





**BOARD OF EDUCATION  
PUBLIC MEETING  
By Live Event  
June 22, 2021 – 7:00 p.m.**

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**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 June 22, 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 May 25, 2021, as presented (or amended).
4. **INFORMATIONAL ITEMS AND ANNOUNCEMENTS**
  - 4.1 Board Chair Update – Ravi Parmar
  - 4.2 COVID-19 Update – Scott Stinson (page 12)
5. **EDUCATIONAL PRESENTATIONS**
  - 5.1 National Indigenous Peoples Day – Ravi Parmar
6. **CORRESPONDENCE & DELEGATIONS**
  - 6.1 Correspondence
    - a. Letter from STA, dated June 2, 2021 RE: Secondary Timetable (page 16)
  - 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF, Students) – 5 minutes each
7. **FINANCE, FACILITIES AND SERVICES**
  - 7.1 Resources Committee – Meeting of June 8, 2021 – Bob Beckett (page 19)  
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the concept of using the Capital Regional District's Ready, Step, Roll, Initiative as the starting point in developing safer routes to the District's

schools for transportation planning purposes.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the 5-year Capital Plan submission as presented to the Resources Committee on June 8, 2021.

Motion Requested: That the Board of Education of School District 62 (Sooke) direct staff to create an engagement process to develop guiding principles reflective of the voices of our students, partners, and indigenous nations, and community, to support future direction on capital projects.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of June 8, 2021.

7.2 2021/22 Annual Budget Bylaw – Harold Cull (page 21)

Motion Requested: That the Board of Education of School District 62 (Sooke) give second and third reading to the 2021/22 Annual Budget Bylaw, specifying a total budget of \$154,143,447.

7.3 2021/22 Capital Bylaw – Harold Cull (page 38)

Motion Requested: That the Board of Education of School District 62 (Sooke) give second and third reading to the Capital Plan Bylaw 2021/22 CPSD62-01.

7.4 Pesticide Use on SD 62 Properties – Margot Swinburnson (page 41)

Motion Requested: That the Board of Education SD62 direct staff to bring forward a revised policy and regulation F-228 Pest Management to reflect the banning of the use of glyphosates on school grounds.

## 8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of June 1, 2021 – Allison Watson (page 47)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve BAA course Class Design 10.

Motion Requested: The the Board of Education of School District 62 (Sooke) approve BAA course Class Design 11.

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy E-221 “Evaluation of Teachers and Report Writing”.

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-200 “Services to Student with Disabilities or Diverse Abilities”.

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy F-302 “Use of School Facilities for Child Care Programs”.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of June 1, 2021.

**9. STUDENTS****10. FOUNDATIONS & GOVERNANCE**

- 10.1 Education Committee of the Whole – Ravi Parmar (page 74)  
Motion Requested: That the Board of Education of School District 62 (Sooke) received the report from the Education of the Whole Committee Meeting of June 15, 2021.
- 10.2 SD 62 Strategic Priorities, Goals, Objectives and Outcomes 2021-2025 – Scott Stinson (page 77)  
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the priorities, goals and objectives and outcomes for the school years 2021 – 2025 as presented at the June 22, 2021 Board Meeting.
- 10.3 Governance Committee Update – Dianna Seaton (page 87)  
Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy A-350 “Trustee Professional Development”.
- 10.4 In School Counsellors – Margot Swinburnson (page 88)  
Motion Requested: That the Board of Education for School District 62 (Sooke) direct staff to report back to the Board in September on the role and responsibilities of School Counsellors to form potential policy considerations. The Board would also request information on the scope of the role and what measures are in place to ensure best practice, professional counselling standards, supervision and support.
- 10.5 Ministry of Health, Ministry of Education - Services at the BCCMHC – Margot Swinburnson (page 89)

**11. ADMINISTRATION**

- 11.1 Superintendent’s Report – Scott Stinson (page 91)

**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  
May 25, 2021 – 7:00 p.m.**

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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  
           Dan Haley, Executive Director, HR  
           Farzaan Nusserwanji, Executive Director, IT  
           Steve Tonnesen, Manager IT Operations  
           Sue Grundy, Manager Executive Operations

REGRETS: Paul Block, Associate Superintendent

SECRETARY: Kristina Ross

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**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

88.       MOVED Bob Beckett/Allison Watson  
           That the Board of Education of School District 62 (Sooke) adopt the agenda of  
           May 25, 2021 as presented.  
           CARRIED

**3. MINUTES**

3.1 Call for amendments to minutes

89.       MOVED Bob Beckett/Margot Swinburnson  
           That the Board of Education of School District 62 (Sooke) adopt the minutes of  
           the April 27, 2021 meeting including the letter from STA as presented.  
           CARRIED

#### 4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

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

The Board Chair provided comments on the BC Restart 4-step plan and encouraged everyone to get vaccinated as it is the most important tool supporting the restart. He acknowledged Bus Driver Appreciation Day on May 21, 2021, and thanked them all for their dedication and hard work in this challenging year.

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

Scott Stinson provided comments on the BC Restart plan, and indicated that the District continues to clarify the new directions and how they relate to District operations. Once direction is clear, a communication will be sent to all students, families and staff. The District took part in the End-of-Day Vaccination Program which allowed SD 62 staff a chance to be vaccinated by means of unused vaccination doses. Approximately 40 staff took advantage of this program.

#### 5. EDUCATIONAL PRESENTATIONS

#### 6. CORRESPONDENCE & DELEGATIONS

##### 6.1 Correspondence:

- a. Letter from Citizen's Environment Network in Colwood dated May 8, 2021 RE: Electric School Buses in SD 62

90. MOVED Margot Swinburnson/Dianna Seaton

That the Board of Education of School District 62 (Sooke) accept the letter from Citizens' Environment Network in Colwood dated May 8, 2021 RE: Electric School Buses in SD 62.

CARRIED

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

###### STA – Rita Zeni

Rita Zeni indicated that Sooke Teachers' Association (STA) recently donated \$3,000 to local food banks in support of the community. The STA held its AGM on May 5, 2021 virtually, and have a full executive board moving into the 2021/22 school year. The 1<sup>st</sup> Vice-President indicated that members are exhausted and looking forward to the summer. Furthermore, they are eager to return to normal practices in the upcoming school year.

###### CUPE – Amber Leonard

Amber Leonard indicated that CUPE staff are looking forward to the end of the school year. She thanked the leadership team for its support and guidance during this challenging year. She indicated that CUPE BC is lobbying for day-time custodian positions to allow for continuing levels of cleanliness in schools. She acknowledged Bus Driver Appreciation Day, and spoke of the safety of students when leaving their homes.

###### PVP – Tamara Deleeheer

Tamara Deleeheer provided an update to the Board of Education on activities in the District celebrating diversity, equity and inclusion. She spoke of Millstream Elementary School's pride week, Belmont Secondary School's new aboriginal acknowledgement art work, outdoor chalk art at Sangster and Poirier Elementary Schools, an early start to National Indigenous Week at Lakewood Elementary School and Role Model visits at Ruth King and Poirier Elementary Schools. Further, outdoor learning continues at Colwood Elementary School and Journey Middle School and the Saseenos Parent Advisory Council has raised \$26,000 for a future nature playground.

SPEAC – Cendra Beaton

Cendra Beaton congratulated Melissa DaSilva, the newly elected president, and the incoming SPEAC Executive Team effective June 1, 2021. She thanked the Board of Education and staff for their support during her tenure, spoke of increased parent engagement during the last year and hopes it continues into the new school year. SPEAC is presently recognizing its volunteers and requests any nominations be sent to [speac@sd62.bc.ca](mailto:speac@sd62.bc.ca).

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 May 11, 2021**

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

91. MOVED Bob Beckett/Margot Swinburnson  
That the Board of Education of School District 62 (Sooke) approve the one-time increase of the financial reserve to an amount of not greater than 3% of the operating budget as at June 30, 2021.  
CARRIED
92. MOVED Bob Beckett/Wendy Hobbs  
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of May 11, 2021.  
CARRIED

**7.2 Education Committee of the Whole (ECOW) – Ravi Parmar**

Trustee Parmar provided the Board of Education with an overview of the ECOW Meeting.

93. MOVED Ravi Parmar/Allison Watson  
That the Board of Education of School District 62 (Sooke) receive the report from the Education Committee of the Whole Meeting of May 18, 2021.  
CARRIED

**7.3 21/22 Annual Budget Bylaw – Harold Cull**

Harold Cull provided an overview of the 21/22 Annual Budget Bylaw.

94. MOVED Bob Beckett/Margot Swinburnson  
That the Board of Education of School District 62 (Sooke) give first reading to the 2021/22 Annual Budget Bylaw, specifying a total budget of \$154,143,447.  
CARRIED (1 Opposed)

**7.4 21/22 Capital Budget – Harold Cull**

Harold Cull provided an update on the proposed 21/22 annual capital budget.

95. MOVED Bob Phillips/Dianna Seaton  
That the Board of Education of School District 62 (Sooke) give first reading to Capital Plan Bylaw 2021/22-CPSD62-01.  
CARRIED

## 8. EDUCATION PROGRAM

### 8.1 Report on the Education Policy Committee – Meeting held on May 4, 2021

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

96. MOVED Allison Watson/Dianna Seaton  
That the Board of Education of School District 62 (Sooke) approve BAA course Class Design 12.  
CARRIED
97. MOVED Allison Watson/Bob Phillips  
Given that the required period for notice of motion has been served, that the Board of Education of School District 62 (Sooke) adopt the revised draft Policy and Regulations B-345 “Core French”.  
CARRIED
98. MOVED Allison Watson/Dianna Seaton  
Given that the required period for notice of motion has been served, that the Board of Education of School District 62 (Sooke) adopt the revised draft Policy and Regulations B-346 “French Immersion Programs”.  
CARRIED
99. MOVED Allison Watson/Dianna Seaton  
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of May 4, 2021.  
CARRIED

## 9. STUDENTS

### 10. FOUNDATIONS & GOVERNANCE

#### 10.1 Report from the Na'tsa'maht Education Council Meeting of May 19, 2021 – Dianna Seaton

Dianna Seaton provided an overview of the meeting to the Board of Education. Discussion included the upcoming budget for next year, the 2021 Strategic Plan, revisions to the child care policy to align to the *School Act* and the expansion of the Elder in Residence Program, and the appointment of Jo-Ina Young as the Métis Knowledge Keeper.

#### 10.2 Report from the French Advisory Committee Meeting of May 20, 2021 – Wendy Hobbs

Trustee Hobbs provided an overview of the meeting to the Board of Education. The French exit protocol, budget and Policy and Regulations updates were discussed.

#### 10.3 Report from the Victoria Family Court and Youth Justice Committee –Meeting of May 19, 2021 - Margot Swinburnson

Trustee Swinburnson indicated that the Committee is still undergoing a review by the Capital Regional District and as such the Committee continues to work on governance issues. It was noted that the Committee has a healthy budget, however, they are reluctant to make any expenditures prior to the review being completed.

#### 10.4 Ongoing Mental Health Funding – Margot Swinburnson

Trustee Swinburnson spoke to the Board of Education on the requirement for ongoing funding related to mental health.

100. **MOVED** Margot Swinburnson/Allison Watson  
That the Board of Education of School District 62 (Sooke) write a letter to the ~~MoE~~  
**Minister of Education and the Minister of Mental Health and Addictions** requesting  
targeted funding continues for Mental Health initiatives in a sustained and timely manner  
so staff can plan resources and programs to continue ongoing initiatives.  
CARRIED

## 11. ADMINISTRATION

### 11.1 Superintendent's Report – Scott Stinson

Scott Stinson provided an update to the Board of Education on its Learning, Engagement and Growth goals. The Superintendent has been visiting a number of schools over the last month, engaging in conversations with students, teachers, and administrators. He spoke of the Royal Bay Rainbow Crosswalk, the act of vandalism, and the coming together of the community in its response. Work continues regarding the 2021 Strategic Plan, with an ECOW Meeting planned for June 15, 2021.

## 12. PERSONNEL

## 13. UPCOMING EVENTS

## 14. FUTURE ITEMS

June 21, 2021 – National Indigenous Peoples Day

## 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 8:28 p.m.

Certified Correct:

\_\_\_\_\_  
Chairperson of the Board

\_\_\_\_\_  
Secretary-Treasurer



**MINUTES**  
**BOARD OF EDUCATION**  
**PUBLIC MEETING**  
**LIVE MS Teams Event**  
**June 15, 2021 – 6:00 p.m.**

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

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

REGRETS:

SECRETARY: Kristina Ross

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**1. CALL TO ORDER**

The meeting was called to order at 6:07 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

101. MOVED Bob Beckett/Dianna Seaton  
 That the Board of Education of School District 62 (Sooke) adopt the agenda of June 15, 2021 as presented.  
 CARRIED

**3. MINUTES**

3.1 Call for amendments to minutes

**4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS**

4.1 Recognition of Oskar Wood and Danielle Huculak

The Board of Education recognized the efforts of the Royal Bay Secondary School (RBSS) Graduation Class, in

particular their spokesperson, Oskar Wood, the RBSS Parent Advisory Committee (PAC) and teacher, Ms. Danielle Huculak, for their efforts in increasing the culture of inclusivity at RBSS through the installation of an inclusion crosswalk.

**5. EDUCATIONAL PRESENTATIONS**

**6. CORRESPONDENCE & DELEGATIONS**

**7. FINANCE, FACILITIES AND SERVICES**

**7.1 Electric Bus Purchase – Bob Beckett**

Trustee Beckett provided the Board of Education with an overview of the discussion related to the Electric Bus Purchase which occurred at the Resources Committee Meeting, June 8, 2021.

102. **MOVED** Bob Beckett/Allison Watson

That the Board of Education of School District 62 (Sooke) approve, in principle, the acquisition of electric buses out of the financial reserve until such time as the provincial government fully funds these acquisitions.

CARRIED (1 opposed)

103. **MOVED** Dianna Seaton/Margot Swinburnson

That the Board of Education of District 62 (Sooke) write a letter to the Minister of Education requesting that public school districts be fully funded for the acquisition of electric school buses.

CARRIED

**8. EDUCATION PROGRAM**

**9. STUDENTS**

**10. FOUNDATIONS & GOVERNANCE**

**11. ADMINISTRATION**

**12. PERSONNEL**

**13. UPCOMING EVENTS**

**14. FUTURE ITEMS**

**15. QUESTION PERIOD**

**16. ADJOURNMENT**

The meeting was adjourned at 6:39 p.m.

Certified Correct:

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Chairperson of the Board

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Secretary-Treasurer

- Skip to main content
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British Columbia News

# Recovery Plan investment supports safe K-12 return

<https://news.gov.bc.ca/24712>

Thursday, June 17, 2021 9:45 AM

Victoria - Students, families, teachers and staff should plan for a near-normal return to school in September.

The Province is providing \$43.6 million to support ongoing health and safety measures, First Nations and Métis students, mental health services, rapid response teams and to address learning impacts to students.

“B.C. is one of the few jurisdictions that has kept schools open all year despite the pandemic, thanks to the enormous collective efforts of everyone in the K-12 education system, and I extend my heartfelt thanks to them all,” said Jennifer Whiteside, Minister of Education. “We will continue to work with the experts in the provincial health office and our provincial K-12 education steering committee throughout the summer to finalize plans and guidelines to ensure students and staff are safe for the next school year.”

Throughout the 2020-21 school year, educators, staff and administrators have worked tirelessly to adapt to the challenges of the pandemic and support the health, well-being and learning of students, while parents and families have been flexible and adaptable to meet the needs of their children.

As part of the return to school in September 2021, students can expect to learn in classrooms full time. Similar to any other school year, online learning programs will remain available for students.

Of the \$43.6 million, there are \$25.6 million in new one-time, pandemic-specific funding to support necessary cleaning and disinfecting, hand hygiene for students and staff, improve ventilation and restock supplies of personal protection equipment (PPE). This funding will also strengthen the commitments to First Nations and Métis students and provide more mental health supports for students and staff.

Plus, money will be available to address learning impacts from the pandemic. Earlier this year, the ministry advised school districts that \$5.9 million was available to be allocated to address learning impacts. Today, an additional \$12.1 million are provided from the remaining 2020-21 school year operating grant.

Breakdown of the \$25.6 million in new one-time funding:

- \$14.4 million for health and safety, cleaning and supplies
- \$5 million to support First Nations students and build capacity within First Nations Education Steering Committee and Métis Nation BC
- \$5 million for mental health services
- \$1.2 million for independent schools

Based on guidance from the Office of the Provincial Health Officer, students will no longer be grouped into cohorts this September. Research has shown schools were not significant sources of COVID-19 transmission, and with high vaccination rates throughout B.C., these measures will no longer be necessary. This will allow normal timetabling. Should the current encouraging progress continue, it is anticipated the restrictions on gatherings, extracurricular activities and sports will no longer be required when the new school year begins.

Guidance on wearing masks in school settings will be confirmed later this summer and in alignment with broader provincial direction for the fall and winter. Students will continue to be required to complete daily health checks, stay home when feeling sick and practise diligent hand hygiene. Public health teams and school health officers will continue to closely monitor cases of COVID-19 in schools and the community, and will continue to provide

support and guidance as schools return in the fall.

“This was a very different school year for everyone, and school communities have done an exemplary job adapting to the challenges we all faced,” said Dr. Bonnie Henry, B.C.’s provincial health officer. “Now, as we transition to a new phase and continue with immunizations throughout the province, students and educators can look forward to returning to a school environment that will be much closer to what they are accustomed to.”

The Province expects all eligible British Columbians will have been offered both vaccination doses by September, pending vaccine availability. More than 50% of kids aged 12 to 17 years old in B.C. have received their first vaccine dose.

Rapid response teams, which have been in place since February in each of the five health authority regions, will continue in the fall. The teams will focus on supporting recovery efforts in schools through a focus on academic, socio-emotional and mental health. They will also continue to provide streamlined communications at the local level to share information, support consistent practice of, and update where necessary, the K-12 health and safety guidelines.

“Boards of education across the province have worked hard in every community over the past year to ensure students were able to spend as much time as possible in school. We are thankful that the Province chose to prioritize the well-being of our children and youth by keeping B.C. schools open for in-person learning,” said Stephanie Higginson, president, BC School Trustees Association. “The funding announced today will help districts make sure our learners can continue to access the educational programs and services families and communities expect from our public school system. We look forward to starting a new school year in September with renewed hope and optimism.”

The provincial K-12 education steering committee – made up of educators, parents, support workers, school leaders, trustees, representatives from the First Nations Education Steering Committee (FNESC) and Métis Nation BC, and public health experts – will continue to work with the ministry and the BC Centre for Disease Control (BCCDC) in the summer to review and finalize school safety plans for the fall. It is expected the current guidelines used in schools over the past year will be replaced by updated guidelines in August 2021.

“Today’s announcement is an important step in recognizing the fundamental role of First Nations in supporting the educational success of First Nations students,” said Tyrone McNeil, president, FNESC. “This funding will assist First Nations in addressing the impacts of the pandemic experienced by First Nations learners. We appreciate the ministry’s commitment to working with FNESC and B.C. First Nations as we recover from these challenging circumstances.”

Andrea Sinclair, president, BC Confederation of Parent Advisory Councils, said: “This school year has been challenging for us all. We relied on evidence and health and safety plans and together we kept schools open. We have represented parents and families on the K-12 steering and restart committees and influenced decisions and policies. I am impressed at how hard parents, educators, support staff and health-care professionals worked as teams to ensure schools remained open and safe. Our education partners have shown tremendous knowledge and dedication to overcoming adversity, and I am confident that our school system can overcome any future challenges while meeting the educational needs of our children.”

#### **Quick Facts:**

- There are approximately 1,900 K-12 schools in B.C. To date, 40 schools have closed temporarily for a short period of time during this school year, which has resulted in schools being open and safe 99.998% of total school days.
- Two studies conducted by health authorities during the 2020-21 school year found:
  - in Vancouver Coastal Health, 92% of school-associated cases of COVID-19 were acquired from outside of the school environment; and
  - in Fraser Health, 87% of school-associated cases were acquired through community/household

transmission, not from the school setting.

**Learn More:**

B.C. COVID-19 Safe Schools website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-safe-schools>  
(<https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-safe-schools>)

Good News in Education stories from the K-12 system:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-safe-schools/good-news>  
(<https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-safe-schools>)

BCCDC Outlook for September: [http://www.bccdc.ca/Health-Info-Site/Documents/COVID\\_public\\_guidance/Schools\\_Outlook.pdf](http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Schools_Outlook.pdf) ([http://www.bccdc.ca/Health-Info-Site/Documents/COVID\\_public\\_guidance/Schools\\_Outlook.pdf](http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Schools_Outlook.pdf))

## Ministry of Education

Government Communications and Public Engagement  
250 356-5963

School District Six Two (Sooke)  
 Summary of Estimated Funding from Government's Recovery Plan Investment for K-12

June 2021

Description of Funding	Amounts		Comments
	Provincial	Estimated SD 62 Share	
<b>Pandemic Specific Funding</b>			
- Health & Safety, Cleaning	14.400	0.288	Student & staff safety
- First Nations support	5.000		FN Education Steering Committee
- Mental Health services	5.000	0.100	Students & staff supports
- Independent schools	1.200		Directly to independent schools
<b>Sub-total</b>	<b>25.600</b>	<b>0.388</b>	
Ministry Holdback - release #1	5.900	0.118	Already received & forecasted
Ministry Holdback - release #2	12.100	0.242	To be received & forecasted
<b>Total</b>	<b>43.600</b>	<b>0.748</b>	

**Notes:**

Assumes SD62 to receive 2% of eligible funding based on % of total student population (11,470/549,600)

Total additional funding expected by SD62: **0.630**



Sooke  
Teachers'  
Association

**President:** Jennifer Anderson ~ [lp62@bctf.ca](mailto:lp62@bctf.ca)  
**1<sup>st</sup> Vice President:** Rita Zeni ~ [lx62vp@bctf.ca](mailto:lx62vp@bctf.ca)  
**Office Manager:** Taryn Treloar ~ [sooketeachers@shaw.ca](mailto:sooketeachers@shaw.ca)  
**Address:** 107-689 Hoffman Ave, Victoria, BC, V9B 4X1  
**Phone:** (250) 474-3181 ~ **Website:** [www.Sooketeachers.org](http://www.Sooketeachers.org)

June 2, 2021

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

Dear Mr. Parmar,

The STA is writing to express its disappointment in the way secondary timetabling is being handled by this employer.

Our main concern is the fact that the question of which timetable model should be used for our secondary schools is not a decision that the Board should be making. The Collective Agreement is clear on that:

D.14.2 Clearly states: *The Sooke Teachers' Association Executive and the Superintendent will work together to develop ways of allowing organizational changes that impact on the school day to occur in a mutually satisfactory manner.*

There are many references to the Board's role in our Collective Agreement, but timetable setting is not one of them. Further, there are no references to consultation with partner groups in our Collective Agreement, and the STA found it egregious that our working conditions were being brought to the Educational Policy committee which relates to a clearly defined article in our Collective Agreement.

However, Scott decided that Education Policy was the place for this discussion, and Paul's presentation presupposed input from the partner groups, including the STA. Since this decision was made and I was made to sit through Paul's presentation, I was especially aggrieved that my comments, those of the official position of the STA, were ignored and passed back to Paul. Ian, Rita, and I have already met with Paul where we asked him why this topic was going to the Board at all. Although we recognize that Trustees Watson, Phillips, and Seaton could not have known our concerns when they truncated feedback, we feel that sending us back to Paul with our comments is a slap in the face.

Had we been provided the opportunity to speak, here's what you would have heard:

*"This is what happened last school year when we sat with Scott and argued for a change that would keep teachers as safe as possible. We came to an agreement for the Octa system with ½ class in attendance in the morning and ½ in the afternoon. This decision was based on the lack of a mask mandate, the understanding at the time that pre-teens couldn't really catch COVID and that if they caught it, it would be mild, and they likely wouldn't spread it. We talked with Scott about the fact that an 18-year-old at university was at a risk of catching and spreading the disease, so universities went online but an 18-year-old in English 12 wasn't apparently at the same risk. We talked about the lack of logic in that statement. We came to the best, safest solution possible considering the information we had about the virus at the time.*

*"The employer surveyed earlier in the year than we did. Our STA surveys reflect more up-to-date data. All schools want the Octa system as we know it if COVID numbers are high. We know that BC has a good vaccination rate, so I don't expect this to be the case. EMCS wants a quarter system with 72% wanting it. However, both RBSS and Belmont want a return to their pre-pandemic timetables. Although the percentage of those wanting Semester over Quarter is closer at BSS, a full 47% at RBSS want their old timetable back with 28% wanting a quarter system. At Belmont, those who want a linear system say their second choice is semester.*

*"Let's take a look at the thought exchange data that is being used. Only 37 teachers responded and 157 people. Sixty-eight people said the ideal number of courses is 2. How many of those 68 were teachers? How many of those 68 were EMCS teachers who clearly want a quarter system? 21 people (15%) said they don't know how many courses they think would be ideal. Eighty-two students responded, representing 54% of respondents, but 52% of respondents chose something other than quarter system. This data is watered down and of such insignificant consequence that it is misleading. If we took staff and students at the secondary level, there would be approximately 3,500 (conservative estimate) who could have responded. One hundred and fifty took the time and thought it was important enough to share their thoughts.*

*"Now let's take a look at the reasons there may have been more success:*

- 1. Students were in significantly smaller classes and could work with teachers more individually. Feel free to assert smaller class sizes are a necessity in our upcoming round of bargaining.*
- 2. Students had to attend for only ½ a day. Those who need to sleep in and have a later start to the day are supported with this model. This provided students time to socialize with their friends.*
- 3. Curriculum was focussed on the Big Ideas only. What was abundantly clear from all the District's messaging this year was that H&S takes precedence over the curriculum.*

*"None of these facts will be true next year. Real life will resume where grade 12s will leave school, many of whom will attend post-secondary where they will have to take a minimum of 3 courses at a time, although 5 is the usual, to be considered full-time and qualify for student loans. Others who don't go to university will still be required to multi-task and accomplish several things in a day. How are we preparing them for life by having them focus on limited options?"*

*“The data provided in Paul’s slide show averages EMCS pass rates over a timeframe where semester was in play for its entirety, which shows that a range of success is possible under that system. But to average it is not appropriate when the numbers are steady for a period of time.*”

*“Finally, we filed a grievance on 9 February under A.2 Recognition of the Union and D.14 of the CA on the topic of Secondary School Timetables.”*

All discussions on the topic of changing timetables should be in the hands of the STA and the Superintendent, which Trustee Phillips seemed to recognize last night. In the meeting I referenced above with Paul, Rita, Ian and myself, Paul commented that there would be World War III if the Collective Agreement was violated so egregiously. Now we are wondering whether the Board will be to blame for starting the conflict.

Please advise.

Yours truly,

A handwritten signature in cursive script, appearing to read "Anderson".

Jennifer Anderson

**President**

cc: Board of Education Trustees; Scott Stinson – Superintendent; Paul Block – Associate Superintendent; David Strange – Associate Superintendent; Stephanie Hedley-Smith – Associate Superintendent; Dan Haley – EDHR; STA Executive



## Committee Report of Resources Committee Meeting via MS Teams June 8, 2021

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**Present:** Bob Beckett, Trustee (Committee Chair)  
 Wendy Hobbs, Trustee (Committee Member)  
 Margot Swinburnson, Trustee (Committee Member)  
 Allison Watson, Trustee  
 Scott Stinson, Superintendent & CEO  
 Harold Cull, Secretary-Treasurer  
 Krista Leakey, SPVPA  
 Melissa DaSilva, SPEAC  
 Ed Berlando, STA  
 Bruce Woodcock, CUPE  
 Nicole Gestwa, IT

**Guests:** Emily Sinclair, CRD  
 Natalie Bandringa, CRD  
 Farzaan Nusserwanji, Executive Director, IT and CIO  
 Windy Beadall, District Principal, Capital Planning  
 Tracey Syrota, Manager, Transportation

### 1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

*The meeting was called to order at 6:03 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 May 11, 2021 at its Public Board Meeting dated May 25, 2021.

### 3. PRESENTATIONS

#### 3.1 CRD's Ready, Step, Roll Initiative - Natalie Bandringa (Capital Regional District)

Natalie Bandringa, Research Planner, CRD, provided an overview of the CRD's Ready Step Roll (RSR) Initiative. The initiative was well received by the parents and staff at Sooke Elementary School which is currently being reviewed by the RSR Initiative. Furthermore, the initiative ties in very well to the work of the District's Safe and Healthy Schools Program, being headed by District Principal Vanessa White. The Committee noted that there needs to be support from the local municipalities and Ministry of Transportation and Infrastructure for the initiative to be successful and that promoting the findings throughout the District is also key.

**Recommended Motion:** That the Board of Education of School District 62 (Sooke) approve the concept of using the Capital Regional District's Ready Step Roll Initiative as the starting point in developing safer routes to the District's schools for transportation planning purposes.

#### 4. BUSINESS

##### 4.1 22/23 Capital Plan Submission – Capital Steering Committee

The Committee discussed the long-range enrolment estimate, the future capital needs of the District and the importance of the Capital Plan Submission in meeting these needs.

**Recommended Motion:** That the Board of Education of School District 62 (Sooke) approve the 5-year Capital Plan submission as presented to the Resources Committee on June 8, 2021.

##### 4.2 Electric Bus Purchase – Harold Cull/Tracey Syrota

Staff discussed the benefit of the two electric buses that were recently procured and that are running in the District. The Committee discussed the estimated useful life of a school bus, and felt that the full Board of Education should have an opportunity to debate this issue.

**Recommended Motion:** That the Board of Education of School District 62 (Sooke) approve, in principle, the acquisition of electric buses out of the financial reserve until such time as the provincial government fully funds these acquisitions.

##### 4.3 Guiding Principles for School Construction – Ravi Parmar/Bob Beckett

The Committee spoke about the necessity when planning new builds to think in terms of community needs rather than just school district needs. In addition, a potential opportunity to partner with external stakeholders to address shared interests is valuable to our students and families.

Furthermore, the Committee discussed how this concept was the norm in the designing of schools prior to the design build process of Belmont and Royal Bay Secondary Schools.

**Recommended Motion:** That the Board of Education of School District 62 (Sooke) direct staff to create an engagement process to develop guiding principles reflective of the voices of our students, partners, indigenous nations, and community, to support future direction on capital projects.

##### 4.4 Pexsisen and Centre Mountain Lellum Update – Windy Beadall/Pete Godau

Staff continue to work with Farmer Construction Ltd, the architect, and the consultant team to manage the construction of Pexsisen and Centre Mountain Lellum. To date, both schools are on time and on budget. The civil work is completed or near completion as the site continues to develop. The Committee also discussed the importance of the relationships with our municipalities during new school builds as well as addressing the ongoing needs of our existing schools.

#### 5. ADJOURNMENT AND NEXT MEETING DATE: September 14, 2021

**Board Info Note**  
**Public Board Meeting**  
**June 22, 2021**  
**Agenda Item: 7.2 – 21/22 Annual Budget Bylaw**

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**Background**

- The District has been working through the 21/22 Budget Development process since the middle of February and staff have drafted a recommended plan for the Board's consideration
- The attached Annual Budget Bylaw and Ministry template were part of the package and discussion held on May 19<sup>th</sup> at the Board's Education Committee of the Whole (ECOW) as well as at the May 25<sup>th</sup> Board meeting when the Annual Budget Bylaw was read for the 1<sup>st</sup> time
- As no formal direction to make changes has been received, staff are asking the Board to consider reading the Annual Budget Bylaw for the 2<sup>nd</sup> and 3<sup>rd</sup> time at their meeting tonight

## ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 62 (SOOKE) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2021/2022 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 62 (Sooke) Annual Budget Bylaw for fiscal year 2021/2022.
3. The attached Statement 2 showing the estimated revenue and expense for the 2021/2022 fiscal year and the total budget bylaw amount of \$154,143,447 for the 2021/2022 fiscal year was prepared in accordance with the Act.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2021/2022.

READ A FIRST TIME THE 25th DAY OF MAY, 2021;

READ A SECOND TIME THE 22nd DAY OF JUNE, 2021;

READ A THIRD TIME, PASSED AND ADOPTED THE 22nd DAY OF JUNE, 2021;

( Corporate Seal )

---

Chairperson of the Board

---

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 62 (Sooke) Annual Budget Bylaw 2021/2022, adopted by the Board the 22nd DAY OF JUNE, 2021.

---

Secretary Treasurer

Annual Budget

## **School District No. 62 (Sooke)**

June 30, 2022

# School District No. 62 (Sooke)

June 30, 2022

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

## ANNUAL BUDGET BYLAW

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( Corporate Seal )

---

Chairperson of the Board

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Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 62 (Sooke) Annual Budget Bylaw 2021/2022, adopted by the Board the 22nd DAY OF JUNE, 2021.

---

Secretary Treasurer

# School District No. 62 (Sooke)

Annual Budget - Revenue and Expense

Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	11,653,000	11,386,750
Adult	40,000	62,813
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>11,693,000</b>	<b>11,449,563</b>
<b>Revenues</b>	\$	\$
Provincial Grants		
Ministry of Education	134,155,881	142,134,815
Tuition	5,356,782	3,094,900
Other Revenue	4,910,369	6,129,683
Rentals and Leases	388,500	268,500
Investment Income	363,875	284,508
Amortization of Deferred Capital Revenue	7,456,368	7,874,834
Amortization of Deferred Capital Revenue - for lease	61,477	61,477
<b>Total Revenue</b>	<b>152,693,252</b>	<b>159,848,717</b>
<b>Expenses</b>		
Instruction	124,959,277	127,709,283
District Administration	5,627,040	5,763,248
Operations and Maintenance	20,364,021	22,309,676
Transportation and Housing	3,193,109	3,545,011
<b>Total Expense</b>	<b>154,143,447</b>	<b>159,327,218</b>
<b>Net Revenue (Expense)</b>	<b>(1,450,195)</b>	<b>521,499</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>1,496,000</b>	<b>5,578,039</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>45,805</b>	<b>6,099,538</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	45,805	6,099,538
<b>Budgeted Surplus (Deficit), for the year</b>	<b>45,805</b>	<b>6,099,538</b>

# School District No. 62 (Sooke)

Annual Budget - Revenue and Expense

Year Ended June 30, 2022

	<b>2022</b>	2021 Amended
	<b>Annual Budget</b>	Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	<b>125,092,177</b>	121,808,609
Operating - Tangible Capital Assets Purchased		295,077
Special Purpose Funds - Total Expense	<b>19,590,650</b>	27,624,101
Capital Fund - Total Expense	<b>9,460,620</b>	9,894,508
<b>Total Budget Bylaw Amount</b>	<b>154,143,447</b>	159,622,295

## Approved by the Board

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Signature of the Chairperson of the Board of Education

Date Signed

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Signature of the Superintendent

Date Signed

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Signature of the Secretary Treasurer

Date Signed

**School District No. 62 (Sooke)**  
 Annual Budget - Changes in Net Financial Assets (Debt)  
 Year Ended June 30, 2022

	<b>2022</b>	2021 Amended
	<b>Annual Budget</b>	Annual Budget
	\$	\$
<b>Surplus (Deficit) for the year</b>	<u>(1,450,195)</u>	521,499
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds		(295,077)
From Deferred Capital Revenue	<u>(48,470,319)</u>	<u>(43,661,431)</u>
<b>Total Acquisition of Tangible Capital Assets</b>	<b>(48,470,319)</b>	<b>(43,956,508)</b>
Amortization of Tangible Capital Assets	<u>8,212,188</u>	8,646,076
<b>Total Effect of change in Tangible Capital Assets</b>	<b>(40,258,131)</b>	<b>(35,310,432)</b>
	<u>-</u>	-
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<u><b>(41,708,326)</b></u>	<u><b>(34,788,933)</b></u>

**School District No. 62 (Sooke)**  
 Annual Budget - Operating Revenue and Expense  
 Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	116,593,851	112,005,203
Tuition	5,356,782	3,094,900
Other Revenue	903,169	903,169
Rentals and Leases	388,500	268,500
Investment Income	353,875	253,875
<b>Total Revenue</b>	<b>123,596,177</b>	<b>116,525,647</b>
<b>Expenses</b>		
Instruction	105,705,441	102,041,996
District Administration	5,627,040	5,721,248
Operations and Maintenance	11,008,824	11,288,351
Transportation and Housing	2,750,872	2,757,014
<b>Total Expense</b>	<b>125,092,177</b>	<b>121,808,609</b>
<b>Net Revenue (Expense)</b>	<b>(1,496,000)</b>	<b>(5,282,962)</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>1,496,000</b>	<b>5,578,039</b>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased		(295,077)
<b>Total Net Transfers</b>	<b>-</b>	<b>(295,077)</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 62 (Sooke)

Annual Budget - Schedule of Operating Revenue by Source  
Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education</b>		
Operating Grant, Ministry of Education	115,360,539	107,833,359
ISC/LEA Recovery	(482,169)	(482,169)
Other Ministry of Education Grants		
Pay Equity	931,052	931,052
Funding for Graduated Adults	40,000	109,878
Student Transportation Fund	358,365	358,365
Teachers' Labour Settlement Funding		3,007,718
Early Career Mentorship Funding		235,000
FSA and Monitored Marking	12,000	12,000
Anticipated Salary Differential Increase	201,554	
Anticipated Enrolment Increase	172,510	
<b>Total Provincial Grants - Ministry of Education</b>	<b>116,593,851</b>	<b>112,005,203</b>
<b>Tuition</b>		
Continuing Education	110,000	110,000
International and Out of Province Students	5,246,782	2,984,900
<b>Total Tuition</b>	<b>5,356,782</b>	<b>3,094,900</b>
<b>Other Revenues</b>		
Funding from First Nations	482,169	482,169
Miscellaneous		
Grants for Crossing Guards	70,000	70,000
Rebates	51,000	51,000
SGF Discretionary	200,000	200,000
Miscellaneous	100,000	100,000
<b>Total Other Revenue</b>	<b>903,169</b>	<b>903,169</b>
<b>Rentals and Leases</b>	<b>388,500</b>	<b>268,500</b>
<b>Investment Income</b>	<b>353,875</b>	<b>253,875</b>
<b>Total Operating Revenue</b>	<b>123,596,177</b>	<b>116,525,647</b>

# School District No. 62 (Sooke)

Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2022

	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	49,388,940	47,695,163
Principals and Vice Principals	8,414,762	8,112,910
Educational Assistants	10,806,148	9,844,006
Support Staff	12,699,869	12,409,434
Other Professionals	4,326,896	4,103,536
Substitutes	4,342,034	4,275,360
<b>Total Salaries</b>	<b>89,978,649</b>	<b>86,440,409</b>
<b>Employee Benefits</b>	<b>21,872,327</b>	<b>21,633,314</b>
<b>Total Salaries and Benefits</b>	<b>111,850,976</b>	<b>108,073,723</b>
<b>Services and Supplies</b>		
Services	5,684,026	5,598,654
Professional Development and Travel	1,178,144	994,371
Rentals and Leases	336,249	306,249
Dues and Fees	197,404	197,274
Insurance	387,070	403,265
Supplies	3,738,664	4,390,429
Utilities	1,693,844	1,793,844
Bad Debt	25,800	50,800
<b>Total Services and Supplies</b>	<b>13,241,201</b>	<b>13,734,886</b>
<b>Total Operating Expense</b>	<b>125,092,177</b>	<b>121,808,609</b>

# School District No. 62 (Sooke)

Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2022

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	40,657,090	235,320	144,693	1,876,219	364,564	2,720,240	45,998,126
1.03 Career Programs	223,686	141,743		171,993		22,802	560,224
1.07 Library Services	1,389,935			262,228		5,876	1,658,039
1.08 Counselling	1,994,926						1,994,926
1.10 Special Education	2,630,113	267,224	10,299,455	94,286	894,600	850,345	15,036,023
1.30 English Language Learning	1,192,002			40,800			1,232,802
1.31 Indigenous Education	600,500	223,700	362,000	89,350	30,000	17,000	1,322,550
1.41 School Administration		7,278,169		2,364,287		221,225	9,863,681
1.61 Continuing Education				23,347			23,347
1.62 International and Out of Province Students	690,622	268,606		293,573			1,252,801
<b>Total Function 1</b>	<b>49,378,874</b>	<b>8,414,762</b>	<b>10,806,148</b>	<b>5,216,083</b>	<b>1,289,164</b>	<b>3,837,488</b>	<b>78,942,519</b>
<b>4 District Administration</b>							
4.11 Educational Administration					806,072		806,072
4.40 School District Governance					120,500		120,500
4.41 Business Administration	10,066			625,480	1,638,612	100,550	2,374,708
<b>Total Function 4</b>	<b>10,066</b>	<b>-</b>	<b>-</b>	<b>625,480</b>	<b>2,565,184</b>	<b>100,550</b>	<b>3,301,280</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				119,545	167,880		287,425
5.50 Maintenance Operations				4,576,922	204,171	320,570	5,101,663
5.52 Maintenance of Grounds				543,434			543,434
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5,239,901</b>	<b>372,051</b>	<b>320,570</b>	<b>5,932,522</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				116,574	100,497		217,071
7.70 Student Transportation				1,501,831		83,426	1,585,257
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,618,405</b>	<b>100,497</b>	<b>83,426</b>	<b>1,802,328</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>49,388,940</b>	<b>8,414,762</b>	<b>10,806,148</b>	<b>12,699,869</b>	<b>4,326,896</b>	<b>4,342,034</b>	<b>89,978,649</b>

# School District No. 62 (Sooke)

Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2022

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2022 Annual Budget	2021 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	45,998,126	11,379,155	57,377,281	3,106,804	60,484,085	60,192,830
1.03 Career Programs	560,224	149,066	709,290	298,930	1,008,220	897,295
1.07 Library Services	1,658,039	409,242	2,067,281	65,162	2,132,443	2,075,246
1.08 Counselling	1,994,926	485,214	2,480,140	7,487	2,487,627	2,421,431
1.10 Special Education	15,036,023	3,636,480	18,672,503	608,385	19,280,888	18,019,689
1.30 English Language Learning	1,232,802	300,139	1,532,941	30,000	1,562,941	1,455,593
1.31 Indigenous Education	1,322,550	347,015	1,669,565	247,560	1,917,125	1,820,471
1.41 School Administration	9,863,681	2,188,413	12,052,094	627,602	12,679,696	12,513,376
1.61 Continuing Education	23,347	1,596	24,943	66,612	91,555	91,066
1.62 International and Out of Province Students	1,252,801	284,735	1,537,536	2,523,325	4,060,861	2,554,999
<b>Total Function 1</b>	<b>78,942,519</b>	<b>19,181,055</b>	<b>98,123,574</b>	<b>7,581,867</b>	<b>105,705,441</b>	102,041,996
<b>4 District Administration</b>						
4.11 Educational Administration	806,072	173,490	979,562	503,914	1,483,476	1,525,547
4.40 School District Governance	120,500	6,500	127,000	127,088	254,088	279,088
4.41 Business Administration	2,374,708	545,220	2,919,928	969,548	3,889,476	3,916,613
<b>Total Function 4</b>	<b>3,301,280</b>	<b>725,210</b>	<b>4,026,490</b>	<b>1,600,550</b>	<b>5,627,040</b>	5,721,248
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	287,425	71,152	358,577	297,052	655,629	648,595
5.50 Maintenance Operations	5,101,663	1,334,246	6,435,909	1,365,532	7,801,441	7,437,404
5.52 Maintenance of Grounds	543,434	133,575	677,009	180,901	857,910	1,408,508
5.56 Utilities	-	-	-	1,693,844	1,693,844	1,793,844
<b>Total Function 5</b>	<b>5,932,522</b>	<b>1,538,973</b>	<b>7,471,495</b>	<b>3,537,329</b>	<b>11,008,824</b>	11,288,351
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	217,071	53,402	270,473	35,008	305,481	299,600
7.70 Student Transportation	1,585,257	373,687	1,958,944	486,447	2,445,391	2,457,414
<b>Total Function 7</b>	<b>1,802,328</b>	<b>427,089</b>	<b>2,229,417</b>	<b>521,455</b>	<b>2,750,872</b>	2,757,014
<b>9 Debt Services</b>						
<b>Total Function 9</b>	-	-	-	-	-	-
<b>Total Functions 1 - 9</b>	<b>89,978,649</b>	<b>21,872,327</b>	<b>111,850,976</b>	<b>13,241,201</b>	<b>125,092,177</b>	121,808,609

**School District No. 62 (Sooke)**  
 Annual Budget - Special Purpose Revenue and Expense  
 Year Ended June 30, 2022

	<b>2022</b>	2021 Amended
	<b>Annual Budget</b>	Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	<b>15,573,450</b>	22,366,954
Other Revenue	<b>4,007,200</b>	5,226,514
Investment Income	<b>10,000</b>	30,633
<b>Total Revenue</b>	<b>19,590,650</b>	27,624,101
<b>Expenses</b>		
Instruction	<b>19,253,836</b>	25,667,287
District Administration		42,000
Operations and Maintenance	<b>336,814</b>	1,614,814
Transportation and Housing		300,000
<b>Total Expense</b>	<b>19,590,650</b>	27,624,101
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2022

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	-								
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education	336,814	401,652			192,000	44,100	220,270	768,299	1,429,873
Other				3,200,000				20,000	
Investment Income			10,000						
	336,814	401,652	10,000	3,200,000	192,000	44,100	220,270	788,299	1,429,873
<b>Less:</b> Allocated to Revenue	336,814	401,652	10,000	3,200,000	192,000	44,100	220,270	788,299	1,429,873
<b>Deferred Revenue, end of year</b>	-	-	-	-	-	-	-	-	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education	336,814	401,652			192,000	44,100	220,270	768,299	1,429,873
Other Revenue				3,200,000				20,000	
Investment Income			10,000						
	336,814	401,652	10,000	3,200,000	192,000	44,100	220,270	788,299	1,429,873
<b>Expenses</b>									
Salaries									
Teachers							50,000		27,541
Principals and Vice Principals								33,000	
Educational Assistants		313,791							170,000
Support Staff				10,000	125,000			103,500	140,000
Other Professionals								157,000	
Substitutes				20,000	10,000	19,500		15,000	795,210
	-	313,791	-	30,000	135,000	19,500	50,000	308,500	1,132,751
Employee Benefits		87,861		12,000	33,000	2,000	12,000	73,350	257,462
Services and Supplies	336,814		10,000	3,158,000	24,000	22,600	158,270	406,449	39,660
	336,814	401,652	10,000	3,200,000	192,000	44,100	220,270	788,299	1,429,873
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

# School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2022

	Classroom Enhancement Fund - Staffing	ACE-IT	Academies	Art Starts	Donations	TOTAL
	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>		-	-	-	-	-
<b>Add:</b> Restricted Grants						
Provincial Grants - Ministry of Education	12,180,442					15,573,450
Other		30,000	730,000	7,200	20,000	4,007,200
Investment Income						10,000
	12,180,442	30,000	730,000	7,200	20,000	19,590,650
<b>Less:</b> Allocated to Revenue	12,180,442	30,000	730,000	7,200	20,000	19,590,650
<b>Deferred Revenue, end of year</b>	-	-	-	-	-	-
<b>Revenues</b>						
Provincial Grants - Ministry of Education	12,180,442					15,573,450
Other Revenue		30,000	730,000	7,200	20,000	4,007,200
Investment Income						10,000
	12,180,442	30,000	730,000	7,200	20,000	19,590,650
<b>Expenses</b>						
Salaries						
Teachers	9,822,937	25,000				9,925,478
Principals and Vice Principals						33,000
Educational Assistants						483,791
Support Staff						378,500
Other Professionals						157,000
Substitutes						859,710
	9,822,937	25,000	-	-	-	11,837,479
Employee Benefits	2,357,505	5,000				2,840,178
Services and Supplies			730,000	7,200	20,000	4,912,993
	12,180,442	30,000	730,000	7,200	20,000	19,590,650
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-

**School District No. 62 (Sooke)**  
 Annual Budget - Capital Revenue and Expense  
 Year Ended June 30, 2022

	<b>2022 Annual Budget</b>			2021 Amended Annual Budget
	<b>Invested in Tangible Capital Assets</b>	<b>Local Capital</b>	<b>Fund Balance</b>	
	\$	\$	\$	\$
<b>Revenues</b>				
Provincial Grants				
Ministry of Education	1,988,580		<b>1,988,580</b>	7,762,658
Amortization of Deferred Capital Revenue	7,456,368		<b>7,456,368</b>	7,874,834
Amortization of Deferred Capital Revenue - for lease	61,477		<b>61,477</b>	61,477
<b>Total Revenue</b>	<b>9,506,425</b>	-	<b>9,506,425</b>	15,698,969
<b>Expenses</b>				
Operations and Maintenance	1,248,432		<b>1,248,432</b>	1,248,432
Amortization of Tangible Capital Assets				
Operations and Maintenance	7,769,951		<b>7,769,951</b>	8,158,079
Transportation and Housing	442,237		<b>442,237</b>	487,997
<b>Total Expense</b>	<b>9,460,620</b>	-	<b>9,460,620</b>	9,894,508
<b>Net Revenue (Expense)</b>	<b>45,805</b>	-	<b>45,805</b>	5,804,461
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased			-	295,077
<b>Total Net Transfers</b>	-	-	-	295,077
<b>Other Adjustments to Fund Balances</b>				
<b>Total Other Adjustments to Fund Balances</b>	-	-	-	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>45,805</b>	-	<b>45,805</b>	6,099,538

**Board Info Note**  
**Public Board Meeting**  
**June 22, 2021**  
**Agenda Item: 7.3 – Capital Bylaw**

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**Background**

- The Board passed the 1<sup>st</sup> reading of Capital Bylaw 2021/22 CPD62-01 at their May 25<sup>th</sup> meeting
- At that point, the District was unable to announce the approvals received until the Ministry formally announced their approvals publicly
- Since that time, the attached News Release has been issued by the District outlining the approved projects that the District will be completing in government's 21/22 fiscal year
- These projects will form the content of the Capital Bylaw that staff will ask the Board to consider reading for the 2<sup>nd</sup> and 3<sup>rd</sup> time at their June meeting

NEWS RELEASE

For Immediate Release  
June 9, 2021

**MINOR CAPITAL FUNDING BRINGS MAJOR UPGRADES TO SD62 SCHOOLS**

**LANGFORD** – More than \$6 million is coming for heating, ventilation and air conditioning (HVAC), roofing and structural upgrades, and a new school bus in the Sooke School District, thanks to the provincial government’s annual funding for capital projects.

“This annual funding provides opportunities for improvements to our schools and we’re very thankful for that,” says Ravi Parmar, Chairperson SD62. “The advocacy from the Board of Education is ongoing as we strive to maintain our facilities to a high standard while continuing to build new schools and create cost-effective plans that protect and revitalize the billions of dollars in assets we have in our school district.”

Approved Minor capital projects include:

- More than \$5 million for building envelope and roofing upgrades, Hans Helgesen Elementary
- \$1 million for HVAC upgrades, Spencer Middle School
- \$350,000 for boiler upgrades, David Cameron Elementary School
- \$141,841 for a new school bus

Each year school districts in the province submit an annual five-year capital plan, to the Ministry of Education. The capital plan includes major projects (new schools, seismic, replacement and building envelope) as well as minor projects (school enhancements, carbon neutral, playgrounds and bus acquisitions).

The long-range facilities plan for SD62 is updated and refined on a bi-annual basis, ensuring that building and maintenance priorities are always current.

The SD62 Board of Education will discuss and debate a new capital plan during its monthly board meeting on June 22.

-30-

Visit the [District Growth](#) page of our website to find out more about our Long Range Facilities Plan and current capital projects.

**Media Contact:**

Lindsay Vogan, (250) 686-3750  
Manager, Communications

**CAPITAL BYLAW NO. 2021/22 – CPSD62-01  
CAPITAL PLAN 2021/22**

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

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2021/2022 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 18, 2021, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District 62 (Sooke) Capital Bylaw No. 2020/21 – CPSD62-01.

READ A FIRST TIME THE 25th DAY OF May 2021;  
READ A SECOND TIME THE 22nd DAY OF June 2021;  
READ A THIRD TIME, PASSED THE 22nd DAY OF June 2021.

***APPLY CORPORATE SEAL***

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District 62 (Sooke) Capital Bylaw No. 2021/22 – CPSD62-01 adopted by the Board the 22nd day of June 2021.

\_\_\_\_\_  
Secretary-Treasurer



## Board Info Note Public Board Meeting June 22, 2021

### Agenda Item: 7.4 – Pesticide Use on SD 62 Properties

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#### Background

There have been recent concerns from the public about the use of Roundup at our schools. When investigated, it was apparent that proper notice had not been given.

#### Update

1.) This has been an issue for us at least three times since I have been a trustee. Since we last visited this, it has been proven that the ingredients in Roundup may possibly be a carcinogen. Perhaps more telling Bayer, the company that owns the patent, has just settled a 10 Billion dollar lawsuit.

<https://www.discovermagazine.com/environment/the-science-behind-cancer-roundup-herbicide-and-bayers-usd10-billion>

2.) Secondly, it is obvious that the direction and regulations in the policy are not widely followed

3.) Our Municipal partners have varying regulations in regards to the usage of such substances, but in all they are leaning to banning glyphosates and using alternative measures. We may be in contravention of their bylaws.

#### Next Steps

**Recommended Motion:** That the Board of Education SD62 direct staff to bring forward a revised policy and regulation F-228 Pest Management to reflect the banning of the use of glyphosates on school grounds.

**School District #62 (Sooke)**

<b>PEST MANAGEMENT</b>	No.: F-228
	Effective: Apr. 22/03 Revised: Jan. 24/17 Reviewed: May 16/16; June 20/16; Dec. 5/16; Dec. 13/16

**SCHOOL BOARD POLICY**

The Board of Education recognizes that it has a responsibility for the health and safety of students, employees and users of school sites. Additionally, there is a concomitant responsibility to control insect infestations and noxious weeds on school property.

School District #62 (Sooke) shall use Integrated Pest Management (IPM) methods in the operation and maintenance of its facilities. An IPM approach is the best combination of cultural, biological, and genetic methods for the most effective control of pests.

Alternative measures will be fully explored before consideration is given to the use of pesticides, herbicides or insecticides.

The Board recognizes that under an IPM program there may be extenuating circumstances when it is necessary to use chemicals to control pest populations. This will be done in accordance with all applicable environmental Acts and regulations of the Province of British Columbia.

The following is a list of products that will not be used on School District property:

- Paraquat and Simazine (Agent Orange)
- Diazinon
- Carbaryl
- Neonicotinoid
- Fungicide
- Molluscicide
- Avicide
- Nematicide
- Plant growth regulators

**School District #62 (Sooke)**

<b>PEST MANAGEMENT</b>	No.: F-228
	Effective: Apr. 22/03 Revised: Jan. 24/17 Reviewed: May 16/16; June 20/16; Dec. 5/16; Dec. 13/16

**ADMINISTRATIVE REGULATIONS**

The Board recognizes that under extenuating circumstances, it may be necessary to use chemicals. When this is done, use shall be in accordance with local, Provincial, and Federal legislation.

1. Integrated Pest Management (IPM) is an effective and environmentally sensitive approach to pest management that relies on a combination of common sense approaches. IPM programs use current and comprehensive information on the life cycles of pests and their interactions with the environment. This information, along with best practices for pest control, is used to manage pest damage by the most environmentally friendly and economically efficient means possible.
2. The application of any pesticides shall be undertaken only by licenced and certified applicators. All applications shall be during non-school times.
3. The application of herbicides and pesticides will pay strict adherence to all applicable environmental Acts and regulations of the Province of British Columbia. These requirements include:
  - ◆ Posting and notification
  - ◆ Timing
  - ◆ Buffer and pesticide free zones
4. Local pesticide by-laws exist within some jurisdictions. If such by-laws exist in the area pesticide treatments are being applied, it will be a legal requirement to adhere to them. When consulting these guidelines or relevant by-laws, the more stringent requirements should be followed. Also, the School District and the individual municipalities have the ability to liaise and jointly develop guidelines suitable to both parties.
5. Records of pesticide use will be maintained on site to meet the requirements of the regulatory body and the School District. Records must be kept current, complete, accurate and accessible if required.

## Kristina Ross

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**From:** Margot Swinburnson <mswinburnson@sd62.bc.ca>  
**Sent:** Friday, June 18, 2021 11:56 AM  
**To:** Kristina Ross  
**Subject:** FW: Sooke elementary school

Letter for Glyphosates

-----Original Message-----

**From:** Dave Court <davecourt@outlook.com>  
**Sent:** Friday, June 4, 2021 1:56 PM  
**To:** Ravi Parmar <rparmar@sd62.bc.ca>; Margot Swinburnson <mswinburnson@sd62.bc.ca>  
**Subject:** Sooke elementary school

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

Hi Mr. Parmar and Ms. Swinburnson.

My name is David Court. I live in Sooke.

A report was recently published about the maintenance crew at Sooke Elementary spraying Roundup on the grounds. The spray was in the area of neighbours and when asked it was reported that it was Roundup.

After all the law suits and studies proving glyphosate to be carcinogenic the District of Sooke stoped using it in public places.

Can you please look into this procedure of using it on school grounds.

Ms. Swinburnson, I understand that you are the Health Committee.

At the very least the parents and student should be aware of the spraying and the dangers.

There should be postings for the public to stay out of the hazard area before and after spraying.

I have tried to contact the Facilities office but they haven't returned my call.

With all the horrible reports about kids dying from unhealthy situations in private schools please give this issue some attention.

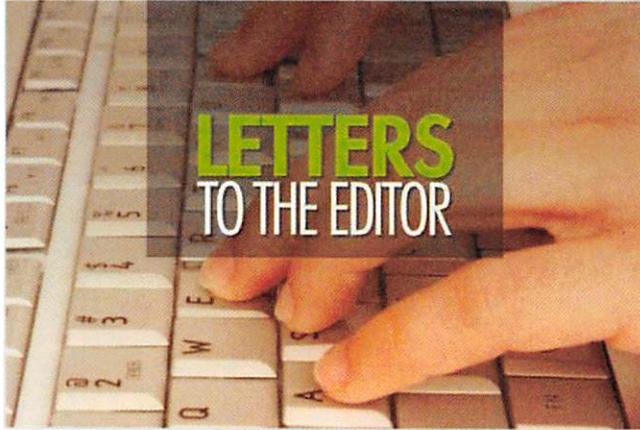
Thanks

David Court

Sooke

# LETTER: Herbicide use on school grounds questioned

Jun. 10, 2021 9:00 a.m. / LETTERS / OPINION



According to the June 3 letter from Rosemarie Townsend about seeing a groundskeeper spraying a herbicide on the

edge of Sooke Elementary School property, she was rightfully concerned. Hats off to her for taking the time to let us all know.

Several years ago, Transition Sooke's pesticide education working group was officially informed that no herbicides are used in the Sooke School District. Obviously, that is no longer the case.

It seems apparent that there should be no herbicide or pesticide use on any grounds where children are playing.

If the school district insists on using herbicides on school grounds, do they have any safety policies in place? Are they letting parents and teachers know? Are they putting up signs indicating where they are or will be or have already sprayed?

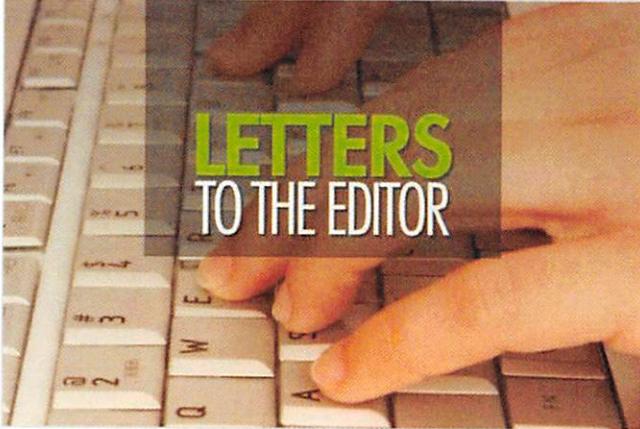
**Jo Phillips**

**Otter Point**

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# LETTER: Use of herbicide raises concern

May. 26, 2021 11:50 a.m. / LETTERS / OPINION



We live in the Sandpiper condo on Country Road. On May 15, I walked my dog along Country Road when I saw a man working along

the edge of Sooke Elementary School property using a herbicide. I asked him what he was doing, and he replied he was applying Roundup and working for the Sooke School District.

I questioned his use of Roundup on school property where children and others spend many hours.

Two days later, I phoned the school district office to do further investigation. The maintenance supervisor said the school district does have a permit for a yearly application of Roundup.

I am deeply concerned about using a herbicide in an area that is in daily use by children, adults and animals. There is no notification of the neighbourhood that the school district will use Roundup.

Do the parents of the children in the school know about its use?

**Rosemarie Townsend**



**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE via MS Teams Live  
June 1, 2021 – 6:00 p.m.**

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Present: Allison Watson, Trustee (Committee Chair)  
 Bob Phillips, Trustee (Committee Member)  
 Dianna Seaton, Trustee (Committee Member)  
 Jennifer Anderson, STA  
 Lou Leslie, CUPE  
 Sandra Arnold, SPEAC  
 Georgette Walker, SPVPA  
 Scott Stinson, Superintendent/CEO  
 Stephanie Hedley-Smith, Associate Superintendent  
 Paul Block, Associate Superintendent  
 Dave Strange, Associate Superintendent

Guests: Nora Reid, Janine Brooks, Linda Lamers, Denise Wehner, Shelby Pollitt, Lisa Marshall,  
 Alexis Mckean, Cheryl Ring, Stephanie Cave

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  
 Scott Stinson provided an update and spoke about the Province's recent announcement regarding the re-start plan. He noted that the K – 12 system remains in the original Stage 2 until September 2021. He acknowledged the tremendous work happening in the schools and the resilience he has seen during his recent school visits.
- He acknowledged the discovery of 215 children buried in a mass grave at the site of the former Kamloops Residential School. Trustees Watson and Seaton expressed their sorrow about the situation with residential schools.

3. **COMMITTEE REPORT** of May 4, 2021 Education Standing Committee meeting

The committee report for the May 4, 2021 Education-Policy Committee meeting was reviewed by the committee members.

4. **BAA COURSE PROPOSALS**

a. Class Design 10 – Paul Block

Paul Block presented the proposed course to the committee for discussion. The committee discussed the proposed course and engaged in Q and A.

**Recommendation:**

That the Board of Education approve BAA course Class Design 10.

This will move to the board but there will be consultation between Associate Block and the STA.

b. Class Design 11 – Paul Block

Paul Block presented the proposed course to the committee for discussion. The committee discussed the proposed course and engaged in Q and A.

**Recommendation:**

That the Board of Education approve BAA course Class Design 11.

This will move to the Board but there will be consultation between Associate Block and the STA.

5. **REVIEW OF POLICIES/REGULATIONS**

- a. Draft Revised Policy and Regulations E-221 “Evaluation of Teachers and Report Writing” – Nora Reid  
Nora Reid, Strategic Human Resources Manager, reviewed the proposed revisions to the policy and regulations. She advised that the proposed revisions have been done in consultation with the STA and that the main change is the alignment to the Collective Agreement and the LOU (last version was 1992).

Trustee Watson recommended that that the policy go before the Board for Notice of Motion and to give the regulations more time. Discussion focused on aspects of the Administrative Regulations, primarily regarding the report templates. Additional discussion on the Administrative Regulations was recommended.

**Recommendation:**

That the Board of Education give Notice of Motion to draft revised Policy E-221 “Evaluation of Teachers and Report Writing”.

- b. Draft Revised Policy and Regulations C-200 “Services to Students With Disabilities or Diverse Abilities” – Dave Strange, Janine Brooks, Linda Lamers  
Janine Brooks, District Principal – Inclusive Education Services and Linda Lamers, District Vice-Principal – IES, reviewed the proposed revisions to the policy and regulations.

**Recommendation:**

That the Board of Education give Notice of Motion to draft revised Policy and Regulations C-200 “Services to Student With Disabilities or Diverse Abilities”.

- c. Draft Revised Policy F-302 “Use of School Facilities for Child Care Programs” – Scott Stinson  
Scott Stinson brought forward recommended changes to Policy F-302 based on partner discussions, legal advice and alignment to revisions to the *School Act*.

**Recommendation:**

That the Board of Education give Notice of Motion to draft revised Policy F-302 “Use of School Facilities for Child Care Programs”.

6. **NEW BUSINESS**

- a. Presentation – Competency Based IEPs – Janine Brooks, Linda Lamers, Dave Strange

Janine Brooks and Linda Lamers presented on proposed changes to the IEP process to focus more on student competencies. The presentation was very well received by the committee.

- c. Presentation – Curriculum “Celebration” – Denise Wehner, Shelby Pollitt, Lisa Marshall, Alexis Mckean, Cheryl Ring, Stephanie Cave

The Curriculum Transformation staff gave a presentation on what this new team achieved this year during the COVID-19 pandemic. Given the time constraints during the meeting, anyone with questions were directed to connect with Denise Wehner, District Principal.

- c. Presentation – “Octamesters” in Secondary Schools – Paul Block

Associate Superintendent Block provided an overview of the results of the “octamester system” and the feedback from the SD62 community. A number of options were explored, including a move to a “quarter semester system” for the coming school year. Given the time constraints during the meeting, anyone with questions were directed to connect with Paul Block.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

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

9. **ADJOURNMENT AND NEXT MEETING DATE:** Sept. 7, 2021



## Board/Authority Authorized Course Application

<b>School District/Independent School Authority Name:</b> Sooke School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD62
<b>Developed by:</b> John Stamhuis	<b>Date Developed:</b> May 1, 2021
<b>School Name:</b> Westshore Centre for Learning and Training	<b>Principal's Name:</b> Heather Lait
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Class Design 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

The Class Design 10 course is designed to be taken in conjunction with another secondary academic course. The prerequisite for Class Design, therefore, corresponds with the prerequisite for that given academic course. For online delivery, it would be recommended that students complete Online Learning Strategies as a pre-requisite.

**Special Training, Facilities or Equipment Required:**

For the purposes of completing Class Design 10 in a Distributed Learning (DL) format, computer access and a profile in a Learning Management System (LMS) would be recommended. However, Class Design 10 may also be offered in a traditional format and, in that case, no specific specialized equipment would be required.

**Course Synopsis:**

Class Design 10 provides a personalized learning pathway for students to develop their own class. It is to be provided in conjunction with an academic course. Students will be expected to collectively work in an ongoing basis with both the Class Design 10 teacher and academic course teacher.

As the course proceeds, students work through an iterative design cycle in which they develop critical thinking and problem-solving skills while completing the unique challenges presented by their course concept.

Students will be able to relate these aspects to their individual performance. Students will learn from a variety of experiences, hands-on practice, various types of media and literature, guest speakers, as well as direct and indirect instruction by the teacher, and fellow classmates.

Although Class Design 10 will provide cross-curricular learning experiences in any academic course, it will provide added opportunity for students taking courses:

- Within the Career Education Pathway
- Within the Applied Design, Skills, and Technologies Pathways

**Goals and Rationale:**

Teacher's interactions with students in the Class Design 10 will be more personalized and less didactic. Students will need to be actively involved in knowledge acquisition and construction as they participate in and evaluate their own learning. It is recommended that teachers use one-on-one interactions whether face-to-face or via a telecommunication application to provide the unique support required for this learning process.

In-class lessons accompanying the Class Design 10 course may include activity learning or more traditional homework problems, among other practices, to engage students in the content. Class activities vary but may include using emerging technologies, in-depth laboratory experiments, original document analysis, debate or speech presentation, current event discussions, peer reviewing, project-based learning, and skill development or concept practice. Because these types of active learning allow for highly differentiated instruction, more time can be spent in class on higher-order thinking skills such as collaboration, design and problem solving as students tackle difficult problems, work in groups, research, and construct knowledge with the help of their teacher and peers. Students of the Class Design 10 course will spend less time completing teacher-prepared assignments and assessments as it is expected that students create their own meaningful learning opportunities. The framework provides an elevated opportunity for collaboration between educator and learner.

Overall, Class Design 10 will infuse student voice and choice in a setting that might not typically provide such choice as the learner is at the centre of the delivery model. BC's Ministry of Education has determined that, "to prepare students for the future, the curriculum must be student-centred and flexible, and maintain a focus on literacy and numeracy, while supporting deeper learning." The Class Design 10 model provides a framework in this regard. It also supports the ministry's current initiative to enhance computational-thinking and coding within the curriculum.

### **Organizational Structure:**

Organizational structure will vary from student to student based on their individualized design concept. The Class Design 10 teacher will be required to provide sufficient resources and course templates to provide students with a structure that coincides with the student's given design concept. Collaboration between the Class Design 10 teacher and the Academic teacher will be key to the success of structuring this learning process.

Students will be provided with the flexibility to focus on the competencies from both the Class Design 10 course and corresponding academic course that fit with their individualized design concept.

### **Aboriginal Worldviews and Perspectives:**

Learning Strategies provides a learning environment that pulls from the following principles and perspectives:

#### First's People's Principles of Learning:

- Learning involves patience and time.
- Learning involves recognizing the consequences of one's actions.
- Learning requires exploration of one's identity.
- Learning is embedded in memory, history, and story.
- Learning is holistic, reflexive, reflective and experiential and relational.

#### Worldviews and Perspectives:

- Developing cross-curricular learning experiences for learners.
- Providing for flexible scheduling in schools so that learners can take more or less time to learn what they need to know and understand.
- Providing for multiple opportunities to access learning in different ways.
- Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, and in how they represent what they have learned. How this looks will depend on each individual learner.

## BIG IDEAS

User needs and interests drive the design process.

Personal design choices require self-exploration, collaboration, and evaluation and refinement of skills.

Tools and technologies can influence people's lives and be adapted for specific purposes.

Design for the life cycle includes consideration of social and environmental impacts.

Multi-stage design projects benefit from collaborative work environments.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Personal and Social Responsibility</b>  <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate positive behaviours that indicate self-respect for development purposes</li> <li>• Demonstrate appropriate social behaviour while working co-operatively and collaboratively with others</li> </ul> <p><b>Interact</b>  <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• Apply a mentor's guidance in relation to the collaborative process</li> <li>• Demonstrate an understanding of target audience's needs</li> <li>• Demonstrate teamwork</li> </ul> <p><b>Ideating</b>  <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• Critically analyze how competing social, ethical, and community factors may impact design</li> <li>• Critically analyze ideal mediums for specific project delivery</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• principles in relation to <b>computer applications</b></li> <li>• principles in relation to <b>graphic design</b></li> <li>• principles in relation to <b>project documentation</b></li> <li>• limitations of chosen materials</li> <li>• <b>workflow</b> management through production processes</li> <li>• self-assessment and reflection strategies</li> <li>• inclusive practices, including taking different worldviews and diverse perspectives into consideration</li> </ul>

**Acquisition of Skills**

*It is expected that students will:*

- Become familiar with learning activities and course content
- Demonstrate an understanding of **instructional graphics**
- Become familiar with supporting material/media (audio, video, simulations, games, etc.) **technologies**
- Become familiar with engaging learning activities
- Become familiar with modes of assessment to measure effectiveness of both the learning process and the corresponding academic course curriculum
- Demonstrate exercises and activities that enhance the learning process

**Reflection**

*It is expected that students will:*

- Reflect on their instructional goals
- Reflect on their grasp of concepts within the corresponding academic course curriculum
- Reflect on their grasp of concepts within **instructional design**

**Curricular Competencies – Elaborations**

- **Instructional Graphics:** Medium that helps explain something to the viewer in a manner that hopefully increases retention of the subject matter.
- **Instructional Design:** The creation of learning experiences and materials in a manner that results in the acquisition *and* application of knowledge and skills.
- **Technologies:** Tools that extend human capabilities
- **Teaching-Learning Process:** Combined processes where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction.

**Content – Elaborations**

- **Computer Applications:** Computing software designer to carry out a specific task other than one relating to the operation of the computer itself.
- **Graphic Design:** The craft of creating visual content to communicate specific messages/curriculum.
- **Project Documentation:** Encompasses all the documentation part involved in a project. It supports project expectations and objectives and helps address any project issues among others.

## Content – Elaborations

- **Workflow:** Planning process for transforming ideas into creative work.

### Recommended Instructional Components:

The delivery method is a combination of teacher-directed support while providing evidence of the acquisition of the required competencies for the corresponding academic course.

- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Collaborative instruction
- Modelling
- Group/Team work
- Videos
- Coding
- Computational-Thinking
- Experiential Learning
- Hands on experience
- Make learning visible, open, and transparent
- Utilize technologies and other tools in purposeful ways

### Recommended Assessment Components:

This course aims to use assessment **OF** learning and assessment **FOR** learning throughout its duration as its means of assessment. In doing so, a variety of assessment techniques will be used, such as weekly anecdotal/checklist evaluations, teacher-student interactions, self-evaluation and reflection.

Formative Assessment	<p><u>Assignments</u></p> <p>There will be several types of activities and assignments included in the course, such as:</p> <ul style="list-style-type: none"> <li>- <i>Online Teacher-Student Interactions</i>: The student will be given opportunities to reflect on their learning by writings/communications in response to prompts throughout the course.</li> <li>- <i>Reflective writing</i>. Students will write short-form statements to show how they have exceeded assignment instructions and/or how they could improve.</li> </ul> <p><u>Evaluations</u></p> <ul style="list-style-type: none"> <li>- Students are provided with multiple assessment formats as additional evaluation of competencies. Should students require paper-based versions/substitutions of assessment material, such requests shall be granted. The course format allows for opportunity to use classroom assessment to maximize student learning.</li> </ul>
Summative Assessment	<p>Students will complete an exit survey describing their ability to succeed based on the competencies of both this course and the corresponding academic course.</p> <p>A summative interview with both the corresponding academic course teacher and the Class Design 10 teacher is recommended for final summative evaluation.</p>

### Learning Resources:

- Western Canadian Learning Network
- LMS Databases (Moodle/Google Classroom/Blackboard/D2L/ etc.)
- eLearning Roadtrip – Ellen Wagner
- The Gamification of Learning and Instruction – Karl Kapp
- Interactive Open Educational Resources (<https://facdev.e-education.psu.edu/plan/resources>)
- User Experience (UX) Design (<https://www.springboard.com/resources/learning-paths/user-experience-design/>)
- Orientation Handbook for Distributed Learning (prepared by WestShore/Juan de Fuca for students as a pre-study resource)
- Online Basic Computer Instruction- <http://www.gcflearnfree.org/>



## Board/Authority Authorized Course Application

<b>School District/Independent School Authority Name:</b> Sooke School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD62
<b>Developed by:</b> John Stamhuis	<b>Date Developed:</b> May 1, 2021
<b>School Name:</b> Westshore Centre for Learning and Training	<b>Principal's Name:</b> Heather Lait
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Class Design 11	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

The Class Design 11 course is designed to be taken in conjunction with another secondary academic course. The prerequisite for Class Design, therefore, corresponds with the prerequisite for that given academic course. For online delivery, it would be recommended that students complete Online Learning Strategies as a pre-requisite.

**Special Training, Facilities or Equipment Required:**

For the purposes of completing Class Design 11 in a Distributed Learning (DL) format, computer access and a profile in a Learning Management System (LMS) would be recommended. However, Class Design 11 may also be offered in a traditional format and, in that case, no specific specialized equipment would be required.

**Course Synopsis:**

Class Design 11 provides a personalized learning pathway for students to develop their own class. It is to be provided in conjunction with an academic course. Students will be expected to collectively work in an ongoing basis with both the Class Design 11 teacher and academic course teacher.

As the course proceeds, students work through an iterative design cycle in which they develop critical thinking and problem-solving skills while completing the unique challenges presented by their course concept.

Students will be able to relate these aspects to their individual performance. Students will learn from a variety of experiences, hands-on practice, various types of media and literature, guest speakers, as well as direct and indirect instruction by the teacher, and fellow classmates.

Although Class Design 11 will provide cross-curricular learning experiences in any academic course, it will provide added opportunity for students taking courses:

- Within the Career Education Pathway
- Within the Applied Design, Skills, and Technologies Pathways

**Goals and Rationale:**

Teacher's interactions with students in the Class Design 11 will be more personalized and less didactic. Students will need to be actively involved in knowledge acquisition and construction as they participate in and evaluate their own learning. It is recommended that teachers use one-on-one interactions whether face-to-face or via a telecommunication application to provide the unique support required for this learning process.

In-class lessons accompanying the Class Design 11 course may include activity learning or more traditional homework problems, among other practices, to engage students in the content. Class activities vary but may include using emerging technologies, in-depth laboratory experiments, original document analysis, debate or speech presentation, current event discussions, peer reviewing, project-based learning, and skill development or concept practice. Because these types of active learning allow for highly differentiated instruction, more time can be spent in class on higher-order thinking skills such as collaboration, design and problem solving as students tackle difficult problems, work in groups, research, and construct knowledge with the help of their teacher and peers. Students of the Class Design 11 course will spend less time completing teacher-prepared assignments and assessments as it is expected that students create their own meaningful learning opportunities. The framework provides an elevated opportunity for collaboration between educator and learner.

Overall, Class Design 11 will infuse student voice and choice in a setting that might not typically provide such choice as the learner is at the centre of the delivery model. BC's Ministry of Education has determined that, "to prepare students for the future, the curriculum must be student-centred and flexible, and maintain a focus on literacy and numeracy, while supporting deeper learning." The Class Design 11 model provides a framework in this regard. It also supports the ministry's current initiative to enhance computational-thinking and coding within the curriculum.

### **Organizational Structure:**

Organizational structure will vary from student to student based on their individualized design concept. The Class Design 11 teacher will be required to provide sufficient resources and course templates to provide students with a structure that coincides with the student's given design concept. Collaboration between the Class Design 11 teacher and the Academic teacher will be key to the success of structuring this learning process.

Students will be provided with the flexibility to focus on the competencies from both the Class Design 11 course and corresponding academic course that fit with their individualized design concept.

### **Aboriginal Worldviews and Perspectives:**

Learning Strategies provides a learning environment that pulls from the following principles and perspectives:

#### First's People's Principles of Learning:

- Learning involves patience and time.
- Learning involves recognizing the consequences of one's actions.
- Learning requires exploration of one's identity.
- Learning is embedded in memory, history, and story.
- Learning is holistic, reflexive, reflective and experiential and relational.

#### Worldviews and Perspectives:

- Developing cross-curricular learning experiences for learners.
- Providing for flexible scheduling in schools so that learners can take more or less time to learn what they need to know and understand.
- Providing for multiple opportunities to access learning in different ways.
- Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, and in how they represent what they have learned. How this looks will depend on each individual learner.

## BIG IDEAS

User needs and interests drive the design process.	Personal design choices require self-exploration, collaboration, and evaluation and refinement of skills.	Tools and technologies can influence people's lives and be adapted for specific purposes.	Design for the life cycle includes consideration of social and environmental impacts.	Multi-stage design projects benefit from collaborative work environments.
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Personal and Social Responsibility</b>  <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate positive behaviours that indicate self-respect and reflection for development purposes</li> <li>• Demonstrate appropriate social behaviour while working co-operatively and collaboratively with others.</li> </ul> <p><b>Interact</b>  <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• Apply a mentor's guidance in relation to the collaborative process</li> <li>• Work with subject matter experts to analyze target audience's needs</li> <li>• Develop the concept of 'team' through teamwork and other team-building methods</li> <li>• Become familiar with personal strengths, talents, and abilities</li> </ul> <p><b>Ideating</b>  <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• Add to others' ideas to create possibilities, and prioritize them for prototyping</li> <li>• Critically analyze how competing social, ethical, and community factors may impact design</li> <li>• Critically analyze and apply mediums for specific project delivery</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• principles in relation to <b>computer applications</b></li> <li>• principles in relation to <b>graphic design</b></li> <li>• principles in relation to <b>project documentation</b></li> <li>• limitations of chosen materials</li> <li>• intellectual property use and its ethical, moral, and legal considerations, including <b>cultural appropriation</b></li> <li>• ethical sourcing of materials and implications and outcomes of their use</li> <li>• <b>workflow</b> management through production processes</li> <li>• self-assessment and reflection strategies</li> <li>• inclusive practices, including taking different worldviews and diverse perspectives into consideration</li> <li>• appropriate use of technology, including <b>digital citizenship</b>, etiquette, and literacy</li> <li>• ways in which content and form influence and are influenced by historical, social, and cultural contexts</li> </ul>

### Acquisition of Skills

*It is expected that students will:*

- Become familiar with analysis and its relation to subject matter
- Become familiar with learning activities and course content
- Develop **instructional graphics**
- Practice using supporting material/media (audio, video, simulations, games, etc.)  
**technologies**
- Analyze engaging learning activities
- Analyze modes of assessment to measure effectiveness of both the learning process and the corresponding academic course curriculum
- Analyze exercises and activities that enhance the learning process
- Become familiar with effective strategies for healthy school/life balance

### Reflection

*It is expected that students will:*

- Reflect on their instructional goals and analyze content that matches them
- Reflect on their learning and understanding of concepts within the corresponding academic course curriculum
- Reflect on their learning and understanding of concepts within **instructional design**

## Curricular Competencies – Elaborations

- **Instructional Graphics:** Medium that helps explain something to the viewer in a manner that hopefully increases retention of the subject matter.
- **Instructional Design:** The creation of learning experiences and materials in a manner that results in the acquisition *and* application of knowledge and skills.
- **Technologies:** Tools that extend human capabilities
- **Teaching-Learning Process:** Combined processes where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction.

## Content – Elaborations

- **Computer Applications:** Computing software designer to carry out a specific task other than one relating to the operation of the computer itself.
- **Graphic Design:** The craft of creating visual content to communicate specific messages/curriculum.

## Content – Elaborations

- **Project Documentation:** Encompasses all the documentation part involved in a project. It supports project expectations and objectives and helps address any project issues among others.
- **Cultural Appropriation:** using or sharing a cultural motif, theme, “voice,” image, knowledge, story, song, or drama without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
- **Workflow:** Planning process for transforming ideas into creative work.
- **Digital Citizenship:** The responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with society on any level.

### Recommended Instructional Components:

The delivery method is a combination of teacher-directed support while providing evidence of the acquisition of the required competencies for the corresponding academic course.

- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Collaborative instruction
- Modelling
- Group/Team work
- Videos
- Coding
- Computational-Thinking
- Experiential Learning
- Hands on experience
- Make learning visible, open, and transparent
- Utilize technologies and other tools in purposeful ways

### Recommended Assessment Components:

This course aims to use assessment **OF** learning and assessment **FOR** learning throughout its duration as its means of assessment. In doing so, a variety of assessment techniques will be used, such as weekly anecdotal/checklist evaluations, teacher-student interactions, self-evaluation and reflection.

Formative Assessment	<p><u>Assignments</u></p> <p>There will be several types of activities and assignments included in the course, such as:</p> <ul style="list-style-type: none"> <li>- <i>Online Teacher-Student Interactions</i>: The student will be given opportunities to reflect on their learning by writings/communications in response to prompts throughout the course.</li> <li>- <i>Reflective writing</i>. Students will write short-form statements to show how they have exceeded assignment instructions and/or how they could improve.</li> </ul> <p><u>Evaluations</u></p> <ul style="list-style-type: none"> <li>- Students are provided with multiple assessment formats as additional evaluation of competencies. Should students require paper-based versions/substitutions of assessment material, such requests shall be granted. The course format allows for opportunity to use classroom assessment to maximize student learning.</li> </ul>
Summative Assessment	<p>Students will complete an exit survey describing their ability to succeed based on the competencies of both this course and the corresponding academic course.</p> <p>A summative interview with both the corresponding academic course teacher and the Class Design 11 teacher is recommended for final summative evaluation.</p>

### Learning Resources:

- Western Canadian Learning Network
- LMS Databases (Moodle/Google Classroom/Blackboard/D2L/ etc.)
- eLearning Roadtrip – Ellen Wagner
- The Gamification of Learning and Instruction – Karl Kapp
- Interactive Open Educational Resources (<https://facdev.e-education.psu.edu/plan/resources>)
- User Experience (UX) Design (<https://www.springboard.com/resources/learning-paths/user-experience-design/>)
- Orientation Handbook for Distributed Learning (prepared by WestShore/Juan de Fuca for students as a pre-study resource)
- Online Basic Computer Instruction- <http://www.gcflearnfree.org/>

**School District #62 (Sooke)**

<b>EVALUATION OF TEACHERS AND REPORT WRITING</b>	No.: E-221
	Effective: Oct. 10/89 Revised: Reviewed: June 1/21

**SCHOOL BOARD POLICY**

The Board believes that the primary purpose for evaluating teachers is to promote the development and maintenance of excellence in the quality of instruction.

~~Ideally,~~ The summative **evaluation** report on the work of a teacher comes at the end of an evaluation process which has as its goal the assurance that the teacher performs ~~his or her~~ **their** duties in an effective and professional manner. In School District No. 62, summative **evaluation** reports on teachers shall be based upon standard criteria **following the procedures outlined in the STA/SD62 Collective Agreement, Article E.14 "Evaluation Procedures"** and **the Letter of Understanding No. 1** ~~written in a form described in the "Confirmatory Report on the Work of Teachers"~~.

## School District #62 (Sooke)

<b>SERVICES TO STUDENTS WITH SPECIAL NEEDS DISABILITIES OR DIVERSE ABILITIES</b>	No.: C-200
	Effective: Mar. 8/83 Revised: May 23/89; Reviewed: June 1/21

**SCHOOL BOARD POLICY****Belief Statements**

- **Everyone can learn; each student needs to feel like they belong, are valued, and have a contribution to make.**
- **Learning is an individual and social process; each student benefits from learning with their peers.**
- **Learning requires active participation; each student needs purposeful roles and responsibilities.**
- **Learning occurs in a variety of ways and at different rates; each student is unique in their abilities and needs.**

The Board of Education recognizes a responsibility, shared with the Ministry of Education and carried out with the support of other agencies, to provide or obtain an appropriate instructional program for each student.

~~The district will attempt to identify, as early as possible, those children who may have specialized educational needs. Also, the district will develop appropriate educational programs and services that are supportive and are an integral part of regular education and will provide such programs and services in the most enabling environment. Wherever possible, the School District will provide an integrated, rather than segregated, teaching/learning environment and will make, after consulting with all affected parties, every attempt to maintain the child within his/her school attendance area and his/her community.~~

**The District will provide an inclusive and responsive education system and recognizes the value of diversity and will provide equity of access, opportunity and achievement for each learner.**

**A "student with disabilities or diverse abilities" is defined as a school-age student who has an impairment of an intellectual, neurodevelopmental, psychological, physical, physiological, sensory, social/emotional, or behavioural nature, or has exceptional gifts or talents.**

## School District #62 (Sooke)

<b>SERVICES TO STUDENTS WITH SPECIAL NEEDS DISABILITIES OR DIVERSE ABILITIES</b>	No.: C-200
	Effective: Mar. 8/83 Revised: Mar. 24/87; May 23/89; Reviewed: June 1/21

**ADMINISTRATIVE REGULATIONS**A. Definition of Students With Special Needs **Disabilities or Diverse Abilities**

A student with special needs deviates from the average or normal child in mental, physical, social or emotional characteristics to such an extent that he/she requires a modification of school practices in order to develop his/her maximum potential. **A "student with disabilities or diverse abilities" is defined as a school-age student who has an impairment of an intellectual, neurodevelopmental, psychological, physical, physiological, sensory, social/emotional, or behavioural nature, or has exceptional gifts or talents.**

B. Special Programs **Continuum of Assessment and Planning for the Diversity of Student Population**

All special education programs in School District No. 62 will meet the Ministry of Education guidelines found in the publication "Special Programs: A Manual of Policy, Procedures and Guidelines".

**The process of understanding student strengths and needs to effectively plan for and support student learning exists in a variety of forms: observation, reviewing historical data, interviewing, consulting family and informal and formal testing and extended assessments. A variety of assessment methods should be used to inform the development of appropriate IEP goals and planning of supports and services. Assessment not only considers a student's current level of performance and learning style but also methods of instruction being used, characteristics of the learning environment, and the ways students demonstrate their learning.**

- **Reviewing**
  - **Understanding a student's needs can be informed by reading various records with both current and historical information.**
- **Interviewing**
  - **Valuable insight can be gained from talking to a variety of people, including parents and guardians, current and past teachers, other relevant service providers and students themselves.**
- **Observing**
  - **Watching, listening, and examining student work and monitoring responses to instruction are all important sources of assessment information. Various tools can be used to document observations.**
- **Informal Assessment**
  - **Informal assessments are an important part of the assessment process and may include a variety of quizzes, probes, and diagnostic skill inventories. Assessment methods are chosen based on a variety of factors, such as specific**

**skills being assessed, practicality for the classroom environment, available materials, and learning styles of the student.**

C. ~~\_\_\_\_\_~~ School-Based Team

~~Each school shall have a school-based team. The composition of the team may vary from time to time, but will normally consist of an administrator, the Learning Assistance teacher and a school counsellor. The school nurse, the referring teacher and other appropriate resource personnel will be included as necessary.~~

- **Extended Assessment**

- **School-Based Team (SBT) is a collaborative problem-solving team that meets on a regular basis and works with classroom teachers to develop educational programs for students who may or may not currently have an Individual Education Plan.** ~~Each school shall have a school-based team. The composition of the team may vary from time to time, but will normally consist of an administrator, the Learning Assistance teacher and a school counsellor. The school nurse,~~ **a principal/vice-principal, inclusion support teacher, school counsellor,** the referring teacher and other appropriate school and resource **district** personnel will be included as necessary. Those students for whom services cannot be provided using school-based resources shall then be referred to district-level Special Services personnel (**Occupational therapy, Physiotherapy, Speech Language Pathologist, District Psychologist, etc.**) after informed parental consent has been received.

~~Students who appear to require special services and who have not been previously diagnosed, shall be referred to the school-based team~~

**The district ensures that:**

- **specialists are sensitive to cultural, linguistic and experiential factors when selecting assessment procedures and interpreting assessment results;**
- **information gained is readily usable for purposes of planning, and easily integrated into the student's Individual Education Plan;**
- **specialists communicate and interpret assessment findings to the parents/guardians, the student and staff; and**
- **the written report of the assessment is made available to the parents/guardians, the staff and, when appropriate, the student, in accordance with the provisions of the *Freedom of Information and Protection of Privacy Act*.**

D. ~~\_\_\_\_\_~~ Referral Process for Identifying Special Needs Children

~~Students who appear to require special services and who have not been previously diagnosed, shall be referred to the school-based team. Those students for whom services cannot be provided using school-based resources shall then be referred to district-level Special Services personnel after parental consent has been received.~~

C. **Student Support**

**Based on the findings of all assessment information, schools may develop an Individual Education Plan. An Individual Education Plan (IEP) is a formal document outlining a plan of supports based on identified strengths and stretches, including goals, and strategies created through on-going collaboration between parents/guardians, school-based teams, district staff, relevant agencies, and students.**

## **D. Parent/Guardian Engagement**

**Throughout the continuum of assessment and student support, the school-based team works to collaborate with parents/guardians on the learning of their student with disabilities or diverse abilities.**

## **E. Appeal Process**

**Refer to Policy C-350 regarding the appeal process.** [Appeals | Sooke School District \(sd62.bc.ca\)](#)

### ~~E. Assessment of Special Needs Children~~

~~— District level Special Services personnel will respond to a completed referral by making an appointment to consult with school staff members and to observe and/or test the referred student.~~

### ~~F. Reporting to Parents/Guardians~~

~~— Results must be interpreted to the parents as soon as possible. Written results and recommendations shall be made available. Refer to Policy C-220 for details.~~

### ~~G. Parental Conference~~

~~— A conference to discuss the results of the assessment shall be arranged by the principal or designate and shall involve the appropriate referring personnel. Program planning, placement or follow-up procedures will be the result of this meeting.~~

## Services to Students With Special Needs

### ~~H. Placement of Special Needs Children~~

~~— (a) — The placement of each student shall be based on the entry/exit criteria for the recommended program. Teachers concerned shall be advised as early as possible when special needs students are identified so that the teacher may be involved in the consultation prior to placement. Such consultation will address class size and/or composition, resource requirements, provision of aide time and in-service training/professional development.~~

~~— (b) — Transportation will be provided for students who can not attend their regular home school.~~

~~— Where special programs are located in regular school buildings, students in those programs should have access, to the facilities and the services available in that building.~~

### ~~I. Appeal Process~~

~~— Any dispute over the placement of special needs students or over the appropriateness of the child's program shall be resolved in the following manner:~~

#### ~~— Step 1~~

~~— At the classroom level involving the parents and the classroom teacher.~~

#### ~~— Step 2~~

~~— At the school level involving parents, classroom teacher and the school based team.~~

#### ~~— Step 3~~

~~— At the district level involving parents, classroom teacher, school principal, appropriate district resource personnel and the Director of Special Education.~~

#### ~~— Step 4~~

~~— By a committee established by the Board of School Trustees.~~

~~— Step 5~~

~~— By the full Board of School Trustees.~~

**Statutory Reference:**

*Freedom of Information and Protection of Privacy Act*

**Policy Reference:**

Policy C-350 Parent/Student Appeals

**School District #62 (Sooke)**

<b>USE OF SCHOOL FACILITIES FOR CHILD CARE PROGRAMS</b>	No.: F-302
	Effective: Revised: Reviewed: June 1/21

**SCHOOL BOARD POLICY**

Consistent with sections 85.1, 85.2, 85.3 and 85.4 of the *School Act*, this policy provides guidance with respect to how the Board will promote the use of Board property for the provision of child care programs, between the hours of 7 a.m. and 6 p.m. on business days, by either the Board or third-party licensees.

Quality, accessible and affordable child care provides significant social and economic benefit for the community. Research shows that quality child care has a direct relationship to school readiness, literacy development, poverty reduction, and community engagement. While the funding and regulation of licensed child care is primarily a provincial government responsibility, the District, along with community stakeholders, can play an important role in planning, developing and coordinating child care in the Sooke School District.

The District supports non-profit societies and/or associations in delivering quality, accessible and affordable child care within District facilities and grounds, and provides the authority for the District itself to provide child care services.

The use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities, including early learning programs and extracurricular school activities.

**References:**

Board Policy:

- Policy F-222 – Management of School District Property
- F-300 – Use of School Facilities

*School Act:*

- Section 85.1 - Policies respecting child care programs
- Section 85.2 - Boards may provide child care programs
- Section 85.3 - Child care programs provided by others
- Section 85.4 – Use of Board property for child care programs

**1. Definitions:**

- 1.1. In this Policy, the terms "Board property," "business day," "child care program," "educational activities" and "licensee" have the meanings given to those terms in the *School Act*.
- 1.2. "Direct and indirect costs" include:
  - 1.2.1. Utilities;
  - 1.2.2. Maintenance and repair;
  - 1.2.3. A reasonable allowance for the cost of providing custodial services;
  - 1.2.4. A reasonable allowance for the time that school district administrators and other staff spend on matters relating to the use of board property by licensed child care providers.

**2. Procedures:**

- 2.1. The Board will, on an ongoing basis, assess community need for child care programs on Board property, through a process of engagement with employee groups (Sooke Teachers' Association [STA], Canadian Union of Public Employees #459 [CUPE]), parents and guardians (Sooke Parent Education Advisory Council [SPEAC]), Indigenous community representatives, Indigenous rightsholders, Indigenous service providers (Aboriginal Education Council), and existing child care operators. The process for engagement will be reviewed on an ongoing basis.
- 2.2. If child care programs are to be provided on Board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.
- 2.3. Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.
- 2.4. Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program. All child care contracts must bear all costs associated with the delivery of the program. The School District will not subsidize any community use of the facility or sites from instructional resources.
- 2.5. If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy.
- 2.6. In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to: (a) provide inclusive child care; and, (b) foster Indigenous reconciliation in child care.
- 2.7. If the board decides to operate a child care program, the board will ensure that it is operated in a manner that:

- 2.7.1. fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia *Declaration on the Rights of Indigenous Peoples Act*:
- i. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and
  - ii. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education; and
- 2.7.2. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia *Human Rights Code*.
- 2.8. Any contract with a licensee other than the Board, to provide a child care program on Board property, must be in writing and subject to review annually (no less than every one (1) year). The contract must contain:
- 2.8.1. a description of the direct and indirect costs for which the licensee is responsible;
  - 2.8.2. an agreement by the licensee to comply with this policy and all other applicable policies including adherence to schools' Code of Conduct and school rules;
  - 2.8.3. a provision describing how the agreement can be terminated by the Board or the licensee;
  - 2.8.4. a provision describing how the program will serve students of the school;
  - 2.8.5. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;
  - 2.8.6. a statement that the agreement can only be amended in writing, signed by the Board and the licensee;
  - 2.8.7. a requirement for the licensee to maintain appropriate standards of performance; and
  - 2.8.8. a requirement that the licensee must at all times maintain the required license to operate a child care facility.
- 2.9. The Secretary-Treasurer or designate shall have the authority to evaluate and make decisions with respect to applications to provide child care on Board property in a manner that is consistent with Board policy.
- 2.10. Prior to entering into or renewing a contract with a licensee, other than the Board, to provide a child care program on Board property, the Board will consider:
- a. whether it is preferable for the Board to become a licensee and operate a child care program directly;
  - b. the availability of school district staff to provide before and after school care;
  - c. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the Board, in respect of providing an

inclusive child care program and one that promotes Indigenous reconciliation in child care.

- d. Upon receipt of an application, district staff will review the application's feasibility, available space in the school, and whether the school can accommodate any improvements that may need to be made in order to conform to licensing requirements.



**MINUTES**  
**EDUCATION COMMITTEE OF THE WHOLE**  
**PUBLIC MEETING**  
**LIVE MS Teams Event**  
**June 15, 2021 – 6:15 p.m.**

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

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

REGRETS:

SECRETARY: Kristina Ross

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**1. CALL TO ORDER**

The meeting was called to order at 6:39 p.m. by the Board Chair. Ravi Parmar acknowledged the traditional territories of the First Nations.

**2. AGENDA**

**3. MINUTES**

**4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS**

**5. EDUCATIONAL PRESENTATIONS**

5.1 Sooke School District (SD 62) Strategic Plan Review – Scott Stinson

Scott Stinson provided a presentation of the Strategic Planning process to date and the latest draft of the Plan's goals and objectives. The Executive Team discussed their roles and thoughts in the development of the each of the three goals: Learning, Engagement and Growth.

**6. DELEGATIONS**

6.1 Standing Delegations (STA, CUPE, SPEAC)

STA-Rita Zeni

First Vice-President Rita Zeni spoke about the importance of the Engagement goal, and the recent Mentorship Program that STA participated in with its members. STA themes for the upcoming school year include Hope and Action related matters, with special attention being drawn to Truth and Reconciliation, racism, health and wellness of its members, and the funding of staff in district schools.

CUPE-Amber Leonard

Amber Leonard recognized the importance of the SD 62 Strategic Plan and commended the collaborative approach taken by the District in the development of this document. CUPE valued the direction the plan was taking, specifically relating to diversity, inclusion and equity

SPEAC-Melissa DaSilva

President Melissa DaSilva introduced herself to the Board of Education. She thanked the Board for the opportunity to participate in the discussion, and said she looks forward to future collaboration.

6.2 Delegations (Members of the Public)

There were no public delegations.

**7. FINANCE, FACILITIES AND SERVICES****8. EDUCATION PROGRAM**8.1 Strategic Plan Review Discussions

The Committee discussed the SD 62 Strategic Plan presentation and the importance of drafting a clear Message from the Board to introduce the document. Further discussion centered around:

- i. student voice
- ii. welcoming environments
- iii. racism
- iv. fiscal responsibility
- v. overall narrative
- vi. accountability framework

Staff spoke about the District's initial Strategic Plan 2018-2021, and its subsequent version which is more mature and progressive in nature, forward thinking in terms of pursuing organizational excellence while noting growth at an unprecedented rate. In conclusion, the District has grown tremendously over the last four years, and is looking forward to advancing its ambitious agenda.

**9. STUDENTS****10. FOUNDATIONS & GOVERNANCE****11. ADMINISTRATION****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. All media questions can be directed to the Manager, Communications for follow-up and response.

**16. ADJOURNMENT**

The meeting was adjourned at 8:53 p.m.

Certified Correct:

\_\_\_\_\_  
Chairperson of the Board

\_\_\_\_\_  
Secretary-Treasurer



**Board of Education: Decision Note**  
**Board Meeting: June 22, 2021**  
**Agenda Item 10.2: SD62 Strategic Priorities, Goals,**  
**Objectives and Outcomes, 2021-2025**

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## **PURPOSE**

The purpose of this decision note is twofold: (1) to respond to suggestions made, at the Education Committee of the Whole (ECOW) on June 15, 2021, on the draft SD62 goals and objectives for the new strategic plan; and (2) to put forward the strategic priorities, goals, objectives and outcomes for the Board to adopt for the school years 2021-2025.

## **BACKGROUND**

SD62's first Strategic Plan finishes with the end of the 2020-21 school year. As a result, a renewed Strategic Plan to guide the district in the years ahead is required.

- Strategic planning defines the long-term vision and objectives of an organization, to enable planning for the next 3-5 years. It assists in planning for long-range achievements rather than focusing in on the milieu of everyday issues.
- Having a multi-year, defined strategic plan guides everyday decision-making and priorities, resource investment, and staff action.

During the 2020/21 school year, the Board and district staff have worked to consult with partners and members of the community to gather information that would assist in determining the next set of goals and objectives.

- While the Strategic Priorities of Learning, Engagement and Growth have remained, the goal statements have been revised to reflect the feedback from the community engagement.
- The key themes of diversity, equity and inclusion, consistently mentioned throughout our community consultations, have been woven throughout the revised goal and objective statements.

At the Board Meeting of April 27, 2021, the Board of Education carried four motions that reaffirmed and revised the Vision, Mission, Values and Beliefs which provided the direction for developing the strategic goals and objectives for the new strategic plan (Appendix 1).

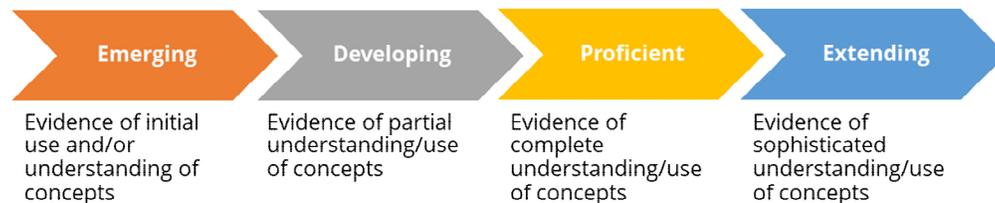
## **Key Differences between 'existing' and 'new' Strategic Plan**

In the first strategic plan, there were goal descriptions, objectives and strategies and measures.

The new strategic plan follows the structure of the previous plan with goal descriptions and objectives. The new plan diverges from the first by moving the strategies and measures to an annual SD62 operations plan.

- This will allow flexibility and adjustment on an annual basis as items are completed and new actions are added that will work towards achieving the goal are started.

New to the strategic plan is the 'Assessment Rubric'. This continuum shows overall progress towards achieving the goal and objectives. The four category descriptors are consistent with the proficiency scale language used in schools to show student progress:



The danger of being stuck on specific performance indicators in a strategic plan is that they are precise and narrow – they tell us about one marker for progress but do not provide a sense of overall progress of a system's complex growth towards a goal, which is what a rubric will enable. In addition, using a rubric rather than a single measure allows community partners to have a clearer view of progress of the system.

The Rubric provides an overview of progress to the specific goal, built from the progress of the four goal objectives for that goal.

Using rubrics for the strategic plan, supported by data gathered through the annual operational plans, enables a richer and more balanced overview of progress. Multiple data points drawn from the operational plan, in addition to other information, will inform an overall rating on the rubric.

### **Feedback from ECOW**

The ECOW meeting provided Trustees and partner groups and the public with the opportunity to discuss the proposed strategic plan goals and objectives in detail. Every partner group was given five minutes to provide feedback on the proposed strategic plan as well as the opportunity to participate in discussion with the Board.

The committee, partner group and public feedback from ECOW regarded:

- Wanting to see the overall narrative for the plan,
- Wanting progress measured with specific targets and metrics reflected in the plan,
- Wanting a bolder description for the item on social responsibility by including 'systemic racism' to add or include the words and phrases 'Voice'; 'Welcoming,' 'Connection', and 'Fiscal responsibility.'
- Suggesting 'Accountability Rubrics' be called 'Assessment Rubrics'.

## **ANALYSIS**

### **Overall Narrative of the Plan**

An overall narrative that ties the elements of the strategic plan to the vision and mission of the Board, through words and images, will be reflected in the development of the overall look and feel of the Strategic Plan document as it is created.

### **Measuring progress with Metrics**

- There was strong support from some at the meeting for the proposed rubrics as it uses the same language as the progress markers used for students (Emerging, Developing, Proficient, Extending) thereby sharing a ‘common culture’ of language.
- Other parties suggested that numbers and targets would be appreciated.
- The Executive are committed to providing both rubrics and metrics. The metrics will come from the operational plans and in the reporting to the Ministry of Education through FESL along with the many other reports and data that SD62 provides that are used to meet reporting requirements and to inform the system. A table overviewing the Accountability Framework is provided in Appendix 2.

### **Adding in key words and phrases\_**

- ‘Voice’ was suggested to be added to Learning objective 1.4. Upon review it was determined that voice would be more appropriate in the Engagement goal to expand the concept of a ‘culture of belonging’. Objective 1.4 is intended to focus on the outcome of providing students with choice and flexibility.
- ‘Voice’ was added to the context description for engagement along with ‘welcoming’ – to enhance the description of a “culture of belonging”. Adding these terms into the context section helps to build understanding for what is intended through a culture of belonging. ‘Connection’ was felt to have been implied within the ‘culture of belonging’ goal under the Engagement strategic pillar.
- ‘Fiscal responsibility’ is already firmly embedded in District work, in particular with the accountability that the Board has to the Ministry of Education in all of our financial reporting throughout the year.
- The title ‘Accountability Rubrics’ has been changed to ‘Assessment Rubrics’.

## **SD62 Strategic Priorities, Goals, Objectives and Outcomes, 2021-2025**

Following the presentation to ECOW, the Executive finalized the proposed Strategic Priorities, Goals, Objectives and Outcomes for the School District for the academic years 2021-2025. See Appendix 2 for the draft.

### **NEXT STEPS**

Following the approval of the text of the strategic plan, staff will continue to build out the full look and narrative of the plan. A graphic designer will work to create a professional document that can be shared electronically, printed and added to the SD62 website.

A small print run will be undertaken to balance needs for a physical copy by members of the District with embracing both technology and sustainability. Hosting the strategic plan on the SD62 website as an online document, where links to other relevant materials and sites can be included will support those who want to

explore further.

## RECOMMENDATION

Recommended Motion:

**That the Board of Education for School District 62 (Sooke) adopt the strategic priorities, goals, objectives and outcomes, for the school years 2021-2025 – as presented at the June 22, 2021 board meeting.**

## Appendix 1: Motions Carried at the April 27, 2021, SD62 Board of Education Meeting

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The following four (4) motions set the Vision, Mission, Values and Beliefs for SD62s new strategic plan. They set the direction for establishing the goals and objectives of the plan.

### 1<sup>st</sup> motion

MOVED Allison/Margot

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”.

CARRIED

### 2<sup>nd</sup> motion changed (word is highlighted)

MOVED Ravi Parmar/Allison Watson

That the Board of Education for School District No. 62 (Sooke) amend the District’s mission statement so it reads the following: “To help develop informed, literate, and resilient citizens through engagement in a safe, respectful, **inclusive** and responsive School District #62 learning community.”

CARRIED

### 3<sup>rd</sup> motion changed (words are highlighted)

MOVED Ravi Parmar/Margot Swinburnson

That the Board of Education for School District 62 (Sooke) reaffirm the Board’s values statement with the addition of ‘Diversity’ and ‘Equity’ to the existing list of Board values, thereby becoming: “Relationships, Choice, Respect, Integrity, Trust, Safety, **Diversity and Equity**”.

CARRIED

**4<sup>th</sup> motion changed**

MOVED Ravi Parmar/Margot Swinburnson

That the Board of Education for School District 62 (Sooke) reaffirm the Board's belief statement with amendments and an additional bullet so it reads as the following:

In School District #62, we believe:

- The quality of experience for students and staff should be engaging, purposeful and reflective of voice and choice;
- All education partners, **staff and citizens** in the communities the District serves have a role in supporting student learning, each with distinct responsibilities;
- In the commitment of fostering diversity and actively pursue equity by understanding-the complexities that affect achievement;
- In fostering a district wide focus on learning and ensuring an **equitable** approach to enable everyone to have the opportunity to achieve their potential;
- In continuous improvement through decision-making informed by gathering evidence that is strength and results-based;
- We are growing at an unparalleled pace and it is necessary to manage this growth appropriately to ensure that the District continues to deliver successful education programs; and
- **That the shifting landscape due to COVID-19 pandemic has reinforced the importance of public education in our community and has provided the unique opportunity to learn from its challenges and work with our partner groups to leverage the opportunities discovered.**

CARRIED (All)

## Appendix 2: Accountability Framework

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The District will provide the Board of Education with recurring reports to show progress on the Strategic Plan. The reports will align with reporting for the Framework for Enhancing Student Learning, and on Finance. The Assessment Rubric will draw data from the Operational Plans to assess progress.

	<b>Framework for Enhancing Student Learning (FESL)</b>	<b>Strategic Plan</b>	<b>Financial Reporting</b>
<b>Ongoing Annual Reporting</b>	10 key performance indicators	Multiple data points reporting on a Rubric	Financial reporting to Ministry
<b>June Report/Submission</b>	Define Targets	Rubric Progress	Budget
<b>Nov, Feb, May</b>	Quarterly Updates	Quarterly Updates	Quarterly Forecasts
<b>September</b>	Annual Report	Annual Rubric Assessment Report	Year End Financial Statements

## Appendix 3: Strategic Priorities, Goals, Outcomes, Objectives 2021-2025

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### School District Six Two (Sooke) Strategic Priorities, Goals, Outcomes, Objectives 2021-2025 June 25, 2018

## Strategic Priorities:      Learning   Engagement   Growth

### Learning

**Goal:** To develop and support adaptable learners who are creative, critical, and social thinkers with the capacity to be educated citizens

1. To provide opportunities for learners to understand, respect and appreciate diversity and inclusion
2. To provide opportunities for learners to develop critical and creative thinking skills
3. To ensure our learning environments are safe
4. To enhance student choice

### **Outcomes:**

1. Students and staff are conscious of variances in diversity and understand inclusion
2. Students and staff have the skills to think critically and creatively
3. Students, families, and staff feel safe (intellectually, physically, emotionally), that they belong and are valued
4. Students are enabled as adaptable learners through enhanced pathways of choice of how, when, and where their learning takes place. There are a greater variety of routes to graduation and more opportunities for hands-on learning

# **Engagement**

## **Goal:** To create a “culture of belonging”

1. To develop, expand and implement, inclusive and collaborative, practices, and processes (communicate, engage)
2. To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'
3. To develop, expand and implement respectful, effective, clear, and transparent communications
4. To continue to develop, expand and implement a culture of wellness

## **Outcomes:**

1. The District operates with specific practices and processes that enhance collaboration and inclusivity
  2. The District works to progress Aboriginal student success (One Mind) as well as District awareness and understanding of Aboriginal histories, cultures, and ways of being (One Spirit)
  3. The District follows a communications and engagement process that seeks to provide effective communication and engagement and follows a practice of transparency
  4. The District prioritizes a holistic approach wellness
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# Growth

**Goal:** To pursue organizational excellence to support a vibrant school district

1. To strengthen organizational practices to ensure equity, diversity, and inclusion
2. To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging
3. To embrace 'digital technologies' and manage increasing complexity through leveraging the strategic use of resources
4. To expand our culture of social responsibility and make long-term commitments that strive to do things right by society and the environment

**Outcomes:**

1. The District has practices and standards that support the diverse population that we serve
2. The District has physical assets, space and resources that support student success and the school community
3. The District has data-driven organizational capacity, increased productivity, and adaptability to provide enhanced service levels to students, staff and the community
4. The District operates within an ethical framework to ensure decisions and actions have a positive impact on society and the environment. This would include breaking down systemic racism, addressing the Truth and Reconciliation calls for action

**School District #62 (Sooke)**

<b>TRUSTEE PROFESSIONAL DEVELOPMENT</b>	No.: A-350
	Effective: Jan. 25/00 Revised: Feb. 24/15 Reviewed: Jan. 19/15

**SCHOOL BOARD POLICY**

Trustees are encouraged to participate in conferences, ~~conventions~~, workshops and seminars related to effective **governance** trusteeship, leadership, education and learning.

Accordingly, trustees attending appropriate meetings **activities** shall ~~have all related expenses paid by the school district consistent~~ **be reimbursed for professional development event costs and related expenses consistent with Policy A-349 and** with budgeted funds.

For the purposes of this policy, the following guidelines are provided:

1. The trustee travel and professional development budget will be established through the budget process **and reviewed annually by the Board of Education.**
2. Attendance at appropriate meetings **activities** is subject to Board approval within the budget established for such travel.
3. Subscriptions and publications deemed appropriate for Board use shall be approved by the Chair of the Board and become the property of the School District.
4. Reimbursement of costs involved in attendance at appropriate meetings **activities** shall be consistent with mileage and per diem expenses as established by Policy No. F-261 **and Policy No. A-349.**
5. ~~Travel within the district shall be at the established rate, and minor travel costs are deemed to be covered by the tax free portion of the trustees' indemnity.~~ **Not related to Professional Development?**



## **Board Information Note Public Board Meeting June 22, 2021 Agenda Item: 10.4 School Counsellors**

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### **Background**

The issue of roles and responsibilities of school counsellors has been an ongoing one within the Board, and in public perception as well. As a trustee and a health care professional I have been concerned about the fuzziness of the role, the direction and oversight, the boundaries and the ability of these counsellors to receive ongoing professional development and support/debriefing. I believe this exposes the counsellors, the schools and the Board to significant risk.

### **Recommended Motion**

That the Board of Education for School District No.62 (Sooke) direct staff to report back to the Board in September on the role and responsibilities of School Counsellors to form potential policy considerations.

The Board would also request information on the scope of the role, and what measures are in place to ensure best practice, professional counselling standards, supervision and support.

### **Rationale**

This is a complex role within education that has evolved from simple “guidance counsellors” to one requiring a Master’s Degree in counselling as well as an education degree. But need for Qualifications vary, and I am unsure as to the requirement for upgrading or professional hours to maintain their qualifications. Expectations on the part of the public for these dedicated professionals to provide increasingly complex support for a variety of mental health and addictions issues-as well as guidance counselling- means that their role that they are performing may not fit the job description that we have presently. As well, in the past there has been significant support time lost due to antiquated ways of course selection when computer selection is far more efficient.



## Board Information Note Public Board Meeting

June 22, 2021

### Agenda Item: 10.5 Ministry of Health, Ministry of Education – Services at the BCCMHC

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June 22 2021

Many thanks to Vanessa White for taking fulsome notes.

#### Ministry Updates

1. Danielle Carter Sullivan: Acting Senior Director Provincial Support Services (MMHA) (Formerly she was MOE)

5 school districts chosen for integrated ministerial supports with an additional 15 to come. Not named yet and the process for choosing them has not yet been released. Supports will be for 0-19, with some transitional support to ??? Currently: Maple Ridge-Pitt M, Comox Valley, Richmond, Coast Mountain, Similkameen. New jobs: for Child and Youth clinical counsellors, and a positive initiative one?

2. Saige Lawson - MMHA looking at 4 main streams:
  - a. Expanding school teams
  - b. Community outreach with regards to substance use
  - c. Gap filling of services
  - d. Wraparound care

123 beds created, 10 more coming. Prevention and intervention. Wraparound care. Varies by Health Authority.

3. Stephen Smith New Position: Health Promoting Schools
  - a. DASH - Dedicated Action for School Health
  - b. Project - PLAPL to improve levels of physical play at K-6 grade range, making the tie between physical and mental health. Will include mentorship, workshops, resources
4. EASE – (Everyday Anxiety Strategies for Educators) Kelly Angelius and Kim Rowe
  - a. 2500 educators K-7 have completed training through UBC. French training is available as well.
  - b. EASE at home developed, 9-12 program coming (our district helped with the videos for this 😊😊)
5. Katy Winship (Min of Ed) - MHIS strategy
  - a. Grants will be coming and you can expect similar amounts to last year
  - b. should know amounts by late summer/early fall

- c. MH Leads chosen in each district - being contacted soon
- d. New initiative - MH Start Up group looking at resources and research, recognizing the cascade of wellness from adults to kids, will be released in July

Important note: They were vague about who exactly will be informed. Holidays and dissemination of information are an issue.

6. Hasima Samji (SFU)

- a. Info on YDI, population data for MH and wellbeing
- b. Grade 11 survey
- c. Key points
  - i. self-reported MH has gotten worse through pandemic
  - ii. 30% have worries about everything
  - iii. 1/3 have regular doctor
  - iv. 40% said they needed MH support and didn't get
  - v. Of those that sought help, 21% - dr, 18% - teacher/adult in school/counsellor at school
  - vi. 33% said extra sleep from being in lockdown was a bonus!
  - vii. Looking at protective factors (PCE's) in response to ACE's

7. Michelle Cianfroni - BCCH

- a. Pyramid model of response - looking for districts to work with (Vanessa offered us)
- b. PICS survey - personal impact of covid survey
  - i. still live, can submit
  - ii. \$10 for participation
  - iii. self-report
- c. MyHeartsmap
  - i. online assessment for MH
  - ii. showed no significant increase in diagnostic amounts of MH
  - iii. increase in worries and concerns but not clinical



## Board Info Note

### Public Board Meeting

#### June 22, 2021

### Agenda Item 11.1: Superintendent's Update

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#### Learning

##### **Indigenous Recognition:**

- Staff, students, and families have been reflecting on the horrific findings of the 215 bodies at the former Kamloops Indian Residential Schools. This shocking discovery has sparked significant discussion and action in our classrooms. Our schools continue to ensure that our students engage in building their understanding of the history of residential schools in Canada as a part of our commitment to the 94 Calls to Action from the Truth and Reconciliation Commission.

##### **School Visits:**

- In recent weeks, we have seen incredible expressions of learning as part of our school visits. The activities being undertaken in our schools demonstrate that, despite the many challenges of this year, much has been accomplished by our students and staff. From examples such as demonstrations of inclusion, to connection to natural learning environments, innovative teaching practices, as well as academic focus on numeracy and literacy, students have been fully engaged.

##### **Scholarships:**

- Every year in SD62, tens of thousands of dollars in scholarships and bursaries are awarded to deserving grade 12 students to help them with their post-secondary education costs. Most of these scholarships and bursaries are administered at the school level. There are, however, several that are organized and administered at the district (Board Office) level. The funding for these scholarships come from a variety of sources such as the Ministry of Education, businesses and private family/community members. The total amount of these scholarships this year is **\$150,733.48**.
- Scholarship winners are selected by a committee comprised of Principals, Vice-Principals and secondary school teachers. They met for two days in early May to review the students' applications.
- Unfortunately, we are not able to share the names of the winners, as they will be announced as part of our secondary graduation celebrations.

**Indigo Book Grant:**

- Ruth King Elementary has been awarded one of 30 cross-Canada grants from the Indigo “Love of Reading Foundation”. While the school was made aware of the grant in September, Indigo had asked schools to hold off on publicly announcing the win, until they were ready to publicize this week.
- As a result of this award, Ruth King will receive grants totalling \$40,000 to spend over the next three years. They have already done an excellent job of spending this year’s allocation to provide vital reading resources to students to ensure every child has access to diverse and enriching books.
- The grant application was completed by Ruth King Teacher-Librarian, Kevin Dranchuk, and former Vice-Principal Georgette Walker, with assistance from Associate Superintendent, Dave Strange.
- We are so thrilled that one of our schools has received such an incredible and generous grant to support the acquisition of inclusive reading materials for the library as well as additional classroom literature.
- There is [a video](#) that celebrates this year’s literacy fund grant recipients – wait until the end to see Ruth King Students.

Growth

- Construction continues at Pexsisen Elementary and Centre Mountain Lellum Middle. There is a staff site visit scheduled for June 22<sup>nd</sup>.
- A Board/partner group site visit will be arranged in the fall once the steel structures have been erected and the roof is on both schools.
- Staff continue to work with the Ministry to gain support for further school builds to address the significant ongoing growth in the district.
- Bus routes are being developed for next year with communications out to families expected soon.
- All of our 12-month employees (including facilities, custodial and finance) are gearing up for a busy summer of preparing our schools for start-up and preparing to close out the 2020-21 fiscal year.