

**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
September 12, 2023 – 6:00 p.m.**

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

Regrets: Russ Chipps, Trustee (Committee Member)

Guests: Denise Wehner and Laura Schwertfeger

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 opened the meeting with acknowledgment of the territory that she visited over the summer and invited members of the committee to also share their own travels and the lands upon which they visited. Chair welcomed members back to the school year and thanked them for their contributions to the Education-Policy Committee.

3. **COMMITTEE REPORT** of June 6, 2023, Education-Policy Committee meeting

The committee report for the June 6, 2023 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There are no BAA course proposals for this meeting.

5. **REVIEW OF POLICIES/REGULATIONS**

a. Committee Review of Mandate for the Education-Policy Committee – Allison Watson and Paul Block

Chair Watson suggested that the committee review its mandate at the start of every year. The mandate, as outlined in Regulation A-340, was reviewed by the committee. Members agreed that this is an accurate reflection of their work. There was a comment from the floor concerning the Ministry of Education moving to Ministry of Education and Child Care, and that as such, the committee needs to also reflect intentionality for the Child Care portion. Other comments were shared regarding the need to review outdated language.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) direct the Governance Committee to review Administration Regulation A-340 for the purpose of updating context and language.

- b. Draft New Policy and Regulations B-335 “Communicating Student Learning and Reporting” - Dave Strange

Associate Superintendent Strange reviewed the draft new “Communicating Student Learning and Reporting” policy and regulations. These changes bring the district into compliance with the revised Ministry Reporting Order (July 1, 2023). Input was gathered through the collective efforts of partner groups under the leadership of Denise Wehner, District Principal of Curriculum Transformation. Appreciation was given for the work of the committee, including its communication with parents and staff. STA gave feedback about a suggested shift in wording from “learning challenges” to “learning progress”, this change has now been reflected in the revised policy and regulations. There was discussion on “IE” and when it may carry on beyond the school year (only in grades 9-12 and when certain criteria are met). There are funding implications to this decision, and it can only happen when there is an expectation for completion of the learning outcomes.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations B-335 “Communicating Student Learning and Reporting”.

6. **NEW BUSINESS**

- a. Presentation - HSHP Table to The Village Initiative – Dave Strange

Associate Superintendent Strange reviewed the district’s previous work in relation to Comprehensive School Health. The initial intent of this group was to invite representation from partner groups and build relationships. The Healthy Schools, Healthy People table continued to evolve and moved to include senior staff from a variety of organizations including MCFD, IH, local municipalities and the school district. The HSHP table formally became The Village Initiative (TVI) with the district as a founding member. The work of this committee is done by staff with information then coming back to the Board. TVI is reviewing the roles of its members and their relationship with the Board’s various agencies.

The mandate of this group is:

1. To work collaboratively to address space needs.
2. To better coordinate our services and avoid competition for resources.

SPVPA spoke to the valuable relationships and services coming through this group. Deputy Superintendent Block shared that TVI is meeting to begin the initial conversations that may lead towards a Foundry coming to the region. The partnerships are looked highly upon, and we are seeing powerful results from this collaboration. Appreciation was shared for the leadership of Cindy Andrew.

b. Global Stewardship – Denise Wehner and Laura Schwertfeger

This presentation reviewed the language of Global Stewardship and Global Citizenship, including its definition and connection to the District Strategic Plan. Ms. Wehner and Ms. Schwertfeger looked at current initiatives in the district that speak to Global Citizenship and Stewardship, including the Global and Intercultural Skills Program (GISP) currently at Royal Bay Secondary School. Seventeen Global Sustainable Development Goals have become the foundation for professional learning and resources in the Sooke District. Ms. Wehner and Ms. Schwertfeger shared opportunities that the district is exploring to provide educators and students experiences in developing global stewardship and citizenship. Interest in this area is continuing to be strong with a keen interest in outdoor learning and in the area of cultural awareness and sensitivity. CUPE asked about the role of support staff and how they will also be brought along in this journey of learning. SPEAC is wondering how this program will bring together children with various English language skills. Appreciation was shared with Ms. Wehner and Ms. Schwertfeger for their work in reviewing the variety of available opportunities within the district. Staff are moving forward with this broad-based framework upon which we can attach many opportunities unless the Board wishes staff to pursue a different direction. As work unfolds through this school year, staff will bring back a review of the various initiatives, including collaboration with NIE and its voice within global citizenship.

7. **FOR INFORMATION**

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

This will be through informed consent and done with a current staff member in the district.

b. Research Project Approval – Gu, Zhimei – “Cat5 National Data Collection Study”

This is a standardized, norm referenced test. The research project is being shared with teachers to see if there is any interest in participation.

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** Oct. 3, 2023

Meeting adjourned at 7:49

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

September 26, 2023

Draft new Policy and Regulations B-335 "Communicating Student Learning and Reporting" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations B-335 "Communicating Student Learning and Reporting".

School District #62 (Sooke)

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| COMMUNICATING STUDENT LEARNING AND REPORTING | No.: B-335 |
| | Effective: Revised: Reviewed: Sept. 12/23 |

SCHOOL BOARD POLICY

The Board believes that consistent, timely and meaningful student reporting supports student learning by ensuring parents/caregivers and students are informed about student progress to proactively work together to enhance student success. Students are best positioned for success when parents/caregivers are made aware of learning challenges and prompted to provide support. To this end, processes and practices related to communicating student learning and reporting are to be in alignment with the BC K-12 Reporting Policy and Ministerial Orders. The Policy applies to all students, including students with disabilities and diverse abilities and English and French language learners.

Student reports contain the personal information of students and are to be maintained and shared in accordance with the School Act and related Sooke Policy D-330 Governance of FOIPPA – Access to Information and the Freedom of Information and Protection of Privacy Act.

Authority

See the following Ministerial Orders and Regulation:

- *School Regulation*, B.C. Reg. 265/89: [School Regulation \(PDF\)](#)
- Ministerial Order 93/22, the [Graduation Program Order \(PDF\)](#)
- Ministerial Order 150/89: [Special Needs Students Order \(PDF\)](#)
- Ministerial Order 190/91: [Permanent Student Record Order \(PDF\)](#)
- Ministerial Order 184/23: [Learning Update Order \(PDF\)](#)
- Ministerial Order 192/94: [Provincial Letter Grades Order \(PDF\)](#)
- Ministerial Order 231/19: [Educational Program Guide Order \(PDF\)](#)
- Ministerial Order 295/95: [Required Areas of Learning in an Educational Program Order \(PDF\)](#)
- Ministerial Order 638/95: [Individual Education Plan Order \(PDF\)](#)

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|---|---|
| COMMUNICATING STUDENT LEARNING AND REPORTING | No.: B-335 |
| | Effective: Revised: Reviewed: Sept. 12/23 |

ADMINISTRATIVE REGULATIONS

The purpose of reporting is to communicate student learning at regular intervals to students, parents and caregivers on how well students have achieved the learning outcomes of the various courses or subjects they are taking. Principals and teachers shall ensure that parents and caregivers are provided with complete, easily understood, and accurate evaluation of students' performance. Teachers gather evidence of what students are able to do based on criteria from the Learning Standards for each course. Reporting procedures are developed in accordance with BC Ministerial Orders and Policies, Guidelines, and relevant Sooke School District policies and procedures.

A) Procedures of Communicating Students Learning and Reporting

1. During the school year, K-12 schools will provide parents and caregivers of students with at least five Learning Updates describing students' progress in the formats of:
 - a. Two Written Learning updates.
 - b. Two Informal Learning updates.
 - c. One Summary of Learning.
 - d. Written Learning Updates and Summary of Learning are to be completed using District approved formats and methods of communication.
2. Written learning updates for students in grades K-9 include the following:
 - a. Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP, using the Provincial Proficiency Scale.
 - b. Feedback in relation to the Learning Standards describing student strengths, areas for future growth, and opportunities for further development.
 - c. Descriptive feedback on areas of significant growth and opportunities for further development.
 - d. Information on student attendance.
 - e. Information on where families can access student self-reflection and goal setting:
 - i. Teachers provide opportunities during class time for students to self-reflect on the core competencies and to set goals.
3. Written Learning Updates for students taking coursework in grades 10-12 must include the following:

- a. Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP using letter grades and percentages.
 - b. Feedback in relation to the Learning Standards describing student strengths, areas for future growth, and opportunities for further development.
 - c. Descriptive feedback on areas of significant growth and opportunities for further development.
 - d. Information about student attendance.
 - e. Information on where families can access student self-reflection and goal setting:
 - i. Teachers provide opportunities during class time for students to self-reflect on the core competencies and to set goals.
4. Two informal learning updates for all students in K-12. These may be provided in a variety of formats including:
- a. conferences, in-person or virtual discussions, telephone calls, emails, digital portfolio entries, or written summaries.
 - b. Teachers must keep a record of Informal Learning Updates noting the date, the topic or focus of the communication, and follow-up actions. Records are to be shared with the school Principal and/or Vice-Principals upon request.
5. A Summary of Learning is a written report completed in MyEducation BC that describes and summarizes student learning and growth across the year in clear and accessible language, and must include the following:
- a. A summary of student learning in all areas of learning in which the student has studied during the school year, using the BC Proficiency Scale for students in grades K to 9, and using letter grades and percentages for students taking courses in grades 10-12.
 - b. Feedback describing student strengths, areas for future growth, and opportunities for further development.
 - c. Summary information about student attendance.
 - d. Information on where families can access student self-reflection and goal setting:
 - i. Teachers provide opportunities during class time for students to self-reflect on the core competencies and to set goals.
 - e. A Graduation Status Update indicating student progress in relation to the graduation program requirements (grades 10-12).
 - f. A paper copy must be included in the Permanent Student Record file at the end of each school year.

B) Ministry Designated Students

- a. Where a student with diverse needs is expected to achieve or surpass the learning standards as set out in the provincial curriculum, regular grading practices and reporting procedures will be followed.
- b. Where students with significant cognitive disabilities and diverse abilities are assessed and evaluated only on individualized learning goals as outlined in their Individual

Education Plan (IEP), the use of letter grades, percentages for reporting the progress of these students may not be appropriate.

- c. Where a student identified as an English Language Learner (ELL) as reported on Ministry form 1701 is impeding a student from demonstrating their learning in relation to the Learning Standards of the curriculum, for a specific area of learning, the use of the BC Proficiency Scale or letter grades may be inappropriate. Descriptive feedback reports will be used to describe the student's progress until the student's English language development enables them to provide evidence of their learning.

C) BC Provincial Proficiency Scale

- a. The four-point Provincial Proficiency Scale is used to communicate student learning in all areas of learning and is a requirement for student reporting for grades K to 9. It is important to recognize that obtaining proficient is not the end of learning. If a student enters a learning experience with proficient understanding or achieves proficient during the school year, the aim becomes to dig deeper and reach toward extending their understanding. The four points on the scale are:
 - i. Emerging - Indicates that a student is just beginning to demonstrate learning in relation to the learning standards but is not yet doing so consistently. Emerging isn't failing. The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.
 - ii. Developing - Indicates that a student is demonstrating learning in relation to the learning standards with growing consistency. The student is showing initial or partial understanding but is still in the process of developing their competency in relation to the learning standards relevant to the expected learning.
 - iii. Proficient- Indicates when a student has demonstrated a complete understanding of the concepts and competencies relevant to the expected learning expected learning in relation to the learning standards. Proficient is not synonymous with perfection. Instead, the student is able to demonstrate their learning consistently or most of the time.
 - iv. Extending - Indicates a student is demonstrating learning in relation to the learning standards with increasing depth and complexity. Extending is not a bonus or reward and does not necessarily require the students to do a greater volume of work or at an advanced grade level. The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.
- b. IE (Insufficient Evidence) The student has not provided sufficient evidence of learning in relation to the learning standards. IE is used to alert parents, caregivers, and students when a student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards. IE may not always be the most appropriate letter grade to assign and is only appropriate when students, parents, and caregivers have an interest in demonstrating further evidence of learning and would like to have the student's mark eventually translated into a proficiency scale indicator. 'IE' may not extend beyond the school year in K-9 and is to be converted to "*Emerging*" for the Summary of Learning with descriptive feedback, at the end of the school year.

- c. Examples of when IE might be used:
 - i. A student has recently moved to a new school or the district.
 - ii. A student has been away from school for a significant period of time.
 - iii. A student who needs to provide further evidence of learning.

D) Letter Grades and Percentages

- a. Letter grades and percentages are used in grades 10-12 to indicate a student's learning in relation to the learning standards. The process for letter grade symbols and corresponding percentages and definitions are set out in [Ministerial Order 192/94 The Provincial Letter Grades Order](#).
- b. **A** - 86% to 100% The student demonstrates excellent or outstanding learning in relation to the learning standards.
- c. **B** – 73% to 85% The student demonstrates very good learning in relation to the learning standards.
- d. **C+** - 67% to 72% The student demonstrates good learning in relation to the learning standards.
- e. **C** – 60% to 66% The student demonstrates satisfactory learning in relation to the learning standards.
- f. **C-** - 50% to 59% The student demonstrates minimally acceptable learning in relation to the learning standards.
- g. **F** – 0% to 49% The student has not demonstrated or is not demonstrating minimally acceptable learning in relation to the learning standards period prior to assigning an F, it is important students, parents, and caregivers are made aware of any concerns and given a chance to address the needs of the student.
- h. **SG** (Standing Granted) In cases where completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade. SG may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by an adjudication process authorized by the principal or vice principal in charge of a school.
- i. **TS** (Transfer Standing) TS may be granted by the Principal or Vice-Principal in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternately, the Principal or Vice-Principal in charge of a school may assign a proficiency scale indicator or letter grade and percentage on the basis of an examination of those records.
- j. **IE** (Insufficient Evidence) The student has not provided sufficient evidence of learning in relation to the learning standards. IE is used to alert parents, caregivers, and students when a student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards. IE may not always be the most appropriate letter grade to assign and is only appropriate when students, parents, and caregivers have an interest in demonstrating further evidence of learning and would like to have the student's mark eventually translated into a letter grade and percentage. Otherwise, SG or F may be more appropriate. Examples of when IE might be used:
 - i. A student has recently moved to a new school or the district.

- ii. a student has been away from school for a significant period of time.
- iii. A student who is below 50% and needs to provide further evidence of learning to pass a course.

Reference Authority:

- *School Regulation*, B.C. Reg. 265/89: [School Regulation \(PDF\)](#)
- Ministerial Order 93/22, the [Graduation Program Order \(PDF\)](#)
- Ministerial Order 150/89: [Special Needs Students Order \(PDF\)](#)
- Ministerial Order 190/91: [Permanent Student Record Order \(PDF\)](#)
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Global Stewardship and Citizenship

Laura Schwertfeger
Denise Wehner

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Global Citizenship



Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national, and the global.

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SOOKE SCHOOLS 62
Shaping Tomorrow Today

End poverty in all its forms everywhere. **VIEW GOAL**

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

Ensure availability and sustainable management of water and sanitation for all. **VIEW GOAL**

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

17 Global Sustainable Development Goals

EXPLORE VOICES FOR CHANGE - A GLOBAL GOALS WORLD

5

SOOKE SCHOOLS 62
Shaping Tomorrow Today

Resources and Professional Learning

LSF Learning for a Sustainable Future

FIRST & SECOND GRADE LESSON PLANS

First & Second Grade Lesson Plans

LESSON PLAN TITLE
Take Action for Peace

LESSON PLAN TITLE
Internet Access for All: A Question of Equity

DESIGNERS
Jennifer Metzler, Erin Sears, Wendy Turner, Lisa Jacobsmeyer

SUMMARY AND RATIONALE
The internet is an important component of 21st century life, particularly in education, yet not all homes, schools, communities have access to the internet. This lesson serves to raise awareness of the internet as an essential utility that enables people to have access to information, government and financial services, and educational opportunities. Students will practice perspective-taking to help students understand how access to the internet supports sustainable communities and strong institutions.

GRADE
3rd & 4th

TIME FRAME
1-2 sessions, 45-60 min. each

SUBJECTS
Language Arts
Science
Social Studies
Mathematics
Technology
Arts

STANDARDS

- SDG 11: Sustainable Cities and Communities: Make cities and human settlements inclusive, safe, resilient and sustainable.
- SDG 16: Peace and Justice and Strong Institutions. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.


UNDERSTANDING

- The internet is an essential utility that impacts quality of life.
- The internet is a critical component of a quality 21st century education.
- Access to the internet affects many groups of people (stakeholders).


ESSENTIAL QUESTIONS

- Why is access to the internet an essential utility?

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AKFC: International Development Education and Awareness (IDEA)



IDEA is an experiential learning program that increases the understanding of international development issues among youth (aged 12 to 18) in Canada and improves their access to, and use of, equitably distributed global citizenship learning products, resources, and opportunities.

Duration

5

years

Budget

\$6.1 m


(GAC contribution: \$5.8 million)

Reach

1,360,000

Canadian youth

Location



5,000


Canadian educators


Ultimate Outcome





Enhanced engagement of youth in Canada in Canada's international development efforts towards the achievement of the SDGs and FIAP¹, with a specific focus on gender equality and the empowerment of women and girls.


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IDEA programming to enhance the awareness, opportunity, and skill of educators





| Framework Dimension | IDEA Initiatives to support this stage |
|--|---|
| <p> Educators possess the skill to inspire curiosity in students, and can navigate and articulate complex development-related concepts, and use effective teaching strategies</p> | <ul style="list-style-type: none"> Accompanying toolkit and curriculum for youth signature initiatives Online seminars for knowledge development |
| <p> Educators have the awareness of international development as a curriculum area, and a basic interest in integrating it</p> | <ul style="list-style-type: none"> Digital interactive map on SDGs / International Development Resource guide– list of recommended reference material |
| <p> Educators have and recognize the opportunity to tailor their curriculum to include international development-related themes in an effective way</p> | <ul style="list-style-type: none"> List of events, opportunities, and internships with a global development / SDG focus, at the regional and national level |
| <p> Educators inspire students to act to further their education and / or careers in the global development arena, and support or mentor fellow teachers</p> | <ul style="list-style-type: none"> The above initiatives + Immersive Educator Institute |

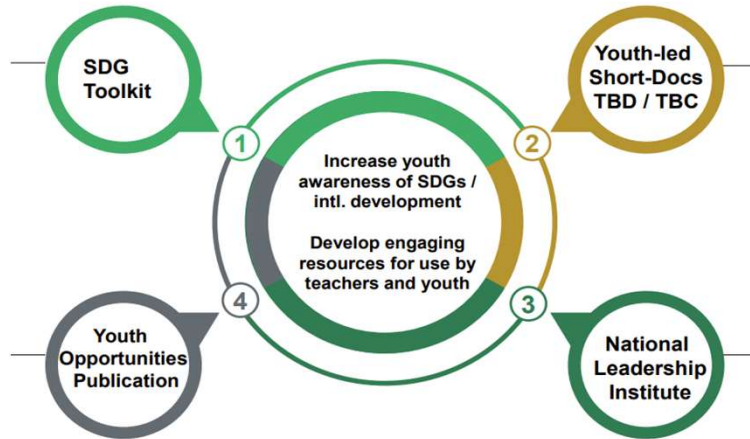


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Possible Opportunity – Students



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Next Steps



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Feedback? Questions?

