

Framework for Operational Planning



2021/2022 – 2023/2024

To be Reviewed and Adapted Annually

September 15, 2021

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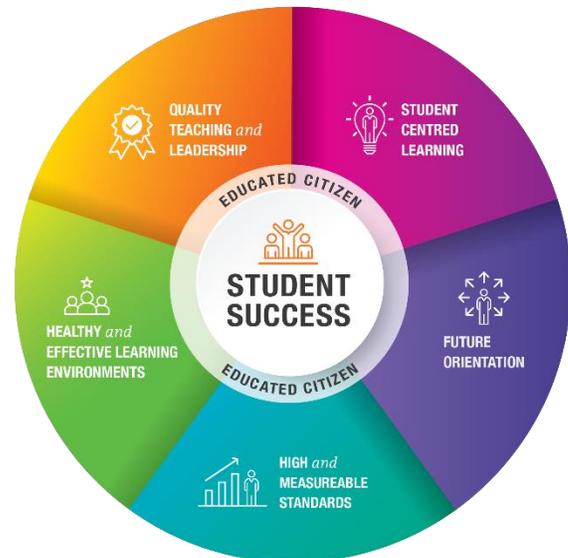
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Ministry of Education Planning Requirements for School Districts

The Ministry of Education’s Framework for Enhancing Student Learning (July 2020) states that Boards are to “set, create and maintain a strategic plan, annually report on student outcomes and put systems in place to continuously improve educational outcomes for all students.”

The policy states further that “boards are expected to improve equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.”

The policy speaks to a “shared commitment and common values including literacy, numeracy, graduation, belonging and career life goals.” Additionally, “provincial, district and school educational outcomes, goals, objectives and measures should be specific, meaningful, measurable and evidence informed” and must be reported in alignment with the provincial Enhancing Student Learning Reporting Order M302.



Overall, Boards are empowered to create and maintain plans that:

- Focus on improved outcomes for all students
- Improve equity of outcomes for Indigenous learners, children in care, and students with diverse abilities
- Demonstrate alignment of resources and operational plans with the Board’s strategic plan
- Have a multi-year strategic plan
- Report at least annually
- Include local priorities and success measures that are reflective of local context
- Focus on safety and well-being, literacy, numeracy, grade to grade transitions, 5-year graduation rates, core competencies, and transitions to post-secondary institutions
- Focus on climate change and environmental sustainability
- For student achievement data, include sub-categories of:
 - Indigenous students on reserve
 - Indigenous students off reserve
 - Children and youth in care
 - Students with diverse abilities or disabilities

Overview: Framework for District Planning

School District 64 (Gulf Islands) has embraced a comprehensive Strategic Plan for the overall culture and focus of the district. Effective district plans point to areas of focus for improvement of student outcomes and the supports required to accomplish the goals. Strong plans provide an overall framework of planning in all aspects of district operations in support of educational priorities. School District 64 (Gulf Islands) maintains planning in multiple areas of focus and operations. The Board of Education identifies educational priorities and expects the collective operations of the district to support those priorities.

This document is intended to capture the operational direction and supports required to support strategic planning in the district. The following plans and operational areas are included:

1. District Strategic Plan
2. First Nations, Métis, and Inuit Education Enhancement Agreement
3. Framework for Enhancing Student Learning
4. Board Governance
5. District Programs
6. Financial Planning
7. Human Resources and Labour Relations
8. Learning Services
9. Facilities, Operations and Transportation
10. Information Technology
11. Communications
12. Anti-Racism Advocacy
13. Climate Action and Environmental Sustainability

Sections 1 through 3: a summary will be provided within this document of key elements of these crucial planning documents. That summary will include an overview of goals within each element. Evidence regarding these domains will be provided through the Framework for Enhancing Student Learning Report that will be prepared in accordance with Section 3.

Sections 4 through 12: a summary of goals for each domain will be provided along with a link, where applicable, to district planning documents which all be posted under the Planning and Directions link on the main facing page of the district website sd64.bc.ca. Evidence regarding sections 4 through 12 will be as described in each section.

More information on planning and reporting expectations for school districts and resources to support a focus on enhancing student learning and success, please visit the Ministry of Education website at: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/enhancing-student-learning>

Section 1: District and School Plans for Enhancing Student Learning

The Board's strategic plan, 2016-2021, in its current form exists to guide operations in key areas: to inspire learning, integrate sustainability, and involve community. The Enhancing Student Learning Framework that follows aligns operations to the Strategic Plan and provides detail of actions and resourcing that have been identified to bring the Strategic Plan to life.

It is expected that these strategic priorities, which permeate all planning and governance conversations throughout the school district, will serve as a foundation for measurable gains in student outcomes as described in Section 3 (Ministry Framework for Enhancing Student Learning) which follows.

The **District Plan for Enhancing Student Learning** incorporates the following strategic priorities.

Strategic Goal 1 - Inspire Learning

Provide healthy, welcoming and safe learning environments where all students flourish.

- 1.1 Facilitate the engagement of students in relevant and inspiring experiences that promote curiosity, the acquisition of foundations skills, and a life-long love of learning.
- 1.2 Champion innovative practices, personalized learning, inquiry-based approaches and aboriginal ways of knowing.

Strategic Goal 2 – Integrate Sustainability

Promote and facilitating sustainable practices throughout the district.

- 2.1 Encourage connection to and individual responsibility for the natural environment.
- 2.2 Build and sustain a vibrant employee community.
- 2.3 Ensure the continuation of a healthy and stable financial environment.
- 2.4 Promote best practices in governance and leadership.

Strategic Goal 3 – Involve Community

Enhancing learning and community engagement by building relationships throughout our local and global communities.

- 3.1 Cultivate connections that enhance intellectual, human & social, and career development for our students.
- 3.2 Engage families and community in public education.

School Plans for Enhancing Student Learning are developed annually within each of the District's school communities. These are intended to be extensive, collaborative processes. Each school's plan is submitted to the Superintendent in the spring/summer of each year. Each plan is grounded in the Board's strategic priorities alongside priorities for student learning and success as identified through evidence-based discussions within each school community. School Plans are approved by the Board of Education at its first meeting of the new school year.

This document, along with the annual Enhancing Student Learning Report can be found through the "SD 64 Strategic Planning and Direction" page of the School District 64 at: <https://sd64.bc.ca/strategic-plan/>

Evidence of Student Learning: Within the Ministry Framework for Enhancing Student Learning (Section 3)

Section 2: First Nations, Métis, and Inuit Education Enhancement Agreements

School District 64 exists within the territories of Coast Salish People within the shared traditional territories of the Hul'q'umi'num' and SENĆOŦEN speaking people. School District 64 welcomes and supports all First Nations, Métis and Inuit families and students, with the understanding in this context that First Nations includes all Aboriginal people and people of Métis and Inuit ancestry.

The 2020-2025 Education Enhancement Agreement (the Agreement), among the First Nations, Métis and Inuit people living in the boundaries of School District 64, School District 64 and the Ministry of Education, respects the right of all First Nations, Métis and Inuit students to receive a quality education in the public school system. The Agreement also prioritizes a meaningful graduation that provides a foundation for students to become successful, contributing members of the community and society of their choice.

The 2020-2025 Agreement was developed out of an extensive community and partner consultation process in 2018-2019, which flowed from a process in 2012 that created the district's second 2013-2018 Enhancement Agreement. That Agreement had been built on the earliest Agreement for the period 2006 -2011. The Agreement will now move toward its fourth iteration through a collaborative review process and renewal during the 2021/22 school year, having lost the 2020/21 planning year to the global pandemic.

It is expected that the ideals as described in the Agreement will serve as a foundation for measurable gains in student outcomes as described in Section 3 (Ministry Framework for Enhancing Student Learning) which follows.

The Agreement demonstrates the district's ongoing commitment to the improved success of all Indigenous learners while promoting knowledge of and respect for Indigenous cultures, values, languages, and histories within our school communities. The district shares the responsibility, and with the ongoing collaboration of all partners, will:

- Ensure Indigenous students experience their highest levels of academic, cultural, social and individual success while in the care and service of SD64.
- Create caring and respectful learning environments, where Indigenous learners and their families are welcomed and experience a sense of belonging.
- Promote integration of contemporary and traditional Indigenous teachings in learning environments.
- Provide opportunities for all SD64 learners to experience Indigenous pedagogy and First Peoples Principles of Learning from kindergarten through graduation.

The Agreement has four primary goals, each of which is described in the full document with extensive lists of strategies and assessment tools to support each goal. Additionally, the Agreement identifies performance indicators and targets for measuring improvement that will be reviewed annually under the leadership of the Indigenous Advisory Committee.

The Enhancement Agreement goals are:

- 1 **Belonging.** School District 64 (Gulf Islands) commits to a culture of care and respect, where all Indigenous learners feel a sense of belonging through a reflection of their self-identity and pride.

- 2 **Culture.** All School District 64 (Gulf Islands) learners will have opportunities to engage in and learn about Indigenous content, culture, history, and values across all grade levels and curriculum.
- 3 **Community.** In the spirit of Reconciliation, School District 64 commits to further strengthening relationships and partnerships with parents, families, caregivers, and local Indigenous communities to support all aspects of Indigenous success.
- 4 **Success.** Supporting all aspects of Indigenous student success, School District 64 will ensure the academic achievement of all Indigenous learners.

The full enhancement agreement can be found through the Indigenous Education page of the School District 64 website at: <https://sd64.bc.ca/abed/>.

Evidence Tracking: Within the Ministry Framework for Enhancing Student Learning (Section 3)

Strategic Focus

The district has established equity targets for all vulnerable student groups, and specifically for Indigenous learners. This includes parity in graduate completion rates and foundational skill achievement. Local targets are set at or above provincial averages.

Resource Allocation

1. Indigenous support staffing
 - a. GISS
 - b. District
 - i. Aboriginal Artist and Cultural Advisor
 - ii. Principal of Indigenous Education
 - c. CYCW CUPE Positions

Section 3: Ministry of Education Framework for Enhancing Student Learning

In 2021, the Ministry of Education mandated, through the Enhancing Student Learning Reporting Ministerial Order M302/20, a specific requirement for goal setting and evidence tracking in relation to key domains of student success in K-12 education. This planning and reporting requirement is known as the Framework for Enhancing Student Learning (FESL), and it is defined in the Ministerial Order as follows:

Each year, a board must prepare and submit to the Minister a report completed in accordance with this order between June 30 and September 30, or a date otherwise determined by the Minister. The report must include the following information regarding student performance, including outcomes and measures as set out below.

Intellectual Development

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level.

Measure 1.1	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.
Measure 1.2	Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments.

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level.

Measure 2.1	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments.
Measure 2.2	Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.
Measure 2.3	Number and percentage of students who are completing grade to grade transitions on time

District Outcome A: Students will experience joy and exhibit confidence in reading, writing, and numeracy foundation skills.

Measure A.1	Number and percentage of students in grades 4, 7, and 10 who feel they are improving their reading, writing, and math skills
Measure A.2	(as reported via school implemented self-assessment surveys)

Human and Social Development

Educational Outcome 3: Students will feel welcome, safe and connected to their school.

Measure 3.1	Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.
Measure 3.2	Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

District Outcome B: Students will experience a district free of racism.

Measure B.1	As reported via district questions added to the Student Learning Survey
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District Outcome C: Students will experience a district that supports diversity (multi-culturalism, gender identity, gender expression, and sexual orientation).

Measure C.1	Number and percentage of students in grades 7 and 10 who feel they are learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability). (grade 4: as reported via district question added to the Student Learning Survey)
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District Outcome D: Students will gain regulation skills to focus intentionally on learning.

Measure D.1	Number and percentage of students in grades 7, and 10 satisfied that in school I learn how to express emotion, and deal with emotional problems that I may face in the future. (for example, self-regulation, empathy, compassion) (grade 4: as reported via district question added to the Student Learning Survey)
Measure D.2	As reported via school implemented self-assessment surveys
Measure D.3	As measured via the MDI

District Outcome E: Students will identify their personal strengths and abilities to self-advocate for their learning.

Measure E.1	As reported via school implemented self-assessment surveys
Measure E.2	As measured via the MDI

Career Development

Educational Outcome 4: Students will graduate.

Measure 4.1	Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.
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Educational Outcome 5: Students will have the core competencies to achieve their career and life goals.

Measure 5.1	Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years 4
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The report must establish categories for each of the following student populations and report on those categories separately:

- (a) Indigenous students
 - (i) living on reserve, and
 - (ii) living off reserve;
- (b) children and youth in care; and
- (c) students with disabilities or diverse abilities.

The report will also include information relating to the Board's approach to continuous improvement of student achievement. The report must not exceed 10 pages in length.

The Enhancing Student Learning Report for School District 64 is submitted to the Ministry and published annually between June 1 and September 30 as required by the Ministerial Order, commencing in calendar year 2021. Effective September 2021, the District's Enhancing Student Learning Report can be found through the "SD 64 Strategic Planning and Direction" page of the School District 64 at: <https://sd64.bc.ca/strategic-plan/>

Evidence Tracking: Within the Enhancing Student Learning Report as submitted to the Ministry of Education between June 30 and September 30 each year.

Strategic Focus / Resource Allocation

1. School Planning Grants (EPIC)

EPIC achievement grants were created to resource student learning at the school level during an era of challenge and instability. COVID-19 has disrupted the learning journey for many students and has the potential to disproportionately impact student growth. Through a lens of declared relevance as professional educators, EPIC achievement grants provide a structure to intentionally design learning experiences in structural practices that ensure students are on track to be successful. A deepening of insight into our learners and an elevation of our impact creates learning experiences that rise above the everyday. A culture of collaboration focused on capacity building and shared common goals captures us at our best as we plan and deliver on a series of milestone moments in student achievement.

EPIC Achievement Grants provide a framework for school teams to carefully consider evidence of learner need, a pathway to intervention, a robust approach for gauging impact and making “what’s next?” adjustments.

\$173 per student. Maximum 80% spent on staffing / Minimum 20% spent on resources.

2. Focused Intervention and Transitions (FIT) Team

The FIT Team is made up of Math/Science and Social/English teachers and the Learning Integration specialist. The team provides focused interventions to support vulnerable and all GISS students (grades 8-12) to ensure they are successful in all courses, improving the likelihood of grade-to-grade transitions, a significant factor in achieving 5-year Graduation.

FIT Team members are assigned caseloads at pre-determined checkpoints and connect with the classroom teachers to collaborate on a plan of support and to arrange for appropriate intervention that ensure students do not miss instruction, skill development or assessment in class. The FIT team uses school data to create targeted interventions for individuals, small groups, and whole classes to support vulnerable and therefore all learners

3. IPASS (Integrated Performance Assessment for Student Success)

IPASS is a district developed tool that is designed to facilitate student learning through the enhancement of collective efficacy by providing opportunities to collect and present persistent student data to teachers, administrators, and district staff in clear meaningful ways. The capabilities of IPASS are continually being developed to further support learning in the Gulf Islands.

Tier Three

- Work one on one with students who received I’s to support them in completing credit recovery
- Work one on one with students identified in the Interim process for on-going learning strategies support
- Work one on one with students identified in the Student Success Meeting process for intense 3-week interventions for course completion

Tier Two

- Work with small groups to build skills on a cyclical basis.
- Skills: Literacy, Numeracy, Organization, Technology, Behavior, Social Emotional

Tier One

- Through the experience of observation - look for best practices in classroom interventions or ways of teaching that support the learning of vulnerable learners
- Collaborate with teachers to support them in developing these interventions

4. FSA Item Analysis
FSA Item Analysis booklets are provided to each school so that administration and staff can easily identify local trends and students at risk. Booklets contain current school-level and district FSA results, item level reports coded for easy identification of scores outside the expected range, emerging students in each area, and PEN level results/scores.
 5. Child and Youth Care Workers (CYCWs)
CYCWs provide paraprofessional assistance for students, in the classroom, focused on supporting the development of positive social/emotional skills that facilitate academic success. CYCWs act as liaisons between families, community partner groups and the school staff.
 6. Indigenous CYCW
Working under the supervision of the Indigenous Education Principal, the Education Assistant for Indigenous Education provides positive aboriginal role-model and support for Indigenous students with respect to academic, social-emotional and cultural growth and development.
 7. At-Risk Tracking Tool
Database tool developed to track individual graduation program progress by cohort. Students are identified as being on-track to graduate (green), at risk of non-graduation (yellow), or unable to graduate during the current school year (red). District, high school and counselling staff meet quarterly to review the list and identify strategies to move students from yellow/red to green.
 8. Red/Yellow/Green Path to Graduation Project (Indigenous Ed.)
Similar to the At-Risk Tracking Tool, the Red/Yellow/Green Path to Graduation Project specifically targets Indigenous students and is used to identify where those students are in their learning: at risk (red), of concern (yellow), or on track (green). District accumulated data is used to find trends and identify students at risk, while serving to develop a collective sense of purpose among staff, make work visible, and help focus interventions on individual student needs.
 9. Career and Trades Coordinator/District Principal
Manager of Career Development and Community Initiatives, and District Principal of Careers and Trades for the development and oversight of programs and inter-organizational relationships that promote career development and school-community connection.
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Section 4: Board Governance

The Board of Education is committed to the following governance goals:

1. advocating for public education
2. maintaining a high quality system that displays accessibility, relevance, equity and accountability
3. keeping the educational and other developmental needs of students uppermost in decision making
4. establishing and sustaining safe, secure, orderly, and productive learning and working environments

5. fostering working partnerships with parents and community members, and directly involving them in the development and delivery of educational programs, where appropriate
 6. modernizing, adapting and refining provincial and locally-developed programs
 7. focusing on continuous improvement and system-wide capacity building
 8. ensuring due process with respect to concerns
 9. being fiscally responsible
 10. promoting sustainability
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Section 5: District Programs

School District 64 offers many programs of choice for students of all ages. District, school and program leaders are responsible for planning, goal setting and evidence tracking. The reader is directed to the school district website www.sd64.bc.ca and the drop-down menu item "Programs and Services" for an overview of each program.

Programs and services in School District 64 are as follows:

Career Education

Career Education program responsibilities are shared among individual schools with formal district leadership in the portfolio of the District Principal (Lyll Ruehlen) and District Manager of Career Development (Maggie Allison). Career Programs build on the scope and sequence within the framework of curriculum introduced in the classroom and are designed to:

- rely on experiential learning to promote self-awareness and skill acquisition leading to career development.
- support students in the attainment of Career Education credits at the secondary level.
- reinforce the importance and relevance of lifelong planning for careers and learning introduced at elementary and middle years levels.
- strengthen the connection between educational curricula and the rapidly changing world of work.
- support partnerships between schools and community, as well as colleges.
- provide unique opportunities including student work experience and apprenticeships, tuition free technical training in trades and certificate programs at college prior to graduation.
- offer programs like TASK (Trades Awareness, Skills & Knowledge), InSpire and regional competitions to students of all Gulf Island Communities through collaboration with PSI's, ITA, Skills Canada.
- present opportunities for students to make meaningful transitions from the public-school system to the world of work and post-secondary education.
- Promote volunteerism and community service.

Career Programs

Work Experience. Work Experience 12A and 12B can be one semester or full-year 4 credit elective courses that are taken outside the timetable. Open to grade 10,11 or 12 students, an interview with school counselors or career teachers is required to enroll.

- Through 100 hours of on-the-job training and approximately 10 hours of classroom-based assignments, WEX courses provide students with the opportunity to participate in, observe or learn the tasks and responsibilities related to an occupation or career.
Work Experience courses are a perfect way to enhance or deepen a student's skill set pertaining to any career area.
- Work Experience courses are a perfect way to enhance or deepen a student's skill base regarding any career area.

Task. This semester long (20 week) program provides students in grades 10-12 with entry level trades training in a variety of different career areas linked the construction trade.

- Offered in partnership with Camosun College, and the Industry Training Authority, students engage in intensive hands-on learning over a 20 week period.
- Students learn workplace safety, material handling, drafting, and use of power tools while framing small buildings. Instruction in other trade areas takes place at Camosun College.
- Certification in First Aid, Fire Suppression, Fall Arrest and Confined Space Entry are also included. TASK students build from Monday to Thursday and participate in Work Experience placements each Friday and for the entire month of June.
- Enrolling in TASK is a great way to springboard into Secondary School Apprenticeship and Train in Trades (tuition free technical training at college).

Students will earn the following courses towards their graduation for a total of 20 credits:

- Explore Trades Sampler (ITA): 12 credits
- Woodworking 11 or 12: 4 credits
- Work Experience 12A: 4 credits

Work in Trades. Work in Trades is a program that provides students in Grades 10 to 12 an opportunity to begin working as a youth apprentice in one of BC's 140 skilled trades while still in high school. I. Eighty percent of knowledge is learned "on the job", and 20 percent in college.

- By earning wages while learning on the job, secondary school apprentices can enroll in four high school elective courses yielding 16 credits towards graduation:
Work in Trades 11A, Work in Trades 11B, Work in Trades 12A, Work in Trades 12B.
- Each course requires 120 hours of work-based training under a formal agreement with the Industry Training Authority (ITA) and a local employer certified by ITA.

Train in Trades (TRN). Students who enroll in an TRN program work towards their first level of technical training in an apprenticeable trade at college while still in high school, tuition free. Students can take a Level 1 Apprenticeship or Foundation programs at one of the post-secondary institutions our district partners with.

TRN programs are dual credit, which means that students receive both post-secondary and high school credits for their program of study. Students who pass with over 70% will receive college credit, their Level 1 certification and work-based hours recognized by the Industry Training Authority.

The Ministry of Education recognizes that this program provides a valuable transition for students as they move into the working world.

TRN Programs are available in the following trades:

- Automotive
- Autobody
- Baking
- Carpentry
- Cosmetology
- Cook Training
- Electrical
- Heavy Mechanical Trades
- Horticulture, Joinery
- Machining
- Metal Fabrication
- Plumbing and Pipefitting
- Refrigeration & AC,HVAC
- Sheet Metal and more

StrongStart and Early Learning

School District 64 provides early learning experiences for children and their families from birth to age 8. The Early Learning Framework guides our practice. We believe that children are strong and capable, and in their uniqueness, full of potential. Programs are guided by primary teachers and early childhood educators who foster growth in:

- well-being and belonging,
- communication and literacies, (including oral language, reading, writing and numeracy)
- engagement with others, materials, and the world (including art and music)
- identity, social responsibility, and diversity (including a First Nations perspective)

Early learning programs in SD 64 celebrate the pedagogy of play.

Early Learning for Families (ELF) programs are school based programs funded by the Ministry of Education Strong Start. Educators provide rich play-based learning opportunities for young children (from birth to kindergarten entry) and their parents or caregivers. At ELF we are building community and connection through relationships.

District Early Learning supports for Primary Teachers and Educators include:

- Professional Development
- Learning Resources
- Collaboration
- Community Connections

French Programs

School District 64 provides Core French as a Second Language instruction program for all students in grades 5 through 8 and as an elective course for students in grades 9 through 12.

The district also offers a Late French Immersion program beginning in Grade 6 with an annual cohort size of 25 students originating from all the Gulf Islands. The French Immersion classrooms are located at Salt Spring Island Elementary School for students in grades 6 and 7 and at Gulf Islands Secondary School for students in grades 8 through 12. These language learning programs are designed to:

- instill a lifelong ability to communicate with French speaking people here in Canada and around the globe;
- encourage an interest in and foster the ability for learning other languages;
- enhance creativity and problem-solving ability;
- enhance enjoyment of literature, art, music, theatre and travel;
- increase understanding of and respect for other people and cultures;
- provide access to a larger pool of information and to more educational and career opportunities; and,
- enable students to understand more about themselves, their country, and their fellow Canadians.

International Student Program

The Gulf Islands International Student Program (ISP) invites students from around the world to participate in schooling in School District 64, with most students attending Gulf Islands Secondary School from grades 8 through 12. In addition, students have the option to attend either the Pender Junior Secondary Program or the Saturna Education Ecological Center. Up to 70 full-time equivalent (FTE) students could attend the ISP on an annual basis, with attendance ranging from one semester to a secondary school experience leading to a BC Dogwood graduation.

For both the one semester and the full year students, most of them live with local families in our home-stay program for the duration of their stay in the Gulf Islands community.

An important part of the ISP is its operation as a business within the school district, meaning that it has a business plan that is revised annually based on anticipated enrolment in the following school year. During times of high enrolment, the program not only fully sustains itself through student fees, but it also provides additional resources to the school district for its operating budget

Indigenous Education Program

School District 64 welcomes and supports all First Nations, Métis and Inuit families and students, with the understanding in this context, that First Nations includes all Aboriginal people and people of Métis and Inuit ancestry.

The Education Enhancement Agreement between the First Nations, Métis and Inuit people living in the boundaries of School District 64, School District and the Ministry of Education respects the right of all First Nations, Métis and Inuit students to receive a quality education in the public school system and a meaningful graduation that provides a foundation for students to become successful contributing members of the community and society of their choice.

Indigenous Education in School District No. 64 (Gulf Islands) is dedicated to supporting the success of Indigenous learners in our school district, as well as promoting a deep awareness of Indigenous culture and history among all students.

School District 64 Enhancement Agreement (2020-2025) goals of Belonging, Culture, Community and Success guides all work. The Indigenous Education team includes Aboriginal Artist and Cultural Advisor, Indigenous Support Worker, Indigenous Youth and Child Care Worker, Outreach Team, Indigenous Ed Teacher Champions per site and District Principal of Indigenous Education. SD64 partners with Elders, knowledge keepers, youth mentors, and community for guidance and planning, as well as programming.

Participation in the Equity Scan with the Ministry of Education since 2018 has broadened understanding of the lived experience of Indigenous learners and their families. This has led to Anti-Racism programming and policies, as well as a more in-depth knowledge of Indigenous learners. Most recent, "SD64 Indigenous Learners Pathway to Graduation" K-12 pilot project, monitors Indigenous learners' trajectory to successful graduation.

Gulf Islands School of Performing Arts (GISPA)

The Gulf Islands School of Performing Arts is unlike anything else that exists, anywhere. We integrate Music, Dance and Theatre in innovative and inspired ways, within a context of advanced placement arts education. We make our recommendations for placement in the program based on an audition process and there is a participation fee. Combined, these go together to enhance the education and performance opportunities of the students in the program by attracting high achievers, prioritizing their arts education at a high level, with opportunities to travel to Victoria and Vancouver for professional productions, and to hire professional mentors to run workshops, clinics and master classes tailored to the needs of the students. We then apply the skills and techniques we acquire into a professional quality, integrated arts production in the second semester. GISPA also includes a mixed grade, performing arts focused English class. Many students involved in the arts desire to move into career opportunities after high school, including post-secondary fine arts programs. With a focus on performance, students improve their skills, extend their knowledge and understanding, and network with professionals in the field. Our philosophy is one of student ownership, of original student-centered choreography, composition and devising, collectively. This program is available for students in grades 8, 9, 10, 11 and 12 and incorporates a mixed grade, performing arts focused, English class.

Pender Hub (Middle Years and Graduation Program)

Pender Islands Elementary Secondary School provides Junior Secondary (Grade 8/9) programming for catchment students from Galiano, Pender, Mayne, and Saturna Islands. Salt Spring Island students wishing to explore a STEAM (Science, Technology, Engineering, Arts, Math) and eco-focused educational program, or simply looking to try something new, are also welcome to attend. Being a smaller school (~140), students can experience a unique personalized learning experience and strong connection to staff and community. The modern facility incorporates high quality learning spaces for ADST courses and the Arts. While after school, students can explore extra-curricular options including a variety of team sports.

Saturna Ecological Education Centre (SEEC)

SEEC is an award-winning school-of-choice where students live and learn together (boarding accommodations) on Saturna Island. SEEC embraces the development of youth through place-based and responsive experiential learning. In going outside the walls of the classroom, SEEC ensures high school is a meaningful and authentic experience.

For a full year of study, from Monday to Wednesday, students live and learn on Saturna Island. The program welcomes students in Grades 10, 11, and 12 to earn integrated course credits towards their individual graduation program. Projects combine science, social studies, physical education, and language arts to create a learning adventure that promotes critical thinking, social responsibility, and personal growth.

Some highlights a typical year may include:

Adventures in a dynamic and wilderness environment

- Hiking and orienteering
- Over-night camping trips
- Biking and kayaking

Certifications

- Kayaking Level 1 Skills (Paddle Canada)
- Drone pilot's certificate
- First aid Training

Connecting to careers

- Working with Parks Canada employees to improve ecosystem monitoring
- Working scientists to engage in inquiry-based Citizen Science

Space for the program is limited. Potential applicants should visit the SEEC website for more information.

Continuing Education

School District 64 provides Continuing Education for Adult Learners through Phoenix Place. Adult Learners seeking BC Ministry approved course credits towards their graduation certificate can access courses and support through this program. Courses are offered in a self-paced, module-based format and Adults can access course work online or through printed packages. Plans are flexible and based on the needs of the learner and support is arranged by appointment on an as-needed basis with Phoenix Staff.

Alternate Program

Gulf Islands Secondary School provides an alternative education program through Phoenix Place in a learning environment that promotes personal growth and individual responsibility. Phoenix Place offers a high school graduation diploma and incorporates academic, career exploration and work experience opportunity, individualized support and instruction, as well as personalized learning. We offer 30 courses, academic and elective, at grades 9 to 12 level - all self-paced, on-line, staff supported, and each following the prescribed BC Ministry of Education curriculum. Course work is defined through semester plans that outline a student's pace for success. Phoenix Place promotes a safe, caring, supportive learning center for students. With on-line options, the program also allows students to proceed at their own pace while continuous entry, course loads and working hours accommodate a wide range of personal and family needs. Entry into the program is through referral and School Based Team assessments.

Connecting Generations

The Connecting Generations Program builds bridges between schools and community by bringing together youth with adults of all ages, for conversations about a shared interest, skill, or life experience. Students in SD 64 and community members, whose paths may not otherwise cross, have the opportunity to connect through facilitated meetings, face-to-face or via Zoom, enriching the lives and the learning of both.

Program website: connectinggenerations.net

School Gardens

Active veggie gardens thrive in every school in the Gulf Islands School District, where students learn, hands-on, about growing and eating healthy foods and caring for the earth. These gardens have been created by enthusiastic parent, community, and teacher/staff volunteers and are maintained by grant funds and donations.

School gardens are an expanding global phenomenon, with proven academic, social and physical health, and food-choice benefits for kids. These gardens connect families with our greater community, helping celebrate Island culture and transmit local agricultural skills across generations. Moreover, research has shown that teachers and children are happier learning outdoors at greener, tastier schools.

To support these gardens, a website was created at www.schoolgarden.ca, featuring case studies and sharing resources and funding opportunities. Tools, seeds, and funds are also shared across gardens. Most years, school garden champions gather for "School Garden Learning Circles" to share successes and challenges, having already met at gardens on Mayne, Pender, Galiano, and Salt Spring over the past years. Garden-based Learning Workshops are also offered at District Pro-D days for Teachers. School gardens align with the District's goals of Sustainability and Community Connections, along with other strategic objectives.

Section 6: Financial Planning

1. The finance department will serve as stewards of the school district's financial resources in an effective and sustainable way in support of school district operations and student success.
2. Decision makers, including trustees and staff, will be provided the financial management support they need to make informed decisions and identify key risks.
3. Budgeting and planning will be based on accurate and timely information, will look to stakeholders in their advisory capacity for involvement, and will be aligned with the Board's strategic priorities, facilities plans and other important operational plans.
4. Financial systems will operate effectively including ensuring that transactions are appropriate, financial performance and risks are monitored, assets are safeguarded, and accurate financial information is produced.
5. The operational effectiveness and efficiency of financial processes will be continuously improved.
6. Good financial accounting practice will ensure that compliance to new and existing regulations and standards are adhered to and that emerging trends will be monitored.
7. Investment of available reserves will be prudently managed to provide the best possible outcomes on investment.

Evidence Tracking: Year over year balanced budget (<https://sd64.bc.ca/finance/>)

The standard expectation is for an Accumulated Surplus to range from 3-5%. While the district is receiving Funding Protection, based on rapid enrollment decline, the Accumulated Surplus will grow beyond this amount. The Accumulated Surplus over and above this target can be strategically applied to limited scope district initiatives that do not result in ongoing commitments of resources. The stewardship of the additional funds, over the target range, will be used over many years to provide a long-term stable financial landscape. Senior management recognizes that a stable financial district is critical for an effective learning environment and student achievement. The strategic initiatives that the district undertakes with these funds can be driven by the budget consultation process.

Section 7: Human Resources and Labour Relations

School District 64 is committed to developing and maintaining an organization where healthy, skilled and motivated employees enable all learners to succeed. We acknowledge and value people who are our largest and most important resource.

1. SD64 is a small relationship focused district dedicated to high quality HR practices that support employees to work, learn and grow.
2. The district will recruit and retain valuable talent by promoting opportunity for growth while keeping employees engaged and safe through developing a culture of health, safety and wellness for all staff.
3. SD64 is an adaptive organization that recognizes and responds to the need for flexible staffing based on evidence of student learning needs.
4. SD64 maintains HR/LR policies, procedures and processes that demonstrate a culture of consistency, diversity and employment equity including application for the Human Rights exemption for hiring of people of Indigenous ancestry.
5. SD64 respects the processes clearly defined in our collective agreements while maintaining and promoting positive, proactive relationships with individual employees, our unions and partners.
6. The district will empower employees to perform their best by supporting ongoing structures and opportunities for professional learning ensuring capacity building for all employees with a focus on leadership, accountability and continuous learning and improvement.

Section 8: Learning Services

Learning Services respects and recognizes the value of diversity and is committed to providing inclusive, equitable and responsive educational opportunities for all learners. We are committed to ensuring that learning environments are designed with integrity and include universal supports that take into consideration the unique needs of each student. Through collaborative practice, district and school-based learning services teams work with parents and community partners to provide wraparound supports and services to meet the needs of all our students and to ensure that targeted and specific support measures are in place to promote student success.

Learning Services is guided by the Enhancing Student Learning Framework and the Provincial Inclusive Education Policy Guide and is committed to the following:

1. Focus on improved outcomes for all students. All students will have equitable access to learning opportunities to ensure equitable outcomes.
2. Improve the equity for indigenous students, children and youth in care and students with disabilities or diverse abilities.
3. Ensure supports and services are individualized, and evidence driven, with consistent and rigorous high and measurable standards for each learner.
4. Engage multi-disciplinary service delivery model with a focus on wrap-around supports to benefit all students.

Collaborative Teams

School-based learning services team	District-based learning services team	Community/External Partners
<ul style="list-style-type: none"> • Learning Services Teacher • School-based Counsellor • Education Assistants • School-based Child and Youth Care Workers 	<ul style="list-style-type: none"> • School District Psychologist • Speech and Language Pathologist • Communications Disorder Assistant • District ELL Teacher • District Integration Teacher • Indigenous Education Coordinator • District Child and Youth Care Workers • Early Learning Coordinator • Occupational Therapist • Teacher of Deaf and Hard of Hearing 	<ul style="list-style-type: none"> • POPFASD (Provincial Outreach Program for Fetal Alcohol Spectrum Disorder) • POPARD (Provincial Outreach Program for Autism and Related Disorders) • SET-BC • SSICS (Salt Spring Island Community Services)

Section 9: Facilities, Operations, and Transportation

Working under the direction of the Director of Facilities, Capital Projects and Transportation, Plant Services has developed the following goals for ongoing monitoring and review as part of the School District's Framework for District Strategic Planning.

1. Plant Services will demonstrate strong fiscal responsibility and continuous improvement in facilities management. As part of this goal, Plant Services staff will demonstrate an understanding of the district strategic priorities and demonstrate a focus on continuous improvement within operations in support of learning.
2. Working within the Ministry Facility Assessment Program requirements, Plant Services will continually update systems to meet beyond life-cycle expectations of equipment.
3. District projects will be effectively prioritized for funding and project completion through the Annual Facility, School Enhancement Program, Carbon Neutral Capital Program, Playground Equipment Program or Building Envelope Program.
4. Plant Services leadership will collaborate effectively with district senior staff and school-based administration in support of continuous updating for student and staff needs.
5. Plant Services leadership will work closely with staff through weekly and monthly meetings to understand issues that arise from each week. The focus of these meetings is for communication between staff and management so that the needs that require decisions are addressed in a timely manner.
6. Staff will be trained and supported to offer exceptional service and to continually improve service delivery by using a combination of new and proven approaches.
7. Maintenance and renewal efforts will be coherent and aligned within a system of clear processes for prioritizing and completing work. That will include using the Annual Facilities Grant (AFG) process to prioritize annual projects, liaising internally with trades and other staff to set meaningful goals for work completion, and having an effective work order process.
8. Student transportation will be provided in ways that feature clear means of students and families accessing the service, with transportation operating as a user-focused on-time enterprise. In service to that goal, the district will make effective use of an electronic system for tracking students with card passes.
9. The district's Long-Range Facilities Plan will be effective and progressive, updated on an annual basis, and the subject of a thorough review and reset every few years as needed.

An updated Long-Range Facilities Plan is in development and will be posted on the "SD 64 District Planning and Directions" page of the School District 64 website once complete.

Section 10: Information Technology

The district Information Technology Programs operate under the leadership of the District Director of Instruction, Learning Services, with day-to-day operations being facilitated by the Information Technology Supervisor. The department goals are as follows.

1. The Information Technology Department will provide the infrastructure to support learning district wide, prioritizing support for student learning
2. The Information Technology Department will offer technology that meets the needs for staff and students.
3. The Information Technology Department will provide a robust network infrastructure that is safe and secure for all staff and students.
4. The Information Technology Department will provide a robust network infrastructure for the district business systems including finance, human resources, and facilities.
5. The Information Technology department will develop and retain quality information technology professionals and enable communications and collaboration among information technology professionals and users of information technology in the district.

The Information Technology Team will have detailed goals and plan listed in the Educational Information Technology Plan that will be available during the 2021/2022 school year.

Section 11: Communications

The Board will be seeking to adopt its first External Communications Plan at the Public Board Meeting in October, 2021. The goals are to:

1. Implement ongoing communication strategies focused on consistent, inclusive, open, and transparent communications.
2. Build trust and garner support within district and school communities by ensuring stakeholders and the public have timely access to information about district initiatives, issues, programs, and activities.
3. Foster strong relationships by providing opportunities for stakeholder engagement in public education.
4. Enhance and appropriately represent the district's identity/brand.

A communications strategy will identify:

- Objectives of the plan
- Target audiences
- Key messages
- External communication strategies (website, publicity, promotions, engagement)
- Implementation plan
- Resources and Analysis

Section 12: Anti-Racism Advocacy

The Board of Education is committed to "providing healthy, welcoming and safe learning environments where all students flourish" (Strategic Goal #1, Inspire Learning) that is free from racism and is committed to creating learning and working environments that are inclusive and affirming for all students and staff. On September 16, the Board passed a motion to create a working committee, the Anti-Racism Advocacy Working Group, to identify and make recommendations to the Board regarding district learning and working environments to dismantle racism and exclusionary practices.

The Board, on behalf of the district, is committed to the work in equity and anti-racism and to support the goals of the Anti-Racism Advocacy Working Group:

1. Develop a district Anti-Racism Policy.
2. Continue to identify short-, medium-, and long-term goals in anti-racism work in the district.
3. Develop a clear pathway to address racial prejudices and insensitivity within SD64.
4. Review annually the process for reporting and addressing incidents of racism to ensure quality assurance.
5. Build awareness and understanding of racism in the students and staff through identified supports and resources.

Section 13: Climate Action and Environmental Sustainability

The Board of Education is committed to environmental stewardship and environmental sustainability. To that end, the Board acknowledged the climate crisis through the following motion on December 11, 2019:

The Board acknowledges a global climate crisis and commits to minimizing the negative impacts district operations have on the climate by creating a climate action working committee to review the work already being done in district, share that information with community, and identify opportunities for improved practice.

The Committee of the Whole struck a Climate Action Working Group on January 29th, 2020. The purpose of the committee is to review current environmental mitigation practices occurring in district operations, to communicate those practices to the wider community, and to identify areas of improvement and make recommendations to the Committee of the Whole.



The Board, on behalf of the entire school district, is committed to the following climate action and environmental sustainability goals:

1. The Climate Action Working Group will work effectively with schools and community organizations to highlight climate action initiatives, make effective recommendations to the Board, and highlight school based environmental stewardship initiatives.
2. The Board will support climate action and environmental sustainability priorities through allocating additional accumulated surplus towards the purchase of electric buses when current school buses come due for renewal through the Ministry of Education. The board requested an electric bus from a new route in the 2021-2022 five-year capital plan.
3. Through the five-year capital plan annual submission process senior staff will emphasize capital projects and capital options that have a climate bias.