

Public Notice – Board of Education Online Public Meeting

A public meeting of the Board of Education for School District 62 (Sooke) **will be held on May 23, 2023, at 7:00 pm.**

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

Furthermore, the meeting will be livestreamed via MS teams, to encourage more public participation. To join the in meeting please click here [Public Board Meeting | Sooke School District \(sd62.bc.ca\)](https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84) and click [Follow Link](#).

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

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

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



If you have questions regarding the meeting and how to access it that aren't answered in the link above please email info@sd62.bc.ca. See link for upcoming and previous Board and Committee meetings [Public Meetings | Sooke School District \(sd62.bc.ca\)](#) materials.



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
May 23, 2023 – 7:00 p.m.**

AGENDA

- 1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
- 2. AGENDA (page 2)**
 - 2.1 Call for amendments and additional items
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of May 23, 2023, as presented (or as amended).
- 3. MINUTES (page 6)**
 - 3.1 Call for amendments to minutes
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the April 25, 2023, as presented (or amended).
- 4. INFORMATION ITEMS AND ANNOUNCEMENTS**
 - 4.1 Board Chair Update – Amanda Dowhy
- 5. EDUCATIONAL PRESENTATIONS (page 15)**
 - 5.1 Student Trip to Baltimore, Maryland – November 2-6, 2023 – Lucas MacNeil
 - 5.2 Student Trip to Portland, Oregon - November 17-19, 2023 – Lucas MacNeil
 - 5.3 Student Trip to Seattle, Washington – December 3-5, 2023– Lucas MacNeil
 - 5.4 Student Trip to Irvine, California – January 27-28, 2024 – Lucas MacNeil
 - 5.5 Student Trip to Huntington, California – February 3-4, 2024 – Lucas MacNeil
 - 5.6 Student Trip to Las Vegas, Nevada – February 23-25, 2024 – Lucas MacNeil
 - 5.7 Student Trip to Mercer Island, Washington – March 2024 – Lucas MacNeil
 - 5.8 Student Trip to San Diego, California – April 16-21, 2024 – Lucas MacNeil
- 6. CORRESPONDENCE & DELEGATIONS**



- 6.1 Correspondence (page 74)
 - a. Letter from SP, RE: Bullying in Schools
 - b. EDI Workshop Proposal from Mandart Chan – Amanda Dowhy
- 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC) – 5 minutes each

7. FINANCE, FACILITIES AND SERVICES

- 7.1 Resources Committee – Meeting of May 9, 2023 – Ebony Logins (page 77)
Motion Requested: That the Board of Education for School District 62 (Sooke) support, in principle, the application for capital funding under the Child Care BC New Spaces Fund for specific sites yet to be determined.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of May 9, 2023.
- 7.2 2023/24 Annual Budget Bylaw – Harold Cull (page 80)
Motion Requested: That the Board of Education of School District 62 (Sooke) give second and third reading to the 2023/24 Annual Budget Bylaw, specifying a total of \$205,967,471.
- 7.3 External Community Member Appointment – Harold Cull (page 98)
Motion Requested: That the Board of Education of School District 62 (Sooke) appoint George Ambeault as the external community member to the Audit Committee for the time period of July 1, 2023, to June 30, 2026.

8. EDUCATION PROGRAM

- 8.1 Education-Policy Committee – Meeting of May 2, 2023 – Allison Watson (page 113)
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the Board/Authority Authorized Course “Personal and Social Development 10”.

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations B-330 “Learning Assessment”.

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations D-330 “Governance of FOIPPA”.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the Quarter 3 Report as presented at the Education-Policy Committee meeting of May 2, 2023



Motion Requested: That the Board of Education of School District 62 (Sooke) approve the creation of a new school (via application to the Ministry of Education and Child Care for a new school number) located at the Eagle Ridge Recreation Centre.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the SD62 Softball Academy at Edward Milne Community School to begin in September 2023.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of May 2, 2023.

8.2 Adoption of Policies and Regulations (page 159)

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt revised Policy A-100 “Statement of Philosophy”.

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt draft Policy A-101 “Administrative Organization”.

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt revised Policy A-350 “Trustee Professional Development”.

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt draft Policy and Regulations F-333 “Accumulated Operating Surplus”.

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt new Policy and Regulations F-334 “Financial Planning and Reporting”.

9. STUDENTS

10. FOUNDATIONS AND GOVERNANCE

10.1 Board Work Plan 90 Day Outlook – Amanda Dowhy (page 173)

10.2 Na’tsa’maht Education Committee Meeting of May 17, 2023 – Russ Chipps (page 174)



11. ADMINISTRATION

11.1 Superintendent's Report – Scott Stinson (page 175)

12. PERSONNEL

13. UPCOMING EVENTS

14. FUTURE ITEMS

15. QUESTION PERIOD

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

16. ADJOURNMENT



That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of April 25, 2023, as amended.
CARRIED

3. MINUTES

3.1 Call for amendments to minutes

72. MOVED Cendra Beaton/Ravi Parmar
That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of March 14, 2022, as presented.
CARRIED

4. INFORMATION ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

The Interim Board Chair spoke of the approval from the Ministry of Education and Child Care for Port Renfrew Elementary School and the approval for the seismic upgrade to Sooke Elementary School. She spoke of the pressure that the District is facing with regards to growth, and also that she is looking forward to attending graduation ceremonies in May and June.

4.2 Citizens Environment Network in Colwood (CENIC) Environment Stewardship Award –

The Sooke School District has been awarded with the CENIC 2023 Environment Stewardship Award which recognizes organizations that wish to reduce their carbon footprint by including in its operations and buildings practices that demonstrate a desire to reduce greenhouse gases and move forward in climate action.

5. EDUCATIONAL PRESENTATIONS

5.1 Music Departments in SD 62 – Lorna Bjorklund

Students from the Grade 8 band at Journey Middle School performed “Shadow Dancer by Michael Adair” for the Board of Education. District music teachers discussed their concerns with regards to the current state of the District Music Program. They spoke of the need for dedicated music spaces and the requirement for a stable and robust music program at the elementary, middle, and secondary levels.

73. MOVED Ebony Logins/Cendra Beaton
That the Board of Education of School District 62 (Sooke) direct staff to provide a report to the Board of Education on the cost of portables for those schools that do not have a dedicated music program room.



DEFEATED

74. **MOVED** Ravi Parmar/Trudy Spiller
That the Board of Education of School District 62 (Sooke) direct the Superintendent to engage with the District's music program teachers to find ways to ensure that our schools can continue to offer robust music programs as we deal with capacity challenges in schools.
CARRIED

- 5.2 Student Trip to Japan – March 16-27, 2024 – Belmont Secondary School – Megan Bondurant
Staff provided an overview of the student trip to the Board of Education.

75. **MOVED** Ravi Parmar/Cendra Beaton
That the Board of Education of School District 62 (Sooke) approve the Belmont Secondary School trip to Japan, March 16-27, 2024, subject to the oversight and direction of the Superintendent's Office.
CARRIED

- 5.3 Student Trip, to Galapagos and Ecuador - March 18-29, 2024 – Centre Mountain Lellum Middle School– Christine DoSouto
Staff provided an overview of the student trip to the Board of Education.

76. **MOVED** Cendra Beaton/Ravi Parmar
That the Board of Education of School District 62 (Sooke) approve the Centre Mountain Lellum Middle School trip to Galapagos and Ecuador, March 18-29, 2024, subject to the oversight and direction of the Superintendent's Office.
CARRIED

6. **CORRESPONDENCE & DELEGATIONS**

6.1 Correspondence

- a. Email from Single Mothers' Alliance dated March 7, 2023, RE: Transit for Teens
- b. Letter from the Sooke Music Teachers' Association dated March 8, 2023, RE: Current State of Music Education in SD 62
- c. Letter from the City of Langford Mayor and Council dated March 16, 2023, RE: Response to Request for All-Weather Turf Field and Lights
- d. Letter to the Mayor and Council of the City of Langford, dated March 17, 2023, RE: Request for Meeting
- e. Email from Laurel Parliament, dated March 17, 2023, RE: Expansion, Growth



and Music Programs

- f. Email from Alia Riza, dated March 31, 2023, RE: Moose Hide Campaign
 - g. Letter from Kevin Allen, dated April 17, 2023, RE: SD 62 International Student-Juan de Fuca Soccer Partnership
 - h. Letter from Bob Beckett, dated April 19, 2023, RE: Support for Global Stewardship Project Motion
 - i. Letter from Stew Young, dated April 19, 2023, RE: Support for Global Stewardship Project Motion
 - j. Letter from Skye and Alan McBride, dated April 21, 2023, RE: Colwood Elementary Music Room
77. MOVED Cendra Beaton/Ravi Parmar
That the Board of Education of School District 62 receive the above noted correspondence.
CARRIED

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

The STA will host its AGM May 10, 2023, at the Olympic View Golf Course; further, it will host Keynote Speaker Rosemary Sadlier at its pro-d Conference highlighting “What is Diversity, Equity and Inclusion and How Does It Apply to Us?” on May 29th. Jennifer Anderson noted that violence in the schools has risen since Spring Break and the need for more staffing and safety plans are key. Further, she indicated that space has become an issue in the District.

CUPE 459 – Lou Leslie

The National Day of Mourning, held on April 28, 2023, is dedicated to remembering those who have lost their lives, suffered injury or illness on the job or in a work-related tragedy. CUPE will be observing the day by flying the canary-yellow flag at half mast at some sites. The District has recently requested staff participate in a survey on diversity, equity and inclusion. 1st Vice President Lou Leslie indicated that some CUPE members were concerned and, in some cases, offended at the questions included in the survey.

Red Dress Day, also known as the National Day of Awareness for Missing and Murdered Indigenous Women and Girls and Two-Spirit People, is observed on May 5th. Spencer Middle School and Ruth King Elementary School students will be marching down Goldstream Avenue to Savory Elementary School to mark this day.



PVP – Ruchi McArthur

Ruchi McArthur provided an update to the Board of Education on the activities happening around the district. Highlights included: the completion of student/parent conference around the District, a Dunsmuir/Spencer Middle School Community Clean Up Challenge, the District Cross Country races and the upcoming District Track and Field Event.

The International Student Program is looking for homestay families. Those interested are asked to visit [Homestay - International Student Program | Sooke School District #62 \(sookeschoolsvictoria.com\)](https://sookeschoolsvictoria.com).

SPEAC – Melissa Da Silva

SPEAC is hosting a workshop on May 1st for parents and caregivers of elementary and middle school students to aid in the discussion of sexuality with youth in their lives. Further, on May 10th, parents and caregivers of high school students have an opportunity to discuss the same topic. SPEAC is hosting its AGM on May 17th and is looking for interested individuals to run for its Executive Team, all positions are available. In addition, the SPEAC President noted she is hearing from District families on the diversity, equity and inclusion survey, surrounding issues with several questions.

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee – Meeting of April 11, 2023 – Ebony Logins

Trustee Logins provided an overview of the Resources Committee Meeting to the Board of Education.

78. **MOVED** Ebony Logins/Ravi Parmar

That the Board of Education of School District 62 (Sooke) allow all three readings of the Capital Plan Bylaw 2023/24-CPSD62-01 at its meeting of April 25, 2023.
CARRIED

79. **MOVED** Ebony Logins/Ravi Parmar

That the Board of Education of School District 62 (Sooke) give first, second and third readings of the Capital Plan Bylaw 2023/24-CPSD62-01.
CARRIED

80. **MOVED** Ebony Logins/Cendra Beaton

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of April 11, 2023.



CARRIED

7.2 Committee of the Whole (COW) Meeting of April 18, 2023 – Amanda Dowhy
The Board Chair provided an overview of the ECOW Meeting.

81. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) receive the report from the Committee of the Whole (COW) meeting of April 18, 2023.
CARRIED

7.3 2023/24 Annual Budget Bylaw – Harold Cull
Staff provided an overview of the 2023/24 Annual Budget.

82. MOVED Ravi Parmar/Cendra Beaton
That the Board of Education of School District 62 (Sooke) give first reading to the 2023/24 Annual Budget Bylaw, specifying a total of \$205,967,471.
CARRIED

83. MOVED Ravi Parmar/Trudy Spiller
That the Board of Education of School District 62 (Sooke) direct the Superintendent to consult with employee groups to explore professional learning opportunities focused on a) supports for new educators entering the system, b) expand professional learning opportunities for CUPE employees, and ~~c) provide opportunities to expand their learning about outdoor learning.~~ Further, that the Superintendent bring forward recommendations to the Board via the Resources Committee to be included in debate on the Amended Budget Process.
CARRIED

84. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) write to the Minister of Education and Childcare to request increased funding for our capital plan to address the space needs for educational outcomes and the over-capacity stressors in schools due to continuous annual growth and projections with enrollment.
MOTION TO TABLE

8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of April 4, 2023 – Ravi Parmar



Trustee Parmar provided an overview of the Education-Policy Committee Meeting to the Board of Education.

85. MOVED Ravi Parmar/Cendra Beaton
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations F-333 “Accumulated Operating Surplus”.
CARRIED
86. MOVED Ravi Parmar/Cendra Beaton
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations F-334 “Financial Planning and Reporting”.
CARRIED
87. MOVED Ravi Parmar/Cendra Beaton
That the Board of Education of School District 62 (Sooke) direct the Superintendent to develop a Global Stewardship program for SD62 to be reviewed through the Education-Policy Committee for the purposes of initiating opportunities to support SD62 students becoming global citizens.
CARRIED
88. MOVED Ravi Parmar/Cendra Beaton
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of April 4, 2023.
CARRIED

87. STUDENTS

10. FOUNDATIONS AND GOVERNANCE

- 10.1 Board Work Plan 90 Day Outlook – Amanda Dowhy
The Interim Board Chair provided the Board of Education a review of the next 90-day work plan.
- 10.2 Na'tsa'maht Education Committee Meeting of April 19, 2023 – Paul Block
Staff provided an overview of the meeting to the Board of Education which included presentations on the Employment Equity Application for Special Program from HR, a presentation from the Secretary-Treasurer on Budget 2023/24 and a presentation from The Village Initiative.



10.3 Governance Committee Meeting of April 17, 2023 – Amanda Dowhy

Trustee Dowhy provided an overview of the Governance Committee meeting to the Board of Education.

89. **MOVED** Ravi Parmar/Cendra Beaton

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy A-100 “Statement of Philosophy” as presented to the Governance Committee at its meeting on April 17, 2023.

CARRIED

90. **MOVED** Ravi Parmar/Cendra Beaton

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy A-101 “Administrative Organization” as presented to the Governance Committee at its meeting on April 17, 2023.

CARRIED

91. **MOVED** Ravi Parmar/Trudy Spiller

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy A-350 “Professional Development” as presented to the Governance Committee at its meeting on April 17, 2023.

CARRIED

92. **MOVED** Cendra Beaton/Ravi Parmar

That the Board of Education of School District 62 (Sooke) receive the report from the Governance Committee Meeting of April 17, 2023.

CARRIED

10.4 BCSTA AGM Motions – Cendra Beaton

Trustee Beaton will be attending the BCSTA AGM on April 27-30, 2023, as the Board of Education Representative.

11. ADMINISTRATION

11.1 Superintendent’s Report – Scott Stinson

The Superintendent provided an update to the Board of Education on Learning, Engagement and Growth in the District. Highlights included: the Safety and Resilience Grant, the Feeding Futures School Food Program, and Na’tsa’maht Community Dinners occurring in the District.

12. PERSONNEL



13. UPCOMING EVENTS

14. FUTURE ITEMS

15. QUESTION PERIOD

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

16. ADJOURNMENT

The meeting was adjourned at 9:43 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer





Board Information Note Public Board Meeting May 23, 2023

Agenda Item 5.1: Royal Bay Lacrosse Academy – International Field Trip Applications 23/24

Background:

In 2015-16, a PE Lacrosse class was offered at Royal Bay Secondary and received overwhelming interest from students. From that initial PE class experience, students, parents and community organizations approached the District to consider a Lacrosse Academy program. The Royal Bay Lacrosse Academy (Boys) program started in 2016/17 as full-year academy program. In school settings across North America, Field Lacrosse is the scholastically sponsored-sport and has pathways from middle schools to secondary to post-secondary opportunities in both Canada and the United States.

In addition to daily skill development in the Academy setting, the opportunity for Academy players to participate as a team is unique to the Lacrosse Academy. In B.C., Field Lacrosse is not a sanctioned B.C. School Sport, instead it is governed in partnership with the provincially supported and sanctioned, B.C. Lacrosse Association and a small yet dedicated group of educators who organize one tournament a year, the B.C. High School Lacrosse Championships, that are held annually in Coquitlam in February. There is no organized league play anywhere in the province. As a result, school teams organize their own exhibition games that often involve travel inter-provincially and in the United States.

Rationale:

Students gain valuable skills, experience and learning opportunities through their participation in lacrosse travel and tournaments.

Examples of Curricular and Core Competency Outcomes met through team travel:

- Individual Skill & Team Tactical Development
 - Fitness, Nutrition and Healthy Lifestyle choices
 - Team Dynamics & Ethical Play
 - School Ambassadors / Independent Travel Skills
 - US School Sport Experience
 - US City Exposure & Experience
-

Date	Location	Grades	Cost	Travel Mode	Trip Cancellation Insurance	Supervision Ratio	Accommodations
Nov.2-6, 2023	Baltimore, Maryland	10-12	\$1300.00	Flight	Yes	Yes Staff & Parent	Hotel
Nov. 17-19, 2023	Portland, Oregon	9-12	\$300.00	Ferry/Bus	Yes	Yes Staff & Parent	Hotel
Dec. 3-5, 2023	Seattle, Washington	9-12	\$300.00	Ferry/Bus	Yes	Yes Staff & Parent	Hotel
Jan. 27-28, 2024	Irvine, California	10-12	\$1,300.00	Flight	Yes	Yes Staff & Parent	Hotel
Feb. 3-4, 2024	Huntington Beach, California	10-12	\$1,300.00	Flight	Yes	Yes Staff & Parent	Hotel
Feb. 23-25, 2024	Las Vegas, Nevada	10-12	\$1200.00	Flight	Yes	Yes Staff & Parent	Hotel
March 30-31, 2024	Seattle (Mercer Island), Washington	10-12	\$300.00	Ferry/Bus	Yes	Yes Staff & Parent	Hotel
April 16-21, 2024	San Diego, California	10-12	\$1300.00	Flight	Yes	Yes Staff & Parent	Hotel

Fund-Raising & Access:

For context, one student would not normally attend all these tournament opportunities in one year. For most students in grade 9 (as an example), they would identify which tournaments they might want to attend in their grade 11 & 12 year(s) and spend 2 years taking advantage of the fundraising opportunities to significantly lower the costs of the trips. More local tournaments (Victoria, Greater Vancouver or Washington State) are where most of our student-athletes start their competitive high school experiences.

The lacrosse community of parents/students are very active in the fundraising area. This year alone they have raised approximately \$40,000 that would go towards the cost of these tournament fees. During the current school year students have had the opportunity to participate in bottle drives, poinsettia sales, chocolate sales, team clothing sales, COOP gas cards and Yeti mug sales. Once fundraising events happen the students who participated will have amounts added to their individual fundraising accounts. These accounts are tracked and managed by the Academies Office.

Post-Secondary Opportunities:

Since the inception of the program in 2016, Royal Bay Lacrosse students have been the recipients of over 55 NCAA lacrosse scholarship opportunities. This conservatively amounts to 9 million dollars in scholarship money for students attending colleges and universities in the USA. This current year (as an example) we have 3 former Royal Bay Lacrosse Academy students attending Universities on scholarship. Our first student is at Denver University with a scholarship value of \$320,000 over 4 years. Student #2 is attending Long Island University with a 4-year scholarship value of \$280,000 and our final student is attending John Hopkins University with a 5-year scholarship value of \$450,000.

Without the tournament opportunities, these scholarships would more than likely not have been offered. It is at these tournaments where the emails, phone conversations, video high-light reels and character and player recommendations from teachers and coaches in BC are affirmed in person and a face to face with recruiting coaches from post-secondary institutions from across North America. It's at these events where our students formalize their scholarship opportunities.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) approve all Royal Bay Secondary School trips as presented at the at the Public Board meeting of May 23, 2023, subject to the oversight and direction of the Superintendent's Office.

Respectfully submitted by:

Wayne Kelly – Sooke School District Principal of Academy Programs

APPENDIX E

International Educational Trips

1. Pre-Trip Review

- 1.1 Not less than one month prior to departure on an Out of Province Educational Trip, the sponsor teacher will meet with the Principal to review and revise, as appropriate:
- a. the critical incident plan to deal with health, financial or discipline emergencies, that includes a telephone tree and arrangements for two-way communication.
 - b. the supervision plan.
 - c. the list of student participants and volunteers.
 - d. the detailed itinerary.
 - e. the general state of readiness and preparedness for the trip.

2. Documentation

- 2.1 Prior to embarking upon the International Educational Trip, the sponsor teacher will provide the school administration a copy of all relevant documents for the trip (the "Trip File"), and specifically:
- a. a list of all participants and volunteers, with medical and emergency contact information.
 - b. a copy of the informed consent form signed by the parent/guardian of each participating student.
 - c. a detailed itinerary, including transportation arrangements, accommodation, activities, with contact numbers and addresses.
 - d. emergency contact numbers for sponsor teacher and supervisors.
 - e. a copy of each student's valid passport and, if necessary, travel visa.
 - f. information about travel insurance and alternate destination planning.
- 2.2 A copy of the Trip File will be kept by the Principal and provided to the Associate Superintendent at least one week prior to the departure of the trip.

3. Health and Safety

- 3.1 All participants on an International Educational Trip, including students, volunteers and the sponsor teacher, must provide confirmation of adequate health and hospital insurance coverage prior to departure.
- 3.2 All participants on an International Educational Trip must provide the sponsor teacher with information concerning any known medical or health condition that may require emergency attention on the trip.
- 3.3 The sponsor teacher must carry with them on the trip a copy of the relevant health information for students, including emergency contact information for parents/guardians and school district administration.

INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:School: Royal Bay Date Submitted: _____Principal: Mike HutchSupervisor (Educator in charge): Lucas MacNeilDestination of Trip: Baltimore, Maryland.Departure Date: Nov 2 2023 Return Date: Nov 6 2023Grade level(s): 10-12 No. of students involved: 20-24Approx. cost of tour: \$ 1300 → Approx. cost to students: \$ _____Transportation: Flight & rental cars.No. of school days missed (recommend 3 days maximum) 3.Source of Funding: fundraising & family.Accommodation Arrangements: _____ Billet _____ Hotel/Motel _____ Camping _____ Other _____

- How has the proposed International Educational Trip been included in the overall plan for the year?

students miss 2-3 days for travel, using weekend to play. The trip has a curricular element to it as it is a recruiting event.

This is an amazing opportunity for students wanting to play college.

- Unique Risk/Safety Considerations: Bruises, bumps, broken bones.

Students must have proof of medical & cancellation insurance.

Part B

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip
2. Proposed draft itinerary
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.



Supervisor's Signature



Date

PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL EDUCATIONAL TRIP



Principal's Signature



Date

Associate Superintendent's Signature

Date

1. Educational objectives/purpose of the trip.

- Purpose of the extracurricular trip is to take 1 team of grade 11/12's to Baltimore, Maryland for a college recruiting tournament. The lacrosse academy students work very hard in their academy/PHE class. Going to this tournament allows the students an opportunity to show/preform their development and learnings that they have worked on each day at school. This trip does have a curricular aspect to it, as we are teaching students how to travel appropriately within a group, during a school sanctioned event. Students will be participating against other high schools and teams of students the same age.
- During this trip, there will be a ratio of at least 1:10 adults (including teachers, supervisors and chaperones). Students will always be under supervision, even during "free time". Students will be spending most of their time either at the playing fields or hotel. We may go for a team dinner if the restaurant allows large groups.

2. Proposed itinerary – please see last pages.**3. Method of Financing the Trip – We will be using money from our academy fundraising account, as well as money from families that want to pay themselves.**

****Families will need to provide physical evidence of...**

- trip cancelation insurance
- trip medical insurance
- covid-19 vaccine proof (if required)
- 2 copies of student pass port (1 for the school and 1 for Lucas to have on the trip)

4. Supervisors.

- Lucas MacNeil (staff),
- Cody Cook (staff),
- And 1 more chaperones or coaches. TBD still on who exactly they will be.
- All participants will comply with the school And District Codes of Conduct, acting as ambassadors of both the school and school district. They will be provided with a trip booklet and waiver form that outlines expectations for international travel.
- Activities include playing lacrosse, going for food, and staying at the hotel.

5. Travel Insurance

- Families will be informed that they **MUST** have trip cancelation insurance, and travel medical insurance. The families will be accountable for any changes. Again, they must provide physical proof of this before the trip.
- Alternate destination plan for this trip is likely not needed. But in case of an issue arising, communication with both Mike Huck and Wayne Kelly will occur.

6. Pertinent information.

- It is a great experience for students to fly, and for students to spend time together on the bus to build a positive/inclusive culture.
- Due to the tournament having a waiver to be signed as a condition of participation, it is pertinent that students will have individual medical insurance to ensure they are taken care of and will safely get home.

7. All students will sign trip waivers promising to be good citizens as they are ambassadors of the school and school district. Students may be returned home with notification to the parents if the student compromises safety to self or others and does not follow expectations. In addition, if a student has to return home, parent/guardians will be responsible for the travel costs for both the child and the supervisor accompanying them. That said, cancelation insurance will be the responsibility of the parent/guardian. Trips can be cancelled or postponed and the cost will **not be covered by the school district. Families are responsible for trip cancellation insurance as well as medical insurance. THIS WILL BE DISCUSSED WITH THE PARENTS.**

8. All tournaments have waivers where it requires the participant to sign as a condition to participate. However, because it is mandatory that parents MUST have medical and cancelation insurance before travelling, this ensures that their child will be taken care of in case of a medical emergency.

THURSDAY NOVEMBER 2 2022

Everyone must arrive to Victoria international Airport by 8 am.

Depart Victoria 10:35 am, Air Canada Flight AC1902

Arrive Toronto Pearson Air Port 6:06 pm

Depart Toronto 8:30 pm, Air Canada Flight AC8786

Arrive Regan Airport 10:01 pm

We will take a shuttle from the airport, to Holiday Inn Airport/Crystal City. 2650 Richmond Highway, Arlington, VA, USA 22202

FRIDAY NOVEMBER 3

DRIVERS need to get the rental vehicles from AVIS

9:30 am Check out of hotel

Go see Lincoln Memorial, White House Visitor Centre & National Mall

Drive to Maryland University and tour their facilities

LUNCH

Drive to Blandair Regional Park to see the fields and facilities.

Check into Hotel where we will stay Thursday, Friday, Saturday night.

Homework time.

Dinner

Hotel: Extended Stay America Columbia – Columbia Corporate Park. 8890 Stanford Blvd, Columbia MD 21045

SATURDAY NOVEMBER 4

Games all day

Extended Stay America Columbia – Columbia Corporate Park. 8890 Stanford Blvd, Columbia MD 21045

SUNDAY NOVEMBER 5

Games all day

Extended Stay America Columbia – Columbia Corporate Park. 8890 Stanford Blvd, Columbia MD 21045

MONDAY NOVEMBER 6

8:30 am Check out of hotel

Shuttle Service takes us from hotel to Ronald Reagan Int Air Port

Depart Ronald Reagan 12:35 pm, Air Canada Flight AC8785

Arrive Toronto 2:11 pm

Depart Toronto 7:45 pm, Air Canada Flight AC1903 - Arrive Victoria 10:03 pm

APPENDIX E

International Educational Trips

1. Pre-Trip Review

- 1.1 Not less than one month prior to departure on an Out of Province Educational Trip, the sponsor teacher will meet with the Principal to review and revise, as appropriate:
 - a. the critical incident plan to deal with health, financial or discipline emergencies, that includes a telephone tree and arrangements for two-way communication.
 - b. the supervision plan.
 - c. the list of student participants and volunteers.
 - d. the detailed itinerary.
 - e. the general state of readiness and preparedness for the trip.

2. Documentation

- 2.1 Prior to embarking upon the International Educational Trip, the sponsor teacher will provide the school administration a copy of all relevant documents for the trip (the "Trip File"), and specifically:
 - a. a list of all participants and volunteers, with medical and emergency contact information.
 - b. a copy of the informed consent form signed by the parent/guardian of each participating student.
 - c. a detailed itinerary, including transportation arrangements, accommodation, activities, with contact numbers and addresses.
 - d. emergency contact numbers for sponsor teacher and supervisors.
 - e. a copy of each student's valid passport and, if necessary, travel visa.
 - f. information about travel insurance and alternate destination planning.
- 2.2 A copy of the Trip File will be kept by the Principal and provided to the Associate Superintendent at least one week prior to the departure of the trip.

3. Health and Safety

- 3.1 All participants on an International Educational Trip, including students, volunteers and the sponsor teacher, must provide confirmation of adequate health and hospital insurance coverage prior to departure.
- 3.2 All participants on an International Educational Trip must provide the sponsor teacher with information concerning any known medical or health condition that may require emergency attention on the trip.
- 3.3 The sponsor teacher must carry with them on the trip a copy of the relevant health information for students, including emergency contact information for parents/guardians and school district administration.

INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: Royal Bay Date Submitted: _____
 Principal: Mike Hinch
 Supervisor (Educator in charge): Lucas Mackinnon / Cody Cook
 Destination of Trip: Portland, Oregon
 Departure Date: Nov 17 Return Date: Nov 19
 Grade level(s): 9-12 No. of students involved: 20-40
 Approx. cost of tour: \$ 20 Approx. cost to students: \$ 200-300 each
 Transportation: Bus + ferry
 No. of school days missed (recommend 3 days maximum) 1
 Source of Funding: Family

Accommodation Arrangements: _____ Billet _____ Hotel/Motel _____ Camping _____ Other _____

- How has the proposed International Educational Trip been included in the overall plan for the year?
Students will miss 1 day of school. They play Sat & Sun. This will provide an excellent opportunity to play games & compete in USA.
- Unique Risk/Safety Considerations: Bumps, bruises, broken bones.
Students must have proof of medical & cancellation insurance.

Part B

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip *attached*
2. Proposed draft itinerary *attached*
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.

[Handwritten Signature]

Supervisor's Signature

April 21 2023

Date

**PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL EDUCATIONAL TRIP**

[Handwritten Signature]

Principal's Signature

April 27/23

Date

Associate Superintendent's Signature

Date

Field Trip Itinerary - Portland Oregon Tournament

Estimated times

Friday November 17 2023

6:20 am. Students will meet at BC Walk on Ferry Terminal - Swartz Bay

7 am. Coaches and Students will board the ferry to Vancouver, Tsawwassen Terminal as walk ons.

8:45 am. Coaches and students will walk off the ferry and pick up their baggage.

9 am. Group will board charter bus which will take us to Portland.

11 am – Stop Tulalip Outlet Center for some Shopping

12:30 pm – Leave Tulalip Outlet Shopping center

4:30 pm – Arrive at hotel in Portland Oregon

9:45 pm. Student's rooms will be checked for curfew.

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

Saturday November 18, 2023

7:30 am. Wake up.

7:45 am. Go for breakfast.

8:45 am. Leave hotel to go to lacrosse fields. Will spend most of the day at the field where there will be food vendors. The hotel is .7 of a mile from the field so we will walk.

BOYS PLAY between 10 and 4pm

If needed, parent drivers driver can head back to the hotel with a chaperone and group of students if they need to get food.

6:00 pm. If done games, we will go for team dinner.

*Games can potentially go until 9 pm at night. If so, we will arrange for students to get food and stay dry if raining. Shuttles can be arranged for students to go back to hotel if needed with myself or Mason Pynn.

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

Sunday November 19, 2023

8:00 am. Wake up.

8:20 am. Go for breakfast.

9:45 am. Leave hotel to go to lacrosse fields. Will spend most of the day at the field where there will be food vendors.

BOYS PLAY between 9 and 3

4:00 pm. Games will be done by then and we will directly return home.

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

STEP 1 – PART B**1. Educational objectives/purpose of the trip.**

- Purpose of the extracurricular trip is to take a grade 9/10 and 11/12 team to Portland, Oregon for a lacrosse tournament. The lacrosse academy students work very hard in their academy/PHE class. Going to this tournament allows the students an opportunity to show/preform their development and learnings that they have worked on each day at school. This trip does have a curricular aspect to it, as we are teaching all students how to travel appropriately within a group, during a school sanctioned event. Students will be participating against other high schools and teams of students the same age.
- During this trip, there will be a ratio of 1:10 adults (including teachers, supervisors and chaperones). Students will always be under supervision, even during “free time”. Students will be spending most of their time either at the playing fields or hotel. We may go for a team dinner if the restaurant allows large groups.

2. Proposed itinerary – please see last pages.**3. Method of Financing the Trip – We will be using money from our academy fundraising account, as well as money from families that want to pay themselves.**

****Families will need to provide physical evidence of...**

- trip cancelation insurance
- trip medical insurance
- covid-19 vaccine proof (if required)
- 2 copies of student pass port (1 for the school and 1 for Lucas to have on the trip)

4. Supervisors.

- Lucas MacNeil (staff),
- Cody Cook (coach),
- Additional Chaperones as needed (coach)
- All participants will comply with the school And District Codes of Conduct, acting as ambassadors of both the school and school district. They will be provided with a trip booklet and waiver form that outlines expectations for international travel.
- Activities include playing lacrosse, going for food, and staying at the hotel.

5. Travel Insurance

- Families will be informed that they **MUST** have trip cancelation insurance, and travel medical insurance. The families will be accountable for any changes. Again, they must provide physical proof of this before the trip.
- Alternate destination plan for this trip is likely not needed. But in case of an issue arising, communication with both Mike Huck and Wayne Kelly will occur. Because we are driving over the border, we can still have the opportunity to get home via Black Ball Ferry Line, or Anacortes Ferry Terminal.

6. Pertinent information.

- We have been to this event once before. It is a great event for students to spend time together on the bus to build a positive/inclusive culture.
- Due to the tournament having a waiver to be signed as a condition of participation, it is pertinent that students will have individual medical insurance to ensure they are taken care of and will safely get home.

7. All students will sign trip waivers promising to be good citizens as they are ambassadors of the school and school district. Students may be returned home with notification to the parents if the student compromises safety to self or others and does not follow expectations. In addition, if a student has to return home, parent/guardians will be responsible for the travel costs for both the child and the supervisor accompanying them. That said, cancelation insurance will be the responsibility of the parent/guardian. Trips can be cancelled or postponed and the cost will **not** be covered by the school district. Families are responsible for trip cancellation insurance as well as medical insurance. THIS WILL BE DISCUSSED WITH THE PARENTS.
8. All tournaments have waivers where it requires the participant to sign as a condition to participate. However, because it is mandatory that parents **MUST** have medical and cancelation insurance before travelling, this ensures that their child will be taken care of in case of a medical emergency.

APPENDIX E

International Educational Trips

1. Pre-Trip Review

- 1.1 Not less than one month prior to departure on an Out of Province Educational Trip, the sponsor teacher will meet with the Principal to review and revise, as appropriate:
 - a. the critical incident plan to deal with health, financial or discipline emergencies, that includes a telephone tree and arrangements for two-way communication.
 - b. the supervision plan.
 - c. the list of student participants and volunteers.
 - d. the detailed itinerary.
 - e. the general state of readiness and preparedness for the trip.

2. Documentation

- 2.1 Prior to embarking upon the International Educational Trip, the sponsor teacher will provide the school administration a copy of all relevant documents for the trip (the "Trip File"), and specifically:
 - a. a list of all participants and volunteers, with medical and emergency contact information.
 - b. a copy of the informed consent form signed by the parent/guardian of each participating student.
 - c. a detailed itinerary, including transportation arrangements, accommodation, activities, with contact numbers and addresses.
 - d. emergency contact numbers for sponsor teacher and supervisors.
 - e. a copy of each student's valid passport and, if necessary, travel visa.
 - f. information about travel insurance and alternate destination planning.
- 2.2 A copy of the Trip File will be kept by the Principal and provided to the Associate Superintendent at least one week prior to the departure of the trip.

3. Health and Safety

- 3.1 All participants on an International Educational Trip, including students, volunteers and the sponsor teacher, must provide confirmation of adequate health and hospital insurance coverage prior to departure.
- 3.2 All participants on an International Educational Trip must provide the sponsor teacher with information concerning any known medical or health condition that may require emergency attention on the trip.
- 3.3 The sponsor teacher must carry with them on the trip a copy of the relevant health information for students, including emergency contact information for parents/guardians and school district administration.

**INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE**

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:School: Royal Bay Date Submitted: _____Principal: Mike HutchSupervisor (Educator in charge): Lucas Maclellan / Corby CookDestination of Trip: Seattle WashingtonDeparture Date: Dec 1 Return Date: Dec 3Grade level(s): 9-12 No. of students involved: 40-46Approx. cost of tour: \$ - Approx. cost to students: \$ 200-300Transportation: Ferry & busNo. of school days missed (recommend 3 days maximum) 1Source of Funding: family & fundraisingAccommodation Arrangements: _____ Billet _____ Hotel/Motel _____ Camping _____ Other _____

- How has the proposed International Educational Trip been included in the overall plan for the year?

Students will miss 2 day of school & will be expected to make up the work. They play Fri-Sunday, allowing them to perform their learned skills.

- Unique Risk/Safety Considerations: Bumps, bruises, broken bones.

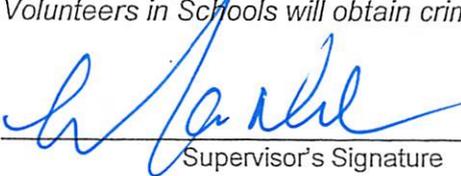
Students must have proof of medical & cancellation insurace.

Part B

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip *attached.*
2. Proposed draft itinerary *attached.*
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.



Supervisor's Signature

April 21 2023.

Date

PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL EDUCATIONAL TRIP



Principal's Signature

April 27/23

Date

Associate Superintendent's Signature

Date

STEP 1 – PART B**1. Educational objectives/purpose of the trip.**

- Purpose of the extracurricular trip is to take a grade 9/10 and a 11/12 team to Seattle for a lacrosse tournament. The lacrosse academy students work very hard in their academy/PHE class. Going to this tournament allows the students an opportunity to show/preform their development and learnings that they have worked on each day at school. This trip does have a curricular aspect to it, as we are teaching students how to travel appropriately within a group, during a school sanctioned event. Students will be participating against other high schools and teams of students the same age. We will be going with a grade 9/10 group, and a grade 11/12 group.
- During this trip, there will be a ratio of 1:10 adults (including teachers, supervisors and chaperones). Students will always be under supervision, even during “free time”. Students will be spending most of their time either at the playing fields or hotel. We may go for a team dinner if the restaurant allows large groups.

2. Proposed itinerary – please see last pages.**3. Method of Financing the Trip – We will be using money from our academy fundraising account, as well as money from families that want to pay themselves.**

**Families will need to provide physical evidence of...

- trip cancelation insurance
- trip medical insurance
- covid-19 vaccine proof (if required)
- 2 copies of student pass port (1 for the school and 1 for Lucas to have on the trip)

4. Supervisors.

- Lucas MacNeil (staff),
- Cody Cook
- Additional coaches/chaperones to stay within ratio
- All participants will comply with the school And District Codes of Conduct, acting as ambassadors of both the school and school district. They will be provided with a trip booklet and waiver form that outlines expectations for international travel.
- Activities include playing lacrosse, going for food, and staying at the hotel.

5. Travel Insurance

- Families will be informed that they MUST have trip cancelation insurance, and travel medical insurance. The families will be accountable for any changes. Again, they must provide physical proof of this before the trip.
- Alternate destination plan for this trip is likely not needed. But in case of an issue arising, communication with both Mike Huck and Wayne Kelly will occur. Because we are driving over the border, we can still have the opportunity to get home via Black Ball Ferry Line, or Anacortes Ferry Terminal.

6. Pertinent information.

- We have been to this event several times. It is a great event for family to watch and for students to spend time together on the bus to build a positive/inclusive culture.
- Due to the tournament having a waiver to be signed as a condition of participation, it is pertinent that students will have individual medical insurance to ensure they are taken care of and will safely get home.

7. All students will sign trip waivers promising to be good citizens as they are ambassadors of the school and school district. Students may be returned home with notification to the parents if the student compromises safety to self or others and does not follow expectations. In addition, if a student has to return home, parent/guardians will be responsible for the travel costs for both the child and the supervisor accompanying them. That said, cancelation insurance will be the responsibility of the parent/guardian. Trips can be cancelled or postponed and the cost will **not** be covered by the school district. Families are responsible for trip cancellation insurance as well as medical insurance. THIS WILL BE DISCUSSED WITH THE PARENTS.
8. All tournaments have waivers where it requires the participant to sign as a condition to participate. However, because it is mandatory that parents **MUST** have medical and cancelation insurance before travelling, this ensures that their child will be taken care of in case of a medical emergency.

Seattle Tournament – Royal Bay Highschool Itinerary

December 2 – 4, 2022

LOCATIONS:

Hotel – Comfort Suites Airport Tukwila Seattle. 7200 Fun Center Way, Tukwila WA, 98188. (425) 227-7200

Playing Fields - 14800 Starfire Way, Tukwila, WA 98188, United States

FRIDAY, DECEMBER 1nd

Time	Details
8:10 am	Meet at Swartz Bay Ferry Terminal
9 am	BC ferry leaves Swartz bay terminal for Tsawwassen
10:40 am	Walk off the ferry, gather bags. Load charter bus and head to Tulalip
11 am	Depart Tsawwassen Ferry terminal
1 pm	Arrive at Tulalip Outlet Center (10600 Quil Ceda Blvd, Tulalip, WA 98271, United States)
2:15 pm	Depart from Tulalip Center for Target Grocery Store (301 Strander Blvd, Tukwila, WA 98188, United States)
3:30 pm	Arrive to Target (Target Grocery, 301 Strander Blvd, Tukwila, WA 98188, United States)
4 pm	Depart Target and go to hotel
4:10 pm	Arrive at hotel (7200 Fun Center Way, Tukwila WA, 98188.)
4:15 pm	Check into hotel. Provide students, adults and driver their room.
7 pm	9/10 will meet in hotel lobby with Lucas and Adrian. All will walk to field for 8:20 pm game. Field 3 vs Lilac City 25/26
8 pm	11/12 will meet in hotel lobby with Cody and Armaan. All will walk to field for 9:10 pm game. Field 1 vs PNW Select HS Elite.
8:20 pm	9/10 game start
9:10 pm	11/12 game starts – 9/10 watch
10 pm	ALL back to hotel.
11 pm	lights out and bed time for all

PARENTS PLEASE NOTE:

This is a very long day of travel and playing. We are going to Target to get groceries for the 2 days.

To keep up to date, please download the app, tourney machine. They update the app about every 15 minutes.

Seattle Tournament – Royal Bay Highschool Itinerary

December 2 – 4, 2022

SATURDAY, DECEMBER 2nd

- 11/12 schedule is set for Saturday. There will be no additions to Saturday
- 9/10 schedule is not fully set. After their first game Saturday, they will have 1 more in the evening, however time is determined how we finish in our pool. Updates will be made on Tourney Machine App.

Time	Details
9 am	Mandatory wake up for all and meet for breakfast by 9:10 am
9:45 am	Everyone is outside to throw the ball around and get some fresh air/activity.
10:15-11:15 am	Mandatory school work time for time we missed.
11:40 am	Everyone meets in hotel lobby to go to 9/10 game.
12:40 pm	9/10 game vs Bellevue – field 2. 11/12 watch
1:45 pm	Everyone walks back to hotel.
3 pm	Everyone leaves to field for 11/12 game
4 pm	11/12 game vs Roosevelt HS. 9/10 watch

- The rest of the evening for games is TBD based on how 9/10 do. They will have 1 more game in the evening.
 - o If we finish 1st, we play at 5:40 pm
 - o If we finish 2nd, we play at 7:20 pm
 - o If we finish 3rd, we play at 8:10 pm
- 8:10 pm the 11/12 play LaxNW Rippers 2024 for final game of round robin.

We will have a group meeting in the evening to discuss what our Sunday looks like

FOOD: Because our schedule is so fluid, students are recommended to get groceries from Target when we do. Right next to the hotel is Sub Way. There is also a “to go” restaurant in Star Fire Sports Complex.

SUNDAY, DECEMBER 3rd

Time	Details
TBD	Pending how we finish in our pool, game times will be determined. We can start as early as 8:20 am, and finish as late as 4:10 pm (9/10 finals start at 3:10 pm)

TRAVELING HOME:

- Pending how we do; we will be back on the earliest ferry possible from Tsawwassen to Swartz Bay.
- We will walk off the Swartz Bay Ferry Terminal, and we will have the kids call their parents to update our plans.
- We currently have a reservation for the 9 pm ferry, but may be on the 7 pm ferry. We will have the kids call you to let you know.

APPENDIX E

International Educational Trips

1. Pre-Trip Review

- 1.1 Not less than one month prior to departure on an Out of Province Educational Trip, the sponsor teacher will meet with the Principal to review and revise, as appropriate:
 - a. the critical incident plan to deal with health, financial or discipline emergencies, that includes a telephone tree and arrangements for two-way communication.
 - b. the supervision plan.
 - c. the list of student participants and volunteers.
 - d. the detailed itinerary.
 - e. the general state of readiness and preparedness for the trip.

2. Documentation

- 2.1 Prior to embarking upon the International Educational Trip, the sponsor teacher will provide the school administration a copy of all relevant documents for the trip (the "Trip File"), and specifically:
 - a. a list of all participants and volunteers, with medical and emergency contact information.
 - b. a copy of the informed consent form signed by the parent/guardian of each participating student.
 - c. a detailed itinerary, including transportation arrangements, accommodation, activities, with contact numbers and addresses.
 - d. emergency contact numbers for sponsor teacher and supervisors.
 - e. a copy of each student's valid passport and, if necessary, travel visa.
 - f. information about travel insurance and alternate destination planning.
- 2.2 A copy of the Trip File will be kept by the Principal and provided to the Associate Superintendent at least one week prior to the departure of the trip.

3. Health and Safety

- 3.1 All participants on an International Educational Trip, including students, volunteers and the sponsor teacher, must provide confirmation of adequate health and hospital insurance coverage prior to departure.
- 3.2 All participants on an International Educational Trip must provide the sponsor teacher with information concerning any known medical or health condition that may require emergency attention on the trip.
- 3.3 The sponsor teacher must carry with them on the trip a copy of the relevant health information for students, including emergency contact information for parents/guardians and school district administration.

**INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE**

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: Royal Bay Date Submitted: _____
 Principal: Line Huck
 Supervisor (Educator in charge): Lucas MacWalter
 Destination of Trip: Irvine, CA.
 Departure Date: Jan 26 2024 Return Date: Jan 30 2024
 Grade level(s): 10-12 No. of students involved: 20-22
 Approx. cost of tour: \$ _____ \rightarrow Approx. cost to students: \$ 1200 - 1400
 Transportation: flight + rental van.
 No. of school days missed (recommend 3 days maximum) 2-3.
 Source of Funding: family / fundraising
 Accommodation Arrangements: _____ Billet _____ Hotel/Motel _____ Camping _____ Other _____

- How has the proposed International Educational Trip been included in the overall plan for the year?
Students will be away for 2-3 days, towards end of semester when work has been fully completed. Work time during trip will be mandatory if needed for other teachers.
- Unique Risk/Safety Considerations: Potential of broken noses, bumps + bruises. Must have extended travel medical + proof cancellation insurance.

Part B

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip
2. Proposed draft itinerary
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.



Supervisor's Signature



Date

PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL EDUCATIONAL TRIP



Principal's Signature



Date

Associate Superintendent's Signature

Date

STEP 1 – PART B**1. Educational objectives/purpose of the trip.**

- Purpose of the extracurricular trip is to take a team of grade 10/12's to Irvine California for a lacrosse tournament. The lacrosse academy students work very hard in their academy/PHE class. Going to this tournament allows the students an opportunity to show/preform their development and learnings that they have worked on each day at school. This trip does have a curricular aspect to it, as we are teaching students how to travel appropriately within a group, during a school sanctioned event. Students will be participating against other high schools and teams of students the same age.
- During this trip, there will be a ratio of 1:10 adults (including teachers, supervisors and chaperones). Students will always be under supervision, even during "free time". Students will be spending most of their time either at the playing fields or hotel. We may go for a team dinner if the restaurant allows large groups.

2. Proposed itinerary – please see last pages.**3. Method of Financing the Trip – We will be using money from our academy fundraising account, as well as money from families that want to pay themselves.**

****Families will need to provide physical evidence of...**

- trip cancelation insurance
- trip medical insurance
- covid-19 vaccine proof (if required)
- 2 copies of student pass port (1 for the school and 1 for Lucas to have on the trip)

4. Supervisors.

- Lucas MacNeil (staff),
- A Coach TBD (coach),
- And 1-2 more chaperones or coaches. TBD still on who exactly they will be.
- All participants will comply with the school And District Codes of Conduct, acting as ambassadors of both the school and school district. They will be provided with a trip booklet and waiver form that outlines expectations for international travel.
- Activities include playing lacrosse, going for food, and staying at the hotel.

5. Travel Insurance

- Families will be informed that they MUST have trip cancelation insurance, and travel medical insurance. The families will be accountable for any changes. Again, they must provide physical proof of this before the trip.
- Alternate destination plan for this trip is likely not needed. But in case of an issue arising, communication with both Mike Huck and Wayne Kelly will occur.

6. Pertinent information.

- This is a new event so we have not yet been. It is a great experience for students to fly, and for students to spend time together on the bus to build a positive/inclusive culture.
- Due to the tournament having a waiver to be signed as a condition of participation, it is pertinent that students will have individual medical insurance to ensure they are taken care of and will safely get home.

7. All students will sign trip waivers promising to be good citizens as they are ambassadors of the school and school district. Students may be returned home with notification to the parents if the student compromises safety to self or others and does not follow expectations. In addition, if a student has to return home, parent/guardians will be responsible for the travel costs for both the child and the supervisor accompanying them. That said, cancelation insurance will be the responsibility of the parent/guardian. Trips can be cancelled or postponed and the cost will **not** be covered by the school district. Families are responsible for trip cancellation insurance as well as medical insurance. THIS WILL BE DISCUSSED WITH THE PARENTS.

8. All tournaments have waivers where it requires the participant to sign as a condition to participate. However, because it is mandatory that parents **MUST** have medical and cancelation insurance before travelling, this ensures that their child will be taken care of in case of a medical emergency.

Field Trip Itinerary – Can change based on schedule

Estimated times

Friday January 26 2024

4:45 am. Students will check in at Victoria Air Port, Coaches and chaperones take attendance and check in.

6:30 am. Take off for Vancouver. Flight __AC8146__ with Air Canada. Take attendance before boarding.

7 am Land in Vancouver.

9:56 am. Take off for John Wayne International. Flight __AC598__ with Air Canada. Take attendance.

12:44 am Land in Huntington Beach and go through customs, together. Collect bags together and wait for shuttle bus to get rentals from AVIS.

2:00 pm. Check into Hotel – TBD

3 pm. Go to Huntington Beach Pier

5 pm Dinner @ __Sea Cliff Village 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.

Saturday January 27th 2024

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.

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

Sunday January 28th, 2024

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, January 29th, 2024 **Please note, we may also come home Sunday Jan 28th if needed.

9 am – Wake up

10 am leave hotel to return rentals. Attendance taken by coaches and chaperones.

11:40 pm - Check in for Flights at John Wayne Int. Attendance taken by coaches and chaperones.

1:40 pm – Flight leaves California for __Vancouver__. Flight __AC 599__ with Air Canada. Take attendance before boarding.

4:38 pm – Land in Vancouver.

8:25pm – Leave Vancouver for Victoria. Flight __AC 8167__ with Air Canada. Take attendance before boarding.

8:54 pm – Land in Victoria and go through customs.

APPENDIX E

International Educational Trips

1. Pre-Trip Review

- 1.1 Not less than one month prior to departure on an Out of Province Educational Trip, the sponsor teacher will meet with the Principal to review and revise, as appropriate:
 - a. the critical incident plan to deal with health, financial or discipline emergencies, that includes a telephone tree and arrangements for two-way communication.
 - b. the supervision plan.
 - c. the list of student participants and volunteers.
 - d. the detailed itinerary.
 - e. the general state of readiness and preparedness for the trip.

2. Documentation

- 2.1 Prior to embarking upon the International Educational Trip, the sponsor teacher will provide the school administration a copy of all relevant documents for the trip (the "Trip File"), and specifically:
 - a. a list of all participants and volunteers, with medical and emergency contact information.
 - b. a copy of the informed consent form signed by the parent/guardian of each participating student.
 - c. a detailed itinerary, including transportation arrangements, accommodation, activities, with contact numbers and addresses.
 - d. emergency contact numbers for sponsor teacher and supervisors.
 - e. a copy of each student's valid passport and, if necessary, travel visa.
 - f. information about travel insurance and alternate destination planning.
- 2.2 A copy of the Trip File will be kept by the Principal and provided to the Associate Superintendent at least one week prior to the departure of the trip.

3. Health and Safety

- 3.1 All participants on an International Educational Trip, including students, volunteers and the sponsor teacher, must provide confirmation of adequate health and hospital insurance coverage prior to departure.
- 3.2 All participants on an International Educational Trip must provide the sponsor teacher with information concerning any known medical or health condition that may require emergency attention on the trip.
- 3.3 The sponsor teacher must carry with them on the trip a copy of the relevant health information for students, including emergency contact information for parents/guardians and school district administration.

INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: Royal Bay Date Submitted: _____

Principal: Mike Hutch

Supervisor (Educator in charge): Lucas MacNeil

Destination of Trip: Huntington Beach, Cali

Departure Date: Feb 2 2024 Return Date: Feb 5/6 2024

Grade level(s): 10-12 No. of students involved: 20-22

Approx. cost of tour: \$ _____ Approx. cost to students: \$ 1200-1400

Transportation: flight + rental van.

No. of school days missed (recommend 3 days maximum) 2-3.

Source of Funding: fundraising / family

Accommodation Arrangements: _____ Billet _____ Hotel/Motel _____ Camping _____ Other _____

- How has the proposed International Educational Trip been included in the overall plan for the year?

students away 2-3 days, usually needed to play. Law academy students use this opportunity to use what they learn in class. This event is great for spring law.

- Unique Risk/Safety Considerations: contact sport = potential bruises, broken bones, bumps etc. Must show evidence of cancellation insurance + medical travel.

Part B

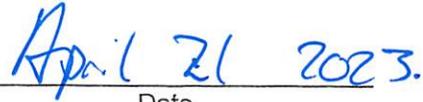
Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip
2. Proposed draft itinerary
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.



Supervisor's Signature



Date

PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL EDUCATIONAL TRIP



Principal's Signature



Date

Associate Superintendent's Signature

Date

Field Trip Itinerary – Can change based on schedule

Estimated times

Friday February 2nd 2024

4:45 am. Students will check in at Victoria Air Port, Coaches and chaperones take attendance and check in.

6:30 am. Take off for Vancouver. Flight __AC8146__ with Air Canada. Take attendance before boarding.

7 am Land in Vancouver.

9:56 am. Take off for John Wayne International. Flight __AC598__ with Air Canada. Take attendance.

12:44 am Land in Huntington Beach and go through customs, together. Collect bags together and wait for shuttle bus to get rentals from AVIS.

2:00 pm. Check into Hotel – Best Western Huntington Beach Surf City

3 pm. Go to Huntington Beach Pier

5 pm Dinner @ __Sea Cliff Village 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.

Saturday February 3rd, 2024

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

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

Sunday February 4th, 2024

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.**

Monday February 5th, 2024 or Tuesday February 6th 2024

9 am – Wake up

10 am leave hotel to return rentals. Attendance taken by coaches and chaperones.

11:40 pm - Check in for Flights at John Wayne Int. Attendance taken by coaches and chaperones.

1:40 pm – Flight leaves California for __Vancouver__ . Flight __AC 599__ with Air Canada. Take attendance before boarding.

4:38 pm – Land in Vancouver.

8:25pm – Leave Vancouver for Victoria. Flight __AC 8167__ with Air Canada. Take attendance before boarding.

8:54 pm – Land in Victoria and go through customs.

STEP 1 – PART B**1. Educational objectives/purpose of the trip.**

- Purpose of the extracurricular trip is to take 1 group of 10-12's to Huntington Beach, California for a lacrosse tournament. The lacrosse academy students work very hard in their academy/PHE class. Going to this tournament allows the students an opportunity to show/preform their development and learnings that they have worked on each day at school. This trip does have a curricular aspect to it, as we are teaching students how to travel appropriately within a group, during a school sanctioned event. Students will be participating against other high schools and teams of students the same age.
- During this trip, there will be a ratio of 1:10 adults (including teachers, supervisors and chaperones). Students will always be under supervision, even during "free time". Students will be spending most of their time either at the playing fields or hotel. We may go for a team dinner if the restaurant allows large groups.

2. Proposed itinerary – please see last pages.**3. Method of Financing the Trip – We will be using money from our academy fundraising account, as well as money from families that want to pay themselves.**

****Families will need to provide physical evidence of...**

- trip cancelation insurance
- trip medical insurance
- covid-19 vaccine proof (if required)
- 2 copies of student pass port (1 for the school and 1 for Lucas to have on the trip)

4. Supervisors.

- Lucas MacNeil (staff),
- Additional coach or teacher TBD(coach),
- And 1-2. TBD still on who exactly they will be.
- All participants will comply with the school And District Codes of Conduct, acting as ambassadors of both the school and school district. They will be provided with a trip booklet and waiver form that outlines expectations for international travel.
- Activities include playing lacrosse, going for food, and staying at the hotel.

5. Travel Insurance

- Families will be informed that they MUST have trip cancelation insurance, and travel medical insurance. The families will be accountable for any changes. Again, they must provide physical proof of this before the trip.
- Alternate destination plan for this trip is likely not needed. But in case of an issue arising, communication with both Mike Huck and Wayne Kelly will occur.

6. Pertinent information.

- This is a new event so we have not yet been. It is a great experience for students to fly, and for students to spend time together on the bus to build a positive/inclusive culture.
- Due to the tournament having a waiver to be signed as a condition of participation, it is pertinent that students will have individual medical insurance to ensure they are taken care of and will safely get home.

7. All students will sign trip waivers promising to be good citizens as they are ambassadors of the school and school district. Students may be returned home with notification to the parents if the student compromises safety to self or others and does not follow expectations. In addition, if a student has to return home, parent/guardians will be responsible for the travel costs for both the child and the supervisor accompanying them. That said, cancelation insurance will be the responsibility of the parent/guardian. Trips can be cancelled or postponed and

the cost will **not** be covered by the school district. Families are responsible for trip cancellation insurance as well as medical insurance. THIS WILL BE DISCUSSED WITH THE PARENTS.

8. All tournaments have waivers where it requires the participant to sign as a condition to participate. However, because it is mandatory that parents **MUST** have medical and cancelation insurance before travelling, this ensures that their child will be taken care of in case of a medical emergency.

APPENDIX E

International Educational Trips

1. Pre-Trip Review

- 1.1 Not less than one month prior to departure on an Out of Province Educational Trip, the sponsor teacher will meet with the Principal to review and revise, as appropriate:
 - a. the critical incident plan to deal with health, financial or discipline emergencies, that includes a telephone tree and arrangements for two-way communication.
 - b. the supervision plan.
 - c. the list of student participants and volunteers.
 - d. the detailed itinerary.
 - e. the general state of readiness and preparedness for the trip.

2. Documentation

- 2.1 Prior to embarking upon the International Educational Trip, the sponsor teacher will provide the school administration a copy of all relevant documents for the trip (the "Trip File"), and specifically:
 - a. a list of all participants and volunteers, with medical and emergency contact information.
 - b. a copy of the informed consent form signed by the parent/guardian of each participating student.
 - c. a detailed itinerary, including transportation arrangements, accommodation, activities, with contact numbers and addresses.
 - d. emergency contact numbers for sponsor teacher and supervisors.
 - e. a copy of each student's valid passport and, if necessary, travel visa.
 - f. information about travel insurance and alternate destination planning.
- 2.2 A copy of the Trip File will be kept by the Principal and provided to the Associate Superintendent at least one week prior to the departure of the trip.

3. Health and Safety

- 3.1 All participants on an International Educational Trip, including students, volunteers and the sponsor teacher, must provide confirmation of adequate health and hospital insurance coverage prior to departure.
- 3.2 All participants on an International Educational Trip must provide the sponsor teacher with information concerning any known medical or health condition that may require emergency attention on the trip.
- 3.3 The sponsor teacher must carry with them on the trip a copy of the relevant health information for students, including emergency contact information for parents/guardians and school district administration.

INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:School: Royal Bay Date Submitted: _____Principal: Mike HutchSupervisor (Educator in charge): Lucas MackWailDestination of Trip: Las Vegas, NevadaDeparture Date: Fri. Feb 23 / 24 Return Date: Sun Feb 25 / 24Grade level(s): 10-12 No. of students involved: 20-24Approx. cost of tour: \$ _____ Approx. cost to students: \$ 900-1200Transportation: Flight & rental vehicle.No. of school days missed (recommend 3 days maximum) 1-2.Source of Funding: family / fundraising.Accommodation Arrangements: _____ Billet _____ Hotel/Motel _____ Camping _____ Other _____

- How has the proposed International Educational Trip been included in the overall plan for the year?
Students will miss 1-2 days of class, using the weekend to play. High academy students will have the chance to show their learnings in games. This would be a high school team event.

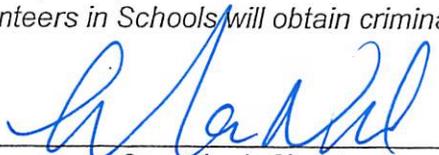
- Unique Risk/Safety Considerations: Potential of bruises, bumps & broken bones. Students must show proof of cancellation insurance & travel medical.

Part B

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip *attached*
2. Proposed draft itinerary *attached.*
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.



Supervisor's Signature

April 21 2023.

Date

**PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL EDUCATIONAL TRIP**



Principal's Signature

April 27/23

Date

Associate Superintendent's Signature

Date

STEP 1 – PART B**1. Educational objectives/purpose of the trip.**

- Purpose of the extracurricular trip is to take 1 group of 10-12's to Las Vegas, Nevada for a high school lacrosse tournament. The lacrosse academy students work very hard in their academy/PHE class. Going to this tournament allows the students an opportunity to show/preform their development and learnings that they have worked on each day at school. This trip does have a curricular aspect to it, as we are teaching students how to travel appropriately within a group, during a school sanctioned event. Students will be participating against other high schools and teams of students the same age.
- During this trip, there will be a ratio of 1:10 adults (including teachers, supervisors and chaperones). Students will always be under supervision, even during "free time". Students will be spending most of their time either at the playing fields or hotel. We may go for a team dinner if the restaurant allows large groups.

2. Proposed itinerary – please see last pages.**3. Method of Financing the Trip – We will be using money from our academy fundraising account, as well as money from families that want to pay themselves.**

****Families will need to provide physical evidence of...**

- trip cancelation insurance
- trip medical insurance
- covid-19 vaccine proof (if required)
- 2 copies of student pass port (1 for the school and 1 for Lucas to have on the trip)

4. Supervisors.

- Lucas MacNeil (staff),
- Additional coach or teacher TBD(coach),
- And 1-2 chaperones. TBD still on who exactly they will be.
- All participants will comply with the school And District Codes of Conduct, acting as ambassadors of both the school and school district. They will be provided with a trip booklet and waiver form that outlines expectations for international travel.
- Activities include playing lacrosse, going for food, and staying at the hotel.

5. Travel Insurance

- Families will be informed that they **MUST** have trip cancelation insurance, and travel medical insurance. The families will be accountable for any changes. Again, they must provide physical proof of this before the trip.
- Alternate destination plan for this trip is likely not needed. But in case of an issue arising, communication with both Mike Huck and Wayne Kelly will occur.

6. Pertinent information.

- This is a new event so we have not yet been. It is a great experience for students to fly, and for students to spend time together on the bus to build a positive/inclusive culture.
- Due to the tournament having a waiver to be signed as a condition of participation, it is pertinent that students will have individual medical insurance to ensure they are taken care of and will safely get home.

7. All students will sign trip waivers promising to be good citizens as they are ambassadors of the school and school district. Students may be returned home with notification to the parents if the student compromises safety to self or others and does not follow expectations. In addition, if a student has to return home, parent/guardians will be responsible for the travel costs for both the child and the supervisor accompanying them. That said, cancelation insurance will be the responsibility of the parent/guardian. Trips can be cancelled or postponed and the cost will not be covered by the school district. Families are responsible for trip cancellation insurance as well as medical insurance. THIS WILL BE DISCUSSED WITH THE PARENTS.

8. All tournaments have waivers where it requires the participant to sign as a condition to participate. However, because it is mandatory that parents MUST have medical and cancelation insurance before travelling, this ensures that their child will be taken care of in case of a medical emergency.

Field Trip Itinerary – Can change based on schedule

Estimated itinerary

Friday February 23 2024

4:45 am. Students will check in at Victoria Air Port, Coaches and chaperones take attendance and check in.

6:30 am. Take off for Vancouver. Flight __AC8146__ with Air Canada. Take attendance before boarding.

7 am Land in Vancouver.

9:56 am. Take off for Las Vegas Int. Flight # _____ with Air Canada. Take attendance.

12:44 am Land in Las Vegas and go through customs, together. Collect bags together and wait for shuttle bus to get rentals from _____

2:00 pm. Check into Hotel – TBD

5 pm Dinner @ _____

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.

Saturday February 24, 2024

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

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

Sunday February 25, 2024

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.

7:40 pm - Check in for Flights Las Vegas Int. Attendance taken by coaches and chaperones.

9:40 pm – Flight leaves Vegas for __Vancouver__. Flight _____ with Air Canada. Take attendance before boarding.

11:00 pm – Land in Vancouver.

11:25pm – Leave Vancouver for Victoria. Flight _____ with Air Canada. Take attendance before boarding.

12 pm – Land in Victoria and go through customs.

Moses Island HS Torrey
Page 59 of 177
End Month: Dates TBD.
Boys. Lax

APPENDIX E

International Educational Trips

1. Pre-Trip Review

- 1.1 Not less than one month prior to departure on an Out of Province Educational Trip, the sponsor teacher will meet with the Principal to review and revise, as appropriate:
- the critical incident plan to deal with health, financial or discipline emergencies, that includes a telephone tree and arrangements for two-way communication.
 - the supervision plan.
 - the list of student participants and volunteers.
 - the detailed itinerary.
 - the general state of readiness and preparedness for the trip.

2. Documentation

- 2.1 Prior to embarking upon the International Educational Trip, the sponsor teacher will provide the school administration a copy of all relevant documents for the trip (the "Trip File"), and specifically:
- a list of all participants and volunteers, with medical and emergency contact information.
 - a copy of the informed consent form signed by the parent/guardian of each participating student.
 - a detailed itinerary, including transportation arrangements, accommodation, activities, with contact numbers and addresses.
 - emergency contact numbers for sponsor teacher and supervisors.
 - a copy of each student's valid passport and, if necessary, travel visa.
 - information about travel insurance and alternate destination planning.
- 2.2 A copy of the Trip File will be kept by the Principal and provided to the Associate Superintendent at least one week prior to the departure of the trip.

3. Health and Safety

- 3.1 All participants on an International Educational Trip, including students, volunteers and the sponsor teacher, must provide confirmation of adequate health and hospital insurance coverage prior to departure.
- 3.2 All participants on an International Educational Trip must provide the sponsor teacher with information concerning any known medical or health condition that may require emergency attention on the trip.
- 3.3 The sponsor teacher must carry with them on the trip a copy of the relevant health information for students, including emergency contact information for parents/guardians and school district administration.

INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: Royal Bay Date Submitted: _____

Principal: Mike Hutch

Supervisor (Educator in charge): Lucas Mackie

Destination of Trip: Merces Island, Wash.

Departure Date: See below Return Date: See Below: March/April

Grade level(s): 4/12 No. of students involved: 20-22

Approx. cost of tour: \$ _____ Approx. cost to students: \$ 200-300

Transportation: Private Van.

No. of school days missed (recommend 3 days maximum) 2 (if its not during break)

Source of Funding: family/fundraise.

Accommodation Arrangements: _____ Billet _____ Hotel/Motel _____ Camping _____ Other _____

- How has the proposed International Educational Trip been included in the overall plan for the year?

Students will likely not miss any school as this event is usually during our spring break. However, if it is during school, we'll only miss 1 day likely, the Friday.

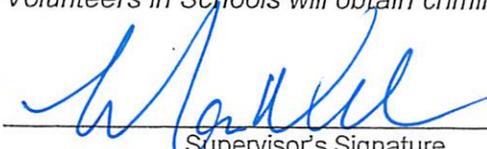
- Unique Risk/Safety Considerations: Potential for bruises, bumps & broken bones. Students must show proof of cancellation ins. & travel medical.

Part B

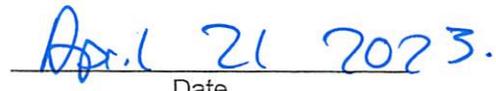
Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip
2. Proposed draft itinerary
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.

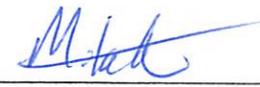


Supervisor's Signature

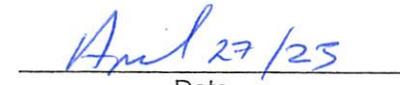


Date

PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL EDUCATIONAL TRIP



Principal's Signature



Date

Associate Superintendent's Signature

Date

STEP 1 – PART B**1. Educational objectives/purpose of the trip.**

- Purpose of the extracurricular trip is to take a group of 10-12's to Mercer Island, Washington for a high school lacrosse tournament. The lacrosse academy students work very hard in their academy/PHE class. Going to this tournament allows the students an opportunity to show/preform their development and learnings that they have worked on each day at school. This trip does have a curricular aspect to it, as we are teaching students how to travel appropriately within a group, during a school sanctioned event. Students will be participating against other high schools and teams of students the same age.
- During this trip, there will be a ratio of 1:10 adults (including teachers, supervisors and chaperones). Students will always be under supervision, even during "free time". Students will be spending most of their time either at the playing fields or hotel. We may go for a team dinner if the restaurant allows large groups.

2. Proposed itinerary – please see last pages.**3. Method of Financing the Trip – We will be using money from our academy fundraising account, as well as money from families that want to pay themselves.**

****Families will need to provide physical evidence of...**

- trip cancelation insurance
- trip medical insurance
- covid-19 vaccine proof (if required)
- 2 copies of student pass port (1 for the school and 1 for Lucas to have on the trip)

4. Supervisors.

- Lucas MacNeil (staff),
- Additional coach or teacher TBD(coach),
- And 1-2 chaperones. TBD still on who exactly they will be.
- All participants will comply with the school And District Codes of Conduct, acting as ambassadors of both the school and school district. They will be provided with a trip booklet and waiver form that outlines expectations for international travel.
- Activities include playing lacrosse, going for food, and staying at the hotel.

5. Travel Insurance

- Families will be informed that they **MUST** have trip cancelation insurance, and travel medical insurance. The families will be accountable for any changes. Again, they must provide physical proof of this before the trip.
- Alternate destination plan for this trip is likely not needed. But in case of an issue arising, communication with both Mike Huck and Wayne Kelly will occur.

6. Pertinent information.

- This is a new event so we have not yet been. It is a great experience for students to fly, and for students to spend time together on the bus to build a positive/inclusive culture.
- Due to the tournament having a waiver to be signed as a condition of participation, it is pertinent that students will have individual medical insurance to ensure they are taken care of and will safely get home.

7. All students will sign trip waivers promising to be good citizens as they are ambassadors of the school and school district. Students may be returned home with notification to the parents if the student compromises safety to self or others and does not follow expectations. In addition, if a student has to return home, parent/guardians will be responsible for the travel costs for both the child and the supervisor accompanying them. That said, cancelation insurance will be the responsibility of the parent/guardian. Trips can be cancelled or postponed and the cost will **not** be covered by the school district. Families are responsible for trip cancellation insurance as well as medical insurance. **THIS WILL BE DISCUSSED WITH THE PARENTS.**

8. All tournaments have waivers where it requires the participant to sign as a condition to participate. However, because it is mandatory that parents **MUST** have medical and cancelation insurance before travelling, this ensures that their child will be taken care of in case of a medical emergency.

Field Trip Itinerary – Can change based on schedule

Estimated itinerary as the dates of the event have not been released. They are usually during the last week of March or first week of April.

LOCATIONS:

Hotel – TBD

Playing Fields – Mercer Island High school

FRIDAY, April 5 2024

Time	Details
8:10 am	Meet at Swartz Bay Ferry Terminal
9 am	BC ferry leaves Swartz bay terminal for Tsawwassen
10:40 am	Walk off the ferry, gather bags. Load charter bus and head to Tulalip
11 am	Depart Tsawwassen Ferry terminal
1 pm	Arrive at Tulalip Outlet Center (10600 Quil Ceda Blvd, Tulalip, WA 98271, United States)
2:15 pm	Depart from Tulalip Center for Target Grocery Store (301 Strander Blvd, Tukwila, WA 98188, United States)
3:30 pm	Arrive to Target (Target Grocery, 301 Strander Blvd, Tukwila, WA 98188, United States)
4 pm	Depart Target and go to hotel
4:10 pm	Arrive at hotel TBD
4:15 pm	Check into hotel. Provide students, adults and driver their room.
7 pm	Meet in hotel lobby with Lucas and Adrian <i>coach</i> . All will walk go field for 8:20 pm game.
11 pm	lights out and bed time for all

PARENTS PLEASE NOTE:

This is a very long day of travel and playing. We are going to Target to get groceries for the 2 days

SATURDAY, APRIL 6 2024

Time	Details
9 am	Mandatory wake up for all and meet for breakfast by 9:10 am
9:45 am	Everyone is outside to throw the ball around and get some fresh air/activity.
10:15-11:15 am	Mandatory school work time for time we missed.
11:40 am	Everyone meets in hotel lobby to go to 9/10 game.
12:40 pm	game vs _____ -
4 pm	game vs _____

SUNDAY, April 7th 2024

Time	Details
TBD	Pending how we finish in our pool, game times will be determined. We can start as early as 8:20 am, and finish as late as 4:10 pm (9/10 finals start at 3:10 pm)

TRAVELING HOME:

- Pending how we do; we will be back on the earliest ferry possible from Tsawwassen to Swartz Bay.
- We will walk off the Swartz Bay Ferry Terminal, and we will have the kids call their parents to update our plans.
- We currently have a reservation for the 9 pm ferry, but may be on the 7 pm ferry. We will have the kids call you to let you know.

APPENDIX E

International Educational Trips

1. Pre-Trip Review

- 1.1 Not less than one month prior to departure on an Out of Province Educational Trip, the sponsor teacher will meet with the Principal to review and revise, as appropriate:
 - a. the critical incident plan to deal with health, financial or discipline emergencies, that includes a telephone tree and arrangements for two-way communication.
 - b. the supervision plan.
 - c. the list of student participants and volunteers.
 - d. the detailed itinerary.
 - e. the general state of readiness and preparedness for the trip.

2. Documentation

- 2.1 Prior to embarking upon the International Educational Trip, the sponsor teacher will provide the school administration a copy of all relevant documents for the trip (the "Trip File"), and specifically:
 - a. a list of all participants and volunteers, with medical and emergency contact information.
 - b. a copy of the informed consent form signed by the parent/guardian of each participating student.
 - c. a detailed itinerary, including transportation arrangements, accommodation, activities, with contact numbers and addresses.
 - d. emergency contact numbers for sponsor teacher and supervisors.
 - e. a copy of each student's valid passport and, if necessary, travel visa.
 - f. information about travel insurance and alternate destination planning.
- 2.2 A copy of the Trip File will be kept by the Principal and provided to the Associate Superintendent at least one week prior to the departure of the trip.

3. Health and Safety

- 3.1 All participants on an International Educational Trip, including students, volunteers and the sponsor teacher, must provide confirmation of adequate health and hospital insurance coverage prior to departure.
- 3.2 All participants on an International Educational Trip must provide the sponsor teacher with information concerning any known medical or health condition that may require emergency attention on the trip.
- 3.3 The sponsor teacher must carry with them on the trip a copy of the relevant health information for students, including emergency contact information for parents/guardians and school district administration.

INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:School: Royal Bay Date Submitted: _____Principal: Mike HutchSupervisor (Educator in charge): Lucas MauWailDestination of Trip: OC, California / San DiegoDeparture Date: ≡ April 15 / 24 Return Date: ≡ April 21 / 24Grade level(s): 10-12 No. of students involved: 20-24Approx. cost of tour: \$ _____ Approx. cost to students: \$ 1300-1400Transportation: Flight + rental vanNo. of school days missed (recommend 3 days maximum) 3.Source of Funding: family / fundraiseAccommodation Arrangements: _____ Billet _____ Hotel/Motel _____ Camping _____ Other _____

- How has the proposed International Educational Trip been included in the overall plan for the year?

we are trying to set up exhib. games w/ top teams in Cali. our goal is to only miss 3 days of school. while away, students will have two times we likely will only play 1-2 games a day.

- Unique Risk/Safety Considerations: potential for bruises, bumps

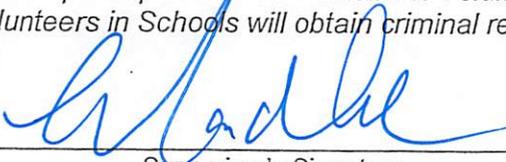
1 broken bones. students must have travel/medical + cancellation ins.

Part B

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip
2. Proposed draft itinerary
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.



Supervisor's Signature

April 26 2023.

Date

PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL EDUCATIONAL TRIP



Principal's Signature

April 27/23

Date

Associate Superintendent's Signature

Date

STEP 1 – PART B**1. Educational objectives/purpose of the trip.**

- Purpose of the extracurricular trip is to take 1 group of 10-12's to Orange County, California for a high school lacrosse tournament, to play the top teams in the state. The lacrosse academy students work very hard in their academy/PHE class. Going to this tournament allows the students an opportunity to show/preform their development and learnings that they have worked on each day at school. This trip does have a curricular aspect to it, as we are teaching students how to travel appropriately within a group, during a school sanctioned event. Students will be participating against other high schools and teams of students the same age.
- During this trip, there will be a ratio of 1:10 adults (including teachers, supervisors and chaperones). Students will always be under supervision, even during "free time". Students will be spending most of their time either at the playing fields or hotel. We may go for a team dinner if the restaurant allows large groups.

2. Proposed itinerary – please see last pages.**3. Method of Financing the Trip – We will be using money from our academy fundraising account, as well as money from families that want to pay themselves.**

****Families will need to provide physical evidence of...**

- trip cancelation insurance
- trip medical insurance
- covid-19 vaccine proof (if required)
- 2 copies of student pass port (1 for the school and 1 for Lucas to have on the trip)

4. Supervisors.

- Lucas MacNeil (staff),
- Additional coach or teacher TBD(coach),
- And 1-2. TBD still on who exactly they will be.
- All participants will comply with the school And District Codes of Conduct, acting as ambassadors of both the school and school district. They will be provided with a trip booklet and waiver form that outlines expectations for international travel.
- Activities include playing lacrosse, going for food, and staying at the hotel.

5. Travel Insurance

- Families will be informed that they **MUST** have trip cancelation insurance, and travel medical insurance. The families will be accountable for any changes. Again, they must provide physical proof of this before the trip.
- Alternate destination plan for this trip is likely not needed. But in case of an issue arising, communication with both Mike Huck and Wayne Kelly will occur.

6. Pertinent information.

- This is a new event so we have not yet been. It is a great experience for students to fly, and for students to spend time together on the bus to build a positive/inclusive culture.
- Due to the tournament having a waiver to be signed as a condition of participation, it is pertinent that students will have individual medical insurance to ensure they are taken care of and will safely get home.

7. All students will sign trip waivers promising to be good citizens as they are ambassadors of the school and school district. Students may be returned home with notification to the parents if the student compromises safety to self or others and does not follow expectations. In addition, if a student has to return home, parent/guardians will be responsible for the travel costs for both the child and the supervisor accompanying them. That said,

cancelation insurance will be the responsibility of the parent/guardian. Trips can be cancelled or postponed and the cost will **not** be covered by the school district. Families are responsible for trip cancellation insurance as well as medical insurance. **THIS WILL BE DISCUSSED WITH THE PARENTS.**

8. All tournaments have waivers where it requires the participant to sign as a condition to participate. However, because it is mandatory that parents **MUST** have medical and cancelation insurance before travelling, this ensures that their child will be taken care of in case of a medical emergency.

Field Trip Itinerary – Can change based on schedule

Estimated times. Dates are not exact, as games are not part of a tournament. However, dates will be in April and we will update ASAP.

Tuesday April 16th 2024

4:45 am. Students will check in at Victoria Air Port, Coaches and chaperones take attendance and check in.

6:30 am. Take off for Vancouver. Flight _____ with Air Canada. Take attendance before boarding.

7 am Land in Vancouver.

9:56 am. Take off for John Wayne International. Flight _____ with Air Canada. Take attendance.

12:44 am Land in Huntington Beach and go through customs, together. Collect bags together and wait for shuttle bus to get rentals from AVIS.

2:00 pm. Check into Hotel – TBD

3 pm. Go to Huntington Beach Pier

5 pm Dinner @ __Sea Cliff Village 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.

Wednesday April 17th 2024

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

11 am – Students will be working on homework for 2 hours from missing school.

2 pm – Tour Orange County

7pm – Game vs Mater Dei

Supplies and Equipment for Staff to Bring

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

Thursday April 18th, 2024

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

11 am – Students will be working on homework for 2 hours from missing school.

2 pm – Tour Orange County

4pm – Game vs Orange Lutheran

6:45pm – Team Dinner

Supplies and Equipment for Staff to Bring

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

Friday April 19th, 2024

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

11 am – Students will be working on homework for 2 hours from missing school.

2 pm – Tour New Port Beach

4pm – Game vs Bishops School

6:45pm – Team Dinner

Supplies and Equipment for Staff to Bring

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

Saturday April 20 2024

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

11 am – Students will be working on homework for 2 hours from missing school.

2 pm – Tour New Port Beach

4pm – Game vs Torey Pines

6:45pm – Team Dinner

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 April 21st, 2024

9 am – Wake up

10 am leave hotel to return rentals. Attendance taken by coaches and chaperones.

11:40 pm - Check in for Flights at John Wayne Int. Attendance taken by coaches and chaperones.

1:40 pm – Flight leaves California for __Vancouver__ . Flight _____ with Air Canada. Take attendance before boarding.

4:38 pm – Land in Vancouver.

8:25pm – Leave Vancouver for Victoria. Flight _____ with Air Canada. Take attendance before boarding.

8:54 pm – Land in Victoria and go through customs.

Hello School board,

My name is SP, and I am a [REDACTED] school. I am writing to express my concern about bullying in schools, and the effect that that has on children and their families. It can affect kids physically, socially, emotionally, academically, and it can also result in kids having huge mental health issues. According to "stopbullying.gov," it has shown that kids who are bullied are more likely to experience:

- Depression and anxiety
- Increased feelings of sadness and loneliness
- Changes in sleep and eating patterns
- Loss of interest in activities they used to enjoy
- Health complaints
- Decreased academic achievement—GPA and standardized test scores—and school participation.
- They are more likely to miss, skip, or drop out of school.

These issues may persist into adulthood.

Kids Who Bully:

Children and teenagers who feel secure and supported by their family, school, and peers are less likely to become a bully. However, some youth do not have these types of support. Every person's situation is different and there are many factors that can contribute to bullying behavior.

Some youth bully to:

- **Attain or maintain social power or elevate their status in their peer group.**
- **Show their allegiance to and fit in with their peer group.**
- **Exclude others from their peer group, to show who is and is not part of the group.**

Some youth bully because they:

- **Come from families where there is bullying, aggression, or violence at home.**
- **May have parents and caregivers that do not provide emotional support or communication.**
- **May come from families** where the adults are overly lenient or where there is low parental involvement in their lives.
- **May have been bullied in the past or currently.**

- **Have feelings of insecurity and low self-esteem, so they bully to make themselves feel more powerful.**
- **May not have skills for handling social situations in healthy, positive ways.**
- **May be in schools where conduct problems and bullying are not properly addressed.**

Though some people think that bullying leads to suicide, in most cases it does not. If someone does commit suicide however there are normally many other contributing factors like depression, problems at home, and trauma history. The risk of suicide can be increased further when these kids are not supported by parents, peers, and schools. Bullying can make an unsupportive situation worse.

Bullying can also have a significant effect on the people that witness it like increased use of tobacco, alcohol, or drugs. It can also lead to them having increased mental health problems, including depression and anxiety. Other kids who witness bullying may not feel safe at school and it can lead them to miss or skip school entirely.

Bullying is a problem at school that needs to be addressed. It is very important that there are sources for kids who are being bullied or are the bully. We need to educate parents and families on how they can help their kids with bullying, and teachers and students on how to deal with or stop a situation if it occurs at school.

-I-would love it if you could-reach~out and let me know what precautions you are-taking to deal with this issue, antrany sources that you have for kids or parents that are struggling.

Thank you for your time,

[REDACTED]

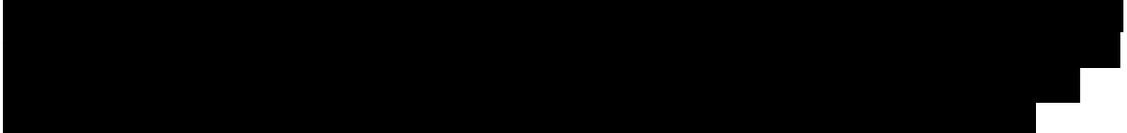
To: Trustees <Trustees@sd62.bc.ca>

Subject: Workshop Proposal - Equity, Diversity, Inclusion, and Leadership

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

Dear Sooke School District Board of Education,

I am Mandart Chan (he/him/il) 

 After 18 years of teaching band and general music classes (four years with the Calgary Board of Education and 14 years with the Sooke School District), my career took me to the Ministry of Education & Child Care, as the Anti-Racism Lead in Curriculum and Classroom Assessment. Upon completion of "[Anti-Racism: A Guide for Teachers](#)", I moved over to the Assessments, Administration, Analytics, and Reporting where I am in the role of the Provincial Assessment Marking and Credentialing Coordinator. I offer as many parts of my intersectionality in my introduction as I like to show where my lens and worldview comes from. In terms of traditional education, I hold a Bachelor of Music (Secondary Education - UVic 2003), a Master of Music (Wind Band Conducting and Pedagogy, - Sam Houston State 2014), and am currently a student in the Master of Professional Education (Equity, Diversity, and Social Justice - UWO).

Over the past few years, I have had the opportunity to facilitate workshops in Equity, Diversity, and Inclusion (EDI) to several organizations including; the Ontario Music Educators' Association (Board of Directors), the Canadian Music Educators' Association (Board of Directors), and recently at the Regional Cadet Support Unit (Pacific) (Full-time staff). Each of the workshops have been tailored towards leadership and how to apply an EDI or Intersectional lens within their organizations to allow for more personal & professional growth. Through my own learning journey, along with my lived experience, I have developed an introductory EDI workshop that will help organizations to achieve their goal of creating a more equitable and inclusive community through personal learning.

I started this conversation with Trustee Dowhy and she had suggested that I write to the Board of Education to offer my workshop facilitation for you all. As a former teacher of the Sooke School District, I have a deep understanding of the community, as well as how important it is to start and continue the conversation about EDI in schools. Attached to this email is my current CV and a sample slide deck of the workshop. I will be offering extended workshops for the Sooke Teachers' Association Pro D Day (May 2023), the BC Music Educators' Association Conference (Oct 2023), the Ontario Music Educators' Conference (Nov 2023) and the Saskatchewan Music Educators' Association Conference (Nov 2024.)

Thank you very much for your time and I hope that I will have the opportunity to facilitate a workshop for the Sooke School District Board of Education this school year.

Sincerely,

Mandan Chan

Committee Report of Resources Committee Meeting via MS Teams

Present: Ebony Logins, Trustee (Committee Chair)
Ravi Parmar, Trustee (Committee Member)
Trudy Spiller, Trustee (Committee Member)
Russ Chipps, Trustee
Scott Stinson, Superintendent & CEO
Harold Cull, Secretary-Treasurer
Ed Berlando, STA
Trudy Court, CUPE
Michelle Brennan, SPEAC
Paul Block, Deputy Superintendent
David Lee-Bonar, Assistant Secretary Treasurer
Windy Beadall, A/Associate Superintendent
Frances Krusekopf, District Lead Early Learning and Child Care
Randy Cobb, Transportation Manager
Annerieke van Hoek, StudioHuB
Kelly Isford-Saxon, StudioHuB
Nicole Gestwa, IT

Regrets: Celidh Deichmann, SPVPA

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:02 pm by the Committee Chair, who acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated April 11, 2023, at its Public Board Meeting dated April 25, 2023.

3. PRESENTATIONS



4. BUSINESS

4.1 Long Range Facilities Plan (LRFP) – Windy Beadall/Pete Godau

SD 62 is in the process of updating the LRFP, which helps inform the annual Capital Plan submission. The last update to the LRFP occurred in 2018. StudioHuB is helping the district with this work and provided an overview of the progress to date to the Resources Committee. The Committee asked several questions to gain a better understanding of that the LRFP will include. It was discussed that the focus of the LRFP will be on:

- New school and expansion of existing sites;
- An updated long-range enrolment forecast; and
- A temporary accommodation plan for portables.

4.2 22/23 Quarter 3 Financial Forecast - David Lee-Bonar

Staff provided an update to the Resources Committee on the 22/23 Quarter 3 financial forecast. The District is forecasting a surplus of approximately \$479,059 which would leave an accumulated surplus of \$2.943 m or 2.02% as at June 30, 2023. Staff will provide a recommendation on the use of this surplus at the June Resources Committee meeting.

4.3 23/24 Bus Registration & Safety Committee Update – Randy Cobb

Bus registration was paused on April 30, 2023, allowing staff to begin the development of routes. The Committee discussed the potential options that staff are considering, in the development of the routes for the 23/24 school year, that will maintain compliance with the Board's transportation policy and regulation. The Committee felt a discussion with the full Board was required.

4.4 Child Care Facility Projects – Frances Krusekopf

Staff provided an overview of the New Spaces Fund for Child Care available to Districts. This is a great opportunity for the District to access funding to address the capital needs in relation to childcare. The Committee discussed the potential sites in the District that the Board could consider building childcare centres on.

The Committee supported the following motion going forward to the Board for consideration.

Recommended Motion: That the Board of Education for School District 62 (Sooke) support, in principle, the application for capital funding under the Child Care BC New Spaces Fund for specific sites yet to be determined.



4.5 Feeding Futures Program – Scott Stinson

Staff provided an overview of the Feeding Futures Program and the funding being provided to the District over the next three years. The Committee discussed the proposed approach being taken by staff to utilize this funding. The Committee also discussed the need and qualifications for a position to lead this program on behalf of the District.

5. **ADJOURNMENT AND NEXT MEETING DATE:** June 13, 2023





Board Info Note

Public Board Meeting

May 23, 2023

Agenda Item: 7.2 – 23/24 Annual Budget Bylaw

Background

- The District has been working through the 23/24 budget development process since the middle of February and staff drafted a plan for the Board to consider that was given 1st reading at the April 25th Board meeting
- The attached Annual Budget Bylaw and Ministry template were part of the package and discussion held on April 18th at the Board’s Committee of the Whole (COW) as well as the April 25th Board meeting

Follow Up

- There was no formal direction was given to staff to make adjustments to the proposed budget therefore staff are requesting the Board to consider 2nd and 3rd readings of the bylaw tonight
- Staff did meet with several music teachers to discuss possible supports (more identified in the Superintendent’s report) for classroom delivery of our music programs
- Staff will also be looking into the issue of professional training opportunities for staff and will bring recommendations forward at the June Resources meeting as outlined in the Board motion

Final Steps

- Staff are asking the Board to consider the following motion:

Motion Requested: That the Board of Education of School District 62 (Sooke) give 2nd and 3rd reading to the 2023/24 Annual Budget Bylaw, specifying a total of \$205,967,471.

Prepared by: Harold Cull, Secretary Treasurer

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 62 (SOOKE) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2023/2024 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 62 (Sooke) Annual Budget Bylaw for fiscal year 2023/2024.
3. The attached Statement 2 showing the estimated revenue and expense for the 2023/2024 fiscal year and the total budget bylaw amount of \$205,967,471 for the 2023/2024 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2023/2024.

READ A FIRST TIME THE 25th DAY OF APRIL, 2023;

READ A SECOND TIME THE 23rd DAY OF MAY, 2023;

READ A THIRD TIME, PASSED AND ADOPTED THE 23rd DAY OF MAY, 2023;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 62 (Sooke) Annual Budget Bylaw 2023/2024, adopted by the Board the 23rd DAY OF MAY, 2023.

Secretary Treasurer

Annual Budget

School District No. 62 (Sooke)

June 30, 2024

School District No. 62 (Sooke)

June 30, 2024

Table of Contents

Bylaw	1
Annual Budget - Revenue and Expense - Statement 2	2
Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4	4
Annual Budget - Operating Revenue and Expense - Schedule 2	5
Schedule 2A - Annual Budget - Schedule of Operating Revenue by Source	6
Schedule 2B - Annual Budget - Schedule of Operating Expense by Object	7
Schedule 2C - Annual Budget - Operating Expense by Function, Program and Object	8
Annual Budget - Special Purpose Revenue and Expense - Schedule 3	10
Schedule 3A - Annual Budget - Changes in Special Purpose Funds	11
Annual Budget - Capital Revenue and Expense - Schedule 4	14

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

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Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

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Secretary Treasurer

School District No. 62 (Sooke)

Annual Budget - Revenue and Expense

Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	13,330,000	12,763,875
Adult	16,500	99,438
Total Ministry Operating Grant Funded FTE's	13,346,500	12,863,313
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	182,231,009	163,941,392
Tuition	6,879,749	6,899,749
Other Revenue	3,876,766	5,036,317
Rentals and Leases	502,500	502,500
Investment Income	363,875	370,395
Amortization of Deferred Capital Revenue	11,034,978	9,581,173
Amortization of Deferred Capital Revenue - For Lease	61,477	61,477
Total Revenue	204,950,354	186,393,003
Expenses		
Instruction	168,514,190	151,717,077
District Administration	7,121,344	6,870,183
Operations and Maintenance	26,040,348	23,942,726
Transportation and Housing	3,941,589	3,951,925
Total Expense	205,617,471	186,481,911
Net Revenue (Expense)	(667,117)	(88,908)
Budgeted Allocation (Retirement) of Surplus (Deficit)	156,344	3,111,224
Budgeted Surplus (Deficit), for the year	(510,773)	3,022,316
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(510,773)	3,022,316
Budgeted Surplus (Deficit), for the year	(510,773)	3,022,316

School District No. 62 (Sooke)

Annual Budget - Revenue and Expense

Year Ended June 30, 2024

	2024	2023 Amended
	Annual Budget	Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	159,926,129	145,344,959
Operating - Tangible Capital Assets Purchased		1,654,418
Special Purpose Funds - Total Expense	32,475,454	29,362,862
Capital Fund - Total Expense	13,215,888	11,774,090
Capital Fund - Tangible Capital Assets Purchased from Local Capital	350,000	350,000
Total Budget Bylaw Amount	205,967,471	188,486,329

Approved by the Board

Signature of the Chairperson of the Board of Education Date Signed

Signature of the Superintendent Date Signed

Signature of the Secretary Treasurer Date Signed

School District No. 62 (Sooke)
 Annual Budget - Changes in Net Financial Assets (Debt)
 Year Ended June 30, 2024

	2024	2023 Amended
	Annual Budget	Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(667,117)</u>	<u>(88,908)</u>
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds		(1,654,418)
From Local Capital	(350,000)	(350,000)
From Deferred Capital Revenue		(21,747,390)
Total Acquisition of Tangible Capital Assets	<u>(350,000)</u>	<u>(23,751,808)</u>
Amortization of Tangible Capital Assets	<u>11,895,751</u>	10,461,149
Total Effect of change in Tangible Capital Assets	<u>11,545,751</u>	<u>(13,290,659)</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>10,878,634</u></u>	<u><u>(13,379,567)</u></u>

School District No. 62 (Sooke)
Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	151,437,995	135,536,363
Tuition	6,879,749	6,899,749
Other Revenue	945,666	945,666
Rentals and Leases	502,500	502,500
Investment Income	353,875	353,875
Total Revenue	160,119,785	144,238,153
Expenses		
Instruction	136,375,613	122,691,092
District Administration	7,121,344	6,870,183
Operations and Maintenance	13,116,992	12,407,348
Transportation and Housing	3,312,180	3,376,336
Total Expense	159,926,129	145,344,959
Net Revenue (Expense)	193,656	(1,106,806)
Budgeted Prior Year Surplus Appropriation	156,344	3,111,224
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased		(1,654,418)
Local Capital	(350,000)	(350,000)
Total Net Transfers	(350,000)	(2,004,418)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 62 (Sooke)

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	150,612,444	129,597,913
ISC/LEA Recovery	(515,866)	(515,866)
Other Ministry of Education and Child Care Grants		
Pay Equity	931,052	931,052
Funding for Graduated Adults	40,000	40,000
Student Transportation Fund	358,365	358,365
FSA Scorer Grant	12,000	12,000
Labour Settlement Funding		5,112,899
Total Provincial Grants - Ministry of Education and Child Care	151,437,995	135,536,363
Tuition		
Continuing Education	90,000	110,000
International and Out of Province Students	6,789,749	6,789,749
Total Tuition	6,879,749	6,899,749
Other Revenues		
Funding from First Nations	515,866	515,866
Miscellaneous		
Grants for Crossing Guards	70,000	70,000
Rebates	51,000	51,000
SGF Discretionary	200,000	200,000
Miscellaneous	108,800	108,800
Total Other Revenue	945,666	945,666
Rentals and Leases	502,500	502,500
Investment Income	353,875	353,875
Total Operating Revenue	160,119,785	144,238,153

School District No. 62 (Sooke)

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Salaries		
Teachers	60,310,293	54,564,115
Principals and Vice Principals	9,909,659	9,745,939
Educational Assistants	16,600,332	13,552,784
Support Staff	15,209,931	13,727,935
Other Professionals	5,506,595	5,281,009
Substitutes	6,173,919	5,437,225
Total Salaries	113,710,729	102,309,007
Employee Benefits	29,188,926	26,065,358
Total Salaries and Benefits	142,899,655	128,374,365
Services and Supplies		
Services	7,343,233	7,631,049
Professional Development and Travel	1,063,697	1,068,586
Rentals and Leases	311,891	386,891
Dues and Fees	153,156	153,156
Insurance	522,651	467,651
Supplies	5,790,202	5,456,617
Utilities	1,815,844	1,780,844
Bad Debt	25,800	25,800
Total Services and Supplies	17,026,474	16,970,594
Total Operating Expense	159,926,129	145,344,959

School District No. 62 (Sooke)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	51,036,397	261,836	158,187	2,368,670	533,374	4,387,991	58,746,455
1.03 Career Programs	245,412			206,505		13,781	465,698
1.07 Library Services	556,467			311,682		6,424	874,573
1.08 Counselling	2,021,227					1,120	2,022,347
1.10 Special Education	4,060,063	282,781	16,080,145	109,172	1,219,585	892,304	22,644,050
1.30 English Language Learning	791,339			131,512			922,851
1.31 Indigenous Education	600,500	253,700	362,000	89,350		41,600	1,347,150
1.41 School Administration		8,685,767		2,681,761		242,544	11,610,072
1.61 Continuing Education				30,938			30,938
1.62 International and Out of Province Students	987,813	273,907		352,000			1,613,720
Total Function 1	60,299,218	9,757,991	16,600,332	6,281,590	1,752,959	5,585,764	100,277,854
4 District Administration							
4.11 Educational Administration		151,668			896,716		1,048,384
4.40 School District Governance					147,500		147,500
4.41 Business Administration	11,075			651,443	2,241,174	119,262	3,022,954
Total Function 4	11,075	151,668	-	651,443	3,285,390	119,262	4,218,838
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				130,693	151,980		282,673
5.50 Maintenance Operations				5,742,002	216,493	383,263	6,341,758
5.52 Maintenance of Grounds				594,113	-		594,113
5.56 Utilities							-
Total Function 5	-	-	-	6,466,808	368,473	383,263	7,218,544
7 Transportation and Housing							
7.41 Transportation and Housing Administration				127,445	99,773		227,218
7.70 Student Transportation				1,682,645		85,630	1,768,275
Total Function 7	-	-	-	1,810,090	99,773	85,630	1,995,493
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	60,310,293	9,909,659	16,600,332	15,209,931	5,506,595	6,173,919	113,710,729

School District No. 62 (Sooke)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	58,746,455	15,574,754	74,321,209	4,285,744	78,606,953	70,213,743
1.03 Career Programs	465,698	130,525	596,223	355,730	951,953	953,555
1.07 Library Services	874,573	225,393	1,099,966	45,194	1,145,160	2,516,165
1.08 Counselling	2,022,347	529,123	2,551,470	6,237	2,557,707	2,787,815
1.10 Special Education	22,644,050	5,825,853	28,469,903	624,549	29,094,452	21,585,936
1.30 English Language Learning	922,851	240,334	1,163,185	160,000	1,323,185	2,635,688
1.31 Indigenous Education	1,347,150	349,425	1,696,575	423,825	2,120,400	2,003,534
1.41 School Administration	11,610,072	2,693,651	14,303,723	669,998	14,973,721	14,375,962
1.61 Continuing Education	30,938	6,005	36,943	19,500	56,443	73,055
1.62 International and Out of Province Students	1,613,720	377,032	1,990,752	3,554,887	5,545,639	5,545,639
Total Function 1	100,277,854	25,952,095	126,229,949	10,145,664	136,375,613	122,691,092
4 District Administration						
4.11 Educational Administration	1,048,384	220,231	1,268,615	596,592	1,865,207	1,825,090
4.40 School District Governance	147,500	9,500	157,000	132,088	289,088	314,088
4.41 Business Administration	3,022,954	692,025	3,714,979	1,252,070	4,967,049	4,731,005
Total Function 4	4,218,838	921,756	5,140,594	1,980,750	7,121,344	6,870,183
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	282,673	65,765	348,438	376,918	725,356	1,100,108
5.50 Maintenance Operations	6,341,758	1,629,520	7,971,278	1,516,016	9,487,294	8,502,817
5.52 Maintenance of Grounds	594,113	146,032	740,145	348,353	1,088,498	1,023,579
5.56 Utilities	-	-	-	1,815,844	1,815,844	1,780,844
Total Function 5	7,218,544	1,841,317	9,059,861	4,057,131	13,116,992	12,407,348
7 Transportation and Housing						
7.41 Transportation and Housing Administration	227,218	55,648	282,866	57,991	340,857	432,446
7.70 Student Transportation	1,768,275	418,110	2,186,385	784,938	2,971,323	2,943,890
Total Function 7	1,995,493	473,758	2,469,251	842,929	3,312,180	3,376,336
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	113,710,729	29,188,926	142,899,655	17,026,474	159,926,129	145,344,959

School District No. 62 (Sooke)

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2024

	2024	2023 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	29,534,354	25,255,691
Other Revenue	2,931,100	4,090,651
Investment Income	10,000	16,520
Total Revenue	32,475,454	29,362,862
Expenses		
Instruction	32,138,577	29,025,985
Operations and Maintenance	336,877	336,877
Total Expense	32,475,454	29,362,862
Budgeted Surplus (Deficit), for the year	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2024

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-	-	-	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	336,877	570,089			192,000	41,650	339,831	789,819	1,564,934
Other				2,000,000				46,000	
Investment Income			10,000						
	336,877	570,089	10,000	2,000,000	192,000	41,650	339,831	835,819	1,564,934
Less: Allocated to Revenue	336,877	570,089	10,000	2,000,000	192,000	41,650	339,831	835,819	1,564,934
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	336,877	570,089			192,000	41,650	339,831	789,819	1,564,934
Other Revenue				2,000,000				46,000	
Investment Income			10,000						
	336,877	570,089	10,000	2,000,000	192,000	41,650	339,831	835,819	1,564,934
Expenses									
Salaries									
Teachers							45,000		30,217
Principals and Vice Principals								46,000	
Educational Assistants		445,382							186,516
Support Staff				8,000	125,000			54,500	153,602
Other Professionals								165,000	
Substitutes				15,000	10,000	19,500		15,000	872,462
	-	445,382	-	23,000	135,000	19,500	45,000	280,500	1,242,797
Employee Benefits		124,707		5,750	33,000	5,950	11,000	67,000	282,476
Services and Supplies	336,877		10,000	1,971,250	24,000	16,200	283,831	488,319	39,661
	336,877	570,089	10,000	2,000,000	192,000	41,650	339,831	835,819	1,564,934
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	School Food Programs	Youth Work Trades
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-	-	-	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	23,798,000	29,044	51,000	6,000	55,400	19,000	175,000	1,565,710	
Other									30,000
Investment Income									
	23,798,000	29,044	51,000	6,000	55,400	19,000	175,000	1,565,710	30,000
Less: Allocated to Revenue	23,798,000	29,044	51,000	6,000	55,400	19,000	175,000	1,565,710	30,000
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	23,798,000	29,044	51,000	6,000	55,400	19,000	175,000	1,565,710	
Other Revenue									30,000
Investment Income									
	23,798,000	29,044	51,000	6,000	55,400	19,000	175,000	1,565,710	30,000
Expenses									
Salaries									
Teachers	18,932,379						36,000		25,000
Principals and Vice Principals							40,000		
Educational Assistants									
Support Staff					40,000		6,000		
Other Professionals									
Substitutes			10,000			5,000	38,000		
	18,932,379	-	10,000	-	40,000	5,000	120,000	-	25,000
Employee Benefits	4,865,621		2,000		14,300	1,000	34,000		5,000
Services and Supplies		29,044	39,000	6,000	1,100	13,000	21,000	1,565,710	
	23,798,000	29,044	51,000	6,000	55,400	19,000	175,000	1,565,710	30,000
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2024

	Academies	Artstarts	Donations	Theatres	TOTAL
	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-	-
Add: Restricted Grants					
Provincial Grants - Ministry of Education and Child Care					29,534,354
Other	806,000	7,600	40,000	1,500	2,931,100
Investment Income					10,000
	806,000	7,600	40,000	1,500	32,475,454
Less: Allocated to Revenue	806,000	7,600	40,000	1,500	32,475,454
Deferred Revenue, end of year	-	-	-	-	-
Revenues					
Provincial Grants - Ministry of Education and Child Care					29,534,354
Other Revenue	806,000	7,600	40,000	1,500	2,931,100
Investment Income					10,000
	806,000	7,600	40,000	1,500	32,475,454
Expenses					
Salaries					
Teachers	70,000				19,138,596
Principals and Vice Principals	20,000				106,000
Educational Assistants					631,898
Support Staff	60,000				447,102
Other Professionals					165,000
Substitutes	9,300				994,262
	159,300	-	-	-	21,482,858
Employee Benefits	38,000				5,489,804
Services and Supplies	608,700	7,600	40,000	1,500	5,502,792
	806,000	7,600	40,000	1,500	32,475,454
Net Revenue (Expense)	-	-	-	-	-

School District No. 62 (Sooke)
 Annual Budget - Capital Revenue and Expense
 Year Ended June 30, 2024

	2024 Annual Budget			2023 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care	1,258,660		1,258,660	3,149,338
Amortization of Deferred Capital Revenue	11,034,978		11,034,978	9,581,173
Amortization of Deferred Capital Revenue - For Lease	61,477		61,477	61,477
Total Revenue	12,355,115	-	12,355,115	12,791,988
Expenses				
Operations and Maintenance	1,320,137		1,320,137	1,312,941
Amortization of Tangible Capital Assets				
Operations and Maintenance	11,266,342		11,266,342	9,885,560
Transportation and Housing	629,409		629,409	575,589
Total Expense	13,215,888	-	13,215,888	11,774,090
Net Revenue (Expense)	(860,773)	-	(860,773)	1,017,898
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased			-	1,654,418
Local Capital		350,000	350,000	350,000
Total Net Transfers	-	350,000	350,000	2,004,418
Other Adjustments to Fund Balances				
Tangible Capital Assets WIP Purchased from Local Capital	350,000	(350,000)	-	
Total Other Adjustments to Fund Balances	350,000	(350,000)	-	
Budgeted Surplus (Deficit), for the year	(510,773)	-	(510,773)	3,022,316

Board Info Note

May 23, 2023

Agenda Item: 7.3 – External Community Member Appointment

Background

- Pursuant to Section 2 (Composition of the Audit Committee) of the Board’s Audit Committee Regulation (Regulation F-335), the Audit Committee will be comprised of three members, including two trustees of the Board as appointed by the Board and one external community member appointed by the Board, who may be recommended by the Selection Committee.
- Pursuant to Section 1.6 (Membership) of the Board’s School Board Committees Regulation (Regulation A-340), the Chairperson of the Board shall appoint the two trustees to the Audit Committee.
- As Regulation A-340 does not speak to the appointment process for the external community member, the process noted in Regulation F-355 applies – that the external community member is to be appointed by the Board.
- Joan Axford was first appointed as the external community member of the Audit Committee in 2018 and reappointed in 2021 for a second term ending June 30, 2023.
- Pursuant to Section 6 (Term of Appointment) of Regulation F-335, an individual who is not a trustee of the Board may not be appointed to the Audit Committee more than twice unless:
 - The position has been advertised for at least 30 days.
 - After the 30 days, the Selection Committee did not identify any potential candidates.
- Regulation F-335 and Regulation A-340 have been provided for the Board’s review.

Appointment Process

- With Joan’s second term coming to an end on June 30th, the process to appoint a successor to Joan commenced in order to have someone in place for the September Audit Committee meeting.
- Pursuant to Section 4 (Selection Committee) of Regulation F-335, a Selection Committee will identify persons who are not trustees of the Board as potential candidates for appointment to the Audit Committee by the Board.

- The Selection Committee was composed of:
 - The superintendent (Scott Stinson).
 - A member of senior management (David Lee-Bonar).
 - The chair of the Board or a trustee of the Board designated by the chair (Amanda Dowhy).

- Pursuant to Section 3 (Eligibility for Appointment of Persons who are not Trustees of the Board) of Regulation F-335, a person who is not a trustee of the Board member may be appointed to and serve on the Board's Audit Committee only if they:
 - Are a Canadian citizen who is 18 years of age or older and a resident of British Columbia.
 - Have accounting, financial management or other relevant business experience that would enable them to understand the accounting and auditing standards applicable to the Board.
 - Is not an employee or officer of the Board at the time of appointment.
 - Does not have a conflict of interest at the time of appointment.
 - Is not an undischarged bankrupt or a person who would be disqualified under the School Act or any other enactment from being nominated for, being elected to, or holding office as a trustee of the Board.
 - Are identified by a trustee of the Board or by the Selection Committee as a potential candidate for appointment.

- The Selection Committee created an advertisement for distribution of the Audit Committee position. The advertisement has been provided for the Board's review.

- The Selection Committee shared the advertisement with three potential candidates to gauge interest. Two of these individuals applied for the Audit Committee position.

Recommendation

- Upon review of the applications received, the Selection Committee have identified George Ambeault, former Secretary Treasurer of the Greater Victoria School District (SD61), as the preferred candidate and are asking the Board to consider supporting the following motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) appoint George Ambeault as the external community member to the Audit Committee for the time period of July 1, 2023, to June 30, 2026.

Prepared by:

David Lee-Bonar, Assistant Secretary-Treasurer



Volunteer Opportunity

Are you an experienced finance, accounting or bookkeeping manager with an interest in School District Governance? The Sooke School District is looking for a volunteer to join our Audit Committee as a non-voting external community member.

Adjacent to Victoria on southern Vancouver Island, the Sooke School District is the fastest growing school district on Vancouver Island and one of the fastest growing districts in BC.

The District operates in five municipalities: Langford, Colwood, Metchosin, Sooke and the Highlands and acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of Esquimalt Nation and Songhees Nation.

The District employs over 1,900 educators and support staff and serves over 12,800 students. More about the District including the Board of Education and the Strategic Plan can be found on our website at www.sd62.bc.ca.

Commitments:

- Three-year term, with the possibility of a renewal (subject to Board and Member approval).
- Willingness to attend approximately 4 meetings per year at the call of the Chair of the Audit Committee.

Responsibilities:

- Meet with or require the attendance of management, the internal auditor, external auditor, or legal counsel at meetings of the Audit Committee.
- Meet with the Board's external or internal auditor, counsel, accountants or other professionals, without the presence of staff.
- Require the Board's internal or external auditor to provide reports to the Audit Committee.
- Have access to all records of the Board.

Qualifications:

- Is a Canadian citizen who is 18 years of age or older and a resident of British Columbia.
- Has accounting, financial management or other relevant business experience that would enable them to understand the accounting and auditing standards applicable to the Board.
- Is not an employee or officer of the Board at the time of appointment.
- Does not have a conflict of interest at the time of appointment. A person has a conflict of interest if their parent, child or spouse is employed by or an officer of the Board.
- Is not an undischarged bankrupt or a person who would be disqualified under the *School Act* or any other enactment from being nominated for, being elected to or holding office as a trustee of the Board.

Candidates with a professional accounting designation and/or a financial background in school districts are preferred.

How to apply:

To apply for this position, submit a resume and cover letter outlining your interest and qualifications to:

David Lee-Bonar
Assistant Secretary-Treasurer
dleebonar@sd62.bc.ca

The Sooke School District is an equal opportunity employer that is committed to diversity, equity and inclusion in the workplace that is free of discrimination and harassment. We believe in a learning and work environment that is welcoming and safe that values, reflects and appreciates differences.

School District #62 (Sooke)

SCHOOL BOARD COMMITTEES	No.: A-340
	Effective: Jan. 13/81 Revised: 26/04/83; 13/12/85; 24/03/87; 24/11/92; 23/05/95; 13/05/97; 08/12/98; Jan. 19/15; Apr. 24/18; Dec. 10/19 Reviewed: Dec. 8/14; Jan. 19/15; Jan. 9/18; Mar. 12/18; Mar. 13/18; Dec. 10/19

ADMINISTRATIVE REGULATIONS

1. General

- 1.1 The Board may establish such committees as it considers desirable.
- 1.2 Standing Committees exist to provide an opportunity to deliberate on issues of ongoing importance to the District in an open and inclusive manner.
- 1.3 Meetings may be in public, or where warranted in-camera.
- 1.4 A standing committee will consider matters referred to it by the Board, and may consider items suggested by staff, trustees, committee representatives or members of the community.

1.5 **Standing Committees:**

The Board will establish the following standing committees to conduct its business:

1.5.1 **Audit (Financial Statements Review Committee)**

Mandate: The Audit Committee will assist the Board in fulfilling its governance and oversight responsibilities and may consider matters pertaining to:

- Financial reporting;
- Internal control, information systems and risk management;
- External audit; and
- Internal audit.

1.5.1.1 **Contact:** Secretary-Treasurer

1.5.1.2 **Operations:**

- The Audit Committee shall be chaired by a trustee.
- The committee will meet as necessary during the school year.
- Reports and recommendations from this committee shall be prepared for the subsequent regular meeting of the Board of Education.

1.5.2 **Education – Policy Committee**

Mandate: To meet with the Superintendent, other appropriate staff, and district partner groups to review and recommend to the Board direction and actions pertaining to:

- Provision of educational programs for students, including curriculum, instruction and assessment;
- Student learning, including student support services;
- Learning resources;
- Research on teaching and learning;
- Showcase district programs and effective teaching practices;

- achievement accountability;
- periodically and systematically review Board policies with the intent of ensuring that policies remain useful, current and understandable;
- Present recommendations for new and revised policy for Board approval; and,
- other matters referred to it by the Board.

1.5.2.1 **Contact:** Superintendent.

1.5.2.2 **Operations**

- The Education-Policy committee shall be chaired by a trustee.
- It will ordinarily meet on the first Tuesday of every month from September to June.
- Reports and recommendations from this committee shall be prepared for the subsequent regular meeting of the Board of Education.

1.5.3 **Resources Committee**

Mandate: To meet with the Secretary-Treasurer, other appropriate staff, and district partner groups to review and recommend to the Board direction and actions pertaining to:

- Building construction, maintenance and district facilities, transportation and custodial services;
- Develop and recommend to the Board long range planning for accommodating the District's needs related to sites and buildings;
- Make recommendations to the Board regarding the annual Capital Budget submission to the Ministry of Education;
- Consider and make recommendations to the Board on the District's operating, special purpose and capital budgets;
- Consider and recommend to the Board new or adjusted bylaws;
- Consider and make recommendations to the Board on the District's business and accounting services;
- Consider, recommend and provide advice and information to the Board related to human resources; and,
- other matters referred by the Board.

1.5.3.1 **Contact:** Secretary-Treasurer.

1.5.3.2 **Operations:**

- The Resources committee shall be chaired by a trustee.
- It will ordinarily meet on the second Tuesday of every month from September to June.
- Reports and recommendations from this committee shall be prepared for the subsequent regular meeting of the Board of Education.

1.6 **Membership:**

1.6.1 In December of each year, the Chairperson of the Board shall appoint three Trustees to the Education-Policy committee, three trustees to the Resources committee, and two trustees to the Audit committee, after consultation with Trustees. If an appointed Trustee is absent from a committee meeting, the Board Chairperson may act as an alternate committee member or appoint another trustee.

- 1.6.2 The Chairperson of the Board shall also designate the Chairperson of each standing committee.
- 1.6.2.1 In addition to ensuring the proper functioning of committee meetings, the Committee Chair shall also be responsible for setting the committee agenda, in collaboration with the Board Chair and designated staff contact, and reporting the proceedings of the committee meeting back to the Board of Education.
- 1.6.3 The Superintendent or designate and the Chairperson of the Board shall be ex officio members of all standing committees. In addition, members of the district's staff may be invited to assist a committee with its business.
- 1.6.4 The Chairperson of the Board may be named as a regular member of any standing committee, but shall not serve as Chairperson of the standing committee.
- 1.6.5 Any trustee not assigned as a committee member may attend any committee meeting as a guest in order to participate in discussion or debate, but may not vote.
- 1.6.6 Only Trustees, District Staff and invitees may attend in-camera sessions.
- 1.6.7 Where there are public sessions of a standing committee, the following groups will be invited to appoint a representative:
- Sooke Teachers' Association (STA);
 - CUPE Local 459;
 - Sooke Principals and Vice-Principals Association (SPVPA);
 - Sooke Parent Education Advisory Council (SPEAC); and
 - Student representatives.
- 1.7 **Committee Procedures:**
- 1.7.1 No committee shall make recommendations when fewer than two appointed Trustee committee members are present.
- 1.7.2 All committee members and attendees (including members of the public) are able to participate fully in discussion, however, only Trustees appointed to the committee will vote on recommendations to the Board.
- 1.7.3 Standing committees will function in a formal manner under Robert's Rules of Order, permitting the kind of free-flowing discussion anticipated for committee of the whole work.
- 1.7.4 Written notice of committee meetings and agendas shall be available for all Trustees, representative members, and the public at least three days prior to committee meeting dates.
- 1.7.5 Agenda preparation:
- 1.7.5.1 Agenda preparation shall be the responsibility of the committee's Chairperson, supported by staff assigned to assist that committee.
- 1.7.5.2 Preference on the agenda will be items referred by the Board through formal motion.
- 1.7.5.3 District staff may bring items forward to standing committee meetings for consideration and recommendation to the Board of Education.
- 1.7.5.4 Individual trustees may advance an item to a Board Standing Committee through:
- 1.7.5.4.1 Formal motion of the Board, or
- 1.7.5.4.2 Individual trustees may request that the Committee Chair add the item to the agenda after first discussing the item with the Superintendent or Secretary-Treasurer.

- 1.7.6 Committee Reports:
 - 1.7.6.1 Committee reports shall be the responsibility of the committee's chairperson, supported by staff assigned to assist that committee.
 - 1.7.6.2 Standing committees shall report on the activities and recommendations of the committee at subsequent regular Board of Education meetings.
 - 1.7.6.3 Committee recommendations for Board consideration shall be written in the form of Board motions for debate. Each recommendation will be dealt with individually.
 - 1.7.6.4 Each committee chairperson, at the completion of their report, will move that the report be accepted by the Board.
 - 1.7.7 Any matters considered by a committee of the Board which have financial implications are to be referred to the Resources Committee for comment before the originating committee brings the matter to the Board.
 - 1.7.8 District staff will support the committee chairperson by acting as secretary in order to complete committee reports for the committee chairperson's approval.
- 1.8 **Special or Ad Hoc Committees:**
- 1.8.1 The Board may establish special or ad hoc committees to study, investigate or report on specific matters.
 - 1.8.2 The Board shall determine a period within which a special committee shall present a report to the Board.
 - 1.8.3 The purpose and terms of reference of a special or ad hoc committee shall be defined in writing and approved by the Board before members of the committee are named, except when the Board asks the committee to recommend its own terms of reference for Board approval. The recommendations of a special or ad hoc committee shall be confined to its terms of reference.
 - 1.8.4 Membership on a special or ad hoc committee shall be limited in number to a minority of Trustees holding office at the time of the committee's appointment, and to members of the Board's staff appointed to the committee by the chairperson of the Board, in consultation with the Superintendent. In addition, the Board may appoint members of the community who, in the Board's judgement, may assist the committee in its work.
 - 1.8.5 The Chairperson of the Board shall name the chairperson of the special or ad hoc committee. The committee chairperson shall preside at all special or ad hoc committee meetings.
 - 1.8.6 Dates, times and places for meetings will be determined by members of the committee. Notice of meeting and agenda will be given to members at least three days prior to the meeting.
 - 1.8.7 A report of the items discussed and recommendations made by the committee will be kept and will be made available to committee members and to the Board.

School District #62 (Sooke)

AUDIT COMMITTEE	No.: F-335
	Effective: May 22/18 Revised: Oct 12/21; Nov. 2/21 Reviewed: Apr. 24/18; Nov. 2/21

ADMINISTRATIVE REGULATIONS**AUDIT COMMITTEE POWERS, STRUCTURE AND OPERATIONS****1. Powers of the Audit Committee**

In carrying out its functions and duties, the Audit Committee has the power to:

- (a) With the prior approval of the Board, retain counsel, accountants or other professionals to advise or assist the Audit Committee.
- (b) Meet with or require the attendance of Management, internal or external auditor or legal counsel or representatives from a reporting entity of the Board at meetings of the Audit Committee, and require such persons or entities to provide any information and explanation that may be requested.
- (c) Where the Audit Committee determines it is appropriate, meet with the Board's external or internal auditor, counsel, accountants or other professionals, without the presence of staff.
- (d) Require the Board's internal or external auditor to provide reports to the Audit Committee.
- (e) Have access to all records of the Board.

2. Composition of the Audit Committee

The Audit Committee will be comprised of three members, including two trustees of the Board as appointed by the Board and one external community member appointed by the Board, who may be as recommended by the Selection Committee.

The majority of Audit Committee members will be trustees of the Board.

3. Eligibility for Appointment of Persons who are not Trustees of the Board

A person who is not a trustee of the Board member may be appointed to and serve on the Board's Audit Committee only if he or she:

- (a) Is a Canadian citizen who is 18 years of age or older and a resident of British Columbia.

- (b) Has accounting, financial management or other relevant business experience that would enable him or her to understand the accounting and auditing standards applicable to the Board.
- (c) Is not an employee or officer of the Board at the time of appointment.
- (d) Does not have a conflict of interest at the time of appointment.
- (e) Is not an undischarged bankrupt or a person who would be disqualified under the *School Act* or any other enactment from being nominated for, being elected to or holding office as a trustee of the Board.
- (f) Was identified by a trustee of the Board or by the Selection Committee as a potential candidate for appointment to the Audit Committee.

A person has a conflict of interest if his or her parent, child or spouse is employed by or an officer of the Board.

4. Selection Committee

A selection committee (the “**Selection Committee**”) will identify persons who are not trustees of the Board as potential candidates for appointment to the Audit Committee by the Board.

The Selection Committee shall be composed of:

- (a) The superintendent.
- (b) A member of senior management.
- (c) The chair of the Board or a trustee of the Board designated by the chair.

5. Chair of the Audit Committee

The Chairperson of the Board will designate the Chairperson of the Audit Committee.

If at any meeting of the Audit Committee the chair is not present, the members present may elect a chair for that meeting.

6. Term of Appointment

The term of office of each member of the Audit Committee shall be determined by the Board Chair upon appointment of the member. The term of office of a member of the Audit Committee who is a trustee of the Board will not exceed four years or the trustee’s term of office as a trustee of the Board. The term of office of a member of the Audit Committee who is not a trustee of the Board will not exceed three years.

A member of the Audit Committee may be reappointed for subsequent terms.

An individual who is not a trustee of the Board may not be appointed to the Audit Committee more than twice unless:

- (a) The position has been advertised for at least 30 days.
- (b) After the 30 days, the Selection Committee did not identify any potential candidates.

When the term of a member of the Audit Committee expires, the member may continue as a member until a successor is appointed or the member is reappointed.

7. Meetings

The Audit Committee will meet at least three times in each fiscal year at the call of the chair of the Audit Committee, and at such other times as the chair considers advisable.

Each member of the Audit Committee who is a trustee of the Board shall have one vote. A member of the Audit Committee who is not a trustee of the Board shall be a non-voting member. The Audit Committee will make decisions by resolution. In the event of a tie vote, the chair is entitled to cast a second vote.

A majority of the members of the Audit Committee constitutes a quorum for meetings of the Audit Committee.

The chair of the Audit Committee will ensure that minutes are taken at each meeting and provided to the members of the Audit Committee before the next meeting.

8. Codes of Conduct

Any code of conduct of the Board that applies to trustees of the Board also applies to members of the Audit Committee who are not trustees of the Board in relation to their functions, powers and duties as members of the Audit Committee.

9. Remuneration and Compensation

A person shall not receive any remuneration for serving as a member of the Audit Committee. The Board will establish policies respecting the reimbursement of members of its Audit Committee for expenses incurred as members of the Audit Committee.

10. Declaration of Conflicts

Every member of the Audit Committee will, when he or she is appointed to the Audit Committee for the first time and at the first meeting of the Audit Committee in each fiscal year, submit a written declaration to the chair of the Audit Committee declaring whether he or she has a conflict of interest.

A member of the Audit Committee who becomes aware after his or her appointment that he or she has a conflict of interest will immediately disclose the conflict in writing to the other members of the Audit Committee.

If a member or his or her parent, child or spouse could derive any financial benefit relating to an item on the agenda for a meeting, the member will declare the potential benefit at the start of the meeting and withdraw from the meeting during the discussion of the matter and shall not vote on the matter.

If no quorum exists for the purpose of voting on a matter only because a member is not permitted to be present at the meeting because of the conflict, then the remaining members will be deemed to constitute a quorum for the purposes of the vote.

If a potential benefit is declared, a detailed description of the potential benefit declared will be recorded in the minutes of the meeting.

11. Reporting

The Audit Committee will report to the Board annually, and at any other time that the Board may require, or the Audit Committee may consider appropriate, on the Audit Committee's performance of its duties. The report will include:

- (a) A summary of the work performed by the Audit Committee since the last report.
- (b) The results of any review conducted by the Audit Committee and any findings and recommendations of the Audit Committee to the Board.
- (c) An assessment by the Audit Committee of the Board's progress in addressing any findings and recommendations that have been made by the internal or external auditor.
- (d) A summary of the matters addressed by the Audit Committee at its meetings.
- (e) The attendance record of members of the Audit Committee.
- (f) A written report evaluating the Audit Committee's performance.
- (g) Any other matter that the Audit Committee considers relevant.

12. Minutes

The minutes of the Audit Committee meetings will accurately record each decision reached by the Audit Committee. The secretary treasurer, or such other person as may be designated by the Audit Committee will keep the minutes of the proceedings of all meetings of the Audit Committee. The minutes will be distributed to the Audit Committee members with copies to the superintendent, the external auditor and others as directed by the Audit Committee.

13. Audit Committee Performance

On an annual basis, the Audit Committee will assess its performance in fulfilling the duties and responsibilities set out in this Terms of Reference. The assessment will review the performance of the Audit Committee, as well as the contribution and participation of the individuals that comprise the Audit Committee. The evaluation may be a self-assessment or may involve facilitation or review by an external party.

14. Orientation and Education

All members of the Audit Committee will be provided with an orientation to the Audit Committee's duties and functions upon appointment and be offered financial literacy training.

DUTIES OF THE AUDIT COMMITTEE

15. Financial Reporting Processes

The Audit Committee has the following duties related to the Board's financial reporting process:

1. To review the Board's financial statements, including:
 - a. Relevant accounting and reporting practices and issues.

- b. Complex or unusual financial and commercial transactions.
 - c. Material judgments and accounting estimates.
 - d. Any departures from accounting principles that are applicable to the Board.
2. To review, before the results of an annual external audit are submitted to the Board:
 - a. The results of the annual external audit.
 - b. Any difficulties encountered during the external auditor's work, including any restrictions or limitations on the scope of the external auditor's work or on the external auditor's access to required information.
 - c. Any significant changes the external auditor made to the audit plan in response to issues that were identified during the audit.
 - d. Any significant disagreements between the external auditor and the superintendent and/or secretary treasurer and how those disagreements were resolved.
 3. To review the Board's annual financial statements and consider whether they are complete, are consistent with any information known to the Audit Committee members and reflect accounting principles applicable to the Board.
 4. To recommend, if the Audit Committee considers it appropriate to do so, that the Board approve the annual audited financial statements.
 5. To review all matters that the external auditor is required to communicate to the Audit Committee under generally accepted auditing standards.
 6. To review with the external auditor material written communications between the external auditor and the superintendent or secretary-treasurer.
 7. To ask the external auditor about whether the financial statements of the Board's reporting entities, if any, have been consolidated with the Board's financial statements.
 8. To ask the external auditor about any other relevant issues.

16. Internal Controls

The Audit Committee has the following duties related to the Board's internal controls:

1. To review the overall effectiveness of the Board's internal controls.
2. To review the scope of the internal and external auditor's reviews of the Board's internal controls, any significant findings and recommendations by the internal and external auditors and the responses of the Board's staff to those findings and recommendations.
3. To discuss with the Board's senior management the Board's significant financial risks and the measures management have taken to monitor and manage these risks.

17. Internal Audit

The Audit Committee has the following duties related to the Board's internal auditor:

1. To review the internal auditor's mandate, activities, staffing and organizational structure
2. To make recommendations to the Board on the content of annual or multi-year internal audit plans and on all proposed major changes to plans.
3. To ensure there are no unjustified restrictions or limitations on the scope of the annual internal audit.
4. To review at least once in each fiscal year the performance of the internal auditor and provide the Board with comments regarding his or her performance.
5. To review the effectiveness of the internal auditor, including the internal auditor's compliance with standards for internal auditing.
6. To meet on a regular basis with the internal auditor to discuss any matters that the Audit Committee or internal auditor believes should be discussed.
7. To review with the superintendent and secretary-treasurer and the internal auditor:
 - a. Significant findings and recommendations by the internal auditor during the fiscal year and the responses of the management to those findings and recommendations.
 - b. Any difficulties encountered during the internal auditor's work, including any restrictions or limitations on the scope of the internal auditor's work or on the internal auditor's access to required information.
 - c. Any significant changes the internal auditor made to the audit plan in response to issues that were identified during the audit.

18. External Auditor

The Audit Committee has the following duties related to the Board's external auditor:

1. To review at least once in each fiscal year the performance of the external auditor and make recommendations to the Board on the appointment, replacement or dismissal of the external auditor and on the fee and fee adjustment for the external auditor.
2. To review the external auditor's audit plan, including:
 - a. The external auditor's engagement letter.
 - b. How work will be coordinated with the internal auditor to ensure complete coverage, the reduction of redundant efforts and the effective use of auditing resources.
 - c. The use of independent public accountants other than the external auditor of the Board.
3. To make recommendations to the Board on the content of the external auditor's audit plan and on all proposed major changes to the plan.
4. To review and confirm the independence of the external auditor.
5. To meet on a regular basis with the external auditor to discuss any matters that the Audit Committee or the external auditor believes should be discussed.

6. To attempt to resolve any disagreements between the superintendent and/or secretary treasurer and the external auditor about financial reporting.

7. To recommend to the Board a policy designating services that the external auditor may perform for the Board and, if the Board adopts the policy, to oversee its implementation.

**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
May 2, 2023 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
Russ Chipps, Trustee (Committee Member)
Cendra Beaton, Trustee (Committee Member)
Amanda Culver, STA
Lou Leslie, CUPE
Sandra Arnold, SPEAC
Georgette Walker, SPVPA
Scott Stinson, Superintendent/CEO
Paul Block, Associate Superintendent
Monica Braniff, Associate Superintendent
Windy Beadall, Acting Associate Superintendent

Guests: Dan Beattie, Melissa Horner, Denise Wehner, Farzaan Nusserwanji, Francis Gichohi,
Wayne Kelly

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. Opening Remarks from Chair, Allison Watson

Chair Watson took a moment to acknowledge Superintendent Scott Stinson in honour of his retirement announcement. She spoke about the Red Dress walk on May 5 that begins at Spencer, picks up students at Ruth King and ends with a ceremony of red dresses at Savory Elementary. She also noted that Bus Driver Appreciation day is Friday, May 19.

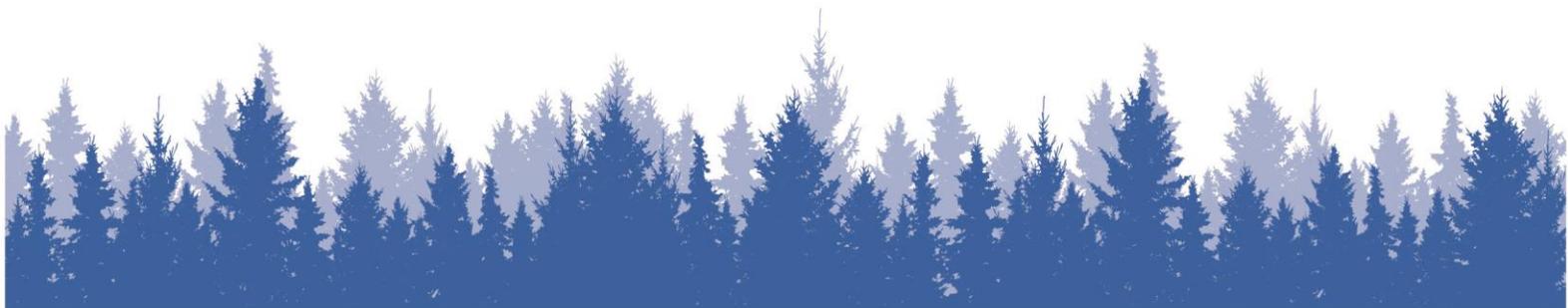
3. COMMITTEE REPORT of April 4, 2023 Education-Policy Committee meeting

The committee report for the April 4, 2023 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. BAA COURSE PROPOSALS

a. Personal and Social Development 10 – Dan Beatty and Melissa Horner

Melissa Horner, Belmont Vice-Principal, introduced the course and synopsis and introduced Belmont teacher, Dan Beattie. Mr. Beattie spoke to the target audience and the how and why



this course will be a great addition in supporting students to develop their social and personal attributes and skills. Questions were asked of and responded to by the presenters.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) approve the Board/Authority Authorized Course “Personal and Social Development 10”.

5. REVIEW OF POLICIES/REGULATIONS

- a. Draft Revised Policy and Regulations B-330 “Learning Assessment – Denise Wehner
Denise Wehner, District Principal – Curriculum Transformation, provided a summary of the revisions in the policy and the rationale for the updates. Questions were asked by the Sooke Teachers’ Association representative, Amanda Culver, and responded to by Denise Wehner and Paul Block. The S.T.A will forward any further questions to Denise and Paul for further clarification.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations B-330 “Learning Assessment”.

- b. Draft Revised Policy and Regulations D-330 “Governance of FOIPPA” - Farzaan Nusserwanji
Farzaan Nusserwanji, Chief Information Officer and Francis Gichohi, Manager of Cyber Security and Privacy, provided a summary of the context and the primary rationale (legislative) to bring the draft revised policy and regulations forward for discussion and Notice of Motion. Questions were asked of and responded to by the presenters. Questions primarily focused on seeking clarity surrounding parent/guardian requests for student records.

Recommended Motion:

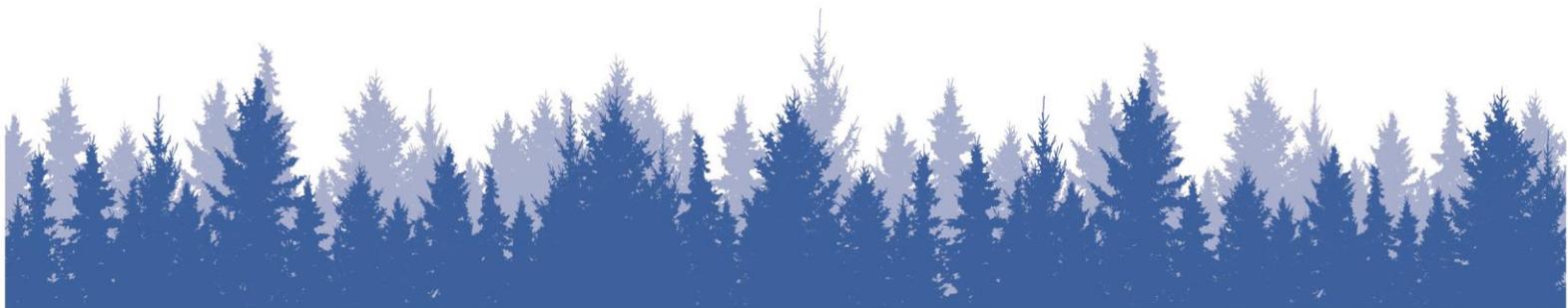
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations D-330 “Governance of FOIPPA”.

6. NEW BUSINESS

- a. Quarter 3 Report on Operational Plan 2022-23 – Scott Stinson
Scott Stinson provided a brief summary of the report to the committee and brought attention to highlights of Quarter 3 work and progress achieved by staff. Questions were asked of and responded to by Mr. Stinson.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the Quarter 3 Report as presented at the Education-Policy Committee meeting of May 2, 2023.



b. Notice of School Naming Process – “Eagle Ridge” New Secondary School Site for the 2023-2024 School Year – Wayne Kelly and Paul Block

Wayne Kelly, District Principal – District Academy Programs and Paul Block presented the concept and rationales for the “Eagle Ridge” Secondary School Site and the initiation of a school naming process for the site. Questions were asked of and responded to by Mr. Kelly and Mr. Block. Questions primarily focused on seeking clarity surrounding student profile and programs, the opportunity for students to attend and responding to questions and perceptions in regard to equity.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) approve the creation of a new school (via application to the Ministry of Education and Child Care for a new school number) located at the Eagle Ridge Recreation Centre.

c. EMCS Softball Academy Proposal and Presentation – Wayne Kelly

Wayne Kelly provided a brief summary of the community interest, program highlights and the process to gain community support of the proposal for a Softball Academy program at EMCS. Questions were asked of and responded to by Mr. Kelly.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) approve the SD62 Softball Academy at Edward Milne Community School to begin in September 2023.

7. **FOR INFORMATION**

a. Feeding Futures School Food Program – Scott Stinson

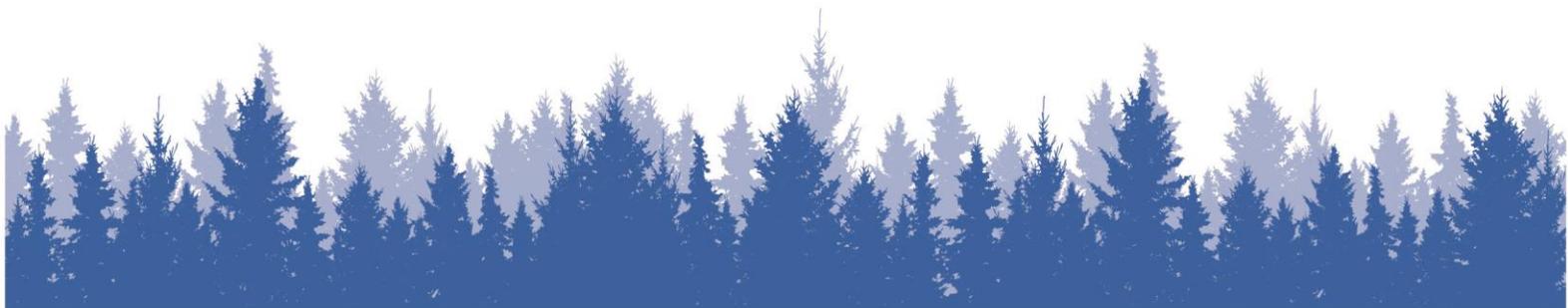
Scott Stinson provided a brief summary of the Feeding Futures School Food Program. The District has received 1.5 million dollars in funding for the 23/24 school year to build out the program that provides services such as, but not exclusive to, delivery of meals, food preparation and food security for students in our schools and by extension our community. Questions were asked of and responded to by Scott.

b. Diversity, Equity and Inclusion Audit Update – Monica Braniff

Monica Braniff provided a brief summary of the District’s Diversity, Equity and Inclusion Audit. The District’s partner, Bakau Consulting, developed the survey that has been available to staff across the district. The District has received feedback from partner groups about the survey and are sharing and learning from the feedback as it continues to work with Bakau Consulting to complete the audit. Questions were asked of and responded to by Ms. Braniff.

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** June 6, 2023





Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Sooke School District SD62	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Dan Beattie	Date Developed: January 2023
School Name: Belmont Secondary School	Principal's Name: Laura Fulton
Superintendent Approval Date (for School Districts only): 	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: 	Board/Authority Chair Signature:
Course Name: Personal and Social Development	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:

None. Ideally lead by an Inclusive Education Services teacher.

Course Synopsis:

Social wellbeing is one of the key dimensions of total/holistic wellbeing. This course aims to provide students who experience social difficulties with the knowledge, skills, and competencies to engage effectively in social interactions. Improvements in personal and social skills lead to improvements in personal and social wellbeing and this course will include direct instruction in the social skills necessary to make and maintain friendships and thrive amongst others in the greater community, including problem-solving and conflict resolution.

Goals and Rationale:

This course has been developed to provide opportunities for students with social skills deficits to describe, practice, and/or demonstrate:

- wellbeing, including the inter-relationship of the 3 dimensions of wellbeing (social, mental & emotional, and physical)
- strategies and competencies to reduce anxiety
- effective communication skills and competencies
- conflict resolution
- leadership
- personal and social responsibility – including cooperation, supporting and encouraging others
- acceptance of diversity and inclusiveness

Aboriginal Worldviews and Perspectives:

This course will be inclusive of The First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

BIG IDEAS

Social competence in attaining and maintaining satisfying social relationships is related to an improved quality of life

Social skills and social wellbeing have a bi-directional relationship to personal mental and emotional wellbeing.

Being able to work collaboratively with a variety of peers and adults is beneficial to learning.

An understanding of an individual's social skills, strengths, and deficits can help improve self-advocacy, goal setting, and self-efficacy.

Socially aware and responsible individual contribute positivity to their family, community, and environment.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Communication</p> <ul style="list-style-type: none"> • Demonstrate having a shared 2-way conversation • Demonstrate the ability to enter and exit a conversation • Describe how to engage safely in online communication <p>Decision Making</p> <ul style="list-style-type: none"> • Describe how to choose appropriate friends • Describe or demonstrate appropriate use of humour • Identify goals and create both long and short-term SMART goals. • Develop strategies to look at actions and decisions from multiple viewpoints. • Explore empathy through instructional practices such as role play or comic book conversations. <p>Self-Management</p> <ul style="list-style-type: none"> • Demonstrate self-regulation skills • Demonstrate how to be a good sport • Describe appropriate technology use for self and around others <p>Relationship Building</p> <ul style="list-style-type: none"> • Describe how to have successful get-togethers 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • The interconnected nature of the dimensions of wellbeing • The signs and symptoms of anxiety, and strategies to manage anxiety • Differences between a 1 way and a 2-way conversation • How to start an individual conversation, including small talk, appropriate questions. • Online safety, including signs of online scams and social safety. • Appropriate use for a variety of technology tools, such as voicemail, email, text messaging. • Common social errors • Appropriate social topics and audience for humour • Core social skills needed to make and keep friends • Valid ways to handle conflict and rejection • Goal setting, including SMART goals and short and long-term goals • Causes and effects of behaviours and actions • Empathy and empathetic behaviours • Organization and time management techniques, such as use of calendars, reminders, and journals. • Self-awareness strategies and self-regulation techniques, such as box breathing, mindfulness, self-soothing. • Sport and game decorum

<ul style="list-style-type: none"> • Demonstrate how to manage arguments, handle teasing, bullying, and other forms of social rejection 	<ul style="list-style-type: none"> • Healthy limits for skills use • Personal and social impacts of technology use • Social norms around hosting or visiting others • Conflict resolution skills • Strategies to identify root cause of social issues causing conflict
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Recommended Instructional Components:

- Modeling
- Role play
- Rehearsal
- Providing feedback
- Real-world practice
- Direct Instruction
- Game-based learning

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Formative and summative assessments
- Feedback
- Self-assessment

Learning Resources:

- The PEERs Curriculum for School-Based Professionals. Social Skills Training for Adolescents with Autism Spectrum Disorder
- Worksheets! For Teaching Social Thinking and Related Skills
- Social Skills Training for Children with Asperger Syndrome and High-Functioning Autism

Additional Information:

None.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 23, 2023

Draft revised Policy and Regulations B-330 "Learning Assessment" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations B-330 "Learning Assessment".

School District #62 (Sooke)

LEARNING ASSESSMENT	No.: B-330
	Effective: Apr. 12/83 Revised: Reviewed: Oct. 20/15; May 2/23; May 23/23

SCHOOL BOARD POLICY

The Board recognizes that assessment of learning is an essential part of educational programs. Therefore, the district, under the direction of the Superintendent of Schools, and in consultation with professional staff, shall maintain an assessment program which is **assessment practices which are** designed to:

1. assess the growth and/or achievement of students in one or more subject areas by periodic evaluation of student work;
2. assess the extent to which district educational goals are met;
3. support classroom and school-based assessment programs.

The District Assessment Program **District assessment practices** will be cyclical in nature, with careful attention given to coordinating the program with the Provincial Assessment Program **alignment of the K – 12 Reporting Policy Framework Guidelines.**

~~After each assessment, a systematic follow-up procedure will be undertaken to ensure that the decisions for action described in the assessment results are implemented.~~

The District assessment Program **practices** will have administrative regulations which describe the roles and responsibilities of the professional staff related to:

- a. classroom assessments
- b. school-based assessments
- c. district-wide assessments
- d. provincial assessments

The Superintendent of Schools shall provide the Board of Education with a report, including recommendations and follow-up procedures, after each provincial and each district-wide assessment, and shall advise the Board of the results of the follow-up action.

Resources**BC Ministry of Education**

[Student Learning Assessment Order](#)

[Classroom Assessment and Reporting](#)

[K-12 Student Reporting Policy- Communicating Student Learning Guidelines \(gov.bc.ca\)](#)

School District #62 (Sooke)

LEARNING ASSESSMENT	No.: B-330
	Effective: Apr. 12/83 Revised: Reviewed: Oct. 20/15; May 2/23; May 23/23

ADMINISTRATIVE REGULATIONS

The Sooke Board of Education is committed to supporting student learning through quality assessment practices. Assessment is part of the learning process that represents each learner's unique character. Assessment procedures must be developed in accordance with BC Ministerial Orders and Policies, Guidelines, and relevant Sooke School District policies and procedures.

Assessment is the continuous process of gathering data on student learning and performance, using a variety of methods over time. Assessment is continuous, and relies on responsive instruction methodologies, which are revised in response to ongoing formative assessment. Assessment must be culturally responsive, inclusive, transparent, purposeful, reliable, valid and reflective. It provides valuable and useful information to the students, the teachers, and caregivers as they work together in improving learning, building skills, and acquiring knowledge.

Educators formatively assess by observing students, using effective questioning strategies, and setting tasks that require students to use specific skills, apply new ideas, and to communicate, reflect, and extend their learning in a variety of ways.

Educators summatively assess student learning at a particular point in time based on criteria that are measurable, well-defined, and useful for future student learning and for teachers' ongoing reflection of their professional practice. Reporting reflects trends in student learning, rather than averages, and is supplemented by robust and strength-based descriptive feedback that describes what a student can do, learning goals, and next steps.

A. Student assessment and evaluation in Sooke School District:

1. Is communicated clearly and in caregiver and student-friendly language to students and caregivers
2. Is ongoing, research-based, varied in nature, inclusive and culturally responsive and administered over a period of time to enable students to demonstrate their full range of learning
3. Provides ongoing strength-based descriptive feedback that is clear, meaningful, and timely
4. Uses a wide range of current methods that assess what students know, do and understand
5. Uses clearly identified curriculum outcomes and criteria
6. Engages and includes students in monitoring and critically reflecting on their learning in order to self-assess their personal growth; and

7. Respects the developmental differences of students recognizing that students learn at different rates and in a variety of ways.

A.B. Classroom Assessments

The teacher:

1. shall determine, on the basis of an evaluation program which considers both group and individual student achievement, whether instruction has been effective; **shall administer multi-modal formative assessments which consider both group and individual student needs and preferences, and shall make decisions about both the form and structure of instruction on the basis of these formative assessments;**
2. shall ~~make decisions about~~ **determine whether** instruction **has been effective, based on** and further **formative and summative** assessments, ~~on the basis of evaluation;~~ and shall tailor further instruction and assessments based on these results;
3. shall administer school-based, district-wide and provincial assessments, **consisting of building background knowledge, setting the stage, and responsive and respectful administration,** using **provided** instruments as necessary.

B.C. School-Based Assessments

It is important for students to have agency in their assessments, and to have opportunities to provide input and feedback as part of shared responsibility towards their learning.

The Principal:

1. shall develop, within provincial and district guidelines, a school policy and program of assessment of **foundational skills**, student achievement and progress to ~~provide a basis for~~ **that will inform** school-level decisions;
2. shall gather and maintain up-to-date information which will assist in developing the educational program and in providing appropriate instructional services to students **on student foundational skills and achievement;**
3. In consultation with teachers, **will review the results of classroom and school-based assessments;** shall evaluate the results of classroom and school-based assessment programs to determine what changes in program and/or instruction may be necessary and possible and shall implement further assessments if necessary;
4. **shall support instructional pedagogical approaches based on the assessment data and review these as needed for efficacy;** shall work with the staff to determine in-service training needs and shall assist, where possible, in ensuring that these needs are met.
5. **shall work with staff to determine in-service training needs and shall communicate these needs to the appropriate school-district department, assisting, where possible, to ensure that these needs are met.**

C.D. District-Wide Assessment

The Superintendent of Schools ~~or~~ **will** designate ~~will name~~ a member of district supervisory or administrative staff to direct district-wide assessment activities. This person:

1. ~~will normally work~~ **consult** with a committee to recommend a schedule of suitable tests **assessments**;
2. shall ensure that assessment needs, **and student and school needs in relation to the assessment(s)**, are identified;
3. shall ensure that principals are aware of the purpose of the tests **assessments** and of how they are to be administered, interpreted and used;
4. ~~will ensure that the results are made available to schools that participate in assessments;~~ **Shall prepare a report to the Superintendent of Schools.**
5. ~~will be responsible for developing administrative and invigilation procedures and for collection of results;~~ **Will support school-based principals and vice-principals as to the purpose of the assessments and as to how they are to be interpreted and used;**
6. ~~shall prepare a report to the Superintendent of Schools regarding each assessment;~~ **Shall ensure that school-based principals and vice-principals share school-wide assessment data with the Superintendent of schools or designate;**
7. ~~under the general direction of the Superintendent of Schools,~~ **shall ensure that specific action, based on assessment results,** is proposed and taken, and that the outcomes of such ~~each~~ **each** action are communicated to the Superintendent of Schools and to the teaching **staffs**.

D.E. Provincial Assessment

The Superintendent of Schools will ~~name~~ **designate** a member of the district supervisory ~~or~~ administrative staff to oversee follow-up work regarding provincial assessments. ~~This~~ **This person:**

1. ~~shall prepare a report to the Superintendent of Schools regarding each assessment;~~ **will be responsible for developing administration and invigilation procedures of Graduation Assessments, and for collection of results;**
2. ~~under the general direction of the Superintendent of Schools,~~ shall ensure that specific action is proposed and taken, and that the outcomes of such action are communicated to the Superintendent of Schools and to the teaching staff. **shall gather data from schools regarding each assessment and prepare a report;**
3. Under the general direction of the Superintendent of Schools, shall ensure that specific action is proposed and taken, and that the outcomes of each action are communicated to the Superintendent of Schools and to the teaching **staffs**.

The Superintendent of Schools will ensure that the Board is fully informed about the results of provincial and district assessments, and about follow-up action and the results of such action.

The Superintendent, or the Superintendent's designate, will review this policy and regulations as required.

DRAFT

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 23, 2023

Draft revised Policy and Regulations D-330 "Governance of FOIPPA" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations D-330 "Governance of FOIPPA".

School District #62 (Sooke)

ACCESS TO INFORMATION GOVERNANCE OF FOIPPA	No.: D-330.1 D-330
	Effective: Jan. 24/95 Reviewed: Nov. 5/19; Nov. 26/19; Jan. 28, 2020; May 2, 2023; May 23/23 Revised: Jan. 28, 2020;

SCHOOL BOARD POLICY

The Board acknowledges and accepts its responsibility to ensure that general information related to the operation of the school district is available to the community. The Board also acknowledges and accepts its responsibility to protect the privacy of school district employees, students, and local public body confidences. In fulfilling its responsibilities, the Board is guided by the *Freedom Information and Protection of Privacy Act*, S.B.C. 1992, c. 61 **[RSBC 1996] Chapter 165** regarding access to and protection of information.

~~The Secretary-Treasurer is appointed by the Board as the school district's Privacy Officer who will manage the information requests submitted to the district.~~

As required under section 76.1(a) of the *Freedom of Information and Protection of Privacy Act*, the Board designates the Superintendent of Schools/CEO as the official head of the school district for the purposes of the Act.

As permitted under section 76.1(b) of the *Freedom of Information and Protection of Privacy Act*, the Sooke School District 62 Board authorizes the Chief Information Officer and Executive Director of Digital Solutions as the Privacy Officer to administer the Act and make operational decisions.

Statutory References

- [Freedom of Information and Protection of Privacy Act \(FOIPPA\)](#).
- [School Act](#)
- [Student Records Disclosure Order](#)

Policy References

- [F-330 Document Retention](#)
- [C-220 Student Records](#)

School District #62 (Sooke)

GOVERNANCE OF FOIPPA - ACCESS TO INFORMATION	No.: D-330.1 D-330
	Effective: Jan. 24/95 Reviewed: Nov. 5/19; Nov. 26/19; Jan. 28, 2020; May 2/2023; May 23/23 Revised: Jan. 28, 2020

ADMINISTRATIVE REGULATIONS**General Information**

The Board regularly makes general information available to the public, such as financial statements, trustee disclosure forms, public board minutes and materials, financial disclosure forms, annual report, school newsletters, and community school programs. This information can be obtained at the schools or the school board office. The public may contact the office of the Secretary-Treasurer to determine if the information requested falls under the regular release of information criteria. Freedom of Information and Protection of Privacy Act The Board is guided by the terms of the Freedom of Information and Protection of Privacy Act regarding the policy for making a request under the Act and will follow the procedure therein. According to the Freedom of Information and Protection of Privacy Act, a written request must first be made through the Secretary Treasurer's office for processing and forwarding according to the Freedom of Information and Protection of Privacy Act's procedures. The fee schedule is outlined in the Freedom of Information and Protection of Privacy Act and the Secretary Treasurer's office will determine when fees are payable. There is no fee payable for the first three hours spent locating and retrieving the record. A full copy of the Freedom of Information and Protection of Privacy Act is available online at this link: <http://www.bclaws.ca/Recon/document/ID/freeside/96165-00>

The Sooke School District Board of Education is committed to being transparent to the public in granting access to access to records requested by the public in conformance with the BC *Freedom of Information and Privacy Protection Act* (FOIPPA).

It is legislatively required to ensure that the public has a right to access records in the District's custody. Individuals have a right of access to, and a right to request correction of, personal information about themselves and prevent unauthorized collection, use, or disclosure of personal information by public bodies, and where possible specifying limited exceptions to the right of access.

The following schedule outlines the responsibilities of the Superintendent/CEO (Head) and the Chief Information Officer and Executive Director of Digital Solutions regarding the Freedom of Information Part 1 of the Act.

Responsibility	FOIPPA Section(s)
INFORMATION RIGHTS	
Decide on severing a record	4
Decide on duty to create a record	6
Decide on content of a response	8
Decide how access will be given	9
Extend time limit up to 30 days	10
Request Commissioner's approval of extension	10
Transferring a request	11
Decide to apply exceptions	12-22

NOTICE TO THIRD PARTIES	
Third Party Notice	23
Notice of Decision	24
Other Notices	22, 33, 25
PUBLIC INTEREST PARAMOUNT	
Disclosure in the Public Interest	25
REPORTS	
Annual Statistical report to Information and Privacy Branch pertaining to FOI Requests	68
Maintain School District 68's information in FOI Directory	69
Make copies of directory available	69
Make policy manuals available	70
FEES	
Assess fees, give fee estimate, require fee deposit	75
Approve waiver of fees	75

Guiding Principles

- Ensure that the School District responds to an applicant who makes a request under the Freedom of Information (FOI) sections of the legislation.
- Individuals have a right of access to a record in the custody or under the control of the School District, including a record containing personal information about the applicant.
- Be open and transparent about the information rights and how to exercise them by making every reasonable effort to assist applicants needing access to a record.
- Ensuring the confidentiality of the information contained in the staff and student records and ensuring privacy for staff, students, and their families.
- Endeavour to support our employees in understanding their data handling responsibilities.
- Collecting and using personal information only as necessary to carry out authorized programs and services.
- Support the timely response to access requests submitted under FOIPPA.
- Ensure that a process for completing and documenting FOI requests is supported and information on how to make a request is documented.
- Refusing to respond to an applicant request if a record containing information described is information harmful to law enforcement, or a record containing information would harm the financial or contractual interests of the district.
- Ensure consent is obtained for any information record related to a third party affiliated with the information record if disclosure of the existence of the information would be an unreasonable invasion of that party's personal privacy.

Exemptions

- Exception to this policy will require the Executive to make a recommendation to the Board and will adhere to the exceptions detailed in the FOIPPA.

Section I – Access to Information

Requesting a Record:

- Any member of the public may make a written request to access or correct information under FOIPPA.
- To be processed, the request must be a “complete request”. To ensure that a request has been adequately filled out and contains all the necessary elements, a requester must ensure they are seeking records, not information or answers to questions that can be readily obtained on the SD62 website or from other sources. The form is available via https://www.sd62.bc.ca/freedom_of_information_request
- Under the FOI Legislation, the School district must log the business date the request was received along with other dates during the request fulfillment process and confirm receipt with the requester.
- If the request is not clear and additional information is needed within the thirty (30) day deadline, the requester may be contacted for additional information to find and narrow the search for the record or, for correction requests, to provide evidence that the information on file is incorrect or incomplete.
- The time limit for responding will be suspended written notice of the additional information needed to continue with the search or to discontinue the search is received.

Searching for a Record:

- With sufficient information to locate the record, forward the request to Foippa@sd62.bc.ca if the request for access to records is complete with sufficient detail to enable the identification of the records sought.
- Before commencing a search for responsive records, the SD62 (the District) will consider whether a time extension or fee estimate is required. If the request appears likely to require an investment of three (3) hours or more of search and/or preparation time, the SD62 will develop an estimate of the amount of time required to search for responsive records and will then prepare and provide a letter to the Requester notifying them of the fee estimate and seeking a deposit in accordance with FOIPPA legislation proposed fee charges.
- If at any time during the processing of the request, it becomes apparent to the District that it will not be possible to complete the processing of the request within the original thirty (30) day timeline for responding under FIPPA, the District will, where permitted under FOIPPA, issue a notice of extension of time in writing to the Requester, indicating the reason for the extension and the amount of additional time which is required.
- When the District receives a request, it will conduct a reasonable search, which entails the following steps:
 - FOI Coordinator will seek to clearly understand the search parameters prior to conducting the search.
 - FOI Coordinator will initiate the record search and ensure all relevant documents are retained, including transitory records that are responsive.
 - The FOI Coordinator will conduct searches and instruct staff that while collecting records in response to an access to information request, they must also search for and produce any relevant records from instant messaging and personal email accounts,

- **The FOI Coordinator will:**
 - **provide clear search instructions to employees participating in the search.**
 - **identify all databanks and places to be searched and develop a search plan.**
 - **document search steps.**
- **Upon completing the reasonable search, the FOI Coordinator shall:**
 - **determine whether the information requested can be retrieved in whole or in part.**
 - **estimate the time and cost needed to search for, retrieve and prepare the information for release.**
 - **forward the information requested along with a recommendation for or against disclosure to the FOI Coordinator, who, in turn, will seek discussion with the respective head of the school, department, or program area.**

Review of Records and Third-Party Notification

- **The District will review the records in order to determine what information therein may be exempted and/or excluded, and exercise discretion with respect to the application of exemptions as required by FOIPPA section 22 in regard to disclosing or releasing personal information about another person if the disclosure would be an unreasonable invasion of that person's privacy.**
- **Where the District is considering releasing records that potentially contain confidential information pertaining to a third party, the District will provide the third party with an opportunity to provide representations with respect to the disclosure of the information in question.**
- **Where third-party notification is required, the District will send a letter to the affected third party containing the following:**
 - **A statement that the SD62 intends to release a record or part of a record that may affect the interests of the person or organization.**
 - **The contents of the record or the part that relates to the affected person.**
 - **That the affected person must make representations in writing as to why the record in whole or in part should not be released; and**
 - **That the affected person has twenty calendar (20) days after the notice is given to reply.**
- **Upon receipt of the affected third party's response, the District will consider the comments sent by the affected third party and decide whether to release the information contained in the record, which may be third-party information within the time prescribed by FOIPPA.**
- **If the District Privacy Office decides that a record containing the affected third-party information will be disclosed to the requester, the District will inform the affected third party of this decision and of their right to appeal such decision to the Office of Information Commissioner (OIPC) within 30 business days from the date the District has notified the decision. The District will hold the records until the appeal period of 30 business days has elapsed. Once the appeal period has passed, the Privacy Officer must confirm with the OIPC that no appeal has been received before releasing the records to the requester.**

How access will be given (Release of Record)

- If a fee estimate was not provided to the Requester before commencing a search for responsive records, and it appears after completing the search that greater than 3 hours of combined search and preparation time will be required to process the request, the District will provide the Requester with a fee estimate before proceeding further, which will be prepared in accordance with FOIPPA and the Regulations thereunder. The records will not be released until payment has been received in full by the District. The Privacy Officer may, however, exercise discretion to waive fees.
- If access to the records is to be provided, the information will be released to the requester within the applicable deadline set out under FOIPPA, subject to any time extensions, which may be imposed as set out above.
- If access to the records is denied the District will send a letter to the requester indicating the reasons for refusal and his/her right of appeal to the OIPC for review of the decision within 30 business days after the District has communicated the decision.
- The District will retain the responsive records, including transitory records or operational records whose retention period has expired, until the appeal period of 30 business days has elapsed, and the District has received confirmation by the OIPC that no appeal has been filed.

Appeal and File Closed

- If the requester disagrees with the District's decision, the requester may file an appeal with the OIPC pursuant to FOIPPA.
- The appeal shall be made in writing to the OIPC within thirty (30) business days from the date of the District's letter informing the requester of the decision.
- The District may participate in any mediation conducted by the OIPC and respond to the issues on appeal.
- The District shall close the access request upon its completion or final disposition by the OIPC on appeal, or if the requester:
 - Has not provided the SD62 with sufficient clarification regarding the scope of the access request within thirty (30) calendar days following the SD62's request for such clarification.
 - Has not paid in full the fees associated with the access request within thirty (30) calendar days of being informed of the fee estimate or assessment.
 - Has not filed an appeal of a decision with the OIPC within the prescribed appeal period or has exhausted all rights of appeal to the OIPC; or
 - Otherwise has not responded to correspondence from the District within thirty (30) calendar days from the date of the correspondence.

Correction Request (section 29)

- If a request for correction is requested through the FOI process, the FOI coordinator will assess the record that is deemed incorrect or incomplete by the requester.
- This shall be forwarded back to the requestor by the FOI Coordinator or to the School or Department Program Area concerned, along with the time remaining to comply with the request.

- **Upon reviewing the correction request, the FOI Coordinator will:**
 - **determine whether the information submitted for correction contains errors or omissions; and**
 - **seek clarification from the school or department program lead.**
- **If the correction is made, the District will notify the requestor with a copy of the corrected record within the applicable deadline set out under FOIPPA.**
- **If the correction is denied, the District will send a letter to the requester indicating the reasons for refusal and the right of appeal to the OIPC for review of the decision within 30 business days after the District has communicated the decision. The District will advise the individual that he/she can require that:**
 - **a statement of disagreement be attached to the information reflecting any correction that was requested but not made; and**
 - **any person or body to whom the personal information has been disclosed within the year before the time a correction is requested or a statement of disagreement is required, be notified of the correction or statement of disagreement.**

Exceptions (Sections 12-22)

- **The District will determine under FOIPPA subsection (1) or (3) whether a disclosure of personal information constitutes an unreasonable invasion of a third party's personal privacy, including whether the third party will be exposed unfairly to financial or other harm, and/or unfairly damage the reputation of any person referred to in the record requested by the applicant.**

Section II – Cyber Security and Privacy Breach Protocol

Introduction

The Freedom of Information and Protection of Privacy Act (FOIPPA)(Section 36.3) requires the SD62 Privacy Officer to formalize and make mandatory the escalation protocol of cyber security and privacy incidents to ensure the timely notification of any incidents, which impact SD62 community members. The Privacy Officer must notify an affected individual if a privacy breach could reasonably be expected to result in significant harm to the individual, including identity theft or other significant harms to be Section 36.3 also requires the Privacy Officer to notify the Information and Privacy Commissioner (the Commissioner) when the significant harm threshold is met. Additionally, the SD62 Cyber Risk and Security Policy and administrative regulations section 11: Information Security and Privacy Breach Incident Management, requires all breaches of information security must be investigated and reported.

Escalation Protocol for Reporting Breaches

Incident Reporting and Assessment

As per the Cyber Risk and Security Policy and Regulations, Staff must report suspected security and privacy incidents to their Supervisor immediately and notify the Chief Information Officer through the Manager, Cyber Security, and Privacy, of any suspected or actual cyber security or privacy incidents, whether major or minor. Suspected incidents can also via reported via foippa@sd62.bc.ca

The Manager, Cyber Security, and Privacy leads incident management response activities and requests internal resources (or contractors) as needed to contain and investigate the incident.

Upon being notified of a suspected incident, the Manager, Cyber Security, and Privacy will immediately and on a preliminary analysis identify the scope, nature, and probable extent of the impact of the incident and take the necessary steps to contain it.

While incident containment and possible eradication are the priorities, the Manager, Information Security, and Privacy will undertake a preliminary risk assessment to determine whether the incident needs to be escalated to senior management and the potential notification required.

The primary factors that are relevant to determining the extent of notification required are:

1. Risk for the District - this risk analysis is carried out using an approved Threat Escalation procedure.
2. Risk for the affected individuals - the risk analysis is carried out using an approved Threat Risk Assessment (TRA) tool.

The outcomes of the assessment completed using the tools mentioned above will assist in the internal notification process. In addition to the notifications outlined in this protocol, the Manager, Cyber Security, and Privacy through the Chief Information Officer may elect to notify other stakeholders (e.g. Executive Director, Human Resources) as required.

Cyber Security and Privacy Manager

Incidents that present a low risk for the District and the affected individuals (e.g., misdirected email that does not contain sensitive data) will usually not be escalated unless the circumstances described in the subsections below apply. Other related IT and Cyber related incidents that might have a low impact on sensitive data may not be escalated.

Privacy Officer - Chief Information Officer (CIO) And Executive Director, Digital Solutions (IT)

The Manager, Cyber Security, and Privacy will report to the CIO incidents that present a high risk for the District and the affected individuals to the extent that:

- The investigation uncovers a threat or a vulnerability (e.g., system flaw, errors in system configuration) that may be further exploited and requires coordination with IT resources and/or resources from other program areas or departments to be fixed.
- There is a pattern of similar incidents that may indicate systemic issues that need to be addressed, such as technological-related problems.
- The CIO may elect to notify the Superintendent, including the Executive and the Board of the above incidents at his discretion.

Superintendent and the Executive

The Manager, Cyber Security, and Privacy will report, through the CIO, to the Executive the following incidents:

- Incidents requiring notification to the affected individuals and/or the Information Privacy Commissioner of BC, regardless of the impact on the School District.
- Incidents presenting a moderate risk to the District (e.g., incidents affecting isolated IT environments; incidents involving limited disruption of school facilities and eventual business operations, e.g. TikTok).
- The Superintendent may elect to notify the Board of the above incidents at their discretion.

Trustees of the Board of Education

The Manager, Cyber Security, and Privacy will report, through the CIO and the Executive the following incidents:

- Incidents requiring notification to the affected individuals and/or the Office of Information Privacy Commissioner that affect many individuals or that stem from criminal activity (e.g., ransomware or theft of equipment affecting learner or employee data.;
- Incidents requiring notification to the Ministry of Education.
- Incidents that are likely to attract media attention.
- Incidents presenting a high or critical risk to the District (e.g., incidents involving disruption of School Board business operations over a sustained period; incidents affecting multiple IT environments).
- Incidents affecting individuals from other organizations or institutions (e.g., students from other school districts).
- The Board may elect to also notify the Public of the above incidents at their discretion.

Mandatory Notification to Affected Individuals

The Privacy Officer is required to provide mandatory notification to affected individuals where the privacy breach could reasonably be expected to result in significant harm to the individual, including:

- Identity theft or significant:
- Bodily harm
- Humiliation
- Damage to reputation or relationships
- Loss of employment, business, or professional opportunities
- Financial loss
- Negative impact on a credit record

- **Damage to, or loss of, property**

Notifying the Commissioner

The CIO must notify the Commissioner of privacy breaches that pose a reasonable expectation of significant harm. In circumstances involving significant harm where the individual is not notified (e.g., in circumstances where notification could be reasonably expected to result in immediate and grave harm to the individual's safety or physical or mental health), public bodies must still notify the Commissioner.

Notifications to the Commissioner must be in writing and must contain the same information as the notification to affected individuals. They must also include an estimate of the number of affected individuals.

Exceptions to Notify

Regardless of whether significant harm may occur, notification is not required when it could be reasonably expected to:

- **Result in immediate and grave harm to the individual's safety or physical or mental health; or**
- **Threaten another individual's safety or physical or mental health.**

Quarterly Reporting 2022-23

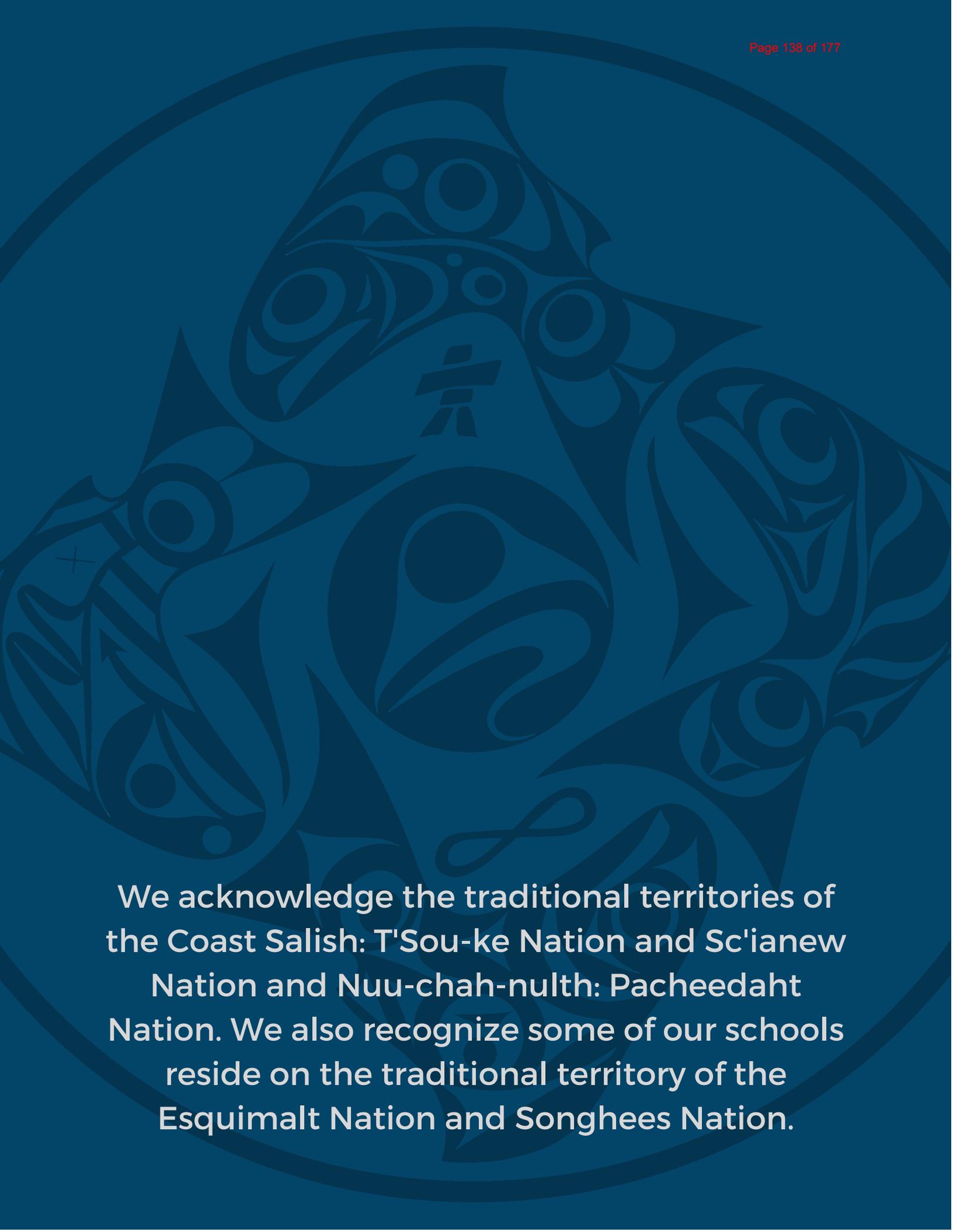
Q3



STRATEGIC PLAN

2021-2025





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

Table of Contents

Introduction	1
Section 1 - A visual overview of operational plan progress	2
Section 2 - Q2 Updates: Strategic Priority 1 – Learning	4
Updates on the 2022-2023 Operational Plans for Learning	4
Section 3 - Q2 Updates: Strategic Priority 2– Engagement	10
Updates on the 2022-2023 Operational Plans for Engagement	10
Section 4 - Q2 Updates: Strategic Priority 3– Growth	12
Updates on the 2022-2023 Operational Plans for Growth	13
Section 5 - Updates on 2021-22 Ministry of Education and Child Care Data	17
Post-Secondary and Career Preparation	17
Foundation Skills Assessment	18
FSA Growth Over Time – Reading	18
FSA Growth Over Time – Writing	19
FSA Growth Over Time – Numeracy	19

Operational Plan 2022-23

Quarter 3 (Q2) Update

Introduction

The district is committed to regular reporting in relation to its [Strategic Plan](#) and in alignment with the [Framework for Enhancing Student Learning \(FESL\)](#).

The Board of Education, through motion, has directed staff to bring quarterly reports on progress related to the Strategic Plan and student outcomes forward for information. The district accountability process links strategic plan outcomes and Ministry of Education and Child Care student success metric reporting through a continuous improvement lens.

Data and evidence from a variety of sources becomes available at various times throughout the school year and are reported to the Board at key intervals. Quarterly reports are utilized as the base from which the Board's [annual report](#) will be completed.

The report is compiled in four sections:

1. A visual overview of operational plan progress
2. Q2 Updates: Strategic Priority 1 – Learning
3. Q2 Updates: Strategic Priority 2 – Engagement
4. Q2 Updates: Strategic Priority 3 – Growth
5. Government Data from the Ministry of Education and Child Care

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

STRATEGIC PRIORITIES

LEARNING
Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens.

ENGAGEMENT
Create a culture of belonging.

GROWTH
Pursue organizational excellence to support a vibrant school district.

BE YOU + BE HERE + BELONG = BE SD62

SEE THE COMPLETE STRATEGIC PLAN - take a photo of the QR code with your phone, or pick up a copy of the full plan at the School Board Office.

SOOKE SCHOOLS 62
Shaping Tomorrow Today

3143 Jacklin Road, Victoria, BC V9B 5R1 | 250 474 9800
f/SchoolDistrict62 | t/SD62_Sooke | sd62.bc.ca

Section 1 - A visual overview of operational plan progress

SD62 Operational Plan 2022-2023 – Progress

We have adopted a colour system for reporting progress:

- Complete/substantially finished
- In progress and moving forwards
- Initiated/beginning stages
- Impediment to progress

	LEARNING	Q2	Q3
01	Continue to build and expand ways to improve and measure students' creative, critical and social thinking (L2)		
02	Develop and begin implementing an overall district approach to early learning and child care, supported by a newly created leadership position (L2)		
03	Develop training for the Leadership Team that includes labour relations, collective agreements, conflict management (L2)		
04	Procure a learner profile tool for students with Indigenous ancestry, with the potential to expand to all students to support their academic success as identified in through the Equity Scan work (L2/E2)		
05	Develop a Curriculum Operations Plan with a focus on: (1) K-12 Literacy. Including a focus on building and strengthening the relationship with literacy development across all levels K-12. (2) K-12 Assessment, evaluation, and a reporting policy (L2)		
06	Begin the implementation of the <i>Middle School Beliefs</i> adopted by the Board, including the development of consistent timetable principles across all middle schools (L1, L2, L3, L4)		
07	Lead the consultation and expenditure of the Student and Family Affordability Fund (L3)		
08	Support the collaborative work of Inclusive Education Services (IES) with all District Principals (L3/L1)		
09	Undertake a system scan of IES services, to ensure effective allocation of resources to support students(L3)		
10	Support our schools to be safe places by deepening system practices and processes in aid of the increased complexity of student needs and connecting schools to processes including CIRT and VTRA. (L3)		
11	Explore ways to provide blended learning at the elementary and middle school levels that provides for student choice and connection to secondary online learning opportunities (L3 and L4)		
12	Implement online learning hubs at secondary schools to enhance blended learning options (L4)		
13	Implement and assess the "Take A Hike" program (L4).		
14	Explore a vision for the Milnes Landing Alternative programming (L4)		
15	Co-create a program vision for implementation at the Westshore Post-Secondary that compliments the direction of the facility (L4)		
	ENGAGEMENT	Q2	Q3
16	Develop an accountability framework that supports a culture of belonging and connection within the facilities department (E1)		
17	Develop and provide protocols and training for system leaders on how to receive and support claims of sexual assault and sexual harassment. (E1)		

18	Distribute the process of school staffing to create shared accountability amongst the Associate Superintendents (E1)		
19	Begin the Implementation of the revised Na'tsa'maht Agreement (E1) and undertake to report to the Board of Education biannually on progress with the Na'tsa'maht agreement (E2)		
20	Support the Curriculum Transformation Department in the implementation of the Indigenous graduation credit (E2)		
21	Continued Development of SD62 Strategic Communications (E3)		
22	Develop and implement a learning series for leadership on cultivating resilience (Onward) (E4)		
23	Strengthen district leadership connections and relationship through ongoing and consistent presence in schools (E4)		
24	Explore, revise and implement the Healthy Schools Healthy People framework (E4)		
25	Develop a program document that outlines a system of attendance support and disability management, backed by evidence, to enhance the wellness and attendance of employees (E4)		
GROWTH		Q2	Q3
26	Use the Employment Equity Survey results to develop an action plan connected to developing equity hiring practices and other human resources processes (G1)		
27	Develop policies related to Business Continuity Planning (purple) and Digital Governance Green (G2)		
28	Use the 2022 Design Guidelines for minor and major capital construction to develop universal district standards that will be systematically applied to all building design and construction. (G2)		
29	Update the Long-Range Facilities Plan (LRFP) including enrolment forecasts to be used in the District's annual capital plan submission (G2)		
30	Establish a Cyber Risk and Security policy and begin implementation (G3)		
31	Develop a clear vision (including a clear rationale) for digital solutions in the district, which would be supported by rebranding the Information Technology (I.T.) Department to Digital Transformation Services (G3)		
32	Extend and implement work on a recruitment and onboarding model, supported by digital processes and resources, and plan to implement training modules for recruitment that can be undertaken by the Leadership Team (G3)		
33	Implement the approved Program Review recommendations specific to finance, facilities, and transportation (G3)		
34	Build a financial framework that reduces the inflationary impacts to the district's operating budget (G3)		
35	Develop recommendations for digital integration through an agreed upon oversight process (governance) (G3)		
36	Explore the focus of I.T. as it relates to digital literacy across educational departments (learning) (G3)		
37	Implement, as part of transportation safety, enhanced safety recommendations as identified in the 2019 Transportation Safety Committee Report (G4)		
38	Develop a process to explore and act upon issues of diversity, equity, inclusion and anti-racism (G4, L1)		

Section 2 - Q2 Updates: Strategic Priority 1 – Learning

The strategic priority for learning in the strategic plan is to:

Develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens



Updates on the 2022-2023 Operational Plans for Learning

Continue to build and expand ways to improve and measure students' creative, critical and social thinking (L2)

The Curriculum Team were busy in Quarter 3 with, amongst other things, the following activities:

Item	Description	Number of People Attended
Secondary Learning Series - Critical Thinking Strategies	Held a series of sessions focused on critical thinking strategies for secondary education	Several onsite sessions held with teachers
Professional Book Club - Building Thinking Classrooms	Conducted book club sessions on the book "Building Thinking Classrooms" with multiple sessions held on different dates	5
Numeracy Learning Series for Middle Years with Nikki Lineham	Organized a successful numeracy learning series with Nikki Lineham, with multiple sessions held on different dates	28 + 2 student teachers
Primary Numeracy Series	Conducted workshops on meaningful assessment and response, whole and small	20 (Workshop #1), 24 (Workshop #2), 8

	group instruction, and differentiation for primary numeracy	(Ecole Poirier Elementary)
Library Learning Commons	Distributed Maker Space ADST books and explored a district-based Virtual Library Learning Commons	N/A
Numeracy/Critical Thinking Session at Spencer Middle School	Conducted a full-day session on numeracy and critical thinking at Spencer Middle School	28
Indigenous-focused Graduation Requirement courses Educator Group	Organized monthly meetings for teachers to discuss Indigenous approaches, strategies, resources, and protocols related to English First Peoples and BC First Peoples courses	15
Proficiency Scale Math Group	Organized monthly meetings for math teachers to learn about assessing Gr 9s through the Proficiency Scale and exploring instructional approaches	9
Collaborative Inquiry Grant	Facilitated two groups of 3 teachers in regular meetings to explore instructional practice and improve outcomes for students	6
Coordinator Collaboration	Worked with multiple groups of teachers to explore various topics related to classroom management, differentiation, and competency-based instruction	5
Westshore Secondary	Led several onsite sessions with teachers at Westshore Secondary on topics such as descriptive feedback, social-emotional aspects of instruction, and the new reporting policy	Several onsite sessions held with teachers
ACTs (Advocates for Curriculum Transformation)	Led workshops/planning sessions with teachers from representative schools to improve communication lines and collaboration	25+
Secondary Literacy support	Worked with Inclusion departments at multiple schools to encourage diagnostic assessment of literacy skills and provide strategies for improvement	Inclusion Department at Edward Milne, Belmont, and Royal Bay

Develop and begin implementing an overall district approach to early learning and child care, supported by a newly created leadership position (L2).

- School visits were conducted in January and February 2023 to connect with PVP, early learning staff, K teachers, StrongStart facilitators, and ECE at various schools.
- Meetings with Community Partners.
- Visited Camosun college, Cowichan and Nanaimo SD in-person to learn about their child care spaces and a Métis Child Care facility.
- Held professional learning for ECE/Kindergarten partnerships which focused on creating a sense of belonging and celebrating diversity in the classroom, and a learning session with Nature Kindergarten teams.
- Attended Community of Practices Sessions for Early Learning and Child Care and separate meetings with community partners throughout the quarter.

Develop training for the Leadership Team that includes labour relations, collective agreements, conflict management (L2)

- In Quarter 3 we prepared training materials for the 4th labour relations professional development session of the 2022/23 school year. The training session was delivered in Quarter 4 at the April Leadership Team Meeting and focused on Workplace Investigations.

Develop a learner profile tool for students with Indigenous ancestry, with the potential to expand to all students to support their academic success as identified in through the Equity Scan work (L2/E2)

- Purchased the program that will run the learner profile tool.
- The IT Department is working on technical solutions to implement the tool.
- The IT & Na'tsa'maht Indigenous Education Departments are meeting bi-weekly to complete the project by year end.

Develop a Curriculum Operations Plan with a focus on: (1) K-12 Literacy. Including a focus on building and strengthening the relationship with literacy development across all levels K-12. (2) K-12 Assessment, evaluation, and a reporting policy (L2)

- Continued monthly professional learning for K-3 Literacy Intervention Teachers.
- Winter literacy screening of students K-3 - to inform decisions around students for intervention.
- Literacy Learning series and job embedded learning rounds for primary enrolling teachers.
- Literacy Learning series for enrolling teachers: Gr 4-5, Gr 6-8, and Gr 9-12.
- Literacy Learning Series Language Art/Inclusive Education Services: Gr 4-5, Gr 6-8 and Gr 9-12.
- Purchase of additional instructional resources for elementary school LITs.
- Individual mentoring and instructional demos for teachers as requested.

Begin the implementation of the *Middle School Beliefs* adopted by the Board, including the development of consistent timetable principles across all middle schools (L1, L2, L3, L4)

- All middle school principals have developed consistent timetables for all middle schools. Two out of five middle schools have moved to consistent start and end times.
- All middle school students have opportunities to sign up for band in Grades 6, 7, and 8, and all will meet curricular requirements for Applied Design, Skills, and Technologies (ADST).

Lead the consultation and expenditure of the Student and Family Affordability Fund (SFAF) (L3)

- Continued monitoring of the spending for this fund. Schools have been reminded of the need to try and distribute funds this year, but we have had an update from the Ministry that we can rollover funds for next year.
- In addition, the announcement of a new Feeding Futures fund has allowed us to shift the priorities of the SFAF to supplies and fees rather than food for next year.

Support the collaborative work of Inclusive Education Services (IES) with all District Principals (L3/L1)

- Through this quarter, patterns, language and understanding of collaborative work have been firmly established and routinized by the collaborative group. The process is much more automatic, independent of the direction from leadership.

Undertake a system scan of IES services, to ensure effective allocation of resources to support students(L3)

- Focused on looking at a system scan of needs as presented in schools and the working to align resources for the next school year.
- Looked at projections into the next school year, and working to understand what gaps are in the system and consulting on options to bridge these gaps.

Support our schools to be safe places by deepening system practices and processes in aid of the increased complexity of student needs and connecting schools to processes including CIRT and VTRA. (L3)

- Worked to develop and enhance processes and connections with students, assisted in this by the new staff working in the student advocate role.
- Worked with community resources and other districts, District Principals, and talking to school staffs around VITRA process.
- Continuously looking at what the safe schools work is needed for next year in support of the increased complexity of student needs.
- Realigning safe schools' team and restructuring to meet the complexity and competing needs.

Explore ways to provide blended learning at the elementary and middle school levels that provides for student choice and connection to secondary online learning opportunities (L3 and L4)

- On-going meetings with District Blended Middle school team (Teachers, Support Staff and PVP) occurs every 6 weeks to monitor.

- Promotional materials and registration drive materials developed for 23/24 in Q3.
- Elementary PVP committee led by SD62 Online Learning Principal, Heather Lait, have had a series of meetings working on the concept and possibilities of a Gr.4/5 Blended Program. Recommendations are expected in Q4.
- Grade 9 blended learning cohort – recruitment is underway: Promotional materials and registration materials developed over Q3. Student and family interest is evident but enrolment is slow to materialize. Considering a Grade 8/9 cohort to facilitate transition for our current Gr.8 “blended” students to a familiar program and provide the opportunity for prospective grade 9’s that have indicated interest to have the experience.

Implement online learning hubs at secondary schools to enhance blended learning options (L4)

- WestShore Langford Teaching Staff have completed an Excess to Needs process and have been placed in positions across the District in either a face-to-face classroom role or in an Online Hub classroom within a school.
- Both school-based and District-based teacher positions for SD62 Online and Online Hub teachers’ roles and responsibilities and job descriptions have been built and published.
- WestShore Langford site - plans with Facilities, IT, WestShore Staff, and the landlord have been set to ensure the moving process is complete on time and all stakeholders' needs are met.
- Secondary Principals have built timetables and assignments for Online Hub teachers based on student course selections.
- Structures and best practice conversations are underway to support those staff.
- Work sites and office locations for 2023/24 have been established for staff displaced by the site closure.
- Blended Learning 9 Cohort has been advertised and enrollment is growing daily
- The SD62 Online Principal presented to the Education Policy Committee in April on the changes and innovations with SD62 Online, Online Hubs, and Blended Learning to update the stakeholders, trustees and the Board.

Implement and assess the “Take A Hike” program (L4).

- Take a Hike Enrolment has continued to be at capacity throughout Q3.
- In Quarter 3, promotion of the program and enrolment for the 23/24 school year was active and interest is far exceeding capacity, a testament to the program’s success in its first year.

Explore a revised vision for the Milnes Landing Alternative programming (L4)

- This project has been completed as per last report.

Develop a program vision for implementation at the Westshore Post-Secondary that compliments the direction of the facility (L4)

- District staff worked with Royal Roads University project management leads to finalize the design, IT, technical requirements, and furniture needs for the SD62 space.
- All planning and specifications were approved by the project management team and shared with the Executive team.
- District staff outlined, at a high level, the initial programming that will be offered at the Westshore post-secondary institution site, which includes:
 - A) Adult Education**
 - Adult graduation program (GED) with 4-6 months of face-to-face instruction in English 12 and Math 11 (Literacy/Numeracy cores), as well as equivalency, work experience, and/or online electives to complete the 3 Grade 12 electives required for an Adult Dogwood diploma. Online coursework options will also be available. Face-to-face courses will be offered in the evenings to allow adult students to continue working while completing their Adult Graduation program.
 - B) Literacy Foundations courses for Adults**
 - Primarily focused on functional literacy skills, these courses will be offered to parents, grandparents, or young adults of Newcomer families. In partnership with our International Student Programs and English Language Learners (ELL) departments, we will provide similar learning opportunities for adults to support their transition to our area and province.
 - C) Dual Credit programming in collaboration with Camosun College**
 - Opportunities for Gr.11/12 students to participate in Dual Credit programming focused on Early Childhood Education leading to certification, as well as exploring opportunities for Science-related dual credit courses to take advantage of partnerships for accessing post-secondary lab and technology experiences.
- Currently, projected staffing for Westshore Post-Secondary will include clerical/administrative support position, an Academic Advisor (STA) position, and a PVP based at the site. In addition, subject-specific teachers will be hired based on enrollment to meet our needs.

Section 3 - Q2 Updates: Strategic Priority 2– Engagement

The strategic priority for engagement in the strategic plan is to:

Create a culture of belonging.



Updates on the 2022-2023 Operational Plans for Engagement

Develop an accountability framework that supports a culture of belonging and connection within the Facilities Department (E1)

- In Quarter 3, we
 - Continued leadership engagement with staff on implementing a standard work week in the Facilities Department.
 - Created a joint working group and holding ongoing meetings for the accountability framework.

Begin the Implementation of the revised Na'tsa'maht Agreement (E1) and undertake to report to the Board of Education biannually on progress with the Na'tsa'maht agreement (E2)

- Four Posts Meetings held twice with Nation's leadership representatives. These meetings work to have directly engage with the local Nations together and include Chief or representative from the T'Souke Nation, the Pacheedaht Nation, Sc'ianew Nation, and the Métis Nation.

- Consultation with Nation on various issues, including school naming and student concerns.
- Community Dinners organized at John Stubbs Memorial and Poirier Elementary school, with over 150 community members in attendance at each event, including representation from Nations, Urban Indigenous Partners, and Metis Nation.
- NCPA staff transitioned to 30-hour positions as per the newly ratified CUPE Collective Agreement, as part of ongoing efforts towards equity and Truth & Reconciliation.
- Tri-District events conducted with Indigenous Education Departments from SD61 & SD63, engaging community, students, and staff.
- Decisions for Indigenous Education graduation activities were developed through discussions, determinations, and planning.

Support the Curriculum Transformation Department in the implementation of the Indigenous graduation credit (E2)

- Curriculum Team provided group and individual sessions to support Secondary Teachers in delivering Indigenous content and grad program courses.
- The Na'tsa'maht Indigenous Education team facilitated the process and communication on the development of Board Authorized Authority (BAA) courses, which require extensive consultation and input from local Nations before approval by the Ministry of Education and Child Care and the District.

Continued Development of SD62 Strategic Communications (E3)

- The strategic communications plan has been completed and is currently being implemented.
- Leadership Team received information on the Style and Brand Guidelines and provided input into the revision. The guidelines are now being implemented.
- Media protocols have been devised, and staff are being supported in their implementation.

Develop and implement a learning series for leadership on cultivating resilience (Onward) (E4)

- Monthly sessions were held at the Leadership meeting, and the sessions were reworked for use in the Health Champions meetings that took place in January and April.

Strengthen district leadership connections and relationship through ongoing and consistent presence in schools (E4)

- This item is somewhat delayed as the Lead is on leave at present. However, the acting Associate Superintendent for the Milnes Landing zone, working with the Executive, has been visiting schools and supporting leadership in the area.

Explore, revise and implement the Healthy Schools Healthy People framework (E4)

- Activation of Health Canada funded substance use education project (two PD workshops, engagement of partners (IH Public Health/IH Mental Health and Substance Use).
- Secured close to 50K to support bringing Here4Peers evidence-based peer mentoring program to SD62 (first on the Island – in partnership with Canadian Mental Health Association); initial meeting to help set stage for roll out in Fall/2023.
- Parent education including Healthy Schools Healthy People monthly newsletter, social media.
- Support to interested schools interested in Active School Travel.
- Engagement/support to ELL related to community partners' observations/efforts in supporting newcomer/new-to-English families
- Assisted in the development of SD62 proposal for funds from a wellness grant.

Develop a program document that outlines a system of attendance support and disability management, backed by evidence, to enhance the wellness and attendance of employees (E4)

- Developed a comprehensive report that provides a summary of the Average Annual FTE Days Absent by employee group from the 2017/18 school year to present.
- The report contains information that is an integral piece to formulating a data-driven Employee Attendance Support & Wellness Program.

Section 4 - Q2 Updates: Strategic Priority 3– Growth

The strategic priority for growth in the strategic plan is to:

Pursue organizational excellence to support a vibrant school district.



Updates on the 2022-2023 Operational Plans for Growth

Use the Employment Equity Survey results to develop an action plan connected to developing equity hiring practices and other human resources processes (G1)

- Undertook regular meetings with the Working Group to discuss actions to be undertaken to enhance employment equity.
- Developed a draft of an application to the BC Office of the Human Rights Commissioner (BCOHRC) for approval of a Special Program at SD62.
 - The Special Program application will be submitted to the BCOHRC in June, with the goal of receiving approval for the program by September 1, 2023.

Develop policies related to Business Continuity Planning and Digital Governance (G2)

- The Business Continuity Plan (BCP) Policy was presented on Feb 7th to the Education Policy Committee and was subsequently approved at the public board meeting of Feb 28th.
- The Emergency Management Team comprising Executives, Directors, and Managers participated in a BCP Table-Top Exercise on March 10th where our response to a catastrophic fire at Royal Bay was simulated.
- The exercise was an opportunity to go through the BCP, as you would, should an emergency event occur. Learnings from this exercise will be applied to future BCP plan adjustments and exercises.

Use the 2022 Design Guidelines for minor and major capital construction to develop universal district standards that will be systematically applied to all building design and construction (G2)

- The Design Standards have been completed by the working group.
- The Standards have been provided to board for information.
- The Standards will be systematically applied henceforth to all building design and construction.
- The combination of guidelines and standards will be provided to architects during the design stage to ensure consistency in our learning and working spaces.

Update the Long-Range Facilities Plan (LRFP) including enrolment forecasts (G2)

- A long-range enrollment forecast is being created by StudioHub Architects who were the successful bidding contractor selected to undertake this work.
- Senior Board Office Staff are meeting with StudioHub on a regular basis.

Establish a Cyber Risk and Security policy and begin implementation; (G3)

- In Quarter 3, the Manager, Cyber Security and Risk was hired.

- Revisions were made to the Board Policy and regulations associated with the Freedom of Information and Protection of Privacy Act (FOIPPA) Governance and Security and Privacy Breach protocol.
- The revisions will be presented in Quarter 4 at the May 2023 Education Policy meeting.
- Investigative work to procure a solution for Security and Privacy Education, Training and Awareness (SETA/PETA) is in progress.

Develop a clear vision (including a clear rationale) for digital solutions in the district, which would be supported by rebranding the Information Technology (I.T.) Department to Digital Transformation Services (G3)

- Partner consultation and budget submissions were completed towards the rebranding and reconfiguration.
- Members of the Resources Committee were consulted and approved the Board Motion supporting the rebranding and expansion of IT to Digital Solutions in support of district growth and maturity.
- A motion to support re-branding will be brought to the Resources Committee in March.
- This is a multi-year initiative that re-positions the school district. Enrolment growth is driving the ongoing need for better insights, and scalability to support student success, staff, and community engagement. Our Operating Model is shifting to expanding services to improve capacity for staff through enhanced services and solutions, which will allow our schools and departments to focus on student learning and administrative operations. Anticipated benefits to the district include Digital Literacy for staff and students, Innovation, reducing manual work, Cyber Security and Risk management, Cross-functional teamwork, and improved Fiscal, Legislative and Fiduciary responsibility.

Extend and implement work on a recruitment and onboarding model, supported by digital processes and resources, and plan to implement training modules for recruitment that can be undertaken by the Leadership Team (G3)

- Project completed.
- Commenced deployment of new onboarding module for all hires on or after on April 1, 2023.
- The Onboarding Module includes Criminal Record Check/Reference Check/New Hire Welcome packages for each employee group. Information can be downloaded from the 'Make A Future' Website and uploaded into Atrieve.
- Will leverage the success of this project into a wider effort to deploy eDoc capabilities throughout the HR / Payroll function in 2023/24.

Implement the approved Program Review recommendations specific to finance, facilities, and transportation (G3)

- The Program Review recommendations relating to:
 - Transportation items are largely completed (5) or ongoing (2).
 - Finance items are done (1), underway (2) or on hold (5)
 - Facilities items are done (2); ongoing (2), underway (4), on hold (2)
 - Business items are underway (1) and to be determined. (2)

	Complete	Underway	Ongoing	TBD	Other
Transportation 7 Recommendations	2	3	1		1
Facilities 10 Recommendations	2	4	1	3	
Finance 8 Recommendations					
Business 4 Recommendations		1		3	

Build a financial framework that reduces the inflationary impacts to the district's operating budget (G3)

- Framework drafted.
- Several of the non-cash recommendations have been implemented with the remainder to be completed in the 23/23 school year.

Develop recommendations for digital integration through an agreed upon oversight process (governance) (G3)

- Work to develop a Digital Governance policy is underway with an exploration of the Boards role in the process.
- More work to formalize the process and governance model for this objective is planned for next year.

Explore the focus of I.T. as it relates to digital literacy across educational departments (learning) (G3)

- Significant consultation with Executives, Partner groups, and District Principals revealed two core objectives for Digital Literacy:
 - Improve staff capacity in the use of digital tools, information, and technology for administrative and operational purposes.
 - Improve staff capacity in the use of digital tools, information, and technology in the delivery of pedagogy and learning to students.
- Submission to the Executive and Board was made to develop capacity in Digital Solutions to support these objectives.
- A role to support this objective is now included in the budget proposal for 23/24.

Implement, as part of transportation safety, enhanced safety recommendations as identified in the 2019 Transportation Safety Committee Report (G4)

- Several of the 2019 recommendations have been implemented and creating driver and crossing guard training programs has been identified as a new priority. Staff will be submitting a recommendation to the Board regarding student rider tracking system in early 23/24 with the intent to implement after the winter break (January 2024).

Develop a process to explore and act upon issues of diversity, equity, inclusion and anti-racism (G4, L1)

- Work with contractor (Bakau Consulting) to develop a survey and focus groups research tools.
- The surveys will go to secondary students, staff, parents and to our community partners in April followed in May by the focus groups with students and staff.
- The contractor undertook a workshop for 50 members of the Leadership Team on “Anti-Oppression”.

Section 5 - Updates on 2021-22 Ministry of Education and Child Care Data

Post-Secondary and Career Preparation

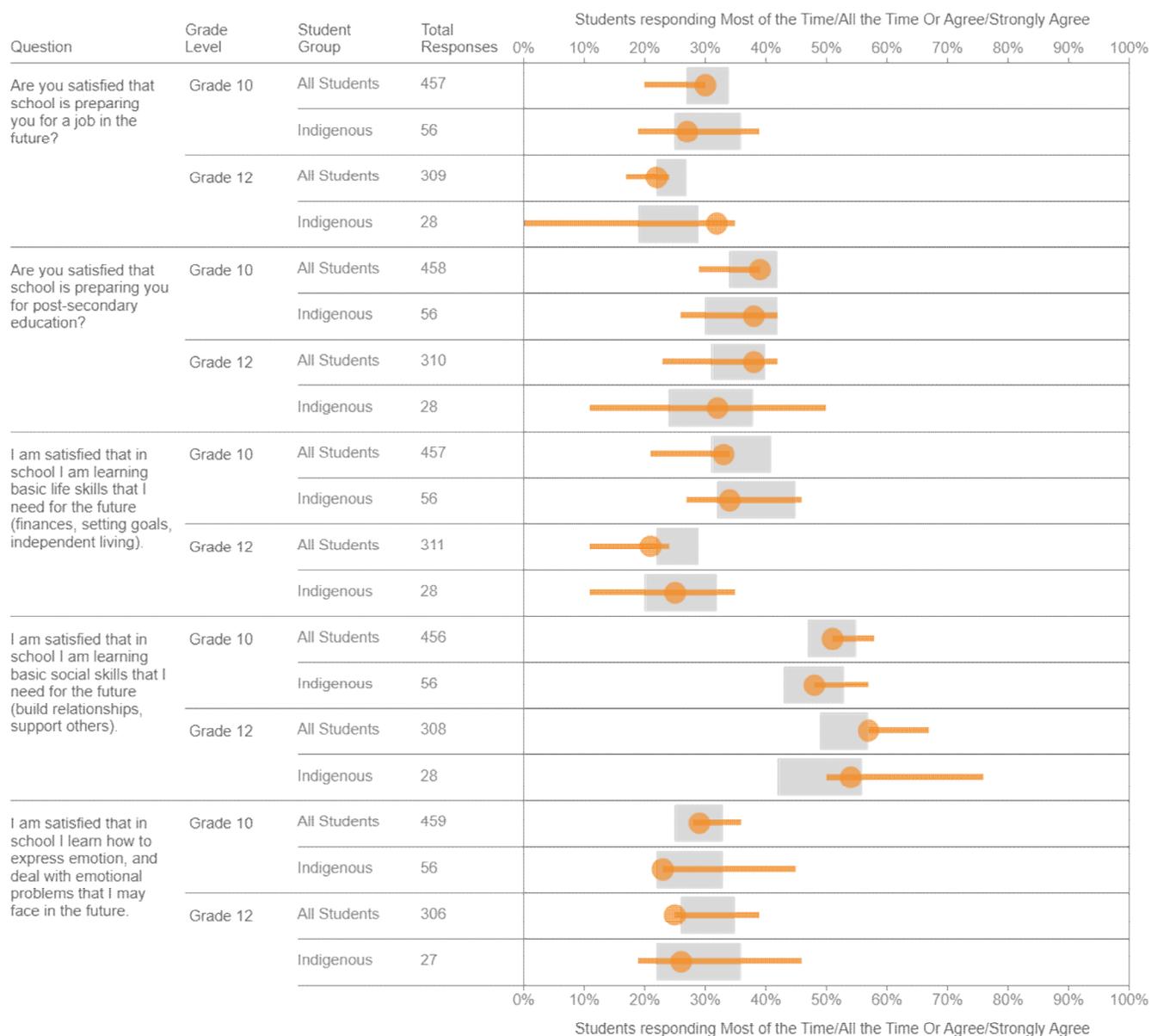


Diagram Legend

- Typical range across B.C. (middle 50% of school districts)
- SD62s most recent results (2021/22)
- SD62s results over time (2017/18 - 2021/22)

Foundation Skills Assessment (FSA)

The Foundation Skills Assessment is an annual province-wide assessment of all B.C. students' academic skills in grades 4 and 7, and provides parents, teachers, schools, school districts and the ministry with information on how well students are progressing in the foundation skills of Literacy and Numeracy.

The tables below has data on the change in a student's academic skills over time. For instance, the data for reading (Table of FSA Growth Over Time – Reading) performance below suggests that of those students who are at an 'emerging' performance level in Grade 4 (collected in 2018-2019), 17% will still be emerging in Grade 7 (collected from the same students in 2021-22). However, low completion rates mean that, for example, the progress in Grade 7 is only captured in the FSA for 34% (26 students) of the 78 emerging students who initially took the assessment.

As you can see from the FSA Growth Over Time – Reading Table, the number of students who took the survey is low both for the first assessment in Grade 4 where 414 (59%) out of 697 students did not take the assessment and for the subsequent assessment in Grade 7 where an overall 71% (498 students) of the initial 698 students did not take part. In addition 80% of the 414 students who did not take the Grade 4 test, subsequently did not take the Grade 7 test.

FSA Growth Over Time – Reading

Student Results in Grade 7 Literacy Compared to their Grade 4 Writing Results

Student Performance Levels in Grade 4	Number of Students (698)	Extending	On Track	Emerging	Did Not Participate 498 (71%)
Extending	26 (4%)	4% (1 student)	54% (14 students)	8% (2 students)	35% (9 students)
On track	179 (26%)	1% (1 student)	27% (48 students)	13% (23 students)	59% (106 students)
Emerging	78 (11%)		17% (13 students)	17% (13 students)	67% (52 students)
Did not participate	414 (59%)	0%	11% (45 students)	9% (37 students)	80% (331 students)

Assessment	Number of students	Number of students who <u>did not</u> take the assessment	Percentage of students who <u>did not</u> take the assessment
Grade 4	697	414	59%
Grade 7	698	498	71%

FSA Growth Over Time – Writing

Student Results in Grade 7 Literacy Compared to their Grade 4 Writing Results

Student Performance Levels in Grade 4	Number of Students (697)	Extending	On Track	Emerging	Did Not Participate 592 (85%)
Extending	19 (3%)		16% (3 students)	21% (4 students)	63% (12 students)
On track	204 (29%)	1% (2 students)	28% (58 students)	14% (28 students)	57% (116 students)
Emerging	33 (5%)		33% (11 students)	15% (5 students)	52% (17 students)
Did not participate	441 (63%)	0%	11% (49 students)	9% (40 students)	80% (352 students)

FSA Growth Over Time – Numeracy

Student Results in Grade 7 Numeracy Compared to their Grade 4 Numeracy Results

Student Performance Levels in Grade 4	Number of Students (697)	Extending	On Track	Emerging	Did Not Participate 501 (72%)
Extending	8 (1%)	38% (3 students)	25% (2 students)		38% (3 students)
On track	156 (22%)	4% (6 students)	26% (40 students)	15% (23 students)	55% (86 students)
Emerging	108 (15%)		12% (13 students)	25% (27 students)	63% (68 students)
Did not participate	425 (61%)	1% (4 students)	8% (34 students)	10% (43 students)	81% (344 students)

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 23, 2023

Draft revised Policy A-100 "Statement of Philosophy" is scheduled for adoption.

RECOMMENDATION

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

School District #62 (Sooke)

	No.: A-100
STATEMENT OF PHILOSOPHY	Effective: Nov. 23/82 Revised: June 23/92; Feb. 24/15 Reviewed: Jan. 19/15; Apr. 17/23; Apr. 25/23; May 23/23

School Board Policy

The Board of School Trustees Education of School District No. 62 (Sooke) believes that it must make the best use of the resources provided to it, and must co-operate with parents, students, board employees and community agencies to enhance learning opportunities.

The Board believes it is important that all personnel have high regard for the integrity and well-being of students, so that such students are not denied freedom of thought and speech, or the right to personal dignity.

The Board promotes powerful learning for all students in which:

1. Student voice and choice is honoured through purposeful and experiential learning in a safe and respectful community.
2. Students are at the centre of learning and engagement.
3. The student teacher relationship fuels the passion for learning and teaching.
4. The foundation of all relationships is built on mutual trust and respect.
5. Education involves access to different learning environments.
6. Choice and diversity are supported throughout the learning environment.

Board Beliefs:

- **The quality of experience for students and staff should be engaging, purposeful and reflective of voice and choice.**
- **All education partners, staff and citizen in the communities we serve, have a role in supporting student learning, each with district responsibilities.**
- **In the commitment of fostering diversity and actively pursuing equity by understanding the complexities that affect achievement.**
- **In fostering a district-wide focus on learning and ensuring an equitable approach to enable everyone to have the opportunity to achieve their potential.**
- **In continuous improvement through decision-making, informed by gathering evidence that is strength and results based.**
- **We are growing at an unparalleled pace and it is necessary to manage this growth appropriately to ensure that the District continues to deliver successful education programs.**

- That the shifting landscape due to the COVID-19 pandemic has reinforced the importance of public education in our community and has provided the unique position to learn from its challenges and work with our partner groups to leverage the opportunities discovered.

Board Vision:

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

Board Mission:

Our mission is to help develop informed, literate, and resilient citizens through engagement in a safe, respectful, inclusive and responsive SD62 learning community.

Board Values:

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

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 23, 2023

Draft revised Policy A-101 "Administrative Organization" is scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy A-101 "Administrative Organization".

School District #62 (Sooke)

ADMINISTRATIVE ORGANIZATION	No.: A-101
	Effective: June 22/81 Revised: Feb. 26/08; Dec. 9/14; Dec. 11/18 Reviewed: Nov. 17/14; Dec. 8/14; Dec. 11/18; Apr. 25/23; May 23/23

SCHOOL BOARD POLICY

The Superintendent of Schools is the Chief Executive Officer of the Board of Education, and as such assumes full authority and responsibility for the implementation of the policies of the Board and for the management of the school district.

The Board and Superintendent are assisted by ~~five~~ **six** executive officers of the Board; **the Deputy Superintendent**, ~~three~~ **two** Associate Superintendents of Schools, the Secretary-Treasurer, and the Executive Director of Human Resources, **and the Executive Director of Digital Solutions**, all of whom report to the Superintendent of Schools (except that in matters pertaining to his/her **their** responsibilities as Corporate Officer of the Board, the Secretary-Treasurer shall report to the Board).

In the absence of the Superintendent of Schools, ~~one of the Associate~~ **the Deputy** Superintendent shall assume responsibility for the operations of the district.

The **Deputy Superintendent and** Associate Superintendents shall be accountable to the Superintendent for assigned aspects of the district's educational operations, including personnel, curriculum and budget preparation and administration. The Secretary-Treasurer shall be accountable to the Superintendent of Schools for all aspects of the district's Support Services operation: finance, maintenance, transportation, construction, clerical services and business operations. The Executive Director of Human Resources shall be accountable to the Superintendent for assigned aspects of labour relations, Occupational Health and Safety, as well oversight of district collective agreement obligations. **The Executive Director of Digital Solutions shall be accountable to the Superintendent for assigned aspects of digital literacy/training support, infrastructure and technology operations support, cyber risk and security, records management data analytics and integration, and digital governance and integration.**

All other members of school district staff report directly to a designated supervisor, who ultimately will have responsibility to an executive officer.

The Board expects that its executive officers will assume a high level of responsibility for thorough planning, sound management, effective interpersonal relations and the continuing improvement of school district communications, morale and general effectiveness.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 23, 2023

Draft revised Policy A-350 "Trustee Professional Development" is scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy A-350 "Trustee Professional Development".

School District #62 (Sooke)

TRUSTEE PROFESSIONAL DEVELOPMENT	No.: A-350
	Effective: Jan. 25/00 Revised: Feb. 24/15; Sept. 28/21 Reviewed: Jan. 19/15; June 22/21; Sept. 28/21, Apr 13/23; Apr. 25/23; May 23/23

SCHOOL BOARD POLICY

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

Accordingly, trustees attending appropriate activities shall be reimbursed for professional development event costs and related expenses consistent with Policy A-349 and with budgeted funds.

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

1. The trustee travel and professional development budget will be established through the budget process and reviewed annually by the Board of Education.
2. Attendance at appropriate activities is subject to Board approval within the budget established for such travel.
3. Subscriptions and publications deemed appropriate for Board use shall be approved by the Chair of the Board and become the property of the School District.
4. Reimbursement of costs involved in attendance at appropriate activities shall be consistent with mileage and per diem expenses as established by Policy No. F-261 and Policy A-349.
5. **The professional development budget will be set through the district's annual budget process.**
6. **The Board of Education will report annually to the Ministry of Education and Child Care on trustee expenses, including professional development, through a statement of financial information process.**

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 23, 2023

Draft revised Policy and Regulations F-333 "Accumulated Operating Surplus" are scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy and Regulations F-333 "Accumulated Operating Surplus".

School District #62 (Sooke)

FINANCIAL RESERVE ACCUMULATED OPERATING SURPLUS	No.: F-333
	Effective: Apr. 24/18 Revised: Reviewed: Feb. 19/18; Apr. 4/23; Apr. 25/23; May 23/23

SCHOOL BOARD POLICY

The Board of Education is responsible to ensure the District has strong financial management control of its resources.

To **increase transparency and** ensure the necessary resources are available when required, the Board of Education will establish an appropriate ~~financial reserve~~ **operating surplus** to provide for the ongoing operational and capital needs of the District **and consult and engage with education partners and local First Nations and Métis Nation BC on proposed uses of the operating surplus**. The District shall build and maintain an accumulated ~~reserve~~ **contingency** of 2% of operating expenses.

The long term financial health of the District is critical to ensure that a strong educational system is maintained for the students of the District.

School District #62 (Sooke)

FINANCIAL RESERVE ACCUMULATED OPERATING SURPLUS	No.: F-333
	Effective: Apr. 24/18 Revised: Reviewed: Feb. 19/18; Apr. 4/23; Apr. 25/23; May 23/23

REGULATIONS

The Board of Education is responsible to ensure the District has strong financial management control of its resources. The Superintendent, through the Secretary Treasurer, is responsible for the overall financial management of the District's resources.

The accumulated operating surplus (operating surplus) represents the extent to which revenue from all previous years exceeds expenditures from all previous years. The use of the operating surplus enables the Board to engage in long-term planning, mitigate financial risk and support consistent services for students.

The Board will use the existing Ministry of Education and Child Care's financial reporting framework to report on the planned and actual use of operating surplus. The reporting of surpluses and inter-fund transfers are publicly provided through both the financial statement and budget reporting processes. The district budget reporting processes will outline the initial plan for surpluses and transfers and the financial statements will report on the actual surpluses and transfers in any given budget year.

Prior to the approval of the financial statements and budget, the Board of Education will consult and engage with education partners and local First Nations and Métis Nation BC on proposed uses of the operating surplus. The Board will provide public information as to where, when and how the community can provide feedback on the subject.

The Board uses the following categories to manage the operating surplus:

- Unrestricted Operating Surplus (Contingency)
- Internally Restricted Operating Surplus
- Restricted for Future Capital Cost-Sharing
- Local Capital

Unrestricted Operating Surplus (Contingency)

The District shall maintain records of all its revenues and expenditures in accordance with generally accepted accounting principles. The Board believes that the maintenance of a strong financial position is fundamental to the District's overall fiscal strategy, and as such, an appropriate level of ~~reserve~~ **contingency** funds should be established.

Reserve Amount and Establishment

Strong financial management practices include protecting the District financially from extraordinary circumstances which could negatively impact the education of students. The District shall build and maintain an accumulated ~~reserve~~ **contingency** of 2% of operating expenses. In order to expend funds in the year received, it is understood that it will take a number of years for the District to reach the desired level.

This ~~reserve~~ **contingency** will be created through the following mechanisms:

- Annually budgeting \$250,000 to be generated from Rental and Leases Revenue; and
- ~~Retain any local capital proceeds in the reserve account; and~~
- Retain any (unrestricted) annual operating excess in the ~~reserve~~ **contingency** account.

Use of Funds

~~The Secretary Treasurer shall designate accumulated reserve funds as restricted and~~ **These funds are to be** used only for purposes as agreed upon by the Board. These purposes are to include:

- 1) unexpected occurrences having a negative financial impact on the current fiscal year;
- 2) extraordinary needs arising from the delivery of the Strategic Plan; and
- 3) the replacement of fixed assets.

~~Reserve Funds~~ **The contingency** can only be accessed by Board resolution and by inclusion in the annual budget of the Board, ~~or in the case of Restricted Capital Reserve, Board resolution and Minister of Education approval.~~

~~Reserve Funds~~ **The contingency** will not be used for ongoing operating expenses, except as directed by Board motion.

Internally Restricted Operating Surplus

The Board can make restrictions for items that are identified by the Board and have defined timelines. The three streams of internally restricted operating surplus are:

- Restricted due to the nature of constraints on the funds;
- Restricted for anticipated unusual expenses identified by the Board; and
- Restricted for operations spanning multiple school years.

Restricted for Future Capital Cost-Sharing

To support major capital projects that are identified in the Board's five-year Capital Plan and approved by the Ministry for concept plan or business case development, the Board may restrict the Financial Reserve to satisfy capital project cost-share expectations.

Local Capital

Local Capital will include the Board's portion of any proceeds from the disposition of capital assets, transfers from operating funds and interest earned on Local Capital funds restricted for the purchase of tangible capital assets. Capital projects that are not supported by the government through the Ministry of Education and Child Care's Capital Plan funding need to be funded through school district funds.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 23, 2023

Draft new Policy and Regulations F-334 "Financial Planning and Reporting" are scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft new Policy and Regulations F-334 "Financial Planning and Reporting".

School District #62 (Sooke)

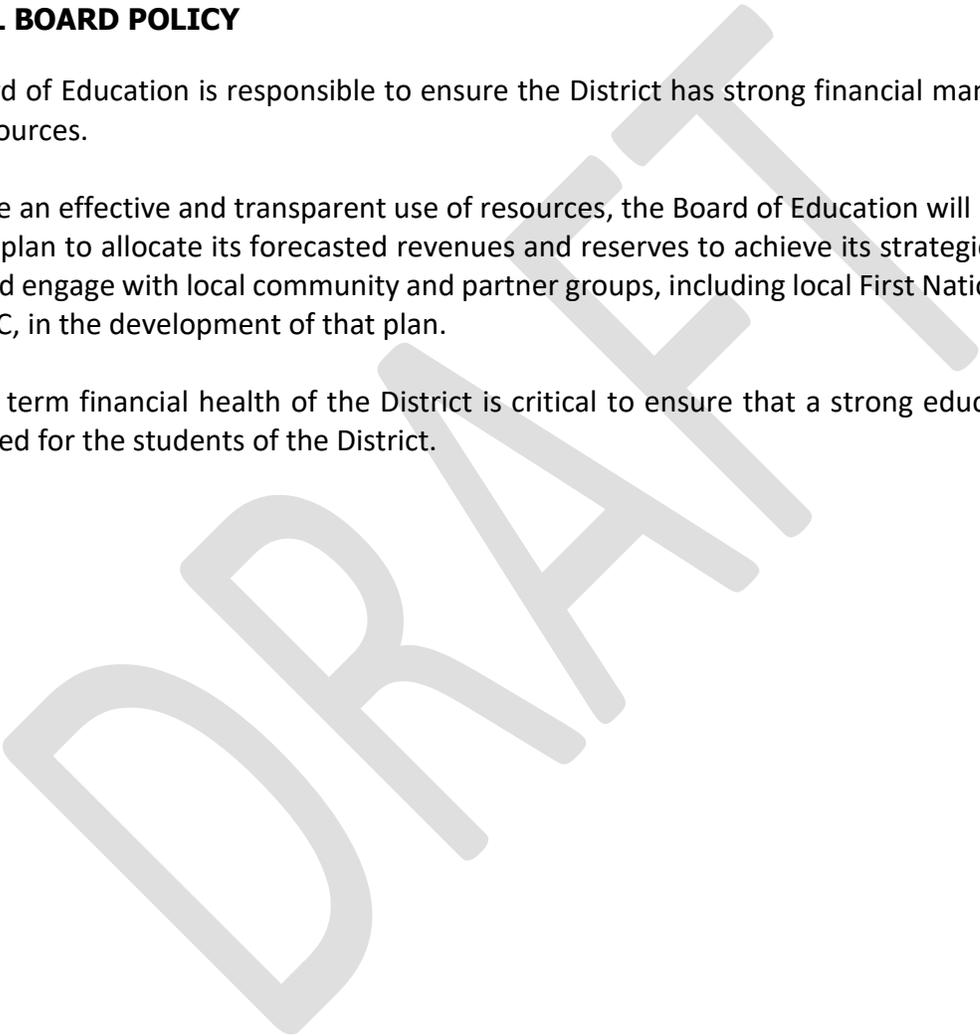
FINANCIAL PLANNING AND REPORTING	No.: F-334
	Effective: Revised: Reviewed: Apr. 4/23; Apr. 25/23; May 23/23

SCHOOL BOARD POLICY

The Board of Education is responsible to ensure the District has strong financial management control of its resources.

To ensure an effective and transparent use of resources, the Board of Education will build a multi-year financial plan to allocate its forecasted revenues and reserves to achieve its strategic and operational plans, and engage with local community and partner groups, including local First Nations and the Metis Nation BC, in the development of that plan.

The long term financial health of the District is critical to ensure that a strong educational system is maintained for the students of the District.



School District #62 (Sooke)

FINANCIAL PLANNING AND REPORTING	No.: F-334
	Effective: Revised: Reviewed: Apr. 4/23; Apr. 25/23; May 23/23

REGULATIONS

The Board of Education (“Board”) recognizes its responsibility for the effective use of public funds in providing the best possible education to the students in the communities it serves. The Board has a duty to govern the District in a fiscally responsible manner, while carrying out the strategies required to achieve its goals.

Multi-year Financial Plans

The annual operating budget is aligned with the three-year financial plan that the Board must develop, implement, and provide to the Ministry reflecting the implementation and maintenance of the Board’s educational and operational objectives including enhanced student educational outcomes. The financial allocations included in the budget should support the strategic directions identified in the Board’s Strategic Plan and the Framework for Enhanced Student Learning.

Engagement

When the Board is developing its multi-year financial plans it will consult and engage with education partner groups, including local First Nations and Métis Nation BC. The Board will provide public information as to where, when and how the community can provide feedback on the subject.

Reporting

The Board will also report the Board’s progress on aligning funding and resources with their strategic plans and other operational needs of the school district, including enhancing student educational outcomes, by posting annual information on its website as part of its usual report out to stakeholders and the public.

The Board will use the existing Ministry financial reporting framework (including a Financial Statement Discussion and Analysis Report) to annually report on Boards’ progress towards meeting Board objectives as outlined in their multi-year financial plans.

90-Day Work Plan 2022-23 (June-Aug)

	JUNE	JULY	AUGUST
APPROVE	Annual Plan Package: - FESL targets - strategic plan targets - 5 Year Capital Plan Superintendent Growth Report		Annual BoE Work Plan Annual BoE Communications Plan
REVIEW/RECEIVE	District Operations Plan		Estimated Enrolment Update District Operational Plan
COMPLETE			* BoE/Executive Planning Retreat * Board Meeting
ENGAGE	Grad/Year End Ceremonies		* Host Leadership Team Event

} * To be determined

**Report to the Board of Education, Sooke School District
RE: NA'TSA'MAHT Education Council Meeting at Lekwungen Room,
SD62 School Board Office, May 17, 2023**

1. NA'TSA'MAHT Indigenous Education Update

- Reviewed & Discussed NEC Meeting Cycle & Structures for 2023-24
 - NEC provided input via an activity – how to decolonize the NEC meetings
- Reviewed & Discussed the proposal for Position of Special Responsibility
 - NA'TSA'MAHT Engagement Teacher Coordinator for 23/24
 - NEC provided input via an activity
- Reviewed & Discussed the Indigenous Education Proposed Budget 2023-24
 - Input considered from Four Posts & April meeting activity
 - **Motion approved**

2. School District Update

- Employment Equity Letter Reviewed & **Motion was approved**
- District Letter for Indigenous Day June 21st – Reviewed and feedback was gathered to recommend to the board – attachment #1

Next Meeting: Wednesday, October 25, 2023 12:30 – 3:00 in SD62 SBO Lekwungen Room

Lunch will be served at 12:30 – 1:00.

We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation; and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, Coast Salish; T'Sou-ke Nation, Coast Salish; the West Coast Pacheedaht Nation, Nuuchahnulth. (Words gifted by the Nations SD62 works with.)



Board Info Note Public Board Meeting May 23, 2023

Agenda Item 11.1: Superintendent's Update

LEARNING

SD62 Alumni Selected 1st pick in 1st CFL Draft to play for Ottawa

- Dontae Bull, a Belmont Graduate who played with the Belmont Secondary Bulldogs and was recruited to play for San Francisco University, was the overall 1st pick in May's CFL draft. Chosen by the Ottawa Redblacks, Among his many accomplishments, Dontae was an all-rounder at Belmont as quarterback and tight end, the 2016 B.C. basketball high school defensive player of the year (he's six-foot-seven), and a member of the Westshore Rebels. Dontae is a true example of what hard work and dedication can achieve.

SD62 Trades Awareness and Skills K-12 (TASK) Youth Work Awards

- We are thrilled to share some exciting highlights and achievements from the SD62 Trades Awareness and Skills K-12 (TASK) Program celebrated at the Youth Work Awards. TASK is dedicated to fostering the growth and development of students interested in pursuing careers in the trades. Here are some notable accomplishments:
 - **Graduates and Attendance:** This year, we celebrated 26 graduates from all four SD62 Secondary Schools. The graduation ceremony witnessed over 80 attendees, including district staff, students, families, employers, representatives from the Ministry of Education and Child Care, Skilled Trades BC, and our valued community partners.
 - **Total Apprenticeship Hours:** The dedication and hard work of our students are evident in the impressive figure of over 30,000 total apprenticeship hours represented. These hours reflect the commitment of our students to gain practical experience and develop valuable skills in their chosen trades.
 - **Red Seal Trades:** Our program covers a diverse range of Red Seal trades, providing students with opportunities to explore various vocational paths. We offer training in trades such as Carpenter, Cook, Electrician, Sheet Metal, HF Insulator, Autobody Tech, Metal Fabricator, and Welder, enabling students to gain expertise and industry-recognized certifications.
 - **Award-Winning Employer Sponsors:** We are grateful to our esteemed award-winning employer sponsors, including Compass Electric, Farmer Construction, BC Regional Council of Carpenters, House of Boateng, White Spot, Mr. Mikes, Jacks Place, Flynn Canada, Wild Mountain, Composite Builders, Bin 4, Ocean West Marine, Tower Fence, and Fix Auto. Their support and partnership have been instrumental in providing valuable opportunities and mentorship to our students.
 - **Supporting Students:** This year, we have proudly supported over 100 students who are either working in or interested in pursuing careers in the trades. Through our program, we aim to provide guidance, resources, and hands-on experiences to help students excel in their chosen trades.
 - **Youth Engagement:** Our youth engagement initiatives have witnessed significant growth this year, with approximately 25 students ready to receive awards next year. We are delighted to see the enthusiasm and passion of our youth as they embark on their journey towards trades excellence.

- **Expanding Programs:** Due to the increasing demand and success of the TASK program, we are excited to announce the expansion of our offerings. Next year, we will be launching four programs: two construction programs, one metal program, and a new automotive program. These expansions will accommodate up to 72 students annually, providing even more opportunities for students to explore and excel in the trades.
- We are proud of the progress and achievements made by our TASK program participants and grateful for the ongoing support of our community partners and sponsors. Together, we are shaping a future generation of skilled tradespeople ready to make a positive impact in their chosen fields.



ENGAGEMENT

Music Teachers

- At the April Board Meeting, a group of music teachers presented their concerns for music program delivery in the school district. At a subsequent meeting, Associate Superintendent, Monica Braniff and I met with the group to discuss their concerns and to brainstorm solutions. There was recognition that the growing student population was causing challenges in our schools for alternative spaces for important programs like music. Given the constraints we are under, we explored ways to more effectively communicate when changes are needed and what resources are needed in order to continue the delivery of high-quality programming.

GROWTH

Elementary School in South Langford

- **Tender Proess:** The tender to build the new elementary school in South Langford has now closed. The district is now working with the Ministry of Education and Child Care to finalize the funding amount and tender contract. We are excited to get this project underway so that the school can be open to students in September 2025.
- **School Naming:** The district continues to work with partners and the feedback received to date to bring forward recommendations for the Board to consider. Recent work with Sc'ianew Nation, following approval of a process by the Esquimalt and Songhees Nations, will see a recommended name, translated into Senćoten coming forward as one of three options. His work continues and will come to the Board for debate as soon as the consultation process has been completed.

Seismic Projects

- Staff are continuing to work on the Project Definition Reports (business case) for both the Port Renfrew and Sooke Elementary projects. We are hopeful to submit the Port Renfrew PDR by the end of June and the Sooke PDR by the end of September.