

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 October 22, 2024, at 7:00 pm.**

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

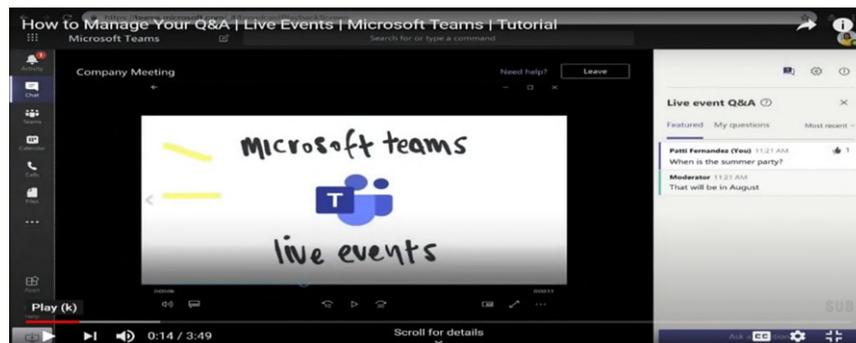
Furthermore, the meeting will be livestreamed via MS teams, to encourage more public participation.

To join the in meeting please click here:
and click [Follow link](#).

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

[Attend a live event in Microsoft Teams](#)

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



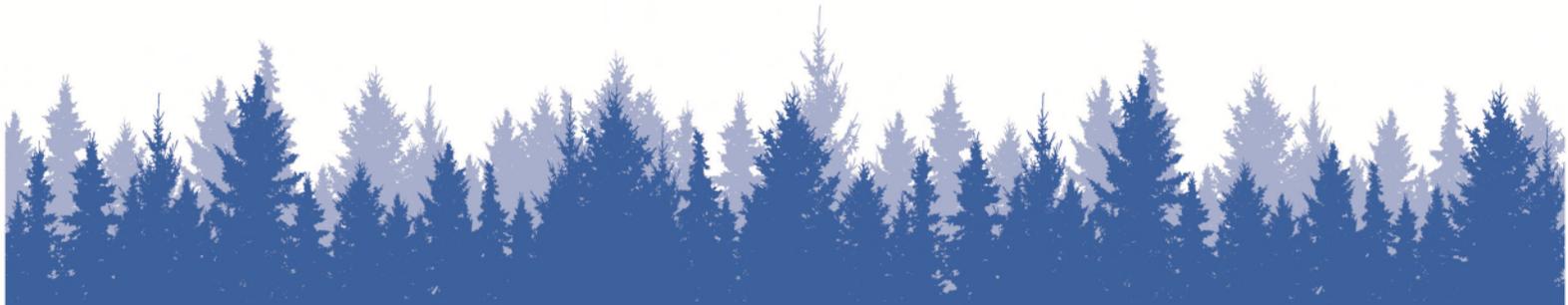
If you have questions regarding the meeting and how to access it that aren't answered in the link above, please email info@sd62.bc.ca. See link for upcoming and previous Board and Committee meetings [Public Meetings | Sooke School District \(sd62.bc.ca\)](#) materials.



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
October 22, 2024 – 7:00 p.m.**

AGENDA

1. **CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
2. **AGENDA (page 2)**
 - 2.1 Call for amendments and additional items
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of October 22, 2024, as presented (or as amended).
 - 2.2 Report on In Camera Meeting – Amanda Dowhy
This notice is to inform the public that prior to this meeting an “in-camera” meeting of the Board was held where issues of legal, land and personnel were discussed.
3. **MINUTES (page 5)**
 - 3.1 Call for amendments to minutes
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the September 24, 2024, as presented (or as amended).
4. **INFORMATION ITEMS AND ANNOUNCEMENTS**
 - 4.1 Board Chair Update – Amanda Dowhy
5. **EDUCATIONAL PRESENTATIONS**
 - 5.1 School Trip - Huntington Beach, California – Royal Bay Secondary School - Mike Huck (page 14)
 - 5.2 School Trip - Alaskan Cruise – Royal Bay Secondary Music Program – Mike Huck (page 18)
 - 5.3 School Trip – Galapagos – Belmont/EMCS – Stephen McHugh/Megan Bondurant (page 28)



6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence

- a. Email from Dr. R Nelems RE Mobile Youth Services Team (MYST) Report dated September 26, 2024 (page 36)
- b. School District 62 Advocacy Letter to Provincial MLA Candidates (page 58)

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

7. FINANCE, FACILITIES AND SERVICES

- 7.1 Resources Committee – Meeting of October 8, 2024 – Christine Lervold (page 61)
Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of October 8, 2024.

8. EDUCATION PROGRAM

- 8.1 Education-Policy Committee – Meeting of October 1, 2024 – Cendra Beaton (page 63)
Motion Requested: That the Board of Education receive the Q1 Strategic Plan Report as presented at the October 1, 2024 Education -Policy Committee Meeting.

Motion Requested: That the Board of Education for School district 62 (Sooke) give Notice of Motion to draft Revised Policy E-358 “Pension Plan Membership”.

Motion Requested: That the Board of Education for School District 62 (Sooke) give Notice of Motion to draft Revised Policy E-139 “Death Benefits for Excluded Employees”.

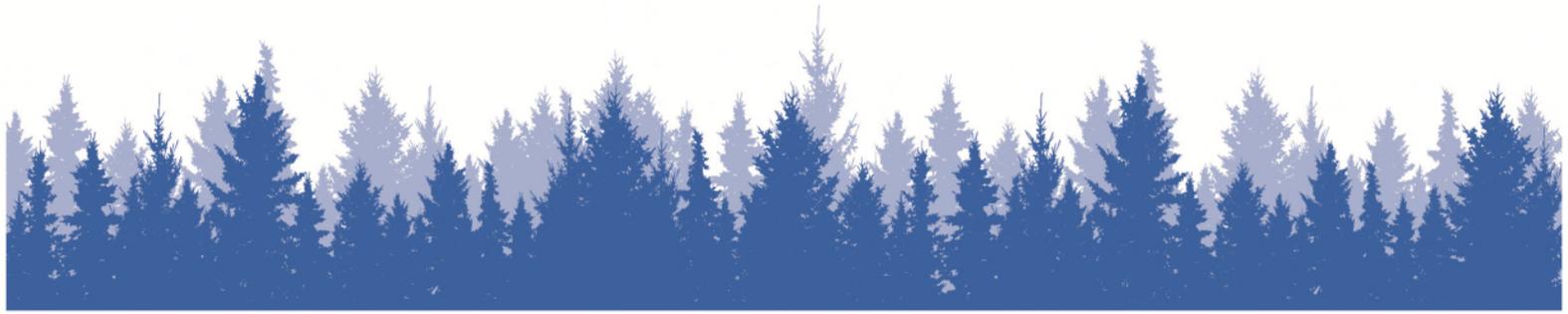
Motion Requested: That the Board of Education for School District 62 (Sooke) give Notice of Motion to draft Revised Policy E-331 “Access and Appeal for Excluded Employees”.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of October 1, 2024.

- 8.2 Adoption of Draft Policies & Regulations – Paul Block (page 82)
Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt Draft Revised Policy E-110 “Job Descriptions for Excluded Employees”, Draft New Policy E-152 “Salaries and Benefits for Excluded Employees”, and Draft Revised Policy E-123 “Probationary Period for Excluded Employees”.

9. STUDENTS

- 9.1 2024/25 Enrolment Update – Paul Block (page 90)





10. FOUNDATIONS AND GOVERNANCE

- 10.1 Trustee Liaison Reports – Board of Education
 - a. Victoria Family Court and Youth Justice Committee Meeting – Christine Lervold
- 10.2 Indigenous Education Council Report September 10, 2024 – No report
- 10.3 Strategic Plan Development Update – Paul Block (Page 92)
- 10.4 Spencer and Centre Mountain Lellum Catchment Changes – Paul Block
Motion Requested: That the Board of Education for School District 62 (Sooke) direct the Superintendent to review the Spencer and Centre Mountain Lellum catchment areas per Board Policy F-502 and bring back any proposed changes to the Board for their consideration.

11. ADMINISTRATION

- 11.1 Board of Education 90 Day Work Plan – Amanda Dowhy (page 94)

12. PERSONNEL

- 12.1 Superintendent’s Report – Paul Block (page 95)

13. UPCOMING EVENTS

- *BCSTA Provincial Council October 25-26, 2024
- *BCPSEA Fall Symposium November 7-8, 2024
- National Indigenous Veteran’s Day – November 8, 2024
- Remembrance Day November 11, 2024
- BCSTA Trustee Academy November 21-23, 2024

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



2.2 Report on In Camera Meeting – Amanda Dowhy

This notice is to inform the public that prior to this meeting an “in-camera” meeting of the Board was held where issues of legal, land and personnel were discussed.

3. MINUTES

3.1 Call for amendments to minutes

8. MOVED Cendra Beaton/Trudy Spiller

That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of August 27, 2024, as presented.

CARRIED

4. INFORMATION ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

The Board Chair spoke about the busyness in schools in September ensuring a smooth start. Transportation is addressing late registrations and have communicated with families whose registrations were received up to August 31st. A reminder that families can reach out to the Board Chair, Secretary Treasurer, Randy Cobb or their child’s principal. The Chair recognized community members who were recipients of King Charles III Coronation Medals, including Elder Shirley Alphonse. Walk Bike & Roll to School program is expanding across the district and information was shared with the district PAC. Condolences were offered to the family and community of EMCS student Jesokah Adkens, who went missing 23 years ago, on September 26, 2001. Truth and Reconciliation week is a journey we all walk to ensure we are creating safe spaces. Please ensure you are holding space for shared stories of Indigenous people affected.

9. MOVED Amanda Dowhy/Cendra Beaton

That the Board of Education of School District 62 (Sooke) write letters to each of the local MLA candidates for the electoral districts within school district 62 in the upcoming provincial election incorporating themes for provincial needs as outlined from the BCSTA and highlighting the unique needs of the Sooke School District.

CARRIED

Trustee Logins declared conflict of interest for Agenda item 4.1.

5. EDUCATIONAL PRESENTATIONS

5.1 School Trip to Anaheim, California 2026 – Jen Nixon, Linda Hay, Duey Wright, Taylor Musgrave



Staff provided an overview of the school trip to Anaheim, March 19, 2025. Details were discussed including fundraising opportunities, participation numbers and chaperones.

10. **MOVED** Cendra Beaton/Ebony Logins
That the Board of Education of School District 62 (Sooke) approve the Spencer Middle School Trip to Anaheim, California, subject to the oversight and direction of the Superintendent's Office.
CARRIED

- 5.2 School Trip to France February 27, 2025 – Mike Huck
Staff provided an overview of the school exchange trip to France, February 27, 2025. The sister reciprocal arrangement has been a valuable experience for students in the past and is something the earlier grades look forward to.

11. **MOVED** Ebony Logins/Trudy Spiller
That the Board of Education of School District 62 approve the Royal Bay Secondary School trip to Avignon & Carpentras, France, subject to the oversight and direction of the Superintendent's Office.
CARRIED

6. **CORRESPONDENCE & DELEGATIONS**

- 6.1 Correspondence
Email from C. Peters dated September 6, 2024, RE Human Trafficking in BC Schools with attachments.

12. **MOVED** Cendra Beaton/Ebony Logins
That the Board of Education of School District 62 (Sooke) receive the above noted correspondence.
CARRIED

- 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC) – 5 minutes each
STA – Amanda Culver
The STA have established a rotation for Executive to attend the public board meetings. The STA website has been updated and monthly newsletters have begun. Teachers are being supported working through health and wellness programs and their return to work. The professional development policy is being updated and Pro D days planned. Training is being offered to staff representatives including social justice and committee training. Teachers are setting up in the new



modular classrooms. Move in day was ‘all hands-on-deck’ getting the classrooms ready to welcome students today.

PVP – Jen Nixon/Ruchi McArthur

Principal Jen Nixon spoke of some of the good things happening now that students are settled in, such as the Terry Fox run & cross country. She spoke of the continual focus on Truth & Reconciliation and that staff feel very supported by Executive and the Board. SPVPA will also send a rotation of representatives to attend public board meetings.

CUPE 459 – Tim Hamblin

Tim Hamblin conveyed Amber’s regrets. Tim shared his experience and gratitude as an immigrant to Canada. Schools are looking forward to the upcoming 1701 reports and subsequent Educational Assistant staffing. He recognized outgoing Secretary Treasurer, Harold Cull, for the wonderful job he has done for the district over the years.

SPEAC –

No representative present

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee Meeting of September 10, 2024 – Christine Lervold

Trustee Lervold provided an overview of the Resources Committee Meeting of September 17, 2024.

13. MOVED Christine Lervold/Cendra Beaton
That the Board of Education of School district 62 (Sooke) approve the 25/26 Minor Capital Plan submission as presented to the Resources Committee on September 17, 2024.
CARRIED
14. MOVED Christine Lervold/Trudy Spiller
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of September 17, 2024.
CARRIED



7.2 23/24 Financial Statements Approval – Christine Lervold
Trustee Lervold provided an overview of the 2023/24 Financial Statements to the Board of Education.

15. MOVED Christine Lervold/Cendra Beaton
That the Board of Education of School District 62 (Sooke) approve the 23/24 financial statements as presented at the Audit Committee meeting of September 18, 2024.
CARRIED

8. EDUCATION PROGRAM

8.1 Education-Policy Committee Meeting of September 10, 2024 – Cendra Beaton
Trustee Beaton provided an overview of the Education-Policy Committee Meeting of September 10, 2024, to the Board of Education.

16. MOVED Cendra Beaton/Ebony Logins
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft Revised Policy E-110 “Job Descriptions for Excluded Employees”, draft New Policy E-152 “Salaries and Benefits for Excluded Employees”, draft Revised Policy E-123 “Probationary Period for Excluded Employees” and draft Revised Policy and Regulations D-121 “Animals on District Property and in Classrooms”.
CARRIED

17. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of September 10, 2024.
CARRIED

9. STUDENTS

9.1 Enrolment Update – Monica Braniff
The Deputy Superintendent is cautiously optimistic with enrolment estimation above projections, currently at 13,250. The Ministry snapshot day is Friday for the final submission. Much appreciation goes out to the schools, CUPE members, Inclusion Support Teachers and the Inclusive Education Department for all the work done to get an accurate 1701 count. A discussion followed around the capacity and planning to accommodate these enrolment numbers in programming and inclusion.

10. FOUNDATIONS AND GOVERNANCE



10.1 Trustee Liaison report – Board of Education

- CRD Regional Safety and Wellbeing Advisory Committee – Cendra Beaton
Trustee Beaton provided an update on the first meeting, held September 16th 2024.

10.2 Indigenous Education Council Report – Tara Jensen/Jon Carr

Tara Jensen introduced herself and spoke about her long connection to T'Sou-ke. Jon Carr introduced himself as a student of the district since grade 1. They presented the policy background, rationale and evolution of the Indigenous Education Council (IEC). A Ministerial Order, the IEC's purpose is to address the persisting disparities in educational outcomes between Indigenous students and other student populations. The first meeting was held September 10, 2024. Membership is renewed annually. Current focus of the IEC was listed, voting members, and composition of Indigenous Learners in our district was presented. The next IEC meeting is scheduled for October 8, 2024. As this is a new process, the terms of reference will be a working document across the year. Appreciation for the IEC and positive changes being seen were expressed. Representation questions were addressed, and clarity provided for terms being used.

10.3 Vision/Mission/Values/Beliefs Approval – Paul Block

The Superintendent provided background on the current strategic plan which ends June 30, 2025. Work has been underway for 7 months towards renewal of the SD62 Strategic Plan 2025-2029. Recognition goes out to Kristen McGillivray for her work on this. The hopeful completion date for the new Strategic Plan is March 2025. The recommended vision, mission, values and beliefs were presented for consideration by the Board.

18. MOVED Cendra Beaton/Christine Lervold
That the Board of Education of School District 62 (Sooke) approve the District's Vision/Mission/Values/Beliefs statements for the 2025-2029 Strategic Plan as presented at the September 24, 2024 Board Meeting.
CARRIED

10.4 Strategic Plan Annual Report 23/24 – Paul Block

The Superintendent provided an overview of the 2023/24 Strategic Plan Annual Report and progress made in the 2023/24 Operational Plan, which was developed to assist in achieving the goals set out in the Strategic Plan. Highlights and evidence of the progress from the 23/24 Operational Plan were presented. There has been streamlining of the reporting to make it more readable and accessible to the public.



19. **MOVED** Ebony Logins/Christine Lervold
That the Board of Education of School District 62 (Sooke) approve the District's Strategic Plan Annual Report 2023/24 as presented at the September 24, 2024 Board Meeting.
CARRIED

- 10.5 Enhancing Student Learning Report 23/24 – Monica Braniff
Deputy Superintendent Monica Braniff discussed the background, Ministry requirements and rationale for the Enhancing Student Learning Report. The report shows how students are doing in specific areas of development and clarity was provided around what data is used, including provincial and local data, reports cards, literacy intervention rates and pathways of graduation, and how that data is used to drive decisions. Last year, there was 3-fold increase in FSA participation rates. Report components were discussed, and the strategic and intentional Continuous Improvement Cycle and calendar were highlighted. The breadth and effectiveness of implemented strategies are included in the report. Emerging areas for growth are important to consider going forward; literacy and numeracy, sense of belonging and adults that care, delayed transition to public post secondary, priority learner cohorts. Many examples of strategic engagement are seen and have become part of the norm. The report informs the strategic plan, to ensure efforts are directed towards achieving the goals of the strategic plan. Recognition goes to district principals and vice principals for the work that went into this report.

20. **MOVED** Ebony Logins/Christine Lervold
That the Board of Education of School District 62 (Sooke) approve the Enhancing Student Learning report for 2023/24 as presented at the September 24, 2024 Board Meeting.
CARRIED

11. ADMINISTRATION

- 11.1 Board of Education Annual Work Plan – Amanda Dowhy
The Board Chair provided an overview of the Annual work plan to the Board of Education. She noted it is a living document that looks at the work the Board will do over the year and includes meetings and engagements.



21. **MOVED** Cendra Beaton/Christine Lervold
That the Board of Education of School District 62 (Sooke) adopt the Board and Committee Meeting schedule and Board of Education Annual Work plan for 2024/25 as presented at the September 24, 2024 Board Meeting.
CARRIED

12. PERSONNEL

12.1 Superintendent's Report – Paul Block

The Superintendent provided the Board of Education an update on Learning, Engagement and Growth. This year continues the significant enrolment growth of 4% year to year, and is likely to reach 14,000 students, supported by approximately 2,400 staff. He recognized the immense work to successfully start a school year in a district this size. Recognition and thanks to Monica Braniff and the teams she is leading around the 1701 process and data collection. In addition, two school communities deserve recognition, Ruth King and David Cameron. In 7 months, 20 classrooms were built and the schools stepped up to the challenge of changing timelines. Harold Cull was recognized for the incredible work he has done for the district. The Superintendent offered congratulations on his upcoming retirement at the end of December. This year is the final year of the current Strategic Plan. Work on the 2025-2029 Strategic Plan is underway and scheduled from October to January with staff, students, the Board and partner groups. With the rise of intolerance on social media, the Superintendent reasserted the district's commitment to diversity and inclusion amid increasing polarization of political views and perspectives. Dave Strange spoke to Feeding Truth through Flourish. The upcoming meal this Friday will be Indigenous themed and locally based. Farzaan Nusserwanji spoke to the ongoing technology refresh and the expansion of multi-factor authentication.

13. UPCOMING EVENTS

September 30, 2024 – National Day for Truth and Reconciliation – no school
October 4-5, 2024 – Vancouver Island Trustee Association Conference
October 5, 2024 – World Teacher Day
October 14, 2024 – Thanksgiving – no school

14. FUTURE ITEMS

15. QUESTION PERIOD

Members of the public can 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, Strategic Communications for response following the meeting.

16. ADJOURNMENT

The meeting was adjourned at 9:46 p.m.

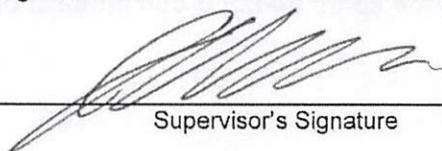
Certified Correct:

Chairperson of the Board

Secretary-Treasurer



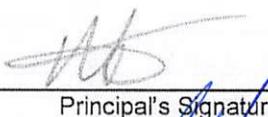
Permission is requested to plan the above International Student Exchange, Sister School, Humanitarian Program or Sports-Based Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Student Exchange, Sister School, Humanitarian Program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



Supervisor's Signature

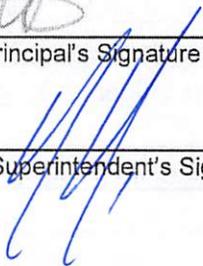
Sept 12^m 2024
Date

**PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL STUDENT EXCHANGE TRIP**



Principal's Signature

Sept 12/24
Date



Associate Superintendent's Signature

Sept 25/24
Date

Field Trip Itinerary – Can change based on schedule

Purpose

To take a team of girls lacrosse academy athletes to California to participate in the Surf City Winter Classic. Students will have the opportunity to compete at a high level to build upon the technical and tactical skills we work on in the lacrosse academy at Royal Bay.

Friday January 31st 2025

Time TBD - Students will check in at YYJ, Coaches and chaperones take attendance and check in.

FLIGHTS To be determined

Time TBD am Land in Huntington Beach and go through customs together. Collect bags together and wait for the shuttle bus to get rentals from AVIS.

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

3 pm. Go to Huntington Beach Pier

5 pm Dinner @ Sea Cliff Village Shopping Center

7:30 pm. Students will be taken to Target store for snacks and water

10:15 pm. Student's rooms will be checked for curfew.

Saturday February 1st, 2025

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

9:00 am Wake up and go for breakfast.

9:45 am breakfast

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

Supplies and Equipment for Staff to Bring

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

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

Sunday February 2nd, 2025

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

9:00 am Wake up and go for breakfast.

9:45 am breakfast

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

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

Monday February 3rd, 2025

9 am – Wake up

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

FLIGHTS To be determined

Time TBD - Check in for Flights at John Wayne Int. Attendance taken by coaches and chaperones.

Time TBD - Parents pickup from YYJ

Rough Copy Budget

Trip will be funded by families and a joint fundraising account. Annual academy funds will not be used for this trip.

Rough Huntington Budget (Jan 31st - Feb 3rd)		
Rooms	300 per room, 6 rooms 3 nights	5400
Flights	450 per flight (inc. carry on)	8100
Vans	\$700 per van x 2 (inc. insurance)	1400
Tourney		2500
Total Cost		17400
Per Student (16)		1087.5

**INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE**

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

Part A:

School: Royal Bay Secondary Date Submitted: September 24, 2024

Principal: Mike Huck

Supervisor (Educator in charge): Raven Snowsall and Glenn Whitney

Destination of Trip: Alaska

Departure Date: May 18, 2025 Return Date: May 25, 2025

Grade level(s): 9-12 No. of students involved: 100?

Approx. cost of tour: \$ 2000/person Approx. cost to students: \$ 2000/student

Transportation: BC Ferry, Royal Caribbean "Serenade of the Seas"

No. of school days missed (recommend 3 days maximum) 4

Source of Funding: Fundraising (bottle drives, chocolate sales etc), families

Accommodation Arrangements: Billet Hotel/Motel Camping Other cruise ship

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

We sent out an information letter to parents this past

June to get feedback on two proposed trips. This is what

- Unique Risk/Safety Considerations: June to give families as much opportunity as possible to fundraise.

- Seasickness

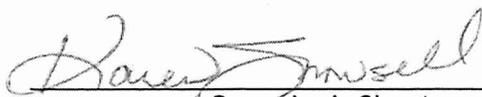
- ship safety protocols

Part B

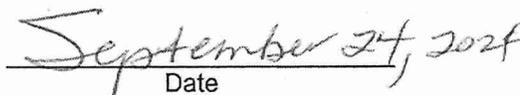
Please provide a detailed attachment with the following information:

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

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



Supervisor's Signature

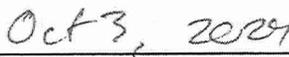


Date

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



Principal's Signature



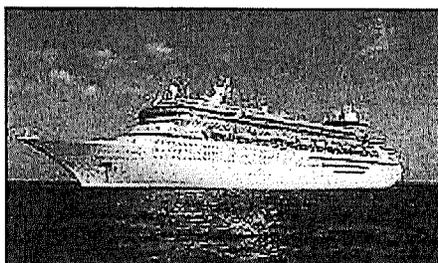
Date

Associate Superintendent's Signature

Date



Royal Caribbean's
Serenade of the Seas
7 Night Alaskan Cruise
From Vancouver, BC
May 18-25, 2025

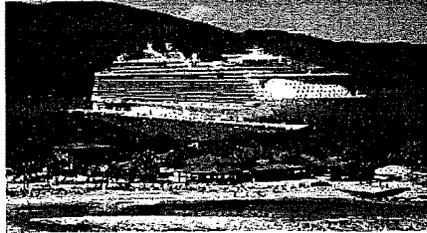
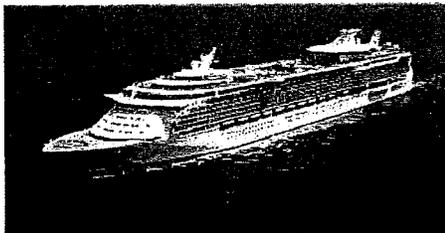


DAY/DATE	PORT	ARRIVE	DEPART
Sunday	Vancouver, British Columbia		5:00 PM
Monday	Inside Passage, Canada		
Tuesday	Sitka, Alaska	11:30 AM	6:00 PM
Wednesday	Tracy Arm Fjord, Alaska	6:30 AM	10:30 AM
Wednesday	Juneau, Alaska	2:00 PM	10:00 PM
Thursday	Haines, Alaska	7:00 AM	4:00 PM
Friday	Ketchikan, Alaska	12:00 Noon	8:00 PM
Saturday	Inside Passage, Canada		
Sunday	Vancouver, British Columbia	7:00 AM	

PACKAGE INCLUDES:

- * 7- night cruise aboard the Royal Caribbean Cruise Line's *Serenade of the Seas*
- * Complimentary package for staff/chaperones based on 1 free per every 16 paid participants
- * All meals are included on the ship along with all of the entertainment and activities
- * A full-size swimming pool, water slides, fitness & aerobics center, sauna, spas, a walking track & rock climbing wall
- * Package includes the cruise fare, port charges, taxes and pre-paid gratuities
- * Accommodations are available in ocean view, balcony or inside cabins, based on single, double, triple and quad occupancy
- * Public performances can be arranged on the ship plus you can select the Festival Adjudication
 - * Adjudication - Rating and Comments
 - * Clinic/Workshop by Nationally recognized Music Educators
 - * Awards Ceremony * Trophies & Awards
- * Cruise Festivals Lanyard and Baggage Tags for each participant
- * CRUISE FESTIVALS staff on cruise to coordinate all aspects of the cruise and performances
- * Director's Gift include a specially engraved photo plaque with a photo of the ship for Director

CABIN CATEGORY	QUAD	TRIPLE	DOUBLE	SINGLE
INSIDE	\$1,299 pp	\$1,438 pp	\$1,869 pp	\$2,954 pp
BALCONY	-	-	\$2,745 PP	\$4,695 PP



ROYAL BAY SECONDARY SCHOOL
Karen Snowsell- Director

**REGISTRATION**

Please [CLICK HERE](#) to register for the cruise. Please fill-out this Registration Form so that we have all of the pertinent information for your school.

FINANCIAL PAYMENT FORM

We will prepare a Financial Statement based on your anticipated counts of students and chaperones in double occupancy. This can be revised at anytime as your number of travelers changes.

DEPOSITS AND PAYMENTS

- 1st payment of \$250 pp will be due by October 4, 2024
- 2nd payment of \$250 pp will be due by November 15, 2024
- 3rd payment of \$250 pp will be due by January 10, 2025
- 4th payment of \$250 pp will be due by February 14, 2025
- Final payment of balance will be due by March 14, 2025

CANCELLATIONS AND REFUND POLICY:

Since the operation of performance tours requires extensive long-term planning, costs and deposits are incurred long before the actual departure. Keeping this and the interest of our participants in mind, MUSIC FESTIVALS & TOURS has devised the following cancellation/refund policy:

INDIVIDUAL OR GROUP CANCELLATION

- Cancellation prior to December 20, 2024 Full refund based on 100% of total funds that have been paid to date.
- Cancellation December 21, 2024 to January 17, 2025. A 25% per person cancellation fee
- Cancellation January 18, 2025 to February 21, 2025. A 50% per person cancellation fee.
- Cancellation February 22, 2025 to March 13, 2025. A 75% per person cancellation fee.
- Cancellation March 14, 2025 to date of departure. No refund

CLARIFICATION OF CANCELLATION/REFUND POLICY

MUSIC FESTIVALS & TOURS acts as an agent for Royal Caribbean Cruise Line. In the event of a situation where Royal Caribbean Cruise Line cannot honor the reservations we have booked with them, there would be a full refund and MUSIC FESTIVALS & TOURS would be responsible to provide replacement reservations at a suitable and similar provider.

ONLINE GROUP REGISTER PORTAL

We have an online portal that you have the option of using if you desire. We can set-up an account for your school where your families can register and make payments online. Or you can collect the payments and send us a check when they are due. You can choose whichever process works best for your school.

Cruise – Royal Caribbean “Serenade of the Seas”
May 18-25, 2025 Alaskan Festival
Royal Bay Music Department
Karen Snowsell and Glenn Whitney – Music Teachers

The Royal Caribbean has been providing cruise festivals for the past 25 years. They have worked with hundreds and hundreds of directors over the years.

Musically:

- *Schools have the opportunity to present public performances on the ship and also in a port of call.
- *Performances will be adjudicated, and a clinic/workshop would take place after each performance
- *Students will have the opportunity to listen to other school performances on the ship

Other Educational Benefits

- *It is an outstanding educational experience to be able to visit international destinations and see different ways of life
- *Opportunity to experience some local culture (watching the logging show in Ketchikan, for example)

Chaperones/Supervisors

As it is still early, we don't have all the chaperones booked, but right now there is the two music teachers at Royal Bay (Karen Snowsell and Glenn Whitney), a retired music teacher TTOC, David Johnson, retired Royal Bay teacher, John Froess, Music Theatre teacher, Crystal Loszchuk, a retired Victoria district teacher, Gayle McCurdy and a parent, Mark Papineau (who has chaperoned for us before). When we find out the exact number of students attending, we will acquire more chaperones. Glenn and I feel that using teachers and experienced chaperones is important for this kind of trip.

Financing

Interested students and families participated in a bottle drive after school finished in June, plus one we just did in September. We have other ones planned for October and throughout the year. These drives are well organized as we have been doing them for years. The one we did in September was over \$5000.00. We are doing Purdy's chocolates sales plus World's Finest Chocolate sales for interested families.

Royal Bay Music Program

STUDENT CONTRACT

Name: _____

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

I agree to:

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

Please Note:

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

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

PARENT / GUARDIAN:

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

Date

Parent / Guardian Signature

STUDENT:

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

Date

Student Signature

Royal Bay Music Program

STUDENT DATA SHEET

Student's cell # _____

To be completed by parents/guardians and returned to Miss Snowsell/Mr. Whitney.

NAME: _____ Block: _____

1. INSTRUMENT(S) SERIAL NUMBER:

2. MAKE: _____

ADDRESS: _____

HOME PHONE: _____ MOM'S CELL _____

DAD'S CELL _____

DATE OF BIRTH: _____ HEIGHT _____" _____" WEIGHT _____

EYE COLOUR _____ HAIR COLOUR: _____

EMERGENCY PHONE NUMBER: _____

RELATIONSHIP OR PERSON (friend, neighbour, etc.): _____

CARE CARD PERSONAL HEALTH NO.: _____

HEALTH: My son/ daughter is in good health and has no special medical problems: YES _____ NO _____

Note allergies, if any _____

If you answered "No" to the above, please indicate the nature of the problem:

If your son/ daughter requires medication during the trip, please indicate the type of medication and how it is to be administered:

PLEASE INFORM MISS SNOWSELL/MR. WHITNEY, [IN WRITING] OF ANY NEW MEDICATION TO BE ADMINISTERED PRIOR TO DEPARTURE.

I hereby give my consent for my son / daughter _____ to receive
(student's name)
minor medication (e.g.: Tylenol, Gravol, Antiseptic cream, etc.).

Signature of Parent/Guardian

Sample Consent Form

Royal Bay Secondary School
Consent Form
For Child Participating in Moderate Risk and
Overnight Activity

EXAMPLE

April 2023

Dear Parent/Guardian:

In consideration of School district No. 62 (Sooke) offering my child _____, an opportunity to participate in a music trip for the Concert Band, Jazz Band, Vocal Jazz and R&B groups, to Whistler, BC from April 26-April 29, 2023, I waive any and all claims I may have against, and release from all liability and agree not to sue the Board of School Trustees of School District No. 62 (Sooke) and its officers, employees, agents, volunteers and representatives, and the Ministry of Education for any personal injury, death, property damage of loss sustained as a result of my child's participation in the field trip.

I hereby give my consent and acknowledge by my signature that:

Students will be going to Whistler from April 26-29, 2023

Initial

Students will be absent from their classes for three days, April 26-28

Initial

Students will be travelling on McCullough Coach Lines

Initial

There will be two vehicles accompanying us carrying chaperones and equipment

Initial

While visiting Whistler, students will be staying at the Listel Hotel and will be in rooms of 3 or 4 students with chaperones occupying nearby rooms. Both male and female chaperones may be asking to enter rooms to check on and speak with students prior to bedtime and in the morning.

Initial

2 teachers and 3 adult chaperones will supervise the students throughout the trip.

Initial

During some activities such as on the ferry, at the festival site, mall and hotel free time, your child will not necessarily be directly supervised by an adult.

Initial

On this field trip, up to 51 students may/will be:

Performing at the Cantando Music Festival at Whistler

Initial

Performing at 2 elementary schools in Whistler and Pemberton

Initial

Participating in clinics/workshops at the festival

Initial

Walking, as a group, to the Spaghetti Factory

Initial

Spending time at Tsawwassen Mills Mall

Initial

Doing an underground tour and multi-media presentation at Britannia Mines

Initial

Students are expected to speak with their teachers prior to departure regarding work they will miss while on the trip.

Initial

The cost of the trip is \$605 per student. This includes the mine entrance, lunches on Thursday and Friday and dinners on Thursday and Friday

Initial

Students need to cover the cost for the following meals: Wednesday dinner, Thursday-Saturday breakfast, Saturday lunch and dinner. Students should pack snacks and food.

Initial

We will be stopping at a grocery store in Squamish for students to buy their breakfast food. Muffins, yogurt, cereal, juice, fruit are good choices.

Initial

My child has no illnesses, allergies or disabilities that may require special attention that have not already been included on the signed data sheet

Initial

Sample pg. 2

In case of emergency, appropriate medical and contact information has been provided on the data sheet.

Initial

My child and I have read, understand, and have signed the behaviour contract that is required by all participants on the trip. The schools' Code of Conduct applies. I will be responsible for any costs caused by my child's failure to abide by the Code of Conduct, including any costs to send my child home.

Initial

I am aware of the usual risks and dangers inherent in participation in all the activities associated with this trip and of the possibility of personal injury, death, property damage or loss resulting from the activities. The dangers and risks may include, but are not limited to:

- Conduct of the chaperones or other group members
- The possibility that your child may not heed safety instructions or restrictions given to the group.

Initial

My child and I understand that it is our responsibility to ensure my child has all necessary equipment and clothing.

Initial

Accidents can be the result of the nature of the activity and can occur with or without any fault on either part of the student, or the School Board or its employees or agents, or the facility where the activity is taking place. By allowing your son/daughter to participate in this trip, you are accepting the risk of an accident occurring, and agree that this trip, as described above, is suitable for your child.

Initial

In signing this consent and Waiver, I am not relying on any oral or written representation or statements made by the School Board and its servants, agents, employees, or authorized volunteer, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent and Waiver.

Initial

I am 19 years of age or more and have read and understand the terms of this Consent and Waiver and understand that it is binding upon me, my heirs, executors and administrators.

Initial

Date: _____

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

**INTERNATIONAL EDUCATIONAL TRIPS
APPLICATION INFORMATION
STEP ONE**

This form must be completed as part of a detailed approval process. It must be reviewed and supported by the Principal and Associate Superintendent (for trips outside of Canada and continental USA) and submitted to the Board of Education for approval at least six months prior to date of departure. Once the field trip has been approved, trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: **Belmont and EMCS** Date Submitted: **September 10, 2024**

Principals: **Laura Fulton and Mike Bobbitt**

Supervisor (Educator in charge): **Megan Bondurant**

Destination of Trip: **The Galapagos Islands, Ecuador**

Departure Date: **Range from Saturday March 14- Sunday, March 29, 2026**

Return: **12 days from departure.**

Grade level(s): **10 – 12** No. of students involved: **Unknown at this time. Anticipate 24 students.**

Part B:

SUPERVISION:

1. a) Name of Lead Supervisor: **Megan Bondurant**
- b) Names of supervisors (indicate male/female/other, teacher, parent/guardian, volunteer, etc.)

Megan Bondurant – Female, Belmont teacher Science, Biology, Marine Biology

Dayna Christ-Rowling – Female, Belmont teacher, Social Justice, World Religions, Social Studies, Outdoor Education

Dave Clark – Male, EMCS teacher, Science, Biology, Environmental Science/Outdoor Education

E.F. Tour Guide – Unknown, local Ecuador Tour Guide employee. Will be with students/chaperones 24/7.

E.F. Bus Driver – Unknown, will also be with tour for majority of trip.

Other teachers will depend on the number of students enrolled. Will have a 8:1 student/teacher ratio.

c) Names of supervisor or tour company representative:

E.F. Educational Tours will assign a local, experienced representative to us. Unknown name at this time.

TRAVEL:

2. Method of travel/transportation:

Airplane, tour bus, boat

ITINERARY:

3. Brief Itinerary and Details: (attach a detailed itinerary):

Please see attached Sample Tour Schedule (includes two-day extension)

PLANNING DETAILS

1. Educational Objectives

Describe the curricular and/or extra-curricular relevance students will receive from the International Education trip.

- **Belmont and EMCS science courses and programs including:**
 - ✦ Science 9 (Ecosystems Units), Science 10 (Evolution and Genetics units), Marine Biology 11/Aquatic Chemistry 11 Program, Life Sciences 11, and Environmental Sciences 11.
 - **The Galapagos Islands!!!!!!** This global treasure was the source and inspiration for Charles Darwin's Theory of Evolution by Natural Selection. Darwin's Galapagos finches provided the fundamental insights into processes of natural selection and adaptive radiation that led to his Origins of the Species. Students study this greatest biological theory in Science 10, Life Sciences 11 and Marine Biology 11. Today, the Galapagos Islands remain a living laboratory for ecologists, botanists, evolutionary scientists, marine biologists, environmentalists and so many more scientific researchers. It is a biology teacher's dream to travel with students to study this living museum and showcase of evolution.
 - We will also be traveling to Chimborazo Wilderness Reserve which boasts a very unique paramo landscape with tall grasses and Andinista plants. It is populated by vicunas that live on its heights, alpacas, guanacos and llamas. Two volcanoes, Chimborazo and Carihuairaz, are in the reserve.
- **Social Studies, World Religion and Social Justice Classes**
 - **History:** Visit the Independence Plaza where students learn more about Ecuador's heroes who led their independence from Spain.
 - **Understanding and reflecting on links to Indigenous Cultures in Ecuador:**
 - ✦ Visit the Presidential Palace that houses a museum that acknowledges the cultural, historical and ethnographic value to objects that embody customs, traditions, ideologies and form of thinking of different Ecuadorian ethnic groups.
 - ✦ Visit Chimborazo. This region is the cradle of the Quichua nationality and its indigenous groups: Puruhas, Guarangas and Pilahuines: who inhabit the area since before the arrival of the Incas. This is a land where myths, legends and ancestral ways of life are still lived.
 - ✦ Visit markets and local artisans as well as observing farming, handicrafts and cooking.
 - ✦ Visit with children at their local school.
- **Spanish 9, 10, 11 and 12 classes**
 - Many Belmont students are enrolled Spanish classes and have found interest and inspiration in Spanish language and culture. They will be immersed in

Spanish as they explore the Galapagos Islands and partake in many Ecuadorian cultural experiences.

- **Outdoor Education**
 - **Hiking in the mountains next to waterfalls and in the lee of a magnificent volcano.**

- **Many students are drawn by the extraordinary culture, history and worldview that Ecuador has to offer and are seeking this amazing opportunity to experience a new world within this very, beautiful and unique country. Students are also drawn to wildlife, both terrestrial and marine. The itinerary offers students a safe travel experience that is packed with wonderful activities from the wonders of the Galapagos Islands and Chimborazo National Park to the food, culture, language and people of Ecuador.**

- **This is a safe adventure for students designed to inspire curiosity, confidence in travel and even a new self-awareness. We hope that this trip will also help build global awareness and expand their horizons and forge new friendships along the way!**

- a. **Follow-up activities for students:**
 - **We would like students to keep a reflective journal on their trip where they relate what they have learned or experienced each day.**
 - **When we return, we will gather students to present their personal highlights and how it has changed the way they understand the world.**
 - **Students who are enrolled in any classes with Megan or Dayna will have follow-up discussions or presentations.**

2. Supervision

- a) **Proposed adult/gender/student ratio: 8 students to 1 adult. Gender ratio to be determined when we know how many students and gender will be travelling. (minimum 1:10)**
- b) **Evidence of experience for supervising staff:**

Megan Bondurant – Has supervised three previous E.F. Tours with E.M.C.S and Belmont students to Costa Rica, Belize and Japan. Has led numerous overnight student excursions such as the West Coast Trail, camping on Galiano Island (over 15 trips), Vancouver Aquarium etc. Has a great deal of personal travel experience.

Dayna Christ-Rowling - Many years of experience leading outdoor overnight excursions with her Outdoor Education classes such as Juan de Fuca trail, Galiano Island, Camp Bernard, Khludack Trail etc. Has supervised a Belmont trip to Japan. Has a great deal of personal travel experience.

Dave Clark – Was group leader for an EMCS trip to Costa Rica. Many years supervising Environmental Sciences/Outdoor Education field trips including camping trips on Galiano Island. Currently teaches Emergency Medical Responder 12.

- c) Arrangements or coverage of supervising staff's assignment (if necessary): **Not necessary. Travel during spring break.**
- d) First Aid Arrangements: **Tour bus will travel with First Aid kit and tour guide is trained with First Aid and will have emergency plans in place. All travelers will have the E.F. Travel Insurance. Additionally, Dayna and Megan have Wilderness First Aid Training. Dave Clark has Emergency Medical Response First Aid Training.**
3. **Accommodation Arrangements:**
 Hotel/Motel
4. **Student Participation**
 Selection process for participating students:

We will have a meeting to discuss the trip itinerary with students and outline expectations in terms of finances, behavioral expectations, Canadian citizenship, vaccinations, insurance etc. Forms on all of the previously mentioned information will be handed out and a Parent Meeting arranged.

Interested students will need to have a form signed by two teachers vouching for their responsible and conscientious characters before being allowed to register.

At the parent meeting we will emphasize that if a student compromises the safety of self or others and does not adhere to previously established expectations (as outlined to both students and parents in writing) that the student and a supervisor may be returned home at the expense of the parent/guardian. A parent may also be asked to retrieve the student. This will also be printed in permission forms and letters to parents.

FINANCES

1. Total per student cost for the International Education trip: **\$6,962 (\$376/month for 18 months) + tips, lunches, incidentals (includes insurance)**
2. Total per student cost to be paid by each student: **To be determined based on fundraising. We are planning this trip a year and a half early to provide time for students to work two winter and one summer holiday and for families to have a lower monthly payment plan if that is their chosen path. It will also spread-out fundraising opportunities.**
3. Source of funds: **Most of funds to be covered by students and family. Some fundraising is planned.**
4. TTOC time required: **None**
5. Total per staff cost for International Field Trip:
Program adult fee is covered by E.F. Tours for every 8 students per one adult. If we have more than a 8:1 ratio, partial costs of the program fee will be divided up amongst adult chaperones.

Staff costs will include extra excursion fees, E.F. Global Insurance, lunches, tips, sundries.

Estimated cost: \$500 - \$1500

6. Total per staff cost to be paid by each staff member:

We will not know what the cost born by staff members will be until we know how many students are going. If we have fewer than 24 students for 3 adults, we will have to cover the costs for one adult. Regardless, adults will need to pay for insurance, excursions, lunches, tips etc.

Estimated cost: \$500 - \$1500

7. Total overall cost of the International Educational trip:

Will be determined by the number of students/chaperones attending. Unknown at this time.

8. Commercial tour company assisting with arrangements (if applicable):

a. Company Name: **E.F. Educational Tours.**

b. Contact person: **Amanda Dodds**

i. Phone: 778-372-2073

ii. Email: **Amanda.dodds@ef.com**

LIABILITY COVERAGE

6. Describe the arrangements that have been made to ensure that all applications have ***adequate health and cancellation insurance for travelling out of the country.***

All travelers are required to have E.F. Educational Tours Global Protection Plan insurance. Tour Fees include E.F. Peace of Mind program that ensures cancellation insurance.

Please see the attached documents for details on both.

7. What provisions have been made regarding ***proof of citizenship*** or immigration status, and/or required vaccinations?

Travelers will require a Canadian Passport. We will have photocopies of student's Canadian Passport.

These conditions will be made clear to students and parents at the time of sign-up.

The CDC recommends that travelers have Hepatitis A and B vaccinations in addition to routine vaccines (COVID-19, measles, mumps, rubella, tetanus, chicken pox etc.) prior to the trip. We will ask students to have these vaccinations.

8. Unique Risk/Safety Considerations:

Malaria can exist in certain areas of Ecuador. The CDC recommends preventing mosquito bites. Students will be asked to bring bug spray and long sleeves and pants for the evening, and we will ensure rooms have screens. Students may bring malaria medications if parents feel they would like to take extra precautions.

It will be important to know if students have any pre-existing medical conditions, allergies etc. which need to have a pre-existing plan for eventualities.

The possibility of students experiencing anxiety in foreign environment.

Theft of passport and travel money.

Students getting separated from group and potentially lost. (Students will have a tag on them with a mobile number and contact information in Spanish)

Delays or Flight Cancellation

**Parents/guardians have been notified in writing that should the tour/program be cancelled for any reason; the district is not responsible for any costs involved.*

INSURANCE AND ALTERNATE DESTINATION PLANS

Cancellation Insurance Options Communicated to Parents and Students

Yes, will be.

Medical and Trip Insurance Options Communicated to Parents and Students

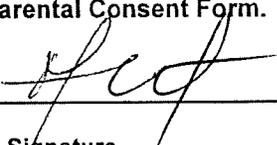
Yes,

will be.

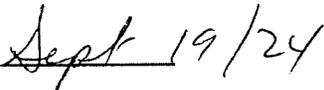
Details: **Documents attached.**

Parental Consent Forms:

- Please include a sample of proposed parental/guardian consent forms. **Please See attached Parental Consent Form.**



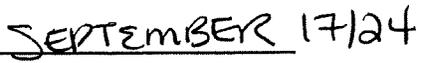
Supervisor's Signature



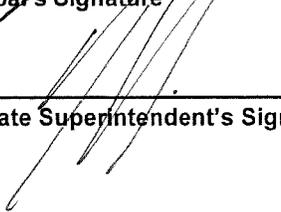
Date



Principal's Signature



Date



Associate Superintendent's Signature



Date

Jenny Seal

From: Dr Rebecca Nelems [REDACTED]
Sent: September 26, 2024 4:46 PM
To: Trustees
Subject: MYST Policy Report (September 26, 2024) for your review and consideration
Attachments: MYST Policy Report 26 September 2024.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.

Dear School Board Trustees,

Please find attached a Policy Report (September 26, 2024) on the Mobile Youth Services Team (MYST) for your review and consideration.

Please include these contents under correspondence at your upcoming meeting. I welcome the opportunity to answer any questions you may have.

With warm regards,
Rebecca.

Rebecca Nelems, PhD | she/her
Assistant Professor, Sociology
Faculty of Humanities and Social Sciences
Athabasca University

[REDACTED]
[Rebecca Nelems | Faculty of Humanities and Social Sciences | Athabasca University](#)

Athabasca University respectfully acknowledges that we are on and work on the traditional lands of the Indigenous Peoples (Inuit, First Nations, Métis) of Canada. We honour the ancestry, heritage and gifts of the Indigenous Peoples and give thanks to them.

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**POLICY REPORT:
MOBILE YOUTH SERVICES TEAM (MYST):
CRITICAL STATUS REPORT AND RECOMMENDATIONS**

Prepared by Dr. Rebecca Nelems¹ (PhD)
Capital Regional District, BC
September 26, 2024

Executive Summary:

This report presents the recent findings and recommendations of an external review of the Mobile Youth Services Team (MYST), CRD, BC. Conducted by a local researcher with expertise in child-centred programming and well being, this report is based in an analysis of a wide range of data and Key Informant Interviews (KIIs) with leaders representing the education, government, legal, health, police, social services and child welfare sectors who have worked directly with MYST. The research consistently showed that:

- As one of the fastest growing Capital Regional Districts (CRD) in Canada, and with the intersecting crises of opioids, homelessness, mental health, surging gang presence and online exploitation, *we have reached an urgent crisis point with respect to youth gang exploitation and entrenchment* in our region.
- The *Mobile Youth Services Team (MYST) is directly reducing and preventing youth gang exploitation across the CRD* by offering effective, economically efficient, critical and unique support to youth.
- Despite the surging needs, and MYST's proven track record, *funding for MYST has reached a crisis point*, with MYST having to dramatically reduce its operations effective as of September 30, 2024.

Recommendations include:

- 1. To secure long-term, 5-year funding to support two full-time MYST teams.**
- 2. To urgently convene local leadership across education, health, police, legal services, child and family services, and all levels of government to strategize and guide long-term, inter-institutional funding mechanisms and strategies.**
- 3. To conduct research on MYST as a model of youth-centred, wraparound support that could be replicated in other municipalities and capital regional districts across Canada.**

¹ This report was prepared by Dr. Rebecca Nelems (PhD), Assistant Professor with the Centre for Social Sciences at Athabasca University (AU) & Associate Faculty in Leadership Studies at Royal Roads University (RRU). The research for this report was made possible with the support of the Victoria Family Court and Youth Justice Committee (VFCYJC), Capital Regional District (CRD).

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1. MYST PROGRAM

1.1 Overview

The Mobile Youth Services Team (MYST) is a critical, multi-disciplinary, integrated unit that has served the CRD and youth at risk for ten years in its current form. The team is made up of one police officer and one child, youth and family counselor. While police agencies have had a MYST program since 2004, the unique collaboration between a police officer and community counselor was initiated by the police agencies and the Pacific Centre Family Services Association (PCFSA) in 2014 when following a community inter-agency meeting, they decided to pool resources and join forces in their shared goal of preventing youth exploitation, including from gangs. The police position is currently funded by the Greater Victoria Police Integrated Units, and the counsellor position has been funded by various funding sources secured by PCFSA.

Up until Monday, September 30, 2024 – when funding for the counselor position will be reduced to two days/week – the two-person team carried a large case load, currently handling 250+ active case files involving Greater Victoria children and teenagers who are experiencing – or at severe risk of – exploitation (online and in-person), drug addiction, homelessness, mental health issues, sexual exploitation, violence, gang recruitment and entanglement. The team has also maintained relationships and contact with 23 youth who have ‘aged out’.

The MYST approach is unique in the region, with a police officer and community counsellor working together to take a hands-on, strength-based approach to building relationships and trust with young people. Their multi-jurisdictional coverage follows youth across geographies and systems in ways that helps break down silos of information that often exists between institutions and sectors. They are often the first – *if not the only* – point of contact for *hundreds of young people in crisis, and their families*. The MYST approach supports both intervention and prevention, enabling the team to have their finger on the pulse of who is at risk, but may not yet have reached crisis or interacted with the criminal justice system. However, the team is often the liaison for both young people once they do enter crisis, whether their contact occurs with the education, health or criminal justice system, and professionals working within these systems.

The work of MYST is “24/7”. Documents, reports and interviewees testified to the fact that this team frequently works around the clock – for example, in schools in the mornings, on the streets in the afternoon, attending committee meetings in evenings, etc. – all whilst responding to calls and emerging crises on the street.

In addition to a sizeable case load and expansive geographical coverage, the scope of MYST’s work is considerable. It entails providing:

- responsive, ongoing counselling support and education to young people who are in crisis or at severe risk;
- support and education to parents and families of young people in crisis or at risk;

- strength-based support and opportunities to direct youth towards positive life alternatives (e.g. School of Rock);
- presentations, education and training in schools (children, teachers and administration);
- ongoing support to youth and families as they navigate health, education, housing, community services, and criminal justice systems;
- updates and presentations to the Victoria Family Court and Youth Justice Committee (VFCYJC), municipal councillors, hospitals, Victoria Native Friendship Centre, Child and Youth Mental Health centres, and Capital Regional District appointees about the mounting crisis experienced by vulnerable youth in the region;
- support for vital ongoing partnerships with provincial ministries and government agencies, Victoria and regional police departments, CRD municipalities, school districts, hospital and frontline health workers, including mental health workers, and the Capital Region Action Team for Sexually Exploited Youth (CRAT/SEY), which is affiliated with VFCYJC; and
- liaison, data-sharing and advocacy with wide range of actors, including municipal and provincial government workers, police, child welfare, youth justice advocates, educators and health workers.

1.2 Context

The population of greater Victoria has increased rapidly, reaching 470,921 in 2024. This represents a 2.9% population increase in the last year, an increase of roughly 85,000 people over a ten-year period (386,770 in 2014) and 124,000 over the past twenty years (347,239 in 2004). Langford currently has the fastest growing population, seeing a 31.8% population increase in just a five-year period – a statistic that directly impacts the entire Greater Victoria region. While it is expected that youth exploitation would rise in proportion to the population, Greater Victoria is seeing *an exponential increase in exploitation due to the intersecting crises that are affecting youth and families in the region*. These crises include increased: gang presence and activity; online exploitation; drug and opiate use; sexual exploitation and trafficking; peer-to-peer exploitation; targeting of younger children; weapon possession and use; homelessness; and mental health issues, including suicide.

While gang violence and youth exploitation are not new in the Greater Victoria area, lower mainland gangs have increasingly entrenched themselves in the region in the last five-seven years, including the Glory Boys, Brothers’ Keepers and Red Scorpion. Gang-affiliated local youth are increasingly being used to run “drug lines” whereby they are expected to create customer bases using online platforms and social media (e.g. Snapchat) to advertise and maintain this base.

The rise in unhoused youth and families has also increased youth vulnerability as unhoused youth are often exploited, trafficked, or used to deal drugs. MYST has documented youth being trafficked to the mainland, other parts of Vancouver Island, and in downtown Victoria.

Skyrocketing cases of mental health issues, drug use and addictions in the region – particularly in the past five years – are exacerbating these vulnerabilities significantly. With the normalization of opiates and other “party drugs”, youth between the ages of 11-18 are increasingly using. Predators will often use drugs as a tool to continually exploit the youth once they become addicted. Cases of fentanyl use amongst at-risk youth have resulted in some of the overdose deaths we have seen in the region, including one case of a twelve-year-old.

Online exploitation has also dramatically increased in the past five years, with significant mental health effects. It is noted that exploitation started via online grooming has a greater tendency to escalate into high-risk violence when this shifts to face-to-face. The dissolution of healthy families and extended family units – due to increased poverty – is one cause several interviewees cited as the reasons for young people’s susceptibility to online exploitation. Online and face-to-face sexual exploitation of both girls and boys has also been on the rise, also often preying on young people’s drug addictions or debts.

Overall, MYST has observed an increase in the number of youth being exploited, and a growing number of younger children are being targeted, exposed and exploited. MYST is increasingly being contacted by elementary schools and parents who are concerned about their kids who are under age 12. Cases in which youth are themselves the predators exploiting their peers are also on the rise. According to MYST: *“the tide of violence on our streets is rising and online exploitation is increasingly normalized...Young victims are experiencing trauma, including suicidal ideation.”* Significant trauma impact has been observed in youth who witness and/or participate in violent acts associated with gangs.

3. FINDINGS: IMPACT OF THE MYST PROGRAM

This review found MYST to be a unique, multi-disciplinary, inter-institutional partnership through which the team has built significant relationships of trust and support with young people from across the CRD. Youth have been highly responsive to engaging with the unique team of a police officer and youth counselor work together, and MYST has built significant trust and relationships, including maintaining relationships even after youth pass the age of 18. Interviewees commented that this is one of the most unique elements of MYST as most other actors within the various systems (health, education, justice, police, social services, etc.) simply are not able to invest the kind of time into relationship-building and meeting young people “where they are, and where they are at” as the MYST team has. This gives them unique access to the latest information ‘on the street’, which has proved critical for a wide range of service providers and the police.

MYST is often the first – *if not the most critical* – point of contact for *hundreds of young people in crisis, and their families*:

- As of June 2024, MYST had 254 youth (active cases) to whom they were offering direct support, offering consultations to a wide range of agencies, monitoring for risk and/or providing support to parents and caregivers. All of these youth are at severe risk of, or experiencing exploitation, related to drug addiction, homelessness, mental health issues, sexual exploitation, trafficking, violence, gang recruitment and entanglement
- MYST has continued to support 23 youth who have “aged out” (over age 18), recognizing that this critical support has important downstream effects for both these individuals and the wider community
- MYST’s advancement of protection and/or intervention orders has resulted in the prevention of potentially numerous criminal offences by 100+ youth
- MYST has conducted presentations on healthy relationships, exploitation and gangs to 23 schools representing 2,530 students in 11 schools across the CRD
- MYST has made presentations to the following agencies: Crown, MCFD, Surrounded by Cedar, Queen Alexandra Hospital, Victoria Native Friendship Center, Child and Youth Mental Health, Detox

Positive outcomes of MYST’s work for youth can be measured on a continuum of indicators, ranging from: reduced police contact; locating missing persons; exiting from gangs and exploitative relationships and situations; transitioning to long term counselling programs; reunification with families; strengthening foster parent relationships; engagement with services; increased mental and/or physical health; increased positive engagement in (and/or or a return to) school; and accessing employment programs and other pro-social activities. ***Progress along this spectrum has been documented for the significant majority (+/- 88%) of youth that MYST has supported to date.*** Positive outcomes for numerous families have also been tracked.

Insofar as they have been able to successfully support and direct young people away from exploitation, harm and risk, *MYST is making an important contribution to the prevention and reduction of crime, exploitation and violence in the Greater Victoria Area*. They are directly contributing to increased community safety on the streets, at schools and in the home. MYST is thus indirectly reducing the burden on numerous systems and actors in the region, at a time when these systems are facing unprecedented pressures from intersecting social, economic and health crises in the region.

However, beyond reducing the burden on other agencies and services, MYST was found to be directly contributing to the work of police, child welfare, youth justice advocates, health care workers, educators, school administrators, and government actors, due to the unique information and data to which they have access through their connections and relationships with young people. Interviewees unanimously agreed that MYST offers unique value to the community in the following ways:

- **Providing multi-jurisdictional coverage:** MYST is not restricted to working in one sector or geography, instead following youth across geographies and systems. This offers more effective wraparound support to youth that better meets their needs and the needs of their parents and families.
- **Partnering with all sectors and agencies:** Interviewees noted the way in which MYST was constantly partnering and liaising with different sectors, agencies and systems (education, health, legal, child welfare, etc.). MYST maintains vital ongoing partnerships with provincial ministries, local government and non-governmental agencies, Victoria and regional police departments, CRD municipalities, school districts, the Capital Region Action Team for Sexually Exploited Youth (CRAT/SEY), which is affiliated directly with VFCYJC, hospital staff, mental health workers and the Vancouver Island Health Authority. However, they also actively partner through events, training, and putting positive supports in place for young people.
- **Acting as advocates and “quarterbacks” for youth:** The team is cited as operating as “quarterbacks” for youth as they move through the legal system via Child and Youth Advocacy Centres (e.g. Westshore, Victoria), and plays important roles such as introducing youth to specialized investigator teams (where more involved investigations are needed) in ways that support these actors to more readily establish trust, safety and comfort with youth.
- **Breaking down information silos and connecting actors and information:** By moving across geographies and systems, MYST helps to break down silos of information and understanding that often exists within and between institutions and sectors. Interviewees

reported receiving highly valuable information from MYST about youth that directly advanced their own ability to support them.

- **Relationship-orientation and long-term engagement with youth:** Relationship-building takes time and is particularly important when working with youth who are experiencing – or at risk of – exploitation. MYST was identified as being exceptionally skilled at building these relationships and maintaining long-term engagement with youth in the region. Having someone with a youth-centred counseling approach was also seen as critical to building trust, understanding and a sense of mutual respect. Having consistency of MYST personnel is crucial to the ability of this team to offer support, prevent exploitation and share information with different actors in the region, including the police.
- **Unique combination of a police officer and a youth counselor:** This was seen as a factor that has built curiosity and willingness amongst youth to build trust and relationships with the team. Interviewees noted that many young people would not necessarily ‘hang out’ with a police officer, but that the presence of a counselor has enabled this trust-building to take place. Some noted that the particular information that the police officer could offer – about aspects of the criminal justice system – was incredibly valued and useful to the youth they too had interacted with.
- **Strength-based approach of the team:** Interviewees consistently noted that the style of the MYST personnel was non-hierarchical and empowering, working with them in respectful ways to identify other positive life pathways, such as through programs like the Rock School program.
- **Visibility in community:** Having a mobile team who ‘walks the street’ was seen as offering a critical service, making it known amongst youth that there was a resource available to them, and removing barriers many youth would experience in accessing support.
- **Having their ‘finger on the pulse’ of trends occurring with youth:** From being the first to identify online exploitation happening decades ago, MYST team members hear the ‘word on the street’ directly from young people who confide in them and share critical information. This information proves critical to advising many local agencies with respect to current trends, etc. Interviewees noted that many youth actively recommend to other youth that they trust and engage with MYST, again underlining the importance of staffing continuity within these roles.

- **Particular skills and expertise of current team members:** It would be remiss to leave out that all interviewees spoke of the particular skills, experience, qualities and capacities of the current MYST team members. Genuine concern and care, sensitive, innovative, youth-centred engagement and approaches, and highly knowledgeable about the systems they are navigating - are some of the qualities interviewees identified. Whilst the recommendations below focus on securing funding and long-term support for MYST in general, it is also noted that the long-term retention of the current MYST personnel is viewed as a critical element to ensuring that MYST's current impact is maintained, and the strategic growth of MYST's operations is optimized through appropriate succession planning and capacity building of future personnel.

2 ANALYSIS AND CONCLUSIONS

The following conclusions were reached based on a comprehensive analysis of the data reviewed.

Conclusion 1: Current reductions in funding mean the MYST program is having to significantly reduce its services and may eventually have to shut down.

As of the week of September 30th, 2024, the counsellor position in MYST will be reduced to only two days/week, due to lack of funding for the program. Not all regional police departments have confirmed their ongoing funding for MYST, which could result in reducing the budget allocation of the police position for MYST dramatically. Inconsistent, precarious funding of MYST threatens staff retention and ongoing consistency of program staff and their relationships with youth, that have been so critical to the program's effectiveness.

Conclusion 2: Long-term commitment in the form of funding, inter-institutional collaboration and strategic planning is required by actors from across all levels of government (municipal, provincial and federal), civil society, criminal justice, police, education and health to support and ensure the ongoing services provided by MYST.

MYST's mandate affects the public safety and well being of families, young people and communities across the Capital Regional District. The work of MYST directly contributes to achieving the mandates of all agencies concerned with local, regional and federal governance, health, education, community and family services, legal services, police and the criminal justice system. However, there has been no strategic, inter-institutional long-term plan or agreement for supporting MYST moving forward. This includes attending to the need to ensure continuity of MYST personnel to secure current impact and to support the strategic growth of the program and its impact, and the need to engage in succession planning, training and capacity building and human resources into the future.

Conclusion 3: MYST is an existing strength and resource in the region, offering local actors the critical opportunity to invest in effective prevention and intervention in a highly cost-efficient way, which is not being offered by any other existing service in the region.

The health, education, criminal justice, community and family services systems are well poised in the region for critical preventative and interventionist support. Trends towards increased gang presence and increasing exploitation needs to be acted upon now, to prevent compounding exploitations that are resulting (e.g. predators grooming of youth now includes conditioning these youth into child pornography and pedophilia). MYST has a proven track record with respect to its work in the areas of intervention and prevention of youth exploitation cases.

Conclusion 4: MYST's current and anticipated future workload is untenable and unsustainable for even one MYST team, let alone the reduced capacity of the team moving forward.

Even the pre-existing team of two full-time personnel, which is no longer be in place as of the week of September 30, 2024, would not be able to keep up with growing number of youth in need, as risks increase. Gang presence continues to be on the rise in the region and the complexity of youth exploitation is dramatically increasing (e.g. predators grooming of youth now includes conditioning into child pornography, etc.). There has been an increasing demand on MYST for educational support and training of young people, educators, parents, community agencies and members. Even when operating one full-time team, MYST support and services have been needed around the clock, which a single team could not physically provide. Long-term commitment of funding for a minimum of two police positions is needed from police agencies to address the level of need currently documented in the region. Secure, long-term funding for a minimum of two counselor positions is also needed.

Conclusion 5: Given MYST’s track record as an effective, cost-efficient, inter-institutional and cross-jurisdictional approach to youth gang prevention, there is a significant opportunity to research MYST as an innovative, youth-centred wraparound model that could be replicated by other municipalities and capital regional districts across Canada.

The issues BC’s CRD are facing with respect to youth gang exploitation and entrenchment are urgent. However, they are not unique to our region or province alone. Municipalities and capital regional districts across Canada – and North America – are facing relatable crises. *The unique factor about our CRD is we have an effective and cost-efficient model for offering wraparound support to young people already in place: MYST.* Long-term research on this program could document and showcase a replicable model that would benefit other cities, whilst further strengthening MYST in our own community by continuing to build on success factors and evidence for what works.

3 RECOMMENDATIONS

Recommendation 1:

To urgently secure long-term, five-year funding (2024-2029) to support two full-time MYST teams, each consisting of one police officer and one counsellor.

The total estimated budget needed to support the MYST program is:

2024-2025: \$702,000 / annum

- A total budget of **\$412,000 budget for 2024-2025** for two MYST police officer positions.
- A total budget of **\$290,000 for 2024-2025** for two counselor positions through PCFSA.

2025-2029: \$672,000 / annum

- The total budget going forward per annum from 2026-2029 for two MYST police officers is estimated at approximately **\$382,000 per annum²**
- A total budget of **\$290,000 for 2024-2025** for two counselor positions through PCFSA.

Recommendation 2:

To urgently convene local leadership across education, health, police, legal services, child and family services, and all levels of government to strategize and guide long-term, inter-institutional funding mechanisms and strategies for MYST.

The primary goals for the multi-sector, inter-institutional meetings would be to: (i) establish clear, long-term (2024-2029) budget-sharing agreements across agencies and levels of government (municipal and provincial) to ensure the long-term funding for two counselor positions in MYST; and (ii) generate long-term planning with respect to MYST human resources, financial and monitoring and evaluation strategies. Community support and institutional leadership is urgently needed to raise the long-term secure support needed by the MYST program.

² Please note the annual budget for 2024-2025 is higher due to the need for a one-time \$30,000 (approx.) vehicle expense in that year.

Recommendation 3:

To conduct research on MYST as a model of youth-centred, wraparound support that could be replicated in other municipalities and capital regional districts across Canada.

The MYST program not only needs to be sustainably funded to avert its closure and reduction of services, it needs to be expanded upon, recognized and replicated, moving forward. Long-term research on this program could offer replicable models for other cities across Canada and North America, and help further strengthen MYST's approach in our own community by continuing to build on success factors and evidence for what works. Inter-institutional research partnerships could leverage substantial federal government funds to support these components. The Social Sciences and Humanities and Research Council of Canada (SSHRC) and the Tri-Council Agencies have a range of research funding opportunities, including some for up to \$2.5 million for researchers and universities who are partnering with a range of institutions on research projects that address some of Canada's most urgent challenges. Current and future funding allocated to MYST by local government or agencies would qualify as such matching funds and could support the leveraging of these funds. The author of this report is currently working with interested local institutions and agencies in developing funding proposals and welcomes additional community partners to get in touch.

4 CONCLUDING REMARKS

MYST is a critical upstream intervention that is proven, effective, and cost-efficient, offering unique value to youth, their families, the wider community, and multiple agencies working to make our community safe and healthy. Many interviewees advised that the MYST team should be “more than doubled”. With this in mind, this report aims to advocate for the immediate funding of two MYST teams, whilst securing leadership and partnership moving forward, so we have a shared solution for achieving the thriving, healthy and safe community we all hope to have in the future.

For comments or questions, please do not hesitate to contact Dr. Rebecca Nelems @ RNelems@athabascau.ca.

Sincerely,



Rebecca Nelems, PhD

Assistant Professor, Centre for Social Sciences, Athabasca University (AU)

Associate Faculty, School of Leadership Studies, Royal Roads University (RRU)

Associate, International Institute for Child Rights and Development (IICRD)

5 APPENDICES

5.1 MYST Team Testimonies

5.2 Key Informant Interviews (KIIs)

5.3 List of Documents Reviewed

5.4 Letters of Support for MYST Proposal

5.1 MYST Team Testimonies

Testimony – Mia Golden, MYST Counselor

I have been working as the counsellor half of the MYST team since January 2014. The MYST mandate focuses on the prevention of youth exploitation which includes online exploitation, sexual exploitation, sex trafficking, and gang recruitment. It is busy. Never have I worked in a program that was so busy. The work is intense, challenging, emotional at times, enriching, and you never know what the day will bring. The only constant is every morning you hope there isn't a message or a voicemail alerting you of a youth passing. It's a strange way to start the day, but it's now second nature.

This is not a job for one person. It's not even a job for two. Yes, we have been doing it, but it isn't sustainable. The level of risks to youth has increased since I first began. When I first began, we still had SLOs in the schools. They too were building relationships with students and were often the first point of contact when a youth disclosed an exploitive experience. Now we are that point of contact. School staff understand the distress involved in a disclosure and reach out to our team knowing the response will be developmentally appropriate and trauma informed. Not everyone has that training, so they want to ensure the child is met with the best potential response possible. So, they call us.

The skillset involved for the team is unique given the complexities of the cases we are met with each day. The counsellor best suited for this position has significant experience working with youth, marginalized individuals, systems, and a strong parent education background. The police officer half needs to be cloned from my current partner, Cst. Gord Magee. His ability to see all the moving parts within a file is extraordinary. Despite MYST not taking on the investigative side of any files, Gord consistently knows the trajectory of a file and what needs to be done and as a result so many files that are forwarded to their designated investigator have significant background work done to support the continued work on it. And then there is his temperament. Members of this team require specific empathy and understanding of all the behaviors of those we work with. Whether it's the families or the youth. This job is riddled with frustrating scenarios. Having the capacity to see through it and debrief with your partner is what makes the people on this team able to continue on. Currently, with just the two of us, we only have each other to debrief and strategize with. We happen to do extremely well together, and I believe that is why we have been able to sustain the quality of work and attentiveness to those who reach out for services. But when one of us takes a few days off, the load is not manageable. Well, it is currently not manageable, but when having to go solo it is overwhelming.

There is nothing like this work. But it is heavy. A new trend we are seeing are youth are not only being groomed online for images and videos, but pedophiles are now also grooming children and youth to watch child pornography and abuse images within their sexual talks with the pedophiles. That a "MAP" is just another part of the LGBTQ continuum. What is a MAP? It's a Minor Attracted Person. Children and youth are being targeted for indoctrination into the world of pedophilia as well as the BDSM community.

We have gang members from the mainland recruiting middle and high school students, and we recently met with some elementary school students who were vaping.

The number of youth who are becoming addicted to substances and being sex trafficked and exploited is staggering.

Most days we get a call from a parent or school with at least one new referral. We cannot keep up. We are also relied on to provide school presentations on gangs, exploitation, consent, and the impact of pornography on the brain. We are also regularly asked to come in and give talks to school and community resources' staff.

I could go on about this work because there is so much involved, I could go on about how working with my partner has made all the difference in this work, I could go on about the intensity and often extremely dark side of this work and how critical self-care is to avoid or manage vicarious trauma. But I will also say there is nothing like this work. It is important, I would say it's critical. Not only for our youth and their families, but for our communities and society as a whole. We need the future to be healthy, and prevention and immediate interventions are what is needed. Two people doing this work (while collaborating with other valuable services and organizations) is a start, but it is not going to give us the outcomes we need. We need a bigger team.

Thank you,

Mia Golden

June 15, 2024

Testimony – Cst Gord Magee, MYST Police Officer

I have been a police officer for 27 years in 2 countries. I have held various roles over the years. Since being the successful applicant for the police officer half of MYST in 2020, I have had the honour of working with Mia Golden as my partner. I remember her saying at the beginning of our partnership, “Hold on!” The nature of the calls we get from parents, community partners and youth themselves is nothing short of horrific. From drug addiction, mental health and exploitation to gang involvement and sex trafficking, the work takes an even greater personal toll because it involves kids. The complexity of these issues and the fact that meaningful, immediate intervention must be voluntary, certainly makes an already difficult job, much more so. One youth will have multiple contacts from MYST, forming strong, positive relationships. There will also be numerous meetings and consultations with parents, guardians and community partners in relation to this youth. Multiply this by approximately 160 youth and rising, and the sheer volume makes it quite clear that this is unsustainable for 2 people for the entire CRD. The number of contacts from schools has increased since School Liaison Officers have been removed. Issues that arise in the school community that would normally be addressed by SLO’s are now being handled by patrol and MYST, which is already overtasked. We also provide presentations in schools and community centres in the CRD on healthy relationships, consent and gangs which is part of the proactive role of MYST.

On a personal note, my daily routine starts with apprehension in checking my work phone in the morning to see if a youth has died. That’s before I leave my house. This is also not sustainable. As partners, Mia and I rely heavily on each other for our mental health. I have started seeing the department psychologist due to the pressure and gravity of this role. This is part of the proactive approach that enables me to manage all that this role entails.

The current model of MYST and the burden the workload places on Mia and myself is not sustainable. There needs to be more teams to effectively continue to support youth and their families. I want to make it clear that this particular role is the most important one I have undertaken in my 27 years as a police officer and one that I am honoured to hold. I would like to remain in this role for as long as I can. We have formed great working relationships with our community partners and have an excellent reputation in the community. We will be able to accomplish so much more with more staff.

Thank you,

Cst Gord Magee

June 11, 2024

5.2 Key Informant Interviews (KIIs)

In preparing this report, 12 Key Informant Interviews (KIIs) were conducted with leaders representing the following institutions all of whom have worked directly with MYST:

- BC Government
- Vancouver Island Health Authority
- Victoria Family Court and Youth Justice Committee (members include municipal councillors, school district trustees and Capital Regional District appointees)
- Victoria Child Abuse Prevention and Counselling Centre
- Safer Schools Together
- School Districts 61 and 62
- MYST Team members
- Pacific Centre Family Services Association (PCFSA)
- Victoria Police Department

5.3 List of Documents Reviewed

- PCFSA, 2022-2023 Gun and Gang Violence Action Fund (GGVAF) – Quarterly Progress Report – Quarter 1
- PCFSA, 2022-2023 Gun and Gang Violence Action Fund (GGVAF) – Quarterly Progress Report – Quarter 2
- PCFSA, 2022-2023 Gun and Gang Violence Action Fund (GGVAF) – Quarterly Progress Report – Quarter 3
- PCFSA, 2022-2023 Gun and Gang Violence Action Fund (GGVAF) – Quarterly Progress Report – Quarter 4
- PCFSA, 2021 Year End Report, Gun and Gang Violence Action Fund (GGVAF)
- PCFSA, 2019 Year End Report, Gun and Gang Violence Action Fund (GGVAF)
- PCFSA Annual Report, CRED, 2016-2017
- PCFSA Annual Report, CRED, 2017-2018
- PCFSA Annual Report, CRED, 2018-2019
- PCFSA, External evaluation report, Youth Gang Intervention and Mentorship Initiative (YGIMI), April 2013
- MYST REPORT 2023 for VFCYJC
- Luring Investigation started by MYST
- [Surrey man faces luring, sexual assault charges | Vancouver Sun](#)
- Letter of Support – Laura Vye, Victoria Child Abuse Prevention and Counselling Centre
- MYST YOUTH template – running active list (some have aged out, but are still being offered support from MYST as there are few other supports)
- Missing Youth Reports 2023
- PCFSA, Media Statement, CRED, March 15, 2018
- Rock School Proposal
- Letter of Support for Constable Gord Magee
- MYST: Explain your role
- 2022 CRED Advocacy letter VFCYJC
- Case Study of youth supported by MYST
- Victoria Family Court and Youth Justice Committee, “Increased Funding and Staff Resources for MYST/CRED”, October 7, 2022
- Victoria Family Court and Youth Justice Committee, “Letter to the Minister of Public Safety and Solicitor General,” November 20, 2023
- Letter, “CRED Program and Civil Forfeiture Funding”, by Insp. Michael Brown Officer in Charge – MYST Victoria Police Department, November 22, 2022
- Marie-Terese Little, Mayor, District of Metchosin, Letter to The Honourable Grace Lore, Minister of Children and Family Development The Honourable Mike Farnworth, Minister of Public Safety and Solicitor General The Honourable Niki Sharma, Attorney General, February 15, 2024

- Policing and Security Branch Ministry of Public Safety & Solicitor General, BC Government, “One-time Funding: Pacific Centre Family Services Association”, March 31, 2023
- Greater Victoria Police Integrated Units, Annual Report 2020-2021
- Greater Victoria Police Integrated Units, Annual Report 2021-2022
- PCFSA Special Report to the Chiefs of Police for the Capital Regional District, BC, CRED Program, May 2014

Letters of support for MYST were also reviewed and received from individuals representing:

- Victoria Child Abuse Prevention and Counselling Centre
- Victoria and West Shore Child and Youth Advocacy Centres (CYAC)
- Safer Schools Together
- Greater Victoria School District (GVSD) 61
- Youth & Family Mental Health and Substance Use (CYFMHSU)
- Ministry of Children and Family Development (MCFD)
- Capital Region Action Team
- Victoria Family Court and Youth Justice Committee (VFCYJC)



Information Note

Agenda Item 6.2b School District 62 – Advocacy Letter to MLA Candidates

October 22, 2024

Background

At the September 24th Board meeting, the Board passed the following motion:

MOVED Amanda Dowhy/Cendra Beaton

That the Board of Education of School District 62 (Sooke) write letters to each of the local MLA candidates for the electoral districts within school district 62 in the upcoming provincial election incorporating themes for provincial needs as outlined from the BCSTA and highlighting the unique needs of the Sooke School District.

Update

The letter following, was sent to these Candidates on October 9th, 2024:

Darlene Rotchford	Esquimalt-Colwood	BC NDP
John Wilson	Esquimalt-Colwood	Conservative BC
Camille Currie	Esquimalt-Colwood	BC Greens
Ravi Parmar	Langford-Highlands	BC NDP
Mike Harris	Langford-Highlands	Conservative BC
Erin Cassels	Langford-Highlands	BC Greens
Dana Lajeunesse	Juan de Fuca-Malahat	BC NDP
Marina Sapozhnikov	Juan de Fuca-Malahat	Conservative BC
David Evans	Juan de Fuca-Malahat	BC Greens

Friday, October 4, 2024

Dear (MLA Candidate)

On behalf of the Board of Education and as Chair of the Sooke School District, I am reaching out as we approach the 2024 elections to highlight three critical areas of advocacy that are essential for improving the learning and working conditions for students and staff in our community. We respectfully request that, as you engage in the provincial election campaign, you prioritize and champion the needs of our public education system.

We have identified three key regional priorities for the Sooke School District and are seeking your support and advocacy in addressing these pressing issues:

Review of the Funding Formula

The provincial government must undertake a comprehensive review of the current funding formula, which is no longer adequate to address the growing complexity and diverse needs of today's students. As it stands, the outdated formula creates significant gaps, particularly in fast-growing districts like ours, where demands for resources in Inclusive Education, as well as support for newcomers and English language learners, continue to rise. This lack of adequate funding places immense strain on the entire system, forcing districts to stretch resources and piece together creative solutions. The ripple effects are evident: students are falling behind in literacy, numeracy, and mental health.

The students of today and tomorrow deserve a funding model that not only reflects the realities of a modern education system but also responds to data showing students' growing needs. We can no longer rely on stopgap measures; we need a funding approach that empowers educators to access the best tools, resources, and time to fully support every student.

Capital and Deferred Maintenance Funding

Schools are more than just buildings; they are the environments where future generations embark on their educational journeys. Many of our schools are in urgent need of repairs, updates, seismic upgrades, or full replacements. To ensure our learning environments are safe and meet the demands of 21st-century learning, adequate capital and deferred maintenance funding are essential. Rising construction costs and the limited availability of workers only compound the challenge of completing projects on time and within budget.

Transportation

The School Act places the primary responsibility on parents and caregivers to ensure their children get to and from school. However, limited provincial funding for busing services creates an expectation



that school districts must fill the gap—particularly in regions where public transportation is insufficient and municipal and provincial infrastructure does not provide safe walking routes. In the Sooke School District, we are currently diverting 60% of transportation costs from classroom funding to cover this shortfall, putting additional pressure on our educational resources.

This situation forces districts into the role of building transportation systems, which falls outside our core mandate of delivering education. Transportation infrastructure is neither our expertise nor our responsibility. We urge the provincial government to alleviate this burden by either fully funding transportation services so districts can effectively meet families' needs or conducting a thorough review of how the province can partner with BC Transit, municipalities, and taxpayers to bridge this gap.

We encourage candidates to actively engage with the challenges facing our school district, advocate for necessary reforms, and maintain momentum on these critical issues.

By collaborating, we can achieve meaningful improvements in our public education system, ensuring that all learners have the resources they need to succeed and that our schools and facilities are safe, supportive environments for learning and working.

Thank you for your attention and continued support in addressing these pressing concerns within the Sooke School District.

Respectfully,



Amanda Dowhy
Board Chair
Sooke School District



Committee Report of Resources Committee Meeting of October 8, 2024 School Board Office

Present: Christine Lervold, Trustee (Committee Chair)
Amanda Dowhy, Trustee (A/Committee Member)
Paul Block, Superintendent
Harold Cull, Secretary Treasurer
Moncia Braniff, Deputy Superintendent
Ceilidh Deichmann, SPVPA
Wanda Falle, CUPE
Tom Davis, SPEAC
David Strange, Associate Superintendent
Mark Kaercher, District Principal, Capital Planning
Frances Krusekopf, District Principal, Early Learning & Child Care
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, who acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated September 17, 2024, at its Public Board Meeting dated September 24, 2024.

3. PRESENTATIONS

4. BUSINESS

- 4.1 Catchment Changes for SCÍΛNEW STEŁITKEL Elementary – Paul Block/Mark Kaercher
Staff reminded the Committee of the previous catchment decision of the Board for SCÍΛNEW STEŁITKEL Elementary and the various principles found in the Board's approved catchment policy that impact catchment/boundary changes and outlined the communication process and timeline. The catchment area for SCÍΛNEW STEŁITKEL Elementary will flow to Dunsmuir Middle School and then to École Royal Bay Secondary. Students will attend their new



boundary catchment school September 2025. Students can request to be grand parented into their current school if space permits. The Committee discussed the new catchment and it was confirmed that staff will also present at the November SPEAC meeting.

4.2 Childcare Update – Frances Krusekopf

Frances Krusekopf provided an overview of the Early Learning and Child Care (ELCC) programs currently operating in SD62 schools and the District's plans to issue Requests for Expressions of Interest & Qualifications (REIQs) for 3rd party providers to identify their interest in operating ELCC programs in the District for the 25/26 school year. Two new sites at Hans Helgesen and SCÍĀNEW STEĪĪŦĶEĪ Elementary will be added for next year and will be part of the REIQ process that is expected to be issued this fall. It was also discussed that the Board will operate ELCC programs in several of our elementary schools that do not currently have before and after school ELCC programming in the 25/26 school year.

4.3 Updated Enrolment Estimates & Financial Impacts – Monica Braniff/Harold Cull

Staff reported that, based on the September 30th enrolment actual amounts, the District enrolment has increased by 548 FTEs or 4.3% since this time last year. The financial impacts of the enrolment increase were discussed with the incremental revenue largely offset by the additional staff costs required to support the students. Staff recommend the Board wait until the budget recalculation details are received from the Ministry in mid-December prior to making any Amended Budget decisions.

5. **ADJOURNMENT AND NEXT MEETING DATE:** November 12, 2024





COMMITTEE REPORT OF THE EDUCATION-POLICY COMMITTEE

**School Board Office
October 1, 2024 – 6:00 p.m.**

Present: Cendra Beaton, Trustee (Committee Chair)
Allison Watson, Trustee (Committee member)
Amanda Culver, STA
Tim Hamblin, CUPE
Shannon Miller, SPVPA
Sandra Arnold, SPEAC
Paul Block, Superintendent/CEO
Dave Strange, Associate Superintendent
D'Arcy Deacon, Associate Superintendent

Guests: Fred Hibbs, Wayne Kelly

Regrets: Trudy Spiller, Trustee (Committee member)

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: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuuchah-nulth. (words gifted by the three nations SD62 works with)

2. **Opening Remarks from Chair, Cendra Beaton**

The Chair reminded the committee and observers of the proper protocol for participating in discussion and asking questions. The Chair invited members of the committee to share causes for recognition and celebration within the district and the sector. Members of the committee shared various examples highlighting successes in Sooke School District.

3. **COMMITTEE REPORT** of Sept. 10, 2024 Education-Policy Committee meeting

The committee report for the September 10, 2024 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

5. **NEW BUSINESS** (attached)

- a. Academies and Scholarships – Wayne Kelly, District Principal of Academies

Wayne Kelly provided an overview of the many district academies, with special emphasis on the post-secondary opportunities that students have accessed through their academy participation. The committee was very appreciative of the update and celebrated the work of all the staff involved in the diverse academy programs. Committee members followed with discussion and questions.

b. 2024/25 - Q1 Strategic Plan Report – Paul Block

The Superintendent provided the committee with the Quarter 1 Strategic Plan progress report. The Superintendent called on other Executive members, including Associates D’Arcy Deacon and Dave Strange, and Executive Director of HR Fred Hibbs, to provide an update on a variety of projects and initiatives actioned during Quarter 1. The report was well received, and committee members followed with discussion and questions.

Recommended Motion:

That the Board of Education receive the Q1 Strategic Plan Report as presented at the October 1, 2024 Education-Policy Committee meeting.

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

a. Draft Revised Policy E-358 “Pension Plan Membership” – Fred Hibbs, Executive Director - HR

Executive Director Fred Hibbs spoke to the draft revised policy. Committee members followed with discussion and questions.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy E-358 “Pension Plan Membership”.

b. Draft Revised Policy E-139 “Death Benefits for Excluded Employees” – Fred Hibbs, Executive Director - HR

Executive Director Fred Hibbs spoke to the draft revised policy. Committee members followed with discussion and questions.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy E-139 “Death Benefits for Excluded Employees”.

c. Draft Revised Policy E-331 “Access and Appeal for Excluded Employees” – Fred Hibbs, Executive Director - HR

Executive Director Fred Hibbs spoke to the draft revised policy. Committee members followed with discussion and questions.

Executive Director Hibbs acknowledged the tremendous work of Nora Reid – Strategic HR Manager and the broader team in the development of this and the previous policies presented during this meeting. The Chair reiterated this recognition.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy E-331 “Access and Appeal for Excluded Employees”.

7. **FOR INFORMATION**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE: Nov. 5, 2024**

DRAFT



2024-25 Operational Plan Quarter 1 Report

The Sooke School District Executive Team is pleased to present the Quarter 1 Report for the 2024-2025 school year. This report highlights the Executive Team's actions and initiatives to meet the goals and objectives outlined in our 2024-2025 Annual Operational Plan.

Each year, the Annual Operational Plan drives progress toward the priorities identified in our Strategic Plan 2021-2025, which focuses on Learning, Engagement, and Growth.

Our Strategic Priorities are:

- **Learning:** Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens.
- **Engagement:** Create a culture of belonging.
- **Growth:** Pursue organizational excellence to support a vibrant school district.

As one of the fastest-growing school districts in the province, we serve over 14,000 students with the support of 2,300 employees across the communities of Sooke, Port Renfrew, Metchosin, Highlands, Langford, and Colwood. The operational plan emphasizes the actions needed to support this dynamic growth.

For more information, visit our website at www.sd62.bc.ca.

Paul Block
Superintendent/CEO

Operational Plan 2024-2025 Deliverables and Metrics: Learning

QUARTER 1 REPORT

Staff Will	Students Will	Measures	Progress & Evidence
Implement recommendations outlined in the diversity, equity, and inclusion (DEI) review to enhance student learning (L1) (MB/DD).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Develop a Racism Response guidelines document (Q1). Publish and share a Terms of Reference for the District Committee (Q1). Establish a District Committee for DEI (Q1). Develop inclusive language guidelines (Q2). Undertake a Policy Review to ensure policies reflect the district approach to DEI (Q3). Create an opportunity for student voice in District DEI work (Q2-4). Develop a DEI Action Plan to align with the 2025-2029 Strategic Plan (Q4). Update student codes of conduct to include a deeper understanding of diversity, equity and inclusion (Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> Have enhanced learning that reflects inclusive language. Understand DEI concepts and be able to discuss how the concepts apply to their school. See their codes of conduct with more depth on diversity, equity and inclusion. Feel valued and appreciated for their unique backgrounds and views. Be given clear pathways to provide their voice to the district regarding DEI topics. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> District DEI Committee Established (Q1). Racism Response guidelines document complete (Q1). Policy review is completed and provides recommendations and/or updated policies (Q3). The Inclusive Language Guideline document is completed & shared with district leadership (Q3). Student codes of conduct contain a common language that demonstrates a deeper understanding of diversity, equity and inclusion (Q4). Students will have participated in student voice and engagement in DEI activities (Q4). Inclusive language is used in the classroom (Q4). DEI strategy to align with 2025-2029 Strategic Plan (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> District DEI Committee Established (Q1). <ul style="list-style-type: none"> This has been delayed. Aiming for TOR to be completed Q1 and committee established and meeting in Q2. Racism Response guidelines document complete (Q1). <ul style="list-style-type: none"> Document is drafted, consultation will continue through Q2 with distribution to follow.
<ul style="list-style-type: none"> Implement the Middle/Secondary components of the K-12 Literacy Plan (L2) (DS/DD). 			
<p>Staff Will:</p> <ul style="list-style-type: none"> Establish a K-12 District Literacy Stewardship Team with school and district-level representation (Q1-2). Develop a collaborative cross-department K-12 literacy strategy (primary, intermediate, middle and secondary) (Q2-Q3). Pilot at Intermediate, Middle, and Secondary levels, a common district screening and assessment framework (Q2-Q4). Finalize a common district screening and assessment framework at each level (Q2-Q3). Establish a continuous data reporting structure (frequency and content) for the K-12 Literacy Plan (Q2-Q3). Review and refine professional learning and In-Service Models relative to Tier 1 and Tier 2/3 Instruction (Q2-Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> Students in elementary, middle and secondary will have improved levels of literacy. Students in elementary, middle and secondary will have access to high-quality literacy classroom instruction. Students in elementary, middle and secondary will have access to interventions as needed to achieve literacy levels expected at their grade level. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> K-12 Assessment and Progress Monitoring systems will have been established and implemented (Q1-Q4). Staff engagement (participation rates) in district professional learning activities (Q2-Q4). Completion of Intermediate, Middle, and Secondary levels pilots (Q2-Q4). Completed collaborative staffing, resource and training requirements for the K-12 Literacy Plan (Q4). K-12 Annual Literacy Report (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> K-12 Assessment and Progress Monitoring systems will have been established and implemented (Q1-Q4). <ul style="list-style-type: none"> K-3 Literacy Intervention is fully implemented and ongoing in all elementary schools District Literacy Stewardship Team in its initial form completed a review of K-12 Literacy data practices and developed several recommendations for the 2024-25 school year Composition of the District Literacy Stewardship team is being revisited with thoughts to including teacher representation (Dist/STA/Admin) under development. Literacy Intervention model being expanded to intermediate (gr. 4-5) at two schools and at one middle school gr 6-8. Similar staged rollout as was followed with the K-3 plan. Annual schedule mapped out. Initial planning meeting to align Literacy Stewardship Team around continuous improvement cycles Data templates (literacy/numeracy) for Middle/Sec PVP use in development
Identify the metrics and processes necessary to establish a continuous improvement cycle for the Framework for Enhancing Student Learning (FESL) and student achievement (L2) (DD/FN).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Identify and prioritize key processes for sharing student achievement data as part of the continuous improvement cycle (Q1-Q4). Identify all local data sources to inform the 2024-2025 FESL Report (Q1). Submit, where appropriate, questions for the Student Learning Survey to provide data to support the 2024-2025 FESL Report (Q1-Q2). Reflect on MoECC feedback on the SD62 2023-2024 FESL Report (Q2). Improve participation rates in the Student Learning Survey (Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> Make progress on student success indicators in 2024-2025. Improved course completion rates in 2024-2025. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Providing evidence of: <ul style="list-style-type: none"> Annual schedule for school data review of progress toward identified goals (Q1). Annual data gathering and sharing schedule for continuous improvement (Q2). Course completion rates in 2024-2025 with analysis to explain results (Q4). 6-year graduation rates in 2024-2025 with analysis to explain results (Q4). Numeracy and literacy scores in 2024-2025 with analysis to explain results (Q4). SLS 2024-2025 with analysis to explain results (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Identify and prioritize key processes for sharing student achievement data as part of the continuous improvement cycle (Q1-Q4). <ul style="list-style-type: none"> Annual schedule for school data review of progress toward identified goals (Q1). Identify and prioritize key processes for sharing student achievement data as part of the continuous improvement cycle (Q1-Q4). <ul style="list-style-type: none"> School continuous improvement engagement schedule mapped out Engagement communicated to system and processes

<ul style="list-style-type: none"> • Design a plan to adjust and revise the 2024-2025 report based on the feedback (Q2). • Identify key staff to support the draft and final report of FESL 2024-2025 (Q2). • Develop an annual calendar for continuous improvement (Q3). • Draft the 2024-2025 FESL Report (Q4). 		<ul style="list-style-type: none"> • Report on FESL 2024-2025 team and intended process and outcomes (Q2). • FESL Report (Q4). 	<ul style="list-style-type: none"> • Identify all local data sources to inform the 2024-2025 FESL Report (Q1). <ul style="list-style-type: none"> ○ Provincial/Local data templates for Associate/PVP use (FESL driven) in development ○ Data team is populating the 1-pager summary templates with Student Success Measures for Elementary/Middle/Secondary ○ Additional local data gathering/application (macro, meso, micro) exploration in progress • Submit, where appropriate, questions for the Student Learning Survey to provide data to support the 2024-2025 FESL Report (Q1-Q2). <ul style="list-style-type: none"> ○ FESL based SLS additional questions under review
<p>Review the current strategies and responses for supporting the needs of newcomer families, including language assistance, fostering a sense of belonging, and addressing cultural needs (L3) (MB).</p>			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Review and develop recommendations regarding current newcomer supports, needs, and resources (Q1-Q2). • Collaborate with the Associate Superintendent and the Principal of Continuing Education to develop Foundational English Language Acquisition Programming for Adults of Newcomer Families (Q3). • Develop a long-range plan to support newcomers informed by the review (Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> • If they are new to Canada, <ul style="list-style-type: none"> ○ Experience newcomer supports that enhance their academic performance and provide enhanced social and emotional well-being. ○ Adult learners, experience foundational English Language Programming to improve their quality of life and career and occupational options. ○ Experience opportunities to develop a sense of belonging to SD62 and the local community. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Creating a Review and Recommendations summary document that is shared with the Executive Team and the Board of Education (Q2). • Reporting to the Executive Team on the long-range plan (Q4). • Ensuring that the Foundational English Language Programming for adults is scheduled, advertised and enrolment is open for September 2025 at the Westshore Post Secondary Campus (Q4). 	<p>The Organization has demonstrated progress by:</p> <p>Review and develop recommendations regarding current newcomer supports, needs, and resources (Q1-Q2).</p> <ul style="list-style-type: none"> ○ Meetings set with key district partners to review process; consultation will continue in Q2
<p>Promote and action Sexual Orientation and Gender Identity (SOGI)-related initiatives, including reviewing policies and retrofitting gender-neutral spaces (L3) (DS).</p>			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Review and revise policy to address gendered language (Q1-Q2). • Develop inclusive language guidelines in partnership with the DEI District Committee (Q1-Q2). • Develop a staff guidebook for SOGI-related conversations and events (Q2-Q3). • Develop grade-level appropriate educational resources for SOGI (Q2-Q3). • Develop an online place to house the staff guidebook and educational resources (Q2-Q3). • Secure funding for one-bathroom retrofit for 2025-2026 (Q4). 	<p>Students will:</p> <ul style="list-style-type: none"> • Experience greater SOGI supports in schools. • Have awareness of SOGI activities and supports in schools. • Be aware of SOGI champions in their school. • Be aware of how to share concerns or positive feedback of SOGI-related issues in their schools. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Completed policy to address gendered language (Q1-Q2). • Completed inclusive language guidelines (Q1-Q2). • Completed staff guidebook for SOGI-related and events conversations (Q2-Q3). • Completed grade-level appropriate educational resources for SOGI (Q2-Q3). • Completion of an online space to house the staff guidebook and educational resources (Q2-Q3). • The feedback mechanism process has been communicated with students and staff (Q2-Q4). • Funding secured for one-bathroom retrofit for 2025-2026 (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • Review and revise policy to address gendered language (Q1-Q2). • Develop inclusive language guidelines in partnership with the DEI District Committee (Q1-Q2). • Completed policy to address gendered language (Q1-Q2). <ul style="list-style-type: none"> ○ Working group to be finalized by end of September (Q1) ○ Review of SOGI policy to be reviewed and updated by working group ○ Plan to review other policy and regulations for gendered language to be finalized (Q2) • Completed inclusive language guidelines (Q1-Q2).
<p>Prioritize enhancing student voice and engagement across all K-12 departments (L4) (DD/DS).</p>			
<p>Staff Will:</p> <ul style="list-style-type: none"> • Environmental scan for current practices in student voice and engagement experience (Q1-Q2). • Develop an annual student voice engagement plan (Q1-2). • Develop, with the involvement of students, an annual student engagement plan (Q2-Q3). 	<p>Students will:</p> <ul style="list-style-type: none"> • Have clear ways to provide their voices to the school district. • Be listened to by staff in a way that addresses their concerns. • Help to plan engagement which includes their voices. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> • Completing an environmental scan of student voice and engagement experience (Q1-Q2). • Consistent student engagement established and aligned with the student engagement plan (Q2-Q4). • Evidence of student involvement in all aspects of the deliverable (Q2-Q4). • Annual student voice engagement plan (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> • Completing an environmental scan of student voice and engagement experience (Q1-Q2). <ul style="list-style-type: none"> ○ Student voice and engagement surveys in draft form. To be reviewed through consult and administered early Q2. • Develop an annual student voice engagement plan (Q1-2). <ul style="list-style-type: none"> ○ Plan to be developed utilizing environmental scan data in late Q2 early Q3.

Operational Plan 2024-2025 Deliverables and Metrics: Engagement

Staff Will	Students Will	Measures	Progress & Evidence
Develop and implement a comprehensive engagement strategy for the new strategic plan (E1) (PB).			
Staff Will: <ul style="list-style-type: none"> • Create a comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q1-Q2). • Implement the plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q2-Q4). 	Students will: <ul style="list-style-type: none"> • Be asked about their views on the new strategic plan giving them a sense of ownership and agency in shaping their educational experience. 	The Organization will show progress by: <ul style="list-style-type: none"> • A comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q1-Q2). • Evidence of student engagement in developing the new strategic plan (Q4). • Evidence of district partner engagement (Q4). • Completing the 2025-2029 Strategic Plan with consideration of what was heard during the engagement (Q4). 	The Organization has demonstrated progress by: <ul style="list-style-type: none"> • Create a comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan that leverages electronic and face-to-face engagements (Q1-Q2). <ul style="list-style-type: none"> • A comprehensive Engagement Plan for the development of the 2025-2029 Strategic Plan has been finalized. This plan includes both in-person and digital engagement opportunities designed to ensure meaningful participation from all key stakeholder groups. Engagement activities will take place between September and November 2024, ensuring input from staff, students, and parents/caregivers is well represented. • The Board of Education received and approved the Engagement Plan at the August 27th Board Of Education meeting.
Collaborate with Sc'ianew, T'Sou-ke and Pacheedaht Nations and with Na'tsa'maht Indigenous Education to establish a new Indigenous Education Council (IEC) in alignment with the new ministerial order and changes to the School Act following Bill 40 (E2) (PB).			
Staff Will: <ul style="list-style-type: none"> • Collaborate with the land-based Nations to establish a new Indigenous Education Council (Q1-Q2). • Support the land-based nations with decision-making in relation to: <ul style="list-style-type: none"> ○ School of Choice (Q2). ○ Model the Learning Enhancement Agreement (Q2). ○ The implementation of Indigenous Education Councils (Q2-Q4). • Support the land-based Nations in establishing governance structures within the IEC (Q2-Q4). 	Students will: <ul style="list-style-type: none"> • Experience a district with a significant commitment to honouring and respecting Indigenous cultures, histories, and worldviews. 	The Organization will show progress by: <ul style="list-style-type: none"> • Evidence of SD62s collaboration with the Nations (Q1-Q4). • Identify the school of choice for Sc'ianew Nation, T'Sou-ke Nation, Pacheedaht Nation (Q1). • Identify the Sc'ianew Nation, T'Sou-ke Nation, Pacheedaht Nations Individual LEAs as desired by each Nation (Q2-Q4). • The IEC has a Terms of Reference that is in alignment with Bill 40 and includes structures that address local matters and context (Q4). • Improved District-level consultation processes with the Nations (Q1-Q4). 	The Organization has demonstrated progress by: <p>Collaborate with the land-based Nations to establish a new Indigenous Education Council (Q1-Q2).</p> <ul style="list-style-type: none"> • Over the course of Q1, the IEC has held three meetings. Two informal and one formal meeting. • SD62's 1st IEC meeting was held Sept. 10th, 2024 <p>Support the land-based nations with decision-making in relation to:</p> <ul style="list-style-type: none"> ○ The implementation of Indigenous Education Councils (Q2-Q4). <p>The current focuses of the I.E.C.:</p> <ul style="list-style-type: none"> • Developing a Terms of Reference • Appointments, Membership & Electing Co-Chairs • IEC Learning & Capacity Building Opportunities • Advising on the appropriate integration of Indigenous worldviews and perspectives via the SD62 Elder's Advisory Circle • Starting conversations with applicable departments within the District • Approving grants related to Indigenous learners <ul style="list-style-type: none"> • The Board of Education has adjusted its public Board of Education meeting structures to create a standing agenda item for the IEC to report out and make recommendations to the Board of Education. <p>Support the land-based nations with decision-making in relation to:</p> <ul style="list-style-type: none"> ○ School of Choice (Q2). <ul style="list-style-type: none"> • As per Bill 40 and the T'Souke and Pacheedaht Nation's Learning Enhancement Agreements, Schools of Choice for Elementary, Middle and Secondary schools have been identified and school staff and Associate Superintendent's are informed and aware of the school district's legislative responsibility with school of choice requests.

Create targeted communication strategies to facilitate the active sharing of achievements and successes by the school community throughout the year (E3) (PB).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Develop a Communications Plan for the active sharing of achievements and successes (Q1). Further the “Together We Are Better” recognition portion of District leadership Meetings <ul style="list-style-type: none"> Recognition is based on evidence of collaboration that is across departmental/school and yields demonstrable evidence of product or initiative (Q1-Q4). Develop a template (electronic fillable) for all schools and departments to access and share examples of “Together We Are Better” (Q1). Develop a process (for instance template that is electronically fillable) for students/staff or community members to nominate/report on students or staff deserving of recognition of a special accomplishment/ achievement or initiative in schools or community (Q1-Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> Have an avenue to share positive news about their school. See achievements and successes shared by their school. Will experience a staff that feels valued, heard and seen. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> # of examples shared of collaboration that is across departmental/school and yields demonstrable evidence of product or initiative (Q1-Q4). # of examples of gratitude expressed or awareness of said examples from staff (Q1-Q4). Templates complete for “Together We Are Better” (Q1). Examples of submissions Q1-Q4). # of submissions (Q1-Q4). 	<p>The Organization has demonstrated progress by:</p> <p>Develop a Communications Plan for the active sharing of achievements and successes (Q1).</p> <ul style="list-style-type: none"> The 2024-2025 Strategic Communications Plan has been finalized. This plan outlines our key communication strategies and protocols for the year ahead, ensuring clear and effective communication across the District. For more information, staff and Trustees can access the plan via the following link: Communication Plans and Protocols Staff Intranet (sd62.bc.ca). <p>Engagements:</p> <ul style="list-style-type: none"> In Q1, the District initiated collaborative discussions with several key partners and stakeholders, including: <ul style="list-style-type: none"> SPEAC (Sooke Parents’ Education Advisory Council) STA (Sooke Teachers’ Association) CUPE (Canadian Union of Public Employees) City of Colwood, District of Metchosin, City of Langford (with the Board Chair and Superintendent attending a Pacific FC game in the Mayor’s Box alongside the Mayor and Council) MLAs Mitzi Dean and Ravi Parmar Hulitan Family and Community Services Society Education leads from the Ministry of Education and Child Care (MoECC), who toured the Ruth King Elementary prefabricated addition to observe the progress on this significant infrastructure project. South Island Partnership (SIP) Westshore Post-Secondary Campus RCMP <p>These meetings reflect our ongoing commitment to building and maintaining strong partnerships that are foundational to the District’s success.</p> <p>Further the “Together We Are Better” recognition portion of District leadership Meetings</p> <ul style="list-style-type: none"> Recognition is based on evidence of collaboration that is across departmental/school and yields demonstrable evidence of product or initiative (Q1-Q4). <p>Develop a template (electronic fillable) for all schools and departments to access and share examples of “Together We Are Better” (Q1).</p> <ul style="list-style-type: none"> As part of our ongoing initiative to enhance collaboration, a new electronic form for the “Together We Are Better” initiative has been developed. The form will be soft-launched with the Leadership Team during the Leadership Meeting on October 2, 2024. Feedback from the leadership team will help refine the process before broader implementation across the district.
Conduct a thorough review of the Employee & Family Assistance Program (EFAP) and explore potential options and services to enhance its effectiveness (E4) (FH).			
<p>Staff Will:</p> <ul style="list-style-type: none"> Review of EFAP (Q1-Q2). Develop a list of options and services to enhance the effectiveness of the program (Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> Benefit because addressing staff issues such as mental health challenges, family conflicts, or financial stress through EFAP support services reduces 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Signed contract with EFAP provider for the 2025/26 school year (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Review of EFAP (Q1-Q2). Develop a list of options and services to enhance the effectiveness of the program (Q2).

<ul style="list-style-type: none"> Complete the RFP process to review potential service providers and select the best option for the employees of SD62 and their families (Q2-Q3). 	<p>distractions and promotes a positive learning environment. This support helps teachers manage stress and personal challenges, leading to improved teaching quality and better academic outcomes for students. When staff feel valued and supported, they foster a compassionate school climate, providing students with a sense of belonging, safety, and emotional support, ultimately enhancing the student experience.</p>	<ul style="list-style-type: none"> Monitoring and tracking of key metrics post-implementation to measure the impact of changes on utilization rates, and overall program effectiveness (Q4). 	<ul style="list-style-type: none"> Sign contract with EFAP provider for the 2025/26 school year (Q4). <p><u>Q1 Progress Report:</u></p> <ul style="list-style-type: none"> Working group formed and detailed project plan completed. Completed employee survey to review current experiences and future expectations related to the provision of EFAP services. Secured month-to-month contract extension with current EFAP provider to ensure continuity of coverage during the RFP process. Secured representatives from various stakeholder groups to participate in the review/selection of the future EFAP provider. <ul style="list-style-type: none"> Monitoring and tracking of key metrics post-implementation to measure the impact of changes on utilization rates, and overall program effectiveness (Q4). <p><u>Q1 Progress Report:</u></p> <ul style="list-style-type: none"> Draft RFP document contains detailed reference to key metrics and reporting requirements to support analysis of future EFAP services.
<p>Initiate the implementation of the Employee Attendance Support and Wellness Program, incorporating stakeholder feedback to optimize program design and delivery (E4) (FH).</p>			
<p>Staff Will:</p> <ul style="list-style-type: none"> Build a detailed plan to guide the full implementation of the Employee Attendance Support & Wellness Program (Q1). Work with local Union representatives to share the proposed plan (Q1-Q2). Deploy a communications plan to ensure comprehension of EASWP among all staff and leaders (Q1-Q2). 	<p>Students will:</p> <ul style="list-style-type: none"> Benefit because a well-designed Employee Attendance and Wellness Program promotes regular staff attendance, creating a stable learning environment with consistent instruction and support for students. Prioritizing staff wellness reduces stress, burnout, and absenteeism, enabling educators to better meet student needs. This focus on staff well-being fosters stronger teacher-student connections, positively impacting student engagement, behavior, and academic achievement, and ultimately enhances the overall student experience through a positive school culture. 	<p>The Organization will show progress by:</p> <ul style="list-style-type: none"> Engage support for employees who are struggling with attendance (Q1-Q4). For each employee group measure and track the average absences per employee per year (Q4). Completed Communications plan activities (Q4). 	<p>The Organization has demonstrated progress by:</p> <ul style="list-style-type: none"> Engage support for employees who are struggling with attendance (Q1-Q4). <p><u>Q1 Progress Report:</u></p> <ul style="list-style-type: none"> Refined and distributed communication to all employees regarding procedures for entering absences into dispatch system in a timely fashion such that replacements can be arranged in a manner that minimizes impacts to students and school communities. Defined and distributed clear guidelines to managers / PVP regarding follow-up with employees who have been off work for an extended period such that HR and EFAP supports can be deployed as necessary. <ul style="list-style-type: none"> For each employee group measure and track the average absences per employee per year (Q4). <p><u>Q1 Progress Report:</u></p> <ul style="list-style-type: none"> Continued to refine data analysis and reporting capabilities related to employee absenteeism at both the individual, employee group, and organizational levels. Data capabilities are sufficient to support the upcoming launch of the Employee Attendance Support & Wellness Program. <ul style="list-style-type: none"> Completed Communications plan activities (Q4). <p><u>Q1 Progress Report:</u></p> <ul style="list-style-type: none"> Prepared detail presentation regarding the new EASWP in preparation for Leadership Team meeting on October 2nd. This foundational communication material will help to inform future stakeholder / employee communications related to the new program.

Operational Plan 2024-2025 Deliverables and Metrics: Growth

Staff Will	Students Will	Measures	Progress & Evidence
Execute the Special Programs Hiring Process and establish continuous support to foster a more diverse workforce, including cultural holidays, learning opportunities, training, and accommodations for varying abilities (G1) (FH).			
Staff Will: <ul style="list-style-type: none"> • Develop a plan to implement special hiring in 2024-2025 (Q1-Q3). • Special Programs Hiring Process Documentation: <ul style="list-style-type: none"> ○ Development of a comprehensive hiring process tailored for special programs (Q1-Q2). ○ Creation of job descriptions, screening criteria, and interview guidelines specific to special program positions (Q1-2). • Diverse Workforce Support Initiatives: <ul style="list-style-type: none"> ○ Establishment of cultural holiday observance policies and practices (Q1-Q3). • Recruitment Strategies: <ul style="list-style-type: none"> ○ Identification of target demographics for special programs recruitment efforts (Q1-Q3). ○ Development of outreach strategies to attract diverse candidates (Q1-Q3). 	Students will: <ul style="list-style-type: none"> • Benefit from a diverse staff who serve as role models with similar backgrounds and experiences. Educators knowledgeable about different cultures create inclusive learning environments where all students feel respected and valued, promoting cross-cultural understanding and preparing students for a diverse society. Accommodations for varying abilities ensure full participation in professional development, allowing educators to contribute their unique talents. Supported and included educators are more engaged, leading to improved outcomes for students. 	The Organization will show progress by: <ul style="list-style-type: none"> • Process documentation to hire for special programs completed and launched (Q1-Q2). • Diversity in Hiring: <ul style="list-style-type: none"> ○ (1) Percentage increase in the representation of underrepresented groups in special programs hires ○ (2) Comparison of the demographic composition of new hires to the overall workforce demographic (Q3-Q4). • Progress Tracking: Timeliness and completion of deliverables related to the implementation of the special programs hiring process and support initiatives (Q1-Q4). • Number of engagements in our - Recruitment efforts specific to the target group (Q3-Q4). 	The Organization has demonstrated progress by: <ul style="list-style-type: none"> • Process documentation to hire for special programs completed and launched (Q1-Q2). <u>Q1 Progress Report:</u> <ul style="list-style-type: none"> ○ Re-initiated discussions from last year with employee representatives related to the district's planned application to the BC Human Rights Commissioner regarding approval of a "Special Program" at SD62. • Diversity in Hiring: <ul style="list-style-type: none"> ○ (1) Percentage increase in the representation of underrepresented groups in special programs hires ○ (2) Comparison of the demographic composition of new hires to the overall workforce demographic (Q3-Q4). • Timeliness and completion of deliverables related to the implementation of the special programs hiring process and support initiatives (Q1-Q4). • Number of engagements in our recruitment efforts specific to target groups (Q3-Q4).
Restructure Inclusive Education Services (IES) to include English Language Learners (ELL) in preparation for the 2025-2026 school year (G1) (MB).			
Staff Will: <ul style="list-style-type: none"> • Develop a clear communication and consultation process for impacted departments (Q1). • Develop timelines to complete a restructure of departments by September 2025 (Q2). • Review the two portfolios and consider where there is overlap or where a holistic approach to support can be taken (Q2-Q3). • Develop a description of the restructured department composition and roles (Q3). • Undertake a team-building session to work with key staff from both areas (Q4). • Develop a 2025-2026 IES/ELL department plan (Q4). • Create a plan to let the system know of the restructured department (Q4). 	Students will: <ul style="list-style-type: none"> • Experience stronger and more dynamic learning supports. • Have consistent models of support across the district. • Experience continued supports with little to no interruptions during the restructuring of the departments. 	The Organization will show progress by: <ul style="list-style-type: none"> • Completed timeline to restructure the departments (Q1-Q2). • Completed Roles and Responsibilities document for the restructured department (Q3). • Complete an inventory of potential financial, human resource and student outcome efficiencies because of the restructuring (Q4). • Completed IES/ELL department 2025/26 plan (Q4). • Completed communication plan to inform the system of the restructured departments (Q4). 	The Organization has demonstrated progress by: <ul style="list-style-type: none"> • Completed timeline to restructure the departments (Q1-Q2). • Develop a clear communication and consultation process for impacted departments (Q1). <ul style="list-style-type: none"> ○ Meetings set with key district partners to review process; consultation will continue in Q2 with timeline confirmation to follow.
Develop an Asset Management Plan (G2) (HC).			
Staff Will: <ul style="list-style-type: none"> • To create a Capital Asset Management Plan that includes: <ul style="list-style-type: none"> ○ List of applicable assets (Q1-Q2). ○ Assess the current state/useful life of assets (Q2). ○ Develop a replacement/sustainability schedule including funding needs (Q2). 	Students will: <ul style="list-style-type: none"> • Benefit from having buildings and equipment that are in good working order as district assets will be managed to ensure planned end-of-life replacement and ongoing timed maintenance. 	The Organization will show progress by: <ul style="list-style-type: none"> • Completion of Capital Asset Management Plan: <ul style="list-style-type: none"> ○ completion of asset list (Q2). ○ completion of assessment (Q2). ○ completion of schedule (Q2). 	The Organization has demonstrated progress by: <ul style="list-style-type: none"> • Completion of Capital Asset Management Plan (Q1-Q2) <ul style="list-style-type: none"> ○ Full list of capital assets, by school, and their replacement dates and costs identified based on information in MoECC's Capital Asset Management System ○ Estimate to replace all identified assets required in next 5 years is ~\$55m ○ Staff need to determine priorities and/or process to follow that better align with budget realities ○ Existing process is to use MoECC's prioritized list and the Clean BC 2030 targets to create the annual Minor Capital Program submission ○ Other assets are replaced using year end funding (non-structural)

			<ul style="list-style-type: none"> o Q2 work to be determined between Supe and ST
Conduct a review of departmental budgets (G2) (HC).			
Staff Will: <ul style="list-style-type: none"> • Conduct a review of existing departmental budgets to inform the 25/26 budget development process by analyzing: <ul style="list-style-type: none"> o Service & Supply budgets (Q1). o Staffing levels (Q2). o Efficacy (Q2). o Connection to Strategic Plan objective (Q2). 	Students will: <ul style="list-style-type: none"> • Benefit from having effective departmental budgets that ensure funding is provided to areas focused on student learning and supports. 	The Organization will show progress by: <ul style="list-style-type: none"> • Departmental budgets have been reviewed including: <ul style="list-style-type: none"> o Review of service & supply budgets (Q1). o Review of staffing levels (Q2). o Review of connection to Strat Plan and efficacy (Q2). o Review of connection to Strat Plan and efficacy (Q2). o Provide a full report and recommendations (Q2). 	The Organization has demonstrated progress by: Conduct a review of existing departmental budgets to inform the 25/26 budget development process by analyzing: <ul style="list-style-type: none"> o Service & Supply budgets (Q1). <ul style="list-style-type: none"> • Departmental budgets have been reviewed including: <ul style="list-style-type: none"> o Review of service & supply budgets (Q1). o Summary of Services & Supply budgets created for each school and department o Total S&S budget compared to revenues to create a Net Expense amount o Staff recommend clearly defining scope and timing of project prior to proceeding to Q2 work o Recommendation: define scope in 24/25 school year and use in 25/26 so entire budget can be analyzed at once for the 26/27 budget development process Options: 1) Conduct light review of all dept/schools comparing budgets to each other (no efficacy) 2) Clearly define scope, timing and efficacy assessment of the review and use in future years 3) Review all services and supplies – internal comparison of amounts only (no efficacy) 4) Review all staffing – internal comparison of amounts only (no efficacy)
Enhance staff development, professional capacity and onboarding processes (G3) (FN/FH/DS).			
Staff Will: <ul style="list-style-type: none"> • Establish a staff training online portal to operationalize HR and other departments hosting courses and modules to address onboarding, staff development and capacity building (Q1-Q2). FN • Develop an implementation plan with timelines that includes: (Q1-Q2) FN/FH/DS: <ul style="list-style-type: none"> o A list of courses or modules for professional learning and training (Q1-Q2). o Blended learning modules incorporating both online and in-person components (Q2-Q4). o Collaboration with SD62 online and SD36 utilizing shared and unique courses on Brightspace (Q4). • Be able to utilize micro-credentialing for professional learning and to demonstrate career growth (Q4). FH/DS 	Students will: <ul style="list-style-type: none"> • Be more prepared for the future: from having utilized. • Improve their Academic and Social-Emotional growth by accessing enhanced learning experiences. • Have improved access and equity by working with staff who possess digital literacy skills. 	The Organization will show progress by: <ul style="list-style-type: none"> • Implementation Plan is developed (Q2). FN/FH • List of courses that are needed based on employee role and tenure in the role (new learning and/or re-certification) (Q4). FH/DS • Number of courses available on Brightspace or Moodle with the current baseline being zero (Q4). FN • Percentage of staff members participating in courses (Q4). FN/FH • Percentage of courses started and completed by staff (Q4). FN/FH 	The Organization has demonstrated progress by: <ul style="list-style-type: none"> • Implementation Plan is developed (Q2). Q1 Progress Report: <ul style="list-style-type: none"> o Established schedule for FN/DS/FH to meet on a regular basis throughout the 2024/25 school year to advance project deliverables. o Conducted two meetings to initiate the development of a project plan and define specific project goals. <ul style="list-style-type: none"> • Project plan under development. Selection criteria for choosing an LMS provider under development. HR, Curriculum and DS teams are being engaged as needed.
Initiate the operationalization of the records management policy and regulations (G3) (FN).			
Staff Will: <ul style="list-style-type: none"> • Assign the role of a Records Officer (Q1). • Review Electronic Records Management systems (Q2). • Review and then select an Electronic Records Management system or create an in-house using tools such as SharePoint/One Drive (Q1-Q3). • Provide training for staff on records management (Q2-Q3). • Pilot implementation - Focus on up to 3 departments and 3 schools (1 per level) (Q3-Q4). 	Students will: <ul style="list-style-type: none"> • Benefit from safe and effective handling of records, which protects their own and the district's information, enhancing operational efficiency and allowing staff to focus on educational tasks. Accurate and accessible student records enable better tracking of academic progress, facilitating timely interventions and tailored support. Compliance with provincial and federal regulations regarding student data ensures transparency, protects privacy, and helps the district avoid legal penalties, further benefiting students. 	The Organization will show progress by: <ul style="list-style-type: none"> • # of staff trained in Records Management (Q2-Q4). • Records Management System created/selected (Q3). • Report on the pilot implementation of the system (Q4). • Metrics on the implementation pilot study (up to 3 departments and up to 3 schools (1 per level) (Q4). 	The Organization has demonstrated progress by: <ul style="list-style-type: none"> • Assign the role of a Records Officer (Q1). Q1 Progress Report: <ul style="list-style-type: none"> • Draft Records Manager Job description developed. Awaiting budgetary approvals prior to engage HR. • Interviews with all departments to finalize the Records Schedule in progress (met with HR, Finance, Westshore, Digital Solutions, etc. Once Retention schedule is finalized, will be sent to Legal for review. • Statement Of Work with ERM system provider (Spot Solutions) signed. System development kick-off underway.

Formalize a Digital Asset Management Plan (G3) (FN).			
Staff Will: <ul style="list-style-type: none"> Proactively manage risk and complexity, protect the district's reputation, and ensure investment value by developing processes related to active management of digital assets including: <ul style="list-style-type: none"> Simple and Complex Software Intake process (Q2-Q3). Hardware Catalogue (Q3). Data Catalogue (Q3) Software Catalogue/ Virtual Library Learning Commons (VLLC)(Q3). Reporting (Q4). 	Students will: <ul style="list-style-type: none"> Enhance their learning experience by having access to quality Software and Hardware that has been vetted. Benefit indirectly when the district allocates resources optimally as investments in technology and educational tools directly impact the learning experience. Have a secure environment where their personal data and academic records are safeguarded and analyzed to identify opportunities to enhance student learning. This fosters trust and confidence in the district. 	The Organization will show progress by: <ul style="list-style-type: none"> Engagement of Leadership via working groups (Q1-Q4). Processes documented and published (Q3). Digital Governance Procedure defined as appropriate (Q3). Digital Asset (Hardware/Software/Data) Catalogue published (Q4). Regular reporting to the Executive and Board via appropriate committee (Q4). 	The Organization has demonstrated progress by: <p>Engagement of Leadership via working groups (Q1-Q4).</p> <ul style="list-style-type: none"> Student Technology Working Group with School based and District PVP – monthly Identified expired Digital Assets and working on a school-by-school replacement plan
Continue to raise awareness, provide training and implement cyber security policy and regulations (G3) (FN).			
Staff Will: <ul style="list-style-type: none"> Continue to progress the implementation of security initiatives including: <ul style="list-style-type: none"> Security and Privacy Training (Q1-Q4). Server Vulnerability Management (Q1). Password Complexity (Q2). Encrypted Secure Email (Q2). Multi-factor Authentication (MFA) for staff (Q1-Q4). Privileged Identity Management (Q3). 	Students will: <ul style="list-style-type: none"> Benefit from having a safer technology environment that protects the privacy and security of their personal and confidential information. Have greater trust in the school's use of digital resources, fostering more engagement. Gain confidence in using technology. 	The Organization will show progress by: <ul style="list-style-type: none"> Metrics on the number of staff who have been trained (Q1-Q4). Number of vulnerabilities remediated/patched (Q1-Q4). Rollout of encrypted email for staff (Q2). Metrics on the number of staff using Multi-Factor Authentication (MFA) (Q3). Confirmation of privileged identities being actively managed (Q4). 	The Organization has demonstrated progress by: <p>Continue to progress the implementation of security initiatives including:</p> <ul style="list-style-type: none"> Security and Privacy Training (Q1-Q4). Server Vulnerability Management (Q1). Multi-factor Authentication (MFA) for staff (Q1-Q4). <ul style="list-style-type: none"> Initiated regular board updates on Cyber Security Plan progress Known risks and list of current initiatives, to mitigate including progress on Multi Factor Authentication, Vulnerability Management, Cyber Training and associated metrics are in confidential board report.
Implement the SD62 Ethical Framework to guide decision-making at the Board level (G4) (HC).			
Staff Will: <ul style="list-style-type: none"> Develop new templates for Board and Committee meeting packages that include headings to provide information about the ethical implications of the item (Q1). Overview templates with the Board of Education and the Executive Team (Q1-Q2). Develop an easy-to-read visually appealing graphic of the SD62 Ethical Framework (Q1). Attend to any updates required and the process to amend following possible revision of the SD62 Values (Q1). Monitor the use of the framework and review any aspects that need adjustment (Q1-Q4). 	Students will: <ul style="list-style-type: none"> Benefit from the leadership and direction of a District whose Board of Education considers the ethical impacts of their decisions. 	The Organization will show progress by: <ul style="list-style-type: none"> Monitor the use of the framework to provide reporting on when it was used, and which ethical aspects were detailed as impacted (Q2-Q4). 	The Organization has demonstrated progress by: <ul style="list-style-type: none"> Develop new templates for Board and Committee meeting packages that include headings to provide information about the ethical implications of the item (Q1). Overview templates with the Board of Education and the Executive Team (Q1-Q2). Develop an easy-to-read visually appealing graphic of the SD62 Ethical Framework (Q1). Attend to any updates required and the process to amend following possible revision of the SD62 Values (Q1). <p><u>Q1 Progress Report:</u></p> <ul style="list-style-type: none"> Work to meld Ethical framework and Board/Committee Info Note (IN) not started but concepts have been developed and discussed Revised timelines <ul style="list-style-type: none"> Revise IN format by September 30 Review with Executive by October 30 Implement revised IN for November Board/Committee meetings Create Ethical Framework Graphic by November 30 with assistance from KMc
Make progress towards the Clean BC 2030 Reduction Targets (G4) (HC).			
Staff Will: <ul style="list-style-type: none"> Make progress towards the Clean BC 2030 reduction targets (Q4). Identify minor and major capital projects on a priority basis, for Board consideration, that reduce carbon emissions to achieve the Clean BC reduction targets (Q1-Q4). 	Students will: <ul style="list-style-type: none"> Benefit from going to school where actions are being taken to reduce emissions and provide cleaner air. 	The Organization will show progress by: <ul style="list-style-type: none"> Achieving reductions as outlined in the performance goals (Q4): <ul style="list-style-type: none"> 2025 Less than 2114 tCO₂e (2024 rate was 2114 tCO₂e) Details of work undertaken to reduce emissions (Q4). 	The Organization has demonstrated progress by: <p>Make progress towards the Clean BC 2030 reduction targets (Q4).</p> <p>Identify minor and major capital projects on a priority basis, for Board consideration, that reduce carbon emissions to achieve the Clean BC reduction targets (Q1-Q4).</p> <p><u>Q1 Progress Report:</u></p>

			<ul style="list-style-type: none">• Minor Capital projects for Board consideration at Sept BoE meeting:<ul style="list-style-type: none">○ Mechanical Upgrades at John Muir (Phases 4a/b), Willway (Phases 2/3) and Sangster identified as highest impact projects○ Additional EV chargers throughout the District• Major Capital Projects include GHG Reduction and Mass Timber options being considered for Sooke Elementary replacement and North Langford Secondary business case• <u>Starting from 2010 baseline</u>, target reduction (40% or 2% per year) is equal to 1,150 tCO2e by 2030 – actual reduction as of 2023 is 740 tCO2E or 26%
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POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Oct. 22, 2024

Draft revised Policy E-358 "Pension Plan Membership" is now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy E-358 "Pension Plan Membership".

School District #62 (Sooke)

PENSION PLAN MEMBERSHIP	No.: E-358
	Effective: Apr. 26/88 Revised: Mar. 14/89; Oct. 25/05; Reviewed: Oct. 1/24; Oct. 22/24

SCHOOL BOARD POLICY

Pensions for employees in the BC K-12 sector are governed by [BC Pension Corporation](#). Sooke School District employees without a valid BC Teacher Certification participate ~~The Board of School Trustees participates in the [Municipal Pension Plan](#) and~~ **those employees with valid BC Teacher Certification participate in the [Teachers' Pension Plan](#).** The Board will comply with the terms of both Plans **and encourages all employees to become familiar with the terms and conditions of their applicable plan.**

All eligible employees who meet the requirements as determined by the relevant Plan rules will be enrolled **as a condition of employment**, unless the relevant Plan permits the employee to waive enrolment **and the employee executes all necessary documentation required to waive enrolment.**

~~Exempt employees who are hired on full time permanent status will join the plan immediately upon appointment without waiting their probationary period.~~

~~Employees who wish to purchase past service may make application to the relevant Plan.~~

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Oct. 22, 2024

Draft revised Policy E-139 "Death Benefits for Excluded Employees" is now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy E-139 "Death Benefits for Excluded Employees".

School District #62 (Sooke)

<u>DECEASED EMPLOYEE DEATH BENEFIT FOR EXCLUDED EMPLOYEES</u>	No.: E-139
	Effective: Feb. 9/82 Revised: May 14/91; Oct. 25/05; Jan. 26/21 Reviewed: Dec. 1/20; Dec. 15/20; Jan. 26/21; Oct. 1/24; Oct. 22/24

SCHOOL BOARD POLICY

This policy applies to all excluded/non-unionized employees including Executive Officers, Principals and Vice-Principals and exempt employees.

In the case ~~event~~ of an **a permanent/continuing excluded** employee who, **at the time of death, was employed by the Board continuously for at least six (6) months, the Board shall pay one month's salary to** ~~dies while in the Board's employ,~~ the estate **of the deceased.** ~~will receive the employee's salary for a one-month period from the date of the employee's death.~~

To ensure that this benefit is not duplicated for the same estate, this policy will not apply if the employee has Death Benefits coverage as part of their employment contract or Collective Agreement (~~Exempt, CUPE, STA~~).

This payment is in addition to any amount earned by the deceased up to the date on which they were last employed by the Board.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Oct. 22, 2024

Draft revised Policy E-331 "Access and Appeal for Excluded Employees" is now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy E-331 "Access and Appeal for Excluded Employees".

School District #62 (Sooke)

<u>ACCESS AND APPEAL FOR EXCLUDED EMPLOYEES</u>	No.: E-331-3
	Effective: Feb. 28/84 Revised: Reviewed: Oct. 1/24; Oct. 22/24

SCHOOL BOARD POLICY

The Board has established avenues of access and appeal for employees covered by the collective agreement with the Canadian Union of Public Employees, Local 459, and for members of the Sooke Teachers' Association. It recognizes also that occasions might arise when staff members who are not in either of these groups experience a need for similar procedures.

This policy applies to all excluded/non-unionized employees including Executive Officers, Principals and Vice-Principals and exempt employees.

The Board expects that **excluded employees** staff members in this group will seek to resolve difficulties related to personnel matters **related to employment** by discussion with the individual(s) concerned and subsequently, if necessary, with **their supervisor and, if necessary, with the appropriate Executive Officer.** an executive officer of the Board.

If the matter remains unresolved, the excluded employee shall submit the particulars, in writing, to the supervisor. The supervisor shall consider the written submission and respond to the employee, in writing, within fifteen (15) business days. If the matter is not successfully resolved, the employee shall submit the matter, in writing, to the appropriate member of the District's Executive Team. The Executive Team member shall respond, in writing, to the employee and the supervisor within fifteen (15) business days. Should the matter remain unresolved, as a final step, the employee may submit the matter to the Board of Education. in accordance The purpose of this policy is to ensure staff members of the Board's intent to treat all employee groups equitably, including provision of access to the Board or a designated committee of the Board, should such access be the necessary final step in resolving an individual's concern. **The Board of Education shall consider the written submission of the concern and respond to the employee, in writing, within thirty (30) business days. Following the written decision from the Board of Education, the matter shall be deemed resolved.**

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

October 22, 2024

Draft revised Policy E-110 "Job Descriptions for Excluded Positions" is scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy E-110 "Job Descriptions for Excluded Positions".

School District #62 (Sooke)

JOB DESCRIPTIONS FOR EXCLUDED POSITIONS	No.: E-110
	Effective: June 22, 1981 Revised: Oct. 25/05 Reviewed: Sept. 10/24; Sept. 24/24; Oct. 22/24

SCHOOL BOARD POLICY

This policy applies to all excluded/non-unionized employees including Executive Officers, Principals and Vice-Principals and exempt employees.

In any organization, the work is carried out more effectively when duties are clearly identified. The Board requires that, under the direction of the Superintendent of Schools and Secretary-Treasurer **or designate**, job descriptions be developed and reviewed as necessary.

Job descriptions should clarify for the employee or potential employee the title of the job, his/her **the** reporting relationship, specific responsibilities and the qualifications required.

Job descriptions that are created or updated must be formally evaluated utilizing the following job evaluation process:

- 1. Supervisors shall create new or revised job descriptions using the approved template provided by Human Resources.**
- 2. For positions where there are existing employees in the role, those employees shall be consulted as part of the creation/review of the job description.**
- 3. All new or revised job descriptions are to be reviewed and approved by the responsible Executive Team member prior to submission to Human Resources.**
- 4. Human Resources will conduct a thorough review of the job description and provide feedback to the supervisor.**
- 5. Once approved by Human Resources, new job descriptions or substantially updated job descriptions shall be submitted to the BC Public School Employers' Association (BCPSEA) for approval, evaluation and placement on the salary grid.**
- 6. Human Resources will communicate the results of the submission to BCPSEA to the supervisor once received.**

Job descriptions shall be periodically reviewed to ensure they remain up to date and accurate. A supervisor or incumbent employee may initiate a review of a job description; however, reviews may not occur more than once every twenty-four (24) months.

All employees are required to perform the duties and responsibilities as outlined in the job description. Other related duties may be assigned to employees at any time by the immediate supervisor.

~~Further, it is the responsibility of supervisory staff to keep employees advised of their performance on an ongoing basis and to do formal reports as required by the Superintendent and/or Secretary-Treasurer.~~

All job descriptions shall be approved by the Superintendent and/or the Secretary-Treasurer and shall be entered in the district's Job Description Handbook.

DRAFT

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

October 22, 2024

Draft revised Policy E-123 "Probationary Period for Excluded Employees" is scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy E-123 "Probationary Period for Excluded Employees".

School District #62 (Sooke)

PROBATIONARY PERIOD FOR EXCLUDED EMPLOYEES	No.: E-123
	Effective: June 22/81 Revised: Jan. 12/93; Oct. 25/05; Jan. 26/21 Reviewed: Dec. 1/20; Dec. 15/20; Jan. 26/21; Sept. 10/24; Sept. 24/24; Oct. 22/24

SCHOOL BOARD POLICY

This policy applies to all excluded/non-unionized employees including Executive Officers, Principals and Vice-Principals and exempt employees.

Excluded employees are subject to an initial six (6) month probationary period. During this time, performance will be assessed in accordance with the duties and responsibilities outlined in the related job description, as well as workplace behaviours and conduct.

It is the responsibility of supervisors to ensure **that probationary** ~~an evaluation of~~ employees ~~on~~ probationary appointment, ~~before termination of the period stated in the respective employment contract (i.e.: exempt employment contract, CUPE Collective Agreement, STA Collective Agreement)~~ **are successfully fulfilling the duties and responsibilities of their role. Supervisors are also responsible for providing constructive feedback regarding workplace performance and conduct throughout the probationary period.**

~~For the policy regarding evaluations of Administrators, please refer to policy E-222.~~

Human Resources ~~shall~~ **will** be consulted **regarding** ~~about any~~ concerns that arise during an employee's probationary period. The supervisor will meet with the probationary employee at regular intervals throughout the probationary period to provide constructive feedback and direction. **At any time during the probationary period, employment may be terminated without notice due to unsatisfactory workplace behaviour and/or performance.**

~~Human Resources will initiate a reminder to the supervisor at least two weeks before the probationary period is to expire. A copy of the completed probationary report, signed by the supervisor and the probationary employee, must be submitted to Human Resources prior to the end of the probation period.~~

At the sole discretion of the Sooke School District, the probationary period may be extended to a maximum of one (1) year to further assess workplace behaviour and/or performance. Employees shall receive written notification should the probationary period be extended.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

October 22, 2024

Draft new Policy E-152 "Salaries and Benefits for Excluded Employees" is scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft new Policy E-152 "Salaries and Benefits for Excluded Employees".

School District #62 (Sooke)

EXCLUDED STAFF & ADMINISTRATIVE OFFICERS— SALARIES & BENEFITS FOR EXCLUDED EMPLOYEES	No.: E-152
	Effective: June 22/81 Revised: Oct. 25/83; Dec. 11/90; Nov. 26/20; Oct. 8/21 Reviewed: Sept. 10/24; Sept. 24/24; Oct. 22/24

ADMINISTRATIVE REGULATIONS SCHOOL BOARD POLICY

This policy applies to all excluded/non-unionized employees including Executive Officers, Principals and Vice-Principals and exempt employees.

~~The Board recognizes four employee groups and its executive officers (Superintendent of Schools, Associate Superintendents of Schools, Directors of Instruction, Secretary-Treasurer, Executive Director of Human Resources and Executive Director and CIO—Information Technology).~~

1. ~~Sooke Teachers' Association~~
2. ~~Canadian Union of Public Employees, Local 459~~
3. ~~Principals/Vice-Principals Association~~
4. ~~Excluded Staff (not members of any of the above)~~

~~Collective Agreement negotiations with the Sooke Teachers' Association and the Canadian Union of Public Employees, Local 459, are carried out according to usual school district practice. **The Public Sector Employers' Council (PSEC) Secretariat, as coordinated by the BC Public School Employers' Association (BCPSEA), governs all matters related to employee salary and benefits. For excluded employees, the Board will shall comply with BCPSEA's *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement (BCPSEA Policy 95-06)* as follows:** meet annually to review salaries and benefits for Principals and Vice-Principals, excluded staff and executive officers by July 1 of each year.~~

1. **Salary increases and progression in the salary range are based on satisfactory or better individual performance in the performance year.**
2. **Salaries must be no less than the minimum of and not exceed the maximum of the salary range as outlined in the Salary Grid for Excluded Staff and the Regional Salary Model for Principals and Vice-Principals provided by BCPSEA.**
3. **Job evaluation and placement of position on the salary grid is at the sole discretion of BCPSEA as per Board Policy E-110 "Job Descriptions for Excluded Positions".**
4. **Subject to the approval of the Executive Director - Human Resources, employees placed into new excluded positions shall be positioned in the assigned salary range based on their relevant education and experience. Internal pay equity shall also be considered.**

5. **Salary increases are not to be provided without prior approval from BCPSEA.**
6. **Salary increases must be administered within the operational budget of the School District as approved by the Board and in accordance with funding provided by the Ministry of Education and Child Care.**
7. **The Sooke School District will contribute towards employee benefits, including but not limited to:**
 - **Extended health and dental care benefits insurance plans;**
 - **Group life insurance coverage and long-term disability plans;**
 - **employee and family assistance plans; and**
 - **pension plans.**
8. **Employee benefits are subject to change from time to time at the sole discretion of the Sooke School District and/or BCPSEA.**
9. **This policy does not apply to the Superintendent of Schools.**

~~5. The Board of Education will provide and continue to make adjustments to the extended health benefits plan (EHB) and dental plan for district-based executive, exempt staff and Principals and Vice-Principals. The adjusted plan as approved by the Board of Education, and permitted by BCPSEA, adjusts the plan to the level of the plans in place for public school teachers. The Board of Education is guided in these matters by the *Public Sector Employer Act* and Policy 95-06 Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement. The policy sets out at Article 2.3.3 (page 6) "Any increases in total compensation must be approved by BCPSEA prior to implementation by a Board of Education".~~

~~The Superintendent of Schools shall maintain an up-to-date list of excluded staff.~~

Board Info Note Public Board Meeting October 22, 2024

Agenda Item: 9.1 – Finalized September 1701 Enrolment

Purpose:

Provide the Board of Education with an update on finalized 1701 enrolment for 2024/2025.

Background:

- The 24/25 budget is based on an estimated projection of K-12 Standard (Regular) School FTE of **13,065**.
- Based on the finalized 1701 Ministry submission, the district has a total K-12 Standard (Regular) FTE of **13,298**.
- Based on the finalized 1701 Ministry submission, the district has a total Non-Standard Enrolment FTE of **13,751**.
- Together with International fee-paying students, this brings the district to a total of **14,000 FTE**.
- The breakdown of the K-12 Standard Enrolment by level, and compared to September 2023, is reflected in the following table:

Standard Enrolment	2023/2024	2024/2025	Growth	
Elementary	5,959	6,083	124	2.1%
Middle	2,828	2,974	146	5.2%
Secondary	3,963	4,241	278	7%
Total K-12 FTE	12,750	13,298	548	4.3%

Analysis:

- The rate of growth for K-12 Standard Enrolment is **4.3%** with the majority at the secondary level.
- Non-Standard Enrolment saw a slight increase in projections for Continuing Education and Alternative Schools, while there was a small decrease for Online Learning.
- Students with Designation categories continue to increase across the district.
- Of importance to note, English Language Learning was significantly under projections, a trend that has been noted provincially. This variance from projections impacts on provincial funding to the district and results in budget pressures that need to be balanced against the increased overall enrolment.
- The full breakdown of the 1701 enrolment report is reflected in the following table:

Description	FTE	FTE	FTE
	PRELIMINARY	OCT 4TH	BUDGET
	BUDGET	11:43 AM	INCR / (DECR)
	2024-25	2024-25	FROM PRELIM
TOTAL Standard (Regular) Schools	13,065.0000	13,297.6875	232.6875
Continuing Education	32.0000	42.3125	10.3125
Alternate Schools	209.0000	233.3750	24.3750
Online Learning	162.5000	131.5000	(31.0000)
Home Schooling	35.0000	41.0000	6.0000
Course Challenges	5.0000	5.0000	-
TOTAL Non-Standard Enrolment	443.5000	453.1875	9.6875
TOTAL	13,508.5000	13,750.8750	242.3750
English Language Learning	1,650.0000	1,480.0000	(170.0000)
Adult Education	9.5000	9.1875	(0.3125)
Level 1 Special Needs	12.0000	11.0000	(1.0000)
Level 2 Special Needs	835.0000	864.0000	29.0000
Level 3 Special Needs	540.0000	586.0000	46.0000
Total Special Needs	1,387.0000	1,461.0000	74.0000
Indigenous Education	1,275.0000	1,287.0000	12.0000

Prepared by: Monica Braniff, Deputy Superintendent



Information Note

School District 62 – Strategic Plan 2025-2029 Update

October 22, 2024

Background:

The Sooke School District Board of Education is currently engaged in the development of the 2025 - 2029 Strategic Plan. The purpose of this update is to share progress to date.

- Revised Vision, Mission, Values and Beliefs were approved by motion at the September 2024 Board of Education Meeting. Community consultation took place from November 2023 to January 2024. Development work on the Vision Mission, Values and Beliefs took place from February 2024 to September 2024.
- A public and district partners Strategic Engagement Plan was presented and approved at the Board of Education Meeting in August 2024.

The following engagements remain from the plan:

Engagements and Timelines for Strategic Plan 2025-2029

November 6: Leadership Strategic Plan Session

November 13: DPAC Strategic Plan Session

November 25: District Partners Strategic Plan Session

Strategic Plan Online Survey Dates: November 25 – December 13, 2024

Update:

On Tuesday, October 15th, senior staff and trustees welcomed 16 middle school and 24 secondary school students from across the district to Edward Milne Community School for a 3 hour session to discuss the future direction of the Sooke School District. Engaging conversations and ideas were shared by our diverse group of students that resulted in an enjoyable and informative day. Students shared perspectives on their learning environments, the facilities they learn in, the staff and curriculum they engage with and how their overall school experience prepares them for the future that lies ahead. We were grateful to hear and better understand student perspectives and suggestions about the goals and objectives for the 2025-2029 Strategic Plan.

Staff are currently compiling and analyzing the feedback gathered from the session. The feedback and overall experience will inform and improve upcoming sessions. The face to face engagement sessions will inform the survey questions posed in the final online engagement for input on the plan. Once the engagement plan has been completed trustees will be presented with all of the information gathered

with analysis from staff. Trustees will use the data gathered to provide staff with revisions and final direction to complete the plan. The target to complete the 2025-2029 Strategic Plan and receive board approval is the February 2025, Board of Education meeting.

Next Steps:

- District Leadership Team has identified key system performance evidence and initial recommendations for priority action.
- Consultation sessions will involve senior staff, PVP, exempt staff, student and district partner group representatives and members of the wider community.
- Consultation session feedback will inform a first Strategic Plan draft to share with Board and community.
- One or more subsequent drafts will be circulated prior to being brought to the Board for formal approval.

Respectfully submitted: Paul Block, Superintendent of Sooke Schools

School District 62 (Sooke)

Board of Education 2024-25 90 Day Work Plan Summary

November 2024 – January 2025

Action	November 2024	December 2024	January 2025
Approve			- Budget Principles & Assertions, Plan & Timelines (Resources Committee)
Review	<ul style="list-style-type: none"> - District enrolment report - Fiscal Monitoring Report 	<ul style="list-style-type: none"> - Annual Budget Recalculation and Draft Budget Process (Resources Committee) 	<ul style="list-style-type: none"> - Policy positions for submission to BCSTA AGM - Quarter 2 Operational Plan
Complete	<ul style="list-style-type: none"> - BCPSEA Symposium (Nov. 7-8) - BCSTA Academy (Nov. 21-23) 	<ul style="list-style-type: none"> - Organizational Meeting of the Board - Board Elections - BoE Committee Assignments 	<ul style="list-style-type: none"> - BCSTA Policy/Motions for AGM - BCPSEA Annual General Meeting (Jan 30-31) – Trustee Rep
Engage	<ul style="list-style-type: none"> - Municipal Partner Mtgs (Langford Board/Council TBD) - 2025-29 Strategic Plan DPAC Forum (Nov.13) - Municipal Partner Mtgs (Chair/Mayor – District of Sooke Nov. 18) - 2025-29 Strategic Plan District Partners Forum (Nov. 25) 	<ul style="list-style-type: none"> - SBO Winter Luncheon Chili Cookoff (Dec. 20) - Attend school holiday functions 	<ul style="list-style-type: none"> - Board & New MLAs Meeting (TBD) - Municipal Partner Meetings (Board/ Council) - TBD



Board Information Note

Public Board Meeting

October 22, 2024

Agenda Item 11.1: Superintendent's Update

LEARNING

Vancouver Island School Trustees Association Conference

On October 4th and 5th, members of the Board of Education travelled to Port Alberni for a weekend of learning, school business and networking with trustees and superintendents from across Vancouver Island. Our gracious hosts, SD#70 Pacific Rim provided a conference themed on Indigenous Education that offered experiential learning opportunities with local Indigenous Elders, many school-based youth programs and a truly inspirational session with residential school survivors that have created the AIRS Survivor Arts & Education Society. The event was primarily hosted in Alberni District Secondary School which opened as a new build in 2012. The experience provided our Board members an opportunity to tour and witness different yet equally captivating elements of school design and cultural aspects that make us so proud of our new secondary schools at Belmont and Royal Bay. Common experiences, connection and fun were the ingredients to a fantastic learning and team-building experience.

ENGAGEMENT

2025-2029 Strategic Plan Engagement – Student Forum

On October 15th, we welcomed 16 middle school and 24 secondary school students from across the district to Edward Milne Community School to join trustees, PVP and senior staff in a 3 hour session to discuss the future direction of the Sooke School District. We enjoyed the engaging conversations and ideas that were shared by our diverse group of students. Students shared perspectives on their learning environments, the facilities they learn in, the staff and curriculum they engage with and how their overall school experience prepares them for the future that lies ahead. We were grateful to hear and better understand their perspectives and suggestions about the goals and objectives for the 2025-2029 Strategic Plan.



Provincial SOGI Summit 2023

On October 17th, Sooke School District SOGI School Leads attended this year's Provincial SOGI Educators Summit. The Summit is the annual virtual conference bringing SOGI champions from across the province to engage in a day of celebration and learning. Our district is fortunate to have over 40 School Leads representing all our schools, K-12. Together they are raising awareness and supporting the work ongoing in our schools to create safe, inclusive environments for students, staff, and families. It takes a village to create a culture of belonging and we have strong champions doing great work across the Sooke School District.

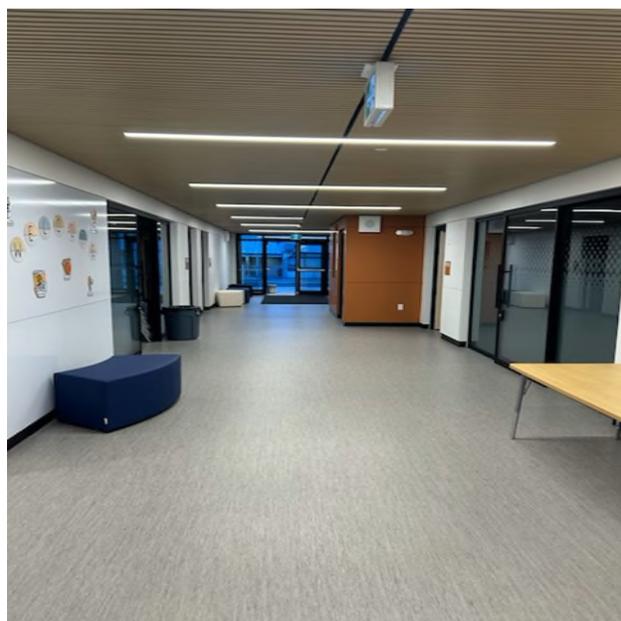
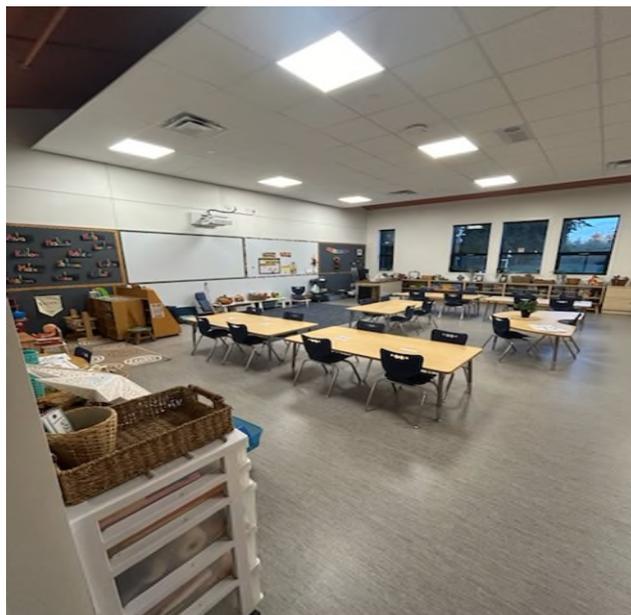
GROWTH

Ruth King and David Cameron Pre-Fabricated Classroom Additions Welcoming Students

We are pleased to share that we have welcomed students and staff into the pre-fabricated classroom additions at Ruth King and David Cameron Elementary Schools. We achieved occupancy first at Ruth King with students enjoying their new classrooms on September 25th and shortly after we achieved occupancy at David Cameron on October 11th. Students and staff's initial response to the new spaces has been overwhelmingly positive as the large new classrooms and expansive hallways featuring large windows and natural light exceeded expectations. Other features such as inclusive washrooms, breakout rooms for small group work and a teacher workspace/lunch room all inside the new additions creates self-sufficient learning spaces that beautifully complements the overall school footprint and facility.

We want to extend our gratitude to our teachers and support staff that demonstrated patience and flexibility as our occupancy dates were pushed beyond September start-up. We'd like to acknowledge the leadership of our PVP for their dedication to supporting their school communities through this transition.

On September 23rd, we hosted a tour for 30 staff from the Ministry of Education and Child Care at the Ruth King addition, taking the opportunity to acknowledge their "out of the box" financial and technical support to SD62 in bringing this new construction method forward, resulting in 16 new and modern permanent classrooms being built in 7 months when typical construction timelines for a similar project would be 24-36 months.



Recruitment Processes

As the fastest growing (per capita) school district in B.C., the Sooke School District is consistently engaged in pursuing organizational excellence through developing and attracting quality and skilled individuals to work within our dynamic and growing organization. Recent examples of our on-going recruitment and succession planning are as follows:

With the announced retirement of Secretary / Treasurer Harold Cull at the end of the calendar year, the district has been engaged in a nation-wide recruitment search for a new Secretary Treasurer. The search has been on-going since early September and the final interviews will be held November 1st. We look forward to introducing our newest executive team member who will be stepping into a critical role in the district.

SĆIΛNEW_STĒLITKĒL Elementary is scheduled to open September 2025. The district has been hard at work ensuring construction remains on time and on budget. We have been building momentum towards addressing the operational needs of this amazing new school. The champion of SĆIΛNEW_STĒLITKĒL Elementary will be the new principal who will lead many of the operational considerations in the new year in preparation for a September 2025 opening. Interviews are scheduled for October 18th for this new and exciting opportunity to lead a new school community and build a culture of excellence in learning, community building and global citizenship. We look forward to sharing more about the leadership and operational details regarding SĆIΛNEW_STĒLITKĒL Elementary in the near future.

With the announcement of the retirement of current District Principal of Inclusive Education Services Janine Brooks, in June 2024, Mark Johnston, current District Vice Principal of Inclusive Education Services was the successful candidate. With the transition date being the end of the calendar year for these two brilliant educators, we now have our sights on filling the role of District Vice Principal of Inclusive Education services. We are pleased to share that the interviews for this position will be November 7th, and we look forward to sharing news about the successful candidate shortly thereafter.