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

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

Regrets: Scott Stinson, Superintendent/CEO

1.   **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

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

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

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

3. **COMMITTEE REPORT** of May 2, 2023 Education-Policy Committee meeting
   The committee report for the May 2, 2023 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

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

5. **REVIEW OF POLICIES/REGULATIONS**
   a. Draft Revised Policy B-133 "Online Learning" – Paul Block
      Paul Block, Deputy Superintendent, provided a summary of the policy revisions and the rationale for the updates. He spoke to the history and context of Online Learning, including a provincial and local perspective. Online learning is now one singular platform (Brightspace) with a few Provincial Online Schools and District Online Schools. The Sooke District will continue to support online learning through SD62 Online Learning. The updated policy reflects this provincial change and modernizes the language. The significant piece of change is the change in definition of online learning and the Ministry structures related to its governance. Jim Lamond will continue to oversee this area; Heather Lait will continue as District Principal for Online Learning and will be based out of the School Board Office.

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

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

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

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

7. **FOR INFORMATION**
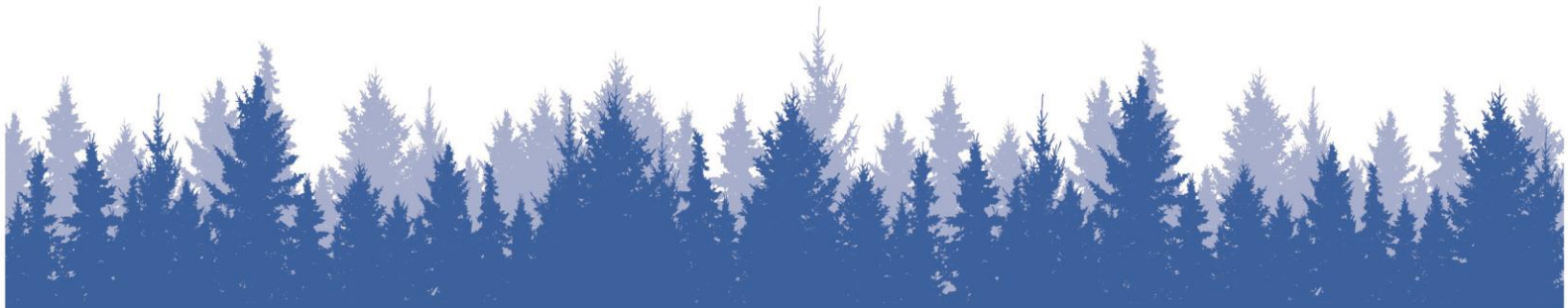   a. Research Project Approval – Harper, Sheila – "How Decisions Shape Futures: A Survey of Youth and Young Adults"

8. **FOR FUTURE MEETINGS**
   Nothing reported.

9. **ADJOURNMENT AND NEXT MEETING DATE**: September 12, 2023
   Meeting adjourned at 8:02 pm.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

June 27, 2023

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

<u>NOTICE OF MOTION</u>:

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

School District #62 (Sooke)

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

SCHOOL BOARD POLICY

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

In online learning students can:

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

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

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

The Board agrees to operate a ~~distributed~~ district **online** learning school and agrees to:
- meet all of the requirements of the *School Act* and Legislation,
- meet all of the requirements of the ~~Distributed~~ **District Online Learning (DOL) School** as per the Ministry of Education and Childcare 1701 instructions and,
- meet all of the Ministry of Education **and Child Care** ~~distributed~~ **online** learning policies and standards.

LEGISLATION REGULATIONS

School Act, Section 3.1
School Act, Section 75 (4.1)

~~DISTRIBUTED~~ ONLINE LEARNING DEFINITIONS

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

Student Accessing Online Learning Guidelines:

a) **Grades 8-12 students residing within the boundaries of SD62 who are already enrolled in a neighbourhood school may take additional courses through SD62's District Online Learning School (DOLS) via dual enrollment.**

b) **Grades 10 – 12 students who are already enrolled in a neighbourhood school may take additional courses through a Provincial Online Learning School.**

c) **Grades 8 – 9 students who are already in a neighbourhood school may take additional courses through a Provincial Online Learning School and in accordance with funding rules.**

d) **Kindergarten – Grade 7: student must be enrolled in a program full time. These students can enroll full time in a Provincial Online Learning School but cannot take only part of a program through a Provincial Online Learning School.**

Sooke School District
2023-2024
Operational Plan

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

EXECUTIVE SUMMARY

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

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

The specific goals of the strategic priorities are:

- **Learning**: Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens;

- **Engagement**: Create a culture of belonging; and

- **Growth**: Pursue organizational excellence to support a vibrant school District.

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

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

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

STRATEGIC PLAN 2021-2025 OBJECTIVES

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

HOW DOES THE SD62 EXECUTIVE CREATE THE OPERATIONAL PLAN?

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

- The focus is on making progress on the priorities of the Strategic Plan;

- Strategic items in the Operational Plan are taken through the budget planning process to consider whether there are funds available to support the work;

- A transparent process that includes partner input through communication and consultation;

- An Executive Lead for each item with an accountability to make progress on the item and to report progress quarterly to the Superintendent;

- Operational planning is undertaken with awareness of compliance with the *School Act* and other regulatory requirements, Collective Agreements, Board policy.

TIMELINE

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

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

LEARNING PRIORITY 2023-2024

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

- Implement recommendations from the review on diversity, equity, and inclusion (DEI), to strengthen student learning.

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

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

- Implement the objectives of the Early Learning Framework (ELF) through existing networks and through strengthening effective pathways for the transition into the public education system (kindergarten).

- Continue to implement and expand the K-12 Literacy Plan focussed on: a) professional learning opportunities; b) increasing resources; c) intervention support; and d) K-3 Universal Screening.

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

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

LEARNING PRIORITY 2023-2024

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

- Review the processes, practices and structures provided through Inclusive Education Services (IES) that support the increasing complexity and presentation of student behaviour across all school levels.

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

Learning Objective 4 - To enhance student choice and voice.

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

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

ENGAGEMENT PRIORITY 2023-2024

Engagement Objective 1 - To develop, expand and implement inclusive and collaborative practices and processes.

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

- Develop a Records Management policy for the Board and create a proposal for operationalizing the policy in the District.

- Ensure the District is meeting it's legislated requirements under the *Accessibility Act* by: a) implementing an accessibility plan; b) developing an Accessibility Advisory Group; and c) engaging in a feedback mechanism for issues of accessibility in the District.

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

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

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

ENGAGEMENT PRIORITY 2023-2024

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

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

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

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

- Continue to develop, expand and implement a culture of wellness in the District through the Healthy Schools, Healthy People (HSHP) Framework, specifically focussed on: a) the Feeding Futures Fund; and b) digital Safety and wellness.

GROWTH PRIORITY 2023-2024

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

- Apply for approval from the Office of the Human Rights Commissioner and then implement a Special Hiring Program, including the development and implementation of a supporting equity hiring practices policy.

- Begin implementing review recommendations for diversity, equity, and inclusion (DEI) that relate to District organizational practices and processes.

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

- Create and implement technical specifications that complement the Design Guidelines and Standards with a focus on expanding implementation to existing spaces.

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

- Undertake a scan of available District information and data to support the renewal of the strategic plan.

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

GROWTH PRIORITY 2023-2024

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

- Develop a digital governance policy that defines the Board's role and articulates the structures and processes necessary to manage digital assets (e.g. committees, scope, engagement model, accountability, reporting, etc.)

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

- Continue to raise awareness, provide training and implement cyber security and privacy policies in partnership with Curriculum, Inclusive, and Safe School objectives.

- Investigate the requirements to integrate data between business (Finance, HR) and education departments in order to align strategic and operational resources to support student success.

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

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

- Develop a plan to increase the number of child care spaces on school grounds balanced against K-12 enrolling space needs, that utilizes grants for the construction of child care facilities on school spaces.

- Continue to implement the Energy Sustainability Plan, with a specific focus on reducing our vehicle and building greenhouse gas emissions towards the 2030 provincial targets.

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

REPORTING ON PROGRESS

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

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

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

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

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

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