

Public Notice – Board of Education Online Public Meeting

A public meeting of the Board of Education for School District 62 (Sooke) **will be held on June 27, 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
June 27, 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 June 27, 2023, as presented (or as amended).
- 3. MINUTES (page 6)**
 - 3.1 Call for amendments to minutes
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the May 23, 2023, as presented (or amended).
- 4. INFORMATION ITEMS AND ANNOUNCEMENTS**
 - 4.1 Interim Board Chair Update –Amanda Dowhy (page 13)
- 5. EDUCATIONAL PRESENTATIONS**
 - 5.1 Student Trip to Seattle – September 2, 2023– Laura Fulton (page 15)
 - 5.2 Student Trip to Santa Barbara, CA – October 20-23, 2023 – Ray Barkwill (page 26)
 - 5.3 Student Trip to Round Rock, TX – November 10-13, 2023 – Ray Barkwill
 - 5.4 Student Trip to Palm Springs, CA – January 12-15, 2024 – Ray Barkwill
 - 5.5 Student Trip to Irvine, CA – January 26-29, 2024 – Ray Barkwill
 - 5.6 Student Trip to Sister, OR – May 3-6, 2024 – Ray Barkwill
 - 5.7 Exchange School Relationship Application – March 2-30, 2024, Royal Bay Secondary School – Mike Huck (page 59)



5.8 District Literacy Program – Denise Wehner (page 68)

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence

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

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee – Meeting of June, 2023 – Amanda Dowhy (page 70)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve a temporary decrease of the unrestricted operating surplus to an amount of 1% of the operating budget as at June 30, 2023 with any residual surplus to be restricted for space mitigation costs.

Motion Requested: That the Board of Education of School District 62 (Sooke) direct staff to write a letter to the Ministry of Education and Child Care requesting the Ministry to fully fund the purchase of portables for growing districts in order to preserve operating funding for the educational purposes for which it was intended.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the Feeding Futures report as presented at the June 13, 2023 Resources Committee Meeting.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of June 13, 2023.

7.2 24/25 Major Capital Plan – Harold Cull (page 73)

Motion Requested: that the Board of Education of School District 62 (Sooke) approve the 24/25 Major Capital Plan submission as presented to the Board of Education on June 27, 2023.

8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of June 6, 2023 – Allison Watson (page 76)

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy B-133 “Online Learning”.

Motion Requested: That the Board of Education for School District 62 (Sooke) receive the 2023-24 Operational Plan as presented at the Education-Policy Committee meeting of June 6, 2023.



Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of June 6, 2023.

8.2 Adoption of Policy and Regulations – Scott Stinson (page 96)

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 revised Policy and Regulation B-330 “Learning Assessment”.

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 revised Policy and Regulation D-330 “Access to Information”.

8.3 Amendment to Regulation C-329 “Field Trips” – Cendra Beaton (page 113)

Motion Requested: That the Board of Education of School District 62 (Sooke) direct staff to revise the administrative regulations for Policy C-329, Field Trips to ensure that students of all gender identities have equitable opportunities for inclusion and participation with accommodation that prioritize their emotional and physical safety.

8.4 Framework for Enhancing Student Learning Targets – Paul Block (page 114)

9. STUDENTS

10. FOUNDATIONS AND GOVERNANCE

10.1 Board Work Plan 90 Day Outlook – Amanda Dowhy (page 131)

10.2 NA'TSA'MAHT Enhancement Agreement Final Report – Paul Block (page 132)

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the NA'TSA'MAHT Enhancement Agreement Final Report (NEAR) as presented.

11. ADMINISTRATION

11.1 Superintendent’s Report – Scott Stinson (page 158)

12. PERSONNEL

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



94. MOVED Cendra Beaton/Ravi Parmar
That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of April 25, 2023, as presented.
CARRIED

4. INFORMATION ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

The Interim Board Chair noted the recent losses in the community and encouraged those members who need support to reach out to the School District. Further, she acknowledged the District's Red Dress March, the Bus Driver Appreciation Day and announced that the District of Sooke is hosting a Pride Parade in which Poirier, Sooke Elementary, and Journey Middle School will be participating beginning at 10:30 a.m. on June 2, 2023.

5. EDUCATIONAL PRESENTATIONS (Lucas MacNeil, Wayne Kelly)

5.1 Student Trip to Baltimore, Maryland – November 2-6, 2023

5.2 Student Trip to Portland, Oregon - November 17-19, 2023

5.3 Student Trip to Seattle, Washington – December 3-5, 2023

5.4 Student Trip to Irvine, California – January 27-28, 2024

5.5 Student Trip to Huntington, California – February 3-4, 2024

5.6 Student Trip to Las Vegas, Nevada – February 23-25, 2024

5.7 Student Trip to Mercer Island, Washington – March 2024

5.8 Student Trip to San Diego, California – April 16-21, 2024

Staff provided an overview of all trips, dates of travel, and insurance held.

95. MOVED Ravi Parmar/Cendra Beaton
That the Board of Education of School District 62 (Sooke) approve all Royal Bay Secondary School trips as presented at the at the Public Board meeting of May 23, 2023, subject to the oversight and direction of the Superintendent's Office.
CARRIED

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence

a. Letter from SP Re: Bullying in Schools

96. MOVED Cendra Beaton/Ravi Parmar
That the Board of Education of School District 62 (Sooke) receive the letter



from SP Re: Bullying in Schools.
CARRIED

b. EDI Workshop Proposal from Mandart Chan

97. MOVED Cendra Beaton/Russ Chipps
That the Board of Education of School District 62 (Sooke) receive the letter from Mandart Chan and direct staff to employ Mandart Chan to provide a training workshop to the Board of Education.
CARRIED

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

STA – Jennifer Anderson

Jennifer Anderson indicated that the STA recently hosted its Annual General Meeting and that all positions were filled on its executive committee. The STA will host a PRO D Conference on May 29th which will feature keynote speaker Rosemary Sadlier. Further, she indicated that with the school year almost complete, teachers are feeling burnt out and are working hard to make sure that students' year end activities and events are successful.

CUPE 459 – Amber Leonard

No delegation.

PVP – Camille McFarlane

PVP Representative Camille McFarlane provided an update to the Board of Education on activities around the District. Highlights included: the formation of a cricket club at Spencer Middle School, the expansion of the Belmont High School Climbing Academy and recent placing of several students in the Tour de Bloc, Music Monday, and the Everyone Rides Program.

SPEAC – Sandra Arnold

SPEAC recently hosted its Annual General Meeting and still has two vacant positions to fill. The Executive requires a President and Vice-President; if you are interested, please contact speac@sd62.bc.ca. Consider nominating a SD 62 parent/caregiver volunteer; SPEAC will be recognizing their contributions at a year end event.

7. **FINANCE, FACILITIES AND SERVICES**

7.1 Resources Committee – Meeting of May 9, 2023 – Ebony Logins

Trustee Logins provided an overview of the Resources Committee Meeting to the



Board of Education.

98. MOVED Ebony Logins/Ravi Parmar
That the Board of Education for School District 62 (Sooke) support, in principle, the application for capital funding under the Child Care BC New Spaces Fund for specific sites yet to be determined.
CARRIED

99. MOVED Ebony Logins/Cendra Beaton
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of May 9, 2023.
CARRIED

7.2 2023/24 Annual Budget Bylaw – Harold Cull
Staff provided an overview of the 2023/24 Annual Budget.

100. MOVED Ravi Parmar/Cendra Beaton
That the Board of Education of School District 62 (Sooke) give second and third reading to the 2023/24 Annual Budget Bylaw, specifying a total of \$205,967,471.
CARRIED

7.3 External Community Member Appointment – Harold Cull
Harold Cull provided an overview of the proposed appointment.

101. MOVED Cendra Beaton/Ravi Parmar
That the Board of Education of School District 62 (Sooke) appoint George Ambeault as the external community member to the Audit Committee for the time period of July 1, 2023, to June 30, 2026.
CARRIED

8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of May 2, 2023 – Allison Watson
Trustee Watson provided an overview of the Education-Policy Committee Meeting to the Board of Education.

102. MOVED Allison Watson/Cendra Beaton
That the Board of Education of School District 62 (Sooke) approve the Board/Authority Authorized Course “Personal and Social Development 10”.



CARRIED

103. MOVED Allison Watson/Cendra Beaton
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations B-330 “Learning Assessment”.
CARRIED

104. MOVED Allison Watson/Ravi Parmar
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations D-330 “Governance of FOIPPA”.
CARRIED

105. MOVED Allison Watson/Cendra Beaton
That the Board of Education of School District 62 (Sooke) receive the Quarter 3 Report as presented at the Education-Policy Committee meeting of May 2, 2023.
CARRIED

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

107. MOVED Allison Watson/Cendra Beaton
That the Board of Education of School District 62 (Sooke) approve the SD62 Softball Academy at Edward Milne Community School to begin in September 2023.
CARRIED

108. 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 May 2, 2023.
CARRIED

8.2 Adoption of Policies and Regulations

Staff provided an overview of the policies and regulations requiring adoption.

109. MOVED Allison Watson/Ravi Parmar



Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt revised Policy A-100 “Statement of Philosophy”.

CARRIED

110. MOVED Allison Watson/Cendra Beaton

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 A-101 “Administrative Organization”.

CARRIED

111. MOVED Allison Watson/Russ Chipps

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt revised Policy A-350 “Trustee Professional Development”.

CARRIED

112. MOVED Allison Watson/Ravi Parmar

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 and Regulations F-333 “Accumulated Operating Surplus”.

CARRIED

113. MOVED Allison Watson/Cendra Beaton

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt new Policy and Regulations F-334 “Financial Planning and Reporting”.

CARRIED

9. STUDENTS

10. FOUNDATIONS AND GOVERNANCE

10.1 Board Work Plan 90 Day Outlook – Amanda Dowhy

The Interim Board Chair provided the Board of Education with a review of the next 90-day work plan.

10.2 Na’tsa’maht Education Committee Meeting of May 17, 2023 – Russ Chipps

Trustee Chipps provided an overview of the Na’tsa’maht Education Committee Meeting of May 17, 2023.



11. ADMINISTRATION

11.1 Superintendent's Report – Scott Stinson

The Superintendent provided an update on Learning, Engagement and Growth to the Board of Education. Specifically, he congratulated Dontae Bull, a SD 62 Alumni, who was selected as the 1st pick in the first CFL Draft. He indicated that the tender process to build the new elementary school in South Langford has closed, and that the District continues to work with Esquimalt, Songhees and Sc'ianew Nations regarding a name recommendation that the Board of Education will consider.

12. PERSONNEL

13. UPCOMING EVENTS

May 24 – Indigenous Education Graduation, Royal Bay Secondary School
May 31 – District Retirement and Long Service Evening, Olympic View Golf Club
June 2 – District Elementary Track Meet, Royal Bay Secondary School
June 3 – Edward Milne Community School Graduation, University of Victoria
June 4 – Royal Bay Secondary School Graduation, University of Victoria
June 7 - French Immersion Recognition, Belmont Secondary School
June 11 – Belmont Secondary School Graduation, University of Victoria
June 15 – SPEAC PAC Summit, Olympic View Golf Course
June 28 – Westshore Secondary Graduation, Royal Roads University
July – Victoria Pride Parade

14. FUTURE ITEMS

15. QUESTION PERIOD

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16. ADJOURNMENT

The meeting was adjourned at 8:35 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer



Board Info Note

Public Board Meeting

June 27, 2023

Agenda Item: 4.1 – Board Chair Update

(1) Scholarships

Every year in SD62, tens of thousands of dollars in scholarships and bursaries are awarded to deserving grade 12 students to help them with their post-secondary education costs. Most of these scholarships and bursaries are administered at the school level. There are, however, several that are organized and administered at the district (Board Office) level. The funding for these scholarships come from a variety of sources such as the Ministry of Education, businesses and private family/community members. The total amount of these scholarships this year is **\$145,390.00**. For the graduates, the total amount of all scholarships from all sources exceeds \$1.5 million.

Scholarship winners are selected by a committee comprised of Principals, Vice-Principals and secondary school teachers. They met for two days in early May to review the students' applications.

Here is the list of the scholarships administered by the District:

1. Ministry of Education District/Authority Scholarships

- SD62 was allocated 113 scholarships at \$1,250.00 each for a total of \$141,250.00.
- Students can apply in the categories of Applied Design, Skills and Technologies, Community Service, Fine Arts, Indigenous Languages and Culture, International Languages, Physical Activity and Health, and Technical and Trades Training.
- Students can apply in multiple categories but can only win one scholarship.
- EMCS had 22 recipients, Belmont had 55 and Royal Bay had 36.

2. Victor Chen Memorial Engineering Scholarship

- One scholarship @ \$1,000.00.
- Victor Chen was the Manager of Engineering for the City of Langford.
- The criteria for this award focusses on a student who shows leadership in their school and local community and who is passionate about engineering and will be majoring in this area at a B.C. post-secondary institution.
- The scholarship committee provides the Chen family with a “shortlist” of applicants. The winner is chosen by the family.
- Awarded to a Belmont student.

3. Monk Office Supplies Environmental Scholarship

- One scholarship based on 3% of the district's purchase of environmentally friendly office products. The amount this year is \$1,190.00.
- The criterial for this award focusses on a student who displays good citizenship and social responsibility at school and in the community and who will be pursuing environmental studies at a post-secondary institution.

- Awarded to a Royal Bay student.
4. Harris and Company Law 12 Scholarship
 - One scholarship at \$200.00.
 - The criteria for this award is for a Law 11 or 12 student who excels in this course of study and who will be enrolling at a post-secondary institution.
 - This scholarship rotates between our three secondary schools.
 - Awarded to an EMCS student.
 5. Ron Warder Memorial Scholarship
 - One scholarship @ \$750.00.
 - Ron Warder was a long-time employee of SD62. He was a teacher, Vice-Principal, Principal and Assistant Superintendent of Schools. He also served as an Alderman and Mayor for the Municipality of Esquimalt.
 - The criteria for this award focusses on a student who excels in school and community leadership, community action, relationship building and perseverance.
 - Awarded to a Belmont student.
 6. Mosaic Forest Management Scholarship
 - One scholarship @ \$1,000.00.
 - The criteria for this award focusses on a student who will be pursuing studies in the field of forestry at a post-secondary institution. Consideration may be given to a student pursuing studies in fisheries or other nature resource management fields. Preference given to Indigenous students.
 - Awarded to a Royal Bay student.

The School District is extremely proud of the accomplishments of its graduating students and wishes them well in their future endeavours.

Football Trip
September 2nd

APPENDIX E

International Educational Trips

1. Pre-Trip Review

- 1.1 Not less than one month prior to departure on an Out of Province or International Educational Trip, the sponsor teacher will meet with the Principal to review and revise, as appropriate:
- the critical incident plan to deal with health, financial or discipline emergencies, that includes a telephone tree and arrangements for two-way communication.
 - the supervision plan.
 - the list of student participants and volunteers.
 - the detailed itinerary.
 - the general state of readiness and preparedness for the trip.

2. Documentation

- 2.1 Prior to embarking upon the International Educational Trip, the sponsor teacher will provide the school administration a copy of all relevant documents for the trip (the "Trip File"), and specifically:
- a list of all participants and volunteers, with medical and emergency contact information.
 - a copy of the informed consent form signed by the parent/guardian of each participating student.
 - a detailed itinerary, including transportation arrangements, accommodation, activities, with contact numbers and addresses.
 - emergency contact numbers for sponsor teacher and supervisors.
 - a copy of each student's valid passport and, if necessary, travel visa.
 - information about travel insurance and alternate destination planning.
- 2.2 A copy of the Trip File will be kept by the Principal and provided to the Associate Superintendent at least one week prior to the departure of the trip.

3. Health and Safety

- 3.1 All participants on an International Educational Trip, including students, volunteers and the sponsor teacher, must provide confirmation of adequate cancellation, health and hospital insurance coverage prior to departure.
- 3.2 All participants on an International Educational Trip must provide the sponsor teacher with information concerning any known medical or health condition that may require emergency attention on the trip.
- 3.3 The sponsor teacher must carry with them on the trip a copy of the relevant health information for students, including emergency contact information for parents/guardians and school district administration.

**INTERNATIONAL EDUCATIONAL TRIPS
APPLICATION INFORMATION
STEP ONE**

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

Part A:

School: BELMONT SECONDARY _____ Date Submitted: MAY 24

Principal: LAURA FULTON _____

Supervisor (Educator in charge): ALEXIS SANSCHAGRIN _____

Destination of Trip: UNIVERSITY OF WASHINGTON (SEATTLE) _____

Departure Date: SEPTEMBER 2ND _____ Return Date: SEPTEMBER 2ND

Grade level(s): 9-12 _____ No. of students involved: ~80

Part B:**SUPERVISION:**

1. a) Name of Lead Supervisor: ALEXIS SANSCHAGRIN _____
- b) Names of supervisors (indicate male/female/other, teacher, parent/guardian, volunteer, etc.)

KEVIN HARRINGTON (M) - COACH & TEACHER _____

JAKE MORRIS (M) - COACH _____

ADAM EFFERTZ (M) - COACH _____

JON MCKINNEY (M) - COACH, PARENT, RCMP OFFICER _____

FRANCISCO AVILES (M) - COACH, PARENT, SSANICH POLICE OFFICER

DAVE HANSEN (M) - COACH, PARENT

STEVE DOUCETTE (M) - TEAM STAFF, PARENT

JUSTIN ACTON (M) - TEAM STAFF, PARENT

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

- c) Names of supervisor or tour company representative with firsthand knowledge of customs and culture of country being visited.

ALEXIS SANSCHAGRIN / KEVIN HARRINGTON

TRAVEL:

2. Method of travel/transportation:

COACH BUS

ITINERARY:

3. Brief Itinerary and Details: (attach a detailed itinerary):

- LEAVE ABBOTSFORD (BEST WESTERN) AT 9:00 AM ON SATURDAY SEPTEMBER 2ND
- ARRIVE AT UNIVERSITY OF WASHINGTON – TOUR THE FACILITY AND WATCH A GAME
- RETURN TO ABBOTSFORD (BEST WESTERN) IN THE EVENING

DETAILED ITINERARY ATTACHED

Destination	Accommodation	Contact Person	Phone Number	Date

PLANNING DETAILS

1. Educational Objectives

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

Watch an NCAA Div 1 football game to support extended learning and interest in the game of football

- b. Follow-up activities for students N/A

2. Supervision

- a) Proposed adult/gender/student ratio: 5:1 (LIKELY) TO 10:1 (MINIMUM) (minimum 1:10)
 b) Evidence of experience for supervising staff:
 Teachers, coaches, parents, law enforcement

- c) Arrangements or coverage of supervising staff's assignment (if necessary): NOT NECESSARY

- d) First Aid Arrangements: ADULTS WILL HAVE FIRST AID QUALIFICATIONS

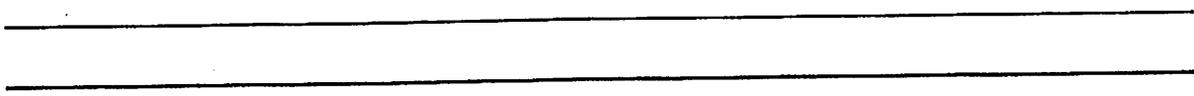
3. Accommodation Arrangements:

- Billet Hotel/Motel Camping Other: BEST WESTERN (ABBOTSFORD BC)

4. Student Participation

Selection process for participating students: PART OF THE FOOTBALL TEAM *All members of the team have the opportunity to be part of the team.

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



FINANCES

1. Total per student cost for the International Education trip: \$350 _____
2. Total per student cost to be paid by each student: \$250 _____
3. Source of funds (include amounts when there is a difference between total cost and amount paid per student) FOOTBALL ACCOUNT – Specific \$250 fee to cover the trip / contingency of registration fees and fundraising to cover the outstanding balance.

4. TTOC time required: Yes No
5. Total per staff cost for International Field Trip: ZERO _____
6. Total per staff cost to be paid by each staff member: ZERO _____
7. Total overall cost of the International Educational trip: APPROXIMATELY \$10,000 _____
8. Commercial tour company assisting with arrangements (if applicable):
 - a. Company Name: NOT APPLICABLE _____
 - b. Contact person:
 - i. Phone:
 - ii. Email:

LIABILITY COVERAGE

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

HEALTH INSURANCE – VIA SBC INSURANCE

CANCELLATION INSURANCE – NOT NECESSARY. IF THE TRIP IS CANCELLED, PARENTS WILL BE REFUNDED THE MONEY

7. ~~What provisions have been made regarding proof of citizenship or immigration status, and/or required vaccinations? COPY OF PASSPORTS AND/OR BIRTH CERTIFICATES ARE BEING COLLECTED~~
8. Unique Risk/Safety Considerations: NONE – DAY TRIP WATCHING A FOOTBALL GAME

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

INSURANCE AND ALTERNATE DESTINATION PLANS

Cancellation Insurance Options Communicated to Parents and Students Yes NOT NECESSARY

Medical and Trip Insurance Options Communicated to Parents and Students Yes

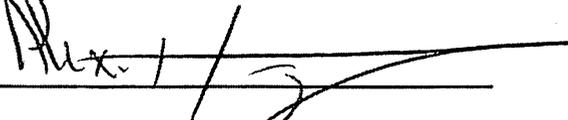
Details: attach documentation (SEE ATTACHED)

Information to Parents/Guardians:

- Please include a sample of proposed letter or notices to parents/guardians. (SEE ATTACHED)

Parental Consent Forms:

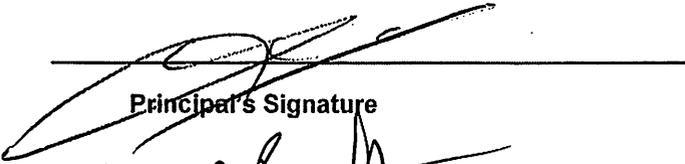
- Please include a sample of proposed parental/guardian consent forms. (SEE ATTACHED)



Supervisor's Signature ALEXIS SANSCHAGRIN

June 1 2023

Date



Principal's Signature

June 1/23.

Date



Associate Superintendent's Signature

June 1/23

Date

SBC INSURANCE AGENCIES

Travel Medical Insurance – Info & Checklist

SBC INSURANCE

SBC INSURANCE

DID YOU KNOW?!?

Provincial health plans do not extend outside of their respective provinces. For example, British Columbia Medical Services Plan does not extend to provinces such as Alberta and/or Ontario. Contingent on provinces, there may be reciprocal agreements between the provinces. However, this would only cover up to 10% of the medical expenses if you are hospitalized or require medical treatment. The rest of the medical expenses (the other 90%) will be your responsibility.

What is Covered?

The insurance provides coverage for medical expenses incurred up to \$5,000,000 while travelling outside of the home province, including medical coverage for COVID-19 for insured travelers who are fully or partially vaccinated or not yet eligible for the vaccine due to age.

How do I purchase the travel insurance?

Contact SBC Insurance Agencies for steps and procedures or review this document.

Getting Started

- 1. Advise of Travel Dates
 - For example: September 1, 2021 to September 20, 2021
- 2. Advise of Travel Destination(s):
 - For example: 1) Arizona or 2) Alberta or 3) Mexico or 4) Arizona, Alberta & England
 - For example: If traveling abroad (outside of North America), please confirm if there are layovers or stopovers in the USA.
 - For example: If travelling within Canada – please advise “Travelling within Canada Only”.
- 3. Advise of roster or travelers – athletes, coaches, managers under the age of 58 years of age. Please list or use MS excel spreadsheet

SBC INSURANCE AGENCIES

Travel Medical Insurance – Info & Checklist

4.

For each individual, provide in this order:

Advise Total # of travelers / Full name: First, Last / Date of Birth: DD/MM/YYYY

/ Sex: M or F

5. Confirm Eligibility Questions below for each traveler under 58 years of age
For those aged 59 and over, please fill out attached 2 medical health questionnaires (Mandatory).
6. If you would like to put all data (including Name, DOB and eligibility questions in one spread sheet, feel free to do so). We can also issue policies in advance as far as 45 days in advance.

Eligibility Questions

1. You are a Canadian resident. See definition in the next section.
2. You have or subscribed to provincial health care (BC MSP). This is mandatory.
3. You are not travelling against a physician or any other registered medical practitioner's advice.
4. You have not been diagnosed with a terminal condition.
5. You are not receiving palliative care or palliative care has not been recommended.
6. You have been partially or fully vaccinated with a Canadian Government approved vaccine 14 days prior to departure. If not vaccinated, please see next section.
7. You have not been diagnosed with COVID-19 on or within the 30 days prior to departure.
8. You have not shown symptoms of COVID-19 on or within the 14 days prior to departure.

Method to send eligibility questions - Email confirming All athletes eligible or Y or N → "Yes to all" or "No to all"

Canadian Resident Definition

An *insured* who is eligible for or has a provincial or territorial government health care plan in place/in effect **AND:**

- a. Is a Canadian citizen with a primary permanent residence in Canada; or,
- b. Has landed immigrant status in Canada and a primary permanent residence in Canada; or,
- c. Has a permit to study or work in Canada.

59 & Over - For those age 59 and over – In addition to the eligibility questions above - individuals will need their OWN travel insurance policy outside of the group policy. They will need to fill out the two attached medical questionnaires before any policy can be issued.

Unvaccinated - Unvaccinated individuals will need their OWN travel insurance policy outside of the group policy. The unvaccinated individuals will be provided with a maximum of a \$1,000,000 COVID-19 medical insurance limit.

SBC INSURANCE AGENCIES

Travel Medical Insurance – Info & Checklist

Important Information & Other Helpful Reminders

- 1. Business Hours: Monday to Friday 8:30am to 4:30pm PST. Closed on weekends and statutory holidays. Please try to send your request for travel insurance in advance as possible.
 - Email: info@sbcinsurance.com
 - Toll Free: 1-877-360-6648
- 2. TRIP Extension (meaning more days or an extended travel time beyond what was issued). Call or email 1 day before if possible.
- 3. Payment: Credit Card. Policies cannot be issued without a credit card. We recommend that you provide us a credit card in advance for SBC Insurance to keep on file to charge and make changes when they are requested. It will eliminate the repetitive and administrative back and forth in trying to get payment information each time.
- 4. Policy Documents and changes will be sent via email only.



SBC INSURANCE

Address: #250-999 Canada Place, Vancouver, BC, V6C 3C1

Toll Free: 1-877-360-6648

Email: info@sbcinsurance.com

**COVID-19 coverage is now
included with Emergency
Medical Insurance!**





Board Information Note
Public Board Meeting
June 27, 2023
Agenda Item 5.2: Royal Bay Lacrosse Academy (Female) –
International Field Trip Applications 2023-2024

Background:

In 2017-18, a PE Lacrosse class was offered at Royal Bay Secondary and received overwhelming interest from our female students. From that initial PE class experience, students, parents and community organizations approached the District to consider a Lacrosse Academy program. The Royal Bay Lacrosse Academy (Female) program started in 2018/19 as full-year academy program. In school settings across North America, Field Lacrosse is the scholastically sponsored sport and has pathways from middle schools to secondary to post-secondary opportunities in both Canada and the United States.

In addition to daily skill development in the Academy setting, the opportunity for Academy players to participate as a team is unique to the Lacrosse Academy. In B.C., Field Lacrosse is not a sanctioned B.C. School Sport, instead it is governed in partnership with the provincially supported and sanctioned, B.C. Lacrosse Association and a small yet dedicated group of educators who organize games between school with similar programs

Rationale:

Students gain valuable skills, experience and learning opportunities through their participation in lacrosse travel and tournaments.

Examples of Curricular and Core Competency Outcomes met through team travel:

- Individual Skill & Team Tactical Development
- Fitness, Nutrition and Healthy Lifestyle choices
- Team Dynamics & Ethical Play
- School Ambassadors / Independent Travel Skills
- US School Sport Experience
- US City Exposure & Experience

Summary Chart of Schedule & Details of Proposed Tournament Travel for the 2023-2024 School Year

Date	Location	Grades	Cost	Travel Mode	Trip Cancellation Insurance	Supervision Ratio	Accommodations
October 20-23, 2023	Santa Barbara, California	9-12	\$1200.00 to \$1500.00	Flight / Rental Vans	Yes	Yes Staff & Parent	Hotel
Nov. 10-13, 2023	Round Rock, Texas (near Austin, Texas)	9-12	\$1200.00 to \$1500.00	Flight / Rental Vans	Yes	Yes Staff & Parent	Hotel
January 12-15, 2024	Palm Springs, California	9-12	\$1000.00 to \$1400.00	Flight / Rental Vans	Yes	Yes Staff & Parent	Hotel
Jan. 26-29, 2024	Irvine, California	9-12	\$1200.00 to \$1500.00	Flight / Rental Vans	Yes	Yes Staff & Parent	Hotel
May 3-6, 2024	Sisters, Oregon	9-12	\$500-600	Ferry/Bus	Yes	Yes Staff & Parent	Hotel

Fund-Raising & Access:

For context, students would not normally attend all these tournament opportunities in one year. For most students in grade 9 (as an example), they would identify which tournaments they might want to attend in their grade 11 & 12 year(s) and spend 2 years taking advantage of the fundraising opportunities to significantly lower the costs of the trips. More local tournaments (Victoria, Greater Vancouver, or Washington State) are where most of our student-athletes start their competitive high school experiences.

The lacrosse community of parents/students are very active in the fundraising area. This year alone they have raised approximately \$15,000 that would go towards the cost of these tournament fees. During the current school year students have had the opportunity to participate in bottle drives, poinsettia sales, chocolate sales, team clothing sales, COOP gas cards and Yeti mug sales. Once fundraising events happen the students who participated will have amounts added to their individual fundraising accounts. These accounts are tracked and managed by the Academies Office.

Post-Secondary Opportunities:

Our participation in these tournaments will continue to expose our students to coaches and recruiters for Universities and Colleges South of the border. Currently we have two former Royal Bay students who are playing at NCAA accredited schools.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) approve all Royal Bay Secondary trips as presented at the Public Board Meeting of June 27, 2023, subject to the oversight and direction of the Superintendent's office.

Respectfully submitted by:

Wayne Kelly – Sooke School District Principal of Academy Programs

**INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE**

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: Royal Bay Date Submitted: JUNE 7, 2023

Principal: MIKE HUCK

Supervisor (Educator in charge): RAY BARKWILL

Destination of Trip: SANTA BARBARA

Departure Date: OCT 20/23 Return Date: OCT 23/23

Grade level(s): 9-12 No. of students involved: 18

Approx. cost of tour: \$ _____ Approx. cost to students: \$ 1200-1500

Transportation: FLIGHTS / RENTAL CAR

No. of school days missed (recommend 3 days maximum) 2 DAY

Source of Funding: FUNDRAISING AND STUDENT'S FAMILY

Accommodation Arrangements: _____ Billet Hotel/Motel _____ Camping _____ Other

- How has the proposed International Educational Trip been included in the overall plan for the year?

STUDENTS WILL MISS TWO CLASS (FRIDAY & MONDAY) GAMES PLAYED ON THE (SATURDAY, SUNDAY). IT IS ALSO EXTRA CURRICULAR

- Unique Risk/Safety Considerations: _____

BUMPS, BRUISES, FINGERAL SURVIVES EXTREME CASE BROKEN BONES CONCUSSIONS. (EVIDENCE OF TRAVEL INSURANCE AND CANCELLATION INSURANCE REQUEST).

Part B

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip
2. Proposed draft itinerary
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.



Supervisor's Signature

June 2, 2023
Date

PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL EDUCATIONAL TRIP



Principal's Signature

June 12 / 2023
Date



Associate Superintendent's Signature

June 16 / 23
Date

Santa Barbara Showdown Tournament – Royal Bay Highschool Itinerary
October 20-23, 2023

LOCATIONS:

Hotel - TBD

Playing Fields - Santa Barbara Polo & Racquet Club 3300 Via Real Carpinteria, CA 93013

October 20th 2023

Time	Details
7:00 am	Meet @ Victoria Airport 2hrs before the flight
9:00 am	The flight departs for Santa Barbara
4:30 pm	Land at Santa Barbara Airport
5:30 pm	Check into the hotel. Students can get food. We may also go to the grocery store for snacks.
4:30 pm	We all leave to go to walk around the hotel area.
7:00 pm	Dinner for players and coaches
8:30 pm	Return to hotel
9:30 pm	In rooms (room check)
10:30 pm	Quiet time in rooms.
11:00 pm	Lights out

PARENTS, PLEASE NOTE:

This is a very long day. We will go to the grocery store for snacks and food.

Santa Barbara Showdown Tournament – Royal Bay Highschool Itinerary
October 20-23, 2023

Saturday, Oct 21st, 2023

Time	Details
8:30 am	Kids have 30 min to get breakfast. At 9 am, kids are doing schoolwork for 90 minutes
12 pm	EVERYONE leaves the hotel to go to the fields for the all-star game at 1 pm.
2 pm	Games
4 pm	Games
5:15 pm	Return to hotel -
6:30 pm	Dinner in small groups
8:00 pm	Return to hotel quiet time
9:30 pm	Room check
10:30 pm	Lights out bed

Santa Barbara Showdown Tournament – Royal Bay Highschool Itinerary
October 20-23, 2023

Sunday October 22nd, 2023

****This day will be dependent on the schedule.**

Time	Details
7:45 am	Wake up at 7:45 am and get breakfast.
8 am	Leave for the field for the playoff schedule.
9:30 am	Playoff games
12:00 pm	Playoff games
2:30 pm	Finals if we make it
5 pm	o Team dinner out

TRAVELING HOME:

It is hard to predict tournament results while booking flights, so we booked flights for Monday, October 23rd. The night after the game will be used for academic purposes.

Santa Barbara Showdown Tournament – Royal Bay Highschool Itinerary
October 20-23, 2023

Monday October 23rd, 2023

Time	Details
7:45 am	Wake up at 7:45 am and get breakfast.
8 am	Leave for Santa Barbara Airport.
10:00 am	Arrival at Airport
12:00 pm	Flight to Victoria International
8:30 pm	Parents pick up students at airport

**INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE**

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: Royal Bay Date Submitted: JUNE 2 / 2023

Principal: MIKE HUCK

Supervisor (Educator in charge): RAYMOND BRADWILL

Destination of Trip: ROUND ROCK, TEXAS

Departure Date: NOV 10, 2023 Return Date: NOV 13, 2023

Grade level(s): 9-12 No. of students involved: 18

Approx. cost of tour: \$ _____ Approx. cost to students: \$ 1200-1500

Transportation: AIRFARE, BUS/VANS

No. of school days missed (recommend 3 days maximum) 2 MISSED DAYS

Source of Funding: PARENTS / FUNDRAISING

Accommodation Arrangements: Billet Hotel/Motel Camping Other

- How has the proposed International Educational Trip been included in the overall plan for the year?

STUDENTS WILL MISS TWO DAYS OF SCHOOL AND PLAY ON THE

WEEKEND. THIS IS EXTRACURRICULAR, BUT HAS CURRICULAR COMPONENTS DUE TO IT BEING PART OF THE LACROSSE ACADEMY.

- Unique Risk/Safety Considerations: _____

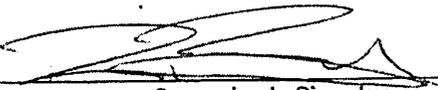
BUMPS, BRUISES, BREAKS AS IT IS ASPECT WITH POSSIBLE CONTACT. MEDICAL INSURANCE AND CONSENTATION REQUIRED.

Part B

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip
2. Proposed draft itinerary
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.



Supervisor's Signature

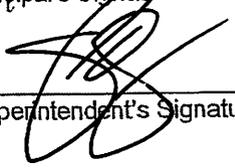
June 2 / 2023
Date

**PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL EDUCATIONAL TRIP**



Principal's Signature

June 13 / 2023
Date



Associate Superintendent's Signature

June 16 / 23
Date

TEXAS THRIVE Lacrosse Tournament– Royal Bay Highschool Itinerary
November 10-13, 2023 (Saturday-Sunday playing)

LOCATIONS:

Hotel - TBD

Playing Fields - Round-Round Multipurpose Complex 2001 N. Kenney Fort Blvd Round Rock, Texas 78665

November 10th, 2023

Time	Details
7:00 am	Meet @ Victoria Airport 2hrs before the flight
9:00 am	The flight departs for Austin, Texas
8:30 pm	Land in Austin, Texas
9:30 pm	Get to hotel
10:30 pm	In rooms (room check) Quiet time in rooms.
11:00 pm	Lights out

PARENTS, PLEASE NOTE:

This is a very long day; girls are required to eat at the airport and bring snacks and additional food.

TEXAS THRIVE Lacrosse Tournament– Royal Bay Highschool Itinerary
November 10-13, 2023 (Saturday-Sunday playing)

Saturday, November 11th, 2023

Time	Details
8:30 am	Kids have 30 min to get breakfast. At 9 am, kids are doing schoolwork for 90 minutes
11:00 am	We will do a Remembrance Day service at the hotel.
11:30 am	EVERYONE leaves the hotel to go to the fields for the tournament.
12:30 pm	Games from approx. 12-5:30 pm
5:30 pm	Return to hotel -
6:30 pm	Dinner in small groups
8:00 pm	Return to hotel quiet time
9:30 pm	Room check
10:30 pm	Lights out bed

TEXAS THRIVE Lacrosse Tournament– Royal Bay Highschool Itinerary
November 10-13, 2023 (Saturday-Sunday playing)

Sunday November 12nd, 2023

****This day will be dependent on the schedule.**

Time	Details
7:45 am	Wake up at 7:45 am and get breakfast.
8 am	Leave for the field for the playoff schedule.
9:30 am	Playoff games
12:00 pm	Playoff games
2:30 pm	Finals if we make it
5 pm	o Team dinner out

TRAVELING HOME:

It is hard to predict tournament results while booking flights, so we booked flights for Monday, November 13th. The night after the game will be used for academic purposes.

PARENTS, PLEASE NOTE:

This is a very long day; girls are required to eat at the airport and bring snacks and additional food.

TEXAS THRIVE Lacrosse Tournament– Royal Bay Highschool Itinerary
November 10-13, 2023 (Saturday-Sunday playing)

Monday October 23rd, 2023

Time	Details
7:45 am	Wake up at 7:45 am and get breakfast.
8 am	Leave for Austin International Airport
10:00 am	Arrival at Airport
12:00 pm	Flight to Victoria International
10:30 pm	Parents pick up students at the airport

**INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE**

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: Royal Bay Date Submitted: JUNE 3 / 2023
 Principal: MICHELLE HUCK
 Supervisor (Educator in charge): RAYMOND BARKWELL
 Destination of Trip: PALEM SPRING, CALIFORNIA
 Departure Date: JAN 12, 2024 Return Date: JAN 15, 2024
 Grade level(s): 9-12 No. of students involved: 18
 Approx. cost of tour: \$ _____ Approx. cost to students: \$ 1000.-1400
 Transportation: AIRFARE, BUS/VAN
 No. of school days missed (recommend 3 days maximum) 2 DAY
 Source of Funding: PARENTS / FUNDRAISING

Accommodation Arrangements: _____ Billet Hotel/Motel _____ Camping _____ Other _____

- How has the proposed International Educational Trip been included in the overall plan for the year?

STUDENTS WILL MISS POTENTIALLY 2 DAY FROM SCHOOL. THIS IS A CURRICULAR AND EXTRACURRICULAR EVENT AS IT IS A LACROSSE ACADEMY EVENT.

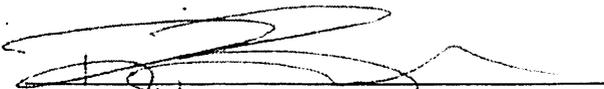
- Unique Risk/Safety Considerations: BLEESIES, BREAKS, SPRAINS AS INCIDENTS CAN BE APART OF WOMEN'S LACROSSE. GIRLS ARE REQUIRED TO HAVE MEDICAL AND CANCELLATION INSURANCE.

Part B

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip
2. Proposed draft itinerary
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.



Supervisor's Signature

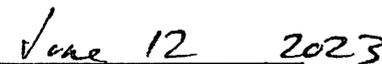


Date

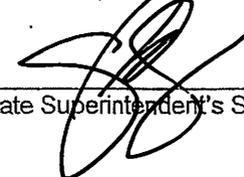
PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL EDUCATIONAL TRIP



Principal's Signature



Date



Associate Superintendent's Signature



Date

Sandstorm Lacrosse Festival – Royal Bay Highschool Itinerary
January 12-15, 2024 (Saturday-Sunday playing)

LOCATIONS: Indio, California, USA

Hotel - TBD

Playing Fields – Empire Polo Club, 81800 51st Ave, Indio California, 92201, United States.

Friday January 12th, 2024

Time	Details
7:00 am	Meet @ Victoria Airport 2hrs before the flight
9:00 am	The flight departs for Palm Springs International Airport
2:30 pm	Land in Palm Springs International Airport
4:00 pm	Get to the hotel- Check in to rooms free till 6:15 pm.
6:30 pm	Leave for dinner
8:00 pm	Return from hotel free time at the hotel till 9:30 pm.
9:30 pm	In rooms; Room check at 10:00 pm
10:30 pm	Quiet time/Bed

Sandstorm Lacrosse Festival – Royal Bay Highschool Itinerary
January 12-15, 2024 (Saturday-Sunday playing)

Saturday, January 13th, 2024

Time	Details
7:30 am	Kids have between 7:30-8:30 to have breakfast.
9:00 am	Meeting for tournament
9:30 am	EVERYONE leaves the hotel to go to the fields for the tournament.
10:00 pm	Games from approx. 12-5:30 pm
4:30 pm	Return to hotel – Free till 6:15 pm
6:30 pm	Dinner in small groups
8:00 pm	Return to hotel quiet time
9:30 pm	Room check
10:30 pm	Lights out bed

Sandstorm Lacrosse Festival – Royal Bay Highschool Itinerary
January 12-15, 2024 (Saturday-Sunday playing)

Sunday January 14th, 2024

****This day will be dependent on the schedule.**

Time	Details
7:30 am	Wake up at 7:00-7:45 am and get breakfast.
8:00 am	Leave for the field for the playoff schedule.
9:30 am	Playoff games
12:00 pm	Playoff games
2:30 pm	Finals if we make it
5:00 pm	Team dinner out

TRAVELING HOME:

It is hard to predict tournament results while booking flights, so we booked flights for Monday morning.

Sandstorm Lacrosse Festival – Royal Bay Highschool Itinerary
January 12-15, 2024 (Saturday-Sunday playing)

Monday January 15th, 2024

Time	Details
7:00 am	Wake up at 7:45 am and get breakfast.
8:00 am	Leave for Palm Springs International Airport.
10:00 am	Arrival at Airport
12:00 pm	Flight to Victoria International
10:30 pm	Parents pick up students at the airport

**INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE**

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: Royal Bay Date Submitted: JUNE 5/23
 Principal: MIKE HOCK
 Supervisor (Educator in charge): RAYMOND BARKWILL
 Destination of Trip: IRVINE, CALIFORNIA
 Departure Date: JAN 26, 2024 Return Date: JAN 29, 2024
 Grade level(s): 9-12 No. of students involved: 18
 Approx. cost of tour: \$ _____ Approx. cost to students: \$ 1200-1500
 Transportation: AIRFARE/FLIGHTS BUS OR VAN
 No. of school days missed (recommend 3 days maximum) 2 DAYS
 Source of Funding: FUNDRAISERS & PARENTS

Accommodation Arrangements: _____ Billet Hotel/Motel _____ Camping Other _____

- How has the proposed International Educational Trip been included in the overall plan for the year?

STUDENTS WILL MISS 2 DAYS OF SCHOOL WITH TRAVEL AND

THE WEEKEND IS THE GAMES THIS IS BOTH A EXTRA CURRICULAR & CURRICULAR EVENT WITH IT BEING A PART OF THE LAZARUS ACADEMY.

- Unique Risk/Safety Considerations: _____

BROSES, SOLARSES, BACKEN BONES, CONCUSSIONS AS INDEPENDENT CONTACT
COULD TAKE PLACE.

Part B

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip
2. Proposed draft itinerary
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.



 Supervisor's Signature

June 5/2023

 Date

PERMISSION GRANTED TO PLAN THE PROPOSED
 INTERNATIONAL EDUCATIONAL TRIP



 Principal's Signature

June 12~~th~~ 2023

 Date



 Associate Superintendent's Signature

June 16/23

 Date

AirStation Shootout – Royal Bay Highschool Itinerary
January 26-29, 2024 (Saturday-Sunday playing)

LOCATIONS: Irvine, California, USA

Hotel - TBD

Playing Fields - OC Great Park, Irvine, CA

Friday January 26th, 2024

Time	Details
7:00 am	Meet @ Victoria Airport 2hrs before the flight
9:00 am	The flight departs for Irving, California (Orange County Airport).
2:30 pm	Land in Orange County Airport.
4:00 pm	Get to the hotel- Check in to rooms free till 6:15 pm.
6:30 pm	Leave for dinner
8:00 pm	Return from hotel free time at the hotel till 9:30 pm.
9:30 pm	In rooms; Room check at 10:00 pm
10:30 pm	Quiet time/Bed

AirStation Shootout – Royal Bay Highschool Itinerary
January 26-29, 2024 (Saturday-Sunday playing)

Saturday, January 27th, 2024

Time	Details
7:30 am	Kids have between 7:30-8:30 to have breakfast.
9:00 am	Meeting for tournament
9:30 am	EVERYONE leaves the hotel to go to the fields for the tournament.
10:00 pm	Games from approx. 12-5:30 pm
4:30 pm	Return to hotel – Free till 6:15 pm
6:30 pm	Dinner in small groups
8:00 pm	Return to hotel quiet time
9:30 pm	Room check
10:30 pm	Lights out bed

AirStation Shootout – Royal Bay Highschool Itinerary
January 26-29, 2024 (Saturday-Sunday playing)

Sunday January 28th, 2024

****This day will be dependent on the schedule.**

Time	Details
7:30 am	Wake up at 7:00-7:45 am and get breakfast.
8:00 am	Leave for the field for the playoff schedule.
9:30 am	Playoff games
12:00 pm	Playoff games
2:30 pm	Finals if we make it
5:00 pm	Team dinner out

TRAVELING HOME:

It is hard to predict tournament results while booking flights, so we booked flights for Monday morning.

AirStation Shootout – Royal Bay Highschool Itinerary
January 26-29, 2024 (Saturday-Sunday playing)

Monday January 29th, 2024

Time	Details
7:00 am	Wake up at 7:45 am and get breakfast.
8:00 am	Leave for Orange County Airport.
10:00 am	Arrival at Airport
12:00 pm	Flight to Victoria International
10:30 pm	Parents pick up students at the airport

**INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE**

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: Rayne Bay Date Submitted: June 6, 2023
 Principal: MICHE HUCK
 Supervisor (Educator in charge): Raymond Barlow
 Destination of Trip: SISTERS, OREGON USA
 Departure Date: MAY 3RD 2024 Return Date: MAY 6TH 2024
 Grade level(s): _____ No. of students involved: 18
 Approx. cost of tour: \$ _____ Approx. cost to students: \$ 500-600
 Transportation: Bus & Ferry
 No. of school days missed (recommend 3 days maximum) 2 DAYS
 Source of Funding: PARENTS

Accommodation Arrangements: _____ Billet _____ Hotel/Motel _____ Camping _____ Other

- How has the proposed International Educational Trip been included in the overall plan for the year?

STUDENTS WILL MISS TWO DAYS FOR THIS CURRICULAR / EXTRA-CURRICULAR TRIP. IT MEETS CURRICULUM REQUIREMENT AS THIS IS A LAURESE ACADEMY UNIT.

- Unique Risk/Safety Considerations: BLEIUSES, CUTS, BRUISES, CONCUSSION

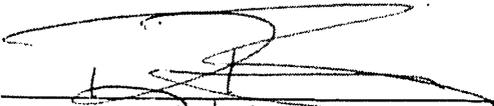
ARE PERSONAL AS THERE IS SOME INDEPENDENT COURTNEY IN HILLS LAURESE.

Part B

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip
2. Proposed draft itinerary
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.



Supervisor's Signature

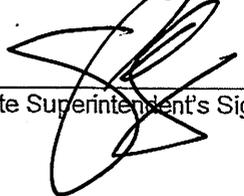
June 6, 2023
Date

PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL EDUCATIONAL TRIP



Principal's Signature

June 12 / 2023
Date



Associate Superintendent's Signature

June 16/23
Date

**Sisters Annual Lacrosse Invitational (SALI) Tournament– Royal Bay Highschool
Itinerary**

May 3rd-6th 2024 (Saturday-Sunday playing)

LOCATIONS: Sisters, Oregon, USA

Hotel - TBD

Playing Fields – Sisters Middle School, 15200 OR-242, Sisters, OR 97759, United States

Friday, May 3rd 2024

Time	Details
6:15 am	Meet @ Swarts Bay Ferry
7:00 am	Ferry to Tsawwassen Ferry terminal
8:30 am	Board bus to Sisters, Oregon, USA
8:30 pm	Get to the hotel- Check in to rooms and go get dinner from local grocery store/food services.
9:30 pm	Students will be back in rooms
10:00 pm	In rooms; Room check at 10:00 pm
10:30 pm	Quiet time/Bed

**Sisters Annual Lacrosse Invitational (SALI) Tournament– Royal Bay Highschool
Itinerary**

May 3rd-6th 2024 (Saturday-Sunday playing)

Saturday, May 4th 2024

Time	Details
7:30 am	Kids have between 7:30-8:30 to have breakfast.
9:00 am	Meeting for tournament
9:30 am	EVERYONE leaves the hotel to go to the fields for the tournament.
10:00 pm	Games from approx. 10:00 am-4:00 pm
4:30 pm	Return to hotel – Free till 6:15 pm
6:30 pm	Dinner in small groups
8:00 pm	Return to hotel quiet time
9:30 pm	Room check
10:30 pm	Lights out bed

**Sisters Annual Lacrosse Invitational (SALI) Tournament– Royal Bay Highschool
Itinerary
May 3rd-6th 2024 (Saturday-Sunday playing)**

Sunday May 5th, 2024

****This day will be dependent on the schedule.**

Time	Details
7:30 am	Wake up at 7:00-7:45 am and get breakfast.
8:00 am	Leave for the field for the playoff schedule.
9:30 am	Playoff games
12:00 pm	Playoff games
2:30 pm	Finals if we make it
5:00 pm	Team dinner out

**Sisters Annual Lacrosse Invitational (SALI) Tournament– Royal Bay Highschool
Itinerary
May 3rd-6th 2024 (Saturday-Sunday playing)**

Monday May 6th, 2024

Time	Details
7:00 am	Wake up at 7:00 am and get breakfast.
8:00 am	Leave for Victoria BC, Canada
5:00 pm	Arrival at Tsawwassen Ferry Terminal
6:30 pm	Arrival at Swartz Bay Ferry Terminal
6:45 pm	Parents pick up students at the Ferry

TRAVELING HOME:

Girls will have to be prepared with food for the ride as there will be only two washroom breaks no food stops on the way back.

Board Information Note Public Board Meeting

June 27, 2023

Agenda Item 5.7: Royal Bay Secondary – Lycée Marie Pila École Exchange Program: Student Exchange/Sister School Application 2023-2024

Background:

School District 62 (Sooke) recognizes the educational merit and supports the objectives of Student Exchange, Sister School and Humanitarian Programs which promote learning, foster international understanding and cultural appreciation and provide educational advancement for all participants. Student Exchange, Sister School and Humanitarian Programs are also an important component of the district's International Education program. For the purposes of this Administrative Procedure, the following definitions are provided:

- a. Student Exchange Programs provide students with affordable and practical opportunities to experience new and diverse settings in which to study and learn about other cultures and countries. Students will gain inter-cultural communications skills, develop lasting friendships and experience another way of life. Students will exchange educational experiences by both visiting and hosting students from another culture.
 - b. Sister School Programs provide opportunities to develop positive associations between two countries through the establishment of links between students, staff, schools and school communities. The opportunity to participate in a sister school relationship is open to any school with a desire to learn more about the languages and culture of countries other than their own. Sister school relations are agreements formed for the purpose of strengthening educational exchange, to enhance students' language skills and to promote mutual friendship.
 - c. Humanitarian Programs provide students with an opportunity to gain awareness of the developing world and its complex issues, with the goal of developing reflective, action-oriented, global-minded citizens. The intention of the program is to support student learning in this area through an interdisciplinary academic learning program, focusing on global education with hands on experiences both locally and internationally.
2. The district endorses in principle Student Exchange, Sister School and Humanitarian Programs for students during school time provided:
- a. advantage is taken whenever possible of weekends and holiday periods.
 - b. the program has curricular relevance for participating students and is mutually beneficial to all groups.
 - c. the program is initiated by school staff and approved by the Principal and District Leadership Team.
 - d. the program is appropriately supervised.

Rationale:

Principal Mike Huck has sought out similar school institutions as Royal Bay Secondary in the country of France to build a sister school relationship with the intent to build a true reciprocal student exchange program to further enhance and support the Secondary French Immersion program being transitioned from Belmont Secondary to Royal Bay over the past 2 years. Over Spring Break 2023, Mike visited France and spent some of his time there meeting with staff and administrators from the Lycée Marie Phila École in Carpentras – Avignon, France. Emerging from many emails and phone calls and then the face to face meeting this Spring, both schools are ready to formalize their relationship and work together to sponsor academic, experiential and cultural student exchanges between the two schools and countries. The opportunity for our students to be immersed in an educational environment in France will only benefit their growth from an academic, language and cultural perspective, the life experience and potential lifelong friendships that can occur from such exchanges will be one of the powerful and lasting impacts of this proposed relationship.

Fund-Raising & Access:

The students and parents/students are aware that fundraising will take place in the fall, once the group meets in early September as a parent group. During the school year student will have the opportunity to participate in bottle drives, chocolate sales, COOP gas cards and other fundraiser events. Once fundraising events happen the students who participated will have amounts added to their individual fundraising accounts. These accounts are tracked and managed by the Front Office.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) approve the sister School relationship and proposed student exchange from March 2, 2024 to March 30, 2024 for Royal Bay Secondary students to travel to Lycée Marie Phila École in Carpentras – Avignon, France as presented at the Public Board Meeting of June 27, 2023, subject to the oversight and direction of the Superintendent's office.

Respectfully submitted by:

Mike Huck –Principal of Royal Bay Secondary

June 11/2023

**INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE**

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:School: Royal Bay Secondary Date Submitted: June 12/2023Principal: Mike HuckSupervisor (Educator in charge): Mike HuckDestination of Trip: Avignon, France (Carpentras)Departure Date: March 2, 2024 Return Date: March 30, 2024Grade level(s): 11 No. of students involved: 15-20Approx. cost of tour: \$ 2200 Approx. cost to students: \$ 2200 + spendingTransportation: TBD - Air/likeNo. of school days missed (recommend 3 days maximum) 10Source of Funding: FamilyAccommodation Arrangements: Billet Hotel/Motel Camping Other

- How has the proposed International Educational Trip been included in the overall plan for the year?

STUDENTS ARE ABLE TO PARTICIPATE IN EXCHANGE AS AN

EXTENSION OF FRENCH IMMERSION PROGRAM FOR A CULTURAL + LANGUAGE EXPERIENCE. MEETS CURRICULAR OUTCOMES.

- Unique Risk/Safety Considerations: NOTHING UNIQUE, BUT STUDENTS

WILL BE AWAY FROM HOME FOR AN EXTENDED PERIOD.

Part B

Please provide a detailed attachment with the following information:

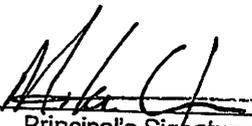
1. Educational objectives/purpose of the trip
2. Proposed draft itinerary
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.

Supervisor's Signature

Date

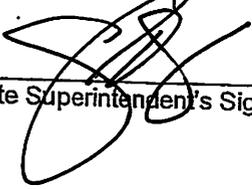
**PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL EDUCATIONAL TRIP**



Principal's Signature

Date

June 12 / 2023



Associate Superintendent's Signature

Date

June 16 / 23



École Royal Bay Secondary School

3500 Ryder Hesjedal Way
 Victoria, BC V9C 0J6
 Tel: 250-474-2377
 Fax: 250-478-5099
 royalbay@sd62.bc.ca

Grade 11 Student/Family Application Form Reciprocal Language and Cultural Exchange Program Lycée Marie Pila and Royal Bay Secondary School

You are receiving this letter because your child expressed an interest in applying to be part of the first annual French Exchange Program, a partnership between the Lycée Marie Pila, in Carpentras, France and École Royal Bay Secondary School of the Sooke School District 62. In anticipation of this program receiving Board of Education approval in principle, we would like to get started on collecting some important information from you.

In order to confirm the number of participants and begin the process of preparing to pair families, please complete the online application form connected to the link below **NO LATER THAN FRIDAY, September 15, 2023**

2023-2024 Royal Bay – Lycée Marie Pila Exchange Program – LINK to be added after editing

Keep in mind that the Exchange Program is a direct and reciprocal 4-week program where both families will host their partner student for the duration of 4 weeks. Travel cost and spending money will be the family's responsibilities.

Proposed dates: (subject to change)

- Lycée Marie Pila students at RBSS: October 12, 2024-November 2, 2024
- Royal Bay Grade 11 French Immersion Students in Carpentras - Avignon: March 2, 2024 -March 30, 2024

Approximate cost of travel/expenses for École Royal Bay Secondary students:

- \$2200 per student (excluding spending money)
- The exchange cost includes: Flight from Victoria to Marseilles, flight from Marseilles to Victoria, and escort to and from Marseilles by 1-2 teacher volunteers.
- Mandatory supplementary medical insurance, flight cancellation insurance

Not included in the above:

- Personal spending money, passport fees.

Please let Mike Huck (mhuck@sd62.bc.ca) know if you have any questions when completing the following Mobility Path application.

Your application will be reviewed, and we will contact you via email or phone once we have Board of Education approval in principle and to continue our planning.

Merci,

Mike Huck - Principal, École Royal Bay Secondary School

Avignon/Carpentras Exchange Timelines and Resources

STEPS	DATES	Contacts/Documents/Details
Student Information Session (@Royal Bay Secondary School with Grade 9 and 10 students)	June 8, 2023	Presented by exchange organizer (Mike Huck) with Grade 9/10 French Immersion teacher + admin (see PPT in OneDrive folder)
Parent Information Session (@TBD for parents of students who have expressed interest)	Early September, 2023	Presented by exchange organizer: Mike Huck and Arianna Berteau (see PPT in OneDrive folder)
Show of Interest	Due by October 1, 2023	Submit to organizer via MS Forms (see Form link in OneDrive folder) Review the applicants with their teacher and the school admin to determine suitability. Have a conversation with any families that you have concerns about based on history of school attendance or academics.
Board Approval in Principle	Prepare for June Board meeting agenda	Contact Paul Block and Janice Foulger (See package in OneDrive folder)
Confirmation of Participants with \$300 deposit and Registration Form	By early October, 2023	Email from Mike Huck confirming 'Approval in Principle' and full Registration Form (see Form link in OneDrive folder) Heather Hines (Royal Bay Secondary Head Secretary) will create a SchoolCash Online campaign for you and mail out the link to the confirmed participant list that you will need to provide to her.
Twinning of Participants with Carpentras Students by Lycée Marie Pila Staff	By October 30, 2023	Email participant list with details from Registration form to Lycée Marie Pila team. Carpentras contact: Anne Marie Thibault: anne.marie.thibaud84@gmail.com
Connect Royal Bay students with Lycée Marie Pila students via email	Preferably by October 30, 2023	Use email list generated in Forms to email each Royal Bay family (mother, father and student) with the name of their child's partner and their email address)

		Encourage them to start communication immediately. Send email addresses to Lycée Marie Pila team.
Flight Booking and Reservation	By _____, 2023	Contact Flight Centre in Vancouver for group reservations. Contact: Belinda Nijjar: belinda.nijjar@flightcentre.ca Heather Hines (Royal Bay Secondary Head Secretary) will create a SchoolCash Online campaign for you and mail out the link to the confirmed participant list that you will need to provide to her, based on the payment schedule in the contract. (see sample reservation agreement from the 2022-2023 exchange in OneDrive folder)
Royal Bay Parent/Student meeting in advance of Lycée Marie Pila students arriving. (for confirmed participants @location TBD in evening)	Mid-September 2023	Use mailing list generated in Forms to invite families to meet and answer any questions. Suggest that they plan a group outing together if they like.
Lycée Marie Pila students arrive in Canada (unaccompanied and at Victoria International Airport)	October 2- November 4, 2024 (Anne Marie Thibault will send the student flight details but the families take responsibility from this point forward)	Parents and students will greet their partners at the airport. Organizer (Mike Huck) should be there as well. .
Final Board Approval	Prepare for June or December Board Meeting	Contact Paul Block or Janice Foulger (See package in OneDrive folder)
Permission Form to Travel Abroad and Documentation Confirmation	By _____, 2024	Share travel insurance options from Flight Centre with families.

		<p>Have parents review flight passenger list for correct spelling of student name as per passport.</p> <p><i>Don't forget to get your own travel/medical insurance and to book your hotel.</i></p> <p>Parents return signed form and proof of insurance to you by end of January.</p>
Final Lycée Marie Pila Parent and Participant Meeting	By February 15 th , 2024	<p>Before meeting, review Field Trip Package to confirm you have all your required documents on file. You can get student verification forms from CSS, then you create a phone tree.</p> <p>A group airline ticket will be emailed to you one week or so prior to departure and you can email it to families. Your ticket will be separate because you are not flying home at the same time as them. Belinda will explain all this to you.</p>
Royal Bay Students Travel to Carpentras	March 2, March 30, 2024	<p>Check-in 24 hours before departure. Meet families at airport and take a group photo before you go.</p> <p>Check-in with students at each stage and make sure they all board each flight. Once in Carpentras, host families will pick their students up and leave directly from the airport (Marseilles) with them.</p>

When in Carpentras/Avignon, I visited the school that our students were attending.

I suggest getting a new SIM card for your time abroad and creating a WhatsApp group text to keep in touch and check-in with the students. Free Wifi is not readily available in Carpentras or Avignon.

Avignon/Carpentras Travel Budget 2023-2024

Scenario 1 (2 Chaperones)

Chaperone Flight per person	\$	2,138.74
Airfare per student	\$	1,504.71
Student Flights	20	\$ 30,094.20
Chaperone Flights	2	\$ 4,277.48
*Martin Lait or Arianna Berteau will return with students on April 8	\$	-
4 nights hotel for 2 chaperones (March 3 -7)	\$	855.16
Cancellation, Interruption, Medical Insurance (2 Chaperones)		\$540
Total Travel Cost to Students		\$ 35,766.84
Total Cost per Student (before insurance)		<u>\$ 1,788.34</u>
 Cancellation, Interruption, Medical Insurance		 \$270
 Total Cost per student		 <u>\$ 2,058.34</u>
 Total Cost of Trip		 <u>\$ 41,166.84</u>

Flights for Chaperones	\$	4,277.48
Hotel	\$	855.16
Deposit Paid Oct. 5		\$300
Insurance for Chaperones		\$540
		<u>\$ 5,972.64</u>

Total Deposits Collected \$ 6,000.00

Scenario 2 (1 Chaperone)

Chaperone Flight per person	\$	2,138.74
Airfare per student	\$	1,504.71
Student Flights	20	\$ 30,094.20
Chaperone Flights	1	\$ 2,138.74
*Martin Lait or Arianna Berteau will return with students on April 8	\$	-
4 nights hotel for 1 chaperone (March 3-7)	\$	855.16
Cancellation, Interruption, Medical Insurance (Chaperone)		\$270
Total Travel Cost to Students		\$ 33,358.10
Total Cost per Student (before insurance)		<u>\$ 1,667.91</u>
 Cancellation, Interruption, Medical Insurance		 \$270
 Total Cost per student		 <u>\$ 1,937.91</u>
 Total Cost of Trip		 <u>\$ 38,758.10</u>

Cost of Extra Adult

Extra Adult	1 Adult	Total with 2
\$ 2,408.74	\$ 33,358.10	\$ 35,766.84

\$120.44



Board Info Note

Public Board Meeting

June 27, 2023

Agenda Item 5.8: District Literacy Program

In connection to School District 62's (Sooke) Strategic Plan, providing students with opportunities for critical and creative thinking is at the core of supporting all learners in K-12 with literacy skills. Cognitive, academic, social and emotional development are inextricably linked. Strong literacy skills the ultimate tool for equity and central to positive outcomes and wellbeing of students.

In the 2022-23 school year, the Board of Education supported a move to the creation of Literacy Intervention Teacher positions as a part of Curriculum Transformation's Operational Plan Goal Area 1: Literacy. The Literacy Curriculum Coordinator, Shelby Pollitt, collaborated and consulted with intervention teachers, learning support teachers and classroom teachers to gather feedback and solidify a unified direction tiered instructional support model for literacy in our schools. This plan is in the beginning stages of implementation with this model, as broad teacher input and collaboration were necessary in year one.

Overview:

- Universal Screening measures for all students in K-3 twice yearly;
- Whole class instruction targeted to skills identified in screening;
- Tier 2 Literacy intervention for Grades 1-3 students beginning in September and second term for K students who are 'non-responders' to classroom instruction;
- Suggested screenings and diagnostic assessments for students in grades 4+;
- Literacy series for enrolling teachers in foundations of reading and evidence aligned literacy strategies for all; and
- Resources to support targeted instruction for classrooms and with Literacy Interventionists/Learning Assistance teachers.

Prepared by: Denise Wehner
District Principal Curriculum Transformation

Literacy Learning

IN THE SOOKE SCHOOL DISTRICT 2022 - 2027
(IN ENGLISH AND FRENCH)

K-3 Classroom Teachers can choose to participate in year-long, job-embedded professional learning on comprehensive, evidence-aligned literacy instruction.



Literacy Intervention Teachers (LITs) use universal screening data across grade groups to inform responsive Tier 2 interventions for K-3 students who need them.

Professional learning series offered to Gr. 4-12 Classroom and Learning Area Teachers, exploring evidence-aligned strategies for explicit teaching of vocabulary and comprehension, woven across content and disciplines.

Learning Assistance Teachers can receive specific training in intensive intervention to support Gr. 4-12 learners experiencing difficulty with literacy skills.



Committee Report of Resources Committee Meeting via MS Teams

Present: Amanda Dowhy, Trustee (A/Committee Chair)
Cendra Beaton, Trustee (Committee Member)
Trudy Spiller, Trustee (Committee Member)
Harold Cull, Secretary Treasurer
Paul Block, Deputy Superintendent
Ed Berlando, STA
Trudy Court, CUPE
Ceilidh Deichmann, SPVPA
Michelle Brennan, SPEAC
Windy Beadall, A/Associate Superintendent
Dave Strange, Associate Superintendent
David Lee-Bonar, Assistant Secretary Treasurer
Randy Cobb, Manager, Transportation
Nicole Gestwa, IT

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

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

2. **COMMITTEE REPORT**

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated May 9, 2023, at its Public Board Meeting dated May 23, 2023.

3. **PRESENTATIONS**

4. **BUSINESS**

4.1 24/25 Capital Plan Submission – Harold Cull

The Committee was provided the updated long-range enrolment estimates with the estimated amount of deficit seats in 2027 and 2032. Based on these estimates, the Committee discussed the different approaches being considered of building new schools, expanding existing schools



and a combination of projects into bundles. Staff proposed, and the Committee agreed, to present the full capital plan submission to the Board at their June 27th meeting for review and consideration.

4.2 22/23 Operating Surplus Use – Harold Cull

Staff presented a proposal to temporarily reduce the unrestricted operating reserve balance to 1% for the 23/24 year-end only with any residual reserve amount being restricted for space mitigation strategies. The Committee supports the following motions going forward to the Board for their consideration:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve a temporary decrease of the unrestricted operating surplus to an amount of 1% of the operating budget as at June 30, 2023 with any residual surplus to be restricted for space mitigation costs.

Recommended Motion: That the Board of Education of School District 62 (Sooke) direct staff to write a letter to the Ministry of Education and Child Care requesting the Ministry to fully fund the purchase of portables for growing districts in order to preserve operating funding for the educational purposes for which it was intended.

1.3 Inflation Financial Framework – David Lee-Bonar

Staff outlined the challenges that inflation has on the operating budget of the District. Staff estimate that a standard inflation rate of 2% has an annual \$300,000 negative impact on our budget. Staff will develop mitigation strategies to address the inflationary impacts on the budget for use during the 24/25 budget development process.

1.4 23/24 Bus Routes Update – Randy Cobb

Staff provided an update on the 23/24 Bus Routes to the Resources Committee. At present there are approximately 3800 registered students being assigned to routes with about 200 late registrations received to date. The goal of having the students notified of their routes by the end of June looks reasonable. A total of 41 routes are planned for next year. The Committee asked several questions about the number of drivers and routes and expressed their appreciation of the Transportation Department's strong work.

4.5 Feeding Futures School Food Program – David Strange

Staff provided an update on the planning for the Feeding Futures School Program in 23/24



and that the program will be managed through existing staff. The Committee asked questions about what can be used with the funding and the important impacts this funding will have on our students. The Committee was also supported of how the program will be coordinated from a staffing perspective and also supportive of the following motion going forward to the Board:

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the Feeding Futures report as presented at the June 13, 2023 Resources Committee Meeting.

5. ADJOURNMENT AND NEXT MEETING DATE: September 12, 2023





Board Info Note

Public Board Meeting

June 27, 2023

Agenda Item 7.2: 24/25 Major Capital Plan

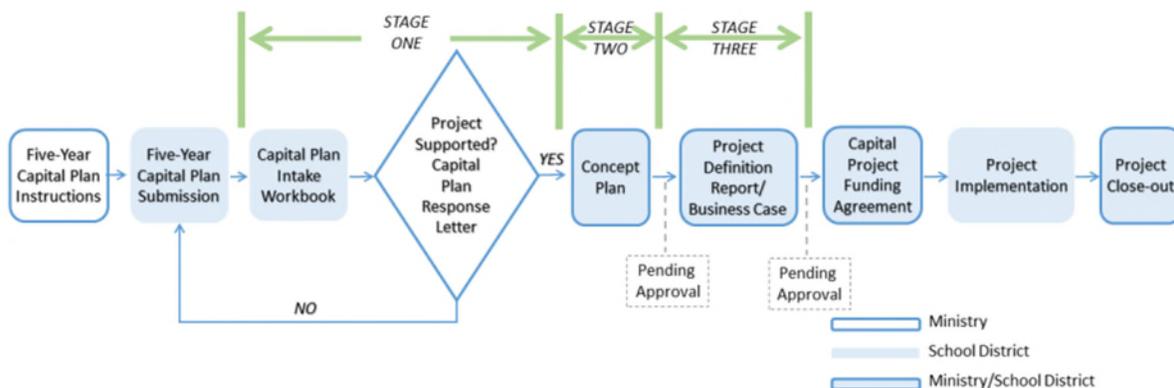
Background

- Per the School Act, each District is required to submit an annual Five-Year Capital Plan as defined by the Ministry's Capital Plan instructions:

The *School Act* provides that the Minister of Education and Child Care may require a board of education to prepare and submit a capital plan for its school district to the Ministry. Under this authority, the Ministry has established that capital plans will be submitted annually for its review.

The capital plan must set out particulars for each capital project that a board proposes to undertake during a period specified by the Minister, with five years being established as the appropriate time period for Government capital planning purposes. A key requirement for the submitted capital plan is an estimate of the capital funding that would be required for each proposed capital project.

- The deadline for the Major Capital projects is June 30th (to be discussed tonight) and is September 30th for the Minor Capital projects (to be discussed at the September 26th Board meeting)
- The approval process for Major Capital Projects is highlighted below and we are currently at the Five-Year Capital Plan Submission stage of the process



- Based on the work completed as part of the Long-Range Facilities Plan update, the following table reflects the enrolment estimates for the District by “pocket of schools”
- We are expecting an annual growth rate of 4.3% over the next 5 years and 3.4% for the next 10
- Both these amounts are consistent with historical growth rates for the District

Pockets of Schools	Current Capacity (OC)	Current 2022 enrolment	Projection 2027 (SH)	2027 shortfall	Projection 2032 (SH)	2032 shortfall
North Langford (El.)	551	761	791	-240	849	-298
Central Langford (El.)	1110	1306	1371	-261	1466	-356
Royal Bay (El.)	762	895	1003	-241	1126	-364
South Langford (El.)	972	643	691	+281	756	+216
West Langford (El.)	726	564	888	-162	944	-218
Sooke (El.)	1010	1140	1166	-156	1229	-219
Belmont Park (El./Middle)	818	762	838	-20	845	-27
Middle Schools	2525	2448	3080	-555	3329	-804
Secondary Schools	3250	3711	4526	-1276	5351	-2101
TOTAL	11724	12230	14354	-2630	15895	-4171

Capital Plan Submission

- Attached is the staff’s recommended list of projects to be submitted to the Ministry of Education and Child Care as part of the District’s Five-Year Capital Plan submission
- Highlights include:
 - North Langford Secondary moving up the priority list due to jumps in enrolment growth
 - The focus on bundling projects and completing multiple projects at the same time to realize funding and time savings (build or expansion projects concurrently)
 - Utilize the swing space at Sooke Elementary so house JM and Saseenos students during the seismic upgrades
 - Expand EMCS while completing the long-awaited building envelope project
- Staff would like the Board to consider the following motion:

Motion Requested: that the Board of Education of School District 62 (Sooke) approve the 24/25 Major Capital Plan submission as presented to the Board of Education on June 27, 2023.

Prepared by: Harold Cull, Secretary-Treasurer

SOOKE SCHOOL DISTRICT (#SIX TWO)
Summary of 24/25 Capital Plan Submission
June 2023

Major Capital

Capital Program	Project Details		Funding Requirements					PRFS Required?
	Descriptor	Location	24/25	25/26	26/27	27/28	28/29	
New School	New Elementary School ¹	North Langford	\$	\$	\$			Yes
	New Secondary School ¹	North Langford	\$	\$	\$			Yes
	New Elementary School ¹	South Colwood	\$	\$	\$			Yes
	New Middle School ²	NL or SC			\$	\$	\$	
	New Elementary School	Sooke				\$	\$	
Addition	Ruth King Elementary ³	Central Langford	\$	\$				Yes
	Spencer Middle ³	Central Langford	\$	\$				Yes
	David Cameron Elementary ³	North Colwood	\$	\$				Yes
	Edward Milne Community ⁵	Sooke	\$	\$				Yes
	Millstream Elementary ⁴	North Langford			\$	\$	\$	Yes
Seismic	John Muir Elementary	Sooke			\$	\$		Yes
	Saseenos Elementary	Sooke			\$	\$		Yes
	Millstream Elementary ⁴	North Langford			\$	\$	\$	Yes
	Willway Elementary	West Langford					\$	
	Savory Elementary	Central Langford					\$	
Site	New Middle School	North Langford	\$					Yes
Replacement	Millstream Elementary ⁴	North Langford				\$	\$	Yes
	Sangster	South Colwood			\$	\$	\$	
	Spencer Middle	Central Langford				\$	\$	
Building Envelope	Edward Milne Community ⁵	Sooke	\$	\$				
	David Cameron Elementary	North Colwood			\$	\$		
	Willway Elementary	West Langford					\$	

Notes:

- ¹ New school builds in North Langford and South Colwood could be procured at the same time to achieve economy of scale savings.
- ² Preference for new middle school would be to acquire land in North Langford, option B could be to build in South Colwood on existing site.
- ³ Expansion projects in Central Langford could be procured at the same time to achieve economy of scale savings.
- ⁴ Millstream project could include seismic replacement with expansion of 150 seats.
- ⁵ EMCS project could include building envelope and expansion of 250 seats.

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

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

Regrets: Scott Stinson, Superintendent/CEO

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

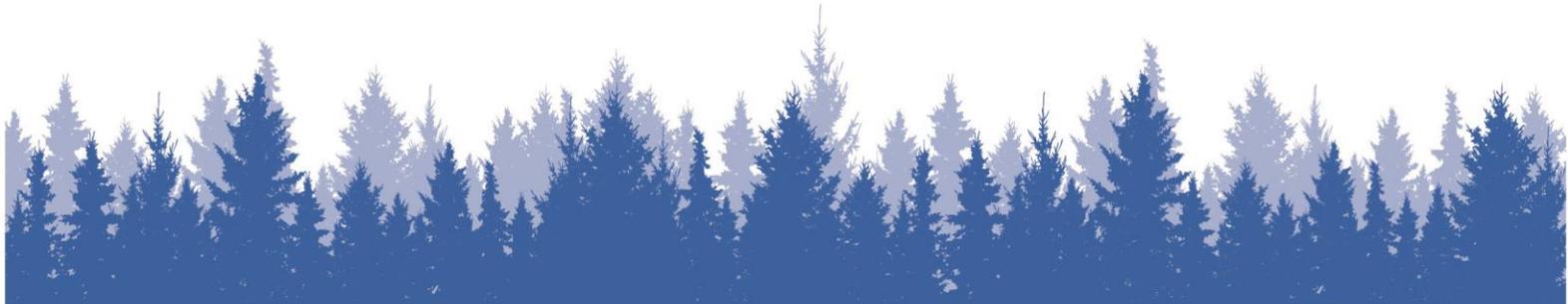
We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

2. Opening Remarks from Chair, Allison Watson

Chair Watson opened the floor for people to share events and learnings that they have had within our district in honour of Truth and Reconciliation. Members spoke to graduations, camp outs, and student forums that celebrate the land and the journeys/stories of the students in our community.

The Chair thanked the members of the Education-Policy Committee for their engagement, commitment and work for the District. She emphasized her gratitude for the time and care in support of students and families. Thank you's were extended to Stan Joyce for the IT support, Janice Foulger for her organization, the executive team for their support, and Paul Block for his leadership. Recognition was given to Lou Leslie for her participation and advocacy on behalf of CUPE 459 as she has announced her retirement for December 2023. Final appreciations were given to Trustee Beaton and Trustee Chipps for their committee participation this year.

Chair Watson reflected upon the number of Policies & Regulations (9), BAA Course Proposals (1), Presentations (11), and Updates (5) that have come before the Educational Policy Committee during the 2022/23 school year.



3. **COMMITTEE REPORT** of May 2, 2023 Education-Policy Committee meeting

The committee report for the May 2, 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 submissions for this meeting.

5. **REVIEW OF POLICIES/REGULATIONS**

a. Draft Revised Policy B-133 “Online Learning” – Paul Block

Paul Block, Deputy Superintendent, provided a summary of the policy revisions and the rationale for the updates. He spoke to the history and context of Online Learning, including a provincial and local perspective. Online learning is now one singular platform (Brightspace) with a few Provincial Online Schools and District Online Schools. The Sooke District will continue to support online learning through SD62 Online Learning. The updated policy reflects this provincial change and modernizes the language. The significant piece of change is the change in definition of online learning and the Ministry structures related to its governance. Jim Lamond will continue to oversee this area; Heather Lait will continue as District Principal for Online Learning and will be based out of the School Board Office.

Recommended Motion:

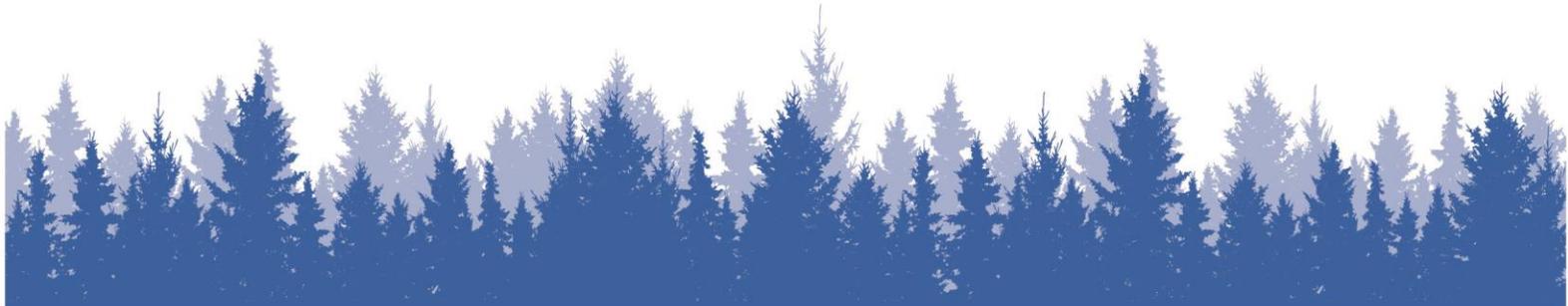
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy B-133 “Online Learning”.

6. **NEW BUSINESS**

a. SD62 Operational Plan 2023-24 – Sue Grundy

Sue Grundy, Manager of Executive Operations, presented on the process and context for the SD62 Operational Plan for 2023-24. This process was connected to the budget development cycle and reflected the feedback from staff and stakeholders. The presentation shared objectives from the Learning, Engagement, and Growth Goal. The focus for 2023-24 include advancement of work from the previous plan, new government policies/programs and strategic foresight. Sue Grundy reviewed the highlights of the plan’s objectives as included in the Operational Plan for each priority area. Next steps are to begin planning in early July to set the scope and purpose, determine intended outcomes, project quarterly work and reporting, and identify metrics for marking progress.

The committee members posed questions about the Operational Plan that Executive Team members responded to. The questions primarily focused on seeking clarity and details regarding the implementation of the objectives contained in the Operational Plan.



Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the 2023-24 Operational Plan as presented at the Education-Policy Committee meeting of June 6, 2023.

7. **FOR INFORMATION**

- a. Research Project Approval – Harper, Sheila – “How Decisions Shape Futures: A Survey of Youth and Young Adults”

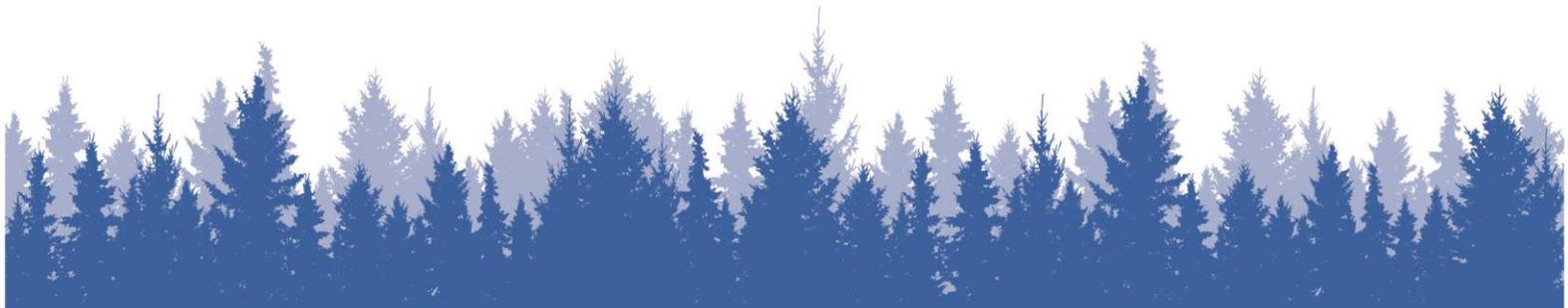
8. **FOR FUTURE MEETINGS**

Nothing reported.

9. **ADJOURNMENT AND NEXT MEETING DATE:** September 12, 2023

Meeting adjourned at 8:02 pm.

DRAFT



POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

June 27, 2023

Draft revised Policy B-133 "Online Learning" is now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy B-133 "Online Learning".

School District #62 (Sooke)

DISTRIBUTED ONLINE LEARNING	No.: B-133
	Effective: Feb. 23, 2010 Revised: Reviewed: Mar. 2/15; June 6/23; June 27/23

SCHOOL BOARD POLICY

~~Distributed~~ **Online** learning is a choice of instruction within the current K-12 system that responds to the unique learning needs of individual learners. ~~Distributed~~ **Online** learning takes place outside of the traditional school classroom when a learner is primarily at a distance from the educator and school. Emerging electronic technologies and the Internet in ~~distributed~~ **online** learning, offers the possibilities for sophisticated, interactive, and engaging learning opportunities.

In online learning students can:

- **Connect with their teacher from anywhere using the internet, phone or e-mail.**
- **Work with their teacher to reach goals in their learning plan.**
- **Take a program or course via an online learning management system, web conferencing, teleconferencing, and/or correspondence.**
- **Get support through opportunities for in-person learning and interactions with other students.**

Both public and independent online learning schools offer online learning. Students in Kindergarten to Grade 7 must take a full course load at one school, while students in Grades 8 to 12 may learn from home entirely, or learn at school and take some courses online.

The Board of Education recognizes that ~~distributed~~ online learning provides the flexibility to meet the learning needs of students not served through conventional school programs. The Board concurs with the Ministry of Education **and Child Care** rationale that ~~distributed~~ online learning can expand equitable access to education for students in rural and urban communities that may have difficulty accessing a full range of courses and programs, and that ~~distributed~~ online learning can provide choice for these students who have restricted access. The Board recognizes that all or part of an educational program may be provided by means of ~~distributed~~ online learning.

The Board agrees to operate a ~~distributed~~ district **online** learning school and agrees to:

- meet all of the requirements of the *School Act* and Legislation,
- meet all of the requirements of the ~~Distributed~~ **District Online Learning (DOL) School** as per the Ministry of Education and Childcare 1701 instructions and,
- meet all of the Ministry of Education **and Child Care** ~~distributed~~ **online** learning policies and standards.

LEGISLATION REGULATIONS

School Act, Section 3.1

[School Act](#), Section 75 (4.1)

DISTRIBUTED ONLINE LEARNING DEFINITIONS

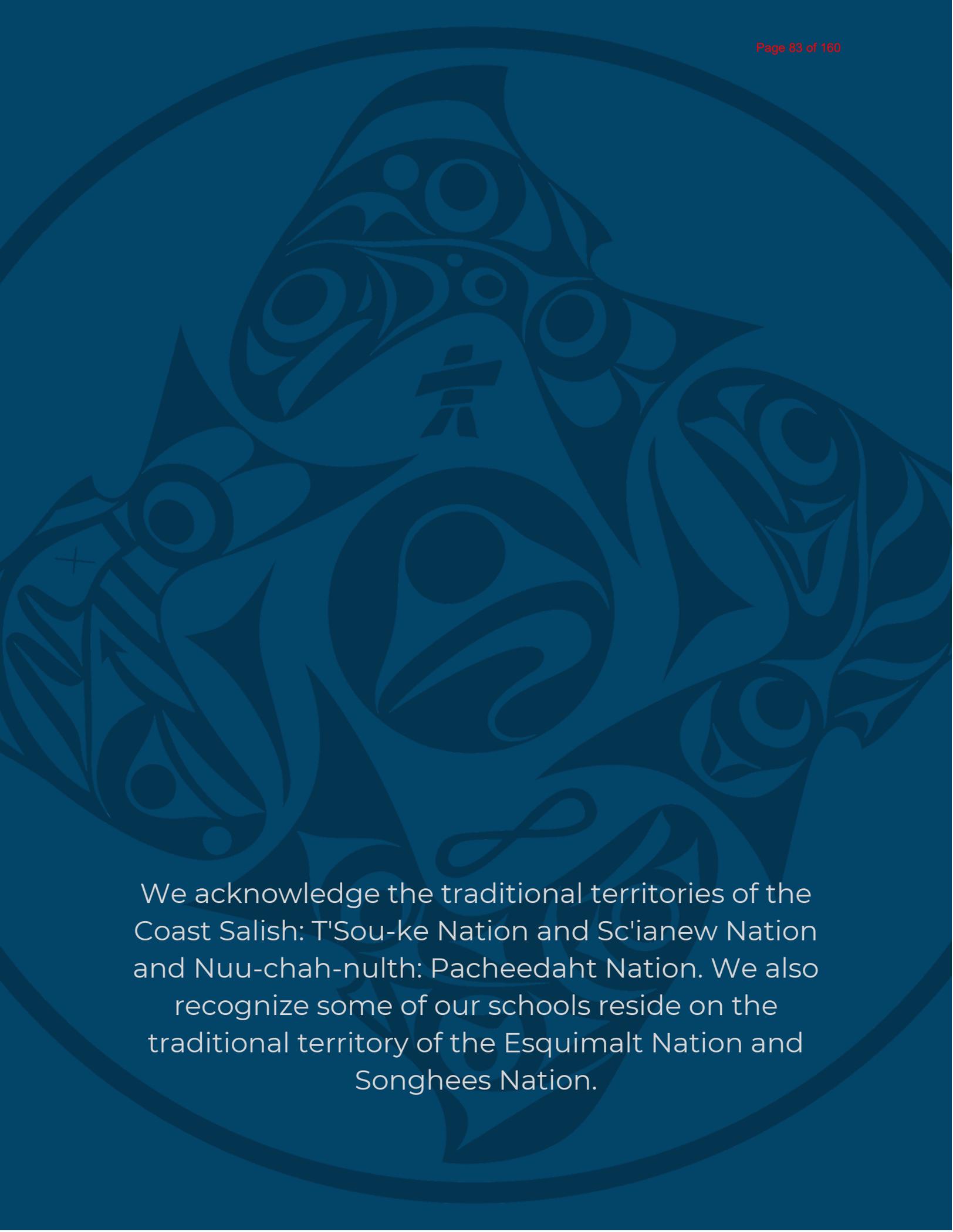
- ~~**Distributed Learning**~~ means a method of instruction that relies primarily on indirect communication between learners and educators, including internet or other electronic-based delivery, teleconferencing or correspondence.
- ~~**Distributed Learning School**~~ means a school within the meaning of the School Act, which offers instruction by means of Distributed Learning only.
- **“Online learning”** means a method of instruction that relies primarily on communication between students and teachers by means of the internet;
- **“Online learning school”** means a school or francophone school that offers instruction to its students through online learning only;
- **“D.O.L.S.”:** District Online Learning Schools serve students who reside in their district only.
- **“P.O.L.S.”:** Provincial Online Learning School.

Student Accessing Online Learning Guidelines:

- a) **Grades 8-12 students residing within the boundaries of SD62 who are already enrolled in a neighbourhood school may take additional courses through SD62’s District Online Learning School (DOLS) via dual enrollment.**
- b) **Grades 10 – 12 students who are already enrolled in a neighbourhood school may take additional courses through a Provincial Online Learning School.**
- c) **Grades 8 – 9 students who are already in a neighbourhood school may take additional courses through a Provincial Online Learning School and in accordance with funding rules.**
- d) **Kindergarten – Grade 7: student must be enrolled in a program full time. These students can enroll full time in a Provincial Online Learning School but cannot take only part of a program through a Provincial Online Learning School.**



Sooke School District 2023-2024 Operational Plan



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

EXECUTIVE SUMMARY

The Sooke School District (SD62) Executive Team is pleased to present the annual Operational Plan identifying the actions and projects that will be undertaken in the 2023-2024 school year in addition to the everyday operations of the District.

Our Operational Plan works, each year, to make progress on our Strategic Plan 2021-2025 priorities of: **Learning, Engagement, and Growth.**

The specific goals of the strategic priorities are:

- **Learning:** Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens;
- **Engagement:** Create a culture of belonging; and
- **Growth:** Pursue organizational excellence to support a vibrant school District.

SD62 is one of the fastest growing school Districts in the province. The operational plan focuses the actions of the organization that serves almost 13,000 students through the services of over 2,000 employees in the communities of Sooke, Port Renfrew, Metchosin, Highlands, Langford and Colwood.

More about the District, including the traditional territories, the Board of Education, and the Strategic Plan, can be found on our website at www.sd62.bc.ca.

Consistent with our Strategic Plan, this document has been created by listening to our community's needs while managing a finite amount of resources.



STRATEGIC PLAN 2021-2025 OBJECTIVES

Learning	Engagement	Growth
<p>GOAL To develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens</p>	<p>GOAL To create a culture of belonging</p>	<p>GOAL To pursue organizational excellence to support a vibrant school district</p>
<p>Learning Objective 1 To provide opportunities for learners to understand, respect and appreciate diversity and inclusion</p>	<p>Engagement Objective 1 To develop, expand and implement, inclusive and collaborative, practices and processes</p>	<p>Growth Objective 1 To strengthen organizational practices to ensure equity, diversity and inclusion</p>
<p>Learning Objective 2 To provide opportunities for learners to develop critical and creative thinking skills</p>	<p>Engagement Objective 2 To further the goals of the Na'tsa'maht Agreement following the objectives of 'One Mind' and 'One Spirit'</p>	<p>Growth Objective 2 To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging</p>
<p>Learning Objective 3 To ensure our learning environments are safe, accessible and welcoming</p>	<p>Engagement Objective 3 To develop, expand and implement respectful, effective, clear and transparent communications</p>	<p>Growth Objective 3 To embrace 'digital technologies' and manage increasing complexity through leveraging the strategic use of resources</p>
<p>Learning Objective 4 To enhance student choice and voice</p>	<p>Engagement Objective 4 To continue to develop, expand and implement a culture of wellness</p>	<p>Growth Objective 4 To expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment</p>

HOW DOES THE SD62 EXECUTIVE CREATE THE OPERATIONAL PLAN?

The Executive Team has established a comprehensive operational plan development process that ensures:

- The focus is on making progress on the priorities of the Strategic Plan;
- Strategic items in the Operational Plan are taken through the budget planning process to consider whether there are funds available to support the work;
- A transparent process that includes partner input through communication and consultation;
- An Executive Lead for each item with an accountability to make progress on the item and to report progress quarterly to the Superintendent;
- Operational planning is undertaken with awareness of compliance with the *School Act* and other regulatory requirements, Collective Agreements, Board policy.



TIMELINE

With the Strategic Plan 2021-2025 as the guiding document, the Executive drew up a list of priorities for the 2023-2024 year. Staff then consulted with the District Leadership Team, key stakeholders and members of the community. A full list of priorities was then created which fed into the development of both the 2023-2024 Budget and the Operational Plan.

TIMELINE	ACTIVITY
October 2022	The Executive Team discuss the District's current and future state, work that will continue in 2023/24 and consider strengths, weaknesses, opportunities and threats (SWOT).
October 2022 - February 2023	Regular meetings with the Executive Team and District Principals to consider what activities are needed in the 2023-2024 school year to make progress on the proficiency rubric towards the strategic plan goals.
February 2023	The SD62 Leadership Team add ideas and comments on the draft operational plan. The draft plan is presented to the Resources Committee to gather feedback on the strategies and budget required.
March 2023	Engagement with the community on Budget 2023-2024 provides a list of priorities to be considered for the next school year. Those proposed operational items that require funding are taken through the budget development process to consider how to prioritize available funds. A further presentation on budget and operational planning is brought to the Resources Committee.
May 2023	The Budget is proposed by the Executive and after discussion passed by the Board of Education. This, in turn, secures the funding of certain items proposed in the Operational Plan.
June 2023	The Executive take the final version of the Operational Plan to the Board for information.
July - August 2023	Planning for individual projects gets underway. The Executive Lead for each item in the Operational Plan defines key metrics that will show progress has been made.

LEARNING PRIORITY 2023-2024

Learning Objective 1 - To provide opportunities for learners to understand, respect and appreciate diversity and inclusion.

- Implement recommendations from the review on diversity, equity, and inclusion (DEI), to strengthen student learning.
- Monitor the implementation of Indigenous graduation credit courses to a) ensure students have access to Indigenous content through a variety of courses and b) determine whether needed supports and resources for educators are available.

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

- Implement the objectives of the Early Learning Framework (ELF) through existing networks and through strengthening effective pathways for the transition into the public education system (kindergarten).
- Continue to implement and expand the K-12 Literacy Plan focussed on: a) professional learning opportunities; b) increasing resources; c) intervention support; and d) 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.
- Build a multi-year plan to enhance staff use of: a) technology to deliver pedagogy in the classroom; and b) information tools and digital platforms for administrative and support work.



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

- Review the processes, practices and structures provided through Inclusive Education Services (IES) that support the increasing complexity and presentation of student behaviour across all school levels.
- Enhance the practices and processes of the work of the Safe Schools Team, particularly regarding Violence Threat Risk Assessment (VTRA).

Learning Objective 4 - To enhance student choice and voice.

- Develop an organizational approach to establishing SD62's presence at the Westshore post-secondary site, including a comprehensive plan for program pathways and course offerings to 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 Objective 1 - To develop, expand and implement inclusive and collaborative practices and processes.

- Develop a model to support succession planning for the Leadership Team.
- Develop a Records Management policy for the Board and create a proposal for operationalizing the policy in the District.
- Ensure the District is meeting its legislated requirements under the *Accessibility Act* by: a) implementing an accessibility plan; b) developing an Accessibility Advisory Group; and c) engaging in a feedback mechanism for issues of accessibility in the District.

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

- Create authentic learning resources & narratives to support the teaching of local Indigenous languages in schools.
- 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 .



ENGAGEMENT PRIORITY 2023-2024

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

- Continue to implement the Strategic Communications Plan with a specific focus on: a) expanding digital skills and digital resources for staff to use; and b) broadening the reach of District communications to provide equity of inclusion for specific schools that have received little or no coverage on the District's website or social media.

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

- 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;
 - Providing supports for staff in need; and
 - Raising organizational awareness regarding the impact of attendance issues.
- Continue to develop, expand and implement a culture of wellness in the District through the Healthy Schools, Healthy People (HSHP) Framework, specifically focussed on: a) the Feeding Futures Fund; and b) digital Safety and wellness.



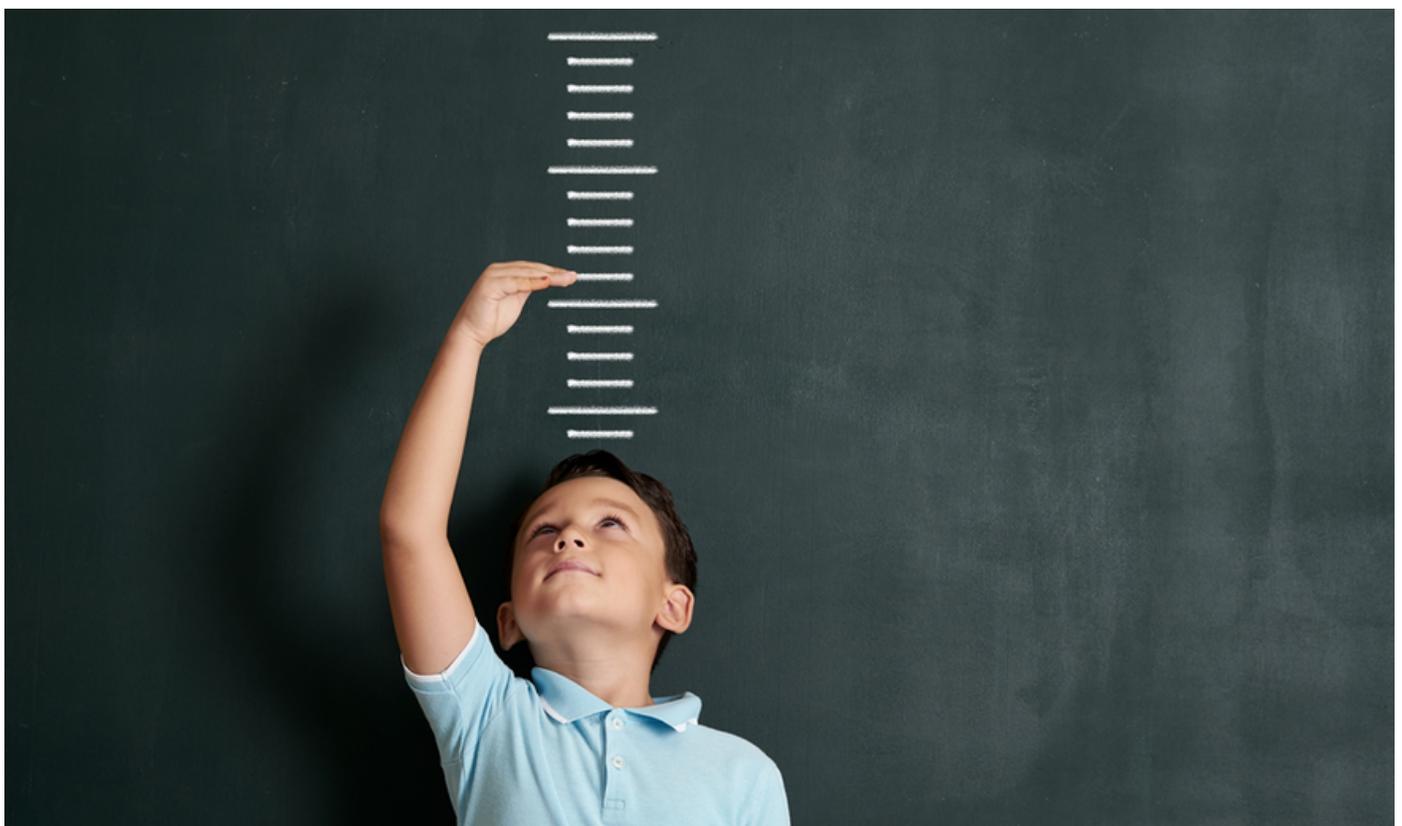
GROWTH PRIORITY 2023-2024

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

- Apply for approval from the Office of the Human Rights Commissioner and then implement a Special Hiring Program, including the development and implementation of a supporting equity hiring practices policy.
- Begin implementing review recommendations for diversity, equity, and inclusion (DEI) that relate to District organizational practices and processes.

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

- Create and implement technical specifications that complement the Design Guidelines and Standards with a focus on expanding implementation to existing spaces.
- Implement the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning activities.
- Undertake a scan of available District information and data to support the renewal of the strategic plan.
- Develop a strategy to ensure effective community use of our school spaces.



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

- Develop a digital governance policy that defines the Board's role and articulates the structures and processes necessary to manage digital assets (e.g. committees, scope, engagement model, accountability, reporting, etc.)
- Develop a sustainable proposal to provide equitable access to technology for students and support staff.
- 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 between business (Finance, HR) and education departments in order to align strategic and operational resources to support student success.
- Conduct an environmental scan of organizational design structures for the delivery of District administration and support services within large BC school Districts in support of future strategic and organizational planning.

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

- Develop a plan to increase the number of child care spaces on school grounds balanced against K-12 enrolling space needs, that utilizes grants for the construction of child care facilities on school spaces.
- Continue to implement the Energy Sustainability Plan, with a specific focus on reducing our vehicle and building greenhouse 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.



Annually, the District takes the direction of the Board through the Strategic Plan and develops an operational plan to assist in achieving the goals and objectives of the Strategic Plan.

Under the District's Strategic Plan 2021-2025, we have developed a comprehensive process of charting accountability that links strategic plan outcomes, operational plans and the Ministry of Education's student success metric report: the Framework for Enhancing Student Learning (FESL).

The Board of Education, through motion, has directed staff to bring forward quarterly reports on progress towards the strategic plan, annual operational plans, and student outcomes.

Quarterly reports are tabled at meetings in November (Quarter 1: July- September), February (Quarter 2: October-December), May (Quarter 3: January - March) and September (Annual Report including Quarter 4: April to June).

Each Executive Lead provides progress reports to the Superintendent on the Operational Plan items that they are accountable for.

For more information see: <https://www.sd62.bc.ca/student-success>.





POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

June 27, 2023

Draft revised Policy and Regulations B-330 "Learning Assessment" are 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 and Regulations B-330 "Learning Assessment".

School District #62 (Sooke)

LEARNING ASSESSMENT	No.: B-330
	Effective: Apr. 12/83 Revised: Reviewed: Oct. 20/15; May 2/23; May 23/23; June 27/23

SCHOOL BOARD POLICY

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

1. assess the growth and/or achievement of students in one or more subject areas by periodic evaluation of student work;
2. assess the extent to which district educational goals are met;
3. support classroom and school-based assessment programs.

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

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

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

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

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

Resources**BC Ministry of Education**

[Student Learning Assessment Order](#)

[Classroom Assessment and Reporting](#)

[K-12 Student Reporting Policy- Communicating Student Learning Guidelines \(gov.bc.ca\)](#)

School District #62 (Sooke)

LEARNING ASSESSMENT	No.: B-330
	Effective: Apr. 12/83 Revised: Reviewed: Oct. 20/15; May 2/23; May 23/23; June 27/23

ADMINISTRATIVE REGULATIONS

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

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

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

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

A. Student assessment and evaluation in Sooke School District:

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

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

A.B. Classroom Assessments

The teacher:

1. shall determine, on the basis of an evaluation program which considers both group and individual student achievement, whether instruction has been effective; **shall administer multi-modal formative assessments which consider both group and individual student needs and preferences, and shall make decisions about both the form and structure of instruction on the basis of these formative assessments;**
2. shall ~~make decisions about~~ **determine whether** instruction **has been effective, based on** and further **formative and summative** assessments, ~~on the basis of evaluation;~~ and shall tailor further instruction and assessments based on these results;
3. shall administer school-based, district-wide and provincial assessments, **consisting of building background knowledge, setting the stage, and responsive and respectful administration,** using **provided** instruments as necessary.

B.C. School-Based Assessments

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

The Principal:

1. shall develop, within provincial and district guidelines, a school policy and program of assessment of **foundational skills**, student achievement and progress to ~~provide a basis for~~ **that will inform** school-level decisions;
2. shall gather and maintain up-to-date information which will assist in developing the educational program and in providing appropriate instructional services to students **on student foundational skills and achievement;**
3. In consultation with teachers, **will review the results of classroom and school-based assessments;** shall evaluate the results of classroom and school-based assessment programs to determine what changes in program and/or instruction may be necessary and possible and shall implement further assessments if necessary;
4. **shall support instructional pedagogical approaches based on the assessment data and review these as needed for efficacy;** shall work with the staff to determine in-service training needs and shall assist, where possible, in ensuring that these needs are met.
5. **shall work with staff to determine in-service training needs and shall communicate these needs to the appropriate school-district department, assisting, where possible, to ensure that these needs are met.**

C.D. District-Wide Assessment

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

1. ~~will normally work~~ **consult** with a committee to recommend a schedule of suitable tests **assessments**;
2. shall ensure that assessment needs, **and student and school needs in relation to the assessment(s)**, are identified;
3. shall ensure that principals are aware of the purpose of the tests **assessments** and of how they are to be administered, interpreted and used;
4. ~~will ensure that the results are made available to schools that participate in assessments;~~ **Shall prepare a report to the Superintendent of Schools.**
5. ~~will be responsible for developing administrative and invigilation procedures and for collection of results;~~ **Will support school-based principals and vice-principals as to the purpose of the assessments and as to how they are to be interpreted and used;**
6. ~~shall prepare a report to the Superintendent of Schools regarding each assessment;~~ **Shall ensure that school-based principals and vice-principals share school-wide assessment data with the Superintendent of schools or designate;**
7. ~~under the general direction of the Superintendent of Schools,~~ **shall ensure that specific action, based on assessment results,** is proposed and taken, and that the outcomes of such ~~each~~ **each** action are communicated to the Superintendent of Schools and to the teaching **staffs**.

D.E. Provincial Assessment

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

1. ~~shall prepare a report to the Superintendent of Schools regarding each assessment;~~ **will be responsible for developing administration and invigilation procedures of Graduation Assessments, and for collection of results;**
2. ~~under the general direction of the Superintendent of Schools,~~ shall ensure that specific action is proposed and taken, and that the outcomes of such action are communicated to the Superintendent of Schools and to the teaching staff. **shall gather data from schools regarding each assessment and prepare a report;**
3. Under the general direction of the Superintendent of Schools, shall ensure that specific action is proposed and taken, and that the outcomes of each action are communicated to the Superintendent of Schools and to the teaching **staffs**.

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

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

DRAFT

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

June 27, 2023

Draft revised Policy and Regulations D-330 "Governance of FOIPPA" are 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 and Regulations D-330 "Governance of FOIPPA".

School District #62 (Sooke)

ACCESS TO INFORMATION GOVERNANCE OF FOIPPA	No.: D-330.1 D-330
	Effective: Jan. 24/95 Revised: Jan. 28, 2020; Reviewed: Nov. 5/19; Nov. 26/19; Jan. 28, 2020; May 2, 2023; May 23/23; June 27/23

SCHOOL BOARD POLICY

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

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

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

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

Statutory References

- [Freedom of Information and Protection of Privacy Act \(FOIPPA\)](#).
- [School Act](#)
- [Student Records Disclosure Order](#)

Policy References

- [F-330 Document Retention](#)
- [C-220 Student Records](#)

School District #62 (Sooke)

GOVERNANCE OF FOIPPA - ACCESS TO INFORMATION	No.: D-330.1 D-330
	Effective: Jan. 24/95 Revised: Jan. 28, 2020 Reviewed: Nov. 5/19; Nov. 26/19; Jan. 28, 2020; May 2/2023; May 23/23; June 27/23

ADMINISTRATIVE REGULATIONS**General Information**

The Board regularly makes general information available to the public, such as financial statements, trustee disclosure forms, public board minutes and materials, financial disclosure forms, annual report, school newsletters, and community school programs. This information can be obtained at the schools or the school board office. The public may contact the office of the Secretary-Treasurer to determine if the information requested falls under the regular release of information criteria. Freedom of Information and Protection of Privacy Act The Board is guided by the terms of the Freedom of Information and Protection of Privacy Act regarding the policy for making a request under the Act and will follow the procedure therein. According to the Freedom of Information and Protection of Privacy Act, a written request must first be made through the Secretary Treasurer's office for processing and forwarding according to the Freedom of Information and Protection of Privacy Act's procedures. The fee schedule is outlined in the Freedom of Information and Protection of Privacy Act and the Secretary Treasurer's office will determine when fees are payable. There is no fee payable for the first three hours spent locating and retrieving the record. A full copy of the Freedom of Information and Protection of Privacy Act is available online at this link: <http://www.bclaws.ca/Recon/document/ID/freeside/96165-00>

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

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

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

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

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

Guiding Principles

- Ensure that the School District responds to an applicant who makes a request under the Freedom of Information (FOI) sections of the legislation.
- Individuals have a right of access to a record in the custody or under the control of the School District, including a record containing personal information about the applicant.
- Be open and transparent about the information rights and how to exercise them by making every reasonable effort to assist applicants needing access to a record.
- Ensuring the confidentiality of the information contained in the staff and student records and ensuring privacy for staff, students, and their families.
- Endeavour to support our employees in understanding their data handling responsibilities.
- Collecting and using personal information only as necessary to carry out authorized programs and services.
- Support the timely response to access requests submitted under FOIPPA.
- Ensure that a process for completing and documenting FOI requests is supported and information on how to make a request is documented.
- Refusing to respond to an applicant request if a record containing information described is information harmful to law enforcement, or a record containing information would harm the financial or contractual interests of the district.
- Ensure consent is obtained for any information record related to a third party affiliated with the information record if disclosure of the existence of the information would be an unreasonable invasion of that party's personal privacy.

Exemptions

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

Section I – Access to Information

Requesting a Record:

- Any member of the public may make a written request to access or correct information under FOIPPA.
- To be processed, the request must be a “complete request”. To ensure that a request has been adequately filled out and contains all the necessary elements, a requester must ensure they are seeking records, not information or answers to questions that can be readily obtained on the SD62 website or from other sources. The form is available via https://www.sd62.bc.ca/freedom_of_information_request
- Under the FOI Legislation, the School district must log the business date the request was received along with other dates during the request fulfillment process and confirm receipt with the requester.
- If the request is not clear and additional information is needed within the thirty (30) day deadline, the requester may be contacted for additional information to find and narrow the search for the record or, for correction requests, to provide evidence that the information on file is incorrect or incomplete.
- The time limit for responding will be suspended written notice of the additional information needed to continue with the search or to discontinue the search is received.

Searching for a Record:

- With sufficient information to locate the record, forward the request to Foippa@sd62.bc.ca if the request for access to records is complete with sufficient detail to enable the identification of the records sought.
- Before commencing a search for responsive records, the SD62 (the District) will consider whether a time extension or fee estimate is required. If the request appears likely to require an investment of three (3) hours or more of search and/or preparation time, the SD62 will develop an estimate of the amount of time required to search for responsive records and will then prepare and provide a letter to the Requester notifying them of the fee estimate and seeking a deposit in accordance with FOIPPA legislation proposed fee charges.
- If at any time during the processing of the request, it becomes apparent to the District that it will not be possible to complete the processing of the request within the original thirty (30) day timeline for responding under FIPPA, the District will, where permitted under FOIPPA, issue a notice of extension of time in writing to the Requester, indicating the reason for the extension and the amount of additional time which is required.
- When the District receives a request, it will conduct a reasonable search, which entails the following steps:
 - FOI Coordinator will seek to clearly understand the search parameters prior to conducting the search.
 - FOI Coordinator will initiate the record search and ensure all relevant documents are retained, including transitory records that are responsive.
 - The FOI Coordinator will conduct searches and instruct staff that while collecting records in response to an access to information request, they must also search for and produce any relevant records from instant messaging and personal email accounts,

- **The FOI Coordinator will:**
 - **provide clear search instructions to employees participating in the search.**
 - **identify all databanks and places to be searched and develop a search plan.**
 - **document search steps.**
- **Upon completing the reasonable search, the FOI Coordinator shall:**
 - **determine whether the information requested can be retrieved in whole or in part.**
 - **estimate the time and cost needed to search for, retrieve and prepare the information for release.**
 - **forward the information requested along with a recommendation for or against disclosure to the FOI Coordinator, who, in turn, will seek discussion with the respective head of the school, department, or program area.**

Review of Records and Third-Party Notification

- **The District will review the records in order to determine what information therein may be exempted and/or excluded, and exercise discretion with respect to the application of exemptions as required by FOIPPA section 22 in regard to disclosing or releasing personal information about another person if the disclosure would be an unreasonable invasion of that person's privacy.**
- **Where the District is considering releasing records that potentially contain confidential information pertaining to a third party, the District will provide the third party with an opportunity to provide representations with respect to the disclosure of the information in question.**
- **Where third-party notification is required, the District will send a letter to the affected third party containing the following:**
 - **A statement that the SD62 intends to release a record or part of a record that may affect the interests of the person or organization.**
 - **The contents of the record or the part that relates to the affected person.**
 - **That the affected person must make representations in writing as to why the record in whole or in part should not be released; and**
 - **That the affected person has twenty calendar (20) days after the notice is given to reply.**
- **Upon receipt of the affected third party's response, the District will consider the comments sent by the affected third party and decide whether to release the information contained in the record, which may be third-party information within the time prescribed by FOIPPA.**
- **If the District Privacy Office decides that a record containing the affected third-party information will be disclosed to the requester, the District will inform the affected third party of this decision and of their right to appeal such decision to the Office of Information Commissioner (OIPC) within 30 business days from the date the District has notified the decision. The District will hold the records until the appeal period of 30 business days has elapsed. Once the appeal period has passed, the Privacy Officer must confirm with the OIPC that no appeal has been received before releasing the records to the requester.**

How access will be given (Release of Record)

- If a fee estimate was not provided to the Requester before commencing a search for responsive records, and it appears after completing the search that greater than 3 hours of combined search and preparation time will be required to process the request, the District will provide the Requester with a fee estimate before proceeding further, which will be prepared in accordance with FOIPPA and the Regulations thereunder. The records will not be released until payment has been received in full by the District. The Privacy Officer may, however, exercise discretion to waive fees.
- If access to the records is to be provided, the information will be released to the requester within the applicable deadline set out under FOIPPA, subject to any time extensions, which may be imposed as set out above.
- If access to the records is denied the District will send a letter to the requester indicating the reasons for refusal and his/her right of appeal to the OIPC for review of the decision within 30 business days after the District has communicated the decision.
- The District will retain the responsive records, including transitory records or operational records whose retention period has expired, until the appeal period of 30 business days has elapsed, and the District has received confirmation by the OIPC that no appeal has been filed.

Appeal and File Closed

- If the requester disagrees with the District's decision, the requester may file an appeal with the OIPC pursuant to FOIPPA.
- The appeal shall be made in writing to the OIPC within thirty (30) business days from the date of the District's letter informing the requester of the decision.
- The District may participate in any mediation conducted by the OIPC and respond to the issues on appeal.
- The District shall close the access request upon its completion or final disposition by the OIPC on appeal, or if the requester:
 - Has not provided the SD62 with sufficient clarification regarding the scope of the access request within thirty (30) calendar days following the SD62's request for such clarification.
 - Has not paid in full the fees associated with the access request within thirty (30) calendar days of being informed of the fee estimate or assessment.
 - Has not filed an appeal of a decision with the OIPC within the prescribed appeal period or has exhausted all rights of appeal to the OIPC; or
 - Otherwise has not responded to correspondence from the District within thirty (30) calendar days from the date of the correspondence.

Correction Request (section 29)

- If a request for correction is requested through the FOI process, the FOI coordinator will assess the record that is deemed incorrect or incomplete by the requester.
- This shall be forwarded back to the requestor by the FOI Coordinator or to the School or Department Program Area concerned, along with the time remaining to comply with the request.

- **Upon reviewing the correction request, the FOI Coordinator will:**
 - **determine whether the information submitted for correction contains errors or omissions; and**
 - **seek clarification from the school or department program lead.**
- **If the correction is made, the District will notify the requestor with a copy of the corrected record within the applicable deadline set out under FOIPPA.**
- **If the correction is denied, the District will send a letter to the requester indicating the reasons for refusal and the right of appeal to the OIPC for review of the decision within 30 business days after the District has communicated the decision. The District will advise the individual that he/she can require that:**
 - **a statement of disagreement be attached to the information reflecting any correction that was requested but not made; and**
 - **any person or body to whom the personal information has been disclosed within the year before the time a correction is requested or a statement of disagreement is required, be notified of the correction or statement of disagreement.**

Exceptions (Sections 12-22)

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

Section II – Cyber Security and Privacy Breach Protocol

Introduction

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

Escalation Protocol for Reporting Breaches

Incident Reporting and Assessment

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

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

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

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

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

1. Risk for the District - this risk analysis is carried out using an approved Threat Escalation procedure.
2. Risk for the affected individuals - the risk analysis is carried out using an approved Threat Risk Assessment (TRA) tool.

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

Cyber Security and Privacy Manager

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

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

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

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

Superintendent and the Executive

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

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

Trustees of the Board of Education

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

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

Mandatory Notification to Affected Individuals

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

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

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

Notifying the Commissioner

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

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

Exceptions to Notify

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

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



NEW MOTION/AMENDMENT TO MOTION

Board Meeting Date: June 27, 2023

From: Trustee, Cendra Beaton

Re: Committee Report/Agenda Number: _____

New Motion

That the Board of Education of School District 62 (Sooke) direct staff to revise the administrative regulations for Policy C-329, Field Trips to ensure that students of all gender identities have equitable opportunities for inclusion and participation with accommodation that prioritize their emotional and physical safety.

Rational:

With a lens of creating deeper understanding and support for our students of all gender identities while attending over-night trips. It is important for us to explore ways for all students to be provided with equitable opportunities to participate in over-night trips focused on:

- an awareness of the emotional and physical impact for our students.
- Ensuring that students feel a sense of inclusion to “be themselves” without barriers due to their gender identity for placement or participation, and
- Respecting our students’ right to express their gender identity openly, when, and with whom they are comfortable sharing this information with and held confidential in accordance to the applicable privacy laws should all be reflected in any revisions.

Here is one example: [AP 339 | Abbotsford School District \(abbyschools.ca\)](https://www.abbyschools.ca)

This motion directly aligns without Strategic Plan under the following:

Learning Goal Objective 1 and 3

Growth Goal Objective 1 and 2

Amendment to Motion

Agenda Number: _____

Delete:

Add:

Please complete and give to Recording Secretary



Board Info Note

Public Board Meeting

June 27, 2023

Agenda Item 8.4: Framework for Enhancing Student Learning Targets

BACKGROUND

- The Framework for Enhancing Student Learning (FESL) formalizes the annual public reporting expectations for school districts to provide evidence and analysis on actions to enhance student learning and success.
- FESL reflects the public commitment by Indigenous right holders and Indigenous peoples, education partners and communities to work together to continuously improve student learning.
- FESL requires alignment of the province’s K-12 accountability and evidence informed practices that enhance student learning, inclusivity and equity of student outcomes.
- FESL Report is due annually at the end of September and reflects student achievement indicators (data) and evidence collected in the past school year with recommendations on “next steps” for a given school district to consider in the present year.

RATIONALE

- As we approach our third year of formulating and reporting via the Framework for Enhancing Student Learning (FESL) report in September 2024, the district has completed an initial review of the available data, events and actions of the 2022/23 school year. (Please note, not all data sets have been made available from the Ministry of Education and Child Care as of yet.) Staff continue to use the data collected and required by the Ministry as the standard data inputs for all districts in the province. Those data sets are primarily Foundation Skills Assessments (FSA test), and the Ministry’s Student and Parent Satisfaction surveys.

- This “pre-report” contains anecdotal comments from staff reflecting the following questions:
 - a) What are the next steps or the target that we are aiming for in the coming year?
 - b) What do we hope to see and how will we know we had success or made progress towards stated goals?
 - c) Suggest significant accomplishments or highlights (events, achievements, collaborations/partnerships) from this school year that help to illustrate our commentary.
 - d) We have decidedly left the statistical data out of the report and chose to focus on anecdotal, qualitative data. The full report in September 2023 will include the quantitative data with analysis accompanied by the anecdotal feedback from the pre-report.

The Executive team continues to collaborate with District Principals and our school-based PVP to build coherence and alignment between the District’s Strategic Plan, Operational Plans, Department Operational Plans and School plans. This pre-report reflects that collaboration and maturation of our processes to articulate a holistic and well-rounded definition of student success supported by both Ministry of Education and Child Care data sets as well as qualitative and quantitative data sets that are locally generated by our staff. Please consider this pre-report as a snapshot of the upcoming September Report, our first step in reporting to the Board and the public on our progress towards our strategic goals and objectives relative to student achievement and success. *

Strategic Plan Linkages:

*Learning Goal: Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to educated citizens. Objectives: # 1,2, 3 &4, Outcomes: #1,2,3 &4

*Engagement Goal: Create a culture of belonging. Objectives: #1,2, & 4, Outcomes: #1 & 2

* Growth Goal: Pursue organizational excellence to support a vibrant school district. Objectives: 1,3, &4 Outcomes: #1, 3 &4

Respectfully submitted by

Paul Block – Deputy Superintendent of Sooke Schools



SOOKE
SCHOOLS 62
Shaping Tomorrow Today

FRAMEWORK FOR ENHANCED STUDENT LEARNING (FESL)

Pre-Report to the Board of Education

JUNE 2023

Student Performance Interpretation

Intellectual Development

Educational Outcome 1: Literacy

Literacy Commentary:

While the participation rate in FSA assessments increased, the number of students who are 'On/Track or Extending' dropped from the previous year. An accurate representation of how our students are doing may be better determined once we have year-end Summary of Learning report from teachers.

We know we have work to do to bring all of our students to parity or better than provincial averages. 2022-23 marked the first year of the District Literacy Plan, which targets Tier 1 and Tier 2 instruction and intervention supported by evidence-aligned resources and strategies. In its first year, universal screening and progress monitoring was inconsistently implemented across schools.

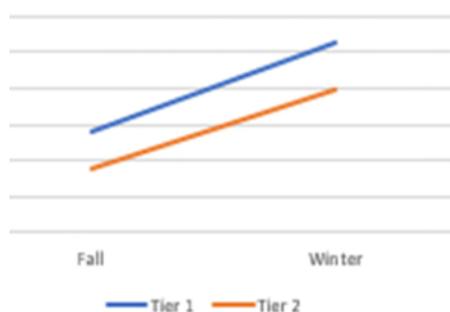
We anticipate in the 2023-24 school year that all schools will implement universal screening and intervention practices with fidelity in the primary grades. With a continued focus of on-going professional learning and support for interventionists and classroom teachers across all grade levels, we anticipate that each year our number of students 'on-track or extending' will grow and be reflected in course proficiency scales and in the annual FSA results.

In 2022-23, the number of students Proficient or Extending in the Literacy Graduation Assessment decreased from the previous years overall to 69.1% from 67.7%. The BC Literacy Assessment requires students to engage in critical thinking skills and analysis which spans cross-curricular competencies. As a part of the District Literacy Plan, secondary educators will continue to be offered opportunities for professional learning in intervention appropriate for adolescents with literacy difficulties, as well as whole class critical thinking literacy skills. We anticipate the numbers of students 'Emerging /Developing' on this assessment to drop year over year.

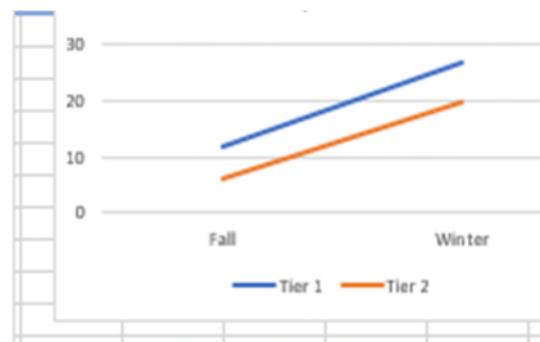
District Successes:

Illustrative in elementary school A, students who received intervention made the same or comparable growth to their age-based peers.

Grade 1 Phonemes Segment Fluency



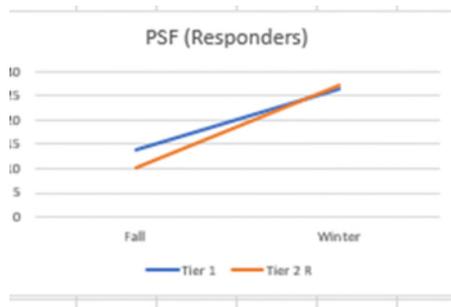
Gr 1 Letter Sounds



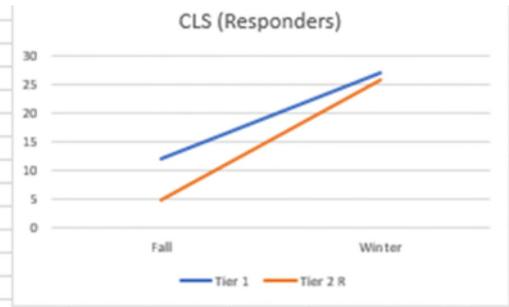
Demonstrate students receiving intervention are making gains on par with classmates (median).

With the removal of the few students who were 'non-responders' from the data, grade one students reached parity with their classmates and 'closed the gap' with their literacy skills.

Grade 1 Phonemes Segment Fluency



Gr 1 Letter Sounds



With non-responders removed from the data, the gap is closed.

Educational Outcome 2: Numeracy

Numeracy Commentary:

In K-8, ongoing professional learning sessions for teachers based on formative assessment and instructional response learning sequences have been offered. To support a shift in practice, pedagogically sound and culturally responsive print, physical and digital resources have been made available equitably to every school. Recommended class-wide diagnostic assessments and responsive practices will be promoted as a part of these learning series.

Additionally, next year, based on school-based numeracy reporting data, limited licenses for MathUp will be offered to a small number of schools and educators. Teachers receiving these licenses will be a part of a professional learning community to deeply consider formative assessment, and instructional strategies that promote number sense, critical thinking, and analysis of word problems. A part of the process with this professional learning community of practice will be to formally assess and reflect on summative data to determine whether this highly regarded resource is making a positive impact on student outcomes in numeracy.

Finally, in for educators in grades K-12, we will continue to support 'Building Thinking Classrooms' as a pedagogical approach to 'de-front' classrooms, promote student communication, creative thinking and problem solving. This approach, connected to the district's Strategic Plan, is research-based instructional pedagogy developed by Dr. Peter Liljedahl. It emphasizes the importance of real-life numeracy tasks and having students think, reason and ask questions to solve problems.

We expect that as more educators become familiar with this style of pedagogy in numeracy and all subjects, student performance data will improve in FSAs, math report card marks, and on the Grade 10 Numeracy Assessment results. Happily, a 'Building Thinking Classrooms' approach does not require worksheets or notebooks, which may result in fewer photocopies in our schools to align with SD62's commitment to environmental conservatism.

Grade 10 numeracy--PT/R % has increased its gap from "all students" and "special needs", also noting that less students met PT/R in numeracy than literacy--need a focus on numeracy next year.

District Successes:

Teachers who participated in “Building Thinking Classrooms” professional discussions reported anecdotal increases in student engagement, collaboration, critical thinking and real-world -problem solving. In Elementary School B, a few classrooms have moved away from the traditional ‘I do – We do - You do’ structure of math lessons. Learning structures now involve random student groupings, thinking tasks, vertical mounted whiteboards for constructivist thinking and student collaborative synergistic learning.

In Secondary, math educators for each secondary school gathered as a collaborative learning community to explore proficiency at grade 9 in light of the new Reporting Policy’s requirement to switch from letter grades to Proficiency Scale. This evolved into an exploration of assessment, instructional strategies and approaches and grew in numbers as enthusiasm spread. Teachers’ experienced paradigm shifts from a content to a competency approach throughout their teaching in the senior grades. Given that the Graduation Numeracy Assessment is competency based, we expect that this shift in pedagogical approaches will result in increased numbers of students who are ‘Proficient or Extending’ on the assessment.

Measure 2.3: Grade to Grade Transitions

Grade to Grade Transitions Commentary:

Grade to grade transition rates for Aboriginal learners have improved over time. This includes Aboriginal learners on-reserve. To support transitions, the Pathways To Graduation framework was piloted this school year and will continue next year to ensure as many students as possible move to the next grade. Additionally, a deepened relationship with Indigenous partner groups and a district-wide greater understanding of Jordan’s Principle will also support transition rate.

The Pathways & Choice Department (Alternate, Career Education, Continuing Education, Online Learning) is providing an increased number of pathway choices through program review and renewal, increased staffing, and continued community partnerships. With student enrolment and engagement increasing in all pathway programs, our belief is our grade to grade transitions will increase supported by engaging pathways of choice for students in grades 9-12. With one of our focuses being on our K-8 Careers and Applied Skills, Design, and Technology (ADST), engaging students through Gearbots, Make Do Kits, Coding, Jr. Skills Canada events, Ignite sessions, Try a Tool, Tool Carts, and See it Be it field trips, we believe inspiring younger students with awareness and activities will also increase grade to grade transitions in secondary schools in the years to come.

Based on the 21/22 data in comparison to the previous two years, our grade to grade transitions continue increase overall with all students.

District Successes:

Pathways to Graduation: The intent of the framework is that through safe and focused conversations we will have a clearer understanding of who is on their pathway to graduation and who may require additional care. Envisioning a grandparent in the space ensures we enter each circle conversation with a good heart and mind remembering that families entrust their children with us each day with hopes that they will be both successful and happy at school.

SD62 has begun the *Pathways to Graduation Circle* framework this year to honour the efforts towards reaching the goals of the NA'TSA'MAHT Enhancement Agreement. Between November and May, we plan to visit each Elementary School once and all Middle and Secondary Schools twice. Next year there will be bi-annual visits to all schools.

Alternate – Westshore Secondary School Colwood & Sooke campuses:

- Inaugural year for Take a Hike program (Colwood campus)
- Inaugural year for our Individual Learning Program (ILP) using Brightspace as a learning platform (both campuses)
- Renewed Student Learning Plans (SLPs), school/district referral form, & transition plans
- SD62 Alt staff visited SD36 to compare processes and programming

SD62 Career Education:

- Initiated .5 K-8 District Career Ed lead supporting Career & ADST curriculum
- Youth Work in Trades (WRK) staffing increased to 1.0 to support student growth in WRK courses
- Added Auto Trades Awareness, Skills & Knowledge (TASK) to Belmont Secondary School (BSS) for the 23?24 school year

SD62 Online & SD62 Continuing Education

- Middle School Blended program doubled in 22/23 adding a cohort to the Milne's Landing community
- Successfully transitioned Juan de Fuca Distributed Learning (JdFDL) to SD62 Online creating "hubs" at Belmont Secondary, Edward Milne Community School, and Royal Bay Secondary School for the 23/24 year
- Successfully transitioned Westshore Centre for Learning & Training (WSCLT) to SD62 Continuing Education with a vision for opening school based face to face and blended opportunities for the 23/24 school year
- Full credit Summer Learning student enrolment continues to increase

Human and Social Development

Educational Outcome 3: Students Feel Welcome, Safe, and Connected (Grade 4,7,10 & 12)

Students Feel Welcome, Safe, and Connected Commentary:

The initiatives of the Equity Scan contribute to Aboriginal students feeling welcome and safe in school. For instance, at the school level, a focus on Indigenizing the learning environment has resulted in more Indigenous culture and language being visible. Many schools have completed, or are in process of, indigenizing their logos or school symbols. District level work of the Equity Scan had resulted in more Indigenous Administrators being hired in schools or in the VP pools. Human Resources has applied for the Human Rights Tribunal to preferentially hire more Indigenous employees across all sections of the district. More Indigenous staff means more indigenous students will see themselves reflected in their learning environment.

We have seen a significant increase in the percentage of children and youth in care who feel welcome in their schools, however it should be noted that this percentage is represented by a relatively small number of students so increases will experience large swings in percentages. Regardless, 90% of our children and youth in care feel welcome, which is something to be celebrated. Our district has a unique partnership with MCFD with the secondment of 3 school-based workers, who have the mandate of ensuring that students in care have a point person and an advocate. These 3 positions work seamlessly between the two systems and provide support through attendance at school meetings, help with transitions and advocating for the needs of the student.

Overall, however, our rate for All Students has remained quite stable around 70% and is an area of continued concern. Work will continue in this area to build a sense of community and welcoming for all students. One initiative we have undertaken is engaging the services of Chuck Geddes and the HeART assessment tool with two pilot schools this past year, which focuses professional learning on trauma informed practices and how to provide a warm, welcoming environment for all students, and particularly our students coming from a background of trauma.

Our results in all 3 areas of safety, belonging and adults that care remain quite stable with minor increases and decreases and the rates we are sitting at are a definite source of concern. Initiatives we are undertaking to address this concern involve the aforementioned Trauma Sensitive Schools training but also, the creation of three new positions through our Safe Schools Department. One is a .4 Outreach Teacher to work with some of our most vulnerable students who have had involvement with the Justice system and may be in a position where conditions or charges are making school attendance difficult. The other two are 1.0 FTE Student Advocate positions (although we were only able to fill one this year due to labour shortage – the second will start in September), who have been working with students in the middle/secondary age group that are on the path to disengagement from school. These may be students who are struggling with substance use, school avoidance, instability in home life, difficulties with peer interactions/social-emotional development and/or struggling with academic concerns. Their job is to connect with students on or off campus and to help bridge the world between home and school in order to keep communication open. The ultimate goal for these positions is to get students more strongly connected to their school teams so that school is seen as a safe, welcoming place to be. Our staffing goal is to increase these positions to 3.0 for the Fall 2023.

Pathways & Choice programs provide safe and welcoming opportunities for all learners. Through the actions and opportunities listed below as District Successes, we strive to engage students in K-12 and post graduation with environments that are inclusive and caring. Reflecting on the 21/22 data, two thirds of all student's report feeling a sense of belonging which is a continued focus for our District in increasing this rate. As far as feeling a sense of belonging, through our increased pathways and choices for students we hope to see this number improve over the coming years through continued awareness and opportunity for students and their families. At least 75% of all students reported feeling safe which is supported by the ongoing work of our Safe & Healthy Schools department.

District Successes:

We were very fortunate to receive a large (120K) grant from Health Canada's Substance Use and Addictions Program to support release time for teachers to explore and implement more of the new PHE competencies related to Healthy Relationships, particularly through the lens of substance use. Our goal with the project is that by having opportunities to discuss concerns and questions related to this topic, it will increase the confidence and comfort level of all adults in our system to have these valuable conversations with students on a daily basis, which in turn, will create an environment of safety and belonging.

In addition, we continued with staff development training using the EASE program, increasing everyone's understanding of how to work with managing anxiety. We offered .4 release time to take the EASE program to any interested teacher. Our Social Emotional Learning coach continued to work in elementary schools supporting classrooms to implement SEL lessons, routines and strategies.

Alternate – Westshore Secondary School Colwood & Sooke campuses:

- Opened the new year with a new name and logo - Home of the Stkaye - incredible pride for staff and students
- Inaugural year for Take a Hike program (Colwood campus)
- Inaugural year for our Individual Learning Program (ILP) using Brightspace as a learning platform (both campuses)
- Inaugural year in hosting our Commencement at Royal Roads University (RRU)
- Continued success of our Elder in Residence program with Elder Earl Claxton
- A focus in community and learning on the land/water
- Continued partnership with RRU and Colwood Elementary
- Set the Table program was a huge success
- Monthly student feasts anchored to special events

SD62 Career Education:

- Initiated .5 K-8 District Career Ed lead supporting Career & ADST curriculum
- Focused on 'Make Do' Kits, ADST Carts, Jr. Skills Canada School wide events, supported Find Your Fit at Journey
- Hosted Ignite sessions in partnership with Camosun College
- WRK staffing increased to 1.0 to support student growth in WRK courses
- Added Auto TASK to BSS for the 23/24 school year

SD62 Online & SD62 Continuing Education

- Middle School Blended program doubled in 22/23 adding a cohort to the Milne's Landing community
- Successfully transitioned JdFDL to SD62 Online creating "hubs" at BSS, EMCS, and RBSS for the 23/24 year
- Successfully transitioned WSCLT to SD62 Continuing Education with a vision for opening school based face to face and blended opportunities for the 23/24 school year

Career Development

Educational Outcome 4: Students will graduate

The BC Graduation Program sets the requirements to exit the K-12 education system with a BC Certificate of Graduation (Dogwood Diploma) and ensures that students are graduating from secondary school as educated citizens, with the knowledge, competencies, and skills they will need to transition successfully into post-secondary education, training, or the workforce. Students can also benefit from the Adult Graduation Program, available to students aged 18 and older, as well as the BC School Completion (Evergreen) Certificate.

The Pathways and Choice department provides a variety of pathways towards graduation. With the Ministry of Education's mandate of developing the "educated citizen" through Intellectual Development, Human and Social Development, and Career Development, the SD62 Career Education team continues to support student and family engagement through a focus on employment, skilled trades, and post-secondary programs and opportunities. In addition, the renewal of our District online school SD62 Online and SD62 Continuing Ed, students will be provided with more options and flexibility in their graduation programs. Highlights are listed below in District Successes. As reported through the 21/22 data in comparison to the previous two years, our graduation rate continues to hold steady at close to 85%. We strongly believe with an increase in pathways to graduation increasing, we will see this number improve with a goal of getting more than 90% of all students graduating.

The five-year graduation rate for learners with Indigenous ancestry has plateaued. While students who have status living off reserve has shown an improvement of 7% over the last 3 years, the rate of learners living on reserve has declined from 56% to 20% in the last school year. Looking forward, the pathways to graduation framework as well as the Learner Profile tool will enable schools to better track learners. Additionally, more intentional focus will be given to the Local Education Agreements which support accountability for most of the on-reserve learners.

Definitions to Support Commentary:

Pathways to Graduation: The intent of the framework is that through safe and focused conversations we will have a clearer understanding of who is on their pathway to graduation and who may require additional care. Envisioning a grandparent in the space ensures we enter each circle conversation with a good heart and mind remembering that families entrust their children with us each day with hopes that they will be both successful and happy at school.

SD62 has begun the *Pathways to Graduation Circle* framework this year to honour the efforts towards reaching the goals of the NA'TSA'MAHT Enhancement Agreement. Between November and May, we plan to visit each Elementary School once and all Middle and Secondary Schools twice. Next year there will be bi-annual visits to all schools.

Learner Profile tool: (Indigenous Information Management Systems also known as "IIMS"): an application that works on laptop, Chromebook or mobile phone for staff to collect Indigenous student achievement and success indicators on a daily/weekly basis. The tool has filters (set by staff) that will analyze data such as attendance, culture and language programming & learning, academic support and NA'TSA'MAHT Indigenous Education (NIE) staff support logs. The data will be used to be to illustrate audit compliance in addition to assessing risk factors that reflects a student's resiliency and connection (Health & Wellness, Relationships & belonging, attendance and engagement). This information facilitates NIE staff and school staff to respond in "real time" to the holistic needs of students, positively impacting their overall well-being, connection and academic success.

District Successes:

Alternate – Westshore Secondary School Colwood & Sooke campuses:

- Opened the new year with a new name and logo - Home of the Stkaye - incredible pride for staff and students
Inaugural year for Take a Hike program (Colwood campus) – 3 graduates
- Approximately 40 graduates between the Colwood & Sooke campuses
- Inaugural year for our Individual Learning Program (ILP) using Brightspace as a learning platform (both campuses)
- Inaugural year in hosting our Commencement at RRU
- Improved success of students and their attendance supported by the “Quinta” model of scheduling

SD62 Career Education:

- Youth Work in Trades (WRK) staffing increased to 1.0 to support student growth in WRK courses
- Continued growth in our academic Dual Credit courses partnered with Camosun College/South Island Partnerships
- Added Auto TASK to BSS for the 23/24 school year
- Hosted our 1st annual Youth Train in Trades Awards to 26 apprentices

SD62 Online & SD62 Continuing Education

- Middle School Blended program doubled in 22/23 adding a cohort to the Milne’s Landing community
- Successfully transitioned JdFDL to SD62 Online creating “hubs” at BSS, EMCS, and RBSS for the 23/24 year
- Successfully transitioned WSCLT to SD62 Continuing Education with a vision for opening school based face to face and blended opportunities for the 23/24 school year

Educational Outcome 5: Life and Career Core Competencies

Using the transition to post-secondary-immediate transition versus our 3-year transition data, our students continue to need more time in order to begin their post secondary journey. With the opening of the Westshore Post-Secondary building in September of 2024, we're excited for our students to see the impact of having access to post-secondary course and programs in closer proximity as we continue to speculate that distance to post-secondary is a barrier for many graduates. In addition, we look forward to seeing the impact of the renewal of our Alternate programs as well as the increased emphasis on employment and skilled trades opportunities supported by our District Career Ed team and our community partnership with Camp sun College and the South Island Partnership.

Transition to post secondary for Aboriginal students is being supported by the Aboriginal service Plan Initiatives, which include visits to campuses, trade sampler days, and post secondary visits to Grade 12 school events such as the Tri-district Grade 12 day.

The gap between Sooke and Province for PSI Transition Rate is brought closer in the 3 years' data summary. Fewer of our students are going immediately to Post-Secondary.

District Successes:

SD62 Career Education:

- Initiated .5 K-8 District Career Ed lead using repurposed department funds - huge success!
- Grew WRK staffing to 1.0 in order to keep up with growth.
- Honored 26 WRK students from our district at our 1st annual WRK awards
- Successfully expanded TASK programs to include Auto TASK at Belmont beginning in Sept. '23
- Shifted our WEX district approach from school based to centralized district approach using CE to capture claims throughout the school year for 23/24
- Hosted a Career Ed Audit Compliance workshop supported by the ministry
- Successful Jr. and Sr. Skills Canada competitions
- Rebranded our department from Careers & Transitions to SD62 Career Education - Employment, Post-Secondary, Skilled Trades
- Solidified our ongoing partnership with SIP, STBC, and the Ministry team
- Continued success with our DC cohort models at both BSS and RBSS
- Focused on 'Make Do' Kits, ADST Carts, Jr. Skills Canada School wide events, supported Find Your Fit at Journey
- Hosted Ignite sessions in partnership with Camosun College
- Youth Work in Trades (WRK) staffing increased to 1.0 to support student growth in WRK courses
- Continued successful partnership with South Island Partnership (SIP) and Camosun College

District Successes/Points of Pride Summary

Relationships & Engagement: Culture, Language & Connections

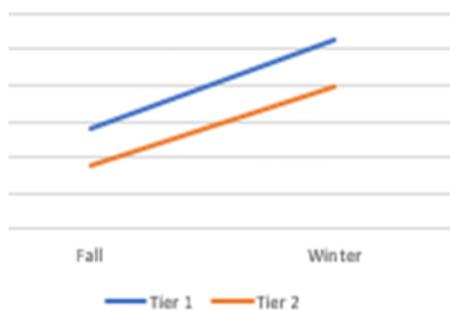
The 6 Na'tsa'maht Indigenous Education community dinners brought together Indigenous communities in ways never seen before. Each community was celebrated: T'Souke, Sc'ianew, Pacheedaht, Urban Indigenous and Métis, using a distinctions based approach that contributed to stronger relationships, sense of belonging in the district and reciprocity.

Camp Thunderbird – Tri-District Grade 12 event brought together students, staff, elders and community to recognize the powerful relationships between the Coast Salish Nations and communities on the South Island and to foster an emerging and collaborative relationship between the three South Island districts (61,62,63) and the Nations that we partner with and serve. Everyone was welcomed by the T'Souke Nation to their traditional unceded territory where students, staff and elders were led through various land-based activities and learning opportunities to inspire and celebrate the educational journey and success of our youth and collaborative partnerships over the past school year.

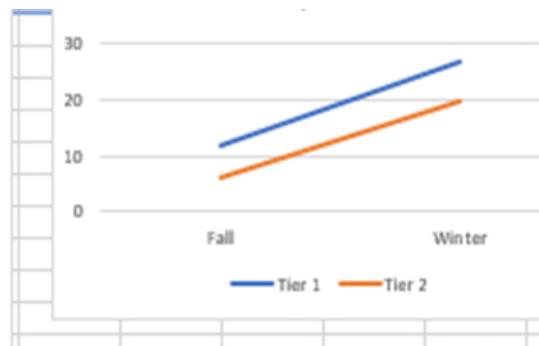
Literacy:

Illustrative in elementary school A, students who received intervention made the same or comparable growth to their age-based peers.

Grade 1 Phonemes Segment Fluency



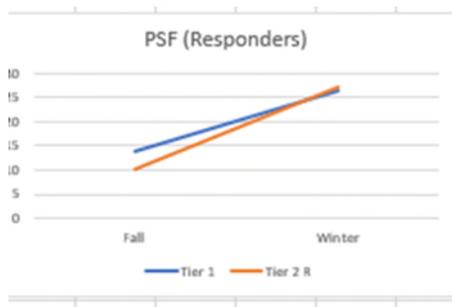
Gr 1 Letter Sounds



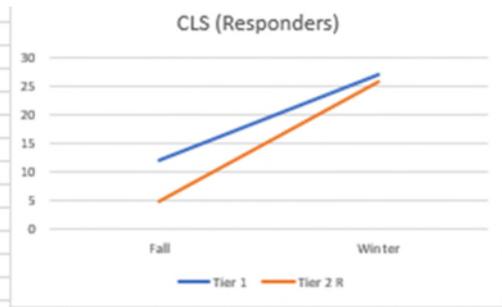
Demonstrate students receiving intervention are making gains on par with classmates (median).

With the removal of the few students who were 'non-responders' from the data, grade one students reached parity with their classmates and 'closed the gap' with their literacy skills.

Grade 1 Phonemes Segment Fluency



Gr 1 Letter Sounds



With non-responders removed from the data, the gap is closed.

Numeracy:

Teachers who participated in “Building Thinking Classrooms” professional discussions reported anecdotal increases in student engagement, collaboration, critical thinking and real-world -problem solving. In Elementary School B, a few classrooms have moved away from the traditional ‘I do – We do - You do’ structure of math lessons. Learning structures now involve random student groupings, thinking tasks, vertical mounted whiteboards for constructivist thinking and student collaborative synergistic learning.

In Secondary, math educators for each secondary school gathered as a collaborative learning community to explore proficiency at grade 9 in light of the new Reporting Policy’s requirement to switch from letter grades to Proficiency Scale. This evolved into an exploration of assessment, instructional strategies and approaches and grew in numbers as enthusiasm spread. Teachers’ experienced paradigm shifts from a content to a competency approach throughout their teaching in the senior grades. Given that the Graduation Numeracy Assessment is competency based, we expect that this shift in pedagogical approaches will result in increased numbers of students who are ‘Proficient or Extending’ on the assessment.

Grade to Grade Transitions:

Pathways to Graduation: The intent of the framework is that through safe and focused conversations we will have a clearer understanding of who is on their pathway to graduation and who may require additional care. Envisioning a grandparent in the space ensures we enter each circle conversation with a good heart and mind remembering that families entrust their children with us each day with hopes that they will be both successful and happy at school.

SD62 has begun the *Pathways to Graduation Circle* framework this year to honour the efforts towards reaching the goals of the NA’TSA’MAHT Enhancement Agreement. Between November and May, we plan to visit each Elementary School once and all Middle and Secondary Schools twice. Next year there will be bi-annual visits to all schools.

Grade to Grade Transitions continued:

Alternate – Westshore Secondary School Colwood & Sooke campuses:

- Inaugural year for Take a Hike program (Colwood campus)
- Inaugural year for our Individual Learning Program (ILP) using Brightspace as a learning platform (both campuses)
- Renewed Student Learning Plans (SLPs), school/district referral form, & transition plans
- SD62 Alt staff visited SD36 to compare processes and programming

SD62 Career Education:

- Initiated .5 K-8 District Career Ed lead supporting Career & ADST curriculum
- Youth Work in Trades (WRK) staffing increased to 1.0 to support student growth in WRK courses
- Added Auto Trades Awareness, Skills & Knowledge (TASK) to Belmont Secondary School (BSS) for the 23?24 school year

SD62 Online & SD62 Continuing Education

- Middle School Blended program doubled in 22/23 adding a cohort to the Milne’s Landing community
- Successfully transitioned Juan de Fuca Distributed Learning (JdFDL) to SD62 Online creating “hubs” at Belmont Secondary, Edward Milne Community School, and Royal Bay Secondary School for the 23/24 year
- Successfully transitioned Westshore Centre for Learning & Training (WSCLT) to SD62 Continuing Education with a vision for opening school based face to face and blended opportunities for the 23/24 school year
- Full credit Summer Learning student enrolment continues to increase

Students Feel Welcome, Safe, and Connected:

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Students will Graduate:

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Life and Career Core Competencies:

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Conclusion:

SD62's Framework for Enhancing Student Learning continues to evolve in its depth of information and evidence that documents the strategies & actions undertaken in our district to improve the life outcomes of students and foster the growth and development of educated and wholly capable citizens that are the foundation of our community. This year we have taken the step to share with the Board a "pre-report" to providing commentary describing potential next steps and considerations for the 2023/2024 school year and to share and celebrate successes from the 2022/2023 school year.

Further evidence and detailed analysis of the work we do in SD62 in support of student learning and community building will be made available to the Board, Ministry of Education and Child Care and the public in September 2023 via the SD62 Annual Framework for Enhanced Student Learning Report (2023).

90-Day Board of Education Work Plan

	JULY 2023	AUGUST 2023	SEPTEMBER 2023
APPROVE		<ul style="list-style-type: none"> • Annual BoE Work Plan • Annual BoE Calendar 	<ul style="list-style-type: none"> • Annual Report Package: <ul style="list-style-type: none"> ○ Strategic Plan 22/23 Annual Report ○ FESL ○ Financial Statements ○ Enrolment report ○ Minor & Major Capital Work • Superintendent Growth Plan
REVIEW/RECEIVE		<ul style="list-style-type: none"> • Estimated Enrolment Update 	<ul style="list-style-type: none"> • Executive Compensation Report • Capital work report
COMPLETE		<ul style="list-style-type: none"> • BoE/Executive Planning Retreat 	<ul style="list-style-type: none"> • Audit Committee appointments
ENGAGE		<ul style="list-style-type: none"> • Host Leadership Team Event *(TBC) 	<ul style="list-style-type: none"> • Host Virtual All Staff Meeting *(TBC) • Host SPEAC/PAC Rep welcoming event *(TBC)

Board Info Note

Board Meeting

June 27, 2023

Agenda Item: 10.2 –

SD 62 NA'TSA'MAHT Enhancement Agreement Final Report 2022/2023

BACKGROUND:

The creation of the first NA'TSA'MAHT Enhancement Agreement: 2016-2021

- Five-year working agreement spanning from 2016 to 2021
- Consultative process with Sc'ianew, T'Sou-ke and Pacheedaht Nations, as well as our Métis, Inuit and other Indigenous partners that reside in Coast Salish and Nuu-chah-nulth territories.
- Maintains the ongoing collective ownership and commitment to improve the success of Indigenous students while providing learning opportunities to all students, staff and community.
- Two goals capture the meaning of NA'TSA'MAHT...One Mind, One Spirit...

Our Goals (2022 – 2027):

One Mind...

To progress individual Indigenous student success K to 12, leading to a Dogwood Diploma, and supporting pathways to employment beyond graduation that reflect student choice and voice.

One Spirit...

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

NA'TSA'MAHT Renewal Process Summary: September 2022 – June 2023

NEA Renewal Consultation Process Terms of Reference:

- Revisit the current goals in the enhancement agreement, ensure the goals continue to create equity and enhance opportunities for Indigenous students and families.
- Ensure that all partners and stakeholders understand the relationship between the NA'TSA'MAHT Enhancement Agreement and the NA'TSA'MAHT Indigenous Education Department's Operational Plan.
- Ensure that the Enhancement Agreement reflects the collective voice of all partners and stakeholders.

NA'TSA'MAHT Enhancement Agreement 2022 – 2027

- NA'TSA'MAHT Enhancement Agreement 2022-2027 was received and approved by motion by the Na'tsa'maht Indigenous Education Council at the June 2023 Meeting.
- NA'TSA'MAHT Enhancement Agreement 2022-2027 was received and approved by motion from the Board of Education at the June 2023 Board Meeting.
- An official ceremony was hosted by the Pacheedaht Nation in Port Renfrew on September 27, 2023 to acknowledge the collective work, consultation and renewed goals of the Enhancement Agreement with objectives and outcomes identified in the plan. The strong relationships between the District and “the Four Posts” we partner with: Sc'ianew Nation (Beecher Bay)), T'Souke Nation, the Pacheedaht Nuu-chah-nulth Nation (Port Renfrew) and the Metis Nation of Greater Victoria were evident and celebrated as the foundation of the agreement and evidence of our collective work towards improved outcomes for Indigenous students and steps towards addressing Truth and Reconciliation's Calls to Action.

RATIONALE:

- The NA'TSA'MAHT Enhancement Agreement Final Report (NEAR) is the first time the Board has been presented with evidence and anecdotes to support the work achieved toward in the objectives and outcomes from the NA'TSA'MAHT Enhancement Agreement. This is a reflection of the work accomplished by the NA'TSA'MAHT Indigenous Education Department and by extension the District towards the goals, objective and outcomes in the 22/23 school year (August 2022 – June 2023). The intention is to provide the Board, our partner Nations and by extension our district community with feedback specific to progress achieved to date.
- This Final Report is follow through on the commitment from the NA'TSA'MAHT Indigenous Education Department and the District to be held accountable for the progress of our Indigenous students in SD62. The report speaks the truth about how our students are achieving relative to the One Mind and One Spirit goals and to support that with evidence and commentary on how we can continue to address the goals and eliminate the achievement and accessibility “gaps” that exist between non-indigenous and indigenous students.

HIGHLIGHTS: Actions and Data from February 2023 – June 2023 (new information since January)

- Page 6: 2021-22 6-year graduation rates, implementation of Pathway to Graduation meetings
- Page 7: Monthly Bus passes (supports) & Community Dinners, NA'TSA'MAHT Tri-District Land-Based Celebration
- Page 8: Data Tables Indigenous and disaggregated data for On-Reserve/ Off-Reserve students 6-year completion rates
- Page 9: Developed Individual Learner Profile NIE Programming Tracking Tool
- Page 11: Establishing SD62 *Jordan's Principle* Flow Chart to better field questions and support interested families, Ongoing review Blended Learning Program & ways to support Indigenous pedagogy
- Page 12: Sc'ianew Nation Students Gr 10-12 visited the Beecher Bay Ocean Resources for a career information event
- Page 13: Transitions to Post Secondary, first time we have been able to articulate and present this data
- Page 14: SD62 Human Resource Department attended T'Sou-ke Nation Career Fair, Anonymous SD62 Employment Equity Survey results may provide statistics on how many SD62 employees identify as being of Indigenous ancestry
- Page 15: Ongoing consultation with 4 Posts Advisory to develop practices to celebrate student success in culturally inclusive ways

- Page 16: District wide external Equity, Diversity and Inclusion Audit, SD62 Applied for Human Rights Exemption for Equitable Hiring practices language
- Page 18: School District Attendance at Pacheedaht Nation Culture Nights, School Staff Attend Drumming Circle at Hulitan Family & Community Services Society
- Page 19: Ongoing Language & Culture Legacy Projects with Elders – Lavina Charles filming this summer
- Page 20: Joint project between SD62 & SD63 to create W̱SÁNEĆ Oral Histories Legacy Video(s) with corresponding lessons for classroom use, Ongoing discussions with local Nations for land-based field trips in-community showcasing contemporary practices
- Page 21: Framed NA'TSA'MAHT Enhancement Agreement for each school site; event to planned for the fall, CUPE Professional Development included *Examining Culturally Responsive Learning Environments* with Carolyn Roberts
- Page 22: Elementary Principles of Learning (POL) celebrations in May at Goldstream Park and Tod Inlet, Secondary Land based Tri-District (SD62, SD62, SD63) event at Camp Thunderbird – May 31st, NA'TSA'MAHT Community Dinners (Ruth King 200 guests, Saseenos 70 guests, Hans Helgesen 200 guests), Métis Community Dinners (Poirier 70 guests, John Stubbs 200 guests) NA'TSA'MAHT Community Learning (Pacheedaht Nation 70 guests), Freedom to Gather: A VNFC Youth Gathering Student Event – March 27-29
- Page 23: Summary of the significant “wins” this school year towards meeting the goals of the NA'TSA'MAHT Enhancement Agreement.

RECOMMENDATION:

That the Board of Education of School District 62 (Sooke) receive the NA'TSA'MAHT Enhancement Agreement Final Report (NEAR) as presented.

Prepared by:

Deputy Superintendent of Sooke Schools, Paul Block

NA'TSA'MAHT ENHANCEMENT AGREEMENT ĆENŦEŦI MOON YEAR-END

FINAL REPORT 2022/2023
JUNE 27, 2023

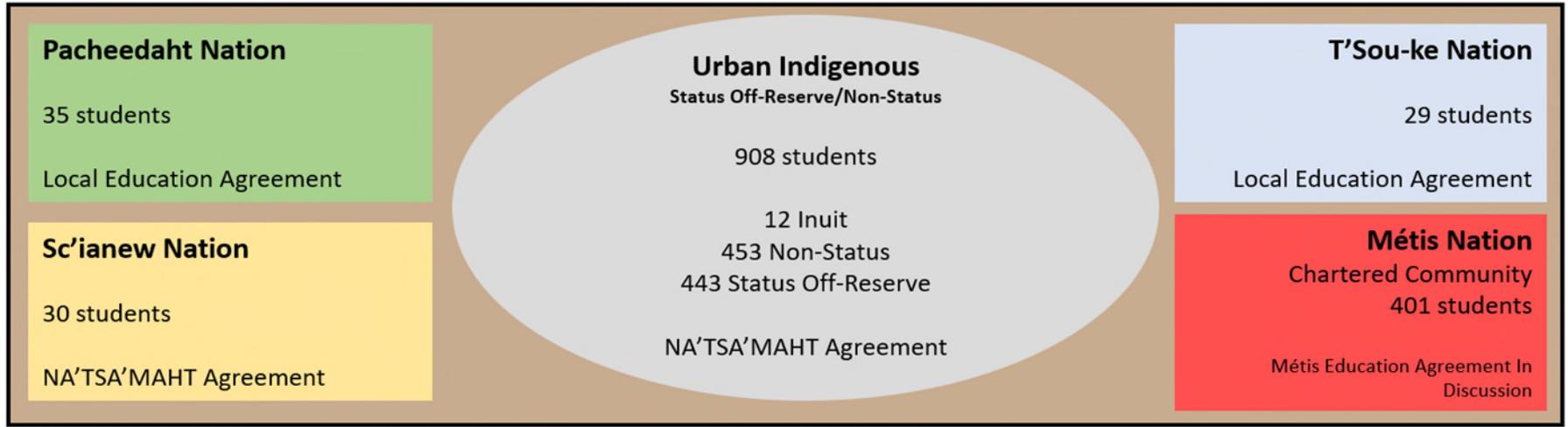


Territory Acknowledgement



Visual Territory Acknowledgement – Artist Connie Watts

Four Posts of the SD62 Longhouse



PURPOSE OF ĆENŦEĶI MOON NEA YEAR-END REVIEW

- To review the annual progress of the One Mind and One Spirit Goals
- To highlight available evidence and actions of the year as we strive to address the objectives and intended outcomes of the agreement

Based
on 2022-
23 school
year



A quote when considering the data,

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

The Ministry of Education and Child Care “How Are We Doing Report?” for the 2021/22 school year [HERE IS THE LINK](#).

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



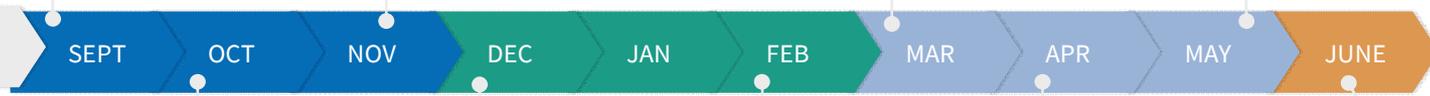
NAT'SA'MAHT ENHANCEMENT AGREEMENT Timeline

- POL Land-Based Days
- Métis Community Dinners
- 2022-23 Staffing Plan
- HOOBIYEE NIE Staff Learning
- Freedom to Gather: A VNFC Youth Gathering
- Equity in Action Surveys
- Graduation Celebration
- Tri-District Grade 12 Land Celebration
- Role Model Program Ends
- Elder Program Ends
- Supply Budgets Close
- POL – Royal BC Museum
- Four Posts Learning – NOII
- JCAM/FNESC Gathering

- 1701 Data Collection
- EA Signing Celebration, Pacheedaht

- POL Land-based Days
- Item 2
- LEA – Pacheedaht
- Lacrosse Learning
- New Teacher Orientation

- Elder Program Starts
- Role Model Program Starts
- Supply Budgets Available
- NIE Solstice Gathering
- Middle / Secondary Pathway to Graduation Circles
- LEA – T’Sou-ke
- Camosun Trades Sampler
- 1701 Data Collection
- NEAR WEXES Review
- LEA - Pacheedaht
- Urban Indigenous Community Dinner @ Ruth King
- T’Sou-ke Nation Dinner @ Saseenos
- Pacheedaht Nation Dinner
- Pathway to Graduation Circles
- POL Land-based days
- UVIC Visit for Secondary
- Equity in Action School Reports Due
- Year-end Staff Learning Pacheedaht
- Ministry of Education Reports Due
- NEAR CÉNTEKĪ Review at Board Meeting
- LEA – T’Sou-ke
- LEA – Pacheedaht
- Sc’ianew Nation Dinner @ Hans Helgesen
- Elder Legacy Project – Lavina & Earl



- Elder Program Starts
- Role Model Program Starts
- Supply Budgets Available
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- Elder Legacy Project – Lavina & Earl

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

HIGHLIGHTS:

- 'Equity' is a value in SD62's Strategic Plan; each school has an Equity in Action plan; some Equity in Action District initiatives are at the beginning stages i.e.. Equitable hiring
- in 2021-22 school year, the 6-year graduation rate:
 - 75% for Indigenous students whereas non-Indigenous students was 93% (18% difference)
 - 46% for on-reserve learners vs. 93% non-Indigenous (47% difference)
- waiting for Ministry of Education's direction on applying credits for cultural experiences
- implementation of Pathway to Graduation meetings throughout Elementary, Middle, and Secondary Schools is bringing awareness to learning needs of each student
- according to the Student Learning Survey both grade 10 and 12 students of Indigenous and non-Indigenous ancestry do not feel schools are preparing them for jobs or post-secondary schooling
- employment opportunities for Indigenous graduates are not being measured

Objective 1:

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

DATA

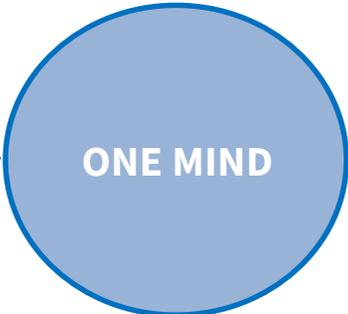
- Each school has an *Equity in Action* team to implement goals connected to the Learning Environment & Pedagogical Core
- Transportation Grants for on-reserve learners, for To/From school and Extracurricular activities
 - Grant Based on Nominal Roll (Living On-Reserve) Sept 2022: **94** students
- Indigenous families/students access monthly city bus passes to get to school
 - **306** monthly bus passes this year = approx. \$14,000 funded from Affordability funds and BCTEA funds
 - Working on relationship with BC Transit

ACTIONS - September to January

- Schools have access to **6.0** Teacher On-Call release days to support implementation of *Equity in Action* goal(s)
- Conversations regarding equitable hiring practices happening with Human Resources & Senior Management
- Principals & Vice-Principals participating in *the 5-part Learning Series: Examining Culturally Responsive Learning Environments* with Carolyn Roberts

ACTIONS - February through June

- *SD62 Student and Family Equity in Action Student Surveys* take place in March/April
- Community Dinner Events: Westshore Métis Gathering; Sooke Métis Gathering; Belmont Family of Schools Celebration; Sooke Family of Schools Celebration; Pacheedaht – School Information Dinner with Parents; Hans Helgesen/Sc'ianew Nation Dinner
- NA'TSA'MAHT Tri-District Land-Based Celebration
- *Equity in Action Year End School Reports*
- District undergoing external Equity, Diversity and Inclusion Audit

A blue circular logo with the text "ONE MIND" in white capital letters.

ONE MIND

Objective 2:

Indigenous students achieve a Dogwood Diploma within six years

DATA

SIX-YEAR COMPLETION RATE*

18%
Difference in
2021/22

All
Indigenous
Learners

School Year	Aboriginal			Non-Aboriginal			Difference
	All Students %	Female %	Male %	All Students %	Female %	Male %	
2017/18	69	75	62	82	86	78	13%
2018/19	72	79	67	87	89	85	15%
2019/20	72	71	74	86	87	85	14%
2020/21	71	80	61	91	92	90	20%
2021/22	75	70	79	93	93	93	18%

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

Six-Year Completion Rate: Aboriginal/Non-Aboriginal

47%
Difference in
2021/22

On-Reserve
First Nation
Learners

Non-Indigenous SD62	On Reserve SD62	On Reserve BC Provincial
93%	46%	62%

Objective 2:

Indigenous students achieve a Dogwood Diploma within six years

ACTIONS - September to January

- Each School has an Indigenous Principal/Vice-Principal (PVP) Lead
- NA'TSA'MAHT Indigenous Education PVP facilitated Secondary & Middle Schools '*Pathway to Graduation*' Circle Meetings focusing on Attendance, Academics, Engagement & Wellness
- Ongoing consultation with 4 Posts Advisory (Sc'ianew Nation, T'Sou-ke Nation, Pacheedaht Nation, Métis Nation of Greater Victoria)
- Local Education Agreement (LEA) Meetings with T'Sou-ke Nation, Pacheedaht Nation and respective LEA schools
- NA'TSA'MAHT Education Teachers staffed at each Middle & Secondary School – focus on academics

ACTIONS- February through June

- Developed Individual Learner Profile NIE Programming Tracking Tool for implementation in 2023-24 year.
- Facilitated Elementary Schools '*Pathway to Graduation*' Circle Meetings focusing on Attendance, Academics, Engagement & Wellness
- Completed 2nd PVP Secondary & Middle Schools '*Pathway to Graduation*' Circle Meetings to reexamine student Attendance, Academics, Engagement & Wellness

Objective 3:

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

DATA

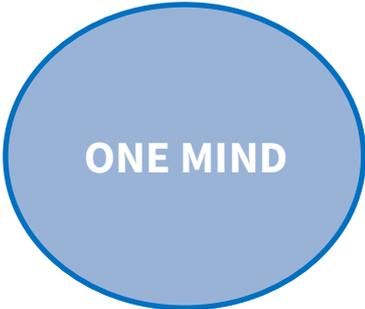
- Some student absenteeism from participation in cultural practices
- Individual instances where teachers have included cultural experience towards coursework

ACTIONS - September to January

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

ACTIONS - February through June

- Continued gathering information from the Ministry of Education regarding cultural credits
- Continued to support schools in granting credits for cultural learning experiences



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Objective 4:

Respond to the diverse learning needs of each Indigenous student

DATA

- 'Pathway to Graduation' Circle Meetings cover/influence/un-pack individual student gifts & needs
- Distinct School *Equity in Action* Goals focus on Indigenizing the Learning Environment & Teacher Pedagogy
- Increasing # Indigenous Students enrolled in Middle School Blended Learning Program

Alternate Programs:

- **As of June 2023, 103** Indigenous compared (**+23 since February**) to **143** non-Indigenous students in Alternate Programs. Indigenous students currently represent **43%** of all students in alternate programs in 2022/23

- **As of February 2023: 80** Indigenous compared to **121** non-Indigenous students in Alternate

In 2021/22: 40% of students in alternate programs identify as being of Indigenous ancestry (2021/22 HAWD Report p. 7)

- Indigenous students with disabilities or Diverse Abilities (12 Categories) make up 21% of SD62's total (2021/22 HAWD Report p. 8)

ACTIONS - September to January

- Middle School Blended Learning Program expanded to Milne's Landing Family & Pacheedaht Nation
- Realization of increasing number of Indigenous Students transferring to Westshore Secondary since September
- *Jordan's Principle* Consultation Meetings with SD62 Inclusive Education Department & Victoria Native Friendship Center
- Consulted with neighbouring School Districts & Ministry of Education on how to support those wanting to learn Indigenous Languages in Gr 5-8 in lieu of Core French
- Department Heads consulted with SD62 Major Capital Lead regarding new school design considerations
- Public Thought Exchange for suggested Name of new school

ACTIONS - February to June

- Followed up on 'actions' from first Middle & Secondary 'Pathway to Graduation' Circle Meetings
- Ongoing review Blended Learning Program & ways to support Indigenous pedagogy
- Analysis of *Equity in Action* Student and Family Survey Results – May
- Establishing SD62 *Jordan's Principle* Flow Chart to better field questions and support interested families - will be available next school year
- Promoted available Indigenous Student Scholarships & support application process
- Thoughtfully created staffing plan to reflect student demographics & needs for 2023-24 school year

Objective 5:

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

DATA

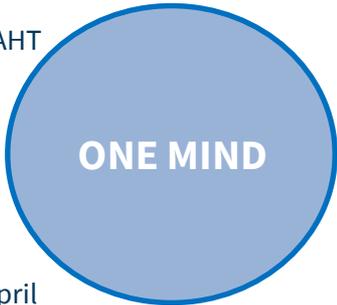
2021-22 STUDENT LEARNING SURVEY RESULTS % of 'All of the time or many times' responses	Grade	Ab %	Non-Ab %	HAWD Page #
Satisfied school is preparing you for a future job?	10	27%	31%	p. 53
	12	Msk	21%	p. 55
Satisfied school is preparing you for Posts-secondary?	10	38%	39%	p. 53
	12	Msk	38%	p. 55

ACTIONS - September to January

- Discussions with SD62 Pathways & Choice Department & Human Resource Department regarding Post-secondary options & employment opportunities for youth
- Distribution of scholarship opportunities for youth to Four Posts Advisory Group, NA'TSA'MAHT Education Teachers & Secondary School Counsellors to share with students
- Ongoing relationship building with Posts-secondary partner groups; Royal Roads University joined NA'TSA'MAHT Education Council
- Camosun Trades Sampler via Aboriginal Service Plan - Dec 1, 2022

ACTIONS - February to June

- UVIC/Camosun First Peoples House Visit on April 12th
- SD62 Pathways & Choice Staff invited to attend NA'TSA'MAHT Family Gatherings
- SD62 Human Resource Department attended NA'TSA'MAHT Family Gatherings in March & April
- SD62 Posts-Secondary Partner groups invited & some attended NA'TSA'MAHT Family Gatherings in March & April
- NA'TSA'MAHT Education Teachers supported student scholarship application packages
- Sc'ianew Nation students Gr 10-12 visited the Beecher Bay Ocean Resources for a career information event

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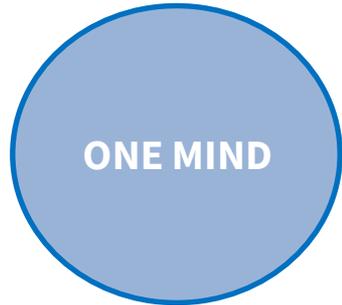
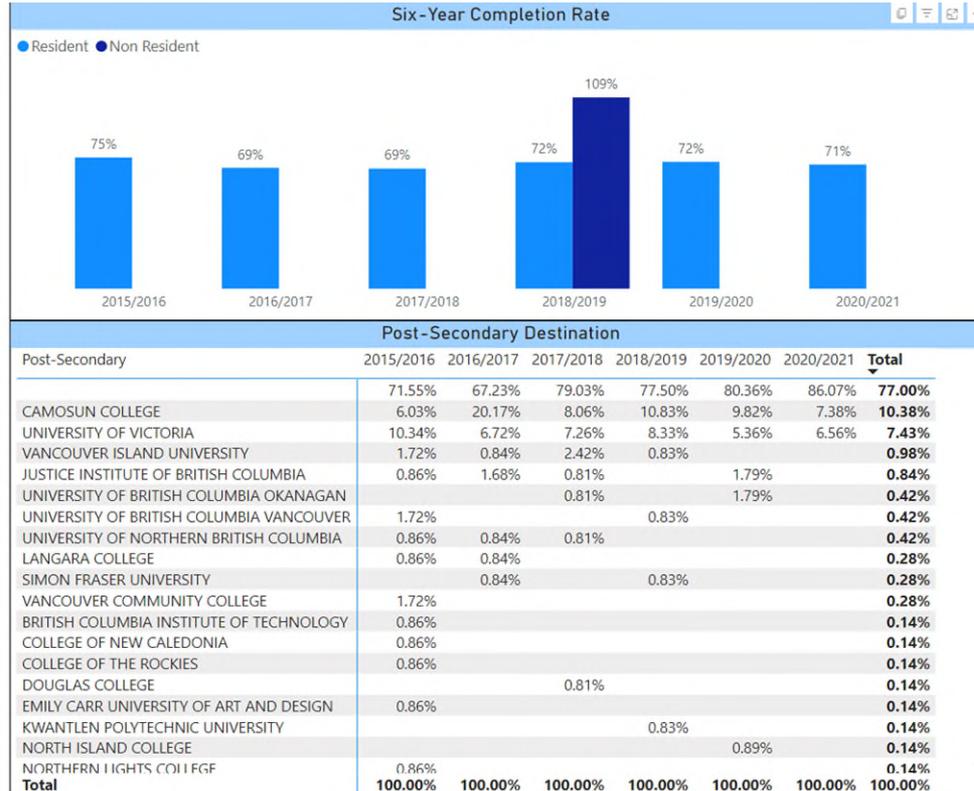
Transitions to Post-Secondary: Destinations

Students are accessing a variety of post-secondary opportunities throughout B.C. The majority of Indigenous students remain local and attend Camosun College or University of Victoria for their post-secondary experiences.

This is an example of the powerful relationships fostered within the SD62 NIE Council as many students experience positive transition opportunities with our local institutions.

With a forward-looking lens:

- Improving connections to other universities across the province could be broadened to allow our student opportunities for exposure and access to other program opportunities.
- Supporting students with their application process and navigating the structures and processes of post-secondary.



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Objective 6:

Promote SD62 employment opportunities for Indigenous graduates

DATA

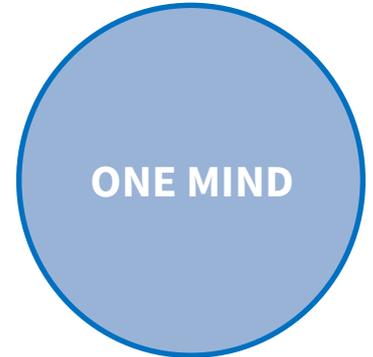
- We know some SD62 Indigenous graduates are currently working in SD62 yet do not have data on staff ancestry
- No data source for employment opportunities yet

ACTIONS - September to January

- Discussions with SD62 Pathways & Choice and Human Resource Department about how to best share SD62 pathway & employment opportunities with youth
- Signed Letter of Understanding with CUPE NA'TSA'MAHT Classroom Program Assistants which includes 'hiring priority of ancestry or knowledge of the Four Posts (T'Sou-ke, Sc'ianew, Pacheedaht & Métis Nation); 2nd priority to Indigenous applicants; 3rd other

ACTIONS - February to June

- SD62 Human Resource Department attended T'Sou-ke Nation Career Fair
- SD62 Pathways & Choice Staff were invited to attend NA'TSA'MAHT Family Gatherings
- SD62 Human Resource Department attended various NA'TSA'MAHT Family Gatherings
- Anonymous SD62 Employment Equity Survey results may provide statistics on how many SD62 employees identify as being of Indigenous ancestry



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

HIGHLIGHTS:

- 'equity' is a value in SD62's Strategic Plan; each school has an Equity in Action plan; some Equity in Action District initiatives are at the beginning stages i.e. equitable hiring
- Feelings are of concern of 'sense of belonging' for Indigenous and non-Indigenous youth at the grade 4, 7, and 10 level; particularly for Indigenous youth in grade 7 and grade 10 (information from 2021-22 Student Learning Survey)
- Increasing knowledge of First Nations, Métis and Inuit languages continues to be an area for growth
- Learning about First Nations, Métis and Inuit histories and contemporary practices requires greater attention across all grade levels as 2021-22 Student Learning Survey results are low for both Indigenous and non-Indigenous youth at the grade 4, 7, and 10 level (32-51%)
- No dedicated District Wide Non-Instructional Day focused on enhancing First Nation student learning outcomes as required by the BC Tripartite Education Agreement 4.17
- Ongoing consultation with 4 Posts Advisory to develop practices to celebrate student success in culturally inclusive ways

Objective 1:

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

DATA

- Each school has an *Equity in Action* team to implement goals connected to the Learning Environment & Pedagogical Core
- No SD62 Smudging protocol in place
- Currently applied for Human Rights Exemption
- SD62 Employment opportunities promoted through District Facebook & with Four Posts Advisory Group

ACTIONS - September to January

- Schools have access to 6.0 teacher on call release days to support implementation of *Equity in Action* goals
- District Level Employment Equity Committee struck to support the development of equitable hiring practices
- *Examining Culturally Responsive Learning Environments* PVP 5-part Learning Series with Carolyn Roberts

ACTIONS - February through June

- *Equity in Action Student Survey & Equity in Action Parent Survey* in April & May
- *Equity in Action Year-End School Report* completed in June
- District wide external Equity, Diversity and Inclusion Audit
- SD62 Applied for Human Rights Exemption for Equitable Hiring practices language



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Objective 2:

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

DATA:

2021-22 STUDENT LEARNING SURVEY RESULTS % of 'All of the time or many times' responses	Grade	Ab %	Non-Ab %	HAWD Page #	Thoughts?
Do you like school?	4	63%	59%	p.43	
	7	34%	45%	p. 50	*Very low %
	10	18%	41%	p. 52	*Significant difference & drop from grade 7
	12	50%	49%	p. 54	
Feel safe at school?	4	67%	76%	p. 49	*Large difference
	7	66%	72%	p. 51	
	10	56%	79%	p. 53	*Significant difference
	12	83%	87%	p. 55	
Two plus adults that care about you at school?	4	67%	62%	p. 49	
	7	53%	50%	p. 51	
	10	46%	58%	p. 53	

A circular logo with a teal background and white text that reads "ONE SPIRIT".

ONE
SPIRIT

Objective 2:

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

ACTIONS - September to January

- NIE staff at all school sites with consistent weekly schedules connected to each student
- Elder In-Residence Program (Secondary; Middle; Rotational; Elementary)
- School Based NIE Supply Funds for Project based learning & bulletin boards
- School Based NIE Honoraria Funds for Role Model Program
- Promotion of NIE Resources on Engage
- NIE District Weekly & NIE PVP Monthly Memo
- Consultation with local FN for Artwork for PEXSISEN Elementary & Centre Mountain Lellum Middle School
- Principle of Learning Intermediate Land-based Learning Pilot (Sooke, Saseenos, HH, Savory, Willway)
- Resource Purchases for Schools: *Wayi Wah!* by Jo Chrona, Elementary: Strong Readers Set; Middle: *Under the Sun* & Lacrosse Set
- New Grad Course Requirement at Secondary - teacher network meetings with Curriculum Transformation Department
- Department Heads consulted with SD62 Major Capital Lead regarding new schools' design considerations
- Public Thought Exchange for name suggestions for new elementary school

DATA

Role Model Program Funds

Schools utilized, on average, 76.4% of their school-based targeted funding budgets

600 presentations were shared by Role Models in the 2022-23 school year

Supply Funds

Schools utilized, on average, 75.9% of their school-based targeted funding budgets

ACTIONS - February to June

- Drumming Series at Ruth King, Savory, David Cameron, Colwood, Spencer, Belmont, Willway
- NA'TSA'MAHT Community Dinners – featured culture & language
- School District Attendance at Pacheedaht Nation Culture Nights
- School Staff Attend Drumming Circle at Hulitan Family & Community Services Society
- Began consultation with Local FN regarding name suggestions for new school(s)
- *Equity in Action Student & Family Survey Results*

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Objective 3:

Increase knowledge of First Nations, Métis and Inuit languages

DATA

- Each school has an *Equity in Action* team to implement goals connected to the Learning Environment & Pedagogical Core

ACTION - September to January

- 4 Posts Advisory Culture & Language Consultation
- T'Sou-ke Nation Kindergarten SENĆOŦEN Program for Elementary Family of Schools
- T'Sou-ke & SD62 Partnership: SENĆOŦEN Number & Animal Legacy Videos & Corresponding Document with imagery & text
- Respond to individual school requests for language with support of local Elders
- School Based NIE Honoraria Funds for Role Model Program
- School Based Supply Funds for bulletin boards
- NIE District Weekly & NIE PVP Monthly Memo
- NIE Language Resources on Engage
- Consultation with SD63 regarding SENĆOŦEN
- Kookum In-Residence teaching Michif (Métis language)

ACTIONS - February through June

- *Equity in Action Student Survey & Equity in Action Parent Survey* in April & May
- *Equity in Action Year End School Reports* completed in June
- District undergoing external Equity, Diversity and Inclusion Audit
- Ongoing Language & Culture Legacy Projects with Elders – Lavina Charles filming this summer



Objective 4:

Increase knowledge and appreciation of First Nations, Métis and Inuit histories and contemporary practices

DATA

- Each school has an *Equity in Action* team to implement goals connected to the Learning Environment & Pedagogical Core

2021-22 STUDENT LEARNING SURVEY RESULTS % of 'All of the time or many times' responses	Grade	Ab %	Non-Ab %	HAWD Page #	Thoughts?
Are you learning about First Peoples at school?/At school, are you learning about Indigenous Peoples (First Nations, Inuit, Métis)?	4	51%	40%	p. 43	
	7	34%	33%	p. 50	
	10	38%	42%	p. 52	
	12	38%	32%	p. 54	MofE Course in effect for 2022-23



ACTION - September to January

- Schools have access to 6.0 FTE release days to support implementation of *Equity in Action* goal
- Examining Culturally Responsive Learning Environments PVP 5-part Learning Series* with Carolyn Roberts
- Began creating Local First Nation Math Resources based on Oral History
- Starting 2023-24 school year all secondary students pursuing the Dogwood Diploma are required to complete 4 credits of Indigenous-focused coursework to graduate

ACTIONS - February through June

- Equity in Action Student Survey & Equity in Action Parent Survey* in April & May
- Equity in Action Year End School Report* in June
- District undergoing external Equity, Diversity and Inclusion Audit
- Joint project between SD62 & SD63 to create WSÁNEĆ Oral Histories Legacy Video(s) with corresponding lessons for classroom use
- Ongoing discussions with local Nations for land-based field trips in-community showcasing contemporary practices

Objective 5:

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

DATA

- Strategic Plan values of Equity, Diversity, and Inclusion
- No dedicated District Wide Non-Instructional Day focused on enhancing First Nation student learning outcomes as required by the BC Tripartite Education Agreement 4.17

ACTION - September to January

- NA'TSA'MAHT Enhancement Agreement Signing Event streamed district with information package
- Principals & Vice-Principals are participating in *the 5-part Learning Series Examining Culturally Responsive Learning Environments* with Carolyn Roberts
- Each School was gifted a copy of Jo Chrona's book *Wayi Wah!*
- Sooke Teachers Association Professional Development Offerings
- NA'TSA'MAHT Indigenous Education Department staff learning – talking circles, SENĆOŦEN animals, colours, beading, winter solstice, Jo Chrona's book, Strong Body & Mind, Pathways to Graduation Circle Meetings
- NA'TSA'MAHT Indigenous Education Department optional staff learning – Monique Gray Smith & Jo Chrona series; HOOBIYEE; [Every Child Matters - 4 Seasons of Reconciliation](#)

ACTIONS - February to June

- Framed NA'TSA'MAHT Enhancement Agreement for each school site; event to planned for the fall
- CUPE Professional Development included *Examining Culturally Responsive Learning Environments* with Carolyn Roberts
- Sooke Teachers Association Professional Development Offerings
- District undergoing external Equity, Diversity and Inclusion Audit



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Objective 6:

Celebrate success in SD62 schools & communities in culturally inclusive ways

DATA

Graduation Celebration:

- Grade 12 student and parent survey results were balanced resulting in both a land based & graduation celebration
- Four Posts Advisory Consultation preferred land-based events, with food and for all students & families
- NA'TSA'MAHT Education Council recommendations were balanced

Community Dinners:

- Well-received from last year: community prefers to celebrate over food and with all students & families
- Lack of Métis engagement in Westshore / Sooke informed the need of bringing this community together (400 students)

ACTION - September to January

- Consultation with Four Posts Advisory
- Consultation & Recommendations through NA'TSA'MAHT Education Council
- Established Planning Committees for NA'TSA'MAHT / Métis Community Dinners

ACTIONS - February to June

Graduation Celebration:

- Grade 12 Graduation Celebration Event & Special Drum Gift – May 24th
- Indigenous Valedictorian for each Secondary School
- Secondary Schools included Elder Welcomes
- 300 guests

POL Celebrations:

- Elementary POL celebrations in May at Goldstream Park and Tod Inlet
- Secondary Land based Tri-District (SD62, SD62, SD63) event at Camp Thunderbird – May 31st

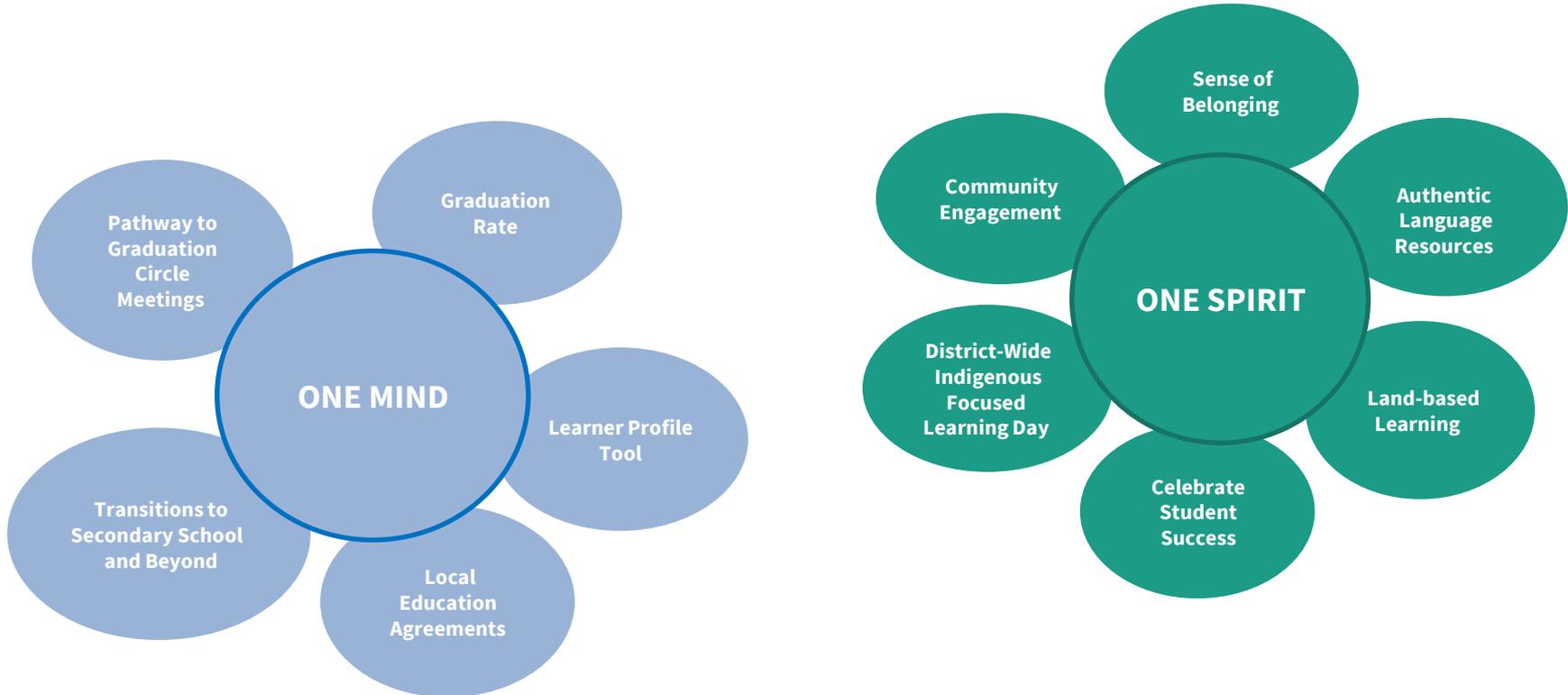
Community Dinners:

- NA'TSA'MAHT Community Dinners (Ruth King 200 guests, Saseenos 70 guests, Hans Helgesen 200 guests)
- Métis Community Dinners (Poirier 70 guests, John Stubbs 200 guests)
- NA'TSA'MAHT Community Learning (Pacheedaht Nation 70 guests)
- Freedom to Gather: A VNFC Youth Gathering Student Event – March 27-29



Summary

Through the ĆENFEĶI Moon Review it is evident that Actions in 2022-23 have been student-centered, 4 Posts Advisory consultations utilizes a distinction-based approach, First Nations Education Steering Committee (FNESC), and school success for Indigenous students is a collective responsibility.



Board Info Note

Public Board Meeting

June 27, 2023

Agenda Item 11.1: Superintendent's Update

LEARNING

Professional Growth Plan Year-End Reviews

- During this time of year, our Leadership Team (Principals, Vice-Principals, Directors and Managers) are engaging in thoughtful introspection, reflecting upon the professional goals they set at the commencement of the school year. It is an annual tradition for system leaders to establish personal objectives and subsequently share their reflections at the end of the year.
- To facilitate this process, the Superintendent has been conducting individual meetings with all Principals and Directors, aiming to assess their goals and reflections on the past year. This invaluable opportunity fosters professional dialogue and enables us to acknowledge the remarkable achievements of our system leaders.
- Similarly, Vice-Principals and Managers participate in a comparable year-end review with their immediate supervisors, ensuring that they receive the guidance and support necessary for their professional growth.

School Plan Reviews

- As per our Framework for Enhancing Student Learning (FESL) requirements, schools are obligated to formulate a comprehensive [school plan](#). These plans are designed to cover a three-year period and should be reviewed and revised on an annual basis.
- Upon the conclusion of each school year, a public report on the progress towards goals is expected to be shared on the success metrics webpage. School administrators and staff are currently engaged in the task of collecting relevant data and evidence regarding their progress. Subsequently, this information will be posted on their respective school plans, accessible through our district website.

Universal Design for Learning (UDL) Kits

- As we ready schools for the next school year, the Inclusive Education department has been working to create UDL kits full of supports for each kindergarten class and elementary school. Kits include items such as visuals, fidgets, pencil grips, and timers for the classroom and for individuals.



School kit



Student Kit

ENGAGEMENT

Westshore Post-Secondary – Framework Agreement

- Staff have continued to work with Royal Roads University to develop programming for the new post-secondary institution, understand technology needs, equipment needs and most recently, develop the Framework Agreement under which SD62's participation will be described.
- We are excited at the continued partnership and collaboration. Our students will have tremendous opportunities to learn in their home community and, most importantly, have a bridge from K-12 learning straight into post-secondary.

Hulitan Child Care Lease Agreement

- Construction of the new child care facility on the grounds of Colwood Elementary School has begun. Ma'Kola Housing is the project manager on behalf of Hulitan Family and Community Services.
- The blessing and ground breaking ceremony held on Monday, June 26 was a testament to a strong community partnership between SD62, the City of Colwood and Hulitan.
- We are in the final stages of drafting the lease agreement that will allow Hulitan to operate the facility for the next 15 years.

SPEAC Volunteer Recognition

- On Thursday, June 15, SPEAC hosted their annual volunteer appreciation dinner. This is an opportunity to recognize and acknowledge the countless parent volunteers that support our schools every year.
- Trustees Watson, Beaton, Spiller and Chipps represented the Board of Education, as did Executive staff (Scott Stinson and Paul Block) and representatives from CUPE 459 and SPVPA.
- Congratulations to SPEAC on an incredible evening and such a positive tribute to the volunteers.
- Thank you to the school PACs, individual parents and to SPEAC for the ongoing partnership in support of students in SD62.

District Retirement and Long Service Recognition

- On June 1, 2023, the Sooke School District came together at Olympic View to honor and express gratitude to its dedicated employees who have reached significant service milestones and those who were embarking on a new chapter of retirement.

Long Service Recognition

- We were able to recognize 13 recipients for 25 years of service, 20 recipients for 30 years of service, and ten recipients for 35 years of service. Thank you to all of these staff members for the incredible contribution to SD62.

Retirement

- The Long Service and Retirement Celebration also served as an opportunity to bid farewell to colleagues who have chosen to embark on the next phase of their lives: retirement. This year we have 51 staff

members who have chosen to retire. We thank them all for their contributions to lives of countless students and families. Page 160 of 160

GROWTH

Graduation Celebrations

- Thanks to all of the Trustees who attended the Graduation Ceremonies and to those who spoke at the events; know that your speeches were very well received by the graduating students and their families.
- HÍSWŪKE SIÁM to Trustee & Chief Russ Chipps, Elder Henry Chipps and Brother Rick for their welcome and blessing on behalf of the First Nations that SD62 works with.
- There were also some fantastic and inspirational Valedictorian speeches; we wish our Valedictorians and all of our graduates the very best for the future.
- Scholarships totaling over \$1.5 million have been provided to our graduates.

