

Public Notice – Board of Education Online Public Meeting

A public meeting of the Board of Education for School District 62 (Sooke) **will be held on November 24, 2020 at 7:00 pm.**

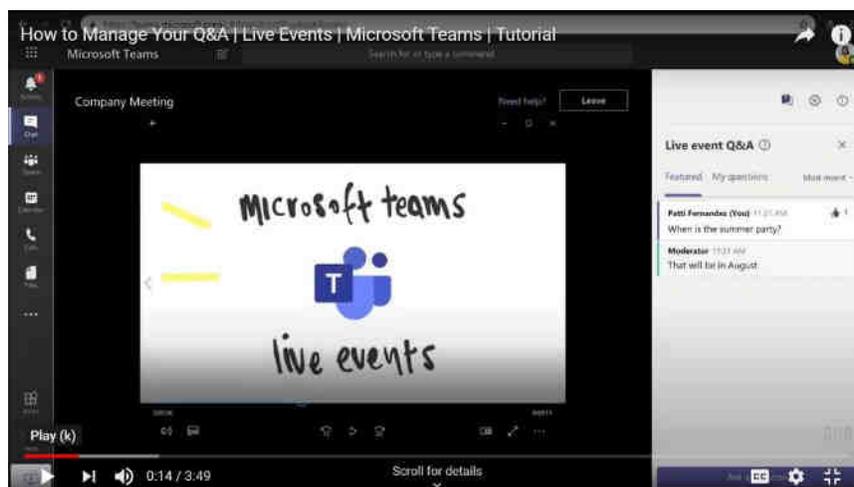
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/PublicBoardMeeting-November-24>

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

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

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



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

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



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event**

<https://jump.sd62.bc.ca/PublicBoardMeeting-November-24>

November 24, 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, 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 (page 2)

Motion Requested: That the Board of Education adopt the public meeting agenda of November 24, 2020, as presented (or as amended).

3. MINUTES

3.1 Call for amendments to minutes (page 4)

Motion Requested: That the minutes of the October 27, 2020 meeting be adopted as presented (or as amended).

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Ravi Parmar

4.2 COVID 19 Health & Safety Update – Scott Stinson

5. EDUCATIONAL PRESENTATIONS

5.1 Catchment Review – Scott Stinson (page 9)

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence:

a. Letter from Metchosin Museum Society – October 22, 2020 (page 153)

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

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee – Meeting of November 10, 2020 – Bob Beckett (page 156)

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of November 10, 2020.

8. EDUCATION PROGRAM

- 8.1 Education-Policy Committee – Meeting of November 3 2020 – Bob Phillips (page 193)
Motion Requested: That the Board of Education of School District 62 (Sooke) give “Notice of Motion” to draft a new Policy and Regulations “E-158 – Public Interest Disclosure – Whistleblower Protection”.

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

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

- 10.1 Victoria Family Court and Youth Justice Committee Report – Margot Swinburnson (page 283)

11. ADMINISTRATION

- 11.1 Superintendent’s Report – Scott Stinson (page 284)

12. PERSONNEL

13. UPCOMING EVENTS

- BCSTA Academy – November 26-27, 2020

14. FUTURE ITEMS

15. QUESTION PERIOD

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

16. ADJOURNMENT



**MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
LIVE MS Teams Event
October 27, 2020 – 7:00 p.m.**

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

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

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

104. MOVED Dianna Seaton/Bob Phillips
 That the Board of Education of School District 62 (Sooke) adopt the agenda of October 27, 2020 as presented.
 CARRIED

3. MINUTES

3.1 Call for amendments to minutes

105. MOVED Bob Beckett/Allison Watson
 That the Board of Education of School District 62 (Sooke) adopt the minutes of the September 22, 2020 meeting as presented.
 CARRIED

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Ravi Parmar

Board Chair, Ravi Parmar, noted the following dates of importance: October 2, 2020-National Custodial Appreciation Day; October 5, 2020-World Teachers Day; and October 2020-PVP Appreciation Month in BC. He also indicated that the District PACE Musical Theatre Program was nominated for a Best of WestShore Award. Furthermore, he commented on the recent BC Election and passed his congratulations and thanks to all the provincial candidates.

4.2 Pandemic Response Update – Scott Stinson

Scott Stinson provided an update to the Board of Education on the pandemic response. He indicated that there were a number of exposures in schools throughout the province including three on Vancouver Island. The District continues to follow Provincial Health Officer guidance, and works with the Vancouver Island Health Authority on health and safety guidelines. He indicated that the next intake date for remote learning students is November 12, 2020 and January 4, 2021. In addition, the International Program is now looking for Homestay families as Canada reopens its border to international students under strict quarantine instructions.

5. EDUCATIONAL PRESENTATIONS

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence:

a. Action on Smoking and Health Letter dated October 8, 2020:

106. MOVED Wendy Hobbs/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) receive the letter from Action on Smoking and Health and refer it to the Superintendent.

CARRIED

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

STA – Jennifer Anderson

Jennifer Anderson mentioned two items she had previously reported at the September 22, 2020 Board Meeting: COVID-19 Leave for STA members; and the use of sick time for the purpose of mental health days. She trusted that she would receive a response shortly from the Board of Education. In addition, she indicated that the catchment review caught her members by surprise, and spoke to Associate Superintendent Stephanie Headley-Smith for some clarification surrounding the review.

CUPE – Amber Leonard

Amber Leonard thanked the Board of Education for its recognition of custodial staff. She indicated that November 20, 2020 is a PD Day for CUPE 459 staff with opportunities for members to upgrade their skills. CUPE continues to work closely with the Health and Safety Committee, addressing any concerns its members may have.

PVP – Shannon Miller

Shannon Miller briefed the Board of Education on the great work that is being done in the District's schools. She focused on outdoor learning, connecting with families, Halloween planning, Remembrance Day planning, Election Day for grade 5 students, and made mention of the return of Elder Shirley into District classrooms

SPEAC – Cendra Beaton

Cendra Beaton indicated that the timing of transportation and catchment review surprised SPEAC, but are looking forward to a robust review of the District catchment boundaries and school bus transportation. SPEAC invited its members to forward any feedback to them.

Canadian Parents for French – Billie-Jo Cavanaugh

The Board Chair welcomed Billie-Jo Cavanaugh, the CPF newly elected President to the District. Billie-Jo Cavanaugh indicated that the new executive held its first meeting this month, and reported 142 registrations for this school year. No events are currently planned; however, they are looking forward to collaborating with the District.

Students

No delegation.

7. FINANCE, FACILITIES AND SERVICES**7.1 Report on the Resources Committee – Meeting held on October 13, 2020**

Trustee Beckett provided the Board of Education with an overview of the Resources Committee Meeting. An update on final FTE numbers was provided by Paul Block; the District saw a 2.1% growth in K-12.

107. MOVED Bob Beckett/Allison Watson

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of October 13, 2020.

CARRIED

7.2 Capital Plan Bylaw Amendment - Harold Cull

108. MOVED Allison Watson/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) approve all three readings of the Capital Plan Bylaw 2020/21-CPSD62-02 at its meeting of October 27, 2020.

CARRIED (Unanimous)

109. MOVED Allison Watson/Wendy Hobbs

That the Board of Education of School District 62 (Sooke) give first, second and third readings to Capital Plan Bylaw 2020/21-CPSD62-02.

CARRIED

8. EDUCATION PROGRAM**8.1 Report on the Education Policy Committee – Meeting held on October 6, 2020**

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

110. MOVED Bob Phillips/Dianna Seaton

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-432 “Maintenance of Order”.

CARRIED

111. MOVED Bob Phillips/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) receive the report from the Education Policy Committee meeting of October 6, 2020.

CARRIED

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

10.1 Response to BCSTA COVID-19 Working Group Survey – Bob Beckett/Margot Swinburnson

Bob Beckett updated the Board of Education of the District response to the BCSTA COVID-19 Working Group Survey.

10.2 BCSTA Provincial Council Report – Allison Watson

Allison Watson briefed the Board of Education on the BCSTA Provincial Council Meeting.

11. ADMINISTRATION

11.1 Superintendent's Report – Scott Stinson

Scott Stinson briefed the Board of Education on the PFC Partnership, Catchment Review, and the Transportation Review. He indicated that moving forward this monthly report will incorporate executive team updates and be provided in writing as part of the Board package.

11.2 2020-21 Board Calendar Adjustment – Scott Stinson

112. MOVED Bob Beckett/Dianna Seaton
That the Board of Education of School District 62 (Sooke) adjust its regular yearly calendar for the 2020/21 school year to reflect the shortened months of December (winter break) and March (spring break) as follows:

December 2020:

- 1: Education-Policy Committee
- 8: Resources Committee
- 15: Board Meeting

March 2021:

- 2: Education-Policy Committee
- 3: Resources Committee
- 9: Board Meeting

CARRIED

12. PERSONNEL

13. UPCOMING EVENTS

13.1 SD 62 Townhall Catchment Review – October 28, 2020 @ 6:30 p.m.

14. FUTURE ITEMS

15. QUESTION PERIOD

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

16. ADJOURNMENT

The meeting was adjourned at 8:44 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer

Board Info Note Public Board Meeting November 24, 2020

Agenda Item: -- 5.2 Catchment Review: Consultation Update

Background:

Over the past several months, district staff have been reviewing information and seeking input to proposed catchment and program changes. Catchment changes are required as a result of the two new schools being built. Program changes have been proposed to reduce over-crowding and portables by redistributing the student population to make more efficient use of district facilities. This information note is intended to share the feedback that has been received through multiple means of consultation. During these consultation opportunities, much of the discussion focused on responding to questions. Unless we received direct feedback from these groups these thoughts are captured in other areas.

Consultation Goals:

- 1) Clearly inform parents and staff of the proposed changes;
- 2) Engage with parents and staff to collect valuable input and insight;
- 3) Reassure parents that their student's seat in their existing catchment is safe; and
- 4) Support the Board in answering questions from our stakeholders.

Consultation Opportunities:

- Town Hall
- Thoughtexchange
- Catch62 email
- PAC meetings
- Canadian Parents for French (CPF)
- French Advisory Council (FAC)
- SPEAC Meeting
- Student input (EJSM)
- Parent Emails
- Social Media

Current Context:

Based on our consultation process the following summary of feedback has been prepared. The full feedback and individual responses are available here: <https://www.sd62.bc.ca/sites/default/files/2020-11/Catchment-FeedbackReceivedNov2020.pdf> To facilitate the summary, we have organized the information into four key categories with the themes presented to us as follows:

Town Hall –approximately 40 participants

- Many questions focused on the proposed move of French Immersion from Millstream to Crystal View and Belmont to Royal Bay. Most concerns related to:
 - o Transition plans,
 - o Adequate resources during transition,
 - o Regional separation of the elementary program,
 - o Leaving your community to move further away from your neighborhood school
 - o Grandparenting- parents wanted to see that their children had the opportunity to stay at their current school if their boundary / catchment lines were to be changed.

Thoughtexchange – 452 Participants, 248 Thoughts, 7230 Ratings

- Grandparenting a child into their current school. This allows them to stay with their cohort until they move to the next level (middle or secondary)
- The community, routine and consistency of a neighborhood school was important to a child's well-being.
- Making sure we had proper transit and District bus transportation to and from schools that were not within walking distance.
- Several families indicated support for the proposed catchment changes
- Parents prefer their students to stay in their current school, especially if they were enrolled in a District program of Choice.

Emails/Social Media – 50 emails and 0 social media comments

- 20 letters were received from Millstream parents, whose child attends the FRIMM program, expressing a desire to remain at their current school
- 8 emails were received from Ecole John Stubbs Middle School families in favour of continuing the program transition to Belmont. The reasons expressed were proximity of school to home, academies and range of sports.
- 6 emails from families living in the Belmont Park area noted that they have built a community of trust and caring at Crystal View and would like to continue at this school.

In person –

- Met with 100 Ecole John Stubbs Grade 8 students.
 - o Key themes:
 - Logically makes sense to go to RBSS
 - Worried about not having good sports coaches
 - Looking forward to using the track at RBSS
 - Want to hang with my hockey friends at Belmont
 - Will there be a bus to Royal Bay?
- PAC Meetings
 - o All school district PACs were given a presentation on the catchment / boundary changes which included information on how to receive more information, respond and provide feedback through various consultation opportunities.

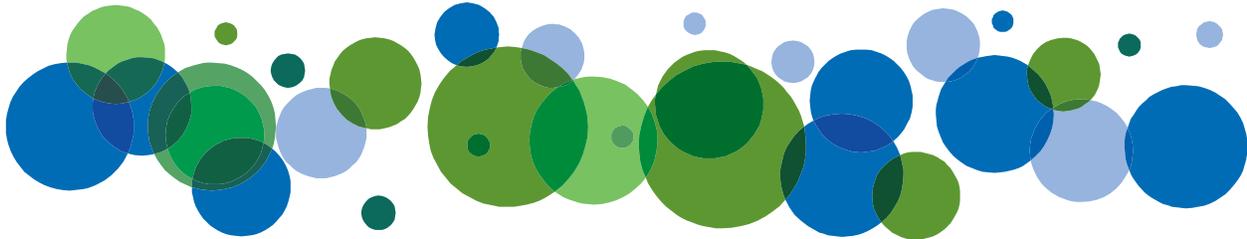
Next Steps:

December- review consultation information with Catchment Advisory group. They will provide their feedback to the Resource Committee.

December 8- Catchment review feedback presented to Resource Committee

December 15- Board decides on catchment lines based on community input

December 2020- Public is informed of the revised catchment boundaries assuming the Board has reached a decision.



[thoughtexchange results](#)

Themes

- Change is good
- Change is gradual (Good and bad views on this)
- Disagree with schools chosen
- Ensure there are enough resources for FI
- FI keeps being moved/targeted
- Move shouldn't happen
- Move makes for more bussing/transportation issues
- Need more FI schools
- Should spread out FI so that English and French mix.

Anonymous

10/28/2020 6:35 PM

Is grandfathering in a guarantee for any child whose catchment is changing with their current school?

Anonymous

10/28/2020 6:43 PM

If this proposal isn't successful, what are the next steps? Was there another proposal? Or are you assuming now that this proposal will pass?

Anonymous

10/28/2020 6:43 PM

How does SD62 obtain their population projections to predict school area growth? Stats Canada, CRD, BC Provincial, other??

Ariadna Sachdeva

10/28/2020 6:44 PM

Instead of moving the French program from Millstream to Crystal View, why not opening a NEW French program in Crystal View? Why not opening new French programs?

Anonymous

10/28/2020 6:45 PM

Why is SD62 calling French Language a Program of choice? French is one of Canada's two official languages, English is not being called a program of choice? Why move a French Elementary across a busy highway when it is English schools being added, not French?

Question from Have you asked the students how many of them are planning on continuing on in French Immersion

10/28/2020 6:45 PM

Have you asked the students how many of them are planning on continuing on in French Immersion?

Anonymous

10/28/2020 6:46 PM

Why isn't the RK zone going to Crystal View for French immersion? All of the other elementary schools that feed to Spencer are feeders for Crystal View, and it is much closer.

Anonymous

10/28/2020 6:46 PM

Will John Stubbs students and parents be surveyed to know what their plan is? There is always a drop between grade 8 to grade 9. It is certain there will not be 100 students enrolled in grade 9.

Anonymous

10/28/2020 6:46 PM

What if most students from one school chose to be grand-fathered? Will this be honoured?

Anonymous

10/28/2020 6:47 PM

Can French Immersion students be equally grand-fathered?

Anonymous

10/28/2020 6:48 PM

Have you engaged locally with students before developing these options?

Anonymous

10/28/2020 6:49 PM

The plan is to move FI from Millstream to CV all at once. How confident are you that there will be sufficient room to move all 5 grades over to CV if Belmont Park families don't want to move to Colwood?

Anonymous

10/28/2020 6:49 PM

How does this affect transportation? Will grand-fathered students still have transportation if now out of catchment?

Anonymous

10/28/2020 6:50 PM

Comment est-ce que l'immersion française aurait assai de professeur ?

Anonymous

10/28/2020 6:50 PM

If numbers are an issue, are you willing to consider capping the # of International students attending Belmont?

Anonymous

10/28/2020 6:51 PM

has consideration been made to the students who would be going into Gr 5 in 2022 in the FI program who would then be changing schools twice in two years because of this change. The program move to Royal Bay is being transitioned why not the same for the younger students?

Anonymous

10/28/2020 6:51 PM

I understand that it is very difficult to recruit French teachers. Is that the reason why the district would not be growing the French Immersion program to multiple schools?

Anonymous

10/28/2020 6:51 PM

Were any students not admitted to French Language this year at any school in the District?

Anonymous

10/28/2020 6:51 PM

Is there an option to attend Belmont and complete French Immersion classes online?

Anonymous

10/28/2020 6:52 PM

I am a current grade 8 student at John Stubbs I have asked my classmates there opinion on this change most of them have decided that if we change to royal bay many of them will quit the French program and join the English at Belmont how will you deal with the fact that you may change the French school but the students will stay the same

Anonymous

10/28/2020 6:54 PM

What if a John Stubbs student drops out of French Immersion - can they attend Belmont?

Anonymous

10/28/2020 6:55 PM

Related to transportation, are you engaging with municipalities (Langford) and developers to ensure age friendly active transportation infrastructure is put in? Lots of opportunity given the land use around Pexsisen and Centre Mtn Lellum

Anonymous

10/28/2020 6:55 PM

When did French Immersion come to be described as a "program of choice"? This is a new term for me.

Anonymous

10/28/2020 6:55 PM

Why not just have Millstream as a dedicated French Immersion school? The program is already there and people can drive a little further to our already fantastic "program of choice"

Anonymous

10/28/2020 6:56 PM

What is the best way for parents to influence the Board's decision?

Anonymous

10/28/2020 6:56 PM

Will you asses the needs for academies and adjust accordingly so that this change does not have major attritional impacts on French Immersion?

Joe Chalifour

10/28/2020 6:56 PM

How soon will Royal Bay be maxed out with all the growth in that area

Do the projections include new development in the Royal Bay area

10/28/2020 6:57 PM

This may be in the FAQs, but would be interested in what the transition from Belmont French Immersion to Royal Bay would look like.

Why not move the Millstream French program to Crystal View instead of Colwood, so kids?

10/28/2020 6:57 PM

Instead of moving the Millstream French program to Crystal View, forcing the Crystal View kids to Colwood, why isn't the French program instead moving to Colwood to avoid Belmont Park catchment having to move schools (yet again since John Stubbs closed for English)?

Anonymous

10/28/2020 6:58 PM

How will we have enough teachers at Belmont when you move John Stubbs to Royal Bay

Anonymous

10/28/2020 7:01 PM

If French Immersion moves to Royal Bay, is there a risk that we will lose the French teachers we have at Belmont?

Anonymous

10/28/2020 7:01 PM

How will you ensure the integrity of French Immersion for current Belmont students given that this will be a program that is being phased out?

Marita

10/28/2020 7:02 PM

In the FAQ it says that the district does not have the teaching resources for two fully robust French Immersion programs (at Royal Bay and Belmont), and in order to ensure the high quality of the program, 'we need to concentrate resources. Yet this exact situation will arise during the transition years. What does 'develop a strong transition plan' mean? Has funding for this been factored into this proposal as there would be a financial cost associated with providing programming, staffing and resources in two locations. Will the students in caught in this transition suffer as a result?

Ash Senini

10/28/2020 7:02 PM

If the French Immersion program leaves my school, why does my child have to wait until 2022 to move back into English? Could they not move in 2021?

Please see the following link to answer these questions: <https://www.sd62.bc.ca/our-district/district-growth/catchment-review/faq>

Kristina Ross

From:
Sent: Thursday, October 22, 2020 7:58 PM
To: Catchment review
Subject: Before and after school care

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.

Hello,

With my :hanging schools. (Millstream french immersion to crystal view) Has anyone Considered the impact on parents who require before and after school care?

Most providers won't work with crystal view due to their stringent rules. The on site program is already very full. If I don't have before and after school care my would not be able to continue the program. Can just love into the millstream English program as we are already in catchment?

Thanks

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Sent from Gmail Mobile

Kristina Ross

From:
Sent: Wednesday, November 4, 2020 8:49 PM
To: Catchment review
Subject: Catchment changes

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.

Hello,

I am wondering if there is the change in French Immersion catchments what would happen in our case. My [redacted] will hopefully start at John Stubbs in 2021. My [redacted] would start there in 2023. If catchment changes in 2022 are we going to end up with two kids in different schools? Will [redacted] be given priority to go to Stubbs?

Thanks,

Kristina Ross

From:
Sent: Monday, October 26, 2020 8:37 PM
To: Catchment review
Cc: SPEAC President
Subject: Catchment Changes

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.

Hello,

I am writing with concerns for the new catchment changes. We live on [redacted] and currently have children at Colwood Elementary School and Dunsmuir Middle School. As of September [redacted] I will be going into [redacted]. With the new catchment boundary being Sooke Road we suddenly go from being within quick walking/riding distance to/from school to being very far away from our schools. I do understand that you would like to be able to grandfather children and keep them in their current school, which I do think is fantastic, especially for our youngest to finish elementary school in the same school [redacted] has been in since kindergarten. My big concern though is when [redacted] goes into middle school September 2023. We live [redacted] from Dunsmuir, the new middle school for our catchment is [redacted] away from our home. This would require [redacted] to ride [redacted] bike across several busy intersections and along busy roads at peak traffic times. For our [redacted] even though Belmont is [redacted] closer to us than Royal Bay it again requires riding across more than one busy intersection and along busy roads at peak traffic time. I do know that transportation changes are also being considered but our family would rather not put additional stresses on an already overburdened transportation system. We would rather be more time efficient and healthy riding bikes thus leaving the buses to those who have no other alternative. Please consider giving the children living along the new catchment boundaries the flexibility and opportunity to stay within their present catchment until graduation.

Thank you for your time,

Kristina Ross

From:
Sent: Thursday, October 22, 2020 8:54 PM
To: Catchment review
Subject: Catchment Concerns from a [REDACTED]

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.

Having listened to the presentation on the changes to the Catchments I can appreciate that these changes are extraordinarily difficult and require the balancing of many interests. The vast majority of the changes make sense to me from a distance; albeit that I know little to nothing of the day to day for students in other catchments. It seems a great deal of care was put into balancing concerns and keeping children geographically close to their new schools. Most all the decisions make sense.

I am unable however to wrap my head around the reasoning for the french immersion program move to Crystal View. Millstream school currently has [REDACTED] in attendance including the FI program. Crystal View seems to be a similar sized school with similar (currently all english) enrollment. It would make sense to me if Crystal view was becoming a French Immersion School but it sounds as though it is going to remain dual track. Without assurances to the contrary, it seems as though the French Immersion students are being taken from one school overflowing into portables to a second school still overflowing into portables.

The reasoning given boiled down to:

- 1) The student population is growing on the north side of the highway; and,
- 2) French Immersion is a "program of choice".

To address my questions about these reasons in order:

1) Surely if the student population is growing some similar percentage of those people will want to enter into the French Immersion "program of choice" as currently do necessitating their commute across the highway, one of your main stated concerns. And if new school are being built on the north side of the highway they will likely serve English students as well

2) French Immersion may be a program of choice; but, we live in a bilingual country; that program is offered "by choice" to parents who wish to embrace that national identity. Additionally, the parents who are being most inconvenienced in this change of plans are the very parents who have made at least one choice about their child's education; parents who do not consider school simply free daycare for their children. In short these parents are, all else equal, at least slightly more involved in their child's education.

This change would make sense to me if you were making Crystal View an All French Immersion school. Alternatively (and selfishly), it seems just adding a french immersion program to Crystal View while maintaining the one at Millstream would suit all other needs as well as this plan; but, without further distancing French immersion children from the north side of the highway from their school. If the problem is a lack of French Immersion Teachers I implore you please hire more teachers to cover this shortfall. For years I have heard of young teachers unable to grab a foothold in the system in a continuing position, perhaps this is their time.

Cheers,

Kristina Ross

From:
Sent: Friday, February 7, 2020 11:16 PM
To: Catchment review
Subject: Catchment consideration - East Sooke

Hi Catchment Review Team,

I'm writing with my parent hat on, with the request that the Catchment Review Team reconsider the current catchment boundaries for families in East Sooke who are part of Saseenos catchment. I believe that this is already on the radar, but for many families, it is very difficult to have a child attending Saseenos (for practical/logistical/transportation reasons). Hans Helgesen would be highly preferred!

Thanks,



This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error, please reply to the sender. This message contains confidential information and is intended only for the individual named. If you are not the named addressee, you should not disseminate, distribute or copy this email. Please notify the sender immediately by email if you have received this email by mistake and delete this email from your system. If you are not the intended recipient, you are notified that disclosing, copying, distributing or taking any action in reliance on the contents of this information is strictly prohibited.

Kristina Ross

From:
Sent: Wednesday, November 4, 2020 7:53 PM
To: Catchment review
Subject: Catchment feedback

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.

Hello,

My name is _____, I have been the _____ for _____ the past two years.

I have reviewed the power point presentation and took part in the last SPEAC meeting that reviewed the basics for us. I am left with a question regarding a catchment oversight (in my humble opinion) that, though not part of the specific catchment review or changes, I'm wondering if it will be influenced by the changes being made.

We are a family in East Sooke. We live 8 minutes from _____ yet we are sent to Saseenos Elementary (an hour round trip) and almost every single family with children that I know in my small community does not understand why East Sooke was placed in the Sooke catchment. When my eldest _____ started Kindergarten in _____ we had to start at Saseenos. The drive was horrific, taking me in the complete opposite direction of everything I do in my day to an isolated community down an accident-prone highway with frequent traffic issues. I cannot express how stressful and difficult this was for us. I applied and applied to transfer to HH with repeated denied requests. The population of HH had ballooned suddenly due to all the development in Colwood and Royal Bay, etc., and what was once Happy Valley and Wishart catchments were being redirected to HH. So East Sooke families had to drive all the way into Sooke everyday even though we have a bus stop for HH at the bottom of our road! (Becher Bay Rd).

Due to my persistence and some luck, I got us into HH and it literally changed our lives for the better. I know so many other East Sooke families that apply and are denied again and again for transfers to HH.

I am wondering if the shifts in the catchment boundaries just might end up taking pressure off HH and allowing for a return of East Sooke students.

Thank you for your time and consideration.

Kind regards,

Kristina Ross

From:
Sent: Saturday, November 14, 2020 4:38 PM
To: Catchment review
Subject: Catchment Proposal

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

Hi There,

I had participated in the thought exchange regarding the catchment proposal but I wanted to add something that might not have been thought of regarding moving Belmont Park kids to Colwood Elementary.

There are large condo buildings going up at both Belmont Road and Colwood Corners, whose catchment areas will both affect either Crystal View School or Colwood Elementary, respectively. We are looking at high population, multi-level housing that we have to take into consideration when planning proposal changes to the catchment area. Children from Belmont Park will then likely create an even greater stress on Colwood Elementary in addition to the condos going up in the catchment area, or the Colwood Corners condo students will create a greater stress on Crystalview. A better idea may be to create a new french school, which will obviously take longer than 2 years, and give Belmont Park back their community school (John Stubbs), to avoid a large area of children being passed on to the next available school every few years. Alternatively, moving the french program from Millstream to Colwood and avoiding moving the Belmont Park kids altogether.

Thank you for hearing my input,

Kristina Ross

From:
Sent: Friday, October 16, 2020 11:58 PM
To: Catchment review
Subject: Catchment question

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Hi,

My question is in regards to the grandparent clause- if the proposed catchment changes go ahead, Belmont students (at crystal View) would move to Colwood. Many parents have said that they will not change to Colwood with this clause- what would happen then?

Thanks,

Kristina Ross

From:
Sent: Friday, October 23, 2020 8:26 AM
To: Catchment review
Subject: Catchment Question

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Hello,

My [redacted] will be going into [redacted] elementary school. Will [redacted] automatically go to the new elementary school for [redacted] .. We are in the catchment for the new

Thank you for your time,

Kristina Ross

From:
Sent: Thursday, November 12, 2020 9:25 PM
To: Catchment review; Ravi Parmar; Dianna Seaton; Bob Beckett; Wendy Hobbs; Margot Swinburnson; Bob Phillips; Allison Watson
Cc: SPEAC President; cpfsooke@hotmail.com
Subject: Catchment Review - John Stubbs PAC response
Attachments: JS PAC Catchment Review 2020 feedback.pdf

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Dear Catchment Review Team and SD62 Trustees,

My name is I I am the . I am writing to you on behalf of the John Stubbs PAC community who met on November 4 to discuss the proposed changes to the catchment boundaries for SD62. As a group, we compiled a list of our thoughts and concerns about the proposal that we would like you to consider as you work towards reviewing and approving the proposal. I have also attached a copy of this letter as a PDF in case you find it easier to read in that format.

As you know, our school is both an elementary and middle school and has children ranging in age from 5 through 14. While the proposed catchment changes moving the entire French Immersion (FI) program from Millstream to Crystal View in 2022 does not directly impact many of our families, the proposed change to move the French Immersion high school program from Belmont to Royal Bay in 2021 does affect many families.

Location of High School FI Program

Overall the geographic change from Belmont to Royal Bay seems to have been received well by those families who live in the Royal Bay/Colwood areas, and poorly by those who live in the Langford/Westhills area. Some families specifically purchased homes in Westhills so that their children could walk to school once they started Grade 9 at Belmont.

While the proposal mentions that bus transportation will be available to those students who do not live near the school, the recent transportation review which proposed a possible bus fee for riders has some parents concerned that school bus transportation from their homes to Royal Bay may not be financially feasible for them. Others are concerned that requiring bus transportation to Royal Bay could put their after-school extra-curricular activities in jeopardy as they would no longer be home in time to get to their extra-curriculars.

Resources for FI High School Program

The largest concern our parents had was around resource availability during the transition years, at both Belmont and Royal Bay.

If finding qualified FI teachers is already an issue, how will the District staff both high school FI programs across the transition years? Also, how will teaching and learning resources (textbooks, library books etc.) be split between both schools so that students are not negatively impacted?

Parents are concerned that splitting resources may diminish the quality of the FI program during the transition years and that current Middle School students will be directly impacted in the final years of their schooling.

Size of the FI program at Royal Bay

During the transition years, the FI program at Royal Bay will start out small and begin to grow. Parents of students in the first 2 years of the proposed transition are concerned that the lack of a FI community and an older peer group will detrimentally impact students and diminish their FI learning experience.

Parents are also concerned that those students starting Grade 9 in 2021, will stay within their cohort at Royal Bay and miss out on opportunities that they would otherwise have benefitted from in the larger FI population at Belmont.

Questions were raised as to how these issues of 'community', 'older peer group' and 'retaining current opportunities for Grade 9 students', will be addressed with a split program.

Academy and sports team distribution

Another concern that was voiced was the availability of academies and sports teams at Royal Bay. Although the hockey academy at John Stubbs is no longer active, there were a few Grade 8 students at John Stubbs who had been planning on attending Belmont for the Hockey Academy. Royal Bay does not currently have a hockey academy and some parents are concerned that their child will have to choose between a sport they love and want to excel at or their FI education.

While there are competing sports teams at both high schools, parents pointed out that the Belmont teams for the sport their children were interested in are either not available at Royal Bay (e.g. football), or tend to have a less competitive team (parent's impression) than Belmont's.

Another idea to consider

While the transition of the elementary FI program from Millstream to Crystal View is proposed to occur in a single year, parents wondered why the same or a modified version could not be done for the high school transition to help with resource management and the space issues that were identified at Belmont.

If Grades 11 and 12 were allowed to remain at Belmont to complete their education, and Grades 9 and 10 started at Royal Bay in 2021, this could help alleviate some of the issues with space at Belmont that was identified at the town hall meeting, but also could help build a sense of community faster at Royal Bay.

Thank you for your careful consideration of our concerns and suggestions and many thanks for your hard work on this proposal so far.

Sincerely,

Kristina Ross

From:
Sent: Friday, November 13, 2020 11:50 AM
To: Catchment review
Subject: Catchment Review Questions

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Hello, I have a [redacted] at Crystal View Elementary School. I have a few questions about the proposed changes to french immersion. as I understand it, french immersion is relocating to Crystal View in fall 2022. I am curious about how many students and staff we could expect to see added to what is already there, and if it would lead to portables etc. to accommodate them. Some of the reasons we wanted [redacted] to go to Crystal View were that the school is a relatively newer school (compared to Savory, which is closer to us), and we also figured it was unlikely to add portables in the near future. Any info would be appreciated. Thanks in advance,

Kristina Ross

From:
Sent: Thursday, October 22, 2020 8:26 PM
To: Catchment review
Subject: cathment changes

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.

Hello,

Can you please confirm that if my catchment changes from happy valley to pexsissen, that I will be able to keep my kids at happy valley until they graduate to middle school?

I want to confirm that the school change request wouldn't get denied.

Thank you!

--

Kristina Ross

From:
Sent: Wednesday, November 4, 2020 7:04 PM
To: Catchment review
Subject: Changes

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Good evening

My at the moment. If these changes are to happen would she be forced to change schools?

Kind regards

Kristina Ross

From:
Sent: Friday, October 9, 2020 11:42 AM
To: Catchment review; OLIVER sports and stuff
Subject: Changing the catchments

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

Hi there, I am very interested in attending the online forum on the catchments changing for French immersion students. I really want to oppose this idea and would love to be involved in the decision making. There are many reasons I think this is not a great plan. if you could please let me know the information to join the online forum.

Thank you

Kristina Ross

From:
Sent: Thursday, October 22, 2020 6:39 PM
To: Catchment review
Subject: Follow school path

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.

Will students transitioning from elementary to middle, who are not in an elementary school in their catchment be allowed to transition with their school rather than by their address.

Ex Hans Helgesen transitions to Dunsmuir, but we live in the Happy Valley catchment can our son follow his peers to Dunsmuir or will he have to go to the new middle school.

Thank You

Kristina Ross

From:
Sent: Tuesday, October 20, 2020 4:37 AM
To: Catchment review
Subject: French immersion

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.

Hello - I am concerned about the dilution of the French immersion program at Belmont over the next 4 years for my student who has just entered [REDACTED] this year. With this being such a strange year due to COVID-19 that will surely have an impact on their depth of learning in French, perhaps the current grade nines should also be transitioned next year to Royal Bay. Has this been considered? Our family would support this.

Thank you,

Kristina Ross

From:
Sent: Friday, October 23, 2020 8:48 AM
To: Catchment review
Subject: French Immersion Changes at Millstream

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.

Thank you for sending out the information regarding the proposed catchment changes. We would be effected by the move of French Immersion from Millstream Elementary to Crystal View Elementary. I see in the presentation that the transition of the French Immersion program from Belmont to Royal Bay will be gradual. We are wondering why the same consideration would not be made for the elementary school change. If these proposed changes actually happen our child will miss out of the final year at Millstream, a school that they have gone to since kindergarten. They would go to Crystal View for 1 year and then have to change schools again to move to middle school. We were also curious of there has been any consideration of expanding the French Immersion program to the new Middle School and continuing the dual track programs like at Millstream. It would be nice to have a second French Immersion middle school in the West Shore, especially considering the growth and large catchment area of Ecole John Stubbs and the increasing traffic congestion within Langford and Colwood.

Thank you for your time.

Kristina Ross

From:
Sent: Thursday, October 22, 2020 8:54 PM
To: Catchment review
Subject: French immersion moving to Royal Bay?

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Hello,

lives close to Belmont and was looking forward to walking there where the French immersion was to take place beginning in . In fact, we purposely purchased a home close to Belmont knowing that was where the French immersion would take place. Now, for 4 years will have to take a bus to Royal Bay.

Change for the sake of change doesn't always make sense, especially when simply moving a whole program from one high school to another, similar, high school. Is it not possible to simply stick with the original plan and have the French immersion at Belmont? If not, how about at both high schools?

Kristina Ross

From:
Sent: Thursday, October 15, 2020 12:45 PM
To: Catchment review
Subject: French Immersion Program

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.

Good afternoon,

I have heard through the rumour mill that School District 62 is contemplating moving the French Immersion Program to Royal Bay Secondary. Can you please provide me with more information on this and the related consultation process?

Thank you,

Kristina Ross

From: >
Sent: Monday, October 19, 2020 10:38 AM
To: Catchment review
Cc: Scott Stinson
Subject: French Immersion

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.

To District 62,

I have recently been made aware of potential changes to catchments starting the 2021-2022 school year. I am emailing today to voice my concern over these proposed changes.

I currently attend John Stubbs for French immersion. I am concerned about the plans to move FI to Royal Bay Secondary instead of Belmont. I understand the reasoning due to the completion of a new middle school and the need to keep feeder schools equivalent. However, I feel that the solution of moving FI to Royal Bay is really not a great plan and is very cruel and disruptive to many families.

In general, children in the English stream choose their high school based on catchment but also based on their interests, bus/transportation route, and the respective school's main focus (ie athletics, science, arts, etc...). Students in FI do not have that luxury—they go where there is French. Students in the English stream will continue to have the option of choice while children in FI will be separated from their older siblings and likely have to take MULTIPLE bus routes to get to school.

Families who attend John Stubbs come from all over the district to get French immersion. Families plan for this MANY YEARS in advance and are prepared for their children to attend Belmont. I know that families with children in the English stream do not plan as much as they feel they still have choice and may choose what works for them at the time. I feel the district needs to prioritize ensuring children can continue to get their French education which means keeping FI at Belmont. Families should not have to move or have to choose between French and keeping their children together.

My family actually lives [redacted] We enrolled our children at John Stubbs at a time when we could not get them into any proximate FI school in the [redacted] district (due to no luck with lottery system) and John Stubbs was opening its arms to families who wanted French. I personally completed high school in [redacted], am fluent in French, and wanted the same for my children. I cannot imagine sending them to high school without continuing in FI. However, the district may be forcing the issue by making such a drastic change. As mentioned, when parents make decisions about school they plan for the future, including high school. My family is very disappointed and unsure about the future for our education.

I suggest two potential solutions. Keep FI at Belmont and move one of the other catchment middle schools to Royal Bay instead. Any families who find it a bit far can plan to request transfer. Remember, many many many FI students are VERY far from Royal Bay and would have no option to request transfer. Or, consider offering FI at BOTH schools. Given the community is growing, I feel the second idea is likely the best long-term solution. Children need access to FI no matter where they live.

Please do not punish families who plan for the future and prioritize French. By in large, those who choose FI for their children have thought long and hard about education. Changing locations will likely reduce access and potentially break siblings apart which is unacceptable.

Thank you for considering making a change to your proposed plans,

Kristina Ross

From:
Sent: Wednesday, November 4, 2020 6:01 PM
To: Catchment review
Subject: French Immersion Catchment Changes

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.

To whom it may concern,

With the proposed changes for the French immersion program I'm wondering if all student who currently attend the French immersion program at Millstream will be moved to Crystal view, or because of catchment changes will some students be transitioned to John Stubbs in September 2022.

In your student enrolment priorities the school district indicates that the school placement of a child can be determined when there is a siblings being in the same school over where we are located on the catchment.

By September 2021, my [redacted] will be starting [redacted] at John stubbs and my [redacted] would be entering [redacted] Millstream French immersion. With the upcoming changes is it possible to have my [redacted] transferred to John Stubbs in [redacted] [redacted] will be in [redacted] thus having both of them in the same school, or will he be sent to Crystal view based on were we currently reside? My current address is [redacted] and the catchment indicated for my current address is in fact John Stubbs.

Kind Regards ,

Sent from my Galaxy

Kristina Ross

From: Jim Lamond <jlamond@sd62.bc.ca>
Sent: Wednesday, October 14, 2020 9:38 AM
To: Catchment review
Cc: Mandart Chan
Subject: FW: Feedback - Catchment

FYI

Mr. J. Lamond
Principal - Ecole Belmont Secondary School
P: 250-478-5501
Web: <http://belmont.web.sd62.bc.ca/>



Subject: Feedback - Catchment

Hey Jim,

Could you forward this to the Catchment Feedback Team?

With the new catchment and the movement of French Immersion program to Royal Bay, having the entire Middle School French Immersion at Ecole John Stubbs (and at Stubbs only) creates a lot of extra difficulty for those families living in Belmont park.

When Stubbs went from an English & FI programs, to a full FI program, many families were quite upset having to change schools. When new families move into Belmont Park (from Canadian Armed Forces postings), who are not in FI, are now being bused to Dunsmuir, when a school is literally within steps of their homes. If the District is looking to re-write the catchment for the schools, it would be good to spread it out between two middle schools instead of one.

Would it be feasible to move the Middle School FI programs rather than the high school FI program? Perhaps move FI from Stubbs to Central Mountain Middle and Spencer, and leave Dunsmuir and Stubbs as English track?

Kristina Ross

From:
Sent: Wednesday, October 21, 2020 9:10 AM
To: SPEAC Communications; Catchment review
Subject: Fwd: French Immersion program to be transitioned to Royal Bay

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.

As a parent of two French Immersion students I do not support this change. Our family has [REDACTED] at Belmont and another at John Stubbs. If this change goes forward we'll end up with two high school students in two different schools; one of whom is much further away from home. This means that one of our children will end up requiring bussing for her four years of high school rather than being able to simply bike to Belmont. It also means our children won't be able to support each other at school and won't have as many friends in common.

Why can't French Immersion be offered at both high schools? They're both huge schools and offering it at both would allow students to make social connections with other students, in both French and English tracks, in their own neighborhoods. Since the Sooke School District is already struggling to pay for transportation costs, why would they choose to configure schools in a way that will further increase bus costs.

----- Forwarded message -----

Date: Wed, Oct 14, 2020 at 11:09 AM
 Subject: French Immersion program to be transitioned to Royal Bay
 To:

Bonjour parents and guardians,

As some of you may have already heard, the Sooke School District is proposing to transition the French Immersion program to Royal Bay, starting next year (Sept. 2021).

Current Belmont students would not be affected by this move and would graduate at Belmont; the last cohort graduating in 2024. Current grade 8 students enrolled at John Stubbs would be the first French Immersion grade 9 cohort at Royal Bay.

If you have concerns and questions, I encourage you to attend the [Online SPEAC Meeting](#) ([Link](#) here for the event) on [October 21st at 6:30 pm](#). SPEAC is the Sooke Parents Education Advisory Council. You can email the representative of the District PAC, Cendra Beaton, with any of your questions or concerns if you cannot attend this event (speac@sd62.bc.ca)

I also encourage you to attend the [Virtual Town Hall](#) organized by the Sooke School District on [October 28th at 6:30 pm](#). There is going to be an Online Thought Exchange as well that is going to be open on October 28th. Both links will be sent later; the District did not share them yet. Lastly, you can email your questions or concerns at catch62@sd62.bc.ca.

Finally, I suggest that you share these information with any other Belmont and John Stubbs families.

Kindly,

Arianne Berteau
Head of the French Immersion Department
École Belmont Secondary School

Kristina Ross

From:
Sent: Monday, October 26, 2020 1:16 PM
To: Catchment review
Subject: Happy valley

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Hi [REDACTED] is recently in [REDACTED] in happy valley elementary, and I am wondering how this would affect [REDACTED] kind of when or if new middle schools will be placed close to us, as this is our catchment, and what you suggest regarding [REDACTED] staying, vs which school you would recommend [REDACTED] attend. My thought are I ma thinking [REDACTED] is already familiar with Happy valley Thank you!

Kristina Ross

From:
Sent: Tuesday, November 17, 2020 10:00 PM
To: Windy Beadall; SPEAC President; CPF Sooke District Chapter; Catchment review; Billi-Jo Cavanaugh; Amanda Culver; Jennifer Beyea; cendra_s@hotmail.com; Atul Sachdeva; Priti Sachdeva; [REDACTED] glewis@cpf.bc.ca; Frances Krusekopf
Subject: Letter to Mr. Scott Stinson- Opposition to Moving the French Program from Millstream Elementary School

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

Victoria, November 17, 2020

Scott Stinson
 Superintendent of Schools
 SD62
 3143 Jacklin Road
 Victoria, British Columbia

Dear Mr. Stinson,

Our [REDACTED] attends [REDACTED] at Ecole Millstream Public School (Millstream) in the [REDACTED] neighborhood where our family resides. We were informed on October 9, 2020 that the Sooke School District has a plan to move the French programming to another school (Crystal View Elementary School). We are very concerned about this plan as we do not believe it is in the best interests of our [REDACTED] and other children who currently attend Millstream. We do not want to be forced to put our [REDACTED] into an English program because the French program at Ecole Millstream is going to be moved to another school.

It is our right as parents to have our [REDACTED] in French programming at the school of our choice. Instead of moving the program to another school, we believe the best thing to do is to open a new French program at that other school and leave the one at Millstream that has been working so well. We would like to see more elementary schools with French programming, rather than moving the program from one school to another.

The educational experience at Millstream has been very positive for our [REDACTED] is thriving in the environment that a small neighborhood school can provide. [REDACTED] has formed relationships with teachers, other staff and classmates, as have we. We are pleased with the caliber and dedication of teaching staff at Millstream and have been looking forward to having our younger child join her [REDACTED] at Millstream next year. Our [REDACTED] and many other neighborhood children are able to walk to school and benefit from its location amid a forest and adjacent to Millstream trail. We are concerned that moving children to a much larger school – that is further away from home - would be stressful and detrimental to their well-being and education. A school that is further away would involve school buses (including co-pays for this service), traffic and drop-off congestion, etc., all of which would be add to overall stress of many children and families. Having French language education available at Millstream makes Thetis Heights a more vibrant neighborhood.

As parents and proud citizens of a bilingual country, we would like to see more French programming in this province. We are happy to see that the English programs are running well, but every year, the demand for French programs increases. It is not easy to register our children in French programs because the demand is high. Therefore, instead of moving programs from one school to the other, why not allocate more resources to open new French programs in other neighborhood schools?

The best interests of children should be the first and foremost consideration in making decisions about education. It is an advantage for our city, our province and our country that more of our citizens speak more than one of the official languages of Canada. It is our right as Canadian citizens to be educated in the official language of our choice. Let's then create more opportunities instead of cutting them.

Merci d'avance pour votre soutien,

Kristina Ross

From:
Sent: Sunday, November 1, 2020 1:55 PM
To: Catchment review
Subject: New middle school boundaries

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.

Hello,

I missed the meeting but got the information. I just want to add I really really hope you look at including kettle creek. If not all, at least most in the new middle school boundaries. It's a little ridiculous that we can see it from our kitchen but will have to load the kids on a bus to spencer when they can take 2 minutes to walk across the street to the new one.

The elementary makes sense so that Willway doesn't have to loose all their kids. But it's a little ridiculous people will have to drive by a new middle school to go to another one.

See a photo from our deck. We can see the school... we live on golden spike and have had to endure much blasting and the only hope was that our kids will be walking distance to their new school.

Regards,

Kristina Ross

From:
Sent: Sunday, October 25, 2020 10:34 AM
To: Catchment review
Cc: SPEAC President; cpfsooke@hotmail.com
Subject: Opposed Boundary Change Feedback
Attachments: Opposed Boundary Change Feedback

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Kristina Ross

From:
Sent: Thursday, October 29, 2020 6:50 AM
To: Catchment review
Subject: Out of Crystal View catchment

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.

Hello, my child attends Crystal View school. We are currently out of catchment and will remain out of catchment with the proposed changes too. Will he be allowed to stay at CV? How will there be enough English spots remaining at CV to accommodate all students who already attend?

Get [Outlook for Android](#)

Kristina Ross

From:
Sent: Sunday, October 18, 2020 11:09 PM
To: Catchment review; cpfsooke@hotmail.com; SPEAC President
Subject: Parent response to catchment review

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.

To the representatives of School District 62, Canadian Parents for French Sook Chapter and School District 62 PAC,

Thank you so much for being available to hear from the families of School District 62 regarding the proposed catchment changes to the District. A review of this scale is a huge undertaking and often requires discomfort and change for some families to accommodate a system that functions for the whole district. I appreciate and value the public review process so all families are heard and there is an opportunity to flush out problems that may not be immediately apparent.

I am writing specifically in response to the proposal to move the French program from Millstream Elementary to Crystal View Elementary. I currently have [REDACTED] at Millstream and will have [REDACTED] attending in the [REDACTED] school year. Our family lives in the neighbourhood adjacent to Millstream and love the experience we have had so far.

When I heard about the proposed changes, I had mixed feelings. Looking purely at the brick and mortar, it seems like the move would be advantageous for our children. Millstream is an older school and is at the top of the list of schools in the District needing to be replaced. Crystal View on the other hand is much newer, has brighter classrooms that would lend to more enjoyable learning spaces and also has a generous natural area adjacent to the school that would provide more opportunities for connection to our environment and increasing physical activity.

I place a lot of value in quality spaces and the effect they have on our well being. My experience with the school system so far however is that even though the school buildings themselves are essential to have as a place of learning, they are in fact only a part of the school experience and only partly contribute to the quality of learning. Due to the nature of being publicly funded our schools are always limited in the resources they can provide students and staff alike. A school depends on contributions from its surrounding community to provide the rich educational experience everyone hopes to give their children. It is this concern that I find the most problematic with the proposed relocation of the French program.

It is clear from our current boundary maps that the Millstream French boundary was created to support the Millstream Elementary program and to create the learning community that would support a growing program. Families from our school purchased homes in the neighbourhood and have made a significant financial and emotional investment in the community school experience. If the proposed changes happen, I will mourn the loss of the experience my children have of walking to school, hopefully independently some day when they are older. The learning that happens as they make some of their first independent decisions for themselves in the safety of a supported community will be lost as well as the opportunity to bond as siblings as they make those decisions together. Most importantly we will lose the face to face interactions that happen before and after school between peers, between the parents and families and between the families and staff. Parents connecting before and after school can share resources and make connections about before and after school care which is vital to most working families. These are also opportunities to create trusted relationships and connections that lend to a more robust community that is safer for children.

More facetime with teachers is incredibly valuable for establishing trust and the relationships that are built can mean our teachers are offered more support in and out of the classroom. In a non-pandemic year, I would be spending my

weekdays off volunteering in whatever capacity our teachers needed as well as supporting our PAC programs. The significant barrier of the four-lane highway and the associated traffic would make participation a significantly greater investment of time and energy. It would make similar participation almost impossible for non-driving family members as well as families navigating care for non-school age children during their volunteer time. More investment from families in the school leads to a more empathetic and cooperative approach to problem solving conflicts within the school. Children benefit from a team approach as well as a shared narrative between the school and home on the boundaries and values that support group learning. All of this would severely diminish if the program were moved thus reducing the opportunities for community interactions.

The proposed changes to the French boundary for the school are small, however, changing schools across the highway would ultimately mean a displacement of an entire community. Many of our families would have to adapt to bussing for transportation and the associated disconnection that would happen between families and their school. While bussing children still allows for safe transportation to and from school it comes at the cost of losing the incredible benefits of our community school that have taken years to establish.

I appreciate the time you have taken to hear my concerns. I feel like changing schools will provide a simple solution to problems surrounding schools being at their capacity. However, I believe that the effects of this change are more complex and will ultimately trickle down to negatively affect a significant population of students, families, and staff. If we truly value the equity of education for our students in both English and in French then we need a more careful consideration than simply changing schools for the French program. Considerable energy was put into creating and building the community at Millstream and we should be incredibly careful about the precedent this change sets for prioritizing the needs of potential English students over the well being of students in an established dual track school. Families in a single program, even a program of choice, should not have to fear being uprooted whenever there is growth the District has not anticipated. As a parent I would like to know what other options were considered and why they have not been presented as part of the review process. Langford has a long history of supporting growth and this change seems like it is releasing a pressure valve instead of finding a sustainable long term solution.

Thank you for this opportunity to voice my concerns and I appreciate any response you can give me.

Respectfully,

Kristina Ross

From:
Sent: Friday, November 13, 2020 12:04 PM
To: Catchment review
Subject: Please keep French immersion at Belmont

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.

Hello,

My _____ is in French immersion at John Stubbs and was looking forward to attending Belmont next year. Belmont is within walking distance to _____ new home, as our purchasing a home near the French Immersion was partially the reason for choosing to live in the Belmont area.

Secondly, the French Immersion (FI) program must be centrally located. Shipping the FI students from Westhills, or Bear Mountain, or anywhere else in the Greater Westshore/Langford region, all the way to the fringe border of Colwood/Metchosin does not make any sense for most parents. The large FI student population is vastly spread across the region, having a central location such as the obvious location of Belmont, makes good sense by comparison to shipping all FI students to the exterior Colwood/Metchosin border.

By forcing this unpopular relocation of the French Immersion students, it seems the Sooke School Board is actually trying to dissuade the future of this very popular program: 'Sure we offer FI, but your child will have to endure long bus rides to an extreme location'. That is completely unsatisfactory by comparison to a centralized location; one that Belmont offers.

Please reconsider this unpopular move. Clearly it does nothing to encourage or promote bilingualism. Keep in mind, French or English immersion is fundamentally a Constitutional right that all Canadian students must have as an available option. Redirecting students from a central location to a school located on the outskirts is clearly a deterrent, a disincentive for any parents considering French Immersion.

The ongoing success of the FI program within the Westshore area is something to be proud of. Much of that success is largely due to the convenience of providing a central location that has always been Belmont. Parents have known this and have planned accordingly. It seems a disservice to the students, parents, and the French Immersion community to unnecessarily uproot the program, especially in that a viable alternative already exists at the Belmont High School.

For your consideration,

Kristina Ross

From:
Sent: Monday, November 2, 2020 2:11 PM
To: Catchment review
Subject: Proposed Catchment Changes - French Immersion

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.

Good afternoon,

This email is to provide my feedback on the proposed SD62 catchment changes as they apply to the French Immersion program. My oldest started kindergarten in the French Immersion program at Millstream Elementary this year. I'm very pleased with the program so far, and my son is really enjoying it. That being the case, I was disappointed to learn after less than one month as a district parent, that the program is proposed to move to Crystal View Elementary.

I do not support the move to Crystal View because of the complete lack of before/after school care providers that service the school. Millstream has an onsite before/after school care provider along with multiple offsite care providers with transportation to/from the school in order to accommodate more working families' schedules. Crystal View has an onsite program, but no offsite providers that are planning to service the school for the 2022/2023 school year. I understand that this isn't SD62's problem, but it was clear in a Millstream PAC meeting presentation by that the district doesn't even take the issue into consideration when planning catchment/program changes such as this one. This is disappointing, and could result in the French Immersion program becoming inaccessible to families currently enrolled in the program.

I believe that the French Immersion program is being used as a convenient "plug" to fill enrollment gaps. The program is punted from school to school every so often when new schools elsewhere in the district open up and the overall enrollment picture needs to be rebalanced. This happened when John Stubbs was changed from a dual-track to a single-track school to coincide with the opening of Royal Bay and Belmont. It's happening again now with Millstream and Crystal View to coincide with the opening of Pexisen and Centre Mountain Lellum. I don't believe these changes are with the best interests of the French Immersion program or its staff or students in mind, but are purely to balance the enrollment equation for the district.

Unfortunately, I'm resigned to these changes happening, because I don't believe that this is a genuine consultation. This is window dressing. The changes will be put through whether they are supported by the broader community or not. That much was clear when a parent at the Millstream PAC meeting asked what other options were on the table or under consideration, and didn't provide any other options at all. She reiterated that the changes were not a "done deal" but gave no indication that there were any alternatives to what was proposed. I'm left with the sense that there are no other options, and this is how it's going to be.

I look forward to continuing with the French Immersion program for as long as we are able to, with the hope that we won't be forced out of the program due to a lack of available care providers servicing Crystal View.

Thank you,

Kristina Ross

From: [REDACTED]
Sent: Monday, November 9, 2020 2:57 PM
To: Catchment review
Subject: Providing feedback

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.

Hello,

I'm confused. Do we provide feedback on the thought exchange? It seems this is more of a forum for parents to comment but not to directly express concerns to the School Board. Where do we send our specific concerns? I put a comment on the thought exchange but now can't even find it. I want to be able to send my concerns to the school board directly.

Thank you,

[REDACTED]

Kristina Ross

From:
Sent: Tuesday, November 10, 2020 1:08 PM
To: Catchment review
Subject: Proposed changes to Crystal View Elementary

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.

Good day,

I have some concerns about changing the current model of Crystal View Elementary.

- 1) Why does Crystal View have to change to French Immersion and not the new proposed elementary school?
- 2) what would happen to the current Crystal View staff?
- 3) why not hire and staff French teachers again at the new school?
- 4) how do you propose to keep all current students at the school while bringing over students from Millstream?
- 5) Why Crystal View and not another school in the area?

We are not for the proposed changes to our school and we don't not want French immersion at Crystal View!!!

Thank you,

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Kristina Ross

From:
Sent: Wednesday, November 4, 2020 9:46 PM
To: Catchment review
Subject: Question

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Hi there,

I just had a couple questions regarding the new catchments. My [redacted] is currently in [redacted] at David Cameron, and my [redacted] is to start kindergarten in [redacted] at David Cameron.

As far as I can tell from the map, both of them would be in the catchments for the new elementary and middle schools once they open. Does that mean my [redacted] does one year at Spencer, and my [redacted] does one year at David Cameron, and then they would be transferred to the new schools? I'm hoping that's the case as we live on [redacted] in [redacted] and the new schools are a 5 minute walk from our house!

Thanks,

Sent from my iPhone

Kristina Ross

From:
Sent: Friday, October 23, 2020 12:09 PM
To: Catchment review
Subject: Question about FI transition from Millstream to Crystal View

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.

Hello,

Just wondering if you could please clarify what the transition of FI from Millstream to Crystal View will look like? I've looked at the presentation and it's clear that the high school transition will happen gradually over a number of years, but is that the case for the Millstream to Crystal View change in 2022? There seems to be confusion about this from Millstream parents who have heard the transition happens all at once with existing grade 1-5 students having to move to Crystal View in 2022.

Any clarity would be greatly appreciated :)

Cheers,

Kristina Ross

From:
Sent: Thursday, October 22, 2020 8:39 PM
To: Catchment review
Subject: Question re French immersion at Crystal View

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Hi,

I have read the information and FAQ and didn't find an answer. Apologies if I missed it.

My [redacted] will be going into [redacted] at Crystal View.

My [redacted] is due to start [redacted]. Will [redacted] be able to still go to Crystal view and do the English program?

Much appreciated.

Thanks,

Kristina Ross

From: [REDACTED]
Sent: Thursday, November 5, 2020 9:22 AM
To: Catchment review
Subject: RE:

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.

Will there still be bus service from where we live to Spencer like there is now?

Sent from [Mail](#) for Windows 10

From: [Catchment review](#)
Sent: November 5, 2020 9:05 AM
To:
Subject: Re:

Hello,

Great question. [REDACTED] would be able to stay in Spencer, but you may need to apply for a school change request to keep her there. You would do so in January 2022.

Thanks,

Communications Team
[Sooke School District #62](#)



From:
Date: Thursday, November 5, 2020 at 8:09 AM
To: Catchment review <catch62@sd62.bc.ca>
Subject: <no subject>

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.

Hello Currently my [REDACTED] attends Spencer for middle school...now if [REDACTED] was in elementary [REDACTED] would attend Crystal View.... So with this new catchment which middle school would be [REDACTED] attending... and would [REDACTED] have to transfer from spencer to Dunsmuir?

Sent from [Mail](#) for Windows 10

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Kristina Ross

From:
Sent: Wednesday, November 4, 2020 6:45 AM
To: Catchment review
Subject: Re: catchment boundary changes

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Thank you so much for getting back to me, the school that I was thinking about changing to would be Colwood elementary.

I was wondering also if we decide to stay at crystal view past the catchment change would there be a bus system in place or would we need to drive?

My concern is if my children needs any extra help won't ever get it because the school won't get to know until it is too late.

Sent from my iPhone

> On Nov 3, 2020, at 4:33 PM, Catchment review <catch62@sd62.bc.ca> wrote:
>

Kristina Ross

From:
Sent: Tuesday, November 3, 2020 10:14 AM
To: ?
Subject: Re: catchment boundary changes

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Hi

I am forwarding your questions for the school district. Hopefully they can provide you with the answers you are searching for.

Thank you.

Billi-Jo Cavanaugh

President, CPF Sooke District Chapter

Web: <http://bc-yk.cpf.ca/chapter/sooke-district/>

Email: CPFSooke@hotmail.com

Facebook: <https://www.facebook.com/CPFSooke>

Twitter: <https://twitter.com/cpfsooke>

BC-Yukon Branch web address is: <http://bc-yk.cpf.ca/> (head office for BC)

Membership link is: <http://cpf.ca/en/membership/> (register under the Sooke School District-SD62)

From:
Sent: October 30, 2020 12:15 PM
To: ?
Subject: catchment boundary changes

Hello,

I just had a couple questions, if the boundary changes are approved can the students affected change school sooner than the date provided?

Also is the bus fee something the parents are going to have pay is that for a year? What is the money going to? Who pays for the bus service now?

Thank you

Sent from my iPhone

Kristina Ross

From:
Sent: Friday, February 21, 2020 3:53 PM
To: Catchment review
Subject: Re: Catchment Boundary Review

There should be ZERO catchments!!! Go to the school you want, because the way it is now, its all about funding. So the [REDACTED] schools still have enrolled students, so they can get funding. If you teachers are not up to standards, why should I have to allow my kids to attend? WHY???

From: SD62 Communications Team <info@sd62.bc.ca>
Sent: February 21, 2020 11:21:19 AM
To: chrisbach45@hotmail.com <chrisbach45@hotmail.com>
Subject: Catchment Boundary Review

Here we grow again!

With rising enrolment and the opening of 2 new schools in 2022, the Sooke School District needs to re-evaluate which students attend which schools. These school boundaries are also known as catchment areas.

We would like to gather your feedback on what you think the Sooke School District should consider when creating and adopting new catchment boundaries. We are using a tool called Thoughtexchange. All of our voices matter, so your participation is crucial and valued.

Click here to participate: <https://my.thoughtexchange.com/#479902312>

You'll be asked to respond to one open-ended question, consider and assign stars to some of the ideas shared by others (20 to 30 is ideal), and learn what's important to the group.

*Your thoughts and stars are confidential. You can come back as often as you'd like to participate and, in fact, we ask that you do come back to star some of the new ideas shared since you first participated. The ratings will help us understand the most important areas to focus on for our **catchment review**.*

*Participation will be open until **March 10th, 2020**.*

Scott Stinson, Superintendent of Schools

Sooke School District 62 would like to continue connecting with you via email. If you prefer to be removed from our list, please contact Sooke School District 62 directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

Kristina Ross

From:
Sent: Thursday, November 5, 2020 9:08 AM
To: Catchment review
Subject: Re: Catchment changes

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.

Hello,

Right now we would be in the John Stubbs catchment for French immersion. With the changes we would be in the Crystal View catchment. My [redacted] would be set to start Stubbs [redacted] and my [redacted] as it currently stands. If there's a change in 2022 would they be in different schools? Eg. My [redacted] grandfathered into Stubbs but my [redacted] forced to go to Crystal View.

Thank you.

On Thu, Nov 5, 2020 at 9:01 AM Catchment review <catch62@sd62.bc.ca> wrote:

Hello,

It all depends on your address and which school catchment you are located in. Sorry, I can't be of more assistance without knowing which catchment you would be in if the changes take place.

Thanks,

Lindsay

Communications Team

[Sooke School District #62](#)



From: I
Date: Wednesday, November 4, 2020 at 8:49 PM
To: Catchment review <catch62@sd62.bc.ca>
Subject: Catchment changes

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Hello,

I am wondering if there is the change in French Immersion catchments what would happen in our case. My [redacted] will hopefully start at John Stubbs [redacted] My [redacted] would start there in [redacted] If catchment changes in 2022 are we going to end up with two kids in different schools? Will [redacted] be given priority to go to Stubbs?

Thanks,

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Kristina Ross

From:
Sent: Thursday, November 5, 2020 5:06 AM
To: Catchment review
Subject: Re: Catchment Review: Submit Your Feedback

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.

Thanks

El mié., 4 nov. 2020, 16:28, SD62 Communications Team <catch62@sd62.bc.ca> escribió:

Dear Families,

A friendly reminder to let us know what you think about the proposed changes in our catchment review. You can [find all the information, including maps and FAQ here](#).

[Share Feedback Now](#)

Our ThoughtExchange platform for families to contribute feedback is LIVE! Here's the link: <https://my.thoughtexchange.com/407499254>. The survey will remain open for two weeks and close on November 13 at 9 p.m. From there feedback will be presented to the Board for their consideration at their monthly Board meeting on December 15. All results will be presented to the SD62 community early in the new year.

Sincerely,

SD62 Communications Team

Sooke School District 62 would like to continue connecting with you via email. If you prefer to be removed from our list, please contact Sooke School District 62 directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

Kristina Ross

From:
Sent: Friday, November 13, 2020 3:40 PM
To: Catchment review
Subject: RE: Catchment Review Questions

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Thank you for your reply,

[Sent from Yahoo Mail on Android](#)

On Fri., 13 Nov. 2020 at 12:15 p.m., Catchment review
 <catch62@sd62.bc.ca> wrote:

Hi

Thanks for connecting with us. If the proposed changes are approved, students who reside in Belmont Park may move to Colwood which would increase space at the school for French Immersion.

SD62 is a very full school district, so there is always the possibility of portables being added to school sites to accommodate students. We are only in the initial stages of the catchment review, so details like portables etc have not yet been discussed.

Sincerely,

SD62 Communications Team

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

From:
Sent: Friday, November 13, 2020 11:50 AM
To: Catchment review <catch62@sd62.bc.ca>
Subject: Catchment Review Questions

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.

Hello, I have a 4th grade at Crystal View Elementary School. I have a few questions about the proposed changes to french immersion. as I understand it, french immersion is relocating to Crystal View in fall 2022. I am curious about how many students and staff we could expect to see added to what is already there, and if it would lead to portables etc. to accommodate them. Some of the reasons we wanted our 4th go to Crystal View were that the school is a relatively newer school (compared to Savory, which is closer to us), and we also figured it was unlikely to add portables in the near future. Any info would be appreciated. Thanks in advance,

Kristina Ross

From:
Sent: Tuesday, October 27, 2020 10:18 AM
To: Catchment review
Subject: Re: cathment changes

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.

Thank you for your quick response. I reviewed the presentation you have, and on page three titled "guiding principles" it states:

"Grandparent students in their current schools. i.e. Families will have the choice to stay at their current school if they so choose."

I know this is a guiding principle, and not written in stone, but as it uses the term "will" that sounds pretty absolute...

If the quote above isn't guaranteed (which your email below suggests), I recommend rewriting the guiding principles so that they don't mislead people.

Going back to my personal situation, I know we can apply to attend any school in the district, but these applications are frequently denied due to space issues. since there is a catchment change, would we be given priority over other school change requests?

Thank you,

On Fri, Oct 23, 2020 at 8:54 AM Catchment review <catch62@sd62.bc.ca> wrote:

-

We can't confirm at the moment. We will do our best to accommodate for school change requests, but we always do our best to keep siblings together. Assuming you are living on the other side of Sooke Road (the Belmont side), your family has definitely been taken into consideration as we have data of the families who live in there and where their children currently attend. We've also forecasted that your child and others may want to remain at Happy Valley.

-

Thanks,

-

Communications Team

[Sooke School District #62](#)



From:
Date: Thursday, October 22, 2020 at 8:26 PM
To: Catchment review <catch62@sd62.bc.ca>
Subject: cathment changes

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.

Hello,

Can you please confirm that if my catchment changes from happy valley to pexsissen, that I will be able to keep my kids at happy valley until they graduate to middle school?

I want to confirm that the school change request wouldn't get denied.

Thank you!

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Kristina Ross

From:
Sent: Thursday, November 5, 2020 11:06 AM
To: Catchment review
Subject: Re: Changes

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.

Good afternoon

I should have communicated better my ... at Royal Bay high school would ... have to change high schools?

Sorry about the earlier email being so vague

Kind regards

> On Nov 5, 2020, at 8:58 AM, Catchment review <catch62@sd62.bc.ca> wrote:

>

> Hi

>

> No. Assuming ... is in the French Immersion program at Belmont, ... would continue her remaining years in SD62 at Belmont. Only students coming out of John Stubbs would go to Royal Bay.

>

> Thanks,

>

> Communications Team

> Sooke School District #62 <<https://www.sd62.bc.ca/>>

>

>

>

> -----Original Message-----

> From:

> Date: Wednesday, November 4, 2020 at 7:04 PM

> To: Catchment review <catch62@sd62.bc.ca>

> Subject: Changes

>

> 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.

>

> Good evening

>

> My ... at the moment. If these changes are to happen would she be forced to change schools?

>

> Kind regards

>

Kristina Ross

From: [redacted]
Sent: Monday, November 16, 2020 11:42 AM
To: Catchment review
Subject: Re: Do I need to sell my house

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OMG!

Thank you. You probably have every idea what this means, but. Thank you. I've never experienced such stress in my life.
Thank you

On Mon., Nov. 16, 2020, 11:11 a.m. Catchment review <catch62@sd62.bc.ca> wrote:

Once a child is in their school, they follow that stream within the family of schools. In other words, your would continue on to Royal Bay.

Thanks,

SD62 Communications Team

From: [redacted]
Sent: Sunday, November 15, 2020 6:58 PM
To: Catchment review <catch62@sd62.bc.ca>
Subject: Do I need to sell my house

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Hi,

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Thank you,

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Kristina Ross

From:
Sent: Friday, October 16, 2020 10:11 AM
To: Catchment review
Subject: RE: Moving French Immersion to Royal Bay?

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And so, part of the consultation will be to present multiple options and parents and children will have an opportunity to express their preferences and why?

From: Catchment review <catch62@sd62.bc.ca>
Sent: October 16, 2020 9:45 AM
To: [REDACTED]
Subject: Re: Moving French Immersion to Royal Bay?

It's all rumours then. It is a proposed option and nothing has been set or decision made. It is not a done deal. A change like that requires large-scale consultation and a Board of Education formal decision-making process.

It would be appreciated if you could share that information with your son and anyone else who thinks the idea is a concrete decision. Consultation information for parents will be sent out next week.

Thanks,

Communications.

From:
Date: Friday, October 16, 2020 at 9:26 AM
To: Catchment review <catch62@sd62.bc.ca>
Subject: RE: Moving French Immersion to Royal Bay?

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.

My [REDACTED] came home from school yesterday after having been told that the decision has essentially been made. According to Belmont is at its legal capacity and needs to create space for students from two new middle schools.

If it is not a "done-deal" I would like to know ahead of the town-hall meeting what other options are being considered.

Given that John Stubbs has approximately 90-100 grade 8s who feed into Belmont, surely there are less disruptive options to create space. I have heard that many grade 8s are considering dropping French Immersion if it moves to Royal Bay and so the overall reduction in capacity may be minimal.

Thank you,

From: Catchment review <catch62@sd62.bc.ca>
Sent: October 16, 2020 9:13 AM
To: _____
Subject: Re: Moving French Immersion to Royal Bay?

We'll be happy to answer questions after all the information has been presented to parents and the Town Hall at the end of the month takes place.

Thanks,

Communications Team
[Sooke School District #62](#)



From: _____
Date: Thursday, October 15, 2020 at 3:03 PM
To: Catchment review <catch62@sd62.bc.ca>
Subject: RE: Moving French Immersion to Royal Bay?

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Thank you for responding so quickly. Could you tell me what other alternatives and being considered? My younger feels that he is being asked to choose between going to school nearby, which allows him the freedom to participate in before and after school activities and pursuing bilingualism. As a late French Immersion student, he chose to attend John Stubbs knowing that it fed into Belmont. Is it fair to change this at what feels like very short notice?

- What opportunities will be provided to students to provide feedback?
- Has bussing children from other middle schools to Royal Bay been considered?
- How will you maintain the integrity of the program when it is split between two schools?
- Would it be wise to make this decision when in-person consultations are not possible?

Thanks,

From: Catchment review <catch62@sd62.bc.ca>
Sent: October 14, 2020 3:28 PM
To: _____
Subject: Re: Moving French Immersion to Royal Bay?

Thank you for connecting with us. The discussion has just started and please note that no decisions have been made. Consultations have just started with the schools staff and PAC meetings. Just to give you a bit of a timeline, the online forum will be posted and information sent out to all parents at the end of the month. Scott Stinson, SD62 Superintendent will first hold a virtual "town hall" for the entire school district on October 28 and show the proposed changes and reasons for them. The online ThoughtExchange will go live after that and stay open for a couple of weeks for people to post their thoughts and opinions. The feedback from there will be gathered and presented to the Board of Education mid-December.

We will be sharing all of this information with parents next week sometime.

Thanks,

Communications Team
[Sooke School District #62](#)



From: "
Date: Wednesday, October 14, 2020 at 12:23 PM
To: Catchment review <catch62@sd62.bc.ca>
Subject: re: Moving French Immersion to Royal Bay?

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Hi,

I have just learned that French Immersion is to move to Royal Bay. This is of grave concern to me as it means that I will have children in multiple high schools, one of which is a considerable distance from where we live. Getting children to and from extra-curricular activities presents a considerable challenge to us. Furthermore, I have concerns that there are not enough French teachers and that now they are going to be spread across two high schools. The move also means that one child will be in a program that is being closed down rather than developed and improved upon.

When did discussions for this begin? What is the rationale behind it? Have SD62 considered how this move will impact families? This decision should not be made lightly or quickly. I would like to see this decision postponed until a year when we can have in-person discussions about its long-term impact.

Thanks,

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Kristina Ross

From:
Sent: Friday, October 16, 2020 2:01 PM
To: Catchment review
Subject: RE: Moving French Immersion to Royal Bay?

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.

From: Catchment review <catch62@sd62.bc.ca>
Sent: October 16, 2020 1:54 PM
To:
Subject: Re: Moving French Immersion to Royal Bay?

We will be happy to call and discuss with you. What's your phone number?

From: "
Date: Friday, October 16, 2020 at 10:11 AM
To: Catchment review <catch62@sd62.bc.ca>
Subject: RE: Moving French Immersion to Royal Bay?

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And so, part of the consultation will be to present multiple options and parents and children will have an opportunity to express their preferences and why?

From: Catchment review <catch62@sd62.bc.ca>
Sent: October 16, 2020 9:45 AM
To: ___
Subject: Re: Moving French Immersion to Royal Bay?

It's all rumours then. It is a proposed option and nothing has been set or decision made. It is not a done deal. A change like that requires large-scale consultation and a Board of Education formal decision-making process.

It would be appreciated if you could share that information with your son and anyone else who thinks the idea is a concrete decision. Consultation information for parents will be sent out next week.

Thanks,

Communications.

From: '
Date: Friday, October 16, 2020 at 9:26 AM
To: Catchment review <catch62@sd62.bc.ca>
Subject: RE: Moving French Immersion to Royal Bay?

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.

came home from school yesterday after having been told that the decision has essentially been made. According to him, Belmont is at its legal capacity and needs to create space for students from two new middle schools.

If it is not a "done-deal" I would like to know ahead of the town-hall meeting what other options are being considered.

Given that John Stubbs has approximately 90-100 grade 8s who feed into Belmont, surely there are less disruptive options to create space. I have heard that many grade 8s are considering dropping French Immersion if it moves to Royal Bay and so the overall reduction in capacity may be minimal.

Thank you,

From: Catchment review <catch62@sd62.bc.ca>
Sent: October 16, 2020 9:13 AM
To:
Subject: Re: Moving French Immersion to Royal Bay?

Hi

We'll be happy to answer questions after all the information has been presented to parents and the Town Hall at the end of the month takes place.

Thanks,

Communications Team
[Sooke School District #62](#)



From: '
Date: Thursday, October 15, 2020 at 3:03 PM
To: Catchment review <catch62@sd62.bc.ca>
Subject: RE: Moving French Immersion to Royal Bay?

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Thank you for responding so quickly. Could you tell me what other alternatives and being considered? My younger son feels that he is being asked to choose between going to school nearby, which allows him the freedom to participate in before and after school activities and pursuing bilingualism. As a late French Immersion student, he chose to attend John Stubbs knowing that it fed into Belmont. Is it fair to change this at what feels like very short notice?

- What opportunities will be provided to students to provide feedback?
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Thanks,

From: Catchment review <catch62@sd62.bc.ca>
Sent: October 14, 2020 3:28 PM
To: !
Subject: Re: Moving French Immersion to Royal Bay?

Hi

Thank you for connecting with us. The discussion has just started and please note that no decisions have been made. Consultations have just started with the schools staff and PAC meetings. Just to give you a bit of a timeline, the online forum will be posted and information sent out to all parents at the end of the month. Scott Stinson, SD62 Superintendent will first hold a virtual "town hall" for the entire school district on October 28 and show the proposed changes and reasons for them. The online ThoughtExchange will go live after that and stay open for a couple of weeks for people to post their thoughts and opinions. The feedback from there will be gathered and presented to the Board of Education mid-December.

We will be sharing all of this information with parents next week sometime.

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Communications Team
[Sooke School District #62](#)



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To: Catchment review <catch62@sd62.bc.ca>
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When did discussions for this begin? What is the rationale behind it? Have SD62 considered how this move will impact families? This decision should not be made lightly or quickly. I would like to see this decision postponed until a year when we can have in-person discussions about its long-term impact.

Thanks,

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Kristina Ross

From:
Sent: Wednesday, October 14, 2020 12:23 PM
To: Catchment review
Subject: re: Moving French Immersion to Royal Bay?

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Hi,

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When did discussions for this begin? What is the rationale behind it? Have SD62 considered how this move will impact families? This decision should not be made lightly or quickly. I would like to see this decision postponed until a year when we can have in-person discussions about its long-term impact.

Thanks,

Kristina Ross

From:
Sent: Thursday, October 29, 2020 9:48 AM
To: Catchment review
Subject: Re: Out of Crystal View catchment

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Thank you so much!

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From: Catchment review <catch62@sd62.bc.ca>
Sent: Thursday, October 29, 2020 9:26:39 AM
To: >
Subject: Re: Out of Crystal View catchment

We do anticipate space at Crystal View. Your question was the first to come in, with regards to students who are already out of catchment. Nothing is set in stone yet, but now that you have raised the question of families who are already out of catchment, it's something we will begin to really look at. At the most, you would just need to submit a school change request to be grandfathered in. Sorry, I don't have a clear answer for you. Your risk is very very low though.

Thanks,

Lindsay Vogan
Communications Manager
[Sooke School District #62](#)
(250) 686-3750



From:
Date: Thursday, October 29, 2020 at 8:57 AM
To: Catchment review <catch62@sd62.bc.ca>
Subject: Re: Out of Crystal View catchment

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.

Thank you, we are in Lakewood catchment. So by expecting quite a few Belmont families to transfer to Colwood you anticipate space for Crystal view?

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From: Catchment review <catch62@sd62.bc.ca>
Sent: Thursday, October 29, 2020 8:45:51 AM
To:
Subject: Re: Out of Crystal View catchment

Hello,

Great questions, thanks for connecting. Yes, he would be allowed to stay at Crystal View. If the proposals are adopted, there is a significant number of students who attend Crystal View, but live in the Belmont Park area. That area would then be under the catchment of Colwood, so it is predicted that quite a few students would transfer to Colwood.

Sincerely,

Communications Team
[Sooke School District #62](#)



From:
Date: Thursday, October 29, 2020 at 6:50 AM
To: Catchment review <catch62@sd62.bc.ca>
Subject: Out of Crystal View catchment

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Hello, my child attends Crystal View school. We are currently out of catchment and will remain out of catchment with the proposed changes too. Will [redacted] be allowed to stay at CV? How will there be enough English spots remaining at CV to accommodate all students who already attend?

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Kristina Ross

From:
Sent: Thursday, October 29, 2020 8:58 AM
To: Catchment review
Subject: Re: Out of Crystal View catchment

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.

Thank you, we are in Lakewood catchment. So by expecting quite a few Belmont families to transfer to Colwood you anticipate space for Crystal view?

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From: Catchment review <catch62@sd62.bc.ca>
Sent: Thursday, October 29, 2020 8:45:51 AM
To:
Subject: Re: Out of Crystal View catchment

Hello,

Great questions, thanks for connecting. Yes, ● would be allowed to stay at Crystal View. If the proposals are adopted, there is a significant number of students who attend Crystal View, but live in the Belmont Park area. That area would then be under the catchment of Colwood, so it is predicted that quite a few students would transfer to Colwood.

Sincerely,

Communications Team
[Sooke School District #62](#)



From:
Date: Thursday, October 29, 2020 at 6:50 AM
To: Catchment review <catch62@sd62.bc.ca>
Subject: Out of Crystal View catchment

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Hello, my child attends Crystal View school. We are currently out of catchment and will remain out of catchment with the proposed changes too. Will [redacted] be allowed to stay at CV? How will there be enough English spots remaining at CV to accommodate all students who already attend?

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Kristina Ross

From: >
Sent: Friday, November 13, 2020 9:22 AM
To: Catchment review
Subject: Re: Providing feedback

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.

Thank you for the quick reply. I would prefer to send my thoughts and comments through this avenue as the Thought Exchange does not allow for a lot of content to be posted.

As a parent of a Grade 8 French Immersion student currently attending John Stubbs I am very disappointed with the proposal to move the French Immersion program to Royal Bay next year. This is a very short timeline for a change such as this as all these years that my daughter has been attending FI at John Stubbs we have thought she would be able to attend high school right in our neighbourhood (we live in West hills). We have been planning to stay in Westhills until my daughter was finished at Belmont and I literally just renewed my mortgage with this in mind. When I heard the news that the FI program might be suddenly moving already next year I was shocked! To suddenly initiate such a major change without a bit more lead time is very hard on families.

I see many reasons for the French Immersion to stay at Belmont, namely the school is in the most central location of the district to capture the students that come from all over to attend FI at John Stubbs. Royal Bay will be an inconvenience for many as it's quite a distance for many living in Langford and north of the highway. Why not change the boundaries for Royal Bay to capture more English students and have the French Immersion stay at Belmont where it is established and whereby the next year's Grade 9s could remain with the other French Immersion students? At the very least, please hold off on switching the FI move to Royal Bay to Fall 2022 (when the new schools open) to allow parents and the school to properly plan and implement.

Secondly, if this proposal does go through and students that would normally be able to walk to their neighbourhood high school are now forced to travel 10 kms away to Royal Bay, will the school board be providing free, adequate transportation for all these students?

Please reconsider the proposal to move the French Immersion program to Royal Bay and keep it at Belmont. If the inevitable has to happen and the program must be moved, please consider allowing at least one more year until Fall 2022 for the changes to be implemented.

Thank you for your consideration.

Sincerely,

> On Nov 9, 2020, at 3:20 PM, Catchment review <catch62@sd62.bc.ca> wrote:
>
> Hello,
>

> Yes, the Thought Exchange is a place to put concerns or any feedback. It helps us to gather a lot of information and separates it into topics (thoughts). You're most welcome to submit your feedback to this address though as well.

>

> Thanks,

>

> Communications Team

> Sooke School District #62 <<https://www.sd62.bc.ca/>>

>

> -----Original Message-----

> From:

> Date: Monday, November 9, 2020 at 2:56 PM

> To: Catchment review <catch62@sd62.bc.ca>

> Subject: Providing feedback

>

> **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.

>

> Hello,

>

> I'm confused. Do we provide feedback on the thought exchange? It seems this is more of a forum for parents to comment but not to directly express concerns to the School Board. Where do we send our specific concerns? I put a comment on the thought exchange but now can't even find it. I want to be able to send my concerns to the school board directly.

>

> Thank you,

>

>

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>

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Kristina Ross

From:
Sent: Friday, October 23, 2020 12:49 PM
To: Catchment review
Subject: Re: Question re French immersion at Crystal View
Attachments: image001.jpg

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Thanks so much for your reply!

On Fri., Oct. 23, 2020, 08:56 Catchment review, <catch62@sd62.bc.ca> wrote:

Hi!

Yes! Crystal View will become a dual track school (French and English) according to the proposals. As long as you are in the Crystal Vew catchment, it won't be a problem. Even so, if you are not in the CV catchment then you would simply apply for a school change request.

Thanks,

Communications Team

[Sooke School District #62](#)



From:
Date: Thursday, October 22, 2020 at 8:39 PM
To: Catchment review <catch62@sd62.bc.ca>
Subject: Question re French immersion at Crystal View

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Hi,

I have read the information and FAQ and didn't find an answer. Apologies if I missed it.

██████████ will be going into ██████████ in 2022 at Crystal View.

██████████ is due to start ██████████ there in 2022. Will ██████████ be able to still go to Crystal view and do the English program?

Much appreciated.

Thanks,

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Kristina Ross

From:
Sent: Thursday, November 5, 2020 9:51 AM
To: Catchment review
Subject: Re: Question

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Great, thanks for the clarification!

Have a good day!

Sent from my iPhone

> On Nov 5, 2020, at 9:02 AM, Catchment review <catch62@sd62.bc.ca> wrote:

>
> Hi
>
> Yes, that seems about right! They would both be transferred to the new schools.
>
> Thanks,
>
> Communications Team
> Sooke School District #62 <<https://www.sd62.bc.ca/>>

> -----Original Message-----

> From:
> Date: Wednesday, November 4, 2020 at 9:46 PM
> To: Catchment review <catch62@sd62.bc.ca>
> Subject: Question

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

> Hi there,

> I just had a couple questions regrading the new catchments. My [REDACTED] at david Cameron, and [REDACTED] in September 2021 at David Cameron.

> As far as I can tell from the map, both of them would be in the catchments for the new elementary and middle schools once they open. Does that mean [REDACTED] does one year at Spencer, and [REDACTED] does one year at David Cameron, and then they would be transferred to the new schools? I'm hoping that's the case as we live on [REDACTED] in the westhills and the new schools are a 5 minute walk from our house!

> Thanks,

>

> }
>
> Sent from my iPhone

>
> _____

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> _____

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Kristina Ross

From:
Sent: Monday, November 16, 2020 1:35 PM
To: Catchment review
Subject: Re: school zone changes

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Thank you. Feel free to correct budding to bussing. Darn auto correct. 😊

Sent from my iPhone

> On Nov 16, 2020, at 12:17 PM, Catchment review <catch62@sd62.bc.ca> wrote:

>
> Hi
>
> Thank you for your feedback. We will make sure it is included in the presentation to the Board of Education in December.

>
> Sincerely,
>
> SD62 Communications Team

> -----Original Message-----

> From:
> Sent: Monday, November 16, 2020 11:32 AM
> To: Catchment review <catch62@sd62.bc.ca>
> Subject: Re: school zone changes

> **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.

>
> Windy,
>
> I just want to say as a parent of a Millstream FI student near Ruth King, I am looking forward to the changes. The budding system has worked well, and A new route from Millstream to Crystal View needs to be setup ahead of time to show parents.

>
> I hope that the staff will follow the children, although with the young staff ever changing and the current rules of letting go, and reapplying it has created for a new teacher for my son 3 years in a row.

>
> I know this is a hard thing to do.

>
>
>
>
> Sent from my iPhone

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Kristina Ross

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Sent: Monday, November 16, 2020 11:32 AM
To: Catchment review
Subject: Re: school zone changes

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Windy,

I just want to say as a parent of a Millstream FI student near Ruth King, I am looking forward to the changes. The budding system has worked well, and A new route from Millstream to Crystal View needs to be setup ahead of time to show parents.

I hope that the staff will follow the children, although with the young staff ever changing and the current rules of letting go, and reapplying it has created for a new teacher for my son 3 years in a row.

I know this is a hard thing to do.

Sent from my iPhone

Kristina Ross

From:
Sent: Thursday, October 22, 2020 10:31 PM
To: Catchment review
Subject: Re: SD62 Catchment Review Consultation

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thanks for the info

, 22 oct. 2020, 18:02, SD62 Communications Team <catch62@sd62.bc.ca> escribió:

Dear families,

SD62 has two new schools coming that we need to plan for. With growth, comes change and opportunity.

We know parents are passionate about their child's school – that's what makes SD62 such a great place in which to learn and work! We also understand that changes can be challenging. The proposed boundary changes will not only help create even more cohesive school communities, but also position schools for growth into the future.

Please take a moment to read through all of the following information (there's quite a bit!).

Why are we engaging in this consultation process? Simply put, we need to create two new catchment areas for Pexsisen Elementary and Centre Mountain Lellum Middle schools and this means that we need to redraw the lines for some of our other school catchment boundaries.

Essentially, we have many pieces of a puzzle (schools and programs) to put together to help us maximize our space so that we don't have overcrowding in one school and underutilization in another. With this in mind, we have come up with the following proposals for you to consider.

Please note that this is a consultation stage. Your feedback will be packaged together and presented to the SD62 Board of Education during its monthly Board Meeting in mid-December.

We know this is a lot of information. Following the steps below will hopefully guide you through the process and the changes, as well as answer questions that you might have.

1. **Read:** [Catchment Review webpage](#)
2. **Review:** [Catchment Review Presentation](#)
3. **Read:** [Frequently Asked Questions](#)
4. **Ask:** Submit questions to catch62@sd62.bc.ca
5. **Join:** The [Virtual Town Hall](#) meeting on October 28 for a thorough presentation and dialogue. Q & A to follow, time permitting.
6. **Contribute:** Submit your feedback through our ThoughtExchange. (Link will be sent out following the town hall meeting).

Virtual Town Hall: Wednesday, October 28 at 6:30 p.m.

[Click here to join the meeting](#) via MS Teams

Schools impacted by the proposed boundary changes include:

- Belmont Secondary
- Colwood Elementary
- Crystal View Elementary
- David Cameron Elementary
- Happy Valley Elementary
- Millstream Elementary
- Royal Bay Secondary
- Willway Elementary

Thank you for taking the time to go through the information. We look forward to your participation during the town hall and feedback through ThoughtExchange.

Questions that we have not answered in the information above? Please send an email to catch62@sd62.bc.ca.

Sincerely,

Scott Stinson
Superintendent of Schools
Sooke School District

Sooke School District 62 would like to continue connecting with you via email. If you prefer to be removed from our list, please contact Sooke School District 62 directly. To stop receiving all email messages distributed through our SchoolMessenger service, follow this link and confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

Kristina Ross

From:
Sent: Friday, October 23, 2020 8:48 AM
To: Catchment review
Subject: RE: SD62 Catchment Review Consultation

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

Hi,

Are you aware that many of the FAQ's listed in section 3 do not open?

From: SD62 Communications Team <catch62@sd62.bc.ca>
Sent: October 22, 2020 6:01 PM
To:
Subject: SD62 Catchment Review Consultation

Dear families,

SD62 has two new schools coming that we need to plan for. With growth, comes change and opportunity.

We know parents are passionate about their child's school – that's what makes SD62 such a great place in which to learn and work! We also understand that changes can be challenging. The proposed boundary changes will not only help create even more cohesive school communities, but also position schools for growth into the future.

Please take a moment to read through all of the following information (there's quite a bit!).

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2. **Review:** [Catchment Review Presentation](#)
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SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

Kristina Ross

From: >
Sent: Saturday, October 24, 2020 8:31 PM
To: Catchment review
Subject: Re: SD62 Catchment Review Consultation

Follow Up Flag: Follow Up
Flag Status: Completed

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.

pls withdraw us from
the mailing list
We Moved to Alberta.

Thank you

On Oct 22, 2020, at 9:43 PM, SD62 Communications Team <catch62@sd62.bc.ca> wrote:

Dear families,

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Kristina Ross

From: Lindsay Vogan <lvogan@sd62.bc.ca>
Sent: Wednesday, November 4, 2020 11:35 AM
To: Catchment review
Subject: Re: SD62 Catchment Review Consultation

No, I've left any of the flagged ones for you 😊

From: Catchment review <catch62@sd62.bc.ca>
Date: Wednesday, November 4, 2020 at 11:06 AM
To: Lindsay Vogan <lvogan@sd62.bc.ca>
Subject: FW: SD62 Catchment Review Consultation

Have you responded to this parent?

Windy Beadall
Lead Educator Capital Planning
School District #62 (Sooke)
C:(250) 857-1151 O: (250) 474-9896
wbeadall@sd62.bc.ca



From:
Sent: Wednesday, October 28, 2020 7:43 PM
To: Catchment review <catch62@sd62.bc.ca>
Subject: SD62 Catchment Review Consultation

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.

Hello Windy,

In the FAQ it says that the district does not have the teaching resources for two fully robust French Immersion programs (at Royal Bay and Belmont), and in order to ensure the high quality of the program, 'we need to concentrate resources'. Yet this exact situation will arise during the transition years.

What does 'develop a strong transition plan' mean? Has funding for this been factored into this proposal as there would be a financial cost associated with providing programming, staffing, teaching resources, library resources, etc.... etc..... in two locations.

Will the students caught in this transition suffer as a result?

I have [REDACTED] in the Late French Immersion program ([REDACTED]). We made this move to provide an academic challenge for them. I would be very disappointed therefore if the program offerings were diminished in any way during the transition years (as they will both be directly impacted). I know I also speak for other John Stubbs Middle School and Belmont School families.

I did raise a similar question at the SPEAC meeting however I felt that this is an area that hasn't received due consideration, especially with respect to how you fund 'duplicate' programs during these transition years.

Regards,

Kristina Ross

From: Stephanie Hedley-Smith <ssmith@sd62.bc.ca>
Sent: Thursday, November 5, 2020 4:02 PM
To: Catchment review;
Subject: RE: SD62 Catchment Review Consultation

Hello
It is nice to hear from you again. I believe you were at the SPEAC meeting and the town hall meeting. We will make sure that we support our programs, particularly during a transition to ensure that they continue to be at the highest level possible. What that looks like in terms of resources will have to be determined in the implementation plan, if the Board approves the move.
At this time we are still in the consultation phase.
Again,
Thank you for your question.
Stephanie

From: Catchment review <catch62@sd62.bc.ca>
Sent: Thursday, November 5, 2020 8:18 AM
To: ↑
Cc: Stephanie Hedley-Smith <ssmith@sd62.bc.ca>
Subject: RE: SD62 Catchment Review Consultation

Hello

I will ask our Associate Superintendent to respond to your request. Thanks.

Windy Beadall
Lead Educator Capital Planning
School District #62 (Sooke)
C:(250) 857-1151 O: (250) 474-9896
wbeadall@sd62.bc.ca



From: ↓
Sent: Wednesday, October 28, 2020 7:43 PM
To: Catchment review <catch62@sd62.bc.ca>
Subject: SD62 Catchment Review Consultation

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Regards,

Kristina Ross

From: <[redacted]>
Sent: Thursday, October 22, 2020 6:15 PM
To: Catchment review
Subject: Re: SD62 Catchment Review Consultation

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.

When I saw the first slideshow in our pac meeting it said Ruth King Elementary was impacted too. Is there a reason they aren't listed now?

Sent from my iPhone

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Sincerely,

Scott Stinson
Superintendent of Schools
Sooke School District

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Kristina Ross

From: [REDACTED]
Sent: Monday, November 16, 2020 9:52 PM
To: Catchment review
Subject: Requesting Information regarding - Double dogwood and Camosun College classes

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

Dear Superintendent of School District (62 Sooke)

We have a few questions regarding the expansions to Royal Bay Secondary and the new catchments changes.

1) Before the catchments had changed, when the students from John Stubbs were supposed to go to Belmont, my [REDACTED] was really wanting to attend the Camousen classes Belmont offers. But now i [REDACTED] wants to get a double dogwood [REDACTED] has to attend Royal Bay full time. We want to know if Royal bay will also be opening college classes, or if there is some way for [REDACTED] to get a double dogwood by attending Royal Bay, but at the same time do the Camousen classes?

2) Also, we know that at Esquimalt and Mt. Doug Secondary schools there was a challenge program there. We were wondering if there would be a challenge program for Royal Bay too? Because it's going to be getting bigger with all the expansions.

Could you please help us to get the information and a solution for my [REDACTED] future education. [REDACTED] is waiting for.

Sincerely,

Kristina Ross

From:
Sent: Thursday, October 22, 2020 10:42 PM
To: Catchment review
Subject: School boundary changes .

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

Hi there , [REDACTED] My [REDACTED] went to Colwood and then dunsmir and then royal bay this year . Yayyy Hugh school [REDACTED] would like the option to take the bus as in previous years until the end of the year . We realize that [REDACTED] might have to change to Belmont next year and we are ok with that . But wondering if you would consider allowing the kids to finish off the year where they are with bus service ? [REDACTED] has a B.C. transit pass to get to school and myself schooling at home for now to help .

My main question is do we have to then apply for a transfer for next year to move to belmont ?

Thanks for your time
Best regards

Sent from my iPhone

Kristina Ross

From: [REDACTED]
Sent: Thursday, October 22, 2020 6:13 PM
To: Catchment review
Subject: Schools

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.

I will have [REDACTED] in the new middle school in west hills. [REDACTED] starting [REDACTED] at willway. Will it be possible to switch my little one to the new elementary for kindergarten as schools schedules will be tight to get them there on time.

Sent from my iPhone

Kristina Ross

From: ..
Sent: Tuesday, November 17, 2020 12:10 AM
To: cpfsooke@hotmail.com; SPEAC President; Windy Beadall; Catchment review
Subject: SD62 Catchment Change Proposal

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.

Scott Stinson
 Superintendent of Schools
 SD62
 3143 Jacklin Road, Victoria, British Columbia

Mr. Stinson

The purpose of this letter is to provide meaningful feedback from a parent's perspective to ensure you and your office are clear that the parents and families of École Millstream Elementary do not support the needless relocation of the French Immersion Program. While I can appreciate that the district has undergone a planning process in order to address both current and future growth of the Westshore, it is difficult to understand at what point in the planning process were the children who are ultimately impacted considered.

I understand there is a very limited period whereby concerns and questions can be raised by impacted parents, it has become clear through a lack of response that this period of raising concern is simply viewed a formality by your office. As a parent and part of the community, I do not feel I have been properly engaged and further do not feel that parents of the impacted children have been provided an adequate and fair process to express their concerns. I have yet to hear responses to parents questions and feel as though valid concerns have been raised and quickly dismissed. The School District and the Ministry of Education have a responsibility to prioritize the students, and all impacts decisions made by your office may have on their educational and early socialization experience – the building blocks of their futures. The proposed uprooting of the French Immersion program has not taken into account the perspectives of any of the families currently residing in the area.

This is the public-school system, not a corporation. Decisions must be made based on the people impacts, not only on efficiencies alone. There has been a complete lack of consideration for my child, her friends and all the students (current and future) of École Millstream Elementary. I would like to remind you of an interview you gave when you were first appointed as Superintendent. In that interview you were quoted as saying "The most important thing is that decisions are based on what's best for kids first." It appears in this circumstance that "what's best for the kids" is not first, second or even a third consideration.

Further, I would ask you to consider that we as parents have made considerable sacrifice and decisions in our lives in order to be part of this school for our [REDACTED] elementary years. We have passed up career opportunities elsewhere because we know that uprooting a child from [REDACTED] friends and support system during [REDACTED] elementary years is not healthy and has long term effects. We also know that there have been numerous studies conducted where children prove to excel in environments they are properly socialized in early years and have built a safety system.

To be clear, we relocated to the Millstream catchment area so [REDACTED] could attend this school and be immersed in the French Immersion program. We have built a network, a safe place and a level of comfort within our community. These proposed changes would require [REDACTED] to finish [REDACTED] year at Millstream, change to Crystal View for one year and then enter middle school – that is 3 schools in 3 years. While your change plan indicates that

'grandfathering' will be taken into consideration for others, there is no mention of that plan for students enrolled in French Immersion which is either a major oversight or a severe lack of consideration for those in this valuable program.

Consider this letter the feedback the District has requested. We as a group of concerned parents find this proposal in need of revision so that it acknowledges the importance of this program to our community and genuinely fulfils the goals laid out in your own Strategic Plan. Namely, "To develop programs of choice that are responsive to student and community voice." and "Promote a greater sense of community through engagement with all stakeholders." The students of Ecole Millstream Elementary and our community have a shared voice. We do not approve of this change and moving ahead with it will damage any meaningful community engagement for years to come.

As community stakeholders we are wholly committed to striking down any proposed relocation of our French Immersion program. It is a vital part of the evolving cultural and educational landscape of our community. We intend to make our concerns known to our trustees and the Minister of Education while at the same time notifying and soliciting the support of advocates for the enrichment of French Immersion opportunities for children in our province.

We optimistically await an appropriate revision of your proposal.

Regards,

Kristina Ross

From:
Sent: Wednesday, October 28, 2020 7:43 PM
To: Catchment review
Subject: SD62 Catchment Review Consultation

Follow Up Flag: Follow Up
Flag Status: Completed

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.

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Will the students caught in this transition suffer as a result?

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I did raise a similar question at the SPEAC meeting however I felt that this is an area that hasn't received due consideration, especially with respect to how you fund 'duplicate' programs during these transition years.

Regards,

Kristina Ross

From:
Sent: Wednesday, October 21, 2020 7:51 PM
To: Catchment review
Subject: Switching John Stubbs to Royal Bay

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

Hi,

██████████ is currently at John Stubbs and was very focused on completing her dual dogwood at Belmont. The main concern we have about switching to Royal Bay is the lack of a high quality volley ball program. How will this be considered & will the academy staff all remain at Belmont?

I am a ██████████ at the ██████████ and in the past often found these types of concerns trivial when planning change but have come to realize how these concerns are handled leads to the success or failure of the transition.

Thx for the consideration.

This message is intended only for the use of the individual or entity named above, and may contain information that is privileged, confidential or exempt from disclosure under applicable law. If you are not the intended recipient or their employee or agent responsible for receiving the message on their behalf your receipt of this message is in error and not meant to waive privilege in this message. Please notify us immediately, and delete the message and any attachments without reading the attachments. Any dissemination, distribution or copying of this communication by anyone other than the intended recipient is strictly prohibited. Thank you.
Please consider the environment before printing this email.

Kristina Ross

From: >
Sent: Thursday, October 15, 2020 9:03 AM
To: Catchment review; SPEAC Communications; Scott Stinson
Subject: Transition of FI program to Royal Bay

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.

Good Morning,

I am writing you to express my dismay and frustration at the proposed transition of the FI program from Belmont to Royal Bay. This change will severely impact my child and [REDACTED] ability to attend the program.

My main concern surround lack of public transportation to and from the school which my child depends on as school bus service is not an option for us [REDACTED] travels from Sooke and moving the program to RB would increase [REDACTED] transportation time to and from school significantly due to lack of public transportation. Transitioning [REDACTED] to the school in Sooke is not an option for [REDACTED] as he has expressed his requirement to stay where he currently attends for a variety of academic and personal reasons.

I am aware of a large number of children that come from Sooke specifically to attend the FI program at John Stubbs and Belmont. Would the district be willing to run a bus from one set pick up location in Sooke to John Stubbs then to Royal Bay in the morning and offer an afternoon run from these schools back to Sooke?

Has the option of keeping the FI at Belmont been explored while expanding it to RB as well? The FI program is growing exponentially within the district and expanding the program to two high schools makes sense (especially if the new middle school and elementary will be offering FI).

I look forward to your reply.

Sincerely,

Kristina Ross

From:
Sent: Wednesday, October 14, 2020 10:14 PM
To: Catchment review
Subject: Transition of French immersion program

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

Hi as a parent of a child who is currently attending Belmont's immersion program [REDACTED] and one in John Stubbs, [REDACTED] this move will be extremely inconvenient and would cost us extra money. We live within walking distance to Belmont and my [REDACTED] regularly walks or rides [REDACTED] bike. The plan was to have our [REDACTED] do the same. Assuming this goes in then we will have [REDACTED] going to one school and [REDACTED] needing to bus in which according to the email received tonight is no long a free service. In addition to this, both of our [REDACTED] take part in band, [REDACTED] regularly has to be at school for 7:15 am for band practice if the same thing happens for our [REDACTED] would have to miss out on some great opportunities as we would not be able to drive [REDACTED] to school. This feels very last minute notification to parents in order to sneak in this agenda. Our preference would be to either continue to have Belmont as the Immersion program or have it in both, that way students who live close by can walk to school and also wouldn't miss out on extra curricular activities

Kristina Ross

From: n>
Sent: Thursday, November 5, 2020 8:09 AM
To: Catchment review

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Hello Currently [REDACTED] attends Spencer for middle school...now if she was in elementary she would attend Crystal View.... So with this new catchment which middle school would be she attending... and would [REDACTED] have to transfer from spencer to Dunsmuir?

Sent from [Mail](#) for Windows 10

Kristina Ross

From: >
Sent: Tuesday, October 20, 2020 9:07 PM
To: [REDACTED] Amanda Culver
Cc: Catchment review
Subject: We are concerned

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

Dear Mrs. Frances Krusekopf,

- > We need your help.
- > We are the parents of [REDACTED] in the French Immersion program at Ecole Millstream in Victoria, BC.
- > We were informed on October 9, 2020 that the Sooke School District has a plan to move the French programming to another school (Crystal View Elementary School). We have been invited as parents to have a discussion about this on October 28 at a Virtual Town Hall.
- > We are very concerned with this plan. We do not want to be forced to put [REDACTED] into an English program because it has been decided that the French program at Ecole Millstream is going to be moved to another school.
- > We still do not have all the details, but we are ready to fight this decision as it is our right as parents to have our [REDACTED] in French programming at the school of our choice. Instead of moving the program to another school, we believe the best thing to do is to open a new French program at that other school and leave the one at Ecole Millstream working. We would like to see more elementary schools with French programming, not move one program to another one.
- > Could you please help us and let us know whom should we discuss this issue with?

> Merci d'avance pour votre soutien,

>
>
>
:

Kristina Ross

From: /
Sent: Wednesday, October 21, 2020 11:15 AM
To:
Cc: glewis@cpf.bc.ca; [REDACTED] CPF Sooke District Chapter;
Billi-Jo Cavanaugh; Catchment review; Frances Krusekopf
Subject: We need your help, French Programming, Ecole Millstream

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

Dear [REDACTED] Cendra, Billi-Jo,
Thank you so much for your quick response.
We also contacted the Principal of the school, Mrs. Krusekopf and she directed us to: catch62@sd62.bc.ca

I have included the above mentioned email address in our conversation so that they give us more details about the Town Hall meeting on October 28, as we would like to attend as well as other parents that are concerned with these plans.

We need to know who is leading the proposed changes and the reasoning behind this plan.

As parents and citizens from a bilingual country, we would like to see more French programming in this province. We are happy to see that the English programs are running well, but every year, the demand for French programs increases. It is not easy to register our children in French programs because the demand is higher than the offer. Therefore, instead of moving programs from one school to the other, why not allocate more resources to open new French programs in other schools.

It is an advantage for our city, our province and our country that more of our citizens speak more than one of the official languages of Canada. It is our right as Canadian citizens to be educated in the official language of our choice. Let's then create more opportunities instead of cutting them.

Thank you so much for your understanding and we look forward to discussing this issue.

Let's come together and let's talk.

Merci encore une fois,

- > On Oct 21, 2020, at 9:48 AM, [REDACTED]
- >
- > Good morning,
- >
- > Thank you so much for reaching out, and sharing your concerns.
- >
- > I'm looping in our Sooke CPF chapter, who are already aware of, and taking steps to address these issues. The lack of consultation on this matter, and the scope of the suggested changes are concerning, and your voices are really important on this.
- >
- > I'm also looping in Billi-Jo, our Sooke Chapter president, who is scheduled to meet with the superintendent to bring forward parent concerns, and Cendra, a former CPF chapter president, who will be bringing forward these issues to the French Advisory Committee meeting on behalf of the chapter.
- >
- > I was unaware of the town hall - Cendra or Billi-Jo, have you been invited to this as well?
- >
- > We can definitely keep you informed on next steps, but feel free to connect with the Sooke chapter in the meanwhile!

>
 > [REDACTED]
 > Chapter Support and Outreach Manager
 > She/her/hers
 > Canadian Parents for French - BC & Yukon Branch
 > <[https://urldefense.com/v3/__http://www.cpf.bc.ca/__;!!AqQTiOZlHyw!qMfXg45LmlaCqhvQxsDYAh5hrNmWvUI7IE2d2kajxhh6TEeSGD0uQf8HdjppwPfa5LX8\\$](https://urldefense.com/v3/__http://www.cpf.bc.ca/__;!!AqQTiOZlHyw!qMfXg45LmlaCqhvQxsDYAh5hrNmWvUI7IE2d2kajxhh6TEeSGD0uQf8HdjppwPfa5LX8$)>
 > *Please note the Branch office is closed until further notice*

>
 > [REDACTED]
 > [REDACTED] 605.1222 Twitter
 > <[> CONFIDENTIAL COMMUNICATION](https://urldefense.com/v3/__https://twitter.com/*!/cpfbc_;!w!!AqQTiOZlHyw!qMfXg45LmlaCqhvQxsDYAh5hrNmWvUI7IE2d2kajxhh6TEeSGD0uQf8HdjppwN8oJaTU$>: @cpfbc / Facebook: Canadian Parents for French - BC & Yukon <https://urldefense.com/v3/__http://www.facebook.com/pages/Canadian-Parents-for-French-BC-Yukon/204994929577136__;!!AqQTiOZlHyw!qMfXg45LmlaCqhvQxsDYAh5hrNmWvUI7IE2d2kajxhh6TEeSGD0uQf8HdjppwMgSKl0d$>></p>
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> This email may contain confidential and privileged material and is for the sole use of the intended recipient. Use or distribution by an unintended recipient is prohibited and may be a violation of law. If you believe that you received this e-mail in error, please do not read this e-mail or any attached items. Please delete the e-mail and all attachments, including any copies thereof, and inform the sender that you have deleted the e-mail, all attachments and any copies thereof. Thank you.

>
 > On 2020-10-20, 8:57 PM, [REDACTED]

> [REDACTED]
 > We need your help.
 > We are the parents of [REDACTED] that goes to French Immersion program at Ecole Millstream in Victoria, BC.
 > We were informed on October 9, 2020 that the Sooke School District has a plan to move the French programming to another school (Crystal View Elementary School). We have been invited as parents to have a discussion about this on October 28 at a Virtual Town Hall.
 > We are very concerned with this plan. We do not want to be forced to put our daughter into an English program because it has been decided that the French program is going to be moved to another school.
 > We still do not have all the details, but we are ready to fight this decision as it is our right as parents to have our daughter in French programming at the school of our choice. Instead of moving the program to another school, the best thing to do is to open a new French program at that other school and leave the one at Ecole Millstream. We would like to see more elementary schools with French programming, not move one program to another one.
 > Could you please help us advocate for this?
 > Merci d'avance pour votre soutien,

>
 >
 >
 >
 >
 >
 >

Kristina Ross

From: Kristina Ross
Sent: Monday, November 16, 2020 8:12 PM
To: Windy Beadall
Cc: SPEAC President; cpfsooke@hotmail.com
Subject: Catch 62 Feedback from Millstream Parents

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.

Scott Stinson
 Superintendent of Schools
 SD62
 3143 Jacklin Road, Victoria, British Columbia

Mr. Stinson

The intent of this letter is to make clear that the families of École Millstream Elementary do not support the needless relocation of our French Immersion Program. It is obvious that SD62 views the construction of 2 new schools in the greater municipality as a tremendous opportunity to prepare for the future growth of the neighbourhoods which surround our community.

Further, it is clear that you and your office consider this a forgone conclusion. Your consultations could only be categorized as a reading of disclosure and the execution of due process. Zero consideration was given to the optics of engaging families affected by this plan at a point where the vast majority of suggestions were quickly and decisively dismissed and for your office to take the attitude of "Give us a better suggestion and we will consider it." is condescending and disingenuous. Rather, it is your responsibility to the children affected to develop solutions which take into account all residual impacts. This proposal could not have been developed with the children as the priority and is clearly a bureaucratic decision to manipulate boundaries to suit facilities management at the direct expense of a diverse Millstream community.

Our children are not simply units which can be reallocated to any location. École Millstream Elementary is an inextricable part of their development and they are an integral part of the close-knit culture that is the cornerstone of this school's identity.

The lack of consideration for the impact to these children and the community shows a complete disconnect between SD62 and the communities which it serves. In the case of our school and community it can only be seen as having a negative impact.

Consider these statements that reflect the concerns of our community and acknowledge the impacts of the removal of French Immersion from Millstream:

[_ we will remove our child from the French Immersion program if it is not offered at Ecole Millstream Elementary or are seriously considering this option.](#)

[_ our children form profound and lasting relationships with each other regardless of which language program they take. Segregating the school population will fracture these indispensable relationships. This consequence is not justified by the benefits outlined in your proposal.](#)

_ It is the responsibility of the Provincial Government, SD62, and the Municipalities it serves to develop long term strategic plans to deal with population growth. The Province cannot accept the additional revenue from property taxes and not build new schools in these neighbourhoods at a rate sufficient to accommodate the new population. To then deprive our students this established and successful program as part of a band aid solution until schools in those neighbourhoods are built is painfully short-sighted and completely unacceptable.

_ French Immersion in the district needs to be expanded and SD62's inability to recruit and hire sufficient staff to expand French Immersion programs in the district, when families in our community are being turned away from the program, is unacceptable. Ecole Millstream Elementary developed its French Immersion program over time. Hire the best available teachers today and begin developing a program in whichever school makes the most sense.

_ moving the French Immersion program from Ecole Millstream Elementary to Crystal View Elementary is an obvious attempt to quietly deny a desirable program of choice from a working class neighbourhood and award it to a more affluent neighbourhood. Using the other well presented and practical catchment changes to distract from this is not the same as justifying the need for change.

_ Should the proposed changes go ahead we will have lost all confidence in SD62, its board and trustees to deliver quality education in the district and will vote for wholesale change at the next election.

_ immediately adding portables to the sites where new schools are being built will better serve population growth west of Millstream Road as a temporary solution until the proposed new school is built on the backside of Bear Mountain or in the eventual development of the Western Speedway site. This solution is similarly accessible to residents between Millstream Road and Leigh Road via the Leigh Road overpass and could be more easily phased in compared to gutting a school of an established program offering.

_ SD62 is derelict in the development and growth of French Immersion programs in its schools. A long term plan to expand this program should be implemented should the district wish to be considered a competent organization.

Consider this letter the feedback the District has requested. We as a group of concerned parents find this proposal in need of revision so that it acknowledges the importance of this program to our community and genuinely fulfils the goals laid out in your own Strategic Plan. Namely, "To develop programs of choice that are responsive to student and community voice." and "Promote a greater sense of community through engagement with all stakeholders." The students of Ecole Millstream Elementary and our community have a shared voice. We do not approve of this change and moving ahead with it will damage any meaningful community engagement for years to come.

As community stakeholders we are wholly committed to striking down any proposed relocation of our French Immersion program. It is a vital part of the evolving cultural and educational landscape of our community. We intend to make our concerns known to our trustees and the Minister of Education while at the same time notifying and soliciting the support of advocates for the enrichment of French Immersion opportunities for children in our province.

We optimistically await an appropriate revision of your proposal.

Regards,

f

Kristina Ross

From: [REDACTED]
Sent: Tuesday, November 17, 2020 7:14 PM
To: Windy Beadall
Subject: Catchment Change Proposal
Attachments: SD62 Catchment Change Proposal Andrea.pages

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.

Kristina Ross

From: [redacted] >
Sent: Wednesday, November 18, 2020 1:32 PM
To: Catchment review
Subject: catchment feedback
Attachments: SD62 Catchment Change Proposal Andrea.pages

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.

Please find attached feedback

thank you ?

Kristina Ross

From:
Sent: Tuesday, November 17, 2020 7:25 PM
To: Windy Beadall; SPEAC President; cpfsooke@hotmail.com
Subject: Ecole Millstream French Immersion

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.

Sooke School District 62
 3143 Jacklin Road
 Victoria, British Columbia

The intent of this letter is to make clear that the families of École Millstream Elementary do not support the needless relocation of our French Immersion Program.

It is obvious that SD62 views the construction of 2 new schools in the greater municipality as a tremendous opportunity to prepare for the future growth of the neighbourhoods which surround our community.

Further, it is clear that you and your office consider this a forgone conclusion. Your consultations could only be categorized as a reading of disclosure and the execution of due process.

Zero consideration was given to the optics of engaging families affected by this plan at a point where the vast majority of suggestions were quickly and decisively dismissed and for your office to take the attitude of "Give us a better suggestion and we will consider it." is condescending and disingenuous. Rather, it is your responsibility to the children affected to develop solutions which take into account all residual impacts. This proposal could not have been developed with the children as the priority and is clearly a bureaucratic decision to manipulate boundaries to suit facilities management at the direct expense of a diverse Millstream community.

Our children are not simply units which can be reallocated to any location. École Millstream Elementary is an inextricable part of their development and they are an integral part of the close-knit culture that is the cornerstone of this school's identity.

The lack of consideration for the impact to these children and the community shows a complete disconnect between SD62 and the communities which it serves. In the case of our school and community it can only be seen as having a negative impact.

Consider these statements that reflect the concerns of our community and acknowledge the impacts of the removal of French Immersion from Millstream:

-we will remove our child from the French Immersion program if it is not offered at Ecole Millstream Elementary or are seriously considering this option.

-our children form profound and lasting relationships with each other regardless of which language program they take. Segregating the school population will fracture these indispensable relationships. This consequence is not justified by the benefits outlined in your proposal.

-the planning for bus service is inadequate given your high level of certainty in the feasibility of this proposal. We do not have confidence in the ability of SD62 to provide safe and convenient bus service to elementary aged children should these changes occur.

-it is the responsibility of the Provincial Government, SD62, and the Municipalities it serves to develop long term strategic plans to deal with population growth. The Province cannot accept the additional revenue from property taxes and not build new schools in these neighbourhoods at a rate sufficient to accommodate the new population. To then deprive our students this established and successful program as part of a band aid solution until schools in those neighbourhoods are built is painfully short-sighted and completely unacceptable.

-French Immersion in the district needs to be expanded and SD62's inability to recruit and hire sufficient staff to expand French Immersion programs in the district, when families in our community are being turned away from the program, is unacceptable. Ecole Millstream Elementary developed its French Immersion program over time. Hire the best available teachers today and begin developing a program in whichever school makes the most sense. Phase the program in 1 year at a time, displacing a smaller amount of English speaking students to surrounding schools and by the end of 5 years you should have an established and effective program.

-moving the French Immersion program from Ecole Millstream Elementary to Crystal View Elementary is an obvious attempt to quietly deny a desirable program of choice from a working class neighbourhood and award it to a more affluent neighbourhood. Using the other well presented and practical catchment changes to distract from this is not the same as justifying the need for change.

-should the proposed changes go ahead we will have lost all confidence in SD62, its board and trustees to deliver quality education in the district and will vote for wholesale change at the next election.

-immediately adding portables to the sites where new schools are being built will better serve population growth west of Millstream Road as a temporary solution until the proposed new school is built on the backside of Bear Mountain or in the eventual development of the Western Speedway site. This solution is similarly accessible to residents between Millstream Road and Leigh Road via the Leigh Road overpass and could be more easily phased in compared to gutting a school of an established program offering.

-SD62 is derelict in the development and growth of French Immersion programs in its schools. A long term plan to expand this program should be implemented should the district wish to be considered a competent organization.

Consider this letter the feedback the District has requested. We as a group of concerned parents find this proposal in need of revision so that it acknowledges the importance of this program to our community and genuinely fulfils the goals laid out in your own Strategic Plan. Namely, "To develop programs of choice that are responsive to student and community voice." and "Promote a greater sense of community through engagement with all stakeholders." The students of Ecole Millstream Elementary and our community have a shared voice. We do not approve of this change and moving ahead with it will damage any meaningful community engagement for years to come.

As community stakeholders we are wholly committed to striking down any proposed relocation of our French Immersion program. It is a vital part of the evolving cultural and educational landscape of our community. We intend to make our concerns known to our trustees and the Minister of Education while at the same time notifying and soliciting the support of advocates for the enrichment of French Immersion opportunities for children in our province.

We optimistically await an appropriate revision of your proposal.

Kristina Ross

From:
Sent: Tuesday, November 17, 2020 11:37 AM
To: Windy Beadall
Cc: SPEAC President; cpfsooke@hotmail.com
Subject: Feedback on relocating the French immersion program from École Millstream Elementary

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.

Scott Stinson
 Superintendent of Schools
 SD62
 3143 Jacklin Road, Victoria, British Columbia

Dear Mr. Stinson

The intent of this letter is to make clear that the families of École Millstream Elementary do not support the needless relocation of our French Immersion Program. It is obvious that SD62 views the construction of 2 new schools in the greater municipality as a tremendous opportunity to prepare for the future growth of the neighbourhoods which surround our community.

Further, it is clear that you and your office consider this a forgone conclusion. Your consultations could only be categorized as a reading of disclosure and the execution of due process. No consideration was given to the optics of engaging families affected by this plan and we were asked to give your office a better suggestion! It is your responsibility to the children affected to develop solutions which take into account all residual impacts. This proposal could not have been developed with the children as the priority. Our children are not simply units which can be reallocated to any location. École Millstream Elementary is an inextricable part of their development and they are an integral part of the close-knit culture that is the cornerstone of this school's identity.

The lack of consideration for the impact to these children and the community shows a complete disconnect between SD62 and the communities which it serves. In the case of our school and community it can only be seen as having a negative impact.

██████████ is a Kindergarten student in the French Immersion program at École Millstream Elementary (Div 14). We use English and Arabic at home, so before joining École Millstream Elementary ██████████ was already juggling two languages. However, as a fairly new Canadian family, we believe in the opportunities of being a bilingual (English and French) means to our children. After less than 3 months in the program, ██████████ is already using French vocabulary during our daily conversations. We all can see how ██████████'s teacher and school community have influenced his abilities and eagerness to learning yet a third language. We live close to École Millstream Elementary, and will likely have to pull ██████████ out of the program, should it got relocated to Crystal View which will deprive ██████████ of all the opportunities that come with being bilingual. We request that SD62 should remove the section of this proposal involving Ecole Millstream Elementary.

Please consider this letter the feedback the District has requested. We as a group of concerned parents find this proposal in need of revision so that it acknowledges the importance of this program to our community and genuinely

fulfils the goals laid out in your own Strategic Plan. Namely, "To develop programs of choice that are responsive to student and community voice." and "Promote a greater sense of community through engagement with all stakeholders." The students of Ecole Millstream Elementary and our community have a shared voice. We do not approve of this change and moving ahead with it will damage any meaningful community engagement for years to come.

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SD62
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_The planning for bus service is inadequate given your high level of certainty in the feasibility of this proposal. We do not have confidence in the ability of SD62 to provide safe and convenient bus service to elementary aged children should these changes occur.

_ It is the responsibility of the Provincial Government, SD62, and the Municipalities it serves to develop long term strategic plans to deal with population growth. The Province cannot accept the additional revenue from property taxes and not build new schools in these neighbourhoods at a rate sufficient enough to accommodate the new population. To then deprive our students this established and successful program as part of a band aid solution until schools in those neighbourhoods are built is painfully short-sighted and completely unacceptable.

_ French Immersion in the district needs to be expanded and SD62's inability to recruit and hire sufficient staff to expand French Immersion programs in the district, when families in our community are being turned away from the program, is unacceptable. Ecole Millstream Elementary developed its French Immersion program over time. Hire the best available teachers today and begin developing a program in whichever school makes the most sense. Phase the program in 1 year at a time, displacing a smaller amount of English-speaking students to surrounding schools and by the end of 5 years you should have an established and effective program.

_ moving the French Immersion program from Ecole Millstream Elementary to Crystal View Elementary is an obvious attempt to quietly deny a desirable program of choice from a working class neighbourhood and award it to a more affluent neighbourhood. Using the other well-presented and practical catchment changes to distract from this is not the same as justifying the need for change.

_ Should the proposed changes go ahead we will have lost all confidence in SD62, its board and trustees to deliver quality education in the district and will vote for wholesale change at the next election.

_ immediately adding portables to the sites where new schools are being built will better serve population growth west of Millstream Road as a temporary solution until the proposed new school is built on the backside of Bear Mountain or in the eventual development of the Western Speedway site. This solution is similarly accessible to residents between Millstream Road and Leigh Road via the Leigh Road overpass and could be more easily phased in compared to gutting a school of an established program offering.

_ SD62 is derelict in the development and growth of French Immersion programs in its schools. A long term plan to expand this program should be implemented should the district wish to be considered a competent organization.

██████████r ██████████ has been part of Millstream Elementary for 5 years, and my ██████████ is currently in kindergarten. ██████████ i has loved ██████████ at Millstream and having the option to walk to and from school and having all the kids in the neighbourhood attend the same school. Thetis heights is a great family friendly neighbourhood and many of the families around have located here due to the proximity of the elementary school. ██████████ is supposed to be starting at Millstream next year as well.

I am strongly considering taking my children out of millstream and moving them as Crystal view is not a school I would like my children to attend.

Another factor that the school district is not taking into consideration is before and after school care. We were on wait lists for years and finally have spots for all my kids. Our afterschool care provider does not service Crystal view, so this would pose another big problem for families.

Consider this letter the feedback the District has requested. We as a group of concerned parents find this proposal in need of revision so that it acknowledges the importance of this program to our

community and genuinely fulfils the goals laid out in your own Strategic Plan. Namely, "To develop programs of choice that are responsive to student and community voice." and "Promote a greater sense of community through engagement with all stakeholders." The students of Ecole Millstream Elementary and our community have a shared voice. We do not approve of this change and moving ahead with it will damage any meaningful community engagement for years to come.

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We optimistically await an appropriate revision of your proposal.

Regards,

Kristina Ross

From: Ravi Parmar <rparmar@sd62.bc.ca>
Sent: Wednesday, November 18, 2020 10:30 AM
To: Scott Stinson; Harold Cull; Windy Beadall; Stephanie Hedley-Smith
Subject: Fwd: Proposed catchment changes that affect Millstream elementary

FYI.

R

Ravi Parmar, Chair
SD62 Board of Education

From: .
Sent: Tuesday, November 17, 2020 11:34 PM
To: Ravi Parmar
Subject: Proposed catchment changes that affect Millstream elementary

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

Dear Ravi

I hope this email finds you well during these strange and unusual times in our community and province. We met over a year ago at the Best of the Westshore Gala and we discussed your former school, Millstream Elementary and how my [REDACTED] currently attends the school. It was a great opportunity to speak to you in person, a locally elected official, especially when I had voted for you and it reassured me that you had our community and especially Millstream in your heart. When sitting down to write you, I know you would take the time to read my email and consider my thoughts.

As you are likely aware, the proposed changes to the catchment boundaries are suggesting that Millstream lose its French Immersion program to Crystal View school in 2022. My wife and I are among many French Immersion parents in the community who are in total disagreement to this suggestion and implore you as the chair of the school board trustees to consider the affects this decision would have on the various communities surrounding Millstream Elementary.

Our family moved to the area to be close to the French Immersion school, as did other families to the Thetis Heights, Bear Mountain and Highlands areas and now our children are at risk at losing this program to the other side of town, to an area that is already in the John Stubbs area. Many of the French Immersion families we have spoken to would reluctantly have to opt out of the program, in lieu of going across town to Crystal View, and would enrol their children back into English. Would this not defeat the purpose of the move, as you would potentially be left with more students wanting spots in the English program at Millstream? I would suggest that worrying about classroom size in Millstream this late in the game, reflects the need to open another elementary school on this side of the highway to meet the growing numbers of families moving to the Westshore, rather than shuffling students and programs out of the community in which they reside.

Thank you for your time,

Yours

Sent from [Mail](#) for Windows 10

Victoria, BC

Scott Stinson
Superintendent of Schools
SD62
3143 Jacklin Road, Victoria, British Columbia

Re: SD62 Catchment Review

Mr. Stinson

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_ immediately adding portables to the sites where new schools are being built will better serve population growth west of Millstream Road as a temporary solution until the proposed new school is built on the backside of Bear Mountain or in the eventual development of the Western Speedway site. This solution is similarly accessible to residents between Millstream Road and Leigh Road via the Leigh Road overpass and could be more easily phased in compared to gutting a school of an established program offering.

_ SD62 is derelict in the development and growth of French Immersion programs in its schools. A long term plan to expand this program should be implemented should the district wish to be considered a competent organization.

██████████ is a Kindergarten student in the French Immersion program at École Millstream Elementary. We moved to Thetis Heights because of this school and this French Immersion program. We speak English, French and Spanish in our home and value the opportunities a second language provides. After a few short weeks of kindergarten ██████████ is using French at home daily. ██████████ now defaults to French when counting and eagerly provides a daily update of all of the exciting things ██████████ has learned to communicate. ██████████ has made friends from both English and French programs and truly loves ██████████ teacher! ██████████. This program cannot be relocated because it is woven into the fabric of our community. The rapid development ██████████ has achieved and the excitement ██████████ exudes on a daily basis inspired us to provide our time and support to the Parent Advisory Committee. Now we as ██████████'s parents are making friends and developing relationships with the parents in our community. It is everything I am sure SD62 hopes for when building a school and despite our careers in education and finance we cannot see any educational or fiscal merit to destroying this beautiful thing you helped achieve. We are adamant that SD62 should remove the section of this proposal involving Ecole Millstream Elementary. SD62 should build temporary portables on the sites of the new schools to accommodate students west of Millstream Road as more houses are built and until schools can be built in those neighbourhoods which are actually experiencing growth. Finally, allocate the appropriate resources to recruit sufficient staff and provide the necessary resources to expand French Immersion into other schools in the district.

Consider this letter the feedback the District has requested. We as a group of concerned parents find this proposal in need of revision so that it acknowledges the importance of this program to our community and genuinely fulfils the goals laid out you in your own Strategic Plan. Namely, "To develop programs of choice that are responsive to student and community voice." and "Promote a greater sense of community through engagement with all stakeholders." The students of Ecole Millstream Elementary and our community have a shared voice. We do not approve of this change and moving ahead with it will damage any meaningful community engagement for years to come.

As community stakeholders we are wholly committed to striking down any proposed relocation of our French Immersion program. It is a vital part of the evolving cultural and educational landscape of our community. We intend to make our concerns known to our trustees and the Minister of Education while at the same time notifying and soliciting the support of advocates for the enrichment of French Immersion opportunities for children in our province.

We optimistically await an appropriate revision of your proposal.

Regards,

Kristina Ross

From: [REDACTED]
Sent: Tuesday, November 17, 2020 10:00 PM
To: Windy Beadall; SPEAC President; CPF Sooke District Chapter; Catchment review; Billi-Jo Cavanaugh; Amanda Culver [REDACTED]; cendra_s@hotmail.com; [REDACTED]; [REDACTED] lewis@cpf.bc.ca; Frances Krusekopf
Subject: Letter to Mr. Scott Stinson- Opposition to Moving the French Program from Millstream Elementary School

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

Victoria, November 17, 2020

Scott Stinson
Superintendent of Schools
SD62
3143 Jacklin Road
Victoria, British Columbia

Dear Mr. Stinson,

[REDACTED] attends Grade 1 at Ecole Millstream Public School (Millstream) in the Thetis Heights neighborhood where our family resides. We were informed on October 9, 2020 that the Sooke School District has a plan to move the French programming to another school (Crystal View Elementary School). We are very concerned about this plan as we do not believe it is in the best interests of [REDACTED] and other children who currently attend Millstream. We do not want to be forced to put [REDACTED] into an English program because the French program at Ecole Millstream is going to be moved to another school.

It is our right as parents to have [REDACTED] in French programming at the school of our choice. Instead of moving the program to another school, we believe the best thing to do is to open a new French program at that other school and leave the one at Millstream that has been working so well. We would like to see more elementary schools with French programming, rather than moving the program from one school to another.

The educational experience at Millstream has been very positive for [REDACTED]. She is thriving in the environment that a small neighborhood school can provide. She has formed relationships with teachers, other staff and classmates, as have we. We are pleased with the caliber and dedication of teaching staff at Millstream and have been looking forward to having our [REDACTED] at Millstream next year. [REDACTED] and many other neighborhood children are able to walk to school and benefit from its location amid a forest and adjacent to Millstream trail. We are concerned that moving children to a much larger school – that is further away from home - would be stressful and detrimental to their well-being and education. A school that is further away would involve school buses (including co-pays for this service), traffic and drop-off congestion, etc., all of which would be add to overall stress of many children and families. Having French language education available at Millstream makes Thetis Heights a more vibrant neighborhood.

As parents and proud citizens of a bilingual country, we would like to see more French programming in this province. We are happy to see that the English programs are running well, but every year, the demand for French programs increases. It is not easy to register our children in French programs because the demand is high. Therefore, instead of moving programs from one school to the other, why not allocate more resources to open new French programs in other neighborhood schools?

The best interests of children should be the first and foremost consideration in making decisions about education. It is an advantage for our city, our province and our country that more of our citizens speak more than one of the official languages of Canada. It is our right as Canadian citizens to be educated in the official language of our choice. Let's then create more opportunities instead of cutting them.

Merci d'avance pour votre soutien,

Victoria, BC,

Kristina Ross

From:
Sent: Tuesday, November 17, 2020 11:11 PM
To: Windy Beadall
Subject: Millstream Parents concerns over Catchment Changes Letter

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

Dear Windy

As a Millstream Elementary parent, please find attached our thoughts on the upcoming catchment proposal.

Our family is extremely disappointed in the proposal of removing the French Immersion program from Millstream. A large contributing factor why we relocated and purchased a home in this neighbourhood was so we could live within walking distance to school with such a program. If French Immersion is taken out of the community and into another, our family will have significant financial hardships, or ultimately we will have to deny [REDACTED] the French program

[REDACTED] Other stresses include whether [REDACTED] will be permitted to return to the English program at Millstream. These decisions are frustrating for our family. We do not understand why the district would choose to remove such an essential program from our community and make it less accessible to the Thetis Heights, Highlands and Bear Mountain families? Why relocate it closer to an area that already has an option for families in sending their children to John Stubbs. If the reasoning for removing this program is because there are minimal English positions for our community students, that should tell the decision-makers that another elementary school is needed to be built on this side of the highway. Taking away the French Immersion program to squeeze in more students into Millstream does not show precise planning for the future and demonstrates very short term thinking by the school board. Our children should not be treated like chess pieces that are to be moved around without clear thought on the repercussions; this will cause all stakeholders, including families and teachers. What the board may not realize is that Millstream Elementary and the community surrounding is strong. Our daughter has made lasting bonds with all her teachers, EAs and other support staff. It would be devastating for her to end these bonds if she were to be moved out of her community and across town based on the suggestion to re-alter the catchment boundaries and relocate French Immersion.

Kristina Ross

From: >
Sent: Tuesday, November 17, 2020 10:02 AM
To: Windy Beadall; SPEAC President; cpfsooke@hotmail.com
Subject: Re: Relocation of French Immersion Program to Crystal View
Attachments: Re Relocation of French Immersion to Crystal View.pdf

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.

Hello,

Attached is a letter expressing my concerns of the removal of the French Immersion program from Millstream Elementary.

Regards,

Kristina Ross

From: [REDACTED]
Sent: Tuesday, November 17, 2020 1:52 PM
To: Windy Beadall; SPEAC President; cpfsooke@hotmail.com
Subject: Re: SD62 Catchment Change Proposal

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.

Scott Stinson
 Superintendent of Schools
 SD62
 3143 Jacklin Road, Victoria, British Columbia

Mr. Stinson

The intent of this letter is to make clear that the families of École Millstream Elementary do not support the relocation of our French Immersion Program.

Our children are not simply units which can be reallocated to any location. École Millstream Elementary is an inextricable part of their development and they are an integral part of the close-knit culture that is the cornerstone of this school's identity.

The lack of consideration for the impact to these children and the community shows a complete disconnect between SD62 and the communities which it serves. In the case of our school and community it can only be seen as having a negative impact.

Consider these statements that reflect the concerns of our community and acknowledge the impacts of the removal of French Immersion from Millstream:

_ It is the responsibility of the Provincial Government, SD62, and the Municipalities it serves to develop long term strategic plans to deal with population growth. The Province cannot accept the additional revenue from property taxes and not build new schools in these neighbourhoods at a rate sufficient to accommodate the new population. To then deprive our students this established and successful program as part of a band aid solution until schools in those neighbourhoods are built is painfully short-sighted and completely unacceptable.

_ French Immersion in the district needs to be expanded and SD62's inability to recruit and hire sufficient staff to expand French Immersion programs in the district, when families in our community are being turned away from the program, is unacceptable. Ecole Millstream Elementary developed its French Immersion program over time. Hire the best available teachers today and begin developing a program in whichever school makes the most sense. Phase the program in 1 year at a time, displacing a smaller amount of English speaking students to surrounding schools and by the end of 5 years you should have an established and effective program.

_ Should the proposed changes go ahead we will have lost all confidence in SD62, its board and trustees to deliver quality education in the district and will vote for wholesale change at the next election.

_ immediately adding portables to the sites where new schools are being built will better serve population growth west of Millstream Road as a temporary solution until the proposed new school is built on the backside of Bear Mountain or in the eventual development of the Western Speedway site. This solution is similarly accessible to residents between

Millstream Road and Leigh Road via the Leigh Road overpass and could be more easily phased in compared to gutting a school of an established program offering.

_SD62 is derelict in the development and growth of French Immersion programs in its schools. A long term plan to expand this program should be implemented should the district wish to be considered a competent organization.

Consider this letter the feedback the District has requested. We as a group of concerned parents find this proposal in need of revision so that it acknowledges the importance of this program to our community and genuinely fulfils the goals laid out in your own Strategic Plan. Namely, "To develop programs of choice that are responsive to student and community voice." and "Promote a greater sense of community through engagement with all stakeholders." The students of Ecole Millstream Elementary and our community have a shared voice. We do not approve of this change and moving ahead with it will damage any meaningful community engagement for years to come.

As community stakeholders we are wholly committed to striking down any proposed relocation of our French Immersion program. It is a vital part of the evolving cultural and educational landscape of our community. We intend to make our concerns known to our trustees and the Minister of Education while at the same time notifying and soliciting the support of advocates for the enrichment of French Immersion opportunities for children in our province.

We optimistically await an appropriate revision of your proposal.

Regards,

Kristina Ross

From:
Sent: Tuesday, November 17, 2020 7:04 PM
To: Windy Beadall
Subject: Re: SD62 Catchment Change Proposal
Attachments: SD62 Catchment Change Proposal.pages

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Kristina Ross

From:
Sent: Monday, November 16, 2020 12:05 PM
To: Windy Beadall; SPEAC President; cfpsooke@hotmail.com
Subject: SD62 Catchment Change Proposal

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.

Scott Stinson
Superintendent of Schools
SD62
3143 Jacklin Road, Victoria, British Columbia

Mr. Stinson

The intent of this letter is to make clear that the families of École Millstream Elementary do not support the needless relocation of our French Immersion Program. It is obvious that SD62 views the construction of 2 new schools in the greater municipality as a tremendous opportunity to prepare for the future growth of the neighbourhoods which surround our community.

Further, it is clear that you and your office consider this a forgone conclusion. Your consultations could only be categorized as a reading of disclosure and the execution of due process. Zero consideration was given to the optics of engaging families affected by this plan at a point where the vast majority of suggestions were quickly and decisively dismissed and for your office to take the attitude of "Give us a better suggestion and we will consider it." is condescending and disingenuous. Rather, it is your responsibility to the children affected to develop solutions which take into account all residual impacts. This proposal could not have been developed with the children as the priority and is clearly a bureaucratic decision to manipulate boundaries to suit facilities management at the direct expense of a diverse Millstream community.

Our children are not simply units which can be reallocated to any location. École Millstream Elementary is an inextricable part of their development and they are an integral part of the close-knit culture that is the cornerstone of this school's identity.

The lack of consideration for the impact to these children and the community shows a complete disconnect between SD62 and the communities which it serves. In the case of our school and community it can only be seen as having a negative impact.

Consider these statements that reflect the concerns of our community and acknowledge the impacts of the removal of French Immersion from Millstream:

-we will remove our child from the French Immersion program if it is not offered at Ecole Millstream Elementary or are seriously considering this option.

-our children form profound and lasting relationships with each other regardless of which language program they take. Segregating the school population will fracture these indispensable relationships. This consequence is not justified by the benefits outlined in your proposal.

- The planning for bus service is inadequate given your high level of certainty in the feasibility of this proposal. We do not have confidence in the ability of SD62 to provide safe and convenient bus service to elementary aged children should these changes occur.
- It is the responsibility of the Provincial Government, SD62, and the Municipalities it serves to develop long term strategic plans to deal with population growth. The Province cannot accept the additional revenue from property taxes and not build new schools in these neighbourhoods at a rate sufficient to accommodate the new population. To then deprive our students this established and successful program as part of a band aid solution until schools in those neighbourhoods are built is painfully short-sighted and completely unacceptable.
- French Immersion in the district needs to be expanded and SD62's inability to recruit and hire sufficient staff to expand French Immersion programs in the district, when families in our community are being turned away from the program, is unacceptable. Ecole Millstream Elementary developed its French Immersion program over time. Hire the best available teachers today and begin developing a program in whichever school makes the most sense. Phase the program in 1 year at a time, displacing a smaller amount of English speaking students to surrounding schools and by the end of 5 years you should have an established and effective program.
- moving the French Immersion program from Ecole Millstream Elementary to Crystal View Elementary is an obvious attempt to quietly deny a desirable program of choice from a working class neighbourhood and award it to a more affluent neighbourhood. Using the other well presented and practical catchment changes to distract from this is not the same as justifying the need for change.
- Should the proposed changes go ahead we will have lost all confidence in SD62, its board and trustees to deliver quality education in the district and will vote for wholesale change at the next election.
- immediately adding portables to the sites where new schools are being built will better serve population growth west of Millstream Road as a temporary solution until the proposed new school is built on the backside of Bear Mountain or in the eventual development of the Western Speedway site. This solution is similarly accessible to residents between Millstream Road and Leigh Road via the Leigh Road overpass and could be more easily phased in compared to gutting a school of an established program offering.
- SD62 is derelict in the development and growth of French Immersion programs in its schools. A long term plan to expand this program should be implemented should the district wish to be considered a competent organization.
- Before and After school care should have been a priority when this proposal was initiated. My daughter will be forced to the English stream as we won't have care for her at Crystal View. This is a terrible reason and unacceptable that we are no longer able to keep her in French.
- Our daughter [redacted] is a Kindergarten student in the French Immersion program at École Millstream Elementary. We speak English in our household, however value the opportunities a second language provides. [redacted] has always shown a keen interest in French and began teaching herself through the internet before starting kindergarten. [redacted] best friend have talked about being in French class together and that happened this year. [redacted] truly loves [redacted] teacher Mme. [redacted]. The development [redacted] has achieved and the excitement [redacted] has each and everyday to attend school is everything I am sure SD62 hopes for in a student starting kindergarten. We are adamant that SD62 should remove the section of this proposal involving Ecole Millstream Elementary. SD62 should build temporary portables on the sites of the new schools to accommodate students west of Millstream Road as more houses are built and until schools can be built in those neighbourhoods which are actually experiencing growth. Finally, allocate the appropriate resources to recruit sufficient staff and provide the necessary resources to expand French Immersion into other schools in the district.

Consider this letter the feedback the District has requested. We as a group of concerned parents find this proposal in need of revision so that it acknowledges the importance of this program to our community and genuinely fulfils the

goals laid out in your own Strategic Plan. Namely, "To develop programs of choice that are responsive to student and community voice." and "Promote a greater sense of community through engagement with all stakeholders." The students of Ecole Millstream Elementary and our community have a shared voice. We do not approve of this change and moving ahead with it will damage any meaningful community engagement for years to come.

As community stakeholders we are wholly committed to striking down any proposed relocation of our French Immersion program. It is a vital part of the evolving cultural and educational landscape of our community. We intend to make our concerns known to our trustees and the Minister of Education while at the same time notifying and soliciting the support of advocates for the enrichment of French Immersion opportunities for children in our province.

We optimistically await an appropriate revision of your proposal.

Regards,

Kristina Ross

From:
Sent: Monday, November 16, 2020 7:24 PM
To: Windy Beadall; SPEAC President; cfpsooke@hotmail.com
Cc:
Subject: SD62 School Catchment Change Proposal

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Mr. Stinson

The intent of this letter is to make clear that the families of École Millstream Elementary do not support the needless relocation of our French Immersion Program.

It is obvious that SD62 views the construction of 2 new schools in the greater municipality as a tremendous opportunity to prepare for the future growth of the neighbourhoods which surround our community.

Further, it is clear that you and your office consider this a forgone conclusion. Your consultations could only be categorized as a reading of disclosure and the execution of due process. Zero consideration was given to the optics of engaging families affected by this plan at a point where the vast majority of suggestions were quickly and decisively dismissed and for your office to take the attitude of "Give us a better suggestion and we will consider it." is condescending and disingenuous. Rather, it is your responsibility to the children affected to develop solutions which take into account all residual impacts. This proposal could not have been developed with the children as the priority and is clearly a bureaucratic decision to manipulate boundaries to suit facilities management at the direct expense of a diverse Millstream community.

Our children are not simply units which can be reallocated to any location. École Millstream Elementary is an inextricable part of their development and they are an integral part of the close-knit culture that is the cornerstone of this school's identity.

The lack of consideration for the impact to these children and the community shows a complete disconnect between SD62 and the communities which it serves. In the case of our school and community it can only be seen as having a negative impact.

Consider these statements that reflect the concerns of our community and acknowledge the impacts of the removal of French Immersion from Millstream:

We will remove our child from the French Immersion program if it is not offered at Ecole Millstream Elementary or are seriously considering this option.

Our children form profound and lasting relationships with each other regardless of which language program they take. Segregating the school population will fracture these indispensable relationships. This consequence is not justified by benefits outlined in your proposal.

The planning for bus service is inadequate given your high level of certainty in the feasibility of this proposal. We do not have confidence in the ability of SD62 to provide safe and convenient bus service to elementary aged children should these changes occur.

It is the responsibility of the Provincial Government, SD62, and the Municipalities it serves to develop long term strategic plans to deal with population growth. The Province cannot accept the additional revenue from property taxes and not build new schools in these neighbourhoods at a rate sufficient to accommodate the new population. To then

deprive our students this established and successful program as part of a band aid solution until schools in those neighbourhoods are built is painfully short sighted and completely unacceptable.

_ French Immersion in the district needs to be expanded and SD62's inability to recruit and hire sufficient staff to expand French Immersion programs in the district, when families in our community are being turned away from the program, is unacceptable. Ecole Millstream Elementary developed its French Immersion program over time. Hire the best available teachers today and begin developing a program in whichever school makes the most sense. Phase the program in 1 year at a time, displacing a smaller amount of English speaking students to surrounding schools and by the end of 5 years you should have an established and effective program.

_ Moving the French Immersion program from Ecole Millstream Elementary to Crystal View Elementary is an obvious attempt to quietly deny a desirable program of choice from a working class neighbourhood and award it to a more affluent neighbourhood. Using the other well presented and practical catchment changes to distract from this is not the same as justifying the need for change.

_ Should the proposed changes go ahead we will have lost all confidence in SD62, its board and trustees to deliver quality education in the district and will vote for wholesale change at the next election.

_ Immediately adding portables to the sites where new schools are being built will better serve population growth west of Millstream Road as a temporary solution until the proposed new school is built on the backside of Bear Mountain or in the eventual development of the Western Speedway site. This solution is similarly accessible to residents between Millstream Road and Leigh Road via the Leigh Road overpass and could be more easily phased in compared to gutting a school of an established program offering.

_ SD62 is derelict in the development and growth of French Immersion programs in its schools. A long term plan to expand this program should be implemented should the district wish to be considered a competent organization.

_ We are adamant that SD62 should remove the section of this proposal involving Ecole Millstream Elementary. SD62 should build temporary portables on the sites of the new schools to accommodate students west of Millstream Road as more houses are built and until schools can be built in those neighbourhoods which are actually experiencing growth. Finally, allocate the appropriate resources to recruit sufficient staff and provide the necessary resources to expand French Immersion into other schools in the district.

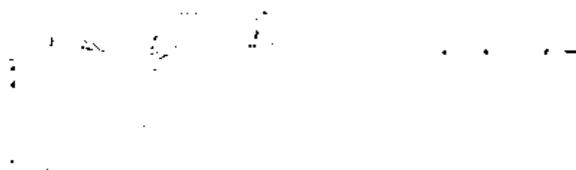
_ Currently our children are walking to school as we live a 5 minute walk from Millstream. Bussing them affects our before and after school care situation, which affects our jobs and our ability to make it to work on time. Also the "going green" option that we are teaching our kids in school is no longer an option for kids as there is no safe way to walk or bike to school from the north side of the Highway. None of this seems to have been given any consideration to families living in the area of Thetis Heights.

Consider this letter the feedback the District has requested. We as a group of concerned parents find this proposal in need of revision so that it acknowledges the importance of this program to our community and genuinely fulfils the goals laid out you in your own Strategic Plan. Namely, "To develop programs of choice that are responsive to student and community voice." and "Promote a greater sense of community through engagement with all stakeholders." The students of Ecole Millstream Elementary and our community have a shared voice. We do not approve of this change and moving ahead with it will damage any meaningful community engagement for years to come.

As community stakeholders we are wholly committed to striking down any proposed relocation of our French Immersion program. It is a vital part of the evolving cultural and educational landscape of our community. We intend to make our concerns known to our trustees and the Minister of Education while at the same time notifying and soliciting the support of advocates for the enrichment of French Immersion opportunities for children in our province.

We optimistically await an appropriate revision of your proposal.

Regards,



Re: SD62 Catchment Change Proposal

Scott Stinson
Superintendent of Schools
SD62
3143 Jacklin Road, Victoria, British Columbia

18 Nov 2020

Mr. Stinson,

The intent of this letter is to make clear that the families of École Millstream Elementary, my family, do not support the needless relocation of our French Immersion Program. It is obvious that SD62 views the construction of 2 new schools in the greater municipality as a tremendous opportunity to prepare for the future growth of the neighbourhoods which surround our community. The relocation of families away from Millstream elementary however, and the associated logistical burden you now place on us, is unacceptable.

It is clear that you and your office consider this a forgone conclusion. Your consultations could only be categorized as a reading of disclosure and the execution of due process. Zero consideration was given to the optics of engaging families affected by this plan at a point where the vast majority of suggestions were quickly and decisively dismissed and for your office to take the attitude of "Give us a better suggestion and we will consider it" is condescending and disingenuous. Rather, it is your responsibility to the children and families affected to develop solutions which take into account all residual impacts. This proposal could not have been developed with the children as the priority and is clearly a bureaucratic decision to manipulate boundaries to suit facilities management at the direct expense of a diverse Millstream community.

Our children are not simply units which can be reallocated to any location. École Millstream Elementary is an inextricable part of their development and they are an integral part of the close-knit culture that is the cornerstone of this school's identity. Moreover the logistical challenges you throw at working families to now coordinate new before and afterschool care programs is likewise disgraceful.

The lack of consideration for the impact to these children and the community shows a complete disconnect between SD62 and the communities which it serves. In the case of our school and community it can only be seen as having a negative impact.

Specific shared concerns we as a family have, include:

- a) The planning for bus service is inadequate given your high level of certainty in the feasibility of this proposal. We do not have confidence in the ability of SD62 to provide safe and convenient bus service to elementary aged children should these changes occur;
- b) It is the responsibility of the Provincial Government, SD62, and the Municipalities it serves to develop long term strategic plans to deal with population growth. The Province cannot accept the additional revenue from property taxes and not build new schools in these neighbourhoods at a rate sufficient to accommodate the new population. To then deprive our students this

established and successful program as part of a band aid solution until schools in those neighbourhoods are built is painfully short-sighted and completely unacceptable;

- c) French Immersion in the district needs to be expanded and SD62's inability to recruit and hire sufficient staff to expand French Immersion programs in the district, when families in our community are being turned away from the program, is unacceptable. École Millstream Elementary developed its French Immersion program over time. Hire the best available teachers today and begin developing a program in whichever school makes the most sense. Phase the program in 1 year at a time, displacing a smaller amount of English speaking students to surrounding schools and by the end of 5 years you should have an established and effective program; and,
- d) Moving the French Immersion program from École Millstream Elementary to Crystal View Elementary is a subtle attempt to quietly deny a desirable program of choice from a working class neighbourhood and award it to a more affluent neighbourhood. Using the other well-presented and practical catchment changes to distract from this is not the same as justifying the need for change.

Consider this letter the feedback the District has requested. We as a group of concerned parents find this proposal in need of revision so that it acknowledges the importance of this program to our community and genuinely fulfils the goals laid out in your own Strategic Plan. Namely, "To develop programs of choice that are responsive to student and community voice." and "Promote a greater sense of community through engagement with all stakeholders." The students of École Millstream Elementary and our community have a shared voice. We do not approve of this change and moving ahead with it will damage any meaningful community engagement for years to come.

As community stakeholders we are wholly committed to striking down any proposed relocation of our French Immersion program. It is a vital part of the evolving cultural and educational landscape of our community. We intend to make our concerns known to our trustees and the Minister of Education while at the same time notifying and soliciting the support of advocates for the enrichment of French Immersion opportunities for children in our province.

We optimistically await an appropriate revision of your proposal.

Regards,

████████████████████

████████████████

From:
Sent: Sunday, October 25, 2020 10:34 AM
To: Catchment review
Cc: SPEAC President; cpfsooke@hotmail.com
Subject: Opposed Boundary Change Feedback

To the Catchment Consultation Group,

As a parent there is nothing more important than my children's happiness and well being. The undertaking of raising children and helping them grow into respectful, hard working members of society and caretakers of this planet is a task I take seriously.

When this consultation process was first brought up to Millstream parents on October 9th, I immediately was concerned about the proposed move across the highway. When my son started kindergarten last year I biked with him almost every single day rain or shine. Getting exercise first thing in the morning is a very positive thing for every child. My husband and I bought a house in this neighbourhood because French was offered at Millstream.

When we registered our child in the French program at Millstream we did not make this decision lightly. My father, was born in Quebec and moved to B.C. with his family in the late 50's. At that time continuing French language was discouraged in B.C. and basically the language died with my grandparents. My maiden name is [redacted] I felt great pride when others would ask me what my name meant and I was able to share with them my French roots and speak about my grandparents moving from Quebec to beautiful B.C.

When I think about what it means to be Canadian one of the main things that comes to mind is our bilingual heritage and our French history. The Right to English or French Language cannot be found in Section 23 of the Canadian Charter of Rights and Freedoms.

The purpose of section 23 of the Charter is clear: it is to preserve and promote the two official languages of Canada and the cultures represented by those languages, by ensuring that each language flourishes as far as possible, in provinces where it is not spoken by the majority. (*Mahe (Mahe v. Alberta*, [1990] 1 S.C.R. 342) at paragraph 31). Were it not for the actions of many parents advocating in the past we would not have Section 23 of the Charter and the right to minority language.

I attended the virtual Millstream PAC meeting, watched the proposed presentation, asked questions, spoke to other parents and read through current case law regarding Section 23 of the Charter. Afterwards I have concluded that SD 62 is not preserving and promoting the rights of parents who want their children to have access to French Language equitably with the English language students.

All proposed future schools (<https://www.sd62.bc.ca/our-district/district-growth/new-schools>) are planned to be English programs. If students need to be moved across the highway to schools that need to be filled it should be the English students who move first. If SD 62 gave the French Immersion program full access to 100% of Millstream school this would give the program room to grow and would give access to more rights holders. This is necessary for the promotion of robust and vital minority language communities which are essential for Canada to flourish as a bilingual country [2005] 1 S.C.R. 201 (*Solski* at paragraph 2). After the presentation and listening to other parents concerns it is clear that many parents will decide to change their children as soon as possible from French to English to stay at Millstream. This type of assimilation is exactly what Section 23 guards against. Section 23 places a unique positive duty on governments to make expenditures out of public funds, and to act promptly to prevent assimilation. (*CSF de la C-B* 2016, at paragraph 6455) It also requires prompt action to prevent assimilation and ensure that generations of rights holders do not lose their rights (*CSF de la C-B* 2016, at paragraphs 419 and 6841). <https://canada.justice.gc.ca/eng/csj-sjc/rfc-dlc/ccrf-ccdl/check/art23.html>

It has been suggested by a member of the group proposing catchment changes that French Immersion is a choice program and that is why SD62 has proposed to move those families before moving English students. French Language is not a choice in Canada, it is a Right. A choice is choosing Soccer vs Lacrosse, or choosing Art over Band. Language is not even suggested to be a Freedom in Section 23 but a Canadian Right. Simply the process of having parents forced to Lottery for a spot in French Immersion is inequitable and unjust under Section 23. If the district uses a lottery system to control the spots available there are inevitably parents who's Rights are being stripped from them and their children. This is an unfair and unjust practice even before the boundary changes were proposed. If the district implements a lottery for spots they are by definition not doing enough expenditure wise to preserve and promote minority language educational rights in SD62.

Thank you for taking the time to hear my concerns with the proposed changes to SD62, particularly the proposed move of the Millstream French Immersion Program to Crystal View Elementary.

Student Input- EJSM

What are you looking forward to when you get to Secondary school?

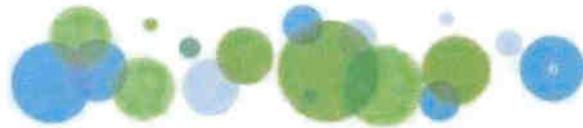
- ADST options- more electives
- Academy options
- Competitive Sports
- Meeting new people
- Open campus

What would help you feel comfortable about next year at your secondary school?

- School visit
- Student from the school coming to talk to us about secondary school
- Going with friends

Anything else you would like to add?

- Logically makes sense to go to RBSS
- Worried about not having good sports coaches
- Looking forward to using the track at RBSS
- Want to hang with my hockey friends at Belmont
- Will there be a bus to Royal Bay?





Metchosin Museum Society

4475 Happy Valley Road

Victoria, B.C.

V9C 3Z3

<https://metchosinmuseum.ca/>

Ravi Parmar, Chair
SD62 Board of Education,
School District No. 62 (Sooke)
3143 Jacklin Road, Victoria, B.C. V9B 5R1

October 22, 2020

Dear Mr. Parmar,

We are excited to inform you that the 1872 Metchosin heritage schoolhouse is under extensive renovations that will ensure it is preserved for many years to come.

An entrance gazebo was built in 1973 by students of Elizabeth Fisher junior high school. A plaque remains on the structure. Recently the entrance gazebo had to be removed to permit access for the beams that will lift the school for important remediation. It has found a new home in a prominent site in front of the Metchosin school wing; the wing that necessitate the school district re-siting of the heritage schoolhouse in 1972.

Elizabeth Fisher is the name of the first teacher at the Metchosin heritage school house when it opened in 1872! Elizabeth Fisher Junior High was re-named Belmont when those schools amalgamated.

Considering all of these important connections to SD62 and the fact that this school district has the first school built and opened after BC Confederation, we will ensure that you have representation at our future re-opening of this heritage schoolhouse museum.

As we proceed with the renovations there has been close reference made to photos of what the original school and schoolhouse site looked like. For instance, the school had a classic white picket fence. A number of shrubs and trees had to be removed and will be replaced by native plantings. On opening up the view of the



Metchosin Museum Society

4475 Happy Valley Road

Victoria, B.C.

V9C 3Z3

<https://metchosinmuseum.ca/>

schoolhouse it is evident that there will have to be exterior painting and a brick sidewalk installed in 1972 will receive some damage.

The Metchosin Museum Society would be pleased to conduct a site tour. We also respectfully request an assessment of whether School Board 62 would support this project, either with work in-kind, materials or financial aid.

We anticipate a professional lifting of the schoolhouse on November 2, 2020. Work will then proceed with beam replacement and spraying for powder post beetle. The tasks are quite daunting for a volunteer society.

The necessity of this project is unquestioned.

Sincere thanks for forwarding our request for assistance to your board,

Pat Holloway, President

Metchosin Museum Society

Ph 250-478-0765, patholloway@shaw.ca

cc: Marie Terese Little, Metchosin Councillor

/jb





Committee Report of Resources Committee Meeting via MS Teams November 10, 2020

Present: Bob Beckett, Trustee (Committee Chair)
 Wendy Hobbs, Trustee (Committee Member)
 Allison Watson, Trustee (Committee Member)
 Krista Leakey, SPVPA
 Amanda Dowhy, SPEAC
 Ed Berlando, STA
 Bruce Woodcock, CUPE
 Harold Cull, Secretary Treasurer
 Nicole Gestwa, IT

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:00 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 October 13, 2020 Resources Committee Meeting was reviewed by the committee members.

3. PRESENTATIONS

There were no presentations.

4. NEW BUSINESS

4.1 Risk Management Plan Review – Harold Cull

Staff provided a two-step process to the Committee in which the Enterprise wide Risk Management (ERM) Plan will be reviewed. A review of the list of risks was started at the meeting and any additional comments/feedbacks are to be provided to staff by November 27th. Once the list of risks is complete, the Committee will review the applicable mitigation strategies to ensure the risks are managed to a tolerable level.

4.2 20/21 Quarter 1 Financial Forecast – Harold Cull

Staff provided an update to the Committee on the position of the current school/fiscal year. As there are a significant number of outstanding items to be estimated, the forecast will continue to revised after quarter two and three. Quarter two will take place in February, a larger number of variables will be known at this time and access to reserve may be necessary.

4.3 Transportation Model Feedback and Proposed Changes – Harold Cull

Staff have reviewed the transportation model, and received feedback from the community. Staff have requested comments from the Committee on the following items:

- Implementation of an administrative fee;
- Create a defined registration period;
- Service to catchment schools only;
- Removing walk limits.

Discussion centered around the safety fee, and what safety protocols it would be used for. Furthermore, the Committee requested staff to look at other options to dissuade ghost riders other than charging a fee. Staff indicated that they will bring survey results from other Districts to the Education-Policy Committee for information.

SPEAC supports a Town Hall 2-3 weeks prior to the changes to the Transportation Model. They would like to include a video on how the system works in addition to a FAQ section.

Recommended Motion for the Board of Education:

“That the Board of Education of School District 62 (Sooke) direct staff to prepare draft revisions to Board Policy and Regulation F-100 for review and consideration by the Education-Policy Committee at their December 2, 2020 meeting”.

After further discussion, the above recommended motion will not be moved to the Board of Education on November 24, 2020.

5. **ADJOURNMENT AND NEXT MEETING DATE:** December 8, 2020

Public Notice – Resources Committee Online Public Meeting

A public meeting of the Resources Committee for School District 62 (Sooke) **will be held on November 10, 2020 at 6:00 pm.**

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

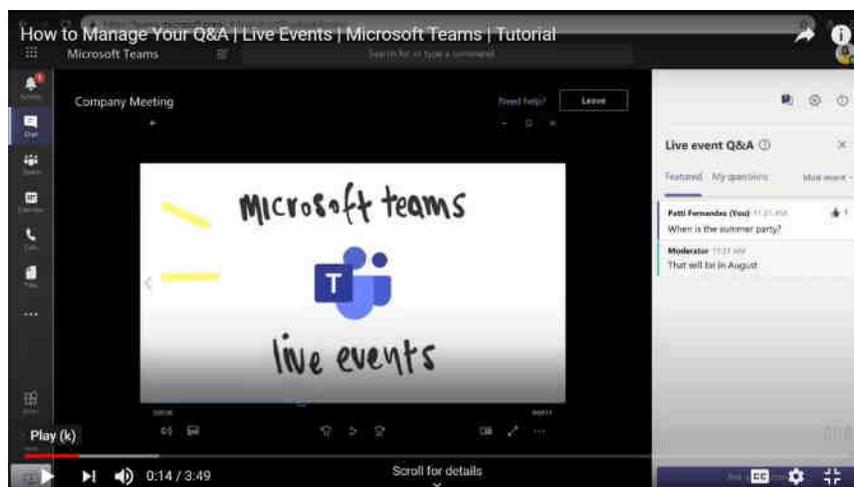
To participate in the meeting please click on this link:

<https://jump.sd62.bc.ca/ResourcesCommitteeMeeting-November-10>

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

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

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



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

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



RESOURCES COMMITTEE

School Board Office

Via MS Teams

<https://jump.sd62.bc.ca/ResourcesCommitteeMeeting-November-10>

November 10, 2020 – 6:00 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 (page 4)

3. PRESENTATIONS (10 min.)

4. NEW BUSINESS

4.1 Risk Management Plan Review – Harold Cull (page 6)

4.2 20/21 Quarter 1 Financial Forecast – Harold Cull (page 11)

4.3 Transportation Model Feedback and Proposed Changes – Harold Cull (page 14)

5. ADJOURNMENT

6. NEXT MEETING DATE: December 8, 2020



Committee Report of Resources Committee Meeting via MS Teams Live October 13, 2020

Present:

- Bob Beckett, Trustee (Committee Chair)
- Wendy Hobbs, Trustee (Committee Member)
- Allison Watson, Trustee (Committee Member)
- Krista Leakey, SPVPA
- Ed Berlando, STA
- Bruce Woodcock, CUPE
- Amanda Dowhy, SPEAC
- Scott Stinson, Superintendent & CEO
- Harold Cull, Secretary Treasurer
- Windy Beadall, District Principal, Capital
- Pete Godau, Director, Facilities
- Tracey Syrota, Manager, Transportation
- Nicole Gestwa, IT (Producer)

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6.00 pm by the Committee Chair, Bob Beckett and he acknowledged that that the Committee was 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, 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

The Committee Report for the September 15, 2020 Resources Committee Meeting was reviewed by the committee members. This report was received by the Board on September 22, 2020.

3. PRESENTATIONS

There were no presentations.

4. NEW BUSINESS

4.1 Catchment Review Communications Plan – Scott Stinson and Windy Beadall

Staff briefed the Committee members on the draft Communications Plan that highlighted the process and timelines of communicating the proposed changes to the District's catchment lines. This included the public Town Hall meeting scheduled as well as the District's SPEAC meeting and individual school PAC meetings. The Committee also discussed the potential impact on transportation as a result of the catchment line changes.

4.2 Enrolment Update – Harold Cull

Staff provided the Committee members an update on the District enrolment with the latest numbers as at October 8th. The final enrolment numbers are expected to be confirmed during the week of October 13, 2020. The Committee discussed the domestic and international enrolment estimates and the impact on funding within the system. Staff were able to confirm that there would be minimal impact on staffing within the system and acknowledged that, due to the pandemic, making changes in late September and/or early October would be extremely tough on the system. Staff are confident that other mitigation strategies can be found this year to minimize staff impacts for the remainder of the current year but that these resource levels would need to be reviewed during next year's budget development cycle to determine if they were sustainable.

4.3 Transportation Model Review – Harold Cull/Tracey Syrota

Staff updated members on the Transportation Model Review. Things discussed included: an administration fee to address ghost riders; school bussing only available within catchment; walk limits; and a defined registration period. The Committee also discussed creating exceptions to the defined registration period, the challenges with walk limits without safe routes to schools and the idea of surveying parents about charging a transportation fee in order to improve service levels.

4.4 Safe Return to School Grant Update – Harold Cull

Staff provided an update to the Committee on the federal funding as part of the Safe Return to School Grant. As a first instalment, the District received \$2.088 million towards staffing, learning resources, training, and equipment and supplies. Staff confirmed the majority of funding will be spent on staffing for teachers and support staff.

4.5 Facilities Plan – Harold Cull/Pete Godau

The Committee members were provided an update on the draft Facilities Plan and the next steps in finalizing the plan. The Facilities Plan, will outline the future direction of Facilities and will be in strategic alignment with the direction of the District. The Plan will focus on creating, maintaining and sustaining the schools and buildings of the District.

5. **ADJOURNMENT AND NEXT MEETING DATE:** November 10, 2020

Committee Info Note
Resources Committee Meeting
November 10, 2020
Agenda Item: 4.1 – Risk Management Plan Review

Background

- The SD went through an Enterprise wide Risk Management (ERM) process in the spring of 2018 and reviewed it again at the Resource Committee meeting in October 2018
- This process included a risk identification and assessment process
- Once identified, the risks were then assessed from a likelihood and impact perspective
- The results of this process are summarized on the attached Risk Register
- It has been recommended that the register is reviewed on a regular basis

Proposed Approach

- In order to complete this review, it is suggested the Committee take a two step approach to the update:
 - 1) Review the list of risks to ensure it is complete – November 10th
 - 2) Based on the revised list of risks, identify all mitigation strategies in place to manage the risks – December 8th
- Based on these changes to the matrix, the Board will be able to re-rank the risks to ensure all risks are being managed to tolerable levels

Risk Ref	Risk Type/Category	Risk Item	Risk Description	Potential Risk Drivers	Current Mitigation/Compensating Controls	Primary Risk Impact Category	Impact	Likelihood	Risk Rating	Rank Order	Additional Mitigation/Compensating Controls	Impact	Likelihood	Risk Rating	Rank Order	Strategic Plan Linkage
22	Human Resources	Labor disruption	The risk that an agreement cannot be reached with Unions which may lead to a strike or labor disruption and that the relationship with local employee groups could negatively impact SD62's ability to meet its goals.	<ul style="list-style-type: none"> Lack of flexibility around negotiating or renegotiating collective bargaining agreements Skillsets within unionized workforce unable to meet future needs of the school district Rising costs of unionized employees 	<ul style="list-style-type: none"> Relations with Union are stronger than they have been in recent years 	Operational Efficiency and Effectiveness Risk	4.10	4.00	16.40	1		4.10	4.00	16.40	1	
2	Strategic	Organizational capacity	The risk that SD62 may not have the organizational capacity (people and expertise) to manage all current and planned initiatives and projects, while maintaining effective regular operations during a period of unparalleled growth in the School District.	<ul style="list-style-type: none"> Funding/resource constraints leading to SD62 being unable to fill needed requirements Skillsets of employees within certain roles may not meet the current needs of SD62 leaving other employees with an increased workload Continuous expansion of programming may not be aligned with staffing requirements 	<ul style="list-style-type: none"> Key leaders in management roles to drive change and add needed skillsets 	Operational Efficiency and Effectiveness Risk	3.80	3.50	13.30	2		3.80	3.50	13.30	2	
6	Reputation	Supporting students with special needs	The risk that SD62 does not have sufficient funding or available positions to adequately support and provide a positive experience to its growing volume of students with special academic or behavioral needs.	<ul style="list-style-type: none"> High rotation among special needs professionals Higher cost per student for students with special needs 	<ul style="list-style-type: none"> The School District is planning to hire more EAs and other professionals to accommodate students with special needs 	Strategic / Reputational Risk	4.00	3.20	12.80	3		4.00	3.20	12.80	3	
15	Operations	Communication	The risk that SD62 is unable to communicate key messages to key stakeholders.			Operational Efficiency and Effectiveness Risk	4.10	3.00	12.30	4		4.10	3.00	12.30	4	
12	Operations	Student and Staff Wellness	The risk that SD62 is unable to provide an engaging and healthy environment for students and teachers that is focused on wellness.			Strategic / Reputational Risk	4.00	3.00	12.00	5		4.00	3.00	12.00	5	
8	Reputation	Privacy and cyber security	The risk that SD62 may be the subject of a cyber security breach or internal leak, resulting in the loss of confidential or personal information, resulting in reputational damage, loss of credibility, and possible legal or regulatory action.	<ul style="list-style-type: none"> Ageing equipment and IT infrastructure Lack of independent internal reviews pertaining to potential system vulnerability Lack of access/permission control for users 	<ul style="list-style-type: none"> Installation of encryption software Network segregation Spam filtering Firewalls Complex password protection 	Strategic / Reputational Risk	4.10	2.80	11.48	6		4.10	2.80	11.48	6	
23	Facilities	Facility maintenance	The risk that SD62 is unable to adequately maintain all of its schools and facilities, resulting in further facility degradation, a sub-optimal teaching environment, and higher capital costs over the long-term for major repairs and replacements.	<ul style="list-style-type: none"> Ageing facilities Competing maintenance/renovation priorities Insufficient government funding for cyclical maintenance 	<ul style="list-style-type: none"> Planned/recent facility upgrades Development and institution of a long-term facilities maintenance plan 	Health and Safety Risk	3.60	3.10	11.16	7		3.60	3.10	11.16	7	
13	Operations	Business continuity	The risk that SD62 may not be able to provide sufficient appropriate educational continuity or emergency response to manage plausible events (e.g., hazards, catastrophes, pandemics) while managing the cost of continuity planning.	<ul style="list-style-type: none"> Ageing facilities and lack of funding for initiatives such as continuity planning Lack of staff training around continuity planning 		Operational Efficiency and Effectiveness Risk	3.60	3.10	11.16	8		3.60	3.10	11.16	8	
19	Financial	Underfunding of programs	The risk of consistent underfunding of educational programs and the associated infrastructure support costs required to deliver on the goals of the School District.	<ul style="list-style-type: none"> Shifts in the mandate of the Ministry of Education Shifts in government policy 		Financial Resources Risk	3.70	2.90	10.73	9		3.70	2.90	10.73	9	
21	Human Resources	Succession Planning	The risk that SD62 is unable to adequately plan for and replace potential vacancies within key management, teaching and administrative positions, leading to potential loss of organizational knowledge and skills when employees leave the School District.	<ul style="list-style-type: none"> Lack of formalized succession planning process Lack of resources to invest in processes related to succession planning 		Strategic / Reputation	3.80	2.80	10.64	10		3.80	2.80	10.64	10	
16	Financial	Political landscape/financial stability	The risk that shifts in the political landscape or changes to the funding formula may lead to changes in budgeting/funding, requiring cuts in staffing, programming, etc.	<ul style="list-style-type: none"> Shifts in the mandate of the Ministry of Education Shifts in government policy 	<ul style="list-style-type: none"> Robust, revenue-generating international student program in place 	Financial Resources Risk	3.60	2.90	10.44	11		3.60	2.90	10.44	11	
4	Strategic	Governance	The risk that a lack of clarity of roles and responsibilities between SD62's management and board leads to conflicts, lack of objective challenge of management, or			Operational Efficiency and Effectiveness Risk	4.10	2.50	10.25	12		4.10	2.50	10.25	12	
5	Strategic	Shifts in curriculum	The risk that SD62 staff are unable to efficiently and correctly deliver the new curriculum.	<ul style="list-style-type: none"> Shifts in the mandate of the Ministry of Education Shifts in the government policy Increased pressure on high schools to deliver high quality education to ensure the academic success of its students 		Strategic / Reputational Risk	3.80	2.60	9.88	13		3.80	2.60	9.88	13	

Risk Ref	Risk Type/Category	Risk Item	Risk Description	Potential Risk Drivers	Current Mitigation/Compensating Controls	Primary Risk Impact Category	Impact	Likelihood	Risk Rating	Rank Order	Additional Mitigation/Compensating Controls	Impact	Likelihood	Risk Rating	Rank Order	Strategic Plan Linkage
3	Strategic	International student program	The risk that SD62 is unable to diversify its base of international students and that the program is perceived to be denying access to domestic students in favor of international students.	<ul style="list-style-type: none"> Rising cost of housing in the region Shifting demographics 	<ul style="list-style-type: none"> The District continues to grow its strong brand 	Financial Resources Risk	3.00	3.10	9.30	14		3.00	3.10	9.30	14	
17	Financial	Financial Management Training	The risk that SD62's staff responsible for financial management lack sufficient financial training and skills to			Financial Resources Risk	3.60	2.40	8.64	15		3.60	2.40	8.64	15	
20	Human Resources	Performance management	The risk that SD62 does not have sufficient performance management processes in place to identify underperformance or reward high performers.	<ul style="list-style-type: none"> Lack of formal performance management processes Lack of defined performance expectations Change-resistant culture 	<ul style="list-style-type: none"> Performance expectations are high and lived through the District's culture rather than being formally instituted 	Human Resources Risk	3.10	2.60	8.06	16		3.10	2.60	8.06	16	
11	Operations	Student and staff safety	The risk that incidents related to the safety of students and staff within SD62's care, including violence, threats and emergency preparedness, require significant resources to prevent and manage.	<ul style="list-style-type: none"> Ageing facilities Lack of employee awareness around health and safety policies/procedures/controls Lack of staff training around health and safety Inadequate understanding of external health and safety requirements 	<ul style="list-style-type: none"> Increased focus on health and safety through a number of District-wide initiatives Good relationship with the local Police Regular lock-down drills Good communication procedures 	Strategic/Reputational Risk	3.50	2.30	8.05	17		3.50	2.30	8.05	17	
9	Reputation	Relationship with the Provincial and Local Governments and other stakeholders	The risk that SD62's inability to maintain a solid relationship with the Provincial and Local Governments and other stakeholders will hinder the district from reaching its goals.			Strategic / Reputational Risk	3.50	2.10	7.35	18		3.50	2.10	7.35	18	
7	Reputation	Ethical breaches by staff	The risk that ethical breaches or misconduct by SD62 staff results in legal or financial penalties or reputation damage (or possibly a decrease in enrollment levels).	<ul style="list-style-type: none"> Increased use of social media Difficulty associated with monitoring and identifying ethical breaches 	<ul style="list-style-type: none"> Heightened scrutiny around teacher/student conduct Development and institution of policies 	Strategic / Reputational Risk	3.50	2.10	7.35	19		3.50	2.10	7.35	19	
10	Operations	Regulatory compliance	The risk that SD62 does not adequately comply with regulatory requirements (e.g., the School Act, OH&S rules, changing building codes, union requirements for staff, data storage requirements).	<ul style="list-style-type: none"> Lack of internal reviews to detect compliance breaches Lack of employee awareness regarding policies/procedures/controls Compliance-related policies may not reflect current practice Increase in external regulatory and procedural 	<ul style="list-style-type: none"> Success in increasing awareness of certain regulatory requirements and establishing protocols to ensure that they are met Independent audit to address issues related to health and safety compliance and performance (e.g., the lack of asbestos management program or safe work procedures) 	Compliance Risk (Regulatory / Legal / Contractual)	3.50	1.80	6.30	20		3.50	1.80	6.30	20	
14	Operations	Managerial governance and accountability	The risk that SD62's organizational alignment, including lines of authority and accountability, decision making structure and holding people accountable for their performance/activities are not effective and/or lack strategic focus.	<ul style="list-style-type: none"> Lack of formal performance management process Lack of defined performance expectations 	<ul style="list-style-type: none"> Performance expectations are high and lived through the District's culture rather than being formally instituted 	Operational Efficiency and Effectiveness Risk	3.10	1.90	5.89	21		3.10	1.90	5.89	21	
1	Strategic	Resistance to change	The risk that SD62 staff are resistant to the adoption of the Strategic Plan and that the School District is unable to adequately deploy the resources required for this change.	<ul style="list-style-type: none"> Lack of turnover in certain positions Lack of flexibility around unionized roles 	<ul style="list-style-type: none"> Key leaders in management roles to drive change and add needed skillsets 	Operational Efficiency and Effectiveness Risk	2.80	2.10	5.88	22		2.80	2.10	5.88	22	
18	Financial	Financial fraud	The risk of successful fraudulent activities perpetrated by employees, stakeholders, or students against SD62 (e.g., misappropriation of financial, physical, or information assets).	<ul style="list-style-type: none"> Lack of budget review (variance tracking) and follow-up 	<ul style="list-style-type: none"> Improved procurement/vendor selection process Implementation of online payment system to reduce cash handling at schools Increased focus on internal controls as well as segregation of duties. 	Financial Resources Risk	3.00	1.60	4.80	23		3.00	1.60	4.80	23	

Committee Info Note

Resources Committee Meeting

November 10, 2020

Agenda Item: 4.2 20/21 Quarter 1 Forecast Update

Introduction

- Staff have recently completed the financial forecast for the current school/fiscal year with actual revenues and expenditures as at September 30, 2020
- Given the amount of time left in the year, there remains a significant number of outstanding items to be estimated which makes the forecasting process difficult to accurately estimate at this time
- As a result, the following is staff's best estimate of where we expect to end the year and these estimates will be revised as we work through the financial forecasts after quarters 2 and 3
- Given the amount of time left in the year, historically the Q1 forecast is understated as the District was projecting a year end deficit of \$800,000 that it was able to address even without the impacts of the pandemic

Projected Year Position

- Staff have estimated that the District will end the fiscal year (June 30) with a potential deficit of up to **\$632,000** based on budgeted September enrolment shortfalls which would leave a year end reserve amount of **\$1.970 m or 1.58%** of the operating budget
- These numbers are for the September count only with the February and May counts still to be reported along with Operating Grant supplements such as Salary Differential
- The majority of the revenue and expenditure estimates are expected to be close to budget and will continued to be monitored during the 2nd and 3rd quarter forecasts

Assumptions and Next Steps

- There are a number of assumptions used in this forecast that may impact the final numbers
- These assumptions include:

- a) A Classroom Enhancement Fund (CEF) recovery of 133.2 FTEs
 - b) That there will be no impact from the Ministry's Salary Differential calculation
 - c) There will be a benefit holiday received this fiscal year similar to the 2019/20 amount
 - d) All other budget items will come in on budget
- Next steps include completing the 2nd quarter forecast in February at which time more of the variables will be known (CEF recovery, Salary Differential, February enrolment and actual staffing)
 - If a pressure remains, staff will develop a plan to:
 - a) reduce discretionary expenditures;
 - b) increase revenues where possible; and/or
 - c) request Board approval to access the Financial Reserve

School District Six Tu

2020-21 Q1 Operating Forecast Summary

Q1 FORECAST SAVINGS / (PRESSURE)

SAVINGS FROM BUDGET		
PVP SAL/BEN	66,000	
TEACHER SALARY AND BENEFITS	119,000	\$558K BENEFITS SAVINGS OFFSET BY \$440K SALARIES PRESSURE
TOC SALARIES AND BENEFITS	194,000	
		BUDGETED FOR 60 FTE; 68 FTE STARTED IN SEPTEMBER WITH 12 MORE
INTERNATIONAL STUDENT PROGRAM DEPARTMENT	392,000	FTE ARRIVING IN NOV
CURRICULUM DEPARTMENT	100,000	
FACILITIES DEPARTMENT	200,000	
IT DEPARTMENT	100,000	
UTILITIES	282,000	
FINANCE DEPARTMENT	43,000	VACANT PURCH MANAGER BENEFITS (\$25K) & SERVICES (\$23K)
SBO BUSINESS ADMIN	38,000	ANTICIPATED REDUCTION IN POSTAGE & COPIER COSTS
NEW SCHOOL DIVISIONS FURNITURE & EQUIP	29,000	
INTEREST REVENUE	35,000	
MISCELLANEOUS OTHER SAVINGS	33,000	
TOTAL SAVINGS FROM BUDGET	1,631,000	

PRESSURES FROM BUDGET		
		\$1.8M SEPT ENROL PRESSURE (\$1.3M Standard; \$0.4M Byte/Alt, DL; &
OPERATING GRANT (excl. Indigenous Ed. & Special Needs)	(1,589,000)	\$0.1M ELL) OFFSET BY \$0.25M DL SAVINGS IN FEB
RENTAL REVENUE	(35,000)	REDUCED REVENUES FROM WESTSHORE PARKS AND REC
MISCELLANEOUS REVENUE	(75,000)	REDUCED DOMESTIC FEE REVENUES
PVP / EXEMPT COMPENSATION	(328,000)	ESTIMATED COST = \$273,710 + 20% BENEFITS
INCLUSIVE EDUCATION SERVICES	(200,000)	
FY20 ENHANCEMENTS	(36,000)	ELECTRIC BUS CHARGING STATIONS
TOTAL PRESSURES FROM BUDGET	(2,263,000)	

NET SAVINGS / (PRESSURE) FROM BUDGET **(632,000) A**

TOTAL RESERVE AS AT JUNE 30 2020	7,192,890	B
FY21 BUDGETED DEFICIT	(4,591,311)	C
FY21 BUDGETED RESERVE AS AT JUNE 30 2021	2,601,579	D = B+C
FY21 Q1 FORECASTED SAVINGS / (PRESSURE)	(632,000)	A

FORECASTED TOTAL RESERVE AS AT JUNE 30 2021 **1,969,579 E = D+A**

FY21 OPERATING EXPENSE BUDGET	124,808,555	F
FORECASTED TOTAL RESERVE PERCENTAGE AS AT JUNE 30 2021	1.58%	G = E/F

SIGNIFICANT RISKS:

- | | |
|---------------------------|--------------------------------|
| - CEF | - UTILITIES |
| - MORNEAU BENEFIT SURPLUS | - TOC SAL/BEN |
| - IES | - TEACHER SAL/BEN |
| - COVID 19 | - VACATION ACCRUAL ADJUSTMENTS |
| - SALARY DIFFERENTIAL | - AFG |
| - PORTABLES/NEW SPACES | |

Committee Info Note Resource Committee Meeting November 10, 2020

Agenda Item: 4.3 – Transportation Model Feedback and Proposed Changes

Background

- Based on the discussion at the October Resource Committee meeting, staff have looked deeper into the following systematic challenges of the District's transportation system:
 - ✓ Defined Registration period
 - ✓ Service to Catchment Schools only
 - ✓ Update of and compliance with walk limits
 - ✓ Implementation of an administration fee
- Staff committed to gathering feedback from our stakeholders on these challenges and as a result, a Thought Exchange was issued from October 14-27 with the following information:

SD62 needs your input on these proposed changes about our school district's school bus transportation service:

1. **A \$25 registration fee** (fees waived for families in financial need) that will be used to directly improve student and driver safety.
2. **Defined registration period:** February – April. Route information sent to registrants in June. Registrations can take place after the registration window, but will be subject to space/availability.
3. School bussing only available **within catchment**. School bus transportation would not be available for a student who attends a school outside of their catchment or family of schools. (French Immersion would be in the French Immersion catchment). BC Transit hub stations may be used for secondary students who attend a school other than their catchment school. They would have the option to take SD62 transportation to a BC Transit exchange to continue the remainder of the way to school on public transportation.
4. **A rider fee** of \$175-250 (with a max amount per family) that would improve service levels and wait times. Fees waived for families in financial need.
5. **Walk limits** (1 km for Elementary and 2 km for Middle/Secondary) in urban areas only.

Data Received

- The Thought Exchange was well subscribed to and included:
 - 1,032 participants
 - 1,425 thoughts
 - 28,913 ratings
- The attached summary report reflects the **top 50 ranked thoughts** with the amount of times that each thought was referenced reflected in brackets:
 - 1) **No Fees (23)** – the common feeling was that no rider fees should be charged (thoughts ranked #4 and #5 also indicated that a \$25 registration fee should not be charged)
 - 2) **No Fees & Essential Services (7)** – the thought was that rider fees should not be charged and transportation should be considered an essential service
 - 3) **Walk Limits (6)** – safety and the length of walk are the main issues for not supporting the implementation of walk limits
 - 4) **Essential Services (5)** – people felt that transportation is essential and should not be considered a discretionary service provided by the Board
 - 5) **Service Improvements (4)** – ride and wait times are too long
 - 6) **Registration Period (3)** – there should be some flexibility in the registration period and that routes should be published in advance
 - 7) **Public Transit (2)** – not in favour of coordinating services with BC Transit or using transit hubs to transport secondary school students
- Staff are asking similar questions to other school districts and will be able to provide any data received from that process to the Committee at the November 10th meeting

Proposed Policy and Regulation Changes

- Based on the feedback received from our stakeholders through the Thought Exchange process, staff are considering making changes and/or adjustments to the Board's transportation policy and regulation
- These proposed changes can be summarized by:

Defined Registration period – create a defined registration period that includes a period for parents to submit their:

- a) Intent to utilize transportation services (Notice of Intent); and
- b) Registration request based on pre-defined routes

The Notice of Intent (NoI) period would open early in the calendar year and end on February 28th. Based on the number and location of students intending to ride, routes are created and posted by May 1st. Families are then encouraged to register for routes that best meet their needs with confirmation provided to all families by June 30th.

Staff will confirm accepted registrations by June 30th of each year by emailing parents their student's route information (stops and times). Registration will remain open and further requests will be accepted only within existing routes pending enough room on the route.

Another option would be to open registration on January 1 and then use a cut-off period of March 31st to begin creating routes. Registration would remain open with the caveat that riders registering after March 31st would only be placed on routes if capacity existed.

Service to Catchment Schools only – in order to improve service levels by reducing ride and wait times, staff are suggesting that transportation services will only be provided to in-catchment students (English and French Immersion). This will allow our existing fleet of buses and drivers to focus on providing services to those students in the geographical area of our schools thereby reducing the length of routes and improving pick up and drop off times.

This method of reducing the number of riders will also allow the District to manage growth in a more sustainable manner.

The disadvantage of this recommendation is that it may impact a student's ability to choose an elective program if that program is not offered in their catchment school.

For the December 2nd Education Policy meeting, staff will gather data to reflect the number of out of catchment students using the transportation system and will attempt to quantify the service level improvements by identifying the time savings of ride and wait times being reducing for the remaining riders.

Update of and compliance with walk limits – staff are recommending removing the walk limits in the current regulation until a full review of safe routes to schools can be completed. Walk limits can be an effective portion of the transportation system when combined with defined routes to schools that are safe for our students. A summary of riders in the 19/20 school year has been attached to reflect the number of riders, within 1km to 4km of their school at each level.

Reviews at the school level can be completed which may result in varying lengths of walk limits depending on the school and surrounding area. The District could partner with the CRD *Ready Step Roll Program* which is an annual active school travel planning initiative that partners with local governments, throughout the Capital Region, to help students and their families walk and wheel to and from school more often.

Combining walk limits with safe routes is a more wholistic approach to getting students to school in a safe and healthy manner.

Implementation of an administration fee – although not highly contested, staff are not recommending charging an administration fee for the 21/22 school year. The negative financial impacts that the pandemic has created does not lend itself to the District charging a fee now. The District will continue to look for ways to dissuade students from registering for bussing but not using the system.

Next Steps

- As discussed at the October Resource Committee and Board meetings, the following table reflects the next steps in the process to review and consider changes to the Transportation policy and regulation (F100)
- The Committee and/or Board may want additional data or input from the public and could consider hosting a Town Hall meeting as we did with the Catchment Review process
- Staff have revised the transportation policy and regulation to reflect these changes and will now form the documents for the Committee and Board to review and consider

Meeting	Date	Action
Board of Education	October 27	Advise Board the review has been restarted and proposed approach
Resources Committee	November 10	Review feedback received and proposed policy & regulation changes
Education Policy	December 1	Present proposed policy and regulation changes for consideration
Board of Education	December 15	Consider changes & Notice of Motion (if supported by Ed Policy)
Education Policy	January 5	Review and feedback on proposed changes
Board of Education	January 26	Debate the revised Transportation Policy and Regulation (F100)

< Back

TOP THOUGHTS - SUMMARY REPORT: TRANSPORTATION REVIEW 2020

RESULTS

School District No. 62 Sooke



Search

Reflecting on the five proposed changes to SD62 school bus transportation, what are your thoughts or questions?

1 of 29 >

A rider fee of \$250 is not helping anyone out during this time period of people loosing jobs or reduce hours while providing care for their kids. Kids have to travel different distances to get to their closest school, and this program was available was part of SD62.

4.4 ★★★★★ (27) Ranked #1 of 1322

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

Kids shouldn't be denied of education because they dont have a ride to school and go home safely. t

4.4 ★★★★★ (17) Ranked #2 of 1322

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

Fees The proposed fee is significant considering I have two kids that require busing. 500\$ is steep

4.3 ★★★★★ (27) Ranked #3 of 1322

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

Going from free one year to \$175 + \$25 registration fee the next year is ridiculous. How will services be improved with this fee?

4.3 ★★★★★ (27) Ranked #4 of 1322

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

Please.....no more fees!!!!!! We are already paying for supplies , student fees, athletics. Paying 25\$ admin then another 200\$ will not be welcome!

4.3 ★★★★★ (27) Ranked #5 of 1322

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

Walking distance 1km is a LONG walk to catch a bus for k-3, especially when busses can pickup at sunrise and this is in the pitch black with rain and poor visibility.



Parents and Grandparents have to drive. Causes more stress in households and does not support climate action . Better for environment to have bus vs individual cars.



Very strongly opposed to introducing bus fees Once you have fees, they start to creep up year by year. This is just another tax on parents, at a time when many of us can least afford it right now!



\$250/ student is much too high. Even families that don't meet the subsidy level are still on tight budgets. With the cost of everything sky rocketing this is a big ask of families



I would not want to have to start paying for bus service. Why is charging us money for bus transportation all of a sudden serving us better?



I worry about the fees Even \$250 a family is significant



Time of pickup and travel time Bus pickups at 618 and 627 am arent realistic for families.



Asking families for up too \$250 is not acceptable I dont know about other families but I know personally we live pay cheque to pay cheque and that extra fee could make a big difference in our budget



I think it's ridiculous for families of children in public schools to have to pay for the school bus. This should be subsidized by the local government as it's their quick build of the community that has caused this issue.



My son currently spends 4 hours a day on a bus. Absolutely insane. 2 hours to school, 2 hours home. We live 20 minutes from the school. My husband has cut back to working 2 days a week so he can drive our soon to school and back, for 2.5 hours of school a day. Let's do better than this



No one should have to pay to get a bus to school. If both

NO ONE SHOULD HAVE TO PAY TO GET A BUS TO SCHOOL. IF BOTH PARENTS WORK HOW DO THEY GET THEIR KIDS TO AND FROM SCHOOL? School is essential What if your child transfers to another school in the district due to sports academics or other. Does this mean they cant get the bus.



Rider Fee seems quite high Single parents of multiple children will most likely not be able to afford this and have no other option to school transportation.



It depends on what is considered an "urban area". Even 1km on a highway (e.g. Sooke Road) is too far for elementary students, 2km even worse.



Makes bussing unaffordable With four children, despite having a decent income we couldn't afford to have to pay for the school bus for all of them. Not reasonable.



Not interested in paying a "rider fee" of \$175-\$250



There should be no fee charged for school bus service School bus transportation plays a very important role in ensuring children get to school and return home. Many rural families rely on this service.



The province recently did away with bussing fees. Please lobby the ministry for the funding necessary for good bus service. \$175-200 per rider is a significant amount of money, and is not affordable for most families, given the high costs of housing, and everything else.



Why are these fees not included in municipality taxes? why are these fees not included with the school taxes all residence pay in the city - why are we having yet another amount added to our list



Catchment We should be encouraging kids to go to high school and make it safe and easy to attend. Not introduce barriers like city busses.



Distance is not always the best way to judge for ridership. Sidewalks, accessibility and safety during weather events should be considered getting to school safely should be priority for bussing



Fees are too expensive with multiple children No fees and finding grants should be considered



Paying hundreds of bucks per kid for the bus is a significant burden on families that rely on transportation, particularly those with only one parent School should be free legally, but there are already a lot of costs - school supplies, activity fees etc. and with the bus it's not fair.



\$175-\$200 per student is not affordable for everyone It is not inclusive to the whole community



I think that with regards to walk limits, the lack of sidewalks is an issue. Colwood/Sooke are especially hazardous. Safety of our kids.



Public school must be accessible, and busing is an essential component of that accessibility Without busing, working families (including single parents) are disadvantaged.



Please don't install fees - they are a barrier to young families living pay cheque to pay cheque!



I agree with registration timeframes with some flexibility Need some flexibility for family that can't register if they Have just moved and are new to the area



School busses should be free! Every child should have a safe, reliable way to school no questions asked!



The proposed user fee seems high. 3 kids could be \$750 to take the bus. A one time user/registration fee would be reasonable



Transportation should be for students that live to far to safely walk and would be greater than 15 min walk Certain streets ie Latoria from happy valley to veteran memorial has too much construction, traffic to be a safe walking corridor or bike corridor



Am concerned with total travel time and waits at the school and am interested in knowing in advance of registering what



and am interested in knowing in advance or registering what the maximum wait time will be Current bus schedule has my child leaving home 2 hours before class starts to arrive an hour early for school.

4.1 (27) Ranked #36 of 1322

4 ★
3 ★
2 ★
1 ★

Ideal to not have to pay for the service or if a cost it were nominal. We already do pay a lot in taxes and raising a family and providing for them is not easy.

4.1 (27) Ranked #37 of 1322

5 ★
4 ★
3 ★
2 ★
1 ★

Keep it free! Having several kids on the bus is expensive and will impact all families trying to get their kids to school safely. I have no choice but to send my children on the bus to make it from before school care to school safely and on time. This applies for after as well.

4.1 (27) Ranked #38 of 1322

5 ★
4 ★
3 ★
2 ★
1 ★

Students using buses reduces congestion around schools SD policy should encourage bus usage to reduce congestion on roads around schools. This improves student safety and makes schools better neighbours.

4.1 (27) Ranked #39 of 1322

5 ★
4 ★
3 ★
2 ★
1 ★

Inconvenient schedules Some of these schedules are putting kids on a bus much too early to school or a really long wait for the bus, or a really roundabout route.

4.1 (26) Ranked #40 of 1322

5 ★
4 ★
3 ★
2 ★
1 ★

I don't see the connection between instituting a fee for service and reducing wait times, unless it is by lowering ridership Free, reliable transportation to schools is essential for many families, especially for those where parents work out of the home

4.1 (25) Ranked #41 of 1322

5 ★
4 ★
3 ★
2 ★
1 ★

I think the busing fees are way to high- bussing should be a part of the Ministry of Educations responsibility. Bussing fees are an added expense in times where families are already struggling financially and will then only service a designated population-

4.1 (23) Ranked #42 of 1322

5 ★
4 ★
3 ★
2 ★
1 ★

I don't agree with the fee. It's like asking parents to supple teachers with supplies. we are not actually fixing the issue. Adequate funding should be supplied.

4.1 (22) Ranked #43 of 1322

5 ★
4 ★
3 ★
2 ★
1 ★

User fee is too expensive hard to afford that with 3 kids,

4.1 (22) Ranked #44 of 1322

5 ★
4 ★
3 ★
2 ★
1 ★

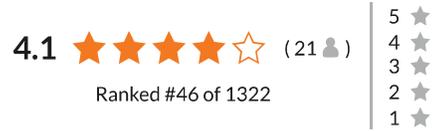
When assessing how far kids should walk you need to take into account the age and environment of the child. Some area are really dangerous to walk in. A six year old may not be able to problem solve if they get lost. The density of cars on the street

4.1 (22) Ranked #45 of 1322

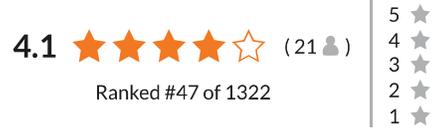
5 ★
4 ★
3 ★
2 ★
1 ★

has increased leading to frustrated drivers

I dont see how money from parents will fix wait times, the busses used to get parents to pay....did the government stop funding?

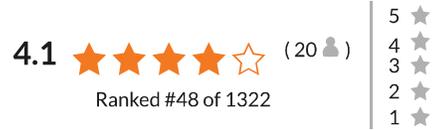


The school bus should be free to all income levels I think everyone is struggling financially during this pandemic not just low income families

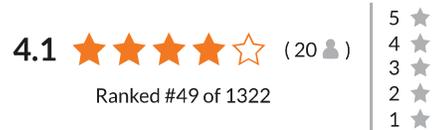


Public transit not appropriate for elementary/middle students.

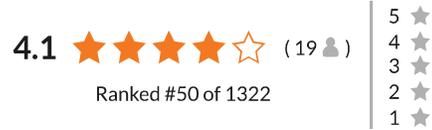
It's not safe nor appropriate to ask an elementary student to take public transit to get home. Save that for high school students.



Route maps It would be greatly beneficial for me to have access to propose routes and times so that I may select which one works best for my family.



Defined registration periods are great, but you are always going to get families moving into district after the deadline. There needs to be flexibility to accommodate new residents.



School District #62 (Sooke)
Summary of Riders within 4KM of their School
Fiscal 19/20

ELEMENTARY SCHOOLS	WALK LIMITS			
	1KM	2KM	3KM	4KM
COLWOOD ELEM/NO BUSSING	0	0	0	0
CRYSTAL VIEW ELEM	61	101	132	138
DAVID CAMERON ELEM	56	125	207	303
HANS HELGESEN ELEM	6	20	43	70
HAPPY VALLEY ELEM	199	262	320	349
JOHN MUIR ELEM	21	81	124	133
JOHN STUBBS ELEM				
LAKEWOOD ELEM	169	258	320	367
MILLSTREAM ELEM	110	176	197	220
POIRIER ELEM	109	170	224	286
PORT RENFREW/NO BUSSING	0	0	0	0
RUTH KING ELEM/NO BUSSING	0	0	0	0
SANGSTER ELEM	110	134	153	165
SASEENOS ELEM	20	33	54	70
SAVORY ELEM	37	107	176	189
SOOKE ELEM	42	126	222	270
WISHART	243	333	390	429
WILLWAY ELEM	89	110	134	137
TOTAL	1272	2036	2696	3126

MIDDLE SCHOOLS	WALK LIMITS			
	1KM	2KM	3KM	4KM
DUNSMUIR MIDDLE	65	156	245	316
JOURNEY MIDDLE	34	119	223	326
SPENCER MIDDLE	69	212	387	616
TOTAL	168	487	855	1258

SECONDARY SCHOOLS	WALK LIMITS			
	1KM	2KM	3KM	4KM
BELMONT SECONDARY	63	144	369	389
ED MILNE COMMUNITY SCHOOL	6	33	117	318
ROYAL BAY SECONDARY	9	77	222	345
TOTAL	78	254	708	1052

TOTAL	1518	2777	4259	5436
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**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams
Nov. 3, 2020 – 6:00 p.m.**

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

Guest: Vanessa White, District Principal – Safe and Healthy Schools

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. Opening Remarks from Chair, Bob Phillips

Scott Stinson provided a brief update on remote learning, bus transportation and the secondary school 1/8 model.

3. COMMITTEE REPORT of Oct. 6, 2020 Education-Policy Standing Committee meeting

The committee report for the Oct. 6, 2020 Education-Policy Committee meeting was reviewed by the committee members.

4. BAA COURSE PROPOSALS

No courses were brought forward for consideration at this meeting.

5. REVIEW OF POLICIES/REGULATIONS

- a. Draft New Policy and Regulations E-158 "Public Interest Disclosure – Whistleblower Protection – Scott Stinson
 Scott Stinson reviewed the draft new policy and regulations prepared by Harold Cull, Secretary-Treasurer.

Recommendation:

That the Board of Education give Notice of Motion to draft new Policy and Regulations E-158 "Public Interest Disclosure – Whistleblower Protection".

- b. Draft Revised Procedural Regulations A-412 "Delegations & Questions to the Board" – Scott Stinson
Scott Stinson reviewed the proposed revisions to the procedural regulations.

Revisions will go forward as information to the Board at its November 24 meeting.

6. **NEW BUSINESS**

- a. CUPE BC Seamless Day Model of Early Learning and Care

Scott Stinson reviewed the Seamless Day model of early learning and care as set out by the Provincial Government. It is a shift to school-based delivery of school-age child care.

Recommendation:

That the Board of Education direct staff to consult with partners regarding the development of a Child Care policy to align with section 85.1 of the *School Act*.

- b. Healthy Schools, Healthy People Growth Framework – Dave Strange and Vanessa White

- Growing Healthy Food Report

Vanessa White provided a detailed review of the framework. The committee requested that this presentation be given to the Board of Education.

7. **FOR INFORMATION**

- a.

8. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**

As per Policy Work Plan

9. **ADJOURNMENT AND NEXT MEETING DATE:** Dec. 1, 2020

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

November 24, 2020

Draft new Policy and Regulations E-158 "Public Interest Disclosure – Whistleblower Protection" are now ready for Notice of Motion.

NOTICE OF MOTION:

That draft new Policy and Regulations E-158 "Public Interest Disclosure – Whistleblower Protection" be given Notice of Motion.

School District #62 (Sooke)

PUBLIC INTEREST DISCLOSURE POLICY-WHISTLEBLOWER PROTECTION	No.: E-158
	Effective: Revised: Reviewed: Nov 3/20; Nov. 24/20

School Board Policy

The Board of Education of School District No. 62 (Sooke) is committed to the highest standards of ethical conduct, integrity and accountability.

The Board of Education has a responsibility for the stewardship of the District. In order to ensure compliance with the *Public Interest Disclosure Act* the Board encourages and supports employees to report, while acting in good faith, and consistent with their applicable Code of Ethics, in any situation that they reasonably believe to be substantive improper activity. Where it is alleged that an improper activity by District officers or employees has occurred, the principles and processes outlined in this Regulation shall govern.

School District #62 (Sooke)

PUBLIC INTEREST DISCLOSURE POLICY-WHISTLEBLOWER PROTECTION	No.: E-158
	Effective: Revised: Reviewed: Nov. 3/20; Nov. 24/20

PROCEDURAL REGULATIONS1.0 Authority

- 1.1 The responsibility for the day-to-day administration and enforcement of this policy rests with the Superintendent and CEO as authorized by the Board of Education.
- 1.2 The provisions of this policy are independent of and supplemental to the provisions of collective agreements between the Board of Education and its Unions relative to the grievance procedures, and to any other terms and conditions of employment.

2.0 Definitions

- 2.1 Board – is the Board of Education of School District No. 62 (Sooke).
- 2.2 Employee - applies to all trustees, officers, directors and employees of the District as well as to other stakeholders having an interest in the District including suppliers, consultants, and contractors.
- 2.3 Good faith - is evident when a report is made without malice or consideration to personal benefit and the employee has a reasonable basis to believe that the report is true.
- 2.4 Employer – applies to the Board of Education of School District 62 (Sooke).
- 2.5 Supervisor – A person who supervises a person or activity.

3.0 Reportable Activities

- 3.1 Reportable Activities may include, but are not limited to:
 - a. an unlawful act, civil or criminal.
 - b. abuse or an imbalance of power.
 - c. action detrimental to students or staff of the District.
 - d. questionable accounting practices.
 - e. falsifying District records.
 - f. theft of cash, goods, services, time or fraud.
 - g. inappropriate use of Board funds or assets.
 - h. decision making for personal gain.
 - i. dangerous practices likely to cause physical harm, or damage to District property.
 - j. retaliation, repercussion or reprisal for reporting under the Policy.

4.0 Duty to Disclose

- 4.1 The Board of Education encourages any employee who is aware of, or witness to any improper activity to bring the matter to their Direct Supervisor. If the matter involves the Employee's Direct Supervisor it should be reported to the Superintendent and CEO. The District will investigate the matter, and take actions appropriate to the circumstances. Employees can expect that matter will be treated in confidence, unless disclosure of the information is authorized or required by law (for example under the Freedom of Information and Protection of Privacy Act or Court subpoena).

5.0 Protection of Employee and Employer

Employee

- 5.1 Any Employee shall not be subject to discipline or reprisal for bringing forward a complaint to a Supervisor if they:
- a. believe it to be substantively true.
 - b. provides information in good faith.
 - c. does not act maliciously or make false allegations.
 - d. does not seek any personal or financial gain.
- 5.2 All reports under this policy will be handled with strict confidentiality and personally identifiable information from the report will only be shared to the extent necessary to conduct a complete and fair investigation according to the law.
- 5.3 If an investigation reveals that the report was frivolously made or undertaken for improper motives or made in bad faith or without reasonable and probable basis, disciplinary action may be taken.

Employer

- 5.4 Nothing in this policy shall be deemed to diminish or impair the rights of the District to manage its employees under any policy or collective agreement; or to prohibit any personnel action which otherwise would have been taken regardless of the reporting of the information.

6.0 Reporting a Complaint

- 6.1 Employees and stakeholders may submit a complaint about any Reportable Activities to their Direct Supervisor or the Superintendent at the School Board Office, in writing via email or by written letter submitted in confidence.
- 6.2 Per Section 11.1 of the *Public Interest Discloser Act* an employee who is considering making a disclosure may request advice from:
- a. the employee's union representative or employee association representative, as applicable,
 - b. a lawyer,
 - c. the employee's supervisor,
 - d. a designated officer of the relevant ministry, government body or office in respect of the employee, or
 - e. the Ombudsperson.

- 6.3 It is important for employees or stakeholders making a complaint to understand that the investigation of a complaint will be most effective if they have provided their name and contact information, when submitting a complaint.

7 Investigation

- 7.1 Upon receiving a complaint, the Superintendent will record the receipt of the complaint and determine whether the matter is, in fact, a Reportable Activity under this Policy.
- 7.2 If the Superintendent determines that the complaint is a legitimate Reportable Activity, the Superintendent or delegate will open a file and commence an investigation.
- 7.3 The investigation generally will include, but will not be limited to, discussions with the reporting employee, the party against whom the allegations have been made and witnesses, as appropriate. Employees shall not obstruct or impede any investigation. Reasonable actions will be taken to prevent retaliation against anyone making a good faith report or participating in an investigation.
- 7.4 The Superintendent or delegate may enlist Senior Management and/or legal, accounting or other advisors, as appropriate, to assist in conducting any investigation. All investigators shall be independent and unbiased both in fact and appearance. Investigators have a duty of fairness, objectivity, thoroughness and observance of legal and professional standards.
- 7.5 It is the obligation of all employees to cooperate in any investigation. Those responsible for the investigation will maintain confidentiality of the allegations and the identity of the person involved, subject to the need to conduct a full and impartial investigation and review any violations of the law or the Board's policies.
- 7.6 If an investigation establishes that an employee has engaged in improper activity or reportable activity, the Board will take immediate and appropriate corrective action.

8 Annual Report

- 8.1 The Superintendent shall submit to the Board, in an in-camera meeting, an annual summary of actions taken under this Policy. The summary will include reports received and acted upon during the school year, July 1st to June 30th.

School District #62 (Sooke)

DELEGATIONS & QUESTIONS TO THE BOARD	No.: A-412
	Effective: May 10, 1983 Revised: Nov. 8/83; Apr. 10/89; Nov. 24/94; Dec. 8/98; Sept. 29/15; Reviewed: June 15/15; Nov. 3/20; Nov. 24/20

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- 1.1 Individuals or groups, **outside of standing delegations**, wishing to speak to the Board of Education shall provide the Secretary-Treasurer/Superintendent of Schools with a written topic **copy** of their presentation by Monday morning of the week preceding a regular Board meeting.
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- 1.3 If the presentation relates to a matter appearing on the agenda, the Board may hear the delegation when that item is discussed. Otherwise, the delegation will be heard at another specified point during the meeting.
- 1.4 Presentations by delegations should not normally exceed five minutes.

2. Questions

- 2.1 Individuals or group representatives with questions for the Board **related to the Board meeting proceedings** shall address their questions to the Board Chairperson at the end of the meeting **during the Question Period of the Board Meeting**.
- 2.2 The Chairperson of the Board shall determine whether a question requires referral to the staff for further information to be obtained, and whether supplementary questions on the same topic will be received verbally by the Board.
- 2.3 **Individuals or groups asking a question verbally or in writing are asked to identify themselves for purposes of the record.**
- 2.4 **For the purpose of Board Meeting minutes, the person asking and the question will be recorded.**
- 2.5 **Media inquiries will be directed to either the Superintendent or Board Chair through the Manager of Communications after the Board meeting.**

3. Submission by Partner Groups

3.1 **A section of the agenda is reserved for standing delegations from district partners (CUPE, STA, SPVPA, SPEAC, CPF and students).**

3.2 The "delegations" section of the Board of Education meeting agenda is intended to ensure regular opportunities for partner groups to maintain communication with the Board. These submissions should not normally exceed five minutes.

Public Notice – Education-Policy Committee Online Public Meeting

A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on November 3, 2020 at 6:00 pm.**

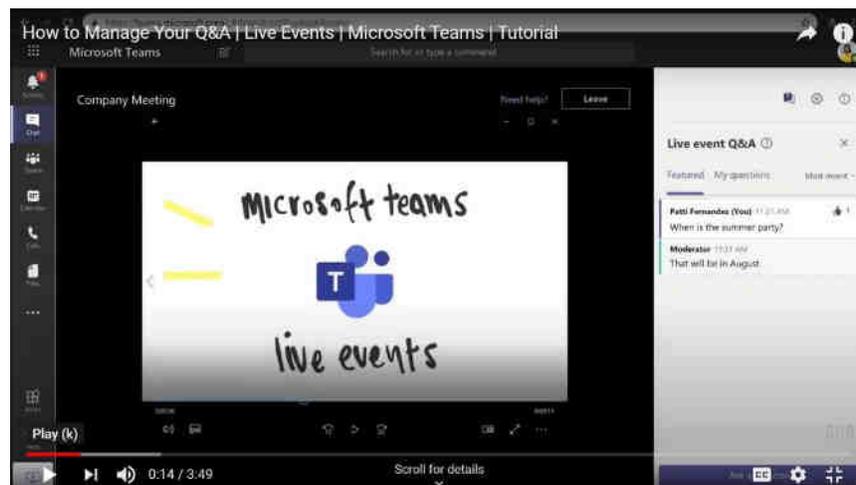
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Nov-3-2020>

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

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

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



For those who are unable to join the meetings, they will be recorded and audio will be available upon request following the meeting by emailing jfoulger@sd62.bc.ca.

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



EDUCATION-POLICY COMMITTEE

School Board Office
Via MS Teams
Nov. 3, 2020 – 6:00 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: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.
2. **Opening Remarks from Chair, Bob Phillips**
3. **COMMITTEE REPORT** of Oct. 6, 2020 Education Standing Committee meeting (attached)
4. **BAA COURSE PROPOSALS** (attached)
 - a.
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
 - a. Draft New Policy and Regulations E-158 "Public Interest Disclosure – Whistleblower Protection – Harold Cull
 - b. Draft Revised Procedural Regulations A-412 "Delegations & Questions to the Board – Scott Stinson
6. **NEW BUSINESS**
 - a. CUPE BC Seamless Day Model of Early Learning and Care (attached)
 - b. Healthy Schools, Healthy People Growth Framework – Dave Strange and Vanessa White
 - Growing Healthy Food Report (attached)
7. **FOR INFORMATION**
 - a.
8. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**
As per Policy Work Plan
9. **ADJOURNMENT AND NEXT MEETING DATE:** Dec. 1, 2020



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams
Oct. 6, 2020 – 6:00 p.m.**

Present: Bob Phillips, Trustee (Committee Chair)
 Dianna Seaton, Trustee (Committee Member)
 Margot Swinburnson, Trustee (Committee Member)
 Missy Haynes, STA
 Lisa Haug, CUPE
 Georgette Walker, SPVPA
 Scott Stinson, Superintendent/CEO
 Stephanie Hedley-Smith, Associate Superintendent
 Paul Block, Associate Superintendent
 Cendra Beaton – SPEAC

Guest: Laura Schwertfeger, District Principal – International Program

Regrets: Dave Strange, Associate Superintendent

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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2. Opening Remarks from Chair, Bob Phillips

3. COMMITTEE REPORT of September 8, 2020 Education Standing Committee meeting

The committee report for the September 8, 2020 Education Standing Committee meeting was reviewed by the committee members.

4. BAA COURSE PROPOSALS

No courses were brought forward for consideration at this meeting.

5. REVIEW OF POLICIES/REGULATIONS

Prior to reviewing the policies below, the Chair asked the Superintendent for a quick update on overall school district business. Scott Stinson reviewed Remote Teachers, ISP programs and school events.

a. Appeals By-law 1-08 update – Scott Stinson

Superintendent Stinson shared some minor changes that have no impact on the intent or purpose; simply housekeeping changes only.

- b. Policy C-350 “Appeals” update – Scott Stinson
 Superintendent Stinson shared the process of review and the need to add references to other policies within the District Policy Manual and/or *School Act* that are connected or in support of facilitating better understanding and referencing for users.
- c. Draft Revised Policy & Regulations C-432 “Maintenance of Order” – Scott Stinson
 Superintendent Stinson reviewed the minor language revisions that need to be made to align with current language. For example, removing the term “administrator” as this is no longer referenced in the *School Act* as a term for principals/vice-principals. There are no changes that impact intent or purpose; housekeeping changes only.

Recommendation:

That the Board of Education give Notice of Motion to draft revised Policy and Regulations C-432 “Maintenance of Order”.

6. NEW BUSINESS

- a. International Program Update – Laura Schwertfeger, District Principal
 Mrs. Schwertfeger presented the impacts of COVID-19 on the International Student Programs. She focused on the positive impacts of ISP programming and supports for students and their overall health and wellness during the pandemic.

Mrs. Schwertfeger also spoke about:

- the current political state and latest news in regards to borders opening and students gaining access to Canada and our schools.
- Homestay capacity update.
- Virtual marketing.
- Important educational issues for ISP department and students.

- b. Growing SD62 – School Gardens – Dave Strange
 Tabled until next meeting.

7. FOR INFORMATION

- a. Research Project Approval – Ryan Davidson – “The Development of Collective Teacher Efficacy at the Middle School Level” – Scott Stinson
- b. Research Project Approval – MediaSmarts – Lynn Huxtable – “Young Canadians in a Wireless World” – Scott Stinson

8. FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS

As per Policy Work Plan

9. ADJOURNMENT AND NEXT MEETING DATE: Nov. 3, 2020

School District #62 (Sooke)

	No.: E-158
PUBLIC INTEREST DISCLOSURE -WHISTLEBLOWER PROTECTION	Effective: Revised: Reviewed: Nov. 3/20

School Board Policy

The Board of Education of School District No. 62 (Sooke) is committed to the highest standards of ethical conduct, integrity and accountability.

The Board of Education has a responsibility for the stewardship of the District. The Board encourages and supports employees, while acting in good faith, to report information about potentially fraudulent, injurious, illegal or dishonest behaviour of any employee to their supervisor and/or the Superintendent and CEO of the School District.

School District #62 (Sooke)

PUBLIC INTEREST DISCLOSURE - WHISTLEBLOWER PROTECTION	No.: E-158
	Effective: Revised: Reviewed: Nov. 3/20

PROCEDURAL REGULATIONS

The Board of Education has a responsibility for the stewardship of the District. The Board encourages and supports employees, to report, while acting in good faith, and consistent with their applicable Code of Ethics, in any situation that they reasonably believe to be substantive improper activity. Where it is alleged that an improper activity by District officers or employees has occurred, the principles and processes outlined in this Regulation shall govern.

Regulations**1.0 Authority**

- 1.1 The responsibility for the day-to day administration and enforcement of this policy rests with the Superintendent and CEO as authorized by the Board of Education.
- 1.2 The provisions of this policy are independent of and supplemental to, the provisions of collective agreements between the Board of Education and its Unions relative to the grievance procedures, and to any other terms and conditions of employment.

2.0 Definitions

- 2.1 Board – is the Board of Education of School District No. 62 (Sooke).
- 2.2 Employee-applies to all trustees, officers, directors and employees of the District as well as to other stakeholders having an interest in the District including suppliers, consultants, and contractors.
- 2.3 Good faith-is evident when a report is made without malice or consideration to personal benefit and the employee has a reasonable basis to believe that the report is true.

3.0 Reportable Activities

- 3.1 Reportable Activities may include:
 - a. An unlawful act, civil or criminal.
 - b. Abuse or an unbalance of power.
 - c. Action detrimental to students or staff of the District.
 - d. Questionable accounting practices.
 - e. Falsifying District records.
 - f. Theft of cash, goods, services, time or fraud.
 - g. Inappropriate use of Board funds or assets.
 - h. Decision making for personal gain.

- i. Dangerous practices likely to cause physical harm, or damage to District property.
- j. Retaliation, repercussion or reprisal for reporting under the Policy.

4.0 Duty to Disclose

- 4.1 The Board of Education encourages any employee who is aware of, or witness any improper activity to bring the matter to their Direct Supervisor. If the matter involves the Employee's Direct Supervisor it should be reported to the Superintendent and CEO. The District will investigate the matter, and take actions appropriate to the circumstances. Employees can expect that matter will be treated in confidence, unless disclosure of the information is authorized or required by law (for example under the *Freedom of Information and Protection of Privacy Act* or Court subpoena).

5.0 Protection of Employee and Employer

Employee

- 5.1 Any Employee will not be subject to discipline or reprisal for bring forward a complaint to a Supervisor if he/she:
- a. believes it to be substantive true.
 - b. provides information in good faith.
 - c. does not act maliciously or make false allegations.
 - d. does not seek any personal or financial gain.
- 5.1 All reports under this policy will be handles with strict confidentiality and personally identifiable information from the report will only be shared to the extent necessary to conduct a complete and fair investigation according to the law.
- 5.2 If an investigation reveals that the report was frivolously made or undertaken for improper motives or made in bad faith or without reasonable and probable basis, disciplinary action may be taken.

Employer

- 5.3 Nothing in this policy shall be deemed to diminish or impair the rights of the District to manage its employees under any policy or collective agreement; or to prohibit any personnel action which otherwise would have been taken regardless of the reporting of the information.

6.0 Reporting a Complaint

- 6.1 Employees, former employees and stakeholders may submit a written complaint about any Reportable Activities to their Direct Supervisor or Superintendent at the School Board Office.
- 6.2 Complaints must include the following information (if known):
- a. a description of the wrongdoing;
 - b. the name of the person alleged to have committed the wrongdoing, or to be about to commit the wrongdoing;
 - c. the date of the wrongdoing;

- d. whether information or conduct that is being disclosed relates to an obligation under another enactment and, if so, a reference to the enactment, and
- e. whether the wrongdoing has already been disclosed. If this is the case, the name of the person to whom the complaint was made and the response, if any, that has been received.

6.3 It is important for employees or stakeholders making a complaint to understanding that the investigation of a complaint will be most effective if they have provided their name and contact information, when submitting a complaint. Disclosures may be made anonymously but those who may be considering making anonymous disclosures should be aware that it can be very difficult for the Supervisor or Superintendent to follow-up, which could impact the investigation of the disclosure.

7.0 Investigation

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August 11, 2020

Dear Trustee,

Re: Seamless Day model of early learning and care

The Canadian Union of Public Employees represents more than 30,000 workers in B.C.'s public school system, and is a strong advocate of public education. This advocacy has long included seeking expansion of the province's early learning and care models as part of the K-12 system. Recent work on this topic has led CUPE to propose to the Minister of Education that British Columbia implement the Seamless Day model of early learning and care as B.C.'s next major investment in child care expansion.

The direct delivery of child care by school districts using the seamless day model ensures high quality early childhood care and learning to children while also solving a practical problem for parents. This model extends the regular school day to integrate before-and after-school care with the classroom learning by having teachers, early childhood educators and education assistants work as a team.

Public delivery of child care by school boards ensures high quality programs and provides oversight within an existing governance structure, delivering the following key benefits:

- Improved accessibility and fewer transitions for kids;
- Enhanced and informed care that is education-focused;
- Coordination of care and learning between before-and after-school and school day programming;
- More secure and reliable child care options in every community;
- New opportunities to recruit and retain high-quality education assistant and early childhood educators;
- More effective delivery of cost-effective, high-quality child care spaces; and
- Increased investment in the public school system.

Recent decisions by the B.C. government have provided school districts the means and mandate to implement before and after-school programs. With these changes, school districts can begin implementing the seamless day for children in kindergarten and grades one and two, after which the program can be easily expanded to learners in senior grades.

I am pleased to attach a research document created by CUPE in support of this proposal. The document lays out the benefits of the seamless day and how existing implementation challenges can be overcome.

.../2

As you read the document, I hope that you will see this proposal as a natural extension of the child care school districts provided in the spring in response to the needs revealed by the COVID-19 crisis. Now, as then, school districts are in an excellent position to provide high-quality, affordable and education-focused early learning and care that both speaks to the desperate need for more child care, and also creates a more enhanced learning and care environment.

In the coming weeks CUPE will be reaching out to the public to engage parents and community members in support of our seamless day proposal. We have launched a site with more information, BuildSeamlessChildCare.ca, and that enables supporters to directly engage with their local trustees.

As always, we welcome any questions or comments about our child care proposal or any other topic of concern or consideration. I invite you contact our Local Government Liaison, Steven Beasley, at sbeasley@cupe.ca or via phone at 778-903-7394.

Sincerely,



Trevor Davies
Secretary-Treasurer
CUPE BC

TD/LW



Enclosure (1) Seamless Day Proposal

HOW B.C. CAN CREATE THE
NEXT 10,000 NEW CHILD CARE SPACES

A SHIFT TO SCHOOL-BASED DELIVERY OF SCHOOL-AGE CHILD CARE



Exploring an integrated approach to Early Childhood Education and care using the Seamless Day Model



BRIEF PREPARED BY CUPE NATIONAL RESEARCH

JULY 2020 (Version 2)

CONTENTS

Our vision	2
Introduction: Towards a universal public system	3
CREATING A BETTER MODEL FOR FAMILIES	
The current fractured system fails families	5
Why early learning matters	6
Moving towards an integrated system	8
Lessons learned in delivering school-age child care	10
MAKING THE SEAMLESS DAY A REALITY	
Outline of the seamless day model	13
Benefits of the seamless day model	14
Licensing.....	16
Staffing	17
Funding	19
MAKING A DIFFERENCE FOR FAMILIES	
Case Studies	
Kindergartens in Norway.....	21
Waterloo Region District School Board (Ontario).....	22
Okanagan Similkameen SD53 (Oliver, B.C.)	24
Conclusions.....	26
Recommendations.....	27
Reference	28



OVERALL VISION:

The Canadian Union of Public Employees is a strong advocate for affordable, public child care. Our long-term vision is a public system of early childhood education and learning embedded in our existing public-school system in every community in B.C. – situated in neighbourhoods where families need them and in existing public facilities designed with the best interests of children in mind. To achieve this vision, we support the implementation of the \$10 a Day child care plan which would ensure children of all ages have the right to access publicly-funded and -delivered child care.

INTRODUCTION: TOWARDS A UNIVERSAL PUBLIC SYSTEM

This B.C. government has made significant strides in delivering more affordable and accessible child care spaces over the past three years. Since announcing plans to develop a universal child care system in 2018, the government has opened more than 10,000 new child care spaces in communities across the province, implemented measures to reduce child care fees, increased wages of Early Childhood Educators (ECEs), and founded \$10 a Day prototype sites to explore how a universal system could operate.

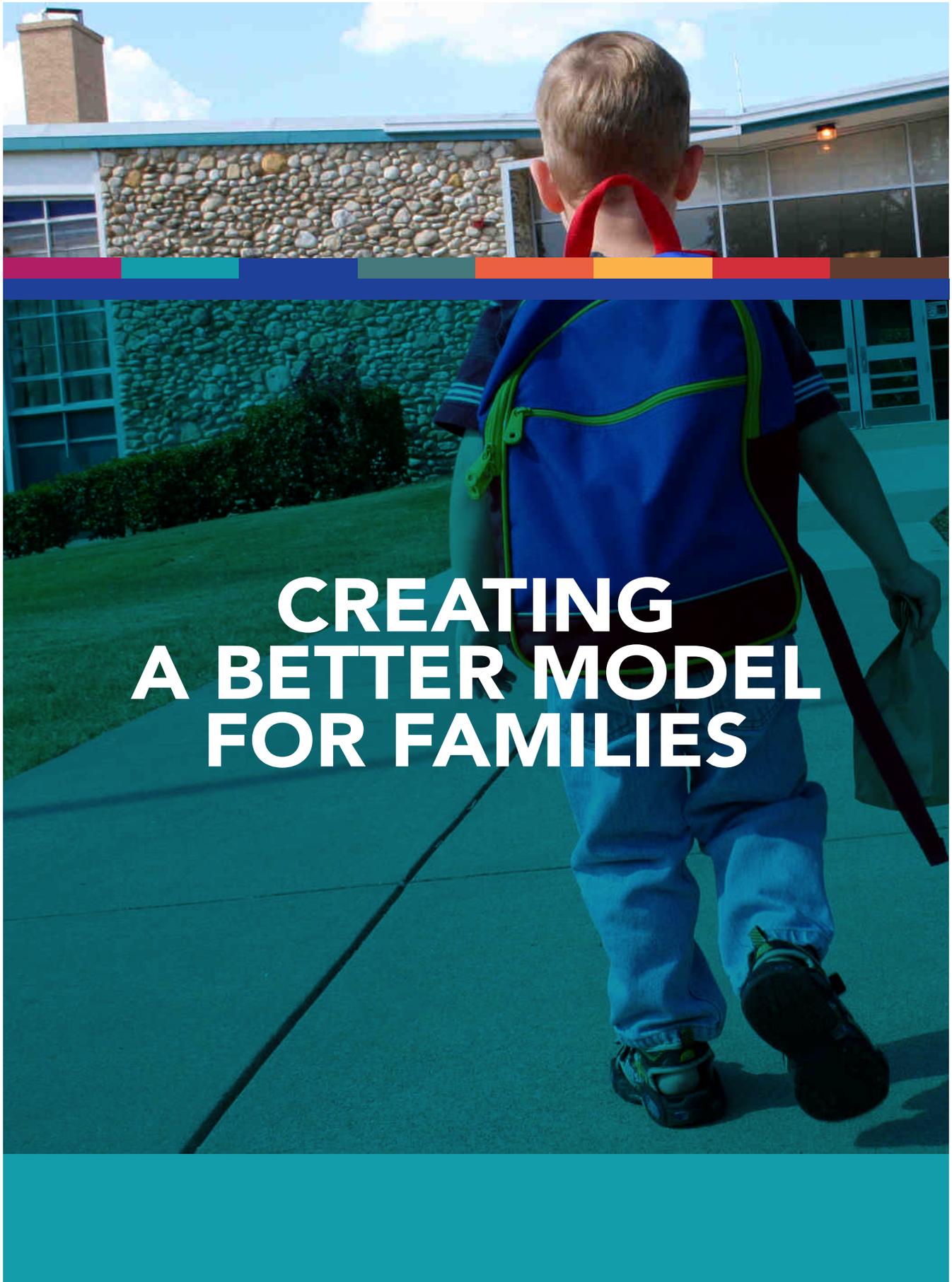
However, despite these achievements, fees remain high for many B.C. families, long child care waitlists persist across the province, and the number of available licenced spaces still falls short, with enough space for only 20 per cent of children.¹ Fundamentally, this is because B.C.'s strictly market-based child care system has led to an inadequate supply of child spaces, and an inequitable distribution of services. Simply put, families lack child care services – of any quality – where and when they need it.

While B.C. struggles with this challenge, a possible solution has been left mostly unexplored. The direct provision of early learning and care in existing elementary school facilities by school districts warrants serious consideration. Thousands of potential cost-effective spaces for before and after-school care exist in every corner of British Columbia and could be mobilized to make a significant impact in child care availability. Further, using an integrated approach to early childhood care and learning (ECEC) through a seamless day model, the government can simultaneously deliver a very high quality, value-added system of early childhood education. This would constitute the next important step towards a fully public system of integrated early care and learning.

While there are some obstacles to achieving this vision, such as licensing and staffing challenges, there are a series of accessible solutions discussed below. School District 53 is currently exploring these challenges and obstacles through a three-year pilot project in Oliver. The School District has successfully launched a 'seamless day' early care and learning model that stands as a strong example of how such a system can successfully address the need for high quality child care.

This brief will demonstrate that the implementation of the seamless day in school districts throughout B.C. would quickly open thousands of badly-needed child care spaces and also expand the development of B.C.'s public system of integrated early care and learning.

¹ ECEBC and CCCBC, 2019



CREATING A BETTER MODEL FOR FAMILIES

The current fractured system is failing children and families

Currently none of Canada's provinces or territories treat child care as an entitlement or right. Across Canada, five-year-olds have access to kindergarten, and although attendance is not always mandatory, this is treated as an entitlement similar to elementary school. Accordingly, and as described in *Early Childhood Education and Care in Canada 2016 Report*, kindergarten is a public responsibility.

Conversely, paying for and finding child care for children younger than five in B.C., and outside of school hours for school-age children is a private family responsibility. (Friendly et al, 2018). In B.C., centre-based child care as it exists today is provided by both non-profits (representing approximately 51.4 per cent of the market, or 48,470 spaces) and for-profit centres (representing 48.6 per cent of the market or 45,676 spaces)², and the entire system operates under a 'user fee' market model.

There is significant evidence that the current system isn't working for B.C. families. Parent fees are among the highest in the country, with costs ranging from \$800 per month for preschoolers to over \$1,000 per month for younger children³. For many, the cost barrier is secondary to the sheer lack of availability. With only enough licenced spaces for less than 20 per cent of children, parents struggle to find any form of child care.⁴

Despite the low number of spaces, labour force challenges dominate the sector. ECE workers struggle with low wages and lack of benefits, causing significant recruitment and retention issues. Further, the educational requirements and associated costs for the prerequisite education and training to receive an ECE certificate aren't relatively comparable to the wage variance between those working in child care environments without that education. This creates less incentive for potential ECE workers to pursue the training and education that ensures child care programs are delivered by qualified trained professionals.

Unfortunately, the current market-based system leaves families with little choice over where, when, or what type of child care their child is enrolled in. These issues cause parents to make difficult choices around child care, and often force consideration of unregulated care that doesn't meet legal requirements and isn't monitored for health and safety. Where supply is so low and need is so high, the market model fails as there is effectively no consumer choice, and as a result, facilities with little oversight and dangerously low quality are allowed to prevail.

The Coalition of Child Care Advocates and the Early Childhood Educators of BC have presented a bold plan, called the \$10 a Day plan, that is widely accepted, and which significantly re-envision early childhood education and care (ECEC) in our province. We believe that the implementation of this plan is the solution to the current patchwork system of child care in B.C. We are not alone in this belief; a growing number of individuals, local governments, boards of education, labour unions and organizations, businesses, and advocacy groups support the plan⁵.

² Friendly, M., et al, 2018

³ As per [10aday.ca/about](https://www.10aday.ca/about), this is the provincial median

⁴ As noted in the \$10 a Day Community Plan for a Public System of Integrated Early Care & Learning

⁵ A full list of organizations that support the \$10 a Day plan can be found here: <https://www.10aday.ca/endorse>

As outlined in the \$10 a Day plan, a made-in-B.C. universal early care and learning system is built on well established evidence that:

- Public spending on the early years is a wise social and economic investment;
- Quality child care is early learning;
- High quality, early years programs promote healthy development;
- Children and families need, and have a right to, quality early care and learning; and
- Sound public policy builds universal systems that meet the diverse needs of today's families.

Why early learning matters

Lack of action on early learning leaves kids and families at a disadvantage

In the last decade the value of investing in children has gained considerable support.⁶ Reports such as *The Early Years Study* (McCain and Mustard, 1999) have played a key role in changing the dialogue in Canada surrounding child care and learning, and have proven that care and education are not separate concepts in their value to children's well-being and development.

The benefits of quality, well-designed ECEC programs are well documented (Pascal, 2009 and Honorable Margaret Norrie McCain, 2020.) As summarized in the 2017 *Early Care Report*, these benefits include providing kids with enhanced academic and socio-emotional competencies that contribute to increased earnings and better health and social behaviour as adults.



⁶ <https://www.oecd.org/education/school/33852192.pdf>

The Organization for Economic Cooperation and Development's (OECD) *Starting Strong V Report* (OECD, 2017) confirms that the transition from early childhood education to public school is a big step for children. Further investments in high quality Early Childhood Education and Care (ECEC) and smooth transitions between the various stages of early education are key for children's long-term learning and development.⁷ For most children in B.C., school-based kindergarten is currently the only place where ECEC and education overlap.

In recent years, Canada's largest investment in ECEC has been in full-day kindergarten for five-year-olds⁸. Several provinces, including Ontario and more recently Nova Scotia, have also expanded their public school systems to include access for four-year-olds. In Ontario they have designed this to be an additional year of kindergarten (junior kindergarten, commonly called JK), and in Nova Scotia they offer a Pre-Primary program that is free, voluntary and offered in the school setting. The goal of this program is to help children "transition into the school system and provide experiences that give children the best start to succeed in school and life."⁹

In Quebec, the provincial government has invested heavily in ECEC with a focus on a more affordable low-fee universal system. However, they have not fully integrated child care and education. Under their model, direct subsidies to three types of reduced-fee providers are offered: centre-based non-profit *centres de la petite enfance* (CPEs), family-based caregivers, and for-profit private *garderies* that conform to specified conditions.¹⁰ In total 83 per cent of children attend one of these types of programs.

Pierre Fortin, an economist at the University of Quebec at Montreal, says Quebec's work on child care has increased the participation of women in the workforce.¹¹ As noted in an Inroads journal article written by Fortin, in 2016 the labour force participation rate amongst women aged 20 to 44 in Quebec was 85 per cent, compared to 80 per cent elsewhere in Canada. He also noted that Quebec excelled worldwide with only Swiss women (at 87 per cent) having a higher participation rate and that this equates to approximately 70,000 more mothers entering Quebec's labour force.

As other provinces take steps to build the system by expanding early childhood education along with the provision of care, B.C. kids are being left behind. Not only are our province's kids not receiving the same care and education as those in other provinces, but B.C. families and parents are left without care options. They are disadvantaged compared to their counterparts in other provinces because of limited access to the employment market, greater child care costs, more educational responsibilities in the home and, ultimately, reduced economic capacity.

⁷ https://read.oecd-ilibrary.org/education/starting-strong-v_9789264276253-en#page15

⁸ This includes children who turn five by December 31 of the year they start school

⁹ <https://www.ednet.ns.ca/pre-primary/faq-program-details>

¹⁰ <http://inroadsjournal.ca/quebecs-childcare-program-20-2/>

¹¹ As per: <https://www.citylab.com/equity/2018/12/affordable-daycare-subsidized-child-care-working-mom-quebec/579193/>

Moving towards an integrated system

Integrating early childhood care and learning creates advantages for government and families

A major barrier to building an integrated ECEC system in B.C. is the current division between education and child care. As described in *Integrating Child Care and Early Education: A Central Theme in Early Care and Learning*, implementing an integrated approach to child care and education eliminates the ‘split system’ approach where child care is viewed as a social service and early education services as education.

In an OECD review of Canada in 2004, no provinces or territories had merged their child care and education departments, yet today eight out of 13 have done so.¹² This has helped to reduce what the OECD previously identified as “the adverse effects of fragmented government”. The Northwest Territories, Nunavut, Saskatchewan, Ontario, New Brunswick, Prince Edward Island, and most recently, Nova Scotia and Newfoundland, now include policy and oversight for child care and related early years services within their education departments (Akbari, McCuaig 2017). B.C. is notably missing from this list.

Only five jurisdictions do not have an integrated approach:

- Yukon
- British Columbia
- Alberta
- Manitoba
- Quebec



¹² <http://ecereport.ca/media/uploads/2017-report-pdfs/ece-report2017-en-feb6.pdf>

Recent international trends show that an increasing number of countries with split systems are moving towards integrated ECEC settings regarding curricula and/or governing authority. This integration is associated with better ECEC quality, and can help enhance universal entitlement, provide more affordable access, recruit and retain better qualified staff, and aid in learner success by facilitating smoother transitions (OECD, *Starting Strong 2017*).

Three Ministries in B.C.

Currently, responsibility for B.C.'s early childhood education and care is split among three Ministries:

- Ministry of Children and Family Development (MCFD): Child care policy and funding programs, including child care subsidies; operating funding; major and minor capital funding; the ECE Registry; and Indigenous child and family supports.
- Ministry of Health (HLTH): Child care licensing, with monitoring carried out through local health authorities.
- Ministry of Education (EDUC): Kindergarten, StrongStart BC Early Learning Programs and the Ready, Set Learn initiative.

Research shows that countries with successful early care and learning systems house responsibility for both child care and education under one government branch.¹³

The research on this topic overwhelmingly supports this conclusion and the B.C. government should follow the recommendation of the Coalition of Childcare Advocates and Early Childhood Educators of BC and as outlined in the \$10 a Day plan to move the Child Care Branch and Minister of State for Child Care from the Ministry of Children and Family Development to the Ministry of Education. Over time other child care functions such as licensing, which are currently housed in other ministries, would also make the move to the Ministry of Education.

As outlined in *The Early Years Study, 4th version*, public education systems come with a ready-made infrastructure of oversight, facilities and human resources. (McCain 2020) The \$10 a Day plan outlines in detail other advantages of this move, as summarized below:

- Provisions for universal entitlement for all children;
- An existing public funding model;
- A system of democratic control and parental input;
- Ongoing public understanding and support for the current education system;
- A respected and fairly-compensated workforce; and
- An existing administrative and capital infrastructure able to deliver programming.

¹³ Friendly, et al (2018).

Lessons learned delivering school-age child care

Why B.C.'s plan for public school-age care must include early care and learning and be delivered by school boards

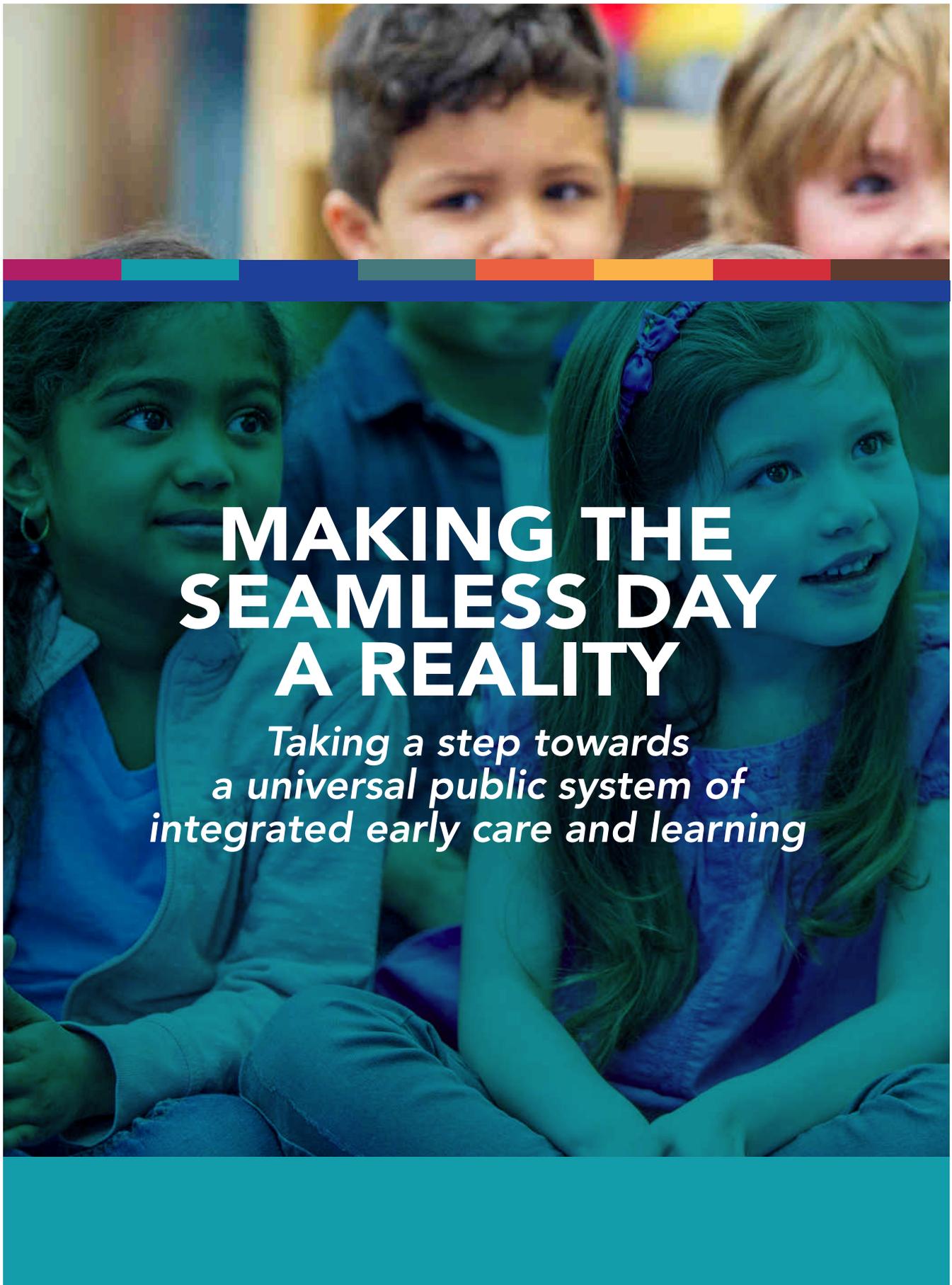
A fully integrated public early care and learning system in B.C. would address both early childhood education needs as well as provide child care for school-age children. Expanding the seamless day model for our youngest learners is a key first step in realizing this system. But work must also be undertaken to provide child care for students up to 12 years old within the system. While the arguments for school-age care provided by the existing public school system may be slightly different than those for younger children, they are not less valid and there is a great deal of overlap in the key benefits for each age group.

The final report of the Manitoba Early Learning and Child Care Commission (Flanagan, Beach 2016) outlined a number of reasons why school boards should assume responsibility for school-aged child care of all ages. These arguments include the following:

- School boards have a mandate and legislated responsibility to educate and care for school-age children.
- Relying on individual parents and community groups to initiate, develop and operate child care programs results in inequitable distribution of services and inadequate supply.
- Younger school age children may benefit from having fewer transitions during the course of the day if child care and school are in one location, and the need to transport children to a community facility would be eliminated.
- Parents would have one drop-off and pick-up point for their school age children.
- Greater opportunities for communication between child care and school staff would likely result in increased coherence between school and child care, and the ability to identify and address any concerns about individual children.
- With a single body responsible for school-age children, administrative efficiencies could be realized and fragmentation of services eliminated.
- Staff working with school-age children may be employed in other positions within the school during the school day, reducing the number of split shifts and part-time jobs, and increasing networking opportunities with other school division employees.
- Expansion of new spaces would likely be able to happen at a faster rate than working with a third party, who would need to establish a board of directors and negotiate lease agreements and other conditions of occupancy.
- As school boards increased the supply of school-age programs in schools, using surplus or shared space, school-age spaces in community-based centres could be replaced with preschool spaces, with limited requirement for capital funding.
- School boards are likely to be able to operate with a greater degree of flexibility that potentially make it easier to respond to changing community needs. Physical standards would be consistent with those in the school, eliminating the difference in standards that currently exist between schools and child care centres.

To realize all of these benefits to their full potential, school districts would need to hold the licence and directly operate the child care program. Administrative efficiencies, seamless communication and control over flexibility, quality assurances, and staffing qualifications would be limited if school boards contracted with a third-party operator to deliver this service.





MAKING THE SEAMLESS DAY A REALITY

Taking a step towards a universal public system of integrated early care and learning

Outline of the Seamless Day Model

The seamless day is an extension of the traditional school day to allow for child care needs in a way that integrates the care model with classroom learning. It is delivered by an educator team consisting of a qualified teacher (or teachers) and an early child care educator (ECE) or ECEs who all share responsibility for planning and program delivery. It is meant to be seamless in terms of learning and programming, and not just logistically seamless through use of common facilities.

The model, typically used with learners in kindergarten and grades one and two, allows our youngest learners to arrive at their local public school for before-school care, where they would be greeted by an ECE. Before-school care takes place in the school classroom where the majority of the children will spend their day. When the bell rings for the school day to begin, the classroom teacher joins the ECE and students in the classroom for the school portion of the day. The ECE would remain in the classroom providing care and educational leadership in partnership with the teacher, based on the teacher's educational knowledge and training.

A second ECE joins the class just before lunch allowing for overlap and prep time, and is organized to enable the morning ECE to conclude their day during the lunch break. The afternoon ECE continues to provide supporting care and leadership in the classroom alongside the teacher until the formal school day is completed, and the after-school care program begins. The second ECE stays with the students and delivers after-school care until the completion of the after-school care hours.¹⁴

Before-school care

Classroom learning

After-school care



¹⁴ This schedule is for meant for consideration as a potential model, exact hours for extended day programs would be determined by school districts. This is the schedule currently being used in the Seamless Day Pilot Project in Oliver, B.C. Oliver is a smaller city with less commuting concerns, the extended day model in other parts of B.C. (for example the Lower Mainland) would need to take commuting concerns into consideration when deciding on extended day operating hours.

This model for Early Childhood Education and Care (ECEC) has some key benefits for children, parents, workers, and communities, and is superior to other forms of child care where integration only includes shared space for a number of reasons.

Benefits of the Seamless Day

The concept and importance of linking ECEC to public education is not a new idea, having been first introduced in the *Early Years 2* study in 2007 (McCain et al). The notion was further outlined in detail in *With Our Best Future in Mind* (Pascal, 2009), the 2009 report to the Ontario government on implementing early learning in Ontario.

Expansion of early learning into public school systems is often suggested as ensuring all five-year-olds have access to full-day kindergarten and then expanding public school to include younger children. However, this still does not solve the problem of before- and after-school care since the school day is typically 9 a.m. to 3 p.m., and this is not what a typical workday looks like for parents.

The seamless day model looks to both deliver high quality ECEC while also solving a practical problem for parents and helping to alleviate the stress of finding quality before- and after-school care. Public delivery by school boards ensures high quality programs, better wages and working conditions for ECEs, and provides for oversight with an existing governance structure.

Importantly, the seamless day model provides a number of other key benefits for children and enhances the quality of care and education. Examples of these pedagogical enhancements are as follows:

- The presence of an additional educator in the classroom means kids get extra help and attention, including more customized care and learning and increased access to one-on-one assistance;
- ECE participation in the classroom deepens the care providers' understanding of, and relationship with, the kids for whom they are caring and allows for informed oversight and care based on events of the school day (including extra play time if it was a heavy learning day; assistance for those who had a difficult time grasping concepts; and appropriate classroom management for days where behavioural issues were a challenge); and
- ECE participation in educational leadership provides for planned education-based activities in care times that align with classroom learning and that reinforce concepts, skills and knowledge through purposeful play/play-based learning and teaching and learning activities.

The benefits of the seamless day are many: from increased learning, to better quality care, to savings from shared facilities and administrative structures, to better use of highly trained staff. Importantly, the seamless day is a means for B.C. to take a giant leap forward in early learning and ensure our youngest learners are receiving the social, educational, and behavioural support needed to ensure their success in future education and beyond.

Implementing the seamless day is an important starting point for the alignment of early years learning (child care) and public education. As described in the \$10 a Day plan, the eventual goal for a universal child care system in B.C. would be for school boards to govern a system of early care and learning and for child care to be integrated within the existing public-school system. Implementing the seamless day throughout B.C. would take us one step closer to realizing this for B.C. children and families.

Potential Challenges and Barriers

Achieving a universal public system of integrated early care and learning is certainly not without its challenges beyond simply funding such a system. However, many of the non-financial challenges can be overcome and will themselves help alleviate costs. In fact, the B.C. government has already started to make several of the changes necessary for this vision to be realized.

With the February 26 government announcement of changes to the School Act¹⁵ allowing School Boards to hold the licence and directly operate school-aged child care, the government has opened the door for inclusion of child care in the public education system. This joint announcement between the Ministry of Education and the Ministry of Family and Childhood Development demonstrates the government's willingness to align child care and public education, and displays significant leadership in furthering early learning and care in B.C.



¹⁵ <https://news.gov.bc.ca/releases/2020EDUC0009-000332>

Once passed, these changes allow school boards to be the owners and operators of school-aged child care, and provide a path for high quality before- and after-school programs to be delivered by school board employees at an affordable cost, with oversight from the school board at the most convenient location for parents. Further, these changes enable the expansion of the existing seamless day pilot project in School District 53 to kindergarten classrooms in school districts all across the province.

The expansion of the seamless day pilot project to a provincial scope, with school boards around the province holding the licence and directly operating before- and after-school child care in kindergarten classrooms, is an enormous first step to creating the next 10,000 child care spaces in B.C.

Licensing

While the recent changes to the School Act will allow school boards to directly operate before- and after-school programs, there are still licensing challenges that could, and should, be addressed by the government. Most of these licensing issues relate to the complexity of becoming licensed and the incongruities between the rules for licensed child care operations and those for the public school system.



While existing kindergarten and other classrooms meet the School Act's regulations, which apply during the school day, they may not meet the different regulations that exist for licensed child care centres.

Effectively, this incongruity means that the same classroom that meets all regulations and licensing requirements for students between the hours of 9 a.m. and 3 p.m., does not meet those same requirements before and after those times for the very same group of students.

The justification for distinct rules applied to licensed child care spaces that differ from those applied to the public school system is fundamental: those child care spaces were not envisioned to be in the public school system when the rule was created. Further, rules applied to licensing for child care spaces are designed for spaces not necessarily purpose-built for the care of children, nor run by a branch of government designed for the purpose of educating children. Accordingly, the rules as they exist are justified for their designed context but become unjustified (and in some cases absurd) in a public school context.

If purpose-built educational spaces in schools – including classrooms, art spaces, gymnasiums and outdoor space – are safe for students during the school day when overseen by qualified district staff, then they are also safe for the same students before and after school.

Therefore, the licensing process for child care programs delivered directly by school districts should be reviewed and amended to eliminate duplication and inconsistencies, and a streamlined licensing process should be created.

Not only would these actions very quickly open thousands of cost-effective, before- and after-school child care spaces; they would also make efficient use of existing infrastructure, human resources, governance structures, and staff delivering high-quality early learning. In consideration of the enormous expansion to child care availability and improvements to early learning, the benefit would greatly outweigh the initial challenges posed by these recommended changes.

Staffing

Recruitment and retention of ECEs is a major challenge in B.C.; however, the seamless day model offers several potential solutions to this obstacle.

As the union representing education assistants (EAs) in B.C. who work in the public education system, CUPE is very aware of the potential for EAs to also perform ECE work. A 2009 report prepared by the CUPE BC Region titled *Education assistants in British Columbia: an educational profile and agenda* showed that close to 1 in 5 of B.C.'s over 10,000 education assistants (EAs) also have ECE training and/or credentials.¹⁶

¹⁶ The number could be higher now as approximately 3000 more EAs are working in public K-12 schools.

While this data may have changed as it has been some years since this survey, this effectively demonstrates that public school support staff already contain a reservoir of existing ECE talent and expertise that can be tapped to ensure smooth implementation of ECE programs within the public-school system.

ECE positions in the seamless day model would offer full-time job opportunities to EAs who desire this employment with options to work as ECEs on a full-time basis, or just in the before- and after-school portions of the day as needed. Though simply having staff working as ECEs before and after school, and as EAs during the school day does not constitute the seamless day model, this form of integrated day would offer many benefits as an intermediary step as the ECE labour force adjusts to meet demands.

Further, in consideration of the 80 per cent of EAs without ECE training, there is a solution that would provide ECE training quickly and efficiently. With minimal additional investment, EAs lacking an ECE designation could qualify as ECE assistants and begin working likely within a six-month timeframe. This is an excellent means to bridge the labour force gap and aid in recruitment and retention. Skilled staff are essential in delivering quality early childhood education programs and while the continued use of the ECE designation as a minimum standard is not a long-term solution, it does provide an increased level of training to the “Responsible Adult” designation outlined in the current regulations.

As a long-term solution, the \$10 a Day plan recommendation to develop a diploma program as a minimum credential for educators is a desired target. To ensure all ECEs working in the public school system meet this requirement, a ladder education program could be developed and training could be provided through a combination of on the job training, professional development, and contract training. A prior learning assessment model¹⁷ could also be considered to evaluate how past experience relates to current qualifications.

After a certain number of years (to be determined at the time of implementation) the ladder education program would be phased out, and any new employees would need to meet the minimum educational requirements.

Finally, moving child care and ECE into the public education system will also more broadly address recruitment and retention issues within the ECE sector, as ECE positions in the public sector have fewer recruitment and retention issues, and unionized programs experience less turnover.¹⁸

¹⁷ “Prior Learning Assessment Recognition (PLAR) lets you use knowledge and skills learned outside recognized programs—including volunteer work, hobbies, on-the-job experience, or independent study—to gain exemption for particular courses in the program of your choice. Your knowledge and skills will be assessed, course by course, by faculty members in the program area.” (British Columbia Institution of Technology, 2020 <https://www.bcit.ca/admission/entrance-requirements/transfer-credit/prior-learning-assessment-recognition/>)

¹⁸ ECE 2017 Report

Funding

Affordability is a key piece of building a successful early care and learning system. An expansion of the seamless day model into all schools would have two components: the regular school day and an extended day program.

The extended day program would be optional for families, and would operate as a fee-based program. Rates would be set by school boards with transparency and accountability measures in place.

When beginning to integrate child care and education, the level and type of funding will shape the key elements of the program, including quality, accessibility, equity, human resources and physical environments. (Muttart Foundation, 2012). Consequently, any new ECE programs, including the seamless day model, delivered through the Ministry of Education must have adequate public funding to ensure their success. However, in consideration of the cost savings possible through the proposed model, the funding required would be comparable or potentially less than other models of before- and after-school care.





DEMONSTRATED POTENTIAL OR RE-INVENTING THE WHEEL: EXAMPLES WHERE UNIVERSAL CHILD CARE AND THE SEAMLESS DAY ARE **MAKING A DIFFERENCE FOR FAMILIES**

This section focuses on three case studies that highlight how universal entitlement and school board involvement have helped to bring positive change to ECEC. The first example presents the way in which child care and education are delivered in Norway, where universal entitlement exists alongside a successful integrated ECEC model. Closer to home, two examples are presented from local school boards who are directly operating the seamless day model in kindergarten classrooms – one longstanding program from the Waterloo Region District School Board (Ontario) and one newer program from School District 53 in Oliver, B.C.

Kindergartens in Norway

The Nordic countries are considered leaders in ECEC, and among those, Norway is recognized as having a particularly effective model. A number of lessons can be drawn from Norway's impressive system which features universal access, an integrated education and care model, and a strong governance system. Norway has been successful in providing, and realising, a strong legal entitlement to universal childhood education and care and is one of the leading countries worldwide in this respect (*OECD Early Education and Care Policy Review*, Norway, 2015).

In Norway, ECEC is delivered through a well-established kindergarten system, which resembles what we commonly refer to as preschool in North America. The system is heavily regulated with well trained staff and focuses on delivering a high quality of care. The Kindergarten Act states that municipalities are the local authorities for kindergartens, and therefore much of the responsibility for the system lies with municipalities.¹⁹ While approximately half of Norway's kindergartens are municipally owned, municipalities oversee all public and private kindergartens in their districts. This allows municipalities to adapt kindergartens to their communities' needs.

A legal entitlement to a place in kindergarten from the age of one was introduced in 2009, and as of 2013 nearly 80 per cent of children aged one and two participate in regulated ECEC services, and 96.6 per cent of children aged three to five participate.²⁰

In 2006 Norway integrated child care and schooling under the Ministry of Education, and in 2012 certain tasks were delegated to its subsidiary Directorate for Education and Training, which facilitates smoother transitions of children across different levels of education and more coherent governance (OECD, 2015).

Compulsory school starts the year children turn six, and is divided into primary school (ages 6-12), and lower secondary school (ages 13-15). All municipalities must provide a before- and after-school care program for kids in grade one through four. The programs dictate that "facilities for school children must provide facilities for play and for participation in cultural and recreational activities appropriate for the age, level of physical ability and interests of the children".²¹

Norway stands as a great example of the success and positive outcomes that universal child care system can offer.

¹⁹ Norway does not have local school boards, municipalities are responsible for the oversight of schools.

²⁰ 2013 figure as per the OECD Early Education and Care Policy Review Norway

²¹ <https://www.regjeringen.no/en/topics/education/school/the-norwegian-education-system/id445118/>

Waterloo Region District School Board (Ontario)

In 2010, full day kindergarten became universally available to all four- and five-year-olds in Ontario. This was one of the most significant expansions of publicly delivered ECEC in Canada in recent years. Today, Ontario offers a two-year, full-day, non-mandatory kindergarten.

Kindergarten is taught by an educator team consisting of certified teachers and registered ECEs, where teachers and ECEs share responsibility for planning and delivery of the program.

As of September 2017, school boards are also required to provide fee-based before- and after-school care for students in kindergarten to grade 6 where there is sufficient demand. The programs can be delivered directly by the school board or through a third-party program, and for children in grades three to six, youth development programs can also be considered.

The Waterloo Region District School Board (WRDSB) delivers their extended day programs (before- and after-school care) directly for students in kindergarten through grade six. The seamless day model is offered for students in kindergarten through to grade 2, and is led by ECEs in a fully-equipped kindergarten classroom (for students in grade 3 to 6, extended care is delivered through youth development programs. Delivery is primarily done directly by WRDSB with a small number of licenced providers that deliver programs on behalf of WRDSB at designated locations.)

As noted in a report that explored the WRDSB's seamless day model as part as a review on seamless early learning in Ontario, "children can spend as much time in [extended day programs] over the course of the year as they do in school. Good quality after school programming can extend and reinforce learning; poor quality undermines the gains made during the school day." (Janmohamed, Z., et al, 2014)

The WRDSB describes their vision for the extended day program as follows:

"...to provide equitable access to high quality child care, for parents and children across the Region.

The Waterloo Region District School Board (WRDSB) extended day program is complementary to the core kindergarten program and aligned with it in order to provide a seamless and consistent experience for children. The extended day program offers play-based pedagogy and makes use of shared resources and shared common spaces to create a seamless system of early learning for children and families.

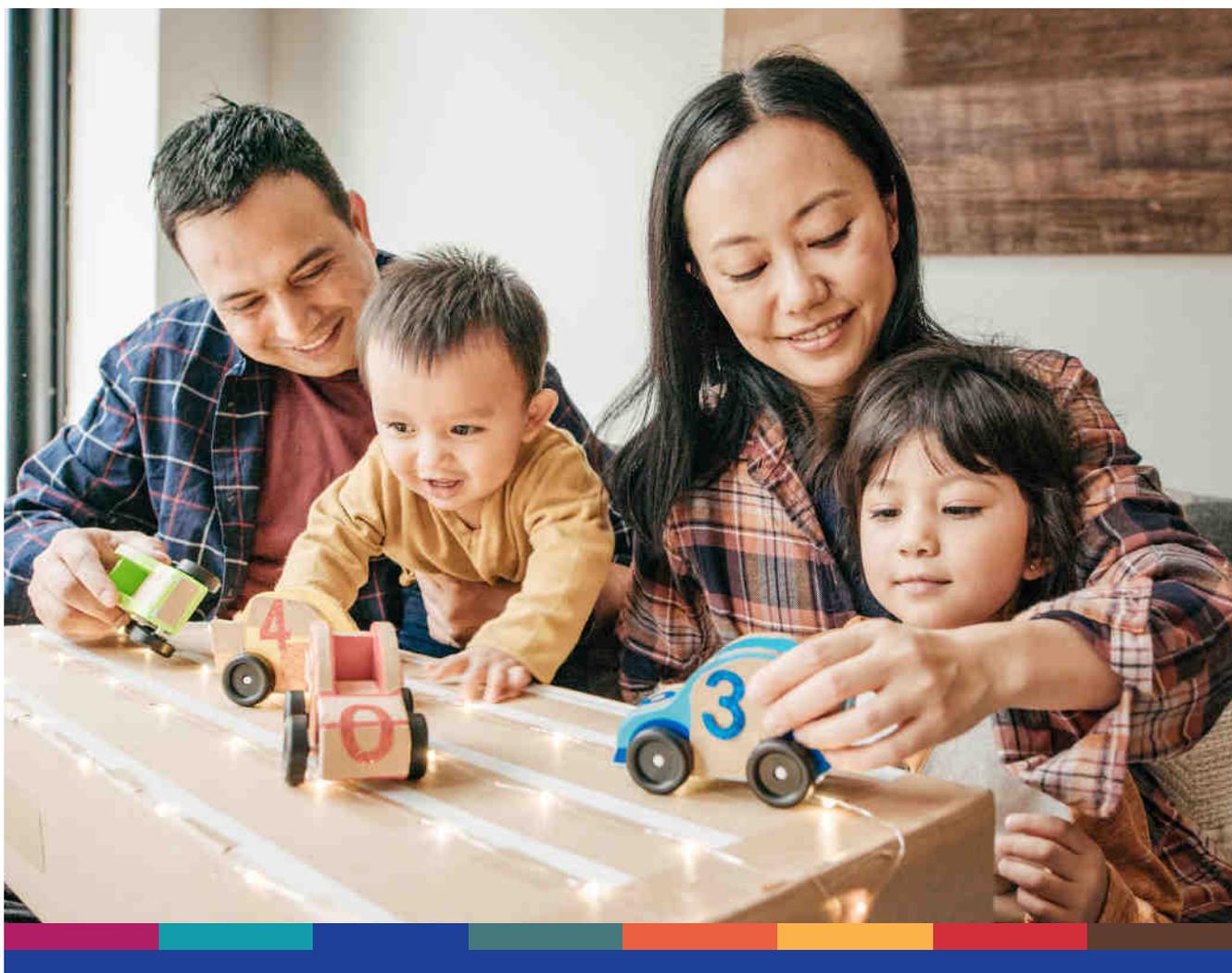
WRDSB believes that all children should have access to before and after school programs and is committed to expanding before- and after-school programs in every school. Extended day programs have no waiting lists and parents can register for full-time or part-time care. Offering affordable, accessible, flexible programs to meet the needs of all families is an important part of a responsive, supportive system that promotes child and family well-being."²²

²² <https://www.wrdsb.ca/beforeafter/background/>

The program operates from 7 a.m. until the arrival bell, and from the dismissal bell until 6 p.m. Full days of programming are offered during staggered entry for kindergarten, and designated Pro D Days. Extended Day programs also operate at alternate program locations for March and Winter break.²³

Children can attend all five days of the week, before or after school, or any combination therein. Registration takes place online through a central system (OneList) for the district, and scheduling changes can be arranged through that system as well.

The seamless day model, delivered directly by a school board, shows how this program can eliminate transitions for young students, and provide universal access of affordable high quality before-and-after school care for families.



²³ <http://www.wrdsb.ca/beforeafter/wp-content/uploads/sites/13/2018-Parent-Handbook.pdf>

²⁴ Our knowledge of this pilot project comes from interviews with the two CUPE members who are working as ECEs in this program. We want to note that currently there are two teachers who split the teaching time in the kindergarten classroom participating in the seamless day pilot project. One teacher teaches Monday, Tuesday and Wednesday and the other teacher teaches Thursday and Friday. Both teachers and both ECEs work collaboratively to plan and deliver content to students.

Seamless Day Pilot Project School District 53 (Oliver, B.C.)

Beginning in September 2019, School District 53 (Okanagan Similkameen) implemented a Seamless Day Pilot Project in a kindergarten classroom in Oliver, B.C. The pilot program is based on the seamless day model in Ontario, and is delivered in a kindergarten classroom by a teaching team that consists of one teacher and two ECEs.²⁴

Both ECEs working in the pilot program have their ECE certificate, and an extensive background working in the ECEC field.

Currently, entry to the seamless day program is done by need on a first-come, first-served basis with priority being given to kindergarten students and those who need full-time care. Beyond that, access was offered to grade one students and siblings of the kindergarten students in the program. As the program evolves and grows the registration process could see changes to better serve the needs of families and the community.

Families can currently register their child to attend the program all five days before school, after school, or any combination of these options. Scheduling, billing and invoicing is currently done by one of the ECEs and the school takes care of payment (currently payment must be received in person and the District provides back-end accounting and receipts).

The morning program begins at 7:30 a.m. and parents drop off kids anytime between 7:30 a.m. and the morning bell. The after-school program ends at 5:30 p.m., but pickup commonly begins as early as 4 p.m. for some parents.

Through interviews with the ECEs working in this program, it is clear that there are several advantages of the seamless day model, and students and care givers are already seeing the benefits this program provides.



Among the key benefits of this program is consistency of care. The ECEs are so much better informed when they assume responsibility for care under this model than in other ECE environments.

“You know whether it’s been a good day or bad day. You know what [the children] were learning. You know if they need longer outdoor play, or more focused activities; whether they need more group time or more individual time. You know what is being taught and what units are being worked through so the activities before and after school build on the daytime learning.”

Educational integration was also cited a big strength of the model because participation in the classroom work allows ECEs to incorporate themes and learning from the day into before and after school care through a focused purposeful play and teaching/learning.

“There is no need to view recreation and learning as mutually exclusive – learning can be done through play. Activities and play informed by the classroom learning that can happen without the learners even realizing and this extends the educational value of the care being provided.”

The pilot project example also shows that students benefit from having a team of educators in the classroom, and that while the classroom teacher is responsible for learning outcomes and delivery of curriculum, the education team works together to lead in a collaborative way.

ECEs working in this pilot also report that there is additional opportunity for specialized care in the classroom ensuring that students social and emotional needs are met.

Parent feedback of the pilot project has been predominately positive. ECEs have heard that parents love that there is one drop-off and pick-up location. While this is obviously extremely convenient, it also reassures parents that their children will be safe and cared for throughout the entire day. Streamlined rules throughout the day (the same rules apply before, during and after school) is also seen as a positive for parents and ensures a smooth day for children.

The pilot project in Oliver is a small sample, but certainly provides the necessary evidence that the seamless day model is a viable and positive option. It demonstrates that the promise of the seamless day model outlined by academics and advocates is actually realized when the model is implemented.

From the fully-built-out example provided by Norway, to the intermediary example in Waterloo, and the fledgling program in Oliver, one can see how the work of School District 53 is the seed that could eventually grow into a very successful provincially-scaled, world-class program. It is up to government to invest the necessary resources to achieve the potential that is evident in these examples.

¹ ECEBC and CCCBC, 2019

Conclusion – It is possible to create more space and a better system at the same time

The B.C. government has made great progress in expanding child care seats; however, those seats have been added to a system with long-standing and ongoing structural problems. The absence of publicly delivered, high quality child care in B.C. means that families are forced to make tough decisions between less than ideal options, and all too often there is no choice at all.

However, there is a way to both keep positive momentum behind space creation and to fix the current system, and that is provincial implementation of the seamless day model.

Providing school boards the means and mandate to implement before- and after-school programs in kindergarten classrooms will provide a new round of system spaces — one that also addresses quality and provides value-added educational depth.

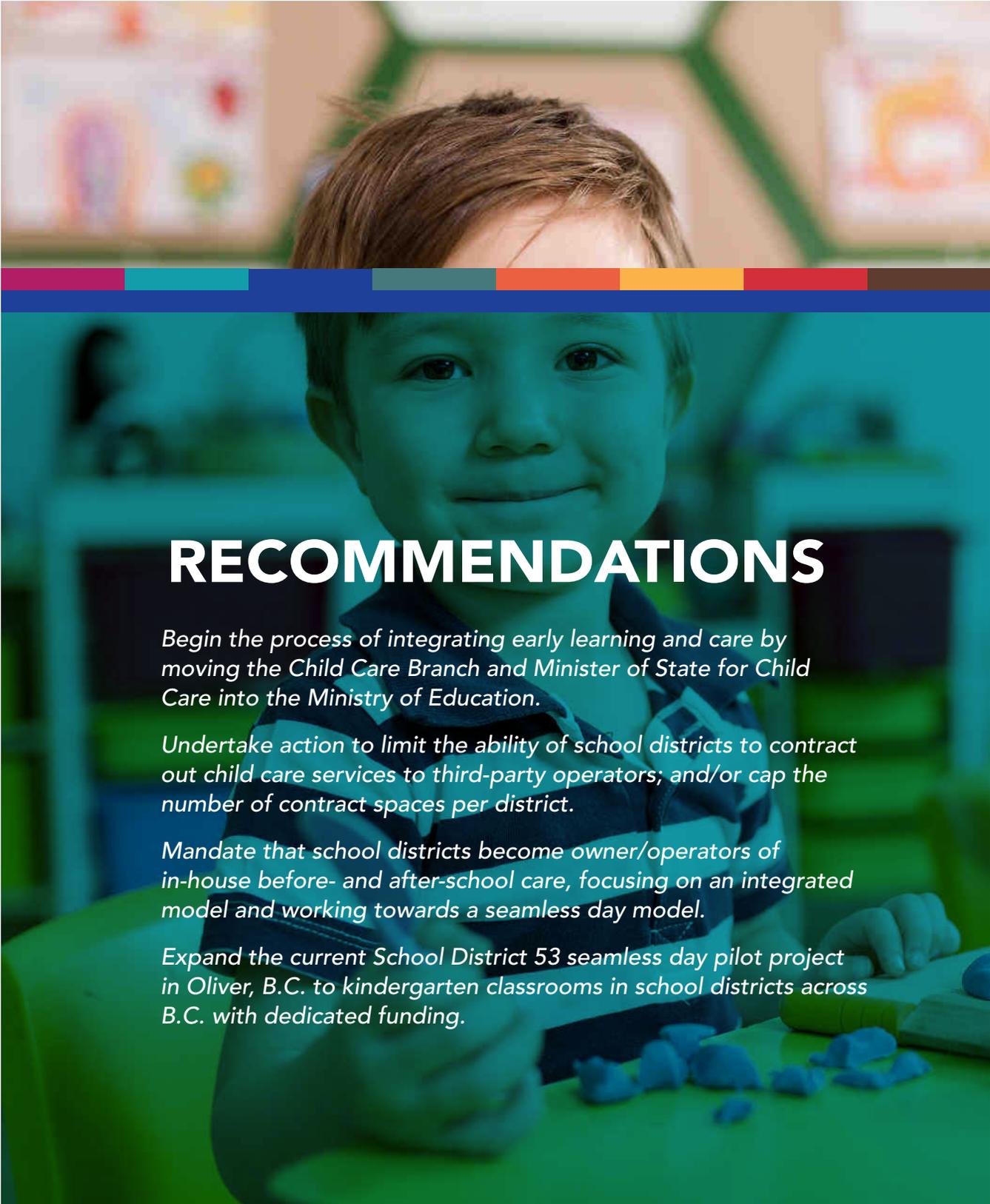
CUPE believes the time to do this is now, with research strongly backing the integration and alignment of education and child care and with Canada's minister in charge of federal efforts to expand child care saying there will be an additional 250,000 before- and after-school spaces in the upcoming federal budget.²⁵

The government has already taken the first step towards a better, public system through their commitment to a B.C.-made public universal child care system. With the \$10 a Day plan serving as a blueprint, aligning education and child care is the next key step that should be taken to achieving our long-term goals because it also responds to immediate needs.

To make this next step happen, government should review and revise the child care licensing regulations as they apply to school boards operating child care programs directly in order to streamline the licensing process and rationalize the rules between the two co-existent regulatory environments. Government must also prioritize child care funds towards enacting this model in the public system in recognition of the effectiveness, efficiency and quality the seamless day provides over other, for profit options.

As the international, national and local examples show, the seamless day is a key piece of a universal public system of quality ECEC. British Columbia can and should take this important step to make province-wide seamless day before and after school care a reality.

²⁵ <https://www.ctvnews.ca/politics/details-on-new-federal-daycare-spending-coming-in-budget-minister-says-1.4788744>



RECOMMENDATIONS

Begin the process of integrating early learning and care by moving the Child Care Branch and Minister of State for Child Care into the Ministry of Education.

Undertake action to limit the ability of school districts to contract out child care services to third-party operators; and/or cap the number of contract spaces per district.

Mandate that school districts become owner/operators of in-house before- and after-school care, focusing on an integrated model and working towards a seamless day model.

Expand the current School District 53 seamless day pilot project in Oliver, B.C. to kindergarten classrooms in school districts across B.C. with dedicated funding.

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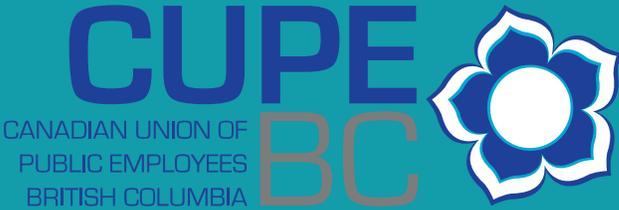
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For more information, please visit:
www.BuildSeamlessChildCare.ca





**HEALTHY SCHOOLS,
HEALTHY PEOPLE**
Growth Plan 2020-21



WHY INVEST IN HEALTHY SCHOOLS, HEALTHY PEOPLE?



Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors

[First Peoples' Principles of Learning](#)

Promoting and supporting the health of all our learners, students, and staff alike, is a priority for Sooke School District that was formalized in the district's [strategic plan](#). Consider:

- When children's basic nutritional and fitness needs are met, they attain higher achievement levels. Connected and supportive school environments that have positive social and emotional climates engage students, increases academic achievement, reduces stress, and improves positive attitudes toward self and others.¹
- In turn, individuals with more education are likely to live longer; experience better health outcomes; and practice health-promoting behaviors such as exercising regularly, refraining from smoking, and obtaining timely health care check-ups. In short, better health leads to better learning, and better education leads to better health.²
- As cited in *From Fragmentation to Alignment: Toward a Systems Leadership Approach to Mental Health Promotion in Schools*, "There is now resounding consensus among educators, parents, policymakers, and the public at large that school-based mental health promotion efforts, such as social and emotional learning, mental health literacy and trauma-informed practice are an effective and cost-effective way to promote students' positive development and mental health and stave off an upward trajectory of mental illness and aggressive behaviours".³
- Investing in a healthy workplace that places well-being at the heart of school values and practices leads to better supports for school staff, greater student engagement, and improved student achievement.⁴

¹ ASCD, 2014. <http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wsc-a-collaborative-approach.pdf>

² Ibid

³ Prepared for BC Ministry of Education by Human Learning Partnerships, UBC June 2020

⁴ Source: <https://www.edcan.ca/well-at-work/why-healthyworkplace-matters/>



- Stress and burnout syndrome are one of the most frequent negative experiences in the helping professions, and staff within the education sector - including superintendents, principals, teachers, and other teaching and non-teaching staff - are not immune.⁵
- A healthy workplace that promotes educators' well-being is not only beneficial for increasing retention rates and getting the best out of highly engaged employees, but also for better student outcomes. (For more on why addressing staff well-being matters, see this [infographic](#)).

MOST BUT NOT ALL SD62 STUDENTS ARE DOING WELL.

Based on an extensive [review](#) of current data, completed in partnership with Island Health and several expert groups, there are several health-related concerns that merit attention and investment from SD62 and our broader community. The following are just a few findings that serve as a call to action for schools and community. For the complete, referenced list see Appendix B:

- 80% of 12-17-year-olds and 62% of 8-12-year-olds do not get the [recommended amount](#) of daily physical activity
- 64% of LGBTQ2+ students feel unsafe at schools (BC wide data, sources from SOGI 123)
- 34% of grades 7-12 students are experiencing quite a bit or extreme stress
- 27% of Kindergarten students are vulnerable on one or more developmental scales

In announcing the BC Ministry of Mental Health and Addiction's *A Pathway to Hope*, it was reported that, "between 2013-2015, the number of BC students reporting depression rose by 50% and the

⁵ Source: <https://www.edcan.ca/well-at-work/why-healthyworkplace-matters/>

To be able to create safe and caring school environments for children and youth, [and] to support the well-being of children and youth, there must be adults in schools who are ‘well’ and who themselves have good levels of social and emotional competence.

UBC HELP, June 2019

number reporting anxiety increased over 135%”⁶ There’s no reason to believe SD62 youth are the exception to this trend.

STAFF WELLBEING: THERE IS CAUSE FOR CONCERN.

The health of district staff is also a priority for SD62 and here again, research demonstrates there is cause for concern and a call to action. Consider:



23% of SD62 staff feel that their work-related stress is not manageable⁷



46% of BC PVPs say their work has a great deal of stress⁸



68% of teachers are emotionally exhausted most or all of the time⁹

As shown on the following page, WorkSafeBC mental health disorder claims from Education sector workers are increasing at double the provincial rate. Anecdotal information provided from SD62 Human Resources would suggest this holds true for SD62 staff.

⁶ British Columbia Ministry of Mental Health and Addiction (2019). A Pathway to Hope: A roadmap for making mental health and addictions care better for people in British Columbia. Government of British Columbia: Victoria, BC.

⁷ SD62 Workplace Engagement Survey (2018)

⁸ BCPVPA Wellbeing and Work Intensification Survey (2017)

⁹ As cited in *Fragmentation to Alignment: Toward a Systems Leadership Approach to Mental Health Promotion in Schools*. UBC Human Learning Partnership, June 2019)

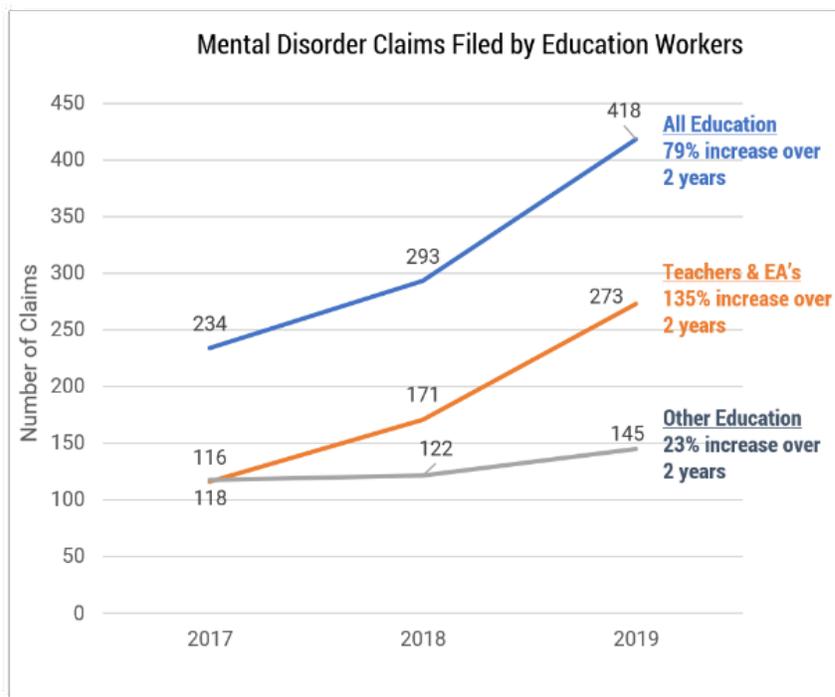
EDUCATION'S MENTAL DISORDER WORKSAFEBC CLAIMS ARE ON THE RISE

Education Claims Are Increasing at Double the Provincial Rate

- Mental Disorder Claims for *All Education* increased by 79% in 2 years.
- This is more than double the 38% increase reported for "Total - All Occupations" in BC.

More Claims Are Being Approved

- The rate of approval for Teacher and EA claims has increased from 48% in 2017 to 54% in 2019



Source: Mental Disorder Claims (Reported to WorkSafeBC 2017-2019), 2020

VISION, MISSION

OUR VISION:

- Healthy and thriving children, youth and adults across Sooke School District.

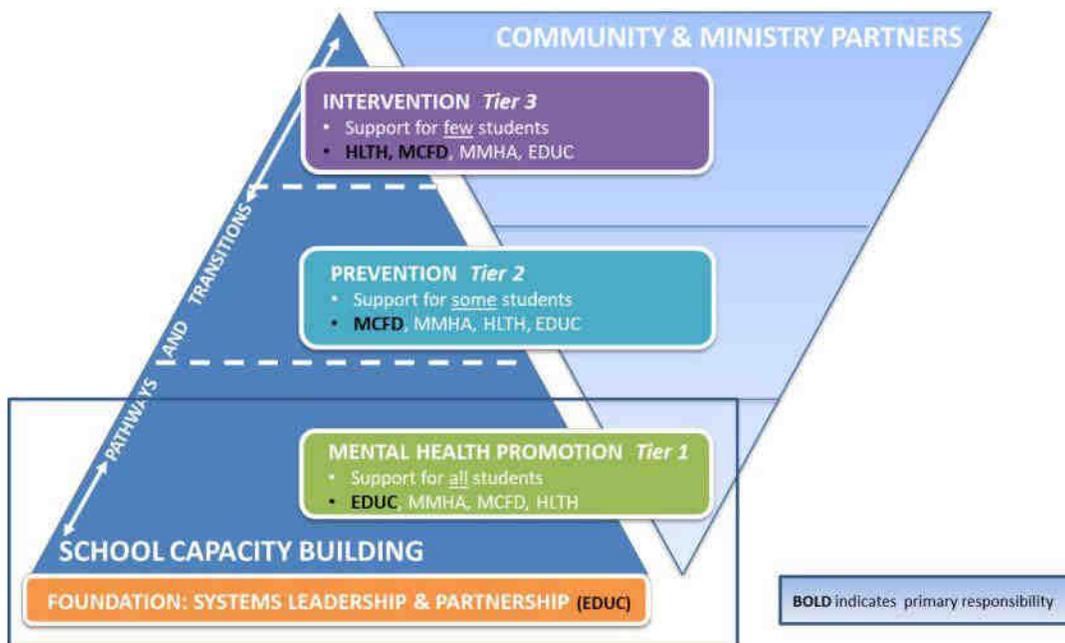
OUR MISSION:

- To embed health and well-being into district and school cultures, priorities and structures so that all schools support health and well-being as part of their core mandate.

GUIDING PRINCIPLES

- ✓ The best available evidence guides our work.
- ✓ Our efforts will be data-informed, people centred, and include insights from our students, staff, families and key community partners.
- ✓ We will build on the many strengths of our district and community.

- ✓ Our work is anchored in the BC K-12 curriculum and the strategic priorities of our district.
- ✓ Our focus will primarily be on Tier 1 - supporting the health and well-being of all learners.

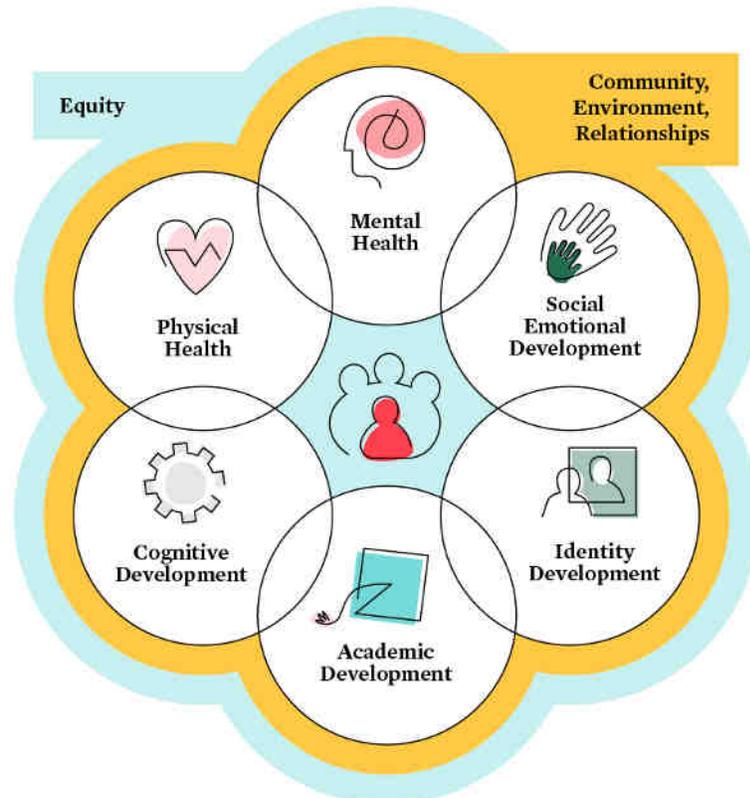


OUR APPROACH

We are committed to a holistic, school-centered, evidence-based [Comprehensive School Health](#) (CSH) approach.¹⁰ Our work must consider the whole person – moving from a focus on a particular health issue – to helping to build competencies and conditions for good health overall.

It's essential that mental health and physical health not be considered separately. What is good for your bicep is good for your brain. One of the most important ways to improve mental health is daily vigorous exercise.

Senator Stan Kutcher



Source: Chan Zuckerberg Foundation

Our approach must also attend to the [organizational conditions](#) that are vital to the success and sustainability of this work.¹¹

Responsibility for this work is shared by many, including District departments (Curriculum, Aboriginal Education, Diversity, Human

¹⁰ Comprehensive School Health is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way. For more on CSH visit www.dashbc.ca/about/comprehensive-school-health/

¹¹ [Setting the Stage with the Top 10 Organizational Conditions](#), School Mental Health Ontario; [Essential Conditions for the Implementation of Comprehensive School Health](#), Storey, Montemurro et al.

We need to understand that this is a cultural change we are asking for, not just different information.

Rod Allen,
Superintendent,
Cowichan Valley

GOALS

Resources, Facilities, Transportation), administrators, teachers and other staff and the full district community. As such, we value and continue to strengthen communication, coordination and collaboration, within and beyond our District. This is critical to achieve our vision. So too is a sustained funding commitment.

Many factors influence one's health and while some are beyond the direct influence of schools, in many cases schools can and do play a role.

Fostering a sense of connectedness and belonging to schools is a strategic priority for SD62 and, as the [evidence](#) suggests, is a vital factor in promoting the health and success of all learners. That said, it is not sufficient in supporting the health of learners. The same applies to social emotional learning; important though not sufficient.

The following is specific to the 2020-21 school year. Attention in 2021-22 will include continued investment to deepen and broaden efforts; the following year will more specifically focus monitoring and revising for continued improvement.

- A. Ensure school environments promote and support the health of all learners.
- B. Enhance social-emotional development and physical and health literacy of students.
- C. Support the health of District staff through sustained, authentic engagement and innovative approaches.
- D. Support parents/guardians in supporting the health of their children.
- E. Ensure sufficient and seamless levels of health-related support and services for students and families.
- F. Strengthen relationships and coordinated, collaborative actions on health-related priorities across and amongst community agencies in Sooke and West Shore.



The PISE [physical literacy] program has positively affected the way our staff are working with their students in the gym. ...increase in differentiated instruction and confidence in the ways lessons are taught.... I would love to host this program again and would highly recommend it.

Kerry Arnot, Principal, Savoy Elementary

GOAL A: ENSURE SCHOOL ENVIRONMENTS PROMOTE AND SUPPORT THE HEALTH OF ALL LEARNERS

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
<p>1. Engage youth to help ensure this work serves their needs.</p>	<ul style="list-style-type: none"> • Work with SD62 youth council, Wellness Centre YAC et al on key priorities for enhancing school environments (including increase use of data-informed decision making using for example AHS, COMPASS results and SD62 child/youth health infographic) • Expand on the work of the Youth Engagement Project (completed by several community partners, including SD62) by working in partnership with youth and community partners. 	<ul style="list-style-type: none"> • Enhanced, meaningful, sustained engagement in issues of relevance to safe and healthy schools • Increased youth engagement in decisions impacting youth (e.g., engagement in communication channels, opportunities to provide input and efforts) • Safe and Healthy Schools is a topic of focus for the SD62 youth council
<p>2. Identify current school level investments and priorities related to health promoting school environments.</p>	<ul style="list-style-type: none"> • Enhance awareness and understanding of key elements of a health promoting school environment through partnerships with IH and others • Work with school communities to support use of data-informed decision making (e.g., school based data such as healthy schools assessment) 	<ul style="list-style-type: none"> • All schools have established one health and well-being related priority they'd like to address (and/or strengthen) • Increase in data-informed decision making (e.g., Secondary schools using their COMPASS data) • Number of schools reaching out to

GOAL A: ENSURE SCHOOL ENVIRONMENTS PROMOTE AND SUPPORT THE HEALTH OF ALL LEARNERS

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
	<p>tools, Child and Youth Health infographic, Secondary school specific COMPASS reports, observations and reflections of school community members, etc.) to identify school-based and district health and well-being related priorities</p> <ul style="list-style-type: none"> • Explore the feasibility of implementing the MDI • Continue leveraging and strengthening relationships and building partnerships with SPEAC/PACs and community partners to address priorities identified 	<p>District and/or community partners (e.g., Island Health’s Healthy Schools team) to support them with their health-related goals</p>
<p>3. Increase school-wide opportunities for physical activity during instructional and non-instructional time</p>	<ul style="list-style-type: none"> • Support the development of outdoor physical activity circuits in Elementary schools (i.e., Facilities to paint circuit stencils; work with PISE to provide workshops and materials to support use, as required) 	<ul style="list-style-type: none"> • Increased number of schools with outdoor circuits • Hosted learning opportunities related to integrating physical activity in to the school day

GOAL A: ENSURE SCHOOL ENVIRONMENTS PROMOTE AND SUPPORT THE HEALTH OF ALL LEARNERS

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
	<ul style="list-style-type: none"> • Consult middle and secondary schools to explore opportunities to further integrate physical activity in to the school day • Explore opportunities to work with Aboriginal Education, Inclusive Education and Curriculum to provide professional learning opportunities and/or resources for enhancing staff’s knowledge and skills related to integrating physical activity into the school day • Work with community partners to integrate physical literacy and physical activity opportunities into school events 	<ul style="list-style-type: none"> • Maintain and disseminate a current, curated list of recommended, evidence-backed, curricular aligned learning resources • Increased cross-department collaborative efforts of relevance (e.g., Inclusion Education has done a lot of work related to sensory circuits; supporting adaptive physical activity opportunities for learners)
<p>4. Continue to provide a safe and supportive environment for all members of the school community regardless of sexual orientation, gender identify or gender expression.</p>	<ul style="list-style-type: none"> • Support gender inclusive environments at schools and workplaces • Continue to promote inclusive learning environments, including gender neutral signage, word choices, and extracurricular 	<ul style="list-style-type: none"> • GSAs in all middle and secondary schools • Diversity clubs in at least 12 elementary schools

GOAL A: ENSURE SCHOOL ENVIRONMENTS PROMOTE AND SUPPORT THE HEALTH OF ALL LEARNERS

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
	<p>opportunities, to create a positive and welcoming space for all</p> <ul style="list-style-type: none"> • Ensure that all schools have a SOGI lead who is able to act as a resource person for LGBTQ2+ community • Ensure that staff have access to learning resources that teach diversity, inclusion and include examples of SOGI and LGBTQ2+ topics • Encourage establishment and support school-based clubs dedicated to promoting gender inclusivity and diversity • Continue to provide training and education for all staff to help eliminate discrimination related to gender identify and expression 	<ul style="list-style-type: none"> • Hold annual “Living in Colour” student conference for gr. 6-12 students • In partnership with West Shore Parks and Recreation host “Queer Prom” (May 2020) • At least one single stall gender neutral bathroom, with signage, at all SD62 sites • SOGI leads in all schools; expand to all SD62 sites and departments (e.g., Facilities, HR, Finance etc.) • Supporting universal design in all new schools <p>Hosted professional learning opportunities for staff</p>

GOAL A: ENSURE SCHOOL ENVIRONMENTS PROMOTE AND SUPPORT THE HEALTH OF ALL LEARNERS

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
<p>5. Support and expand K-12 outdoor learning opportunities (e.g., school gardens)</p>	<ul style="list-style-type: none"> • Expand and support secondary school garden network to a K-12 network of school garden leaders/advocates • Introduce SD62 version of Greening Document from SD61 to facilitate the process for development of school gardens • Establish minimum standards related to school gardens and outdoor learning environments in all existing and new sites • Continue to strengthen partnerships with local agencies and community (e.g., Farm to School BC, CRFAIR, Island Health, et al) to support existing and new school garden and outdoor learning efforts 	<ul style="list-style-type: none"> • Network established (Feb 2020) and ongoing support through various means including Google Drive (to include resources, grant opportunities et al) • Evaluation of piloted SD62 secondary school focused garden coordinator position • Professional learning sessions (at least 2/year) held • Adaptation of the <i>Greening Document</i> currently under development in SD61

GOAL B: ENHANCE SOCIAL-EMOTIONAL DEVELOPMENT AND PHYSICAL AND HEALTH LITERACY OF STUDENTS

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
<p>1. Promote Gr K-7 educator awareness and use of evidence-based strategies to develop student self-awareness, self-management, social awareness, relationship skills and responsible decision-making (SEL)</p>	<ul style="list-style-type: none"> ● Establish and support cross department coordinating team to align and optimize existing efforts ● Development of a curriculum-aligned district SEL framework ● Highlighting for all school staff (K-7) starting with PVP, the foundational role of SEL to health and well-being ● Provide evidence-based, developmentally appropriate resources to school-based staff for use with whole schools, classrooms and individual students 	<ul style="list-style-type: none"> ● Cross-department coordinating team established and meeting regularly ● School staff have targeted professional development on SEL (e.g., PVP learning sessions; school-based ‘lunch and learn opportunities) ● District SEL framework developed and operationalized ● School staff are requesting more learning opportunities related to supporting their efforts in address SEL with students ● Staff have access to a range of evidence-backed, developmentally appropriate SEL resources
<p>2. All students in school district will receive mental health</p>	<ul style="list-style-type: none"> ● Continuing to address mental health literacy at the grade 8-10 levels 	<ul style="list-style-type: none"> ● Pre and post-tests with students receiving mental health literacy

GOAL B: ENHANCE SOCIAL-EMOTIONAL DEVELOPMENT AND PHYSICAL AND HEALTH LITERACY OF STUDENTS

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
<p>literacy training before they leave secondary school.</p>	<ul style="list-style-type: none"> • Clarify within school sites which teaching staff/subject areas will be responsible for addressing mental health literacy • Build and support school teams, beyond but including, the counselling team, of staff who will be considered “go to” people to support young people’s help-seeking needs • Continue to support and engage families with regards to mental health literacy and access to community services (i.e., via HSHP newsletter, related information for teachers to share with parents, information sessions offered by district and/or by community partners) • Working with existing tools (e.g., Mental Health Literacy Curriculum Guide pre/post surveys) implement a formative assessment to monitor utility and effectiveness of the mental health literacy implementation 	<ul style="list-style-type: none"> • Number of staff involved in the delivery of the Teen Mental Health literacy program. • Number of staff involved as “go to” support for young people • Dialogue about mental health and mental illness is open, honest and not stigmatized • Students and staff know where to go for help in addressing their mental health and well-being related needs. (via Student Learning Survey question at gr. 7/10) • Need indicator related to K-12 counsellor investment

GOAL B: ENHANCE SOCIAL-EMOTIONAL DEVELOPMENT AND PHYSICAL AND HEALTH LITERACY OF STUDENTS

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
<p>3. Enhance teacher capacity to address physical literacy with their students</p>	<ul style="list-style-type: none"> • support and broaden uptake of trauma-informed approaches in supporting learners • Continue our partnership with PISE to expand embedded professional learning for Elementary Schools • Initiate embedded professional learning with Middle Schools • Explore needs and feasibility of secondary school focused efforts • Support Inclusive Education efforts of relevance 	<ul style="list-style-type: none"> • Embedded PD delivered in 3 more elementary (1/family) • Booster PD sessions on physical literacy offered to STA Pro D committee (by PISE) • Embedded PD delivered in 2 Middle Schools (gr. 6 & 7) (1/family) • Dialogue with Secondary PHE teachers held to help inform next steps • Increased adaptive programs to support all learners
<p>4. Continue to support all school staff in addressing other areas of health education (sexual health, substance use,</p>	<ul style="list-style-type: none"> • Continue to work closely with Island Health (Public Health, Healthy Schools team) to support school and classroom-based health education efforts 	<ul style="list-style-type: none"> • Presentations to key stakeholders (e.g. PVP, school staff) • Requests from schools • Requests from STA for PD

GOAL B: ENHANCE SOCIAL-EMOTIONAL DEVELOPMENT AND PHYSICAL AND HEALTH LITERACY OF STUDENTS

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
nutrition, sleep hygiene, digital wellness et al)	<ul style="list-style-type: none"> • Enhance school staff awareness and facilitate access to district and community learning materials and related resources • Explore piloting school-based teacher cohort 	<ul style="list-style-type: none"> • Number of teachers accessing learning resources via SD62 intranet

GOAL C: SUPPORT THE HEALTH OF ALL DISTRICT STAFF THROUGH SUSTAINED, AUTHENTIC ENGAGEMENT AND INNOVATIVE, EVIDENCE-BASED STRATEGIES

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
1. Develop a staff well-being framework to guide further action based on outcomes of the 2020 staff consultations.	<ul style="list-style-type: none"> • Based on results of 2020 initiated staff consultation process (focus groups/full group invitational meeting), identify key objectives and related action plan • This may include sustaining school-based health champions infrastructure though that remains to be determined, based on the consultative process outcomes 	<ul style="list-style-type: none"> • Plan developed in collaboration with HR and education partners

GOAL D: SUPPORT PARENTS/GUARDIANS IN SUPPORTING THE HEALTH OF THEIR CHILDREN

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
<p>1. Support parents with a needs-based coordinated range of learning opportunities and resources</p>	<ul style="list-style-type: none"> • Collaborate with SPEAC to offer a range of events for parents/caregivers (in person and online) • Continue publishing monthly issues of the Healthy Schools, Healthy People newsletter and distribute via multiple channels • Optimize relevant parent focused opportunities offered by our community partners (e.g., parent focused programming; special events; expertise) by facilitating greater shared awareness and access. 	<ul style="list-style-type: none"> • Calendar of events planned for 2020-21 year • HSHP newsletter produced and shared monthly; analytics to assess readership • Increased sharing of parent/family focused events across community partners/sectors via SD calendar
<p>2. Enhance awareness of existing services and supports available to children, youth and family across Sooke West Shore</p>	<ul style="list-style-type: none"> • Add to SD62 website a calendar of events for parents/families to help promote events, services offered by community partners (e.g., Family Smart “in the know’ sessions; parenting programs run by Boys and Girls Clubs etc.) • Maintain/share current inventory of community services with staff and families via SD62 communication channels 	<ul style="list-style-type: none"> • Community partners contribute via SD62 staff • Analytics to assess user visits to calendar and inventory

GOAL E: ENHANCE SUFFICIENT AND SEAMLESS LEVEL OF HEALTH RELATED SUPPORT AND SERVICES FOR STUDENTS AND FAMILIES.

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
<p>1. Increase school-based health services</p>	<ul style="list-style-type: none"> Continue to collaborate with Island Health and other key partners to optimize and potentially expand school-based services, including though not limited to school-based wellness centres 	<ul style="list-style-type: none"> Expansion of in-school services at all of our middle and secondary schools
<p>2. Enhance awareness of existing services and supports available to children, youth and family across Sooke West Shore</p>	<ul style="list-style-type: none"> Working with community partners, maintain/share current inventory of community services with staff and families via SD62 communication channels Working with SD62 Communications Manager, assist in development of the SD62 public web site's youth focused page (e.g., provide content, establish and work with youth engaged to inform this work) 	<ul style="list-style-type: none"> Inventory updated Summer/2021 Page launched in Fall/2020

GOAL F: STRENGTHEN RELATIONSHIPS AND COORDINATED, COLLABORATIVE ACTIONS RELATED TO HEALTH AND WELL-BEING ACROSS AND AMONGST COMMUNITY AGENCIES IN SOOKE AND WEST SHORE.

OBJECTIVE:	KEY ACTIONS:	PROGRESS INDICATORS:
<p>1. Work with strategic partners in addressing joint priorities of relevance to the health and well-being of children, youth and families.</p>	<ul style="list-style-type: none"> • Continue to steward the Healthy Schools, Healthy People community table • Identify and explore opportunities to address joint priorities (e.g., space is a common issue of concern across sectors) • Ensure SD62 is represented at relevant working groups (e.g., PLAY Sooke West Shore table focused on community wide physical activity); data and evidence workgroup; special projects workgroups where aligned with strategic priorities of SD62 - e.g., Foundry application) 	<ul style="list-style-type: none"> • Clarity and progress on priorities identified at the Table (e.g., youth engagement capacity building; youth space) • Monitoring and evaluation of middle years focused outreach program (joint effort of SD62 and Boys and Girls Clubs) • Increased communication, coordination and collaboration across Table membership

APPENDIX A: GLOSSARY

“**Health** is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” (World Health Organization, 1946)

“**Health Literacy** is the use of a wide range of skills that improve the ability of people to act on information in order to live healthier lives. These skills include reading, writing, listening, speaking, numeracy, and critical analysis, as well as communication and interaction skills.” (Calgary Charter, 2011)

“**Health Promotion** is the process of enabling people to increase control over, and to improve, their health.” (World Health Organization, 1986)

Health Promoting School is one that consistently strengthens its capacity as a healthy setting for learning, playing, and working. (World Health Organization)

“**Mental Health Literacy** has four unique, integrated components:

1. Understanding how to optimize and maintain good mental health,
2. Understanding mental disorders and their treatments,
3. Decreasing stigma, and
4. Increasing health-seeking efficacy.” (Kutcher, S. et al; www.teenmentalhealth.org)

Mental Health Promotion is about fostering the development of mental health by supporting individual resilience, creating supportive environments and addressing the influence of the broader determinants of mental health. (Canadian Institute for Health Information, 2009)

Physical Literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. (International Physical Literacy Association, May, 2014)

Positive Mental Health is the capacity of each and all of us to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity. (Public Health Agency of Canada, 2014)

Social and Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL.org)

Resilience: “In the context of exposure to significant adversity, resilience is both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being, and their capacity individually and collectively to negotiate for these resources to be provided in culturally meaningful ways.” (www.resilienceresearch.org)

“**Well-being**” is an imperfect term due to its broad coverage across various disciplines including healthcare, economics, and the social sciences, among other disciplines. This makes it difficult to define well-being in simple terms, although it generally refers to “how we are doing” as individuals, communities or society. Most relevant to the workplace is personal or subjective well-being - “life satisfaction based on an individual’s perception of their health, happiness and sense of purpose” - and its interaction with work. (<https://www.edcan.ca/well-at-work/what-healthy-workplace/>)



APPENDIX B:

Most but not all SD62 Students Are Doing Well Are there opportunities for improvement?

Relationships & Environment

- **9%** of youth sometimes go to bed hungry due to insufficient funds for food at home^{1,-M}
- **26%** don't feel like a part of their community^{1,1,H}
- **15%** don't feel like a part of their school^{1,1,H}
- **17%** don't have an adult they can talk to about a serious problem^{1,-H}
- **64%** of LGBTQ2+ students feel unsafe at school^{2,-}

Physical Health

- **18%** of youth reported eating no fruit yesterday and **20%** of youth reported eating no vegetables yesterday^{1,-M}
- **80%** of 12-17 year olds¹ and **62%** of 8-12 year olds¹ do not get recommended physical activity every day
- **47%** get less than 8-10 hours of sleep^{1,-H}
- **47%** of students reported they did not feel rested^{1,-M}

Substance Use

In the last month:

- **26%** reported using vape with nicotine^{1,↑,H}
- **19%** reported binge drinking^{3,-H}
- **29%** reported having tried marijuana^{1,1,H}



Social Emotional & Mental Health

- **34%** are experiencing quite a bit or extreme stress^{1,1,H}
- **18%** seriously considered suicide in the past year^{1,1,H}
- **16%** felt they needed mental health services but did not access them^{1,1,H}

Intellectual Development & Academic Achievement

- **27%** of Kindergarten students vulnerable on one or more development scales^{5,-L}
- **55%** of students reported learning about how to stay healthy "many times" or "all of the time" at school^{4,-}
- Grade transitions 9-10: **97%**, 10-11: **93%**, 11-12: **86%**⁴
- **71%** graduation rate for all students⁴
- **70%** graduation rate for Aboriginal students⁴

Sexual Health

- Ever had sex (not incl. oral sex/masturbation): **77%** no^{1,-M}, **23%** yes^{1,1,M}
- Last time had sex: **56%** used condoms^{1,-M}; **49%** used withdrawal^{1,↑,M}; **53%** used birth control pills or other prescribed method^{1,-M}

Data Sources and Legend

1. McCreary SD62 Adolescent Health Survey 2018 (AHS SD62)
 2. ParticipACTION report card on Physical Activity 2018 <https://tinyurl.com/y7ksnxns>
 3. COMPASS UBC Survey of Gr 9-12 students (2017 and 2018)
 4. 2019 School District Report, SD62 Sooke <https://studentsuccess.gov.bc.ca/school-district/062>
 5. Local Health Area Profiles (LHA) Western Communities <https://tinyurl.com/yxj4zw5>
 6. Early Development Index (EDI) SD62 <https://tinyurl.com/yxzudxf>
 7. SOGI 123 <https://www.sogieducation.org>
 8. Sex Ed is Our Right <https://www.sexedisourright.ca/sogi>
- ↓ Down from previous measure, ↑ Up from previous measure, — (no change, no comparator or not accessed); L (low), M (medium), H (high) Health Risk Factor Relevance



MORE INFORMATION

PHYSICAL WELL BEING (HEALTHY EATING, PHYSICAL ACTIVITY, SCREEN TIME, SLEEP)

- 44% drank pop/soda &/or energy drinks the previous day; 81% of youth reported eating sweets the previous day^{1,-,M}
- 5.9 hours/day: average recreational screen time (Gr 9-12)^{3,1,L}
- 57-60% of youth report surfing the net/texting/using social media after they are expected to go to sleep; activities: Chat/text^{↓,-,M} 56% / Game[↓] 27% / Homework^{↑,-,M} 41% / Video, Social media^{-,M} 71% / Go offline 43%^{1,-,M}
- 2.3 hours/day is spent by 5-11 year olds in recreational screen time pursuits^{2,-}; 5.9 hours/day for youth in Gr 9-12
- 53% of students reported waking up today feeling rested^{1,-,M}
- 7 hours/night is the average hours of sleep for youth in Gr 9-12^{3,-,L}
- 44% of students are eating breakfast daily³

SEXUAL HEALTH

- Ever had oral sex: 20% yes (given)^{1,M}, 22% yes (received)^{1,M}, 75% no¹
- 14% access pornography on their smartphones^{1,-,L}
- 57% said that school is an important place for youth to receive sex ed^{8,-}

SOCIAL/EMOTIONAL/MENTAL HEALTH; RELATIONSHIPS AND ENVIROMENT

- 33% felt nervous, anxious, on edge on most days of the last 2 weeks^{3,1,M} and 30% often have difficulty making sense out of their feelings^{3,1,L}
- 25% felt depressed most days in the last week^{3,1,M}
- 18% bullied within past month^{3,1,M}
- Of the 16% that didn't access emotional or mental health services^{1,1,H} 63% didn't do so because they didn't want their parents to know^{1,1}; 37% didn't know where to go^{1,1}
- 15% of students feel that they manage stress poorly^{1,-,H} and 18% are experiencing quite a bit or extreme despair^{1,-,H}
- 15% walk/bike/skateboard to school^{1,1}; 41% use bus/public transit^{1,1}, 43% use car^{1,1}
- 77% of youth feel welcomed at school^{4,L}

SUBSTANCE USE

- 26% used a vape pen or stick in last month vs 11% who used cigarettes^{1,-,H}
- Number of days used cannabis in past month (among the 29% of students who had tried cannabis)^{1,-,H}
 - ❖ 0 days: 39%; 1-2 days: 25%; 3-5 days: 10%; 6-9 days: 6%; 10-19 days: 6%; 20-29 days: 7%; All 30 days: 7%
- 41% who used alcohol or drugs in past year was told they did something they couldn't remember^{1,-}; 28% passed out^{1,-}; 14% grades changed^{1,-}

ata Sources and Legend

McCreary SD62 Adolescent Health Survey 2018 (AHS SD62)
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Acknowledgements: This info graphic was developed in collaboration with members of the SD62-initiated Healthy Schools, Healthy People Table and in particular those on its Data and Evidence Workgroup

HEALTHY SCHOOLS ACTION GUIDE

for Grades K-12



MOST BUT NOT ALL SD62 STUDENTS ARE DOING WELL

Are there
opportunities for
improvement?



Introduction

For the most part, children and youth served by the Sooke School District (SD62) are doing well. However, is there room for improvement?

The infographic included below (and online [here](#)), was developed in collaboration with an expert panel affiliated with the Healthy Schools, Healthy People Community Table¹. It summarizes the most relevant and recent child and youth data that is readily acted upon, based on available resources. It includes a retrospective, showing changes over time and as possible, how the local data compares provincially.

Health and learning are inextricably connected, as the First Peoples Principals of Learning remind us, “Learning ultimately supports the well-being of self, the family, the community, the land, the spirits, and the ancestors.” Moreover, there is substantive evidence that well-being (physical, emotional, social and cognitive) supports learning.

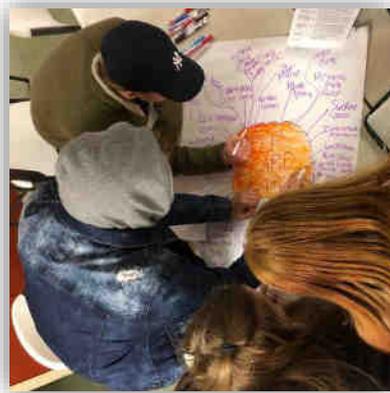
The infographic identifies several health domains. The good news: often behaviours and related efforts to improve them overlap. For example, what is helpful in promoting physical health can benefit mental health - and vice versa. Most importantly, caring relationships are fundamental to health *and* learning and as the centre of the infographic suggests, caring people are at the heart of helping children and young people thrive! Within the school context, the [research](#) is strong and consistent: students who feel connected to school do better academically and are healthier.

This action guide is designed to support the use of the infographic and further action on priority areas, as identified by those working in schools and/or with children, youth and families. It does so by providing:

- A composite, current picture of how our students are doing
- Dialogue starters - questions to spark reflection and dialogue
- Examples of evidence-backed practices and related resources that can help address the various health domains touched on in the infographic

¹ The Healthy Schools, Healthy People Community Table is comprised of over 30 local agencies who share a commitment to promoting the health and well-being of young people and their families across the SD62 catchment area.

- Helpful resources, including the West Shore and Sooke Healthy Schools Team from Island Health (wssookeschoolteam@viha.ca)



Who is the infographic and action guide designed for?

Anyone who cares about young people across the SD62 area including, though certainly not limited to: school and school district staff; community partners including government and non-government organizations; parents/caregivers; and of course, young people themselves - who are well positioned to be change-makers within their schools and communities!

Start the conversation, spark some action!

Starting the conversations, sparking action!

Here are some sample questions that are designed to help foster inquiry and spark action:

- In looking at the infographic (and perhaps other data you have), what stands out for you?
- What are you surprised about?
- Does the data reflect what you see in your community?
- What else would you like to learn about the data?
- Are there others you might consider involving in reflecting on and acting on the data?
- Is there a priority area or two that you and others could help address?
- Who could help you in this?

Thinking of possible actions:

- What actions might be put in place to support/impact this area?
 - Short-term
 - Medium-term
 - Long-term
- What resources are necessary to implement or make change with the priority area(s) you would like to focus on?
- Who or what organization might you engage for more help?



Most but not all SD62 Students Are Doing Well

Are there opportunities for improvement?

Relationships & Environment

- **9%** of youth sometimes go to bed hungry due to insufficient funds for food at home^{1,-M}
- **26%** don't feel like a part of their community^{1,↑,H}
- **15%** don't feel like a part of their school^{1,↑,H}
- **17%** don't have an adult they can talk to about a serious problem^{1,-H}
- **64%** of LGBTQ2+ students feel unsafe at school^{2,-}

Physical Health

- **18%** of youth reported eating no fruit yesterday and **20%** of youth reported eating no vegetables yesterday^{1,-M}
- **80%** of 12-17 year olds³ and **62%** of 8-12 year olds³ do not get recommended physical activity every day
- **47%** get less than 8-10 hours of sleep^{1,-↓,H}
- **47%** of students reported they did not feel rested^{1,-M}

Substance Use

In the last month:

- **26%** reported using vape with nicotine^{1,↑,H}
- **19%** reported binge drinking^{3,-↓,H}
- **29%** reported having tried marijuana^{1,↑,H}



Social Emotional & Mental Health

- **34%** are experiencing quite a bit or extreme stress^{1,↑,H}
- **18%** seriously considered suicide in the past year^{1,↑,H}
- **16%** felt they needed mental health services but did not access them^{1,↑,H}

Intellectual Development & Academic Achievement

- **27%** of Kindergarten students vulnerable on one or more development scales^{6,-L}
- **55%** of students reported learning about how to stay healthy "many times" or "all of the time" at school^{4,-}
- Grade transitions 9-10: **97%**, 10-11: **93%**, 11-12: **86%**⁴
- **71%** graduation rate for all students⁴
- **70%** graduation rate for Aboriginal students⁴

Sexual Health

- Ever had sex (not incl. oral sex/masturbation): **77%** no^{1,-M}, **23%** yes^{1,↑,M}
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MORE INFORMATION

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- **2.3 hours/day** is spent by 5-11 year olds in recreational screen time pursuits^{2,-}; **5.9 hours/day** for youth in Gr 9-12
- **53%** of students reported waking up today feeling rested^{1,-,M}
- **7 hours/night** is the average hours of sleep for youth in Gr 9-12^{3,-,L}
- **44%** of students are eating breakfast daily³

SEXUAL HEALTH

- Ever had oral sex: **20%** yes (given)^{1,M}, **22%** yes (received)^{1,M}, **75%** no¹
- **14%** access pornography on their smartphones^{1,-,L}
- **57%** said that school is an important place for youth to receive sex ed^{R,-}

SOCIAL/EMOTIONAL/MENTAL HEALTH; RELATIONSHIPS AND ENVIROMENT

- **33%** felt nervous, anxious, on edge on most days of the last 2 weeks^{3,1,M} and **30%** often have difficulty making sense out of their feelings^{3,1,L}
- **25%** felt depressed most days in the last week^{3,1,M}
- **18%** bullied within past month^{3,1,M}
- Of the **16%** that didn't access emotional or mental health services^{5,1,H} **63%** didn't do so because they didn't want their parents to know^{1,1}; **37%** didn't know where to go^{1,1}
- **15%** of students feel that they manage stress poorly^{2,-,H} and **18%** are experiencing quite a bit or extreme despair^{1,-,H}
- **15%** walk/bike/skateboard to school^{1,1}; **41%** use bus/public transit^{1,1}, **43%** use car^{1,1}
- **77%** of youth feel welcomed at school^{4,1}

SUBSTANCE USE

- **26%** used a vape pen or stick in last month vs 11% who used cigarettes^{1,-,H}
- Number of days used cannabis in past month (among the 29% of students who had tried cannabis)^{1,-,H}
 - ❖ 0 days: 39%; 1-2 days: 25%; 3-5 days: 10%; 6-9 days: 6%; 10-19 days: 6%; 20-29 days: 7%; All 30 days: 7%
- **41%** who used alcohol or drugs in past year was told they did something they couldn't remember^{2,-}; **28%** passed out^{1,-}; **14%** grades changed^{1,-}

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Check out our newsletter

click the image below



Why it matters and ideas for action

Childhood and adolescence are critical periods for developing knowledge, attitude and skills for living a healthy life. In addition, healthy students are more alert, engaged and better able to concentrate and learn.

The evidence-informed ideas for action and related recommended resources provided below are just *some* of what's possible and available. While many of the suggested activities are school-based, it is important to acknowledge that promoting the health and learning of young people truly does take a village (and then some!). “When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.”² This work is a shared responsibility across our community - families, schools, health and human services, et al, all have a role to play. We’re hopeful this guide can spark action among our greater community.

Looking for more information or support?

You're not alone!

The SD62 Healthy Schools Team and Island Health West Shore/Sooke Healthy Schools (wssookeschoolteam@viha.ca) are here to help.



² Henderson, A.T. & Mapp, K.L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, Texas: Southwest Educational Development Laboratory. Available from www.sedl.org/connections/resources/evidence.pdf

Relationships and Environment

Potential Activities	Resource and Related URL
<p>Helping young people think through who is “in their corner” is helpful in fostering connectedness and facilitating access to support whenever it may be needed.</p>	<p>We Well-Being Playbook’s Chapter 3 has some great activities focused on helping young people explore the world of connections and identify who’s out there to support them (in schools and beyond).</p>
<p>Grades 5-7 Learning activity encourages students to reflect on Margaret Wheatley’s poem, <i>Turning to One Another</i>, and to engage in behaviour that builds the skills of connectedness and democracy.</p>	<p>“We are all changemakers”, an iMinds learning activity</p>
<p>Grades K-12 Invite students to take turns as door greeters and use it as an opportunity to help children learn boundaries (i.e. some might want a wave, others a fist bump).</p>	<p>Healthy Schools BC Action Guide on School Connectedness</p>
<p>Grades K-12 A positive connection with a caring adult can make all the difference. The 10 (days) x 2 (minute) strategy has been proven to make a significant difference.</p>	<p>The Two Minute Relationship Builder (ASCD 2014)</p>
<p>Grades K-12 Take learning outdoors - it’s great for learning and health.</p> <p>Here’s just one idea: Indigenous people have used plants as medicine since time immemorial and have passed this knowledge down from generation to generation. “Pacific Northwest Plant Cards” describe traditional Indigenous uses and ways of harvesting each plant and feature several Indigenous languages. Bring the cards out on walks to help identify plants and their uses - and perhaps consider them inspiration to talk with an Elder or Knowledge Keeper.</p>	<p>These cards are available via the DRC. Teachers interested in booking the cards should log into their own account, type <i>Pacific Northwest Plant Cards</i> into the Search Bar, and book accordingly. There are 15 sets available.</p> <p>Looking for other ideas and resources for learning outdoors?</p> <p>Teach BC and the Environmental Educators Provincial Specialist Association of BCTF has a great line-up of curricular aligned activities that help take learning outside - and build environmental stewardship.</p>

Potential Activities	Resource and Related URL
<p>Grades K-12 Helping connect young people and their families to community services. This list, produced specifically for SD62 families, can help. This list was produced specifically for youth and here is a related poster that you can download and post in your classroom/school/agency. Hard copies are also available from Vanessa White (vrwhite@sd62.bc.ca).</p>	<p>Resources for youth during COVID-19 pandemic</p>
<p>Grades K-12 Too many LGBTQ2+ students feel unsafe at school. Simple, everyday practices such as using inclusive student titles. Instead of “boys and girls” try referring to “students”, “everyone”, or “class”. Take it up a notch by evoking excellence with categories like “scholars”, “mathematicians” or “athletes”.</p>	<p>Check out SOGI 123 for more great tips and resources that can help create a safe, welcoming school for all.</p>



Physical Health

(Includes: Physical Activity, Nutrition, Screen Time and Sleep)

Potential Activities	Resource and Related URL
Physical Activity	
<p>Grades K-7 Many students can feel tired throughout the day. Energizers and ice breakers are useful tools to reactivate their minds and ability to focus.</p>	<p>The new BC based School Physical Activity and Physical Literacy Project has a ton of great resources to integrate physical activity across the school day. The project also includes online and in-person learning opportunities.</p> <p>Interested in some professional learning? Contact Chris Wright, Manager of Physical Literacy Development at PISE (cwright@pise.ca).</p>
<p>Grades 6-8 Students can learn their own areas of strengths and abilities as well as identifying areas for learning. PLAY Physical Literacy Assessment for youth offers a self-assessment tool for students to assess their comfort in all environments (ground, water, snow/ice, air).</p>	<p>PHE Canada - PLAY Physical Literacy Assessment for Youth</p>
<p>Grades 6-12 Ensure students have open access to fitness facilities (e.g. gym, weight room) before, during, and after school. Students can access free programs anytime, anywhere. YGym Virtual Physical Activity for Kids is a Canada-wide free healthy community program for young people and families instructed by YMCA certified fitness instructors.</p>	<p>YFitness: Children and Youth</p>
<p>Grades 10-12 Burn 2 Learn uses the science of High Intensity Interval Training (HIIT) to improve students' health, fitness, wellbeing and academic performance, using short but effective workouts. The program includes a variety of pre-designed HIIT workouts, including Gym HIIT, Sport HIIT, Hip Hop HIIT, Combat HIIT, Class HIIT (which can be done inside a classroom), and a short option known as Quick HIIT for days when there isn't much time.</p>	<p>Burn 2 Learn App</p> <p>Read more about this work here.</p>

Potential Activities	Resource and Related URL
<p>Grades 8-12 The best way to stay happy and healthy is to sneak active breaks into your day. Even a ten-minute burst of heart-pumping movement can help you Unwind Better, Sleep Better, Focus Better and most importantly Happy Better! Download the free ParticipACTION Track your Activity app and see how many active breaks you can sneak into your day.</p>	<p>ParticipACTION App</p>
<p>Grades K-12 Take learning outside - it's good for the body and is full of learning opportunities. Here's a few great ideas and related resources.</p> <p>For more on why outdoor play matters and ideas to support it, check out Outdoor Play Canada.</p>	<p>Multi-grade forest walk</p> <p>The Walking Curriculum (from SFU based Centre for Imagination in Research, Culture and Education)</p> <p>The Environmental Educators' Provincial Specialist Association of BCTF has tons of learning activities and resources on their site.</p>
<p>Nutrition</p>	
<p>Grades K-5 Having a connection to where your food comes from bridges the gap between farms to table. Children who understand where food comes from and are involved in the sourcing and preparation of food are more likely to eat those foods. Agriculture in the Classroom offers many resources including <i>Spuds in Tubs</i> (free tubs, soil and seed potatoes). Also available in French.</p>	<p>Agriculture in the Classroom</p> <p>Connections to Land: Sustainability; Traditional Knowledge, Stewardship Book Bin, developed by the SD62 Aboriginal Education Department is a great resource of relevance (K-12). Access it via the DRC.</p>
<p>Grades K-12 Food preferences can be affected when they are associated with rewards or praise. Using unhealthy food as a reward sends mixed messages to students. Encourage positive behaviours with these alternatives to food rewards.</p>	<p>Non-Food Rewards for Children and Youth</p>
<p>Grades 4-7 Teaches students about sugary drinks and healthy drink choices in a fun way. Includes lesson plans with handouts, assessment tools and other teacher resources.</p>	<p>sipsmart.ca (Grades 4 - 6)</p> <p>The <i>Re-Think Your Drink</i> kit is available for loan from Island Health: wssookeschoolteam@viha.ca</p>

Potential Activities	Resource and Related URL
<p>Grades 4-7 Have your students research a healthy snack option (where the ingredients grow, nutritional benefits, cost, cultural origin). If possible, take a walking field trip to the local market or grocery store. Have students write their snack recipe on a card to share with classmates and bring home.</p>	<p>Learning for Life Toolkit</p>
<p>Grades 6-12 Increasing awareness of the amount of sodium, fat and sugar in common foods is necessary to promote healthy food choices. The <i>What's on Your Plate</i> display has been designed as an interactive educational resource.</p>	<p>The <i>What's on Your Plate?</i> display can be loaned to schools and teachers through Island Health: wssookeschoolteam@viha.ca</p>
<p>Grades 6-12 The food choices we make affect our health, and the health of the food system (production, processing, distribution, access and consumption). Using <i>BC at the Table</i>, guide student inquiry around four of BC's products (produce, salmon, grains and dairy/cheese).</p>	<p>BC at the Table Traditional Foods and Bannock Book Bin of resources is available from our Aboriginal Education department via the DRC.</p>
<p>Screen Time/Digital Literacy</p>	
<p>Grades K-10 <i>Kids in the Know</i> is the Canadian Centre for Child Protection's national safety education program. The program engages students with interactive activities to help build skills that increase their personal safety and reduce their risk of victimization online and offline.</p>	<p>Copies of resource available in school libraries. Training to support the use of <i>Kids in the Know</i> for use in Grade 4 classrooms is available within SD62. Contact Shannon Gomboc (Sgomboc@sd62.bc.ca) or Pam Cooper (pcooper@sd62.bc.ca) for details.</p>
<p>Grades K-3 Practical teaching and classroom activities for media education. "Can You Spot the Ad?" offers learning on the concept of branded content and differentiating between branded and non-branded images and videos.</p>	<p>Media Smarts</p>
<p>Grades K-8 Media and technology are at the centre of kids' lives every day. Since 2003, Common Sense has been the leading source of entertainment and technology recommendations for families and schools.</p>	<p>Common Sense Media Movie Reviews</p>

Potential Activities	Resource and Related URL
<p>Grades 4-7 Develop the various aspects of digital health literacy and promote healthy lifestyle behaviours. Check out the “Adventures of Patoo - Legend of Spaghetti” (online graphic novel that explores digital literacy for children).</p>	<p>Learning for Life Toolkit</p>
<p>Grades 9-12 By not giving ourselves time to be free of devices and distractions, we risk losing our ability to know who we are and what’s important to us. Read TED Ed Blog, “Why we owe it to ourselves to spend quiet time alone every day.” Implement a ten-minute period of silence some time during the school day. Have students quietly write down or draw thoughts in a notebook during this time.</p>	<p>TED Ed Blog Why we owe it to ourselves to spend quiet time alone every day</p>
<p>Sleep</p>	
<p>Grades K-7 Children aged 5-13 need 9-11 hours of uninterrupted sleep each day to be healthy. Check out participACTION’s Classroom Resources built around Sweat, Step, Sleep, and Screen including Build Your Best Day, Fave 4 or Charades.</p>	<p>Build Your Best Day</p>
<p>Grades 4-7 Builds student awareness on sleeping habits and how sleep affects their mood. Identify strategies to improve sleep and wellness. View online graphic novel, “Adventures of Patoo - Sheep Trouble”.</p>	<p>Learning for Life Toolkit</p>
<p>Grades 8-12 Sleep allows your body to regulate and balance respiration, circulation, growth, and immune response. Children and youth need 9-11 hours of uninterrupted sleep each night and being able to “catch up” on sleep is a myth. Consider sharing this tip sheet with your students and invite them to review it with an eye to critiquing it, sharing what works for them and/or planning a school-wide campaign geared to helping promote sleep to the school community.</p>	<p>Anxiety Canada - Getting a Good Night’s Sleep Anxiety Canada - How to do Progressive Muscle Relaxation</p>

Social-Emotional and Mental Health

Potential Activities	Resource and Related URL
<p>Grades K-3 Helping children learn to recognize, identify and communicate their emotions is hugely beneficial for their social-emotional development and ability to feel secure and calm. Through modelling and stories, children can relate to the experiences had by others and this fosters feelings of security and self-awareness.</p>	<p>Exploring our feelings book list from Heart-Mind Online.</p> <p>Second Step Program - already available in the schools.</p> <p>Here is another great book list for talking about gratitude, empathy, problem-solving and more.</p> <p>Odin Books in Vancouver specializes in providing recommended resources for school districts, counsellors and teachers.</p>
<p>Grades 4-6 Empathy, gratitude, compassion, kindness, resilience are all vitally important to our individual and collective well-being. These cards provoke reflection and spark student inquiry and action.</p>	<p>Activity Cards from We Well-being</p> <p>MindUp</p> <p>Calm.com</p> <p>Small Act Big Impact (from a local educator!)</p>
<p>Grades K-5 Go Noodle is a free online library of fun videos designed to engage students in using their bodies to energize, or calm down in a short time. Original videos like <i>Awesome Sauce</i>, or <i>Dynamite</i> get students moving and laughing, and <i>Flow</i>, or <i>Weather the Storm</i> helps them calm down. Each video is short (2-3 minutes) and can be used as a brain break, or during transitions in the school day.</p>	<p>gonoondle.com</p>
<p>Grades K-5 The <i>Strong Body and Mind Yoga Cards</i> connect the ancient practice of yoga with Indigenous culture. These cards celebrate connection as they invite all of us to honour our connection to each other, to our animal friends, to nature and spirit and to this amazing planet we all share.</p>	<p>These cards are available via the DRC. Teachers interested in booking the cards should log into their own account, type <i>Strong Body and Mind Yoga Cards</i> into the Search Bar, and book accordingly. There are 6 sets in total.</p> <p>Cosmic Kids Yoga is another teacher-recommended resource you might want to try.</p>

Potential Activities	Resource and Related URL
<p>Grades 4-7 The Stresslr app will help kids to understand what may cause them to feel stress, how they react to it and how to develop healthy strategies to manage everyday stress.</p>	<p>Stresslr and curricular connections.</p> <p>Other apps that might interest you:</p> <p>Calm.com</p> <p>Headspace.com</p> <p>Stop, Breathe & Think</p>
<p>Grades K-7 How about helping parents help their children manage stress and cope with life’s ups and downs, extending the learning to parents/caregivers. Here are a few resources that will help and are “ready to use”.</p>	<p>EASE (Everyday Anxieties Strategies for Educators) for Parents has a great series of practical tips and strategies for parents/caregivers.</p> <p>Anxiety Canada</p> <p>How to Help Kids Handle Stress</p>
<p>Grades 6-8 Students sometimes start to show unrealistic thinking, which can lead to negative emotions like sadness and anger. When these thoughts are not managed early, they are increasingly hard to change. Helping students engage in more realistic thinking, and attributions for others’ behaviour can help teach them to manage their emotions. This practice helps to reinforce how thinking, feelings, and actions are interrelated, and that breaking the negative thinking cycle can help students feel happier and healthier.</p>	<p>Realistic Thinking and Feeling</p> <p>Co-created with practicing educators. Repository of high-quality everyday mental wellness practices that can be easily incorporated into the classroom. Skill categories include stress management and coping, emotion identification, positive motivation, relationship, self-confidence and identity, and executive functioning. School Mental Health Assist</p>
<p>Grades 8-9 All of us experience stress and, while it is not always a bad thing, it is important to learn how to manage stress in a healthy way. This curriculum linked activity and related videos help grade 8/9 students build their stress management skills.</p>	<p>The Ups and Downs of Stress</p>

Potential Activities	Resource and Related URL
<p>Grades 8-10 <i>Stop Wondering, Start Knowing:</i> Classroom-ready mental health video resource that helps young people learn more about mental health, how to support it, signs and symptoms and where to go for help.</p> <p>Mental health literacy is the foundation for mental health promotion, prevention and care, and can be successfully implemented through classroom-based learning activities that have been scientifically shown to improve mental health related outcomes for both students and their teachers.</p>	<p>Stop Wondering, Start Knowing</p> <p>Mental Health & High School Curriculum Guide UBC offers free online training to support the use of this guide. For more information, visit here.</p>
<p>Grades K-12 School and classroom environments play an important role in supporting self-regulation and mental health. Here are two helpful reflection tools for creating calm, productive learning environments, from www.self-reg.ca. <i>(Note that due to COVID-19, some of what's recommended would not comply with current health and safety protocols).</i></p>	<p>Classroom Environment Design Elements (MEHRIT Centre, 2018)</p> <p>Classroom Environment Checklist (MEHRIT Centre, 2018)</p>
<p>Grades K-12 Kelty Mental Health Resource Centre helps families across the province navigate the mental health system, listen and offer peer support, and connect them to resources and tools. Their podcasts cover a range of “hot topics” that might be helpful for sharing with parents and/or staff.</p>	<p>Kelty Mental Health Resource Centre Podcasts</p>

Substance Use

Potential Activities	Resource and Related URL
<p>Next to family nurturing, school connectedness is the most important protective factor in a young person’s life. This resource shares some evidence-backed approaches - and don’t ever underestimate the power of the student-teacher relationship in fostering relationships and resilience.</p>	<p>Healthy Schools BC School Connectedness Action Guide</p>
<p>To quote BC government’s ERASE efforts encourage us all to, “erase not knowing, embrace open conversations”. Check out their resources for teachers that’s full of loads of practical strategies and resources to support open, honest, deep learning related to helping reduce the potential of substance use harms of young people.</p> <p>Explore www.iminds.ca for some curriculum aligned learning resources for helping young people develop the knowledge and skills they need in a world where substance use is common.</p>	<p>Substance Use Helping schools (University of Victoria)</p>
<p>Grades K-12 Island Health is happy to support teachers in addressing substance use, including naloxone training for Secondary Schools.</p>	<p>wsookeschoolteam@viha.ca Discovery Youth and Family Substance Use Services</p>
<p>Grades 6-7 Access to some fun and safe things to do can also play a key role in helping reduce problematic substance use among youth. Engage young people to provide input and ideas on ways to further create a fun, healthy school and/or community. This ELA, PHE and Arts curriculum liked learning activity can help.</p>	<p>“Rat Park” - this <i>iMinds</i> instructional idea uses popular presentations of Professor Bruce Alexander’s “Rat Park” experiments to help students explore how the physical and social environment impact health and well-being, including drug use. Students are encouraged to be active in shaping these environments.</p>
<p>Grades 9-10 Cycles is a video-based resource that has been really well received across BC.</p>	<p>Cycles</p>

Potential Activities	Resource and Related URL
<p>For Parents/Caregivers Share helpful resources with parents/families, like the “Let’s talk” booklet from Island health.</p> <p>Consider sharing the SD62 produced monthly Healthy Schools, Healthy People Newsletter with families. They often touch on items of relevance to critical thinking and substance use.</p>	<p>Youth & Substance Use</p> <p>Healthy Schools, Healthy People newsletters for families from SD62.</p>
<p>QuitNow is BC’s quit smoking service, funded by the government of British Columbia and delivered by the BC Lung Association. The service is available free-of-charge to all BC residents.</p>	<p>quitnow.ca</p>



Sexual Health

Potential Activities	Resource and Related URL
<p>Grades K-3 Learning correct words for body parts gives children the vocabulary they need to protect themselves. “You’re the Boss of your Body” teaches children they are in control of who touches their bodies and how.</p>	<p>Committee for Children - Teaching Touching Safety Rules: Safe and Unsafe Touching - Activity</p>
<p>Grades K-12 The <i>teaching sexual health</i> website has loads of teaching resources across grade levels. Island Health staff are able to help and mentor teachers in addressing sexual health in the classroom.</p>	<p>teachingsexualhealth.ca wssokeschoolteam@viha.ca</p>
<p>Grades 4-6 Sexual Health Kits available for loan. Reviews anatomy and physiology of reproductive system including basic hygiene and feminine hygiene samples.</p>	<p>wssokeschoolteam@viha.ca</p>
<p>Grades 4-12 A real-life approach to questions around sexuality offered through the Society of Obstetricians and Gynecologists of Canada. Check out the <i>Consent</i> and <i>Online Safety</i> tabs for consideration for students to protect themselves from potential online dangers.</p>	<p>SEX & U</p>
<p>Grades 7-12 Sexual Health Kit available for loan. Information and samples of birth control and STIs. Games and power points available upon request.</p>	<p>wssokeschoolteam@viha.ca</p>
<p>Grades 6-12 Works to share information on gender-affirming health care and supports. See <i>Information for Schools</i> for resources to support gender creative and trans students.</p>	<p>TRANS CARE BC</p>

GROWING HEALTHY FOOD

Brief overview of how we're growing better food in SD 62



Teachers from SD 62 accept Farm to School BC's "Pollinator Award" for their exemplary leadership in the Capital Region.



Herb harvest at Happy Valley Elementary.

WHY FOOD MATTERS

Healthy, local, just and sustainable foods support student, teacher and community health and well being in diverse, multifaceted ways. Healthy food environments in schools can bolster student, teacher and community health.

Evidence supports positive impacts for:

- Academic achievement
- Nutrition
- Physical health
- Mental and emotional health
- Environmental conservation and stewardship
- Social cohesion
- Cultural understanding and sharing
- Indigenous resurgence and reconciliation
- Career and professional development
- And more...

MAKING THE CASE

For further evidence detailing these positive impacts, see:

- [Making the Case for Healthy, Freshly Prepared School Meals](#)
- [ReThinking School Lunch: A Visual Guide Linking Food, Culture, Health and Environment](#)
- [Benefits of Farm to School: Evidence from Canada](#)
- [First Nations Traditional Foods Fact Sheets](#)
- [Sprouting School Gardens: Assessing the Development and Sustainable Use of School Gardens in Victoria](#)
- [5 Benefits of School Gardens](#)



SCHOOL GARDENS OVERVIEW

Below is provided a brief overview of some of the reach and impact of school gardens in the district. These numbers are conservative estimates based largely on a 2018 survey.

19

SCHOOL GARDENS

The # of school community maintained food gardens.

3750

STUDENTS ENGAGED

In garden based learning during the school day.

100

TEACHERS INVOLVED

In using school gardens as learning grounds.

300

FAMILIES FED

School grown produce distributed via lunch program and Goldstream Food Bank

IN THE PAST YEAR

We ran our 5th school garden, healthy local food systems and Indigenous food knowledge ProD day, with over 30 SD#62 educators attending.

We hired a part time Garden Education Support Coordinator to support four Secondary garden programs. Existing part time Garden Coordinator also supports large Westshore Annex garden.

Strong and growing connections with Aboriginal Education in many schools.

Farm Bucks program is providing \$35,000 to district to support local food sourcing in the district, a COVID rapid relief fund.

Many school gardens cared for and grown. Millstream Elementary able to allocate .26 teaching position to support garden classes.



COMMUNITY ALLIES

We rely on the support of our community. Key partners this year included: Farm to School BC; Food Share Network; Island Health; EMCS Society, and; the Western Communities Food Security Working Group.

CULTURALLY RESPONSIVE LEARNING

School gardens are increasingly integrating diverse Indigenous plants, as well as food plants from cultures around the world. A goal of most school gardens is to provide a safe and supportive environment for cultural learning and sharing.

(Left) Jennifer Freeman laying irrigation in the large Westshore Annex garden.
(Center) Foods Studies students at Belmont Secondary show off their potato harvest.
(Right) Salad chefs at Happy Valley Elementary.



VISION FOR THE FUTURE



*Innovative meal programming to feed students and families.
Curriculum-integrated, biodiverse school gardens.
Community connection with growers, makers and elders.*

There is growing interest in healthy food and gardens across the district, as evidenced by large participation at a Feb/2020 garden networking session.

Where We're Going

Support incorporation of the work underway currently within SD61, revising “Greening” policies and procedures.

Support garden/greenspace development best practices for new buildings.

Deepen Indigenous learning opportunities.

Increase garden health and integration with curriculum in schools across district.

Improve food quality in school meal programs, Offer more just, sustainable, local options.

Support agroecology and farm to table career pathways and curriculum development.

Promote sharing and collaboration between schools and with broader community.

Support community involved planning for healthier school food environments.

Victoria Family Court and Youth Justice Committee
Three-Year Strategic Plan
2018-2021

Mission:

To facilitate connections between municipal and First Nations governments, school districts, service providers, and the broader community in order to educate and advocate on the challenges and shortfalls facing youth and families who may come into contact with the justice system.

Vision:

Families and youth have access to timely and appropriate supports within their communities so that they may achieve their full potential.

Goals:

1. Increase awareness of the issues facing families and youth involved with the justice system, and raise the profile of the Victoria Family Court and Youth Justice Committee.
 - a. Identify gaps in services.
 - b. Support youth initiatives.
2. Pursue and promote meaningful reconciliation with the Indigenous community.
 - a. Committee members participate in Cultural Competency Training
 - b. Acknowledge and compact the over-representation of Indigenous people in the justice system.
3. Advocate for policies and initiatives that improve outcomes for families and youth who may come in contact with the justice system.
 - a. Give a platform to you/ amplify youth voices.
4. Support equity of access to resources across the region.
 - a. Help other organizations leverage their resources in support of families and youth.
5. Facilitate collaboration between community service providers and governance bodies in the interest of better supporting youth and families.



Board Info Note

Public Board Meeting

November 24, 2020

Agenda Item 11.1: Superintendent's Update

Jointly Convened Annual Meeting (JCAM):

As a part of the BC Tripartite Education Agreement between Indigenous Services Canada, BC Ministry of Education and the First Nations Education Steering Committee (FNESC), an annual meeting of superintendents and district principals is to occur. This year the meetings happened on November 17 and 18 via Zoom. The event featured a discussion on the BC Declaration of the Rights of Indigenous Peoples Act, passed in the BC Legislature, shared resources related to local education agreements, a panel of youth voices and a panel focused on promising practices related to Indigenous focused professional learning.

November 20 Non-Instructional Day: Focused on Indigenous Learning:

A huge thank you to all involved, especially our Aboriginal Education department for putting together an amazing day of learning. Connected to our collective responsibility to the Truth and Reconciliation Calls to Action the release of the three-part Indigenous video series was launched. These videos focused on the work our district has done through the Equity Scan process. We were also fortunate to have author (The Listening Leader) and public speaker, Shane Safir speak about equity in our schools.

As an added bonus, our Aboriginal Education department gifted every staff member in the district with a journal to capture their thoughts and contributions with respect to reconciliation and equity throughout the year.

Remembrance Day Assemblies:

As is required in the School Act, each of our schools hosted a Remembrance Day Assembly. This year, our school staffs and students had to be a bit more creative given the fact that we were not able to come together in the usual way. Our schools each created a unique and fitting tribute of remembrance for those that have given their lives for Canada. Pre-recorded messages, songs and poems as well as live performances broadcast to other classrooms through MS Teams were truly inspiring and showed our ability to be resilient in the face of adversity. A heartfelt thank you to all that contributed to and participated in these incredible events.

Inclusive Education Services – Professional Learning with Shelley Moore:

On Wednesday, November 18, IES hosted a virtual professional learning opportunity with Shelley Moor. Shelley is a renowned educator in British Columbia who speaks on the topic of inclusion and support for all. The session was a huge success with nearly 150 participants from our district. Shelley's message assists us in our journey to recognize the diverse abilities that exist within our district.

New Pathway at Willway Elementary:

The new school pathway at Willway Elementary has been opened.



The path was completed this fall by our Facilities team and funded in large part by a generous charitable donation from a local business Western Coast Insurance.

The completed path allows all students, including those with mobility aids, to safely move around the outside of the school and be a part of all school activities and events including physical movement breaks.

Photos include students giving thank you gifts to representatives of the funding organization (Andrea Ferrie) and



facilities staff (Bill Greenhough).