

### 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 27, 2021 at 7:00 pm.**

Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link:

<https://jump.sd62.bc.ca/Public-Board-Meeting-April-27-2021>

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.



For those who are unable to join the meetings, they will be recorded and audio will be available upon request following the meeting by emailing [kross@sd62.bc.ca](mailto:kross@sd62.bc.ca).

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](mailto:info@sd62.bc.ca).



**BOARD OF EDUCATION  
PUBLIC MEETING  
By Live Event**

<https://jump.sd62.bc.ca/Public-Board-Meeting-April-27-2021>

**April 27, 2021 – 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: Scia'new 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 27, 2021, as presented (or as amended).
  
3. **MINUTES (page 5)**
  - 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 9, 2021, as presented (or amended).
  
4. **INFORMATIONAL ITEMS AND ANNOUNCEMENTS**
  - 4.1 Board Chair Update – Ravi Parmar
  - 4.2 COVID-19 Update – Scott Stinson
  
5. **EDUCATIONAL PRESENTATIONS**
  - 5.1 Strategic Plan – The District’s Vision, Mission, Beliefs and Values – Sue Grundy (page 10)  
Motion Requested: That the Board of Education for School District 62 (Sooke) reaffirm their commitment to the existing vision statement: “We honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community”.  
  
Motion Requested: That the Board of Education for School District 62 (Sooke) reaffirm their commitment to the current mission statement: “To help develop informed, literate and resilient citizens through engagement in a safe, respectful and responsive School District #62 learning community”.

Motion Requested: That the Board of Education for School District 62 (Sooke) add the values of 'Diversity' and 'Equity' to the existing list of Board values, thereby becoming: Relationships, Choice, Respect, Integrity, Trust, Safety, Diversity and Equity

Motion Requested: That the Board of Education for School District 62 (Sooke) amend the existing Board Beliefs by replacing the word "differences" with the word 'diversity' in bullet 3., thereby becoming: "In the commitment of understanding and respecting diversity and complexities that affect achievement".

## 6. CORRESPONDENCE & DELEGATIONS

### 6.1 Correspondence: (page 23)

- a. Letter from Minister Rob Fleming dated March 30, 2021 RE: Congratulations on Appointment
- b. Letter from Minister Shelia Malcolmson dated March 30, 2021 RE: Congratulations on Appointment
- c. Letter from Minister Selina Robinson dated April 12, 2021 RE: Congratulations on Appointment

### 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF, Students) – 5 minutes each

## 7. FINANCE, FACILITIES AND SERVICES

### 7.1 Resources Committee – Meeting of April 13, 2021 – Bob Beckett (page 28)

Motion Requested: That the Board of Education of School District 62 (Sooke) write a letter to the Minister of Education and the Minister of Finance detailing the budget challenges being faced by the Sooke School District and request that Government fully fund all collective agreement wage and inflationary increases.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of April 13, 2021.

### 7.2 Audit Committee – Meeting of April 20, 2021 – Wendy Hobbs (page 73)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the Audit Planning Report as provided by KPMG at the April 20, 2021 Audit Committee Meeting.

### 7.3 21/22 Provincial Budget and MoE Service Plan – Harold Cull/Ravi Parmar (page 95)

## 8. EDUCATION PROGRAM

### 8.1 Education-Policy Committee – Meeting of April 6, 2021 – Allison Watson (page 113)

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations B-345 "Core French".

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations B-346 "French Language Programs".

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of April 6, 2021.

8.2 Feedback Received on Policies D-310 and E-311 – Scott Stinson (page 128)

8.2.1 – Policy and Regulations D-310 Non-Initiated Research

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 revised draft Policy and Regulations D-310 “Non-Board Initiated Research”.

8.2.2 – Policy E-311 Class II License

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 revised draft Policy E-311 “Class II License”.

**9. STUDENTS**

9.1 District Work Supporting Student Mental Wellbeing – Dave Strange (page 135)

**10. FOUNDATIONS & GOVERNANCE**

10.1 Governance Committee – Meeting of April 19, 2021 – Dianna Seaton (page 140)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the changes to Procedural Regulation A-401 as presented at the April 19, 2021 Governance Committee meeting.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the changes to Procedural Regulation A-411 as presented at the April 19, 2021 Governance Committee meeting.

10.2 Report from the Aboriginal Education Council - Meeting of April 21, 2021 – Dianna Seaton (page 143)

10.3 Report from the French Advisory Committee-Meeting of April 22, 2021 - Wendy Hobbs (page 145)

10.4 Report from the Victoria Family Court and Youth Justice Committee – Margot Swinburnson

10.5 BC School Trustees Association AGM Update – Allison Watson

**11. ADMINISTRATION**

11.1 Superintendent’s Report – Scott Stinson (page 147)

**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 9, 2021 – 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  
           Dave Strange, Associate Superintendent  
           Paul Block, Associate Superintendent  
           Dan Haley, Executive Director, HR  
           Farzaan Nusserwanji, Executive Director, IT  
           Steve Tonnesen, Manager IT Operations

REGRETS:

SECRETARY: Kristina Ross

---

**1. CALL TO ORDER**

The meeting was called to order at 7:02 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

51.        MOVED Allison Watson/Bob Phillips  
               That the Board of Education of School District 62 (Sooke) adopt the agenda of  
               March 9, 2021 as presented.  
               CARRIED

**3. MINUTES**

3.1 Call for amendments to minutes

52.        MOVED Allison Watson/Dianna Seaton  
               That the Board of Education of School District 62 (Sooke) adopt the minutes of  
               the February 23, 2021 meeting as presented.  
               CARRIED

#### 4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

##### 4.1 Board Chair Update – Ravi Parmar

Ravi Parmar thanked staff, students and families for their efforts made over the last year. He reflected on the past year and the challenges that we faced as a school district. The District continues to evolve its processes and learn lessons as we continue to operate in a pandemic. He wished everyone a well-deserved and restful spring break.

##### 4.2 COVID-19 Update – Scott Stinson

Scott Stinson provided an update to the Board of Education on COVID-19. He indicated that the amendments to safe work practices have now been posted to the District website, and spoke briefly regarding a recent exposure at David Cameron Elementary School. The District continues to improve its response in these incidents and communication to the staff and families of the school district.

#### 5. EDUCATIONAL PRESENTATIONS

#### 6. CORRESPONDENCE & DELEGATIONS

##### 6.1 Correspondence:

a. Letter from Minister Popham, Minister of Agriculture, Food and Fisheries dated February 16, 2021.

53. MOVED Bob Phillips/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) receive the letter from Minister Popham, Minister of Agriculture, Food and Fisheries, dated February 16, 2021.  
CARRIED

b. Letter from Jay Chalke, Ombudsperson, Province of British Columbia, dated February 4, 2021.

54. MOVED Margot Swinburnson/Bob Phillips

That the Board of Education of School District 62 (Sooke) receive the letter from Jay Chalke, Ombudsperson, Province of British Columbia, dated February 4, 2021.  
CARRIED

c. Letter from Minister Heyman, Minister of Environment and Climate Change Strategy, dated February 24, 2021.

55. MOVED Allison Watson/Bob Beckett

That the Board of Education of School District 62 (Sooke) receive the letter from Minister Heyman, Minister of Environment and Climate Change Strategy, dated February 24, 2021.  
CARRIED

d. Letter from Minister Beare, Minister of Citizen's Services dated February 25, 2021.

56. MOVED Allison Watson/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) receive the letter from Minister Beare, Minister of Citizen's Services, dated February 25, 2021.  
CARRIED

##### 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF, Students) – 5 minutes each

###### STA – Jennifer Anderson

Jennifer Anderson spoke to the Board of Education on the topic of Truth and Reconciliation. STA requested action from the district on developing a K-12 curriculum recognizing indigenous histories, cultures and perspectives in a way of contributing towards the goal of reconciliation. Furthermore, she

requested that the district prioritize the hiring of individuals who contribute to the level of indigenous knowledge in education.

CUPE – Amber Leonard

Amber Leonard acknowledged International Women’s Day, which commemorated the cultural, political and socioeconomic achievements of women. She was pleased to see the district showcase four of its women: Lynne-Mari De Frane, a District EA Mentor; Amanda McKee, a Landscape Horticulturist; Danielle Huculak, a Royal Bay Secondary School Teacher; and Laura Fulton, EMCS Principal. Furthermore, she is pleased to be representing SD 62 at the Provincial Custodian Working Group which focuses on standard cleaning practices in BC schools.

PVP –Karen Sjerven

No delegation.

SPEAC – Cendra Beaton

Cendra Beaton acknowledged the district’s custodial team for its quick response and hard work following the recent exposure at David Cameron Elementary School. She indicated that SPEAC had a successful session on anti-racism, and a presentation on student advocacy and how to navigate the system.

Canadian Parents for French – Billie-Jo Cavanaugh

No delegation.

Students

No delegation.

**7. FINANCE, FACILITIES AND SERVICES**

7.1 Report on the Resources Committee – Meeting held on March 3, 2021

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

57. MOVED Bob Beckett/Wendy Hobbs  
That the Board of Education of School District 62 (Sooke) approve the proposed 21/22 school fees as presented at the March 3<sup>rd</sup> Resources Committee Meeting.  
CARRIED
58. MOVED Bob Beckett/Wendy Hobbs  
That the Board of Education of School District 62 (Sooke) approve the proposed 21/22 transportation fees as presented at the March 3<sup>rd</sup> Resources Committee Meeting.  
CARRIED
59. MOVED Bob Beckett/Wendy Hobbs  
That the Board of Education of School District 62 (Sooke) approve the proposed 21/22 academy fees as presented at the March 3<sup>rd</sup> Resources Committee Meeting.  
CARRIED
60. MOVED Bob Beckett/Wendy Hobbs  
That the Board of Education of School District 62 (Sooke) approve the proposed 22/23 international student program fees as presented at the March 3<sup>rd</sup> Resources Committee Meeting.  
CARRIED
61. MOVED Bob Beckett/Wendy Hobbs

That the Board of Education of School District 62 (Sooke) approve the District's Annual Facility Grant (AFG) Plan as submitted to the Resources Committee on March 3, 2021.  
CARRIED

62. MOVED Bob Beckett/Wendy Hobbs  
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of March 3, 2021.  
CARRIED

## 8. EDUCATION PROGRAM

### 8.1 Report on the Education Policy Committee – Meeting held on March 2, 2021

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

63. MOVED Allison Watson/Bob Phillips  
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy E-311, Class II Licence.  
CARRIED
64. MOVED Allison Watson/Dianna Seaton  
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulation D-310, Non-Board Initiated Research.  
CARRIED
65. MOVED Allison Watson/Bob Phillips  
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of March 2, 2021.  
CARRIED
66. MOVED Wendy Hobbs/Bob Beckett  
That the Board of Education of School District 62 (Sooke) amend Policy D-111 by directing staff to put in place annual criminal record checks and also for volunteers who are driving our children in our schools to provide a driver's abstract and proof of insurance annually.  
WITHDRAWN
67. MOVED Wendy Hobbs/ Bob Beckett  
That the Board of Education of School District 62 (Sooke) direct staff to contact the Schools Protection Program and get advice of the length of time between the provision of criminal record checks and driver's abstracts for volunteers.  
CARRIED

## 9. STUDENTS

## 10. FOUNDATIONS & GOVERNANCE

### 10.1 Report from the Aboriginal Education Council – Dianna Seaton

Dianna Seaton provided an update to the Board of Education on the December 10, 2020 and the February 24, 2021 Aboriginal Education Council Meeting.

### 10.2 Report from the French Advisory Committee – Wendy Hobbs

No report.

10.3 Report from the Victoria Family Court and Youth Justice Committee –Margot Swinburnson

No report.

10.4 Healthy Schools Healthy People Roundtable - Margot Swinburnson

No report.

**11. ADMINISTRATION**

11.1 Superintendent's Report – Scott Stinson

Scott Stinson provided an update to the Board of Education. Highlights included acknowledging the amazing women SD 62 is fortunate to have in its district, and the continued great work of the Inclusive Education Services Team.

**12. PERSONNEL**

**13. UPCOMING EVENTS**

March 15-26, 2021 - Spring Break

March 17, 2021 – St. Patrick's Day

March 29, 2021 – School Reopens

April 2, 2021 – Good Friday

April 5, 2021 – Easter Monday

April 15-18, 2021 – BCSTA AGM

April 19, 2021 – Non-Instructional Day

**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 8:43 p.m.

Certified Correct:

---

Chairperson of the Board

---

Secretary-Treasurer



## Information Note Board Meeting April 27, 2021

### **Agenda Item 5.1: Strategic Plan – The District’s Vision, Mission, Beliefs and Values**

---

#### **TOPIC**

Recommendations for revising the Sooke School District’s Vision, Mission, Values and Belief Statements to reflect the focus of the District’s next Strategic Plan.

#### **BACKGROUND**

- 2021 heralds the end of the current Strategic Plan and the start of a new Strategic Plan for the Sooke School District.
- Strategic planning defines the long-term vision and objectives of an organization, over a specified number of years. It assists planning for long-range achievements rather than focusing on everyday issues. Having multi-year defined vision and goals, guides everyday decision-making and priorities, resource investment, including staff action. In addition, it enables communication with community stakeholders and allows for accountability: did we achieve what we planned to do?
- The Sooke School District’s Strategic Plan provides the key overview of the district’s vision, mission, and goals. The plan sets firm foundations which directly feed into other key plans such as the operational plan, the budget, project planning, and resource planning.
- A vision is a compelling and shared image to the future (aspirational).
- A mission is a reflection of the organization’s core purpose, aligned to the vision (actionable).
- The Sooke Board of Education met with the District’s Executive Team in December 2020 to discuss to process to revise the existing strategic plan. The meeting served to emphasize the importance of the vision and mission as the strategic direction set by the board and then the strategic plan is the articulation of how to meet them based on community consultation.
- Community consultation was impacted and limited by COVID19 with regards to the different methods that could be safely used to gather insights from the SD62 Community.
- COVID19 has undoubtedly affected people’s perceptions of what is important and their hopes and plans for the future. School operations and the local communities have, over the last 12 months, been provided with immense challenges which have given rise to opportunities to reshape and adapt the system in the most significant ways in living memory.
- Engagement, following a year of living with a pandemic, was vital to establish people’s views and aspirations for the district after the recent changes to the school system.
- Engagement with the SD62 Community collected input with a survey on the relevance of the current vision and mission. The survey also gathered what people think should be the District’s key priorities moving forwards.

- The survey ran from April 1-April 18, 2021 with 1095 responses (see: Demographics of Respondents).
- In addition to the survey , there is ongoing work collecting views and perspectives from stakeholder groups as to what they would recommend as new objectives to work towards in the new strategic plan.
- The current vision and mission are:
  - VISION We honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community.
  - MISSION To help develop informed, literate and resilient citizens through engagement in a safe, respectful and responsive School District #62 learning community.

## ANALYSIS

- A fuller analysis is contained in the adjoining document: ‘Analysis of Strategic Plan Survey.’

### VISION

- The survey asked people the degree to which they feel that the current vision is relevant for the next 3-5 years.
  - The data indicate that there is a strong consensus among the community for keeping the vision intact for the next 3-5 years.
  - 73% (81% including those who gave no answer to this question) of all those responses thought the current vision statement is relevant or very relevant for the next three to five years.
- The survey also asked people: Do you have any additional ideas or thoughts about the VISION statement?
  - People generally did not provide a response to this question (n=915, 84%).
  - 180 of the surveys contained additional ideas or thoughts about the VISION statement.
- Suggestions in the responses to the survey suggest that the word ‘experiential’ is not well understood. This can be mitigated by adding a glossary or explanation in the new plan.
- Key themes emerging as additional thoughts on the substance of the vision were:
  - Voice
  - Choice
  - Equity
  - Diversity
  - Inclusion
  - Safe/Safety
- These additional thoughts will be used to help amend the Values and Beliefs as well as frame the goal objectives to meet the Board’s Vision and Mission.

### MISSION

- The survey asked people to degree to which they feel that the current mission is relevant for the next 3-5 years.
  - The data indicate that there is a strong consensus among the community for keeping the current mission for the next 3-5 years.
  - 71% (86% of all respondents) of all responses thought the current mission statement is relevant or

very relevant for the next three to five years.

- The survey also asked people: Do you have any additional ideas or thoughts about the MISSION statement?
  - People generally did not provide a response to this question (n=954, 87%).
  - 141 (15%) of the surveys contained additional ideas or thoughts about the mission statement.
  - Ideas came from people regardless of their thoughts on the relevancy of the current mission statement.
  - Finding the current mission ‘relevant’ or ‘very relevant’ does not preclude people from having additional thoughts or ideas about the mission statement.
- Key themes that emerged on the substance of the mission were:
  - Critical thinking
  - Skills for beyond school
  - Literacy
  - Inclusivity, Diversity and Equity
  - Kindness
- As diversity and equity emerged from the vision and mission comments, staff feel that modifying the Values and Beliefs statements is an appropriate place to include these important concepts.
- These additional thoughts will be used to amend the Values and Beliefs as well as help frame the goal objectives to meet the Board’s Vision and Mission.

## Recommendations:

The following four (4) recommended motions are offered, based on both preliminary discussions by the Board and from analysis of the “Have your say SD62 Strategic Plan Survey 2021.”

### Vision

Recommended Motion:

**That the Board of Education for School District 62 (Sooke) reaffirm their commitment to the existing vision statement: “We honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community”.**

### Mission

Recommended Motion:

**That the Board of Education for School District 62 (Sooke) reaffirm their commitment to the current mission statement: “To help develop informed, literate and resilient citizens through engagement in a safe, respectful and responsive School District #62 learning community”.**

### Values

Recommended Motion:

**That the Board of Education for School District 62 (Sooke) add the values of ‘Diversity’ and ‘Equity’ to**

the existing list of Board values, thereby becoming: Relationships, Choice, Respect, Integrity, Trust, Safety, Diversity and Equity

## Beliefs

Recommended Motion:

**That the Board of Education for School District 62 (Sooke) amend the existing Board Beliefs by replacing the word “differences” with the word ‘diversity’ in bullet 3., thereby becoming: “In the commitment of understanding and respecting **diversity** and complexities that affect achievement”.**



Submitted with Respect,

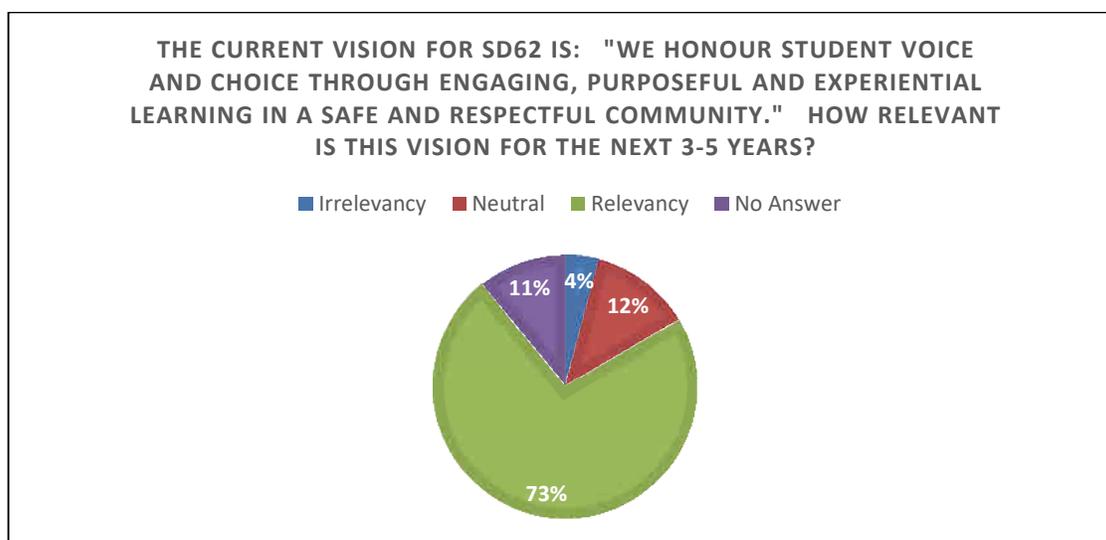
Scott Stinson and Sue Grundy

## Analysis of Strategic Plan Survey

### Vision and Mission

#### Vision

- The survey asked people to degree to which they feel that the current **vision** is relevant for the next 3-5 years.
  - The data indicate that there is a strong consensus among the community for keeping the vision intact for the next 3-5 years.
  - 73% (81% including those who gave no answer to this question) of all those responses thought the current vision statement is relevant or very relevant for the next three to five years.

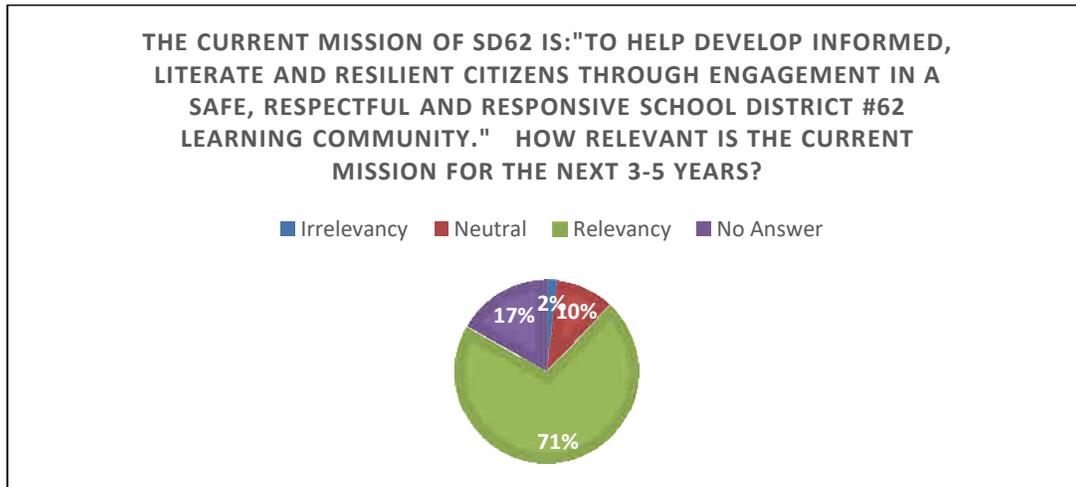


- The survey also asked people: **Do you have any additional ideas or thoughts about the VISION statement?**
  - People generally did not provide a response to this question (n=915, 84%).
  - 180 of the surveys contained **additional ideas or thoughts about the VISION statement**.
  - Ideas came from people regardless of their thoughts on relevancy of the current vision statement. Finding the current vision 'relevant' or 'very relevant' does not preclude people from having additional thoughts or ideas about the vision statement.
  - The range of **additional ideas or thoughts about the VISION statement** added can be broken down to ideas about the substance of the vision and ideas about the current expression of it. Bear in mind that there may be comments more about the vision as a whole than the vision statement.

- Key themes emerging as additional thoughts on the substance of the vision were:
  - Voice
  - Choice
  - Equity
  - Diversity
  - Inclusion
  - Safe/Safety
  
- Examples of **voice** were:
  - Those who wanted to ensure children’s voices are listened to and included
    - For instance: “helping students who struggle to know how to share their **voice**.”
  - Conversely those who didn’t think it appropriate that children have a voice.
    - “Student’s **choices** and **voices** shouldn’t be honoured by default, they should be managed and directed”
    - Student **voice** and **choice** continues to be of utmost relevance and should help to drive innovation in learning and teaching practices so that as many learning styles can be engaged as possible.
  - Different age thresholds where voice might be realistic to listen to
  - Ongoing input from given the changing community at Westshore
  
- Comments on **Choice** included:
  - “Honour choice for everyone not just students”
  - “I think '**choice**' is not as important as **voice** and experience. I would like to see more emphasis on equity, reconciliation and sustainability.”
  - “The word “**choice**” is too vague. There should be a framework in which students have **choices** in regards to pedagogy and the curricular structure.”
  
- Comments on **Equity** included:
  - “Address issues of the day more explicitly: environment, racial justice, indigenous rights, (engaged citizens and critical thinkers)”.
  - “I would like to see a greater focus on equity for under-privileged kids.”
  
- Comments on **Diversity** included:
  - “Please make sure it does includes all students. Those with neuro atypical behavior and all other minorities don't always get the whole experience.”
  - “To me it lacks a message of support for diverse students and cultural **safety** for all.”
  
- Comments on **Inclusion** included:
  - “I think that it needs to explicitly state that the voices of students includes all students including marginalized students.”

- “This vision statement needs to be backed by action. Kids who don't fit the spectrum of cis/white/neurotypical need to see and feel that they are safe and supported by staff and administration.”
  - “To be inclusive of all children and understanding mental health issues better than previous years, advocating for change in your schools to offer proper supports for all mental health needs, proper education for the ever changing challenges in all communities that children face.”
- Comments on **Safe/Safety** included:
    - “In a **safe**, inclusive and respectful community”
    - “**Safety** and expression are key. The current vision statement is excellent!”
- Key themes on the expression or use of the vision were:
    - The language needs to be clearer/more succinct
      - For example “There seems to be too many descriptors here, so it comes across as too broad, which makes it difficult to envision in practice.”
      - “Too long and nebulous. I think it should be more direct and less lofty.”
    - The vision needs to be implemented/measurable/visionary
      - “Still feel like a vision statement should be measurable and include inclusivity and acceptance.”
      - “That statement is not quantifiable.”
      - “These should be put into practice, not just stated.”
    - The language needs to be understandable by all
      - For some, there was misunderstanding of the word ‘experiential’ which some people read as ‘experimental’.
      - “I guarantee not a student in the district knows it, and if it was read to them, it would fly over their head.”
    - ‘The language is vague.
      - “I feel that the use of the verb "honour" is vague. What is meant by it? Can a more specific word be used here.”
    - Whether we need a vision or it's value:
      - “Typical mumbo-jumbo. Nobody gives a hoot about your vision statement.”
      - “Why do you need a Vision statement? All focus related to students should be about revising the programs to provide relevant educations to students. Skill building, budgeting; how credit and mortgages work, first aid, mechanics etc”

- The survey asked people to degree to which they feel that the current **mission** is relevant for the next 3-5 years.
  - The data indicate that there is a strong consensus among the community for keeping the current mission for the next 3-5 years.
  - 71% (86% of all respondents) of all responses thought the current mission statement is relevant or very relevant for the next three to five years.



- The survey also asked people: **Do you have any additional ideas or thoughts about the MISSION statement?**
  - People generally did not provide a response to this question (n=954, 87%).
  - 141 (15%) of the surveys contained additional ideas or thoughts about the mission statement.
    - These included comments on the suitability of the current mission:
      - “Clear, uses ordinary words with ordinary meanings, and those are valuable and achievable goals.”
  - Ideas came from people regardless of their thoughts on the relevancy of the current mission statement.
  - Finding the current mission ‘relevant’ or ‘very relevant’ does not preclude people from having additional thoughts or ideas about the mission statement.
  - The range of additional ideas or thoughts about the mission statement added can be broken down to ideas about the substance of the mission and ideas about the current expression of it.
- Key themes on the substance of the mission were:
  - Critical thinking
  - Skills for beyond school
  - Literacy
  - Inclusivity, Diversity and Equity
  - Kindness

- Comments about critical thinking were made a few times.
  - "To help develop informed, critically thinking and resilient citizens through engagement in a safe, respectful and responsive School District #62 learning community."
  - "We want to develop critical thinkers who can question everything, especially social media, regular media, and their own assumptions!"
  - "Where does the concept of critical thinkers come in? Do students develop skills to be able to discern right/wrong, relevant/not so, and other related deep-thinking issues?"
  - "I think there needs to be some focus on thinking and problem solving."
  - "This ties in with my previous comments on teaching students to be reflective and critical thinkers. Schools can have a powerful impact on students' development of social responsibility which then extends into our society."
  
- As well as critical thinking skills, there were comments about learners gaining other skills for post education:
  - "Update this to include 21st century skills: critical thinking, collaboration, communication, creativity."
  - "They need the skills to be able to work and thrive when they leave the school system."
  - "More indigenous studies for social studies class. More inclusive skills like fishing, first aid certification, CPR, work safe first aid, drivers license all these are real skills for credit, larger involvement with garden and food preparation. Also entrepreneurship in learning to bring food to market and sale of, making connections, food security, and park building with community garden portion of park."
  - "Resilient needs to include skills for planning and maintaining a balanced life. Money management, life goals, cooking, social skills, community involvement, fact checking, data source verification and IT self-protection."
  
- Comments about literacy were made
  - "I believe asking for literate students is an embarrassingly low bar for our school district. We should be seeking to enrich our children to achieve their full potential."
  - "I would like to see more focus on literacy, spelling, grammar, the English language in general."
  - "This statement is very relevant but is failing those students whom are needing additional resources for literacy etc."
  - "More work needs to be done on teaching kids to be literate. There is not enough work done on spelling. There is too much reliance on "spell check".
  
- Comments about Inclusivity, Diversity and Equity were made:
  - "Should include environment and equity."
  - "I think it needs to have a focus on inclusion"
  - "Include inclusive"
  - "Inclusivity is extremely important"
  - "Meet the needs of the child, inclusively - adaptively working with illness and learning disabilities."
  - "The reference to citizen can be associated with legal citizenship status and can be seen as

exclusionary. Outcome such as being happy, and successful for me are higher levels goals Page 18 of 149

- "More than ever, it is extremely important the district make informed changes to reflect changed societal values to right what history has wronged, for example keeping up with meaningful education about the harms of colonization towards our indigenous people's, incorporating local Black, Japanese, Chinese, Indian and Hispanic history, and the negative impacts of white supremely has and continues to have on all communities - all at a grade appropriate level. Keep advocating for SOGI 123 by reviewing sexist bias in dress codes as well as updating bathrooms to gender neutral."
- Kindness was also mentioned by a few of the respondents:
  - "Respectful and resilience is very important. More focus on kindness"
  - "Working with students to become resourceful, responsible, caring and kind is a large part of education."
  - "Kindness and respectful community-minded"
  - "Kindness should be mentioned"
- Thoughts on the Expression of the Mission included that it was:
  - "The current mission is too fluffy/coddled."
  - "Too wordy and lame"
  - "I don't like the word "literate" as it may not apply to all students... but informed and resilient are good."
  - "You should be the leader not the helper"
  - Or pointed out that it's not clear what some of the current terms in the mission refer to.
  - "To the point and doesn't leave much room for translation - solid statement - however there's not much magic in it for inspiration"
  - "Again, too long and lofty. Seems a bit like you are trying to satisfy some group of people or committee with words to make them happy. The most important aspect of education is preparing children for the real world."
- In addition people expressed the need to make and/or measure progress on the current mission, or lack of it:
  - "Again unrealized, but it sounds like something worth aspiring to."
  - "Again this is the same answer as my last response. My child is not safe at all in his school!!"
  - "Citizen of what? Again, a statement without measurable outcomes is just a statement. No way of finding out if you are even set up for success."

**Are you answering this survey for yourself or for a group?**

Indicator	Count	Percentage
Answering for myself	948	87%
Answering on behalf of a group of students under 14 years old	76	7%
Not completed or Not displayed	39	4%
No answer	14	1%
Answering on behalf of an organization	9	1%
None of the above (A4)	9	1%

**What is your age?**

Answer	Count	Percentage
35-44 years	511	46.7%
45-64 years	335	30.6%
25-34 years	111	10.1%
Not completed or Not displayed	50	4.6%
Under 14 years	24	2.2%
Prefer not to answer	18	1.6%
65 years or older	14	1.3%
No answer	13	1.2%
14-17 years	8	0.7%
Answering on behalf of a group or organization	8	0.7%
18-24 years (A3)	3	0.3%

**What is your gender?**

Answer	Count	Percentage
Female	759	69.3%
Male	212	19.4%
Not completed or Not displayed	56	5.1%
Prefer not to answer	38	3.5%
No answer	16	1.5%
Answering on behalf of a group or organization	7	0.6%
Non-binary	4	0.4%
Prefer to self-describe	3	0.3%

**Do you identify as Indigenous/First Nations, Métis, Inuit?**

Answer	Count	Percentage
No	911	83.2%
Yes	58	5.3%
Not completed or Not displayed	58	5.3%
Prefer not to answer	46	4.2%
No answer	16	1.5%
Answering on behalf of a group or organization	6	0.5%

**What municipality or area of SD62 do you reside in?**

<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Langford	460	42.0%
Colwood	226	20.6%
Sooke	220	20.1%
Not completed or Not displayed	59	5.4%
Metchosin	43	3.9%
Don't live in SD62	31	2.8%
Highlands	19	1.7%
Juan de Fuca (JdF) Electoral Area	11	1.0%
Prefer not to answer	10	0.9%
No answer	9	0.8%
Unsure	4	0.4%
Answering on behalf of a group or organization	3	0.3%

**Which of these categories apply to you?**

<b>Answer</b>	<b>Count</b>	<b>Percentage</b>
Parent/Guardian of a SD62 Student	892	81.5%
SD62 K-12 Student	68	6.2%
SD62 Teacher	67	6.1%
Not completed or Not displayed	66	6.0%
Member of the SD62 Community	49	4.5%
SD62 Support Staff (CUPE)	40	3.7%
Principal or Vice Principal	14	1.3%
SD62 Excluded Staff	12	1.1%
Answering on behalf of a group or organization	7	0.6%
None of the above	6	0.5%

Are YOU and/or YOUR CHILDREN a student/staff at a SD62 school? Please select all the locations that you or your family attend. Leave blank if none of these apply. Page 22 of 140

School	Count	Percentage
Belmont Secondary	126	11.5%
Dunsmuir Middle	121	11.1%
Royal Bay Secondary	112	10.2%
Spencer Middle	93	8.5%
John Stubbs Elementary	88	8.0%
Journey Middle	74	6.8%
Not completed or Not displayed	74	6.8%
Wishart Elementary	64	5.8%
Edward Milne Community School	58	5.3%
David Cameron Elementary	54	4.9%
Ecole Poirier Elementary	52	4.7%
Millstream Elementary	51	4.7%
Ruth King Elementary	50	4.6%
Lakewood Elementary	49	4.5%
Happy Valley Elementary	48	4.4%
Sangster Elementary	48	4.4%
Sooke Elementary	38	3.5%
Colwood Elementary	37	3.4%
John Stubbs Middle	34	3.1%
Saseenos Elementary	31	2.8%
Savory Elementary	30	2.7%
John Muir Elementary	29	2.6%
Crystal View Elementary	27	2.5%
Hans Helgesen Elementary	23	2.1%
Willway Elementary	23	2.1%
Westshore Centre For Learning	16	1.5%
Port Renfrew Elementary	4	0.4%
Byte Alternate Program	3	0.3%
Juan de Fuca DL	3	0.3%

March 30, 2021

Ravi Parmar, Chair  
Board of Education  
Sooke School District  
3143 Jacklin Road  
Victoria BC V9B 5R1

Reference: 300754

Dear Chair Parmar:

**Re: Congratulations on Appointment**

Thank you for your letter congratulating me on behalf of the Sooke School District Board of Education on my appointment as Minister of Transportation and Infrastructure. It is an honour to represent British Columbians in this role. Please accept my apologies for the delay in my reply.

I appreciated your kind words regarding my previous role. It was a privilege to work with the Sooke School District to help create two new schools. I respect the important role the Sooke Board of Education plays in ensuring students have a safe and accessible route to school.

The provincial government, in partnership with the federal and local governments, is upgrading transit facilities on Highway 14 and purchased new buses put into service in the Victoria Regional Transit System this year. These investments will help deliver better and more reliable transit between Sooke, West Shore communities and the rest of the Victoria region. You can learn more about our recent progress towards a safer and more accessible Highway 14 [in our news release](#).

As we plan to rebuild from the pandemic, I look forward to working with First Nations and other governments, business leaders and stakeholders. I am glad to have the opportunity to efficiently deliver infrastructure projects and other transportation network improvements that will provide lasting benefits to communities across the province.

My staff would be glad to assist you should you wish to arrange a meeting in future. They can be reached by telephone at 250 387-1978 or by email at [Minister.Transportation@gov.bc.ca](mailto:Minister.Transportation@gov.bc.ca).

.../2

Thank you again for taking the time to write.

Sincerely,

A handwritten signature in blue ink, appearing to read "Rob Fleming". The signature is fluid and cursive, with the first name "Rob" being more prominent than the last name "Fleming".

Rob Fleming  
Minister



1187548

March 30, 2021

Ravi Parmar  
Board Chair  
School District No. 62 (Sooke)  
3143 Jacklin Rd  
Victoria BC V9B 5R1

Dear Ravi Parmar:

Thank you for your letter of January 21, 2021, regarding my appointment as the new Minister of Mental Health and Addictions.

I appreciate you taking the time to share your thoughts with us. Child and youth mental health and substance use care are among our top priorities, and I'm heartened to know your school district is developing in-house strategies to support students and the wider school community. Ministry staff are familiar with the *Healthy Schools, Healthy People* report and appreciate you sharing. Ministry staff are also aware of the Wellness Centre at Belmont Secondary School. In the past, staff from several ministries have had the pleasure of touring the centre and learning more firsthand about this integrated initiative. Working together on important initiatives like these will help improve the lives of young people experiencing mental health issues and will ultimately help save lives.

Since 2017, government has invested \$140 million in youth mental health services. In addition to increasing the network of Foundry centres to 19 province-wide, we have expanded school-based resources and mounted a rapid response to the growing need for virtual supports in light of the COVID-19 pandemic. Urgent and primary care centres also offer same-day access to primary care supports, including for people experiencing mild to moderate mental health concerns. For people with more acute concerns, urgent and primary care centres can refer people to specialized services available through health authorities. Some of these services may be of use to your students, particularly during these trying days of the pandemic.

...2

- 2 -

Through *A Pathway to Hope*, we are prioritizing prevention, wellness promotion, early intervention, and integrated services for those who require more care. A full copy of *A Pathway to Hope* can be found here: [https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/initiatives-plans-strategies/mental-health-and-addictions-strategy/bcmentalhealthroadmap\\_2019web-5.pdf](https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/initiatives-plans-strategies/mental-health-and-addictions-strategy/bcmentalhealthroadmap_2019web-5.pdf).

To do this, we have established Integrated Child and Youth Teams, developed enhanced programming in early childhood centres, and increased step up/step down supports in five school districts across the province. We are also working with the Ministry of Education to implement the Mental Health in Schools strategy and our partner organizations to expand supports and services offered through Confident Parents: Thriving Kids (<https://welcome.cmhacptk.ca/>) and Here2Talk.ca (<https://here2talk.ca/home>).

We are confident these initiatives will help more young people connect with the mental health and substance use care they need, quickly and easily, but know this work is just the beginning of what needs to be done to support and protect British Columbia's young people.

Together with our partners, this ministry remains committed to creating a seamless, accessible, and culturally safe system of care for mental health and addictions in British Columbia, while accelerating our response to the provincial overdose public health emergency and continuing the work we are doing to implement the programs and initiatives outlined in *A Pathway to Hope*.

The COVID-19 pandemic has taken an extraordinary toll on this province, but we have proven our resiliency time and time again. To quote our Premier, the Honourable John Horgan, "we're strongest when we work together." This is a fundamental belief shared by this government, this ministry, and me. There truly is strength in numbers, and I know that together we will find our way through the pandemic to a better, stronger British Columbia.

Thank you again for your kind words. I am humbled by the warm response I have received from the residents of British Columbia and hope to serve our province and its people with the same dignity and respect as my predecessor, the Honourable Judy Darcy. It is with great humility and gratitude that I move into this role and continue the important work that began under her leadership.

Best wishes,



Sheila Malcolmson  
Minister



April 12, 2021

480308

Ravi Parmar, Board Chair  
School District No. 62 (Sooke)  
3143 Jacklin Road  
Victoria BC V9B 5R1

Dear Mr. Parmar:

Thank you for your letter of January 21, 2021, offering your congratulations on my appointment as Minister of Finance, and for the requested meeting with Treasury Board Staff regarding educational issues.

Our government is working hard to tackle the challenges facing British Columbians and will continue to do everything we can to keep everyone healthy, safe and supported.

While the issue you have raised falls under the jurisdiction of the Ministry of Education, I appreciate that you took the time to share your thoughts with me.

Your message has been forwarded to the Honourable Jennifer Whiteside, Minister of Education, for her review and consideration.

Thank you again for writing.

Sincerely,

A handwritten signature in blue ink, appearing to read "Selina Robinson".

Selina Robinson  
Minister



## Committee Report of Resources Committee Meeting via MS Teams April 13, 2021

---

**Present:** Bob Beckett, Trustee (Committee Chair)  
 Wendy Hobbs, Trustee (Committee Member) - absent  
 Margot Swinburnson (Committee Member)  
 Ravi Parmar, Trustee  
 Scott Stinson, Superintendent & CEO  
 Harold Cull, Secretary-Treasurer  
 Dan Haley, Executive Director, HR  
 Farzaan Nusserwanji, Executive Director, IT and CIO  
 Krista Leakey, SPVPA  
 Amanda Dowhy, SPEAC  
 Ed Berlando, STA  
 Bruce Woodcock, CUPE  
 Nicole Gestwa, IT  
 Nora Reid, Manager, Strategic HR  
 Sue Grundy, Manager, Executive Operations

**Regrets:**

**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 3, 2021 at its Public Board Meeting dated March 9, 2021.

**3. PRESENTATIONS**

**4. BUSINESS**

**4.1 21/22 Annual Facilities Grant Project Details – Harold Cull**

Staff shared with members of the committee a project listing highlighting the Program and school based AFG Projects supported for the 21/22 year (April 2021 to March 2022). Moving forward, the Program budgets will be developed based on an assessment of capital needs through standard and multi-year planning. The Committee also discussed how grant and PAC funded projects are included in the minor capital request process.

#### 4.2 Strategic Plan Objectives – Sue Grundy

The Resources Committee engaged in a conversation (through JamBoard) regarding the existing Strategic Plan Objectives by identifying the areas to focus on in support of our goals. It was a very interactive process that will continue with other groups as staff and our partner groups work together to draft a Strategic Plan that supports the direction the Board has set.

#### 4.3 HR Plan Update – Competencies and Engagement – Dan Haley/Nora Reid

HR has developed an Operational Plan and has been working on implementing priority actions for the 2020/2021 school year. Staff shared with the Resources Committee the steps taken so far to gain input on what SD 62 Staff and Leadership Competencies could be. The Committee also discussed the importance of diversity in the hiring process.

Actions specific to Employee Engagement are being examined and staff shared what steps the District is taking to gain employee feedback on the action required to improve Employee Engagement.

#### 4.4 21/22 Operating Budget Development Process – Harold Cull

Staff gave an overview of the budget development process for the 2021/2022 school year and led the Resources Committee through a presentation concerning budget priorities, budget context and potential options to address the estimated budget pressure for the upcoming year. The Committee discussed ensuring that the plan address the estimated budget pressures with the least possible impact on our youth.

**Recommended Motion: That the Board of Education for School District 62 (Sooke) write a letter to the Minister of Education and the Minister of Finance detailing the budget challenges being faced by the Sooke School District and request that Government fully fund all collective agreement wage and inflationary increases.**

### 5. **ADJOURNMENT AND NEXT MEETING DATE:** May 11, 2021

Thinking about the next 3-5 years, what should we be doing to make progress to achieve the goal of Learning?

**Focus on Academic success**

**support equity in learning**

create opportunities for staff learning. We are all learners and can model lifelong learning

access to more, specialized, and dedicated EA staff in each classroom to support learners

continue to create more outdoor spaces where children can be physically active and learn

build a broader understanding and support for renewed curriculum, assessment and reporting

Help learners that may fall through the cracks - not excelling yet don't have an IEP

**spaces and opportunities for hybrid learning**

Alternate pathways to graduation to support all learners and prepare them for life after secondary school

look at ways to continue to learn about positive mental health and learning outcomes

**Teach technology - its the future**

**Support the wellness of our staff to support learners**

**Continue to provide mentor support for our newer educators**

Dedicated conflict resolution and non-violence training for all staff and teachers each year

Parent education opportunities to learn alongside their students (ie tech and "new math")

**Focus on SEL as this will help support overall learning**

**Thinking about the next 3-5 years, what should we be doing to make progress to achieve the goal of Engagement?**

Seek feedback from employees on what keeps them engaged

**focus on equity, diversity and inclusion**

Continue to adopt the present goals in relation to Aboriginal engagement to include BIPOC youth

Engage in meaningful wellness activities for staff

build stronger relationships across all partners in support of student learning and success.

Make sure process improvements continue

**Focus on mental wellness**

Training for leaders on engaging employees

continue to build strong relationships with staff and community including Municipal partners

Encourage and engage in morale building by staff for staff

Ways to celebrate student successes at all levels. Not all learners will benefit from the same benchmarks

Enhance and amplify BIPOC voices in both everyday learning aspects and resource materials

Inquiry based projects for students that can be followed and enhanced upon throughout their educational careers

Continue to actively engage all stakeholders

Collaborate and innovate to introduce creative new opportunities within schools for clubs, groups to ensure all students have something to belong to. Ask students for input; Ask teachers about their hidden strengths

Opportunities for job shadowing for employees interested in career advancement within the district.

Fund Aboriginal supports more readily without cuts

Continue using a positive, strength-based approach

Thinking about the next 3-5 years, what should we be doing to make progress to achieve the goal of Growth?

Be aware and cognizant of growth inside the Milnes Landing Zone

Understanding the complications that come from cross-community travel for students and staff - especially in the event of an emergency

Ensure that new schools are not creating a old vs new mentality with existing school communities, and that basic maintenance does not fall with the work needed to get new schools ready

I think we need to really begin to advocate not only for new schools but to replace and increase the size of our older schools. I know that has not been a government priority but we need to help them make it one...

Strive to bring older buildings up to ecological standards and greener initiatives

continue to promote our district nationally & internationally both in terms of recruiting staff & students

As the district grows with new schools with new technologies, having the existing schools brought up to the same technological standards.

continue to develop processes to support and enhance existing schools as well as planning and building new ones.

Keep up with technology to maximize efficiencies

Increase and adapt outdoor learning spaces for access by all students and learners

Ensure resources within the district meet the needs of our growing communities and schools

Provide development opportunities for our employees to grow from within

Understanding that growth doesn't fall entirely by build/new family numbers, but can encompass year over year change that can create struggles in schools and geographical areas

Ensure we continue to maintain focus on safe routes to school (Infrastructure needs) as growth continues

To continue to maintain relationships and information sharing with Municipalities to keep the finger on the pulse of change



# Competencies and Engagement Update

---

APRIL 13, 2021

# HR Operational Plan

---

## Attraction and Recruitment



- Brand the Sooke School District as an employer of choice to attract and recruit new talent.

- *Attraction*
- *Recruitment*
- *Compensation/Benefits*
- *On Boarding*

## Engagement and Wellness



- Retain valuable talent by keeping employees engaged and safe and promoting recognition and wellness.

- *Employee Engagement*
- *Labour Relations*
- *Recognition*
- *Health and Safety*
- *Wellness*

## Performance and Growth



- Align strategies to support SD62's strategic plan and empower employees to perform their best and provide them with opportunities to grow.

- *Competencies*
- *Performance*
- *Learning and Development*
- *Workforce Planning*

# Competencies Actions

---

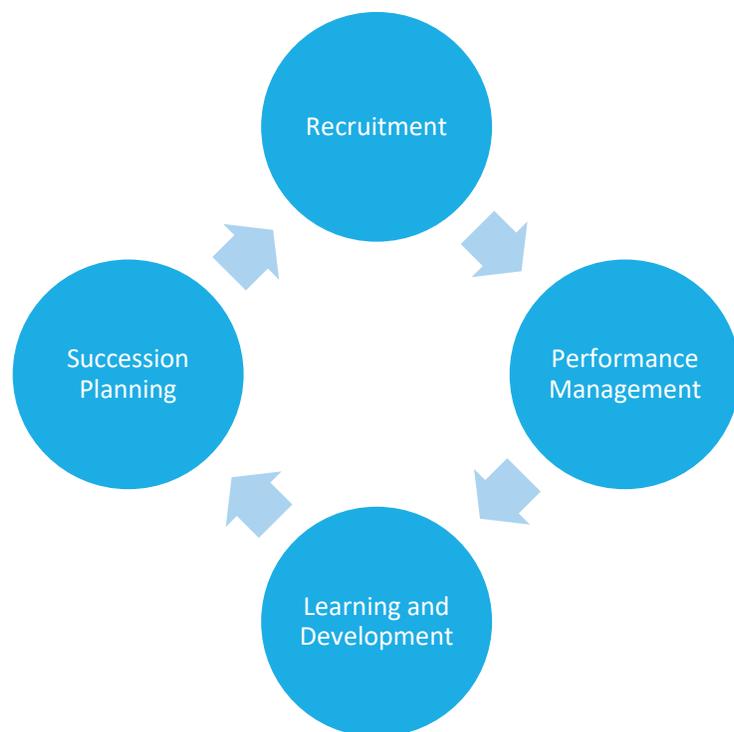


Performance  
and Growth

- **Competencies:**

- **3.4:** Create a competencies framework that provides a foundation of clearly defined expectations that is aligned throughout all HR processes starting with job descriptions, job postings, interview questions and reference checks
- **3.5:** Determine leadership competencies and link them to the succession planning and leadership development initiatives

# Why are Competencies Important



## Recruitment and Fit

- Embed competencies in job postings and have a “bank” of competency based interview/reference questions and guides/templates to ensure consistent hiring practices throughout the district to ensure we are **hiring the best “fit”**

## Performance Expectations and Feedback

- Provide employees with “**what is expected of me**” by having competencies in job descriptions
- Update Employee Performance/ Evaluation procedures to align with competencies to **objectively assess performance** and provide employees with feedback on “**how am I doing**” based on well defined performance criteria

## Learning and Development Opportunities

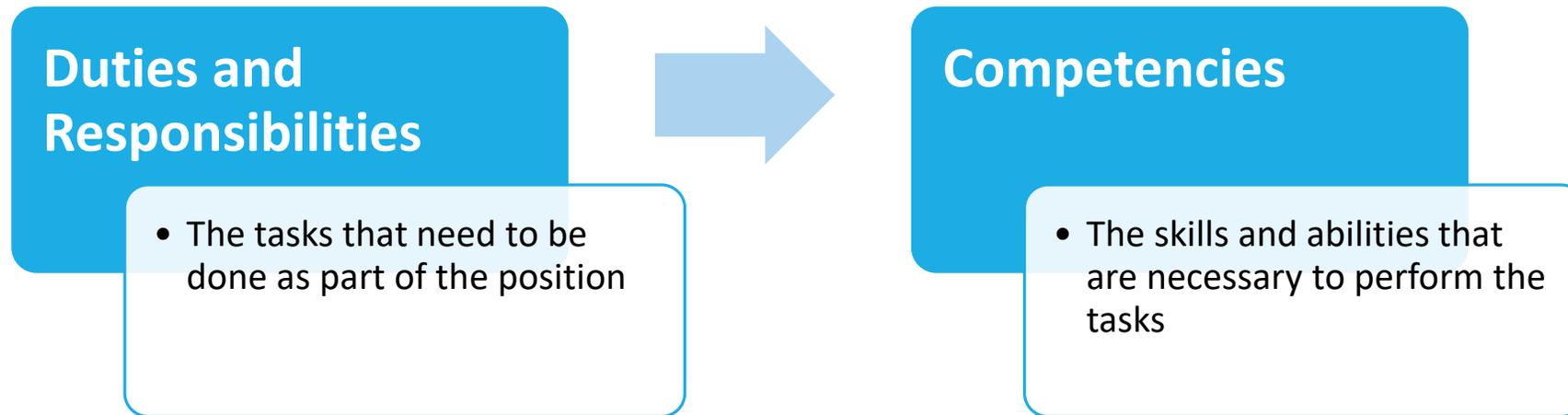
- Provide employees with learning and developmental opportunities based on **identified development needs**
- **Align in-house training opportunities** to competencies

## Career Growth and Succession Planning

- Provide clarity to employees on what their growth areas are (**how to get from A to B**) based on their career aspirations
- **Align leadership development** and mentoring initiatives to competencies

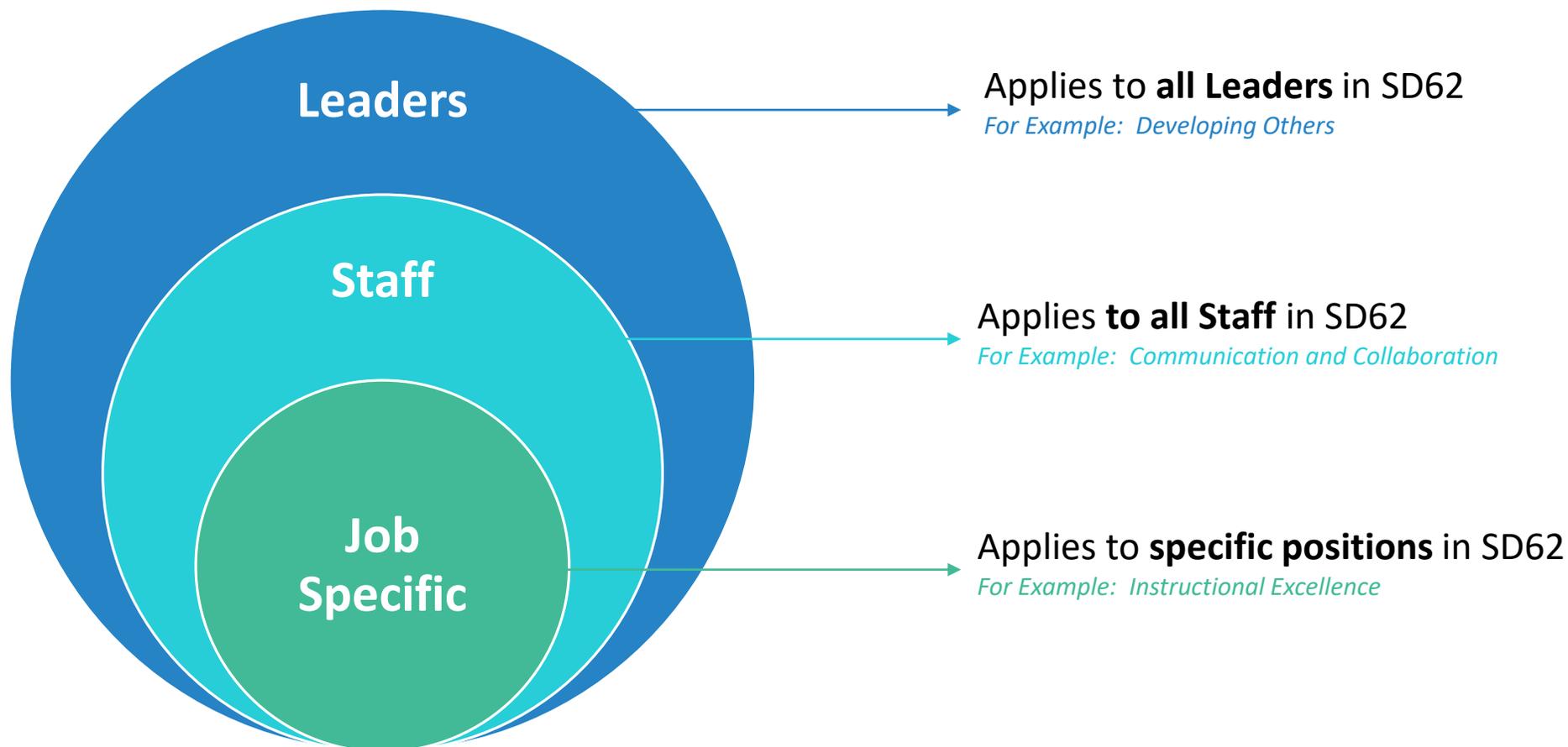
# What are Competencies

---



# Types of Competencies

---



# Steps Taken

---



**DRAFT: SD62**  
**Competency**  
**Framework**

**LEADERSHIP**



**STAFF**

**DRAFT: SD62**  
**Competency**  
**Framework**

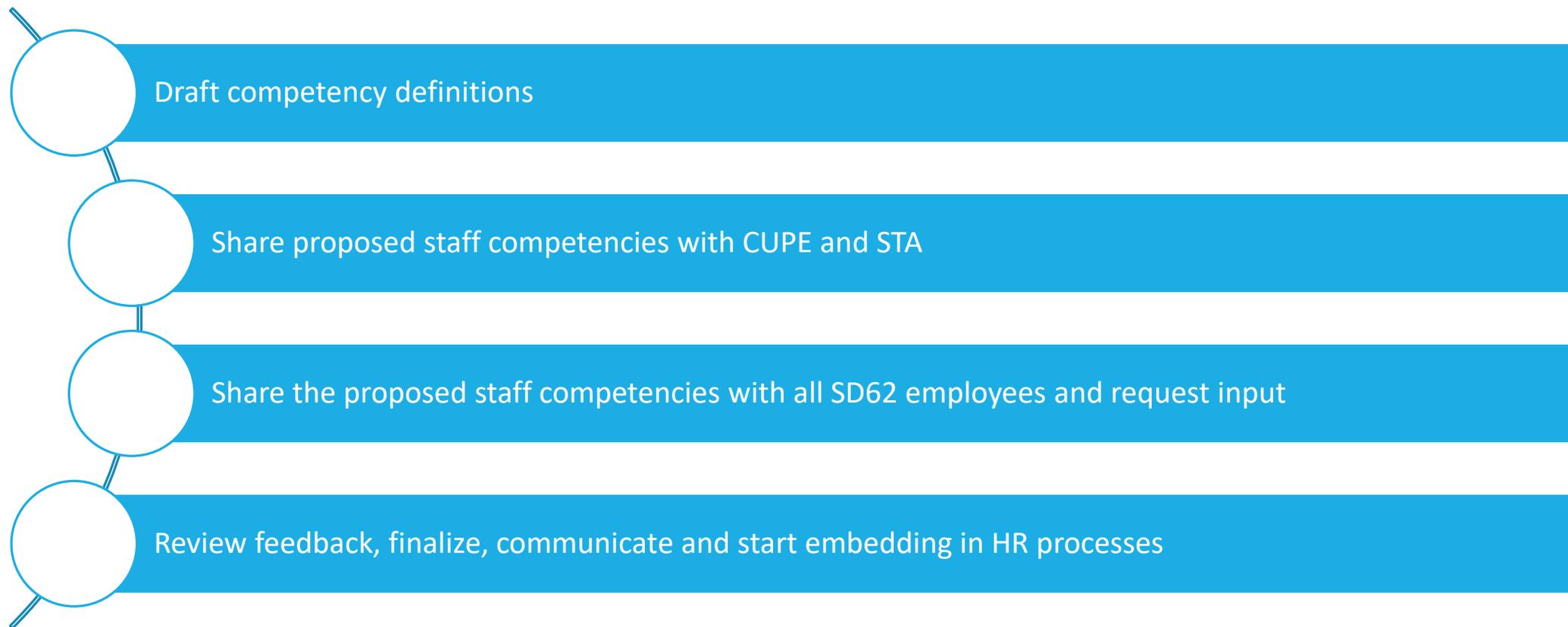
**LEADERSHIP**

Leads District	<b>Management and Administration</b> Financial Accountability Employee Relations Legislation and Policy Resource Management	Manages Self	<b>Self Awareness</b> Resilience Flexibility and Adaptability Mindfulness Well-being and Balance
	<b>Organizational Awareness</b> District Perspective District Alignment Governance		<b>Service Excellence</b> Dedication and Passion Planning and Organizing Positive and Solution Focused Accountability
	<b>Systems Thinking</b> Ethical Decision Making Crisis/Risk Management Data and Reporting		<b>Growth Mindset</b> Continuous Learning Open Minded and Curious Reflective and Reflexive Creative Thinking
	<b>Strategic Focus</b> Visioning Strategy Goal Setting		
Empowers People	<b>Models Leadership</b> Presence and Visibility Distribution Facilitation and Instruction Capacity	Supports Team	<b>Communication and Collaboration</b> Teamwork Knowledge Sharing Courageous Conversations Listening and Responding Effectively
	<b>Develops Others</b> Expectations, Feedback and Growth Empowerment Coaching Recognition		<b>Empathy</b> Compassion Reciprocity Patience and Understanding Caring and Kindness
	<b>Builds Community</b> Positive Learning/Work Environment Employee Engagement Resolution, Restitution and Restorative Practices Stakeholder Relations		<b>Interconnectedness</b> Equity, Diversity and Inclusion Community and Belonging Indigenous Knowledge Cultural Responsiveness
	<b>Encourages Innovation</b> Transform and Evolve Change Leadership Continuous Improvement		

**STAFF**

# Proposed Next Steps

---



# Employee Engagement Actions

---



Engagement  
and Wellness

- **Employee Engagement:**
  - **2.11:** Develop engagement strategies/action plans to improve results based on employee feedback and communicate progress to employees on a regular basis

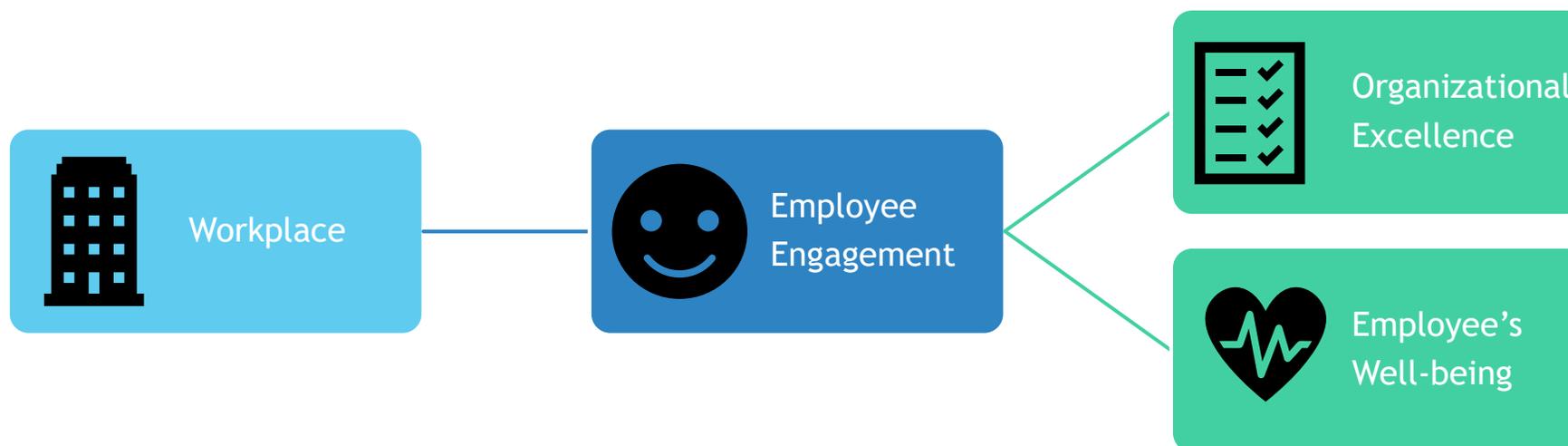
# Background

---

- In May 2020, SD62 conducted a Work Engagement Survey in partnership with BC Stats.
- This was the 2<sup>nd</sup> Engagement Survey which SD62 has done with the first being in 2018.
- In addition to receiving an overall report, the district receives a number of work unit reports including reports for each of our schools as well as reports for the Transportation and Facilities departments and the School Board Office
  - *Please note, smaller work reports are only available for areas where there are enough employees within the report to ensure anonymity.*

# Why is Employee Engagement Important

- Engagement is one of the goals in SD62's Strategic Plan and it is important for the district to ensure we have the best possible workplace for employees to support our students



# What is Employee Engagement

---

*Employee engagement is defined as the emotional investment employees make in their organizations.*

*It is the passion, involvement, and motivation they bring to work, which they use to guide their work.*

Organization Commitment

Job Satisfaction

Organization Satisfaction

Stress & Workload

Job Suitability

Vision & Goals

Teamwork

Tools & Workspace

Recognition

Professional Development

Pay

Staffing Practices

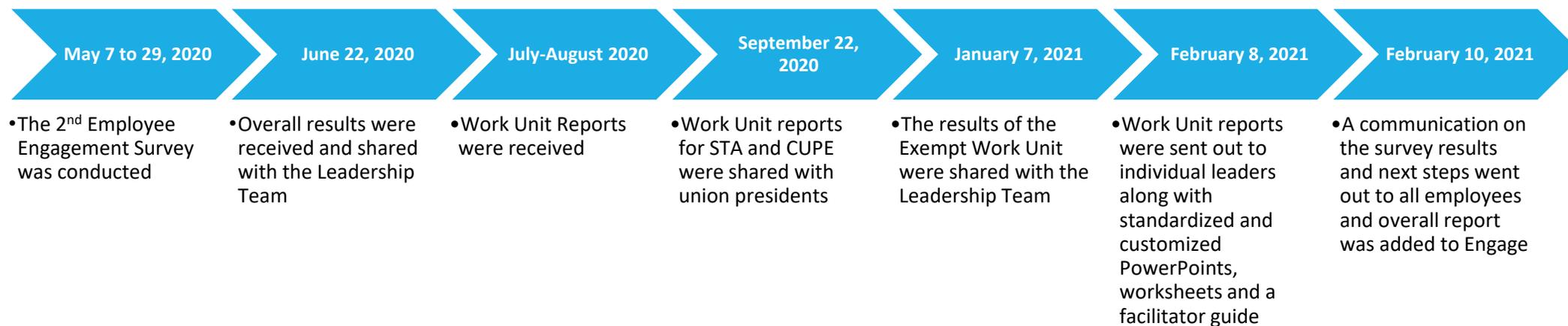
Respectful Environment

Executive-Level Management

Supervisory-Level Management

# Steps Taken

---



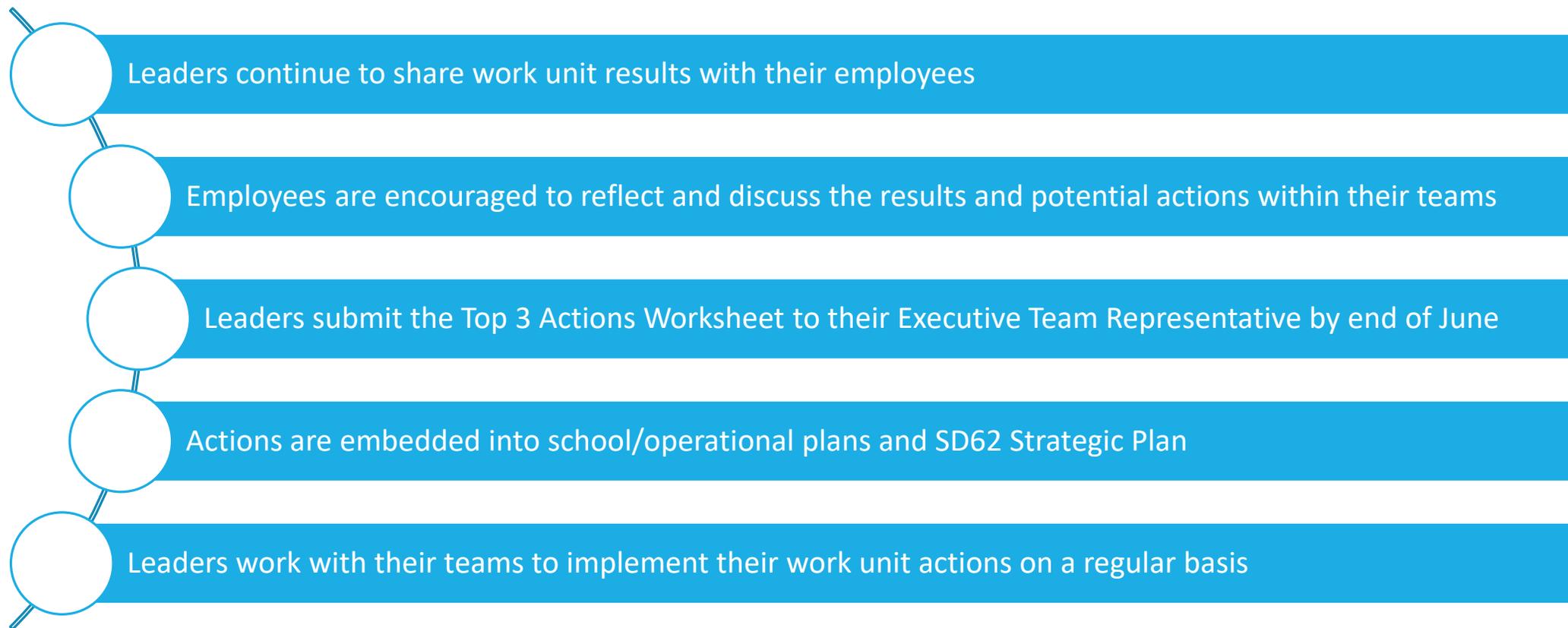
# A Shared Approach

- Leaders are using standardized and customized PowerPoints and worksheets to:



# Proposed Next Steps

---

- 
- Leaders continue to share work unit results with their employees
  - Employees are encouraged to reflect and discuss the results and potential actions within their teams
  - Leaders submit the Top 3 Actions Worksheet to their Executive Team Representative by end of June
  - Actions are embedded into school/operational plans and SD62 Strategic Plan
  - Leaders work with their teams to implement their work unit actions on a regular basis

# Feedback and Questions?

# Budget Development Update



**Fiscal 2021/22**

**Resources Committee Meeting – April 13, 2021**

# Tonight's Update



1) Budget Priorities – public input

2) Budget Context - updated numbers

3) Potential Options – addressing the shortfall

# Input Received – Emerging Themes

## From all groups:

- Mental Health/Wellness
- Early Learning & Intervention
- Safe & Healthy Learning Environments
- Resources, Supplies & Equipment



# Thought Exchange - Public

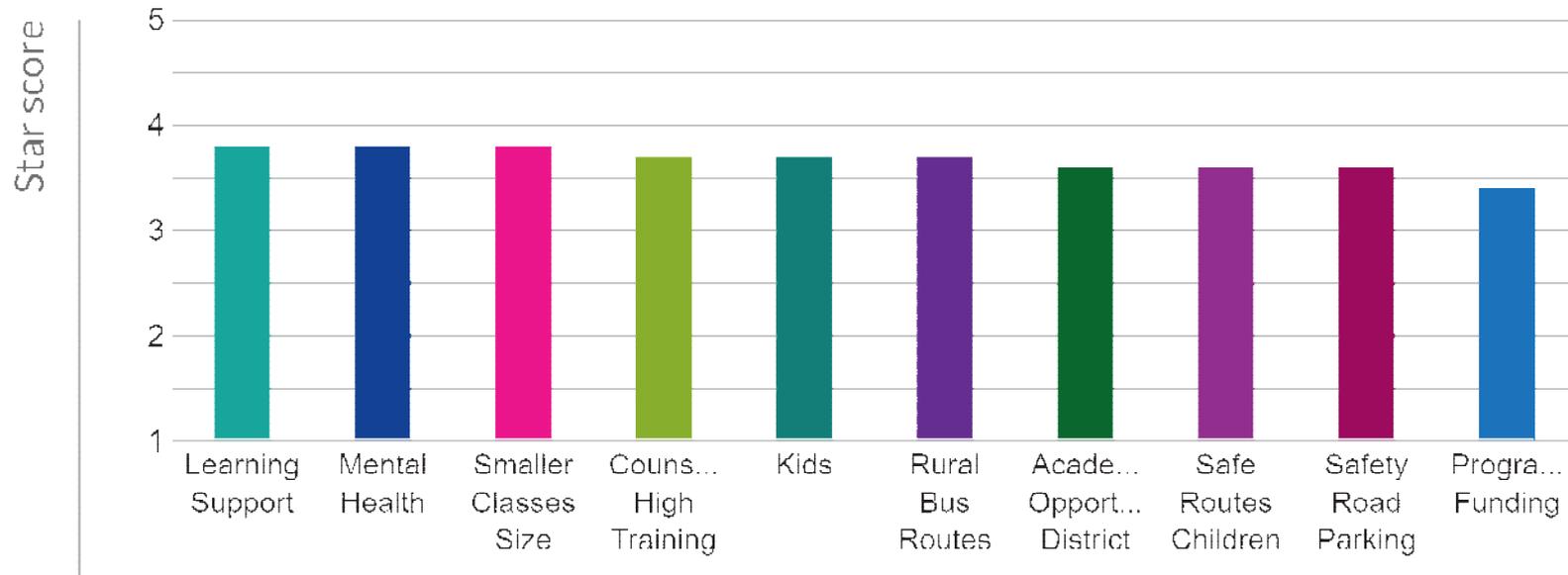
**Staff launched a public Thought Exchange:**



- **Early March to early April**
- **206 participants, 138 thoughts & 4,443 ratings**

**Are there other priorities related to the Strategic Plan we should focus on?**

# Thought Exchange - themes



# 21/22 Budget Context

**The Ministry issued their budget instructions on March 12<sup>th</sup> and based on these, we are planning:**

- **Per pupil funding amount @ \$7,885/FTE**
- **Enrolment estimate @ 11,111 students FTEs (10,857)**
- **Teacher staffing identified @ 652 FTEs (638)**

# 21/22 Operating Budget

## Revenues – from March

<b>Estimated Grant Increase</b>	<b>\$1.361 m</b>
<b>Inclusive Education – Level 1, 2 &amp; 3</b>	<b>\$.930 m</b>
<b>Aboriginal Education</b>	<b>\$.165 m</b>
<b>ELL</b>	<b>\$.236 m</b>
<b>Distributed Learning</b>	<b>\$.128 m</b>
<b>Collective Agreements' wage increase</b>	<b>\$3.008 m</b>
<b>Reduction in 70 ISP FTEs</b>	<b>(\$.945 m)</b>
<b>Reduction in Reserve Funding for domestic FTEs</b>	<b><u>(\$1.361 m)</u></b>
<b>Estimated Changes in Revenues</b>	<b>\$3.522 m</b>

# 21/22 Operating Budget

## Expenditures – from March

<b>Inclusive Education – Level 1, 2 &amp; 3</b>	<b>\$.930 m</b>
<b>Aboriginal Education</b>	<b>\$.165 m</b>
<b>ELL</b>	<b>\$.236 m</b>
<b>Collective Agreements' wage increase</b>	<b>\$3.008 m</b>
<b>Reduction in 70 ISP FTEs</b>	<b>(\$.473 m)</b>
<b>Teacher Salary Increments</b>	<b>\$.700 m</b>
<b>Excluded Salary Increase</b>	<b>\$.400 m</b>
<b>Infrastructure Growth</b>	<b><u>\$.335 m</u></b>
<b>Estimated Changes in Expenditures</b>	<b>\$.5.301 m</b>

# 21/22 Operating Budget

## Net Revenue Impact – from March

**Estimated Revenue Increase**

**\$3.522 m**

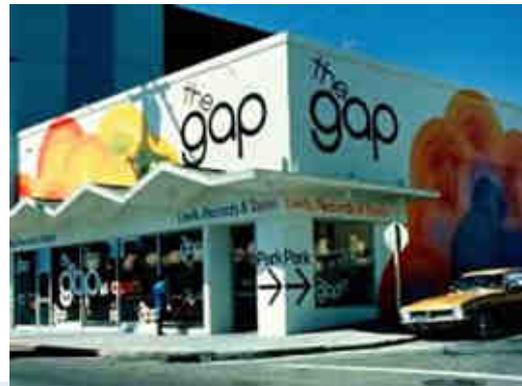
**Estimated Expenditure Increase**

**(\$5.301 m)**

**Estimated Pressure**

**(\$1.779 m)**

**So....we have a gap to close to balance the budget**



# 21/22 Operating Budget

## Net Revenue Impact – updated for April

<b>Estimated Revenue Increase</b>	<b>\$3.522 m</b>
<b>Estimated Expenditure Increase</b>	<b><u>(\$5.301 m)</u></b>
<b>Estimated Pressure</b>	<b><u>(\$1.779 m)</u></b>
<b>Potential Salary Differential (3-year avg.)</b>	<b>(\$.300 m)</b>
<b>Estimated shortfall in CA funding</b>	<b><u>(\$.259 m)</u></b>
<b>Updated Estimated Pressure</b>	<b><u>(\$2.338 m)</u></b>

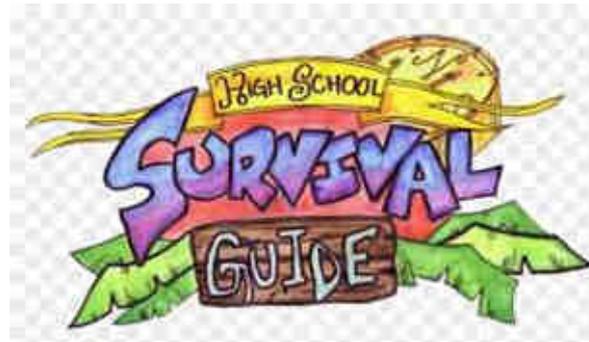
# 21/22 Operating Budget

## Updated Pressure Gap

Pressure	Structural	One time	Total
ISP Shortfall		\$ .473 m	\$ .473 m
Teacher Increments	\$ .700 m		\$ .700 m
Excluded wages	\$ .400 m		\$ .400 m
Infrastructure Growth	\$ .335 m		\$ .335 m
DL Revenue Increase	(\$ .128 m)		(\$ .128 m)
Salary Differential		\$ .300 m	\$ .300 m
CA Shortfall	\$ .259 m		\$ .259 m
<b>Total</b>	<b>\$1.566 m</b>	<b>\$ .773 m</b>	<b>\$2.339 m</b>

# 20/21 Budget Plan

Given the expected impacts of the pandemic, 20/21 will be a survival or status quo budget – ride the storm out until the skies clear....



# Potential Options – Gap Closure

## How do we propose to close the gap?

### Possible solutions:

- Increased enrolment over 11,111
- 20/21 carry over
- Financial Reserve
- Staffing ratios
- Revenues
- **Adjustments/Reductions**



# 21/22 Operating Budget

## Pressure Gap & Proposed Options

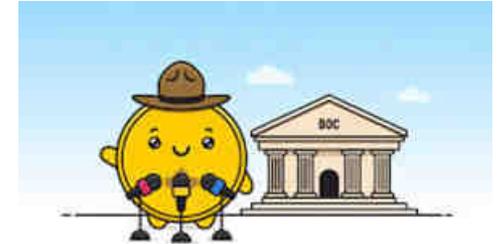
Pressure	Structural	One time	Total
<b>Total</b>	<b>\$1.566 m</b>	<b>\$.773 m</b>	<b>\$2.339 m</b>
<b>Financial Reserve</b>		<b>(\$.773 m)</b>	<b>(\$.773 m)</b>
<b>Benefits/Utilities</b>	<b>(\$.600 m)</b>		<b>(\$.600 m)</b>
<b>Exempt Compensation</b>	<b>(\$.400 m)</b>		<b>(\$.400 m)</b>
<b>Increased Enrolment</b>	<b>?</b>		<b>?</b>
<b>Staffing, Services &amp; Supplies</b>	<b>?</b>		<b>?</b>
<b>20/21 Carry Over and/or Reserve</b>		<b>?</b>	<b>?</b>
<b>Remaining Pressure</b>	<b>\$.566 m</b>	<b>Nil</b>	<b>\$.566 m (.5%)</b>

# 20/21 Financial Reserve

## Proposed Option

<b>Beginning Reserve amount</b>	<b>\$2.602 m</b>
<b>Potential 21/22 Draw on Reserve</b>	<b>(\$.773 m)</b>
<b>Ending Reserve amount</b>	<b>\$1.829 m</b>

**Note: \$1.829 m is 1.5% of the current year operating budget**



# 20/21 Carry Over

## Proposed Option

**\*\*Limit year end expenditures to essential spending only\*\***

**Quarter 2 Forecasted Position Nil**

**Quarter 3 Forecasted Position ?**

**Year End Financial Position ?**

**Note: Any potential savings would be one-time and not structural (kick the can to next year)**

# 20/21 Carry Over

## What does essential spending to year end mean?

- Only spending required to support continuity of learning
- Only spending required to finish the school year
- No spending in preparation for 21/22
- Possible return to 5% carryover



# Potential Options – Menu list

## What are possible reductions in staffing, services or supplies?

- **Salaries and benefits**
- **School and department supply budgets**
- **External rental agreements**
- **Service contracts – engagement survey, external audit**



# Potential Options – Menu list

**Staff will be providing the Board a menu list of possible options to address the estimated pressure**



## Potential Options – more input

### Given that:

- a) We are hopefully at the tail end of the pandemic;
- b) We are using 21/22 to plan and maintain the course; and
- c) Our budget priorities have been identified.

**What are some short term (this year or next year) sacrifices we can make to close the \$.566 m gap?**

# Next Meetings

- ~~Review & input on potential options to address pressure – April 13~~
- Review & input on 21/22 budget plan – **May 11**
- ECOW Meeting – **May 18**



# Thanks!





# School District No. 62 (Sooke)

Audit Planning Report for the year ending June 30, 2021

*KPMG LLP*

Prepared for presentation on April 20, 2021

[kpmg.ca/audit](http://kpmg.ca/audit)



# Table of contents

Executive summary	2
Audit and financial reporting impacts of COVID-19	3
Audit risks	4
Areas of focus for financial reporting	5
Materiality	8
New auditing standard	9
How do we deliver audit quality?	10
Key deliverables and milestones	11
Appendices	12



The contacts at KPMG in connection with this report are:

**Lenora Lee**  
 Audit Engagement Partner  
 Tel: 250.480.3588  
 lenoramlee@kpmg.ca

**Sarah Burden**  
 Audit Senior Manager  
 Tel: (250) 480-3562  
 sburden1@kpmg.ca

At KPMG, we are **passionate** about earning your **trust**. We take deep **personal accountability**, individually and as a team, to deliver **exceptional service and value** in all our dealings with you.

At the end of the day, we measure our success from the **only perspective that matters – yours**.

This Audit Planning Report should not be used for any other purpose or by anyone other than the Audit Committee, Board of Trustees, and Management of the Entity. KPMG shall have no responsibility or liability for loss or damages or claims, if any, to or by any third party as this Audit Planning Report has not been prepared for, and is not intended for, and should not be used by, any third party or for any other purpose.

# Executive summary

## Areas of focus for financial reporting

Our audit of School District No. 62 (the “District”) is risk-focused. In planning our audit we have identified the following significant audit risks required by professional auditing standards:

- Presumed fraud risk over revenue recognition
- Presumed risk of management override of controls

We have also identified key areas of focus for financial reporting. These include:

- Financial reporting impacts of COVID-19
- Auditors’ Opinion - Compliance Framework
- Procurement
- Employee future benefits and salaries
- School generated funds
- Revenue and receivables
- Executive expenses
- Tangible capital assets

See pages 5 to 7.

## Effective communication

We are committed to transparent and thorough reporting of issues to management, the Audit Committee and the Board of Trustees. This is achieved through formal and informal meetings and communications throughout the year. If you have any comments you would like to bring to our attention, please contact Lenora Lee. See Appendix 1.

## Materiality

Materiality has been determined based on total budgeted revenues. We have determined materiality to be \$3.3 million for the year ending June 30, 2021 (2020 - \$3.25 million).

See page 8.

## Quality control and independence

We are independent and have a robust and consistent system of quality control. We provide complete transparency on all services and follow the District’s approved protocols where required.

See page 10.

## New accounting and auditing standards

There are no new accounting standards effective for the District’s 2021 fiscal year.

A new auditing standard, CAS 540 Auditing Accounting Estimates and Related Disclosures, is effective for the District’s 2021 fiscal year.

See page 9 for further details.

## Current developments

Please refer to Appendix 3 for accounting and auditing changes relevant to the District.

# Audit and financial reporting impacts of COVID-19

In March 2020, the COVID-19 outbreak was declared a pandemic by the World Health Organization. As the COVID-19 pandemic evolves, the District will continue to assess the impact on its operations and finances and consider the implications on financial reporting. We have analyzed the impact of the COVID-19 pandemic situation on the audit of the financial statements for the year ended June 30, 2021 and discussed the audit and financial reporting implications with management.

We provide the following information and to describe the additional procedures that we will be performing. As the COVID-19 pandemic is a dynamic situation, we will continue to update our Audit Plan as the situation warrants. We will communicate any additional changes to our Audit Plan to the Audit Committee and Board of Trustees in our Audit Findings Report.

## Audit implications

Considerations	Audit implications
<b>Conducting the audit work</b>	<ul style="list-style-type: none"> <li>We plan to undertake a primarily remote audit again this year if recommended by Provincial health guidelines. We have established a secure ShareFile platform to facilitate the sharing of information with management. We have discussed the details of the audit with management, and we are ready to undertake the audit as planned and on schedule. The prior year audit was performed remotely.</li> </ul>
<b>General considerations</b>	<ul style="list-style-type: none"> <li>We will obtain an understanding of what changes to process activities and controls have been implemented to determine if the planned audit procedures are appropriate. We have conducted preliminary discussions with management and will confirm our understanding of any significant changes by performing walkthroughs of transactions.</li> </ul>
<b>Financial reporting</b>	<ul style="list-style-type: none"> <li>Currently, we expect that COVID-19 will continue to impact the District's operations and finances beyond June 30, 2021.</li> <li>An assessment should be made by management of any COVID-19 financial implications, for example delivery of education remotely, reduction in international student enrolment, work from home arrangements for employees, temporary or permanent staffing adjustments and receipt of additional safe return to school grants.</li> <li>Significant actions undertaken by the District should be disclosed in a note to the financial statements, including a statement as to whether or not these factors present uncertainty over future cash flows, cause significant changes to assets and liabilities, and/or significantly impact future operations. Measurement of the estimated financial effect should be disclosed, or it should be stated if the effect is not determinable.</li> <li>We will work with management to customize the wording of the COVID-19 related disclosures for the District's specific situation.</li> <li>Refer to our <a href="#">COVID-19 Financial Reporting</a> site.</li> </ul>

# Audit risks

Professional requirements	Why is it significant?
<p>Fraud risk from revenue recognition</p>	<p>There are generally pressures or incentives on management to commit fraudulent financial reporting through inappropriate revenue recognition when there is an expectation to maintain a balanced budget from year to year.</p> <p>We have rebutted the risk of fraudulent revenue recognition as there were no significant pressures or incentives identified related to revenue recognition and believe that the audit work performed on management override mitigates any residual risk.</p>
<p>Fraud risk from management override of controls</p>	<p>This is a presumed fraud risk. We have not identified any specific additional risks of management override relating to this audit.</p>

## Our audit approach

As the risk of management override is not rebuttable, our audit methodology incorporates the required procedures in professional standards to address this risk. These procedures include:

- Testing of journal entries and other adjustments,
- Performing a retrospective review of estimates, and
- Evaluating the business rationale of significant unusual transactions.

## Inquiries required by professional standards

Professional standards require that we obtain your view on the risk of fraud. We make similar inquiries to management as part of our planning process:

- Are you aware of, or have you identified any instances of actual, suspected, possible, or alleged non-compliance of laws and regulations or fraud, including misconduct or unethical behavior related to financial reporting or misappropriation of assets? If so, have the instances been appropriately addressed and how have they been addressed?
- What are your views about fraud risks in the entity?
- How do you exercise effective oversight of management's processes for identifying and responding to the risk of fraud in the entity and internal controls that management has established to mitigate these fraud risks?
- Has the District entered into any significant unusual transactions, other than the items identified in this report?

# Areas of focus for financial reporting

Areas of focus	Why are we focusing here?	Our audit approach
<b>Auditors' Opinion - Compliance Framework</b>	Financial statements are prepared in accordance with appropriate financial statement framework.	<ul style="list-style-type: none"> <li>- The financial statements are prepared under Canadian Public Sector Accounting standards ("PSAS"), supplemented by the requirements of Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.</li> <li>- These regulations direct the District to apply PSAS, except in regard to accounting for restricted contributions. Under the regulations, capital contributions are deferred and amortized on the same basis as the amortization of the related tangible capital assets, not in accordance with the underlying stipulations on the funding, as required under PSAS.</li> <li>- As a result, the District's revenue recognized in the statement of operations and certain related deferred capital revenue would have been recorded differently under Canadian Public Sector Accounting Standards.</li> <li>- The Office of the Auditor General ("OAG") has requested additional reporting, under the Group Auditor requirements, in order to perform the consolidation of the Provincial Accounts under the PSA standards.</li> </ul>
<b>Procurement</b>	<p>Completeness, existence and accuracy of procurement transactions and related expense, payable and prepaid accounts.</p> <p>Appropriate use of special purpose funding for intended programs.</p>	<ul style="list-style-type: none"> <li>- Perform analytical procedures over services and supplies expense, by fund and function, with expectation that actual expenses will not exceed or be less than budget within acceptable threshold.</li> <li>- Substantive tests of details over appropriate existence, accuracy, classification and allocation of expenses based on source documentation maintained.</li> </ul>
<b>Tangible capital assets</b>	<p>Capital projects in process are accurately recorded and disclosed.</p> <p>Other significant capital projects and expenses are approved and accurately recorded (along with related funding).</p> <p>Ongoing evaluation of liability for contaminated sites for assets not in productive use.</p>	<ul style="list-style-type: none"> <li>- Understand the approval and related review process for capital expenditures for consistency with approved budgets and Ministry approval.</li> <li>- Review processes in place to ensure that only capital purchases that are approved via the budget process can be processed.</li> <li>- Detailed testing of asset purchases and disposals and recalculation of the allocation of proceeds between Ministry restricted funds and internally restricted District funds.</li> <li>- Review agreements for contractual commitments and related disclosure requirements.</li> </ul>

# Areas of focus for financial reporting (continued)

Areas of focus	Why are we focusing here?	Our audit approach
<b>Employee future benefits and salaries</b>	<p>Employee future benefits obligation estimates are accurately recorded and presented.</p> <p>Salaries and related payroll liabilities are appropriately recognized and accurately recorded.</p> <p>Terms of new collective agreements are appropriately valued and recognized.</p>	<ul style="list-style-type: none"> <li>- Control testing and process review of payroll procedures.</li> <li>- Detailed testing and recalculation of salaries and benefits expense in accordance with collective agreements including appropriate use of Classroom Enhancement Funds.</li> <li>- Review of collective agreements for obligations by the District to provide benefits in the future.</li> <li>- Review of assumptions and method used in estimating the liability for future employee benefits including retrospective review of management's previous estimates.</li> <li>- Confirmation of reliance on actuarial valuation with Mercer.</li> <li>- Review financial statement presentation to determine if it is consistent with applicable financial reporting framework.</li> </ul>
<b>School generated funds</b>	<p>Completeness and accuracy of school generated funds.</p> <p>Expenditures were incurred for the purposes intended.</p>	<ul style="list-style-type: none"> <li>- Review processes and controls, including results of school audits performed, if any, and impact to the accounting of school generated funds to understand potential risk areas.</li> <li>- Use data and analytic techniques to identify and test audit risks.</li> <li>- Review and assess the appropriateness of the District's monitoring and authorization controls over school generated fund collections and expenditures to assess the risk of misappropriation of such funds, whether due to fraud or error, is mitigated.</li> </ul>

# Areas of focus for financial reporting (continued)

Areas of focus	Why are we focusing here?	Our audit approach
<b>Revenue and receivables</b>	Accuracy, existence and completeness of funding from Ministry of Education and other sources, and fees, international student and tuition programs.	<ul style="list-style-type: none"> <li>- Obtain confirmation from Ministry of Education of funding received for the year and assess if it is reported accurately between operating, special purpose and capital funds, including Classroom Enhancement Funding and COVID-19 Safe return to school grants.</li> <li>- Perform analytical review over fee revenues from other sources, including international student and summer school programs.</li> <li>- Understand and test one-time, non-recurring adjustments, including existence, accuracy and presentation in the appropriate fund.</li> <li>- Test receipt and use of Classroom Enhancement Funds (CEF) to determine if revenue collected is accurate and has been used for its intended purpose based on funding restrictions.</li> <li>- Substantive testing of CEF expenditures to determine if they are consistent with the terms of the funding.</li> <li>- Substantive testing of unspent funding to assess appropriateness of deferral (if applicable) in accordance with related restrictions.</li> </ul>
<b>Executive expenses</b>	Completeness, existence and accuracy of executive expenses.	<ul style="list-style-type: none"> <li>- Substantive testing of expense reimbursements for compliance with policy and appropriate use of public funds.</li> <li>- Review the District's executive expense reimbursement policy to ensure best practices have been implemented.</li> </ul>

# Materiality

Materiality is used to identify risks of material misstatements, develop an appropriate audit response to such risks, and evaluate the level at which we think misstatements will reasonably influence users of the financial statements. It considers both quantitative and qualitative factors. To respond to aggregation risk, we design our procedures to detect misstatements at a lower level of materiality. Professional standards require us to re-assess materiality at the completion of our audit based on period-end results or new information in order to confirm whether the amount determined for planning purposes remains appropriate.

Materiality determination	Comments	Group amount
<b>Materiality</b>	Determined to plan and perform the audit and to evaluate the effects of identified misstatements on the audit and of any uncorrected misstatements on the financial statements.  The corresponding amount for the prior year's audit was \$3.25 million	\$3.30 million
<b>Benchmark</b>	Based on budgeted revenues for the year. In the prior year, the previous period's operating revenues were used as the benchmark. We have updated the benchmark used to account for possible fluctuations in results as a result of the COVID-19 pandemic. The corresponding amount used for prior year's benchmark for the audit was \$159 million.	\$160 million
<b>% of Benchmark</b>	The corresponding percentage for the prior year's audit was 2.05%. The industry standard percentage for the audit is 0.5% - 3.0%.	2.06%
<b>Audit misstatement posting threshold</b>	Threshold used to accumulate misstatements identified during the audit. The corresponding amount for the previous year's audit was \$162.5 thousand.	\$165 thousand

## We will report to the Audit Committee:



Corrected audit misstatements



Uncorrected audit misstatements

Materiality is used to scope the audit, identify risks of material misstatements and evaluate the level at which we think misstatements will reasonably influence users of the financial statements. It considers both quantitative and qualitative factors.

To respond to aggregation risk, we design our procedures to detect misstatements at a lower level of materiality.

Professional standards require us to re-assess materiality at the completion of our audit based on period-end results or new information in order to confirm whether the amount determined for planning purposes remains appropriate.

# New auditing standard

Standard	Overview	Link
<b>CAS 540 Auditing Accounting Estimates and Related Disclosures</b>	<p>The new standard is effective for the District's 2021 fiscal year-end.</p> <p>Expected impact on the audit:</p> <ul style="list-style-type: none"> <li>- More emphasis on the need for exercising professional skepticism.</li> <li>- More granular risk assessment to address each of the components in an estimate (method, data, assumptions).</li> <li>- More granular audit response designed to specifically address each of the components in an estimate (method, data, assumptions).</li> <li>- More focus on how we respond to levels of estimation uncertainty.</li> <li>- More emphasis on auditing disclosures related to accounting estimates.</li> <li>- More detailed written representations required from management.</li> </ul> <p>We expect this new standard to impact our audit of the District's estimate of the potential impairment of tangible capital assets, rates for amortization of tangible capital assets, and estimates used to determine employee future benefits.</p>	<a href="#">CPA Canada Client Briefing</a>

# How do we deliver audit quality?

**Quality** essentially means doing the right thing and remains our highest priority. Our **Global Quality Framework** outlines how we deliver quality and how every partner and staff member contributes to its delivery.

'**Perform quality engagements**' sits at the core along with our commitment to continually monitor and remediate to fulfil on our quality drivers.

Our **quality value drivers** are the cornerstones to our approach underpinned by the **supporting drivers** and give clear direction to encourage the right behaviours in delivering audit quality.

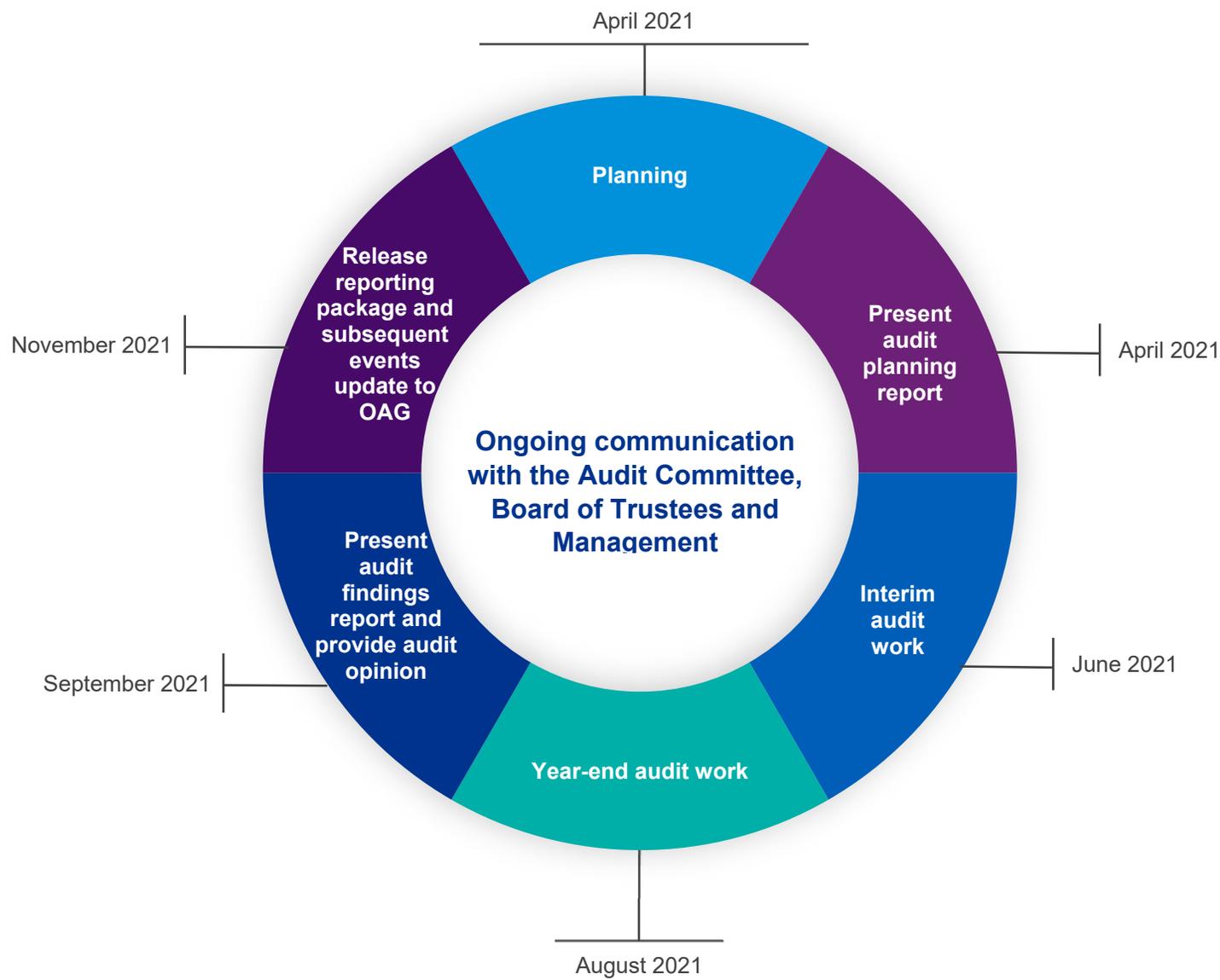
We define 'audit quality' as being the outcome when:

- audits are **executed consistently**, in line with the requirements and intent of **applicable professional standards** within a strong **system of quality controls**; and
- all of our related activities are undertaken in an environment of the utmost level of **objectivity, independence, ethics, and integrity**.



**Doing the right thing. Always.**

# Key deliverables and milestones

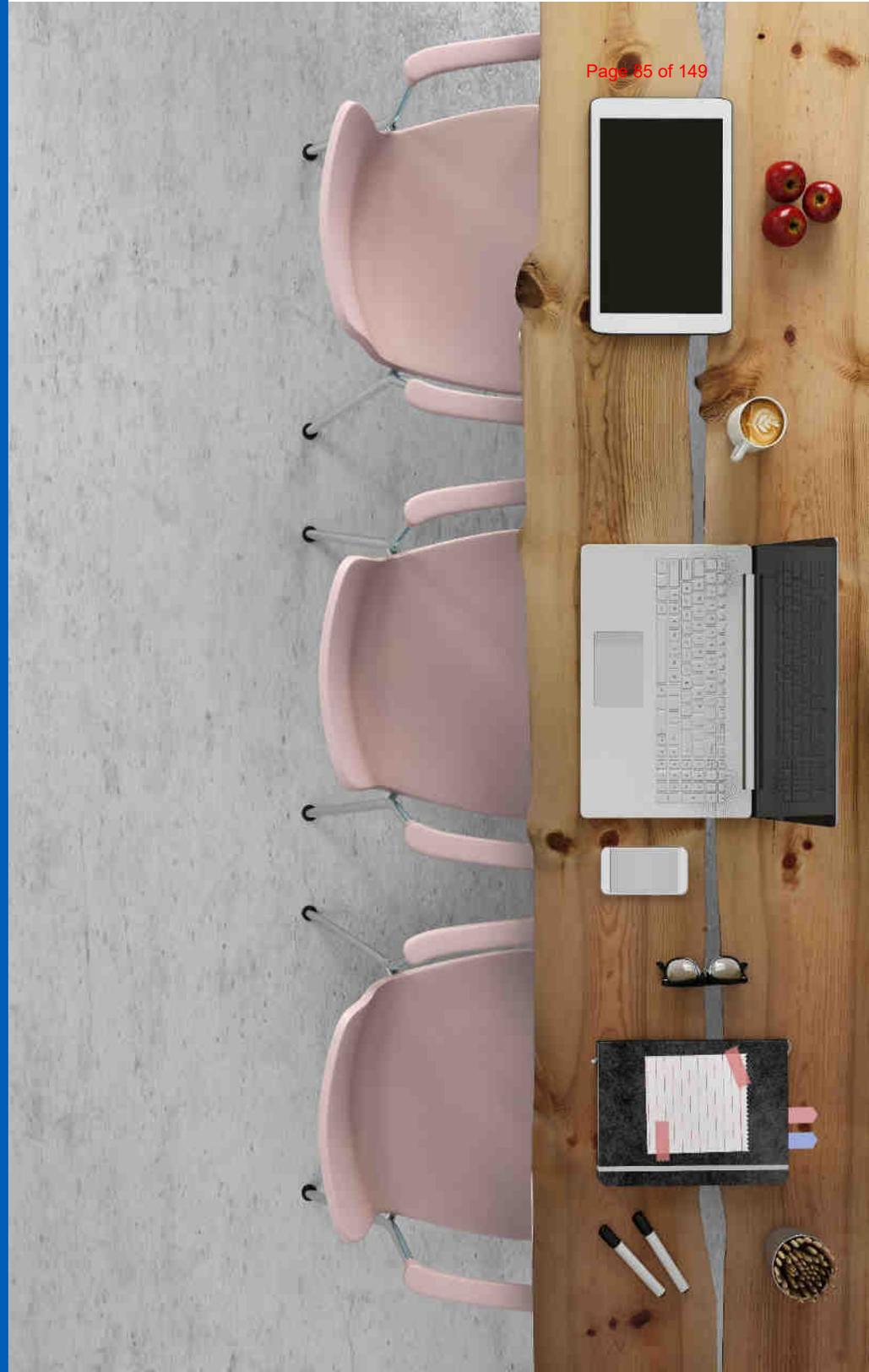


# Appendices

**Appendix 1: Required communications**

**Appendix 2: KPMG's audit approach and methodology**

**Appendix 3: Current developments**



# Appendix 1: Required communications

## Auditors' report

A copy of our draft auditors' report setting out the conclusion of our audit will be provided at the completion of the audit.

## Engagement letter

The objectives of the audit, our responsibilities in carrying out our audit, as well as management's responsibilities, are set out in the engagement letter dated April 30, 2020.

## Audit findings report

At the completion of the audit, we will provide our findings report to the Audit Committee and Board of Trustees.

## Management representation letter

We will obtain from management certain representations at the completion of the audit. In accordance with professional standards, a copy of the representation letter will be provided to the Audit Committee and Board of Trustees.

## Independence

At the completion of our audit, we will re-confirm our independence to the Audit Committee and Board of Trustees.

## Internal control deficiencies

Control deficiencies identified during the audit will be communicated to management and the Audit Committee and Board of Trustees.

# Appendix 2: KPMG's audit approach and methodology



In future years, we will expand our use of technology in our audit through our new smart audit platform, KPMG Clara.

## Issue identification

Continuous updates on audit progress, risks and findings before issues become events

## Data-driven risk assessment

Automated identification of transactions with unexpected or unusual account combinations – helping focus on higher risk transactions and outliers



## Deep industry insights

Bringing intelligence and clarity to complex issues, regulations and standards

## Analysis of complete populations

Powerful analysis to quickly screen, sort and filter 100% of your journal entries based on high-risk attributes

## Reporting

Interactive reporting of unusual patterns and trends with the ability to drill down to individual transactions

# Appendix 3: Current developments and audit trends

**Current Developments**, created by the KPMG Public Sector and Not-for-Profit Practice, summarizes regulatory and governance matters impacting public sector entities today, or expected to impact them over the next few years. We provide this information to help public sector entities understand upcoming changes and challenges they may face in their industry. Some of these developments may not impact the District directly, but we believe it is important for the Board of Trustees to understand what is happening in the sector.

## Public Sector Accounting Standards

Standard	Summary and implications
Impact of COVID-19	<ul style="list-style-type: none"> <li>– In response to the impact of COVID-19 on public sector entities, PSAB has approved deferral of all upcoming accounting standards by one year and will issue non-authoritative guidance on the effects of COVID-19.</li> </ul>
Asset Retirement Obligations	<ul style="list-style-type: none"> <li>– The new standard is effective for fiscal years beginning on or after April 1, 2022. The effective date was deferred by one year due to COVID-19.</li> <li>– The new standard addresses the recognition, measurement, presentation and disclosure of legal obligations associated with retirement of tangible capital assets in productive use. Retirement costs will be recognized as an integral cost of owning and operating tangible capital assets. PSAB currently contains no specific guidance in this area.</li> <li>– The ARO standard will require the public sector entity to record a liability related to future costs of any legal obligations to be incurred upon retirement of any controlled tangible capital assets (“TCA”). The amount of the initial liability will be added to the historical cost of the asset and amortized over its useful life.</li> <li>– As a result of the new standard, the public sector entity will have to:               <ul style="list-style-type: none"> <li>• consider how the additional liability will impact net debt, as a new liability will be recognized with no corresponding increase in a financial asset;</li> <li>• carefully review legal agreements, senior government directives and legislation in relation to all controlled TCA to determine if any legal obligations exist with respect to asset retirements;</li> <li>• begin considering the potential effects on the organization as soon as possible to coordinate with resources outside the finance department to identify AROs and obtain information to estimate the value of potential AROs to avoid unexpected issues.</li> </ul> </li> </ul>

## Appendix 3: Current developments and audit trends (continued)

Standard	Summary and implications
Revenue	<ul style="list-style-type: none"> <li>– The new standard is effective for fiscal years beginning on or after April 1, 2023. The effective date was deferred by one year due to COVID-19.</li> <li>– The new standard establishes a single framework to categorize revenues to enhance the consistency of revenue recognition and its measurement.</li> <li>– The standard notes that in the case of revenues arising from an exchange transaction, a public sector entity must ensure the recognition of revenue aligns with the satisfaction of related performance obligations.</li> <li>– The standard notes that unilateral revenues arise when no performance obligations are present, and recognition occurs when there is authority to record the revenue and an event has happened that gives the public sector entity the right to the revenue.</li> </ul>
Financial Instruments and Foreign Currency Translation	<ul style="list-style-type: none"> <li>– The accounting standards, PS3450 Financial Instruments, PS2601 Foreign Currency Translation, PS1201 Financial Statement Presentation and PS3041 Portfolio Investments are effective for fiscal years commencing on or after April 1, 2022. The effective date was deferred by one year due to COVID-19.</li> <li>– Equity instruments quoted in an active market and free-standing derivatives are to be carried at fair value. All other financial instruments, including bonds, can be carried at cost or fair value depending on the public sector entity's choice and this choice must be made on initial recognition of the financial instrument and is irrevocable.</li> <li>– Hedge accounting is not permitted.</li> <li>– A new statement, the Statement of Remeasurement Gains and Losses, will be included in the financial statements. Unrealized gains and losses incurred on fair value accounted financial instruments will be presented in this statement. Realized gains and losses will continue to be presented in the statement of operations.</li> <li>– In July 2020, PSAB approved federal government narrow-scope amendments to PS3450 Financial Instruments which will be included in the Handbook in the fall of 2020. Based on stakeholder feedback, PSAB is considering other narrow-scope amendments related to the presentation and foreign currency requirements in PS3450 Financial Instruments. The exposure drafts were released in summer 2020 with a 90-day comment period.</li> </ul>
Employee Future Benefit Obligations	<ul style="list-style-type: none"> <li>– PSAB has initiated a review of sections PS3250 <i>Retirement Benefits</i> and PS3255 <i>Post-Employment Benefits, Compensated Absences and Termination Benefits</i>. In July 2020, PSAB approved a revised project plan.</li> <li>– PSAB intends to use principles from International Public Sector Accounting Standard 39 <i>Employee Benefits</i> as a starting point to develop the Canadian standard.</li> <li>– Given the complexity of issues involved and potential implications of any changes that may arise from the review of the existing guidance, PSAB will implement a multi-release strategy for the new standards. The first standard will provide foundational guidance. Subsequent standards will provide additional guidance on current and emerging issues.</li> </ul>

## Appendix 3: Current developments and audit trends (continued)

Standard	Summary and implications
Public Private Partnerships (“P3”)	<ul style="list-style-type: none"> <li>– PSAB has proposed new requirements for the recognition, measurement and classification of infrastructure procured through a public private partnership. The final standard was approved in December 2020 with an issuance date of April 1, 2021 and an effective date of April 1, 2023.</li> <li>– The standard requires recognition of infrastructure by the public sector entity would occur when it controls the purpose and use of the infrastructure, when it controls access and the price, if any, charged for use, and it controls any significant interest accumulated in the infrastructure when the P3 ends.</li> <li>– The standard requires that the public sector entity recognize a liability when it needs to pay cash or non-cash consideration to the private sector partner for the infrastructure.</li> <li>– The infrastructure would be valued at cost, with a liability of the same amount if one exists. Cost would be measured by discounting the expected cash flows by a discount rate that reflects the time value of money and risks specific to the project.</li> </ul>
Concepts Underlying Financial Performance	<ul style="list-style-type: none"> <li>– PSAB is in the process of reviewing the conceptual framework that provides the core concepts and objectives underlying Canadian public sector accounting standards.</li> <li>– PSAB has released four exposure drafts for the proposed conceptual framework and proposed revised reporting model, and their related consequential amendments. Comments on the exposure drafts are due in May 2021.</li> <li>– PSAB is proposing a revised, ten chapter conceptual framework intended to replace PS 1000 <i>Financial Statement Concepts</i> and PS 1100 <i>Financial Statement Objectives</i>. The revised conceptual framework would be defined and elaborate on the characteristics of public sector entities and their financial reporting objectives. Additional information would be provided about financial statement objectives, qualitative characteristics and elements. General recognition and measurement criteria, and presentation concepts would be introduced.</li> <li>– In addition, PSAB is proposing: <ul style="list-style-type: none"> <li>• Relocation of the net debt indicator to its own statement and the statement of net financial assets/liabilities, with the calculation of net debt refined to ensure its original meaning is retained.</li> <li>• Separating liabilities into financial liabilities and non-financial liabilities.</li> <li>• Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities).</li> <li>• Restructuring the statement of financial position to present non-financial assets before liabilities.</li> <li>• Removal of the statement of rereasurement gains (losses) with the information instead included on a new statement called the statement of changes in net assets (liabilities). This new statement would present the changes in each component of net assets (liabilities).</li> <li>• A new provision whereby an entity can use an amended budget in certain circumstances.</li> <li>• Inclusion of disclosures related to risks and uncertainties that could affect the entity’s financial position.</li> </ul> </li> </ul>

---

International Strategy	<ul style="list-style-type: none"><li>– PSAB has reviewed all proposed options for its international strategy, and in accordance with its due process, approved the option to adapt International Public Sector Accounting Standards when developing future standards. PSAB noted that the decision will apply to all projects beginning on or after April 1, 2021.</li><li>– An exposure draft to modify the GAAP hierarchy has been issued with responses due by February 15, 2021.</li></ul>
Purchased Intangibles	<ul style="list-style-type: none"><li>– In October 2019, PSAB approved a proposal to allow public sector entities to recognize intangibles purchased through an exchange transaction. Practitioners are expected to use the definition of an asset, the general recognition criteria and the GAAP hierarchy to account for purchased intangibles.</li><li>– PSAB has approved Public Sector Guideline 8 which allows recognition of intangibles purchased through an exchange transaction. Narrow-scope amendments were made to Section PS 1000 Financial statement concepts to remove prohibition on recognition of intangibles purchased through exchange transactions and PS 1201 Financial statement presentation to remove the requirement to disclose that purchased intangibles are not recognized.</li><li>– The effective date is April 1, 2023 with early adoption permitted. Application may be retroactive or prospective.</li></ul>

---

# Appendix 3: Current developments and audit trends (continued)

Our discussions with you, our audit opinion and what KPMG is seeing in the marketplace - both from an audit and industry perspective - indicate the following is specific information that will be of particular interest to you. We would, of course, be happy to further discuss this information with you at your convenience.

## Thought leadership

Thought leadership	Overview	Link
<b>2020 Audit Quality and Transparency Report</b>	Learn about KPMG's ongoing commitment to continuous audit quality improvement. KPMG maintains a system of audit quality control that is designed to meet or exceed the requirements of the applicable professional standards. In fact, we are continuously reviewing our policies and practices to ensure we're aligned with all regulatory and professional requirements, which if our firm commitment to each other as well as to our clients and to the capital markets we serve.	<a href="#">Link to report</a>
<b>Put your data to work to gain competitive advantage</b>	There is no "digital economy". The economy is digital and "digits" refer to data. Data is the lifeblood of every organization on this planet and organizations that embrace this notion are well positioned to grow as industries continue to evolve and disrupt at an ever increasing pace.	<a href="#">Link to report</a>
<b>Predictive analytics, it works</b>	CEOs recognize the value that predictive analytics delivers to their decision-making process.	<a href="#">Link to report</a>
<b>Creating the workforce of the future</b>	You can't transform the organization without also transforming the workforce. It may be time to rethink the people strategy.	<a href="#">Link to report</a>
<b>Accelerate</b>	Introducing the new 2019/2020 Accelerate report, a KPMG report and video series offering insight into the key issues driving the Board of Trustees agenda, including: <ul style="list-style-type: none"> <li>- Digital disruption of the finance function</li> <li>- Digital business brings increased cyber risk</li> <li>- Taking the lead on data privacy</li> <li>- Boards bracing for climate change</li> <li>- Future-proofing your enterprise risk management</li> </ul>	<a href="#">Link to report</a>
<b>Board Leadership Centre</b>	KPMG provides leading insights to help Board members maximize boardroom opportunities.	<a href="#">Link to site</a>

# Appendix 3: Current developments and audit trends (continued)

## COVID-19 pandemic resources

Resources	Summary	Links
<b>Resources for management and the Board of Trustees</b>	<p>Please visit our COVID-19 website for resources regarding the topics below. This site is being <u>updated daily</u> based on information being released by federal, provincial and municipal news releases.</p> <ul style="list-style-type: none"> <li>– Business continuity guide</li> <li>– Immediate actions to take</li> <li>– Medium to long-term actions</li> <li>– Tax considerations and a summary of federal and provincial programs</li> <li>– Legal considerations</li> <li>– Financial reporting and audit considerations</li> <li>– Global perspectives</li> </ul>	<a href="#">COVID-19 Alerts (Live Link)</a>
<b>Return to the workplace</b>	<p>As all levels of government begin to take steps toward re-opening the country and restarting our economy, planning for the return to a physical workplace is quickly becoming a top priority for many organizations. With the guidelines for the pandemic continuing to evolve daily, there are many considerations, stages and factors employers need to assess in order to properly develop a robust action plan which can ensure the health and safety of their workforce.</p> <p>We have put together a Return to the Workplace guide to support an organization's planning efforts in preparing to return to physical workplace. Our guide includes a list of considerations, stages and factors that can help establish a robust action plan for your organization to safely return to work. The guide is supported by a dynamic playbook, which our team has developed to outline a comprehensive list of actions an organization can take, based on their unique situation and immediate needs.</p>	<a href="#">Website link</a>  <a href="#">Link to guide</a>

[kpmg.ca/audit](https://kpmg.ca/audit)



KPMG LLP, an Audit, Tax and Advisory firm ([kpmg.ca](https://kpmg.ca)) and a Canadian limited liability partnership established under the laws of Ontario, is the Canadian member firm of KPMG International Cooperative ("KPMG International").

KPMG member firms around the world have 174,000 professionals, in 155 countries.

The independent member firms of the KPMG network are affiliated with KPMG International, a Swiss entity. Each KPMG firm is a legally distinct and separate entity, and describes itself as such.

© 2021 KPMG LLP, a Canadian limited liability partnership and a member firm of the KPMG network of independent member firms affiliated with KPMG International Cooperative ("KPMG International"), a Swiss entity. All rights reserved.





## Board Info Note

### Board Meeting

April 27, 2021

### Agenda Item 7.3: 21/22 Provincial Budget & MoE's Service Plan

---

#### Background

- The Provincial Government announced their annual budget for the 21/22 year on Tuesday, April 20<sup>th</sup>
- Per the [Budget Transparency and Accountability Act](#), in an election year, government must present their budget by April 30<sup>th</sup> of the following year (the 4<sup>th</sup> Tuesday in February is the date in a non-election year)
- The Ministry of Education (MoE) has also released their Service Plan for the fiscal years 21/22 to 23/24 (attached)
- The Service Plan has a Financial Summary outlining the proposed Ministry budgets for the next 3 years and can be used to complement the review of the provincial budget

#### Budget Highlights – Education

- The following are some of the education sector highlights of the provincial budget:
  - Over the next 3 years, funding allocated to the Ministry of Education increases by \$1.22 billion
  - This is comprised of labour settlement (\$662 million), increased enrolment (\$424 million), increased CEF for estimated increased teacher costs (\$49 million), independent schools (\$76 million), mental health supports (\$6 million – new funding \$2 million each year), early learning, childcare and anti racism (\$1.3 million), and Teacher's Act (\$2 million)
  - The Ministry of Education budget does not include any funding directed at COVID-19 recovery all continued pandemic management
  - Capital allocations total \$3.1 billion with the majority of funding going to expansion/replacement (\$1.4 billion) and seismic (\$1.1 billion)
  - In 2021/22 there will be increases to the school enhancement program allocations (\$6 million), CNCP (\$6 million), buses (\$2 million), playground equipment (\$5 million), building envelope program (\$4 million) and AFG (\$5 million)
  - The distribution of these funds by school district will be announced by the Ministry of Education shortly

# Ministry of Education

## 2021/22 – 2023/24 SERVICE PLAN

April 2021



For more information on the Ministry of Education contact:

PO BOX 9179  
STN PROV GOVT  
VICTORIA, B.C.

1-800-663-7867

Or visit our website at

[www.gov.bc.ca/bced](http://www.gov.bc.ca/bced)

Published by the Ministry of Education

## Minister's Accountability Statement



The *Ministry of Education 2021/22 – 2023/24 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

A handwritten signature in black ink that reads "Jennifer Whiteside".

Honourable Jennifer Whiteside  
Minister of Education  
April 6, 2021

## Table of Contents

Minister’s Accountability Statement .....	3
Purpose of the Ministry.....	5
Strategic Direction .....	5
Performance Planning.....	7
Financial Summary .....	13
School Districts Resource Summary .....	13
Appendix A: Agencies, Boards, Commissions and Tribunals.....	17

## Purpose of the Ministry

The province's K-12 education system is responsible for ensuring that the learning outcomes of over 655,000 students are achieved, and that they acquire the knowledge and skills necessary to contribute to a healthy society and participate in our democratic institutions.

By continually focusing on improving results and striving for equity of access and outcomes for all learners, the Ministry of Education (ministry) places student success and well-being at the centre of its mandate. As specified in the *Statement of Education Policy Order*, the ministry's mandate is to develop the "Educated Citizen," which is defined as the Intellectual, Human, Social, and Career Development of students. The ultimate purpose being that children achieve their individual potential and become independent adults who have a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression through compassionate and empathetic worldviews.

Education is the cornerstone of a thriving and equitable society. It nourishes students' minds and help them become critical thinkers. It allows students to develop compassionate worldviews and consider diversity, equity and inclusion as foundational values of healthy communities. Education also plays a key role in Government's commitment to putting people first and building a sustainable economy by preparing students to successfully transition to post-secondary education, apply their skills and knowledge to support emerging sectors, and help our province build a clean, innovative economy for the future.

Public education is critical to reconciliation. The ministry, with the overarching guidance of First Nations, Métis and Inuit experts, organizations and government representatives, is committed to building an education system that supports First Nations, Métis and Inuit students to achieve successful education outcomes. As part of these efforts, the ministry is actively working on implementing the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission of Canada's Calls to Action pertaining to education, the *BC Declaration on the Rights of Indigenous Peoples Act*, the 10 Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples, and the BC Tripartite Education Agreement.

The ministry's role is to provide leadership and funding to the K-12 education system, through governance, legislation, policy, and standards. The Ministry defines broad best practices and expectations. Specific roles and responsibilities are set out under the *School Act*, *Independent School Act*, *Teachers Act*, *First Nations Education Act*, and accompanying regulations.

## Strategic Direction

In 2021/22 British Columbians continue to face significant challenges as a result of the global COVID-19 pandemic. The Government of British Columbia is continually evolving to meet the changing needs of people in this province. Government has identified five foundational

principles that will inform each ministry's work and contribute to COVID recovery: putting people first, lasting and meaningful reconciliation, equity and anti-racism, a better future through fighting climate change and meeting our greenhouse gas reduction commitments, and a strong, sustainable economy that works for everyone.

This 2021/22 service plan outlines how the Ministry of Education will support the government's priorities including the foundational principles listed above and selected action items identified in the [November 2020 Minister's Mandate Letter](#).

## Performance Planning

The ministry's 2021/22-2023/24 Service Plan has been designed to strategically align with the *Educated Citizen mandate*, the *Policy for Student Success* and the *Framework for Enhancing Student Learning*, to ensure ministry priorities stated in this policy and orders are captured in the Goals, Objectives, and related Performance Measures outlined below. Through the Policy for Student Success, the ministry aims to align its legislated mandate and vision for the education system with the work of all boards of education, independent school authorities and First Nations schools, to ensure everyone in the education sector is working towards the same goal: student success.

### Goal 1: All Students Become Educated Citizens

The ministry continually seeks to improve outcomes and enhance education experiences for each student to prepare them in achieving their career and life goals, no matter their background, learning needs, orientation, or where they live.

#### Objective 1.1: Support Student-Centered Learning and Improve Equity of Outcomes

Centering learning around the student acknowledges the reality that each learner is different and so are their needs. It involves offering engaging learning opportunities that support student agency. High-functioning education systems engage each student to develop the set of competencies necessary for independence and lifelong learning. The ministry aims to provide inclusive and responsive learning environments that recognize the value of diversity and provide equity of access, opportunity, and outcomes for all students from early years to graduation.

#### Key Strategies

- In partnership with the Ministry of Children and Family Development:
  - develop materials which, if approved, will provide universal access to before and after school care, prioritize care on school grounds, and create quality early learning and childcare experiences that are affordable and accessible for families; and,
  - integrate child care into the broader learning environment by developing a strategy to move delivery of child care into the Ministry of Education by 2023.
- In partnership with First Nation rightsholders, Métis and Inuit partners, and sector partners, work to decolonize the education system and close the equity gap for First Nations, Métis and Inuit learners through fully implementing the *Declaration on the Rights of Indigenous Peoples Act*, with specific attention to building system capacity and enabling government to government relationships. In addition, work with First Nation rightsholders and partners to implement the BC Tripartite Education Agreement.
- Co-develop a First Nations Language policy and implementation plan with the First Nations Education Steering Committee in alignment with the BC Tripartite Education Agreement commitments and the *Declaration on the Rights of Indigenous Peoples Act*.

- Promote equity and address systemic racism in the education system through the development and implementation of an anti-racism action plan with IBPOC (Indigenous, Black and People of Colour) partners.
- Modernize and improve online learning in BC by addressing issues of quality, equity, accountability and access for students and teachers, and promoting group interactions.

Performance Measure(s)	2018/19 Baseline	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
1.1 Equity in high school completion rates for Indigenous students, students with diverse learning needs, and children and youth in and from care relative to all other students. <sup>1</sup>	72.4% <sup>2</sup>	74% <sup>2</sup>	≥75% <sup>2</sup>	≥75% <sup>2</sup>	≥76% <sup>2</sup>

<sup>1</sup> Data source: Ministry of Education, <https://studentsuccess.gov.bc.ca/>

<sup>2</sup> Note: The methodology to calculate this measure has been updated and as such, the baseline for 2018/19 has been updated as well.

## Linking Performance Measure to Objective

The ministry is committed to addressing “racism of low expectations” and striving to eliminate the inequalities of outcomes for Indigenous students, students with disabilities/diverse abilities and children and youth in and from government care, to ensure each student has equitable access to educational opportunities and outcomes.

This Performance Measure tracks the completion rates of these student sub-populations in comparison to students not belonging to these groups and sets future targets to reduce the achievement gap.

## Objective 1.2: Establish and Maintain High and Measurable Standards

The ministry is committed to supporting students to achieve their very best, and therefore, the ministry has high expectations for every learner. BC’s education system provides several checkpoints at the provincial, district, and school levels, to ensure every student is on a path to success, to identify supports and resources when needed, and to monitor overall system performance.

## Key Strategies

- Provide teachers and students with access to updated learning and teaching resources to support ongoing instruction and assessment across the redesigned K-12 curriculum.
- Measure the impact of COVID-19 on learning.
- In collaboration with teachers, continue to develop tools and supports to enhance the implementation of BC’s K-12 curriculum.
- Continue to provide access to ShareEdBC, an online platform for BC and Yukon educators that has curated resources aligned with BC’s curriculum, for use in their learning environments and to support professional connections and collaboration.

- Continue to deliver reliable provincial assessments aligned with the BC curriculum to monitor student outcomes across the province and evaluate the impact of existing strategies.

Performance Measure(s)	2011/12 Baseline	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
1.2 Percentage of students who complete school within five years of first starting Grade 8. <sup>1,2</sup>	All students: 81%	All students: 85%	All students: ≥85%	All students: ≥85%	All students: ≥86%
	Indigenous students <sup>3</sup> : 49%	Indigenous students <sup>3,4</sup> : 62%	Indigenous students <sup>3,4</sup> : ≥63%	Indigenous students <sup>3,4</sup> : ≥64%	Indigenous students <sup>3,4</sup> : ≥65%

<sup>1</sup> **Data Source:** Ministry of Education, <http://www.bced.gov.bc.ca/reporting/systemperformance/>

<sup>2</sup> **Note:** Completion Rates involve only residents attending BC Public or Independent schools.

<sup>3</sup> **Note:** Indigenous students refer to First Nations, Métis, and Inuit students

<sup>4</sup> **Note:** There was a typographical error in the ministry's 2020/21-2022/23 Service Plan in the forecast and targets for performance measure 1.3a – specifically, Indigenous students who complete school within five years of first starting Grade 8 – that has been corrected. The targets were at 67% but should have been between 62 and 65% to reflect continuous improvement.

## Linking Performance Measure to Objective

The five-year completion rate indicates the percentage of students who graduate with a BC Certificate of Graduation within five years of entering Grade 8. BC's provincial curriculum and assessments ensure that students graduate from secondary school as educated citizens, with the knowledge, competencies, and skills they need to successfully transition into higher education, training, or the workforce.

## Discussion

Since the ministry's 2020/21-2022/23 Service Plan, this Performance Measure has been updated to focus on the five-year completion rate as an indicator of the Ministry's commitment to ensuring that every student exits the K-12 education system with the best opportunity to thrive and contribute to society.

## Objective 1.3: Enhance Student Preparedness for Their Future

Because of the rapid pace of social, economic, and environmental change, there is an increasing need to provide students with the 21<sup>st</sup> century competencies necessary to successfully transition to the next stage in their lives.

## Key Strategies

- Continue to implement the updated Graduation Program and monitor graduation rates to support student success.
- Provide schools with information and resources that emphasize and expand on the career development opportunities within the Graduation Program, including the required career education courses, 30 hours of required experiential learning, and optional elective work experience opportunities.

- Support student transitions to post-secondary education through policies and programs, from the provincial scholarships program to dual credit courses (that is courses that allow students to earn credits both towards graduation and courses at specific post-secondary institutions).

Performance Measure(s)	2011/12 Baseline	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
1.3 Percentage of students transitioning to a BC post-secondary institution within 3 years. <sup>1,2</sup>	66%	67%	≥67%	≥67%	≥67%

<sup>1</sup> **Data Source:** Ministry of Education, <http://www.bced.gov.bc.ca/reporting/systemperformance/>

<sup>2</sup> **Note:** Data on transition rates to post-secondary institutions is currently only available for post-secondary institutions in BC.

## Linking Performance Measure to Objective

The ministry is committed to preparing students for lifelong learning. Entry to a post-secondary institution within three years of graduation is an indicator of the success of the system in preparing students to transitioning to higher education.

## Discussion

Since the ministry's 2020/21-2022/23 Service Plan, the Performance Measure for this Objective has been updated as the five-year completion rate is now included in Objective 1.2.

## Goal 2: Learning Environments Foster Healthy and Effective Learning

Every student deserves a safe and caring environment to help them learn and develop their potential. Supporting healthy and effective learning environments is of paramount importance for the ministry. Since the beginning of the COVID-19 pandemic, the primary focus of the K-12 education sector has been the health and safety of students and staff. The ministry recognizes the crucial role school and school district staff, teachers and education leaders play to support student success. By focusing on tracking progress and monitoring impact, the ministry, along with the entire education sector, is best able to support students to grow and thrive through the implementation of strategies and practices proven to achieve results.

### Objective 2.1: Implement High Yield Strategies to Support Student Growth and Achievement

This updated Objective reflects the ministry's commitment toward continuous improvement to support student success. The ministry works closely with school districts, First Nation rightsholders, Métis and Inuit partners, and sector partners to implement system-wide strategies and build collective capacity to improve student outcomes and promote educational excellence for all learners. Effective teachers, education leaders, and support staff have always been instrumental to student success and well-being. Through their ability to learn and adapt their practices based on the latest data, evidence, and research, they maximize their impact on student growth and achievement.

## Key Strategies

- Conduct qualitative and quantitative research and policy development on key factors and considerations to support student success, with an emphasis on using evidence to guide decision-making.
- Engage school districts to review local policy, governance structures and student experiences to address systemic barriers to educational achievement for First Nations, Métis and Inuit learners through the Equity in Action strategy.
- Refresh the approach to continuous improvement/accountability across the education system by implementing the Framework for Enhancing Student Learning to ensure all students are successful and resources are being used effectively.

Performance Measure(s)	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
2.1a Number of school districts who improve their student completion rate. <sup>1</sup>	31	32	33	34

<sup>1</sup> **Data source:** Ministry of Education, <https://studentsuccess.gov.bc.ca/>.

## Linking Performance Measure to Objective

The ministry is committed to supporting equity of outcomes and creating a system-wide focus on individual student learning to ensure all students achieve their full potential. This Performance Measure tracks, from one school year to another, the number of school districts that increased their student completion rate. These continuous improvement efforts are implemented using data and evidence to monitor impact and inform decision-making on an ongoing basis to best support student success.

## Discussion

This new Performance Measure captures improvements at the school district level as the ministry, school districts, First Nation rightsholders, Métis and Inuit partners, and sector partners work actively together to increase student completion rate over time.

## Objective 2.2: Support Student and Staff Well-Being

Since the ministry's 2020/21-2022/23 Service Plan, this objective has been slightly updated to bring more focus on students and staff, and their well-being. For students to be able to develop and learn, they must feel physically and emotionally safe. The ministry believes in a whole school approach where school leaders, teachers, staff, and parents/guardians all have roles to play in ensuring that students are engaged, feel a sense of belonging, and understand the importance education has in their lives. Students also need to know that adults care about their well-being; research shows that a caring adult can make a significant difference in a student's life and increase student outcomes. To create this safe and effective space for students to learn, the health and well-being of professional staff is also essential.

## Key Strategies

- Work in partnership with public health officials, education stakeholders and Indigenous rightsholders to ensure quality education is delivered safely during and after the COVID-19 pandemic through implementation and continuous improvement of the [Provincial COVID-19 Health & Safety Guidelines for K-12 Settings](#).
- Implement the Mental Health in Schools Strategy to provide a vision and pathway for mental health in the BC K-12 education system.
- Work with the Ministry of Agriculture, Food and Fisheries to develop a plan which, if approved, will support local school meal programs in school districts, based on district data and priorities and integrating locally grown food through Feed BC.
- Engage stakeholders to determine gaps in the provision of classroom supplies and how a supplies program may support the most vulnerable students.
- Expand access to the Playground Equipment Program to more schools and communities across the province.

Performance Measure(s)	2018/19 Baseline	2020/21 Forecast	2021/22 Target	2022/23 Target	2023/24 Target
2.2a Percentage of students in Grade 4, 7 and 10 who feel welcome, safe, and have a sense of belonging in their school. <sup>1</sup>	66%	68%	≥69%	≥70%	≥70%
2.2b Percentage of students in Grade 4, 7 and 10 who feel there are two adults or more at their school who care about them. <sup>1</sup>	69%	72%	≥74%	≥76%	≥76%

<sup>1</sup> Data Source: Ministry of Education, <https://studentsuccess.gov.bc.ca/>.

## Linking Performance Measure to Objective

Students who feel safe, have a strong sense of belonging, and feel that adults in their school care for them, are more engaged and more likely to move through their education program on pace. They are also more inspired to explore their aptitudes and interests. This Performance Measure has two sets of data, as it is more informative to have students express their perception of safety and belonging separately from their perception of adults who care about them.

## Ministry of Education

**Financial Summary**

Core Business Area	2020/21 Restated Estimates <sup>1</sup>	2021/22 Estimates	2022/23 Plan	2023/24 Plan
<b>Operating Expenses (\$000)</b>				
Public Schools	6,120,430	6,514,291	6,544,752	6,544,752
Independent Schools	448,797	473,312	474,695	474,695
Transfers to Other Partners	37,681	56,718	56,718	56,718
Executive and Support Services	48,541	48,972	48,980	48,990
British Columbia Training and Education Savings Program Special Account	30,001	30,001	30,001	30,001
Teachers Act Special Account	8,975	8,540	6,791	6,791
<b>Total</b>	<b>6,694,425</b>	<b>7,131,834</b>	<b>7,161,937</b>	<b>7,161,947</b>
<b>Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)</b>				
Executive and Support Services	601	2	2	2
<b>Capital Plan (\$000)</b>				
Public Schools	880,192	1,033,349	983,538	1,056,439

<sup>1</sup> For comparative purposes, amounts shown for 2020/21 have been restated to be consistent with the presentation of the 2021/22 Estimates.

\* Further information on program funding and vote recoveries is available in the [Estimates and Supplement to the Estimates](#).

**School Districts Resource Summary**

School Districts	2020/21 Forecast	2021/22 Budget	2022/23 Plan	2023/24 Plan
<b>Combined Income Statement (\$000)</b>				
<b>Total Revenue</b>	7,595,208	7,569,074	7,602,313	7,630,975
<b>Total Expense</b>	7,535,138	7,482,065	7,521,756	7,526,042
<b>Operating Results</b>	60,070	87,009	80,557	104,933
<b>Gain (Loss) on sale of capital assets (if applicable)</b>		41,982		
<b>Net Results</b>	<b>60,070</b>	<b>128,991</b>	<b>80,557</b>	<b>104,933</b>

<sup>1</sup> This combined income statement includes 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity.

## Ministry of Education

**Capital Expenditures**

<b>Major Capital Projects (over \$50 million)</b>	<b>Targeted Year of Occupancy</b>	<b>Targeted Year of Completion</b>	<b>Project Cost to Dec 31, 2020 (\$m)</b>	<b>Estimated Cost to Complete (\$m)</b>	<b>Approved Anticipated Total Cost (\$m)</b>
<b>Centennial Secondary</b>	<b>2017</b>	<b>2022</b>	<b>58</b>	<b>3</b>	<b>61</b>
Under the ministry's Seismic Mitigation Program, School District No. 43 (Coquitlam) completed a seismic replacement of the existing Centennial Secondary with a 1,250-student-capacity school on its current site located in Coquitlam. Work continues on the demolition of the old school, construction of a Neighborhood Learning Centre, and installation of playfields and landscaping. It is estimated that the replacement school will cost \$61 million, and although being occupied since 2017, will be considered fully complete in 2022.					
<b>Argyle Secondary</b>	<b>2021</b>	<b>2022</b>	<b>61</b>	<b>1</b>	<b>62</b>
Under the ministry's Seismic Mitigation Program, School District No. 44 (North Vancouver) is building a replacement 1,200-student-capacity secondary school on its current site located in North Vancouver. The total potential budget for the replacement school is \$62 million, has been occupied since January 2021, and is scheduled to be completed in 2022.					
<b>Grandview Heights Secondary</b>	<b>2021</b>	<b>2022</b>	<b>57</b>	<b>26</b>	<b>83</b>
Under the ministry's Expansion Program, School District No. 36 (Surrey) is building a new 1,500-student-capacity secondary school in the Grandview neighbourhood in Surrey. Enrolment in this part of the Surrey School District has grown substantially in recent years, and the new school will alleviate pressures at other district secondary schools, particularly Earl Marriot Secondary and Semiahmoo Secondary, which are operating over their current capacities. The total potential budget for the new school is \$83 million, is scheduled to be occupied in 2021, and completed in 2022.					
<b>Handsworth Secondary</b>	<b>2022</b>	<b>2023</b>	<b>28</b>	<b>41</b>	<b>69</b>
Under the ministry's Seismic Mitigation Program, School District No. 44 (North Vancouver) is building a replacement 1,400-student-capacity secondary school on its current site located in North Vancouver. The total potential budget for the replacement school is \$69 million, is scheduled to be occupied in 2022, and completed in 2023.					
<b>New Westminster Secondary</b>	<b>2021</b>	<b>2023</b>	<b>88</b>	<b>19</b>	<b>107</b>
Under the ministry's Replacement Program, School District No. 40 (New Westminster) is building a replacement 1,900-student-capacity secondary school on its current site located in New Westminster. Work continues on the demolition of the old school and creation of a passive park. It is estimated that the replacement school will cost \$107 million, has been occupied since January 2021, and is to be completed in 2023.					

## Ministry of Education

<b>Major Capital Projects (over \$50 million)</b>	<b>Targeted Year of Occupancy</b>	<b>Targeted Year of Completion</b>	<b>Project Cost to Dec 31, 2020 (\$m)</b>	<b>Estimated Cost to Complete (\$m)</b>	<b>Approved Anticipated Total Cost (\$m)</b>
<b>Burnaby North Secondary</b>	<b>2022</b>	<b>2022</b>	<b>17</b>	<b>91</b>	<b>108</b>
Under the ministry's Seismic Mitigation Program, School District No. 41 (Burnaby) is building a replacement 1,800-student-capacity secondary school on its current site located in Burnaby North. The total potential budget for the replacement school is \$108 million, is scheduled to be occupied and completed in 2022.					
<b>Eric Hamber Secondary</b>	<b>2023</b>	<b>2023</b>	<b>12</b>	<b>94</b>	<b>106</b>
Under the ministry's Seismic Mitigation Program, School District No. 39 (Vancouver) is building a replacement 1,700-student-capacity secondary school on its current site located in Vancouver. The total potential budget for the replacement school is \$106 million, is scheduled to be occupied and completed in 2023.					
<b>Stitos Elementary Middle</b>	<b>2022</b>	<b>2022</b>	<b>17</b>	<b>37</b>	<b>54</b>
Under the ministry's Expansion Program, School District No. 33 (Chilliwack) is building a new 930-student-capacity elementary-middle school in Chilliwack's growing South Side community. Enrolment in this part of the Chilliwack School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$54 million, is scheduled to be occupied and completed in 2022.					
<b>Sheffield Elementary</b>	<b>2022</b>	<b>2023</b>	<b>5</b>	<b>47</b>	<b>52</b>
Under the ministry's Expansion Program, School District No. 43 (Coquitlam) is building a new 430-student-capacity elementary school with a Neighborhood Learning Centre, in Coquitlam's growing Burke Mountain community. Enrolment in this part of the Coquitlam School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$52 million, is scheduled to be occupied in 2022, and is to be completed in 2023.					
<b>Pexsisen Elementary and Centre Mountain Lellum Middle</b>	<b>2022</b>	<b>2022</b>	<b>19</b>	<b>70</b>	<b>89</b>
Under the ministry's Expansion Program, School District No. 62 (Sooke) is building a new 500-student-capacity elementary school and a 700-student-capacity middle school in Sooke's growing West Langford community. Enrolment in this part of the School District has grown substantially in recent years, and the new schools will alleviate pressures at other district schools. The total potential budget for the new schools is \$89 million, is scheduled to be occupied and completed in 2022.					
<b>Victoria High School</b>	<b>2022</b>	<b>2022</b>	<b>11</b>	<b>69</b>	<b>80</b>
Under the ministry's Seismic Mitigation Program, School District No. 61 (Greater Victoria) is building a replacement 1000-student-capacity high school on its current site located in Greater Victoria. The total potential budget for the replacement school is \$80 million, is scheduled to be occupied and completed in 2022.					

## Ministry of Education

<b>Major Capital Projects (over \$50 million)</b>	<b>Targeted Year of Occupancy</b>	<b>Targeted Year of Completion</b>	<b>Project Cost to Dec 31, 2020 (\$m)</b>	<b>Estimated Cost to Complete (\$m)</b>	<b>Approved Anticipated Total Cost (\$m)</b>
<b>Quesnel Junior School</b>	<b>2022</b>	<b>2023</b>	<b>6</b>	<b>46</b>	<b>52</b>
Under the ministry's Replacement Program, School District No. 28 (Quesnel) is building a replacement 550-student-capacity senior middle on its current site located in Quesnel. It is estimated that the replacement school will cost \$52 million, is scheduled to be occupied and completed in 2022.					
<b>Cowichan Secondary</b>	<b>2024</b>	<b>2024</b>	<b>3</b>	<b>79</b>	<b>82</b>
Under the ministry's Seismic Mitigation Program, School District No. 79 (Cowichan Valley) is building a replacement 1100-student-capacity secondary school on its current site, located in Cowichan Valley. The total potential budget for the replacement school is \$82 million, is scheduled to be occupied and completed in 2024.					

## **Appendix A: Agencies, Boards, Commissions and Tribunals**

As of April 6, 2021, the Minister of Education is responsible and accountable for the following:

### **BC Teachers' Council**

Under the Teachers Act, the BC Teachers' Council (BCTC) is responsible for:

- Setting standards for teachers and educators in BC, including education, competence and professional conduct requirements
- Setting standards for post-secondary teacher education programs
- Reviewing and approving post-secondary teacher education programs

### **Disciplinary and Professional Conduct Board**

The Disciplinary and Professional Conduct Board consists of nine members of the BC Teachers' Council appointed by the minister. The Board deals with complaints and reports about alleged teacher misconduct and certification appeals that are referred to it by the Commissioner for Teacher Regulation.

### **Independent School Teaching Certificate Standards Committee**

Under the *Independent School Act*, the Independent School Teaching Certificate Standards Committee (ISTCSC) is responsible for establishing the standards required to receive and maintain an independent school teaching certificate (ISTC) and determining which standards apply for each type of Independent School Teaching Certificate.



**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE via MS Teams Live  
Apr. 6, 2021 – 6:00 p.m.**

---

**Present:** Allison Watson, Trustee (Committee Chair)  
 Bob Phillips, Trustee (Committee Member)  
 Dianna Seaton, Trustee (Committee Member)  
 Christina Kempenaar, STA  
 Lou Leslie, CUPE  
 Cendra Beaton, SPEAC  
 Georgie Walker, SPVPA  
 Scott Stinson, Superintendent/CEO  
 Stephanie Hedley-Smith, Associate Superintendent  
 Dave Strange, Associate Superintendent  
 Paul Block, Associate Superintendent

**Guests:** Kerry Robertson, Kristin Holland, Lauren Frodsham, Melissa Horner, Laura Lancaster, Joshua Johnson, Cole Spittle

**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 Scia'new 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 Chair, Allison Watson**

- COVID-19 Update – Scott Stinson

The Superintendent gave an update on the recent changes in school health orders as directed by the Ministry of Education, including the amended mask mandate, and the move to virtual meetings. Updates were given on the recent school exposures and the work done in support of staff, students and families, as well as the pause on the vaccination roll out for Educational staff.

**3. COMMITTEE REPORT of Mar. 2, 2021 Education Standing Committee meeting**

The committee report for the Mar. 2, 2021 Education-Policy Committee meeting was reviewed by the committee members.

**4. BAA COURSE PROPOSALS**

- a. No submissions for this meeting.

**5. REVIEW OF POLICIES/REGULATIONS**

- a. Draft Revised Regulations C-329 "Field Trips" – Stephanie Hedley-Smith

Associate Superintendent Stephanie Hedley-Smith presented the draft revised regulations and provided an overview on the work done to create the draft regulations. The committee engaged in

discussions and posed questions related to issues related to overnight trips, equitable volunteer recruitment, criminal record checks, and support staff, etc. Of note were the requests to review the document through a SOGI lens to ensure the document is reflective of the diversity of our students and staff, and the request to explore capping trip costs to ensure equity of opportunity. The information was brought forward for discussion purposes only.

- b. Draft Revised Policy and Regulations B-345 “Core French” – Stephanie Hedley-Smith  
Associate Superintendent Stephanie Hedley-Smith presented the draft revised policy and regulations. District Principal Denise Wehner provided context for the work and the proposed revisions. The committee engaged in discussions and posed questions.

**Recommendation**

That the Board of Education give Notice of Motion to draft revised Policy and Regulations B-345 “Core French”.

- c. Draft Revised Policy and Regulations B-346 “French Language Programs” – Stephanie Hedley-Smith  
Associate Superintendent Stephanie Hedley-Smith presented the draft revised policy and regulations. District Principal Denise Wehner provided context for the work and the proposed revisions to the policy and the regulations. The committee engaged in discussion and posed questions.

**Recommendation**

That the Board of Education give Notice of Motion to draft revised Policy and Regulations B-346 “French Language Programs”

6. **NEW BUSINESS**

- a. Presentation – Link2Practice – Kerry Robertson, Kristin Holland, Lauren Frodsham, Melissa Horner, Laura Lancaster, Joshua Johnson, Cole Spittle  
The committee welcomed the presenters who provided an overview of the Link2Practice program jointly sponsored between SD62 and the University of Victoria. The committee engaged in discussions and posed questions to the presenters.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

- a. Review of Policies/Regulations - as per Policy Work Plan

9. **ADJOURNMENT AND NEXT MEETING DATE:** May 4, 2021

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

April 27, 2021

---

Draft revised Policy and Regulations B-345 "Core French" is now ready for Notice of Motion.

**NOTICE OF MOTION:**

That draft revised Policy and Regulations B-345 "Core French" be given Notice of Motion.

**School District #62 (Sooke)**

<b>CORE FRENCH POLICY</b>	No.: B-345
	Effective: Nov. 24/87 Revised: Reviewed: Apr. 6/21; Apr. 27/21

**SCHOOL BOARD POLICY**

The Board of **Education** School Trustees recognizes the importance of a Core French program. Therefore, it is committed to supporting the implementation of programs with further effective instruction and resources in the French language.

**Core French refers to the instruction of French as a Second Language in grades 5 through 12 to for students in the regular English program. French is offered as a regular part of instruction in grades 5 through 8, and offered as an elective in grades 9 through 12.**

**School District #62 (Sooke)**

<b>CORE FRENCH</b>	No.: B-345
	Effective: Nov. 24/87 Revised: May 23/89; July 5/05; Feb. 10/2020; Reviewed: Apr. 6/21; Apr. 27/21

**ADMINISTRATIVE REGULATIONS**

The School District expects Core French to be taught at all district schools for a minimum of 60 minutes per week ~~at the grade~~ **in grades 5 through 8, and be offered in grades 9 through 12.** ~~6 and 7 levels.~~ **In grades 5 through 8, Core French should be 4% of instructional time.**

A **French speaking staff member in middle and secondary schools** ~~French resource person~~ is to be recognized **identified** ~~in each school~~ in order to act as liaison between the classroom teachers and the French Curriculum ~~Coordinator~~ Transformation Department.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

April 27, 2021

---

Draft revised Policy and Regulations B-346 "French Language Programs" is now ready for Notice of Motion.

**NOTICE OF MOTION:**

That draft revised Policy and Regulations B-346 "French Language Programs" be given Notice of Motion.

**School District #62 (Sooke)**

<b>FRENCH LANGUAGE IMMERSION PROGRAMS</b>	No.: B-346
	Effective: Sep. 26/95 Revised: Apr. 27/99; July 5/05; June 27/17 Reviewed: Mar. 2/15; Sept. 29/15; Mar. 6/17; Apr. 18/17; May 15/17; Apr. 6/21; Apr. 27/21

**SCHOOL BOARD POLICY**

The Board of Education recognizes the importance of providing students with the ability to choose instruction in either of the two official languages while they attend public school. A French Immersion Program is a choice program which parallels the regular English program in structure and content. It provides the opportunity to non-francophone students to become functionally bilingual in English and French. The Board commits to support the Immersion Program by allocating sufficient resources to allow students to complete the requirements in order to graduate with both a French and English Dogwood Certificate.

~~Core French refers to the instruction of French as a Second Language in grades 5 through 12 to for students in the regular English program. (where instruction is primarily in English).~~

## School District #62 (Sooke)

<b>FRENCH LANGUAGE IMMERSION PROGRAMS</b>	No.: B-346
	Effective: Sep. 26/95 Revised: Apr. 27/99; July 5/05; Jan. 27/15; Sept. 29/15; Jan. 24/17; June 27/17; Reviewed: Mar. 2/15; Apr. 20/15; May 11/15; June 15/15; Sept. 29/15; Mar. 6/17; Apr. 18/17; May 15/17; Apr. 6/21; Apr. 27/21

**ADMINISTRATIVE REGULATIONS**1. Definitions - General

1.1. French Immersion is a program where instruction is offered in the French language for non-Francophone learners. The percentage of French instruction and English instruction in each grade level ~~is in compliance with~~ **aligns with** the Ministry of Education guidelines. ~~The following chart is the current guideline—~~ **The Sooke School District provides French instruction using the Ministry guidelines below:**

Grade	% of French Instruction	% of English Instruction
K-(2 or 3)	100	0
(3 or) 4-7	80	20
8-10	50 - 75	25 - 50
11-12	no less than 25	no more than 75

2. District Programs

2.1 French Immersion is offered in a dual entry model with early entry **in Kindergarten and grade one (K/1)** and late entry **(Grade 6) in grade six.**

2.32 French Immersion will be offered in the designated schools from Kindergarten through to Grade 12 as enrolment ~~and targeted funds~~ allows.

3. The major goal of French Immersion is to provide the opportunity for non-francophone students to become bilingual in English and French. Bilingualism is achieved by providing instruction of the basic curriculum entirely in French during the first years. Once a firm base in French has been established, instruction in English language arts is added, and instruction in the English language gradually increases. Students continue to receive instruction in certain subjects in French so that proficiency is achieved in both languages by the end of Grade 12.

4. A District French Advisory Committee **will meet a minimum of three times annually and with additional meetings as needed and requested by the chair.** ~~on a regular bimonthly schedule~~ to address ongoing needs of the Core and Immersion programming.

5. It is the responsibility of the parent to provide student transportation to the program beyond the normal routes.

**School District #62 (Sooke)**

<b>CLASS II LICENCE</b>	<b>No.: E-311</b>
	Effective: June 22/81 Revised: Reviewed: Mr. 2/21; Mar. 9/21; Apr. 27/21

**SCHOOL BOARD POLICY**

**Bus Drivers are required to have a Class II B.C. Driver's Licence, with air brake endorsement, a medical certification within the last six months and a valid First Aid Certification upon commencement of employment with the District.**

On the ~~recommendation~~ **approval** of the Secretary-Treasurer **or designate**, the Board will pay for courses and medical examinations as are required for an employee to **obtain and/or maintain** a Class II licence, with Air Brakes endorsement, ~~where the holding of such a licence is not a condition of employment~~, when employed by the District. The employee concerned will be granted, free of charge, the use of such Board equipment as is necessary to pass the test.

**School District #62 (Sooke)**

<b>NON-BOARD INITIATED RESEARCH</b>	No.: D-310
	Effective: Revised: Reviewed: Mar. 2/21; Mar. 9/21; Apr. 27/21

**SCHOOL BOARD POLICY**

The Board of Education greatly values evidence-based practices and supports research activities that further the discovery of new knowledge upon which improvements to the education system, to teaching, and to children's lives, can be made.

The Board of Education supports applications from individuals and/or agencies or organizations interested in conducting research in Sooke School District (SD62). Research that supports the SD62 strategic focus is particularly welcomed.

Research in SD62 must have approval of the Superintendent of Schools or designate, prior to commencing. Furthermore, such participation must not be detrimental to the normal educational activities of the School District. It is also expected that external research will not have an adverse effect on students, staff, or Board resources.

**School District #62 (Sooke)**

<b>NON-BOARD INITIATED RESEARCH</b>	No.: D-310
	Effective: Revised: Reviewed: Mar. 2/21; Mar. 9/21; Apr. 27/21

**ADMINISTRATIVE REGULATIONS****1. Permission to Conduct Non-Board-Initiated Research****1.1. Application:**

All researchers who wish to use SD62 or any school within it as a research site and/or to access students, families, or staff as subjects or respondents are to first submit written proposals to the Superintendent or delegate. Such written proposals are to include:

- A statement addressing the need for or possible implications of the study for the school or SD62.
- Specific purposes of the study.
- Procedures to be used in the study including all questionnaires, surveys, or interview schedules.
- An ethics approval from the host university. If there is no host university, an ethics statement based on the Government of Canada's Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans.
- The name of school district, post-graduate department of a university, or recognized research institution under whose direction the research will be conducted.

**1.2 Approval:**

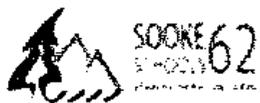
Before approving a research proposal, the Superintendent or designate shall be convinced that the conduct of the research will:

- Provide results of interest and value to SD62 and/or the broader educational community.
- Cause minimal disruption to the operation of SD62 or individual schools.
- Not be detrimental to relationships with the community.
- Be sponsored and/or guided by a reputable agency or organization.
- Conform to the practices for handling personal information as per the *Freedom of Information and Protection of Privacy Act (FOIPPA)*.

## 2. Conducting Non-Board-Initiated Research

### 2.1 Initiating Research

- 2.1.1 After approving a research proposal, the Superintendent or designate must be assured that all reasonable steps will be taken to inform subjects and/or their responsible parents/guardians, in advance of all aspects of the research which bear directly on them including:
- Any treatment they are to receive.
  - Any data that will be collected from them.
  - The magnitude of their participation.
- 2.1.2 If the research will involve the participation of an individual school or schools, the Superintendent or designate may, in consultation with principals of schools that might be involved with the research, approve contact between the researcher and the Principal(s).
- 2.1.3 The Principal of any participating school will ensure that the necessary consultations with teachers, other staff, students (if appropriate), and parents are undertaken. The Principal must also make certain that confidentiality is maintained and that students **and staff** have the option of not participating without penalty.
- 2.1.4 The District shall not be obligated to provide resources or information to researchers. This includes providing lists, sending out questionnaires, administration of surveys, etc.
- 2.1.5 Approved research proposals will be brought forward to the Board for information through the Education-Policy Committee.
- 2.1.6 Upon conclusion of the research project, a final copy of the study is welcomed by the Board and the District. If the final report or subsequent publications mention the school district or specific SD62 schools or programs, a hard copy or link to an online copy should be submitted to the Superintendent and to the principal of any participating school.



## Permission to Conduct Non-Board-Initiated Research

Date of application	
Applicant's Name	
Address	
Phone Number(s)	
E-Mail Address	
Present Position	
SD62 Employee?	
Affiliated institution or organization	
Name of facility supervisor (if applicable)	
Title of study	
Type of study	
Requested date to start and anticipated end date	
Type of participants (i.e. student, parent, teacher, support staff)	
Any specific cohort focus	
Plan for recruitment to study	
Specific location(s) of study	
Data collection tools	
Ethics approval, date and organization	

E-mail to: Superintendent of Sooke School District: [sstinson@sd62.bc.ca](mailto:sstinson@sd62.bc.ca)  
 or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

**Please attach the following:**

A complete research proposal which includes:

- An overview of the study.
- The organization providing funding (if applicable).
- Relevant literature.
- The research question or problem being investigated.
- Significance of study (why now; why here; why age group, if under 18).
- The age of participants and why age group relevant to study.
- Whether the research materials have been piloted or used elsewhere.
- Any links to BC curriculum.
- Any links to wider research or to data sets (e.g. The Program for International Student Assessment [PISA]).
- Research design.
- Data collection process and timeline.
- Data analysis process.
- Details of how confidentiality will be achieved and maintained.
- Details of consent statements that will be provided to participants.
- Storage and security of information or data collected.
- Life span and disposal of data.
- Intentions for dissemination (conferences, journals, media).
- Copies of all data collection instruments.
- Copies of consent forms for participants (and if under 18, their parents/guardians).
- Approval statement from appropriate ethics board.
- Criminal Record Check if applicable. Non-district employees wishing to conduct research with students must undergo a criminal record check and be able to provide prior to project approval. This is required of each member of the research team.

E-mail to: Superintendent of Sooke School District: [ssinson@sd62.bc.ca](mailto:ssinson@sd62.bc.ca)  
or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

**Board Info Note**  
**Public Board Meeting**  
**April 27, 2021**  
**Agenda Item: 8.2 – Policy Feedback**

**Background:**

- At the March 9 Public Meeting of the Board of Education, the Board gave “Notice of Motion” for policies D-310, Non-Board Initiated Research, and E-311, Class II Licence.
- During the Notice of Motion 30 day period, feedback is solicited from partner groups and the public prior to the Board adopting any proposed revisions.
- Feedback was received on Policy D-310 and E-311.

**Rationale:**

- Policy D-310: Non-Board Initiated Research
  - The policy speaks to student participation as optional, is the same true for staff?
    - The following proposed change to section 2.1.3 is suggested, “... that students **and staff** have the option of not participating without penalty.”
  - Order of items in the document seems inconsistent. As a result, additional sub-headings have been added to clarify the process from application, to approval, to initiating the research.
- Policy E-311: Class II Licence
  - Changing the language from “recommendation” to “approval” and adding in Secretary-Treasurer “or designate”.
  - It was suggested that keeping the language of “obtain” as well as the additional “maintain” would be seen as supportive. The language would read, “...as are required for an employee to **obtain and maintain** a Class II licence”
  - It was further suggested that the last sentence, currently indicated with strikethrough, be maintained as it has been integral to training and passing the test required to obtain a class II licence.

**For Recommendation:**

- Given that the required notice of motion has been served that the Board of Education for School District #62 (Sooke) adopt draft policy and regulations D-310 as amended.”
- Given that the required notice of motion has been served that the Board of Education for School District #62 (Sooke) adopt draft policy and regulations E-311 as amended.”

Submitted with respect,



Scott Stinson, Superintendent of Schools

**School District #62 (Sooke)**

<b>NON-BOARD INITIATED RESEARCH</b>	No.: D-310
	Effective: Revised: Reviewed: Mar. 2/21; Mar. 9/21; Apr. 27/21

**SCHOOL BOARD POLICY**

The Board of Education greatly values evidence-based practices and supports research activities that further the discovery of new knowledge upon which improvements to the education system, to teaching, and to children's lives, can be made.

The Board of Education supports applications from individuals and/or agencies or organizations interested in conducting research in Sooke School District (SD62). Research that supports the SD62 strategic focus is particularly welcomed.

Research in SD62 must have approval of the Superintendent of Schools or designate, prior to commencing. Furthermore, such participation must not be detrimental to the normal educational activities of the School District. It is also expected that external research will not have an adverse effect on students, staff, or Board resources.

**School District #62 (Sooke)**

<b>NON-BOARD INITIATED RESEARCH</b>	No.: D-310
	Effective: Revised: Reviewed: Mar. 2/21; Mar. 9/21; Apr. 27/21

**ADMINISTRATIVE REGULATIONS****1. Permission to Conduct Non-Board-Initiated Research****1.1. Application:**

All researchers who wish to use SD62 or any school within it as a research site and/or to access students, families, or staff as subjects or respondents are to first submit written proposals to the Superintendent or delegate. Such written proposals are to include:

- A statement addressing the need for or possible implications of the study for the school or SD62.
- Specific purposes of the study.
- Procedures to be used in the study including all questionnaires, surveys, or interview schedules.
- An ethics approval from the host university. If there is no host university, an ethics statement based on the Government of Canada's Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans.
- The name of school district, post-graduate department of a university, or recognized research institution under whose direction the research will be conducted.

**1.2 Approval:**

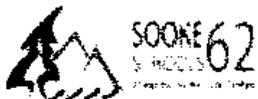
Before approving a research proposal, the Superintendent or designate shall be convinced that the conduct of the research will:

- Provide results of interest and value to SD62 and/or the broader educational community.
- Cause minimal disruption to the operation of SD62 or individual schools.
- Not be detrimental to relationships with the community.
- Be sponsored and/or guided by a reputable agency or organization.
- Conform to the practices for handling personal information as per the *Freedom of Information and Protection of Privacy Act (FOIPPA)*.

## 2. Conducting Non-Board-Initiated Research

### 2.1 Initiating Research

- 2.1.1 After approving a research proposal, the Superintendent or designate must be assured that all reasonable steps will be taken to inform subjects and/or their responsible parents/guardians, in advance of all aspects of the research which bear directly on them including:
- Any treatment they are to receive.
  - Any data that will be collected from them.
  - The magnitude of their participation.
- 2.1.2 If the research will involve the participation of an individual school or schools, the Superintendent or designate may, in consultation with principals of schools that might be involved with the research, approve contact between the researcher and the Principal(s).
- 2.1.3 The Principal of any participating school will ensure that the necessary consultations with teachers, other staff, students (if appropriate), and parents are undertaken. The Principal must also make certain that confidentiality is maintained and that students **and staff** have the option of not participating without penalty.
- 2.1.4 The District shall not be obligated to provide resources or information to researchers. This includes providing lists, sending out questionnaires, administration of surveys, etc.
- 2.1.5 Approved research proposals will be brought forward to the Board for information through the Education-Policy Committee.
- 2.1.6 Upon conclusion of the research project, a final copy of the study is welcomed by the Board and the District. If the final report or subsequent publications mention the school district or specific SD62 schools or programs, a hard copy or link to an online copy should be submitted to the Superintendent and to the principal of any participating school.



## Permission to Conduct Non-Board-Initiated Research

Date of application	
Applicant's Name	
Address	
Phone Number(s)	
E-Mail Address	
Present Position	
SD62 Employee?	
Affiliated institution or organization	
Name of facility supervisor (if applicable)	
Title of study	
Type of study	
Requested date to start and anticipated end date	
Type of participants (i.e. student, parent, teacher, support staff)	
Any specific cohort focus	
Plan for recruitment to study	
Specific location(s) of study	
Data collection tools	
Ethics approval, date and organization	

E-mail to: Superintendent of Sooke School District: [sstinson@sd62.bc.ca](mailto:sstinson@sd62.bc.ca)  
 or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

**Please attach the following:**

A complete research proposal which includes:

- An overview of the study.
- The organization providing funding (if applicable).
- Relevant literature.
- The research question or problem being investigated.
- Significance of study (why now; why here; why age group, if under 18).
- The age of participants and why age group relevant to study.
- Whether the research materials have been piloted or used elsewhere.
- Any links to BC curriculum.
- Any links to wider research or to data sets (e.g. The Program for International Student Assessment [PISA]).
- Research design.
- Data collection process and timeline.
- Data analysis process.
- Details of how confidentiality will be achieved and maintained.
- Details of consent statements that will be provided to participants.
- Storage and security of information or data collected.
- Life span and disposal of data.
- Intentions for dissemination (conferences, journals, media).
- Copies of all data collection instruments.
- Copies of consent forms for participants (and if under 18, their parents/guardians).
- Approval statement from appropriate ethics board.
- Criminal Record Check if applicable. Non-district employees wishing to conduct research with students must undergo a criminal record check and be able to provide prior to project approval. This is required of each member of the research team.

E-mail to: Superintendent of Sooke School District: [sskinson@sd62.bc.ca](mailto:sskinson@sd62.bc.ca)  
or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

**School District #62 (Sooke)**

<b>CLASS II LICENCE</b>	<b>No.: E-311</b>
	Effective: June 22/81 Revised: Reviewed: Mr. 2/21; Mar. 9/21; Apr. 27/21

**SCHOOL BOARD POLICY**

**Bus Drivers are required to have a Class II B.C. Driver's Licence, with air brake endorsement, a medical certification within the last six months and a valid First Aid Certification upon commencement of employment with the District.**

On the ~~recommendation~~ **approval** of the Secretary-Treasurer **or designate**, the Board will pay for courses and medical examinations as are required for an employee to obtain **and/or maintain** a Class II licence, with Air Brakes endorsement, ~~where the holding of such a licence is not a condition of employment,~~ when employed by the District. The employee concerned will be granted, free of charge, the use of such Board equipment as is necessary to pass the test.



## Board Information Note

### April 21, 2021

## Mental Health Supports in Schools

---

#### ISSUE

- **With COVID-19, we have seen an increase in the number of students requiring wellbeing supports in our schools.**

#### BACKGROUND

**The district continues its work in support of student well being and works with data and information from the district, community and partner agencies to inform our action planning. The following provides some insight on what we are seeing and hearing in our district/region:**

- Data from Safer Schools Together for the past year is showing an increase in media postings of worry, grief, loss, suicidal ideation and anxiety. They have noted that the suicide death rate has not significantly changed or increased, but that ideation and negative thoughts are higher.
- Data from McCreary 2018 Adolescent Health study (pre COVID) showed that:
  - Students were reporting more mental health concerns than they were in 2013 (an increase from 9% to 12% reporting “extreme stress”, 8% reporting “extreme despair”.
  - Suicidal ideation had increased from 12% to 17% in the last 5 years; however, attempts had decreased from 7% to 5%.
- Our community partners in health and mental health services are reporting that while they aren’t necessarily seeing higher numbers of young people accessing the ER for mental health concerns, the adolescents that are coming are further along in their mental health concerns. One supposition would be that they have not been able to access initial care and thus are coming in more unwell from having struggled longer on their own. They are also not seeing an upward trend of death by suicide, but it is important to note that they have seen a significant increase in the number of students struggling with Eating Disorders during the last year.
- We are seeing an increase in the number of youths struggling with substance use. One supposition could be that youth are turning to substance use to cope with their feelings.
- A complicating factor is that young people who are requiring support for their mental health are not always able to be supported by family as many adults are also struggling during this pandemic AND not all services are up and running to the same capacity as they were pre-COVID. Waitlists, lack of health care staff and virtual-only care are all realities that families face.
- All of this is further complicated by the fact that we are not necessarily able to connect with many of our more

vulnerable youth as they are not in school, choosing to either do remote school or simply not engaging. This can skew stats and survey results.

- Research shows that having key, supportive adults in a youth's life can make a difference to their ability to gain resilience skills and access care.

## ANALYSIS

**In response to student need we know that schools can provide a warm, safe, supportive environment where students can:**

1. **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 care. Often, referrals to treatment and therapy begin with the school-based team. This referral process depends on good relationships between schools and community partners and requires ongoing communication and trust in order to provide wraparound care.
  - Examples of this work in our district would include our VTRA team that liaises with Boys and Girls Club, our School-Based social workers who connect between families, schools and the Ministry of Children and Family Development. All of these staff attend regular collaboration meetings to share information and plan care for students. We currently have 3 FTE school-based social workers, 1 Safe Schools Coordinator and 1 Wrap Around coordinator. These positions are paid for by the Community Link funding and the Comprehensive School Health budget. Boys and Girls Club has also been providing 1-2 VTRA outreach workers at our middle school level, who work with students exhibiting worrisome behavior.
  - In order to make students aware of all the different resources that are out there in the community, a youth-oriented poster and supporting door decals were distributed throughout all schools with a QR code.
  - Strong leadership and presence on the Healthy School Health People Community Leadership table which connects all of the community partners together to streamline services and help with efficiency of resources.
  - Monthly collaboration meetings with our tri-district partners in SD61 and SD63 to ensure good communication and wraparound for our vulnerable youth. We are currently planning a September kick-off with all counsellors and hospital staff for a learning session on high risk interventions for the South Island.
2. **Learn Foundational Information:** Efforts in schools focus on helping students learn how to promote better health through exercise, nutrition, sleep. Examples of this work in our district would include:
  - Teaching the **Mental Health Literacy** course, which has begun at high schools this year. We have trained approximately 25 teachers in the program at 3 different schools so far (with more on the horizon), which will then be taught to students Grade 9-12 through the PHE curriculum. Teachers have received one full day of training in the Go-To Educator program and have been provided with online resources to carry out the program, but potentially need further opportunities to collaborate and plan as this content is new to them and of a sensitive nature so we want to roll out the program carefully and with adequate support. This release time was paid for by the Mental Health grant from the Ministry of Education.
  - The **EASE Program – Everyday Anxiety Strategies for Educators**. This training provided by MCFD in partnership with the Ministry of Education has been provided virtually this year (due to COVID). We have encouraged staff at all levels to take the course in order to raise their own literacy level about

anxiety and to learn tools, tips and strategies to share with students daily. While not a formal “course” that students take, instead it is a collection of tools that we can teach students to use all the time in a variety of settings (home, school, community) to manage and cope with feelings of anxiety. Students learn breathing techniques and thinking strategies to better understand the stress response. We have been providing .4 release time to interested teachers from our Mental Health grant that came from the Ministry of Education this year.

- The **Power ZZZ’s** pilot program for K-2 students, which focuses on the link between sleep and mental health. This is a brand-new program being tested at two elementary schools. Resources and training for teachers was paid for out of the Mental Health Grant.
  - **Physical Literacy Capacity Development:** PISE (Pacific Institute for Sport Excellence) has been working in our schools with teachers to provide embedded professional development around physical education programming to help get kids more active and physically literate. The district has invested \$12000 in this program this year.
  - **Garden Education:** The Garden Educator position is shifting to address the needs of vulnerable students. One exciting initiative is the upcoming Work Experience program we hope to offer with secondary students who can earn credits for graduation while learning to grow and harvest food.
  - **Grant Funding:** We have invested in using part of Cindy Andrew’s time to secure many different grants that have improved access to food, physical activity and health education for many students and families. Successful grants include but are not limited to:
    - Grade 4/5 Bike Skill program (worth \$1500)
    - Comprehensive Suicide Prevention Strategy to be undertaken, led by CMHA and community partners; CMHA providing \$80 000 to cover first year of coordinator role
    - Food gift cards – approx. \$50, 000 of direct value to our families plus \$ 35,000 value in Farm Bucks that supported school Foods/Culinary Arts programs
    - KidSport – \$24,500 grant to provide play equipment
    - Active School Travel pilot project at Sangster – \$10,000
    - School gardens/outdoor learning – \$15,000
    - \$1000 from Sooke Rotary for outdoor clothing for EMCS
3. **SEL (Social Emotional Learning) Staff Development:** A focus is on appropriate role-modelling from adults with regards to relationship skills, communication and other important resilience-building skills. This requires our adults to be their “best selves” and to ensure that our staff are feeling well and strong enough to provide that mentoring and modelling. This connects strongly to the work being done by our **SEL62 Team** that have one day a week to work on SEL-related programming throughout the district. An initial survey done at the elementary level this Fall gave overwhelming feedback that what teachers needed was a focus on adult SEL in order to provide student SEL. In response, the team has created the SEL62 Insights newsletter to guide people in how to develop their own skills, resilience and awareness of their social emotional state. This goes out monthly in the Bulletin. This team has also provided 3 separate PD events for staff to attend virtually in order to learn more skills and strategies in working with students in the classroom. One event was with our brand new teachers, sponsored by the STA who provided release time for the teachers, while we provided the release time for the facilitators.

This also connects to the work that is being done with the Staff Wellness Focus groups and HR.

4. **Access Intermediary Mental Health Intervention:** Students receive some intermediary mental health intervention while waiting for external supports to begin. This intervention piece is necessary, especially with long waitlists at many of our community and health care partners. For students who are waiting for clinical intervention, our **school counsellors** are the frontline workers who support and care for students, offering direct work with regards to anxiety, stress, depression, grief, loss and other emotional needs. In addition, school counsellors, teachers are also the critical step in observing and noting signs and symptoms for those students who may be on their way to developing mental illness, but not yet at a threshold for receiving external clinical services. And finally, our school counsellors are the crucial staff that are required when a sudden crisis occurs and help is needed immediately.
  - Counsellors were given training this year in Traumatic Events Systems training, Psychological First Aid training and were encouraged to use school time to take the EASE program.
  - PVP were provided with release time to receive updated VTRA training which focuses on watching for signs of suicide risk within the context of threat assessment.
5. **Access SOGI Education and Resourcing:** In addition, we know that our youth who identify as LGBTQ2+ are at a higher risk level when it comes to mental health concerns, so caring adults are especially important. Our SOGI lead staff were all given a day in the Fall to attend the Provincial summit and another day in January for a district network meeting and then one final day in May to attend the Island Summit with students. We also provided some release time for two teachers to assist with the development of the Island summit.
6. **Benefit from Mental Health Clinician involvement:** Our district also has a unique and highly specialized position, the Mental Health clinician, who works with the School Based Social Workers and is on contract to us from MCFD through a special partnership. This position is funded through Community Link and provides clinical consultation to schools (typically through our school counsellors) in order to help assess the need for emergency services and to liaise with Child and Youth Mental Health in order to help ease the transition to community care. The position is also extremely helpful in navigating the discharge of students who are returning to school after a hospital stay.
7. **Experience Personal Safety Programming:** Finally, it is key to understand that mental health does not exist in isolation of physical health. The two are intertwined and include sexual health, and social emotional functioning. Mental health support must be viewed in the context of holistic health care and education and all these factors are important if we are to have an impact.

So, it is also worth noting the work that the district does with regards to **personal safety programming** (the CARE program and Kids in the Know) and online social media safety training, as this is all connected. We know there is a link between how connected a child feels to their school and their mental health, so it makes programs like these vitally important. How a student is treated by peers online and how bullying incidents and friendship skills are dealt with in schools is a crucial piece of the puzzle.

- CARE training for all new Grade 1 teachers and then delivery of program to all Grade 1's in the Spring.
- Kids in the Know training for all new Grade 4 teachers and then delivery in the Spring.
- New offering this year of Grade 7 Kids in the Know (paid for with Mental Health grant).
- Parent offerings in social media safety and sexual development information.

**NEXT STEPS**

1. Development and Implementation of a District Social Emotional Learning Plan for 2021-22 with a focus on staff and student social emotional competencies.
2. Development and Implementation of a District Mental Health Literacy Plan for 2021-22 with a focus on staff and student mental health literacy competencies.
3. Continued work in the goal areas outlined in the Healthy Schools Healthy People Growth Plan supporting staff, student and family wellness.
4. Expansion of work in the area of Suicide Prevention (collaborative effort with our neighboring school district and community and regional partners including Canadian Mental Health Association (BC Division).
5. Continued work leading the community collaborative table that is focusing on health and wellness (specific focus on improving coordination of services, space needs for service delivery, and organizational capacity.
6. Continued work, in collaboration with the District Human Resources Department, on a Staff Wellness Action Plan
7. Expansion of work in the area of SOGI.

**School District #62 (Sooke)**

<b>BOARD MEETING AGENDA PLANNING</b>	No.: A-401
	Effective: Apr. 12/83 Revised: Dec. 8/98; Jan. 19/15 Reviewed: Jan. 19/15

**PROCEDURAL REGULATIONS**

1. The Chairperson of the Board of Education shall chair an Agenda Planning Committee, which shall meet on a regular basis, approximately one week before each Board Meeting. In addition to the Chairperson of the Board, the membership of the committee shall include the Superintendent of Schools, ~~Assistant Superintendent~~, Vice-Chairperson and Secretary-Treasurer, or their designates.
2. The purpose of the Agenda Planning Committee is to identify items to be placed on the agendas of regular meetings of the Board of School Trustees, and to determine the background material which should be provided for each item.
  - **Items requested by individual Trustees for inclusion on a Board Meeting agenda shall be done in writing, with sufficient background information and any proposed motion(s), in order for the Board of Education to give the matter full and informed consideration.**
3. The Secretary-Treasurer shall prepare for each meeting of the committee a draft agenda for the committee to consider.

**School District #62 (Sooke)**

<b>ORDER OF BUSINESS FOR BOARD MEETINGS</b>	No.: A-411
	Effective: 22/09/81 Revised: 24/11/81; 22/03/83; 22/03/84; 24/03/87; 08/12/98; Jan. 19/15 Reviewed: Jan. 19/15

**PROCEDURAL REGULATIONS****PUBLIC BOARD MEETING**

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES
2. AGENDA
  - 2.1 Call for amendments and additional items
  - 2.2 Approval of the agenda:  
'That the public agenda be approved as presented (or as amended).'
3. MINUTES
  - 3.1 Call for amendments to regular minutes
  - 3.2 Approval of regular minutes:  
'That the following minutes be adopted as presented (or as amended).'
  - 3.3 Disclosure to public of previous in camera minutes (enclosed in public package)
4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS
5. EDUCATIONAL PRESENTATIONS
6. CORRESPONDENCE & DELEGATIONS
  - 6.1 Correspondence
  - 6.2 Standing Delegations (CUPE, STA, SPEAC, Students, **CPF**) (5 minute presentations)
  - 6.3 Other Delegations (10 minute presentations)
7. FINANCE, FACILITIES AND SERVICES
  - **Resources Committee**
8. EDUCATION PROGRAM
  - **Education-Policy Committee**
9. STUDENTS
10. FOUNDATIONS AND GOVERNANCE
  - **Trustee Liaison Reports**
11. ADMINISTRATION
12. PERSONNEL
13. UPCOMING EVENTS
14. FUTURE ITEMS
15. QUESTION PERIOD
16. ADJOURNMENT

**School District #62 (Sooke)**

<b>ORDER OF BUSINESS FOR BOARD MEETINGS</b>	No.: A-411
	Effective: 22/09/81 Revised: 24/11/81; 22/03/83; 22/03/84; 24/03/87; 08/12/98; Jan. 19/15 Reviewed: Jan. 19/15

**PROCEDURAL REGULATIONS****IN CAMERA MEETING**

1. CALL TO ORDER **AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES**
1. AGENDA
  - 2.1 Call for amendments and additional items
  - 2.2 Recommended Motion:  
'That the Board of School Trustees adopt the in camera agenda.'
2. MINUTES
  - 3.1 Call for amendments to in camera minutes
  - 3.2 Adoption of in camera minutes:  
Recommended motion: 'That the following in camera minutes be adopted as presented (or amended).'

**In camera business items:**

3. FINANCE, FACILITIES AND SERVICES
4. STUDENTS
6. FOUNDATIONS & GOVERNANCE
7. PERSONNEL
8. FUTURE ITEMS
9. ADJOURNMENT

## Re: Aboriginal Education Council Zoom Meeting held on April 21, 2021

*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:

Tiffany Adams, Aboriginal Education Curriculum Coordinator Teacher  
 Bryan Johnson, SD 62, Acting Principal, Aboriginal Education Department  
 Chief Russell Chipps, Scia'new Nation  
 Dianna Seaton, SD 62, School Trustee  
 Dorothea Harris, University of Victoria  
 Elder Henry Chipps, Scia'new Nation  
 Jo-ina Young, Métis Nation of Greater Victoria, (MNGV)  
 Jon Carr, SD62, PVP Association

Lorraine Velie, SD 62, Aboriginal Education District Secretary  
 Marlys Denny, SD 62, Vice Principal, Aboriginal Education Department  
 Natasha Parrish, STA, Teacher's Union Rep  
 Paul Block, SD 62, Associate Superintendent  
 Sandra Bowes, CUPE Local 459  
 Shelley Thorne, Pacheedaht Nation  
 Sue Grundy, SD 62, Executive Operations Manager

**Guest:** Kathleen Meiklejohn, Aboriginal Education Teacher

### Regrets:

Alita Tocher, M'akola Group of Societies  
 Alli Matchett, Camosun College  
 Amanda Hamilton, Pacheedaht Nation  
 Clinton Kuzio, University of Victoria  
 Karryn Hall, Island Métis Family and Community Services Society  
 Kendra Gage, Hulitan Family and Community Services  
 Aboriginal Education Department

Michelle Thut, T'Sou-ke Nation  
 Sarah McDonald, Hulitan Family and Community Services  
 Stacey Charles, Scia'new Nation  
 Virginia Treadwell, Island Métis Family and Community Services Society  
 Vivian Leik, Camosun College

## 1. School District Update – Paul Block

### 1.1. Strategic Planning – Sue Grundy

- We have undertaken a survey to understand what people think of the current strategic plan. Is the current plan still relevant? The current plan ends at the end of June, we are developing a new plan for the next 5 years.
- The survey is now closed, over 1000 were completed. 5.3% identified as Indigenous, First Nations, Métis or Inuit. It is widely thought the current plan is still relevant.
- What would you like the district to work towards to meet our goal objectives of learning, engagement and growth?
  - Equity goals need to be added into the strategic plan, how do we achieve this. Do we have separate goal specific to Equity? Is equity considered as a value or woven throughout our goal objectives of learning, engagement and growth?
  - Bring humanity back into the conversation. Rephrase Equity as Humanity.
  - Create equity goals to increase the number of Aboriginal staff members in positions that work directly with students. Create strategies/hiring practices for recruitment and retention of not only Indigenous but inclusive of all minority groups. If the school district wants to increase the hiring of Indigenous people, write it into the strategic plan. Then it becomes a mandate and if you have two qualified applicants you can hire the Indigenous person.
  - Conflict resolution put into place that includes an Aboriginal voice & culture. Include how the nations resolve problems, bring in elders & their ways of resolving conflict. Not just in the strategic plan but include this language into our Local Education Agreement(s).
  - District is working towards a Human Right Tribunal exemption to have the ability to hire people of Indigenous heritage for Indigenous roles. This is a good start, but we need to go further and be actively

looking to hire educated Indigenous students. Reach out to Universities/Colleges to create post-secondary pathways and that SD62 would be interested in hiring these educated Indigenous students. Offer more support to students to choose post-secondary that leads them to future employment within SD62 in all operational areas within the district.

### 1.2. Budget/Staffing Update – Bryan Johnson/Paul Block

- Working on staffing for next year, staffing is based on our projection of students for the upcoming year. There will be some staff layoffs as per the teacher contract and some available position for staff to reapply to. We are looking at ways to we expand our program if student counts go up.
- For this year as a District we are looking at staffing in 3 stages. This is based on a Provincial and Regional model of hiring. April, we have begun the hiring process, June we will add staffing according to students counts and in September when we have actual student counts
- ABED budget is based on targeted funds, is the district looking at operational funds being available? Operational funds are already in place through staffing, supplies, and administration.
  - Chief Russell Chips moves to motion, Dorothea Harris seconds the motion
  - **The Aboriginal Education Council of School District 62 recommends that Paul Block, Bryan Johnson and Marlys Denny investigate how a percentage of the operating budget be allocated annually towards Aboriginal Education in addition to targeted dollar funds.**
  - Motion open to debate
    - Natasha Parrish spoke in favor
    - This motion is above & beyond the equity & representative hiring of Indigenous people policies
    - **Unanimous; all in favor of the motion**

### 1.3. Enhancement Agreement

- Tabled

### 1.4. Equity in Action Schools & District

- Schools are working on Learning Environment Pillar: Student Survey and Family Survey Creation

## 2. Aboriginal Education Update -Bryan Johnson

### 2.1. Set BC Indigenized Slam Poetry – Kathleen Meiklejohn

- This was a yearlong project where students explored their worldview and differing world experiences and the experiences of First Nation people. These poems are the students' words. One student's poem was shared. To view the other poems, follow link below:
- <https://www.setbc.org/2018/03/spencer-middle-school-synergy-project-indigenized-slam-poetry/>

### 2.2. Department Name Update

- *Na'tsa'maht Indigenous Education Department* will become the department's new name.
- New signage to come at our new office at Royal Bay.

### 2.3. District signage re-design to include the local languages

- We are still working on this.

### 2.4. Consent Form Renewal

### 2.5. Grade 12 Aboriginal Education Recognition Celebration update

- Indigenous Grad Ceremony to be integrated into homeschool grad as was done last year rather than having a separate event as pre-Covid
- **Valedictorian Speeches Video 2020 – Marlys Denny**
  - Two videos shared
  - [SD 62 Ruby Dee Charles Valedictorian Speech - YouTube](#)
  - [SD 62 Doreen Scow Valedictorian Speech - YouTube](#)

### 2.6. VP update - Marlys Denny

- Tabled

### 2.7. Aboriginal Education Curriculum Coordinator - Tiffany Adams

- Tabled

## 3. Community Sharing – Bryan Johnson

- Tabled

## 4. Next SKAPET via Zoom: May 19<sup>th</sup> 1-3pm

## FAC Minutes April 22, 2021

**In attendance:** Denise W., Cendra B, Caitlin A, Frances K, Dana S.

**Update report from Coordinator: Resources and Royal Bay Transition**

28 Chromebooks ordered – established time of arrival –unknown

- 10 Chromebooks from Belmont can go to RBSS as backup
- Chromecart available at RBSS' library for FRIMM chromebooks
- Grade 8 French Immersion library survey sent to John Stubbs' grade 8 teachers (I've just added you as a collaborator so you can see the results)
  - Approximately \$600 worth of resources for the library already ordered through Munro's books – will be delivered directly to RBSS library
  - Possible order through CanLit this week
  - MARC records available for all selected titles to date (TLs can contact me if they need help cataloguing)
- Belmont grade 9 textbooks will be transferred to RBSS' library
- Further grade 9 resources list started. A more detailed list to be determined once postings have been filled and we can work directly with those teachers.
  - [https://sooke62.sharepoint.com/sites/Curriculum894/\\_layouts/15/Doc.aspx?OR=teams&action=edit&sourceid={B4BE52F1-ABC0-4E9A-A408-A7E447B70114}](https://sooke62.sharepoint.com/sites/Curriculum894/_layouts/15/Doc.aspx?OR=teams&action=edit&sourceid={B4BE52F1-ABC0-4E9A-A408-A7E447B70114})
- Belmont French inventory update: The following is going to RBSS (more may be added)

Français langue 9	
Cochonnet (class set)	30
Un hiver de tourmente (class set)	17
Louis, fils des Prairies (class set)	33
À fond la planche (class set)	15
Bin of bandes dessinées for litt circles (3-4 copies per BD/4 BD)	1 bin
Les casse-cous (class set)	15
Litt circles: 4 to 6 copies of different books, leveled DELF	1 bin
Rendez-vous - Recueil de texte	20
Rendez-vous - Manuel de l'élève A	30
No textbook	0
<b>To consider for 2021-2022:</b>	
-Department subscription to <a href="http://tou.tv">tou.tv</a>	
-Buy more white boards + felts	
-Passeport subscription (McFarland)	
Sciences naturelles 9	
Sciences 9 Colombie-Britannique (old curriculum)	48
Periodic table	1
Periodic tables - laminated (to be updated)	30
Mathématiques 9	
Netmath - district wide subscription	
Textbook Mathématiques 9	
Sciences humaines 9	

À la croisée des chemins (old curriculum - 1998- not being used right now)	44
Le Patriote (movie)	1

- **FRIM retention discussion** <https://engage.sd62.bc.ca/French-Immersion-Enrolment-Update>

We should have a process – to gather data and understand what we can do better to understand why families leave the program. What can we do to learn. It is not necessarily practice to fill this in. what is the process we follow when a family wants to leave. What is the process in moving into English classes? Consistent across schools?

Need to share both documents with partner groups, consider Covid implications in survey. Reps take to partner groups for feedback. Will revise and edit at a future meeting.

PVP – every situation is unique and complex and every situation needs its own rhythm and individual response and flexible timeline. A series of videos and pamphlet have been developed for information for FRIM K and individual conversations. A suggestion to re circulate the FRIM videos with families who were successful in getting into K. Include FAC document for new K families – has a lot of information from families.

STA- returning from Covid and entering into FRIM. Protocol document – talk about Covid as its own entity.

CUPE – advertise with media.

CPF - Teachers and staff should not council a student or family out of immersion. Expressed a desire to add K information evenings so parents know what to expect. If students are in the program, we aim to support. Students with LD or other diverse learning abilities do well.

Action – Each member will review the Exit Protocol Document with their groups and come back for the next meeting to finalize and adopt into practice.

- **Policy and Regulations follow up** - reviewed and will be submitted to the Board.

- **French AP/FRAL 12 “no less than 25%” Are we meeting this in grade 11/12?**

PVP- Concern that we ensure that we meet the no less than 25% in grade 12. Offer FRAL AP in addition to FRAL 12. Not all students have taken it. Ensure that we aim to offer AP French as well as FRAL 12 in our schools.

Denise - Most districts in the lower mainland and in the South Island only offer 1 course in Grade 12. The Ministry will grant the Dual Dogwood but asks that district do their best to meet the criteria.

CPF – Value of Dual Dogwood. Share information for students, we should aim to maintain and require two courses at grade 12. Educate school counselors at secondary are aware of the requirements. See if AP fees are an expense?

Denise will investigate whether there is a student fee for AP. If so and it may be a barrier to families, CFP is willing to help.

CUPE – transition middle to secondary – talk about the course requirements and benefits of a dual Dogwood.

Action – take information to secondary meeting – Stephanie will address this and ask that schools aim to offer two courses in French. School counselors will be given the information for timetabling purposes.

---



## Board Info Note

### Public Board Meeting

#### April 27, 2021

### Agenda Item 11.1: Superintendent's Update

---

The following update of activities and initiatives occurring in the Sooke School District is submitted on behalf of the Executive Team.

#### **Learning**

##### BCSSA Spring Conference:

- Paul, Stephanie, Dave and I attended the virtual spring conference of the BC School Superintendents' Association on Thursday, April 22. Guest speaker Kevin Lamoureux, spoke to the Truth and Reconciliation 94 Calls to Action. Kevin teaches at the University of Winnipeg and brings a lens of compassion to the work of reconciliation. He speaks to the significant impact of trauma (post, complex and intergenerational) as significant challenges for our students. As a result, building a comprehensive strategy for front loading a system of care becomes crucial in building towards reconciliation.

#### **Engagement**

##### Meeting with Dr. Kevin Hall, President of the University of Victoria

- The superintendent had an opportunity to share information with the new president of UVic about our district and to discuss potential initiatives and partnerships that we may be able to collaborate on.
- Information was shared about the district, including updates on enrolment growth, school building, learning initiatives, and existing partnerships with the University.
- Dr. Hall shared his vision for increased outreach from the University, including greater ties to the Westshore. He was aware of the post-secondary discussions that have been ongoing to bring a university presence into Langford. He further expressed interest in building partnership opportunities for Innovation Hubs, science camps, entrepreneurship programs (including events like "hack-a-thons") and exploring ways to encourage gender equity in science and engineering through WISE (Women in Science and Engineering).

##### Collaboration between IT, curriculum and the STA following an MOA.

- We have hired three teachers, elementary, middle and secondary, who are available one day a week to provide a variety of support for teachers in the classroom around technology. These teachers are very enthusiastic and are already booked to work throughout the district.

- A community group of basketball supporters, led by legendary coach Ken Shields, has been collaborating with the three South Island School Districts to determine an avenue to improved coaching for students and youth. The goal of the program is to assist in training school and community coaches to better serve youth interested in the sport. It is also a goal to increase opportunities for youth to participate in basketball.
- The group is seeking partnership with the three districts to provide access for community sport and coaching clinics in district schools free of charge. To offset the revenue loss for school districts they are wishing to approach Government for a grant that would reimburse districts. In this way, our schools could become true community assets without the barrier of cost for participation.
- The benefit to the district would be coach training opportunities for interested school staff, resulting in increased opportunity and skill development for our students. It would also increase community access to our facilities for recreational activities.

## **Growth**

### Active School Travel (AST):

- In addition to Sangster participating in a provincial AST program, we are expanding our district's participation in the CRD hosted "Ready, Step, Roll" initiative that will be partnering with 4 schools (Willway, Colwood, Millstream and Dunsmuir) and local governments and partners, to help students and their families walk and wheel to and from school more often and enjoy the multitude of benefits AST avails.

### Emergency preparedness (Goal 2 Engagement: Foster a collaborative and healthy environment.)

- Associate Stephanie continues to have monthly meetings with the SPEAC Emergency Prep Committee to ensure that all schools are supported in the case of an emergency. It is a new group of parents this year under the leadership of Michele Mackintosh who is focusing the group on reviewing our district policy as well as helping to create a template for schools to give to parents about our emergency programs. This group has also checked into all C-cans to ensure that the supplies purchased by the board are still updated. Facilities has almost complete securing and filling all large water containers in the C-can.

### Capital Projects:

- Progress continues on the Pexsisen and Centre Mountain Lellum school builds. Structural steel has started to be installed on the elementary school. The shape of the building is starting to form. Despite the very challenging building site, the project continues to be on time and on budget.
- New capital project announcements have been delayed this year along with the Provincial budget. The Ministry of Education has indicated that project announcements will be shared during the week of May 10. We remain hopeful that the Ministry will continue to support the growing space needs of SD62.
- The process for submitting next year's Capital Plan will start in May and will work its way through the Resources Committee to the Board for their June 22nd meeting.

- Per the revised policy, bus registration will be paused on April 30<sup>th</sup> as routes for next year will be developed based on the current registrations. Families will continue to be allowed to register but will be required to utilize existing routes thereby providing an advantage to those registering by April 30<sup>th</sup>.

Information Technology:

- We continue working on the Business Continuity Plan for the Board Office. A preliminary Risk Matrix of all hazards has been defined. Interviews with departments are in progress.
- We continue to find ways to improve our internal processes and develop efficiencies in the identification, prioritization and automation of student and district metrics and processes – Release 1 of Staffing and Allocation, Student Success Metrics has been completed.
- Work on identifying ways to upgrade student devices and telecommunication in schools continues but financial challenges are hampering progress.

Teacher Staffing Process:

- System-wide improvements through the collaboration of our HR team, Data Management Team, Finance & Payroll, Associates, District Principals and school-based principals. System Improvements: online automated tools such as the Staffing Allocation System dashboard, newly established process around position approval controls & Job position numbers that facilitate better budget management & ability to track positions and backfills, improved clarity on FTE and Post & Fill process to address Collective Agreement issues and address potential grievances that emerge in the Spring Staffing and throughout the continuous annual teacher staffing process.