

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 November 28, 2023, at 7:00 pm.**

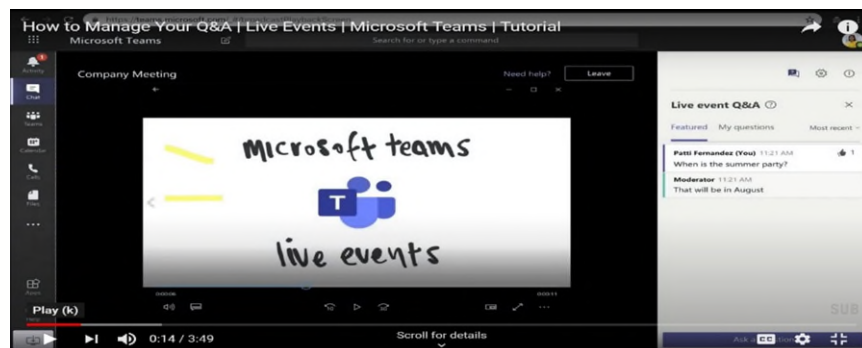
Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

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
November 28, 2023 – 7:00 p.m.**

AGENDA

- 1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
- 2. AGENDA (page 2)**
 - 2.1 Call for amendments and additional items
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of November 28, 2023, 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 October 24, 2023, as presented (or as amended).
- 4. INFORMATION ITEMS AND ANNOUNCEMENTS**
 - 4.1 Board Chair Update – Amanda Dowhy
- 5. EDUCATIONAL PRESENTATIONS**
 - 5.1 Governor General Awards – Scott Stinson
 - 5.2 Play and Learn Camp at Edward Milne Community School – Anne Bell (page 12)
- 6. CORRESPONDENCE & DELEGATIONS**



- 6.1 Correspondence
 - a. Letter from Deputy Minister Zacharuk, dated October 12, 2022: FortisBC (page 36)
- 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC) – 5 minutes each

7. FINANCE, FACILITIES AND SERVICES

- 7.1 Resources Committee – Meeting of November 14, 2023 – Amanda Dowhy (page 37)
Motion Requested: That the Board of Education of School District 62 (Sooke) receive the Quarter 1 Financial Forecast Report as presented at the Resources Committee Meeting of November 14, 2023.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the Quarter 1 Minor Capital Report as presented at the Resources Committee Meeting of November 14, 2023.

Motion Requested: That the Board of Education of School District 62 (Sooke) accept the proposed changes to the catchment area for SCIANEW STELITKEŁ Elementary School as presented at the Resources Committee Meeting of November 14, 2023.

Motion Requested: That the Board of Education of School District 62 (Sooke) provide a one-time contribution of \$5,000 from surplus funds to support the Garry Oak Meadows project as requested. The funds will be provided to the City of Colwood for use on this project.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of November 14, 2023.

8. EDUCATION PROGRAM

- 8.1 Education-Policy Committee – Meeting of November 7, 2023 – Allison Watson (page 41)
Motion Requested: That the Board of Education of School District 62 (Sooke) receive the Quarter 1 Report as presented at the Education-Policy Committee meeting of November 7, 2023.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of November 7, 2023.

- 8.2 Policy & Regulations Adoption – Scott Stinson (page 68)



Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt draft Policy C-210 “Placement of Students”.

9. STUDENTS

10. FOUNDATIONS AND GOVERNANCE

- 10.1 School Naming – Paul Block (page 70)
- 10.2 Na'tsa'maht Education Council Meeting of October 25, 2023 – Russ Chipps (page 74)
- 10.3 BCPSEA Symposium – Cendra Beaton
- 10.4 Trustee Liaison Reports – Board of Education

11. ADMINISTRATION

- 11.1 Board of Education 90 Day Work Plan – Amanda Dowhy (page 77)

12. PERSONNEL

- 12.1 Superintendent's Report – Scott Stinson (page 78)

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
October 24, 2023 – 7:00 p.m.

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

Ebony Logins, Vice Chair
Russ Chipps (virtual)
Trudy Spiller

STAFF: Scott Stinson, Superintendent
Harold Cull, Secretary-Treasurer
Paul Block, Deputy Superintendent
David Strange, Associate Superintendent
Fred Hibbs, Executive Director, HR
Farzaan Nusserwanji, Executive Director, IT
Steve Tonnesen, Manager, IT Operations

REGRETS: Monica Braniff, Associate Superintendent

SECRETARY: Kristina Ross

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:00 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

159. MOVED Cendra Beaton/Christine Lervold
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of October 24, 2023, 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

160. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of September 26, 2023, as presented.
CARRIED

4. INFORMATION ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

Manitoba is the first Canadian province to elect a First Nations premier. Wab Kinew won the provincial election on October 3, 2023. The Board of Education sends their congratulations. The City of Langford and District of Sooke both met with Minister Rachna Singh on September 18, 2023 to speak about the increasing student enrolment in their districts and the need for continued support from the Ministry of Education and Child Care. Foundry Victoria offers young people ages 12-24 access to mental health and substance use support, primary care, peer support and social services. The Village Initiative is supporting the formation of a Westshore Foundry and hope to partner with them in providing this service to Westshore students.

161. MOVED Cendra Beaton/Christine Lervold (Dave)
That the Board of Education of school District 62 (Sooke) direct staff to prepare a letter of support to The Village Initiative RE: Westshore Foundry Application.
CARRIED

5. EDUCATIONAL PRESENTATIONS

5.1 School Trip to Salt Lake City UT, June 6-10, 2024 – Lucas MacNeil

Staff provided an overview of the school trip to the Board of Education.

162. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School Trip to Salt Lake City, Utah from June 6, 2024, to June 10, 2024, subject to the oversight and direction of the Superintendent’s Office.
CARRIED



- 5.2 School Trip to Denver CO. June 7-10, 2024 – Lucas MacNeil
Staff provided an overview of the school trip to the Board of Education.

163. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School Trip to Denver, Colorado from June 7, 2024, to June 10, 2024, subject to the oversight and direction of the Superintendent's Office.
CARRIED

- 5.3 Online Learning Hubs Update – Paul Block
Staff provided an update to the Board of Education on the implementation of online learning hubs in SD 62's neighbourhood secondary schools; allowing students to access the online courses and related supports at Belmont, EMCS and Royal Bay Secondary Schools. Staff thanked District, SPVP and teachers for their support in this successful implementation.

6. **CORRESPONDENCE & DELEGATIONS**

6.1 Correspondence

- a. Letter from the Sooke Teachers' Association dated September 22, 2023, RE: FSA Withdrawal

164. MOVED Ebony Logins/Christine Lervold
That the Board of Education of School District 62 (Sooke) receive the Letter from the Sooke Teachers' Association dated September 22, 2023, RE: FSA Withdrawal.
CARRIED

- b. Letter from Colin Sparks, dated October 9, 2023, RE: Garry Oak Meadow

165. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) receive the Letter from Colin Sparks, dated October 8, 2023, and direct staff to gather further details including scope and funding costs. Once collected, the information should be provided to the Board of Education through the Resources Committee.
CARRIED

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



The STA requested more information regarding Online Learning Hubs, particularly around what courses students are accessing. The STA again expressed their dissatisfaction in the Foundation Skill Assessment (FSA) parent withdrawal process at the Sooke School District. Further, they indicated that the data resulting from FSAs are harming students and school communities and questioned the Board of Education's intent regarding this. Further, they asked the Employer what it was doing to protect LGBTQIA2S+ employees, the STA Social Justice Chair, Amanda Culver may have some suggestions.

CUPE 459 – Amber Leonard

No delegation.

PVP – Krista Leakey

Krista Leakey provided the Board of Education an update on fall activities in the District. Willway Elementary hosted a Truth and Reconciliation Assembly, and a Harvest Feast. John Stubbs Memorial held a Great Middle School BBQ in coordination with the Royal Canadian Legion Branch 91 (Langford). Belmont Secondary School Leadership Team is hosting a food drive, and Sooke Elementary School is thankful for receiving a grant which allowed them to refresh its sensory room and purchase some new equipment. Further, it is hosting a Halloween Dance and Pumpkin Carving Contest and is asking for Trustees to attend as judges. Lastly, John Muir Elementary hosted the Tour De Rock on October 4, 2023.

SPEAC – Nevada Kaludjar

SPEAC has its advisory council meeting on October 18, 2023, in which it discussed the Feeding Futures Program. Its next meeting is scheduled for November 5th via Zoom.

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee Meeting of October 10, 2023 – Ebony Logins

Trustee Logins provided an overview of the Resources Committee Meeting of October 10, 2023, to the Board of Education.

166. **MOVED Ebony Logins/Trudy Spiller**

That the Board of Education of School District 62 (Sooke) approve the Facility rental rates for the 23/24 school year as presented to the Resources Committee on October 10, 2023.

CARRIED

167. **MOVED Ebony Logins/Trudy Spiller**

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of October 10, 2023.



CARRIED

7.2 Amended Capital Plan Bylaw No. 2023/24-CPSD62-03 – Harold Cull
Harold Cull provided an overview of the amended capital plan, and the receipt of additional funding.

168. MOVED Cendra Beaton/Allison Watson
That the Board of Education of School District 62 (Sooke) allow all three readings of the 23/24 Amended Capital Plan Bylaw No. 2023/24 CPD62-03 at its meeting of October 24, 2023.
CARRIED (UNANIMOUS)

169. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) give first, second and third readings to the 23/24 Amended Capital Plan Bylaw No. 2023/24 CPD62-03.
CARRIED

8. EDUCATION PROGRAM

8.1 Education-Policy Committee Meeting of October 3, 2023 – Allison Watson
Trustee Watson provided an overview of the Education-Policy Committee Meeting of October 3, 2023, to the Board of Education.

170. MOVED Allison Watson/Cendra Beaton
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy C-210 “Placement of Students”.
CARRIED

171. MOVED Allison Watson/Cendra Beaton
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of October 3, 2023.
CARRIED

8.2 Adoption of Policy & Regulations – Scott Stinson
Scott Stinson provided an overview to the Board of Education.

172. MOVED Cendra Beaton/Allison Watson
Given that the required Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt draft revised Policy A-105 “Trustee Code of Conduct”.



CARRIED

173. **MOVED** Christine Lervold/Trudy Spiller
Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt draft new Policy and Regulations B-335 “Communicating Student Learning and Reporting”.
CARRIED

9. STUDENTS

10. FOUNDATIONS AND GOVERNANCE

- 10.1 Board of Education 90 Day Work Plan – Amanda Dowhy
The Board Chair reviewed the details of the 90 Day Work Plan.
- 10.2 Ukraine Student Visit Update – Scott Stinson
Scott Stinson provided background and current context to the request for support to provide four Ukrainian students with a \$2,000 contribution to pay for the cost of their two-week home stay.
174. **MOVED** Cendra Beaton/Russ Chipps
That the Board of Education for School District 62 (Sooke) authorize staff to provide homestay costs (estimated at \$2,000) for a two-week period for four student visitors from the Ukraine.
CARRIED
- 10.3 2023/24 Enrolment Update – Paul Block
The School District provided the final September enrolment to the Ministry of Education and Child Care. SD 62 has 5,959 students enrolled at the elementary level, 2,828 students registered at the middle school level and 3,963 students attending secondary school for a total of 12,750 students K-12. There are 34 Continuing Education students, 149 online school students, and 209 students at Westshore Secondary School for a total of 391 non-traditional K-12 students. Therefore, the District’s total is 13,141 (Headcount), 13,767 (FTE).

11. ADMINISTRATION

- 11.1 Foundation Skills Assessment (FSA) Update – Scott Stinson
Staff brought forward information on FSA in response to the Board motion adopted in September 2023.

12. PERSONNEL



12.1 Superintendent's Report – Scott Stinson

The Superintendent provided the Board of Education an update on Learning, Engagement and Growth. The Superintendent highlighted the Welcome Back Fun Day that the International Student Program hosted, the Association for Learning Environments Conference, the Feeding Futures Security Program, and the Provincial SOGI Summit.

13. **UPCOMING EVENTS**

Na'tsa'maht Education Council Meeting – October 25, 2023

Halloween – October 31, 2023

BCPSEA Fall Symposium - 2/3 November 2023

Education-Policy Committee Meeting – November 7, 2023

Remembrance Day – November 11, 2023

Resources Committee Meeting – November 14, 2023

Trustee Schools Visit- November 15, 2023

BCSTA Academy November 24/25, 2023

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**

The meeting was adjourned at 8:34 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer



PLAY & LEARN SUMMER CAMP 2023



Edward Milne Community School Society | August 2023

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INTRODUCTION

Now in its thirteenth year, this summer program aims to provide a rich play-based learning environment for four weeks, immersing children in literacy and numeracy activities designed to foster their existing academic skills, and to improve their self-confidence and enjoyment in these subject areas.

This year, the program was funded by the EMCS Society, Pacific Institute for the Mathematical Sciences, the Rotary Club of Sooke, Excellence in Literacy Foundation, Sooke Harbourside Lions, Sooke Lions, The Sooke Region Literacy Task Group, HRSDC - Canada Youth Summer Jobs, and School District No. 62 (Sooke). These funders made it possible to offer the camp to families at no charge.

Candidates best suited to the camp were children six to nine years of age from low-income families, Indigenous, and who had been identified by their school as “not yet meeting” expectations in Literacy and/or Numeracy. All children were referred by the school Principal and/or School Based Team. Four schools participated: Saseenos Elementary, Sooke Elementary, L'Ecole Poirier Elementary and John Muir Elementary. There were a total of twenty-five children who attended the camp.

Three coordinators facilitated the camp, leading literacy, recreation, and numeracy activities. The camp coordinators met before beginning camp to discuss schedules, field trips, and expectations for the camp and children.

The 2023 camp again took place at Sooke Elementary School, which is the perfect site with classrooms that allowed flexibility for learning. Everything at the school is properly sized for this age group, and we have now been at this location for nine years. They enjoyed learning in the two classrooms and library, and playing on the two playgrounds, fields and in the gym. Sooke Elementary is also centrally located for parents, providing a physically and financially accessible location with many families walking to camp. The playgrounds and proximity to the SEAPARC forest and Recreation Centre were also invaluable.

Another focus of the camp is the physical literacy component. Just like the A-B-C's of reading and writing, physical literacy for this age group focuses on A-agility, B-balance, and C-control. Physical activity has always been an important part of the Play & Learn Summer Camp, and with the importance of physical literacy becoming more understood in the general population, improving the campers' abilities in this area is an important aspect of the camp.

GOALS

The goals of the camp were:

1. To involve participants in literacy and numeracy activities that enhance their present levels of academic functioning and avoid summer learning fall-off.
2. To involve participants in sports and recreation activities designed to enhance their present levels of physical literacy.
3. To develop self-confidence and enjoyment in all aspects of literacy and numeracy through play-based learning.



OBJECTIVES

The goals of the camp were accomplished by:

1. Integrating Indigenous content and ways of knowing into all the components of the program.
2. Minimizing barriers to participation by having the camp be at no charge and by including snacks and lunch.
3. Involving parents and/or guardians in the child's learning.
4. Increasing opportunities for positive social interactions with peers and adults.
5. Providing positive literacy and numeracy experiences through focused, small-group interventions with a high adult-to-children ratio.

DEMOGRAPHICS

There were a total of 25 children registered, one student had to leave due to other commitments, and another was added from the waitlist to maintain 25 campers attending throughout. The grade listed below indicates the level the child was in this past school year. Two children were Indigenous, and 1 child was from a low-income family. The criteria set out specifies that school principals and school based teams choose children who are from Indigenous families as we reserve space for 25-30% and also ask that we have good numbers here. We also ask that children from low-income families should also be given priority. As can be seen, that is not reflected in our numbers, and a meeting will take place early next Spring to ensure we have a discussion with Principals as to why this has shifted.

Female	Male	Indigenous	Low-Income	Grade One	Grade Two	Grade Three
12	13	4	7	8	3	14

Consistent attendance is crucial, as it is difficult to provide meaningful assessments if a child misses five or more days. Four weeks is a long time to commit to a full-time summer program and the demographic served tends to have difficulties with attendance in regular school as well. Many of the parents gave feedback, however, that while it was difficult at times to get their children to attend regular school, they were eager and excited to come to camp each day. The students and parents alike “bought into” the camp and it showed!

STAFF

A Numeracy Coordinator, Literacy Coordinator, Recreation Coordinator, Literacy Assistant and two Recreation Camp Assistants (youth mentors) ran the camp this year.



COORDINATORS

Numeracy Coordinator: Alison has a background in special education and is passionate about supporting students in their journey to becoming successful readers and mathematicians. She has spent the last several years teaching grade 3/4 and special education at Sooke Elementary. In September she is excited to continue teaching in this role. This is Alison's fifth year with the Play and Learn Camp.

Literacy Coordinator: Marion has a background in the arts, and is especially drawn to outdoor education and literacy skills development. She has been employed in SD62 since 2015 and worked for the past seven years as a full-time teacher at Sooke Elementary in a First Peoples Principles of Learning class, incorporating land-based, experiential learning practices. Marion believes in the power of storytelling, nature-based methods of learning, and using inquiry to inspire and explore fundamental concepts. This is Marion's seventh year with the Play and Learn Camp.

Recreation Coordinator: - Rhys has a background in music and teaches music at Sooke Elementary. He started the running club there, and they have done two 5k races and a 10k race annually. This is Rhys' seventh year with the Play and Learn Camp.

CAMP ASSISTANTS – YOUTH MENTORS

Summer Camp Leader: Taiya is entering her first year of elementary education at UVIC. She works in a senior care home, and enjoys hiking in her spare time. This is Taiya's first year at Play and Learn Camp!

Summer Camp Assistant: James just completed his final year of his Chemistry degree at UVIC. He has previously worked at the Sooke Region Museum as a visitor counsellor. This is James' second year at the Play and Learn Camp.

Summer Camp Assistant: Zoie will begin college this fall on the mainland. This is Zoie's second year at Play and Learn Camp. In her spare time she enjoys writing short stories, and has loved spending time with our campers!

THE NUMERACY PROGRAM

The numeracy objective was to support struggling learners in a fun and engaging way that provided daily experiences to develop confidence and encourage numeracy development. The assessment tool was used to establish a profile of the child's numeracy development, plan intervention strategies, and implement a program to maintain and improve the child's understanding of math skills and concepts. To help address the diversity of learners, the program provided tasks targeted to the child's level, and a low ratio of teaching staff to children to ensure immediate reinforcement of concepts could be achieved. Various methods of curriculum delivery were used such as small group teaching, partner games to reinforce the concepts taught and one on one coaching where appropriate.

SMALL GROUP INTERVENTION



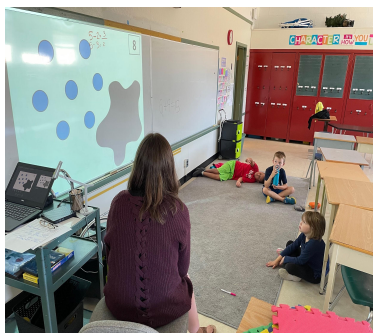
Each day students participated in small group interventions targeting their individual needs. Participating in small groups allowed for direct, explicit instruction, built students' confidence through immediate feedback and created engaging, positive numeracy interventions.

Some of our activities included:

The Flash: The students were quickly shown dot cards and asked to identify how many. This challenge reinforced subitizing, partitioning, skip counting and basic addition facts.

Number Scrolls: The students created number scrolls to reinforce the number sequence, skip counting by 2's and 5's and proper number formation. The students recorded their thinking on receipt tape and used a calculator to confirm their thinking. This activity reinforces the patterns within our number system and concepts of place value as well as the ability to start counting from a variety of numbers (forwards and backwards).

Ten Frames: Using ten frames mats and individual sets of manipulatives students were taught a variety of strategies to efficiently add and subtract facts to 20. Using manipulatives and organizers were key supports for many students, allowing them to visualize their thinking, and turn abstract problems into concrete solutions.



Picture Problems: Using concrete objects and real-life pictures students solved, created and acted out number stories to conceptualize the quantities or operations they were working on mastering while making real-world connections.

Count Around: Students practiced counting using a variety of patterns such as skip counting by 2's, 5's and 10's to reach a target number. Each group worked collectively to beat their time from the previous attempt building teamwork and solidifying their understanding of patterns in number.

SPLAT! and Reverse SPLAT!: In these routines developed by Steve Wyborney the students were shown a collection of dots, part of which is then covered by a splat. The students had to determine how many the SPLAT monster ate. Students then had an opportunity to share how they thought about this challenge, reinforcing mathematical language, applied problem solving, and flexible thinking about numbers and basic facts.

Daily Games: To round out our daily interventions students reviewed and practiced the concepts taught in their targeted small group by playing a variety of games such as make 10, go fish, addition/subtraction connect 4, build the biggest number, and Bingo. These games were chosen with materials that campers readily have at home such as a set of cards and dice. Many students reported they went home and taught their families how to play, furthering the opportunities for learning at home. Students left these daily interventions with increased confidence and positive associations with numeracy.

THE LITERACY PROGRAM

The literacy portion of the camp created opportunities for small-group interventions, large-group activities, and "free-time" activities to support literacy development and enrichment. The Coordinators created a language-rich environment for the children, where they could develop confidence in reading, writing, and communicating.

SMALL GROUP INTERVENTION

The groups explored literacy concepts four times per week during the second and third weeks of camp. Within these groups, children read aloud and participated in literacy-related games and activities. The Literacy Coordinator differentiated within each group to best meet the children's abilities and needs, and to reflect the week's theme. During the first and fourth weeks of camp, the Literacy Coordinator worked with each child 1:1 to provide a higher level of individualized instruction and assessment.

Leveled Readers – Children spent time reading focusing on specific strategies such as decoding, punctuation, summarizing, fluency and expression.



Phonemic/Phonological Awareness – Children played games focused on building words and manipulating letter sounds.

Sight Word Activities – Each group used a variety of games to help retain sight words based on the Dolch word list. Words were chosen for each group based on reading ability.

LARGE GROUP ACTIVITIES

Group Meeting – Group Meeting was conducted every day during the camp. Led by the group leaders, this time promoted good listening skills, oral language development, turn-taking and appropriate methods of group communication. Names were drawn each morning and afternoon for a “Camper of the Day” activity. This child was interviewed by Mr. Turtle, a puppet with a personality, and their answers were recorded by the camp assistants to create a profile to go into their scrapbooks.

Story Time - Storytime occurred almost every day (exceptions were field trip days). The stories were selected to connect with the themes running throughout the camp and were related to traits we wanted the children to connect with (respect, grit, stewardship, generosity, and creativity). This time was used as an opportunity to model and develop students’ reading skills such as asking questions, making predictions and visualizing.



Writing Time – Children participated in a 30 minute writing activity once a week. One of the coordinators took pictures of the children during each field trip, which allowed the children to write about something meaningful. After each field trip campers brainstormed what was significant to them using their senses. These ideas were then organized into a visual word bank with sentence stems for them to use in their writing. The children watched a slideshow of their field trip as a group before beginning their letters to Mr. Turtle. These pages were then compiled and bound into a scrapbook/memory album for children to take home and share with their families after the camp. They especially enjoyed reading Mr. Turtle’s replies to their reflections.

UNSTRUCTURED PLAY AND OUTDOOR ACTIVITIES



Unstructured play took place at the beginning of each session while children arrived during the 15-minute drop-off window, and in between literacy and numeracy activities. Unstructured play, language, and social skills development were focused on here. In the mornings children engaged in

physical and imaginative play using Lego, drawing supplies, and various nature items and toy animals. Between literacy and numeracy activities students developed their ability to use teamwork and other social skills in the play structures. Furthermore, the children participated in outdoor activities such as nature sketching, learning about local plants, forest clue and scavenger hunt games, and free time exploring the SEAPARC forest area. The kids' curiosity inspired the coordinators and mentors to create and engage with them.



THE PHYSICAL LITERACY PROGRAM

Each child participated in a small group period of academic work and a period of recreation in the morning, as well as a whole group recreation period and a period of artistic, scientific or literacy activities in the afternoon.

During the camp, the children were involved in fun recreational activities that emphasized all the components of fitness. The Physical Literacy Coordinator aimed to develop each child's health and fitness needs while also developing self-confidence and self-esteem. Camp staff used the PLAYbasic physical literacy assessment tools to foster a love for physical activity while increasing fitness, coordination, motor skill development, and interpersonal skills such as respect, cooperation, sportsmanship, teamwork, and fair play.

The format involved combining two groups for recreational activities in the morning, while the other two groups remained with the other coordinators for the literacy and numeracy work. Later in the morning, after snack time, the other two groups were combined as well. Activities tended to focus on fitness (aerobic endurance, speed and agility), body awareness, and coordination (hopping, skipping, jumping, dribbling, throwing, catching, and striking skills).

A typical camp day could also include a whole group physical literacy lesson in the afternoon. The large group lesson lent itself more to game-type activities, of which floor hockey was a favourite. This focused on speed, agility, and spatial awareness. Competitive-style games were also coordinated during this time. The competitive element

generally lifted the intensity of the children, which resulted in greater improvement of each child's components of fitness.

Social skills such as respect, cooperation, teamwork and fair play were highly emphasized during the camp. At times, these concepts were taught and discussed before physical activity and at all times, these themes were running in the background. If there was a need or opportunity to discuss something like cooperation or fair play, we sat down to have a discussion, taking advantage of the emergent learning moment.

INDIGENOUS CONTENT

The Play and Learn Camp incorporated Indigenous culture, language, and ways of knowing throughout the camp. The coordinators created an inclusive environment where all children could see themselves and their cultures reflected in the available resources.



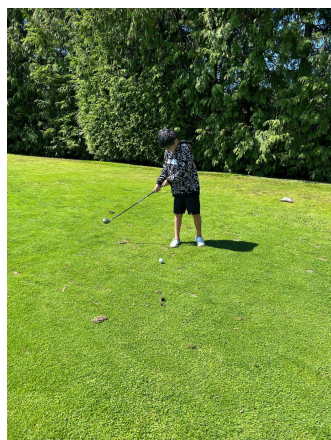
The camp had an Elder of the T'Sou-ke Nation attend and lead several workshops throughout camp.

Shirley Alphonse led storytelling, SENĆOŦEN language work, and shared traditional ecological knowledge with the children. The children looked forward to their time with her, especially learning to use the traditional drums. This was a highlight for many campers. They also enjoyed sharing our morning group meeting time with Miss Shirley.

EDUCATION OUTSIDE THE CLASSROOM (EOTC)

EOTC adventures are an important part of the camp and each week, the children would go on a different adventure. This included Witty's Lagoon, Goldstream Park, City Centre Play Zone, the Malahat Sky Walk, Royal BC Museum and Beacon Hill Children's Farm and Park. These outings required transportation on a school bus. Coloured t-shirts were used to help identify the group. In addition to these weekly field trips, the children enjoyed a weekly trip to SEAPARC Leisure Complex.

SEAPARC, GOLF & FOREST DAYS



Forest Days proved to be very popular with campers again this year. Campers working on their physical literacy had a choice of participating in activities in the forest or golfing at the nearby DeMamiel Creek Golf Course.

In the forest, students enjoyed building with natural materials, learning about our local plants and wildlife and having an opportunity to use imaginative play and continue to develop social skills. A highlight of our forest days was making mini golf courses and playing mantracker.

On the golf course, students played one or two holes and practiced putting, driving, and chipping as well as learning basic golf etiquette.

Finally, on Friday afternoons the campers feasted on pizza, generously donated by Sooke 2-for-1 Pizza, and then swam at SEAPARC. We finished our swimming with a camp meeting in the hot tub where campers recounted the week's adventures and looked forward to the week coming up.



WITTY'S LAGOON



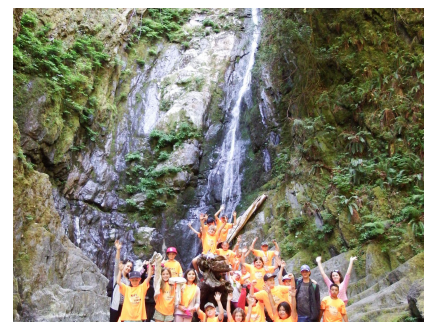
Planning ahead of time was essential for a trip to Witty's Lagoon. The group ideally arrives at low tide so the children have time to explore the beach. From the parking lot, it is a 20-minute walk with some moderately difficult sections. Appropriate footwear and packs that are

not too heavy were recommended for the children. At the beach, children enjoyed wading through the water and sifting through the sand and rocks. They found lots of sea creatures and built many sand and log structures.



GOLDSTREAM PARK & CITY CENTRE PARK (PLAY ZONE)

The trip to Goldstream Park began with an introduction to sacred plants with Elder Shirley Alphonse. After the campers enjoyed a walk through the coastal rainforest to the Niagara Creek waterfall. The campers then enjoyed a hot dog lunch in the day-use area. From there it was a short bus trip to City Centre Park where they played in the Play Zone. A highlight for many campers was playing games with leaders at Play Zone.



ROYAL BC MUSEUM AND BEACON HILL CHILDREN'S FARM



We had an action-packed day exploring all kinds of animals! First we checked out the dinosaur exhibit. We were so surprised by how big T-rex skeletons are! We enjoyed seeing the natural history exhibits and all the animals. Next we went and had a hot dog lunch at Beacon Hill Park before heading to the Children's Farm. Brushing the goats was a highlight of the day for many campers. The day ended with a quick run through the watering can splash park. What an epic adventure day!

MALAHAT SKYWALK

Our trip to Malahat SkyWalk was incredible and provided campers with an extraordinary experience many would not otherwise have access to. All campers showed great bravery trying out the adventure net and many rode the spiral slide down from the top. Children ate lunch and played at the playground before heading back up for one final view from the top.



STEM CONNECTIONS

Back for its third year were many different activities targeted at engaging children's creativity and curiosity through hands-on learning and building opportunities.



SCIENCE STATIONS



Science stations were held each Tuesday and campers rotated to participate in a variety of science experiments, projects and learning activities related to the week's theme. Students enjoyed engaging in experiments such as elephant's toothpaste, volcano eruptions, and slime. They learned about animal tracks/footprints, bones and skeletons, the needs of plants, and how to make tea from local plants.

They also created fossils of animal tracks, epic structures, and planted seeds. These stations were a highlight for campers and leaders alike and provided campers with opportunities to learn new things about the world around them.

MAKERSPACE

Maker Space is an open-ended group activity where students were given raw materials (glue, tape, cardboard, miscellaneous craft supplies, fabric, straws, cups etc), and their only instructions were to get inspired by the materials to make or create something new. The kids let their imagination run wild and naturally were able to problem solve and test/revise their ideas and creations. The campers explored these materials and their 'maker skills' and produced everything from beading to structures to items of clothing. This brought out some real ingenuity and creativity and was a highlight for many campers each week.



FOOD

Children were provided with two daily snacks and a lunch, which was provided at no charge to the families. The snacks were prepared on-site and usually consisted of a choice of fruit and/or vegetable and additional items such as cheese and crackers, and granola bars. Lunch was catered and delivered to the camp by the Cathy's Corner Cafe three days a week and primarily featured buns, cold cuts and fresh fruit. Once a week, pizza was generously provided by Sooke 2-for-1 Pizza, courtesy of Andy Carrier. There was only one day per week when children were required to provide a bagged lunch from home for field trips. On field trip days, children were asked to bring their own food, and had to "pack out what they packed in." We found that continuing to be able to provide food enabled our learners to participate to their fullest potential during learning and playing activities.

INITIAL ASSESSMENT RESULTS

The Literacy, Numeracy, and Physical Literacy Coordinators conducted an assessment of the camp participants at the beginning and end of camp to track the results of the 4-week literacy and numeracy intervention. The first portion of this report reviews the initial test results. The children's performances during assessments gave direction to the planning of the camp and the creation of small learning groups, allowing targeted intervention. The intent behind the assessments for each coordinator was to build relationships, ascertain where the child was academically, and discover how they learn best and what barriers they might have. Our hunch was that confidence and self-perception played a key role for many of the learners.

NUMERACY ASSESSMENT

Children were assessed using a selection of tasks from the First Steps in Math diagnostic assessments. The purpose of this tool is to determine a child's development in number sense, the foundation of mathematics. It covers concepts such as the principles of counting, skip counting, partitioning, knowledge of numbers (to 20 for gr. 1, to 100 for Gr. 2, and over 100 for gr.3), and basic addition and subtraction facts to 20.

Quantifying these results, children showed an average of 73.6% in numeracy on their initial assessment, with the lowest at 10.4% and the highest at 97.0%.

LITERACY ASSESSMENT

Two assessments were required to ascertain literacy levels. We continue to use the principles and pedagogy from the Excellence in Literacy Assessment (ELF) program to influence our program delivery, it is so valued. As the assessment provided by ELF is designed for a longer program, due to time constraints, we altered the ELF assessment to target specific skills and knowledge that we could address during the camp. The PM Benchmark leveled readers were used to assess instructional reading levels. This program is used widely across our district, thus allowing the results to be easily understood by, and transferable to, families and schools in SD62.

The children's average initial ELF testing showed an average skill level of 79.1% for 24 participating students (one student was not assessed due to late entry to camp). The scores ranged from 54.4%-96.5%. The PM Benchmark leveled readers assessment ranged from level 1-28 readers. It would be fair to approximate these levels to the Promise and Achievement in ELF terms. We had largely diverse learning groups, but through building community and creating a hands-on learning experience that was targeted to their abilities and sensibilities, we were hoping to be able to help each child make gains.

PHYSICAL LITERACY ASSESSMENT

Children ages 6 to 9 years are in the fundamental movement development stage of their lives. The Sport for Life Society's PLAYbasic assessment tool was used as a basis to measure each child's physical literacy competencies at the beginning and end of camp. The assessment is built to test four basic skills: run there and back; hop; overhand throw; kick a ball, and balance walk (toe-to-heel).

Initial test results indicated below-average levels of physical literacy. Hopping (33%) and balance walking (32%) were, on average, the group's lowest tested skills. The highest tested skills were running there and back (35%), kicking a ball (35%), and overhand throwing (35%).

FINAL ASSESSMENTS

Children were assessed during the last week of the camp utilizing a second form of the same assessment tools used for the initial assessment. Attendance among campers was strong this year. We were unable to assess 1 student in literacy, 2 in numeracy and 4 in physical literacy.

NUMERACY ASSESSMENT

All students demonstrated improved confidence and growth in their numeracy development. The final numeracy assessments show an average score of 78.1%, an increase of 4.5% from the initial assessment with a final range of 11.9-99.4%. The greatest areas of improvement were in the areas of basic addition and subtraction facts to 20, confidence in counting and ability to print numbers. By the end of camp all students showed greater willingness to participate in numeracy activities and greater confidence in their abilities as mathematicians.

LITERACY ASSESSMENT

All children tested improved their reading abilities throughout the Play and Learn Camp. With the initial assessment indicating several different levels, we developed several learning groups and focused the literacy program on phonemic awareness, confidence, decoding, and fluency. Only 1 student did not participate in the final assessment, and this is reflected in the results. After the final assessment, the average score on the ELF assessment rose to 90%, with a range of 63-100% for 24 students. This is an increase of 10.9%. Of those who were tested by the PM Benchmark, most increased their skills by one reading level or showed an increased ability at their current level. The levels ranged from 2-30. Anecdotally, each child approached the assessment with a tangible increase in tenacity and confidence. We also saw an increase in independence during our weekly field trip reflection writing activity.

PHYSICAL LITERACY ASSESSMENT

The results of the final assessment indicated an overall average growth of 32% in levels of physical literacy. The lowest growth areas were hopping (+42%) and running there and back (+41%). Kicking a ball (+22%), balance walking (+28%), and overhand throwing (+31%) scored mid-range for growth. Despite this high level of apparent growth, some of this increase can be attributed to familiarity with the physical literacy assessments that were used.

RECOMMENDATIONS AND SUGGESTIONS

The following recommendations were made at a post-camp debriefing meeting:

- 1) Sooke Elementary should continue to host the camp whenever possible. It was a perfect site as it is located in a central location, easily accessible by parents/caregivers to pick up and drop off the children. The facilities are also the right size for the children, compared to past locations like Edward Milne Community School where the facilities are sized for teenagers.
- 2) The Coordinators would like to recommend classroom teachers or school-based teams complete a registration form that could be shared with the coordinators. This may include their current level of performance in literacy/numeracy, any services they received that year (SLP, LA etc.) and any diagnoses they may have (ex. ADHD, LD). Having access to this information at the beginning of camp would allow us to more quickly target interventions and better understand how the students learn. In conversations with several parents, they referenced psych-ed reports and diagnoses their children had that we did not learn about until well into the camp. This information could allow us to provide an even higher quality camp with more targeted intervention.
- 3) The Coordinators continue to benefit from a 3rd youth helper with an interest in literacy. This provides additional support for reading groups, allowing greater differentiation of intervention and 1-1 support for our most vulnerable learners. The extra set of hands-on field trip days has also been invaluable.
- 4) Continued careful selection of children for the camp by principals and school-based teams is essential. They also noted the age of the campers should remain ages 6-9, within grades 1, 2, and 3. It is recommended that children vetted for the program should continue to prioritize children not currently receiving support for designations. Children selected should demonstrate consistent school attendance.
- 5) Continue the weekly emails that were sent to the parents and include photos, highlights of the week, and reminders for the following week. This proved to be an effective way of communicating with and involving the parents.
- 6) Assessments should continue to be conducted by one consistent person, to avoid any discrepancy in the subjective nature of some aspects of said assessments.

APPENDIX A: NUMERACY ASSESSMENT

Child	Grade	First Steps in Math Pre-test (%)	First Steps in Math Post-test (%)	+/-
A	<i>Absent</i>			
B	3	83.9	87.5	+3.6
C	2	89.9	95.6	+5.7
D	3	97	99.4	+2.4
E	2	25	84.4	+59.4
F	3	88.3	99.4	+11.1
G	1	75.4	81.1	+5.7
H	3	83	82	-1.0
I	3	88	96.4	+8.4
J	3	10.4	11.9	+1.5
K	2	73.9	81.8	+7.9
L	2	72.1	93.1	+21
M	2	90.2	N/A	N/A
N	3	90.2	94.0	+3.8
O	2	78.2	91.3	+13.1
P	2	27.8	30.4	+2.6
Q	3	83.9	99.4	+15.5
R	2	78.6	82.6	+4
S	3	59.2	62.7	+3.5
T	3	82.7	91.6	+8.9
U	3	83.9	92.8	+8.9
V	2	88.4	97.8	+9.4
W	1	33.9	40.5	+6.6
X	2	89.8	96	+6.2
Y	3	93.4	98.2	+4.8

APPENDIX B: LITERACY ASSESSMENT

	Grade	ELF Pre-test (%)	ELF Post-test (%)	Change (+%)	PM Benchmark Pre-test Reading level	PM Benchmark Post-test Reading level
A	<i>Absent</i>					
B	3	93	100	7	28	30
C	2	84.2	100	15.6	25	26
D	3	93	100	7	24 (92.4%)	24 (95.3%)
E	2	89.4	89.4	0	6 (93.8%)	6 (95.9%)
F	3	61.4	78.9	17.5	1 (91.7)	1 (95.8%)
G	3	80.7	93	12.3	8	9
H	1	73.7	84.2	10.5	1	2
I	3	93	98.2	5.2	17	18
J	3	94.7	98.2	3.5	25	26
K	2	61.4	78.9	17.5	2	3
L	2	77.2	91.2	14	2	4
M	2	96.5	96.5	0	13 (92%)	13 (97.6%)
N	3	89.4	96.5	7.1	25	26
O	2	84.2	94.7	10.5	14	15
P	2	64.9	82.5	18.5	3	5
Q	3	89.4	93	3.6	18 (92.1%)	18 (95%)
R	2	68.4	78.9	10.5	5	6

S	3	57.9	63	5.1	2	3
T	3	54.4	75.4	21	9	10
U	3	68.4	91.2	22.8	18	19
V	2	73.5	91.2	17.7	10	11
W	1	68.4	84.2	15.8	4	5
X	2	89.4	100	10.6	18	19
Y	3	93	100	7	24	25

*0 SCORE FOR READING LEVEL REFLECTS STUDENTS NOT YET ABLE TO READ INSTRUCTIONAL SKILLS AT LEVEL ONE.

APPENDIX C: PHYSICAL LITERACY ASSESSMENT

	TEST	1. RUN THERE AND BACK	2. HOP	3. OVERHAND THROW	4. KICK BALL	5. BALANCE WALK	CHANGE
						(TOE-TO-HEEL) BACKWARD	
A	PRE TEST	35	35	26	25	32	25%
	POST TEST	47	46	33	33	36	
B	ABSENT						
C	ABSENT						
D	PRE TEST	34	34	38	33	34	16%
	POST TEST	41	42	53	28	36	
E	PRE TEST	38	36	36	35	35	15%
	POST TEST	48	51	36	36	37	
F	PRE TEST	35	35	38	36	36	26%
	POST TEST	52	43	40	40	52	
G	ABSENT						
H	PRE-TEST	33	36	35	34	33	38%
	POST TEST	58	65	38	37	37	
I	PRE TEST	36	31	32	32	36	29%
	POST TEST	41	37	47	48	42	
J	PRE TEST	36	37	40	25	26	64%
	POST TEST	58	61	60	48	42	
K	PRE TEST	37	31	36	33	34	45%
	POST TEST	61	55	41	52	40	
L	PRE TEST	36	35	35	35	35	9%
	POST TEST	44	37	40	37	36	
M	PRE TEST	37	37	37	35	32	31%

	POST TEST	35	48	61	40	49	
N	PRE TEST	40	34	47	47	26	27%
	POST TEST	60	48	59	41	39	
O	PRE TEST	34	27	35	37	33	52%
	POST TEST	52	51	48	47	52	
P	POST TEST	34	31	34	34	33	24%
	POST TEST	50	34	49	37	37	
Q	PRE TEST	55	34	37	38	38	19%
	POST TEST	52	49	50	44	44	
R	PRE TEST	38	36	38	47	34	50%
	POST TEST	64	52	61	59	54	
S	PRE TEST	20	27	20	34	28	37%
	POST TEST	38	37	34	33	36	
T	PRE TEST	38	46	47	48	33	44%
	POST TEST	64	54	63	61	49	
U	PRE TEST	37	32	37	36	32	54%
	POST TEST	57	56	59	58	38	
V	PRE TEST	26	20	33	28	32	-3%
	POST TEST	28	21	21	32	33	
W	PRE TEST	34	33	31	28	25	46%
	POST TEST	61	45	39	38	38	
X	PRE TEST	34	25	29	26	27	36%
	POST TEST	46	39	38	35	35	
Y	ABSENT						

TESTIMONIALS FROM FAMILIES

- OUR DAUGHTER HAD A VERY ENJOYABLE TIME ATTENDING THE **2023 PLAY AND LEARN CAMP**. SHE WAS EAGER TO GO IN THE MORNINGS, AND JUST AS EXCITED TO TELL US ALL ABOUT HER DAY WHEN SHE CAME HOME IN THE AFTERNOON. THE TEACHERS AND YOUTH MENTORS DEFINITELY HAD A POSITIVE IMPACT AND WE REALLY THINK THAT ATTENDING THE CAMP BOOSTED HER CONFIDENCE. WE FEEL VERY GRATEFUL THAT OUR DAUGHTER WAS GIVEN THIS OPPORTUNITY AND APPRECIATE ALL THE EFFORT AND CONTRIBUTIONS THAT MADE IT POSSIBLE.
- OUR DAUGHTER WAS LOOKING FORWARD TO GOING TO CAMP EVERY MORNING. SHE HAD A GREAT TIME, AND DID WANT TO DO MORE OF IT DURING THE SUMMER.
- OUR SON HAD NO COMPLAINTS ABOUT THE LEARNING ASPECT OF IT, WHICH I THINK MEANS THE TEACHING WAS REALLY GREAT! HE WAS ALWAYS EAGER TO GO, WHICH SPEAKS TO THE HIGH-QUALITY ENGAGEMENT THERE.
- MY SON LOVED BEING AT CAMP THIS YEAR. HE MADE NEW FRIENDS AND HAD FUN LEARNING. HE WAS SAD FOR TWO WEEKS AFTER THE CAMP ENDED AND WANTED TO STILL BE GOING.
- MY DAUGHTER LOVED IT AND WAS EXCITED TO GO EACH MORNING. THE MIXTURE OF PLAY AND LEARN WORKED BEST FOR HER.

DONORS

THE EXCELLENCE IN LITERACY FOUNDATION



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& Sooke Lions Club**

Decoda

LITERACY SOLUTIONS



Pacific Institute *for the*
Mathematical Sciences





October 12, 2022

Ref: 283823

Ravi Parmar
Board of Education
School District No. 62 (Sooke School District)
Email: rparmar@SD62.BC.CA

Dear Ravi Parmar:

Thank you for your letter of September 15, 2022, to the Ministry of Education and Child Care regarding the use of FortisBC developed resources in classrooms.

The BC curriculum offers a strong foundation for climate change education. We know that climate change is an important issue for students and will impact them and future generations. We also understand that some corporations, advocacy groups and non-profit organizations have created their own educational resources to support the BC curriculum and have offered them to teachers for classroom use. Schools and teachers have considerable flexibility in the selection and use of teaching resources to supplement course topics in the provincial curriculum.

While the Ministry sets the mandated learning standards within the provincial curriculum, learning resources are selected by school districts, schools and teachers. Learning resources like the FortisBC Energy Leaders program are not a Ministry mandated resource. The Ministry does not review or endorse these resources, nor does it recommend or authorize the use of resources like FortisBC's Energy Leaders Program.

As of May 2022, FortisBC's resources have been removed from their website. The Ministry has also confirmed that the resources are not available on the ShareEdBC platform. The Ministry will also be undertaking an update of the [Learning Resources Policy](#) to ensure that school districts, schools and teachers are provided with additional information and guidance on the selection and use of classroom resources.

If you have any questions or require further information on the Ministry Learning Resources Policy, please reach out to Education Programs Division area staff at educationprogramsdivision@gov.bc.ca.

Again, thank you for writing.

Sincerely,

A handwritten signature in black ink that reads "C.A. Zacharuk". The signature is written in a cursive style.

Christina Zacharuk
Deputy Minister

Committee Report of Resources Committee Meeting of November 14, 2023 via MS Teams

Present: Amanda Dowhy, Trustee (Acting Committee Chair)
Christine Lervold, Trustee (Committee Member)
Russ Chipps, Trustee (Acting Committee Member)
Scott Stinson, Superintendent
Harold Cull, Secretary Treasurer
Paul Block, Deputy Superintendent
Ceilidh Deichmann, SVPVPA
Ed Berlando, STA
Trudy Court, CUPE
Tom Davis, SPEAC
Windy Beadall, District Principal, Capital Planning
Mhairi Bennett, Director, Facilities
David Lee-Bonar, Assistant Secretary Treasurer
Aaron Foster, Manager, Minor Capital
Sue Grundy, Manager, Executive Operations
Nicole Gestwa, IT

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:01 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 October 10, 2023, at its Public Board Meeting dated October 24, 2023.

3. PRESENTATIONS

4. BUSINESS

4.1 Strategic Plan Renewal Process – Harold Cull



Staff provided a presentation on the proposed approach to update the District's current Strategic Plan as it expires in 2025. Staff have divided the work into three phases; Phase 1 is to be completed in Fall 2023 and will include conducting an environmental scan of the system; Phase 2 will be completed by Spring 2024 and will include the Board updating their vision/mission/values/beliefs; and Phase 3 will run from July 2024 to July 2025 when the remaining sections of the Strategic Plan will be updated. Partner groups are encouraged to have discussions with their Executives in order to provide feedback on the questions posed at the meeting from an educational, political, environmental and economical impacts on the system. Feedback can be provided to Sue Grundy prior to the winter break.

4.2 Quarter 1 Financial Forecast – David Lee Bonar

Staff provided an overview of the Quarter 1 financial forecast. To date staff estimate that the District will end the fiscal year with a potential accumulated surplus of \$2.181M or 1.31% of total expenditures. Further, Quarter 2 financials in February will help draft the District's Amended Budget for the Board of Education's consideration.

The Committee supported the following motion going forward to the Board for their consideration:

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the Quarter 1 Financial Forecast Report as presented at the Resources Committee Meeting of November 14, 2023.

4.3 Quarter 1 Minor Capital Update – Aaron Foster

Staff provided an update on the Minor Capital Process for the period of April to September 20, 2023, to Committee members and the Committee discussed the overall minor capital process. The Committee also discussed the challenges of the portables at EMCS from occupancy and accessibility perspectives with staff committed to correcting both.

The Committee supported the following motion going forward to the Board for their consideration:



Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the Quarter 1 Minor Capital Report as presented at the Resources Committee Meeting of November 14, 2023.

4.4 Ethical Decision-Making Framework – Harold Cull

Staff have been instructed to develop an Ethical Decision-Making Framework that can be used on a regular basis to ensure decisions are made through an ethical lens of important factors. Committee members discussed the Island Health model and the approach to incorporate SD 62's Board's values into a framework to be used by the District. Staff lead the Committee through several questions to receive their input on the draft framework and partner groups are encouraged to have discussions with their Executives in order to provide feedback back to staff by the end of January.

4.5 SC'IA'NEW STEŁITKEŁ Elementary School Catchment Review – Windy Beadall

The Board had requested that District staff begin the process of re-drawing school catchment boundaries for the school district to accommodate the opening in September 2025 of the new SC'IA'NEW STEŁITKEŁ ELEMENTARY SCHOOL.

This catchment area for SC'IA'NEW STEŁITKEŁ ELEMENTARY SCHOOL will flow to Dunsmuir Middle School and then to Ecole Royal Bay Secondary. Catchment refers to your designated neighbourhood school based on your home address. The Staff and PAC affected by these changes have been notified by the Principals of the schools and can send any further thoughts to catch62@sd62.bc.ca. This is the same process followed for previous catchment changes.

The Committee supported the following motion going forward to the Board for their consideration:

Recommended Motion: That the Board of Education of School District 62 (Sooke) accept the proposed changes to the catchment area for SC'IA'NEW STEŁITKEŁ Elementary School as presented at the Resources Committee Meeting of November 14, 2023.



4.6 Garry Oaks Meadow Project – Mhairi Bennett

The Committee discussed the letter from Colin Sparks, dated October 9, 2023, requesting support from the Board of Education to create a Garry Oak Meadow adjacent to the Royal Bay Secondary School. Staff advised the Committee of the capacity challenges with this request and suggested the Board consider a one-time financial contribution as their support of the project.

The Committee supported the following motion going forward to the Board for their consideration:

Recommended Motion: That the Board of Education of School District 62 (Sooke) provide a one-time contribution of \$5,000 from surplus funds to support the Garry Oak Meadows project as requested. The funds will be provided to the City of Colwood for use on this project.

5. **ADJOURNMENT AND NEXT MEETING DATE:** December 12, 2023





**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
November 7, 2023 – 6:00 p.m.**

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

Regrets: Russ Chipps, Trustee (Committee Member)

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 spoke to the recent celebration of the signing of the Local Education Agreement (LEA) for the T'Sou-ke Nation. Chair Watson asked Deputy Superintendent Block to share some comments on the content, process and purpose of LEA's in the district.

Committee members introduced themselves and shared experiences, commentary and feelings about their experiences with Indigenous culture, languages and peoples and Indigenous Education in SD62.

3. **COMMITTEE REPORT** of October 3, 2023 Education-Policy Committee meeting

The committee report for the October 3, 2023 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 Regulations B-132 "Career Education" – Paul Block

Deputy Superintendent Block shared the highlights of the changes to the Work Experience documentation and processes that came from the Ministry of Education and Child Care over the

summer for implementation for the 23/24 school year. The district team will now work with school-based staff to ensure they are aware and feel confident in accessing and using the new materials.

6. **NEW BUSINESS**

a. Q1 Strategic Plan Report – Scott Stinson

Superintendent Stinson introduced the report by clarifying the timeline for Quarter 1 and a quick review of the Strategic Plan goals as a pre-cursor to highlighting progress towards the Goals and Objectives from the Strategic Plan. Mr. Stinson shared evidence of progress towards goals and acknowledged the work of staff towards many initiatives that took place in the first three months of the school year.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the Quarter 1 Report as presented at the Education-Policy Committee meeting of November 7, 2023.

b. Feeding Futures Update – Dave Strange

Associate Superintendent Dave Strange shared a summary of SD62's progress and actions to implement the Feeding Futures program. Mr. Strange was reporting from Vancouver (online) where he was preparing to present the next day at a conference hosted by the Ministry of Education and Child Care. Presenting with Flourish team lead, Matthew Kemshaw, Mr. Strange spoke to the benefits and highlights of the SD62 program that will be shared with the provincial conference attendees.

7. **FOR INFORMATION**

- a. Research Project Approval – Sadownik, Stephanie – “Exploring Primary Educator Use of BioBlitz to Develop Capacity”
- b. Research Project Approval – McNulty, Cheymus – “Na'tsa'maht – Co-constructing Our Cultural 'Lellum”
- c. Research Project Approval – Beaudoin, Emily – “Learning Disability and Anxiety: Interventions and Teachers' Perspectives”

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** Dec. 5, 2023

Information Note
Education-Policy Committee Meeting
November 7, 2023
Agenda Item: 6a. – Strategic Plan Quarterly Report

Background:

- The Board of Education, through motion, has directed staff to bring forward for information, quarterly reports on progress towards the Strategic Plan and student outcomes:
 - Quarterly (Q) reports are tabled at meetings in November (Quarter 1: July - September), February (Quarter 2: October - December), May (Quarter 3: January - March) and September (Annual Report that includes Quarter 4 work: April - June).
- Under the district's [Strategic Plan 2021-2025](#), we have developed a comprehensive process of charting accountability that links strategic plan outcomes, operational plans and the Ministry of Education's student success metric report: the Framework for Enhancing Student Learning (FESL).
- The [Annual Report](#) from the 2022-23 school year was submitted to the Board of Education at the September 2022 Board Meeting. A link to the report has been provided to the Ministry of Education and Child Care (MECC).
- Annually the district takes the direction of the Board through the Strategic Plan and develops an operational plan to assist in achieving the goals and objectives of the Strategic Plan. The [2023-24 Operational Plan](#) builds on the [2022-23 Operational Plan](#).
- The [\(FESL\) report](#) is submitted to the Ministry of Education annually on Sept 30. The report features data on SD62 (School District 62) student success. When newly released data become available, the Quarterly Reports will feature it. FESL reports on:
 - Reading, writing and numeracy.
 - Grade-to-grade transitions.
 - Graduation assessments.
 - Six-year and eight-year completion rates.
 - Early development.
 - Student satisfaction, including postsecondary and career preparation.
 - Success metrics for all students, including those with unique needs, such as Indigenous ancestry, English Language Learners.

Quarter 1 Progress on the 2023-24 Operational Plan

- The Quarter 1 Report contains updates for work undertaken between July 1 - September 30, 2023. It details each item contained in the 2023-24 Operational Plan, and is reported under the headings of Learning, Engagement and Growth.
- Included in the quarterly report (p.2-3), is the colour demarcated snapshot of overall progress for each item in the 2022-23 Operational Plan.
- Given that a good portion of Q1 occurs when students are not in session, much of this quarter is dedicated to planning. You will see in this update the amount of planning and preparation that has been done to ensure significant progress occurs in relation to the strategies and tasks articulated in the Operational Plan.
- Some of the highlights detailed in the report include:

- Details of the course enrollment and system support for the Indigenous graduation credit courses which become mandatory in the 2023-24 school year (p.5).
- Assessment of records management in the district to assist in the development of a records management policy for the Board (p.10).
- Accessibility Act work started (p.11).
- Provision of meals in school via the Feeding Futures Fund got underway (p.12).
- The final section of the report contains newly released Student Learning Survey (SLS) data from the MECC which reflects the 2022-23 school year (p.18).

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the Quarter 1 Report as presented at the Education-Policy Committee meeting of November 7, 2023.

Respectfully submitted,

Scott Stinson, Superintendent/CEO

Quarterly Reporting 2023-2024

Q1



STRATEGIC PLAN

2021-2025



Operational Plan 2023-24

Quarter 1 Update

Introduction

Reporting Context:

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.

Report Organization:

The report is compiled in five sections:

1. A visual overview of operational plan progress
2. Q1 Updates: Strategic Priority 1 – Learning
3. Q1 Updates: Strategic Priority 2 – Engagement
4. Q1 Updates: Strategic Priority 3 – Growth
5. Government Data from the Ministry of Education and Child Care

Report Summary:

Quarter 1 (Q1) encompasses work completed between July 1 and September 30, 2023, in relation to the 2023-2024 Operational Plan. Given that a good portion of Q1 occurs when students are not in session, much of this quarter is dedicated to planning. You will see in this update the amount of planning and preparation that has been done in order to ensure significant progress occurs in relation to the strategies and tasks articulated in the Operational Plan.

Some key highlights include:

- Details of the course enrollment and system support for the Indigenous graduation credit courses which become mandatory in the 2023-24 school year (p.5).
- Assessment of records management in the district to assist in the development of a records management policy for the Board (p.10).
- *Accessibility Act* work started (p.11).
- Provision of meals in school via the Feeding Futures Fund commenced (p.12).

STRATEGIC PRIORITIES

We honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community.

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

ENGAGEMENT
Create a culture of belonging.

GROWTH
Pursue organizational excellence to support a vibrant school district.

BE YOU + BE HERE + BELONG = BE SD62

SEE THE COMPLETE STRATEGIC PLAN - take a photo of the QR code with your phone, or pick up a copy of the full plan at the School Board Office.

3143 Jacklin Road, Victoria, BC V9B 5R1 | 250 474 9800
f/SchoolDistrict62 | @SD62_Sooke | sd62.bc.ca

SOOKE SCHOOLS 62
Shaping Tomorrow Today

Section 1 - A visual overview of operational plan progress

SD62 Operational Plan 2023-2024 – Progress

Legend: Project completed Project is progressing Project is started Project not started or progress paused

LEARNING	PROGRESS
Monitor the implementation of Indigenous graduation credit courses to ensure students have access to Indigenous content through a variety of courses and determine needed supports and resources for educators.	
Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen student learning.	
Implement the objectives of the (ELF) through existing networks and through strengthening effective pathways for the transition to school.	
Continue to implement and expand the K-12 Literacy plan which includes professional development, increasing resources, intervention support and K-3 Universal Screening.	
Continue to implement the Middle School Philosophy with a focus on aligning Applied Design, Skills and Technologies (ADST) and middle school programming.	
Define and enhance the practices and processes of the work of the Safe Schools Team, particularly regarding Violence Threat Risk Assessment (VTRA).	
Define the practices, processes and structures through Inclusive Education Services that support the increasing complexity and presentation of student behaviour across all school levels.	
Build a multi-year plan to enhance staff use of: technology to deliver pedagogy in the classroom; and information tools and digital platforms for administrative and support work.	
Develop an organizational approach to establishing SD62's presence at the Westshore post-secondary site. Continue to refine the comprehensive plan for program pathways and course offerings for launch in 2024.	
In consultation with students and all SD62 Learning departments (Curriculum Transformation, Inclusive Education Services, Na'tsa'maht Indigenous Education, Pathways & Choice)), articulate and enhance support for the Careers and Applied Design, Skills and Technologies (ADST) K-12 curriculums in support of student voice and choice.	
ENGAGEMENT	PROGRESS
Develop a Records Management policy for the Board with the intent of developing a proposal for building out a sustainable capability (staff, software systems, resources)	
Develop a model to support succession planning for the Leadership Team.	
Implement an accessibility plan, develop an accessibility committee and engage in a feedback mechanism for issues of accessibility in the district.	
Create authentic learning resources & narratives to support the teaching of local Indigenous languages in schools.	
To support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data gathering tool to track indicators of academic, social emotional and engagement attributes	
Continue to implement the Strategic Communications Plan to develop, expand and implement respectful, effective, clear and transparent communications. Expand the Plan to include a focus on digital skills and digital resources for staff to use. Broaden out the reach of District	

Communications to provide equity of inclusion to specific schools that have received little or no coverage on the District website or social media.	
Continue to develop, expand and implement a culture of wellness in the district through the Healthy Schools Healthy People plan and include work on: <ul style="list-style-type: none"> • The Feeding Futures Fund • Digital safety and wellness. 	
Implement a new Employee Attendance and Wellness Support Program with an emphasis on: <ul style="list-style-type: none"> • Developing a data-informed process to support constructive communications with individual employees regarding attendance performance; • Providing supports for staff in need; and • Raise organizational awareness regarding attendance issues. 	
GROWTH	PROGRESS
Receive approval for and implement a Special Hiring Program, including the development and implementation of a supporting equity hiring practices policy.	
Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen organizational practices	
Create and implement the use of technical specifications that complement the design guidelines and standards and expand implementation to existing spaces.	
Implement the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning activities.	
Develop and undertake a scan of available information and data about the district ahead of renewing the strategic plan.	
Develop a strategy to ensure effective community use of our spaces.	
Develop and implement a digital governance policy and structure which formalizes the boards' role in overseeing Digital Solutions including the acquisition, integration, and management of digital assets in support of educational and support services.	
Continue to raise awareness, provide training and implement cyber security and privacy policies in partnership with curriculum, inclusive, and safe school objectives.	
Investigate the requirements to integrate data across Business (finance, HR) and Education departments to align resourcing across Strategic and Operational Objectives linking back to Student Success.	
Develop a sustainable proposal to provide equitable access to technology for students and support staff.	
Conduct an environmental scan of organizational design structures for the delivery of central administration and support services within large BC school districts in support of future strategic planning.	
Develop a plan to increase the number of child care spaces on school grounds by looking to utilize grants to support the construction of new spaces.	
Continue to implement the Energy Sustainability Plan by reducing our vehicle and building Green House Gas emissions towards the 2030 provincial targets.	
Create an ethical framework for decision-making to guide board-level decisions through a lens of diversity, equity, inclusion, and social responsibility.	

Section 2 – Q1 Updates: 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.**

2021-2025 Learning Priority	
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
L3	Ensure our learning environments are safe, accessible and welcoming
L4	Enhance student voice and choice

Updates on the 2023-2024 Operational Plans for Learning

Monitor the implementation of Indigenous graduation credit courses to ensure students have access to Indigenous content through a variety of courses and determine needed supports and resources for educators.	
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In Q1, the Sooke School District (SD62) made significant progress in implementing Indigenous studies courses as part of the graduation program. Achievements included:

- Collaborative Learning: The district has fostered collaboration among teachers from different courses, such as English First Peoples (EFP), BC First Peoples (BCFP), and Contemporary Indigenous Studies. This collaboration has included sharing resources, lesson ideas, and teaching approaches, as well as engaging in place-based reflections and outdoor learning.
- Curriculum Transformation: The Curriculum Transformation Department and the NIE Department have been actively involved in supporting teachers by providing collaborative learning sessions and necessary resources to ensure the successful implementation of Indigenous courses.
- Course Offerings: All secondary schools within the district are now offering Indigenous courses for students to enroll in and complete as part of their graduation program requirements. These courses are in high demand, with several students enrolled in various courses across different schools, including Belmont, EMCS, Royal Bay, Westshore Secondary, and Eagle Ridge Secondary.
- Diversity of Offerings: The Indigenous courses being offered encompass a wide range, including BC First Peoples, Contemporary Indigenous Studies, English First Peoples, Literary Studies, and New Media, both in traditional classroom settings and online.

Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen student learning.

In Q1, while progress was made by our consultants to finalize the report, it was not at a stage for implementation in Quarter 1. High school student focus groups, held over from June, were completed in September.

Implement the objectives of the [Early Learning Framework](#) (ELF) through existing networks and through strengthening effective pathways for the transition to school.

In Q1, the program focused on increasing and supporting Early Childhood Educator (ECE) staffing while actively engaging in collaboration, networking, and partnership efforts. The key achievements during this period include:

Staffing:

- Two new ECEs were successfully hired to support Kindergarten-ECE (K-ECE) partnerships at Savory and John Stubbs elementary schools. This demonstrates a commitment to strengthening the educational support system at the early childhood level.
- Orientation and onboarding support was provided to a new ECE at Hans Helgesen elementary, ensuring a smooth transition into their role and contributing to the program's staffing development.

Collaboration, Networking, and Partnership:

- A K-ECE workshop was conducted, involving 16 teachers and 13 ECEs, with a focus on partnership framework and pedagogical narration. This workshop aimed to enhance collaboration and educational practices between teachers and ECEs.
- The program engaged in meetings with various stakeholders, including the Nature Kindergarten Team at Saseenos, District Principals, CCRR community partner Daphne Raymond, Hulitan Family & Community Services Society childcare lead, and executive director. These meetings strengthened connections and partnerships with different organizations.
- Discussions with Happy Campers staff at Willway aimed to explore a partnership for shared space, fostering collaborative opportunities.
- Participation in the Island ELCC (Early Learning Childcare) community of practice meeting highlighted the program's commitment to staying informed and engaged in the early childhood education community.
- Preparation and planning for the Island Early Years Network conference on October 20 indicated proactive involvement in larger educational events and initiatives.

Continue to implement and expand the K-12 Literacy plan which includes professional development, increasing resources, intervention support and K-3 Universal Screening.

In Q1, the program made progress in the implementation of the K-12 Literacy Plan, with a particular focus on supporting Literacy Intervention Teachers, providing resources, and collecting data. Here are the key achievements and activities during this period:

Resources and Collaboration:

- The program distributed the University of Florida (UFLLI) program guide and sets of 50 classroom decodable books to every school. This resource distribution reached a total of 58 teachers, with one school having 4 teachers benefitting from these materials.
- A job-embedded primary literacy series, consisting of multiple sessions, was initiated. This series aims to enhance the skills and knowledge of primary literacy teachers.
- Collaborative meetings involving Literacy Intervention Teachers (LITs) and primary teachers from all schools were conducted. These meetings foster collaboration and information sharing among educators.
- Program staff-initiated conversations with teachers of English Language Learners (ELL) and International Students to develop a common understanding and alignment in literacy instruction. This demonstrates a commitment to inclusivity and supporting diverse student needs.

Screening Data:

- Literacy Intervention Teachers (LITs) screened every student in Kindergarten through 3rd grade across all schools. The collected data will be analyzed to inform targeted instruction within classrooms and intervention strategies, demonstrating a data-driven approach to literacy improvement.

Continue to implement the Middle School Philosophy with a focus on aligning Applied Design, Skills and Technologies (ADST) and middle school programming.

In Q1, ongoing work ensured the effective implementation of middle school philosophy as it relates to ADST. Specific examples included:

- Review current year Band and ADST staffing/scheduling, including additional staffing, to ensure programs were able to continue at all grade levels in Middle School.
- Work with school-based principals to support the planning and resourcing for current year programming.

Define and enhance the practices and processes of the work of the Safe Schools Team, particularly regarding Violence Threat Risk Assessment (VTRA).

In Q1, the focus was on supporting school district staff in understanding procedures related to VTRA and ensuring that the processes for initiating a response are clearly understood. Work included:

Training:

- Provided information for PVP on provincial training & opportunities for student sessions on digital safety as offered through Safe Schools.
- Threat Assessment training completed for Student Advocates and Communications Manager.

Processes:

- Review and refinement of intake & referral form process for Student Advocate support.
- System scan completed on policy & regulations to identify those pertaining to VTRA.

Define the practices, processes and structures through Inclusive Education Services that support the increasing complexity and presentation of student behaviour across all school levels.	
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In Q1, the focus of work was on developing structures to support training and professional resources. Work included:

Structures:

- Established the framework for creating a district network of support for early intervention and collaborative work
- Identified areas of focus for professional learning throughout the school year.

Build a multi-year plan to enhance staff use of: technology to deliver pedagogy in the classroom; and information tools and digital platforms for administrative and support work.	
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A key part of a multi-year plan is to ensure adequate staff resources that have expertise in delivery of pedagogy using digital tools and platforms. In Q1 work was focused on staffing:

- Funding for hiring a Digital Literacy Coordinator was approved as part of the Board's annual budget setting process. Q1 focused on the development of a job description to accompany a posting for the position which are currently with HR in preparation for launching.

Develop an organizational approach to establishing SD62's presence at the Westshore post-secondary site. Continue to refine the comprehensive plan for program pathways and course offerings for launch in 2024.	
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In Q1, work continued SD62s involvement with the developing Westshore post-secondary site. Work included:

- Attending the inaugural Academic Committee meeting for the Westshore post-secondary site to meet institution leads, discuss potential programming with all partner institutions, shared resources and facility needs and opportunities.
 - At the meeting (September), we were informed that the completion of construction for the new post-secondary will be delayed from September 2024 to facility access in April/May 2025 and official opening in September 2025. As a result, this mandate goal will need to be revised moving forward.
- Meeting with Royal Roads Indigenous Education Lead, Russell Johnston, and agreement to participate in bi-monthly meetings for this academic year to help build out a vision and collaboration (both community and organizations) for Indigenous Education and presence in the new facility and programming.

In consultation with students and all SD62 Learning departments (Curriculum Transformation, Inclusive Education Services, Na'tsa'maht Indigenous Education, Pathways & Choice), articulate and enhance support for the Careers and Applied Design, Skills and Technologies (ADST) K-12 curriculums in support of student voice and choice.	
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In Q1, work commenced in September to discuss enhanced support for ADST.

- There was an initial meeting between staff from both Pathways & Choice and Curriculum Transformation, to discuss the gaps in supporting ADST and to reach consensus on how and who will take the lead in developing and providing this support K-12. Pathways and Choice will be taking the lead on supporting ADST teachers. Pathways and Choice Operational plan reflects this decision and direction.
- Met with OH&S Manager to discuss the need for a Secondary ADST committee to address equipment and shop maintenance from a Health and Safety lens.

Section 3 – Q1 Updates: Engagement

The strategic priority for engagement in the strategic plan is to: **Create a culture of belonging.**

2021-2025 Engagement Priority 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.'
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 2023-2024 Operational Plans for Engagement

Develop a Records Management policy for the Board with the intent of developing a proposal for building out a sustainable capability (staff, software systems, resources)	
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In Q1, staff undertook approximately 20 interviews with key stakeholders across the Executive, district departments, and schools are being conducted to support an assessment of records management practices in the district. The required policies, regulations, and procedures include:

- School District 62 Records Management Policy
- Destruction of Records
- Effectively Managing Email Procedures
- Naming Conventions for Records Protocol
- Records Management Remote Work Guidelines
- Records Management Transfer and Transport Protocol
- Transitory Records
- Vital Records Identification and Classification
- Student Records access and update protocol
- Records classification and retention schedule for administrative and operational records.

Develop a model to support succession planning for the Leadership Team.	
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In Q1, work commenced by:

- Researching different structures and methodologies for capturing and reporting on succession data.
- Choosing a model as the basis for the development of a first draft of the first SD62 succession plan.

For the initial plan, the emphasis will be placed exclusively on leadership positions within the district, which includes Managers, PVP, and Executive roles.

The goal is to develop a visual and intuitive “heat map” that will allow the District to pinpoint upcoming vacancies within the Leadership Team and identify internal, or possibly external, resources that may be capable of performing the role.

Implement an accessibility plan, develop an accessibility committee and engage in a feedback mechanism for issues of accessibility in the district.	
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In Q1, the focus was on meeting the Ministerial requirements as outlined in the Accessibility Act:

- Develop and post Accessibility Plan,
- Create an Accessibility Advisory Group & develop its Terms of Reference
- Create and post the public feedback mechanism

Create authentic learning resources & narratives to support the teaching of local Indigenous languages in schools.	
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In Q1 the work undertaken was to start:

- Planning and coordination between the videographer, elders (Grandma Lavina Charles, Dr. Shirley Alphonse) and SD62 staff on content, set and overall messaging. The videographer has been inspired from previous videos and the direction emerging in the new concepts.
- To develop script and sets of which the Elders are excited about production and content.

To support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data gathering tool to track indicators of academic, social emotional and engagement attributes	
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In Q1 the work undertaken was on the Indigenous Information Management System (IMMS):

- All NA'TSA'MAHT department staff were provided with refresher training and a focus-group for staff new to the application. Daily data is now being collected on all identified Indigenous students as of October 1, 2023.

Continue to implement the Strategic Communications Plan to develop, expand and implement respectful, effective, clear and transparent communications. Expand the Plan to include a focus on digital skills and digital resources for staff to use. Broaden out the reach of District Communications to provide equity of inclusion to specific schools that have received little or no coverage on the District website or social media.

In Q1, the work undertaken has seen the completion of the strategic communications plan as a tool for engaging SD62 stakeholders in a respectful, effective, clear and transparent manner. Some examples of progress include:

- Work is progressing in relation to digital skills and resources through the addition of a curriculum coordinator with skills in this area.
- The revised plan focused on increased equity of opportunity for communications. It was circulated to the Superintendent, Deputy Superintendent and the Board of Education.
- The Strategic Communications Manager met with middle and secondary principals at level meetings in Q1 to discuss communication strategies and stories.
- Digital Solutions, Curriculum Transformation and Human Resources staff have been working to create, post and implement a curriculum support position to assist with training of digital skills and digital resources.
- Support for the creation of resources for staff communications which can be easily accessed and adapted for school emergencies or incidents, these resources have been utilized over a dozen times since September 5.

Continue to develop, expand and implement a culture of wellness in the district through the Healthy Schools Healthy People plan and include work on: The Feeding Futures Fund; Digital safety and wellness.

In Q1, initial responses from staff, families and students to the Feeding Futures Fund have been very positive. The following has been achieved:

- The Feeding Futures Fund has been effectively actioned during Q1. The district completed its Request for Proposals (RFP) and selected the Flourish School Food Society. This nonprofit agency is preparing and delivering almost 600 meals to schools across the district. In addition, funding from the grant has been allocated to schools to support additional local projects. Examples include food service being actioned through secondary school culinary arts programs. Service
- Additionally, School Meal Program Coordinators were hired to facilitate food service at each school. These are CUPE positions, and we have been paying for Food safe training for them.

- Funding was provided to the NIE department to use in work with the First Nations we work with in SD62.
- Funding was provided to the ISP program to support newcomer and refugee students and families.
- Monthly meetings are held with Flourish School Food Society to review the program and to make changes as required.
- Presentations were made to SPEAC at their October meeting. Feedback from SPEAC members was very positive.
- All 29 of our schools and several departments are benefitting from the fund through a combination of food service and or school-based feeding future school grants. 17 schools are receiving breakfasts and-or lunches daily. Currently over \$1 million has been allocated.

Implement a new Employee Attendance and Wellness Support Program with an emphasis on:

- Developing a data-informed process to support constructive communications with individual employees regarding attendance performance;
- Providing supports for staff in need; and
- Raise organizational awareness regarding attendance issues.

In Q1, the following progress was made:

- Created and filled the newly created position of Employee Attendance Support and Wellness Coordinator. This role is critical in the district's efforts to collaborate with those employees who are not able to attend work consistently, thereby improving outcomes for employees and the system. The role will also increase the District's capacity to proactively support the wellness of all employees.
- Gathered samples of other Employee Attendance Support & Wellness (EASW) Programs currently in place at other school districts in BC. It is noted that there are a small number of districts that have such a program in place at this time.
- Ensuring robust and accurate employee absenteeism data, that is available without a great deal of manual effort, is a critical enabler of program success. It is proving to be more difficult than expected to develop the necessary data-gathering and reporting methodologies to support EASW objectives - deliverables.

Section 4 – Q1 Updates: Growth

The priority for growth in the strategic plan is to: **Pursue organizational excellence to support a vibrant school district.**

2021-2025 Growth Priority	
Pursue organizational excellence to support a vibrant school district	
G1	Develop, expand and implement, inclusive and collaborative, practices and processes
G2	Further the goals of the NA'TSA'MAHT Agreement following the objectives of 'One Mind' and 'One Spirit'
G3	Develop, expand and implement respectful, effective, clear and transparent communications
G4	Continue to develop, expand and implement a culture of wellness

Receive approval for and implement a Special Hiring Program, including the development and implementation of a supporting equity hiring practices policy.	
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- In Q1, work continued towards achieving a Special Hiring Program:
- Reviewed feedback, received late in the 2022-23 school year, from various stakeholder groups.
 - Adjusted draft Special Hiring Program Application to the BC Office of the Human Rights Commissioner (BCOHRC) considering stakeholder input. Once submitted, it will take at least 90 days to receive a response from the BCOHRC.

Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen organizational practices	
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In Q1, while progress was made by our consultants to finalize the report, it was not at a stage for implementation in Quarter 1. High school student focus groups, held over from June, were completed in September.

Create and implement the use of technical specifications that complement the design guidelines and standards and expand implementation to existing spaces.	
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In Q1, the initial set of specifications have been developed based on other districts that are experiencing similar growth. The process has been accelerated in hopes that the specifications can be used during the modular pilot project design in late 2023-early 2024.

Implement the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning activities.

In Q1, the working draft of the LRFP was completed with final completion set for the end of Q2. As intended, the final LRFP will be used to inform and support the District’s annual major and minor capital plan submissions in June and September 2024.

Develop and undertake a scan of available information and data about the district ahead of renewing the strategic plan.

In Q1, planning got underway to develop the timelines and scope of work with roll out of the process beginning in Q2. The planning includes contact points with the Leadership Team as well as the Resources Committee, a process like the one we undertake for budget development, to ensure full consultation.

Develop a strategy to ensure effective community use of our spaces.

Q1 saw the start of the development of the strategy along with consideration of existing challenges. Discussions will be held in Q2 with the Resources Committee to determine the Board’s vision of community use of our spaces and to address the operational challenges of implementing the vision.

Develop and implement a digital governance policy and structure which formalizes the boards’ role in overseeing Digital Solutions including the acquisition, integration, and management of digital assets in support of educational and support services.

In Q1, conversations with Executives have been initiated. Software and hardware selection, procurement and implementation continue to be largely decentralized. This creates organizational risk. Establishing clear Board policy will ensure clarity of accountability and improve alignment, coherence and efficacy.

Continue to raise awareness, provide training and implement cyber security and privacy policies in partnership with curriculum, inclusive, and safe school objectives.

In Q1, work included the review and selection of training vendors and the development of a privacy awareness program. Staff worked with Curriculum and Safe & Healthy schools to ensure planned training is relevant to the district context. Multi-factor authentication (MFA) was installed and configured.

Investigate the requirements to integrate data across Business (finance, HR) and Education departments to align resourcing across Strategic and Operational Objectives linking back to Student Success.

In Q1, due to September startup (1701, FESL, Enrolment), progress on this item has been slow but expected to pick up in Q2. A draft of possible metrics that could be gathered has been created.

Develop a sustainable proposal to provide equitable access to technology for students and support staff.

In Q1: Meetings initiated with 1) Student Device Working Group and 2) CUPE representatives to gather information and begin working on the plan.

Conduct an environmental scan of organizational design structures for the delivery of central administration and support services within large BC school districts in support of future strategic planning.

In Q1, the following work was undertaken:

- Reviewed options for ways in which to gather relevant data from other BC school districts to support project deliverables.
- Decided upon an approach whereby the project team will review organizational charts from a representative sample of small, medium and large sized BC school districts to identify differences and commonalities regarding organizational design. Of particular interest is how organizational design evolves based on the size of each school district.
- SD62 will also consult with relevant BCPSEA and/or BCASBO representatives for information that may be available to “fill-out” our understanding of organizational design elements currently in place across the BC K-12 Sector.

Develop a plan to increase the number of child care spaces on school grounds by looking to utilize grants to support the construction of new spaces.

In Q1, the following work was undertaken:

- **Childcare Maintenance:** Ensured childcare spaces by organizing shared areas in two schools.
- **Seamless Day Transition:** Facilitated a smooth transition for kindergarten students in the Seamless Day program.
- **Financial Planning:** Established a workable budget and managed childcare subsidies.
- **Childcare Center Visits:** Gained insights from visits to Lower Mainland childcare centers.
- **Childcare Grant Submission:** Prepared for Childcare BC New Spaces Grant submission.
- **Collaborative Projects:** Discussed collaborative childcare initiatives.
- **Community Partnership:** Supported Hulitan Family and Community Services Society's childcare project.

- **Family Outreach Services:** Set up outreach services for SD62 StrongStart centers.

Continue to implement the Energy Sustainability Plan by reducing our vehicle and building Green House Gas emissions towards the 2030 provincial targets.



In Q1, work was assigned to staff to include in updated Facilities Department Plan. Work to reduce emissions continues through School Enhancement Projects (SEP) and electrification of the yellow fleet.

Create an ethical framework for decision-making to guide board-level decisions through a lens of diversity, equity, inclusion, and social responsibility.



In Q1, planning for the ethical framework got underway with scanning for existing ethical frameworks and initial discussions on what lenses to use for the framework.

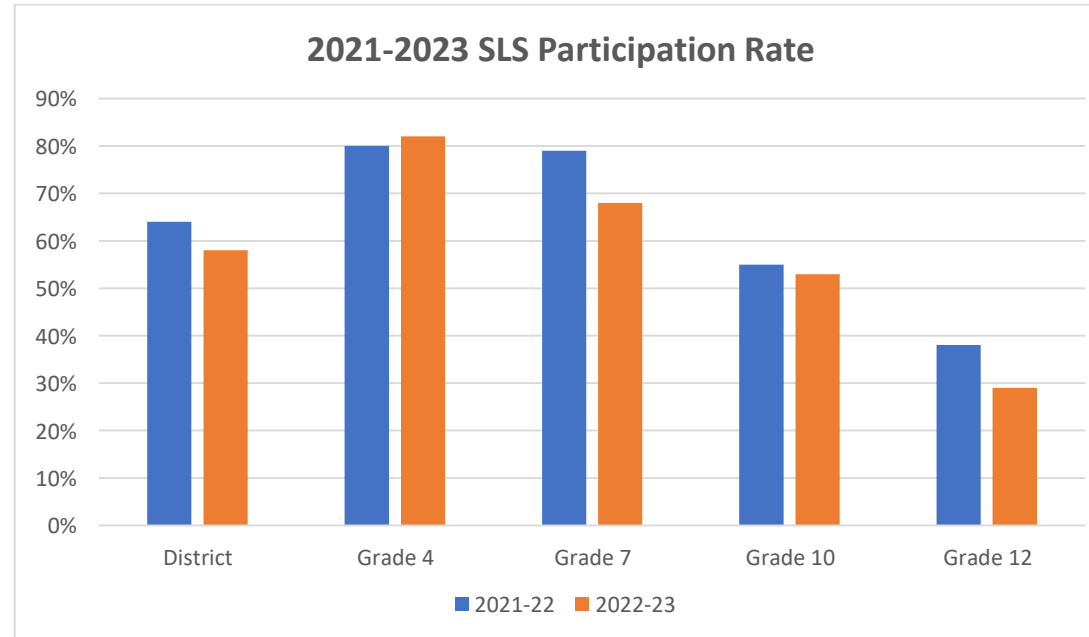
Section 5 - Updates on 2022-23 Ministry of Education and Child Care Data

Student Learning Survey (SLS): The Ministry of Education and Child Care (MECC) recently released the 2022-23 Student Learning Survey Data. Key elements related to the Operational Plan for this year are shown below. The full results can be found at: <https://catalogue.data.gov.bc.ca/dataset-student-learning-survey-sls->

Participation in the SLS

Participation in the SLS was, overall, lower than the previous year.

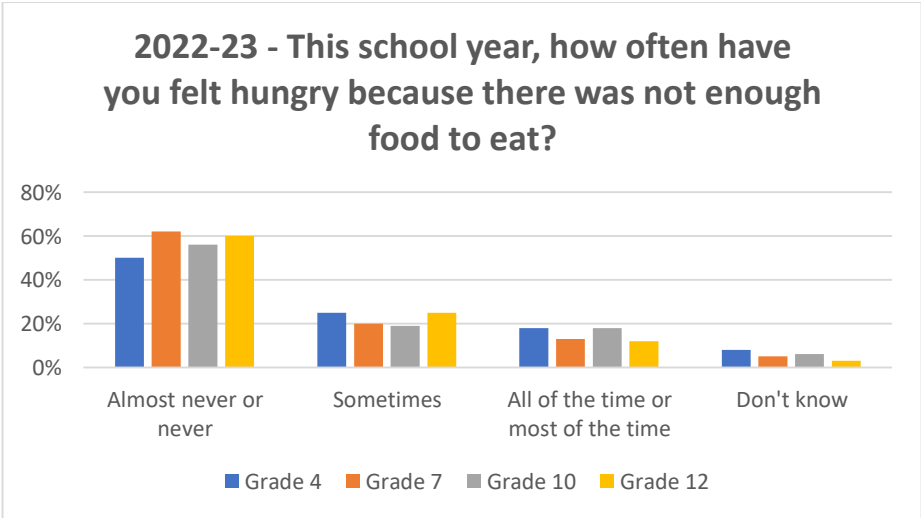
2022-23 District SLS Participation Rate			
Grade	Enrollment	Respondents	SLS Participation Rate
District (Gr 4, 7, 10, 12)	3893	2250	58%
Grade 4	966	790	82%
Grade 7	965	655	68%
Grade 10	1000	527	53%
Grade 12	962	278	29%



Focus on Food Security

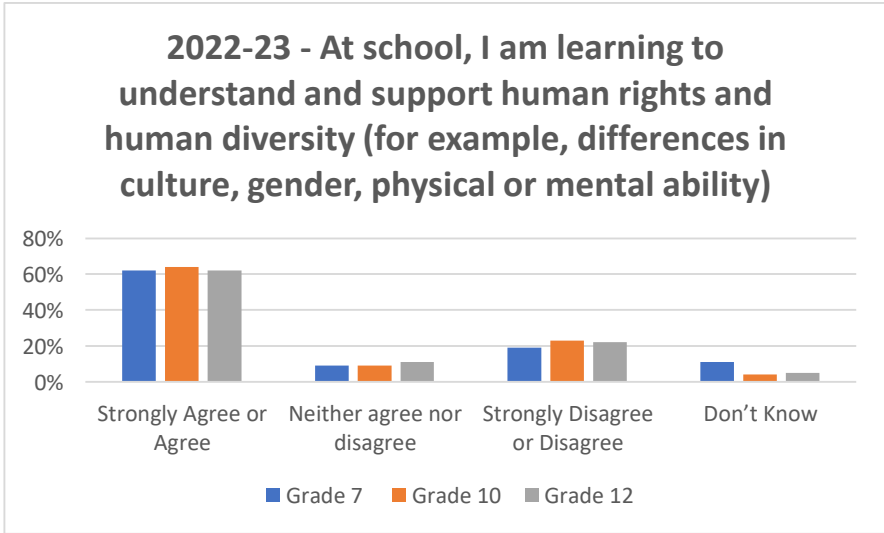
Question: This school year, how often have you felt hungry because there was not enough food to eat?

		Positive		Neutral		Negative		Don't Know	
School Year	Grade	Almost Never- Never		Sometimes		All of the Time- Most of the Time		Don't Know	
2021-22	4	50%		24%		18%		8%	
	7	65%		16%		15%		5%	
	10	50%		22%		22%		6%	
	12	54%		23%		19%		4%	
2022-23	4	50%	57%	25%	22%	18%	15%	8%	6%
	7	62%		20%		13%		5%	
	10	56%		19%		18%		6%	
	12	60%		25%		12%		3%	

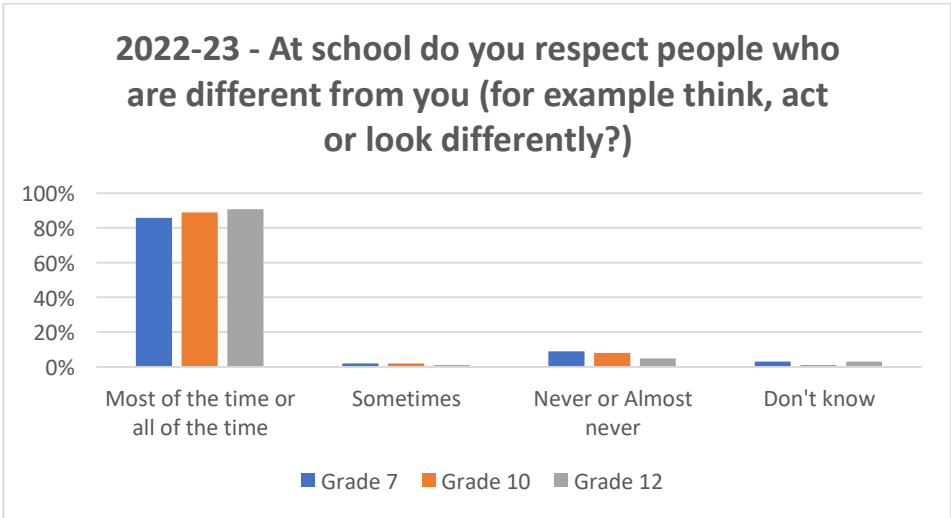


Focus on Diversity

Question - At school, I am learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability)									
School Year	Grade	Positive		Neutral		Negative		Don't Know	
		Strongly Agree or Agree		Neither agree nor disagree		Strongly disagree or Disagree		Don't Know	
2018-19	7	67%		15%		8%		10%	
	10	54%		23%		16%		8%	
	12	59%		27%		11%		3%	
2019-20	7	66%		17%		6%		11%	
	10	57%		22%		13%		8%	
	12	59%		18%		16%		7%	
2020-21	7	68%		15%		6%		10%	
	10	57%		21%		12%		10%	
	12	62%		22%		13%		3%	
2021-22	7	66%		5%		18%		12%	
	10	62%		10%		23%		4%	
	12	65%		13%		18%		4%	
2022-23	7	62%	63%	9%	10%	19%	21%	11%	7%
	10	64%		9%		23%		4%	
	12	62%		11%		22%		5%	

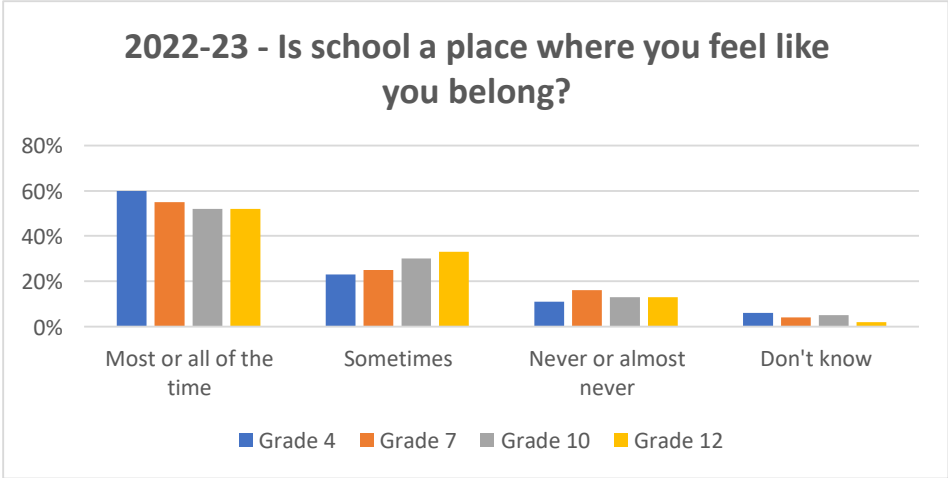


Question - At school do you respect people who are different from you (for example think, act or look differently?)									
		Positive		Neutral		Negative		Don't Know	
School Year	Grade	Most of the time	All the time	Sometimes		Never	Almost Never	Don't Know	
2018-19	7	91%		5%		2%		3%	
	10	83%		8%		3%		5%	
	12	86%		8%		5%		1%	
2019-20	7	90%		5%		2%		2%	
	10	83%		8%		6%		3%	
	12	86%		6%		4%		4%	
2020-21	7	89%		5%		2%		3%	
	10	87%		6%		2%		4%	
	12	91%		5%		2%		1%	
2021-22	7	87%		6%		2%		5%	
	10	88%		7%		1%		3%	
	12	93%		4%		1%		3%	
2022-23	7	86%	89%	2%	2%	9%	7%	3%	2%
	10	89%		2%		8%		1%	
	12	91%		1%		5%		3%	



Focus on Belonging

Question – Is school a place where you feel like you belong?					
		Positive	Neutral	Negative	Don't Know
School Year	Grade	Most or all of the time	Sometimes	Never or Almost never	Don't Know
2018-19	4	64%	19%	13%	3%
	7	52%	25%	20%	3%
	10	48%	28%	21%	3%
	12	51%	26%	19%	4%
2019-20	4	52%	23%	18%	6%
	7	42%	32%	21%	4%
	10	52%	25%	20%	3%
	12	44%	34%	20%	2%
2020-21	4	57%	22%	15%	6%
	7	46%	30%	19%	4%
	10	43%	33%	19%	5%
	12	49%	28%	20%	3%
2021-22	4	51%	29%	14%	6%
	7	52%	28%	13%	7%
	10	48%	33%	15%	4%
	12	52%	32%	12%	3%
2022-23	4	60%	23%	11%	6%
	7	55%	25%	16%	4%
	10	52%	30%	13%	5%
	12	52%	33%	13%	2%



POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Nov. 28, 2023

Draft revised Policy C-210 "Placement of Students" is scheduled for adoption.

RECOMMENDATION

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 C-210 "Placement of Students".

School District #62 (Sooke)

PLACEMENT OF STUDENTS	No.: C-210
	Effective: June 27/95 Revised: Reviewed: Oct. 3/23; Oct. 24/23; Nov. 28/23

SCHOOL BOARD POLICY

The Board supports the three basic principles of learning which guide all aspects of curriculum development and instructional practice in the schools of British Columbia. These are:

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

The Board understands that these principles require that provision must be made in each classroom for student learning needs, styles and rates.

The Board acknowledges that **not all students learn at the same rate, in the same learning environment, in the same ways. It involves the provision of individualized and responsive instruction and assessment opportunities.** Learning is a developmental process that proceeds in a unique way for each student. ~~and that the assessment and evaluation of student progress as well as the reporting on that student's progress must contribute to continued learning for the student.~~ The Board recognizes that controlled research studies consistently demonstrate that the effects of grade retention (failing) on student achievements are negative **and have impacts beyond the classroom.**

Therefore, it is Board policy that the placement of students Kindergarten through Grade 8 will be with their age level peers.

Board Info Note

Public Board Meeting

November 28, 2023

Agenda Item: 10.1 – School Naming

Purpose:

- To inform the Board of Education that in accordance with Policy F – 204: Naming of Schools, that a process in alignment with policy and regulations has been completed. The process engaged students, parents, staff and Indigenous Nations in a meaningful consultation leading to 3 potential names for the new school structure.
- This Information note aims to provide the Board with the necessary information and context in support of making an informed decision on a school name. Further, the note provides information that may prompt further questions of staff at the Board meeting, once again in support of the Board making the best possible decision for the school, district and our community.

Background:

- At the Education Policy Committee meeting on May 2, 2023, District Principal of Academy Programs, Wayne Kelly presented on the reasons for the formation of the new school. At this time, he provided notice to the Committee and by extension to the Board that a formal School Naming Process would begin in the 23/24 school year.
- Student Profile/Descriptor: Eagle Ridge students are engaged in District Academy programs, that were previously based at WestShore – Langford Campus or Belmont Secondary. Students are primarily training at the Eagle Ridge Recreation Centre, Westhills Arena, Starlight Stadium, Goudy Field or the Jordy Lund Bike Park, in addition to other sites around Langford and Colwood. Examples of programs are Pacific Coast Hockey Academy, Rugby Canada, Mountain Biking Canada, Golf Canada, and recent interest from Rowing Canada. With the City of Langford’s facilities and active pursuit of partnerships with National and Provincial team sporting bodies, the number of secondary students looking for a flexible grade 9-12 school program continues to grow.
- Through the advocacy work of District Principal of Academy Programs, Wayne Kelly, an opportunity to lease new classroom spaces that were being built at the Eagle Ridge Recreation Centre (City of Langford) emerged. Securing a lease for 4 classroom spaces and some office/teacher prep spaces in January 2023, moving forward students have begun attending classes at the site in the 2nd semester of 2022/23.

- In accordance with Policy F-204 “Naming of Schools”, a formal process of consultation with students, parents, staff, and our partner Indigenous Nations around a potential name for the new school as of September 2023, located in the Eagle Ridge Recreation Centre in Langford.
- As per Policy F-204 “Naming of Schools”, three school names emerged from the process for the Board’s consideration:
 - 1) **Eagle Ridge Academy School**
 - 2) **QELEÑSEN Á, LEN Secondary School**
 - 3) **Eagle Ridge Secondary School**

School Community Consultations:

Students: A student survey was developed in consultation with students. Staff facilitated conversations with students in each program and classroom that had students that were going to transition to Eagle Ridge in September 2023.

The following list of potential names were suggested by the student population:

- Eagle Ridge Academy School
- Eagle Ridge Secondary School
- Rising Stars Sports Academy
- Sooke District Sports Academy School
- Eagle Ridge Sports Academy school
- Prime Sports School
- Rising Stars Academy
- Sooke School District Academy School

School Community Survey Results:

Results for Student Survey: Top 3 choices - 75 students participated in the survey

- 1) Eagle Ridge Academy School - 42%
- 2) Eagle Ridge Secondary - 21%
- 3) Prime Sports School - 11%

Results for Parent Survey: Top 3 choices - 30 parent responses

- 1) Eagle Ridge Sports Academy School – 45%
- 2) Eagle Ridge Academy School – 23%
- 3) Eagle Ridge Secondary School - 7 %

Results for Staff Survey: Top 3 choices - 9 staff responses

- 1) Eagle Ridge Secondary School – 52%
- 2) Sooke School District Academy School – 15%
- 3) Eagle Ridge Academy School – 13%

An email was sent to all parents of students attending Academy Programs that were identified as potential students to be part of the Eagle Ridge School community. The email requested suggestions and their opinion on school name, along with sharing the names that students had brainstormed. Through this process the suggestion of Eagle Ridge Sports Academy School emerged as the leading choice from parents.

Several emails were returned that provided a consensus sentiment of being grateful for being consulted. Parents offered a variety of opinions; simply stated, the regional location of the campus and the current reality of Academy programs primarily serving students pursuing sports activities was the main motivation for the leading suggestion.

Indigenous Consultations:

With tremendous support from our NA'TSA'MAHT Indigenous Education Department, initial consultations with the Nations SD62 serves begun at the "4 Posts" meetings in September, 2023. It was determined the current school site was on the shared territories of the Coast Salish, with the Scia'new Nation's traditional territory being the nearest Nation to the school site.

Consultation with Songhees and Esquimalt Nations regarding a decision to choose an Indigenous school name was conducted. The Nations were grateful and acknowledged the request. Their response spoke to their partnership with SD61 and deferred to the Nations that SD62 partners with as being the Nations to consult. As a result, the 4 Posts advised that the gifting of an Indigenous name would come through the Scia'new Nation.

Working directly with Scia'new Nation, the Elder's circle met for the first time on November 6th, 2023. The recommendation was brought to the Beecher Bay Education Circle on Nov. 20th, and T'Sou-ke LEA meeting on Nov. 21st for information. With guidance from SENĆOŦEN language teachers and local Elders Lavina Charles and Shirley Alphonse, the SENĆOŦEN name recommendation to bring forward for 'Eagle Ridge' is:

QELENSEN Á,LEN (Secondary School)

K-wuh lun sun eh lun

Pronunciation

In consultation with SD62's partner nations, SENĆOŦEN is the language currently being taught and supported across the district. **QELENSEN Á, LEN** is SENĆOŦEN, when translated is "Eagle House" the gifted name for the school. The powerful spirit, resilience and grace that the Eagle symbolizes are the attributes that come with the word, **QELENSEN** and the word, **Á, LEN** means house or in this context, school.

Respectfully submitted,

Paul Block - Deputy Superintendent

QELEŅSEN



Bald Eagle

credit: T'Sou-ke First Nation / Mark Gauti, Visual Artist / Jennifer Dumont, Language Curriculum Sum-SHA-thut Lellum

Please note: sample image to inspire – not a gifted image or school logo at this time.

**Report to the Board of Education, Sooke School District
RE: NA'TSA'MAHT Education Council Meeting at Lekwungen Room,
SD62 School Board Office, October 25, 2023**

1. Introduction Circle with Community Sharing

2. NA'TSA'MAHT Indigenous Education Update - Jon Carr/ Marlys Denny

- District Lellum: Overview of Indigenous students/1701
 - Total of 1,243 Indigenous students receiving programs
 - Distinctions-based approach discussed, using the 4 Posts of the Longhouse model- **Attachment #1**
- Overview presented of the new Indigenous Information Management System
 - Centralized online system for staff to record service connections, honouring the service provided by Indigenous Education staff via targeted funds
 - Reports from the system will provide meaningful data on how students are supported
- Elder Program & Role Model Program – Katie Gaetz
 - 7 Elders in Residence, some with weekly schedule in schools and some with a rotating schedule in schools
- Community Events
 - Distinctions-based planning for each Indigenous group
 - Save the Dates:
 - **May 8, 2024** - Grade 12 Tri-District Land based Celebration at Camp Thunderbird
 - **May 29, 2023** - Indigenous Graduation at Royal Bay Secondary
- Reviewed & Discussed NEC Terms of Reference dated January 18, 2023.
 - No changes were made.
 - **Motion approved**
- Through the 4 Posts a call for a Community Co-Chair.
 - Welcome Tara Jensen, co-chair NA'TSA'MAHT Education Council T'Sou-ke Nation Representative
- Review and Discussed the NIE Budget
 - **Motion approved**

3. School District Update – Paul Block

- New School Naming: SĆIΛNEW STĒLITKĒL gifted by Sc'ianew First Nation
- Currently consulting to bring an Indigenous name to the Board for the new Eagle Ridge Secondary School
- Deputy & Associate Superintendent
 - Monica Braniff will move into the role of Deputy Superintendent January 1, 2024
 - D'Arcy Deacon hired as the new Associate Superintendent January 1, 2024. He comes from the Gulf Islands School District
- Enrollment update presented
- Foundry Request for Letter of Support Reviewed & Discussed
 - **Motion approved**
- MLA Office Request for NA'TSA'MAHT Logo was discussed - **Tabled**
 - Council requests more information and clarification of intent.

Next Meeting: Wednesday, December 13, 2023 12:30 – 3:00 in SD62 SBO Lekwungen Room

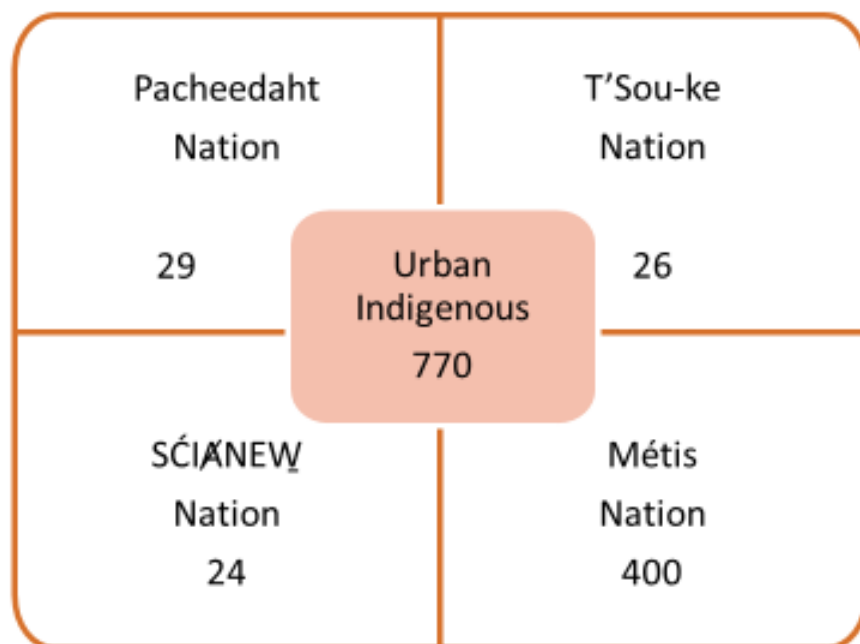
Lunch will be served at 12:30 – 1:00.

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, Nuuchahnulth. (Words gifted by the Nations SD62 works with.)

Attachment #1



The 4 Posts of the Longhouse Model



- Distinctions based approach to programming
- Consultation with each Indigenous Group
- Land-based Nations as primary rightsholders of consultations
- All Indigenous peoples as rightsholder under section 35 on Constitution
- Total 1,243 Indigenous students receiving programs

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

Board of Education 90-Day Plan Work Plan Summary

Action	December 2023	January 2024	February 2024
Approve		- Budget Principles & Assertions, Plan & Timelines	- Amended Budget School Fees
Review	- Annual Budget Recalculation and Draft Budget Process - Superintendent Growth/Transition Plan	- Policy positions for submission to BCSTA AGM	- 2nd Quarter Reports: - Strategic Plan Q2 - Financial forecast - Enrolment update - Minor & Major Capital Work
Complete	- Organizational Meeting of the Board – Board Elections - BoE Committee Assignments	- BCSTA Policy/Motions for AGM - BCPSEA Annual - General Meeting (Jan 25-26 TBC) – Trustee Rep	- Partner/Liaison Mtg – MECC (Chair/ST/Supe) (Feb. 9) - Partner Budget Presentations (Feb.20) - BCSTA Provincial Council (Feb 24) Municipal Partner Meetings (Chair, S-T & CEO)
Engage	- SBO Winter Lunch – Chili Cookoff (Dec. 22) - Attend school holiday functions - Municipal Partner Mtgs (Board/Council to be arranged)	- Rights/Stakeholder/ Partner engagement ahead of updating the Vision, Mission, Values and beliefs - Board/Minister Mtg (TBD)	- Board Planning Session Vision, Mission, Values and Beliefs (Feb. 5)

Board Information Note

Public Board Meeting

November 28, 2023

Agenda Item 11.1: Superintendent's Update

LEARNING

Board/Executive School Visits for Feeding Futures

- On Wednesday, November 15, several trustees along with the Executive Team visited Edward Milne Community Secondary and Ruth King Elementary to see the Feeding Futures program in action and to talk with students and staff.
- Trustees were able to see the breakfast program offered at EMCS along with food preparation for lunch and witnessed the delivery of a large donation of food through the food recovery program organized by the Mustard Seed.
- Students were highly complimentary of the food programs and the impact they have on their day.
- At Ruth King, we were able to visit and speak with a grade one classroom to understand how they perceive and “like” the food program. From there, we were able to see the lunch program in action and try some of the food on offer.
- The Feeding Futures program, as evidenced by these two examples, is having a significant impact on the educational and daily lives of many students across our school district.

ENGAGEMENT

Annual Growth Planning:

- As part of the district's continual growth cycle, managers, directors, vice-principals, and principals reflect on their professional practice and set key goals for their continued growth as system leaders.
- Over the past month (or so) managers and vice-principals have submitted their growth plan to directors and principals, while directors and principals have submitted their plans to the superintendent.
- The superintendent then meets with all directors and principals to discuss their plans, the strategies they have chosen for development, and the indicators that they will use to determine growth and achievement.
- These meetings are incredibly powerful and provide positive insight into the work of our system leaders. School year-end debrief meetings occur to follow up and understand the growth and success that has occurred.

Diversity, Equity, Inclusion and Anti-Racism Training:

- On November 10, trustees and executive staff gathered for professional learning with former SD62 teacher, Mandart Chan.
- Mandart led an afternoon of learning and discussion to build a deeper understanding for trustees and executive staff on each of the areas of diversity, equity, inclusion and anti-racism training.
- This information, coupled with recent work that the district has been doing through surveys and focus groups to better understand diversity, equity, and inclusion, will assist the Board in making decisions and setting future direction in these areas.

Engagement:

- The NA'TSA'MAHT Indigenous Education Department began a consultative process with Pacheedaht Nation in late October and on-going through November to re-negotiate a new Local Education Agreement. We will be engaged in a process for several months as we build towards an agreement that serves the Nation and the District in a good way. We look forward to the opportunity to report out on the good work and to share in celebration with the Nation when we have reached consensus on a new agreement.

GROWTH

Media Interest in District Growth:

- With the finalization of district enrolment numbers in mid-October and the announcement of additional expansion funding for David Cameron and Ruth King elementary schools, there has been considerable media interest in our district.
- Following the prefabricated addition media event on October 31 and subsequent interviews, the district released information about our continued growth and space pressures, even with these new spaces being added.
- Since the last Board meeting, the deputy superintendent and superintendent have done nine media interviews on this topic.