

SCHOOL DISTRICT 63 (SAANICH)
EDUCATION DIRECTIONS COMMITTEE

Report to the Board of April 24, 2024

Committee Members:	Trustee Silzer, Chair Trustee Vandall Trustee VanWell
Staff Support:	Carly Hunter, Director of Instruction, Learning & Innovation Paul McKenzie, Assistant Superintendent
Partner Representatives:	Kelly De Klerk, SAA – Regrets Leila Sinclair Wise – SAA Don Peterson, STA – Regrets Candace Whitney, CUPE COPACS – Regrets
Other Attendees:	Chair Dunford, Trustee Elder, Trustee Hickman, Trustee McMurphy, Director of Instruction, Peter Westhaver

Tuesday, April 16, 2024
3:00 pm

A. PRESENTATIONS AND QUESTIONS

1. Student Advocates Early Learning Initiatives

The Committee received an update on early learning initiatives from Robin Kelley and Jenica Moore.

2. Literacy Data Information

The team received literacy data information from Andreas Clesle, Carly Hunter, Darcy McNee and Robin Kelly.

B. ITEMS FOR DISCUSSION

No Items.

C. ITEMS FOR RECOMMENDATION

1. Local Calendars: 2025-26, and 2026-27

The Committee received the proposed local calendars for 2025-26, and 2026-27 from Paul McKenzie.

Staff Recommendation:

The Committee recommends and I, Trustee Silzer, move that the Board forward the draft school calendars for 2025-2026 and 2026-2027 for public consultation for the following dates: April 26 to May 28, 2024.

D. ITEMS FOR INFORMATION

No Items

- E. FUTURE AGENDA ITEMS**
Student Voice Feedback – ongoing
How are you doing Update
Global Citizenship Data & Trends
PISA Report
Advocates Report

Early Learning Initiatives



Early Learning Events and Initiatives

Ongoing

1. Ready Set Learn
2. Supporting Early Years to Kindergarten Transitions
3. Changing Results for Young Children

Ready Set Learn (for 3-5 year olds)

- Collaborative planning with Early Learning professionals from SṪÁUTW First Nation and held at SṪÁUTW Gymnasium
- Connects local community partners and services with families in order to strengthen early years foundations
 - GVPL, Beacon Community Services, First Nations Health Authority, HeadStart and StrongStart Educators, Intercultural Association of Victoria, Métis Nation BC, Saanich Police and Fire, WSÁNEĆ School Board
- Early connections between families and Saanich Schools

Supporting Early Years to Kindergarten Transitions

- Kindergarten Teachers, Administrators and Early Years Community Members
- Fostering strong partnerships with W̱SÁNEĆ community partners
- Three new participants, two from W̱SÁNEĆ Nations of WJOLELP Tsartlip and S̱ÁUTW̱ (Tsawout) have provided valuable feedback.
- Focus on Kindergarten teachers connecting directly with W̱SÁNEĆ Early Childhood Educators at their HeadStarts.

Changing Results for Young Children

- Kindergarten Teachers, StrongStart Educators and Early Years Educators from the community
- Collaborative inquiry in partnership with Sooke School District
- Facilitated by Lisa Kinshella
- Focus on social and emotional well-being to improve outcomes
- Explore and observe teaching practices, interpret and strategize on how best to support young children.

Early Learning Events and Initiatives

New for 2024

1. Language Intervention in Primary
2. Data Driven and Responsive Professional Development
3. Celebrating Diversity and Understanding Bias
4. Creative K Connections

Language Intervention in Primary

- Kindergarten and Grade One Teachers expressed need for articulation support (formation of clear and distinct sounds in speech)
- Partnered with the District SLP team and French Immersion Program Coordinator
- Created a Professional Development afternoon that included:
 - Teacher Education
 - A whole class resource
 - A targeted intervention resource

Data-Driven and Responsive Professional Development

- CHEQ Data and Teacher Feedback: Numeracy and Social and Emotional Learning
- **Key Concepts in Early Mathematics** with Janice Novakowski, District Teacher Consultant with Richmond School District
 - Kindergarten and Grade 1 Teachers
- **Social and Emotional Learning Community Dinner** with Holly Vivier, District Teacher Leader Inclusion and Diversity
 - Kindergarten Teachers and Community Early Childhood Educators

Celebrating Diversity and Understanding Bias

- Teacher Survey
- Collaborative planning with Aoy Broome (Saanich District Youth and Family Counselor) and Destine Lord (Anti-Oppression/Anti-racism consultant)
- Creating professional development to:
 - Learn about and understand intersectionality, privilege and personal bias and how these affect our teaching practices
 - Educate our young learners about bias
 - Understand how to create inclusive spaces
 - Come away with tools and resources on how to increase representation of all social identities in the classroom

Creative K Connections

- Kindergarten teachers expressed interest in building professional relationships and connections between schools
- Held monthly, after-school at a host school
- Example topics include
 - small shifts to support literacy instruction
 - story workshop
 - reporting

Questions?



Literacy in Saanich Schools

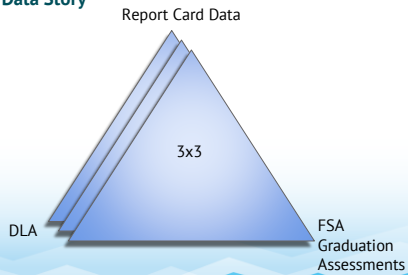
The First Chapter in Our Data Story



Key Themes

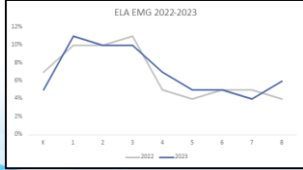
- 1. Curating our Data Story
- 1. Evidence to Guide Decision Making
- 1. Literacy Intervention - Case Study
- 4. Takeaways and Next Steps

Curating our Data Story

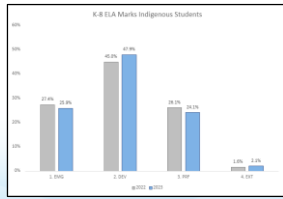
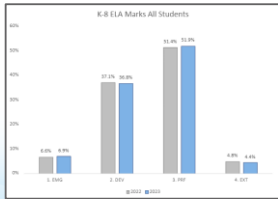


K-8 ELA Report Card Data - By Grade

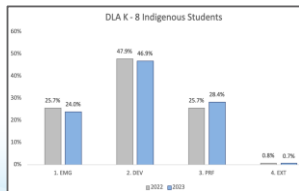
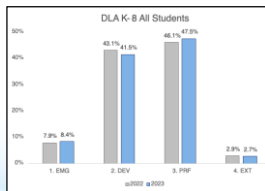
- Reading
- Writing
- Oral Language



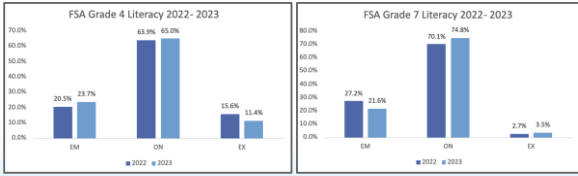
K-8 ELA Report Card Data - By Proficiency



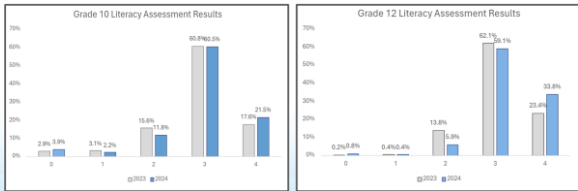
District Literacy Assessment



FSA Literacy - Grade 4 and Grade 7



Graduation Literacy Assessments - Grade 10 and Grade 12



More to the Story....

- Student Voice Interviews
- District Literacy Plan Work – Survey (Staff, Parents/Guardians, Community)
- FI DLA (Évaluation de littératie du district scolaire)

District Literacy Survey Results - Staff

What is successful about literacy instruction in Saanich?

- The literacy intervention program is serving more students.
- Increased consistency in assessment tools (DLA)

What needs are not being met in literacy instruction in Saanich?

- Teachers express a need for more professional development
- There is a need for literacy intervention for intermediate and middle school students.

District Literacy Survey Results - Staff

Connected Quote:

"I'm excited that so many people are working diligently to bring evidence-based strategies to our pedagogy. I am grateful for the support from my peers who are passionate about literacy and who are sharing their time and resources with me. This isn't my strongest area, and I am working hard this year to increase my skills in what I can offer our students and their diverse needs and ways of connecting with literacy." *Saanich Teacher*

District Literacy Survey Results - Parents/Guardians

What is successful about literacy instruction in Saanich?

- Early Intervention and Individualized Instruction
- Supportive Staff
- Promotion of Reading

What needs are not being met in literacy instruction in Saanich?

- Early Identification
- Inadequate Support
- Comprehensive Instruction
- Assessment and Feedback

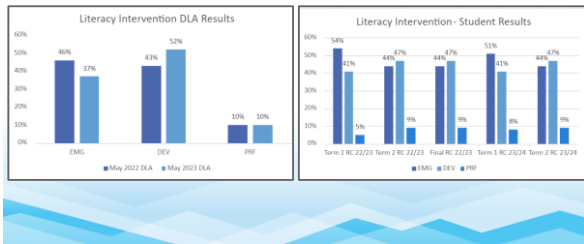
FI DLA (Évaluation de littératie du district scolaire)

	English Program	French Immersion Program
K	Optional K assessment (English DLA OR Évaluation de littératie du district scolaire). Recommended timing is between November and January (English Program) and end of second term (French Program). No data collection.	
1-3	<ul style="list-style-type: none"> English DLA Fall - assessment for learning used by teacher to determine baseline information and then monitor the ongoing development Spring - an assessment of learning; data is collected stored and shared through MyEd.	<ul style="list-style-type: none"> Évaluation de littératie du district scolaire Fall - assessment for learning used by teacher to determine baseline information and then monitor the ongoing development. Spring - an assessment of learning; data is collected stored and shared through MyEd.
4-8	<ul style="list-style-type: none"> English DLA Fall - assessment for learning used by teacher to determine baseline information and then monitor the ongoing development. Spring - an assessment of learning; data is collected stored and shared through MyEd.	<ul style="list-style-type: none"> English DLA Évaluation de littératie du district scolaire Fall - assessments for learning used by teacher to determine baseline information and then monitor the ongoing development. Spring - assessments of learning; data is collected stored and shared through MyEd.

Literacy Intervention Program - Case Study

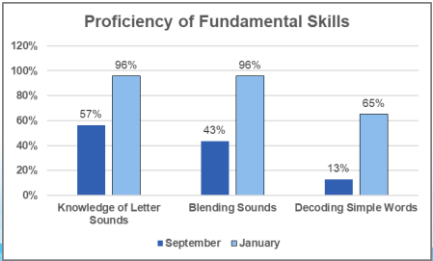
	21/22	23/24
Students Supported	153	24
Students Grades 2-5	128	0
French Immersion		0

Literacy Intervention Program



Student ID	Phonemic Awareness										Decoding										Letter		
	Initial Sound	Final Sound	Phoneme	Blending	Segmenting	Word	Blending	Blending	Blending	Blending	Blending	Blending	Blending	Blending	Blending	Blending	Blending	Blending	Blending	Blending	Blending	Blending	Blending
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Sidney Elementary
23 Students



Highlight on Student Successes

- New student entered Grade 2 with literacy skills we would expect for the beginning of kindergarten.
- Significant gaps in K and Grade 1 education
 - Health issues
 - Emotional trauma
 - Barriers to engaging in classroom instruction
 - *Previously would not have received intervention*

Reading skills improved **1 ½ grade levels in 4 months**. They will likely stay emerging on their report card.

Highlight on Student Successes

Student entered Grade 1 with gaps in letter knowledge and ability to blend sounds together. They were able to read 2 words, despite targeted small group and individual instruction.

- English is not first language
- Family trauma
- Attention a significant barrier to engaging in classroom instruction

Now has **all letter sounds**, allowing them to decode multiple words. They are a **confident** beginning reader and speller.

Key Takeaways

- Importance of early intervention
- Importance of continuous literacy instruction & support
- Need for Intermediate literacy and supporting transitions
- Continued work to provide equity in access to literacy interventions

Next Steps

- Continue to build on data story
- Identify barriers
- Track micro and macro data

To: Education Directions Committee

Prepared By: Paul McKenzie
Assistant Superintendent

Subject: School Calendars (Addendum) 2025-26 and 2026-27

Date: April 11th, 2024

Background/Rationale:

In January 2022, the Board approved School Calendars for 2022-23, 2023-24, and 2024-25. We are currently in year two of the three-year cycle, with the 2024-25 school year being our last. In conversation with School Districts 61 and 62, there is an interest in moving our consultation and approval process forward to lock down school calendars for 2026-26, and 2026-27.

During February and March 2024, we met with School Districts 61 and 62 to discuss and align the proposed calendars where possible in preparation for district-based consultation. After the creation of the draft calendars, we met with partner groups (STA, CUPE, STA) to gather input and amendment recommendations. The prepared calendars submitted for consideration have been approved for review to the Education Directions Committee.

Context

School districts are required to submit a school calendar to the Ministry of Education for the following school year no later than March 31st of each year. As we have confirmed next year's calendar as of March 2022, we can submit subsequent year calendars in the summer for Ministry approval.

As per the attached School Calendar Regulation, the proposed school calendar must be made publicly available for consultation at least one month before the date it is to be submitted to the minister.

The attached school calendars for the years 2025/26 and 2026/27 are proposed for public feedback and consultation from April 18th to May 28th, 2024. The timing allows the public to provide feedback, with time for the Board to consider the feedback, and, if necessary, adjust the proposed calendars prior to formally adopting the calendars at the June 2024 Board meeting.

The proposed calendars meet the following objectives and obligations:

- As per the Collective Agreement with the Saanich Teachers' Association, Spring Break must begin on the third Monday in March;
- For the 2013-2014 school year, the Board adopted a calendar with one week of spring break and a week of closure time, and subsequent Boards have maintained this model;
- The three local school districts (61, 62, and 63) try to align the school calendars as much as possible, in particular the spring break and closure weeks; and
- The number of non-instructional/professional development dates are balanced between semesters.

Recommendation

That the Board forward the school calendars, 2025/26 and 2026/27 for public consultation for the dates April 26th to May 28th, 2024.

Submitted with respect,

A handwritten signature in black ink, appearing to read "P McKenzie".

Paul McKenzie
Assistant Superintendent

PM/skd
Encl.

Statutory Reference

SCHOOL CALENDAR REGULATION

BC Ministry of Education Governance and Legislation Branch D-53 (amended March 15, 2022)

Authority: School Act, R.S.B.C. 1996, c. 412, ss. 87.01, 87.02 and 168.02

Prescribed information in school calendars

4 (1) For the purposes of section 87.01(3) (b) [school calendar] of the Act, the following information is prescribed in respect of a school calendar for a school that is not a distributed learning school:

- a) subject to subsection (3), the number and dates of the days in session;
- b) subject to subsection (3), the number and dates of each day of instruction;
- c) the vacation periods and the dates of statutory holidays;
- d) the dates of each non-instructional day;
- e) the number of hours of instruction offered to students in each grade.

Consultations

5 (1) For the purposes of section 87.01 (7) [school calendar] of the Act, a board must make publicly available a school calendar that it proposes to submit to the minister under section 87.01 (5) or (6) of the Act at least one month before the date the school calendar must be submitted to the minister.

Saanich School District 2025/2026 DRAFT CALENDAR

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Instructional
 Non-Instructional
 Vacation
 Stat Holiday



Saanich School District (63)

DRAFT School Calendar 2025-2026

September 2, 2025	Schools Open
September 22, 2025	Non-Instructional Day
September 30, 2025	National Day for Truth and Reconciliation
October 13, 2025	Thanksgiving
October 24, 2025	Non-Instructional Day
November 11, 2025	Remembrance Day
November 21, 2025	Non-Instructional Day
December 22, 2025 – January 2, 2026	Winter break
January 5, 2026	Schools reopen after winter break
February 13, 2026	Non-Instructional Day
February 16, 2026	Family Day
March 16-20, 2026	Spring break
March 23-27, 2026	School closure
April 3, 2026	Good Friday
April 6, 2026	Easter Monday
April 20, 2026	Non-Instructional Day
May 15, 2026	Non-Instructional Day
May 18, 2026	Victoria Day
June 25, 2026	Last day of instruction
June 26, 2026	Administrative Day

Semester Dates

September 2, 2025 – January 30, 2026	Semester One
February 2, 2026 – June 25, 2026	Semester Two

Days in Session (including September 2 and Non Instructional days; excluding June 26)

Semester 1 = 96 Semester 2 = 90 **Total = 186**

Days of Instruction (including September 2; excluding Non Instructional days and June 26)

Semester 1 = 93 Semester 2 = 87 **Total = 180**

Saanich School District 2026/2027 DRAFT CALENDAR

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FEBRUARY						
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Instructional
 Non-Instructional
 Vacation
 Stat Holiday



Saanich School District (63)

DRAFT School Calendar 2026-2027

September 8, 2026	Schools Open
September 25, 2026	Non-Instructional Day
September 30, 2026	National Day for Truth and Reconciliation
October 12, 2026	Thanksgiving
October 23, 2026	Non-Instructional Day
November 11, 2026	Remembrance Day
November 27, 2026	Non-Instructional Day
December 21, 2026 – January 1, 2027	Winter break
January 4, 2027	Schools reopen after winter break
February 12, 2027	Non-Instructional Day
February 15, 2027	Family Day
March 15-19, 2027	Spring break
March 22-30, 2027	School closure
March 26, 2027	Good Friday
March 29, 2027	Easter Monday
April 19, 2027	Non-Instructional Day
May 21, 2027	Non-Instructional Day
May 24, 2027	Victoria Day
June 29, 2027	Last day of instruction
June 30, 2027	Administrative Day

Semester Dates

September 8, 2026 – January 29, 2027	Semester One
February 1, 2027 – June 29, 2027	Semester Two

Days in Session (including September 8 and Non Instructional days; excluding June 30)

Semester 1 = 91 Semester 2 = 93 **Total = 184**

Days of Instruction (including September 8; excluding Non Instructional days and June 30)

Semester 1 = 88 Semester 2 = 90 **Total = 178**

SAANICH SCHOOL DISTRICT (63)

2024/2025 CALENDAR

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SEPTEMBER						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Instructional
 Vacation Period
 Statutory Holiday
 Non-Instructional
 Closure