




Public Notice – Board of Education Online Public Meeting

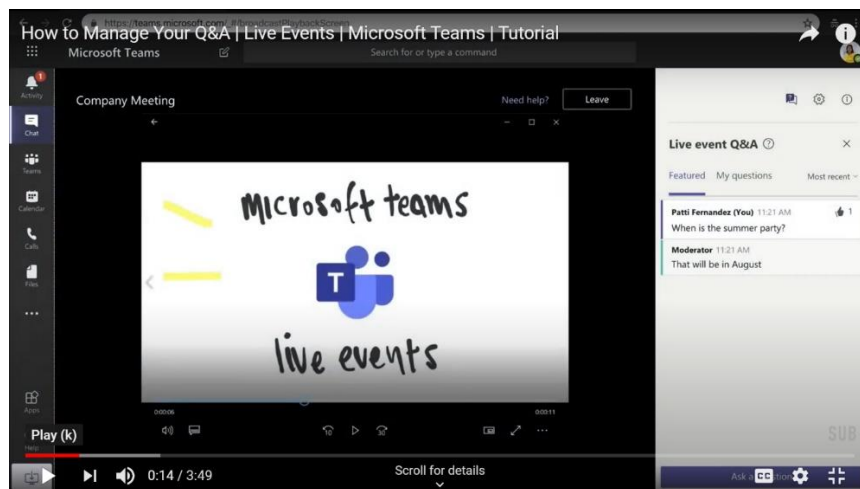
A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on January 9, 2025 at 6:00 pm.**

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-Jan-09-2025>

<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

January 9, 2025 – 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 December 3, 2024 Education-Policy Committee meeting (attached) **Pg. 4**

4. **BAA COURSE PROPOSALS**

There are no BAA course proposals for this meeting.

5. **NEW BUSINESS** (attached)

- a. Outdoor Education Academy – Wayne Kelly/D'Arcy Deacon **Pg. 6**

Recommended Motion:

That the Board of Education give Notice of Motion for the approval of the SD62 Outdoor Education Academy at Belmont Secondary School to begin September 2025.

- b. Student Voice – D'Arcy Deacon/Dave Strange **Pg. 9**

- c. Q2 Operational Plan Report – Paul Block **Pg. 16**

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the Quarter 2 Report as presented at the Education-Policy Committee meeting of January 9, 2025.

6. **REVIEW OF POLICIES/REGULATIONS** (attached)

There are no Policies/Regulations for this meeting.

7. **FOR INFORMATION**

- a. Research Project Approval – “Safeguarding Tomorrow’s Data Landscape: Young Digital Citizens’ Perspectives on Privacy within AI Systems” – Dr. Ajay Shrestha, Vancouver Island University **Pg. 31**

- b. Research Project Approval – “Outcome Evaluation of Flourish! School Food Program in Sooke School District” – Matthew Kemshaw – Flourish School Food Society and Danielle Tan
– UBC Faculty of Education

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** Feb. 4, 2025



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
December 3, 2024 – 6:00 p.m.**

Present: Cendra Beaton, Trustee (Committee Chair)
Allison Watson, Trustee (Committee member)
Trudy Spiller, Trustee (Committee member)
Amanda Culver, STA
Tim Hamblin, CUPE
Melissa Horner, SPVPA
Paul Block, Superintendent/CEO
Dave Strange, Associate Superintendent

Guests: Christine Merner, Fred Hibbs and Mark Johnston

Regrets: D'Arcy Deacon, Associate Superintendent
Sandra Arnold, SPEAC

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 recognized the Territory. The Chair highlighted this is the last meeting of the calendar year for the committee and extended thanks to all members for their contribution to the important work of the committee.

A reminder was given to the committee that the season brings joy but also challenges for individuals and families and the Chair encouraged people to check in with others and with self and to prioritize self care and care for others this December.

The success of the Strategic Plan engagement process was highlighted by the Chair and the Chair asked partner groups to share anything that they may want to highlight since the last committee meeting. Partner groups shared a number of examples.

3. **COMMITTEE REPORT** of November 5, 2024 Education-Policy Committee meeting
The committee report for the November 5, 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. **NEW BUSINESS**
There were no New Business items for this meeting.
6. **REVIEW OF POLICIES/REGULATIONS**
 - a. Draft Revised Regulations C-329 “Field Trips” – Christine Merner
Staff presented on the Draft Revised Regulations C-329 “Field Trips”. Christine Merner, Manager – Occupational Health and Safety, highlighted the three main areas of change being proposed. These changes are in response to a WorkSafe BC Order as well as changes in the WorkSafe BC Regulations which became effective November 2024. Additional housekeeping was completed to the Regulations to clean up the document, including work to make the documents’ language gender neutral. The presentation was well received, and the committee followed with questions and requests for clarification.

Recommended Motion:
That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Regulations C-329 “Field Trips”.
 - b. Draft Revised Policy and Regulations D-121 “Animals on District Property and in Classrooms” - Fred Hibbs and Mark Johnston
Staff presented on the Draft Revised Policy and Regulations D-121 “Animals on District Property and in Classrooms”. Fred Hibbs, Executive Director – Human Resources, shared with the committee that he was returning with a significantly revised version from what was presented earlier this fall with changes informed by meaningful feedback from committee partners. The presentation was well received, and the committee followed with questions and requests for clarification.

Recommended Motion: Motion Carried
That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy and Regulations D-121 “Animals on District Property and in Classrooms”.
7. **FOR INFORMATION**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Jan. 9, 2025



Committee Info Note
Education-Policy Committee Meeting
January 9, 2025
Agenda Item 5a: Outdoor Education Academy

Background:

Policy & Regulations B-349 “Specialty Academies” requires specific consultation requirements. This presentation will share the process and actions taken to meet the requirements stated in the regulations.

In preparation for consideration of the Board and partner groups, the following are the requirements for a new academy program from Regulations B-349 “Specialty Academies”:

B-349 – Specialty Academies - Regulations

New Programs considered will:

1. Have a clearly articulated specialty academy rationale.

Response:

- Personalized learning is a path in education that considers the specific strengths, interests and needs of each student and creates a unique learning experience based on those individual traits.
- Our Academy programs provide a unique opportunity for students and parents to have a voice and choice and allow our school district to support personalized learning opportunities.

2. Require consultation with the Parent Advisory Council (PAC) and the approval of the Board of Education.

Response:

- Belmont Principal, Laura Fulton, will be meeting with the Belmont PAC in January to discuss the new proposal for the Outdoor Education Academy. Their feedback will arrive prior to the proposal coming to the Board.
- Belmont Principal Laura Fulton will consult with NA'TSA'MAHT Indigenous Education and the Indigenous Education Council as necessary.

3. Fulfill a recognized educational need separate from existing specialty academy programs and services.

Response:

- Our goal is to create a unique outdoor experiential education opportunity for students to explore their passion in outdoor skills through wilderness experiences in a cultural, place-based and environmental stewardship lens.

4. Be free from any political, religious or ethnic affiliation.

Response:

- Confirmed that this is the case.

5. Be consistent with Board policies, regulations and administrative procedures.

Response:

- Yes, with specific considerations to Policy B-349 “Specialty Programs”.
- Strong alignment with the new Strategic Plan specific to the values of choice and the vision of personalized learning.

6. Have a fee structure that is based on the Board charging a fee to a student enrolled in a specialty academy related to the direct costs incurred by the Board in providing the specialty academy that are in addition to the costs of providing a standard education program.

Response:

- Supplies: \$47,600 total @ \$1750 per student.
- Admin Fee: \$3920 total @ \$140 per student.

Total Costs: \$1,890 per student based on XX students

7. Provide bursary opportunities for any students who require financial assistance to participate in a specialty academy.

Response:

Bursary Programs: We do have a bursary program that students and parents can access to assist with fees.

- KidSport – Local Victoria chapter provides up to \$400-\$600 per child to assist with academy fees.
- Jumpstart – Local Victoria chapter can provide up to \$300 per child to assist with academy fees
- Sport Assist – Funding available for SD 62 students up to \$1,000
- Lace’Em Up – Provides up to \$1,000 per child to assist with Academy fees.

8. Be available to all students in the Sooke School District based on space availability.

Response:

- The program would be available to all Gr. 11 and 12 students attending Belmont regardless of ability. The option to pursue to a school change request to Belmont is available to students that live across the district.

9. Identify the potential impact on other schools in the District.

Response:

- No impact on other schools. Currently, no other similar programs in the district.
- Possibility that students who are currently attending Claremont’s or Stelly’s outdoor education programs may return to SD62.

10. Be maintained without transportation assistance from the Board.

Response:

- All transportation costs for this program will be paid for with the revenue budget generated by the academy fees.
- Each student will pay this fee.

11. Be subject to normal planning and staffing schedules established by the district.

Response:

- The Academy programs will be staffed as per the District Post & Fill process that follows the Collective Agreement.
- The District Principal will work directly with school-based PVP to ensure a collaborative and efficient process.

12. Be subject to program evaluation including fee structure and audit on an ongoing basis by the Board.

Response:

- This is the beginning of this process.

Recommendation:

Recommended Motion for the proposal of the Outdoor Education Academy

That the Board of Education give Notice of Motion for the approval of the SD62 Outdoor Education Academy at Belmont Secondary School to begin September 2025.

Respectfully submitted,

D'Arcy Deacon
Associate Superintendent of Schools

Wayne Kelly
District Principal
Sooke School District Sports Academy Programs, PACE and Percussion Academies
Principal - QELENSEN Á,LEN Secondary
Sports Academy Liaison with Rugby Canada & Golf Canada



Committee Info Note
Education-Policy Committee Meeting
January 9, 2025
Agenda Item 5b: Student Voice

Background:

The Sooke School District 2024-25 Operational Plan identifies developing a Student Voice Engagement Plan as a priority. In the fall of 2024, district staff conducted an environmental scan to identify current areas of practice related to student voice and engagement. This scan included a survey including the three following questions:

- 1- What are your planned student voice engagement events for the 2024-25 school year?
- 2- How do you utilize this information to identify goals and strategies to make change toward improving student experiences?
- 3- How do you ensure students are communicated to and see their voice reflected in goals and strategies toward change?

Timeline:

In September-November 2024, staff completed an environmental scan survey with school-based leadership and district department leadership. Survey Feedback was compiled and analyzed in December by staff. Scheduling for school-based student feedback engagement sessions also began in December.

Current Context:

This environmental scan revealed key planning for strategies to engage student voice, utilize that voice for goal setting, and efforts to reflect student voice in school decision making as outlined in the table below.

Survey Question			
1 – Engagements	Ongoing <ul style="list-style-type: none"> • Student Leadership • Student Presentations • Expressions of Learning • Student Organized groups/clubs • School Structures • Key Relationships 	Annual <ul style="list-style-type: none"> • Student Focus Groups • Round Circle/Town Hall • Student Led Citizenship • Calendar Driven Events 	Unique/In-Development <ul style="list-style-type: none"> • Student Trustee Forum • Logo re-design • Culturally Responsive Actions • Student Forums • Innovative tools (Empathy Matrix) • Priority Learner focus
2 - Utilizing	<ul style="list-style-type: none"> • Feedback loops for daily routines/operations • School Planning/Equity Goals • Structured Engagement Sessions • Collaborations • Celebrations • Resourcing 		

3 - Reflecting	<ul style="list-style-type: none"> • Communications/publications/displays • Action (adult response) • Student Clubs • Small group meetings • Transparency • School Goals

**Results anonymized for presentation purposes. Results may not capture all practices in schools.*

Nest Steps:

- Participation in student feedback engagement sessions. Jan-March (Q3)
- Further development/feedback gathering for draft Student Voice Engagement Plan. April-May (Q3-Q4)
- Finalizing of Student Voice Engagement Plan (June-July) (Q4)

Respectfully submitted,

D'Arcy Deacon, Associate Superintendent

Dave Strange, Associate Superintendent



SD62 Student Voice Engagement Planning

1

At School District 62 (Sooke), we believe that student voice is essential in shaping a learning environment that is inclusive, innovative, and empowering. The Student Voice Engagement Plan is a commitment to actively listen to, value, and integrate student perspectives into our decision-making processes.

2

2



Survey Questions

What are your planned student voice engagement events for the 2024-25 school year?

How do you utilize this information to identify goals and strategies to make change toward improving student experiences?

How do you ensure students are communicated to and see their voice reflected in goals and strategies toward change?

5

5



Student Voice Engagement



Ongoing

- Leadership Groups
- Student Led Presentations
- Expressions of Learning
- Student Organized Clubs
- School Structures
- Key Relationships

Annual

- Student Focus Groups
- Town Hall/Round Table Gatherings
- Student Learning Surveys
- Student Led Citizenship
- Calendar Driven

Unique/In-development

- Student-trustee forum
- Logo re-design
- Increased culturally responsive initiatives
- School Goals
- Priority learner focus

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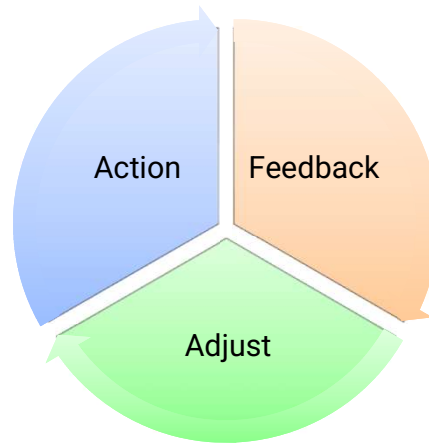
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Utilizing Feedback

Applications

- Feedback Loops – Daily Routines
- Feedback Loops - School Goals
- Structured Engagement Sessions
- Collaborations
- Celebrations
- Resourcing/Budgeting



7

7



Reflecting Student Voice

Communications

Newsletters, announcements, assemblies, displays, bulletin boards

Actions

Students see their voice communicated in adult actions (belonging,

Transparency

Provide clear explanation where student voice is and isn't reflected. Explaining what and why.

School Goals

Align student priorities

Small Group Meetings

Direct conversations, frequent invitations

Value Individuals

Recognize that each student is unique and valued

8

8



Next Steps

Student Engagement Sessions Q3

Draft Student Voice Engagement Plan Q3-Q4

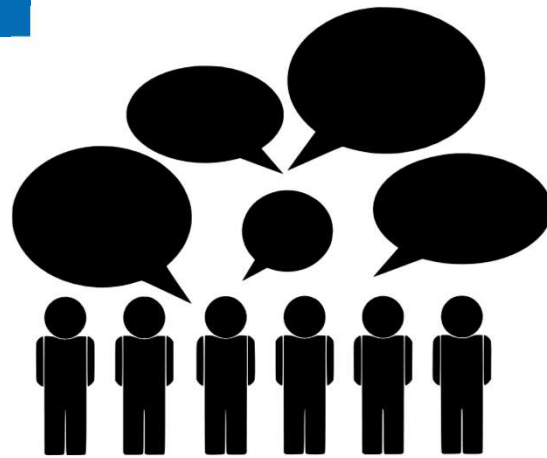
Finalize Student Voice Engagement Plan Q4

9

9



Discussion - Feedback



10

10

Information Note
Education-Policy Committee Meeting
January 9, 2025
Agenda Item: 5c – Strategic Plan Quarter 2 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 October (Quarter 1: July - September), January (Quarter 2: October - December), April (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 Enhancing Student Learning (ESL).
- The [2023-24 Annual Report](#) was submitted to the Board of Education at the September 2024 Board Meeting. A link to the report has been provided to the Ministry of Education and Child Care (MoECC).
- 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 [2024-25 Operational Plan](#) builds on the [2023-24 Operational Plan](#).
- The [Enhancing Student Learning Report](#) is submitted to the Ministry of Education annually on September 30th. The report features data on SD62 (School District 62) student success. When newly released data becomes available, the Quarterly Reports will feature it. The Enhancing Student Learning Report covers:
 - Reading, writing and numeracy.
 - Grade-to-grade transitions.
 - Graduation assessments.
 - Six-year and eight-year completion rates.
 - Early development.
 - Student satisfaction, including postsecondary and career preparation.
 - Success metrics for all students, including those with unique needs, such as Indigenous ancestry, English Language Learners.

Quarter 2 Progress on the 2024-25 Operational Plan

- The Quarter 2 Report contains updates for work undertaken between October – December 31st, 2024. It details each item contained in the 2024-25 Operational Plan and is reported under the headings of Learning (blue), Engagement (green) and Growth (red).
- The report is structured with four columns:

- **“Staff Will”**: describes the actions with target completion date that the executive will undertake to meet the operational goal.
 - **“Students Will”**: describes the connection and outcomes for students that will be achieved through the project, initiative, or action.
 - **“Measures”**: specific outcomes with target completion date that the executive will use to document progress towards a project, initiative, or action.
 - **“Progress & Evidence”**: describes the actions taken within Q2 in support of the Operational goal.
- Progress Summary Q2 Report: 39 projects, initiatives or actions were planned for completion over Q2-Q4:
 - 6 projects, initiatives or actions are complete.
 - 30 projects, initiatives or actions are in progress.
 - 3 projects have been delayed as per plan.
 - Not all projects, initiatives or actions were intended to be completed in Q1/Q2, many have an intended scope over quarters 2-4.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the Quarter 2 Report as presented at the Education-Policy Committee meeting of January 9, 2025.

Respectfully submitted,

Paul Block, Superintendent of Schools/CEO



2024-25 Operational Plan Quarter 2 Report

The Sooke School District Executive Team is pleased to present the Quarter 2 Report for the 2024-2025 school year. This report highlights the Executive Team's actions and initiatives to meet the goals and objectives outlined in our 2024-2025 Annual Operational Plan.

Each year, the Annual Operational Plan drives progress toward the priorities identified in our Strategic Plan 2021-2025, which focuses on Learning, Engagement, and Growth.

Our Strategic Priorities are:

- **Learning:** Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens.
- **Engagement:** Create a culture of belonging.
- **Growth:** Pursue organizational excellence to support a vibrant school district.

A handwritten signature in black ink, appearing to read "Paul Block".

Paul Block
Superintendent/CEO

Operational Plan 2024-2025 Deliverables and Metrics: Learning

QUARTER 2 REPORT

Staff Will	Students Will	Measures	Progress & Evidence
Implement recommendations outlined in the diversity, equity, and inclusion (DEI) review to enhance student learning (L1) (MB/DD).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Develop a Racism Response guidelines document (Q1-Q2). Publish and share a Terms of Reference for the District Committee (Q1-Q2). Establish a District Committee for DEI (Q2). Develop inclusive language guidelines (Q2). Undertake a Policy Review to ensure policies reflect the district approach to DEI (Q3). Create an opportunity for student voice in District DEI work (Q2-4). Develop a DEI Action Plan to align with the 2025-2029 Strategic Plan (Q4). Update student codes of conduct to include a deeper understanding of diversity, equity and inclusion (Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> Have enhanced learning that reflects inclusive language. Understand DEI concepts and be able to discuss how the concepts apply to their school. See their codes of conduct with more depth on diversity, equity and inclusion. Feel valued and appreciated for their unique backgrounds and views. Be given clear pathways to provide their voice to the district regarding DEI topics. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> District DEI Committee Established (Q1). Racism Response guidelines document complete (Q1). Policy review is completed and provides recommendations and/or updated policies (Q3). The Inclusive Language Guideline document is completed & shared with district leadership (Q3). Student codes of conduct contain a common language that demonstrates a deeper understanding of diversity, equity and inclusion (Q4). Students will have participated in student voice and engagement in DEI activities (Q4). Inclusive language is used in the classroom (Q4). DEI strategy to align with 2025-2029 Strategic Plan (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> District DEI Committee Established (Q1-Q2) <ul style="list-style-type: none"> This has been delayed. Aiming for TOR to be completed and committee established and meeting in Q2. DEI update and presentation was made to the board. RFP completed, seeking a consultant to finalize TOR and establish committee. Racism Response guidelines document complete (Q1-Q2) <ul style="list-style-type: none"> Document is drafted, consultation will continue through Q2 with distribution to follow.
<ul style="list-style-type: none"> Implement the Middle/Secondary components of the K-12 Literacy Plan (L2) (DS/DD). 			
<p>Staff Will:</p> <ul style="list-style-type: none"> Establish a K-12 District Literacy Stewardship Team with school and district-level representation (Q1-2). Develop a collaborative cross-department K-12 literacy strategy (primary, intermediate, middle and secondary) (Q2-Q3). Pilot at Intermediate, Middle, and Secondary levels, a common district screening and assessment framework (Q2-Q4). Finalize a common district screening and assessment framework at each level (Q2-Q3). Establish a continuous data reporting structure (frequency and content) for the K-12 Literacy Plan (Q2-Q3). Review and refine professional learning and In-Service Models relative to Tier 1 and Tier 2/3 Instruction (Q2-Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> Students in elementary, middle and secondary will have improved levels of literacy. Students in elementary, middle and secondary will have access to high-quality literacy classroom instruction. Students in elementary, middle and secondary will have access to interventions as needed to achieve literacy levels expected at their grade level. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> K-12 Assessment and Progress Monitoring systems will have been established and implemented (Q1-Q4). Staff engagement (participation rates) in district professional learning activities (Q2-Q4). Completion of Intermediate, Middle, and Secondary levels pilots (Q2-Q4). Completed collaborative staffing, resource and training requirements for the K-12 Literacy Plan (Q4). K-12 Annual Literacy Report (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> K-12 Assessment and Progress Monitoring systems will have been established and implemented (Q1-Q4) <ul style="list-style-type: none"> K-3 Literacy Intervention is fully implemented and ongoing in all elementary schools. District Literacy Stewardship Team in its initial form completed a review of K-12 Literacy data practices and developed several recommendations for the 2024-25 school year. Composition of the District Literacy Stewardship team is being revisited with thoughts to including teacher representation (Dist/STA/Admin) under development. Literacy Intervention model being expanded to intermediate (gr. 4-5) at two schools and at one middle school gr 6-8. Similar staged rollout as was followed with the K-3 plan. Annual schedule mapped out. Initial planning meeting to align Literacy Stewardship Team around continuous improvement cycles. Data templates (literacy/numeracy) for Middle/Sec PVP use in development. Literacy intervention assessment tool developed and active fully at K-3 and being piloted 4/5 and 6/8. (Q2) Literacy Intervention Model is currently up and active at the intermediate and middle school level. Rollout has been successful, and pilot will inform requirements for system wide implementation. (Q2) District Numeracy Assessment developed and has been shared with the system feedback. On track to be finalized by end of January 2025. (Q2-3) Work progressing on development of suite of system assessment tools. (Q3)

Identify the metrics and processes necessary to establish a continuous improvement cycle for the Framework for Enhancing Student Learning (FESL) and student achievement (L2) (DD/FN).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Identify and prioritize key processes for sharing student achievement data as part of the continuous improvement cycle (Q1-Q4). Identify all local data sources to inform the 2024-2025 FESL Report (Q1-Q4). Submit, where appropriate, questions for the Student Learning Survey to provide data to support the 2024-2025 FESL Report (Q1-Q2). Reflect on MoECC feedback on the SD62 2023-2024 FESL Report (Q2). Improve participation rates in the Student Learning Survey (Q2). Design a plan to adjust and revise the 2024-2025 report based on the feedback (Q2). Identify key staff to support the draft and final report of FESL 2024-2025 (Q2). Develop an annual calendar for continuous improvement (Q3). 	<p>Students will:</p> <ul style="list-style-type: none"> Make progress on student success indicators in 2024-2025. Improved course completion rates in 2024-2025. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Providing evidence of: <ul style="list-style-type: none"> Annual schedule for school data review of progress toward identified goals (Q1). Annual data gathering and sharing schedule for continuous improvement (Q2). Course completion rates in 2024-2025 with analysis to explain results (Q4). 6-year graduation rates in 2024-2025 with analysis to explain results (Q4). Numeracy and literacy scores in 2024-2025 with analysis to explain results (Q4). SLS 2024-2025 with analysis to explain results (Q4). Report on FESL 2024-2025 team and intended process and outcomes (Q2). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Identify and prioritize key processes for sharing student achievement data as part of the continuous improvement cycle (Q1-Q4) <ul style="list-style-type: none"> Annual schedule for school data review of progress toward identified goals. (Q1) Individualized School data sets shared at level meetings and with all schools. (Q2) School feedback generated to support refining of data sets. (Q2) Identify and prioritize key processes for sharing student achievement data as part of the continuous improvement cycle (Q1-Q4) <ul style="list-style-type: none"> School continuous improvement engagement schedule mapped out. Engagement communicated to system and processes Ongoing continuous improvement engagement sessions with all schools (Q1-Q2) Identify all local data sources to inform the 2024-2025 FESL Report (Q1) <ul style="list-style-type: none"> Provincial/Local data templates for Associate/PVP use (FESL driven) in development. Data team is populating the 1-page summary templates with Student Success Measures for Elementary/ Middle/ Secondary. Additional local data gathering/application (macro, meso, micro) exploration in progress. Provincial/local data sets developed and in use at schools. (Q2) Submit, where appropriate, questions for the Student Learning Survey to provide data to support the 2024-2025 FESL Report (Q1-Q2) <ul style="list-style-type: none"> FESL based SLS additional questions under review. No additional questions submitted. (Q2) Reflect on MoECC feedback on the SD62 2023-2024 FESL Report (Q2) <ul style="list-style-type: none"> 2023-24 MOECC FESL report feedback not yet received. Improve participation rates in the Student Learning Survey (Q2) <ul style="list-style-type: none"> 2024-25 SLS scheduled for spring 2025. (Q3) Draft participation improvement plan in development. (Q2) Current SLS questions undergoing feedback process with schools. (Q2) Design a plan to adjust and revise the 2024-2025 report based on the feedback (Q2) <ul style="list-style-type: none"> Draft FESL adjustment and revision plan developed. (Q2) Awaiting MoECC FESL 2023-24 feedback to finalize plan. (Q2) Plan to be reviewed by associates. (Q2) Identify key staff to support the draft and final report of FESL 2024-2025 (Q2) <ul style="list-style-type: none"> Key staff identified in Draft FESL adjustment and revision plan. (Q2) Develop an annual calendar for continuous improvement (Q3)

			<ul style="list-style-type: none"> Completed in (Q1)- to be revised annually.
<p>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) (MB).</p>			
<p>Staff Will:</p> <ul style="list-style-type: none"> Review and develop recommendations regarding current newcomer supports, needs, and resources (Q1-Q2). Collaborate with the Associate Superintendent and the Principal of Continuing Education to develop Foundational English Language Acquisition Programming for Adults of Newcomer Families (Q3). Develop a long-range plan to support newcomers informed by the review (Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> If they are new to Canada, <ul style="list-style-type: none"> Experience newcomer supports that enhance their academic performance and provide enhanced social and emotional well-being. Adult learners, experience foundational English Language Programming to improve their quality of life and career and occupational options. Experience opportunities to develop a sense of belonging to SD62 and the local community. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Creating a Review and Recommendations summary document that is shared with the Executive Team and the Board of Education (Q2). Reporting to the Executive Team on the long-range plan (Q4). Ensuring that the Foundational English Language Programming for adults is scheduled, advertised and enrolment is open for September 2025 at the Westshore Post Secondary Campus (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Review and develop recommendations regarding current newcomer supports, needs, and resources (Q1-Q2) <ul style="list-style-type: none"> Meetings set with key district partners to review process; consultation will continue in Q2. Summary document for sharing with the Executive Team and the Board of Education will be ready in Q3. ELCC and ELL departments partnered to pilot the CHEQ with kindergarten students of newcomer families. Currently analysing data at the school level. District trends and themes may emerge that will inform district and community action plans to support newcomer students and their families. (Q2-Q3)
<p>Promote and action Sexual Orientation and Gender Identity (SOGI)-related initiatives, including reviewing policies and retrofitting gender-neutral spaces (L3) (DS).</p>			
<p>Staff Will:</p> <ul style="list-style-type: none"> Review and revise policy to address gendered language (Q1-Q2). Develop inclusive language guidelines in partnership with the DEI District Committee (Q1-Q2). Develop a staff guidebook for SOGI-related conversations and events (Q2-Q3). Develop grade-level appropriate educational resources for SOGI (Q2-Q3). Develop an online place to house the staff guidebook and educational resources (Q2-Q3). Secure funding for one-bathroom retrofit for 2025-2026 (Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> Experience greater SOGI supports in schools. Have awareness of SOGI activities and supports in schools. Be aware of SOGI champions in their school. Be aware of how to share concerns or positive feedback of SOGI-related issues in their schools. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Completed policy to address gendered language (Q1-Q2). Completed inclusive language guidelines (Q1-Q2). Completed staff guidebook for SOGI-related and events conversations (Q2-Q3). Completed grade-level appropriate educational resources for SOGI (Q2-Q3). Completion of an online space to house the staff guidebook and educational resources (Q2-Q3). The feedback mechanism process has been communicated with students and staff (Q2-Q4). Funding secured for one-bathroom retrofit for 2025-2026 (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Review and revise policy to address gendered language (Q1-Q2) <ul style="list-style-type: none"> Completed policy to address gendered language. (Q1-Q2) Work group near finalization. Work plan developed and ready to be implemented. Focus will initially be on policy and regulations beginning with the district Sexual Orientation and Gender Identity policy and regs. (Q2) Develop inclusive language guidelines in partnership with the DEI District Committee (Q1-Q2) <ul style="list-style-type: none"> Work in progress. Materials gathered from other school districts to be reviewed (Q1-Q2) Develop an online place to house the staff guidebook and educational resources (Q2-Q3). SOGI Policy to be Reviewed and Updated by Working Group (Q2) <ul style="list-style-type: none"> SOGI School Lead team created on MS Teams. Site hosts policy, ministry guides, tools to fight mis and disinformation, as well as educational resources and links to supportive sites and educational materials. All school and departments leads as well as all PVP are listed as members and have access to all materials.
<p>Prioritize enhancing student voice and engagement across all K-12 departments (L4) (DD/DS).</p>			
<p>Staff Will:</p> <ul style="list-style-type: none"> Environmental scan for current practices in student voice and engagement experience (Q1-Q2). Develop an annual student voice engagement plan (Q1-2). Develop, with the involvement of students, an annual student engagement plan (Q2-Q3). 	<p>Students will:</p> <ul style="list-style-type: none"> Have clear ways to provide their voices to the school district. Be listened to by staff in a way that addresses their concerns. Help to plan engagement which includes their voices. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Completing an environmental scan of student voice and engagement experience (Q1-Q2). Consistent student engagement established and aligned with the student engagement plan (Q2-Q4). Evidence of student involvement in all aspects of the deliverable (Q2-Q4). Annual student voice engagement plan (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Completing an environmental scan of student voice and engagement experience (Q1-Q2). <ul style="list-style-type: none"> Student voice and engagement surveys in draft form. To be reviewed through consult and administered early Q2. Student voice engagement surveys administered with schools and district PVP. (Q1-Q2)

			<ul style="list-style-type: none"> ○ Survey data compiled and analyzed for planning purposes. (Q1) ● Develop an annual student voice engagement plan (Q1-2) <ul style="list-style-type: none"> ○ Plan to be developed utilizing environmental scan data in late Q2 early Q3. ○ School/department survey data compiled into draft annual student voice engagement outline (Q2) ● Develop, with the involvement of students, an annual student engagement plan (Q2-Q3). <ul style="list-style-type: none"> ○ Student survey, feedback engagement sessions currently being scheduled at individual school sites. (Q2) ○ Student survey questions and engagement session planning in development. (Q2-Q3)
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Operational Plan 2024-2025 Deliverables and Metrics: Engagement

Staff Will	Students Will	Measures	Progress & Evidence
Develop and implement a comprehensive engagement strategy for the new strategic plan (E1) (PB).			
<p>Staff Will:</p> <ul style="list-style-type: none"> ● Create a comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q1-Q2). ● Implement the plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q2-Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> ● Be asked about their views on the new strategic plan giving them a sense of ownership and agency in shaping their educational experience. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> ● A comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q1-Q2). ● Evidence of student engagement in developing the new strategic plan (Q4). ● Evidence of district partner engagement (Q4). ● Completing the 2025-2029 Strategic Plan with consideration of what was heard during the engagement (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> ● Create a comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q1-Q2). <ul style="list-style-type: none"> ○ All Strategic Plan engagement sessions were facilitated by Mike McKay, each spanning three hours. These sessions focused on the district's three key priorities: Learning, Engagement, and Growth. Participants reviewed data and engaged in facilitated discussions, with District leadership staff meticulously recording insights at each table. ○ The feedback gathered during these sessions was synthesized in Q2 and used to inform the development of a public survey. This survey provided all stakeholders with the opportunity to share their perspectives on the goals and objectives for the new Strategic Plan, building on the valuable insights gathered from students, parents, leadership, and district partners during the feedback sessions. ○ (Complete) <p>Summary of Q2 Engagement Sessions:</p> <p>Students – October 15</p> <ul style="list-style-type: none"> ● Attendees: 40 ● Schools represented: Belmont, Centre Mountain Lellum, Dunsmuir, Edward Milne, John Stubbs, Journey, Qelensen A Len, Royal Bay, Spencer, Westshore Secondary <p>Trustees – October 15</p> <ul style="list-style-type: none"> ● All Trustees participated. <p>Leadership Team – November 6</p> <ul style="list-style-type: none"> ● The leadership team, comprising Principals, Vice Principals, Directors, and Managers, participated in the session.

			<p>DPAC (SPEAC) – November 13</p> <ul style="list-style-type: none"> • Attendees: 22 • Schools represented: Belmont, Centre Mountain Lellum, David Cameron, John Stubbs, Lakewood, Millstream, Royal Bay, Ruth King, Sangster, Spencer <p>District Partners – November 25</p> <ul style="list-style-type: none"> • Attendees: 20 • Partners represented: CUPE 459, STA, SPVPA, Indigenous Education Council, SPEAC, SD62 Executive <p>Public Survey – December 2-16</p> <ul style="list-style-type: none"> • As this survey was held in late Q2, further information about the public survey will be shared in Q3.
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Collaborate with Sc’ianew, T’Sou-ke and Pacheedaht Nations and with Na’tsa’maht Indigenous Education to establish a new Indigenous Education Council (IEC) in alignment with the new ministerial order and changes to the School Act following Bill 40 (E2) (PB).

<p>Staff Will:</p> <ul style="list-style-type: none"> • Collaborate with the land-based Nations to establish a new Indigenous Education Council (Q1-Q2). • Support the land-based nations with decision-making in relation to: <ul style="list-style-type: none"> ○ School of Choice (Q2). ○ Model the Learning Enhancement Agreement (Q2). ○ The implementation of Indigenous Education Councils (Q2-Q4). • Support the land-based Nations in establishing governance structures within the IEC (Q2-Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> • Experience a district with a significant commitment to honouring and respecting Indigenous cultures, histories, and worldviews. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Evidence of SD62s collaboration with the Nations (Q1-Q4). • Identify the school of choice for Sc’ianew Nation, T’Sou-ke Nation, Pacheedaht Nation (Q1). • Identify the Sc’ianew Nation, T’Sou-ke Nation, Pacheedaht Nations Individual LEAs as desired by each Nation (Q2-Q4). • The IEC has a Terms of Reference that is in alignment with Bill 40 and includes structures that address local matters and context (Q4). • Improved District-level consultation processes with the Nations (Q1-Q4). 	<p>The Organization has demonstrated progress by:</p> <p>Collaborate with the land-based Nations to establish a new Indigenous Education Council (Q1-Q2)</p> <ul style="list-style-type: none"> ○ Bylaw 1-20 School Board Governance By-Law was amended to reflect the relevant governance changes as per legislation creating Indigenous Education Councils (IEC). The Governance Committee reviewed the revisions and recommended approval by Board. First reading was successful at the November Board of Education meeting. Second and third reading will take place at the December Board meeting bringing the IEC’s role, responsibilities and functions into the 1-20 Board Governance Bylaw. ○ Revision to Policy & Regulations 411 - Order of Business for Board Meetings was completed and presented to the Governance Committee for feedback. The revisions formally placed the IEC on Public Board Meeting agendas. The revision was approved by the Board of Education at the November Board of Education meeting. ○ (Complete) <p>Support the land-based nations with decision-making in relation to: The implementation of Indigenous Education Councils (Q2-Q4)</p> <ul style="list-style-type: none"> ○ Terms of Reference are complete. Submission to Ministry of Education and Childcare by January 15, 2025, deadline is met. ○ Terms of Reference to be shared with Board of Education in Q3. <p>Support the land-based nations with decision-making in relation to: School of Choice (Q2)</p> <ul style="list-style-type: none"> ○ As per Bill 40 and the T’Sou-ke and Pacheedaht Nation’s Learning Enhancement Agreements, Schools of Choice for Elementary, Middle and Secondary schools have been identified and school staff and Associate Superintendent’s are informed and aware of the school district’s legislative responsibility with school of choice requests. ○ (Complete)
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Create targeted communication strategies to facilitate the active sharing of achievements and successes by the school community throughout the year (E3) (PB).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Develop a Communications Plan for the active sharing of achievements and successes (Q1). • Further the “Together We Are Better” recognition portion of District leadership Meetings <ul style="list-style-type: none"> ○ Recognition is based on evidence of collaboration that is across departmental/school and yields demonstrable evidence of product or initiative (Q1-Q4). • Develop a template (electronic fillable) for all schools and departments to access and share examples of “Together We Are Better” (Q1). • Develop a process (for instance template that is electronically fillable) for students/staff or community members to nominate/report on students or staff deserving of recognition of a special accomplishment/ achievement or initiative in schools or community (Q1-Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> • Have an avenue to share positive news about their school. • See achievements and successes shared by their school. • Will experience a staff that feels valued, heard and seen. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • # of examples shared of collaboration that is across departmental/school and yields demonstrable evidence of product or initiative (Q1-Q4). • # of examples of gratitude expressed or awareness of said examples from staff (Q1-Q4). • Templates complete for “Together We Are Better” (Q1). • Examples of submissions Q1-Q4). • # of submissions (Q1-Q4). 	<p>The Organization has demonstrated progress by:</p> <p>Develop a Communications Plan for the active sharing of achievements and successes (Q1)</p> <ul style="list-style-type: none"> ○ The 2024-2025 Strategic Communications Plan has been finalized. This plan outlines our key communication strategies and protocols for the year ahead, ensuring clear and effective communication across the District. For more information, staff and Trustees can access the plan via the following link: Communication Plans and Protocols. ○ (Complete) <p>Together We are Better Reporting (Q2)</p> <ul style="list-style-type: none"> ○ E-template developed for staff to submit and recognize collaborative efforts across schools, departments and the district. (complete) ○ Multiple examples were submitted over Quarter 2. The following are some brief examples and highlights: <ul style="list-style-type: none"> ▪ Submission: Intermediate Literacy Intervention - Curriculum Department ▪ Collaborators: Happy Valley IS/LS team, intermediate teachers and admin ▪ Summary: This is to support our school literacy goal of gathering base literacy assessments on all students K-5 to inform our literacy supports and programming at Happy Valley. PVP met with Shelby Pollitt to discuss what would be the best way to support our intermediate students struggling with reading and writing. Then our team was invited to participate in the Districts intermediate literacy pilot project. Our LS team worked with Shelby to learn how to assess every student and then our teachers and LS team are receiving in-service on how to best support literacy in grades 3-5. It is still in progress, but we now have baseline assessment information on all students in the school and are using this to plan interventions both in small groups and classroom settings. We are feeling positive about this collaboration and are hopeful it will help us support our HV learners more efficiently. ▪ Submitters: Kendra Laidlaw and Kristin Holland ▪ Submission: Link2Practice ▪ Collaborators: A School District collaboration with the University of Victoria, Curriculum and Na'tsa'maht departments

			<ul style="list-style-type: none"> ▪ Summary: An afternoon of learning for preservice and current teachers in K-12 to deepen collective understanding of Indigenous Worldviews, Bishops 6, and First Peoples' Principles of Learning. Educators in the Faculty of Education, Sooke School District's Curriculum Transformation Department and Na'tsa'maht Department collectively strategize on contemporary topics for learning for both pre-service and current educators. We raise our hands to Erin Russell and Katie Gaetz for planning and delivering together. The afternoon of learning happened on October 23, and we heard overwhelming gratitude from many in the room for the new teachings and to engagement in these pedagogies in an accessible way. ▪ Submitter: Denise Wehner <ul style="list-style-type: none"> ○ SD62 Early Learning and Child Care - EDI Session – HELP UBC / School Based & District Based Staff, The Village Initiative was held in Q2.
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Conduct a thorough review of the Employee & Family Assistance Program (EFAP) and explore potential options and services to enhance its effectiveness (E4) (FH).

<p>Staff Will:</p> <ul style="list-style-type: none"> • Review of EFAP (Q1). • Develop a list of options and services to enhance the effectiveness of the program (Q2). • Complete the RFP process to review potential service providers and select the best option for the employees of SD62 and their families (Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> • Benefit because addressing staff issues such as mental health challenges, family conflicts, or financial stress through EFAP support services reduces distractions and promotes a positive learning environment. This support helps teachers manage stress and personal challenges, leading to improved teaching quality and better academic outcomes for students. When staff feel valued and supported, they foster a compassionate school climate, providing students with a sense of belonging, safety, and emotional support, ultimately enhancing the student experience. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Signed contract with EFAP provider for the 2025/26 school year (Q4). • Monitoring and tracking of key metrics post-implementation to measure the impact of changes on utilization rates, and overall program effectiveness (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • Sign contract with EFAP provider for the 2025/26 school year (Q4). <u>Q2 Progress Report:</u> <ul style="list-style-type: none"> ○ RFP was issued on BC Bid – closed on Oct. 4th. ○ Seven (7) proponents responded. Following the detailed list of requirements outlined in the RFP, the Evaluation Committee reviewed several hundred pages of submitted material to choose a shortlist of three (3) proponents. ○ The shortlisted proponents continued to the final stage of the selection process, i.e. proponent presentations. ○ The Evaluation Committee (aided by an Advisory Committee made up of representatives from the STA, CUPE, SPVPA and Excluded employee groups) completed the proponent presentations on November 15th. ○ The Evaluation Committee then determined the highest scoring proponent. ○ Ahead of schedule - contract negotiations are expected to be complete prior to Winter Break. ○ (Complete) • Monitoring and tracking of key metrics post-implementation to measure the impact of changes on utilization rates, and overall program effectiveness (Q4) <u>Q2 Progress Report:</u> <ul style="list-style-type: none"> ○ EFAP Service Agreement contains a detailed section regarding the proponent's reporting requirements regarding EFAP usage and trends.
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			<ul style="list-style-type: none"> Regular meetings will be held with proponent representatives to review EFAP statistics and adjust EFAP offerings and professional development opportunities based on the data.
Initiate the implementation of the Employee Attendance Support and Wellness Program, incorporating stakeholder feedback to optimize program design and delivery (E4) (FH).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Build a detailed plan to guide the full implementation of the Employee Attendance Support & Wellness Program (Q1). Work with local Union representatives to share the proposed plan (Q1-Q2). Deploy a communications plan to ensure comprehension of EASWP among all staff and leaders (Q1-Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> Benefit because a well-designed Employee Attendance and Wellness Program promotes regular staff attendance, creating a stable learning environment with consistent instruction and support for students. Prioritizing staff wellness reduces stress, burnout, and absenteeism, enabling educators to better meet student needs. This focus on staff well-being fosters stronger teacher-student connections, positively impacting student engagement, behavior, and academic achievement, and ultimately enhances the overall student experience through a positive school culture. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Engage support for employees who are struggling with attendance (Q1-Q4). For each employee group measure and track the average absences per employee per year (Q4). Completed Communications plan activities (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Engage support for employees who are struggling with attendance (Q1-Q4) <u>Q2 Progress Report:</u> <ul style="list-style-type: none"> Continue to refine PVP/Manager processes to follow-up with employees who are experiencing absenteeism. Employee Attendance & Wellness Coordinator continues to refine internal processes for maintaining regular contact with ill/injured employees to ensure connectivity to SD62 is maintained, thus facilitating a safe and early return to work. SD62 completed an immunization program for employees in October. A total of 423 employees received an Influenza vaccine. 352 employees also received the latest version of a COVID vaccine. The district invested \$13,600 into the delivery of the vaccines, plus the cost of replacement staff, where applicable. For each employee group measure and track the average absences per employee per year (Q4) <u>Q2 Progress Report:</u> <ul style="list-style-type: none"> Created reports for tracking the timeliness of absence reporting. Historic data suggests that late reporting of absences is running at approximately 15%. Continuing employee communications to improve this metric. Timely absence reporting is a critical determining factor regarding the district's ability to secure replacement staff, if required. Completed Communications plan activities (Q4) <u>Q2 Progress Report:</u> <ul style="list-style-type: none"> Continue to collaborate with internal stakeholders to refine employee communications related to program activities.

Operational Plan 2024-2025 Deliverables and Metrics: Growth

Staff Will	Students Will	Measures	Progress & Evidence
Execute the Special Programs Hiring Process and establish continuous support to foster a more diverse workforce, including cultural holidays, learning opportunities, training, and accommodations for varying abilities (G1) (FH).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Develop a plan to implement special hiring in 2024-2025 (Q1-Q3). Special Programs Hiring Process Documentation: <ul style="list-style-type: none"> Development of a comprehensive hiring process tailored for special programs (Q1-Q2). Creation of job descriptions, screening criteria, and interview guidelines specific to special program positions (Q1-2). Diverse Workforce Support Initiatives: <ul style="list-style-type: none"> Establishment of cultural holiday observance policies and practices (Q1-Q3). Recruitment Strategies: 	<p>Students will:</p> <ul style="list-style-type: none"> Benefit from a diverse staff who serve as role models with similar backgrounds and experiences. Educators knowledgeable about different cultures create inclusive learning environments where all students feel respected and valued, promoting cross-cultural understanding and preparing students for a diverse society. Accommodations for varying abilities ensure full participation in professional development, allowing educators to contribute their unique talents. Supported and included educators are more engaged, leading to improved outcomes for students. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Process documentation to hire for special programs completed and launched (Q1-Q2). Diversity in Hiring: <ul style="list-style-type: none"> (1) Percentage increase in the representation of underrepresented groups in special programs hires (2) Comparison of the demographic composition of new hires to the overall workforce demographic (Q3-Q4). Progress Tracking: Timeliness and completion of deliverables related to the implementation of the special programs hiring process and support initiatives (Q1-Q4). Number of engagements in our - Recruitment efforts specific to the target group (Q3-Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Process documentation to hire for special programs completed and launched (Q1-Q2). <u>Q2 Progress Report:</u> <ul style="list-style-type: none"> As planned, activities on this project are paused to allow for the completion of 2024/25 collective bargaining with SD62's union partners. Diversity in Hiring: <ul style="list-style-type: none"> (1) Percentage increase in the representation of underrepresented groups in special programs hires. (2) Comparison of the demographic composition of new hires to the overall workforce demographic (Q3-Q4).

<ul style="list-style-type: none"> ○ Identification of target demographics for special programs recruitment efforts (Q1-Q3). ○ Development of outreach strategies to attract diverse candidates (Q1-Q3). 			<ul style="list-style-type: none"> • Timeliness and completion of deliverables related to the implementation of the special programs hiring process and support initiatives (Q1-Q4). • Number of engagements in our recruitment efforts specific to target groups (Q3-Q4).
Restructure Inclusive Education Services (IES) to include English Language Learners (ELL) in preparation for the 2025-2026 school year (G1) (MB).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Develop a clear communication and consultation process for impacted departments (Q1). • Develop timelines to complete a restructure of departments by September 2025 (Q2). • Review the two portfolios and consider where there is overlap or where a holistic approach to support can be taken (Q2-Q3). • Develop a description of the restructured department composition and roles (Q3). • Undertake a team-building session to work with key staff from both areas (Q4). • Develop a 2025-2026 IES/ELL department plan (Q4). • Create a plan to let the system know of the restructured department (Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> • Experience stronger and more dynamic learning supports. • Have consistent models of support across the district. • Experience continued supports with little to no interruptions during the restructuring of the departments. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Completed timeline to restructure the departments (Q1-Q2). • Completed Roles and Responsibilities document for the restructured department (Q3). • Complete an inventory of potential financial, human resource and student outcome efficiencies because of the restructuring (Q4). • Completed IES/ELL department 2025/26 plan (Q4). • Completed communication plan to inform the system of the restructured departments (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • Completed timeline to restructure the departments (Q1-Q2). <ul style="list-style-type: none"> ○ Transition timeline completed, will be shared at the start of Q3. ○ (Complete) • Develop a clear communication and consultation process for impacted departments (Q1). <ul style="list-style-type: none"> ○ Meetings set with key district partners to review process; consultation will continue in Q2 with timeline confirmation to follow. ○ Meetings completed with ELL/IES leadership—reviewed and documented the key areas of consideration for the transition. ○ Meetings held with full department to hear concerns/questions and build relationships, open communication. ○ Reviewed leadership needs for a restructured IES department, will action in Q3.
Develop an Asset Management Plan (G2) (HC).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • To create a Capital Asset Management Plan that includes: <ul style="list-style-type: none"> ○ List of applicable assets (Q1-Q2). ○ Assess the current state/useful life of assets (Q2). ○ Develop a replacement/sustainability schedule including funding needs (Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> • Benefit from having buildings and equipment that are in good working order as district assets will be managed to ensure planned end-of-life replacement and ongoing timed maintenance. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Completion of Capital Asset Management Plan: <ul style="list-style-type: none"> ○ completion of asset list (Q2). ○ completion of assessment (Q2). ○ completion of schedule (Q2). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • Completion of Capital Asset Management Plan (Q1-Q2) Full list of capital assets, by school, and their replacement dates and costs identified based on information in MoECC’s Capital Asset Management System. <ul style="list-style-type: none"> ○ Estimate to replace all identified assets required in next 5 years is ~\$55m ○ Staff need to determine priorities and/or process to follow that better align with budget realities. ○ Existing process is to use MoECC’s prioritized list and the Clean BC 2030 targets to create the annual Minor Capital Program submission. ○ Other assets are replaced using year end funding (non-structural) ○ (Complete) <p>Further work in this area to be determined between Superintendent and new ST.</p>
Conduct a review of departmental budgets (G2) (HC).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Conduct a review of existing departmental budgets to inform the 25/26 budget development process by analyzing: <ul style="list-style-type: none"> ○ Service & Supply budgets (Q1). ○ Staffing levels (Q2). ○ Efficacy (Q4). ○ Connection to Strategic Plan objective (Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> • Benefit from having effective departmental budgets that ensure funding is provided to areas focused on student learning and supports. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Departmental budgets have been reviewed including: <ul style="list-style-type: none"> ○ Review of service & supply budgets (Q1). ○ Review of staffing levels (Q2). ○ Review of connection to Strat Plan and efficacy (Q2). ○ Review of connection to Strat Plan and efficacy (Q2). ○ Provide a full report and recommendations (Q2). 	<p>The Organization has demonstrated progress by:</p> <p>Conduct a review of existing departmental budgets to inform the 25/26 budget development process by analyzing: Service & Supply budgets (Q1).</p> <ul style="list-style-type: none"> ○ Discussion and decision at Nov 12th Exec Meeting: ○ Review to focus on services & supplies only for the last few years. ○ trends to be identified and actual financial results to be compared to operational performance.

			<ul style="list-style-type: none"> ○ use trends identified to inform the 25/26 budget process with a focus on resourcing the new Strat Plan. ○ Initial trend analysis to be completed by January 31/25.
Enhance staff development, professional capacity and onboarding processes (G3) (FN/FH/DS).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Establish a staff training online portal to operationalize HR and other departments hosting courses and modules to address onboarding, staff development and capacity building (Q1-Q2). FN • Develop an implementation plan with timelines that includes: (Q1-Q2) FN/FH/DS: <ul style="list-style-type: none"> ○ A list of courses or modules for professional learning and training (Q1-Q2). ○ Blended learning modules incorporating both online and in-person components (Q2-Q4). ○ Collaboration with SD62 online and SD36 utilizing shared and unique courses on Brightspace (Q4). • Be able to utilize micro-credentialing for professional learning and to demonstrate career growth (Q4). FH/DS 	<p>Students will:</p> <ul style="list-style-type: none"> • Be more prepared for the future: from having utilized. • Improve their Academic and Social-Emotional growth by accessing enhanced learning experiences. • Have improved access and equity by working with staff who possess digital literacy skills. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Implementation Plan is developed (Q2). FN/FH • List of courses that are needed based on employee role and tenure in the role (new learning and/or re-certification) (Q4). FH/DS • Number of courses available on Brightspace or Moodle with the current baseline being zero (Q4). FN • Percentage of staff members participating in courses (Q4). FN/FH • Percentage of courses started and completed by staff (Q4). FN/FH 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • Implementation Plan is developed (Q2). <ul style="list-style-type: none"> ○ Engaged a larger team, from a variety of functional areas to further define organizational and employee needs for a new LMS system. ○ Working towards developing a proposal that will help inform 2025/26 budget process.
Initiate the operationalization of the records management policy and regulations (G3) (FN).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Assign the role of a Records Officer (Q1). • Review Electronic Records Management systems (Q2). • Review and then select an Electronic Records Management system or create an in-house using tools such as SharePoint/One Drive (Q1-Q3). • Provide training for staff on records management (Q2-Q3). • Pilot implementation - Focus on up to 3 departments and 3 schools (1 per level) (Q3-Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> • Benefit from safe and effective handling of records, which protects their own and the district's information, enhancing operational efficiency and allowing staff to focus on educational tasks. Accurate and accessible student records enable better tracking of academic progress, facilitating timely interventions and tailored support. Compliance with provincial and federal regulations regarding student data ensures transparency, protects privacy, and helps the district avoid legal penalties, further benefiting students. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • # of staff trained in Records Management (Q2-Q4). • Records Management System created/selected (Q3). • Report on the pilot implementation of the system (Q4). • Metrics on the implementation pilot study (up to 3 departments and up to 3 schools (1 per level) (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • Assign the role of a Records Officer (Q1). <ul style="list-style-type: none"> ○ Work is underway to finalize a records retention schedule draft to send off for legal review. ○ Meetings with schools and departments have been completed to gain knowledge and input for the retention schedule. ○ The pilot departments and school have been selected, and an implementation plan is being developed.
Formalize a Digital Asset Management Plan (G3) (FN).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Proactively manage risk and complexity, protect the district's reputation, and ensure investment value by developing processes related to active management of digital assets including: <ul style="list-style-type: none"> ○ Simple and Complex Software Intake process (Q2-Q3). ○ Hardware Catalogue (Q3). ○ Data Catalogue (Q3) ○ Software Catalogue/ Virtual Library Learning Commons (VLLC)(Q3). ○ Reporting (Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> • Enhance their learning experience by having access to quality Software and Hardware that has been vetted. • Benefit indirectly when the district allocates resources optimally as investments in technology and educational tools directly impact the learning experience. • Have a secure environment where their personal data and academic records are safeguarded and analyzed to identify opportunities to enhance student learning. This fosters trust and confidence in the district. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Engagement of Leadership via working groups (Q1-Q4). • Processes documented and published (Q3). • Digital Governance Procedure defined as appropriate (Q3). • Digital Asset (Hardware/Software/Data) Catalogue published (Q4). • Regular reporting to the Executive and Board via appropriate committee (Q4). 	<p>The Organization has demonstrated progress by:</p> <p>Engagement of Leadership via working groups (Q1-Q4).</p> <ul style="list-style-type: none"> • Student Technology Working Group with School based and District PVP – monthly • Identified expired Digital Assets and working on a school-by-school replacement plan <ul style="list-style-type: none"> ○ Engagement of Leadership has continued via the Student Technology Working Group. ○ Student device refresh project - Expired elementary school Chromebooks have been targeted to be refreshed. 100 devices have been refreshed, 350 additional have been purchased and will be replaced next quarter. ○ Virtual Library Learning Commons (Software Catalogue) has moved from planning to active development by vendor partner. ○ Software intake process beginning to develop through engagement with Student Technology Working Group.

Continue to raise awareness, provide training and implement cyber security policy and regulations (G3) (FN).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Continue to progress the implementation of security initiatives including: <ul style="list-style-type: none"> ○ Security and Privacy Training (Q1-Q4). ○ Server Vulnerability Management (Q1). ○ Password Complexity (Q2). ○ Encrypted Secure Email (Q2). ○ Multi-factor Authentication (MFA) for staff (Q1-Q4). ○ Privileged Identity Management (Q3). 	<p>Students will:</p> <ul style="list-style-type: none"> • Benefit from having a safer technology environment that protects the privacy and security of their personal and confidential information. • Have greater trust in the school’s use of digital resources, fostering more engagement. • Gain confidence in using technology. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Metrics on the number of staff who have been trained (Q1-Q4). • Number of vulnerabilities remediated/patched (Q1-Q4). • Rollout of encrypted email for staff (Q2). • Metrics on the number of staff using Multi-Factor Authentication (MFA) (Q3). • Confirmation of privileged identities being actively managed (Q4). 	<p>The Organization has demonstrated progress by:</p> <p>Continue to progress the implementation of security initiatives including:</p> <ul style="list-style-type: none"> ○ Security and Privacy Training (Q1-Q4). ○ Server Vulnerability Management (Q1). ○ Multi-factor Authentication (MFA) for staff (Q1-Q4). ○ Acquired cybersecurity awareness training materials and draft plan to integrate with employee onboarding established. ○ Updated privacy awareness training module drafted and will be combined with new cybersecurity training for onboarding. ○ 5-week information campaign during October, Cybersecurity Awareness Month, was completed. ○ Encrypted e-mail is now available for all staff to utilize. Messaging about usage was communicated to the system during Cybersecurity Awareness Month. ○ DS continues to work with Leadership to support staff conversations and supporting new cybersecurity tools. ○ Multi-factor Authentication school pilots established and scheduled for early 2025 in collaboration with district departments and schools at all levels. Currently 318 users registered for MFA. ~15% of employees. ○ Communicating and collaborating with union leadership on how best to support their members through technology and cybersecurity changes ongoing. ○ Server vulnerability management continues with work to reduce number of legacy systems for support. ○ Password complexity changes will be coming with a focus to ensure change management processes and technical support considerations are in place to support other ongoing initiatives (MFA, onboarding training, encrypted email).
Implement the SD62 Ethical Framework to guide decision-making at the Board level (G4) (HC).			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Develop new templates for Board and Committee meeting packages that include headings to provide information about the ethical implications of the item (Q1). • Overview templates with the Board of Education and the Executive Team (Q1-Q2). • Develop an easy-to-read visually appealing graphic of the SD62 Ethical Framework (Q1). • Attend to any updates required and the process to amend following possible revision of the SD62 Values (Q1). • Monitor the use of the framework and review any aspects that need adjustment (Q1-Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> • Benefit from the leadership and direction of a District whose Board of Education considers the ethical impacts of their decisions. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Monitor the use of the framework to provide reporting on when it was used, and which ethical aspects were detailed as impacted (Q2-Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • Develop new templates for Board and Committee meeting packages that include headings to provide information about the ethical implications of the item (Q1). • Overview templates with the Board of Education and the Executive Team (Q1-Q2). <ul style="list-style-type: none"> ○ In review yielded no need to update as IN should not include a decision (Decision Note). ○ A Decision Note format will be introduced for Executive based off our Ethical Decision Making Framework. • Develop an easy-to-read visually appealing graphic of the SD62 Ethical Framework (Q1). <ul style="list-style-type: none"> ○ Initial draft of EDF graphic ready for review and consideration. (Q2) • Attend to any updates required and the process to amend following possible revision of the SD62 Values (Q1). <ul style="list-style-type: none"> ○ Graphic does not need to be updated as values change. ○ A Decision Note format will be introduced for Executive based off our Ethical Decision Making Framework. (Q2)

Make progress towards the Clean BC 2030 Reduction Targets (G4) (HC).			
Staff Will: <ul style="list-style-type: none"> • Make progress towards the Clean BC 2030 reduction targets (Q4). • Identify minor and major capital projects on a priority basis, for Board consideration, that reduce carbon emissions to achieve the Clean BC reduction targets (Q1-Q4). 	Students will: <ul style="list-style-type: none"> • Benefit from going to school where actions are being taken to reduce emissions and provide cleaner air. 	The Organization will show progress by: <ul style="list-style-type: none"> • Achieving reductions as outlined in the performance goals (Q4): <ul style="list-style-type: none"> ○ 2025 Less than 2114 tCO₂e (2024 rate was 2114 tCO₂e) • Details of work undertaken to reduce emissions (Q4). 	The Organization has demonstrated progress by: <p>Make progress towards the Clean BC 2030 reduction targets (Q4).</p> <p>Identify minor and major capital projects on a priority basis, for Board consideration, that reduce carbon emissions to achieve the Clean BC reduction targets (Q1-Q4).</p> <ul style="list-style-type: none"> ○ Progress continues on 24/25 MiCap projects noted above ○ Emission reduction strategies in the forefront of business case development for NLSS ○ Planning to start in Q3 for 25/26 MiCap projects required to allow the SD to meet 2030 standards ○ Staff met with Thinkspace Architects to discuss carbon emissions on capital projects and discovered that 90% of building emissions occur during construction and 10% during operations (outside of 2030 standards) ○ This discovery will help inform construction methods of future capital projects



Permission to Conduct Non-Board-Initiated Research

Date of application	10/28/2024
Applicant's Name	Ajay Shrestha
Address	
Phone Number(s)	
E-Mail Address	ajay.shrestha@viu.ca
Present Position	Principal Researcher
SD62 Employee?	NO
Affiliated institution or organization	Vancouver Island University
Name of facility supervisor (if applicable)	
Title of study	"Safeguarding Tomorrow's Data Landscape: Young Digital Citizens' Perspectives on Privacy within AI Systems."
Type of study	Academic Research
Requested date to start and anticipated end date	Start date- October 28, 2024 End date- November 30,2024
Type of participants (i.e. student, parent, teacher, support staff)	Students, Teachers, Parents
Any specific cohort focus	Students (age 16-19)
Plan for recruitment to study	Surveys for educators and students. optional interviews or focus groups for educators. All online.
Specific location(s) of study	Participants recruitment over online (MS Forms/MS teams) We conduct study at VIU
Data collection tools	MS Forms, MS Teams
Ethics approval, date and organization	August 20, 2024, Vancouver Island University Research Ethics Board (VIU REB)
Anticipated research completion date	03/31/2025
Once completed would you like to present your research to the Education-Policy Committee (15 min.)?	Yes
Would you prefer to present virtually or in-person?	Virtual

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

Dr. Ajay Shrestha
Principal Researcher
Email: ajay.shrestha@viu.ca
Phone: (250)753-3245 x 2326
Vancouver Island University
900 Fifth St, Nanaimo, BC V9R 5S5
October 28, 2024

Paul Block
Superintendent of Sooke School District
School District 62 (Sooke)
3143 Jacklin Road,
Victoria, BC V9B 5R1

Dear Paul Block,

I am writing to formally request permission to conduct research within School District 62 for the project titled "Safeguarding Tomorrow's Data Landscape: Young Digital Citizens' Perspectives on Privacy within AI Systems." This study, conducted under my supervision at Vancouver Island University, will be carried out online by my students and research assistants: Ankur Barthwal, Molly Campbell, Austin Shouli and Saad Syed. The project is funded by the Office of the Privacy Commissioner of Canada.

The research aims to explore the perspectives of young digital citizens and educators on privacy within AI systems. The insights gained from this research will contribute to the development of informed policy recommendations and educational practices. Specifically, the study will involve:

- **Online surveys** administered to **students**.
- **Online surveys, interviews, and focus groups** conducted among **teachers**.

Online surveys will be administered electronically, allowing participants to complete them at their convenience, thereby avoiding interference with regular classroom activities. Interviews and focus groups will be conducted online outside of regular class hours, involving only a small number of voluntary teachers. This approach ensures that no significant disruption to school schedules occurs. The research requires no special arrangements within the school or district offices, as all data collection will be managed remotely using online tools such as MS Teams and MS Forms. The involvement of district or school staff will be minimized, focusing solely on necessary coordination with the appointed Personnel and school principals, ensuring smooth execution with minimal impact on school and district resources.

I have attached the necessary documents for your review, including the consent forms, questionnaire, ethics approval from our institution, and CRC documents. We are fully committed to adhering to the district's policies and guidelines and will work closely with the appointed Assistant Superintendent throughout the research process.

Thank you for considering our request. We look forward to your feedback and hope to contribute positively to the educational community in SD62.

Sincerely,
Dr. Ajay Shrestha

From: Ankur Barthwal <Ankur.Barthwal@viu.ca>

Sent: Tuesday, October 22, 2024 9:58 AM

To: SD62 Information <info@sd62.bc.ca>

Cc: Paul Block <pblock@sd62.bc.ca>

Subject: Request for Support: Research Study on Privacy within AI Systems - Engagement for High School Students and Teachers

CAUTION - EXTERNAL SENDER: This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

Dear Team,

I hope this email finds you well. My name is Ankur Barthwal, and I am a Project Personnel at Vancouver Island University under the supervision of Professor Ajay Shrestha. We are currently conducting a pivotal research study titled "Safeguarding Tomorrow's Data Landscape: Young Digital Citizens' Perspectives on Privacy within AI Systems," aimed at understanding the perceptions of young individuals regarding privacy within AI technologies. The Project is funded by the Office of the Privacy Commissioner of Canada.

Purpose of the Study: Our research seeks to explore young digital citizens' opinions, concerns, and expectations regarding data privacy in AI systems. The insights from this study will significantly contribute to academic discourse and help shape future educational and policy measures in the realm of AI ethics and privacy protection.

Invitation to Participate: We are keen on involving students from School District 62 - Sooke in this study due to your district's commitment to fostering forward-thinking and inclusive education environments. Participation would involve students and teachers completing an anonymous online survey.

Additionally, there are opportunities for interested participants to engage in follow-up interviews and focus groups to deepen our understanding of their perspectives.

Request for Support: We are reaching out to seek your assistance and to understand the procedure for engaging high school students and teachers in our research study. Could your district support us by helping to communicate the invitation to participate through your established communication channels with schools?

Assurances of Privacy and Ethical Considerations: Please be assured that all collected data will be treated with the strictest confidentiality and used solely for scholarly purposes. The survey is designed to be entirely anonymous with no personally identifiable information being collected.

Next Steps: We would be delighted to discuss this further at your convenience and provide any additional information required. We believe that the participation of School District 62 - Sooke would be invaluable to the success of our study and contribute significantly to this important field of research.

Thank you very much for considering this request. We look forward to the possibility of collaborating with your schools and contributing to the community's educational endeavors.

Contact Information: Please do not hesitate to reach out to me directly at ankur.barthwal@viu.ca or to Professor Ajay Shrestha at ajay.shrestha@viu.ca for any further details or to set up a meeting to discuss this further.

Warm regards



Permission to Conduct Non-Board-Initiated Research

Date of application	November 15, 2024
Applicant's Name	Flourish! School Food Society
Address	808b Viewfield Rd. Esquimalt, BC. V9A4V1.
Phone Number(s)	250-661-8282
E-Mail Address	matthew@flourishschoolfood.ca
Present Position	Executive Director
SD62 Employee?	No
Affiliated institution or organization	UBC Faculty of Education
Name of facility supervisor (if applicable)	Danielle Tan, PhD Candidate supervised by Dr Robert Vanwynsberghe
Title of study	Outcome Evaluation of Flourish! School Food Program in Sooke School District
Type of study	Participatory Action Research
Requested date to start and anticipated end date	Dec 4, 2024 to June 30, 2029
Type of participants (i.e. student, parent, teacher, support staff)	Admin, Teachers/CUPE, Parents, Students
Any specific cohort focus	No
Plan for recruitment to study	See research proposal
Specific location(s) of study	See research proposal
Data collection tools	See research proposal
Ethics approval, date and organization	See research proposal
Anticipated research completion date	June 30, 2029
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 type="checkbox"/> In-Person <input checked="" 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

Outcome Evaluation of Flourish! School Food Program in Sooke School District Research Proposal

An overview of the study:

The purpose of the study is to examine and evaluate the outcomes and potential impacts of Flourish school food programs in the Sooke School District #62. Through participatory action research methodology, stakeholders (including: the Sooke School District School Food Program Advisory Committee, students, parents, teachers and administrators) are invited to participate and contribute to the research design and process. These stakeholders are involved right at the start and throughout the research process. We will collectively decide on the outcomes for evaluation. These outcomes will then be evaluated using quantitative and qualitative data via surveys, interviews and focus groups with each stakeholder group. Stakeholders' inputs are extremely valuable to help develop an evaluation framework for school food programs in Sooke School District and will help improve the future development of these programs.

The organization providing funding (if applicable):

Flourish! School Food Society, MITACS federal matching fund and Food Banks BC have all contributed financial resources to support this evaluation.

Relevant literature:

There is an urgent need for healthy, accessible school food in Canada, as Canada's National School Food Policy (Government of Canada, 2024) was recently released, recognizing that every child in Canada deserves a healthy life and a chance to reach their full potential. However, "one in four children do not get enough food" which impacts their learning and growth (Government of Canada, 2024). When children attend school hungry or undernourished, their energy levels, ability to concentrate, and cognitive functions are all negatively impacted (The Coalition for Healthy School Food, 2024). School food programs are essential in addressing food insecurity among children and families. By providing one to two meals for all students each day (breakfast and lunch) in an inclusive and non-stigmatized environment, school food programs can benefit families who face economic hardship and who might be unable to provide nourishing meals for their children" (Ministry of Education and Child Care, 2023). School food programs have been linked with positive impacts on children's wellbeing and success, including reductions in behavioral and emotional problems, such as anxiety and depression, as well as fewer visits to the school nurse (The Coalition for Healthy School Food, 2024). Canada's School Food Policy (2024) calls for access for all children to nutritious school meals, recognizing that school food programs promote wellbeing and equity, strengthen sustainable food systems, support local farmers and economies and build on food literacy and environmental stewardship.

At the provincial level, the BC government has released policy documents regarding school food such as the Feed BC guide (2024). Through the Feeding Futures Initiative, the government invests \$214 million over three years for school districts to create or expand local school food

programs throughout B.C. (Ministry of Education and Childcare, 2023). This marks the largest investment in school food programs in BC's history, and the funds will be used for buying food and hiring staff to coordinate food programs and provide meals and snacks to students (Ministry of Education and Childcare, 2023). In the Feeding Futures guiding principles document, it is stated that "students have access to food daily in an equitable, accessible, and non-stigmatizing manner" (Ministry of Education and Childcare, n.d.). The document echoes the National School Food Policy's goal of connecting school food to the local economy and community, supporting food literacy and knowledge about local food systems. There's a need to adapt school food programs based on local context/needs. This study responds to the federal and provincial school food policy documents and examines the goals, outcomes and impacts of a local school food program developed in alignment with the Sooke District Food Program Plan (2024).

The Sooke School District's Food Program Plan (2024) includes 4 strategic priorities associated with teaching and learning, relationships and environment, school policy, and community partnerships and services. A school food program is closely linked to nutrition and food literacy education, with curriculum connections emphasizing food systems. Food literacy can foster students' learning of sustainable food systems, food sovereignty (Martin & Massicotte, 2021), climate change and socio-ecological justice (Cullen et al., 2015). Food literacy can be taught using land-based experiential learning, garden-based education and outdoor education and connect to all subject areas and competencies. Student and parent involvement and community partnerships are essential to learning about the local food system and diversity in cultural food practices, as well as for sourcing local food and contributing to the local economy (Sooke School District #62, 2024). Community members and families can feel connected to school food programs and that they have opportunities to engage.

In the face of current issues such as climate change, systemic inequities, and food insecurity in Canada, school food programs play an essential role in nourishing our youth in communities and supporting various institutional goals such as public health, food security, food sovereignty, truth and reconciliation, and sustainability. Farm to Cafeteria Canada (2024) stated that "schools that advance the farm to school approach improve student health and education outcomes, support community economic development and foster vibrant school communities".

As school food programs are slowly developing across Canada, gaps in knowledge, research, policy, and funding can create barriers for teachers and schools in supporting and sustaining school food programs. Understanding the impacts of a school food program can help inform future school food programming and scale up these programs. Program evaluation provides valuable information about the goals and outcomes of school food programming and helps to improve future program development (Everitt et al., 2022). However, in Canada, very few school food program evaluation studies have been conducted; the few studies documented outcomes related to food intake, student knowledge and preferences of certain foods, health and success indicators such as physical activity, attendance and grades in connection to school food. (Everitt et al., 2022). This study is timely and innovative in co-developing an evaluation framework with the district and community, ensuring that food security, health equity, environmental knowledge, and cultural knowledge (Webb et al., 2021), which previously have not been evaluated in research (Everitt et al., 2022), are considered.