Principal Poirier Elementary	Shelby Pollitt, K-12 Literacy Coordinator
<i>School-level systems to support all learners' literacy skills</i>	<i>Equitable access to literacy instruction & intervention</i>	<i>District-wide shift toward instruction for all students & intervention for those who need it</i>

4

Colwood Elementary

Shawn Taal, VP

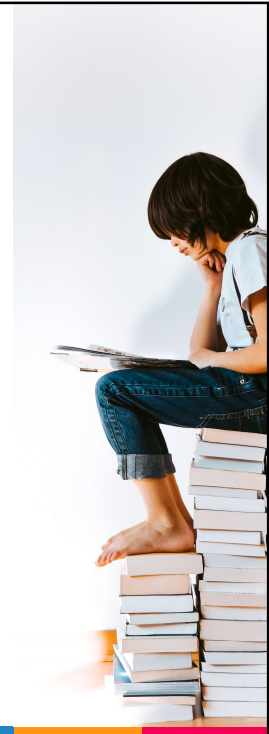
Sarah Ramsbottom, Gr.1

Tamara Maxim, LIT

Eva Martin, Gr. 2

- ▷ Shared professional learning
- ▷ Resources that facilitate instructional routines
- ▷ Consistent assessment tools, expectations & differentiation across classrooms
- ▷ Literacy Committee

★ What are we noticing about student learning?



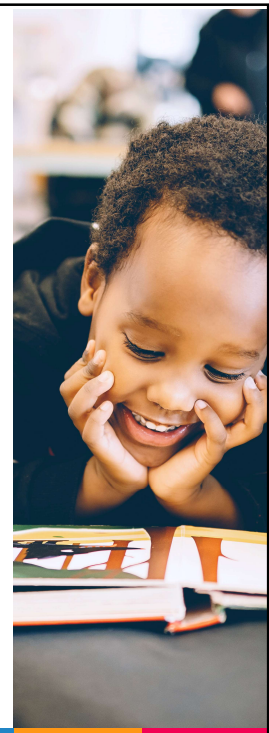
5

Poirier Elementary

Tess Vally, Principal

- ▷ Parallel professional learning opportunities for English & French languages of instruction
- ▷ LIT professional learning embedded into classroom instruction across English & French
- ▷ Access to resources and collaboration opportunities that facilitate instruction across K-5

★ What am I noticing about student learning?



6

Instruction for ALL learners

▷ Primary Literacy Series

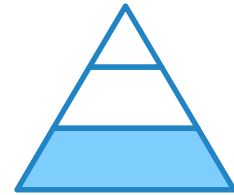
- Professional Learning Sessions
- Collaborative Learning Rounds
- Resources

▷ Intermediate & Middle Series

- Literacy Instruction
- Writing Instruction

▷ Secondary Series

- Critical Thinking & Comprehension (Humanities)
- Critical Thinking & Comprehension (Math & Science)



PLUS

- ▷ Residencies
- ▷ Collaboration
- ▷ New Teachers Series

7

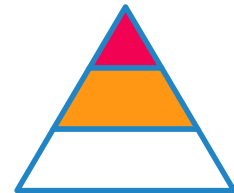
Intervention for students who need it

▷ Literacy Intervention Teachers (K-3)

- Universal screening
- Small group & individualized intervention
- Ongoing collaborative professional learning

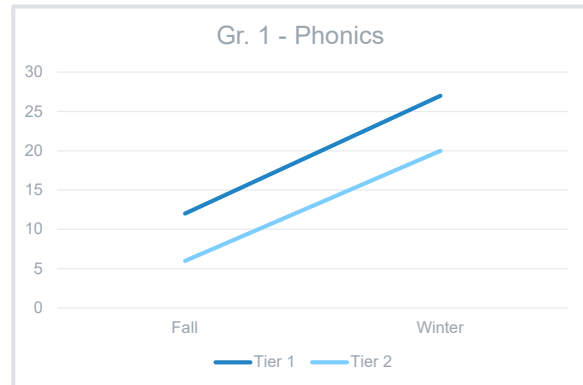
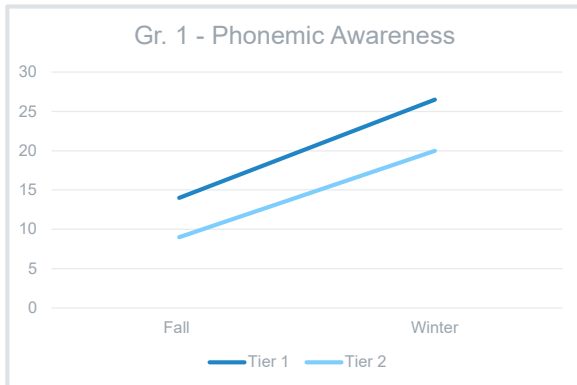
▷ Learning Support Teachers (4-12)

- Intermediate, Middle, & Secondary Reading Intervention Training
- Access to age-appropriate resources



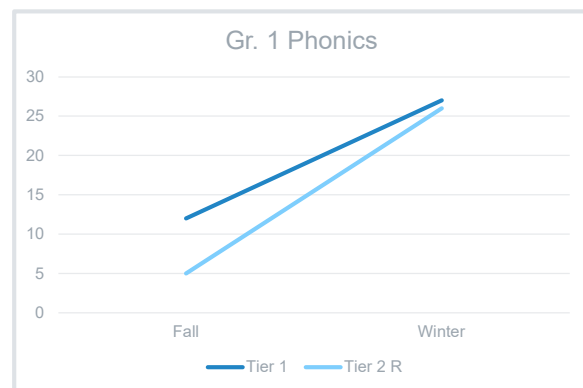
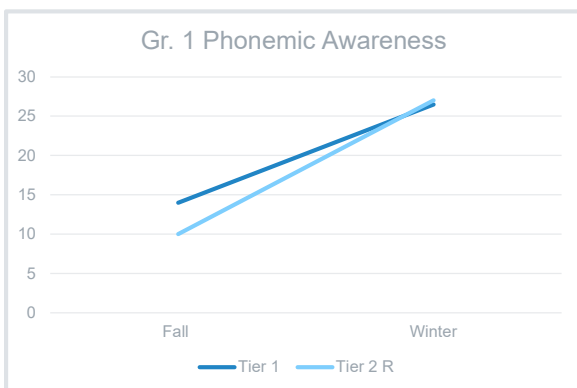
8

School A – Year 2



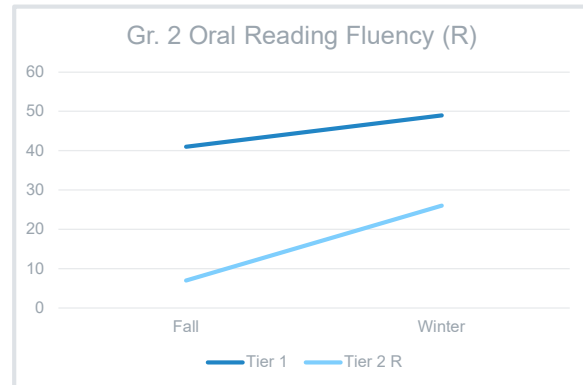
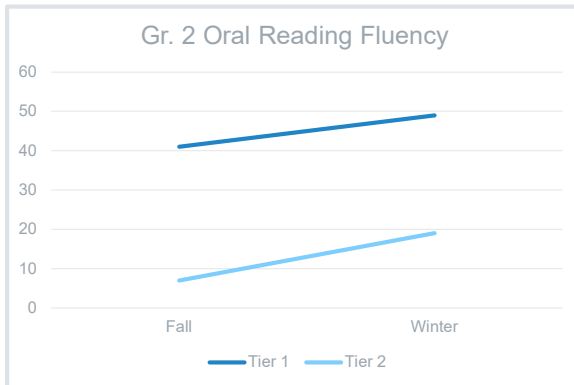
9

School A - Year 2 Response



10

School A - Year 3



11

Our next steps

Continued Professional Learning Opportunities

Series that focus on collaborative capacity-building across oral language, reading and writing instruction

Increase access to resources that facilitate responsive instruction

Advocating for Increased LIT FTE

Not all students who need intervention have access to it (with current FTE)

Current state at mid-Year 2 of implementation:

→ Intervention for students who need it **most**

Learning Support Gr. 4-12

Explore alignment of service delivery models (across school-based roles, district departments, etc.)

12

Thank you!
Any questions or
comments?



POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

March 12, 2024

Draft revised Policy and Regulations C-211 "Challenge and Equivalency" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-211 "Challenge and Equivalency".

School District #62 (Sooke)

CHALLENGE & EQUIVALENCY	No. C-211
	Effective: Mar. 11/97 Revised: Mar. 14/11 Reviewed: Mar. 5/24; Mar. 12/24

SCHOOL BOARD POLICY

The Sooke School District 62 recognizes that students may earn credits toward graduation in a variety of ways. Learning is a life-long activity and occurs in a variety of ways, some of which take place outside of British Columbia or outside of the regular secondary school program.

All Sooke School District 62 students enrolled are entitled to undertake a free challenge and/or equivalency process to assess their prior learning for Ministry-developed graduation program courses, as well as the Board Authorized (BAA) course taught in the district that school year. Schools will grant credit towards graduation for learning that has been assessed and matches or exceeds provincial standards.

Crediting prior learning creates flexibility and greater opportunities for students to achieve their goals. The process of assessing prior learning for credit should be rigorous but not onerous, maintaining the integrity of the learning standards in the curriculum, and the standards of a quality education.

~~Sooke students are eligible to gain credits for all Grade 10, 11 or 12 provincially or Board Approved courses offered in the district by applying to challenge a course or have an equivalency review of their credentials. The Board supports the three basic principles that are the foundation of education in B.C.:~~

- ~~• people learn in different ways and at different rates~~
- ~~• learning is both an individual and a social process~~
- ~~• learning requires active participation of the learner.~~

~~The Board acknowledges that relevant learning occurs outside the school building and that assessment is an integral part of the learning process.~~

Challenge is the process whereby students receive credit for a provincially or Board Approved Grade 10, 11 or 12 course, offered within a district, through an assessment process of the relevant knowledge and skills they have gained elsewhere, but which are formally undocumented.

Equivalency is the process of gaining credit for a Grade 10, 11 or 12 provincially or Board Approved course, ~~approved in the school district~~, if supporting documentation shows that a student has achieved the course learning outcomes at another institution or in another education jurisdiction.

External Credit - All students enrolled are entitled to receive credit if they have earned a Ministry-approved credential. The Ministry of Education and Child Care has sole authority to review and approve external credentials and assessments. The list is published in the Ministry's online Course Registry.

Post-Secondary Credit - Students are entitled to earn "dual credit" if they earn credit that leads to a post-secondary credential from a post-secondary institution which is a member of the British Columbia Transfer System. Applicable post-secondary level courses count towards the required number of Grade 12 level credits needed to satisfy graduation requirements.

Authority

- See Ministerial Order 302/04, the Graduation Program Order (PDF)
- BC Public School Policy 2018, the Earning Credit through Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Studies Credit

School District #62 (Sooke)

CHALLENGE, & EQUIVALENCY	No.: C-211
	Effective: Mar. 11/97 Revised: Mar. 14/11 Reviewed: Mar. 5/24; Mar. 12/24

ADMINISTRATIVE REGULATIONSStudent Eligibility

1. ~~Challenge and equivalency procedures will ensure equal access. The Board may publish a schedule of fees for services and may waive or reduce the fees.~~
2. Students in any grade are eligible to apply for challenge, or equivalency, external or post-secondary credit in Grade 10, 11 or 12 courses without free of charge.
3. Only students who have not completed a course through previous enrollment should be eligible for challenge. Challenge is not intended as a way for students to improve their course marks. In most cases, a student should be permitted only one opportunity to challenge a specific course.

Course Eligibility

1. Challenge or equivalency is available for Grade 10, 11 and 12 BC Ministry developed courses or BAA-Authority Authorized Courses ~~Board Approved Courses~~ offered within the district. ~~Equivalency is available for all Grade 10, 11 and 12 provincially developed courses.~~ Students may challenge another district's Board Approved Courses only if the Board has approved the course in this district. There is no limit to the number of credits that may be awarded through challenge.
2. ~~Students must first successfully challenge the school portion of a Grade 12 course before they are entitled to write the provincial examination. Provincial examinations can only be written during their regularly scheduled times.~~
3. ~~Students may earn partial credit for a course through challenge.~~

General Procedures**Procedures for Challenge (Undocumented Demonstrated Prior Learning)**

School Principals/Vice-Principals and counsellors should ensure equity of access and opportunities for all students towards a challenge. Facilitation and adjudication of challenge will be school based. Schools must document the challenge assessment delivered to each student, including the 'SD #62 Course Challenge Form' ~~a pre-challenge equivalency review~~, and the d Documentation must be made available to Ministry auditors if requested.

Students should be able to demonstrate their readiness to challenge a course based on factors such as a recommendation from a previous teacher, or from evidence that relevant learning has been acquired outside the regular classroom setting. The demonstration should not be an onerous process. School staff, in consultation with students and parents, should make the decision about readiness.

A. All criteria below must be met before a student is eligible to challenge a course: ~~Students should show their readiness to challenge a course by demonstrating:~~

1. The course is offered in the Sooke School District.
2. This is the first time the student has challenged this course.
3. A student/counsellor or student/PVP meeting at the school of record has taken place to identify the potential benefits and liabilities of the challenge request.
4. The student has demonstrated sufficient evidence to suggest they could successfully challenge the course.
5. The student recognizes that the full course is challenged for credit.
6. The student is prepared to demonstrate mastery of the required learning standards for the course.
7. The student is ready to challenge because of:
 - i) independent learning in a related area, or
 - ii) prior learning from another educational jurisdiction or prior experiential learning

~~2) exceptional ability related to the course WITHOUT any documentation to support equivalency being assigned;~~

~~1) knowledge, understanding and skills equivalent to the prescribed learning outcomes for the course; and~~

~~2) evidence that utilizing the Challenge option is in the student's best interests.~~

B. Documentation of the process must be kept.

1. ~~The principal and/or designate from secondary schools, Continuing Education, alternate programs, district staff, and relevant experts from the community as required will comprise a panel that will review accepted equivalencies, evaluate new proposals on an annual basis, and provide support for school based challenge procedures.~~

~~— This committee will be responsible to:~~

- ~~• work collaboratively with other programs, organizations, or institutions to establish guidelines for equivalencies that will be recognized by all schools.~~

~~— • adjudicate new applications for equivalency.~~

~~— • recommend a schedule of fees.~~

~~— • ensure consistency with regard to the outcomes required for any particular credit.~~

~~— • facilitate communication among the schools.~~

~~C. School Principals/Vice-Principals and counsellors should ensure equity of access and opportunities for all students to attain equivalent credit, appropriate placement, or assistance towards a challenge. Facilitation and adjudication of challenge and equivalency will be school based.~~

- ~~promote opportunities for challenge.~~

~~• ensure a student-focused approach to challenge and equivalency throughout the district.~~

2. ~~Facilitation and adjudication of challenge and equivalency will be school based.~~

Challenge Procedures

1. ~~Students must be made aware of the criteria which will be used to assess and evaluate the challenge.~~
2. ~~Before proceeding with a course challenge, students must present compelling evidence that they will be successful with the challenge.~~
3. ~~To succeed in a challenge, students must demonstrate that they can meet the same learning outcomes of the course as students who take the course through regular classes. Criterion referenced strategies will be used to establish the final mark.~~

Equivalency Procedures

1. ~~To qualify for an equivalency review, students must provide documentation to prove they have successfully completed a course or program of learning.~~
2. ~~Equivalency will be granted only for external courses or programs which match the prescribed learning outcomes of provincially or Board Approved courses.~~
3. ~~Credit restrictions apply between a course and its equivalent; thus, a student may receive standing in one B.C. course only for a course or program of learning deemed to be equivalent.~~

~~SUGGESTED SCHOOL-BASED GUIDELINES~~

Challenge Guidelines

Challenge Process

1. Requests may be submitted throughout the school year.
2. A designated counsellor/advisor or appropriate staff will present a student's case on appropriateness of course challenge to the ~~School Based Team or appropriate staff~~ Principal/Vice-Principal.
3. ~~The School Based Team or appropriate staff~~ Counselors and Principal/Vice-Principal will consider the following points:
 - student's background in the subject area.
 - whether the student is likely to be able to demonstrate proficiency with the course learning standards, learning outcomes.

- readiness for subsequent courses in the subject area.
 - factors surrounding the best educational interests of the student.
4. After completion and sign off on the 'SD #62 Course Challenge Form' approval from the School-Based Team or appropriate staff, the student will be referred to an assessor with appropriate knowledge and understanding of the learning standards for the course being challenged. department representative.
 5. The challenge process must assess students on the Content and Curricular Competencies of courses. Examples of assessment strategies that could be used in a challenge process include such things as hands-on demonstrations, oral performances, interviews, written examinations, or presentations of a collection of work. Challenge processes should be substantive, but not onerous. Using a variety of criterion-referenced strategies,
 6. The assessor department representative will decide on the success of the challenge, award a grade and percentage and forward the challenge results to the counsellor for posting and documenting in the student file.
 - ~~6. The department representative forwards challenge results to the counsellor for posting.~~
 7. The student will be notified of the decision as soon as possible.

Points to Remember

1. Students do not have to be enrolled in Grade 10, 11 or 12 to challenge a Grade 10, 11 or 12 course.
2. Only students who have not successfully completed the course through previous enrollment should be eligible for challenge.
3. If a student successfully challenges a Grade 12 course, credit for a Grade 11 course in the same subject can be granted only if the student demonstrates that he or she has achieved the learning outcomes of the Grade 11 course.
4. Students may challenge only provincially approved courses or courses approved by the Board.
- ~~5. Students can challenge the school portion of government-examined courses. The student must successfully challenge the school portion before writing the Provincial exam.~~
6. To succeed in a challenge, a student must obtain at least a C grade or 50 percent.



SD 62 Course Challenge Form

Procedures:

- ✓ Pre-challenge Prior Learning Review
- ✓ Assesses course learning standards (Big Ideas, Curricular Competencies and Content)
- ✓ Substantive, but not onerous
- ✓ Letter Grade and % must be reported
- ✓ Process must be documented and available for audit

Note – International students may not challenge the 7 courses required to be taught by a BC teacher (see International Student Graduation Credit Policy)

STUDENT NAME: _____

PEN: _____

COURSE NAME: _____ **CODE:** _____

PRE-CHALLENGE PRIOR LEARNING REVIEW (one or more of below)

- Teacher recommendation (Name: _____)
- Evidence of prior learning
- Parent/student discussion

PVP Signature _____

ASSESSMENT STRATEGIES (one or more of the below)

- Hands-on Demonstration
- Oral Performance
- Interview
- Exam
- Portfolio of Work

TEACHER NAME: _____

DATE OF CHALLENGE: _____

COMMENTS: _____

CREDITS ASSIGNED: _____

% EARNED: _____

TEACHER SIGNATURE: _____

Equivalency Guidelines

The Ministry of Education and Child Care may make determinations about equivalency that apply to all students. Such determinations will be listed in the Handbook of Procedures for the Graduation Program or online Course Registry.

Procedures for Equivalency

1. For the purpose of determining equivalency, comparison of courses may be based on factors such as the following:
 1. Comparison of learning standards
 2. Comparison of general subject matter
 3. Comparison of depth or breadth of coverage of subject matter
 4. Comparison of assessment methods, instruments, and standards.

2. To be deemed equivalent, sufficient content should have been covered to enable the student to be successful in further learning in the content area.

3. In order to receive credits through equivalency, students must provide the appropriate documentation as proof of successful completion of the course.

4. For reporting and transcript purposes, schools should assign a letter grade and percentage to all credits awarded through equivalency. If the student's documents show only a letter grade or level, schools may choose to assign a percentage, based on the mid-point of the matching British Columbia letter grade range. Schools may use "Transfer Standing (PDF)" (TS) if it is not possible to determine a letter grade and a percentage from the documentation.

5. Requests may be submitted throughout the school year.

- ~~2. A counsellor/advisor assists students in gathering supporting documentation (transcripts, letter of reference, portfolios, certificates). When possible, interviews with community advocates can be included.~~

- ~~3. The School Based Team or appropriate staff along with the subject teacher:

 - ~~• adjudicates the application in the best interest of the student.~~
 - ~~• checks for a match of the learning outcomes with the requested course credit.~~
 - ~~• awards a letter grade and percentage.~~
 - ~~• notifies student of the decision as soon as possible.~~~~

- ~~4. The counsellor/advisor who presented the case is responsible for posting a letter grade and documenting credit on the B.C. Permanent Student Record card.~~

~~5. In the case of courses taken in other educational jurisdictions, decisions will be made by counsellors using the Student's Transfer Guide.~~

6. Equivalency Procedures

~~1. To qualify for an equivalency review, students must provide documentation to prove they have successfully completed a course or program of learning.~~

~~2. Equivalency will be granted only for external courses or programs which match the prescribed learning outcomes of provincially or Board Approved courses.~~

~~3. Credit restrictions apply between a course and its equivalent; thus, a student may receive standing in one B.C. course only for a course or program of learning deemed to be equivalent.~~

Fee-paying International students

Fee-paying International students whose educational program was not instructed in either French or English for at least two years prior to arriving in British Columbia must earn credits through instruction from a British Columbia-certified teacher (not through Equivalency review or Challenge process) for the following courses:

- a) A Language Arts course at the Grade 11 level,
- b) English First Peoples 12 or English Studies 12,
- c) A Science course at the Grade 11 or 12 level,
- d) A Mathematics course at the Grade 11 or 12 level,
- e) A Social Studies course at the Grade 11 or 12 level, and
- f) Career-Life Education.

Fee-paying International students must earn graduation credit in Career-Life Connections under supervision of a board of education or an independent school authority.

Authority

- See Ministerial Order 302/04, the Graduation Program Order (PDF)
- BC Public School Policy 2018, the Earning Credit through Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Studies Credit
- International Student Graduation Credit
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/international-student-graduation-credit>

**Report to the Board of Education, Sooke School District
RE: NA'TSA'MAHT Education Council Meeting at Hulitan Big House,
February 28, 2024**

Representatives in Attendance:

LAND BASED NATIONS

Pacheedaht Nation	Sc'ianew Nation	T'Sou-Ke Nation
Amanda Hamilton	Miranda Metge	Tara Jensen

URBAN INDIGENOUS

Hulitan Family and Community Services	M'akola Group of Societies
Julia Clifton, Kendra Gage, Carly Bird	Brandon Labbey-Krejci

MÉTIS NATION

Island Métis Family and Community Services Society	Métis Nation of Greater Victoria
Sarah Scow, Practicum student on behalf of Elena Robinson	Jo-Ina Young

COMMUNITY PARTNERSHIP

YMCA-YWCA
Derek Gent

SD62

NA'TSA'MAHT Indigenous Education	Executive	Employee Groups
Jon Carr, Lorraine Velie, Marlys Denny	Paul Block	Rita Zeni on behalf Meagan, MacPherson, STA
	D'Arcy Deacon	Trish McNabb, CUPE 459

GUEST

District Principal, SD62 Online & Continuing Education, Heather Lait, Ministry of Education, Joe Heslop
--

1. **Territory Acknowledgement and Words of Wisdom** – drumming/signing cleansing song - Grandma Clifton
2. **Review Meeting Minutes** – Jan 31, 2024
3. **Review Agenda**
4. **Introduction Circle & Community Sharing**
5. **District Office Update**
 - 5.1. Introducing D'Arcy Deacon, Associate Superintendent – Paul Block, Superintendent
 - 5.2. Introducing Joe Heslop, Equity in Action Liaison, Ministry of Education – Paul Block, Superintendent
 - 5.3. New Builds Update: SCIANEW STELITKEE Elementary – Paul Block, Superintendent
 - 5.4. Blended Learning – Heather Lait, District Principal SD62 Online & Continuing Education PowerPoint presentation

Comments from discussion:

- Pacheedaht Nation and Heather Lait were able to work together to make to the program accessible for Pacheedaht students for the last two school years.
 - The program has worked well, attendance has improved, student have spent less time on the school bus
 - 2023-24 school year was middle grades
 - 2024-25 school year will be secondary grades

6. NA'TSA'MAHT Indigenous Education Update

6.1. 2024-25 NIE Program Consent Form Review

Comments from discussion:

- Bold the line: **The programming is inclusive of all students, held in-class, with no students being pulled from class or singled out.**
- **Motion to Accept the letter as presented with the change above.** – Tara Jensen, T'Sou-Ke Nation
- Second – Miranda Metge, Sc'ianew Nation
- All in Favor Motion Passed

6.2. How Are We Doing Report / Enhancement Agreement Mid-Year Report Input

Time designated for reading and discussion

- **Motion to Accept as presented** – Jo-Ina Young, Métis Nation
- Second – Brandon Labbey-Krejci, M'akola Group of Societies
- All in Favor Motion Passed

6.3. NCPA Job Description with Indigenization

- to support NCPA staff with consistent messaging of their job duties for all staff
- each school is different (high variation) in how they see NIE department roles
- schools to be utilizing this document to show all staff NCPA roles

6.4. Events & Committee Work

- a. NA'TSA'MAHT Family Dinners in Partnership with Early Learning and the 4 Posts
 - March 13 at David Cameron Elementary
 - April 25 at Sooke Elementary
 - May 23 in Port Renfrew, location TBD
 - June 12 at Dunsmuir Middle School
- b. Staff & Student Events
 - Land-based Learning at Beecher Bay Ocean Resources:
 - April 11 - Hans Helgesen Elementary
 - April 25 - Royal Bay Secondary
 - May 8th Gr 12 South Island Land Based Day at Camp Thunderbird YMCA
 - May 27 Indigenous Graduation 4:00pm at Royal Bay Secondary School

Next Meeting: Wednesday, April 24, 2024 12:30 – 3:00

Location: SD62 School Board Office, Lekwungen Room

Lunch will be served at 12:30 – 1:00

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	April 2024	May 2024	June 2024
Approve	<ul style="list-style-type: none"> - 1st reading of Budget Bylaw (if available) 1st reading of Capital Plan Bylaw 	<ul style="list-style-type: none"> - Final readings of Budget Bylaw (if available) - Final readings of Capital Plan Bylaw (if available) - Auditor engagement/plan 	<ul style="list-style-type: none"> - Adopt Vision, Mission, Values for '25-'29 Strat Plan - Annual Plan Package: <ul style="list-style-type: none"> - FESL targets - Strategic plan targets - Na'tsa'maht Annual Report - Superintendent Growth Report
Review		<ul style="list-style-type: none"> - 3rd Quarter Report Package: <ul style="list-style-type: none"> - Strategic Plan Q3 - Financial forecast 	<ul style="list-style-type: none"> - District Operations Plan for 2024-2025 - Review all Board Motions for the year - Approve Vision, Mission, Values
Complete	<ul style="list-style-type: none"> - BCSTA AGM (Apr. 18-21) - Municipal Partner Meetings (Board/ Council) 	<ul style="list-style-type: none"> - Municipal Partner Meetings (Board/ Council) - TBD - Board Annual Self-Assessment - Strategic Plan Renewal – Vision, Mission, Values and Beliefs 	
Engage	Board Planning Session Complete Vision, Mission, Values and Beliefs (April 24)	<ul style="list-style-type: none"> - Host Student/ Trustee school visit (May 10 - TBC) 	<ul style="list-style-type: none"> - Grad/Year End Ceremonies - Acknowledgement Letters to Partner Groups - National Indigenous Peoples Day (June 21) - Host Retirement/Long Service Event (June 5)



Board Information Note

Public Board Meeting

March 12, 2024

Agenda Item 11.1: Superintendent's Update

LEARNING

BCPVPA Scholarships

Some of our Grade 12 students are applying for scholarships to help fund their post-secondary education. The BC Principals' & Vice-Principals' Association (BCPVPA) has 20 scholarships available for students to apply for.

- Up to 10 scholarships are reserved for the children of BCPVPA members.
- Up to 8 scholarships are awarded to other graduating students.
- Up to 2 scholarships will be awarded to Indigenous students.

[Applications](#) close on March 18, 2024.

ENGAGEMENT

Chief Larry Underwood

I had the great honour of connecting with the newly elected Chief of the T'Sou-ke Nation on Friday: Chief Larry Underwood. The new Chief was recently elected and follows Chief Gordon Planes who had been Chief since 2007. The role is not new to Chief Underwood, he last held this role from 1986-1991. We had an excellent conversation about the future and ongoing collaboration between T'Sou-ke Nation and the school district. In particular, I shared my hopes for building knowledge of Indigenous languages across the school district.



Sooke Job Fair

Members of our HR Team joined around 20 employers at EMCS for the Sooke Job Fair on Saturday, March 9, 2024, from 11 a.m. to 3 p.m. with the intent to encourage job seekers to apply for several positions currently posted on [Make A Future BC](#).

WorkBC centre | Westshore Sooke

2024

Sooke Job Fair

Attend one of the largest job fairs in Sooke!

Saturday, March 9th

11 am - 3 pm

Edward Milne School
6218 Sooke Rd

WorkBC Centre Westshore
(250) 478-9525
centre-langford@workbc.ca

Canada
This program is funded by the Government of Canada
and the Province of British Columbia

BRITISH COLUMBIA

WorkBC Centre Sooke
(250) 642-3685
centre-sooke@workbc.ca

GROWTH

Capital Plan Submission

We are expecting to hear shortly about our latest capital plan submission to the Ministry of Education and Child Care. This is the annual plan that we submit to request capital funds to build new schools, replace old school buildings, increase capacity through classroom additions, and strengthen existing school buildings through seismic upgrades, and improvements to the building envelope