

### 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 25, 2021 at 7:00 pm.**

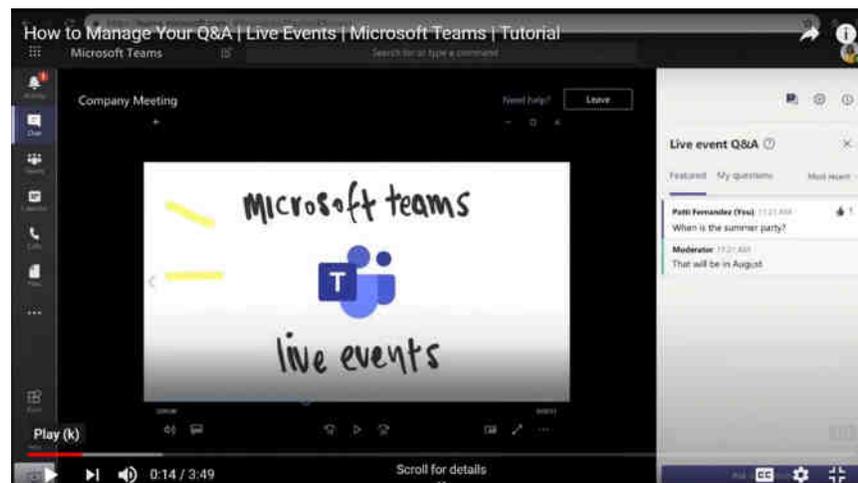
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Public-Board-Meeting-May-25-2021>

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

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

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



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

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



**BOARD OF EDUCATION  
PUBLIC MEETING  
By Live Event  
May 25, 2021 – 7:00 p.m.**

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**A G E N D A**

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**  
*We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)*
2. **AGENDA (page 2)**
  - 2.1 Call for amendments and additional items  
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of May 25, 2021, as presented (or as amended).
3. **MINUTES (page 5)**
  - 3.1 Call for amendments to minutes  
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the April 27, 2021, as presented (or amended).
4. **INFORMATIONAL ITEMS AND ANNOUNCEMENTS**
  - 4.1 Board Chair Update – Ravi Parmar
  - 4.2 COVID-19 Update – Scott Stinson
5. **EDUCATIONAL PRESENTATIONS**
6. **CORRESPONDENCE & DELEGATIONS**
  - 6.1 Correspondence: (page 16)
    - a. Letter from Citizens' Environment Network in Colwood, dated May 8, 2021 RE: Electric School Buses in SD 62
  - 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF, Students) – 5 minutes each
7. **FINANCE, FACILITIES AND SERVICES**
  - 7.1 Resources Committee – Meeting of May 11, 2021 – Bob Beckett (page 17) Motion Requested: That the Board of Education of School District 62 (Sooke) approve the one-time increase of the financial reserve to an amount of not greater

than 3% of the operating budget as at June 30, 2021.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of May 11, 2021.

7.2 Education Committee of the Whole – Ravi Parmar (page 19)

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education Committee of the Whole Meeting of May 18, 2021.

7.3 2021/22 Annual Budget Bylaw – Harold Cull (page 55)

Motion Requested: That the Board of Education of School District 6 (Sooke) give first reading to the 2021/22 Annual Budget Bylaw, specifying a total budget of \$154,143,447.

7.4 2021/22 Capital Bylaw – Harold Cull (page 57)

Motion Requested: That the Board of Education of School District 6 (Sooke) give first reading to Capital Plan Bylaw 2021/22-CPSD62-01.

## 8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of May 4, 2021 – Allison Watson (page 60)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve BAA course Class Design 12.

Motion Requested: Given that the required for notice of motion period has been served, that the Board of Education of School District 62 (Sooke) adopt the revised draft Policy and Regulations B-345 “Core French”.

Motion Requested: Given that the required for notice of motion period has been served, that the Board of Education of School District 62 (Sooke) adopt the revised draft Policy and Regulations B-346 “French Immersion Programs”.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of May 4, 2021.

## 9. STUDENTS

## 10. FOUNDATIONS & GOVERNANCE

10.1 Report from the Na'tsa'maht Education Council - Meeting of May 19, 2021– Dianna Seaton (page 79)

10.2 Report from the French Advisory Committee – Meeting of May 20, 2021 - Wendy Hobbs (page 81)

10.3 Report from the Victoria Family Court and Youth Justice Committee – Meeting of May 19, 2021 - Margot Swinburnson (page 84)

10.4 Ongoing Mental Health Funding – Margot Swinburnson (page 85)

Motion Requested: That the Board of Education of School District 62 (Sooke) write a letter to the MOE requesting targeted funding continue for Mental Health initiatives in a sustained and timely manner so staff can plan resources and programs to continue ongoing initiatives.

## 11. ADMINISTRATION

11.1 Superintendent's Report – Scott Stinson (page 86)

**12. PERSONNEL**

**13. UPCOMING EVENTS**

June 21, 2021 – National Indigenous Peoples Day

**14. FUTURE ITEMS**

**15. QUESTION PERIOD**

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

**16. ADJOURNMENT**



**MINUTES  
BOARD OF EDUCATION  
PUBLIC MEETING  
LIVE MS Teams Event  
April 27, 2021 – 7:00 p.m.**

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

STAFF: Scott Stinson, Superintendent  
           Harold Cull, Secretary-Treasurer  
           Stephanie Hedley-Smith, Associate Superintendent  
           Dave Strange, Associate Superintendent  
           Paul Block, Associate Superintendent  
           Dan Haley, Executive Director, HR  
           Farzaan Nusserwanji, Executive Director, IT  
           Steve Tonnesen, Manager IT Operations  
           Vanessa White, District Principal Safe and Healthy Schools

REGRETS: Wendy Hobbs  
               Dave Strange

SECRETARY: Kristina Ross

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**1. CALL TO ORDER**

The meeting was called to order at 7:08 p.m. by the Board Chair. Ravi Parmar acknowledged the traditional territories of the First Nations.

**2. AGENDA**

2.1 Call for amendments and additional items

68.        MOVED Bob Beckett/Dianna Seaton  
               That the Board of Education of School District 62 (Sooke) adopt the agenda of  
               April 27, 2021 as presented.  
               CARRIED

**3. MINUTES**

3.1 Call for amendments to minutes

69.        MOVED Margot Swinburnson/Dianna Seaton  
               That the Board of Education of School District 62 (Sooke) adopt the minutes of  
               the March 9, 2021 meeting as presented.

CARRIED

**4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS****4.1 Board Chair Update – Ravi Parmar**

Trustee Phillips spoke of the recent loss of Elder Jack Planes on April 9, 2021, and sent condolences to the family and friends of the T'Sou-ke First Nation. The Board Chair acknowledged how hard this pandemic has been on the staff, students and families of the District, and thanked them for their continued support. He acknowledged the National Day of Mourning on April 28, 2021 and renewed the district's commitment to creating a safe workplace. Further, the Board Chair had the pleasure of meeting with several District Principals on April 1, 2021 which led to productive and fruitful discussions.

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

The Superintendent recognized the stress and anxiety in the District returning from Spring Break/Easter Break and the impact on exposures at our schools. Subsequently, the number of exposures has decreased significantly and there have been no new incidents this week. There are a number of processes available to staff concerning vaccinations, and the Superintendent urged staff to register through the age-based process, and at local pharmacies. Furthermore, there should be additional information regarding vaccinations to essential services workers coming shortly.

**5. EDUCATIONAL PRESENTATIONS****5.1 Strategic Plan – The District's Vision, Mission, Beliefs and Values – Scott Stinson**

Scott Stinson acknowledged Sue Grundy, Manager of Executive Operations, and provided an overview of the District's Strategic Plan and its mission, vision, beliefs and values to the Board of Education.

**70. MOVED Allison Watson/Margot Swinburnson**

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

CARRIED

**71. MOVED Ravi Parmar/Allison Watson**

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

CARRIED

**72. MOVED Ravi Parmar/Margot Swinburnson**

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

CARRIED

**73. MOVED Ravi Parmar/Margot Swinburnson**

That the Board of Education for School District 62 (Sooke) reaffirm the Board's belief statement as amended so it reads as the following:

In School District #62, we believe:

- The quality of experience for students and staff should be engaging, purposeful and reflective of voice and choice;
- All education partners, staff and citizens in the communities the District serves have a role in supporting student learning, each with distinct responsibilities;

- In the commitment of fostering diversity and actively pursue equity by understanding the complexities that affect achievement;
- In fostering a district-wide focus on learning and ensuring an equitable approach to enable everyone to have the opportunity to achieve their potential;
- In continuous improvement through decision-making informed by gathering evidence that is strength and results-based;
- We are growing at an unparalleled pace and it is necessary to manage this growth appropriately to ensure that the District continues to deliver successful education programs; and
- That the shifting landscape due to the COVID 19 pandemic has reinforced the importance of public education in our community and has provided the unique opportunity to learn from its challenges and work with our partner groups to leverage the opportunities discovered.

CARRIED

74. MOVED Allison Watson/Bob Beckett

That the Board of Education for School District 62 (Sooke) amend the motion by rewording bullet #3 so it reads as the following:

- **In the commitment of fostering diversity and actively pursue equity by understanding the complexities that affect achievement;**

CARRIED

75. MOVED Allison Watson/Bob Beckett

That the Board of Education for School District 62 (Sooke) amend the motion by rewording bullet #7 so it reads the following:

- 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 opportunity to learn from its challenges and work with our partner groups to leverage the **lessons learned.**

DEFEATED

76. MOVED Margot Swinburnson/Allison Watson

That the Board of Education for School District 62 (Sooke) amend the motion by rewording bullet #7 so it reads as the following:

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

AMENDED

## 6. CORRESPONDENCE & DELEGATIONS

### 6.1 Correspondence:

a. Letters from Minister Fleming, Minister Malcolmson, and Minister Robinson:

77. MOVED Bob Beckett/Dianna Seaton

That the Board of Education of School District 62 (Sooke) receive the letters from Minister Fleming, Minister of Transportation and Infrastructure, dated March 30, 2021; from Minister Malcolmson, Minister of Mental Health and Addictions, dated March 30, 2021; and from Minister Robinson, Minister of Finance, dated April 12, 2021.

CARRIED

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

STA – Jennifer Anderson

Jennifer Anderson read a letter to the Board of Education from a group of SD 62 staff pertaining to the hiring practices of Sooke School District. There were several recommendations, regarding equity and diversity, that were proposed to the Board of Education.

CUPE – Amber Leonard

Amber Leonard indicated that the next CUPE PRO-D is occurring on May 14, 2021 with a focus on mental health of its members. In addition, she recognized the National Day of Mourning on April 28, 2021 which offers the District an opportunity to renew our collective commitment to protecting the health, safety, and well being of all workers.

PVP – Mike Huck

No delegation.

SPEAC – Sandra Arnold

Sandra Arnold indicated that the SPEAC AGM is occurring on May 19, 2021 via MS Teams. In addition, there is a parent session, Social Media Awareness, Digital Footprint, and Cyberbullying, being offered on May 6, 2021.

Canadian Parents for French – Billie-Jo Cavanaugh

Billie-Jo Cavanaugh indicated that the Candian Parents for French AGM is occurring on May 25, 2021. CPF is currently looking for members and volunteers to join its chapter.

Students

No delegation.

**7. FINANCE, FACILITIES AND SERVICES****7.1 Report on the Resources Committee – Meeting held on April 13, 2021**

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

78. **MOVED** Bob Beckett/Margot Swinburnson

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

CARRIED

79. **MOVED** Bob Beckett/Dianna Seaton

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

CARRIED

**7.2 Report on the Audit Committee – Meeting held on April 20, 2021**

Trustee Phillips provided the Board of Education with an overview of the Audit Committee Meeting.

80. **MOVED** Bob Phillips/Allison Watson

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

CARRIED

**7.3 Provincial Budget 2021/22 and the Ministry of Education Service Plan – Harold Cull/Ravi Parmar**

Harold Cull provided an overview of the Provincial Budget 2021/22 and how it relates to the District funding as well as a summary of the Ministry's current service plan.

## 8. EDUCATION PROGRAM

### 8.1 Report on the Education Policy Committee – Meeting held on April 6, 2021

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

81. MOVED Allison Watson/Bob Phillips  
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations B-345 "Core French".  
CARRIED

82. MOVED Allison Watson/Bob Phillips  
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations B-346 "French Language Programs".  
CARRIED

83. MOVED Allison Watson/Dianna Seaton  
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of April 6, 2021.  
CARRIED

### 8.2 Policy Feedback Received on Policies D-310 and E-311

At the March 9, 2021 Public Board Meeting, the Board gave "Notice of Motion" for new Policy and Regulations D-310 and revised Policy E-311. Feedback has been provided during the 30-day period, and revisions have been incorporated.

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

84. MOVED Allison Watson/Bob Phillips  
Given that the required period for notice of motion has been served that the Board of Education of School District 62 (Sooke) adopt revised draft Policy and Regulations D-310 "Non-Board Initiated Research".  
CARRIED

#### 8.2.2 Policy E-311 Class II License

85. MOVED Allison Watson/Dianna Seaton  
Given that the required period for notice of motion has been served that the Board of Education of School District 62 (Sooke) adopt revised draft Policy E-311 "Class II License".  
CARRIED

## 9. STUDENTS

### 9.1 District Work Supporting Student Mental Wellbeing – Vanessa White

This item has been referred the Education-Policy Committee Meeting due to time restraints. This item will be brought to the Board of Education's attention again on May 25, 2021.

## 10. FOUNDATIONS & GOVERNANCE

### 10.1 Report on the Governance Committee – Meeting held on April 19, 2021

86. **MOVED** Dianna Seaton/Allison Watson  
That the Board of Education of School District 62 (Sooke) approve the changes to Procedural Regulation A-401 “Board Meeting Agenda Planning” as presented at the April 19, 2021 Governance Committee meeting.  
CARRIED

87. **MOVED** Dianna Seaton/Allison Watson  
That the Board of Education of School District 62 (Sooke) approve the changes to Procedural Regulation A-411 “Order of Business for Board Meetings” as presented at the April 19, 2021 Governance Committee meeting.  
CARRIED

10.2 Report from the Aboriginal Education Council – Meeting of April 21, 2021 - Dianna Seaton  
Trustee Seaton provided an overview of the Aboriginal Education Council Meeting held April 21, 2021. The Aboriginal Education Department has been renamed Na’tsa’maht Indigenous Education Department.

10.3 Report from the French Advisory Committee – Meeting of April 22, 2021 – Wendy Hobbs  
No report.

10.4 Report from the Victoria Family Court and Youth Justice Committee –Margot Swinburnson  
Trustee Swinburnson provided an overview of the VFCYJC and indicated that the subject of governance was widely discussed. Of note, all South Island school districts have representation on this committee.

10.5 BC Schools Trustees Association AGM Update – Allison Watson  
Trustee Watson provided an update on the BCSTA AGM and the disposition of motions that were presented. The Keynote Town Hall speaker was Carole James with additional presentations from Andy Hargreaves and Kevin Godden.

## 11. ADMINISTRATION

### 11.1 Superintendent’s Report – Scott Stinson

Scott Stinson provided an update to the Board of Education an update on the District activities surrounding Learning, Engagement and Growth. The Superintendent acknowledged the National Day of Mourning and indicated that the School Board Office will be showcasing the flag provided by CUPE 459. In addition, he apologized for the outdated language sent from the District surrounding dress codes in our schools. This language has been updated, and provided throughout the District.

## 12. PERSONNEL

## 13. UPCOMING EVENTS

National Day of Mourning – April 28, 2021

UN Anti Bullying Day – May 4, 2021

Education Committee of the Whole – Budget Review – May 18, 2021

## 14. FUTURE ITEMS

## 15. QUESTION PERIOD

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

## 16. ADJOURNMENT

The meeting was adjourned at 9:32 p.m.  
Certified Correct:

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

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

April 27, 2021

Dear Trustees:

It has come to our attention through the recent hiring decisions of secondary PVP, that discrepancies and inequity are evident and pervasive within our district. This has been an ongoing issue in SD62 that must be addressed immediately.

It is obvious not only to staff members but also to students that only certain voices and experiences continue to be represented, perpetuated, and privileged in upper management levels. SD 62 currently has no diverse hiring practices, policies, or administrative regulations which is deeply concerning.

As such, we have a number of recommendations for your consideration regarding equity and diversity. Further, we have many questions that require clarification and responses.

**Let's do what we say.**

As a district that touts leadership, diversity, equity, and inclusion, how are we actually leading the way in this? From a meeting dated March 2, 2021, Scott said we are a "progressive district". How can we be "progressive" without diverse practices, policies or administrative regulations as priorities? How do we "walk" this "talk"?

**Let's consider our policies.**

Why don't we have an equity and diversity hiring policy in this district? There are many districts across the province that already have this in place such as SD63. Further, many also have human rights exemption letters to allow for priority hiring in order to represent diversity in upper management and staff.

Our policies should be in line with the Employment Equity Act which states, "... no person shall be denied employment opportunities or benefits for reasons unrelated to ability and, in the fulfilment of that goal, to correct the conditions of disadvantage in employment experienced by women, Aboriginal peoples, persons with disabilities and members of visible minorities."

How are we actively seeking and recruiting BIPOC (Black, Indigenous, People of Colour) staff to our district? What ways are we working to retain and support BIPOC staff once they begin their work with us?

In our current 2018-2021 Strategic Plan, one of the goals is to “[c]reate a safe, flexible, and culturally responsive environment that meets the needs of all, particularly the Aboriginal communities we work with.” How has cultural responsiveness been assessed?

The policies we produce that govern the way our school district operates need to be inclusive of more voices.

**Let’s be more transparent.**

School-based staff are unaware of the process involved in appointing PVP. It seems as though the PVP pool is only open periodically, and for a small amount of time, but teacher postings are available throughout the year. How do some positions get appointed but others are hired? How is the district remaining procedural and objective in its hiring process?

We also need to see more transparency with the budgeting process as it relates to salaries. The SOFI report is produced each year, but leaves out a number of employees, and does not give a complete picture. Additionally, BCTF salary grids are publicly accessible, but PVP grids are not, and when reviewing the SOFI report, we see major discrepancies between the salaries of PVP staff, including the fact that male principals on average earn more than female principals in our district.

**Let’s be trauma-informed.**

At some schools this year, announcements of PVP relocations have happened via emergency staff meetings. Staff received emails late at night announcing an urgent staff meeting the following day at 8:30AM. As these emails did not give the reason for the meeting, staff were left to guess what was going on. In the past, these emergency meetings have been used to announce deaths of community members, staff, and students, which caused many staff members to worry all night.

In a time of COVID, staff are in a place of coping, so to announce an immediate staff meeting for one person’s job relocation leads to unnecessary stress and panic. PVP appointments are announced publicly in staff meetings, but STA members are informed of layoffs in emails, then expected to carry on with their workday with no public acknowledgement or time to process. This is an inequitable way to inform your employees of staffing changes.

**Let’s be diverse.**

BCTF reports that 73% of the teacher population is female-identifying, but only 58% of SD62’s PVP is female. This is not representative of the largest employee group in our district. There are schools currently in our district and planned for next year that will have 0% female-identifying

PVP in their leadership teams. Specifically, the PVP for RBSS and EMCS have been announced for next year to be exclusively male. This is especially problematic considering the lack of representation for students and staff who identify as female, as LGBTQ2S+, as BIPOC, and as members from other equity-seeking groups.

At the March 9th, 2021 board meeting, a member asked what the current number of BIPOC people in PVP positions is. There was no reply then, and the member is still awaiting a response. If we can't do the bare minimum to find out this number, how can we claim to be an advocate of equity and diversity in this district?

When members from diverse experiences and backgrounds are included in leadership roles, all students and staff will benefit. It's not just students of colour who benefit from being taught by teachers of colour. White students reported feeling academically challenged and cared for by their teachers of colour, according to the Learning Policy Institute. And when white students are exposed to greater diversity in their elementary and secondary classrooms, they're able to address topics such as bias and racism and gain a deeper level of appreciation for people of different races, ethnicities, and backgrounds.

### **Let's create safe environments.**

Safe learning environments begin with staff and leadership that reflect a variety of experiences, perspectives, and voices. This means that everyone can be heard, valued, and represented.

We need to have better representation in all levels so that everyone can feel safe. To have half of our secondary schools led exclusively by men, SD62 is setting barriers for female students and staff to feel like they have a safe place to bring forward issues or concerns. Further, when people feel unsafe in their learning environments, they may avoid participation or drop out all together.

If we are following the expectations set out in our Strategic Plan, then we need to "create a safe, flexible and culturally responsive environment that meets the needs of all." By having the representation of leadership not reflect the experiences of the teaching force, it will not "promote a high degree of satisfaction and morale."

### **Recommendations:**

1. Broaden the scope of the Equity Scan to assess hiring practices at the administrative level (and past/current policies).
2. Create a diversity hiring policy, to be implemented no later than the 2022-2023 school year.

3. Implement the Provincial LOU No. 4 dated September 29, 2011, that directs employers to make an application to the Human Rights Tribunal to attract and retain self-identifying Indigenous employees.
4. Improve the diversity of our school district by having our admin and teaching staff reflect our student population (ie. approximately 10% of our student population is self-identifying as Indigenous, why isn't our staff?).
5. Review each year's SOFI report with the lens of equity and diversity to assess "how are we doing?"
6. Provide greater transparency and accountability measures for hiring, placing, and salary grids for PVP and Management.
7. Assign Associate Superintendent portfolios for more than a single year at a time to encourage relationship and program building.
8. Continue to implement the Na'tsa'maht Enhancement Agreement.

We recognize that institutionalized education systems are based in a legacy of colonialism and patriarchy, which is situated in systemic racism and inequity. These topics are difficult to talk about, but they must be addressed. We are hoping that our presence here today will begin the conversation, and that these topics will continue to be discussed at the district level. How do you plan on using your positions of privilege to be a part of the solution?

Regards,

Missy Haynes, Gitxsan (First Nations) woman, RBSS teacher  
Natasha Parrish, Aboriginal Literacy Teacher  
Mandart Chan  
Christina Kempenaar  
Amanda Culver  
Diane Wiens, Journey Middle School teacher



May 8<sup>th</sup>, 2021

Ravi Parmar, Chair

Sooke School District

2021 Sooke School District

3143 Jacklin Rd. Victoria, BC V9B5R1

Dear School Board Chair Ravi Parmar and trustees,

CENiC (Citizens' Environment Network in Colwood), is a citizens' environmental group that has as its mission to encourage and support measurable progress on climate action and environmental sustainability in Colwood. CENiC is also a member of South Island Climate Action Network and the provincial BC Climate Emergency Network.

We at CENiC wish to applaud the decision by the Sooke School Board to purchase two electric school buses for use in the district transportation fleet. We recognize the forward thinking leadership of the Board and their staff to begin transitioning to a more sustainable future that is less dependant on fossil fuels. Based on the kind of public response this purchase has generated, Sooke School District is showing the way on the South Island in sustainable transportation leadership. We are pleased that Colwood students, and all District 62 students, will benefit by your decision.

We look forward to the possibility of further environmentally progressive decisions by school districts across the province. We are hopeful of changes in construction of new schools. We see the achievable possibilities that may include solar and other alternative forms of energy, staff and student parking lots that include electric charging stations, the efficient use of passive light and heat and the construction processes that reach for higher levels on the construction Step Code.

Once again, please accept our appreciation and congratulations for taking these important beginning steps so that our children and grandchildren, the students of School District 62, will be living in a more sustainable, environmentally friendly future. We all have more work to do but every long journey begins with steps such as the one you have just made. Thank you for taking strong leadership in our community.

Your sincerely,

Carol Brown, Chair

Citizens' Environment Network in Colwood

Cc: [bbeckett@sd62.bc.ca](mailto:bbeckett@sd62.bc.ca) [whobbs@sd62.bc.ca](mailto:whobbs@sd62.bc.ca) [bphillips@sd62.bc.ca](mailto:bphillips@sd62.bc.ca) [dseaton@sd62.bc.ca](mailto:dseaton@sd62.bc.ca)  
[mwinburnson@62.bc.ca](mailto:mwinburnson@62.bc.ca) [awatson@sd62.bc.ca](mailto:awatson@sd62.bc.ca) [sstinson@sd62.bc.ca](mailto:sstinson@sd62.bc.ca)



## Committee Report of Resources Committee Meeting via MS Teams May 11, 2021

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**Present:** Bob Beckett, Trustee (Committee Chair)  
 Wendy Hobbs, Trustee (Committee Member)  
 Margot Swinburnson (Committee Member)  
 Scott Stinson, Superintendent & CEO  
 Harold Cull, Secretary-Treasurer  
 Krista Leakey, SPVPA  
 Amanda Dowhy, SPEAC  
 Ed Berlando, STA  
 Bruce Woodcock, CUPE  
 Nicole Gestwa, IT  
 Farzaan Nusserwanji, Executive Director, IT and CIO  
 Windy Beadall, Lead Educator, Capital Planning  
 David Lee-Bonar, Manager Financial Reporting & Analysis

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

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

### 2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated April 13, 2021 at its Public Board Meeting dated April 27, 2021.

### 3. PRESENTATIONS

### 4. BUSINESS

#### 4.1 20/21 Quarter 3 Financial Forecast – David Lee-Bonar

David Lee-Bonar provided the Committee with an updated 20/21 Quarter 3 Financial Forecast. The forecast was based actual financial information as at March 31, 2021. The District is looking to increase the year end reserve to help offset the costs to be incurred in the 21/22 school year. Highlights of changes from the Q 2 forecast included the Ministry release of the holdback, the increased enrolment of the International Student Program, and the decrease in the forecast for the Inclusive Education Services budget.

The District's financial forecast has improved by \$394,000, furthermore we are now forecasting a surplus of \$334,000 at Q3 versus a slight deficit of \$60,000 as of Q2.

The Committee also discussed and are in support of the following motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the one-time increase of the financial reserve to an amount of not greater than 3% of the operating budget as at June 30, 2021.

#### 4.2 21/22 Budget Development Plan – Harold Cull

Staff continue to develop a budget plan to propose to the Board of Education for their consideration at the Education Committee of the Whole (ECOW) on May 18, 2021. The District is facing a number of structural and one-time pressures. The proposed plan will reduce the total pressure of \$3.215 m.

- The plan includes \$.643 m of one-time or financial reserve savings to address structural pressures – this amount will have to be addressed during next year's budget development process.
- The plan is contingent on a quarter 3 forecasted surplus of \$.334 m which will increase the financial reserve to \$2.936 m as identified in agenda item 4.1.
- The proposed draw on the reserve, noted above at \$1.496 m, will leave a projected financial reserve as at June 30, 2022 **at \$1.440 m or 1.18%**.
- Staff provided the Committee with a presentation outlining the pressures, feedback received and the proposed plan

The Committee discussed the importance of maintaining mental health supports in the system and a number of the proposed options presented.

#### 4.3 Safe Route to School Project Plan – Harold Cull

At the January 2021 Public Board of Education meeting, a revised transportation policy and administrative regulation was approved. The Ministry of Education has created guidelines for student walk limits and instead of following these guidelines, the District will instead work to identify and create safe routes to school. While the District has been reviewing their transportation policy and regulation, the Capital Regional District (CRD) has been implementing their **Ready Step Roll (RSR) Program**. Staff are proposing that the District use the information generated for the RSR as a starting point for identifying safe routes at the school level. Once the safe routes have been identified, the Transportation Department could then use this information to revise bus routes for that school

Krista Leakey spoke about the great work of the RSR review at Sooke Elementary School. The Committee's discussion also indicated that the District needs to ensure that the Ministry of Transportation and Infrastructure are part of the conversation specifically on discussions with our schools that are directly located on highways.

#### 4.4 22/23 Capital Plan & Long-Range Enrolment Estimate – Harold Cull

Staff indicated that on an annual basis the District develops a Capital Plan submission for the Ministry of Education to consider. The Plan this year is due July 31, 2021 for the period of April 1, 2022 to March 21, 2023. Staff will begin the process of updating our submission for the Resources Committee's review on June 8, 2021.

### 5. **ADJOURNMENT AND NEXT MEETING DATE:** June 8, 2021



**MINUTES  
COMMITTEE OF THE WHOLE  
PUBLIC MEETING  
LIVE MS Teams Event  
May 18, 2021 – 6:00 p.m.**

---

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

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

REGRETS:

SECRETARY: Kristina Ross

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**1. CALL TO ORDER**

The meeting was called to order at 6:05 p.m. by the Board Chair. Ravi Parmar acknowledged the traditional territories of the First Nations. The Board Chair spoke of the recent incident at RBSS concerning the pride pedestrian crossing and thanked the community, staff and students for their support. The Board Chair acknowledged stakeholders and members of the public participating in the meeting, and reminded media to direct their questions to the Manager of Communications.

**2. AGENDA**

**3. MINUTES**

**4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS**

**5. EDUCATIONAL PRESENTATIONS**

5.1 21/22 Budget Plan – Harold Cull

Harold Cull provided an overview of the 21/22 Budget Development process and the recommended budget plan for the Board to review and debate at their upcoming Public Board Meeting on May 25, 2021. The Board Chair then invited stakeholders to provide their initial responses.

**6. DELEGATIONS**

6.1 Standing Delegations (STA, CUPE, SPEAC)

The partner groups focused on a number of areas in the budget including losing opportunities for providing services to students and the challenges the pandemic will continue to have on the budget.

**7. FINANCE, FACILITIES AND SERVICES**

7.1 21/22 Budget Plan Discussion – Harold Cull

The Committee discussed the budget presentation and the challenges of ensuring the budget priorities, mostly mental health/wellness and early intervention, are met within the existing allocations. There were some questions on how the reductions would be maintained at the secondary school level with regards to teacher staffing. No specific changes to the budget were requested at the meeting.

**8. EDUCATION PROGRAM**

**9. STUDENTS**

**10. FOUNDATIONS & GOVERNANCE**

**11. ADMINISTRATION**

**12. PERSONNEL**

**13. UPCOMING EVENTS**

**14. FUTURE ITEMS**

**15. QUESTION PERIOD**

**16. ADJOURNMENT**

The meeting was adjourned at 8:28 p.m.

Certified Correct:

---

Chairperson of the Board

---

Secretary-Treasurer

# 21/22 Budget Development Process



**Fiscal 2021/22**

**Education Committee of the Whole Meeting – May 18, 2021**

# Tonight's Agenda

## 1) Setting the Stage

- Bylaw/Principles/Assumptions/Priorities

## 2) Budget Context

- Enrolment Growth/Budget Pressures

## 3) Proposed Plan

- Initial/Residual Options

## 4) Risks

- Enrolment/Pandemic/Salary Differential



# ECOW Documents

## Documents included in the package:

- 1) 21/22 Budget Development Information Note
- 2) Summary of Estimated Pressures and Proposed Savings Options
- 3) Budget Narrative
- 4) Annual Budget Template

#SD62Pride



# Setting the Stage



# Annual Budget Bylaw

## Financial Plan for Student Success

**Learning (\$)**

**Engagement(\$)**

**Growth (\$)**



# Annual Budget Bylaw

## Annual Budget Bylaw (Section 113 of School Act)

- Operating Fund
- Capital Fund
- Special Purpose Fund





# Special Purpose Funds (SPF)

## The District has a number of SPFs:

- ✓ Annual Facility Grant
- ✓ Learning Improvement Fund (support side only)
- ✓ School Generated Funds (SGFs)
- ✓ Strong Start
- ✓ Ready, Set, Learn
- ✓ Official Language Education Program (OLEP)
- ✓ Community Link
- ✓ Classroom Enhancement Fund

**Details: Schedule 3 and 3A**

# Capital Fund

## The District amortizes Tangible Capital Assets

- Over the useful life of the asset
- Recognizes the expenditure over the use of the asset and not in Year 1

**Details: Schedule 4**

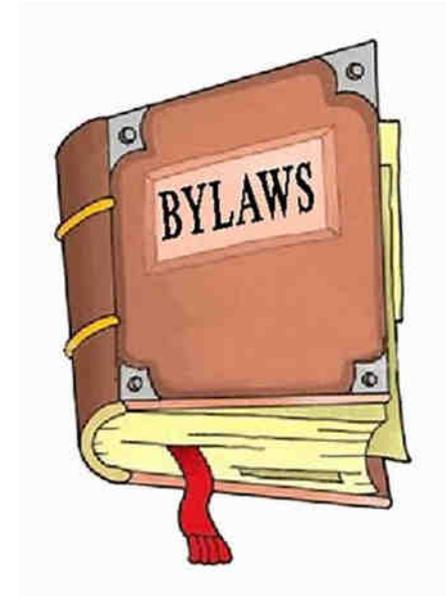


© Can Stock Photo - csp29796243

# Annual Budget Bylaw

## What makes up the Annual Budget Bylaw?

- 1) Operating Fund - \$125,092,177
- 2) Capital Fund – \$19,590,650
- 3) Special Purpose Fund - \$9,460,620



# Annual Budget Bylaw

~~20/21~~ Annual Budget Bylaw:

**21/22**

~~\$149,007,559~~

**\$154,143,447**

+ 3.45%



## In February, the BoE approved the following Budget Principles:

- Existing Strategic Plan goals
- Focus on infrastructure during recovery
- Partner input to shape the plan
- Multi-year budget to inform



## In February, the BoE approved the following Budget Assumptions:

- MoE's Stage 1 – learning as usual
- No Mas – pandemic funding
- Funding formula remains the same (FTE)
- Domestic enrolment grows as international rebounds





# 21/22 Budget Priorities

## From all groups:

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





# 21/22 Budget Priorities

## Input from our District's Student Council:

### Mental Health

- Formal and informal connections
- Secondary students feel isolated going 2 hours/day
- Rebuild the opportunities to have deep relationships

### Early Learning

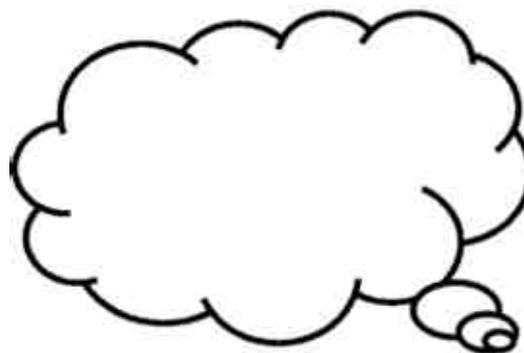
- The earlier, the better
- Build on foundational skills



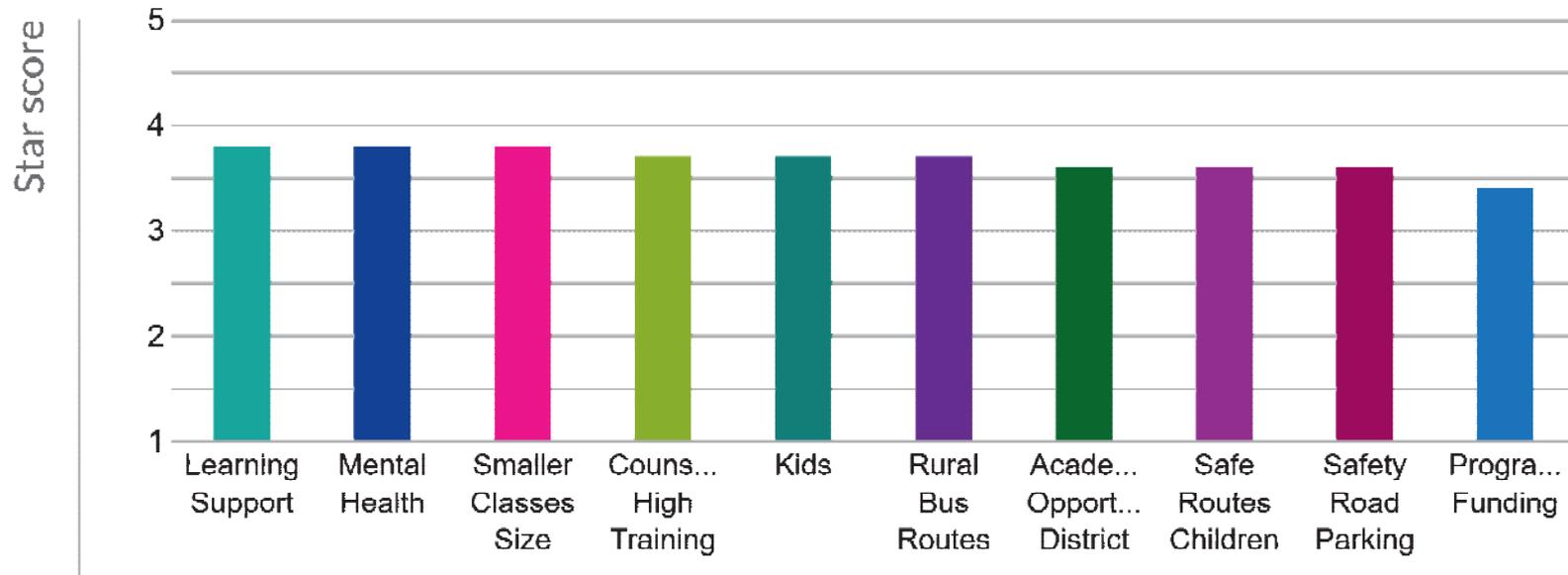
# Thought Exchange - Public

## Staff launched a public Thought Exchange:

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



# Thought Exchange - themes



# BoE's Direction

Once the pressure was identified, the BoE provided further direction:

- Focus on Strategic Plan
- Minimize impacts to students and staff



## What approach are we proposing to take?

### A time to take a breath.....

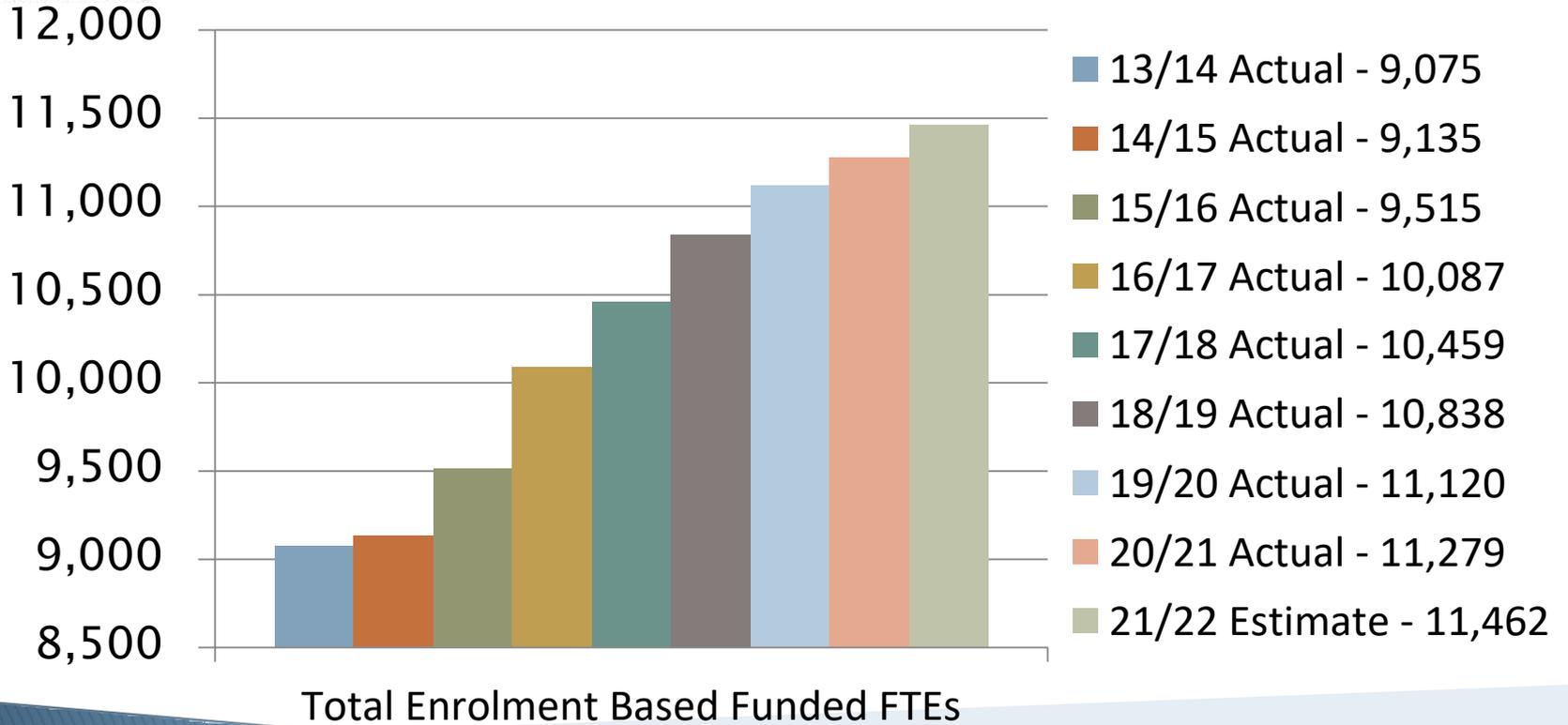
- Use 21/22 to plan for the next 3 years
- Ensure alignment with new Strat Plan
- Allow time for enrolment to bounce back
- Focus on core priorities & deep review of operations



# Budget Context



# Projected Enrolment Growth



# 21/22 Operating Budget

## Updated Pressure Gap

Pressure	Structural	One time	Total
ISP Shortfall		\$ .443 m	\$ .443 m
Teacher Increments	\$ .700 m		\$ .700 m
Excluded wages	\$ .650 m		\$ .650 m
Infrastructure Growth	\$ .180 m		\$ .180 m
DL/ELL Enrolment Decrease	\$ .336 m		\$ .336 m
Salary Differential		\$ .330 m	\$ .330 m
CA Shortfall	\$ .259 m		\$ .259 m
Teacher Staffing	\$ .100 m	\$ .175 m	\$ .275 m
Rental & School Supplies	\$ .042 m		\$ .042 m
<b>Total</b>	<b>\$2.267 m</b>	<b>\$ .948 m</b>	<b>\$3.215 m</b>



# 21/22 Budget Development Plan

## Based on.....

- Board approved **Principles and Assumptions**;
- Staff, partner and stakeholder identified **Priorities**;
- Input received from the District's **Student Council**; and
- Desire to **minimize impact** to students & existing staffing

**The Executive have developed the following plan for the Board's review, consideration and debate.....**

# 21/22 Budget Plan

<b>Total Pressures Identified</b>	<b>(\$3.215 m)</b>
<b>Initial Options</b>	<b>\$.950 m</b>
Increase enrolment of 25 FTEs (11,136)	\$.200 m
20/21 Projected Carryover from Q3	\$.334 m
Financial Reserve Draw down	\$1.162 m
<b>Residual Savings Options to be discussed</b>	<b>\$.569 m</b>

# 21/22 Operating Budget

## Pressure Gap & Initial Options

Pressure	Structural	One time	Total
<b>Total</b>	<b>\$2.267 m</b>	<b>\$.948 m</b>	<b>\$3.215 m</b>
<b>Benefits/Utilities</b>	<b>(\$.600 m)</b>		<b>(\$.600 m)</b>
<b>Exempt Compensation</b>	<b>(\$.350 m)</b>		<b>(\$.350 m)</b>
<b>Increased Enrolment</b>	<b>(\$.200 m)</b>		<b>(\$.200 m)</b>
<b>20/21 Carry Over</b>		<b>(\$.334 m)</b>	<b>(\$.150 m)</b>
<b>Financial Reserve</b>		<b>(\$1.162 m)</b>	<b>(\$1.162 m)</b>
<b>Remaining Pressure</b>	<b>\$1.117 m</b>	<b>(\$.548 m)</b>	<b>\$.569 m (.45%)</b>

# 21/22 Operating Budget

## Proposed Options to be presented to the BoE

Pressure	Structural	One time	Total
Remaining Pressure	\$1.117 m	(\$.548 m)	\$.569 m
Teacher Staffing (Mid & Sec)	(\$.100 m)		(\$.100 m)
New Divisions & Projects	(\$.085 m)		(\$.085 m)
School (\$.014) & Dept (\$.040) Supplies	(\$.054 m)		(\$.054 m)
Internal Audit & Bad Debt Expense	(\$.050 m)		(\$.050 m)
Supplemental IES to fund over ratio	(\$.135 m)		(\$.135 m)
PVP time @ secondary (4 blocks)	(\$.050 m)		(\$.050 m)
Engagement Survey & NGN Costs		(\$.095 m)	(\$.095 m)
<b>Residual Pressures</b>	<b>\$.643 m</b>	<b>(\$.643 m)</b>	<b>Nil</b>

## Budget Impacts – Program level

### What are the impacts of this budget plan?

#### Supplemental IES Funding of \$.135 m

- Used to cover portion of over ratio teacher staffing
- EAs, supplies or equipment

#### Teacher staffing of 1.0 FTE

- .4 FTE middle school athletic directors
- .6 FTE @ secondary

#### PVP @ secondary of .5 FTE

- VPs @ Belmont & RBSS to teach one block for a semester

## Budget Impacts – District level

### What are the impacts of this budget plan?

- Financial reserve of \$1.440 m or 1.18% @ June 30, 2022
- Remaining \$.643 m in structural shortfall
- Multi-year budget reflects future pressures looming
- Mid course corrections will be req'd if risks materialize
- 22/23 will need structural changes to be sustainable

# 21/22 Financial Reserve

## Projected Balance based on Draft Plan

<b>Beginning Reserve amount – July 1/20</b>	<b>\$2.602 m</b>
<b>Projected Surplus from 20/21</b>	<b>\$.334 m</b>
<b>Potential 21/22 Draw on Reserve</b>	<b><u>(\$1.496 m)</u></b>
<b>Ending Reserve amount – June 30/22</b>	<b>\$1.440 m</b>

**Note: \$1.440 m is 1.15% of the estimated operating budget**

# Alternate Proposals

**If parts of the plan are unacceptable or if additional funding is required in certain areas...**

**Where do we reduce the budget to balance?**



# Risks



## 21/22 Budget Risks

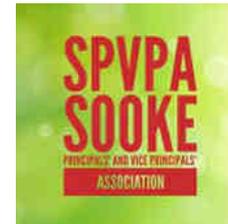
- **Domestic and/or international enrolment may be lower**
- **Continued pandemic impacts**
- **Salary Differential may be wider than estimated**
- **Thinned out potential savings in benefits & utilities**
- **No funding for capital replacement/inflation (status quo)**

## Next Steps

- **Discussion tonight with partner/stakeholder groups**
- **Make any necessary changes from tonight's discussion**
- **1<sup>st</sup> reading of Annual Budget Bylaw on May 25<sup>th</sup>**
- **2<sup>nd</sup> & 3<sup>rd</sup> readings of Annual Budget Bylaw on June 22<sup>nd</sup>**

# Thanks!

## Back to the Board Chair to lead the discussion.....



**Board Info Note**  
**Public Board Meeting**  
**May 25, 2021**  
**Agenda Item: 7.3 – 21/22 Annual Budget Bylaw**

---

**Background**

- The District has been working through the 21/22 Budget Development process since the middle of February and staff have now drafted a recommended plan for the Board to consider tonight and on June 22<sup>nd</sup>
- The attached Annual Budget Bylaw and Ministry template were part of the package and discussion held on May 19<sup>th</sup> at the Board's Education Committee of the Whole (ECOW)
- As no formal direction was received from the Board at the ECOW meeting, staff are asking the Board to review and debate the budget plan presented prior to considering the 1<sup>st</sup> reading of the bylaw at their meeting tonight

## ANNUAL BUDGET BYLAW

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

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

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

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

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

---

**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 2021/2022, adopted by the Board the 22nd DAY OF JUNE, 2021.

---

**Secretary Treasurer**

**Board Info Note**  
**Public Board Meeting**  
**May 25, 2021**  
**Agenda Item: 7.4 – 21/22 Capital Plan Bylaw**

---

**Background**

- The District has received a formal response to its 21/22 Capital Plan submission that was approved by the Board at their June 2020 meeting
- A number of projects have been approved and/or supported by the Ministry for the provincial government's 21/22 fiscal year
- Government will be making announcement of these projects over the next few weeks
- In order to be in a position to begin delivering these projects, the Board must pass the Capital Plan Bylaw (attached)
- Staff are requesting that the Board conduct the first reading of this bylaw tonight with the 2<sup>nd</sup> and 3<sup>rd</sup> readings scheduled for the June 22<sup>nd</sup> Board meeting
- A summary of the capital plan submission has been attached as a reminder of the District's requested projects

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

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

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

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

NOW THEREFORE the Board enacts as follows:

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

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

***APPLY CORPORATE SEAL***

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

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

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

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

**Major Capital**

Capital Requirement	Project Details		Funding Requirements				
	Descriptor	Location	21/22	22/23	23/24	24/25	25/26
<b>Expansion</b>	New Elementary School	South Langford	\$	\$	\$		
	New Elementary School	North Langford			\$	\$	\$
	New Elementary School	South Colwood				\$	\$
	New Elementary School	Sooke				\$	\$
	New Secondary School	North Langford					\$
<b>Seismic</b>	Port Renfrew Elementary	Sooke	\$	\$			
	Sooke Elementary	Sooke		\$	\$		
	John Muir Elementary	Sooke			\$	\$	
	Saseenos Elementary	Sooke				\$	\$
	Willway Elementary	Langford				\$	\$
	Millstream Elementary	Langford					\$
	Savory Elementary	Langford					\$
<b>Replacement</b>	Millstream Elementary	Langford	\$	\$	\$		
	Sooke Elementary	Sooke		\$	\$	\$	
	Willway Elementary	Langford			\$	\$	\$
	Spencer Middle	Langford					\$
<b>Rural</b>	Port Renfrew Elementary	Sooke			TBD		

**Minor Capital**

Capital Requirement	Project Details		Funding Requirements				
	Descriptor	Location	21/22	22/23	23/24	24/25	25/26
<b>School Enhancement</b>	Spencer HVAC Replacement - roof	Langford	\$				
	Willway HVAC Replacement - roof	Langford	\$				
	SBO	Langford	\$				
	David Cameron - HVAC	Colwood					
	Hans Helgesen - roof	Metchosin	\$				
<b>CNCP</b>	David Cameron Boilers	Colwood	\$				
	Willway Boilers	Langford	\$				
	Savory Boilers	Langford	\$				
	Millstream HVAC Upgrade	Langford	\$				
<b>Playgrounds</b>	Colwood Elementary	Colwood	\$				
	Sangster Elementary	Colwood	\$				
<b>Bus Replacement</b>	3 new buses in total	District Wide	\$				
<b>Building Envelope</b>	Hans Helgesen Elementary	Metchosin	\$	\$			
	Willway Elementary	Langford		\$	\$		
	Edward Milne Secondary	Sooke			\$	\$	

**Notes:**

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



**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE via MS Teams Live  
May 4, 2021 – 6:00 p.m.**

---

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

**Guests:** Wayne Kelly, Vanessa White, Sue Grundy

**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'Sau-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.*

**2. Opening Remarks from Chair, Allison Watson**

- COVID-19 Update – Scott Stinson

Scott Stinson updated the committee on the front-line worker vaccination program currently underway for district staff. He also indicated that there had been no additional school exposures over the past week.

**3. COMMITTEE REPORT of April 6, 2021 Education Standing Committee meeting**

The committee report for the April 6, 2021 Education-Policy Committee meeting was reviewed by the committee members.

**4. BAA COURSE PROPOSALS**

- a. Class Design 12 – Paul Block

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

**Recommendation**

That the Board of Education approve BAA course Class Design 12.

5. **REVIEW OF POLICIES/REGULATIONS**

- a. Draft Revised Regulations B-349 "Specialty Academies" – Wayne Kelly & Dave Strange  
Wayne Kelly, District Vice-Principal of Academies, provided an overview of the proposed revisions to the regulations and responded to questions from the committee. As the proposed revisions are updates to the Regulations, they were brought forward for information only.

6. **NEW BUSINESS**

- a. Presentation – Mental Health Supports in the District – Vanessa White & Dave Strange  
Vanessa White, District Principal - Safe and Healthy Schools, presented on the myriad of Mental Health supports available in the district and addressed questions from the committee and public.
- b. Presentation – Strategic Plan - Sue Grundy  
Sue Grundy, Manager of Executive Operations, presented on the process being undertaken by SD#62 staff to develop engagement, feedback and ultimately consensus on the development of a new strategic plan.

7. **FOR INFORMATION**

- a. Research Project Approval – Moira Hood – "COVID-19 and Academic Outcomes, Coping Mechanisms, Perceptions of Social Context As Mediators" – Scott Stinson  
Scott Stinson presented briefly on the nature of the research project and process.

8. **FOR FUTURE MEETINGS**

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

9. **ADJOURNMENT AND NEXT MEETING DATE:** June 1, 2021



## Board/Authority Authorized Course Application

<b>School District/Independent School Authority Name:</b> Sooke School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD62
<b>Developed by:</b> John Stamhuis	<b>Date Developed:</b> May 2021
<b>School Name:</b> Westshore Centre for Learning and Training	<b>Principal's Name:</b> Heather Lait
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Class Design 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Board/Authority Prerequisite(s):

The Class Design 12 course is designed to be taken in conjunction with another secondary academic course. The prerequisite for Class Design therefore, corresponds with the prerequisite for that given academic course. For online delivery, it would be recommended that students complete Online Learning Strategies as a pre-requisite.

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

For the purposes of completing Class Design 12 in a Distributed Learning (DL) format, computer access and a profile in a Learning Management System (LMS) would be recommended. However, Class Design 12 may also be offered in a traditional format and, in that case, no specific specialized equipment would be required.

**Course Synopsis:**

Class Design 12 provides a personalized learning pathway for students to develop their own class. It is to be provided in conjunction with an academic course. Students will be expected to collectively work in an ongoing basis with both the Class Design 12 teacher and academic course teacher

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

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

Although Class Design 12 will provide cross-curricular learning experiences in any academic course, it will provide added opportunity for students taking courses:

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

**Goals and Rationale:**

Teacher's interactions with students in the Class Design 12 will be more personalized and less didactic. Students will need to be actively involved in knowledge acquisition and construction as they participate in and evaluate their own learning. It is recommended that teachers use one-on-one interactions whether face-to-face or via a telecommunication application to provide the unique support required for this learning process.

In-class lessons accompanying the Class Design 12 course may include activity learning or more traditional homework problems, among other practices, to engage students in the content. Class activities vary but may include: using emerging technologies, in-depth laboratory experiments, original document analysis, debate or speech presentation, current event discussions, peer reviewing, project-based learning, and skill development or concept practice. Because these types of active learning allow for highly differentiated instruction, more time can be spent in class on higher-order thinking skills such as collaboration, design and problem solving as students tackle difficult problems, work in groups, research, and construct knowledge with the help of their teacher and peers. Students of the Class Design 12 course will spend less time completing teacher-prepared assignments and assessments as it is expected that students create their own meaningful learning opportunities. The framework provides an elevated opportunity for collaboration between educator and learner.

Overall, Class Design 12 will infuse student voice and choice in a setting that might not typically provide such choice as the learner is at the centre of the delivery model. BC's Ministry of Education has determined that, "to prepare students for the future, the curriculum must be student-centred and flexible, and maintain a focus on literacy and numeracy, while supporting deeper learning." The Class Design 12 model provides a framework in this regard. It also supports the ministry's current initiative to enhance computational-thinking and coding within the curriculum.

### **Organizational Structure:**

Organizational structure will vary from student to student based on their individualized design concept. The Class Design 12 teacher will be required to provide sufficient resources and course templates to provide students with a structure that coincides with the student's given design concept. Collaboration between the Class Design 12 teacher and the Academic teacher will be key to the success of structuring this learning process.

Students will be provided with the flexibility to focus on the competencies from both the Class Design 12 course and corresponding academic course that fit with their individualized design concept.

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

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

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

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

#### Worldviews and Perspectives:

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

## BIG IDEAS

User needs and interests drive the design process.

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

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

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

Multi-stage design projects benefit from collaborative work environments.

## Learning Standards

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

**Acquisition of Skills**

*It is expected that students will:*

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

**Reflection**

*It is expected that students will:*

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

**Curricular Competencies – Elaborations**

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

**Content – Elaborations**

- **Computer Applications:** Computing software designer to carry out a specific task other than one relating to the operation of the computer itself.

## Content – Elaborations

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

### Recommended Instructional Components:

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

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

### Recommended Assessment Components:

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

Formative Assessment	<p><u>Assignments</u></p> <p>There will be several types of activities and assignments included in the course, such as:</p> <ul style="list-style-type: none"> <li>- <i>Online Teacher-Student Interactions:</i> The student will be given opportunities to reflect on their learning by writings/communications in response to prompts throughout the course.</li> <li>- <i>Reflective writing.</i> Students will write short-form statements to show how they have exceeded assignment instructions and/or how they could improve.</li> </ul> <p><u>Evaluations</u></p> <ul style="list-style-type: none"> <li>- Students are provided with multiple assessment formats as additional evaluation of competencies. Should students require paper-based versions/substitutions of assessment material, such requests shall be granted. The course format allows for opportunity to use classroom assessment to maximize student learning.</li> </ul>
Summative Assessment	<p>Students will complete an exit survey describing their ability to succeed based on the competencies of both this course and the corresponding academic course.</p> <p>A summative interview with both the corresponding academic course teacher and the Class Design 12 teacher is recommended for final summative evaluation.</p>

#### Learning Resources:

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

**School District #62 (Sooke)**

<b>Specialty Academies</b>	No.: B-349
	Effective: Mar. 25/14 Revised: Jan. 26/16; May 4/21 Reviewed: Jan. 26/16; May 4/21;

**ADMINISTRATIVE REGULATIONS****New Programs considered will:**

1. Have a clearly articulated specialty academy rationale.
2. Require consultation with the Parent Advisory Council (PAC) and the approval of the Board of Education.
3. Fulfill a recognized educational need separate from existing specialty academy programs and services.
4. Be free from any political, religious or ethnic affiliation.
5. Be consistent with Board policies, regulations and administrative procedures.
6. Have a fee structure that is based on the board charging a fee to a student enrolled in a specialty academy related to the direct costs incurred by the board in providing the specialty academy that are in addition to the costs of providing a standard education program.
7. Provide a ~~fee-waiver~~ and bursary opportunity for students.
8. Be available to all students in the Sooke School District based on space availability.
9. Identify the potential impact on other schools in the District.
10. Be maintained without transportation assistance from the Board.
11. Be subject to normal planning and staffing schedules established by the district.
12. Be subject to program evaluation including fee structure and audit on an ongoing basis by the Board.

### Process for Submitting Proposals

- A. Prior to submission of a proposal to the Board, consultation with the Superintendent or designate and the **District Principal of Academies** ~~Specialty Academy Committee~~ must occur.
- B. A written proposal, including clear rationale for the Program, will be submitted to the School Board. The proposal will contain:
1. An overview of the Program accompanied by the goals and objectives and implementation timeline for the program.
  2. A statement which outlines the educational value of the program for the district; including how the proposal is distinct from existing educational programs or fills a particular educational need not currently offered in the District.
  3. A clear indication of the intended school population to be served including age, grade levels, learner characteristics, and the number of students to be served.
  4. A clear description of the qualifications and nature of teaching support staff required to offer the Program.
  5. A clear description of the facilities required to offer the Program both in the immediate and long-term.
  6. An analysis of the possible impact on other schools in the District.
  7. Community support for the Program which demonstrates parents have an understanding of the proposal and have or will have children who will enroll in the Program.
  8. Student registration guidelines, including how students will be selected.
  9. Evidence of such similar programs' success where operating in other school districts.
  10. Sources and sustainability of additional funds (where necessary).
  11. A sample of the Program registration and promotion form (or flyer).
- C. Upon receipt of a proposal, the Board may direct the Superintendent or designate and/or **District Principal of Academies** ~~academy committee~~ to conduct a feasibility study, which will set out costs and other issues that may include:
1. Staffing/human resource requirements.
  2. Facilities, both interim and long-term requirements.
  3. Program development and implementation.
  4. Administrative requirements.
  5. Sources of funding
  6. A proposed implementation timeline.
  7. Effects on other schools.

- D. Where a program is approved, the implementation will be the responsibility of the **District Principal of Academies** ~~School Board~~ and the school hosting the Program.

### **Changes to Academy Programs: Modification, Cancellation, Pause or Delay**

**Prior to any changes in established academy programs, consultation with the Superintendent or designate and the District Principal of Academies must occur.**

#### **A. Modification:**

- 1. Have a clearly articulated rationale for modifying the existing Academy Program.**
- 2. Consultation with school-based administration.**
- 3. Consultation with the Parent Advisory Council (PAC).**
- 4. Consultation with current families enrolled.**
- 5. Notification sent to the Board of Education.**

#### **B. Cancellation of an Academy Program (program will no longer be offered):**

- 1. Have a clearly articulated rationale for cancelling the existing Academy Program.**
- 2. Consultation with school-based administration.**
- 3. Consultation with the Parent Advisory Council (PAC).**
- 4. Consultation with current families enrolled.**
- 5. Notification sent to the Board of Education.**

#### **C. Pausing or delaying a current Academy Program (due to enrolment, facility type issues):**

- 1. Have a clearly articulated rationale for pausing the existing Academy Program.**
- 2. Consultation with school-based administration.**
- 3. Consultation with the Parent Advisory Council (PAC).**
- 4. Consultation with current families enrolled.**
- 5. Notification sent to the Board of Education.**

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 25, 2021

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Draft revised Policy and Regulations B-345 "Core French" are scheduled for approval.

**RECOMMENDATION**

That draft revised Policy and Regulations B-345 "Core French" be approved and included within the District Policy Manual.

**School District #62 (Sooke)**

<b>CORE FRENCH</b>	No.: B-345
	Effective: Nov. 24/87 Revised: Reviewed: Apr. 6/21; Apr. 27/21; May 25/21

**SCHOOL BOARD POLICY**

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

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

**School District #62 (Sooke)**

	No.: B-345
<b>CORE FRENCH</b>	Effective: Nov. 24/87 Revised: May 23/89; July 5/05; Feb. 10/2020; Reviewed: Apr. 6/21; Apr. 27/21; May 25/21

**ADMINISTRATIVE REGULATIONS**

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

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

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 25, 2021

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Draft revised Policy and Regulations B-346 "French Immersion Programs" are scheduled for approval.

**RECOMMENDATION**

That draft revised Policy and Regulations B-346 "French Immersion Programs" be approved and included within the District Policy Manual.

**School District #62 (Sooke)**

<b>FRENCH LANGUAGE IMMERSION PROGRAMS</b>	No.: B-346
	Effective: Sep. 26/95 Revised: Apr. 27/99; July 5/05; June 27/17 Reviewed: Mar. 2/15; Sept. 29/15; Mar. 6/17; Apr. 18/17; May 15/17; Apr. 6/21; Apr. 27/21; May 25/21

**SCHOOL BOARD POLICY**

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

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

## School District #62 (Sooke)

<b>FRENCH LANGUAGE IMMERSION PROGRAMS</b>	No.: B-346
	Effective: Sep. 26/95 Revised: Apr. 27/99; July 5/05; Jan. 27/15; Sept. 29/15; Jan. 24/17; June 27/17; Reviewed: Mar. 2/15; Apr. 20/15; May 11/15; June 15/15; Sept. 29/15; Mar. 6/17; Apr. 18/17; May 15/17; Apr. 6/21; Apr. 27/21; May 25/21

**ADMINISTRATIVE REGULATIONS**1. Definitions - General

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

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

2. District Programs

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

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

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

4. A District French Advisory Committee **will meet a minimum of three times annually and with additional meetings as needed and requested by the chair.** ~~on a regular bimonthly schedule~~ to address ongoing needs of the Core and Immersion programming.
5. It is the responsibility of the parent to provide student transportation to the program beyond the normal routes.

## Re: Na'tsa'maht Education Council Zoom Meeting held on May 19, 2021

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

### In Attendance:

Bryan Johnson, SD 62, Acting Principal, Na'tsa'maht Education Department  
 Dianna Seaton, SD 62, School Trustee  
 Dorothea Harris, University of Victoria  
 Elder Henry Chipps, Scia'new Nation  
 Jo-ina Young, Métis Nation of Greater Victoria, (MNGV)  
 Jon Carr, SD62, PVP Association  
 Karryn Hall, Island Métis Family and Community Services Society

Lorraine Velie, SD 62, Na'tsa'maht Education District Secretary  
 Marlys Denny, SD 62, Vice Principal, Na'tsa'maht Education Department  
 Natasha Parrish, STA, Teacher's Union Rep  
 Paul Block, SD 62, Associate Superintendent  
 Shelley Thorne, Pacheedaht Nation  
 Sue Grundy, SD 62, Executive Operations Manager  
 Tiffany Adams, Na'tsa'maht Education Curriculum Coordinator Teacher

### Guest:

Scott Stinson, SD 62, Superintendent

Stephanie Hedley-Smith, SD 62, Associate Superintendent

### Regrets:

Alita Tocher, M'akola Group of Societies  
 Alli Matchett, Camosun College  
 Amanda Hamilton, Pacheedaht Nation  
 Chief Russell Chipps, Scia'new Nation  
 Clinton Kuzio, University of Victoria  
 Kendra Gage, Hulitan Family and Community Services  
 Michelle Thut, T'Sou-ke Nation

Sandra Bowes, CUPE Local 459  
 Sarah McDonald, Hulitan Family and Community Services  
 Stacey Charles, Scia'new Nation  
 Virginia Treadwell, Island Métis Family and Community Services Society  
 Vivian Leik, Camosun College

### 1. Child Care Policy – Scott Stinson

- Discussed the changes to the School Act regarding the Child Care Policy.

### 2. School District Update

#### 2.1. Strategic Plan – Sue Grundy

- Reviewed insights of our goal objectives from our April Meeting Discussion
- What would the community like to see in the next Strategic Plan for us to work towards to increase understanding and appreciation of Indigenous communities in SD62?

#### Comments:

- Students able to learn Indigenous languages just like French or English
- Creating understanding/effective values into education
- Building language instruction into classrooms and sharing with the community
- Before COVID students would visit the Longhouse, enjoy storytelling and eat salmon.
- Explore protocols on how we can have more learning opportunities within the community.
- Expand the Elder in Residence program into the schools that don't have them.
- Incorporate Indigenous spaces into our schools and into new builds
  - Uvic has an Elders Lounge, with rotating Elders.
    - Used by many students as a resource or to have a connection to their culture/home. A place to feel a sense of belonging.

## 2.2. Outdoor Learning Spaces - Stephanie Hedley-Smith

- Looking for input from the committee on what to include when creating outdoor learning spaces, looking through an Indigenous lens.

## 2.3. Equity in Action Update: Survey Results, Executive Summary Report - Bryan Johnson/Paul Block

- We just had our final District Equity meeting where we talked about our 4 Actions
  - Policy Development
  - Territory Acknowledgment
  - Employment Equity Hiring
  - Strategic Plan
- Student and family surveys are now closed. This information helps us set our goals and chart our course for the upcoming school year. A Summary Report will be going to the Ministry of Education and the Board of Trustees.
- The Ministry of Education has a new program called **Framework for Enhancing Student Learning**. All school districts will review the pertinent data and utilize it when reporting back to the Ministry on how they are doing.
  - Grad rates and FSA testing will be included in the report. This report is trying to create a better definition of “student success”. Student success goes beyond grad rates and test results. As a district we want to expand on the definition of what student success looks like, so we will be including our Executive Summary Report of the District Equity Scan in the report and hopefully also including results from the surveys.

## 2.4. Motion Update: Hybrid Funding Model – Paul Block

- Executive team has been informed of the motion.
- We are in the process of doing research to bring back information to leadership and to NEC.
- Looking for this to be put into the 2022-2023 budget. Planning for this budget will start in February 2022.

## 3. Na'tsa'maht Education Update

### 3.1. District Signage Update – Marlys Denny

- *Na'tsa'maht Sqâ'lewen* is the recommended Indigenous phrase to be included on District signage

### 3.2. Budget Presentation and Consultation – Paul Block

- Reviewed the NIE Budget
- Reviewed the ESD Budget

### 3.3. Elder Celebration and Staff Acknowledgment Marlys Denny

- Announced the expansion of the Elder in Residence program to include a Métis Knowledge Keeper and so pleased to acknowledge Jo-Ina Young as the Métis Knowledge Keeper.

### 3.4. Role Model Program and Elder Program Presentation– Tiffany Adams

- PowerPoint presentation was shared, highlighting the positivity the Elder in Residence & Role Model programs bring to our students.

### 3.5. Dates for Council Meeting Cycle 2021-22 – Bryan Johnson

- |                        |                        |                         |
|------------------------|------------------------|-------------------------|
| 1. Wed., Oct. 20, 2021 | 3. Wed., Dec. 15, 2021 | 5. Wed., April 20, 2022 |
| 2. Wed., Nov. 24, 2021 | 4. Wed., Feb. 23, 2022 | 6. Wed., May 18, 2022   |

First meeting will be virtual, at that time we will consider virtual and/or in-person for the following meetings.

### 3.6. Equity, Consultation, Relationships – Natasha Parrish

- Spoke to the importance of Equity, Consultation, and Relationships and maintaining these in SD62.

## 4. Community Sharing – Opportunity for all to participants to share information.

## 5. Valedictorian Speech Video 2020 – Marlys Denny

- Tabled

<https://www.youtube.com/watch?v=bVklp9HZuv8>

<https://www.youtube.com/watch?v=tT7oWQil4Ds>

## 6. Adjournment

Next meeting via Zoom: October 20, 2021

## FAC Agenda/Minutes: May 20<sup>th</sup> 2021

1:00pm

**In attendance: Denise Wehner, Caitlin Adsett, Frances Krusekopf, Wendy Hobbs**

**Policy and Regs B345 and Policy and Regs B346** - Going to the board for adoption May 25<sup>th</sup>.

- The STA – have made a few recommendations for the administrative procedures and Policy for the Board’s consideration.

**Grade 12 French 25% coursework - update**

- District is recommending AP French through Distance Education – Westshore learning (STA member) for grade 12. Meeting scheduled for May 28<sup>th</sup> and we are referring to the Policy as rationale. This is current practice as EMCS with a blend of students from both secondary schools.

**FI Immersion waitlists:**

- John Stubbs – 12, (Late immersion - 6); Poirier – 7; Millstream - 3

**French Exit Protocol** – See attached revised version.

- PVPs should review with FI staff each year so that teachers are not advising families in a direction that doesn’t align with protocol.
- <https://engage.sd62.bc.ca/French-Immersion-Enrolment-Update> (data collection once the decision has been made) to give more insights as to why families choose to exit the program.

**Budget Update:**

- Purchasing- Mathologie, Netmath, Basic Je Lis licenses - Online subscription 5 year license, Modulo sciences 8 & sciences humaines k-3.
- Completing needs assessment at elementary schools and related purchasing as needed.
- Royal Bay Transition – 28 Chromebooks and cart, Sciences naturelles, French Periodic table (blown up and printed), Egg incubator, Snap circuits (may come from Belmont)
- 15 French/English Robert dictionaries, class set of white boards, erasers and markers.

**Current remote learning FRIM students:** How will we support these students when they return if they have missed a lot of French language development. (Exit protocol may be referenced if families request). For follow up in the fall.

## French Immersion Program Exit Protocols (Elementary)

Moving a student from one program to another requires careful attention as the transition can sometimes be a challenge. For that reason, the following steps are strongly recommended when considering removing a student from the French Immersion program.

A guiding principle behind the French Immersion program in the Sooke School District is that it is a program of choice available to all students. A request to remove a student from the French Immersion program should be made after supports and interventions have been implemented if a student is struggling.

### Step One: Requesting a Move In/Out of the French Immersion Program

1. A request must be submitted in writing to the administrator of the school with a rationale (and supporting evidence if available and appropriate) for the change.

### Step Two: The School-based Team Reviews the Request

1. The request is taken to the school-based team.
2. If the rationale is based on the child's academic, social, or emotional needs the school-based team will engage in a dialogue around:
  - a. What evidence do we have to support the rationale?
  - b. What other information do we need to obtain?
  - c. What supports are available to the child currently?
  - d. What other support or strategies for intervention can we put into place?
  - e. Recommending tutoring for language support to the family, if appropriate.
3. The school-based team will make a draft intervention plan and go to **step three**.
4. If the rationale is otherwise, go to **step five**.

### Step Three: Communication with the Parent, Student and Teacher

1. The draft intervention plan will be shared with the student (if age appropriate), parent, and teacher.
2. The draft intervention plan will be adjusted based on the feedback.

3. A follow-up meeting date will be set to discuss progress made on the intervention plan.

#### **Step Four: Carrying Out the Plan**

1. The school will carry out the intervention plan finalized by step three.
2. Parents will receive communication toward progress along the way.
3. Follow-up meetings and adjustments to the plan will be made as needed.
4. If no progress is made, go to **step five**.

#### **Step Five: Exiting the French Immersion Program**

Should a final decision be made collaboratively between the school and the family to remove a child from the French Immersion program, a transition plan will be made which will consider the following factors:

1. The time of year – natural breaks are often most suitable, with the optimal time being the beginning of a new school year.
2. When leaving the French Immersion program, the student may need to apply to another neighboring school if space in the English program is not available or if an English program is not offered at the school.
3. If the student moves to another school, then a conversation between the sending and receiving school will take place before the move occurs to ensure that the new school is ready for the student and supports are in place.



## Board Info Note Public Board Meeting May 25, 2021

### Agenda Item: 10.3 Youth and Family Justice Committee

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Meeting date May 19<sup>th</sup>

- Not much to report. Committee still undergoing review by CRD, continues to work on governance issues.
- Motion passed last month was the one recommended by CRD.

*That the Victoria Youth and Family Court Committee recommend to the Capital Regional District Board:*

1. *Consider creation of a delegated commission, rather than an advisory committee or commission, to continue the work of the Victoria Youth and Family Court Committee;*
  2. *Direct staff to continue to engage with the Committee to work to implement certain mandate, governance, and structure changes in accordance with the recommendations set out in the CRD's letter of February 26, 2021.*
- As well, this month the motion passed “that Working Groups be created to compare options and bring back potential motions for consideration of the main committee in June:
    1. Mandate-Facilitator Chair Day
    2. Granting/sponsorship-Facilitator M. McLean
    3. Finances-Facilitator B. McElroy
    4. Succession Planning/Term Limits-Facilitator S. Sarsfield/E. Patterson
    5. Procedures, Policies & Community Charter- Facilitator M-T. Little”
  - In order to facilitate and support the CRD process.
  - There is much work to be done by the Committee in governance.
  - They do have monies not spent last year, I did suggest that some suggestions be brought forth and possible costs to look at perhaps a conference or education to help shore up and area where there may be pressures- for example guns and gangs, but the Committee was divided on this and felt that they needed to sit tight until CRD review was completed.

Respectfully submitted

Margot Swinburnson



## Board Information Note Public Board Meeting May 25, 2021 Agenda Item 10.4: Ongoing Mental Health Funding

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### Background

For the last three years all Boards of Education have received targeted funding for mental health initiatives. Initially it was one year- approximately 30,000.00 per District. The funding was extended for three years and is now coming to a close.

### Update

As shown by the extensive report written by Associate Superintendent David Strange and District Principal Vanessa White, our District has been really laying the groundwork for sustainable wellness and support initiatives for students and staff. The targeted monies from the Government has provided release time for all of the Mental Health Literacy training with secondary teachers. It has also provided release time for middle and elementary teachers to take the EASE program and some Kids in the Know training. Continued and sustained funding would allow us to plan to increase these programs to more staff.

### Next Steps

**MOTION** That “The Board of Education SD 62 write a letter to the MOE requesting targeted funding continue for Mental Health initiatives in a sustained and timely manner so staff can plan resources and programs to continue ongoing initiatives.”

We would suggest copies go to MOE, Ministry of Children and families, the Youth Advocate, the MOH, and the Ministry of Indigenous Affairs and Reconciliation, as well as to BCSTA and all Districts.

Thank you,

Margot Swinburnson

Allison Watson



## Board Info Note

### Public Board Meeting

#### May 25, 2021

### Agenda Item 11.1: Superintendent's Update

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#### Learning

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

- I have been able to visit a number of our schools over the past few weeks to check in on students, staff and our PVP. This has been an unique year on so many levels; one that we would not have made it through without the heroic collective efforts of everyone involved. I have enjoyed seeing the rich kaleidoscope of all that goes on in our schools: the learning and student engagement, secondary trades programs, middle school math and social justice initiatives, elementary art, outdoor learning, math, music and physical activity classes. There are incredible things happening in SD62 schools. We have so much to be proud of as a district.

#### Engagement

##### ***Royal Bay Rainbow Crosswalk:***

- As most people will know by now, the graduating students of Royal Bay Secondary provided a beautiful "Rainbow Crosswalk" as a legacy gift to the school. The crosswalk, intended as a symbol and recognition of the diversity that exists at the school was installed at a ceremony held on May 14, 2021. It provides a warm welcome to all students, staff and to the community of Royal Bay Secondary.
- Unfortunately, the crosswalk was the target of hateful graffiti. What came of that act of vandalism, was a genuine outpouring of support and community spirit. The response from our district (and beyond) to this act was an incredible display of our values and beliefs in action. As many of the social media posts said "Love wins".

##### ***Budget 2021/2022:***

- Trustees will have begun debate on the District's budget for the next school year. The preparation for the debate reflects the District's commitment to collaboration and engagement. Secretary-Treasurer Harold Cull has been leading the District work with SD62s Leadership Team to develop the budget recommendations and then to reach out for feedback and insight from our community partners and our public. While the challenges of balancing the District's budget continue with increasing fiscal pressures, the collaborative approach taken by the District is a great example of our commitment to engagement.

***Electric Buses:***

- We were pleased to be the first school district in the Province of BC to introduce electric school buses. As a result of the Board’s visionary leadership, we have been able to launch two electric buses into our transportation routes. Staff, especially Transportation Manager, Tracey Syrota, have been instrumental in this undertaking. Despite some good-natured joking with our colleagues in Nanaimo-Ladysmith who have also added electric buses to their fleet, this accomplishment goes a long way towards the Strategic Plan goal of “providing leadership in educational stewardship and environmental practices”. These are hopefully the first of many more to come.

***Bus Driver Appreciation Day:***

- May 21 was SD62 Bus Driver Appreciation Day. We are so grateful for the work that our bus drivers do every single school day to welcome their students and start and end their school day well. COVID put a huge strain on the system and required many health and safety adaptations and our drivers and teams in the Transportation department were able to roll (pun intended!) with the changes, adapt and succeed.

Other

***The 2021 Strategic Plan:***

- Following the Board’s assertion of their strategic Values, Beliefs, Vision and Mission at the April 2021 Board Meeting, the Executive are using the Board’s direction to consider the Learning, Engagement, and Growth priorities to determine the goals and objectives for the years ahead. They are using the survey findings and the Jamboards from community partner groups to consider what to recommend to the Board for the new Strategic Plan.