

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 24, 2023, at 7:00 pm.**

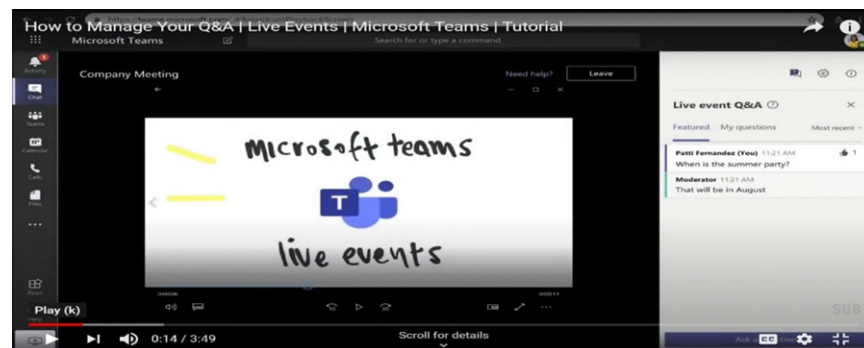
Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

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

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

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

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



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



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
October 24, 2023 – 7:00 p.m.**

AGENDA

- 1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
- 2. AGENDA (page 2)**
 - 2.1 Call for amendments and additional items
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of October 24, 2023, 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 26, 2023, as presented (or as amended).
- 4. INFORMATION ITEMS AND ANNOUNCEMENTS**
 - 4.1 Board Chair Update – Amanda Dowhy
Motion Requested: That the Board of Education of school District 62 (Sooke) direct staff to prepare a letter of support for The Village Initiative RE: Westshore Foundry Application.
- 5. EDUCATIONAL PRESENTATIONS**
 - 5.1 School Trip to Salt Lake City UT, June 6-10, 2024 – Lucas MacNeil (page 13)
 - 5.2 School Trip to Denver CO, June 7-10, 2024 – Lucas MacNeil (page 20)
 - 5.3 Online Learning Hubs Update – Paul Block (page 28)



6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence:

- a. Letter from the Sooke Teachers Association dated September 22, 2023, RE: FSA Withdrawal (page 31)
- b. Letter from Colin Sparks, dated October 9, 2023, RE: Request for Support (page 32)

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

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee – Meeting of October 10, 2023 – Ebony Logins (page 33)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the Facility rental rates for the 23/24 school year as presented to the Resources Committee on October 10, 2023.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of October 10, 2023.

7.2 Amended Capital Plan Bylaw No. 2023/24-CPSD62-03 – Harold Cull (page 35)

Motion Requested: That the Board of Education of School District 62 (Sooke) allow all three readings of the 23/24 Amended Capital Plan Bylaw No. 2023/24 CPSD62-03 at its meeting of October 24, 2023.

Motion Requested: That the Board of Education of School District 62 (Sooke) give first, second and third readings to the 23/24 Amended Capital Plan Bylaw No. 2023/24 CPSD62-03.

8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of October 3, 2023 – Allison Watson (page 42)

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy C210 “Placement of Students”.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of October 3, 2023.

8.2 Adoption of Policies & Regulations – Scott Stinson (page 47)

Motion Requested: Given that the required Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt draft revised Policy A-105 “Trustee Code of Conduct”.



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 new Policy and Regulations B-335 “Communicating Student Learning and Reporting”.

9. STUDENTS

10. FOUNDATIONS AND GOVERNANCE

10.1 Board of Education 90 Day Work Plan – Amanda Dowhy (page 59)

10.2 Ukraine Student Visit Update – Scott Stinson (page 60)

Motion Requested: That the Board of Education for School District 62 (Sooke) authorize staff to provide homestay costs (estimated at \$2,000) for a two-week period for four student visitors from the Ukraine.

10.3 2023/24 Enrolment Update – Paul Block (page 62)

11. ADMINISTRATION

11.1 Foundation Skills Assessment (FSA) Update – Scott Stinson (page 65)

12. PERSONNEL

12.1 Superintendent’s Report – Scott Stinson (page 69)

13. UPCOMING EVENTS

14. FUTURE ITEMS

15. QUESTION PERIOD

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

16. ADJOURNMENT



MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
September 26, 2023 – 7:00 p.m.

TRUSTEES: Amanda Dowhy, Board Chair
Cendra Beaton
Trudy Spiller
Ebony Logins, Vice Chair
Christine Lervold
Allison Watson

STAFF: Scott Stinson, Superintendent
Harold Cull, Secretary-Treasurer
Paul Block, Deputy Superintendent
Monica Braniff, Associate Superintendent
David Strange, Associate Superintendent
Fred Hibbs, Executive Director, HR
Farzaan Nusserwanji, Executive Director, IT
Steve Tonnesen, Manager, IT Operations

REGRETS: Russ Chipps

SECRETARY: Kristina Ross

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:04 p.m. by the Board Chair, who acknowledged the traditional territories of the First Nations.

2. AGENDA

2.1 Call for amendments and additional items

141. MOVED Cendra Beaton/Ebony Logins
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of September 26, 2023, as presented.
CARRIED

2.2 Report on In-Camera Meeting– Amanda Dowhy



This is notice 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. From that meeting the Board has moved to “rise and report” from its Governance Committee.

142. MOVED Allison Watson/Cendra Beaton
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft Policy A-105 “Trustee Code of Conduct”.
CARRIED

3. MINUTES

3.1 Call for amendments to minutes

143. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of August 29, 2023, as presented.
CARRIED

4. INFORMATION ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

The Board Chair brought attention to 17-year-old Jesokah Adkens who went missing from a bus stop in Sooke, on September 26, 2001. Jesokah remains in Sooke residents’ thoughts and prayers. Newly elected Trustee Christine Lervold was welcomed to the District at an Oath of Office Ceremony held prior to the Board Meeting and will receive her committee assignments shortly. The Board of Education is once again at full strength and will continue with the work of the District.

5. EDUCATIONAL PRESENTATIONS

5.1 Student Exchange Trip Tokyo, Japan 2024 – Jennifer Gibson

Staff provided an overview of the student exchange trip to the Board of Education.

144. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) approve the Journey Middle School Trip to Tokyo, Japan from March 17, 2024, to March 26, 2024, subject to the oversight and direction of the Superintendent’s Office.
CARRIED

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence



- a. Email from Dominique Jacobs RE: Welcome to the 2023/24 School Year, dated September 5, 2023.

145. **MOVED** Cendra Beaton/Ebony Logins
That the Board of Education of School District 62 (Sooke) receive the correspondence from Dominique Jacobs RE: Welcome to the 2023/24 School Year.
CARRIED

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

The STA expressed their dissatisfaction in the Foundation Skill Assessment (FSA) parent withdrawal process at the Sooke School District. Teachers believe that the FSA is being used inappropriately, and that they are already evaluating students individually, so there is no need for the FSA. Further, she indicated that the data resulting from FSAs are harming students and school communities. She would like the Board of Education to reevaluate the withdrawal process that parents must complete if they do not want their child to participate in the FSA.

CUPE 459 – Amber Leonard

CUPE is celebrating its 60th anniversary this year and hosted its kickoff barbeque last weekend. As part of the celebration Wayla Chipps, a talented young artist, gifted CUPE 459 a design that was incorporated into an anniversary t-shirt. CUPE 459 provided these shirts to its members and would like to offer them to the Board of Education. Amber Leonard thanked EAs, clerical staff, the IT department, bus drivers, and facility staff for the great start up to the school year and acknowledged those members who worked diligently throughout the summer. CUPE 459 will be electing its new executive team at the end of the year, as positions become vacant due to term endings and retirements.

PVP – Lisa Leclerc

Lisa Leclerc provided an update to the Board of Education on the start up of school and activities around the District. Highlights included PAC BBQs, the Terry Fox Run, Meet the Teacher/Open House, transitioning our Kindergarten students, and this week schools are focused on teaching and learning about Truth and Reconciliation.

SPEAC – Nevada Kaludjar

SPEAC congratulated newly elected Trustee Christine Lervold and indicated that SPEAC held its monthly meeting last week. Most of the meeting addressed



questions and challenges facing SPEAC reps, specifically to do with new students to the District and Canada. The next SPEAC meeting will be October 18, 2023, at 6:30 p.m. via Zoom.

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee Meeting of September 19, 2023 – Ebony Logins

Trustee Logins provided an overview of the Resources Committee Meeting of September 19, 2023, to the Board of Education.

146. MOVED Ebony Logins/Trudy Spiller

That the Board of Education of School District 62 (Sooke) approve the 24/25 Minor Capital Plan submission as presented to the Resources Committee on September 19, 2023.

CARRIED

147. MOVED Ebony Logins/Cendra Beaton

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of September 19, 2023.

CARRIED

7.2 22/23 Financial Statements Approval – Cendra Beaton

Trustee Beaton provided an overview of the financial statements to the Board of Education.

148. MOVED Cendra Beaton/Ebony Logins

That the Board of Education of School District 62 (Sooke) approve the 22/23 financial statements as presented at the Audit Committee meeting of September 20, 2023.

CARRIED

7.3 Amended Capital Plan Bylaw No. 2023/24-CPSD62-02 – Harold Cull

Harold Cull provided an overview of the amended capital plan, the receipt of additional funding, and the change needed to the bylaw.

149. MOVED Allison Watson/Christine Lervold

That the Board of Education of School District 62 (Sooke) allow all three readings of the 23/24 Amended Capital Plan Bylaw No. 2023/24 CPSD62-02 at its meeting of September 26, 2023.

CARRIED (UNANIMOUS)



150. MOVED Cendra Beaton/Christine Lervold
That the Board of Education of School District 62 (Sooke) give first, second and third readings to the 23/24 Amended Capital Plan Bylaw No. 2023/24 CPSD62-02.
CARRIED

8. EDUCATION PROGRAM

- 8.1 Education-Policy Committee Meeting of September 12, 2023 – Allison Watson
Trustee Watson provided an overview of the Education-Policy Committee Meeting of September 12, 2023, to the Board of Education.

151. MOVED Allison Watson/Trudy Spiller
That the Board of Education of School District 62 (Sooke) direct the Governance Committee to review Administration Regulation A-340 for the purpose of updating context and language.
CARRIED

152. MOVED Allison Watson/Trudy Spiller
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations B-335 “Communicating Student Learning and Reporting”.
CARRIED

153. MOVED Allison Watson/Cendra Beaton
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of September 12, 2023.
CARRIED

- 8.2 Adoption of Policy & Regulations – Paul Block
Paul Block spoke with regards to the revised Policy B-133 “Online Learning”.

154. MOVED Allison Watson/Christine Lervold
Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt revised Policy B-133 “Online Learning”.
CARRIED

9. STUDENTS



9.1 Ukraine Student Visit – Scott Stinson

As a result of the war in the Ukraine, several humanitarian missions have been organized and carried out from volunteers in the Westshore. The volunteer group has extended an offer to four secondary students to come to SD62 this school year. This opportunity would have the students attend EMCS for two weeks and a program at Bamfield for one week with their student host. The cost to the Board of Education would be approximately \$2,000. A fulsome discussion of the subject occurred; the Board of Education extended an invitation to the volunteer group to provide additional information at the next Public Board Meeting on October 24, 2023.

10. FOUNDATIONS AND GOVERNANCE

10.1 22/23 Strategic Plan Annual Report – Scott Stinson

Staff provided an overview of the 22/23 Strategic Plan Annual Report and an overall rating of the progress the District has made.

155. **MOVED** Cendra Beaton/Christine Lervold

That the Board of Education of School District 62 (Sooke) approve the 22/23 Strategic Plan Annual Report as presented.

CARRIED

10.2 22/23 Framework for Enhancing Student Learning (FESL) Report to the Ministry - Paul Block

Staff provided an overview and highlights of the FESL Report to the Board of Education.

156. **MOVED** Amanda Dowhy/Allison Watson

That the Board of Education of School District 62 (Sooke) direct staff to provide a report to the Board of Education on the Foundation Skill Assessment (FSA), its relation to the Ministry of Education and district reporting requirements.

CARRIED

157. **MOVED** Cendra Beaton/Christine Lervold

That the Board of Education of School District 62 (Sooke) approve the 22/23 Framework for Enhancing Student Learning Report and submit it to the Ministry of Education and Child Care.

CARRIED

10.3 23/24 Board Work Plan – Amanda Dowhy



Annually the Board of Education reviews and sets its calendar and work plan for the school year.

158. MOVED Christine Lervold/Allison Watson
That the Board of Education of School District 62 (Sooke) adopt the 23/24 Board and Committee Meeting Schedule and the 23/24 Board of Education Work Plan as presented.
CARRIED

11. ADMINISTRATION

11.1 Superintendent's Report – Scott Stinson

The Superintendent provided the Board of Education an update on Learning, Engagement and Growth. He touched on the positive school start-up, the changes to the District in 2024, the BC Rights Code and the Board's obligation to ensure that when students attend our schools that they feel a sense of safety, belonging and acceptance. The School District continues to grow; for September 2023 enrolment is likely to be over 12, 811 headcount and 12,941 FTE, showing a year-to-year growth of 5.6%.

12. PERSONNEL

13. UPCOMING EVENTS

September 30 - 1701 Submission
September 30 - Truth & Reconciliation Day
October 2 - Closed
October 5 – World Educators Day
October 13/14 – VISTA Meeting
October 19 - BCSTA Advocacy Day
October 20/21 - BCSTA Provincial Council

14. FUTURE ITEMS

15. QUESTION PERIOD

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

16. ADJOURNMENT



The meeting was adjourned at 9:05 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer



INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE

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

Part A:

School: Royal Bay Date Submitted: Oct 6 2023
 Principal: Trine Huck
 Supervisor (Educator in charge): Lucas Macaesi
 Destination of Trip: Salt Lake City, Utah
 Departure Date: June 6 2024 Return Date: June 9 or 10 2024
 Grade level(s): 11/12 No. of students involved: approx 20
 Approx. cost of tour: \$ approx 30,000.00 Approx. cost to students: \$ 1500.00
 Transportation: flight rental vehicles.
 No. of school days missed (recommend 3 days maximum) 2-3
 Source of Funding: families + fundraise

Accommodation Arrangements: Billet Hotel/Motel Camping Other

- How has the proposed International Educational Trip been included in the overall plan for the year?
Students miss 2-3 days of school, to travel / compete. It does have a extra curricular element, as students are enrolled in kar academy. This is used as a recruiting event for grade 11 + 12's to pursue collegiate future opportunity.
- Unique Risk/Safety Considerations: Kar is a contact sport. It can have bumps, bruises, broken bones. Family must show proof of medical / travel / cancellation insurance.

APPENDIX E**International Educational Trips****1. Pre-Trip Review**

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

2. Documentation

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

3. Health and Safety

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

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

Oct. 6 2023.
Date

PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL EDUCATIONAL TRIP



Principal's Signature

Oct 10/23
Date



Associate Superintendent's Signature

Oct. 22/23
Date

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

- Purpose of the extracurricular trip is to take 1 team (18-22 students) to Utah for a lacrosse tournament that will have colleges looking for future student athletes. The lacrosse academy students work very hard in their academy/PHE class. Going to this tournament allows the students an opportunity to show/preform their full year development and learnings that they have worked on each day at school. This trip does have a curricular aspect to it, as we are teaching students how to travel appropriately within a group, during a school sanctioned event. Students will also be showing what they have learned from class all year. Students will be participating against other high schools and teams of students the same age.
- During this trip, there will be a minimum ratio of 1:10 adults (including teachers, supervisors and chaperones). Students will always be under supervision, even during “free time”. Students will be spending most of their time either at the playing fields or hotel. We may go for a team dinner if the restaurant allows large groups.

2. Proposed itinerary – please see last pages.**3. Method of Financing the Trip – We will be using money from our academy fundraising account, as well as money from families that want to pay themselves.****4. Supervisors.**

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

5. Travel Insurance

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

- trip cancelation insurance
- trip medical insurance
- covid-19 vaccine proof (if required)
- 2 copies of student pass port (1 for the school and 1 for Lucas to have on the trip)
- Alternate destination plan for this trip is likely not needed. But in case of an issue arising, communication with both Mike Huck and Wayne Kelly will occur to determine our path home.

6. Pertinent information.

- Due to the tournament having a waiver to be signed as a condition of participation, it is pertinent that students will have individual medical insurance to ensure they are taken care of and will safely get home.

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

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

(Parent keep this page)

Utah, June 2024 Field Trip Itinerary

Estimated times

Thursday June 6, 2024

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

5:30 am. Take off for Seattle. Flight AS2353 with Alaska. Take attendance before boarding.

6:18 am Land in Seattle and go through customs, together.

9:35 am take off for Utah. Flight AS0674 with Alaska. Take attendance before boarding.

1:20 pm Land in Utah. Collect bags together and wait for shuttle bus to Budget Rental.

3:30 pm Leave Budget Rental with 2 vans. 20 students and 2 adults and drivers.

4:15 pm – Check into Hotel – TBD _____

6 pm. Dinner @ TBD

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.

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

Friday June 7, 2024

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

9:00 am Wake up and go for breakfast.

9:45 am breakfast

Games will run all day. We will stick together at the fields or back to the hotel with supervision.

Lunch and dinner will be bought at the fields from the vendors, as games that day will be from morning to evening.

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

Saturday June 8, 2024

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

9:00 am Wake up and go for breakfast.

9:45 am breakfast

Games will run all day. We will stick together at the fields or back to the hotel with supervision.

Lunch and dinner will be bought at the fields from the vendors, as games that day will be from morning to evening.

Sunday June 9, 2024

5 am – Wake up

5:30 am leave hotel to return rentals at Budget Rental. Attendance taken by coaches and chaperones.

6:00 am - Check in for Flights at Utah International. Attendance taken by coaches and chaperones.

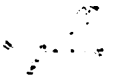
8:10 am – Flight leaves Utah for Seattle. Flight AS1173 with Alaska. Take attendance before boarding.

10:09 am – Land in Seattle.

11:35 am – Leave Seattle for Victoria. Flight AS2384 with Alaska. Take attendance before boarding.

12:29 pm – Land in Victoria and go through customs.

1 pm – Students head home with parents form airport.



Supplies and Equipment for Staff to Bring

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

Denver

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: Payet Bay Date Submitted: Oct. 6 2023
 Principal: Mike Huch.
 Supervisor (Educator in charge): Lucas Nardelli
 Destination of Trip: Denver, Colorado
 Departure Date: June 7 2024 Return Date: June 10 2024
 Grade level(s): 11/12 No. of students involved: approx 20
 Approx. cost of tour: \$ ≈ 30,000 Approx. cost to students: \$ 15,000 / 1,600
 Transportation: flight + rental car.
 No. of school days missed (recommend 3 days maximum) 2, 3 max
 Source of Funding: families e fundraise

Accommodation Arrangements: Billet Hotel/Motel Camping Other

- How has the proposed International Educational Trip been included in the overall plan for the year?
students will miss 2-3 days of school, to travel/compete. It does have an extra curricular element, as students are enrolled in law academy. This is used as a recruiting event for grade 11/12's to pursue collegiate future opportunity.
- Unique Risk/Safety Considerations: hax is a contact sport. It can have bumps, bruises, body bones. family must show proof of medical/travel/cancelation insurance.

APPENDIX**International Educational Trips****1. Pre-Trip Review**

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

2. Documentation

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

3. Health and Safety

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

Part B

Please provide a detailed attachment with the following information:

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

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



Supervisor's Signature



Date

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



Principal's Signature



Date

Associate Superintendent's Signature

Date

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

- Purpose of the extracurricular trip is to take 1 team (18-22 students) to Utah for a lacrosse tournament that will have colleges looking for future student athletes. The lacrosse academy students work very hard in their academy/PHE class. Going to this tournament allows the students an opportunity to show/preform their full year development and learnings that they have worked on each day at school. This trip does have a curricular aspect to it, as we are teaching students how to travel appropriately within a group, during a school sanctioned event. Students will also be showing what they have learned from class all year. Students will be participating against other high schools and teams of students the same age.
- During this trip, there will be a minimum ratio of 1:10 adults (including teachers, supervisors and chaperones). Students will always be under supervision, even during “free time”. Students will be spending most of their time either at the playing fields or hotel. We may go for a team dinner if the restaurant allows large groups.

2. Proposed itinerary – please see last pages.**3. Method of Financing the Trip – We will be using money from our academy fundraising account, as well as money from families that want to pay themselves.****4. Supervisors.**

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

5. Travel Insurance

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

- trip cancelation insurance
- trip medical insurance
- covid-19 vaccine proof (if required)
- 2 copies of student pass port (1 for the school and 1 for Lucas to have on the trip)
- Alternate destination plan for this trip is likely not needed. But in case of an issue arising, communication with both Mike Huck and Wayne Kelly will occur to determine our path home.

6. Pertinent information.

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

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

(Parent keep this page)

Denver, June 2024 Field Trip Itinerary

Estimated times

Thursday June 6, 2024

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

5:30 am. Take off for Seattle. Flight AS2353 with Alaska. Take attendance before boarding.

6:18 am Land in Seattle and go through customs, together.

9:35 am take off for Denver. Flight AS0674 with Alaska. Take attendance before boarding.

1:20 pm Land in Denver. Collect bags together and wait for shuttle bus to Budget Rental.

3:30 pm Leave Budget Rental with 4 vans. 40 students and 4 adults and drivers.

4:15 pm – Check into Hotel – TBD _____

6 pm. Dinner @ North Field 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.

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

Friday June 7, 2024

9:00 am. Wake up

9:30 am. Breakfast @ hotel, or students can eat breakfast from the groceries.

11:00 am. Leave hotel to go to lacrosse fields for practise @ Dicks Sporting Good's Field

1:00 pm. Team lunch at North Field Shopping Center. Return to hotel when done.

2:30 pm. Study session for those who have school work or finals. 1.5 hours

5:30 pm. Games can start at Dicks sporting goods field – may be later game but guaranteed we play Friday evening. Will leave the hotel an hour before the game starts.

10 pm. Lights out and room checks.

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

Saturday June 8, 2024

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

9:00 am Wake up and go for breakfast.

9:45 am breakfast

Games will run all day. We will stick together at the fields or back to the hotel with supervision.

Lunch and dinner will be bought at the fields from the vendors, as games that day will be from morning to evening.

Supplies and Equipment for Staff to Bring

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

Sunday June 9, 2024

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

9:00 am Wake up and go for breakfast.

9:45 am breakfast

Games will run all day. We will stick together at the fields or back to the hotel with supervision.

Lunch and dinner will be bought at the fields from the vendors, as games that day will be from morning to evening.

If given the opportunity, we will organize a team dinner Sunday evening depending on final game time.

****Before bed, rooms will be cleaned and bags packed to make the morning easier.**

Supplies and Equipment for Staff to Bring

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

Monday, June 10, 2024

5 am – Wake up

5:30 am leave hotel to return rentals at Budget Rental. Attendance taken by coaches and chaperones.

6:00 am - Check in for Flights at Denver International. Attendance taken by coaches and chaperones.

8:10 am – Flight leaves Denver for Seattle. Flight AS1173 with Alaska. Take attendance before boarding.

10:09 am – Land in Seattle.

11:35 am – Leave Seattle for Victoria. Flight AS2384 with Alaska. Take attendance before boarding.

12:29 pm – Land in Victoria and go through customs.

1 pm – Students head home with parents form airport.

Board Info Note

Public Board Meeting

October 24, 2023

Agenda Item: 5.3 – Online Learning Hubs

BACKGROUND:

SD62 Online Learning:

- During the 21/22 school year, a comprehensive District Program Review was performed to understand and acknowledge how our programs best serve the needs of our students, families, and community. In addition, consideration to provincial mandate changes and the effect on our programs was reviewed.
- SD62 Online Learning (part of the Pathways & Choice portfolio), was housed at Westshore Centre for Learning and Training located on Goldstream Avenue, and was relocated as of July 31, 2023, to the School Board Office.
- Program review recommendations connected to SD62 Online included:
 - Establish Online Learning HUBs within each of SD62’s traditional secondary schools (Belmont, EMCS & Royal Bay).
 - Expand Blended Learning beyond the current middle school (gr 6-8) option to include an option for grade 9 students.
- The Ministry of Education is in the final stages of ‘modernizing online learning in BC’ which includes rebranding ‘Distributed Learning’ to ‘Online Learning’, implementation of a provincial learning management system (D2L’s Brightspace LMS), and designating current Online Learning Schools as either Provincial Online Schools (POLS) or District Online Schools (DOLS).
- SD62 Online will be our District’s District Online School (DOLS).

CHANGES TO ONLINE LEARNING FOR 2023-24:

Implementation of Online Learning Hubs:

- The implementation of Online Learning Hubs in SD62’s traditional secondary schools align with the Ministry’s changes to online learning and their updated policy and guidelines for Online Learning as applied to POLS as well as to the outcomes/recommendations from SD62’s 2021/22 Program Review.
- SD62 Online will continue to offer secondary school online courses within “Online Learning Hubs” at Belmont, EMCS, & Royal Bay. This will allow students to access online learning courses and related supports within their current school building.
- Support for the online learning components of Westshore Secondary’s Individual Learning Program and SD62 Academy Programs will continue.

UPDATE ON ONLINE LEARNING HUBS IMPLEMENTATION:

As September 2023 ended, we were able to assess the interest and uptake of student course selection at our 3 traditional secondary schools. This is the first indicator if the decision to offer online courses within our Secondary schools as an option within a student’s daily timetable was meeting the needs of our

students. We are pleased to share that student registration in online courses via the Online Hubs has exceeded our initial expectations.

Online Learning: 2022-2023 Comparison

	September 2022		September 2023	
	# of courses	FTE	# of courses	FTE
SD62 Online	255.5	31.9375 FTE	257.5	32.1875 FTE
Online Learning Hubs	0	0	640.5	80.0625 FTE
TOTAL	255.5	31.9375 FTE	898	112.25 FTE

We have well over 650 students choose an online course for their timetable this school year. In the 2022/23 school year we had approximately 260 students choose to take an online course. This represents a **250%** increase in student online course registrations.

Why? What are we hearing?

- Students prefer to move at their own pace through a course
- Students prefer the flexibility an online course provides in terms of access to learning materials, assignments, and timely feedback and assessment of student work
- Having the Online Hub classroom in the school and being able to connect and build relationship with their online teacher has made the choice for online far more attractive than the process (barriers) of registering through an Online School and experiencing limited access to face to face support as needed.
- Students very much appreciate having choice. Example: students perhaps started in a face to face course at the beginning of September however due a variety of reasons (choice of teacher, make up of class, when and where it fell in a student's timetable) some students chose to transfer to online over their face to face course(s).
- Due to the pandemic, students are more familiar with the online format and it is not perceived as a significant change, therefore students are more confident it is the right choice for them and willing to consider the option.

Online Learning Hubs by School Course Summary

School	# of Courses	FTE
Belmont	290.5	36.3125 FTE
EMCS	93.5 (includes 14 grade 9 courses)	11.6875 FTE
Royal Bay	256.5 (includes 21 grade 9 courses)	32.0625 FTE
District Total	640.5 courses	80.0625 FTE

In summary, we are leading the province in terms of innovation with Online and Blended Learning opportunities for students. This is a direct result of SD62's commitment to the Pathways and Choice portfolio in terms of leadership, resourcing and staffing. This is also evidence of the impact of the collaboration, research and recommendations surfaced by the Program Review process in the 21/22 school year. Lastly and most impactful, we want to acknowledge the adaptability and engagement of our secondary teachers and PVP for embracing and supporting this innovation. Without their support and desire to make this shift as appealing and accessible to students as possible, it is unlikely we would have experienced such success in enrolment in Online Hub courses.

There are 2 further indicators that we will track as the year progresses:

- a) will students continue to choose online as the 1st semester progresses and 2nd semester approaches?
- b) the overall success of the innovation must be assessed by the course completion rate and overall student achievement in online courses. Will student's achievement be better than previous success rates in Online courses when they were only offered via an online school and will completion rates and student achievement indicators be at parity with academic results in face to face courses?

Respectfully submitted by:

Paul Block - Deputy Superintendent



Sooke
Teachers'
Association

President: Jennifer Anderson ~ lp62@bctf.ca
1st Vice-President: Rita Zeni ~ lx62vp@bctf.ca
2nd Vice-President: Christina Kempenaar ~ lx62vp2@bctf.ca
Office Manager: Taryn Treloar ~ sooketeachers@shaw.ca
Address: 107-689 Hoffman Ave, Victoria, BC, V9B 4X1
Phone: (250) 474-5555 ~ **Website:** www.Sooketeachers.org

September 22, 2023

Amanda Dowhy, Chair
School District No. 62 (Sooke)
3143 Jacklin Road
Victoria, BC V9B 5R1

Re: FSA Withdrawals

Dear Ms.Dowhy:

The Sooke Teachers' Association is writing to express our extreme dissatisfaction in the Foundation Skill Assessment parent withdrawal process in the Sooke District.

We are calling on the Board to pass a motion in support of parental rights to withdraw their child from writing the standardized test.

Other Boards have passed similar motions, including Greater Victoria who direct their Superintendent to have principals and vice-principals honour parental requests. Before last school year, parent choice was honoured in Sooke District, as well. Administrators did not call parents when the withdrawal form was received.

As a reminder, teachers believe the FSA is being used inappropriately. For example, it was not designed to measure an individual student's progress, the Fraser Institute routinely uses the the data to erroneously rank schools, and the data resulting from FSAs is harming school communities.

Teachers already effectively evaluate students individually. They report this information to parents in a timely fashion and work with parents to support student learning. Taking a week of time out of the classroom, away from authentic learning, for misused standardized testing is inappropriate, especially for something that impacts some students so negatively that they become anxious and upset. Because of the test's format, during that week, technology availability, which is already limited, is further limited for the rest of the school, which ultimately impacts every student's learning.

Sincerely,

A handwritten signature in black ink, appearing to read 'Anderson', with a long horizontal flourish extending to the right.

Jennifer Anderson,
President
Sooke Teachers' Association

CC : Board of Education

2023 Oct 9

Board of education
 School district 62
 3143 Jacklin Road, Victoria, BC V9B 5R1

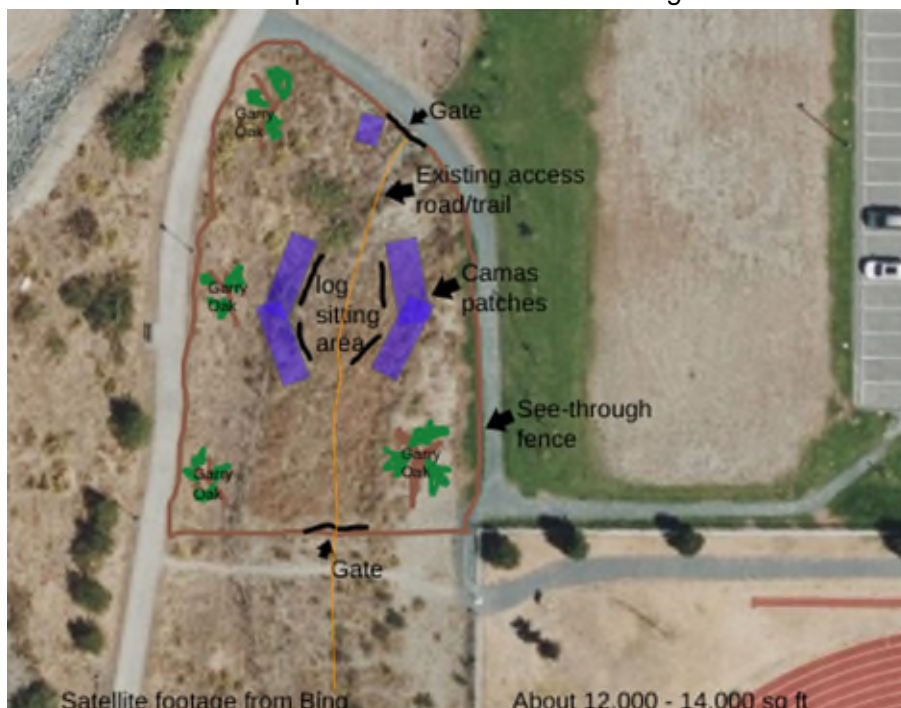
Hello members of the board!

My name is Colin Sparks. I just graduated from Royal Bay Secondary school last year (Class of 2023). At Royal Bay I founded and chaired the schools Sustainable Community Council and one of the projects I lead is the creation of a Garry Oak meadow adjacent to the school.

This will serve the purpose of both a stewardship project that youth and the community can get involved in and a learning space that classes can go to for many years to come; it will emphasise the importance of the Garry oak meadows for climate change and its significance towards the Indigenous people's culture and connection to the land.

This is where it's at currently. We have the backing from the City of Colwood, CEiNC (a citizens environmental group), Royal Bay High School, a local developer and the City of Colwood parks manager. A local landscaping company is donating their time and equipment to clear the site of all the weeds free of charge. After buying 400 Camas bulbs we still have some money left over to help us acquire more flowers and small miscellaneous things. Colwood's parks manager has given most of the supplies/resources we need (like soil, cardboard, flowers, seeds, wheelbarrows, shovels etc). We're looking for financial/resource support to create fencing and a sitting area.

Below is a rough idea of what the site plan looks like. While it's subject to change, all the areas that don't have Camas patches will have flowers and grasses native to the Garry Oak meadows.



Thank you for your hard work in creating a better tomorrow and for your valuable time.
 -Colin Sparks

Committee Report of Resources Committee Meeting of October 10, 2023 via MS Teams

Present: Ebony Logins, Trustee (Committee Chair)
Christine Lervold, Trustee (Committee Member - virtual)
Trudy Spiller, Trustee (Committee Member- virtual)
Russ Chipps, Trustee (virtual)
Cendra Beaton, Trustee (virtual)
Scott Stinson, Superintendent
Harold Cull, Secretary Treasurer
Paul Block, Deputy Superintendent
Ed Berlando, STA (virtual)
Ceilidh Deichmann, SPVPA
Nevada Kaludjer, SPEAC (virtual)
Nicole Gestwa, IT

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:03 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 19, 2023, at its Public Board Meeting dated September 26, 2023.

3. PRESENTATIONS

4. BUSINESS

4.1 Updated Enrolment Estimates and Financial Impacts – Harold Cull

Staff provided an update on enrolment for the 23/24 school and the projected impacts on budget as the District finalizes the actual enrolment for September 2023 through the 1701 process. Currently, the District is looking at an enrolment growth of 500 FTEs (12,250 to 12,750) for the K-12 Standard funding category. This amount is slightly less than the 12,900 FTEs that was used as a projection during the budget development



process. A summary of the other major funding categories was provided to the Committee that reflected increases in the Continuing Education, Alternate Schools, Online Learning and Home-Schooling funding categories. The net impact on the budget is expected to be approximately \$800,000 and it was confirmed this reduction will be absorbed in staffing adjustments based on the smaller enrolment numbers.

4.2 Space Planning for 24/25 – Harold Cull

As committed at last month's Committee meeting, staff presented a space plan for the 24/25 school year based on estimated enrolment growth of 575 FTEs. Staff have begun the planning earlier this year to increase the likelihood that new spaces will be ready for September 2024. The Committee was reminded that the District is projecting deficits of \$3.300 m as at June 30, 2025 and \$5.200 m as at June 30, 2026 due the projected costs to acquire portables for the enrolment growth expected.

The Ministry of Education and Child Care has provided notional approval on funding for 16 modular classrooms. The initial plan is to expand Ruth King (RK) Elementary School by 10 classrooms and David Cameron (DC) Elementary school by 6 classrooms. Further reallocating 7 portables from RK and DC Elementary Schools will help with the overflow to other schools. This additional capital funding will minimize the need for the District to use operating funds to address the space challenges for the District.

The Committee discussed the proposed plan for the next two school years and asked a number of questions regarding the plan.

4.3 Community Use of Facilities – Harold Cull

Staff made a presentation on the community use of school district facilities and the Committee asked several questions regarding the use of facilities by schools and the need to ensure Board policy clearly classifies different users of our spaces. This policy work will be conducted shortly with the goal of confirming the Board's direction on having a cost recovery model or a revenue source to support District operations. The Committee supported the following motion going to the Board for review and consideration.

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the Facility rental rates for the 23/24 school year as presented to the Resources Committee on October 10, 2023.

5. **ADJOURNMENT AND NEXT MEETING DATE:** November 14, 2023





Board Info Note

October 24, 2023

Agenda Item: 7.2 Amended 23/24 Capital Plan Bylaw

Background

- The District has secured mid-year capital funding for the construction of modular classroom blocks at Ruth King and David Cameron elementary schools
- This funding is in support of the Expansion Fund request made by the District as part of the 5 Year Capital Plan submission approved by the Board at their June 2023 meeting
- Approval from the Ministry was received the day after the last Board meeting and therefore staff are asking the Board to consider passing an amended Capital Bylaw subsequent to the bylaw passed by the Board at their last meeting

Amended Capital Plan Bylaw

- In order to be able to spend this funding, the Board is required to pass an Amended Capital Plan Bylaw and in the essence of time, staff are requesting that the Board consider all 3 readings of the bylaw at their October meeting
- If all 3 readings are to be considered at one meeting, the following motion is required to be passed unanimously prior to the motion passing the bylaw is read:

Recommended Motion: That the Board of Education of School District 62 (Sooke) allow all three readings of the 23/24 Amended Capital Plan Bylaw No. 2023/24 CPSD62-03 at its meeting of October 24, 2023.

Recommended Motion: That the Board of Education of School District 62 (Sooke) give first, second and third readings to the 23/24 Amended Capital Plan Bylaw No. 2023/24 CPSD62-03.



September 27, 2023

Ref: 293335

To: Secretary-Treasurer and Superintendent
School District No. 62 (Sooke)

Capital Plan Bylaw No. 2023/24-CPSD62-03

Re: **Amended** Ministry Response to the Annual Five-Year Capital Plan Submission for 2023/24

This letter is in response to your School District's 2023/24 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- School Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

MAJOR CAPITAL PROJECTS (SMP, EXP, REP, SAP, RDP)**New Projects**

Project #	Project Name	Project Type	Comments
150431	Port Renfrew Elementary	Seismic	Project has been supported for planning (business case). Please submit Project Development Report (PDR) to Ministry as soon as possible
150461	Sooke Elementary	Seismic	Project has been supported for planning (business case). Please submit PDR to Ministry as soon as possible
158526	Ruth King Elementary	Addition	Project has been approved for an 8-classroom prefabricated modular addition. Your Regional Director will contact you regarding next steps.
163042	David Cameron Elementary	Addition	Project has been approved for an 8-classroom prefabricated modular addition. Your Regional Director will contact you regarding next steps.

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also, note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

New projects for SEP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Spencer Middle School*	SEP – HVAC Upgrades	\$880,940	Proceed to design, tender & construction. To be completed by December 31, 2023.

Millstream Elementary	SEP – Roofing Upgrades	\$240,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
John Muir Elementary	CNCP - Energy	\$500,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Savory Elementary	CNCP – Electrical Upgrade	\$20,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Dunsmuir Middle School	PEP – Accessible Playground Equipment	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Colwood Elementary	FIP – Kitchen Equipment	\$113,500	Proceed to design, tender & construction. To be completed by March 31, 2024.

**Please contact your Minor Capital planning officer for information on funding structure.*

New projects for BUS

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
New Route	A2 Over 6350Kg (24-33) and 3 wheelchair spaces	\$146,944	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
New Route	A2 Over 6350Kg (24-33) and 3 wheelchair spaces	\$146,944	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
New Route	A2 Over 6350Kg (24-33) and 3 wheelchair spaces	\$146,944	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org

New Route	C 76 and 0 wheelchair spaces	\$184,649	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
New Route	C 76 and 0 wheelchair spaces	\$184,649	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
New Route	C 76 and 0 wheelchair spaces	\$184,649	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
A7623	D (80+RE) and 0 wheelchair spaces	\$247,082	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2023/24 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw must be signed, dated, and emailed to Ministry Planning Officer Nathan Whipp at Nathan.Whipp@gov.bc.ca as soon as possible.

As the 2023/24 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2024/25 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's [Capital Planning](#) webpage by April 1st, 2023.

NOTE: School districts' Capital Plan submission deadlines for the 2024/25 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2023** – Major Capital Programs (SMP, EXP, REP, RDP, SAP, BEP); Minor Capital Programs (FIP).
- **September 30, 2023** – Minor Capital Programs (SEP, CNCP, PEP, BUS).

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer. School districts may wish to provide Major and Minor Capital submissions by the June 30, 2023 deadline.

Additionally, the Annual Facility Grant (AFG) project requests for the 2023/24 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2023.

As a school district with a School Site Acquisition Charge (SSAC) scheme in place, please also be advised that the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is duly accepted by the Ministry as part of the Board's approved capital plan for 2023/24.

The Board should forthwith adopt a bylaw setting the School Site Acquisition Charges for the School District, as s. 575(3) of the *Local Government Act* prescribes that a SSAC may only come into effect 60 days (inclusive of weekends and holidays) after that bylaw is adopted by a board of education. At that point, local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a board.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process. Specific questions about SSAC should be directed to Travis Tormala, Regional Director.

Sincerely,



Damien Crowell, A/Executive Director
Capital Management Branch

pc: Geoff Croshaw, A/Director, Major Capital Projects, Capital Management Branch
Michael Nyikes, Director, Minor Capital Programs and Finance Unit, Capital Management Branch

**AMENDED CAPITAL BYLAW NO. 2023/24 –
CPSD62-03 CAPITAL PLAN 2023/24**

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

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2023/2024 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated September 27, 2023, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District 62 (Sooke) Amended Capital Bylaw No. 2023/24 – CPSD62-03.

READ A FIRST TIME THE 24th DAY OF October 2023;
READ A SECOND TIME THE 24th DAY OF October 2023;
READ A THIRD TIME, PASSED THE 24th DAY OF October 2023.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District 62 (Sooke) Amended Capital Bylaw No. 2023/24 – CPSD62-03 adopted by the Board the 24th day of October 2023.

Secretary-Treasurer



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
October 3, 2023 – 6:00 p.m.**

- Present: Allison Watson, Trustee (Committee Chair)
Cendra Beaton, Trustee (Committee Member)
Russ Chipps, Trustee (Committee Member)
Christina Kempenaar, STA
Dana Savage, CUPE
Georgette Walker, SPVPA
Paul Block, Deputy Superintendent
Dave Strange, Associate Superintendent
Monica Braniff, Associate Superintendent
- Guests: Vanessa White – District Principal – Safe and Healthy Schools
- Regrets: Denise Wehner, District Principal – Curriculum Transformation; Scott Stinson, Superintendent/CEO; SPEAC
1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.
 2. **Opening Remarks from Acting Chair, Cendra Beaton**
Welcome and Territorial Acknowledgement given by the Acting Chair, Trustee Cendra Beaton. Trustee Beaton shared her experiences this past weekend related to Truth and Reconciliation events and activities. An invitation was given to members of the committee to share their experiences from the weekend. Several powerful and important stories were shared.
 3. **COMMITTEE REPORT** of September 12, 2023
The committee report for the September 12, 2023 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. **REVIEW OF POLICIES/REGULATIONS**
 - a. Draft Revised Policy C-210 "Placement of Students" – Dave Strange and Denise Wehner

Associate Superintendent Dave Strange thanked Denise Wehner and Janine Brooks for their work reviewing and proposing updates to policy C-210. Mr. Strange spoke to the proposed adjustment in the policy language and how it aligns the policy with recently updated regulations and current practice in our school settings.

Committee members expressed gratitude for the work done by Ms. Wehner and Ms. Brooks to review and update the policy.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy C-210 "Placement of Students".

6. **NEW BUSINESS**

a. Education-Policy Work Plan 2023-24 – Paul Block

Deputy Superintendent Paul Block shared with the committee the updated Education-Policy Work Plan. Mr. Block shared that much of the work of the committee arises from:

- requests of the Board of Education.
- policy review timelines.
- new Ministry of Education and Child Care policy or direction.
- new district initiatives requiring policy development.

Committee members were reminded that they can bring items forward for inclusion in the work of the committee by reaching out to the Chair of the committee.

Trustee Watson reviewed the rationale for the work plan and the desire to ensure that the committee was able to be informed of upcoming presentations, policy work, etc.

Committee members expressed gratitude for the work done and how helpful this will be for members to prepare ahead of meetings and to have a clear sense of the flow of the work for this current year.

b. Safe Schools Presentation – Vanessa White

Associate Superintendent Monica Braniff established context for the presentation and called upon District Principal of Safe Schools, Vanessa White, to lead the presentation. Ms. White began the presentation with an overview of the current Safe Schools staff (STA, CUPE and Exempt) and their various roles and responsibilities.

Following this, Ms. White spoke to Ministry resources, and future Ministry directions including several significant changes that will be coming soon. This was followed by an overview of the work of the team including a more detailed breakdown of work in the area of prevention and response. Game Ready and Here for Peers were two programs highlighted in addition to other work being done in support of staff, students and families. Cross department collaboration was also reviewed.

The presentation was well received, and appreciation expressed by committee members for the work being done. Committee members engaged in discussion and asked questions of both Ms. Braniff and Ms. White.

7. **FOR INFORMATION**

a.

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** Nov. 7, 2023
Meeting adjourned at 7:30 p.m.

DRAFT

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

October 24, 2023

Draft revised Policy C-210 "Placement of Students" 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 C-210 "Placement of Students".

School District #62 (Sooke)

PLACEMENT OF STUDENTS	No.: C-210
	Effective: June 27/95 Revised: Reviewed: Oct. 3/23; Oct. 24/23

SCHOOL BOARD POLICY

The Board supports the three basic principles of learning which guide all aspects of curriculum development and instructional practice in the schools of British Columbia. These are:

- people learn in different ways and at different rates;
- learning is both an individual and a social process;
- learning requires the active participation of the learner.

The Board understands that these principles require that provision must be made in each classroom for student learning needs, styles and rates.

The Board acknowledges that **not all students learn at the same rate, in the same learning environment, in the same ways. It involves the provision of individualized and responsive instruction and assessment opportunities.** Learning is a developmental process that proceeds in a unique way for each student. ~~and that the assessment and evaluation of student progress as well as the reporting on that student's progress must contribute to continued learning for the student.~~ The Board recognizes that controlled research studies consistently demonstrate that the effects of grade retention (failing) on student achievements are negative **and have impacts beyond the classroom.**

Therefore, it is Board policy that the placement of students Kindergarten through Grade 8 will be with their age level peers.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Oct. 24, 2023

Draft revised Policy A-105 "Trustee Code of Conduct" is scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy A-105 "Trustee Code of Conduct".

School District #62 (Sooke)

Trustee Code of Conduct	No.: A-105
	Effective: Jan. 26/21 Revised: Reviewed: Sept. 26/23; Oct. 24/23

SCHOOL BOARD POLICY

This policy applies to all individual Trustees of School District #62 (the "District") that make up the District's Board of Education.

Trustees will exhibit the highest standards of conduct and act in an honest and ethical manner and in the best interests of the District. Their conduct must instil confidence and trust and not bring the District into disrepute. The honesty and integrity of the District demands the impartiality of Trustees in the conduct of their duties. Trustees will, at all times, exhibit the values of the District:

- Inclusion, respect, and diversity;
- Honesty and ethical behaviour;
- Trust;
- Integrity;
- Respect for privacy, confidentiality and the rule of law; and
- Fair dealing with all people in all situations.

This Code of Conduct and all other standards, policies and procedures of the District, including the Duties of Trustees as outlined in By-law 1-20, will guide the actions of Trustees.

The Code of Conduct is designed to:

- clarify the roles, **responsibilities** and conduct of members of the Sooke Board of Education **trustees;**
- **ensure values that guide ethical behaviour and norms for trustee relationship are understood; and**
- **encourage respect for divergent views so that the Board can focus on student achievement, equity and well-being.**

Each newly elected Board shall review this policy as part of an orientation process within 6 months of the start of their term.

Statutory Reference:

British Columbia *School Act*: Part 4

Policy Reference:

By-Law #1-20: Board Governance

A-355: Complaints Regarding Individual Trustees

B-118: Social Media

1. **Delegated Responsibilities**

The Board is the representative assembly that governs the provision of public school education within the District on behalf of the people of British Columbia, represented by the Government of British Columbia, and the electors of the District.

The Board will carry out its duties in accordance with the provisions of the *School Act and Oath of Office, as well as* all other relevant legislation **and regulations, and policies of the board.**

~~by working~~ **Trustees will work** collaboratively and creatively with administrators, teachers, parents, and community leaders.

Trustees will model and contribute to a positive and receptive learning and working culture both within the Board and the District.

In exercising their duties of governance, Trustees understand the importance of mutual respect, transparency, and impartiality. Committed to ethical practice and principles, Trustees shall act with integrity and be accountable for their actions and decisions.

To fulfill the responsibilities of public office effectively, Trustees are expected to attend all scheduled meetings of the Board; in the event of an unavoidable absence, Trustees shall inform the Board Chair ahead of the meeting.

Trustees will ensure that the decisions they are making are confined to the governance of the school district **and reflect the educational welfare of children/students and strive for public schools that will meet the needs of all students.**

~~Trustees will respect that day-to-day operations of the District are the responsibility of the Superintendent or designated staff.~~

2. **Scope of Delegated Responsibility**

Trustees will recognize that, although they are elected from a particular area of the District, their responsibility is to ensure that decisions are made in the best interests of the District as a whole.

Trustees shall respect the authority vested in the role of Superintendent of Schools and of the executive staff of the school district and shall give the responsibility to manage and operationalize policies and directions, which have been established and evaluated by the Board, to these executive officers.

3. **Conflict of Interest**

Trustees will comply with all applicable laws regarding conflict of interest.

A conflict of interest exists when:

- A trustee uses their position to advance the personal interests of the trustee, the trustee's families or the trustee's friends; or
- A trustee accepts, directly or indirectly, any compensation, gratuity, gift, reward or benefit from an organization or individual that has dealing with the Board if a reasonable person would perceive this as influencing the trustee's exercise of their duties.

When a trustee becomes aware that they have a conflict of interest with respect to the matter coming before the Board, the trustee must:

- Disclose that they have an interest in the matter,

- State the general nature of the trustee's interest,
- Not take part in any discussion of the matter,
- Abstain from voting on any question in respect of the matter,
- Not attempt in any way to influence the voting on any question in respect of the matter before, during or after the meeting,
- Leave the meeting until the matter has been dealt with if the meeting is closed to the public.

4. Confidentiality

Confidential information, in any form, that Trustees receive during their elected term must not be disclosed, released, or transmitted to anyone other than persons who are authorized to receive the information.

Trustees with care or control of personal or sensitive information, electronic media, or devices, must handle and dispose of them appropriately.

Trustees who are in doubt as to whether certain information is confidential must ask the Superintendent or Chief Information Officer before disclosing, releasing, or transmitting it.

The proper handling and protection of confidential information is applicable both within and outside of the District and continues to apply after the term of the Trustee ends.

Confidential information that Trustees receive through their elected position must not be used by a Trustee for the purpose of furthering any private interest, or as a means of making personal gains.

5. Working Relationships

Trustees shall work with fellow Board members in a spirit of harmony and cooperation and be respectful of differences of opinion.

Trustees shall refrain from making discrediting comments about others, engaging in unwarranted criticism, or taking private action that could compromise the integrity or authority of the Board.

Trustees shall observe proper decorum and encourage full, open, and courteous discussions in all matters with other trustees.

Trustees will speak directly with one another to seek clarity and to ensure open, honest and transparent communication. Information that may be of potential concern should not be concealed or withheld.

Trustees will demonstrate responsible digital citizenship, including minimizing the risks associated with the use of electronic communications and social media (reference Policy B-118 "Social Media").

6. Community Relationships

As governors of the district and elected officials, Trustees welcome constructive engagement and participation from the broad school community in establishing and interpreting policy on school operations, goals, and directions.

Trustees will endeavor to share and incorporate the opinions and views of others in the deliberations and decisions of the Board. Timely reporting out of information will be provided to those who are impacted by Board decisions.

Trustees will recognize their duty to represent and advocate for the best interests of learners in the community by upholding the BC Human Rights Code, speaking out

against racism, and respecting the rights of Indigenous Peoples including First Nations on whose traditional territories our schools operate.

7. Legal Authority of Individual Trustees

Trustees recognize that as a Corporate Board, the authority to make decisions must only be made within an official meeting of the Board. Individual trustees or committees of trustees may not exercise the rights, duties, and powers of the Board.

The Chair is the official spokesperson for the Board; other trustees shall not speak on behalf of the Board unless authorized to act in such a capacity.

In addition to being elected representatives who hold the public trust, Trustees are participants in a democratic society. Trustees are free to engage in, support, or comment on community issues, but must not use their formal district titles in their communications.

8. Support for Board Decisions

Trustees shall present their views through the process of Board debate.

Regardless of holding a minority position in debate or casting an opposing vote, Trustees shall publicly accept and uphold the majority decisions of the Board and any proposed action or implementation that will ensure decisions have the intended outcome.

Trustees also recognize and uphold the integrity and merits of their predecessors' work and achievements.

Public Accountability:

Misconduct and breaches of the Code of Conduct may affect the Board's ability to offer an educational program and the ability to support safe and inclusive schools and workplaces.

The Board, in dealing with misconduct or breaches of the Code of Conduct, will work to resolve issues early and with measures that are commensurate with the underlying factual context.

If proactive measures do not result in changed behaviour, disciplinary measures for breaches may be imposed and may include, but are not limited to:

- **Writing a letter of apology;**
- **Participating in a restorative justice process;**
- **Participating in specific training, coaching, or counselling as directed by the Board;**
- **Being subject to a motion of censure passed by a majority of the voting trustees at a closed (i.e. in-camera) board meeting; or**
- **Being removed from one, some, or all board committees or other appointments by a majority of voting trustees at an in-camera board meeting.**
 - *It is important to note that, except as expressly permitted by the School Act, a board's authority does not extend so far as to effectively remove a trustee from their elected office.*
 - *The imposition of a disciplinary measure barring a trustee from attending all, or part of, a board meeting shall be deemed to be authorization for the trustee to be absent from the meeting, and therefore not in violation of the School Act regarding absences from meetings.*

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Oct. 24, 2023

Draft new Policy and Regulations B-335 "Communicating Student Learning and Reporting" are scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft new Policy and Regulations B-335 "Communicating Student Learning and Reporting".

School District #62 (Sooke)

COMMUNICATING STUDENT LEARNING AND REPORTING	No.: B-335
	Effective: Revised: Reviewed: Sept. 12/23; Sept. 26/23; Oct. 24/23

SCHOOL BOARD POLICY

The Board believes that consistent, timely and meaningful student reporting supports student learning by ensuring parents/caregivers and students are informed about student progress to proactively work together to enhance student success. Students are best positioned for success when parents/caregivers are made aware of learning challenges and prompted to provide support. To this end, processes and practices related to communicating student learning and reporting are to be in alignment with the BC K-12 Reporting Policy and Ministerial Orders. The Policy applies to all students, including students with disabilities and diverse abilities and English and French language learners.

Student reports contain the personal information of students and are to be maintained and shared in accordance with the School Act and related Sooke Policy D-330 Governance of FOIPPA – Access to Information and the Freedom of Information and Protection of Privacy Act.

Authority

See the following Ministerial Orders and Regulation:

- *School Regulation*, B.C. Reg. 265/89: [School Regulation \(PDF\)](#)
- Ministerial Order 93/22, the [Graduation Program Order \(PDF\)](#)
- Ministerial Order 150/89: [Special Needs Students Order \(PDF\)](#)
- Ministerial Order 190/91: [Permanent Student Record Order \(PDF\)](#)
- Ministerial Order 184/23: [Learning Update Order \(PDF\)](#)
- Ministerial Order 192/94: [Provincial Letter Grades Order \(PDF\)](#)
- Ministerial Order 231/19: [Educational Program Guide Order \(PDF\)](#)
- Ministerial Order 295/95: [Required Areas of Learning in an Educational Program Order \(PDF\)](#)
- Ministerial Order 638/95: [Individual Education Plan Order \(PDF\)](#)

School District #62 (Sooke)

COMMUNICATING STUDENT LEARNING AND REPORTING	No.: B-335
	Effective: Revised: Reviewed: Sept. 12/23; Sept. 26/23; Oct. 24/23

ADMINISTRATIVE REGULATIONS

The purpose of reporting is to communicate student learning at regular intervals to students, parents and caregivers on how well students have achieved the learning outcomes of the various courses or subjects they are taking. Principals and teachers shall ensure that parents and caregivers are provided with complete, easily understood, and accurate evaluation of students' performance. Teachers gather evidence of what students are able to do based on criteria from the Learning Standards for each course. Reporting procedures are developed in accordance with BC Ministerial Orders and Policies, Guidelines, and relevant Sooke School District policies and procedures.

A) Procedures of Communicating Students Learning and Reporting

1. During the school year, K-12 schools will provide parents and caregivers of students with at least five Learning Updates describing students' progress in the formats of:
 - a. Two Written Learning updates.
 - b. Two Informal Learning updates.
 - c. One Summary of Learning.
 - d. Written Learning Updates and Summary of Learning are to be completed using District approved formats and methods of communication.
2. Written learning updates for students in grades K-9 include the following:
 - a. Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP, using the Provincial Proficiency Scale.
 - b. Feedback in relation to the Learning Standards describing student strengths, areas for future growth, and opportunities for further development.
 - c. Descriptive feedback on areas of significant growth and opportunities for further development.
 - d. Information on student attendance.
 - e. Information on where families can access student self-reflection and goal setting:
 - i. Teachers provide opportunities during class time for students to self-reflect on the core competencies and to set goals.
3. Written Learning Updates for students taking coursework in grades 10-12 must include the following:

- a. Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP using letter grades and percentages.
 - b. Feedback in relation to the Learning Standards describing student strengths, areas for future growth, and opportunities for further development.
 - c. Descriptive feedback on areas of significant growth and opportunities for further development.
 - d. Information about student attendance.
 - e. Information on where families can access student self-reflection and goal setting:
 - i. Teachers provide opportunities during class time for students to self-reflect on the core competencies and to set goals.
4. Two informal learning updates for all students in K-12. These may be provided in a variety of formats including:
- a. conferences, in-person or virtual discussions, telephone calls, emails, digital portfolio entries, or written summaries.
 - b. Teachers must keep a record of Informal Learning Updates noting the date, the topic or focus of the communication, and follow-up actions. Records are to be shared with the school Principal and/or Vice-Principals upon request.
5. A Summary of Learning is a written report completed in MyEducation BC that describes and summarizes student learning and growth across the year in clear and accessible language, and must include the following:
- a. A summary of student learning in all areas of learning in which the student has studied during the school year, using the BC Proficiency Scale for students in grades K to 9, and using letter grades and percentages for students taking courses in grades 10-12.
 - b. Feedback describing student strengths, areas for future growth, and opportunities for further development.
 - c. Summary information about student attendance.
 - d. Information on where families can access student self-reflection and goal setting:
 - i. Teachers provide opportunities during class time for students to self-reflect on the core competencies and to set goals.
 - e. A Graduation Status Update indicating student progress in relation to the graduation program requirements (grades 10-12).
 - f. A paper copy must be included in the Permanent Student Record file at the end of each school year.
- B) Ministry Designated Students
- a. Where a student with diverse needs is expected to achieve or surpass the learning standards as set out in the provincial curriculum, regular grading practices and reporting procedures will be followed.
 - b. Where students with significant cognitive disabilities and diverse abilities are assessed and evaluated only on individualized learning goals as outlined in their Individual

Education Plan (IEP), the use of letter grades, percentages for reporting the progress of these students may not be appropriate.

- c. Where a student identified as an English Language Learner (ELL) as reported on Ministry form 1701 is impeding a student from demonstrating their learning in relation to the Learning Standards of the curriculum, for a specific area of learning, the use of the BC Proficiency Scale or letter grades may be inappropriate. Descriptive feedback reports will be used to describe the student's progress until the student's English language development enables them to provide evidence of their learning.

C) BC Provincial Proficiency Scale

- a. The four-point Provincial Proficiency Scale is used to communicate student learning in all areas of learning and is a requirement for student reporting for grades K to 9. It is important to recognize that obtaining proficient is not the end of learning. If a student enters a learning experience with proficient understanding or achieves proficient during the school year, the aim becomes to dig deeper and reach toward extending their understanding. The four points on the scale are:
 - i. Emerging - Indicates that a student is just beginning to demonstrate learning in relation to the learning standards but is not yet doing so consistently. Emerging isn't failing. The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.
 - ii. Developing - Indicates that a student is demonstrating learning in relation to the learning standards with growing consistency. The student is showing initial or partial understanding but is still in the process of developing their competency in relation to the learning standards relevant to the expected learning.
 - iii. Proficient- Indicates when a student has demonstrated a complete understanding of the concepts and competences relevant to the expected learning expected learning in relation to the learning standards. Proficient is not synonymous with perfection. Instead, the student is able to demonstrate their learning consistently or most of the time.
 - iv. Extending - Indicates a student is demonstrating learning in relation to the learning standards with increasing depth and complexity. Extending is not a bonus or reward and does not necessarily require the students to do a greater volume of work or at an advanced grade level. The student demonstrates a sophisticated understanding of the concepts and competences relevant to the expected learning.
- b. IE (Insufficient Evidence) The student has not provided sufficient evidence of learning in relation to the learning standards. IE is used to alert parents, caregivers, and students when a student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards. IE may not always be the most appropriate letter grade to assign and is only appropriate when students, parents, and caregivers have an interest in demonstrating further evidence of learning and would like to have the student's mark eventually translated into a proficiency scale indicator. 'IE' may not extend beyond the school year in K-9 and is to be converted to "*Emerging*" for the Summary of Learning with descriptive feedback, at the end of the school year.

- c. Examples of when IE might be used:
 - i. A student has recently moved to a new school or the district.
 - ii. A student has been away from school for a significant period of time.
 - iii. A student who needs to provide further evidence of learning.

D) Letter Grades and Percentages

- a. Letter grades and percentages are used in grades 10-12 to indicate a student's learning in relation to the learning standards. The process for letter grade symbols and corresponding percentages and definitions are set out in [Ministerial Order 192/94 The Provincial Letter Grades Order](#).
- b. **A** - 86% to 100% The student demonstrates excellent or outstanding learning in relation to the learning standards.
- c. **B** – 73% to 85% The student demonstrates very good learning in relation to the learning standards.
- d. **C+** - 67% to 72% The student demonstrates good learning in relation to the learning standards.
- e. **C** – 60% to 66% The student demonstrates satisfactory learning in relation to the learning standards.
- f. **C-** - 50% to 59% The student demonstrates minimally acceptable learning in relation to the learning standards.
- g. **F** – 0% to 49% The student has not demonstrated or is not demonstrating minimally acceptable learning in relation to the learning standards period prior to assigning an F, it is important students, parents, and caregivers are made aware of any concerns and given a chance to address the needs of the student.
- h. **SG** (Standing Granted) In cases where completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade. SG may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by an adjudication process authorized by the principal or vice principal in charge of a school.
- i. **TS** (Transfer Standing) TS may be granted by the Principal or Vice-Principal in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternately, the Principal or Vice-Principal in charge of a school may assign a proficiency scale indicator or letter grade and percentage on the basis of an examination of those records.
- j. **IE** (Insufficient Evidence) The student has not provided sufficient evidence of learning in relation to the learning standards. IE is used to alert parents, caregivers, and students when a student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards. IE may not always be the most appropriate letter grade to assign and is only appropriate when students, parents, and caregivers have an interest in demonstrating further evidence of learning and would like to have the student's mark eventually translated into a letter grade and percentage. Otherwise, SG or F may be more appropriate. Examples of when IE might be used:
 - i. A student has recently moved to a new school or the district.

- ii. a student has been away from school for a significant period of time.
- iii. A student who is below 50% and needs to provide further evidence of learning to pass a course.

Reference Authority:

- *School Regulation*, B.C. Reg. 265/89: [School Regulation \(PDF\)](#)
- Ministerial Order 93/22, the [Graduation Program Order \(PDF\)](#)
- Ministerial Order 150/89: [Special Needs Students Order \(PDF\)](#)
- Ministerial Order 190/91: [Permanent Student Record Order \(PDF\)](#)
- Ministerial Order 184/23: [Learning Update Order \(PDF\)](#)
- Ministerial Order 192/94: [Provincial Letter Grades Order \(PDF\)](#)
- Ministerial Order 231/19: [Educational Program Guide Order \(PDF\)](#)
- Ministerial Order 295/95: [Required Areas of Learning in an Educational Program Order \(PDF\)](#)
- Ministerial Order 638/95: [Individual Education Plan Order \(PDF\)](#)

Item 10.1 – Public Board Meeting School District 62 (Sooke)

Board of Education 90-Day Plan Work Plan Summary

Action	November 2023	December 2023	January 2024
Approve			- Budget Principles & Assertions, Plan & Timelines
Review	<ul style="list-style-type: none"> - Strategic Plan Quarter 1 Report Package - District enrolment report - Fiscal Monitoring Report 	<ul style="list-style-type: none"> - Annual Budget Recalculation and Draft Budget Process - Superintendent Growth/Transition Plan 	- Policy positions for submission to BCSTA AGM
Complete	<ul style="list-style-type: none"> - BCPSEA Symposium (Nov. 2-3) - BCSTA Academy (Nov. 23-25) 	<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 25-26 TBC) – Trustee Rep
Engage	<ul style="list-style-type: none"> - BoE Learning session on DEI (Nov. 10) - Trustee Student Visit (Nov 15) - Superintendent’s Retirement Event (Nov 29) - Municipal Partner Mtgs between Board and Council (to be arranged) - Initial engagement with community for strategic plan renewal (to be arranged) 	<ul style="list-style-type: none"> - SBO Winter Lunch – Chili Cookoff (Dec. 22) - Attend school holiday functions - Municipal Partner Mtgs (Board/Council to be arranged) 	<ul style="list-style-type: none"> - Rights/Stakeholder/ Partner engagement ahead of updating the Vision, Mission, Values and beliefs - Board/Minister Mtg (TBD)

Board Info Note

Board Meeting

October 24, 2023

Agenda Item: 10.2 – Ukrainian Student Visit - Update

Background:

- Two previous Board motions have grounded the district’s work in establishing and building partnerships with educational jurisdictions in the Ukraine, specifically:
 - June 7, 2022 – *“That the Board of Education for School District #62 (Sooke) support the concept of building a partnership with an educational entity in the Ukraine and that the Board Chair research potential opportunities for partnership and report their findings back to the Board.”*
 - July 4, 2022 – *“That the Board of Education for School District #62 (Sooke) direct staff to establish strategic educational partnerships with the four municipalities in Ukraine; Horohiv, Boratyn, Olyka, Kamin-Kashyrsk”.*
- At the September 26, 2023 Board Meeting information was brought forward from staff in alignment with the motions above, specifically requesting the Board to provide funding for four students, one from each of the Ukrainian communities identified in the motion above.
- As a result of the discussion, several questions were raised and additional information was sought by the Board.

Current Context:

- International Student Participation:
 - As with all International students accepted into SD62, their applications and information are processed through our International Student Program (ISP).
 - The visit would be for a two-week period in the Spring of 2024. A subsequent week would be spent at the Bamfield Marine Sciences Centre in Bamfield, British Columbia.
 - The visiting students are vetted and supported through the ISP in the same manner that all international students coming to our district are. This includes medial and additional support needs that a student may require.
 - Custodial responsibilities, health insurance, and home stay placements are managed through ISP in a manner consistent with all other international students.
 - The week that the four visiting students would be attending the Bamfield Marine Sciences Centre would have their custodial responsibilities shift to others in the community that would not be connected to the school district. Should any SD62 students join them in Bamfield for that week, all SD62 field trip policy expectations would apply.
 - Homestay families will be made aware of any student-related issues, including the potential for trauma. Students will be supported by the mental health support worker currently employed by ISP, should they require it.
- Board Consideration:
 - Does the Board wish to support the Ukrainian student visit by paying the approximate cost of \$2000 (\$500 per student) to support their two week homestay placement.
 - Staff propose that the funding come from the accumulated surplus as a one-time allocation.

For Recommendation:

- Currently, the visiting Ukrainian students are being screened and supported in their application through ISP.
- Staff are recommending that the Board support the student visit of four Ukrainian students with a \$2000 contribution to pay for the cost of their two-week home stays. The following draft motion is recommended for the Board to consider:
 - *“That the Board of Education for School District 62 (Sooke) authorize staff to provide homestay costs (estimated at \$2000) for a two-week period for four student visitors from the Ukraine.”*

Prepared by: **Scott Stinson,**
Superintendent/CEO

Board Info Note

Public Board Meeting

October 24, 2023

Agenda Item: 10.3 – 2023/24 Enrolment Update

Purpose:

Provide the Board of Education with a summary and analysis of the September 1701 Enrolment trends.

Background:

The 1701 process collects and reports the following data:

- Name, birth date, gender, grade level, and postal code of each student
- Language program enrolment
- Indigenous Education program enrolment
- Indigenous self-identification and reserve residency
- Special needs category enrolment
- Number of courses for all students in the secondary grades including adults.

The collected information is critical for:

- Determining FTEs for funding purposes
- Collecting enrolment information about Offshore schools (N/A in SD62)
- Monitoring enrolment trends in programs

The district provided initial figures to the Ministry of Education and Child Care on September 29th (commonly known as the September 1701 “Snapshot” date), and then we spent the following week working on reconciling, errors and resolving duplicate student claims with other districts across the province. The final September 1701 submission was sent to the Ministry on Friday, October 6th.

Context:

The following table illustrates the final enrolments for all schools in the district.

- Head count refers to the number of students enrolled at the school.
- FTE (Full time Equivalent) refers to the total number of courses taken by a student. Eight (8) courses equals one (1) FTE.

Please note: Elementary and Middle school students, head count is equal to FTE because they are not funded by course. Secondary and our Non-Traditional (Pathways & Choice) students are funded by course therefore, they can exceed 1.0 FTE if they are enrolled in more than 8 courses.

2023/24 September 1701 - FINAL		
School Name	Headcount	FTE Count
Colwood Elementary	202	202
Crystal View Elementary	279	279
David Cameron Elementary	401	401
École Poirier Elementary	395	395
Hans Helgesen Elementary	206	206
Happy Valley Elementary	438	438
John Muir Elementary	233	233
John Stubbs Elementary	473	473
Lakewood Elementary	455	455
Millstream Elementary	315	315
Pexsisen Elementary School	417	417
Port Renfrew Elementary	13	13
Ruth King Elementary	453	453
Sangster Elementary	273	273
Saseenos Elementary	200	200
Savory Elementary	224	224
Sooke Elementary	296	296
Willway Elementary	210	210
Wishart Elementary	476	476
Elementary Total	5959	5959
Centre Mountain Lellum Middle School	627	627
Dunsmuir Middle School	723	723
John Stubbs Middle	349	349
Journey Middle School	549	549
Spencer Middle School	580	580
Middle Total	2828	2828
Belmont Secondary	1507	1594
Eagle Ridge Academy School	84	82
Edward Milne Community School	643	702
Royal Bay Secondary	1471	1584
Secondary Total	3705	3963
Traditional K-12 Total	12,492	12,750
SD62 Continuing Education	204	34
SD62 Online School	862	149
Westshore Secondary School	209	209

Non-Traditional K-12	1275	391
Grand Total	13,767	13,141

English Language Learners Totals:

English Language Learners (ELL): **990**

English as a Second Dialect (ESD): **419**

Total: 1409

Indigenous Education: 1243

Indicates students with Indigenous Ancestry who are receiving additional support & language and cultural supports.

French Language Enrolment:

Core French Head Count (Grades 5-12): **3477**

Early French Immersion Head Count (Grades 1-12): **1605**

Late French Immersion Head Count (Grades 6/7): **48**

Please refer to the slide deck for further analysis.

Prepared by: Paul Block
Deputy Superintendent

Board Info Note

Board Meeting

October 24, 2023

Agenda Item: 11.1 – Foundation Skills Assessment

Background:

The Board of Education of School District 62 (Sooke) passed a motion at the September Board of Education meeting directing staff to provide a report on the Foundation Skill Assessment (FSA), its relation to the Ministry of Education and district reporting requirements.

The FSA was introduced in BC in the year 2000 for grades 4, 7 and 10 students. Grade 10 was removed as a requirement three years later, leaving only grades 4 and 7 to complete the Reading, Writing and Numeracy assessments. In 2022, Reading and Writing were combined into one single Literacy achievement score on the annual Grade 4 and 7 FSAs.

Under the authority of the *School Act*, section 168 (2) (d.1) and ministerial orders (Student Learning Assessment Order), districts are required to ensure the assessments are administered and information collected according to assessment protocols.

Current Context:

All students in grades 4-7 are required to write the FSA assessments unless exemptions are granted by school-based principals. These exemptions include:

- Students who learn in a manner significantly different from curricular standards as documented in an IEP;
- English Language Learners who are not yet proficient in reading, writing or numeracy in the English language;
- Students experiencing extenuating circumstances, for example a lengthy illness or family emergency.

The annual assessments are developed by BC teachers around the province and at the Ministry of Education and Child Care. These are not standardized ‘normed’ assessments, rather the FSAs are a common BC assessment based on the curriculum for students who have completed Grade 3 and Grade 6 learning standards. These assessments provide opportunities for students to demonstrate their skills and knowledge in reading comprehension, expression in writing and application of curricular competencies and content in numeracy. After completion, parents receive timely documentation on how their child is doing in literacy and numeracy and whether they are ‘on-track’ in these curricular areas.

Foundation Skills Assessments have been the subject of controversy for many years, with the inappropriate use of results by external bodies and concerns expressed by the BC Teachers’ Federation. Specifically, the Fraser Institute, a public independent body, has used districts’ FSA data to rank schools around the province based on these snapshots of achievement. This practice deemed ‘harmful and unfortunate’ by the BC Teacher’s Federation (BCTF) and not supported by the Ministry of Education and Child Care, has created challenges with the implementation of the FSA assessments. Recently, the First Nations Leadership Council

(FNLC) has written to the BCTF expressing concerns about their campaign in opposition to FSA. FNLC sees the FSAs as a tool of equity, providing insights into discrepancies between learning for First Nations and non-First Nations learners (see attached letter).

Importantly, information gleaned from FSA assessment data provides districts and schools a picture of how students are doing in literacy and numeracy in relation to the curriculum. When placed in context with report card marks, this information provides Boards of Education with valuable information as to where to prioritize budgets for resources, such as the current K-12 Literacy Plan and the recent purchases of numeracy resources and professional learning targeted for K-8. In this sense, FSA results are a tool of Equity and indicate direction for continuous improvement in schools.

**Prepared by: Scott Stinson
Superintendent/CEO**

October 16, 2023

Clint Johnston
President
BC Teachers' Federation
100 – 550 West 6th Avenue
Vancouver, BC V5Z 4P2
presidentsoffice@bctf.ca

Re: Foundation Skills Assessment

Dear President Johnston,

We are writing in response to your letter dated September 15, 2023 regarding the BC Teachers' Federation (BCTF) campaign against the Foundation Skills Assessment (FSA).

As you are aware, the First Nations Leadership Council has been clear and consistent in their support of provincial assessments, and the FSAs in particular, as a means for highlighting the inequities faced by First Nations learners attending BC public schools. As such, the BCTF's continuing campaign against the FSAs explicitly contradicts the stated position of First Nations leadership in this province.

Provincial assessments are necessary for identifying system-wide strengths and weaknesses within the education system. The data can and should assist the education sector in measuring and advancing equity for historically underserved students through planning, intervention, and support. The worsening disparity in results between First Nations students and their peers must serve as a call to action in recognition of the fact that the public education system is failing First Nation learners, families, and communities. The BC Office of the Human Rights Commissioner's 2020 Disaggregated Demographic Data Collection in British Columbia: The Grandmother Perspective Report highlights that "Disaggregated data is merely a tool... and it must be accompanied by a process that supports the purpose of reducing systemic racism and oppression and achieving equity."

The Student Learning Assessment Order requires Boards of Education to ensure that provincial assessments are administered and completed "for the purpose of assessing the effectiveness of educational programs." Further, the Enhancing Student Learning Reporting Order requires Boards to annually report on student outcomes, including numeracy and literacy results captured by provincial assessments. We remind the BCTF and its local chapters that action 4.1 of the Declaration on the Rights of Indigenous Peoples Act Action Plan commits the Ministry of Education and Child Care to identifying and undertaking "concrete measures to increase the literacy and numeracy achievement levels of Indigenous students at all levels of the K-12 education system, including the early years."

FNESC is party to the BC Tripartite Education Agreement that requires the collection of data, including the Foundation Skills Assessment. Actions by the BCTF and its locals in opposition to the administration of the FSA undermines and interferes with this formal commitment.

It is disappointing that a partner organization within the education sector would deliberately and consistently take a position contrary to the perspective of BC First Nations, FNESC, and the BC Declaration on the Rights of Indigenous Peoples Act. BCTF's continued focus on the misuse of assessment data by right-wing think tanks distracts us from our collective responsibility to support students.

We encourage the BCTF to cease the anti-FSA campaign and any further actions that obstruct the collection or reporting of assessment results by the BCTF or its local teacher associations. We would be pleased to arrange a meeting to discuss this further.

Sincerely,



Tyrone McNeil
President

Cc: BC Teachers' Federation Locals 1 through 93
Cheryl Casimer, Political Executive, FNS
Robert Phillips, Political Executive, FNS
Hugh Braker, Political Executive, FNS
Grand Chief Stewart Phillip, President, UBCIC
Chief Don Tom, Vice-President, UBCIC
Chief Marilyn Slett, Secretary-Treasurer, UBCIC
Regional Chief Terry Teegee, BCAFN
Honourable Rachna Singh, ECC
Cloe Nicholls, Assistant Deputy Minister, Governance & Analytics, ECC
Carolyn Broady, President, BCSTA
Brian Leonard, President, BCPVPA
Teresa Downs, President, BCSSA
Laura Ward, President, BCCPAC



Board Information Note

Public Board Meeting

October 24, 2023

Agenda Item 12.1: Superintendent's Update

LEARNING

International Student Program

On Saturday, September 23, the International Student Program hosted its second annual "Welcome Back Fun Day" for international students and their Homestay families, at Spencer Middle School. Despite the rain, over 200 students and Homestay families showed up to enjoy an afternoon of food, games, and prizes. Games were organized by an outstanding group of Belmont Leadership students (see photo).



All Superintendent's Meeting

On Thursday October 12, the Ministry of Education and Child Care hosted the 60 public school superintendents from around the province. This was my last meeting and Paul's first as we transition roles in the next short while. The event allows the Ministry to provide updates on key areas of work, direction, and the implications for school districts.

On the agenda for this meeting were discussions on K-12 workforce initiatives, Feeding Futures, Learning initiatives, including the development of Learning Pathways to replace performance standards. The day rounded out with the presidents of BC's post-secondary institutions joining superintendents. Paul and I were able to chat with UVic President, Kevin Hall and Camosun College President, Lane Trotter.

ENGAGEMENT

A4LE (Association for Learning Environments) Conference, October 19-20, 2023

The Superintendent presented to the [A4LE Fall Chapter Conference](#), hosted at Centre Mountain Lellum Middle School, providing a District perspective on new school builds. He discussed SD62 Capital and Strategic Plans including our recent and current projects and using locally-sourced materials such as mass timber. Later at the conference there was an update from the Ministry of Education and Child Care followed by a tour of Pexsisen & Centre Mountain Lellum Schools led by HCMA and SMcN.

Feeding Futures Food Security Program

We are pleased to share that the district is well underway in actioning our Feeding Futures Food Security program. Our approach is multi-pronged, including daily food service delivery to the majority of our schools and school grants being actioned in our schools to provide student's stigma free access to nutritious food. The district is recognized as a provincial leader in this work and has been asked to present to the upcoming provincial School Food Conference. Trustees will have the opportunity to see the work underway and hear from students, during a visit to two schools in November.

PVP Compassionate Systems Leadership Learning

As part of ongoing professional learning opportunities for SD62 PVP, a number of learning sessions have focused on compassionate systems leadership. In addition to a variety of workshops focused on collaboration and connection, keynote speaker Lisa Baylis presented to PVP. Lisa is a well-known author who focuses on self-compassion for educators. Her talk, "Courageous Compassion During Era of Exhaustion" was well received.

Thanks to the PVP group who organized the event and for the gracious invite to the Executive Team to join.

Provincial SOGI Summit 2023

On Wednesday, October 18th, staff and students from Journey Middle School presented their "Pride Matters" student video documentary to educators from across the province at the 2023 SOGI Summit. These same students also engaged in a question and answer session with educators and shared their ideas, concerns and dreams around equity and inclusion through an LGBTQ2SIA+ lens. Their video and student voice were a highlight of the Summit. It takes a village to create a culture of belonging and we have strong champions doing great work at Journey Middle School!

GROWTH

Project Development Report (Business Case) for Seismic Projects

We have now completed the Project Development Reports (PDRs) for both the Sooke Elementary School and Port Renfrew Elementary seismic projects. At this point we are continuing to work with the Ministry to refine our submission prior to final approval and funding from the provincial government. We are hopeful to receive word on these projects back quickly so that we can begin the process of designing and activating the work.

Long Range Facilities Plan and Temporary Accommodation

We are nearing the end of our Long Range Facilities Plan (LRFP) renewal work. Included in the plan will be forecasting information for temporary accommodation needs (portables). In order to ensure school spaces are adequate to support student growth, staff have begun planning now for portable moves to be in place for the 2024/25 school year in September, 2024. The updated LRFP enrolment information will guide our decisions about portable placements. The movement of portables continues to be a significant cost pressure to the district, and as a result, staff are trying to determine how to meet student needs with the least number of portable moves possible.