



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
May 26, 2020 – 7:00 p.m.**

A G E N D A

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. AGENDA

2.1 Call for amendments and additional items

Motion Requested: That the Board of Education adopt the public meeting agenda of May 26, 2020, as presented (or as amended).

3. MINUTES

3.1 Call for amendments to minutes

Motion Requested: That the minutes of the April 28, 2020 meeting be adopted as presented (or as amended).

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

5. EDUCATIONAL PRESENTATIONS

5.1 Return to In-Class Instruction Plan – Scott Stinson

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence:

a. Letter from BCEdAccess – Learning Supports/Care

Recommendation: That the Board of Education of School District 62 (Sooke) receive the letter from BCEdAccess.

b. Email from Juan de Fuca Performing Arts Centre Society – Request for Letter of Support

Recommendation: That the Board of Education of School District 62 (Sooke) receive the communication from the President of Juan de Fuca Performing Arts Centre Society.

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

7. FINANCE, FACILITIES AND SERVICES

7.1 Report on the Audit Committee – Meeting of May 12, 2020

Recommendation: That the Board of Education of School District 62 (Sooke) approve the External Audit Plan for the 2019/2020 fiscal year as presented by KPMG at the May 12, 2020

meeting.

Recommendation: That the Board of Education of School District 62 (Sooke) receive the report from the Audit Committee Meeting of May 12, 2020.

7.2 Report on the Resources Committee – Meeting of May 12, 2020

Recommendation: That the Board of Education of School District 62 (Sooke) revisit the subject of a transportation administration fee, including the full public consultation process, in the Fall of 2020 leading into the budget process during the Winter of 2020.

Recommendation: That the Board of Education of School District 62 (Sooke) direct staff to add specific clauses that promote the employment opportunities of SD62 students as well as the prioritization of contractors being chosen from the South Island for the construction of the new Centre Mountain Lellum Middle and Pexsisen Elementary Schools.

Recommendation: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of May 12, 2020.

8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of May 13, 2020

Recommendation: That the Board of Education of School District 62 (Sooke) approve the BAA Course Percussion Ensemble 11 B.

Recommendation: That the Board of Education of School District 62 (Sooke) direct staff to develop policy and regulations with regard to the recent amendments to the School Act on a Board of Education’s abilities to offer childcare on School District properties.

Recommendation: That the Board of Education of School District 62 (Sooke) receive the report from the the Education-Policy Meeting of May 13, 2020.

8.2 Supervision of Students on School Buses Policy and Regulations

Recommendation: That given the required notice of motion has been served, the Board of Education of School District 62 (Sooke) approve Policy and Regulations C-320 “Supervision of Students on School Buses”.

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

10.1 Report on the Aboriginal Education Council – No Meeting In May

11. ADMINISTRATION

11.1 Superintendent’s Report – Scott Stinson

12. PERSONNEL

13. UPCOMING EVENTS

14. FUTURE ITEMS

15. QUESTION PERIOD

16. ADJOURNMENT

MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
LIVE MS Teams Event
April 28, 2020 – 7:00 p.m.

TRUSTEES: Ravi Parmar, Board Chair Bob Beckett, Vice-Chair
Wendy Hobbs 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
Stephanie Sherlock, Manager of Communications
Steve Tonnesen, Manager IT Operations

REGRETS:

SECRETARY: Kristina Ross

1. CALL TO ORDER

The meeting was called to order at 7:05 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

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

3. MINUTES

3.1 Call for amendments to minutes

55. MOVED Allison Watson/Margot Swinburnson
 That the Board of Education of School District 62 (Sooke) adopt the minutes of
 the March 10, 2020 meeting as presented.
 CARRIED

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

5. EDUCATIONAL PRESENTATIONS

5.1 COVID-19 Pandemic Plan Update – Scott Stinson

Scott Stinson provided the Board of Education of School District 62 (Sooke) an update on the district's response to the COVID-19, Ministry of Education's four priorities and the support to the Essential Support Workers (ESW) families at Colwood, Lakewood and Saseenos Elementary School sites. Trustee Swinburnson questioned whether the support would remain in place once the schools reopen. Scott Stinson suggested there was no clear direction on this yet.

5.2 Out-Of-Province Educational Travel Field Trips – Scott Stinson

Scott Stinson spoke to the Board of Education regarding the importance of suspending all out-of-province educational travel field trips.

56. MOVED Bob Phillips/Wendy Hobbs

That the Board of Education of School District (62) request the Superintendent advise all SD62 Schools that the Board of Education will not be accepting applications for any out-of-province travel field trips until the COVID-19 related BC Public Health Emergency and travel restrictions have been lifted.

CARRIED

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence

a. Request from Jeff Bateman, EMCS Whale Tale Film Production 2020

57. MOVED Bob Phillips/ Dianna Seaton

That the Board of Education of School District 62 (Sooke) receive the request from Jeff Bateman RE: EMCS Whale Tale Film Production 2020 Request for Funding and refer this item to the Superintendent for approval, subject to review.

CARRIED

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

STA – Jennifer Anderson

Jennifer Anderson provided the Board of Education with an update regarding STA related items. Highlights included: the health and wellbeing of STA members, including teacher burnout; new teaching methods and technology platforms; administrative fees of STA members; and the uncertainty of the future.

SPEAC – Cendra Beaton

No delegation.

CUPE – Amber Leonard

No delegation.

PVP – Tamara Deleenheer

Tamara Deleenheer provided the Board of Education with an update regarding events around the District. Spencer Middle School/Edward Milne Community School Staff produced a music video for its students, Lakewood Elementary School Skip-a-thon will continue from home, Colwood, Lakewood and Saseenos continues to provide ESW support to the community, and the Savory Elementary School parking lot renovations continue.

No delegation.

Students

No delegation.

7. FINANCE, FACILITIES AND SERVICES

7.1 Report on the Resources Committee – No meeting held in April 2020

7.2 Budget Development Update – Harold Cull

Harold Cull briefed the Board of Education of School District 62 (Sooke) on the current financial status and year end financial position; the 20/21 Budget Plan; the Board of Education revised approach on limiting spending; and amended timelines surrounding the budget process.

8. EDUCATION PROGRAM

8.1 Report on the Education Policy Committee – No meeting held in April 2020

9. STUDENTS

9.1 Catchment Review – Guiding Principles – Scott Stinson

Scott Stinson provided an overview on the Catchment Review and provided the Catchment Review Guiding Principles to the Board of Education.

58. MOVED Wendy Hobbs/Allison Watson

That the Board of Education of School District 62 (Sooke) adopt the following Guiding Principles to direct the District's catchment review process as per board policy F-502:

- Proximity to feeder schools;
- Maximize existing space in all schools;
- Long-term sustainability;
- Minimize crossing of major roadways and maximize on current and future safe and active routes to schools;
- Ensure equity of opportunity and clear K-12 pathways when reviewing programs of choice;
- Minimize disruptions to students;
- Grandparent students in their own schools;
- Provide stability and a transparent process with opportunities for robust public engagement; and
- Use natural boundaries as much as possible.

CARRIED

10. FOUNDATIONS & GOVERNANCE

10.1 Report on the Aboriginal Education Council – No meeting in April 2020

11. ADMINISTRATION

11.1 Superintendent's Report – Family of Schools Update

Stephanie Hedley-Smith provided an update to the Board of Education on the EMCS Family of Schools.

Highlights included: IT support surrounding technology platforms to Educational Assistants, Teachers, Staff and Students; ESW support to the community at Saseenos Elementary School; and Edward Milne Community School Staff produced a music video for its students.

Dave Strange provided an update to the Board of Education on the Belmont Family of Schools.

Highlights included: ESW support to the community at Lakewood Elementary School; Health and wellbeing of staff and stakeholders/partner groups; District support to vulnerable families and students; Online assemblies at various locations; and bus routes to visit students and school sites.

Paul Block provided an update to the Board of Education on the RBSS Family of Schools. Highlights included: ESW support to the community at Colwood Elementary School; “Tigers on Tour - Recess Road-trip” Parade and Virtual Easter Egg hosted by Happy Valley Elementary School.

12. PERSONNEL

No personnel matters were discussed.

13. UPCOMING EVENTS

- 13.1 Audit Committee Meeting to be held May 12, 2020
- 13.2 Resources Committee Meeting to be held May 12, 2020
- 13.3 Education Policy Meeting to be held May 13, 2020
- 13.4 SPEAC AGM to be held on May 20, 2020
- 13.5 Public BOARD Meeting to be held May 26, 2020

14. FUTURE ITEMS

15. QUESTION PERIOD

What does year-end look like for Grade 12 students? Will there be any graduation events (physically distanced in person, and/or online)? And how has the scholarship application process been proceeding for Grade 12 students looking to post-secondary this fall?- Editor, Westshore Voice News

Superintendent, Scott Stinson, indicated those students who are in a position to graduate in 2020 will graduate. In addition, staff is working on a strategy for graduation events. The Scholarship application process continues with an extension provided to students allow for COVID-19. The district continues to receive submissions from students.

Board Chair, Ravi Parmar, indicated that staff is mindful of transition of students to Kindergarten, from Elementary to Middle, and from Middle to Secondary School.

Will our 3 school families re-calibrate which school’s feeders are within them as you update the catchment zones?-Cendra Beaton, SPEAC Acting President

The Superintendent, Scott Stinson, indicated that catchment review will take into consideration:

- Proximity to feeder schools;
- Maximize existing space in all schools;
- Long-term sustainability;
- Minimize crossing of major roadways and maximize on current and future safe and active routes to schools;
- Ensure equity of opportunity and clear K-12 pathways when reviewing programs of choice;
- Minimize disruptions to students;
- Grandparent students in their own schools;
- Provide stability and a transparent process with opportunities for robust public engagement; and
- Use natural boundaries as much as possible.

As families balance education into their schedule, and this varies greatly from family to family, can you define what their responsibilities are in education? We have been told not to worry and to do the best we can, but it would be great to have our required responsibilities defined and explained. Cendra Beaton, SPEAC Acting President

The Superintendent, Scott Stinson, acknowledged the challenges that families face in this time of change and uncertainty. As the Minister of Education indicated those students who are eligible to move to the next grade will do so. Teaching staff are also aware of family responsibilities and continue to try to mitigate the impact of additional support to students on families.

16. ADJOURNMENT

The meeting was adjourned at 9:03 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer



May 19th, 2020

To BC School District administrators, Directors of Instruction and Boards of Education:

The team at BCEdAccess would like to take this opportunity to express our appreciation for the work that you have been doing in your school/District during this pandemic. Your efforts are not going unnoticed.

We initially focused on patience, communication, and mental health for the families we serve during the earlier phase of this pandemic. With Friday's announcement by the Ministry of Education, we can see a path forward through the stages, specific to education. Concerns remain but we are now finding that we need to return to our original advocacy for fair and equitable access to education for students with disabilities and those that are complex learners.

Families are reporting that school districts do not have a transparent process regarding how students are to be accommodated in the new learning environment. Some areas of concern include:

- Access to remote learning supports: students have not been given access to supports that allow them to have the same learning opportunities as other students.

Accommodations for Students with Diverse Needs

School districts and independent school authorities are expected to develop continuity of learning plans for students with disabilities or diverse abilities that prioritize in-school instruction (see section on [Supports for Students with Disabilities/Diverse Abilities](#)) and ensure equity of access to learning. Families who decide to keep their child at home during Stage 3 should continue to have access to remote learning opportunities.

Source:

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k12-c19-ipf.pdf>, pg 29-30

- Access to in-school support/care for the children of Essential Service Workers: a number of ESWs who are parents of children with disabilities have reported that schools have told them there is no support/care available for their child despite the fact that they work in a Tier 1 job. Inadequate reasoning has been provided: there is apparently no staff available, the child is over 12, and in some cases no reason has been given. *Care must be provided for children over 12 if their disability means they cannot be left home alone safely.*

Supports for Children of ESWs	<ul style="list-style-type: none"> • Provide instruction to children of ESWs (ages 5-12) during regular school hours at a minimum, based on parent/caregiver need. • Continue to accommodate older children of ESWs if the child has a disability that precludes them from being alone in a home environment. • Begin to transition away from any extended hours of care provided under Stage 4 and notify parents/caregivers that they should begin to explore regular child care options for before and after school care. • If desired, school districts/authorities can partner with a licensed child care provider or become licensed to provide before and after school care.
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Source:

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k12-c19-ipf.pdf>, page 7



- Access to in-school support/care for students with disabilities as vulnerable learners: since the schools have closed due to the pandemic, there has been a need for in-school supports for students with disabilities. Despite clarification from the Ministry of Education that it should already be available, many districts have denied - and continue to deny - this accommodation to students, with no indication of the process or policy they are using to make these decisions.



Source:

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k12-c19-ipf.pdf>, page 6

I am requesting to see the policies, procedures, and reporting that have been and/or will be put into place to manage these processes. Clear procedures backed by policy and made public through reporting will reduce the likelihood that different schools will address these issues differently.

When there is denial of services and supports, it creates a need for advocacy that is difficult for parents and guardians of students with disabilities to manage during typical times. During the pandemic, the challenges are amplified. We rely on school and District administrations and Boards of Trustees to relieve this burden from families.

If you have any questions, please feel free to reach out, otherwise I look forward to receiving the details of your policies, procedures, and reporting that are required as part of your overall District plan by May 22nd.

Tracy Humphreys, Chair
BCEdAccess Society

Cc: all BC Public and Independent Boards of Education and respective Superintendents, Secretary-Treasurers, Directors
Hon. Rob Fleming, Minister of Education, Patricia Kovacs, Ministry of Education

Kristina Ross

From: Ravi Parmar
Sent: Wednesday, May 20, 2020 3:45 PM
To: Kristina Ross
Cc: Scott Stinson; Harold Cull
Subject: Fwd: arts centre in Colwood

Correspondence for Public Board Meeting.

Ravi Parmar, Chair
SD62 Board of Education

From: judith@cullington.ca
Sent: Wednesday, May 20, 2020 3:40 PM
To: 'Ravi Parmar'
Cc: Cindy (PACS)
Subject: arts centre in Colwood

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

Ravi – wonderful to see you and to have a chance to catch up.

The Juan de Fuca Performing Arts Centre Society will soon be approaching the City of Colwood with a proposal to build a high-density, mixed use urban development on what is currently the park and ride site in Colwood. This development would include a community-focused arts and culture centre (the Emily Carr Centre for the Arts), with a 350 seat theatre. You can see more details at our website, <https://building4thearts.com/projects/colwood-place/>. This project complements the larger performing arts centre proposed by Langford, which focuses on a very different audience.

In addition to benefits to the Colwood Corners area, we believe this is a huge win for arts and culture on the west shore. As you know, there is much demand on existing theatre space (including the school theatres!), and this would help to meet this demand, as well as providing much needed teaching space for all age-groups including music, dance, fine arts and more.

I would be very pleased if you could share this information with the School Board, and if they are so inclined, would love to have a letter of support that can be shared with council when they meet (June 8th). This letter can be addressed to me, and sent to secretary@building4thearts.com.

Best – and stay safe!

Judith

Judith Cullington
President, Juan de Fuca Performing Arts Centre Society
Building4theArts.com

president@building4theArts.com
250-360-7653

Committee Report of Audit Committee Meeting via MS Teams May 12, 2020

Present: Wendy Hobbs, Trustee (Committee Chair)
Bob Phillips, Trustee (Committee Member)
Joan Axford, External Community Rep (Committee Member)
Scott Stinson, Superintendent & CEO
Harold Cull, Secretary Treasurer

Guests: Lenora Lee, Partner, KPMG
Adam Taylor, Partner, MNP
Alan Cosgrave, Partner, MNP
David Lee Bonar, Manager, Financial Planning & Analysis

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 5:30 pm by the Committee Chair. Wendy Hobbs 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 Committee Report for the February 18, 2020 Audit Committee Meeting was reviewed by the committee members.

3. PRESENTATIONS

There were no presentations.

4. NEW BUSINESS

4.1 Government Reporting Entity (GRE) Financial Statements

- Staff presented the March 31, 2020 GRE financial statements
- The Statements of Operations and Financial Position were reviewed and compared to:
 - March 31, 2019 statements
 - December 31, 2019 statements
- An additional account description was added to the statements for ease of reading and understanding of the formal GRE accounts
- Committee members asked a number of questions and appreciated the in-depth answers provided by staff

- Lenora Lee reviewed the Audit Planning Report for the year ending June 30, 2019
- Committee members discussed the highlights of the proposed plan

Recommended Motion for the Board of Education:

“That the Board of Education of School District #62 (Sooke) approve the Audit Planning Report as provided by KPMG at the May 12, 2020 Audit Committee meeting”.

4.3 Organizational Capacity Assessment

- MNP presented an initial draft of the organizational capacity assessment report and the committee asked questions of clarification and that, once it is final, the committee will review again prior to being discussed by the full Board at a future in-camera Board meeting
- As this report deals with personnel related matters, the content of the report will form part of the Board’s in-camera discussions

4.4 In-camera meeting with the Internal Auditors

- Staff were excused from the meeting and the Committee met in-camera with internal auditors from MNP

4.5 In-camera meeting with the External Auditors

- Staff were excused from the meeting and the Committee met in-camera with external auditor from KPMG

5. ADJOURNMENT AND NEXT MEETING DATE: June 9, 2020



AUDIT COMMITTEE
School Board Office via MS Teams
3143 Jacklin Road
May 12, 2020 – 5:30 p.m.

A G E N D A

- 1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
*We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth.
(words gifted by the three nations SD62 works with)*
- 2. MINUTES**
- 3. PRESENTATIONS**
- 4. NEW BUSINESS**
 - 4.1 Government Reporting Entity (GRE) Financial Statements – David Lee-Bonar
 - 4.2 19/20 External Audit Plan – KPMG
 - 4.3 Organizational Capacity Assessment - MNP
- 5. AJOURNMENT**
- 6. NEXT MEETING DATE:** September 2020

Committee Report of Decisions/Discussions

Audit Committee Meeting

February 18, 2020

Attendees:

Wendy Hobbs, Trustee (Committee Chair)
Bob Phillips, Trustee (Committee Member)
Joan Axford, External Community Rep (Committee Member) – by phone
Scott Stinson, Superintendent & CEO
Harold Cull, Secretary Treasurer

Guests:

Lenora Lee, Partner, KPMG
Adam Taylor, Partner, MNP
Alan Cosgrave, Partner, MNP
David Lee Bonar, Manager, Financial Planning & Analysis

4.1 19/20 2nd Quarter Financial Forecast

- Staff presented the quarter 2 financial forecast for the 19/20 fiscal year
- The District is forecasting to end the year (June 30, 2020) with a small excess of \$8,192
- This forecast was summarized in a few formats:
 - By function (revenue and instruction/administration/ops. & mntce./transportation)
 - By expenditure type (salaries/benefits/services and supplies)
 - By pressures (revenue and expenses)
- Staff also indicated that historically the Q2 forecast is understated and there may be a higher than projected excess at the end of the year
- As a result, staff will be preparing a list of possible expenditure options to utilize with any potential excess that materializes
- At the top of that list is the requirement to hook up to sewers at Spencer and Savory
- As a result of previous capital projects at those locations, the District is required to hook up the sewers
- An extension has been granted (initial deadline was December 31/19) and the estimated costs for both projects are estimated to be \$600,000

- The Committee asked about the projected excess of \$355,221 in the Pro D/travel line and staff were able to confirm that the budget for Comprehensive School Health was placed on this line but actual expenditures are mainly flowing through salaries, benefits and services
- This will be corrected in the 20/21 budget

4.2 Draft Internal Audit Plan

- Adam and Alan from MNP provided a presentation on the internal audit function and walked the Committee through the draft internal audit plan for 2020 to 2022
- Items of note:
 - MNP feels there is sufficient time and resources to complete the Organizational Capacity review by the end of the current fiscal year
 - The Committee suggested MNP review the Axford Report on comparable districts as part of the Organizational Capacity review
 - The audit scope for the Student Enrolment Program should be amended to include the District's international and academy programs
 - Clarity is required on the Governance review to ensure the appropriate Codes of Conduct are looked at
 - The process of reviewing the plan was to prioritize the work of the internal audit function over the next 3 years with the understanding that these priorities may change
- The Committee supports the Board considering the following motion:

Proposed Motion: That the Board of Education of School District #62 (Sooke) approve the 2020-2022 Internal Audit Plan as presented and amended at the February 18, 2020 Audit Committee meeting

4.3 In-camera meeting with the Internal Auditors

- Staff were excused from the meeting and the Committee met in-camera with internal auditors from MNP

4.4 In-camera meeting with the External Auditors

- Staff were excused from the meeting and the Committee met in-camera with external auditor from KPMG

Next Meeting: April 21, 2020 @ 6:00 pm

Committee Info Note
Audit Committee Meeting
May 12, 2020

Agenda Item: 4.1 – 3rd Quarter GRE Financial Statements

- As part of the government reporting entity (GRE), the School District is required to submit quarterly financial statements to government for inclusion in the GRE's quarterly reporting process
- The District submitted the 3rd quarter (the District's 3rd quarter ending March 31) report on April 14th
- A summary of these statements have been included in the Committee's package and will be discussed at the meeting

SD62 SOOKE
GOVERNMENT REPORTING ENTITY (GRE)
STATEMENT OF FINANCIAL POSITION
AS AT MARCH 31, 2020

		In Thousands				
		A	B	C = A-B	D	E = A-D
ACCOUNT	ACCOUNT DESCRIPTION	MAR 31 2020	DEC 31 2019	QUARTERLY VARIANCE	MAR 31 2019	YEARLY VARIANCE
FINANCIAL ASSETS						
	Cash and Cash Equivalents:	\$ 23,282	\$ 22,936	\$ 346	\$ 19,654	\$ 3,628
NOTE 1	Accounts Receivable:	\$ 3,889	\$ 471	\$ 3,418	\$ 3,244	\$ 645
	Portfolio Investments:	\$ -	\$ -	\$ -	\$ 133	\$ (133)
TOTAL FINANCIAL ASSETS		\$ 27,171	\$ 23,407	\$ 3,764	\$ 23,031	\$ 4,140
LIABILITIES						
Payables and Accruals:						
	Due to Province	\$ (22)	\$ (142)	\$ 120	\$ -	\$ (22)
NOTE 2	Trade Accounts and Other Payables	\$ (11,635)	\$ (6,494)	\$ (5,141)	\$ (5,647)	\$ (5,988)
	Accrued Employee Vacation Pay	\$ (506)	\$ (787)	\$ 281	\$ (352)	\$ (154)
	Accrued Employee Future Benefits	\$ (4,343)	\$ (4,226)	\$ (117)	\$ (3,813)	\$ (530)
Sub Total: Payables and Accruals		\$ (16,506)	\$ (11,649)	\$ (4,857)	\$ (9,812)	\$ (6,694)
Deferred:						
Capital Fund Accounts:						
	Deferred Capital Revenue - Total	\$ (192,944)	\$ (187,815)	\$ (5,129)	\$ (182,795)	\$ (10,149)
	Deferred Revenue - Bylaw Capital (Province) Unspent capital funds received from Ministry - projects in progress	\$ (620)	\$ (1,758)	\$ 1,138	\$ (266)	\$ (354)
	Deferred Revenue - Other (Province)	\$ (18)	\$ (19)	\$ 1	\$ (66)	\$ 48
	Deferred Revenue - MOE Restricted Unspent capital funds received from Ministry - projects completed	\$ (1,117)	\$ (1,975)	\$ 858	\$ (539)	\$ (578)
	Deferred Revenue - Land Capital Unspent school site acquisition charges (SSAC) received from municipalities	\$ (129)	\$ (677)	\$ 548	\$ (1,158)	\$ 1,029
	Deferred Revenue - (Non-Provincial Capital)	\$ (73)	\$ -	\$ (73)	\$ -	\$ (73)
Operating and Special Purpose Fund Accounts:						
	Deferred Revenue - Special Purpose Funds	\$ (2,016)	\$ (2,295)	\$ 279	\$ (1,649)	\$ (367)
	Deferred Tuition Tuition fees received in advance	\$ (2,567)	\$ (1,532)	\$ (1,035)	\$ (2,875)	\$ 308
Sub Total: Deferred Revenue		\$ (199,484)	\$ (196,071)	\$ (3,413)	\$ (189,348)	\$ (10,136)
TOTAL LIABILITIES		\$ (215,990)	\$ (207,720)	\$ (8,270)	\$ (199,160)	\$ (16,830)
NON-FINANCIAL ASSETS						
Other Assets:						
	Prepaid Program Costs	\$ 64	\$ 13	\$ 51	\$ 31	\$ 33
	Deferred Charges John Stubbs lease	\$ 2,172	\$ 2,288	\$ (116)	\$ 2,234	\$ (62)
	Restricted Assets (Endowment assets)	\$ 674	\$ 643	\$ 31	\$ 643	\$ 31
Sub Total: Other Assets		\$ 2,910	\$ 2,944	\$ (34)	\$ 2,908	\$ 2
Capital Assets:						
	Historical Cost of Tangible Capital Assets	\$ 420,095	\$ 391,902	\$ 28,193	\$ 361,231	\$ 58,864
	Accumulated Amortization	\$ (104,039)	\$ (102,259)	\$ (1,780)	\$ (96,860)	\$ (7,179)
Sub Total: Capital Assets		\$ 316,056	\$ 289,643	\$ 26,413	\$ 264,371	\$ 51,685
TOTAL NON-FINANCIAL ASSETS		\$ 318,966	\$ 292,587	\$ 26,379	\$ 267,279	\$ 51,687
ACCUMULATED (SURPLUS) DEFICIT - FUND BALANCES						
	Invested in Capital Assets	\$ (125,281)	\$ (104,015)	\$ (21,266)	\$ (83,811)	\$ (41,470)
	Externally Restricted - Endowments	\$ (674)	\$ (643)	\$ (31)	\$ (643)	\$ (31)
	Internally Restricted - Other	\$ (4,192)	\$ (3,616)	\$ (576)	\$ (5,526)	\$ 1,334
	Internally Restricted - Local Capital Reserve	\$ -	\$ -	\$ -	\$ (1,170)	\$ 1,170
	Unrestricted Operating (Surplus)/Deficit	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL ACCUMULATED (SURPLUS) DEFICIT		\$ (130,147)	\$ (108,274)	\$ (21,873)	\$ (91,150)	\$ (38,997)

NOTES

- Accounts receivable - quarterly variance due to increase in COA draw accrual (\$2.5M)
- Trade Accounts and Other Payables - quarterly variance due to increase in A/P subledger (\$3M); holdbacks (\$0.7M); accrued wages (\$1.0M)

SD62 SOOKE
 GOVERNMENT REPORTING ENTITY (GRE)
 STATEMENT OF OPERATIONS
 FOR THE NINE MONTH PERIOD ENDING MARCH 31, 2020

ACCOUNT	ACCOUNT DESCRIPTION	In Thousands				
		A MAR 31 2020	B DEC 31 2019	C = A-B QUARTERLY VARIANCE	D MAR 31 2019	E = A-D YEARLY VARIANCE
REVENUE						
Direct Grants from the Province - Ministry of Education						
		\$ (74,974)	\$ (43,202)	\$ (31,772)	\$ (70,734)	\$ (4,240)
Deferred Revenues:						
Recognition of Deferred Capital Revenue - Total	Revenue related to land purchases and amortization of assets for the year	\$ (27,835)	\$ (4,495)	\$ (23,340)	\$ (6,691)	\$ (21,144)
Recognition of Deferred Revenue - Special Purpose Funds - Total	Revenue related to the Special Purpose Funds spent in the year	\$ (14,509)	\$ (6,983)	\$ (7,526)	\$ (13,985)	\$ (524)
Sub Total: Deferred Revenues		\$ (42,344)	\$ (11,478)	\$ (30,866)	\$ (20,676)	\$ (21,668)
Other Fees and Revenues:						
Recognition of Deferred Tuition Fees	Tuition fees collected in advance now recognized as revenue	\$ (6,332)	\$ (4,946)	\$ (1,386)	\$ (6,451)	\$ 119
Other Revenues from Province	Revenue related to Annual Facilities Grant capital bylaw expenditures	\$ (927)	\$ (778)	\$ (149)	\$ (1,123)	\$ 196
Investment Income		\$ (356)	\$ (199)	\$ (157)	\$ (235)	\$ (121)
Recognition of Endowment Earnings - Investment income	Revenue related to endowment funds spent in the year	\$ (13)	\$ -	\$ (13)	\$ -	\$ (13)
Local Education Agreements/Direct Funding From First Nations		\$ (227)	\$ (148)	\$ (79)	\$ (259)	\$ 32
Recognition of Miscellaneous Deferred (Unearned) Revenue		\$ -	\$ -	\$ -	\$ (4)	\$ 4
Rentals, Leases and Community Use of Facilities		\$ (295)	\$ (157)	\$ (138)	\$ (272)	\$ (23)
Other Revenues (not included elsewhere)	Revenues for crossing guards, BMO rebate, Careers Program, misc grants	\$ (351)	\$ (84)	\$ (267)	\$ (173)	\$ (178)
Sub Total: Other Fees and Revenues		\$ (8,501)	\$ (6,312)	\$ (2,189)	\$ (8,517)	\$ 16
TOTAL REVENUE		\$ (125,819)	\$ (60,992)	\$ (64,827)	\$ (99,927)	\$ (25,892)
EXPENSES						
Purchases from Crown Corps, Agencies and SUCH Sector						
		\$ 274	\$ -	\$ 274	\$ 319	\$ (45)
Other Expenses (not included elsewhere):						
Salaries and Benefits	Salaries and Benefits in Operating, SPF, and Capital (AFG)	\$ 84,085	\$ 49,241	\$ 34,844	\$ 76,046	\$ 8,039
Operating Expense	Services and supplies in Operating, SPF, and Capital (AFG)	\$ 14,183	\$ 8,383	\$ 5,800	\$ 14,436	\$ (253)
Amortization of Capital Assets		\$ 6,162	\$ 4,103	\$ 2,059	\$ 6,068	\$ 94
Expense Due to Valuation Allowance		\$ 8	\$ -	\$ 8	\$ 46	\$ (38)
TOTAL EXPENSE		\$ 104,712	\$ 61,727	\$ 42,985	\$ 96,915	\$ 7,797
NET (INCOME)/LOSS		\$ (21,107)	\$ 735	\$ (21,842)	\$ (3,012)	\$ (18,095)
ACCUMULATED (SURPLUS) DEFICIT						
Opening Accumulated (Surplus) Deficit (per June 30, 2019)		\$ (109,009)	\$ (109,009)	\$ -	\$ (88,138)	\$ (20,871)
Net (Income)/Loss	Operating, Local Capital, and Capital	\$ (21,107)	\$ 735	\$ (21,842)	\$ (3,012)	\$ (18,095)
Other Adjustments to Fund Balances - Endowment Contributions		\$ (31)	\$ -	\$ (31)	\$ -	\$ (31)
CLOSING ACCUMULATED (SURPLUS) DEFICIT		\$ (130,147)	\$ (108,274)	\$ (21,873)	\$ (91,150)	\$ (38,997)

Committee Info Note
Audit Committee Meeting
May 12, 2020
Agenda Item: 4.2 – 19/20 External Audit Plan

- As part of the annual financial statement audit, staff have worked with KPMG to draft an audit plan for the Committee's consideration
- Attached for the Committee's review is the draft plan for the 2019/20 fiscal year
- Lenora Lee (from KPMG) will present the highlights of the plan and Committee members will have the opportunity to ask Lenora questions without management present

School District No. 62 (Sooke)

Audit Planning Report
for the year ended
June 30, 2020

KPMG LLP

For the meeting on May 12, 2020

kpmg.ca/audit

KPMG



Table of contents

Executive summary	2
Materiality	3
Audit risks	7
Areas of audit focus	8
Other Matters – Ministry Funding Model Review	11
Key deliverables and milestones	8
Current developments	9
Appendices	16



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

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

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

Executive summary

We are pleased to provide for your review the following information relating to the planned scope and timing for the audit of the financial statements of School District No. 62 (Sooke) (the “District”) for the year ended June 30, 2020.



Changes in operations

In March 2020, the COVID-19 outbreak was declared a pandemic by the World Health Organization. As the COVID-19 pandemic evolves, the District will continue to assess the impact on its operations and finances, and consider the implications on financial reporting. We have analyzed the impact of the COVID-19 pandemic situation on the audit of the financial statements for the year ending June 30 2020, and have included a summary of considerations in our report.



Areas of audit focus

Our audit of the District is risk-focused. As part of our audit process, we have had discussions with management about any changes in the organization or other items that should be brought to our attention and considered the impact to the audit. Our assessment is based on a variety of factors that include our knowledge of your organization, the susceptibility of the account balances to the risk of material misstatement, size of the balance, inherent complexity, and level of uncertainty in measurements as well as significant external factors. In planning our audit, we have taken into account key areas of audit focus for financial reporting.

See pages 5-10 for further details.



Audit materiality

Materiality has been determined based on total revenues. We have determined materiality to be \$3,250,000 for the year ending June 30, 2020 (2019 - \$3,000,000).

See page 4 for further details.

Executive summary (continued)



Independence

We are independent of the Entity and have extensive quality control and conflict checking processes in place. We provide complete transparency on all services and follow the Entity's approved protocol.



Current developments

Please refer to pages 13 to 16 for relevant accounting and/or auditing changes relevant to the District, relevant audit trends, and COVID-19 resources that may be of interest to you.

Materiality

Materiality determination	Comments	Amount
Materiality	Determined to plan and perform the audit and to evaluate the effects of identified misstatements on the audit and of any uncorrected misstatements on the financial statements. The corresponding amount for the prior year's audit was \$3,000,000.	\$3,250,000
Benchmark	Based on total revenue for the year. This benchmark is consistent with the prior year. The corresponding amount for the prior year's audit was \$162,843,946.	\$158,959,327
% of Benchmark	The corresponding percentage for the prior year's audit was 1.8%. The industry standard percentage for the audit is 0.5%-3.0%.	2.0%
Audit Misstatement Posting Threshold (AMPT)	Threshold used to accumulate misstatements identified during the audit. The corresponding amount for the previous year's audit was \$150,000.	\$162,500

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

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

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

We will report to the Board of Trustees:



Corrected audit misstatements



Uncorrected audit misstatements

COVID-19 – Audit and financial reporting considerations

Audit considerations

Audit Considerations	Audit Implications
Timing of the year-end audit work	<ul style="list-style-type: none"> – KPMG is fully paperless and poised to undertake a remote audit in an efficient manner if lockdown measures continue into the summer. We will establish a secure ShareFile platform to facilitate the sharing of information with management. We have discussed the details of the audit with management, and both are ready to undertake the audit as planned and on schedule. – The ability for the audit to commence is highly fluid and dependent on management’s ability to physically or digitally access underlying documents in a safe and healthy manner. We remain in touch with Management frequently to coordinate logistics, and plan to commence pre-year end audit work remotely in May 2020.
General considerations	<ul style="list-style-type: none"> – Many organizations have been required, out of necessity, to amend process activities and controls, and as such, segregation of duties and approval of transactions may also have been impacted. – We will obtain an understanding of what temporary changes to process activities and controls have been implemented to determine if the planned audit procedures are appropriate. – Just as the District has been impacted by COVID-19 protocols, so have many of your partners, vendors and banking institutions. As a result, responses to third party confirmations may be delayed. Confirmations requests will be sent to confirming parties on July 1, 2020 to facilitate receipt of responses in a timely manner.
Nature of operations	<ul style="list-style-type: none"> – The COVID-19 outbreak will impact the District’s operations and finances during the year and subsequent to the June 30, 2020 year-end. – An assessment should be made by management of any COVID-19 financial implications. Actions undertaken by the District should be disclosed in a note to the financial statements, including a statement as to whether or not these factors present uncertainty over future cash flows, cause significant changes to assets and liabilities, and/or significantly impact future operations. Examples may include: <ul style="list-style-type: none"> — Closure of facilities based on public health recommendations to slow the transmission — Temporary and or permanent termination of employees — Mandatory working from home requirements for those able to do so – Measurement of the estimated financial effect should be disclosed, or it should be stated if the effect is not determinable. – We will work with management to customize the wording of the note for the District’s specific situation. – An emphasis of matter paragraph in the auditors’ report may be required depending on the extent of the COVID-19 impact on the District’s operations and finances.

COVID-19 – Audit and financial reporting considerations (continued)

Financial reporting considerations

Audit Considerations	Audit Implications
Accounts receivable	<ul style="list-style-type: none"> – Management will perform a detailed analysis of uncollectible receivable balances including those owed by individuals and entities that have a higher risk of not paying outstanding balances. This includes ensuring provisions for uncollectible amounts, if any, are appropriate based on the ageing and expected collectability of balances. – We will perform an enhanced review of management’s analysis, including the ageing of receivables and assess whether the provision is reasonable.
Accounts payable and accrued liabilities, and expenditures	<ul style="list-style-type: none"> – Management will ensure that the liabilities and related expenses are complete and accurate. Accruals may need to be calculated due to delays in receiving vendor invoices. – We will perform an enhanced review of management’s assessment and calculation of significant accruals. – We will review payments and invoices received subsequent to year-end to ensure they are recorded in the appropriate fiscal year. – Detailed calculation of severance accruals, wage subsidy top ups, restructuring plans, if any, will be evaluated.
Deferred revenue	<ul style="list-style-type: none"> – Management will monitor refunds requested by students to determine whether any amounts require reclassification to accounts payable and accrued liabilities. – We will assess whether deferred revenue relates to programs and terms occurring subsequent to June 30, 2020, and tuition revenue recognized relates to completed terms, considering changes in program delivery and timing.
Pension and post-employment benefits	<ul style="list-style-type: none"> – Actuaries engaged by the Ministry should evaluate the change in assumptions used in the valuation of post-employment benefits with a measurement date of March 31, 2020 compared to the reporting date of June 30, 2020 to determine the impact on the overall unfunded liability of the District. – KPMG internal actuarial specialists may be engaged by our audit team to review the reasonableness of assumptions used by Mercer in the valuation. – The accounting treatment and any financial statement disclosures related to the impact of COVID-19 will be reviewed to ensure it is in accordance with the financial reporting framework.
Going concern	<ul style="list-style-type: none"> – The auditing standards do require that management undertake a going concern assessment on an annual basis. Management should document their going concern assessment, often in the form of revised budgets and cash flow forecasts, taking into account factors such as positive and negative financial indicators, ability to access government stimulus and emergency programs, reserve levels to sustain the organization beyond the next financial reporting date and other funding accessible to sustain operations.

Audit risks

Professional requirements

Fraud risk from management override of controls

Fraud risk from revenue recognition

Why is it significant?

This is a presumed fraud risk. We have not identified any specific additional risks of management override relating to this audit.

There are generally pressures or incentives on management to commit fraudulent financial reporting through inappropriate revenue recognition when there is an expectation to maintain a balanced budget from year to year.

Our audit approach

As the risk from management override of controls is not rebuttable, our audit methodology incorporates the required procedures in professional standards to address this risk. These procedures include testing of journal entries and other adjustments, performing a retrospective review of estimates and evaluating the business rationale of significant unusual transactions.

The risk of fraud from revenue recognition has been rebutted as there were no significant pressures or incentives identified related to revenue recognition.

Annual inquiries

Professional auditing standards require that we annually inquire concerning the Board of Trustees oversight of management's process for identifying and responding to the risks of fraud with the Entity. Accordingly, we ask:

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

Areas of audit focus

Area of focus	Why are we focusing here?	Our audit approach
Auditors' Opinion - Compliance Framework	Financial statements are prepared in accordance with appropriate financial statement framework.	<ul style="list-style-type: none"> - The financial statements are prepared under Canadian Public Sector Accounting ("PSAB") standards, supplemented by the requirements of Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board. - These regulations direct the District to apply PSAB, except in regard to accounting for restricted contributions. Under the regulations, capital contributions are to be deferred and amortized on the same basis as the amortization of the related tangible capital assets, not in accordance with the underlying stipulations on the funding, as required under PSAB. - As a result, the District's revenue recognized in the statement of operations and certain related deferred capital revenue would have been recorded differently under Canadian Public Sector Accounting Standards. - The Office of the Auditor General ("OAG") has requested additional reporting, under the Group Auditor requirements, in order to perform the consolidation of the Provincial Accounts under the PSA standards.
Employee future benefits and salaries	<p>Employee future benefits obligation estimates are accurately recorded and presented.</p> <p>Salaries and related payroll liabilities are appropriately recognized and accurately recorded.</p>	<ul style="list-style-type: none"> - Control testing and process review of payroll procedures. - Detailed testing and recalculation of salaries and benefits expense in accordance with collective agreements and related accruals, including appropriate use of Classroom Enhancement Funds. - Review of collective agreements for obligations by the District to provide benefits in the future. - Review of assumptions and method used in estimating the liability for future employee benefits. - Confirmation of reliance on actuarial valuation with Mercer. - Retrospective review of management's previous estimates. - Review financial statement presentation to determine if it is consistent with applicable financial reporting framework.

Areas of audit focus (continued)

Area of focus	Why are we focusing here?	Our audit approach
Procurement	Completeness, existence and accuracy of procurement transactions and related expense, payable and prepaid accounts. Appropriate use of special purpose funding for intended programs.	<ul style="list-style-type: none"> - Perform analytical procedures over services and supplies expense, by fund and function, with expectation that actual expenses will not exceed or be less than budget within acceptable threshold. - Review and test the segregation controls to determine if internal review procedures are working effectively to identify and correct errors, to avoid inappropriate purchases, and to ensure that payments are made only for goods received. - Substantive tests of details over appropriate existence, accuracy, classification and allocation of expenses based on source documentation maintained.
Revenue and receivables	Accuracy, existence and completeness of funding from Ministry of Education and other sources, and fees, international student and tuition programs.	<ul style="list-style-type: none"> - Obtain confirmation from Ministry of Education of funding received for the year and assess if it is reported accurately between operating, special purpose and capital funds, including Classroom Enhancement Funding. - Perform analytical review over fee revenues from other sources, including international student and summer school programs. - Understand and test one-time, non-recurring adjustments, including existence, accuracy and presentation in the appropriate fund. - Test receipt and use of Classroom Enhancement Funds (CEF) to determine if revenue collected is accurate and has been used for its intended purpose based on funding restrictions. - Substantive testing of CEF expenditures to determine if they are consistent with the terms of the funding. - Substantive testing of unspent funding to assess appropriateness of deferral (if applicable) in accordance with related restrictions.

Areas of audit focus (continued)

Area of focus	Why are we focusing here?	Our audit approach
School generated funds	<p>Completeness and accuracy of school generated funds.</p> <p>Expenditures were incurred for the purposes intended.</p>	<ul style="list-style-type: none"> - Review processes and controls, including results of school audits performed, if any, and impact to the accounting of school generated funds to understand potential risk areas. - Use data and analytic techniques to identify and test audit risks. - Review and assess the appropriateness of the District's monitoring and authorization controls over school generated fund collections and expenditures to assess the risk of misappropriation of such funds, whether due to fraud or error, is mitigated.
Tangible capital assets	<p>Capital projects in process are accurately recorded and disclosed.</p> <p>Other significant capital projects and expenses are approved and accurately recorded (along with related funding).</p> <p>Ongoing evaluation of liability for contaminated sites for assets not in productive use.</p>	<ul style="list-style-type: none"> - Understand the approval and related review process for capital expenditures for consistency with approved budgets and Ministry approval. - Review processes in place to ensure that only capital purchases that are approved via the budget process can be processed. - Detailed testing of asset purchases and disposals and recalculation of the allocation of proceeds between Ministry restricted funds and internally restricted District funds. - Review agreements for contractual commitments and related disclosure requirements.
Executive expenses	<p>Completeness, existence and accuracy of executive expenses.</p>	<ul style="list-style-type: none"> - Substantive testing of expense reimbursements for compliance with policy and appropriate use of public funds. - Review the District's executive expense reimbursement policy to ensure best practices have been implemented.

Other Matters – Ministry Funding Model Review

In February 2018, an Independent Funding Model Review Panel was enlisted to review and provide recommendation to the way funding is allocated in the K-12 public education sector in British Columbia. The Panel issued 22 recommendation for the Minister of Education that are intended to improve the K-12 public education system for students. The recommendations were provided in the following themes: Theme 1: Equity of Education Opportunity; Theme 2: Accountability; Theme 3: Financial Management.

Four working groups were established with subject matters representatives; the engagement and input from the working groups will help inform the transformation of a new funding model, with an overarching focus on equity of education opportunity for all students in the Province. Working groups were responsible for fostering shared awareness of how the current model affects their workstream, identifying implications (operational, educational, other) related to the assigned recommendations, developing strategies to mitigate those implications, and identifying key indicators through which success can be measured.

Final Working Group reports were completed in October 2019, and partners noted that some of the recommendations would be relatively straightforward to implement, while others – like how Government funds inclusive education or online learning – would require extensive work to ensure there would be no negative, unintended consequences for students.

Following the completion of the review, the Ministry will implement recommendations with a two-phase plan, beginning with 12 of the 22 recommendations. Financial Management recommendations to be implemented include:

- Recommendation 19: To support multi-year financial planning: Government should issue three-year operating funding to Boards of Education, based on available funding and projected student enrolment; and school districts should be required to develop three-year financial plans.
- Recommendation 20: The Ministry should establish clear provincial policies on reserves to ensure consistent and transparent reporting, while maintaining school districts' ability to establish reserves. Specifically, the Ministry should: set clear provincial policies on what school districts may save for, directly related to their strategic plans; establish an acceptable provincial range for unrestricted reserves, encompassing accumulated operating surpluses and local capital, which should be monitored and reported on (if required); ensure that school districts have specific plans attached to each item or initiative when setting reserves, and provide clear reporting on how the funds were spent; and work with school districts to transfer any overages beyond the approved threshold into a fund at the school district level, to be accessed only with Ministry approval.
- Recommendation 21: There should be no change in the way that locally-generated revenues are treated by the Ministry when calculating operating funding for school districts.
- Recommendation 22: In the current absence of dedicated funding for some capital expenditures, the Ministry should either: provide capital funding for expenditures that are currently not reflected in the capital program; or clarify which items are ineligible for capital program funding and ensure that school districts are permitted to establish appropriate reserves that allow them to save for these purchases on their own (i.e. accumulated operating surplus, local capital).

During phase two, the Ministry will continue working with partners to:

- Modernize inclusive education policies and the way services are delivered and funded, so all students have a level playing field.
- Modernize the delivery of online learning programs over the next three school years to better support the new curriculum and ensure every student has consistent access to a quality education, no matter where they live.
- Support students' transition to post-secondary and the world of work with expanded career-focused programs in their graduation years.

Key deliverables and milestones



Current developments

Resources for Management, Board and Committee members

[COVID-19 Alerts \(Live Link\)](#)

Please visit our COVID-19 website for resources regarding the topics below. This site is being updated daily based on information being released by Federal, Provincial and Municipal news releases.

- Business continuity guide
- Immediate actions to take
- Medium to long-term actions
- Tax considerations and a summary of Federal and Provincial programs
- Legal considerations
- Financial reporting and audit considerations
- Global perspectives

Public Sector Accounting Standards

Standard	Summary and implications
Asset Retirement Obligations	<ul style="list-style-type: none"> – A new standard has been approved that is effective for fiscal years beginning on or after April 1, 2021. – The new standard addresses the recognition, measurement, presentation and disclosure of legal obligations associated with retirement of tangible capital assets in productive use. Retirement costs will be recognized as an integral cost of owning and operating tangible capital assets. PSAB currently contains no specific guidance in this area. – The ARO standard will require the public sector entity to record a liability related to future costs of any legal obligations to be incurred upon retirement of any controlled tangible capital assets (“TCA”). The amount of the initial liability will be added to the historical cost of the asset and amortized over its useful life. – As a result of the new standard, the public sector entity will have to: <ul style="list-style-type: none"> • consider how the additional liability will impact net debt, as a new liability will be recognized with no corresponding increase in a financial asset; • carefully review legal agreements, senior government directives and legislation in relation to all controlled TCA to determine if any legal obligations exist with respect to asset retirements; • begin considering the potential effects on the organization as soon as possible to coordinate with resources outside the finance department to identify AROs and obtain information to estimate the value of potential AROs to avoid unexpected issues.





Current developments (continued)

Standard	Summary and implications
Employee Future Benefit Obligations	<ul style="list-style-type: none"> <li data-bbox="338 402 1965 532">– PSAB has initiated a review of sections PS3250 <i>Retirement Benefits</i> and PS3255 <i>Post-Employment Benefits, Compensated Absences and Termination Benefits</i>. Given the complexity of issues involved and potential implications of any changes that may arise from this review, the project will be undertaken in phases. Phase I will address specific issues related to measurement of employment benefits. Phase II will address accounting for plans with risk sharing features, multi-employer defined benefit plans and sick leave benefits. <li data-bbox="338 532 1965 695">– Three Invitations to Comment were issued and have closed. The first Invitation to Comment sought guidance on whether the deferral provisions in existing public sector standards remain appropriate and justified and the appropriateness of accounting for various components of changes in the value of the accrued benefit obligation and plan assets. The second Invitation to Comment sought guidance on the present value measurement of accrued benefit obligations. A third Invitation to Comment sought guidance on non-traditional pension plans. PSAB is currently deliberating on the comments received from the three Invitations to Comment. <li data-bbox="338 695 1965 727">– The ultimate objective of this project is to issue a new employment benefits section to replace existing guidance.
Revenue	<ul style="list-style-type: none"> <li data-bbox="338 751 1965 784">– A new standard has been approved that is effective for fiscal years beginning on or after April 1, 2022. <li data-bbox="338 784 1965 849">– The new standard establishes a single framework to categorize revenues to enhance the consistency of revenue recognition and its measurement. <li data-bbox="338 849 1965 914">– The standard notes that in the case of revenues arising from an exchange, a public sector entity must ensure the recognition of revenue aligns with the satisfaction of related performance obligations. <li data-bbox="338 914 1965 995">– The standard notes that unilateral revenues arise when no performance obligations are present, and recognition occurs when there is authority to record the revenue and an event has happened that gives the public sector entity the right to the revenue.
Public Private Partnerships (“P3”)	<ul style="list-style-type: none"> <li data-bbox="338 1019 1965 1101">– PSAB has proposed new requirements for the recognition, measurement and classification of infrastructure procured through a public private partnership. An exposure draft has been approved by PSAB and was issued in November 2019, with comments due by February 29, 2020. <li data-bbox="338 1101 1965 1206">– The exposure draft proposes that recognition of infrastructure by the public sector entity would occur when it controls the purpose and use of the infrastructure, when it controls access and the price, if any, charged for use, and it controls any significant interest accumulated in the infrastructure when the P3 ends. <li data-bbox="338 1206 1965 1271">– The exposure draft proposes that the public sector entity recognize a liability when it needs to pay cash or non-cash consideration to the private sector partner for the infrastructure. <li data-bbox="338 1271 1965 1352">– The infrastructure would be valued at cost, with a liability of the same amount if one exists. Cost would be measured by discounting the expected cash flows by a discount rate that reflects the time value of money and risks specific to the project.
Purchased Intangibles	<ul style="list-style-type: none"> <li data-bbox="338 1377 1965 1485">– In October 2019, PSAB approved a proposal to allow public sector entities to recognize intangibles purchased through an exchange transaction. The proposal does not include guidance on how to account for intangibles. Instead, the definition of an asset, the general recognition criteria and the GAAP hierarchy is expected to provide guidance on how to account for intangibles. The accounting for intangibles may be addressed through future PSAB projects.

Current developments (continued)

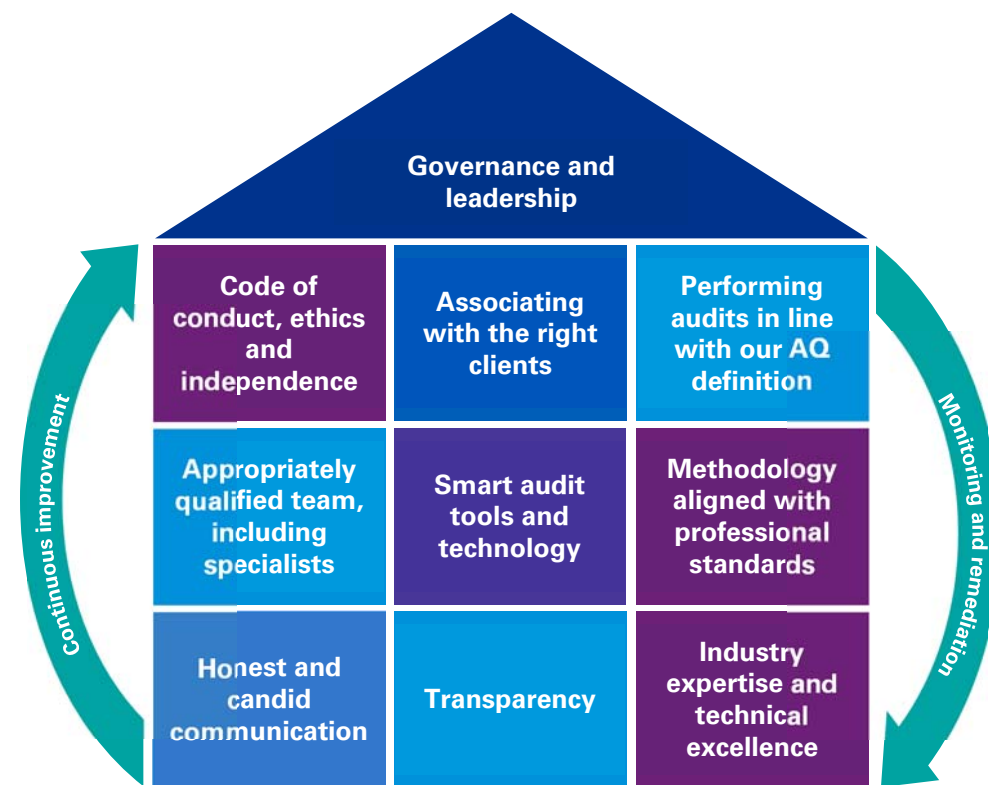
Standard	Summary and implications
Concepts Underlying Financial Performance	<ul style="list-style-type: none"> <li data-bbox="338 402 1980 456">– PSAB is in the process of reviewing the conceptual framework that provides the core concepts and objectives underlying Canadian public sector accounting standards. <li data-bbox="338 472 1980 526">– A Statement of Concepts (“SOC”) and Statement of Principles (“SOP”) were issued for comment in May 2018 and has closed. PSAB is in the process of developing two exposure drafts for comment. <li data-bbox="338 542 1980 660">– The SOC proposes a revised, ten chapter conceptual framework intended to replace PS 1000 <i>Financial Statement Concepts</i> and PS 1100 <i>Financial Statement Objectives</i>. The revised conceptual framework would be defined and elaborate on the characteristics of public sector entities and their financial reporting objectives. Additional information would be provided about financial statement objectives, qualitative characteristics and elements. General recognition and measurement criteria, and presentation concepts would be introduced. <li data-bbox="338 677 1980 1081">– The SOP includes principles intended to replace PS 1201 <i>Financial Statement Presentation</i>. The SOP proposes: <ul style="list-style-type: none"> <li data-bbox="386 721 1980 774">• Removal of the net debt indicator, except for on the statement of net debt where it would be calculated exclusive of financial assets and liabilities that are externally restricted and/or not available to settle the liabilities or financial assets. <li data-bbox="386 790 1980 844">• Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities). <li data-bbox="386 860 1980 888">• Restructuring the statement of financial position to present non-financial assets before liabilities. <li data-bbox="386 904 1980 990">• Removal of the statement of remeasurement gains (losses) with the information instead included on a new statement called the statement of changes in net assets (liabilities). This new statement would present the changes in each component of net assets (liabilities). <li data-bbox="386 1006 1980 1034">• A new provision whereby an entity can use an amended budget in certain circumstances. <li data-bbox="386 1050 1980 1078">• Inclusion of disclosures related to risks and uncertainties that could affect the entity’s financial position.
International Strategy	<ul style="list-style-type: none"> <li data-bbox="338 1109 1980 1162">– PSAB is in the process of reviewing its current approach towards International Public Sector Accounting Standards. This project may result in changes to the role PSAB plays in setting standards in Canada. <li data-bbox="338 1179 1980 1265">– Consultation papers were released for comment in May 2018 and March 2019, and have closed. The consultation papers described the decision-making criteria PSAB expects to consider in evaluating the international strategy that best serves the public sector. It also introduced four proposed international strategies. <li data-bbox="338 1281 1980 1310">– PSAB is expected to discuss its international strategy at its April 2020 meeting.



-  **Appendix 1: Audit quality and risk management**
-  **Appendix 2: KPMG's audit approach and methodology**
-  **Appendix 3: Required communications**
-  **Appendix 4: Lean in Audit™**

Appendix 1: Audit quality and risk management

KPMG maintains a system of quality control designed to reflect our drive and determination to deliver independent, unbiased advice and opinions, and also meet the requirements of Canadian professional standards. Quality control is fundamental to our business and is the responsibility of every partner and employee. The following diagram summarizes the key elements of our quality control system.



Audit Quality Framework

What do we mean by audit quality?

Audit Quality (AQ) is at the core of everything we do at KPMG.

We believe that it is not just about reaching the right opinion, but how we reach that opinion.

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

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

Our AQ Framework summarises how we deliver AQ. Visit our [Audit Quality Resources page](#) for more information including access to our [Audit Quality and Transparency report](#).

Appendix 2: KPMG's audit approach and methodology



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

Issue identification

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

Data-driven risk assessment

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



Deep industry insights

Bringing intelligence and clarity to complex issues, regulations and standards

Analysis of complete populations

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

Reporting

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

Appendix 3: Required communications



In accordance with professional standards, there are a number of communications that are required during the course of and upon completion of our audit. These include:



Engagement letter

The objectives of the audit, our responsibilities in carrying out our audit, as well as management's responsibilities, are set out in the engagement letter as provided by management.



Management representation letter

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



Audit planning report

Represented by this report.



Audit findings report

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



Independence

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

Appendix 4: Lean in Audit™



An innovative approach leading to enhanced value and quality

Our innovative audit approach, Lean in Audit™, further improves audit value and productivity to help deliver real insight to you. Lean in Audit™ is process oriented, directly engaging organizational stakeholders and employing hands-on tools, such as walkthroughs and flowcharts of actual financial processes.

By embedding Lean techniques into our core audit delivery process, our teams are able to enhance their understanding of the business processes and control environment within your organization – allowing us to provide real insight on your processes and actionable quality and productivity improvement observations.

Any insights gathered through the course of the audit will be available to both our audit team and management. For example, the audit team may identify control gaps and potential process improvement areas, while management has the opportunity to apply such insights to streamline processes, inform business decisions, improve compliance, lower costs, increase productivity, strengthen customer service and satisfaction and drive overall performance.



How it works

Lean in Audit™ employs four key Lean techniques:



1. Lean training

Provide basic Lean training and equip our audit teams with a new Lean mindset to improve quality, value and productivity.



2. Process mapping workshop

Perform an interactive workshop with your team to map selected financial process providing end-to-end transparency and understanding of the process.



3. Insight reporting

Quick and pragmatic insight report including PACE matrix with prioritized opportunities to realize benefit.



4. Kaizen event

Perform an interactive workshop to find the root cause of the problem and empower your team to find a solution.

kpmg.ca/audit



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

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

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Committee Report of Resources Committee Meeting via MS Teams May 12, 2020

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

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:00 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 Committee Report for the March 4, 2020 Resources Committee Meeting was reviewed by the committee members.

3. PRESENTATIONS

There were no presentations.

4. NEW BUSINESS

4.1 Transportation Administration Fee

- Harold Cull presented an information note outlining the transportation administration fee issue and the process conducted to date
- The Committee supported the recommended motion going forward to the Board with an amendment to include that the full consultation process will be included as the process recommences in the fall of 2020

Recommended Motion for the Board of Education:

“That the Board of Education of School District 62 (Sooke) revisit the subject of a transportation administration fee, including the full public consultation process, in the Fall of 2020 leading into the budget process during the Winter of 2020”.

4.2 19/20 Q3 Financial Forecast

- Harold Cull provided an update on the Quarter 3 (March 31) financial forecast for the District
- The forecast was based on the assumption that school would not be returning by the end of the year and based on this assumption, staff estimated the District would end the year with an excess of \$1.294 m
- Staff also created a revised forecast assuming some form of in-class instruction would start prior to the end of the year and as a result, the excess could be as low as \$.700 m
- The actual amount of the year end excess will be determined by a number of variables including the K-12 Restart Plan to be created by the District

4.3 20/21 Budget Update

- Staff provided a presentation to the Committee outlining the latest steps conducted in the budget development process for next fiscal year
- It was re-iterated that staff will be presenting largely as status quo budget for the Board to consider in June
- Staff will be required to reconcile the existing (status quo) budget with the priorities identified during the development process to ensure the priorities of the District are continued to be met
- The latest enrolment forecast for the International Program is 60 FTEs which is down from the current year enrolment of 280 FTEs – this shortfall will be funded from the District’s reserve
- Staff will be recommending that the Board consider re-instating the \$100,000 reduction made to the Curriculum budget in the current year by delaying the hiring of the Purchasing/Office Manager position
- The Committee was advised that the anticipated reserve amount as at June 30, 2021 will be between 1.16% and 1.65% of the total operating expenditures

4.4 21/22 Capital Plan Submission

- The capital plan components were reviewed with the Committee
- Staff feel that the long range enrolment estimates will plateau near 2030 at a total enrolment of approximately 14,000 students
- The approach to the capital plan will be to build to this amount in order not to over build
- A gap analysis will be conducted to determine how many schools and when, these schools will be required
- Staff will bring a proposed plan to the June Resources Committee meeting for review and input

4.5 2020 Employee Engagement Survey

- The Committee was advised that the 2020 Employment Engagement survey has been released and that it is expected that BC Stats will be able to provide an initial report at the June Board meeting
- The Committee requested that the survey questions be included with the meeting's report going to the Board

4.6 Social Procurement

- Based on the direction received at the March 10th Board meeting, staff looked into the feasibility of adding social procurement language into the upcoming construction tenders for the District
- Staff reviewed the work to date and the Committee supported the following motion going to the Board for review and consideration

Recommended Motion for the Board of Education:

“That the Board of Education of School District 62 (Sooke) direct staff to add specific clauses that promote the employment opportunities of SD62 students as well as the prioritization of contractors being chosen from the South Island for the construction of the new Centre Mountain Lellum Middle and Pexsisen Elementary Schools”.

5. ADJOURNMENT AND NEXT MEETING DATE: June 9, 2020



RESOURCES COMMITTEE
School Board Office
Via MS Teams
May 12, 2020 – 7:00 p.m.

A G E N D A

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. REPORT

3. PRESENTATIONS (10 min.)

4. NEW BUSINESS

4.1 Transportation Administration Fee

Recommendation: That the Board of Education of School District 62 (Sooke) revisit the subject of a transportation administration fee in the Fall of 2020 leading into the budget process during the Winter of 2020.

4.2 19/20 Q3 Financial Forecast

4.3 20/21 Budget Update

4.4 21/22 Capital Plan Submission

4.5 2020 Employee Engagement Survey

4.6 Social Procurement Update

Recommendation: That the Board of Education of School District 62 (Sooke) direct staff to add specific clauses that promote the employment opportunities of SD62 students as well as the prioritization of contractors being chosen from the South Island for the construction of the new Centre Mountain Lellum Middle and Pexsisen Elementary Schools.

5. ADJOURNMENT

6. NEXT MEETING DATE: June 9, 2020



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

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

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

One member of the public attended the meeting

1. CALL TO ORDER AND SCKNOLEDGEMENT OF FIRST NATIONS TERRITORIES

We are honoured to be meeting on the traditional territories of the Boast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD 62 works with)

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

3. PRESENTATIONS

4. NEW BUSINESS

4.1 Academies & Academy Fees

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

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

Recommended Motion for the Board of Education

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

4.2 International Student Program Fees

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

Recommended Motion of the Board of Education

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

4.3 Transportation Model Update

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

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

Recommended Motion for the Board of Education

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

4.4 20/21 Budget Development Process

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

4.5 2020 Employee Engagement Survey

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

4.6 Social Procurement of Construction Projects

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

Recommended Motion for the Board of Education

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

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

4.7 School Act Amendments

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

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

Committee Info Note
Resource Committee Meeting
May 12, 2020
Agenda Item: 4.1 – Transportation Administration Fee

Background:

The Board passed the following motion at their March 10, 2020 Meeting:

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

In March 2020 staff consulted the community through **Thoughtexchange** on the following question: “What are your thoughts on an administration fee for transportation used to improved service levels and to directly fund safety improvements?”

The common themes that emerged as possible guiding principles from the **Thoughtexchange** were:

- Affordability for families, with a waiver of charges for those families who are unable to afford the fee;
- Potential revenue to be used for:
 - Improved service levels, (more buses, improved service times, additional bus stop locations);
 - Customize service (for one-way ridership (a.m./p.m.), multi-family use); and
 - Safety features on buses.

Proposed Motion:

“That the Board of Education of School District 62 (Sooke) revisit the subject of a transportation administration fee in the Fall of 2020 leading into the budget process during the Winter of 2020”.

Committee Info Note

Resources Committee Meeting

May 12, 2020

Agenda Item: 4.2 – 19/20 Q3 Forecast Update

- Attached are the summary documents outlining the estimated year-end financial position of the District based on the quarter 3 forecasting process
- Summaries based on expenditures by **function** and **STOB** (standard object of expenditure) have been provided for the Committee's review
- The actual financial information (revenues and expenditures) as at March 31st (Q3) have been used in the preparation of this forecast
- The District is estimated to end the fiscal year with savings compared to budget of \$1.294 m
- This would result in a forecasted total reserve at June 30, 2020 of \$4.198 m or approximately 3.45% of the estimated 2020/21 Operating Fund expense budget
- This forecast is under the assumption that students will not be returning to schools before June 30th
- As a result, replacement costs are forecasted to zero for most departments
- If students are to return to schools for the month of June, staff have estimated the financial impact of an additional \$0.600 m – which would reduce the estimated savings to \$0.700 m for the year compared to budget
- This would result in a forecasted total reserve at June 30, 2020 of \$3.602 m or approximately 2.96% of the estimated 2020/21 Operating Fund expense budget
- As specific directions from the Ministry have not been received in terms of what the return to in-class instruction this school year could look like, it is difficult to determine exactly where the District will end the year from a financial position

School District Six Two

Summary of Q3 Forecast by Financial Statement Function

	BUDGET	MAR 31 YTD	Q3 FORECAST	VARIANCE
Revenues				
Provincial Grants				-
Ministry of Education	106,364,727	74,974,497	107,379,408	(1,014,681)
Municipal Grants Spent on Sites				-
Tuition	6,970,260	6,331,964	6,335,132	635,128
Other Revenue	895,195	577,890	1,033,298	(138,103)
Rentals and Leases	388,500	295,421	357,499	31,001
Investment Income	353,875	351,342	393,342	(39,467)
Total Revenue	114,972,557	82,531,115	115,498,680	(526,123)
Expenses				
Instruction	97,891,268	69,422,772	96,690,745	1,200,523
District Administration	4,951,475	3,336,997	4,683,697	267,779
Operations and Maintenance	10,646,086	7,807,953	11,451,744	(805,658)
Transportation and Housing	2,619,805	1,906,299	2,632,467	(12,662)
Total Expense	116,108,634	82,474,021	115,458,653	649,981
Net Revenue (Expense)	(1,136,077)	57,093	40,027	(1,176,104)
Budgeted Prior Year Surplus Appropriation	2,061,497			
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	(925,420)	(580,811)	(807,439)	(117,981)
Surplus (Deficit), for the year	-	(523,717)	(767,412)	(1,294,085)
Total Reserve as at June 30 2019	4,715,615		4,715,615	-
Budgeted Prior Year Surplus Appropriation / Surplus (Deficit) for the year	(2,061,497)		(767,412)	(1,294,085)
Budgeted Annual Reserve Contribution	250,000		250,000	-
Total Reserve as at June 30 2020	2,904,118		4,198,203	(1,294,085)

School District Six Two

Summary of Q3 Forecast by Financial Statement Expenditure Type

	BUDGET	MAR 31 YTD	Q3 FORECAST	VARIANCE
SALARIES				
TEACHERS	43,821,569	30,859,920	44,324,465	(502,896)
PVP	7,591,659	5,489,221	7,514,865	76,793
EA	8,719,485	5,839,375	9,220,824	(501,339)
SUPPORT STAFF	11,793,322	9,657,224	12,070,735	(277,413)
OTHER PROF	3,897,096	2,697,643	3,810,091	87,005
SUBSTITUTES	3,820,202	3,125,938	3,111,298	708,904
TOTAL SALARIES	79,643,333	57,669,322	80,052,278	(408,946)
EMPLOYEE BENEFITS	20,796,833	14,422,210	19,799,776	997,056
SERVICES AND SUPPLIES				
SERVICES	6,222,772	5,115,615	6,910,515	(687,743)
STUDENT TRANSPORTATION				-
PROFESSIONAL DEVELOPMENT AND TRAVEL	1,642,837	723,780	1,130,061	512,777
RENTALS AND LEASES	268,349	243,664	318,721	(50,372)
DUES AND FEES	197,842	164,637	223,765	(25,923)
INSURANCE	339,580	319,577	352,704	(13,124)
SUPPLIES	5,172,244	2,755,489	5,107,896	64,348
UTILITIES	1,774,044	1,051,800	1,553,010	221,034
BAD DEBT	50,800	7,927	9,927	40,873
TOTAL SERVICES AND SUPPLIES	15,668,468	10,382,490	15,606,598	61,871
TOTAL OPERATING EXPENSE	116,108,634	82,474,021	115,458,653	649,981
TANGIBLE CAPITAL ASSETS PURCHASED	925,420	580,811	807,439	117,981

2019-20 Q3 OPERATING FORECAST SUMMARY

	A	B	C = A-B	
	Q3	Q2	VARIANCE	
	SAVINGS / (PRESSURE)	SAVINGS / (PRESSURE)	FROM Q2	
SAVINGS FROM BUDGET				
TOC SAL/BEN	736,614	(298,030)	1,034,643	TOC COST SAVINGS DUE TO COVID
PVP SAL/BEN	433,824	367,520	66,304	3 TEACHERS IN ACTING VP POSITIONS & BEN RATE 3% LOWER THAN BUDGET
OTHER PROVINCIAL GRANTS	519,179	287,964	231,215	GRANT FOR CUPE CA INCREASE HIGHER THAN EXPECTED
CURRICULUM	59,664	(15,178)	74,842	TOC COST SAVINGS DUE TO COVID
WESTSHORE LANGFORD	252,840	184,822	68,018	CUPE SAL/BEN (\$134K) FROM REDUCED # OF POSITIONS
DISTRICT LEGAL	40,000	40,000	-	
FINANCE DEPT	164,752	140,111	24,641	PURCHASING/OFFICE MANAGER POSITION (\$125K), TRAVEL COST SAVINGS
SBO BUSINESS ADMINISTRATION	73,421	27,861	45,560	
UTILITIES	294,497	116,864	177,633	NGN PLNET SAVINGS (73K), UTILITY COST SAVINGS (\$200K)
NEW SCHOOL DIVISIONS	97,000	97,000	-	ONLY \$2K ALLOCATED (SASEENOS) AGAINST \$99K STRUCTURAL BUDGET
HR DEPT	73,807	(9,562)	83,369	TOC/CASUAL COST SAVINGS, SERVICES & SUPPLIES SAVINGS DUE TO COVID
INTEREST REVENUE	39,467	57,528	(18,061)	BANK INTEREST RATE CUT
STUDENT SUPPORT SERVICES - incl FEB ENROL	26,472	(416,512)	442,984	\$213K HIGHER FEB COUNT REVENUE THAN FORECASTED & \$230K LESS EXP COMPARED TO Q2
OP GRANT	144,084	-	144,084	ADDITIONAL GR 10-12 FUNDING (\$230K) OFFSET BY LESS DL FUNDING THAN FORECASTED (\$63K)
FY19 ENHANCEMENTS	298,891	187,864	111,027	WISHART WASH CART FORECASTED AT Q2 AS ENHANCEMENT TO BE CHARGED TO RBSSX
TOTAL SAVINGS FROM BUDGET	3,254,512	768,253	2,486,259	
PRESSURES FROM BUDGET				
FACILITIES	(415,873)	(236,750)	(179,123)	PRESSURE FROM SERVICES/SUPPLIES (\$240k), PDR COSTS (\$50K)
LUNCHTIME SUPERVISORS AND REPLACEMENT	(50,175)	(90,364)	40,189	
SCHOOL CLERICAL AND REPLACEMENT	(33,858)	(94,125)	60,267	
LIBRARY ASSISTANTS	(66,344)	(63,513)	(2,831)	
EDUCATIONAL ADMINISTRATION	(43,475)	(39,438)	(4,037)	THOUGHT EXCHANGE SOFTWARE (\$24K), VACATION ADJUSTMENT (\$24K)
ELL	(34,743)	(37,695)	2,953	EA POSITION
INTERNATIONAL	(196,479)	(119,554)	(76,925)	TUITION REFUNDS, AGENT FEES HIGHER THAN EXPECTED
SEL / CSH	(28,260)	(35,450)	7,190	FOCUS GROUP (\$28K)
TEACHER SAL/BEN	(68,746)	230,115	(298,861)	
FY20 ENHANCEMENTS	(891,760)	0	(891,760)	ELECTRIC BUS PURCHASE (\$232K), SEWAGE HOOKUP (\$500K)
MISCELLANEOUS REVENUE	(91,103)	(83,520)	(7,583)	REDUCED DOMESTIC FEES (\$65K), MISC REV REDUCED (\$20K)
RENTAL REVENUE	(31,001)	58,857	(89,858)	RENTAL SPACES VACANT DUE TO COVID
TRANSPORTATION	(3,262)	(137,431)	134,170	
MISCELLANEOUS OTHER PRESSURES	(5,348)	(111,192)	105,844	
TOTAL PRESSURES FROM BUDGET	(1,960,427)	(760,061)	(1,200,366)	
NET SAVINGS / (PRESSURE) FROM BUDGET	1,294,085	8,192	1,285,893	
TOTAL RESERVE AS AT JUNE 30 2019	2,654,118			
FY20 FINANCIAL RESERVE - BUDGETED	250,000			
FY20 FINANCIAL RESERVE - FORECASTED EXCESS	1,294,085			
FORECASTED TOTAL RESERVE AS AT JUNE 30 2020	4,198,203	D		
APPROXIMATE FY21 OPERATING EXPENSE BUDGET	121,791,988	E		
FORECASTED TOTAL RESERVE PERCENTAGE AS AT JUNE 30 2020	3.45%	F = D/E		

SIGNIFICANT RISKS:

- CEF	- UTILITIES	- COVID 19
- MORNEAU BENEFIT SURPLUS	- TOC SAL/BEN	- VACATION ACCRUAL ADJUSTMENTS
- IES	- TEACHER SAL/BEN	

NOTES

- School supply budgets forecasted to budget
- Assumed students will not be returning to school before June 30th. Therefore Casual and TOC expenses forecasted to zero for most departments.
- Assumed that the Ministry does not recover any COVID-related savings

Committee Info Note
Resource Committee Meeting
May 12, 2020
Agenda Item: 4.3 – 20/21 Budget Update

- Staff continue to work through the budget development process for 20/21
- Further to the information provided at the April 28th Board meeting and due to the global pandemic, staff are preparing a status quo budget for the Board to consider in June
- Staff will provide a presentation with an update on work completed since the April 28th Board meeting



Committee Info Note

Resource Committee Meeting

May 12, 2020

Agenda Item: 4.4 – 21/22 Capital Plan Submission

Background

- On an annual basis, the District develops a Capital Plan submission for the Ministry of Education (MoE) to consider for the government fiscal year (April 1 to March 31)
- For this year, the submission is due to MoE by **July 31, 2020** for the fiscal year of April 1, 2021 to March 31, 2022

Capital Plan Submission

- the District's Capital Plan submission is broken down into a number of programs:

Major Capital

- 1) Seismic Mitigation Program (SMP)
- 2) Expansion Program (EXP)
- 3) Replacement Program (REP)
- 4) Rural Districts Program (RDP)

Minor Capital

- 5) School Enhancement Program (SEP)
- 6) Carbon Neutral Program (CNCP)
- 7) Bus Acquisition Program (BUS)
- 8) Playground Equipment Program (PEP)
- 9) Building Envelope Program (BEP)

SMP – the Seismic Program is largely based on the assessment of current seismic risk. A structural engineer has reviewed our District's buildings and staff will prioritize the seismic projects based on this assessment. *The Board may wish to adjust the priority order pending the use of other criteria.*

EXP – due to the accelerated and substantial growth of the District, the Expansion Program is a key part of the Capital Plan submission and will be the focus of the discussions. The acquisition of land and the construction of schools has now been separated for submission purposes. As the District has acquired sufficient land to address our anticipated needs, the dialogue will be focused on construction.

REP – the Replacement Program includes full and partial school replacement. Historically, staff have prioritized replacement projects by the Facility Condition Index (FCI). The list of projects has been fairly consistent from year to year and the expectation is that replacing schools in our District has a low probability given the large amount of new spaces required.

RDP – the Rural Districts Program follows the same principles of the Rural Education Enhancement Fund (REEF) that the District receives funding through for Port Renfrew.

SEP – the School Enhancement Program is part of the minor capital program and is intended to improve the safety, facility condition, efficiency and functionality of existing buildings. The District has been able to use this program, and others, to reduce the average FCI for the District from .44 in 2017 to .26 in 2019.

CNCP – the Carbon Neutral Capital Program is designed specifically for energy efficiency projects. The District’s Energy Specialist will review the list of potential projects and provide a recommendation to the Committee/Board for consideration.

BUS – Bus Acquisition Program has allowed the District to acquire new buses and reduce the average age of the fleet. The Transportation Department will review mileage and age of our vehicles and will submit a list based on MoE’s criteria.

PEP – the Playground Equipment Program is specific funding to purchase and install new or replacement playground equipment. Funding has been provided for playgrounds at Poirier (18/19) and Savory (19/20).

BEP – the Building Envelope Program is funding for remediation to address known building envelope issues. Schools such as Edward Milne, Hans Helgesen, Willway, David Cameron and Wishart have been on the list in previous years.

Approach to be taken

- Staff will begin to update the Capital Plan submission for the Resource Committee’s review on June 9th
- [Staff will update and review long range enrolment forecasts \(to 2034\) to determine when the District’s enrolment is anticipated to peak and remain consistent](#)
- Based on this data, staff will be able to calculate the number of schools required to house the peak number of students and will conduct a gap analysis to determine how many additional schools are required and when they will be required
- Staff will draft a proposed plan based on this information for the Committee to review in June prior to going to the Board for debate

Expansion

- 1) North Langford Elementary
- 2) South Langford Elementary
- 3) North Langford Secondary
- 4) Sooke River Elementary
- 5) Royal Bay Elementary
- 6) South Westshore Elementary

Seismic

- 1) Willway Elementary
- 2) Millstream Elementary
- 3) Port Renfrew Elementary
- 4) Sooke Elementary

Replacement

- 1) Millstream Elementary
- 2) Saseenos Elementary

Building Envelope

- 1) EMCS
- 2) Willway Elementary
- 3) Hans Helgesen Elementary

Committee Info Note Resource Committee Meeting May 12, 2020

Agenda Item: 4.5 – 2020 Employee Engagement Survey

Background

- Consistent with May of 2018, the District is conducting a Workplace Engagement Survey (WES) to measure the engagement levels of our employees
- The District's Engagement goal states:

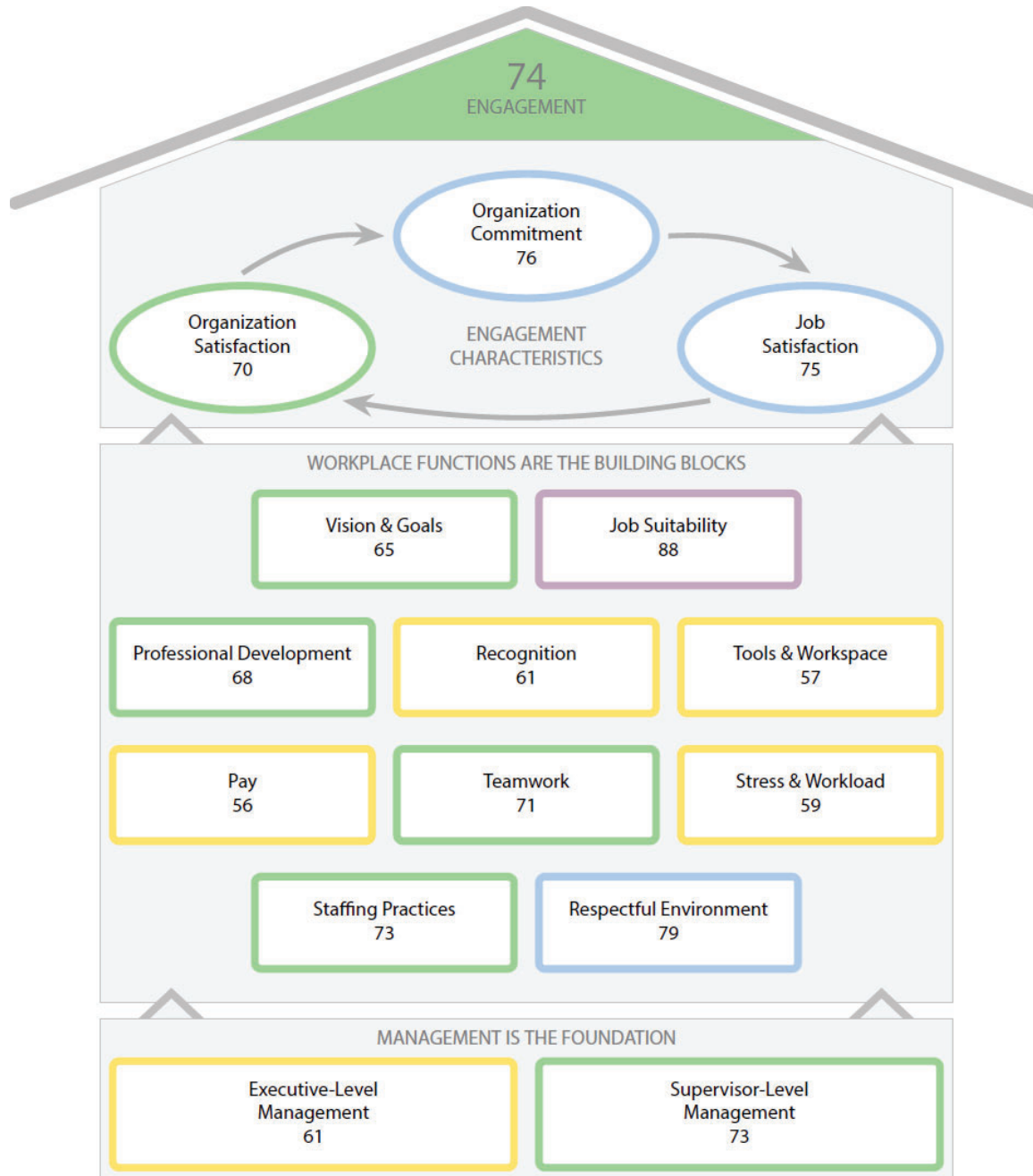
To foster a collaborative and healthy environment through effective engagement and communication.

- To measure our performance against this goal, we are comparing our staff's satisfaction rate from 2018 to that rate that will be identified in this year's survey
- In 2018, we had a total engagement/satisfaction rate of 74 which is the combination of organization and job satisfaction (summary 2018 scores attached)
- From the current Strategic Plan, as a performance measure we are looking increasing that rate by 5% by the 20/21 school year

2020 Survey

- The survey was sent out on May 7th to all staff that were on payroll effective April 15th
- The questions are consistent with 2018 and staff have been asked to respond based on the current school year leading up to spring break (pre-pandemic)
- There are 4 questions being repeated for the time from spring break to the present in order to assess employee engagement during the pandemic
- The survey will be active until May 29th and staff are hopeful that an initial District summary will be available for the June Resources Committee meeting
- The individual work unit reports will be available in August and ready for school start up

House Model Results



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

Committee Info Note
Resource Committee Meeting
May 12, 2020
Agenda Item: 4.6 – Social Procurement Update

- The Board passed the following motion at their March 10th meeting:

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

- Based on this direction staff met with Ministry of Citizen Services staff and were advised of the following:
 - Pretty early days for social procurement in the provincial government;
 - Gov't is looking at increasing the social benefit during the procurement process including environmental benefits and hiring those with disabilities;
 - Local governments are ahead of the provincial government in this initiative;
 - There is a Procurement Governance Office out of the Comptroller General's Office that can provide assurance that we are on side with what government is considering; and
 - Gov't is updating Chapter 6 of their Core policy manual.
- From these discussions, it is evident that the procurement process has expanded into addressing the social needs of the community

Proposed Motion:

That the Board of Education of School District 62 (Sooke) direct staff to add specific clauses that promote the employment opportunities of SD62 students as well as the prioritization of contractors being chosen from the South Island for the construction of the new Centre Mountain Lellum Middle and Pexsisen Elementary Schools.



19/20 3rd Quarter Forecast 20/21 Budget Update 21/22 Capital Plan Submission

Resources Committee - May 12, 2020

Q2 Forecast estimated an initial excess of \$8,200:

- **Q2 is historically understated**
- **Approved Savory/Spencer sewer projects @ \$.600 m**



Based on the assumption of no return of classes:

Q3 Forecast now estimating an excess of \$1.294 m:

- **Board direction to focus on core services**
- **COVID 19 replacement salary & benefit savings**
- **Higher than expected grant revenue & utility savings**



Based on a partial return of classes:

Q3 Forecast may reduce excess to \$.700 m:

- **Dependent on K-12 Restart Plan**
- **Less replacement salary & benefit savings**



Impact of **\$1.294 m** excess on the Financial Reserve:

Beginning Balance @ July 1/19	\$2.654 m
Add: Budgeted amount	\$.250 m
Forecasted surplus	<u>\$1.294 m</u>
Projected Balance @ June 30/20	\$4.198 m or 3.45%



Impact of **\$.700 m** excess on the Financial Reserve:

Beginning Balance @ July 1/19	\$2.654 m
Add: Budgeted amount	\$.250 m
Forecasted surplus	<u>\$.700 m</u>
Projected Balance @ June 30/20	\$3.604 m or 2.96%



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



Without discretionary funding to inject into the system, staff need to reconcile existing funding with identified priorities:

Priorities	
Inclusive Education Services	Training
Safe & Healthy Schools	Job Evaluation
Early Learning & Intervention	Wellness
Facilities	Employee Safety

What is the updated approach for next year?

- Fund additional teachers (due to growth)
- Address structural budget shortfalls & inflationary pressures
- Updated ISP enrolment estimate = 60 FTEs
- Re-instate \$.100 m to Curriculum
- Delay hiring of Office/Purchasing Manager (\$.100 m)
- Use Reserve to absorb enrolment shortfall



Projected Financial Reserve:

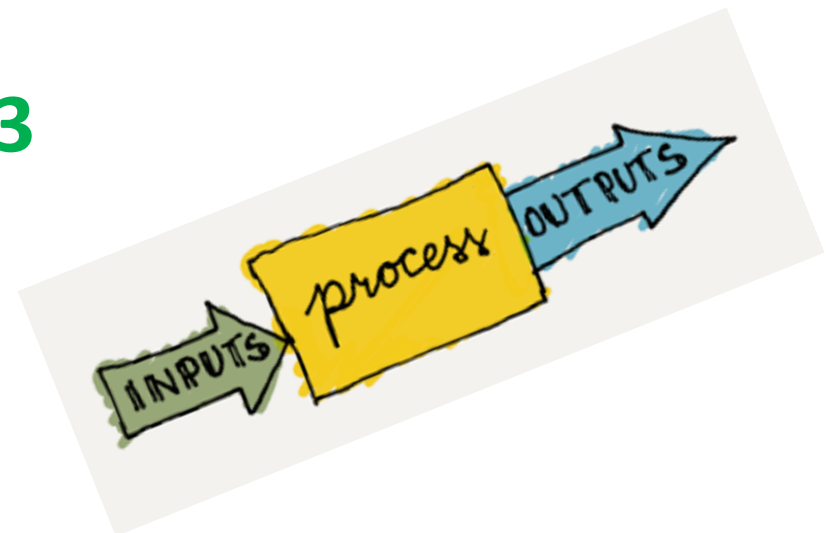
Reserve Balance	@ \$1.294 m	@ \$.700 m	@ \$1.000 m
July 1/19	\$2.904	\$2.904	\$2.904
19/20 contribution	\$1.294	\$.700	\$1.000
June 30/20	\$4.198	\$3.604	\$3.904
20/21 Enrolment Shortfall	\$2.188	\$2.188	\$2.188
June 30/21	\$2.010	\$1.416	\$1.716
Reserve %	1.65%	1.16%	1.41%

21/22 Capital Plan



12.001	000 Environmental, Health and Safety
12.002	001 Environmental, Health and Safety
12.003	002 Energy Savings and Associated Initiatives
12.004	003 Energy Savings and Associated Initiatives
12.005	004 Fire Safety and Security Systems Maintenance
12.006	005 Mechanical Systems Maintenance and Repairs
12.007	006 Mechanical Systems Maintenance and Repairs
12.008	007 Mechanical Systems Maintenance and Repairs
12.009	008 Mechanical Systems Maintenance and Repairs
12.010	009 Mechanical Systems Maintenance and Repairs
12.011	010 Electrical Systems Maintenance and Repairs
12.012	011 Electrical Systems Maintenance and Repairs
12.013	012 Electrical Systems Maintenance and Repairs
12.014	013 Electrical Systems Maintenance and Repairs
12.015	014 Electrical Systems Maintenance and Repairs
12.016	015 Mechanical Systems Maintenance and Repairs
12.017	016 Technical Studies
12.018	017 Technical Studies
12.019	018 Environmental, Health and Safety
12.020	019 Environmental, Health and Safety
12.021	020 Energy Savings and Associated Initiatives
12.022	021 In-Plant Repairs and Maintenance
12.023	022 Mechanical Systems Maintenance and Repairs
12.024	023 Mechanical Systems Maintenance and Repairs
12.025	024 Mechanical Systems Maintenance and Repairs
12.026	025 Mechanical Systems Maintenance and Repairs
12.027	026 Acoustic Upgrades and Finishes
12.028	027 Acoustic Upgrades and Finishes
12.029	028 Masonry and Structural Repairs and Maintenance
12.030	029 Environmental, Health and Safety
12.031	030 Energy Savings and Associated Initiatives
12.032	031 Energy Savings and Associated Initiatives
12.033	032 Acoustic Upgrades and Finishes
12.034	033 Masonry and Structural Repairs and Maintenance

- Need to submit to MoE by July 31 (extension)**
- Resources Committee discussion**
 - **Plan Approach – tonight**
 - **Project Options – June 9**
- Board approval on June 23**



What is the District's Capital Plan?

List of projects required to address the capital needs of the District



Expansion

Land

Seismic

Replacement

**Building
Envelopes**

Playgrounds

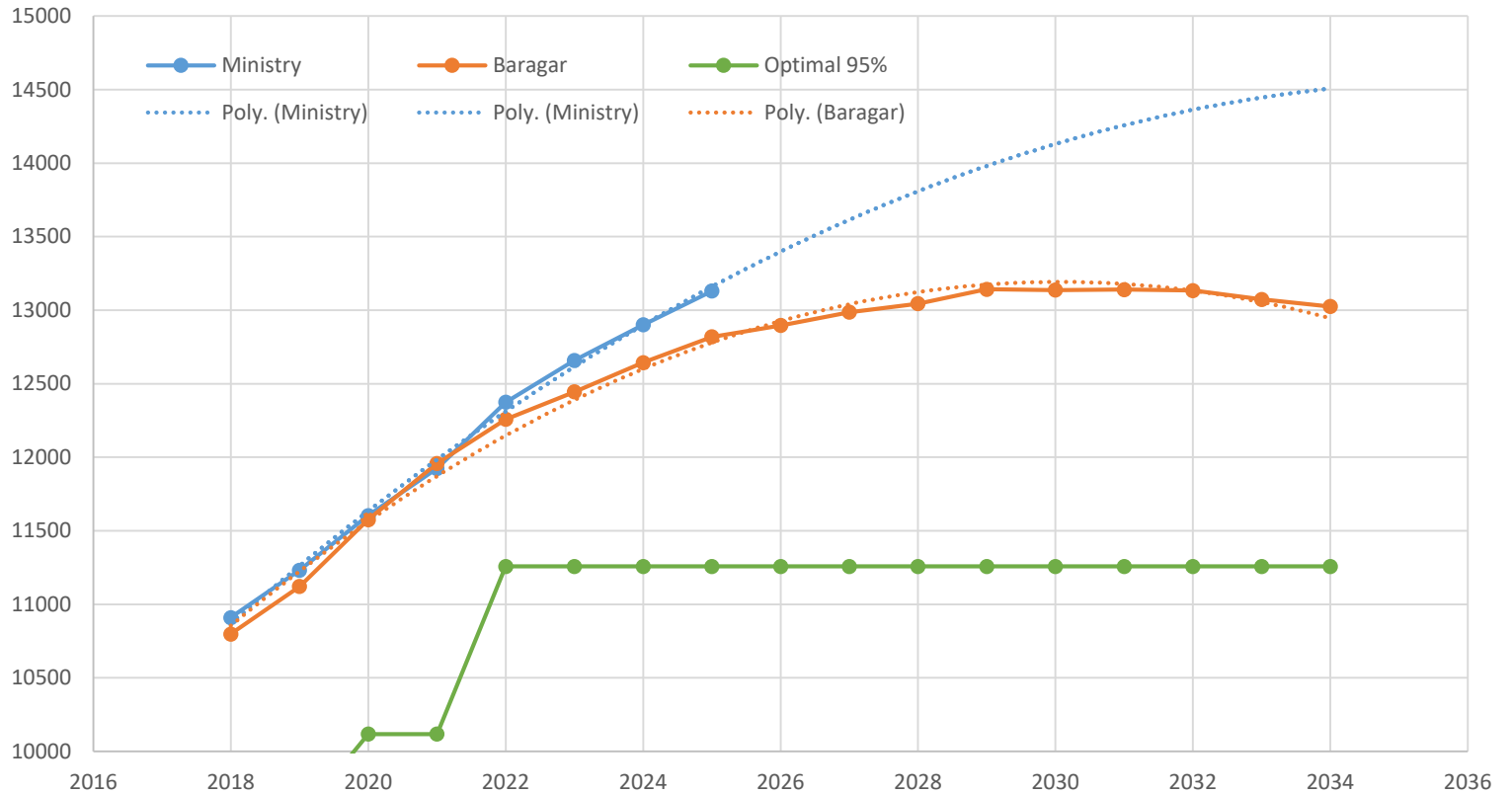
Expansion & Replacement

- ❑ Long range enrolment estimates
- ❑ Enrolment plateaus in 2030 @ 14,000 students
- ❑ Do not want to over build
- ❑ Existing capacities and current state of buildings

How many schools do we need?



SD62 Enrolment Projections and Capacities



Seismic

- ❑ Risk ratings by engineers
- ❑ Additional variables can be added:
 - ❑ # of students
 - ❑ Location
 - ❑ Combine with other projects





School District # 62 (Sooke) 2020 Work Environment Survey

Welcome!

BC Stats is conducting the *School District # 62 (Sooke) 2020 Work Environment Survey*. The objective of this survey is to obtain feedback about your experiences as an employee in the Sooke School District. You will be asked to give your first-hand impressions about your job and workplace experiences. You will also be asked questions about your school and/or department as well as the School District as a whole. These questions are similar to the 2018 Work Environment Survey conducted by BC Stats on behalf of the District. Results from this year's survey will be compared to the baseline results established in 2018. There will also be a special section near the end to address specific topics related to the COVID-19 pandemic since Spring Break.

This survey should take approximately **15 minutes** to complete. Responses are required by **Friday, May 29, 2020**.

Throughout the survey, please navigate via the Next button.

- If you wish to review your answers, use your Back and Next buttons.
- If at any time you leave the survey, or in the event that your internet connection is lost, you may return using the link provided. In this case, you will resume the survey from the last page you were viewing when the survey stopped.
- **Please do not forward your invitation to others** as your link to the survey contains a unique and confidential identifier.

Protecting Your Confidential Information

The information in this survey is collected and kept confidential in accordance with the [Statistics Act](#), for statistical and research purposes. When survey results are published, your responses will be combined with the responses of others so that you cannot be identified.

If you provide comments during the survey, BC Stats will make every effort to remove any information that could potentially be used to identify a respondent. **To help us protect your identity, we strongly suggest that you avoid personalizing your comments.**

Please consult the [SD62 WES Frequently Asked Questions](#) if you have any questions. If you run into technical difficulties or have any questions about confidentiality, please contact BC Stats by email at BCStats.SurveyMail4@gov.bc.ca or call (778) 698-7450.¹

¹ This line will appear on the bottom of each page of the online version.

Survey Definitions

For your reference, this page presents definitions for words used in the survey. You will see these words in bold and underlined throughout the survey and you may click them to see the definitions again.

- Your **work unit** refers to the school and/or department within the organization where you work (for example: Belmont Senior Secondary, Board Office, Colwood Elementary, Facilities, John Muir Elementary, On Call, Spencer Middle School, Transportation, or Wishart Elementary).
- **Diversity** refers to different people, backgrounds and ideas.
- **Discrimination** occurs if a distinction is made that imposes burdens, obligations or disadvantages, that are not imposed on others, based on the grounds listed below.
 - race
 - colour
 - ancestry
 - place of origin
 - political belief
 - religion
 - marital status
 - family status
 - age
 - sex
 - sexual orientation
 - gender identity or expression
 - physical or mental disability
 - unrelated criminal conviction
- **Harassment** includes any unwelcome conduct or comments which have a negative impact on you or your work environment.
- **The person I report to** refers to your immediate supervisor or school principal. Please note for education assistants and custodians this refers to your school principal. If you report to more than one supervisor or school principal, please answer the question thinking about the person who oversees most of your work.
- Your **executive** includes the Superintendent of Schools/CEO (Scott Stinson), Associate Superintendents (Dave Strange, Paul Block, Stephanie Hedley-Smith), Secretary Treasurer (Harold Cull) and Executive Director - Human Resources (Dan Haley).
- **Senior Leadership** refers to the District's Senior Leadership Team and consists of the Executive, Directors and Managers as well as the District and school based Principals and Vice Principals.
- **Note:** If you are employed by SD62 and have multiple job descriptions, (i.e. you are an education assistant 75% of the time and a crossing guard 25% of the time) please respond to the survey thinking of the job in which you spend the majority of your work day.

LEGEND FOR QUESTIONNAIRE REVIEW:

▪

Blue highlight = core engagement model question
(i.e., a driver or a characteristics of engagement)

Yellow highlight = check content and/or customize
to ensure item applies to your current employee experiences

Red highlight = new question
based on discussions between other school districts that have run an engagement survey and BC Stats.
Would you like to add these questions as well?

No Highlights = common questions
questions vetted/adopted by the BC Public Service and other BC school districts
who use BC Stats to conduct their engagement surveys

SPECIAL NOTE: A 75-question survey tend to take approximately 15 minutes to complete. Let's aim to keep this length (or shorter if possible) to help maximize response rates, especially for those with heavy workloads.

MY DAY-TO-DAY WORK

This section explores aspects of your day-to-day work experience. Your **work unit** refers to the school and/or department within the Sooke School District where you work (for example: Belmont Senior Secondary, Board Office, Colwood Elementary, Facilities, John Muir Elementary, On Call, Spencer Middle School, Transportation, or Wishart Elementary).

Thinking of the 2019/2020 school year up to Spring Break, please indicate your level of agreement with the following statements about your day-to-day-work.

If you cannot evaluate your experiences at this time, choose "Don't Know". If the statement does not apply to you, then choose "Not Applicable".

		Strongly Disagree					Strongly Agree	Don't Know	Not Applicable
1	A healthy atmosphere (e.g., trust, mutual respect) exists in my work unit .	1	2	3	4	5	DK	N/A	
2	My work unit values diversity in people and backgrounds.	1	2	3	4	5	DK	N/A	
3	My work unit values diversity in ideas.	1	2	3	4	5	DK	N/A	
4	My work unit is free from discrimination and harassment .	1	2	3	4	5	DK	N/A	
5	I have opportunities to provide input into decisions that affect my work.	1	2	3	4	5	DK	N/A	
6	I have the freedom to make the decisions necessary to do my job well.	1	2	3	4	5	DK	N/A	
7	Innovation is valued in my work.	1	2	3	4	5	DK	N/A	
8	I have the opportunities I need to implement new ideas.	1	2	3	4	5	DK	N/A	
9	I am inspired to give my very best.	1	2	3	4	5	DK	N/A	
10	I feel energized by my work.	1	2	3	4	5	DK	N/A	
11	My work unit is well supported during times of change.	1	2	3	4	5	DK	N/A	
	My work unit is valued by other work units.	1	2	3	4	5	DK	N/A	
12	Employees are held accountable in my work unit.	1	2	3	4	5	DK	N/A	
13	I feel my job is secure.	1	2	3	4	5	DK	N/A	
14	In my work unit , the selection of a teacher and/or support staff for a position is based on seniority of the qualified applicants. For PVP and excluded staff selection is based on the principles of merit.	1	2	3	4	5	DK	N/A	
15	In my work unit, the process of selecting a person for a position is fair.	1	2	3	4	5	DK	N/A	

16	I receive meaningful recognition for work well done.	1	2	3	4	5	DK	N/A
17	In my work unit, recognition is based on performance.	1	2	3	4	5	DK	N/A
18	I am paid fairly for the work I do.	1	2	3	4	5	DK	N/A
19	My benefits meet my (and my family's) needs well.	1	2	3	4	5	DK	N/A
20	My pay is competitive with similar jobs in the region.	1	2	3	4	5	DK	N/A
21	My work is meaningful.	1	2	3	4	5	DK	N/A
22	My job is a good fit with my skills and interests.	1	2	3	4	5	DK	N/A
23	I enjoy the type of work I do.	1	2	3	4	5	DK	N/A
24	My workplace processes and procedures enable me to work as effectively as possible.	1	2	3	4	5	DK	N/A
25	I regularly go above and beyond the requirements of my role to help my work unit succeed.	1	2	3	4	5	DK	N/A
26	Work is distributed fairly in my work unit.	1	2	3	4	5	DK	N/A
27	My workload is manageable.	1	2	3	4	5	DK	N/A
28	My work-related stress is manageable.	1	2	3	4	5	DK	N/A
29	My job provides me with the right amount of challenge.	1	2	3	4	5	DK	N/A
30	I have support at work to provide a high level of service.	1	2	3	4	5	DK	N/A
31	I have support at work to balance my work and personal life.	1	2	3	4	5	DK	N/A

MY PHYSICAL ENVIRONMENT AND TOOLS

In this section, you will be asked questions about the physical environment and tools **provided by your employer** to do your job. This does *not* include personal items you may use for work purposes (e.g., tools and resources).

Note: If you have multiple job descriptions, (i.e. you are an education assistant 75% of the time and a crossing guard 25% of the time) please respond to the survey thinking of the job in which you spend the majority of your work day.

Thinking of the 2019/2020 school year up to Spring Break, please indicate your level of agreement with the following statements about your physical environment and tools.

If you cannot evaluate your experiences at this time, choose "Don't Know". If the statement does not apply to you, then choose "Not Applicable".

		Strongly Disagree					Strongly Agree	Don't Know	Not Applicable
32	My physical work environment (e.g., sound level, lighting, heat, ergonomics, etc.) enables me to work well.	1	2	3	4	5	DK	N/A	
33	The necessary processes and procedures are in place to ensure my safety at work.	1	2	3	4	5	DK	N/A	
34	The computer based tools (e.g., hardware, software) I have access to help me excel in my job.	1	2	3	4	5	DK	N/A	
35	The non-computer based tools (e.g., office or other equipment) I have access to help me excel in my job.	1	2	3	4	5	DK	N/A	

MY DEVELOPMENT AND PERFORMANCE

This section asks about your development and any learning opportunities in which you enhance your skills and/or knowledge for future career advancement or for performance in your current position.

Note: If you have multiple job descriptions, (i.e. you are an education assistant 75% of the time and a crossing guard 25% of the time) please respond to the survey thinking of the job in which you spend the majority of your work day.

Thinking of the 2019/2020 school year up to Spring Break, please indicate your level of agreement with the following statements about your development and performance.

If you cannot evaluate your experiences at this time, choose "Don't Know". If the statement does not apply to you, then choose "Not Applicable".

		Strongly Disagree					Strongly Agree	Don't Know	Not Applicable
36	The Sooke School District supports my work related learning and development.	1	2	3	4	5	DK	N/A	
37	The quality of training and development I have received is satisfactory.	1	2	3	4	5	DK	N/A	
38	I have adequate opportunities to develop my skills.	1	2	3	4	5	DK	N/A	
39	I have opportunities for career growth within the Sooke School District.	1	2	3	4	5	DK	N/A	
40	<u>The person I report to</u> provides the feedback I need to do my job well.	1	2	3	4	5	DK	N/A	
41	The person I report to provides the support I need to help me achieve my long-term career goals.	1	2	3	4	5	DK	N/A	

MY CO-WORKERS

This section asks about the people you work with in your work unit. Your work unit refers to the school and/or department within the Sooke School District where you work (for example: Belmont Senior Secondary, Board Office, Colwood Elementary, Facilities, John Muir Elementary, On Call, Spencer Middle School, Transportation, or Wishart Elementary).

Note: If you have multiple job descriptions, (i.e. you are an education assistant 75% of the time and a crossing guard 25% of the time) please respond to the survey thinking of the job in which you spend the majority of your work day.

Thinking of the 2019/2020 school year up to Spring Break, please indicate your level of agreement with the following statements about your co-workers.

If you cannot evaluate your experiences at this time, choose "Don't Know". If the statement does not apply to you, then choose "Not Applicable".

		Strongly Disagree					Strongly Agree	Don't Know	Not Applicable
42	When needed, members of my work unit help me get the job done.	1	2	3	4	5	DK	N/A	
42	I am treated respectfully at work.	1	2	3	4	5	DK	N/A	
44	Members of my work unit communicate effectively with each other.	1	2	3	4	5	DK	N/A	
45	In my work unit, everyone has positive working relationships.	1	2	3	4	5	DK	N/A	

THE PERSON I REPORT TO

"The person I report to" refers to your immediate supervisor or school principal. If you report to more than one supervisor or school principal, please answer the question thinking about the person who oversees most of your work.

Note: For educational assistants and custodians this refers to your school principal. If you have multiple job descriptions, (i.e. you are an education assistant 75% of the time and a crossing guard 25% of the time) please respond to the survey thinking of the job in which you spend the majority of your work day.

Thinking of the 2019/2020 school year up to Spring Break, please indicate your level of agreement with the following statements about the person you report to.

If you cannot evaluate your experiences at this time, choose "Don't Know". If the statement does not apply to you, then choose "Not Applicable".

		Strongly Disagree					Strongly Agree	Don't Know	Not Applicable
46	The person I report to provides clear expectations regarding my work.	1	2	3	4	5	DK	N/A	
47	The person I report to consults me on decisions that affect me.	1	2	3	4	5	DK	N/A	
48	The person I report to keeps me informed of things I need to know.	1	2	3	4	5	DK	N/A	
49	I feel I am able to have a conversation with the person I report to when I need their perspective or advice.	1	2	3	4	5	DK	N/A	
50	The person I report to leads with an understanding of others' perspectives.	1	2	3	4	5	DK	N/A	
51	The person I report to maintains high standards of honesty and integrity.	1	2	3	4	5	DK	N/A	
52	I am satisfied with the quality of supervision I receive.	1	2	3	4	5	DK	N/A	

MY EXECUTIVE AND SENIOR LEADERSHIP TEAM

Your executive includes the Superintendent of Schools/CEO (Scott Stinson), Associate Superintendents (Dave Strange, Paul Block, Stephanie Hedley-Smith), Secretary Treasurer (Harold Cull) and Executive Director - Human Resources (Dan Haley).

The District's Senior Leadership consists of the Executive, Directors and Managers as well as the District and school based Principals and Vice Principals

Thinking of the 2019/2020 school year up to Spring Break, please indicate your level of agreement with the following statements about your executive.

If you cannot evaluate your experiences at this time, choose "Don't Know". If the statement does not apply to you, then choose "Not Applicable".

		Strongly Disagree					Strongly Agree	Don't Know	Not Applicable
53	Executives in the Sooke School District communicate decisions in a timely manner.	1	2	3	4	5	DK	N/A	
54	Executives in the Sooke School District clearly communicate strategic changes and/or changes in priorities.	1	2	3	4	5	DK	N/A	
55	Executives in the Sooke School District provide clear direction for the future.	1	2	3	4	5	DK	N/A	
56	Essential information flows effectively from senior leadership to staff.	1	2	3	4	5	DK	N/A	
57	I have confidence in the senior leadership of the Sooke School District.	1	2	3	4	5	DK	N/A	

MY SCHOOL DISTRICT

Your **school district** refers to the Sooke School District as a whole.

Thinking of the 2019/2020 school year up to Spring Break, please indicate your level of agreement with the following statements about the Sooke School District.

If you cannot evaluate your experiences at this time, choose "Don't Know". If the statement does not apply to you, then choose "Not Applicable".

		Strongly Disagree					Strongly Agree	Don't Know	Not Applicable
58	The Sooke School District is taking steps to ensure the long-term success of its Vision and Strategic Goals.	1	2	3	4	5	DK	N/A	
59	The Vision and Strategic Goals of the Sooke School District are communicated well.	1	2	3	4	5	DK	N/A	
60	I know how my work contributes to the achievement of the Sooke School District's goals.	1	2	3	4	5	DK	N/A	
61	I am motivated by the Sooke School District to help achieve its objectives.	1	2	3	4	5	DK	N/A	
62	I find the Sooke School District inspiring to work for.	1	2	3	4	5	DK	N/A	

MY EMPLOYMENT AS PART OF THE SCHOOL DISTRICT

The following section asks for your level of agreement with statements focused on two distinct levels: your work unit and the Sooke School District overall.

Note: If you have multiple job descriptions, (i.e. you are an education assistant 75% of the time and a crossing guard 25% of the time) please respond to the survey thinking of the job in which you spend the majority of your work day.

Thinking of the 2019/2020 school year up to Spring Break, please indicate your level of agreement with the following statements.

If you cannot evaluate your experiences at this time, choose "Don't Know". If the statement does not apply to you, then choose "Not Applicable".

<i>Work Unit</i>								
		Strongly Disagree			Strongly Agree		Don't Know	Not Applicable
63	I am satisfied with my job.	1	2	3	4	5	DK	N/A
64	I am satisfied with my <u>work unit</u> .	1	2	3	4	5	DK	N/A
65	I would prefer to remain with my work unit, even if a comparable job was available elsewhere in the Sooke School District.	1	2	3	4	5	DK	N/A
<i>Sooke School District</i>								
66	I am satisfied with the Sooke School District.	1	2	3	4	5	DK	N/A
67	Overall, I feel valued as a Sooke School District employee.	1	2	3	4	5	DK	N/A
68	I am proud to tell people I work for the Sooke School District.	1	2	3	4	5	DK	N/A
69	I would prefer to stay with the Sooke School District, even if offered a similar job elsewhere.	1	2	3	4	5	DK	N/A
70	I would recommend the Sooke School District as a great place to work.	1	2	3	4	5	DK	N/A

COVID-19 Pandemic

The following section asks for your level of agreement with statements focused on your work environment since in-classroom instruction was suspended just prior to Spring Break due to the COVID-19 pandemic.

Note: If you have multiple job descriptions, (i.e. you are an education assistant 75% of the time and a crossing guard 25% of the time) please respond to the survey thinking of the job in which you spend the majority of your work day.

Thinking of your work environment since Spring Break, please indicate your level of agreement with the following statements.

If you cannot evaluate your experiences at this time, choose "Don't Know". If the statement does not apply to you, then choose "Not Applicable".

		Strongly Disagree					Strongly Agree	Don't Know	Not Applicable
71	My <u>work unit</u> is well supported during times of change.	1	2	3	4	5	DK	N/A	
72	The necessary processes and procedures are in place to ensure my safety at work.	1	2	3	4	5	DK	N/A	
73	Executives in the Sooke School District clearly communicate strategic changes and/or changes in priorities.	1	2	3	4	5	DK	N/A	
74	Essential information flows effectively from <u>senior leadership</u> to staff.	1	2	3	4	5	DK	N/A	

MY COMMENTS

71. What **one thing** would you like School District #62 (Sooke) to focus on to improve your work environment?

Note: Comments are a valuable part of the survey. BC Stats will make every effort to remove any information that could potentially be used to identify a respondent. **To help us protect your identity, we strongly recommend that you avoid personalizing your comments.**

- My suggested improvements:
Please limit your answer to 750 characters (currently X).

- Don't know/ Not Applicable

Please click the **submit button** to submit your survey.

Thank you for completing the 2020 Work Environment Survey!

The information in this survey is collected under Section 26 of the [Freedom of Information and Protection of Privacy Act \(FOIPPA\)](#). It is collected and kept confidential in accordance with the [Statistics Act](#) for statistical and research purposes. When survey results are published, your responses will be combined with the responses of others so that you cannot be identified.

Questions about the survey itself?

Please consult [SD62 WES Frequently Asked Questions](#) or contact BC Stats at BCStats.SurveyMail4@gov.bc.ca.

Contact information for questions about the FOIPPA, access and privacy:

Martin Monkman
Provincial Statistician & Director
BC Stats
PO Box 9410 Stn Prov Govt
Victoria, BC V8W 9V1
Email: Martin.Monkman@gov.bc.ca
Telephone: 250-216-5848



**Committee Report of
Education-Policy Meeting via MS Teams
May 13, 2020 – 7:00 p.m.**

Present: Bob Phillips, Trustee (Committee Chair)
 Dianna Seaton, Trustee (Committee Member)
 Margot Swinburnson, Trustee (Committee Member)
 Ravi Parmar, Trustee
 Diane Wiens, STA
 Georgette Walker, SPVPA
 Cendra Beaton, SPEAC
 Lisa Haug, CUPE
 Scott Stinson, Superintendent and CEO
 Stephanie Hedley-Smith, Associate Superintendent
 Paul Block, Associate Superintendent
 Dave Strange, Associate Superintendent

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:00 p.m. by the Committee Chair. Bob Phillips 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 nations SD62 works with directly in our schools: Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT

The committee report for the March 3, 2020 Education-Policy Committee Meeting was reviewed by the committee members.

3. BAA COURSE PROPOSALS (attached)

a. Percussion Ensemble 11A

Paul Block informed that this course had actually been presented to the committee and was recommended to the Board for approval, which was granted by the Board of Education on October 22, 2019.

b. Percussion Ensemble 11B

Paul Block presented the proposed course to the committee for discussion. The committee engaged in discussion and directed questions to Paul Block for response. The committee was supportive of recommending approval of this course to the Board of Education.

Recommendation

That the Board of Education approve BAA Course Percussion Ensemble 11B.

4. REVIEW OF POLICIES/REGULATIONS

There were no policies/regulations for review and/or approval.

5. NEW BUSINESS

a. COVID-19 Update and District Plans – Scott Stinson

Superintendent Stinson provided an update on the work that has been done in the District as it relates to the original mandates set out by the Ministry of Education. In addition, an update was provided on next steps to be taken in accordance with new modeling and guidance from the PHO, the provincial government’s BC Restart Plan, and related direction from the Ministry of Education. The district is working with its partners as it actively engages in planning to meet these directions with the goal of meeting Ministry communicated timelines.

The committee engaged in discussion and directed questions to the Chair and the Superintendent for responses. The Superintendent’s PowerPoint presentation will be attached to the Board’s package.

b. School Act Amendment re Child Care – Scott Stinson

Superintendent Stinson provided an update on the recent *School Act* Amendment re Child Care and spoke to considerations that the Board and District will need to address moving forward.

The committee engaged in discussion and directed questions to the Chair and the Superintendent for responses. The committee was in agreement to make the following recommendation to the Board of Education:

Recommendation

That the Board of Education direct staff to develop policy and regulations with regard to the recent amendments to the *School Act* on a Board of Education’s abilities to offer childcare on School District properties.

6. FOR INFORMATION

Superintendent Stinson provided an overview of the following research proposals:

- a. Research Project – Chloe Faught, RRU – “Stronger Together: Developing an Environmental Education Provincial Specialist Association Chapter in the School Districts of the Capital Regional District”.
- b. Research Project Postponement – Zina Lee, University of the Fraser Valley – “Youth Online Study”.

7. FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS

8. ADJOURNMENT AND NEXT MEETING DATE: June 2, 2020



EDUCATION-POLICY COMMITTEE

School Board Office
3143 Jacklin Road
May 13, 2020 – 7:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuuchah-nulth. (words gifted by the three Nations SD62 works with)
2. **COMMITTEE REPORT** of March 3, 2020 Education Standing Committee meeting (attached)
3. **BAA COURSE PROPOSALS** (attached)
 - a. Percussion Ensemble 11A – Paul Block
 - b. Percussion Ensemble 11B – Paul Block
4. **REVIEW OF POLICIES/REGULATIONS** (attached)
 - a.
 - b.
5. **NEW BUSINESS**
 - a. COVID-19 Update and District Plans – Scott Stinson
 - b. School Act Amendment re Child Care – Scott Stinson
6. **FOR INFORMATION**
 - a. Research Project Approval – Chloe Faight, RRU – “Stronger Together: Developing an Environmental Education Provincial Specialist Association Chapter in the School Districts of the Capital Regional District” – Scott Stinson
 - b. Research Project Postponement – Zina Lee, University of the Fraser Valley – “Youth Online Study” – Scott Stinson
7. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**
As per Policy Work Plan
8. **ADJOURNMENT AND NEXT MEETING DATE:** June 2, 2020



EDUCATION-POLICY COMMITTEE

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

COMMITTEE REPORT

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

Guests: Frances Krusekopf, Jeannie DeBoice, Farzaan Nusserwanji

Regrets: Trustees Dianna Seaton and Margot Swinburnson, Harold Cull

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**

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

2. **COMMITTEE REPORT** of January 7, 2020 Education Standing Committee meeting

The committee report of January 7, 2020 was approved as presented.

3. **PRESENTATIONS**

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

b. IT Presentation – Farzaan Nusserwanji

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

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

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

4. **BAA COURSE PROPOSALS**

a. Music Composition 10

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

Recommendation:

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

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

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

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

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

Recommendation

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

6. **NEW BUSINESS**

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

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

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

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

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

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

Recommended Motions for the Board of Education:

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

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

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

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

7. FOR INFORMATION

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

8. FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS

As per Policy Work Plan

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



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Sooke	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD62
Developed by: DUEY WRIGHT	Date Developed: May, 2020
School Name: Westshore Centre for Learning	Principal's Name: HEATHER LAIT
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Percussion Ensemble 11A – Theory into Practice	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Facility: Music Classroom Room, Stage with sound and lighting available

Equipment: Marimbas, Xylophones, drums, marching percussion equipment, drums, non-traditional percussion instruments, hand held multi-cultural instruments, keyboard mallets, drumsticks

Training: Training and expertise in Music, Music Theory, Percussion, Music Literature, Composition and Performance

Course Synopsis

In Percussion 11A, students will build upon the skills learned in Percussion 10B with respect to both traditional and non-traditional percussion instruments. They will use music reading and decoding skills to play more advanced literature and they will be prepared to understand the composer's musical intentions when they read a new piece of music. They will use their theory knowledge to compose music for percussion ensemble or other instruments as they see fit. As skill levels, knowledge levels and confidence levels increase, students will be able to perform more expressively, and will be prepared to play in ensembles at a high level. The course makes extensive use of on-line resources, and it is in fact possible for a student to meet all of the required outcomes independently through the on-line assignments.

Most students choose to combine the online aspects of the course with the opportunity to participate in class with ensemble rehearsals and coaching from their teachers. Each year, at the end of the second semester, students will have the opportunity to perform as an ensemble in a concert called Celebration of the Arts as well as a community concert in February called We Can Beat It.

Rationale:

Music has an emphasis on experiential learning for all students.

Percussion 11A is a course that builds on the skills and techniques learned in Percussion 10A/B. They will continue to develop mallet/stick technique, music reading and ensemble playing. There will be a historical content learned through playing, the history of percussion throughout many cultures through instruments and notated music. There will still be tremendous ranges in talent, skill, experience and confidence levels in the class. However, the comprehensive curriculum that is supported by innovative on-line resources, and combined with mentorship from their teachers and support from other local musicians, ensures that students will have exceptional support as they learn. It is expected that all students will continue to acquire the skills and confidence necessary to perform both alone and in an ensemble.

All students will have the opportunity to work with two percussion majors in a small group as well as large group setting to develop instrumental technique and music understanding. Students will learn about and use good practice habits that professional musicians incorporate into their own practice sessions. They will learn about how to prepare for rehearsals and concerts with proper practice habits. They will learn how to improve their understanding of personal responsibilities through problem solving, goal setting and self-reflection.

When students perform in an ensemble, they gain far more than the skills required to play their instrument as well as playing new instruments. They gain tremendous personal confidence and develop powerful teamwork skills. They learn about the power of mentorship - as they are mentored by professional performers, and as they in turn mentor less experienced students. They learn about commitment, follow through and being successful.

Through participation in the rehearsal and performance processes, students apply the skills, knowledge and attitudes that they have acquired during the course. They will also develop valuable personal and interpersonal skills that they will be able to apply in broader social and career contexts.

Goals

- to develop the knowledge, skills and confidence in mallet playing, traditional and non-traditional ensemble playing and composition
- to build community and a sense of belonging through collaborative and empowering rehearsal and performance experiences.
- to develop strategies and techniques to support creative processes in music, technique and performance.
- to explore and create, reason and reflect, communicate and document, and connect and expand – to understand connections between the performing arts and human experience

Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in Percussion Ensemble 11A.

- The Performing Arts are universal. Through singing, dancing and acting, audiences and performers alike can create connection, perspective and a shared experience.
- The power of story, an awareness of history, community involvement, and an emphasis on identity and experiential learning have been identified by the Ministry of Education as important characteristics of Aboriginal worldviews, and each has specific points at which there are crossovers with performing arts.
- Music, in particular, is an important vehicle for storytelling, creating awareness of history, and for preserving, creating, and changing personal and communal identities.
- All learning in the performing arts is by definition reflective, experiential and relational. ^[1]_[SEP]
- Percussion Ensemble 11A emphasizes a positive learner-centered approach to the performing arts.

Course Name:

Grade: 11

BIG IDEAS

Music offers unique **aesthetic experiences** that can transform our perspective.

Enduring understanding of music is gained through perseverance, resilience and **risk taking**.

A musician's interpretation of existing work is an opportunity to represent identity and culture.

The nuances of musical expression are understood through deeper study and performance.

Music reflects aspects of time, place, and community.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><u>Explore and create</u></p> <ul style="list-style-type: none"> • Improvise and take creative risks in instrumental music • Perform in large ensemble, small ensemble, and solo contexts • Continue to explore and perform a variety of musical styles and genres • Use discipline-specific vocabulary to describe, document, and respond critically to rehearsals, and performances • Develop and refine musical skills for an intended audience • Explore the influences of dramatic works on social, cultural, historical, environmental, and personal contexts • Describe and respond to music using discipline-specific language <p><u>Reason and Reflect</u></p> <ul style="list-style-type: none"> • Analyze and interpret musicians' use of technique, technology, and environment in musical composition and performance using musical language • Reflect on personal rehearsal and performance experiences and musical growth • Consider the function of their instrument or role within the ensemble. • Analyze styles of music to inform musical decisions. <p><u>Communicate and Document</u></p> <ul style="list-style-type: none"> • Use discipline-specific language (music, dance, drama, stagecraft) to describe, interpret and analyze and respond to works and performances • Communicate ideas through performance • Document and share musical works and experiences in a variety of contexts. 	<p><i>Students are expected to know the following:</i></p> <p><u>Drumstick and Mallet Technique:</u></p> <ul style="list-style-type: none"> • Ability to demonstrate rudiments in match grip with drumsticks with alternating hand patterns • Ability to demonstrate rudiments in traditional grip with drumsticks with alternating hand patterns. • Ability to demonstrate appropriate mallet grip while alternating right and left hands while playing scales or notated music <p><u>Instrument Knowledge</u></p> <ul style="list-style-type: none"> • Ability to demonstrate how to properly play a pitched percussion instrument with proper technique including grip and alternating patterns with rudiments. • Ability to demonstrate how to properly play a non-pitched percussion instrument with proper technique using alternating patterns and rudiments. <p><u>Music Theory and Elements</u></p> <ul style="list-style-type: none"> • Music theory including reading rhythms and note values (sixteenth note combinations, quarter notes, eighth notes, half notes, whole notes and rests) • Music theory including reading notes (treble clef staff, identify lines and spaces) • Music theory including reading notes (bass clef staff, identify lines and spaces)

Connect and Expand

- Demonstrate personal and social responsibility with respect to creating, performing and giving feedback
- Apply practices that ensure a safe learning, rehearsal and performance environment.
- Consider personal safety and injury prevention when rehearsing and performing dance
- Explore the rehearsal, practice and performance protocols of professionals working in the performing arts.
- Explore First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge to gain understanding through music and theatre production

- Ability to follow a piece of sheet music from start to finish
- Ability to write and compose music using symbols to represent sound
- Ability to respond to **elements of music** and describe how they are effective

Performance:

- Basic principles of performance - including audience captivation, performer etiquette and presence as a performer on stage
- Proper rehearsal, performance, backstage and front-of-house stage etiquette
- Reflection on self and ensemble performance through self reflection and constructive criticism.

Big Ideas – Elaborations

Risk taking: making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities.

Aesthetic experiences: emotional, cognitive, or sensory responses to performing arts

Curricular Competencies – Elaborations

Large ensemble: ensemble in which many musicians perform the same part (e.g., concert choir, concert band, jazz band, string or symphony orchestra, guitar ensemble)

Small ensemble: ensemble in which musicians play alone or with only a few others, performing a particular part (e.g., chamber choir, vocal jazz ensemble, rock band or similar contemporary genre, jazz combo, brass quintet, string quartet)

Respond: through activities ranging from reflection to action

Feedback: a form of assessment for learning in which the learner is provided with meaningful observations, comments, and ideas from teachers and peers during the creative process

Document: through activities that help students reflect on their learning (e.g., drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)

Ways of Knowing: First Nations, Métis, and Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive

Musical Language: Using terminology to respond to or create music

Improvise: the ability to think quickly in relation to the given topic and adapt to what's going on

Content – Elaborations

Elements of Musical style

- Rhythm: (beat, meter, tempo, syncopation)
- Dynamics: (forte, piano, [etc.], ...)
- Melody: (pitch, theme, conjunct, disjunct)
- Harmony: (chord, progression, consonance, dissonance,
- Tone color: (register, range, instrumentation)
- Texture: (monophonic, homophonic, polyphonic,

Large ensemble: ensemble in which many singers perform the same part.

Content – Elaborations

Small ensemble: ensemble in which singers perform with only a few others, usually performing a particular part.

Musical language: vocabulary, terminology, and non-verbal methods of communication that convey meaning in music

Elements of music: metre, duration, rhythm, dynamics, harmony, timbre, tonality, pitch, texture, register, expressive markings, abbreviations; methods, processes, and concepts used in creating and performing music

Recommended Instructional Components:

- Large ensemble instruction
- Small ensemble instruction
- Direct Instruction ^{[[1]]}_{SEP}
- Online
- Demonstrations ^{[[1]]}_{SEP}
- Mentoring
- Peer teaching ^{[[1]]}_{SEP}
- Experiential Learning ^{[[1]]}_{SEP}
- Reflective Writing ^{[[1]]}_{SEP}

Recommended Assessment Components:

In Percussion 11A, there will always a tremendous range in talent, experience, skill and confidence. The focus therefore has to be on the ongoing learning process and on individualized achievement goals. This course aims to use assessment **OF** learning and assessment **FOR** learning throughout the duration of the course, as its means of assessment. In doing so, a variety of assessment techniques will be used. In addition to the recorded observations of instructors for formative and summative assessments, examples include:

Assessment Strategies: Formative

- Checklists, rating scales and rubrics for self-assessment purposes and as guidelines for setting goals.
- Rubrics for self, peer and instructor feedback
- Self Reflection journals and checklists
- Group Reflections
- Reflective Written responses
- Video logbooks
- Rehearsal and Performance journals
- Student/instructor anecdotal records – performance portfolio - logbook reflections – checklists
- Online Assignments
- Rehearsal and class assignments

Assessment Strategies: Summative

At the end of the course, students will conference with instructors, reflect on their experience in the rehearsal and performance processes and on their personal growth, and collaboratively complete an exit plan that will help to set goals for the next course.

Learning Resources:

There are no formal textbooks for this course. The course makes extensive use of online resources (podcasts, websites, etc.).



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: SOOKE	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD62
Developed by: DUEY WRIGHT	Date Developed: May, 2020
School Name: Westshore Centre for Learning	Principal's Name: HEATHER LAIT
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Percussion Ensemble 11B	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Facility: Music Classroom Room, Stage with sound and lighting available

Equipment: Marimbas, Xylophones, drums, marching percussion equipment, drums, non-traditional percussion instruments, hand held multi-cultural instruments, keyboard mallets, drumsticks

Training: Training and expertise in Music, Music Theory, Percussion, Music Literature, Composition and Performance

Course Synopsis

Percussion Ensemble 11B is intended to follow 11A. They will continue to build on skills on both non-traditional as well as traditional percussion instruments. Students will explore the performing arts in a variety of social/cultural/historical contexts, and will specifically develop and refine their skills in keyboard playing, cultural music with respect to the instrumentation required to play, Aboriginal music and drumline introduction. In the 11B level of the course, 25% of the instructional time in this course will be spent on theory refinement (music reading and decoding) – with a focus on developing and refining writing notated music and rhythms and developing rudimentary skills in match grip. The remaining 75% of instructional time will focus on performance preparation, drumline skills and community performances.

By the end of the course, students will have developed the skills, knowledge and confidence to perform on stage in large and small ensembles as percussion ensemble members, solo performances, and duets exhibiting stage personality. This course makes extensive use of on-line resources, and students will have online access to online videos for technique practice and music selection. Students will also have frequent opportunities to work with professionals and mentors from the community. Students are expected to do a minimum of one stage performance during the semester.

Rationale:

Music has an emphasis on experiential learning for all students.

Percussion 11B is a course that builds on the skills and techniques learned in Percussion 11A. In Percussion Ensemble, there is always a tremendous range in talent and skill. For this reason, this class always has a focus on stick and mallet technique building, theory knowledge, instrument care and knowledge and performance skills. They will continue to develop mallet/stick technique, music reading and ensemble playing from the level that they left off in Percussion 11A. The comprehensive curriculum that is supported by innovative on-line resources, and combined with mentorship from their teachers and support from other local musicians, ensures that students will have exceptional support as they learn. It is expected that all students will continue to acquire the skills and confidence necessary to perform both alone and in an ensemble. There will be a historical content learned through playing, the history of percussion throughout many cultures through instruments and notated music.

Students will showcase their range talents and skills learned through a minimum of one community concert throughout the semester. Performance opportunities will include:

- We Can Beat It Concert in February
- Buccaneer day parade in May
- Non-mandatory festival/band trips locally or abroad in March
- Collaborative concerts with other schools and music programs in the district
- Canada Day Parade in Sidney
- Pride Parade in July

Students will learn about and use good practice habits that professional musicians incorporate into their own practice sessions. They will learn about how to prepare for rehearsals and concerts with proper practice habits. They will learn how to improve their understanding of personal responsibilities through problem solving, goal setting and self-reflection.

When students perform in an ensemble, they gain far more than the skills required to play their instrument. They gain tremendous personal confidence and develop powerful teamwork skills. They learn about the power of mentorship, as they are mentored by professional performers, and as they in turn mentor less experienced students. They learn about commitment, follow through and being successful. Through participation in the rehearsal and performance processes,

students apply the skills, knowledge and attitudes that they have acquired during the course. They will also develop valuable personal and interpersonal skills that they will be able to apply in broader social and career contexts.

Goals

- to develop the knowledge, skills and confidence in mallet playing, traditional and non-traditional ensemble playing and composition.
- to build community and a sense of belonging through collaborative and empowering rehearsal and performance experiences.
- to develop strategies and techniques to support creative processes in music, technique and performance.
- to explore and create, reason and reflect, communicate and document, and connect and expand – to understand connections between the performing arts and human experience

Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in Percussion Ensemble 11B.

- The Performing Arts are universal. Through singing, dancing and acting, audiences and performers alike can create connection, perspective and a shared experience.
- The power of story, an awareness of history, community involvement, and an emphasis on identity and experiential learning have been identified by the Ministry of Education as important characteristics of Aboriginal worldviews, and each has specific points at which there are crossovers with performing arts.
- Music, in particular, is an important vehicle for storytelling, creating awareness of history, and for preserving, creating, and changing personal and communal identities.
- All learning in the performing arts is by definition reflective, experiential and relational. ^{1}_{SEP}
- Percussion Ensemble 11B emphasizes a positive learner-centered approach to the performing arts.

Course Name:

Grade: 11

BIG IDEAS

Music offers unique **aesthetic experiences** that can transform our perspective.

Enduring understanding of music is gained through perseverance, resilience and **risk taking**.

A musician's interpretation of existing work is an opportunity to represent identity and culture.

The nuances of musical expression are understood through deeper study and performance.

Music reflects aspects of time, place, and community.

Learning Standards

Curricular Competencies

Students are expected to do the following:

Explore and create

- **Improvise** and **take creative risks** in instrumental music
- Perform in **large ensemble**, **small ensemble**, and solo contexts
- Use discipline-specific vocabulary to describe, document, and respond critically to rehearsals, and performances
- Develop and refine musical skills for an intended audience
- Explore a **variety of contexts** and their influences of musical works including place and time.
- Describe and **respond** to music using discipline-specific language
- Adapt performance techniques, processes and skills for use in innovative ways
- Study and perform a variety of different musical genres
- Explore a composer's musical and expressive intentions

Reason and Reflect

- Analyze and interpret musicians' use of technique, technology, and environment in musical composition and performance, using **musical language**.
- Reflect on personal rehearsal and performance experience
- Consider the function of their instrument or role within an ensemble
- Receive and apply feedback during the rehearsal process

Content

Students are expected to know the following:

Drumming Rudiments

- Ability to identify **match grip** and **traditional grip**
- Ability to demonstrate 4 of the basic **rudiments**
 - 1) **Single Stroke Roll**
 - 2) **Double Stroke Roll**
 - 3) **Flam**
 - 4) **Paradiddle**

Keyboard Scales and Rudiments

- Ability to hold mallets in **match grip**
- Ability to identify where the notes are on any **keyboard instrument**
- Ability to play passages using alternating hands (Right/Left) and able to decide when it is necessary to double
- Ability to demonstrate alternating patterns for 3 basic **scales** up and down the keyboard
 - 1) C Major scale
 - 2) Bb Major Scale
 - 3) Eb Major Scale

Communicate and Document

- Use musical vocabulary in response to musical experiences and by observing context
- Communicate ideas through performance
- **Document** and share musical works and experiences in a variety of contexts
- Analyze styles of music to inform musical decisions

Connect and Expand

- Demonstrate personal and social responsibility with respect to creating, performing and responding to instrumental music
- Develop a diverse repertoire of instrumental music that includes multiple contexts and perspectives.
- Explore personal, educational and professional opportunities in music or music-related studies.
- Explore the relationships between the arts, culture and society
- Demonstrate safe care, use and **maintenance** of instruments and equipment
- Explore First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge to gain understanding through music and theatre production

Drumline Techniques:

- Ability to identify different types of marching drums used for drumline
- Ability to identify proper sticks or mallets to be used on the different drums
- Ability to play parts independently in an ensemble setting
- Ability to demonstrate proper rhythms and **articulations** for each part being played

Percussion Repertoire and Composition:

- Ability to use skills for mallets, drums and non-traditional percussion to play any part in a piece of percussion ensemble music
- Ability to use skills to perform as a soloist
- Ability to follow percussion music from start to finish with notations and musical symbols
- Ability to use proper music vocabulary and symbols to create compositions for percussion ensemble, small or large

Performance:

- Basic principles of performance - including audience captivation, performer etiquette and presence as a performer on stage
- Ability to perform in an ensemble being able to carry an independent part on their own
- Proper rehearsal, performance, backstage and front-of-house stage etiquette
- Reflection on self and ensemble performance through self reflection and constructive criticism.

Big Ideas – Elaborations

Risk taking: making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities.

Aesthetic experiences: emotional, cognitive, or sensory responses to performing arts

Curricular Competencies – Elaborations

Large ensemble: ensemble in which many musicians perform the same part (e.g., concert choir, concert band, jazz band, string or symphony orchestra, guitar ensemble)

Small ensemble: ensemble in which musicians play alone or with only a few others, performing a particular part (e.g., chamber choir, vocal jazz ensemble, rock band or similar contemporary genre, jazz combo, brass quintet, string quartet)

Respond: through activities ranging from reflection to action

Document: through activities that help students reflect on their learning (e.g., drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)

Ways of Knowing: First Nations, Métis, and Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive

Variety of Contexts: Personal, social, cultural, environmental and historical contexts.

Musical Language: vocabulary, terminology, and non-verbal methods of communication that convey meaning in music

Maintenance: the appropriate inspection, diagnosis, and basic repair of instruments and equipment

Improvise: spontaneously compose or embellish musical phrases, melodies, or excerpts; improvisation provides a means for high-level reasoning, creative thinking, and problem solving in a variety of ways

Taking Creative Risk: make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities

Content – Elaborations

Match Grip: In the matched grip each hand holds its stick in the same way

Traditional Grip: the right hand uses an overhand grip and the left hand uses an underhand grip.

Rudiments: a basic pattern used by drummers, such as the roll, the flam, and the paradiddle

Single Stroke Roll: A roll pattern which uses a single alternating pattern

Double Stroke Roll: A roll pattern which doubles the right and left hands (RRL)

Flam: one of the basic patterns (rudiments) of drumming, consisting of a stroke preceded by a grace note.

Paradiddle: one of the basic patterns (rudiments) of drumming, consisting of four even strokes played in the order left-right-left-left or right-left-right-right

Keyboard Instrument: a musical instrument that is played by means of a keyboard – piano, marimba, xylophones, vibraphone

Scale: an arrangement of the notes in any system of music in ascending or descending order of pitch

Articulations: clarity in the production of successive notes

Recommended Instructional Components:

- Large ensemble instruction
- Small ensemble instruction
- Direct Instruction ^[L]_[SEP]
- Online
- Demonstrations ^[L]_[SEP]
- Mentoring
- Peer teaching ^[L]_[SEP]
- Experiential Learning ^[L]_[SEP]
- Reflective Writing ^[L]_[SEP]

Recommended Assessment Components:

In a Percussion Ensemble class, there will always a tremendous range in talent, experience, skill and confidence. The focus therefore has to be on the ongoing learning process and on individualized achievement goals. This course aims to use assessment **OF** learning and assessment **FOR** learning throughout the duration of the course, as its means of assessment. In doing so, a variety of assessment techniques will be used. In addition to the recorded observations of instructors for formative and summative assessments, examples include:

Assessment Strategies: Formative

- Checklists, rating scales and rubrics for self-assessment purposes and as guidelines for setting goals.
- Rubrics for self, peer and instructor feedback
- Self Reflection journals and checklists
- Group Reflections
- Reflective Written responses

- Video logbooks
- Rehearsal and Performance journals
- Student/instructor anecdotal records – performance portfolio - logbook reflections – checklists
- Online Assignments
- Rehearsal and class assignments

Assessment Strategies: Summative

At the end of the course, students will conference with instructors, reflect on their experience in the rehearsal and performance processes and on their personal growth, and collaboratively complete an exit plan that will help to set goals for the next course.

Learning Resources:

There are no formal textbooks for this course. The course makes extensive use of online resources (podcasts, websites, etc.).

Research Impacts of Chloe Faught's Research to the School Districts in the CRD (SD61, SD62, SD63, SD64)

Program: Masters in Environmental Education and Communication, Royal Roads University

Research Title: STRONGER TOGETHER: DEVELOPING AN ENVIRONMENTAL EDUCATION PROVINCIAL SPECIALIST ASSOCIATION CHAPTER IN THE SCHOOL DISTRICTS OF THE CAPITAL REGIONAL DISTRICT: A CASE STUDY APPROACH

Topic and Method: My thesis research proposes to document the formation and operation of the newly established Salish Sea EEPSA Chapter and its operation as an organization during its formative year from the period of August 2019 to the end of the school year in June 2020. The research approach will be that of a Case Study.

General question: How does a newly formed Chapter of an environmental education specialist association develop during the first year of its operation and what are the important elements that affect the direction and implementation of the association's goals during this time period?

Research Impacts to the School Districts

- The research will provide the local school districts:
 - a local case study of the formation and evolution of one particular Provincial Specialist Association chapter (in this case the Salish Sea Environmental Education Provincial Specialist Association (EEPSA) chapter—formed to support District teachers in SD 61-64).
 - best practices for teachers working within a local PSA, in particular EEPSA chapter
 - the direction and goals the local chapter undertook in its first year and goals/plans for upcoming years
 - an opportunity for teachers and other district staff who wish to be involved in environmental education within the schools in the CRD to voluntarily participate in the formation and research of this local chapter

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 26, 2020

Draft revised Policy and Regulations C-320 "Supervision of Students on School Buses" are scheduled for approval.

RECOMMENDATION

That Draft revised Policy and Regulations C-320 "Supervision of Students on School Buses" be approved and included within the District Policy Manual.

School District #62 (Sooke)

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

SCHOOL BOARD POLICY

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

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

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

School District #62 (Sooke)

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

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

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

THE BUS DRIVER SHALL:

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

THE PRINCIPAL SHALL:

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

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

THE TEACHER SHALL:

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

THE PARENT shall:

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

THE STUDENTS shall:

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

DRAFT

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

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

DISCIPLINARY ACTION FOR VIOLATION OF BUS RULES

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

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

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

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

Notice to all Parents/Guardians and Students

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

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

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

DETACH AND RETURN THE SECTION BELOW TO THE SCHOOL

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

Student's signature: _____

Parent's signature: _____

Address: _____

Date: _____

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