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 Nov. 7, 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.

To participate in the meeting please click on this link: https://jump.sd62.bc.ca/Education-PolicyCommittee-Nov-7-2023

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.
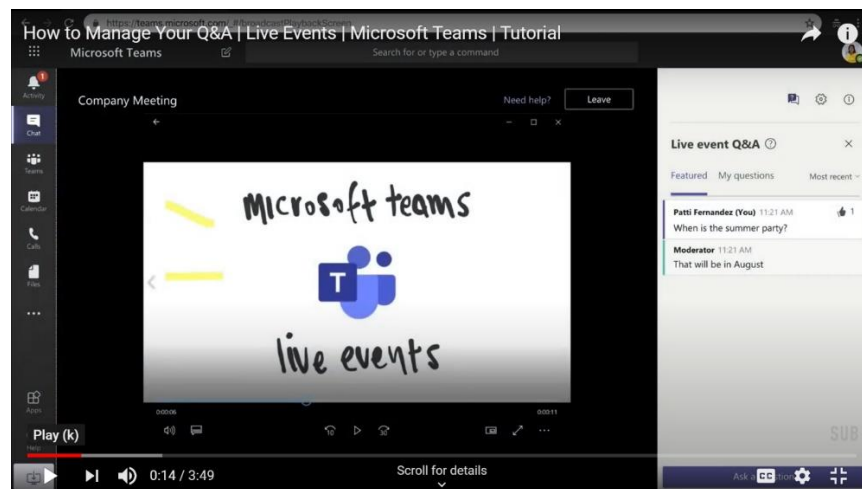
If you have questions regarding the meeting and how to access it that aren't answered in the link above please email info@sd62.bc.ca.

SOOKE SCHOOLS 62
Shaping Tomorrow Today

EDUCATION-POLICY COMMITTEE
School Board Office
Via MS Teams
November 7, 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 October 3, 2023 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 Revised Regulations B-132 "Career Education" – Paul Block Pg. 6

6. **NEW BUSINESS** (attached)
    a. Q1 Strategic Plan Report – Scott Stinson Pg. 47
    b. Feeding Futures Update – Dave Strange Pg. 72

7. **FOR INFORMATION**
    a. Research Project Approval – Sadownik, Stephanie – "Exploring Primary Educator Use of BioBlitz Pg. 73
        to Develop Capacity"
    b. Research Project Approval – McNulty, Cheymus – "Na'tsa'maht – Co-constructing Our Cultural Pg. 79
        'Lellum'"
    c. Research Project Approval – Beaudoin, Emily – "Learning Disability and Anxiety: Interventions Pg. 83
        and Teachers' Perspectives"

8. **FOR FUTURE MEETINGS**

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

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COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
October 3, 2023 – 6:00 p.m.

Present: Allison Watson, Trustee (Committee Chair)
             Cendra Beaton, Trustee (Committee Member)
             Russ Chipps, Trustee (Committee Member)
             Christina Kempenaar, STA
             Dana Savage, CUPE
             Georgette Walker, SPVPA
             Paul Block, Deputy Superintendent
             Dave Strange, Associate Superintendent
             Monica Braniff, Associate Superintendent

Guests: Vanessa White – District Principal – Safe and Healthy Schools

Regrets: Denise Wehner, District Principal – Curriculum Transformation; Scott Stinson, Superintendent/CEO;
             SPEAC

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 Acting Chair, Cendra Beaton**
     Welcome and Territorial Acknowledgement given by the Acting Chair, Trustee Cendra Beaton. Trustee Beaton
     shared her experiences this past weekend related to Truth and Reconciliation events and activities. An
     invitation was given to members of the committee to share their experiences from the weekend. Several
     powerful and important stories were shared.

3.   **COMMITTEE REPORT** of September 12, 2023
     The committee report for the September 12, 2023 Education-Policy Committee meeting was received by the
     committee. No errors or omissions were noted.

4.   **BAA COURSE PROPOSALS**
     There were no BAA course proposals for this meeting.

5.   **REVIEW OF POLICIES/REGULATIONS**
     a.   Draft Revised Policy C-210 "Placement of Students" – Dave Strange and Denise Wehner

Associate Superintendent Dave Strange thanked Denise Wehner and Janine Brooks for their work reviewing and proposing updates to policy C-210. Mr. Strange spoke to the proposed adjustment in the policy language and how it aligns the policy with recently updated regulations and current practice in our school settings.

Committee members expressed gratitude for the work done by Ms. Wehner and Ms. Brooks to review and update the policy.

Recommended Motion:
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy C-210 "Placement of Students".

6. **NEW BUSINESS**
   a. Education-Policy Work Plan 2023-24 – Paul Block
   Deputy Superintendent Paul Block shared with the committee the updated Education-Policy Work Plan. Mr. Block shared that much of the work of the committee arises from:

   - requests of the Board of Education.
   - policy review timelines.
   - new Ministry of Education and Child Care policy or direction.
   - new district initiatives requiring policy development.

   Committee members were reminded that they can bring items forward for inclusion in the work of the committee by reaching out to the Chair of the committee.

   Trustee Watson reviewed the rationale for the work plan and the desire to ensure that the committee was able to be informed of upcoming presentations, policy work, etc.

   Committee members expressed gratitude for the work done and how helpful this will be for members to prepare ahead of meetings and to have a clear sense of the flow of the work for this current year.

   b. Safe Schools Presentation – Vanessa White
   Associate Superintendent Monica Braniff established context for the presentation and called upon District Principal of Safe Schools, Vanessa White, to lead the presentation. Ms. White began the presentation with an overview of the current Safe Schools staff (STA, CUPE and Exempt) and their various roles and responsibilities.

   Following this, Ms. White spoke to Ministry resources, and future Ministry directions including several significant changes that will be coming soon. This was followed by an overview of the work of the team including a more detailed breakdown of work in the area of prevention and response. Game Ready and Here for Peers were two programs highlighted in addition to other work being done in support of staff, students and families. Cross department collaboration was also reviewed.

   The presentation was well received, and appreciation expressed by committee members for the work being done. Committee members engaged in discussion and asked questions of both Ms. Braniff and Ms. White.

7. **FOR INFORMATION**
   a.

2

8.　　**FOR FUTURE MEETINGS**

9.　　**ADJOURNMENT AND NEXT MEETING DATE**: Nov. 7, 2023
　　　Meeting adjourned at 7:30 p.m.

Committee Info Note
Education-Policy Committee Meeting
November 7, 2023
Agenda Item 5a: Draft Revised Regulations B-132 "Career Education"

Background

- Policy B-132 "Career Education" was introduced in 1992 and has undergone significant revisions in 2005, 2015 and in April 2022.
- The B.C. Ministry of Education and Child Care initially implemented the foundational B.C. Curriculum Re-Design in the 2016-2017 school year; however, at that time, the Career Education curriculum was not revised.
- In the 2019-2020 school year, the Career Education curriculum was implemented with connections to the major structural and philosophical changes introduced in the Curriculum Re-Design.

    A shift in philosophy and scope for Career Education was introduced in the re-design:

    o A focus to provide service K-12 in the area of Career Education.
    o Build upon the foundations of developing employability skills and attributes.
    o Build upon the Career Development knowledge of career opportunities, knowledge and skills training via post-secondary.
    o Foster a personal awareness of an individual's overall strengths, character and passions with a focus to leverage skills and attributes to foster independence in the 21st Century that our learners will inherit.

A person's career is considered their "journey" through life, and the Career Education curriculum offers students the opportunity to pursue this journey in personally meaningful and goal-oriented ways. Career-life development with intent is the ongoing process of self-discovery, growth in competence, and learning from experiences in educational, work-related, and personal life contexts.

The Career Education curriculum supports students in becoming successful, educated citizens by helping them learn how to effectively manage their life journey toward preferred future possibilities. This area of learning requires students to identify and develop their personal interests, passions, and competencies. Students reflect on learning experiences in school and community, build confidence through their contributions, and explore multiple career-life roles and choices. The curriculum fosters lifelong learning, beginning in Kindergarten and continuing through to graduation and beyond.

The Rationale

The purpose for revisions is to reflect changes the Ministry of Education and Child Care (September 2023) have made to procedures for specific course work/requirements that falls under Career Education. In response, District staff have made the requisite revisions to the regulations to remain current. Supporting documents for Career Education staff and students will be distributed and discussed to reflect the evolution of processes and why.

Context

Features of the Career Education curriculum

The Career Education curriculum:

- promotes a holistic view of the student, providing opportunities to explore identity, purpose, and well-being in diverse learning contexts and related to multiple life roles.
- recognizes the value of experiential learning, community connections, and reflection in advancing career-life development.
- is organized in three Content areas that foster purposeful career-life development: personal development, community connections, and planning.
- includes consistent and gradual growth in the Curricular Competencies to support specific learning in career-life development as well as learning across disciplines.
- is structured to facilitate integration across multiple areas of learning.

Next Steps:

The Education-Policy Committee reviews and provides feedback to improve the revised B-132 Regulations and supporting documentation. As Regulations do not require approval from the Board or committee, a recommendation or Notice of Motion is not necessary for Regulations, only Policy. The motivation to bring forward the revised Regulations to committee is to create awareness and education and to receive feedback from our stakeholders.

Respectfully,

Paul Block – Deputy Superintendent of Schools

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School District No. 62 (Sooke)

	No.: B-132
CAREER EDUCATION	Effective: Dec. 10/92 Revised: July 5/05; June 23/15; Apr. 26/22 Reviewed: May 11/15; Feb. 1/22; Feb. 22/22; Apr. 26/22; Nov. 7/23

ADMINISTRATIVE REGULATIONS

CAREER PROGRAMS

I.   Approval and Operation

Career programs shall be developed and operated according to Ministry of Education and Board of Education (the "Board") regulations and guidelines, as outlined in the documents and references listed below.

Ministerial Order 302/04, the Graduation Program Order (http://www2.gov.bc.ca/gov/DownloadAsset?assetId=C25940772BED48CF9DB613ECD35E65A7)

Student WorkSafe: Grades 10 to 12
Student WorkSafe - WorkSafeBC

Graduation Program Policy Guide (2021) **(2023)**
graduation-policy-guide.pdf (gov.bc.ca)

Program Guide for Ministry-Authorized Work Experience Courses (2019) **(2023)**
Work Experience Program Guide (gov.bc.ca)

Youth Work in Trades (2019) **(2023)**
ita Skilled Trades BC Youth Work in Trades Program Guide (gov.bc.ca)

Youth Train in Trades (2019)
Train - Industry Training Authority Industry Training Authority (itabc.ca)
Skilled Trades BC Youth Train in Trades Guide
SD62 Work Placement Documentation (attached) online link to be established.

II. Co-ordination

The Board supports co-ordination for the development, maintenance, and management of career programs. Co-ordination shall include defined responsibilities at both district and school levels.

Worksites

- Development of placement sites for Work Experience and Youth Work in Trades and is the joint responsibility of district and school-based staff.

- ~~A site analysis to determine curricular links, working conditions, and safety considerations is required for each new worksite placement. Site analyses are the shared responsibility of school and district-based staff~~. Confirmation of the completion of an onsite safety orientation is required.

- On-going monitoring of work placement sites is part of the supervision process and is the responsibility of school-based staff. When appropriate, concerns regarding specific work placement sites should be reported in writing to the Career Programs Advisor/Co-ordinator.

Work Experience

To fulfill the Career-Life Connection Graduation Requirements, students must complete 30 hours of work experience or career-life exploration. Students must provide evidence that they have completed any of the following: A Ministry-authorized work experience course, a school arranged 30-hour work placement, 30 hours of volunteer service, or 30 hours of paid student employment. In addition to the 30 hours of Work Experience required for graduation, students may also participate in elective programs such as: Youth Explore Trade Skills (10-12); Youth Explore Trades Sampler; Youth Work in Trades; Youth Train in Trades, and Work Force Training Certificate 12.

Preparation for any off-campus work experience shall include:

- A Staff review of [Ministry-Authorized Work Experience Courses and Workplace Safety Policy - Province of British Columbia (gov.bc.ca)](#)

- That the student shall be 14 years of age or older;

- Employability skills;

- Behaviour aligned with SD62 Student Code of Conduct;

- Workplace safety, including harassment, accident/incident procedures;

- Employer research and expectations;

- Human rights legislation (*Employment Standards Act* and *Labour Relations*);

- Completion of required documentation (*Work Experience Placement Agreement/Paid Work Training Plan*).

Preparation, as described above, must take place prior to the student's first work experience.

- No student shall begin work experience until the appropriate Board 'Work Experience Placement Agreement' for unpaid work or a 'Training Plan' form is signed by all parties (student, parent/guardian, teacher/supervisor, and employer) and filed in the school.

- Students shall not be marked absent while attending off campus work experience.

- For school-arranged work placements or school arranged volunteer service, all accidents must be reported as soon as possible. A [WorkSafe BC injury report](#) (Form 7) must be completed by the school and copied to the district to be submitted within three days to WorkSafe BC. A copy of this report and the Work Experience Agreement form must also be sent to the Ministry of Education.

Student Name:_____

Employer:_____

Home School: _____

WORK EXPERIENCE COMPLETION

1

Each Work Experience file should include the following documentation for completion:

☐ Work Experience Time Log and Reflection #1 (Student)
☐ Work Experience Time Log and Reflection #2 (Student)
☐ Employer Evaluation of Work Experience (Employer)
☐ Final Assessment (Teacher)

WORK EXPERIENCE 12A/B: TIME LOG #1 (50-60 hours)

SD62 CAREER EDUCATION
Employment | Post-Secondary | Skilled Trades

Student Name: _____ Grade: _____

Company Name: _____

Supervisor Name: _____

Date	Hours	Duties and Tasks (Hours can be logged after your Training Plan is returned to the Career Centre)	Tools used and skills developed
Total:			

If you are experiencing any pressure to perform unsafe work, or are the target of bullying, harassment or discrimination, please contact your school Career Centre or contact WorkSafe BC at 1-888-621-7233. Your identity can remain anonymous.

3

Student Self-Reflection #1

Please use the proficiency scale below.

1 – Emerging	2 – Developing	3 – Proficient		4 – Extending	
Personal qualities and interpersonal skills					
Co-operative and able to work with others	1	2	3	4	N/A
Accepting of constructive criticism	1	2	3	4	N/A
Adaptable to new tasks and/or situations	1	2	3	4	N/A
Respectful of others	1	2	3	4	N/A
Demonstrates a positive attitude	1	2	3	4	N/A
Shows interest and enthusiasm	1	2	3	4	N/A
Communication skills					
Uses appropriate communication for the worksite	1	2	3	4	N/A
Speaks clearly	1	2	3	4	N/A
Listens well	1	2	3	4	N/A
Asks appropriate questions	1	2	3	4	N/A
Uses appropriate body language	1	2	3	4	N/A
Writes clearly and legibly	1	2	3	4	N/A
Communicates appropriately with employer	1	2	3	4	N/A
Quality of work and work habits					
Reliable	1	2	3	4	N/A
Punctual (including after breaks)	1	2	3	4	N/A
Attends regularly	1	2	3	4	N/A
Shows good work ethic	1	2	3	4	N/A
Able to follow directions	1	2	3	4	N/A
Completes assigned tasks on time	1	2	3	4	N/A
Completes assigned tasks thoroughly	1	2	3	4	N/A
Shows initiative	1	2	3	4	N/A
Utilizes and is aware of safety practices	1	2	3	4	N/A
Utilizes technology and/or other tools effectively	1	2	3	4	N/A

Part of WEX 12 is completing reflection assignments that will be used to help us explore your growth with the essential skills related to your field of work, your understanding of the site-specific workplace expectations, the responsibilities and expectations associated with your work placement, your ability to develop your: problem-solving skills, conflict resolution strategies, interpersonal skills, self-advocacy and self-efficacy.

4

Describe the most important lesson or skill you learned from your work experience to date and explain how it will help you move forward.

_____

_____

_____

_____

_____

_____

_____

_____

Over the remaining hours of your placement, please consider how you could grow and develop in your targeted areas of improvement.

_____

_____

_____

_____

_____

5

6

WORK EXPERIENCE 12A/B: TIME LOG #2 (100+ hours)

SD62 CAREER EDUCATION
Employment | Post-Secondary | Skilled Trades

Student Name: _____ Grade: _____

Company Name: _____

Supervisor Name: _____

Date	Hours	Duties and Tasks (Hours can be logged after your Training Plan is returned to the Career Centre)	Tools used and skills developed
Total:			

If you are experiencing any pressure to perform unsafe work, or are the target of bullying, harassment or discrimination, please contact your school Career Centre or contact WorkSafe BC at 1-888-621-7233. Your identity can remain anonymous.

7

Student Self-Reflection #2

Please use the proficiency scale below.

1 – Emerging	2 – Developing	3 – Proficient		4 – Extending	
Personal qualities and interpersonal skills					
Co-operative and able to work with others		1	2	3	4	N/A
Accepting of constructive criticism		1	2	3	4	N/A
Adaptable to new tasks and/or situations		1	2	3	4	N/A
Respectful of others		1	2	3	4	N/A
Demonstrates a positive attitude		1	2	3	4	N/A
Shows interest and enthusiasm		1	2	3	4	N/A
Communication skills					
Uses appropriate communication for the worksite		1	2	3	4	N/A
Speaks clearly		1	2	3	4	N/A
Listens well		1	2	3	4	N/A
Asks appropriate questions		1	2	3	4	N/A
Uses appropriate body language		1	2	3	4	N/A
Writes clearly and legibly		1	2	3	4	N/A
Communicates appropriately with employer		1	2	3	4	N/A
Quality of work and work habits					
Reliable		1	2	3	4	N/A
Punctual (including after breaks)		1	2	3	4	N/A
Attends regularly		1	2	3	4	N/A
Shows good work ethic		1	2	3	4	N/A
Able to follow directions		1	2	3	4	N/A
Completes assigned tasks on time		1	2	3	4	N/A
Completes assigned tasks thoroughly		1	2	3	4	N/A
Shows initiative		1	2	3	4	N/A
Utilizes and is aware of safety practices		1	2	3	4	N/A
Utilizes technology and/or other tools effectively		1	2	3	4	N/A

Part of WEX 12 is completing reflection assignments that will be used to help us explore your growth with the essential skills related to your field of work, your understanding of the site-specific workplace expectations, the responsibilities and expectations associated with your work placement, your ability to develop your: problem-solving skills, conflict resolution strategies, interpersonal skills, self-advocacy and self-efficacy.

8

Consider the following questions and write a thorough reflection:

- What are your current, site-specific, workplace expectations?

  _____

  _____

  _____

- What essential skills do you need to have for your current role at work and/or future roles?

  _____

  _____

  _____

- What are you responsible for?

  _____

  _____

  _____

- How are others reliant on you?

  _____

  _____

  _____

- How have you/ could you approach a problem with a colleague?

  _____

  _____

  _____

- How have you advocated for yourself on your worksite?

  _____

  _____

  _____

- How do you approach new challenges and tasks? What do you say to yourself or how do you problem solve when doing a new task?

  _____

  _____

  _____

Submitting this assignment: please complete this reflection and submit it to your Work Experience teacher.

10

Employer Feedback Form: Work Experience

Employers' feedback is greatly appreciated in developing the workplace skills of Work Experience students. Please assess this Work Experience student as you would a novice worker. If possible, discuss the assessment with the student and ask the student to sign this form to acknowledge your discussion.

Student name		Employer/ business name	
Dates of Work Experience placement		Worksite supervisor	
		Worksite supervisor signature	
		Date signed	

Please use the proficiency scale below.

1 – Emerging	2 – Developing	3 – Proficient	4 – Extending

Personal qualities and interpersonal skills					
Co-operative and able to work with others	1	2	3	4	N/A
Accepting of constructive criticism	1	2	3	4	N/A
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Able to follow directions	1	2	3	4	N/A
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Utilizes technology and/or other tools effectively	1	2	3	4	N/A

Additional comments:

11

12

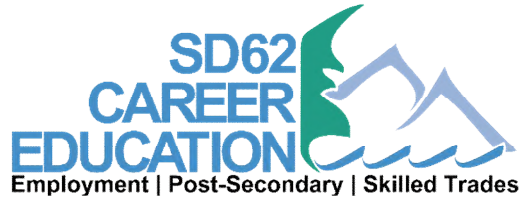# WORK EXPERIENCE 12A/B
Big Ideas and Learning Standards

- Experiences outside of school provide students with skills, workplace knowledge on responsibility and expectations; problem solving, conflict resolution and interpersonal skills and strategies.
- Personal awareness and self-advocacy develop from resume and interview explorations, and cultural land considerations.
- Understanding workplace safety and personal rights, occupational health, worker insurance and injury prevention are essential.

	- Emerging +	- Developing +	- Proficient +	- Extending +
Experiences outside of school provide student with skills, work place knowledge on responsibility and expectations; problem solving, conflict resolution and interpersonal skills and strategies.	The student is starting to understand the skills and knowledge associated with responsibility and expectations. Problem solving, conflict resolution and interpersonal skills and strategies are being considered.	The student shows some skills and knowledge associated with workplace responsibility and expectations. Problem solving, conflict resolution and interpersonal skills and strategies are being considered.	The student demonstrates good skills and knowledge associated with workplace responsibility and expectations. Problem solving, conflict resolution and interpersonal skills and strategies are practiced.	The student demonstrates skills and knowledge associated with the workplace beyond what is required. They exceed in their ability to solve problems, resolve conflicts and engage with colleagues.
Personal awareness and self-advocacy develop from resume and interview explorations, volunteerism and cultural land considerations.	The student is starting to be aware of themselves as an employee. They are working on a resume, interview skills, volunteerism and cultural land considerations.	The student shows some awareness of themselves as an employee. They have a working resume, are engaging in interview skills, volunteerism and cultural land considerations.	The student demonstrates personal awareness and self-advocacy within the workplace. They have a good resume and interview well. They consider volunteering and cultural lands.	The student demonstrates advanced awareness and is fully capable of advocating for themselves. Their resume is exceptional as are their interview skills. They volunteer to contribute to community and always consider cultural lands.
Understanding workplace safety and personal rights, occupational health, worker insurance and injury prevention are essential.	The student is starting to be aware of workplace safety and personal rights, occupational health, worker insurance and injury prevention.	The student shows some awareness of workplace safety and personal rights, occupational health, worker insurance and injury prevention.	The student demonstrates full knowledge of workplace safety and personal rights, occupational health, worker insurance and injury prevention.	The student is beyond capable of protecting themselves with it comes to workplace safety and personal rights, occupational health, worker insurance and injury prevention.

Assessment and Rubric: Work Experience 12A/B is a completion course worth 4 credits. All assignments and work experience hours must be completed to pass and receive credits for this course. A mark will be issued after all assignments and work placement hours have been completed.

13

	- Emerging +	- Developing +	- Proficient +	- Extending +
Experiences outside of school provide student with skills, work place knowledge on responsibility and expectations; problem solving, conflict resolution and interpersonal skills and strategies.		.		
Personal awareness and self-advocacy develop from resume and interview explorations, volunteerism and cultural land considerations.				
Understanding workplace safety and personal rights, occupational health, worker insurance and injury prevention are essential.				

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SD62 CAREER EDUCATION
Employment | Post-Secondary | Skilled Trades

Student Name:_____

Employer:_____

Home School: _____

WORK EXPERIENCE

Registration Assignment

1

SD62 CAREER EDUCATION
Employment | Post-Secondary | Skilled Trades

Student-Teacher-Supervisor Interaction Log

This document provides a way for WEX teachers to record interactions between themselves and their student, and between themselves and the work experience placement supervisor.

Student Name:_____ Place of Employment:_____

Date	Contact	Information

2

WorkSafe BC Employer Clearance Letter

1. Go to the WorkSafe BC site: **www.worksafebc.com**

2. Select **Get a Clearance Letter** under *Insurance* on the home page

3. Scroll down and click the yellow box labelled **Get a Clearance Letter** under the heading *Public access to clearance letter*

4. In **Step 1: Tell us who is requesting the letter** enter the information in the required fields:

   a. **Legal Name**: Sooke School District #62

   b. **WorkSafeBC account number**: 037600

   c. **Address, City, Postal Code**: 204 – 814 Goldstream Ave. Langford, BC V9B 2X7

   d. **Phone Number**: 250-474-9800

   e. **Email Address**: Work Experience Coordinator's Email Address

5. In **Step 2: Find firm(s) for the letter**

   a. Click the **Search** button

   b. Select **Legal Name or Trade Name**

   c. Enter the name of the business in the field provided. Click the **Search** button

   d. Scroll down to find out if the Employer's WorkSafe BC record has been found

   e. Click the **Select** box beside the desired business name

   f. Click on the **Done** button

6. Click yellow box labelled **Create Clearance Letter** (bottom left hand corner)

7. **Review** the clearance letter. The status of the employer must be **'active and in good standing'**. Also stated in bold, is the date in which the business' coverage is guaranteed until till. If this date occurs before the student is finished their work experience, it is recommended that another clearance letter be printed off to ensure proper coverage.

8. If the above requirements are satisfied, print a copy and place it in the student's work experience file.

9. Update the shared district Worksafe Clearance Letters shared spreadsheet if necessary.

4

SD62 CAREER EDUCATION
Employment | Post-Secondary | Skilled Trades

WORK EXPERIENCE 12A
Student Orientation Package

I, _____ had a **Work Experience 12A** in-school orientation which included:

- instruction on work site safety awareness,
- worker rights and responsibilities,
- employer expectations
- workplace code of conduct

In order to be registered for this course, the following must be completed and submitted to your WEX teacher/ Careers Department:

- ☐ Placement Agreement & Training Plan
- ☐ Work Site Safety Check list
- ☐ Orientation Student Package

I also understand the course requirements which include:

- ☐ work placement time
- ☐ completed written assignments include; work logs, resume(if needed for placement), reflection & self-evaluation, & employer feedback.

_____   _____
(Parent Signature)   (Date)

_____   _____
(Student Signature)   (Date of Orientation)

_____   _____
(Teacher Signature)   (Date of Orientation)

5

TIPS FOR WRITING RESUMES

Your resume is your first impression. It is important that you do it well! Here are some tips:
- Make an outline – a quick list of all possible experiences
- Keep it short – one page is ideal for youth
- **Proofread! Proofread! Proofread!** – remember it is your first impression
- Do not include birth date, political or religious beliefs and personal photos
- Make sure your contact information is current and appropriate
- Use dynamic words – see *Action Verbs List* and *Skills I Have Learned*
- Use good quality paper

Include All Your Activities
You may not have much actual work experience yet, so it is important to draw upon all aspects of your life:
- school activities
- volunteer work
- academic, artistic and athletic pursuits
- hobbies and interests
- people who can provide a reference

These aspects of your life will demonstrate: your character, your work ethic, your skills and your personality that will help you succeed in your search for employment.

Formatting Tips:

- **Contact information***: should be at the top of your resume and should include your name, address, phone number(s), and email address (professional please).

- **Objective***: you may want to use this heading when targeting your resume to a specific industry (culinary, retail, etc.) or employer/organization. You may wish to identify specific skills you have to offer. Keep it brief and succinct.

- **Education***: this will most likely be your next heading as you may not have acquired much work experience at this point in your life. Highlight specific courses taken inside and outside of school, academic achievement, leadership skills and roles, etc.

- **Experience***: include both volunteer and work experiences (paid and unpaid). List the employer/organization, dates of experience, supervisor and job title, and duties and responsibilities. List your experiences in order beginning with the most recent experience. Use dynamic active words – see *Action Verbs List and Skills Learned List*

- **Other Possible Headings:** Skills, Awards and Achievements, Interests/Hobbies, Languages Studied and Spoken, Certifications, Personal Attributes, etc.

References: a reference is someone who agrees to speak to a potential employer about you and your abilities in a positive way. **I**dentify two people who could provide information on you and your skills. One of your references should be able to speak about your personal skills and abilities. The second reference should be able to speak about your work ethic and your work experience and volunteer work or community service. Possible references may include a teacher, coach, employer, volunteer coordinator, community group leader, family friend, etc. Be sure that you have identified and spoken to your references prior to submitting your resume. Provide the name and contact information for each of your references.

Student Initial _____

6

INTERVIEW CHECKLIST

BEFORE
- **First impressions** are crucial.
- **Dress well!** Presentation counts, so plan what you are going to wear. Clothing should be neat, clean and appropriate for the position.
- **Learn** about the employer.
- **Think** of questions you may be asked and practice with a friend.
- **Know** the name and address of the interviewer. Plan your route.
- **Bring** a folder with your resume, list of references, pen & paper, list of questions to ask at the interviewer.

Arrival
- **Go alone** to the interview.
- **Arrive early** – about 10 minutes before.
- **Turn off your** phone.
- Be **friendly and businesslike**- to <u>everyone</u> you meet.

During
- **Attitude is Everything**! Be enthusiastic, energetic and confident. A good attitude can make up for lack of experience.
- **Greet** the interviewer and introduce yourself. Use his/her name during the interview.
- Be ready to **shake hands.**
- Follow the lead of the interviewer and **stay on topic.**
- If you do not understand a question, it is acceptable to ask the interviewer to **repeat** it.
- Be attentive to body **language.** Maintain eye contact & good posture.
- At the end of the interview, **thank the interviewer** and **shake hands.** Politely ask when you can expect to be contacted regarding a decision.

After the Interview
- Send a **thank you email.**
- Contact the employer if you have not heard by the set date.

Student Initial _____

7

WORK SAFE BC

WORKPLACE SAFETY
Young Workers: Your Rights and Responsibilities

- Has anyone ever asked you to do something that you felt uncomfortable doing?
- Being new on the job is hard and learning to speak up for your rights as a worker can sometimes be difficult; but no pay cheque is worth getting hurt for.

What are your RIGHTS as a worker?

☐ You have the right to **REFUSE unsafe work**- You can refuse to do tasks and to work in conditions you think are unsafe, **without being fired** or **being disciplined** for refusing.

☐ To know what hazards are present on the job and how these hazards can affect you

☐ To learn about chemical safety through WHMIS (Workplace Hazardous Materials Information System)

☐ To be trained about safe work procedures

☐ To be OUTFITTED with safety gear and equipment required to do the job safely.

☐ You have the right to SPEAK UP.

☐ You have the right to report unsafe practices and conditions without worrying that you will lose your job or get in trouble.

☐ All workers have the right to participate in workplace health and safety activities. For example, you can be chosen to be a health and safety representative or a member of a committee.

☐ You have the right to be supervised to make sure you are working without unnecessary risk to yourself or others.

Employer's responsibilities:

☐ To provide a safe and healthy workplace with a valid health and safety program

☐ Train employees and supervisors on the appropriate health and safety procedures and responsibilities

☐ Ensure adequate safety equipment, supplies are onsite with trained attendants

☐ Inspect and fix workplace regularly

☐ Report and inspect all incidents, injuries and damaged equipment to WorkSafeBC.

Worker's responsibilities:

☐ To know and comply with all regulations and safety procedures

☐ Co-operate with all health and safety committees and representatives, and prevention officers.

☐ To report unsafe actions and unsafe conditions, injuries, incidents, or illness immediately to your employer or supervisor

☐ To use protective equipment, as required by the employer

☐ If injured, get treatment quickly and tell the health care provider that the injury was work related.

Student Initial _____

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WorkSafe BC: Top 7 Dangers for Young Workers

Out of all the tasks young workers do, there are seven that seem to be the most dangerous, or results in the most injuries.

Danger #1: lifting objects

Danger #2: working at elevation when

Danger #3: working with knives

Danger #4: working with hot substances and objects

Danger #5: Operating mobile equipment or motor vehicles

Danger #6: Danger working with slicers

preparing food

Danger #7: working near running equipment and machinery

QUESTION: Which one of the Top Seven Dangers would affect you at your work placement? What will you do to be safe at your work placement?

_____

_____

_____

9

Workplace Hazards Recognition
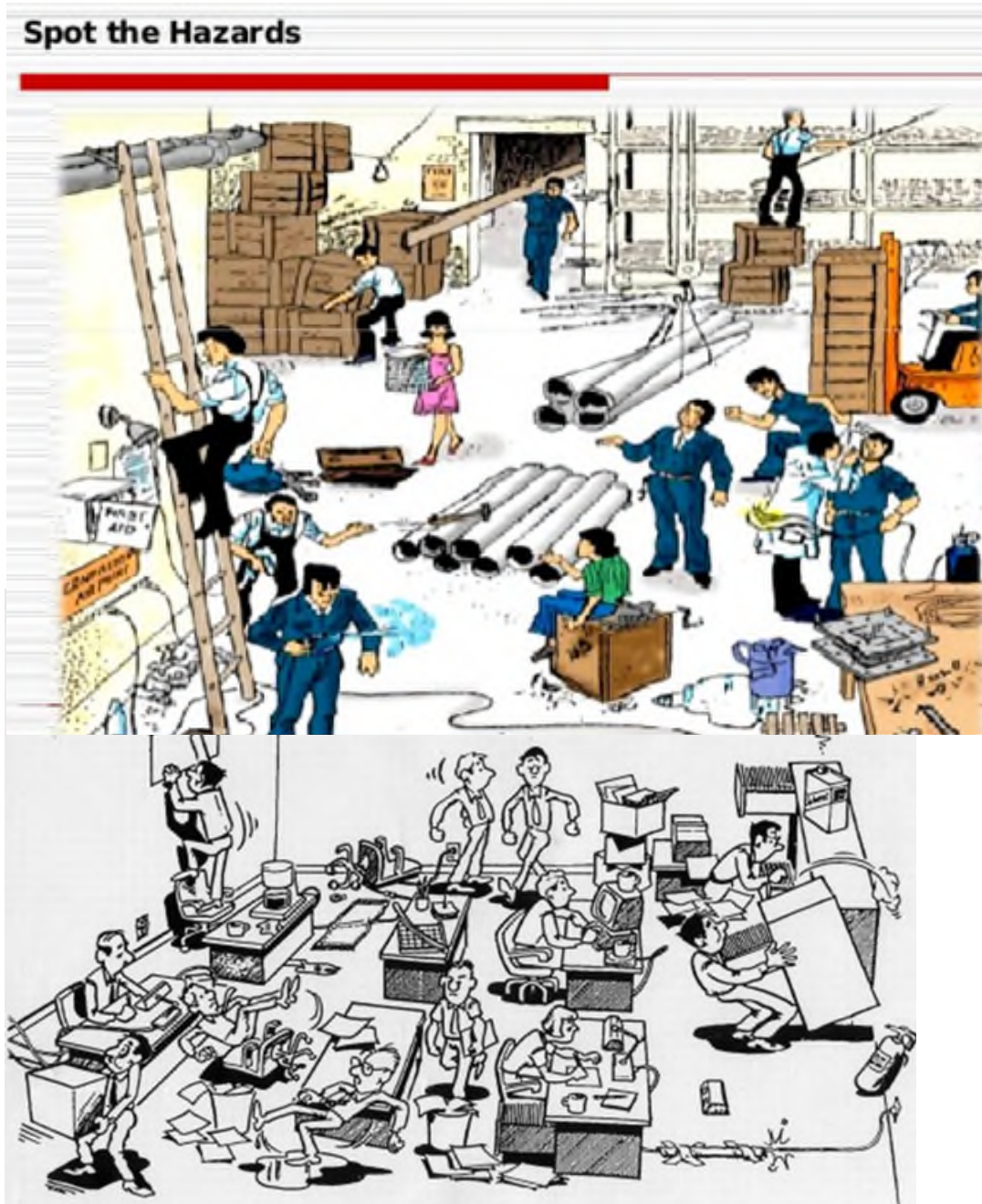
Directions: Choose <u>one</u> of the workplace environments and identify the potenial hazards or risks in the senario.

POTENTIAL HAZARDS & RISKS:

1. _____   5. _____

2. _____

3. _____

4. _____

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Occupational Health and Safety Regulation 3.12:
The Right to Refuse Unsafe Work

1. A person must not carry out or cause to be carried out any work process or operate or cause to be operated any tool, appliance or equipment if that person has reasonable cause to believe that to do so would create an undue hazard to the health and safety of any person.

2. A worker who refuses to carry out a work process or operate a tool, appliance or equipment pursuant to subsection (1) must immediately report the circumstances of the unsafe condition to his or her supervisor or employer.

3. A supervisor or employer receiving a report made under subsection (2) must immediately investigate the matter and
    a. ensure that any unsafe condition is remedied without delay, or
    b. if in his or her opinion the report is not valid, must so inform the person who made the report.

4. If the procedure under subsection (3) does not resolve the matter and the worker continues to refuse to carry out the work process or operate the tool, appliance or equipment, the supervisor or employer must investigate the matter in the presence of the worker who made the report and in the presence of
    a. a worker member of the joint committee,
    b. a worker who is selected by a trade union representing the worker, or
    c. if there is no joint committee or the worker is not represented by a trade union, any other reasonably available worker selected by the worker.

5. If the investigation under subsection (4) does not resolve the matter and the worker continues to refuse to carry out the work process or operate the tool, appliance or equipment, both the supervisor, or the employer, and the worker must immediately notify an officer, who must investigate the matter without undue delay and issue whatever orders are deemed necessary.

How to refuse unsafe work

Your employer is legally responsible for putting safe work practices in place, and you're responsible for following them. If you have safety and health concerns, it's your responsibility to report them. Here's where to raise questions:

1. If a task feels unsafe, tell your immediate supervisor, and explain why you're not comfortable. In most cases, the issue will be resolved at this stage.
2. If you don't get a satisfactory answer from your immediate supervisor, or that person is not available, go to up to the next higher supervisor.
3. If you're still not satisfied, ask your safety representative, a member of the safety committee, or a shop steward to help.
4. Most problems are solved before getting to this stage, but your last recourse is WorkSafeBC. Phone and explain your safety concerns (you can do it anonymously).
   Call toll-free 1 (888) 621-7233.

Student Signature: _____ Date: _____

Report an injury or illness

For more information go to: http://worksafebc.com/claims/report_injury/default.asp

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Workers

If you are injured at work or have symptoms of a work-related illness, you must:

Step 1: Report it to your employer immediately.

Step 2: Seek medical attention and tell your doctor/clinic your injury is work related. Your employer is responsible for your transportation costs from your workplace to a doctor's office or hospital.

Step 3: Start a claim by reporting it to WorkSafeBC as soon as possible.

 Call Teleclaim @ **1-888-WORKERS**

Or

Complete the **Application for Compensation and Report of Injury or Occupational Disease**

Google: "WorkSafeBC Form 6" Complete and submit online**.**

Question: Who do you report an injury to at your job site?

_____

_____

WORKPLACE ETIQUETTE

Responsibility

☐ Be punctual and dependable. If you are going to be late or absent call your supervisor.

☐ Listen carefully, follow instructions and ask questions when you are unsure of what to do.

☐ Follow through and complete all tasks as assigned.

☐ Take initiative. Watch carefully to see what needs to be done and be ready to step in and help as required.

☐ Demonstrate a positive work ethic. Approach all assigned tasks with energy and enthusiasm.

☐ Assess any workplace situation and consider your response carefully.

☐ Respect the confidentiality of your employer, intellectual property , customers and fellow employees. Don't gossip.

☐ Dress appropriately for the workplace. Be clean and modest in your attire.

☐ Observe company rules and regulations. Review any questions with your supervisor.

☐ Be personally responsible for the quality of your work and personal interactions.

Respect

☐ Be courteous and respectful to all (customers, clients, co-workers, supervisors).

☐ Limit personal calls or text messages to lunch or break times.

☐ Remain unplugged while at work. Listening to music while at work may be considered disrespectful and impolite.   Most importantly, it is unsafe.

☐ Think before you send an e-mail. Consider your wording and how your message will be received or who else may see it. A conversation may be more appropriate.

☐ Be honest and ethical. Understand that taking company tools/supplies is considered theft.

☐ Speak calmly and respectfully when stating a differing opinion. Raising your voice or insulting another person does not lead to a positive solution.

Teamwork

☐ Be willing and able to work with others to complete tasks at hand.

☐ Be open to the ideas of others and share your point of view respectfully.

☐ Be tolerant and respectful of co-worker's experience and opinions.

☐ Demonstrate willingness to participate in all tasks as assigned as part of a team.

Be sure to leave a good impression. Leave a thank you note or send a follow-up email thanking employer and co-workers for your workplace experience. The contacts you make while on Work Experience may prove invaluable in providing you with a reference for future employment, scholarship or post-secondary program application.

Date:_____   Signature:_____

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SD62 CAREER EDUCATION
Employment | Post-Secondary | Skilled Trades

WEX 12A and 12B Registration Assignment & Assessment

In this assignment you will explore a variety of topics that are important to ensure a safe and successful work experience placement.

Registration Assignment Checklist

☐ Student-Teacher-Supervisor Interaction Log (SD62 Staff)
☐ WorkSafe BC Employer Clearance Letter (Active+Good Standing) (SD62 Staff)
☐ 12A Orientation Package: (SD62 Staff and Student)
   o Page 1 (signed)
   o Resume, interview
   o Workplace Safety, Top 7 Dangers & Hazards Recognition
   o Occupational H&S "Right to Refuse Unsafe Work"
   o Report an Injury or Illness
   o Workplace etiquette
☐ Work Experience Placement and Training Plan (Paid or Unpaid) (Staff/Sponsor/Parent and Student)
☐ Confirmation of Onsite Safety Orientation (Student and Sponsor)
☐ Career Education WEX Enrollment Form (Student)
☐ WEX Registration Assessment (WEX Teacher)
☐ All documentation listed registered via MSFORMS SD62 WEX Registration (SD62 Staff)

☐ 12B Orientation Package. Documentation as required.

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WORK EXPERIENCE 12A/B Registration Assignment
Big Ideas and Learning Standards

- Understanding workplace safety and personal rights, occupational health, worker insurance and injury prevention are essential.

Have all parts of the registration assignment been attempted   Yes   /   No

	- Emerging +	- Developing +	- Proficient +	- Extending +
Understanding workplace safety and personal rights, occupational health, worker insurance and injury prevention are essential.	Unable to place at this time. Student needs to demonstrate a better understanding of workplace safety and personal rights, occupational health, worker insurance and injury prevention before placement can continue.	Unable to place at this time. Student needs to demonstrate a better understanding of workplace safety and personal rights, occupational health, worker insurance and injury prevention before placement can continue.	The student demonstrates proficient knowledge of workplace safety and personal rights, occupational health, worker insurance and injury prevention.	The student demonstrates extended knowledge of workplace safety and personal rights, occupational health, worker insurance and injury prevention.

Further Teacher Feedback:

Date:

Student Initial_____

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PAID Work Experience 12A/12B
Placement Agreement & Training Plan

Sooke School District 62
3143 Jacklin Road
Victoria, BC V9B 5R1
250-474-9800

Student Information	Work Site Employer Information
Name:_____ Date of Birth (mm/dd/year)_____ Address:_____ Student phone: _____ Parent/Guardian Name: _____ Completed CLE? Yes or No _____	Company Name: _____ Registered Company Name: _____ Address: _____ Contact Name: _____ E-mail address: _____ Phone Number: _____
Emergency	**Terms of this Agreement**
Emergency Contact: _____ Phone Number: _____ Staff Monitor Name: _____ Staff Monitor E-mail: _____ Phone Number: _____	This agreement will be effective from: Start Date: _____ End Date: _____ Working Days: _____ Working Hours: _____ Paid Work Placement: Y / N Other paid employees within company: Y / N

Training Plan

Position Title: _____

Activity Outline, Tools/Equipment to be used: _____
_____

Job Specific Skills and Knowledge to be Performed/Developed: _____
_____
_____
_____

Fundamental Skills	**Personal Management Skills**	**Teamwork Skills**
☐ Communicate ☐ Think & Problem Solve ☐ Manage Information ☐ Use Numbers	☐ Positive Attitude/Behaviours ☐ Learn Continuously ☐ Be Responsible ☐ Work Safely ☐ Be Adaptive	☐ Work with others ☐ Participate in projects and tasks

SIGNATURES

By their signatures, the parties indicate their agreement to the terms and conditions outlined on both sides of this agreement. Agreement is valid when all signatures are complete.

Student: _____   Parent/Guardian: _____

Worksite Employer: _____   School District Representative: _____

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals on this _____ day of _____ 20___

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TERMS of AGREEMENT for PAID Work Experience

All parties agree to a PAID work experience placement on the following terms and conditions:

1. Terms of Agreement: This Agreement will be in effect as specified in the placement details as indicated.
2. Days and Hours: The student agrees to perform those duties as assigned by the work site employer as stated in the placement details of this agreement. Amendments to the Agreement must be registered with the District Career Education Office.
3. Minimum Age: The parent/guardian(s) of the student warrant that the student is 14 years of age, or older, at the date of this Agreement.
4. Notice of Injury: The work site employer will, if a student is injured, immediately report the occurrence of injury to the School board by contacting the Program Teacher/Principal.
5. Student Duties: The student agrees to perform those duties assigned to the student from time to time by the work site employer, in consultation with the School board's representatives. The student agrees to comply with the work site employer's rules and all applicable safety regulations. (Special Rules or Regulations are to be communicated by Employer to Student).
6. Supervision: The student agrees to be under the direct supervision of the work site employer, who agrees to supervise the student at all times during the work experience placement.
7. Site Safety Orientation: The work site employer will provide to the Student site, equipment and work specific safety training and will not permit the student to perform any duties unless the student has all safety equipment and training required for the tasks to be performed.
8. Board Access: The work site employer agrees to allow School Board representatives to have access at any time to the work site and the student.
9. Evaluation: When requested by the School Board, the work site employer will evaluate the performance of the student's duties, report that evaluation in the form required by the School Board and consult with the School Board representatives about the evaluation.
10. Workers' Compensation Act Injury Coverage: Students who use paid employment supported and monitored by the school to earn credits for elective work experience courses must show that they are working at a site where WCB coverage is provided. WCB coverage for any paid work experience must be covered by the employer and will not be covered by the Province.
11. Liability of Board: All parties acknowledge and agree that the School Board: (a) does not assume any responsibility for the actions of the student, and that the School Board is not responsible for any loss, damage, injury, or expense (collectively, "loss") suffered by the work site employer, the work site employer's employees or other persons which may be caused by any act or omission of the student. The School Board will not reimburse the work site employer or others for any such loss; (b) does not assume any responsibility for the actions of the work site employer, the work site employer's employees, or other persons with whom the student might come into contact through this work experience placement; and (c) is not responsible for any loss suffered by the student or the parent/guardian(s) of the student arising out of its employees acting within the scope of their employment.
12. Insurance: The School Board maintains coverage with respect to its liability and that of a student participating in a work experience placement contemplated by the terms of this Agreement. This coverage is subject to exclusions, terms and conditions and deductible amounts. All other parties to this Agreement may inspect the terms of the School Board's coverage from time to time.
13. Termination of the Agreement: Any party to this Agreement may end it at any time by giving notice in writing to all other parties at the addresses given in this Agreement.
14. Reference: In this Agreement, a reference to the School Board includes: School Board officers, employees or representatives acting within the scope of their employment.

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UNPAID Work Experience 12A/12B
Placement Agreement & Training Plan

Sooke School District 62
3143 Jacklin Road
Victoria, BC V9B 5R1
250-474-9800

Student Information	Work Site Employer Information
Name:_____	Company Name: _____
Date of Birth (mm/dd/year)_____	Registered Company Name: _____
Address:_____	Address: _____
Student phone: _____	Contact Name: _____
Parent/Guardian Name: _____	E-mail address: _____
Completed CLE? Yes or No _____	Phone Number: _____

Emergency	Terms of this Agreement
Emergency Contact: _____	This agreement will be effective from:
Phone Number: _____	Start Date: _____ End Date: _____
Staff Monitor Name: _____	Working Days: _____
Staff Monitor E-mail: _____	Working Hours: _____
Phone Number: _____	Paid Work Placement: Y / N
	Other paid employees within the company: Y / N
	(Must have other paid employees covered by Worksafe)

Training Plan

Position Title: _____

Activity Outline, Tools/Equipment to be used: _____
_____

Job Specific Skills and Knowledge to be Performed/Developed: _____
_____
_____
_____

Fundamental Skills	Personal Management Skills		Teamwork Skills
☐ Communicate ☐ Think & Problem Solve ☐ Manage Information ☐ Use Numbers	☐ Positive Attitude/Behaviours ☐ Be Responsible ☐ Be Adaptive	☐ Learn Continuously ☐ Work Safely	☐ Work with others ☐ Participate in projects and tasks

SIGNATURES

By their signatures, the parties indicate their agreement to the terms and conditions outlined on both sides of this agreement. Agreement is valid when all signatures are complete.

Student: _____   Parent/Guardian: _____

Worksite Employer: _____   School District Representative: _____

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals on this _____ day of _____ 20___

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TERMS of AGREEMENT for UNPAID Work Experience

All parties agree to a work experience placement on the following terms and conditions:

1. Terms of Agreement: This Agreement will be in effect as specified in the placement details as indicated.
2. Days and Hours: The student agrees to perform those duties as assigned by the work site employer as stated in the placement details of this agreement. Amendments to the Agreement must be registered with the District Career Education Office.
3. Minimum Age: The parent/guardian(s) of the student warrant that the student is 14 years of age, or older, at the date of this Agreement.
4. Notice of Injury: The work site employer will, if a student is injured, immediately report the occurrence of injury to the School board by contacting the Program Teacher/Principal.
5. Student Duties: The student agrees to perform, without obligation of payment, those duties assigned to the student from time to time by the work site employer, in consultation with the School board's representatives. The student agrees to comply with the work site employer's rules and all applicable safety regulations. (Special Rules or Regulations are to be communicated by Employer to Student).
6. Supervision: The student agrees to be under the direct supervision of the work site employer, who agrees to supervise the student at all times during the work experience placement.
7. Site Safety Orientation: The work site employer will provide to the Student site, equipment and work specific safety training and will not permit the student to perform any duties unless the student has all safety equipment and training required for the tasks to be performed.
8. Board Access: The work site employer agrees to allow School Board representatives to have access at any time to the work site and the student.
9. Evaluation: When requested by the School Board, the work site employer will evaluate the performance of the student's duties, report that evaluation in the form required by the School Board, and consult with the School Board representatives about the evaluation.
10. Workers' Compensation Act Injury Coverage: Students in a work experience placement at a standard work site are covered by the Workers' Compensation Act and are considered to be workers of the Government of the Province of British Columbia for Workers' Compensation purposes only. Coverage is limited by the terms and conditions set out in the Minutes of the Workers' Compensation Board dated January 29, 2008.
11. Liability of Board: All parties acknowledge and agree that the School Board: (a) does not assume any responsibility for the actions of the student, and that the School Board is not responsible for any loss, damage, injury, or expense (collectively, "loss") suffered by the work site employer, the work site employer's employees or other persons which may be caused by any act or omission of the student. The School Board will not reimburse the work site employer or others for any such loss; (b) does not assume any responsibility for the actions of the work site employer, the work site employer's employees, or other persons with whom the student might come into contact through this work experience placement; and (c) is not responsible for any loss suffered by the student or the parent/guardian(s) of the student arising out of its employees acting within the scope of their employment.
12. Insurance: The School Board maintains coverage with respect to its liability and that of a student participating in a work experience placement contemplated by the terms of this Agreement. This coverage is subject to exclusions, terms and conditions and deductible amounts. All other parties to this Agreement may inspect the terms of the School Board's coverage from time to time.
13. Effect on Employees: The work site employer agrees that the placement of the Student will not affect the job security of any employee of the work site employer and will not affect the work site employer's hiring practices. The placement of the student will be in addition to the work site employer's full complement of employees. The student will not be a replacement for any employee.
14. Termination of the Agreement: Any party to this Agreement may end it at any time by giving notice in writing to all other parties at the addresses given in this Agreement.
15. Reference: In this Agreement, a reference to the School Board includes: School Board officers, employees or representatives acting within the scope of their employment.

Note: Students who are enrolled in programs authorized by the Ministries of Education and Child Care have been exempted from the Minimum Wage Act.

Confirmation of Onsite Safety Orientation

Students must complete and submit this form to their school contact to confirm that a worksite safety orientation was conducted by the worksite supervisor.

Employer/Company Name	Employer/Company Legal Business Name or WorkSafe Number	Supervisor Name	Student Name
Employers Main Activity	Date of Safety Orientation	Supervisor Signature	Student Signature
Employer's Address: *Worksite Location:* *(If different from address)*		Date Signed:	Date Signed:

By their signatures, the student and worksite supervisor confirm the following:

o The student received a safety orientation at the worksite.

o The student referred to the safety questions below as part of the discussions with the worksite supervisor.

o The student agrees to report any injuries as soon as possible to the worksite supervisor and district Work Experience contact.

o The student is aware of the procedures set out by the employer in the case of witnessing or experiencing bullying and harassment in the workplace.

o The student has been instructed in:
  o the use of personal protective equipment
  o workplace health and safety rules and procedures
  o the location of first aid equipment
  o the management and organization of tools and equipment
  o procedures for working alone or in isolation
  o the location and management of hazardous materials
  o procedures for reporting accidents and/or safety concerns

Suggested safety questions from WorkSafeBC:

- *What are the potential dangers of my job, and how will I be protected from these dangers?*
- *Are there any hazards (such as noise or chemicals) that I should know about, and what are the appropriate steps that I should take to avoid these hazards?*
- *Is there any safety gear that I am expected to wear, and who is responsible for providing the gear?*
- *Will I be trained in emergency procedures for things like fire or chemical spills?*
- *Where are the fire extinguishers, first aid kits, and other emergency equipment located?*
- *What are my workplace health and safety responsibilities?*
- *Who do I talk to if I have a workplace health or safety question?*
- *What is the procedure if I am injured on the worksite?*
- *Who is the first aid attendant? How do I contact the first aid attendant?*
- *What are the procedures I should follow if I witness or experience bullying and harassment in the workplace?*

Career Education – WEX Course Enrollment Form

First Name: _____ Last Name: _____

Home Phone: _____ Student's Cell Phone: _____

Age: _____ Birthdate: Month _____ Day _____Year_____

- ☐ Students 16 and over as of July 1st enroll in SD62 Continuing Education
- ☐ Students 15 and under as of July 1st enroll in SD62 Online

Student E-mail: _____

School Name: _____
I confirm that my demographic information is up to date with my home school.

Career Education Course(s)

COURSE NAME	Entered Initials	Activation Date	Completion Date	Final Grade	MYEDBC Course Code
Work Experience 12A					MWEX-2A-01
Work Experience 12B					MWEX-2B-01

Student confirmation of registration _____Date: _____
(student signature)

Notes:

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

Background:

- The Board of Education, through motion, has directed staff to bring forward for information, quarterly reports on progress towards the Strategic Plan and student outcomes:
  - Quarterly (Q) reports are tabled at meetings in November (Quarter 1: July - September), February (Quarter 2: October - December), May (Quarter 3: January - March) and September (Annual Report that includes Quarter 4 work: April - June).
- Under the district's Strategic Plan 2021-2025, we have developed a comprehensive process of charting accountability that links strategic plan outcomes, operational plans and the Ministry of Education's student success metric report: the Framework for Enhancing Student Learning (FESL).
- The Annual Report from the 2022-23 school year was submitted to the Board of Education at the September 2022 Board Meeting. A link to the report has been provided to the Ministry of Education and Child Care (MECC).
- Annually the district takes the direction of the Board through the Strategic Plan and develops an operational plan to assist in achieving the goals and objectives of the Strategic Plan. The 2023-24 Operational Plan builds on the 2022-23 Operational Plan.
- The (FESL) report is submitted to the Ministry of Education annually on Sept 30. The report features data on SD62 (School District 62) student success. When newly released data become available, the Quarterly Reports will feature it. FESL reports on:

  - Reading, writing and numeracy.
  - Grade-to-grade transitions.
  - Graduation assessments.
  - Six-year and eight-year completion rates.
  - Early development.
  - Student satisfaction, including postsecondary and career preparation.
  - Success metrics for all students, including those with unique needs, such as Indigenous ancestry, English Language Learners.

Quarter 1 Progress on the 2023-24 Operational Plan

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

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

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

Respectfully submitted,

Scott Stinson, Superintendent/CEO

Quarterly Reporting 2023-2024

Q1

SOOKE SCHOOLS 62
Shaping Tomorrow Today

STRATEGIC PLAN

2021-2025

Operational Plan 2023-24

Quarter 1 Update

Introduction

Reporting Context:

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

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

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

Report Organization:

The report is compiled in five sections:

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

Report Summary:

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

Some key highlights include:

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

Section 1 - A visual overview of operational plan progress

SD62 Operational Plan 2023-2024 – Progress

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

LEARNING	PROGRESS
Monitor the implementation of Indigenous graduation credit courses to ensure students have access to Indigenous content through a variety of courses and determine needed supports and resources for educators.	🟩
Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen student learning.	🟧
Implement the objectives of the (ELF) through existing networks and through strengthening effective pathways for the transition to school.	🟩
Continue to implement and expand the K-12 Literacy plan which includes professional development, increasing resources, intervention support and K-3 Universal Screening.	🟩
Continue to implement the Middle School Philosophy with a focus on aligning Applied Design, Skills and Technologies (ADST) and middle school programming.	🟩
Define and enhance the practices and processes of the work of the Safe Schools Team, particularly regarding Violence Threat Risk Assessment (VTRA).	🟩
Define the practices, processes and structures through Inclusive Education Services that support the increasing complexity and presentation of student behaviour across all school levels.	🟩
Build a multi-year plan to enhance staff use of: technology to deliver pedagogy in the classroom; and information tools and digital platforms for administrative and support work.	🟨
Develop an organizational approach to establishing SD62's presence at the Westshore post-secondary site. Continue to refine the comprehensive plan for program pathways and course offerings for launch in 2024.	🟩
In consultation with students and all SD62 Learning departments (Curriculum Transformation, Inclusive Education Services, Na'tsa'maht Indigenous Education, Pathways & Choice)), articulate and enhance support for the Careers and Applied Design, Skills and Technologies (ADST) K-12 curriculums in support of student voice and choice.	🟩

ENGAGEMENT	PROGRESS
Develop a Records Management policy for the Board with the intent of developing a proposal for building out a sustainable capability (staff, software systems, resources)	🟩
Develop a model to support succession planning for the Leadership Team.	🟨
Implement an accessibility plan, develop an accessibility committee and engage in a feedback mechanism for issues of accessibility in the district.	🟩
Create authentic learning resources & narratives to support the teaching of local Indigenous languages in schools.	🟩
To support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data gathering tool to track indicators of academic, social emotional and engagement attributes	🟩
Continue to implement the Strategic Communications Plan to develop, expand and implement respectful, effective, clear and transparent communications. Expand the Plan to include a focus on digital skills and digital resources for staff to use. Broaden out the reach of District	🟩

	PROGRESS
Communications to provide equity of inclusion to specific schools that have received little or no coverage on the District website or social media.	
Continue to develop, expand and implement a culture of wellness in the district through the Healthy Schools Healthy People plan and include work on: • The Feeding Futures Fund • Digital safety and wellness.	
Implement a new Employee Attendance and Wellness Support Program with an emphasis on: • Developing a data-informed process to support constructive communications with individual employees regarding attendance performance; • Providing supports for staff in need; and • Raise organizational awareness regarding attendance issues.	
GROWTH	**PROGRESS**
Receive approval for and implement a Special Hiring Program, including the development and implementation of a supporting equity hiring practices policy.	
Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen organizational practices	
Create and implement the use of technical specifications that complement the design guidelines and standards and expand implementation to existing spaces.	
Implement the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning activities.	
Develop and undertake a scan of available information and data about the district ahead of renewing the strategic plan.	
Develop a strategy to ensure effective community use of our spaces.	
Develop and implement a digital governance policy and structure which formalizes the boards' role in overseeing Digital Solutions including the acquisition, integration, and management of digital assets in support of educational and support services.	
Continue to raise awareness, provide training and implement cyber security and privacy policies in partnership with curriculum, inclusive, and safe school objectives.	
Investigate the requirements to integrate data across Business (finance, HR) and Education departments to align resourcing across Strategic and Operational Objectives linking back to Student Success.	
Develop a sustainable proposal to provide equitable access to technology for students and support staff.	
Conduct an environmental scan of organizational design structures for the delivery of central administration and support services within large BC school districts in support of future strategic planning.	
Develop a plan to increase the number of child care spaces on school grounds by looking to utilize grants to support the construction of new spaces.	
Continue to implement the Energy Sustainability Plan by reducing our vehicle and building Green House Gas emissions towards the 2030 provincial targets.	
Create an ethical framework for decision-making to guide board-level decisions through a lens of diversity, equity, inclusion, and social responsibility.	

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Section 2 – Q1 Updates: Learning

The strategic priority for learning in the strategic plan is to: **Develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.**

2021-2025 Learning Priority Develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens
L1   Provide opportunities for learners to understand, respect and appreciate diversity and inclusion
L2   Provide opportunities for learners to develop critical and creative thinking skills
L3   Ensure our learning environments are safe, accessible and welcoming
L4   Enhance student voice and choice

Updates on the 2023-2024 Operational Plans for Learning

Monitor the implementation of Indigenous graduation credit courses to ensure students have access to Indigenous content through a variety of courses and determine needed supports and resources for educators.	

In Q1, the Sooke School District (SD62) made significant progress in implementing Indigenous studies courses as part of the graduation program. Achievements included:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Define the practices, processes and structures through Inclusive Education Services that support the increasing complexity and presentation of student behaviour across all school levels.	

In Q1, the focus of work was on developing structures to support training and professional resources. Work included:

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

Build a multi-year plan to enhance staff use of: technology to deliver pedagogy in the classroom; and information tools and digital platforms for administrative and support work.	

A key part of a multi-year plan is to ensure adequate staff resources that have expertise in delivery of pedagogy using digital tools and platforms. In Q1 work was focused on staffing:

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

Develop an organizational approach to establishing SD62's presence at the Westshore post-secondary site. Continue to refine the comprehensive plan for program pathways and course offerings for launch in 2024.	

In Q1, work continued SD62s involvement with the developing Westshore post-secondary site. Work included:

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

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

In Q1, work commenced in September to discuss enhanced support for ADST.

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

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Section 3 – Q1 Updates: Engagement

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

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

Updates on the 2023-2024 Operational Plans for Engagement

Develop a Records Management policy for the Board with the intent of developing a proposal for building out a sustainable capability (staff, software systems, resources)	

In Q1, staff undertook approximately 20 interviews with key stakeholders across the Executive, district departments, and schools are being conducted to support an assessment of records management practices in the district. The required policies, regulations, and procedures include:

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

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Develop a model to support succession planning for the Leadership Team.	

In Q1, work commenced by:

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

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

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

Implement an accessibility plan, develop an accessibility committee and engage in a feedback mechanism for issues of accessibility in the district.	

In Q1, the focus was on meeting the Ministerial requirements as outlined in the Accessibility Act:

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

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

In Q1 the work undertaken was to start:

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

To support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data gathering tool to track indicators of academic, social emotional and engagement attributes	

In Q1 the work undertaken was on the Indigenous Information Management System (IMMS):

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

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

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

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

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

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

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

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

Implement a new Employee Attendance and Wellness Support Program with an emphasis on: • Developing a data-informed process to support constructive communications with individual employees regarding attendance performance; • Providing supports for staff in need; and • Raise organizational awareness regarding attendance issues.	

In Q1, the following progress was made:

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

Section 4 – Q1 Updates: Growth

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

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

Receive approval for and implement a Special Hiring Program, including the development and implementation of a supporting equity hiring practices policy.	🟩

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

Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen organizational practices	🟧

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

Create and implement the use of technical specifications that complement the design guidelines and standards and expand implementation to existing spaces.	🟩

In Q1, the initial set of specifications have been developed based on other districts that are experiencing similar growth. The process has been accelerated in hopes that the specifications can be used during the modular pilot project design in late 2023-early 2024.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In Q1, the following work was undertaken:
- Reviewed options for ways in which to gather relevant data from other BC school districts to support project deliverables.
- Decided upon an approach whereby the project team will review organizational charts from a representative sample of small, medium and large sized BC school districts to identify differences and commonalities regarding organizational design. Of particular interest is how organizational design evolves based on the size of each school district.
- SD62 will also consult with relevant BCPSEA and/or BCASBO representatives for information that may be available to "fill-out" our understanding of organizational design elements currently in place across the BC K-12 Sector.

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

In Q1, the following work was undertaken:

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

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

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

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

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

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

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

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

Participation in the SLS

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

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

2021-2023 SLS Participation Rate

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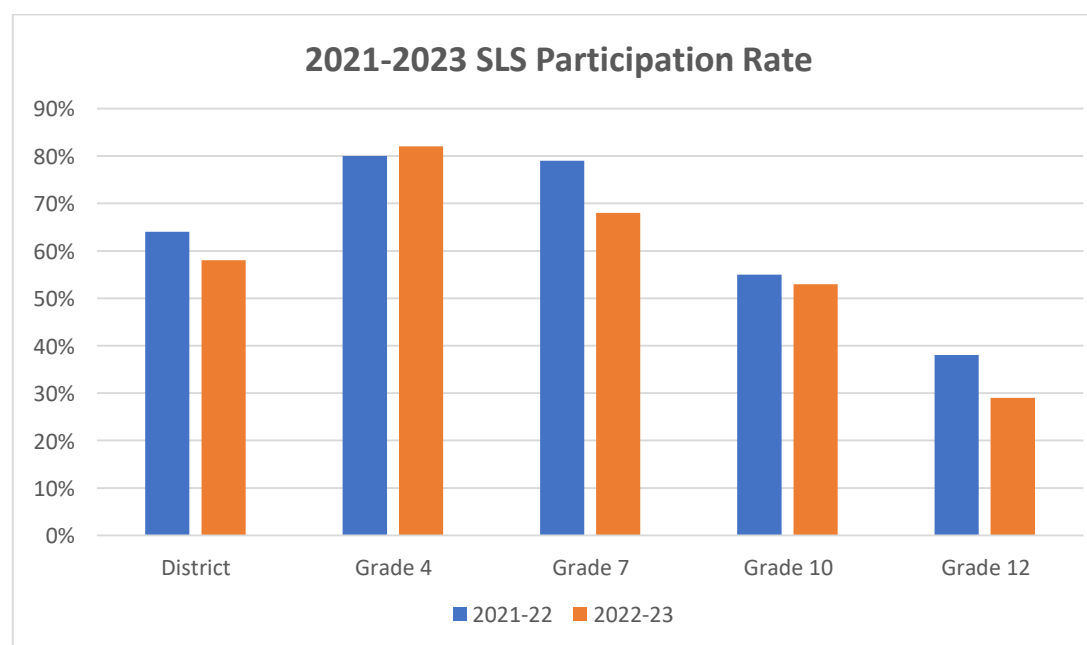
Focus on Food Security

Question: This school year, how often have you felt hungry because there was not enough food to eat?									
		Positive		Neutral		Negative		Don't Know	
School Year	Grade	Almost Never-Never		Sometimes		All of the Time-Most of the Time		Don't Know	
2021-22	4	50%		24%		18%		8%	
	7	65%		16%		15%		5%	
	10	50%		22%		22%		6%	
	12	54%		23%		19%		4%	
2022-23	4	50%	57%	25%	22%	18%	15%	8%	6%
	7	62%		20%		13%		5%	
	10	56%		19%		18%		6%	
	12	60%		25%		12%		3%	

2022-23 - This school year, how often have you felt hungry because there was not enough food to eat?
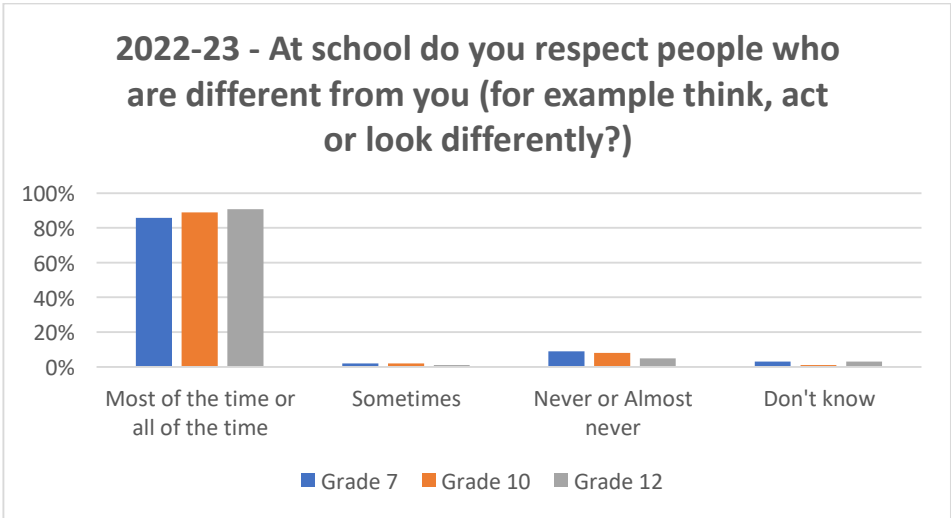
■ Grade 4 ■ Grade 7 ■ Grade 10 ■ Grade 12

19
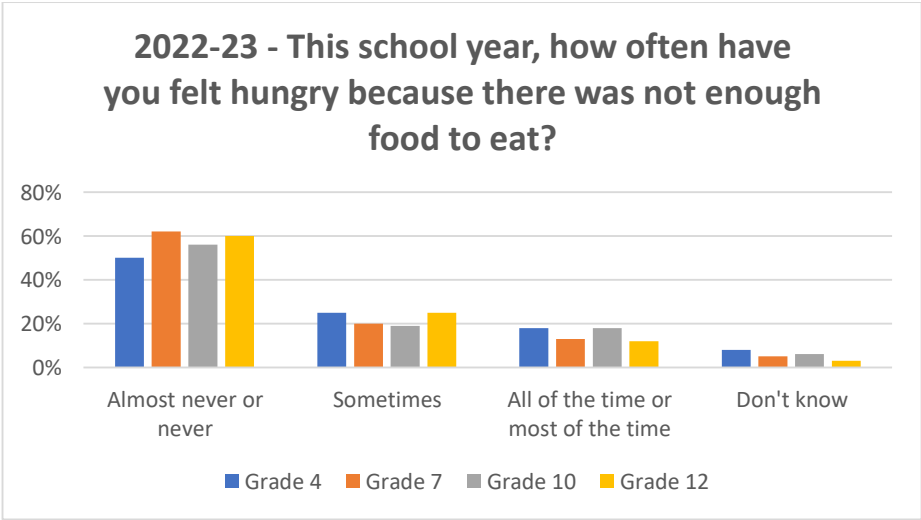
Focus on Diversity

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

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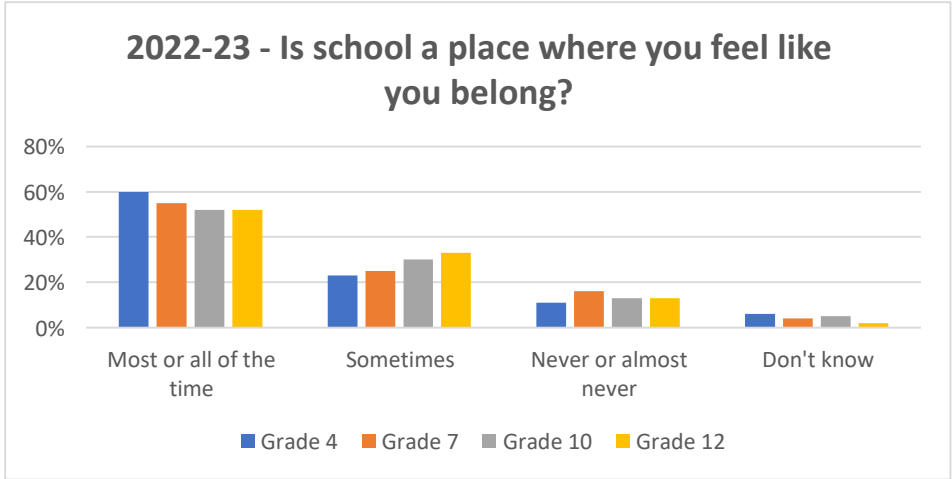
20
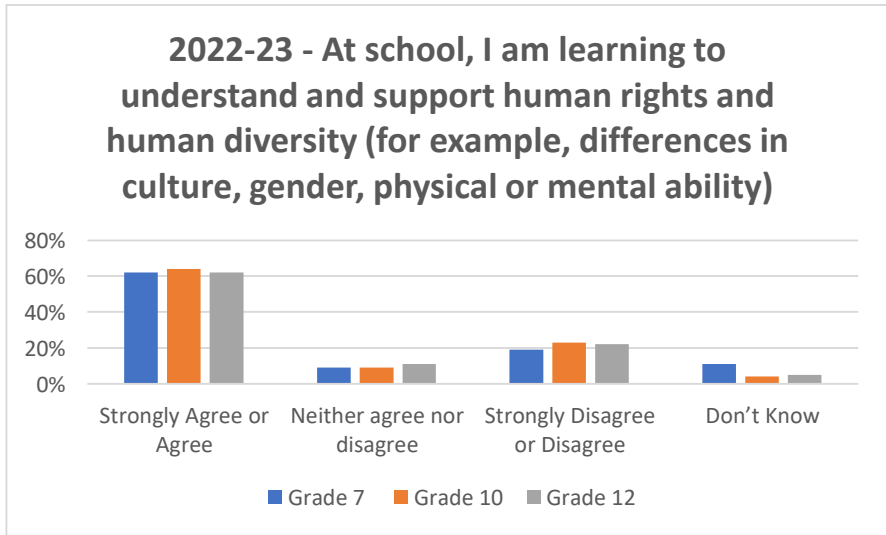
Question - At school do you respect people who are different from you (for example think, act or look differently?)								
		Positive		Neutral		Negative		Don't Know	
School Year	Grade	Most of the time All the time		Sometimes		Never Almost Never		Don't Know	
2018-19	7	91%		5%		2%		3%	
	10	83%		8%		3%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

2022-23 - At school do you respect people who are different from you (for example think, act or look differently?)

Focus on Belonging

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

2022-23 - Is school a place where you feel like you belong?

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Committee Info Note
Education-Policy Committee Meeting
November 7, 2023
Agenda Item 6b: Feeding Futures Update

Background:

This year the district received approximately $1.5 million in the form of the Feeding Futures grant. This grant is targeted to addressing food security issues amongst students and ensuring students have regular access to nutritious food while in attendance. During the spring and summer much work was done to finalize the district Feeding Futures plan and to ensure the district was in a position to operationalize the funding at the start of the new year.

The goal of the plan is supporting students in SD62 by providing nutritious meals in a universal manner to ensure that hunger is not a barrier to learning. Considerations in the creation of the plan include that the plan be universal, non-stigmatizing, meets criteria of Ministry funding agreement, encourages autonomy and choice by allowing families to opt in or not, and encourages independence and sustainability by providing opportunities for families to contribute what they can.

Current Context:

1) Daily Meal Service:
- Flourish School Food Society is the contracted vendor working with the district to provide daily meal service.
- All operations, including school sites, are Island Health approved and monitored.
- 600 meals (breakfast and/or lunches) are being delivered daily to 17 schools.
- Schools are staffed with CUPE School Meal Program Coordinators to facilitate food service.
- Monthly meeting are held with Flourish leadership to monitor the program and address any issues.
- Goal to expand the program throughout the year with the goal of including all schools within three years.

2) Capital Improvements:
- To support daily food programs, the district has accessed funding from the Feeding Futures Infrastructure Grant to purchase required equipment such as freezers, fridges, and dishwashers and capital improvements such as electrical and plumbing as required.
- Our Facilities team is working with staff from Flourish and our schools to action this funding and complete the required work.

3) Additional Initiatives:
- Schools have been allocated Feeding Futures school grants to engage in other community programs, purchase nonperishable snacks, fund food service to vulnerable students through culinary arts programs, etc.
- Additional funding has been provided to departments as well. NIE and ISP have been allocated funds to work with First Nations in community as well as newcomer and refugee students and families.
- Monies are set aside for schools to fully subscribe to the BC Fruits and Vegetable program.

Respectfully submitted,

Dave Strange, Associate Superintendent

Permission to Conduct Non-Board-Initiated Research

Date of application	October 11, 2023
Applicant's Name	Dr Stephanie Ann Sadownik
Address	
Phone Number(s)	
E-Mail Address	stephanie.sadownik@utoronto.ca
Present Position	Teacher (YRDSB) External Researcher (University of Toronto, OISE)
SD62 Employee?	No
Affiliated institution or organization	University of Toronto, OISE
Name of facility supervisor (if applicable)	
Title of study	Exploring Primary Educator Use of BioBlitz to Develop Capacity
Type of study	Web-based survey with hyperlinks
Requested date to start and anticipated end date	Oct 11, 2023
Type of participants (i.e. student, parent, teacher, support staff)	Primary Educators (K-3)
Any specific cohort focus	Science K-9 Document K- basic needs of plants and animals, adaptations of local plants and animals, • living things make changes to accommodate daily and seasonal cycles, Plants and animals have observable features. 1- classification of living and non-living things, names of local plants and animals, behavioural adaptations of animals in the local environment, Living things have features and behaviours that help them survive in their environment 2-metamorphic and non-metamorphic life cycles of different organisms, similarities and differences between offspring and parent, Living things have life cycles adapted to their environment. 3-biodiversity in the local environment, observable changes in the local environment caused by erosion and deposition by wind, water, and ice, Living things are diverse, can be grouped, and interact in their ecosystems.
Plan for recruitment to study	School Board Approval and emailing principals with primary educators.
Specific location(s) of study	Canada
Data collection tools	Survey, email for primary researcher

Ethics approval, date and organization	Ethics Protocol 44147, Oct 5, 2023, University of Toronto

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

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Title: Exploring Primary Educator Use of BioBlitz to Develop Capacity

Table of Contents

Overview of the Study

Abstract/Summary

Net Zero campaigns encourage students to consider a farm to fork and head to tail understanding of food, sustainability and gastronomy. This research is interested in exploring how primary educators develop capacity through the use of a BioBlitz (i.e. life cycles, Charlotte's Web, community gardens, sustainability, photography, perspective, etc). A BioBlitz is a focused concentration on a specific location through photographs. Educators use BioBlitzes to explore different capacity building and curricular needs for students, and in doing so, connect students to their community and nature in their environment. To achieve this objective the study is designed to introduce the activity with a short video discussing a BioBlitz that school principals can introduce to teachers through a staff meeting or professional development activity. A survey link is provided for primary educators to document a plan for how to use a BioBlitz following the video introduction and brainstorm with their subject/grade level teaching team/group. Following the activity, a second survey link is provided for primary educators to share how the planned BioBlitz activity. The data collected from this study will help to inform my study. Participants are selected based on their background and experience with primary education and current role as a primary educator.

Detailed Description of the Study

Purpose or Aim of Study

This research is interested in exploring how primary educators develop capacity through

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the use of a BioBlitz (i.e. life cycles, Charlotte's Web, community gardens, sustainability, photography, perspective, etc). To achieve this objective the study is designed to introduce the activity to primary educators with a short video discussing a BioBlitz that school principals may also use (during a staff meeting, curricular planning event, or professional development session) or simply give permission for educators to participate in on their own time should they choose to by providing the links and contact information for the primary researcher. The recorded video is posted to a YouTube account and can be reviewed here:
https://www.youtube.com/watch?v=7UAlt8T5R2E&feature=youtu.be

Theoretical Framework

Net Zero campaigns encourage students to consider a farm to fork and head to tail understanding of food, sustainability and gastronomy. A BioBlitz is a focused concentration on a specific location through photographs. Educators use BioBlitzes to explore different capacity building and curricular needs for students, and in doing so, connect students to their community and nature in their environment. Currently, the National Geographic organization (https://education.nationalgeographic.org/resource/bioblitz/ has designed lessons and activities for students in Grade 4 and older, while this research acknowledges and appreciates educators use of BioBlitzes at all grade levels, a focus on primary grades, and the potential to develop capacity is stated.

Research Evaluation and Questions

The objective of the study is to explore how primary educators use BioBlitzes to develop capacity in primary aged students (5-8 years of age approximately). Specifically, this research is interested in how primary educators are connecting students with the environment in their local community and the observations that educators make related to the development of primary student's capacity. The significance of this study is to discover how capacities are potentially built, measured and increased through the use a BioBlitz and with evidence of growth through photography and perspective. Finally, time spent in nature and nature therapy through BioBlitz is a consideration for primary educators and may confirm the activity as a way to connect primary students to nature in their community and local environment.

Methodology

A survey link is provided for primary educators to document a plan for how to use a BioBlitz following the video introduction and brainstorm with their subject/grade level teaching team/group. https://forms.gle/u3ZqnRShLEWj5SKM9. Following the activity, a survey link is provided for primary educators to share how the planned BioBlitz activity.
https://forms.gle/eSh3Ho6crwDzntJ76

List of all Participant Groups

Primary educators currently teaching primary students will be parents) will be recruited and asked to volunteer to share their curricular plans and observations during the school year of a BioBlitz activity designed by the educator through the use of a survey link provided with the

informed consent. Participants are selected based on their background and experience with primary education and current role as a primary educator.

Implications

The implications of the study are to consider how primary student capacity may be built through photographing the local environment in primary education. An emphasis for the study is on allowing primary students to showcase individual perspectives of the environment. Further emphasis is made on educators observations of primary students interpretations of their environment, learning and recall of behaviour in addition to connections to locally grown plants, or locally observed insects, birds or other animals are also of particular interest. The potential for primary students to develop capacity through photography, repeated interactions with the environment, and recall of previous behaviours or photographs may suggest that primary students are developing capacity to observe behaviour or understand other perspectives from their own.

Importance of the Study

The educational relevance of this study considers if primary educators and primary students benefit from developing curricular activities that utilize BioBlitzes, photography and the environment to develop capacity beyond what has been observed previous with this age group. The alignment of the curricular focus on environment, community, and lifecycles affords educators the opportunity to collaborate and develop engaging tasks, activities or units to develop capacity of their students in the areas of agriculture and sustainable development as well.

Consent, Confidentiality, Privacy, and Data Storage

I will contact appropriate school boards within the Ottawa School Boards within the jurisdiction of the approved research ethics board (REB) via email to obtain approval from the principal of the school and present the external researcher approval provided to request a meeting to discuss the research study in greater depth and to email recruitment materials approved by the REB. From this point forward, participants will be recruited through the approval of their school district and with the school district/ school principal disbursement of Informed Consent (Appendix A) forms to staff deemed appropriate for participating in the research study, in addition to or alternatively, if preferred by the principal or school district, participants will be recruited through email (Appendix B) based on the direction of the school district that has provided approval for the research study to occur.

Participants are free to withdraw from this study at any time, however participant data is unable to be withdrawn from the study after December 1, 2024. Participants will be informed of their right to withdraw from the study during the initial consent form and recruitment phase. Also, they will be reminded of this right in writing as they sign the consent form. Raw data will be encrypted, stored on an external hard drive and locked in a cabinet at the university.

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Confidentiality is protected through the use of anonymous and fake names. Personally identifiable information will be stored in locked cabinets for up to five years after publication. There are no limitations to protecting the confidentiality of the participants.

Permission to Conduct Non-Board-Initiated Research

Date of application	October 12, 2023
Applicant's Name	Cheymus Paddington McNulty
Address	
Phone Number(s)	
E-Mail Address	cmcnulty@sd62.bc.ca
Present Position	NIE, ESD, LA/IS Teacher @ Centre Mountain Lellum
	Middle School
SD62 Employee?	Yes
Affiliated institution or organization	University of British Columbia
Name of facility supervisor (if applicable)	Leyton Schnellert
Title of study	Na'tsa'maht - Co-constructing our Cultural 'Lellum'
Type of study	Behavioural
Requested date to start and anticipated end date	(Immediately) 10/12/2023 - 06/30/2024
Type of participants (i.e. student, parent, teacher, support staff)	Students, Teachers, Support Staff, Administration
Any specific cohort focus	Place Conscious Education
Plan for recruitment to study	Third Party Recruitment
Specific location(s) of study	Centre Mountain Lellum
Data collection tools	Classwork, Photovoice, Observations
Ethics approval, date and organization	H23-02618, 10/11/2023, UBC

THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Study Title: Na'tsa'maht - Co-constructing our Cultural 'Lellum'

Research Overview:

I plan to teach students at Centre Mountain Lellum the framework of the systems view of school climate, and how they are powerful agents of change, along with the staff, in co-creating a positive, affirmative climate and culture at our school. The goal being, that we pull together as a school community, identifying ways to improve and then acting on them.

School climate is a multifaceted concept that encompasses various factors that collectively contribute to the overall atmosphere, culture, and environment within a school. Five key factors that are often considered foundational:

Safety and Security: A safe and secure environment is crucial for fostering a positive school climate. This includes physical safety, emotional safety, and protection from bullying or harassment.

Positive Relationships: Positive and respectful relationships among students, teachers, staff, and parents contribute significantly to a healthy school climate. Trust, mutual respect, and collaboration are key components.

Effective Leadership: Strong and effective leadership, including school administration and teacher leadership, sets the tone for the school's culture. Visionary leadership can inspire a positive climate.

Inclusivity and Equity: A climate that values diversity, promotes inclusivity, and ensures equity for all students and staff members is vital. It should be a place where everyone feels valued and included, regardless of their background or identity.

Supportive Learning Environment: A supportive learning environment that encourages academic achievement, creativity, and social-emotional growth is central to school climate. This includes engaging and challenging curricula, effective teaching practices, and resources to support learning.

After explicitly teaching about these factors, and in collaboration with the Leadership students, I plan to work with specific classes, one in each grade, to understand more about what our school climate is like already, and what can be done to improve it together. As much as possible I will be working with students. Nothing about us, without us. As we are a brand new school, the findings could be useful to the district as more schools come online.

Relevant literature:

THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Rudasill, K. M., Snyder, K. E., Levinson, H., & Adelson, J. L. (2018). Systems View of School Climate: a Theoretical Framework for Research. *Educational Psychology Review, 30*(1), 35–60.

Research Question:

Using my position at the school as an anchorpoint of my research, I am asking the question...

Na'tsa'maht: How can critically place-conscious and Indigenous pedagogies support the development of an affirming school culture at Centre Mountain Lellum?

Connection to British Columbia Curriculum:

Holistic Education: British Columbia's curriculum emphasizes holistic education, which considers students' social, emotional, and academic development. The systems view of school climate aligns with this approach by recognizing that a positive school climate supports students' overall well-being, including their academic success.

Social and Emotional Learning (SEL): The systems view emphasizes the importance of positive relationships, emotional safety, and inclusivity. This aligns with British Columbia's emphasis on SEL, which aims to foster students' social and emotional skills, including self-awareness, self-regulation, and interpersonal skills.

Inclusivity and Diversity: British Columbia's curriculum promotes inclusivity and celebrates diversity. The systems view acknowledges the role of inclusivity and equity in shaping school climate, ensuring that all students feel valued and included, regardless of their background or identity.

Student-Centered Learning: The systems view recognizes the importance of student voice and engagement. British Columbia's curriculum encourages student-centered learning, where students can provide input, take leadership roles, and actively participate in shaping their learning environment.

Community and Stakeholder Engagement: The systems view emphasizes the interactions among various stakeholders within the school community. British Columbia's curriculum values community and stakeholder engagement, including parents and the broader community, in supporting students' educational experiences.

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Well-
Being and

Mental Health: Both the systems view and British Columbia's curriculum prioritize student well-being and mental health. They recognize that a positive school climate contributes to students' mental and emotional health, creating a supportive environment for learning.

Adaptability and Resilience: The systems view promotes adaptability and resilience in addressing challenges. This aligns with British Columbia's curriculum, which encourages educators to adapt their teaching practices to meet the changing needs of students and the school community.

Permission to Conduct Non-Board-Initiated Research

Date of application	May 23, 2023
Applicant's Name	Emily Beaudoin
Address	-
Phone Number(s)	
E-Mail Address	Emily.beaudoin@mail.mcgill.ca
Present Position	PhD candidate & Principal Investigator
SD62 Employee?	no
Affiliated institution or organization	McGill University
Name of facility supervisor (if applicable)	Dr. Ingrid Sladeczek
Title of study	Learning Disability and anxiety: Interventions and teachers' perspectives
Type of study	qualitative/quantitative questionnaire based study. Multiple choice and open answer questions.
Requested date to start and anticipated end date	Start: As soon as possible. The research online survey is active and ready to be sent to educators. End: Completion will be based on achieving a sample size of 384 participants across Canada. Anticipating spring 2024
Type of participants (i.e. student, parent, teacher, support staff)	teaching staff who have experience working with students diagnosed with LD between grades 1-12
Any specific cohort focus	teaching staff who have experience working with students diagnosed with LD between grades 1-12
Plan for recruitment to study	Principals will email an explanation of the study (Appendix I) and an electronic flyer (Appendix H), both of which contain a URL to the online survey.
Specific location(s) of study	Department or school: Educational staff in elementary and high school. Space and facilities: none. All research is conducted online
Data collection tools	surveys and questionnaires on Limesurvey
Ethics approval, date and organization	June 2023 - June 2024, approved by McGill Ethics Review Board 2

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

OVERVIEW OF THE STUDY – PURPOSE AND RESEARCH QUESTIONS

Project Title: Learning Disability and anxiety: Interventions and teachers' perspectives

Involved Institutions: McGill University

Address: 3700 Rue McTavish Montréal, QC H3A 1Y2

Principal Investigator: Emily Beaudoin

Position: PhD candidate & Principal Investigator

email: Emily.beaudoin@mail.mcgill.ca

Tel. 514 458 5509

Faculty Supervisor: Dr. Ingrid Sladeczek

Position: PhD Supervisor

email: ingrid.sladeczek@mcgill.ca

Tel. 514 237 4038

Specific purposes of the research study

The current study aims to gain insight into educators' beliefs and perceptions regarding anxiety in students with learning disabilities (LD) and what interventions can be beneficial to reduce anxiety in these students. Before proposing policy guidelines for intervention implementation, researchers must understand teachers' attitudes and behaviours regarding students with LD who experience anxiety and their perspectives on interventions to help alleviate anxiety. Teachers' perspectives will then guide appropriate intervention implementation that meets the needs of both students with LD experiencing (i.e., reducing anxiety) and teachers (i.e., identifying manageable interventions to implement).

Research question(s) being investigated

1. Do teacher anxiety and the diagnosis of an LD influence teachers' perceived responses to students experiencing anxiety?
2. Do teachers rate interventions as more beneficial than others in supporting students with LD experiencing anxiety?
3. What could enhance teachers' use of prevention and intervention strategies and the barriers they face in implementation?
4. What is the direction and magnitude of the relationship between teachers' senses of self-efficacy and the likelihood of choosing interventions to support students with LD experiencing anxiety?

THE RESEARCH PROJECT IS APPROVED BY THE MCGILL RESEARCH ETHICS BOARD AND IS FUNDED BY MCGILL UNIVERSITY

The study has been approved by the McGill Research Ethics Board (see 'McGill REB approval certificate.pdf'). The research is sponsored and guided by McGill University, and is supervised by Dr. Sladeczek from the Department of Educational and Counselling Psychology.

RELEVANT LITERATURE

Approximately 70% of students with LD having higher anxiety, in particular school-related anxiety, compared to individuals without LD (Mammarella et al., 2016; Nelson & Harwood, 2011), and researchers have stressed the importance of addressing anxiety students with LD experience (Hord et al., 2018; Rose et al., 2015). Early intervention is crucial because rates of anxiety disorders increase over

time (20% for adolescents to 30% for adults 30-44 years old) than the stable rate of 10% for individuals without disabilities. Alongside anxiety, Canadian adolescents and adults with LD report experiencing more suicidal thoughts than those without disabilities, which are believed to originate from early academic distress or anxiety (Wilson et al., 2009).

Teachers have a dominant presence in a student's life, considering they spend approximately 78% of their time at school with students in the classroom (Cunningham & Suldo, 2014). The time spent with students provides an opportunity for educators to positively influence students' academic and psychosocial development through interventions (Hernández et al., 2017; Hughes, 2011; Roorda et al., 2011; Wang et al., 2013). Therefore, understanding teachers' views and attitudes can guide appropriate intervention implementation that meets the needs of both students (i.e., reducing anxiety) and teachers (i.e., manageable implementation of interventions) (Kidger et al., 2010; Whitley et al., 2013).

Bibliography of Works Cited Works

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology, 3*(2), 77-101.

Cunningham, J. M., & Suldo, S. M. (2014). Accuracy of teachers in identifying elementary school students who report at-risk levels of anxiety and depression. *School Mental Health, 6*(4), 237-250.

Hernández, M. M., Valiente, C., Eisenberg, N., Berger, R. H., Spinrad, T. L., Vanschyndel, S. K., Silva, K. M., Southworth, J., & Thompson, M. S. (2017, 3rd Quarter). Elementary students' effortful control and academic achievement: The mediating role of teacher–student relationship quality. *Early Childhood Research Quarterly, 40*, 98-109. https://doi.org/10.1016/j.ecresq.2016.10.004

Hord, C., Marita, S., Ayaz, S., Tomaro, T.-M., Gordon, K., Tunningley, J., & Haskins, S. (2018, Dec). Diverse needs of students with learning disabilities: A case study of tutoring two students in algebra [Empirical Study; Interview; Qualitative Study]. *Journal of Research in Special Educational Needs, 18*(S1), 25-35. https://doi.org/http://dx.doi.org/10.1111/1471-3802.12415

Hughes, J. N. (2011, Sep). Longitudinal effects of teacher and student perceptions of teacher-student relationship qualities on academic adjustment. *The Elementary School Journal, 112*(1), 38-60. https://doi.org/10.1086/660686

Kidger, J., Gunnell, D., Biddle, L., Campbell, R., & Donovan, J. (2010). Part and parcel of teaching? Secondary school staff's views on supporting student emotional health and well-being. *British Educational Research Journal, 36*(6), 919-935.

Mammarella, I. C., Ghisi, M., Bomba, M., Bottesi, G., Caviola, S., Broggi, F., & Nacinovich, R. (2016, Mar-Apr). Anxiety and depression in children with nonverbal learning disabilities, reading disabilities, or typical development. *Journal of Learning Disabilities, 49*(2), 130-139. https://doi.org/10.1177/0022219414529336

Nelson, J. M., & Harwood, H. (2011, Jan-Feb). Learning disabilities and anxiety: A meta-analysis [Meta Analysis; Quantitative Study]. *Journal of Learning Disabilities, 44*(1), 3-17. https://doi.org/http://dx.doi.org/10.1177/0022219409359939

Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The Influence of Affective Teacher–Student Relationships on Students' School Engagement and Achievement. *Review of Educational Research, 81*(4), 493-529. https://doi.org/10.3102/0034654311421793

Rose, C. A., Espelage, D. L., Monda-Amaya, L. E., Shogren, K. A., & Aragon, S. R. (2015). Bullying and middle school students with and without specific learning disabilities: An examination of social-ecological predictors. *Journal of Learning Disabilities, 48*(3), 239-254.

Wang, M.-T., Brinkworth, M., & Eccles, J. (2013, Apr). Moderating effects of teacher–student relationship in adolescent trajectories of emotional and behavioral adjustment. *Developmental psychology, 49*(4), 690. https://doi.org/10.1037/a0027916

Whitley, J., Smith, J. D., & Vaillancourt, T. (2013). Promoting mental health literacy among educators: Critical in school-based prevention and intervention. *Canadian Journal of School Psychology, 28*(1), 56-70.

Wilson, A. M., Deri Armstrong, C., Furrie, A., & Walcot, E. (2009, Jan-Feb). The mental health of Canadians with self-reported learning disabilities. *Journal of Learning Disabilities, 42*(1), 24-40. https://doi.org/10.1177/0022219408326216

SIGNIFICANCE OF THE STUDY

Importance to conduct this study in the school system

The question for the proposed research is geared toward the school environment. Specifically, educators who work with students with learning disabilities (LD) have the experience and insight into what interventions would be manageable and effective. Considering the goal of the proposed study is to propose guidelines for interventions in the school context, it is essential to incorporate and consider educators' voices to create realistic and practical interventions. This is a research question that has not yet been investigated, and it is important to conduct this research now so as to develop therapeutic methods that will support students with LDs and who experience anxiety. This will support their psychological wellbeing as well as support their academic trajectory, and will aid educators in providing better support to these students as well.

Importance of studying staff members who have experience working with students diagnosed with LD between grades 1-12

The current research project investigates attitudes of teachers and other educational staff members who have experience working with students diagnosed with LD between grades 1-12 specifically and those students who may also experience anxiety. The results will inform possible therapeutic interventions to support students in grades 1-12 specifically who have one or more LDs and who experience anxiety. Information gathered on students in other grades may result in different intervention procedures.

THE NEED FOR OR POSSIBLE IMPLICATIONS OF THE STUDY FOR THE SCHOOL OR SCHOOL DISTRICT NO. 62, AND GUARANTEE OF RESULTS OF INTEREST TO THE SCHOOL DISTRICT AND BROADER EDUCATIONAL COMMUNITY

Benefits to the School District No. 62 (Sooke)

The proposed research expects to provide more precise knowledge of how to assist students with learning disabilities experiencing anxiety by considering the behaviours and perceptions of teachers. Additionally, barriers and facilitators of intervention implementation will be explored with teachers to understand the limitations and factors in the school context. The results will help guide recommendations for interventions that meet the needs of both students and teachers. The research is Canada-wide and will be generalizable across school districts based on functional needs and resources.

Benefits for staff participants

A brief and comprehensive review will be presented to all participating school through a written report and/or a virtual presentation. The proposed study dissertation chapter will be shared upon doctoral defense completion (anticipating the winter of 2024).

RESEARCH DESIGN

Sample (e.g., who will be the participants).

The criteria to be a participant include: (a) having experience in a teaching profession (e.g., substitute teacher, classroom assistant, special needs teacher/assistant, and senior staff with teaching experience (i.e., principal and vice principal)), (b) having experience working with students diagnosed with LD between grades 1-12, (c) being able to access the online questionnaire.

Age of staff participants is not relevant.

Participant numbers involved in this study

Would appreciate the survey to be sent to all staff who may choose to participate.

Procedures to be used in the study including all questionnaires and surveys

Once principals grant permission to conduct the study within their school, educators will be contacted online via email. Principals will email an explanation of the study (Appendix I) and an electronic flyer (Appendix H), both of which contain a URL to the online survey.

Participants will access the survey online, which can be completed at their convenience. Participants will first be presented with the informed consent form. If they choose 'yes,' they will be presented with the demographics and additional questionnaires (see attached Appendix A-F.pdf).

Whether the research materials have been piloted or used elsewhere

The following questionnaires are peer-reviewed:

- Teacher Responses to Anxiety in Children Questionnaire (TARC; Allen & Lerman, 2018)
- Teachers' Sense of Efficacy Scale (short form) (TSES; Tschannen-Moran & Hoy, 2001)
- The GAD-7 (Spitzer et al., 2006)

The following questionnaire has been developed for the current study:"

- Teachers' perspective on interventions targeting anxiety for students with Learning Disabilities (TPITA-LD)

Department or school, space and facilities required

- Department or school: Educational staff in elementary and high school.
- Space and facilities: none. All research is conducted online.

THE RESEARCH WILL CAUSE MINIMAL DISRUPTION TO THE OPERATION OF SCHOOL DISTRICT 62 OR INDIVIDUAL SCHOOLS, AND

WILL NOT BE DETRIMENTAL TO RELATIONSHIPS WITH THE COMMUNITY

The dates and time required for conducting the research

Participants will access the survey online, which can be completed at their own convenience outside of class time. Completion of the survey should require 35-50 minutes. As the surveys are being conducted online anonymously, the research design does not anticipate any disruptions with the school's learning environment, nor with the relationships in the school and educational community.

Data collection process and timeline

Data will be collected using the online and anonymous surveys and questionnaires administered to all staff participants.

<u>Start</u>: As soon as possible. The research online survey is active and ready to be sent to educators.

<u>End</u>: Completion will be based on achieving a sample size of 384 participants across Canada. Anticipating winter 2024.

DATA ANALYSIS PROCESS

Proposed Analysis for Research Question 1 & 2

Figure 2

Visual representation of the Teacher Responses to Anxiety in Children (TARC).