

SCHOOL DISTRICT 63 (SAANICH)

EDUCATION DIRECTIONS COMMITTEE

Report to the Board of June 18, 2025

Committee Members:	Trustee Silzer, Chair Trustee Vandall Trustee VanWell
Staff Support:	Carly Hunter, Director of Instruction, Learning & Innovation Melanie Paas, Assistant Superintendent
Partner Representatives:	Leila Sinclair-Wise, SAA STA – Shannon Toronitz CUPE – regrets COPACS – regrets
Other Attendees:	Chair Dunford & Trustee Hickman, Cindy Lister, Roger Young, Ronato Pama, Amanda Hoffman & Adrian White

Committee Meeting

Tuesday, June 10, 2025

A. PRESENTATIONS AND QUESTIONS

1. Advocates Year-end Presentation: Adrian White, Ronato Pama, Roger Young, and Amanda Hoffman presented on their important work advocating for the most vulnerable students in Saanich.
2. French Immersion Plan Presentation: Cindy Lister

B. ITEMS FOR DISCUSSION

No Items.

C. ITEMS FOR RECOMMENDATION

No Items.

D. ITEMS FOR INFORMATION

1. 2025/26 Non Instructional, Early Dismissal & Exam Dates Schedule
2. 2025/26 School Activity & Supply Fees Schedule

E. FUTURE AGENDA ITEMS

- Parkland Sailing Academy (October)
- School Plan Review (November)
- Data Sharing around Strategic Plan Goals – ongoing
- Student Voice Feedback – ongoing
- Benefits of International Student Program



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Advocacy in Today's Context

- Post-Covid
- Current Geopolitical Context
 - Global Conflicts
 - Accelerating Climate Change
 - Wealth Distribution/Housing and Food Insecurity
- Impact of AI and Social Media

"I am constantly bombarded with bad news, it makes living not so fun, but my friends and family's lives are worse, so I don't want to complain."

Gr. 10 student, 2023 PG Survey Report

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A Student Story - Taylor

- Multiple ACEs
- In Grade 5 when Covid hit
- Did not attend school for Gr. 6, had 120 absences in Gr. 7
- Struggled enormously in Gr. 9
- Advocate and supports worked with family on ILC transition
- Eventual enrollment in Take a Hike where attendance was better than it had been since the pandemic

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Caught in the Middle

Themes Across the Middle Schools



Broad Concerns <ul style="list-style-type: none"> • Chronic absenteeism • Post-COVID pandemic impact • Lagging social skills • Overuse and misuse of social media • Racist and sexist language 	Advocacy Involvement <ul style="list-style-type: none"> • Long-term absenteeism & disengagement • Adverse childhood experiences (ACEs) • Trauma • Family systems challenges • Unmet mental health needs
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Caught in the Middle Robin's Story

- Moved from out of province for Gr. 8
- Multiple ACE's and diagnoses as a child
- Mother in coma from overdose
- Father unhoused and living with addiction
- Living with aunt and uncle
- Advocate and SBT worked with family to access support from Discovery and on ILC transition
- Enrollment into Gr. 9 Cohort for fall 2025

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Families in need and how they come to the attention of Advocates...

 <p>Practices helping us identify non offenders</p> <p>Word of mouth, self referral, new registrations, SIDES</p>	 <p>Transitions and current context</p> <p>Covid, Technology, Food and Housing Security, Family resilience and attitudes towards schooling, Transience</p>	 <p>Trends over time</p> <p>Repairing lost learning, Re-engagement & attendance, Trust, Exposure therapy, Future X-enrolment, Work and skill opportunities, Full tilt big school.</p>
 <p>Graduation Pathways</p> <p>Creativity, Belonging, safety and relationships as a starting point. Connections to real world opportunities.</p>	 <p>Cross enrolment and Other Programs</p> <p>Start small, Exposure Therapy, Build confidence and skills, Perfect partnership.</p>	 <p>A Personal Story</p> <p>A family of six kids...</p>

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Healthy Connections



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Community Outreach Coordinator


Elevated risk - elevated response - DCE prevention

- Online lives
- Drugs - toxicity, accessibility, extremity, age of use

Community Connection <ul style="list-style-type: none"> • Tri-district collaboration • Enhanced law enforcement relationships • Youth justice partnership • First Nations community bridging 	Prevention <ul style="list-style-type: none"> • Basketball • Safer Schools Together (SST) • Classroom presentations • Risk Assessment - BDTA • ERASE 	Complex Scenario Navigation <ul style="list-style-type: none"> • Consultation • Coordination • Co-case Management
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A Path Forward

The future is not the past.

Relationships, relationships, relationships

Attendance.

Early intervention is best.


A systems approach versus focusing on the youth.

Brick and mortar only meets the needs of some.

The larger purpose of life and finding purpose for youth

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Thank you

Questions?

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French Immersion Program Review: *Two Years Later*

Presented by Cindy Lister, June 2025

Purpose of Today's Presentation

- Revisit the initial goals set during the FI review *(Completed in Spring 2023)*
- Reflect on our progress over the past two years
- Identify successes, challenges, and lessons learned

Initial Goals

- **Goal #1 SENSE OF BELONGING:** *To engage in inclusive practices that promote a sense of belonging for all students*
- **Goal #2 RELEVANCE:** *To ensure that students feel empowered and are able to access curriculum that is relevant to their needs and interests*
- **Goal #3 ORAL LANGUAGE:** *To provide authentic experiences for all students to continually develop their oral language skills*

In addition to the above, our focus remained on the Saanich District Strategic goals of Mental Health and Wellness, Global Citizenship, Literacy and Indigenous Student Success.

Where Are We Now?

Goal #1 SENSE OF BELONGING

1. *Provide meaningful professional learning to support teaching diverse learners.*
2. *Ensure students with diverse learning needs are welcomed and supported in FI.*
3. *Supporting students to experience a sense of joy and community through their connections to the French language.*

Examples of initiatives to support this goal include:

We applied for the Retention and Recruitment (RR) Grant from the Ministry (2023–2025) with the goal of strengthening French Immersion literacy support. Through this funding, we:

- Hired a French Language Literacy Specialist to support elementary FI schools by working directly with students and providing teachers with in-the-moment coaching and modeling of effective literacy interventions.
- Organized and delivered 6 literacy workshop series for K–12 educators, led by provincial experts in French Immersion literacy. These sessions focused on evidence-based strategies, new resources, and practical tools to enhance early literacy instruction in FI settings.

Where Are We Now?

Goal #2 RELEVANCE

1. *Finding strategies to ensure students feel a sense of ownership and have opportunities for choices about their learning*
2. *Focussing on the inclusion of Indigenous content, diverse cultures, BIPOC, LGTBQ2ST voices and current events in all classes*

Examples of initiatives to support this goal include the following changes at Stelly's in their program:

- Presentations from a variety of BIPOC artists such as LeFloFranco and MissyD, and Le Théâtre de la Seizième. As well, presentations that explore culture and language such as The Maple Man and Anne Glover.
- Based on student survey results, we will be offering, in September 2025, a new Social Studies class (Etude de Génocides 12)
- Based on researched programs offered provincially, we will be introducing Sciences Naturelles 9 & 10 and all students will take Math 9 and CLE 10 in English.

Note: *These changes will not impact the % of instructional time required by the Ministry to receive the Double Dogwood.*

Where Are We Now?

Goal #3 ORAL LANGUAGE

1. *Offering ongoing opportunities for students to communicate in French on topics that are relevant to them*
2. *Supporting staff to incorporate oral language inclusion by providing professional learning opportunities and resources*

Examples of initiatives to support this goal include:

- Drama and oral activities in-class workshops (K-8)
- Collaborating with Sooke District to offer a series of 5 workshops to support new teachers with integration of oral language in class
- Inviting Teachers to facilitate workshops and participate at provincial and national conferences
- Offering reciprocal student exchanges with Académie of Lyon, Federal Programs opportunities such as Explore, UVic's French for the Future, and Stelly's annual cultural and linguistic trip to Québec City for our Grade 9.

Challenges and Lessons Learned

Our understanding of professional learning has evolved, especially as we consider the impact of linguistic insecurities within French Immersion programs in BC and the unique challenges of teaching a second language in a minority-language context.

Here are a few insights from the process and some examples of adapting thinking.

- It is important to offer a variety of formats and Pro-d delivery models: small group sessions, in-class modelling, peer observation, and larger workshops.
- In-school support while working directly with students creates relevant, authentic learning moments for teachers.
- Celebrating our practices and sharing with other districts helps build confidence and pride.
- Presenting and participating in cross-district workshops strengthens professional networks.
- Relationships and trust among educators grow over time and are key to lasting impact.
- Our Joint Advisory Committee members located in each school provide supportive connections.



October 2025

APPIPC

Provincial Conference for French Immersion
and Francophone Teachers

Hosted by Saanich at Stelly's Secondary
School

