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

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

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

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
    We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

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

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

4. **BAA COURSE PROPOSALS**
    a. Personal and Social Development 10 – Dan Beatty and Melissa Horner
        Melissa Horner, Belmont Vice-Principal, introduced the course and synopsis and introduced Belmont teacher, Dan Beattie. Mr. Beattie spoke to the target audience and the how and why
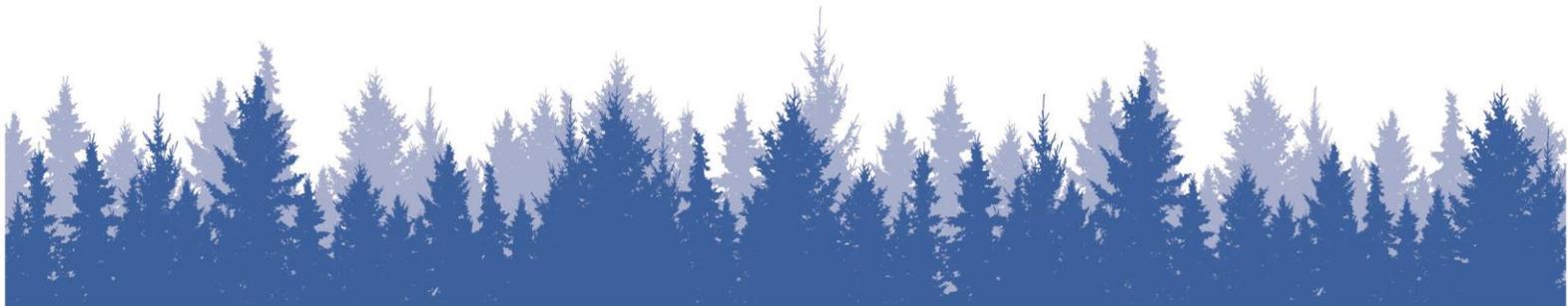
this course will be a great addition in supporting students to develop their social and personal attributes and skills. Questions were asked of and responded to by the presenters.

Recommended Motion:

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

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

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

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

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

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

        Recommended Motion:
        That the Board of Education of School District 62 (Sooke) receive the Quarter 3 Report as presented at the Education-Policy Committee meeting of May 2, 2023.
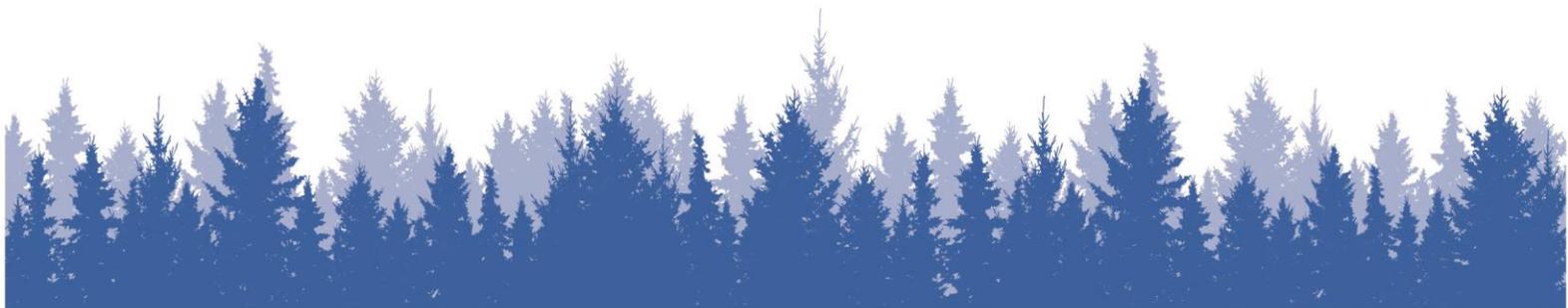
b. <u>Notice of School Naming Process – "Eagle Ridge" New Secondary School Site for the 2023-2024 School Year</u> – Wayne Kelly and Paul Block

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

Recommended Motion:

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

c. <u>EMCS Softball Academy Proposal and Presentation</u> – Wayne Kelly

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

Recommended Motion:

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

7. **FOR INFORMATION**

a. <u>Feeding Futures School Food Program</u> – Scott Stinson

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

b. <u>Diversity, Equity and Inclusion Audit Update</u> – Monica Braniff

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

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE**: June 6, 2023
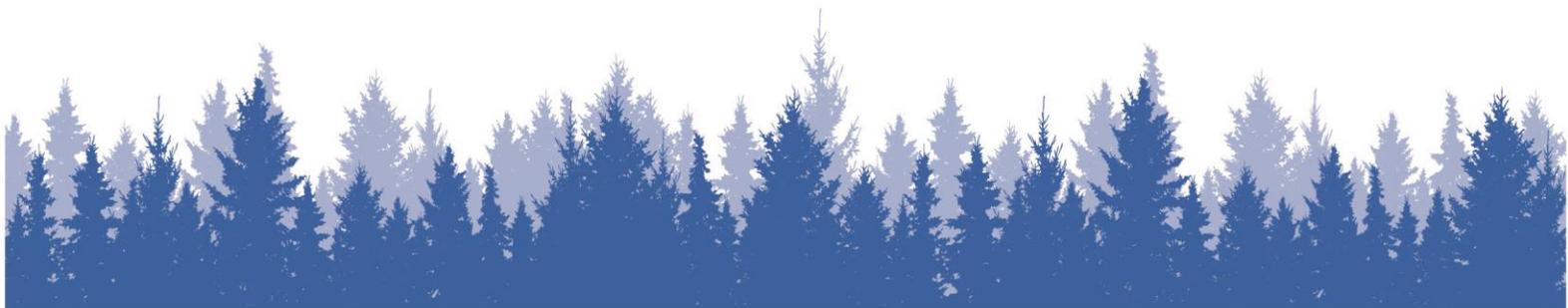
Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Sooke School District SD62	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Dan Beattie	Date Developed: January 2023
School Name: Belmont Secondary School	Principal's Name: Laura Fulton
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Personal and Social Development	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

None. Ideally lead by an Inclusive Education Services teacher.

Course Synopsis:

Social wellbeing is one of the key dimensions of total/holistic wellbeing. This course aims to provide students who experience social difficulties with the knowledge, skills, and competencies to engage effectively in social interactions. Improvements in personal and social skills lead to improvements in personal and social wellbeing and this course will include direct instruction in the social skills necessary to make and maintain friendships and thrive amongst others in the greater community, including problem-solving and conflict resolution.

Goals and Rationale:

This course has been developed to provide opportunities for students with social skills deficits to describe, practice, and/or demonstrate:

- wellbeing, including the inter-relationship of the 3 dimensions of wellbeing (social, mental & emotional, and physical)
- strategies and competencies to reduce anxiety
- effective communication skills and competencies
- conflict resolution
- leadership
- personal and social responsibility – including cooperation, supporting and encouraging others
- acceptance of diversity and inclusiveness

Aboriginal Worldviews and Perspectives:

This course will be inclusive of The First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

BIG IDEAS

Social competence in attaining and maintaining satisfying social relationships is related to an improved quality of life	Social skills and social wellbeing have a bi-directional relationship to personal mental and emotional wellbeing.	Being able to work collaboratively with a variety of peers and adults is beneficial to learning.	An understanding of an individual's social skills, strengths, and deficits can help improve self-advocacy, goal setting, and self-efficacy.	Socially aware and responsible individual contribute positivity to their family, community, and environment.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
Communication • Demonstrate having a shared 2-way conversation • Demonstrate the ability to enter and exit a conversation • Describe how to engage safely in online communication **Decision Making** • Describe how to choose appropriate friends • Describe or demonstrate appropriate use of humour • Identify goals and create both long and short-term SMART goals. • Develop strategies to look at actions and decisions from multiple viewpoints. • Explore empathy through instructional practices such as role play or comic book conversations. **Self-Management** • Demonstrate self-regulation skills • Demonstrate how to be a good sport • Describe appropriate technology use for self and around others **Relationship Building** • Describe how to have successful get-togethers	• The interconnected nature of the dimensions of wellbeing • The signs and symptoms of anxiety, and strategies to manage anxiety • Differences between a 1 way and a 2-way conversation • How to start an individual conversation, including small talk, appropriate questions. • Online safety, including signs of online scams and social safety. • Appropriate use for a variety of technology tools, such as voicemail, email, text messaging. • Common social errors • Appropriate social topics and audience for humour • Core social skills needed to make and keep friends • Valid ways to handle conflict and rejection • Goal setting, including SMART goals and short and long-term goals • Causes and effects of behaviours and actions • Empathy and empathetic behaviours • Organization and time management techniques, such as use of calendars, reminders, and journals. • Self-awareness strategies and self-regulation techniques, such as box breathing, mindfulness, self-soothing. • Sport and game decorum

• Demonstrate how to manage arguments, handle teasing, bullying, and other forms of social rejection	• Healthy limits for skills use • Personal and social impacts of technology use • Social norms around hosting or visiting others • Conflict resolution skills • Strategies to identify root cause of social issues causing conflict

Recommended Instructional Components:

- Modeling

- Role play

- Rehearsal

- Providing feedback

- Real-world practice

- Direct Instruction

- Game-based learning

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Formative and summative assessments

- Feedback

- Self-assessment

Learning Resources:

- The PEERs Curriculum for School-Based Professionals. Social Skills Training for Adolescents with Autism Spectrum Disorder

- Worksheets! For Teaching Social Thinking and Related Skills

- Social Skills Training for Children with Asperger Syndrome and High-Functioning Autism

Additional Information:

None.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 23, 2023

Draft revised Policy and Regulations B-330 "Learning Assessment" are now ready for Notice of Motion.

<u>NOTICE OF MOTION</u>:

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

School District #62 (Sooke)

	No.: B-330
LEARNING ASSESSMENT	Effective: Apr. 12/83 Revised: Reviewed: Oct. 20/15; May 2/23; May 23/23

SCHOOL BOARD POLICY

The Board recognizes that assessment of learning is an essential part of educational programs. Therefore, the district, under the direction of the Superintendent of Schools, and in consultation with professional staff, shall maintain ~~an assessment program which is~~ **assessment practices which are** designed to:

1. assess the growth and/or achievement of students in one or more subject areas by periodic evaluation of student work;

2. assess the extent to which district educational goals are met;

3. support classroom and school-based assessment programs.

~~The District Assessment Program~~ **District assessment practices** will be cyclical in nature, with careful attention given to ~~coordinating the program with the Provincial Assessment Program~~ **alignment of the K – 12 Reporting Policy Framework Guidelines**.

~~After each assessment, a systematic follow-up procedure will be undertaken to ensure that the decisions for action described in the assessment results are implemented.~~

The District assessment ~~Program~~ **practices** will have administrative regulations which describe the roles and responsibilities of the professional staff related to:

a. classroom assessments
b. school-based assessments
c. district-wide assessments
d. provincial assessments

The Superintendent of Schools shall provide the Board of Education with a report, including recommendations and follow-up procedures, after each provincial and each district-wide assessment, and shall advise the Board of the results of the follow-up action.

Resources

BC Ministry of Education
> **Student Learning Assessment Order**
> **Classroom Assessment and Reporting**
> **K-12 Student Reporting Policy- Communicating Student Learning Guidelines (gov.bc.ca)**

	No.: B-330
LEARNING ASSESSMENT	Effective: Apr. 12/83 Revised: Reviewed: Oct. 20/15; May 2/23; May 23/23

ADMINISTRATIVE REGULATIONS

The Sooke Board of Education is committed to supporting student learning through quality assessment practices. Assessment is part of the learning process that represents each learner's unique character. Assessment procedures must be developed in accordance with BC Ministerial Orders and Policies, Guidelines, and relevant Sooke School District policies and procedures.

Assessment is the continuous process of gathering data on student learning and performance, using a variety of methods over time. Assessment is continuous, and relies on responsive instruction methodologies, which are revised in response to ongoing formative assessment. Assessment must be culturally responsive, inclusive, transparent, purposeful, reliable, valid and reflective. It provides valuable and useful information to the students, the teachers, and caregivers as they work together in improving learning, building skills, and acquiring knowledge.

Educators formatively assess by observing students, using effective questioning strategies, and setting tasks that require students to use specific skills, apply new ideas, and to communicate, reflect, and extend their learning in a variety of ways.

Educators summatively assess student learning at a particular point in time based on criteria that are measurable, well-defined, and useful for future student learning and for teachers' ongoing reflection of their professional practice. Reporting reflects trends in student learning, rather than averages, and is supplemented by robust and strength-based descriptive feedback that describes what a student can do, learning –goals, and next steps.

A. **Student assessment and evaluation in Sooke School District:**

1. **Is communicated clearly and in caregiver and student-friendly language to students and caregivers**
2. **Is ongoing, research-based, varied in nature, inclusive and culturally responsive and administered over a period of time to enable students to demonstrate their full range of learning**
3. **Provides ongoing strength-based descriptive feedback that is clear, meaningful, and timely**
4. **Uses a wide range of current methods that assess what students know, do and understand**
5. **Uses clearly identified curriculum outcomes and criteria**
6. **Engages and includes students in monitoring and critically reflecting on their learning in order to self-assess their personal growth; and**

7. **Respects the developmental differences of students recognizing that students learn at different rates and in a variety of ways.**

~~A.~~**B.**Classroom Assessments

The teacher:

1. ~~shall determine, on the basis of an evaluation program which considers both group and individual student achievement, whether instruction has been effective;~~
   shall administer multi-modal formative assessments which consider both group and individual student needs and preferences, and shall make decisions about both the form and structure of instruction on the basis of these formative assessments;

2. shall ~~make decisions about~~ **determine whether** instruction **has been effective, based on** ~~and~~ further **formative and summative** assessment**s**, ~~on the basis of evaluation~~; and shall tailor further instruction and assessments based on these results;

3. shall administer school-based, district-wide and provincial assessments, **consisting of building background knowledge, setting the stage, and responsive and respectful administration,** using **provided** instruments as necessary.

~~B.~~**C.** School-Based Assessments

It is important for students to have agency in their assessments, and to have opportunities to provide input and feedback as part of shared responsibility towards their learning.

The Principal:

1. shall develop, within provincial and district guidelines**,** a school policy and program of assessment of **foundational skills,** student achievement and progress ~~to provide a basis for~~ **that will inform** school-level decisions;

2. shall gather and maintain up-to-date information ~~which will assist in developing the educational program and in providing appropriate instructional services to students~~ **on student foundational skills and achievement;**

3. In consultation with teachers, **will review the results of classroom and school-based assessments;** ~~shall evaluate the results of classroom and school-based assessment programs to determine what changes in program and/or instruction may be necessary and possible and shall implement further assessments if necessary;~~

4. shall support instructional pedagogical approaches based on the assessment data and review these as needed for efficacy; ~~shall work with the staff to determine in-service training needs and shall assist, where possible, in ensuring that these needs are met.~~

5. shall work with staff to determine in-service training needs and shall communicate these needs to the appropriate school-district department, assisting, where possible, to ensure that these needs are met.

<u>C.</u>**D<mark>.</mark>** District-Wide Assessment

The Superintendent of Schools ~~or~~ **will** designate ~~will name~~ a member of district supervisory or administrative staff to direct district-wide assessment activities. This person:

1. will ~~normally work~~ **consult** with a committee to recommend a schedule of suitable ~~tests~~ **assessments;**

2. shall ensure that assessment needs, **and student and school needs in relation to the assessment(s),** are identified;

3. shall ensure that principals are aware of the purpose of the ~~tests~~ **assessments** and of how they are to be administered, interpreted and used;

4. ~~will ensure that the results are made available to schools that participate in assessments~~; **Shall prepare a report to the Superintendent of Schools.**

5. ~~will be responsible for developing administrative and invigilation procedures and for collection of results~~; **Will support school-based principals and vice-principals as to the purpose of the assessments and as to how they are to be interpreted and used;**

6. ~~shall prepare a report to the Superintendent of Schools regarding each assessment~~; **Shall ensure that school-based principals and vice-principals share school-wide assessment data with the Superintendent of schools or designate;**

7. ~~under the general direction of the Superintendent of Schools~~, **shall ensure that specific action, based on assessment results,** is proposed and taken, and that the outcomes of ~~such~~ **each** action are communicated to the Superintendent of Schools and to ~~the~~ teaching **staffs.**

<u>D.</u>**E.** Provincial Assessment

The Superintendent of Schools will ~~name~~ **designate** a member of the district supervisory ~~or administrative~~ staff to oversee ~~follow-up~~ work regarding provincial assessments. ~~This~~ **This person:**

1. ~~shall prepare a report to the Superintendent of Schools regarding each assessment~~; **will be responsible for developing administration and invigilation procedures of Graduation Assessments, and for collection of results;**

2. ~~under the general direction of the Superintendent of Schools, shall ensure that specific action is proposed and taken, and that the outcomes of such action are communicated to the Superintendent of Schools and to the teaching staff.~~ **shall gather data from schools regarding each assessment and prepare a report;**

3. Under the general direction of the Superintendent of Schools, shall ensure that specific action is proposed and taken, and that the outcomes of each action are communicated to the Superintendent of Schools and to ~~the~~ teaching **staffs.**

The Superintendent of Schools will ensure that the Board is fully informed about the results of provincial and district assessments, and about follow-up action and the results of such action.

The Superintendent, or the Superintendent's designate, will review this policy and regulations as required.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 23, 2023

Draft revised Policy and Regulations D-330 "Governance of FOIPPA" are now ready for Notice of Motion.

<u>NOTICE OF MOTION</u>:

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

School District #62 (Sooke)

	No.: D-~~330.1~~ **D-330**
~~**ACCESS TO INFORMATION**~~ **GOVERNANCE OF FOIPPA**	Effective: Jan. 24/95 Reviewed: Nov. 5/19; Nov. 26/19; Jan. 28, 2020; May 2, 2023; May 23/23 Revised: Jan. 28, 2020;

SCHOOL BOARD POLICY

The Board acknowledges and accepts its responsibility to ensure that general information related to the operation of the school district is available to the community. The Board also acknowledges and accepts its responsibility to protect the privacy of school district employees, students, and local public body confidences. In fulfilling its responsibilities, the Board is guided by the *Freedom Information and Protection of Privacy Act*, ~~S.B.C. 1992, c. 61~~ **[RSBC 1996] Chapter 165** regarding access to and protection of information.

~~The Secretary-Treasurer is appointed by the Board as the school district's Privacy Officer who will manage the information requests submitted to the district.~~

As required under section 76.1(a) of the *Freedom of Information and Protection of Privacy Act*, the Board designates the Superintendent of Schools/CEO as the official head of the school district for the purposes of the Act.

As permitted under section 76.1(b) of the *Freedom of Information and Protection of Privacy Act*, the Sooke School District 62 Board authorizes the Chief Information Officer and Executive Director of Digital Solutions as the Privacy Officer to administer the Act and make operational decisions.

Statutory References
- *Freedom of Information and Protection of Privacy Act (FOIPPA),*
- *School Act*
- Student Records Disclosure Order

Policy References
- F-330 Document Retention
- C-220 Student Records

School District #62 (Sooke)

	No.: D-~~330.1~~ **D-330**
GOVERNANCE OF FOIPPA - ACCESS TO INFORMATION	Effective: Jan. 24/95 Reviewed: Nov. 5/19; Nov. 26/19; Jan. 28, 2020; May 2/2023; May 23/23 Revised: Jan. 28, 2020

ADMINISTRATIVE REGULATIONS

General Information

~~The Board regularly makes general information available to the public, such as financial statements, trustee disclosure forms, public board minutes and materials, financial disclosure forms, annual report, school newsletters, and community school programs. This information can be obtained at the schools or the school board office. The public may contact the office of the Secretary-Treasurer to determine if the information requested falls under the regular release of information criteria. Freedom of Information and Protection of Privacy Act The Board is guided by the terms of the Freedom of Information and Protection of Privacy Act regarding the policy for making a request under the Act and will follow the procedure therein. According to the Freedom of Information and Protection of Privacy Act, a written request must first be made through the Secretary-Treasurer's office for processing and forwarding according to the Freedom of Information and Protection of Privacy Act's procedures. The fee schedule is outlined in the Freedom of Information and Protection of Privacy Act and the Secretary-Treasurer's office will determine when fees are payable. There is no fee payable for the first three hours spent locating and retrieving the record. A full copy of the Freedom of Information and Protection of Privacy Act is available online at this link:~~ ~~http://www.bclaws.ca/Recon/document/ID/freeside/96165_00~~

The Sooke School District Board of Education is committed to being transparent to the public in granting access to access to records requested by the public in conformance with the BC *Freedom of Information and Privacy Protection Act* (FOIPPA).

It is legislatively required to ensure that the public has a right to access records in the District's custody. Individuals have a right of access to, and a right to request correction of, personal information about themselves and prevent unauthorized collection, use, or disclosure of personal information by public bodies, and where possible specifying limited exceptions to the right of access.

The following schedule outlines the responsibilities of the Superintendent/CEO (Head) and the Chief Information Officer and Executive Director of Digital Solutions regarding the Freedom of Information Part 1 of the Act.

Responsibility	FOIPPA Section(s)
INFORMATION RIGHTS	
Decide on severing a record	4
Decide on duty to create a record	6
Decide on content of a response	8
Decide how access will be given	9
Extend time limit up to 30 days	10
Request Commissioner's approval of extension	10
Transferring a request	11
Decide to apply exceptions	12-22

NOTICE TO THIRD PARTIES	
Third Party Notice	23
Notice of Decision	24
Other Notices	22, 33, 25
PUBLIC INTEREST PARAMOUNT	
Disclosure in the Public Interest	25
REPORTS	
Annual Statistical report to Information and	68
Privacy Branch pertaining to FOI Requests	
Maintain School District 68's information in	69
FOI Directory	
Make copies of directory available	69
Make policy manuals available	70
FEES	
Assess fees, give fee estimate, require fee deposit	75
Approve waiver of fees	75

Guiding Principles

- **Ensure that the School District responds to an applicant who makes a request under the Freedom of Information (FOI) sections of the legislation.**

- **Individuals have a right of access to a record in the custody or under the control of the School District, including a record containing personal information about the applicant.**

- **Be open and transparent about the information rights and how to exercise them by making every reasonable effort to assist applicants needing access to a record.**

- **Ensuring the confidentiality of the information contained in the staff and student records and ensuring privacy for staff, students, and their families.**

- **Endeavour to support our employees in understanding their data handling responsibilities.**

- **Collecting and using personal information only as necessary to carry out authorized programs and services.**

- **Support the timely response to access requests submitted under FOIPPA.**

- **Ensure that a process for completing and documenting FOI requests is supported and information on how to make a request is documented.**

- **Refusing to respond to an applicant request if a record containing information described is information harmful to law enforcement, or a record containing information would harm the financial or contractual interests of the district.**

- **Ensure consent is obtained for any information record related to a third party affiliated with the information record if disclosure of the existence of the information would be an unreasonable invasion of that party's personal privacy.**

Exemptions

- **Exception to this policy will require the Executive to make a recommendation to the Board and will adhere to the exceptions detailed in the FOIPPA.**

Section I – Access to Information

Requesting a Record:

- **Any member of the public may make a written request to access or correct information under FOIPPA.**

- **To be processed, the request must be a "complete request". To ensure that a request has been adequately filled out and contains all the necessary elements, a requester must ensure they are seeking records, not information or answers to questions that can be readily obtained on the SD62 website or from other sources. The form is available via https://www.sd62.bc.ca/freedom_of_information_request**

- **Under the FOI Legislation, the School district must log the business date the request was received along with other dates during the request fulfillment process and confirm receipt with the requester.**

- **If the request is not clear and additional information is needed within the thirty (30) day deadline, the requester may be contacted for additional information to find and narrow the search for the record or, for correction requests, to provide evidence that the information on file is incorrect or incomplete.**

- **The time limit for responding will be suspended written notice of the additional information needed to continue with the search or to discontinue the search is received.**

Searching for a Record:

- **With sufficient information to locate the record, forward the request to Foippa@sd62.bc.ca if the request for access to records is complete with sufficient detail to enable the identification of the records sought.**

- **Before commencing a search for responsive records, the SD62 (the District) will consider whether a time extension or fee estimate is required. If the request appears likely to require an investment of three (3) hours or more of search and/or preparation time, the SD62 will develop an estimate of the amount of time required to search for responsive records and will then prepare and provide a letter to the Requester notifying them of the fee estimate and seeking a deposit in accordance with FOIPPA legislation proposed fee charges.**

- **If at any time during the processing of the request, it becomes apparent to the District that it will not be possible to complete the processing of the request within the original thirty (30) day timeline for responding under FIPPA, the District will, where permitted under FOIPPA, issue a notice of extension of time in writing to the Requester, indicating the reason for the extension and the amount of additional time which is required.**

- **When the District receives a request, it will conduct a reasonable search, which entails the following steps:**

  - **FOI Coordinator will seek to clearly understand the search parameters prior to conducting the search.**

  - **FOI Coordinator will initiate the record search and ensure all relevant documents are retained, including transitory records that are responsive.**

  - **The FOI Coordinator will conduct searches and instruct staff that while collecting records in response to an access to information request, they must also search for and produce any relevant records from instant messaging and personal email accounts,**

- o **The FOI Coordinator will:**

    - ▪ **provide clear search instructions to employees participating in the search.**

    - ▪ **identify all databanks and places to be searched and develop a search plan.**

    - ▪ **document search steps.**

- **Upon completing the reasonable search, the FOI Coordinator shall:**

    - o **determine whether the information requested can be retrieved in whole or in part.**

    - o **estimate the time and cost needed to search for, retrieve and prepare the information for release.**

    - o **forward the information requested along with a recommendation for or against disclosure to the FOI Coordinator, who, in turn, will seek discussion with the respective head of the school, department, or program area.**

Review of Records and Third-Party Notification

- **The District will review the records in order to determine what information therein may be exempted and/or excluded, and exercise discretion with respect to the application of exemptions as required by FOIPPA section 22 in regard to disclosing or releasing personal information about another person if the disclosure would be an unreasonable invasion of that person's privacy.**

- **Where the District is considering releasing records that potentially contain confidential information pertaining to a third party, the District will provide the third party with an opportunity to provide representations with respect to the disclosure of the information in question.**

- **Where third-party notification is required, the District will send a letter to the affected third party containing the following:**

    - o **A statement that the SD62 intends to release a record or part of a record that may affect the interests of the person or organization.**

    - o **The contents of the record or the part that relates to the affected person.**

    - o **That the affected person must make representations in writing as to why the record in whole or in part should not be released; and**

    - o **That the affected person has twenty calendar (20) days after the notice is given to reply.**

- **Upon receipt of the affected third party's response, the District will consider the comments sent by the affected third party and decide whether to release the information contained in the record, which may be third-party information within the time prescribed by FOIPPA.**

- **If the District Privacy Office decides that a record containing the affected third-party information will be disclosed to the requester, the District will inform the affected third party of this decision and of their right to appeal such decision to the Office of Information Commissioner (OIPC) within 30 business days from the date the District has notified the decision. The District will hold the records until the appeal period of 30 business days has elapsed. Once the appeal period has passed, the Privacy Officer must confirm with the OIPC that no appeal has been received before releasing the records to the requester.**

How access will be given (Release of Record)

- If a fee estimate was not provided to the Requester before commencing a search for responsive records, and it appears after completing the search that greater than 3 hours of combined search and preparation time will be required to process the request, the District will provide the Requester with a fee estimate before proceeding further, which will be prepared in accordance with FOIPPA and the Regulations thereunder. The records will not be released until payment has been received in full by the District. The Privacy Officer may, however, exercise discretion to waive fees.

- If access to the records is to be provided, the information will be released to the requester within the applicable deadline set out under FOIPPA, subject to any time extensions, which may be imposed as set out above.

- If access to the records is denied the District will send a letter to the requester indicating the reasons for refusal and his/her right of appeal to the OIPC for review of the decision within 30 business days after the District has communicated the decision.

- The District will retain the responsive records, including transitory records or operational records whose retention period has expired, until the appeal period of 30 business days has elapsed, and the District has received confirmation by the OIPC that no appeal has been filed.

Appeal and File Closed

- If the requester disagrees with the District's decision, the requester may file an appeal with the OIPC pursuant to FOIPPA.

- The appeal shall be made in writing to the OIPC within thirty (30) business days from the date of the District's letter informing the requester of the decision.

- The District may participate in any mediation conducted by the OIPC and respond to the issues on appeal.

- The District shall close the access request upon its completion or final disposition by the OIPC on appeal, or if the requester:

  o Has not provided the SD62 with sufficient clarification regarding the scope of the access request within thirty (30) calendar days following the SD62's request for such clarification.

  o Has not paid in full the fees associated with the access request within thirty (30) calendar days of being informed of the fee estimate or assessment.

  o Has not filed an appeal of a decision with the OIPC within the prescribed appeal period or has exhausted all rights of appeal to the OIPC; or

  o Otherwise has not responded to correspondence from the District within thirty (30) calendar days from the date of the correspondence.

Correction Request (section 29)

- If a request for correction is requested through the FOI process, the FOI coordinator will assess the record that is deemed incorrect or incomplete by the requester.

- This shall be forwarded back to the requestor by the FOI Coordinator or to the School or Department Program Area concerned, along with the time remaining to comply with the request.

- **Upon reviewing the correction request, the FOI Coordinator will:**

  - **determine whether the information submitted for correction contains errors or omissions; and**

  - **seek clarification from the school or department program lead.**

- **If the correction is made, the District will notify the requestor with a copy of the corrected record within the applicable deadline set out under FOIPPA.**

- **If the correction is denied, the District will send a letter to the requester indicating the reasons for refusal and the right of appeal to the OIPC for review of the decision within 30 business days after the District has communicated the decision. The District will advise the individual that he/she can require that:**

  - **a statement of disagreement be attached to the information reflecting any correction that was requested but not made; and**

  - **any person or body to whom the personal information has been disclosed within the year before the time a correction is requested or a statement of disagreement is required, be notified of the correction or statement of disagreement.**

Exceptions (Sections 12-22)

- **The District will determine under FOIPPA subsection (1) or (3) whether a disclosure of personal information constitutes an unreasonable invasion of a third party's personal privacy, including whether the third party will be exposed unfairly to financial or other harm, and/or unfairly damage the reputation of any person referred to in the record requested by the applicant.**

Section II – Cyber Security and Privacy Breach Protocol

Introduction

The Freedom of Information and Protection of Privacy Act (FOIPPA)(Section 36.3) requires the SD62 Privacy Officer to formalize and make mandatory the escalation protocol of cyber security and privacy incidents to ensure the timely notification of any incidents, which impact SD62 community members. The Privacy Officer must notify an affected individual if a privacy breach could reasonably be expected to result in significant harm to the individual, including identity theft or other significant harms to be Section 36.3 also requires the Privacy Officer to notify the Information and Privacy Commissioner (the Commissioner) when the significant harm threshold is met. Additionally, the SD62 Cyber Risk and Security Policy and administrative regulations section 11: Information Security and Privacy Breach Incident Management, requires all breaches of information security must be investigated and reported.

Escalation Protocol for Reporting Breaches

Incident Reporting and Assessment

As per the Cyber Risk and Security Policy and Regulations, Staff must report suspected security and privacy incidents to their Supervisor immediately and notify the Chief Information Officer through the Manager, Cyber Security, and Privacy, of any suspected or actual cyber security or privacy incidents, whether major or minor. Suspected incidents can also via reported via foippa@sd62.bc.ca

The Manager, Cyber Security, and Privacy leads incident management response activities and requests internal resources (or contractors) as needed to contain and investigate the incident.

Upon being notified of a suspected incident, the Manager, Cyber Security, and Privacy will immediately and on a preliminary analysis identify the scope, nature, and probable extent of the impact of the incident and take the necessary steps to contain it.

While incident containment and possible eradication are the priorities, the Manager, Information Security, and Privacy will undertake a preliminary risk assessment to determine whether the incident needs to be escalated to senior management and the potential notification required.

The primary factors that are relevant to determining the extent of notification required are:

1. **Risk for the District** - this risk analysis is carried out using an approved Threat Escalation procedure.

2. **Risk for the affected individuals** - the risk analysis is carried out using an approved Threat Risk Assessment (TRA) tool.

The outcomes of the assessment completed using the tools mentioned above will assist in the internal notification process. In addition to the notifications outlined in this protocol, the Manager, Cyber Security, and Privacy through the Chief Information Officer may elect to notify other stakeholders (e.g. Executive Director, Human Resources) as required.

Cyber Security and Privacy Manager

Incidents that present a low risk for the District and the affected individuals (e.g., misdirected email that does not contain sensitive data) will usually not be escalated <u>unless</u> the circumstances described in the subsections below apply. Other related IT and Cyber related incidents that might have a low impact on sensitive data may not be escalated.

Privacy Officer - Chief Information Officer (CIO) And Executive Director, Digital Solutions (IT)

The Manager, Cyber Security, and Privacy will report to the CIO incidents that present a high risk for the District and the affected individuals to the extent that:

- The investigation uncovers a threat or a vulnerability (e.g., system flaw, errors in system configuration) that may be further exploited and requires coordination with IT resources and/or resources from other program areas or departments to be fixed.
- There is a pattern of similar incidents that may indicate systemic issues that need to be addressed, such as technological-related problems.
- The CIO may elect to notify the Superintendent, including the Executive and the Board of the above incidents at his discretion.

Superintendent and the Executive

The Manager, Cyber Security, and Privacy will report, through the CIO, to the Executive the following incidents:

- Incidents requiring notification to the affected individuals and/or the Information Privacy Commissioner of BC, regardless of the impact on the School District.
- Incidents presenting a moderate risk to the District (e.g., incidents affecting isolated IT environments; incidents involving limited disruption of school facilities and eventual business operations, e.g. TikTok).
- The Superintendent may elect to notify the Board of the above incidents at their discretion.

Trustees of the Board of Education

The Manager, Cyber Security, and Privacy will report, through the CIO and the Executive the following incidents:

- Incidents requiring notification to the affected individuals and/or the Office of Information Privacy Commissioner that affect many individuals or that stem from criminal activity (e.g., ransomware or theft of equipment affecting learner or employee data.;
- Incidents requiring notification to the Ministry of Education.
- Incidents that are likely to attract media attention.
- Incidents presenting a high or critical risk to the District (e.g., incidents involving disruption of School Board business operations over a sustained period; incidents affecting multiple IT environments).
- Incidents affecting individuals from other organizations or institutions (e.g., students from other school districts).
- The Board may elect to also notify the Public of the above incidents at their discretion.

Mandatory Notification to Affected Individuals

The Privacy Officer is required to provide mandatory notification to affected individuals where the privacy breach could reasonably be expected to result in significant harm to the individual, including:

- Identity theft or significant:
- Bodily harm
- Humiliation
- Damage to reputation or relationships
- Loss of employment, business, or professional opportunities
- Financial loss
- Negative impact on a credit record

- **Damage to, or loss of, property**

Notifying the Commissioner

The CIO must notify the Commissioner of privacy breaches that pose a reasonable expectation of significant harm. In circumstances involving significant harm where the individual is not notified (e.g., in circumstances where notification could be reasonably expected to result in immediate and grave harm to the individual's safety or physical or mental health), public bodies must still notify the Commissioner.

Notifications to the Commissioner must be in writing and must contain the same information as the notification to affected individuals. They must also include an estimate of the number of affected individuals.

Exceptions to Notify

Regardless of whether significant harm may occur, notification is not required when it could be reasonably expected to:

- **Result in immediate and grave harm to the individual's safety or physical or mental health; or**
- **Threaten another individual's safety or physical or mental health.**

Quarterly Reporting 2022-23

Q3

SOOKE SCHOOLS **62**
Shaping Tomorrow Today

STRATEGIC PLAN

2021-2025
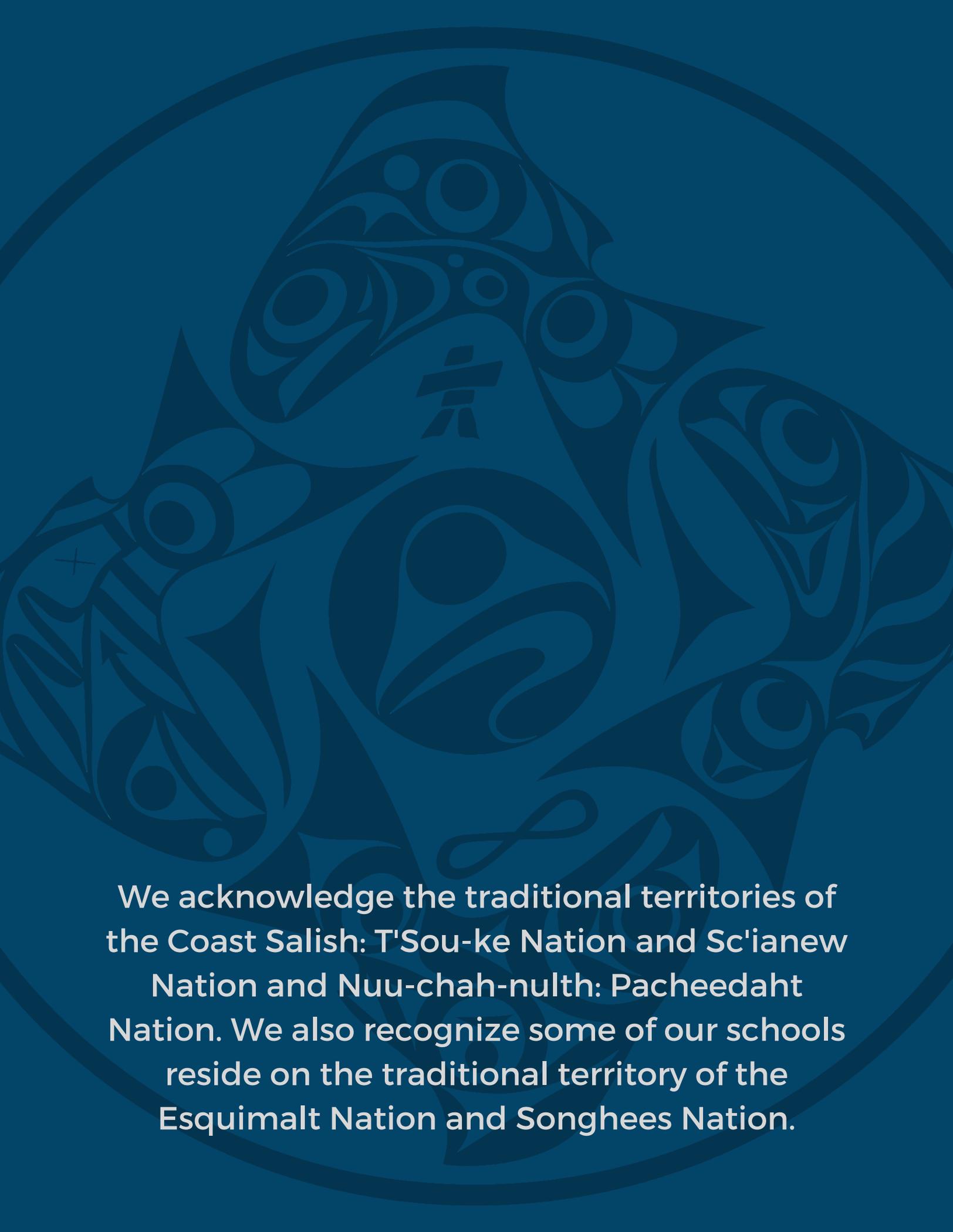
We acknowledge the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

Table of Contents

Operational Plan 2022-23

Quarter 3 (Q2) Update

Introduction

The district is committed to regular reporting in relation to its Strategic Plan and in alignment with the Framework for Enhancing Student Learning (FESL).

The Board of Education, through motion, has directed staff to bring quarterly reports on progress related to the Strategic Plan and student outcomes forward for information. The district accountability process links strategic plan outcomes and Ministry of Education and Child Care student success metric reporting through a continuous improvement lens.

Data and evidence from a variety of sources becomes available at various times throughout the school year and are reported to the Board at key intervals. Quarterly reports are utilized as the base from which the Board's annual report will be completed.

The report is compiled in four sections:

1. A visual overview of operational plan progress
2. Q2 Updates: Strategic Priority 1 – Learning
3. Q2 Updates: Strategic Priority 2 – Engagement
4. Q2 Updates: Strategic Priority 3 – Growth
5. Government Data from the Ministry of Education and Child Care

Section 1 - A visual overview of operational plan progress

SD62 Operational Plan 2022-2023 – Progress

We have adopted a colour system for reporting progress:

- 🔵 Complete/substantially finished
- 🟢 In progress and moving forwards
- 🟡 Initiated/beginning stages
- 🟠 Impediment to progress

	LEARNING	Q2	Q3
01	Continue to build and expand ways to improve and measure students' creative, critical and social thinking **(L2)**	🟢	🟢
02	Develop and begin implementing an overall district approach to early learning and child care, supported by a newly created leadership position **(L2)**	🟢	🟢
03	Develop training for the Leadership Team that includes labour relations, collective agreements, conflict management **(L2)**	🟢	🔵
04	Procure a learner profile tool for students with Indigenous ancestry, with the potential to expand to all students to support their academic success as identified in through the Equity Scan work **(L2/E2)**	🟢	🟢
05	Develop a Curriculum Operations Plan with a focus on: (1) K-12 Literacy. Including a focus on building and strengthening the relationship with literacy development across all levels K-12. (2) K-12 Assessment, evaluation, and a reporting policy **(L2)**	🟢	🟢
06	Begin the implementation of the *Middle School Beliefs* adopted by the Board, including the development of consistent timetable principles across all middle schools **(L1, L2, L3, L4)**	🟠	🟢
07	Lead the consultation and expenditure of the Student and Family Affordability Fund **(L3)**	🟢	🟢
08	Support the collaborative work of Inclusive Education Services (IES) with all District Principals **(L3/L1)**	🟢	🔵
09	Undertake a system scan of IES services, to ensure effective allocation of resources to support students **(L3)**	🟢	🟢
10	Support our schools to be safe places by deepening system practices and processes in aid of the increased complexity of student needs and connecting schools to processes including CIRT and VTRA. **(L3)**	🟢	🟢
11	Explore ways to provide blended learning at the elementary and middle school levels that provides for student choice and connection to secondary online learning opportunities **(L3 and L4)**	🟢	🟢
12	Implement online learning hubs at secondary schools to enhance blended learning options **(L4)**	🟡	🟢
13	Implement and assess the "Take A Hike" program (L4).	🟢	🟢
14	Explore a vision for the Milnes Landing Alternative programming **(L4)**	🔵	🔵
15	Co-create a program vision for implementation at the Westshore Post-Secondary that compliments the direction of the facility **(L4)**	🟢	🟢
	ENGAGEMENT	Q2	Q3
16	Develop an accountability framework that supports a culture of belonging and connection within the facilities department **(E1)**	🟢	🟢
17	Develop and provide protocols and training for system leaders on how to receive and support claims of sexual assault and sexual harassment. **(E1)**	🟡	🟢

#		Q2	Q3
18	Distribute the process of school staffing to create shared accountability amongst the Associate Superintendents **(E1)**	🟩	🟩
19	Begin the Implementation of the revised Na'tsa'maht Agreement (E1) and undertake to report to the Board of Education biannually on progress with the Na'tsa'maht agreement **(E2)**	🟩	🟩
20	Support the Curriculum Transformation Department in the implementation of the Indigenous graduation credit **(E2)**	🟩	🟩
21	Continued Development of SD62 Strategic Communications **(E3)**	🟩	🟦
22	Develop and implement a learning series for leadership on cultivating resilience (Onward) **(E4)**	🟩	🟩
23	Strengthen district leadership connections and relationship through ongoing and consistent presence in schools **(E4)**	🟧	🟧
24	Explore, revise and implement the Healthy Schools Healthy People framework **(E4)**	🟧	🟩
25	Develop a program document that outlines a system of attendance support and disability management, backed by evidence, to enhance the wellness and attendance of employees **(E4)**	🟧	🟩
	GROWTH	**Q2**	**Q3**
26	Use the Employment Equity Survey results to develop an action plan connected to developing equity hiring practices and other human resources processes **(G1)**	🟧	🟩
27	Develop policies related to Business Continuity Planning (purple) and Digital Governance Green **(G2)**	🟩	🟦
28	Use the 2022 Design Guidelines for minor and major capital construction to develop universal district standards that will be systematically applied to all building design and construction. **(G2)**	🟩	🟦
29	Update the Long-Range Facilities Plan (LRFP) including enrolment forecasts to be used in the District's annual capital plan submission **(G2)**	🟩	🟩
30	Establish a Cyber Risk and Security policy and begin implementation **(G3)**	🟩	🟦
31	Develop a clear vision (including a clear rationale) for digital solutions in the district, which would be supported by rebranding the Information Technology (I.T.) Department to Digital Transformation Services **(G3)**	🟩	🟦
32	Extend and implement work on a recruitment and onboarding model, supported by digital processes and resources, and plan to implement training modules for recruitment that can be undertaken by the Leadership Team **(G3)**	🟩	🟦
33	Implement the approved Program Review recommendations specific to finance, facilities, and transportation **(G3)**	🟩	🟩
34	Build a financial framework that reduces the inflationary impacts to the district's operating budget **(G3)**	🟩	🟩
35	Develop recommendations for digital integration through an agreed upon oversight process (governance) **(G3)**	🟩	🟩
36	Explore the focus of I.T. as it relates to digital literacy across educational departments (learning) **(G3)**	🟩	🟩
37	Implement, as part of transportation safety, enhanced safety recommendations as identified in the 2019 Transportation Safety Committee Report **(G4)**	🟧	🟩
38	Develop a process to explore and act upon issues of diversity, equity, inclusion and anti-racism **(G4, L1)**	🟩	🟩

Section 2 - Q2 Updates: Strategic Priority 1 – Learning

The strategic priority for learning in the strategic plan is to:

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

L1. Provide opportunities for learners to understand, respect and appreciate diversity and inclusion.

L2. Provide opportunities for learners to develop critical and creative thinking skills.

2021-2025 Learning Priority
Develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens

L3. Ensure our learning environments are safe, accessible and welcoming.

L4. Enhance student voice and choice.

Updates on the 2022-2023 Operational Plans for Learning

Continue to build and expand ways to improve and measure students' creative, critical and social thinking (L2)

The Curriculum Team were busy in Quarter 3 with, amongst other things, the following activities:

Item	Description	Number of People Attended
Secondary Learning Series - Critical Thinking Strategies	Held a series of sessions focused on critical thinking strategies for secondary education	Several onsite sessions held with teachers
Professional Book Club - Building Thinking Classrooms	Conducted book club sessions on the book "Building Thinking Classrooms" with multiple sessions held on different dates	5
Numeracy Learning Series for Middle Years with Nikki Lineham	Organized a successful numeracy learning series with Nikki Lineham, with multiple sessions held on different dates	28 + 2 student teachers
Primary Numeracy Series	Conducted workshops on meaningful assessment and response, whole and small	20 (Workshop #1), 24 (Workshop #2), 8

	group instruction, and differentiation for primary numeracy	(Ecole Poirier Elementary)
Library Learning Commons	Distributed Maker Space ADST books and explored a district-based Virtual Library Learning Commons	N/A
Numeracy/Critical Thinking Session at Spencer Middle School	Conducted a full-day session on numeracy and critical thinking at Spencer Middle School	28
Indigenous-focused Graduation Requirement courses Educator Group	Organized monthly meetings for teachers to discuss Indigenous approaches, strategies, resources, and protocols related to English First Peoples and BC First Peoples courses	15
Proficiency Scale Math Group	Organized monthly meetings for math teachers to learn about assessing Gr 9s through the Proficiency Scale and exploring instructional approaches	9
Collaborative Inquiry Grant	Facilitated two groups of 3 teachers in regular meetings to explore instructional practice and improve outcomes for students	6
Coordinator Collaboration	Worked with multiple groups of teachers to explore various topics related to classroom management, differentiation, and competency-based instruction	5
Westshore Secondary	Led several onsite sessions with teachers at Westshore Secondary on topics such as descriptive feedback, social-emotional aspects of instruction, and the new reporting policy	Several onsite sessions held with teachers
ACTs (Advocates for Curriculum Transformation)	Led workshops/planning sessions with teachers from representative schools to improve communication lines and collaboration	25+
Secondary Literacy support	Worked with Inclusion departments at multiple schools to encourage diagnostic assessment of literacy skills and provide strategies for improvement	Inclusion Department at Edward Milne, Belmont, and Royal Bay

Develop and begin implementing an overall district approach to early learning and child care, supported by a newly created leadership position (L2).

- School visits were conducted in January and February 2023 to connect with PVP, early learning staff, K teachers, StrongStart facilitators, and ECE at various schools.
- Meetings with Community Partners.
- Visited Camosun college, Cowichan and Nanaimo SD in-person to learn about their child care spaces and a Métis Child Care facility.
- Held professional learning for ECE/Kindergarten partnerships which focused on creating a sense of belonging and celebrating diversity in the classroom, and a learning session with Nature Kindergarten teams.
- Attended Community of Practices Sessions for Early Learning and Child Care and separate meetings with community partners throughout the quarter.

Develop training for the Leadership Team that includes labour relations, collective agreements, conflict management (L2)

- In Quarter 3 we prepared training materials for the 4th labour relations professional development session of the 2022/23 school year. The training session was delivered in Quarter 4 at the April Leadership Team Meeting and focused on Workplace Investigations.

Develop a learner profile tool for students with Indigenous ancestry, with the potential to expand to all students to support their academic success as identified in through the Equity Scan work (L2/E2)

- Purchased the program that will run the learner profile tool.
- The IT Department is working on technical solutions to implement the tool.
- The IT & Na'tsa'maht Indigenous Education Departments are meeting bi-weekly to complete the project by year end.

Develop a Curriculum Operations Plan with a focus on: (1) K-12 Literacy. Including a focus on building and strengthening the relationship with literacy development across all levels K-12. (2) K-12 Assessment, evaluation, and a reporting policy (L2)

- Continued monthly professional learning for K-3 Literacy Intervention Teachers.
- Winter literacy screening of students K-3 - to inform decisions around students for intervention.
- Literacy Learning series and job embedded learning rounds for primary enrolling teachers.
- Literacy Learning series for enrolling teachers: Gr 4-5, Gr 6-8, and Gr 9-12.
- Literacy Learning Series Language Art/Inclusive Education Services: Gr 4-5, Gr 6-8 and Gr 9-12.
- Purchase of additional instructional resources for elementary school LITs.
- Individual mentoring and instructional demos for teachers as requested.

Begin the implementation of the *Middle School Beliefs* adopted by the Board, including the development of consistent timetable principles across all middle schools (L1, L2, L3, L4)

- All middle school principals have developed consistent timetables for all middle schools. Two out of five middle schools have moved to consistent start and end times.
- All middle school students have opportunities to sign up for band in Grades 6, 7, and 8, and all will meet curricular requirements for Applied Design, Skills, and Technologies (ADST).

Lead the consultation and expenditure of the Student and Family Affordability Fund (SFAF) (L3)

- Continued monitoring of the spending for this fund. Schools have been reminded of the need to try and distribute funds this year, but we have had an update from the Ministry that we can rollover funds for next year.
- In addition, the announcement of a new Feeding Futures fund has allowed us to shift the priorities of the SFAF to supplies and fees rather than food for next year.

Support the collaborative work of Inclusive Education Services (IES) with all District Principals (L3/L1)

- Through this quarter, patterns, language and understanding of collaborative work have been firmly established and routinized by the collaborative group. The process is much more automatic, independent of the direction from leadership.

Undertake a system scan of IES services, to ensure effective allocation of resources to support students(L3)

- Focused on looking at a system scan of needs as presented in schools and the working to align resources for the next school year.
- Looked at projections into the next school year, and working to understand what gaps are in the system and consulting on options to bridge these gaps.

Support our schools to be safe places by deepening system practices and processes in aid of the increased complexity of student needs and connecting schools to processes including CIRT and VTRA. (L3)

- Worked to develop and enhance processes and connections with students, assisted in this by the new staff working in the student advocate role.
- Worked with community resources and other districts, District Principals, and talking to school staffs around VITRA process.
- Continuously looking at what the safe schools work is needed for next year in support of the increased complexity of student needs.
- Realigning safe schools' team and restructuring to meet the complexity and competing needs.

Explore ways to provide blended learning at the elementary and middle school levels that provides for student choice and connection to secondary online learning opportunities (L3 and L4)

- On-going meetings with District Blended Middle school team (Teachers, Support Staff and PVP) occurs every 6 weeks to monitor.

- Promotional materials and registration drive materials developed for 23/24 in Q3.
- Elementary PVP committee led by SD62 Online Learning Principal, Heather Lait, have had a series of meetings working on the concept and possibilities of a Gr.4/5 Blended Program. Recommendations are expected in Q4.
- Grade 9 blended learning cohort – recruitment is underway: Promotional materials and registration materials developed over Q3. Student and family interest is evident but enrolment is slow to materialize. Considering a Grade 8/9 cohort to facilitate transition for our current Gr.8 "blended" students to a familiar program and provide the opportunity for prospective grade 9's that have indicated interest to have the experience.

Implement online learning hubs at secondary schools to enhance blended learning options (L4)

- WestShore Langford Teaching Staff have completed an Excess to Needs process and have been placed in positions across the District in either a face-to-face classroom role or in an Online Hub classroom within a school.
- Both school-based and District-based teacher positions for SD62 Online and Online Hub teachers' roles and responsibilities and job descriptions have been built and published.
- WestShore Langford site - plans with Facilities, IT, WestShore Staff, and the landlord have been set to ensure the moving process is complete on time and all stakeholders' needs are met.
- Secondary Principals have built timetables and assignments for Online Hub teachers based on student course selections.
- Structures and best practice conversations are underway to support those staff.
- Work sites and office locations for 2023/24 have been established for staff displaced by the site closure.
- Blended Learning 9 Cohort has been advertised and enrollment is growing daily
- The SD62 Online Principal presented to the Education Policy Committee in April on the changes and innovations with SD62 Online, Online Hubs, and Blended Learning to update the stakeholders, trustees and the Board.

Implement and assess the "Take A Hike" program (L4).

- Take a Hike Enrolment has continued to be at capacity throughout Q3.
- In Quarter 3, promotion of the program and enrolment for the 23/24 school year was active and interest is far exceeding capacity, a testament to the program's success in its first year.

Explore a revised vision for the Milnes Landing Alternative programming (L4)

- This project has been completed as per last report.

Develop a program vision for implementation at the Westshore Post-Secondary that compliments the direction of the facility (L4)

- District staff worked with Royal Roads University project management leads to finalize the design, IT, technical requirements, and furniture needs for the SD62 space.
- All planning and specifications were approved by the project management team and shared with the Executive team.
- District staff outlined, at a high level, the initial programming that will be offered at the Westshore post-secondary institution site, which includes:

    A) Adult Education
- Adult graduation program (GED) with 4-6 months of face-to-face instruction in English 12 and Math 11 (Literacy/Numeracy cores), as well as equivalency, work experience, and/or online electives to complete the 3 Grade 12 electives required for an Adult Dogwood diploma. Online coursework options will also be available. Face-to-face courses will be offered in the evenings to allow adult students to continue working while completing their Adult Graduation program.

    B) Literacy Foundations courses for Adults
- Primarily focused on functional literacy skills, these courses will be offered to parents, grandparents, or young adults of Newcomer families. In partnership with our International Student Programs and English Language Learners (ELL) departments, we will provide similar learning opportunities for adults to support their transition to our area and province.

    C) Dual Credit programming in collaboration with Camosun College
- Opportunities for Gr.11/12 students to participate in Dual Credit programming focused on Early Childhood Education leading to certification, as well as exploring opportunities for Science-related dual credit courses to take advantage of partnerships for accessing post-secondary lab and technology experiences.

- Currently, projected staffing for Westshore Post-Secondary will include clerical/administrative support position, an Academic Advisor (STA) position, and a PVP based at the site. In addition, subject-specific teachers will be hired based on enrollment to meet our needs.

Section 3 - Q2 Updates: Strategic Priority 2– Engagement

The strategic priority for engagement in the strategic plan is to:

Create a culture of belonging.

E1. Develop, expand and implement, inclusive and collaborative, practices and processes.	E2. Further the goals of the Na'tsa'maht Agreement following the objectives of 'One Mind' and 'One Spirit.'
2021-2025 Engagement Priority Create a culture of belonging	
E3. Develop, expand and implement respectful, effective, clear and transparent communications.	E4. Continue to develop, expand and implement a culture of wellness.

Updates on the 2022-2023 Operational Plans for Engagement

Develop an accountability framework that supports a culture of belonging and connection within the Facilities Department (E1)

- In Quarter 3, we
  - Continued leadership engagement with staff on implementing a standard work week in the Facilities Department.
  - Created a joint working group and holding ongoing meetings for the accountability framework.

Begin the Implementation of the revised Na'tsa'maht Agreement (E1) and undertake to report to the Board of Education biannually on progress with the Na'tsa'maht agreement (E2)

- Four Posts Meetings held twice with Nation's leadership representatives. These meetings work to have directly engage with the local Nations together and include Chief or representative from the T'Souke Nation, the Pacheedaht Nation, Sc'ianew Nation, and the Métis Nation.

- Consultation with Nation on various issues, including school naming and student concerns.
- Community Dinners organized at John Stubbs Memorial and Poirier Elementary school, with over 150 community members in attendance at each event, including representation from Nations, Urban Indigenous Partners, and Metis Nation.
- NCPA staff transitioned to 30-hour positions as per the newly ratified CUPE Collective Agreement, as part of ongoing efforts towards equity and Truth & Reconciliation.
- Tri-District events conducted with Indigenous Education Departments from SD61 & SD63, engaging community, students, and staff.
- Decisions for Indigenous Education graduation activities were developed through discussions, determinations, and planning.

Support the Curriculum Transformation Department in the implementation of the Indigenous graduation credit (E2)

- Curriculum Team provided group and individual sessions to support Secondary Teachers in delivering Indigenous content and grad program courses.

- The Na'tsa'maht Indigenous Education team facilitated the process and communication on the development of Board Authorized Authority (BAA) courses, which require extensive consultation and input from local Nations before approval by the Ministry of Education and Child Care and the District.

Continued Development of SD62 Strategic Communications (E3)

- The strategic communications plan has been completed and is currently being implemented.
- Leadership Team received information on the Style and Brand Guidelines and provided input into the revision. The guidelines are now being implemented.
- Media protocols have been devised, and staff are being supported in their implementation.

Develop and implement a learning series for leadership on cultivating resilience (Onward) (E4)

- Monthly sessions were held at the Leadership meeting, and the sessions were reworked for use in the Health Champions meetings that took place in January and April.

Strengthen district leadership connections and relationship through ongoing and consistent presence in schools (E4)

- This item is somewhat delayed as the Lead is on leave at present. However, the acting Associate Superintendent for the Milnes Landing zone, working with the Executive, has been visiting schools and supporting leadership in the area.

Explore, revise and implement the Healthy Schools Healthy People framework (E4)

- Activation of Health Canada funded substance use education project (two PD workshops, engagement of partners (IH Public Health/IH Mental Health and Substance Use).
- Secured close to 50K to support bringing Here4Peers evidence-based peer mentoring program to SD62 (first on the Island – in partnership with Canadian Mental Health Association); initial meeting to help set stage for roll out in Fall/2023.
- Parent education including Healthy Schools Healthy People monthly newsletter, social media.
- Support to interested schools interested in Active School Travel.
- Engagement/support to ELL related to community partners' observations/efforts in supporting newcomer/new-to-English families
- Assisted in the development of SD62 proposal for funds from a wellness grant.

Develop a program document that outlines a system of attendance support and disability management, backed by evidence, to enhance the wellness and attendance of employees (E4)

- Developed a comprehensive report that provides a summary of the Average Annual FTE Days Absent by employee group from the 2017/18 school year to present.
- The report contains information that is an integral piece to formulating a data-driven Employee Attendance Support & Wellness Program.

Section 4 - Q2 Updates: Strategic Priority 3– Growth

The strategic priority for growth in the strategic plan is to:

Pursue organizational excellence to support a vibrant school district.

E1. Develop, expand and implement, inclusive and collaborative, practices and processes.

E2. Further the goals of the Na'tsa'maht Agreement following the objectives of 'One Mind' and 'One Spirit.'

2021-2025 Growth Priority
Pursue organizational excellence to support a vibrant school district

E3. Develop, expand and implement respectful, effective, clear and transparent communications.

E4. Continue to develop, expand and implement a culture of wellness.

Use the Employment Equity Survey results to develop an action plan connected to developing equity hiring practices and other human resources processes (G1)

- Undertook regular meetings with the Working Group to discuss actions to be undertaken to enhance employment equity.
- Developed a draft of an application to the BC Office of the Human Rights Commissioner (BCOHRC) for approval of a Special Program at SD62.
  - The Special Program application will be submitted to the BCOHRC in June, with the goal of receiving approval for the program by September 1, 2023.

Develop policies related to Business Continuity Planning and Digital Governance (G2)

- The Business Continuity Plan (BCP) Policy was presented on Feb 7th to the Education Policy Committee and was subsequently approved at the public board meeting of Feb 28th.
- The Emergency Management Team comprising Executives, Directors, and Managers participated in a BCP Table-Top Exercise on March 10th where our response to a catastrophic fire at Royal Bay was simulated.
- The exercise was an opportunity to go through the BCP, as you would, should an emergency event occur. Learnings from this exercise will be applied to future BCP plan adjustments and exercises.

Use the 2022 Design Guidelines for minor and major capital construction to develop universal district standards that will be systematically applied to all building design and construction (G2)

- The Design Standards have been completed by the working group.
- The Standards have been provided to board for information.
- The Standards will be systematically applied henceforth to all building design and construction.
- The combination of guidelines and standards will be provided to architects during the design stage to ensure consistency in our learning and working spaces.

Update the Long-Range Facilities Plan (LRFP) including enrolment forecasts (G2)

- A long-range enrollment forecast is being created by StudioHub Architects who were the successful bidding contractor selected to undertake this work.
- Senior Board Office Staff are meeting with StudioHub on a regular basis.

Establish a Cyber Risk and Security policy and begin implementation; (G3)

- In Quarter 3, the Manager, Cyber Security and Risk was hired.

- Revisions were made to the Board Policy and regulations associated with the Freedom of Information and Protection of Privacy Act (FOIPPA) Governance and Security and Privacy Breach protocol.
- The revisions will be presented in Quarter 4 at the May 2023 Education Policy meeting.
- Investigative work to procure a solution for Security and Privacy Education, Training and Awareness (SETA/PETA) is in progress.

Develop a clear vision (including a clear rationale) for digital solutions in the district, which would be supported by rebranding the Information Technology (I.T.) Department to Digital Transformation Services (G3)

- Partner consultation and budget submissions were completed towards the rebranding and reconfiguration.
- Members of the Resources Committee were consulted and approved the Board Motion supporting the rebranding and expansion of IT to Digital Solutions in support of district growth and maturity.
- A motion to support re-branding will be brought to the Resources Committee in March.
- This is a multi-year initiative that re-positions the school district. Enrolment growth is driving the ongoing need for better insights, and scalability to support student success, staff, and community engagement. Our Operating Model is shifting to expanding services to improve capacity for staff through enhanced services and solutions, which will allow our schools and departments to focus on student learning and administrative operations. Anticipated benefits to the district include Digital Literacy for staff and students, Innovation, reducing manual work, Cyber Security and Risk management, Cross-functional teamwork, and improved Fiscal, Legislative and Fiduciary responsibility.

Extend and implement work on a recruitment and onboarding model, supported by digital processes and resources, and plan to implement training modules for recruitment that can be undertaken by the Leadership Team (G3)

- Project completed.
- Commenced deployment of new onboarding module for all hires on or after on April 1, 2023.
- The Onboarding Module includes Criminal Record Check/Reference Check/New Hire Welcome packages for each employee group. Information can be downloaded from the 'Make A Future' Website and uploaded into Atrieve.
- Will leverage the success of this project into a wider effort to deploy eDoc capabilities throughout the HR / Payroll function in 2023/24.

Implement the approved Program Review recommendations specific to finance, facilities, and transportation (G3)

- The Program Review recommendations relating to:
    - Transportation items are largely completed (5) or ongoing (2).
    - Finance items are done (1), underway (2) or on hold (5)
    - Facilities items are done (2); ongoing (2), underway (4), on hold (2)
    - Business items are underway (1) and to be determined. (2)

	Complete	Underway	Ongoing	TBD	Other
Transportation **7 Recommendations**	2	3	1		1
Facilities **10 Recommendations**	2	4	1	3	
Finance **8 Recommendations**					
Business **4 Recommendations**		1		3	

Build a financial framework that reduces the inflationary impacts to the district's operating budget (G3)

- Framework drafted.
- Several of the non-cash recommendations have been implemented with the remainder to be completed in the 23/23 school year.

Develop recommendations for digital integration through an agreed upon oversight process (governance) (G3)

- Work to develop a Digital Governance policy is underway with an exploration of the Boards role in the process.
- More work to formalize the process and governance model for this objective is planned for next year.

Explore the focus of I.T. as it relates to digital literacy across educational departments (learning) (G3)

- Significant consultation with Executives, Partner groups, and District Principals revealed two core objectives for Digital Literacy:
  - Improve staff capacity in the use of digital tools, information, and technology for administrative and operational purposes.
  - Improve staff capacity in the use of digital tools, information, and technology in the delivery of pedagogy and learning to students.
- Submission to the Executive and Board was made to develop capacity in Digital Solutions to support these objectives.
- A role to support this objective is now included in the budget proposal for 23/24.

Implement, as part of transportation safety, enhanced safety recommendations as identified in the 2019 Transportation Safety Committee Report (G4)

- Several of the 2019 recommendations have been implemented and creating driver and crossing guard training programs has been identified as a new priority. Staff will be submitting a recommendation to the Board regarding student rider tracking system in early 23/24 with the intent to implement after the winter break (January 2024).

Develop a process to explore and act upon issues of diversity, equity, inclusion and anti-racism (G4, L1)

- Work with contractor (Bakau Consulting) to develop a survey and focus groups research tools.
- The surveys will go to secondary students, staff, parents and to our community partners in April followed in May by the focus groups with students and staff.
- The contractor undertook a workshop for 50 members of the Leadership Team on "Anti-Oppression".

Section 5 - Updates on 2021-22 Ministry of Education and Child Care Data

Post-Secondary and Career Preparation

Students responding Most of the Time/All the Time Or Agree/Strongly Agree

Question	Grade Level	Student Group	Total Responses
Are you satisfied that school is preparing you for a job in the future?	Grade 10	All Students	457
		Indigenous	56
	Grade 12	All Students	309
		Indigenous	28
Are you satisfied that school is preparing you for post-secondary education?	Grade 10	All Students	458
		Indigenous	56
	Grade 12	All Students	310
		Indigenous	28
I am satisfied that in school I am learning basic life skills that I need for the future (finances, setting goals, independent living).	Grade 10	All Students	457
		Indigenous	56
	Grade 12	All Students	311
		Indigenous	28
I am satisfied that in school I am learning basic social skills that I need for the future (build relationships, support others).	Grade 10	All Students	456
		Indigenous	56
	Grade 12	All Students	308
		Indigenous	28
I am satisfied that in school I learn how to express emotion, and deal with emotional problems that I may face in the future.	Grade 10	All Students	459
		Indigenous	56
	Grade 12	All Students	306
		Indigenous	27

Students responding Most of the Time/All the Time Or Agree/Strongly Agree

Diagram Legend

- Typical range across B.C. (middle 50% of school districts)
- ● SD62s most recent results (2021/22)
- ▬ SD62s results over time (2017/18 - 2021/22)

Foundation Skills Assessment (FSA)

The Foundation Skills Assessment is an annual province-wide assessment of all B.C. students' academic skills in grades 4 and 7, and provides parents, teachers, schools, school districts and the ministry with information on how well students are progressing in the foundation skills of Literacy and Numeracy.

The tables below has data on the change in a student's academic skills over time. For instance, the data for reading (Table of FSA Growth Over Time – Reading) performance below suggests that of those students who are at an 'emerging' performance level in Grade 4 (collected in 2018-2019), 17% will still be emerging in Grade 7 (collected from the same students in 2021-22). However, low completion rates mean that, for example, the progress in Grade 7 is only captured in the FSA for 34% (26 students) of the 78 emerging students who initially took the assessment.

As you can see from the FSA Growth Over Time – Reading Table, the number of students who took the survey is low both for the first assessment in Grade 4 where 414 (59%) out of 697 students did not take the assessment and for the subsequent assessment in Grade 7 where an overall 71% (498 students) of the initial 698 students did not take part. In addition 80% of the 414 students who did not take the Grade 4 test, subsequently did not take the Grade 7 test.

FSA Growth Over Time – Reading

Student Performance Levels in Grade 4	Number of Students (698)	Student Results in Grade 7 Literacy Compared to their Grade 4 Writing Results			
		Extending	On Track	Emerging	Did Not Participate 498 (71%)
Extending	26 (4%)	4% (1 student)	54% (14 students)	8% (2 students)	35% (9 students)
On track	179 (26%)	1% (1 student)	27% (48 students)	13% (23 students)	59% (106 students)
Emerging	78 (11%)		17% (13 students)	17% (13 students)	67% (52 students)
Did not participate	414 (59%)	0%	11% (45 students)	9% (37 students)	80% (331 students)

Assessment	Number of students	Number of students who did not take the assessment	Percentage of students who did not take the assessment
Grade 4	697	414	59%
Grade 7	698	498	71%

FSA Growth Over Time – Writing

Student Performance Levels in Grade 4	Number of Students (697)	Student Results in Grade 7 Literacy Compared to their Grade 4 Writing Results			
		Extending	On Track	Emerging	Did Not Participate 592 (85%)
Extending	19 (3%)		16% (3 students)	21% (4 students)	63% (12 students)
On track	204 (29%)	1% (2 students)	28% (58 students)	14% (28 students)	57% (116 students)
Emerging	33 (5%)		33% (11 students)	15% (5 students)	52% (17 students)
Did not participate	441 (63%)	0%	11% (49 students)	9% (40 students)	80% (352 students)

FSA Growth Over Time – Numeracy

Student Performance Levels in Grade 4	Number of Students (697)	Student Results in Grade 7 Numeracy Compared to their Grade 4 Numeracy Results			
		Extending	On Track	Emerging	Did Not Participate 501 (72%)
Extending	8 (1%)	38% (3 students)	25% (2 students)		38% (3 students)
On track	156 (22%)	4% (6 students)	26% (40 students)	15% (23 students)	55% (86 students)
Emerging	108 (15%)		12% (13 students)	25% (27 students)	63% (68 students)
Did not participate	425 (61%)	1% (4 students)	8% (34 students)	10% (43 students)	81% (344 students)