


Public Notice – Board of Education Online Public Meeting

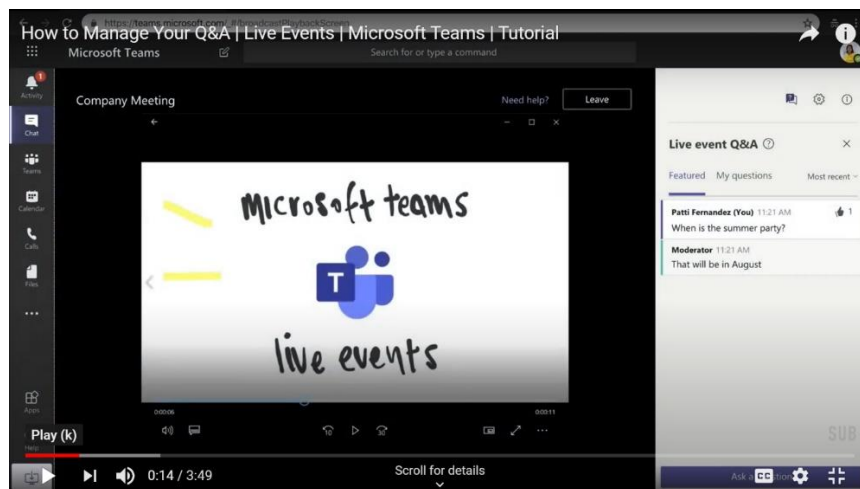
A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on Sept. 12, 2023 at 6:00 pm.**

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-Sept-12-2023>

<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.



EDUCATION-POLICY COMMITTEE
School Board Office
Via MS Teams
September 12, 2023 – 6:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES** (page 2)
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 June 6, 2023, Education-Policy Committee meeting (attached) (page 3)
4. **BAA COURSE PROPOSALS**
There are no BAA course proposals for this meeting.
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
 - a. Committee Review of Mandate for the Education-Policy Committee – Allison Watson and Paul Block (page 5)
 - b. Draft New Policy and Regulations B-335 “Communicating Student Learning and Reporting” - Dave Strange (page 10)
6. **NEW BUSINESS** (attached)
 - a. Presentation - HSHP Table to The Village Initiative – Dave Strange (page 19)
 - b. Global Stewardship – Denise Wehner and Laura Schwertfeger (page 21)
7. **FOR INFORMATION**
 - a. Research Project Approval – Berenyi, Cynthia – “Investigating Social-Emotional and Mindfulness Techniques to Enhance Learning, Development and Well-Being for Children” (page 23)
 - b. Research Project Approval – Gu, Zhimei – “Cat5 National Data Collection Study” (page 27)
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Oct. 3, 2023

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

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

Regrets: Scott Stinson, Superintendent/CEO

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

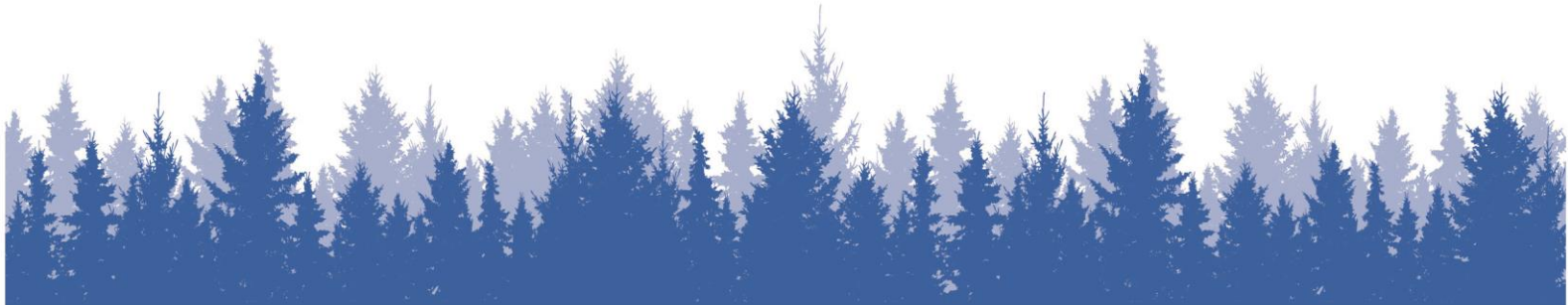
We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

2. Opening Remarks from Chair, Allison Watson

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

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

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



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

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

4. **BAA COURSE PROPOSALS**

There were no BAA course submissions for this meeting.

5. **REVIEW OF POLICIES/REGULATIONS**

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

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

Recommended Motion:

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

6. **NEW BUSINESS**

a. SD62 Operational Plan 2023-24 – Sue Grundy

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

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



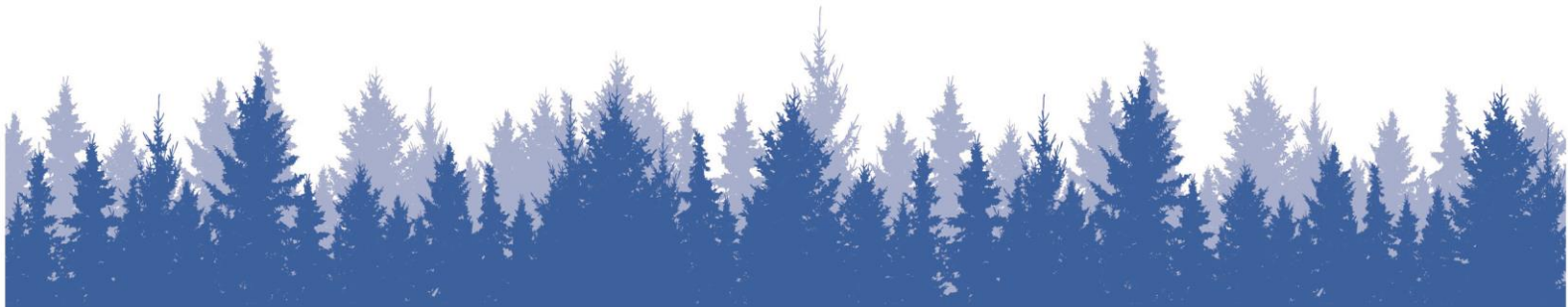
Recommended Motion:

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

7. **FOR INFORMATION**
 - a. Research Project Approval – Harper, Sheila – “How Decisions Shape Futures: A Survey of Youth and Young Adults”
8. **FOR FUTURE MEETINGS**

Nothing reported.
9. **ADJOURNMENT AND NEXT MEETING DATE:** September 12, 2023
Meeting adjourned at 8:02 pm.

DRAFT



Board Info Note

Education Policy Meeting

September 12, 2023

Agenda Item: 5a – Education Policy Committee – Terms of Reference Discussion

Background:

The Sooke School District Board of Education’s Standing Committees are described in terms of mandate and operations in A-340 Administrative Regulations – School Board Committees.

Current Context:

To welcome new and returning members to the Education Policy Committee for the 2023/24 school year, Committee chair Alison Watson will lead the committee in a review of the mandate or more commonly known as Terms of Reference for the Education Policy Committee (Administrative Regulations A-340 – School Board Committees). Captured below is the language referencing the Education Policy Committee, also included in the meeting package is the entire A-340 Administrative Regulations – School Board Committees document for reference.

Excerpt specific to Education Policy Committee from A-340 Administrative Regulations – School Board Committees.

1.5.2 Education – Policy Committee

***Mandate:** To meet with the Superintendent, other appropriate staff, and district partner groups to review and recommend to the Board direction and actions pertaining to:*

- *Provision of educational programs for students, including curriculum, instruction and assessment;*
- *Student learning, including student support services;*
- *Learning resources;*
- *Research on teaching and learning;*
- *Showcase district programs and effective teaching practices;*
- *achievement accountability;*
- *periodically and systematically review Board policies with the intent of ensuring that policies remain useful, current and understandable;*
- *Present recommendations for new and revised policy for Board approval; and,*
- *other matters referred to it by the Board.*

1.5.2.1 **Contact:** Superintendent.

1.5.2.2 **Operations**

- *The Education-Policy committee shall be chaired by a trustee.*
- *It will ordinarily meet on the first Tuesday of every month from September to June.*
- *Reports and recommendations from this committee shall be prepared for the subsequent regular meeting of the Board of Education.*

Next Steps:

The Chair and Senior Executive team look forward to an engaging conversation with committee members to frame the committee's work for the coming year and set the stage for positive dialogue and contributions from all committee members.

Submitted with Respect,

Paul Block
Deputy Superintendent

School District #62 (Sooke)

SCHOOL BOARD COMMITTEES	No.: A-340
	Effective: Jan. 13/81 Revised: 26/04/83; 13/12/85; 24/03/87; 24/11/92; 23/05/95; 13/05/97; 08/12/98; Jan. 19/15; Apr. 24/18; Dec. 10/19 Reviewed: Dec. 8/14; Jan. 19/15; Jan. 9/18; Mar. 12/18; Mar. 13/18; Dec. 10/19

ADMINISTRATIVE REGULATIONS

1. General

- 1.1 The Board may establish such committees as it considers desirable.
- 1.2 Standing Committees exist to provide an opportunity to deliberate on issues of ongoing importance to the District in an open and inclusive manner.
- 1.3 Meetings may be in public, or where warranted in-camera.
- 1.4 A standing committee will consider matters referred to it by the Board, and may consider items suggested by staff, trustees, committee representatives or members of the community.
- 1.5 **Standing Committees:**

The Board will establish the following standing committees to conduct its business:

1.5.1 **Audit (Financial Statements Review Committee)**

Mandate: The Audit Committee will assist the Board in fulfilling its governance and oversight responsibilities and may consider matters pertaining to:

- Financial reporting;
- Internal control, information systems and risk management;
- External audit; and
- Internal audit.

1.5.1.1 **Contact:** Secretary-Treasurer

1.5.1.2 **Operations:**

- The Audit Committee shall be chaired by a trustee.
- The committee will meet as necessary during the school year.
- Reports and recommendations from this committee shall be prepared for the subsequent regular meeting of the Board of Education.

1.5.2 **Education – Policy Committee**

Mandate: To meet with the Superintendent, other appropriate staff, and district partner groups to review and recommend to the Board direction and actions pertaining to:

- Provision of educational programs for students, including curriculum, instruction and assessment;
- Student learning, including student support services;
- Learning resources;
- Research on teaching and learning;
- Showcase district programs and effective teaching practices;
- achievement accountability;

- periodically and systematically review Board policies with the intent of ensuring that policies remain useful, current and understandable;
- Present recommendations for new and revised policy for Board approval; and,
- other matters referred to it by the Board.

1.5.2.1 **Contact:** Superintendent.

1.5.2.2 **Operations**

- The Education-Policy committee shall be chaired by a trustee.
- It will ordinarily meet on the first Tuesday of every month from September to June.
- Reports and recommendations from this committee shall be prepared for the subsequent regular meeting of the Board of Education.



Committee Info Note
Education-Policy Committee Meeting
September 12, 2023
Agenda Item 5b: Draft New Policy and Regulations B-335
“Communicating Student Learning and Reporting”

Background

The Ministry of Education has released new guidelines in the K-12 Student Reporting Policy effective July 1, 2023. As a result, the Sooke School District requires Policy and Regulations that ensure governance in alignment with BC’s Learning Update Order under the order of the Minister of Education and Child Care.

Context

Policy and Regulations and supporting documents specific to Communicating Student Learning and Reporting for the school district are newly developed and are informed by consultation with the Sooke Teachers’ Association and District educational leaders, including Principals and Vice-Principals (K-12).

The Policy and Regulations are to be in effect for this school year and staff will be expected to operate accordingly.

Recommended Motion:

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

Respectfully,

David Strange
Associate Superintendent

School District #62 (Sooke)

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

SCHOOL BOARD POLICY

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

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

Authority

See the following Ministerial Orders and Regulation:

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

School District #62 (Sooke)

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

ADMINISTRATIVE REGULATIONS

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

A) Procedures of Communicating Students Learning and Reporting

1. During the school year, K-12 schools will provide parents and caregivers of students with at least five Learning Updates describing students' progress in the formats of:
 - a. Two Written Learning updates;
 - b. Two Informal Learning updates;
 - c. One Summary of Learning.
2. Written learning updates for students in grades K-9 must include the following:
 - a. Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP using the Provincial Proficiency Scale;
 - b. Feedback describing student strengths, areas for future growth, and opportunities for further development;
 - c. Information about student attendance;
 - d. Student generated content including self reflection of the core-competences and goal setting;
 - e. Be completed using District approved Written Learning Update formats.
3. Written Learning Updates for students taking coursework in grades 10-12 must include the following:
 - a. Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP using letter grades and percentages;
 - b. Feedback describing student strengths, areas for future growth, and opportunities for further development;
 - c. Information about student attendance;

- d. Student generated content including self reflection of the core-competences and goal setting
 - e. Be completed using District approved Written Learning Update formats.
4. Two informal learning updates for all students in K-12 may be provided in a variety of formats including:
- a. conferences, in person or virtual discussions, telephone calls, emails, digital portfolio entries, or written summaries.
 - b. Teachers must keep a record of Informal Learning Updates noting the date, the topic or focus of the communication, a summary of the discussion, and follow-up actions. Records are to be shared with the school Principal and/or Vice-Principals upon request.
5. A *Summary of Learning* is a written report completed in MyEducation BC that describes and summarizes student learning and growth across the year in clear and accessible language. A paper copy must be included in the Permanent Student Record file at the end of each school year and must include the following:
- a. A summary of student learning in all areas of learning in which the student has studied during the school year, using the BC Proficiency Scale for students in grades K to 9, and using letter grades and percentages for students taking courses in grades 10-12;
 - b. Feedback describing student strengths, areas for future growth, and opportunities for further development;
 - c. Summary information about student attendance;
 - d. Student-generated content, including self reflection of the core competences and goal setting;
 - e. A Graduation Status Update indicating student progress in relation to the graduation program requirements (grades 10-12).
- B) Ministry Designated Students
- a. Where a diverse needs student is expected to achieve or surpass or the learning standards as set out in the provincial curriculum, regular grading practices and reporting procedures will be followed.
 - b. Where it is determined that a diverse needs student is not capable of achieving the learning outcomes set out in provincial curriculum and substantial course modification is necessary, specific individual goals and objectives will be established for the diverse needs student's IEP. The use of letter grades, percentages for reporting the progress of these students is not be appropriate. The efforts of these students will be recognized with an Evergreen School Leaving Certificate.
 - c. Where a student identified as an English Language Learner (ELL) as reported on Ministry form 1701 is not capable of achieving the learning standards stated in the curriculum in one or more subject areas, the use of the BC Proficiency Scale or letter grades is inappropriate. Descriptive feedback reports will be used to describe the students progress until the student's English language development is within the widely held expectations.

C) BC Provincial Proficiency Scale

- a. The four-point Provincial Proficiency Scale is used to communicate student learning in all areas of learning and is a requirement for student reporting for grades K to 9. It is important to recognize that obtaining proficient is not the end of learning. If a student enters a learning experience with proficient understanding or achieves proficient during the school year, the aim becomes to dig deeper and reach toward extending their understanding. Every student has a place on the scale at any given time. The four points on the scale are:
 - i. Emerging - Indicates that a student is just beginning to demonstrate learning in relation to the learning standards but is not yet doing so consistently. Emerging isn't failing. The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.
 - ii. Developing - Indicates that a student is demonstrating learning in relation to the learning standards with growing consistency. The student is showing initial or partial understanding but is still in the process of developing their competency in relation to the learning standards relevant to the expected learning.
 - iii. Proficient- Indicates when a student has demonstrated a complete understanding of the concepts and competences relevant to the expected learning expected learning in relation to the learning standards. Proficient is not synonymous with perfection. Instead, the student is able to demonstrate their learning consistently or most of the time.
 - iv. Extending - Indicates a student is demonstrating learning in relation to the learning standards with increasing depth and complexity. Extending is not a bonus or reward and does not necessarily require the students to do a greater volume of work or at an advanced grade level. The student demonstrates a sophisticated understanding of the concepts and competences relevant to the expected learning.

D) Letter Grades and Percentages

- a. Letter grades and percentages are used in grades 10-12 to indicate a student's learning in relation to the learning standards. The process for letter grade symbols and corresponding percentages and definitions are set out in [Ministerial Order 192/94 The Provincial Letter Grades Order](#).
- b. **A** - 86% to 100% The student demonstrates excellent or outstanding learning in relation to the learning standards.
- c. **B** - 73% to 85% The student demonstrates very good learning in relation to the learning standards.
- d. **C+** - 67% to 72% The student demonstrates good learning in relation to the learning standards.
- e. **C** - 60% to 66% The student demonstrates satisfactory learning in relation to the learning standards.

- f. **C** - 50% to 59% The student demonstrates minimally acceptable learning in relation to the learning standards.
- g. **F** – 0% to 49% The student has not demonstrated or is not demonstrating minimally acceptable learning in relation to the learning standards period prior to assigning an F, it is important students, parents, and caregivers are made aware of any concerns and given a chance to address the needs of the student.
- h. **SG** (Standing Granted) In cases where completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade. SG may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by an adjudication process authorized by the principal or vice principle in charge of a school.
- i. **TS** (Transfer Standing) TS may be granted by the Principal or Vice-Principal in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternately, the Principal or Vice-Principal in charge of a school may assign a proficiency scale indicator or letter grade and percentage on the basis of an examination of those records.
- j. **IE** (Insufficient Evidence) The student has not provided sufficient evidence of learning in relation to the learning standards. IE is used to alert parents, caregivers, and students when a student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards. IE may not always be the most appropriate letter grade to assign and is only appropriate when students, parents, and caregivers have an interest in demonstrating further evidence of learning and would like to have the student’s mark eventually translated into a proficiency scale indicator or letter grade and percentage. Otherwise SG or F may be more appropriate. Examples of when IE might be used:
 - i. A student has recently moved to a new school or the district;
 - ii. a student has been away from school for a significant period of time;
 - iii. A student who is below 50% and needs to provide further evidence of learning to pass a course.

Reference Authority:

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

- Ministerial Order 295/95: [Required Areas of Learning in an Educational Program Order \(PDF\)](#)
- Ministerial Order 638/95: [Individual Education Plan Order \(PDF\)](#)

DRAFT

Learning is ongoing

Students come into every learning situation with their own experiences and background knowledge. A student does not necessarily begin at Emerging or Developing at the beginning of each school year. Similarly, students do not only reach Proficient at the end of the school year. Reaching proficiency is not the end of learning; if a student enters a learning experience with Proficient understanding or achieves proficiency during the school year, the goal becomes to further enhance their learning.



Letter grades and percentages for grades 10-12

Most universities and colleges currently use letter grades and percentages as part of the admissions process. To continue the successful transition of B.C. students to post-secondary learning, letter grades and percentages will remain in the graduation years. However, the Ministry of Education and Child Care will work with post-secondary institutions in the coming years to explore the use of the Provincial Proficiency Scale at Grades 10-12.



Ministry of
Education and
Child Care

**REPORTING ON
STUDENT LEARNING
IS CHANGING IN B.C.**

Brochure for Families

What is student reporting

Student reporting is the assessment and communication of student learning, often thought of as report cards. Every student in B.C. receives communications from the school throughout the school year that provide parents, caregivers, and students with information about student learning.

The way teachers and schools communicate student learning, and the format of traditional report cards is shifting.

Upcoming changes to student reporting

The K-12 Student Reporting Policy Framework (“the framework”) is the result of many years of consultation and engagement with rightsholders, education partners, teachers, families, students, and the public.

The framework provides an overview of the upcoming changes to the K-12 Student Reporting Policy, set to be implemented in the 2023/24 school year.

Student Information

- Shifts in reporting are being made to ensure each student experiences success within the education system
- Student self-assessment of Core Competencies and goal setting gives every student input into their learning, including where they go next
- Graduation status update in Grades 10-12 ensures students know they are on track to graduate

What's new

- Student reporting practices that align with B.C.’s curriculum and provincial assessment system
- Provincial Proficiency Scale at Grades K-9
- Changing the “I” reporting symbol to “IE” to indicate “insufficient evidence” of learning instead of “incomplete” learning
- Student self-assessment of Core Competencies and goal setting, in all grades in the 3 written reports
- Graduation status updates at Grades 10-12
- All learners, including students with a disability or diverse ability, will receive regular communications of student learning in the same way as their peers in any other program

What's the same

- Timely and responsive feedback to families throughout the school year
- 5 communications of student learning; 3 written and 2 of flexible format
- Letter grades and percentages at Grades 10-12
- Written descriptive feedback to accompany scale or letter grade and percentage

CONTACT US

✉ student.reporting@gov.bc.ca

The Provincial Proficiency Scale

The use of the Provincial Proficiency Scale gives students, parents and caregivers a clear understanding of what students can do now and areas for future growth.

Reporting scales are already being used by all districts in the province. There are currently 17 or more known reporting scales in use. The introduction of the Provincial Proficiency Scale will provide consistency and alignment across B.C. schools.

Proficiency Scale	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Benefits of the provincial proficiency scale and descriptive feedback

- Views learning as ongoing, rather than signaling learning is done
- Provides feedback, to both families and students, on where the student is at and how to help them move forward in their learning
- Supports lifelong learning by shifting the focus to developing competencies rather than the achievement of marks
- Maintains high provincial standards by focusing on helping all students attain proficiency in their learning

Committee Info Note
Education-Policy Committee Meeting
September 12, 2023
Agenda Item 6a: – HSHP Table to The Village Initiative

Background:

In 2016, the District began working to build stronger connections with our ministry and non-profit agency partners in hopes of building a more collaborative approach to servicing the needs of students and families in the Sooke School District. Initial work was led in partnership with Island Health with the support of Cindy Andrew, who was contracted as the Healthy Schools Healthy People consultant. The first phase involved reaching out to various ministries, municipalities, and non-profit service organizations and engaging in relationship building sessions and activities. Eventually the focus moved to establishing terms of reference for the group and short-term and long-term goal setting. The initial group was named the Healthy Schools Healthy People Community Table. Over time the group grew to over 40 participating organizations including Island Health, BGCSVI, Thrive, SFRS, MFRS, Pacific Center, local Parks and Recreation, local municipalities, local and regional libraries, etc., etc.

Current Context:

Over time, with the help of professional facilitation, the table evolved into what is known as The Village Initiative (TVI). As mentioned, The Village Initiative (TVI) took root when the Sooke School District and Island Health started a conversation with community partners, recognizing that the health and wellbeing of children, youth, and families are best supported through an all-hands-on-deck approach – a Village. The group is currently funded in part by the United Way Southern Vancouver Island and has staff supporting the groups' efforts.

TVI works to champion shared solutions to the program delivery challenges faced by community organizations in one of BC's fastest growing regions. The network is guided by a stewardship committee of which the Sooke School District (as a founding member) is a member. Other members of the stewardship committee include Island Health, BGC Southern Vancouver Island, Canadian Mental Health Association (BC Division), Pacific Centre Family Services Association, Thrive Social Services, WorkLink Employment Society, and United Way Southern Vancouver Island. TVI membership includes the following groups and organizations:

Beacon Community Services
BGC South Vancouver Island
Canadian Mental Health Association, BC Division
Capital Region Food & Agriculture Initiatives Roundtable
Children's Health Foundation
City of Colwood
City of Langford
Community Social Planning Council of Greater Victoria
District of Sooke
Family Services of Greater Victoria
First Nations Health Authority
Food Share Network
Goldstream Food Bank
Greater Victoria Local Immigration Partnership

Greater Victoria Public Library
 Hulitan Family and Community Services Society
 Island Health – Mental Health and Substance Use, Children, Youth and Families, Public Health, Priority Populations
 Island Health – Public Health
 Island Métis Family & Community Services Society
 Juan de Fuca Performing Arts Centre Society
 KidSport Greater Victoria
 Learning through Loss
 Mennonite Central Committee
 MCFD Child & Youth Mental Health
 Military Family Resource Centre
 Mustard Seed Food Bank
 OneAbility
 Pacific Centre Family Services
 PISE (Pacific Institute for Sport Excellence)
 Royal Roads University
 Salvation Army
 Saunders Family Foundation
 SEAPARC Leisure Complex
 Sooke Family Resource Society
 Sooke Food Bank
 Sooke Region Communities Health Network
 Sooke School District
 Sooke Shelter Society
 Threshold Housing
 Thrive Social Services
 United Way of Greater Victoria
 United Way Southern Vancouver Island
 University of Victoria Centre for Youth & Society
 Vancouver Island Regional Library
 Victoria Immigrant and Refugee Centre Society
 West Shore Arts Council
 West Shore Chamber of Commerce
 West Shore Parks & Recreation
 Westshore Town Centre
 WorkLink Employment Society
 YMCA-YWCA of Vancouver Island

Next Steps:

The District will continue to work as a member of the TVI stewardship committee and to seek opportunities to collaborate with our valued partners as we address space, staff and resource requirements to better meet the need of students and families in our region. Associate Superintendent Dave Strange will continue to serve as the District representative.

Submitted with Respect,

David Strange
 Associate Superintendent

Committee Info Note
Education-Policy Committee Meeting
September 12, 2023
Agenda Item 6b: Global Stewardship Program

Background:

- At the April 25, 2023 public meeting of the Board of Education, the following motion was adopted:
 - “That the Board of Education for School District 62 (Sooke) direct the Superintendent to develop a Global Stewardship Program for SD62 to be reviewed through the Education-Policy Committee for the purpose of initiating opportunities to support SD62 students becoming global citizens.”
- This motion stemmed from the previous Chair’s visit to the Ukraine in partnership with the City of Langford and Global Medic. During this visit, the previous Chair began to establish educational relationships with schools in the Ukraine, creating a desire for SD62 students to engage in deeper global connections and understandings.

Current Context:

- In support of the Board’s motion, district staff, through our Curriculum Transformation and International Program departments, have begun reviewing current activities and options to meet the desires of the Board.
- Global Stewardship Programs can connect to career exploration, shared connection, and “bringing the world into classrooms”. There are several initiatives currently underway in the school district, and different opportunities to move forward in this work. Current related initiatives include:
 - Professional learning one day session – Learning for a Sustainable Future; Climate Change
 - National Education Association Global Citizenship Goals digital lessons for K-12 shared with school curriculum advocates (ACTs) representatives
 - Sister school relationships: France, Japan
 - GISP: Global and Intercultural Skills Program
 - Cultural Ambassador programs in secondary schools
 - Purchase of *Orca Footprint* literacy resources for teacher use from in the District Resource Centre:
 - Every Last Drop – Bringing clean water home
 - Dive In – Exploring our connection with the ocean
 - Better Together – Creating community in an uncertain world
 - Let’s Eat – Sustainable food for a hungry planet
 - Down to Earth – How kids help feed the world
- Programs could include:
 - Classroom study
 - Engaged service learning
 - Specific classes or programs at the secondary level to: a) improve the local community (e.g. homelessness, mental health, gender inequality), and b) make improvements in a developing country (e.g. fundraising for a project, travel and in-person contributions).
- Program outcomes could include:
 - Increased empathy with and for others,
 - Valuing diverse perspectives and cultures,
 - Understanding how events around the world are interconnected,
 - Solve problems, locally and internationally, and
 - Think beyond borders.

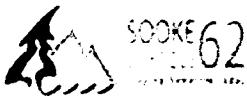
- Within SD62, a proposed program could involve:
 - A select group of educators and students exploring these themes through an established framework that deepens their understanding of what it means to be a global citizen or steward.

Next Steps:

- Upcoming opportunities for educators and students:
 - Aga Khan Foundation
 - Collaboration with *Learning for a Sustainable Future*
- That the Education-Policy Committee provide feedback to district staff on what potential programs or initiatives should be further developed.

Submitted with Respect,

Scott Stinson,
Superintendent/CEO



Permission to Conduct Non-Board-Initiated Research

Date of application	July 25, 2023
Applicant's Name	Cynthia Berenyi
Address	140-3501 Dunlin Street Victoria, B.C. V9C 0P7
Phone Number(s)	250-893-9967
E-Mail Address	cynthiadianne@hotmail.com
Present Position	Grade 5 Teacher at Savory School
SD62 Employee?	Yes
Affiliated institution or organization	Savory School
Name of facility supervisor (if applicable)	Natalie Dewey - Yorkville University Supervisor, Wendy Kraglund- Gauthier, Yorkville University, Associate Dean (Research) Supervisor, Renee Hislop - Savory School's Principal
Title of study	Investigating Social-emotional and Mindfulness Techniques to Enhance Learning, Development and Well-being for Children
Type of study	Using action research to investigate mindfulness and social-emotional practices daily for three consecutive weeks for Grade 2/3 and 5 students under the guidance of myself and with support from the Grade 2/3 teacher
Requested date to start and anticipated end date	September 25-October 13, 2023
Type of participants (i.e. student, parent, teacher, support staff)	Grade 2/3 and Grade 5 students
Any specific cohort focus	Grade 2/3 and Grade 5 students will participate in action research that will consist of the introduction of social-emotional and mindfulness techniques such as body awareness, breathing technique, meditation, and body movement.
Plan for recruitment to study	Students will be informed of the mindfulness and social emotional learning that will be occurring in the classroom daily for three weeks. They will be informed that their data can be used for research purposes and parent consent forms will be sent home.
Specific location(s) of study	Students from the Grade 2/3 class will come over to the Grade 5 classroom during the school day in Savory Elementary School. Surveys will be done with a neutral teaching other than the primary teacher in another classroom.
Data collection tools	Data will be collected via surveys prior to and following the intervention from the students. These surveys will then be triangulated with narrative data collected through an interview with the group of students' classroom teacher, coupled with my own reflections.
Ethics approval, date and organization	Yorkville University Research Ethics Board will have forms submitted by July 31, 2023 and they will meet August 31, 2023. Approval will be granted from both SD 62 and Yorkville University REB before any research will begin.

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

Introduction

With my capstone inquiry, I wish to investigate the efficacy of social-emotional and mindfulness techniques in improving academic performance, socio-emotional development, and overall well-being among school children in Grades 2-3 and 5 in a local public elementary school. This capstone inquiry aligns with The B.C. Ministry of Education's Physical and Health Education curriculum, which focuses on well-being and the connection between physical, mental, intellectual and social health. Social-emotional learning and mindfulness tools alone have limitations, and in combining mindfulness and social-emotional learning, each complement one another in encouraging self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Avila, 2019).

As a teacher in this elementary school, I have seen an increase in student dysregulation within the last 10 years and the pandemic highlighted what I have observed to be the growing social-emotional needs of children. During the pandemic, students missed out on key school-based social learning opportunities such as assemblies and community gatherings, which caused an impact on social-emotional growth. Watching students academically suffer because they cannot regulate their emotions has prompted me to research effective strategies and tools that can support students in their learning and well-being.

Mindfulness means paying attention on purpose, in the present moment and without judgment (Buggy, 2018). As a trained yoga instructor, a teacher with Social-emotional Heart-Mind online training, and a teacher who has been a part of a Mindfulness for Educators' program for over four years, I have learned effective strategies of mindfulness and social-emotional learning for myself and have been trained in skills to teach and support others. These strategies have been essential in regulating my own emotions, especially during challenging times, such as

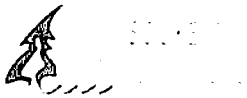
the passing of my father and surviving a car accident. Some of the effective strategies I have learned include body awareness, breathing technique, meditation, and yoga movement. When I was a child, the emphasis in school was solely on academic achievement and most of my emotional regulation was taught at home or learned later on in life.

Covid-19 pandemic caused a rise in stress, mental health, and externalizing behaviours in children across this globe, which impacted teachers, families, and school environments and illuminated the need to implement self-regulation skills to support diverse needs of students in the education system (Bockmann & Yu, 2022). As an educator in the current context of schooling, I have a responsibility to meet students' diverse needs and to equip students with the necessary skills to thrive in life. Through a holistic lens, students need necessary skills to thrive, which include academic skills as well as strategies and supports for social-emotional well-being. The Ministry of Education Diversity in BC Schools framework recognizes the boards of school trustees, school district officials and other school leaders have a unique responsibility and a challenging duty to address increasing diversity in both the educational and operational aspects of schooling (Ministry of Education, 2008). With this research, I hope to honour diverse perspectives by creating safe spaces for individuals to share.

Research Questions

The issue of children having social-emotional needs points to a need for research that further develops solutions to support the development, learning and well-being of children in an educational context. Research problems lead to research questions (Bell & Waters, 2018). With my proposed research, I seek to find ways to bridge these social and academic gaps in school children by examining the following questions:

- What is the impact of integrating social-emotional and mindfulness techniques on students' academic performance?
- How does social-emotional and mindfulness techniques influence students' social skills, emotional regulation and overall well-being?
- What are effective strategies for implementing social-emotional learning and mindfulness practices in the classroom?



Permission to Conduct Non-Board-Initiated Research

Date of application	June 20, 2023
Applicant's Name	Zhimei Gu, Ph.D.
Address	100 Leek Crescent, Unit 10, Richmond Hill, ON L4B 3E6, Canada
Phone Number(s)	(905) 513-6636
E-Mail Address	zhimei.gu@canadiantestcentre.com
Present Position	Senior Research Psychometrician
SD62 Employee?	No
Affiliated institution or organization	Canadian Test Centre
Name of facility supervisor (if applicable)	
Title of study	Cat5 National Data Collection Study
Type of study	Collecting a nationally and regionally representative sample of student achievement data for K-12 with Cat5
Requested date to start and anticipated end date	Fall 2023: anytime between September 05 and November 30, 2023 Or Spring 2024: anytime between March 01 and June 30, 2024 (Teachers can decide when to administer the Cat5 subtests within the testing window as part of their class activities.)
Type of participants (i.e. student, parent, teacher, support staff)	Test taker: student Test administrator: teacher May need 1 IT personnel to set up IT requirements
Any specific cohort focus	None
Plan for recruitment to study	Would like to invite all the schools in the district to participate (Information Letters and Consent Forms for Principal, Teacher and Parent/Guardian have been attached.)
Specific location(s) of study	Classrooms that have access to the internet and access to devices (Chromebooks/tablets/computers) with the Cat5 secure browser application installed
Data collection tools	The 5th edition of the Canadian Achievement Test (Cat5) Cat5 Norming Test Principal and Teacher Questionnaires
Ethics approval, date and organization	The Ethics Approval Letter (University of Alberta, Sept. 2020) has been attached.

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

Research Proposal for Cat5 National Data Collection Study

Zhimei Gu, Ph.D., Canadian Test Centre
David Galati, Ed.D., Canadian Test Centre

Purpose of Study

The purpose of the Cat5 National Data Collection Study is to collect a nationally and regionally representative sample of student achievement data for K-12 using the subtests in the 5th edition of the *Canadian Achievement Test*. Data collection has started in fall 2022 and will continue during fall 2023 and spring 2024.

Canadian Achievement Test (CAT) is a curriculum-based assessment battery that assesses Mathematics and Language achievement of K-12 students. The fourth edition of CAT is used by thousands of schools across Canada, so it is important to update CAT in view of current curriculum and normative data. The fifth edition of the *Canadian Achievement Test* (Cat5) will be published by the fall of 2026. Cat5 is aligned with current curricula for Mathematics and Language and is web-based; all of the subtests are administered online using tablets or computers. Students respond on their tablets/computers using the fill-in-the-blank, drag-and-drop and multiple-choice formats. The subtests are scored automatically by the on-line system.

This Cat5 study will collect the data needed to determine K-12 vertical (developmental) scales, establish achievement growth curves (nationally and regionally) from K to 12, and place grade-level benchmarks on continuous scales from K to 12. (This study seems to be the only study of this kind and scope in Canada.) A nationally representative sample of student achievement is important for establishing accurate developmental scales and norms, and representation from SSD schools is important to acquiring a nationally and provincially representative sample.