



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84
REGULAR MEETING OF THE BOARD OF EDUCATION
WEDNESDAY, MARCH 13, 2024 – 5:30 PM
SCHOOL BOARD OFFICE, GOLD RIVER

AGENDA

**Board of Education
Vancouver Island West School District 84**

1. **CALL TO ORDER**
2. **TERRITORIAL ACKNOWLEDGEMENT**
3. **APPROVAL OF AGENDA**
3. **ADOPTION OF MINUTES**
 - a. Regular Meeting of February 12, 2024
4. **BUSINESS ARISING FROM THE MINUTES**
5. **PUBLIC INQUIRIES AND PRESENTATIONS**
6. **CORRESPONDENCE**
7. **REPORT OF THE CLOSED MEETING**
8. **TRUSTEE REPORTS**
 - a. School Reports
 - b. IEC Report
9. **UNFINISHED BUSINESS**
 - a. Community Consultation
 - b. Playground – CMESS
 - c. AP431 – Recruitment and Selection – Principal/Vice Principal
10. **NEW BUSINESS**
 - a. Annual Review Feedback
 - b. Preliminary Budget 2024-2025
 - c. Board Seeking Approval to Provide Education Services in First Nation's Territories
11. **SUPERINTENDENT/SECRETARY-TREASURER'S REPORT**
 - a. District Update
 - b. Finance Warrant
 - c. Enrollment Report
12. **TRUSTEE INQUIRIES**
13. **PRESS AND PUBLIC INQUIRIES**
14. **NOTICE OF MEETINGS**
 - a. April 8, 2024, 5:30 pm – Zeballos Elementary Secondary School
15. **ADJOURNMENT**

*In partnership with our diverse communities, School District 84
will provide all students with a quality education
relevant to the demands of a modern society.*



**REGULAR MEETING OF THE BOARD OF EDUCATION
FOR VANCOUVER ISLAND WEST SCHOOL DISTRICT 84,
HELD ON MONDAY, FEBRUARY 12, 2024,
AT THE SCHOOL BOARD OFFICE, GOLD RIVER, BC**

TRUSTEES PRESENT: Arlaine Fehr, Chairperson (Gold River)
Katie Unger (Gold River)
Allison Stiglitz (Tahsis) (Zoom)
Cyndy Rodgers (Zeballos) (Zoom)

TRUSTEE ABSENT: Jenniffer Hanson, Vice-Chairperson (Kyuquot)

ALSO PRESENT: Lawrence Tarasoff, Superintendent and Secretary-Treasurer
Ryan Brennan, Director of Instruction (Human Resources)
Stephen Larre, Director of Instruction (Student Learning)
Deane Johnson, Director of Instruction (Operations)
Ellena Gjesdal, Executive Assistant
Public Present – 2

CALL TO ORDER:

Chairperson Fehr called the meeting to order at 4:01 pm, acknowledged and gave thanks that the meeting was taking place on the traditional, ancestral and unceded territory of the Mowachaht/Muchalaht First Nation.

APPROVAL OF AGENDA:

2024:R-05 MOVED: UNGER , SECONDED: STIGLITZ
AND RESOLVED:
"TO approve the agenda."

ADOPTION OF MINUTES:

2024:R-06 MOVED A STIGLITZ , SECONDED: K UNGER
AND RESOLVED:
"TO adopt the minutes of the Regular Board meeting of January 8, 2023."

BUSINESS ARISING FROM THE MINUTES:

Nil.

PUBLIC INQUIRIES AND PRESENTATIONS:

Presentation by Brenda Lenahan – Tahsis

Ms Lenahan presented information around the new playground project at CMESS. Her presentation is attached and will be considered by the Board at the next meeting.

Presentation by Sean Broderick – GRSS

Please see attached report.

CORRESPONDENCE:

NIL

REPORT OF THE CLOSED MEETING:

Trustee Fehr Reported there were three labour items discussed.

TRUSTEE REPORTS:

School Reports

CMESS:

Captain Meares School has been a hub of activity with our academic foods program integrated into our school lunch/breakfast program. Our new lunch lady Cheryl O'Donnell has extensive professional restaurant management experience. Our students assist in preparing food for the entire school population as well as their normal food studies. Senior Students working towards their Provincial Food Safe Certification. Music program Kyla Huckerby joining the staff and specializing in music skills for the Primary Section centering on choral work and musical notation, Jim working with the Intermediate section and the Senior Sections on performance skills. Kyla is responsible for art and decorations for our Christmas Concert in December. Senior Student Chaim Payne runs a lunch hour media club. Designing three dimensional objects with 3D printer, teaching how to use Adobe Illustrator, Photoshop, and 3D Designer. Jeremy Payne involved with Philip Parkes in getting students to NSOP trips Mount Washington, riding horses, and hiking. Working with Joni Johnson preparing for the cultural sharing event at Kyuquot in May. Janice Potter and Kim Anderson have at least three field trips planned for the Primary Section this year – swimming & skating. A positive change has been the ability to divide our school into three developmentally appropriate learning groups: the Primary Section, the Intermediate Section, and the Senior Section.

IEC Report

Equity in Action – completing a draft for our third EA, Community feedback working groups to complete appendices.

LEA - NEW program – new ideas, changes, ensuring supports. Student teacher program – recruiting NIC & VIU. Community and school items and Concluding Remarks – Next meeting February 26 in ECFN

UNFINISHED BUSINESS:

- a. Community Consultation dates:
February 27 and 28 on ZOOM. Please see the attached poster for details

NEW BUSINESS:

- a. **Amended Annual Budget 2023-2024**

The Superintendent/Secretary-Treasurer presented the Amended Annual Budget for 2023-2024 and answered questions.

2024:R-09 MOVED: Trustee UNGER, SECONDED: Trustee STIGLITZ
“TO have all three readings of the bylaw in one.”

2024:R-10 MOVED: Trustee STIGLITZ SECONDED: Trustee UNGER
AND RESOLVED:
“That the Board of Education approve the Amended Annual Budget for the 2023-2024 fiscal year in the amount of \$14, 282,370.00, as presented.”

- b. **Enrollment Projections**

The Superintendent and S/T shared that the District is expecting an increase of 5.5 students for 2024-24

c. Signing authority changes RBC

- a. Lawrence Tarasoff, Stephen Larre, Ryan Brennan, Deane Johnson, Ellena Gjesdal & Katie Unger

2024:C-11 **MOVED: Trustee UNGER** , **SECONDED: Trustee STIGLITZ**
AND RESOLVED:

"TO adopt new signing authority addition of Ellena Gjesdal – Executive Assistant and remove A McDowell and L Charlton from RBC Signing privileges. February 12, 2024"

d. Updated AP210 – For Board information only.

e. BCSTA AGM 2026 – Board must complete a survey.

f. Cellphone use in Schools. – The Ministry requires the District to have an Administrative Procedure in place for cellphone use in schools by June 30, 2024. Waiting for further direction from the Ministry.

g. Advocacy Plan Survey –March Board meeting date change to be sent to MLA, Trustee Fehr to fill out plan and submit.

h. Partner Liaison meeting. - For Board information only.

i. Capital Bylaw

2024:C-12 **MOVED: Trustee UNGER, SECONDED: Trustee STIGLITZ**
AND RESOLVED:
"TO adopt Capital Bylaw No, 023/24-CPSD84 – 01 dated April 2023."

j. March MEETING date

2024:C-13 **MOVED: Trustee UNGER** , **SECONDED: Trustee STIGLITZ**
AND RESOLVED:
"To approve Date Change of the Board of Education meeting from March 11 to March 13 2024. "

SUPERINTENDENT/SECRETARY-TREASURER'S REPORT:

- a. **District Update** – Superintendent and S/T discussed many exciting things happening in the District.
- b. **Finance Warrant** – attached for information
- c. **Enrollment Report** – attached for information

TRUSTEE INQUIRIES:

NIL

PRESS AND PUBLIC INQUIRIES:

Nil.

NOTICE OF MEETINGS:

The next regular meeting of the Board of Education will be held on Wednesday, March 13, 2024, at 5:30pm, at the School Board Office in Gold River. The public is invited to attend. Any requests for agenda additions should go to egjesdal@viw.sd84.bc.ca two weeks prior to the meeting. Board meeting minutes are posted on the District's website at sd84.bc.ca/about-sd84/board-meetings/.

ADJOURNMENT:

At 5:22 pm:

2024:R-14 MOVED: Trustee UNGER , SECONDED: Trustee STIGLITZ
AND RESOLVED:
"TO adjourn."

Certified:

*Lawrence Tarasoff,
Superintendent & Secretary Treasurer*

*Arlaine Fehr,
Board Chair*

Presentation to SD 84

Re: Proposed Playground for CMES

February 12, 2024





Brenda Lenahan
& son Cole

My background & expertise:

- Founding director of BC Complex Kids Society
- Member of the MCFD Minister's Advisory Council on Children & Youth with Support Needs
- Member of the Inclusive Education Partners Group which includes cross disability organizations and MECC directors
- Tahsis representative on the Strathcona Regional District Accessibility Committee
- Mom to 9 year old with complex disabilities



CONCEPTUAL MODELS OF DISABILITY

MEDICAL MODEL (OLD)	INTERACTIONAL/SOCIO-POLITICAL MODEL (NEW)
Disability is a deficiency or abnormality	Disability is a difference
Being disabled is negative	Having a disability, in itself, is neutral
Disability resides in the individual	Disability derives from the interaction between the individual and society
The remedy for disability-related problems is cure or normalization of the individual	The remedy for disability-related problems is a change in the interaction between the individual and society
The agent of remedy is the professional	The agent of remedy is the individual, an advocate, or anyone who affects the arrangements between the individual and society

Adapted from Carol J. Gill, Chicago Institute of Disability Research

Definitions from Accessible Canada Act

(came into force July 11, 2019)

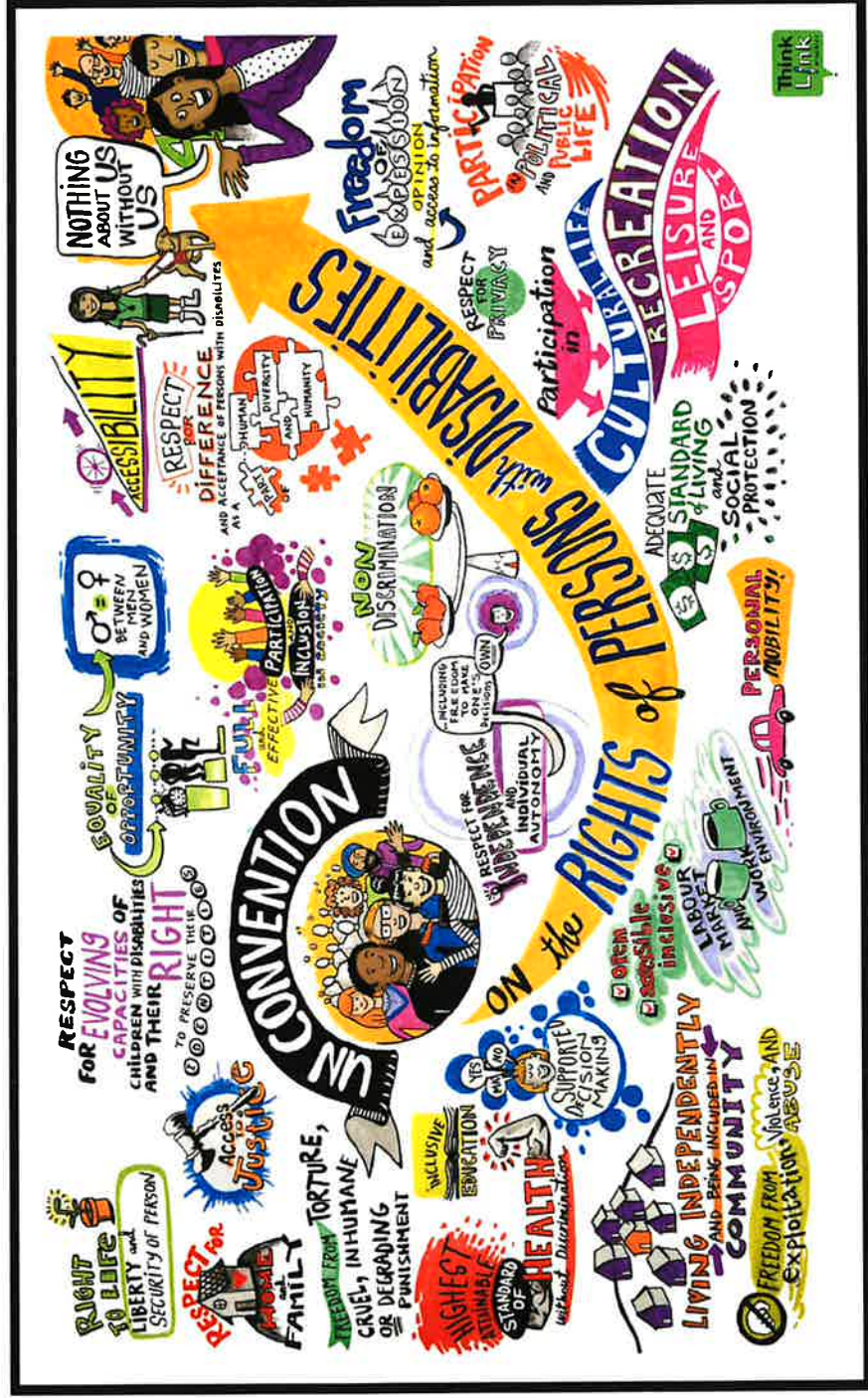
Barrier

Means anything—including anything physical, architectural, technological or attitudinal, anything that is based on information or communications or anything that is the result of a policy or a practice—that hinders the full and equal participation in society of persons with an impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment or a functional limitation.

Disability

Means any impairment, including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment—or a functional limitation—whether permanent, temporary or episodic in nature, or evident or not, that, in interaction with a barrier, hinders a person’s full and equal participation in society.

What is the United Nations Convention on the Rights of Persons with Disabilities?



Commissioned by ARCH Disability Law Centre, 2018

Ministry of Education & Child Care - Playground Equipment Program (PEP)

Supporting inclusion and accessibility for all children, the PEP is available to provide specific funding to purchase and install new or replacement playground equipment that is universal in design, and in compliance with accessibility measures as defined through the [Canadian Standards Association CAN/CSA-Z614-14 \(R2019\): Children's Playspaces and Equipment](#).

Universal design aims to create environments that can be used by as many people as possible without special adaptations or modifications, and projects should include equipment and appropriate surfacing which create an inclusive and accessible playground concept.

Universally designed playground spaces include adventure-style playground equipment that is designed to include all elementary-aged students regardless of ability.

To meet the range of students' needs in designing playgrounds to include every child, **school districts should consider** all physical, mental, intellectual, learning, communication or sensory impairment – or functional limitations – whether permanent, temporary or episodic in nature, that in interaction with a barrier, hinders a person's full an equal participation in society.

This equipment is to be permanently fixed on a school site and **include appropriate ground cover for fall protection, improved access, and increased mobility.**

Universal Design

DEFINITION OF UNIVERSAL DESIGN

“the design of products and environments to be usable by all people, to the greatest extent possible, without need for adaptation or specialized design.”

(Ronald Mace, Center for Universal Design at North Carolina State University)

The Ask: “Nothing About Us, Without Us”

Create a forum for consultation and engagement with families, parents, and children with lived experience and include the representatives from the Strathcona Accessibility & Inclusion Advisory Committee.

The health, wellness, safety, and educational experiences of all current & future students and staff should be considered essential and valuable in the design process.

A Proposed Motion:

“Motion to strike a committee specifically for engagement and consultation of people with lived experience of disability, and with SRD accessibility committee representation, to inform the design and implementation of the playground project at Captain Meares Elementary

Secondary School in Tahsis. School District 84 has secured a 2023/2024 Playground Equipment Program (PEP) \$195,000 grant that provides specific funding to purchase and install new or replacement playground equipment. In order to ensure this grant results in an accessible and universally designed playground, a committee will directly inform the playground from the design stage through to implementation and construction.”

Questions and Discussion?



Presentation to SD 84 re: Proposed Playground at CMES Summary Notes & Key Points

Presenter: Brenda Lenahan

I am mom to a kiddo with complex disabilities and mobility impairments as well as an advocate municipally, provincially and federally. I am a Tahsis resident and a member of the new SRD Accessibility Committee. My aim is to educate, collaborate and elevate the needs of children with disabilities so they have equitable access and are meaningfully included in society including schools.

Children with disabilities are rights holders under the UN Convention on the Rights of Persons with Disabilities and the UN Convention on the Rights of Children and disability is a normal part of human diversity.

Federal and Provincial governments are moving towards new approaches to disability that recognize that society is responsible for not creating barriers for people with disabilities and removing ones that were built historically.

“Government dollars should never be used to build barriers for anyone.”

Universal design is the design of products and environments that something can be usable to the greatest extent possible for the most people possible. It is slowly being embedded in building code and at the policy level for systems and programs.

We are seeing more and more, the practice of including the voices of people with lived experience of disability in policy making as a means to reach the end goal of a more inclusive society. It is difficult to design for disability without these voices and it is the reason that the province mandated that school districts and other organizations, to create committees of people with lived experience to begin the process of implementing provincial Accessibility Legislation.

*I had a conversation with Michael Nyikes at MECC-Capital Projects. He has agreed that there is a problem with design and implementation of playgrounds across BC and agreed to include the idea of committees of lived experience in the package for next years' granting cycle. He also pointed out that the CSA Accessible Playground Standards themselves are inadequate in areas as we also see with building codes.

Link to current language on universal design and Playground Equipment Program funding is on this page:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/programs>

The Ask:

Short term

For SD 84 to create a small committee of people with lived experience of disability that includes parents and SRD Accessibility Committee members, to inform the design of the CMESSE playground.

Long term

For SD 84 to engage with people with lived experience of disability, including parents and SRD Accessibility Committee members on capital projects on a regular basis going forward.

Proposed Motion

I proposed this motion in hopes that the board might see the value of embedding this need in the work of the district. I also had suggested that one of the trustees might take a similar motion to the BC School Trustees Association AGM in order to have a broader impact in the province.

Edit and adopt as you like.

“Motion to strike a committee specifically for engagement and consultation of people with lived experience of disability, and with SRD accessibility committee representation, to inform the design and implementation of the playground project at Captain Meares Elementary Secondary School in Tahsis. School District 84 has secured a 2023/2024 Playground Equipment Program (PEP) \$195,000 grant that provides specific funding to purchase and install new or replacement playground equipment. In order to ensure this grant results in an accessible and universally designed playground, a committee will directly inform the playground from the design stage through to implementation and construction.”

Thank you for the opportunity to present and I appreciate that Deane has already started a conversation at the school level and included me in the correspondence.

Brenda Lenahan
brendalenahan@gmail.com

GRSS Board Principal Report

Monday, February 12, 2024

Land Recognition

Thanks to those who support us:

Board of Education:

- Ongoing support
- Bella Bella
- Track and Field
- Grad Trip (Comparative Cultures presentations – post trip)

MMFN:

- Access to Language Department and Cultural Experts
- Funds towards Bella Bella
- Working to establish partnerships for projects
- Beginning of Collaboration with Warriors Program

Village:

- Continued agreement and access to the playing fields
- School access to recreational facilities
- Partnering with us for big events such as last year's Cultural Event

Senior Management

- Support in all areas as we work together to improve education programs, opportunities, services and equity for all our students and their families

Staffing:

- NEW – Marsha Maquinna resigned – Temp posted – waiting for update from NTC
- EA – Danielle Kennedy starting February
- 1.0 FTE – position was finally filled in November – David Butler (0.5 classroom support to replace 0.5 leave by LART) – welcome addition
- Covering leaves and completing Remedy continue to be a challenge
- New Cook position filled – waiting to start

District / School Assessments:

- Mid-Year DARTS completed
- Student Self-Assessment – Term 2 Personal/Social
- Student Goal Setting – Communication and Personal/Social (short/mid/year goals)
- Term 2 Report Cards to go out March 15th

Programs:

Culture

- Bella Bella Trip
- Culture Room
- Support – NEW change / Elders
- Growing program
- MMFN support
- Prepping for Culture Event in Kyuquot
- Yuquot Trip

Athletics

- Volleyball – Co-Ed / Jamboree
- Basketball – Boys and Girls / N. Islands
- Track and Field – thanks for ongoing district support with equipment and Provincials
- Gratitude to Coaches Connie and Garrett with assistance from Stephen Larre

NSOP

- Thanks to District Principal Philip Parkes
- Ongoing trips
- Snowshoe this week
- Support with PAL/CORE/Bronze Medallion and other certificate courses
- Partner on Yuquot Trip in June

Food Futures

- Fieldtrips/School Events
- Snack Program
- Hot Lunches
- New Cook position
 - Breakfast/AM Snack/Food Prep/Lunch
- Xmas/Easter/Summer Hampers – Backpack Buddies Add On
- On track to spend budget by year end

Foods Courses

- Mr. Graves and Mr. Butler
- Baking & Cooking
- Eg. Traditional fish smoking at Tsaxana, Sourdough, scratch cooking, broths, sauces, hot lunches for school – upcoming: butchering, smoking, charcuteries, fishing

International

- Continues to broaden horizons of local students
- Korea, Japan, Sri Lanka, Spain, Germany, Austria
- French Exchange this Spring Break
- 11 Full time students with us until the end of the year
- Several short term students between now and June
- Cost-Share Rosetta Stone (ELL/Second Language)

Science Fair

- Building year towards expanded program next year

Grads/Graduation

- June 8th
- 15 potential 5 year Dogwoods + 1 Adult Dogwood (Year 6)
- 6 who identify as First Nations
- 15/15 have identified as post-graduation path (gap/post-sec/apprenticeship)
- 13/15 have done work towards post-secondary path (BC Services App / BCeID-STS / Education Planner BC – registration / accommodations) – Feb/March – Scholarship Applications
- Grad Fundraisers - bake sales / bingos / Purdy's / veggies / raffle
- Grad Trip – Spring Break

Continuing Education

- Update – Jeff Rockwell

Operations:

- Mouse issue ongoing but moving forward
- Interior painting
- Water leaks – replacing valves and joints
- Tech order in
- LART move to NEW office / NEW move to Culture Room
- LART office reno (added to Literacy Room) -> creation of “Quiet” room
- End hall to be closed and converted to storage
- Appliances requested via grant for upgrading food room and resourcing Culture Room for Cook position
- On deck: cleaning up NSOP storage / cleaning out 103, 100, and above gym storage
- Big thanks for the gym floor redo

Community Consultation

February 27 and 28, 2024

- District Update - challenges and opportunities
 - Budget 2024/2025
 - School Calendar
- Further Community Consultation and Strategic Planning
 - Questions and Feedback

SD84 (Vancouver Island West)
Community Consultation: February, 2024

Name (optional):

Role (optional):

School Community (please select): KESS, ZESS, CMESS, RWES, GRSS

Questions

- 1) Please consider the three focus areas of the current Strategic Plan:
 - a. Building Literacy - Is this important? If so why and if not, why not?

 - b. Student Engagement and Connection - Is this important? If so why and if not, why not?

 - c. Equipping Learners for Success - Is this important? If so why and if not, why not?

- 2) What other focus areas should the Board be considering for the next Strategic Plan (2025 – 2030)? Why these areas?

- 3) There appear to be four large issues that the Board of Education needs to address with Budget 2024 - 2025:
- a. Inequity of student outcomes at higher grade levels. Please provide any suggestions to help address this issue.

 - b. Low numeracy outcomes. Please provide any suggestions to help address this issue.

 - c. Declining student perceptions of belonging, safety, and care. Please provide any suggestions to help address this issue.

 - d. Poor attendance. Please provide any suggestions to help address this issue.

Please send your completed forms to:

the Board of Education c/o ltarasoff@viw.sd84.bc.ca by April 2, 2024

**RECRUITMENT AND SELECTION:
SCHOOL PRINCIPAL/VICE-PRINCIPAL**

1. Recruitment, Selection, and Appointment

- a. The appointment of school principals/vice-principals is the responsibility of the Board and will be based solely on the recommendations of the Superintendent/Secretary-Treasurer (or designate).
- b. The recruitment of applicants for the positions of School principal/vice-Principal is the responsibility of the Superintendent/Secretary-Treasurer (or designate). Vacancies for principal and vice-principal positions may be filled by a transfer from an existing principal/vice-principal position or by selecting a candidate from outside the current principals/vice-principals from an existing pool of candidates, via a new pool competition, or via a site-specific competition.
- c. As needed, the District will conduct principal and vice-principal pool competitions. The pools will be open to candidates from within and from outside of the District. Advertisement for these pools will take place locally and well as nationally via recruitment services. Successful pool candidates will be eligible for suitable placement at a District school for a period twenty-four (24) months.
- d. The Superintendent/Secretary-Treasurer (or designate) will invite appropriate stakeholder groups (Parent Advisory Councils, professional and support staff representatives, student representatives when appropriate, the Indigenous Education Council, and the Nuu-chah-nulth Tribal Council) to submit a written statement outlining the desired qualities and characteristics for their new School principal or vice-principal and the issues to be addressed for the growth of the school.
- e. The Superintendent/Secretary-Treasurer (or designate) will complete reference checks and compile a short list of candidates to be interviewed.
- f. The Superintendent/Secretary-Treasurer (or designate) will prepare a list of interview questions taking into account the information obtained from 1.d. These questions will be asked of all candidates.
- g. Members of the Board will be present for all interviews if possible.
- h. The Superintendent/Secretary-Treasurer (or designate) will present the offer to the successful candidate(s).
- i. Once an acceptance of the offer has been received, a public announcement of the appointment(s) will be made by the School District.

2. Reimbursement of Expenses

- a. Short-listed candidates will be reimbursed for necessary expenses.
- b. Reimbursement will be in accordance with AP 530 *Travel, Meals and Other Expenses*.



February 5, 2024

Ref: 296194

Lawrence Tarasoff
Superintendent
School District No. 84, Vancouver Island West
Email: ltarasoff@viw.sd84.bc.ca

Dear Lawrence:

On behalf of the Ministry of Education and Child Care (the Ministry), I would like to thank you and your team for your work on district 84's 2023 Enhancing Student Learning Report submission.

The work we are undertaking is foundational to our shared purpose and collective responsibility of developing educated citizens, supporting student success, and addressing persistent inequities in opportunities and outcomes for Indigenous students, children and youth in care, and students with disabilities and diverse abilities.

Following engagement with education partners in 2022/23, the Ministry adapted the annual review process and approach. The review team, comprised of ministry and sector representatives, has now completed the review of all 60 School District Enhancing Student Learning Reports (the Reports). To honour the work of districts, the review team used a collaborative consensus process that integrated the varied perspectives of all team members. As part of this process, they developed criteria to provide consistent feedback on district processes as they are reflected in the Reports. The team identified a strength and a consideration for each district in five focus areas:

1. approach to continuous improvement
2. data and evidence (quantitative and qualitative data)
3. ongoing engagement (qualitative data)
4. alignment and adaptations
5. improving equity for learning outcomes, with a focus on the three priority populations - indigenous students, children and youth in care, and students with disabilities or diverse abilities

.../2

It is important to note that the review team approached this process with the awareness that one report may not necessarily provide a full and accurate picture of a given district. Strengths and considerations reflect the contents of the Report and are not firm conclusions about district performance.

The intent of this feedback is to support continuous improvement and to build upon what is already recognized as a deep commitment to improving student outcomes in your school district. In this light, the Ministry is pleased to share with you the attached feedback report.

This year's review process has provided foundational information needed to inform ongoing capacity building for our sector. As we all work together for continuous improvement, the Ministry recognizes that districts are continuously identifying areas for growth and refining Reports to best reflect district processes, successes, and opportunities. The annual review process is also being refined to best support system improvement; further engagement on this will occur at the All Superintendents and Partner Liaison Meetings in February. Through this work, we continue to collectively build capacity within the education system and foster robust strategic and continuous improvement planning practices to support student outcomes.

You will also soon be hearing from me with more details about the "Aboriginal How Are We Doing?" Report (AHAWD), highlighting provincial trends for Indigenous student outcomes in the 2022/23 school year as well as specific areas of opportunity and challenge in your district. I would encourage you to continue to use the AHAWD data as well as your own local data and evidence as you undertake continuous improvement in the year ahead to improve outcomes for Indigenous students.

Thank you for your ongoing leadership and collaboration in supporting transformative change and improving outcomes for all students, and I look forward to continuing to work with you.

Sincerely,



Christina Zacharuk
Deputy Minister

Attachments: *SD 84 2023 Annual Review Feedback Report*

cc: Arlaine Fehr, afehr@viw.sd84.bc.ca

Vancouver Island West - SD 84

September 2023 Annual Review

Enhancing Student Learning Report Feedback

A continuous improvement approach allows districts to review, analyze, and interpret data and evidence to identify and implement operational adjustments, adaptations, and next steps in an ongoing process. These continuous improvement cycles ensure a focus on raising educational outcomes for all students in the sector.

The Enhancing Student Learning Report (ESLR) is an annual touchpoint for districts to review, reflect, and plan within the continuous improvement cycle and between the creation of multi-year strategic plans. This allows districts to adapt strategies to focus on areas for growth on an ongoing basis.

As part of the Framework for Enhancing Student Learning's (the Framework) Annual Review, a team comprised of ministry and sector representatives read every district's ESLR with particular attention to 5 focus areas:

1. approach to continuous improvement
2. data and evidence (qualitative data)
3. ongoing engagement (qualitative evidence)
4. alignment and adaptations
5. improving equity of learning outcomes

The review team then built consensus on strengths and considerations for each district in these focus areas. For additional context during the process, the team also referred to a number of other district documents, including but not limited to the district strategic plan, the How are We Doing Report, previous feedback reports, and samples of available school plans and operational plans.

This document is intended to support SD 84's continuous improvement efforts by providing constructive feedback on the 2023 Enhancing Student Learning Report. SD 84's feedback is outlined below.

Strengths and Considerations by Focus Area

Focus Area 1 – District’s Approach to Continuous Improvement

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- Evidence of a continuous improvement approach in the district, including:
 - Evidence of reflective processes (graphics, [continuous improvement cycles](#), descriptions, etc.).
 - Evidence of using quantitative and qualitative evidence to:
 - Illuminate trends (data analysis), and
 - Draw conclusions based on local context (interpretation).
 - An explanation of how the conclusions from the data analysis and interpretation influenced the development of existing strategies and/or the selection of new strategies.
 - Evidence of a process to monitor the effectiveness of implemented strategies (i.e., how does the district know that these strategies are positively impacting student growth and achievement?).
- Evidence of how the continuous improvement approach connects to school-level work.

The district’s report shows evidence that the district employs selected components of continuous improvement processes, while working to build upon their application.

Strength:

The report shows the implementation of a continuous improvement cycle.

Consideration:

Future reports would benefit from demonstrating how the cycle informs adaptations and adjustments.

Focus Area 2 – Data and Evidence (Qualitative and Quantitative Data)

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- Visual representations of the district’s student learning data and evidence, masked where necessary, and accompanied by a brief analysis/interpretation for each of the following pillars:
 - Intellectual Development
 - Human and Social Development
 - Career Development
- Visual representations of all the data required by the [Enhancing Student Learning Reporting Order](#), disaggregated to show results for Indigenous students on and off reserve, children and youth in care, and students with disabilities or diverse

abilities. Where results cannot be presented due to small populations, districts should acknowledge that the data has been analyzed.

- Other important local and contextual sources of information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements, How Are We Doing Reports).
- Both qualitative and quantitative sources of data, triangulated where applicable.
- Demonstrates a strong connection between data and district priorities, including:
 - Any existing or emerging areas for growth (“so what?”) based on the outcome of the analysis/interpretation of data and evidence.
 - Evidence of reflective analysis and interpretation of this data which point to addressing identified gaps and trends.
 - Identifying which of these areas for growth are addressed in the current strategic plan and which are not.

The district’s report shows evidence that the district engages in several components of comprehensive data and evidence review processes.

Strength:

The report analyzes and interprets provincial and local data.

Consideration:

Future reports would benefit from further disaggregation of school completion rates (Adult Dogwoods/Evergreen Certificates) to identify emerging areas for growth.
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Focus Area 3 - Ongoing Engagement (Qualitative Evidence)

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- A brief description of the district’s process for inclusive and ongoing engagement specific to continuous improvement (i.e., addressing student learning outcomes). For example:
 - **What** issues were raised as part of the engagement process?
 - **Who** did the district engage?
 - **How** did the district approach on-going, meaningful engagement for continuous improvement (i.e., how were engagement processes created and what do these processes involve?)
 - Specifics on the engagement process with:
 - Local First Nation(s) on whose territory the district operates schools;
 - District Education Council; and
 - Indigenous parents and students.
- The extent to which ongoing engagement contributed to adjustments or adaptations based on the gathered feedback.
 - How the feedback received through collaboration with local First Nation(s) helped to shape the district’s next steps.

- How feedback received through additional engagement processes with Indigenous communities, including Métis and Inuit, helped shape the district's next steps.
- How feedback received through additional engagement processes with the community helped shape the district's next steps.

The district's report shows evidence that the district has components of broad and meaningful engagement processes in place.
Strength:
The report provides a clear description of engagement activities with multiple stakeholders and rights holders.
Consideration:
Future reports would benefit from articulating the annual engagement process, including student voice and how these engagements influence next steps.

Focus Area 4 - Alignment and Adaptations

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- A description of how individual school plans are aligned with the educational objectives from the district strategic plan. (Vertical alignment.)
- A brief description of how the district leveraged and/or re-allocated existing resources to support successful implementation of new, adapted, or continued strategies.
- A description of how district operational plans (financial, human resources, information technology, engagement, communications, and long-range facilities) are aligned to support the implementation of new, adapted, or continued strategies. (Horizontal alignment.)

The district's report shows evidence that the district has several components of vertical and horizontal alignment and adaptation processes in place.
Strength:
The report shows evidence of alignment between district departments.
Consideration:
Future reports would benefit from a clear articulation of how school plans align with the strategic plan.

Focus Area 5 – Improving Equity of Learning Outcomes

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- An explanation of the district’s response to the trends, identified inequities, and effectiveness of currently implemented strategies.
- A clearly articulated focus outlined through evidence-informed strategies that are in place to address identified gaps pertaining to **each** of the three priority populations (Indigenous students, children and youth in care, and students with disabilities or diverse abilities).
 - Includes an explanation of the district’s process for tracking and supporting small populations of students in these priority populations whose results are masked.

Focus Area 5.1 – Focus on Indigenous Students

The district’s report shows some evidence that the district focusses on Indigenous students and is working to further improve equity of learning outcomes.
Strength:
The report demonstrates some focus on Indigenous students.
Consideration:
Future reports would benefit from a stronger connection between identified gaps and the targeted strategies to address areas for growth for Indigenous students.

Focus Area 5.2 – Focus on Children and Youth in Care

The district’s report shows some evidence that the district focusses on children and youth in care and is working to further improve equity of learning outcomes.
Strength:
The report demonstrates some focus on children and youth in care.
Consideration:
Future reports would benefit from articulating the efficacy of the school-based, targeted strategies implemented to support children and youth in care.

Focus Area 5.3 – Focus on Students with Disabilities or Diverse Abilities

The district’s report shows some evidence that the district focusses on students with disabilities or diverse abilities and is working to further improve equity of learning outcomes.
Strength:
The report demonstrates some focus on students with disabilities or diverse abilities through the data analysis.
Consideration:
Future reports would benefit from clearly articulating targeted strategies to address achievement gaps for students with disabilities or diverse abilities.

Additional notes:

The review team noted the following innovative/promising practices expressed in the report:

- Principals call and invite non-graduates to return to school.