



**AGENDA**  
**Committee of the Whole (COW) – SD 64 (Gulf Islands)**

Call to order:

- 1. Adoption of Agenda**
- 2. Approval of 2024 10 30 COW Summary ([attachment](#))**
- 3. New Business**
  - a) Inclusive Education ([attachment](#))
  - b) Early Years Update ([attachment](#))
  - c) Childcare
  - d) Program Review
    - i. French Immersion ([attachment](#))
    - ii. TASK ([attachment](#))
  - e) Water Taxi ([attachments](#))
    - i. Rider Code of Conduct
    - ii. Attendance
  - f) Feeding Futures ([attachment](#))
- 4. Other Business**
- 5. Next Meeting**
- 6. Adjournment**



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Summary  
**Committee of the Whole (COW) – SD 64 (Gulf Islands)**  
October 30, 2024 | 11:00 am

**In attendance**

**Committee:** Tisha Boulter (chair), Chaya Katrensky (vice chair), Jeannine Georgeson (trustee), Greg Lucas (trustee), Deborah Luporini (trustee), Nancy Macdonald (trustee), Rob Pingle (trustee)

**Staff:** Jill Jensen (superintendent/acting secretary-treasurer), Boe Beardsmore (associate superintendent), Lori Deacon (director of corporate services), Anna Szul (executive assistant)

**Guests (in person):** Katherine Hazen (DPAC), Adrian Pendergast (GIPVP)

**Guests (on line):** Angela Thomas (CUPE), Ian Mitchell (GITA), Marc Wright (IT Manager)

**Regrets:** Lyall Ruehlen (director of instruction)

Called to order: 11:24 am by Chair Boulter

**1. Adoption of Agenda**

Adopted by consensus as presented.

**2. Approval of Summary**

Summary from May 22, 2024, approved by consensus.

**3. Business Arising**

- (a) Strategic Plan Educational Programs Annual Review – Phase 1  
Jesse Guy provided a summary of the process to date.

**i. Gulf Islands International Program (GIIP)**

The report highlights concerns regarding the Gulf Islands International Program running at a financial deficit. The committee discussed the added value of the program including cultural diversity and additional staffing, and deficits that the program lacks direct benefits to local students and reduces resources from local students. Discussions emphasize the limitations of homestay availability and a need for increased program diversity and recruitment efforts.

**Action:** Staff report including recommendations to be presented at the November board meeting.

**ii. Saturna Ecological Education Center (SEEC)**

The report on the Saturna Ecological Education Center emphasized the program's unique qualities, its numerous benefits for students, and its financial advantage to the district due to the unique geographic factor. The program is currently operating at enrollment capacity.



**4. New Business**

**(a) Cyber Security**

The committee received the Cyber Security report prepared by Marc Wright, IT Manager.

**5. Other Business**

**(a) Transportation Update**

A transportation update will be provided at the board meeting on November 13, 2024.

**6. Next Meeting:** April 23, 2025

**7. Adjournment:** 12:55 pm

## Inclusive Education Update Education Committee April 2025



10 schools



1577 students



270 Student w/ Ministry Designations

- Level 1 - 0 designations
- Level 2 - 69 Designations
- Level 3 - 21 Designations
- Other - 180 Designations
- 17% with disabilities/diverse abilities



160 Students w/Indigenous Ancestry

- 41 Students w/Ministry Designations
- 25% of Indigenous population



13 English Language Learners



15 Children and Youth in Care



Inclusive Education Team/SBT

- VP, Inclusive Education
- School Psychologist
- Counsellors
- CYCWs
- SLP
- OT/PT
- HDD Teacher
- ELL Teacher

## Commitments

*We will care deeply, act wisely, and find joy in each day.*

### Truth, Reparations, and Restoration

#### KNOW - Equity Rights

Commitment: to unlearn and learn continuously the ways to dismantle a system of inequity to ensure the equity rights of all students: Equity in Action, Anti-Oppression, Accessibility, Ableism, School Act, Inclusive Education Manual.

Core mandate: to improve outcomes for all learners, particularly our priority students - Indigenous students, children and youth in care and students with disabilities/diverse abilities:

- Ensure equitable opportunities, outcomes and experiences
- Promote strength-based, can-do model
- Remove barriers, obstacles (to the greatest extent possible)
- Uphold statutory commitment to all students ...School Act, Special Education Manual/Inclusive Education Manual, Human Rights Legislation.

### Relationships and Belonging

#### BE - Our Culture - The School-based Teams

- Relationships at the heart of our work
- Diverse voices, perspectives valued and honoured
- Collaborative practice, dialogue, growth and impact for continuous growth

### An Ethic of Learning

#### UNDERSTAND - Our Foundation - Frameworks

- Essential standards and elements of learning
- Consistent, high expectations for all learners
- Quality instruction, deepening learning for students to thrive and flourish

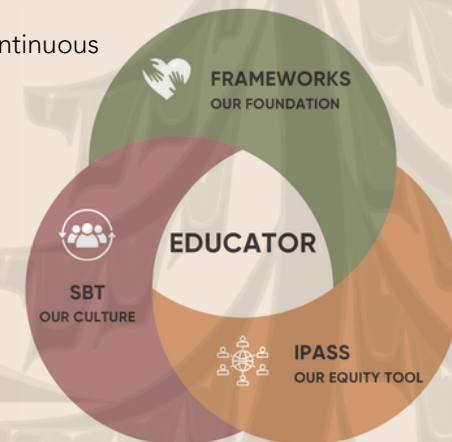
### Integrity and Responsibility

#### DO - Our Equity Tool - IPASS

- Communicates the journey of each student
- Makes the learning visible
- Informs instruction, assessment, reviews, impacts over time

### Deepening Learning:

- SD64 Accessibility Plan
- Inclusive Education Manual Services (BC)
- Improving Student Outcomes (BCSTA)
- K-12 Inclusive Education Funding





## Briefing Note

**Title:** Early Learning Annual Update  
**Date:** April 23, 2025  
**From:** Associate Superintendent  
**Audience:** Education Committee

### Purpose

The purpose of this briefing note is to provide a general update on Early Learning for 2024-2025 school year.

### Recommendation

For information only

### Background

#### Early Learning Goals for 2024-2025:

- To deepen understanding, increase implementation, and make visible the play-based learning continuum from birth to age 8.
- To support the transition from early years to Kindergarten.

In focusing on the above, the early years team continues to support social emotional wellness, strengthen early years academic learning in literacy and numeracy, and foster a sense of belonging.

#### Highlights:

The 2024-2025 school year, the Early Learning Team have been involved in myriad events, supports and initiatives throughout the year.

- Birth to Grade 3 supports: 400+ classroom visits over the course of the year
- K Transitions - 30 events at the schools and Early Learning Fair
- Initiatives and Cross District Collaboration: EDI support, K-3 math Rubrics/Assessments; CPFYR; Early Literacy (POPEY Literacy Series, Collaboration, Screening); IELN; CCRR and GI Early Years Table
- Upcoming events for April-June: Journey to K at each elementary school in the district; Kickstart to K (large schools); K Play; Family Info Night; Welcome to K...September start.

Full details included as an attachment.

### Attachments



## Early Learning Update (2024-2025)

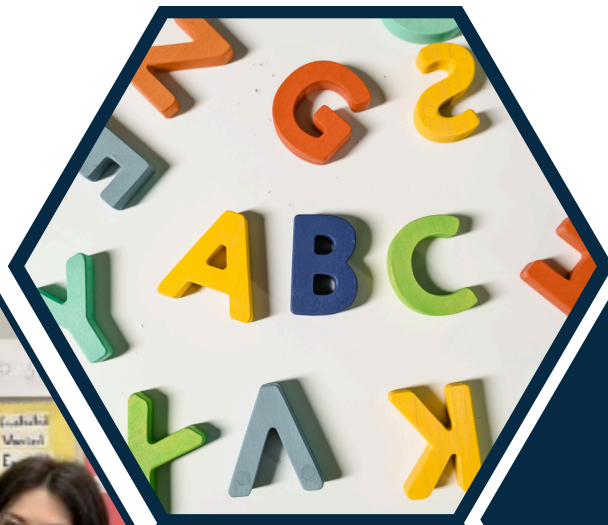
### Additional Information:

EDI – Early Development Instrument  
CPFYR – Changing Possibilities for Young Readers  
POPEY – Provincial Outreach Program for the Early Years  
IELN – Island Early Learning Network  
CCRR – Child Care Resources Referral



GULF ISLANDS  
SCHOOL  
DISTRICT 64

# 2024-2025 Early Learning Update



# Birth to Grade 3 Supports



## K-3 Classroom Visits

- Estimated Number of Classroom Visits: 400+ over course of the year
  - **Purpose:** These visits were aimed at providing consultation and instructional capacity building support to teachers and students.
  - **Actions:** During these visits, various activities were conducted, including supporting classroom practices, offering feedback, co-teaching, and supporting the implementation of new instructional strategies.
  - **Impact:** The frequent classroom visits helped in building strong relationships with teachers, understanding their needs, and providing timely support to enhance teaching and learning experiences.

## StrongStart Meetings

- Led 10 meetings per year of all district ECE's
  - **Purpose:** Increasing educator capacity, implementing play-based learning, pedagogical narration, and connecting early years to K-3 programming.
  - **Actions:** Pedagogical Narration: StrongStart visits included training on pedagogical narration, a reflective practice where educators document and analyze children's learning experiences. This method helps educators understand children's development and plan future activities that support their growth.
  - Connecting Early Years to K-3 Programming: Efforts were made to create a seamless transition from early childhood settings to K-3 programming.
  - **Impact:** These StrongStart meetings play an important role in enhancing the quality of early childhood education, ensuring that educators are well-equipped to support young learners and create a positive, engaging learning environment.



# Kindergarten Transition Supports

**Number of Kindergarten Transition Events:** 30 (including all events at all schools and the Early Learning Fair).

**Types of Events:** These transition events encompass a variety of activities designed to support children and families as they move from early childhood settings to kindergarten. Events include orientation sessions, meet-and-greet opportunities, classroom visits, and an informational workshop for parents.

**Early Learning Fair:** A significant event that brings together families, educators, and community partners to provide resources and information about kindergarten readiness. The fair includes interactive activities, presentations, and booths showcasing educational programs and services.

**School-Based Events:** Each school hosts its own transition events tailored to the needs of their community. These may include play-based sessions, activities and guided tours of kindergarten classrooms. Schools also organize activities where children can engage with their future teachers and classmates, helping them feel more comfortable and excited about starting kindergarten.

**Goals:** The primary aim of these events is to ensure a smooth and positive transition for children entering kindergarten. By familiarizing children and their families with the school environment, routines, and expectations, these events help reduce anxiety and build confidence. They also provide valuable opportunities for parents to connect with educators and learn about how they can support their child's learning at home.

**Impact:** These transition events play a vital role in setting the foundation for a successful start to school. They help children develop a sense of belonging and readiness, while also fostering strong partnerships between families and schools.

# Successes this year so far



## **EDI Support**

- Release Provided by EL coordinator: For 5 teachers across 3 district islands to complete the Early Development Instrument (EDI).
- Importance: The EDI assesses five key areas of early childhood development, providing crucial data for identifying areas needing additional support and informing educational strategies.

## **K-3 Math Rubrics and Assessment**

- Collaboration: Worked with Susan Robinson, district numeracy coordinator, to create evidence-based assessment tasks aligned with K-3 numeracy foundation rubrics.
- Outcome: These assessments support early primary staff in understanding student skills and informing instruction, with tasks aligned to updated rubrics in iPass for ease of documentation and data tracking.

## **Changing Possibilities for Young Children**

- Participants: 7 StrongStart facilitators, 8 SD64 K and K/1 teachers.
- Project Focus: Enhancing the social and emotional well-being of young children through collaborative professional learning sessions, aiming to increase coherence in pedagogy between ECEs and primary educators.

## **Early Literacy Initiatives**

### **1. POPEY Literacy Series**

- Sessions: Five professional development sessions focusing on evidence-based literacy instruction.
- Participants: Over 20 primary educators and some Early Childhood Educators (ECEs).
- Goal: Equip educators with research-backed strategies to enhance early literacy skills, fostering a more inclusive and supportive learning environment.

### **2. Literacy Collaboration**

- Grants: Two proGrowth grants facilitated half-day collaborations for POPEY series participants.
- Outcome: Teams-based approach to literacy interventions with ongoing support from Early Learning collaborator in classrooms

### **3. Early Literacy Screening**

- Training: supported training 18 teachers from 5 out of 6 island schools trained in DIBELS, and continuing this work to ensure all teachers are trained
- **Support:** Follow-up support in administration and analysis of data to plan interventions, with ongoing instructional support in 3 schools.
- **Impact:** Early identification of reading difficulties allows for timely, targeted interventions, improving students' reading outcomes and academic success.

# Cross District Collaboration



- **Island Early Learning Network (IELN)**
  - **Purpose:** Collaborative initiative bringing together early learning professionals from various districts across Vancouver Island.
  - **Activities:** Regular meetings, workshops, and professional development sessions to share information, resources, and best practices.
  - **SD64 Participation:** Met with the group 3 times this school year, with two more meetings planned, including one hosted on Salt Spring Island.
  - **Impact:** Fosters a sense of community and collective responsibility for children's well-being and development, allowing for the sharing of successful programs and interventions across districts
- **CCRR and Gulf Island Early Years Table**
  - SD64 Early Learning's Collaboration with CCRR
  - **Partnership Benefits:** The collaboration with the Child Care Resource and Referral (CCRR) program has significantly benefited the SD64 community. This partnership has facilitated cooperation in organizing Kindergarten transition events, with CCRR serving as the community lead for the SEY2KT initiative.
  - **Impact:** The strengthened relationship has connected Gulf Islands teachers and Early Childhood Educators (ECEs) with valuable resources from CCRR, including professional development opportunities and classroom learning kits like the Qualicum Nation learning kits. These resources have enriched the educational experience for educators, students, and families, fostering a more supportive and well-equipped learning environment.
- **Gulf Island Early Years Table**
  - **Involvement:** SD64 Early Learning has continued to be actively involved with the Gulf Island Early Years Table, a collective of community and district ECEs who meet in the evening to discuss early years initiatives and opportunities for advocacy and action.
  - **Impact:** Strengthening the relationship between district early learning leads and community early learning partners is essential for providing smooth transitions between early childhood and kindergarten. This collaboration ensures that children receive consistent support and that educators can share best practices and resources.
- **Upcoming Early Years Fair**
  - **Event Details:** The Early Learning Fair, now in its third year, is a vibrant community event supported by special ministry funding. It is held on Salt Spring in late May/early June and is open to all islands in SD64.
  - **Purpose:** The fair brings together various partners to support early childhood development and the social and emotional well-being of children and families. Key participants include Salt Spring Literacy, Salt Spring Fire and Rescue, CCRR, the Salt Spring Library, local storytellers, SD64 Indigenous Education, local authors, and children's musicians.
  - **Impact:** This fair provides a valuable opportunity for families to connect with school and community-based resources, fostering a supportive network that enhances the educational and developmental experiences of young children.



# JOURNEY TO KINDERGARTEN

at Salt Spring Elementary



We hope to see you at the events that work for you and your family!

For more information, please email [sse@sd64.org](mailto:sse@sd64.org) or call **250-537-9928**.

*Salt Spring Elementary: fostering a community of learners.*

## Kickstart to Kindergarten

**April 9**  
4:30–5:30

Come for a pizza dinner, meet school staff, and connect with other families with children coming to Kindergarten at SSE in the fall.

## K Play

**April 16, 23, 30**  
**May 7**  
2–3pm

Bring your child to play with 3–4 other future students in the StrongStart room! Contact the school to sign up for your preferred date.

## Family Info Night

**May 29**  
6–7:30pm

Join district staff for a presentation & QA session about kindergarten, strategies for a positive transition, and more. Registration link will be emailed by the school in early May.

Rotate through stations, play games, meet the current K teachers, and receive a goody bag to support your child's transition to school.

Sign ups for time slots will be sent via email.

## Welcome to K

**June 4**  
afternoon

**Sept. 3**

## School Begins!

Kindergarteners begin attending on the second day of school. Look for an email this summer with more details!

# Program Name: **French Immersion**

**Prepared by Louise Doucet, French Programs Coordinator**

## **1. Program Overview**

(a) What is the purpose and primary goal of the program?

The French Immersion program purpose and goal is delineated in Ministry of Education and Child Care documents as follows:

The Ministry of Education and Child Care supports French Immersion programming in B.C. schools, consistent with the goal of providing the opportunity for non-francophone students to become bilingual in English and French. French Immersion programming benefits the cognitive and social development of students, as well as their opportunities for career advancement. Research demonstrates that students who successfully complete a French Immersion program attain functional bilingualism while doing as well as, or better than, their unilingual peers in the content areas of curriculum, including English Language Arts.

The major goal of French Immersion is to provide the opportunity for non-francophone students to become bilingual in English and French. Bilingualism is achieved by providing instruction of the basic curriculum entirely in French during the first years. Once a firm base in French has been established, instruction in English language arts is added, and instruction in the English language gradually increases.

(b) Why was this program initially started by the district and is that need still relevant?

The program was initially started in 1983 because of parental and student interest in the program. French Immersion has been continuously offered in School District 64 for 42 years. Enrolment in the program has always been high. For many years, parents camped out to ensure they were first in line to register their sons and daughters. At times, the District decided to open registrations and offer two grade 6 classes to accommodate the demand. With the closing of the Middle School in, the program was moved to Salt Spring Elementary, providing for one grade 6 class. Class size is limited to 25 students; for the past couple of years, registrations have exceeded the 25 student maximum and students have been placed on waitlists.

French Immersion remains relevant, not only because of demand, but also because of its undeniable positive impact on learners. We need only look at the Community Response Letters and the 2024 Student Survey results to appreciate the impacts the French Immersion program has had on our islands' students and families. Research is clear that learning a second language provides numerous advantages. A Literature Review undertaken by the Canadian Association of Second Language Teachers provides the following findings derived from a broad range of current international research studies:

1. Second-language learning has a positive impact on memory, and bilinguals sometimes outperform monolinguals on memory tasks. Speaking more than one language also helps to compensate for cognitive disadvantages that result from aging, epilepsy and low socioeconomic status
2. Bilinguals show an advantage when they complete problem-solving tasks
3. Bilinguals show an advantage when they switch tasks
4. Learning a second language is helpful for children's language development
5. Learning a second language helps learners to focus on relevant information
6. Children who learn a second language show either comparable or enhanced first-language literacy
7. Second-language learners show some advantages over monolinguals in mathematics, such as better self-correction skills and enhanced mathematical concept learning
8. Second-language learners often show enhanced spelling ability as well as superior reading comprehension
9. Learning second (or multiple) languages has a positive impact on communicative abilities, including the use of verbal and non-verbal skills, perspective taking skills and interpersonal understanding
10. Learning a second language enhances creative ability by promoting unique problem solving, flexibility, and creative thinking
11. Second-language learning strengthens tolerance of ambiguity and awareness of different cultural perspectives and practices
12. Research suggests that learning a second language contributes to an increased connection to cultural and/or ethnic identity and facilitates communication, particularly for language learners with a family connection to the language
13. Second-language learning promotes the development of cultural identities and contributes to a deeper appreciation for the transmission of culture through language.
14. Study abroad and language exchange programs have the potential to enhance second-language learning and offer many nonlinguistic benefits including expanded educational and employment opportunities, greater desire to travel and to seek other cultural experiences, a stronger sense of self and a willingness to try new things
15. Language learners show an enhanced understanding of diversity in their communities and the larger world
16. Second-language learners tend to be active and engaged global citizens
17. Second-language learners demonstrate an awareness of innovative scientific, social and environmental ideas that come from other parts of the world
18. Second-language learners who learn about the target culture demonstrate more positive attitudes toward the language, its speakers and its culture. They also demonstrate sensitivity to other cultures
19. The intercultural dialogue that occurs in second-language learning situations may help to ease antagonism between conflicting sides
20. Language learning leads to an enhanced critical awareness of self and others
21. Employees who speak a second language often earn more than monolinguals

22. Second language skills allow for greater mobility in local and international markets
23. Second language skills play an important role in promoting international trade, thus making businesses more competitive in global markets
24. Exposure to a second language does not necessarily cause additional delay for students with exceptionalities
25. Certain types of interventions may help both typically developing children and students with exceptionalities in language classrooms
26. Knowing two languages is advantageous when learning an additional language
27. A number of personal benefits including the development of positive personality traits, enhanced communication skills, and a greater sense of open-mindedness and empathy often result from the learning of more than two languages
28. There are academic and cognitive benefits including the development of academic skills and the enhancement of communication cues when learning more than two languages

Finally, Canada is officially a bilingual country where French is the second most spoken language. Counting more than 11 million Canadians whose first language is French, acquiring this particular second language provides many educational and career opportunities.

(c) How is the program aligned with the district's strategic priorities?

School District 64 strategic framework focuses on advancing equitable learning outcomes and promoting the intellectual, social, and career development of every student in the public school system. The District has identified four priorities for strategic focus:

- Truths, Reparation, and Restoration
- Integrity and Responsibility
- Relationships and Belonging
- An Ethic of Learning

As outlined in the body of research provided, French Immersion integrates well in all aspects of intellectual, social, and career development. Additionally, as highlighted in several bullets, second language learners typically develop an enhanced sensitivity to diversity and other cultures, an attribute which facilitates the District's goal of Truth, Reparation and Restoration. French Immersion students tend to be active and engaged global citizens. Cultural and identity awareness enhances students' capacity for relationship building and promotes a sense of belonging, not only among their second language learning peers, but also as members of our diverse Canadian mosaic. Students embark upon a comprehensive learning journey which helps to build a strong ethic of learning and a broader understanding of their personal responsibilities as learners.

(d) What are the specific outcomes the program aims to achieve?

French Immersion is a made-in-Canada program that aims to provide the opportunity for non-Francophone students to become functionally bilingual in the country's two official languages. Students can begin the program Grade 6 (Late French immersion),

and reach proficiency in French by the end of Grade 11, with the Intensive Semester. By offering the majority of the regular school curriculum in French, our Immersion Program goes beyond teaching French as another subject. Emphasis is placed on the French language as a method of instruction and, more globally, as a means of communication. Students aren't simply learning French but rather learning through French. In addition to language proficiency, French immersion students gain an understanding of and appreciation for the multitude of cultures that form the Francophonie, an association of 93 countries worldwide. French is the 5th most spoken language in the world.

(e) Where is the program located?

The program is located at Salt Spring Elementary School for grades 6 and 7 and at Gulf Islands Secondary School for grades 8 to 12.

## **2. Demographics**

(a) How many students does the program serve? The program currently has 25 students in grade 6, 24 students in grade 7, 16 students in grade 8, 10 students in grade 9, 23 students in grade 10, 17 students completing grade 11 and 12 simultaneously. The total enrolment from 6 to 11 is 115 students or an average class size of 19.1 students.

(b) What is the greatest number of students the program can responsibly enrol? The greatest number of students that could be enrolled is 158, with classes of 25 at the grade 6 and 7 level and classes of 27 at the secondary levels.

(c) What grades/age does the program serve? The program serves students from grades 6 to 12, although students complete their grade 12 coursework in grade 11.

(d) What student populations does the program serve? The program serves all catchment areas of School District 64 across all of the Gulf Islands as well as a few out of catchment students if space is available.

## **3. Program Implementation**

(a) How is the program currently being implemented across the district?

Currently, French is the primary language of instruction for grades 6 and 7 with an approximate percentage of 85% of class time in French. Usually, as part of teacher preparation time, PE and Exploratories are offered in English. The Ministry recommends that the first year of Late French Immersion programs be taught totally in French. In the second year, English Language Arts and other courses taught in English should not exceed 20 per cent of instructional time.

At Gulf Island Secondary School, grades 8 and 9 students complete 50% of their course work in French: Français Langue, Mathematics, Science and Socials.

Grade 10 learners receive 25% in French (Français Langue and Socials). A minimum of 50% French instruction is recommended by the Ministry for grades 8 through 10.

Grade 11's complete Français Langue 11 and Career Life while grade 12 includes Français Langue 12 and Contemporary Indigenous Studies, both for a 25% delivery in French which is the recommended amount from the Ministry of Education.

(b) What resources (staff, materials, technology) are allocated to the program?

The District provides a French Program coordinator to support our French programs throughout the district. This position is funded through OLEP.

The District also provides a part time (19 hours/week) classroom education assistant (CEA) which is co-funded by OLEP.

At the grade 6 and 7 level, there is one teacher allocated to each class. At Gulf Island Secondary, there typically is a 0.5 FTE assigned at the grade 8 and 9 levels, a 0.25 FTE at the grade 10 level and a 0.5 FTE assigned for the grade 11 class where grade 11 and 12 coursework is completed in one semester. This year, due to low numbers in our grade 9 class, the grade 8 and 9 classes were combined so that only one 0.5 FTE teacher was assigned to teach both classes.

Materials and resources are purchased using Official Languages in Education Programs (OLEP) funding which is a federal program that supports French language education in schools.

(c) What professional development and training are provided to staff involved in the program?

The French Immersion team has access to professional development through many national, provincial and regional organizations and institutions:

- Association Canadienne des Professeurs en Immersion (ACPI)
- Canadian Association of Second Language Teachers (CASLT)
- Canadian Parents for French (CPF)
- Association Provinciale des Professeurs en Immersion et en Programme Francophone de la Colombie Britannique (APPIPC)
- Simon Fraser University Office of Francophone and Francophile Affairs (BAFF)
- University of British Columbia Centre de la Francophonie
- University of Victoria and our provincial organizations.

Additionally, the Ministry of Education provides bursaries from French Immersion teachers wishing to undertake professional development. These grants are funded through OLEP.

As a District, we have participated in regional ProD through our island consortium and joined in linguistic research with SD61.

Finally, the French Immersion teams meets at least one a year, formally and more often during provincial ProD events or local offerings such as Tapestry, a professional development day designed by SDs 61 and 63.

(d) Are there clear roles and responsibilities for staff within the program?

Yes, the roles and responsibilities of each staff member within the program are clearly outlined in their job descriptions.

#### **4. Student Impact and Outcomes**

(a) How are students selected or referred to the program?

Students register in February in grade 5 for entry into the French Immersion grade 6 class in the fall. Once enrolled, students automatically progress through to grade 11 (Intensive Semester and grade 12 completion). When students move to the Gulf Islands and have been enrolled in French Immersion programs from out of district, they can join the program as long as space allows.

(b) What metrics are used to assess student progress and success within the program?

Students are assessed using the same metrics as used in the English stream for equivalent courses ie: Math 8.

For the Français Langue classes, we follow the Curriculum and assessment practices as outlined by the BC Ministry of Education. The Curriculum as well as our practice is informed by the Common European Framework of Reference for Languages (CEFRL). It is expected that students from Late French Immersion programs entering grade 8 have achieved a similar competency to those students having completing Early French Immersion. Using a CEFRL framework, students graduating from grade 8 would achieve an A2 level of proficiency while graduate of the Intensive Semester would function at a B2 level of proficiency. The Provincial Grade 12 French Literacy Assessment is designed to capture these levels.

## Six Levels of Language Proficiency

CEFR* LEVEL	DESCRIPTION	DELFDALF ASSESSMENT
<i>Basic Language User</i>		
A1	Recognizes basic language ability where the user <b>can interact in a simple way.</b>	DELFDALF** A1
A2	Recognizes the linguistic competency of a <b>basic user</b> who can communicate socially.	DELFDALF** A2
<i>Independent Language User</i>		
B1	Recognizes a language user who can manage with some independence in most situations encountered while travelling.	DELFDALF** B1.
B2	Recognizes a language user who is able to communicate independently in most situations: construct arguments, defend opinions, explain viewpoints and negotiate.	DELFDALF** B2.
<i>Proficient User</i>		
C1	Recognizes an independent language user, fluent, spontaneous; extensive vocabulary; clear, well-structured discourse without hesitation.	DALF*** C1.
C2	Recognizes an advanced language user; precise, fluent, sophisticated use in advanced-level and academic situations.	DALF*** C2.

- (c) Are there notable improvements in student performance, behaviour, or engagement as a result of the program?

There are many notable improvements in student performance, behaviour as learners and engagement as a result of the program. These have been listed in response to the program's relevance in Question 1B. These impacts are noted in many areas including cognitive, academic, personal and socio-cultural awareness. Long term improvements for student outcomes include many educational, economic and career benefits.

- (d) How does the program address the diverse needs of students (e.g., inclusive education, English language learners)?

This question has been addressed under Question 1B in response to the program's relevance. Research indicate that any learner is capable of learning a second language regardless of diverse-ability. Exposure to a second language does not necessarily cause additional delay for students with exceptionalities. Certain types of interventions may help both typically developing children and students with exceptionalities in language classrooms. All students with Individual Learning Plans (IEP) and enrolled in the FI program have successfully completed both their studies and the Provincial Grade 12 Literacy Assessment.

French Immersion has welcomed many English Language Learners with success. Both our experience and research into this area indicates that knowing two languages is advantageous when learning an additional language. A number of personal benefits including the development of positive personality traits, enhanced communication skills, and a greater sense of open-mindedness and empathy often result from the learning of more than two languages. There are academic and cognitive benefits including the development of academic skills and the enhancement of communication cues when learning more than two languages.

## **5. Program Effectiveness**

(a) What evidence exists to demonstrate the effectiveness of the program?

School District 64 has consistently graduated all of our grade 12 French Immersion students with a Bilingual Dogwood. None of our learners has had to repeat the Provincial Assessment. The District has performed on par or above provincial averages in all evaluative areas of this assessment.

There are many instances of past SD64 French Immersion students finding success as bilinguals: as French Immersion teachers, as engineers working in Quebec, or working for the Federal Government, the United Nations, Médecins Sans Frontières, UNESCO or the International Olympic Committee. Many of our graduates have been chosen as Parliamentary Pages, a highly coveted and competitive position.

(b) Are there any gaps or areas of improvement identified in the program's outcomes?

Of course, the program is always looking to enhance student learning and to increase student retention during transitions from Salt Spring Elementary (grade 6 and 7) to Gulf Islands Secondary School (grades 8 to 12).

(b) How does the program compare to similar programs in other districts?

Larger school districts across the Province tend to offer Early French Immersion and perhaps Late French Immersion. Because it would be inequitable for SD64 to offer a French Immersion program starting in Grade 1 to only one of the Gulf Islands, the District chose the Late Immersion model so that all students from all the Islands could have access.

(c) What feedback have students, parents, and staff provided about the program?

French Immersion is highly regarded by students, parents and staff. It is often mentioned as a highlight of their learning journey at our Graduation ceremony. Last year, we conducted a

student survey to gauge student satisfaction, reasons for joining or for leaving the program. Most students expressed deep satisfaction with the program. Those who chose to leave, particularly between grade 7 and 8, cited an inability to do “everything they wanted to do at GISS” because they were required to take that extra Français Langue class. Please find the surveys attached. Community feedback in the form of letters has been wide ranging, positive and and highly supportive of the program; these can be made available should the Board wish to review them.

## **6. Equity and Inclusion**

(a) How does the program promote equity and inclusion among all students?

Equity and inclusion is promoted in the same way it is in any other classroom. Teachers create a community of learners in their class rooms, where each individual has a voice and is valued.

(b) Are there any barriers that prevent certain student groups from accessing the program?

There are no barriers other than the space restriction of 25 students at the grade 6 level.

(c) How is cultural competence integrated into the program’s design and implementation?

Cultural competence is woven throughout and appears consistently in the Curriculum documents as a must have. It is an essential component of second language learning where your first and second cultures are explored and valued. These deepened connections to identity and community seed an open mindset to other cultures as well. As seen in Question 1B, research indicates that second-language learning strengthens tolerance of ambiguity and awareness of different cultural perspectives and practices. Research also suggests that learning a second language contributes to an increased connection to cultural and/or ethnic identity and facilitates communication, particularly for language learners with a family connection to the language. Second-language learning promotes the development of cultural identities and contributes to a deeper appreciation for the transmission of culture through language. Study abroad and language exchange programs, both available while in French Immersion, have the potential to enhance second-language learning and offer many nonlinguistic benefits including expanded educational and employment opportunities, greater desire to travel and to seek other cultural experiences, a stronger sense of self and a willingness to try new things. Language learners show an enhanced understanding of diversity in their communities and the larger. And finally, second-language learners tend to be active and engaged global citizens

## **7. Resource Allocation**

(a) Is the program fiscally self-supporting for direct costs and district shared costs?

The program is fiscally self-supporting for direct costs and district shared costs. Students are in classrooms receiving instruction in all of the same subjects provided to English stream students, save for one, Français Langue. In addition to the basic per pupil allocation, French Immersion programs receive OLEP funding designed to offset staffing and resources costs. This year's amount is of \$73,252.00. When classes are small, such as this year with grades 8 and 9, they are blended into a grade 8/9 class. French Immersion funds are used to purchase all of its textbooks, its technology such as computers and projectors, and its classroom supplies. This year, we secured an additional \$80,000.00 from the Ministry of Education to offset the extra staffing costs incurred for our small cohorts of grades 8 and 9. Moving forward, we will be able to support these two small class sizes.

(b) Are there alternative resources or methods that could achieve the same or better results?

This funding source is guaranteed through a Federal-Provincial agreement, OLEP. The Protocol for Agreements for Minority-Language Education and Second-Language Instruction is a multi-year, multilateral agreement between the Government of Canada and the provinces and territories. The protocol sets the key parameters for collaboration between the two orders of government on official languages in education, and provides a mechanism through which the federal government contributes to the costs incurred by the provinces and territories in the delivery of minority-language education and second-language instruction. Under the parameters of the protocol, each province and territory negotiates a bilateral cost-sharing agreement that is tailored to its unique priorities. These agreements have been in place since 1983 and the current agreement is valid until 2028.

(c) How is funding for the program sourced, and is it sustainable?  
Answered in section 7. (b)

(d) What are the main expenses of the program?

The main expenses are staffing costs followed by technology and textbooks. But these costs can be entirely funded with OLEP at this time.

## **8. Program Sustainability and Improvement**

(a) What are the long-term plans for the program's growth or expansion?

There are no expansion plans in the works at this time. We would like to focus on retention from grades 7 to 8. This requires a concerted effort to provide a rich foundational program in grades 6 and 7 so that students feel linguistically competent and culturally curious.

(b) What challenges or obstacles does the program currently face?

The only additional challenges, other than those mentioned above, are to provide a French speaking environment in essentially an Anglophone community. To access French community based activities is difficult, requiring transportation to other communities such as Victoria or Vancouver, a common challenge facing the Gulf Islands.

(c) What opportunities exist to improve the program in the next school year?

To continue ensuring that our students receive the best and the richest French language and culture education as is possible.

(d) How is the program's effectiveness monitored and evaluated over time?

With these types of reviews as well as with the Grade 12 Provincial French Literacy Assessment which provides a lens into our students' proficiencies.

## **9. Engagement**

(a) How are parents and the community involved in the program?

We have engaged parents by providing frequent opportunities for student exchanges, field trips, science fairs and exhibits. We have offered many Soirée Francophones where parents can view student work and performances. We provide annual parent information sessions on the French Immersion program for parents of grade 5 students. We invite French speaking community members into our classrooms and to our events.

(b) How are program results communicated?

Through regular classroom learning reports (report cards) and students receive their Provincial Assessment results on their My Ed portal.

(c) What partnerships or collaborations support the program?

There are no official partnerships or on-going collaborations others than those mentioned in Question 3.(c). We partner with other French Immersion schools or districts at times as well as participate in events organized by CPF, ACPI, APPIPC or BAFF.

## **10. French Immersion Program Specific Questions**

- (a) How has French Immersion enhanced students' knowledge of diversity and anti-oppression work this year?

**In grade 6:** Students learned about significant experiences and major changes in some historical and contemporary communities in Canada, like Africville, NS. Students used the inquiry process to investigate perspectives and experiences in Canada's Afro-Canadian and French-Canadian communities, including francophone politicians, singers, and athletes.

**In grade 7:** Through reading, discussion, and writing, students have examined historical and ongoing systems of power and how they have contributed to the oppression of people of colour. By analyzing where power was and still is concentrated, they have developed a deeper understanding of systemic inequalities and the role of language in shaping narratives. This critical engagement has helped them reflect on their own perspectives and consider ways to promote equity and justice in their communities.

**In grade 8 and 9 Français Langue and Socials:** We celebrate Black History month through a variety of texts and projects. We have frequent discussions about past and current social justice issues. Students analyze various ideologies and discriminatory policies.

**In grade 8 and 9 Science :** We take the opportunity to focus on scientific and mathematical contributions made by traditionally marginalized peoples such as Catherine Johnson, Marie Jackson, Alan Turing, Elsie McGill.

**In Grade 10 Socials:** We explore marginalized and oppressed peoples throughout the 20th century in Canada and across the world: Chinese immigration, Komogata Maru, Japanese internment, St-Louis, First Nations and status of women. We look at voting rights, the fight for rights and freedoms ( Nelson Mandela, Martin Luther King, Violet Desmond etc...) We use the Salt Spring Island Archives to explore diversity and many local stories. We look at the short and long term consequences of empire building and colonialism as well as uncovering the long lasting effects on the Peoples and communities impacted by this.

**In Grade 12 Français Langue:** We read many texts written by “engaged” poets and writers. These are texts focussed on social justice issues in our community and around the world. We cover topics such as homelessness, gender, sexuality, poverty, power, war and genocide.

- (b) What culturally relevant practices or resources have been incorporated to support students' learning about Indigenous local rights holders and their language, culture and history of the Straights People in French Immersion?

In addition to taking part in all our local indigenous events and to taking advantage of the wonderful people resources available to us (Quentin), each grade level incorporates Indigenous Learning Principles and place knowledge. I have included specific examples below.

**In grade 6:** While studying First Nations history, students learned about the essential contributions made, how indigenous culture influenced people at the time, and its impact on future generations. Students learned to describe, in French, characteristics of First Nations cultures, including housing, clothing, food, language, and transportation. They have created and presented art-based projects, including a bentwood box and a button blanket, communicating the differences and commonalities between our present-day ways of life in Canada and the Indigenous nation's pre-contact ways.

**In grade 7:** Students have explored the movement of peoples across the country both before and after colonialism, analyzing the significant changes colonialism brought to Indigenous ways of life. They have engaged in place-based learning by studying the Hul'q'umi'num language, focusing on place names across the island to understand their historical and cultural significance. This integration of Indigenous knowledge and language into French Immersion has fostered a deeper appreciation of local Indigenous histories and rights holders, strengthening their connection to the land and its original stewards.

**In Grade 8 and 9 Français Langue and Socials:** Students explore Indigenous spirituality as well as their many contributions to technological advances. We participate in all local First Nations events and National Remembrance. We frequently ask our local resource people to facilitate learning in our classrooms.

**In Grade 8 and 9 Sciences :** Students used French field guide resources developed by Habitat Conservation Trust Foundation (HCTF) Education to explore our local ecosystems and the indigenous use of native plants growing here.

**In Grade 10 Socials :** Our study focusses on Canadian History from 1914 to now, including First Nations across Canada and locally. We have explored First Nations place names for Salt Spring during our Geography unit. We researched Indigenous contributions to both World Wars, residential schools and land claims. We wrote and shared individual place-based land acknowledgements. Although some resources are in English, our class discussions and project work is in French.

**In Grade 10 Français Langue:** We use many examples of First Nations poets, writers and song writers from across Canada to study writing and literary devices.

**In the Intensive Semester ( Contemporary Indigenous Studies 12, Français Langue 11 et 12):**

We follow the curriculum outline for Contemporary Indigenous Studies 12 which includes a local lens such as exploring the work currently being undertaken by the Stqeeeye' Learning Society to restore the wetlands. We look at Treaty and non-ceded lands, territorial land claims and acknowledgement, the economic growth of Nations across Turtle Island such as Squamish Lands on False Creek. We also explore various indigenous artists through the lens of art as an expression of their resilience and their culture.

We use the translated French version of *Strength and Struggle : Perspective from First Nations, Inuit, and Metis Peoples in Canada*, for literary analysis.

We use the films *Pour toi, Flora* and *À l'ombre des corbeaux* for digital text analysis.

**If there is any additional information you would like to highlight in your report that hasn't been addressed in the questions, or that you believe warrants further discussion? Please include it here.**

School District 64 - Gulf Islands  
Educational Program Annual Review 2024-2025 Phase 1  
**TASK Program**



Prepared by: Maggie Allison,  
Manager Career Development & Community Initiatives



TASK class installation of Gaga Balls pits at SSE and Fernwood.

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## **GLOSSARY & DEFINITIONS**

**T.A.S.K.** – “Trades Awareness Skills and Knowledge”– Our **Youth Explore Trades Sampler Program** is a 12-credit full semester program in which students can learn up to five trades and see what they like best. The program is a partnership between School Districts, the Ministry of Education and Child Care and SkilledTradesBC, and Camosun College. For more details, visit [Youth Explore the Trades Program | SkilledTradesBC](#)

**Work Experience (12A/12B)** – MECC 4-credit courses through which students gain real-world experience and build job skills. For more details, read the [Work Experience Program Guide \(PDF, 3.4MB\)](#) TASK students complete 4 credits in Work Experience.

**Youth Work In Trades- (WRK 11a/b 12a/b)** Through [Youth Work in Trades \(PDF, 2.2MB\)](#) students register with SkilledTradesBC as **Apprentices**. Apprentices are paid employees working and learning skills outside of school under a registered journey person. The hours apply to completion of a **Red Seal Trades Certificate**. Apprentices earn up to 16 high school credits.

**Youth Train in Trades (TRN)** - a trades training program jointly supported by SkilledTradesBC and the Ministry of Education and Child Care and the College Trades Training Providers. Students participating in this [dual credit](#) program earn high school credits (8-40) and credentials towards a Red Seal certification.

**Red Seal Certification** - A tradesperson who passes the Red Seal exam receives a Red Seal endorsement. The Red Seal is proof that a tradesperson has met the national standard in their trade. Red Seal Trades require 3000-6500 hours of apprenticeship training.

**Skilled Trades BC** - the organization that advances British Columbia's trades training system, manages registration of apprenticeships, and oversees trades training programs. There is a designated staff supporting the Youth Programs. Prior to 2022, the organization was known as **The Industry Training Authority**.

**Camosun South Island Partnership** – team of Camosun staff and school district staff from SD64 as well as SD61, 62, 63 and 79, who build programming and supports for high school dual credit opportunities. The Specialized Trades Shops are located at **Interurban Campus**.

**CORE Curriculum – the Trades Skills Foundation Program for Construction Trades Training.** Includes foundational skills and competencies transferable to all trade areas, designed by the Industry Training Authority and delivered through TASK Programs in BC. (See Appendix 1).

**The Facility-** The TASK Facility is located at the SD64 Learning Hub and includes a shop with equipment designed for residential carpentry, classroom with laptops, projector and screen, and fenced compound for construction of large projects and place-based learning.

**BCCWITT** – BC Centre for Women in The Trades – non-profit organization working to create a diverse, equitable and inclusive skilled trades industry, where all feel welcome, healthy, respected and safe. <https://bccwitt.ca/>

## **CAREER PROGRAMS OVERVIEW**

**Career Development** is one of the three pillars of education in BC, alongside intellectual and human/social development.

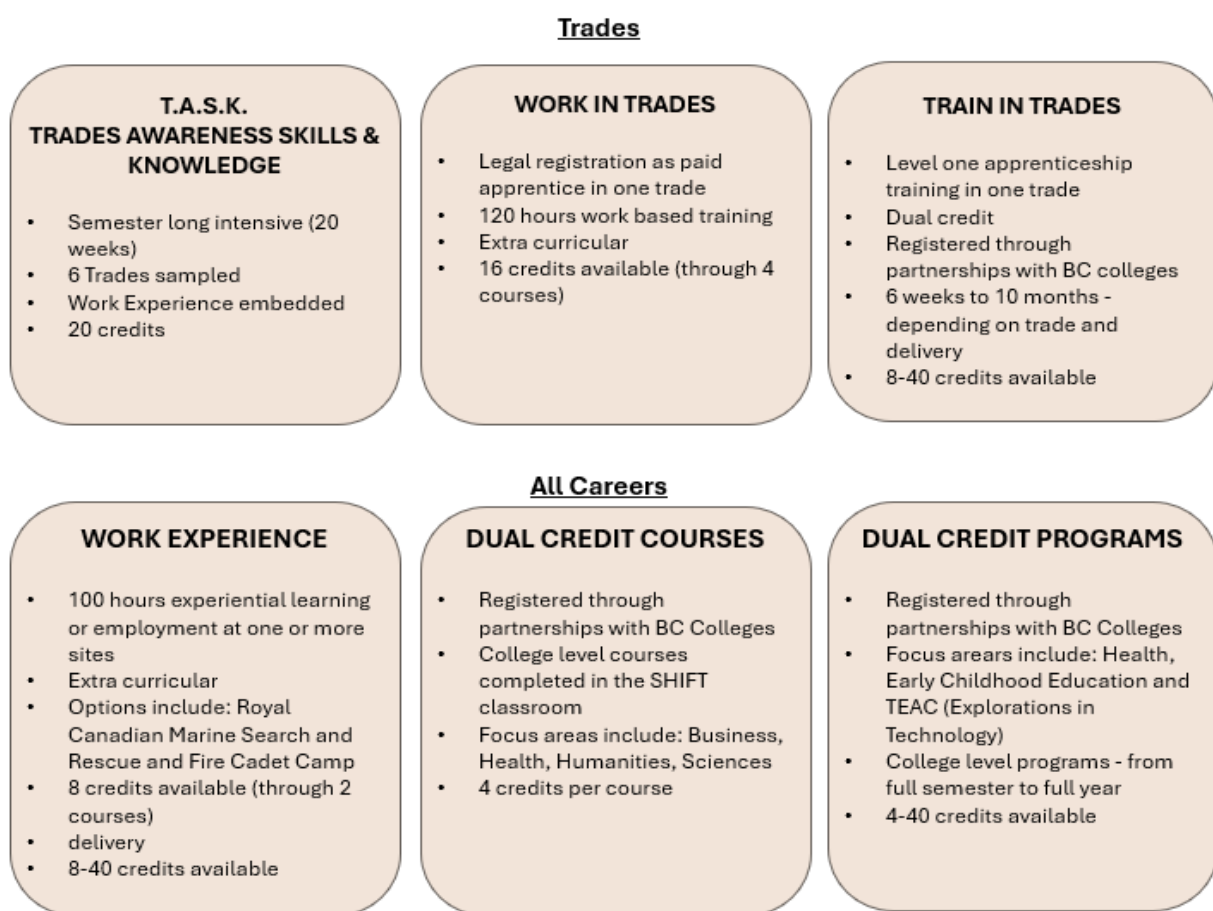
**Career Education** is a fundamental right, integrated into K-12 classrooms.

**Career Programs**, however, are exclusive to high school students. Work Experience (WEX) and Youth Apprenticeship (WRK) are Ministry of Education–authorized courses that offer deep hands-on learning, mastery and exploration.

Aligning with SD64 district’s strategic plan, Career Programs address the **fourth component** of the “**Know, Do, Understand**” design of the BC Curriculum which is “**BE**”, signifying identity, connection and personal well-being.

In the Gulf Islands School district, grade 10-12 students can enroll in six distinct programs under the career umbrella. Programs can be integrated or scaffolded as students design a unique career pathway. (Figure 1)

**Figure 1: School District 64 Career Programs**



## **T.A.S.K. PROGRAM**

- TASK was developed by **Camosun College South Island Partnership** to expand opportunities for young people entering skilled trades. This program has become the most valuable springboard to Youth Apprenticeship and Technical training in B.C.
- In 2012, the college offered a pilot to partnering school districts in South Vancouver Island, launching in SD#64 in 2013.
- SD#64 invested in TASK following recommendations from the local **Apprenticeship Advisory Committee**, which called for stronger training programs to apprenticeship pathways beyond traditional shop classes.
- In 2014, Camosun's TASK model was adopted by the **Industry Training Authority** as a province-wide **Trades Sampler Program**, providing school districts with additional funding to support skilled trades education.
- Lacking a second shop and classroom at GISS, SD#64 initially rented the Poultry Barn from the SS Farmer's Institute (2013–2022) before establishing the TASK program's permanent Facility at the SD#64 Learning Hub.

## **Curricular Design**

- **CORE Curriculum** includes mathematics, document reading, communication, tools and material use, and design Skills. (Appendix 1)
- The intensive semester-long program integrates the foundational **CORE Curriculum**, **Certifications**, 100 hours of **Work Experience** in a chosen trade, 5- weeks of training at **Camosun College Interurban**, and 12-weeks of carpentry instruction. (Appendix 2)
- Skills are taught through construction of 8x12 buildings, which are sold for revenue.
- TASK immerses students in five or more trade areas, operating like a job site, focusing on accountability, teamwork, leadership and skill development.
- TASK students can transition to **Work in Trades**, **Train in Trades**, or direct employment—many completing their first level of technical training in high school and advancing toward **Red Seal Certification**. (see Figure 7)
- Each year, 15-20 **local employers** train TASK students through hands on **Work Experience**.

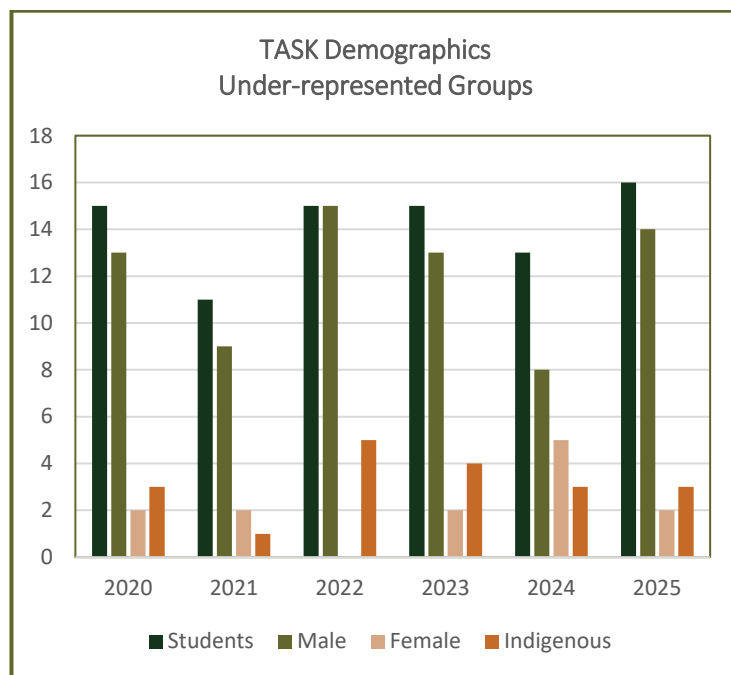
## **Career Programs Revenue Funding**

<b>Program</b>	<b>#Course Claims*</b>	<b>MECC Funding</b>	<b>STBC Funding</b>	<b>TOTAL</b>
Work Experience	79@\$1114	\$88,006		\$88,006
Work in Trades	56@\$1114	\$62,384	\$20,000	\$82,384
Train in Trades	24@\$1114	\$26,736	\$18,000	\$44,736
T.A.S.K.	80@\$1114	\$89,120	\$24,000	\$113,120
Dual Credit	14@\$1114	\$15,596		\$15,596
TEAC	5@\$1114	\$5,570		\$5,570
<b>TOTAL</b>				<b>\$349,412</b>

Figure 2 - \*Each claim for a 4-credit course over and above the block funding is extra revenue.

## DEMOGRAPHICS

- TASK cohorts are limited to 16 students as dictated by the funding agreement we have with Skilled Trades BC. School districts utilizing different funding models may admit up to 18 students.
- Open to grade 10-12 students. Turning 15 to 19 in the program school year.
- Since 2015, pre-requisites include completion of Workplace Math 10 or Foundations of Math & Pre-Calculus 10 and evidence of basic skills with tools in shop class or through other experiences.
- The typical TASK student:
  - ✓ Hands-on learner who thrives in place-based learning environments.
  - ✓ Keen to engage in exploration of a variety of trades.
  - ✓ Has teamwork skills in a multi-age, diverse learning groups.
  - ✓ On a trades or university pathway and curious about developing applied skills (ie: Engineering, Applied Business, Architecture, Red Seal Certification)
- Community Stakeholders include Work Experience sponsors, Camosun College Instructors, Windsor Plywood, Country Grocer and community members who purchase the sheds.
- Parents prepare students for long days with food, appropriate clothing, transportation to and from Work Experience, personal protective equipment and trade specific individual tools.



### TRENDS

#### Figure 3 Analysis

22% of TASK students are Indigenous  
12% of SD64 students are Indigenous

33% of TASK students have an IEP with diverse learning abilities.

20% of SD64 students in a grade have diverse abilities or disabilities.

18% of TASK students are female  
45% of GISS students (2024/25) are female.

#### The Gender Gap in Trades –

According to BC Centre for Women in the Trades, women made up only 2.5% of the trades workforce in 2021. The GISS TASK Program offers gender inclusivity at 18% female.

Figure 3 – % of Indigenous and Diverse learners is above average

Source: <https://studentsuccess.gov.bc.ca/school-district/064/report/contextual-information>

## **STUDENT IMPACT AND OUTCOMES**

Students thrive in TASK. They participate by choice, demonstrating stamina and commitment. Excel in job sites, and at the college, returning to academic courses with determination and applied connections.

### **Students:**

- ✓ **Gain transferable and trade-specific skills.**
- ✓ **Earn certifications, including Emergency First Aid, Fall Arrest, Work-Safety.**
- ✓ **Develop high-level employability skills for immediate job opportunities.**
- ✓ **Collaborate respectfully and effectively to achieve shared goals.**
- ✓ **Identify strengths, preferences, and skills through guided career-life discussions.**
- ✓ **Enhance self-awareness, personal agency, and future planning.**
- ✓ **Explore 5 or more different trades, finding their fit.**

### **Parent Feedback:**

*"My son is studying engineering at BCIT right now but he's also an apprentice machinist. He became interested in trades in 11th grade and enrolled in TASK. The program was instrumental in his decision to pursue machining. For kids of high school age, it can be really hard to choose one thing to focus on when there are so many possibilities. TASK gave him practical experience in carpentry, electrical wiring, plumbing, heavy machinery and welding. The program was well organised and well run, with instructors who were really tuned in to their students. Overall, I'd say the program is a credit to our school district.*

*At a time when going into trades is a really viable career path for young folks entering the workforce, I feel like it's a vital program for preparing kids to make big decisions about their futures. It's one of the offerings that tells our community that GISS is in touch with what the kids on our islands need."*

*"The trades provide a good quality of life for many whom university isn't a good fit. Especially on Salt Spring where we are perpetually short of qualified trade workers."*

**Appendix 6:** parent, student and community feedback letters

### **STUDENT IMPACT STORY**

Since graduation I have been working for Wolfgang at Ganges Auto Marine and Craig at Strebor automotive in Langford. I have greatly enjoyed working in the automotive trade and learning how the mechanical system on cars function and how to repair them if they malfunction.

I got started in the trades through TASK in grade 11 and was initially working with an electrician but I fell in love with the automotive trade when we spent a week up at Camosun college in the automotive shop. My advice is that if you're interested in the trades you should go for it.

I have found that it is very rewarding work and there will always be a job out there for you.

\*This student added grade 12+ year to gain credits working as a Youth Apprentice and completing Train in Trade Automotive at Camosun (tuition free). He continues to work in Victoria, covering local Salt Spring staffing shortages when needed.

#### **Pathway:**

**TASK+ Work Experience (2021) +  
Work in Trades (2021-2023) +  
Train in Trades (2023)**

**Total career program credits: 52**

## INCREASED OPPORTUNITIES

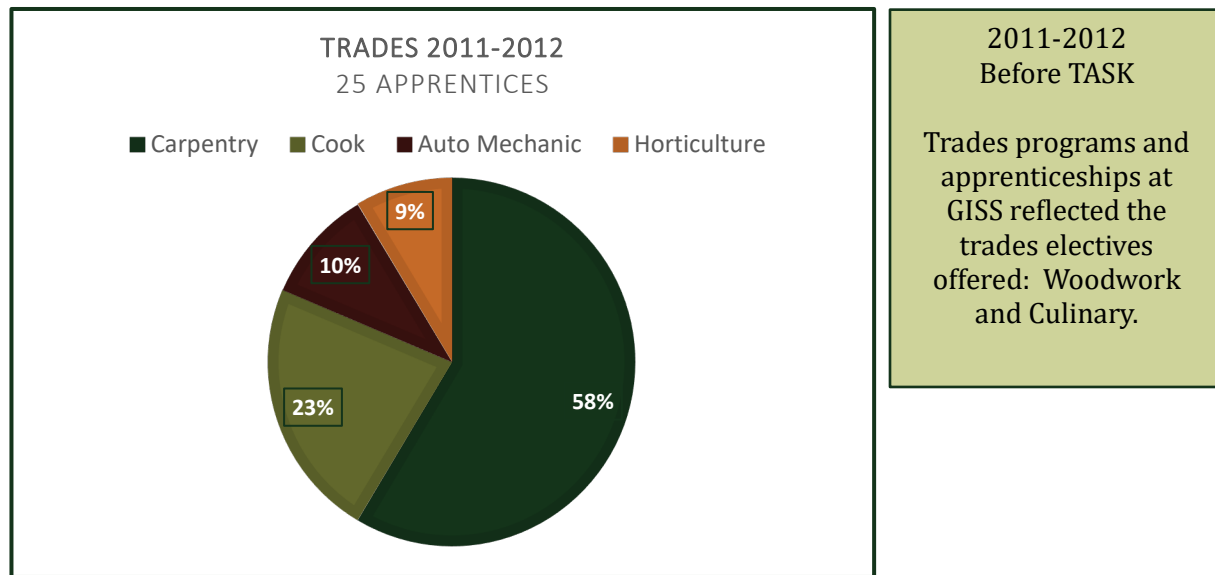


Figure 4: Representation of Trades in Apprenticeship 2011-2012

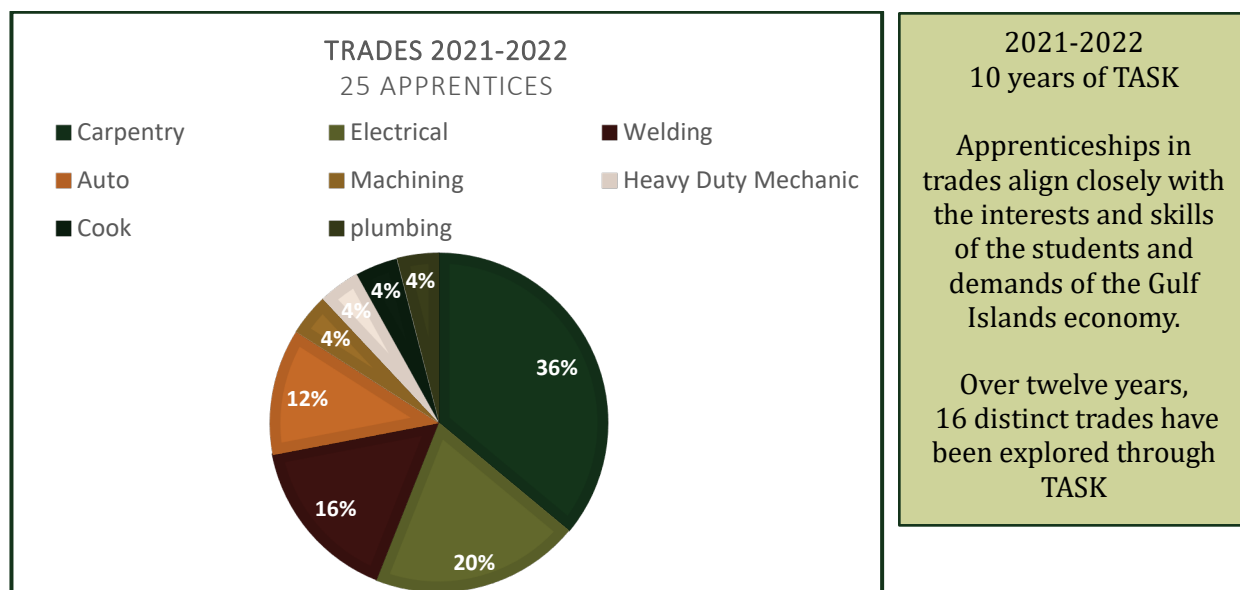


Figure 5: Representation of Trades in Apprenticeship 2021-2022

### PARENT IMPACT STORY

Both my sons participated in the TASK program while attending Gulf Island Secondary; (the first) graduated in the class of 2017 and (second) in the class of 2019. I believe that the exposure to building trades, technical knowledge and work experiences experienced in their teen years help better prepare my sons for their future. (The second) is currently working as a foreman in Inuvik for a local electrical contractor. All in all, I would say his career is off to a strong start, for only 23 years of age. I am not sure he would have even considered becoming an electrician without the Task Program.

**Pathway: \*Student added grade 12+ year for TRN**

**TASK+ Work Experience (2017) + Work in Trades (2017-2019) + Train in Trades (2020)**

**Career Program Credits: 44**

## **PROGRAM IMPLEMENTATION**

- All career programs are registered through and based at GISS. TASK students are Dual Credit, registered at GISS and Camosun College for credits and funding purposes.
- TASK staff includes:
  - ✓ Full-time BCTF teacher (.5714 FTE)
  - ✓ Red Seal certified Carpentry Instructor - Skilled Trades BC funding pays the Carpentry Instructor under contract to SD64 district
  - ✓ Red Seal certified instructors across all trade areas at Camosun College.
  - ✓ Program operations and logistics are supported by the District Manager of Career Development and the Career Program Assistant, teaching staff & GISS administration with oversight from the District Principal of Career Programs.
- Teaching staff has access to professional development through the Career Education Society, the South Island Partnership of Camosun College, and the Canadian Welding Foundation.
- **The facility** is fully equipped with Chromebooks for student use, hand tools, small power tools and a SAW-STOP to meet safety regulations. Local businesses have sponsored the program with tools. (Appendix 3)
- In 2021, SD#64 secured \$10,000 worth of tools from the Provincial Skills Canada Competition through a successful grant application to further outfit the program.
- The TASK application form includes a Statement of Commitment, attendance review, and a post-secondary transition plan which is reviewed by Career Programs teachers and updated annually as students progress through their graduation years.
- TASK applicants are interviewed before acceptance into any career program. For TASK, round table interviews include local trades people and the Career Programs Team. The whole process requires 20 staffing hours.
- Certificate Training, such as Emergency First Aid & Fall Arrest, are delivered through community partnerships with a focus on workshops and hands-on learning.
- Island employers, businesses, and organizations hosting students become vital stakeholders in their education. Career Programs serve as the bridge connecting school and community, guiding students as they transition into life beyond high school.



TASK is delivered in a “place-based” learning environment set up at the **SD64 Facility, Camosun College Trades Shops** and on local **community worksites**. Students are given an opportunity to BECOME tradespeople through mentorship and connect positively with this part of their evolving identity.

Photo: Partnership with local BC Hydro

## **EQUITY & INCLUSION:**

- Career programs promote equity and inclusion. Research shows that students from disadvantaged backgrounds often lack access to role models in a wide range of professions.
- Career Programs level the playing field for many students, filling the gap in experience and exposure, breaking down the cycle of educational, social, economic and gender inequity.
- TASK provides diverse adult role models in trades through work placements & instructors.
- TASK engages a diverse group of students with focus on gender inclusion, economic equity, and cultural awareness. (figure 3)
- Neuro-diverse learners are served by the TASK program through the application of IEP accommodations and the cooperative relationship between the workplace mentors and the program staff. (figure 3)
- STBC holds school districts accountable to:
  - ✓ submit mid and year-end reports, as well as participate in regular teleconferences.
  - ✓ uphold their values and goals as described in their Strategic Plan through annual funding agreements. (figure 6)



**Vision Summary** SKILLED TRADES BC **YOUTH**

*VISION: AN INCLUSIVE, WORLD-CLASS SKILLED TRADES WORKFORCE THAT MEETS THE NEEDS OF BRITISH COLUMBIANS*

**Values and Goals upheld through TASK**

- British Columbia's skilled trades workforce is strengthened through its diversity.
- Strengthen our community bonds to ensure equity, diversity and inclusion programming is available and accessible province-wide
- Create a more inclusive, diverse, and equitable skilled trades training culture.
- With underrepresented groups, work with employers and other partners to address racism, sexism and discrimination in the skilled trades

Figure 6 – Highlighted values & goals from the [Skilled Trades BC Strategic Plan 2023-2026](#)

### **STUDENT IMPACT STORY - Female student**

I completed the TASK program in 2017 and can attest through my own personal experience how valuable and transformative the program is. This program is especially valuable for women and minorities who may not be as statistically inclined to enter the trades.

**TASK + Work Experience (2017) + Carpenter Apprentice (2018)**

**Total career program credits: 24**

## **PROGRAM EFFECTIVENESS:**

The **TASK** program is full-time, in-person and a great example of a **Deep Learning**. Students build relationships with strangers (students and adults) with whom they need to work as a team, learning to respect cultural differences, encountering comfort zones that differ from theirs but pulling together to achieve a common goal.

If we apply the lens of **Deep Learning** overtop of the Career Program models, all three key elements can be found.

**Mastery**, is demonstrated as students develop significant knowledge and skills in the trades and apply them in a real-world setting.

**Identity**, is evidenced when students connect their learning to who they are and the direction they want to pursue in their lives. I call this “traction,” where the rubber meets the road.

**Creativity**, is witnessed when students apply their knowledge and skills to troubleshoot and create something new for an outside audience. Students creatively transfer their new skills to a range of situations at work, in the trades shops and in the classroom.

## **Effective Transitions:**

Analysis of the TASK cohorts from 2022, 2023 & 2024 reveals the elevated levels of engagement and successful transition to graduation, post-secondary and employment in high demand careers.

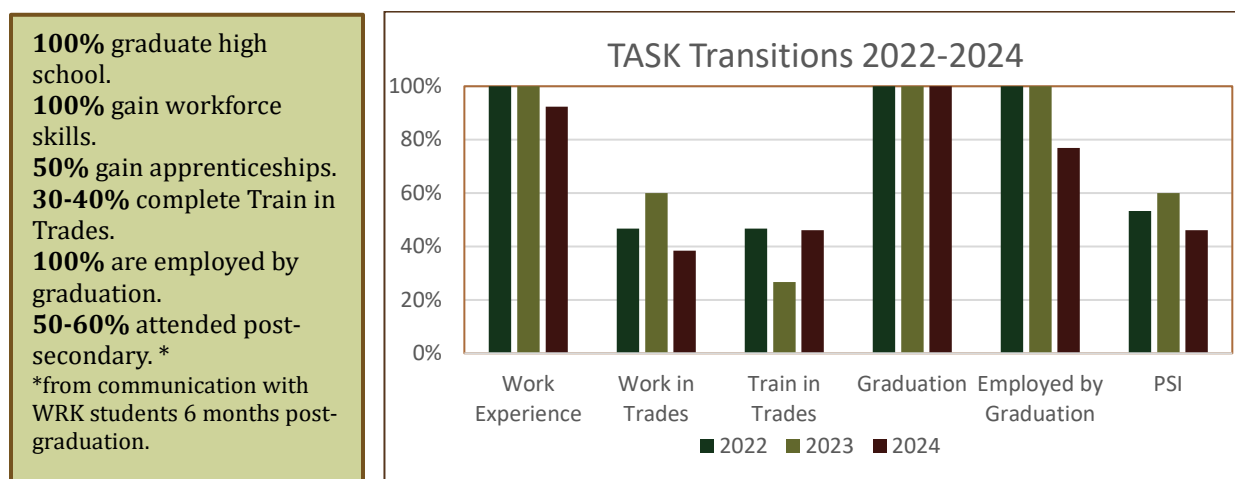


Figure 7: TASK Improves Employability and Graduation Rates

Source: MyEducationBC – course registration tracking; MECC Trax System; Grad Exit Interviews

### **STUDENT SUCCESS STORY**

I was also honored to receive the Golden Hammer Award, something that made me feel truly recognized for my hard work. Without TASK, I probably would have dropped out of school. It gave me a clear path forward, preparing me for a career and connecting me with job opportunities and apprenticeships. It was the first time I felt like school was setting me up for real success.

**TASK + Work Experience (2023) + Carpenter Apprentice (2023-2025)**

**Total career program credits: 36**

## Improves Graduation Rates:

SD64 Gulf Islands graduation rate in **rose from 69% in 2014 to 100% in 2024**. (Figure 8)

- The graduation rate of students who take **TASK** has averaged 90-100% since 2013. (figure 7)
- Since 2013, the corresponding growth of **TASK, Work in Trades** and **Train in Trades** has been a significant factor for graduation rates (figure 8)
- Student reflections demonstrate the program as a turning point for many students who had poor attendance or were not engaged in their academic courses, lacking the motivation to complete the required grade 12 elective credits.
- TASK courses meet the required 16x grade-12 elective credits. When TASK students transition to **Work in Trades Apprenticeship**, they can earn up to 16 more credits while training through the “earn while you learn” model.
- Students use grade 12 electives to gain mastery in a career focus area, improving final marks and access to post-secondary programs.

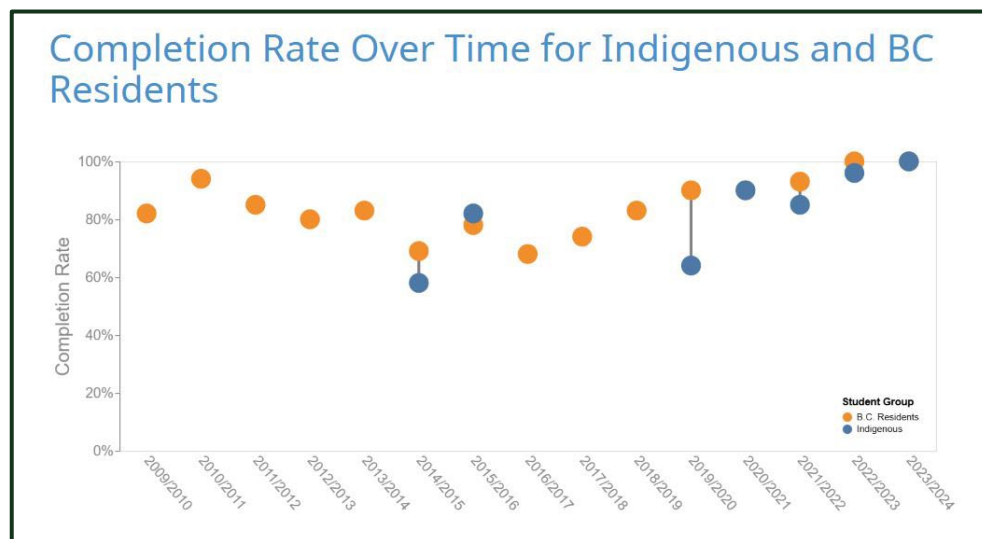


Figure 8: Upward trend of graduation rate corresponds to TASK implementation dates

Source: <https://studentsuccess.gov.bc.ca/school-district/064/report/completion-rates>

### STUDENT IMPACT STORY

Since graduation, I've been working full time at the Burton Bronze foundry. I've been working on tons of different projects, such as, First Nations art, memorial pieces, plaques, statues, and figures, lots of welding and overall work involved in the lost wax casting process. I got interested in welding in the TASK program and wanted to learn how to weld because my grandfather was super into welding and that, as well as all the different options, opportunities and job routes inspired me to reach out and give welding a try, and now here I am, I love it. Give everything a chance and keep your options open! Always better to choose not to do something as opposed to not being eligible or able to do something because of something you skipped or missed out on.

**TASK + Work Experience (2022) + Work in Trades (2022-2023)**

**Total career program credits: 36**

**\*Accepted to the competitive BCIT Welding Foundation Program in Sep. 2023 post-graduation**

## **RESOURCE ALLOCATION:**

The charts below show the revenue streams brought in through Career Programs allocated to TASK. This is one of 6 distinct programs for which the Career Coordinator, Career Program Assistant and Work Experience teacher provide support in the areas of event planning, scheduling, document management and financial oversight (including real estate).

### **T.A.S.K. Program Revenue**

MECC Funding	\$89,120
Skilled Trades BC Funding	\$24,000
Sale of student-built projects	\$22,000
<b>Total</b>	<b>\$135,120</b>

### **T.A.S.K. Program Expenses**

Teaching .5714FTE	\$56,000
Carpentry Instructor	\$24,000
Supplies	\$23,000
Transportation	\$1,500
<b>Total</b>	<b>\$104,500</b>

Figure 9: TASK Revenue & Expenses

Course funding from the MECC and program funding from STBC are the revenue sources. Fixed costs for TASK are noted above.

***N.B. These are direct program costs and do not include any charges made to the program for “whole district” contributions to water taxis, school buses, heating and lighting of facilities, custodial staff etc.***

### **COMMUNITY IMPACT**

“The Youth Work in Trades Performance Awards exemplifies how essential adult allies are to support and empower young people looking to get into the skilled trades,” said Melanie Mark, Minister of Advanced Education, Skills and Training in response to the \$5000 Performance Award earned by SD64 Youth Work in Trades programming.

Source: <https://saltspringexchange.com/2019/02/27/gulf-islands-school-district-64-receives-award-for-their-commitment-to-training-youth-apprentices/>

Appendix 4- SD64 Wins Award

## **PROGRAM SUSTAINABILITY AND IMPROVEMENT**

### **Sustainability**

- Allocation of funding for staffing to manage the recruitment of prospective students is in place with the Careers team.
- The instruction, engagement, retention, and assessment of students in TASK, is the responsibility of the .5 TASK teacher.
- Utilize MECC block and course funding to support BCTF .50 FTE and STBC funding to support Red Seal Carpenter instructor. (pg. 8)
- Promote TASK as the springboard to Work in Trades (WRK) and Train in Trades (TRN) programs. (refer to Figure 2, page 4)
- Maintain funding agreements with Skilled Trades BC, which provide additional revenues based on number of students enrolled TASK, WRK & TRN. These three programs generated \$62,000 in STBC revenue in 2024/2025. (figure 2)
- Master spreadsheets for students in all Career Programs (WEX, WRK, TRN, TASK, Dual Credit) detailing the number of Ministry courses per student to inform the Secretary Treasurer and principals each year to facilitate staffing.
- Continue to house TASK at SD64 Learning Hub Facility with the full-size shop and classroom.
- Ongoing maintenance and investment in tools and equipment is recovered through the sales of student-built structures.
- Foster engagement and a community of trust and respect with local trades and businesses.

### **Improvements**

- Address the “Gender Gap” and identify strategies to increase the enrollment of female students in trades (Figure 3)
  - ✓ Continue to introduce shop classes in grade 8 & 9
  - ✓ participation in the annual Women in Trades and Technology at Camosun event
  - ✓ showcase women in trades in our community through BCCWITT events
- 2026 list of applicants for TASK is 45% female... the efforts over the past 5 years are showing
- Increased numbers of female students will increase overall demand for TASK & trades.
- Establish a model to create EA Support for IEP students in the TASK program. (Figure 3)

#### **STUDENT IMPACT STORY**

Before participating, I never imagined I would pursue post-secondary education. However, thanks to TASK and the dual-credit program, I was introduced to Camosun College, which ultimately helped me take that first step. I am now in my last semester of a program at Camosun College. The TASK program also made a concerted effort to create an inclusive environment for women like myself, which was particularly meaningful to me. The skills I learned and the confidence I built in TASK are among the most valuable from my high school experience.

**TASK + WORK EXPERIENCE 2017**

**Total career program credits: 20**

In 12 years, hundreds of local employers & companies have hosted students for Work Experience supporting the TASK Program. With 150 TASK grads and 200 registered apprentices through GISS starting their own local businesses, we often receive offers to host present TASK students.

### 2022-2024 Work Experience Sponsors

Burton Bronze Foundry	Top Tier Tile	Johnson's Automotive Service Ltd
Forsyth Farm Gravel Mart	Nixon Bros Truck Repair	Elevated Construction
Grange Construction	FXR Systems	Fresco Refrigeration
Gulf Excavating	Cole's Plumbing & Gas	Niel Kerrigan Construction
Gulf Islands Irrigation	Arbutus Coast Construction	Morgan Fry Construction
Houle Electric	Symmetric Design	McIntyre Electric Ltd
JR Manufacturing	Village Builders	Windsor Plywood
Ken Byron Excavating	P & R Truck Service	Accent Exteriors Roofing & Supply
Mac Island Construction	Villadsen Construction	Salt Spring Island Electric
Nick Pringle Construction	Wilco	Whitmore Electric Ltd
O'Dwyer Contracting Ltd	Snazzy Construction	Grange Construction
Perry Pomeroy	Square and Level Contracting	Windsor Plywood
Philbrook's Boat Yard	Gulf Islands Automotive	Ken Byron Excavating
Dragland Design Build	Baff Electric	Dawes Construction Ltd

Figure 10 – Local trades sponsors over 3 years of TASK

#### STUDENT IMPACT STORY & LOCAL EMPLOYER

The company I'm currently working for (Victoria Metal Craft) is looking for apprentices. We do all the ductwork for Fresco, so we always have plenty of work on Salt Spring. If there are any students interested in a career in Sheetmetal, we'd love to hear from you. I've recently acquired my Red Seal and think it would be so cool work with a TASK student. I'd also like to say I'm very thankful for you and Maggie guiding me into this career, I really appreciate everything you guys did for me.

**TASK + Work Experience (2017) + Work in Trades Sheet Metal Apprentice (2017-2019)**

**Total career program credits: 36**

**Student Engagement** –Increased engagement is a result of:

- Consistent staffing with relevant skills, training and certification
- TASK relocation to the improved facility & classroom space at SD64 Learning Hub.
- Grade 8-9 Electives in Woodwork and improved awareness of TASK through REAL 8 -9.
- Increased number of students taking Woodwork and Metalwork grade 10-12.
- Increased number of trades exploration field trips in grade 8-12, including Grade 8 Trades Discovery through Camosun and events with BCCWITT.
- Parents understanding and supporting the Trades Pathway as a career option for their child and choosing to relocate to the Gulf Islands so their child can participate in TASK.

# APPENDIX 1 – CORE PROGRAM DOCUMENT

## PROGRAM OUTLINE

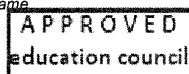


**CAMOSUN COLLEGE**  
School of Trades & Technology  
Architectural Trades

### Trades Skills Foundation Program (CORE), Construction

Information from this Program Outline is used in College publications, such as the Web or Print Calendars. There may be a slight difference in wording or formatting between this Outline and various College Publications in order to meet the College's publication standards; however content should remain the same.

Education Council Approved Date: Dec. 19, 2011  
Cat 3 Date: Mar. 13, 2014;



Jan 24, 2018

#### 1. Program Code:

(Set by Student Services, departments should consult with Student Services prior to approval.)

TRSKF

#### 2. Program Name:

Trades Skills Foundation Program (CORE), Construction

#### 3. Program Description:

This 12 week program trains individuals for employment as entry level trades helpers and skilled labourers in a number of trades careers in the construction industry. The program teaches foundation skills required to successfully learn on the job and provides opportunities for bridging into other foundation or apprenticeship programs. As an Industry Training Authority associated program, a detailed program profile is available through their website: <http://www.itabc.ca/AssetFactory.aspx?did=641>

#### 4. Program Admission Requirements:

No requirements

#### 5. Program Participation Requirements:

- All students will meet with Program Leader prior to first day of classes.
- Students should be in good physical health and have good hand-eye coordination and manual dexterity.
- ~~All programs have~~ This program has a mandatory attendance requirement. A student who misses three days in the program will be required to withdraw from the program. In exceptional cases, the Program Leader may recommend an exemption to the policy. The final decision on withdrawal from a program rests with the ~~Associate Dean/Dean~~ Dean. Program content and lengths are under constant review and are subject to change as directed by the Industry Training Authority of BC.

#### 6. Program Learning Outcomes:

At the completion of the program students will be able to:

- demonstrate a clear understanding of safe work practices in the construction industry and the ability to conduct themselves in a safe and responsible manner;
- identify basic tools and materials in the construction industry, and ~~be able to~~ handle and operate them safely and effectively;

19Dec11:app/sm/CORE

## PROGRAM OUTLINE

- identify common materials used in trades-related industries the construction industry, and have the ability to safely store and transport them;
- demonstrate various tasks while under minimal supervision;
- demonstrate work site practices at a beginning level in the construction industry;
- work effectively as part of a team or group, and demonstrate effective communications and working relationships to achieve a goal
- present self to the external world as an entry level trades worker.

### 7. Program Content:

#### Academic Term 1

Course	Course Name	Credits
CORE 100	<del>Trades Skills Foundation</del> Trades Skills Foundation – Construction	nil

### 8. Delivery Arrangements:

Interurban campus, Full-time (12 weeks)

### 10. Program Completion Requirements:

Successful completion of CORE 100 (COM or DST)

#### 11. a. Credential Awarded:

Certificate in Trades Skills Foundation (CORE), Construction

#### b. External Licensing Certifications:

- ITA Certificate of Completion (Construction Orientation and Retention for Employment Foundation CORE)
- ~~If applicable, students may receive~~ May include certification in WHMIS, First Aid, Fall Protection, Forklift and CSTS.

### 12. Special Notes:

(Example: Block Transfer Arrangements)

### 13. Recommended Information, Activities or Materials to Help Students to Succeed Throughout the Program:



Education  
Approvals  
Office Use  
Only:

Notification Date: 12/13/2017  
Effective Date: Mar 5, 2018  
Category of Change: Cat 2 (Education Council)  
Approved By:  
Approval Date:

APPROVED  
education council

Tracking No.

IDS see below

Approved Forms are  
E-FILED at  
\\nas2\cecp\

## Program Form for the Education Council

Credential Name: Trades Skills Foundation Program (CORE), Construction (IDS 3032)  
Trades Skills Foundation Program (CORE), Marine (IDS 3043)

### U School Curriculum Support Staff Complete Section A

Curriculum Set Name (if part of a package submission select a short single term to group curriculum):

Select the box that best defines the change

- ☐ New Certificate that does not ladder to further  
☒ New Certificate, Diploma, Adv/Post-Degree Certificate  
☐ New Applied Degree  
☐ New option, specialization, etc.  
☐ Reactivate suspended program (no changes)  
☒ Program Revision

Program Revisions Only: Select the box(es) that correspond to the changes referenced in the attached paperwork:

- ☒ name  
☒ description  
☐ admission requirements  
☒ participation requirements  
☒ learning outcomes  
☒ content  
☐ delivery arrangements  
☐ cooperative  
☐ completion requirements  
☒ other: credential, external licensing

### Key Contacts

School: Trades and Technology  
Developer(s): Olaf Neilsen

Department:  
Dept. Chair: Olaf Neilsen

### Dean/Designate

Record Dean/Designate Name and the date the Dean requests curriculum moves forward from school to the education approvals coordinator

Dean/Designate Name: Eric Sehn

Date: Click here to enter a date.

Collect Signature below when requested by Coordinator of Education Approvals (normally after documentation review or ICC Recommendation)

Signature:

Eric Sehn

Date:

January 26, 2018

### U Developer or Designate Complete Section B

- Briefly describe the new credential, option/specialization, or revision and why it was made.

The Trade Skills Foundation Program (CORE) currently focuses on the construction industry, but with the decision to add another focus (marine) the CORE requires the creation of a new Trades Skill Foundation program in Marine. CORE will now offer 2 program focuses, Trades Skills Foundation (CORE), Construction; and Trades Skills Foundation (CORE), Marine.

Funding for the Marine program is based on a contract from the ITA (Industry Training Authority) and the Canada -British Columbia Job Fund. Camosun College is required to start the Course prior to March 31, 2018 to meet the terms of the contract. If we cannot meet this deadline the funding for the Trades Skills Foundation Marine will be forfeited. This is a directive, collaboratively with the Industry Training Authority. Opportunity to meet the mandates of Woman and Trades. A delay in offering is a missed opportunity for serving underserved populations.

Auto Date/File Stamp (To update, select all text in this footer and press F9): Today's Date: January 26, 2018, Last Saved Date: 1/26/2018 2:26:00 PM  
Last Saved by: Cindy Bruckel, File Name: ~\P-Trades\_Skills\_Foundation\_CORE\_Program-ChangeForm.docx, Page 1 of 2

## APPENDIX 2 – TASK SEMESTER SCHEDULE

### TASK Schedule 2025

Monday	27-Jan	Carpentry	Monday	10-Mar	Carpentry	Monday	21-Apr	Easter Monday	Monday	2-Jun	Carpentry
Tuesday	28-Jan	Carpentry	Tuesday	11-Mar	Carpentry	Tuesday	22-Apr	Carpentry	Tuesday	3-Jun	Carpentry
Wednesday	29-Jan	Carpentry	Wednesday	12-Mar	Carpentry	Wednesday	23-Apr	Carpentry	Wednesday	4-Jun	Carpentry
Thursday	30-Jan	Carpentry	Thursday	13-Mar	Carpentry	Thursday	24-Apr	Carpentry	Thursday	5-Jun	Carpentry
Friday	31-Jan	Day off	Friday	14-Mar	Work Experience	Friday	25-Apr	Work Experience	Friday	6-Jun	Work Experience
<b>Saturday Feb. 1 &amp; Sunday Feb. 2</b>											
Monday	3-Feb	Carpentry	Monday	17-Mar	Spring Break	Monday	28-Apr	Camosun Welding	Monday	19-Jun	Carpentry
Tuesday	4-Feb	Carpentry	Tuesday	18-Mar	Spring Break	Tuesday	29-Apr	Camosun Welding	Tuesday	10-Jun	Carpentry
Wednesday	5-Feb	Carpentry (Early Dismissal)	Wednesday	19-Mar	Spring Break	Wednesday	30-Apr	Camosun Welding	Wednesday	11-Jun	Carpentry
Thursday	6-Feb	Carpentry	Thursday	20-Mar	Spring Break	Thursday	1-May	Camosun Welding	Thursday	12-Jun	Carpentry
Friday	7-Feb	WorkSafe	Friday	21-Mar	Spring Break	Friday	2-May	Work Experience	Friday	13-Jun	Work Experience
<b>Saturday Feb. 8 &amp; Sunday Feb. 9</b>											
Monday	10-Feb	Carpentry	Monday	24-Mar	Spring Break	Monday	5-May	Camosun Automotive	Monday	16-Jun	Work Experience
Tuesday	11-Feb	Carpentry	Tuesday	25-Mar	Spring Break	Tuesday	6-May	Camosun Automotive	Tuesday	17-Jun	Work Experience
Wednesday	12-Feb	Carpentry	Wednesday	26-Mar	Spring Break	Wednesday	7-May	Camosun Automotive	Wednesday	18-Jun	Work Experience
Thursday	13-Feb	Carpentry	Thursday	27-Mar	Spring Break	Thursday	8-May	Camosun Automotive	Thursday	19-Jun	Work Experience
Friday	14-Feb	First Aid	Friday	28-Mar	Spring Break	Friday	9-May	Work Experience	Friday	20-Jun	Work Experience
<b>Saturday Feb. 15 &amp; Sunday Feb. 16</b>											
Monday	17-Feb	Family Day	Monday	31-Mar	Carpentry	Monday	12-May	Pipe Trades	Monday	23-Jun	Work Experience
Tuesday	18-Feb	Camosun Electrical	Tuesday	2-Apr	Carpentry	Tuesday	13-May	Pipe Trades	Tuesday	24-Jun	Work Experience
Wednesday	19-Feb	Camosun Electrical	Wednesday	2-Apr	Carpentry	Wednesday	14-May	Pipe Trades	Wednesday	25-Jun	Work Experience
Thursday	20-Feb	Camosun Electrical	Thursday	3-Apr	Carpentry	Thursday	15-May	Pipe Trades	Thursday	26-Jun	Work Experience
Friday	21-Feb	Camosun Electrical	Friday	4-Apr	Work Experience	Friday	16-May	Work Experience	Friday	27-Jun	Work Experience
<b>Saturday Feb. 22 &amp; Sunday Feb. 23</b>											
Monday	24-Feb	Carpentry	Monday	7-Apr	Carpentry	Monday	19-May	Victoria Day	Monday	28-Jun	Work Experience
Tuesday	25-Feb	Carpentry	Tuesday	8-Apr	Carpentry	Tuesday	20-May	Carpentry	Tuesday	29-Jun	Work Experience
Wednesday	26-Feb	Carpentry	Wednesday	9-Apr	Carpentry	Wednesday	21-May	Carpentry	Wednesday	30-Jun	Work Experience
Thursday	27-Feb	Carpentry	Thursday	10-Apr	Carpentry	Thursday	22-May	Carpentry	Thursday	1-Jul	Work Experience
Friday	28-Feb	Work Experience	Friday	11-Apr	Work Experience	Friday	23-May	Work Experience	Friday	2-Jul	Work Experience
<b>Saturday Mar. 1 &amp; Sunday Mar. 2</b>											
Monday	3-Mar	Carpentry	Monday	14-Apr	Carpentry	Monday	26-May	Camosun Sheet Metal	Monday	11-Jul	Work Experience
Tuesday	4-Mar	Carpentry	Tuesday	15-Apr	Carpentry	Tuesday	27-May	Camosun Sheet Metal	Tuesday	12-Jul	Work Experience
Wednesday	5-Mar	Carpentry	Wednesday	16-Apr	Carpentry	Wednesday	28-May	Camosun Sheet Metal	Wednesday	13-Jul	Work Experience
Thursday	6-Mar	Carpentry	Thursday	17-Apr	Carpentry	Thursday	29-May	Camosun Sheet Metal	Thursday	14-Jul	Work Experience
Friday	7-Mar	Work Experience	Friday	18-Apr	Good Friday	Friday	30-May	Work Experience	Friday	15-Jul	Work Experience
<b>Saturday Mar. 8 &amp; Sunday Mar. 9</b>											
<b>Work Experience Dates for Employers</b>											
Friday, February 28th											
Friday, March 7th											
Friday, March 14th											
Monday to Friday, March 17th - 21st											
Monday to Friday, March 24th - 28th											
Friday, April 4th											
Friday, April 11th											
Friday, April 25th											
Friday, May 2nd											
Friday, May 9th											
Friday, May 16th											
Friday, May 23rd											
Friday, May 30th											
Friday, June 6th											
Friday, June 13th											
Monday to Friday, June 16th - 20th											
Monday to Thursday, June 23rd - 26th											

## APPENDIX 3: NEW LOCATION & EQUIPMENT



### TASK program keeps thriving with new home at SIMS

#### **The Driftwood “Island Life”**

By **EMELIE PEACOCK**

March 9, 2022

Entering the trades while in high school can set you up in multiple ways, says Nick Pringle. Being a skilled tradesperson on Salt Spring Island has allowed Pringle to stay here, work on unique projects and now own his own company with a crew of six, and it all started in high school.

A fifth-generation Salt Spring Islander, Pringle went to work for Perry Booth and Lancer Contracting in 2014. School counsellors suggested he gain credits for that work through Camosun College.

“So I graduated first year of college prior to high school,” he laughed.

Pringle went on to get his Red Seal qualification in carpentry and incorporated his company in 2020.

Pringle has now brought on Finley Lesosky, a Grade 12 Gulf Islands Secondary School (GISS) student in the Trades, Awareness, Skills and Knowledge (TASK) program, who spends his Fridays on the job site. Lesosky has his sights set on getting his Red Seal in carpentry, but also wants to try out other trades to see if exposure to them changes his mind.

Grade 11 student Jahluca Grooms took the TASK program in Grade 10. This is when most students start the 20-week-long program, where they spend the semester building structures under 100 square feet in size and trying out electrical, welding, fabrication sheet metal, heavy duty mechanic and plumbing trades.

It starts with the very basics, said Maggie Allison, who manages career development and community initiatives with the district, with students building their own sawhorses, then doing a concrete pour and continuing to assemble the buildings. The rest of the trades are learned either in 18-wheeler trucks carrying mobile classrooms that come to Salt Spring or with students going over to Camosun to learn.

The program is run like a job site, Allison said. Students need to come on time, put their phones away and can't be absent except in the case of "blood, bones, barf." Now added to those three Bs is "C" for COVID-19 symptoms.

This rigorous approach sets students up for Fridays, which they spend on real job sites. By the end of the school year or towards the next one, students can then sign up as youth apprentices with local companies.

"What that does is springboard kids into Work In Trades, which is another [Industry Training Authority] program," Allison said.

As apprentices, students gain on-the-job training while earning up to 16 credits towards their high school diploma, and log those hours towards their trades credentials. By the second semester of Grade 12, Allison said, students can take a first year in technical training in their chosen trade, tuition free, at Camosun or another college in a place where they have family members.

Grooms ended up doing his Friday work experience and spent the following summer working with Elevated Construction. He now wants to take woodwork and fine furniture courses at Camosun, which together with his carpentry and TASK experience will prepare him to set up a small business converting vans into tiny homes on wheels.

"It's been a lot of work, but it's been a lot of fun and a lot of laughs. The people who run the program are really nice," Grooms said of his TASK experience.

"It's really different. It's a lot more physical work rather than mental work. We're always outside, active rather than sitting inside and learning," Lesosky said. "Both ways I get a lot of new information. I learn a lot."

Participating in high school trades training also has benefits outside of work. Pringle gutted and renovated a home he bought on his own, while Grooms has done mechanical work on a car he bought this summer, as well as helping his mom with some electrical problems in her house.

For the past nine years TASK operated out of the poultry barn at the Farmers' Institute, which meant instructors had to construct and then disassemble a warm classroom every year so it could be used for poultry. The program has now moved to a new home in the shop and grounds at Salt Spring Island Middle School (SIMS).

Source: <https://gulfislandsdriftwood.com/task-program-keeps-thriving-with-new-home-at-sims/>

## APPENDIX 4: REGIONAL PERFORMANCE AWARD 2019



Industry Training Authority staff, employer sponsors, School District 64 reps, apprentices and family members gather at an awards event held at the Harbour House Hotel last Tuesday evening.

### [News](#)

District wins apprenticeship award

By **GAIL SJUBERG - THE GULF ISLANDS DRIFTWOOD**

March 8, 2019

The Gulf Islands School District's apprenticeship program had a lot to celebrate on Feb. 26 at an awards gala night presented by the Industry Training Authority, the provincial regulator for trades and technical education.

The school district was presented with the Youth in Trades Performance Award for having the highest enrolment in the Youth Work in Trades Program in the Vancouver Island region. In attendance were 48 students, educators, local tradespeople, parents and ITA representatives.

"[The ITA] said there were more people in our little room than they would often get out to one of these dinners in Surrey. That is a testament to our community and why we're able to be so successful," said Shari Hambrook, work experience and apprenticeship teacher at Gulf Islands Secondary School. "When [employers] bring on board a young student and register them as an apprentice, they bring them into their family. There's a very close connection that is formed as they train the young people."

The award included a \$5,000 grant that can be used to support the program.

The Youth Work in Trades Program allows students to begin working in trades while they are still in high school. Around 80 per cent of their learning takes place at the job site, and 20 per cent in the classroom.

“Career programs represent a strong bridge between school and community,” said Maggie Allison, the manager of career development and community initiatives at the school district. “The mentorship that students receive on job sites and in places of business prepares them for success and strengthens their transition from school to life beyond.”

The ITA counted the number of apprentices registered in the program in June 2018 and compared the percentage to other schools in the area. Hambrook said that at the time of the count, 13 students were registered in the program.

“We had about 130 kids in the grad class and my goal has been to ensure that at least 10 per cent of the kids were well on their way to graduating before they leave high school,” she said.

The event included a gala dinner at the Harbour House Hotel and award presentations for both the school district and students who had completed over 900 hours of workplace training in their programs. The students are presented with a \$1,000 award for finishing their hours. Six apprentices were presented with the award at the event.

The average age for new apprentices in Canada is around 27 years old, according to data from Stats Canada. Hambrook explained that people tend to get certifications later in their 20s after working odd jobs and pursuing other interests.

“These kids are starting when they’re 16 or 17, and that’s a big leap,” she said. “These kids are starting with their certificate. They may last in the industry for 10 years, or they may travel and bounce around, but they will always have that certificate.”

The district has the second highest number of students that have been introduced to the trades through its various programs. These include things like the Women in Trades field trip to Camosun on Feb. 20, the robotics program and other trades-oriented classes. Allison starts working with kids in Grade 6 and continues their exposure to the trades through high school.

“Maggie Allison . . . has had a vision for trades training in high school and it has been unbelievable how much work she has done to create that vision,” Hambrook said.

[Source: https://gulfislandsdriftwood.com/district-wins-apprenticeship-award/](https://gulfislandsdriftwood.com/district-wins-apprenticeship-award/)

## APPENDIX 5: MINISTRY OF EDUCATION AND CHILD CARE DOCUMENTATION LINKS

For information contained in Figures 3 and Figure 8, please refer to:

Ministry of Education and Child Care Student Success Report November 2024

Student Demographic Information: <https://studentsuccess.gov.bc.ca/school-district/064/report/contextual-information>

Student Completion Rates: <https://studentsuccess.gov.bc.ca/school-district/064/report/completion-rates>

<https://studentsuccess.gov.bc.ca/pdf/Enhanced-School-District-Report-for-SD064.pdf>

# Code of Conduct on Water Taxis

Eligibility for school transportation is based on School District 64's policies and procedures. Water taxi safety protocols are established to maintain a safe and reliable mode of transport. All students are accountable to their school Principal and the Director of Transportation, who have the authority to ensure appropriate conduct on water taxis. Transportation on the water taxi is a privilege, and failure to abide by this code of conduct may result in the loss of transportation privileges. Safety heavily depends on student behavior, so it's crucial that students act responsibly in and around the water taxi. To enhance safety, School District 64 authorizes the use of video surveillance equipment on the water taxi as per policy 3650. It's important that we all work together to keep our students safe while traveling on the water taxi. Students need to uphold the following expectations to ride the water taxi:

## Expectations of Water Taxi Riders:

- Always listen to the water taxi crew, as they are responsible for the safe operation of the water taxi.
- Students should wait at the top of the ramp until the captain signals that it is safe to proceed to the boat.
- While riding the water taxi, students must always remain seated, facing forward with their feet on the ground until the vessel comes to a complete stop. Improper seating can result in serious injury and safety issues if blocking the aisles. For safety, feet should not be placed on the seatbacks.
- There should be no roughhousing or other aggressive physical contact.
- Use the provided transportation card when embarking and disembarking the water taxi.
- All passengers must be at the dock five minutes prior to departure.
- Water taxi transportation is not available to non-registered riders.
- Speak quietly. Excessive noise, loud singing, or shouting can distract the water taxi operator and compromise safety.
- Keep aisles clear of belongings to avoid tripping hazards and ensure safe evacuation if necessary. Personal belongings, including backpacks, must be stowed under the seat or on your lap.
- Student language on the water taxi should adhere to the same standards as in SD64 schools. Do not use abusive language or profanity.
- Do not throw items, smoke, vape, fight, or engage in any activity that may interfere with the safe operation of the vessel or endanger others.
- Please refrain from eating or drinking to minimize spills.
- No live animals are permitted, except for certified guide/assistance animals.
- Students must embark and disembark at their home island port and the island where they attend school.
- Do not willfully damage the water taxi. Parents/guardians are responsible for the cost of repairs.
- Do not leave garbage on board the vessel.
- Students must sign in and out using their assigned transportation cards.
- Parents/guardians are responsible for their students' safety until they board the water taxi, while boarding, and after disembarking. This includes travel to and from the port.

Thank you for your cooperation.

For any questions, please contact the Transportation Department at 250-537-5723 or email [transportation@sd64.org](mailto:transportation@sd64.org).

---

**Student Name:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## Briefing Note

**Title:** Feeding Futures Annual Update  
**Date:** April 23, 2025  
**From:** Associate Superintendent  
**Audience:** Education Committee

### Purpose

The purpose of this briefing note is to provide a general update on Feeding Futures for 2024-2025 school year.

### Recommendation

For information only

### Background

#### Executive Summary 2024-2025:

Feeding Futures supports over 180 students daily across our district with free, nutritious meals and snacks reducing barriers to learning and strengthening student well-being. With investments in infrastructure, local partnerships and sustainable practices, we are building a long-term, scalable school food program. This report highlights key achievements, impact and next steps.

#### A. Purpose and Scope:

Feeding Futures is a three-year, \$71.5M provincial initiative designed to:

- Address food insecurity in schools.
- Support student well-being by reducing hunger and nutritional gaps.
- Help offset rising food costs for families.

Our district has also recently received additional federal support through the **National School Food Program (NSFP)**.

#### B. Program Reach & Daily Impact

- **180+ students** receive **free daily lunches**.
- **10%** of Gulf Island families use foodbanks, our program serves **13%** of our students
- Additional **150+ students/day** access breakfast and snack programs.
- **50% of food** is locally sourced within BC.
- **Zero-waste** packaging used in 6 school sites.



**Monitor, Evaluate and Adapt:** Feedback from families, students and staff highlight strong satisfaction with the program's impact on well-being, appreciation for meal quality, menu planning was responsive to need dietary requirements. Staff observations emphasize how consistent meals improve student focus and participation. Suggestions include regular menu updates and broader messaging to make the program feel accessible and welcoming to all.

### C. Infrastructure Investment

Over \$200,000 has been invested across schools: **GISS, Galiano, Pender and Mayne** These upgrades lay the foundation for local meal production, enhanced nutrition, and long-term program stability.

- Full renovations to upgrades/replacements of appliances, ventilation, flooring, painting, supplies.

### D. Community Partnerships

The program is built on collaboration with local organizations:

- **Harvest Kitchen, Galiano Club, Mayne Island Food Bank, Truss Farm Foods**
- Retail and health partners include: **Thrifty Foods, Country Grocer, The Market, Island Health, CUPE, Saturna General Store and Tru Value.**
- Over 9400 meals have been served as of April at SSE, Fernwood and Fulford: continue to reach more families through cost savings by bringing meal production and delivery of lunches for SSI Elementary schools "in house".
- 7 students receive daily lunch, breakfast and snack (delivered): additional offerings of whole school meals on Mondays.
- 12 students receive daily lunch and snacks: both SEEC and the Elementary have snacks, cooked, and baked with the funding.
- 12 students receive full lunches, and 8 additional students receive top up lunch and universal snacks (available daily).
- 25 students receive hot lunch/salads from the school cafeteria daily: morning snacks and free lunches are available to all students who self-refer; GISS will become the production hub for IIS school lunches, involving CUPE assistance and potentially including students pursuing work experience credits.
- 22 students receive lunch twice per week and snacks (fruit, veggie, milk) are available for all K-5 students: provide more robust universal snack programs with a rotating, weekly class family-style lunch.

### E. Priorities and Future Planning

#### Expand Access & Sustainability

- Transition to **in-house lunch production** for SSI schools
- Grow participation in universal snack and breakfast programs

#### Upgrade Facilities



- Finalize kitchen improvements in Mayne, Pender and GISS
- Ensure facilities support food safety, storage and prep at scale needed

### **Improve Communication & Reduce Stigma**

- Normalize the program through more frequent communication using inclusive language
- Provide barrier-free access to all students

### **Monitor, Evaluate, and Adapt**

- Gather student/family/and staff feedback
- Adjust portion sizes, ingredients, and timing as needed

<b>Attachments</b>
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