




Public Notice – Board of Education Online Public Meeting

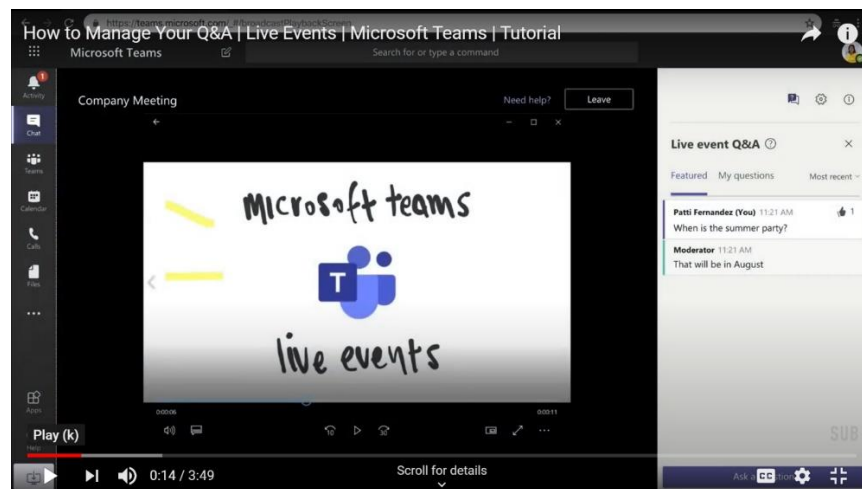
A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on May 7, 2024 at 6:00 pm.**

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-May-07-2024>

<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
May 7, 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 April 4, 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** (attached)
There are no Policies/Regulations for this meeting.
6. **NEW BUSINESS** (attached)
 - a. Spencer Middle School Red Dress Day Activities – Jen Nixon
 - b. School Codes of Conduct – Dave Strange and D'Arcy Deacon Pg. 5

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 Pg. 14

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” Pg. 27
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** June 4, 2024



COMMITTEE REPORT OF THE EDUCATION-POLICY COMMITTEE

School Board Office
Apr. 9, 2024 – 6:30 p.m.

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

Guests: Laura Schwertfeger, Farzaan Nusserwanji, Wayne Kelly, Dayna Christ-Rowling,
Belmont Student Representatives

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

The Chair opened with the Territorial Acknowledgement and followed with a recognition of several great things taking place in the district. This included recent events recognizing students receiving awards for their work and learning in the area of trades through the Canada Skills Program, and also recognizing April as the month celebrating children of military families. Others celebrated additional events and work being done in support of students and staff including efforts around youth engagement.

3. COMMITTEE REPORT of March 5, 2024 Education-Policy Committee meeting

The committee report for the March 5, 2024 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. BAA COURSE PROPOSALS

There are no BAA course proposals for this meeting.

5. REVIEW OF POLICIES/REGULATIONS

a. Draft Policy and Regulations C-114 "Sanctuary Schools" – D'Arcy Deacon and Laura Schwertfeger

Associate Superintendent D’Arcy Deacon spoke to the recent Board motion to draft a Sanctuary Schools policy. In response to the motion he and District Principal Laura Schwertfeger created and presented to the committee the draft new policy as well as the rationale. After the presentation, the committee members engaged in conversation and asked questions and provided comment. Feedback was very positive from all partners and trustees.

Recommended Motion

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations C-114 “Sanctuary Schools”.

b. Draft New Policy and Regulations F-329 “Records Management” – Farzaan Nusserwanji

Mr. Nusserwanji, CIO and Executive Director – Digital Solutions, presented the draft new policy and regulations and the rationale to rescind existing related polices that will no longer be needed should F-329 be adopted by the Board of Education. After the presentation, the committee members engaged in conversation and asked questions and provided comment.

Recommended Motions

That the Board of Education for School District #62 (Sooke) RESCIND Policy and Regulations C-220 “Student Records”.

That the Board of Education for School District #62 (Sooke) RESCIND Regulations F-330 “Document Retention”.

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft new Policy and Regulations F-329 “Records Management”.

6. **NEW BUSINESS**

a. Academies Update - Wayne Kelly

Wayne Kelly, District Principal – Sports Academy Programs, provided an update on academy programs in the district. This included a look into the number of programs, types of programs, participation rates, and impacts on student outcomes. Of note was the work done consulting community as to the interest in developing a music academy program in the Milnes Landing zone. After the presentation, the committee members engaged in conversation and asked questions and provided comment. Gratitude was expressed for the efforts of Mr. Kelly and all staff supporting the many academies across the district.

b. Belmont Secondary School – Student Trip to Japan Presentation – Dayna Christ-Rowling

Dayna Christ Rowling, teacher at Belmont Secondary, led a presentation with students that recently visited Japan. The presentation spoke to the highlights of the trip and gave the committee insight into the value of international travel experiences for students and staff. After the presentation, the committee members engaged in conversation and asked questions and provided comment. The committee was truly appreciative of the students and their presentation.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** May 7, 2024



Committee Info Note
Education-Policy Committee Meeting
May 7, 2024
Agenda Item 6b: School Codes of Conduct

Background:

- On March 21, 2024, BC Minister of Education and Childcare signed Ministerial Order M.89 (attached).
- This Ministerial Order repealed Section 1 of the Provincial Standards for Codes of Conduct Order mandating the addition of language restricting the use of cellphones at school for the purposes of promoting online safety and focused learning environments.
- Revised Order details specific areas that restrictions must address.

Current Context:

- Codes of Conduct have been co-developed and reviewed by school principals in collaboration with prior staff discussions.
- Much of the language mandated in the revised Ministerial Order has been in use at schools over the past few years.
- We are working towards consistent Codes of Conduct across each of the levels. This work will be complete this year with the move to a consistent Code of Conduct for elementary schools.
- Draft Codes of Conduct are currently out for circulation with district Parent Advisory Committees with positive feedback from many schools.

Recommended Motion:

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

Respectfully submitted,

D'Arcy Deacon and Dave Strange
Associate Superintendents

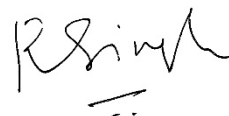
PROVINCE OF BRITISH COLUMBIA
ORDER OF THE MINISTER OF
EDUCATION AND CHILD CARE

School Act

Ministerial Order No. M89

I, Rachna Singh, Minister of Education and Child Care, order that, effective July 1, 2024, the Provincial Standards for Codes of Conduct Order, MO 276/07 is amended as set out in the attached schedule.

March 21, 2024



Date

Minister of Education and Child Care

(This part is for administrative purposes only and is not part of the Order.)

Authority under which Order is made:

Act and section: *School Act, R.S.B.C. 1996, c. 412, s. 168 (2) (s.1)*

Other: MO 276/2007; MO 208/2014; MO 341/2016

SCHEDULE

1 Section 1 of the Provincial Standards for Codes of Conduct Order, is repealed and the following substituted:

1 In this order:

“**board**” includes a francophone education authority as defined in the *School Act*;

“**personal digital device**” means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet.

2 ***Section 6 is amended by adding the following paragraph:***

(d.1) one or more statements about restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments;

3 ***The following section is added:***

8 Further to section 6 (d.1), the statements about restricting the use of personal digital devices at school must address the following matters:

- (a) restrictions on the use of personal digital devices at school, including during hours of instruction;
- (b) use of personal digital devices for instructional purposes and digital literacy;
- (c) use of personal digital devices that is appropriate to a student’s age and developmental stage;
- (d) accessibility and accommodation needs;
- (e) medical and health needs;
- (f) equity to support learning outcomes.



SD62 ELEMENTARY SCHOOL CODE OF CONDUCT

Sooke School District elementary schools believe that our schools are places for safe, purposeful learning for all. We believe that is a shared responsibility of students, staff, parents / guardians and the broader community to demonstrate positive conduct while attending any school or district related activity, at any location. This code of conduct is intended to outline expectations of behaviour and adheres to Sooke School Board policy C-309, the BC Human Rights Code and the Community VTRA (Violent Threat Risk Assessment) Protocol.

Sooke School District elementary schools are safe, caring and inclusive. We value students and positive school culture. All members of the school community have an obligation to:

- Support learning
- Promote safety
- Respect property, environment, personal space and privacy
- Model courtesy, compassion and respect
- Respect, honor and celebrate diversity
- Engage in collaborative problem solving

All members of the school community will refrain from engaging in any in-person or digital communication or behaviour considered to be:

- Bullying, harassing, intimidating, retaliating, discriminating or violent;
- Interfering with the learning and working of others;
- Unsafe or illegal, including the possession, use or distribution of illegal or restricted substances, or the possession of weapons or replicas.

SD62 elementary school communities uphold the BC Human Rights Code respecting the rights of individuals. This includes refraining from discriminatory conduct based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

Student Use of Personal Digital Devices

SD62 Schools are committed to restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments.

Teachers may plan for student use of personal mobile devices for instructional purposes or digital literacy, for health or medical purposes or as assistive technology for the purpose of inclusive education as informed by the Inclusive Education Teacher. At all other times, personal mobile devices, inclusive of laptops and chrome books shall re-main stored away for the duration of the school day- this includes recess and lunch. This policy applies to ear buds/headphones as well.

Our Practice

We encourage and model behaviour that is kind, safe and responsible. We recognize that we all make mistakes. We help children fix their mistakes through supportive, restorative practices so they return to the group strengthened. We keep parents/guardians informed of incidents at school so that we may work together to support children to learn to solve problems in peaceful ways.

Action will be determined by each individual situation. Every effort will be made to support individuals and to determine the context of behaviour. When working with students, staff may adjust the action based on the maturity, grade level, progressive discipline and ability of the student to understand expectations of their behaviour. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the code of conduct, a range of actions may follow. These may include:

- Conference/conversation with all affected parties
- Notification of parent(s)/guardian(s)
- Restitution
- Referral to School Based Team
- Removal from classroom, playground, or privileges
- Referral to counselling or supportive interventions
- School community restitution
- Activation of the VTRA protocol and involvement of Safe Schools Team
- Formal suspension from school

All members of the Sooke School District community have the right to be treated equitably and with dignity and should be familiar with this shared code of conduct



SD62 MIDDLE SCHOOL CODE OF CONDUCT

A “Code of Conduct” is a statement about how we work together. It outlines both our rights and our responsibilities as members of a school community. A committee of students, parents, and school staff developed our “Code” in accordance with School District 62 Policy and the B.C. Human Rights Code.

A SAFE AND CARING COMMUNITY

As members of our school community, we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical, online or sexual misconduct;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Smoking, vaping or associated paraphernalia.

ACCEPTABLE CONDUCT

- The school expects that students will actively participate through effort and punctual, regular attendance, in their assigned education program.
- Students are expected to respect the rights and property of all staff and students.
- Students are expected to comply with classroom expectations set by individual teachers to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to wear clothing that is appropriate for an educational environment.
- Students are expected to respect all school and school related events and ensure they are free from use of restricted substances, weapons and of intimidation.
- Students are expected to respect the appropriate use of school computers, internet access and cell phone use while at school.
- Students are expected to stay on campus throughout the entire day.

UNACCEPTABLE CONDUCT

- Students will not interfere with the learning or learning environment of others.
- Students will not display behaviour that includes bullying, harassment, intimidation, or be racially, ethnically, or sexually prejudiced.
- Students will not steal, smoke, vape or be in possession of, or under the influence of, drugs or



alcohol while on the school property or in attendance of any school events.

- Students will not plagiarize (copy) electronic or print media or other students' work or display any academic dishonesty.
- Students will not be involved in any acts of verbal or cyber-hate messaging/websites.
- Students will not be involved in any illegal acts such as assault, theft or damage to property.

STUDENT USE OF PERSONAL DIGITAL DEVICES

SD62 Schools are committed to restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments.

Teachers may plan for student use of personal mobile devices for instructional purposes or digital literacy, for health or medical purposes or as assistive technology for the purpose of inclusive education as informed by the Inclusive Education Teacher. At all other times, personal mobile devices, inclusive of laptops and chrome books shall remain stored away for the duration of the school day (this includes recess and lunch). This policy applies to ear buds/headphones as well.

DRAFT



SD62 SECONDARY SCHOOL CODE OF CONDUCT

Sooke School District secondary schools believe that our schools are places for safe, purposeful learning. This Code of Conduct is intended to put forth the expectations of student behaviour, school rules and Sooke School Board policies. We believe that is a shared responsibility of students, staff, parents / guardians and the broader community, to demonstrate positive conduct while attending any school or District related activity, at any location.

Sooke School District secondary schools are safe and caring schools that values students and school culture. All members of the school community have an obligation to:

- Support learning
- Promote safety
- Respect property, environment, personal space and privacy
- Model courtesy, compassion and respect
- Celebrate diversity

All members of the school community will refrain from engaging in any in-person or digital communication or behaviour that is considered to be:

- Bullying, harassing, intimidating, retaliating, discriminating or violent;
- Interfering with the learning and working of others;
- Sexual Misconduct;
- Unsafe or illegal, including the possession, use or distribution of illegal or restricted substances, or the possession of weapons or replicas.

SD62 secondary school communities promote the values expressed in the BC Human Rights Code respecting the rights of individuals, including not engaging in discriminatory conduct based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

Response to Breach of Conduct

Action at Sooke School District secondary schools will be determined by each individual situation. Every effort will be made to support individuals and to determine the root causes of behaviour. When working with students, the Principal or Vice Principal may adjust the action based on the maturity, grade level, progressive discipline and ability of the student to understand expectations of their behaviour. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the Code of Conduct, a range of consequences will follow.



Any student who violates School Board or school policy will be subject to disciplinary action, which may include, but is not limited to:

- An interview with a Principal or Vice Principal;
- Notification of parent(s)/guardian(s);
- In-school suspension;
- Restorative processes;
- Community service;
- Loss of privileges;
- Detention;
- Referral to counselling or support programs;
- Formal suspension from school;
- Referral to the Sooke School District Student Review Committee (indefinite suspension)

In cases where students have a disability of an intellectual, physical, sensory, emotional or behavioural nature, the school Inclusive Education Services team will be involved in developing a proactive plan based on the student's Individual Education Plan. The case manager, Principal or Vice Principal, student, parent/guardian, and possibly counsellor will collaborate to develop an appropriate strategy.

Whenever possible, incidents will be resolved by discussion, mediation and restitution.

All members of the Sooke School District community have the right to be treated fairly and consistently and should know and understand this Code of Conduct

Student use of personal devices

SD62 Schools are committed to restricting the use of personal digital devices at school for the purpose of promoting online safety, digital literacy and focused learning environments.

Teachers may plan for student use of personal mobile devices for instructional purposes or digital literacy, for health or medical purposes or as assistive technology for the purpose of inclusive education as informed by the Inclusive Education Teacher. At all other times, personal mobile devices, inclusive of laptops and chrome books shall remain stored away for the duration of the school day (with the exception of Lunchtime and transition times). This policy applies to ear buds/headphones as well.



Information Note

Education-Policy Committee Meeting

May 7, 2024

Agenda Item: 6c. – Strategic Plan Quarterly Report

Background:

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

Quarter 3 Progress on the 2023-24 Operational Plan

- The Quarter 3 Report contains updates for work undertaken between January 1 – March 31, 2024. It details each item contained in the 2023-24 Operational Plan and is reported under the headings of Learning, Engagement and Growth.
- Included in the quarterly report (p.2-3), is the colour demarcated snapshot of overall progress for each item in the 2023-24 Operational Plan.
- Six (6) items are now fully or substantially completed:
 - To support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data-gathering tool to track indicators of academic, social-emotional, and engagement attributes.
 - Implement the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning activities.
 - Develop and undertake a scan of available information and data about the district ahead of renewing the Strategic Plan.
 - Develop a strategy to ensure effective community use of our spaces.
 - Investigate the requirements to integrate data across Business (Finance, HR) and Education departments to align resourcing across Strategic and Operational Objectives linking back to Student Success.
 - Create an ethical framework for decision-making to guide Board-level decisions through a lens of diversity, equity, inclusion, and social responsibility.
- Three (3) were stalled in Q3 including:
 - Building delays stalled work on developing programs for the Westshore post-secondary on Goldstream.

- The HR Special Hiring Program application to the Office of the Human Rights Commissioner is ongoing. In Quarter 4 staff will continue discussions with CUPE and STA regarding program support, aiming for completion by Quarter 1 in the 2024-25 school year.
- Create and implement the use of technical specifications that complement the design guidelines and standards and expand implementation to existing spaces.
 - This project has stalled due to the Ministry of Education and Child Care revising their design guidelines resulting in work being needed on how these fit with the SD62 Design Guidelines.
- The final section of the Q3 Report contains data on class sizes provided by the MECC.

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.

Respectfully submitted,

Paul Block, Superintendent/CEO

Operational Plan 2023-24

Quarter 3 Update

Introduction - Reporting Context:

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

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

Data and evidence from various sources become available at various times throughout the school year and are reported to the Board at key intervals. Quarterly reports are utilized as the base from which the Board's [Annual Report](#) will be completed.

Report Sections:

The report is compiled in five sections:

1. [A visual overview of the operational plan progress](#)
2. [Q3 Updates: Strategic Priority 1 – Learning](#)
3. [Q3 Updates: Strategic Priority 2 – Engagement](#)
4. [Q3 Updates: Strategic Priority 3 – Growth](#)
5. [Government Data from the Ministry of Education and Child Care](#)

Report Summary:

The Quarter 3 (Q3) Report encompasses work **completed** between January 1 and March 31, 2024, on the 2023-2024 Operational Plan. Six (6) items are now fully or substantially completed. These are:

1. To support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data-gathering tool to track indicators of academic, social-emotional, and engagement attributes.
2. Implement the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning activities.
3. Develop and undertake a scan of available information and data about the district ahead of renewing the strategic plan.
4. Develop a strategy to ensure effective community use of our spaces.

5. Investigate the requirements to integrate data across Business (finance, HR) and Education departments to align resourcing across Strategic and Operational Objectives linking back to Student Success.
6. Create an ethical framework for decision-making to guide board-level decisions through a lens of diversity, equity, inclusion, and social responsibility.

Three (3) items were **stalled** in Q3 including:

1. Building delays stalled work on developing programs for the Westshore Post-Secondary on Goldstream.
2. The HR Special Hiring Program application to the Office of the Human Rights Commissioner is ongoing. In Quarter 4 staff will continue discussions with CUPE and STA regarding program support, aiming for completion by Quarter 1 in the 2024-25 school year.
3. Create and implement the use of technical specifications that complement the design guidelines and standards and expand implementation to existing spaces.
 - o This project has stalled due to the Ministry of Education and Child Care revising their design guidelines resulting in work being needed on how these fit with the SD62 Design Guidelines.

Section 1 - A visual overview of operational plan progress

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

LEARNING	Q1	Q2	Q3
Monitor the implementation of Indigenous graduation credit courses to ensure students have access to Indigenous content through a variety of courses and determine needed supports and resources for educators.			
Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen student learning.			
Implement the objectives of the (ELF) through existing networks and through strengthening effective pathways for the transition to school.			
Continue to implement and expand the K-12 Literacy plan which includes professional development, increasing resources, intervention support and K-3 Universal Screening.			
Continue to implement the Middle School Philosophy with a focus on aligning Applied Design, Skills and Technologies (ADST) and middle school programming.			
Define and enhance the practices and processes of the work of the Safe Schools Team, particularly regarding Violence Threat Risk Assessment (VTRA).			
Define the practices, processes and structures through Inclusive Education Services that support the increasing complexity and presentation of student behaviour across all school levels.			
Build a multi-year plan to enhance staff use of: technology to deliver pedagogy in the classroom; and information tools and digital platforms for administrative and support work.			
Develop an organizational approach to establishing SD62's presence at the Westshore post-secondary site. Continue to refine the comprehensive plan for program pathways and course offerings for launch in 2024.			
In consultation with students and all SD62 Learning departments (Curriculum Transformation, Inclusive Education Services, Na'tsa'maht Indigenous Education, Pathways & Choice), articulate and enhance support for the Careers and Applied Design, Skills and Technologies (ADST) K-12 curriculums in support of student voice and choice.			
ENGAGEMENT	Q1	Q2	Q3

Develop a Records Management policy for the Board with the intent of developing a proposal for building out a sustainable capability (staff, software systems, resources).			
Develop a model to support succession planning for the Leadership Team.			
Implement an accessibility plan, develop an accessibility committee and engage in a feedback mechanism for issues of accessibility in the district.			
Create authentic learning resources & narratives to support the teaching of local Indigenous languages in schools.			
To support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data-gathering tool to track indicators of academic, social-emotional and engagement attributes.			
Continue to implement the Strategic Communications Plan to develop, expand and implement respectful, effective, clear and transparent communications. Expand the Plan to include a focus on digital skills and digital resources for staff to use. Broaden out the reach of district Communications to provide equity of inclusion to specific schools that have received little or no coverage on the district website or social media.			
Continue to develop, expand and implement a culture of wellness in the district through the Healthy Schools Healthy People plan and include work on: (1) The Feeding Futures Fund; (2) Digital safety and wellness.			
Implement a new Employee Attendance and Wellness Support Program with an emphasis on: (1) Developing a data-informed process to support constructive communications with individual employees regarding attendance performance; (2) Providing supports for staff in need; and (3) Raise organizational awareness regarding attendance issues.			
GROWTH	Q1	Q2	Q3
Receive approval for and implement a Special Hiring Program, including the development and implementation of a supporting equity hiring practices policy.			
Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen organizational practices.			
Create and implement the use of technical specifications that complement the design guidelines and standards and expand implementation to existing spaces.			
Implement the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning activities.			
Develop and undertake a scan of available information and data about the district ahead of renewing the strategic plan.			
Develop a strategy to ensure effective community use of our spaces.			
Develop and implement a digital governance policy and structure that formalizes the boards' role in overseeing Digital Solutions including the acquisition, integration, and management of digital assets in support of educational and support services.			
Continue to raise awareness, provide training and implement cyber security and privacy policies in partnership with curriculum, inclusive, and safe school objectives.			
Investigate the requirements to integrate data across Business (finance, HR) and Education departments to align resourcing across Strategic and Operational Objectives linking back to Student Success.			
Develop a sustainable proposal to provide equitable access to technology for students and support staff.			
Conduct an environmental scan of organizational design structures for the delivery of central administration and support services within large BC school districts in support of future strategic planning.			
Develop a plan to increase the number of childcare spaces on school grounds by looking to utilize grants to support the construction of new spaces.			
Continue to implement the Energy Sustainability Plan by reducing our vehicle and building Green House Gas emissions towards the 2030 provincial targets.			
Create an ethical framework for decision-making to guide board-level decisions through a lens of diversity, equity, inclusion, and social responsibility.			

Section 2 – Q3 Updates - Learning

The strategic priority for learning in the 2021-2025 strategic plan is to: **Develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.** The four objectives of the priority are:

L1	Provide opportunities for learners to understand, respect and appreciate diversity and inclusion
L2	Provide opportunities for learners to develop critical and creative thinking skills
L3	Ensure our learning environments are safe, accessible and welcoming
L4	Enhance student voice and choice

LEARNING											
2023-2024 Operational Plan Item	Q3 Progress										
Monitor the implementation of Indigenous graduation credit courses to ensure students have access to Indigenous content through a variety of courses and determine needed supports and resources for educators.	<ul style="list-style-type: none"> Number of courses in place and looking to add Grade 10 courses. Building capacity with teachers through in-service training for teachers delivering the courses. Range of courses currently being offered: <table border="1"> <tr> <td>• English First Peoples (EFP)11</td> <td>• Working to add English First Peoples 10 in 24/25</td> </tr> <tr> <td>• English First Peoples 12</td> <td>• Contemporary Indigenous Peoples</td> </tr> <tr> <td>• EFP Literary Studies and Writing 10</td> <td>• Environmental Science/Outdoor Education 11/12,</td> </tr> <tr> <td>• EFP Literary Studies and Writing 11</td> <td>• Eco Academy 9/10</td> </tr> <tr> <td>• BC First Peoples</td> <td>• Sustainability 11/12</td> </tr> </table> Teachers have adequate resources to start teaching the courses and are building their resource banks and capacity to teach; a particular focus is ensuring high-quality practice of EFP courses. Building capacity is the focus (Example of an area where evidence exists of non-Indigenous educators taking the courageous leap to teach this curriculum). 	• English First Peoples (EFP)11	• Working to add English First Peoples 10 in 24/25	• English First Peoples 12	• Contemporary Indigenous Peoples	• EFP Literary Studies and Writing 10	• Environmental Science/Outdoor Education 11/12,	• EFP Literary Studies and Writing 11	• Eco Academy 9/10	• BC First Peoples	• Sustainability 11/12
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• EFP Literary Studies and Writing 11	• Eco Academy 9/10										
• BC First Peoples	• Sustainability 11/12										
Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen student learning.	<ul style="list-style-type: none"> The Executive Summary of the report has been received and is being reviewed by a Leadership Working Group. A Terms of Reference has been developed for the DEI Leadership Working Group. The focus of the group will be to determine how best to communicate themes from the summary report and to plan for a broader district DEI focus group for the next school year. Meetings for the Leadership Working Group will take place in Quarter 4. 										
Implement the objectives of the (ELF) through existing networks and through strengthening effective pathways for the transition to school.	<ul style="list-style-type: none"> Professional learning dinner series (ELF 2.0) for Elem. PVP, K teachers & ECEs. Pedagogical narration workshops for K-ECE Partnerships, Nature K teachers & CR4YC network. Planning of Ready, Set, Learn (RSL) events, including working with Digital Solutions to determine the distribution of promotional materials. Hosted RSL event at Goldstream Nature House for 50+ participants. 										

	<ul style="list-style-type: none"> Planned events for SEY2KT and hosted performers at T'Sou-ke Nation Preschool & Poirier.
Continue to implement and expand the K-12 Literacy plan which includes professional development, increasing resources, intervention support and K-3 Universal Screening.	<ul style="list-style-type: none"> In March, an update was presented to the Education Policy Committee policy presentation. In-service work will continue into Q4 and next year. The Curriculum Department is looking ahead to next year on how to expand within current resources.
Continue to implement the Middle School Philosophy with a focus on aligning Applied Design, Skills and Technologies (ADST) and middle school programming.	<ul style="list-style-type: none"> All middle schools are reconfiguring for the next school year (2024/25) with consistent daily start and end times. Schools continue to focus on ADST programming and are considering future needs for staffing & FTE.
Define and enhance the practices and processes of the work of the Safe Schools Team, particularly regarding Violence Threat Risk Assessment (VTRA).	<ul style="list-style-type: none"> There has been ongoing training for VTRA. A Tri-district Safe Schools team met to review regional processes and communication pathways. PVP at the middle and secondary levels completed annual training for responding to sexual misconduct. This involved a trauma & VTRA lens.
Define the practices, processes and structures through Inclusive Education Services that support the increasing complexity and presentation of student behaviour across all school levels.	<ul style="list-style-type: none"> The IES department has created a support network for people who have Behaviour Support FTE at the elementary level. Work is underway to visually represent the practices and roles available to support student behaviour.
Build a multi-year plan to enhance staff use of technology to deliver pedagogy in the classroom; and information tools and digital platforms for administrative and support work.	<ul style="list-style-type: none"> Scan of departments and partner groups completed. Four Key themes identified for what is needed in the system: <ul style="list-style-type: none"> Communication Tools -Outlook, Teams, One Drive, etc. Basic Digital Literacy - computer terminology, staying safe online, etc. Post Onboarding - Atrieve, MyEdBC, Engage, etc. Pedagogical Tools - iPad and Chromebook apps. The action plan is based on a multi-modal approach - Online, Hybrid, In-person. Nine-part learning series has been developed and is currently being delivered.
Develop an organizational approach to establishing SD62's presence at the Westshore post-secondary site. Continue to refine the comprehensive plan for program pathways and course offerings for launch in 2024.	<ul style="list-style-type: none"> Building construction continues but is still delayed. We anticipate the opening in September 2025 in partnership with UVic, Royal Roads and the Justice Institute of British Columbia (JIBC). Letters of support were written for UVIC Westshore Computing Program – to be a computer gateway for Westshore first and second-year undergraduates. This would expand the number of computer engineering students who can have seats for years 1 and 2 and will then transition in year 3 to the main campus. The district has been advocating with UVIC for micro-credentialing for West Shore Campus to link doing dual credit for students in Grade 12. There are talks for a partnership with JIBC for an emergency medical responder course. The Ministry is reviewing dual credit and new opportunities will likely emerge.

<p>In consultation with students and all SD62 Learning departments (Curriculum Transformation, Inclusive Education Services, Na'tsa'maht Indigenous Education, Pathways & Choice)), articulate and enhance support for the Careers and Applied Design, Skills and Technologies (ADST) K-12 curriculums in support of student voice and choice.</p>	<ul style="list-style-type: none"> The Junior, Senior & Provincial Skills Competitions coming up. Preparing for the youth work and trades annual awards at RBSS in early April. Grant \$5K to focus on middle school engagement and focus on health careers. Emergency Medical Career Sampler for EMCS. Explorations of grant with Canadian Welders Bureau to expand ops for dual credit. The money would go to renovate space to build welding booths. Continue to revise the career advisor job descriptions.
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Section 3 – Q3 Updates - Engagement

The strategic priority for engagement in the 2021-2025 strategic plan is to: **Create a culture of belonging**. The four objectives of the priority are:

E1	To develop, expand and implement, inclusive and collaborative, practices and processes.
E2	To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'
E3	To develop, expand and implement respectful, effective, clear and transparent communications
E4	To continue to develop, expand and implement a culture of wellness.

ENGAGEMENT	
2023-2024 Operational Plan Item	Q3 Progress
<p>Develop a Records Management policy for the Board with the intent of developing a proposal for building out a sustainable capability (staff, software systems, resources)</p>	<ul style="list-style-type: none"> On February 27, 2024, the Executive Team met with the consultant who had undertaken a review of SD62 records to discuss their recommended approach to record management. The team each received a binder containing five sections of documents: (1) Records Management Review Report; (2) Records Management Draft Policy; (3) Records Management Draft Regulation; (4) Records Management Draft Procedures; (5) Records Classification and Retention Schedule. In Q4, the proposed policy and regulations will be brought to Education Policy Committee. Draft Policy and Regulations F-329 went to April Ed-Policy and is out for Notice of Motion. The policy is expected to be passed at the May board meeting pending any feedback. The following procedures have been developed and are available in support: <ul style="list-style-type: none"> Records Classification and Retention Schedule Executive Records Legal Requests Managing Email Records Destruction Remote Access and Records Transfer Transitory Records Version Control and Naming Conventions Vital Records Correction of Personal Information

	<ul style="list-style-type: none"> Incremental implementation is planned as staffing and software requirements are subject to budgetary constraints.
Develop a model to support succession planning for the Leadership Team.	<ul style="list-style-type: none"> A succession planning heat map was presented to the Executive Team in January and was well received. Intend to pilot among the Executive Team and then next year extend out to the Leadership Team. A blank template for completion has been sent to the Executive and in Q4, 90 min meetings will be held with each member of the Executive.
Implement an accessibility plan, develop an accessibility committee and engage in a feedback mechanism for issues of accessibility in the district.	<ul style="list-style-type: none"> A District Committee continues to meet to review accessibility concerns that have been entered into the district feedback mechanism. The Accessibility Committee is developing an awareness campaign for September implementation. The Chair of the committee is collaborating with the Director of Facilities to review the accessibility requests.
Create authentic learning resources & narratives to support the teaching of local Indigenous languages in schools.	<ul style="list-style-type: none"> The project is progressing but has a long way to go as there needs to be the creation of language courses and planned teacher training and implementation. Schools continue to plan for signage of the SENĆOŦEN language. Currently in consultation of correct spellings and designs of signage. NIE sets SENĆOŦEN words of the month to PVP and NIE teams. Some schools feature SENĆOŦEN words on communications and/or bulletin boards in schools. NIE offers SENĆOŦEN language videos through their online teaching resources. NIE are developing more SENĆOŦEN language videos when language-speaking Elders are available. Tri-district initiatives have begun to share language resources between the 3 school districts. SENĆOŦEN Kindergarten language program at 5 elementary schools in Sooke, 2 classes per school. Total of 10 classrooms per year. 30 participants from South Island districts shared authentic resources on culture & language at a collaboration day hosted by NIE at Centre Mountain Lellum Middle School on February 8th.
To support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data-gathering tool to track indicators of academic, social-emotional and engagement attributes	<ul style="list-style-type: none"> Utilizing the tool – still work to build habits and practice. The speed and efficiency of the tool has improved significantly since the start of the year due to recent upgrades. The tool also provides data to inform Pathways to Graduation meetings at schools across the district, providing data on each student and the services they are receiving which allows staff to reflect on the efficacy of current service delivery and make data-informed decisions about programming and supports.
Continue to implement the Strategic Communications Plan to develop, expand and implement respectful, effective, clear and transparent communications. Expand the Plan to include a focus on digital skills and digital resources for staff to use. Broaden out the	<ul style="list-style-type: none"> The strategic communications plan encompasses a diverse range of tasks, from managing general messaging to addressing more complex inquiries, aiding Principals and Vice Principals (PVP) with time-sensitive communication needs, and partnering with other departments to promote and execute their initiatives. Continuous evaluation and adjustment of the plan are conducted, guided by feedback and evolving requirements.

<p>reach of district Communications to provide equity of inclusion to specific schools that have received little or no coverage on the district website or social media.</p>	<ul style="list-style-type: none"> • The Digital Literacy position remains dedicated to enhancing the digital proficiency of teaching staff members. Reporting to the Digital Solutions management, this role provides additional support to the team as needed. • The District's social media accounts continue to promote diversity and inclusion with a focus on a monthly calendar indicating upcoming celebrations or dates of recognition that may be important to our school communities. Identification of specific schools lacking adequate coverage on the District website or social media platforms has been completed. Ongoing collaboration with Associate Superintendents is slated to facilitate the incorporation of school events and achievements into communications efforts.
<p>Continue to develop, expand and implement a culture of wellness in the district through the Healthy Schools Healthy People plan and include work on: (1) The Feeding Futures Fund; (2) Digital safety and wellness.</p>	<p>The Feeding Futures Fund:</p> <ul style="list-style-type: none"> • Expanded Feeding Futures which now provide 800 meals daily. • The pilot project through Food Banks BC is in 10 schools. Over \$3000 of nutritious snacks have been provided per school. • In secondary schools there has been an increase in food rescue produce being utilized. • 30 district partners came together to undertake strategic planning about food security. The session will become a set of objectives. <p>Digital Safety and Wellness:</p> <ul style="list-style-type: none"> • Finished the second year of the substance use project funded by a Government of BC grant. • Providing in-service training with counsellors, teachers and PHE staff. • The plan includes sexual health for K-12 and especially going into secondary schools to provide learning about consent.
<p>Implement a new Employee Attendance and Wellness Support Program with an emphasis on: (1) Developing a data-informed process to support constructive communications with individual employees regarding attendance performance; (2) Providing supports for staff in need; and (3) Raise organizational awareness regarding attendance issues.</p>	<ul style="list-style-type: none"> • The program document is complete. • Received feedback on the planned program. • Presented at Leadership Team and opened for consultative feedback. • There is a legal review being undertaken to identify any potential contentious areas before being implemented. • A pilot will be run in Q4 or Q1 2024/25.

Section 4 – Q3 Updates – Growth

The strategic priority for growth in the 2021-2025 strategic plan is to: **Pursue organizational excellence to support a vibrant school district.** The four objectives of the priority are:

G1	To strengthen organizational practices to ensure diversity, equity and inclusion (DEI).
G2	To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.
G3	To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources.

G4 Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment.

GROWTH	
2023-2024 Operational Plan Item	Q3 Progress
Receive approval for and implement a Special Hiring Program, including the development and implementation of a supporting equity hiring practices policy.	<ul style="list-style-type: none"> Ideally, we would get a support letter from STA and CUPE to move forward with an application to BCOHR. There is now a letter provincially to support Employment Equity through the BCTF and BCPSEA.
Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen organizational practices	<ul style="list-style-type: none"> The Executive Summary of the report has been received and is being reviewed by a Leadership Working Group. A Terms of Reference has been developed for the DEI Leadership Working Group. The focus of the group will be to determine how best to communicate themes from the summary report and to plan for a broader district DEI focus group for the next school year. Meetings for the Leadership Working Group will take place in Quarter 4.
Create and implement the use of technical specifications that complement the design guidelines and standards and expand implementation to existing spaces.	<ul style="list-style-type: none"> The Ministry of Education and Child Care has simplified their design guidelines resulting in work being needed on how these fit with the SD62 Design Guidelines.
Implement the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning activities.	<ul style="list-style-type: none"> Completed. The Long-Range Facilities Plan was brought to the Resources Committee on January 16, 2024. Implementation is occurring through Capital Plan submission which will be made by June 30, 2024.
Develop and undertake a scan of available information and data about the district ahead of renewing the strategic plan.	<ul style="list-style-type: none"> Completed. The E-Scan was received at the Resources Committee on February 13, 2024.
Develop a strategy to ensure effective community use of our spaces.	<ul style="list-style-type: none"> Completed. The revised fee schedule was presented to the Resources Committee on October 10, 2023.
Develop and implement a digital governance policy and structure which formalizes the Boards' role in overseeing Digital Solutions including the acquisition, integration, and management of digital assets in support of educational and support services.	<ul style="list-style-type: none"> Several new processes put in place this year: <ul style="list-style-type: none"> Digital Asset Intake Process with a fast track for simple deployments and a more thorough review process for complex initiatives; Statement of Acceptable Risk for software and 3rd party cloud services; and Mandatory Privacy Impact Assessment. Working towards documenting policies to make sure it's actionable and building awareness and momentum.
Continue to raise awareness, provide training and implement cyber security and privacy policies in partnership with curriculum, inclusive, and safe school objectives.	<ul style="list-style-type: none"> Implementation of the training module from our vendor partner allowed a successful delivery of training to a section of CUPE staff members during CUPE Pro-D day. The content for the training was developed in conjunction with the educational departments.

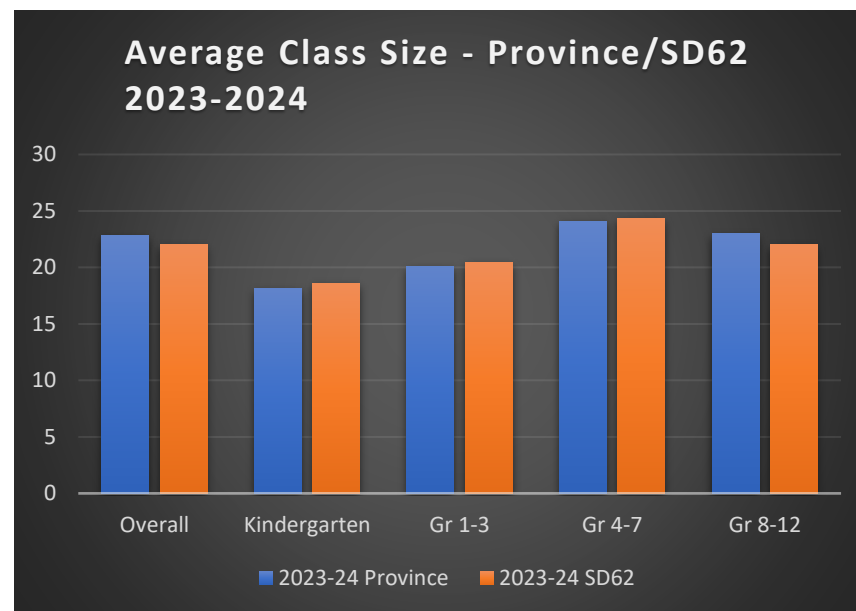
	<ul style="list-style-type: none"> • A plan was developed to deliver the training as a response to privacy breaches in schools. The training was delivered at a staff meeting and was well received. • Trial implementation of Mobile Device Management (MDM) for Apple devices and trial of Intune continues. Successful rollout of Multi-Factor Authentication (MFA) to a pilot group completed. • Work on remediation of Security Audit findings continues.
<p>Investigate the requirements to integrate data across Business (finance, HR) and Education departments to align resourcing across Strategic and Operational Objectives linking back to Student Success.</p>	<ul style="list-style-type: none"> • Investigation complete. It is concluded that the current metrics and reports produced by the Finance, HR, Facilities and Communications teams cannot be directly linked to student success metrics at this time. • Recommendation for the future: Explore opportunities for improvement in the operational metrics of the departments for next year's operations plan to uncover KPIs and metrics in support of the next Strategic Plan.
<p>Develop a sustainable proposal to provide equitable access to technology for students and support staff.</p>	<ul style="list-style-type: none"> • We currently have approximately 7000 student devices across the district that have been procured over the years in a decentralized manner. • Student Device Working Group recommends that schools and departments use a Student Technology Plan template to forecast the refresh of student devices. • A district plan has been developed for student devices however due to budgetary constraints it is not feasible to implement at this time. • For support staff - 90 laptops were rolled out for CUPE staff over spring break.
<p>Conduct an environmental scan of organizational design structures for the delivery of central administration and support services within large BC school districts in support of future strategic planning.</p>	<ul style="list-style-type: none"> • Reached out to school districts of similar or slightly larger sizes to understand their allocation of district priorities and portfolios. • Gathered organizational charts from the school districts and categorized them based on size. • Analyzed these districts to consider how SD62 could grow over time by looking at organizational structure and concepts. • Identified several findings worthy of consideration. • Reviewed findings over Spring Break and captured concepts to discuss with the Executive Team in Q4.
<p>Develop a plan to increase the number of childcare spaces on school grounds by looking to utilize grants to support the construction of new spaces.</p>	<ul style="list-style-type: none"> • BC Childcare New Spaces Grant Application submitted for Hans Helgesen Childcare. • Researched and prepared a report of current SD62 third-party provider childcare lease rates. • Revised Board Policy F-302 related to childcare on school grounds; approved through a board process. • Began process to create new lease formula for SD62 third-party provider. • Worked with BGC at Crystal View to explore possible expansion of before & after-school care.
<p>Continue to implement the Energy Sustainability Plan by reducing our vehicle and building Greenhouse Gas emissions towards the 2030 provincial targets.</p>	<ul style="list-style-type: none"> • An update was presented to the Resources Committee on March 6, 2024. • The Energy and Sustainability Plan is being refocused. However, positive work continues to make progress regarding electric buses, electric vehicle charging posts, and minor capital work.

	<ul style="list-style-type: none"> • While the District continues to work on reducing its emissions it needs to explore options for funding support for district energy management looking at programs such as BC Hydro’s Shared Energy Coach program and BC Hydro’s Full-time Energy Manager program). • In major capital builds there has been progress with the use of mass timber which is a sustainable building material with a low carbon footprint. etc. Heat pumps have also been used at schools providing higher heat efficiency in comparison to electric heaters. • The District is pursuing an internal Energy Specialist position to take the lead on our Energy and Sustainability plan and manage our energy data in-house.
<p>Create an ethical framework for decision-making to guide board-level decisions through a lens of diversity, equity, inclusion, and social responsibility.</p>	<ul style="list-style-type: none"> • The Framework is completed. The Board of Education of School District 62 (Sooke) approved the Ethical Decision-Making Framework as presented at the Resources Committee meeting of March 6, 2024. • The framework will be incorporated into decision-making to ensure that the Board and staff decisions are made through an ethical lens grounded in the District’s eight Values (relationships, choice, respect, integrity, trust, safety, diversity and equity) along with environmental sustainability; systematic racism; and Truth and Reconciliation Commission’s Calls to Action. • Implementation of the framework will start with the amendment of Information Note Templates to include a section on the ethical framework to be considered when drafting key documents for the Board of Education. A graphic of the framework will also be developed.

Section 5 – Q3 Updates - Government Data from the Ministry of Education and Child Care

Average Class Size

School Year	District	Number of classes	Average Class Size				
			Overall	Kindergarten	Grades 1-3	Grades 4-7	Grades 8-12
2022/2023	Province		22.7	18.3	20.2	24.3	23
	62	1711	24.4	19.1	20.7	24.8	25
2023/2024	Province		22.8	18.1	20.1	24.1	23
	62	1133	22	18.6	20.4	24.3	22





Permission to Conduct Non-Board-Initiated Research

Date of application	April 8, 2024
Applicant's Name	Emilie Longtin, MSc
Address	Cornett Building Uvic PO Box 1700 STN CSC ^{VICTORIA} V8W 2Y2
Phone Number(s)	
E-Mail Address	elongtin@uvic.ca
Present Position	Doctoral Student in Clinical Psychology
SD62 Employee?	NO
Affiliated institution or organization	University of Victoria and Story Studio
Name of facility supervisor (if applicable)	Dr. Catherine Costigan
Title of study	Story Maker Workshop Evaluation
Type of study	Quantitative (Survey) and Qualitative (Interview)
Requested date to start and anticipated end date	May 21st and 23rd, 2024
Type of participants (i.e. student, parent, teacher, support staff)	Students and teachers participating in the Story Maker workshop.
Any specific cohort focus	Will include all students, but also interested if certain demographics may benefit more, such as English language learners or learning designated children.
Plan for recruitment to study	Communicating with teachers already involved.
Specific location(s) of study	In classrooms already receiving Story Maker workshop.
Data collection tools	Please see attached
Ethics approval, date and organization	Approved by Uvic Human Research Ethics Board ^{March 4,} 2024
Anticipated research completion date	December 2024
Once completed would you like to present your research to the Education-Policy Committee (15 min.)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Would you prefer to present virtually or in-person?	Virtual <input checked="" type="checkbox"/> In-Person <input type="checkbox"/>

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

**School District 61 Ethics Application for StoryMaker Workshop Evaluation
A Research Collaboration between UVic BRANCH Research and Story Studio**

Title of Research:

Story Maker Evaluation

An overview of the study:

BRANCH (Building Relationships to Advance Newcomer and Community Health) Research Lab's collaboration with Story Studio is a program evaluation of their Story Marker workshop. Founded in 2011, Story Studio began with the goal of nurturing creativity in youth by giving them the tools to tell their own stories in their own words. Story Studio develops innovative, fun-first workshops that give youth the narrative tools to create amazing stories, using a methodology they've developed with over 10,000 youth. Story Studio brings together emerging young writers with adult authors and illustrators so that they can learn from each other.

Story Studio targets 80% of its programming towards serving vulnerable youth, students who may be at risk in terms of their academic achievement and social functioning. Whenever possible, Story Studio offers workshops at no cost to these youth and families through partnerships with other community organizations. In 2020, Story Studio was awarded the Council of the Federation award for Literacy in recognition of its important work within British Columbia and the 2021 BC Principals/Vice-Principals Association Award for their innovative collaborations with public schools. Story Studio is a registered charity.

The purpose of our research project is to explore the impact of participation in the Story Maker workshop on children's interest in writing stories. Additionally, we aim to identify specific groups of students who may benefit the most from participation. Our objective is to gather insights that will enhance the program in the future, allowing for the expansion of the Story Maker workshop to serve more students.

The organization providing funding (if applicable).

There is no organization providing funding.

Relevant literature:

Children learning how to write their own stories play a crucial role in enhancing literacy skills and fostering a passion for learning and writing in the future. Collaborative storytelling activities, such as those used in the StoryMaker workshops, have been found to be effective in enhancing literacy learning by providing children with opportunities to develop language skills and critical listening abilities (Ryokai et al., 2003; Ryokai et al., 2002). Encouraging children's interest in early writing activities and exploring their perceptions of the writing experience can further deepen their engagement with literacy learning (Zhang & Quinn, 2020).

Instruction that bridges reading and writing can significantly support children's literacy growth by helping them understand the connections between these two aspects of literacy (Quinn & Philippakos, 2023). Additionally, assessing children's literacy abilities based on various communication modes beyond traditional writing on paper can provide a more comprehensive understanding of their storytelling skills and literacy development (Wessel-Powell et al., 2016). Encouraging children to write their own stories based on personal experiences, cultural backgrounds, and family photographs can also contribute to their understanding of writing for different audiences and the value of authorship (Dworin, 2006; Alanis & Cataldo, 2021).

In conclusion, children's engagement in writing their own stories not only enhances their literacy skills but also nurtures a lifelong interest in learning and writing. By incorporating diverse storytelling methods, cultural elements, and collaborative activities, educators can effectively support children in developing strong literacy foundations and a love for writing.