



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams
April 5, 2022 – 6:00 p.m.**

Present: Ravi Parmar, Board Chair (Acting Committee Chair)
Margot Swinburnson, Trustee (Committee Member)
Dianna Seaton, Trustee (Committee Member)
Christina Kempenaar, STA
Lou Leslie, CUPE
Sandra Arnold, SPEAC
Georgette Walker, SPVPA
Scott Stinson, Superintendent/CEO
Paul Block, Associate Superintendent
Stephanie Hedley-Smith, Associate Superintendent
Dave Strange, Associate Superintendent

Guests: Harold Cull, Randy Cobb, Vanessa White, Jamie Adair, Denise Wehner, Bryan Johnson

Regrets: Allison Watson, Trustee (Committee Chair)

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, Ravi Parmar**

Acting Chair, Ravi Parmar, welcomed everyone to the meeting and passed on regrets from Chair Watson. Mr. Parmar welcomed people back from the break with hopes that everyone had an enjoyable Spring break. The committee and guests were informed that today's meeting is hybrid with members and guests attending both in person and virtually through MS Teams.

3. **COMMITTEE REPORT** of March 1, 2022 Education Standing Committee meeting

The committee report for the March 1, 2022 Education-Standing Committee meeting was reviewed 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** (attached)

a. Draft Revised Policy and Regulations F-100 "Transportation" – Harold Cull and Randy Cobb

Harold Cull presented on the draft revised policy and regulations and began with an overview of the proposed changes that had gone out through the Notice of Motion process. Based on feedback, the only change made to the proposal was to revert to the original policy language that supported out of catchment bussing to students attending programs of choice and academies.

In addition, an overview of several proposed operational changes was provided. Randy Cobb, Transportation Manager, also provided insight regarding the work being done to plan more efficient routes that may lead to cost savings. Discussion and questions followed.

Recommendation

Given the required period for Notice of Motion for draft revised Policy and Regulations F-100 “Transportation” has been served, that the Board adopt the revised Policy and Regulations F-100 “Transportation”.

6. **NEW BUSINESS** (attached)

- a. Presentation – VTRA Team - Safe & Healthy Schools – Vanessa White, Jamie Adair, Lou Leslie
The Safe Schools team of SD62 presented on their work in the district. This included a review of each team member’s roles and responsibilities. Discussion and questions followed.
- b. Presentation - Curriculum Transformation Operational Plan Update– Denise Wehner
Denise Wehner provided an update on progress made in implementing the Curriculum Transformation Operational Plan Update. Discussion and questions followed.
- c. Presentation - Na’tsa’maht Enhancement Agreement Renewal – Bryan Johnson
Bryan provided an update on the work ongoing to renew the Enhancement Agreement. An overview of the process was provided including timelines and events that are being offered in support of the process. Discussion and questions followed.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** May 3, 2022



SOOKE SCHOOLS 62
Shaping Tomorrow Today

VTRA TEAM PRESENTATION

ED POLICY MEETING
APRIL 5, 2022

1

Our Team

- 

Lou Leslie:
Youth Outreach
Worker
- 

Jamie Adair:
Safe Schools
Coordinator
- 

Vanessa White:
District Principal
– Safe & Healthy
Schools
- 

David Strange:
Associate
Superintendent
- 

Safer Schools
Together &
Ministry of
Education ERASE
Team

 3

2



Our Roles

As a team, we meet weekly to review high risk situations and developing worrisome concerns and monitor progress on continued support

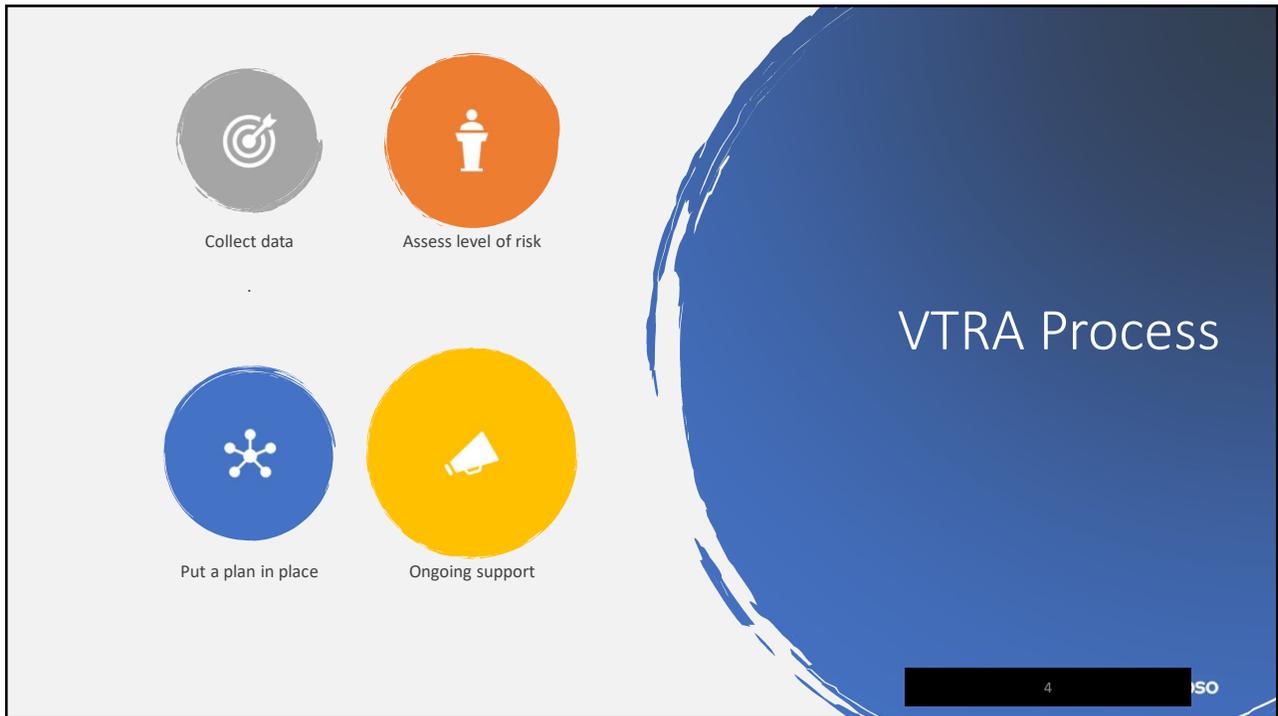
Lou Leslie
Provides wraparound support and ongoing check-ins with youth who have been involved with worrisome behavior, maintains database of completed reports

Jamie Adair
Conducts risk assessment, assists PVP in documentation of Worrisome or VTRA reports, liaises with RCMP/SST, provides consultation for developing Student Safety Plans

Vanessa White
Oversees team, organizes training, collaborates with tri-district partners, provides District Based Team consultation

Contoso 4

3



VTRA Process

Collect data

Assess level of risk

Put a plan in place

Ongoing support

Contoso 4

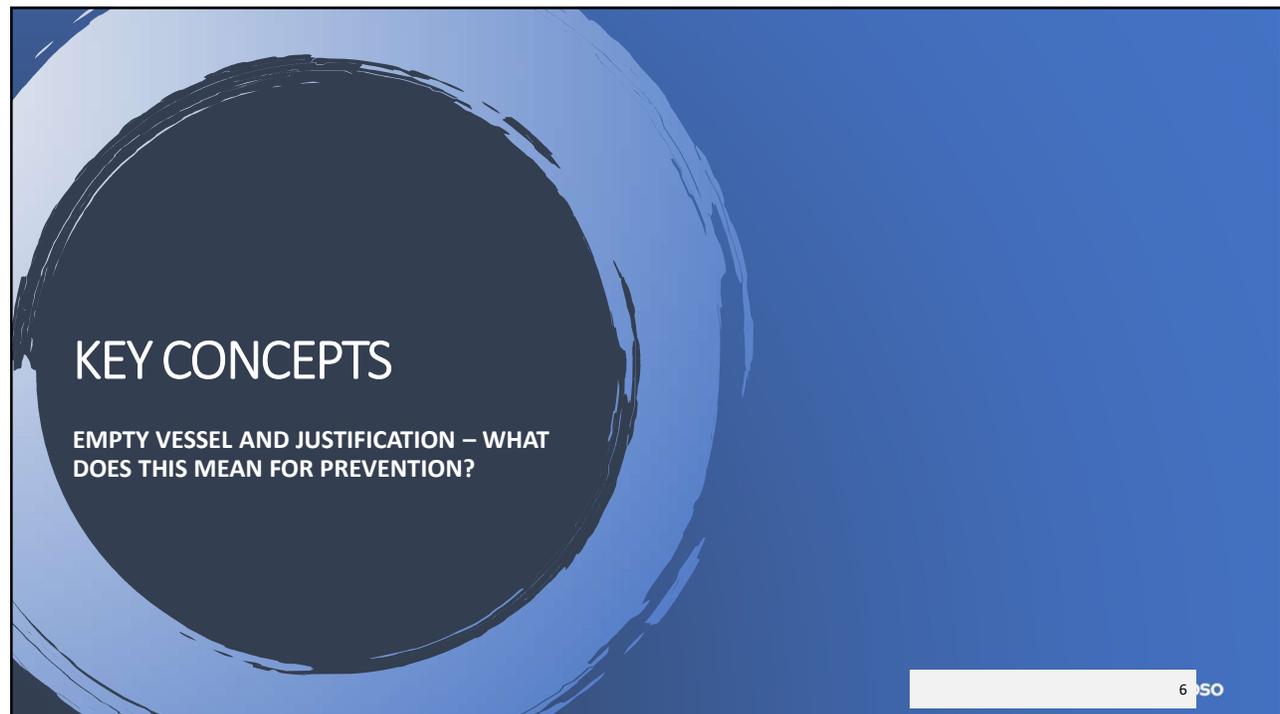
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High Risk Behaviour That May Trigger a VTRA

- Verbal/written threats to harm or kill others (“clear, direct, and plausible”)
- Threats made via social media to harm, kill, or cause serious property damage
- Serious violence or violence with intent to harm or kill
- Indicators of suicidal ideation as it relates to fluidity (homicidal/suicidal)
- Weapon possession (including replicas)
- Bomb threats (or possession/detonation of devices)
- Hate incidents motivated by factors including, but not limited to: race, culture, religion, and/or sexual orientation
- Sexual intimidation, sextortion, extortion, or assault
- Domestic, interpersonal, relational violence
- Gang-related intimidation and violence
- Fire setting (contextual)
- Section 28 Mental Health Act apprehension

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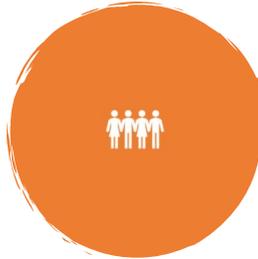


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Our Year



Level 2 VTRA's



Worriesome Reports



Level 1 VTRA's

While we have done only a handful of Level 2 VTRA's this past year, we've been involved in countless Worriesome Behaviour Reports and Level 1 VTRA's started at the school level. Our goal has been to intervene at this lower level or risk and place supports early in order to offset the need for the higher risk intervention.

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Our Changing Context – some stressors on the system



Rapid Growth

Makes it difficult to maintain culture and to maintain routines and expectations



Lots of new staff

Increased training demands

Sooke School District #62



Impact on sense of community and belonging

Takes time for students to form relationships



COVID and online hours

Students have spent more time online and are struggling with mental health concerns

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Gangs and Guns Grant

Gang activity prevention grant
\$10,500

- Gym membership
- Athletic Wear
- Snacks
- Create a sense of belonging and healthy lifestyle choices
- Concentrated at Westshore Colwood

9 ISO

9



Next Steps

Increase in team

- With our steady increase in population, we need to be looking to the future for how to grow this team
- Concern when any one of us is away – risk
- Grant-based funding model

10 ISO

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Operational Plan
2021-2025

Update
Spring 2022



SOOKE 62
SCHOOLS

Curriculum Transformation
Meaningful Collaboration & Learning
L'apprentissage collaboratif

1



Collaborative Professionalism

Collaborative professionalism is a framework for working together to increase collective efficacy for educators and for leaders.

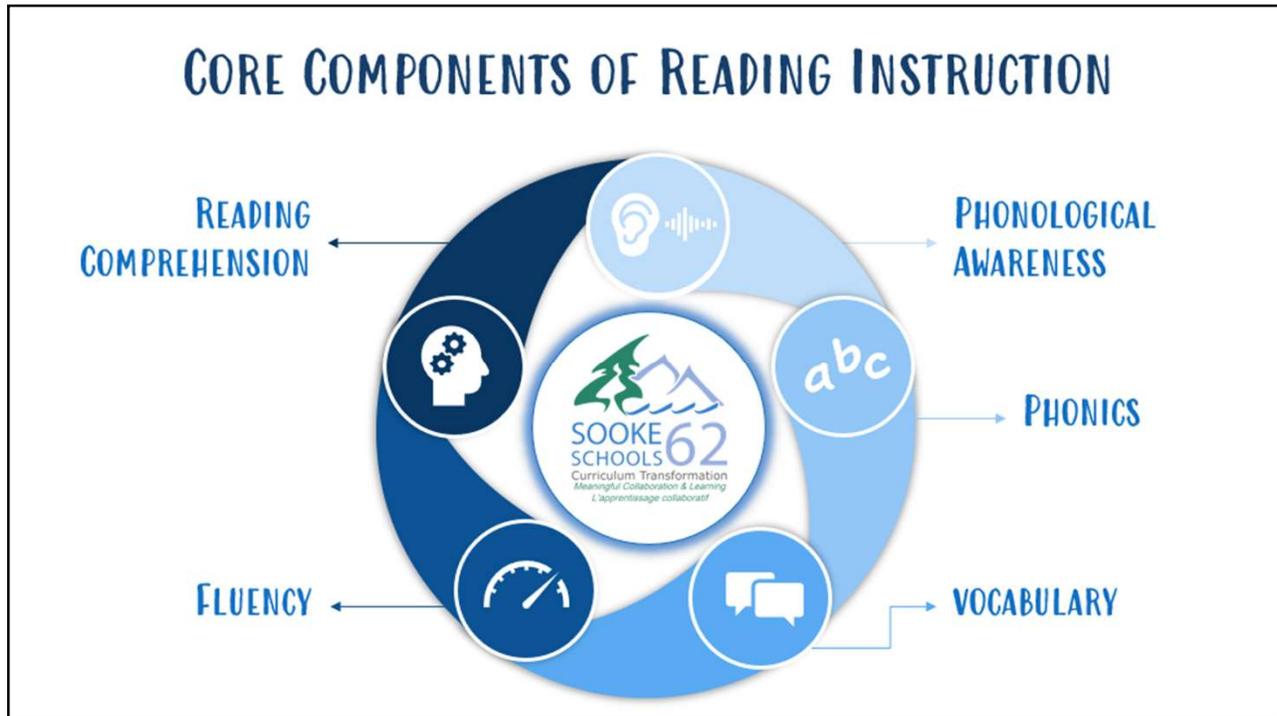
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Goal #1	To enhance and develop students' literacy competencies.
	<p>Strategies</p> <ul style="list-style-type: none"> 1.1 Explore and implement structures for literacy instruction coordinated with intervention strategies through in-service literacy learning series and learning rounds. 1.2 Cross departmental collaboration (ELL, Indigenous, ESD, Inclusive Education, Safe and Healthy Schools) to develop and deliver Tier 1 literacy learning series. 1.3 Establish and resource a baseline of literacy resources in schools. 1.4 Promote the use of formative assessments and screening tools.

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Goal #2	To enhance and develop students' numeracy competencies.
	<p>Strategies</p> <p>2.1 Support the use of developmentally appropriate practices to promote meaningful student learning in numeracy in numeracy series.</p> <p>2.2 Establish and resource a baseline of numeracy resources in schools connected to the learning series.</p> <p>2.3 Promote the use of formative assessments to inform instruction.</p>

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Building Thinking Classrooms in Mathematics Grades 4-12

VERTICAL NON-PERMANENT SURFACES

in math class

WHITEBOARD

You can also use...

Chalkboards!

Windows with whiteboard markers

↓ **TIME TO 1ST NOTATION**

Start writing faster
take risks

$3x + 5 = 10$

erasable! →

↑ **Eagerness Participation Discussion Persistence**

↑ **NON-LINEARITY of work**

more accurately reflects thinking process

↑ **MOBILITY OF KNOWLEDGE**

groups talk compare share

Research: @pglijedah1
Sketchnot: @wheeler_laura

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Goal #3	To support inclusive, meaningful learning experiences aligned with the BC K-12 Curriculum.
	<p>Strategies</p> <p>3.1 Interdepartmental collaboration to support competency based learning in classrooms for teachers and learning assistance teachers.</p> <p>3.2 Support pedagogically sound instruction and assessment practices and Communicating Student Learning (CSL) at all levels.</p> <p>3.3 Foster a culture of collaborative professionalism.</p> <p>3.4 Collect, curate and share resources and strategies that support 'uncovering the curriculum' with curricular competencies and content at all levels.</p> <p>3.5 Foster continued relationship with the University of Victoria to attract and retain new teachers.</p>

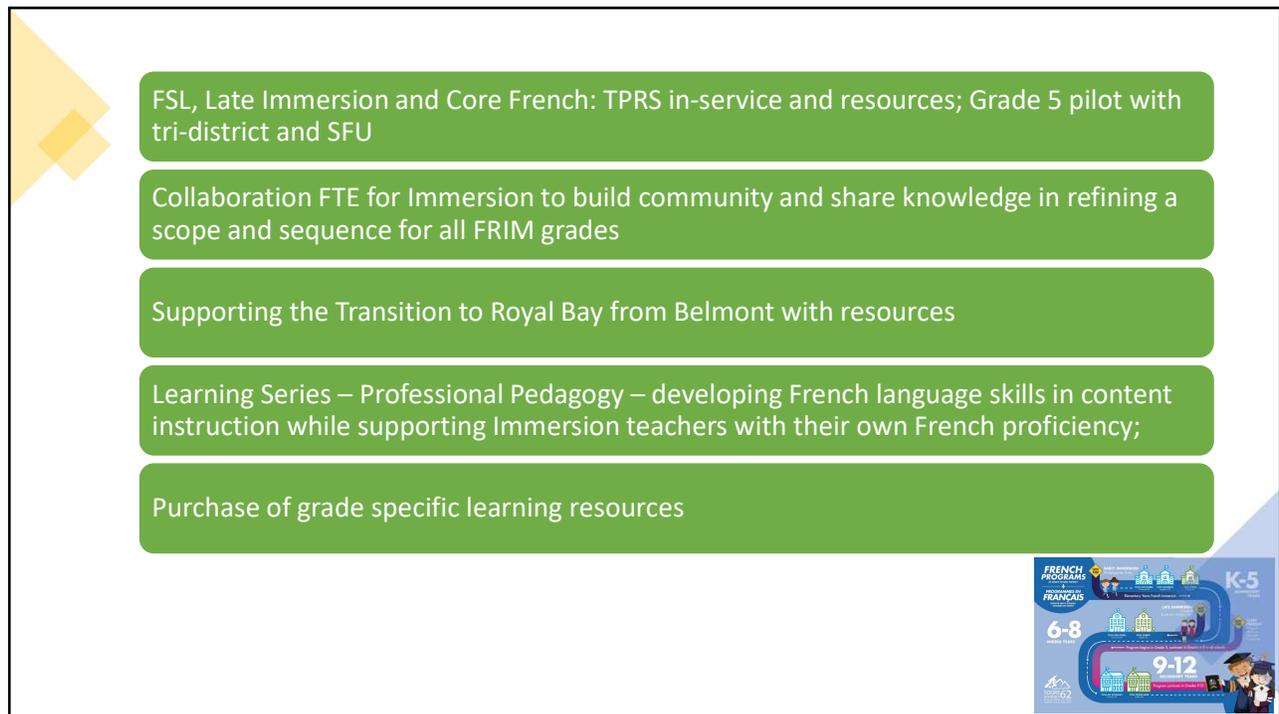
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Classroom Learning Demonstrations;	Collaborative Inquiry Grants;	School Based Learning Impact Inquiry Processes;	Learning Series offerings
Teacher Librarians - Library support	New school resources	Residencies	Coordinator Collaboration
Snacks and Chats Professional Book Clubs	Proficiency Benchmarks	Secondary Assessment	Design Thinking

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Goal #4	To support and enrich French Immersion programs.
	<p>Strategies</p> <p>4.1 Increase access to French language resources.</p> <p>4.2 Support French Learning assistance and interventions.</p> <p>4.3 Foster a culture of inquiry and collaborative professionalism for French Immersion teachers across the district.</p> <p>4.4 To support French immersion teachers' French language proficiency.</p> <p>4.5 To support Core French instruction and late immersion.</p>

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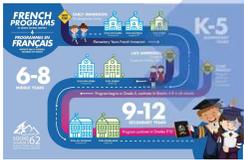
FSL, Late Immersion and Core French: TPRS in-service and resources; Grade 5 pilot with tri-district and SFU

Collaboration FTE for Immersion to build community and share knowledge in refining a scope and sequence for all FRIM grades

Supporting the Transition to Royal Bay from Belmont with resources

Learning Series – Professional Pedagogy – developing French language skills in content instruction while supporting Immersion teachers with their own French proficiency;

Purchase of grade specific learning resources



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Goal #5	To promote high quality and equitable early years learning opportunities and to ensure supportive transitions for children and families to kindergarten.
	<p>Strategies</p> <p>5.1 Support awareness and implementation of the Early Learning Framework, Play Today, and Let's Play.</p> <p>5.2 Implement 'Welcome to Kindergarten' philosophies and events across every elementary school;</p> <p>5.3 Continue to support nature kindergarten programming and resource infrastructure;</p> <p>5.4 Continue to support, strengthen and grow the 'Kindergarten & Early Childhood Educator' (K/ECE) partnerships;</p> <p>5.5 Participate in the collection of EDI data bi-annually to guide and inform planning;</p> <p>5.6 Strengthen community-based connections and relationships.</p>

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Seamless Day Pilot –
Millstream Elementary

École Millstream Elementary

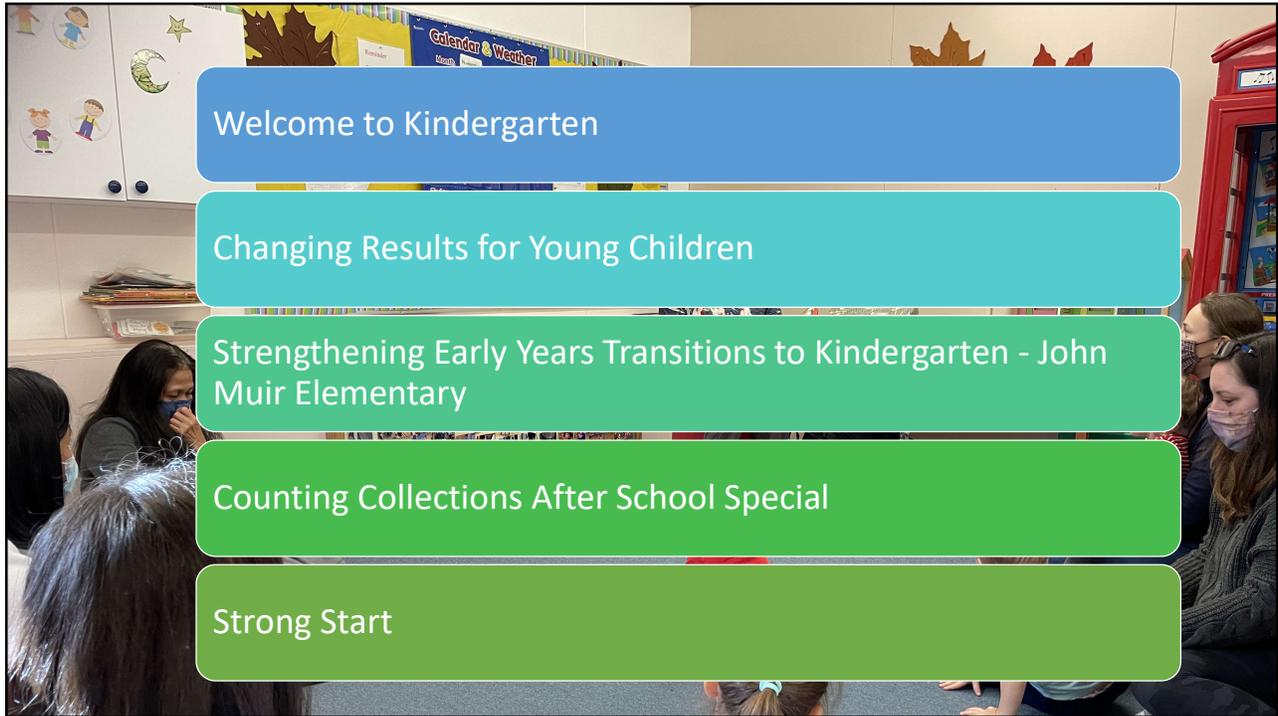
Seamless Extended Day

Parent Brochure

Seamless Extended Day is a unique program that provides before and after school care for students in Kindergarten. Students are able to stay in a school-based caring, play-based environment throughout the day. This allows the educators to better meet the needs of the child and expand on their interests and “wonders”. The team of educators includes a classroom teacher and two Early Childhood Educators (ECE). With fewer transitions for the students, and team collaboration between the educators, students will excel in all aspects of their development.



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Goal #6	To develop and utilize technology as a purposeful tool for quality learning experiences.
	<p>Strategies</p> <p>6.1 Weave alignment with the goals in the Information Technology (IT) Operational Plan connected to learning and assessment.</p> <p>6.2 Establish a district catalogue of approved digital application and technical standards for use in schools in accordance with curricular objectives.</p> <p>6.3 Support educator and student with digital literacy and digital citizenship competencies.</p>

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Digital Governance Process and Privacy Review of educational software platforms

Review and pilot for the replacement of Freshgrade as a digital portfolio for Communicating Student Learning (CSL)

Privacy Awareness Training

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- There are many roads that students can take on the path to becoming educated global citizens.
- The Curriculum Transformation Department is here to collaborate meaningfully with staff with the ultimate goal in supporting our students.

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Na'tsa'maht Enhancement Agreement Renewal



Sooke School District April 5, 2022

Sooke School District acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuuchahnulth: Pacheedaht Nation to the west. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

We appreciate the contributions of the Métis, Inuit and other Indigenous partners that reside in the territory, shaping and strengthening these beautiful lands.

Visual Territory Acknowledgement – Artist Connie Watts



1

Refreshing our memory...the creation of the first Na'tsa'maht Enhancement Agreement...

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

"Na'tsa'maht means...

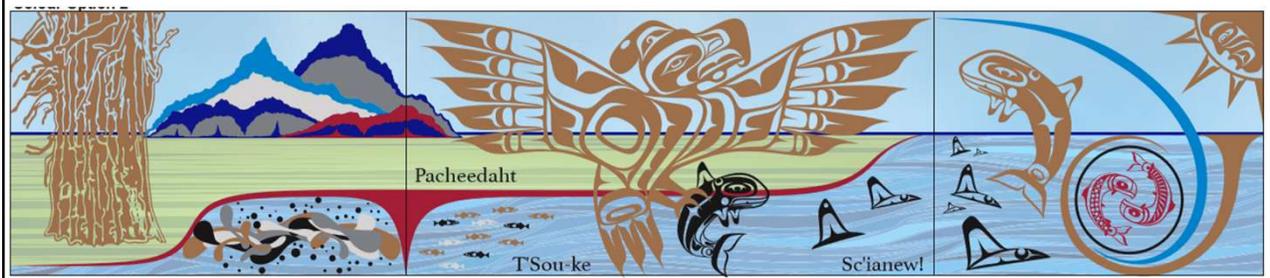
being of one mind, one spirit.
Together, working side by side,
supporting each other, walking together.
Good mind, good spirit for the good of our children,
for the good of Mother Earth sustaining us."

– Elder Shirley Alphonse

2

One Mind...

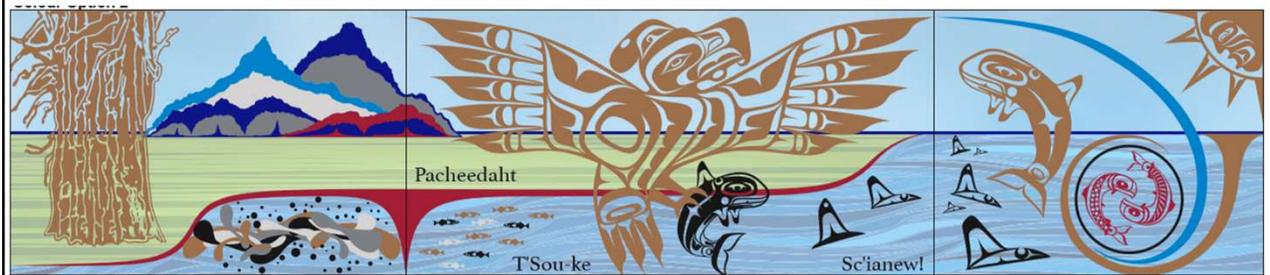
To continue to build the intellectual, emotional, physical and spiritual strengths of Aboriginal students from their early years, leading to a Dogwood Diploma, and preparing them for post-secondary education, by providing safe, flexible, and culturally responsive learning environments.



3

One Spirit...

To continue awareness and knowledge of local First Nations, Metis, and Inuit: languages, cultures, histories and contemporary practices created through community collaboration and authentic resources founded on the First Peoples' Principles of Learning.



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NEA Renewal Consultation Process Terms of Reference:

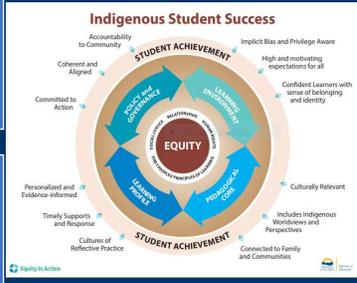
- Revisit the current goals in the enhancement agreement, ensure the goals continue to create equity and enhance opportunities for Indigenous students and families.
- Ensure that all partners and stakeholders understand the relationship between the Na'tsa'maht Enhancement Agreement and the Na'tsa'maht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



5

Informing the Goals...the Na'tsa'maht Education Department's Annual Operational Plan

Structures, strategies and success indicators are embedded in the Operational Plan including...	<i>Truth and Reconciliation activities at all schools September 2021</i>	<i>Ministry of Education: How are we doing report?</i>
<i>Equity in Action Annual School Plans</i>	<i>Department Staffing at Elementary, Middle and Secondary</i>	<i>T'Sou-ke Sencoten Kindergarten Language Program</i>
<i>Elders/Knowledge Keepers in Residence</i>	<i>Role Model Program</i>	<i>School Based Cultural Supply Budgets</i>



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NEA Consultation Process Timeline:



- General Public Survey and Partner Group Survey
April 4th to April 22nd (3-week window)
- General Public Community Engagement Gathering:
April 11th Saseenos Elementary 5:30 to 7:30pm
- General Public Community Engagement Gathering:
April 12th Ruth King Elementary 5:30 – 7:30pm
- Middle/Secondary Student Forums
 - Dunsmuir April 12th
 - Belmont April 13th
 - Westshore Colwood April 19th
 - Ecole John Stubbs April 20th
 - EMCS April 21st
 - Royal Bay April 25th
 - Westshore Sooke April 26th
 - Journey April 27th
 - Spencer May 4th
- April 5th – Leadership Meeting Consultation Activity
- April 20th NIEC Consultation Activity
- May/June: Drafting, Revising and completion of document, submission for publication
- June 28th: Board Presentation at monthly Board meeting
- Thursday, September 29th Enhancement Agreement Signing and Celebration held prior to September 30th Truth and Reconciliation Day



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Guiding Questions...

“Na'tsa'maht means...
 being of one mind, one spirit.
 Together, working side by side,
 supporting each other, walking together.
 Good mind, good spirit for the good of our children,
 for the good of Mother Earth sustaining us.”
 – Elder Shirley Alphonse

Does the One Mind goal continue to create equity and enhance opportunities for Indigenous students and families?

Does the One Spirit goal continue to create equity and enhance opportunities for Indigenous students and families?

What ideas or suggestions related to the One Mind One Spirit Goals and the Operational Plan should be considered as we enrich and recommit to the Na'tsa'maht Enhancement Agreement?

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Trusting
relationships,
authentic
consultation,
accountability...

Hych'ka - Coast
Salish
Kleco Kleco - Nuu-
chah-nulth
Marsee – Michif

Na'tsa'maht Indigenous Education...working together to improve the success of Indigenous students and increase knowledge and respect for Indigenous culture, language and history among all students in SD62!

