




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 June 4, 2024 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-June-04-2024>

<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
June 4, 2024 – 6:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
2. **Opening Remarks from Chair, Cendra Beaton**
3. **COMMITTEE REPORT** of May 7, 2024 Education-Policy Committee meeting (attached) **Pg. 3**
4. **BAA COURSE PROPOSALS**
There are no BAA course proposals for this meeting.
5. **REVIEW OF POLICIES/REGULATIONS**
There are no policies/regulations for this meeting.
6. **NEW BUSINESS** (attached)
 - a. SD62 Operational Plan 2024-25 – Paul Block **Pg. 5**

Recommended Motion:
That the Board of Education of School District 62 (Sooke) receive the 2024-25 Operational Plan.
 - b. Feeding Futures Year-End Report – Dave Strange and Matthew Kemshaw **Pg. 14**
7. **FOR INFORMATION**
 - a. Presentation – Research Project Approval Follow-Up – Trisha Renken-Sebastian – “Speaking Across Barriers: How Parents in a Canadian Public School System Learn About Their Children’s Diversity Education” <https://dspace.library.uvic.ca/items/60f28e5a-c0f0-4fd0-9156-07f57a055e8d> **Pg. 16**
 - b. Research Project Approval – Ministry of Education and Child Care – “How do BC School Districts Support Assessment and Instruction in Literacy and Numeracy?” **Pg. 25**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** tba



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
May 7, 2024 – 6:00 p.m.**

Present: Cendra Beaton, Trustee (Committee Chair)
Allison Watson, Trustee (Committee Member)
Trudy Spiller, Trustee (Committee Member)
Russ Chipps, Trustee
Christina Kempenaar, STA
Tim Hamblin, CUPE
Georgette Walker, SPVPA
Nevada Kaludjar, SPEAC
Paul Block, Superintendent/CEO
Dave Strange, Associate Superintendent
D'Arcy Deacon, Associate Superintendent

Guests: Jen Nixon

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**

We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)

2. **Opening Remarks from Chair, Cendra Beaton**

Chair Beaton opened the meeting celebrating student success in School District 62. In addition, the Chair recognized that last week was Teacher Appreciation Week and offered thanks to those doing the work. Superintendent Block raised awareness of the upcoming Tri-District Indigenous Grade 12 gathering ceremony.

3. **COMMITTEE REPORT** of April 4, 2024 Education-Policy Committee meeting

The committee report for the April 4, 2024 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

5. **REVIEW OF POLICIES/REGULATIONS**

There were no Policies/Regulations for this meeting.

6. **NEW BUSINESS**

- a. Spencer Middle School Red Dress Day Activities – Jen Nixon
Principal Nixon introduced student presenters from Spencer Middle School (Nyah, Taylor Bro, Uswa, Nova). Ms. Nixon introduced the purpose of recognizing Missing and Murdered Indigenous Women, Girls and Two Spirited People (MMIWWG2S) and identified connections to the Educated Citizen within the BC Curriculum. Ms. Nixon recapped the student march that took place on Friday, May 3 involving students from Spencer Middle School, David Cameron Elementary, Savory Elementary, and Ruth King Elementary in partnership with the Hulitan Society. Students shared their stories and how Red Dress Day is impactful in their learning and in their personal lives. Trustees and staff praised the student presenters for their courage and the message they shared. Trustees and staff shared how impactful the march and sharing of stories is on our communities and how student action provides hope for the future.
- b. School Codes of Conduct – Dave Strange and D’Arcy Deacon
Associate Superintendents Dave Strange and D’Arcy Deacon outlined recent work in developing common Codes of Conduct for school levels. Mr. Deacon noted a Ministerial Order to revise Section 1 of the Provincial Standard for Codes of Conduct Order. This revision identified the need to include specific language restricting the use of cellphones in schools for the purpose of promoting online safety and focused learning environments. Mr. Strange and Mr. Deacon highlighted the process in consulting with school staff, principals, and Parent Advisory Councils before bringing the Codes of Conduct forward. Mr. Deacon identified that part of this process includes aligning language with neighbouring districts. Chair Beaton opened the floor and staff answered questions from trustees and partner groups.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) accept and endorse the 2024-25 School Codes of Conduct.

- c. Quarter 3 Report on Operational Plan 2023-24 – Paul Block
Superintendent Block introduced the Quarter 3 Report on the Operational Plan for 2023/24. Highlights involved the completion of 6 major projects including utilizing data gathering tool to support Indigenous learners, Long Range Facilities Plan implementation, environmental scan for strategic planning, community use strategies, data integration for student success, and an ethical decision-making framework. Ongoing items include K-12 Literacy plan, culture of wellness initiative, environmental scan of organizational design, review of IES department to support increasing complexity, development of a succession plan and digital literacy plans. Superintendent Block recognized the DEI working group that is unpacking the Bakau report and developing terms of reference for a future DEI Committee. The district recently received Ministry of Education information regarding class size and Sooke School District, in 2022/23 and 2023/24, is below average overall with variation at specific grade levels. Chair Beaton opened the floor and staff answered questions from trustees and partner groups.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the Quarter 3 Report as presented at the Education-Policy Committee meeting of May 7, 2024.

7. **FOR INFORMATION**

- a. Research Project Approval – Longtin, Emilie – “Story Maker Workshop Evaluation”

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** June 4, 2024
Adjourned 7:25 pm



EDUCATION POLICY COMMITTEE

Information Note

June 4, 2023

Agenda Item 6a: SD62 2024-2025 Operational Plan

PURPOSE

- This information note provides details of the 2024-2025 Operational Plan.

BACKGROUND

- The SD62 Operational Plan works, each year, to make progress on the Strategic Plan 2021-2025 priorities of: Learning, Engagement, and Growth.

Developing the Operational Plan

- The development of the 2024-2025 Operational Plan reflects the growing maturity of the organization:
 - Developing the plan included discussions about 2024-25 operations as part of the budget development cycle. This has strengthened the process by adding several layers of partner and community engagement to the plan and connecting items in the Operational Plan with budget planning.
 - Given budget pressures projected for the 2024-25 school year, no operational plan items requiring discretionary funding received money as part of Budget 2024-25. Any Operational Plan items requiring financial support will be funded through existing departmental funds.

The 2024-2025 Operational Plan

- The 2024-2025 Operational Plan is the fourth and final annual operational plan that works to make progress towards the goals of the 2021-2025 Strategic Plan.
 - **The plan contains 20 items:**
 - 6 items under the Learning.
 - 5 items under the Engagement goal.
 - 9 items under the Growth goal.
- Operational Plan items of note include:
 - **Items that reflect the continuing advancement of work contained in the previous operational plan.**
 - For instance, the work continues from the 2023-2024 Operational Plan to “Implement recommendations outlined in the **diversity, equity, and inclusion (DEI)** review to enhance student learning.”
 - **Items that reflect the changing demographic of the school district.**
 - For instance, “Review the current strategies and responses for supporting the needs of **newcomer families**, including language assistance, fostering a sense of belonging, and addressing cultural needs.”
 - **Items that will help the organization effectively consider our district partners’ views.**

- For instance: “Develop and implement a comprehensive **engagement strategy** for the **new strategic plan.**”
- **Items that will help the organization plan long-term resources.**
 - For instance: “Develop an **Asset Management Plan.**”

Next Steps

- The Executive will discuss the new operational plan and reconfirm what outcomes will be made by the end of June 2025 and the measures that will be used to show progress.
- The Superintendent will provide members of the Executive Team individual mandate letters for the 2024-25 school year.
- Executive leads will work with their staff to get each project underway and ensure effective progress metrics are being collected.

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the 2024-2025 Operational Plan.

Respectfully submitted,

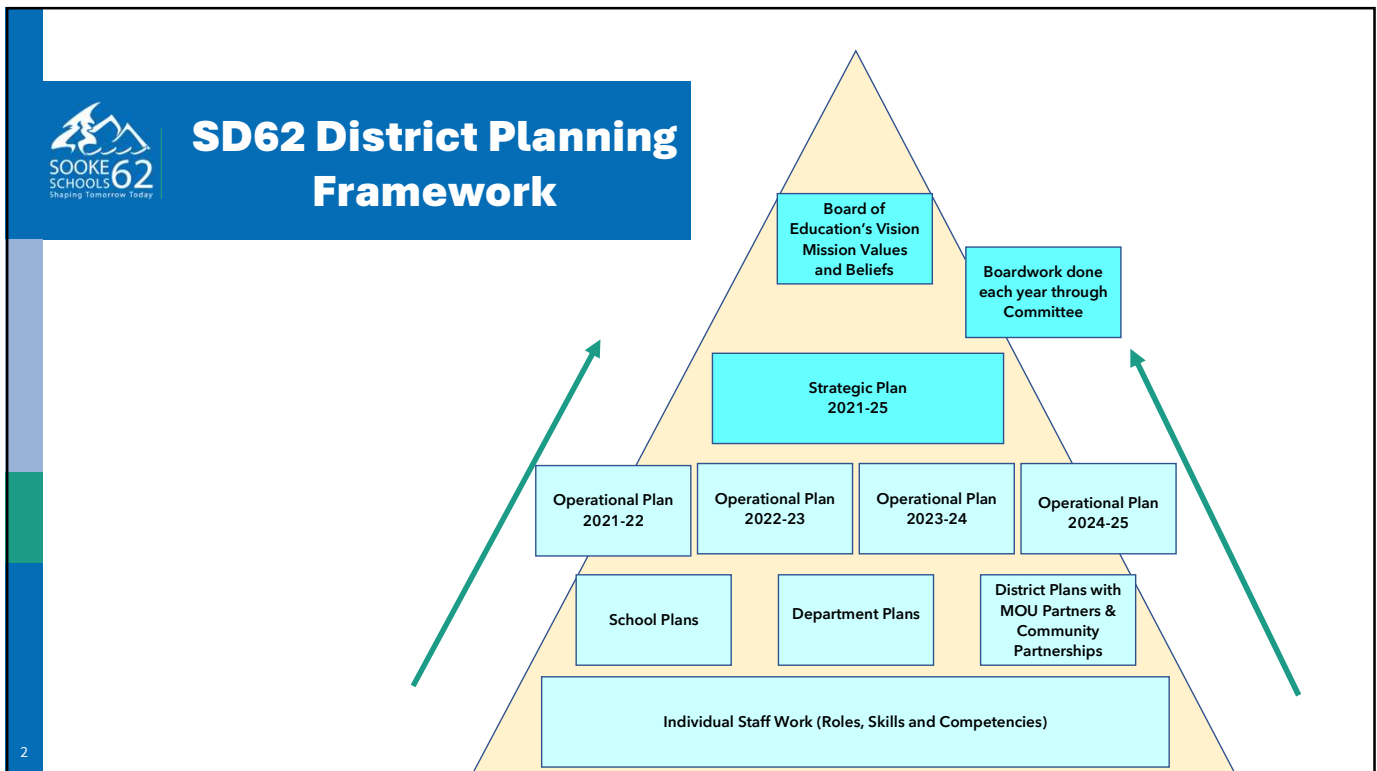
Paul Block
Superintendent/CEO

2024-2025 Operational Plan	
L1	Implement recommendations outlined in the diversity, equity, and inclusion (DEI) review to enhance student learning.
L2	Expand the K-12 Literacy Plan to focus on Middle and Secondary.
L2	Identify the metrics and processes necessary to establish a continuous improvement cycle for FESL and student achievement.
L3	Review the current strategies and responses for supporting the needs of newcomer families , including language assistance, fostering a sense of belonging, and addressing cultural needs.
L3	Promote and action SOGI -related initiatives, including reviewing policies and retrofitting gender-neutral spaces.
L4	Prioritize enhancing student voice and engagement across all K-12 departments.
E1	Develop and implement a comprehensive engagement strategy for the new strategic plan .
E2	Collaborate with Sc'ianew, T'Sou-ke and Pacheedaht Nations and with Na'tsa'maht Indigenous Education to establish a new Indigenous Education Council in alignment with the new ministerial order and changes to the School Act following Bill 40.
E3	Create targeted communication strategies to facilitate the active sharing of achievements and successes by the school community throughout the year.
E4	Conduct a thorough review of the Employee & Family Assistance Program (EFAP) and explore potential options and services to enhance its effectiveness.
E4	Initiate the implementation of the Employee Attendance and Wellness Program , incorporating stakeholder feedback to optimize program design and delivery.
G1	Execute the Special Programs Hiring Process and establish continuous support for fostering a more diverse workforce, including cultural holidays, learning opportunities, training, and accommodations for varying abilities.
G1	Restructure learning services to merge Inclusive Education Services (IES) and English Language Learners (ELL) in preparation for the 2025/26 school year.
G2	Develop an Asset Management Plan .
G2	Conduct a review of departmental budgets .
G3	Enhance staff development, professional capacity and onboarding through collaboration and innovative delivery methods.
G3	Initiate the operationalization of the records management policy and regulations.
G3	Formalize a Digital Asset Management Plan
G3	Continue to raise awareness, provide training and implement Cyber Security policy and regulations
G4	Implement the SD62 Ethical Framework to guide decision-making at the Board level.



2024-2025 Operational Plan

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Items in the 2024-2025 Operational Plan

- 6 items working towards the learning goal
- 5 items working towards the engagement goal
- 9 items working towards the growth goal

20 Items

- Advancement of work from the previous operational plan (e.g. DEI work)
- Work that reflects changing demographics (e.g. newcomer family support)
- Work will help the organization effectively consider our district partners' views (e.g. engagement for new strategic plan)
- Work that will help the organization effectively plan long-term resources (e.g. asset management)

3

3

Strategic Plan 2021-2025

LEARNING GOAL

To develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens

OBJECTIVES

1. Provide opportunities for learners to understand, respect and appreciate diversity and inclusion

2. Provide opportunities for learners to develop critical and creative thinking skills

3. Ensure our learning environments are safe, accessible and welcoming

4. Enhance student choice and voice

4

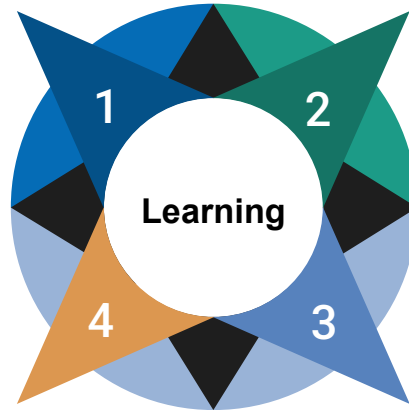
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Learning 2024-2025

Goal: To develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens

- Implement recommendations outlined in the diversity, equity, and inclusion (DEI) review to enhance student learning

- Prioritize enhancing student voice and engagement across all K-12 departments



- Expand the K-12 Literacy Plan to focus on Middle and Secondary
- Identify the metrics and processes necessary to establish a continuous improvement cycle for FESL and student achievement.

- Review the current strategies and responses for supporting the needs of newcomer families, including language assistance, fostering a sense of belonging, and addressing cultural needs
- Promote and action SOGI-related initiatives, including reviewing policies and retrofitting gender-neutral spaces

5

Strategic Plan 2021-2025

ENGAGEMENT GOAL

To develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens

OBJECTIVES

1. Provide opportunities for learners to understand, respect and appreciate diversity and inclusion

2. Provide opportunities for learners to develop critical and creative thinking skills

3. Ensure our learning environments are safe, accessible and welcoming

4. Enhance student choice and voice

6

Engagement 2024-2025

Goal: To create a culture of belonging

- Develop and implement a comprehensive engagement strategy for the new strategic plan.

- Conduct a thorough review of the Employee & Family Assistance Program (EFAP) and explore potential options and services to enhance its effectiveness

- Initiate the implementation of the Employee Attendance Support and Wellness Program, incorporating stakeholder feedback to optimize program design and delivery



- Collaborate with Sc'ianew, T'Sou-ke and Pacheedaht Indigenous Nations and with Na'tsa'maht Indigenous Education to establish an Indigenous Education Council in alignment with the new ministerial order and changes to the School Act following Bill 40.

- Create targeted communication strategies to facilitate the school community's active sharing of achievements and successes throughout the year

Strategic Plan 2021-2025

GROWTH GOAL

To develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens

OBJECTIVES

1. Strengthen organizational practices to ensure equity, diversity and inclusion

2. Build and maintain spaces and resources that support our creative and critical learning, and our culture of belonging

3. Embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources

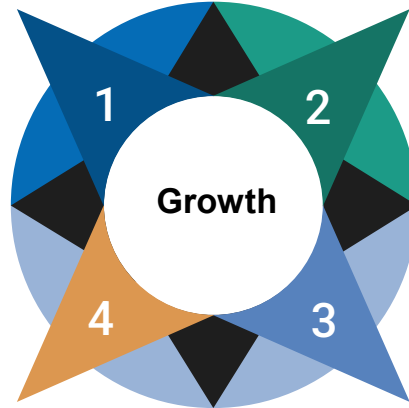
4. Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment

Growth 2024-2025

Goal: To pursue organizational excellence to support a vibrant school district.

- Execute the Special Programs Hiring Process and establish continuous support for fostering a more diverse workforce, including cultural holidays, learning opportunities, training, and accommodations for varying abilities
- Restructure learning services to merge Inclusive Education Services (IES) and English Language Learners (ELL) in preparation for the 2025/26 school year

- Implement the SD62 Ethical Framework to guide decision-making at the Board level



- Develop an Asset Management Plan
- Conduct a review of departmental budgets

- Enhance staff development, professional capacity and onboarding through collaboration and innovative delivery methods
- Initiate the operationalization of the records management policy and regulations
- Formalize a Digital Asset Management Plan
- Continue to raise awareness, provide training and implement Cyber Security policy and regulations



Next Steps

- The Executive will discuss the new operational plan and reconfirm what outcomes will be made by the end of June 2025 and the measures that will be used to show progress.
- The Superintendent will provide members of the Executive Team individual mandate letters for the 2024-25 school year.
- Executive leads will work with their staff to get each project underway and ensure effective progress metrics are being collected.

Questions?



11

11



Committee Info Note
Education-Policy Committee Meeting
June 4, 2024
Agenda Item 6b: Feeding Futures Update

Background:

This year the district received approximately \$1.5 million in the form of the Feeding Futures grant. This grant is targeted to addressing food security issues amongst students and ensuring students have regular access to nutritious food while in attendance.

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

As of June 2024, we are completing our first full year and in the planning process to expand our program to reach our target goals for 2024-25.

Current Context:

1) Daily Meal Service:

- Flourish School Food Society is the contracted vendor working with the district to provide daily meal service.
- All operations including school sites are Island Health approved and monitored.
- Approximately 700 meals (breakfast and or lunches) are being delivered daily to 17+ schools.
- Schools are staffed with CUPE School Meal Program Coordinators to facilitate food service.
- Monthly meetings are held with Flourish leadership to monitor the program and address any issues.
- Throughout the year the program was expanded from the original 500+ daily meals

2) Capital Improvements:

- To support daily food programs the district has accessed funding from the Feeding Futures Infrastructure Grant to purchase required equipment such as freezers, fridges, and dishwashers and capital improvements such as electrical and plumbing as required.
- Our Facilities team is working with staff from Flourish and our schools to action this funding and complete the required work.
- This work is still in progress and will continue through the summer and into the fall of 2024.

3) Additional Initiatives:

- Schools were allocated Feeding Futures school grants to engage in other community programs, purchase nonperishable snacks, fund food service to vulnerable students through culinary arts programs etc.
- Additional funding was provided to departments as well. NIE and ISP have been allocated funds to work with First Nations in community as well as newcomer and refugee students and families.
- Monies were set aside for schools to fully subscribe to the BC Fruits and Vegetable program.
- In partnership with Flourish, a Daily Healthy snack program was piloted at 10 schools with support from Food Banks BC grant monies.

4) Planning for 2024-25

- We are currently engaged with community and education partners to develop a vision, mission and strategic plan for our approach to food security. This will be complete by early fall 2024 and set the table for future years.
- We plan to expand our daily meal service to well over 800+ meals. This will be approximately 300 more than the start of 2023-24
- We will be opting out of the BC Fruits and Veggies Program and replacing this with a customizable school Healthy Snack program. This will allow us to make healthy snack options viable to over 2650 students across all our schools.
- Daily meal and snack service, combined with efforts by our secondary school culinary arts programs and cafeterias, will see us reaching over 30% of our student population. This matches our recent vulnerability data and surpasses the current ministry goal of meeting the needs of 20% of school populations.

Respectfully submitted,

Dave Strange, Associate Superintendent



Committee Info Note
Education-Policy Committee Meeting
June 4, 2024
Agenda Item 7a: Research Project Approval Follow-up
“Speaking Across Barriers 2022”

Background:

In June 2021, the Sooke Schools District 62 (SD62) Board of Trustees approved the second Strategic Plan. One of the emphases for this Strategic Plan was ensuring that SD62 students understand and become competent with issues regarding inclusion, diversity, equity, and accessibility (IDEA); these were formalized in Strategic Plan (2021-2025) as two Learning Goal objectives, one Engagement Goal objective, and one Growth Goal objective. Master’s of Community Development student Trisha L. Renken-Sebastian was approved by former Superintendent Scott Stinson in January 2023 to conduct her capstone research project on how well SD62 communicates their strategic plan successes regarding these four objectives to parents of SD62 students. This presentation consists of an abbreviated version of the final report on the project.

Context for Findings:

The unique challenges of strategic planning for children’s education include balancing the sometimes emotions-based priorities of frontline workers, administrative and managerial staff, and the parents, guardians, and caregivers of the students for whom the planning is being performed. This clash of priorities was observed during public meetings of the Board of Trustees and expressed during KSS’s with participants from three groups of stakeholders (parents/guardians/caregivers, Trustees, and administrators); it was determined that clearer lines of communication and improved transparency in school district operations could help bring the parties closer towards achieving some of the strategic objectives that are related to IDEA principles.

Options for Consideration:

A series of short-term implementation activities which can be achieved are:

- The creation of documents (including handouts, webpages, etc.) which define the concepts within IDEA for the district
- Investigating the creation of a digital archive of recordings of public Board and committee meetings with backups
- One or two of three task(s) which will help enhance the district’s Strategic Communications suite of tools:
 - Review of all policies, procedures, and regulations around IDEA to reflect a Grade 12 readability level
 - Publish written and video tutorials on how to utilize community engagement tools
 - Train community stakeholders on how to interpret strategic planning documents

Other more systemic and long-term implementation activities which can become part of the underpinning of the forthcoming strategic plan are:

- Incorporating Indigenous (First Nations, Métis, and Inuit) ways of knowing into organizational practices
- Creating opportunities for parents, guardians, and caregivers to openly engage with SD62 Trustees and administrators regarding strategic plan updates
- Implementing the remaining Strategic Communication recommendation(s) which were not implemented in the following school year

Respectfully submitted,

Trisha L. Renken-Sebastian, MACD

EXECUTIVE SUMMARY



University
of Victoria

Public
Administration

Speaking Across Barriers: How Parents in a Canadian Public School System Learn About Their Children's Diversity Education

UVic HREB #22-0136

I acknowledge with greatest respect that I live, work, and study on the traditional territory for many Coast Salish peoples including the W̱SÁNEĆ, the Esquimalt, the Songhees, and the Sc'ianew. Without their stewardship of the land, what I will accomplish during my life here will not be possible.

General Problem and Study Focus

Strategic planning is a well-known community development tool that a public school district can use to address challenges in their strategic priorities, such as increasing students' exposure to the concepts of IDEA (inclusion, diversity, equity, and accessibility) and competency in acknowledging, valuing, and navigating the complex issues which can surround them. During the strategic planning process for Sooke Schools District 62 in British Columbia, Canada which began in December 2020, it was discovered that parents, guardians, and caregivers did not feel that enough was being done within the school district to both promote the benefits of IDEA and to communicate with the public about their operational plans.

This capstone project seeks to resolve this primary research question:

How can parents, guardians, and caregivers of children in public schools be informed and engaged about the progress by which their children are developing skills and/or competence in recognizing, conversing about, and handling issues relating to diversity, equity, and inclusion (IDEA)?

Methodology and Conceptual Analysis

A cyclical inductive-deductive mixed methods approach was used in this report, with a wide variety of data gathering activities, including a literature review, field observations, an online survey, focus groups (knowledge-sharing sessions; KSS's), and a jurisdictional scan. The themes that emerged were further analyzed to determine

the areas where the most effective and wanted improvements could be made to increase parental engagement with what students are learning about IDEA concepts.

The format of the final report follows a shape and format which is similar to the playbills a drama department will create for their theatrical musical productions. The literature review and findings from the data collection activities gathered from three stakeholder groups form the first two acts while the final act will consist of the thematic analysis, recommendations, and conclusion. Additionally, all the elements which comprise the formation and communication of a strategic plan and its results are like the "below the line" creative staff of a musical production ranging all the way from sound design to choreography to the book, music, and score.

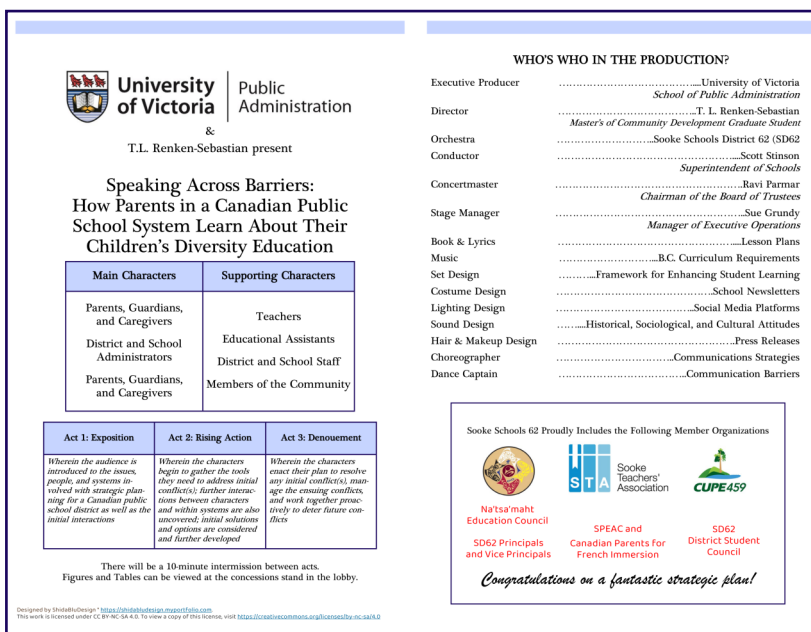


Figure 1: The conceptual framework underpinning this project

Findings

The unique challenges of strategic planning for children's education include balancing the sometimes emotions-based priorities of frontline workers, administrative and managerial staff, and the parents, guardians, and caregivers of the students for whom the planning is being performed. This clash of priorities was observed during public meetings of the Board of Trustees and expressed during KSS's with participants from three groups of stakeholders: parents, guardians, and caregivers; Trustees; and district and school administrators).

It was determined that clearer lines of communication and improved transparency in school district operations could help bring the parties closer towards achieving some of the strategic objectives that are related to IDEA principles.

Learning Objectives

L1. Provides opportunities for learners to understand, respect and appreciate diversity and inclusion.
L3. Ensure our learning environments are safe, accessible and welcoming.

Engagement Objectives

E1. Develop, expand and implement inclusive and collaborative practices and processes.

Growth Objectives

G1. Strengthen organizational practices to ensure equity, diversity and inclusion.

Figure 2: Graphic of SD62 strategic plan objectives which are related to IDEA concepts as presented in the survey

Thematic Analysis

The role parents play in a student's education has changed over time. Because of the changing demographics in the region, it has become more important than before for students in SD62 to be able to develop skills and competencies around IDEA. The flow of information between school district leadership and parents has also changed over time as well, leading to an imbalance for parents, guardians, and caregivers in their understanding of how the district is achieving the lofty goals it sets for themselves in a strategic plan. Any solutions towards remedying this imbalance prior to the conclusion of this strategic plan must include operational activities that will aid in this remediation.

Options for Consideration

This report recommends that the district incorporate a series of implementation activities which are time-limited and can be feasibly achievable by one or two people or a very small team into the current operational planning process. The activities which could be included in Operational Plan 2024-2025 are:

Operational Plan 2024-2025

- The creation of documents (including handouts, webpages, etc.) which define the concepts within IDEA for the district.
- Investigation by Digital Solutions team for digital archive of recordings of public Board and committee meetings with backups.
- One or two additional task(s) which will help enhance the district's Strategic Communications suite of tools.

Strategic Plan 2025-20XX

The following implementation activities are those which would require much more extensive collaboration with key stakeholders in the district, especially the activities which seek to advance objectives within the NEA separate from the overall district strategic plan.

- Incorporating Indigenous (First Nations, Métis, and Inuit) ways of knowing into organizational practices
- Creating opportunities for parents, guardians, and caregivers to openly engage with SD62 Trustees and administrators regarding strategic plan updates
- Implementing the remaining recommendation(s) which did not become part of the 2024-2025 operational plan
- Developing a plan to create more time for teachers to communicate with parents, guardians, and caregivers on a one-to-one basis

Principle Researcher: T.L. Renken-Sebastian ✉ trishalynn@renken-sebastian.ca ✉ tlrenkensebastian@uvic.ca

Supervisor: Dr. Evert Lindquist ✉ evert@uvic.ca

Speaking Across Barriers: How Parents in a Canadian Public School System Learn About Their Children's Diversity Education

4 June 2024

Presented by T. L. Renken-Sebastian (she/her/hers)

I acknowledge with greatest respect that I live, work, and study on the traditional territory for many Coast Salish peoples including the W̱SÁNEĆ, the Esquimalt, the Songhees, and the Sc'ianew.

Without their stewardship of the land, what I will accomplish during my life here will not be possible.



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1

Agenda

- Motivation & Research Questions
- Approach & Methodology
- General Findings
- Principal Recommendations
- Future Considerations & Report Locations

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2

Motivation

To ensure that students in Canadian public school districts can become more likely to develop critical thinking skills about and increase empathy towards people who have different beliefs and values than their own.

Primary Research Question

How can parents, guardians, and caregivers of children in public schools be informed and engaged about the progress by which their children are developing skills and/or competence in recognizing, conversing about, and handling issues relating to inclusion, diversity, equity, and accessibility (IDEA)?

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3

Approach

- Mixed methods
- Community-informed design
- Inductive and deductive analysis

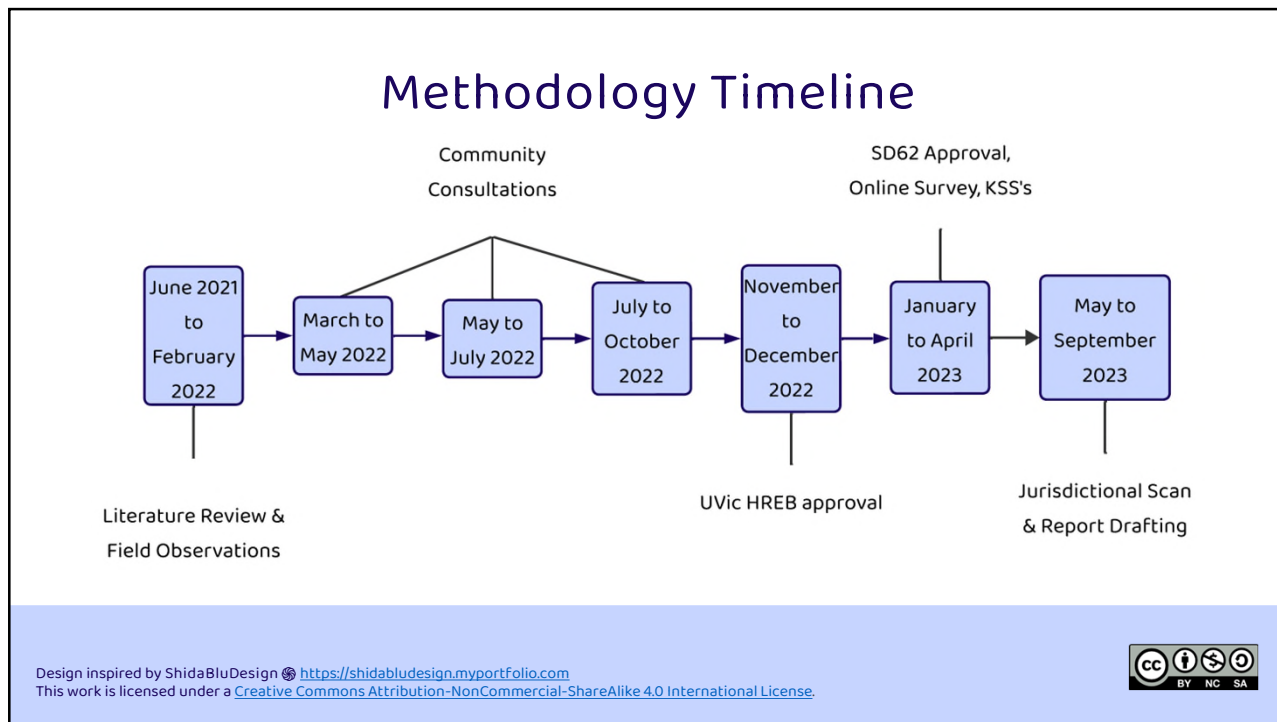
Methodology

- Literature Review
- Field Observations
- Community Consultations
- Online Survey
- Knowledge-Sharing Sessions
- Jurisdictional Scan and Analysis

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General Findings from Capstone Research Project

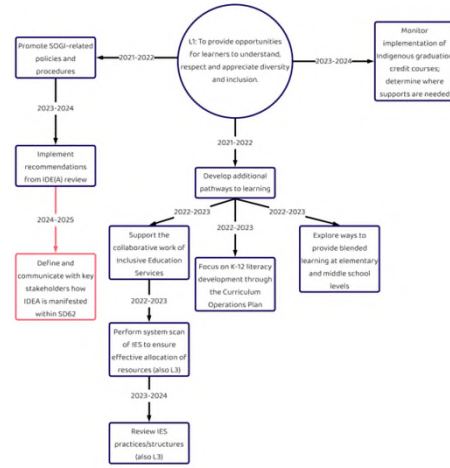
<p><i>Meeting Observations</i> Formal meeting protocols can impede innovation and collaboration.</p> <p><i>Survey (Parents, Guardians, and Caregivers only)</i> More people supported the teaching and modeling of IDEA concepts in public schools than did not.</p>	<p><i>KSS's (All 3 Groups)</i> Updates in reports need to include data which can be confirmed through independent sources.</p> <p><i>Jurisdictional Scan</i> Stakeholders want to know that progress has been made on specific operational plans.</p>
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Principal Recommendations

All principal recommendations were derived from looking at the Operational Plans from the last three years, the previous Annual Reports, as well as the data and findings from the research project.

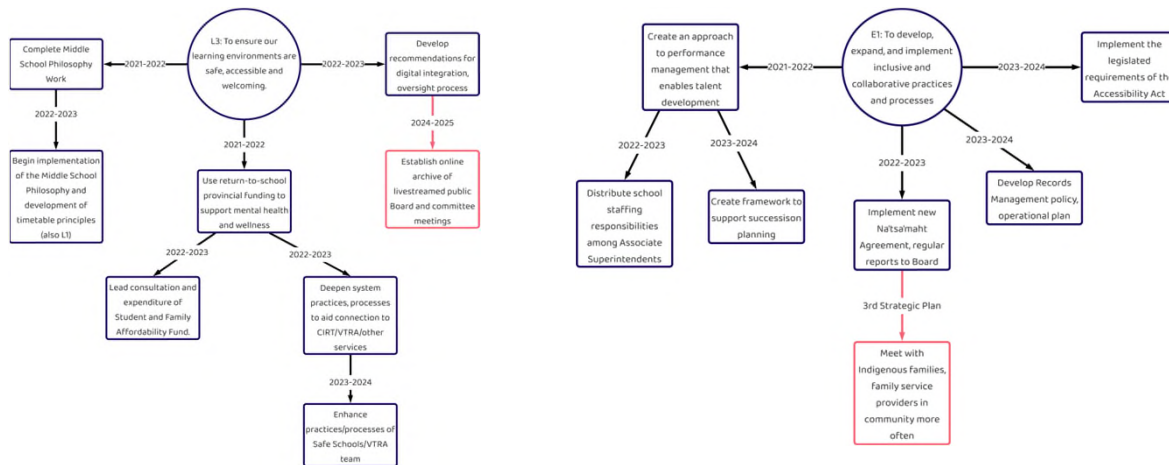


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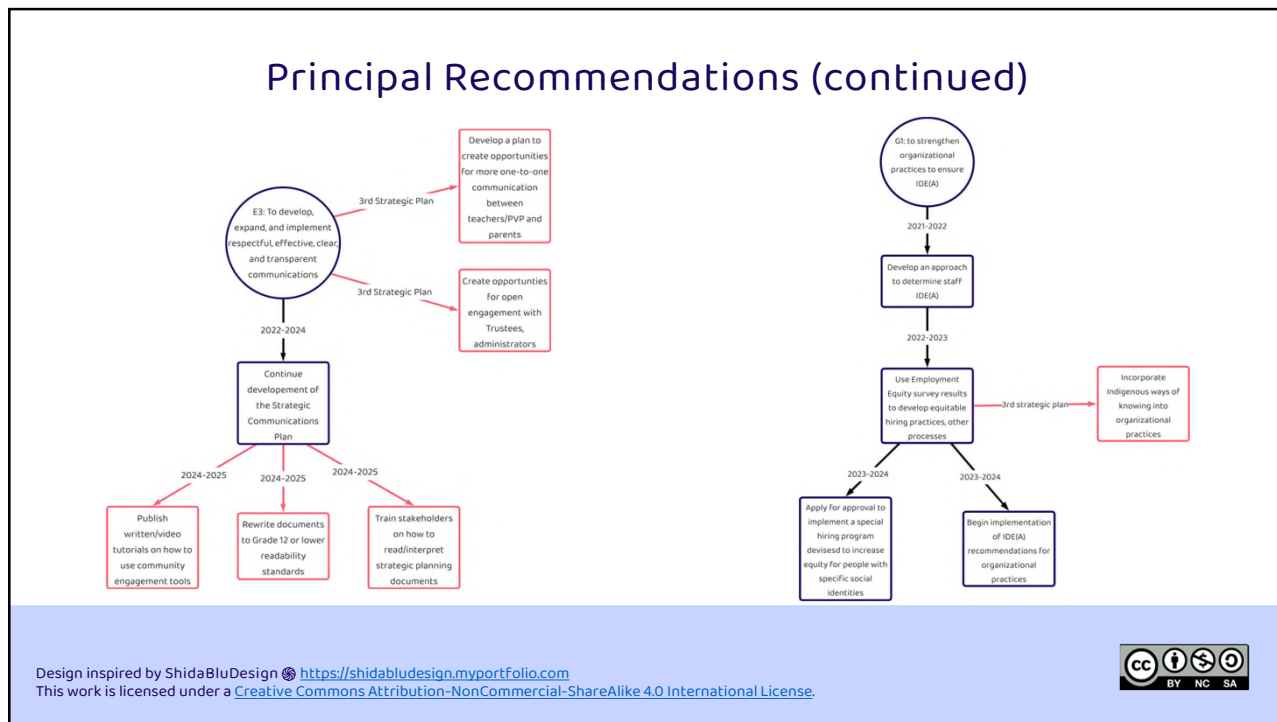
Principal Recommendations (continued)



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Future Research Considerations & Report Locations

- Creation of a Formal Performance Measurement Plan
- Information Exchange with other SDs on Vancouver Island

Speaking Across Barriers 2022 Website:
<https://renken-sebastian.ca/speaking-across-barriers-2022>

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April 5, 2024

To whom it may concern,

In order to inform the development of policies and projects, the Ministry of Education and Child Care occasionally partners with a variety of academics and researchers. Currently, the Ministry of Education and Child Care is working with researchers from Vancouver Island University to better understand district practices related to literacy and numeracy resources and instruction in BC schools. The researchers have been provided grant funding from the Ministry to lead this work, but this research is being conducted independently to ensure that all findings are unbiased.

The Ministry values perspectives and insight from school districts to help inform future directions and make decisions based on relevant and accurate information. While I know your time is limited and you are likely balancing many competing priorities, your participation in this research would be greatly appreciated.

We appreciate you taking time to participate in this research and working with these researchers, please feel free to contact me directly if you have any questions.

Regards,

Nick Poeschek
Director, Curriculum and Classroom Assessment
Learning and Education Programs Division
BC Ministry of Education and Child Care
nick.poeschek@gov.bc.ca



***How do BC School Districts Support Assessment and Instruction in Literacy and Numeracy?
Locally Developed Resource Catalogue Submission Informed Consent and Release***

In collaboration with Vancouver Island University, the BC Ministry of Education and Child Care is conducting a needs assessment to enhance literacy and numeracy teaching practices in the province. We deeply value your school district's perspectives and insight on: the practices of selection and approval of literacy and numeracy learning resources; most commonly used literacy and numeracy resources for instruction, assessment and intervention; as well as any screening tools you may use. Your participation in this research is greatly appreciated.

Our report will include a catalogue of resources that school districts may choose to identify as being in use in the district. We anticipate that there will be three types of potential resources:

- 1) Outside published resources that the district has acquired and makes use of.
- 2) Locally developed resources that belong to the school district and are attributed to the school district, but not any individual employees as writers or designers.
- 3) Locally developed resources that are attributed to both district and individual authors or designers.