

Public Notice – Board of Education Online Public Meeting

A public meeting of the Board of Education for School District 62 (Sooke) **will be held on April 26, 2022 at 7:00 pm.**


Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

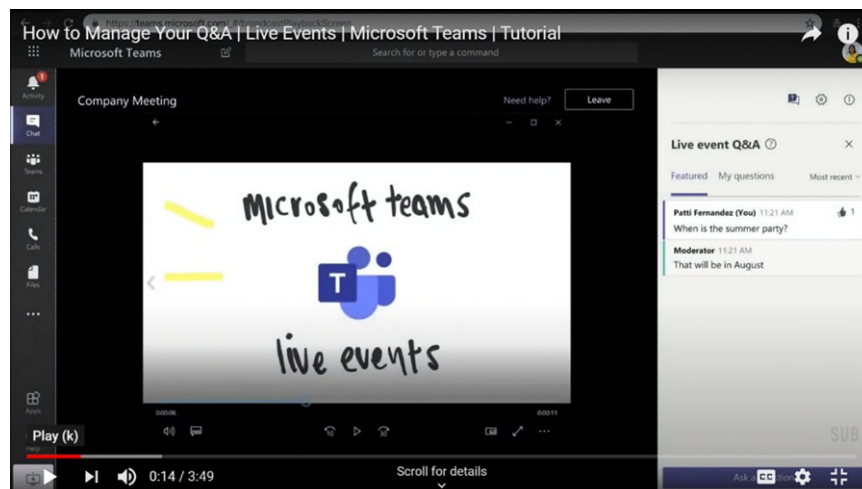
Furthermore, the meeting will be livestreamed via MS teams, to encourage more public participation.

To participate in the meeting please click on this link: [PublicBoardMeeting-April-26-2022](https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84)

To guide you, the following is information on how to join a live event in MS Teams.

<https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84>

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
 - Select the **Q&A**  function on the right side of the screen.
 - When asking a question using the Q&A function, please identify yourself. **Anonymous questions will not be responded to.**
 - A reminder for Stakeholder groups to use the **Q&A** function.
 - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.



If you have questions regarding the meeting and how to access it that aren't answered in the link above please email info@sd62.bc.ca.



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
April 26, 2022 – 7:00 p.m.**

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
2. **AGENDA (page 2)**
 - 2.1 Call for amendments and additional items
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of April 26, 2022, as presented (or as amended).
3. **MINUTES (page 3)**
 - 3.1 Call for amendments to minutes
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the March 15, 2022, as presented (or amended).
4. **INFORMATIONAL ITEMS AND ANNOUNCEMENTS**
 - 4.1 Board Chair Update – Ravi Parmar
5. **EDUCATIONAL PRESENTATIONS**
 - 5.1 Presentation by Matthew Kemshaw RE: Growing Food Promoting Health (page 10)
6. **CORRESPONDENCE & DELEGATIONS**
 - 6.1 Correspondence: (page 24)
 - a. Email from Katherine Tevaarwerk, dated March 30, 2022, RE: Ending Racism Must Include Literacy Instruction
 - 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF) – 5 minutes each
7. **FINANCE, FACILITIES AND SERVICES**
 - 7.1 Resources Committee – Meeting of April 12, 2022 – Bob Phillips (page 25)
Motion Requested: That the Board of Education of School District 62 (Sooke) review and consider the list of criteria to be used in the development of safe routes starting in the 22/23

school year, as presented at the April 2022 Resources Committee meeting.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of April 12, 2022.

7.2 Education Committee of the Whole – Ravi Parmar (page 37)

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education Committee of the Whole Meeting of April 19, 2022.

7.3 2022/23 Annual Budget Bylaw – Harold Cull (page 55)

Motion Requested: That the Board of Education of School District 6 (Sooke) give first reading to the 2022/23 Annual Budget Bylaw, specifying a total budget of \$171,508,906.

7.4 2022/23 Capital Bylaw – Harold Cull (page 89)

Motion Requested: That the Board of Education of School District 62 (Sooke) allow all three readings of the Capital Plan Bylaw 2022/23-CPSD62-01 at its meeting of April 26, 2022.

Motion Requested: That the Board of Education of School District 6 (Sooke) give first, second and third readings to Capital Plan Bylaw 2022/23-CPSD62-01.

8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of April 5, 2022 – Ravi Parmar (page 96)

Motion Requested: Given that the required period for notice of motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT the revised Policy and Regulations F-100 “Transportation”.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of April 5, 2022.

8.2

Adoption of Policy and Regulations – Scott Stinson (page 119)

Motion Requested: Given that the required period for notice of motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT the revised Policy and Regulations B-132 “Career Education”.

9. STUDENTS

9.1 Policy C-329 - International Field Trips – Scott Stinson (page 149)

10. FOUNDATIONS & GOVERNANCE

10.1 Board Work Plan 90 Day Outlook – Ravi Parmar (page 150)

10.2 Na'tsa'maht Education Committee Meeting of April 20, 2022 – Dianna Seaton (page 151)

10.3 Changing Board Meetings – Margot Swinburnson (page 153)

10.4 Report on Trustee/Student Forum – Ravi Parmar/Scott Stinson (page 155)

10.5 BCSTA AGM – Allison Watson

10.6 Framework for Enhancing Student Learning Peer Review Report – Scott Stinson (page 184)

11. ADMINISTRATION

11.1 Superintendent's Report – Scott Stinson (page 190)

12. PERSONNEL

13. UPCOMING EVENTS

14. FUTURE ITEMS

15. QUESTION PERIOD

Members of the public have the opportunity to ask questions related to agenda items discussed at tonight's meeting using the QA function in MS Teams. Individuals must identify themselves and ask questions directed to the Chair. Members of the media can direct their questions to the Manager, Communications for response following the meeting.

16. ADJOURNMENT



MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
LIVE MS Teams Event
March 15, 2022 – 7:00 p.m.

TRUSTEES: Ravi Parmar, Board Chair Bob Beckett, Vice-Chair
 Bob Phillips Margot Swinburnson
 Allison Watson Dianna Seaton
 Wendy Hobbs

STAFF: Scott Stinson, Superintendent
 Harold Cull, Secretary-Treasurer
 Stephanie Hedley-Smith, Associate Superintendent
 Paul Block, Associate Superintendent
 Dave Strange, Associate Superintendent
 Dan Haley, Executive Director, HR
 Farzaan Nusserwanji, Executive Director, IT
 Steve Tonnesen, Manager IT Operations
 Sue Grundy, Manager Executive Operations

GUESTS:

SECRETARY: Kristina Ross

1. CALL TO ORDER

The meeting was called to order at 7:04 p.m. by the Board Chair. Ravi Parmar acknowledged the traditional territories of the First Nations.

2. AGENDA

2.1 Call for amendments and additional items

47. MOVED Dianna Seaton/Margot Swinburnson
 That the Board of Education of School District 62 (Sooke) adopt the agenda of March 15, 2022 as presented.
 CARRIED

3. MINUTES

3.1 Call for amendments to minutes

48. MOVED Dianna Seaton/Margot Swinburnson
 That the Board of Education of School District 62 (Sooke) adopt the minutes of the February 22, 2022 meeting as presented.

CARRIED

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS**4.1 Board Chair Update**

The Board of Education joins the Prime Minister and Allied Nations in deploring Russia's invasion of Ukraine. The Board of Education stands with Ukraine, its people, and the Ukrainian Canadian community in Canada.

The Board Chair spoke of the recent changes from the Public Health Officer to COVID-19 guidelines, the need to resume in person Board and Committee meetings, the recent Trustee/Student Forum, and wished all staff, students and the community a safe and restful Spring Break.

5. EDUCATIONAL PRESENTATIONS**5.1 Take a Hike Program – Jim Lamond**

Jim Lamond, District Principal Pathways and Choice provided a presentation to the Board of Education on the Take a Hike Program which will begin in September 2022. Take a Hike is a full-time mental health and well-being program empowering vulnerable youth to unlock their full potential and achieve success. Partnering with SD 62, Take a Hike uses the outdoors and adventure to engage youth in experiential learning, intentional clinical counselling, and community.

49. MOVED Bob Phillips/Allison Watson

The Board of Education of School District 62 (Sooke) acknowledge and endorse the implementation of the Take a Hike program in the 2022/2023 school year.

CARRIED

6. CORRESPONDENCE & DELEGATIONS**6.1 Correspondence:**

a. Letter from the Sooke Teachers' Association, dated February 28, 2022 RE: Sooke District K-12 Teachers Stress Adaption and Thriving Study: Response.

50. MOVED Margot Swinburnson/Dianna Seaton

That the Board of Education of School District 62 (Sooke) receive the letter from the Sooke Teachers' Association, dated February 28, 2022 RE: Sooke District K12 Teachers Stress Adaption and Thriving Study: Response and direct the Superintendent to convey the Board's position to the researchers.

CARRIED

The Board Chair indicated that he was disappointed in the tone and content of the letter, and that the Board of Education and the District Leadership Team do not share the same sentiment. The Board of Education thanked those who were involved in the study and looks forward to working with Royal Roads University again in the future.

6.2 Standing Delegations (STA, CUPE, PVP, SPEAC) – 5 minutes each**STA – Rita Zeni**

Rita Zeni thanked the Board of Education for its opening remarks. She indicated that her membership have increasing concerns regarding student violence in schools, the management of student behaviours, and the lack of appropriate safety plans, which are leading to staff feeling unsupported and unsafe at work. She referred to the Schools' Codes of Conduct that do not specifically list consequences to bad behaviour, and took exception to the removal of the old language.

CUPE – Amber Leonard

Amber Leonard acknowledged the District staff, and students for their hard work this school year and hoped that everyone would have a restful Spring Break. She noted that Facilities staff would be working throughout the Spring Break and thanked them. In addition, she noted the change to public health orders, and asked the Board of Education to reconsider its vaccine procedure.

PVP – Donna Sagodi

Donna Sagodi indicated that staff and students are looking forward to Spring Break. Royal Bay Secondary School held its first live theatre production in two years with the premiere of Pippin. Belmont Secondary School students participated in the South Island Skills Canada Regional Championship which included electrical wiring, welding and hairdressing. Several students received medal placements. Millstream Elementary School's gardening program is underway, Ruth King Elementary School's skipping program has begun, and a Crystal View student placed first in Langford and South Island Remembrance Day Poster Contest.

SPEAC – Melissa Da Silva

Melissa Da Silva indicated that the next SPEAC meeting will occur on April 20, 2022. SPEAC continues to host learning sessions for parents and families, with the next session on Diversity, Equity and Inclusion occurring on April 11, 2022. Further topics for learning sessions include Sexual Orientation and Gender Identity (SOGI). SPEAC encouraged families to participate in the District's Thought Exchange on Transportation, and wished all staff, students and families a relaxing Spring Break.

7. FINANCE, FACILITIES AND SERVICES**7.1 Report on the Resources Committee – Meeting held on March 8, 2022**

Trustee Beckett provided the Board of Education with an overview of the Resources Committee Meeting.

51. MOVED Bob Beckett/Dianna Seaton
That the Board of Education of School District 62 (Sooke) approve the proposed 22/23 school fees as presented at the March 8, 2022 Resources Committee Meeting.
CARRIED
52. MOVED Bob Beckett/Bob Phillips
That the Board of Education of School District 62 (Sooke) approve the current transportation safety fee of \$25/rider and a late registration fee of \$100/family for the 22/23 school year.
CARRIED
53. MOVED Bob Beckett/Dianna Seaton
That the Board of Education of School District 62 (Sooke) approve the proposed 22/23 academy fees as presented at the March 8, 2022 Resources Committee Meeting.
CARRIED
54. MOVED Bob Beckett/Allison Watson
That the Board of Education of School District 62 (Sooke) approve the proposed Summer 2022 Program Fees and the 23/24 International Student Program Fees as presented at the March 8, 2022 Resources Committee Meeting.
CARRIED
55. MOVED Bob Beckett/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) approve in principle the District's Annual Facility Grant (AFG) Plan for the 22/23 fiscal year as submitted to the Resources Committee on March 8, 2022.
CARRIED

56. **MOVED** Bob Beckett/Bob Phillips
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of March 8, 2022.
CARRIED

7.2 Ministry of Education Budget Instructions Fiscal Year 22/23 – Harold Cull

Harold Cull provided an overview on the direction from the Ministry of Education regarding budget 22/23, and its funding formula for the District based on enrolment estimates. It was noted that there were no changes to the grant or formula, or transportation allowances, even as gas prices increase, and the District continues to grow.

8. EDUCATION PROGRAM

8.1 Report on the Education Policy Committee – Meeting held on March 1, 2022

Trustee Watson provided the Board of Education with an overview of the Education Policy Committee Meeting.

57. **MOVED** Allison Watson/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) receive the 2022-23 School Codes of Conduct as presented at the March 1, 2022 Education-Policy Meeting.
CARRIED

58. **MOVED** Allison Watson/Dianna Seaton
That the Board of Education of School District 62 (Sooke) receive the report from the Education Policy Committee meeting of March 1, 2022.
CARRIED

8.2 School Calendars for 2022-23, 2023-24, and 2024-25 – Scott Stinson

Stephanie Hedley-Smith provided an overview to the Board of Education.

59. **MOVED** Allison Watson/Dianna Seaton
That the Board of Education of School District 62 (Sooke) approve the three-year school calendar for 2022-23, 2023-24, and 2024-25.
CARRIED

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

10.1 Board Work Plan 90 Day Outlook – Ravi Parmar

The Board Chair provided a review of the next 90-day work plan.

10.2 Na'tsa'maht Education Committee - Meeting held on February 23, 2022

Dianna Seaton provided the Board of Education with an overview of the Na'tsa'maht Education Committee Meeting. Highlights included a new Royal Roads University Westshore Initiative, which will help support students transition from high school to university, a presentation from Darren Russell and Karen DeCicco on the SD 62 new schools, and the upcoming Na'tsa'maht Enhancement Agreement Consultation Process.

10.3 BCSTA Climate Change Survey – Harold Cull

Harold Cull provided an overview on the BCSTA Climate Change Survey and provided some specific District details regarding usage.

60. MOVED Bob Phillips/Dianna Seaton
That the Board of Education of School District 62 (Sooke) direct staff to complete the BCSTA Climate Action Survey by April 8, 2022.
CARRIED

11. ADMINISTRATION

11.1 Superintendent's Report – Scott Stinson

Scott Stinson provided an update to the Board of Education on the upcoming secondary graduation celebrations, commencements and proms, in addition recognizing the Director of Human Resources, Dan Haley, for his efforts in the Local Bargaining process which just concluded with the Sooke Teachers' Association and will begin with CUPE 459. In addition, he congratulated SD 62 students who were featured in the Principals and Vice-Principals delegation made by Donna Sagodi.

12. PERSONNEL

13. UPCOMING EVENTS

- 21 March – 1 April 2022 - Spring Break
- 4 April 2022 – Return to School
- 5 April 2022 – Education-Policy Committee Meeting
- 12 April 2022 – Resources Committee Meeting
- 26 April 2022 – Public Board Meeting

14. FUTURE ITEMS

15. QUESTION PERIOD

Members of the public have the opportunity to ask questions related to agenda items. All media questions can be directed to the Manager, Communications for follow-up and response.

16. ADJOURNMENT

The meeting was adjourned at 9:20 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer

Growing Food Promoting Health

Matthew Kemshaw

EMCS Society Garden Coordinator



Garden Coordination 3 Days/Week

Mondays at EMCS / Wednesdays at Westshore
Alternating Thursdays at Royal Bay and Belmont



SHORT TERM GOALS

Engage vulnerable students

- Create school specific strategies and action plans.

Bring gardens into the school more

- Tend productive food gardens.
- Support harvest and use of garden.

Increase diversity of school gardens

- Work with community elders to plan plantings of more culturally important indigenous plants.
- Plan vegetable gardens to highlight diverse cuisines and cultures.

Support infrastructure development

- Work with school and community to support garden building and infrastructure development.

Secure long-term sustainability of role

- Evaluate and report on impact of work.
- Seek additional funding and support.



EMCS

Garden expansion

- To include a TOPSOIL "micro-farm" site (donated by LifeCycles) and large Indigenous plant garden.

Culinary program integration

- Regular harvests of 2-4 bus bins per week March-October.
- Indoor grow light producing herbs.

Food for everyone

- Regular pick up of perishable product to support school meal programs.

EMCS Seed Library

- Distributing seeds (and plants) to students and staff.

Supporting Innovative Education

- Eco Academy program development





WESTSHORE

Indigenous plant garden

- Increasing diversity and educational relevance

Colwood Elementary

- Regular visits from Elementary classes

Student leadership and learning

- Students stepping up to apply for grants
- Garden being used to support student evaluation and learning

Sharing food

- Spring and fall produce bags sent home with students





ROYAL BAY

Garden building

- TOPSOIL "micro-farm" site (donated by LifeCycles)
- 60 yards of soil and a 4 zone automated drip irrigation system
- Large Indigenous plant garden

Culinary program integration

- Regular harvests of 2 bus bins bi-weekly

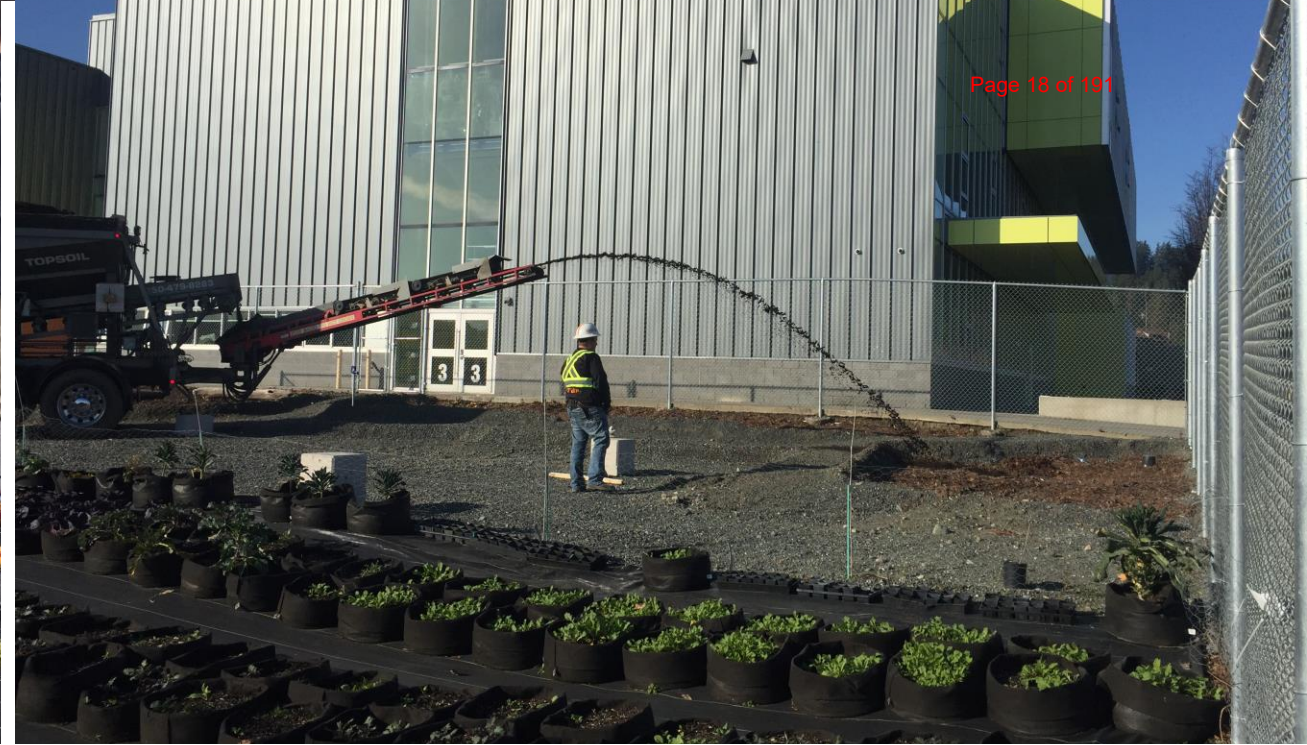
Supporting innovative education

- Garden prep time given to lead teacher

Challenges

- From gravel parking lot to secret garden





BELMONT

Indigenous plant garden

- Expand space for native plants and create gathering area.

Food studies focus

- 4 classes per day, every visit.

Hillside restoration

- Consulting on broom removal and indigenous species restoration.

Nursery development

- Growing plants and seeds for all the schools in the district.





Summer Work Experience



Let's grow food!

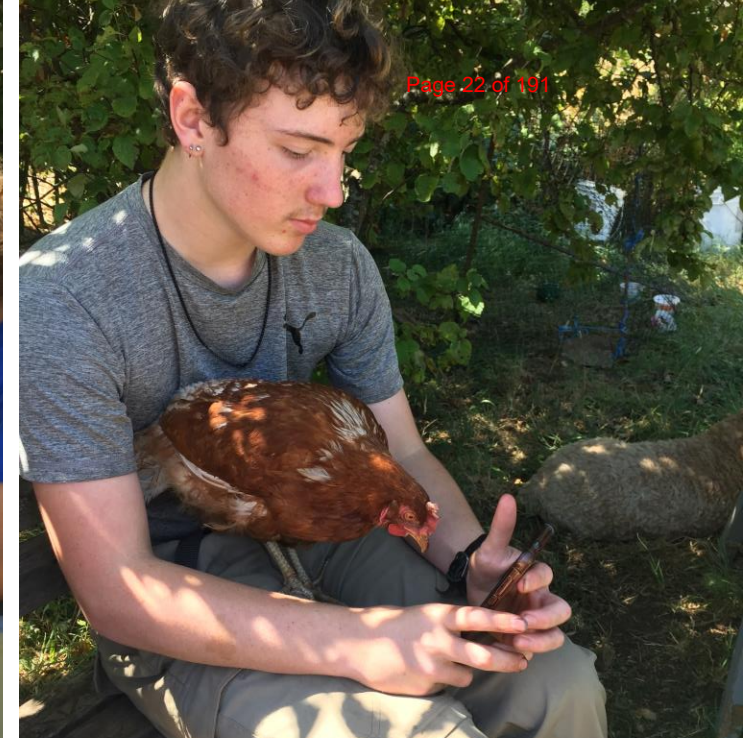
8 Weeks in July + August

Students enrolled in this program will work two days per week at high schools in Langford, Colwood and Sooke. Work will include: caring for vegetable gardens, selling produce at market, installing garden infrastructure, and creating habitat for local wildlife.

Training days will include trips to local farms and food makers.

THIS PROGRAM IS HOSTED BY THE
EMCS SOCIETY





SCHOOL FOOD SERVICES

Summer study complete

- Documenting what's happening in region

Seeking support to design food service pilot

- In partnership with SD62

Further information in package provided in meeting



Kristina Ross

From: Ravi Parmar <rparmar@sd62.bc.ca>
Sent: Saturday, April 9, 2022 9:01 AM
To: Kristina Ross
Cc: Scott Stinson; Harold Cull
Subject: Fwd: Ending racism must include literacy instruction

Correspondence public meeting.

R

Ravi Parmar
Chairperson, Board of Education
School District No. 62 (Sooke)

From: Katherine Tevaarwerk [REDACTED]
Sent: Wednesday, March 30, 2022 9:00:26 AM
To: Trustees <Trustees@sd62.bc.ca>
Subject: Ending racism must include literacy instruction

CAUTION - EXTERNAL SENDER: This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

Dear trustees,

I read this morning that your district chair intends to end racism within your district. I commend your intentions, and I also offer you a means to achieving this.

Achieving equity in society in terms of race will only be possible if you also commit to end illiteracy.

The Ontario Human Rights Commission just published a report called the Right to Read that outlines the changes required in Ontario (and BC) to ensure that students receive equitable literacy instruction.

<https://www.ohrc.on.ca/en/right-to-read-inquiry-report/executive-summary>

Kareem Weaver, a NAACP member, and educator from Oakland, spoke on the equity issue recently, specifically with regards to the reports findings and recommendations. Here is a link to his presentation.

https://www.youtube.com/watch?v=Qu-Aezw9Jjo&list=PLgkRVoDCRQd4hBmIUBX3pKaPkExDg_T3M&index=12

Real change will require not only awareness training, but structural changes to the way students are taught to read, to ensure that all are given equal opportunity to become contributing members of society.

Sincerely,
Katherine Tevaarwerk
Teacher and parent
MEd. Special Education [REDACTED]

Sent from my iPad



Committee Report of Resources Committee Meeting via MS Teams April 12, 2022

Present: Bob Beckett, Trustee (Committee Chair)
 Wendy Hobbs, Trustee (Committee Member)
 Bob Phillips, Trustee (Committee Member)
 Scott Stinson, Superintendent & CEO
 Harold Cull, Secretary-Treasurer
 Windy Beadall, District Principal, Capital Construction
 David Lee-Bonar, Assistant Secretary-Treasurer
 Mhairi Nicolson, Manager, Minor Capital Construction
 Randy Cobb, Manager, Transportation
 Pete Godau, Director, Facilities
 Melissa Da Silva, SPEAC
 Ed Berlando, STA
 Trudy Court, CUPE
 Steve Tonnesen, IT
 Christina Kempenaar, DOHS Committee

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:01 pm by the Committee Chair, Bob Beckett acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated March 8 2022 at it's Public Board Meeting dated March 15, 2022.

3. PRESENTATIONS

3.1 A presentation to the Committee from the District Occupational Health and Safety Committee was made by Christina Kempenaar and Trudy Court.

4. BUSINESS

4.1 22/23 Annual Facilities Grant Project Details – Pete Godau/Mhairi Nicolson

As a follow up to last month's Committee meeting, staff briefed the Resources Committee on the Program and School Based AFG Projects that are supported for the 22/23 School Year. The Committee discussed some of the projects on the list and the importance of this work in keeping our staff and students safe.

4.2 22/23 Operating Budget Development Process – Harold Cull/ David Lee Bonar

Harold Cull and David Lee Bonar provided a Summary of the 22/23 Budget Plan to the Resources Committee. It outlined the initial budget shortfall and the proposed budget plan to address the shortfall. The Committee discussed the proposed plan and supported it going forward to the Board for review and discussion at the April 19th Education Committee of the Whole meeting.

4.3 Transportation Policy Update & Safe Routes – Harold Cull/Randy Cobb

Harold Cull and Randy Cobb provided an overview of the stakeholder engagement process that was conducted regarding Policy and Regulation F-100 Transportation. The Committee also discussed the proposed safe route criteria and some of the challenge the District may face in these routes due to inclement weather. The Committee felt that the full Board should debate the proposed safe route criteria prior to approving.

The list of initial criteria discussed was:

- Sidewalks
- Properly lighted routes
- Walking trails
- Separation of vehicle and pedestrian traffic
- Safe pick up and drop off areas withing a 5 minute walk from schools

Recommended Motion: That the Board of Education of School District 62 (Sooke) review and consider the list of criteria to be used in the development of safe routes starting in the 22/23 school year, as presented at the April 2022 Resources Committee meeting.

4.4 23/24 Capital Plan Submission – Harold Cull/Windy Beadall

Harold Cull and Windy Beadall provided an overview of last year’s Capital Plan submission and the current enrolment challenges. The Committee discussed the space challenges facing the District and the need to work with our municipalities to understand the pace and timing of their development approvals. Partnering with other organizations through the Health Schools, Healthy People regional network was also discussed. Raising awareness of our capital plan challenges and opportunities is essential as the District works through the capital plan approval process.

4 **ADJOURNMENT AND NEXT MEETING DATE:** May 10, 2022

Transportation Policy Update

Resources Committee Meeting – April 12, 2022



Agenda

- 1) Proposed Policy – out for Notice of Motion**
- 2) Feedback Received – Thought Exchange**
- 3) Updated Policy and Regulation – for consideration**
- 4) Operationalizing the Policy**
- 5) Safe Route Criteria**



Notice of Motion

- Notion of Motion was served @ the February 22nd BoE meeting**
- Staff asked to conduct a robust feedback process**
- Thought Exchange was issued for the month of March**
- BoE asked for feedback to be provided to Committees**



The Challenge

Reconciling:

- **Guiding Principle of priority for age of student and distance from catchment school**
- **with**
- **Eligibility that includes out of catchment riders**



Proposed Changes

- 1) Rides for in-catchment students only (English & French)**
- 2) Start Registration Period on March 1 to align with school reg.**
- 3) Route confirmations pending amount of registrations**
- 4) Allow Board to consider fees during annual budget process**

Feedback Received

- **Thought Exchange responses:**
 - 462 participants
 - 671 thoughts
 - 11,296 ratings
- **Key Thoughts:**
 - Don't stop supporting out of catchment riders
 - Don't support revised policy
 - Families need transportation





Revised Changes

- 1) Rides for in-catchment students only (English & French) **or out of catchment when a student is attending an educational program of choice or academy (revert to existing language)**
- 2) Start Registration Period on March 1 to align with school reg.
- 3) Route confirmations pending amount of registrations
- 4) Allow Board to consider fees during annual budget process



Operationalizing Changes

- 1) **Rural and elementary** routes developed first meeting 30/30 target
- 2) Remaining routes developed to serve urban and intermediate students which may fall outside of 30/30
- 3) Route development starts on May 1st regardless of registrations
- 4) Create criteria to be used for Safe Routes and do not provide service in those areas (April Resources)



Safe Route Criteria

- 1) Sidewalks
- 2) Well lit
- 3) Trails
- 4) Separation of vehicle and pedestrians
- 5) Drive to Five sites



Thanks and Questions?



MINUTES
COMMITTEE OF THE WHOLE
PUBLIC MEETING
April 19, 2022 – 6:00 p.m.

TRUSTEES: Ravi Parmar, Board Chair Bob Beckett, Vice-Chair (virtual)
 Bob Phillips Margot Swinburnson
 Allison Watson Dianna Seaton
 Wendy Hobbs

STAFF: Scott Stinson, Superintendent
 Harold Cull, Secretary-Treasurer
 Stephanie Hedley-Smith, Associate Superintendent
 Dave Strange, Associate Superintendent
 Paul Block, Associate Superintendent
 Dan Haley, Executive Director, HR
 Farzaan Nusserwanji, Executive Director, IT
 Steve Tonnesen, Manager IT Operations
 Sue Grundy, Manager Operations
 Kristen McGillivray, Manager, Strategic Communications
 David Lee Bonar, Assistant Secretary-Treasurer

REGRETS:

SECRETARY: Kristina Ross

1. CALL TO ORDER

The meeting was called to order at 6:03 p.m. by the Board Chair. Ravi Parmar acknowledged the traditional territories of the First Nations. The Board Chair acknowledged stakeholders and members of the public participating in the meeting, and reminded media to direct their questions to the Manager of Communications.

2. AGENDA

3. MINUTES

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

5. EDUCATIONAL PRESENTATIONS

5.1 22/23 Budget Plan – Harold Cull

Harold Cull provided an overview of the 22/23 budget development process, the recommended budget plan, and the risks associated for the Board of Education to review and consider at their upcoming Public Board Meeting on April 26.

Furthermore, the budget of \$171, 508, 906 m, includes a \$3.085 m shortfall. The shortfall consists mainly of operating costs needed to open Pexsisen Elementary and Centre Mountain Lellum Middle School, and unfunded inflation.

6. DELEGATIONS

6.1 Standing Delegations (STA, CUPE, PVP, SPEAC)

The partner groups focused on a number of areas in the budget they; included potential cuts to the District Band Program, changes to the Middle School timetable (including ADST), additional classroom supports and early learning intervention, counselling services, class size violations, an increase in childcare spaces and staff and student health and wellness.

7. FINANCE, FACILITIES AND SERVICES

7.1 22/23 Budget Plan Discussion – Harold Cull

The Committee discussed the budget presentation and the challenges of ensuring the budget priorities. The District Band Program will continue to be offered to all middle school students, counselling services will continue to be staffed at 7 FTE over the provincial average, and the District is planning an additional 6-8 new classrooms (6-7 in the Colwood/Langford zone and 1 in the Milnes Landing zone) to handle the estimated growth beyond September 2022. Transportation services will remain constant, additional revenue streams, aging infrastructure, and communication with our municipal partners were points of discussion.

Student voice and choice were discussed in relation to the Band Program, in addition to the financial costs to families. Student program access and equity is supported by the Board of Education, as no student will be denied educational opportunities due to financial hardship.

Staff provided details on the shift of the current Reading Recovery program. Presently, Reading Recovery is in each of the elementary schools as a literacy intervention; however, the number of students who need supplementary literacy intervention exceeds present availability. Literacy support will soon be available K-12 and to a wider student population.

8. ADJOURNMENT

The meeting was adjourned at 8:27 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer

Budget 22/23

Budget Alignment for Student Success (BASS)

Ed Committee of the Whole Meeting – April 19, 2022



Tonight's Program

- 1) Budget Process
- 2) The Numbers & Formula
- 3) Budget Narrative
- 4) Input Received
- 5) Final Shortfall Amount
- 6) Budget Plan
- 7) Risks





Process Flow

**Program
Review**

Partner Input

**Plan
Development**





Process – budget touches





Process: Program Review

Program Review:

- ❑ Review of programs to ensure Alignment, Coherence & Efficacy
- ❑ ~138 recommendations with identified priorities:
 - Recruitment & Onboarding – **recruit and retain staff**
 - Alternative Education / On-Line Learning – **service delivery changes**
 - Literacy Supports – **broader early intervention**
 - Additional Payroll and IT support – **necessary to support growth**

For those keeping score at home....

- \$171.509 m bylaw amount
- \$3.085 m shortfall
- 445 student FTE growth
- 1.75% projected reserve

21/22 +/- Program Review +/- Pressures = 22/23





Numbers & Formula

Annual Budget Bylaw:

~~20/21: \$149,007,559~~

~~21/22: \$166,788,703~~

22/23: \$171,508,906





Budget Alignment for Student Success (BASS)

- ✓ Modest realignment of resources to better support Strat Plan and student success
- ✓ Manageable shortfall due to new schools & inflation
- ✓ Shortfall to be addressed thru structural proposals & reserve
- ✓ 2nd phase of Program Review in 22/23 to resolve on-going inflation



Budget Alignment for Student Success (BASS)

- ✓ Our growth absorbs the majority of costs pressures
- ✓ Absorbing prevents us from growing @ same pace
- ✓ More with the same amount of dough
- ✓ Review may not find savings but will confirm the “Right Spend”





Input Received

Partner & Student Input:

- Additional classroom supports
- Early learning intervention
- Health & Safety for students & staff (mental and physical)
- Additional hours and pay equity

We heard **U**





Final Shortfall Amount



Now that the budget instructions have been received and direct costs identified.....

- The budgeted shortfall is **\$3.085 m** largely due to:
 - Incremental costs to open Pexsisen and Centre Mountain Lellum
 - Inflationary pressures not supported by the funding formula
- Remaining pressures, including Program Review, funded by growth



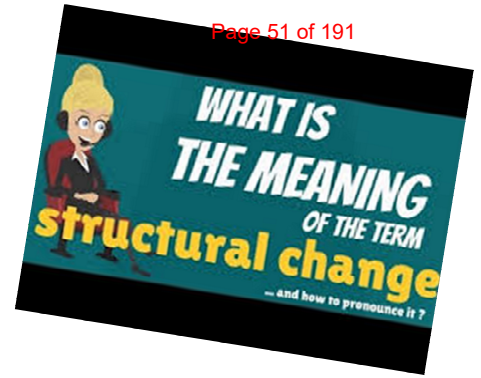
Based on feedback rec'd and local knowledge, here is the Plan we are considering proposing to the BoE:

A combination of:

- 1) Structural Proposals to solve the shortfall now - **\$2.122 m or 70%****
- 2) Financial Reserve to address short term challenges and buy time for 2nd phase of Program Review - **\$.963 m or 30%****



Budget Plan - structural



Highlights of the structural proposals:

- Reallocation of teacher staffing – growth of 25.50 FTEs instead of 30.75 FTEs
- Fund Excluded salary increases (if BCPSEA approves) thru growth/financial reserve
- Estimate an additional 100 standard FTEs in September (revised total 12,106)
- Greater reliance on supplemental funding for IES student growth
- Maintain existing amount of bus routes
- General reduction in services, supplies and utilities across departments
- Increase in rental rates



Highlights of the financial reserve proposals:

- ❑ International Program enrolment shortfall (expected to fully rebound in 23/24)
- ❑ Financial Reserve funding to buy time for 2nd phase of Program Review

With any budget, there are risks:

- Enrolment growth
- Inflation
- Pandemic costs
- Salary Differential
- Capital Cost Share requirements



Thanks & now back to the Chair....

Board Info Note
Public Board Meeting
April 26, 2022
Agenda Item: 7.3 – 22/23 Annual Budget Bylaw

Background

- The District has been working through the 22/23 Budget Development process since the middle of February and staff have now drafted a recommended plan for the Board to consider tonight and on May 24th
- The attached Annual Budget Bylaw and Ministry template were part of the package and discussion held on April 19th at the Board’s Education Committee of the Whole (ECOW).
- As no formal direction was received from the Board at the ECOW meeting, staff are asking the Board to review and debate the budget plan presented prior to considering the 1st reading of the bylaw at their meeting tonight.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 62 (SOOKE) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2022/2023 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 62 (Sooke) Annual Budget Bylaw for fiscal year 2022/2023.
3. The attached Statement 2 showing the estimated revenue and expense for the 2022/2023 fiscal year and the total budget bylaw amount of \$171,508,906 for the 2022/2023 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2022/2023.

READ A FIRST TIME THE 26th DAY OF APRIL, 2022;

READ A SECOND TIME THE 24th DAY OF MAY, 2022;

READ A THIRD TIME, PASSED AND ADOPTED THE 24th DAY OF MAY, 2022;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 62 (Sooke) Annual Budget Bylaw 2022/2023, adopted by the Board the 24th DAY OF MAY, 2022.

Secretary Treasurer

Initial Budget Shortfall

Initial Budgeted Revenues/Expenditures	Amount	Comments/Details
Total Enrolment Driven Revenue Increase	2.423	Increase of 345 standard FTEs
Operating Grant Supplement Increase	0.166	Includes salary differential/geographical index
Structural Surplus from 21/22	1.000	Resulting from increased enrolment in 21/22
International Program Enrolment	(0.373)	Considered one-time as pandemic impacts lessen
Rental Revenue increases	0.100	NLC space coming on-line @ Pexsise <u>n</u>
Total Budgeted Revenue Increases	3.316	
Direct Enrolment Costs		
Additional teachers (net of CEF)	2.318	27 teachers (enroll & non-enroll)
Additional ToC costs related to growth	0.162	12 days for each additional teacher (27)
Additional Bus Route	0.075	To maintain same ratio of FTEs to routes
Various incremental enrolment driven costs	0.100	Lunchtime supervisors, school supplies, etc.
Addition VP at Journey	0.145	To maintain ratio as other middle schools; net of teacher savings
Pexsise <u>n</u> and Centre Mountain Lellum	1.489	Admin, clerical, custodial related to new buildings
Unfunded inflationary costs	1.555	Teacher and excluded increments; pay equity; legal; EFAP
Pressures on existing budgets	0.072	Communications; pest management; intake clerk
Program Review Initiatives	0.485	Year 1 for blended learning, core ed, recruitment
Total Budgeted Expenditure Increases	6.401	
Initial Budget Shortfall to Solve	(3.085)	

Proposed Budget Plan to Address Shortfall

Structural/Financial Reserve Proposals	Amount	Comments/Details
Structural Proposals		
Teacher FTE reallocation - 5.25 FTEs	0.558	Reallocation of total teacher FTEs throughout the system (30/25)
Excluded salary increases	0.350	Funds would be from enrolment/reserve if approved by BCPSEA
Additional Enrolment increase	0.311	Assumes additional 100 FTEs to a total of 12,106 FTEs
IES Dept. Replacement staff	0.203	Reduce replacement budget by paying TTOCS @ EA rate
Additional supplemental funding for SEFs (3)	0.120	Use supplemental funding instead of operating funding
Additional supplemental funding for EAs (2)	0.080	Use supplemental funding instead of operating funding
Psychology intern	0.060	Defer intern position to 23/24 year pending available funding
Curriculum Staffing - .5 FTE	0.053	Reduction of .5 FTE Curriculum Coordinator
Transportation Route	0.075	Do not add route to maintain existing ratio
Services, Supplies & Utilities reductions	0.297	Spread across departments (not schools)
Increase in rental rates	0.015	Childcare and other user group rental rate increases
Total Structural Proposals	2.122	
Financial Reserve Proposals		
International Program Enrolment	0.373	Pressure considered one-time as pandemic impacts lessen
Financial Reserve Funding	0.590	Projected financial reserve as at June 30, 2023 = 1.75%
Total Financial Reserve Proposals	0.963	
Remaining Budget Shortfall	0.000	



2022/23 ANNUAL BUDGET NARRATIVE

April 2022



This budget narrative document for School District #62 (Sooke) is meant to provide a high-level overview of the financial plan required to deliver on the goals and objectives of the District's Strategic Plan. The Board of Education has defined the strategic direction for the District and also has the responsibility to resource the work required to meet the desired outcomes found in the Strategic Plan. This document reflects the necessary revenue required to fund the District's operations and how the expenditures are expected to be made.

THE SCHOOL DISTRICT

The District has approximately 12,000 students and serves the communities of Sooke, Port Renfrew, Metchosin, Highlands, Langford and Colwood. Surrounded by forests, ocean, mountains and lakes, we are located a short distance from Victoria, the capital city of the province of British Columbia. The District is one of the fastest growing school districts in the province.

The governing body of the School District is a Board of Education of seven school trustees who are each elected for a four-year term. The day-to-day matters are managed by the administrative staff of the School District, headed by the Superintendent of Schools and Chief Executive Officer.

Our Vision

We honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community.

Our Values

– Relationships – Choice – Respect – Integrity – Trust – Safety – Diversity - Equity

EXECUTIVE SUMMARY

As discussed, during last year's budget development process, the District undertook a detailed review of its programs (Program Review). The intent of the Program Review was to ensure alignment, coherence and efficacy with the Strategic Plan. As a result, this year's budget process focused on ensuring strong alignment of resources to services required to deliver on the goals and objectives of the Board's Strategic Plan.

Similar to recent years, the District is estimating a modest shortfall (1.74%) due to unfunded inflation and the operational cost of opening two new schools. The process included feedback from our partners, stakeholders and leadership team in developing a plan for the Board to consider that addresses the estimated shortfall.

To ensure student success, this plan has a balanced approach that includes structural changes and limited use of the financial reserve to minimize the impact on programs and services.

In the 22/23 school year, staff will jump into the second phase of the Program Review to address the unfunded inflationary costs that has eroded away our purchasing power. This Review will consist of looking at potential additional revenue streams and the efficacy of the existing expenditures in the District.

The following Budget Narrative provides the story behind the financial plan and health of the District.

BUDGET DEVELOPMENT PROCESS

School Boards are required by the School Act to adopt two budgets each fiscal year:

- A preliminary or “annual” budget is adopted by June 30th for the subsequent fiscal year based on forecasted enrolment and revenues; and
- An amended budget is adopted by the end of February within the fiscal year reflecting actual fall enrolment and funding.

At their January 2022 meeting, the Board approved the following budget principles and assumptions for staff to use in the budget development process for the 2022/23 budget:

Budget Principles

- 1) Budget decisions will be based on the existing Strategic Plan goals;
- 2) Input from the District partners and Leadership Team will help shape 22/23 funding levels; and
- 3) The annual budget process will be informed by the multi-year budget estimates on a 3-year rolling cycle.

Budget Assumptions

- 1) The District will open the 22/23 school year with the same health and safety protocols as were in place for the 21/22 school year;
- 2) No additional pandemic funding will be provided by the federal or provincial governments;
- 3) The provincial funding formula will remain the same and be based on per full-time equivalent (FTE) funding; and
- 4) Domestic enrolment will continue to grow and international enrolment will approach the pre-pandemic levels.

Similar to prior years, the District started the annual budget development process in mid-February when enrolment projections for the coming fall are due to the Ministry. Staff consulted with the District's partners and developed a list of priorities that will remain the focus of our financial plan. The process focused on increasing the partner and stakeholder touch points on the budget with the strategic plan as the guiding document. The budget priorities that emerged through these touch points were identified as:

Budget Priorities

Partners

- Additional classroom supports
- More learning and integrated supports especially at the elementary level
- Mental health and counselling support
- Full time hours and pay equity
- Health and safety for staff and students

Students

- Raising awareness of mental health and wellness supports for students
- Early intervention
- Better balance of clinical counselling vs. career counselling at secondary

Community

- A Thought Exchange has been issued and initial results will be provided at the meeting with a deeper report out at the April and May Board meetings

Budget Pressures Identified

During the budget development process, several funding pressures were identified in the amount of \$3.085 million. These pressures stem largely from unfunded inflation (\$1.5 million) and the opening of Pexsisen Elementary and Centre Mountain Lellum Middle School (\$1.5 million total).

The following table (values presented in millions of dollars) provides details of the estimated revenues and expenditures leading to the \$3.085 million pressure:

Initial Budgeted Revenues/Expenditures	Amount	Comments/Details
Total Enrolment Driven Revenue Increase	2.423	Increase of 345 standard FTEs
Operating Grant Supplement Increase	0.166	Includes salary differential/geographical index
Structural Surplus from 21/22	1.000	Resulting from increased enrolment in 21/22
International Program Enrolment	(0.373)	Considered one-time as pandemic impacts lessen
Rental Revenue increases	0.100	NLC space coming on-line @ Pexsisen
Total Budgeted Revenue Increases	3.316	
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Pressures on existing budgets	0.072	Communications; pest management; intake clerk
Program Review Initiatives	0.485	Year 1 for blended learning, core ed, recruitment
Total Budgeted Expenditure Increases	6.401	
Initial Budget Shortfall to Solve	(3.085)	

Based on the budget principles and assumptions approved by the Board and the budget priorities identified by the partner and stakeholder groups, the Executive developed a budget plan for the Board to consider. Staff did their best to identify enough structural options to address the structural pressures but given the limitations on the above noted principles and priorities, a total amount of \$0.590 million of the structural pressure remains to be addressed in future budget years.

The following table (values presented in millions of dollars) reflects the plan:

Structural/Financial Reserve Proposals	Amount	Comments/Details
Structural Proposals		
Teacher FTE reallocation - 5.25 FTEs	0.558	Reallocation of total teacher FTEs throughout the system (30/25)
Excluded salary increases	0.350	Funds would be from enrolment/reserve if approved by BCPSEA
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Financial Reserve Proposals		
International Program Enrolment	0.373	Pressure considered one-time as pandemic impacts lessen
Financial Reserve Funding	0.590	Projected financial reserve as at June 30, 2023 = 1.75%
Total Financial Reserve Proposals	0.963	
Remaining Budget Shortfall	0.000	

Given the uncertainty as to when the International Program may return to pre-pandemic enrolment, the District's plan is not only with consideration of the coming fiscal year but over the next several years. The budgeted expenditures assume that if not in 2022/23, the program may rebound in 2023/24. As such, it is important that the infrastructure of the program is maintained to support the program should that normalcy return in the near future.

To maintain existing infrastructure and program services elsewhere in the District, the District will use the financial reserve to accommodate the anticipated loss in net revenues from the International Program

The following table provides detail of the shortfall of \$0.373 million from the structural budget of the Program:

	A	B	C = A-B
	ANNUAL BUDGET	STRUCTURAL BUDGET	INCREASE / (DECREASE)
	FY23	FY22	FY23
INTERNATIONAL TUITION REVENUES	\$ 6,789,749	\$ 6,602,900	\$ 186,849
INTERNATIONAL PROGRAM EXPENSES	\$ 5,545,639	\$ 4,986,290	\$ 559,349
NET REVENUE / (EXPENSE)	\$ 1,244,110	\$ 1,616,610	\$ (372,500)

STATEMENT OF OPERATIONS AND BUDGET BYLAW

The total budget bylaw amount is presented at the end of the Statement of Operations (Statement 2).

The Statement of Operations consolidates all revenues and expenses by function reported for the Operating (Schedule 2), Special Purpose (Schedule 3) and Capital funds (Schedule 4).

The following table shows an increase of \$4.5 million from the prior year's budget bylaw for a total of \$171.5 million in 2022/23:

Statement 2	STATEMENT OF OPERATIONS		
	TOTAL		
	2022-23	2021-22	
	Annual	Amended	Incr / (Decr)
	\$	\$	\$
Operating - Total Expense	137,268,912	131,606,275	5,662,637
Operating - Tangible Capital Assets Purchased	0	171,305	(171,305)
Special Purpose Funds - Total Expense	22,823,740	24,567,858	(1,744,118)
Capital Fund - Total Expense	11,416,254	10,614,570	801,684
Total Budget Bylaw Amount	171,508,906	166,960,008	4,548,898

The Operating Fund is where the majority of the Districts operations are reported. As this will be of particular concern to the users of the financial statements, considerable focus and analysis is provided on the Operating Fund.

OPERATING FUND

The Operating Fund is comprised of four components: revenues, expenses, tangible capital assets purchased, and prior year surplus appropriation. The summary schedule for the Operating Fund can be found in Schedule 2.

REVENUES

The summary schedule for the District operating revenues can be found in Schedule 2A – the Schedule of Operating Revenue by Source.

The most significant District operating revenues are generated from three sources: the operating grant, international tuition, and other Ministry of Education grants.

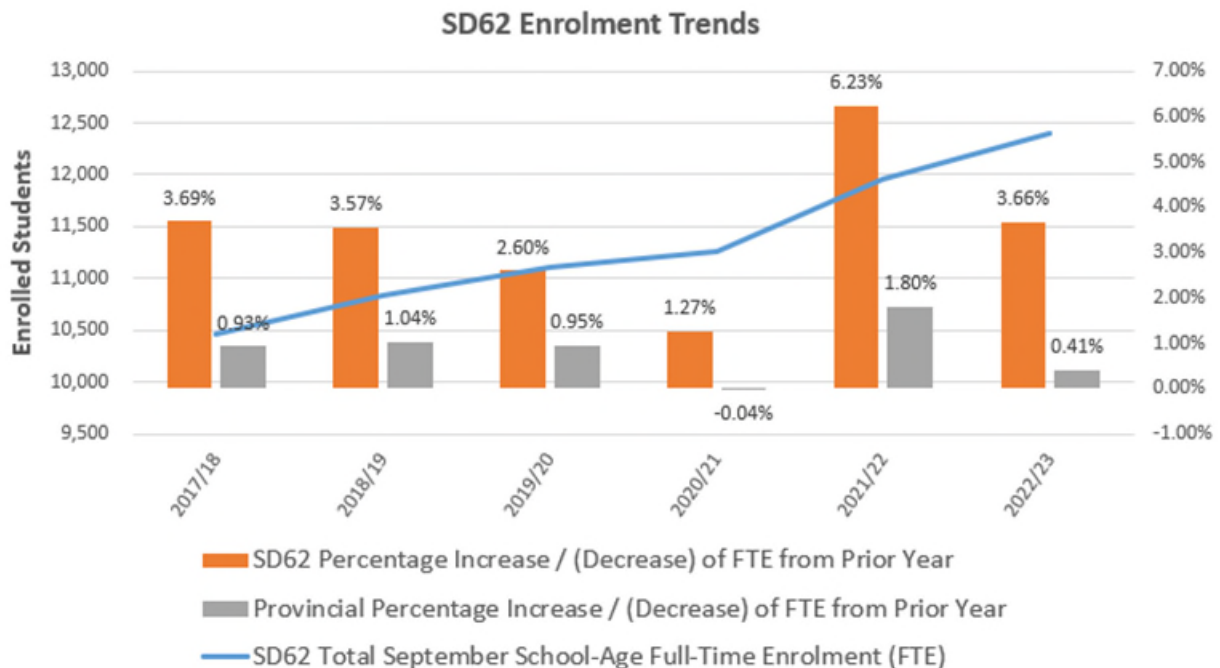
	ANNUAL BUDGET FY23	AMENDED BUDGET FY22	INCREASE / (DECREASE) FY23	INCREASE / (DECREASE) % FY23
	A	B	C = A-B	D = C/B
OPERATING REVENUES (in \$ thousands)				
MOE OPERATING GRANTS	126,837	121,144	5,693	5%
OTHER PROVINCIAL FUNDING	1,341	1,341	-	-
NET LEA FUNDING	-	-	-	-
CONTINUING ED TUITION	110	110	-	-
INTERNATIONAL TUITION	6,790	6,603	187	3%
MISCELLANEOUS	371	421	(50)	(12%)
RENTALS AND LEASES	503	389	114	29%
INVESTMENT INCOME	354	354	-	-
TOTAL OPERATING REVENUES	136,306	130,361	5,944	5%

Budgeted operating revenues are increasing by \$5.944 million largely due to a \$5.693 million increase in the operating grant.

Operating Grant

The Funding Allocation System allocates the General Operating Grants using individual district enrolments and specific factors that apply to each school district.

The District saw an enrolment increase of 6.2% in 2021/22 as the District returned to full-time in-class instruction. The District is projecting enrolment growth of 445 full-time equivalent (FTE), resulting in a total of 12,106 FTE standard school-age enrolment. This growth is similar to the pre-pandemic growth rates with an increase of 3.66% as highlighted in the graph below:



The Ministry of Education announced operating grant funding rates for 2022/23 on March 11, 2022. The funding rates are unchanged from the prior year which highlights that the ongoing inflationary costs are unfunded through the funding formula.

EXPENDITURES

The summary schedule for the District operating expenditures (both expenses and tangible capital assets purchased) can be found in Schedule 2. The total operating expenditures budgeted for 2022/23 is an increase of \$5.491 million over 2021/22.

	ANNUAL BUDGET FY23	AMENDED BUDGET FY22	INCREASE / (DECREASE) FY23	INCREASE / (DECREASE) % FY23
	A	B	C = A-B	D = C/B
OPERATING EXPENDITURES (in \$ thousands)				
TOTAL EXPENSE	137,269	131,606	5,663	4%
TANGIBLE CAPITAL ASSETS PURCHASED	-	171	(171)	(100%)
TOTAL OPERATING EXPENDITURES	137,269	131,778	5,491	4%

The \$5.491 million increase is due to unfunded inflationary pressures, the operating costs associated with the opening of Pexsisen Elementary and Centre Mountain Lellum Middle School, and the costs associated with providing services to an increase in 445 additional students.

The summary schedule for the District operating expenses can be found in Schedule 2B (the Schedule of Operating Expense by Object) and Schedule 2C (the Schedule of Operating Expense by Function, Program and Object).

The provincial averages are taken from data available to the public on the Ministry of Education financial reporting website. At the time of issuance of this report, the provincial budgets for fiscal 2022/23 were not yet available, as such the amended provincial budgets for fiscal 2021/2022 were used for comparative purposes.

Expenses by Type (Object)

The District's spending allocations by object are in line with provincial averages - with 89.6% of its expenses on salaries and benefits and 10.4% on services and supplies.

The chart below further details spending allocations for the District in the year compared to provincial averages.

2021/22 EXPENSES BY OBJECT



- TEACHER SALARIES (SD62=38.5%; Prov=42.3%)
- PVP SALARIES (SD62=6.8%; Prov=5.7%)
- EA SALARIES (SD62=9.2%; Prov=8.2%)
- SUPPORT STAFF SALARIES (SD62=9.9%; Prov=9.0%)
- OTHER PROF. SALARIES (SD62=3.6%; Prov=2.8%)
- SUBSTITUTE SALARIES (SD62=4.0%; Prov=3.4%)
- EMPLOYEE BENEFITS (SD62=17.6%; Prov=17.2%)
- TOTAL SERVICES AND SUPPLIES (SD62=10.4%; Prov=11.4%)

	ANNUAL BUDGET FY23	AMENDED BUDGET FY22	INCREASE / (DECREASE) FY23	INCREASE / (DECREASE) % FY23
	A	B	C = A-B	D = C/B
EXPENSES BY OBJECT (in \$ thousands)				
SALARIES				
TEACHERS	52,870	50,731	2,138	4%
PRINCIPALS AND VICE PRINCIPALS	9,366	8,648	718	8%
EDUCATIONAL ASSISTANTS	12,648	10,979	1,669	15%
SUPPORT STAFF	13,534	12,837	697	5%
OTHER PROFESSIONALS	4,929	4,726	203	4%
SUBSTITUTES	5,445	5,626	(181)	(3%)
TOTAL SALARIES	98,793	93,548	5,244	6%
EMPLOYEE BENEFITS	24,185	22,822	1,363	6%
SERVICES AND SUPPLIES	14,292	15,236	(944)	(6%)
TOTAL OPERATING EXPENSES	137,269	131,606	5,663	4%
TANGIBLE CAPITAL ASSET PURCHASES	-	171	(171)	(100%)
TOTAL OPERATING BUDGETED EXPENDITURES	137,269	131,778	5,491	4%

The \$6.607 million increase in salaries and benefits is largely due to more teachers and educational assistants to accommodate the anticipated student enrolment growth.

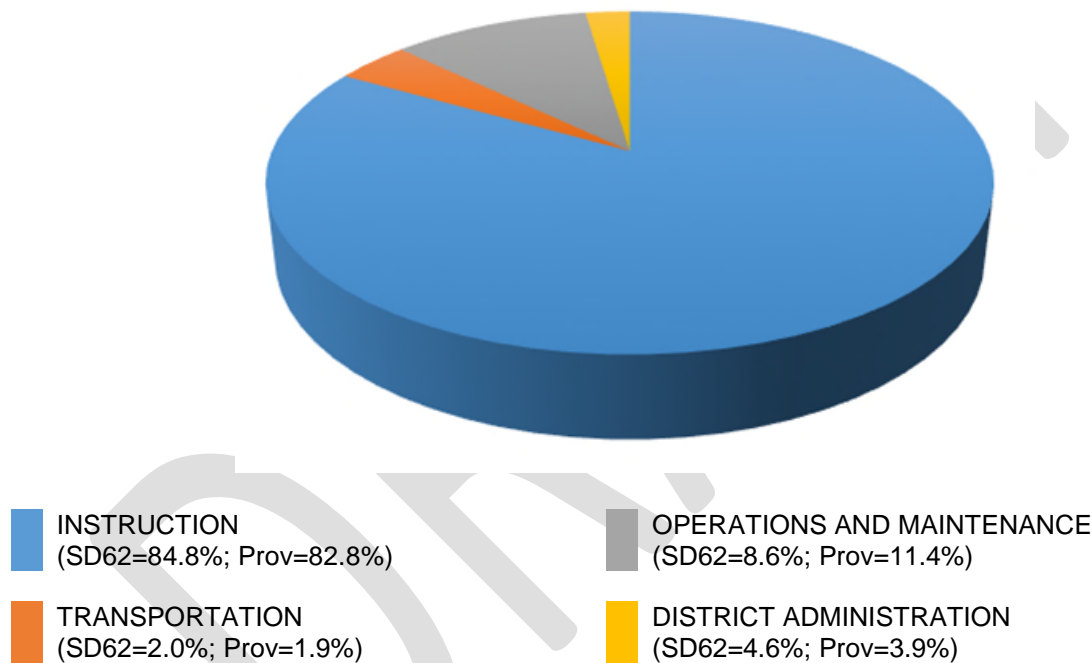
Expenses by Function

The District's expenditures can be categorized by the following functions: Instruction; District Administration; Operations and Maintenance; and Transportation. The functions are defined as follows:

- The **Instruction** function incorporates all programs related to the instruction of students.
- The **District Administration** function incorporates the cost of all programs related to district governance and district administration of educational, business, human resource and labour relations activities.
- The **Operations and Maintenance** function incorporates all programs related to the district's responsibility for the operation, maintenance and safety of sites, buildings, and equipment.
- The **Transportation** function incorporates programs involving the transportation of students.

Over 84% of the District's expenses are categorized under the Instruction function.

2022/23 EXPENSES BY FUNCTION



The District's expense allocations are generally in line with the Provincial averages, however the District's expenditures are slightly more heavily allocated towards Instruction and less in Operations and Maintenance than other Districts.

As indicated in Schedule 2 and the table below, there is a \$5.663 million increase in operating expenses.

	ANNUAL BUDGET FY23	AMENDED BUDGET FY22	INCREASE / (DECREASE) FY23	INCREASE / (DECREASE) % FY23
EXPENSES BY FUNCTION (in \$ thousands)	A	B	C = A-B	D = C/B
INSTRUCTION	116,358	111,109	5,249	5%
DISTRICT ADMINISTRATION	6,364	6,303	62	1%
OPERATIONS AND MAINTENANCE	11,796	11,444	352	3%
TRANSPORTATION	2,751	2,751	-	-
TOTAL OPERATING EXPENSES	137,269	131,606	5,663	4%

The \$5.249 million increase in **Instruction** is due to more teachers and educational assistants to accommodate the anticipated enrolment growth along with an increase in administrative staff due to the opening of two new schools (Pexsisen Elementary and Centre Mountain Lellum Middle School).

The \$0.062 million increase in **District Administration** is largely due to Program Review initiatives including recruitment.

The \$0.352 million increase in **Operations and Maintenance** is largely due to additional custodial and utilities costs associated with the opening of Pexsisen Elementary and Centre Mountain Lellum Middle.

The **Transportation** budget is consistent with 2021/22.

Tangible Capital Assets Purchased

The 2021/22 Amended Budget has \$0.171 million budgeted for tangible capital assets which includes \$0.150 million in one-time funds carried over from 2020/21 for the purchase of an electric bus. The purchase of the electric bus is expected to be completed in 2021/22 and no additional tangible capital asset purchases are budgeted for in 2022/23.

ACCUMULATED SURPLUS / RESERVE

In 2018 the Board established a financial reserve policy of 2% of operating expenditures to build and maintain an accumulated reserve to ensure the necessary resources are available when required.

As per the 2021/22 Amended Budget, the Board has restricted \$3,371,116 of the \$4,787,255 Operating Fund accumulated surplus for this purpose. To maintain existing infrastructure and program services elsewhere in the District, the District will use the financial reserve to accommodate the residual structural shortfall that will be addressed the second phase of the Program Review.

As per the table below, District staff anticipate to end fiscal year 2022/23 with an accumulated reserve of \$2,407,882 or 1.75% of budgeted expenses:

Financial reserve as at June 30, 2021	\$	4,787,255	
2021/22 Amended Budget Net Expense	\$	(1,416,139)	
Budgeted financial reserve as at June 30, 2022	\$	3,371,116	A
2022/23 Preliminary Budget Net Expense	\$	(963,234)	B
Budgeted financial reserve as at June 30, 2023	\$	2,407,882	C = A+B
2022/23 Preliminary Budget Total Operating Fund Expense	\$	137,268,912	D
Budgeted financial reserve as % of Total Operating Fund Expense		1.75%	E = C/D

3 YEAR BUDGET OUTLOOK

As previously noted, a total amount of \$0.590 million of structural pressures remains to be addressed in future budget years. Additionally, there are inflationary pressures that are not funded through the Operating Grant that the District will need to address to stay on strong financial footing.

Assuming enrolment growth per the long-range plan estimates and that the 2022/23 International Program net revenue shortfall of \$372,500 is eliminated in 2023/24 through to 2025/26, the following table highlights the anticipated pressures in 2023/24 through to 2025/26 if not addressed:

\$ in millions	BUDGET 2022/23	BUDGET 2023/24	BUDGET 2024/25	BUDGET 2025/26
ESTIMATED OPERATING RESERVE, BEG OF YEAR	\$ 3.371	\$ 2.408	\$ 2.120	\$ 1.897
REVENUES	\$ 136.306	\$ 139.637	\$ 141.992	\$ 144.869
EXPENSES	\$ 137.269	\$ 139.926	\$ 142.215	\$ 144.815
TANGIBLE CAPITAL ASSETS PURCHASED	\$ -	\$ -	\$ -	\$ -
SURPLUS (DEFICIT) FOR THE YEAR	\$ (0.963)	\$ (0.288)	\$ (0.223)	\$ 0.054
OPERATING RESERVE / (DEFICIT), END OF YEAR	\$ 2.408	\$ 2.120	\$ 1.897	\$ 1.951
RESERVE % OF OPERATING EXPENSE (2.0% target)	1.75%	1.51%	1.33%	1.35%

SPECIAL PURPOSE FUNDS

All restricted contributions received, with the exception of capital contributions and unearned revenues (tuition, rentals, etc.) must be reported as Special Purpose Funds. Revenues are recognized when the stipulation or restriction the contribution is subject to is met.

The following table compares the most material Special Purpose Funds (SPF) expense budgets for 2022/23 to the prior year.

	ANNUAL BUDGET FY23	AMENDED BUDGET FY22	INCREASE / (DECREASE) FY23	INCREASE / (DECREASE) % FY23
	A	B	C = A-B	D = C/B
SPECIAL PURPOSE FUNDS (in \$ thousands)				
ANNUAL FACILITIES GRANT	337	330	7	2%
LEARNING IMPROVEMENT FUND	429	402	27	7%
SCHOOL GENERATED FUNDS	2,000	2,710	(710)	-26%
STRONG START	192	196	(4)	-2%
OFFICIAL LANGUAGES IN EDUCATION PROTOCOL	251	245	7	3%
COMMUNITY LINK	788	870	(81)	-9%
ACADEMIES	730	1,010	(280)	-28%
CLASSROOM ENHANCEMENT FUND - STAFFING	16,555	16,555	-	0%
CLASSROOM ENHANCEMENT FUND - OVERHEAD	1,430	1,430	-	0%
MENTAL HEALTH IN SCHOOLS	-	140	(140)	-100%
SAFE RETURN TO SCHOOL GRANT	-	279	(279)	-100%
OTHER	111	403	(291)	-72%
TOTAL SPECIAL PURPOSE FUNDS EXPENSES	22,824	24,568	(1,744)	-7%


The \$1.744 million decrease in budgeted SPF expenses is largely due to not budgeting for any carry forward of unspent funds. When the 2021/22 financial statements are completed and the carry over amount becomes known, the 2022/23 SPF budgets will likely increase. Also, the classroom enhancement fund (CEF) staffing budget of \$16.555 million is reflective of the amount notionally approved by the Ministry at this time. Adjustments to the District's allocation may be made once final fall 2022 staffing is known.

STATEMENT OF CHANGES IN NET FINANCIAL ASSETS

The Statement of Changes in Net Financial Assets (Statement 4) presents the surplus for the year plus the changes in non-financial assets including tangible capital asset acquisitions.

The 2022/23 budget includes \$20.154 million in anticipated total capital additions.

	ANNUAL BUDGET FY23
CAPITAL ADDITIONS (in \$ thousands)	A
CAPITAL FUND	
EXPANSION PROGRAM	18,080
SCHOOL ENHANCEMENT PROGRAM	1,000
CARBON NEUTRAL CAPITAL PROGRAM	350
BUS ACQUISITION PROGRAM	585
ANNUAL FACILITIES GRANT	139
OPERATING FUND	-
SPECIAL PURPOSE FUND	-
TOTAL CAPITAL ADDITIONS	20,154



New Schools
West Langford Elementary
West Langford Middle
Value: \$88.6 million
Complete: September 2022

Creating 1200 new student spaces



Some of the more significant capital projects include:

- **Expansion Program (EXP)** – \$10.169 million for the continuation of building construction and site development of Pexsisen Elementary & Centre Mountain Lellum Middle Schools in West Langford.
- **School Enhancement Program (SEP)** - \$1.0 million for a HVAC upgrade at Spencer Middle School.
- **Carbon Neutral Capital Program (CNCP)** – \$0.350 million for exterior wall systems upgrades at John Muir Elementary.
- **Bus Acquisition Program (BUS)** – \$0.585 million for three new buses.

RISKS AND UNCERTAINTIES

The 2022/23 budget is predicated on the general assumption that, other than a reduction to 250 FTE enrolled in the International Program, the financial and operational impact of the pandemic will be minimal and a general sense of normalcy will return. The District has not budgeted for additional expenses related to cleaning or sanitization as a result of health protocols.

Annual Risks

The following list are some of the significant annual financial risks (risks that are present every year) that the District is aware of that could negatively affect operations:

- **Enrolment** – enrolment drives the District's revenues and an inaccurate estimation of future enrolment could result in either an over or under deployment of resources.
- **Staff benefit rates** – benefit rates fluctuate from year to year dependent on staff usage so are difficult to accurately predict.
- **Utilities** – expenditures on utilities fluctuate based on usage so is difficult to predict.
- **Leave liability** – leave balances (such as unused vacation balances) are recorded in the year they are earned. The larger the balance, the larger the expense. It is difficult to predict with accuracy across the District exactly how many vacation days staff plan on using in any given year.
- **Salary differential** – a component of the Operating Grant is the supplement for salary differential which provides additional funding to districts with average teacher salaries higher than the provincial average. Since it is difficult to predict whether the district's average teacher salary is higher or lower than the provincial average, this could reduce the amount of the Operating Grant the district receives.

NEXT STEPS

As we approach the fall, the 2022/23 fiscal climate will become clearer. The 2021/22 financials will be completed and the total reserve available for 2022/23 will be known. As the amended budget is adopted by the end of February 2023, there will be an opportunity for the District to reassess the risks and adjust the strategic approach accordingly.

Annual Budget

School District No. 62 (Sooke)

June 30, 2023

School District No. 62 (Sooke)

June 30, 2023

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 62 (SOOKE) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2022/2023 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 62 (Sooke) Annual Budget Bylaw for fiscal year 2022/2023.
3. The attached Statement 2 showing the estimated revenue and expense for the 2022/2023 fiscal year and the total budget bylaw amount of \$171,508,906 for the 2022/2023 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2022/2023.

READ A FIRST TIME THE 26th DAY OF APRIL, 2022;

READ A SECOND TIME THE 24th DAY OF MAY, 2022;

READ A THIRD TIME, PASSED AND ADOPTED THE 28th DAY OF JUNE, 2022;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 62 (Sooke) Annual Budget Bylaw 2022/2023, adopted by the Board the _____ DAY OF _____, 2022.

Secretary Treasurer

School District No. 62 (Sooke)

Annual Budget - Revenue and Expense

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	12,539,000	12,138,313
Adult	36,438	40,438
Total Ministry Operating Grant Funded FTE's	12,575,438	12,178,751
Revenues	\$	\$
Provincial Grants		
Ministry of Education	150,803,293	144,598,542
Tuition	6,899,749	6,712,900
Other Revenue	3,687,765	4,835,368
Rentals and Leases	502,500	388,500
Investment Income	363,875	378,090
Amortization of Deferred Capital Revenue	9,271,906	8,440,864
Amortization of Deferred Capital Revenue - for lease	61,477	61,477
Total Revenue	171,590,565	165,415,741
Expenses		
Instruction	138,844,388	135,346,792
District Administration	6,364,125	6,302,624
Operations and Maintenance	22,997,542	21,822,891
Transportation and Housing	3,302,851	3,316,396
Total Expense	171,508,906	166,788,703
Net Revenue (Expense)	81,659	(1,372,962)
Budgeted Allocation (Retirement) of Surplus (Deficit)	963,234	1,416,139
Budgeted Surplus (Deficit), for the year	1,044,893	43,177
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	1,044,893	43,177
Budgeted Surplus (Deficit), for the year	1,044,893	43,177

School District No. 62 (Sooke)

Annual Budget - Revenue and Expense

Year Ended June 30, 2023

	2023	2022 Amended
	Annual Budget	Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	137,268,912	131,606,275
Operating - Tangible Capital Assets Purchased		171,305
Special Purpose Funds - Total Expense	22,823,740	24,567,858
Capital Fund - Total Expense	11,416,254	10,614,570
Total Budget Bylaw Amount	171,508,906	166,960,008

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

School District No. 62 (Sooke)
 Annual Budget - Changes in Net Financial Assets (Debt)
 Year Ended June 30, 2023

	2023	2022 Amended
	Annual Budget	Annual Budget
	\$	\$
Surplus (Deficit) for the year	81,659	(1,372,962)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds		(171,305)
From Deferred Capital Revenue	(20,154,465)	(47,299,170)
Total Acquisition of Tangible Capital Assets	(20,154,465)	(47,470,475)
Amortization of Tangible Capital Assets	10,103,313	9,295,178
Total Effect of change in Tangible Capital Assets	(10,051,152)	(38,175,297)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(9,969,493)	(39,548,259)

School District No. 62 (Sooke)
 Annual Budget - Operating Revenue and Expense
 Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	127,668,989	121,975,601
Tuition	6,899,749	6,712,900
Other Revenue	880,565	930,565
Rentals and Leases	502,500	388,500
Investment Income	353,875	353,875
Total Revenue	136,305,678	130,361,441
Expenses		
Instruction	116,357,525	111,108,643
District Administration	6,364,125	6,302,624
Operations and Maintenance	11,796,390	11,444,136
Transportation and Housing	2,750,872	2,750,872
Total Expense	137,268,912	131,606,275
Net Revenue (Expense)	(963,234)	(1,244,834)
Budgeted Prior Year Surplus Appropriation	963,234	1,416,139
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased		(171,305)
Total Net Transfers	-	(171,305)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 62 (Sooke)

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	126,001,327	120,951,499
ISC/LEA Recovery	(509,565)	(509,565)
Other Ministry of Education Grants		
Pay Equity	931,052	931,052
Funding for Graduated Adults	40,000	40,000
Student Transportation Fund	358,365	358,365
FSA Scorer Grant	12,000	12,000
Anticipated Enrolment Increase	835,810	192,250
Total Provincial Grants - Ministry of Education	127,668,989	121,975,601
Tuition		
Continuing Education	110,000	110,000
International and Out of Province Students	6,789,749	6,602,900
Total Tuition	6,899,749	6,712,900
Other Revenues		
Funding from First Nations	509,565	509,565
Miscellaneous		
Grants for Crossing Guards	70,000	70,000
Rebates	51,000	51,000
SGF Discretionary	200,000	200,000
Miscellaneous	50,000	100,000
Total Other Revenue	880,565	930,565
Rentals and Leases	502,500	388,500
Investment Income	353,875	353,875
Total Operating Revenue	136,305,678	130,361,441

School District No. 62 (Sooke)

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Salaries		
Teachers	52,869,698	50,731,418
Principals and Vice Principals	9,366,175	8,648,042
Educational Assistants	12,648,457	10,979,163
Support Staff	13,533,833	12,837,058
Other Professionals	4,929,417	4,726,417
Substitutes	5,444,922	5,626,091
Total Salaries	98,792,502	93,548,189
Employee Benefits	24,184,679	22,822,078
Total Salaries and Benefits	122,977,181	116,370,267
Services and Supplies		
Services	6,648,806	6,546,701
Professional Development and Travel	953,394	1,116,517
Rentals and Leases	355,391	355,391
Dues and Fees	213,991	214,991
Insurance	486,295	514,545
Supplies	3,827,210	4,768,219
Utilities	1,780,844	1,693,844
Bad Debt	25,800	25,800
Total Services and Supplies	14,291,731	15,236,008
Total Operating Expense	137,268,912	131,606,275

School District No. 62 (Sooke)

Annual Budget - Operating Expense by Function, Program and Object
 Year Ended June 30, 2023

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	44,418,979	246,106	144,693	2,050,609	404,549	3,771,860	51,036,796
1.03 Career Programs	226,912			188,890		22,802	438,604
1.07 Library Services	1,511,882			262,228		5,876	1,779,986
1.08 Counselling	2,148,878					1,000	2,149,878
1.10 Special Education	1,624,807	261,582	12,141,764	99,860	1,158,206	883,280	16,169,499
1.30 English Language Learning	1,339,861			65,800			1,405,661
1.31 Indigenous Education	600,500	253,700	362,000	89,350		17,000	1,322,550
1.41 School Administration		8,186,302		2,485,406		221,225	10,892,933
1.61 Continuing Education				29,347			29,347
1.62 International and Out of Province Students	987,813	273,907		352,000			1,613,720
Total Function 1	52,859,632	9,221,597	12,648,457	5,623,490	1,562,755	4,923,043	86,838,974
4 District Administration							
4.11 Educational Administration		144,578			830,000		974,578
4.40 School District Governance					120,500		120,500
4.41 Business Administration	10,066			595,876	1,964,725	87,883	2,658,550
Total Function 4	10,066	144,578	-	595,876	2,915,225	87,883	3,753,628
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				119,545	142,749		262,294
5.50 Maintenance Operations				5,033,083	208,191	350,570	5,591,844
5.52 Maintenance of Grounds				543,434			543,434
5.56 Utilities							-
Total Function 5	-	-	-	5,696,062	350,940	350,570	6,397,572
7 Transportation and Housing							
7.41 Transportation and Housing Administration				116,574	100,497		217,071
7.70 Student Transportation				1,501,831		83,426	1,585,257
Total Function 7	-	-	-	1,618,405	100,497	83,426	1,802,328
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	52,869,698	9,366,175	12,648,457	13,533,833	4,929,417	5,444,922	98,792,502

School District No. 62 (Sooke)

Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2023

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	51,036,796	12,643,276	63,680,072	2,873,503	66,553,575	65,807,898
1.03 Career Programs	438,604	116,102	554,706	277,930	832,636	850,568
1.07 Library Services	1,779,986	441,599	2,221,585	47,593	2,269,178	2,123,043
1.08 Counselling	2,149,878	526,737	2,676,615	6,237	2,682,852	2,499,222
1.10 Special Education	16,169,499	4,129,371	20,298,870	500,885	20,799,755	18,418,862
1.30 English Language Learning	1,405,661	343,474	1,749,135	30,000	1,779,135	1,571,272
1.31 Indigenous Education	1,322,550	347,015	1,669,565	275,730	1,945,295	1,995,865
1.41 School Administration	10,892,933	2,377,046	13,269,979	587,926	13,857,905	12,759,955
1.61 Continuing Education	29,347	1,596	30,943	60,612	91,555	91,555
1.62 International and Out of Province Students	1,613,720	377,032	1,990,752	3,554,887	5,545,639	4,990,403
Total Function 1	86,838,974	21,303,248	108,142,222	8,215,303	116,357,525	111,108,643
4 District Administration						
4.11 Educational Administration	974,578	204,661	1,179,239	564,807	1,744,046	1,826,046
4.40 School District Governance	120,500	6,500	127,000	127,088	254,088	254,088
4.41 Business Administration	2,658,550	605,191	3,263,741	1,102,250	4,365,991	4,222,490
Total Function 4	3,753,628	816,352	4,569,980	1,794,145	6,364,125	6,302,624
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	262,294	66,041	328,335	297,470	625,805	725,805
5.50 Maintenance Operations	5,591,844	1,438,374	7,030,218	1,384,155	8,414,373	8,029,036
5.52 Maintenance of Grounds	543,434	133,575	677,009	298,359	975,368	995,451
5.56 Utilities	-	-	-	1,780,844	1,780,844	1,693,844
Total Function 5	6,397,572	1,637,990	8,035,562	3,760,828	11,796,390	11,444,136
7 Transportation and Housing						
7.41 Transportation and Housing Administration	217,071	53,402	270,473	35,008	305,481	305,481
7.70 Student Transportation	1,585,257	373,687	1,958,944	486,447	2,445,391	2,445,391
Total Function 7	1,802,328	427,089	2,229,417	521,455	2,750,872	2,750,872
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	98,792,502	24,184,679	122,977,181	14,291,731	137,268,912	131,606,275

School District No. 62 (Sooke)
 Annual Budget - Special Purpose Revenue and Expense
 Year Ended June 30, 2023

	2023	2022 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	20,006,540	20,638,840
Other Revenue	2,807,200	3,904,803
Investment Income	10,000	24,215
Total Revenue	22,823,740	24,567,858
Expenses		
Instruction	22,486,863	24,238,149
Operations and Maintenance	336,877	329,709
Total Expense	22,823,740	24,567,858
Budgeted Surplus (Deficit), for the year	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2023

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-	-	-	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education	336,877	428,877			192,000	44,100	251,436	768,299	1,429,873
Other				2,000,000				20,000	
Investment Income			10,000						
	336,877	428,877	10,000	2,000,000	192,000	44,100	251,436	788,299	1,429,873
Less: Allocated to Revenue	336,877	428,877	10,000	2,000,000	192,000	44,100	251,436	788,299	1,429,873
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	336,877	428,877			192,000	44,100	251,436	768,299	1,429,873
Other Revenue				2,000,000				20,000	
Investment Income			10,000						
	336,877	428,877	10,000	2,000,000	192,000	44,100	251,436	788,299	1,429,873
Expenses									
Salaries									
Teachers							50,000		27,541
Principals and Vice Principals								35,000	
Educational Assistants		335,060							170,000
Support Staff				10,000	125,000			103,500	140,000
Other Professionals								157,000	
Substitutes				20,000	10,000	19,500		15,000	795,210
	-	335,060	-	30,000	135,000	19,500	50,000	310,500	1,132,751
Employee Benefits		93,817		12,000	33,000	2,000	12,000	75,000	257,462
Services and Supplies	336,877		10,000	1,958,000	24,000	22,600	189,436	402,799	39,660
	336,877	428,877	10,000	2,000,000	192,000	44,100	251,436	788,299	1,429,873
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2023

	Classroom Enhancement Fund - Staffing	Youth Work Trades	Academies	Art Starts	Donations	TOTAL
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-	-	-
Add: Restricted Grants						
Provincial Grants - Ministry of Education	16,555,078					20,006,540
Other		30,000	730,000	7,200	20,000	2,807,200
Investment Income						10,000
	16,555,078	30,000	730,000	7,200	20,000	22,823,740
Less: Allocated to Revenue	16,555,078	30,000	730,000	7,200	20,000	22,823,740
Deferred Revenue, end of year	-	-	-	-	-	-
Revenues						
Provincial Grants - Ministry of Education	16,555,078					20,006,540
Other Revenue		30,000	730,000	7,200	20,000	2,807,200
Investment Income						10,000
	16,555,078	30,000	730,000	7,200	20,000	22,823,740
Expenses						
Salaries						
Teachers	13,288,713	25,000	55,000			13,446,254
Principals and Vice Principals			15,000			50,000
Educational Assistants						505,060
Support Staff			45,000			423,500
Other Professionals						157,000
Substitutes						859,710
	13,288,713	25,000	115,000	-	-	15,441,524
Employee Benefits	3,266,365	5,000	25,000			3,781,644
Services and Supplies			590,000	7,200	20,000	3,600,572
	16,555,078	30,000	730,000	7,200	20,000	22,823,740
Net Revenue (Expense)	-	-	-	-	-	-

School District No. 62 (Sooke)
 Annual Budget - Capital Revenue and Expense
 Year Ended June 30, 2023

	2023 Annual Budget			2022 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education	3,127,764		3,127,764	1,984,101
Amortization of Deferred Capital Revenue	9,271,906		9,271,906	8,440,864
Amortization of Deferred Capital Revenue - for lease	61,477		61,477	61,477
Total Revenue	12,461,147	-	12,461,147	10,486,442
Expenses				
Operations and Maintenance	1,312,941		1,312,941	1,319,392
Amortization of Tangible Capital Assets				
Operations and Maintenance	9,551,334		9,551,334	8,729,654
Transportation and Housing	551,979		551,979	565,524
Total Expense	11,416,254	-	11,416,254	10,614,570
Net Revenue (Expense)	1,044,893	-	1,044,893	(128,128)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased			-	171,305
Total Net Transfers	-	-	-	171,305
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	1,044,893	-	1,044,893	43,177

Board of Education

Information Note

April 26, 2022

Agenda Item 7.3: Proposed Change to the Annual Budget

Requested Motion:

I move to direct staff to allocate any additional counselling FTE generated by the Collective Agreement ratio as of September 30, 2022, be targeted to early intervention counselling at the Elementary level.

Rationale:

- This motion will direct staff to allocate any additional counselling FTE after September 30th targeted to early intervention at Elementary versus K-12.

Requested Motion:

I move to direct staff to match any annual increases in counselling FTE generated by Collective Agreement ratio staffing for the 2022/23 school year with an equal percentage increase in non-ratio counselling FTE. The additional increase in non-ratio counselling FTE will be targeted to early intervention counselling at the Elementary level.

Rationale:

- This motion will direct staff to increase the non-ratio counselling staffing to keep pace with growth. The non-ratio counselling ratio has remained the same for several years and I feel it should grow at the same rate as the Collective Agreement ratio, as the CA ratio is inadequate for the needs presented 20+ years ago in the 2002 Collective Agreement. This FTE will be targeted on early intervention at the Elementary level. The non-ratio increase could be funded by the overall increases in revenues generated by enrolment growth captured in the September 1701 process.

Requested Motion:

To add two teacher counsellors to the district in September for a cost of \$215,000 as we will know what the actual student enrollment will be. This would add 2400 hours of counselling time to our district per year.

Rationale:

- In response to students need we know that schools can provide a warm, safe, supportive environment where students can access specialized care. Students receive help in knowing how to access specialized care school staff, in particular School Counsellors are a key resource in connecting students to mental health. Often referral to treatment begin with the school-based team. The need for more counsellors in our system is quite apparent and is in line with our strategic plan. The outside services such as places like Pacific Centre Family Services Association have wait list between four and six months. This puts even more stress on our counsellors as they must deal with more at-risk youth.

Submitted by Trustee Wendy Hobbs

Board Info Note
Public Board Meeting
April 26, 2022
Agenda Item: 7.4 – 22/23 Capital Plan Bylaw

Background

- The District has received a formal response to its 22/23 Capital Plan submission that was approved by the Board at their June 2021 meeting
- One new School Enhancement project (SEP), one Carbon Neutral Capital Program project (CNCP) and three bus purchases have been approved by the Ministry for the provincial government's 22/23 fiscal year
- In order to be in a position to begin delivering these projects, the Board must pass the Capital Plan Bylaw (attached)
- As time is of the essence, staff are requesting that the Board conduct all three readings of this bylaw at their April 26th meeting
- In order to conduct all three readings, the Board must also pass a motion (unanimously) that supports conducting all three readings at the same meeting
- A summary of the capital plan submission has been attached as a reminder of the District's requested projects

**CAPITAL BYLAW NO. 2022/23 – CPSD62-01
CAPITAL PLAN 2022/23**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 62 (Sooke) (hereinafter called the “Board”) has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2022/2023 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 15, 2022, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District 62 (Sooke) Capital Bylaw No. 2022/23 – CPSD62-01.

READ A FIRST TIME THE 26th DAY OF April 2022;
READ A SECOND TIME THE 26th DAY OF April 2022;
READ A THIRD TIME, PASSED THE 26th DAY OF April 2022.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District 62 (Sooke) Capital Bylaw No. 2022/23 – CPSD62-01 adopted by the Board the 26th day of April 2022.

Secretary-Treasurer

March 15, 2022

Ref: 218161

To: Secretary-Treasurer and Superintendent
School District No. 62 (Sooke)

Capital Plan Bylaw No. 2022/23-CPSD62-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2022/23

This letter is in response to your School District's 2022/23 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs, and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and are able to proceed to procurement.

MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

New projects for SEP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Spencer Middle School	SEP - HVAC Upgrades	\$1,000,000	Proceed to design, tender & construction. To be completed by March 31, 2023.
John Muir Elementary	CNCP - Exterior Wall Systems	\$350,000	Proceed to design, tender & construction. To be completed by March 31, 2023.

New projects for BUS

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
3621	D (80+RE) with 0 wheelchair space(s)	\$195,084	Proceed to ordering the school bus(es) between March 21, 2022 and June 10, 2022 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsb.org
4622	D (80+RE) with 0 wheelchair space(s)	\$195,084	Proceed to ordering the school bus(es) between March 21, 2022 and June 10, 2022 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsb.org
A5624	D (80+RE) with 0 wheelchair space(s)	\$195,084	Proceed to ordering the school bus(es) between March 21, 2022 and June 10, 2022 from the list of approved vendors available through the Bus Standing Offer portal on the

			ASTSBC website at http://www.astsbcc.org
--	--	--	--

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2022/23 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2022/23 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

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

The Capital Bylaw and the APFA must be signed, dated, and emailed to Ministry Planning Officer Mary-Anne North at mary-anne.north@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

With the 2022/23 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2023/24 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) are available at the Ministry's [Capital Planning](#) webpage.

NOTE: School districts' Capital Plan submission deadlines for the 2023/24 fiscal year, using the CAPS online platform, will be as follows:

- Major Capital Programs (SMP, EXP, REP, RDP, BEP) – June 30, 2022
- Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2022

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer. School districts may wish to provide Major and Minor Capital submissions by the June 30, 2022 deadline.

Please refrain from proactively reaching out to media regarding approved projects until the Province has made public announcements regarding minor capital approvals and playgrounds. Procurement and operational disclosure can continue.

When preparing public announcements pertaining to these approvals after the provincial announcements, please have District communications staff contact Meghan McRae, Communications Director, Government Communications and Public Engagement, at (250) 952-0622

Additionally, the Annual Facility Grant (AFG) project requests for the 2022/23 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2022.

As a school district with a School Site Acquisition Charge (SSAC) scheme in place, please also be advised that the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is duly accepted by the Ministry as part of the Board's approved capital plan for 2022/23.

The Board should forthwith adopt a bylaw setting the School Site Acquisition Charges for the School District, as s. 575(3) of the *Local Government Act* prescribes that a SSAC may only come into effect 60 days (inclusive of weekends and holidays) after that bylaw is adopted by a board of education. At that point, local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a board.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any general questions regarding this Capital Plan Response Letter or the Ministry's capital plan process. Specific questions about SSAC should be directed to Travis Tormala, Regional Director.

Sincerely,

A handwritten signature in blue ink, appearing to read "Francois Bertrand".

Francois Bertrand, Executive Director
Capital Management Branch

pc: Rob Drew, Director, Major Capital Projects, Capital Management Branch
Damien Crowell, A/Director, Minor Capital Programs and Finance Unit, Capital
Management Branch

**SOOKE SCHOOL DISTRICT (#SIX TWO)
Summary of Capital Plan Submission
June 2021**

Major Capital

Capital Requirement	Project Details		Funding Requirements				
	Descriptor	Location	22/23	23/24	24/25	25/26	26/27
Expansion	New Elementary School	South Langford	\$	\$	\$		
	New Elementary School	North Langford	\$	\$	\$		
	New Elementary School	South Colwood	\$	\$	\$		
	New Elementary School	Sooke			\$	\$	\$
	New Secondary School	North Langford				\$	\$
Seismic	Port Renfrew Elementary	Sooke	\$	\$			
	Sooke Elementary	Sooke		\$	\$	\$	
	Millstream Elementary	Langford			\$	\$	
	John Muir Elementary	Sooke				\$	\$
	Saseenos Elementary	Sooke					\$
	Willway Elementary	Langford					\$
	Savory Elementary	Langford					\$
Replacement	Sangster	Colwood			\$	\$	\$
	Spencer Middle	Langford				\$	\$
Additions	Sooke Elementary	Sooke		\$	\$	\$	
	Spencer Middle	Langford		\$			
Building Envelope	Willway Elementary	Langford	\$				
	Edward Milne Secondary	Sooke		\$	\$	\$	
	David Cameron Elementary	Colwood			\$	\$	

Minor Capital

Capital Requirement	Project Details		Funding Requirements				
	Descriptor	Location	22/23	23/24	24/25	25/26	26/27
School Enhancement	Spencer HVAC Replacement - Phase 2	Langford	\$				
	Spencer - elevator & life safety system	Langford	\$				
	Willway HVAC Replacement - roof	Langford	\$				
	David Cameron - HVAC	Colwood			\$		
	To be confirmed	TBC	\$				
CNCP	John Muir Mechanical and Windows	Sooke	\$				
	Willway Boilers	Langford	\$				
	Savory Boilers	Langford			\$		
	Millstream HVAC Upgrade	Langford				\$	
Playgrounds	Colwood Elementary	Colwood	\$				
	Dunsmuir Middle School	Colwood	\$				
	John Muir Elementary	Sooke		\$			
Bus Replacement	4 new buses in total	District Wide	\$				

Notes:

The Capital Plan submission represents the District's estimated needs and requires government approval prior to implementation
The plan is based on the estimated speed of growth in the District, as identified in the Long Range Facilities Plan, and actual enrolment will vary



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams
April 5, 2022 – 6:00 p.m.**

Present: Ravi Parmar, Board Chair (Acting Committee Chair)
Margot Swinburnson, Trustee (Committee Member)
Dianna Seaton, Trustee (Committee Member)
Christina Kempenaar, STA
Lou Leslie, CUPE
Sandra Arnold, SPEAC
Georgette Walker, SPVPA
Scott Stinson, Superintendent/CEO
Paul Block, Associate Superintendent
Stephanie Hedley-Smith, Associate Superintendent
Dave Strange, Associate Superintendent

Guests: Harold Cull, Randy Cobb, Vanessa White, Jamie Adair, Denise Wehner, Bryan Johnson

Regrets: Allison Watson, Trustee (Committee Chair)

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**

We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

2. **Opening Remarks from Acting Chair, Ravi Parmar**

Acting Chair, Ravi Parmar, welcomed everyone to the meeting and passed on regrets from Chair Watson. Mr. Parmar welcomed people back from the break with hopes that everyone had an enjoyable Spring break. The committee and guests were informed that today's meeting is hybrid with members and guests attending both in person and virtually through MS Teams.

3. **COMMITTEE REPORT** of March 1, 2022 Education Standing Committee meeting

The committee report for the March 1, 2022 Education-Standing Committee meeting was reviewed by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

5. **REVIEW OF POLICIES/REGULATIONS** (attached)

- a. Draft Revised Policy and Regulations F-100 "Transportation" – Harold Cull and Randy Cobb

Harold Cull presented on the draft revised policy and regulations and began with an overview of the proposed changes that had gone out through the Notice of Motion process. Based on feedback, the only change made to the proposal was to revert to the original policy language that supported out of catchment bussing to students attending programs of choice and academies.

In addition, an overview of several proposed operational changes was provided. Randy Cobb, Transportation Manager, also provided insight regarding the work being done to plan more efficient routes that may lead to cost savings. Discussion and questions followed.

Recommendation

Given the required period for Notice of Motion for draft revised Policy and Regulations F-100 “Transportation” has been served, that the Board adopt the revised Policy and Regulations F-100 “Transportation”.

6. **NEW BUSINESS** (attached)

- a. Presentation – VTRA Team - Safe & Healthy Schools – Vanessa White, Jamie Adair, Lou Leslie
The Safe Schools team of SD62 presented on their work in the district. This included a review of each team member’s roles and responsibilities. Discussion and questions followed.
- b. Presentation - Curriculum Transformation Operational Plan Update– Denise Wehner
Denise Wehner provided an update on progress made in implementing the Curriculum Transformation Operational Plan Update. Discussion and questions followed.
- c. Presentation - Na’tsa’maht Enhancement Agreement Renewal – Bryan Johnson
Bryan provided an update on the work ongoing to renew the Enhancement Agreement. An overview of the process was provided including timelines and events that are being offered in support of the process. Discussion and questions followed.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** May 3, 2022



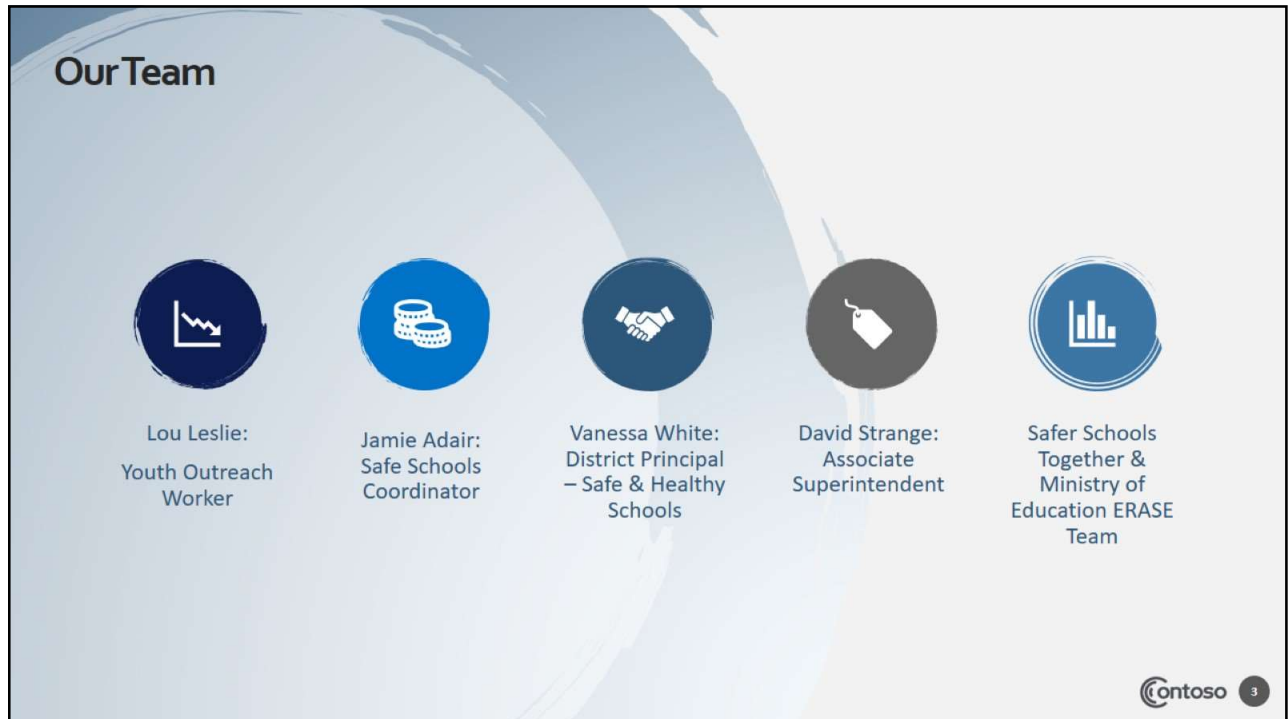
SOOKE SCHOOLS 62
Shaping Tomorrow Today


VTRA TEAM PRESENTATION


ED POLICY MEETING
APRIL 5, 2022


1


Our Team




- 

Lou Leslie:
Youth Outreach Worker
- 

Jamie Adair:
Safe Schools Coordinator
- 

Vanessa White:
District Principal – Safe & Healthy Schools
- 

David Strange:
Associate Superintendent
- 

Safer Schools Together & Ministry of Education ERASE Team

Contoso 3

2



Our Roles

As a team, we meet weekly to review high risk situations and developing worrisome concerns and monitor progress on continued support

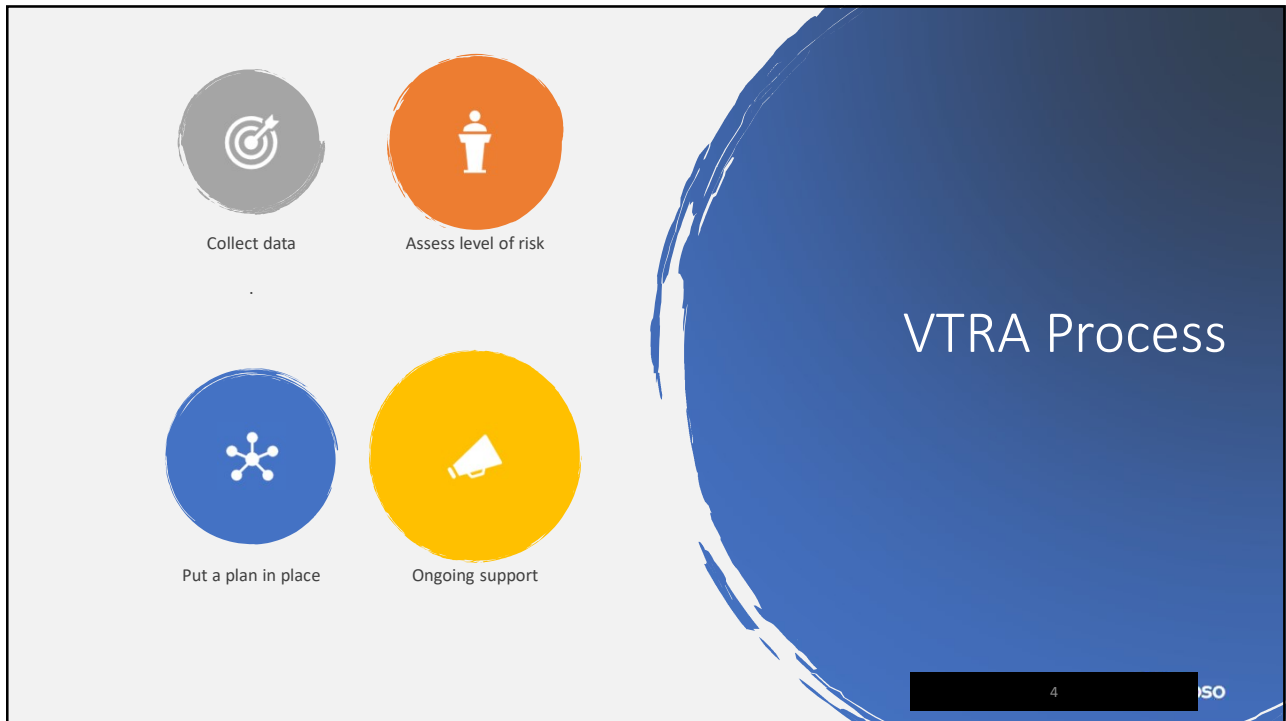
Lou Leslie
Provides wraparound support and ongoing check-ins with youth who have been involved with worrisome behavior, maintains database of completed reports

Jamie Adair
Conducts risk assessment, assists PVP in documentation of Worrisome or VTRA reports, liaises with RCMP/SST, provides consultation for developing Student Safety Plans

Vanessa White
Oversees team, organizes training, collaborates with tri-district partners, provides District Based Team consultation

Contoso 4

3



VTRA Process

Collect data

Assess level of risk

Put a plan in place

Ongoing support

4

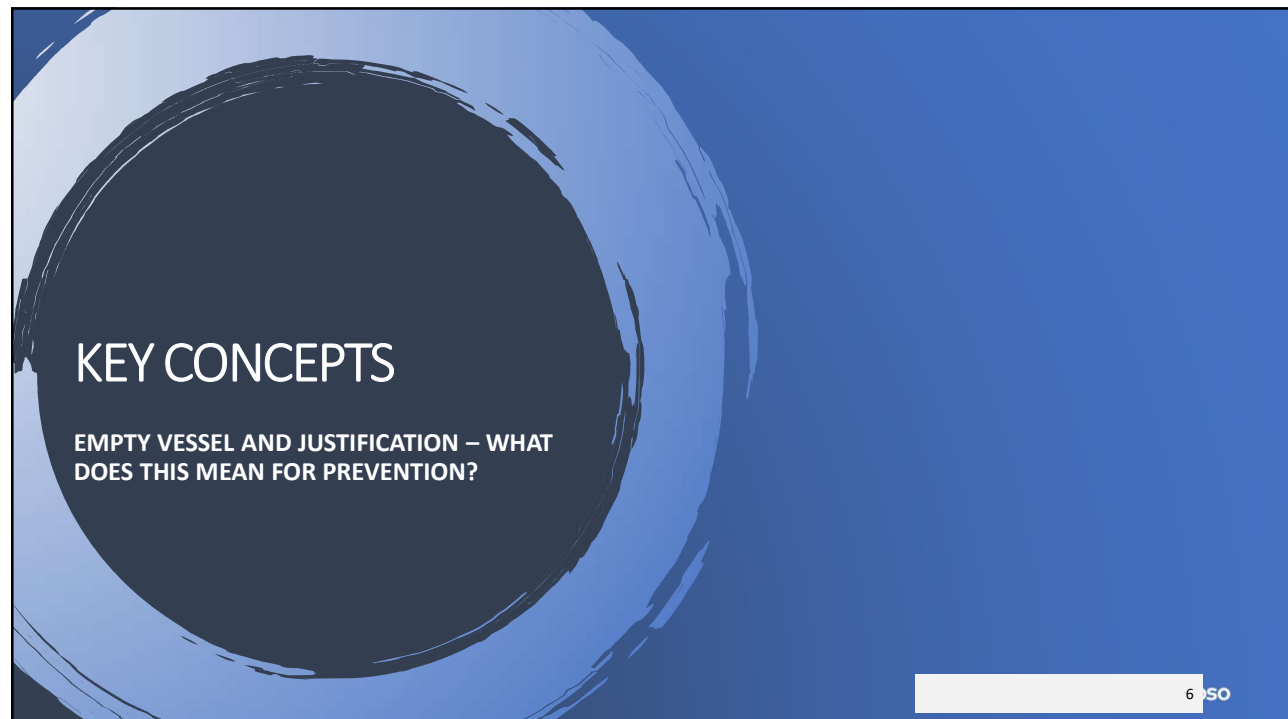
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High Risk Behaviour That May Trigger a VTRA

- Verbal/written threats to harm or kill others (“clear, direct, and plausible”)
- Threats made via social media to harm, kill, or cause serious property damage
- Serious violence or violence with intent to harm or kill
- Indicators of suicidal ideation as it relates to fluidity (homicidal/suicidal)
- Weapon possession (including replicas)
- Bomb threats (or possession/detonation of devices)
- Hate incidents motivated by factors including, but not limited to: race, culture, religion, and/or sexual orientation
- Sexual intimidation, sextortion, extortion, or assault
- Domestic, interpersonal, relational violence
- Gang-related intimidation and violence
- Fire setting (contextual)
- Section 28 Mental Health Act apprehension

5

5



6

Our Year



Level 2 VTRA's



Worriesome Reports




Level 1 VTRA's

While we have done only a handful of Level 2 VTRA's this past year, we've been involved in countless Worriesome Behaviour Reports and Level 1 VTRA's started at the school level. Our goal has been to intervene at this lower level or risk and place supports early in order to offset the need for the higher risk intervention.


7

7

Our Changing Context – some stressors on the system




Rapid Growth
Makes it difficult to maintain culture and to maintain routines and expectations




Lots of new staff
Increased training demands

Sooke School District #62



Impact on sense of community and belonging
Takes time for students to form relationships



COVID and online hours
Students have spent more time online and are struggling with mental health concerns

8

8




Gangs and Guns Grant

Gang activity prevention grant
\$10,500

- Gym membership
- Athletic Wear
- Snacks
- Create a sense of belonging and healthy lifestyle choices
- Concentrated at Westshore Colwood

9 ISO

9



Next Steps

Increase in team

- With our steady increase in population, we need to be looking to the future for how to grow this team
- Concern when any one of us is away – risk
- Grant-based funding model

10 ISO

10



11

Operational Plan
2021-2025


Update
Spring 2022



SOOKE 62
SCHOOLS

Curriculum Transformation
Meaningful Collaboration & Learning
L'apprentissage collaboratif

1



Collaborative Professionalism

Collaborative professionalism is a framework for working together to increase collective efficacy for educators and for leaders.

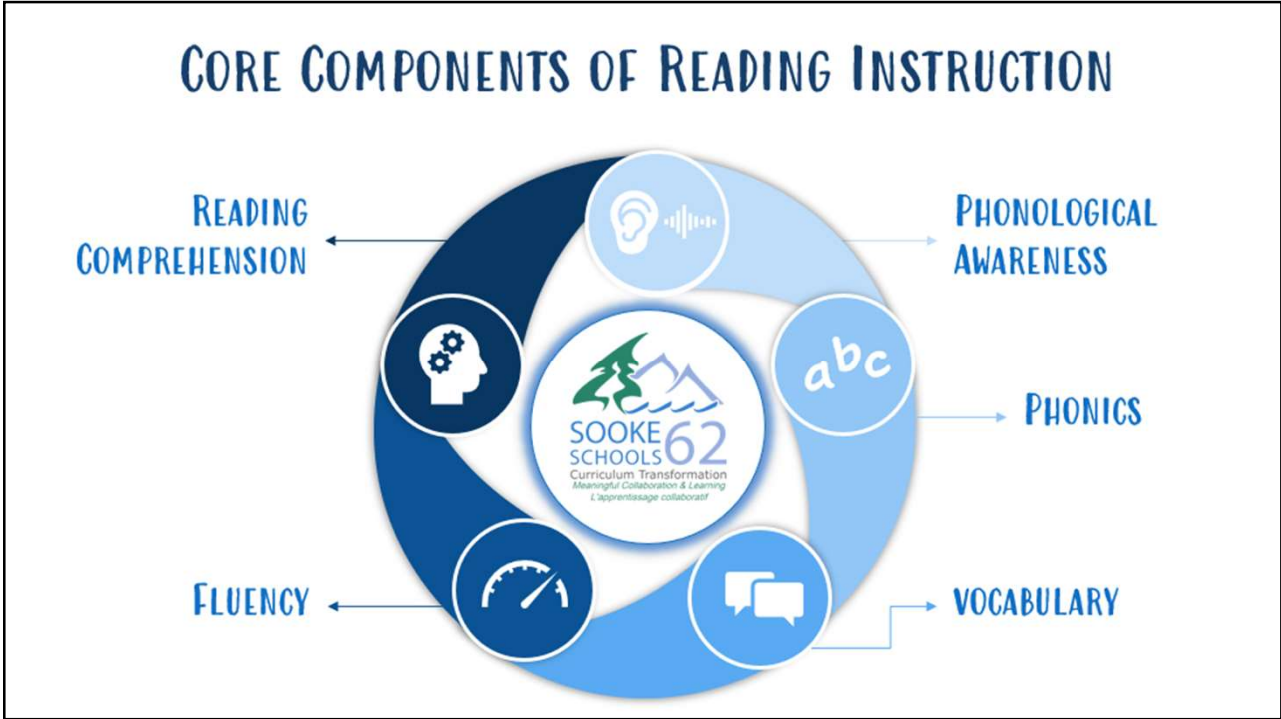
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3

Goal #1	To enhance and develop students' literacy competencies.
	<p>Strategies</p> <ul style="list-style-type: none"> 1.1 Explore and implement structures for literacy instruction coordinated with intervention strategies through in-service literacy learning series and learning rounds. 1.2 Cross departmental collaboration (ELL, Indigenous, ESD, Inclusive Education, Safe and Healthy Schools) to develop and deliver Tier 1 literacy learning series. 1.3 Establish and resource a baseline of literacy resources in schools. 1.4 Promote the use of formative assessments and screening tools.

4



5

Goal #2	To enhance and develop students' numeracy competencies.
	<p>Strategies</p> <p>2.1 Support the use of developmentally appropriate practices to promote meaningful student learning in numeracy in numeracy series.</p> <p>2.2 Establish and resource a baseline of numeracy resources in schools connected to the learning series.</p> <p>2.3 Promote the use of formative assessments to inform instruction.</p>

6



7

Building Thinking Classrooms in Mathematics Grades 4-12

VERTICAL NON-PERMANENT SURFACES

in math class

WHITEBOARD

VERTICAL (ie, wall mounted)

ONE MARKER PER GROUP

ERASABLE

STUDENTS STAND

You can also use...

Chalkboards!

Windows with whiteboard markers

↓ TIME TO 1ST NOTATION

Start writing faster
take risks

erasable!

$3x + 5 = 10$

↑ Eagerness Participation Discussion Persistence

↑ NON-LINEARITY of work

more accurately reflects thinking process

↑ MOBILITY OF KNOWLEDGE

groups talk compare share

Research: @pglijedah1
Sketchnot: @wheeler_laura

8

Goal #3	To support inclusive, meaningful learning experiences aligned with the BC K-12 Curriculum.
	<p>Strategies</p> <p>3.1 Interdepartmental collaboration to support competency based learning in classrooms for teachers and learning assistance teachers.</p> <p>3.2 Support pedagogically sound instruction and assessment practices and Communicating Student Learning (CSL) at all levels.</p> <p>3.3 Foster a culture of collaborative professionalism.</p> <p>3.4 Collect, curate and share resources and strategies that support 'uncovering the curriculum' with curricular competencies and content at all levels.</p> <p>3.5 Foster continued relationship with the University of Victoria to attract and retain new teachers.</p>


9

Classroom Learning Demonstrations;	Collaborative Inquiry Grants;	School Based Learning Impact Inquiry Processes;	Learning Series offerings
Teacher Librarians - Library support	New school resources	Residencies	Coordinator Collaboration
Snacks and Chats Professional Book Clubs	Proficiency Benchmarks	Secondary Assessment	Design Thinking

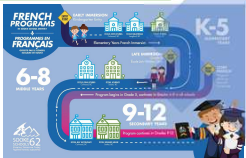
10

Goal #4	To support and enrich French Immersion programs.
	<p>Strategies</p> <p>4.1 Increase access to French language resources.</p> <p>4.2 Support French Learning assistance and interventions.</p> <p>4.3 Foster a culture of inquiry and collaborative professionalism for French Immersion teachers across the district.</p> <p>4.4 To support French immersion teachers' French language proficiency.</p> <p>4.5 To support Core French instruction and late immersion.</p>

11



- FSL, Late Immersion and Core French: TPRS in-service and resources; Grade 5 pilot with tri-district and SFU
- Collaboration FTE for Immersion to build community and share knowledge in refining a scope and sequence for all FRIM grades
- Supporting the Transition to Royal Bay from Belmont with resources
- Learning Series – Professional Pedagogy – developing French language skills in content instruction while supporting Immersion teachers with their own French proficiency;
- Purchase of grade specific learning resources



12

Goal #5	To promote high quality and equitable early years learning opportunities and to ensure supportive transitions for children and families to kindergarten.
	<p>Strategies</p> <p>5.1 Support awareness and implementation of the Early Learning Framework, Play Today, and Let's Play.</p> <p>5.2 Implement 'Welcome to Kindergarten' philosophies and events across every elementary school;</p> <p>5.3 Continue to support nature kindergarten programming and resource infrastructure;</p> <p>5.4 Continue to support, strengthen and grow the 'Kindergarten & Early Childhood Educator' (K/ECE) partnerships;</p> <p>5.5 Participate in the collection of EDI data bi-annually to guide and inform planning;</p> <p>5.6 Strengthen community-based connections and relationships.</p>

13


Seamless Day Pilot – Millstream Elementary

École Millstream Elementary

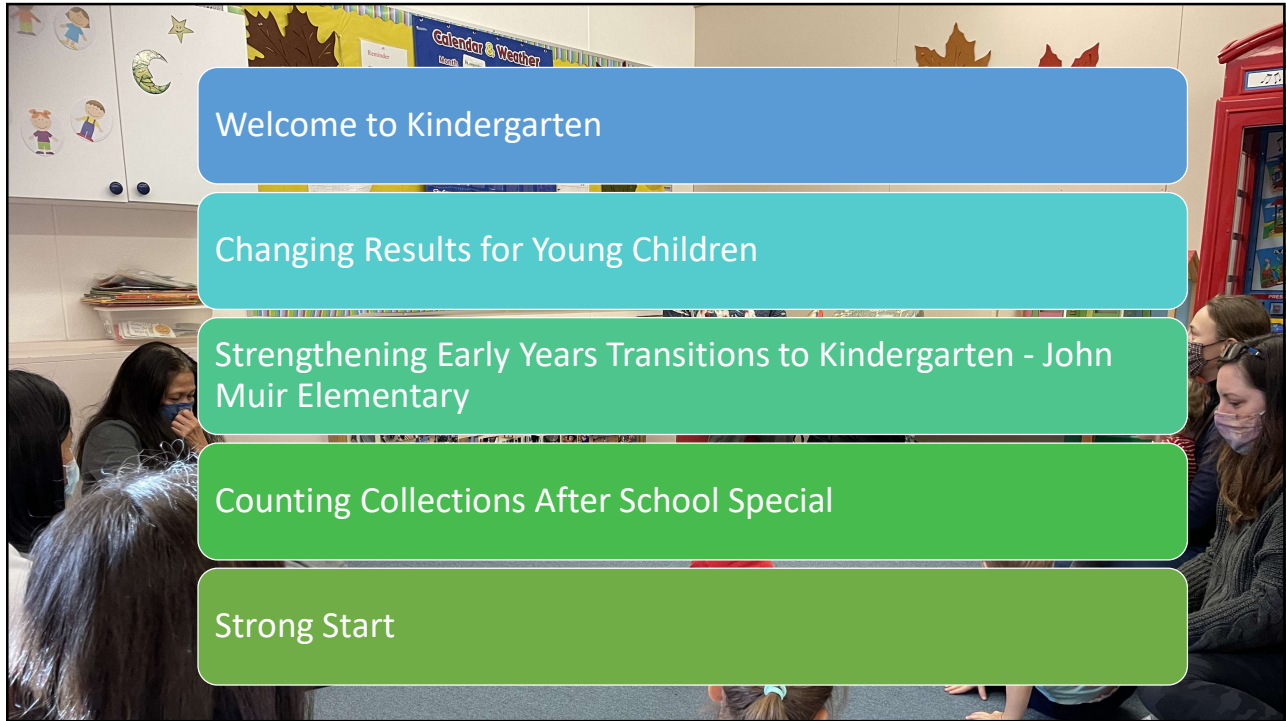
Seamless Extended Day

Parent Brochure

Seamless Extended Day is a unique program that provides before and after school care for students in Kindergarten. Students are able to stay in a school-based caring, play-based environment throughout the day. This allows the educators to better meet the needs of the child and expand on their interests and “wonders”. The team of educators includes a classroom teacher and two Early Childhood Educators (ECE). With fewer transitions for the students, and team collaboration between the educators, students will excel in all aspects of their development.



14



15

Goal #6	To develop and utilize technology as a purposeful tool for quality learning experiences.
	<p>Strategies</p> <p>6.1 Weave alignment with the goals in the Information Technology (IT) Operational Plan connected to learning and assessment.</p> <p>6.2 Establish a district catalogue of approved digital application and technical standards for use in schools in accordance with curricular objectives.</p> <p>6.3 Support educator and student with digital literacy and digital citizenship competencies.</p>

16



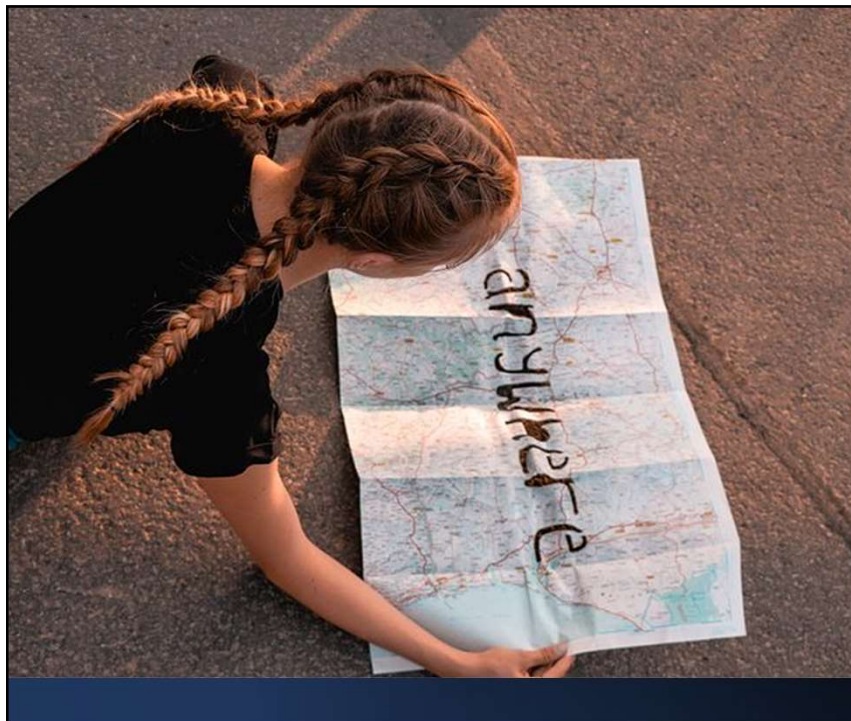
Digital Governance Process and Privacy Review of educational software platforms

Review and pilot for the replacement of Freshgrade as a digital portfolio for Communicating Student Learning (CSL)

Privacy Awareness Training

This Photo by Unknown Author is licensed under CC BY-ND

17



- There are many roads that students can take on the path to becoming educated global citizens.

- The Curriculum Transformation Department is here to collaborate meaningfully with staff with the ultimate goal in supporting our students.

18

Na'tsa'maht Enhancement Agreement Renewal



Sooke School District April 5, 2022

Sooke School District acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuuchahnulth: Pacheedaht Nation to the west. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

We appreciate the contributions of the Métis, Inuit and other Indigenous partners that reside in the territory, shaping and strengthening these beautiful lands.

Visual Territory Acknowledgement – Artist Connie Watts



1

Refreshing our memory...the creation of the first Na'tsa'maht Enhancement Agreement...

- Five-year working agreement spanning from 2016 to 2021
- Consultative process with Sc'ianew, T'Sou-ke and Pacheedaht Nations, as well as our Métis, Inuit and other Indigenous partners that reside in Coast Salish and Nuuchahnulth territories.
- Maintains the ongoing collective ownership and commitment to improve the success of Indigenous students while providing learning opportunities to all students, staff and community.
- Two goals capture the meaning of Na'tsa'maht...One Mind, One Spirit...

"Na'tsa'maht means...

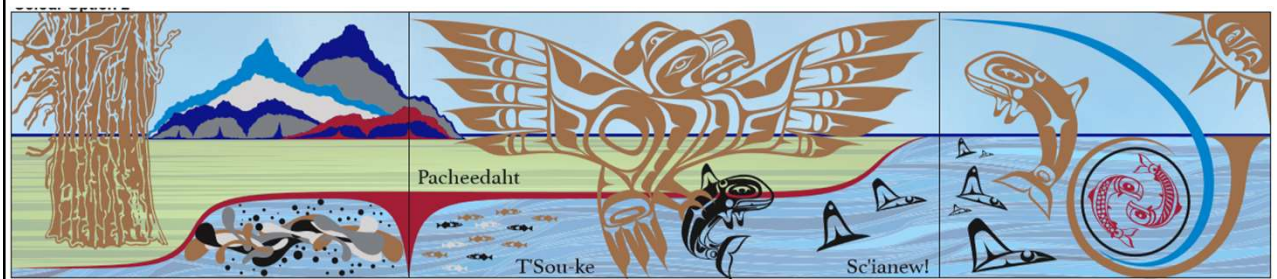
being of one mind, one spirit.
Together, working side by side,
supporting each other, walking together.
Good mind, good spirit for the good of our children,
for the good of Mother Earth sustaining us."

– Elder Shirley Alphonse

2

One Mind...

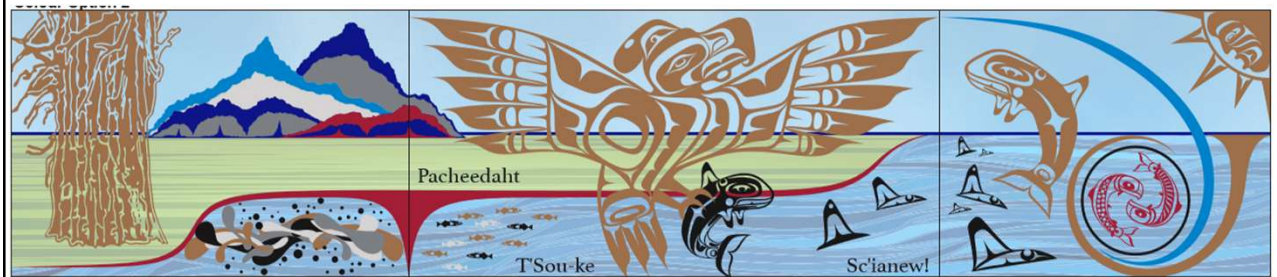
To continue to build the intellectual, emotional, physical and spiritual strengths of Aboriginal students from their early years, leading to a Dogwood Diploma, and preparing them for post-secondary education, by providing safe, flexible, and culturally responsive learning environments.



3

One Spirit...

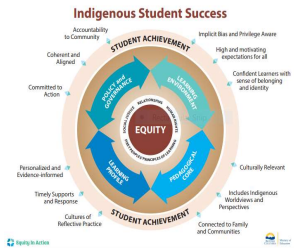
To continue awareness and knowledge of local First Nations, Metis, and Inuit: languages, cultures, histories and contemporary practices created through community collaboration and authentic resources founded on the First Peoples' Principles of Learning.



4

NEA Renewal Consultation Process Terms of Reference:

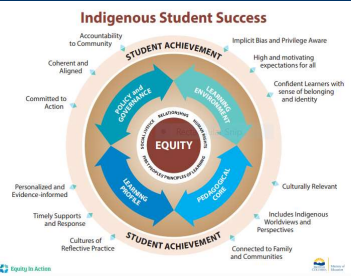
- Revisit the current goals in the enhancement agreement, ensure the goals continue to create equity and enhance opportunities for Indigenous students and families.
- Ensure that all partners and stakeholders understand the relationship between the Na'tsa'maht Enhancement Agreement and the Na'tsa'maht Indigenous Education Department's Operational Plan.
- Ensure that the Enhancement Agreement reflects the collective voice of all partners and stakeholders.



5

Informing the Goals...the Na'tsa'maht Education Department's Annual Operational Plan

Structures, strategies and success indicators are embedded in the Operational Plan including...	<i>Truth and Reconciliation activities at all schools September 2021</i>	<i>Ministry of Education: How are we doing report?</i>
<i>Equity in Action Annual School Plans</i>	<i>Department Staffing at Elementary, Middle and Secondary</i>	<i>T'Sou-ke Sencoten Kindergarten Language Program</i>
<i>Elders/Knowledge Keepers in Residence</i>	<i>Role Model Program</i>	<i>School Based Cultural Supply Budgets</i>



6

NEA Consultation Process Timeline:



- General Public Survey and Partner Group Survey
April 4th to April 22nd (3-week window)
- General Public Community Engagement Gathering:
April 11th Saseenos Elementary 5:30 to 7:30pm
- General Public Community Engagement Gathering:
April 12th Ruth King Elementary 5:30 – 7:30pm
- Middle/Secondary Student Forums
 - Dunsmuir April 12th
 - Belmont April 13th
 - Westshore Colwood April 19th
 - Ecole John Stubbs April 20th
 - EMCS April 21st
 - Royal Bay April 25th
 - Westshore Sooke April 26th
 - Journey April 27th
 - Spencer May 4th
- April 5th – Leadership Meeting Consultation Activity
- April 20th NIEC Consultation Activity
- May/June: Drafting, Revising and completion of document, submission for publication
- June 28th: Board Presentation at monthly Board meeting
- Thursday, September 29th Enhancement Agreement Signing and Celebration held prior to September 30th Truth and Reconciliation Day



7

Guiding Questions...

“Na'tsa'maht means...
 being of one mind, one spirit.
 Together, working side by side,
 supporting each other, walking together.
 Good mind, good spirit for the good of our children,
 for the good of Mother Earth sustaining us.”
 – Elder Shirley Alphonse

Does the One Mind goal continue to create equity and enhance opportunities for Indigenous students and families?

Does the One Spirit goal continue to create equity and enhance opportunities for Indigenous students and families?

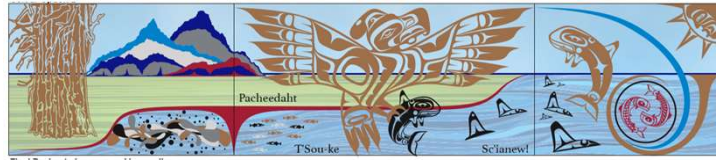
What ideas or suggestions related to the One Mind One Spirit Goals and the Operational Plan should be considered as we enrich and recommit to the Na'tsa'maht Enhancement Agreement?

8

Trusting
relationships,
authentic
consultation,
accountability...

Hych'ka - Coast
Salish
Kleco Kleco - Nuu-
chah-nulth
Marsee – Michif

Na'tsa'maht Indigenous Education...working together to improve the success of Indigenous students and increase knowledge and respect for Indigenous culture, language and history among all students in SD62!



POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

April 26, 2022

Draft revised Policy and Regulations B-132 "Career Education" are scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT the draft revised Policy and Regulations B-132 "Career Education".

School District #62 (Sooke)

CAREER EDUCATION	No.: B-132
	Effective: Dec. 10/92 Revised: July 5/05; June 23/15 Reviewed: May 11/15; Feb. 1/22

SCHOOL DISTRICT POLICY

The Board of Education recognizes that Career Development is one of the "collective mandates" in addition to Intellectual Development and Human and Social Development of the public education system, shared by schools, family and community. Career Education programs in BC schools should prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace as per the [Vision for Student Success](#). When students complete secondary school, they ~~should~~ have developed:

- Competencies to be self-directed, responsible individuals who can set and meet career goals.
- Knowledge of a range of career choices, and actions needed to pursue those choices; and,
- Employability skills required to work effectively and collaboratively in a workplace.
- **A personal awareness of overall strengths, character and passions with a focus to leverage skills and attributes to foster independence in the 21st century.**

Career Education is designed to facilitate the student's use of community resources for learning experiences and pursuit of career **and life** objectives.

*Career Development Policy Issued and in effect January, 2004 **2022***

CAREER-LIFE COURSES AND PROGRAMS

1. Definitions – General

- a. ~~Career Programs~~ **Career-Life Courses and Programs**: Educational **courses and/or** programs focusing on a career or career-related area of study, which **may** combine related secondary and post-secondary courses. For purposes of reporting to the Ministry, career courses and programs may include any of the following ~~types of programs~~:
 - [Work Experience \(WEX\)](#) ~~(including volunteer service)~~: Supports students in both their career development and their human and social development. This type of experiential learning increases the relevance of school by helping students connect what they learn in the classroom with the skills, knowledge, and attitudes needed to be successful in both the workplace and larger community. **This course can include volunteer service.**

- Career Preparation Programs: Prepare students for entry into the workplace or for further education and training in a specific career pathway that includes coursework and 90 hours of work experience placements.
- ~~Co-operative Education: offers students experience in the career field of their choice through a combination of course work and 90 plus hours of work experience.~~
- **Youth Work in Trades (YWT) Secondary School Apprenticeship (SSA):** Students earn 16 credits toward secondary school graduation and begin earning work-based training hours toward provincially and nationally (Red Seal) recognized industry training program credentials.
 - ~~**Youth Train in Trades (YTT) Accelerated Credit Enrolment in Industry Training (ACE-IT):** An industry training program for high school students. Through a YTT an ACE-IT program, students take courses that will provide both high school graduation credits **and post-secondary institution credits at that are equivalent to the first level of foundation/apprenticeship technical training.**~~
 - Post-Secondary Transition Programs (Dual Credit): Educational programs that combine secondary and post-secondary courses that lead to Grade 12 graduation as well as help students make smooth transitions to further education or training. **Students receive both high school graduation credits as well as post-secondary credits.**

b. Curriculum: The Career Education curriculum is highlighted by the Big Ideas in Kindergarten to grade 3, grades 4-5, grades 6-7, grades 8-9, and in the grad program **for** grades 10-12. In grades K-9, the Career Education curriculum is woven into the learning programs of all students. In grades 10-12, students earn 8 credits towards graduation by completing Career Life Education, Career Life Connections, and their Capstone project or presentation. Students are supported through learning standards focused on Curricular Competencies and Content.

~~Focus Areas: Organizers for groups of courses taken in the Graduation Program 2004, intended to enhance career development. The eight Focus Areas that all students will learn about during the required Planning 10 course include: Business and Applied Business; Fine Arts, Design, and Media; Fitness and Recreation; Health and Human Services; Liberal Arts and Humanities; Science and Applied Science; Tourism, Hospitality, and Foods; and, Trades and Technology.~~

2. The Board of Education (the "Board") supports career programs that integrate classroom learning with practical experience in the workplace. These programs link the resources of secondary schools, business/industry, post-secondary, and the community to provide senior students with educational experiences that prepare them for the transition from school to further study and/or work.
3. ~~Learning outcomes across subject areas are designed to support career development. In addition, all students are expected to meet career development related learning outcomes in the Integrated Resource Packages for Planning 10, and provide evidence of competencies they have developed through the Grad Transitions program.~~
4. Schools and school boards may also create career programs as educational options to support students in career development. Successful career courses and programs provide students with opportunities to integrate school-based learning with post-secondary pursuits and community-based work experiences. In these programs, students explore a particular focus area or career interest, participate in post-secondary and/or workplace learning to prepare for transitions to the workplace or to further education, and training at a post-secondary institution. To support and recognize student achievement in the area of career development, participation in a career program is acknowledged on a student's transcript.

Co-ordination

The Board believes that co-ordination of career programs is required both at the district and school level to ensure that:

- Ministry of Education requirements for programs are met,
- Board regulations and guidelines are followed,
- Parental understanding and consent is secured,
- All students receive appropriate preparative instruction for off-campus work experience,
- The required forms and authorizations are completed and processed,
- Appropriate supervision and evaluation is provided and accurate records are kept,
- Employer support is developed and maintained,
- New programs are developed as required by the district and the Ministry,
- Develop and maintain post-secondary links and programming opportunities,
- Develop and maintain industry and community links for work experience and employment opportunities,
- Labour market and post-secondary information is provided and used as a basis for program development and promotion.

School District #62 (Sooke)

CAREER EDUCATION	No.: B-132
	Effective: Dec. 10/92 Revised: July 5/05; June 23/15 Reviewed: May 11/15; Feb. 1/22

ADMINISTRATIVE REGULATIONS**CAREER PROGRAMS****I. Approval and Operation**

Career programs shall be developed and operated according to Ministry of Education and Board of Education (the "Board") regulations and guidelines, as outlined in the documents and references listed below.

Ministerial Order 302/04, the [Graduation Program Order](http://www2.gov.bc.ca/gov/DownloadAsset?assetId=C25940772BED48CF9DDB613ECD35E65A7)
(<http://www2.gov.bc.ca/gov/DownloadAsset?assetId=C25940772BED48CF9DDB613ECD35E65A7>)

Student WorkSafe: Grades 10 to 12
[Student WorkSafe - WorkSafeBC](#)

Graduation Program Policy Guide (2021)
[graduation-policy-guide.pdf \(gov.bc.ca\)](#)

Program Guide for Ministry-Authorized Work Experience Courses (2019)
[Work Experience Program Guide \(gov.bc.ca\)](#)

Youth Work in Trades (2019)
[ita Youth Work in Trades Program Guide \(gov.bc.ca\)](#)

Youth Train in Trades (2019)
[Train - Industry Training Authority Industry Training Authority \(itabc.ca\)](#)

SD62 Work Placement Documentation (attached) online link to be established

II. Co-ordination

The Board supports co-ordination for the development, maintenance, and management of career programs. Co-ordination shall include defined responsibilities at both district and school levels.

Worksites

- Development of placement sites for Work Experience and ~~Secondary School Apprenticeship~~ **Youth Work in Trades** and is the joint responsibility of district and school-based staff.

- A site analysis to determine curricular links, working conditions, and safety considerations is required for each new worksite placement. Site analyses are the shared responsibility of school and district-based staff.
- On-going monitoring of work placement sites is part of the supervision process and is the responsibility of school-based staff. When appropriate, concerns regarding specific work placement sites should be reported in writing to the Career Programs Advisor/Co-ordinator.

Work Experience

~~To fulfill the employability skills section of the Graduation Transitions, all students must provide evidence that they have completed any of the following: A Ministry-authorized work experience course, a school-arranged 30-hour work placement, 30 hours of volunteer service, or 30 hours of paid student employment.~~

To fulfill the Career-Life Connection Graduation Requirements, students must complete 30 hours of work experience or career-life exploration. Students must provide evidence that they have completed any of the following: A Ministry-authorized work experience course, a school-arranged 30-hour work placement, 30 hours of volunteer service, or 30 hours of paid student employment. In addition to the 30 hours of Work Experience required for graduation, students may also participate in elective programs such as: Youth Explore Trade Skills (10-12); Youth Explore Trades Sampler; Youth Work in Trades; Youth Train in Trades, and Work Force Training Certificate 12.

~~To complete Graduation Transitions requirements students will also have to show evidence of daily physical activity log for the Personal Health requirement and evidence of transition planning for Career and Life component.~~

Preparation for any off-campus work experience shall include an orientation:

- **A Staff review of [Ministry-Authorized Work Experience Courses and Workplace Safety Policy - Province of British Columbia \(gov.bc.ca\)](http://www.gov.bc.ca)**
- **That the student shall be 14 years of age or older;**
- Job-readiness **Employability** skills;
- ~~Appropriate attitudes, behaviour, and dress;~~ **Behaviour aligned with SD62 Student Code of Conduct;**
- Ethics and confidentiality;
- Workplace safety, including harassment, **accident/incident procedures;**
- Accident procedures;
- Job and company **Employer** research and expectations;
- Human rights legislation (*Employment Standards Act and Labour Relations*);
- Completion of required documentation (*Work Experience Placement Agreement/Paid Work Training Plan*).

Preparation, as described above, must take place prior to the student's first work experience.

- No student shall begin work experience until the appropriate Board 'Work Experience Placement Agreement' for unpaid work or a 'Training Plan' form is signed by all parties (student, parent/guardian, teacher/supervisor, and employer) and filed in the school.
- Students shall not be marked absent while attending off campus work experience.
- For school-arranged work placements or school arranged volunteer service, all accidents must be reported as soon as possible. A [WorkSafe BC injury report](#) (Form 7) must be completed by the school and copied to the district to be submitted within three days to WorkSafe BC. A copy of this report and the Work Experience Agreement form must also be sent to the Ministry of Education.

SECONDARY SCHOOL
EMPLOYER FEEDBACK - for Work Experience 12A (100 hours)

Student: _____
School: _____
Address: _____
City: _____ **Postal Code:** _____
Tel: _____
Contact: _____

Dates of Work Experience: _____ to _____
Employer / Business Name: _____
Address: _____
Tel: _____
E-mail: _____

PLEASE COMPLETE the EVALUATION BELOW

(Please circle below as appropriate)
4 - Exceeding 3 - Proficient 2 - Developing 1 - Beginning

QUALITY OF WORK / WORK HABITS

Reliable	4	3	2	1	NA
Punctual (including after breaks)	4	3	2	1	NA
Attends regularly	4	3	2	1	NA
Shows good work ethic	4	3	2	1	NA
Able to follow direction	4	3	2	1	NA
Completes assigned tasks on time	4	3	2	1	NA
Completes assigned tasks thoroughly	4	3	2	1	NA
Shows initiative	4	3	2	1	NA
Utilizes and is aware of safety practices	4	3	2	1	NA
Utilizes technology and/or other tools effectively	4	3	2	1	NA

INTERPERSONAL SKILLS / COMMUNICATION

Co-operative and able to work with others	4	3	2	1	NA
Accepting of constructive criticism	4	3	2	1	NA
Adaptable to new tasks and/or situations	4	3	2	1	NA
Respectful of others	4	3	2	1	NA
Appropriately groomed	4	3	2	1	NA
Demonstrates a positive attitude	4	3	2	1	NA
Shows interest and enthusiasm	4	3	2	1	NA
Uses appropriate communication for the Worksite	4	3	2	1	NA
Speaks clearly	4	3	2	1	NA
Listens well	4	3	2	1	NA
Asks appropriate questions	4	3	2	1	NA
Uses appropriate body language	4	3	2	1	NA
Writes clearly and legibly	4	3	2	1	NA
Communicates approximately by alternative Means (cell, text, email)	4	3	2	1	NA

COMMENTS

of Hours Completed _____
Volunteer _____ **Paid** _____

BUSINESS PARTICIPANT VALIDATION

Supervisor's Name (Please Print): _____
Supervisor's Signature: _____
Date: _____

Employers' feedback is greatly appreciated in developing the workplace skills of Work Experience students. Please assess this Work Experience student as you would a novice worker. If possible, discuss the assessment with the student and ask the student to sign this form to acknowledge your discussion.

Self-Reflection #1

Please use the four-point scale below.

1 – Beginning	2 – Developing	3 – Proficient	4 – Exceeding	
Personal qualities and interpersonal skills				
Co-operative and able to work with others	1	2	3	4 N/A
Accepting of constructive criticism	1	2	3	4 N/A
Adaptable to new tasks and/or situations	1	2	3	4 N/A
Respectful of others	1	2	3	4 N/A
Appropriately groomed	1	2	3	4 N/A
Demonstrates a positive attitude	1	2	3	4 N/A
Shows interest and enthusiasm	1	2	3	4 N/A
Communication skills				
Uses appropriate communication for the worksite	1	2	3	4 N/A
Speaks clearly	1	2	3	4 N/A
Listens well	1	2	3	4 N/A
Asks appropriate questions	1	2	3	4 N/A
Uses appropriate body language	1	2	3	4 N/A
Writes clearly and legibly	1	2	3	4 N/A
Communicates appropriately by alternative means (cell, text, email)	1	2	3	4 N/A
Quality of work and work habits				
Reliable	1	2	3	4 N/A
Punctual (including after breaks)	1	2	3	4 N/A
Attends regularly	1	2	3	4 N/A
Shows good work ethic	1	2	3	4 N/A
Able to follow directions	1	2	3	4 N/A
Completes assigned tasks on time	1	2	3	4 N/A
Completes assigned tasks thoroughly	1	2	3	4 N/A
Shows initiative	1	2	3	4 N/A
Utilizes and is aware of safety practices	1	2	3	4 N/A
Utilizes technology and/or other tools effectively	1	2	3	4 N/A

Describe the **most** important lesson/skill you learned from your work experience to date and explain how it will help you as you move forward.

- **Over the remaining hours of your placement, please consider how you could grow and develop in your targeted areas of improvement.**

WORK EXPERIENCE 12A : TIME LOG and REFLECTION #2

After 100 hours of work

Student Name: _____ Grade: _____

Company Name: _____

Supervisor Name: _____

Date	Hours	Duties and Tasks <small>(Hours can be logged after your Training Plan is returned to the Career Centre)</small>	Tools used and skills developed
Total:			

If you are experiencing any pressure to perform unsafe work, or are the target of bullying, harassment or discrimination, please contact _____ in person or by email _____ or contact WorkSafe BC at 1-888-621-7233. Your identity can remain anonymous.

Self-Reflection #2

Please use the four-point scale below.

1 – Beginning	2 – Developing	3 – Proficient	4 – Exceeding		
Personal qualities and interpersonal skills					
Co-operative and able to work with others	1	2	3	4	N/A
Accepting of constructive criticism	1	2	3	4	N/A
Adaptable to new tasks and/or situations	1	2	3	4	N/A
Respectful of others	1	2	3	4	N/A
Appropriately groomed	1	2	3	4	N/A
Demonstrates a positive attitude	1	2	3	4	N/A
Shows interest and enthusiasm	1	2	3	4	N/A
Communication skills					
Uses appropriate communication for the worksite	1	2	3	4	N/A
Speaks clearly	1	2	3	4	N/A
Listens well	1	2	3	4	N/A
Asks appropriate questions	1	2	3	4	N/A
Uses appropriate body language	1	2	3	4	N/A
Writes clearly and legibly	1	2	3	4	N/A
Communicates appropriately by alternative means (cell, text, email)	1	2	3	4	N/A
Quality of work and work habits					
Reliable	1	2	3	4	N/A
Punctual (including after breaks)	1	2	3	4	N/A
Attends regularly	1	2	3	4	N/A
Shows good work ethic	1	2	3	4	N/A
Able to follow directions	1	2	3	4	N/A
Completes assigned tasks on time	1	2	3	4	N/A
Completes assigned tasks thoroughly	1	2	3	4	N/A
Shows initiative	1	2	3	4	N/A
Utilizes and is aware of safety practices	1	2	3	4	N/A
Utilizes technology and/or other tools effectively	1	2	3	4	N/A

Part of WEX 12 is completing reflection assignments that will be used to help us explore your growth with the essential skills related to your field of work, your understanding of the site-specific workplace expectations, the responsibilities and expectations associated with your work placement, your ability to develop your: problem-solving skills, conflict resolution strategies, interpersonal skills, self-advocacy and self-efficacy.

Consider the following questions and write a thorough reflection:

- What are your current, site-specific, workplace expectations?

- What essential skills do you need to have for your current role at work and/or future roles?

- What are you responsible for?

- How are others reliant on you?

- How have you/ could you approach a problem with a colleague?

- How have you advocated for yourself on your worksite?

- How do you approach new challenges and tasks? What do you say to yourself or how do you problem solve when doing a new task?

- Did you remember to hand in an up to date copy of your resume? _____

Submitting this assignment: please complete this reflection and submit it to your Work Experience teacher.

Teacher Email:

Work Site Safety Check List:

This check list must be completed by the student and work site supervisor and returned to the school.

Student Name: _____ **Supervisor Name:** _____

Work Site: _____ **WCB #** _____

#	Task	Yes	No	N/A
1	Supervisor confirms that WorkSafeBC coverage is in place at the work site.			
2	The student was given a safety orientation at the worksite including potential dangers of the job.			
3	Hazards and risks specific to this workplace were identified during this orientation (physical, chemical, biological, etc.)			
4	Supervisor has reviewed emergency procedures and equipment (such as first aid equipment, etc.).			
6	The student has been instructed in workplace health and safety rules and procedures and policies.			
7	The student has been informed of the procedures regarding reporting any workplace injuries to the worksite supervisor.			
9	The student has been instructed to request specific training for any machinery or equipment prior to use and to ask for assistance with any processes and/or procedures that are new to the student.			
10	The student has been informed of the appropriate clothing and personal protective equipment that is required and who is responsible for providing the gear.			
11	The student is aware of the procedures set out by the employer in the case of witnessing or experiencing bullying and harassment in the workplace.			
12	The student has been instructed to rectify minor workplace hazards or report them to the supervisor.			
13	The student has been instructed in the management and organization of tools and equipment.			
14	The student has been instructed in procedures for working in isolation or alone.			

Student signature: _____ **Date:** _____
 (Sign to acknowledge the above checklist has been thoroughly reviewed with you by the supervisor)

Supervisor signature: _____ **Date:** _____
 (Sign to acknowledge the above checklist has been thoroughly reviewed with you and the student)



WORK EXPERIENCE 12A - Orientation Student Package

I, _____ had a **Work Experience 12A** in-school orientation which included:

- instruction on work site safety awareness,
- worker rights and responsibilities,
- employer expectations
- workplace code of conduct

In order to be registered for this course, the following must be completed and submitted to your WEX teacher/ Careers Department:

- Placement Agreement & Training Plan
- Work Site Safety Check list
- Orientation Student Package (including written work on last 5 pages)

I also understand the course requirements which include:

- 100 hours of actual work placement time
- completed written assignments include: work logs, resume, reflection & self-evaluation, and workplace ethics & employer feedback.

(Student Signature)

(Date of Orientation)

(Teacher Signature)

(Date of Orientation)

(Parent/Guardian Signature)

(Date of Review)

Territorial Acknowledgement SD62



Harmonious Artist Statement:

The artwork *Harmonious* was inspired by the traditional territories that Sooke School District resides. They are the T'Sou-ke Nation (Sooke), the Scia'new Nation (Beecher Bay), and the Pacheedaht Nation (Port Renfrew). It is meant to celebrate the holistic, respectful, and balanced relationship that the School District strives towards with the Nations.

Harmonious honours the name sake for each Nation both in text and visually: Pacheedaht translates to English as "Children of the Sea Foam"; T'Sou-ke is the name of the Stickleback fish; and Scia'new translates into English meaning "big fish". This recognition reflects the thankfulness of the Sooke school district for the advice, guidance, and generosity that each of the Nations bring to the programming in each of the schools.

The Nations' have a deep connection to the land. The Nations territory is diverse with impressive geography. It is a place of giant trees in an oceanfront rainforest, grand mountain peaks, deeply indented with inlets and fairly extensive coastal plains. The art ties this visually to the philosophy of "we are all one" through the movement of the split-u to the spiraling swoops that connect the Thunderbird, Killer whale and the sun.

The copper speaks to the richness of the Nations' culture, knowledge and communities. The accent colours tie this historically abundant ways of knowing to today. The Nations' ingenious ways provide a strong foundation for the Sooke School District.

Connie Watts is the Associate Director, Aboriginal Programs at Emily Carr University of Art + Design. She is an interdisciplinary artist, writer, curator, educator and designer of Nuuchahnulth, Gitksan and Kwakwaka'wakw ancestry. Born and raised in Campbell River, Connie has a Bachelor of Interior Design from the University of Manitoba, and a BFA from Emily Carr.

Territory Acknowledgements honour and show respect to the nations who live, work, and play here from time immemorial.

Careers Department

_____ Secondary's Career Education Department would like to express gratitude to the Coast Salish, specifically Esquimalt Nation and Songhees Nation whose unceded, traditional territories we share as we support youth on their journey to understand who they are, who they want to be and how they connect with this remarkable land.

Hych'ka – Coast Salish

Kleco Kleco – Nuuchahnulth

WORK EXPERIENCE 12A: Big Ideas and Learning Standards

- Experiences outside of school provide students with skills, workplace knowledge on responsibility and expectations; problem solving, conflict resolution and interpersonal skills and strategies.
- Personal awareness and self-advocacy develop from resume and interview explorations, and cultural land considerations.
- Understanding workplace safety and personal rights, occupational health, worker insurance and injury prevention are essential.

	- Emerging +	- Developing +	- Proficient +	- Extending +	Next Steps
Experiences outside of school provide student with skills, work place knowledge on responsibility and expectations; problem solving, conflict resolution and interpersonal skills and strategies.	The student is starting to understand the skills and knowledge associated with responsibility and expectations. Problem solving, conflict resolution and interpersonal skills and strategies are being considered.	The student shows some skills and knowledge associated with workplace responsibility and expectations. Problem solving, conflict resolution and interpersonal skills and strategies are being considered.	The student demonstrates good skills and knowledge associated with workplace responsibility and expectations. Problem solving, conflict resolution and interpersonal skills and strategies are practiced.	The student demonstrates skills and knowledge associated with the workplace beyond what is required. They exceed in their ability to solve problems, resolve conflicts and engage with colleagues.	
Personal awareness and self-advocacy develop from resume and interview explorations, volunteerism and cultural land considerations.	The student is starting to be aware of themselves as an employee. They are working on a resume, interview skills, volunteerism and cultural land considerations.	The student shows some awareness of themselves as an employee. They have a working resume, are engaging in interview skills, volunteerism and cultural land considerations.	The student demonstrates personal awareness and self-advocacy within the workplace. They have a good resume and interview well. They consider volunteering and cultural lands.	The student demonstrates advanced awareness and is fully capable of advocating for themselves. Their resume is exceptional as are their interview skills. They volunteer to contribute to community and always consider cultural lands.	
Understanding workplace safety and personal rights, occupational health, worker insurance and injury prevention are essential.	The student is starting to be aware of workplace safety and personal rights, occupational health, worker insurance and injury prevention.	The student shows some awareness of workplace safety and personal rights, occupational health, worker insurance and injury prevention.	The student demonstrates full knowledge of workplace safety and personal rights, occupational health, worker insurance and injury prevention.	The student is beyond capable of protecting themselves with it comes to workplace safety and personal rights, occupational health, worker insurance and injury prevention.	

Assessment and Rubric: Work Experience 12A is a completion course worth 4 credits. All assignments and work experience hours must be completed to pass and receive credits for this course. A mark will be issued after all assignments and work placement hours have been completed.

INTERVIEW CHECKLIST

BEFORE

- **First impressions** are crucial.
- **Dress well!** Presentation counts, so plan what you are going to wear. Clothing should be neat, clean and appropriate for the position.
- **Learn** about the employer.
- **Think** of questions you may be asked and practice with a friend.
- **Know** the name and address of the interviewer. Plan your route.
- **Bring** a folder with your resume, list of references, pen & paper, list of questions to ask at the interviewer.

Arrival

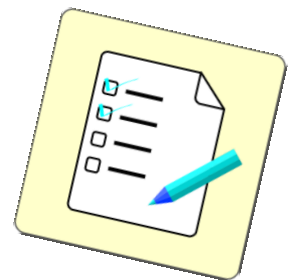
- **Go alone** to the interview.
- **Arrive early** – about 10 minutes before.
- **Turn off your** phone.
- Be **friendly and businesslike**- to everyone you meet.

During

- **Attitude is Everything!** Be enthusiastic, energetic and confident. A good attitude can make up for lack of experience.
- **Greet** the interviewer and introduce yourself. Use his/her name during the interview.
- Be ready to **shake hands**.
- Follow the lead of the interviewer and **stay on topic**.
- If you do not understand a question, it is acceptable to ask the interviewer to **repeat** it.
- Be attentive to body **language**. Maintain eye contact & good posture.
- At the end of the interview, **thank the interviewer** and **shake hands**. Politely ask when you can expect to be contacted regarding a decision.

After the Interview

- Send a **thank you email**.
- Contact the employer if you have not heard by the set date.



BEHAVIOURAL BASED INTERVIEWING

Most formal interviews include behavioural questions. Be prepared!

What is it?

Behavioural Based interviewing is a technique used by employers in which the questions asked assist the employer in making predictions about a potential employee's future success based on actual past behaviours, instead of based on responses to hypothetical questions. In behavior-based interviews, you are asked to give a specific example of when you demonstrated particular behaviours or skills. General answers about behaviour are not what the employer is looking for. You must describe in detail a particular event, project or experience and how you dealt with the situation and what the outcome was.

Examples of behavioural interview questions:

- Describe a time when you were faced with problems or stresses that tested your coping skills. What did you do?
- Give an example of a time when you had to be relatively quick in coming to a decision.
- Give an example of an important goal you had to set and tell me about your progress in reaching that goal.
- Give an example of when you had to show good leadership.

Answering these types of questions: Be specific, not general or vague. Do not describe how you would behave, but describe how you actually behaved. If you decided you should have behaved differently, explain this – the employer will see that you learned something from your experience.

WorkSafeBC
WORKPLACE SAFETY
Young Workers: Your Rights and Responsibilities



- Has anyone ever asked you to do something that you felt uncomfortable doing?
- Being new on the job is hard, and learning to speak up for your rights as a worker can sometimes be difficult; but no pay cheque is worth getting hurt for.

What are your RIGHTS as a worker?

You have the right to KNOW:

- √ You have the right to **REFUSE unsafe work**- You can refuse to do tasks and to work in conditions you think are unsafe, **without being fired or being disciplined** for refusing.
- √ To know what hazards are present on the job and how these hazards can affect you
- √ To learn about chemical safety through WHMIS (Workplace Hazardous Materials Information System)
- √ To be trained about safe work procedures
- √ To be **OUTFITTED** with safety gear and equipment required to do the job safely.
- √ You have the right to **SPEAK UP**.
- √ You have the right to report unsafe practices and conditions without worrying that you will lose your job or get in trouble.
- √ All workers have the right to participate in workplace health and safety activities. For example, you can be chosen to be a health and safety representative or a member of a committee.
- √ You have the right to be supervised to make sure you are working without unnecessary risk to yourself or others.

Employer's responsibilities:

- To provide a safe and healthy workplace with a valid health and safety program
- Train employees and supervisors on the appropriate health and safety procedures and responsibilities
- Ensure adequate safety equipment, supplies are onsite with trained attendants
- Inspect and fix workplace regularly
- Report and inspect all incidents, injuries and damaged equipment to WorkSafeBC.

Worker's responsibilities:

- To know and comply with all regulations and safety procedures
- Co-operate with all health and safety committees and representatives, and prevention officers.
- To report unsafe actions and unsafe conditions, injuries, incidents, or illness immediately to your employer or supervisor
- To use protective equipment, as required by the employer
- If injured, get treatment quickly and tell the health care provider that the injury was work related.

WorkSafe BC: Top 7 Dangers for Young Workers

Out of all the tasks young workers do, there are seven in particular that seem to be the most dangerous, or results in the most injuries.

Danger #1: lifting objects



Danger #5: Operating mobile equipment or motor vehicles



Danger #2: working at elevation



Danger #6: Danger working with slicers when preparing food



Danger #3: working with knives



Danger #7: working near running equipment and machinery



Danger #4: working with hot substances and objects



QUESTION: Which one of the Top Seven Dangers would affect you at your work placement? What will you do to be safe at your work placement?

Workplace Hazards Recognition



Directions: Choose one of the workplace environments and identify the potential hazards or risks in the scenario.

POTENTIAL HAZARDS & RISKS:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

5. _____

The Right to Refuse Unsafe Work

1. A person must not carry out or cause to be carried out any work process or operate or cause to be operated any tool, appliance or equipment if that person has reasonable cause to believe that to do so would create an undue hazard to the health and safety of any person.
2. A worker who refuses to carry out a work process or operate a tool, appliance or equipment pursuant to subsection (1) must immediately report the circumstances of the unsafe condition to his or her supervisor or employer.
3. A supervisor or employer receiving a report made under subsection (2) must immediately investigate the matter and
 - a. ensure that any unsafe condition is remedied without delay, or
 - b. if in his or her opinion the report is not valid, must so inform the person who made the report.
4. If the procedure under subsection (3) does not resolve the matter and the worker continues to refuse to carry out the work process or operate the tool, appliance or equipment, the supervisor or employer must investigate the matter in the presence of the worker who made the report and in the presence of
 - a. a worker member of the joint committee,
 - b. a worker who is selected by a trade union representing the worker, or
 - c. if there is no joint committee or the worker is not represented by a trade union, any other reasonably available worker selected by the worker.
5. If the investigation under subsection (4) does not resolve the matter and the worker continues to refuse to carry out the work process or operate the tool, appliance or equipment, both the supervisor, or the employer, and the worker must immediately notify an officer, who must investigate the matter without undue delay and issue whatever orders are deemed necessary.

How to refuse unsafe work

Your employer is legally responsible for putting safe work practices in place, and you're responsible for following them. If you have safety and health concerns, it's your responsibility to report them. Here's where to raise questions:

1. If a task feels unsafe, tell your immediate supervisor, and explain why you're not comfortable. In most cases, the issue will be resolved at this stage.
2. If you don't get a satisfactory answer from your immediate supervisor, or that person is not available, go to up to the next higher supervisor.
3. If you're still not satisfied, ask your safety representative, a member of the safety committee, or a shop steward to help.
4. Most problems are solved before getting to this stage, but your last recourse is WorkSafeBC. Phone and explain your safety concerns (you can do it anonymously).

Call toll-free 1 (888) 621-7233.

Student Signature: _____ Date: _____



Report an injury or illness

For more information go to: http://worksafebc.com/claims/report_injury/default.asp

Workers

If you are injured at work or have symptoms of a work-related illness, you must:

Step 1: Report it to your employer immediately.

Step 2: Seek medical attention and tell your doctor/clinic your injury is work related. Your employer is responsible for your transportation costs from your workplace to a doctor's office or hospital.

Step 3: Start a claim by reporting it to WorkSafeBC as soon as possible.

Call Teleclaim @ **1-888-WORKERS**

Or

Complete the **Application for Compensation and Report of Injury or Occupational Disease**

Google: "WorkSafeBC Form 6" Complete and submit online.

Question: Who do you report an injury to at your job site? _____

**STUDENT RESPONSIBILITY, EMPLOYER EXPECTATIONS
and CODE OF CONDUCT AGREEMENT**

- Work Experience Placement Agreement & Training Plan will be completed and returned to the school **prior** to documenting work placement hours.
- Regular attendance at my work placement as scheduled will be maintained.
- My employer will be contacted if I am unable to report to work.
- Problems and/or difficulties with the work placement will be communicated to the work supervisor and/or Career Centre staff at the school.
- Approval from subject teachers will be obtained when classes are missed for my work experience and missed assignments will be completed.
- Company standard business practices and procedures will be complied with.
- Business and client confidentiality will be respected.
- Honesty, punctuality, courtesy, a positive attitude, willingness to learn, being appropriately groomed and being respectful of others will be demonstrated.
- A Work Experience Time Log and Journal will be completed (Work Experience 12A requires 100 work Experience Placement hours).
- An Employer Feedback Form will be completed after 100 hours of work experience.
- Assignments for Work Experience 12A will be completed for course credit.

OATH OF CONFIDENTIALITY

As a condition of participation in the Work Experience Program for period from:

_____ to _____
(start date) (end date)

I understand and agree:

- a. that I must conform to all orders, rules and regulations of _____
(Name of Business/Organization)
and understand and realize that the violation by me of any of the said orders, rules and regulations may result in the termination of my training.
- b. that I must at all times- even after ceasing my training with the company – maintain secrecy with regard to the company’s business and the business of its customers, and that, unless authorized, I must not make public any information relative to this organization.

Student Signature: _____ Date: _____
(Signed as agreement to the above responsibilities, oath of confidentiality)

Work Experience 12A Placement Agreement & Training Plan

STUDENT INFORMATION
Name: _____
Date of Birth: _____
Address: _____
Phone: (Student): _____
Parent/Guardian: _____
Completed CLE: Yes or No

WORK SITE EMPLOYER INFORMATION
Company Name: _____
Registered Company Name: _____
Address: _____
Contact Name _____
E-mail & Phone: _____

EMERGENCY
Emergency Contact: _____
Phone: _____
Staff Monitor: _____
Phone: _____
E-Mail: _____

TERMS OF THIS AGREEMENT
This Agreement will be effective from:
Start Date: _____ End Date: _____
Working Days: _____
Working Hours: _____
Employer On-Site Safety Orientation Provided: Y / N
Non-paid Work Placement: Y/ N
Safety Orientation Given: Student Initials _____ Staff Initials _____

TRAINING PLAN

Focus Area:
 Business & Applied Business
 Health & Human Services
 Tourism, Hospitality, & Foods
 Trades & Technology
 Fine Arts, Design, & Media
 Liberal Arts & Humanities
 Fitness & Recreation
 Science & Applied Science
 Other _____

Focus Area Related Courses Taken/Planned: _____

Position Title
Activity Outline, Tools/Equipment to be Used: *Provide a general description of the work to be performed and list tools and equipment to be used.*

Job Specific Skills to be Performed/Developed:

Fundamental Skills	Personal Management Skills	Teamwork Skills
<input type="checkbox"/> Communicate <input type="checkbox"/> Think & Problem Solve <input type="checkbox"/> Manage Information <input type="checkbox"/> Use Numbers	<input type="checkbox"/> Positive Attitude/Behaviours <input type="checkbox"/> Learn Continuously <input type="checkbox"/> Be Responsible <input type="checkbox"/> Work Safely <input type="checkbox"/> Be Adaptive	<input type="checkbox"/> Work with others <input type="checkbox"/> Participate in Projects & Tasks

SIGNATURES
By their signatures, the parties indicate their agreement to the terms and conditions outlined on both sides of this agreement. Contract is valid when all signatures are complete.
Student: _____ Parent/Guardian: _____ Work Site Employer : _____ School/District Representative: _____

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals on this _____ day of _____ 20____

WORK EXPERIENCE PLACEMENT AGREEMENT

Terms and Conditions - STANDARD

1. STUDENT DUTIES

The Student agrees to comply with the Work Site Employer's rules and all applicable safety regulations. Special Rules and Regulations are to be communicated by the Work Site Employer to the Student.

Students on an unpaid work experience agree to perform, without payment, those duties assigned to the Student from time to time by the Work Site Employer in consultation with the School Board's representatives.

2. SUPERVISION

The Student agrees to be under the direct supervision of the Work Site Employer and the Work Site Employer agrees to supervise the Student, at all times during the work experience placement.

3. SITE SAFETY ORIENTATION

The Work Site Employer will provide to the Student, site and work specific safety training and will not permit the Student to perform any duties unless the Student has all safety equipment required for the tasks to be performed by the Student.

4. BOARD ACCESS

The Work Site Employer agrees to allow School Board representatives to have access at any time to the Work Site Employer's worksite and to the Student.

5. TRANSPORTATION

The parties agree that the parent(s) or guardian(s) and the Student are solely responsible for the Student's transportation to and from the Work Site Employer's work site. In the case of an exception where the School Board or Work Site Employer provides transportation, describe in detail:

6. FEEDBACK

When requested by the School Board, the Work Site Employer will provide feedback on the Student's performance of the Student's duties, report that feedback in the form required by the School Board, and consult with School Board representatives about the feedback.

7. WORKERS' COMPENSATION ACT INJURY COVERAGE

- Students in a non-paid work experience placement at a standard work site are covered by the Workers' Compensation Act and are considered to be workers of the Government of British Columbia for Workers' Compensation purposes only. Coverage is limited by the terms and conditions set out in the Workers' Compensation Order (effective July 21, 2011).
- WorkSafeBC WCB coverage for any paid work experience must be covered by the employer, and will not be covered by the Province.
- Students at a Non-Standard work site are **NOT** covered by the *Workers Compensation Act*. The School Board maintains coverage with respect to its liability and that of a student participating in a work experience placement contemplated by the terms of this Agreement. This coverage is subject to exclusions, terms and conditions and deductive amount. The other parties to this Agreement may inspect from time to time, the terms of School Board coverage in effect.

8. NOTICE OF INJURY

In case of any injury or problem **during school hours**, immediately report the occurrence of injury to the Board by contacting the school career staff at the student's home school. **Out of school hours**, contact the parent/guardian or emergency contact, then the school.

9. INDEMNITY

The School Board agrees to indemnify and hold harmless the Work Site Employer, its employees and agents from any and all claims, demands, actions and costs whatsoever that may arise out of the negligent acts or omissions of the School Board, the School Board's employees and the Student, in their performance of this agreement, unless such negligent acts or omissions are at the direction of or occasioned by the Work Site Employer, its employees or agents.

The Work Site Employer agrees that it will not require the Student to perform any task unless such task might be within the scope of the Students' training and abilities.

10. INSURANCE

The School Board shall maintain liability coverage to protect the School Board, the School Board's employees, and the Student during their performance of this agreement. The School Board will not be responsible for any loss or damage to the Work Site Employer's property unless such loss or damage is due to the willful acts or omissions of the Student or is caused by the Student acting outside the Student's authorized duties.

11. MINIMUM AGE

The parent(s) or guardian(s) of the Student warrant that the Student is at least 14 years of age or older at the date of this Agreement.

12. EFFECT ON EMPLOYEES

The Work Site Employer agrees that the placement of the Student will not affect the job security of any employee of the Work Site Employer and will not affect hiring practices. The placement of the Student will be in addition to the full complement of employees. The student will not be a replacement for any employee.

13. TERMINATION OF THE AGREEMENT

Any party to this Agreement may end it at any time by giving notice in writing to all other parties at the addresses given in this agreement.

14. REFERENCE

In this Agreement a reference to the School Board includes School Board officers, employees or representatives acting within the scope of their employment.

15. CONFIDENTIALITY

All parties agree to maintain in the strictest confidence, information that comes to their knowledge during the work experience.

16. MEDICAL

It is the Student's responsibility to inform the employer of any life threatening conditions or allergies that might affect the Student's ability to carry out the work experience.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

April 26, 2022

Draft revised Policy and Regulations F-100 "Transportation" are scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT the draft revised Policy and Regulations F-100 "Transportation".

School District #62 (Sooke)

TRANSPORTATION	No.: F-100
	Effective: Sep. 22/81 Revised: Feb. 22/83; Oct. 22/83; May 23/89; Oct. 23/90; Jul. 6/05; Jan. 26/21; Reviewed: Dec. 1/20; Dec. 15/20; Jan. 26/21; Feb. 1/22; Feb. 22/22; Apr. 5/22; Apr. 26/22

SCHOOL BOARD POLICY

The Board of Education of School District 62 (Sooke) will establish an efficient and effective school transportation system to provide for the transportation of students to and from their nearest catchment school.

The *School Act* does not require school districts to provide a school bus transportation services and therefore it is the responsibility of each family to determine the best transportation option to and from school to meet their needs.

School District 62 (Sooke) will provide transportation services for students to their catchment schools under the following guiding principles:

1. Transportation services will be provided on a priority basis based on the age of the student and the distance from the student's catchment school.
- 2. Transportation services will be provided to schools outside of a student's catchment, but within their existing zone of schools, when the student is attending an educational program of choice or an academy that is not offered at their catchment school.**
3. The District will charge all riders a safety fee to directly increase the safety of students and staff using the District's transportation system.
4. Transportation will be provided in a manner that ensures student safety and efficiency while balancing service costs with the costs of providing direct educational services to the students of the District.

Policy References:

B-360 "School Fees, Supplies and Deposits"

School District #62 (Sooke)

TRANSPORTATION	No.: F-100
	Effective: Sept. 22/81 Revised: Feb. 22/83; Oct. 22/83; May 23/89; Oct. 23/90; Jul. 5/05; Jan. 26/21; Reviewed: Dec. 1/20; Dec. 15/20; Jan. 26/21; Feb. 1/22; Feb. 22/22; Apr. 5/22; Apr. 26/22

ADMINISTRATIVE REGULATIONS1. Registration Process

The District will utilize a defined period registration process that will open ~~February~~ **March 1** of each year. On April 30 of each year, the registration process will pause and District staff will use registered rider information at that time to develop bus routes for the following year.

All riders registering after May 1 of each year will be placed on an existing route pending available room and on a "first come, first served" basis.

The District will **strive to** post the routes for the following year and will communicate the route information (stops and times) to families by June 30. **The ability to post the routes prior to June 30 is dependent on the amount of registrations received by April 30.**

Registration will remain open for the remainder of the school year in which the service is being provided.

Additional routes will only be created if the Secretary-Treasurer requests and receives additional funding from the Board of Education to add additional routes.

2. Transportation Fees

The District will ~~not~~ **consider** charge **charging** students a fee for transportation services (ridership fee) **during the District's annual budget development process.**

The District will charge an annual Safety Fee to be used to improve the safety for students and staff engaged in District transportation services. This fee, set annually by the Board of Education, will not exceed \$25/rider.

The District will charge a late registration fee to be set annually by the Board and not to exceed \$100/family for any registration request received after September 1. Exceptions will be provided to families moving into or within the District after the late registration date.

As with all District fees, a fee waiver process will be available to families if any fee causes undue financial hardship.

3. Eligible Riders

Eligible riders are considered to be those students travelling to their catchment school **or students attending an educational program of choice or academy program not offered at their catchment school.**

Educational programs of choice are defined as:

- **French Immersion; and**
- **Trades Awareness and Skills Knowledge**
- **Nature Kindergarten**

Accessible busing will be provided to those students requiring this service.

4. Student Walk Limits

The Ministry of Education's guidelines for student walk limits are as follows:

Primary students: 4 km to or from school

Intermediate & Graduation students: 4.8 km to or from school

These limits are measured by the shortest possible road distance.

The walk limits from home also apply where a student is required to walk to a designated bus stop.

The District will not follow these Student Walk Limit guidelines and instead will work with the school and local authorities to identify and/or create safe routes to school. The intent of these safe routes is to increase the number of those walking and wheeling to and from school which will support the health and wellness of our students.

Where safe routes to a school have been identified, bus transportation services will not be offered by the District.

5. Route and Schedule Changes

Where proposed changes would affect school arrival and departure times, the Secretary-Treasurer shall consult with the principal(s) involved and with the Superintendent of Schools before approval is given. Addition or deletion of routes requires the approval of the Secretary-Treasurer.

To the extent possible, routes will be designed to have students arrive at school no earlier than 30 minutes before the school's first bell and depart from schools no later than 30 minutes after the school's final bell.

Route schedules will be sent to schools and registered riders by June 30 of the preceding year. It is in the best interests of the District and the riders that passenger lists be kept as current as possible.

Board Info Note

Public Board Meeting

April 26, 2022

Agenda Item: 9.1 – Out of Province and International Field Trips

Background

- In April of 2020 the Board of Education passed a motion to suspend Out of Province and International Field Trips as a result of the pandemic declaration.
- During the 2020/2021 school year strict health and safety protocols were in place limiting student travel, including locally.
- During the 2021/2022, public health restrictions have shifted significantly, including the easing of Federal restrictions on travel.

Current Context:

- The Federal Government has lifted the “essential travel only” recommendation and has changed orders for COVID testing protocols and self-isolation periods.
 - Some destination countries may still have COVID restrictions in place that would require and planned travel to be mindful of specific requirements.
- As such, out of province and international travel has returned to pre-pandemic expectations with the following adjustments:
 - Proof of full vaccination required for air and rail travel.
 - Health check prior to boarding,
 - Required masks (face coverings) in rail terminals, airports and while on board planes and trains.
- Some district schools are beginning to contemplate travel for next year including language exchanges and academy programs.
- Recent updates to Policy C-329 – Field Trips has also provided additional clarification related to insurance and planning checklists for any potential field trips.

Recommendation

- Given the current status of travel restrictions as articulated by the Government of Canada and the Government of British Columbia, that the Board of Education consider reinstating out of province and international field trips commencing in the 2022/2023 school year.
- A possible motion for the Board of Education to consider is:
 - “That the Board of Education for School District #62 (Sooke) reinstate, effective September 1, 2022, the potential for out of province and international field trips commensurate with Board Policy C-329 – Field Trips.”



School District 62 (Sooke)

Board of Education 90 Day Work Plan Summary

Action	May	June	July
Approve	<ul style="list-style-type: none"> Final readings of Initial budget bylaw Final readings of Capital Plan Bylaw Auditor engagement/plan 	Annual Plan Package: <ul style="list-style-type: none"> - FESL targets - strategic plan targets - 5 Year Capital Plan Superintendent Growth Report	
Review	3rd Quarter Report Package: <ul style="list-style-type: none"> - Strategic Plan - FESL (where applicable) - Na'tsa'maht agreement - Financial forecast - Enrolment report - Minor & Major Capital Work 	<ul style="list-style-type: none"> - District Operations Plan Review Motions for the year	
Complete			
Engage	Host Partner Event	Grad/Year End Ceremonies	

Committee Key **Education Policy Committee.** Resources Committee. Audit Committee

RE: Na'tsa'maht Education Council Zoom Meeting held on April 20, 2022

We are honored to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation; and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, Coast Salish; T'Sou-ke Nation, Coast Salish; the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the Nations SD62 works with.)

In Attendance:

Bryan Johnson, SD62, Na'tsa'maht Renewal Chief Russell Chipps, Sc'ianew Nation	Jon Carr, SD 62, Principal, Na'tsa'maht Indigenous Education	Sue Grundy, SD 62, Executive Operations Manager
Clinton Kuzio, University of Victoria	Lindsay Lockhart, STA, Teacher's Union Rep	Tiffany Adams, Na'tsa'maht Indigenous Education Curriculum Coordinator Teacher
Dianna Seaton, SD 62, School Trustee	Lorraine Velie, SD 62, Na'tsa'maht Indigenous Education Administrative Assistant	Trish McNabb, CUPE Local 459
Dorothea Harris, University of Victoria	Marlys Denny, SD 62, Vice Principal,	Vivian Leik, Camosun College
Elder Henry Chipps, Sc'ianew Nation	Na'tsa'maht Indigenous Education	
Jo-Ina Young, Métis Nation of Greater Victoria, (MNGV)		

Guest:

Brother Rick Peter, Sc'ianew Nation	Kristen McGillivray, SD62, Manager Strategic Communications
Janelle McGinley, Island Métis Family and Community Services Society	Tracy Charlie, Pacheedaht Nation

Regrets:

Alita Tocher, M'akola Group of Societies	Karryn Hall, Island Métis Family and Community Services Society	Michelle Thut, T'Sou-ke Nation
Amanda Hamilton, Pacheedaht Nation	Kendra Gage, Hulitan Family and Community Services	Mike Huck, SD62, PVP Association
Brandon Labbey-Krejci, M'akola Group of Societies	Lynai Quatell, Hulitan Family and Community Services	Paul Block, SD 62, Associate Superintendent
Ceillidh Deichmann, SD62, PVP Association	Matthew Simpson, University of Victoria	Stacey Charles, Sc'ianew Nation
Julia Clifton, Hulitan Family and Community Services		Virginia Treadwell, Island Métis Family and Community Services Society

1. Presentations:

1.1. Manager of Strategic Communications - Kristen McGillivray

- Introduced herself to NEC members

1.2. Na'tsa'maht Enhancement Agreement Renewal - Bryan Johnson

- The creation of the first Na'tsa'maht Enhancement Agreement spanned from 2016 to 2021.
- Through consultative process with Sc'ianew, T'Sou-ke and Pacheedaht Nations, as well as our Métis, Inuit and other Indigenous partners that reside in Coast Salish and Nuu-chah-nulth territories two goals captured the meaning of the Agreement. Na'tsa'maht...One Mind, One Spirit
- NEA Consultation Process Timeline
 - General Public Survey and Partner Group Survey April 4th to April 22nd (3-week window)
 - General Public Community Engagement Gathering: April 11th Saseenos Elementary 5:30 to 7:30pm
 - General Public Community Engagement Gathering: April 12th Ruth King Elementary 5:30 – 7:30pm
 - Middle/Secondary Student Forum -Dunsmuir April 12th, Belmont April 13th, Westshore Colwood April 19th, Ecole John Stubbs April 20th, EMCS April 21st, Royal Bay April 25th, Westshore Sooke April 26th, Journey April 27th, Spencer May 4th
 - April 5th – Leadership Meeting Consultation Activity
 - April 20th NEC Consultation Activity
 - May/June: Drafting, Revising and completion of document, submission for publication
 - June 28th: Board Presentation at monthly Board meeting
 - Thursday, September 29th Enhancement Agreement Signing and Celebration held prior to September 30th Truth and Reconciliation Day
- Feedback received from General Public Community Engagement Gatherings
 - Does the One Mind goal continue to create equity and enhance opportunities for Indigenous students and families?
 - Use Indigenous rather than Aboriginal
 - Next life steps rather than specifically post-secondary...multiple avenues to “success” in life-what are the opportunities? Employability, targeted training opportunities”
 - “The importance for children to have connections with staff, time to build relationships and trust”
 - Student voice and choice
 - Does the One Spirit goal continue to create equity and enhance opportunities for Indigenous students and families?
 - “Foster a sensitivity and understanding of the diversity of culture and language to create cultural safety-sense of belonging”

- “Continue to create awareness and knowledge of local Nations, Métis and Inuit”
- “Connections with the land, learning from the environment”
- “We need to strive to stay current especially regarding Truth and Reconciliation.”
- “Equity group works with staff in consultation with Elders and student groups.”
- What ideas or suggestions should be considered as we enrich and recommit to the Na’tsa’maht Enhancement Agreement?
 - “Enhance Indigenous language revitalization at all school levels”
 - Professional Development Opportunities for all SD62 employees; Truth and purposeful reconciliation, culturally responsive trauma informed practices”
 - “Indigenous employment opportunities in SD62, all positions as well as Trustees”
 - “Cultural activity-recognized as curriculum and this comes with credit for learning (knowledge and participation)”
 - “Celebrating success, community gatherings”

2. School District Update- Jon Carr & Marlys Denny

2.1. Ministry of Education Course Announcement

- Beginning in the 2023/24 school year four credits will be required at the secondary level. Will apply to current grade 10 students.

2.2. New Schools: language & artwork

- PVP at each school will share the # of art pieces required and the timeline for completion. Artists will be commissioned in consultation with Songhees First Nation and Sc’ianew! Nation.

3. Na’tsa’maht Indigenous Education Department Update-Jon Carr & Marlys Denny

3.1. 2022-23 Consent Form was reviewed

3.2. Equity in Action Student & Family Survey

- This is the second year for surveys. The Survey will open May 9th for 2 weeks

3.3. Grade 12 Gathering Event

- 2022 Pilot

3.4. Language Legacy Project

- Pilot on: How do we spread the SENĆOŦEN Language?
 - Creation of a SENĆOŦEN Language video series for all classroom teacher to access along with curriculum support for teachers.
 - Arnold Lim will be producing the videos

3.5. SD62 Learning Opportunities

- Climbing the Mountain Workshop with Dr. Niigaanwewidam James Sinclair,
 - May 13th 8:45 - 10:00 Keynote
 - 10:15 - 2:30 Workshop
 - Registration will be through the STA, poster to follow by email with how to register
- Ripple of Resiliency with Monique Gray Smith
 - April 20th & May 25th

3.6. Elder & Role Model Programming

Special Events:

- Red Dress Day May 4th
 - Ecko Aleck (Nlaka’pamux)
 - Secondary Virtual Offering
- Dance! With Madelaine
 - Once a month since November 2021
 - Friday April 29th (Elementary)
 - May 20th (Middle & Secondary)
 - June (Pre-Recorded, Elementary, Middle & Secondary)
- Role Model Program
 - Approx. 350 Role Model presentations to date

Next Meeting: May 18^h in person Royal Bay Secondary 12:30 – 3:00



Board Info Note

Public Board Meeting

April 26, 2022

Agenda Item: 10.3 – Changing Board Meetings

Background

In preparing this info note I researched some history of the School District- of which there is little on the Internet! From Wikipedia- “The school district in what today is the western suburbs of Victoria predates the formation of the Canadian province of British Columbia in mid 1871. The **Metchosin School District** was formed April 8, 1871. The Sooke School District was formed 23 May 1872 as one of the first school districts of the new province.^[1] The **Highlands School District** was formed in 1893 and incorporated into the SSD in 1952”

In the Board Policy it makes no reference as to the location of the Board meetings. However they have been almost exclusively held at the School Board Office.

<https://www.sd62.bc.ca/sites/default/files/2020-01/A-400%20Proc.%20Regulations%20-%20School%20Board%20Meetings.pdf>

There has been a historic inequity for staffing and services in the Milnes Landing Zone that is slowly being corrected. However, the perception of municipal councilors and the general public frequently appears to reflect this perception, as evidenced by the recent Sooke News Mirror article.

Update

In the last few years, there has been much media and Board attention to the demands and pressures from the population build in the Langford Region. During Covid, almost the only times School Board trustees were visible were during tours, announcements etc.-all in the Belmont Zone. Meanwhile, the Milnes Landing Zone was slowly building, and while work was being done on the schools, it became apparent that the community’s perception was that ALL the Board attention was focused on the Belmont Zone.

Next Steps

The Board needs to increase its public presence in the Milnes Landing Zone. It is the Second fastest growing Municipality on Southern Vancouver Island. We now have increasing pressures on our schools due to enrollment, and ageing infrastructures that need updating or replacing (Saseenos, Sooke Elementary, envelope at EMCS (That has been on the books for over **5 years**) Trustees have been travelling to the Belmont zone for over 150 years for meetings as far as I can see, over often dangerous road and poor conditions. We have last had student representation with Kate Phillips in 1996/97 I propose that the Monthly Board Meetings be held at alternating zones going forward, to adjust and adapt to the changing demographics of our District and to plan for the future. Furthermore I propose that the Committee Meetings Alternate in opposing order to the Board meetings, for example when the Board meeting is held in the Belmont Zone, the

Committee meetings be held in the Milnes Landing Zone.

Requested Motion: That the Board of Education begin a trial of alternating Board Meetings at Belmont Zone and Milnes Landing Zone starting in May 2022. Trial to be reviewed in June 2023

Requested Motion: That the Board begin a trial of alternating Committee Meetings at Belmont Zone and Milnes Landing Zone starting in alternate months to Board meetings. Trial to be reviewed 2023.

Submitted By Margot Swinburnson

Board of Education Information Note April 26, 2022

Agenda Item 10.4: Trustee Student Forum: Capital Projects

PURPOSE

- In June 2021, the Board passed the following motion:
 - That the Board of Education of School District 62 (Sooke) direct staff to create an engagement process to develop guiding principles reflective of the voices of our students, partners, Indigenous nations, and community, to support future direction on capital projects.
- The purpose of this agenda item is to present the Board of Education with a summary report of the Trustee Student Forum in support of the above noted motion.

BACKGROUND

- The inaugural Trustee Student Forum was held at the Belmont Learning Commons on March 11, 2022. The focus of the forum was on creating guiding principles for future capital projects.
- The Board of Education held the event to:
 - To honour student voice and choice.
 - To hear student views and gain an understanding of their experience and feelings.
 - To help plan and design new schools by taking into account student views.
 - To meet SD62 students in person.
- The event enabled students to discuss their experiences of school design, their thoughts on how schools can feel more welcoming, celebrate all students, be healthy and improve student well-being, and be environmentally-friendly and sustainable.
- The findings of the event are reported in the attached 'What We Heard' Report.

NEXT STEPS

- Take the findings of the Trustee Student Forum and, with existing feedback on school design received from our partners and staff in SD62, and undertake a Thought Exchange to gather our Indigenous nations and community views on the draft design principles.
- Bring the draft design principles and findings from the Thought Exchange to Resources Committee and then to the Board of Education by the end of the school year.



TRUSTEE STUDENT FORUM

NEW SCHOOL DESIGN

What We Heard Report, March 2022

About the Event

The inaugural Trustee Student Forum took place in the Belmont Learning Commons on March 11, 2022.

The event emerged from a strong interest of the Board of Education to hear from students themselves on several issues. This reflects the Board's dedication to honour student voice and choice. Students from SD62 middle and secondary schools took part in the two-hour event.

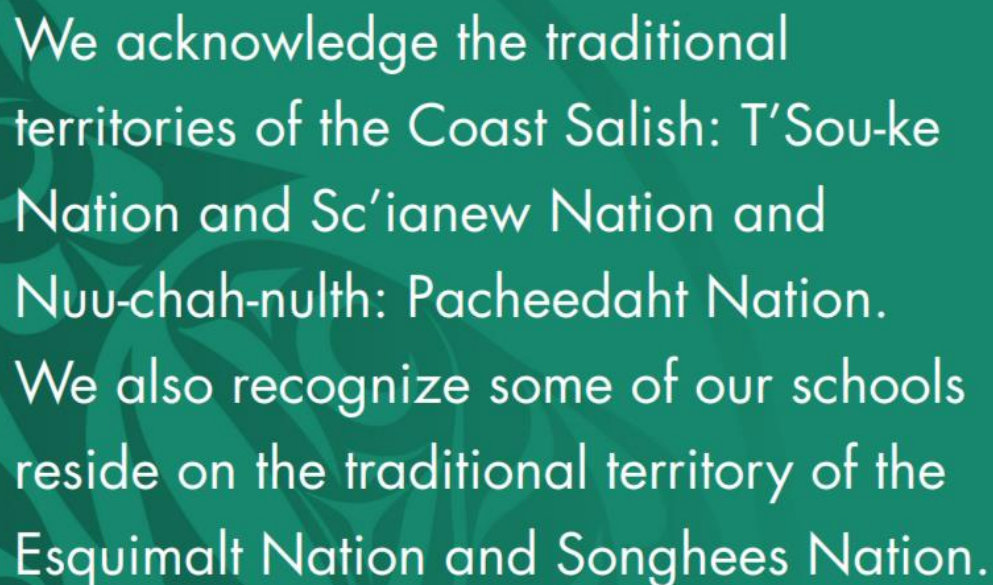
The purpose of the event was multifold:

- Reflective of the Board's vision and belief to honour student voice and choice.
- To hear SD62 student views and gain an understanding of their experience and feelings.
- To help the District better plan and design new schools by taking into account student views.
- To allow the Trustees to meet SD62 students in person.
- To provide students with an overview of what the Board of Education do in their role.



Acknowledgements

- Student leaders from our Middle and Secondary schools
- Teacher and Administrator Chaperones
- Belmont Learning Commons Team
- SD62 Executives and Principals who took notes
- Janice Foulger and Kristina Ross at the School Board Office who prepared activity documents, registration materials and proof read the final report
- Kristen McGillivray for event photographs



We acknowledge the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuuchahnulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

Discussion Questions

1. What is your experience (good and bad) of current school buildings and spaces?
2. What can we do to make our schools feel more welcoming? Why do some school spaces not feel welcoming?
3. Select up to 3 photographs of spaces and designs that you would like to see in schools and tell the table why you selected that photograph.
4. What can we do to make our school spaces reflect and celebrate all our students – their abilities, background, culture, gender identity?
5. What can we do to make sure our new school spaces are environmentally-friendly and sustainable?
6. How can we design schools to make them healthier and improve student well-being?
7. Write on the post-it notes your wishes for new school spaces and stick them on the Wish Wall. Tell the group about your wishes for a new school.

Event Process

- There were 7 tables with 4-6 students at each table.
- Each table had a Trustee (or Executive if a Trustee was not available) who hosted the table and had a specific question to engage the group with.
- The table also had a SD62 Executive or member of the Leadership Team who acted as note taker.
- Students discussed the specific table question for 15 minutes.
- After 15 mins the student group moved to the next table and went through the same process with the next question.

Q1. What is your experience (good and bad) of current school buildings and spaces?

Summary of responses

A summary of responses to the good and bad of current school buildings can be grouped into three themes: function, design, and maintenance.

Function

It's good to have technology such as Chromebooks. It's bad when technology is broken or the Wi-Fi is intermittent.

It's good to have accessibility supports but bad when use is hindered through the location of elevators and a different location of key to use it.

It's good to be comfortable for instance on electric buses that don't make you feel travel sick but bad when you have to learn in portable classrooms that are cold and have no proper ventilation or air conditioning.

Design

Good spaces are big, light, bright, naturally lit and colourful.

Bad spaces are crowded.

Maintenance

Bad spaces have furniture that is broken or uncomfortable, things don't work or function properly, and are dirty.

Q2. What can we do to make our schools feel more welcoming?

Welcoming school spaces as described by delegates can be themed to do with Function, Design and Sensory and Emotional Impact along with other responses.

Function

- Shared/Community/Family Space
- Outdoor equipment that is available
- Big field/play space
- Lots of places to sit and eat indoors and outdoors (benches/picnic table)
- Place to connect/congregate at entrance
- Sensory space/calm down space/safe spaces
- Areas other than fields to play
- Gender neutral bathrooms
- Bigger bathrooms
- Spaces to support those experiencing racism/unkind words
- Maps throughout the school
- Display cases
- Huge libraries
- Community link for therapist, social worker, doctor, nurse
- Signage of welcome
- Be clear where front entrance is
- Quiet rooms

Design

- Hubs
- Space on rooftop
- Glass - light - airy - windows

- Gardens/plants/flowers/green space
- Artwork/local Indigenous artwork
- Visuals for Pride, LGBTQIA2S+¹ etc.
- Pride flags, rainbow crosswalk
- Open design, big hallways and open foyers
- Modern, sleek design

Sensory/Emotional Impact

- Good energy
- Song in the morning to give a positive start
- School Spirit Staff at front to greet
- Positive Teachers happy and upbeat
- Band/Jazz band
- Calming space
- Entrance looks welcoming/aesthetically pleasing
- Bright
- Visuals for Pride, LBGQ2 that students can connect with

Other

- Staff are huge contributor to welcome feel
- More clubs
- TTOCS who can teach the subject matter
- Community sharing interests
- Understanding of racism
- Careful language that is inclusive

¹LGTBQIA2S+ is an acronym for Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, Intersex, Asexual, Two-Spirit, and the countless affirmative ways in which people choose to self-identify.

Why do some school spaces not feel welcoming?

Function

- Unsafe spaces
- Crowded corridors that you have to fight your way through
- Unkept grounds
- No shared spaces
- Tight spaces
- No community spaces
- Fences that make you think you are in jail
- Lack of seating
- Tiny bathrooms that make them difficult to use
- Bathrooms that become gathering spaces
- Bathrooms that haven't been considered for all genders

Design

- Dark space/colours
- Tight enclosed spaces
- Concrete
- Long hallways
- No greenery
- Crowded spaces
- No artwork

Sensory/Emotional Impact

- Dark
- Uncomfortable lights

- Abrupt sounds
- Not welcoming – racism/gender specific language

Other

- Dirty/muddy
- Rundown/broken/uncared for items
- Garbage

Q3. Select up to 3 photographs of spaces and design that you would like to see in schools and tell the table why you selected that photograph.

Students were provided with a series of images of school buildings, classrooms, spaces and asked to choose which photos appealed to them and why. Having ranked the responses, 7 of the most ranked images are detailed below.

#2 This space was liked for: the indoor greenery and the light lower floor, the large open space, a calming space, benches, the sense of connection, the feeling of welcome, and the mall feel to the space.

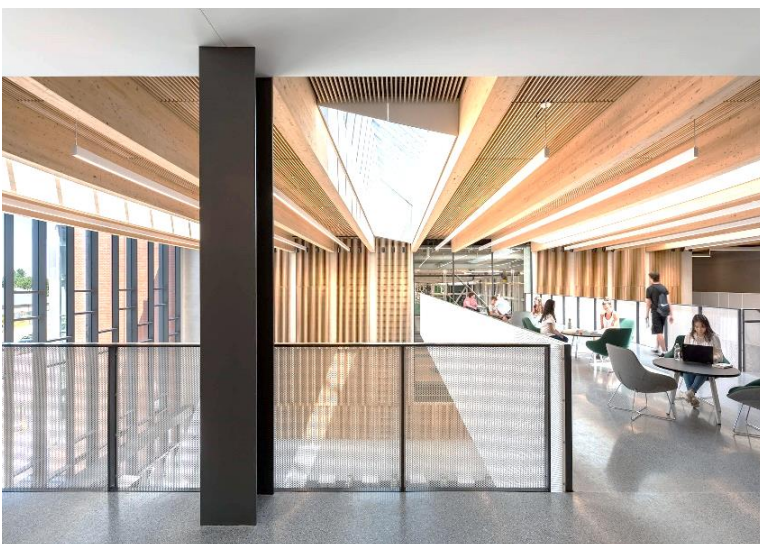




#7 De-stress space, natural lighting, plants in classroom, open, gardening is a good way to connect the school, lighting, welcoming, good for a native plant garden, windows, sunroom, like the ceiling design, like the bird decorations



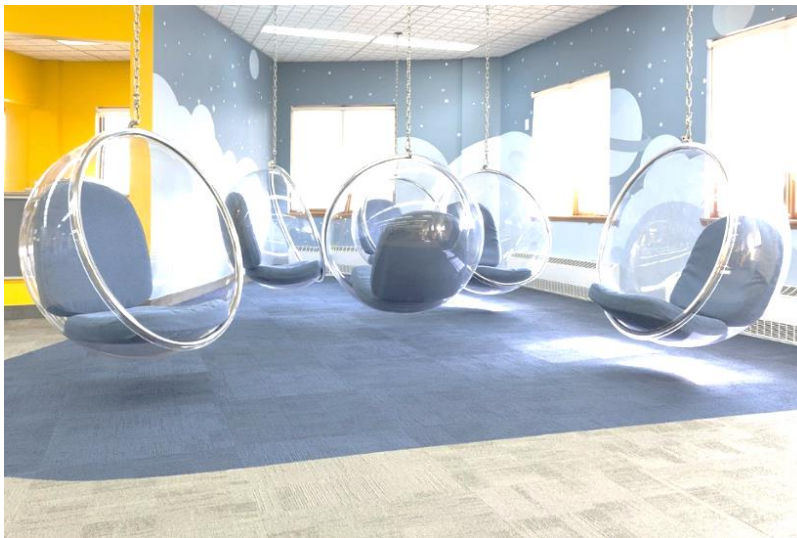
#12 likes the full wall of big windows, tall ceilings, open space, room to move around in, likes the large tables, good number of electrical outlets. But No to uncomfortable stools without backs.



#11 Likes the wood grain accents, high ceilings, the openness, a quiet space good for work or study, design, likes the natural light coming in from the sun roof which reduces the need for electricity. More seating would be preferable.



#9 Fun space great for when you are done your work or the weather outside isn't great. Colours and windows appreciated. Would be great for an elementary. Great interactive space that has something for different age groups.



#15 Calm space, seating is different, could be used to take a break, calm down and listen to music. Good for students with sensory challenge. Welcoming. But would need to be monitored. Good for learning commons or discovery room. But too closed in for some.



#10 Liked for the natural lighting, arches, wood, big windows, open roof, large open space, visually interesting - woodwork design creates a space that is inspirational. But for one person, looks hotel lobby-like.

Q4. What can we do to make our school spaces reflect and celebrate all our students – their abilities, background, culture, gender identity?

Equitable Space - A space where all people feel welcome, safe, comfortable, and able to fully participate.

Function

- A wall of culture for inclusion and to builds awareness
- Gender neutral bathrooms/change rooms/curtains on stalls for comfort
- Garden spaces designed for mental health
- Covered outdoor spaces for eating
- Meet up spaces/gathering spaces
- Murals/flags/images that represent the demographics of the school – dynamic space that can change
- Career commons
- Welcoming open bright entrances
- Casual spaces
- Multi-use facilities
- Bike storage in various places to prevent overcrowding
- Safe spaces
- Elevator for accessibility
- Gardens space with Indigenous plants
- Entrances that reflect students in school – artwork,
- Signs that reflect different languages
- Safe drop off spaces
- Spaces to support different kids different needs

Design

- Artwork that celebrates diversity
- Murals/flags/images that represent the demographics
- Design gardens to help mental health
- Windows so community can see into school and school can show cultural diversity
- Pride crosswalks
- Reflective of Indigenous peoples and the traditional lands

Sensory Impact

- Colour – that welcomes everyone – pride flags/crosswalk
- Softer bell tones
- Manage the noise in large open spaces
- Music by an Indigenous artist or Black artists
- Keep things clean and maintained

Emotional Impact

- Feel welcomed
- Feel part of the school
- Staff connect to students to make them feel welcome/teachers at front door welcoming students in
- Kind words displayed at entrance – that can be changed periodically

Other

- Celebrations that make people feel welcomed, included and build awareness
- Celebration days for different cultures with food
- Year round recognition of different cultures/abilities (e.g. autism awareness day)
- Class content that broadly reflects the cultures and differences
- Books in many languages

Q5. What can we do to make sure our new school spaces are environmentally-friendly and sustainable?

- Solar panels
- Natural light
- Use less electricity,
- Fresh air and better ventilation
- Temperature controls,
- More bike skateboard scooter paths
- Conveniently located gardens and outdoor learning spaces
- Natural playgrounds
- Enhanced recycling program to include composting and soft plastics,
- Flowers and plants in school to soften internal spaces

Q6. How can we design schools to make them healthier and improve student well-being?

Functions

Functions that would improve student well-being that were mentioned as needed in school design were:

For there to be a variety of support services at the school site:

- Wellness Centre
- Community Services
- Welcome Centre
- Counsellors

- Mental health supports
- Health services
- Conflict resolution
- Literacy Supports
- Specialized academic counsellors

In addition to these services, it was indicated that access to the school should be before and after class and facilities such as basic need spaces, beds, showers, laundry should be added.

Teachers, it was suggested, should be afforded greater capacity to support students and they should have bright, positive, well-equipped staff rooms – healthy, happy staff, help kids; teacher well-being affects how they support student well-being.

The function of bathrooms could be improved through design. There was interest in spacing out bathrooms throughout the school. The size of space should discourage students to congregate. The design of bathrooms should reflect all needs, have gender neutral spaces and ensure privacy by having some urinals and toilets in stalls.

The building should function for all with thought given to accessibility to different floors, height differences for things such as lockers. Zen spaces should be created that provide the opportunity for solitary work and quiet reflection. Specialized furniture was also considered to enhance wellness such as wobbly seats, standup desks, rockers, and fidget equipment.

More flex space was mentioned and student-led use of spaces to meet people, to congregate, to spend time alone or catching up on studies. These spaces were suggested as both inside and outside where covered spaces would enable use during inclement weather. Space for performance was mentioned as helpful to student wellness.

Outdoor spaces should include outdoor learning spaces but also spaces for exercise and play that are large enough for the student population and have fixed exercise equipment.



Design

The design of schools should be consistent and focus on lots of natural light and calming colours. Spaces should have functioning windows, doors to outside spaces, and the design should aim to maximize fresh air and sunshine.

It was felt that design for sound proofing and sound absorption would help improve student wellness.

For flow through the space, it was proposed that hallways be wider to deal with congestion at busy times. The same spaces could function when students are in class as extra space to work.

There was a suggestion that rubber chips for play areas rather than wood chips.

Other

The ability of people to see themselves in their school was suggested as a way to make schools healthier and improve student well-being. This fits in well with the strategic plan priority to have a culture of wellness which feeds into a culture of belonging.

Catering and vending machines in schools should focus on healthy food options.

Wellness-related programs and proactive wellness instruction was mentioned as a way to improve student health. Courses proposed included: more education on wellness, health literacy classes, substance use education, physical literacy, mental health literacy, social emotional literacy, diversity, as well as new exploratory courses related to wellness, food and sustainability.



Wish Wall of Wishes for a New School		
<ul style="list-style-type: none"> – School wide bottle drive 	<ul style="list-style-type: none"> – New/more gender neutral bathrooms 	<ul style="list-style-type: none"> – More arts options for elementary ages
<ul style="list-style-type: none"> – Tapping into environmentally friendly sources of power such as solar, wind, hydro, and geothermal 	<ul style="list-style-type: none"> – Plants in school. – Windows to lower the need for lights – Outdoor learning spaces 	<ul style="list-style-type: none"> – Solar powered electricity – More windows for natural light – More benches
<ul style="list-style-type: none"> – Weight rooms – Bikes – Sustainable garden – Outdoor learning area 	<ul style="list-style-type: none"> – Gender inclusiveness – Covered areas – Bright spaces 	<ul style="list-style-type: none"> – Sunroofs on top floor
<ul style="list-style-type: none"> – Study block in the library and other areas of the school – More swings 	<ul style="list-style-type: none"> – Public gyms – Healthy food – Public health/counselling areas – Learning resources 	<ul style="list-style-type: none"> – Solar panels – Bigger windows that open – Work on gym for windows and making them colder – More outdoor activities – Less lights – more windows
<ul style="list-style-type: none"> – Solar powered – Gardens – Compost – A/C and Heating (is there a way we could use the outside temperature to help?) – Automatic soap and sinks 	<ul style="list-style-type: none"> – Solar panels – Compost – Teach young children about recycling and compost 	<ul style="list-style-type: none"> – Solar panels – Gardens (growing food to use in cooking classes instead of always buying) – Plants around the school – Big open windows so there is less need for lights to conserve energy. – Classes dedicated to learning about how to be environmentally-friendly and the things going on in the world
<ul style="list-style-type: none"> – School-wide events (spirit weeks, rallies, intermurals at lunch for tournaments) – Project to recognize graduating class – hand prints on a poster – Schoolwide projects – Opportunities for intergrade mingling such as a buddy program 	<ul style="list-style-type: none"> – Lots of communal spaces with adequate seating, especially for lunch time – Lots of big windows, sliding doors – Distinct spaces within the classroom; desks and couches for learning and discussion 	<ul style="list-style-type: none"> – Lots of greenery and nature brought into the school. – Potted plants, small indoor trees, etc.

<ul style="list-style-type: none"> – Teaching kitchen – Lots of greenery – Artwork – Mental health support tools – Large music room with practice spaces 	<ul style="list-style-type: none"> – Gender neutral bathrooms – Quiet spaces – More doctors/nurses – More support teachers 	<ul style="list-style-type: none"> – More quiet rooms – More bathrooms stalls – Free feminine products in bathrooms
<ul style="list-style-type: none"> – Bigger learning commons – Better bathrooms – Gender neutral bathrooms – Moveable furniture – Windows – Comfortable seating – White noise 	<ul style="list-style-type: none"> – A theatre – A mezzanine – Big Library 	<ul style="list-style-type: none"> – Mental Health
<ul style="list-style-type: none"> – Covered outdoor areas – Comfy community areas – Gender neutral bathrooms – Inviting and cool playground inside and outside – Comfy chairs – Cooler everywhere – A café – Turf fields 	<ul style="list-style-type: none"> – Covered places outside – More bathrooms (not too big nor small) – Bigger halls – Lots of windows – Classroom bigger – More Chromebooks 	<ul style="list-style-type: none"> – Garden areas – Bigger hallways – TTOC Help
<ul style="list-style-type: none"> – Gender neutral washrooms – Theatre – Green house – Lots of windows – Mental health space – Arts program – Mural – Pride flags 	<ul style="list-style-type: none"> – Free coffee for everyone that needs it 	<p>WINDOWS!</p> <ul style="list-style-type: none"> – Natural light is amazing to have a lot of and creates a very clean spacious area.
<ul style="list-style-type: none"> – Automated doors – Larger bathrooms with more light – Community resources – Outdoor spaces – Technological accessibility – Chromebooks, phones, Wi-Fi – Lounge chairs that are accessible 	<ul style="list-style-type: none"> – TVs for announcements – No block TV – Speakers in class 	<ul style="list-style-type: none"> – Little nooks where we can sit to eat lunch or do homework – Better Wi-Fi

<ul style="list-style-type: none"> – Bigger and comfortable bathrooms that are private – Mental health garden where you can have a nice walk during lunch 	<ul style="list-style-type: none"> – Outdoor chairs and coverings on decks – Hallway/small areas like little areas to do work in hallways. – Chromebooks 	<ul style="list-style-type: none"> – More seating – More bathrooms – Turf fields instead of grass – Wi-Fi fixed
<ul style="list-style-type: none"> – Outside light – More space in classrooms and halls – Less kids in a class 	<ul style="list-style-type: none"> – Rainy seasons you will not get covered in mud and bird poop – Tables instead of desks 	<ul style="list-style-type: none"> – Gender neutral washrooms – Gender neutral change rooms – More windows – More colours – Find ways to keep the washrooms cleaner – Seating and table outside and in commons to do work – An inside turf field to play during the winter
<ul style="list-style-type: none"> – Gaming computers for breaks – Extended library – Competitive and recreational sports 	<ul style="list-style-type: none"> – Plants – Gardens – Wood just around the building – Compost 	<ul style="list-style-type: none"> – Clearer announcements
<ul style="list-style-type: none"> – Bigger library – More outside activities – More colour 	<ul style="list-style-type: none"> – Weight room – Chromebooks take forever to log into – More/of boards (?) 	<ul style="list-style-type: none"> – The Board will follow through with what they say – Faster times for IEPs – More elevators – Gaming computers – 3D printers – More simpler projectors – Increase money per student – Updated speakers
<ul style="list-style-type: none"> – More new pencil sharpeners, no more old cranky ones 	<ul style="list-style-type: none"> – More safe spaces for students who need a break 	<ul style="list-style-type: none"> – Sensory room on every floor
<ul style="list-style-type: none"> – Updated basketball hoops – Free feminine products – More counsellor offices 	<ul style="list-style-type: none"> – Faster tech and new supplies when needed 	<ul style="list-style-type: none"> – Open spaces – Cafeteria leading to outdoor space – Time out room/quiet space – Elevators for accessibility

		<ul style="list-style-type: none"> – Gender neutral bathrooms and changerooms – Choices – Display cases
<ul style="list-style-type: none"> – Speakers in every room 	<ul style="list-style-type: none"> – Larger fitness rooms – Able to hold more than 30 people – Broader diversity of programming and video game creation/photography – virtual reality – development courses 	<ul style="list-style-type: none"> – Ear plugs – Sensory tools – Updated tech – Repair tech (Chromebook keyboards)
<ul style="list-style-type: none"> – Less cramped hallways – Bigger lockers – Practice rooms for band 	<ul style="list-style-type: none"> – Relaxing ambiance during tests 	<ul style="list-style-type: none"> – No more chunky computers – iPads – Bright colours throughout the schools – Big theatre – Lots of big windows
<ul style="list-style-type: none"> – Gender neutral washrooms – Quiet spaces/learning support system – Single stall change rooms for PE – Counsellors available 	<p>AVOID</p> <ul style="list-style-type: none"> – old useless TVs 	<ul style="list-style-type: none"> – New more gender neutral bathrooms – More arts options for elementary ages
<ul style="list-style-type: none"> – Gardening lessons/new exploratory – Green houses – Hands on activities – Solar panels – Ventilation 	<ul style="list-style-type: none"> – More windows that can open – Open decks – Heat manage 	<ul style="list-style-type: none"> – Outdoor garden spaces – Bringing plants inside
<ul style="list-style-type: none"> – Solar panels to keep the energy being used sustainably 	<ul style="list-style-type: none"> – Outdoor seating undercover 	<ul style="list-style-type: none"> – Art and other ways to show your background culture, gender identity etc
<ul style="list-style-type: none"> – Urinal dividers – East access to technology and internet 	<ul style="list-style-type: none"> – Early grade classes on basic tech use – How things work so you grow up around it. 	<ul style="list-style-type: none"> – Larger physical rooms with less kids – Open up the gym at all times the schools is open – Activities every break
<ul style="list-style-type: none"> – Plants and nature rooms/gardens 	<ul style="list-style-type: none"> – More computer labs with chromebooks, laptops and desktops 	<ul style="list-style-type: none"> –

	<ul style="list-style-type: none"> – Way more outdoor spaces - for sports and turf fields – sun rooms (social and educational) and outdoor sitting with covers/roofs. – Windows – more opening windows. 	
<ul style="list-style-type: none"> – Large welcoming cafeteria – Options for students to join clubs during class time – Opening up window and lighting in classes 	<ul style="list-style-type: none"> – Outside badminton and volleyball nets 	<ul style="list-style-type: none"> – Open spaces with lots of windows – Wood shop
<ul style="list-style-type: none"> – Paintings/student art – 3D printers and more room for creativity 	<ul style="list-style-type: none"> – More representation of different cultures like clocks, meals, outfits, art, and many other things 	<ul style="list-style-type: none"> – School-wide bottle drive
<ul style="list-style-type: none"> – Having urinal dividers 	<ul style="list-style-type: none"> – Outdoor gathering spaces – Lots of windows 	<ul style="list-style-type: none"> – More counselling offices
<ul style="list-style-type: none"> – A big gym – A theatre – Flexible seating – Tablets/iPads – Lots of books – Large and close parking lot – Smart boards – Lots of clubs and programs – Wood shop – Kitchen 	<ul style="list-style-type: none"> – PE Programs focused on nutrition, mental and physical health – Rather than grading students based on the beep test, how long it takes you to complete runs and more based on your knowledge 	<ul style="list-style-type: none"> – Gender neutral bathrooms – Mental health place – Spacious places – Outdoor spaces
<ul style="list-style-type: none"> – Open windows – Picnic benches outside 	<ul style="list-style-type: none"> – Locate schools bear the elements outside 	<ul style="list-style-type: none"> – Bike racks and skateboards
<ul style="list-style-type: none"> – More room for moving comfortably 	<ul style="list-style-type: none"> – Better bathrooms – Better learning spaces – New exploratories – Better bells 	<ul style="list-style-type: none"> – Workout stations, room – Welcoming and inviting outdoor area – Talk more about physical and mental health
<p>What makes school feel welcoming</p> <ul style="list-style-type: none"> – a bright classroom with natural light – Trust in staff and students 	<ul style="list-style-type: none"> – Natural lighting feels more focused and easy to learn. – Bright colours – More room for activities – Pride and inclusive flags 	<ul style="list-style-type: none"> – Windows – More open spaces so it's not overwhelming – Rooms where it can be quiet if you need a break from classroom stress

<ul style="list-style-type: none"> - Accommodation for everyone's needs <p>What makes school feel unwelcoming</p> <ul style="list-style-type: none"> - Boring and sterile feeling/colours - Lack of bathrooms and change rooms that accommodate your needs - Lack of art or personality in the school - The environment created by the students - Gloomy atmosphere - Lack of trust in staff and students 	<ul style="list-style-type: none"> - See yourself represented - School spirit/awards being displayed - Clean looking and well-maintained <p>AVOID Bland colours Dirty halls/wall Staining.</p>	<ul style="list-style-type: none"> - Better weight room - More PE programs focused on different things - Chairs outside and tables for students to work at - Having more places where students can think about mental health - Inside field - Better sinks - Bring more colour to rooms <p>AVOID Lighting tends to hurt my eyes Lack of natural light Lack of space to do work Lack of tables Inside field Lack of gender-neutral washrooms/changerooms</p>
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Event Feedback

Students were asked to rate the event from Awful (1) to OK (3) to Great (5). Of the 33 feedback forms received, most responses were for Great (22 = 67%), Between OK and Great (9 = 27%), and OK (2 = 6%). There were no ratings below OK. The average of all the responses was 4.6 just under the maximum rating of 5.

1. I thought the forum was (please circle one):

1 2 3 4 5

Awful OK Great

What I liked best about the forum was:

Response	Times mentioned*
Being listened to/sharing my views/giving my opinion/people valuing my thoughts	17
Open discussions /hearing other's views/ideas/student voice	11
Meeting People	3
The friendly, helpful and welcome space	3
Being able to rotate tables	2
Hand's on/interactive activities	2
Energy/passion of people involved	2
Small group size	1
Diversity of age groups	1
Free snacks	1
The purpose of the forum	1

*responses were coded for multiple ideas.

What I disliked about the forum was:

Response	Times mentioned*
Nothing	11
Too short/more time needed at each table to discuss	9

Repetitive questions/responses	4
Too long	2
Moving tables too many times	1
Not enough snacks	1
Low chairs	1

Next time you have a forum you should:

Response	Times mentioned*
More time to contribute/work on ideas/sharing/discuss	15
Allow for more students to take part/meet more people	3
Talk more about what is taught in schools/classroom environment	2
Keep the same	2
Have entire group collaborative period	1
Group by school grade	1
Add a break for snacks/bathroom	1
Invite me!	1
Make the kids take their notes and pens with them	1
More snacks	1

The main thing I got out of today was:

Response	Times mentioned*
lots of things we need to change in new schools/ What our future schools will look like/making our schools a better place/the school wants to be better/schools should be designed better	6
It's important to voice your opinion as people are listening/adults want to listen to us/our ideas change the future of schools/you value our opinions and really care/the District truly cares about our ideas/sharing my ideas	5
Open to new ideas/insight on different opinions/many different opinions	5
School Board want to be inclusive/be inclusive to everyone/making sure everyone is heard to make schools the best they can be	3
being able to hear younger students ideas and input/younger kids are more mature and forward-thinking than I thought	2

I am quite interested in this stuff/interesting that we got to talk about this	2
Social connections/new friend	2
The different diversity	1
The new school will probably have more flowers/shrubs	1
Lots of students	1
My group loves windows and natural light	1
It is not only Belmont that has Wi-Fi problems	1
Band will be better	1
Importance of open spaces	1

What I want to know more about:

Response	Times mentioned*
How the new school structures will change/what new schools will look like/what school board is thinking of putting into new schools/what they can do for schools that already exist/layout of new schools	6
The new ideas that are going to be used towards the new schools/how many ideas you will use/how much our opinions actually matter/how long until our ideas are put into action/how many updates there will be/will there be a selection of ideas that will be chosen	6
Not much/Not sure/Nothing/None/Nothing	5
The projection for number of new schools/length of time to build	2
What Trustees are/How the school board works	2
How often are the student forums/when the next forum is?	2
More gender inclusiveness in schools	1
How kids will be taught about LGBTQ+ ideas?	1
The budget for our arts program	1
If I could do this again	1
Transportation - busses (school and public), drop off lanes, parking	1
Are more programs coming?	1

A topic you should consider for a future Trustee-Student Forum is:

Response	Times mentioned*
Not sure/Don't know/Not sure/None/	5

How to make sports in schools better, more inclusive and more interesting/More sports clubs/outside activities/Gym equipment	4
Curriculum/content taught in schools	2
Mental health	2
Technology	2
What can we change about staff or already made schools	1
Environmental Sustainability	1
Equity	1
What students like about the teachers	1
About bathrooms being a hangout spot	1
More natural light in schools	1
The no phone rule - I think it should be allowed for work and other	1
Rules in schools	1
Indigenous inclusion	1
Accessibility	1
What it is	1
Individuality	1
The materials used to build the school	1
Programs	1





April 21, 2022

Ref: 280715

Scott Stinson
 Superintendent
 School District No. SD# 62 (Sooke)

Email: sstinson@sd62.bc.ca

Dear Scott:

RE: Framework for Enhancing Student Learning Peer Review Report

Please let me express my thanks to you and your team for all the work on your district strategic plan and Enhancing Student Learning Report. It is encouraging to see, for your local community and others, the deep focus you are bringing to help all children succeed in life.

As you know, the Ministry of Education and Child Care is endeavouring to implement fully the Framework for Enhancing Student Learning, premised on deep collaboration with the school districts and their teams. The spirit and intent of the Framework is collective continuous improvement to align our efforts across the system to improve outcomes for all students in British Columbia, with a particular focus on addressing persistent equity gaps. Importantly, the intent is a fundamental shift from previous approaches to system accountability—and that used in most other jurisdictions—based on compliance and a narrow focus on student achievement, to one that is based on the whole human being (the “Educated Citizen”) and is co-developed with education partners and rightsholders.

In this light, and guided by our education partners, we initiated for the first time in 2021/22 a process to bring together multiple perspectives to review districts’ continuous improvement plans and strategic plans and provide constructive feedback for districts’ consideration. In collaboration with the BCSTA, BCSSA, BCASBO, BCPVPA, FNESC and MNBC, the Ministry worked with an experienced facilitator, Sandra Herbst, over several months to co-construct quality indicators, and to design and implement a process for reviewing all 60 school district Enhancing Student Learning Reports. This approach included providing concise, constructive feedback to each district to inform continuous improvement planning.

Using the co-constructed quality descriptive statements for effective strategic and continuous improvement planning as a guide, teams practiced providing descriptive and objective feedback on sample documents in relation to three focus areas:

.../2

- School, district, and provincial data;
- Strategic engagement; and
- Alignment of planning efforts with goals.

For each focus area, teams utilized a group protocol to arrive at district **strengths** with supporting evidence, **considerations** for the district with supporting evidence, and **mediative questions** (open-ended and designed to support reflection).

Several small teams comprised of representatives from all the partner and rightsholder associations participated in the peer review during the week of February 7-11, 2022. This was done to ensure multiple perspectives and points of view were heard and had the opportunity to provide input for a district's consideration. Over four days, these teams generated feedback for sharing with all 60 school districts, using the established protocol and capturing the information for each district on a webform. That information formed the basis for each district report.

The Ministry is pleased to share this report with you to provide feedback in relation to the three previously mentioned focus areas associated with effective continuous improvement planning. Please allow me to emphasize that the intent of this feedback is to support continuous improvement, and that it is intended to build upon what is already recognized as a deep commitment to improving student outcomes in your school district.

Through this work, we continue to collectively build capacity within the education system and foster robust strategic and continuous improvement planning practices to enhance educational outcomes for all students. The work we are undertaking together, as one system, is foundational to our shared purpose of developing educated citizens and to addressing persistent inequities in opportunities and outcomes for Indigenous students, students with disabilities/diverse abilities and children and youth in care.

I look forward to continuing to refine our continuous improvement review program based on your input, and to improving our shared efficacy around effective planning for the benefit of all students in BC.

Sincerely,



Christina Zacharuk
Deputy Minister

Attachment: Peer Review Feedback 2021/22

pc: Ravi Parmar, Board Chair
Harold Cull, Secretary Treasurer

SCHOOL DISTRICT NO. 62 (SOOKE)**BOARD CHAIRPERSON:** Ravi Parmar**SUPERINTENDENT:** Scott Stinson

The information below was gathered through a peer review process and is intended to provide feedback to your district **in relation to three key areas of continuous improvement planning**. This feedback affirms the good work that is happening in your district as well as outlines some specific considerations and questions for your reflection, to help inform your work to support successful outcomes and improve equity of outcomes for all students.

FOCUS AREA 1

Reviewed, analyzed, and interpreted classroom, school, district, and provincial data (including the Framework required data set) to illuminate emerging areas of need and inequities of student learning outcomes and to determine progress being made.

DISTRICT STRENGTH: We noticed that the district reviewed, analyzed, and interpreted the provincial data sets to determine areas of focus for goal setting.

SUPPORTING EVIDENCE: The Enhancing Student Learning Report provides detailed comments on district results throughout the document (pg. 5, 7, 8, 9, 10).

ADDITIONAL DISTRICT STRENGTH: It was noticed that the district considered the validity and reliability of data.

ADDITIONAL SUPPORTING EVIDENCE: Participation rates in the Foundation Skills Assessment are documented in the comments. Contextual information is provided in an introductory letter.

CONSIDERATION: We noticed that the district is concerned about low participation rates in the Foundation Skills Assessment and questions the usefulness of the data. An area for further consideration might be to analyze additional sources of data, including district and classroom level data, cohort data, and evidence, data, and stories that are determined through Local Education Agreements, Enhancement Agreements, and Equity Scans.

SUPPORTING EVIDENCE: The introductory letter to the Enhancing Student Learning Report states 'it is a significantly entrenched challenge for us to make meaningful interpretation from limited data.' Further (pg. 1), the Report states that the Sooke School District plans to generate 'locally developed data sets to provide additional evidence of student success in the District.'

MEDIATIVE QUESTION: *How might the district determine which locally developed quantitative and qualitative sources of information and evidence are to be used to identify its strategic goals?*

FOCUS AREA 2

Activated an effective strategic engagement process, with a priority on engaging Indigenous peoples and communities, First Nation communities, and other equity seeking groups.

DISTRICT STRENGTH: We noticed that the district demonstrated that meaningful engagement is ongoing with stakeholders, Indigenous peoples and communities and other community members who represent the breadth and diversity of perspectives.

SUPPORTING EVIDENCE: In the Enhancing Student Learning Report (pg. 2) the district has confirmed that this work is currently being undertaken via the equity scan and the Enhancement (Na'tsa'maht) Agreement. The district describes review, resource, and support processes to make recommendations for future approaches for supporting students with challenging behaviours. Further, the Board of Education has identified engagement as a priority and expands on this in the Strategic Plan (pg. 19).

CONSIDERATION: An area for further consideration might be how to adapt current engagement strategies to include new students and staff who continue to join the

community, as well as Indigenous students who have reported feeling welcome, safe and a sense of belonging in schools at a rate that is below the average.

SUPPORTING EVIDENCE: We noticed this information is missing from the district comments (Enhancing Student Learning Report, pg. 7-8) and that strategies to address the differences in feeling welcome, safe and a sense of belonging are not evident.

We also noticed a reference to the new staff and students, and a community in constant transition (pg. 1).

MEDIATIVE QUESTION: *How might the district develop a plan to assess the effectiveness of the engagement process?*

What might some additional strategies be to meaningfully gather Indigenous, Métis, and Inuit student perspectives in the engagement process?

FOCUS AREA 3

Adjusted their District Operational Plans to align with their student learning goal(s) as articulated within the Board's Strategic Plan.

DISTRICT STRENGTH: We noticed that the district broadly references that the operational plan is resourced and aligned with priorities identified in the Board's Strategic Plan.

SUPPORTING EVIDENCE: Enhancing Student Learning Report (pg. 7) - "Strategies identified in the Sooke Curriculum Transformation Operational Plan are resourced and aligned with priorities identified in the Board of Education Strategic Plan. These strategies will increase opportunities to support educators with collaborative professional learning opportunities and grounded in conceptual understanding and critical thinking in numeracy. Effective assessment principles will inform and support students in their continued development."

CONSIDERATION: An area for further consideration may be to create greater coherence between the operational plans and the Board's Strategic plan, in the continuous improvement planning cycle.

SUPPORTING EVIDENCE: The Enhancing Student Learning Report and Strategic Plan do not specify these actions.

MEDIATIVE QUESTION: *How might the district demonstrate that its operational plans (Financial, Human Resources, Information Technology) are effective?*

What strategies can the district implement to create an ongoing continuous improvement cycle with a clear focus on enhancing equity and inclusion specifically for Indigenous students, Children and Youth in Care and students with diverse abilities/disabilities?

We would like to acknowledge and thank you for your diligence in creating your district's inaugural Enhancing Student Learning Report. As you know, this is our first year of full implementation of the Framework for Enhancing Student Learning, and our goal throughout this process has been to create opportunities for reciprocal peer-based learning, where we collectively build capacity within the education system and continuously improve strategic and continuous improvement planning processes to enable better outcomes for all students in BC.

If there are any questions regarding this report, please email: educ.framework@gov.bc.ca



Board Info Note
Public Board Meeting
April 26, 2022

Agenda Item 11.1: Superintendent's Update

LEARNING

Academies Update

- Demand for SD 62 Academy Programs continues to grow. As of April 19th, 2022, we have had 921 registrations for the next school year compared to 718 registrations at the same time last year. This has resulted in many of our programs filling up early in the registration cycle.
- Efforts are underway to establish the Climbing Academy at Belmont High School for the 2022/23 which the Board of Education approved at the January 25 Board Meeting. Within days of registration opening on February 7, the first cohort of 30 students had already secured their spot for the 2022-23 school year.
- Interest in the Academies among our International Students continues to grow and is expanding from the traditional interest in soccer to include registrations in Golf, Equestrian, Hockey, Dance and Lacrosse.



Inclusive Education Services (IES)

- Every Spring, we look forward to welcoming new kindergarten students that will be supported through the IES department. The team have reassessed how Universal Design for Learning (UDL) kits were utilized this year and are improving on how these resources are distributed to schools. This year we are working to support students transitioning to our two new schools at Pexsisen and Centre Mountain Lellum.
- While COVID-19 has had many negative impacts, the IES Department is continuing with some efficient processes that evolved from it, including virtual meetings which have resulted in better participation from community members.
- At the ground level, communication boards have been installed at all elementary schools outdoors and we are in the process of having them installed inside as well.
- The 'Skills for Life' programs at all of our school levels will be benefiting from receiving three new Zuma rocking chairs each.
- Competency Based IEPS continue to be an ongoing transition across the district. The addition of a classroom relief teacher for all schools to implement them has provided opportunities for amazing collaboration, support, and learning between Inclusion Support and classroom teachers in schools.
- In another long-term, on-going project, Saseenos was the first school in the province to pilot a school-wide approach to supporting students with autism spectrum disorder (ASD) with support from the Provincial Outreach Program For Autism & Related Disorders (POPARD!).

Registrations for students from the Ukraine

- We are beginning to receive registrations for students from the Ukraine who have been displaced due to the Russian invasion and have settled in Canada. So far, the school district has enrolled one student at Lakewood Elementary and has received an additional registration for David Cameron Elementary. In addition, we are aware of residents in the SD62 community, who have or are planning to open their homes to displaced Ukrainian families and are awaiting their arrival, in particular the Grouse Nest property in East Sooke. The owner of the property expects 19 individuals (of whom 7 are school-aged children) to arrive in what he calls “Phase 1”. There are several different family units in this phase, and they are currently waiting for their passports to be returned so that flights can be booked. One family unit is expected to arrive on May 9th, with one school-aged child.
- The ELL department is supporting these students through a centralized intake interview with the family and language assessment with the student(s), prior to their start in the schools. This intake interview provides the opportunity to collect more information and determine whether further levels of support that might be needed. Information and resources are shared with the school and classroom teacher as needed.
- The ELL department is prepared to offer workshops for staff working directly with students who have refugee experience. It is worth pointing out that, while these students have refugee experience, they are not entering Canada as refugees. Displaced Ukrainian families are entering as temporary residents, with open work permits, through the Canada-Ukraine Authorization for Emergency Travel (CUAET).



ENGAGEMENT

Staff Wellness Update

- The District Wellbeing Committee is currently focused on a number of items including:
 - Developing email guidelines to promote employees' right to disconnect.
 - Supporting the Board of Education's Staff Wellness Forum
 - Outreach to help prioritize staff wellness initiatives emerging out of the staff wellness focus groups.
- Professional Development opportunities continue to be offered to staff including, most recently, Trauma Informed Practice, at the April Professional Development Day.
- The Board of Education hosted an “All Staff Gathering” on Tuesday, April 19 featuring Dr. S. Naidoo. Dr. Naidoo spoke to the importance of balance between work and personal life and offered some practical suggestions. Many thanks to Associate Superintendent Dave Strange and District Principal Vanessa White for their work in supporting this event.

GROWTH

Child Care at Colwood Elementary:

- In partnership with Hulitan Family & Community Services Society, the District has received a grant from the New Child Care Spaces initiative from the Ministry of Children and Families for the purpose of constructing a new child care facility on the grounds of Colwood Elementary School.
- This partnership will provide a purpose-built child care facility to support before and after school care as well as pre-school opportunities with a focus on serving Indigenous families.
- Work is underway to design and construct the facility that will be operated by Hulitan.