

**BOARD OF EDUCATION
PUBLIC MEETING
School Board Office
3143 Jacklin Road
October 22, 2019 – 7:00 p.m.**

A G E N D A

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. AGENDA

2.1 Call for amendments and additional items

Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the agenda of October 22, 2019 as presented (or as amended).

3. MINUTES

3.1 Call for amendments to minutes

Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the minutes of the September 24, 2019 meeting be adopted as presented (or as amended).

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

5. EDUCATIONAL PRESENTATIONS

- 5.1 Student Trip to France & Germany – March 8-15, 2020 – John Stubbs Memorial School – Johanne Abbis
- 5.2 Student Trip to Rome & Paris – March 16-23, 2020 – Edward Milne Secondary School – Sue Garat
- 5.3 Student Trip to Ecuador & Galapagos – March 16-27, 2020 – Spencer Middle School – Chris DoSouto
- 5.4 Proposed Overnights and Out-Of-Province School Trips 2019/20
- 5.5 SD 62 and the Equity Scan Process & Emerging Actions to Respond to Goals of Reconciliation – Aboriginal Education

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence

- a. SD61 Board of Education-Climate Action Letter

- b. Bruce Batchelor - Daily Commute Pilot Project Invitation Letter
- c. Todd Stone – Private Members Bill Vaping Letter

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

6.3 Public Delegations – No delegations

7. FINANCE, FACILITIES AND SERVICES

7.1 Recommendation: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of October 8, 2019.

7.2 Naming of Schools Process – Scott Stinson

8. EDUCATION PROGRAM

8.1 Report on the Education-Policy Committee – Meeting of October 1, 2019

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

Recommendation: That the Board of Education of School District 62 (Sooke) adopt the draft new Policy C-426 “Provision of Menstrual Products”.

Recommendation: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations B-135 “Sponsorships and Donations”.

Recommendation: That the Board of Education of School District 62 (Sooke) recognize and honour the relationship that exists between SD 62 and the Pacheedaht Nation by endorsing the proposed Local Education Agreement.

Recommendation: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee meeting of October 1, 2019.

9. STUDENTS

9.1 Final 2019/20 Student Enrollment – Paul Block

10. FOUNDATIONS & GOVERNANCE

10.1 Strategic Planning – Year 2 Action Plan – Scott Stinson

11. ADMINISTRATION

11.1 Family of Schools Update – Edward Milne Family – Stephanie Hedley-Smith

12. PERSONNEL

13. UPCOMING EVENTS

13.1 Vancouver Island School Trustees Association Meeting – October 25-26, 2019

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. Questions will be brief and directed to the Chair.

16. ADJOURNMENT

**MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
School Board Office
3143 Jacklin Road
September 24, 2019 – 7:00 p.m.**

TRUSTEES: Ravi Parmar, Board Chair Wendy Hobbs
 Bob Phillips Margot Swinburnson
 Allison Watson

STAFF: Scott Stinson, Superintendent
 Harold Cull, Secretary-Treasurer
 Stephanie Hedley-Smith, Associate Superintendent
 Dave Strange, Associate Superintendent
 Paul Block, Associate Superintendent
 Dan Haley, Executive Director, Human Resources

REGRETS Dianna Seaton, Vice-Chair
 Bob Beckett

SECRETARY: Kristina Ross

There were 7 people in attendance.

1. CALL TO ORDER

The meeting was called to order at 7:06 p.m.

Ravi Parmar acknowledged the traditional territories of the First Nations.

2. AGENDA

2.1 Call for amendments and additional items

129. MOVED Margot Swinburnson/Allison Watson
 That the Board of Education of School District 62 (Sooke) adopt the agenda of
 September 24, 2019 as presented.
 CARRIED

3. MINUTES

3.1 Call for amendments to minutes

130. MOVED Allison Watson/Wendy Hobbs

That the Board of Education of School District 62 (Sooke) adopt the minutes of the June 25, 2019 meeting as presented.

CARRIED

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

There were no informational items presented.

5. EDUCATIONAL PRESENTATIONS

5.1 Student Trip to Athens, Greece – March 18-28, 2020 – Royal Bay Secondary School – Angela Puszka

Angela Puszka presented the student trip to Athens, Greece.

131. MOVED Bob Phillips/Wendy Hobbs

That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School trip to Athens, Greece from March 18-28, 2020, subject to the oversight and direction of the Superintendent's office.

CARRIED

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence

There were no pieces of correspondence discussed.

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

STA – Jennifer Anderson

Jennifer Anderson spoke regarding the safety of STA members, the upcoming visits of Trustees to school sites, and the staffing of the Labour Relations Manager's position.

CUPE – Amber Leonard

Amber Leonard recognized the SD 62 All Staff Day, transport safety and security upgrades and appreciates the District continuing to address the safety needs of the students and drivers.

PVP – Scott Manning

Scott Manning recognized the facilities team for their work on his school's start-up and gave an overview of important dates to remember.

SPEAC – Melanie Armstrong

No representative from SPEAC present.

Canadian Parents for French – Amanda Culver

Amanda Culver provided an overview of the program and indicated that the local chapter is currently recruiting volunteers; its next meeting is scheduled for October 1, 2019 at 6:30 p.m.

6.3 Public Delegations

There were no public delegations.

7. FINANCE, FACILITIES AND SERVICES

7.1 Report on the Resources Committee – Meeting of September 17, 2019

Highlights from the Resources Committee meeting of September 17, 2019 were summarized.

132. MOVED Allison Watson/Wendy Hobbs

The Resource Committee recommends the Board of Education of School District 62 (Sooke) direct staff to review the following areas of transportation and report back to the Resources Committee in November 2019:

- Administration and/or ridership fees;
- Walk limits (urban/rural) of specific routes;
- Pick up and drop off areas; and
- Routes to bus stops (must be safe/efficient).

CARRIED

133. MOVED Wendy Hobbs/Margot Swinburnson

The Resources Committee recommends the Board of Education of School District 62 (Sooke) approve and sign the Goudy Field Use Agreement as presented to the Board at its September 24, 2019 meeting.

CARRIED

134. MOVED Wendy Hobbs/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of September 17, 2019.

CARRIED

7.2 Report on the Audit Committee – Meeting of September 17, 2019

Highlights from the Audit Committee meeting of September 17, 2019 were summarized.

135. MOVED Wendy Hobbs/Bob Phillips

The Audit Committee recommends the Board of Education of School District 62 (Sooke) approve the audited financial statements for the year ending June 30, 2019 as presented at the September 17, 2019 Audit Committee meeting.

CARRIED

136. MOVED Wendy Hobbs/Bob Phillips

That the Board of Education of School District 62 (Sooke) receive the report from the Audit Committee meeting of September 17, 2019.

CARRIED

8. EDUCATION PROGRAM

8.1 Report on the Education-Policy Committee – Meeting of September 10, 2019

The report from the Education-Policy Committee was presented.

Staff continue to work on a draft version of the Sponsorships and Donations Policy and regulations. Trustees confirmed that the policy direction being taken is consistent with Board intent. The Education Policy Committee intends to give notice of motion at the next Board of Education Meeting in October 2019.

137. MOVED Bob Phillips/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy C-426-Provision of Menstrual Products.

CARRIED

138. MOVED Bob Phillips/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee meeting of September 10, 2019.

CARRIED

8.2 International Program Travel to China

Scott Stinson provided an update to School Board members on the status of international travel to China.

9. STUDENTS

9.1 Enrollment Update-as at September 20, 2019

Paul Block provided an update on SD 62 enrollment numbers:

9.2 Student Reporting Pilot Update for 19/20

Paul Block provided an update to Trustees. The Ministry's survey development and approval process has been slightly delayed; as a result, the Ministry is moving the survey launch to the first week of October 2019.

10. FOUNDATIONS & GOVERNANCE

10.1 Board's Annual Work Plan

Scott Stinson provided an overview of the Board's Annual Work Plan.

10.2 Board and Committee Meeting Dates

Scott Stinson provided an overview of the upcoming Board and Committee Meeting dates.

10.3 BCSTA Review of School Site Acquisition Charges

Board Chair, Ravi Parmar, currently sits on the BCSTA Capital Working Group. He provided discussion surrounding land acquisitions and charges.

139. MOVED Margot Swinburnson/Allison Watson
That the Board of Education of School District 62 (Sooke) endorse the nine recommendations outlined in the BCSTA Capital Working Group SSAC Discussion Paper.
CARRIED

11. ADMINISTRATION

11.1 Superintendent's Report – Scott Stinson

Scott provided a verbal report to the Board on meetings, staffing updates and events over the last month.

12. PERSONNEL

No personnel matters were discussed.

13. UPCOMING EVENTS

13.1 Start the Conversation – Brain Injury & Mental Health Conference – October 10, 2019, Belmont

13.2 Joint Partner Liaison Meeting (Chairs, Superintendents, Secretary-Treasurers, Ministry of Education) on October 18, 2019

14. FUTURE ITEMS

No future items were discussed.

15. QUESTION PERIOD

Members of the public posed questions to the Board.

16. ADJOURNMENT

The meeting was adjourned at 8:48p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer

School District #62 (Sooke)
**MODERATE RISK FIELD TRIP APPROVAL FORM
FOR OVERNIGHT OUT-OF-PROVINCE/COUNTRY TRIPS**

- The Leader must read the School District Field Trip Policy before completing this form.
- The Leader must take this completed form to the Principal for approval (and, when it is an out-of-province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).
- Where Part B applies, the Principal should meet with the Leader and review the information prior to the parent/guardian meeting. After this meeting, Part B is to be returned to the Principal for final approval.

PART A - Required for all field trips

Teacher/Leader/Supervisor: Johanne Abbas + Jen Gibson
School: John Stubbs School

Date of Application: Sept 13, 2019 Date(s) of Field Trip: March 9 - 15, ²⁰²⁰~~2019~~

Purpose/Activities: French cultural trip to France + Germany

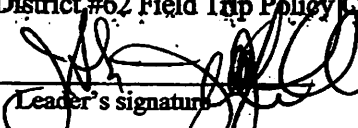

Number of Students: 20 Grade(s): 7+8 Male 10 Female 10
Number of Supervisors/Chaperones: 2 Male 1 Female 1

Times & Locations (When & Where?):
March 8 - 22 2020. Paris France Nancy Metz region. Back to Paris to leave again for Canada.

Method(s) of Transportation: Airplane, bus, metro, train

Costs: 2,800 Source of Funds: Families

I have read School District #62 Field Trip Policy C-329.

Planned by:  Approved by: 
Leader's signature Principal's Signature

Date: Sept 10, 2019

PART B (to be submitted 45 days prior to trip)
Required only for field trips that are overnight, out-of-province/country,
and/or involve "moderate risk" activities.

Date of Parent Information Meeting(s) (required by policy): Sept. 19, 2019

Section 1 - Required for all Overnight Field Trips

Itinerary (attach detailed itinerary, including educational and logistical activities prior to, during, and after the trip as well as names of chaperones and/or supervisors).

Lodging Arrangements Hotels

Meal Arrangements Breakfasts in hotels, dinners in restaurants, lunch on our by/choice

Section 2 - Required if Field Trip involves any "Moderate Risk" Activities

List "Moderate Risk" Activities (see Field-Trip Policy for definitions): _____

Location of Activities (terrain, potential hazards, remoteness/access to medical care, etc.): _____

Paris + Nancy-Metz area

Leader's and/or Instructors' Local Knowledge: I've been to Paris 4 times with students. Will be taking a trip to the area in November

Type & Quality of Safety Equipment: N/A

Ratio of Students-to-Instructors (qualified to lead activities): NA

Ratio of Students-to-Adults (including teachers/supervisors/chaperones/etc.): 9/1

Details of Student Preparation for Activities: Exploration of sites we will be visiting. Possible training activities with students in Nancy-Metz area

Details of Leader's, Supervisor's, and/or Instructor's Experience and Qualifications:

Several field trips with students - including trips to Europe and Quebec.

First Aid Training: Olivier Emery was certified in 2016.

Contingency Plans for Emergencies: Student will room with one of the adults if needed. Extreme case - student could be sent home and parents would have to pay costs.

Section 3 - Any Relevant Additional Information

Planned By: [Signature]
Leader's Signature

Approved/Recommended by: [Signature]
Principal's Signature

Date: Oct. 11, 2019

Proposed itinerary March 2020

Saturday, March 7 - Sunday, March 15

- 2 travel days
- 2 full days in Paris - The Louvre, Place de la Concorde, Eiffel Tower, bus tour of the city, Notre Dame area and Les Halles.
- Travel day to Nancy-Metz area
- 2 days in Grosbliederstroff - Morning classes at College Val-de-Sarre and afternoon excursions hopefully with France students

Student Code of Conduct - France 2020

It is expected that students will:

- Increase their French language by speaking in French at all times during the trip
- Be open to building relationships with students of a similar age
- Be willing to participate fully in French cultural experiences
- Follow the Ecole John Stubbs and District 62 Codes of Conduct as outlined in our student agenda and on the school website

School District #62 (Sooke)
**MODERATE RISK FIELD TRIP APPROVAL FORM
FOR OVERNIGHT OUT-OF-PROVINCE/COUNTRY TRIPS**

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- The Leader must take this completed form to the Principal for approval (and, when it is an out-of-province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).
- Where Part B applies, the Principal should meet with the Leader and review the information prior to the parent/guardian meeting. After this meeting, Part B is to be returned to the Principal for final approval.

PART A - Required for all field trips

Teacher/Leader/Supervisor: S. GARAT / D. BALDWIN / L. McLELLAN / P. McLELLAN
School: EMCS

Date of Application: 05/09/19 Date(s) of Field Trip: MARCH 16-23, 2020

Purpose/Activities: EXPERIENCE, CULTURE, HISTORY, TRAVEL - EXPOSE STUDENTS TO
THE GLOBAL CLASSROOM

Number of Students: 38 Grade(s): 9-12 Male 10 Female 28

Number of Supervisors/Chaperones: 5 Male 3 Female 2

Times & Locations (When & Where?):

MARCH 16 - FLIGHT TO ROME, MARCH 17-20 ROME,
MARCH 20-22 PARIS, MARCH 23 - FLIGHT TO VICTORIA

Method(s) of Transportation: PLANE, TRAIN, BUS

Costs: 3,495⁰⁰ Source of Funds: STUDENT PAYMENT

I have read School District #62 Field Trip Policy C-329.

Planned by: 
Leader's signature

Approved by: 
Principal's Signature

Date: SEPT. 10 / 19

PART B (to be submitted 45 days prior to trip)
**Required only for field trips that are overnight, out-of-province/country,
and/or involve "moderate risk" activities.**

Date of Parent Information Meeting(s) (required by policy): NOV 2018, OCT 2019, DEC 2019, FEB 2020

Section 1 – Required for all Overnight Field Trips

Itinerary (attach detailed itinerary, including educational and logistical activities prior to, during, and after the trip as well as names of chaperones and/or supervisors).

Lodging Arrangements ARRANGED BY EF - HOTELS

Meal Arrangements ARRANGED BY EF

Section 2 - Required if Field Trip involves any "Moderate Risk" Activities

List "Moderate Risk" Activities (see Field Trip Policy for definitions): TRAVEL BY PLANE, TRAIN, BUS,
OVERNIGHT STAYS

Location of Activities (terrain, potential hazards, remoteness/access to medical care, etc.): CITY CENTRES, MEDICAL
CARE IS ACCESSIBLE VIA CLINICS, HOSPITALS, AND LOCAL EMERGENCY
SERVICES.

Leader's and/or Instructors' Local Knowledge: LOCAL GUIDES ARE PROVIDED BY EF. AN EF TOUR
DIRECTOR REMAINS WITH OUR GROUP THROUGHOUT THE TOUR AND ADDITIONAL
LOCAL ACCREDITED GUIDES ARE PROVIDED.

Type & Quality of Safety Equipment:

Ratio of Students-to-Instructors (qualified to lead activities): 8 / 1

Ratio of Students-to-Adults (including teachers/supervisors/chaperones/etc.): 8 / 1

Details of Student Preparation for Activities: VARIOUS MEETINGS DISCUSSING ACTIVITIES, NECESSARY
PRECAUTIONS, EXPECTATIONS, AND PREPARATIONS FOR TRAVEL.

Details of Leader's, Supervisor's, and/or Instructor's Experience and Qualifications: OVER 100 YRS!!! COMBINED TEACHING/
YOUTH CARE EXPERIENCE, ALL CHAPERONES HAVE WORKED WITH YOUTH IN A
LEADERSHIP CAPACITY. ALL CHAPERONES HAVE EXPERIENCE LEADING STUDENTS
ON FIELD TRIPS OF MODERATE RISK

First Aid Training: BASIC LEVEL OF FIRST AID

Contingency Plans for Emergencies: EF GUIDE PRESENT THROUGHOUT TOUR, REGULAR
ONGOING COMMUNICATION WITH EF OFFICES

Section 3 – Any Relevant Additional Information

PARENTS AND STUDENTS WILL SIGN A BEHAVIOUR AGREEMENT.

Planned By:

[Signature]
Leader's Signature

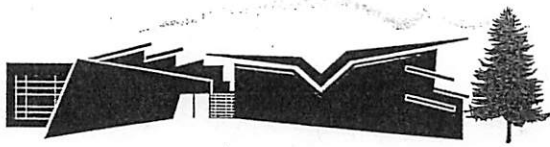
Approved/Recommended by:

[Signature]
Principal's Signature

Date:

SEPT. 16 / 19

Superintendent's Signature



EDWARD MILNE COMMUNITY SCHOOL

September 12, 2019

Dear Parents and Guardians:

RE: Rome and Paris 2020– Departure March 16, 2020 – Return March 23, 2020

Thank you for supporting our 2017 trip to Dublin, London, and Wales. We hope the travelling experience will set the stage for future travel adventures.

We need your support to ensure the safety of our students by reinforcing the fact that school rules apply. It is expected that students will respect curfew restrictions not only because we are on the move early each day, but also to ensure their safety. Because this is a school trip, we must emphasize that the use of alcohol or drugs is prohibited! If students violate this agreement they will be sent home at your expense, this will include the cost of a chaperone required to accompany the student.

Behaviour in our hotel rooms must demonstrate good manners and respect for the facility. Should there be any damage to the rooms, or other areas we occupy during our travels, the parent of the student responsible will cover the costs.

We are doing our utmost to create a safe and enjoyable journey for all. EF Tours provides a tour guide to facilitate our trip through Europe. As well, four chaperones connected to the school and district will further ensure the safety of the students. However, Edward Milne Community School, School District No. 62 (Sooke), and the chaperones cannot be held responsible for tragedies beyond our control such as acts of terrorism or if students choose to ignore tour rules.

It is our goal to make this a memorable and positive event for all those travelling to Europe.

Yours truly,

Mrs. S. Garat, Teacher



Ms. L. Fulton, Principal

Name of student (please print) _____

Student's agreement (signature) to the above terms and conditions _____

Parent's name (please print) _____

Parent's agreement (signature) to the above terms and conditions _____



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1. Go to eftours.ca/enrol
2. Enter the provided tour code
3. Click "Enrol" and go!

Your tour details

Group Leader: Susan Garat
Requested tour date: 3/16/2020
Tour code: 2058988EM

Enrol today at eftours.ca/enrol

Questions? Call 1-800-263-2806

Full Booking Conditions can be found online at eftours.ca/bc

Registration Numbers: TICO-2395858, 50018789 | CPBC-73991,73990 | OPC-702732

Questions? I'm available. Just let me know.



Dominique Gilbert

GET IN TOUCH

Travel dates

2020

MAR 14

MAR 16 – MAR 23

MAR 25

Earliest
departure

Requested
dates

Latest
return

✈ Depart from Victoria (BC)

Price valid until 9/30/2018

STUDENT

\$3,495

or \$194/ 17 mos.

~~ADULT~~

~~\$3,015~~

~~or \$194/ 17 mos.~~



AIRFARE & TRANSPORTATION



HOTELS



MEALS



ENTRANCES



FULL-TIME TOUR DIRECTOR



EXPERT LOCAL GUIDES

PRICE DETAILS



Educational
TOURS

Watch videos, read
reviews and enrol on your
teacher's Tour Website

eftours.ca/

This is also your tour number

ROME & PARIS

8 or 10 days | Italy | France | Extension to England

The significance of Ancient Rome cannot be overstated. See the roots of its influence in the arches of the Colosseum and the remains of the Roman Forum. Then stand beneath Michelangelo's masterpiece—the ceiling of the Sistine Chapel in Vatican City. From there it's on to Paris, where great philosophers inspired the Age of Enlightenment.

EVERYTHING YOU GET:



Full-time Tour Director



Sightseeing: 3 sightseeing tours led by expert, licensed local guides (4 with extension); 1 walking tour (2 with extension)



Entrances: Colosseum; Roman Forum; Sistine Chapel; St. Peter's Basilica; Louvre; Notre Dame Cathedral; With extension: Tower of London



weShare, our online platform that taps into each student's interests for a more engaging learning experience



All of the details are covered: Round-trip flights on major carriers; Comfortable motor coach; Eurostar high-speed train with extension; 5 overnight stays in hotels with private bathrooms (7 with extension); 1 night couchette accommodation; European breakfast and dinner daily (lunch instead of dinner on Day 5)



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your **Tour Director** in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travellers on Facebook, Twitter or Instagram, or delving deeper into your destinations with our online learning platform, **weShare**, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels and meals while also providing their own insight into the local history and culture. **Expert local guides** will lead your group on sightseeing tours, providing detailed views of history, art, architecture or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday

—MELISSA, TRAVELLER



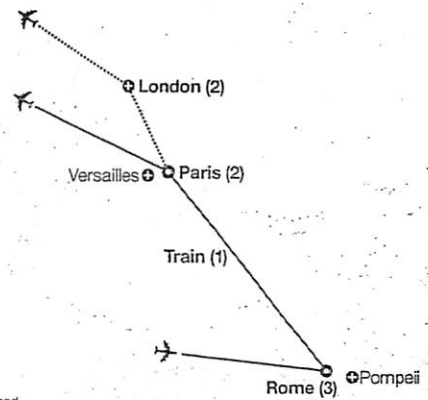
Via Twitter



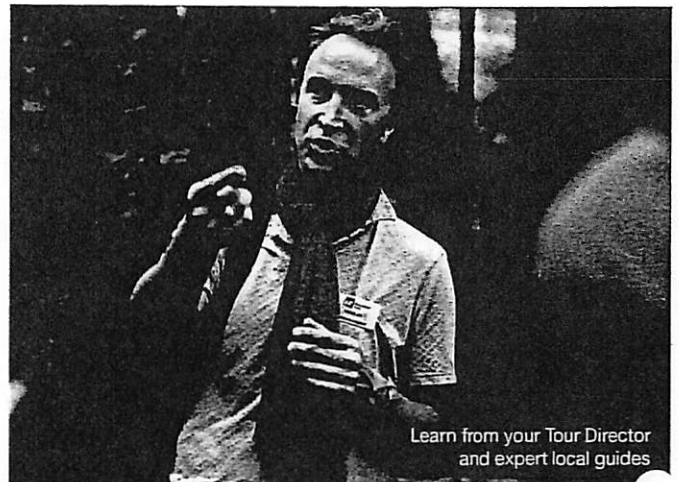
CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at eftours.ca/

Your teacher's Tour Website



This tour may be reversed



Learn from your Tour Director and expert local guides



Via Instagram

What you'll experience on your tour

Day 1: Fly overnight to Italy

Day 2: Rome

- Meet your Tour Director at the airport in Rome, a city that integrates its past into the present better than any other. During your stay, explore the world's most famous arena, the Colosseum, where you can almost hear the stamping feet of the crowds gathered for gladiatorial combat. Nearby, the Roman Forum marks the former heart of the Roman Empire. Julius Caesar gave many of his great political speeches there. On your visit to the Vatican City, marvel at Michelangelo's breathtaking ceiling in the Sistine Chapel and look out for the colourful uniforms of the Swiss Guard, protectors of the Vatican City. Before you say "arrivederci," toss a coin into the Trevi Fountain to ensure a return trip to the Eternal City.

Day 3: Rome

- Take an expertly guided tour of Rome
- Visit the Colosseum
- Visit the Roman Forum
- Take a self-guided walking tour of Rome: Trevi Fountain; Pantheon; Piazza Navona; Spanish Steps

Day 4: Rome

- Full day to see more of Rome or
 - Visit Pompeii

Day 5: Rome | Night train

- Take an expertly guided tour of Vatican City. During your visit, look for the papal protectors who flank the entrance to St. Peter's Basilica: they're the highly trained soldiers of Vatican City's Pontifical Swiss Guard. Inside, pass under gilded archways lofted hundreds of feet off the ground before heading to visit the saint's tomb. Then, experience the Sistine Chapel's breathtaking domed ceiling. From Michelangelo's frescoes to Raphael's tapestries, Pope Sixtus IV commissioned the masters of the day to cover nearly every inch of the Chapel in art depicting important Biblical scenes. For a very special keepsake, drop a postcard in the mail before you go, complete with a stamp from the world's smallest country.
- Visit the Sistine Chapel
- Visit St. Peter's Basilica
- Travel by night train to Paris

Day 6: Paris

- Arrive in Paris, the City of Light. During your stay you'll get a taste of Parisian style as you ride down the Champs-Élysées, an elegant boulevard packed with high-fashion boutiques. Pass the Place de la Concorde and the Arc de Triomphe and strike a pose in front of the Eiffel Tower. At the École Militaire, see where a promising young Napoleon launched his rise to power. You'll also have the chance to admire the Notre Dame Cathedral's sculptured façade, stained-glass rose windows and seemingly weightless vaulted ceilings.
- Visit the Louvre and explore art from around the world as you wander from wing to wing of one of Paris's biggest attractions and the most visited museum in the world. Built to defend the city in the 13th century, today the Louvre safeguards collections that span continents and the ages. Enter by I.M. Pei's glass pyramid, considered a controversial addition by many resident Parisians. Inside, discover Greek, Roman and Asian antiquities, as well as precious objects from the Middle Ages. These massive halls are home to over 35,000 objects; among them is Leonardo da Vinci's masterpiece, the *Mona Lisa*. Be sure to get an up-close look at her beguiling smile.
- Take a walking tour of Paris: Latin Quarter
- Visit Notre Dame Cathedral

Day 7: Paris

- Take an expertly guided tour of Paris: Place de la Concorde; Champs-Élysées; Arc de Triomphe; Les Invalides; Eiffel Tower
- Time to see more of Paris or
 - Visit Versailles

Day 8: Depart for home

• 2-DAY TOUR EXTENSION

Day 8: London

- Travel by Eurostar train to London
- Take an expertly guided tour of London: Big Ben and Houses of Parliament; Piccadilly Circus; St. Paul's Cathedral; Westminster Abbey

Day 9: London

- Visit the Tower of London
- Take a walking tour of London: The Strand; Trafalgar Square; Leicester Square; Covent Garden

Day 10: Depart for home



Rome, Italy, the Colosseum.
:) #italy #touring #europe
#eftours #amazing #beautiful
#gorgeous

- ADRIANNA, TRAVELLER



Via Instagram

EF tours allowed me to take my daughter to Italy where I travelled while in college. It sparked a fire in her to want to see the world. It opened her eyes to other cultures. It makes me proud that she realizes there are so many amazing places out there that exist outside our little part of the world.

- BECKY, TRAVELLER



Via Facebook

TOP THREE THINGS I WILL SEE, DO, TRY OR EXPLORE

1. _____

2. _____

3. _____

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FOR OVERNIGHT OUT-OF-PROVINCE/COUNTRY TRIPS**

- The Leader must read the School District Field Trip Policy before completing this form.
- The Leader must take this completed form to the Principal for approval (and, when it is an out-of-province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).
- Where Part B applies, the Principal should meet with the Leader and review the information prior to the parent/guardian meeting. After this meeting, Part B is to be returned to the Principal for final approval.

PART A - Required for all field trips

Teacher/Leader/Supervisor: Christine Dosouto & Steve Wilson
School: Spencer & Belmont

Date of Application: 9/6/2019 Date(s) of Field Trip: March 16-27, 2020

Purpose/Activities: Cultural Tour of Ecuador and Galapagos

Number of Students: 18 Grade(s): 8-12 Male 10 Female 8

Number of Supervisors/Chaperones: 3 Male 1 Female 2

Times & Locations (When & Where?):
Quito, Ecuador, Santa Cruz Island, Isabela Island and San Cristobal Island

Method(s) of Transportation: plane, motor coach, boat

Costs: \$5593 Source of Funds: minimal fundraising

I have read School District #62 Field Trip Policy C-329.

Planned by: C Dosouto
Leader's signature

Approved by: [Signature]
Principal's Signature

Date: Sept 6/19

PART B (to be submitted 45 days prior to trip)
Required only for field trips that are overnight, out-of-province/country,
and/or involve "moderate risk" activities.

Date of Parent Information Meeting(s) (required by policy): _____

Section 1 – Required for all Overnight Field Trips

Itinerary (attach detailed itinerary, including educational and logistical activities prior to, during, and after the trip as well as names of chaperones and/or supervisors).

Lodging Arrangements Hotels

Meal Arrangements Breakfast, Lunch, dinner included

Section 2 - Required if Field Trip involves any "Moderate Risk" Activities

List "Moderate Risk" Activities (see Field Trip Policy for definitions): Snorkeling

Location of Activities (terrain, potential hazards, remoteness/access to medical care, etc.): _____

Leader's and/or Instructors' Local Knowledge: Full-time EF tour guide

Type & Quality of Safety Equipment: equipment on motor coach and boat

Ratio of Students-to-Instructors (qualified to lead activities): _____ / 1

Ratio of Students-to-Adults (including teachers/supervisors/chaperones/etc.): 6 / 1

Details of Student Preparation for Activities: n/a

Details of Leader's, Supervisor's, and/or Instructor's Experience and Qualifications: Chris Dosouto and Yvonne Clarke have led 11 Spring Break trips with students. Steve Wilson has traveled extensively.

First Aid Training: Yvonne Clarke & Chris Dosouto

Contingency Plans for Emergencies: EF Tours provides this

Section 3 – Any Relevant Additional Information

Planned By:

Leader's Signature

Approved/Recommended by:

Principal's Signature

Date:

Sept 6/19

As a member of the Spencer and Belmont Galapagos Trip, I understand that I am an ambassador of Spencer/Belmont School. An ambassador is one who is sent as an official messenger to represent their country. I have the privilege of being part of an educational program.

In order to make sure we all agree and know what standards are expected, you must be willing to adhere to the following behavior behaviour:

1. Obey requirements (i.e., the school code of conduct) and accept the authority of supervisors at all times.
2. Accept the authority of adult supervisors and EF tour guides.
3. Absolutely **no use of alcohol** and non-medical use of drugs are allowed.
4. Students must be prompt for group gatherings such as transportation, tours, etc.

Anyone who is not prepared to accept these conditions should not commit themselves to the trip. Breaking condition #3 will be grounds for immediately notifying parents and sending the student back to Victoria on the first available flight, with all costs borne by the student/parents.

Parents and students: please sign in the appropriate space below and return to Ms. Dosouto or Ms. Clarke by November 1, 2019.

PARENT/GUARDIAN:

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

Date

Parent/Guardian Signature

STUDENT:

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

Date

Student Signature

Expectations of Behaviour for Students on Spring Break Trips

As a member of Spencer's Spring Break Trip, I understand that I am an ambassador of either Spencer, Belmont or Royal Bay Schools. An ambassador is one who is sent as an official messenger to represent their country. I have the privilege of being part of an educational program.

In order to make sure we all agree and know what standards are expected, you must be willing to adhere to the following behaviour:

1. Obey requirements (i.e., the school code of conduct) and accept the authority of Spencer supervisors at all times.
2. Accept the authority of adult supervisors and EF tour guides.
3. Absolutely no use of alcohol and non-medical use of drugs are allowed.
4. Students must be prompt for group gatherings such as transportation, tours, meals, etc.

Anyone who is not prepared to accept these conditions should not commit him/herself to the trip. Breaking conditions #3 will be grounds for immediately notifying parents and sending the student back to Victoria on the first available flight, with all costs borne by the student/parents.

PARENT/GUARDIAN

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

Date

Parent/Guardian Signature

STUDENT:

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

Date

Student name/ Signature

Expectations of Behaviour for Parents on Spring Break Trips

The purpose of this agreement is to ensure that everyone who participates in Spencer and Belmont's Spring Break Trip has a safe and educational experience. We ask that all of our adult participants sign this agreement. Because this is a tour which involves students, we have found that it is very important to clearly outline behaviour expectations of both the adult and student traveler. Please read through the following statements and then sign and date this form. Thank you for helping make this a safe, exciting, and educational adventure for all of us!

- I agree to act as a positive role model for the students on this trip.
- I agree that I will not consume alcoholic beverages during this tour.
- I agree to be prompt and punctual.
- I understand that I am a part of a group and must follow the trip itinerary as outlined by Spencer Middle School.
- I understand that Ms. Dosouto and Ms. Clarke are leaders of this group and should problems of any kind arise, the leaders should be notified and left with the responsibility to resolve these issues.
- When traveling to various sites, I agree to be part of a small group when necessary.

Please print full name

Signature

Date



**EDUCATIONAL
TOURS**

Dear Parents and Guardians,

Congratulations! Your child has been invited to learn more about an international travel opportunity to **The Galapagos Islands** during Spring Break 2020!

The Galápagos Islands are most famous for the profound discoveries of Charles Darwin. Carry on that scientific tradition as you learn about the unique species that call the islands home. On mainland Ecuador, experience the local culture in Quito. Independence Plaza and the Intinan Museum provide social context to the biological wonders of this fascinating country.

As our world becomes increasingly interconnected, it is critical for our students to become more culturally aware, explore new ideas and grow their potential. I believe that when students are able to see the culture come to life outside of the classroom, they develop a new and valuable perspective of the world.

We will be hosting an informational meeting on **Wednesday, September 25th at 7 pm in Belmont Learning Commons** to provide more details about this opportunity and answer any questions you may have. There is limited space on the trip and enrollment will be open at the end of the meeting.

Christine has led 10 EF tours with Spencer, Belmont and Royal Bay students to Egypt, China, Japan, Europe, Peru, Costa Rica, Australia, Fiji, New Zealand and South Africa.

Please send either Steve or Christine an email or return the RSVP slip below by Monday, May 27th to ensure we can accommodate everyone in our meeting space.

I hope that you will be able to attend the upcoming meeting to learn more about this incredible once-in-a-lifetime experience!

Warm regards,

Christine DoSouto - Spencer Middle School cdosouto@sd62.bc.ca

Steve Wilson – Belmont High School swilson@sd62.bc.ca

Yes, I plan to attend the informational meeting

I'm unable to attend this meeting but am interested in participating. Please contact me with more information.

Student Name & School: _____

Parent/Guardian Name: _____

Parent/Guardian Phone Number: _____

Parent/Guardian Email: _____



YOUR PRICE QUOTE

Charting the Galapagos Islands

PREPARED FOR
Christine DoSouto

PREPARED ON
May 7, 2019

YOUR TOUR NUMBER
2264658HJ

YOUR TOUR WEBSITE
www.efours.ca/2264658HJ

TOTAL PRICE

Based on a private tour of 20 - 24 paying travellers
Price valid for travellers enrolled May 7, 2019 - May 31, 2019

Student
\$5,593

or \$600 / 9 mos

Adult
\$6,173

or \$664 / 9 mos

STUDENT PRICE BREAKDOWN

Program Price (includes extension)	\$5,294
Private Group (20-24 paying)	\$270
Peace of Mind	FREE
Weekend Supplement	\$40
Global Travel Protection Plan	\$189
Early Enrollment Discount	-\$200

For every 6 paying travellers, 1 chaperone travels FREE

Adult supplement required for age 20 and older at the time of travel, roomed in twin accommodation. Students, travelers under age 20, will be roomed in triples or quads.

Program price includes HST/GST where applicable, (domestic tours only), departure taxes, and airport fees. Please call 1-800-387-1460 for more information. Please call 1-800-387-1460 for more information. To view EF's Booking Conditions, visit efours.ca/bc which outline full price inclusions, payment schedule, cancellation, and refund policies.

* We understand that plans sometimes change due to unforeseen circumstances. EF's Peace of Mind Program allows your entire group to change your tour or departure date. Your group can feel secure planning your trip, knowing that your plans are flexible.

Travellers may also purchase the Global Travel Protection Plan. Please visit efours.ca/coverage for complete terms, conditions and exclusions by referring to the Master Chubb Insurance policy. If you are a resident of Quebec, you may only purchase this plan if travelling on an International tour. Please review the Quebec distribution guide prior to purchase.

EF Educational Tours is registered with TICO (international registration #2395858, domestic registration #50018789) Consumer Protection BC (international registration #73991, domestic registration #73990) and a holder of a Quebec permit with the Office de la protection du consommateur (OPC permit #702732). As of January 1, 2019, for residents of Quebec, contribution is no longer required, but you will automatically be covered by FICAV. Find out more at www.ficav.gouv.qc.ca/en.

Your travel details

TOTAL LENGTH
12 days

DEPARTING FROM
Victoria (BC)

REQUESTED TRAVEL DATES
Monday, March 16, 2020 - Friday, March 27, 2020

YOUR DEPARTURE DATE RANGE

EARLIEST Sat. Mar. 14

REQUESTED Mon. Mar. 16

LATEST Wed. Mar. 18

Everything you get

TOUR (INCLUSION)

Round trip economy class flights, hotels with private baths roomed in triples or quads, breakfasts and dinners (see your itinerary for meal details), on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at www.efours.ca/2264658HJ.

FULL-TIME TOUR DIRECTOR

Your dedicated Tour Director is with your group 24/7, providing deep local insight while handling all on-tour logistics.

EXPERT LOCAL GUIDES

Your expert local guides add cultural insight and global perspective on your sightseeing tours.

WESHARE—PERSONALIZED LEARNING

Our personalized learning experience engages students before, during and after tour, with the option to create a final, reflective project.

CONTINUOUS SUPPORT

Your dedicated EF team helps you every step of the way—from recruiting and enrolling travellers to planning and managing your tour.

24-HOUR EMERGENCY SERVICE

Travellers and their families can count on EF's dedicated emergency service team.

WORLDWIDE PRESENCE

EF has over 500 schools and offices in more than 50 countries worldwide so wherever you go, we're there too.

PEACE OF MIND PROGRAM

Feel secure knowing your group can change their destination or travel dates due to unforeseen circumstances.

Your Tour Consultant

DOMINIQUE GILBERT
778-372-2064
dominique.gilbert@ef.com



Educational Tours

Watch videos, read reviews, and enrol on your teacher's Tour Website

eftours.ca/








This is also your tour number

CHARTING THE GALÁPAGOS ISLANDS

9 or 12 days | Quito | Santa Cruz Island | Isabela Island | San Cristóbal Island | Extension to Riobamba

The Galápagos Islands are most famous for the profound discoveries of Charles Darwin. Carry on that scientific tradition as you learn about the unique species that call the islands home. On mainland Ecuador, experience the local culture in Quito. Independence Plaza and the Intinan Museum provide social context to the biological wonders of this fascinating country.

EVERYTHING YOU GET:

-  **Full-time Tour Director**
-  **Sightseeing:** 2 sightseeing tour led by your Tour Director; comprehensive sightseeing of natural attractions
-  **Entrances:** Santo Domingo Monastery; Intinan Museum; Charles Darwin Research Station; Artisan's workshop
-  **weShare:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project.
-   **All of the details are covered:** Round-trip flights on major carriers; comfortable motor coach; internal flights; boat; 7 overnight stays in hotels with private bathrooms (10 with extension); breakfast and dinner daily; 3 meals on days 3-6
- 



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your **Tour Director** in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travellers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, **weShare**, the excitement will hit you long before you pack your suitcase.

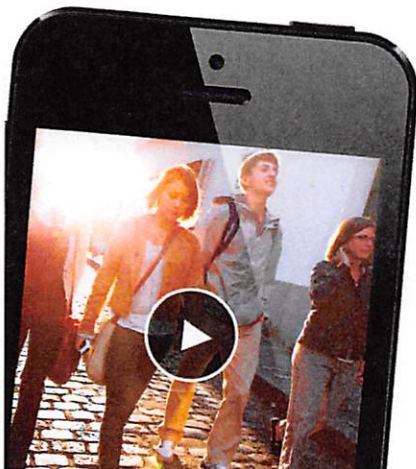
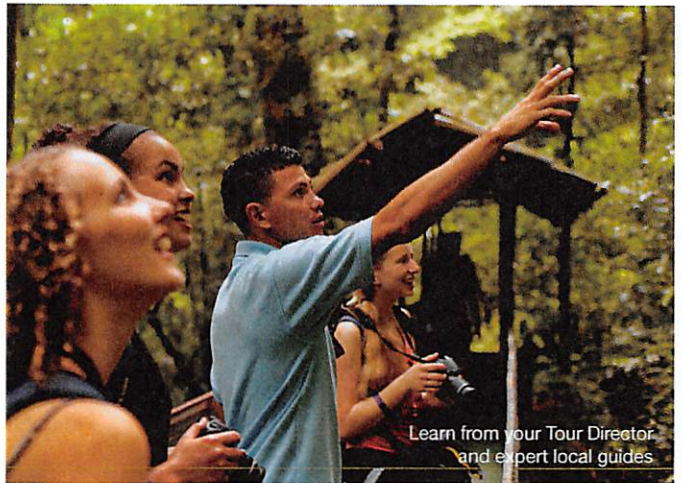
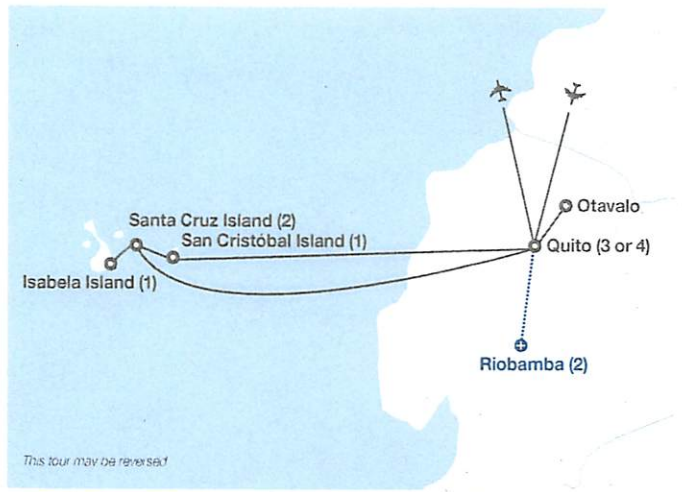
When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. **Expert local guides** will lead your group on sightseeing tours, providing detailed views of history, art, architecture, or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday

— MELISSA, TRAVELLER

 Via Twitter



CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at eftours.ca/

Your teacher's Tour Website

What you'll experience on your tour

Day 1: Fly to Ecuador

- Meet your Tour Director at the airport in Quito, the Ecuadorian capital carved into a narrow plateau high above the Andean valleys, beneath the peaks of the Pichincha Volcano.

Day 2: Quito

- Take a tour of Quito: Independence Plaza; Government Palace.
- Visit the Santo Domingo Monastery.
- Take an excursion to the equatorial line. If you've ever wanted to stand in both hemispheres at the same time, this is your chance.
- Visit the Intinan Museum, where you'll discover how the Incas determined the middle of the Earth.

Day 3: Baltra | Santa Cruz Island

- Fly to Baltra.
- Travel to Santa Cruz Island.
- Visit the Santa Cruz Highlands.
- Visit the Charles Darwin Research Station and see the breeding center for the giant tortoises from which the islands took their name. Visit the Twin Craters and the lava tunnels.

Day 4: Santa Cruz Island | Isabela Island

- Continue on to Isabela Island, the largest of the Galápagos Islands. In 1959, the archipelago was declared a national park in order to protect the flora and fauna that Charles Darwin observed while formulating his theory of evolution. Critical to his studies were the islands' iguanas, penguins, flightless cormorants, and 13 species of finches, whose beak sizes and shapes provided invaluable insights into the process he called natural selection.
- Take an excursion to a pink flamingo habitat.
- Enjoy a snorkeling activity where you'll see animals like flamingos, sea lions, and iguanas. You'll also participate in a nature walk, and explore an islet made of lava.

Day 5: Isabela Island | Santa Cruz Island

- Travel to Santa Cruz Island.
- Go snorkeling in Las Grietas and enjoy free time on the beach.

Day 6: San Cristobal Island

- Travel to San Cristobal Island.
- Hike up Tijeretas Hill.
- Enjoy a snorkeling activity and take a coastal walk at La Lobería beach.

Day 7: San Cristobal Island

- Enjoy morning activities on San Cristobal Island.
- Fly to Quito.

Day 8: Otavalo | Depart for home

- Visit the market town of Otavalo. Surrounded by the Imbabura, Cotacachi, and Mojanda volcanoes, Otavalo is a small farming town known for its textiles. Otavaleña women traditionally wear lace blouses with dark skirts and a coloured band around their waists. You'll have the opportunity to shop for handmade goods and other souvenirs crafted by the area's local residents at one of the largest craft markets in the country. And don't think that handicrafts are the only thing you will find here—you can purchase anything from musical instruments to a meal. Plus, the market offers a unique glimpse into traditional Andean culture, as locals have frequented the markets for hundreds of years.
- Learn how to make ponchos at a workshop taught by a local family.
- Enjoy a weaving workshop.
- Transfer to the airport for your overnight flight home.

Day 9: Arrive home

3-DAY TOUR EXTENSION

Day 9: Quito | Riobamba

- Travel to Riobamba.
- Visit the Banos hot springs.

Day 10: Riobamba | Guamote

- Take a day trip to Guamote.
- Participate in cultural exchange activities with the local community.

Day 11: Riobamba | Guamote | Quito | Depart for home

- Participate in a second day of cultural immersion activities.
- Travel to Quito.

Day 12: Arrive home



This trip made me infinitely more confident about my Spanish speaking and listening capabilities. Seeing Ecuador and the Galápagos like this is truly a once in a lifetime opportunity.

– CAMERON, TRAVELLER



Tour review

This trip to Ecuador and the Galápagos Islands was unexpectedly amazing. Our Tour Director was excellent and handled all aspects of our trip with grace and expertise. I loved trying new foods thanks to our tour guides who helped us select new fruits and other items.

– KRISTEN, TRAVELLER



Tour review

TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. _____
2. _____
3. _____

**PROPOSED OVERNIGHT AND OUT-OF-PROVINCE SCHOOL TRIPS
2019 – 2020
October 22, 2019**

BELMONT

DATE	DESTINATION	PURPOSE	SPONSOR	REQUIRES BOARD APPROVAL
Nov. 1 – 3/19	Camp Thunderbird	Music Dept. student retreat – 60 students and 8 adult chaperones	Glynis Dawson & Mandart Chan	No
Nov. 28 – 30	Port Moody	Sr. Boys' Basketball trip – 11 – 13 students and min. 2 adult chaperones	Kevin Brown	No
Dec. 5 – 7	Langley	Sr. Boys' Basketball trip – 11 – 13 students and min. 2 adult chaperones	Kevin Brown	No
Dec. 6 – 8	Khludak Trail	Outdoor Education hiking trip for approx. 10 gr. Students and 2 adult chaperones	Dayna Christ-Rowling	No
Jan. 6 – 8	Khludak Trail	Outdoor Education hiking trip for approx. 10 gr. Students and 2 adult chaperones	Dayna Christ-Rowling	No
Jan. 9 – 11, 2020	Vancouver (tba)	Sr. Boys' Basketball trip – 11 – 13 students and min. 2 adult chaperones	Kevin Brown	No
Jan. 9 – 11	Vancouver (tba)	Junior Boys' Basketball – 11 – 12 students and min. 2 adult chaperones	Rhys Hill	No
Jan. 16 – 18	North Vancouver	Junior Boys' Basketball – 11 – 12 students and min. 2 adult chaperones	Rhys Hill	No
Jan. 23 – 25	Vancouver (tba)	Sr. Boys' Basketball trip – 11 – 12 students and min. 2 adult chaperones	Kevin Brown	No
May 1 – 3	Juan de Fuca Trail	Outdoor Education trip for approx. 6 students and 2 adult chaperones	Dayna Christ-Rowling	No
May 7 – 8	Abbotsford, BC	Drumline competition – 25 music students and 2 adult chaperones	Chris Rivollier	No
May 15 – 18	Camp Bernard	Outdoor Education trip for approx. 12 gr. 9 – 10 students and 3 adult chaperones	Dayna Christ-Rowling	No
May 27 – 29	Camp Bernard	Outdoor Education trip for approx. 30 gr. 9 – 10 students and 4 adult chaperones	Dayna Christ-Rowling	No
June 17 – 19	Camp Barnard	Year-end camping trip for approx. 15 gr. 9 – 12 IMPACT students and 5 adult chaperones	Danny Martin & Angela Secord	No

ROYAL BAY

DATE	DESTINATION	PURPOSE	SPONSOR	REQUIRES BOARD APPROVAL
Nov. 7 – 11/19	Las Vegas, Nevada	Gr. 11-12 lacrosse trip for 22 students and 3 chaperones	Lucas MacNeil	YES (June 26/19)
Nov. 18 – 19	Comox and Courtenay	Comox Valley Music Festival – approx. 80 gr. 9 – 12 music students and 6 adult chaperones	Karen Snowsell & Glenn Whitney	No
Dec. 6 – 8/19	Tukwila, Washington	Gr. 9 – 12 lacrosse trip for 50 students and 6 chaperones	Lucas MacNeil	YES (June 26/19)
Jan. 10 - 11, 2020	Abbotsford, BC	Sr. Girls' Basketball tournament for 14 students and 4 adult chaperones	Kevin Harrington	No

ROYAL BAY CONT'D

Jan. 17 – 20	Palm Springs	Girls' Lacrosse Academy trip for approx. 17 students and 4 adult chaperones	Jacob Wheating	YES
Feb. 8 – 15	Honolulu, Hawaii	Royal Bay Girls' Soccer academy trip for 15 students and 3 adult chaperones	Brian Hobson & Moira Hood	YES
Feb. 21-24	Las Vegas, Nevada	Gr. 10-12 lacrosse trip for 22 students and 5 chaperones	Lucas MacNeil	YES (June 26/19)
Mar. 16 - 21	Los Angeles, California	Combined trip with Dunsmuir (see listing for Dunsmuir)		YES
Mar. 18 - 28	Greece	Cultural trip for approx. 26 Gr. 12 students and 4 adult chaperones	Angela Puszka	YES (Sept. 24/19)
Mar. 12 - 20	London & Manchester, England	Soccer Academy trip for approx. 18 students and 7 adult chaperones	John Mennie	YES
Apr. 23 – 24	Juan de Fuca Trail	Hiking/camping trip for approx. 25 gr. 11 & 12 Outdoor Ed students and 2 adult chaperones	Kirk MacRae	No
April tba	Vancouver/Lower Mainland	Music trip with R & B band – approx. 18 – 20 students and 3 adult chaperones	Glenn Whitney	No
May 3 – 4	Sisters, Oregon	Girls' Lacrosse Academy trip for approx. 16 students and 4 adult chaperones	Jacob Wheating	YES
May 18 - 22	Calgary, AB	MusicFest Canada – approx. 70 gr. 9 – 12 music students and 6 adult chaperones	Karen Snowsell & Glenn Whitney	YES
May 25 – 29	West Coast Trail	Hiking/camping trip for approx. 25 gr. 11 & 12 Outdoor Ed students and 2 adult chaperones	Kirk MacRae	No
June tba)	Denver, Colorado	Lacrosse recruiting trip – 40 – 50 students and 4 – 5 adult chaperones	Lucas MacNeil	YES

EMCS

DATE	DESTINATION	PURPOSE	SPONSOR	REQUIRES BOARD APPROVAL
Sept. 30 – Oct. 1	Vancouver	We for She Conference – 30 students and 2 adult chaperones	Emily Lutze	No
Jan. 9 – 10, 2020	Port Alberni	Sr. Boys' Basketball tournament – approx. 12 students and 2 – 3 adult chaperones	Angus McCowan	No
Jan. 16 – 17	Saltspring Island	Sr. Boys' Basketball tournament – approx. 12 students and 2 – 3 adult chaperones	Angus McCowan	No
Mar. 16 – 23	Rome and Paris	Cultural trip for approximately 38 students and 5 adult chaperones	Sue Garat, Paul McLellan, Lisa McLellan, Dean Baldwin	YES
Apr. 18 – 19	Vancouver	Sr. Boys' Rugby tournament – approx. 12 students and 2 – 3 adult chaperones	John Lyall	No
Apr. 24 – 26	Galiano Island	Environmental education camping trip for approx. 24 students and 3 adult chaperones	David Clark, Laura Verhoeven, Kristi Schaeffer	No

DUNSMUIR

DATE	DESTINATION	PURPOSE	SPONSOR	REQUIRES BOARD APPROVAL
Oct. 9 – 11	Camp Imadene	Leadership trip for 75 grade 6 students and 5 adult chaperones	Marianne Arsenault	No
Mar. 16 – 21, 2020	Los Angeles and Disneyland	Cultural trip for 20 – 30 grades 7 – 12 Dunsmuir and Royal Bay students and approx. 5 adult chaperones	Pam Gerrits	YES
Apr. 22 – 24	Vancouver	Band/Choir festival trip – approx. 40 students and min. 6 adult chaperones	Fabian Duque-Park	No
June 17 – 19	Camp Capernwray, Thetis Island	Year-end camping trip for 85 – 90 Gr. 7 students and 4 adult supervisors (plus on-site camp staff)	Lenore Clarke	No

SPENCER

DATE	DESTINATION	PURPOSE	SPONSOR	REQUIRES BOARD APPROVAL
Mar. 16 – 27, 2020	Ecuador and Galapagos Islands	Cultural trip for 18 grades 8 – 12 students (gr. 9 – 12 from Belmont) and 3 adult chaperones	Christine DuSouto, Yvonne Clarke and Steve Wilson	YES

JOURNEY

DATE	DESTINATION	PURPOSE	SPONSOR	REQUIRES BOARD APPROVAL
Oct. 7 – 9	Camp Qwanoes, Crofton	Team building camping trip for approx. 90 – 100 gr. 7 & 8 students and 7 adult chaperones	Brittany Sims	No
Mar. 2020 tba (during spring break)	Tokyo and Natori, Japan	Cultural trip for approx. 20 gr. 7, 8 & 9 (EMCS) students & 3 adult chaperones	Kelly Dvorak, Winona Johnston, Brandon van Hooydonk	YES
May 18 - 22	Calgary, AB	MusicFest Canada - approx. 50 – 75 students and 12 adult chaperones	Lorna Bjorklund	YES
June 10 - 12	Horne Lake	Year-end camping trip for approx. 60 gr. 7 students and 8 adult chaperones	Laurie Gitzel & Kelly Dvorak	No

CRYSTAL VIEW

DATE	DESTINATION	PURPOSE	SPONSOR	REQUIRES BOARD APPROVAL
June 16 – 17, 2020	Camp Thunderbird	Gr. 5 year end camping trip – 45 students and approx. 11 adult chaperones	Christy Chia, Theresa Booth, Heather Finlay	No

JOHN MUIR

DATE	DESTINATION	PURPOSE	SPONSOR	REQUIRES BOARD APPROVAL
June 11 – 12, 2020	Camp Pringle	Year-end camping trip for approx. 75 gr. 4-5 students and 15 adult chaperones	Annette Jacobsen & Paul Pepin	No

JOHN STUBBS

DATE	DESTINATION	PURPOSE	SPONSOR	REQUIRES BOARD APPROVAL
Mar. 8 – 15, 2020	France & Germany	Cultural trip for up to 20 grade 8 students and 2 adult chaperones	Johanne Abbis, Olivier Emery	YES
May 12 - 14	Camp Thunderbird	Gr. 6 year-end class trip/outdoor education for 28 students and 7 adult chaperones	Jessica Narsing	No
June 16 – 18	Camp Imadene	Gr. 6 year-end class trip/outdoor education for 72 students and 8 adult chaperones	Jennifer Gage, Benula Bunjun, Owen Summers	No

POIRIER

DATE	DESTINATION	PURPOSE	SPONSOR	REQUIRES BOARD APPROVAL
June 18 – 19, 2020	Vancouver	Gr. 5 year-end class trip to Science World – 140 students and 22 adult chaperones	Grania Bridal	No

WILLWAY

DATE	DESTINATION	PURPOSE	SPONSOR	REQUIRES BOARD APPROVAL
June 11 – 12, 2020	Camp Thunderbird	Gr. 5 year-end trip for 26 students and 5 adult chaperones	Adina McIndoe	No

INTERNATIONAL STUDENTS

DATE	DESTINATION	PURPOSE	SPONSOR	REQUIRES BOARD APPROVAL
Oct. 12 – 13 & 25 – 26	Vancouver, BC	Cultural trip for approx. 40 – 45 students (per trip) and 4 – 5 adult chaperones	Nancy Blundell	No
Dec. 5 – 7	Whistler, BC	Skiing trip for approx. 50 students and 4 adult chaperones. While skiing, students are supervised full time by Whistler Ski School staff (ratio 1:15). Students are equipped with GPS devices.	Nancy Blundell	No
Mar. 18 – 25, 2020	Quebec	Cultural trip for approx. 20 students and 2 adult chaperones	Nancy Blundell	YES
Apr. 17 – 19 & 24 – 26	Tofino/Long Beach	Cultural trip for approx. 25 students (per trip) and 3 adult chaperones. Surfing and bear watching trips are optional.	Nancy Blundell	No

Board of Education

School District No. 61 (Greater Victoria)
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4106 Fax (250) 475-4112

*Chair: Jordan Watters Vice-Chair: Ann Whiteaker
Trustees: Nicole Duncan, Tom Ferris, Angie Hentze,
Elaine Leonard, Diane McNally, Ryan Painter, Rob Paynter*

September 20, 2019

Dear Board Chair:

In the face of a week of global youth-led climate strikes, school boards have the opportunity to support our students and show leadership in addressing the climate crisis. In June, our Board passed the following motion:

That the Board of Education of School District No. 61 (Greater Victoria) recognize that the breakdown of the stable climate and sea level under which human life has developed constitutes an emergency, and that in declaring a climate emergency the Board:

- a) direct the Superintendent to develop a Climate Action Plan that establishes targets and strategies commensurate with the Intergovernmental Panel on Climate Change's call to limit warming to 1.5 degrees;*
- b) direct the Superintendent to report back on specific actions and resources that could be included in future correspondence to the provincial or federal government; and*
- c) demonstrate leadership by directing the Board Chair to write letters to other school boards, local MLAs, and Provincial government encouraging them to declare climate emergencies and develop targets and strategies to combat climate change.*

Public education has an important role to play in supporting climate literacy in our communities. We need all citizens to have a basic understanding of the relationship between human life and Earth's climate system including the role climate plays in human and environmental health as well as social and economic stability.

Our students are leading the way in demanding action from all level of governments. I urge you to heed their call and find ways to take concrete steps to mitigate the climate crisis in your communities. Please also consider joining me in calling on the provincial and federal government to support us in taking these critical steps.

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

By working together, we can help create a future worthy of our children.

In partnership,



Jordan Watters
Chair, Board of Education

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

One *Learning* Community



Bruce Batchelor bruce.batchelor@gmail.com via email September 23, 2019

Dear Mr Ravi Parmar –
CC: Mr Scott Stinson

RE: pilot project invitation – SD62 Sooke

Greetings! *Hello Ravi!*

I wish to invite your school district to participate in a pilot project that will explore how the district could **improve its employees' daily commutes**. If you agree, your district would be grouped with school districts #61 and #63.

This and other pilots are being launched this autumn in support of a proposed province-wide *employee commute trip reduction (CTR) initiative* that would involve all large employers in BC's public, private and non-profit sectors. While government funding for the pilots has not been finalized, it is our intent that the school districts themselves should not bear any costs for the pilots. (Indeed, one of the objectives of the pilot is to identify potential operational savings for the district from improved employee commutes.)

The very first step will be an exploratory meeting with one or more representatives from each district to map out the scope and schedule for the pilot. Our consultants want to minimize the time and effort required of your senior staff, while we learn from their expertise and situational knowledge. After this meeting, with more information at hand, your Board and executive will be able to decide whether to commit to participating.

As you may be already aware, the Minister and at least one union are on record as endorsing this work:

- Minister Rob Fleming has stated that, while the Ministry of Education has no authority to compel or direct school districts on employer-employee matters, "I encourage you to work directly with the five boards of education identified for the pilot projects... I applaud these efforts to reduce commute times for school district employees to support healthier and more productive work environments, and I commend your commitment to reducing carbon emissions."
- The BCTF's member unions have endorsed one commute-improving tactic in particular. "3.H.10— *Resolved that locals be encouraged to negotiate, as a mid-contract modification, a clause to support green lateral exchange/transfers between districts. (Nov. 2007 RA)*"
- I understand that a clause to support green lateral exchange/transfers within and between districts may be under discussion during the current teacher-district contract negotiation.

I am hopeful you will agree to **considering participation, by identifying a senior staff person** – possibly a superintendent or the director of human resources, or both – **to attend an exploratory meeting**. We will then schedule the meeting at everyone's earliest convenience.

Thank you!

Sincerely,



Bruce Batchelor
CEO, Trelawny Consulting Group Ltd.
Chief Organizer, CloserCommutes.org
Bruce.batchelor@gmail.com
250-380-0998

Province considers plan to reduce ‘unnecessary and unwanted’ commuting

Shortening commutes for tens of thousands, reducing congestion, boosting the economy, saving the environment, proven effectiveness, improving employers’ bottom line, helping affordability, fantastic ROI – which ministry will take the lead role?

For millions of workers in this province, their twice-daily commutes are a dreaded, stress-inducing, money-and-time-wasting ordeal, and increasing congestion keeps making matters worse. Businesses groups on the North Shore and in the Sidney area have been demanding government action. They say long commutes are adversely impacting recruiting of new employees, retention of good ones, morale and productivity, people’s mental and physical health, and absenteeism, while traffic congestion is crippling their freighting and delivery efficiency. Health authorities and school districts are similarly struggling to find, motivate and retain qualified employees while keeping HR costs in line, knowing that long commutes are a factor.

Currently politicians at the federal, provincial and municipal levels are assembling multi-billion-dollar commitments to expand transportation and transit infrastructure, the so-called “supply side” of transportation. Meanwhile the Premier’s Office and planners in multiple ministries are mulling over a management consultancy’s report¹ recommending a program to simultaneously work on the people side (the “demand side”), to eliminate some of the ‘unnecessary and unwanted’ component of the daily commuting grind.

The proposal is for a province-wide “employee commute trip reduction” program [CTR] focusing on what employers can do to minimize their employees’ commutes and also encourage biking, walking, transit, carpooling – essentially anything but the single-occupancy vehicles (SOVs) that clog our roadways. Employers largely control employees’ worksite location and scheduling, so this can make a huge difference.

CTR is not a new concept. The Washington State Department of Transportation introduced CTR way back in 1991. Their program currently includes the state’s 1,100 largest employers with a combined workforce of over 570,000 people. WSDoT credits the program with an overall 8% reduction in congestion – this for a budget of less than \$3 million per year. Additionally, large employers in WA voluntarily invest \$18 in employee CTR for every \$1 spent in public funds – presumably because having employees with shorter, greener commutes is “good for business.”

Why has BC never done this? No one seems to know.

¹ www.trelawnyconsulting.com/Briefing_Note_to_Premier_TakingAction_on_CCCE.pdf

What would a BC CTR program look like?

Per the consultants' recommendations, participation would be mandatory for all employers (public, private and non-profit sectors) with over 50 employees in the province. Each employer would make "best efforts to reduce their employees' commute distances and durations, and to encourage less polluting and more active travel modes." While best efforts by large employers would be mandatory, choices by individual employees should be voluntary and collective agreements are not to be overridden.

There are many tactics that an employer could consider, such as: considering home-worksites proximity at time of hiring and internal transfers ... supporting biking, walking and other active commuting modes ... connecting employees with carpool services ... promoting transit use with discounted passes ... a guaranteed ride home for family urgencies ... providing a shuttle to transit stations ... EV and e-bike charging stations ... selecting or moving office/branch locations ... shift re-scheduling or flexibility ... teleworking from home or satellite offices ... and supporting other existing and planned transportation and transit improvement programs. A downloadable app would provide recommendations and cost/benefit analyses based on employee commuting data.

What is the scale of existing "unnecessary and unwanted" commuting?

Using *teaching professionals* as an example labor group, data from Statistics Canada's National Household Census reveal there is potential for school districts in the Metro Vancouver region to decrease the long commutes of over 17,500 teaching professionals. By allowing employees to work closer to their homes, school districts could expect to reduce the \$150+ million spent annually to cover absenteeism, ease their recruiting and retention challenges, improve the lives and work performance of teachers, help BC toward meeting its Greenhouse Gas (GHG) emissions targets, and help decrease congestion.

British Columbia Teachers' Federation member unions have unanimously resolved to support "green lateral exchange/transfers"

(CloserCommutes peer job swaps) within and between school districts. The exchanging teachers would retain their seniority, pay, benefits and pensions as before while enjoying the benefits of a shorter commute. In August Education Minister Rob Fleming expressed his support, encouraging a CTR pilot project involving five school districts beginning this fall.



I applaud your efforts to reduce commute times... I encourage you to work directly with the five boards of education for the pilot projects.
- Rob Fleming, Minister of Education

Another illustration of the scale of "unnecessary and unwanted commutes" was in the consultants' analysis of commuting data for RBC Royal Bank employees. Over 75% are not working at the closest branch to their homes. And, for over 50% of the staff there was someone with the same job role with whom they could switch worksites so each would have a shorter commute.



Finance minister (and Deputy Premier) Carole James recommends CTR pilot projects be conducted with private sector employers. A pilot with a bank or credit union and other large employers would aim to quantify the financial benefits of CTR actions to an employer and the economy.

Could adverse effects of long commutes on workers make CTR a WorkSafeBC initiative?

Peer-reviewed research² from many countries links longer commutes to increased worker stress, unhappiness, sedentary living (lack of exercise) and obesity, and pollution exposure, leading to reduced productivity and job dissatisfaction, illness and absenteeism, and domestic conflicts, among other effects.

These proven adverse health and safety effects suggest that CTR program participation by employers might be mandated through a Cabinet Regulation to amend occupational health and safety regulations – similar to how the Christy Clark government banned mandatory high heels for restaurant servers. An advantage to this approach would be convenient reporting and toolkit access for all employers through existing OH&S reporting channels and workplace safety committees.

Carbon emissions, improving affordability for families – who will lead?

If and /or when the Premier's Office decides to go ahead, it is not clear which ministry or agency will be tapped to orchestrate a province-wide employee commute trip reduction program.

Transportation currently accounts for over 50% of urban carbon emissions. Long commutes are particularly problematic for lower-income workers (especially those working part-time and/or multiple jobs), wasting time that could be spent with family and wasting income needed for housing, food and other living expenses. The education and health sectors have enormous HR challenges and costs. Municipalities are lobbying for action on commuting and congestion. Congestion is holding back BC's economy.

So who will lead this? Will it be Ministry of Transportation & Infrastructure, Labour (with WorkSafeBC), Finance, Environment & Climate Change Strategy, Municipal Affairs, or a Cabinet-led multi-agency task force? All seem to be likely candidates.

For more information, contact the chief organizer:

Bruce Batchelor, CEO

Trelawny Consulting Group Ltd.

CloseCommute Systems Inc.

Email: bruce.batchelor@gmail.com Phone: 250-380-0998

² *The Effects of Long Commutes and What to Do About Them: An Annotated Bibliography*. Victoria BC: CloseCommute Systems Inc., 2019. http://www.trelawnyconsulting.com/closecommute/Effects_of_Long_Commutes.pdf

October 4, 2019

Board of Education
School District No 062 (Sooke)
3143 Jacklin Rd
Victoria BC V9B 5R1
Delivered via email: rparmar@sd62.bc.ca
ATTN: Chairperson Parmar and the Board of Education

Dear Chairperson and the Board of Education:

I am writing to you today to ask for your support in demanding action from the B.C. Government to address surging youth vaping rates.

A new school year has begun and teen vaping is on the rise at an alarming rate. Earlier this summer, an article published by the British Medical Journal indicated that vaping among youth in Canada aged 16 to 19 is up 74 per cent since last year, and it's estimated that 30 per cent of B.C. teens in grades 10 to 12 are vaping on a regular basis.

Almost daily, we're hearing stories about people getting sick, and in some cases, even dying, as a result of vaping. There now appears to be an indisputable link between this practice and several dangerous and harmful acute health impacts, not to mention the potential long-term health implications that are not yet known.

Our kids are being drawn in and hooked to this unhealthy practice in increasing numbers as a direct result of the efforts vape companies have made to deliberately target youth with kid-friendly e-cigarette flavours like fruit medley, gummy bear, and mango. These companies – and the tobacco companies which own substantial interests in most of them – have also targeted our kids with savvy marketing and advertising. This is especially prevalent on social media, where sleek, modern, compact drug delivery devices are promoted in alluring packaging.

On April 11, 2019, I introduced a Private Member's Bill in the B.C. Legislature focused on taking action to combat rising levels of youth vaping here in our province. At the time, B.C.'s Minister of Health, Adrian Dix, and many other members of the government indicated that they shared my concerns about this public health issue and that they were committed to working with me to implement tough action to protect our kids from the harmful effects of vaping.

Unfortunately, nearly six months later, no action has yet been taken by the B.C. government, though Mr. Dix has suggested in recent media reports that government does intend to announce their intentions soon.

Numerous jurisdictions across North America have already said enough is enough and have taken action to curb youth vaping. Just last week, Washington State became the latest U.S. state to ban flavoured e-cigarettes via an emergency order of the governor, joining Michigan, New York, Massachusetts, and Rhode Island, which have also taken this step. Numerous other U.S. states and jurisdictions – not to mention the U.S. federal government – are moving in the same direction. I believe that the B.C. government should do the same.

While I understand the B.C. government has recently indicated its desire to await further action from Health Canada, it is impractical to assume any immediate follow-up from Ottawa until the current federal election is over, a federal government has been sworn in, and federal cabinet priorities have been established. All of the above will take many months, which would mean losing almost the entire school year. We simply cannot allow that to happen.

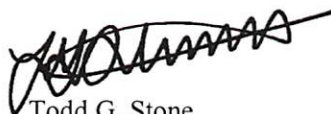
My Private Member's Bill would legislate the banning of flavoured vapour products, the implementation of tighter retail controls (restricting sales to vape shops, tobacco shops and pharmacies), and would ensure tougher penalties for non-compliance. I've also called for the B.C. government to provide the resources necessary to fund evidence-based awareness, prevention and support programs – delivered by youth for youth – in every middle and high school across B.C. There are existing programs – such as Preventure – which have been piloted in various schools to date and have demonstrated promising results as students in schools with this program were less likely to use illicit drugs, cannabis and tobacco. And finally, there needs to be tougher online retail controls implemented for the sale of vape products (including age-verification), a complete ban on all marketing and advertising of vape products (exactly as is the case today for all tobacco products), reduced nicotine concentrations and enhanced enforcement.

I thank you and all professionals in B.C.'s education system for the efforts being made on the ground in classrooms today to combat youth vaping, and I would be very interested to learn from you as to any successful strategies and best practices to combat youth vaping that you've implemented or are aware of. That said, more needs to be done which is why I ask you to join me in urging the B.C. government to take immediate action on this important issue to prevent an entire generation of our youth from becoming addicted to nicotine and suffering potential acute and long-term negative health effects due to vaping.

It would be appreciated if wrote a letter to Minister Adrian Dix urging him to take action on this issue. Please copy me on your letter and e-mail it to me at t.stone@leg.bc.ca. As well, if you would like to discuss this matter further, I would be happy to take your call at 250-374-2880.

We need to work together to keep our kids safe and healthy. As one parent said to me recently in the context of no action having yet been taken in B.C. to combat youth vaping, "Our kids deserve better from us." I couldn't agree more.

Regards,



Todd G. Stone
MLA Kamloops – South Thompson

cc. Superintendent Stinson
Dan Davis, MLA Official Opposition Education Critic

**Kamloops – South Thompson
Constituency Office**
446 Victoria Street
Kamloops, B.C. V2C 2A7
T 250.374.2880 | F 250.377.3448

Committee Report of Decisions/Discussions

Resources Committee Meeting

October 8, 2019

Attendees:

Dianna Seaton, Trustee (Committee Chair)
Allison Watson, Trustee (Committee Member)
Ravi Parmar, Trustee
Ed Berlando, STA
Amanda Dowhy, SPEAC
Krista Leakey, SPVPA

Staff:

Harold Cull, Secretary Treasurer

1 Territorial Acknowledgement

Dianna Seaton, Committee Chair, called the meeting to order and read the acknowledgement of the first nations' territories.

4.1 Transportation Review Modelling

- The Committee reviewed and discussed the proposed Transportation Review model presented by staff
- The intent of the review was to ensure the model meets the needs of the Committee and Board prior to embarking on the work
- The highlights of the discussion were:
 - The District needs to ensure a fee waiver process is defined and implemented if fees are to be charged
 - The Committee wanted clarification on the field trip costs as identified on the 17/18 Transportation Survey
 - It may be prove difficult to measure the impacts on service levels if any of the reviewed principles are changed
- Harold will forward a copy of the materials to the stakeholder reps for distribution to their members (including students)
- The Committee supported the draft model for staff to begin the review work on

4.2 Enrolment & School Capacity Update

- The Committee was provided an update on the latest enrolment numbers (as at Sept 30) and how those numbers (represented as head count) compare to the school capacities and Long Range Facilities Plan estimates
- The District continues to grow at a rapid pace and the pressures on the system remain in the areas identified in the District's Capital Plan submission of June 30, 2019
- Staff will continue to monitor these numbers to ensure the June 2020 Capital Plan submission addresses the capital needs of the District

4.3 Capital Planning Update

- Staff provided an update on the latest capital projects (RBSS Expansion and West Langford Elementary and Middle schools)
- The RBSS Expansion continues to be on schedule and budget as we close in on substantial completion scheduled for August 2020
- The West Langford projects' civil work will be tendered this week and at this point in the project, creates the greatest risk of the project
- Staff have taken feedback received on the initial site plan and incorporated it into the tender documents being released
- The Capital Planning governance framework was also reviewed along with a presentation provided to the consultation groups outlining the educational and space needs of the District



RESOURCES COMMITTEE
School Board Office
3143 Jacklin Road
October 8, 2019 – 7:00 p.m.

A G E N D A

- 1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
*We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth.
(words gifted by the three nations SD62 works with)*
- 2. REPORT**
- 3. PRESENTATIONS (10 min.)**
- 4. NEW BUSINESS**
 - 4.1 Transportation Review Modelling
 - 4.2 Enrolment & School Capacity Update
 - 4.3 Capital Planning Update
- 5. ADJOURNMENT**
- 6. NEXT MEETING DATE:** November 12, 2019

Committee Report of Decisions/Discussions Resources Committee Meeting September 17, 2019

Attendees:

Dianna Seaton, Trustee (Committee Chair)
Wendy Hobbs, Trustee (Committee Member)
Allison Watson, Trustee (Committee Member)
Ravi Parmar, Trustee
Bob Phillips, Trustee
Maggie Clark, CUPE
Ed Berlando, STA
Amanda Dowhy, SPEAC
Krista Leakey, SPVPA

Staff:

Scott Stinson, Superintendent & CEO
Harold Cull, Secretary Treasurer
Tracey Syrota, Transportation Manager

1. Territorial Acknowledgement

Dianna Seaton, Committee Chair, called the meeting to order and read the acknowledgement of the first nations' territories.

Dianna welcomed everybody to the meeting and asked for introductions to be made of each of the attendees and staff.

2. Report from June Meeting

The report from the Committee's June 2019 meeting, that was received by the Board later that month, was attached as part of the meeting materials.

4. New Business

4a. Transportation Update and Review

Tracey Syrota, Transportation Manager gave members of the Resource Committee an update regarding the start up for the year. Last year SD62 had 4000 student riders, this year that number is 4300 with transportation still receiving applications from families. Transportation staff and drivers felt that the start-up of the school year was relatively smooth although there were some buses in overload situations (this stemmed from

students riding on incorrect routes). Those situations have been dealt with and routes will continue to be reviewed as necessary.

Tracey provided some initial thoughts on items that her team may evaluate in the future, these included:

- Potential Web-based software system-shared services model which will have an interface with a parent portal;
- GPS tracking of buses; and
- Bell time study.

Tracey also provided an update on the Transportation Safety Committee Recommendations. The Transportation team:

- 1) has installed internal and external cameras on 27 of our 41 buses;
- 2) will continue to update the bus driver's manual;
- 3) will start the Provincial School Bus Driver Training Program (module 1 of 7); and
- 4) will produce messaging surrounding 2019 National School Bus Safety Week which runs from October 21-25.

The Board's transportation principles were introduced and discussion included whether or not the Board would like to staff to review these principles.

The Resource Committee recommends the Board of Education direct staff to review the following areas of transportation and report back to the Resource Committee in November:

- a) Administration and/or ridership fees;
- b) Walk limits (urban/rural) of specific routes;
- c) Pick up and drop off areas; and
- d) Routes to bus stops (must be safe/efficient).

If supported by the Board, Harold Cull will provide an interim report in October 2019 to Resource Committee members with regards to progress and the proposed modelling of these items.

Ravi Parmar provided a briefing to the members of the BC Transit Committee. There may be an opportunity to work with BC Transit in the future to improve the service to SD 62 students.

4b. Goudy Field Use Agreement

Scott Stinson provided an update on the Goudy Field Use Agreement. When the City of Langford replaced its turf at Goudy Field and donated the used turf to SD62, it became necessary to revise the current joint use agreement. Revision of the policy has occurred, however Resource Committee members required further information on the booking procedures and Scott confirmed the current practice has been working for the school in this regard.

The Resource Committee recommends the Board of Education approve and sign the Goudy Field Use Agreement as presented to the Board at their September 24, 2019 meeting.

4c. 18/19 Year End Financial Position

Harold provided a 18/19 year-end financial position to Resource Committee members:

- The accumulated surplus as at June 30, 2019 was \$4.716 m of which \$.223 m is restricted for specific uses (school generated and supply funds) and \$1.839 m that was committed but not expensed by June 30;
- This leaves a balance of \$2.654 m or 2.34% of the operating budget as the amount of the District's financial reserve;
- Board policy allows for a total reserve amount of 2% so the District is currently \$.364 m over the allowable amount;
- The Audit Committee discussed that the Ministry's recommendation is to have a reserve of up to 4% of operating expenses so the District is well within that amount; and
- Staff recommend to retain this amount in the reserve until government's recommendations for the Funding Formula Review are known.

4d. Capital Planning Structure and Update

Staff discussed the capital planning governance structure that was provided to the Committee and Board in June. It includes:

- Board Oversight;
- Capital Steering Committee;
- Capital Project Working Groups:
 - West Langford Elementary;
 - West Langford Middle School;
 - Royal Bay Expansion; and
 - Future Projects.

Harold spoke to details regarding the West Langford Builds:

- HCMA Architects have been selected (from the District approved list of architects) to design both the middle and elementary school at West Langford;
- Staff in consultation with HCMA are planning for location of schools, fields, parking lots, bus stops;
- Each school will be a separate building with separate fields and parking lots (the bus loop will be shared);
- Site planning will continue for the next month or so at which time we hope to tender the contract for the civil work (blasting and elevations); and
- Designs for the schools will continue and we hope to tender the construction portion of the work by the spring which could lead to construction beginning in the summer of 2020.

Meeting adjourned at 8:44.

Committee Info Note

Resources Committee Meeting

October 8, 2019

Agenda Item: 4a Transportation Review Modelling

Introduction

- At their September meeting, the Committee discussed and recommended to the Board that staff conduct a review of the Board's transportation principles
- The Board agreed and passed the following motion on September 25, 2019:

The Board of Education of School District 62 (Sooke) directs staff to review the following areas of transportation and report back to the Resources Committee in November 2019:

- Administration and/or ridership fees;
- Walk limits (urban/rural) of specific routes;
- Pick up and drop off areas; and
- Routes to bus stops (must be safe/efficient).

Proposed Model

- Prior to beginning the work, staff would like to provide the Committee with a proposed model to review and consider to ensure that the information brought back meets the needs of the District
- The highlights of the model for each principle include:
 - a) Initial Questions
 - b) Data Sources
 - c) Measurable Impacts
 - d) Recommendations
- By agreeing on the model prior to starting the work, staff will be able to conduct the necessary work and present a meaningful document to the Committee for discussion
- A sample model outline is attached for discussion purposes
- **An overarching question for the Committee would be is there any interest in asking our stakeholders, outside of the Committee meeting, for input at this stage of the process?**

**SCHOOL DISTRICT SIX TWO (SOOKE)
TRANSPORTATION REVIEW – PROPOSED MODEL**

FALL 2019

Review Model	Admin. Fees	Ridership Fees	Walk Limits	Pick Up/Drop Off Areas	Routes to Bus Stops
Initial Questions	1) Do other Districts charge an admin. fee? 2) If so, what is the average fee? 3) If so, can the Transportation Grant from MoE still be received? 4) What is the estimated impact of charging an admin. fee have on the # of riders? 5) What is the estimated impact on service levels if the # of riders are reduced as a result? 6) What would a fee waiver process look like based on financial situations?	1) Do other Districts charge ridership fees? 2) If so, what is the average fee? 3) If so, what are the fees for in and out of catchment riders? 4) If so, can the Transportation Grant from MoE still be received? 5) What is the estimated impact of charging a ridership fee have on the # of riders? 6) What is the estimated impact on service levels if the # of riders are reduced as a result? 7) What would a fee waiver process look like based on financial situations?	1) What is our District’s policy on walk limits? 2) Do other Districts have walk limits that are enforced? 3) Could walk limits vary from rural to urban routes? 4) What is the estimated impact of enforcing walk limits have on the # of riders? 5) What is the estimated impact on service levels if the # of riders are reduced as a result? 6) What would an exemption process look like based on individual situations?	1) Are there additional efficiencies to be made for collapsing pick up and drop off areas? 2) What parameters would need to be set to realize those additional efficiencies? 3) Are those parameters different for rural and urban routes? 4) What is the estimated impact on service levels if efficiencies are found as a result? 5) What is the criteria required to ensure safety and efficiency goals are met on an equitable basis?	1) Is there work that can be done by the District to improve safety at/to: a. External bus stops? b. Internal bus stops? 2) Can the existing routes be made more efficient and effective? 3) How and when could changing catchment areas impact routes? 4) Can changing bell times improve existing or proposed routes? 5) What is the criteria required to ensure safety and efficiency goals are met on an equitable basis?
Data Sources	<ul style="list-style-type: none"> ❖ Provincial SD Survey ❖ Confirmation from MoE ❖ Discussions with other SDs 	<ul style="list-style-type: none"> ❖ Provincial SD Survey ❖ Confirmation from MoE ❖ Discussions with other SDs ❖ Transportation software 	<ul style="list-style-type: none"> ❖ Provincial SD Survey ❖ Discussions with other SDs ❖ Transportation software 	<ul style="list-style-type: none"> ❖ Transportation software ❖ Discussions with other SDs ❖ Physical review of existing or proposed stops 	<ul style="list-style-type: none"> ❖ Transportation software ❖ Discussions with schools ❖ Discussions with the Catchment Review team
Measurable Impacts	<ul style="list-style-type: none"> ⬇ Amount of revenue generated ⬇ Reduced # of riders ⬇ Impact on wait and ride times for remaining riders 	<ul style="list-style-type: none"> ⬇ Amount of revenue generated ⬇ Reduced # of riders ⬇ Impact on wait and ride times for remaining riders 	<ul style="list-style-type: none"> ⬇ Reduced # of riders ⬇ Impact on wait and ride times for remaining riders 	<ul style="list-style-type: none"> ⬇ Impact on wait and ride times 	<ul style="list-style-type: none"> ⬇ Impact on wait and ride times
Recommendations	TBD	TBD	TBD	TBD	TBD

Committee Info Note

Resources Committee Meeting

October 8, 2019

Agenda Item: 4b Enrolment & School Capacity Update

Introduction

- Staff are in the final stages of confirming actual enrolment for the 19/20 school year as at September 30, 2019
- The District has reported their numbers to the Ministry of Education (MoE) and the confirmation process has begun
- It is anticipated that the actual enrolment numbers will be confirmed in the middle of October
- Through this reporting process, both head count and full time equivalency (FTE) amounts are used
- For comparisons to operating capacities, head count has been used in the analysis
- A summary, by school, has been attached comparing actual enrolment to:
 - School operating capacity (buildings plus modulars)
 - Total operating capacity (school/modulars plus portables)
 - Estimates from the Long Range Facilities Plan

Conclusions

Compared to Capacity

- Overall, the District is sitting at 111.08% capacity for school and modular spaces
- When taking into consideration the 55 portables as part of this analysis, the District is at 97.48% capacity
- The Ministry has identified 95% as the optimal capacity level
- Consistent with our Capital Plan submission of June 30, our greatest space pressures continue to be in the following locations:

- 1) **Royal Bay Expansion** – the school capacity is overdrawn by 34.50% and the 10 portables in place have made it manageable at 3.46% over capacity.
- 2) **North Langford Elementary** – the combination of Lakewood and Millstream has 196 more students than capacity and growth in this area has exceeded even the long range estimates by 16 students.
- 3) **South Langford Elementary** – we have filled up both Happy Valley and Wishart and now are working on Colwood (97.47%). Even as our overall long range numbers are down, this area is still up 13 from those estimates. Staff are looking for land in both the South Langford and Colwood areas to address these pressures.
- 4) **North Langford Secondary** – after the completion of the RBSS expansion of 600 seats, our utilization rate will be 90% (assuming 2019 enrolment numbers). This excludes the District's International Program that will be used to balance these schools to capacity in the short term. Given our strong middle school numbers, it is anticipated this project will remain high on our priority list.
- 5) **Sooke River Elementary** – based on our four elementary schools in the Milnes Landing family, we are at 5.5% above school capacity and at 98.5% of total capacity. We'll continue to monitor this group of schools.

Compared to the Long Range Facilities Plan (LRFP)

- ❖ Our overall estimate, completed two years ago, is short by 199 students or 1.86%
- ❖ The Royal Bay family estimate is fairly close (-.25%) whereas Belmont is short by 99 students and Miles Landing by 91
- ❖ Staff feel the estimates will balance themselves out over the medium and long term as the District is still adding approximately 280 students to the District this year

SOOKE SCHOOL DISTRICT - SIX TWO
SUMMARY OF ACTUAL 2019/20 ENROLMENT AS A % OF OPERATING CAPACITY

Family/School	FCI	Operating Capacity			Actual Head Count (Sept 2019 1701)			Direct LRF Estimates			Variance from LRF	
		School	Portables	Total	Actual Sept '19 Head Count (@ Sep 30/19)	% of School Operating Capacity	% of Total Operating Capacity	Estimated Sept '19 Head Count from LRF	% of School Operating Capacity	% of Total Operating Capacity	Variance between Actual & LRF (#)	Variance between Actual & LRF (%)
BELMONT FAMILY												
Belmont		1,200	72	1,272	1,263	105.25%	99.29%	1,305	108.75%	102.59%	-42	-3.22%
Spencer	0.36	650	192	842	831	127.85%	98.69%	845	130.00%	100.36%	-14	-1.66%
Ruth King	0.36	286		286	310	108.39%	108.39%	288	100.70%	100.70%	22	7.64%
Willway	0.40	242		242	192	79.34%	79.34%	195	80.58%	80.58%	-3	-1.54%
John Stubbs	0.02	759		759	787	103.69%	103.69%	849	111.86%	111.86%	-62	-7.30%
Lakewood	0.14	352	72	424	461	130.97%	108.73%	476	135.23%	112.26%	-15	-3.15%
Millstream	0.53	198	72	270	285	143.94%	105.56%	254	128.28%	94.07%	31	12.20%
David Cameron	0.15	352	48	400	370	105.11%	92.50%	381	108.24%	95.25%	-11	-2.89%
Savory	0.38	176	24	200	207	117.61%	103.50%	212	120.45%	106.00%	-5	-2.36%
Sub-total/Avg.	0.26	4,215	480	4,695	4,706	111.65%	100.23%	4,805	114.00%	102.34%	-99	-2.06%
ROYAL BAY FAMILY												
Royal Bay		800	240	1,040	1,076	134.50%	103.46%	1,142	142.75%	109.81%	-66	-5.78%
Dunsmuir	0.26	600	312	912	846	141.00%	92.76%	813	135.50%	89.14%	33	4.06%
Colwood	0.09	198		198	193	97.47%	97.47%	183	92.42%	92.42%	10	5.46%
Sangster	0.33	198		198	239	120.71%	120.71%	243	122.73%	122.73%	-4	-1.65%
Wishart	0.35	352	72	424	409	116.19%	96.46%	354	100.57%	83.49%	55	15.54%
Happy Valley	0.05	352	48	400	422	119.89%	105.50%	474	134.66%	118.50%	-52	-10.97%
Crystal View	0.05	286		286	252	88.11%	88.11%	220	76.92%	76.92%	32	14.55%
Hans Helgesen	0.23	220		220	198	90.00%	90.00%	215	97.73%	97.73%	-17	-7.91%
Sub-total/Avg.	0.17	3,006	672	3,678	3,635	120.92%	98.83%	3,644	121.22%	99.08%	-9	-0.25%
EDWARD MILNE FAMILY												
Edward Milne	0.19	650	72	722	580	89.23%	80.33%	616	94.77%	85.32%	-36	-5.84%
Journey	0.06	575	24	599	517	89.91%	86.31%	534	92.87%	89.15%	-17	-3.18%
Saseenos	0.48	176		176	162	92.05%	92.05%	140	79.55%	79.55%	22	15.71%
Poirier	0.19	374	24	398	384	102.67%	96.48%	405	108.29%	101.76%	-21	-5.19%
Sooke	0.52	264	48	312	309	117.05%	99.04%	344	130.30%	110.26%	-35	-10.17%
John Muir	0.30	198		198	213	107.58%	107.58%	217	109.60%	109.60%	-4	-1.84%
Sub-total/Avg.	0.29	2,237	168	2,405	2,165	96.78%	90.02%	2,256	100.85%	93.80%	-91	-4.03%
District Total		9,458	1,320	10,778	10,506	111.08%	97.48%	10,705	113.18%	99.32%	-199	-1.86%

Notes:

School capacities are Operating Capacities per the Long Range Facilities Plan and include 11 modulars

Total of 59 portables (less 4 at Westshore Colwood) throughout the District which includes 5 installed for Sept 2019 with capacity being reflected as 24 students (55 @24 = 1,320)

FCI = Facilities Condition Index @ Mar 2018 and the provincial average is .42 (red amounts reflect schools with a higher than avg. index)

13% of our schools (3 of 23) have a FCI greater than the provincial average reflecting the majority of our buildings are in better shape than the provincial average

Committee Info Note
Resources Committee Meeting
October 8, 2019
Agenda Item: 4c Capital Planning Update

- Staff continue to work on multiple projects as part of the District's Capital Plan submission

Royal Bay Expansion

- Work continues on the 600 seat expansion at Royal Bay
- Knappett Construction has been deployed on site since spring break and work remains on schedule
- The structural steel work is just completed while the building envelope and concrete work is expected to last until mid-December
- Overall construction of the project is estimated to be completed by the end of July with Substantial Completion set for August 7, 2020
- Some recent pictures have been included in the Committee package to provide a visual of the work completed to date

West Langford Projects & Catchment Review

- The attached summary has been provided to give Committee members an update on the West Langford projects as well as the upcoming Catchment Review project
- A summary table is also provided that will be used on the District's website to give readers a quick status update on the major capital projects of the District

School District # 62

Consultation Group



STRATEGIC PLAN

2018-2021



NA'TSA'MAHT

Sooke School District acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

Hych'ka

Kleco Kleco or ʔekoo ʔekoo



NA'TSA'MAHT means...

"Being of one mind, one spirit.

Together, working side by side, supporting each other, walking together. Good mind, good spirit for the good of our children, for the good of Mother Earth sustaining us."

– ELDER SHIRLEY ALPHONSE

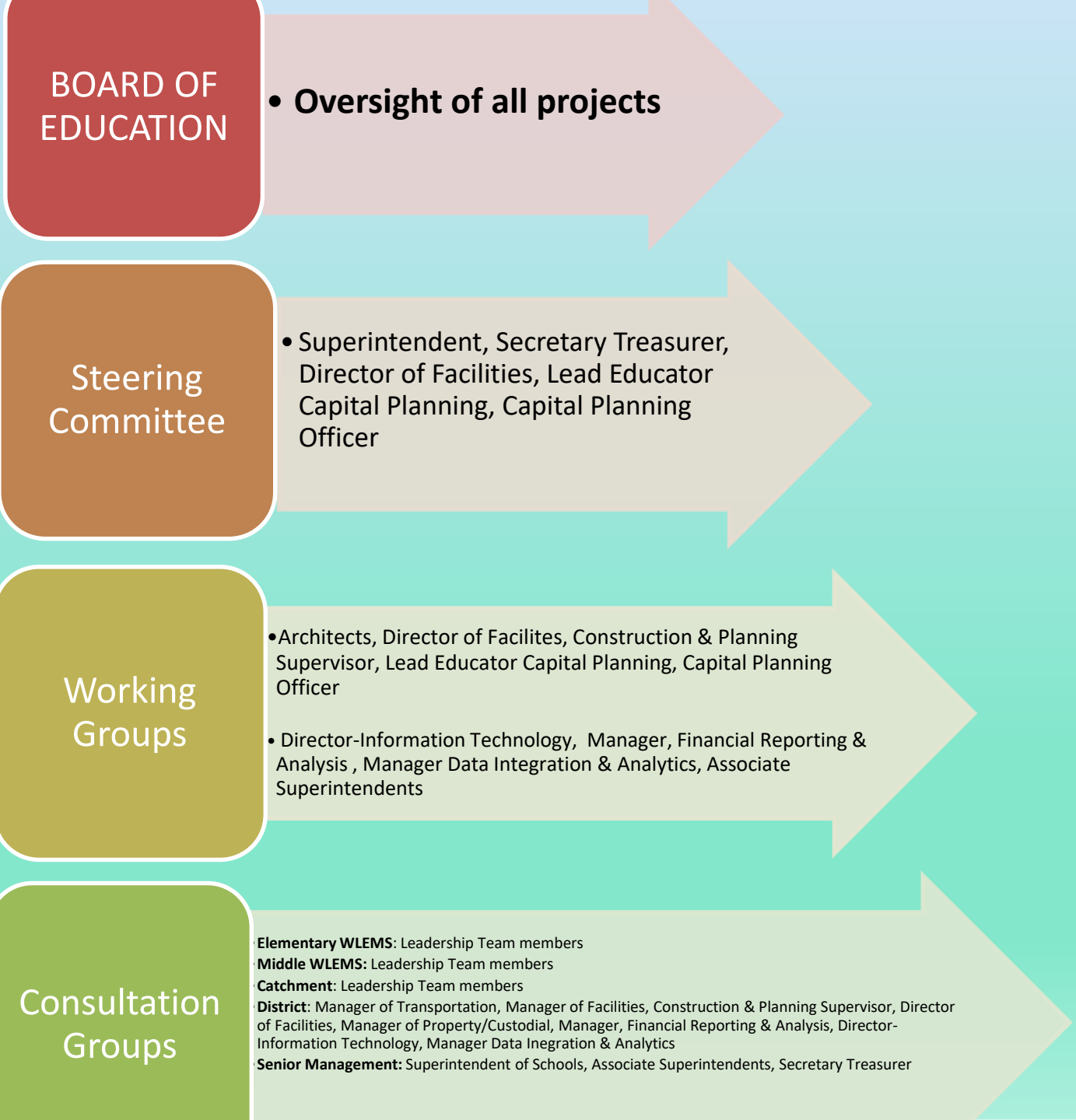
Marsee or Miigwich

Guiding Principles

We believe in:

- Fostering a **sense of belonging** among students, teachers, staff, community members, and families, where everyone is an essential member of the building and school community.
- Building a **vibrant**, inspiring, and livable place for human connection, where everyone is energized to take part and take care of each other.
- Creating a **safe** and comfortable atmosphere for learning, teaching, and growing, and everyone has the security of knowing they can participate without barriers.
- Being **flexible** and fluid, giving opportunity to all to explore, collaborate, and adapt to the future at their own pace.
- Providing a supportive environment for thorough inquiry and conscientious learning for students, teachers, staff, and community members.

**SOOKE SCHOOL
DISTRICT
CAPITAL
PLANNING
MODEL**



Why have a Consultation Group?

Focus on Educational Needs

- Process of engagement and understanding the many needs of the school system while at the same time adhering to the project budget
- Utilization of the “Wisdom in the Room” (expertise within the School District)
- Focus on inclusion of best practice educational research such as 21st Century learning principles within the building design

Mandate of the Consultation Groups

- Design Goal:
 - Design a school for the school district for the next 50 years that embodies the philosophy of SD # 62 Elementary and Middle Schools.
- Consultation Group Roles and Responsibilities:
 - Act as a consultative group for Architects during design
 - Support the vision and goals of the District
 - Design educational programming space based on best practice and research
 - Problem solves to maintain integrity of educational programming
 - Collaborate with Educators for input throughout the process
- Facilities Personnel Roles and Responsibilities:
 - Provide feedback to the Architects during design
 - Continue to work with the Working Group and make decisions between meetings and after schematic
 - Collaborate with staff to gain their input into design & functionality
- Adherence to Budget and Role of the Project Manager:
 - Budget Overview
 - Doesn't drive decisions but influences decision
 - There may be changes due to budget and fluctuating construction costs

Our Vision

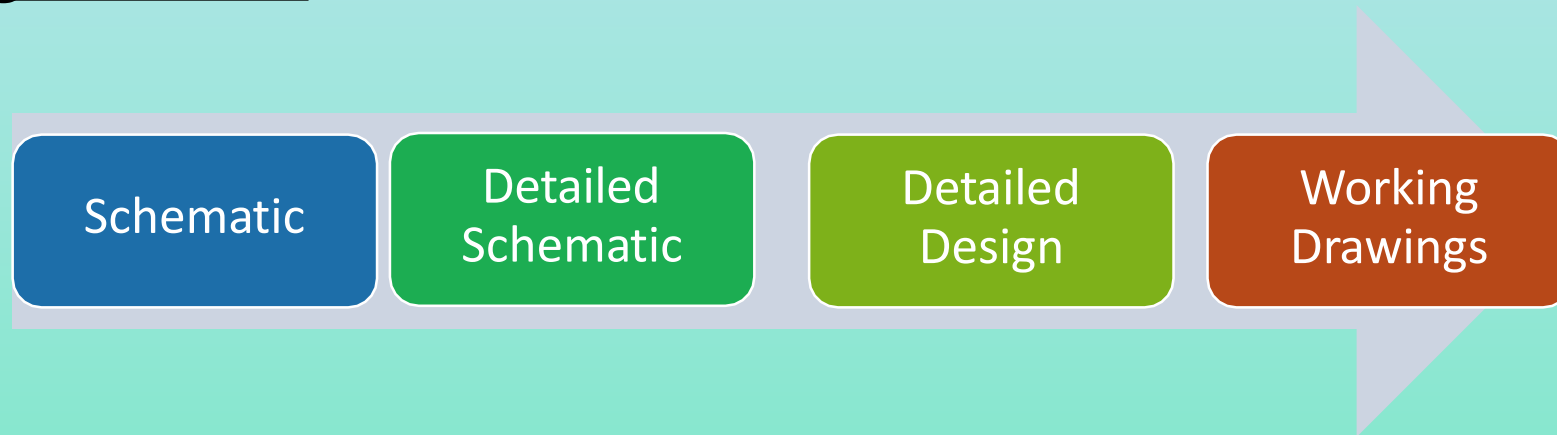
We honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community.

Our Values

– Relationships – Choice –
Respect – Integrity – Trust –
Safety

Design Process and Timeline

- **Full Design Process**



- This Consultation group is working on Schematic and Detailed Schematic elements of the Design Process.

Design Process

- Preliminary Design
- Schematic Design
- Design Development
- Construction Documents
- Tender
- Contract Administration
- Post Construction / Warranty



Introduction To Design

- Thinking as an educator (creativity and best practice is key)
 - How do staff and students use these spaces and what flexibility do they offer?
 - What does 10-12m² feel like for an office? What does 78m² feel like for a primary or intermediate classroom? What does 90m² feel like for Kindergarten?
 - What sorts of spaces are necessary to meet students and staff needs and still stay within area?
 - How do students flow through these spaces?
 - How does supervision of these spaces work?
- Codes that govern us

Best Practice Research

- It is important to be reminded of the current best practice research in education and what do we mean when we are using these terms?
 - Social Emotional Learning
 - Inquiry-Based Learning
 - 21st Century Learning Principles
 - Universal Design For Learning
 - Response to Intervention/Inclusion



What do we mean by Social Emotional Learning?

www.casel.org

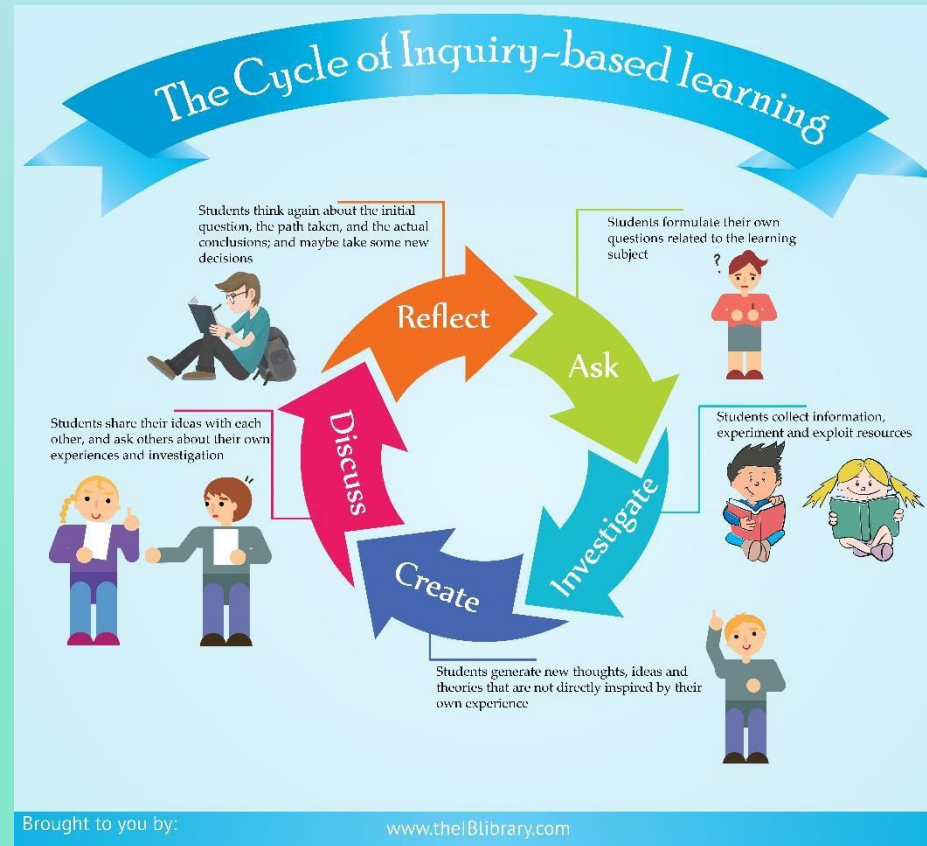
- Process of acquiring and effectively applying the knowledge, attitudes, and skills necessary to understand and manage emotions
- Based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful



What do we mean by Inquiry-Based Learning?

(www.edutopia.org/www.peoplemagazines.net)

- Use questions, problems, and scenarios to help students learn through questioning
- Meaningful connections to engage their learning








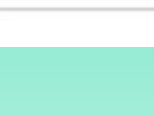
What do we mean by 21st Century Learning Principles?

(www.oraclefoundation.org)

ORACLE
EDUCATION FOUNDATION

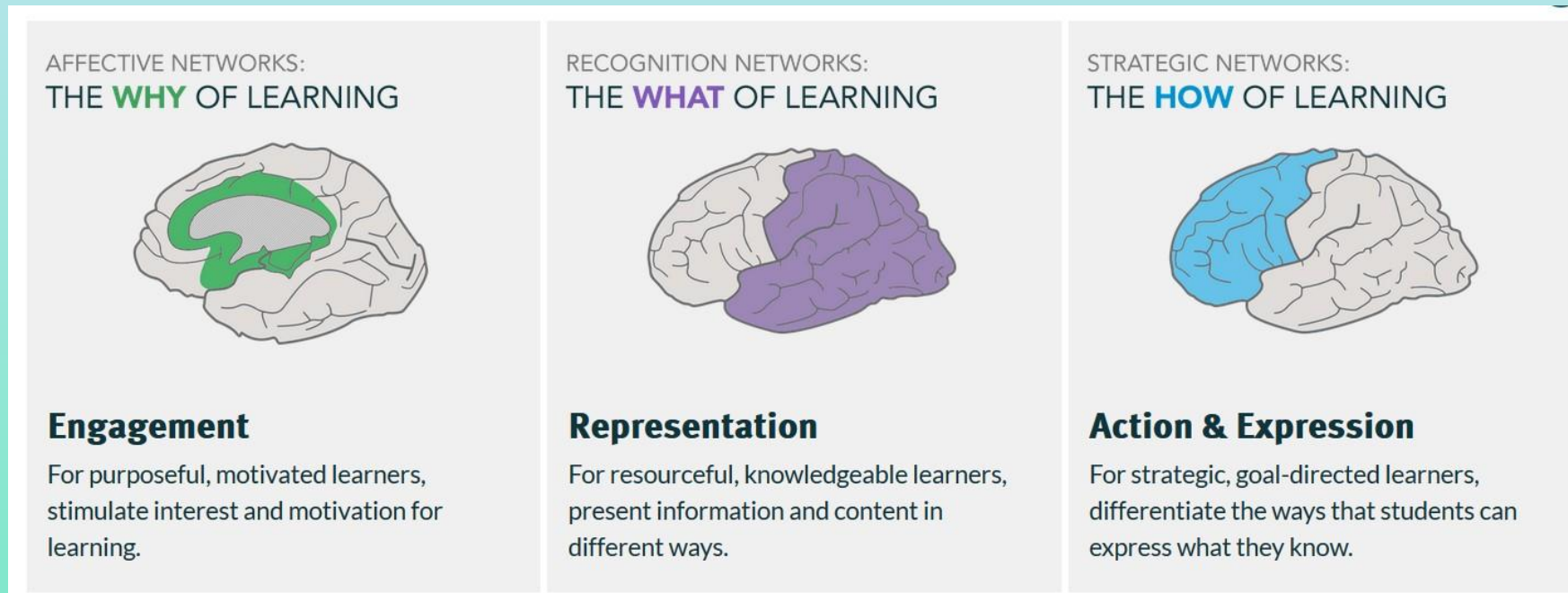
21st Century Learning

21st Century Skills

Seven Cs	Component Skills
 Critical Thinking & Problem-solving	Research, Analysis, Synthesis, Project Management, etc.
 Creativity & Innovation	New Knowledge Creation, "Best Fit" Design Solutions, Artful Storytelling, etc.
 Collaboration, Teamwork & Leadership	Cooperation, Compromise, Consensus, Community-building, etc.
 Cross-cultural Understanding	Across Diverse Ethnic, Knowledge & Organizational Cultures
 Communication & Media Fluency	Crafting & Analyzing Messages & Using Media Effectively
 Computing & ICT Fluency	Effective Use of Electronic Information & Knowledge Tools
Career & Learning Self-reliance	Managing Change, Lifelong Learning & Career Redefinition

What do we mean by Universal Design For Learning?

(www.cast.org)



Based on scientific insights into how humans learn as everyone learns in different ways

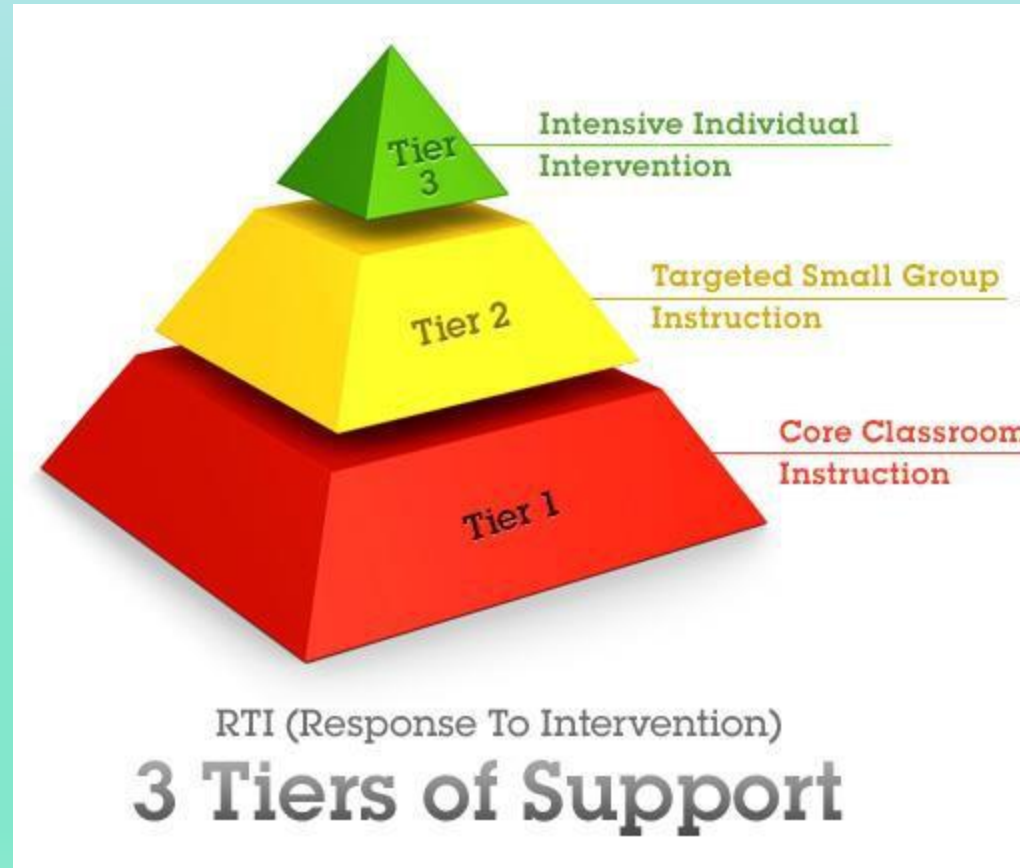
Framework to improve and optimize teaching and learning for all people

Want to expose students to a variety of kinds of learning and engagement so they can best discover how they learn

What do we mean by Response to Intervention and how does it relate to inclusion?

(www.rtinetwork.org)/ (www.hopeofdetroit.org)

- Multi-tier approach to the early identification and support of students with learning and behavior needs
- High-quality instruction
- Focus on inclusion of all students



New B.C. Curriculum Core Competencies

(<https://curriculum.gov.bc.ca/competencies>)

1) Communication

2) Creative and Critical Thinking

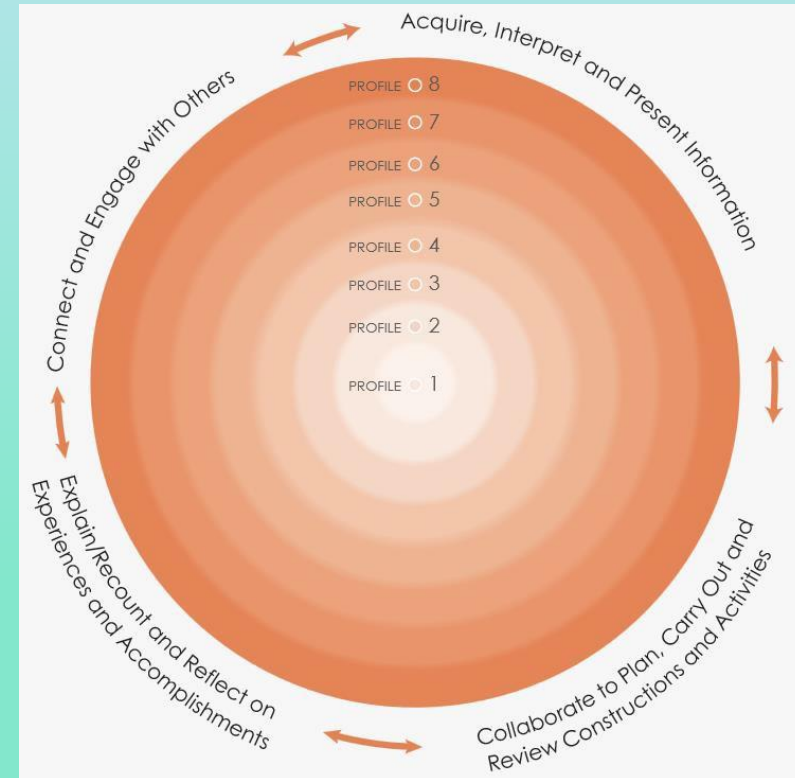
3) Personal and Social

Positive Personal and Cultural
Identity

Self Awareness and Responsibility

Social Responsibility

Core competencies are embedded
and evident within the learning
standards.



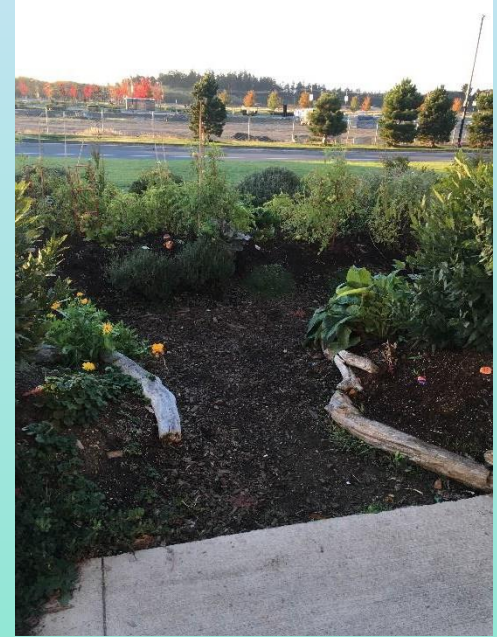
Additional Consideration: NLC Concept Overview

- Inclusion of Neighbourhood Learning Centre (NLC) space in the building is pending Ministerial approval and funding.
- Goal: to create innovative ways to design schools that mutually benefit both the school and community.
- Variety of models for enhanced programming spaces are possible.
- Inclusion examples in previous SD62 schools:
 - Enhanced gym, enhanced fine and performing arts spaces, and a daycare.

Environmental Sustainability

LEED (Leadership in Energy & Environmental Design)

- Water efficient fixtures
- Solar shading of windows
- Access to daylight and views from all occupied spaces
- Recycling centers throughout the school
- High efficiency mechanical units
- Natural material selection including polished concrete floors; exposed wood and steelwork; low-VOC containing paint materials; recycled material content in floor coverings and furnishings.



Thank You



CAPITAL PLANNING UPDATE AS AT OCTOBER 3, 2019

West Langford Elementary and Middle Schools

- Consultation Groups have had an initial meeting to provide input to architects about the site elevations and some building assumptions
- The elevation and civil work remains the highest risk in the project and staff will continue to work with the consultants and Consultation Groups to maximize the design of the schools
- The process of naming the schools will begin soon via Thought Exchange prior to bringing to the Board for decision

Catchment / Boundary Review process

- Baragar Training – tool used for manipulating catchment lines and extracting data
- Consultation group meeting
- Introduction of the process to the community, with a focus on elementary school PACs in the Royal Bay and Belmont families

Project	Project Description	Current Status	Date of Approval	Design Complete	Tender Award	Construction Completion	Occupancy
Royal Bay Secondary Expansion	Addition of 600 students	Under construction	Feb. 2018	Complete	Awarded	July, 2020	Sept, 2020
Elementary in West Langford	New School (capacity 500)	Under design	March, 2019	April, 2020		May, 2022	Sept, 2022
Middle School in West Langford	New School (capacity 700)	Under design	March, 2019	April, 2020		May, 2022	Sept, 2022
Elementary in North Langford	New School (capacity 500)	Seeking approval	TBD				
Elementary in South Langford	New School (capacity 500)	Acquiring property	TBD				
Secondary in North Langford	New School (capacity 800 to 1,000)	Pending enrolment	TBD				
Elementary at Sooke River	New School (capacity 500)	Pending enrolment	TBD				
Elementary at Royal Bay	New School (capacity 500)	Acquiring property	TBD				

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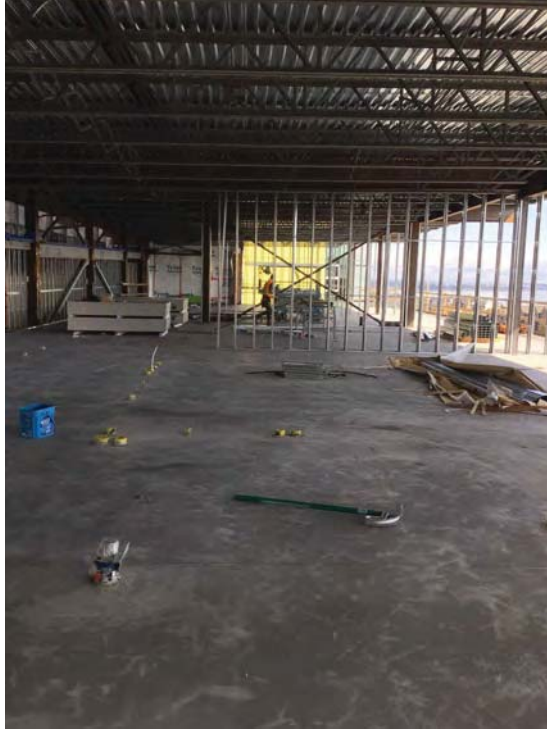
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Board Info Note
Public Board Meeting
Tuesday, October 22, 2019
Agenda Item: 7.2 – Naming New Schools

Background:

- Given that the District received Ministry approval for the construction of two new schools; a middle and elementary school, the District needs to move through a consultative process to determine the names of these new schools.
- In May, 2019, the Board received a work plan related to catchment boundary review and new school naming.
- The Board is obligated to follow Policy F-204: Naming of Schools, which states:
 - The Board believes that the naming of schools should be undertaken following consultation with affected constituents.
 - To this end, the Board will seek name suggestions from students, parents, staff and the community within the school's attendance area before making its final decision. Generally, a minimum of three names will be provided for the Board's decision.
 - The process for naming a new school will begin as soon as possible after the school site has been purchased and where construction is scheduled in the Board's current capital plan.
 - Except where otherwise determined by the Board, new schools will be named in reference to geographical characteristics or historical names. If a school is to be named in honour of a person, consent of the individual will be obtained. In cases where a school is to be named after a deceased person, except one who was renowned, agreement from close surviving relatives will be sought.
 - Final choice for a school name rests with the Board.

Next Steps:

- October:
 - Thought Exchange: We are currently engaging in an on-line consultation process through Thought Exchange that allows students, families and community members to put forward ideas and to rate the ideas of others. Open until Nov. 1
- November (early):
 - Review Thought Exchange data and synthesize list.
 - Consultation with Indigenous Partners (Ab Ed Council, Esquimalt/Songhees Nations as well as the three nations that Sooke School District serves).
 - Additional consultations as necessary.
- November (mid):
 - Consultation with district leadership team
- November/December:
 - Staff development of options to bring forward (three) for the Board to consider for each school.



EDUCATION-POLICY COMMITTEE

School Board Office

3143 Jacklin Road

October 1, 2019 – 7:00 p.m.

COMMITTEE REPORT

Present: Trustees – Bob Phillips (Chair), Bob Beckett, Margot Swinburnson, Ravi Parmar
CUPE – Trudy Court
STA – Diane Wiens
PVP – Georgette Walker
SPEAC – Paula Wilson
Sr. Admin. – Scott Stinson, Stephanie Hedley-Smith, Paul Block, Dave Strange

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

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

2. **COMMITTEE REPORT of September 10, 2019 Education Standing Committee meeting**

The committee report of September 20, 2019 was approved as presented.

3. **BAA COURSE PROPOSALS**

a. **Percussion Ensemble 11A** – Paul Block

Paul introduced the course content for Percussion Ensemble 11A and a discussion by the committee followed.

Recommendation:

That BAA Course Percussion Ensemble 11A be recommended to the Board of Education for approval.

4. **REVIEW OF POLICIES/REGULATIONS**

a. **B-135 Sponsorships and Donations** – Scott Stinson

Scott brought the proposed Policy and Regulations back to the committee for continued discussion. Suggestions were given by the committee on some potential rewording including changing the wording of “corporations” to “businesses.”

Recommendation:

That the Board of Education give Notice of Motion to draft new Policy and Regulations B-135 "Sponsorships and Donations".

5. NEW BUSINESS

- a. Presentation – Communicating Student Learning – Student Reporting Pilot – Paul Block and Jennifer Nixon

Paul and Jennifer gave an update on the CSL-Student Reporting Pilot. Highlights were given on the work done during the past year and the goals for the second year of the pilot in our district. The committee engaged in discussion and asked questions of the presenters.

- b. Pacheedaht LEA – Stephanie Hedley-Smith

Stephanie provided an update on the work being done to complete a new Local Education Agreement with our local First Nation partner, the Pacheedaht Nation. Questions from the committee were addressed by Stephanie and the committee engaged in discussion.

Recommendation:

The committee accepts the LEA in principle and recommends that the LEA be presented to the Board of Education for review with the intent to finalize the agreement for signing by the Board.

Possible motion for the Board:

That the Board of Education recognize and honour the relationship that exists between SD62 and the Pacheedaht Nation by endorsing the proposed Local Education Agreement.

- c. International Student Program Recruiting Video – Scott Stinson

Scott shared with the committee the new recruiting video developed by the International Student Program.

6. FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS

As per Policy Work Plan

7. ADJOURNMENT AND NEXT MEETING DATE: Nov. 5, 2019



EDUCATION-POLICY COMMITTEE

School Board Office

3143 Jacklin Road

October 1, 2019 – 7:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)
2. **COMMITTEE REPORT** of September 10, 2019 Education Standing Committee meeting (attached)
3. **BAA COURSE PROPOSALS**
 - a. Percussion Ensemble 11A (attached) – Paul Block
4. **REVIEW OF POLICIES/REGULATIONS**
 - a. B-135 Sponsorships and Donations (attached) – Scott Stinson
5. **NEW BUSINESS**
 - a. Presentation – Communicating Student Learning – Student Reporting Pilot – Paul Block and Jennifer Nixon
 - b. Pacheedaht LEA (attached) – Stephanie Hedley-Smith
 - c. International Student Program Recruiting Video – Scott Stinson
6. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**
As per Policy Work Plan
7. **ADJOURNMENT AND NEXT MEETING DATE:** Nov. 5, 2019



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Sooke	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD62
Developed by: Duey Wright	Date Developed: September 27, 2019
School Name: Westshore Centre for Learning and Training	Principal's Name: Heather Lait
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Percussion Ensemble 11A – Theory into Practice	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required:

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

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

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

Course Synopsis

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

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

Rationale:

Music has an emphasis on experiential learning for all students.

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

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

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

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

Goals

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

Aboriginal Worldviews and Perspectives:

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

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

BIG IDEAS

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

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

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

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

Music reflects aspects of **time, place, and community**.

Learning Standards

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

Connect and Expand

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

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

Performance:

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

Big Ideas – Elaborations

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

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

Curricular Competencies – Elaborations

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

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

Respond: through activities ranging from reflection to action

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

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

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

Musical Language: Using terminology to respond to or create music

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

Content – Elaborations

Elements of Musical style

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

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

Content – Elaborations

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

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

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

Recommended Instructional Components:

- Large ensemble instruction
- Small ensemble instruction
- Direct Instruction
- Online
- Demonstrations
- Mentoring
- Peer teaching
- Experiential Learning
- Reflective Writing

Recommended Assessment Components:

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

Assessment Strategies: Formative

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

Assessment Strategies: Summative

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

Learning Resources:

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

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

October 22, 2019

Draft new Policy and Regulations B-135 "Sponsorships and Donations" are now ready for Notice of Motion.

NOTICE OF MOTION:

That draft new Policy and Regulations B-135 "Sponsorships and Donations" be given Notice of Motion.

School District #62 (Sooke)

Sponsorships and Donations	No.: B-135
	Effective: Reviewed: Sept. 10/19; Sept. 24/19; Oct. 1/19 Revised:

PREAMBLE

The Sooke School Board recognizes its obligations as a provider of public education, free of charge and publicly funded by government. The Board also recognizes its obligation to protect the welfare of students and maintain the integrity of the learning environment. This includes protecting students, to the extent possible, from advertising when they are in school.

Parents entrust their children to the district for education and instruction. This trust does not include permission for their children to be marketed to while in our care.

School-business/donor relationships, based on sound principles and community input, can enhance the high quality of education in the school district. When working together, schools and businesses/donors must ensure that educational values are not compromised in the process.

The Sooke School Board believes that there is a role for community partnership through sponsorships and donations in our schools.

SCHOOL BOARD POLICY

The Board of Education believes that sponsorships and donations from individuals, community organizations and businesses may be accepted by the school district in order to enhance, but not replace Government funding, based upon the following guiding principles:

GUIDING PRINCIPLES:

- That Public Education should be free and fully funded by the provincial government. Any funding provided to the school district through donations and/or sponsorships should compliment, and not replace, public funding for education;
- Sponsorships and/or donations should not result in any school being denied basic educational opportunities, therefore district resources should be distributed in the most equitable manner possible;
- Partnerships with the community that benefit and enhance the educational experience for students will be encouraged and supported;
- Equity and fairness should be used as a means to help determine the appropriateness of sponsorships and/or donations.
- Donations and/or sponsorships received by the school district should be consistent with Board values and should therefore not be connected to entities that negatively represent or portray public education;
- Donations and/or sponsorships must be consistent with school codes of conduct and district policies, including prohibiting discrimination on the basis of race, colour, ancestry, sexual orientation, ethnicity, place of origin, religion, sex, family status, marital status, age or mental or physical disability;
- Enhancements should be of benefit to a school or the district; specifically, in terms of the delivery of quality, relevant, culturally responsive educational programs for students;

- Sponsorships/donations may not provide financial gain to a district employee or direct or indirect benefit to employees' families or friends;
- The welfare of students will be treated as a paramount concern when considering sponsorships or donations, including being appropriate to the age/maturity of the students;
- Any donations and/or sponsorships, must:
 - not require the district to sell products or services;
 - be non-exclusive;
 - ensure that Sooke School District and its schools retain control of the curriculum;
 - not require students to view advertising or to advertise for a product (businesses may only have a visible presence in the school if it occurs in the natural course of business, e.g. names and logos on food products or office supplies, or it if occurs as a result of a donation or sponsorship in accordance with the provisions of this policy;
 - be compliant with legislation, policy and regulations.
- That acknowledgement of sponsors' and partners' contributions will be through appropriate, forms of recognition.

STATUTORY REFERENCES

Legislation:

BC Human Rights Code
BC School Act, Section 156(1)
Income Tax Act

Policy:

B-134: Formal Business-Education Partnerships
D-205: Fund Raising

School District #62 (Sooke)

Sponsorships and Donations	No.: B-135
	Effective: Reviewed: Sept. 10/19; Sept. 24/19; Oct. 1/19 Revised:

ADMINISTRATIVE REGULATIONS

DEFINITION OF TERMS

Donation: Donation is a gift or contribution of money, goods or services, voluntarily transferred to a school or the school district without expectation of something of value in return.

Sponsorship: Sponsorship is an agreement between a school or the Board of Education and an individual, group, organization or community-based group in which the sponsor provides financial or resource support in exchange for recognition.

Advertising: Advertising is an oral, written or graphic statement, made by the producer, manufacturer or seller of products, equipment or services, which calls for the public’s attention to arouse a desire to buy, use or patronize the product, equipment or services.

Recognition: Recognition means any form of acknowledgement or consideration provided by a school or the Board of Education for a donation, sponsorship or partnership.

DONATIONS:

1. Subject to the following limitations, the principal of a school, district principal, manager or director may accept or decline a donation:
 - a. A donation from any enterprise identified with products that relate to alcohol, tobacco, cannabis or any other enterprise deemed to be harmful to health and/or the values of the Board, will not be accepted.
 - b. If the donation involves more than one school, and consensus cannot be reached on its distribution, the matter will be referred to the Superintendent of School and/or Secretary-Treasurer for consideration.
 - c. Proposals for donations of a unique nature will be referred to the Board for consideration.
 - d. As long as the total combined value of any donation does not exceed \$2500.
2. Any donations with a combined value above \$2500 must be approved by the Superintendent of Schools or the Secretary-Treasurer.
3. If accepted, donations shall become the property of School District No. 62.
4. New and used equipment, whether for in-school or out-of-school use, must be of a standard acceptable for use in classrooms and schools.
5. The school and/or district must consider costs for appraisals and installation, where applicable, to ensure that funds are available.
6. Equipment must be installed according to the standards of School District No. 62.
7. Upon request, the Secretary-Treasurer or designate will issue a Charitable Donation receipt for eligible donations when the value of the donation exceeds \$25.
8. Should a donation involve a sponsorship of any kind, the Board’s sponsorship regulations (below) shall be followed.

9. The principal will notify the Director of Finance of any item (including property) valued at more than \$500 that is donated.
10. Donations of property will be appraised to determine fair market value, under the direction of the Director of Finance.
11. All cash donations are to be properly accounted for in accordance with district procedures or, as directed by the District's Finance Department, including the provision of a receipt for funds received.
12. School Principals will have the discretion, in consultation with staff members, on how best to use donations to the school that have not been specified for a specific purpose by the donor.

SPONSORSHIPS:

1. Sponsors may support school teams, bands, clubs, drama productions and other school activities as well as district-wide events, programs and activities.
2. Commercial enterprises identified with products that relate to alcohol, tobacco, cannabis or enterprises inconsistent with the values and beliefs of the Board of Education will not be accepted as sponsors.
3. Sponsorship agreements must be recorded in writing.
4. The terms of the sponsorship will be agreed upon by the sponsor and the principal(s) of the school(s) in receipt of the sponsorship, provided that the total value of the sponsorship does not exceed \$2500. The principal may consult with staff and the Parent Advisory Council (PAC) prior to a sponsorship agreement being finalized.
5. Any sponsorships valued above \$2500 must be approved by the Superintendent of Schools or the Secretary-Treasurer.
6. When a sponsorship is for the benefit of the district or valued at more than \$2500 for a school, the terms of the sponsorship will be agreed upon by the sponsor and the Superintendent of Schools and/or Secretary-Treasurer. The Superintendent or Secretary-Treasurer may consult with Education partners as appropriate.
7. Sponsors may provide, money, goods, or services.
8. Sponsors may be recognized in a manner that is mutually agreed upon by the sponsor and principal(s) and/or district. In the event that the manner of recognition being proposed is in dispute, the question may be appealed to the Superintendent of Schools.
9. There can be no pressure to compel students or community members to support any commercial enterprise.
10. No cash may be paid or personal benefit given to any employee of the Board, player, team coach, club/activity sponsor or volunteer. No sponsorship funding may be used in any way to entice or reward any employee of the Board, athlete, coach or volunteer to recruit players for the school.
11. The Superintendent of Schools reserves the right at any time to review and, if deemed appropriate, require that the terms of a sponsorship agreement be revised or terminated.

THIS AGREEMENT made and entered into this _____ day of _____, 2019 shall be effective from the 1st day of _____ 2019.

BETWEEN:

THE PACHEEDAHT FIRST NATION
(hereinafter called the "Pacheedaht Nation")¹

AND

THE BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 62 (SOOKE)
(hereinafter called the "Board")
(collectively called the "Parties")

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WHEREAS

- A.** The Pacheedaht Nation, pursuant to its inherent jurisdiction over educational matters related to its members as a fundamental aspect of the inherent right of self-government, and confirmed by human rights instruments such as the *United Nations Declaration on the Rights of Indigenous Peoples*, has the authority and responsibility for the education of its members and desires to ensure its students all have access to, and receive, quality education that is respectful and reflective of their unique culture and history.
- B.** The *School Act*, RSBC, c. 412, provides that all school age persons in British Columbia are entitled to receive an education that enables them to become literate, personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society.
- C.** The *School Act* further states that the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.
- D.** The Board has the authority, under section 86 (3) of the *School Act*, to enter into agreements with a Council of a Band as defined in the federal *Indian Act*, RSC, c. I-5 with respect to the education of Pacheedaht Nation's Students.
- E.** The Pacheedaht Nation and the Board recognize that the Board is the provincially legislated authority relating to the governance and operation of the public schools, public school personnel and attending students.
- F.** The Pacheedaht Nation and the Board both have a responsibility for the educational outcomes of Pacheedaht Nation Students and wish to work together to improve Pacheedaht Nation learner outcomes and success.
- G.** The Pacheedaht Nation and the Board wish to set out the terms upon which they will engage to provide the Pacheedaht Nation, and parent or legal guardians, greater participation in, and have a voice in the education services provided to Pacheedaht Nation Students.
- H.** The Board recognizes that the School District operates within the traditional territory of the Pacheedaht Nation (Nuu-Chah Nulth), the T'sou-ke Nation, the Scia'new Nation (Coast Salish), as well as the Esquimalt and Songhees Nations, and that the Nation, whose territory each school is located within, will be the basis for determining which First Nation's history, culture and language will serve to guide program and curriculum development regarding First Nations' language, culture and history, as well as School District activities and events. The Board recognizes that all School District Students will benefit from programming and activities which promote and showcase Nuu-Chah Nulth and Coast Salish cultures and languages. ²
- I.** The Pacheedaht Nation and the Board wish to establish an administrative relationship and work jointly to identify and implement educational programs, and other educational services, for Pacheedaht Nation Students that are appropriate to the cultural and linguistic heritage of the Pacheedaht Nation, and a

² Note: *Form 1701: Student Data Collection – Form Completion Instructions for Public Schools* states that: "The languages and cultures of the First People whose traditional territories are served by the board must be respected", at p. 1701-10.

continuing and growing source of satisfaction and pride for the Pacheedaht Nation and the School District.

J. The Pacheedaht Nation receives Tuition Funding from Indigenous Services Canada (ISC) for Pacheedaht Nation Students who are on the Pacheedaht Nation's Nominal Roll, as the education of registered Indians living on-reserve is a federal responsibility.

K. The Parties wish to enter into this Agreement to set out the terms and conditions regarding the purchase of education services by the Pacheedaht Nation from the Board for the Pacheedaht Nation's Students, and the processes by which the Pacheedaht Nation, and parent or legal guardians, will be involved in the education of their Students.

L. Given the important role of the School District School(s) in ensuring the purpose and objectives of this Agreement are achieved, the Parties agree to address roles and responsibilities of the School(s) in this Agreement.

THEREFORE the Parties agree as follows:

1.0 DEFINITIONS

1.1 For the purpose of this agreement, the Pacheedaht First Nation and School District #62 (Sooke) agree the following glossary of terms:

“1701 Instructions” means the Student Data Collection Form Completion Instructions for Public Schools and Independent Schools that is collected under the School and Student Data Collection Order (M152/89), as may be amended from time to time. Under this Order, Boards of Education are responsible for collecting and submitting the information to the Ministry. The collected information is critical for: allocating funds to boards, tracking student movement between schools and boards, monitoring enrolment trends in programs, and board and school data summaries.

“Aboriginal” means the three groups of Aboriginal peoples in Canada, First Nations (or Indians), Metis and Inuit.

“Aboriginal Classroom Program Assistant” means a person hired by Sooke School District to provide support services for Pacheedaht Nation Students, such as Aboriginal Education Programs and Services.

“Aboriginal Education Council (AEC)” means the Aboriginal Education Council comprised of Pacheedaht Nation, T’sou-ke Nation and Scia’new Nation within the School District, and established to address all matters pertaining to the negotiation and implementation of Aboriginal Education Enhancement Agreements.

“Aboriginal Education Enhancement Agreement” means an agreement between the School District, the First Nation, other local Aboriginal community organizations, and the Ministry of Education designed to enhance the educational achievement of all Aboriginal students and establish a collaborative partnership between Aboriginal communities and the School District that involves shared decision-making and specific goal setting to meet the educational needs of Aboriginal students.³

“Aboriginal Education Programs and Services” means Aboriginal Language and Culture programs, Aboriginal Support Services, or other Ministry approved Aboriginal Education Programs that Targeted Aboriginal Education Funding is used to fund. Such programs and services are developed collaboratively by the Board and local Aboriginal communities and documented, such as in an Aboriginal Education Enhancement Agreement. Such Aboriginal Education Programs must be additional to any other programs and services to which an Aboriginal student is eligible, including base funding, ELL and Special Education, and must be documented in accordance with best practice as recommended by the current Aboriginal Education Enhancement Agreement.³

³ Current Aboriginal Education Enhancement Agreement: SEE Appendix A for date it was signed, names of all parties to the AEEA.

“Adapted Program” means an educational program that maintains the learning outcomes of the prescribed curriculum, but is adapted in accordance with the British Columbia, Ministry of Education, *Special Education Services: A Manual of Policies, Procedures and Guidelines (March 2011)*, as may be amended from time to time. Adaptations are teaching and assessment strategies especially designed to accommodate students’ needs so that they can achieve the learning outcomes of the subject or course and demonstrate mastery of concepts. Adaptations may include alternate formats (e.g., braille, books-on- tape), instructional strategies (e.g., use of interpreters, visual cues and aids) and assessment procedures (e.g., oral exams, additional time, assistive technologies). Essentially, adaptations are a “best practice” in teaching. A student working on learning outcomes at any grade or course level may be supported through use of adaptations. Adaptations do not represent unfair advantages to students. In fact, the opposite could be true. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts on their achievement and self-concept.

“Additional Funding” means any funding, other than Tuition Funding or Targeted Aboriginal Education Funding, that is used in support of educational programs or services offered by the School District. For greater certainty, Additional Funding does not include Special Education Funding.

“Adoption Act” means the provincial *Adoption Act*, RSBC 1996, Chapter 5, as may be amended from time to time.

“Adult Dogwood Diploma” means a British Columbia Adult Graduation Diploma granted by the Ministry of Education upon successful completion of the provincial adult graduation requirements set out in Ministerial Order 289/00, the *British Columbia Adult Graduation Requirements Order*.

“Alternate Education Program” means provincial Alternate Education Programs focused on educational, social and emotional issues for students whose needs are not being met in a traditional school program. An Alternate Education Program provides its support through differentiated instruction, specialized program delivery and enhanced counselling services based on students’ needs.

“Annual Aboriginal Outcomes Report” means the annual report that the Board is responsible for submitting to the Minister regarding the achievement levels of First Nation Students attending schools in the Sooke School District.

“Attendance Protocol” means an attendance procedure carried out at the schools in the District, which outlines the recording of attendance of students and the approach to excused and unexcused absences with the overall purpose of encouraging strong attendance necessary for success in schools.

“BC’s Education Plan” means the Plan that was first launched by the BC Government on October 28, 2011 (and updated on Jan. 2015) to transform education so that every student can excel and thrive in a rapidly evolving world and to build on the system’s strengths and put students at the centre of their own learning. The Plan, developed in consultation with teachers, parents, students and education partner groups, is based on the principle that every learner in the province will realize his or her full potential. The Plan consists of five key elements: Personalized learning for every student; Quality teaching and learning; Flexibility and choice; High standards; and, Learning Empowered by Technology.

“Board” or “Board of Education” means the board of school trustees constituted under the *School Act* for School District #62 (Sooke).

“Child, Family and Community Service Act” means the provincial *Child, Family and Community Service Act*,

RSBC 1996, Chapter 46, as may be amended from time to time.

“Child(ren) in Care” or “CIC” means a child who is in the custody, care or guardianship of a director (a person designated by the minister under section 9 of the *Child, Family and Community Service Act*), or a director of adoption (a person designated by the minister under the *Adoption Act* as a director of adoption).

“CommunityLINK” means the provincial CommunityLINK (Learning Includes Nutrition and Knowledge) programs and services, which are intended to improve the educational performance, including the academic achievement and social functioning, of vulnerable students, based on the rationale that vulnerable students sometimes require extra support in order to achieve optimal educational outcomes. CommunityLINK provides over \$51 million in funding to all 60 boards of education to support vulnerable students in academic achievement and social functioning. The Ministry of Education allocates an additional \$11.2 million to Boards of Education through a Vulnerable Student Supplement in the Operating Grants Manual. In providing CommunityLINK programs and services, school districts will: establish effective programs which directly support vulnerable students; target CommunityLINK funds to vulnerable students; support family and community involvement; promote partnerships and an integrated approach to supporting vulnerable students with families, communities and service providers. School districts have the responsibility and flexibility to determine the most effective use of CommunityLINK funding for programs and services to support vulnerable students. These funds help school districts provide services such as breakfast and lunch programs, inner city and community school programs, school-based support workers, and counselling for at-risk children and youth. CommunityLINK defines “vulnerable students” as those students who may be at risk in terms of academic achievement and social functioning. These students primarily come from less affluent socio-economic backgrounds.⁴

“Dogwood Diploma” means the British Columbia Certificate of Graduation that is awarded by the Ministry to a student upon successful completion of the provincial graduation requirements, as set out in the provincial *Graduation Program Order* as authorized by the *School Act*, section 168 (2) (b).

“Dual Credit” means earning credits toward graduation where a student has successfully completed an equivalent Grade 10, 11 or 12 course from an educational jurisdiction or institution outside the BC school system, in accordance with the Ministry of Education’s policy, *Earning Credit through Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Directed Studies* (in effect July 1, 2004), as may be amended from time to time.

“Early School Leavers” means: any High School Student leaving school prior to the completion of Grade 12, including students who are expelled

“Early Leaver Prevention Plan” means a plan, formal or informal, of student supports and interventions developed and implemented by the School-Based Team in consultation with the Pacheedaht Nation, and where parental consent has been provided, in a manner consistent with the Attendance Protocol and with the purpose of re-engaging the Pacheedaht Nation High School Student and re-establishing strong attendance. The Early Leaver Prevention Plan will address academic, behavioural, attendance and any other relevant issues and will include interventions to be undertaken by the school and the Pacheedaht Nation.

“Education Program” means an organized set of learning activities that, in the opinion of the Pacheedaht Nation and the Board, is designed to enable learners to develop their individual potential and acquire the

⁴ For more information on CommunityLINK, see http://www.bced.gov.bc.ca/policy/policies/community_link.htm.

knowledge, skills and attitudes needed to achieve a quality academic and culturally relevant education, and to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.

“English Language Learning (ELL)” (formerly English as a Second Language) means English Language Learning (ELL) services to enable students whose primary language or languages of the home are other than English to develop their individual potential within British Columbia’s school system. The primary goal of the provincial school system is to support the intellectual development of students. Enabling all students to achieve the goals of human, social and career development is a responsibility shared by schools, families, as well as the community. Boards of Education that report students as ELL on the Form 1701, meeting all of the requirements as specified on the Form 1701 Instructions, may qualify for ELL funding. Students are eligible for ELL funding for up to five years, provided they continue to meet funding criteria. Boards of Education will be funded as per the current year’s Operating Grants Manual for each eligible full time equivalent (FTE) ELL student. An ELL Student may also be eligible to receive funding for Aboriginal Education or Special Needs funding, if the requirements of these programs are also met. Adults are not eligible for ELL program funding.

“English Language Learners (ELL Students)” are those whose primary language(s) of the home is/are other than English and who may therefore require additional services in order to develop their individual potential within BC’s school system. Some students speak variations of English that differ significantly from the English used in broader Canadian society and in school; they may require ELL support.

“First Nations Billing Rate”, formerly known as the “Per Pupil Block Rate”, is the average cost of a student attending a School District school as calculated annually by the Ministry and includes:

- the District Allocation (an amount that includes the Basic Allocation plus any applicable Supplements, as set out in the provincial Operating Grants Manual for the school year), and
- the School District’s proportionate costs of the Provincial Learning Network (PLNet), Pay Equity, MyEdBC, Annual Facility Grant and the Learning Improvement Fund, for which the School District invoices the Pacheedaht Nation, or the Ministry invoices ISC.⁵

“First Nation Student or Pacheedaht Nation Student” means a student who is eligible to be on the Nominal Roll of the Pacheedaht Nation and for whom the Pacheedaht Nation receives Tuition Funding from ISC.

“Framework for Enhancing Student Learning” means the vehicle that the BC Ministry of Education is developing in collaboration with education partners to: continuously improve student learning for each student, to address long-standing differences in performance amongst particular groups of students, and to improve the overall school districts’ and schools’ planning and reporting requirements on student achievements from boards of education. As of July 1, 2015 the draft Framework for Enhancing Student Learning replaces the former Accountability Framework.⁶

“Full Time Equivalent (FTE) Student” means a Pacheedaht Nation Student who is in attendance at public school and who is:

⁵ For more information: http://www.bced.gov.bc.ca/accountability/district/lea_aandc_sg/welcome.htm. It is important to note that the First Nations Billing Rates may change from year to year, depending on whether there are changes to the Ministry’s annual budget.

⁶ For more information: <http://www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/enhancing-student-learning>

- of school age as defined in the *School Act*; and
- in full time attendance as defined by ISC in an educational program recognized by the Pacheedaht Nation, the Board, the Ministry and ISC.

“Funding” means funding sources for Pacheedaht Nation Students which includes Tuition Funding (as calculated annually by the Ministry based on its Operating Grants Manual), Targeted Aboriginal Education Funding, Additional Funding and Other Funding.

“Gifted” means, in accordance with the Ministry of Education, *Special Education Services: A Manual of Policies, Procedures and Guidelines (March 2011)*, as may be amended from time to time, a student who possesses demonstrated or potential abilities that give evidence of exceptionally high capability with respect to intellect, creativity, or skills associated with specific disciplines. Students who are gifted often demonstrate outstanding abilities in more than one area. They may demonstrate extraordinary intensity of focus in their particular areas of talent or interest. However, they may also have accompanying disabilities and should not be expected to have strengths in all areas of intellectual functioning.

“Graduate” means a student who obtains a BC Dogwood Diploma and meets all of the requirements of the BC Ministry of Education Graduation Program.

“Graduated Adult” means an Adult student who has graduated and may take specific courses tuition-free under certain conditions.

“How are We Doing” or “HAWD” Report means the annual publication setting out the data collected by the Ministry to monitor the performance of Aboriginal students in the BC public school system, which includes demographic and assessment outcomes at both provincial and school district level. This report provides a mechanism for the Ministry of Education, Aboriginal communities and school districts to open dialogue and make recommendations for improving the educational outcomes for Aboriginal students.

“Indigenous Services Canada” or ISC” means the federal Department of Indigenous Services Canada.

“Individual Education Plan (IEP)” means a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement. An IEP must have one or more of the following:

- the goals or outcomes set for that student for that school year where they are different from the learning outcomes set out in an applicable educational program guide; or
- a list of the support services required to achieve goals established for the student; or
- a list of the adaptations to educational materials, instructional strategies or assessment methods.

An IEP should also include the following:

- the present levels of educational performance of the student;
- the setting where the educational program is to be provided;
- the names of all personnel who will be providing the educational program and the support services for the student during the school year;
- the period of time and process for review of the IEP;
- evidence of evaluation or review, which could include revisions made to the plan and the tracking of achievement in relation to goals; and
- plans for the next transition point in the student's education (including transitions beyond school

completion),

An IEP for a Pacheedaht Nation Student should include only information as required by the provincial Individual Education Plan Order M638/95 and addressed in the Ministry of Education *Special Education Services: A Manual of Policies, Procedures and Guidelines (March 2011)*, as may be amended from time to time. The creation of an IEP for a Pacheedaht Nation Student will be in accordance with the Manual and the process set out in this Agreement. For greater certainty, an IEP will be developed and implemented only where: the parties have agreed it is needed and justified; the Informed Consent of the parent or legal guardian is obtained or best efforts have been made to obtain such consent; the IEP includes agreed limitations (e.g. timeframe, number of courses and course type); and the IEP is reviewed annually with the parent or legal guardian and teachers.

“Informed Consent” refers to the provision of approval or assent, particularly and especially after thoughtful consideration, and after receiving all relevant information that is not unreasonably withheld. In the context of assessment and placement and education referrals, Informed Consent requires that the parent or guardian be informed of:

- the assessment procedures to be carried out;
- the information to be collected;
- the intervention that may take place;
- the likely benefits and risks to the Student; and
- the option to refuse or withdraw consent at any time,

and be provided meaningful opportunity to provide input into the assessment and placement or education referral decision.

“LEA Management Team” means the Team established under section 17.0 comprised of representatives appointed by the Board and the Pacheedaht Nation to develop and implement a plan for the full implementation of this Agreement, and to oversee the implementation of this Agreement.

“Minister” means the Minister of Education (BC).

“Ministry” means the Ministry of Education (BC).

“Modified Program” means a program that is modified in accordance with the Ministry of Education, *Special Education Services: A Manual of Policies, Procedures and Guidelines (March 2011)*, as may be amended from time to time. Modifications are instructional and assessment-related decisions made to accommodate a student’s educational needs that consist of individualized learning goals and outcomes that are different from learning outcomes of a course or subject – that is, learning outcomes that are substantially different from the regular curriculum, and specifically selected to meet the student's special needs. Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged). Using the strategy of modifications for students who are not identified as having special needs should be a rare practice. Modified Programs are developed with the approval and input of parents/guardians and the input of the school psychologist and other School-Based Team members.

“Nominal Roll” means the list of eligible Pacheedaht Nation Students living on reserve as determined by ISC and registered as attending Sooke School District Kindergarten, elementary, and secondary schools as of September 30 of a school year.

“Non-graduated Adult” means an Adult Student who has not graduated and who may take courses leading to the British Columbia Certificate of Graduation (the Dogwood) or leading to the B.C. Adult Graduation Diploma (the Adult Dogwood), in accordance with the Ministry’s Adult Graduation Program, as amended from time to time.

“Non-First Nation Student” means a Student eligible to attend a School District school and not self-identifying as or recognized by ISC as a First Nation Student.

“Other Funding” means any funding that is received or generated by the Pacheedaht Nation subsequent to this agreement that is not Tuition Funding, Targeted Aboriginal Education Funding, or Additional Funding, and may include such funding as relevant bursaries, scholarships, grants or contributions for special projects, partnership funding, and raised funds. For greater certainty, Other Funding does not include Special Education Funding.

“Operating Grants Manual” means the provincial manual, as amended from time to time, that sets out the provincial funding formula that comprises a student basic allocation plus supplementary grants to determine school district allocations. There are 6 broad categories for Supplementary grants: Unique student needs (including Special Needs, ELL, Aboriginal Education and Adult Education programs); Enrolment Decline, where enrolments decrease by more than one per cent in a year; Salary Differentials (for districts with higher average teacher salaries); Unique Geographic Factors; Education Plan; and Funding Protection.

“Pacheedaht Nation” means the Pacheedaht First Nation, as represented by Chief and Council and/or Pacheedaht Nation Education Director and/or Education Coordinator.

“Parent or Legal Guardian” means, (a) the parent, (b) the guardian of the student or child, (c) the person legally entitled to exercise parental responsibilities of the student or child, (d) the person who usually has the care and control of the student or child, or (e) a designate of the parent or legal guardian.

“Parent or Legal Guardian Information Release” means the authorization by the parent or guardian of a Pacheedaht Nation Student of the release of that Student’s education information related to student progress, behaviour and attendance, and information that forms part of the school district’s student registration form.

“Permanent Student Record” means the Record kept in accordance with Ministerial Order (MO082/09), which is required for each student enrolled or registered in the British Columbia public education system. The purpose of the Permanent Student Record is to document the history of a student’s education program. The Permanent Student Record must be retained by school districts for 55 years after a student has withdrawn or graduated from school and stored according to school district policy. The Permanent Student Record consists of the following two parts: i) Form 1704, and, ii) A minimum of the two most recent years of Student Progress Reports, including documentation to support orally communicated letter grades (or: an official copy of the Transcript of Grades).

“Personal Education Number (PEN)” means the unique nine-digit identification number that can be assigned by the Minister to persons in the following schools and institutions and with respect to the following services:

- Students in BC K-12 public and independent schools;
- Home-schooled children registered with BC public or independent schools;

- Children participating in early learning programs, such as Strong Start programs;
- Persons engaged in a program of studies at an educational institution operated by a First Nation (at the request of the First Nation);
- Non-resident persons who are studying under an agreement between the Minister and a school authority outside of BC, such as in a BC certified offshore school program or the Yukon;
- Students in BC public post-secondary institutions; and
- Persons receiving or applying to receive, financial assistance administered by the BC Student Assistance Program.

The PEN follows the student through their Early Learning, elementary, secondary and post-secondary education.

"Programs" means any programs that are established under the *School Act* and are offered to students in attendance during the term of this Agreement, including the Kindergarten to Grade 12 Program, Alternate Education Program, Adult Basic Education, ELL, Resource Room Program, Learning Assistance Program, French Immersion, and any other programs that may be established under the Act during the term of this Agreement.

"Quarterly Meetings" means meetings that are held four times a year between representatives of Pacheedaht Nation Education Department and school administration, along with teachers and Aboriginal Classroom Program Assistants from the schools, to review Pacheedaht Nation Students' progress and issues that affect their learning. These meetings typically review Students' academic progress following reporting periods, attendance, Aboriginal Classroom Program Assistants' activities and how best to support Students who are at risk or not being successful in school.

"Reciprocal Tuition" means the arrangements under the Reciprocal Tuition Agreement reached by the First Nations Education Steering Committee (FNESC) and the BC Ministry of Education, according to which the Ministry of Education will pay the full tuition costs for Non-First Nation Students attending First Nation schools.⁷

"Retention Report" means a second Nominal Roll count of eligible students living on-reserve and attending Kindergarten, elementary, middle, and secondary school taken after September 30, but before February 28.⁸

"School(s)" means any school(s) within Sooke School District.

"School Act" means the provincial *School Act*, RSBC 1996, Chapter 412.

"School Based Team" means an ongoing Team of school-based personnel which has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students with special needs within the school, as set out in the British Columbia, Ministry of Education, *Special Education Services: A Manual of Policies, Procedures and Guidelines (February 2011)*. The Team typically involves the principal, teachers and other school staff as needed. There is an expectation and understanding that parents or guardians will be

⁷ For more information on Reciprocal Tuition, see: <http://www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/aboriginal-education/reciprocal-tuition>

⁸ February 28 is a suggested second count date. The Parties to an LEA may select and agree another date.

contacted *prior* to their child being referred to the School Based Team.⁹

“School-Based Team Intervention Plan” is an informal education plan developed by the School-Based Team for a student who does *not* meet the criteria for an IEP but is considered “vulnerable” for the following reasons: not meeting learning outcomes, significant absence from school, not transitioning to the next grade, not at grade level, failing courses, behaviour issues, a child in care as defined by the *Child, Family and Community Service Act*, [RSBC 1996] c. 46, as amended from time to time, or under suspension. This informal education plan will be developed in a similar manner to an IEP, although it is different from an IEP, which is a component of the Special Education Manual. Where individual learning needs are identified, the School Based Team will devise and provide learning supports and interventions to assist the Student to maximize learning experience. Where necessary, the School Based Team Intervention Plan will develop and implement an adapted program. Where necessary, the Pacheedaht Nation will assist the school with interventions in the home or in the community.¹⁰

“School Calendar” means the school calendar established by each school district for each school year. Sections 87.01, 87.02 and 168.02 of the *School Act* and the provincial School Calendar Regulation 314/12, set out minimum requirements for Board-established school calendars, and set a minimum number of hours of instruction that Boards must offer to students during the School Year. Boards are required to make their proposed calendar public at least one month prior to submitting their proposed calendar to the Minister of Education and must consult with parents and Board employees on their proposed school calendar. The Board must make publicly available any proposed amendments to a school calendar at least one month before making the amendments.

“School Completion Certificate” or “Evergreen Certificate” means the Certificate granted by the Ministry to a student who has successfully completed the goals and objectives contained in his or her Individual Education Plan (IEP), in accordance with the requirements set out in Ministerial Order 205/95: Student Credentials Order, under the authority of the *School Act*, section 168 (2) (t). The School Completion Certificate or Evergreen Certificate is not generally recognized by public post-secondary institutions.

“School District” means the area constituted under the *School Act* as School District #62 (Sooke)

“School Fees” means mandatory fees that may be charged by the School District, and which are included in the Tuition Fees.

“School District Plan” means, under the Framework for Enhancing Student Learning, School Districts are expected to develop and keep a plan in place. Plans will be expected to reflect local efforts to support each student and specific groups of students, including Aboriginal students, Children in Care, and Students with special needs. Boards must develop and publicly communicate a process for developing, reviewing, refining, and approving school plans, and, in the spirit of collaboration for including local education partners in this process. It is expected to be updated annually.

“School Year” means a 12-month period, commencing on July 1st and ending on June 30th of the following calendar year.

⁹ See *Special Education Services: A Manual of Policies, Procedures and Guidelines (March 2011)*, pgs. 13-14.

¹⁰ Addressing needs of “vulnerable” students is also addressed in the CommunityLINK program: see, for example, the Operating Grants Manual 2012/13, Table 4c, at p. 8.

“Special Education Funding” means funding provided for students with special needs, as set out in the provincial *Special Education Services: A Manual of Policies, Procedures and Guidelines (March 2011)*, as amended from time to time.

“Student” means any child of school age eligible to attend a School District school.

“Student File” means the file, in addition to the Permanent Student Record, that is required to be established and maintained for each student enrolled in the public education system and which must contain copies of current records used in the planning and administration of the student’s education program. While the content of a Student File will differ for each individual student, at a minimum the Student File will contain the following: current student record inclusions as listed on form 1704, a copy of the student’s current Student Learning Plan (if applicable), and a copy of the student’s current Individual Education Plan (IEP) (if applicable). After a student has withdrawn or graduated from the education system, records contained in a Student File shall be retained according to school district policy. Information should be updated as it changes and the student progresses through the BC school system. School district policy will determine who is responsible for updating Permanent Student Record form 1704.

“Student Satisfaction Survey” means an annual survey of students in grades 4, 7, 10 and 12, their parents and school staff administered since 2002 in British Columbia public schools. The Survey was developed with input from partner groups, experts in educational measurement and special education, and teachers of early grades. Each year feedback from participants is considered in order to improve the survey questions and features.

Districts and schools are able to add questions that address local issues by contacting the Survey Administrator. The survey is delivered online and it takes about 10 minutes to complete. If districts or schools have added questions the survey may take longer. Student and staff surveys are provided in English and French. Parent surveys are provided in 18 languages. The survey is available 24/7 over a period of about three months, January to mid-April.¹¹

“Student Success” means¹²:-

- Having access to quality preschool services to support readiness for Kindergarten;
- Meeting or exceeding expectations as assessed according to the prescribed Learning Outcomes of BC curriculum in Kindergarten to Grade 12;
- Having strong parent or guardian satisfaction with the progress of their child;
- Having strong attendance to support consistent learning opportunities;
- Maintaining strong relationships with teachers, Aboriginal Classroom Program Assistants and school staff.
- Feeling safe at school and positively contributing to the school climate. This includes safety from racism (students and staff), indifference, bias, marginalization, bullying and stereotyping;
- Maintaining a full sense of engagement in school life. This implies a focus on the “whole person” such that Students have a sense of belonging that encompasses intellectual, physical, social, and emotional success.
- Having access to and participation in Indigenous language and culture programs;
- Having access to and participation in extracurricular activities;
- Transitioning successfully from grade to grade and passing courses required to move to the

¹¹ http://www.bced.gov.bc.ca/sat_survey/

¹² These are suggested indicators of student success. Indicators may also be included in an Aboriginal Education Enhancement Agreement to ensure interconnectedness among these documents and a focus on student-centred outcomes.

- next grade, including successful transition from Early Learning or home to Kindergarten, Kindergarten/early learning/home to grade one, elementary school to secondary school, and secondary to post-secondary education.
- Identifying and obtaining the supports and interventions necessary for students to meet their academic and social potential;
 - Fully meeting the expectations and outcomes of an IEP, should one be required;
 - Graduating with a BC Dogwood or, for some students with an IEP, leaving secondary school with an Evergreen Certificate - with the intent that every Student who is capable of meeting course outcomes with additional support is registered in courses required for a BC Dogwood;
 - Having a clear graduation plan that transitions to a career path or post-secondary education or employment option of their choice;
 - Being prepared for post-secondary education or work life after graduation, with a strong focus on the essential skills necessary to be successful in life; and
 - Being prepared to be a full participant in the community following school.

"Targeted Aboriginal Education Funding" means the funding provided to the School District by the Ministry targeted for school age students of Aboriginal ancestry participating in Aboriginal Education Programs and Services offered by public schools, which must be spent on the provision of these programs and services. Students may be claimed for funding under one or more of the following three categories of Aboriginal Education Programs and Services: Aboriginal Language and Culture Program; Aboriginal Support Services; and, Other Approved Aboriginal Programs. For greater certainty, funded Aboriginal Education Programs and Services must be additional to any other programs and services for which an Aboriginal student is eligible, including provincial base funding, ELL, Special Education, and Targeted Aboriginal Education Funding must not be used for the delivery of provincial curriculum (provincial curriculum includes courses such as BC First Nations Studies 12 and English First Peoples 10, 11 and 12).

"Transportation funding" means funding for transportation to and from school that is included in the First Nation Billing Rates, as calculated by the Ministry and paid by ISC to the Pacheedaht Nation.

"Tuition Fees" means the Tuition Funding per student received from ISC by the Pacheedaht Nation, which the Pacheedaht Nation pays to the Board for the purchase of education services, including any mandatory School Fees, for students in the School District at the rate set out by the Ministry in its fiscal framework for a given school year, or Tuition Funding received from the Ministry by the Sooke School District, which the Sooke School District pays to the Pacheedaht Nation for the purchase of educational services, including any mandatory School Fees, for Non-First Nation Students in the School District at the rate set out by FNEESC in its fiscal framework for a given school year.

"Tuition Funding" means the Tuition (Instructional Services) Funding received by the Pacheedaht Nation from ISC for the education of Pacheedaht Nation Students in the School District who are on the Nominal Roll, which is invoiced by the Board as per the First Nation Billing Rates established by the Ministry annually and as determined by the snapshot date of September 30, or the Tuition (Instructional Services) Funding received by the Sooke School District from the Ministry for the education of Non-First Nation Students in the School District who are on the Nominal Roll, which is invoiced by the Pacheedaht Nation as per the Reciprocal Tuition Agreement reached by FNEESC and the Ministry.

"Vulnerability" means information gathered has identified that a Student is finding or is likely to find learning more challenging; vulnerability may be identified through a variety of data including not meeting learning outcomes, significant absence from school, not transitioning to the next grade, failing courses,

behavioural issues, being under suspension, not achieving grade level benchmarks and/or is a Child in Care.

“Vulnerable Student”, as defined for purposes of CommunityLINK, means students who may be at risk in terms of academic achievement and social functioning. These students may come from less affluent socio-economic backgrounds.

“Vulnerable Student Supplement”, as set out in the Operating Grants Manual, provides funding to districts to assist them in providing services to vulnerable students *in addition to* the CommunityLINK special purpose grant. This supplement is calculated based on the following factors and sub-components:

- Economic conditions (65%)
- Income Assistance (40%)
- Deep poverty (30%)
- Moderate poverty (30%)
- Demographic vulnerability (12.5%)
- Aboriginal population (50%)
- Single parent (30%)
- Recent immigrant (20%)
- Social conditions (12.5%)
- Children in care (60%)
- Serious crime (20%)
- Suicide/homicide (20%)
- Educational attainment (10%)
- Adults without high school graduation (100%)

2.0 PURPOSE

2.1 The Parties agree that the purposes of this Agreement are to:

- a) Confirm the Parties’ shared commitment to, and responsibility and accountability for, Pacheedaht Nation Student success, which includes academic, social, cultural, linguistic, emotional and physical learning;
- b) Confirm the mutual desire and commitment of the Parties to build a positive, effective, collaborative and constructive relationship to:
 - assist Pacheedaht Nation Students to achieve their full potential with all necessary supports identified and implemented to allow each Student to transition successfully into a career path, post-secondary education or employment;
 - improve Pacheedaht Nation Students’ educational outcomes and improve Pacheedaht Nation Student graduation rates; and
 - identify and implement measures to enhance Student Success for Pacheedaht Nation Students.
- c) Set out the roles and responsibilities of the Parties to meet the purposes and objectives of this Agreement;
- d) Set out processes to jointly assess the performance of the School District and the educational needs of Pacheedaht Nation Students and arrange for the delivery of services, within a culturally respectful

learning environment, that will meet these needs;

- e) Set out processes to identify targets and success measures, and monitor progress in reaching those targets, in relation to Pacheedaht Nation Student outcomes and achievement levels, including targets and measures recommended in the Aboriginal Education Enhancement Agreement, if applicable;
- f) Ensure a clear and meaningful role for the Pacheedaht Nation, parents and legal guardians in the education provided to Pacheedaht Nation Students by the School District;
- g) Share and exchange information to foster a better understanding of the provincial public school system and funding regime, including the Operating Grants Manual, in order to maximize access to resources and services;
- h) Provide a framework and process for the payment of Tuition Fees by the Pacheedaht Nation to the Board and by the Board to the Pacheedaht Nation;
- i) Clarify or establish linkages between this Agreement and other accountability mechanisms, including the Aboriginal Education Enhancement Agreement, if any, and School District Plans;
- j) Set out accountability requirements, including those respecting reporting and auditing;
- k) Set out documentation to support agreed policy or agreed program delivery models.

3.0 GUIDING PRINCIPLES

3.1 The Parties will be guided by the following principles:

- a) Pacheedaht Nation Students have a right to quality education that reflects and respects Indigenous languages and cultures;
- b) Pacheedaht Nation Students have a right to feel safe at school, including safety from racism, indifference, bias, marginalization, bullying and stereotyping, which should be supported by a rigorous code of conduct (see APPENDIX F);
- c) The School District will collaborate with the Pacheedaht Nation to support positive experiences for children in early learning, preschool and kindergarten that will contribute to a strong foundation for success throughout their school years; the Board and the Nation will document the agreed delivery model for early learning, including *Strong Start*, preschool and kindergarten programming (see APPENDIX G).
- d) There must be high expectations for Pacheedaht Nation Students and their achievement levels;
- e) Marginalization of Pacheedaht Nation Students in any way, including through program or course assignment or class size management, is not acceptable and will not support the achievement of the objectives of this Agreement, nor the highest levels of achievement of Pacheedaht Nation Students;
- f) The School District and the Nation will collaborate in a genuine effort to achieve intercultural awareness, recognizing that respect for the Pacheedaht Nation's unique language, culture and history are

fundamental for ensuring a safe, tolerant, respectful and appropriate learning environment;

- g) Strong, relevant and effective school policies, regulations, practices, School District Plans, curriculum and instruction are necessary to promote a common understanding of the Pacheedaht Nation's cultural values and traditions by School District and school staff;
- h) School District and school policies and best practices will promote a greater understanding among staff and Students of the Pacheedaht Nation's culture, language, values and traditions;
- i) Pacheedaht Nations Students must be provided an education that ensures that they are confident in their self-identity, their knowledge of themselves, their families, their communities, and their traditional values, language and culture;
- j) Pacheedaht Nations Students must learn the skills and knowledge needed to thrive in contemporary society, including the technological capacity required in the 21st century;
- k) Pacheedaht Nations Students must receive an education that will allow them to access any opportunities they choose, including a range of career, higher learning, employment, and life choices;
- l) The Board and the Nation will promote educational success, opportunities and benefits for Pacheedaht Students through regular and ongoing engagement between the School District, the Pacheedaht Nation, and School(s), and particularly with:
 - parents, elders and other community members; and
 - other educational stakeholder groups within the School District, including teachers, administrators, and support staff;
- m) Open, ongoing and effective communication is essential to a successful working relationship, and to achieving the purposes and objectives of this Agreement, and will be promoted through all available means, including the Quarterly Meetings, the Aboriginal Education Council (AEC), the LEA Management Team, and staff, technical, community, parent and School-Based Team meetings;
- n) Curriculum, materials and resources will meaningfully reflect the Pacheedaht Nation's culture, values, language and traditions, as identified through consultations with the Pacheedaht Nation or its designate;
- o) The effectiveness of this Agreement will be enhanced through regular family and community involvement focused on expanding educational opportunities for Pacheedaht Nation Students.
- p) The effectiveness of this Agreement will be enhanced through regular joint reviews by the Parties, focused on identifying and implementing opportunities for improvement; and

4.0 OBJECTIVES

4.1 The Parties agree to work together to achieve the following objectives:

- a) To establish and grow a positive and collaborative working relationship based on open, regular and effective communication;

- b) To create, improve and foster a learning environment, at all levels of the school system, that establishes high expectations of all Students and that maximizes Pacheedaht Nation Students' learning by helping them feel safe and valued and by nurturing a strong sense of belonging in the school and community;
- c) To have Pacheedaht Nation Students achieve at high academic levels, meeting or exceeding the provincial achievement levels throughout the grades, in all subjects, transitioning from grade to grade and to high school completion (BC Dogwood Diploma);
- d) To have Pacheedaht Nation Students achieve continuous improvement in attendance levels with the objective of a 90% or greater attendance rate;
- e) To have high parental satisfaction as measured by parent satisfaction surveys or other instruments;
- f) To identify and implement measures to visually reflect Nuu-Chah-Nulth culture in the School District's infrastructure (e.g. art, role models);
- g) To explore strategies and implement measures to include and raise awareness of the Ditidaht language in programming at Port Renfrew Elementary; to explore strategies and implement measures to raise awareness of the Dididaht language in the Milne's Landing Family of Schools.
- h) To assess the performance of the School District, to work in partnership to improve the performance of the School District in meeting the educational needs of Pacheedaht Nation Students, and to arrange for the delivery of programs, services and practices that will address and meet these needs, with priority placed on:
 - early intervention, specifically in the area of educational assessment;
 - remedial program supports;
 - issues of attendance;
 - evaluation in relation to age/grade levels;
 - First Nation content in all curriculum; and
 - promoting courses at Edward Milne Community School such as First Voices 10, 11 and 12, and BC First Nations Studies 12;
- i) To identify and ensure appropriate linkages between any Pacheedaht Nation early learning programs and provincial elementary programs;
- j) To ensure that School Based Teams regularly review progress for any Pacheedaht Nation Student identified as Vulnerable or requiring additional support (e.g. students not at grade level, Children in Care);
- k) To develop and reinforce in Pacheedaht Nation Students a pride in their culture, language and history;
- l) To promote a greater awareness and respect for the Pacheedaht Nation's history, language and culture among staff and Students;
- m) To facilitate positive interactions between school staff and Pacheedaht Nation communities, parents and elders to promote and enhance intercultural awareness and understanding;
- n) To collaborate in the development of culturally appropriate First Nation programs, which enhance academic and vocational skills and outcomes, while promoting personal, social, cultural and linguistic

growth;

- o) To collaborate and seek out opportunities or supports that promote or contribute to Pacheedaht Nation Student Success. For example, ensuring reliable transportation to and from school, early assessment and intervention to identify and support learning needs, inter-school visits to facilitate transitions (see APPENDIX H);
- p) To increase the number of Pacheedaht Nation Students taking high level academic courses, particularly in math, science, English and English First Peoples;
- q) To increase the number and percentage of Pacheedaht Nation Students who meet or exceed the prescribed BC Ministry of Education Learning Outcomes in literacy, numeracy, and writing for Kindergarten - Grade 12;
- r) To increase the number of Pacheedaht Nation Students who make a successful transition from Pacheedaht Nation Community School or other band-operated schools to Sooke School District Schools, between Sooke School District Schools, or between school districts;
- s) To increase the number of Pacheedaht Nation Students who make successful grade-to-grade transitions, particularly at grade levels at which there tends to be a greater likelihood of, or vulnerability for, failing to make grade-to-grade transitions ie: primary to intermediate and elementary to middle and middle to secondary;
- t) To increase the number of Pacheedaht Nation Students taking provincially examinable courses necessary for, and leading to, entry into post-secondary education institutions and/or immediate employment;
- u) To increase Pacheedaht Nation Students' graduation rates, eligibility for post-secondary training, and skills that will assist in the development of their communities;
- v) To ensure that Pacheedaht Nation Students have ready access to transportation to and from school, including collaboratively developing and implementing plans to address disruptions in transportation services (e.g. road closures); and to follow through with BCTEA Transportation initiatives.
- w) To increase the number of Pacheedaht Nation Students participating in sports and other School District extra-curricular activities.

5.0 RESPONSIBILITIES & COMMITMENTS

5.1 The Board agrees to:

- a) Enroll and provide to Pacheedaht Nation Students a quality educational program in accordance with the *School Act*, regulations and orders, as amended from time to time;
- b) Provide access and opportunity to Pacheedaht Nation Students in a manner consistent with the BC Ministry of Education's *Framework for Enhancing Student Learning* and Board practices for all students enrolled in education programs in the School District and to continue to strive towards high levels of success in educational programs for Pacheedaht Nation Students;
- c) Include curriculum, materials and resources that promote an understanding of and appreciation for the history, language and culture of First Nations people in British Columbia, and list curriculum, including locally developed curriculum, in the course selection handbook for each School within the School District;
- d) Promote offering of, and enrollment in, First Voices 10, 11 and 12 and BC First Nations Studies 12;
- e) Ensure compliance with Ministry policy regarding Aboriginal students, including implementation of 1701 Instructions; ensure that the Pacheedaht Nation is provided aggregate information on First Nation Students' progress through the Annual Aboriginal Outcomes Report;
- f) Promote and support First Nation cultural activities in schools within the School District;
- g) Encourage and support Pacheedaht Nation Students to participate in extracurricular and sports activities;
- h) Encourage and support Pacheedaht Nation Student Success and transitions through actions such as:
 - Curriculum related field trips and exchanges between Port Renfrew Elementary School and John Muir Elementary School;
 - Increase comfort levels related to transitions through opportunities for Pacheedaht elementary school Students to visit middle schools, and Pacheedaht Nation middle school Students to visit high schools;
 - Increased access to information for Pacheedaht Nation Students and parents or guardians related to the counselling, literacy supports and Aboriginal Education support staff and services available at School District middle and high schools; and
 - Elementary, middle and high school visits to Pacheedaht Nation traditional territories to increase cultural and community learning and awareness.
- i) Provide information to parents or legal guardians and the Pacheedaht Nation regarding each Pacheedaht Nation child's education program (e.g. course selection process, reporting periods, report cards);
- j) Provide information about opportunities for parent or legal guardian involvement in the education of Pacheedaht Nation children (e.g. committee processes) and School District and school activities;
- k) Promote and support professional development for School District teachers and staff focused on

First Nations' history, language and culture;

- l) Ensure that Pacheedaht Nation Students enrolled in programs that will give them the academic credentials to proceed to post-secondary education and training are not transferred into Modified or Adapted programs unless and until:
 - i. such decisions are made in collaboration with the parent or legal guardian; and
 - ii. the Board has obtained the Informed Consent in writing of the parent or legal guardian or designate;

- m) Establishing and using an agreed process, meaningfully involve the Pacheedaht Nation in establishing, implementing and monitoring progress in relation to the Framework for Enhancing Student Learning in areas such as the following:
 - targets for Student Success;
 - standards for student performance; and
 - plans for improving student achievement in the School District, literacy, early learning programs, and any other matters mandated by the Minister;

- n) Where requested by the Pacheedaht Nation, meaningfully engage the Pacheedaht Nation in the development or renewal, implementation, monitoring and evaluation of an Aboriginal Education Enhancement Agreement, between the School District, the Pacheedaht Nation, other local Aboriginal community organizations, and the Ministry of Education and establish a collaborative partnership between Aboriginal communities and the School District that involves shared decision-making and specific goal setting to meet the educational needs of all Aboriginal students;

- e) Engage with the Pacheedaht Nation in the development of School District Plans;

- p) Using an agreed process (see APPENDIX E), share all relevant information on available and secured funding, and meaningfully involve the Pacheedaht Nation in the planning for the expenditure of:
 - i. the Nominal Roll Tuition Funding;
 - ii. Aboriginal Targeted Education Funding, Special Education Funding, and ELL; and
 - iii. Additional Funding obtained for programs or services that can be accessed for Pacheedaht Nation Students (e.g. funding for Vulnerable Students/CommunityLINK, and/or Rural Education Enhancement Fund (REEF));

- q) Appoint one School Trustee to the Aboriginal Education Council;

- r) Appoint two School District representatives to the LEA Management Team (District Principal of Aboriginal Education and Associate Superintendent);

- s) Include representation drawn from the LEA Management Team on all Board, School District or School committees that set policy and/or have a financial impact on Pacheedaht Nation Students, including policy development or renewal, education programming, operations and maintenance, and budget advisory committees.

- t) Communicate details of this Agreement, including its purpose, objectives and principles, with school personnel, in particular teachers;

- u) Work with the School(s) to provide to the Pacheedaht Nation a report on Pacheedaht Nation Students' progress at the Quarterly Meetings and as set out in **Section 14.0**;
- v) Using an agreed process (See APPENDIX E), notify the Pacheedaht Nation and parent or legal guardians of the Board's approved School Calendar for the subsequent school year by May 31; and
- w) Encourage School(s), in accordance with policy, to make available facilities (e.g. meeting rooms) to support communication among and between parents or guardians or designates, staff and students; and
- x) The School(s) agree to share the Student Satisfaction Survey with the Pacheedaht Nation and parent or legal guardians of Pacheedaht Nation Students.

5.2 The Pacheedaht Nation agrees to:

- a) Foster and promote the importance of education, including school attendance and participation, within the Pacheedaht Nation's communities and the homes of its members, including parents, legal guardians, children and elders;
- b) Promote the active participation and involvement of parents and legal guardians and other community members of the Pacheedaht Nation in the education of their children, including any available processes or forums in the School District or School activities;
- c) Bring to the attention of, and educate the Board, teachers and School personnel about cultural protocols that will assist in creating a culturally sensitive learning environment (e.g. recognizing the Pacheedaht Nation's traditional territory in School District literature, events or functions; communicating protocol for when Elders are involved in programs);
- d) Promote and provide opportunities for the Board, teachers and other School personnel to attend community events or other events hosted by the Pacheedaht Nation;
- e) Provide the Board with a list of resource people who have expertise in Pacheedaht Nation cultural, educational, government, economic and health issues;
- f) Appoint two representatives to the LEA Management Team (Education Director or proxy);
- g) Appoint one member to the Aboriginal Education Council (Education Director or proxy) who is responsible for communicating with the Pacheedaht Nation leadership, Education Committee, staff, community and parents or guardians on information related to School District and School activities and initiatives relevant to Pacheedaht Nation Students and parent or legal guardians;
- h) Subject to receiving Tuition Funding from ISC, pay the Board the Tuition Fees received from the federal government according to the First Nations Billing Rate and as agreed to and set out in this Agreement;
- i) Actively participate in the development, renewal, implementation, monitoring and evaluation of an Aboriginal Education Enhancement Agreement, where such an Agreement has been requested;
- j) Using an agreed process (see APPENDIX E), actively participate with the Board in planning for the expenditure of:

- i. the Nominal Roll Tuition Funding;
- ii. Aboriginal Targeted Education Funding, Special Education Funding, and ELL Funding; and
- iii. Additional Funding obtained for programs or services for Pacheedaht Nation Students (e.g. funding for Vulnerable Students/CommunityLINK); and

k) Encourage and support Pacheedaht Nation Students to participate in extracurricular and sports activities.

5.3 Consistent with the purposes, principles and objectives of this Agreement, the Board will:

a) Provide to Pacheedaht Nation Students a quality educational program in accordance with the *School Act*, regulations and orders, as amended from time to time;

b) Provide access and opportunity to Pacheedaht Nation Students in a manner consistent with School District practices for all students enrolled in education programs in the School District, and continue to strive towards high levels of success in educational programs for Pacheedaht Nation Students;

c) Provide cultural and academically appropriate, safe and culturally inclusive education programs to meet Pacheedaht Nation Student needs and meet the aim of the District to have each student become a successful graduate prepared for opportunities beyond graduation;

d) Develop and implement strategies, with the Pacheedaht Nation, to keep Pacheedaht Nation Students in school and maintain and implement agreed upon Attendance Protocols;

e) Include curriculum, materials and resources that promote an understanding of and appreciation for the history, language and culture of First Nations people in British Columbia, and promote the offering of, and enrollment in, First Voices 10, 11 and 12 and BC First Nations Studies 12;

f) Promote and support First Nation cultural activities in Schools within the School District;

g) Encourage and support Pacheedaht Nation Students to participate in extracurricular and sports activities;

h) Provide information and offer guidance or support to parents, legal guardians or designates regarding:

- i. each Pacheedaht Student's education program (e.g. course selection process, reporting periods, report cards); and
- ii. opportunities for parent or legal guardian involvement in the education of their children (e.g. School committees, activities and initiatives);

i) Where a Pacheedaht Nation Student has not submitted his or her course selection by the deadline, register that Student in the highest course option available to meet the objective of high learner success;

j) Working with the Parties and parents or legal guardians, ensure that Pacheedaht Nation Students enrolled in programs that will give them the academic credentials to proceed to post-secondary education and training are not transferred into Modified or Adapted programs unless and until:

- i. such decisions are made in collaboration with the parent or legal guardian; and

- ii. the Informed Consent in writing of the parent or legal guardian or designate has been obtained;
- k) Using agreed communication protocols (see APPENDIX E), provide reports to the Pacheedaht Nation and parents or guardians regarding services, supports and interventions provided to Pacheedaht Nation Students assessed as requiring Individual Education Plans or School-Based Team Intervention Plans.
- l) To the extent it is within the School's authority, meaningfully involve the Pacheedaht Nation in the development, implementation, monitoring and evaluation of:
 - i. targets for Student Success;
 - ii. standards for student performance; and
 - iii. plans for improving student achievement in the School District literacy, early learning programs, and any other matters ordered by the Minister;
- m) Provide information and input on how effectively the Targeted Aboriginal Education Funding is supporting Pacheedaht Nation Students' needs;
- n) Utilize Pacheedaht Nation members placed on the School District resource list as cultural resources at the School level and provide the list of cultural resources to School staff (see APPENDIX H);
- o) Include representation drawn from the LEA Management Team on School committees that set policy and/or have a financial impact on the Pacheedaht Nation Students, including policy development or renewal, education programming, operations and maintenance, and budget advisory committees;
- p) Using agreed processes (see APPENDIX E), communicate details of this Agreement, including its purpose, objectives and principles, with school personnel, in particular teachers;
- q) Appoint two representatives to the LEA Management Team;
- r) Work with the Pacheedaht Nation to develop a schedule for Quarterly Meetings and coordinate with the Pacheedaht Nation to develop a reporting template for use at Quarterly Meetings;
- s) Using the agreed reporting template, provide a report on Pacheedaht Nation Students' progress at the Quarterly Meetings as set out in **Section 14.0** reporting on such matters as:
 - i. Attendance;
 - ii. Grade to grade transitions;
 - iii. Performance on Ministry, School and District assessments (numeracy, literacy, provincial exams);
 - iv. Six year completion rates;
 - v. Number of Dogwood versus Evergreen Certificates,
 - vi. Enrolment data,
 - vii. IEPs/S-BTIPs;
 - viii. Modified or adapted programs;
 - ix. Early leavers; and
 - x. Other matter as may be agreed by the Parties and School(s).
- t) Following secondary school promotional meetings held at the end of every school year, provide direct communication to parents, legal guardians or designates, outlining concerns related to their child's

placement or programs and, where parent or legal guardian consent is provided, provide such information to the Pacheedaht Nation; and

u) In accordance with School District and School policy, make available facilities (e.g. meeting rooms) to support communication among parents, staff and students; and

6.0 CURRICULUM & RESOURCES

6.1 The Parties agree to make every effort to:

a) Work to improve the development and selection of First Nation curriculum, materials and resources for all grades and subject areas, including Nuu-Chah-Nulth language, history, and culture;

b) Introduce and promote culturally relevant First Nations' materials, resources and activities in all subject areas for all students and particularly for social events and ceremonies sponsored by the School(s);

c) Implement mechanisms to preserve and protect any intellectual property rights the Pacheedaht Nation may have in curriculum, materials and resources to ensure the Pacheedaht Nation maintains ownership and related rights in the curriculum, materials and resources;

d) For greater certainty, the Parties and School(s) agree that the Pacheedaht Nation retains ownership and any related intellectual property rights it may have in curriculum, materials or resources provided for use in School District Schools;

e) Offer First Voices 10, 11 and 12 and BC First Nations Studies 12;

f) Seek to identify measures for ongoing improvements to programs and school performance; and

g) Seek and secure additional funding with the express purpose of developing culturally responsive curriculum, materials and resources, and appropriate professional development to support its delivery;

6.2 The Parties agree to pursue all opportunities to provide the resources to:

a) Assist in the development of curriculum, materials and resources;

b) Support professional development initiatives to promote intercultural and Indigenous cultural awareness;

c) Coordinate the delivery and implementation of curriculum relevant to Nuu-Chah-Nulth culture; and

d) Collaborate to provide Indigenous language instruction programs.

e) Work together in a sensitive and appropriate manner to address the history of the Indian Residential School system through the development and implementation of age-appropriate curriculum, materials and resources, and through professional development opportunities; and

6.3 The Parties agree to work together to identify and implement mechanisms for recognizing school

credit for participation in cultural activities.

7.0 IDENTIFICATION OF STUDENTS REQUIRING ASSESSMENT

7.1 The Board will ensure that each Pacheedaht Nation Student will be provided an educational program appropriate to his or her needs and abilities, and will ensure the Student's progress is monitored and reported to the Student's parent or legal guardian, as well as to the Pacheedaht Nation where the consent of the parent or legal guardian has been provided for such a report.

7.2 In order that Pacheedaht Nation Students are appropriately identified as requiring supports, the Board will ensure appropriate and transparent identification and assessment of Pacheedaht Nation Students, with annual re-evaluation, and ensure that Individual Education Plans (IEPs) are re-visited annually for updating, adjustment or conclusion, as appropriate.

7.3 The Board will work with the Pacheedaht Nation to develop appropriate criteria and process for identifying Pacheedaht Nation Students who may require assessment, in particular with regard to early Kindergarten level, recognizing that early identification and intervention is necessary to promote student success.

7.4 The Parties agree that once a Pacheedaht Nation Student is identified as requiring assessment, the assessment will be carried out in a timely manner and as quickly as possible, and all available supports will be implemented in the interim.

7.5 The Board will include parents, legal guardians or designates in meetings regarding their children, and a parent or legal guardian may request that a representative of the Pacheedaht Nation be included in these meetings.

7.6 The Board will work with parent or legal guardians and the Pacheedaht Nation to:

- a) Monitor the progress of each Pacheedaht Nation Student;
- b) Identify and implement intervention supports to assist Pacheedaht Nation Students to reach grade level, where necessary; and
- c) Collaboratively make decisions about any adjustments to the level of a Pacheedaht Nation Student's educational program and make those adjustments only where the informed consent in writing of the Pacheedaht Nation Student's parent or legal guardian, or their designate, has first been obtained.

7.7 The Parties agree that assessments may include classroom, School, District or provincial assessments, and that these assessments are intended to result in an understanding of individual learning and lead to adjustments in instruction, interventions and resources that improve student learning; for example:

- a) Classroom assessments could include teacher-designed measures to evaluate learning and determine learning level; and
- b) Professional assessments could include reports by: an Educational Psychologist, a Pediatrician. These assessments could lead to the development of individualized learning or education plans.

7.8 The Pacheedaht Nation agrees to provide Pacheedaht Nation Student supports where possible, and where the prior Informed Consent of the parent or legal guardian has been obtained.

8.0 SPECIAL EDUCATION PLACEMENT

8.1 The Board will ensure that every Pacheedaht Nation Student is placed in an education program that leads to B.C. Dogwood Graduation unless there is a specific assessment demonstrating that the Student is not capable of meeting the academic standard required for graduation; the Parties recognize that the intentional or unintentional streaming or marginalization of Pacheedaht Nation Students (e.g. to ungraded courses) will not be tolerated.

8.2 The Parties agree that Special Education assessment and placement of, or timetable changes or new timetables for, Pacheedaht Nation Students will follow the School District referral process and must include the following:

- a) For a Special Education assessment:
 - i. The Informed Consent in writing of the Pacheedaht Nation Student's parent or legal guardian, or their designate, has been obtained;¹³
 - ii. Within one month of a referral, an appointment for an appropriate assessment is scheduled and all pertinent information about the assessment process is provided to the parent or legal guardian and the School Based Team, which may include the Education Director or Education Coordinator of the Pacheedaht Nation; and
 - iii. Within two months of completion of an assessment, a verbal and written report stating the outcome of the Student's assessment, the options available, and professional recommendations is provided to the parent or legal guardian or their designate.
- b) For a Special Education Program placement:
 - i. Prior to placement of a Pacheedaht Nation Student on a Special Education Program Individual Education Plan (IEP):
 - a. An appropriate assessment must be completed and the results must be provided to, and discussed with, the parent or legal guardian, the School-Based Team and designated Pacheedaht Nation representative;
 - b. An appropriate assessment must be completed, and the implication for educational services identified in an Individual Education Plan (IEP), including agreed limitations (e.g. timeframe, number of courses and course type), for the purpose of assisting the Student;
 - c. A written report stating the reason for the placement, the options considered and the educational opportunities gained and lost by the placement must be provided to the parent or legal guardian and designated Pacheedaht Nation representative; and
 - d. The Informed Consent in writing from the child's parent or legal guardian, or their designate, has been obtained;
 - ii. For Special Education Placement Reporting, an ongoing report of services and assessment results

¹³ This includes, among other things, clearly explaining the difference between "Adapted" and "Modified" Programs.

- iii. must be provided; and
- iii. Written reports on the results of the placement, based on the progress of the Pacheedaht Nation Student, must be provided to the parent or legal guardian and designated Pacheedaht Nation representative at the end of each term during the placement.

c) To Appeal a Special Education Assessment or Placement Decision:

- i. The Board will ensure parents or legal guardians are advised of their rights of appeal. If a parent or legal guardian wishes to appeal an assessment or placement decision, they may file such an appeal in accordance with applicable Board bylaws, policies and procedures regarding appeals ¹⁴;
- ii. The parent or legal guardian may request, and will receive, support in the appeal process from the Pacheedaht Education Department and/or members of the relevant School-Based Team; and
- iii. The designated Pacheedaht Nation representative will receive information about a Pacheedaht Nation Student's assessment and/or placement after best efforts have been made to obtain the Informed Consent in writing from the parent or legal guardian.

8.3 The Parties agree that IEPs will be concise, usable documents summarizing the Pacheedaht Nation Student's educational program and will be developed with input from the Pacheedaht Nation Student, their parent or legal guardian, School Based Teams and other relevant School District personnel and other services providers, as appropriate.

8.4 The Parties agree that IEPs are not intended to be indefinite and will be reviewed and revisited annually in collaboration with the Pacheedaht Nation Student and his or her parent or legal guardian, and the IEP will be either:

- a) Renewed;
- b) Revised; or
- c) Concluded, where it is determined that the Pacheedaht Nation Student no longer requires an IEP.

8.5 For greater certainty, the Parties agree that an IEP will only be put in place under section 8.2 and be renewed, revised or concluded under **Section 8.3** where the prior Informed Consent of the parent or legal guardian has been obtained.

8.6 In the case of a Pacheedaht Nation Student on an Adapted Program, the Student will be assessed using the standards for the course/program and will receive full credit for their work. Letter grades are assigned when a student's course/program is adapted. School personnel will document the adaptations provided for the student. Students on an Adapted Program can still graduate from high school with a BC Dogwood Certificate.

8.7 Upon request, the Pacheedaht Nation will assist the School(s) and parent or legal guardians with requests for parental Informed Consent under **Sections 8.2 and 8.5**.

¹⁴ Section 11 of the *School Act* provides for appeals: All school boards must have appeal procedures to help resolve disputes. The Ministry expects that the appeal procedures will be based on principles of administrative fairness, which include the right of students and parents/guardians: to be heard by the school board; to be consulted in decisions affecting them; and to an impartial school board decision based on relevant information.

8.8 In accordance with the *School Act*, the Board and School(s) agree to provide the following to the parent or legal guardian, and designated Pacheedaht Nation representative with the consent of the parent or legal guardian:

- a) Their child's student record;
- b) Copies of all reports and communications concerning their child; and
- c) Notice of all formal meetings initiated by the School District or School(s) concerning their child.

8.9 The Board agrees to inform, and invite in a timely manner, parents or legal guardians or designates to attend School Based Team meetings concerning Pacheedaht Nation Students on issues such as Special Education, assessment or placements.

8.10 As a matter of best practice, the Parties agree to collaborate to develop a parent handbook on assessment and placement to ensure parent or legal guardians have access to reader-friendly information on the process and implications of IEP designations, assessments and placements.¹⁵

9.0 VULNERABLE STUDENT PLACEMENT

9.1 The Board will work with parents or legal guardians and the Pacheedaht Nation to ensure that a Vulnerable Student designation of a Pacheedaht Nation Student is supported by evidence and demonstrated need.

9.2 The Board will ensure that an Individual Learning Plan (ILP) is in place, and is regularly reviewed, for every Pacheedaht Nation Student identified as a Vulnerable Student.

9.3 The Board agrees that every effort will be made to keep in school Pacheedaht Nation Students identified as Vulnerable Students; to this end and in keeping with the Attendance Protocol, and the Code of Conduct of each School, will put in place, in consultation with the Pacheedaht Nation, parent or legal guardians, and School Based Team and/or staff, as appropriate, a School-Based Team Intervention Plan and related supports that will address academic, behavioural, attendance and any other issues for any Pacheedaht Nation Student who has been identified as a Vulnerable Student.

10.0 CHILDREN IN CARE

10.1 The Parties will ensure that appropriate learning plans and supports are identified and provided for Children in Care.

10.2 The Parties will engage relevant partners with respect to issues related to Children in Care to ensure that processes in place are clearly understood and supported by parents or legal guardians, designated Pacheedaht Nation representatives, School Based Teams, school staff, government officials, etc.

¹⁵ A handbook for parents can assist the Parties and Schools to work with parents to achieve "informed consent" (e.g. describing the meaning of "adapted" and "modified" programs, the purpose of IEPs, etc).

10.3 The Board will ensure that school(s) designate appropriate staff to be responsible for maintaining communications with the Pacheedaht Nation through an agreed upon communications protocol.¹⁶

11.0 STUDENT CONDUCT & SAFETY

11.1 The Parties support and encourage positive, responsible and respectful behaviour.

11.2 The Parties will identify and implement policies and other appropriate measures to create a safe environment for all students, staff and visitors to School(s), including safety from racism, indifference, bias, marginalization, bullying and stereotyping.

11.3 The Board is responsible for ensuring that each School has in place a rigorous Code of Conduct and related measures are in place and operative to ensure student safety.

11.4 Expectations for Pacheedaht Nation Student conduct shall be in accordance with the *School Act* and regulations, the Code of Conduct for each school as approved by the Board, and the appeals bylaws, policies and/or procedures of the Board, with due consideration given to any recommendations on discipline policy provided by the Pacheedaht Nation.

11.5 The Board will require that school administrators communicate annually, prior to November 30th, with Pacheedaht Nation representatives to discuss school safety and discipline policies and procedures, and to involve Pacheedaht Nation representatives in any review of, or changes to, the Board's policies and procedures.

11.6 The Board will encourage a team approach by school administrators with Pacheedaht Nation Education representatives when dealing with general disciplinary issues involving Pacheedaht Nation Students.

11.7 The Board agrees that, with written consent of the parent or legal guardian, the Pacheedaht Nation shall be notified by the school administrator of potential disciplinary action and provided all correspondence related to the discipline of a Pacheedaht Nation Student.

11.8 The Parties agree to review School Code of Conduct documents and School District policies and other measures in place for creating a safe learning environment at Quarterly Meetings to ensure they remain relevant, updated, effective and meaningful.

12.0 CULTURAL AWARENESS & HIRING IN THE SCHOOL DISTRICT

12.1 The Board, in cooperation with the Pacheedaht Nation, agree to promote a greater awareness of and respect for the Pacheedaht Nation's language, culture and history through its policies, practices, plans, curriculum and instruction.

¹⁶ The Pacheedaht Nation would need to develop an agreed communications protocol under this section. See Seabird LEA as an example.

12.2 To prioritize implementation of local culture, language and tradition, the Pacheedaht Nation, in collaboration with the Board, shall identify resource people to facilitate cultural workshops, ceremonies and other events.

12.3 The Board agrees to cooperate with the Pacheedaht Nation to deliver cultural awareness professional development activities for all educational staff working with Pacheedaht Nation Students.

12.4 The Board will ensure that the Pacheedaht Nation has an opportunity to be meaningfully involved in the School District's hiring process for personnel, in particular, for positions that have a significant impact on Pacheedaht Nation Students, including, for example, Aboriginal Classroom Program Assistants, Aboriginal Education Coordinators, classroom teachers, principals and vice-principals.

12.5 The Board agrees to provide any employment equity policy it may have to the Pacheedaht Nation and will seek Pacheedaht Nation input into any amendments the Board proposes to make to its employment equity policy.

12.6 The Pacheedaht Nation will provide information to the Schools regarding cultural activities and events that may directly impact Pacheedaht Students' learning and/or attendance.

13.0 TRANSPORTATION

13.1 The Parties agree to identify transportation needs of Pacheedaht Nation Students and to develop and implement a plan for providing transportation services to meet those needs.

13.2 The Board agrees that transportation costs for Pacheedaht Nation Students recorded on the Nominal Roll are included in this Agreement and will not be charged as an additional cost.

13.3 The Board agrees to annually review bus schedules to ensure that the transportation needs of Pacheedaht Nation Students are met. This review may include but not be limited to:

- a) Providing alternate drop-off and pick-up locations for on reserve and off reserve elementary, middle and high school Students travelling from Port Renfrew to School District Schools.
- b) Work with the bus driver to enhance the above daily commute. For example, in collaboration with the Pacheedaht Nation, by providing Students with snacks.

13.4 The Parties agree to ensure that Pacheedaht Nation Students have ready access to transportation to and from school, including collaboratively developing and implementing plans to address disruptions in transportation services (e.g. road closures); and

13.5 The Parties agree to continue to pursue funding through BCTEA Transportation initiatives.

14.0 REPORTING & COMMUNICATION

14.1 The Board will provide at Quarterly Meetings in relation to Pacheedaht Nation Students a Quarterly

Report including:

- a) the number of Students enrolled in the School District as of September 30th and covered by this Agreement, and a description of the programs in which they are enrolled;
- b) a summary of Student achievement, attendance, any disciplinary action and retention data (e.g. grade to grade transition);
- c) the number of Students enrolled in alternate programs, secondary courses and ungraded programs;
- d) a summary of the number and nature of Students with IEPs placed in Modified or Adapted programs;
- e) a summary of School-Based Team Intervention Plans in place for services and supports being provided to Vulnerable Students and Children in Care;
- f) a monthly status report on excused and unexcused Student absences as per the Attendance Protocol; and
- g) with respect to any Early School Leavers, information on whether:
 - i. any interventions or supports were identified and implemented prior to the Early School Leaver leaving;
 - ii. any follow-up was undertaken with respect to the Early School Leaver after he or she left to bring him or her back to school or to provide him or her with educational services or supports.

14.2 The Board is responsible for ensuring that the information and data required for the Quarterly Meetings is collected and prepared such that reports are presented in a timely manner.

14.3 The Board agrees to produce and provide to the Pacheedaht Nation an Annual Report on or before July 31 outlining the provision of educational programs to Pacheedaht Nation Students under this Agreement including the content in the Quarterly Report, as well as:

- a) the number of Pacheedaht Nation Students enrolled in the School District at the end of each quarter (semester where applicable) during the year, including the number on reduced course schedules (below 1.0 FTE) and the number receiving enhanced services (above 1.0 FTE);
- b) financial reports related to this Agreement, which are prepared by the Board in the regular course of its operation and which include a copy of the audited financial statements;
- c) a complete financial report on the Targeted Aboriginal Education Funding, Additional Funding and Special Education Funding, including ELL, including:
 - i. the number of staff employed using Targeted Aboriginal Education Funding, Additional Funding and Special Education Funding and designated to work with Pacheedaht Nation Students;
 - ii. the proportion of staff time spent working directly with Pacheedaht Nation Students; and
 - iii. staff duties and responsibilities as they relate to Pacheedaht Nation Students;
- d) measures of success of Pacheedaht Nation Students, such as aggregate results for achievement, attendance rates, grade to grade transition, graduation and student retention rates, supports for successful transition to post-secondary education, and number of Pacheedaht Nation Students eligible to move on to post-secondary education;

- e) update and report on services and supports provided to Pacheedaht Nation Students assessed as having Special Education needs and placed on IEPs, with either Modified or Adapted programs, including any IEPs that have been concluded, extended or adjusted;
- f) update on any programs, services and/or supports (e.g. tutoring) that Pacheedaht Nation Students received during the year;
- g) survey report of the year's activities under headings of cultural activities, field trips and guest speakers;
- h) identification of areas that require greater focus for the coming year to enhance Pacheedaht Nation Student Success;
- i) notice to the Pacheedaht Nation of changes in grade levels or school calendar planned by the School District for the September school opening; and
- j) other issues agreed upon by the Board and the Pacheedaht Nation.

14.4 Upon request by the Pacheedaht Nation, the Board will meet with the community to present and discuss either the Quarterly or Annual Reports.

14.5 The Parties agree to prepare a joint report annually for parent or legal guardians on progress under this Agreement, and, if applicable, the Aboriginal Education Enhancement Agreement.

14.6 The Board agrees to provide on or before November 30 the annual "How Are We Doing?" (HAWD) Report to the Pacheedaht Nation and parents or legal guardians of Pacheedaht Nation Students.

14.7 In the event of a compliance audit, the Board agrees to provide the Pacheedaht Nation with a copy of the audit report.

14.8 The Parties will endeavour to establish and ensure excellent communication with each other through agreed upon preferred means (see APPENDIX E), which may include, but not be limited to, regular and continual contact through newsletters, correspondence and in-person meetings, as appropriate. In addition:

- a) The Parties will encourage parents or legal guardians to attend regular and frequent parent-teacher interviews and develop appropriate strategies with teachers to raise and address any issues of concern regarding the Pacheedaht Nation Student.
- b) The Parties will advise parents or legal guardians of opportunities for input and involvement in their child's education, such as course selection dates, reporting periods, parent-teacher interview dates, application deadlines and procedures for post-secondary education, etc.
- c) The Parties will encourage meetings such as parent-teacher interviews to be held in the community.
- d) The Board will encourage School District employees of the School(s) attended by Pacheedaht Nation Students to attend community meetings and events when requested or invited by the Pacheedaht Nation.

14.10 Where any report item or communication relates to an individual Pacheedaht Nation Student, the

written Informed Consent of the parent or legal guardian of the Student must first be obtained.

15.0 TUITION PAYMENT

15.1 For eligible Pacheedaht Nation Students on the Nominal Roll attending Schools operated by the Board on September 30, and for whom the Pacheedaht Nation has received Tuition Funding from ISC, the Pacheedaht Nation will pay to the Board the Tuition Fees amount in accordance with **Section 5.0** of this Agreement.

15.2 For greater certainty, the Parties agree that the Pacheedaht Nation is responsible only for Tuition Funding received from ISC for the Tuition Fees of the Pacheedaht Nation's Students according to the approved First Nations Billing Rate and approved Nominal Roll. Unless otherwise agreed, the Pacheedaht Nation will not be responsible for paying any amounts for which it does not receive funding from ISC.

15.3 The September 30 Nominal Roll enrolment figures shall be verified by:

- a) The School Principal and Secretary Treasurer of the Board;
- b) The Pacheedaht Nation Education Director or other authorized representative; and
- c) An authorized representative of ISC.

15.4 The Parties agree that Tuition Fees payable for each school year shall be paid by the Pacheedaht Nation to the Board according to the following schedule and based upon the September 30 Nominal Roll figures:

- a) 30% or the pro-rated sum due for the school year September 1 to December 31 based on the previous year's eligible Tuition Fees on or before December 31;
- b) 30% or the pro-rated sum due for the school year January 1 to March 31 based on the current year's eligible Tuition Fees less (or, in addition to) the difference between the previous and current year's eligible Tuition Fees on or before March 31; and
- c) The remaining 40% or the pro-rated sum due for the school year April 1 to June 30 of the current year's eligible Tuition Fees on or before June 30 and an annual adjustment for "Early School Leavers" in accordance with figures reported under **Section 14.1**.

15.5 The Parties acknowledge that there may be arrears in the Tuition Fees paid to the School District due to rate increases and funding schedule that the Pacheedaht Nation receives from ISC, as the Pacheedaht Nation's funding is based on the prior year Nominal Roll and funding rate.

15.6 The Board will attach a copy of the approved Nominal Roll and a year-to-date financial statement with each invoice for tuition to the Pacheedaht Nation.

15.7 In the event of a school closure due to a labour dispute, the Tuition Fees will be equitably adjusted by the agreement of the Parties and returned to the Pacheedaht Nation for the benefit of Pacheedaht Nation Students in the same manner as occurs with the Ministry of Education. In addition:

- a) In the event of a job action that does not result in school closure, the Pacheedaht Nation will work with the School District and School(s) to develop, where possible, a work plan to undertake activities to support Pacheedaht Nation Students, particularly Vulnerable and graduating Students who have a signed permission form from their parent or guardian.
- b) The Parties agree that any adjustment under **Section 15.7** shall take into consideration the number of days of school closure and adjustments in funding made by funding sources to the Pacheedaht Nation and to the Board, and that it is the intention of the Parties that neither the Pacheedaht Nation nor the Board should benefit financially from a school closure.

15.8 In the case of an Early School Leaver, the Parties agree that Tuition Fees for that student, as calculated on a percentage of school year not attended, will remain with the Pacheedaht Nation and, in the case of advanced tuition payments, the funds not used (as calculated by the percentage of school year not attended) will be credited to the Pacheedaht Nation for the purpose of providing the student with educational opportunities.

15.9 The Parties agree that additional services or programs not contemplated by this Agreement may be provided by the Board through agreement by the Parties of the terms and costs for such service(s) and/or program(s).

15.10 Where ISC is late in providing education program funding to the Pacheedaht Nation,

- a) the Pacheedaht Nation will notify the Board of the delay in receiving ISC funding; and
- b) the School District will not charge the Pacheedaht Nation interest on any amount that is outstanding due to ISC's late provision of funding.

16.0 IN-SCHOOL DISPUTE RESOLUTION

16.1 The Parties agrees that complaints and disputes of students, parents, legal guardians, staff or the Pacheedaht Nation in support of a Pacheedaht Nation Student should be dealt with at the point closest to where the dispute first arises and in accordance with Board, School District and/or School policies or bylaws pertaining to disputes and appeals.

17.0 DEFAULT

17.1 If there is a default under the terms of this Agreement, the Party not in default may, if the default has not been resolved or a resolution process not commenced within 30 days after notice in writing has been given by the Party not in default to the Party in default, refer the default to the Dispute Resolution Committee under **Section 19**. This time frame may be extended by agreement in writing.

17.2 The Parties agree that, if there is a default under the terms of this Agreement, the issue will be referred to the dispute resolution process outlined in **Section 19**.

18.0 IMPLEMENTATION, MONITORING, REVIEW: LEA MANAGEMENT TEAM

18.1 The Parties hereby establish a joint LEA Management Team responsible for overseeing the implementation of this agreement as follows:

- a) Two Pacheedaht Nation representatives (Section 5.2f);
- b) Two School District representatives (Section 5.1r);
- c) Two representatives from the Schools; and
- d) A jointly selected and appointed chair.

18.2 The Parties agree to jointly develop terms of reference for the LEA Management Team within 20 days of the signing of this Agreement, which will include the following:¹⁷

- a) Membership of the LEA Management Team;
- b) Roles and responsibilities of the LEA Management Team (e.g. managing the implementation of this Agreement, delegating tasks as appropriate);
- c) A requirement that the LEA Management Team develop and finalize an LEA implementation plan for approval by the Parties within a specified timeframe and which, upon approval, will be appended to this Agreement;
- d) The relationship of the LEA Management Team to the Aboriginal Education Council; and
- e) Other matters as agreed by the Parties.

18.3 The Parties agree that the LEA Management Team will have an ongoing mandate to identify and develop recommendations for consideration by the Parties to build upon and improve this Agreement.

18.4 The Parties agree to establish and implement a process for joint monitoring and review of the effectiveness of this Agreement, and to identify and implement opportunities for improvement of this Agreement, in achieving the purposes, principles and objectives.

19.0 LEA DISPUTE RESOLUTION

19.1 If there is a dispute between the Parties with respect to any matter arising from this Agreement, or relating to the interpretation and application of this Agreement, the Parties agree to use their best efforts

¹⁷ Note: this provision is only suggested if the Parties have not jointly developed terms of reference prior to the signing of this agreement. Sample terms of reference are provided in the LEA Toolkit.

to resolve such disputes in a reasonable and timely manner and in good faith.

19.2 Where there is a dispute between the Parties, the Parties agree they will attempt to use any and all face-to-face means to resolve the dispute at the point closest to which the dispute first arises before referring the dispute to senior level representatives.

19.3 If senior level representatives are unable to resolve the dispute, the Parties will refer the matter to a Dispute Resolution Committee process set out below.

19.4 Dispute Resolution Committee:

- a) If a dispute between the Pacheedaht Nation and the Board under this Agreement is not settled in a timely manner, the Parties shall establish a Dispute Resolution Committee consisting of three members to resolve the dispute as expeditiously as possible;
- b) The Board and the Pacheedaht Nation will each appoint one person to the Dispute Resolution Committee and those two members of the Committee shall appoint a third person, who shall be the Chair of the Dispute Resolution Committee; and
- c) The first two appointees will convene a meeting as soon as reasonably possible to appoint the third member of the Dispute Resolution Committee to consider and resolve the dispute.

19.5 Dispute Resolution Committee Proceedings:

- a) When a dispute is under consideration by the Dispute Resolution Committee, the Dispute Resolution Committee shall determine the manner in which the Parties shall proceed to carry out their respective obligations under this Agreement until the dispute is resolved;
- b) Both Parties will be provided an equitable opportunity to present their case and related evidence to the Dispute Resolution Committee and, though no formal rules of evidence shall apply to proceedings for the Dispute Resolution Committee, established legal procedure and evidentiary rules may be used as a guide to conducting the proceedings; and
- c) Proceedings of the Dispute Resolution Committee shall be fully accessible to the Board and the Pacheedaht Nation.

19.6 The Dispute Resolution Committee shall render a binding decision in writing to the Parties within 30 business days of the conclusion of its proceedings.

19.7 The Parties agree to endeavour to resolve issues or disputes that may arise about this Agreement, or its implementation, in a manner that fosters an improved, ongoing and respectful relationship between the Board and the Pacheedaht Nation.

20.0 LEA TERM & AMENDMENT

20.1 The term of this Agreement will be 3 years, from July 1, 2019 to June 30, 2023 inclusive.

20.2 This Agreement shall be considered in effect for another full 1 year term unless notice is given 90 days prior to June 30, 2024 or any successive anniversary.

20.3 Both Parties agree to formally review and, if agreed, amend this Agreement within 90 days of each anniversary.

20.4 Either Party may terminate this Agreement with written notice given 90 days prior to expiry date.

20.5 Unless notice has been given to amend or terminate this Agreement, the Parties agree that the terms and conditions provided for in this Agreement will continue to apply for the next year.

21.0 NOTICES

21.1 Any notice, claim, consent, waiver, statement, or other documents or payment that either party may require or may desire to give, may be transmitted by mail, fax or personal delivery and will be conclusively deemed validly given or delivered or received by the addressee, if delivered personally on the date of delivery or, if mailed on the fifth business day after the mailing of the same in Canada by registered mail addressed or, if faxed with accompanying confirmation of completed transmission:

If to the Pacheedaht Nation:
PACHEEDAHT FIRST NATION
P.O. Box 170
Port Renfrew, BC
V0K 1K0

If to the Board:
The Secretary-Treasurer
School District 62 (Sooke)
3143 Jacklin Road
Victoria, BC
V9B 5R1

22.0 GENERAL

22.1 This Agreement will be governed by, and construed in accordance with, the laws in force in the Province of British Columbia.

22.2 This Agreement will be to the benefit of, and binding upon, the Parties hereto and their respective successors and assigns.

22.3 This Agreement supersedes any and all previous local education agreements between the Parties.

22.4 The Parties acknowledge that:

a) nothing in this Agreement, or in the negotiation of this Agreement, or in any prior document leading to

this Agreement, in any way defines or amends, recognizes, affirms, or denies the existence of, or in any way limits any priorities afforded to the Aboriginal or treaty rights of the Pacheedaht Nation, and

- b) this Agreement is without prejudice to the rights of the Parties and the Pacheedaht Nation with respect to such matters.

22.5 The Pacheedaht Nation agrees to append to this Agreement a Band Council Resolution (BCR) indicating the Pacheedaht Nation's support of this Agreement.

IN WITNESS WHEREOF the Parties have executed this agreement as of the date first above written.

SIGNED on behalf of the **PACHEEDAHT FIRST NATION** by its duly authorized **Officers**

Chief

in the presence of:

Witness

Councillor

SIGNED on behalf of the **BOARD OF EDUCATION**

Chairperson
Sooke School District Board of Education

Witness

Secretary Treasurer, SD62

APPENDIX A

ABORIGINAL EDUCATION COUNCIL – TERMS OF REFERENCE

Note: School Districts must spend their Aboriginal Targeted Education Funding. They must develop any Aboriginal Education Enhancement Agreements in partnership with the local Aboriginal community.

SCHOOL DISTRICT NO. 62 (SOOKE) ABORIGINAL EDUCATION COUNCIL TERMS OF REFERENCE

October 18, 2017

NAME

The Aboriginal Education Council (A.E.C.) of School District No. 62 (Sooke).

ABORIGINAL PEOPLES are recognized in the Canadian Constitution 1982 (Section 35) and states “*aboriginal peoples of Canada*” includes the Indian, Inuit, and Métis peoples of Canada”. Indians are defined in the Indian Act 1867. **SELF IDENTIFICATION**, the B.C. Ministry of Education “Aboriginal student” refers to students who have reported themselves as Aboriginal.

VALUES

- View student success as integral in relation to a healthy educational experience that promotes a proud form of cultural expression that is open to Aboriginal and non-Aboriginal alike.
- Believe in honouring and acknowledging the local Nations and their treaties: T’Sou-ke First Nation and Scia’new First Nation, including Pacheedaht First Nation treaty process as territorial peoples.
- Promote and support inclusive programming held in-class, with no pull-outs for Aboriginal and non-Aboriginal students from Kindergarten to Grade 12.

STRUCTURE

- Is comprised of people who are committed to enhancing the success of all students.
- Is a collaborative committee.

ROLES AND RESPONSIBILITIES

- Will review annually (and make recommendations as needed) the Aboriginal Education Enhancement Agreement for School District No. 62 (Sooke).
- Members are representatives of their organizations and will report back on the progress of the A.E.C. to their respective groups.

MEETING PROTOCOL

Operates in a manner that is respectful of all peoples.

APPENDIX B
BAND COUNCIL RESOLUTION

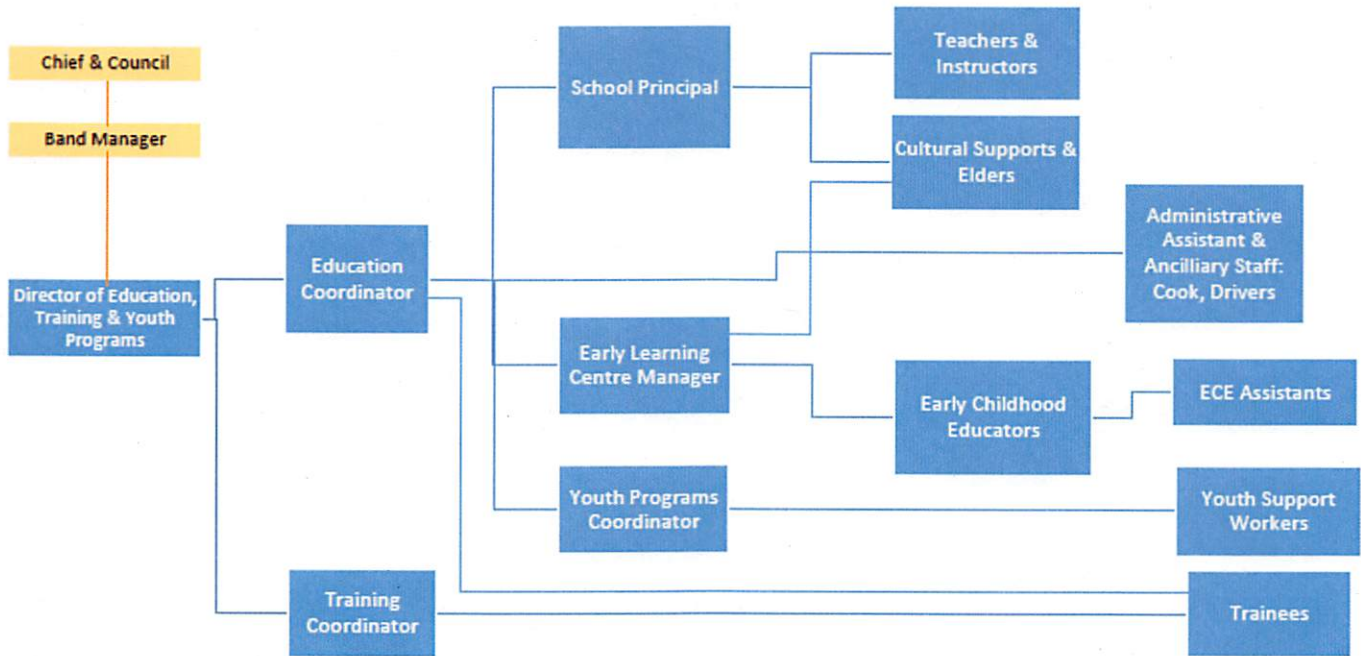
APPENDIX C

SCHOOL DISTRICT ORGANIZATIONAL CHART

APPENDIX D

PACHEEDAHT FIRST NATION - EDUCATION DEPARTMENT

ORGANIZATIONAL CHART



Contact Information for 2019-'20

Director of Education: Liz Robins

pacheedahtfeducation@gmail.com

Education Coordinator: Amanda Hamilton

pfnamanda@gmail.com

Training Coordinator: Carla James

carlacharlie@live.com

Early Learning Centre Manager: Rosslyn Anne

rosslyna@hotmail.ca

Administrative Assistant: Annette Wrightson

pacheedahtannette@gmail.com

APPENDIX E

LEA IMPLEMENTATION PLAN – SAMPLE FRAMEWORK

APPENDIX F

CODE OF CONDUCT: Westshore Learning Centre

CODE OF CONDUCT: Edward Milne Community School
<http://emcs.web.sd62.bc.ca/about/code-of-conduct/>

CODE OF CONDUCT: Journey Middle School
<http://journey.web.sd62.bc.ca/students/code-of-conduct/>

CODE OF CONDUCT: John Muir Elementary School
<http://johnmuir.web.sd62.bc.ca/students/code-of-conduct/>

CODE OF CONDUCT: Port Renfrew Elementary School

APPENDIX G

EARLY LEARNING DELIVERY MODEL

**This list of items and services will be reviewed and updated annually.
Items and services listed are not included in LEA fees or transfer payments.**

Early Learning service provisions supporting this LEA will be provided by Pacheedaht Nation staff located at Port Renfrew Elementary School.

Sooke School District will provide 2 rooms for use by Pacheedaht Early Learning Centre (ECE) and Pacheedaht Nation Community School (grades K4/K5).

Pacheedaht Early Learning Centre will operate 4 days per week. It will provide age appropriate care and learning opportunities for infants and toddlers (aged 0-36 months) and children aged 3-4 years who are registered by parents or legal guardians resident on Gordon River IR #2 or in the town of Port Renfrew.

A Ministry funded *Strong Start* program will provide weekly, age-appropriate learning opportunities for infants, toddlers and children (aged 0-5 years) in accordance with the provisions of that program.

Pacheedaht Nation Community School will operate 4 days per week. It will provide age-appropriate learning opportunities for children aged 4 years+ who are registered by parents or legal guardians resident on Gordon River IR #2 or in the town of Port Renfrew.

Pacheedaht Nation will provide emotion regulation sessions for children registered in the above programs, and will provide parenting skills sessions for any parent or guardians requesting such services.

Pacheedaht Nation will seek out additional support services through external agencies (e.g. Psych. Ed. evaluations, speech & language pathology assessments and therapy, etc.) as needed to support the physical, social, emotional and spiritual well-being of children registered in the above programs.

Pacheedaht Nation staff and School District staff will liaise on all matters relating to the transition of children in the above programs to School District programs. Parents or legal guardians will be included in all discussions relating to their children. Where education or health professionals or other specialist service providers are consulted, prior written Informed Consent will be obtained from parents or legal guardians.

Sooke School District will provide janitorial services for the 2 rooms used by Pacheedaht Early Learning Centre (ECE) and Pacheedaht Nation Community School.

Pacheedaht Nation will provide nutritionally balanced age-appropriate snacks and lunches for the above programs.

APPENDIX H

AGREED PROVISION OF SERVICES AT PORT RENFREW ELEMENTARY SCHOOL

This list of items and services refers to the 2019-'20 school year. It will be reviewed and updated annually. Items and services listed are not included in LEA fees or transfer payments.

TEACHER ALLOCATIONS & TRANSITIONS

Pacheedaht Nation will contribute funding obtained from *Jordan's Principle* to support provision of appropriate student : teacher ratios.

Sooke School District will provide opportunities for Student exchanges with John Muir Elementary School.

Sooke School District will provide opportunities for visits by Grade 5 Students to Journey Middle School.

CULTURAL RESOURCES

Pacheedaht Nation will provide a weekly visit by a Nuu-Chah-Nulth Elder.

Pacheedaht Nation will provide daily access to a Culture Teacher.

Pacheedaht Nation will provide access, on request, to a Play Therapy practitioner for any Student.

Pacheedaht Nation will facilitate monthly, with support from Victoria Native Friendship Centre or similar organization, either a Parents Club or a Community Club event to promote culturally safe parenting practices.

Pacheedaht Nation will provide Ditidaht language and Nuu-Chah-Nulth cultural resources (books, posters, puppets, craft materials, and other natural materials).

TECHNOLOGY

Pacheedaht Nation will provide a *Smart Board* to support learning opportunities for Grades K-5.

Pacheedaht Nation will provide, with support from FNEESC, desktop computers, monitors and laptop computers to support learning opportunities for Grades K-5.

AFTER SCHOOL CHILD CARE, YOUTH PROGRAM & SPECIAL FUNCTIONS

Pacheedaht Nation will provide a Port Renfrew Elementary *After School Play & Child Care Program* (Monday – Thursday) for children Grades 1-5.

Pacheedaht Nation will provide a *Port Renfrew Youth Program* bi-weekly for children aged 9-18 years.

Pacheedaht Nation will provide staff to facilitate special functions or events at Port Renfrew Elementary School outside of regular school hours. These events may include, but not be limited to: concerts, calendar special events (Halloween, Christmas, Easter etc.), *Parents Club* or *Community Club* events, end-of-year celebrations, and graduation celebrations.

Sooke School District will provide the Port Renfrew Elementary School gymnasium and gymnasium kitchen for use for the above purposes and provide janitorial services for the gymnasium and gymnasium kitchen.

FOOD SERVICES

Pacheedaht Nation will provide a cook to prepare and serve daily lunch, mid-morning and mid-afternoon snacks for children and staff (Monday-Thursday).

Pacheedaht Nation will provide a cook or engage a catering service to prepare and serve food at special school functions or events.

Pacheedaht Nation will provide groceries as needed for school lunches and snacks, After School Play Program, and other special school functions or events.

Sooke School District will contribute \$600.00 per month toward the cost of groceries for the months September 2019 to June 2020 inclusive.

Pacheedaht Nation and Port Renfrew Elementary staff will monitor kitchen equipment and replace as necessary. Where a large expenditure is required (e.g. purchase of a major appliance) an agreement will be sought for equitable contributions from Pacheedaht Nation and Sooke School District.

OTHER PROVISIONS

Pacheedaht Nation and Port Renfrew Elementary staff will monitor playground for drainage issues and monitor playground base and fencing for movement and stability.

Pacheedaht Nation will maintain and enhance playground area designated for use by Pacheedaht Early Learning program, Child Care program and preschool age children.

Pacheedaht Nation and Port Renfrew Elementary staff will monitor parking lot for drainage, movement and stability.

Pacheedaht Nation and Port Renfrew Elementary staff will monitor school premises for any other issue (e.g. overhanging trees that may impact access, faulty equipment that may impact safety, etc.) and will report to and collaborate with the School District in seeking solutions.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Oct. 22, 2019

Draft new Policy C-426 "Provision of Menstrual Products" are scheduled for approval.

RECOMMENDATION

That Draft new Policy C-426 "Provision of Menstrual Products" be approved and included within the District Policy Manual.

School District #62 (Sooke)

PROVISION OF MENSTRUAL PRODUCTS	No.: C-426
	Effective: Revised: Reviewed: Sept. 10/19; Sept. 24/19

SCHOOL BOARD POLICY

The Board of Education believes that students in British Columbia should have access to healthy and effective learning environments. The school system is expected to promote gender equality and create an inclusive learning experience. Lack of access to menstrual products can negatively impact students' school attendance and their social-emotional well-being. Providing all students with convenient access to free menstrual products helps to support their full participation in school activities, reduces stigma and promotes gender equality.

The Board of Education, in keeping with Ministry of Education Policy, will ensure that schools, on or before September 2019, begin providing menstrual products to students of all gender identities and expressions using delivery methods that:

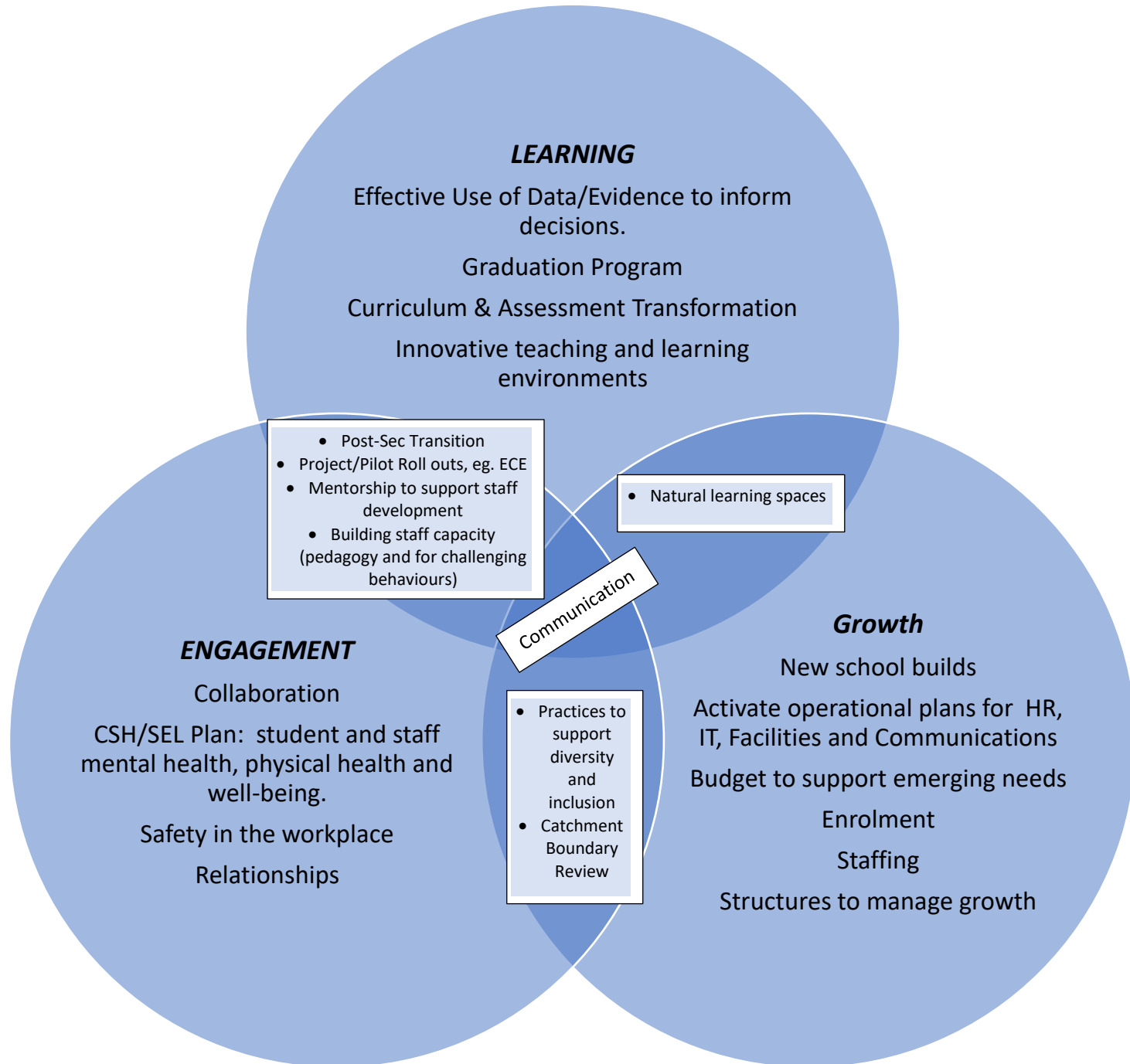
- are free of charge;
- protect privacy;
- are barrier free, consistent in delivery, and easily accessible in washrooms;
- are non-stigmatizing;
- take into account the developmental levels of the student population;

In addition, consideration must be given to student feedback with respect to the provision of menstrual products.

1701 Final Enrolment Update - October 18, 2019- SD#62 October Board Meeting

Level	Name	Program	2018/19 FINAL	SEPT 20 UPDATE	Variance	2019/20 Budget
SEPTEMBER COUNT						
Elementary	Colwood	Regular	177.0000	195.0000	18	
Elementary	CrystalView	Regular	250.0000	252.0000	2	
Elementary	DavidCameron	Regular	377.0000	371.0000	-6	
Elementary	HansHelgesen	Regular	196.0000	198.0000	2	
Elementary	HappyValley	Regular	431.0000	422.0000	-9	
Elementary	JohnMuir	Regular	211.0000	213.0000	2	
Elementary	JohnStubbsElementary	French Immersion	506.0000	505.0000	-1	
Elementary	Lakewood	Regular	461.0000	462.0000	1	
Elementary	Millstream	Regular	153.0000	147.0000	-6	
Elementary	Millstream	French Immersion	104.0000	138.0000	34	
Elementary	Poirier	Regular	152.0000	145.0000	-7	
Elementary	Poirier	French Immersion	235.0000	240.0000	5	
Elementary	PortRenfrew	Regular	12.0000	20.0000	8	
Elementary	RuthKing	Regular	292.0000	310.0000	18	
Elementary	Sangster	Regular	247.0000	239.0000	-8	
Elementary	Saseenos	Regular	159.0000	162.0000	3	
Elementary	Savory	Regular	193.0000	207.0000	14	
Elementary	Sooke	Regular	320.0000	309.0000	-11	
Elementary	Willway	Regular	183.0000	192.0000	9	
Elementary	Wishart	Regular	352.0000	409.0000	57	
TOTAL ELEMENTARY			5,011.0000	5,136.0000	134	
Middle	Dunsmuir	Regular	802.0000	846.0000	44	
Middle	JohnStubbsMiddle	French Immersion	268.0000	282.0000	14	
Middle	Journey	Regular + French Immersion	516.0000	517.0000	1	
Middle	Spencer	Regular	769.0000	834.0000	65	
TOTAL MIDDLE			2,355.0000	2,479.0000	124	
Secondary	Belmont	Regular + French Immersion	1,309.0625	1297.875	-11.1875	
Secondary	EdwardMilne	Regular + French Immersion	646.3125	636.6250	-9.6875	
Secondary	RoyalBay	Regular	1,122.2500	1,152.3125	30.0625	
TOTAL SECONDARY			3,077.6250	3,086.8125	9.1875	
Alternate	Alternate/Byte	Regular	243.0000	259.0000	16	
Alternate	JDF Distributed Learning	Regular	124.6875	163.4375	38.75	
Alternate	Westshore/Cont Ed	Regular	21.0000	18.0625	-2.0625	
TOTAL WESTSHORE			388.6875	440.5000	52.6875	
TOTAL SEPTEMBER COUNT			10,832.3125	11,142.3120	319.875	11225.6875
						-83.375

2019-2020 Strategic Plan Priorities



2019/20 Operation Plan Details

Goal/Objective	Strategies	Evidence	
Learning/Engagement/Growth			
Communications	<ul style="list-style-type: none"> - Improve internal and external. - Sharing info re. community clubs, etc. through a central resource, rather than individual school websites. 	<ul style="list-style-type: none"> - New district website and intranet on-line and fully functioning. - Establish new processes for sharing information with schools to avoid redundancy. - Utilize new website for community messaging 	
Learning			
Graduation Program	<ul style="list-style-type: none"> - Create opportunities for modelling and collaborating re. the Grad Program. 	-	
Curriculum Transformation	<ul style="list-style-type: none"> - Ensuring support for and access to curriculum resources. 		
Effective Use of Data/Evidence to inform decisions	<ul style="list-style-type: none"> - Focus on key data collection areas to ensure coherence and effective use - Review program effectiveness for decision making. 		
Innovative teaching and learning environments	<ul style="list-style-type: none"> - Continue to work with staff on wise practice for meeting the emerging needs of learners through creative and flexible opportunities. 		
Learning and Engagement			
Post-Secondary Transition	<ul style="list-style-type: none"> - Supporting student transition to post-secondary through increased connections with post-sec institutions. 		
Project/Pilot Roll-outs, e.g. ECE	<ul style="list-style-type: none"> - Continue to develop and review existing projects and pilots to determine impact on student learning and potential avenues for expansion or sustainability. 		

Mentorship to support staff development	<ul style="list-style-type: none"> - Support new PVP mentorship program. - Work with partner groups (STA and CUPE) on expanded mentorship opportunities, e.g. Activ8 and Link to Practice. 		
Building staff capacity	<ul style="list-style-type: none"> - Explore opportunities for broad-based, common learning for district staff on key issues, e.g. staff safety. 		
Learning and Growth			
Natural Learning Spaces	<ul style="list-style-type: none"> - Continue collaboration with Grounds dept and schools to increase natural play spaces. 		
Engagement			
Collaboration	<ul style="list-style-type: none"> - Strengthen and expand a culture of collaboration. - Increased opportunities for collaboration. 		
CSH/SEL Plan: student and staff mental and physical health and well-being	<ul style="list-style-type: none"> - Create district staff position to lead in this area. - Develop a collaborative plan to determine best steps to support staff and student wellness. 		
Safety in the Workplace	<ul style="list-style-type: none"> - Work with O.H.&S. to develop opportunities to mitigate safety concerns in schools. - Invest in wise practices to reduce risk to staff and students by others. 		
Relationships	<ul style="list-style-type: none"> - Continue to build and strengthen relationships 		
Growth			
New School Builds	<ul style="list-style-type: none"> - Establish a leadership structure that allows for broad-based input into new school decisions. 		

	<ul style="list-style-type: none"> - Acquire additional sites in high growth areas - Seek broad input into new school names. 		
Activate Operational Plans for IT, Communication, HR and Facilities	<ul style="list-style-type: none"> - Finalize and approve operational plans that support the implementation of the Strategic Plan. - Begin implementation of the Operational Plans. 		
Budget to support emerging needs	<ul style="list-style-type: none"> - Determine and plan to minimize impacts of funding model review on district operations. - Begin to identify changing needs that will roll into the next Strategic Plan 		
Staffing	<ul style="list-style-type: none"> - Recruitment and retention strategy with employer branding. - Review the impact on Kindergarten being a specialized teaching area. 		
Structures to Manage Growth	<ul style="list-style-type: none"> - Ensure attention to maintain and upgrade existing schools. - Review transportation principles to ensure growth challenges are met and to look at efficiencies in service levels 		
Engagement and Growth			
Practices to support diversity and inclusion	<ul style="list-style-type: none"> - Review programs of choice. - Consider alternative education structures and recommend shifts to meet student needs. - Innovative practices. - Review funding to ensure there is enough. - Reviewing supports for students with complex needs. 		

Catchment Boundary Review	<ul style="list-style-type: none">- Establish and utilize relevant data sources to support catchment boundary reviews.- Create and support opportunities for input to the catchment review process.		
Accountability of District Systems	<ul style="list-style-type: none">- review district structures that are currently in place to ensure efficiency, forward thinking and focus on our core purpose of improving outcomes for students.		