



Public Notice – Board of Education Online Public Meeting


A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on January 3, 2023 at 6:00 pm.**

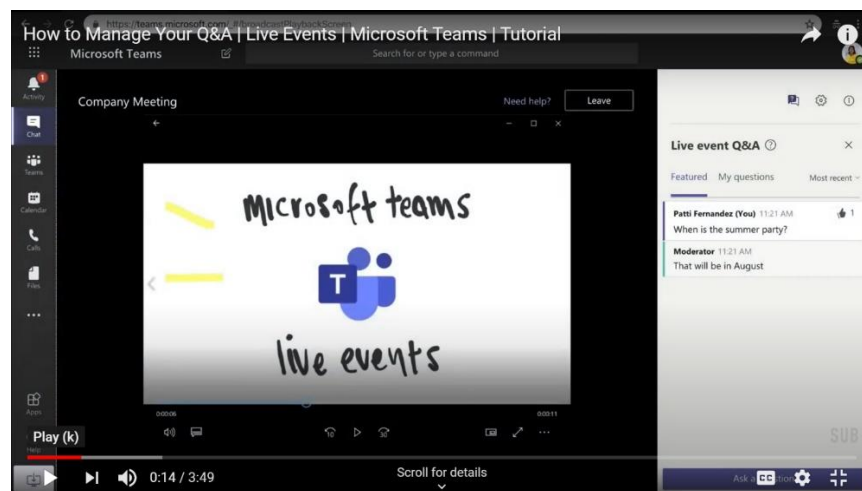
Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

Furthermore, the meeting will be livestreamed via MS teams, to encourage more public participation. To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-January-3-2023>

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.



EDUCATION-POLICY COMMITTEE

School Board Office

Via MS Teams

January 3, 2023 – 6:00 p.m.

A G E N D A

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**
3. **COMMITTEE REPORT** of Dec. 6, 2022 Education-Policy Committee meeting (attached) **Pg. 3**
4. **BAA COURSE PROPOSALS**
 There are no BAA course proposals for this meeting.
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
 - a. Draft New Policy and Regulations – “Business Continuity” – Farzaan Nusserwanji **Pg. 5**
6. **NEW BUSINESS** (attached)
 - a. Outdoor Learning – Scott Stinson **Pg. 15**
 - b. Staff Affordability Fund Update – Dave Strange **Pg. 56**
 - c. Mountain Biking Academy Presentation – Wayne Kelly **Pg. 57**
7. **FOR INFORMATION**
 - a. Research Project Proposal – Zhimei Gu – “Cat5 National Data Collection Study” – please note this research project proposal has been declined by the District due to the number of assessments that students are already involved in. **Pg. 65**
 - b. Research Project Approval – Dr. Gina Harrison – “Literacy and Executive Function Development in Linguistically Diverse Learners” **Pg. 67**
 - c. Research Project Approval – hcma architecture + design – “RHFAC Cost Comparison Feasibility Study: Retrofits & Upgrades” **Pg. 75**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** February 7, 2023



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
December 6, 2022 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
Cendra Beaton, Trustee (Committee Member)
Russ Chipps, Trustee (Committee Member)
Francesca Lee, STA
Lou Leslie, CUPE
Georgette Walker, SPVPA
Joanna Verano, SPEAC
Scott Stinson, Superintendent/CEO
Monica Braniff, Associate Superintendent
Dave Strange, Associate Superintendent
Paul Block, Associate Superintendent

Guests: Farzaan Nusserwanji -Chief Information Officer/Exec. Dir. Info Technology, Jim Lamond – District Principal – Pathways & Choice, Nicole Wallace, Dante Di Ponio and Brian Hotovy

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 Allison Watson introduced members and welcomed everyone to the meeting.

3. COMMITTEE REPORT of Nov. 8, 2022 Education-Policy Committee meeting

The committee report for the Nov. 8, 2022 Education-Policy Committee meeting was reviewed by the committee. No errors or omissions were noted.

4. BAA COURSE PROPOSALS

There are no BAA course proposals for this meeting.

5. REVIEW OF POLICIES/REGULATIONS

a. Draft New Regulations F-325 "Cyber Risk and Security" – Farzaan Nusserwanji

Mr. Nusserwanji addressed previous concerns and feedback in tonight's Information Note. Appreciation was given to Mr. Nusserwanji for the detail and responsiveness in incorporating the committee's suggestions into the regulations.

Recommendation:

That the Board of Education for School District #62 (Sooke) receive the revised Administrative Regulations to accompany Policy F-325 “Cyber Risk and Security”.

6. NEW BUSINESS

a. Update – Student & Family Affordability Fund – Dave Strange

Mr. Strange highlighted areas that are currently being actioned in the District. SD62 is well into the implementation stage at both the District and school levels. Fee refunds are underway at the middle and secondary schools, and a tremendous effort has been made at all schools for innovative and thoughtful responses. There has been heartfelt thank you and appreciation from families for these efforts. Funds have also been transferred to community agencies as per the community agreements. Mr. Strange noted that one community agency, Thrive Social Services, voted to match District funding in support of students and families. Superintendent Stinson acknowledged the work of Mr. Strange and the team in creating a response that reaches out to community and provides a breadth of opportunities for families. The Chair also acknowledged the significance of this work and its relation to the District’s Strategic Plan.

Presentation – Youth Work in Trades/Youth Train in Trades and TASK Program – Jim Lamond/Careers Dept. Staff

Mr. Lamond introduced members of the Careers team who were present at tonight’s meeting: Nicole Wallace, Dante Di Ponio, and Brian Hotovy. They showed a video clip “Welding Update Celebration for Royal Bay Secondary School”. This video highlighted the passion and pathways available for students in welding and exemplified the partnership between SD62 and community worksites. Mr. Lamond and team presented on the Career Education K-12 Roadmap with a focus on who students want to be, and not limiting them to the “what”. Further information was shared about the vision and programming opportunities that lie within Career Education, including a renewed focus at the K-8 level. Several students were highlighted and honoured for their exemplary work. Questions/comments shared about supporting gender equality and inclusivity through education, protocols, and increased opportunities for women in trades. Associate Superintendent Block and Chair Watson acknowledged District/school teams for the growth in programming opportunities and strong community partnerships.

7. FOR INFORMATION

Nothing noted.

8. FOR FUTURE MEETINGS

Nothing noted.

9. ADJOURNMENT AND NEXT MEETING DATE: January 3, 2023



Committee Info Note
Education-Policy Committee Meeting
January 3, 2023

Agenda Item 5a: Draft New Policy and Regulations F-495 “Business Continuity”

Purpose

- To provide to the Education Policy committee the draft Business Continuity Policy and Regulations.

Context and Background

- External Auditor Report 2018 from KPMG re. the district Risk Management Plan/Risk Matrix identified the risk that SD62 may not be able to provide sufficient appropriate educational continuity or emergency response to manage plausible events (e.g., hazards, catastrophes, pandemics) while managing the cost of continuity planning.
- Work was conducted to determine significant areas of risk as they relate to a district Business Continuity Plan and a plan was developed and presented to the previous Board.
- Board requested that a policy be drafted to accompany the plan that explains the purpose and intent of business continuity.

Policy Statement

SD62 will continually improve business continuity to build resilience in our systems and processes to ensure the resumption of Board operations after a significant disruptive event.

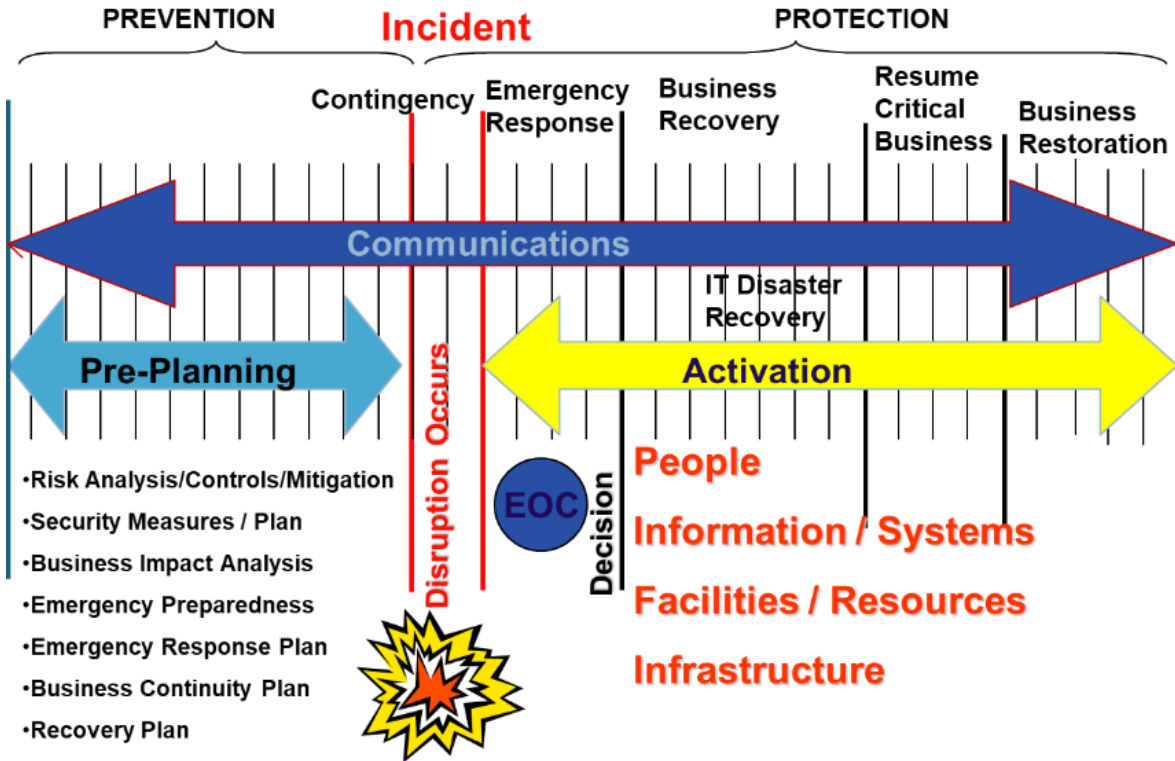
Rationale

SD62 is committed to the continued delivery of educational and business services at acceptable levels, following a disruptive incident. SD62 Business Continuity is focused on ensuring recovery after a significant event impacts the Board’s operations.

Difference between Emergency Preparedness, Incident Response, and Business Continuity:

While these are all part of comprehensive emergency response, it is important to note that there is a distinction between Emergency Preparedness, Incident Response, and Business Continuity.

- **Emergency Preparedness** – *to be ready to respond* to a disaster and manage its consequences through measures taken prior to an event.
- **Incident Response** – *to act during or immediately* after a disaster to manage its consequences in a controlled format
- **Business Recovery** – *to repair or restore* conditions to an acceptable level through measures taken after a disaster.



Business Continuity Plan

Definition: “documented procedures that guide organizations to recover, resume, and restore to a pre-determined level of operation following disruption”.

NOTE: Typically, this covers resources, services, and activities required to ensure the continuity of critical business functions

Business Continuity focuses on the following activities:

- ✓ Risk Assessment of critical hazards and incidents requiring invocation of BCP
- ✓ EOC Organization & Secondary Emergency Command Center
- ✓ Mission Critical functions and recovery strategies
- ✓ Staff Contacts and Transportation modes/zones,
- ✓ Identification of Critical staffing and backup plan
- ✓ External dependencies
- ✓ Critical Applications, Data, and Communications
- ✓ Critical Records and Assets
- ✓ Emergency Supplies
- ✓ Workplace Allocation/Work at Home Strategy

Out of Scope are some of the activities listed below:

- ✗ Health & safety for staff, students, and parents
- ✗ Shelter-in-place for students
- ✗ Keys to critical rooms and closets
- ✗ Students’ safety in elementary, middle & high schools
- ✗ Guidance and direction for Teachers as parents
- ✗ Partnerships with municipalities, health authorities, transit, and other public agencies
- ✗ Shooting at school

- ✘ Community outreach
- ✘ Generators in schools
- ✘ Responsibility as a community school
- ✘ Communication with parents & teachers
- ✘ Transportation of students in the event of road closure/severe weather/downed powerlines
- ✘ Emergency kits, medical supplies
- ✘ Telecom infrastructure in schools
- ✘ Public cell service, telecom, and network outages
- ✘ Relationship with police

Examples of incidents that may require the invocation of Business Continuity

1. Cyber-attack/data breach taking down the system/network for an extended period
2. Board building is significantly damaged or destroyed
3. Many / all SD62 buildings are affected by a widespread disaster
4. Disasters with high impact could include Earthquakes/Tsunamis/Floods/Landslides/Severe storms/ Wildfires
5. Extended and prolonged power outages
6. Disease outbreaks

The draft new Policy aims at clarifying the expectations of the Board in ensuring a coordinated response to business continuity in the event of a significant event to ensure the resumption of district operations.

Recommendation:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft new Policy and Regulations F-495 “Business Continuity”.

Respectfully submitted,

Farzaan Nusserwanji
 Chief Information Officer and
 Executive Director – Information Technology

School District #62 (Sooke)

Business Continuity	No.: F-495
	Effective: Revised: Reviewed: Jan. 3/23

Purpose

This policy establishes the framework for SD62’s Business Continuity. The purpose of Business Continuity is to:

- Identify, Assess and Manage the likelihood and impact of risks and events that could disrupt operations.
- Implement cost-appropriate actions to mitigate the risk’s likelihood and/or severity.
- Protect assets against serious business disruption by developing, implementing, exercising, and maintaining a business continuity plan.
- Design an effective plan that recovers impacted business and educational functions with minimal downtime and safeguards the reputation of SD62.
- Confirm the capability of SD62 to implement the plan through regular review, exercise, and training on the business continuity plan.
- Establish a culture that exemplifies a level of preparedness and readiness for any adverse incident.

Policy

SD62 believes in the importance of business continuity to build resilience in our systems and processes to ensure the resumption of board operations after a significant disruptive event. Further, SD62 is committed to the continued delivery of educational and business services at acceptable levels, following a disruptive incident. SD62 Business Continuity is focused on ensuring recovery after a significant event impacts the Board’s operations.

Related Policies and Legislation:

- BC Emergency Program Act*
- BC Emergency Program Management Regulation
- School Act*
- Policy F-501 Emergency Preparedness
- Policy F-325 Cyber Security and Risk

School District #62 (Sooke)

Business Continuity	No.: F-495
	Effective: Revised: Reviewed: Jan. 3/23

Administrative Regulations

The following Administrative Regulations support and further define Business Continuity Planning in SD62.

Application and Scope

All School District 62 staff and vendors employed under contract, who have any involvement with the delivery and continuity of educational and business services are responsible for implementing this policy and its regulations and shall have the support of the School District 62 Board which has approved the policy. Incident plans, departmental plans, and school emergency plans are developed to respond to and recover from a wide variety of incidents, using the same framework and guidelines within a single business continuity plan.

These regulations will be implemented alongside and work in conjunction with:

1. Critical Incident Response Plans and procedures within the district.
2. Emergency Response Procedures as outlined in School Board Policy F-501.
3. Crisis management and crisis communications plan.
4. Disaster recovery plan for Technology.

Roles and Responsibilities

The Board of Education’s responsibilities:

- Provide oversight, guidance, and direction on the scope and application of the Business Continuity Planning process
- Be informed and advise during incident recovery efforts
- Represent community interests when required

District Executive responsibilities:

- Provides strategic direction and approves changes in key areas of Business Continuity including, but not limited to prioritization of activities and systems, recovery time expectations, frequency of exercising the plans and testing the systems, and funding authorization as requested through the business planning process.
- Provides support to Business Continuity initiatives across the organization.
- Appoint one or more persons to be responsible for the Business Continuity Plan with the appropriate authority to establish, implement, maintain and improve the plan.
- Supports the establishment of an Emergency Operations Centre to support crisis response and business continuity plan activation.
- Participates and contributes to the Business Continuity Plan exercises, initiatives, strategy development, and implementation.
- Review the program at planned intervals to ensure its continuous sustainability, adequacy, and effectiveness.

School District #62 (Sooke)

Emergency Management Team (EMT) responsibilities:

School District 62 will establish an Emergency Management Team (EMT) to take command and control when there is a major disruption to School District 62 operations and/or any buildings.

This team will be responsible for the following:

- Ensure communications with SD62 staff at large, schools, and other key stakeholders.
- Consult with and report to the Ministry.
- Liaise with any outside entities and key stakeholders on any extraordinary issues.
- Initiate activation of the emergency response and business continuity organization.
- Receive damage assessment reports, decide on the level of response based on the criticality of operations, and declare appropriate activation of plans.
- Authorize those responsible for business continuity to activate their response and continuity procedures if impacted by a disruptive event.
- Set priorities for the overall response, continuity, and recovery efforts with the impacted SD62 operations.
- Approve action plans and status report updates and ensure appropriate collection and distribution.
- Manage public relations and work closely with the SD62 Communications team.
- Approve expenditures required for response, continuity, and recovery efforts.
- Request resources or assistance from public authorities when necessary.
- De-activate when the situation is stabilized, and coordinate return to business as usual.

At the time of drafting these regulations, the following are members of this team:

- Superintendent is the Lead
- Secretary-Treasurer is the Alternate
- Associate Superintendents for Milne's Landing, Belmont, and Royal Bay families of schools
- Manager, Communications
- Director, Facilities
- Executive Director, Human Resources
- Executive Director, Information Technology
- Manager, Executive Operations

Business Continuity Plan Manager

The Business Continuity Plan Manager is responsible for:

- Oversight of the plan, including developing procedures and standards aligned with legislation, organizational objectives, and industry best practices, maintaining and updating the Business Continuity Plan.
- Publishing and distributing business continuity plan documentation
- Ensuring regular refreshes and reviews of the plan are completed annually
- Working with Department Management to make certain that priorities are identified, and continuity planning efforts are focused on the critical priority systems and activities.
- Providing advice, training, and guidance to the organization on plan development, implementation, testing/exercising, and maintenance.
- Providing the methodology, processes, templates, and tools required for developing, implementing, training, exercising, maintaining, and monitoring the Business Continuity.

School District #62 (Sooke)

- Promoting education and awareness to the organization on Business Continuity.
- Conducting post-incident and exercise reviews to allow for plan updates and communication with key stakeholders.
- Coordinating, documenting, and supporting organization-wide continuity strategies and initiatives.
- Monitoring and reporting to the Leadership Team on progress, compliance with policy, audit requirements, and business continuity standards, and continuous improvements on Business Continuity.

Department/Site Leadership is responsible for:

- Working directly with the Business Continuity Plan manager to identify activities and systems required within their area to maintain critical levels of business operations and determine their criticality.
- Developing, implementing, maintaining, and exercising department Business Continuity procedures and support arrangements in accordance with Business Continuity Policy and the overall continuity strategy for SD62.
- Liaising with the Business Continuity Plan manager to confirm the completion of business impact analysis, continuity strategy, and plan development.
- Participating in business continuity/IT disaster recovery exercises as well as providing input to update SD62's Business Continuity Plan to incorporate lessons learned from the exercises.
- Participating in post-incident and exercise reviews to identify plan deficiencies and communicate to the Business Continuity Plan manager.
- Keeping their staff aware of the business continuity requirements and their roles and responsibilities in SD62's Business Continuity Plan.
- Participating in the development and exercising, at least annually, of SD62 Business Continuity Plan to provide staff with an opportunity to practice their roles, and ensure the plan is maintained and remains current.

All Employees are responsible for:

- Being aware of Business Continuity requirements within their departments and SD62 as a whole.
- Understanding their specific roles and responsibilities as it applies to responding to serious business disruption.
- Developing a personal emergency preparedness plan for themselves and their families.

School District #62 (Sooke)

Components of a Business Continuity Planning

1. Risk Assessment (RA)

SD62 shall conduct a Risk Assessment (RA) to identify, analyze and evaluate threats to its services as well as the likelihood and severity of their occurrence.

The RA shall be reviewed and updated annually, and when changes to core services, relevant legislation, operations, or location occur.

SD62 is responsible for determining and implementing risk treatments to prevent, mitigate, accept or transfer the threats.

2. Business Impact Analysis (BIA)

SD62 shall complete a Business Impact Analysis to identify its critical activities and evaluate the potential impact, damage, or loss, which may be experienced as a result of a serious business disruption.

SD62 shall identify the assets, functions, processes, resources, and dependencies required to attain recovery time objectives and sustain critical activities.

The BIA shall be reviewed and updated annually, and when changes to business operations and processes, organizational structure, critical dependencies, and/or resources occur.

3. Continuity Strategy Development

SD62 shall develop continuity strategies based on the information obtained from the risk assessment and business impact analysis and shall be kept current.

These strategies will focus on:

- Preparedness for effective response, continuity, and recovery management planning,
- Response to incidents that threaten people, property, the environment, and/or the continuity of critical activities.
- Continuity of critical activities,
- Recovery to an acceptable level,
- Effective Communication, and
- Competency-based training and education.

4. Emergency Response and Operations

SD62 shall establish an incident management system, which includes a specific organizational hierarchy, roles, and responsibility for responding to serious business disruption.

SD62 shall establish primary and alternative emergency operations centers, physical or virtual, capable of supporting the management of an incident.

SD62 shall establish linkages to their Critical Incident Response Team through the Emergency Management Team, which outlines how SD62 will respond to a major emergency in a coordinated, timely, and effective manner to address life safety and stabilize the incident until the arrival of trained or external first responders.

School District #62 (Sooke)

5. Business Continuity Plan Development

SD62 must set out, in Business Continuity Plans and procedures the manner and means by which the organization will resume critical activities systems following a serious business disruption or incident, regardless of the cause.

SD62 shall implement resource management procedures to provide adequate human, physical, informational, and financial resources.

Plans shall include current lists of resource requirements including personnel, facilities, supplies and office equipment/furniture, information technology assets (hardware, software, and data), vital records, communications, critical dependencies, and documented strategies and procedures.

SD62 shall establish primary and alternative work locations, physical or virtual, capable of supporting the continuity of critical activities.

Plans shall be reviewed and updated at least annually, and as warranted by changes to organizational structure, business operations, critical dependencies, resource requirements, location, or critical contact information.

6. Awareness and Training Programs

SD62 shall deliver general awareness and training activities to all staff on the components of preparedness, response, continuity, and recovery. Specific training may be required for those responsible for carrying out tasks as outlined in the Plans.

7. Business Continuity Exercise, Audit, and Maintenance

Business Continuity exercises are conducted to validate plan strategies, procedures, arrangements, and the ability to meet Recovery Time Objectives.

SD62 shall review the Business Continuity Plan at least annually, and as warranted by changes to organizational structure, business operations, critical dependencies, resource requirements, location, or critical contact information. This should include periodic exercises and drills.

SD62 shall take corrective actions on deficiencies, gaps, and limitations identified and documented, as a result of the program evaluations, exercises, audits, reviews, and regular maintenance.

8. Crisis Communications / Coordination with External Agencies

SD62 shall establish and maintain the capability to facilitate crisis communications with management, staff, Ministry, students, families, and key stakeholders.

SD62 will ensure integration between the Business Continuity Plan, Critical Incident Response Plan, and Crisis Communication Plan.

SD62 shall establish procedures to coordinate the response, continuity, and recovery activities with External Agencies at the local, provincial and national levels while ensuring compliance with applicable statutes and regulations.

School District #62 (Sooke)

Definitions

Business Continuity Management (BCM) is a holistic management process that identifies potential risk events to an organization and their impact(s) on business operations. BCM provides a framework for building organizational resilience with the capability for an effective response that safeguards the interests of its key stakeholders, reputation, brand, and value-creating activities.

Emergency Preparedness – The processes and planning activities that allow an organization to be ready to respond to a disaster and manage its consequences through measures taken before an event, for example, emergency response plans, employee awareness, mutual assistance agreements, resource inventories, and training, equipment and exercise programs.

Crisis Management and Communications - The overall coordination of an organization's response to a crisis, in an effective, timely manner, with the goal of avoiding or minimizing damage to the organization's regulatory mandate, reputation, and ability to operate. Communications include the development of crisis communications strategies, protocols, and processes that allow for the timely and effective flow of information to facilitate better decision-making during a crisis. As well as integration with the Critical Incident Response Plan if the crisis impacts the schools.

IT Disaster Recovery Planning – the development and maintenance of a Technology Recovery Plan that provides for the recovery of IT Infrastructure required to support critical business processes. This includes defining the resources, actions, tasks, and data required to manage the technology recovery effort.

Business Continuity Planning (BCP) – the identification of critical activities, and the development and maintenance of plans and arrangements to allow the business to continue to operate at an agreed-upon pre-defined level when a major disruption occurs. It also includes processes and plans that allow the business to resume normal operational activities after an interruption.

Business Recovery Planning – the development of procedures and arrangements to repair or restore and return operations from the temporary measures adopted during an incident to support 'normal' operations requirements after an incident.

Critical Incident Response Team - respond to a critical incident impacting a school and/or schools. Triggered when there is a traumatic, significant, or critical health and safety issue concerning a student, teacher, and/or staff member



**Education Policy Committee Meeting
Information Note
January 3, 2023
Agenda Item 6a: Outdoor Learning**

PURPOSE

This information note provides detailed information for the Education Policy Committee in response to the Board motion from September 2020. While portions of the response have been supplied to the Committee and the Board since the motion was made, a comprehensive response had yet to be completed. This note is intended to bring all aspects of the motion to the Board in one report.

BACKGROUND

At the September 2020 Board of Education meeting, the following motion (Attachment 1) was passed by the Board:

That the Board of Education of School District No. 62 (Sooke) direct staff to explore the expansion of outdoor learning/education for all SD62 students with the intent to understand the resources required to support, develop and implement increased outdoor learning opportunities. The exploration of these opportunities would include: researching outdoor learning/education in other jurisdictions, conducting consultations/surveys with stakeholder groups including our First Nations partners, and student engagement at all grade levels. Furthermore, staff will provide their findings for discussion at future Education and Policy Committee meetings.

Outdoor learning refers to any adult-directed lessons that are held outdoors ([Prisk and Cusworth, 2018](#)). SD62 has a number of outdoor learning facilities (Attachment 2) and provides many opportunities for instruction and programming in outdoor environments.

Interim reports previously brought forward include:

- **Outdoor Learning Opportunities Presentation, February 2, 2022. Education Policy Committee.**
 - The presentation detailed the range of outdoor learning spaces and nature playgrounds (Attachment 3) and provided a [video](#) to contextualize the outdoor spaces in SD62. The video was created by Principals Kerry Arnot, Jen Nixon and Frances Krusekopf.
 - The presentation concluded that it is not necessary to have formal demarcated space to enable outdoor education. SD62 is, in many ways, a leading district in terms of outdoor learning. With the advantage of having most of our schools being located close to natural resources such as lakes, oceans and large forests, the opportunity for outdoor learning is significantly increased.

- **Outdoor Learning Update – September 6, 2022. Education Policy Committee.**
 - The Superintendent provided an update on outdoor learning spaces, programs and initiatives in the district including the outcome of a Thought Exchange (Attachment 4) with students on outdoor learning spaces. The Committee felt that while several updates have been tabled, further clarity was still needed relative to the original Board motion to “understand the resources required to support, develop and implement increased outdoor learning opportunities.”

CURRENT CONTEXT

Exploring the expansion of outdoor learning spaces:

Staff have reviewed the resources required to increase outdoor learning opportunities, including what is required to support, resource and implement additional opportunities:

- **Support:**
 - Support could be championed from leadership to encourage staff to plan and teach lessons outside.
 - Additional support could be targeted by the Curriculum team to assist staff teaching outdoors. This could take the form of teaching materials, in-service opportunities that provide ways to extend the curriculum outdoors, training supports to teachers or particular equipment.
 - It was noted that classes with ECEs/EAs feel easier to effectively plan and support instruction outside.
- **Resources:**
 - Local natural resources for outdoor education – The presentation to Education Policy Committee in Feb 2021 provided an inventory of local outdoor spaces that could be utilized during outdoor education (Attachment 3).
 - In addition, the Facilities Department have provided information about the range of outdoor spaces for education within the grounds of schools in SD62 (Attachment 2).
 - There is a financial cost to increasing outdoor education resources. While some of the playgrounds/classrooms that SD62 have built have been created from purchased raw materials, fir, oak and boulders, some resources have been donated. An alternative is to purchase “nature playground/ classrooms” from actual playground companies but the cost is quite high in comparison to SD62-created nature spaces.
 - Other outdoor classrooms that SD62 staff have built that do not use raw materials are groups of picnic tables or benches in a designated area. In terms of physical resources within school grounds, existing outdoor learning spaces range in style across the district and cost to create, install and maintain.
 - The cost is roughly \$8 sq. ft to create a basic nature play area which generally comes out to around \$10,000 per outdoor play area. Outdoor education spaces are more costly depending on what is required. Attachment 5 highlights a variety of outdoor spaces of varying styles. If SD62 were to proceed with expansion of outdoor spaces, then the cost would naturally depend on the design choice and materials and labour.
 - Maintenance – In addition to creating a space, outdoor play and classrooms require maintenance depending on the materials used to create them and their location on school grounds. Developing outdoor education areas has created pressure on the maintenance budget as costs to maintain have

been rising. As we add more outdoor classrooms/playgrounds in our surrounding forested areas, we must also consider our obligation to reducing risk, such as rotting trees and dangerous branches. The use of arborist services has steadily increased over the last few years.

- Arborist costs have widely varied meaning that it is hard to budget for:

ARBORIST COSTS	
June-February 2020/2021	\$1,575.00
June-February 2021/2022	\$14,476.88
June-February 2022/2023	\$9,712.50 (Current cost – likely will increase during storm season)

- Outdoor structures must be inspected for safety on a regular basis as natural materials degrade faster than standard playground/benches. Wood structures tend to degrade quickly (5-8 years) and need removing or replacing.
- Identifying Financial Support: Schools, educators, Parents Education Advisory Councils (PACs) and the Facilities Department have worked together to incorporate natural playground areas and to encourage creative play and thinking. There is generally no single source for providing and maintaining outdoor education spaces. Money or resources may come from the following:
 - Grants –There are several grants available for outdoor spaces for play and/or education, for example [Grant Sources](#).
 - The Annual Facility Grant from the Ministry of Education and Child Care is funding provided to Boards of Education to use at their discretion for projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets.
 - Parents Education Advisory Councils Support
 - Donations from parents, businesses, or charities.
- **Implementation:**
 - In order to implement more outdoor education spaces and/or more instruction time within the spaces, the following should be considered:
 - Minor Capital Program (MCP) has an ongoing schedule of work for new projects and maintenance of existing projects. As outdoor education spaces are just one item on a list of all that MCP does, to increase the number of spaces would require either prioritizing outdoor education over other facility needs or increasing the minor capital budget.
 - Considerations from the Board of Education on Design Principles for Capital Projects. The Board passed in May 2022, Design Principles that could include consideration for new outdoor spaces during design.
 - The recent passing (approved June 28, 2022) by the Board of Education of Design Principles for Capital Projects (Attachment 6) includes principles that are particularly relevant to outdoor spaces and may set the tone for future sites that have natural outdoor spaces such as:
 - Principle 4: Reflective of our natural surroundings and local Indigenous cultures (e.g., natural materials, light and bright spaces, natural outdoor spaces, greenery, local Indigenous artists consulted for symbols/artwork; planning consultation with Indigenous nations); and

- Principle 6: Flexible, functional, innovative and practical (e.g., open spaces, flexible rooms, storage space, eaves that provide dry outdoor spaces, multiuse areas for collaboration, common areas to support movement and informal gathering; consideration of technology usage).
- Staff advise that each school provides a particular spatial context that limits a single district approach to outdoor education spaces. If the Board intends to support more substantial structures for outdoor education, it is advised to use the design principles to create specific design standards for outdoor education.
- Support from the Leadership Team to extend spaces and/or instruction outdoors. Increasing the frequency or use of spaces could be assisted with support from Leadership to encourage teachers to plan for lessons outside.
- Currently, the Curriculum Transformation Department has provided support and resources for teachers to encourage outdoor learning, such as:
 - Adding the following resources to the District Resource Centre (DRC); A class set of student Tree Guides and a Hatley Memorial Nature Guide currently being translated to French.
 - Providing financial support for each middle school to participate in the Salish Sea Learning Series in partnership with Eagle Wing tours. This learning series is an opportunity for students to explore the Salish Sea both from the land and on a floating classroom while working with local naturalists to weave local Indigenous knowledge and understanding into classroom learning.
 - Two Nature Kindergarten Programs continue to operate out of Sangster Elementary in the Westshore and Saseenos Elementary in Sooke.
 - There are an additional 11 Early Childhood Educators (ECEs) in Kindergarten classrooms across the district that can assist in facilitating outdoor play-based learning opportunities with teachers. These educators could be supported by volunteers.
- **Research from other jurisdictions:**
 - Comox Valley – North Island College (NIC) trades students are building an outdoor classroom at Huband Park Elementary in the Comox Valley as part of a community project, free of charge with donated lumber. The gazebo-style structure features a timber frame, a peaked overhanging roof with skylights, interior trusses, and a row of south-facing benches for students.
 - Vancouver - Outdoor Playbook – was developed through a close partnership with the Vancouver School Board, parents, teachers, and students at individual schools. <http://outdoorplaybook.ca/>. The Outdoor Playbook features a section on [Inspirational Projects](#) featuring a range of outdoor learning spaces and activities that are inspirational. For instance in the “Grey to Green’ category, Samuel Brighthouse Elementary in Richmond, BC is [featured](#) as a school that was redesigned for seismic upgrades during which the design incorporated environmental stewardship. Or [Boston Schoolyard Initiative](#) which has transformed asphalt and weeds into a flexible space regularly used as outdoor classrooms.
- **Consultations/surveys**
 - Since the Motion in 2020, staff have undertaken consultation with:
 - a) First Nations: Na’tsa’maht Education Council Meeting Agenda, Wednesday May 19, 2021.
 - b) Partners: SPEAC Meetings in Spring 2021/2022.

- c) Students:
 - a. Thought Exchange – How can we make our outdoor learning spaces even more appealing for students? (Attachment 4)
 - b. Equity in Action Student Survey Questions (Attachment 7)
 - i. Does your classroom spend time outside learning?
 - ii. Does your learning at school connect you to the land, sea, and sky around you?

CONCLUSION

If the Board of Education desires to expand outdoor learning/education for all SD62 students, the Curriculum Department could provide enhancements to the practice and pedagogy of utilizing outdoor spaces. Creating additional structures, especially long-term structures, would likely result in a substantial rise in costs.

Bearing in mind that our schools are close to an array of natural spaces that provide opportunities for learning, focusing on pedagogical practice rather than the structures themselves would reduce additional facility costs.

Attachments:

- Attachment 1 – Outdoor Education Original Motion
- Attachment 2 – Current Outdoor Learning Facilities in SD62 (Nov 2022)
- Attachment 3 – Outdoor Education – Education Policy Committee – Meeting (Feb 2021)
- Attachment 4 -- Student Consultation – Thought Exchange
- Attachment 5 – Examples of outdoor classrooms
- Attachment 6 – SD62 Design Principles
- Attachment 7 – Relevant Equity in Action Survey Data



SCHOOL DISTRICT NO. 62 (SOOKE)
 3143 JACKLIN ROAD,
 VICTORIA, BRITISH COLUMBIA • V9B 5R1
 TELEPHONE: 250-474-9800 FAX: 474-9825
 WEBSITE: WWW.SD62.BC.CA

Education-Policy Committee Meeting September 8, 2020

Topic:

Expansion of outdoor education opportunities for SD62 Students

Recommended Motion(s):

That the Board of Education of School District No. 62 (Sooke) direct staff to explore the expansion of outdoor education for all SD62 students with the intent to understand the resources required to support, develop and implement increased outdoor education opportunities. The exploration of these opportunities would include: researching outdoor education in other jurisdictions, conducting consultations/surveys with stakeholder groups, and student engagement at all grade levels. Furthermore, staff provide a report with their findings for a discussion at a future Education and Policy Committee meeting.

Rationale/Background:

The purpose of this motion is to engage SD62 stakeholders in the strategic plans goal to “develop, support and embrace natural learning spaces and outdoor educational opportunities for students at all levels.” The intent of the survey would be to explore and develop the necessary measures required by each school to move to district wide outdoor educational opportunities.

Canada’s Chief Public Health Officer Dr. Theresa Tam has stated that “people might think that if we get a vaccine then everything goes back to normal the way it was before. That’s not the case... All of the measures we’ve put in place now will still have to continue with the new reality for quite some time,” Though it would be difficult to meet our target to enhance outdoor education for the start of this school year, we can prioritize our planning to meet the challenges posed by covid19 within the next two or three years.

Bonnie Henry has acknowledged and encourages individuals to go outside to reduce the risk of transmitting the virus and that risk of spreading the virus outside is infinitesimally small. In addition, the Provincial COVID-19 Health & Safety Guidelines for K-12 Settings encourages the implementation of outdoor programs as much as possible. A survey will help to expedite our Strategic Plan’s goal to create outdoor learning environments while decreasing the risk of transmission in our schools.

Other important advantages to outdoor education are the substantial social, emotional and physical wellness benefits which present themselves in ordinary times. The overall wellness of our students is particularly important to foster during the straining times of a pandemic.

As a board, we are required to follow the guidance of the Minister of Education while understanding the importance of students remaining in school; it is within these guidelines that we are able to take actions to optimize the health and safety of the students and staff in our district.

References:

- [SD62 Strategic Plan](#) – Learning: To create and support innovative teaching and learning environments
- Provincial COVID-19 Health & Safety Guidelines for K-12 Settings: Physical and Health Education/Outdoor Programs
- <https://www.ctvnews.ca/health/coronavirus/even-if-there-s-a-vaccine-pandemic-may-persist-for-years-to-come-tam-1.5050584>

- <https://www.cbc.ca/news/canada/british-columbia/please-go-outside-dr-bonnie-henry-says-covid-19-much-less-likely-to-spread-outdoors-1.5550191>
- <http://naturekindergarten.sd62.bc.ca/proposal/>

Submitted by:

Allison Watson, Trustee
School District No.62 (Sooke)

Attachment 2 - Current Outdoor Learning Facilities in SD62 (Nov 2022)

	Nature Playgrounds	Outdoor Learning
SECONDARY		
Belmont	No	No
EMCS	No	Yes (covered)
Royal Bay	No	No
Westshore Colwood	No	No
MIDDLE		
Centre Mountain Lellum	No	No
Dunsmuir	No	Yes
Journey	No	Yes
Spencer	No	Yes
ELEMENTARY		
Colwood	Yes	Yes
Crystal View	Combined	Combined
David Cameron	Combined	Combined
Hans Helgesen	No	Yes
Happy Valley	Combined	Combined
John Muir	Combined	Combined
John Stubbs Memorial	Combined	Combined
Lakewood	Combined	Combined
Millstream	No	Yes
Pexsisen	No	No
Poirier	Yes	Yes
Port Renfrew	No	No
Ruth King	Combined	Combined
Sangster	No	No
Saseenos	Combined	Combined
Savory	Combined	Combined
Sooke	Yes	Yes
Willway	Scheduled (Combined)	Scheduled (Combined)
Wishart	Combined	Combined



Committee Info Note
Education-Policy Committee Meeting
February 2, 2021
Agenda Item 6b: - Outdoor Learning Spaces Video

Background:

At its meeting held on September 22, 2020, the Board of Education passed the following motion:

That the Board of Education of School District No. 62 (Sooke) direct staff to explore the expansion of outdoor learning/education for all SD62 students with the intent to understand the resources required to support, develop and implement increased outdoor learning opportunities. The exploration of these opportunities would include researching outdoor learning/education in other jurisdictions, conducting consultations/surveys with stakeholder groups including our First Nations partners, and student engagement at all grade levels. Furthermore, staff will provide their findings for discussion at future Education and Policy Committee meetings.

District staff and staff were tasked to explore the expansion to outdoor education with the intent to understand the resources required to support, develop and implement increased outdoor learning opportunities. It was requested that Outdoor learning spaces be presented to the Board with a video (pictures).

Context:

Outdoor education lends itself to the endeavour of developing student's adaptive expertise. Place-based learning invites students to authentically apply knowledge and skills to real world challenges or problems in flexible and creative ways. This type of learning is transformative, and a foundational principle of learning. In response to the motion Principals were asked to send a picture of a learning space at their site. All school Principals responded to the request to send a photo to illustrate the extensive use of the outdoors. Schools found that due to COVID-19 many teachers enthusiastically embraced teaching out-of-doors and the pictures and children's voices illustrate the opportunities as requested in the motion. The attached spreadsheet illustrates how the location of most of our schools provides easy access to natural learning spaces as well as easy access to other natural spaces. Schools have created learning spaces within the boundaries of their school in order to encourage outdoor learning. These appear in the video.

What are the barriers to expand outdoor learning? The District's field trip policy states that all field trips must have 1/16 teacher-to-student ratio if a class leaves the school grounds. Classes work hard to share ECE's and EA's in order to meet this requirement. The capital costs for outdoor learning spaces, safety concerns and equipment costs are also barriers.

The exploration as outlined in the Board's motion would include research of outdoor learning in other jurisdictions and conducting consultations/surveys with stakeholder groups including our First Nations partners.

Examples of work being done:

1) The Transformative Education team has provided support and resources for teachers in order to encourage outdoor learning. This includes actively participating in the Networks of Inquiry and Indigenous Education, Principles of Learning program (which continues to spread to other schools), Strengthening Early Years 2 Kindergarten, Nature Kindergarten and the ECE program. Educators in primary have been provided *The Play Today Handbook* and *BC Early Learning Framework* which provide ideas and research regarding outdoor learning opportunities. Classes with ECEs have added the flexibility and at times share across classes to maximize safe outdoor learning opportunities.

2) Prior to COVID-19, many schools were committed to having at least one outdoor adventure per school level. Schools participated in Camp Thunderbird, Camp Bernard or a class camping trip at one of our local sites. Secondary schools have supported an outdoor education class or a science class that was focused on outdoor learning.

3) The Equity Scan will be used as a process to ensure that our First Nations partners are being consulted. This assists District teams and school teams in order to ensure that all stakeholder groups are being included in outdoor learning programs.

4) Many schools continue to work with our Facilities Department and PAC's in order to ensure that outdoor learning spaces are accessible to all students, including those in wheelchairs.

Next Steps:

Following these investigations, it became apparent that Sooke is actually a leading district in terms of outdoor learning. We have the advantage of having schools that are located close to natural resources such as lakes, oceans and large forests. Schools, educators, PACs and Facilities have worked hard to incorporate natural playground areas to encourage creative play and thinking.

Respectfully,

Stephanie Hedley-Smith
Associate Superintendent

Outdoor Learnings Spaces								
School	Forest	Specific Outdoor Area	Garden	Off-Site Walk	Other	Outdoor	Firepit	Covered
Colwood	Yes	Royal Roads University	Yes	Royal Roads Uni.		Old	No	No
Crystal View	Yes	Picnic Tables - Mill Hill Park	Starting	Mill Hill Park		Yes	No	Yes
David Cameron	Yes	Yes	No	Galloping Goose	Nature Playground	Yes	No	No
Hans Helgesen	Yes	Yes	Yes	Taylor Beach/Devonian Park		Yes	No	No
Happy Valley	No	Yes, picnic tables	Yes	Galloping Goose		Yes	No	No
John Muir	No	Two forest areas adjacent to school	Yes	Yes	Ella Forest and Beach	Yes	No	No
John Stubbs	Yes	Royal Roads University	Yes	Yes	Royal Roads Uni./Lagoon	Yes	Yes	No
Lakewood	Yes	Ida Anne & Florence Lake	No	Yes	Nature Playground	Yes	No	No
Millstream	Yes	Millstream Creek Trail	Yes	Yes	Thetis Lake for older students	Yes	No	No
Poirier	Yes	Backyard Creek	No	Yes	Pond/Forest	Yes, many		No
Port Renfrew	No	Forest adjacent to school	No	Yes	Ocean	Yes	No	No
Ruth King	No	Yes playground & field	Yes	Not close enough	No	No	No	Caged area
Sangster	Yes	Royal Roads University	Yes	Yes	Royal Roads Uni./Lagoon	No	No	No
Saseenos	Yes	Beach and forest behind school	No	Yes	Beach access	Yes	No	No
Savory	Yes	Nature Playground	Yes	Yes	Mill Hill Park & Mill Creek	Yes added	No	Yes
Sooke	No	Outdoor rock learning circle	Yes	Yes	Cains Park, Poirier-Journey pond, boardwalk	Yes	No	No
Willway	Yes	Goldstream Park	Yes	Yes	Goldstream Park/Langford Lake	Yes	No	No
Wishart	Yes	Forest, Picnic tables	No	Yes	Royal Roads Uni./Colwood Park	Yes	No	No
School	Forest	Specific Outdoor Area	Garden	Off-Site Walk	Other	Outdoor	Firepit	Covered
		Outdoor classroom w			Royal Roads		No, but future propane	
JohnStubbs Middle	Yes	Royal Roads University	Yes	Yes	Royal Roads University/Lagoon	Yes	Yes	No
Journey	Yes	Rock circle, forest	Yes	Yes	DeMamiel Creek	Yes	Yes	No, working on it
Spencer	No	Half completed rock/log spiral; picnic tables	No	Yes	Carlow Park	Yes	No	No
School	Forest	Specific Outdoor Area	Garden	Off-Site Walk	Other	Outdoor	Firepit	Covered
Belmont	No	Benches, picnic table	Yes	Yes	Glen, Langford Lake, Westhills trails	Yes	Yes	No
Edward Milne	No	Outdoor classroom, patio, concrete areas	Yes	Yes	Fred Milne Park, Billings Spit, Galloping Goose, adjacent forest	Yes	Yes	Yes
Royal Bay	No	Benches, picnic tables	Yes (2)	Yes	Esquimalt Lagoon, Latoria Park, Anne's Pond	Yes	Yes	No
School	Forest	Specific Outdoor Area	Garden	Off-Site Walk	Other	Outdoor	Firepit	Covered
Westshore (Colwood)	Yes	Yes	Yes	Yes	Royal Roads University	Yes	No	No, looking into this

Attachment 4

Exchange Summary

SD 62, School District No. 62 Sooke
May 4, 2022

How can we make our outdoor learning spaces even more appealing for students?



PARTICIPATION

Breakdown of Participation



92
Participants



41
Thoughts



472
Ratings



PARTICIPATION

Breakdown of Participation

What is your current school grade?



%		Answer
47%	(39)	8
11%	(9)	12
42%	(35)	Other



PARTICIPATION

Breakdown of Participation

Have you had a class in one of our outdoor spaces?



%		Answer
38%	(30)	Yes
29%	(23)	No
33%	(26)	Don't know



PARTICIPATION

Breakdown of Participation

If you have had a class outside, did the setting improve your learning?



%		Answer
24%	(18)	■ Yes
17%	(13)	■ No
26%	(20)	■ Don't Know
33%	(25)	■ I have not had a class outside





THOUGHTS


Key Thoughts





Quiet, calm area providing an atmosphere away from the screaming students, hustle and bustle and cars. Allows greater focus and connection. Less distraction.

4.2  (7 )
Ranked #1 of 41

Have a sheltered space outside with tables and chairs for doing schoolwork. Learning and working outside can be relaxing and easier to focus than in a loud classroom.

4.0  (22 )
Ranked #2 of 41

Seating areas, tables, clean environments More appealing to want to be outside in

3.9  (9 )
Ranked #3 of 41



THOUGHTS Environment



Quiet, calm area providing an atmosphere away from the screaming students, hustle and bustle and cars. Allows greater focus and connection. Less distraction.

4.2  (7 )

Seating areas, tables, clean environments More appealing to want to be outside in

3.9  (9 )

Benches, blankets, stools, picnic tables. Provide different opportunities to learn in different seating arrangements.

3.9  (4 )



THOUGHTS

Outdoor Spaces

Have a sheltered space outside with tables and chairs for doing schoolwork. Learning and working outside can be relaxing and easier to focus than in a loud classroom.

4.0  (22 )

Not just opportunities to learn as a class outdoors but individual spaces for students who could use the outdoors to provide an escape/calm down time. In class setting can be overwhelming at times.

3.9  (6 )

Remove technological distractions outside. We rely on our phones, tv, computers so much. Remove this in an outdoor setting.

3.8  (4 )



THOUGHTS Games



It would be better that we play cool games, and team games. The teams should be fair
games fun

3.5  (25 )

3.4  (16 )



THOUGHTS

Miscellaneous



Location is essential for learning. Calmness of the ocean, wind in the trees.

3.8  (6 )

Camping I was thinking maybe the class could bring their own tent and pick a partner to share a tent with and go on a camping trip for 4-7 days

3.7  (24 )

Breathing fresh air is good Fresh air allows your brain to stay calm and nature makes calming noises

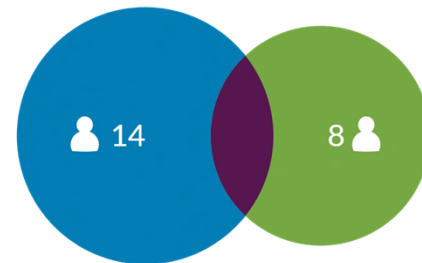
3.6  (4 )



DIFFERENCES

Know [14 | 8]

37



Side A

Idk Idk

★ 4.8 ★ 1.0

I don't know

★ 4.8 ★ 1.1

Side A/B Common (high)

Seating areas, tables, clean environments More appealing to want to be outside in

★ 4.5 ★ 4.5

I'm a grade 12 in outdoor ed and every time we go outside it's a refreshing take on learning and makes it fun We can have more focus in a relaxing environment learning about things we wouldn't normally learn in school

★ 4.2 ★ 4.0

Side B

This group of participants rated Side A thoughts low. Review the common interest section to see thoughts that both groups rated high.



DIFFERENCES

Outdoor Learning [15 | 6]

38



Side A

No astroturf - outdoor learning needs to be done in wild natural spaces, not just man-made “green space”

★ 4.4 ★ 1.8

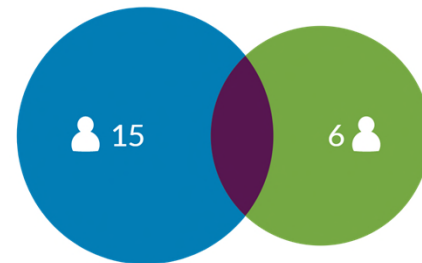
Freedom of exploration promotes curiosity

★ 4.7 ★ 2.0

Side A/B Common (high)

Seating areas, tables, clean environments More appealing to want to be outside in

★ 5.0 ★ 4.3



Side B

This group of participants rated Side A thoughts low. Review the common interest section to see thoughts that both groups rated high.



WRAP UP Next Steps



Thanks for participating

We'll be carefully considering what we learned and sharing our actions back with you.

Attachment 5 – Examples of Outdoor Learning Spaces













BOARD OF EDUCATION TORONTO JULY 29 1913 No 65

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SD62 Design Principles for Capital Projects (approved June 28, 2022)



Projects, such as the building of new schools, are designed to be:

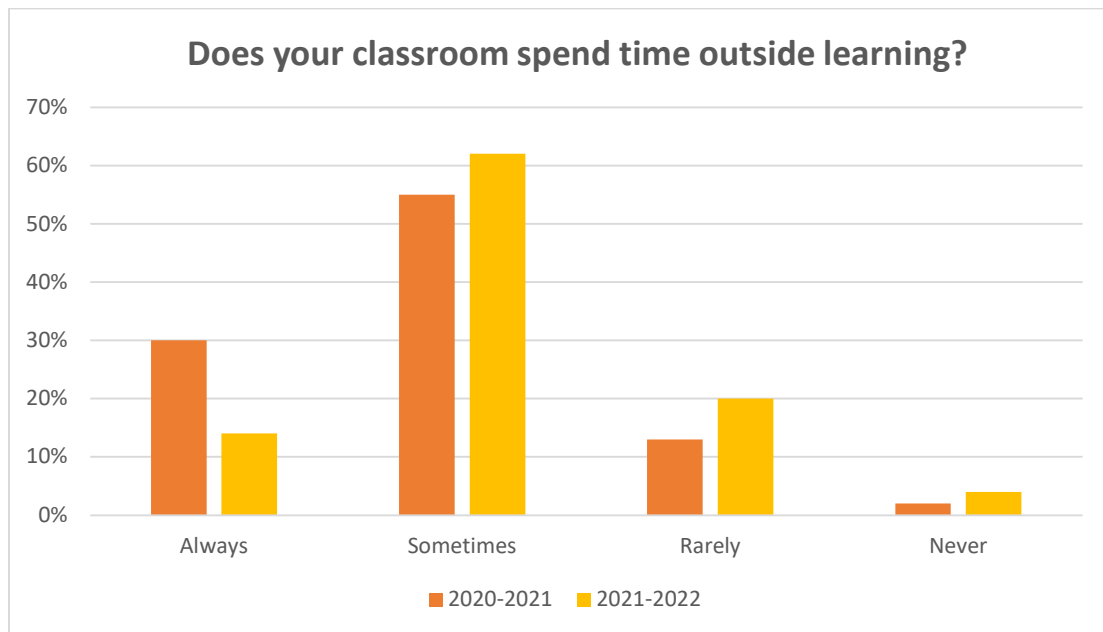
- (1) Supportive of the Board's vision, mission and values;
- (2) Inclusive and welcoming (e.g., clearly identifiable entrance, open gathering spaces, accessible, secure);
- (3) Representative of the diverse student and staff populations, (e.g., gender neutral wash/change rooms, artwork/displays reflect staff and student diversity);
- (4) Reflective of our natural surroundings and local Indigenous cultures (e.g., natural materials, light and bright spaces, natural outdoor spaces, greenery, local Indigenous artists consulted for symbols/artwork; planning consultation with Indigenous nations);
- (5) Built with thought to their sustainability and environmental impact (e.g., materials, energy, resources);
- (6) Flexible, functional, innovative and practical (e.g., open spaces, flexible rooms, storage space, eaves that provide dry outdoor spaces, multi-use areas for collaboration, common areas to support movement and informal gathering; consideration of technology usage);
- (7) Built with thought to provide safe and healthy spaces (e.g. traffic management, safe building access, attention to sensory needs); and
- (8) To maximize partnership opportunities that reflect mutual interest in public education and the social, economic and environmental well-being of the local community.

Attachment 7

Equity in Action Survey Data

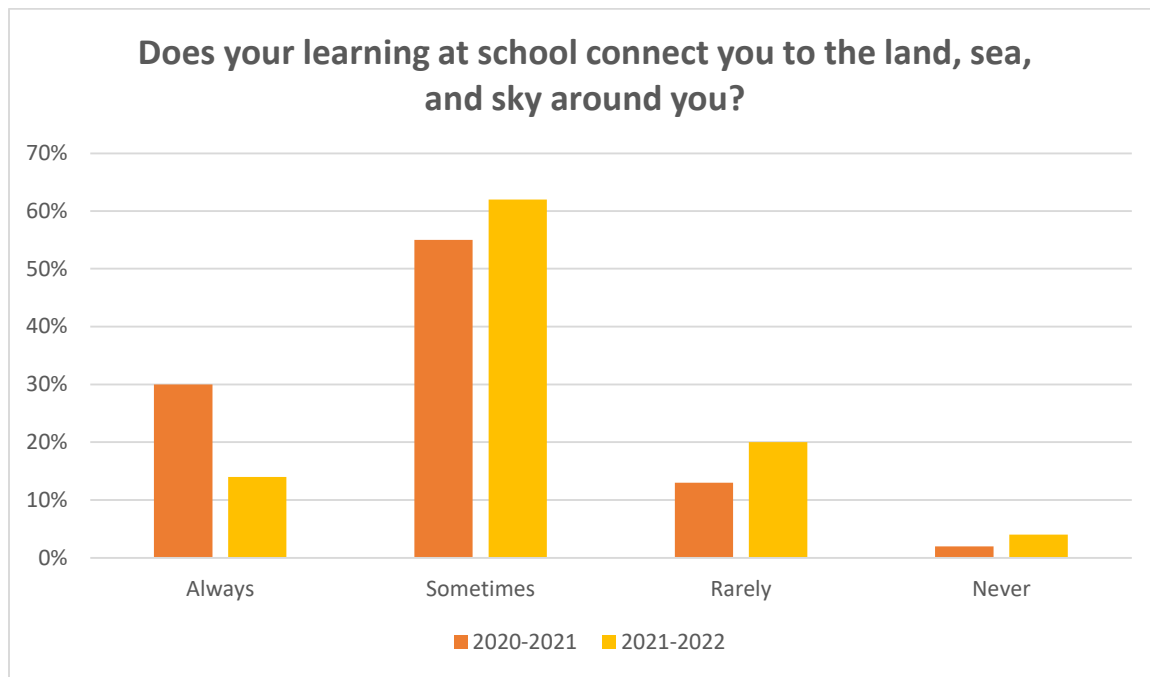
Question: Does your classroom spend time outside learning?

Question:	% of those selecting a response	2020-2021	2021-2022
Does your classroom spend time outside learning?	Always	30%	14%
	Sometimes	55%	62%
	Rarely	13%	20%
	Never	2%	4%



Question: Does your learning at school connect you to the land, sea, and sky around you?

Question:	% of those selecting a response	2020-2021	2021-2022
Does your learning at school connect you to the land, sea, and sky around you?	Always	17%	16%
	Sometimes	45%	57%
	Rarely	26%	21%
	Never	12%	6%





Committee Info Note
Education-Policy Committee Meeting
January 3, 2023
Agenda Item 6b: Staff Affordability Fund Update

BACKGROUND

The Board of Education has passed a motion to allocate \$25,000 to establish a one-time Staff Affordability Fund to be operationalized in December 2022. Since the motion passed, staff have been consulting to develop proposals on how best to operationalize this funding. This has included conversations with our education stakeholders, specifically the STA and CUPE 459.

RATIONALE

Given the economic pressures being experienced by all employees, the Board is eager to assist those employees most affected in terms of economic hardship. The hope is to provide some assistance to those most in need prior to the Winter Break.

UPDATE

Ultimately, the decision was to distribute the funding by way of self-identification. This is a “hands up” approach, inviting employees experiencing hardship to confidentially apply to receive support in the form of a gift card.

- On Friday, December 9 an email notice was distributed to all staff informing them of the fund and providing them a link to a confidential form by which they could express interest in receiving assistance.
- The link was open from Friday, December 9 until 9:00 am, Thursday, December 15.
- 370 requests were made across employee groups. 370 gift cards valued at \$75 each, were purchased from the Real Canadian Superstore on Thursday, December 15. This vendor was chosen as it provides purchase options including food, clothing and fuel and is centrally located.
- Staff receiving assistance were notified by confidential email on December 15th and provided information on how cards will be distributed.
- Senior executive delivered cards to school sites and personally placed in staff mailboxes. Cards for Facilities staff and on-call staff were made available for pickup at the Human Resources Department.

Respectfully,

Dave Strange
 Associate Superintendent



Committee Info Note
Education-Policy Committee Meeting
January 3, 2023
Agenda Item 6c: Mountain Biking Academy Presentation

Background

This course seeks to develop recreational, competitive and community opportunities in the sport of mountain biking. Included in the proposed course programming are skill development, first-aid, bike mechanics, sustainable trail design, construction and maintenance, physical conditioning and leadership skills. This course would cover all elements and facets of learning about, and participating in, the sport and career of mountain biking. The course is designed to operate as a double block (PE 9-12 and Mountain Biking 9-12) in the spring semester. Three days per week will be spent on trail (predominately Jordie Lunn Bike Park) and two days in the classroom.

The Concerns, Rationale

Currently, we do not have any curricular cycling programs running in SD 62. This program will allow students to connect with their educational goals through their passion for mountain biking and outdoor experience. Mountain biking is a lifestyle that provides dynamic feedback from the earth, connecting you both physically and mentally with our natural environment. Few other sports, activities, or courses offer this type of connection. Mountain biking is challenging and provides a humbling experience for everyone from the beginner enthusiast to elite professional. Challenging sporting norms, mountain biking can merge intense physical skill with community building which we are witnessing first-hand in the PNW and, more specifically, Vancouver Island. Beyond the athletic aspect, mountain biking serves to promote environmental stewardship, appreciation for our environment, and positively impacts our mental health.

Context

Trail access - primary location is Jordie Lunn Bike Park and Clubhouse. Formal permit acquired. Program will also access regional trails (Hartland in Saanich, Harbourview in Sooke, and Duncan trail networks). Classroom space @ RBSS, outdoor areas (ex. sports field or gravel parking) and weight training facility/gym. There may be an opportunity to use the JLBP clubhouse space. This is currently being developed with Langford Parks.

Recommendation:

That the Board of Education for School District 62 (Sooke) approve the proposed Mountain Biking Academy as presented at the January 3, 2023 Education-Policy Committee meeting, beginning in the 2023-24 school year.

Respectfully,

Wayne Kelly, District Principal
 District Sports Academy Programs, PACE and Percussion Academies
 Principal, Canadian Sports School

Form A

School: Royal Bay**Date:** December 12, 2022**Academy Sponsors:** (should include the school the school principal)

Name: TBD Position: Royal Bay Teacher

Name: Wayne Kelly Position: District Principal Academies

1) General description of the program

This course seeks to develop recreational, competitive and community opportunities in the sport of mountain biking. Included in the proposed course programming are skill development, first-aid, bike mechanics, sustainable trail design, construction and maintenance, physical conditioning and leadership skills. This course would cover all elements and facets of learning about, and participating in, the sport and career of mountain biking. The course is designed to operate as a double block (PE 9-12 and Mountain Biking 9-12) in the spring semester. 3 days per week will be spent on trail (predominately Jordie Lunn Bike Park) and 2 days in the classroom.

Goals and Objectives:

-
- To develop foundational mountain biking skills and appreciation for the life-long benefits of the sport (Fit for life).
 - To promote the health and fitness of others while connecting us to our community.
 - To learn about and mitigate the risks of mountain biking through best practices, risk management and experience in real wilderness scenarios.
 - To exercise stewardship and build a deep connection with the land.
 - To learn about community collaboration and the sustainable planning and development of mountain biking.
 - To develop leadership skills through community and industry collaboration and through group guiding.
 - To increase mechanical knowledge in order to promote safety, enjoyment and self sufficiency.

Timeline for implementation:

January 2023: Information presentation to SD62 Board.

January/February 2023: Informational meeting for parents, communication through secondary and middle school channels.

February 2023: Registration/Course Selection.

February 2024: Mountain Bike Academy begins.

Approval for the 2023-24 School year

2) Education value of the program and comparison to other programs in the SD 62.

Currently we do not have any curricular cycling programs running in SD 62. This program will allow students to connect with their educational goals through their passion for mountain biking and outdoor experience. Mountain Biking is a lifestyle that provides dynamic feedback from the earth, connecting you both physically and mentally with our natural environment. Few other sports, activities, or courses offer this type of connection. Mountain biking is challenging and provides a humbling experience for everyone from the beginner enthusiast to elite professional. Challenging sporting norms, Mountain biking can merge intense physical skill with community building which we are witnessing first hand in the PNW and more specifically Vancouver Island. Beyond the athletic aspect, Mountain biking serves to promote environmental stewardship, appreciation for our environment, and positively impacts our mental health.

3) Identification of the students to be served including grade number of students.

Grades 9 to 12 at Royal Bay, Edward Milne and Belmont Secondary schools.

4) Clear description of qualifications and teaching support staff required to offer the program.

Teaching staff be TQS Certified and be able to teach in SD. Professional Mountain Biking Instructor's Association (PMBI) Level 1 Instructor Course (or higher), Occupational First Aid Level 1 (or higher), or a Wilderness First Aid equivalent (Advanced Wilderness First Aid). Advanced riding ability, able to demonstrate riding techniques and participate with students.

5) Clear description of facilities required for program to be offered:

Trail access - Primary Location is Jordie Lunn Bike Park and Clubhouse. Formal permit acquired. Program will also access regional trails (Hartland in Saanich, Harbourview in Sooke, and Duncan trail networks). Classroom space @ RBSS, outdoor areas (ex. Sports field or gravel parking) and weight training facility/gym. There may be an opportunity to use the JLBP clubhouse space. This is currently being developed with Langford Parks.

6) Impact analysis of other schools in the district:

We do not currently have a curricular Mountain Bike Program in SD 62 and since this course is offered to all secondary schools we will have minimal impact on parents requesting transfers to other district schools. As a part of the leadership and community building aspects of the course, we will be reaching out to elementary and middle schools to operate learn to ride clinics exposing younger students to enjoyment and opportunities to be had on two wheels. This will be in conjunction with cycling BC's "Hop on" initiative.

7) Evidence of support from PAC which will demonstrate parents understand the proposal:

Currently all Secondary Schools have the Mountain Bike Program information on the agenda for the next meeting.

8) Registration guidelines process on how students will be selected:

For year 1 all students will be able to register in this program with the understanding they will require the proper equipment and bike to enroll. There may be opportunities with the support of Cycling BC to have bikes available for use and it is a longer-term goal to build up a small fleet of bikes to support students needs.

9) Evidence of similar programs (both in and out of district) operating successfully:

Salmon Arm (Jackson High School Mountain Bike Academy)
 Nelson (LV Rogers Mountain Biking)
 Pemberton Secondary (Ski Board and Bike Academy)

10) Expected costs of the program and sources to funds to sustain program without school district funding:

We have developed a budget primarily designed to cover logistical costs associated with student transportation in addition to equipment storage, first aid certification, and support coach(es). Cost for a student to join the program will be \$917.50.

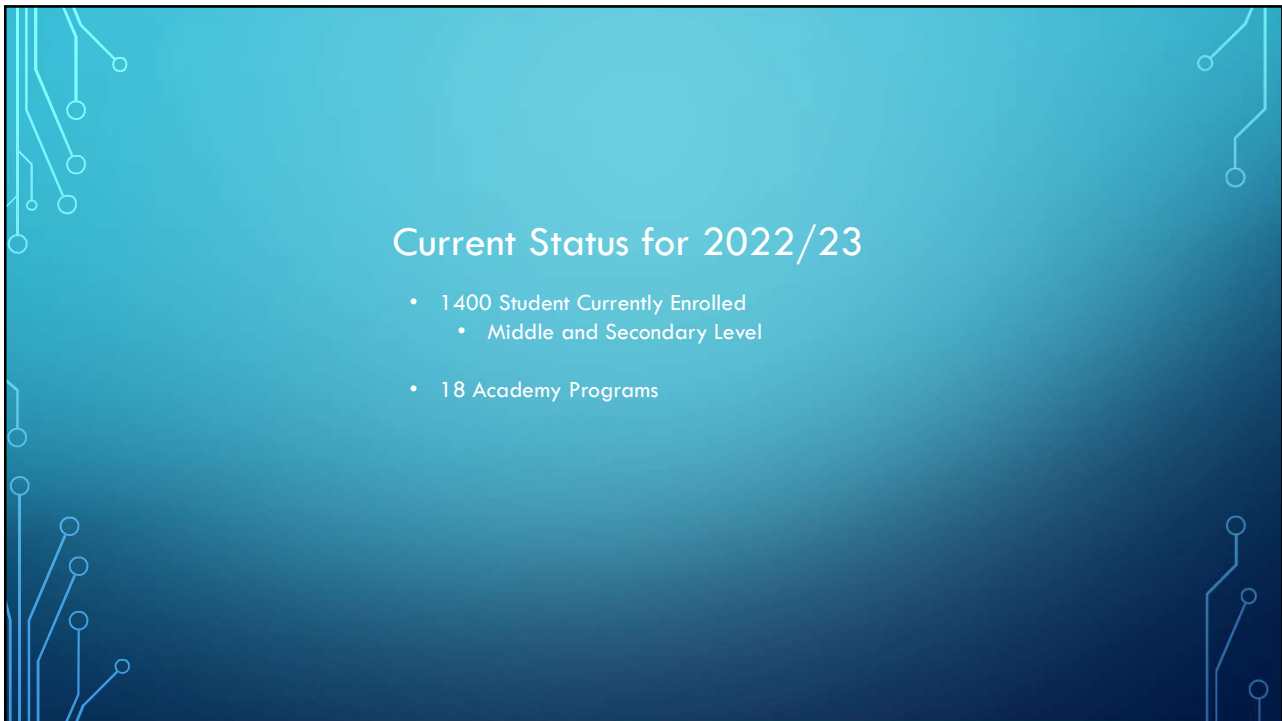
**See Budget Slide on Power Point

Financial Assistance is available so that all students have an opportunity to participate.

**See Financial Assistance Slide on Power Point



1



2

MIDDLE SCHOOL ACADEMY PROGRAMS

Dunsmuir Middle School

Dance 6,7,8
Soccer 7,8

Journey Middle School

Hockey 6,7,8

Spencer Middle School

Hockey 6,7,8

3

SECONDARY ACADEMY PROGRAMS

Royal Bay

Soccer 9-12
Dance 9-12
Lacrosse-Boys 9-12
Lacrosse-Girls 9-12
Golf 9-12

Edward Milne

Soccer 9-12
Hockey 9-12
Eco Academy

Belmont

Hockey 9-12
Baseball Softball 9-12
Climbing 9-12
Equestrian 9-12



4

District Academy Programs:

Golf Academy –

All Middle and Secondary
Grades 6-12

Equestrian Academy -

All Middle and Secondary
Grades 6-12

PACE – Musical Performance Academy – 275

K-12

5

Mountain Bike Academy Budget:

Cost Items: based on 20 students, one teacher and one paid coach

- 1) Coaches - **\$4,050** - \$25 per hour. (9 hours per week , 18 week program)
- 2) Bussing - **\$5,000** - \$84 per trip to bike park and away trip
- 3) Tools - **\$500** – to acquire bike repair tools (\$1,500) over 3 years
- 4) Bike Storage - **\$3,000** – acquire storage container cost \$9,000
- 5) First Aid Certification - **\$2,500** - \$125 per student
- 6) Administration fee - **\$2,300** - \$115 per student
- 7) Cycling BC Membership - **\$1,000** - \$50 per student

Total Cost to run program: \$18,350

Cost per student: \$917.50 or \$183.50 per month

** Any unused academy funds are refunds back to families

6

Financial Assistance Programs:

We do have a program that students and parents can access to assist with fees due to their financial situation

- 1) KidSport – Local Victoria chapter provides up to \$400-\$600 per child to assist with academy fees.
- 2) Jumpstart – Local Victoria chapter can provide up to \$300-\$400 per child to assist with academy fees
- 3) Sport Assist – Provides assistance for students living in the Sooke School District area. Up to \$1,000



November 30, 2022

Superintendent of Schools/CEO
Sooke School District
3143 Jacklin Road, Victoria, BC V9B 5R1

Dear Superintendent:

This research application is for the Cat5 National Data Collection Study. The pandemic has caused a lengthy delay, but we will be doing the study during the 2022/2023 school year. We think it is important for your schools to be represented in the regional and national norms for Cat5 and hope that your schools will have the option to participate.

Thank you for taking the time to consider our request.

Sincerely,

A handwritten signature in dark ink that reads 'Zhimei Gu'.

Zhimei Gu, Ph.D.
Senior Research Psychometrician
Director of Research and Test Development
Canadian Test Centre

100 Leek Crescent, Unit 10, Richmond Hill, ON L4B 3E6
P: 905.513.6636 / F: 905.513.6639

canadiantestcentre.com



Permission to Conduct Non-Board-Initiated Research

Date of application	November 30, 2022
Applicant's Name	Zhimei Gu, Ph.D.
Address	100 Leek Crescent, Unit 10, Richmond Hill, ON L4B 3E6, Canada
Phone Number(s)	(905) 513-6636
E-Mail Address	zhimei.gu@canadiantestcentre.com
Present Position	Senior Research Psychometrician, Director of Research and Test Development
SD62 Employee?	No
Affiliated institution or organization	Canadian Test Centre
Name of facility supervisor (if applicable)	
Title of study	Cat5 National Data Collection Study
Type of study	Collecting a nationally and regionally representative sample of student achievement data for K-12 with Cat5
Requested date to start and anticipated end date	Anytime between March 01 and June 30, 2023 (Teachers can decide when to administer the Cat5 subtests within this testing window as part of their class activities.)
Type of participants (i.e. student, parent, teacher, support staff)	Test taker: student Test administrator: teacher May need 1 IT personnel to set up IT requirements
Any specific cohort focus	None
Plan for recruitment to study	Would like to invite all the schools in the district to participate (Information Letters and Consent Forms for Principal, Teacher and Parent/Guardian have been attached.)
Specific location(s) of study	Classrooms that have access to the internet and access to devices (Chromebooks/tablets/computers) with the Cat5 secure browser application installed
Data collection tools	The 5th edition of the Canadian Achievement Test (Cat5) Cat5 Norming Test Principal and Teacher Questionnaires
Ethics approval, date and organization	The Ethics Approval Letter (University of Alberta, Sept. 2020) has been attached.

E-mail to: Superintendent of Sooke School District: stinson@sd62.bc.ca
 or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1



Permission to Conduct Non-Board-Initiated Research

Date of application	November 30, 2022
Applicant's Name	Dr. Gina Harrison
Address	
Phone Number(s)	250-721-7783 (UVic)
E-Mail Address	harrison@uvic.ca
Present Position	Associate Professor
SD62 Employee?	No
Affiliated institution or organization	University of Victoria
Name of facility supervisor (if applicable)	Dr. Rose Vukovic, Department Chair
Title of study	Literacy and Executive Function Development in Linguistically Diverse Learners
Type of study	Longitudinal correlational
Requested date to start and anticipated end date	February 1, 2022 (Grade 1) to December 31 2027 (Grade 5)
Type of participants (i.e. student, parent, teacher, support staff)	Students in Grade 1 followed to Grade 5
Any specific cohort focus	Students in early French Immersion and students in the English program
Plan for recruitment to study	Following District approval the PI will email school principals of the schools identified by the district who may be interested in participating. The PI will email Grade 1 teachers in the schools identified by principals. The PI will then followup with those teachers interested in their class participating by emailing a study information Letter (see Appendix 1). The PI will then arrange a time to meet with teachers and drop-off the parental consent forms for teachers to distribute to students to take home.
Specific location(s) of study	A quiet room or area of participating elementary schools in Sooke.
Data collection tools	A collection of literacy and executive function measures will be administered in each year of the study (see Appendix 2).
Ethics approval, date and organization	October 27, 2022, Human Research Ethics Board (HREB), University of Victoria (Protocol #: 22-0593).

E-mail to: Superintendent of Sooke School District: sstinson@sd62.bc.ca
 or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

RESEARCH PROPOSAL SD #62
Literacy and Executive Function Development in Linguistically Diverse Learners

Principal Investigator: Dr. Gina Harrison, Associate Professor, Educational Psychology & Leadership Studies, Faculty of Education, University of Victoria
 Tel: 250-721-7783/Email: harrison@uvic.ca

Study Overview:

Research suggests that bilingual children may have particular proficiency on some attentional and cognitive control tasks assessing executive function (EF) due to their practice in ignoring competing lexical information between languages. Literacy achievement is also associated with measures of EF, but no studies to date have examined the concurrent development of EF, reading, and writing in children in early French Immersion (FI) who are becoming both orally proficient and literate in French. This will be the first year of the study, with Grade 1 students in FI and in the English program researching the concurrent development of various cognitive measures of executive functions (EF) and literacy. Students will be followed in each subsequent year longitudinally from Grades 1 to Grade 5. The results of this project are anticipated to make a valuable contribution to cognitive-linguistic theory, bilingual instructional knowledge, and literacy practices and attainment within the Canadian dual language learning context.

Funding Organization:

Social Sciences and Humanities Research Council of Canada (SSHRC)-5-year Insight Grant awarded May 2022.

Relevant Literature:

Understanding how EF may exert an influence on children's developing literacy when they are also acquiring another language has important instructional implications. A recent meta-analysis stressed the need for more research, longitudinally, on the influence (and possible moderator effects) of EF on academic achievement across language learning contexts (e.g., Gunnerud et al., 2020). EF refers to a collection of higher-order cognitive processes that control, organize, and direct cognitive ability and behaviour when performing a particular task (Miyake et al., 2000). These processes include inhibition (i.e., focus on the relevant, and suppression of attention to the irrelevant), shifting/cognitive flexibility (i.e., cognitive shifting as task demands change) and working memory (i.e., maintaining information while processing incoming information), among other processes (Garon, Bryson, & Smith, 2008). School readiness and achievement are predicted by performance on EF tasks (Muller, Lierbermann, Frye, & Zelazo, 2008), and individual differences in EF are predictive of academic difficulties, including reading and writing disabilities (e.g., Altemeier, Abbott, & Berninger, 2008). Research has shown that children who speak another language achieve higher scores than their monolingual peers on a variety of problem-solving tasks requiring inhibition (Bialystok, 2001; 2011; Poarch & van Hell, 2012). This enhanced cognitive control is attributed to practice in ignoring competing lexical information between languages to select the language in which to communicate at a given time (e.g., Bialystok, Craik, Klein, & Viswanathan, 2004; Green, 1998). The notion of "cognitive advantage" that may be derived from learning another language, as in the FI context, is considered to come from the greater opportunities that students have in exercising this cognitive control, thereby possibly bolstering the development of EF compared to monolinguals (Bialystok & Martin, 2004).

Research with elementary FI students to date indicates associations within languages on important oral language and literacy variables and reading comprehension outcomes (e.g., Erdos, Genesee, Savage, & Haigh, 2011; Jared, Cormier, Levy, & Wade-Woolley, 2006; Haigh, Savage, Erdos, & Genesee, 2011) and some evidence of relations between languages (particularly English to French) in predicting reading comprehension (e.g., Haigh et al., 2011, Jared et al., 2011). In contrast to reading, children's writing development in FI has been understudied (Savage et al. 2017). Knowledge about individual differences in writing development, and comparisons within and across languages in relation to writing skills and component processes in children in FI is lacking. Another compelling outcome of FI is the reported cognitive benefits, particularly in relation to problem solving and EF (Canadian Council on Learning, 2007), but this outcome has received scant empirical attention longitudinally within the context of FI instruction, and in relation to developing literacy within and between languages.

Various measures of EF are also associated with individual differences in reading comprehension (e.g., Altemeier et al., 2008; Cain, Oakhill, & Bryant, 2004; Follmer, 2018; Locascio, Mahone, Eason, & Cutting, 2010; Sesma, Mahone, Levine, Eason, & Cutting, 2009) and writing (Altemeier et al., 2008; Hooper, Swartz, Wakely, de Kruif, & Montgomery, 2002) and there is some evidence to suggest that EF and literacy skills develop concurrently in children from grades 1 to 6 (e.g., Altemeier et al., 2008). Working memory and inhibition have been studied fairly extensively in relation to reading comprehension but research is limited on the influence of shifting/cognitive flexibility (Follmer, 2018). Of the few studies conducted in this area, shifting/cognitive flexibility has been reported to have both a unique and direct effect on reading comprehension and an indirect effect through language comprehension and vocabulary (e.g., Guijardo & Cartwright, 2016; Keiffer et al., 2013; Latzman et al., 2010). Cognitive flexibility has also been found to contribute to unique variance to reading comprehension in French-speaking elementary children (Colé, Duncan, & Blaye, 2014; Padua & Harrison, 2018). Lower working memory performance is associated with lower recall and reading comprehension ability in children (e.g., Just & Carpenter, 1992; Linderholm & van den Broek, 2002), and individual differences in working memory predict reading comprehension outcomes (e.g., Christopher et al., 2012) beyond the contribution of word-level skills (Cain et al., 2004; Sesma et al., 2009). Ignoring misleading or irrelevant information when processing text is an inhibitory process required for reading, and individual differences in reading comprehension have also been associated with inhibition skills (Borella et al., 2010; Kendeou, van den Broek, Helder, & Karlsson, 2014). Inhibitory control has been found to predict reading comprehension after accounting for other cognitive and linguistic variables linked to basic reading (e.g., Keiffer et al., 2013).

Bialystok (1986) also found a bilingual advantage compared to English monolinguals on a grammatical judgment task involving sentences with semantic anomalies suggesting a heightened degree of inhibitory control. Thus, second language acquisition may facilitate the development of reading comprehension by sharpening inhibitory control processes. To date, no longitudinal research has examined this connection. Additionally, while the association between EF and writing has been reported extensively in the literature in relation to the self-regulatory and control processes necessary to complete a writing task (Abbott & Berninger, 1993), with the exception of working memory, studies are limited on the associations among specific measures of EF and writing outcomes. Writing by design draws heavily on working memory resources, as children hold information in mind in coordinating the multiple recursive demands of the writing process (Berninger & Amtmann, 2003; Hayes & Flower, 1986). Working memory skills distinguish children with and without writing difficulties (Kellogg, 1996; McCutchen, 1996) and writers who are also second language learners (e.g., Harrison et al., 2016). There is also evidence that inhibition, shifting, and planning are predictive of individual differences in children's writing performance (Drijbooms, Groen, & Verhoeven, 2017). To advance research and inform instruction in today's multilingual classrooms, there

is a need for more research-- such as the proposed longitudinal study-- to examine the trajectory of how second language learning and EF interact in literacy development.

The Research Question or Problem Being Investigated:

The following questions will be addressed: (1) What are the associations among various measures of reading (Year 1, 3, and 5), writing (Year 2 and 4) and EF development (Year 1 to 5) in children in FI (2) How do these associations and their developmental trajectories compare cross-linguistically (i.e., between English and French reading and writing measures) and in comparison, to non-FI elementary students? (3) What are the linguistic, literacy, and EF profiles of children experiencing typical literacy development and those experiencing reading and writing difficulties in FI? How do these profiles compare to children not in FI?

Significance of the Study:

There is limited empirical evidence, particularly from a developmental perspective, on the cognitive influence of bilingual instruction to children's higher-level literacy skills. Even less is known about first and second language cognitive, linguistic, and literacy predictors of reading comprehension and especially writing within the context of early French immersion, and the profiles of children (particularly in relation to executive functions) who may be at risk for reading and writing difficulties. To be responsive to children's learning needs, today's educators require evidence-informed instructional and assessment practices. This project is anticipated to make a valuable contribution to cognitive-linguistic theory and bilingual instructional knowledge and practices within both the Canadian French immersion context and in the English program.

Age of Participants and Relevance of Age Group to Study:

This is the first year of the study involving Grade 1 students in FI and in the English program. This is a foundational stage of literacy development across language learning contexts. Grade 1 represents the first wave of data collection that will continue each year through to Grade 5.

Whether the Research Materials have been Piloted or used Elsewhere:

All the tasks and measures that will be completed by students are well-used in the literature and in educational practice.

Links to BC Curriculum:

Following children across 5-years of their literacy development in English and in French aligns well with BC Curriculum learning outcomes related to foundational early literacy (reading, spelling, writing) skills and achievement. The curriculum also ties oral language skills with literacy learning, and the current project will link oral language proficiency in English and in French to literacy development in children across FI and English programs.

Links to Wider Research or to Data Sets (e.g., PISA):

n/a

Research Design:

This is a longitudinal correlational study which has the primary advantage of controlling for cohort effects as age-related changes in skills and processes under study can be examined within children. This design

also affords the valuable opportunity to examine the stability of behaviour (i.e., second language acquisition, reading comprehension, writing, and EF) across each year of the study and within each child (Card & Little, 2007). Students in each year of the study will individually complete a series of tasks assessing their oral language, EF, and literacy skills in one 45–60-minute session. Students in FI will complete literacy measures in French and in English to follow the trajectory of reading and writing growth and across and within both languages. How various components of EF are associated with critical literacy skills and in their developmental trajectory will also be examined. Reading measures will be collected in Grade 1, 3, and 5; Writing measures will be collected in Grade 2 and 4 across FI and English cohorts.

Data Collection Process and Timeline:

Principals at schools interested in participating will consult Grade 1 teachers interested in involving their class. An information letter will be sent by the Principal Investigator to those Grade 1 teachers who have expressed an interest (see Appendix 1 for Teacher Information Letter). Data collection will occur at the mid-point of the school year (February) in Grade 1 and students will be reassessed again in February of each subsequent year (i.e., Grades 2 to 5). This balanced design within longitudinal research represents the most common structure of time points and enables comparisons to be made more reliably across the five-year time span of the study (Card & Little, 2007). The PI and trained French-English bilingual graduate research assistants will assess children individually in one session lasting about an hour in a quiet area or room in the school. Please see Appendix 2 for the list of measures and task instructions.

Data Analysis Process:

In each year of the study, descriptive statistics (e.g., means, standard deviations) will be used to summarize children's performance across the measures. Concurrent differences between FI and English-only students will be examined through a series of one-way analyses of covariance (ANCOVA) on the EF measures, controlling for English oral language skills. Primary analyses will address whether children in immersion perform better than children in the English-only program on the EF measures, particularly measures of inhibitory control, consistent with previous research. Repeated measures analyses will be conducted over the years of the study to examine the development of EF, reading comprehension, and writing in French and English for the immersion cohort, and in English for the comparison cohort.

These analyses address the development of literacy skills across languages in the immersion group and compare the development of English literacy skills across cohorts. Consistent with previous research, English literacy skills are expected to lag behind French skills, and the English literacy skills of the comparison cohort within the first two years, until English literacy skills are introduced. The developmental trajectory of EF across language groups will also be examined. Correlational analyses among the various EF, reading comprehension, and writing measures will also be conducted concurrently and longitudinally. Multiple regression analyses will examine whether EF contributes any additional variance to reading comprehension and writing once decoding and oral language are taken into account (for reading comprehension, consistent with the Simple View of Reading model) or once oral language and spelling are taken into account (for writing, consistent with the Functional Writing System). Additional analyses will be conducted to examine any differences on the measures between immersion and English-only children with and without reading and writing difficulties. It is anticipated that the same component skills and processes in English (e.g., decoding, spelling) will be predictive of reading comprehension and writing difficulties in English and French in the immersion group, and in English in the English only group.

A main question addressed by these analyses is individual differences in performance on the EF measures among the different profiles.

Details of How Confidentiality Will Be Achieved and Maintained:

Participants will be identified by name on the participant consent forms only and will receive an ID number with a master list kept in an encrypted file on the PI's (Harrison's) Uvic computer. All protocols and response sheets will be identified only by ID number and not by name. Participants will not be identified by name in any reports of the completed study.

Details of Consent Statements Provided to Participants:

Parents will be sent an Informed Consent Letter in each year of the study (Grade 1-5) explaining the research with a consent form attached to the letter. Once the PI has obtained signed consent, then data collection will begin with those children whose parents have consented to their participation.

Due to their limited reading/writing proficiency, children in Grade 1 to 2 (aged 7 and younger) will be provided a description of the research in developmentally appropriate language and will provide their verbal consent to participate and the PI will inform them verbally at the beginning of the session of their right to withdraw. A written record of children's oral consent to be involved in the research will be made. Children in Grade 3 to 5 will provide their signed consent at the beginning of the session and the researcher will inform them verbally at the beginning of the session of their right to withdraw.

Storage and Security of Information or Data Collected:

All anonymized raw data will be stored in a locked metal filing cabinet in the PI's research office (MAC A464) at UVIC and any computerized data will be password-protected. The filing cabinet is in the PI's research office at Uvic. Password protected computerized data will be stored on the PI's Uvic computer.

Life Span and Disposal of Data:

Data related to this project will be kept for a period of 10 years post study completion. A shredding machine will be used to destroy all paper material, and data files stored on the computer will be erased.

Intentions for Dissemination (conferences, journals, media):

All data collected from the measures will be analyzed and reported in scholarly presentations and publications, graduate student theses, and through other knowledge mobilization activities, to parents, teachers, and schools based on District invitation to present. A summary report of the results will be provided to the school district and participating schools. The results of this study may also be shared through professional development activities within the school district. Yearly summary of findings and project progress will also be shared with the funding agency (SSHRC) as per the terms of the research award.

Copies of All Recruitment and Data Collection Instruments:

- Please see Appendix 1 for Teacher Information Letter
- Please see Appendix 2 for the full List of Measures and Task Instructions

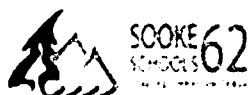
Copies of Consent Forms for Participants (and if under 18, their parents/guardians):

- Please see Appendix 3 for Grade 1 Parent/Guardian Consent Form
- Please see Appendix 4 for Grade 1-2 Consent Script

- Please see Appendix 5 for Grade 2-5 Parent/Guardian Consent Form
- Please see Appendix 6 for Student Consent Form Grade 3-5

Approval Statement from Appropriate Ethics Board:

- Please see attached Certificate of Approval (Protocol #: 22-0593), University of Victoria Human Research Ethics Board (HREB)



Permission to Conduct Non-Board-Initiated Research

Date of application	December 1, 2022
Applicant's Name	hcma architecture + design
Address	Vancouver office: 400—675 W Hastings St Vancouver BC V6B 1N2 Victoria office: 205—26 Bastion Square Victoria BC V8W 1H9 Edmonton office: 307—10110 104 St NW Edmonton AB T5J 1A7
Phone Number(s)	604.732.6620
E-Mail Address	m.robinson@hcma.ca
Present Position	Senior Director of Social Impact
SD62 Employee?	n/a
Affiliated institution or organization	Rick Hansen Foundation
Name of facility supervisor (if applicable)	n/a
Title of study	RHFAC Cost Comparison Feasibility Study: Retrofits & Upgrades
Type of study	Analysis of building audits to determine renovation cost estimates to achieve Rick Hansen Foundation Accessibility Certification.
Requested date to start and anticipated end date	We propose conducting all five school audits December 13-14, 2022.
Type of participants (i.e. student, parent, teacher, support staff)	Research does not involve participants.
Any specific cohort focus	N/A.
Plan for recruitment to study	N/A.
Specific location(s) of study	Belmont Secondary School, John Stubbs Memorial School, Edward Milne Community School, Journey Middle School, Spencer Middle School
Data collection tools	Observational analysis of school buildings according to Rick Hansen Foundation Accessibility Certification rating workbook.
Ethics approval, date and organization	This research does not involve participants and therefore does not require ethics approval.

E-mail to: Superintendent of Sooke School District: sstinson@sd62.bc.ca
or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

November 28, 2022 School District No. 62
Board of Trustees
c/o Mhairi Bennett
Manager, Minor Capital Construction

3143 Jacklin Rd,
Victoria, BC V9B 5R1



To the Board of Trustees,

Earlier this year, **hcma** was pleased to have the opportunity to work with School District No. 62 (SD62) on an *Inclusive Washrooms Study*, focused on exploring all-gender washrooms for six schools within the district. Our collaboration reinforced SD62 and **hcma**'s shared belief that schools should be safe, accessible and inclusive spaces for people of diverse identities and abilities.

hcma is currently working on a study funded by the Rick Hansen Foundation to better understand the costs of implementing accessibility upgrades in existing buildings. The study will assess two typologies, namely office buildings and schools.

The current project expands on an initial study completed by **hcma** in 2020 that compared the cost of constructing new buildings to RHFAC accessibility standards versus solely to building code requirements. The published results of the initial study are available as a summary [infographic](#) and full [report](#).

Following correspondence with Vanessa White and Mhairi Bennett confirming SD62's interest in participating in the research, we're looking forward to working with SD62 to conduct accessibility audits at five schools at no cost to the school district.

The following letter provides additional information about **hcma**'s research plan and is provided for your information.

1.0 Research Objective

hcma is working on a study funded by the Rick Hansen Foundation to compare the estimated cost of retrofitting buildings to meet Rick Hansen Foundation Accessibility Certification (RHFAC) to the cost of building replacement. The study focuses on K-12 schools and office buildings in BC and Ontario.

hcma will conduct confidential accessibility audits of five SD62 middle and high schools built between 1974 and 2019 to provide a portion of the data required for the study. Audit data will be anonymized for use in the study.

We have selected five of the six schools included in the *Inclusive Washrooms Study* that fall within the required date range. The schools include:

- Belmont Secondary School
- John Stubbs Memorial School
- Edward Milne Community School
- Journey Middle School
- Spencer Middle School

hcma
architecture • design

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400 – 675 W Hastings St
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Victoria
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victoria@hcma.ca

Edmonton
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780.306.4464
edmonton@hcma.ca

curiosity applied
hcma.ca

A Corporate Partnership

PRINCIPALS

Darryl Condon
Architect AIBC, AAA, SAA,
OAA, NLAA, AIA, FRAIC,
LEED AP

Paul Fast
Architect AIBC, AAA,
OAA, MRAIC

Michael Henderson
Architect AIBC, OAA, MRAIC

Mollee Higgs
Architect AIBC, OAA, FRAIC

Karen Marler
Architect AIBC, AAA, SAA,
OAA, FRAIC, LEED AP

Stuart Rothnie
Architect AIBC, SAA, OAA,
MRAIC, LEED AP

Carl-Jan Rupp
Architect AIBC, SAA, OAA,
MRAIC, Dipl-Ing, LEED AP



As a result of the audit work undertaken, SD62 will be provided at no cost with an RHFAC pre-rating report, for information purposes only. The report will include key areas of accessibility of the built environment identified for potential improvement within each school when compared with RHFAC requirements for access and inclusion.

2.0 Methods

hcma will use the RHFAC Rating Workbook to guide the observational accessibility audits. Two members of hcma's inclusive design team require access to all student, teacher, and staff areas of each of the five selected schools for a period of two hours.

Audits will be conducted in a manner that is minimally disruptive, however it is important for the strength of the audits that as many rooms and spaces as possible are visited. No participation from students, teachers, or staff is required as part of study data collection.

Photos and videos of school spaces will be used to record observations and enable off-site completion and review of audits.

3.0 Schedule

To align with our current research schedule, we plan to conduct the audits over two days the week of December 12-16, 2022.

4.0 Project Team

This research is led by Marni Robinson, Senior Director of Social Impact, Fiona Jones, Knowledge Manager for Inclusive Design and RHFAC Professional, and Jessika MacDonald, Architectural Director of Inclusive Design, in collaboration with the Rick Hansen Foundation. Sarah Delaney, Inclusive Design Advisor and RHFAC Professional, will also provide project support.