

SCHOOL DISTRICT 63 (SAANICH)

EDUCATION DIRECTIONS COMMITTEE

Report to the Board of June 14, 2023

Committee Members:	Trustee Silzer – regrets Trustee Vandall, Chair Trustee VanWell
Staff Support:	Carly Hunter, Director of Instruction, Learning & Innovation Paul McKenzie, Assistant Superintendent
Partner Representatives:	Leila Sinclair-Wise, SAA – Elementary Kelly deKlerk, SAA – Secondary – regrets Don Peterson, STA Nola Welsh, CUPE – regrets COPACS – regrets
Other Attendees:	Chair Dunford, Trustee Hickman, Peter Westhaver, Helena Takhar, Tassie Harris, Krista Hale & Henrietta Langran-Debrisay

Tuesday, June 6, 2023

3:00 pm

A. PRESENTATIONS AND QUESTIONS

1. School Planning Update: Presentation from KÉLSET and Lochside Elementary Schools on the transformative school planning processes.
2. Mental Health Strategic Plan Student Feedback Debrief

B. ITEMS FOR DISCUSSION

No Items.

C. ITEMS FOR RECOMMENDATION

No Items.

D. ITEMS FOR INFORMATION

2023/24 Non Instructional, Early Dismissal and Exam Dates Schedule
2023/24 School Activity and Supply Fees Schedule

E. FUTURE AGENDA ITEMS

- English Language Learners (Fall 2023)

Mental Health Student Success

Student Voice Feedback

Intention: Gather feedback from a diverse group of student leaders throughout the district to gain a deeper understanding of their needs and perspectives on each strategic goal



Student Voice Process

- Trustees and senior staff meet with groups of 6-10 students in every middle and secondary school in the district
- Meetings with Indigenous leadership students in each secondary school (except SIDES)
- Conversations are student led and fluid
- Begin with a short summary of the goal and then an opportunity to give written and oral feedback
- Themes established and shared

Observations

Students were engaged and passionate about the topic. Themes emerged from all schools that were cohesive



Questions...

- What are the pressures students face today?
- What mental health supports could be put in place by the school and district?
- What do young people need from teachers and school staff?
- Any other considerations.

Themes

Student Needs:

- Students feel pressure to keep up with an increasingly complicated schedule-life balance
- Ensure there are regular mental health check-ins and students are clear where to go for help
- Social and personal identity can be complex and challenging during teen years

Staff Professional Learning:

- Build capacity for staff in mental health (mental health 101)
- Ensure staff have proper training and pro-d to cope with difficult situations
- Support staff to engage in a kind and safe way with students when they are struggling—avoid assumptions and judgement
- Meet students where they are at...

Themes

Barriers

- Not enough Mental Health Resources when students need them
- Be clear with students about what support is available and when. Needs to be easy to access
- Students don't always feel safe and therefore don't ask for help

Authentic Community Engagement:

- More community connections/elder involvement
- Normalize conversations about Mental Health in society—move away from the stigma
- More successful connections between community agencies and schools

Better Together

Aligning Our Learning Story in Saanich
With Purpose and Voice

June 2023



Living systems contain their own solutions....the solution is always to bring the system together so that it can learn more about itself from itself.

Somewhere in the system there are people who have already figured out how to resolve this problem. They are already practicing what others think is impossible. Or they possess information which, if known more widely, would help many others...

To make a system healthier, we need simply to connect it to more of itself.

- Margaret Wheatley

School Planning Process Template

School Team Members:

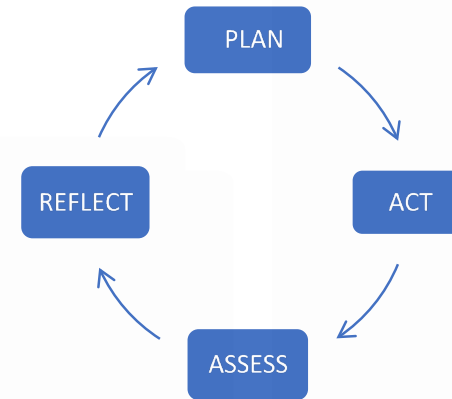
School Goal(s):

Rationale (Including Alignment to Strategic Priorities):

Why it matters: What is the compelling answer to the question: What would be different/better in the lives of our learners, our staff, our community as a result of this Intentional work?

Focused Inquiry Question:

Reflections / Learning:



Supporting Evidence / Data:

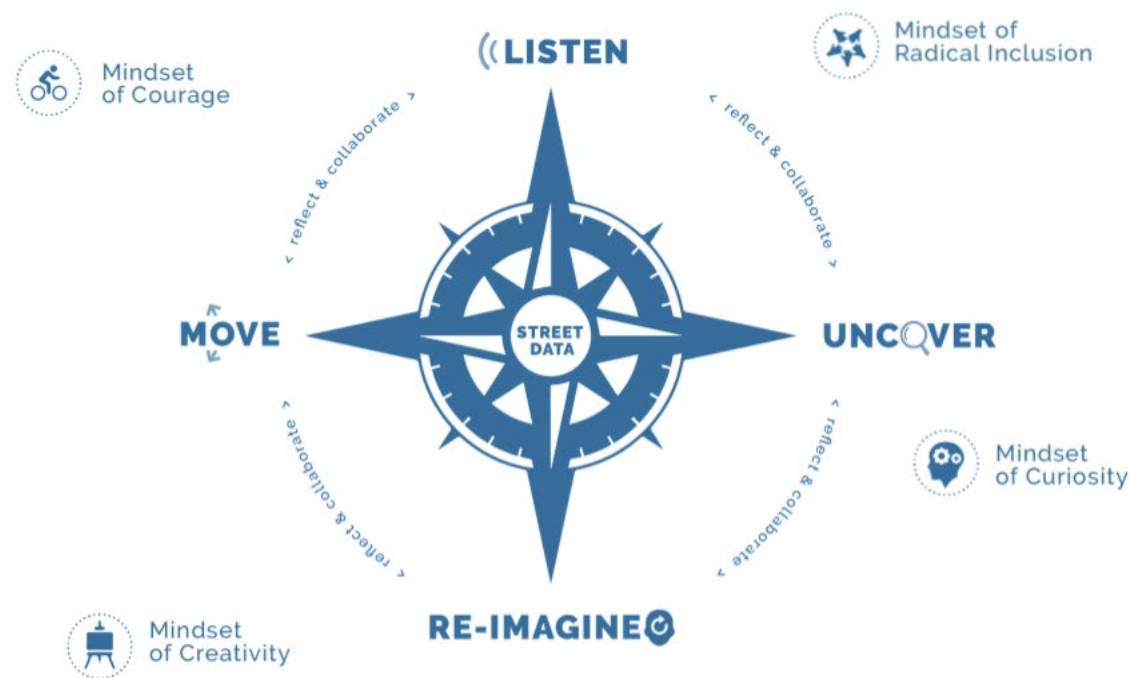
Aligned Strategic Actions:

Assessing Progress / Impact / Results:

TEAMWORK
makes the
Dream work!

Drafting an Inquiry Question / Equity-Centred Problem of Practice

Schools were asked to meet as a team to articulate/refine an inquiry question to guide their learning in the **Equity Transformation Cycle**, linked to one or more areas of the **Strategic Plan** and more closely to the evolution of their **School Plan**. The question should also connect with an equity-centered challenge or problem of practice that doesn't have a simple fix. This can evolve over time.



SANICH
SCHOOLS

May 2022:

Introduction to Street Data

January 2023:

LISTEN – Actioning Forward
'Preparing to Listen Protocol'

February 2023:

UNCOVER - Actioning
Forward Undercover Protocol

April 2023:

REIMAGINE – Actioning
Forward Developing a
Reimagine Plan

May 2023:

MOVE – Bringing the Plan to
Life: Actioning Forward from
Reimagine to Move



**SATELLITE
DATA**



**MAP
DATA**



**STREET
DATA**

KELSET Elementary School

Listening, Learning, and Building a Plan

Street Level Data

- Collection of staff observations, challenges, and ideas
- Fireside chats
- Student surveys
- Staff meetings
- PAC meetings

Map Level Data

- Report card
- DLA
- FSA
- DESSA

SCHOOL GOALS: Current
 * Social & emotional learning
 * Literacy
 * Numeracy

Growing our Knowing
 Getting to Know our Learners at KELSET

What are we doing well, and need to continue to do, and celebrate, at KELSET?

What areas do we collectively want to 'lean into' more over the coming year that will serve our students and communities better? — UDL
 — Social-emotional learning
 — Emotional supports

What possible things could we do to help us learn more about our students, and our communities?
 — communication / collaboration

Learn into !! (PMI)

<ul style="list-style-type: none"> • Indigenous Brilliance / reconciliation / perspectives way more present • Warm/friendly • Embrace new ideas • Assemblies / school culture – COVID? • School expectations / behaviours in shared spaces • Celebrating culture and community • Accepting all learners and meeting where they are at • Some passionate staff members that feel they make a difference • Social support for our vulnerable • Compassionate/caring • Lots of staff • FN supports – reading, lunches, language • Supportive parents • Nature spaces • Give love and support to students • Recognize complex needs • We need to be a team again. We are disjointed. There's no team building. • We are unable to communicate with each other • Integrating Indigenous concepts into our work, embedded into everything. • Meeting needs of breakfast/lunch program • Provided access to shoes/clothing – needs • Teachers doing a great job within class to meet the needs of their students independently • Community connections – relationships • Supporting each other • Community activities • Supporting early learners – RR – ELS/ELL • Music program • FSL program • Resources – people and books • Indigenous support – lunch / breakfast program, culture (canoe, totem pole) • Student with special needs supports • Cultural pride – SENCOTEM lessons, Indigenous art, Elders in classrooms, Welcome Pole • Outside play – enchanted forest, weekly walks in forest • All PE • Caring staff • Grade group teams – collaboration, communication • Community connection • class walks • connections with students 	<ul style="list-style-type: none"> • Collaboration • SEL – common language (eg zones) • Support model that facilitates the most efficient use of all resources • UDL • Teaching to diversity (high and low) • Get support for undesignated kids • More unstructured activities/play, shade, hands on play (creek) • More support for parents and families – make it more accessible • All staff should be aware of complex needs, safety protocols, supports, triggers, self care • EA meetings – IEP meetings • Knowledge of the school – where resources are • Goals that make sense – some students don't need academic goals, their self-regulation, physical safety, self care • Preventatives measures vs triage • Better job at meeting behavioural and emotional needs with proactive supports • Ensure that new teachers do not get stuck with unwanted mismatch furniture – No resources / broken resources • Balanced numbers and composition • When not balanced don't give all to least experienced teacher. SUPPORT THEM. • Limited communication for both teachers and EAs. We are a team. • Allow school based team members to share their knowledge / skill set / ideas to better access information to work as a team, i.e. what resources are available • UDL • Diversity • Inclusion / inclusive environments – Shelley Moore • Student relationships • 'meet where they are' • Assemblies • Bring local 'experts' into school for academic learning – plant, ocean experts • More outside play structures and equipment • Team Building • Sogel / Emotional support – students and staff • Team Building • Collaboration • Pituitation • Relationships • Clear expectations for students and staff 	<ul style="list-style-type: none"> • Communication • SUF time? • Shared languages – SEL/Academics • Decisions reflect these 'important' goals and vision • Continual PhD on needs to support goals • REFLECTIVE PRACTICE • Self-care – awareness of stress levels, proactive mental health • Reaching out to communities • How to utilize staff better? (support model) • Protocols for supports, especially behaviours • How do we have consistency? Staffing, assignments, schedules, communication • Relationships / project (sow) • Access playground structures more? • Learn more about mental health/trauma • Support each other more as staff • Everyone here is an educator regardless of being an EA, teacher, IST, etc. and we should all be able to voice our ideas and be heard • Have conversations with entire team – EAs AND teachers, IST and admin we are prepared for observations and background info done before students arrive so • Craft nights, concerts, BBQs, Spring Fair • Bring parents in / staff to community (PAC held at Pauquachin) • Listen • Non Judgmental attitude • Work with what we have • More connection with outside community (challenges with COVID) • Connection between different ages of students • Regular communication with students, family, community resources (in person) • Knowing what their needs are • Family reading board in classroom • Family bulletin board in classroom • Workshops for staff and students (trauma) • Communicational partners involvement • Communication: staff – students – parents • New teacher mentoring – new to school, new to grade, new to teaching • Emotional / Mental Health – staff/student 'self care' • Allow opportunities for staff and students to be social 'safely' • Invite local Indigenous elders • Whole school / mixed grade pod groups to build connection / relationship within whole school community
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Inquiry question

Inquiry

How can we increase engagement and achievement in literacy while recognizing the importance of having students' minds and bodies ready for learning, as these two can't exist in isolation?

Inquiry

SEL Goal

Literacy Goal

Establishing and Aligning Goals

SEL Goal

District Strategic Plan

- *to promote mental health and well-being through social emotional learning and trauma informed practice.*

Indigenous Education Enhancement Agreement

- *WSÁNEĆ, other First Nations, Métis and Inuit students will strengthen their knowledge and understanding of mental and emotional wellness.*

Literacy Goal

District Strategic Plan

- *to improve literacy across the curriculum for all students with a particular focus on early learning.*

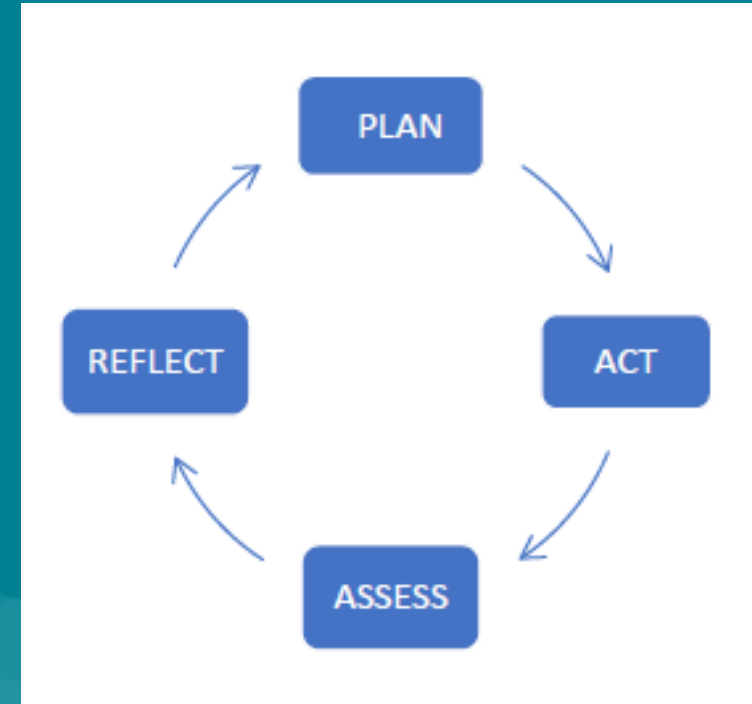
Indigenous Education Enhancement Agreement

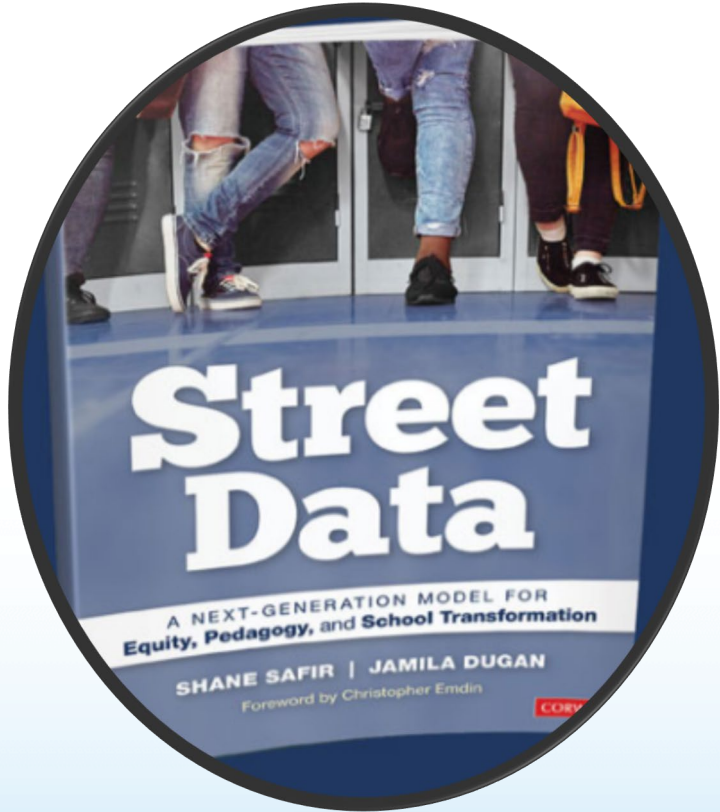
- *WSÁNEĆ, other First Nations, Métis and Inuit students will experience academic success, while maintaining a strong cultural identity*

Year 1 of a Three Year Plan

Highlights

- Working Groups and Committees
- Sharing Instructional Efforts
- Teacher Driven Professional Development





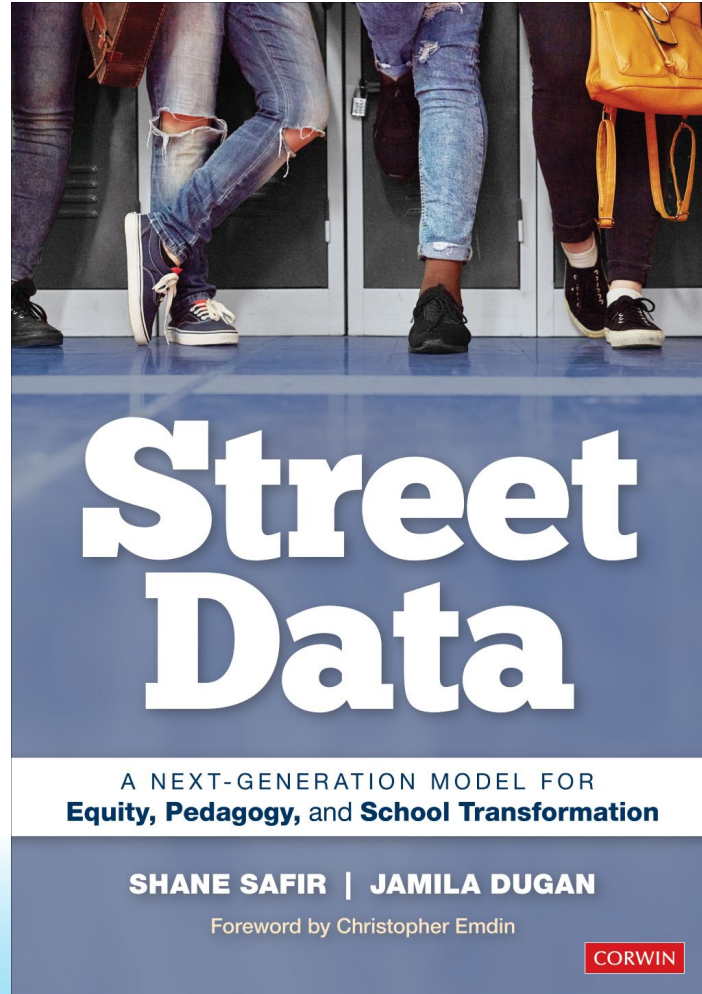
- What evidence supports what we know about our learners?
- What evidence guides our work?

Questions to ponder during inquiry process...



- What is going on for our learners?
- How do you know?
- Why does it matter?

Reimagining to Radically Dream



*To reimagine we must convey...
that no idea is too 'out there' and
we are seeking to use all means at
our disposal to create new ways of
being and learning together.*

- Street Data

Radical Dreaming with Lochside Students

School Goal: To foster identity, well-being and leadership through a lens of equity and inclusion.

Rationale: Positive self identity is a major contributor to academic achievement and positive relationships. Removing barriers will provide more equitable access to what students need for success.

Inquiry question: With using student voice to guide us, how can we deepen our understanding of student experience in order to better identify and remove barriers?

A top-down view of a group of people sitting in a circle, with their hands joined together in the center. The hands are of various skin tones, and some are wearing colorful socks. The background is slightly blurred, focusing attention on the hands and the text overlaid on the image.

Team made up of primary & intermediate teachers, ELL/ELS teachers, admin.

**Where do the cracks lie within our school?
We need these voices to help shed light into those cracks.**



Conduct empathy interviews
and then uncover themes
within those voices:

- ✓ **Friendship/Belonging:**
Possibility, challenges and importance
- ✓ **Pride:**
Identity, culture & celebration
- ✓ **Home:**
*Bridging family and school,
parent mentorship*

Transformational Collaboration Time..

- What are you most proud of about your culture?
- What should everyone know about your culture?
- What do you never want someone to say about your culture?
- What ideas do you have about how we can share more of who you are and make Lochside a safer community?



Our imperfect, but beautifully perfect, radical dream has only just begun...

We are excited to lean into this transformational collaboration with our students and school community, and to do the hard work necessary that invites vulnerability and change!



Considerations for next steps:

- What are our biases?
- How do they show up in our school?
- What do we need to systematically shift?





We are always better when we are Together...



Mapping Our Story Forward...

May – June 2023:

- ✓ Consolidation of the year's work

September – November 2023:

- ✓ Awakening our School Plans
- ✓ Sharing the work with PACs / Community
- ✓ Preparing plans for school websites
- ✓ Posting to websites

November 2023 – June 2024:

- ✓ Chronicling the learning story
- ✓ Leaning into the process:
 - Monitoring / Reviewing
 - Learning

Questions?

A decorative graphic at the bottom of the slide consisting of overlapping, semi-transparent blue geometric shapes, primarily triangles and polygons, creating a layered, mountain-like or wave-like effect. The colors range from light sky blue to a darker, more saturated blue.



2023/24 Non Instructional, Early Dismissal and Exam Dates Schedule

SCHOOL	1 Hour Early Dismissal (4)			
	Oct 26	Oct 27	Feb 28	Feb 29
Brentwood Elementary	Oct 26	Oct 27	Feb 28	Feb 29
Cordova Bay Elementary	Oct 24	Oct 25	Oct 26	Feb 15
Deep Cove Elementary	Sept 28	Nov 8	Nov 9	Feb 29
Keating Elementary	Nov 15	Nov 16	Mar 6	Mar 7
KELSET Elementary	Oct 18	Oct 19	Nov 29	Feb 28
Lochside Elementary	Oct 4	Oct 5	Nov 29	Feb 29
Prospect Lake Elementary	Oct 16	Oct 17	Oct 18	Feb 8
Sidney Elementary	Sept 20	Sept 21	Nov 29	Feb 28
Bayside Middle	Sept 20	Oct 17	Oct 18	May 15
North Saanich Middle	Sept 20	Sept 21	Oct 26	Feb 15
Royal Oak Middle	Sept 20	Oct 4	Oct 5	May 9
Claremont Secondary	Sept 21	Nov 23	Feb 22	Apr 25
Parkland Secondary	Sept 14	Nov 23	Feb 8	Apr 25
Stelly's Secondary	Sept 14	Nov 23	Feb 21	Apr 25

Non Instructional Days (all schools)

1. Friday, September 22, 2023 – Ministry Priorities – Indigenous Education
2. Friday, October 20, 2023 – Province Wide
3. Monday, November 20, 2023 – School Based
4. Friday, February 16, 2024 – Individual (Tri-District)
5. Monday, April 22, 2024 – School Based
6. Friday, May 17, 2024 – School Based

Secondary School Schedules

Semester One: September 5, 2023 to January 26, 2024

Semester Two: January 29, 2024 to June 27, 2024

Provincial Exams: October 30, 2023 to November 3, 2023
 (Literacy/Numeracy) January 22, 2024 to January 26, 2024
 April 15, 2024 to April 19, 2024
 June 10, 2024 to June 14, 2024

**Saanich School District
School Activity Fees for 2023-24**

Elementary Schools	
School Planner/Agenda (supply cost) – PACS cover cost at some schools	\$6.00
School Supplies (Optional)	\$35.00-\$45.00
Middle Schools	
Combination Lock – Grade 6 or new student	\$10.00
Secondary Schools	
Activity fee for student council, fine arts performances and clubs	\$25.00
Text Book Deposit (refundable) <ul style="list-style-type: none"> • One time fee - fully refundable after graduation unless student loses one or more books in which case the cost is subtracted from the deposit and the remaining balance is refunded. 	\$100.00
Combination lock	\$10.00 new/\$5.00 used
Activity fee for costs associated with athletics <ul style="list-style-type: none"> • Costs for optional courses/academies – varies for each program • Sports fees vary by sport and number of tournaments 	\$40 Claremont \$35 Jr / \$60 Sr Stelly's \$30 Jr / \$60 Sr Parkland
Recognition ceremony for graduation (grade 12 only)	\$55.00