

Public Notice – Education-Policy Committee Online Public Meeting


A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on February 1, 2022 at 6:00 pm.**

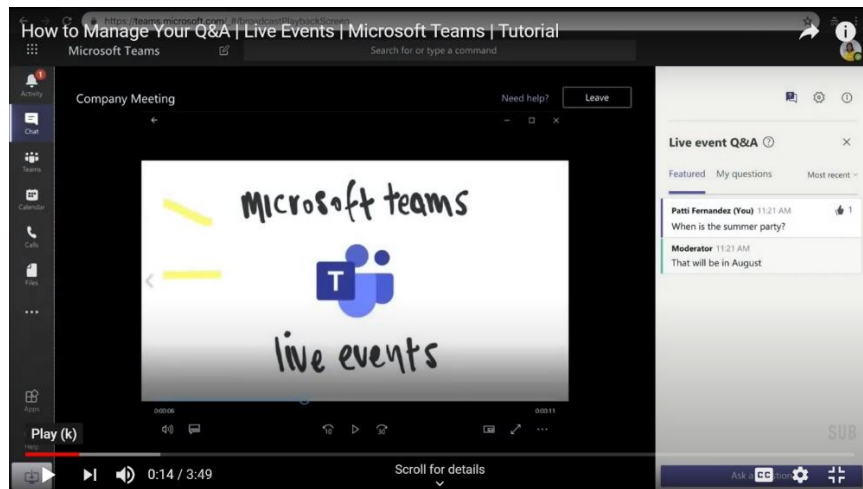
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Feb-1-2022>

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

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

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



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

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



EDUCATION-POLICY COMMITTEE

School Board Office
Via MS Teams
February 1, 2022 – 6:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.
2. **Opening Remarks from Chair, Allison Watson**
3. **COMMITTEE REPORT** of January 4, 2022 Education Standing Committee meeting (attached) **Pg. 3**
4. **BAA COURSE PROPOSALS**
There were no BAA course proposals for this meeting
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
 - a. Draft Revised Policy and Regulations B-132 "Career Education" – Paul Block **Pg. 6**
 - b. Revised Regulations E-152 "Excluded Staff & Administrative Officers – Salaries & Benefits" **Pg. 34**
– Scott Stinson
 - c. Draft Revised Policy and Regulations F-100 "Transportation" – Harold Cull **Pg. 36**
6. **NEW BUSINESS** (attached)
 - a. Draft School Calendar – Stephanie Hedley-Smith **Pg. 45**
 - b. EMCS Society Review – Scott Stinson **Pg. 52**
 - c. Strategic Plan Progress – Quarterly Report – Scott Stinson **Pg. 96**
7. **FOR INFORMATION**
 - a. Research Project Approval – Annalea Sordi, Victoria Sexual Assault Centre – "Preventing Dating Violence by SHIFTing Culture" – Scott Stinson **Pg. 114**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Mar. 1, 2022



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams Live
January 4, 2022 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
Margot Swinburnson, Trustee (Committee Member)
Dianna Seaton, Trustee (Committee Member)
Christina Kempenaar, STA
Lou Leslie, CUPE
Sandra Arnold, SPEAC
Georgette Walker, SPVPA
Stephanie Hedley-Smith, Associate Superintendent
Dave Strange, Associate Superintendent
Paul Block, Associate Superintendent
Sue Grundy, Manager of Executive Operations

Regrets: Scott Stinson

Guests: Jim Lamond, District Principal, Wayne Kelly, District Vice-Principal

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

We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

2. **Opening Remarks from Chair, Allison Watson**

Trustee Watson welcomed everyone back from the winter break. She acknowledged the recent tragic death of a local teen in a car accident. She also said it is an honour to be part of the Education-Policy Committee and expressed her appreciation for the work that has been put into this committee.

3. **COMMITTEE REPORT** of December 7, 2021 Education Standing Committee meeting

The committee report for the December 7, 2021 Education-Standing Committee meeting was reviewed by the committee members.

4. **BAA COURSE PROPOSALS**

a. Community Connections 10 – Paul Block

Paul Block spoke about the BAA course which has been developed by EMCS teacher, Patrick Gale. The intention of the course is to support and supplement courses that bring students together through the communal experience of on and off campus learning spaces. Students will be encouraged to understand and learn about ecological literacy: sustainable principles, green building features, off-grid power management, and seasonal water flows. Local and global food systems are also key topics of exploration.

A request was made to develop differentiation between the grade 10 and 11 courses as currently written and to also reconsider the title. Committee members commented on how relevant this course is for the District.

Recommendation

That the Board of Education approve BAA course Introduction to Eco Literacy 10.

- b. Community Connections 11 – Paul Block

Mr. Block spoke about this BAA course. He said it is a continuation of the grade 10 course.

Recommendation

That the Board of Education approve BAA course Eco Literacy 11.

5. **REVIEW OF POLICIES/REGULATIONS**

- a. Draft Revised Operating Procedures C-411 “Band Instrument Rental” – Paul Block

Paul Block reviewed the revisions to the Administrative Regulations which were originally written in 1984 and revised once in 2005. He said the revisions have been made in consultation with middle and secondary school band program teacher leads and the Principals and Vice-Principals at each of these schools. He spoke about rental fee payment schedules, refunding of rental fees, and financial assistance. Mr. Block noted that schools offering band programs will now need to add language to their course selection books regarding band program/course fees stating that no student will be denied educational opportunities due to financial constraints. He advised that the revisions do not require a recommendation of Notice of Motion to the Board.

Committee members were appreciative of the revisions that are being made to the Administrative Regulations and the district’s continued support of music and the arts for its students.

6. **NEW BUSINESS** (attached)

- a. Presentation – Pathways & Choice – Overview and Directions – Jim Lamond, District Principal

Jim Lamond gave a presentation on the four significant areas in the Pathways & Choice portfolio – post-secondary transitions and career education, alternative education, online learning, and continuing education (adult).

Committee members discussed the presentation and expressed appreciation for this work and the positive impact it has had and will continue to have for the district.

- b. Presentation – Introduction to Climbing Academy – Wayne Kelly, District Vice-Principal

Wayne Kelly gave a presentation on a proposed Climbing Academy at Belmont Secondary School starting in September 2022. He provided details on the district’s Policy and Regulations B-349 “Specialty Academies”, the structure of the program and proposed fee of \$860 per student based on 28 participants. He noted there are several bursary programs available that students and parents can access to assist with the fees. Mr. Kelly advised that local business, Boulder House, will be used for the academy.

Committee members expressed appreciation for the academy and the work and depth of knowledge that Mr. Kelly has with regards to the subject and creating equity as a focus of the new academy.

Recommendation:

That the Board of Education approve the SD62 Climbing Academy at Belmont Secondary School to begin in September 2022.

7. FOR INFORMATION

- a. Research Project Approval – Robin Tosczak – “Tracking Lesson Fidelity and Time Management in Reading Recovery”.

8. FOR FUTURE MEETINGS

9. **ADJOURNMENT AND NEXT MEETING DATE:** Feb. 1, 2022

DRAFT



Committee Info Note
Education-Policy Committee Meeting
February 1, 2022

Agenda Item 5a: Draft Revised Policy and Regulations B-132 “Career Education”

Background

- Policy B-132, Career Education, was introduced in 1992 and has undergone a significant revision in 2005 and a slight revision in 2015.
- The B.C. Ministry of Education initially implemented the foundational B.C. Curriculum Re-Design in the 2016-2017 school year, however at that time the Career Education curriculum was not revised.
- In the 2019-2020 school year, the new Career Education curriculum was implemented with connections to the major structural and philosophical changes introduced in the Curriculum Re-Design.

A shift in philosophy and scope for Career Education was introduced in the re-design:

- A focus to provide service K-12 in the area of Career Education.
- Build upon the foundations of developing employability skills and attributes.
- Build upon the Career Development knowledge of career opportunities, knowledge and skills training via post-secondary.
- Foster a personal awareness of an individual’s overall strengths, character and passions with a focus to leverage skills and attributes to foster independence in the 21st Century that our learners will inherit.

A person’s career is considered their “journey” through life, and the Career Education curriculum offers students the opportunity to pursue this journey in personally meaningful and goal-oriented ways. Career-life development with intent is the ongoing process of self-discovery, growth in competence, and learning from experiences in educational, work-related, and personal life contexts.

The Career Education curriculum supports students in becoming successful, educated citizens by helping them learn how to effectively manage their life journey toward preferred future possibilities. This area of learning requires students to identify and develop their personal interests, passions, and competencies. Students reflect on learning experiences in school and community, build confidence through their contributions, and explore multiple career-life roles and choices. The curriculum fosters lifelong learning, beginning in Kindergarten and continuing through to graduation and beyond.

The Rationale

The purpose for revisions of this policy and regulations is to reflect the modernization of the programs, scope and philosophy in response to the changes in the curriculum. Further revisions of supporting documents for Career Education staff and students are reflective of modern workplace practices that evolved since the last major revision in 2005.

Context

Features of the Career Education curriculum

The Career Education curriculum:

- promotes a holistic view of the student, providing opportunities to explore identity, purpose, and well-being in diverse learning contexts and related to multiple life roles.
- recognizes the value of experiential learning, community connections, and reflection in advancing career-life development.
- is organized in three Content areas that foster purposeful career-life development: personal development, community connections, and planning.
- includes consistent and gradual growth in the Curricular Competencies to support specific learning in career-life development as well as learning across disciplines.
- is structured to facilitate integration across multiple areas of learning.

Recommendation

That the Board of Education give Notice of Motion to draft revised Policy and Regulations B-132 "Career Education".

Respectfully,

Paul Block
Associate Superintendent of Schools

School District #62 (Sooke)

CAREER EDUCATION	No.: B-132
	Effective: Dec. 10/92 Revised: July 5/05; June 23/15 Reviewed: May 11/15; Feb. 1/22

SCHOOL DISTRICT POLICY

The Board of Education recognizes that Career Development is one of the "collective mandates" in addition to Intellectual Development and Human and Social Development of the public education system, shared by schools, family and community. Career Education programs in BC schools should prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace as per the [Vision for Student Success](#). When students complete secondary school, they should have developed:

- Competencies to be self-directed, responsible individuals who can set and meet career goals.
- Knowledge of a range of career choices, and actions needed to pursue those choices; and,
- Employability skills required to work effectively and collaboratively in a workplace.
- **A personal awareness of overall strengths, character and passions with a focus to leverage skills and attributes to foster independence in the 21st century.**

Career Education is designed to facilitate the student's use of community resources for learning experiences and pursuit of career **and life** objectives.

*Career Development Policy Issued and in effect January, 2004 **2022***

CAREER-LIFE COURSES AND PROGRAMS

1. Definitions – General

- a. ~~Career Programs~~ **Career-Life Courses and Programs**: Educational **courses and/or** programs focusing on a career or career-related area of study, which **may** combine related secondary and post-secondary courses. For purposes of reporting to the Ministry, career courses and programs may include any of the following ~~types of programs~~:
 - [Work Experience \(WEX\)](#) ~~(including volunteer service)~~: Supports students in both their career development and their human and social development. This type of experiential learning increases the relevance of school by helping students connect what they learn in the classroom with the skills, knowledge, and attitudes needed to be successful in both the workplace and larger community. **This course can include volunteer service.**

- Career Preparation Programs: Prepare students for entry into the workplace or for further education and training in a specific career pathway that includes coursework and 90 hours of work experience placements.
- ~~Co-operative Education: offers students experience in the career field of their choice through a combination of course work and 90 plus hours of work experience.~~
- **Youth Work in Trades (YWT) Secondary School Apprenticeship (SSA):** Students earn 16 credits toward secondary school graduation and begin earning work-based training hours toward provincially and nationally (Red Seal) recognized industry training program credentials.
 - **Youth Train in Trades (YTT) Accelerated Credit Enrolment in Industry Training (ACE-IT):** An industry training program for high school students. Through a YTT an ACE-IT program, students take courses that will provide both high school graduation credits **and post-secondary institution credits at that are equivalent to the first level of foundation/apprenticeship technical training.**
 - **Post-Secondary Transition Programs (Dual Credit):** Educational programs that combine secondary and post-secondary courses that lead to Grade 12 graduation as well as help students make smooth transitions to further education or training. **Students receive both high school graduation credits as well as post-secondary credits.**

b. **Curriculum:** The Career Education curriculum is highlighted by the Big Ideas in Kindergarten to grade 3, grades 4-5, grades 6-7, grades 8-9, and in the grad program **for** grades 10-12. In grades K-9, the Career Education curriculum is woven into the learning programs of all students. In grades 10-12, students earn 8 credits towards graduation by completing Career Life Education, Career Life Connections, and their Capstone project or presentation. Students are supported through learning standards focused on Curricular Competencies and Content.

~~Focus Areas: Organizers for groups of courses taken in the [Graduation Program 2004](#), intended to enhance career development. The eight Focus Areas that all students will learn about during the required [Planning 10](#) course include: Business and Applied Business; Fine Arts, Design, and Media; Fitness and Recreation; Health and Human Services; Liberal Arts and Humanities; Science and Applied Science; Tourism, Hospitality, and Foods; and, Trades and Technology.~~

2. The Board of Education (the "Board") supports career programs that integrate classroom learning with practical experience in the workplace. These programs link the resources of secondary schools, business/industry, post-secondary, and the community to provide senior students with educational experiences that prepare them for the transition from school to further study and/or work.
3. ~~Learning outcomes across subject areas are designed to support career development. In addition, all students are expected to meet career development related learning outcomes in the Integrated Resource Packages for Planning 10, and provide evidence of competencies they have developed through the Grad Transitions program.~~
4. Schools and school boards may also create career programs as educational options to support students in career development. Successful career courses and programs provide students with opportunities to integrate school-based learning with post-secondary pursuits and community-based work experiences. In these programs, students explore a particular focus area or career interest, participate in post-secondary and/or workplace learning to prepare for transitions to the workplace or to further education, and training at a post-secondary institution. To support and recognize student achievement in the area of career development, participation in a career program is acknowledged on a student's transcript.

Co-ordination

The Board believes that co-ordination of career programs is required both at the district and school level to ensure that:

- Ministry of Education requirements for programs are met,
- Board regulations and guidelines are followed,
- Parental understanding and consent is secured,
- All students receive appropriate preparative instruction for off-campus work experience,
- The required forms and authorizations are completed and processed,
- Appropriate supervision and evaluation is provided and accurate records are kept,
- Employer support is developed and maintained,
- New programs are developed as required by the district and the Ministry,
- Develop and maintain post-secondary links and programming opportunities,
- Develop and maintain industry and community links for work experience and employment opportunities,
- Labour market and post-secondary information is provided and used as a basis for program development and promotion.

School District #62 (Sooke)

CAREER EDUCATION	No.: B-132
	Effective: Dec. 10/92 Revised: July 5/05; June 23/15 Reviewed: May 11/15; Feb. 1/22

ADMINISTRATIVE REGULATIONS**CAREER PROGRAMS****I. Approval and Operation**

Career programs shall be developed and operated according to Ministry of Education and Board of Education (the "Board") regulations and guidelines, as outlined in the documents and references listed below.

Ministerial Order 302/04, the [Graduation Program Order](#)
(<http://www2.gov.bc.ca/gov/DownloadAsset?assetId=C25940772BED48CF9DB613ECD35E65A7>)

Student WorkSafe: Grades 10 to 12
[Student WorkSafe - WorkSafeBC](#)

Graduation Program Policy Guide (2021)
[graduation-policy-guide.pdf \(gov.bc.ca\)](#)

Program Guide for Ministry-Authorized Work Experience Courses (2019)
[Work Experience Program Guide \(gov.bc.ca\)](#)

Youth Work in Trades (2019)
[ita Youth Work in Trades Program Guide \(gov.bc.ca\)](#)

Youth Train in Trades (2019)
[Train - Industry Training Authority Industry Training Authority \(itabc.ca\)](#)

SD62 Work Placement Documentation (attached) online link to be established

II. Co-ordination

The Board supports co-ordination for the development, maintenance, and management of career programs. Co-ordination shall include defined responsibilities at both district and school levels.

Worksites

- Development of placement sites for Work Experience and ~~Secondary School Apprenticeship~~ **Youth Work in Trades** and is the joint responsibility of district and school-based staff.

- A site analysis to determine curricular links, working conditions, and safety considerations is required for each new worksite placement. Site analyses are the shared responsibility of school and district-based staff.
- On-going monitoring of work placement sites is part of the supervision process and is the responsibility of school-based staff. When appropriate, concerns regarding specific work placement sites should be reported in writing to the Career Programs Advisor/Co-ordinator.

Work Experience

~~To fulfill the employability skills section of the Graduation Transitions, all students must provide evidence that they have completed any of the following: A Ministry-authorized work experience course, a school-arranged 30-hour work placement, 30 hours of volunteer service, or 30 hours of paid student employment.~~

To fulfill the Career-Life Connection Graduation Requirements, students must complete 30 hours of work experience or career-life exploration. Students must provide evidence that they have completed any of the following: A Ministry-authorized work experience course, a school-arranged 30-hour work placement, 30 hours of volunteer service, or 30 hours of paid student employment. In addition to the 30 hours of Work Experience required for graduation, students may also participate in elective programs such as: Youth Explore Trade Skills (10-12); Youth Explore Trades Sampler; Youth Work in Trades; Youth Train in Trades, and Work Force Training Certificate 12.

~~To complete Graduation Transitions requirements students will also have to show evidence of daily physical activity log for the Personal Health requirement and evidence of transition planning for Career and Life component.~~

Preparation for any off-campus work experience shall include an orientation:

- **Staff review of [Ministry-Authorized Work Experience Courses and Workplace Safety Policy - Province of British Columbia \(gov.bc.ca\)](http://www.gov.bc.ca)**
- **Student shall be 14 years of age or older;**
- Job-readiness **Employability** skills;
- ~~Appropriate attitudes, behaviour, and dress;~~ **Behaviour aligned with SD62 Student Code of Conduct;**
- Ethics and confidentiality;
- Workplace safety, including harassment, **accident/incident procedures;**
- Accident procedures;
- Job and company **Employer** research and expectations;
- Human rights legislation (*Employment Standards Act and Labour Relations*);
- Completion of required documentation (*Work Experience Placement Agreement/Paid Work Training Plan*).

Preparation, as described above, must take place prior to the student's first work experience.

- No student shall begin work experience until the appropriate Board 'Work Experience Placement Agreement' for unpaid work or a 'Training Plan' form is signed by all parties (student, parent/guardian, teacher/supervisor, and employer) and filed in the school.
- Students shall not be marked absent while attending off campus work experience.
- For school-arranged work placements or school arranged volunteer service, all accidents must be reported as soon as possible. A [WorkSafe BC injury report](#) (Form 7) must be completed by the school and copied to the district to be submitted within three days to WorkSafe BC. A copy of this report and the Work Experience Agreement form must also be sent to the Ministry of Education.

SECONDARY SCHOOL
EMPLOYER FEEDBACK - for Work Experience 12A (100 hours)

Student: _____
School: _____
Address: _____
City: _____ **Postal Code:** _____
Tel: _____
Contact: _____

Dates of Work Experience: _____ to _____
Employer / Business Name: _____
Address: _____
Tel: _____
E-mail: _____

PLEASE COMPLETE the EVALUATION BELOW

(Please circle below as appropriate)
4 - Exceeding 3 - Proficient 2 - Developing 1 - Beginning

QUALITY OF WORK / WORK HABITS

Reliable	4	3	2	1	NA
Punctual (including after breaks)	4	3	2	1	NA
Attends regularly	4	3	2	1	NA
Shows good work ethic	4	3	2	1	NA
Able to follow direction	4	3	2	1	NA
Completes assigned tasks on time	4	3	2	1	NA
Completes assigned tasks thoroughly	4	3	2	1	NA
Shows initiative	4	3	2	1	NA
Utilizes and is aware of safety practices	4	3	2	1	NA
Utilizes technology and/or other tools effectively	4	3	2	1	NA

INTERPERSONAL SKILLS / COMMUNICATION

Co-operative and able to work with others	4	3	2	1	NA
Accepting of constructive criticism	4	3	2	1	NA
Adaptable to new tasks and/or situations	4	3	2	1	NA
Respectful of others	4	3	2	1	NA
Appropriately groomed	4	3	2	1	NA
Demonstrates a positive attitude	4	3	2	1	NA
Shows interest and enthusiasm	4	3	2	1	NA
Uses appropriate communication for the Worksite	4	3	2	1	NA
Speaks clearly	4	3	2	1	NA
Listens well	4	3	2	1	NA
Asks appropriate questions	4	3	2	1	NA
Uses appropriate body language	4	3	2	1	NA
Writes clearly and legibly	4	3	2	1	NA
Communicates approximately by alternative Means (cell, text, email)	4	3	2	1	NA

COMMENTS

of Hours Completed _____
Volunteer _____ **Paid** _____

BUSINESS PARTICIPANT VALIDATION

Supervisor's Name (Please Print): _____
Supervisor's Signature: _____
Date: _____

Employers' feedback is greatly appreciated in developing the workplace skills of Work Experience students. Please assess this Work Experience student as you would a novice worker. If possible, discuss the assessment with the student and ask the student to sign this form to acknowledge your discussion.

WORK EXPERIENCE 12A: TIME LOG and REFLECTION #1

After 50-60 hours of work

Student Name: _____ Grade: _____

Company Name: _____

Supervisor Name: _____

Date	Hours	Duties and Tasks (Hours can be logged after your Training Plan is returned to the Career Centre)	Tools used and skills developed
Total:			

If you are experiencing any pressure to perform unsafe work, or are the target of bullying, harassment or discrimination, please contact _____ in person or by email _____ or contact WorkSafe BC at 1-888-621-7233. Your identity can remain anonymous.

Self-Reflection #1

Please use the four-point scale below.

1 – Beginning	2 – Developing	3 – Proficient	4 – Exceeding	
Personal qualities and interpersonal skills				
Co-operative and able to work with others	1	2	3	4 N/A
Accepting of constructive criticism	1	2	3	4 N/A
Adaptable to new tasks and/or situations	1	2	3	4 N/A
Respectful of others	1	2	3	4 N/A
Appropriately groomed	1	2	3	4 N/A
Demonstrates a positive attitude	1	2	3	4 N/A
Shows interest and enthusiasm	1	2	3	4 N/A
Communication skills				
Uses appropriate communication for the worksite	1	2	3	4 N/A
Speaks clearly	1	2	3	4 N/A
Listens well	1	2	3	4 N/A
Asks appropriate questions	1	2	3	4 N/A
Uses appropriate body language	1	2	3	4 N/A
Writes clearly and legibly	1	2	3	4 N/A
Communicates appropriately by alternative means (cell, text, email)	1	2	3	4 N/A
Quality of work and work habits				
Reliable	1	2	3	4 N/A
Punctual (including after breaks)	1	2	3	4 N/A
Attends regularly	1	2	3	4 N/A
Shows good work ethic	1	2	3	4 N/A
Able to follow directions	1	2	3	4 N/A
Completes assigned tasks on time	1	2	3	4 N/A
Completes assigned tasks thoroughly	1	2	3	4 N/A
Shows initiative	1	2	3	4 N/A
Utilizes and is aware of safety practices	1	2	3	4 N/A
Utilizes technology and/or other tools effectively	1	2	3	4 N/A

Describe the **most** important lesson/skill you learned from your work experience to date and explain how it will help you as you move forward.

- **Over the remaining hours of your placement, please consider how you could grow and develop in your targeted areas of improvement.**

WORK EXPERIENCE 12A : TIME LOG and REFLECTION #2

After 100 hours of work

Student Name: _____ Grade: _____

Company Name: _____

Supervisor Name: _____

Date	Hours	Duties and Tasks (Hours can be logged after your Training Plan is returned to the Career Centre)	Tools used and skills developed
Total:			

If you are experiencing any pressure to perform unsafe work, or are the target of bullying, harassment or discrimination, please contact _____ in person or by email _____ or contact WorkSafe BC at 1-888-621-7233. Your identity can remain anonymous.

Self-Reflection #2

Please use the four-point scale below.

1 – Beginning	2 – Developing	3 – Proficient	4 – Exceeding		
Personal qualities and interpersonal skills					
Co-operative and able to work with others	1	2	3	4	N/A
Accepting of constructive criticism	1	2	3	4	N/A
Adaptable to new tasks and/or situations	1	2	3	4	N/A
Respectful of others	1	2	3	4	N/A
Appropriately groomed	1	2	3	4	N/A
Demonstrates a positive attitude	1	2	3	4	N/A
Shows interest and enthusiasm	1	2	3	4	N/A
Communication skills					
Uses appropriate communication for the worksite	1	2	3	4	N/A
Speaks clearly	1	2	3	4	N/A
Listens well	1	2	3	4	N/A
Asks appropriate questions	1	2	3	4	N/A
Uses appropriate body language	1	2	3	4	N/A
Writes clearly and legibly	1	2	3	4	N/A
Communicates appropriately by alternative means (cell, text, email)	1	2	3	4	N/A
Quality of work and work habits					
Reliable	1	2	3	4	N/A
Punctual (including after breaks)	1	2	3	4	N/A
Attends regularly	1	2	3	4	N/A
Shows good work ethic	1	2	3	4	N/A
Able to follow directions	1	2	3	4	N/A
Completes assigned tasks on time	1	2	3	4	N/A
Completes assigned tasks thoroughly	1	2	3	4	N/A
Shows initiative	1	2	3	4	N/A
Utilizes and is aware of safety practices	1	2	3	4	N/A
Utilizes technology and/or other tools effectively	1	2	3	4	N/A

Part of WEX 12 is completing reflection assignments that will be used to help us explore your growth with the essential skills related to your field of work, your understanding of the site-specific workplace expectations, the responsibilities and expectations associated with your work placement, your ability to develop your: problem-solving skills, conflict resolution strategies, interpersonal skills, self-advocacy and self-efficacy.

Consider the following questions and write a thorough reflection:

- What are your current, site-specific, workplace expectations?

- What essential skills do you need to have for your current role at work and/or future roles?

- What are you responsible for?

- How are others reliant on you?

- How have you/ could you approach a problem with a colleague?

- How have you advocated for yourself on your worksite?

- How do you approach new challenges and tasks? What do you say to yourself or how do you problem solve when doing a new task?

- Did you remember to hand in an up to date copy of your resume? _____

Submitting this assignment: please complete this reflection and submit it to your Work Experience teacher.

Teacher Email:

Work Site Safety Check List:

This check list must be completed by the student and work site supervisor and returned to the school.

Student Name: _____ **Supervisor Name:** _____

Work Site: _____ **WCB #** _____

#	Task	Yes	No	N/A
1	Supervisor confirms that WorkSafeBC coverage is in place at the work site.			
2	The student was given a safety orientation at the worksite including potential dangers of the job.			
3	Hazards and risks specific to this workplace were identified during this orientation (physical, chemical, biological, etc.)			
4	Supervisor has reviewed emergency procedures and equipment (such as first aid equipment, etc.).			
6	The student has been instructed in workplace health and safety rules and procedures and policies.			
7	The student has been informed of the procedures regarding reporting any workplace injuries to the worksite supervisor.			
9	The student has been instructed to request specific training for any machinery or equipment prior to use and to ask for assistance with any processes and/or procedures that are new to the student.			
10	The student has been informed of the appropriate clothing and personal protective equipment that is required and who is responsible for providing the gear.			
11	The student is aware of the procedures set out by the employer in the case of witnessing or experiencing bullying and harassment in the workplace.			
12	The student has been instructed to rectify minor workplace hazards or report them to the supervisor.			
13	The student has been instructed in the management and organization of tools and equipment.			
14	The student has been instructed in procedures for working in isolation or alone.			

Student signature: _____ **Date:** _____
 (Sign to acknowledge the above checklist has been thoroughly reviewed with you by the supervisor)

Supervisor signature: _____ **Date:** _____
 (Sign to acknowledge the above checklist has been thoroughly reviewed with you and the student)



WORK EXPERIENCE 12A - Orientation Student Package

I, _____ had a **Work Experience 12A** in-school orientation which included:

- instruction on work site safety awareness,
- worker rights and responsibilities,
- employer expectations
- workplace code of conduct

In order to be registered for this course, the following must be completed and submitted to your WEX teacher/ Careers Department:

- Placement Agreement & Training Plan
- Work Site Safety Check list
- Orientation Student Package (including written work on last 5 pages)

I also understand the course requirements which include:

- 100 hours of actual work placement time
- completed written assignments include: work logs, resume, reflection & self-evaluation, and workplace ethics & employer feedback.

(Student Signature)

(Date of Orientation)

(Teacher Signature)

(Date of Orientation)

(Parent/Guardian Signature)

(Date of Review)

Territorial Acknowledgement SD62



Harmonious Artist Statement:

The artwork *Harmonious* was inspired by the traditional territories that Sooke School District resides. They are the T'Sou-ke Nation (Sooke), the Scia'new Nation (Beecher Bay), and the Pacheedaht Nation (Port Renfrew). It is meant to celebrate the holistic, respectful, and balanced relationship that the School District strives towards with the Nations.

Harmonious honours the name sake for each Nation both in text and visually: Pacheedaht translates to English as "Children of the Sea Foam"; T'Sou-ke is the name of the Stickleback fish; and Scia'new translates into English meaning "big fish". This recognition reflects the thankfulness of the Sooke school district for the advice, guidance, and generosity that each of the Nations bring to the programming in each of the schools.

The Nations' have a deep connection to the land. The Nations territory is diverse with impressive geography. It is a place of giant trees in an oceanfront rainforest, grand mountain peaks, deeply indented with inlets and fairly extensive coastal plains. The art ties this visually to the philosophy of "we are all one" through the movement of the split-u to the spiraling swoops that connect the Thunderbird, Killer whale and the sun.

The copper speaks to the richness of the Nations' culture, knowledge and communities. The accent colours tie this historically abundant ways of knowing to today. The Nations' ingenious ways provide a strong foundation for the Sooke School District.

Connie Watts is the Associate Director, Aboriginal Programs at Emily Carr University of Art + Design. She is an interdisciplinary artist, writer, curator, educator and designer of Nuuchahnulth, Gitksan and Kwakwaka'wakw ancestry. Born and raised in Campbell River, Connie has a Bachelor of Interior Design from the University of Manitoba, and a BFA from Emily Carr.

Territory Acknowledgements honour and show respect to the nations who live, work, and play here from time immemorial.

Careers Department

_____ Secondary's Career Education Department would like to express gratitude to the Coast Salish, specifically Esquimalt Nation and Songhees Nation whose unceded, traditional territories we share as we support youth on their journey to understand who they are, who they want to be and how they connect with this remarkable land.

Hych'ka – Coast Salish

Kleco Kleco – Nuuchahnulth

WORK EXPERIENCE 12A: Big Ideas and Learning Standards

- Experiences outside of school provide students with skills, workplace knowledge on responsibility and expectations; problem solving, conflict resolution and interpersonal skills and strategies.
- Personal awareness and self-advocacy develop from resume and interview explorations, and cultural land considerations.
- Understanding workplace safety and personal rights, occupational health, worker insurance and injury prevention are essential.

	- Emerging +	- Developing +	- Proficient +	- Extending +	Next Steps
Experiences outside of school provide student with skills, work place knowledge on responsibility and expectations; problem solving, conflict resolution and interpersonal skills and strategies.	The student is starting to understand the skills and knowledge associated with responsibility and expectations. Problem solving, conflict resolution and interpersonal skills and strategies are being considered.	The student shows some skills and knowledge associated with workplace responsibility and expectations. Problem solving, conflict resolution and interpersonal skills and strategies are being considered.	The student demonstrates good skills and knowledge associated with workplace responsibility and expectations. Problem solving, conflict resolution and interpersonal skills and strategies are practiced.	The student demonstrates skills and knowledge associated with the workplace beyond what is required. They exceed in their ability to solve problems, resolve conflicts and engage with colleagues.	
Personal awareness and self-advocacy develop from resume and interview explorations, volunteerism and cultural land considerations.	The student is starting to be aware of themselves as an employee. They are working on a resume, interview skills, volunteerism and cultural land considerations.	The student shows some awareness of themselves as an employee. They have a working resume, are engaging in interview skills, volunteerism and cultural land considerations.	The student demonstrates personal awareness and self-advocacy within the workplace. They have a good resume and interview well. They consider volunteering and cultural lands.	The student demonstrates advanced awareness and is fully capable of advocating for themselves. Their resume is exceptional as are their interview skills. They volunteer to contribute to community and always consider cultural lands.	
Understanding workplace safety and personal rights, occupational health, worker insurance and injury prevention are essential.	The student is starting to be aware of workplace safety and personal rights, occupational health, worker insurance and injury prevention.	The student shows some awareness of workplace safety and personal rights, occupational health, worker insurance and injury prevention.	The student demonstrates full knowledge of workplace safety and personal rights, occupational health, worker insurance and injury prevention.	The student is beyond capable of protecting themselves with it comes to workplace safety and personal rights, occupational health, worker insurance and injury prevention.	

Assessment and Rubric: Work Experience 12A is a completion course worth 4 credits. All assignments and work experience hours must be completed to pass and receive credits for this course. A mark will be issued after all assignments and work placement hours have been completed.

INTERVIEW CHECKLIST

BEFORE

- **First impressions** are crucial.
- **Dress well!** Presentation counts, so plan what you are going to wear. Clothing should be neat, clean and appropriate for the position.
- **Learn** about the employer.
- **Think** of questions you may be asked and practice with a friend.
- **Know** the name and address of the interviewer. Plan your route.
- **Bring** a folder with your resume, list of references, pen & paper, list of questions to ask at the interviewer.

Arrival

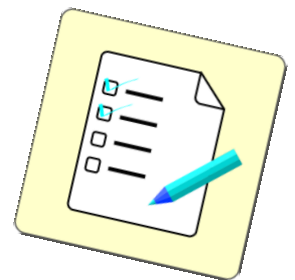
- **Go alone** to the interview.
- **Arrive early** – about 10 minutes before.
- **Turn off your** phone.
- Be **friendly and businesslike**- to everyone you meet.

During

- **Attitude is Everything!** Be enthusiastic, energetic and confident. A good attitude can make up for lack of experience.
- **Greet** the interviewer and introduce yourself. Use his/her name during the interview.
- Be ready to **shake hands**.
- Follow the lead of the interviewer and **stay on topic**.
- If you do not understand a question, it is acceptable to ask the interviewer to **repeat** it.
- Be attentive to body **language**. Maintain eye contact & good posture.
- At the end of the interview, **thank the interviewer** and **shake hands**. Politely ask when you can expect to be contacted regarding a decision.

After the Interview

- Send a **thank you email**.
- Contact the employer if you have not heard by the set date.



BEHAVIOURAL BASED INTERVIEWING

Most formal interviews include behavioural questions. Be prepared!

What is it?

Behavioural Based interviewing is a technique used by employers in which the questions asked assist the employer in making predictions about a potential employee's future success based on actual past behaviours, instead of based on responses to hypothetical questions. In behavior-based interviews, you are asked to give a specific example of when you demonstrated particular behaviours or skills. General answers about behaviour are not what the employer is looking for. You must describe in detail a particular event, project or experience and how you dealt with the situation and what the outcome was.

Examples of behavioural interview questions:

- Describe a time when you were faced with problems or stresses that tested your coping skills. What did you do?
- Give an example of a time when you had to be relatively quick in coming to a decision.
- Give an example of an important goal you had to set and tell me about your progress in reaching that goal.
- Give an example of when you had to show good leadership.

Answering these types of questions: Be specific, not general or vague. Do not describe how you would behave, but describe how you actually behaved. If you decided you should have behaved differently, explain this – the employer will see that you learned something from your experience.

WorkSafeBC
WORKPLACE SAFETY
Young Workers: Your Rights and Responsibilities



- Has anyone ever asked you to do something that you felt uncomfortable doing?
- Being new on the job is hard, and learning to speak up for your rights as a worker can sometimes be difficult; but no pay cheque is worth getting hurt for.

What are your RIGHTS as a worker?

You have the right to KNOW:

- √ You have the right to **REFUSE unsafe work**- You can refuse to do tasks and to work in conditions you think are unsafe, **without being fired or being disciplined** for refusing.
- √ To know what hazards are present on the job and how these hazards can affect you
- √ To learn about chemical safety through WHMIS (Workplace Hazardous Materials Information System)
- √ To be trained about safe work procedures
- √ To be **OUTFITTED** with safety gear and equipment required to do the job safely.
- √ You have the right to **SPEAK UP**.
- √ You have the right to report unsafe practices and conditions without worrying that you will lose your job or get in trouble.
- √ All workers have the right to participate in workplace health and safety activities. For example, you can be chosen to be a health and safety representative or a member of a committee.
- √ You have the right to be supervised to make sure you are working without unnecessary risk to yourself or others.

Employer's responsibilities:

- To provide a safe and healthy workplace with a valid health and safety program
- Train employees and supervisors on the appropriate health and safety procedures and responsibilities
- Ensure adequate safety equipment, supplies are onsite with trained attendants
- Inspect and fix workplace regularly
- Report and inspect all incidents, injuries and damaged equipment to WorkSafeBC.

Worker's responsibilities:

- To know and comply with all regulations and safety procedures
- Co-operate with all health and safety committees and representatives, and prevention officers.
- To report unsafe actions and unsafe conditions, injuries, incidents, or illness immediately to your employer or supervisor
- To use protective equipment, as required by the employer
- If injured, get treatment quickly and tell the health care provider that the injury was work related.

WorkSafe BC: Top 7 Dangers for Young Workers

Out of all the tasks young workers do, there are seven in particular that seem to be the most dangerous, or results in the most injuries.

Danger #1: lifting objects



Danger #5: Operating mobile equipment or motor vehicles



Danger #2: working at elevation



Danger #6: Danger working with slicers when preparing food



Danger #3: working with knives



Danger #7: working near running equipment and machinery



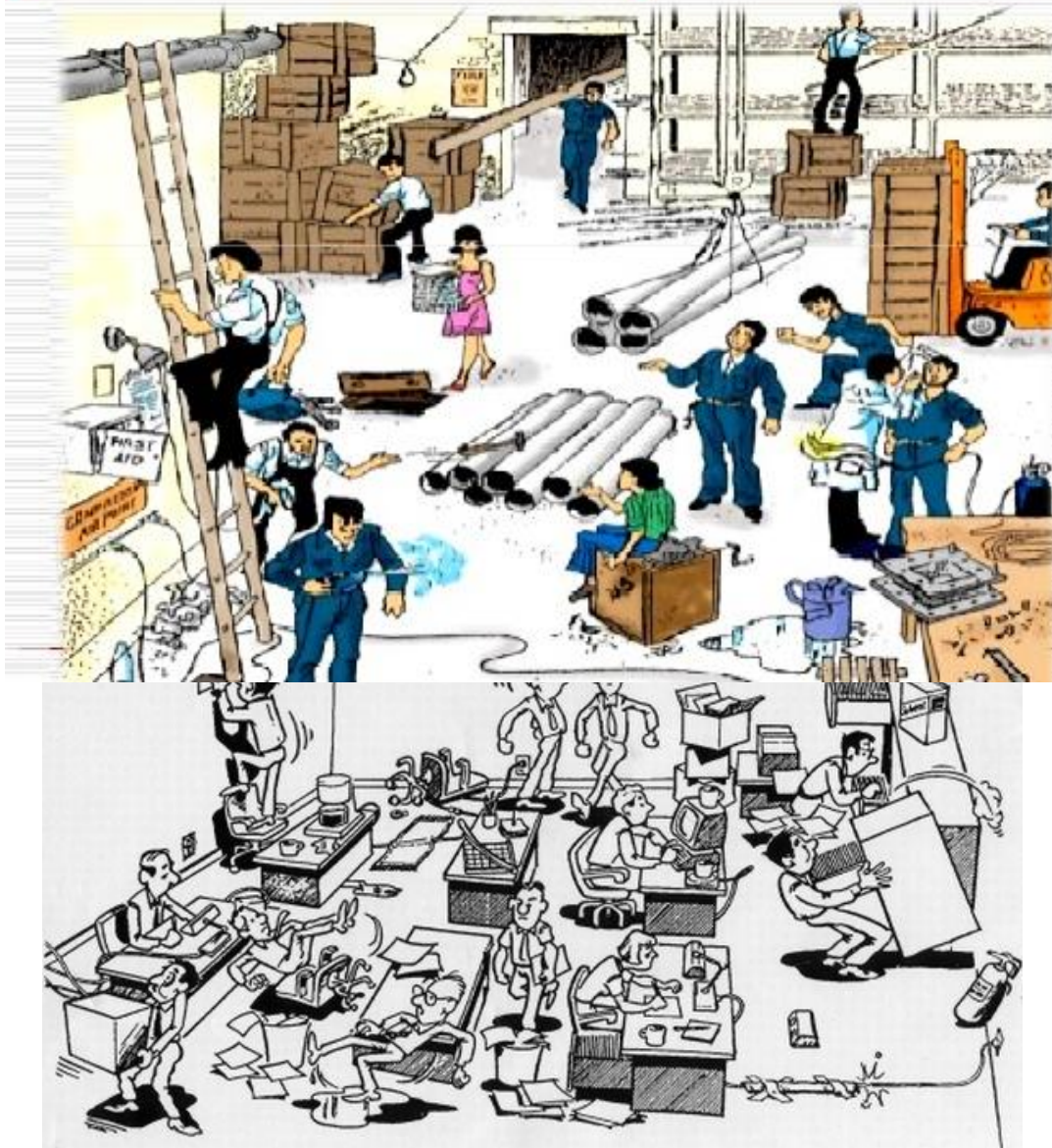
Danger #4: working with hot substances and objects



QUESTION: Which one of the Top Seven Dangers would affect you at your work placement? What will you do to be safe at your work placement?

Workplace Hazards Recognition

Spot the Hazards



Directions: Choose one of the workplace environments and identify the potential hazards or risks in the scenario.

POTENTIAL HAZARDS & RISKS:

1. _____

5. _____

2. _____

3. _____

4. _____

Occupational Health and Safety Regulation 3.12: The Right to Refuse Unsafe Work

1. A person must not carry out or cause to be carried out any work process or operate or cause to be operated any tool, appliance or equipment if that person has reasonable cause to believe that to do so would create an undue hazard to the health and safety of any person.
2. A worker who refuses to carry out a work process or operate a tool, appliance or equipment pursuant to subsection (1) must immediately report the circumstances of the unsafe condition to his or her supervisor or employer.
3. A supervisor or employer receiving a report made under subsection (2) must immediately investigate the matter and
 - a. ensure that any unsafe condition is remedied without delay, or
 - b. if in his or her opinion the report is not valid, must so inform the person who made the report.
4. If the procedure under subsection (3) does not resolve the matter and the worker continues to refuse to carry out the work process or operate the tool, appliance or equipment, the supervisor or employer must investigate the matter in the presence of the worker who made the report and in the presence of
 - a. a worker member of the joint committee,
 - b. a worker who is selected by a trade union representing the worker, or
 - c. if there is no joint committee or the worker is not represented by a trade union, any other reasonably available worker selected by the worker.
5. If the investigation under subsection (4) does not resolve the matter and the worker continues to refuse to carry out the work process or operate the tool, appliance or equipment, both the supervisor, or the employer, and the worker must immediately notify an officer, who must investigate the matter without undue delay and issue whatever orders are deemed necessary.

How to refuse unsafe work

Your employer is legally responsible for putting safe work practices in place, and you're responsible for following them. If you have safety and health concerns, it's your responsibility to report them. Here's where to raise questions:

1. If a task feels unsafe, tell your immediate supervisor, and explain why you're not comfortable. In most cases, the issue will be resolved at this stage.
2. If you don't get a satisfactory answer from your immediate supervisor, or that person is not available, go to up to the next higher supervisor.
3. If you're still not satisfied, ask your safety representative, a member of the safety committee, or a shop steward to help.
4. Most problems are solved before getting to this stage, but your last recourse is WorkSafeBC. Phone and explain your safety concerns (you can do it anonymously).

Call toll-free 1 (888) 621-7233.

Student Signature: _____ Date: _____



Report an injury or illness

For more information go to: http://worksafebc.com/claims/report_injury/default.asp

Workers

If you are injured at work or have symptoms of a work-related illness, you must:

Step 1: Report it to your employer immediately.

Step 2: Seek medical attention and tell your doctor/clinic your injury is work related. Your employer is responsible for your transportation costs from your workplace to a doctor's office or hospital.

Step 3: Start a claim by reporting it to WorkSafeBC as soon as possible.

Call Teleclaim @ **1-888-WORKERS**

Or

Complete the **Application for Compensation and Report of Injury or Occupational Disease**

Google: "WorkSafeBC Form 6" Complete and submit online.

Question: Who do you report an injury to at your job site? _____

**STUDENT RESPONSIBILITY, EMPLOYER EXPECTATIONS
and CODE OF CONDUCT AGREEMENT**

- Work Experience Placement Agreement & Training Plan will be completed and returned to the school **prior** to documenting work placement hours.
- Regular attendance at my work placement as scheduled will be maintained.
- My employer will be contacted if I am unable to report to work.
- Problems and/or difficulties with the work placement will be communicated to the work supervisor and/or Career Centre staff at the school.
- Approval from subject teachers will be obtained when classes are missed for my work experience and missed assignments will be completed.
- Company standard business practices and procedures will be complied with.
- Business and client confidentiality will be respected.
- Honesty, punctuality, courtesy, a positive attitude, willingness to learn, being appropriately groomed and being respectful of others will be demonstrated.
- A Work Experience Time Log and Journal will be completed (Work Experience 12A requires 100 work Experience Placement hours).
- An Employer Feedback Form will be completed after 100 hours of work experience.
- Assignments for Work Experience 12A will be completed for course credit.

OATH OF CONFIDENTIALITY

As a condition of participation in the Work Experience Program for period from:

_____ to _____
(start date) (end date)

I understand and agree:

- a. that I must conform to all orders, rules and regulations of _____
(Name of Business/Organization)
and understand and realize that the violation by me of any of the said orders, rules and regulations may result in the termination of my training.
- b. that I must at all times- even after ceasing my training with the company – maintain secrecy with regard to the company’s business and the business of its customers, and that, unless authorized, I must not make public any information relative to this organization.

Student Signature: _____ Date: _____
(Signed as agreement to the above responsibilities, oath of confidentiality)

Work Experience 12A Placement Agreement & Training Plan

STUDENT INFORMATION
Name: _____
Date of Birth: _____
Address: _____
Phone: (Student): _____
Parent/Guardian: _____
Completed CLE: Yes or No

WORK SITE EMPLOYER INFORMATION
Company Name: _____
Registered Company Name: _____
Address: _____
Contact Name _____
E-mail & Phone: _____

EMERGENCY
Emergency Contact: _____
Phone: _____
Staff Monitor: _____
Phone: _____
E-Mail: _____

TERMS OF THIS AGREEMENT
This Agreement will be effective from:
Start Date: _____ End Date: _____
Working Days: _____
Working Hours: _____
Employer On-Site Safety Orientation Provided: Y / N
Non-paid Work Placement: Y/ N
Safety Orientation Given: Student Initials _____ Staff Initials _____

TRAINING PLAN

- Focus Area:**
 Business & Applied Business
 Health & Human Services
 Tourism, Hospitality, & Foods
 Trades & Technology
 Fine Arts, Design, & Media
 Liberal Arts & Humanities
 Fitness & Recreation
 Science & Applied Science
 Other _____

Focus Area Related Courses Taken/Planned: _____

Position Title
Activity Outline, Tools/Equipment to be Used: *Provide a general description of the work to be performed and list tools and equipment to be used.*

Job Specific Skills to be Performed/Developed:

Fundamental Skills	Personal Management Skills	Teamwork Skills
<input type="checkbox"/> Communicate <input type="checkbox"/> Think & Problem Solve <input type="checkbox"/> Manage Information <input type="checkbox"/> Use Numbers	<input type="checkbox"/> Positive Attitude/Behaviours <input type="checkbox"/> Learn Continuously <input type="checkbox"/> Be Responsible <input type="checkbox"/> Work Safely <input type="checkbox"/> Be Adaptive	<input type="checkbox"/> Work with others <input type="checkbox"/> Participate in Projects & Tasks

SIGNATURES
By their signatures, the parties indicate their agreement to the terms and conditions outlined on both sides of this agreement. Contract is valid when all signatures are complete.
Student: _____ Parent/Guardian: _____ Work Site Employer : _____ School/District Representative: _____

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals on this _____ day of _____ 20____

WORK EXPERIENCE PLACEMENT AGREEMENT

Terms and Conditions - STANDARD

1. STUDENT DUTIES

The Student agrees to comply with the Work Site Employer's rules and all applicable safety regulations. Special Rules and Regulations are to be communicated by the Work Site Employer to the Student.

Students on an unpaid work experience agree to perform, without payment, those duties assigned to the Student from time to time by the Work Site Employer in consultation with the School Board's representatives.

2. SUPERVISION

The Student agrees to be under the direct supervision of the Work Site Employer and the Work Site Employer agrees to supervise the Student, at all times during the work experience placement.

3. SITE SAFETY ORIENTATION

The Work Site Employer will provide to the Student, site and work specific safety training and will not permit the Student to perform any duties unless the Student has all safety equipment required for the tasks to be performed by the Student.

4. BOARD ACCESS

The Work Site Employer agrees to allow School Board representatives to have access at any time to the Work Site Employer's worksite and to the Student.

5. TRANSPORTATION

The parties agree that the parent(s) or guardian(s) and the Student are solely responsible for the Student's transportation to and from the Work Site Employer's work site. In the case of an exception where the School Board or Work Site Employer provides transportation, describe in detail:

6. FEEDBACK

When requested by the School Board, the Work Site Employer will provide feedback on the Student's performance of the Student's duties, report that feedback in the form required by the School Board, and consult with School Board representatives about the feedback.

7. WORKERS' COMPENSATION ACT INJURY COVERAGE

- Students in a non-paid work experience placement at a standard work site are covered by the Workers' Compensation Act and are considered to be workers of the Government of British Columbia for Workers' Compensation purposes only. Coverage is limited by the terms and conditions set out in the Workers' Compensation Order (effective July 21, 2011).
- WorkSafeBC WCB coverage for any paid work experience must be covered by the employer, and will not be covered by the Province.
- Students at a Non-Standard work site are **NOT** covered by the *Workers Compensation Act*. The School Board maintains coverage with respect to its liability and that of a student participating in a work experience placement contemplated by the terms of this Agreement. This coverage is subject to exclusions, terms and conditions and deductive amount. The other parties to this Agreement may inspect from time to time, the terms of School Board coverage in effect.

8. NOTICE OF INJURY

In case of any injury or problem **during school hours**, immediately report the occurrence of injury to the Board by contacting the school career staff at the student's home school. **Out of school hours**, contact the parent/guardian or emergency contact, then the school.

9. INDEMNITY

The School Board agrees to indemnify and hold harmless the Work Site Employer, its employees and agents from any and all claims, demands, actions and costs whatsoever that may arise out of the negligent acts or omissions of the School Board, the School Board's employees and the Student, in their performance of this agreement, unless such negligent acts or omissions are at the direction of or occasioned by the Work Site Employer, its employees or agents.

The Work Site Employer agrees that it will not require the Student to perform any task unless such task might be within the scope of the Students' training and abilities.

10. INSURANCE

The School Board shall maintain liability coverage to protect the School Board, the School Board's employees, and the Student during their performance of this agreement. The School Board will not be responsible for any loss or damage to the Work Site Employer's property unless such loss or damage is due to the willful acts or omissions of the Student or is caused by the Student acting outside the Student's authorized duties.

11. MINIMUM AGE

The parent(s) or guardian(s) of the Student warrant that the Student is at least 14 years of age or older at the date of this Agreement.

12. EFFECT ON EMPLOYEES

The Work Site Employer agrees that the placement of the Student will not affect the job security of any employee of the Work Site Employer and will not affect hiring practices. The placement of the Student will be in addition to the full complement of employees. The student will not be a replacement for any employee.

13. TERMINATION OF THE AGREEMENT

Any party to this Agreement may end it at any time by giving notice in writing to all other parties at the addresses given in this agreement.

14. REFERENCE

In this Agreement a reference to the School Board includes School Board officers, employees or representatives acting within the scope of their employment.

15. CONFIDENTIALITY

All parties agree to maintain in the strictest confidence, information that comes to their knowledge during the work experience.

16. MEDICAL

It is the Student's responsibility to inform the employer of any life threatening conditions or allergies that might affect the Student's ability to carry out the work experience.



Committee Info Note
Education-Policy Committee Meeting
February 1, 2022
Agenda Item 5b: Revised Regulations E-152 “Excluded Staff and
Administrative Officers – Salaries and Benefits”

Background

For many years school district exempt staff, which includes P/VP, exempt employees not subject to a collective agreement and executive, have followed these Regulations. The Regulations allowed for an exempt employee to review and pick between the benefits of the two union’s Collective Agreements whichever they preferred or provided the greatest benefit. An issue arose when an exempt employee inquired regarding the use of this provision. BCPSEA responded and indicated that the Regulations were out of date and in violation of legislation.

The Concerns, Rationale

Any term or condition of employment that has a monetary value contributing to the total compensation for the exempt employee must have Board of Education approval and then final review and approval from BCPSEA. BCPSEA advised that the Regulations could not continue and that it should change to reflect the legislation and be aligned to one of the union employee benefits plans.

Context

The School District has been working with the Personnel Committee to update and provide consistent contracts to executive staff. The exempt benefit plan discussions and review will comply with the new time frame as identified in the Regulations and as the teacher plan is updated and improved.

This is provided for information and does not require Notice of Motion as it is a change to and Administrative Regulation.

Respectfully,

Dan Haley
 Executive Director – Human Resources

School District #62 (Sooke)

EXCLUDED STAFF & ADMINISTRATIVE OFFICERS – SALARIES & BENEFITS	No.: E-152
	Effective: June 22/81 Revised: Oct. 25/83; Dec. 11/90; Nov. 26/20; Oct. 8/21;

ADMINISTRATIVE REGULATIONS

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

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

Salary/benefits negotiations with the Sooke Teachers' Association and negotiation of the Collective Agreement with the Canadian Union of Public Employees, Local 459, are carried out according to usual school district practice. The Board will meet annually to review salaries and benefits for Principals and Vice-Principals, excluded staff and executive officers **by July 1 of each year.**

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

~~Unless otherwise established by the Board, fringe benefits applicable to excluded staff and Principals and Vice Principals will include those available to employees covered by an agreement noted in (1) or (2) above, whichever is most appropriate to the employee concerned.~~

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



Committee Info Note
Education Policy Committee Meeting
February 1, 2022

Agenda Item: 5.C – Transportation Policy and Regulation Changes

Background

- In the fall of 2020, staff completed a detailed review of the District’s Transportation policy and regulation (F-100)
- Based on this review, staff looked deeper into the following systematic challenges:
 - ✓ Defined Registration period
 - ✓ Service to Catchment Schools only
 - ✓ Update of and compliance with walk limits
 - ✓ Implementation of an Safety Fee
- Staff gathered feedback from our stakeholders on these challenges through a Thought Exchange that was issued from October 14-27, 2020 with the following information:

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

Data Received

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

Proposed Policy and Regulation Changes

- Based on the feedback received, staff made the following recommendations for the Board to consider to the Board’s transportation policy and regulation

Defined Registration period – create a defined registration period starting on February 1 and then pausing on April 30th for routes to be created.

Service to Catchment Schools only – in order to improve service levels by reducing ride and wait times, staff are suggesting that transportation services will only be provided to in-catchment students (English and French Immersion).

Update of and compliance with walk limits – complete safe walk/ride/roll route reviews, at the school level, which may result in varying lengths of walk limits depending on the school and surrounding area. The District could partner with the CRD *Ready Step Roll Program* which is an annual active school travel planning initiative that partners with local governments, throughout the Capital Region, to help students and their families walk and wheel to and from school more often.

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

Outcome of Proposed Changes

- The Board approved the recommended changes to the policy and regulation except for the in-catchment riders only
- Academy students and programs not offered at the neighbourhood school was added as exemptions to the in-catchment riders only
- As a result of this change, the volume of riders and the length of routes both increased and made it difficult to meet the guiding principles (priority order) of the Transportation Policy
- A summary of these changes and staff feedback has been attached

Suggested Revisions

- Based on feedback received from staff, the following revisions are suggested for the 22/23 school year (attached as revised policy and regulation):
 - 1) Eligible Riders to include in-catchment only (English and French Immersion);
 - 2) Start the Registration Period on March 1st instead of February 1st;
 - 3) Make posting of routes by June 30th dependent on timing of registrations; and
 - 4) Allow the Board to consider fees during the annual budget development process

Recommendation:

That the Board of Education give Notice of Motion to draft revised Policy and Regulations F-100 “Transportation”.

Respectfully submitted,

Harold Cull
Secretary-Treasurer

**EDUCATION POLICY COMMITTEE MEETING
FEBRUARY 1, 2022
AGENDA ITEM 5.C TRANSPORTATION POLICY FEEDBACK
SUMMARY OF POLICY/REGULATION CHANGES AND FEEDBACK RECEIVED**

Policy/Regulation Change	Staff Feedback	Further Revision(s) to be Considered
In-catchment service only except for FI, Academies, TASK or a program of choice not offered at catchment school	<ul style="list-style-type: none"> • Once out of catchment routes are created, the efficacy in the system for Priority riders (as defined in policy) is lost • A better defined and shorter list of exceptions is required – Transportation Dept. should not be assessing whether students meet criteria • Equity question is raised when allowing Academy students an exception • Split families residing in two residences (sometimes in and out of catchment) is a challenge • 22/23 catchment changes and any forced transfers will make routing difficult 	<p>Limit eligible riders to in-catchment schools only (English and French Programs)</p> <p>Eliminates Academies and Programs of Choice</p>
Defined registration period of Feb 1 to April 30 then pausing to create routes	<ul style="list-style-type: none"> • Need a hard close so routes can be developed and filled • Limited riders registered by April 30 (>2,000) making it impossible to create effective routes which delayed entire process • Keeping registration open creates expectation by families that riders will be assigned to routes well into the start of school • A well-defined process will help curb expectations 	<p>Shift start of registration period to March 1 to better align with student registration processes (Kindergarten and school transfer requests)</p> <p>Assess number of registered riders @ May 1 to determine if routes can be accurately developed</p>
Registrations after May 1 will be on a “first come, first served” basis	<ul style="list-style-type: none"> • Allowing for continual registrations does not create a sense of urgency to register • Families habitually register late yet expect service to be provided 	<p>Continue to monitor to determine if a hard close of the Registration Period is req'd</p>

	<ul style="list-style-type: none"> High percent of late registrations make it impossible to create effective routes in May/June 	
Registration remains open for the remainder of the year	<ul style="list-style-type: none"> Families expect service and that routes/stops are changed to accommodate their needs Creating a waitlist of out-of-catchment riders continues the expectation that service will be provided, and route changes will be made On-going registrations leads to routes in flux well into November 	Status Quo – be consistent with communication to ensure unrealistic expectations are not created
Safety Fee of \$25/rider		Status Quo
Late registration fee of \$100 for registrations after September 1	<ul style="list-style-type: none"> Staff are reviewing to determine which post Sept 1 registrations are receiving service Late fee did not dissuade families to register by April 30 	Status Quo
Ministry guidelines for Student Walk Limits not enforced	<ul style="list-style-type: none"> Challenges waiting for Safe Routes to be created (e.g. bussing students from Dunsmuir to RBSS) A significant number of riders in urban areas within a short distance to school continue to use the system preventing better service for rural (priority) students 	Status Quo - accelerate school reviews by working with Municipalities as CRD Program continues
Target of having students arrive no earlier than 30 minutes before the first bell and leave no later than 30 minutes after the final bell	<ul style="list-style-type: none"> Initial routes were close to meeting this target As out of catchment exceptions were identified, routes were adjusted and were req'd to increase in length to meet volume of riders 	Status Quo – realizing that the number of riders and resources will largely determine if this target can be met
Routes to schools and riders by June 30	<ul style="list-style-type: none"> Unable to meet timelines due to low number of registered riders as at April 30th 	Status Quo – dependent on number of riders registering prior to April 30th

	<ul style="list-style-type: none"> • Significant variances in registration data between MyEd and registration system making route creation difficult 	
Other challenge: lack of buses and drivers	<ul style="list-style-type: none"> • The continued high volume of riders forced the creating of too many routes given available resources (37 routes and 38 drivers) • Labour shortage makes it difficult to recruit and retain a fulsome spare list to address absences • May need to reduce the # of 22/23 routes to ensure enough resources are available • E-buses have less capacity than diesel/propane buses (84 to 76) 	<p>Determine number of estimated drivers for the upcoming year and the appropriate number of On-Call drivers to determine how many routes can be created</p>

School District #62 (Sooke)

TRANSPORTATION	No.: F-100
	Effective: Sep. 22/81 Revised: Feb. 22/83; Oct. 22/83; May 23/89; Oct. 23/90; Jul. 6/05; Jan. 26/21; Reviewed: Dec. 1/20; Dec. 15/20; Jan. 26/21; Feb. 1/22

SCHOOL BOARD POLICY

The Board of Education of School District 62 (Sooke) will establish an efficient and effective school transportation system to provide for the transportation of students to and from their nearest catchment school.

The *School Act* does not require school districts to provide a school bus transportation services and therefore it is the responsibility of each family to determine the best transportation option to and from school to meet their needs.

School District 62 (Sooke) will provide transportation services for students to their catchment schools under the following guiding principles:

1. Transportation services will be provided on a priority basis based on the age of the student and the distance from the student's catchment school.
2. ~~Transportation services will be provided to schools outside of a student's catchment, but within their existing zone of schools, when the student is attending an educational program of choice or an academy that is not offered at their catchment school.~~
3. The District will charge all riders a safety fee to directly increase the safety of students and staff using the District's transportation system.
4. Transportation will be provided in a manner that ensures student safety and efficiency while balancing service costs with the costs of providing direct educational services to the students of the District.

Policy References:

B-360 "School Fees, Supplies and Deposits"

School District #62 (Sooke)

TRANSPORTATION	No.: F-100
	Effective: Sept. 22/81 Revised: Feb. 22/83; Oct. 22/83; May 23/89; Oct. 23/90; Jul. 5/05; Jan. 26/21 Reviewed: Dec. 1/20; Dec. 15/20; Jan. 26/21; Feb. 1/22

ADMINISTRATIVE REGULATIONS1. Registration Process

The District will utilize a defined period registration process that will open ~~February 1~~ **March 1** of each year. On April 30 of each year, the registration process will pause and District staff will use registered rider information at that time to develop bus routes for the following year.

All riders registering after May 1 of each year will be placed on an existing route pending available room and on a "first come, first served" basis.

The District will **strive to** post the routes for the following year and will communicate the route information (stops and times) to families by June 30. **The ability to post the routes prior to June 30 is dependent on the amount of registrations received by April 30.**

Registration will remain open for the remainder of the school year in which the service is being provided.

Additional routes will only be created if the Secretary-Treasurer requests and receives additional funding from the Board of Education to add additional routes.

2. Transportation Fees

The District will ~~not~~ **consider** charge **charging** students a fee for transportation services (ridership fee) **during the District's annual budget development process.**

The District will charge an annual Safety Fee to be used to improve the safety for students and staff engaged in District transportation services. This fee, set annually by the Board of Education, will not exceed \$25/rider.

The District will charge a late registration fee to be set annually by the Board and not to exceed \$100/family for any registration request received after September 1. Exceptions will be provided to families moving into or within the District after the late registration date.

As with all District fees, a fee waiver process will be available to families if any fee causes undue financial hardship.

3. Eligible Riders

Eligible riders are considered to be those students travelling to their catchment school. ~~or students attending an educational program of choice or academy program not offered at their catchment school.~~

~~Educational programs of choice are defined as:~~

- ~~French Immersion; and~~
- ~~Trades Awareness and Skills Knowledge~~

Accessible busing will be provided to those students requiring this service.

4. Student Walk Limits

The Ministry of Education's guidelines for student walk limits are as follows:

Primary students: 4 km to or from school

Intermediate & Graduation students: 4.8 km to or from school

These limits are measured by the shortest possible road distance.

The walk limits from home also apply where a student is required to walk to a designated bus stop.

The District will not follow these Student Walk Limit guidelines and instead will work with the school and local authorities to identify and/or create safe routes to school. The intent of these safe routes is to increase the number of those walking and wheeling to and from school which will support the health and wellness of our students.

Where safe routes to a school have been identified, bus transportation services will not be offered by the District.

5. Route and Schedule Changes

Where proposed changes would affect school arrival and departure times, the Secretary-Treasurer shall consult with the principal(s) involved and with the Superintendent of Schools before approval is given. Addition or deletion of routes requires the approval of the Secretary-Treasurer.

To the extent possible, routes will be designed to have students arrive at school no earlier than 30 minutes before the school's first bell and depart from schools no later than 30 minutes after the school's final bell.

Route schedules will be sent to schools and registered riders by June 30 of the preceding year. It is in the best interests of the District and the riders that passenger lists be kept as current as possible.



Committee Info Note
Education-Policy Committee Meeting
February 1, 2022
Agenda Item 6a: Three Year School Calendar

Purpose

To provide details to the Board of Education about the proposed three-year calendar for 2022-25.

Background

Under the [School Act](#) (Section 87.01 (2)) a board of education must prepare a school calendar for each school in the district.

Under the [School Calendar Regulation](#) (Section 5.2), the board must provide an opportunity to

- (a) the parents of the students enrolled in each school to which the proposed school calendar is to apply, and
- (b) representatives of employees of the board assigned to the school

to provide comments to the board with respect to the school calendar made publicly available under subsection (1).

Once this is complete, boards submit their proposed calendars to the Ministry of Education for review.

The minimum number of instructional hours are defined under the [School Calendar Regulation](#) , but it is up to boards to determine:

- the beginning and the end of the school year
- the length of school days
- the number of non-instructional days
- the timetable

Associate Superintendent Stephanie Hedley-Smith has met with CUPE 459 President and Vice-President, the STA President and Vice-President, the two SPVPA presidents and the SPEAC president. She also met with Associate Superintendents from SD61 (Victoria) and SD63 (Saanich) to line up key dates in the three districts' calendars to ensure that holidays and professional development days are aligned. Consideration included what was best for students, families and staff in terms of alignment with long weekends and holidays.

Next Steps

Please note: School Districts are waiting to receive more information from the Province regarding the status of the National Day for Truth and Reconciliation and if it will become a statutory holiday in British Columbia.

The calendars need to be circulated publicly for a month and approved by the Board and sent the Ministry by March 31, 2022.

Here is the proposed timeline:

- Circulate to the public for one-month review after this meeting.
- Board will receive feedback and approve the three-year calendar at its March 15, 2022 meeting
- Submission to the Ministry of Education by March 31, 2022.

Respectfully,

Stephanie Hedley-Smith
 Associate Superintendent

SD62 (SOOKE)

DRAFT 2022/2023 CALENDAR

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■ Instructional
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Ministry of Education

SCHOOL DISTRICT NO. 62 (SOOKE)**2022 - 2023 SCHOOL CALENDAR**

Total Days in Session	186
Days of Instruction	179
Non-instructional Days	6
Administrative Day	1
School Year begins (All schools in session one-half day)	Tues., Sept. 6
Non-instructional Day (District-Wide School Planning)	Mon., Sept. 19
National Day for Truth and Reconciliation	Fri., Sept. 30
Thanksgiving Day	Mon., Oct. 10
Non-instructional Day – Professional Development (Provincial)	Fri., Oct. 21
Remembrance Day	Fri., Nov. 11
*Early Dismissal (three hours for all schools)	Thurs., Nov. 24
Non-instructional Day – Professional Development (includes CUPE)	Fri., Nov. 25
Last day Before Winter Break	Fri., Dec. 16
Winter Vacation (incl. Christmas, Boxing Day and New Year's Day)	Mon., Dec. 19 – Mon., Jan. 2, 2023
Schools Reopen	Tues., Jan. 3, 2023
Non-instructional Day – Professional Development (Tri-District)	Fri., Feb. 17
Family Day	Mon., Feb. 20
Last Day before Spring Break	Fri., Mar. 17
Spring Break	Mon., Mar. 20 – Fri., Mar. 31
Schools Reopen	Mon., Apr. 3
Good Friday	Fri., Apr. 7
Easter Monday	Mon., Apr. 10
*Early Dismissal (three hours for all schools)	Thurs., Apr. 20
Non-Instructional Day – Professional Development	Fri., Apr. 21
Victoria Day	Mon., May 22
Non-instructional Day – Professional Development (includes CUPE)	Mon., May 29
Last Day of School	Thurs., June 29
Year-end Administrative Day	Fri., June 30

*Nov. 24 & April 20 will remain the Early Dismissal Days; however, the elementary and middle school parent-teacher interviews/conferences may be held at an earlier date if the local school community deems it to be beneficial for communicating student learning to parents.

SD 62 (SOOKE)

DRAFT 2023/2024 CALENDAR

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National Day for Truth and Reconciliation	Mon. Oct. 2
Thanksgiving Day	Mon., Oct. 9
Non-instructional Day – Professional Development (Provincial)	Fri., Oct. 20
Remembrance Day	Mon., Nov. 13
*Early Dismissal (three hours for all schools)	Thurs., Nov. 23
Non-instructional Day – Professional Development (includes CUPE)	Fri., Nov. 24
Last day Before Winter Break	Fri., Dec. 22
Winter Vacation (incl. Christmas, Boxing Day and New Year's Day)	Mon., Dec. 25 – Fri., Jan. 5, 2024
Schools Reopen	Mon., Jan. 8, 2024
Non-instructional Day – Professional Development (Tri-District)	Fri., Feb. 16
Family Day	Mon., Feb. 19
Last Day before Spring Break	Fri., Mar. 15
Spring Break	Mon., Mar. 18 – Thurs., Mar. 28
Good Friday	Fri., Mar. 29
Easter Monday	Mon., Apr. 1
Day In Lieu of Mar. 29 Stat. Holiday	Tues., Apr. 2
Schools Reopen	Wed., Apr. 3
*Early Dismissal (three hours for all schools)	Thurs., Apr. 18
Non-Instructional Day – Professional Development	Fri., Apr. 19
Non-instructional Day – Professional Development (includes CUPE)	Fri., May 17
Victoria Day	Mon., May 20
Last Day of School	Thurs., June 27
Year-end Administrative Day	Fri., June 28

*Nov. 23 & April 18 will remain the Early Dismissal Days; however, the elementary and middle school parent-teacher interviews/conferences may be held at an earlier date if the local school community deems it to be beneficial for communicating student learning to parents.

SD62 (SOOKE)

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Ministry of Education

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Family Day	Mon., Feb. 17
Last Day before Spring Break	Fri., Mar. 14
Spring Break	Mon., Mar. 17 – Fri., Mar. 28
Schools Reopen	Mon., Mar. 31
*Early Dismissal (three hours for all schools)	Thurs., Apr. 10
Non-Instructional Day – Professional Development	Fri., Apr. 11
Good Friday	Fri., Apr. 18
Easter Monday	Mon., Apr. 21
Non-instructional Day – Professional Development (includes CUPE)	Mon., May 12
Victoria Day	Mon., May 19
Last Day of School	Thurs., June 26
Year-end Administrative Day	Fri., June 27

*Nov. 21 & April 10 will remain the Early Dismissal Days; however, the elementary and middle school parent-teacher interviews/conferences may be held at an earlier date if the local school community deems it to be beneficial for communicating student learning to parents.



**Education-Policy Committee
Information Note
February 1, 2022**

Agenda Item 6b: Edward Milne Community School Society Review Report

BACKGROUND

In November 2021, Jim Cambridge was contracted to conduct a review of Edward Milne Community School (EMCS) Society in accordance with School District No. 62 (Sooke) Board [policy](#) and [regulation](#) B-425. Under section 2 of the regulation, a review should be conducted every five years before the Board of Education considers their continued support of the Society. A previous review was conducted in 2015. The 2021 review involved site visits, documents review, interviews, and a survey to the community, staff, and parents. The completed report of the review is attached.

Since June 1987, the EMCS Society (“the Society”) has worked to build partnerships with individuals and organizations in the community to provide, as per its vision: life-long learning opportunities for people of all ages in the Sooke region. The Society oversees educational, cultural, and social programs, projects, and services developed to meet the needs of the community and educational outcomes for vulnerable students. Beyond regular courses, programs, and activities, the Society currently partners with over 25 local organizations to offer a variety of community-based projects and services. The Society provides school support in the form of three programs: the Sooke Regional Curriculum Support; the Vulnerable Student Support in the Sooke Region, and the Garden Project (see report pages 15-16).

The Objectives of the Society are:

- To enhance school curriculum and academic support for vulnerable students. through community-based learning opportunities;
- To develop community-oriented services at EMCS;
- To expand continuing education program opportunities for students of all ages and provide opportunities for vulnerable students to succeed;
- To access school facilities to develop educational, recreational, cultural, and social programs for the community; and
- To foster a sense of pride for EMCS.

Revenue for the Society comes from three different sources: (1) School District 62 (2) Grants from both regular major donors and more localized project-based donors (3) Other revenue, for instance, rental of school district property and rooms; course fees.

CURRENT CONTEXT

Through the review process, the following key pieces of information were gathered:

- The EMCS Society’s strongest partnership is with the wider Sooke community and to a lesser extent, with EMCS students. It has little partnership with EMCS parents.
- There is local pride in EMCS.
- The Society dynamically responds to the needs of the community, this has been especially evident during the pandemic.
- In terms of meeting community needs, the Society provides adequate programming, but even more importantly, acts as a community incubator for ideas and programs.

- The data collected supports that the EMCS vision of “providing lifelong learning opportunities for people⁵⁸ of all ages: which is considered in the report a strength of the current programming, is being achieved.
- The Society allows the district (school) to operate programming and services that which might be difficult within its regular structures.
- All SD62 funding, which is well in excess of the \$20,000 detailed in the regulation (section 7b) is from the CommunityLink fund. The Board should determine if it wishes to continue with the current funding and funding structure given that this fund is a special purpose government grant. If the Board ended funding from the grant additional funding would need to come from the general operating budget or be reduced or eliminated. If EMCSS is funded from regular operating funds, CommunityLink funds may be freed up to support **vulnerable** students programming in other areas.

RECOMMENDATIONS

The review makes a series of specific recommendations relating to governance, reporting relationships, finance, makerspace, and new programs (see pages 32-33 in the report) that should be considered. Of note for consideration to action are:

- The regulation states that a committee should be convened annually to assess and review the operation of the school and Society. This should be implemented.
- Actively encourage diversity and representation on the Board of Directors as well as:
 - consider adding teacher and student directors to the Board of Directors.

Recommended Board motion:

That the Board of Education for School District #62 (Sooke) direct the Superintendent to review Policy B-425 “Community Schools” for the purpose of revising the Governance Structure. Further, that the Superintendent make recommendations for aligning funding from the District to the core vision and mission of the Society."

Respectfully submitted,

Scott Stinson
Superintendent/CEO

Attachment: Edward Milne Community School Society Review Report 2021

Edward Milne Community School Society

Review Report 2021

Prepared for Superintendent Scott Stinson

by Jim Cambridge

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1 PREAMBLE

In November 2021, superintendent Scott Stinson asked the author, Jim Cambridge, to conduct a review of Edward Milne Community School Society in accordance with School District No. 62 (Sooke) (hereafter SD62) Board policy and regulation B-425. This review is to be conducted every five years before the Board of Education renews its support of the Society.

The reviewer/author is the former superintendent of the district and now works as a consultant to various school districts and the Ministry of Education.

This document builds on the previous report (2015) and incorporates background and historical information from that document and the EMCSS November 2021 Annual report.

Through the review process, all participants gave their time generously to the author. Those providing information were honest and forthright and seemed to hold high regard for the Society while respecting the SD62's desire to conduct a robust review.

2 REVIEW DESIGN

This review involved site visits, documents review, interviews, and a survey to the community, staff, and parents. Over the course of two months, the reviewer visited the school three times, conducted a short survey (Appendix 1), reviewed Society and school district documents, examined financial statements, and interviewed numerous people, including EMCSS Directors, EMCSS staff, school principal, Board of Education trustees, and SD62 staff and leadership. The report contains a mandate review based on the SD62 Board policy and regulation and the Society's mandate as described in the Society's document, observations, recommendations, and a summary.

Complete Society documents, including Financial Statements, can be found in the EMCSS November 2021 Annual Report.

3 COMMUNITY SCHOOL MANDATE¹

Since June 1987, the EMCS Society ("the Society") has worked to build partnerships with individuals and organizations in the community to provide life-long learning opportunities for people of all ages in the Sooke region. The Society oversees educational, cultural, and social programs, projects, and services developed to meet the needs of the community and optimize

¹ Most of this section was provided from the 2015 report and 2021 Annual Report, information has been updated as necessary.

educational outcomes for vulnerable students. As well as sponsoring a wide range of community education programs and fostering regional partnerships, the Society manages the Sooke Community Theatre, acts as a fiscal host for the Sooke Youth Council/Youth Engagement Program and the Sooke Region Literacy Program. The Society is also a member of the Sooke Region Volunteer Centre, Volunteer Victoria, the Sooke Community Health Initiative (Sooke CHI), and the Association for Community Education in BC (ABC).

Mission

It is the mission of the Edward Milne Community School and Society to partner with students, parents, and the community to build a safe, supportive, and challenging learning environment that enables people to make a living, make a life, and make a difference.

Vision

To provide lifelong learning opportunities for people of all ages in the Sooke Region.

Objectives

1. To enhance school curriculum and academic support for vulnerable students through community-based learning opportunities
2. To develop community-oriented services at EMCS.
3. To expand continuing education program opportunities for students of all ages and provide opportunities for vulnerable students to succeed.
4. To access school facilities to develop educational, recreational, cultural, and social programs for the community.
5. To foster a sense of pride for EMCS.

3.1 COMMUNITY SCHOOLS IN BRITISH COLUMBIA

Community schools provide an opportunity for local citizens, agencies, and institutions to become active partners in addressing education and community concerns. They bring community members of all ages and abilities together to identify and link community needs and resources in a manner that helps people to raise the quality of life in their community. A community school:

- Increases the use of local public-school facilities
- Integrates and coordinates existing public services
- Maximizes communication between school and community
- Enriches and enhances learning through formal and informal activities
- Provides optimal educational outcomes for vulnerable students
- Improves communication between school and community by providing opportunities for local residents to participate in community activities
- Contributes to local employment and community economic development
- Maximizes the investment by leveraging funds from other sources

3.2 THE EMCS SOCIETY & SCHOOL DISTRICT #62 (SOOKE)

The relationship between the Society, Edward Milne Community School, and School District #62 (Sooke) is cooperative and supportive. Many services are available from the School Board Office that assist the Society's functioning: accounting, media resources, library, and management consultation (re: financial audits, insurance, personnel, litigation, etc.). Trustees are always welcome and do regularly attend Director and Committee meetings. The EMCS Society, in its years of operation, has been very appreciative of the support received from all School District staff to enable cooperative education to exist in Sooke.

Even though the Society is registered as a non-profit Society under the Societies Act, the Society is accountable to the Principal of EMCS for all its actions. The Society must comply with School Board regulations and policies relating to security, liability, rentals, and supervision of its operations. Annually, the Society's operation shall be reviewed by the School District, and every five years the Community School Program shall be evaluated.

3.2.1 School Board Community School Policy

Regulation No. B-425 states:

The Board of School Trustees endorses the concept of community education and supports and encourages the development of community schools in appropriately located geographic areas of the school district.

The Board supports and encourages the development of comprehensive educational-social-recreational programs at each community school.

Specifically, the Board supports the following basic objectives:

- a) To strengthen the existing school program through the greater involvement and utilization of available community resources and the use of the total community, wherever appropriate, as a resource for the development of curricula.
- b) To facilitate school co-operation and co-ordination with private and public community agencies.
- c) To more effectively utilize existing community resources, including schools and other facilities, for desired community programs.
- d) To expand the range of optional learning, participation, and involvement opportunities for children and youth.
- e) To provide involvement and participation opportunities for adults and the promotion of volunteer leadership in all phases of the program.
- f) To increase local citizen involvement in decision-making and leadership aspects of their local community efforts through partnerships, workshops, and courses.

The principle of user-pay for programs and courses not supported by the Ministry will be maintained. Notwithstanding this, the Board of School Trustees may provide limited financial support for the development of community schools.

3.2.2 School Board Administrative Regulations

Regulation No. B-425 states:

Designation of a school as a Community School shall be subject to the following procedures:

1. The establishment of a community school, including the official designation, shall be a Board response to a formal request jointly made by a representative group of parents and/or community members, principal, and school staff.

Approval shall be dependent on such factors as:

a. A community in which the residents have expressed a desire to have greater contact with, and become more involved in, total school-community life.

b. A principal who expresses an interest in, and enthusiasm for, community education.

c. A staff that is interested in community education and is committed to the philosophy that community education expresses.

d. Existing programs already operating in which community personnel are actively engaged.

2. A community school shall be granted that status for a five year period, after which a local review of interest and need must be undertaken.

3. A Community School Society (registered under the Societies Act) will be established. The Society shall be accountable through the principal of the school to the Board of School Trustees.

4. The Board shall not be responsible for the expenditures of the Community School that are not budgeted for the annual operating budget of the District. Excess funding required for Community School activities shall be provided by the Community School Society and the Society is solely responsible for debts which it incurs.

5. The Community School Society shall adhere to all Board policies and regulations relating to such items as security, rental regulations, and supervision in its operation.

6. The Community School Society shall establish an approved accounting system for the control of its revenues and expenditures. An annual financial statement shall be issued to the Secretary-Treasurer.

7. Official designated community schools shall be entitled to:

a. A community school coordinator, who may be a teacher or a non-teacher, on the basis of a substantiated request from the school, and who shall be appointed for a three-year renewable term;

8. A committee consisting of designates of the Community School Society and designates of the Board shall review and assess annually, the complete operation of the Community School and Society.

9. The Community School Society Board of Directors shall be involved in an advisory capacity.

3.3 SOCIETY BOARD OF DIRECTORS & MEMBERSHIP

The composition of the EMCS Society Board is broad-based and reflective of the diverse make-up of the community inclusive of residents, parents, school staff and trustees, and local agencies, organizations, and businesses. The Society is required to have a President, Vice-President, Secretary, and Treasurer. Presently, the Society also has the position of Past-President. The Board of Directors receives a Board Orientation Package [Appendix A: Board Orientation Package] and the President is mentored by the Past-President(s).

The expectations of Board Directors are to:

1. Serve a minimum 2-year term on the EMCS Society Board of Directors
2. Support the EMCS mission statement
3. Attend regular director's meetings and committee meetings as required
4. Assist in at least one activity per year
5. Initiate and execute special projects

The Society offers membership to any interested parties for \$2.00 per year. Membership is open to people ages 14 and over who support the purpose of the Society and who:

1. Are residents, employees, or persons operating a business in the District of Sooke and the area of the Sooke School District that is within the Sooke Electoral Area.
2. Have children who attend EMCS.
3. Hold a valid receipt for a donation or contribution made to the Society in the 14 months before the Annual General Meeting.

Members vote at the Annual General Meeting, receive regular information about Society events, programs, activities, decisions, and trends that affect and shape the direction of the organization [Appendix B: Current Directors & Members].

4 PERSONNEL²

4.1 ROLE OF THE COMMUNITY SCHOOL COORDINATOR(S)

The Society is managed by two 0.5 FTE Community School Coordinators (CSC) [Appendix C: Community School Coordinator Job Descriptions]. The CSC is recruited and selected by School District #62 (Sooke) and EMCS with input from the Society Board. The CSC is accountable to the EMCS Principal (and in their absence, the Vice-Principal). The Society Board of Directors acts as an advisory board for service delivery and governance. The CSC position is an excluded, contracted, administrative position at EMCS and is a member of the EMCS administration team. The position is full-time for 12 months of the year and is funded by School District #62 (Sooke). Major responsibilities include:

- Program Development
- Staff & Volunteer Management
- Community Liaison/Partnership Building
- Curriculum Enhancement
- Policy Development
- Fundraising/Grant Procurement
- Budget Development/Monitoring
- Marketing & Promotion

² Most of this section was provided from the 2015 report and 2021 Annual Report, information has been updated as necessary.

- Administration

The CSC also currently acts as Treasurer and sits on the Steering Committee of the Sooke Region Communities Health network (SRCHN), a partnership of community members and health & service providers working towards, advocating for, and supporting healthy communities from Beecher Bay to Port Renfrew.

For professional development, the CSC attend the annual provincial conference of the Association for Community Education in BC (ACEbc) as well as local workshops offered by the Sooke Region Volunteer Centre and Volunteer Victoria on grant writing, board development, and community/youth engagement as well as other pertinent courses/workshops.

4.2 EMCS SOCIETY EMPLOYEES

During the school year, the Society employs and contracts 6 to 9 staff members. During the summer months, the Society employs up to 23 staff. Summer requires additional staffing for camps and programs which bring an additional 7 to 12 staff members.

Position	Created	No. Employees	Main Funder	Youth	Annual & Year-Round	Employee Contract	Full-Time	Part-Time
Program Office Assistant* (Prev. Duty Host)	1987	1	Society & Gaming		Y	Permanent	Y	N
Duty Host	Mid 1990's	1	Society and Gaming		y	Permanent	N	Y
Youth Engagement Coordinator *	2008	1	Canada Youth Summer Jobs HRSDC	Y	N	Funding-Permitted	Summer	Y
Theatre Coordinator	2012	1	Community Groups		Y	Theatre User Groups	N	Y
Literacy Outreach Coordinator - Westshore	2019	1	Decoda Literacy Solutions		Y	Annual Funding	N	Y
Literacy Outreach Coordinator – Region of Sooke	2010	1	Decoda Literacy Solutions		Y	Annual Funding	N	Y
Literacy Summer Camp	2010	3	Community Grants		Y	Summer (5.5 weeks)	Y	N

Coordinator *								
Summer Camp Assistants*	2010	3	Community Grants	Y	Y	Summer (6 – 8 weeks)	Y	N
Garden Coordinator	2019	1	Grants		Y	Annual Funding	N	Y
Theatre Technicians	2010	3	Community Groups	Y	Y	Hourly	N	Y
Bookkeeper	2014	1	Society		Y	Hourly	N	Y
Accounting	1987	1	Society		Y	Independent	N	Y

* Job description can be viewed in Appendix D: EMCS Society Staff Job Descriptions

5 SERVICE DELIVERY PLAN³

The Society's framework for service delivery is a partnership model working with people of all ages through the intervention, development, and education phases. It includes literacy, youth engagement, community education, facility rentals, health programs, and school support. This section outlines our current offerings.

5.1 LITERACY PROGRAMS

5.1.1 Play & Learn Summer Camp

Since the summer of 2011, the Society has offered a free 4-week day-camp for 6- to 9-year-old children [Appendix E: 2014 Play & Learn Summer Camp Report & Logic Model]. The camp is a play-based learning intervention program, and the children are from low-income and Aboriginal families. They are referred by their principals and school-based teams because they are not meeting grade level expectations in language and math skills. Healthy lunches and snacks are provided daily because hungry children cannot learn.

The goals of the camp are to:

1. Have participants involved in literacy and numeracy activities to enhance their present levels of academic functioning.
2. Develop self-confidence and enjoyment towards literacy and numeracy.
3. Integrate Aboriginal content and ways of knowing into all the components of the program.
4. Minimize barriers to participation by having the camp be free of charge and by including lunches and snacks.
5. Involve parents and/or guardians in their child's learning.
6. Increase opportunities for positive social interactions with peers and adults.
7. Build physical literacy and promote active lifestyle through recreation and structured play.

³ Most of this section was provided from the 2015 report and 2021 Annual Report, information has been updated as necessary.

Every year, the Play & Learn camp improves or maintains the literacy and numeracy levels of each student, setting them up for success in their next school year. The 2021 camp assessed the physical literacy improvements of each student as well, to foster lifelong active living.

5.1.2 Sooke Region Literacy Project

The Sooke Region Literacy Project (SRLP) [Appendix F: Sooke Region Community Literacy Plan: 2014-2015] is managed by the Literacy Outreach Coordinator (LOC). It was created to help build community partnerships and to help create an accessible and sustainable learning community for the area; one that offers choice, fosters lifelong learning, and encourages individuals to reach their full potential. The purpose of the SRLP is to build community and help people in the Sooke Region (Beecher Bay to Port Renfrew) achieve the sense of empowerment that goes along with literacy. Community development work is aimed at enhancing, coordinating, and creating literacy programs in the Sooke Region, from East Sooke to Port Renfrew, making sure that everyone has access to the learning opportunities they need to fulfill their full potential. Sometimes, literacy work provides financial assistance to existing community programs so they can offer childcare, ensuring that parents can participate in a program that has literacy-enhancing components. Other times, it involves talking to people offering community programs to help them add a literacy component to what they already do. It can also involve research in the Sooke Region to determine what programs need to be created or brought in to make sure the needs of all citizens are met.

The Sooke Region Literacy Task Force (refer to section 4: Community Partnerships) meets every two months to ensure the work is ongoing and to provide support and guidance to the LOC. The Task Force is also responsible for hiring the LOC.

The SRLP supports 5 Book Bins located throughout Sooke: one at the T'Sou-ke Health Office, two at the Sooke Family Resource Society, one in Port Renfrew, and one at SEAPARC. This program gets annual funding from the Sooke Rotary Club as well as book donations from the Vancouver Island Regional Library-Sooke Branch and the community. About 150 books per week go out into the community. There are plans to add another Book Bin at SEAPARC and possibly EMCS. Volunteers run this program and work with the local Girl Guides to organize book drives. The SRLP coordinates a preschool story time program called Books for Breakfast that runs once a month in both Sooke and Shirley. This successful program runs from October to May. Each session runs for one hour including time for parents and children to socialize and play. Multiple stories are read, and songs sung according to a particular theme chosen for that month. Snacks and drinks are provided, and each family is given a copy of the featured book, which includes a CD of the song that accompanies the book.

3.1.3 Westshore Region Literacy Project

The Westshore Region Literacy Project (WRLP) is managed by the Literacy Outreach Coordinator (LOC). It was created to help build community partnerships and to help create an accessible and sustainable learning community for the area; one that offers choice, fosters lifelong learning, and encourages individuals to reach their full potential. The purpose of the WRLP is to build community and help people in the Westshore Region (Langford/Colwood/Metchosin/Highlands to Sooke) achieve the sense of empowerment that goes along with literacy. Community development work is aimed at enhancing, coordinating, and creating literacy programs in the Westshore Region, from Langford/Colwood/Metchosin/Highlands to Sooke, making sure that everyone has access to the learning opportunities they need to fulfill their full potential. Sometimes, literacy work provides financial assistance to existing community programs so they

can offer childcare, ensuring that parents can participate in a program that has literacy-enhancing components. Other times, it involves talking to people offering community programs to help them add a literacy component to what they already do. It can also involve research in the Westshore Region to determine what programs need to be created or brought in to make sure the needs of all citizens are met.

The Westshore Region Literacy Task Force meets quarterly to ensure the work is ongoing and to provide support and guidance to the LOC. The Task Force is also responsible for hiring the LOC.

The WRLP supports Lending Libraries located throughout the Westshore community. This program receives book donations from the Vancouver Island Regional Library-Juan de Fuca Branch and from the Westshore community. About 150 books per week go out into the community. Volunteers run this program and work with 1000 x 5 to organize book drives.

The WRLP coordinates a preschool story time program called Books for Breakfast that runs once a month in Colwood at the Military Resource Centre. This successful program runs from October to May. Each session runs for one hour including time for parents and children to socialize and play. Multiple stories are read, and songs sung according to a particular theme chosen for that month. Snacks and drinks are provided, and each family is given a copy of the featured book, which includes a CD of the song that accompanies the book.

3.1.4. 1000X5

1000 X 5 is based on the belief that if a child hears 1000 books by the age of 5, he or she is much better prepared to enjoy and succeed in learning. Wide community participation raises the awareness of the importance of universal early literacy.

To date the project has distributed 53,252 books to families in the Westshore area. The group continues to be optimistic that our project will resume regular operations soon. Through purchases and donations during the pandemic, the group was able to distribute reading materials to the Goldstream Food Bank, some Strong Start centres in the Westshore area, and to “Little Libraries” in the Westshore and Sooke areas.

5.2 YOUTH ENGAGEMENT PROGRAM

The Youth Engagement Program (YEP) was established as the Sooke Youth Council (SYC) in 2008 after a community health forum determined a lack of opportunity for youth in the region to be actively engaged in their community. The SYC was a group of youth ages 13-21 who, under the guidance of the SYC Coordinator (now the YEP Coordinator), facilitated new opportunities for youth to be leaders in grassroots community action and regional decision-making from September to June. Membership began to decline from 2012 to 2014 and the decision was made to revamp the program. It was determined that students were becoming more actively engaged in their community through successful school leadership programs, and that these programs were more accessible as they met during school hours. The students of the SYC were the same students in these school groups, and their workload between the groups was becoming stressful.

The YEP allowed the Society to expand their youth services during the summer months instead of overburdening students during the school year. This also meant that funding could be obtained to provide students with summer jobs. In turn, these students recruit peer volunteers to engage in a variety of activities, from building relationships with local businesses to cleaning up local beaches and providing safe and accessible opportunities for youth to be physically active. This program has been successful in assisting vulnerable and Aboriginal youth ages 13-21 in obtaining jobs and volunteer opportunities, and in offering programming to the underserved age group of 18 to 29-year-old youth.

The YEP has worked on several grassroots projects that have greatly impacted the community:

- The **Youth Friendly Business Project** (2010-2014) provided a 4-year study on how youth impact and are treated by local businesses. The project led to partnership with the Sooke Chamber of Commerce to develop a training program that sets youth and businesses up for success.
- The **Getting It Built: Community Centre Project** (2014) for the District of Sooke helped Council determine the needs of community space, including youth drop-in facilities in the Sooke Region.
- In 2019-2020 a comprehensive **survey** of youth needs was completed by 2 contractors for the Health Schools Healthy people roundtable. The outcomes of this survey have and will continue to inform programming at the district level and our offerings as well.
- In 2021, the Society formed a '**Youth Service Provider**' group within Sooke. This group of youth dedicated organizations in Sooke meets quarterly to update one another on upcoming programming, make partnerships, and find synergies amongst our organizations.

5.3 COMMUNITY EDUCATION

Community programs are offered for people of all ages in the Sooke Region to provide opportunities for social interaction, promote active lifestyles and lifelong learning, address barriers to education and employment, and create a welcoming and culturally inclusive space for all learners. Program focus areas are health & wellness, education & certification, literacy, arts & music, and youth & adult drop-in activities.

In 2008, the Society invested in online software to manage facilities and course enrollment. The system, called Book King, is designed to schedule facility bookings, act as a registration system, and track booking and registration data. This software assisted the Society in accurately determining surplus and deficit based on course registration. Since the pandemic shut down schools and community access in March of 2020, community education operated at a deficit. An emergency wage subsidy (CEWS) was used to subsidize the deficit in wages. With the re-opening of the school to the community, the coordinators anticipate 2021-22 will see an increase to community education. To put this into context, 2018 course revenues were over \$25,000, in 2019 they were \$30,000, in 2020 they dipped below \$18,000, and this past fiscal year they were a scant \$1,000. There are now have course offerings, have run our first courses, and have more to come in 2022.

5.4 FACILITY RENTALS

Book King online software is not only helpful in managing course registrations, but it also assists the Society in accurately tracking the number of hours of facility usage outside of regular school hours, and community use of Sooke school fields. In fact, Book King has the capacity to serve all School District #62 (Sooke) facilities.

In the 2020-2021 fiscal year, the total use of facilities in the Sooke region beyond regular school hours was very low due to the COVID-19 pandemic. To give context, the revenue in 2018 was over \$25,000, in 2019 \$18,000, in 2020 \$20,000 and in 2021 less than \$5,000. The facilities are now being booked, though the 2021-2022 year will still be affected as the first bookings take place in October 2021.

As a result of the newly implemented insurance requirement by SD62 (Ministry of Education – Risk Management Branch no longer covers community schools unless the program speaks to the curriculum for school-aged children), many small groups in the region of Sooke are asking the Society to take them on as programs so the insurance requirement of \$5 million in liability coverage is met. The most notable is the Sooke Badminton Club – they have been meeting and playing badminton since the 1940's and have an active participation group. The Society voted in November to accept them as a program, open to the community by drop-in. expect to see facility rentals affected by the liability coverage requirement as smaller groups and one-off performers will not be able to afford it.

5.4.1 Sooke Community Theatre

The theatre is available for rental and is often rented to several specific community groups, many of which make up the Theatre Users Group (“ThUGs”) – refer to section 4: Community Partnerships). The group is chaired by the Theatre Coordinator, an employee with the Society who manages the theatre during rehearsals and performances. Regular rentals include Film Awareness Night, Sooke Harbour Players, Sooke Youth Show Choir, and Sooke Dance Studio Productions. Some regular groups ebb & flow based on circumstances outside of the Society's control such as Covid-19, weather related school closures, which have resulted in the loss of regular bookings. Sooke Harbour Players Society is a non-profit theatre agency. It was founded in 1982 as “Stage West Players” and changed its name in 2010.

Sooke Dance Studio Productions books the theatre for holiday performances and year-end recitals. In addition to these groups, the theatre is rented for community fundraisers and events, most recently:

- Sooke Bike Club Film
- Sooke Harbour Players - Treasure Island
- Sooke Youth Show Choir – Romeo and Juliet
- Tragically Hip tribute band
- African Drum Group

5.5 HEALTH & NUTRITION PROGRAMS

The Sooke Integrated Health Network (IHN) clinical staff refers clients living with the following chronic health conditions to the Society's Health & Nutrition programs:

- Kidney disease
- Hypertension
- Diabetes
- Ischemic heart disease
- Congestive heart failure
- Cerebrovascular disease
- Disorders of lipid metabolism
- Chronic obstructive pulmonary disease
- Depression/anxiety

The Good Food Box & Cooking Out of the Box

The Society is a Community Agency for the Good Food Box (GFB) program. The program is run out of the Fernwood Neighbourhood Resource Group (NRG) in Victoria. Volunteers at Fernwood NRG pack fresh fruits and vegetables, often organic. The Sooke Family Resource Society picks up the bags of fruit and vegetable and the Society pick them up from them, which has curtailed the number of bags distributed, due to space in the vehicle. The Fernwood NRG are looking for another volunteer driver. The EMCS Society distributes an average of 15 bags per month. Clients are provided with healthy recipes and will resume the Cooking Out of the Box program – perhaps next school year. Clients cook a meal with the fresh ingredients found in the box. In the past, an average of 10-12 people participated in this program each month.

5.6 SCHOOL SUPPORT

5.6.1 Sooke Region Curriculum Support

The Society works with the principal and staff to assist the curriculum wherever possible:

- Financial assistance is provided for shared use items such as
 - Theatre equipment (lighting, scissor lift, sound boards, projector, microphones)
 - In 2020 new theatre seats were purchased and installed in 2021
 - Weight room equipment
- Financial assistance for Environmental Science education outside the classroom
- Grant writing for equipment and programming for various departments, most recently the Garden Project which many areas tap into.

5.6.2 Vulnerable Student Support in the Sooke Region

The Sooke Region is comprised of students from Beecher Bay to Port Renfrew.

- Snacks and cafeteria munch cards readily available for students throughout the year
- Program funding for equipment as well as First Aid and Food Safe certification
- Projects such as the Play & Learn Summer Camp and Youth Engagement Program
- Employment and job skills training for vulnerable, at-risk, and Aboriginal youth
- Volunteer opportunities for vulnerable youth
- Peer and adult mentorship for vulnerable children and youth to increase social-emotional development
- Books for Breakfast and Book Bin programs directly benefit marginalized families
- Support vulnerable families by providing Good Food Box program

5.6.3 The Garden Project

Throughout the 2020/21 school year, the Garden Coordinator worked 20 hours per week with classes at Belmont, Westshore and EMCS, supporting garden care and engagement in biodiverse food gardens. The garden coordinator also supported the development of a garden at Royal Bay. Accomplishments in this year include:

- Engaging over 500 students in multi-visit, hands-on garden engagement;
- Supporting 25 teachers taking their class outside into school gardens multiple times, including: Foods, Sustainability, Science, Social Studies, Photography, Language Arts, Outdoor Education, Life Skills and PE;
- Hosting Fall Pro D event in partnership with LifeCycles, Farm to School BC and Island Health, which was attended by over 65 educators;
- As an employee of EMCS Society, designing and developing a summer work experience program. As work site supervisor supported students in working with us and developing their hands-on skills while working at the Royal Bay and EMCS gardens throughout the summer;
- Supporting spring garden programs at Colwood and Wishart Elementary;
- Designing seed envelopes and packaging more than 900 seed packs with school grown seeds, which were sold and distributed via schools and Buckerfield's Langford location;
- Producing more than three stuffed panel vans full of food, which was used in school foods and culinary programs;
- Securing \$10,000 in grant funding to support program expenses;
- Securing School District support for our program's continuation;
- Negotiating Memorandum of Understanding between LifeCycles, TOPSOIL, **Royal Bay Secondary**, EMCS Society and School District 62 to support a TOPSOIL micro-farm installation at Royal Bay Secondary.
- Engaging seven community organizations in supporting SD62 garden programming.

6 COMMUNITY PARTNERSHIPS⁴

The Society's mandate is to build partnerships to strengthen the relationship between schools and the surrounding community. Beyond regular courses, programs, and activities, the Society currently partners with over 25 local organizations to offer a variety of community-based projects and services:

Program	Timeframe	Community Partner(s)
Sooke Region Communities Health Network (SRCHN) Working towards, advocating for, and supporting healthy	2008 - ongoing	Sooke Family Resource Society Sooke Integrated Health Network Sooke Doctors

⁴ Most of this section was taken from the 2015 review report or the November 2021 annual report and has been updated as necessary.

communities from Beecher Bay to Port Renfrew.		Public Health Nurses Sooke Region Volunteer Centre Ayre Manor Cooperative Association of Service Agencies (CASA)
Sooke Region Literacy Task Force Promote and develop literacy in the Sooke Region (Beecher Bay to Port Renfrew) using the Learning Communities Framework and through building relationships and partnerships with complimentary organizations.	2010 - ongoing	School District #62 (Sooke) Pacheedaht First Nation Sooke Family Resource Society Vancouver Island Regional Library – Sooke Branch Sooke Rotary Community Members
Good Food Box & Cooking Out of the Box Monthly delivery of fresh fruits and vegetables open to all with cooking classes for those with IHN subsidies.	2011 - ongoing	Sooke Integrated Health Network Fernwood Neighbourhood Resource Group
Youth Friendly Business Project & Youth Employment Strategy Work with local businesses and the Youth Engagement program's 4-years of "Youth Friendly Business" research to determine the needs of youth/business and create a stronger pool of local employable students.	Summer 2012 - ongoing	Sooke Chamber of Commerce Canada World Youth
Wild Wise Sooke: Bear Wise Project (Prev. WildSafe BC) Reduce human/bear conflict through education, cooperation, and active management initiatives in the Sooke region.	Summer 2014 - ongoing	Transition Sooke District of Sooke Coexisting with Carnivore Alliance CRD Conservation Officers Sooke RCMP Sooke Chamber of Commerce Zero Waste Sooke Sooke Food Community Health Initiative

<p>Age-Friendly Committee</p> <p>An intergenerational approach to developing age-friendly services and amenities for people of all ages in the Sooke region.</p>	<p>Fall 2014 - ongoing</p>	<p>Sooke CHI SEAPARC Leisure Complex Sooke Region Volunteer Society District of Sooke Cooperative Association of Service Agencies (CASA)</p>
<p>Sooke Region Mural Project</p> <p>Provide mentorship for young artists; Spring & summer youth engagement; Community beautification.</p>	<p>Spring 2015 to Summer 2015 with possible 1 year extension to Summer 2016</p>	<p>Sooke Fine Arts Association Pacific Centre Family Services Association</p>

7 OBSERVATIONS

The following observations reflect the reviewer's consideration of the data that was collected from surveys, interviews and through document review.

7.1 MISSION AND VISION

Crucial to any review is to examine the organizations actions in relationship to its stated Mission and Vision. *(Bold Italics are the reviewer's observations)*

7.1.1 Mission

It is the mission of the Edward Milne Community School and Society to partner with students, parents, and the community to build a safe, supportive, and challenging learning environment that enables people to make a living, make a life, and make a difference.

In terms of data from the surveys and information gathered through interviews, it is apparent that the EMCS Society's strongest partnership is with the community. To a lesser extent with students, especially EMCS students, and has little partnership with EMCS parents.

7.1.2 Vision

To provide lifelong learning opportunities for people of all ages in the Sooke Region.

The data supports evidence that the vision of providing lifelong learning opportunities for people of all ages. This is a strength of the current programming.

7.2 GOVERNANCE

The Society is guided by two separate organizations and their acts, policies, and regulations. Firstly, as a registered Society within the BC Societies Act, they are governed by the Act. This is most notably in the way it prepares its financial statements and the composition and

constitution of the Society and its directors. Secondly, it is governed by the policies and regulations (B-425) of School District #62 (Sooke).

(Bold Italics are the reviewer's observations)

Regulation B-425 provides direction for accountability and reporting structure.

1. The Society shall be accountable through the principal of the school to the Board of School Trustees. (see observation 4.a)
2. The Community School Society shall establish an approved accounting system for the control of its revenues and expenditures. An annual audited financial statement shall be issued to the Secretary-Treasurer.
 - a. ***The Financial Statements provided annually are unaudited, although they are publicly available, it is unclear whether these are provided to the Secretary-Treasurer.***
3. A committee consisting of designates of the Community School Society and designates of the Board shall review and assess annually, the complete operation of the Community School and Society.
 - a. ***It appears that this committee does not regularly meet to review and assess the work of the Society.***
4. The Community School Society Board of Directors shall be involved in an advisory capacity as outlined in Section of the School Act.
 - a. ***This regulation is somewhat ambiguous. It states that the Society board is advisory as outlined in (the) section of the School Act. The school act reference may not be current for community schools, as each school district has a different approach. If the regulation is to mean advisory to the Board of Education, then presumably it is through the previous regulation stating that the Society "shall be accountable through the principal of the school to the Board of School Trustees".***
 - b. ***Somewhat problematic in the regulation referred to above is that de facto, the principal and often a trustee (or two) shall also sit on the Society Board of Directors. This can result in staff and trustees sitting as Society directors voting on motions that are advisory to themselves.***
 - c. ***One method to avoid this conflict, would be to have the principal and trustee(s) attend Society directors' meetings, but not as directors.***
5. An allotment of \$20,000 from the School District operating budget to offer continuing education programs. The total amount of these funds will be reduced by excess revenues

generated after instructors' fees and costs have been paid. The district's accounting office will provide bookkeeping services as required.

- a. *Currently, the district provides substantial funds exceeding \$20,000. These funds come from CommunityLink funds (a special purpose grant), therefore if government should end the CommunityLink program, funding would be required from the general operating budget.*
- b. *It is not apparent that the district is providing bookkeeping services for the Society, they have had the same private accountant for several years. This arrangement may well be the preferred option but is contrary to the regulation.*

7.3 FINANCE

The Society does an admirable job of bookkeeping through its coordinators and external accountant. Revenue for the Society comes from three different sources.

7.3.1 School District 62

- 1.1. The school district structurally provides support for the coordinators' salaries and benefits (approx. \$85,000) and a cash grant of \$5000, annually.
- 1.2. In the 2021-22 school year, support for the Gardening Coordinator has also been provided (approx. \$36,000). Preliminary budget plans are to continue with this support for the 2022-23 school year.
- 1.3. The Society manages the rental of school district property in Milnes Landing. This effectively contributes another \$20,000 to the Society to help support its programming.
- 1.4. The district also offers without a fee, office space, technical, and custodial support for the operation of the office and staff.

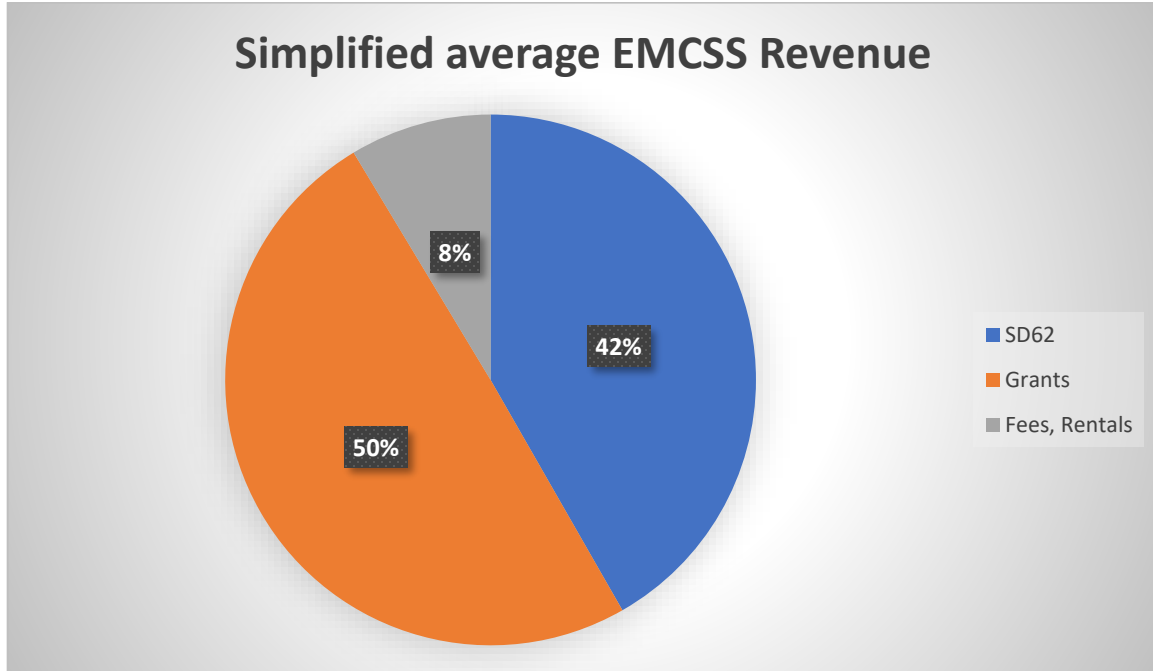
7.3.2 Grants

- 1.1. Aside from the district grants mentioned above, the Society receives grants from both regular major donors and more localized project-based donors.
- 1.2. Structural major donors include BC Gaming Grants, Decoda Literacy Grants, and Government of Canada HRSDC grants.
- 1.3. Specific target-based grants come from a variety of sources including service clubs (Rotary, Lions), local businesses, and individual donors.
- 1.4. Larger non-structural donors (Telus, United Way) are also contributors to specific projects.
- 1.5. Although many grants are counted on annually there may be granters that change their support in the future.

7.3.3 Other Revenue

- 1.1. Rental of school district rooms and property. The Society manages the community rental of rooms and field space for the district, it retains the revenue to support its programming.
- 1.2. Course fees. The Society collects a portion of course fees collected from outside providers. It also collects fees for participants in its own programs (i.e Makerspace)

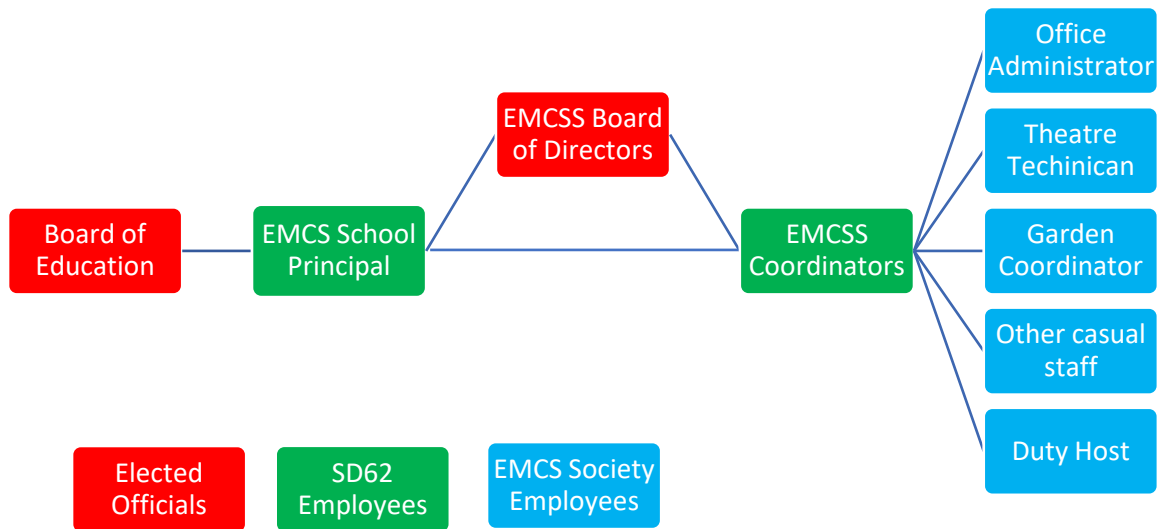
1.3. Membership. The Society collects a small fee (\$2) for annual membership



**Due to the pandemic fees and revenues have unreliable for the past 18 months, therefore this graph is a simplified average of the preceding few years.*

7.4 REPORTING

The reporting structure of the Society is more complex than most. Given that school district policy and regulation state the Society board as advisory, the Society gives advice to the principal and then through to the trustees. The coordinators are district employees who report to the school principal and work extensively with Society directors. All other Society employees work for the Society, not the Board of Education. This is best understood in the diagram below. Although this reporting relationship can be clearly understood, best practice would be to review this process regularly. Especially with new Society directors or members.



7.5 MAKERSPACE

The Makerspace in the school is managed by the Society. Makerspace is an idea that has gained interest and momentum in the last five years, where school facilities are shared with community members. Most often these are shops, tech, and textile rooms. The community contributes money for extra equipment which becomes available for student use.

The EMCSS Makerspace was initiated through an anonymous gift from a local citizen. Further supported through grants from provincial organizations. Not surprisingly, it was one of the first programs to shut down during the pandemic. Currently, the shop space where the Makerspace is situated is also used as storage for the wood and metal programs and as an informal overflow space when required by the school's shop teachers.

A safety audit was done in July of this year for all the shops in EMCS. One of the findings was that the classroom space was being used for both metal and wood projects and that the extraction system can only handle one type of shop activity. The district's Health and Safety manager has further commented that:

- Currently equipment is moved around the space to accommodate extraction shortcomings.
- There should be a robust communication protocol between day and night users, sharing issues related to equipment and safety.
- Currently there is a significant amount of equipment in a small space. Floor safety markings are required around equipment.
- Training (certification) is required for the Makerspace coordinator.
- How does the Makerspace coordinator ensure that public users are trained to use equipment? Is there a protocol?

- A hazard check should be performed every morning prior to students using the Makerspace shop.
- Currently there is not an identified Makerspace facilitator.

7.6 GARDEN COORDINATOR

By all accounts this program has been very successful, with increased interest in food security, balanced nutrition, and organic food production, both students and the community have subscribed to this program. Further, foods and culinary programs have seen school gardens as a necessary teaching element of their programs.

The gardening coordinator position has grown to cover all four secondary schools in the district. Currently spending one day a week at each school. As well, as gardening coordinator assistant has been hired to assist in the summer months, enabling an interested student in obtaining work experience (WEX) credits toward their graduation certificate. The coordinator has an approximate budget for supplies and travel \$300 for monthly expenses.

Funding for this position has been inconsistent, starting with a small grant, then further grant applications were applied for to support expansion. The school district is currently paying the salary of the gardening coordinator through CommunityLink funds.

There is strong desire among all users (schools) to increase the garden coordinator to full time, currently he is working 25 hours per week.

This program is interesting in that it directly impacts all secondary schools in the district, while most community school programming is directed at Milnes Landing.

Overall, the Gardening Coordinator is a good example about how the Society can add value to the programming of the district, which might be more difficult if attempted within its current employment structures and relationships.

7.7 COVID-19

As with every other aspect of the school district, the COVID-19 pandemic has had a significant impact on the operations of the Society. As a non-essential service, Society programs were the first to shut down and the last to open. EMCSS staff have done an admirable job to continuing the few services it could and maintain interest in the Society and the past programs.

The challenge will be to see if the past programs can simply be started up again or whether the momentum that had was lost and new substitute programs offered.

7.8 NEW OPPORTUNITIES AND OLD LIABILITIES

The Society must constantly examine its programming and critically ask if it is still meeting the mission and mandate outlined in the Society documents. Looking at each current programming critically on a regular schedule is a healthy way to ensure that the offerings remain relevant.

New opportunities must also face critical examination. The Society through its coordinators, is also in a unique position to examine new programming opportunities and grant prospects. The coordinators must continue to keep this as a critical element of their positions.

8 SURVEY RESULTS

The surveys were given to two distinct groups. The first was parents and staff of EMCS, the second was more broadly delivered to the community at large. The questions in both surveys were the same. The reason for the two surveys was that the mission statement references, students, parents, **and** the community.

*It is the mission of the Edward Milne Community School and Society to partner with **students, parents, and the community** to build a safe, supportive, and challenging learning environment that enables people to make a living, make a life, and make a difference.*

Participation in the survey was mixed, 64 surveys were opened by staff and parents. Of that 25% were parents, 40% were staff and remainder did not identify or did not complete the survey. In the community survey 17 surveys were opened by community members, while 10 did not complete the full survey. The small sample size of the community survey will not result in a true picture of the community's view, though the comments left by respondents is instructive.

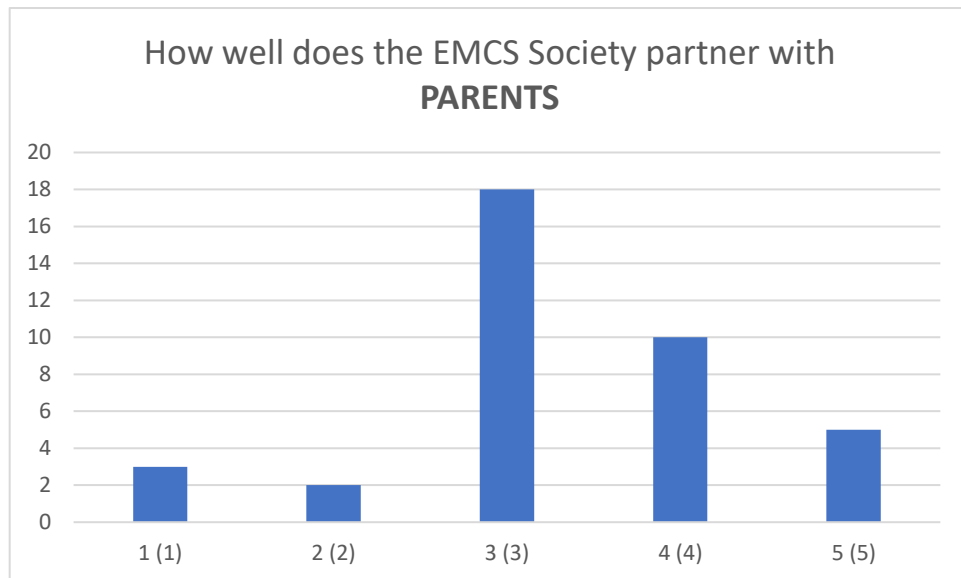
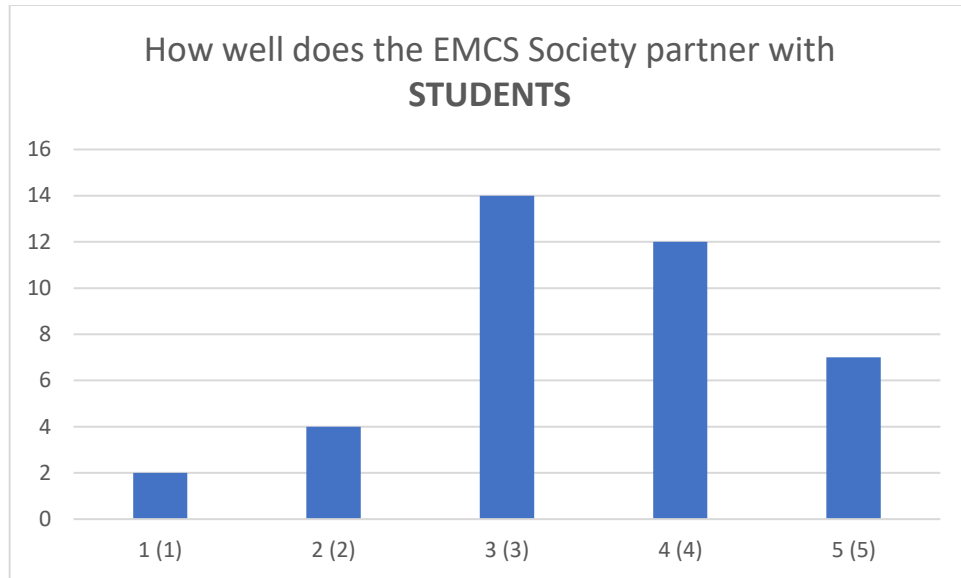
8.1 PARENT-STAFF SURVEY RESULTS

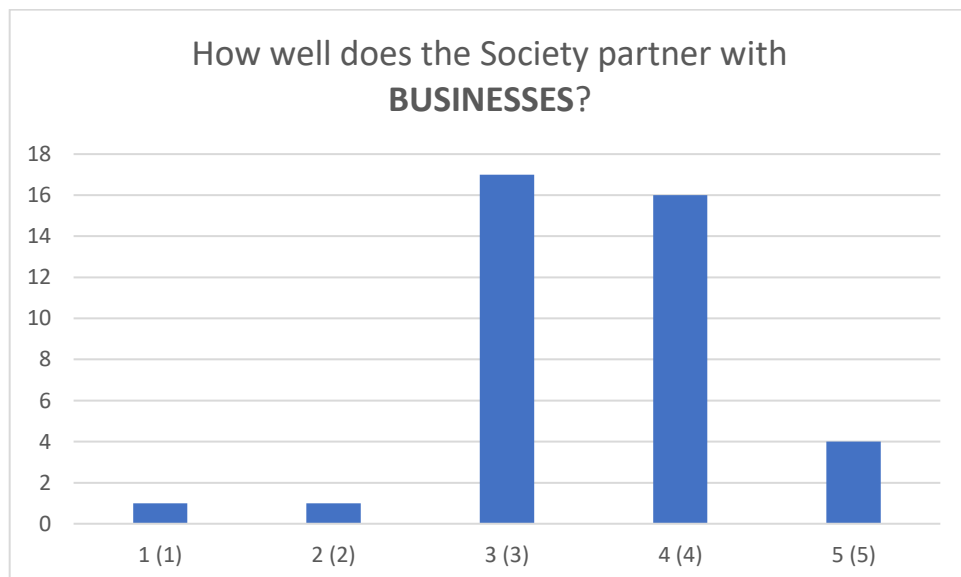
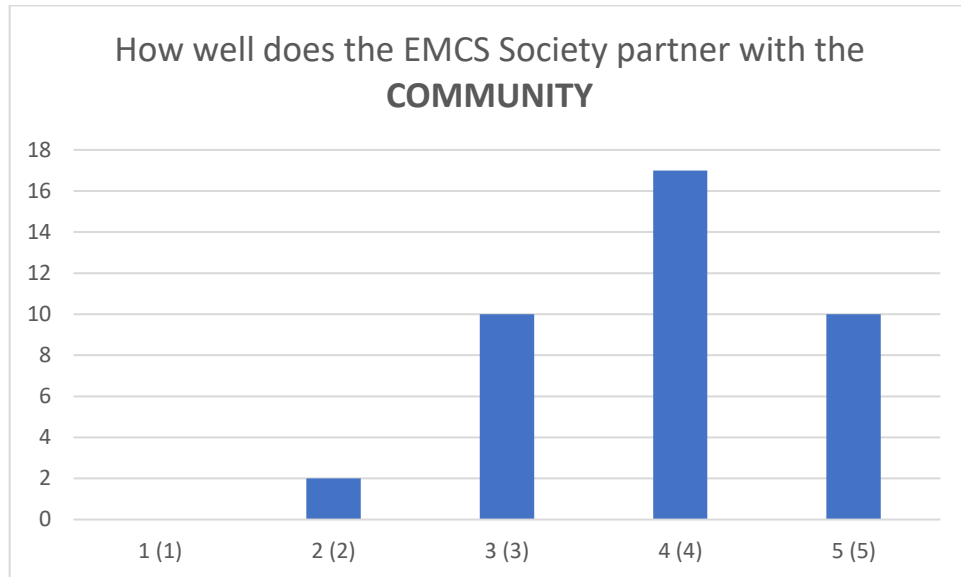
Below you will find charts representing responses to the questions. All responses are scaled from 1-5, with the following descriptions.

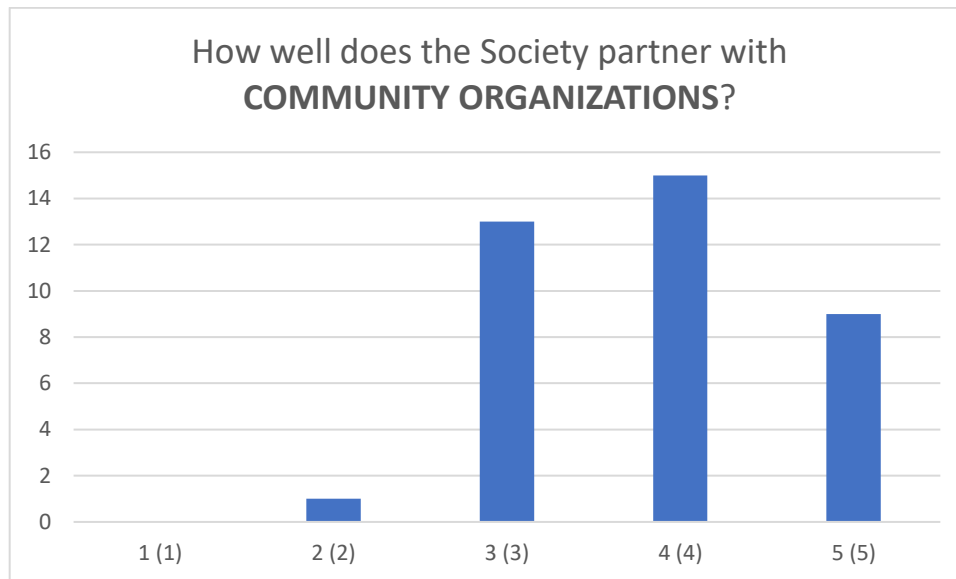
Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1	2	3	4	5

8.1.1 Section 1-EMCSS Partnerships with various sub-groups

The following charts show respondents views on the strength of the Society with its various partners.





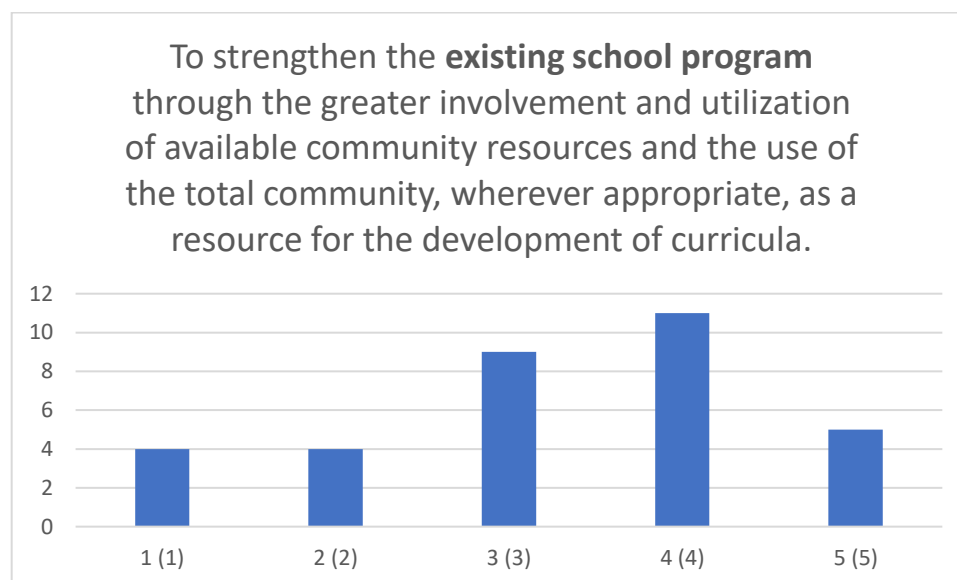


In terms of partnerships, survey results show a relationship with all three groups. The strongest support is for the community and the least supported being EMCS parents.

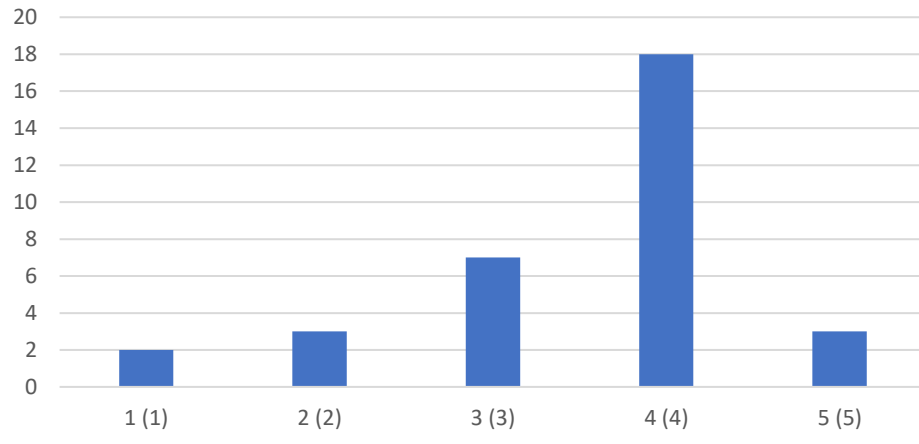
Generally, respondents viewed Society partnerships positively, with the overwhelming majority believing that the Society partnerships were from neutral to strongly agree. EMCS parents and students are the least impacted, potentially identifying an area for growth.

8.1.2 Section 2-School District No. 62 (Sooke) Objectives for the Society

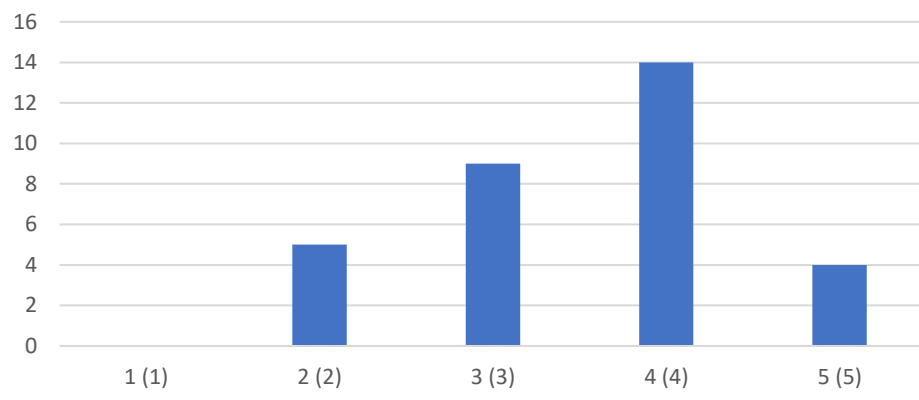
The following charts show respondents views on the Society meeting the stated objectives as per the school district.



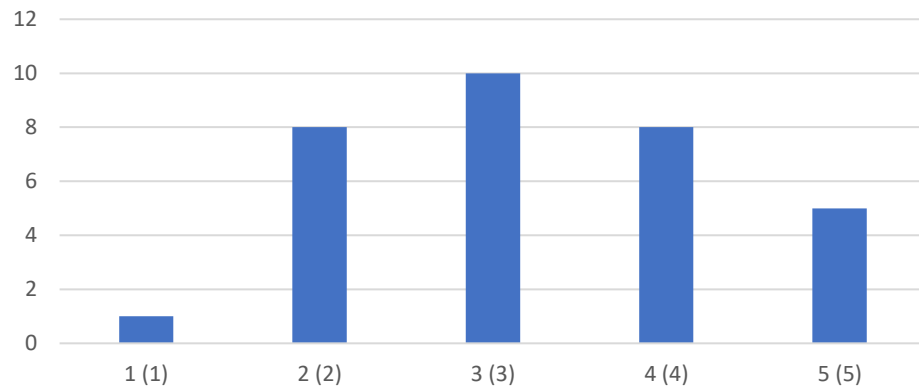
To facilitate school cooperation and coordination
with private and public **community agencies**.



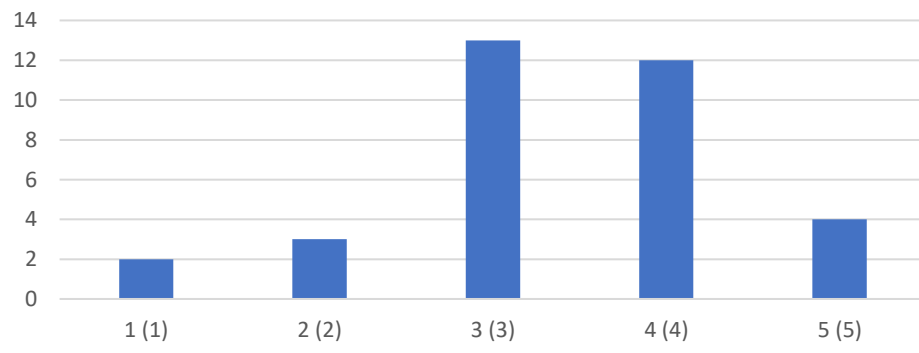
To more effectively **utilize existing community resources**, including schools and other facilities,
for desired community programs.



To expand the range of **optional learning**, participation, and involvement opportunities for **children and youth**.

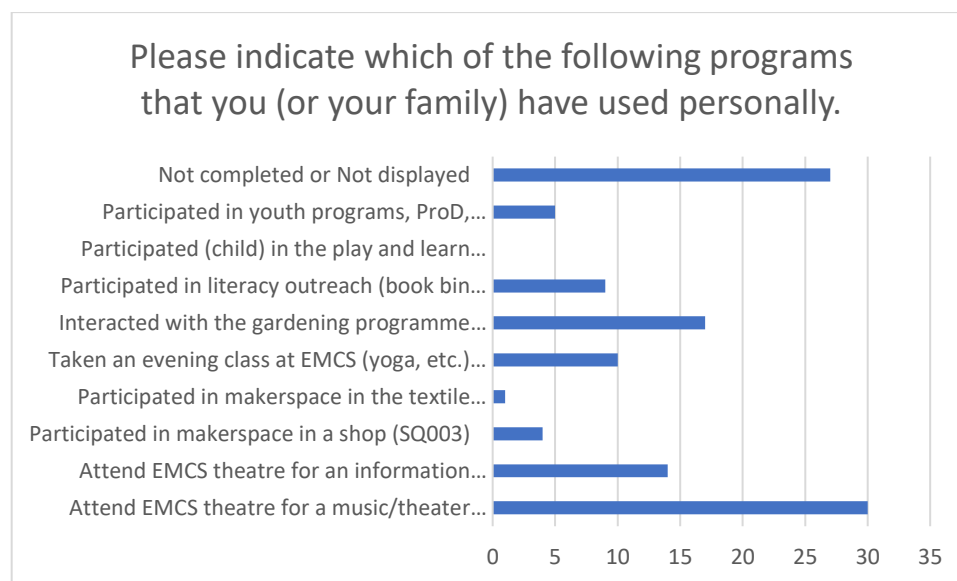


To provide involvement and participation opportunities for **adults** and the promotion of **volunteer leadership** in all phases of the program.





8.1.3 Section 3 - Personal use



8.1.4 Section 4-Comments

The following are verbatim comments from the survey (all have been included)

- *The school Society has enormous potential that isn't being used and seems to have lessened in the last 5-8 years. Would love to see someone passionate take the reins, especially as our community has grown so much*

- *I think it would be a good idea to have an acre of land by the farm in town that is going to build homes there. Ask the builders to donate green space so kids at Journey could have the opportunity to do hands on learning in science by building and running a garden and selling produce. The farm is located across from the new library. Perhaps the historical Society could pitch in to make this happen as well as the district of sooke and lions club royal bank and other local businesses.*
- *I'd say this review is ill-timed due to the pandemic. I have not seen the Society functioning as it ordinarily would over the last two years, so I therefore do not feel qualified to comment on any of the questions herein. In general, I am highly supportive of EMCS' unique community-school context. It's a fantastic idea to open the building to the entire community and provide space for education for all. In fact, I'd like to see more interaction between high-school students and evening community students where possible. Our space has great potential to facilitate a culture of multi-generational and collaborative education.*
- *I don't see any direct impact on students in need or the provision of programs for students. The Society appears as a community element with little connection to the school beyond sharing the physical space and resources.*
- *I think the program is very limited, we could some more with flexible times, so people that work different hours can participate as well*
- *i really appreciate the first aid courses. I do not see emcs Society adv at all anywhere???*
- *For Senior Girls and Junior girls volleyball the community office lady, Barb, was PHENOMENAL in the booking process all season. It was not only easy and accessible to make bookings, but there was flexibility and future planning offered as well, which is great!!*
- *My answers have been affected by the current pandemic, regardless I feel that the program office does not offer a lot to our community in comparison to the cost and space to staff it. The major component of the program office appears to be to book the outer zone facilities for user groups and that could be done by existing staff who are already doing this work from our district facilities office.*
- *I have not had any interaction with the Society as a parent, nor has my student directly benefitted from the Society. To my knowledge they are a resource for community workshops and classes and the connection to the school system revolves purely around the use of physical space and resources.*
- *In general, I feel that the community school Society provides community access and engagement to EMCS for the broader community. I specifically feel that the new garden education programs are both innovative and practical, finding new ways to connect learners to food systems, nature, and the broader community. While not directly involved, I have heard that the literacy camps in the summer are important and enjoyable. I also feel that the Society has potential to enhance community engagement and reinvigorate partnerships with local NGOs, businesses, and user groups.*
- *I don't feel like there is a strong connection between the Society and the school. Some staff members have strong relationships and use it effectively, but the majority don't know what is available, or what is offered. I have worked at EMCS for a while now and have not used it to supplement or complement my teaching because I don't know what programs are available, or how to access the,. I'm sure the answers are available to me, but I do not have the time to do all the legwork necessary. It seems as though each year the totality of interaction between the Society staff and teaching staff is a brief introduction at the September staff meeting that amounts to the Society saying, "We have stuff available to you, come find out what it is," followed by periodic reminders from school admin that we have the Society as a resource, but no one every communicates what they offer to classrooms and curricula.*
- *I would like to learn more about what the Society offers for students and school staff.*

- *I'm sorry that my survey is pretty blank. I actually have never heard of you, and know very little about you. I have lived in Sooke for 20 years, I have one child graduated from EMCS (went there the whole time) and one in grade 10 so I'm both a bit embarrassed and confused that I hadn't heard of the Society*
- *I would love to see more social/classes outside of school hours dedicated to teens and their interests as there is a gap, or missing programming for 14-16 year olds. More movie night, dyi arts and crafts, paint nights, make your own beauty products, video game competitions, teen yoga, singing lessons, international nights...*

8.2 PUBLIC COMMUNITY SURVEYS

As mentioned at the beginning of this section, 17 surveys were opened, 10 were not completed, resulting in 7 complete surveys. These data will not give a true picture of community opinion of the Society. The survey results of the 7 respondents roughly matched the responses from the Parents-Staff survey with slightly stronger support for community connection.

Given the time of the year (close to Winter break), and the pandemic (resulting in EMCSS programming being greatly diminished) this result is not surprising. However, it was felt that it was very important to ensure that any community member that had an opinion about the Society should be given an opportunity to express those thoughts. Most interesting from this groups were the comments, which are listed below in full.

8.2.1 Public Survey Comments

- *There must be a way or process to attract additional Society members. Possibly by making presentations to various groups. Chamber, Lions, Rotary, Sooke Community Choir, Evolution Choir, various clubs and organizations, to expound on the value of the EMCS Society and attracting new members for the betterment of the Community.*
- *The Society could conduct a survey to discover if communities such East Sooke, Shirley, Otter Point would use learning opportunities in their area.*
- *It is good to see EMCS staff involved with other non-profit organizations in the community. It is extremely beneficial to have their input.*
- *The community has several organizations providing activities and/or services for youth, but no recognized "champion" that is consistently advocating for youth, youth services or youth programs in Sooke. Could EMCSS be a recognized leader and be that champion?*

9 RECOMMENDATIONS

The following list of recommendations is based on the observations listed above.

9.1.1 **Governance**

- Clarify that trustees and the EMCS principal are **not** voting members of the Society. They attend directors' meetings for their own knowledge and understanding.
- The Society provides **advice** to the principal who represents the Board of Education.
- Consider **reviewing** policy and regulation B-425 to see if requires amendment to meet current needs.
- The regulation states that a committee should be convened **annually** to assess and review the operation of the school and Society. This should be implemented.
- Actively encourage diversity and representation on the Board of Directors. The Board may wish to consider the inclusion of groups not currently represented on the Board. The inclusion of an **indigenous** director, **student** director, school **staff** director, and school **parent** director would help the Board work toward its mission (*It is the mission of the Edward Milne Community School and Society to partner with students, parents, and the community to build a safe, supportive, and challenging learning environment that enables people to make a living, make a life, and make a difference.*)
- Schedule an annual presentation to the Board of Education, to keep trustees apprised of the work of the Society.

9.1.2 **Reporting Relationships**

- Society employees report to the coordinators. This should remain.
- The coordinators report to the school principal and have an informal reporting relationship with the Board of Directors. **This arrangement is appropriate.**

9.1.3 **Finance**

- Currently, SD62 directly funds the positions of coordinators (see choices in summary).
- SD62 also provides indirect funding to the Society which helps fund the Gardening Coordinator. **This arrangement should remain distinctly separate**, to ensure that the coordinator is not an employee of SD62.
- All SD62 funding is from the CommunityLink fund. **Re-examine whether the Board wishes to continue with the current funding structure.** Although these funds have been supported by government for many years, they are not **structural** in the provincial funding allocation plan. Different management of these funds could advocate for different priorities in the future. This could be a potential liability to SD62 if not considered (see choices in summary).

9.1.4 **Makerspace**

- Consider moving the program from a “drop-in” format to a course-based format (i.e., six-week 3D printing course). Charge a fee for the course and gauge whether there is interest in drop-in days after building some success.
- **Set a time limit for uptake**, if there continues to be low interest, cancel the program, and move on to another initiative

9.1.5 New programs

- Consider exploring daycare and **before and after school programs** that have been used in the past. Often regular staff in the school can provide a good base of their own children for a daycare program. It would also be an attraction for some teachers to want to teach at EMCS.
- **Membership drive**
The Society should put some sustained effort into a membership drive to increase participation and provide a broad base of potential directors to volunteer on the Board of Directors.
- **School/Student Participation**
Consider adding teacher and student directors to the Board of Directors. Another idea would have the coordinator(s) attend regular EMCS staff meeting, with a standing agenda item.

10 SUMMARY

The Edward Milne Community School Society has been in place for over 34 years. The operating principle of the Society is dynamic in responding to change in education and community needs and expectations. The Society has done an admirable job in acting to meet the needs of the community. This has been especially evident during the current world pandemic and the impact that public health measures have had upon programming.

The Society, by its nature, **must** respond to change. Past initiatives such as the **whale skeleton** and the **long boats** projects will run their course and appropriately be replaced by new initiatives. Currently the documentary on the history of the Society and the whale skeleton (Tale of a Whale) is a good example of an appropriate pivot during pandemic times. The Society must have the foresight to expand to fresh programs, but also the courage to cut programming that has run its time.

In terms of value, the Society can be measured in several distinctive ways. With any value proposition there are a variety of lenses which it can be viewed. Most relevant in this case are **financial stability, meeting community need, and corporate/community agency**.

Financially, the Society receives approximately half of its income from School District 62. Although not strictly adhering to policy and regulation (i.e., audited financial statements, \$20,000 district contribution), there is abundant evidence that expenditures are well accounted for, and that the Society Board has a good understanding of their finances which is provided by staff and the external accountant.

In terms of meeting community needs, the Society provides adequate programming, but even more importantly, acts as a community incubator for ideas and programs which may start as a Society program and then gain independence and flourish on its own (i.e., SRCHN).

In terms of meeting school needs, the Society allows the district (school) to operate programming and services that which might be difficult within its regular structures. By way of

example, the gardening coordinator is an employee of the Society, as well as the theatre technician. Both positions are unique, require specialized skills, and often operate during non-typical school district hours. It would be difficult for SD62 to employ these positions in its employee group structure.

Politically, the Milnes family of schools has always been geographically separated from the Royal Bay and Belmont families. With the rapid growth of student population in Colwood and Langford, naturally new schools and additional programs have been added to those families. They are at a scale where additional offerings make sense because of increased numbers. Growth in Milnes Landing has been slower. In terms of agency and self-determination, having a community school in SD62 is distinct to Edward Milne, there is naturally a certain amount of pride and identity because of this uniqueness.

The essential question that faces the school district is the financial support provided to the Society. The district offers approximately half of the revenue that the Society requires to operate. The decision to fund the Society through CommunityLink funds was made many years ago. The original rationale was that when the province removed community school funding it was replaced with CommunityLink. This made sense at that time. Through the decades, CommunityLink funds have been focussed on vulnerable learners, by providing food programs, extra support for literacy, numeracy, and health. The Society has tried to adapt to the CommunityLink mandate, by offering programming such as the Play and Learn Summer camp, coordinating the Westshore and Sooke Region Literacy Projects, and 1000 X 5 pre-school book programs. The answer to this question can be reduced to three choices:

1. Continue funding EMCSS through CommunityLink funds. The advantage of this choice is that it is the status quo and has been working satisfactorily for decades. The disadvantage to this choice is that CommunityLink funds are fixed, not tied to enrolment growth and based on an old formula that is unlikely to change. The second disadvantage is that it also takes funds that could be used to further support children's food programs more directly.
2. Fund EMCSS from regular operating funds. The advantage of this choice is that it can be structurally built into the budget. A second advantage is that this allows more CommunityLink funds to be available for vulnerable students. The disadvantage of this choice is the obvious need to find additional resources from the operating budget, where all funds are needed for essential use.
3. Cancelling the support of the Society. The advantage of this choice is that it makes available further funding for vulnerable students through CommunityLink and does not burden the current operating budget with an additional expense. The disadvantage of this choice is the loss of the Society (and programs) that provides significant services to the community of Sooke. In terms of confidence in public education, school districts usually make major program cuts at a time of significant funding cuts or deficits. It may not be obvious to the public why these cuts were made in a time when the district is not in financial stress.

Finally, at the risk of repeating the obvious, COVID has significantly impacted the Society’s ability to operate. Judging the efficacy of the Society and its programs may not be fair at this time. There are significant changes and improvements that can be and should be implemented as mentioned above. These would be worthwhile enhancements to the Society offerings.

11 APPENDICES

11.1 PARENT/STAFF AND COMMUNITY SURVEY

Below is a copy of the text from the online survey and a summary of questions asked.

EMCS Society Review

Thank you for participating in this survey, your input is valuable in guiding the future direction of the Society. Every five years School District 62 (Sooke) policy calls for a review of the Society, this survey will serve as one element of the data that will inform this review.

Since June 1987, the EMCS Society (“the **Society**”) has worked to build partnerships with individuals and organizations in the community to provide life-long learning opportunities for people of all ages in the Sooke region. The Society oversees educational, cultural, and social programs, projects, and services developed to meet the needs of the community and optimize educational outcomes for vulnerable students. As well as sponsoring a wide range of community education programs and fostering regional partnerships, the Society manages the Sooke Community Theatre, acts as a fiscal host for the Sooke Youth Council/Youth Engagement Program and the Sooke Region Literacy Program. The Society is also a member of the Sooke Region Volunteer Centre, Volunteer Victoria, the Sooke Community Health Initiative (Sooke CHI), and the Association for Community Education in BC (ACEbc).

11.1.1 Section 1 - Mission

It is the mission of the Edward Milne Community School and **Society** to partner with students, parents, and the community to build a safe, supportive, and challenging learning environment that enables people to make a living, make a life, and make a difference.

Please score and/or comment on how well the **Society** is achieving the partnerships described above. Score from 1-5:

Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1	2	3	4	5

- How well does the EMCS **Society** partner with the following groups. (Students, Parents, Community)
- How well does the **Society** partner with community organizations?

11.1.2 Section 2-School District No. 62 (Sooke) Objectives for the Society

Please score and/or comment on how well the **Society** is achieving the objectives outlined in school district policy.

- To strengthen the **existing school program** through the greater involvement and utilization of available community resources and the use of the total community, wherever appropriate, as a resource for the development of curricula.
- To facilitate school cooperation and **coordination with private and public community** agencies.
- To more effectively **utilize existing community resources**, including schools and other facilities, for desired community programs.
- To expand the range of optional learning, participation, and involvement opportunities **for children and youth**.
- To provide involvement and **participation opportunities for adults** and the promotion of volunteer leadership in all phases of the program.
- To increase local citizen involvement in **decision-making and leadership** aspects of their local community efforts through partnerships, workshops, and courses.

11.1.3 Section 3 - Personal use

Please indicate which of the following programs that you (or your family) have used personally.

Check all that apply Please choose **all** that apply:

- Attend EMCS theatre for a music/theater event
- Attend EMCS theatre for an information meeting/movie night/etc. Participated in makerspace in a shop
- Participated in makerspace in the textile room Taken an evening class at EMCS (yoga, etc.)
- Interacted with the gardening programme (purchased seed, food)
- Participated in literacy outreach (book bin program, books for breakfast, summer literacy event, 1000X5 program)
- Participated (child) in the play and learn summer camp
- Participated in youth programs, ProD, spring break camps, mountain bike camps etc.
- How valuable are the **special projects** supported by the Society? For example, replacing the theatre seats, and commissioning the documentary "Tale of a Whale"?

11.1.4 Section 4 - Comments

Please take this opportunity to comment on the contributions that the Society has made, areas where it could grow or any other information that you feel would like to share for this review.

11.2 EMCSS JOB DESCRIPTIONS

The following three job descriptions describe the regular **office** positions in the Society. Other positions such as duty host, theatre technician, literacy coordinators etc. are hired by the coordinators on a personal contract basis and report to the Society board through the coordinators. The two coordinators are employees of SD62, the office assistant is an employee of the Society.

11.2.1 COMMUNITY SCHOOL ADMINISTRATIVE COORDINATOR

Position

The Community School Administrative Coordinator is a leadership position with the Edward Milne Community School Society. The coordinator will work in partnership with The Community School Program Coordinator and Edward Milne Community School to establish, maintain and grow effective programs that directly foster strong families and deepen community engagement. The Administrative Coordinator will play a critical role in creating a healthy school and community environment that supports all students and families, including vulnerable students.

The EMCS Administrative Coordinator is accountable to Sooke School District, Edward Milne Community School, and the EMCS Society Board of Directors. The Administrative Coordinator is a part-time, Sooke School District Employee who reports to the Principal of EMCS. The Administrative Coordinator maintains membership, and participates in the Association of Continuing Education BC, and other related professional associations as appropriate. This is a part-time, excluded, contracted administrative position that works for 12 months of the year, with flexible hours, in accordance with Board Administrative Procedure #8 for Exempt staff. The regular working days for this position will be Wednesday afternoons, Thursdays and Fridays.

MAJOR RESPONSIBILITIES

1. Theatre and Literacy Program Development

The EMCS Community School Administrative Coordinator is the primary liaison between the community with regard to theatre user groups. Serves as the program and event manager for the school's community theatre. Leads THUGS (Theatre User Groups) and oversees the Theatre Coordinator. This role also oversees the Literacy Coordinator position and is in the leadership role for associated programming, including the Play and Learn Camp. Program development is to be executed within Sooke School District and Edward Milne Community School policies, objectives, goals and EMCS Mission Statement.

2. Staff Management

Recruit, train, supervise and evaluate Society staff. For all personnel activities, the Community School Administrative Coordinator is to work collaboratively with the Society Directors and School Administration.

3. Community Liaison/Partnerships

Facilitate the development of cooperative working relationships between the community school, community groups, government and businesses. The EMCSS Coordinator fosters a strong sense of engagement from Directors and Citizens in community school programs and activities.

4. District/School Partnerships

To work cooperatively with all Edward Milne Community School staff to facilitate the use of community resources and materials to enable extra-curricular enrichment and experiential learning. This includes, programming that directly and indirectly supports healthy youth and families; management of theatre space out of regular school hours. The EMCS Administrative Coordinator works collaboratively with a wide range of Sooke School district staff including: EMCS staff, District Finance, and Aboriginal Education.

5. Fundraising/Grant Procurement

Under the direction of the Society, seek and obtain additional funds to support the theatre and literacy programs. This role is also responsible for the Annual Gaming Grant.

6. Budget and Contract Development/Monitoring

Work cooperatively with Society directors, Society bookkeeper, accountant, and school administration to develop and monitor budgets, review quarterly financial report. Prepares and provides financial information for the Annual Report. Manages contracts with partner groups (including, but not limited to: IHN, HRSDC, SEAPARC).

7. Administration

Undertake School District 62 and Society administrative duties including supporting the EMCSS Board, the oversight of Society finances and liability, the management of the Society's records, the Society's legal obligations, and ensuring that SD62 policy is followed. The EMCS Coordinator sits on all Society committees. The EMCS Administrative Coordinator prepares draft policies for the Society and program office operation for Society directors and school administration discussion, review, and implementation. The EMCS Administrative Coordinator attends EMCSS board meetings.

KNOWLEDGE AND SKILLS:

- A commitment to the Community School Philosophy.
- Formal training and/or experience in Community education/program development.
- Demonstrated ability to work as a member of a collaborative team.
- Demonstrated ability to communicate effectively with multiple stakeholders.
- Demonstrated leadership and organizational capabilities.
- Demonstrated communication and interpersonal skills.
- Demonstrated administration skills, including finance and budget development.
- Effective experience in fundraising, grant writing, marketing, and promotion.
- Training experience and knowledge of secondary curriculum would be beneficial.
- Experience working with theatre and other culture activities would be an asset.
- Demonstrated ability to build strong relationships with community.
- Ability to prioritize and see projects through to completion.

11.2.2 COMMUNITY SCHOOL PROGRAM COORDINATOR

Position

The Community School Program Coordinator is a leadership position with the Edward Milne Community School Society. The Program Coordinator will work in partnership with the EMCS Administrative Coordinator and Edward Milne Community School to establish, maintain and grow effective programs that directly foster strong families and deepen community engagement. The coordinator will play a critical role in creating a healthy school and community environment that supports all students and families, including vulnerable students.

The EMCS Program Coordinator is accountable to Sooke School District, Edward Milne Community School, and the EMCS Society Board of Directors. The Program Coordinator is a part-time, Sooke School District Employee who reports to the Principal of EMCS. The Program Coordinator maintains membership, and participates in the Association of Continuing Education BC, and other related professional associations as appropriate. This is a part-time, excluded, contracted administrative position that works for 12 months of the year, with flexible hours, in accordance with Board Administrative Procedure #8 for Exempt staff. The regular working days for this position will be Mondays, Tuesdays, and Wednesday mornings.

MAJOR RESPONSIBILITIES

1. Program Development

Initiate, develop, plan, promote, implement, supervise, and evaluate community education and special programs/events, working collaboratively with school/Society staff and other appropriate community groups. Program development is to be executed within Sooke School District and Edward Milne Community School policies, objectives, goals and EMCS Mission Statement. Programs will include, but not be exclusive to, Makerspace, Adult Continuing Education, Youth Athletics, Youth Engagement, IHN and SRCHN partnerships.

2. Volunteer Management

Recruit, train, supervise and evaluate Society volunteers. In this role, the Community School Program Coordinator is to work collaboratively with the Society Directors and School Administration.

3. Community Liaison/Partnerships

Facilitate the development of cooperative working relationships between the community school, community groups, government, and businesses. The EMCSS Program Coordinator fosters a strong sense of engagement from Directors and Citizens in community school programs and activities.

4. District/School Partnerships

To work cooperatively with all Edward Milne Community School staff to facilitate the use of community resources and materials to enable extra-curricular enrichment and experiential learning. This includes programming that directly and indirectly supports healthy youth and families; management of space out of regular school hours, including makerspace use and

supporting athletics. The EMCS Program Coordinator works collaboratively with a wide range of Sooke School district staff including: EMCS staff, Continuing Education, Aboriginal Education, and the Healthy School, Healthy People Committee. The EMCS Program Coordinator attends EMCS staff meetings as arranged with the EMCS Principal.

5. Fundraising/Grant Procurement

Seek and obtain additional funds to supplement and expand community programs and support the school's mission. This includes special projects and proposal writing.

6. Marketing and Promotion

Responsible for all marketing, including program advertising, website, social media, SEAPARC advertising and the annual report. In the lead role for strategic planning.

KNOWLEDGE AND SKILLS:

- A commitment to the Community School Philosophy.
- Formal training and/or experience in Community education/program development.
- Demonstrated ability to work as a member of a collaborative team.
- Demonstrated ability to communicate effectively with multiple stakeholders.
- Demonstrated leadership and organizational capabilities.
- Demonstrated communication and interpersonal skills.
- Demonstrated administration skills.
- Effective experience in fundraising, grant writing, marketing, and promotion.
- Training experience and knowledge of secondary curriculum would be beneficial.
- Demonstrated ability to build strong relationships with community.
- Ability to prioritize and see projects through to completion.

11.2.3 COMMUNITY SCHOOL OFFICE ASSISTANT

Responsible to: Community School Coordinator(s)

Performance Responsibilities - Programs

- Community Education Program Development and Support.
- Research, and recruit instructors for non-credit programs.
- Assists with contacting, interviewing, and setting up contracts with non-credit instructors.
- Assists with production of community education program guide & advertising.
- Coordinates student evaluation of courses.
- Ensures participants receive required pre-course information and learning materials.
- Processes course payments, reimbursements, and invoicing.
- Updating website (WIX based site)
- Advertise on social media and help poster around town.

Community Use of Facilities

- Issues permits, prepares schedules, and books equipment and custodial supports for community use of Sooke school facilities.

- Coordinates, maintains, and distributes weekly facility use schedule.
- Liaises with community school coordinator, principal, teachers, users, custodial and District staff to plan and ensure smooth daily operations.
- Supports a broad range of special events, workshops and meetings as required.
Prepare invoices and processes payment.

Clerical Support

- Provides front office reception.
- Responds to enquiries re: courses and facility rentals.
- Processes course registrations and prepares receipts.
- Maintains community programs class lists.
- Receives monies in cheques, cash and via point-of-sale terminals.
- Contacts and liaises with school district IT department and Booking software to overcome computer and software difficulties.
- Provides referrals to other service providers/agencies.
- Opens and closes building as required.
- Assists with setting up office procedures and records for program registration, program statistics, program evaluation, and facility use.
- Assists with developing & maintaining efficient processes for taking program registrations, receiving monies, issuing receipts, and administering refunds.
- Orders office supplies and equipment as necessary.
- Manages general office duties to support the Society.
- Performs clerical duties such as course certificates, deposits, word processing, desktop publishing, letters, reports, permits, filing and other related duties.
- Creates flyers, posters, and other advertisements.
- Creates content and advertisements on social media channels including Facebook, Instagram, & Twitter
- Accesses petty cash account as required, and float, doing reconciliations/requisitions when necessary.
- Makes bank deposits as required.
- Works closely with Duty Host(s) and other Society staff.

Committee Info Note
Education-Policy Committee Meeting
February 1, 2022
Agenda Item: 6c – Quarter 2 Strategic Plan Report

Background:

- As part of the Board’s adoption of the 2021-2025 Strategic Plan, further direction was provided to staff to report quarterly on available data and evidence.
- In support of regular reporting, district staff will bring forward reports in November, February, April and a final summary report in September of each school year.

Current Context:

- Annually, the Ministry of Education releases information on various metrics at different times throughout the year. Since the first Quarterly report in December 2021, the following data sources have become available:
 - Student enrolment/demographics, including information on the Aboriginal How Are We Doing (HAWD) report;
 - Grade-to-grade transitions; and
 - Student Satisfaction Survey results
- The attached Q2 report provides background information on each metric, the available data and evidence and some analysis of the findings.
- The data collected is used to inform practice and drive conversations both at the school and district level.

Next Steps:

- The data reports are shared with the appropriate system levels, e.g. secondary schools for reflection and incorporation into school-level planning. Additionally, district staff review the information for adjustments to staff and student supports and interventions.
- Further discussion at all levels to increase our systematic use of data and improved access to the results.

Respectfully submitted,

Scott Stinson
Superintendent/CEO



STRATEGIC PLAN

2021-2025



Quarterly Reporting 2021-2

Q2

Feb 2022

Introduction

The district is committed to regular reporting in relation to its Strategic Plan and in alignment with the Framework for Enhancing Student Learning. The Board of Education, through motion, has directed staff to bring quarterly reports on progress related to the Strategic Plan and student outcomes forward for information. The district accountability process links strategic plan outcomes and Ministry of Education student success metric reporting through a continuous improvement lens.

Data and evidence from a variety of sources becomes available at various times throughout the school year and are reported to the Board at key intervals. Quarterly reports will be utilized as the base from which the Board's annual report will be completed.

Data available this quarter are:

- **Student Enrolment/Demographics** **Page 2**
- **Grade-to-Grade Transition** **Page 10**
- **Student Satisfaction** **Page 12**

Student Enrolment/Demographics

This section will explore: enrolment; community demographics; students with indigenous ancestry; Foundation Skills Assessment (FSA); and the five-year completion rate.

Background

School District 62 (Sooke) is one of the fastest growing districts in BC. The 2021-22 School Year provided us well in excess of the numbers of new enrollments that had been projected: while we expected 400 new students, there were in fact 827.

Data has recently been released by the Ministry on Student enrolment and demographics, including information on the [Aboriginal How Are We Doing \(HAWD\)](#) report.

Enrolment

Current enrolment in SD62 stands at 12,351 with 1385 of those students identifying as Indigenous. A number of our students (1689) have special needs. The headcount at school levels is 5534 domestic students at elementary school, 2701 domestic students at middle school, and 3255 domestic students at secondary school. We currently have 246 international students; this number shifts over the year as some students don't come for the whole school year.

SD62 Enrollment 2021-22

All students	12,351
Students identifying as indigenous	1385
Students with special needs	1689
Headcount – Elementary	5534
Headcount – Middle	2701
Headcount – Secondary	3255
International Students	246

Source: [B.C. Education System Performance - Sooke School District: Contextual Information \(gov.bc.ca\)](#)

Community Demographics

Compared to all BC Public Schools, in Sooke School District, the unemployment rate is lower, a lower percentage of people have post secondary credentials, there are about the same percentage number of lone parents, the median family income is slightly higher, and the district as a whole is a lot less densely populated.

	Unemployment Rate	Percentage of 25-64 with Post Secondary Credentials	Percentage of Lone Parent Families	Median Family Income	Population Density (people per sq km of land acre)
BC Public Schools	6.8%	63%	4.4%	\$93, 013	3496
SD62	5.3%	61%	4.5%	\$94, 384	1517

Source: [B.C. Education System Performance - Sooke School District: Contextual Information \(gov.bc.ca\)](https://www.gov.bc.ca/education/performance-reports/sooke-school-district-contextual-information)

Students with indigenous ancestry

In November 2021, the government released the latest [Aboriginal Report 2016/17 - 2020/21 How Are We Doing?](#) (HAWD)

The following report focuses on data generated from 2016/17 to the 2020/21 school year with a focus on the most current year (20/21) in comparison to previous year's trends. Something to note in this report is that there are changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit), the student is included in all reported outcomes for Aboriginal students. This approach ensures a consistent methodology for identifying Aboriginal students across years, as students may self-identify as Aboriginal on some enrolments and not on others.

Also note that work is underway to change the language of the Ministry data collection from 'Aboriginal' to 'Indigenous' in future data collection and reporting.

Student and District Context (Kindergarten - Grade 12), 2016/17 - 2020/21

- The number of students identifying as Aboriginal is 10.9% in 2020-21 (range from 10.6-12.2% since 2011-12); which is stable increasing on par with population growth within district – ([HAWD](#), p.3).

- We have significantly more students identifying as Aboriginal who live off-reserve than on-reserve (under 10% live on-reserve) ([HAWD](#), p.5).
- The number of students identifying as Aboriginal who are in alternate programs, continues to decline, a pattern that has been ongoing for a number of years (32% in 2020-21 with a range of 35%, 35%, 39% and 40% in previous years) ([HAWD](#), p. 7).
- The number of students identifying as Aboriginal with disabilities or diverse abilities continues to decline (20% in 2020-21 with a range 22%, 23%, 23% and 24% in previous years) ([HAWD](#), p.8).
- The number of students identifying as Aboriginal with learning disabilities represent close to the same percentage as non-Aboriginal students (29% vs 30% in 2020-21; 33% vs 31%; 34% vs 32%; 34% vs 34%; 31% vs 36% in previous years) ([HAWD](#), p. 9).
- The number of students identifying as Aboriginal who have behaviour disabilities represent higher percentage than non-Aboriginal students (42% vs 32% in 2020-21; 38% vs 34%; 37% vs 33%; 37% vs 30%; 36% vs 30% in previous years) ([HAWD](#), p. 9).

STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (GROUPS)

Groups: Sensory Disabilities includes categories E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Disabilities includes category Q (Learning Disability); Behaviour Disabilities includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness); and Gifted includes category P (Gifted).

School Year	Abor (12 Cat) #	Non-Abor (12 Cat) #	Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
			Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%		
2016/17	285	887	Msk	Msk	17	2	89	31	317	36	104	36	268	30	Msk	Msk	54	6
2017/18	298	987	Msk	Msk	13	1	101	34	340	34	109	37	294	30	Msk	Msk	53	5
2018/19	317	1,077	Msk	Msk	15	1	107	34	346	32	117	37	358	33	Msk	Msk	47	4
2019/20	319	1,160	Msk	Msk	14	1	106	33	359	31	122	38	399	34	Msk	Msk	40	3
2020/21	307	1,216	Msk	Msk	16	1	89	29	370	30	129	42	394	32	Msk	Msk	37	3

Foundation Skills Assessment (FSA) Grades 4 and 7, 2016/17 - 2020/21

The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths based. The new levels are Emerging → On Track → Extending. Previous categorization was Not yet meeting → Meeting → Exceeding.

<p>FSA grade 4 - Reading Comprehension- 24 participants identifying as Aboriginal (31%) with 79% 'on track/meeting' compared to 224 non-Aboriginal with 71% on track/meeting (HAWD, p. 11).</p>	<p>Students identifying as Aboriginal had <u>stronger results</u> than those not identifying as Aboriginal</p> <p>8% difference</p>
<p>FSA grade 4 - Writing - 21 participants (27%) with 81% "on track/meeting" compared to 214 non-Aboriginal with 80% "on track/meeting" (HAWD, p. 12).</p>	<p>Students identifying as Aboriginal had <u>similar results</u> to those not identifying as Aboriginal</p> <p>1% difference</p>
<p>FSA grade 4 - Numeracy - 22 participants (29%) with 50% 'meeting' compared to 222 non-Aboriginal with 72% "on track/meeting" (HAWD, p. 13).</p>	<p>Students identifying as Aboriginal had <u>much lower</u> results than those not identifying as Aboriginal</p> <p>22% difference</p>
<p>FSA grade 7 - Reading Comprehension - 27 participants (21%) with 59% "on track/meeting" compared to 188 non-Aboriginal with 63% 'on track/meeting' -(HAWD, p. 14).</p>	<p>Students identifying as Aboriginal had <u>slightly lower</u> results than those not identifying as Aboriginal</p> <p>4% difference</p>
<p>FSA grade 7 - Writing - 24 participants (19%) with 67% "on track/meeting" compared to 171 non-Aboriginal with 73% 'on track/meeting' - Aboriginal lower – (HAWD, p. 15).</p>	<p>Students identifying as Aboriginal had <u>lower</u> results than those not identifying as Aboriginal</p> <p>6% difference</p>
<p>FSA grade 7 - Numeracy - 25 participants (19%) with 56% 'meeting' compared to 185 non-Aboriginal with 61% 'meeting' - Aboriginal lower (HAWD, p. 16).</p>	<p>Students identifying as Aboriginal had <u>lower</u> results than those not identifying as Aboriginal</p> <p>5% difference</p>

<p>Grade 10 Numeracy Assessment - 'meeting' % is masked showing fewer than 10 learners in that category (masked since 2018-19) *concerning – (HAWD, p. 17).</p>	<p>The numeracy result for students identifying as Aboriginal is masked as few undertook this assessment</p>
<p>Grade 10 Literacy Assessment - 38 participants (29%) with 53% 'meeting/proficient' compared to 305 non-Aboriginal with 69% 'meeting/proficient' - Aboriginal significantly lower (HAWD, p. 18).</p>	<p>Students identifying as Aboriginal had <u>lower</u> results than those not identifying as Aboriginal</p>
	<p>16% difference</p>

- If we follow the progress of students Grade 8 Cohort in 2015/16, a decline in progress begins in grade 9 and continues each year through to grade 12 where there is a significant decline (99%, 98%, 96%, 89%). There was a 71% completion in 2020-21 of students with an Aboriginal background compared with those of students who don't identify as Aboriginal (91%) non-Aboriginal *Aboriginal males declining at higher rate than Aboriginal females – ([HAWD](#), p. 34).

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2015

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2015/16	Grade 8	100	100	100	100	100	100
	Grade 9	99	100	98	100	100	100
	Grade 10	98	99	98	100	98	100
	Grade 11	96	98	94	100	99	100
	Grade 12	89	93	85	98	99	98
2020/21	Completion	71	80	61	91	92	90

([HAWD](#), p. 34).

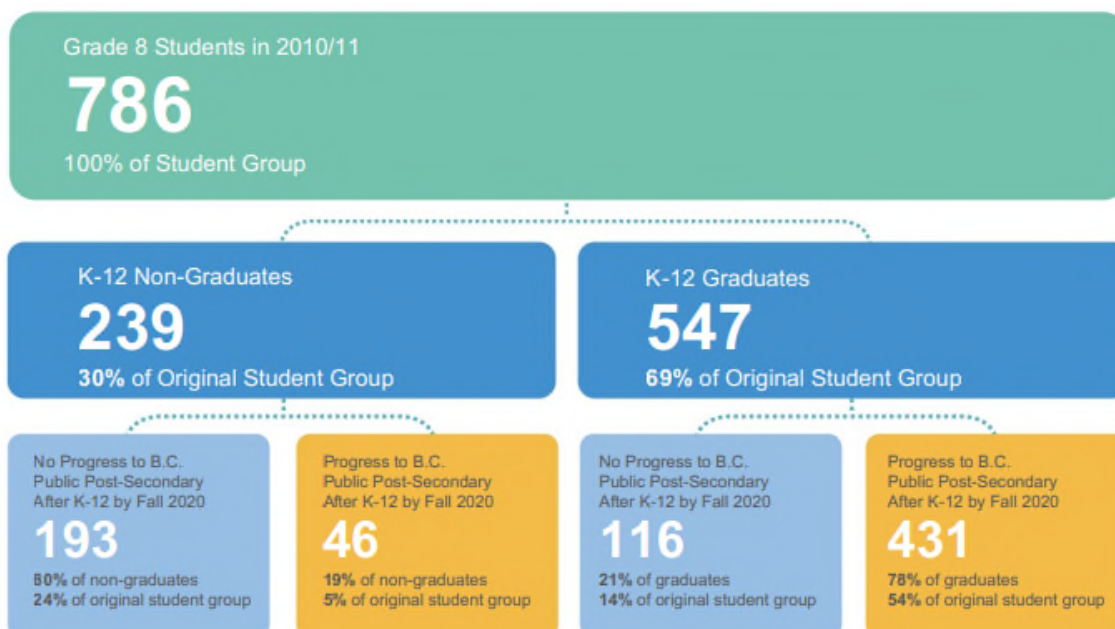
The enhanced school district report below from 2019/20 illustrates the transition of students from Grade 8 (n=786, 100% where 30% (n=239) of the original student group are non-K-12 graduates and 69% (n=547) are K-12 graduates. Not surprisingly, those students who complete Grade 12 are more likely (n=431, 78%) to go onto Post-Secondary education than the group who do not graduate (n=46, 19%).

Transition to B.C. Public Post-Secondary Education (2019/20)

The following information shows the transitions of a cohort of students in this district, and:

- » how many of these students graduated from the B.C. school system by fall 2015; and
- » how many of these students enrolled in a B.C. public post-secondary institution by fall 2019³

*Note, these results do not include those students who enrolled in post-secondary institutions outside of B.C.



5-Year Completion Rate Dogwood or Adult Dogwood (2016/17 - 2020-21)

FIVE-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2016/17	58	69	50	80	86	75
2017/18	58	69	48	76	82	70
2018/19	61	68	57	80	83	77
2019/20	65	65	65	83	83	83
2020/21	63	68	58	87	89	86

- 63% Aboriginal vs 87% non-Aboriginal ([HAWD](#), p. 35 and table below)
- 6-Year Completion Rate Dogwood or Adult Dogwood (2016/17 - 2020-21) 71% Aboriginal vs 91% non-Aboriginal (5-year range is 68-72% for Aboriginal students) – ([HAWD](#), p. 36).

- *80% for ALL students as seen on 6-Year Completion Rates [B.C. Education System Performance - Sooke School District: Completion Rates \(gov.bc.ca\)](#)
- BC Certificate of Graduation ('dogwood') 47% Aboriginal vs 64% non-Aboriginal – ([HAWD](#), p. 38)
- The five-year completion rate is lower for male students who identify as Aboriginal in comparison to female students of identify as Aboriginal. This mirrors the results for those who don't identify as Aboriginal, with females completing school at a higher rate than their male peers.

BC CERTIFICATE OF GRADUATION ("Dogwood")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2016/17	186	67	36	1,027	478	47
2017/18	179	72	40	1,017	516	51
2018/19	161	76	47	1,027	559	54
2019/20	152	74	49	930	566	61
2020/21	135	64	47	932	599	64

5-Year Completion Rate District Comparison

If we look across neighbouring districts, we see comparable variances in the 5-year completion rate between students identifying as aboriginal and those who don't **5 Year Completion Rate 2016/17 to 2020/21 Comparison between neighbouring districts:**

District	Indigenous student %	Non-Indigenous student %	% Difference
SD61 p. 35	53%	89%	36%
SD62 p. 35	63%	87%	24%
SD63 p. 35	54%	86%	32%
SD68 p. 35 (Nanaimo/Ladysmith)	65%	83%	18%

Dogwood Comparison between neighbouring districts:

District	Indigenous student %	Non-Indigenous student %	% Difference
SD61 p. 38	42%	77%	35%
SD62 p. 38	47%	64%	17%
SD63 p. 38	23%	43%	20%
SD68 p. 38 (Nanaimo/Ladysmith)	51%	73%	22%

Grade-to-Grade Transition

This section will explore grade-to-grade transitions by overall results; by gender; and by students who identify as indigenous.

Background

Grade-to-Grade Transition is the percent of students who make a successful transition to a higher grade the following year. Data are available for previous years and for sub-populations of students.

Data

Overall Results

Grade	2017/18	2018/19	2019/20	2020/21
8	97%	97%	96%	99%
9	97%	96%	96%	98%
10	93%	92%	92%	97%
11	86%	85%	87%	88%

Male

Grade	2017/18	2018/19	2019/20	2020/21
8	98%	98%	98%	99%
9	98%	96%	96%	97%
10	95%	93%	93%	97%
11	87%	86%	88%	89%

Female

Grade	2017/18	2018/19	2019/20	2020/21
8	95%	97%	97%	98%
9	96%	96%	95%	99%
10	91%	92%	91%	98%
11	85%	84%	85%	87%

Indigenous

Grade	2017/18	2018/19	2019/20	2020/21
8	96%	96%	97%	99%
9	97%	95%	94%	99%
10	92%	91%	88%	96%
11	85%	82%	87%	89%

Link to Ministry of Education Website :

[Ministry of Education Grade-to-Grade Transition](#)

Analysis:

Overall Results:

- Over the past decade, grade-to-grade transition has continued to improve for the district.
- Transition at the Grade 8, 9 and 10 level has remained in the high 90% range.
- Grade 11 transition:
 - has moved slightly over the past five years, moving from the mid-80 percent range to the high 80's.
 - Over the past five years, the province has moved away from Provincial Examinations to Literacy and Numeracy Assessments. The change to school-based assessment practices that more closely align to the context of student learning may account for the gradual increase in transition rates.
 - The Grade 11 transition data requires further discussion and investigation to determine what interventions may prove successful to increase this and bring it to parity with transition at the other grade levels.

Sub-Populations :

- Results across each of our sub-populations (gender and Indigenous populations) show consistent results and parity amongst groups.
- Of particular note is the consistent increase in Grade 11 transition for students with Indigenous ancestry.
- Across all sub-populations, Grade 11 transitions remain the lowest. This continues to be an area for further investigation.

Student Satisfaction

This section will explore: student satisfaction analysing a series of questions asked of students each year on their experience of school.

Every year, for over 10 years, the Ministry of Education invites students in grades 4, 7, 10 and 12, their parents and all staff in B.C. public schools to complete an online survey about their school experience. The survey is currently [underway](#) for the current school year and closes at the end of April 2022.

Figures are highlighted where there is at least a 5% or 10% difference in satisfaction between students identifying as Aboriginal and those who don't.

A link to the student learning survey questions is [available](#).

Student results are detailed in the tables below. Caution should be taken with assuming the results reflect the whole of the student experience in the district as responses account for less than 20% of students in the district, however the findings do suggest areas for more enquiry.

Do you like school?

Responses to this question suggest a low level of liking school in grade 7 and 10. There is an increase in grade 12 but it doesn't reach the percentage of students who like school in grade 4. It would be interesting to know the reasons behind why school is not liked, particularly in middle and secondary school.

Teachers help you with schoolwork?

The over 10% variance in responses of those students who identify as Aboriginal and those who don't, suggests action is required at secondary level with schoolwork help for students who identify as Aboriginal.

Given this, it is interesting to note that Middle School help with school work was reported as significantly more frequently for students who identify as Aboriginal.

2020-21 Results All of the time or many times...	Grade	Ab %	Non-Ab %
Do you like school?	4	67%	66%
<i>~middle school Aboriginal percent down in last 5 years</i>	7	38%	39%
	10	30%	37%
	12	50%	53%
Adults treat all students fairly?	4	74%	77%
	7	63%	54%
	10	54%	53%
	12	50%	57%
Teachers help you with schoolwork?	4	-	-
<i>~middle school Aboriginal percent up in last 5 years</i>	7	62%	51%
	10	49%	61%
	12	43%	67%
Do you respect people who are different?	4	-	-
	7	95%	89%
	10	93%	87%
	12	89%	92%
Taught about Ab people in Canada? FP in schools?	4	41%	34%
	7	43%	31%
	10	34%	37%
	12	33%	42%
Feel safe at school?	4	78%	83%
	7	68%	69%
	10	63%	77%
	12	70%	83%
Bullied, teased or picked on at school?	4	Msk	11%
	7	Msk	11%
	10	Msk	7%
	12	Msk	8%
Two plus adults that care about you at school?	4	69%	71%
	7	54%	59%
	10	53%	58%
	12	83%	80%
I would like to go to different school?	4	-	-
	7	Msk	6%
	10	Msk	10%
	12	Msk	38%
Happy at my school?	4	70%	72%
	7	Na?	Na?
	10	Na?	Na?
	12	Na?	Na?

Satisfied school is preparing you for a future job?	10	19%	23%
	12	Msk	24%
Satisfied school is preparing you for post-secondary?	10	32%	37%
	12	Msk	38%

Adults treat all students fairly?

There is more support for this statement for students identifying as Aboriginal in Grade 7 than their non-Aboriginal peers. However, by Grade 12, there is a lower score of support by students identifying as Aboriginal than their peers.

Do you feel safe at school?

Secondary students who identify as Aboriginal feel less safe at school than their peers who don't identify as Aboriginal. It would be valuable to find out more about these data so that safety concerns can be dealt with.

Student Satisfaction on [B.C. Education System Performance - Sooke School District: Student Satisfaction \(gov.bc.ca\)](#) includes three additional questions with results for Elementary and Secondary as seen here:

Results All of the time or many times...	Level	Ab %	ALL %
Are you satisfied with what you're learning at school?	Elementary	20%	24%
	Secondary	20%	29%
At school, are you learning how to stay healthy?	Elementary	53%	50%
	Secondary	41%	48%
Do you feel welcome at your school?	Elementary	53%	72%
	Secondary	23%	67%

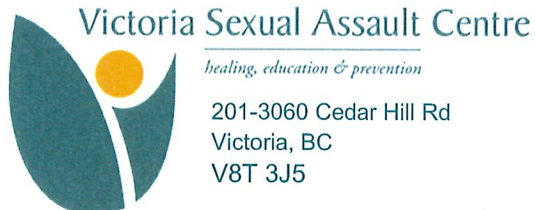
Are you satisfied with what you're learning at school?/ Preparation for Work/Preparation for Post Secondary

From all students surveyed, there is a low level of satisfaction with what students are learning at school as well as low satisfaction of being prepared for work or post secondary. These results are found in districts across the province.

Do you feel welcome at your school?

Students who identify as Aboriginal report not feeling welcome at school to a greater degree than their non-Aboriginal peers. Given that the engagement priority of the strategic plan is a culture of belonging, it would be interesting to understand

this score in more depth so that measures to encourage students to feel welcome can be effectively targeted.



201-3060 Cedar Hill Rd
Victoria, BC
V8T 3J5

Permission to Conduct Non-Board-Initiated Research

Date of application	December 16, 2021
Applicant's name	Annalea Sordi
Address	201-3060 Cedar Hill Rd., Victoria, BC V8T 3J5
Phone number	(250) 383-5545 ext. 117
E-mail address	annalea@yesmeansyes.com
Present position	Research Manager
SD62 employee?	No
Affiliated institution or organization	Victoria Sexual Assault Centre
Name of facility supervisor	Dr. Mandeep Kaur Mucina, Assistant Professor, School of Child and Youth Care, University of Victoria
Title of study	Project Respect: Preventing Dating Violence by SHIFTing Culture (referred to as SHIFT thereafter)
Type of study	Program evaluation research
Requested date to start and anticipated end date	January 2022-June 30, 2023
Type of participants (i.e. student, parent, teacher, support staff)	Students, teachers, and counsellors
Any specific cohort focus	Middle and Secondary School students, their teachers and counsellors
Plan for recruitment to study	Participation of partner schools who receive Project Respect programming
Specific location(s) of study	Belmont Secondary School has agreed to participate. We also hope to engage Dunsmuir Middle School (partnership in development).

healing, education & prevention



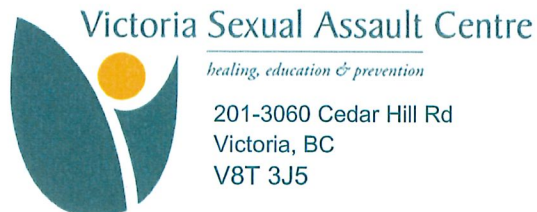
Access Line:
(250) 383-3232
access@vsac.ca

Business:
(250) 383-5545
(250) 383-6112 fax

Email:
info@vsac.ca

Web:
www.vvac.ca
www.yesmeansyes.com

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Data collection tools	Surveys, group discussions, interviews, art-based method (i.e., Photovoice), focus groups
Ethics approval, date and organization	Certificate of Approval, December 20, 2019, University of Victoria Human Research Ethics Board

E-mail to: Superintendent of Sooke School District: stinson@sd62.bc.ca or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

Please attach the following:

A complete research proposal which includes:

- A. An overview of the study.
- B. The organization providing funding (if applicable).
- C. Relevant literature.
- D. The research question or problem being investigated.
- E. Significance of study (why now; why here; why age group, if under 18).
- F. The age of participants and why age group relevant to study.
- G. Whether the research materials have been piloted or used elsewhere.
- H. Any links to BC curriculum.
- I. Any links to wider research or to data sets (e.g. The Program for International Student Assessment [PISA]).
- J. Research design.
- K. Data collection process and timeline.
- L. Data analysis process.
- M. Details of how confidentiality will be achieved and maintained.
- N. Details of consent statements that will be provided to participants.
- O. Storage and security of information or data collected.
- P. Life span and disposal of data.
- Q. Intentions for dissemination (conferences, journals, media).
- R. Copies of all data collection instruments.
- S. Copies of consent forms for participants (and if under 18, their parents/guardians).
- T. Approval statement from appropriate ethics board.
- U. Criminal Record Check if applicable. Non-district employees wishing to conduct research with students must undergo a criminal record check and be able to provide prior to project approval. This is required of each member of the research team.



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A: An overview of the study

Project Respect, the multiple award-winning youth gender-based violence prevention program of the Victoria Sexual Assault Centre, has 20 years of experience designing and implementing youth-led, consent-based education and social action that supports youth to build respectful relationships and take the lead to prevent gender-based violence in their communities. For the past two decades Project Respect has worked closely with schools across Greater Victoria (including administration, counsellors, teachers, and students, as well as school districts) to deliver programming that supports schools to address pervasive gender-based violence within school communities. This research project builds on these longstanding relationships and the extensive expertise Project Respect has built working with youth, schools, and the broader community.

VSAC/Project Respect is undertaking this research project **“Project Respect – Preventing Dating Violence by SHIFTing Culture”** through funding from the Public Health Agency of Canada (PHAC)’s initiative: “Preventing Gender-Based Violence: the Health Perspective Teen/Youth Dating Violence Prevention.” The overarching objective of PHAC’s initiative is to fund programs that are developing or have already developed promising practices for teen/youth dating violence prevention, so that these programs can be delivered and tested over multiple years through the implementation of intervention research. Each program’s intervention research will contribute to a national evidence base for effective teen/youth dating violence prevention approaches across different contexts. PHAC has developed a community of practice through which all of the funded projects are working together to share practices, research approaches and results, challenges, and successes (Oct 2018-Sep 2023). **Due to the Covid-19 pandemic, our school programming was put on hold from March 2020 until fall 2021. We are now seeking approval to conduct research with our partner schools in the Sooke School District 62 who receive programming in winter 2022 once SD62 approval has been granted.**

Through “Project Respect – Preventing Dating Violence by SHIFTing Culture”, Project Respect will use its youth-led approach to deliver and test its SHIFT program. SHIFT is a gender-based violence prevention program focused on creating responsive, middle and secondary school-based education and social action toward addressing systemic violence, fostering respectful relationships, and creating consent culture in young people’s lives and communities. SHIFT was initially co-developed 6 years ago through collaboration between Project Respect’s program staff and youth leaders in its Youth Social Action Team. Project Respect continues to develop and adapt the program alongside youth leaders in order to remain responsive to the needs and contexts of youth and school communities (i.e., Covid-19, virtual programming options).



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Program Components:

Over the next 2 years, SHIFT will involve the delivery of 1-3 program components in each of the 4 partner schools (1 middle school and 1 secondary school in each of the SD61 and SD62 school districts), as well as an annual community Youth Social Action Camp that will bring students from these different schools together. **This program evaluation research study will test the delivery of these program components in order to evaluate the impact of the SHIFT program's whole school approach on culture shift within and across school communities.**

SHIFT's three school-based program components include:

- a. Broadly delivered gender-based violence prevention, consent and healthy relationships education (2-part workshops delivered to all grade 7s or 8s in a middle school or all grade 9s, 10s or 11s in a secondary school);
- b. Youth leadership and social action training in gender-based violence prevention (multi-session training delivered to a group of up to 30 students in the school who are then supported to deliver a social action project to engage peers and staff within the school. Youth who participate in the training one year can become facilitators for the next year's training);
- c. Capacity building for teachers and school staff (includes our Safer Spaces workshops, ongoing relationship-building and context-specific support depending on the needs of the school).

Youth Participatory Action Research

This research project has received a Certificate of Approval from the University of Victoria Human Research Ethics Board, dated December 20, 2019. The study integrates evaluation research into the delivery of all program components. This project employs Youth Participatory Action Research methodologies that integrate anti-oppressive and decolonizing frameworks. Our academic research partner, Dr. Mandeep Kaur Mucina of UVic's School of Child and Youth Care, is supporting our community youth council and staff team with research training and advising on research design, implementation, data collection, analysis, and knowledge mobilization across the project. Our community youth council will be comprised of 6 to 10 youth participant-researchers each year who are engaged in the development of evaluation methods and tools, analyzing data, refining program curricula to respond to feedback, and disseminating the results of the research. These youth will meet with our program staff and research mentors (such as Dr. Kaur Mucina) on a monthly to bimonthly basis throughout the project.



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