



**BOARD OF EDUCATION
PUBLIC MEETING
School Board Office
3143 Jacklin Road
March 10, 2020 – 7:00 p.m.**

A G E N D A

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

*We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, 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. AGENDA

- 2.1 Call for amendments and additional items
Motion Requested: That the Board of Education adopt the public meeting agenda of March 10, 2020, as presented (or as amended).

3. MINUTES

- 3.1 Call for amendments to minutes
Motion Requested: That the minutes of the February 25, 2020 meeting be adopted as presented (or as amended).

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

- 4.1 Mental Health Update – Margot Swinburnson
4.2 COVID – 19 Update – Scott Stinson

5. EDUCATIONAL PRESENTATIONS

- 5.1 Student Trip to Denver, Colorado – June 18-22, 2020 – Royal Bay Secondary School – Lucas McNeil
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School boy's lacrosse trip to Denver from June 18-22, 2020, subject to the oversight and direction of the Superintendent's office.
- 5.2 Student Trip to Calgary, Alberta – May 20-23, 2020 – Royal Bay Secondary School – Karen Snowsell
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School music department trip to Calgary from May 20-23, 2020, subject to the oversight and direction of the Superintendent's office.

6. CORRESPONDENCE & DELEGATIONS

- 6.1 Correspondence
a. Letter from Minister Fleming – Education Statutes Amendment

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the letter from Minister Fleming – Education Statutes Amendment.

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

7. FINANCE, FACILITIES AND SERVICES

7.1 Report on the Resources Committee – Meeting of March 4, 2020

Motion Requested: That the Board of Education of School District #62 (Sooke) approve the proposed 20/21 academy fees as presented at the March 4th Resource Committee meeting.

Motion Requested: That the Board of Education of School District #62 (Sooke) approve the proposed 21/22 international student program fees as presented at the March 4th Resource Committee meeting.

Motion Requested: That the Board of Education of School District #62 (Sooke) direct staff to conduct a public consultation process on the addition of an administration transportation fee of no more than \$25/student with a discounted family rate for the 20/21 school year.

Motion Requested: That the Board of Education of School District #62 (Sooke) request staff to explore the feasibility and legality of adding specific clauses that promote the employment opportunities of SD62 students as well as the prioritization of contractors being chosen from the South Island for the construction of the new West Langford Middle and Elementary Schools.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of March 4, 2020.

7.2 20/21 Budget Development Process – Harold Cull

7.3 20/21 Capital Plan Response

8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of March 3, 2020

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the BAA Course Music Composition 10.

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-320 “Supervision of Students on School Buses”.

Motion Requested: That the Board of Education of School District 62 (Sooke) write a letter calling on the Ministries of Children and Family Development, Education, Minister of Mental Health and Addictions and the Municipal Affairs and Housing to work collectively within the Provincial Government and with applicable stakeholders, e.g. School Districts, to address the recommendations proposed by homeless youth in the Representative for Children and Youth’s report titled “From Marginalized to Magnified”.

Motion Requested: That the Board of Education of School District 62 (Sooke) request staff to review the report “From Marginalized to Magnified” submitted by the Representative for Children and Youth and provide an analysis on the recommendations with a lens as to how the Sooke School District can provide a leadership role in addressing the recommendations proposed in the report that pertain to the work of a school district”.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee meeting of March 3, 2020.

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

10.1 Report on the Aboriginal Education Council – no meeting in March

11. ADMINISTRATION

11.1 Superintendent’s Report – Stephanie Hedley-Smith

12. PERSONNEL

13. UPCOMING EVENTS

14. FUTURE ITEMS

14.1 New School Project Celebration – March 12 at Belmont

14.2 Spring Break – March 16 to 27, 2020

15. QUESTION PERIOD

16. ADJOURNMENT

MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
School Board Office
3143 Jacklin Road
February 25, 2020 – 7:00 p.m.

TRUSTEES: Ravi Parmar, Board Chair Bob Beckett, Vice-Chair
 Wendy Hobbs Bob Phillips
 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, Human Resources

REGRETS: Dianna Seaton

SECRETARY: Kristina Ross

1. CALL TO ORDER

The meeting was called to order at 7:00 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

28. MOVED Margot Swinburnson/ Bob Beckett
 That the Board of Education of School District 62 (Sooke) adopt the agenda of
 February 25, 2020 as presented.
 CARRIED

3. MINUTES

3.1 Call for amendments to minutes

29. MOVED Margot Swinburnson/ Bob Phillips
 That the Board of Education of School District 62 (Sooke) adopt the minutes of the
 January 28, 2020 meeting as presented.
 CARRIED

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS**5. EDUCATIONAL PRESENTATIONS****6. CORRESPONDENCE & DELEGATIONS****6.1 Correspondence**

- a. Letter of Support from Board Chair- High Speed Fibre Optic Port Renfrew
Board Chair, Ravi Parmar indicated that he had drafted a Letter of Support regarding Port Renfrew's request for high speed fibre optic service.

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

Jennifer Anderson spoke to the Board of Education regarding out of pocket expenses that teachers incur to ensure that students have the tools for successful learning in their classrooms.

CUPE – Amber Leonard

CUPE President, Amber Leonard, introduced, members Bruce Woodcock, (1st Vice President), Sherri Bourne (Corresponding Secretary), and Lea Marshall (Clerical Shop Steward) to the Board of Education in an attempt to take more information back to its members. CUPE thanked the District for its newly created focus groups, and its efforts moving forward planning for year end events.

PVP – Ceilidh Deichmann

Ceilidh Deichmann updated the Board of Education on events happening around the District. PVP has introduced a professional Book Club on the "15 Commitment of Conscious Leadership". Sooke Dance Studio will perform at Poirier Elementary School. Vancouver Opera will perform the Flight of the Hummingbird at Hans Helgesen March 12, 2020. Lakewood Elementary School has a new nature playground under design, and has just completed a computer lab redesign, and sensory room. Pink Shirt Day is February 26, 2020.

SPEAC

No delegation.

Canadian Parents for French

No delegation.

Students

No delegation.

7. FINANCE, FACILITIES AND SERVICES**7.1 Report on the Resources Committee – Meeting of February 11, 2020**

Highlights from the Resources Committee meeting of January 27, 2020 were summarized. A review of the proposed school fees for 20/21 was completed.

31. MOVED Bob Beckett/Allison Watson

That the Board of Education of School District 62 (Sooke) approve, in principle, the expenditure of \$600,000 for the Spencer and Savory sewer hook ups out of the 19/20 fiscal year surplus, and if necessary, any residual amount to be paid out of the District's financial reserve.

CARRIED

32. MOVED Bob Beckett/Allison Watson
That the Board of Education of School District 62 (Sooke) give first, second and third reading of the 2019/20 Amended Budget Bylaw, specifying a total of \$149,587,570, as presented at the February 11, 2020 Resources Committee meeting.
CARRIED
33. MOVED Bob Beckett/Wendy Hobbs
That the Board of Education of School District 62 (Sooke) approve the proposed 20/21 district and school fees as presented at the February 11, 2020 Resource Committee meeting.
CARRIED
34. MOVED Bob Beckett/Bob Phillips
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of February 11, 2020.
CARRIED

7.2 Report on the Audit Committee – Meeting of February 18, 2020

Highlights from the Audit Committee meeting of February 18, 2020 were summarized.

35. MOVED Wendy Hobbs/Bob Phillips
That the Board of Education of School District 62 (Sooke) approve the 2020-2022 Internal Audit Plan as presented and amended at the February 18, 2020 Audit Committee meeting.
CARRIED
36. MOVED Wendy Hobbs/Bob Phillips
That the Board of Education of School District 62 (Sooke) receive the report from the Audit Committee meeting of February 18, 2020.
CARRIED

7.3 Provincial Budget and 20/21 Development Process – Harold Cull

Harold Cull provided the Board of Education of School District 62 an update on the provincial budget for 20/21, and the district's budget development process.

7.4 Capital Bylaw No. 2019/20 – CPSD62-02– Harold Cull

Harold Cull provided an update on Capital Bylaw No. 2019/20 – CPSD62-02.

37. MOVED Margot Swinburnson/Bob Beckett
That the Board of Education of School District 62 (Sooke) approve all three readings of the Capital Bylaw No. 2019/20 – CPSD62-02 at its meeting of February 25, 2020.
CARRIED UNANIMOUSLY
38. MOVED Bob Phillips/Bob Beckett
That the Board of Education of School District 62 (Sooke) give first, second and third readings to Capital Plan Bylaw 2019/20-CPSD62-02.
CARRIED

8. EDUCATION PROGRAM

8.1 Report on the Education Policy Committee – No report

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

10.1 Report on the Aboriginal Education Council Meeting of February 19, 2020

Highlights from the Aboriginal Education Council Meeting of February 19, 2020 were summarized.

10.2 BCSTA Provincial Council Update – Trustee Watson

Trustee Watson provided an update to members of the Board of Education of School District 62 (Sooke).

11. ADMINISTRATION

11.1 Superintendent’s Report – Scott Stinson

Scott Stinson acknowledged the loss of Scott Manning, Jane Smirl, and Sharon Goes. Furthermore, he indicated the completion of Principal/Vice Principal backfills at Elementary, Middle and Secondary levels; he commended the work of Paul Block and Kathleen King on the Equity Scan, which will support equitable and inclusive practices; and praised the robust Budget Planning Process currently engaged in by the District. An Open House will occur on March 12, 2020 at Belmont Secondary School to announce the naming of the West Langford Elementary and Middle Schools in addition to launching the Catchment Review Process. Registration for Kindergarten in school year 2020/2021 indicates that the District will grow by approximately 412 students, estimating that there be 11,500 students in the District for school year 20/21.

12. PERSONNEL

No personnel matters were discussed.

13. UPCOMING EVENTS

13.1 Living in Colour Conference – March 12, 2020 – Journey Middle School

13.2 Open House - March 12, 2020

14. FUTURE ITEMS

15. QUESTION PERIOD

Mary Brooke from the Westshore Voice News asked a question regarding First Nation practices. With the federal blockades, and the work being done by the District on reconciliation and equitable/inclusive practices, is the District doing anything different in the classrooms? The Board Chair indicated that although conversations are continuing to happen in classrooms surrounding these topics, the District has not changed its practices.

16. ADJOURNMENT

The meeting was adjourned at 8:20 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer

School District #62 (Sooke)

MODERATE RISK FIELD TRIP APPROVAL FORM FOR OVERNIGHT OUT-OF-PROVINCE/COUNTRY TRIPS

- The Leader must read the School District Field Trip Policy before completing this form.
- The Leader must take this completed form to the Principal for approval (and, when it is an out-of-province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).
- Where Part B applies, the Principal should meet with the Leader and review the information prior to the parent/guardian meeting. After this meeting, Part B is to be returned to the Principal for final approval.

PART A - Required for all field trips

Teacher/Leader/Supervisor: Lucas MacNeilSchool: Royal BayDate of Application: Jan 30 2020 Date(s) of Field Trip: June 18 - 22 2020Purpose/Activities: Lacrosse Recruiting TournamentNumber of Students: 40 Grade(s): 9-11 Male all Female Number of Supervisors/Chaperones: 4 Male all Female

Times & Locations (When & Where?):

Fly out Thursday June 18 morning to Denver International
Play @ Dick's Sporting Goods Park

Method(s) of Transportation: flight + rental vanCosts: ≈ \$1,200 Source of Funds: fundraise + families

I have read School District #62 Field Trip Policy C-329.

Planned by: MacNeil
Leader's signatureApproved by: [Signature]
Principal's SignatureDate: JAN 30 2020

PART B (to be submitted 45 days prior to trip)
Required only for field trips that are overnight, out-of-province/country,
and/or involve "moderate risk" activities.

Date of Parent Information Meeting(s) (required by policy): May 2020 w/ Admin.

Section 1 - Required for all Overnight Field Trips

Itinerary (attach detailed itinerary, including educational and logistical activities prior to, during, and after the trip as well as names of chaperones and/or supervisors).

Lodging Arrangements Denver Best Inn + Suites 4590 Auble St. Denver CO 80216, USA.

Meal Arrangements Breakfast @ hotel. Team lunches/dinners. food also @ field.

Section 2 - Required if Field Trip involves any "Moderate Risk" Activities

List "Moderate Risk" Activities (see Field Trip Policy for definitions): Lacrosse is a physical sport. Bruises are common, broke bones = rare.

Location of Activities (terrain, potential hazards, remoteness/access to medical care, etc.): Play @ Dick's Sporting Goods Park, 6000 Victory Way, Commerce City CO 80022, United States.

Leader's and/or Instructors' Local Knowledge: We were there in June of 2019.

Type & Quality of Safety Equipment: First Aid kit. Also paramedics on site.

Ratio of Students-to-Instructors (qualified to lead activities): 10/1 Lucas Mackel, Wayne Kelley, Mason Pynn, Paul Block

Ratio of Students-to-Adults (including teachers/supervisors/chaperones/etc.): 10/1

Details of Student Preparation for Activities: Meet w/ students to go over expectations + itinerary.

Details of Leader's, Supervisor's, and/or Instructor's Experience and Qualifications: Lucas - Teacher + coach for several years. Mason, assistant coach, personal trainer + trained CPR / 1st Aid.

First Aid Training: Mason is. + Paramedics on site.

Contingency Plans for Emergencies: Multiple vehicles in case of emergency.

Section 3 - Any Relevant Additional Information

10-1 ratio students to adults.
Parents usually come once roster is announced, more supervision.

Planned By: [Signature]
Leader's Signature

Approved/Recommended by: _____
Principal's Signature

Date: _____

(Parent keep this page)

Denver, June 2020 Field Trip Itinerary

Estimated times

Thursday June 18th, 2020

- 4 am. Students will meet at Victoria Air Port, Coaches and chaperones take attendance and check in.
- 5:30 am. Take off for Seattle. Flight AS2353 with Alaska. Take attendance before boarding.
- 6:18 am Land in Seattle and go through customs, together.
- 9:35 am take off for Denver. Flight AS0674 with Alaska. Take attendance before boarding.
- 1:20 pm Land in Denver. Collect bags together and wait for shuttle bus to Budget Rental.
- 3:30 pm Leave Budget Rental with 4 vans. 40 students and 4 adults and drivers.
- 4:15 pm – Check into Hotel – Denver Best Inn and Suites. Room lists proved to hotel and students upon arrival
- 6 pm. Dinner @ North Field Shopping Center
- 7:30 pm. Students will be taken to Target store for snacks and water
- 10:15 pm. Student's rooms will be checked for curfew.

All times and events are flexible, depending on game schedule.

Friday June 19th, 2020

- 9:00 am. Wake up
- 9:30 am. Go for breakfast, or students can eat breakfast from the groceries they bought from the grocery store.
- 11:00 am. Leave hotel to go to lacrosse fields for practise @ Dicks Sporting Good's Field
- 1:00 pm. Team lunch at North Field Shopping Center. Return to hotel when done.
- 5:30 pm. Games can start at Dicks sporting goods field – may be later game but guaranteed we play Friday evening. Will leave the hotel an hour and 15 minutes before the game starts.
- 10 pm. Lights out and room checks.

All times and events are flexible, depending on game schedule.

Saturday June 20th, 2020

Pending on game time, we will be up 2 hours before start time.

9:00 am Wake up and go for breakfast.

9:45 am breakfast

Games will run all day. We will stick together at the fields or back to the hotel with supervision. Lunch and dinner will be bought at the fields from the vendors, as games that day will be from morning to evening.

Supplies and Equipment for Staff to Bring

- Cell phone
 - First aid kit
 - Garbage bags for bus
 - Students medical card information and emergency contact information
-

Sunday June 21st, 2019

Pending on game time, we will be up 2 hours before start time.

9:00 am Wake up and go for breakfast.

9:45 am breakfast

Games will run all day. We will stick together at the fields or back to the hotel with supervision. Lunch and dinner will be bought at the fields from the vendors, as games that day will be from morning to evening.

If given the opportunity, we will organize a team dinner Sunday evening depending on final game time.
**Before bed, rooms will be cleaned and bags packed to make the morning easier.

Supplies and Equipment for Staff to Bring

- Cell phone
- First aid kit
- Garbage bags for bus
- Students medical card information and emergency contact information

Monday, June 22nd, 2020

5 am – Wake up

5:40 am leave hotel to return rentals at Budget Rental. Attendance taken by coaches and chaperones.

6:00 am - Check in for Flights at Denver International. Attendance taken by coaches and chaperones.

8:10 am – Flight leaves Denver for Seattle. Flight AS1173 with Alaska. Take attendance before boarding.

10:09 am – Land in Seattle.

11:35 am – Leave Seattle for Victoria. Flight AS2384 with Alaska. Take attendance before boarding.

12:29 pm – Land in Victoria and go through customs.

1 pm – Students head home with parents form airport.



Expectations of Behaviour for Students on Lacrosse Trips

As a member of Royal Bay's Lacrosse Academy, I understand I am a representative of both the school, and Sooke School District. I have the privilege of being a part of an educational and extracurricular program.

In order to make sure we all agree and know what standards are expected, you must be willing to adhere to the following behavior:

1. Obey requirement (i.e., the school code of conduct) and accept authority of Royal Bay Secondary supervisors at all times.
2. Accept the authority of adult supervisors.
3. Absolutely no use of alcohol and non-medical use of drugs are allowed.
4. Students must be prompt for group gatherings such as transportation, tours, meals, games, etc.

Anyone who is not prepared to accept these conditions should not commit him/herself to the trip. Breaking conditions #3 will be grounds for immediately notifying parents and sending the student back to Victoria on the first flight/bus available, with all costs borne by the student/parents.

PARENT/GUARDIAN

I have read and discussed the above information with my son/daughter, who informs me that he/she understands it and we are prepared to accept these conditions completely.

Date

Parent/Guardian Signature

STUDENT

I have read and discussed the above information with my parents/guardians. I understand it and am prepared to accept all of the conditions completely.

Date

Student name/Signature

School District #62 (Sooke)
**MODERATE RISK FIELD TRIP APPROVAL FORM
 FOR OVERNIGHT WITHIN PROVINCE TRIPS**

- The Leader must read the School District Field Trip Policy before completing this form.
- The Leader must take this completed form to the Principal for approval (and, when it is an out-of-province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).
- Where Part B applies, the Principal should meet with the Leader and review the information prior to the parent/guardian meeting. After this meeting, Part B is to be returned to the Principal for final approval.

PART A - Required for all field trips

Teacher/Leader/Supervisor: Karen Snowsell / Glenn Whitney
 School: Royal Bay

Date of Application: Dec 20/19 Date(s) of Field Trip: Wed-Sat May 20-23, 2020

Purpose/Activities: MusicFest Canada (National Music Competition)

Number of Students: 56 Grade(s): 9-12 Male 25 Female 31

Number of Supervisors/Chaperones: 4 Male 2 Female 2

Times & Locations (When & Where?):

Calgary, AB. Wednesday, May 20 - Saturday, May 23, 2020.

Method(s) of Transportation: Air Canada, public transportation

Costs: \$ 840.00 Source of Funds: fundraising, family

I have read School District #62 Field Trip Policy C-329.

Planned by: Dawn Snowsell
 Leader's signature

Approved by: [Signature]
 Principal's Signature

Date: FEB 19 2020

MusicFest Canada

Calgary, AB May 20-23, 2020

Wednesday, May 20th

- 5:00 a.m. Meet at the airport
- 6:50 a.m. Air Canada flight to Calgary. Arrive at 9:23 a.m.
- 9:45 a.m. Load buses and depart for hotel
- 10:30 a.m. Check into hotel. Drop off equipment and luggage. Walk, approximately 20 minutes, to Jazz Band and Concert Band stages (Faculty of Music). Listen to some jazz and concert bands. Lunch at the University (not provided).
- 12:30 p.m. Walk back to hotel. Rest. Get changed into uniform.
- 2:30 p.m. Head back to the University. Jazz Band students must have on a perfect uniform (pictures are taken after the performance plus appearance is part of our mark), their instrument, music and any supplies needed.
- 3:00 p.m. Check in. Jazz Band will be lead to the instrument storage room where they will set up their instruments.
- 3:30 p.m. Warm up
- 4:00 p.m. Jazz Band performs on Stage A Main Lobby (Faculty of Music)
- 4:30 p.m. Adjudication
- 5:00 p.m. Pictures
- 6:00 p.m. Concert by the Calgary Wind Symphony and Alberta Winds – Mount Royal University, Bella Concert Hall
- 7:00 p.m. Head back to hotel for pizza dinner (provided)
- 10:00 p.m. In own rooms
- 10:30 p.m. Lights out. You all need to get a good night's sleep.

Thursday, May 21

- 6:00 a.m. Wake up call. Eat breakfast. Concert Choir dress in perfect uniform.
- 8:00 a.m. Check in
- 9:00 a.m. Performance Stage C Main Foyer (18 Mount Royal Circle SW)
- 9:30 a.m. Adjudication
- 10:00 a.m. Pictures.

- Head back to hotel. Get changed.
- Depart for Calgary Zoo.
- 5:00 p.m. Dinner as a group.
- 7:00 p.m. Kokopelli Concert – Mount Royal University, Bella Concert Hall
- 8:30 p.m. Head back to hotel
- 10:00 p.m. In own rooms
- 10:30 p.m. Lights out

Friday, May 22

- 7:00 a.m. Wake up. Breakfast provided at hotel. Concert Band to be in uniform.
- 8:30 a.m. Depart, on foot, to Faculty of Music
- 9:30 a.m. Check in
- 10:00 a.m. Warm-up
- 10:30 a.m. Concert Band 9-12 performance
- 11:00 a.m. Sight Reading plus adjudication on sight reading and performance adjudication. Pictures.
- 11:30 a.m. Choir to watch Canadian Honour Choir performance.
- Time for students to eat, watch other school performances, attend instrumental clinics
- 4:00 p.m. Attend performance by Centerstage Jazz Band with Brian O’Kane
- 5:30 p.m. Group dinner
- Head back to hotel for swimming etc.
- 8:30 p.m. Talent show
- 10:00 p.m. In own rooms
- 11:00 p.m. Lights out

Saturday, May 23

Group activity in the morning

Bus to airport

- 2:50 p.m. Flight to Victoria
- 3:38 p.m. Arrive at Victoria airport. Students to be picked up by parents.

Royal Bay Music Program

STUDENT CONTRACT

Name: _____

As a member of the Royal Music Program, I recognize that my behaviour while performing or while travelling **must reflect positively** on the music program, the school and myself in general.

I agree to:

1. accept the directions of and be respectful to all Royal Bay supervisors and chaperones.
2. accept the directions of any other adult supervisor (festival staff, bus driver, hotel staff, etc.).
3. at no time be involved in the use of alcohol or the use of illicit drugs.
4. make myself aware of deadlines and schedules and to be at assigned places on time (transportation, rehearsals, concerts, recreation, etc.).
5. at all times, behave respectfully and politely to members of the public and to members of the Royal Bay Music Program.
6. follow all school and school district policies regarding student conduct.

Please Note:

Serious breaches of conduct, such as drugs and alcohol use or misbehaviour, which reflects poorly on the school will result in parents being notified of the incident and arrangements being made for the student to return home early. Transportation costs would be borne by the student and / or his or her parents.

Please return this signed contract to Miss Snowsell or Mr. Whitney.

PARENT / GUARDIAN:

I have discussed the above information with my son / daughter, who informs me that he/ she understands it. We are prepared to accept it completely.

Date

Parent / Guardian Signature

STUDENT:

I have discussed the above information with my parents. I understand it and am prepared to accept all the conditions completely.

Date

Student Signature

PART B (to be submitted 30 days prior to trip)
Required only for field trips that are overnight, within province,
and/or involve "moderate risk" activities.

Date of Parent Information Meeting(s) (required by policy): Tuesday, April 21, 2020
6:30 PM

Section 1 - Required for all Overnight Field Trips

Itinerary (attach detailed itinerary, including educational and logistical activities prior to, during, and after the trip as well as names of chaperones and/or supervisors).

Lodging Arrangements Comfort Inn + Suites 2369 Banff Trail NW

Meal Arrangements Breakfast at hotel, bag lunches, 2 group dinners

Section 2 - Required if Field Trip involves any "Moderate Risk" Activities

List "Moderate Risk" Activities (see Field Trip Policy for definitions): n/a Walking, Flying
Going to zoo, city transit.

Location of Activities (terrain, potential hazards, remoteness/access to medical care, etc.): At the University
Close to medical care.

Leader's and/or Instructors' Local Knowledge: Went to the Nationals in Calgary
with Dunsinuir band

Type & Quality of Safety Equipment: _____

Ratio of Students-to-Instructors (qualified to lead activities): 28/1

Ratio of Students-to-Adults (including teachers/supervisors/chaperones/etc.): 14/1

Details of Student Preparation for Activities: class discussions, letters home, parent/student
meeting

Details of Leader's, Supervisor's, and/or Instructor's Experience and Qualifications: Karen Snowsill 32 years
experience organizing and going on trips with
students including international travel. (also whistler
21 year experience).

First Aid Training: _____

Contingency Plans for Emergencies: carrying medical numbers and medications
with us plus emergency phone numbers. Students and parents
have my cell number in their phones.

Section 3 - Any Relevant Additional Information

Planned By:

Karen Snowsill
Leader's Signature

Approved/Recommended by:

[Signature]
Principal's Signature

Date:



February 26, 2020

Ref: 218220

To: All Board Chairs

I am writing to provide a brief overview of the *Education Statutes Amendment Act, 2020*, which was introduced in the Legislature on February 26, 2020. *The Education Statutes Amendment Act, 2020* may be viewed on the Legislative Assembly website at: <https://news.gov.bc.ca/releases/2020EDUC0009-000332>

These amendments to the *School Act* and the *Independent School Act* will pave the way for several improvements to child care, K-12 education and ensuring equity for First Nations students, including:

- Articulating a board of education’s mandate regarding the provision of before and after school care.
- Clarifying the authority to issue provincial graduation certificates to students and adult students who complete Grade 12 at schools operated by First Nations.
- Allowing personal education numbers (PENs) to be assigned to children who are resident in BC.
- Supporting the implementation of the Ministry’s K-12 Funding Review project to enhance the K-12 funding model.

The legislation supports government’s broader plan on child care by clarifying that it is within a board of education’s mandate to operate before and after school care directly. It authorizes the Minister of Education to make orders respecting the content of a board of education’s child care policies; for example, such an order could require board policies to promote partnerships between boards of education and before and after school care providers.

With respect to graduation certificates, the legislation will fulfil a significant commitment by the Province under the BC Tripartite Education Agreement (BCTEA), in alignment with the *Declaration on the Rights of Indigenous Peoples Act*. As you may be aware, for several years the Ministry of Education has been offering the BC graduation certificate (the “Dogwood”) to students who complete Grade 12 at First Nation schools that meet specific criteria established by the Ministry. Similarly, the adult graduation certificate (the “Adult Dogwood”) has been offered to students of First Nation schools since June 2019. The proposed legislation will provide clear authority for this current practice.

The Education Statutes Amendment Act, 2020 also makes some changes to the legislative framework governing PENs, by authorizing the assignment of the PEN to children who are resident in BC. In practice, the PEN will be assigned at birth or on application for a BC Services Card. As you are aware, currently, the PEN is assigned to children as they enter the school system and is used to provide supports

.../2

and services for students as needed, and to inform provincial education policy. Assigning the PEN at an earlier stage will be the first step to obtaining better information about a child's pre-kindergarten experiences prior to entering the school system, to support early childhood education and capacity for K-12 enrolment planning and preparation.

The proposed legislation will also support implementation of the Ministry's two-phase plan developed following completion of a comprehensive review of the K-12 funding model. To this end, the legislation will:


- Modernize provisions of the *School Act* and *Independent School Act* relating to online learning (formerly distributed learning) to support the review recommendations for online learning across the school system to be focused on program quality and student achievement.
- Introduce provisions to ensure boards adhere to sound financial governance and management practices, including a ministerial order making power respecting the management of operating surpluses and transfers for local capital.

The legislation will also make a housekeeping amendment to repeal the existing provisions relating to the Learning Improvement Fund (LIF), as the LIF is no longer part of the Ministry's appropriation. The LIF provisions in the *School Act* are no longer operational and is now rolled into the Classroom Enhancement Fund (CEF).

School boards will continue to have autonomy to prioritize spending according to local community priorities and needs. Ministry staff will work with Boards, through the BC School Trustees Association, throughout the spring of 2020 to collaborate on new provincial requirements for school districts reserves. This work will honour our shared commitments through the recently-signed MOA between the BCSTA and the Ministry, outlining how we will work together to establish any new provincial requirements for school district financial reserves. And we will continue to be guided by the principles we established together to make sure education funding is: responsive, equitable, stable and predictable, flexible, transparent and accountable.

I hope this brief overview of *The Education Statutes Amendment Act, 2020* is helpful to you. I am confident that this legislation will provide a solid foundation for our shared work and commitments to truth and reconciliation with Indigenous peoples; ensuring families have affordable, accessible, quality child care close to home, and creating equity in how public schools are funded. If you have questions about the proposed legislation, please do not hesitate to contact Keith Godin, Assistant Deputy Minister, Governance and Analytics Division, at (250) 356-6760 or Keith.Godin@gov.bc.ca.

Sincerely,



Rob Fleming
Minister



Committee Report of Decisions/Discussions Resources Committee Meeting March 4, 2020

Present: Bob Beckett, Trustee (Committee Chair)
 Wendy Hobbs, Trustee (Committee Member)
 Allison Watson, Trustee (Committee Member)
 Ravi Parmar, Trustee
 Krista Leakey, SPVPA
 Ed Berlando, STA
 Bruce Woodcock, CUPE
 Kim Gantzert, CUPE
 Amanda Dowhy, SPEAC
 Scott Stinson, Superintendent & CEO
 Harold Cull, Secretary Treasurer
 Dave Strange, Associate Superintendent

Guests: Wayne Kelly, A/District Principal, Westshore Centre for Learning
 Tracey Syrota, Manager, Transportation

One member of the public attended the meeting

1. CALL TO ORDER AND SCKNOLEDGEMENT OF FIRST NATIONS TERRITORIES

We are honoured to be meeting on the traditional territories of the Boast 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 SD 62 works with)

2. **COMMITTEE REPORT** of February 18, 2020 Resources Committee Meeting
 The committee report of February 18, 2020 was approved as presented.

3. PRESENTATIONS

4. NEW BUSINESS

4.1 Academies & Academy Fees

- a. Staff presented on the District's Academy programs and highlighted that we currently have 1,250 students in our academies with an approximate budget of \$985,000/year.
- b. Policy/regulation work is continuing to guide the process of changing an existing academy that has been approved by the Board.
- c. Staff also presented the proposed academy fees for the 20/21 school year and explained the variances from the current year.

- d. The majority of the fee increases were a result of a \$30 increase to the administration fee that is intended to cover a portion of the costs required to administer the academies at the District level
- e. This fee was introduced in 13/14 and has never been adjusted while the academy costs and program size have increased.
- f. Committee members requested that the presentation be included in the background materials flowing to the Board.
- g. **Not discussed at the meeting but for a point of clarification, as approved at the February Board meeting, all Board approved fees will have a 2.5% fee added to any electronic payment (debit or credit).**

Recommended Motion for the Board of Education

“That the Board of Education of School District #62 (Sooke) approve the proposed 20/21 academy fees as presented at the March 4th Resource Committee meeting”

4.2 International Student Program Fees

- a. Staff presented on the District’s International Student Program and highlighted that we currently have 363 students from 25 different countries.
- b. Staff also presented the proposed program fees for the 21/22 school year and explained the variances from the current year.
- c. The proposed increase of 1.7% is to cover a more enhanced 2.5 day orientation for new students before the year starts and to also cover the increase program costs (medical, transportation and homestay).
- d. **Not discussed at the meeting but for a point of clarification, as approved at the February Board meeting, all Board approved fees will have a 2.5% fee added to any electronic payment (debit or credit).**

Recommended Motion of the Board of Education

“That the Board of Education of School District #62 (Sooke) approve the proposed 21/22 international student program fees as presented at the March 4th Resource Committee meeting”.

4.3 Transportation Model Update

- a. Staff made a presentation on the work conducted so far in reviewing the existing transportation model.
- b. Staff has spent a considerable amount of time meeting with drivers to ensure the routes being entered into the new bus software system are as accurate as possible.
- c. Staff also presented a high-level summary of transportation data currently in the system
- d. The Committee discussed the potential of implementing fees and/or walk limits (parent responsibility zones).
- e. It was decided that due to rider fees and walk limits being closely tied with catchment boundaries, that these two issues should be discussed after the District completes its Catchment Review slated for the fall.

- f. The Committee did discuss the option of implementing an administration fee that could be used to address ghost riders (those that sign up for service but do not use the service) as well as a funding source to be used directly for transportation safety related expenditures.
- g. The Committee agreed that consultation would be required prior to bringing this option to the Board for consideration.
- h. It was also discussed that any administration fee should take into consideration families with multiple riders.

Recommended Motion for the Board of Education

“That the Board of Education of School District #62 (Sooke) directs staff to conduct a public consultation process on the addition of an administration transportation fee of no more than \$25/student with a discounted family rate for the 20/21 school year.

4.4 20/21 Budget Development Process

- a. Staff provided a verbal update on the 20/21 budget development process and shared the latest version of the work being contemplated for the 3rd year of the current Strategic Plan
- b. It was also discussed that the Board would have an opportunity to add to this list at their March 10th Board meeting
- c. The Committee discussed the current version of the document and provided staff with their thoughts on the emerging priorities

4.5 2020 Employee Engagement Survey

- a. For information purposes, staff provided a verbal update on the plan to run the 2020 Employee Engagement survey this spring similar to the process led by BC Stats in 2018
- b. It was also discussed the importance of running this survey on a regular basis (the provincial gov't runs it bi-annually) to create and measure against a baseline set of data
- c. This survey is key in measuring the success of the Strategic Plan's 2nd goal of Engagement
- d. Staff will reach out to the District's employee groups to discuss the upcoming process and to ensure the messaging to the system reminds staff of the objective and importance of the survey

4.6 Social Procurement of Construction Projects

- a. Trustee Parmar presented an Information Note on this subject outlining his request of the Board to direct staff to look into the feasibility of using social procurement techniques in the new West Langford projects
- b. The Committee discussed the pros and cons of the proposal including fairness of the process and the capacity of and the benefits to the local market

Recommended Motion for the Board of Education

“That the Board of Education of School District #62 (Sooke) request staff to explore the feasibility and legality of adding specific clauses that promote the employment opportunities of SD62

students as well as the prioritization of contractors being chosen from the South Island for the construction of the new West Langford Middle and Elementary Schools”.

4.7 School Act Amendments

- a. For information only, staff outlined the recent amendments to the School Act including:
 - Provision of childcare services;
 - Graduation certificates through First Nations schools;
 - Personal Education Numbers; and
 - Funding Model Recommendations

5. **ADJOURNMENT AND NEXT MEETING DATE:** April 14, 2020



RESOURCES COMMITTEE
School Board Office
3143 Jacklin Road
March 4, 2020 – 7:00 p.m.

A G E N D A

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

*We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, 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. REPORT

3. PRESENTATIONS (10 min.)

4. NEW BUSINESS

- 4.1 Academies & Academy Fees Dave Strange/Wayne Kelly
- 4.2 International Student Program Fees – Laura Schwertfeger
- 4.3 Transportation Model Update – Tracey Syrota
- 4.4 20/21 Budget Development Process – Harold Cull
- 4.5 2020 Employee Engagement Survey – Harold Cull
- 4.6 Social Procurement of Construction Projects – Ravi Parmar
- 4.7 School Act Amendments – Harold Cull

5. ADJOURNMENT

6. NEXT MEETING DATE: April 14, 2020



Committee Report of Decisions/Discussions Resources Committee Meeting February 11, 2020

Attendees:

Bob Beckett, Trustee (Committee Chair)
 Wendy Hobbs, Trustee (Committee Member)
 Allison Watson, Trustee (Committee Member)
 Ravi Parmar, Trustee
 Jennifer Anderson, STA
 Ed Berlando, STA
 Amber Leonard, CUPE
 Bruce Woodcock, CUPE
 Amanda Dowhy, SPEAC
 Krista Leakey, SPVPA

Staff:

Scott Stinson, Superintendent & CEO
 Harold Cull, Secretary Treasurer

1 Territorial Acknowledgement

Bob Beckett, Committee Chair, called the meeting to order and read the acknowledgement of the first nations' territories.

4.1 19/20 Financial Forecast

- Staff presented the quarter 2 financial forecast for the 19/20 fiscal year
- The District is forecasting to end the year (June 30, 2020) with a small excess of \$8,192
- This forecast was summarized in a few formats:
 - By function (revenue and instruction/administration/ops. & mntce./transportation)
 - By expenditure type (salaries/benefits/services and supplies)
 - By pressures (revenue and expenses)
- Staff also indicated that historically the Q2 forecast is understated and there may be a higher than projected excess at the end of the year
- As a result, staff will be preparing a list of possible expenditure options to utilize with any potential excess that materializes
- At the top of that list is the requirement to hook up to sewers at Spencer and Savory

- As a result of previous capital projects at those locations, the District is required to hook up the sewers
- An extension has been granted (initial deadline was December 31/19) and the estimated costs for both projects are estimated to be \$600,000
- Staff requested the Committee consider recommending to the Board to approve in principle the expenditure for these projects out of the 19/20 fiscal year and if necessary, any residual amount from financial reserve of the District
- Staff also advised the Committee that the current financial reserve is \$2.654 m or roughly 2.3% of the operating budget (reserve policy states the District is to retain 2% as a reserve although it is expected that government will be announcing a specific % for District to hold in reserve as a result of the upcoming funding formula changes)
- The Committee was reminded that the Board has approved up to \$325,000 of electric bus purchases as well from the financial reserve
- The Committee supports the Board considering the following motion:

Proposed Motion: That the Board of Education of School District #62 (Sooke) approve in principle the expenditure of \$600,000 for the Spencer and Savory sewer hook ups out of the 19/20 fiscal year, and if necessary, any residual amount to be paid out of the District's financial reserve.

4.2 19/20 Amended Budget Bylaw

- The Committee was provided a summary of the changes from the District's initial budget to the proposed amended budget that is required to be passed by bylaw, prior to the end of February
- The Amended Budget Bylaw will be increasing by \$6.528 m as outlined by staff at the meeting
- The budget is being amended based on the District's actual September enrolment and identified variances from the quarterly forecasting process
- The Committee supports the Board considering the following motion:

Proposed Motion: That the Board of Education of School District #62 (Sooke) approve the 2019/20 Amended Budget Bylaw, specifying a total of \$149,587,570, as presented at the February 11, 2020 Resources Committee meeting.

4.3 20/21 Budget Development Process

- Staff made a presentation (attached to these minutes) to the Committee outlining the work completed to date on the development of the 20/21 budget
- Staff indicated that, as of the date of the meeting, the District is forecasting an additional 316 FTEs for next school year

- Based on the current funding model, it is anticipated this increased enrolment will result in \$2.377 m in incremental grant funding
- The discussion then was based on the draft Operational Plan being prepared to guide the work of the District in Year 3 of the Strategic Plan
- Once the Operational Plan is confirmed, staff will then use that document to build the discretionary portion of the budget for the Board's review and consideration

4.4 District and School Fees

- Staff presented the proposed District, school and academy fees for the upcoming school year
- The discussion was focused on the variances between the current year's fees and the proposed fees for 20/21
- Staff agreed to bring that comparison to the February 25th Board meeting
- There were a number of questions with the academy fees and staff agreed to bring the fees and proposed budgets back to the March 4th Resources Meeting through an Academy presentation prior to having the Board considering passing the academy fees at their March meeting
- The Committee supports the Board considering the following motion:

Recommended Motion: That the Board of Education of School District #62 (Sooke) approve the proposed 20/21 district and school fees as presented at the February 11th Resource Committee meeting

4.5 Old Business Update

- **School Traffic Crossings on Highway 14** – staff indicated a meeting on February 14th was being held between the Ministry of Transportation, the District of Sooke and school district.
- **Energy Management Policy** – staff were meeting on February 13th to begin work on re-drafting the Energy Management policy and regulation through the creation of an Energy Sustainability Plan
- **Transportation Review** – staff advised that work is still underway as many of the posted routes have been changed and are now being confirmed. This work is required prior to entering the routes into the new transportation software which will allow for the necessary modeling



Sooke School District Academy Programs 2020/21





Current Status for 2019/20

- 1250 Student Currently Enrolled
- 17 Academy Programs
- Current Budget \$985,000





Middle School Academy Programs 2019/20

Dunsmuir Middle School

Dance 6,7,8

Soccer 7,8

Journey Middle School

Hockey 6,7,8

Spencer Middle School

Hockey 6,7,8

John Stubbs Middle School

Hockey,8



Secondary Academy Programs

Royal Bay

Soccer 9,10,11,12

Dance 9,10,11,12

Boys Lacrosse 9,10,11,12

Girls Lacrosse 9,10,11,12

Edward Milne

Soccer 9,10,11,12

Hockey 9,10,11,12

Eco Academy 9-10 proposed for 2020

Belmont

Hockey 9,10,11,12

Baseball 9,10,11,12

Softball 9,10,11,12





District Academy Programs

PACE Academy

K - 12

Equestrian Academy

8,9,10,11,12

Golf academy

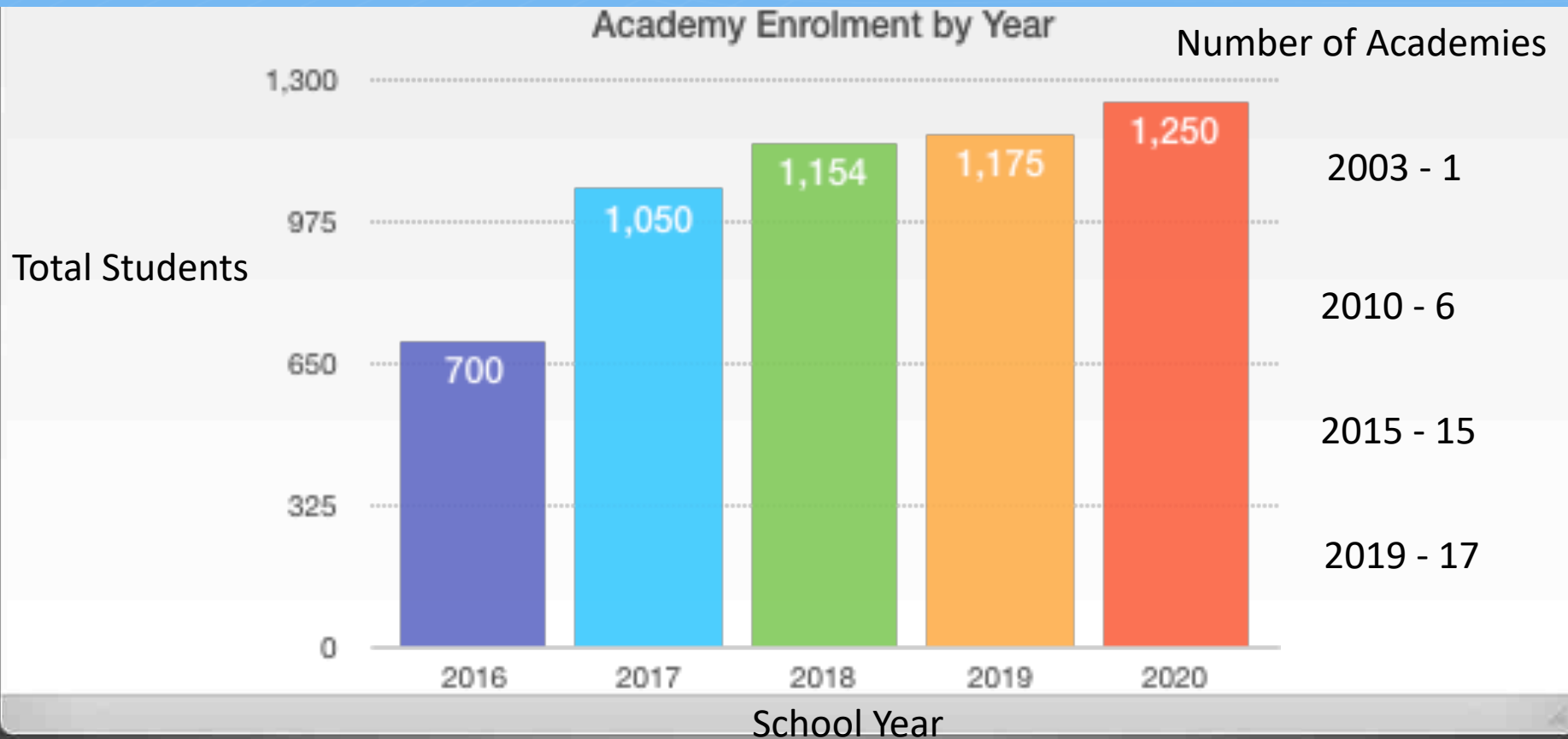
8,9,10,11,12

District Programs are available to all
Sooke District Students





Academy Enrolment from 2016-2020*





Changes for 2020/2021

- Moving Spencer Hockey Academy and Dunsmuir Soccer Academy back into the timetable.
- Working on draft policy/regulations to guide the process for when an existing Academy Program is changed from what was approved by the Board



Proposed Fees for 2020/2021

Secondary

Belmont

Baseball – \$650.00 \$680

Hockey – \$1585.00 \$1615

EMCS

Hockey – \$725.00 \$755

Soccer – \$600.00 \$630

Royal Bay

Dance – \$1250.00 \$1280

Lacrosse New – \$1275.00 \$1375

Lacrosse Returning – \$975.00 \$1075

Lacrosse Girl's – \$825.00 \$890

Soccer – \$1250.00 \$1280



Proposed Fees for 2019/20

Middle School:

Dunsmuir

Dance – \$945.00 \$975

Soccer – \$875.00 \$905

Journey

Hockey – \$725.00 \$755

Spencer

Hockey 6 – \$1100.00

Hockey 7/8 – \$1485.00

6,7,8 Academies will move to \$1,300



Proposed Fees for 2019/20

District Academy Programs:

District

Equine – \$750.00 \$850

Golf – \$975.00 \$1030

PACE - \$50



Comparison to other School Districts:

<https://sandsbaseballacademy.com/academy-fees/>

Sd 62 Belmont Baseball for 2020-21 - \$680

<https://deltagolfacademy.com/home/apply/>

Sd 62 District Golf for 2020-21- \$1030

<https://deltalaxacademy.com/about/apply/>

Sd 62 Lax Academy - \$1075 and \$1375

Academy	2019/20	2020/21
Belmont Baseball	\$650	\$680
Belmont Hockey	\$1,585	\$1,615
Royal Bay Girls Lacrosse	\$825	\$890
Royal Bay Boys Lacrosse	\$1,275/\$975	\$1,375/\$1,075
Royal Bay Soccer	\$1,250	\$1,280
Royal Bay Dance	\$1,250	\$1,280
EMCS Soccer	\$600	\$630
EMCS Hockey	\$725	\$755
EMCS Eco		\$500
Journey Hockey	\$725	\$755
Spencer	\$1,100/\$1,485	\$1,300
Dunsmuir Dance	\$945	\$975
Dunsmuir Soccer	\$875	\$905
District Golf	\$975	\$1,030
District Equestrian	\$750	\$850
District PACE	\$50	\$50

Academy name : BELMONT HOCKEY			Academy name : BELMONT BASEBALL		
School: BELMONT			School: BELMONT		
Budget Year: 2020/21			Budget Year: 2020/21		
# of students	35	\$ 1,615.00 per student	# of students	65	\$ 680.00 per student
	0	\$ - per student		0	\$ - per student
Revenues:			Revenues:		
	Carry fwd			Carry fwd	
	FY20 Academy fees	\$ 56,525.00		FY20 Academy fees	\$ 44,200.00
	Admin Fee	\$ (4,025.00)		Admin Fee	\$ (7,475.00)
	BURSARY	\$ (2,826.25)		BURSARY	\$ (2,210.00)
Total		\$ 49,673.75 A	Total		\$ 34,515.00 A
Expenses:			Expenses:		
David Vavala	TEACHER SAL		David Vavala	TEACHER SAL	
	TEACHER BEN			TEACHER BEN	
	TOC SAL	\$ 600.00		TOC SAL	\$ 600.00
	TOC BEN	\$ 150.00		TOC BEN	\$ 150.00
	SERVICES	\$ 16,667.50		SERVICES	\$ 15,000.00
	SERVICES - FESTIVALS			SERVICES - FESTIVALS	
	TRAINING TRAVEL	\$ 630.00		TRAINING TRAVEL	\$ 1,200.00
	BUSSING			BUSSING	
	HONORARIUMS			HONORARIUMS	\$ 3,000.00
	RENTALS	\$ 14,500.00		RENTALS	
	DUES FEES			DUES FEES	
	INSURANCE	\$ 500.00		GENERAL SUPPLIES	\$ 3,555.00
	GENERAL SUPPLIES	\$ 8,000.00		PLAYER KIT	\$ 8,000.00
	PLAYER KIT	\$ 5,800.00		EQUIP/COSTUMES	
	EQUIP/COSTUMES			AWARDS	\$ 800.00
	AWARDS				
	Contingency	\$ 2,826.25		Contingency	\$ 2,210.00
Total		\$ 49,673.75 B	Total		\$ 34,141.25 B
Surplus/(deficit)		\$ - (A-B)	Surplus/(deficit)		\$ - (A-B)

Academy r DUNSMUIR SOCCER**Academy r** DUNSMUIR DANCE**School:** DUNSMUIR**School:** DUNSMUIR**Budget Ye:** 2020/21**Budget Ye:** 2020/21

of studer 56 \$ 905.00 per student
 0 \$ - per student

of studer 90 \$ 975.00 per student
 0 \$ - per student

Revenues:**Revenues:**

Carry fwd	<u>\$ -</u>
FY20 Academy fees	<u>\$ 50,680.00</u>
Admin Fee	<u>\$ (6,440.00)</u>
BURSARY	<u>\$ (2,534.00)</u>
Total	<u>\$ 41,706.00 A</u>

Carry fwd	<u></u>
FY20 Academy fees	<u>\$ 87,750.00</u>
Admin Fee	<u>\$ (10,350.00)</u>
BURSARY	<u>\$ (4,387.50)</u>
Total	<u>\$ 73,012.50 A</u>

Expenses:**Expenses:**

David Vava TEACHER SAL	<u></u>
TEACHER BEN	<u></u>
TOC SAL	<u>\$ 2,000.00</u>
TOC BEN	<u>\$ 500.00</u>
SERVICES	<u>\$ 23,000.00</u>
SERVICES - FESTIVALS	<u></u>
TRAINING TRAVEL	<u>\$ 1,500.00</u>
BUSSING	<u>\$ 1,500.00</u>
HONORARIUMS	<u>\$ 2,500.00</u>
RENTALS	<u></u>
DUES FEES	<u></u>
INSURANCE	<u></u>
GENERAL SUPPLIES	<u>\$ 972.00</u>
PLAYER KIT	<u>\$ 7,000.00</u>
EQUIP/COSTUMES	<u></u>
AWARDS	<u>\$ 200.00</u>
Contingency	<u>\$ 2,534.00</u>
Total	<u>\$ 41,706.00 B</u>

David Vava TEACHER SAL	<u></u>
TEACHER BEN	<u></u>
TOC SAL	<u>\$ 2,000.00</u>
TOC BEN	<u>\$ 400.00</u>
SERVICES	<u>\$ 6,000.00</u>
PRO D DEMO	<u></u>
TRAINING TRAVEL	<u>\$ 2,000.00</u>
BUSSING	<u>\$ 1,500.00</u>
HONORARIUMS	<u></u>
RENTALS	<u></u>
DUES FEES	<u></u>
INSURANCE	<u></u>
GENERAL SUPPLIES	<u>\$ 18,725.00</u>
PLAYER KIT	<u>\$ 10,000.00</u>
EQUIP/COSTUMES	<u>\$ 25,000.00</u>
AWARDS	<u></u>
FESTIVALS	<u>\$ 3,000.00</u>
Contingency	<u>\$ 4,387.50</u>
Total	<u>\$ 73,012.50 B</u>

Surplus/(deficit) \$ - (A-B)Surplus/(deficit) \$ - (A-B)

Academy name : EMCS SOCCER

School: EMCS

Budget Year: 2020/21

of students 30 \$ 630.00 per student
per student

Revenues:

Carry fwd	\$ -
FY20 Academy fees	\$ 18,900.00
Admin Fee	\$ (3,450.00)
BURSARY	\$ (945.00)
Total	\$ 14,505.00 A

Expenses:

David Vavala	TEACHER SAL	
	TEACHER BEN	
	TOC SAL	\$ 600.00
	TOC BEN	\$ 150.00
	SERVICES	\$ 8,230.00
	SERVICES - FESTIVALS	
	TRAINING TRAVEL	
	BUSSING	\$ 500.00
	HONORARIUMS	\$ 1,500.00
	RENTALS	
	DUES FEES	
	GENERAL SUPPLIES	\$ 580.00
	PLAYER KIT	\$ 2,000.00
	EQUIP/COSTUMES	
	AWARDS	
	Contingency	\$ 945.00
Total		\$ 14,505.00 B

Surplus/(deficit) \$ - (A-B)

Academy name : EMCS HOCKEY

School: EMCS

Budget Year: 2020/21

of students 41 \$ 755.00 per student
0 \$ - per student

Revenues:

Carry fwd	\$ -
FY20 Academy fees	\$ 30,955.00
Admin Fee	\$ (4,715.00)
BURSARY	\$ (1,547.75)
Total	\$ 24,692.25 A

Expenses:

David Vavala	TEACHER SAL	
	TEACHER BEN	
	TOC SAL	
	TOC BEN	
	SERVICES	\$ 7,500.00
	SERVICES - FESTIVALS	
	TRAINING TRAVEL	
	BUSSING	\$ 200.00
	HONORARIUMS	\$ 500.00
	RENTALS	\$ 10,500.00
	DUES FEES	
	INSURANCE	
	GENERAL SUPPLIES	\$ 1,877.00
	PLAYER KIT	\$ 2,000.00
	EQUIP/COSTUMES	
	AWARDS	\$ 567.50
	Contingency	\$ 1,547.75
Total		\$ 24,692.25 B

Surplus/(deficit) \$ - (A-B)

Academy name : ECO

School: EMCS

Budget Year: 2020/21

of students 28 \$ 500.00 per student
0 \$ - per student

Revenues:

Carry fwd	\$ -
FY20 Academy fees	\$ 14,000.00
Admin Fee	\$ (3,220.00)
BURSARY	\$ (700.00)
Total	\$ 10,080.00 A

Expenses:

David Vavala	TEACHER SAL	
	TEACHER BEN	
	TOC SAL	
	TOC BEN	
	SERVICES	\$ 6,000.00
	SERVICES - FESTIVALS	
	TRAINING TRAVEL	
	BUSSING	\$ 2,000.00
	HONORARIUMS	
	RENTALS	
	DUES FEES	
	INSURANCE	
	GENERAL SUPPLIES	\$ 1,000.00
	PLAYER KIT	\$ 380.00
	EQUIP/COSTUMES	
	AWARDS	
	Contingency	\$ 700.00
Total		\$ 10,080.00 B

Surplus/(deficit) \$ (A-B)

Academy name : JOURNEY HOCKEYSchool: JOURNEYBudget Year: 2020/21

# of students	50	\$ 755.00	per student
	0	\$ -	per student

Revenues:

Carry fwd		
FY20 Academy fees	\$ 37,750.00	
Admin Fee	\$ (5,750.00)	
BURSARY	\$ (1,887.50)	
Total	\$ 30,112.50	A

Expenses:

David Vavala	TEACHER SAL	\$ 4,000.00
	TEACHER BEN	\$ 1,000.00
	TOC SAL	\$ 600.00
	TOC BEN	\$ 150.00
	SERVICES	\$ 8,165.00
	SERVICES - FESTIVALS	
	TRAINING TRAVEL	\$ 300.00
	BUSSING	\$ 3,100.00
	HONORARIUMS	
	RENTALS	\$ 8,500.00
	DUES FEES	
	INSURANCE	
	GENERAL SUPPLIES	\$ 210.00
	PLAYER KIT	\$ 2,200.00
	EQUIP/COSTUMES	
	AWARDS	
	Contingency	\$ 1,887.50
Total		\$ 30,112.50

Surplus/(deficit) \$ - (A-B)

Academy name : ROYAL BAY LAX GIRLS	Academy name : ROYAL BAY LAX BOYS	Academy name : ROYAL BAY SOCCER	Academy name : ROYAL BAY DANCE
School: ROYAL BAY	School: ROYAL BAY	School: ROYAL BAY	School: ROYAL BAY
Budget Year: 2020/21	Budget Year: 2020/21	Budget Year: 2020/21	Budget Year: 2020/21
# of students 30 \$ 890.00 per student \$ - per student	# of students 25 \$ 1,375.00 per student \$ 1,075.00 per student	# of students 22 \$ 1,480.00 per student \$ 1,280.00 per student	# of students 80 \$ 1,280.00 per student \$ - per student
Revenues:	Revenues:	Revenues:	Revenues:
Carry fwd \$ -	Carry fwd \$ -	Carry fwd \$ -	Carry fwd \$ -
FY20 Academy fees \$ 26,700.00	FY20 Academy fees \$ 115,000.00	FY20 Academy fees \$ 132,400.00	FY20 Academy fees \$ 102,400.00
Admin Fee \$ (3,450.00)	Admin Fee \$ (11,500.00)	Admin Fee \$ (11,500.00)	Admin Fee \$ (9,200.00)
BURSARY \$ (1,335.00)	BURSARY \$ (5,750.00)	BURSARY \$ (6,620.00)	BURSARY \$ (5,120.00)
Total \$ 21,915.00 A	Total \$ 97,750.00 A	Total \$ 114,280.00 A	Total \$ 88,080.00 A
Expenses:	Expenses:	Expenses:	Expenses:
David Vavala	David Vavala	David Vavala	David Vavala
TEACHER SAL \$ -	TEACHER SAL \$ 10,000.00	TEACHER SAL \$ 11,000.00	TEACHER SAL \$ 10,000.00
TEACHER BEN \$ -	TEACHER BEN \$ 2,500.00	TEACHER BEN \$ 2,500.00	TEACHER BEN \$ 2,500.00
TOC SAL \$ 600.00	TOC SAL \$ 1,000.00	TOC SAL \$ 1,000.00	TOC SAL \$ 1,000.00
TOC BEN \$ 150.00	TOC BEN \$ 150.00	TOC BEN \$ 200.00	TOC BEN \$ 300.00
SERVICES \$ 7,945.00	SERVICES \$ 34,350.00	SERVICES \$ 41,960.00	SERVICES \$ 25,000.00
SERVICES - FESTIVALS \$ -	SERVICES - FESTIVALS \$ -	SERVICES - FESTIVALS \$ -	SERVICES - FESTIVALS \$ 2,500.00
TRAINING TRAVEL \$ -	TRAINING TRAVEL \$ -	TRAINING TRAVEL \$ -	TRAINING TRAVEL \$ 1,000.00
BUSSING \$ -	BUSSING \$ 1,000.00	BUSSING \$ 1,500.00	BUSSING \$ 1,500.00
HONORARIUMS \$ 4,000.00	HONORARIUMS \$ 6,000.00	HONORARIUMS \$ 17,000.00	HONORARIUMS \$ 14,000.00
RENTALS \$ -	RENTALS \$ -	RENTALS \$ -	RENTALS \$ -
DUES FEES \$ -	DUES FEES \$ -	DUES FEES \$ -	DUES FEES \$ -
INSURANCE \$ -	INSURANCE \$ -	GENERAL SUPPLIES \$ 10,500.00	INSURANCE \$ -
GENERAL SUPPLIES \$ -	GENERAL SUPPLIES \$ 12,000.00	GENERAL SUPPLIES \$ 10,500.00	GENERAL SUPPLIES \$ 2,370.00
PLAYER KIT \$ 5,000.00	PLAYER KIT \$ 24,000.00	PLAYER KIT \$ 22,000.00	PLAYER KIT \$ 15,000.00
EQUIP/COSTUMES \$ 2,885.00	EQUIP/COSTUMES \$ -	EQUIP/COSTUMES \$ -	EQUIP/COSTUMES \$ 7,790.00
AWARDS \$ -	AWARDS \$ 1,000.00	AWARDS \$ -	AWARDS \$ -
Contingency \$ 1,335.00	Contingency \$ 5,750.00	Contingency \$ 6,620.00 B	Contingency \$ 5,120.00
Total \$ 21,915.00 B	Total \$ 97,750.00 B	Total \$ 114,280.00 B	Total \$ 88,080.00 B
Surplus/(deficit) \$ - (A-B)	Surplus/(deficit) \$ - (A-B)	Surplus/(deficit) (A-B)	Surplus/(deficit) \$ - (A-B)

Academy name : SPENCER HOCKEYSchool: SPENCERBudget Year: 2020/21# of students 45 \$ 1,300.00 per student
per student**Revenues:**

Carry fwd	_____
FY20 Academy fees	\$ 58,500.00
Admin Fee	\$ (5,175.00)
BURSARY	\$ (2,925.00)
Total	\$ 50,400.00 A

Expenses:

David Vavala	TEACHER SAL	_____
	TEACHER BEN	_____
	TOC SAL	\$ 600.00
	TOC BEN	\$ 120.00
	SERVICES	\$ 24,745.00
	SERVICES - PLAYER KIT	_____
	TRAINING TRAVEL	\$ 500.00
	BUSSING	\$ 5,000.00
	HONORARIUMS	\$ 2,000.00
	RENTALS	\$ 8,000.00
	DUES FEES	_____
	INSURANCE	_____
	GENERAL SUPPLIES	\$ 1,810.00
	PLAYER KIT	\$ 4,500.00
	EQUIP/COSTUMES	_____
	AWARDS	\$ 200.00
	Contingency	\$ 2,925.00
Total		\$ 50,400.00 B

Surplus/(deficit) \$ - (A-B)

Committee Info Note Resource Committee Meeting March 4, 2020

Agenda Item: 4.2 – International Student Program Fees

- Staff will be providing a brief presentation on the International Student Program to provide context around a proposed program fee increase

Sooke Schools (Victoria) Academic Program Fees – DRAFT/PROPOSED

2021-22

Standard Fees for all international students are proposed as follows...

	Academic Year	Semester
1. Application Fee	\$ 250.00	\$ 250.00
2. Tuition	\$13,500.00	\$ 6,750.00
3. Homestay Fee (\$925/month)	\$ 9,250.00	\$ 4,625.00
4. Program Fee*	\$ 1,850.00	\$ 1,325.00
5. New Student Orientation (Aug. only)	\$ 140.00	\$ 140.00
	\$25,990.00	\$13,090.00

2020-21

Standard Fees for all international students are as follows...

	Academic Year	Semester
1. Application Fee	\$ 250.00	\$ 250.00
2. Tuition	\$13,500.00	\$ 6,750.00
3. Homestay Fee (\$925/month)	\$ 9,250.00	\$ 4,625.00
4. Program Fee*	\$ 1,550.00	\$ 1,050.00
	\$24,550.00	\$12,675.00

Total increase from 2020-21 for a full-year student: \$440, or 1.7%

*Program Fee includes school bus transportation (when required), homestay placement/support, arrival/departure transportation to and from Victoria airport or Swartz Bay ferry terminal, complimentary custodianship, access to our supervised activities program, and medical coverage.

Rationale for the addition of the Orientation Fee:

- We have historically been doing a 1-day orientation on the first Tuesday after Labour Day, but are now moving to a 2.5-day orientation to take place the week prior to the start of school
- This cost for the orientation will cover associated Homestay expenses for the additional nights, as well as any costs related to necessary transportation, additional hiring of staff to deliver orientation, etc.

Rationale for the increase in the Program Fee:

- To ensure that we are covering costs related to increase in medical expenditures (MSP)
- Increase in the amount that we are collecting for Homestay Placement and Support. This amount has been static over the past ten years, and it is recommended to increase it to recover more of the costs associated with the salary/benefits of our Homestay Coordinators

SOOKE SCHOOLS INTERNATIONAL STUDENT PROGRAM & ELL DEPARTMENT



RESOURCE COMMITTEE

MARCH 2020

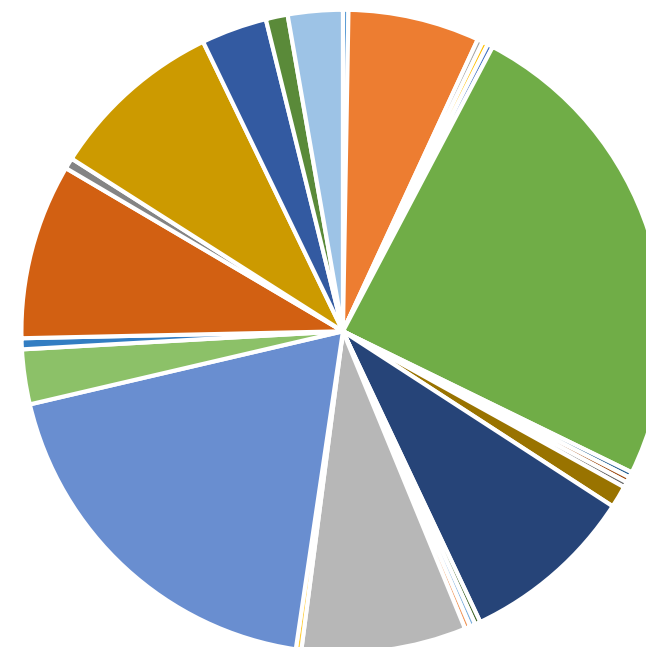


INTERNATIONAL STUDENT PROGRAM (ISP) DIVERSITY

- 363 students (head count)
- 280 FTE
- 25 countries
 - Germany (25%), China (19%), Spain (9%), Japan (9%), Mexico (8%), Brazil (7%)
- 40% - Graduation Track
- 60% - Cultural Immersion Track



ISP Students - Home Country



TYPES OF PROGRAMS

GRADUATION PROGRAM

40% of students

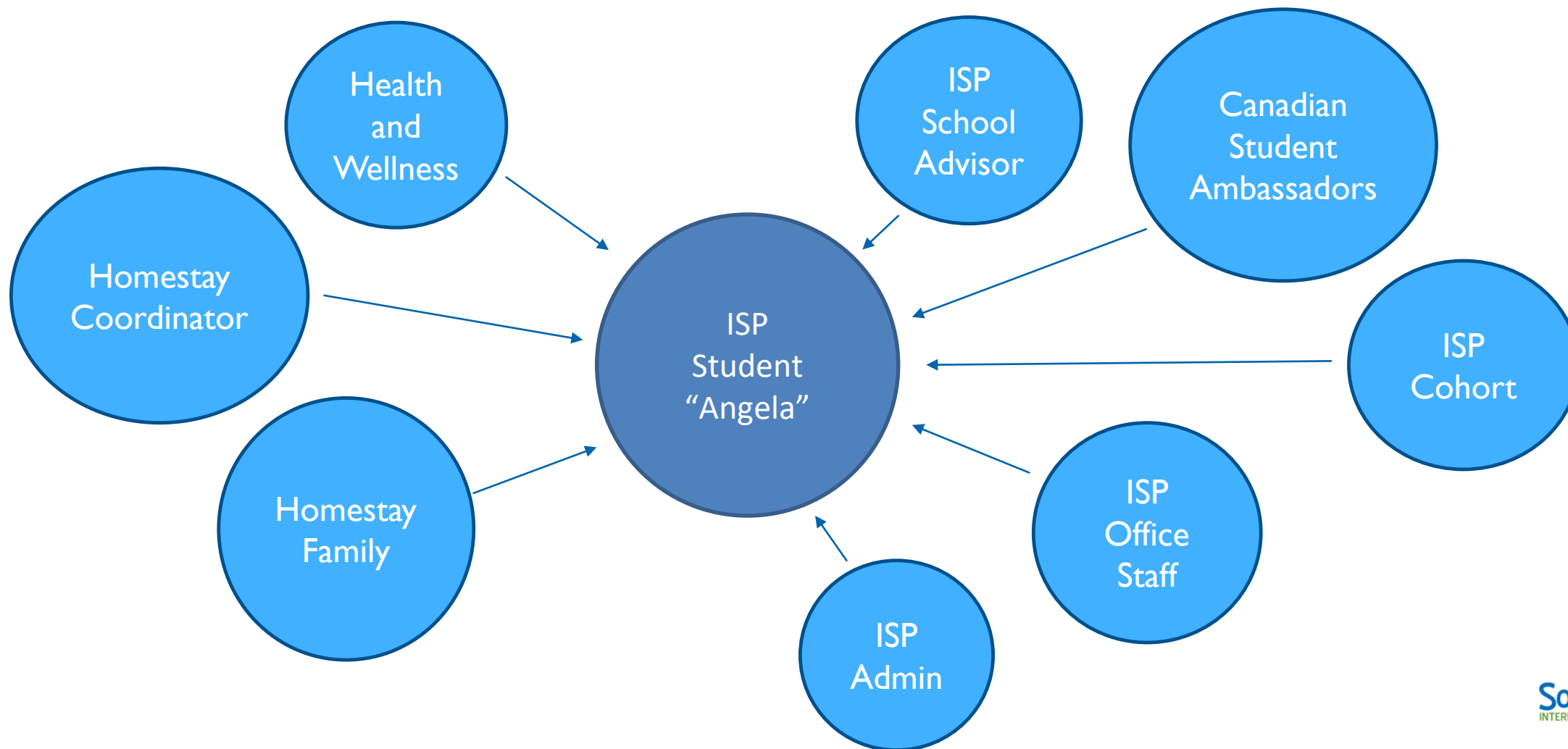
China, Korea, Japan, Vietnam,
Thailand, Turkey, Mexico

Transition to post-secondary

SEMESTER / YEAR IMMERSION

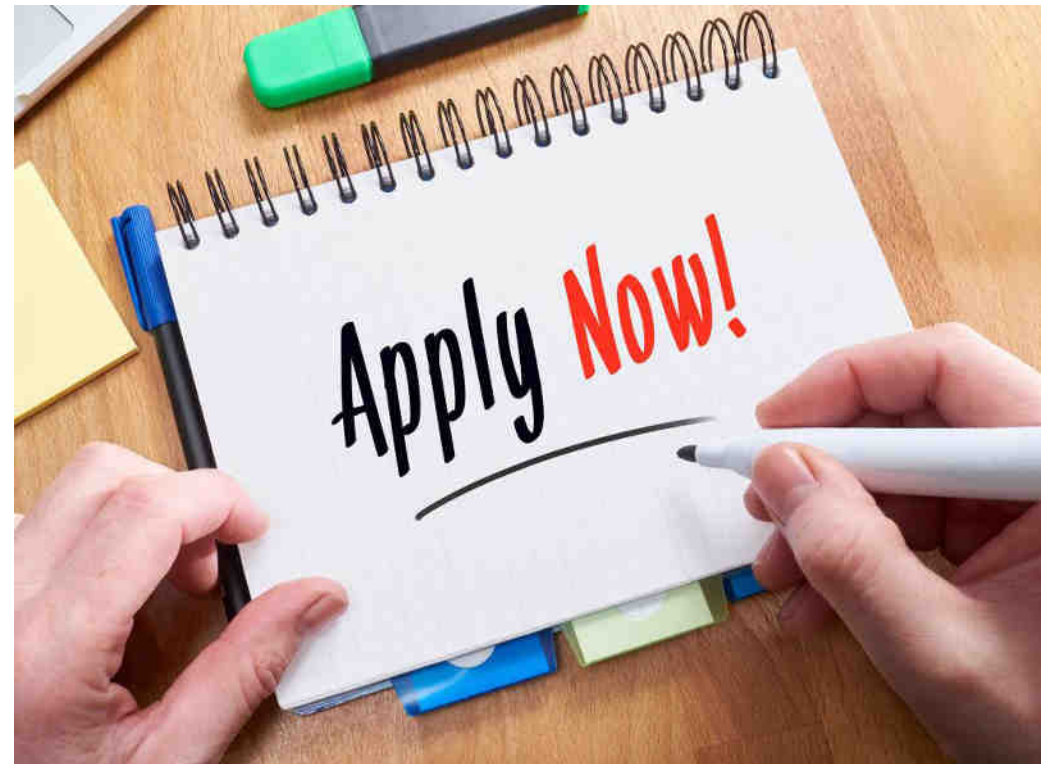
- 60% of students
- Germany, Japan, Spain, Mexico, Brazil, Turkey, Italy
- Focused on English improvement and cultural experience

SUPPORTING OUR ISP STUDENTS



APPLICATION CYCLES

- March/April: Partners start asking for fees for the school year that is 1.5 years away
- September: Application season begins for the following school year
- April/May: Application season winds down



INTERNATIONAL STUDENT FEES 2020-21

Sooke Schools Victoria Academic Program Fees 2020-21

Standard Fees for all international students are as follows...

	Academic Year	Semester
1. Application Fee	\$ 250.00	\$ 250.00
2. Tuition	\$13,500.00	\$ 6,750.00
3. Homestay Fee (\$925/month)	\$ 9,250.00	\$ 4,625.00
4. Program Fee*	\$ 1,550.00	\$ 1,050.00
	\$24,550.00	\$12,675.00

*Program Fee includes school bus transportation (when required), homestay placement/support, arrival/departure transportation to and from Victoria airport or Swartz Bay ferry terminal, complimentary custodianship, access to our supervised activities program, and medical coverage.

PROPOSED INTERNATIONAL STUDENT FEES 2021-22

Sooke Schools Victoria

Academic Program Fees – DRAFT/PROPOSED

2021-22

Standard Fees for all international students are as follows...

	Academic Year	Semester
1. Application Fee	\$ 250.00	\$ 250.00
2. Tuition	\$13,500.00	\$ 6,750.00
3. Homestay Fee (\$925/month)	\$ 9,250.00	\$ 4,625.00
4. Program Fee*	\$ 1,850.00	\$ 1,325.00
5. New Student Orientation (Aug. only)	\$ 140.00	\$ 140.00
	\$25,990.00	\$13,090.00

*Program Fee includes school bus transportation (when required), homestay placement/support, arrival/departure transportation to and from Victoria airport or Swartz Bay ferry terminal, complimentary custodianship, access to our supervised activities program, and medical coverage.

PROPOSED INTERNATIONAL STUDENT FEES 2021-22

- **Total increase from 2020-21 for a full-year student: \$440, or 1.7%**

Rationale for the addition of the Orientation Fee (\$140):

- We have historically been doing a 1-day orientation on the first Tuesday after Labour Day, but are now moving to a 2.5-day orientation to take place the week prior to the start of school
- This cost for the orientation will cover associated Homestay expenses for the additional nights, as well as any costs related to necessary transportation, additional hiring of staff to deliver orientation, etc.

Rationale for the increase in the Program Fee (\$1550 to \$1850):

- To ensure that we are covering costs related to increase in medical expenditures (MSP)
- Increase in the amount that we are collecting for Homestay Placement and Support. This amount has been static over the past ten years, and it is recommended to increase it to recover more of the costs associated with the salary/benefits of our Homestay Coordinators



MANY NATIONS. ONE REMARKABLE EXPERIENCE.



Committee Info Note
Resource Committee Meeting
March 4, 2020

Agenda Item: 4.3 – Transportation Model Update

- Staff have been working hard on confirming each of the District’s bus routes (significant variances between actual routes and those on paper)
- The confirmed routes have been entered into the new bus routing software and a demonstration will be provided to the Committee at the March 4th meeting reflecting the potential service impacts if walk limits were implemented

Current Transportation Data:

Transporting - 4675 students

33 Buses Travel - 3981km/day – 73hrs/day

Route verification/reviews with each driver in the new system was completed last Friday. A surprise that the routes were very different from the current program being used to route students.

Improved routes will have buses arrival and departure times match more closely with the bell time.

GPS arrived, hoping that the planned install and training will take place week of March 16th

The parent portal will work alongside the GPS – testing over the next few months

Upgraded the radio system to digital and is saving us \$113/month. Upgraded our Satellite Phone for Port Renfrew a \$15 savings a month.

Transportation Review Items: Fees and Walk Limits

Data from the Transportation Provincial Survey

Here is an overview of the charging and the structures used by districts throughout the province.

58 Districts (36 with data) **11 - did not participate/ 9 - contract out bus service, 5 of them are only special needs no regular busing/ 2 - less than 4 buses.**

Of the 36 SD:

9 – charge for all courtesy riders (students attending an out of catchment school)

1 – charges all students

1 – charges all riders an admin fee to eliminate “ghost” riders – the ones that register but don’t use the service

4 – currently reviewing ridership fees

Fees start at \$125 - \$400/yr

Eg: SD33 - \$250/student \$500/family

SD34 - \$400/student \$600/family

SD36 - \$300/student \$150 for additional siblings

SD23 - \$225/student \$200 - if pd by June 30 of the prior school year

Questions if we decided to charge fees:

1. Who should be charged a fee? Courtesy riders or all students?

Define a courtesy rider? Is it any student attending an out of catchment school?

2. If we decide to charge a fee what will the fee structure look like?
3. Do we charge an admin fee to eliminate the ghost riders?
4. What will the process be to apply for fees being waved?

Here is an overview of the walk limits and the structures used by districts throughout the province.

Walk limit – the parent responsibility zone

Of the 36 SD:

34 – have walk limits for students

Eg: K-3-4.0 km / 4-12- 4.8km - 12

K-12 -3.5 km - 4

K-12 -2.5km - 4

Questions if we decided to implement walk limits:

1. Do you want to continue with busing students outside of their catchment schools? Challenges this creates.
2. If a fee is charged do walk limits still apply?
3. If you decide on walk limits
 - a. Is that to your school of choice?
 - b. Is that to your catchment school?

Belmont Catchment Boundary - 1224 students

Students within 2km WB - 207

Students attending Royal Bay in Belmont WB 71

Royal Bay Catchment Boundary -1074 students

Students within 2km WB - 101

Students attending Belmont in Royal Bay WB 16

Dunsmuir Catchment Boundary - 775 students

Students within 2km WB - 278

Students attending Spencer in Dunsmuir WB - 33

Spencer Catchment Boundary - 826 students

Students within 2km WB 267

Students attending Dunsmuir in Spencer WB - 43



Committee Info Note
Resource Committee Meeting
March 4, 2020

Agenda Item: 4.4 – 20/21 Budget Development Process

- Staff continue to work through the budget development process for 20/21
- Input has been received on the list of work to be completed for the 3rd year of the Strategic Plan and now the process shifts to prioritizing that work and determining how much the District can afford to do
- An updated list of work will be provided to the Committee on Tuesday, March 3rd for discussion at the March 4th meeting

**Committee Info Note
Resource Committee Meeting
March 4, 2020**

Agenda Item: 4.5 – 2020 Employee Engagement Survey

Background

- The District completed its first ever Employee Engagement Survey in the spring of 2020
- The District wide results (previously made public) have been attached for information purposes
- SD62 was the first district to run the survey and since that time, Campbell River, Vernon and Coast Mountain have also used the survey
- In 2018, we had an overall response rate of 58% which is roughly 934 responses out of a total employee population surveyed of 1,610 (the provincial government's first response rate was 64%)
- At the time the survey was launched, it was determined that the District would run the survey every two years in order to measure its success in our Strategic Plan goal of Engagement
- The performance measure for Staff Satisfaction indicate that the District would set the bench mark in 2018 @74% and that we would improve by 5% in 2020
- Staff have engaged in dialogue with BC Stats to run the survey this spring and it is anticipated the survey will be provided to staff in April or May with a District report out by the end of the school year (with comparisons to the other Districts)
- To keep the comparisons as close as possible and to minimize costs, staff would like to use the same set of survey questions as was used in 2018
- Once the schedule is known, staff will reach out directly to our employee groups and will also update the Resource Committee accordingly

EXPLORING EMPLOYEE ENGAGEMENT

PREPARED FOR SCHOOL DISTRICT #62 (SOOKE)
BY BC STATS – JUNE 2018

AUTHOR

BC Stats

CONTACT

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PUBLISH DATE

June 26, 2018

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About Employee Engagement

The success of any organization is built on people. Ensuring that employees are engaged in their work is critical for performance. Research in both the public and private sectors has shown that engaged employees are key to the achievement of positive organizational outcomes. Research shows that engaged employees are more productive, less likely to resign, and provide better services.

At its core, employee engagement encompasses two essential things: how satisfied employees are, and how committed they are to their organization. However, the impacts on employee engagement are much more complex, as both satisfaction and commitment are influenced by many factors that employees experience in their work environment. A robust work environment survey captures this kind of information so all employees can better understand the aspects within their own work environment that impact engagement.

The School District #62 (Sooke) is investigating these experiences to help inform strategies for making the workplace the best possible. The survey was administered from May 3 to June 1 in 2018 to all active employees as of April 15. Over 900 employees provided feedback about their experiences (58% of the total). This modestly high response rate means that the information contained in this report is of high quality, enabling the right conclusions to be drawn.

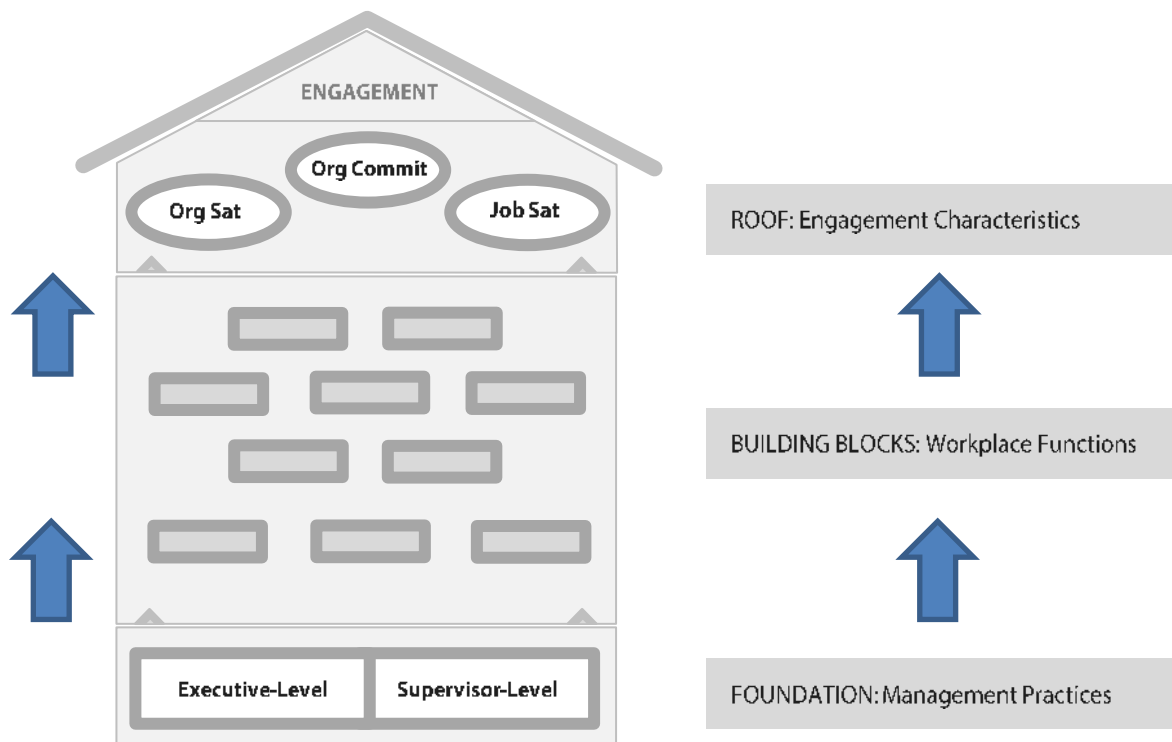
Fifty-eight percent of employees participated in the work environment survey.

This report delves into the survey findings in detail by summarizing employee feedback according to the Employee Engagement Model. The model itself has been built from the survey data employees provided and visually organizes a wealth of data in an easily understandable manner. Presenting the survey results through the lens of this model helps to explain what shapes employees' engagement within their work environment. These results can be used to guide and focus conversations on ways to maximize everyone's engagement and support ongoing leadership and work-related efforts and initiatives.

About the Model

The Employee Engagement Model identifies what matters when it comes to maintaining and enhancing the engagement of employees. The model framework has been statistically validated on tens of thousands of employees from a wide variety of public sector organizations for nearly a decade by testing the survey response patterns using an advanced technique called structural equation modelling (SEM). The analyses conducted on data found that 35 out of 70 survey questions covering a range of employee experiences do the best job of explaining why engagement is low for some and high for others. The survey items that are not included in the model provide additional information about the workplace in general.

In the model, specific workplace functions and management practices impact employee engagement. These functions and practices are called engagement drivers. Each driver contains a set of survey topics that measure particular aspects of the employee experience. These drivers also can affect each other to increase or decrease overall engagement. The pattern of connections between the drivers and the engagement characteristics shape the overall structure of the model, which is graphically represented as a house. The house diagram serves as a visual metaphor that helps simplify and illustrate the relationships of drivers within and between the different parts of the model.



The following are the three different parts of the house diagram:

- **The Foundation:** The model rests on drivers that represent the management practices that matter most to engagement.
- **The Building Blocks:** These identify the core workplace functions driving engagement.
- **The Roof:** The key engagement characteristics of satisfaction and commitment are located in the roof of the house.

The rest of this section describes each part of the house in detail.

The Foundation

The foundation contains two drivers that focus on management practices. The two drivers are connected either directly or indirectly to all other drivers in the model and, as a result, have a broad impact on engagement.

- **Executive-Level Management:** Employees believe that senior leaders communicate decisions in a timely manner and provide clear direction for the future (two topics).
- **Supervisory-Level Management:** Employees believe they can communicate with the person they report to and that they lead with an understanding of others' perspectives, and provides clear work expectations (four topics).

The Building Blocks

Supported by the foundation, the middle section of the house contains the ten building blocks that represent the workplace functions that matter most to employee engagement. All building blocks are made up of two to four survey topics and are impacted by one or both drivers relating to management practices. These building blocks interact and work together either directly or indirectly to influence the employee engagement characteristics in the roof of the house.

- **Stress & Workload:** Employees perceive that their work-related stress and workloads are manageable (two topics).
- **Job Suitability:** Employees believe that their work is both meaningful and a good fit with their skills and interests (two topics).
- **Vision & Goals:** Employees believe that their organization's vision and goals are well communicated and that their organization is taking steps to ensure its long-term success (two topics).

- **Teamwork:** Employees experience positive working relationships, have support from their team, and feel their team communicates effectively (three topics).
- **Tools & Workspace:** Employees believe that both the computer based tools and non-computer based tools they have access to help them excel in their jobs and that their physical environment enables them to work well (three topics).
- **Recognition:** Employees experience meaningful and performance-based recognition (two topics).
- **Professional Development:** Employees believe their organization supports their learning and development, provides quality training, and offers adequate opportunities to develop their skills (three topics).
- **Pay:** Employees believe that their pay is fair and competitive with similar jobs (two topics).
- **Staffing Practices:** Employees believe staffing processes in their work unit are fair and based on merit or seniority (two topics).
- **Respectful Environment:** Employees experience a healthy and diverse atmosphere free from discrimination and harassment (four topics).

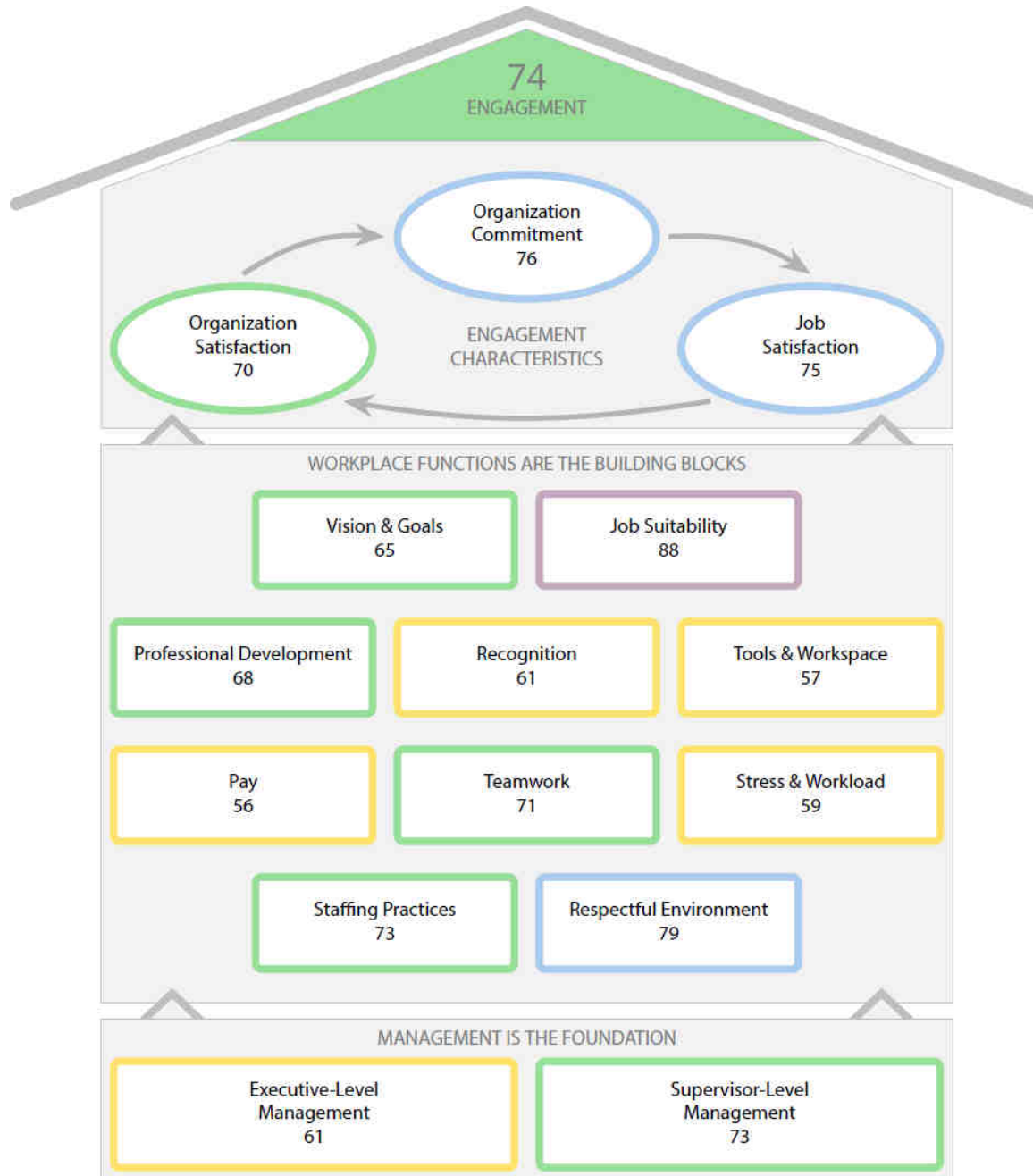
The Roof

The roof represents the multifaceted nature of engagement and contains a combination of three distinct but interconnected characteristics. Each characteristic is measured by different survey topics.

- **Job Satisfaction** is measured by employees' satisfaction with their jobs (one topic).
- **Organization Satisfaction** is measured by employees' satisfaction with the school district (one topic).
- **Organization Commitment** assesses the extent to which employees would recommend the district as a great place to work and choose to stay, even if a comparable job became available elsewhere (two topics).

On the following page, the house model diagram illustrates the scores for the school district. Scores can range from 0 to 100 points—the higher the score, the more positive the result. For more information on how scores are calculated, go to Appendix A.

House Model Results



- Understand your challenges (54 points or lower)
- Focus on improvements (55 to 64 points)
- Leverage your strengths (65 to 74 points)
- Celebrate your successes (75 to 84 points)
- Model your achievements (85 points or higher)

Question by Question Model Results

Table 1 displays both the average score and distribution of responses for each of the survey items that measure the drivers in the house model, starting from the roof down to the foundation. The distributions of responses were collapsed into three categories based on how often statements applied to employees' day-to-day workplace experiences. The "Disagree" category combines those who selected 1 or 2, the "Neutral" category represents those who selected 3, and the "Agree" category combines those who selected 4 or 5 on the five-point scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). For more information on all questions, including how results are calculated, please refer to the appendices of this report.

TABLE 1: EMPLOYEE ENGAGEMENT MODEL QUESTION RESULTS

SURVEY QUESTIONS	% DISAGREE	% NEUTRAL	% AGREE	AVERAGE ¹ SCORE /100 POINTS
ENGAGEMENT CHARACTERISTICS (ROOF)				74
Organization Commitment				76
I would prefer to stay with my organization, even if offered a similar job elsewhere.	9%	14%	76%	77
I would recommend this organization as a great place to work.	9%	21%	70%	74
Job Satisfaction				75
I am satisfied with my job.	7%	17%	76%	75
Organization Satisfaction				70
I am satisfied with my organization.	12%	21%	67%	70
WORKPLACE FUNCTIONS (BUILDING BLOCKS)				
Stress & Workload				59
My workload is manageable.	21%	24%	55%	61
My work-related stress is manageable.	23%	29%	48%	58
Job Suitability				88
My work is meaningful.	2%	6%	92%	89

¹ Averages over question scores within a driver may not equal the overall score for that driver. This is due to the method with which the overall scores are calculated for the drivers.

SURVEY QUESTIONS	% DISAGREE	% NEUTRAL	% AGREE	AVERAGE ¹ SCORE /100 POINTS
My job is a good fit with my skills and interests.	3%	7%	90%	88
Vision & Goals				65
My organization is taking steps to ensure the long-term success of its vision and strategic goals.	10%	26%	64%	68
The vision and strategic goals of my organization are communicated well.	21%	29%	50%	59
Teamwork				71
When needed, members of my team help me get the job done.	6%	11%	83%	80
Members of my team communicate effectively with each other.	13%	21%	66%	69
In my work unit, everyone has positive working relationships.	20%	25%	55%	63
Tools & Workspace				57
My physical work environment (e.g., sound level, lighting, heat, ergonomics, etc.) enables me to work well.	24%	24%	52%	60
The computer based tools (e.g., hardware, software) I have access to help me excel in my job.	35%	27%	38%	51
The non-computer based tools (e.g., office or outdoor equipment) I have access to help me excel in my job.	19%	28%	52%	61
Recognition				61
I receive meaningful recognition for work well done.	21%	22%	57%	63
In my work unit, recognition is based on performance.	23%	27%	50%	59
Professional Development				68
My organization supports my work-related learning and development.	11%	20%	69%	72
The quality of training and development I have received is satisfactory.	15%	24%	62%	67
I have adequate opportunities to develop my skills.	17%	22%	61%	66
Pay				56
I am fairly paid for the work I do.	32%	22%	45%	54
My pay is competitive with similar jobs in the region.	26%	22%	52%	58

SURVEY QUESTIONS	% DISAGREE	% NEUTRAL	% AGREE	AVERAGE ¹ SCORE /100 POINTS
Staffing Practices				73
In my work unit, the selection of a teacher and/or support staff for a position is based on the seniority of the qualified applicants. For PVP and excluded staff selection is based on the principles of merit.	7%	12%	81%	79
In my work unit, the process of selecting a person for a position is fair.	17%	18%	64%	67
Respectful Environment				79
A healthy atmosphere (e.g., trust, mutual respect) exists in my work unit.	9%	16%	76%	76
My work unit values diversity in people and backgrounds.	4%	10%	86%	84
My work unit values diversity in ideas.	7%	17%	76%	76
My work unit is free from discrimination and harassment.	8%	11%	81%	80
MANAGEMENT (FOUNDATION)				
Executive-Level Management				61
Executives in my organization communicate decisions in a timely manner.	17%	28%	54%	62
Executives in my organization provide clear direction for the future.	23%	30%	47%	58
Supervisory-Level Management				73
The person I report to provides clear expectations regarding my work.	13%	18%	69%	72
The person I report to consults me on decisions that affect me.	16%	20%	64%	69
I feel I am able to have a conversation with the person I report to when I need their perspective or advice.	11%	11%	78%	78
The person I report to leads with an understanding of others' perspectives.	15%	12%	73%	74

Making the Most of the Results

The survey results in this report provide a blood pressure reading of the district's engagement and work environment. Just as a blood pressure reading provides some important numbers about one's health, identifying the most appropriate course of action requires more conversations and a commitment to change. The information in this report provides starting point for further dialogue and actions focused on improving engagement, and it is how this reading is treated post survey that matters.

The following suggestions may help serve as a useful guide to understanding the results and formulating next steps:

- Explore the survey topics that make up each of the model drivers as well as the topics that are not in the model. Examine the average scores and the percentages. Ask questions. Do percentages tend to cluster in the middle or are opinions more polarized on one end of the scale? Do the scores match your experiences and opinions? Where do they differ or seem surprising?
- Initiate conversations with others in your workplace. Celebrate successes and double down on areas to improve. Work together with the intent of improving your overall work environment.
- Think about what you can do to maximize your own engagement and how you can foster the engagement of others.
- Take action.

Appendix A: Full Survey Results

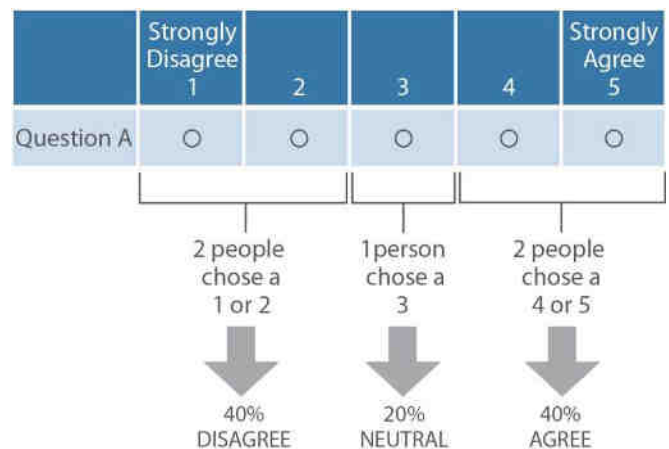
Beginning on the next page, the results are presented in two different but complementary ways. Results are shown as percentages to highlight the distribution of responses per question. The results are also shown as average scores, providing a single measure for each question allowing for easier comparability, where applicable. In the table that follows:

- Percentages and scores are included in the same table for convenience.
- Some percentages may not sum to 100 due to rounding.

Percentages

Percentages show the proportion of employees who disagreed, agreed or gave a neutral response to the survey question.

To calculate percentages, the number of times an answer was selected by respondents is totaled and collapsed into three categories (ranging from disagree to agree).



Average Scores

Average scores range from 0 to 100 points and represent the full range of responses to each question. To calculate average scores, the five-point survey scale is converted into a 100-point scale and averaged based on the number of respondents.

Average scores for individual question topics may not equal the overall score for that driver when the topics are averaged together. This is due to the method with which the overall scores are calculated for the drivers.

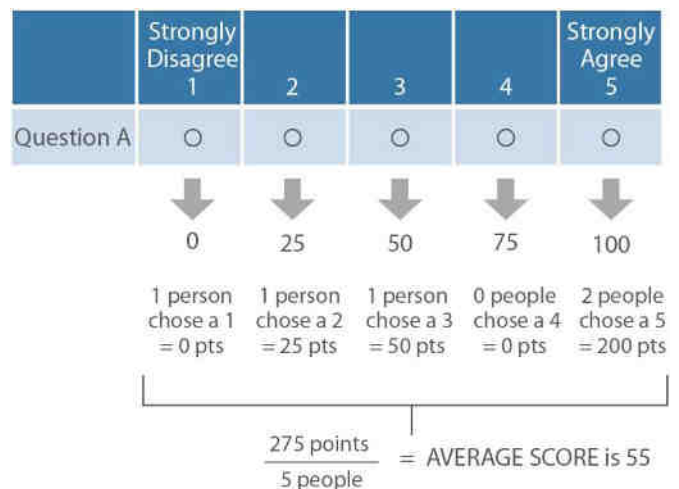


TABLE 2: DISTRIBUTIONS OF RESPONSES AND AVERAGE SCORES FOR ALL QUESTIONS

LINKAGE TO MODEL	SURVEY QUESTIONS	% DISAGREE	% NEUTRAL	% AGREE	AVERAGE SCORE / 100 POINTS
MY DAY-TO-DAY WORK					
Respectful Environment	A healthy atmosphere (e.g., trust, mutual respect) exists in my department.	9%	16%	76%	76
Respectful Environment	My work unit values diversity in people and backgrounds.	4%	10%	86%	84
Respectful Environment	My department values diversity of ideas and approaches.	7%	17%	76%	76
Respectful Environment	My department is free from discrimination and harassment.	8%	11%	81%	80
	I have opportunities to provide input into decisions that affect my work.	11%	17%	72%	74
	I have the freedom to make the decisions necessary to do my job well.	9%	16%	75%	75
	Innovation is valued in my work.	7%	18%	75%	76
	I have the opportunities I need to implement new ideas.	12%	23%	66%	70
	I am inspired to give my very best.	10%	17%	73%	75
	I feel energized by my work.	13%	23%	64%	69
	My work unit is well supported during times of change.	22%	29%	49%	60
	Employees are held accountable in my work unit.	19%	25%	56%	63
	I feel my job is secure.	13%	14%	74%	74
Staffing Practices	In my work unit, the selection of a teacher and/or support staff for a position is based on the seniority of the qualified applicants. For PVP and excluded staff selection is based on the principles of merit.	7%	12%	81%	79
Staffing Practices	In my work unit, the process of selecting a person for a position is fair.	17%	18%	64%	67
Recognition	I receive meaningful recognition for work well done.	21%	22%	57%	63
Recognition	In my work unit, recognition is based on performance.	23%	27%	50%	59
Pay	I am fairly paid for the work I do.	32%	22%	45%	54
	My benefits meet my (and my family's) needs well.	18%	21%	62%	65

LINKAGE TO MODEL	SURVEY QUESTIONS	% DISAGREE	% NEUTRAL	% AGREE	AVERAGE SCORE / 100 POINTS
Pay	My pay is competitive with similar jobs in the region.	26%	22%	52%	58
Job Suitability	My work is meaningful.	2%	6%	92%	89
Job Suitability	My job is a good fit with my skills and interests.	3%	7%	90%	88
	I enjoy the type of work I do.	2%	7%	91%	88
	My workplace processes and procedures enable me to work as effectively as possible.	18%	26%	56%	63
	I regularly go above and beyond the requirements of my role to help my work unit succeed.	2%	7%	92%	88
	Work is distributed fairly in my work unit.	17%	22%	60%	65
Stress & Workload	My workload is manageable.	21%	24%	55%	61
Stress & Workload	My work-related stress is manageable.	23%	29%	48%	58
	My job provides me with the right amount of challenge.	10%	20%	71%	72
	I have support at work to provide a high level of service.	20%	24%	55%	62
	I have support at work to balance my work and personal life.	21%	24%	55%	62
MY PHYSICAL ENVIRONMENT AND TOOLS					
Tools & Workspace	My physical work environment (e.g., sound level, lighting, heat, ergonomics, etc.) enables me to work well.	24%	24%	52%	60
	The necessary processes and procedures are in place to ensure my safety at work.	8%	15%	77%	75
Tools & Workspace	The computer based tools (e.g., hardware, software) I have access to help me excel in my job.	35%	27%	38%	51
Tools & Workspace	The non-computer based tools (e.g., office or outdoor equipment) I have access to help me excel in my job.	19%	28%	52%	61
MY PROFESSIONAL DEVELOPMENT					
Professional Development	My organization supports my work related learning and development.	11%	20%	69%	72
Professional Development	The quality of training and development I have received is satisfactory.	15%	24%	62%	67

LINKAGE TO MODEL	SURVEY QUESTIONS	% DISAGREE	% NEUTRAL	% AGREE	AVERAGE SCORE / 100 POINTS
Professional Development	I have adequate opportunities to develop my skills.	17%	22%	61%	66
	I have opportunities for career growth within the organization.	24%	21%	54%	60
	The person I report to provides the feedback I need to do my job well.	18%	20%	62%	68
	The person I report to provides the support I need to help me achieve my long-term career goals.	19%	21%	60%	66
MY CO-WORKERS					
Teamwork	When needed, members of my team help me get the job done.	6%	11%	83%	80
	I am treated respectfully at work.	7%	11%	82%	81
Teamwork	Members of my team communicate effectively with each other.	13%	21%	66%	69
Teamwork	In my work unit, everyone has positive working relationships.	20%	25%	55%	63
THE PERSON I REPORT TO					
Supervisory-Level Management	The person I report to provides clear expectations regarding my work.	13%	18%	69%	72
Supervisory-Level Management	The person I report to consults me on decisions that affect me.	16%	20%	64%	69
	The person I report to keeps me informed on things I need to know.	15%	17%	67%	70
Supervisory-Level Management	I feel I am able to have a conversation with the person I report to when I need their perspective or advise.	11%	11%	78%	78
Supervisory-Level Management	The person I report to leads with an understanding of others' perspectives.	15%	12%	73%	74
	The person I report to maintains high standards of honesty and integrity.	9%	11%	80%	79
	I am satisfied with the quality of supervision I receive.	12%	14%	74%	76
MY EXECUTIVE					
Executive-Level Management	Executives in my organization communicate decisions in a timely manner.	17%	28%	54%	62

LINKAGE TO MODEL	SURVEY QUESTIONS	% DISAGREE	% NEUTRAL	% AGREE	AVERAGE SCORE / 100 POINTS
	Executives in my organization clearly communicate strategic changes and/or changes in priorities.	21%	29%	50%	60
Executive-Level Management	Executives in my organization provide clear direction for the future.	23%	30%	47%	58
	Essential information flows effectively from senior leadership to staff.	22%	28%	50%	59
	I have confidence in the senior leadership of my organization.	16%	23%	60%	66
MY ORGANIZATION					
Vision & Goals	My organization is taking steps to ensure the long-term success of its vision and strategic goals.	10%	26%	64%	68
Vision & Goals	The vision and strategic goals of my organization are communicated well.	21%	29%	50%	59
	I know how my work contributes to the achievement of my organization's goals.	17%	27%	56%	63
	I am motivated by my organization to help achieve its objectives.	23%	26%	51%	60
	I find my organization inspiring to work for.	18%	29%	54%	63
MY EMPLOYMENT OVERALL					
Job Satisfaction	I am satisfied with my job.	7%	17%	76%	75
	I am satisfied with my work unit.	9%	14%	77%	75
	I would prefer to remain with my work unit, even if a comparable job was available elsewhere in the organization.	12%	13%	75%	76
Organization Satisfaction	I am satisfied with my organization.	12%	21%	67%	70
	Overall, I feel valued as a Sooke School District employee.	16%	21%	63%	67
	I am proud to tell people I work at the Sooke School district.	7%	18%	75%	77
Organization Commitment	I would prefer to stay with my organization, even if offered a similar job elsewhere.	9%	14%	76%	77
Organization Commitment	I would recommend this organization as a great place to work.	9%	21%	70%	74

The following table lists 10 questions which had a relatively high proportion of respondents who chose either “Don’t Know” or “Not Applicable.”

TABLE 3: SURVEY QUESTIONS WITH A RELATIVELY HIGH PROPORTION ($\geq 10\%$) OF NON-RESPONSE

SURVEY QUESTIONS	% OF TOTAL RESPONSES
My organization is taking steps to ensure the long-term success of its Vision and Strategic Goals.	20%
In my work unit, the selection of a teacher and/or support staff for a position is based on the seniority of the qualified applicants. For PVP and excluded staff selection is based on the principles of merit.	19%
In my work unit, recognition is based on performance.	13%
My pay is competitive with similar jobs in the region.	12%
The person I report to provides the support I need to help me achieve my long-term career goals.	11%
Executives in my organization communicate decisions in a timely manner.	11%
Executives in my organization clearly communicate strategic changes and/or changes in priorities.	11%
The vision and strategic goals of my organization are communicated well.	11%
In my work unit, the process of selecting a person for a position is fair.	10%
I know how my work contributes to the achievement of my organization's goals.	10%

Appendix B: Survey Definitions

The questionnaire used specific terms to describe aspects of the work environment. The terms as presented to the respondents are shown below.

- Your **organization** refers to the Sooke School District as a whole.
- Your **executive** includes the Superintendent of Schools/CEO (Jim Cambridge), Associate Superintendents (Dave Strange, Paul Block, and Stephanie Hedley-Smith), Secretary-Treasurer (Harold Cull) and Executive Director, Human Resources (Dan Haley).
- Your **work unit** refers to the school and/or department within the organization where you work (for example: Belmont Senior Secondary, Board Office, Colwood Elementary, Facilities, John Muir Elementary, On Call, Spencer Middle School, Transportation, or Wishart Elementary).
- The **person I report to** refers to your immediate supervisor or school principal. If you report to more than one supervisor or school principal, please answer the question thinking about the person who oversees most of your work.
- **Discrimination** occurs if a distinction is made that imposes burdens, obligations or disadvantages, that are not imposed on others, based on the grounds listed below:

- race	- religion	- sexual orientation
- colour	- marital status	- gender identity or expression
- ancestry	- family status	- physical or mental disability
- place of origin	- age	- unrelated criminal conviction
- political belief	- sex	
- **Harassment** includes any unwelcome conduct or comment which has a negative impact on you or your work environment.

Appendix C: Model Information

BC Stats first developed the Employee Engagement Model framework 15 years ago in consultation with leading experts in the field. Since then the Employee Engagement Model is regularly tested on data from the BC Public Service as a whole. This model was also tested on the Sooke School District data using on Structural Equation Modelling (SEM). The tests found the model needed to be customized to better fit the response patterns observed in the survey data. The district’s model explains up to 71% of the variation in engagement scores and serves as a useful diagnostic tool for explaining the range of experiences across the organization.

The model drivers statistically link together to form many unique pathways to engagement. Each pathway starts from the foundation and passes through varying combinations of building blocks to reach one of the three engagement characteristics in the roof. These latest model driver linkages and pathways and model fit statistics are presented below.

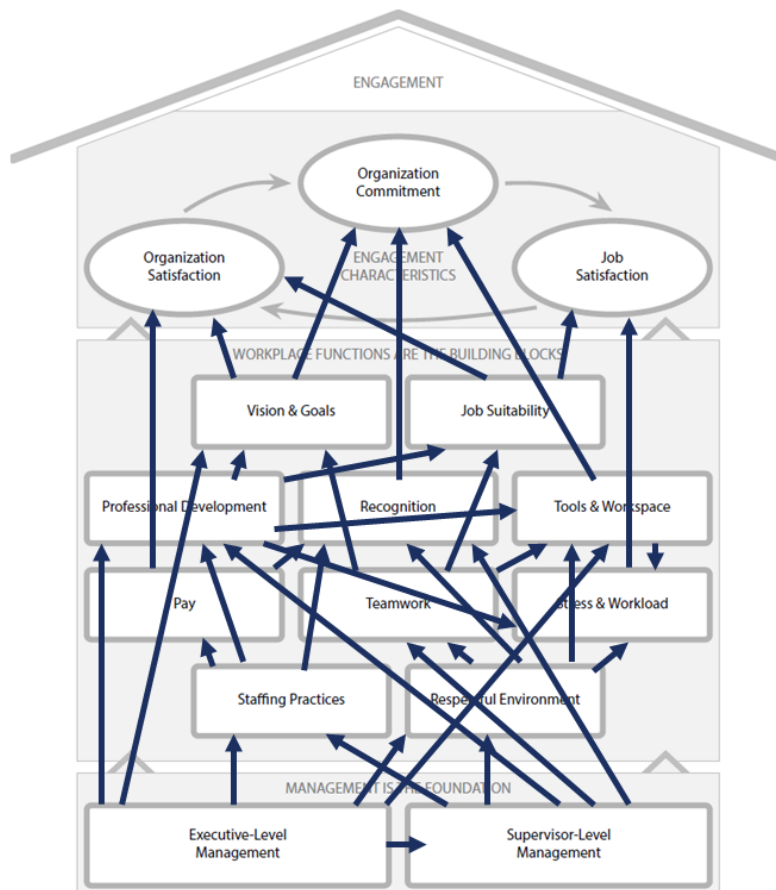


TABLE 4: MODEL FIT INDICES

	CMIN/DF	NFI	CFI	TLI	RMSEA	R ²
2018 Model Fit	1.791	0.921²	0.963	0.958	0.040	62% - 71% (engagement outcomes)
Model fit criteria/threshold	Closer to 1, the better	> 0.95	> 0.95	> 0.95	≤ 0.05	N/A

There are a few cautionary notes to be aware of when using the model to make the most of your results. The model represents experiences at one single point in time. Despite its stability, employee priorities change, as do societal, political and economic circumstances. Given the dynamic nature of the work environment and workforce, the engagement model will likely evolve in future. Any projections into the future will provide rough estimates at best, and should be supported by further longitudinal research that could capture trends over time.

In addition, the model was based on only employees from the entire organization who answered all of the model questions. This means the model was not tested at the work unit level (i.e., school or department). This also means the model statistics do not reflect those who answered some but not all of the model questions. Given the high rates of missing data on a few engagement model questions (i.e., answered 'don't know' or 'not applicable'), the total number of respondents the model was based was reduced to 488 (out of the 935 possible).

Lastly, these questions were designed to reflect a specific framework of engagement. As such, the model presented in this report can only represent what was measured within the context of this engagement framework. There may be other aspects unique to the organization that were not captured in the survey and are therefore not reflected in the model presented in the report.

More resources on how to use the model for interpreting results or understanding the drivers, model pathways and/or the statistical methodology are available online. See the next page for more details.

² A value between .90 and .95 is considered to be a satisfactory fit.

Appendix D: Additional Resources

BC Stats regularly conducts research and analysis on many topics related to the employee engagement model and organizational performance. This section includes some examples of research BC Stats has conducted in the last several years. To access any of this research directly, click on the link provided.

Resources for understanding the engagement model and its application in the real world:

[Modelling the 2015 Work Environment Survey Results: Technical Guide](#)

[Connecting the Engagement Drivers in the BC Public Service: Driver Guide](#)

[Tracing the Top Engagement Pathways for the BC Public Service: Pathways Guide](#)

[Leveraging the Practices of Top Work Units in the BC Public Service](#)

Tools for assessing the engagement model's results:

[Assessing Performance over Time: Score Difference Look-up Table](#)

[Assessing Performance Relative to Others: Percentile Look-up Table](#)

Examples of the engagement model in action:

[Engagement and Voluntary Departures](#)

[Performance Conversations and Engagement](#)

[The Value of Pay](#)

[The Value of Benefits](#)

[Professional Development](#)

[Succession Management](#)

[Staffing Actions](#)

[Leading Workplace Strategies](#)

[How much does Engagement Vary among Diversity Groups?](#)

[Do perceptions of the Work Environment Vary by Generation?](#)

[The Public Sector Service Value Chain - Revisiting the First Link with BC Public Service Work Units](#)

To explore **more research**, visit BC Stats online at:

[http://www2.gov.bc.ca/gov/content/data/statistics/government/employee-research.](http://www2.gov.bc.ca/gov/content/data/statistics/government/employee-research)

Appendix E: Factground

High Level

Study Work Environment Survey (WES)
Project Sponsor School District #62 (Sooke)

Operations

Data Collection Method Online survey
Fielding Window / Dates May 3, 2018 to June 1, 2018
Project History 2018 is the first cycle

Population / Sample

Scope All active employees as of April 15, 2018
Sampling Strategy Census

Key Measure(s)

Key Measure Engagement score
Type of Measure Five-point agreement scale
Methods of Analysis Descriptive statistics; structural equation modeling

Confidentiality

During survey administration, employees received personalized invitations and reminders. All survey responses were encrypted during submission and stored on a secure server accessed only by select employees at BC Stats. BC Stats employees are sworn under the [Statistics Act](#), and all information collected in the survey is protected by the *Statistics Act*. Only aggregate results are provided in the reports. Individual responses or information that could identify an individual cannot be disclosed.

Response Rates

The table below shows the response rate for the 2018 cycle.

TABLE 5: RESPONSE RATE

	COMPLETED SURVEYS	TOTAL EMPLOYEES	RESPONSE RATE
2018	935	1,606	58%

BC Stats wishes to thank employees who made the time to complete this survey and provided feedback about their experiences.

BC Stats is the provincial government's leader in statistical and economic research, information and analysis essential for evidence-based decision-making. BC Stats, the central statistics agency of government, is excited to be taking a lead role in the strategic understanding of data sources and analysis across government. The goal is to increase overall business intelligence—information decision makers can use. For more information, please contact Elizabeth Vickery.



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V8V 9V1

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Twitter: @BCStats
Email: BC.Stats@gov.bc.ca

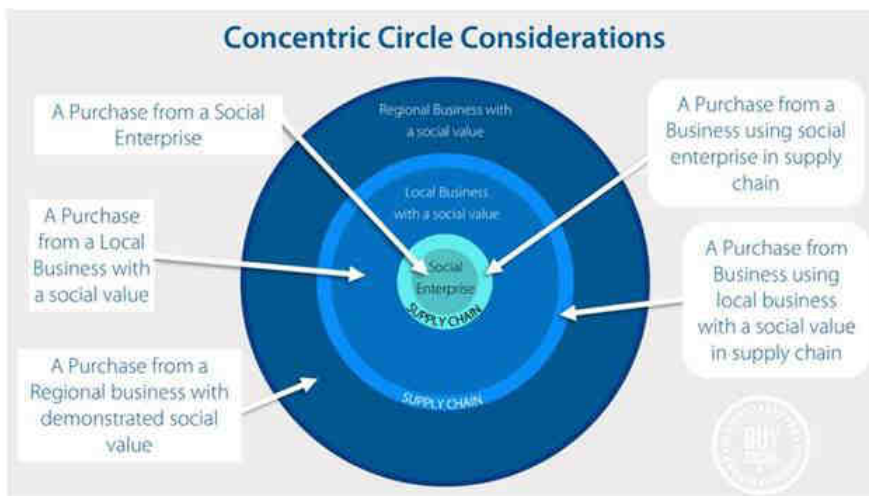
Info Note Resources Committee March 4, 2020

Agenda Item: 4.6 – Social Procurement of Construction Projects

Rationale/Background:

When you are given the opportunity to spend over a hundred million dollars to deliver two state of the art learning facilities, you also have the ability to ensure that every dollar of this construction project benefits our community. The construction of the new West Langford Middle and Elementary schools will be the largest construction project in the West Shore since we opened Belmont and Royal Bay Secondary in 2015. The purpose of this motion is to request district staff explore the feasibility and legality of adding specific clauses into the procurement contract of the main contractor chosen to construct the two new schools. The clauses I ask staff to look into are adding language around employment opportunities for SD62 students as well as prioritizing the hiring of local subcontractors based in the WestShore and South Island by the main contractor on this project.

The following is a graphic provided by the Victoria Buying Group (staff participate in this group) that outlines the relationship between local and regional businesses and their connection to social values in terms of the supply chain/procurement process:



-Source- Buy Social Canada

References:

- <https://www2.gov.bc.ca/gov/content/governments/services-for-government/bc-bid-resources/reference-resources/social-impact-procurement-guidelines>
- BC Government News Release - attached

Recommended Motion: That the Board of Education of School District #62 (Sooke) request staff to explore the feasibility and legality of adding specific clauses that promote the employment opportunities of SD62 students as well as the prioritization of contractors being chosen from the West Shore and/or South Island for the construction of the new West Langford Middle and Elementary Schools.

Submitted by:



Ravi Parmar, Board Chair

School District No.62 (Sooke)



NEWS RELEASE

For Immediate Release
2014EDUC0071-001612
October 28, 2014

Ministry of Education

Skills Blueprint delivers hands-on experience for students

LANGFORD – Education Minister Peter Fassbender toured the new Royal Bay Secondary construction site with Belmont Secondary school trades students who are working and learning on the job site.

Minister Fassbender was at Royal Bay to outline the significant progress made in the K-12 sector to re-engineer education and training since B.C.'s Skills for Jobs Blueprint was launched six months ago.

A major focus of the Skills for Jobs Blueprint is to give K-12 students an earlier head-start to hands-on learning, which will help keep more students engaged in their own learning and ready for the workforce or more advanced training when they graduate. This is also in keeping with the BC Education Plan, which aims to promote deeper learning and stronger core competencies by providing students across all disciplines with more opportunities to apply classroom knowledge to real world situations and projects.

Construction of Royal Bay Secondary is 90% complete, thanks in part to students like Carson Launder who landed a paid electrical apprenticeship with Glenco Electric. He got his start through Belmont's residential carpentry program, one of many skills and trades pathways offered through the South Island Partnership between SD 62 and Camosun College.

Belmont students working at the Royal Bay site are currently enrolled in the Secondary School Apprenticeship (SSA) program. SSA allows students to gain paid work experience in their field while attending school and earning graduation credits. Many Belmont students were first exposed to the trades through SD 62's Trades Awareness Skills and Knowledge (TASK) program, which allows students to explore a variety of trades including form work, framing, floor construction, roof construction, plumbing, sheet metal and electrical.

Through its recently created Skills Exploration 10-12 curriculum and resources, the Ministry of Education is actively working with school districts to encourage programs like SD 62's TASK program, which provide a vital role in exposing students to skills and trades careers and putting them on a path to formal dual credit and apprenticeships programs like the Accelerated Credit Enrolment in Industry Training (ACE IT) program or the Secondary School Apprenticeship program.

Quotes:

Peter Fassbender, Minister of Education –

"Belmont students are taking the knowledge they learn in school and applying it to real world situations. That's how you really learn. The greatest part about the new Royal Bay Secondary is

not only that it's built in part by students for students, but it clearly demonstrates how we're looking to transform learning in B.C."

Quick Facts:

- Over the next decade, 1 million job opening are expected in B.C. — more than 78% of these jobs will require some form of post-secondary education and 43% will in trades and technical occupations.
- Since launching BC's Skills for Jobs Blueprint six months ago, the Ministry of Education has made significant progress on its goal to give students an earlier head-start to hands on learning, including the commitment to double the number of ACE-IT spaces to 5,000 over the next two years:
 - Agreements have been signed with 12 out of 12 school districts along the Northern/LNG corridor for student recruiters and co-ordinators, with particular focus on outreach to Aboriginal youth.
 - A second annual intake to the ACE-IT program was implemented starting this school year (2014-15).
 - School districts will receive \$10.5 million in BC Education Plan funding for skills and reading.
 - The new Skills Exploration 10-12 curriculum and resources were completed and distributed to districts well in advance of the start of the 2014-15 school.
 - The Career and Skills Toolkit for school district career programs went live on Aug. 26, 2014.
 - Developed a list of vacant schools to potentially house skills and trades partnerships.
 - Implemented policy shifts required for graduation flexibility for skills courses.
 - Through the Teacher Regulation Branch, supported the BC Teachers Council in developing an options discussion paper on how to make it faster and easier for qualified (Red Seal) tradespersons to earn teaching certificates.
 - Delivered numerous presentations to partner organizations, including BC Association of Schools Business Officials, BC Confederation of Parent Advisory Councils, BC School Superintendents Association.

Royal Bay Secondary construction update:

- Slated to open September 2015.
- The new \$40.8-million Royal Bay Secondary will accommodate up to 800 students from grades 9 to 12.
- It features a teaching kitchen, a 350-seat theatre, an asphalt rubber running track and a rooftop basketball court, as well as enhanced project spaces.
- Royal Bay also includes an expanded skills and trades area, with dedicated spaces for carpentry and rough wood, metal work and a STEM workshop (Science, Technology, Engineering and Mathematics).

Belmont Secondary construction update:

- Slated to open September 2015.
- The new \$53.9-million Belmont Secondary will accommodate up to 1,200 students from grades 9 to 12.

- The new Belmont Secondary will have three skills and trades shops, supporting their successful residential carpentry and cosmetology program, as well as space for SD 62's Trades Awareness Skills and Knowledge (TASK) program.

Learn More:

BC's Skills for Jobs Blueprint: <http://www.bcjobsplan.ca/getskills/>

BC's Education Plan: <http://www.bcedplan.ca/>

Information on the new Belmont Secondary and Royal Bay Secondary:
<http://newschools.sd62.bc.ca/>

Media Contact:

Government Communications and Public
Engagement
Ministry of Education
250 356-5963

Connect with the Province of B.C. at: www.gov.bc.ca/connect

Info Note
Resources Committee
March 4, 2020
Agenda Item: 4.7 – School Act Amendments

Background

- For the Committee’s information, the provincial government has tabled the *Education Statutes Amendment Act, 2020* with amendments to the *School Act*
- The changes are primarily enabling legislation, with policy and procedure to follow. Below is a brief, general summary of the changes that were tabled:

Provision of childcare services

- Districts will be allowed to operate before and after school child care directly and will enable the minister to make orders regarding the provisions of child care on board of education property generally.

Graduation certificates through First Nations schools

- The proposed legislation will clarify the issuing of graduation certificates to students at First Nations schools, fulfilling a commitment under the BC Tripartite Education Agreement (BCTEA).

Personal Education Numbers

- The legislation will allow the option of a personal education number (PEN) being assigned to a child at birth, or on the application for a BC Services Card.
- This change will facilitate better information about a child's experiences before entering the school system, and support evidence-based policy decisions and planning for K-12 enrolment.

Funding Model Recommendations

- The changes will enable the implementation of recommendations from the funding model review relating to online learning and the management of board of education operating reserves, including transfers for local capital.

- The proposed changes in legislation will not hinder a board's ability to establish and maintain appropriate levels of financial reserves.
- To ensure full collaboration on this important issue, BCSTA has signed a memorandum of agreement (MOA) with the Ministry of Education to co-create new guidelines for school district reserves.



EDUCATION-POLICY COMMITTEE

School Board Office
3143 Jacklin Road
March 3, 2020 – 7:00 p.m.

COMMITTEE REPORT

Present: Trustees – Bob Phillips (Chair), Wendy Hobbs, Ravi Parmar
STA – Diane Wiens
PVP – Georgette Walker
SPEAC – Paula Wilson, Caroline Aked
CUPE – Lou Leslie, Lisa Haug
Sr. Admin. – Scott Stinson, Stephanie Hedley-Smith, Dave Strange

Guests: Frances Krusekopf, Jeannie DeBoice, Farzaan Nusserwanji

Regrets: Trustees Dianna Seaton and Margot Swinburnson, Harold Cull

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, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuuchahnulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT of January 7, 2020 Education Standing Committee meeting
The committee report of January 7, 2020 was approved as presented.

3. PRESENTATIONS

a. Strengths, Successes and Challenges of the Pilot ECE Program – Frances Krusekopf and Jeannie DeBoice
Stephanie Hedley-Smith introduced Frances Krusekopf, Millstream Principal and Jeannie DeBoice, District Vice-Principal – Curriculum and Programs to present to the committee. Frances and Jeannie spoke to the current project and its strengths, successes and challenges. The project is currently into its second year, and is implemented in nine elementary schools. Discussion and questions followed.

b. IT Presentation – Farzaan Nusserwanji

Stephanie Hedley-Smith introduced Farzaan Nusserwanji, Director of IT, to provide an update on the work that has been done in the district. An overview was given that highlighted operational improvements, innovation in learning, web applications and data, and teacher and classroom standards. The presentation also included an exploration of the new district website, the staff intranet, the plan for future technology transformation. Discussion and questions followed.

Note: Arising from the discussion was the request that staff look into guidelines for content on the public facing website and the staff intranet.

Note: Thought that some additional work might be considered in increasing staff awareness related to the staff intranet. The idea of a presentation at a future CUPE pro-d day was brought forward.

4. **BAA COURSE PROPOSALS**

a. Music Composition 10

Scott Stinson presented the proposed course created by Mandart Chan, music teacher at Belmont Secondary. Discussion and questions followed.

Recommendation:

That BAA Course Music Composition 10 be recommended to the Board of Education for approval.

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

a. Draft Revised Policy and Regulations C-320 "Supervision of Students on School Buses" – Stephanie Hedley-Smith.

Stephanie Hedley-Smith advised that the updated policy and regulations addresses the supervision of students on school buses. Discussion and questions followed.

Notes: Request was made that the policy and regulations be made gender neutral.

Recommendation

That the Board of Education give **Notice of Motion** to draft revised Policy and Regulations C-320 "Supervision of Students on School Buses".

6. **NEW BUSINESS**

a. Student Code of Conduct – Cellular Devices – Wendy Hobbs

The issue of cellular devices in schools was brought to the committee for discussion by Trustee Hobbs. Trustee Hobbs queried if this is a conversation that should be held involving all stakeholders to review guidelines and policy as it relates to digital devices and their use in schools. Discussion and questions followed.

Note: It was clarified that the Board sets policy, and schools interpret and implement policy. Related policy includes policy on District and School Codes of Conduct (C-309) and Acceptable Use of Technology (B-117).

Note: Based on the discussion it is felt that clarity of communication related to school policies is key as well as consistency in school policies be achieved where possible.

b. BC Representative for Children and Youth's report on Youth Homelessness – Ravi Parmar

Board Chair Ravi Parmar presented and spoke to the recently released BC Representative for Children and Youth Report – From Marginalized to Magnified. Discussion and questions followed.

Recommended Motions for the Board of Education:

"That the Board of Education of School District No. 62 (Sooke) write a letter calling on the Ministries of Children and Family Development, Education, Minister of Mental Health and Addictions and the Municipal Affairs and Housing to work collectively within the Provincial Government and with

applicable stakeholders, e.g. School Districts, to address the recommendations proposed by homeless youth in the Representative for Children and Youth's report titled 'From Marginalized to Magnified'."

"That the Board of Education of School District No. 62 (Sooke) request staff to review the report "From Marginalized to Magnified" submitted by the Representative for Children and Youth and provide an analysis on the recommendations with a lens as to how the Sooke School District can provide a leadership role in addressing the recommendations proposed in the report that pertain to the work of a school district."

The committee supported both motions being brought forward to the Board for consideration.

7. FOR INFORMATION

- a. Research Project Approval (follow-up study) – Patti-Jean Naylor, UVic – "Physical Literacy 101" – Scott Stinson
- b. Research Project Approval (continuation of study) – Zina Lee, University of the Fraser Valley – "Youth Online Study" – Scott Stinson

8. FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS

As per Policy Work Plan

9. ADJOURNMENT AND NEXT MEETING DATE: Apr. 7, 2020

DRAFT

Strengths, Successes and Challenges of the Pilot ECE Program

Education-Policy Committee
March 3, 2020

Why pursue a Kindergarten – ECE pilot?

- ▶ Early Years (0 – 8 years of age) are vital years of formative development
- ▶ Kindergarten sets the stage for the learning journey for the coming 12 years
- ▶ An increasing number of children are entering school without the social-emotional skills to be ready for learning
- ▶ Relationships are key



Tanya and Anna at Millstream on 100's day

Connect with a partner to discuss a meaningful educator in your early years. What do you remember about this person and how they made you feel?

Our Purpose...

To have two adults, with diverse skills and training, work in a learning environment that addresses the unique needs of every student to foster on-going successful engagement at school.

Our success ...

- The pilot started in spring 2018
- In 2018-19, **38%** of our Kindergarten students received the support of an ECE; in 2019-20 this increased to **44%**
- This year, **9 of our elementary schools** have K–ECE partnerships and **2 have a Nature Kindergarten** with a similar partnership
- Other districts are interested in this innovative initiative

Focus this year: *Inquiry*

- Thinking deeply about how this partnership impacts students and educators
- Asking questions and sharing ideas
- Collecting evidence through observations, photographic and video documentation, field notes, anecdotal notes, conversations (with children and families), semi-structured interviews (with children), and checklists (marking progress at various times in the school year)
- Synthesizing and celebrating our learning

Connecting Inquiry Questions to our Strategic Plan

- **LEARNING: To create and support innovative teaching and learning environments**
- Develop, support and embrace natural learning spaces and outdoor educational opportunities for students at all levels
- **ENGAGEMENT: Create a healthy environment that promotes wellness**
- Explore and develop programs designed to support student and staff health, safety and well-being

Collaborating with UVic and Camosun

- **Dr. Jodi Strelasky**, Department of Curriculum & Instruction, Faculty of Education, University of Victoria
 - Critical Friend
 - Professional Development
 - Literature Review
 - Research with grant support
- **Dr. Enid Elliot**, Early Learning and Care Department, Camosun College
 - Critical Friend
 - Practicum students in K classrooms


Moving forward...

- Next/best practices on having ECE's support more than one class
- Ministry of Education emphasizing Early Learning
- Consider growing the number of partnerships



Information Technology Operational Plan
Implementation Update


3/03/2020



Agenda

- IT Progress Update
- Future: Transformational role of technology

What has IT been working on ?



- Technology Training
- Per School Student Device Ratios
- Digital Citizenship
- LOFT interactive displays

- Security for spam
- Data Center and Network improvements
- Jira and Inventory Management and Reporting
- BIA for BCP planning

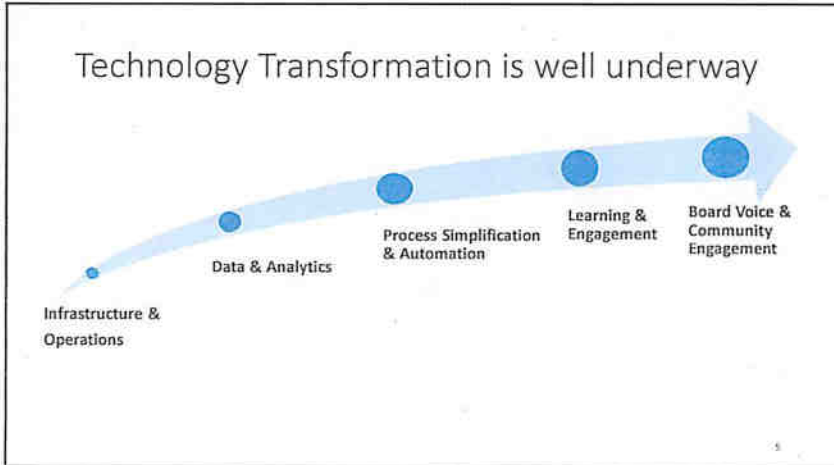
- Intranet Rollout
- District Website
- Staffing and Allocation
- Catchment Review
- Parent Portal
- Transportation Registration

- Laptop for every teacher above 0.6 FTE = ~ 816
- Mounted short throw projector in every classroom = ~164
- Document Cameras
- WIFI in every learning space
- Upgraded labs

Customer satisfaction continues to be high....One year in

Customer satisfaction: **4.9** (1111)

Rating	Key	Agents	Revenue
★★★★	3040721971	John Smith	Revenue: \$ 20,407
★★★★	3040721972	John Smith	Revenue: \$ 20,407
★★★★	3040721973	John Smith	Revenue: \$ 20,407
★★★★	3040721974	John Smith	Revenue: \$ 20,407
★★★★	3040721975	John Smith	Revenue: \$ 20,407
★★★★	3040721976	John Smith	Revenue: \$ 20,407
★★★★	3040721977	John Smith	Revenue: \$ 20,407
★★★★	3040721978	John Smith	Revenue: \$ 20,407
★★★★	3040721979	John Smith	Revenue: \$ 20,407
★★★★	3040721980	John Smith	Revenue: \$ 20,407



Vision for Future: Once the foundational technical infrastructure work is complete, the role of IT will be horizontally focused on improving learning and creating Digital Citizens, Training and improving Operational Efficiency across all departments

Future Projects		
Learning enabled by Digital Citizenship	Engagement can be improved with Technology Training	Accommodating Growth requires Operational Efficiency in processes
<ul style="list-style-type: none"> Digital Health & Safety Morality/Ethics online Virtual Reality Addiction and Psychology Applied Design Skills In Technology Privacy/Security Community Engagement ELL and Refugee Support 	<ul style="list-style-type: none"> MyEd Freshgrade myBlueprint Gradebook GAFE Online resources/books Teams Engagement surveys Office 365 	<ul style="list-style-type: none"> Business Intelligence & Dashboards Onboarding process automation VTRA, Worksafe BC forms online Forecasting controls Standardized software Social Media & Communications support BCP/DR

Can we get there from here?

The delivery of these objectives and the ones from other educational departments will require board support on the transformational role of technology in the district in every initiative going forward.

Board/Authority Authorized Course Application

School District/Independent School Authority Name: Sooke School District	School District/Independent School Authority Number): SD62
Developed by: Mandart Chan	Date Developed: February 2020
School Name: Belmont Secondary School	Principal's Name: Jim Lamond
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: March 10, 2020	Board/Authority Chair Signature:
Course Name: Music Composition	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Teacher must have a post-secondary background in Music & Music Education, and have an understanding of music theory, music composition and current use of technology in music composition.

Course Synopsis:

This is an introductory course into music composition and music theory. Some of the content covered will surround traditional music theory, traditional music composition, as well as contemporary composition techniques with modern technology. This course will help prepare students for a career in music in which knowledge of these skills and applications are very essential. In addition, it will compliment other musical training that can lead to a profession and/or life-long enjoyment.

Goals and Rationale:**Rationale**

Music Composition 10 (MuCo10) has been designed to have an appreciation of traditional music education, as well as a 21st century method of appreciating the art form of music. By using a vast array of technologies (both standard and updated technologies in music composition), students without any formal music background, will be able to create music to their interest. By using both the classical and contemporary approach to music education, students will be to connect with arts education in this modern age.

Goals

- Develop an understanding of traditional music notation (rhythms, notes on the staff, terminology)
- Develop an understanding of traditional music theory (chords, chord progressions, melody/accompaniment)
- Develop an understanding of traditional and modern music composition techniques and tools
- Develop an appreciation of different genres of music
- Develop an understanding and appreciation of world music
- Develop an understanding and appreciation for music history

Aboriginal Worldviews and Perspectives:

- Learning is holistic, reflexives, reflective, experiential, and relational and learning involves generational roles and responsibilities – students will have a well-rounded view on world music, music history, and all genres of music.
- Learning requires exploration of ones' identity – students will develop their own music composition skills while exploring their personal interests in music
- Learning is embedded in memory, history, and story – students will develop an appreciation for musical scores in film, TV, and drama. Students will be able to tell a story through their music.
- Learning involves patience and time – after students are taught the basics of music notation and theory, they will be presented with writing compositions of their own. They will gain an appreciation for their own use of time and patience to complete their compositions.

BIG IDEAS

Composers and producers develop creative skill and capacity through perseverance, resilience, reflection and risk taking.

Composers capture and reflect aspects of time, place, community, context and culture.

Composition is an opportunity to musically represent one's identity, context, and culture.

Musical literacy is a means for nuanced communication of expressive ideas and intent.

Music communicates traditions, perspectives, worldviews, and stories.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Compose music using a variety of instrumentations and solo and ensemble contexts • Demonstrate creative thinking and innovation by using ideas inspired by improvisation • Engage musical skills beyond traditional application • Explore musical vocabulary by observing the context and intention • Examine how the body and mind are engaged in musical production, performance, and composition • Expand a repertoire of musical language, technical skills, and expressive qualities • Employ musical forms and structures to express a broad range of thoughts, images, and emotions • Create, produce, reproduce, and/or manipulate music using available technologies • Engage elements of expression to achieve specific effects in composition <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Employ musical language to analyze and interpret musicians' use of technique, technology, and environment in music composition and production • Engage knowledge and skills from other areas of study to facilitate analysis and interpretation of the music • Develop awareness of self by reviewing and refining ideas • Apply critical, creative, and reflective thinking skills in design and development of compositions • Consider the physical and aural health of musicians and audience <p>Communicating and documenting</p> <ul style="list-style-type: none"> • Employ appropriate musical vocabulary in response to, and in critique of, compositions • Receive and independently apply constructive feedback to developing practice • Anticipate responses to a piece of music 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • traditional music elements, principles, techniques, vocabulary, and symbols, including but not limited to: meter, duration, rhythm, dynamics, harmony, timbre, tonality, instrumentation, notation, pitch, texture, register, Italian and other foreign language terms, expressive markings, abbreviations • modern music elements , principles, techniques, and vocabulary, including but not limited to: understanding basic sound system, basic use of loops, basic use of modern composition techniques and tools • a wide variety of skills, techniques, and technologies to support creative processes • the basics of timber/tone of instruments, arranging different instruments into large ensembles, and how they affect the arrangements of music. • Students will become familiar with the process of arranging music with a large ensemble (10-30 players) to create new textures in music. • understanding arranging techniques to small and large ensembles • music to convey movement, drama, and art • the influence of time and place on the emergence of musical forms • contributions of innovative artists from a variety of genres, contexts, time periods, and cultures • traditional and contemporary Aboriginal worldviews, stories, and history as expressed through music

- Communicate and interpret ideas through the language and **symbolology** of music
- Experience and express emotions and ideas through music
- Share personal insights derived from listening to, composing, and performing music
- Express perspectives, values, personal voice, and cultural identity, through the languages and/or instruments of a discipline, both in an educational setting and in the community.

Connective and expanding

- Build a diverse repertoire of music reflecting a variety of themes, perspectives, and contexts
- Relate musical selections to personal, social, or cultural issues
- Explore the relationships between the arts, culture, and society
- Explore the practice habits of professional musicians and other people in related careers
- Adapt learned music skills or processes for use in new contexts
- Combine technical knowledge, music literary, and contextual observation to make musical decisions
- Pursue increasing fluency in composition and production
- Establish personal goals for composition and production
- Safely care for and maintain electronic tools, equipment, materials and work space
- Demonstrate knowledge of the physics and physical properties of sound and sound synthesis
- Demonstrate increasingly sophisticated application of music elements, principles, techniques, vocabulary, and symbols

- history and theory of a variety of musical genres, including their roles in historical and contemporary societies
- the influence of social cultural, historical, political, and personal context on musical works
- personal and social responsibility associated with creating, performing, and responding in music
- the ethics of **cultural appropriation** and plagiarism
- range of current technologies, not limited to:
 - select what equipment is needed i.e.: number and type of microphones, acoustic isolation, □ monitor equipment and general accessory equipment needs
 - create a comfortable recording environment, and
 - adjust room acoustics to help create a good recording session
- hardware and software used to create, record, and structure of sound
- moral, ethical, and legal issues related to music, production, duplication, and distribution
- characteristics, qualities, and limitations of **instruments**

Big Ideas – Elaborations

- **musical literary:** the ability to read, write, notate, or otherwise communicate using musical language, vocabulary, and/or symbology.

Curricular Competencies – Elaborations

- **ensemble contexts:** ensembles of varying size, instrumentation, or voicing
- **improvisation:** spontaneous composition or embellishment of musical phrases, melodies, or excerpts; provides a means for high-level reasoning, creative thinking, and problem solving in a variety of ways.
- **musical vocabulary:** descriptive and instructive words with specific application in music; can be in English or other languages commonly used by composers (e.g., Italian)
- **musical language:** vocabulary, terminology, and non-verbal methods of communication that convey expression in music
- **symbology:** the study and interpretation of system of symbols used in music.

Content – Elaborations

- **cultural appropriation:** use of cultural motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way to misrepresent the real experience of the people from whose culture it is drawn
- **instruments:** both electronic and acoustic, including the voice.

Recommended Instructional Components:

- Direct Instruction
- Demonstrations and Modeling
- Peer teaching
- Experiential Learning
- Sharing of Ideas
- Reflective Writing

Recommended Assessment Components:

- Self-Assessment
- Performance/Sharing Assessment
- Peer Assessment
- Reflective Writing
- Observation Assessments/Check-ins

Learning Resources:

- <http://openmusictheory.com/>
- <https://onlinesequencer.net/>
- MuseScore (free software)
- Masterclass Online Classes/Videos (Hans Zimmer, Danny Elfman)
- BBC Documentaries : The Story of Music

Additional Information:

None

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

March 10, 2020

Draft revised Policy and Regulations C-320 "Supervision of Students on School Buses" are now ready for Notice of Motion.

NOTICE OF MOTION:

That draft revised Policy and Regulations C-320 "Supervision of Students on School Buses" be given Notice of Motion.

School District #62 (Sooke)

SUPERVISION OF STUDENTS ON SCHOOL BUSES	No.: C-320
	Effective: Oct. 13/81 Revised: May 23/89 May 13/97 Reviewed: Mar. 3/2020; Mar. 20/2020

SCHOOL BOARD POLICY

The Board of School Trustees **Education** appreciates that in matters of transporting students, the safety of the student **and driver** is of paramount importance. To ensure this safety, all students being transported on School District buses will act in an **appropriate** manner in keeping with appropriate regulations and "~~School District Bus Rules~~" **consistent with Regulations C-310, C-320 and the school Code of Conduct.**

The Board recognizes that it is the responsibility of a variety of persons to ensure the appropriate behaviour of students while riding on school buses. Such responsibilities are assigned to the Transportation Supervisor **Manager**, bus driver, principals, teachers, **Bus Supervisor**, parents and students as outlined by the accompanying regulations.

~~All parties concerned shall be aware that violation~~ **Violation** of bus rules may result in school discipline and/or the loss of bus privilege.

School District #62 (Sooke)

SUPERVISION OF STUDENTS ON SCHOOL BUSES	No.: C-320
	Effective: Oct. 13/81 Revised: May 23/89 May 13/97 Reviewed: Mar. 3/2020; Mar. 10/2020

ADMINISTRATIVE REGULATIONS**THE TRANSPORTATION SUPERVISOR MANAGER SHALL:**

1. Draw up rules pertaining to student behaviour on school buses.
2. Inform bus drivers of their role and responsibilities in supervising students on buses.
3. Establish regulations delineating disciplinary actions which may be taken by bus drivers when students fail to obey the bus rules.
4. Develop forms and procedures by which bus drivers can report infractions of the rules.
5. ~~Inform~~ **Discuss with** the school principal of any **continued** infraction of bus rules.
6. Publicize the rules for behaviour so as to ensure that each student is aware of his **their** responsibilities while riding on a school bus.
7. Inform parents of the rules for behaviour on school buses by means of a form letter which is to be signed annually by the parent and returned to the Transportation Supervisor **Manager**.

THE BUS DRIVER SHALL:

1. Discuss with any teacher **and/or bus** supervisor the acceptable standards of behaviour expected of students while travelling on the bus.
2. ~~Accept ultimate~~ **Be responsible** for student behaviour **management** on the bus to ensure that the actions of the students do not provide **create an hazardous unsafe** situation.
3. Be responsible for the loading and unloading of passengers.
4. Report infractions of bus rules **Complete Student Behaviour Reports and provide copies** to the **parents/guardians, school principal and Transportation Supervisor Manager**.

THE PRINCIPAL SHALL:

1. Inform teachers **and support staff** of their role and responsibilities in supervising students on buses.

2. Ensure that adequate supervisory procedures for the safe loading and unloading of students at schools are followed.
3. Discipline student in accordance with Board Policy and Section 103 of the School Act.

THE TEACHER SHALL:

1. Prior to accompanying students on a bus, discuss with the bus driver the acceptable standards of behaviour expected of students while travelling on the bus.
2. Assist the bus driver in maintaining good **appropriate** student behaviour on the bus.

THE PARENT shall:

Assume the responsibility of ensuring that the children observe the bus rules.

THE STUDENTS shall:

Be familiar with, and obey the rules for riding the bus.

DRAFT

RULES FOR STUDENTS RIDING IN BUSES
SCHOOL DISTRICT NO. 62 (SOOKE)

1. The bus driver is in complete charge of the vehicle and of the students. It is expected that students will be courteous and obey instructions promptly.
2. At bus stops, students will line up for the bus and proceed toward the bus, onto the bus, or off the bus only when given permission by the driver.
3. Courtesy and respect among passengers is expected. Disruptive behaviour and/or excessive noise disturb the safe operation of the bus and will not be tolerated. Nothing shall be thrown within **or out of** the bus.
4. Respect for property is expected. Vandalism or willful damage to a bus may result in total removal of bus privileges and possible charges.
5. While travelling as passengers, students are to remain seated at all times while the bus is moving and until the bus comes to a complete stop. Personal belongings as well as their heads and arms must be kept inside the bus.
6. Food or drink shall **not** be consumed on the bus. Glass bottles are **not permitted** on the bus.
7. Smoking **and vaping** are **is not** allowed on the bus at any time.
8. Objects that may cause injury (ice skates, bats, etc.) must be safely packaged (equipped with skate guards, placed in containers, etc.) **not permitted to be transported on a school bus include, but are not limited to, large band equipment, skates, hockey and lacrosse sticks, baseball bats, skateboards.** All possessions must be held by the students. Skateboards shall be carried in the bus baggage compartment if the bus is so equipped.

DISCIPLINARY ACTION FOR VIOLATION OF BUS RULES

1. The bus driver issues a School Bus Behaviour Report to the student and reports the matter to the Transportation Supervisor Manager who will inform the school principal.
2. The bus driver issues a School Bus Behaviour Report to the student and reports the matter to the Transportation Supervisor Manager. The Transportation Supervisor Manager, in consultation with the school principal, may **suspend the student's bus privileges.** The Transportation Supervisor Manager will endeavour to **may** contact the student's parent(s) by telephone, and will send a follow up letter to the parent(s) with a copy to the school principal. **If the student's behaviour improves to an acceptable level, a meeting with the student's parents/guardians, school principal and Transportation Manager may occur.**
3. The bus driver issues a School Bus Behaviour Report to the student. The Transportation Supervisor, in consultation with the school principal, may **suspend the student's bus privileges for up to 10 days.** The Transportation Supervisor will inform the student's parent(s) by telephone and letter and will send a copy of the letter to the school principal.

Any conduct of a serious nature (i.e. fighting, abusive language, defiance of safety rules) may result in **immediate** bus suspension or loss of bus privileges **after completion of the route.**

In this case, kindergarten through grade 8 students will be dropped at school or at the home stop. Students in grades 9-12 may be evicted from the bus while on route. The bus driver will contact the Transportation Supervisor by radio. The Transportation Supervisor manager will endeavour to contact the student's parent(s) by telephone to inform them about the incident and the location of the student.

Please note that the parent(s) of a student or a student enrolled in a Sooke School District school may appeal a decision of an employee of the school board which significantly affects the education, health, or safety of the student.

Notice to all Parents/Guardians and Students

The Board of School Trustees is committed to the safety of all students within the District. Therefore, please be advised in accordance with policy C-222 school district buses may have **VIDEO CAMERA SURVEILLANCE** equipment on board.

Surveillance tapes will be viewed only by the principal/designate and those persons necessary to interpret matters of safety or security.

When used to demonstrate breaches of security or safety, videotapes will be used in an instructive manner and only with those students and parents/legal guardians involved. Appropriate police authorities may be notified of any illegal activity recorded.

DETACH AND RETURN THE SECTION BELOW TO THE SCHOOL

PLEASE SIGN BELOW TO INDICATE THAT YOU HAVE READ THE ABOVE RULES FOR STUDENTS RIDING IN BUSES.

Student's signature: _____

Parent's signature: _____

Address: _____

Date: _____

DRAFT

Superintendents report

Milnes Landing family and portfolios'

Learning

Engagement

Growth



Shaping Tomorrow Today
Façonner l'avenir, aujourd'hui







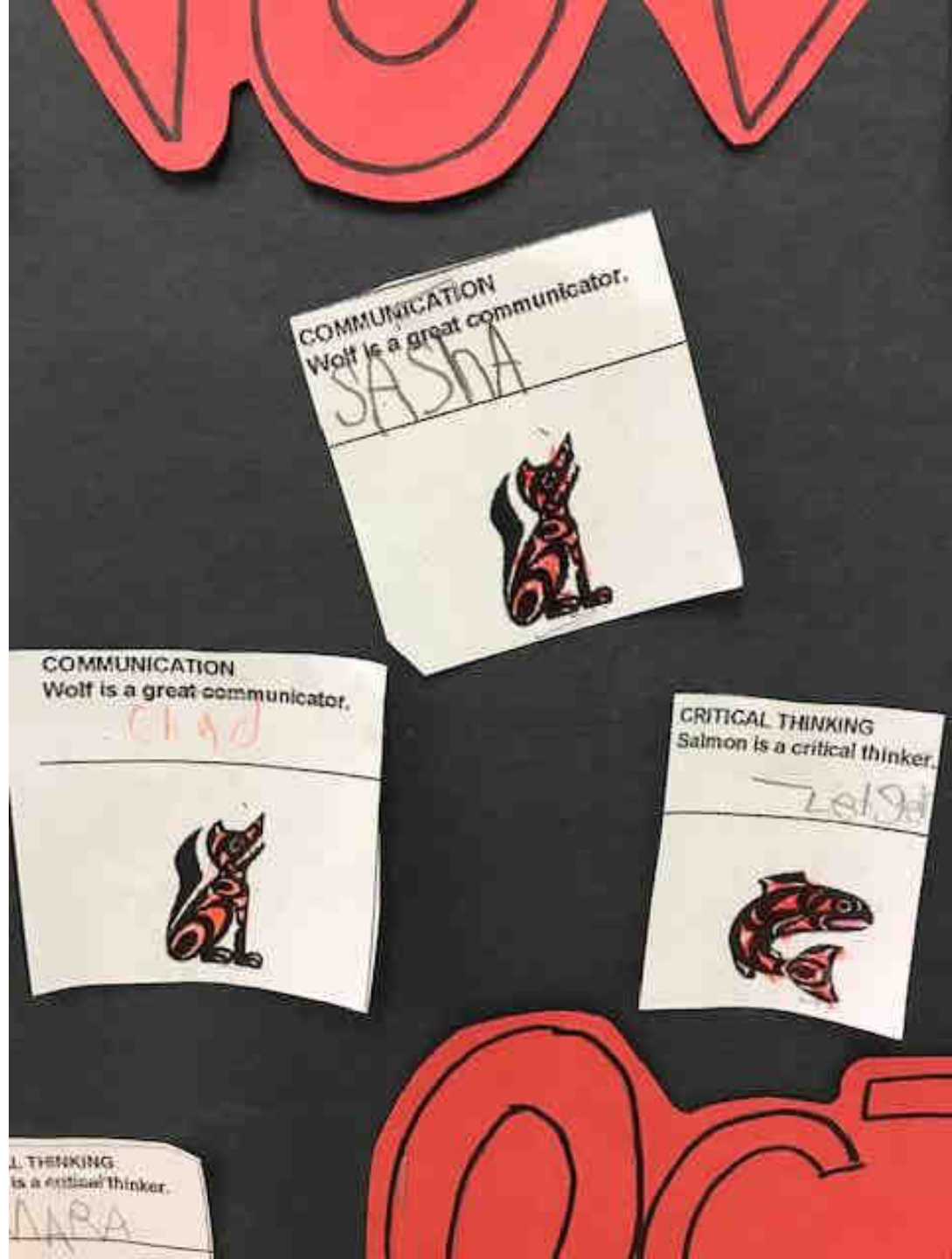












COMMUNICATION
Wolf is a great communicator.
SASHA



COMMUNICATION
Wolf is a great communicator.
CHAD



CRITICAL THINKING
Salmon is a critical thinker.
ZELDA



L. THINKING
is a critical thinker.
NARA





























