

Public Notice – Board of Education Online Public Meeting


A public meeting of the Board of Education for School District 62 (Sooke) **will be held on March 9, 2021 at 7:00 pm.**

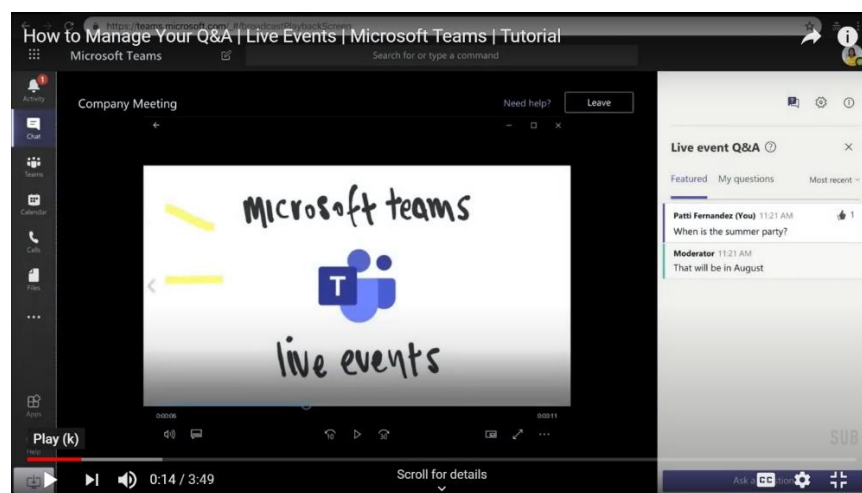
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link:
<https://jump.sd62.bc.ca/Public-Board-Meeting-March-9-2021>

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

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

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



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

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



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

<https://jump.sd62.bc.ca/Public-Board-Meeting-March-9-2021>

March 9, 2021 – 7:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuuchahnulth. (words gifted by the three nations SD62 works with)
2. **AGENDA (page 2)**
 - 2.1 Call for amendments and additional items
Motion Requested: That the Board of Education adopt the public meeting agenda of March 9, 2021, as presented (or as amended).
3. **MINUTES (page 5)**
 - 3.1 Call for amendments to minutes
Motion Requested: That the minutes of the February 23, 2021 meeting be adopted as presented (or as amended).
4. **INFORMATIONAL ITEMS AND ANNOUNCEMENTS**
 - 4.1 Board Chair Update – Ravi Parmar
 - 4.2 COVID-19 Update – Scott Stinson
5. **EDUCATIONAL PRESENTATIONS**
6. **CORRESPONDENCE & DELEGATIONS**
 - 6.1 Correspondence: (page 10)
 - a. Letter from Minister Popham, Minister of Agriculture, Food and Fisheries dated February 16, 2021.
 - b. Letter from Jay Chalke, Ombudsperson, Province of British Columbia, dated February 4, 2021.
 - c. Letter from Minister Heyman, Minister of Environment and Climate Change Strategy, dated January 21, 2021.
 - d. Letter from Minister Beare, Minister of Citizen's Services dated February 25, 2021.
 - 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF, Students) – 5 minutes each

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee – Meeting of March 3, 2021 – Bob Beckett (page 19)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the proposed 21/22 school fees as presented at the March 3rd Resources Committee Meeting.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the proposed 21/22 transportation fees as presented at the March 3rd Resources Committee Meeting.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the proposed 21/22 academy fees as presented at the March 3rd Resources Committee Meeting.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the proposed 22/23 international student program fees as presented at the March 3rd Resources Committee Meeting.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the District's Annual Facility Grant (AFG) Plan as submitted to the Resources Committee on March 3, 2021.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of March 3, 2021.

8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of March 2, 2021 – Allison Watson (page 63)

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy E-311, Class II Licence.

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulation D-310, Non-Board Initiated Research.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of March 2, 2021.

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

10.1 Report from the Aboriginal Education Council – Meeting on December 10, 2020 and February 24, 2021 – Dianna Seaton (page 162)

10.2 Report from the French Advisory Committee – Wendy Hobbs

10.3 Report from the Victoria Family Court and Youth Justice Committee- No meeting to report on – Margot Swinburnson

10.4 Healthy Schools Healthy People Roundtable Meeting of March 3, 2021 – Unable to attend - Margot Swinburnson

11. ADMINISTRATION

11.1 Superintendent's Report – Scott Stinson (page 168)

12. PERSONNEL

13. UPCOMING EVENTS

March 15-26, 2021 - Spring Break

March 17, 2021 – St. Patrick's Day

March 29, 2021 – School Reopens

April 2, 2021 – Good Friday

April 5, 2021 – Easter Monday

April 15-18, 2021 – BCSTA AGM

April 19, 2021 – Non-Instructional Day

14. FUTURE ITEMS

15. QUESTION PERIOD

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

16. ADJOURNMENT



**MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
LIVE MS Teams Event
February 23, 2021 – 7:00 p.m.**

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

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

REGRETS:

SECRETARY: Kristina Ross

1. CALL TO ORDER

The meeting was called to order at 7:08 p.m. by the Board Chair. Ravi Parmar acknowledged the traditional territories of the First Nations.

2. AGENDA

2.1 Call for amendments and additional items

38. MOVED Allison Watson/Bob Beckett
 That the Board of Education of School District 62 (Sooke) adopt the agenda of
 February 23, 2021 as amended.
 CARRIED

3. MINUTES

3.1 Call for amendments to minutes

39. MOVED Dianna Seaton/Bob Beckett
 That the Board of Education of School District 62 (Sooke) adopt the minutes of
 the January 26, 2021 meeting as amended.
 CARRIED

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Ravi Parmar

The Board Chair acknowledged Black History Month and the contributions made to society by these Canadians. He encouraged members to learn more about notable people who have shaped Black Canadian history, and the transformative work they are doing in their communities.

4.2 COVID-19 Update – Scott Stinson

On February 4, 2021, the Minister of Education and the Public Health Officer announced revisions to the health and safety guidelines for schools in BC. Several adjustments were made primarily on enhanced masked wearing protocols and practices in physical education and music classes. An online app has been created to assist students in their assessing of personal health prior to attending school. The District has until February 26, 2021 to respond to the Ministry of Education regarding adjustments to its Work Plan.

5. EDUCATIONAL PRESENTATIONS

5.1 Outdoor Learning Opportunities Presentation – Stephanie Hedley-Smith

Jennifer Nixon, Kerry Arnot, and Frances Krusekopf provided a presentation to the Board of Education on Outdoor Learning Opportunities in the District. It highlighted the District's outdoor learning spaces, gardening spaces and nature playgrounds which have been developed and promoted through a collective culture of eagerness, excitement and passion. The District continues to partner with local communities and receive funds through several different streams. Next steps in the process include a District/School level conversation and an inventory of committee groups involved.

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence:

a. Email from James Powell dated February 18, 2021 RE: School Bussing Fee Legality

40. MOVED Dianna Seaton/Allison Watson

That the Board of Education of School District 62 (Sooke) receive the email dated February 18, 2021 from James Powell RE: School Bussing Fee Legality and refer to the Secretary-Treasurer.

CARRIED

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

STA – Jennifer Anderson

Jennifer Anderson read a letter from a Grade One Elementary School teacher to the Board of Education. It spoke of her individual and professional pressures in the COVID-19 classroom, and the balance in keeping her family safe and healthy. Further, it explained the exhaustion of being a frontline educator.

CUPE – Amber Leonard

Amber Leonard thanked the Board of Education for the opportunity to provide its budget priorities to the District on February 22, 2021. She spoke of CUPE members' COVID-19 fatigue, and collective weariness. She indicated that the District is better together working in unison, rather than alone, and encouraged a refocus of engagement.

PVP – Camille McFarlane

Camille McFarlane provided a presentation to the Board of Education on events occurring around the District. Pink Shirt Day, Black History, the Moose Hide Campaign and Carnival were highlighted in the District, while Trent Arteberry, a local visual arts performer, visited Lakewood Elementary School. Colwood Elementary continues to work with its community partners creating its outdoor learning spaces, and EMCS is celebrating its 97% pass rate

in this last octa semester. Extra-curricular activities such as rugby, badminton, and ultimate frisbee are beginning in the Spring.

SPEAC – Cendra Beaton

Cendra Beaton indicated that District families very much appreciate the effort and hard work of teachers, support staff, and volunteers of SD 62. She thanked the Board of Education for the opportunity to discuss SPEAC's priorities for the upcoming school year and spoke of events that they are hosting in the upcoming months. The next SPEAC meeting is on March 17, 2021 in which they are accepting nominations for the upcoming election of executive positions.

Canadian Parents for French – Billie-Jo Cavanaugh

No delegation

Students

No delegation.

7. FINANCE, FACILITIES AND SERVICES

7.1 Report on the Resources Committee – Meeting held on February 9, 2021

Trustee Beckett provided the Board of Education with an overview of the Resources Committee Meeting.

41. MOVED Bob Beckett/Margot Swinburnson
That the Board of Education School District 62 (Sooke) allow all three readings of the 2020/21 Amended Budget Bylaw at its meeting of February 23, 2021.
CARRIED (UNANIMOUSLY)
42. MOVED Bob Beckett/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) approve the Amended Annual Budget Bylaw of the Board for the fiscal year 2020/2021 as presented.
CARRIED
43. MOVED Bob Phillips/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) approve the guiding principles for the 21/22 budget year as presented at the Resources Committee meeting on February 9, 2021.
AMENDED
44. MOVED Ravi Parmar/Bob Beckett
That the Board of Education of School District 62 (Sooke) approve the guiding principles as amended on page 52 of the agenda for the 21/22 budget year as presented at the Resources Committee meeting on February 9, 2021.
CARRIED

Amended Principle:

The District will maintain the current direction and the 21/22 budget will focus on investments to the district's infrastructure as it recovers from the pandemic.

45. MOVED Bob Beckett/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) approve the assumptions for the 21/22 budget year as presented at the Resources Committee meeting on February 9, 2021.
CARRIED

46. MOVED Bob Beckett/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of February 9, 2021.
CARRIED

8. EDUCATION PROGRAM

8.1 Report on the Education Policy Committee – Meeting held on February 2, 2021

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

47. MOVED Allison Watson/Dianna Seaton
That the changes to Administrative Regulations for Policy C-210 be received by the Board of Education of School District 62 (Sooke) as part of the Education-Policy Committee Report.
CARRIED

48. MOVED Allison Watson/Bob Phillips
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee meeting of February 2, 2021.
CARRIED

9. STUDENTS

9.1 Estimated Enrolment and Funding Update – Paul Block/Harold Cull

Paul Block provided the Board of Education with the projected 21/22 Enrolment and Funding.

9.2 Safe and Active Routes Project Plan – Dianna Seaton

As part of the recently revised Transportation policy (F-100), Trustee Seaton provided overview of the Safe and Active Routes proposed plan.

49. MOVED Dianna Seaton/Bob Beckett
That the Board of Education of School District 62 (Sooke) direct staff to create a project plan for the development of Safe and Active Routes to School. This project plan will identify the scope, budget and timelines required to deliver this project and will be submitted to the Resources Committee in May, 2021.
CARRIED

50. MOVED Dianna Seaton/Bob Beckett
That the Board of Education of School District 62 (Sooke) direct staff to contact CRD Parks to discuss the intended approach and timeline for the completion of the E&N Rail Trail from Jacklin Avenue and Humpback Road. The purpose of the discussion is to emphasize the exponential growth in SD62 and the importance of the CRD information to create a project plan for the development of a safe and active route to our schools.
CARRIED

10. FOUNDATIONS & GOVERNANCE

10.1 Report from the Aboriginal Education Council – Dianna Seaton

The Report from the Aboriginal Council Meeting of December 16, 2020 was tabled until the March 9, 2021 Public Board Meeting

10.2 Reporting from the Victoria Family Court and Youth Justice Committee – Margot Swinburnson

Margot Swinburnson provided an update to the Board of Education on the Victoria Family Court and Youth

Justice Committee which included oaths of office, and an orientation presentation for new committee members.

10.3 Goldstream Trestle Working Group – Margot Swinburnson

Trustee Swinburnson indicated that improvements to the Goldstream Trestle have begun. A communication strategy is being developed as the Working Group moves towards more of a “Western Communities” concept, and a roadmap is being developed to include growing community resources.

10.4 BCSTA Provincial Council Update – Allison Watson

Trustee Watson provided the Board of Education with an update on the Provincial Council which was held February 20, 2021. The update included passed motions relating to amended funding for distance learning, COVID-19 vaccine priority to public educators, and timely communication on COVID-19 to its members.

11. ADMINISTRATION

11.1 Superintendent’s Report – Scott Stinson

Scott Stinson highlighted the engagement work being done in the district from his written report. Associate Superintendent Block added the METAL TASK Program at Royal Bay Secondary School received a grant/investment which allowed the installation of three welding booths; this will allow the school to run a METAL TASK ticket program. Acknowledgement to Dante Di Ponio, Mike Huck, Landon Craven, Pete Godau, and Mhairi Nicolson for all their hard work on this item. CUPE staff will complete the installation of most of this equipment.

12. PERSONNEL

13. UPCOMING EVENTS

February 24, 2021 – Pink Shirt Day
March 8, 2021 - International Woman’s Day

14. FUTURE ITEMS

15. QUESTION PERIOD

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

16. ADJOURNMENT

The meeting was adjourned at 9:26 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer



February 16, 2021

File: 0280-30
Ref: 193761

Ravi Parmar, Board Chair
School District No. 62 (Sooke)
3143 Jacklin Road
Victoria, BC V9B 5R1

Dear Mr. Parmar:

Thank you for your warm wishes, on behalf of the Board of Education for the Sooke School District, on my recent appointment as Minister of Agriculture, Food and Fisheries.

I am very excited to continue the Ministry's good work in supporting strong connections between the agriculture and food sector and local food efforts of communities and boards such as yours.

I have been given a strong mandate for food system resilience and look forward to supporting the school food mandate of the Minister of Education by helping to bring more British Columbia (B.C.) food into the school food program priorities of school districts across the province.

The Ministry of Agriculture, Food and Fisheries' work to date through [Feed BC](#) and other key programs has shown that by working together, meaningful progress can be made in bringing more B.C. food to public institutions.

Thank you again for your kind wishes, encouragement, and support for this important work.

Sincerely,

A handwritten signature in blue ink that reads "Lana Popham".

Lana Popham
Minister



OMBUDSPERSON
BRITISH COLUMBIA

Mr. Ravi Parmar
Chair
School District 62 (Sooke)
3143 Jacklin Rd.
VICTORIA BC V9B 5R1

February 4, 2021

Dear Mr. Parmar,

RE: Quarterly Reports: October 1 – December 31, 2020

This package of documents details the complaint files the Office of the Ombudsperson closed for **School District 62 (Sooke)** between October 1 and December 31, 2020. No action is required on your part, however we hope that you will find this information useful and share it within your organization.

These reports provide information about the complaint files we closed regarding your organization within the last quarter, including both files we investigated and files we closed without investigation. Files currently open with the office are not included in these reports.

Enclosed you will find detailed reports containing the following:

- A one-page report listing the number of files closed and the category under which they were closed. The categories we use to close files are based on the sections of the *Ombudsperson Act*, which gives the Ombudsperson the authority to investigate complaints from the public regarding authorities under our jurisdiction. A more detailed description of our closing categories is available on our website at: <https://bcombudsperson.ca/assets/media/QR-Glossary.pdf>.
- *If applicable*: Copies of closing summaries written about the complaint files we investigated. These summaries provide an overview of the complaint received, our investigation and the outcome. Our office produces closing summaries for *investigated* files only, and not for enquiries or those complaints we chose not to investigate.
- *If applicable*: A summary of the topics identified in the complaint files closed during the quarter. We track general complaint topics for all complaints we receive, and when applicable, we include authority-specific and/or sector-specific topics for your organization and/or sector. Our office tracks the topics of complaints we investigate and those we close without investigation, but not for enquiries. Because complaints to our office are confidential, we do not share complaint topic information if we received too few complaints to preserve the


complainants' anonymity.

If your organization received too few complaints to produce a summary of complaint topics but you would like further information about the complaints our office received about your organization, our Public Authority Consultation and Training (PACT) Team can provide further details upon request.

Finally, we have been tracking complaints related to the COVID-19 pandemic under the general heading of "COVID-19." If you would like more detailed information about those complaints, please contact our PACT Team.

If you have questions about our quarterly reports, or if you would like to sign up for our mailing list to be notified of educational opportunities provided by our Public Authority Consultation and Training Team, please contact us at 250-508-2950 or consult@bcombudsperson.ca.

Yours sincerely,



Jay Chalke
Ombudsperson
Province of British Columbia

Enclosures



Type of complaint closure	# closed
<p>Enquiries – Many people who contact us are not calling to make a complaint, but are seeking information or advice. These contacts are classified as <i>Enquiries</i> to distinguish them from <i>Complaints</i>, which are requests that our office conduct an investigation.</p>	0
<p>Complaints with No Investigation – Our office does not investigate every complaint it receives. First, we determine whether we have authority to investigate the complaint under the <i>Ombudsperson Act</i>. We also have discretion to decline to investigate for other reasons specified in the <i>Ombudsperson Act</i>.</p>	2
<p>Early Resolution Investigations – Early Resolution investigations provide an expedited process for dealing with complaints when it appears that an opportunity exists for the authority to take immediate action to resolve the issue. Typical issues that are addressed through Early Resolution include timeliness, communication, and opportunities for internal review.</p>	0
<p>Complaint Investigations – When we investigate a complaint we may conclude with a determination that a complaint is not substantiated, or with a negotiated settlement of the complaint, or with public findings and recommendations. We may also exercise discretion to cease investigation for a number of other reasons specified in the <i>Ombudsperson Act</i>.</p>	Total: 0
<i>Reason for closing an Investigation:</i>	
<p>Pre-empted by existing statutory right of appeal, objection or review.</p>	0
<i>Investigation ceased with no formal findings under the Ombudsperson Act.</i>	
<p>More than one year between event and complaint</p>	0
<p>Insufficient personal interest</p>	0
<p>Available remedy</p>	0
<p>Frivolous/vexatious/trivial matter</p>	0
<p>Can consider without further investigation</p>	0
<p>No benefit to complainant or person aggrieved</p>	0
<p>Complaint abandoned</p>	0
<p>Complaint withdrawn</p>	0
<p>Complaint settled in consultation with the authority - When an investigation leads us to conclude that action is required to resolve the complaint, we try to achieve that resolution by obtaining the voluntary agreement of the authority to settle the complaint. This allows matters to be resolved fairly for the complainant and authority without requiring a formal finding of maladministration.</p>	0
<p>Complaint substantiated with formal findings under the <i>Ombudsperson Act</i>.</p>	0
<p>Complaint not substantiated under the <i>Ombudsperson Act</i>.</p>	0
<p>Ombudsperson Initiated Investigations – The Ombudsperson has the authority to initiate investigations independently from our process for responding to complaints from the public. These investigations may be ceased at the discretion of the Ombudsperson or concluded with formal findings and recommendations.</p>	0

All School Districts
School District 62 (Sooke)

The tables below summarize the complaint topics we are tracking for your sector and/or authority and the number of times this topic was identified in the files (investigated and non-investigated complaints) that were closed in the most recent quarter.

If you would like more information on the types of complaints we receive, please contact our Public Authority Consultation and Training Team: email us at consult@bcombudsperson.ca or call us at 250-508-2950.

Sector-Specific Complaint Topics - All School Districts

Enrolment/Registration	6	30%
School Closures	1	5%
Special Education	1	5%
Student Suspension or Exclusion	4	20%
Other	8	40%

General Complaint Topics - All School Districts

COVID-19	4	10%
Disagreement with Decision or Outcome	13	33%
Accessibility	1	3%
Delay	1	3%
Treatment by Staff	4	10%
Communication	7	18%
Process or Procedure	6	15%
Review or Appeal Process	1	3%
Employment or Labour Relations	2	5%

Reference: 370718

February 24, 2021

Ravi Parmar
Board Chair
School District No. 62 (Sooke)
3143 Jacklin Road
Victoria BC V9B 5R1

Sent via email: rparmar@sd62.bc.ca

Dear Ravi Parmar:

Thank you for your letter of January 21, 2021, regarding improvement to environmental practices in schools and my recent re-appointment as British Columbia's Minister of Environment and Climate Change Strategy.

I appreciate your kind words of congratulations and I am honoured to be able to serve the Province in this exciting role. As our new government proceeds to chart the path forward with new ideas and fresh thinking for achieving robust, transparent and sustainable environmental and climate change goals, I certainly support the improved environmental practices your and other school districts are taking.

I would like to propose that you arrange a meeting with the Executive Director and Director responsible for the carbon neutral government program at the Climate Action Secretariat. The team is looking into policies to support public sector organizations, including school districts, to pursue specific actions for reducing emissions from buildings and fleets. The team would welcome the opportunity to speak with you, as Chair of the Board of Education for the Sooke School District, to understand how best the Province can support you and other school districts in seizing the opportunities and addressing the barriers you face towards achieving the CleanBC public sector leadership targets.

At your convenience, please contact Archie Riddell, Executive Director, Resilience and Clean Government, Climate Action Secretariat, at Archie.Riddell@gov.bc.ca, to schedule a conversation.

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I look forward to working with you and your organization to help further my ministry's goals and create new opportunities for shared successes. We will certainly bear your suggestions and goals in mind as we develop this and other year's CleanBC budget submissions.

Thank you again for taking the time to write.

Sincerely,



George Heyman
Minister

cc: Honourable John Horgan, MLA, Langford – Juan de Fuca
Honourable Jennifer Whiteside, Minister of Education
Honourable Mitzi Dean, MLA, Esquimalt – Metchosin
Archie Riddell, Executive Director, Resilience and Clean Government, Climate Action
Secretariat, Minister of Environment and Climate Change Strategy



February 25, 2021

Ref:114534

Ravi Parmar
Board Chair
School District No 62
3143 Jacklin Road
Victoria, BC, Canada V9B 5R1

Dear Ravi Parmar:

Thank you very much for your kind letter dated January 21, 2021. I appreciate you taking the time to share your support regarding the importance of connectivity not only for students, but for communities like Port Renfrew as well.

The Province recognizes that during the COVID-19 pandemic, access to internet has been and remains critical to the way we conduct business, learn at school, access services, celebrate arts and cultural achievements and grow our economy. For students, it means access to online learning opportunities and the wealth of knowledge the internet provides.

But even without the challenges of COVID-19, province-wide high-speed internet access would open doors for learners, such as options for distance education and more specialized classes. The more options available, the easier it is to meet the needs of all learners.

My Ministry works with other levels of government and the private sector to support digital infrastructure investments to help internet service providers expand their networks and allow rural, remote and Indigenous communities to fully participate in the digital economy. Both the federal and the provincial governments have dedicated programs to help fund infrastructure projects. The Province supports the expansion of connectivity through the Connecting British Columbia program which is administered by the Northern Development Initiative Trust.

The Connecting British Columbia program helps internet service providers move forward on projects by providing grant funding to expand high-speed internet access in underserved locations. Our recent \$90-million investment in the program as part of the [StrongerBC](#) Economic Recovery Plan gets us closer to a future where all people in B.C. have reliable and affordable broadband.

.../2

Ravi Parmar
Page 2

Funding from Connecting British Columbia can be combined with grants from the federal government, such as the Universal Broadband Fund, to improve the business case for building infrastructure.

One of the infrastructure investments benefitting from provincial and federal funding, is the [Connected Coast](#) project announced in 2018. This project will bring increased capacity via sub-sea fibre-optic cable to Vancouver Island by 2023; and as part of this, a new fibre optic landing point is planned for Port Renfrew. The Connected Coast project presents a great opportunity to work with your local government and service providers to collaborate on finding the best connectivity solution for your area including last mile infrastructure planning.

My Ministry's connectivity team is actively working with Service Providers and community leaders to bring high quality projects forward. We would welcome working with you and your Regional District on opportunities to engage service providers or pursue community-led solutions. Please do not hesitate to contact Jeanne Holliss, A/Executive Director of Connected Communities at Jeanne.Holliss@gov.bc.ca to assist with an approach to advancing your connectivity plans.

Thank you for writing and please accept my best wishes.

Sincerely,



Lisa Beare
Minister

pc: Honourable John Horgan, MLA
Langford - Juan de Fuca

Honourable Jennifer Whiteside
Ministry of Education

Chief Jeff Jones
Pacheedaht First Nation

Mike Hicks, Electoral Area Director
Juan de Fuca

Susan Stanford, Assistant Deputy Minister, Connectivity
Ministry of Citizens Services



Committee Report of Resources Committee Meeting via MS Teams March 3, 2021

Present: Bob Beckett, Trustee (Committee Chair)
 Wendy Hobbs, Trustee (Committee Member)
 Scott Stinson, Superintendent & CEO
 Harold Cull, Secretary-Treasurer
 Paul Block, Associate Superintendent
 Wayne Kelly, District Principal, Academies
 Laura Schwertfeger, District Principal, International Program
 Mhairi Nicolson, Manager, Minor Construction
 Krista Leakey, SPVPA
 Amanda Dowhy, SPEAC
 Ed Berlando, STA
 Bruce Woodcock, CUPE
 Stanley Joyce, IT

Regrets: Margot Swinburnson (Committee Member)

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:07 pm by the Committee Chair, Bob Beckett acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated February 3, 2021 at it's Public Board Meeting dated February 22, 2021.

3. PRESENTATIONS

3.1 Academies Presentation – Wayne Kelly

Wayne Kelly provided a presentation to the Resources Committee on the Academies Program and highlighted that we currently have 1,250 students in 18 academies across the District. Wayne also spoke about the extra grad credits students earn through cross enrolling courses as well as some of our students that have or are moving onto post-secondary to continue to pursue their academic and athletic interests. It was noted that Kidsport now supports students throughout the Westshore and Sooke. The Committee also discussed the gender balance in our academies and the opportunities that bringing in role models from the community has had on creating a better balance in this regard.

4. BUSINESS

4.1 21/22 Fees – Paul Block/Harold Cull/Laura Swertfeger

4.1.1 School Based Fees

Paul Block provided an overview of Middle, Secondary and Westshore Centre and JDFDL School fees to the Committee. The Committee supported the following motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the proposed 21/22 school fees as presented at the March 3rd Resources Committee Meeting.

4.1.2 Transportation Based Fees

Harold Cull provided an overview of the transportation-based fees to the Committee. The Committee supported the following motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the proposed 21/22 transportation fees as presented at the March 3rd Resources Committee Meeting.

4.1.3 Academies Fees

Paul Block provided an overview of the academy fees to the Committee. The Committee supported the following motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the proposed 21/22 academies fees as presented at the March 3rd Resources Committee Meeting.

4.1.4 International Program Fees for 22/23

Laura Schwertfeger provided an overview of the international program fees for 22/23. The Committee supported the following motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the proposed 22/23 international student program fees as presented at the March 3rd Resources Committee Meeting.

4.2 Minor Capital Program – Harold Cull/Mhairi Nicolson

4.2.1 21/22 Annual Facilities Grant Plan

The Annual Facilities Grant (AFG) is funding received from the MoE to fund minor capital projects. The proposed AFG spending plan for April 1, 2021 to March 31, 2022 was discussed and the Committee recommends the Board review and consider approving the plan at their March meeting. The Committee supported the following motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the District's Annual Facility Grant (AFG) Plan as submitted to the Resources Committee on March 3, 2021.

4.2.2 Minor Capital Framework

Mhairi Nicolson provided the Committee an overview of the Minor Capital Framework that is being implemented to support the planning and execution of projects. The District is formalizing its process in order to have an AFG or minor capital project approved. This process outlines limits on identification of projects and those submitted for consideration. The Project Scope Form ensures that the projects are clearly defined from a scope, timeline and budget prior to the approval process.

4.3 21/22 Budget Development Process – Harold Cull

The budget development process for the 21/22 school year continues. Staff led the Committee through a budget presentation based on budget context, budget priorities, and input.

The Committee discussed the emerging themes flowing from the budget priority discussions and the importance of the District continuing to move forward in these areas. There was a recognition that mental health and wellness in our schools and workplaces continues to be a real issue for our District and Society in general.

4.4 Power Outages – Scott Stinson

Scott Stinson provided the District Protocol for power outages as an informational item for the Committee. Staff wanted to document our practices to ensure consistency and to clarify the process for our students, staff and parents/guardians.

5. **ADJOURNMENT AND NEXT MEETING DATE:** April 13, 2021

Public Notice – Resources Committee Online Public Meeting

A public meeting of the Resources Committee for School District 62 (Sooke) **will be held on March 3, 2021 at 6:00 pm.**


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

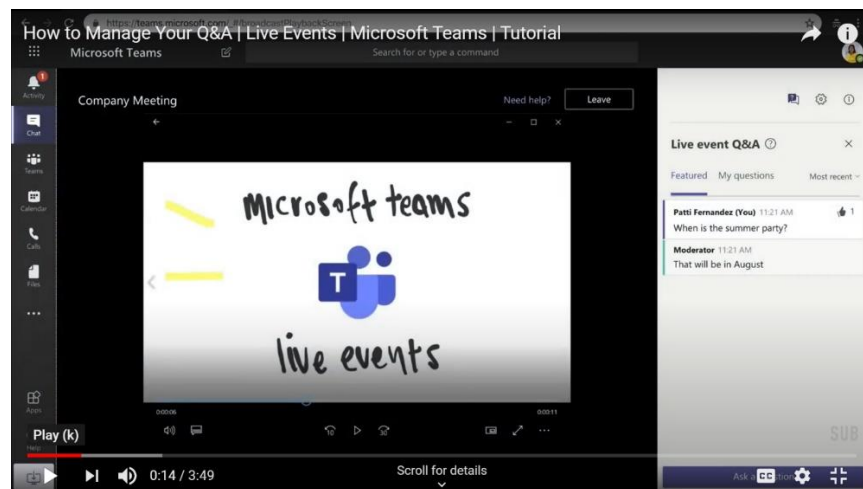
To participate in the meeting please click on this link:

<https://jump.sd62.bc.ca/ResourcesCommitteeMeeting-March-3-2021>

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

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

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



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

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



RESOURCES COMMITTEE
School Board Office
Via MS Teams
March 3, 2021 – 6:00 p.m.

<https://jump.sd62.bc.ca/ResourcesCommitteeMeeting-March-3-2021>

A G E N D A

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. REPORT (page 4)

3. PRESENTATIONS (10 min.)

3.1 Academies Presentation – Wayne Kelly (page 6)

4. BUSINESS

4.1 21/22 Fees – Paul Block (page 17)

4.1.1 School Based (page 19)

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the proposed 21/22 school fees as presented at the March 3rd Resources Committee Meeting.

4.1.2 Transportation Based (page 23)

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the proposed 21/22 transportation fees as presented at the March 3rd Resources Committee Meeting.

4.1.3 Academies Based (page 24)

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the proposed 21/22 academy fees as presented at the March 3rd Resources Committee Meeting.

4.1.4 International Program Fees for 22/23 (page 25)

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the proposed 22/23 international student program fees as presented at the March 3rd Resources Committee Meeting.

4.2 Minor Capital Program – Harold Cull/Mhairi Nicolson

4.2.1 21/22 Annual Facilities Grant Plan (page 26)

Recommend Motion: That the Board of Education of School District 62 (Sooke) approve the District's Annual Facility Grant (AFG) Plan as submitted to the Resources Committee

on March 3, 2021.

4.2.2 Minor Capital Project Framework (page 30)

4.3 21/22 Budget Development Process – Harold Cull (page 35)

4.4 Power Outages – Scott Stinson (page 39)

5. ADJOURNMENT

6. NEXT MEETING DATE: April 12, 2021



Committee Report of Resources Committee Meeting via MS Teams February 9, 2021

Present: Bob Beckett, Trustee (Committee Chair)
 Wendy Hobbs, Trustee (Committee Member)
 Margot Swinburnson, Trustee (Committee Member)
 Krista Leakey, SPVPA
 Amanda Dowhy, SPEAC
 Ed Berlando, STA
 Bruce Woodcock, CUPE
 Scott Stinson, Superintendent & CEO
 Harold Cull, Secretary Treasurer
 Stephanie Hedley-Smith, Associate Superintendent
 Farzaan Nusserwanji, Executive Director IT
 David Lee Bonar, Manager Financial Reporting & Analysis
 Nicole Gestwa, IT

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:02 pm by the Committee Chair, Bob Beckett acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated January 19, 2021 at it's Public Board Meeting dated January 26, 2021.

3. PRESENTATIONS

4. BUSINESS

4.1 Emergency Response Presentation – Stephanie Hedley-Smith

Staff provided a summary of the work completed to date on the emergency response project and that the SPEAC Committee on the topic has been restarted. The focus of this work has been centered on preparing for an emergency that is an unexpected and/or a dangerous occurrence rather than other issues such as local power outages, etc. The Committee discussed the importance of having provincial support with standards and resources required to address emergencies at the School and District levels. The Committee also discussed that the plan needs to be clear when our staff are also parents of the District, to ensure the expectations are clear for release and synergies between schools can be taken advantage of.

4.2 20/21 Amended Budget Bylaw – Harold Cull

Staff provided the rationale behind the requirement for the Board to amend the District budget and highlights of the proposed changes to the initial budget passed by the Board in June of 2020. These changes are required to ensure the amended budget has the latest budget information of the District in terms of enrolment and final 19/20 account balances.

The Committee also gave their support for the following motions to be considered and debated by the Board on February 23rd:

Recommended Motion: That the Board of Education School District 62 (Sooke) allow all three readings of the 2020/21 Amended Budget Bylaw at its meeting of February 23, 2021.

Recommended Motion: That the Board of Education of School District #62 (Sooke) approve the Amended Annual Budget Bylaw of the Board for the fiscal year 2020/2021 as presented.

4.3 Quarter 2 Financial Forecast

Staff provided an overview of the estimated year-end financial position of the District based on the quarter 2 forecasting process to the Resources Committee. The District is estimated to end the fiscal year on budget or with a slight surplus. Staff will continue to manage the budget and will present the Quarter 3 forecast to the Resources Committee in early May.

4.4 21/22 Budget Assumptions & Guiding Principles – Harold Cull

Staff provided an overview of the draft 21/22 budget assumptions and guiding principles to the Resources Committee. The Committee also provided their thoughts on the budget priorities for the 21/22 fiscal year which include:

- Trauma informed practices for students and staff;
- Improved quality of existing learning spaces;
- Focus on early learning opportunities;
- Mental health supports for students transitioning into new schools (K, grades 5, 8, 12); and
- Tangible steps to take care of the wellness of our “family”

The Committee also gave their support for the following motions to be considered and debated by the Board on February 23rd:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the guiding principles for the 21/22 budget year as presented at the Resources Committee meeting on February 9, 2021.

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the assumptions for the 21/22 budget year as presented at the Resources Committee meeting on February 9, 2021.

5. **ADJOURNMENT AND NEXT MEETING DATE:** March 3, 2021

Sooke School District Academy Programs



Current Status for 2020/21

- 1250 Student Currently Enrolled
- 18 Academy Programs
- 5 Partnership Programs

Middle School Academy Programs 2016/7

Dunsmuir Middle School

Dance 6,7,8 (90)

Soccer 7,8 (40)

Journey Middle School

Hockey 6,7,8 (46)

Spencer Middle School

Hockey 6,7,8 (35)

Secondary Academy Programs

Royal Bay

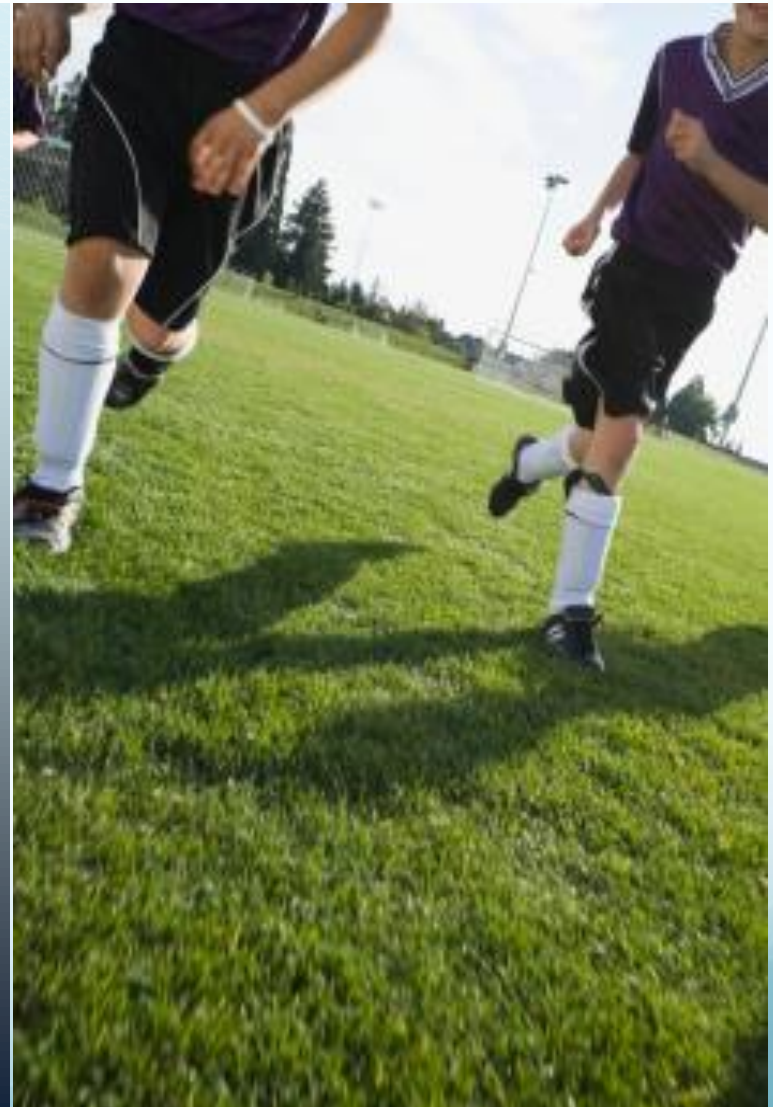
- Soccer 9,10,11,12 (75)
- Dance 9,10,11,12 (85)
- Lacrosse-Boys 9,10,11,12 (90)
- Lacrosse-Girls 9,10,11,12 (30)
- Golf 9-12

Edward Milne

- Soccer 9,10,11,12 (45)
- Hockey 9,10,11,12 (38)

Belmont

- Hockey 9,10,11,12 (32)
- Baseball Softball (65)



District Academy Programs:

Golf Academy – 25

EMCS, Royal Bay, Belmont
Grades 9-12

Equestrian Academy --15

EMCS, Royal Bay, Belmont
Grades 9-12

PACE – Musical Performance Academy – 350

Percussion Ensemble -- 60

Partnership Programs

Rugby Canada – 15

Golf Canada – 12

Pacific Coast Hockey – 60

Pacific Soccer Institute – 15

Canadian Sports School - 30

Bursary Programs:

We do have a bursary program that students and parents can access to assist with fees due to their financial situation

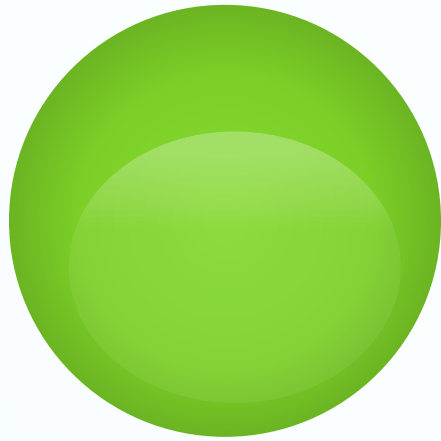
- 1) KidSport – Local Victoria chapter provides up to \$400 per child to assist with academy fees.
- 2) Jumpstart – Local Victoria chapter can provide up to \$300 per child to assist with academy fees
- 3) Sport Assist – Langford based. Provides assistance for students living in the Langford area.
- 4) Lace'Em Up – Provides up to \$1,000 per child to assist with Academy fees

Amazing! This year'

- 1.Noah Manning – Denver University
- 2.Connor Barrett – Mount Saint Mary's University
- 3.Joel McCormick – Stony Brook University
- 4.Dylan Johannes – Fairfield University
- 5.Austin Krug – Montevallo University
- 6.Ayden McDonald – New Jersey Institute Technology
- 7.Alec Billings – John Hopkins University
- 8.Kalum Lachance – Colorado Mesa University
- 9.Aido Solomon – Indianapolis University (2020 grad)
- 10.Jacob Obee – Montevallo University (2020 Grad)
- 11.Carson Echlin – Lincoln Memorial University (2020 Grad)
- 12.Adam Bland – Hobart University (Royal Bay Student 2016-2019)



<https://www.goldstreamgazette.com/community/five-royal-bay-students-sign-lacrosse-scholarships-at-u-s-universities/>



Earn Extra Grad Credits Cross Enroll 4 Course credit per year

Cross Training A&B – are you participating in any other outside training if yes enroll in this class

Individual Sports Training: are you participating in additional lacrosse training if yes enroll in this class

**Resources Committee Meeting
March 3, 2021
Agenda Item: 4.1.3 - 2021-22 Academies Fees**

ACADEMY	FEES	MONTHLY	DEPOSIT	Notes
High School				
Belmont Baseball	\$680.00	\$87.71	\$195.74	
Belmont Hockey	\$1,615.00	\$214.29	\$329.28	
EMCS ECO	\$ 300.00	\$71.43	\$186.43	New Academy postponed from 2020
EMCS Hockey	\$755.00	\$91.42	\$206.43	
EMCS Soccer	\$630.00	\$73.57	\$188.57	
RBSS Dance	\$1,280.00	\$166.43	\$281.43	
RBSS Golf	\$1,300.00	\$196.86	\$311.86	Additional group added Learn to Compete
RBSS LAX - Girls	\$890.00	\$ 110.71	\$225.71	
RBSS LAX - NEW	\$1,375.00	\$180.00	\$295.00	
RBSS LAX - Returning	\$1,075.00	\$137.14	\$252.14	
RBSS Soccer	\$1,280.00	\$166.43	\$281.43	
RBSS Soccer HP	\$1,480.00	\$195.00	\$310.00	
Middle School				
Dunsmuir Dance	\$975.00	\$122.86	\$237.86	
Dunsmuir Soccer	\$905.00	\$112.86	\$227.85	
Journey Hockey	\$755.00	\$91.43	\$206.43	
Spencer Hockey	\$1,300.00	\$169.29	\$284.29	
District				
Equine	\$1,250.00	\$162.14	\$277.14	Increase due to riding costs
Golf (Learn to Play)	\$1,050.00	\$132.57	\$247.57	Learn to Play

Committee Info Note

Resource Committee Meeting

March 3, 2021

Agenda Item: 4.1 21/22 Fees Info Note

- Attached are the school, transportation, academies and international fees for the Committee's review prior to go to the Board for approval
- Staff will speak to the proposed fees at the meeting
- Below is a summary of the fees to be discussed and amount from the current year

DESCRIPTION	20/21	21/22
SCHOOL BASED		
SECONDARY SCHOOL		
Band Instrument Rental	\$150.00	\$150.00
Band Uniform & Cleaning	\$25.00	\$25.00
Text Books	\$10.00-\$100.00	\$10.00-\$100.00
Workbooks – LOST/DAMAGED	\$5.00-\$25.00	\$5.00-\$25.00
Athletic Participation	\$50.00	\$50.00
Yearbook/Annual	\$55.00	\$55.00
Food Safe Training	\$55.00	\$55.00
Student Activity Fee	\$20.00	\$20.00
Active Living	\$50.00	\$50.00
Outdoor Ed./Enviro Science	\$150.00	\$150.00
Outdoor Education	\$100.00	\$100.00
P.E. 11/12 Recreation	\$75.00	\$75.00
Life Saving 10-12	\$100.00	\$100.00
ADST – Wood	\$35.00	\$35.00
ADST – Metal	\$35.00	\$35.00
ADST – Auto	\$20.00	\$20.00
ADST – Electronics	\$35.00	\$35.00
ADST – Cosmetology	\$80.00	\$80.00
Food Studies	\$20.00	\$20.00
Environmental Science	\$150.00	\$150.00
Metal TASK Program (EMCS)	\$150.00	\$150.00
Textiles (EMCS)	\$0.00	\$20.00
MIDDLE SCHOOL		

	Text Books	\$50.00	\$50.00
	Lost Novel	\$10.00	\$10.00
	Locks	\$10.00	\$10.00
	Athletic Participation	\$40.00	\$40.00
	Yearbook/Annual	\$40.00	\$40.00
	Food Safe Training	\$55.00	\$55.00
	Applied Design, Skills & Technology/Exploratory	as needed	as needed
	Band Instrument Rental	\$150.00	\$150.00
	Band Uniform & Cleaning	\$25.00	\$25.00
WESTSHORE			
	Textbook Deposit	up to \$100.00	up to \$100.01
	Workbooks	up to \$25.00	up to \$25.01
	Textbooks	\$20.00-\$100.00	\$20.00-\$100.01
	Texas Instruments Mathematics Graphing Calculators	\$185.00	\$185.00
TRANSPORTATION			
	Safety Fee	\$0.00	\$25.00
	Late Registration Fee	\$0.00	\$100.00
ACADEMIES			
	Belmont Baseball	\$680.00	\$680.00
	Belmont Hockey	\$1,615.00	\$1,615.00
	Royal Bay Girls Lacrosse	\$890.00	\$890.00
	Royal Bay Boys Lacrosse NEW	\$1,375.00	\$1,375.00
	Royal Bay Boys Lacrosse RETURN	\$1,075.00	\$1,075.00
	Royal Bay Soccer	\$1,280.00	\$1,280.00
	Royal Bay Soccer High Performance	\$0.00	\$1,480.00
	Royal Bay Dance	\$1,280.00	\$1,280.00
	EMCS Soccer	\$630.00	\$630.00
	EMCS Hockey	\$755.00	\$755.00
	EMCS Eco	\$500.00	\$300.00
	Journey Hockey	\$755.00	\$755.00
	Spencer Hockey	\$1,300.00	\$1,300.00
	Dunsmuir Dance	\$975.00	\$975.00
	Dunsmuir Soccer	\$905.00	\$905.00
	District Golf Learn to Compete	\$0.00	\$1,300.00
	District Golf Learn to Play	\$1,030.00	\$1,050.00
	District Equestrian	\$850.00	\$1,250.00
	District PACE	\$50.00	\$50.00
INTERNATIONAL			
	Application Fee	\$250.00	\$250.00
	Tuition	\$13,500.00	\$14,000.00
	Homestay Fee	\$9,250.00	\$9,750.00
	Program Fee	\$1,850.00	\$1,850.00
	New Student Orientation	\$140.00	\$250.00
TOTAL		\$25,990.00	\$26,100.00
	DESCRIPTION	20/21	21/22

**Resource Committee Meeting
March 3, 2021**

Agenda Item: 4.1.1 - 2021– 22 School Fees - Middle Schools

STANDARD FEES	COST	Notes
Text Books	\$50	Flat fee for all texts which are damaged beyond use or lost
Lost Novel	\$10	Flat fee for all novels.
Locks	\$10	Dunsmuir, Spencer and John Stubbs only
OPTIONAL FEES	COST	Notes
Athletic Participation	\$40	One fee (\$40) allows students to participate on as many teams as they wish. Additional costs for travel, accommodation and meals may be required.
Yearbook	\$40	optional
Food Safe	\$55	If offered
Applied Design, Skills & Technology / Exploratory		As needed throughout year (see examples below)
Band Instrument Rental	\$150	Less depending on instrument.
Band Uniform Rental & Cleaning	\$25	optional
<p>Other fees may be charged prior to a course for value-added products which students chose to purchase as an option, or for projects taken home. Cost lists will be provided:</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Wood Tech (a) projects taken home (b) specialty wood • Sewing/Fashion/Design (a) projects taken home (b) specialty materials • Art/Theatre Arts (a) projects taken home (b) specialty materials • Cooking (a) specialty ingredients (b) food taken home <p>Other fees may occur in association with Optional Curricular Events such as:</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Dance outfits for performances • Travel, accommodations, meals and registrations • Exploratory Program (busing, projects to take home) 		
<p>No student will be denied educational opportunities if they do not have the ability to pay. Please contact your assigned principal, vice-principal or counsellor to request for fees to be waived due to financial hardship. Please note: a 2.5% administrative fee will be added to cover costs related to the processing of credit card payments.</p>		

**Resource Committee Meeting
March 3, 2021**

Agenda Item: 4.1.1 - 2021-22 School Fees – Secondary Schools

STANDARD FEES	COST	Notes
Band Instrument Rental	\$150.00	Dependent on instrument.
Band Uniform & Cleaning	\$25.00	Dependent on individual band program needs (reflects maximum fee charge).
Text Books	\$10.00 - \$100.00	Replacement fee will range for all texts/novels which are damaged beyond use or lost.
Workbooks – LOST/DAMAGED	\$ 5.00 - \$25.00	Workbooks are consumable and are not required – can be used free in the classroom if not written in. They are used primarily in math and science classes.
Athletic Participation	\$50.00	One fee allows students to participate on as many teams as they wish to try out for. Additional costs for travel, accommodation and meals may be required.
Yearbook/Annual	\$55.00	Optional - Prices will fluctuate based on production costs.
Food Safe Training	\$55.00	Fee applies only if offered.
Student Activity Fee	\$20.00	Includes school-wide events, student locks, school appointments online & locker app.
Active Living	\$50.00	Various activities outside the building.
Outdoor Ed./Enviro Science	\$150.00	Grades 11/12
Outdoor Education	\$100.00	Grades 9/10
P.E. 11/12 Recreation	\$75.00	Various activities outside the building that incur travel & amenity costs.
Life Saving 10-12	\$100.00	Hosted at the Y.M.C.A (Belmont only).
ADST – Wood	\$35.00	Optional for personal projects/take home.
ADST – Metal	\$35.00	Optional for personal projects/take home.
ADST – Auto	\$20.00	Optional for personal consumables.
ADST – Electronics	\$35.00	Optional for personal projects/take home.
ADST – Cosmetology	\$80.00	Optional for personal use & to keep: Mannequin, nail polish, make-up.
Food Studies	\$20.00	Optional for personal projects/take home.
Environmental Science	\$150.00	Various activities outside the building.
Metal TASK Program (EMCS)	\$150.00	Materials for personal projects/take home.
Textiles (EMCS)	\$20.00	

Other fees may be charged prior to a course for value-added products which students choose to purchase as an option, or for projects taken home. Cost lists will be provided:

Examples:

- Wood Tech (a) projects taken home (b) specialty wood.
- Sewing/Fashion/Design (a) projects taken home (b) specialty materials.
- Art/Theatre Arts (a) projects taken home (b) specialty materials.
- Cooking (a) specialty ingredients (b) food taken home.
- Workbooks if a student wants to write in the book and/or keep it.
- Materials for elective programs required beyond the basic curriculum.

Other fees may occur in association with Optional Curricular Events such as:

Examples:

- Grad Ceremony, Prom, Winter Formal, School Dances & Student Conferences.
- Dance outfits for performances.
- Travel, accommodations, meals and registrations.
- Technical Education Program (busing, projects to take home).

No student will be denied educational opportunities if they do not have the ability to pay.

Please contact your assigned administrator or counsellor to request for fees to be waived due to financial hardship. Page 42 of 170

Please note: a 2.5% fee will be added to any electronic payments (debit or credit card).

Resources Committee Meeting

March 3, 2021

Agenda Item: 4.1.1 - 2021-22 School Fees - Westshore Centre for Learning and JDFDL

ITEM	AMOUNT	Notes
Textbook/Materials Deposit	Up to \$100	To be paid by students registered with Westshore Centre's Continuing Education School or Juan de Fuca Distributed Learning when they choose to sign out a textbook or a course materials package. Refundable upon return of the item(s) signed out by the student.
Workbooks & other consumable items that students write in and/or keep	Up to \$25	Used by some math and science courses.
Textbooks	\$20 - \$100	Actual cost of textbook will be charged if lost or damaged. Charge will be deducted from the textbook deposit or an additional charge may be levied.
Texas Instruments Mathematics Graphing Calculators	\$185	To be paid by students registered in some Math 11/12 courses at Westshore Centre's Continuing Education School or Juan de Fuca Distributed Learning IF they choose to use a school owned graphing calculator. Refundable upon return of the calculator in the same/similar condition as when it was issued.
<p>No student will be denied educational opportunities if they do not have the ability to pay fees. Please contact your assigned administrator or counsellor to ask for fees to be waived due to financial hardship. Please note: a 2.5% fee will be added to any electronic payments (debit or credit card)</p>		

**Resources Committee Meeting
March 3, 2021
Agenda Item: 4.1.2 - 2021-22 Transportation Fees**

TRANSPORTATION	FEEs	Notes
Safety Fee	\$25.00	New fee for 2021/22
Late Registration Fee	\$100.00	New fee for 2021/22
Please contact your assigned principal, vice-principal or counsellor to request for fees to be waived due to financial hardship. Please note: a 2.5% administrative fee will be added to cover costs related to the processing of credit card payments.		

Resources Committee Meeting
March 3, 2021
Agenda Item: 4.1.3 - 2021-22 Academies Fees

ACADEMY	FEES	MONTHLY	DEPOSIT	Notes
High School				
Belmont Baseball	\$680.00	\$87.71	\$195.74	
Belmont Hockey	\$1,615.00	\$214.29	\$329.28	
EMCS ECO	\$ 300.00	\$71.43	\$186.43	New Academy postponed from 2020
EMCS Hockey	\$755.00	\$91.42	\$206.43	
EMCS Soccer	\$630.00	\$73.57	\$188.57	
RBSS Dance	\$1,280.00	\$166.43	\$281.43	
RBSS Golf	\$1,300.00	\$196.86	\$311.86	Additional group added Learn to Compete
RBSS LAX - Girls	\$890.00	\$ 110.71	\$225.71	
RBSS LAX - NEW	\$1,375.00	\$180.00	\$295.00	
RBSS LAX - Returning	\$1,075.00	\$137.14	\$252.14	
RBSS Soccer	\$1,280.00	\$166.43	\$281.43	
RBSS Soccer HP	\$1,480.00	\$195.00	\$310.00	
Middle School				
Dunsmuir Dance	\$975.00	\$122.86	\$237.86	
Dunsmuir Soccer	\$905.00	\$112.86	\$227.85	
Journey Hockey	\$755.00	\$91.43	\$206.43	
Spencer Hockey	\$1,300.00	\$169.29	\$284.29	
District				
Equine	\$1,250.00	\$162.14	\$277.14	Increase due to riding costs
Golf (Learn to Play)	\$1,050.00	\$132.57	\$247.57	Learn to Play



Sooke Schools

INTERNATIONAL STUDENT PROGRAM

Many Nations.  One Remarkable Experience

200-814 Goldstream Avenue · Victoria, British Columbia · Canada · V9B 2X7
Tel: (250) 474-9818 · Website: www.sookeschoolsvictoria.ca

Sooke Schools Victoria Academic Program Fees - DRAFT 2022-23

Standard Fees for all international students are as follows...

	Academic Year	Semester
1. Application Fee	\$ 250.00	\$ 250.00
2. Tuition	\$14,000.00	\$ 7,000.00
3. Homestay Fee (\$975/month)	\$ 9,750.00	\$ 4,875.00
4. Program Fee*	\$ 1,850.00	\$ 1,350.00
5. New Student Orientation (Aug. only)	\$ 250.00	\$ 250.00
	\$26,100.00	\$13,725.00

*Program Fee includes school bus transportation (when required), homestay placement/support, arrival/departure transportation to and from Victoria airport or Swartz Bay ferry terminal, complimentary custodianship, access to our supervised activities program, and medical coverage.

Please Note:

- The application fee of \$250 is non-refundable and must accompany each application payable to Sooke School District #62. The application fee may be paid online using your Visa or Master Card.
- The student's name must accompany this and all other payments.
- Monthly Homestay fees cover from the first day of the month to the last day of the month and cannot be pro-rated.
- There will be an additional Homestay fee of \$125 per month for special diets such as gluten-free, vegan, etc. Please contact us with any special dietary needs.
- Students may be charged for optional fees, including Sports Academy fees, enhanced supply fees, dual-credit course fees, online course fees, extracurricular sports fees, club fees, field trip fees, etc.
- Report card validation, if required, will incur an additional fee of \$200.00
- **Please note: a 2.5% administrative fee will be added to cover costs related to the processing of credit card payments.**

For additional information and to apply online please visit:
Victoria's Sooke International Program
www.sookeschoolsvictoria.com

Committee Info Note

Resource Committee Meeting

March 3, 2021

Agenda Item: 4.2.1 21/22 Annual Facilities Grant Plan

Background

- The Annual Facilities Grant (AFG) is funding received from the Ministry of Education to fund minor capital projects
- The AFG funding is used to maintain facility assets through their anticipated economic life and to prevent premature deterioration
- The District is anticipating receiving the same amount of funding as was received in 20/21 (\$1.630 m) and this amount will be confirmed in the Ministry's Capital Response Letter now anticipated to be received in mid-May
- The amount is calculated using a formula based on student enrolment and average age of facilities, with an adjustment made for unique geographic factors.
- The AFG year corresponds to government's fiscal year (April 1 to March 31)
- The AFG fund is divided into 12 categories of eligible expenditures:
 - 1) **Roof Replacements** (including scheduled roof replacements and major roof repairs)
 - 2) **Mechanical System Upgrades** (improvements, replacements or provision of heating, ventilation, air conditioning or plumbing systems)
 - 3) **Electrical System Upgrades** (improvements or replacements of power supply and distribution systems)
 - 4) **Facility Upgrades** (improvements to protect the fabric of the plant, including exterior painting, window and door replacement, building envelope repair and replacement, structural and nonstructural seismic mitigation)
 - 5) **Loss Prevention Projects** (improvements, replacements or provision of fire protection system)
 - 6) **Functional Improvements** (improvements of school facilities related to the provision of educational programming)
 - 7) **Technology Infrastructure Upgrades** (improvements to accommodate computer and telecommunications networks)

- 8) **Site Upgrades** (site improvements including positive site drainage; repairs to sidewalks, parking lots, site access/egress, paved work areas, paved play areas, and play fields; repairs, upgrading or replacement of playground equipment; perimeter safety fencing; contaminated soil remediation; underground storage tanks removal)
- 9) **Disabled Access** (improvements related to access for persons with physical disabilities)
- 10) **Asbestos Abatement**
- 11) **Health and Safety Upgrades** (improvements related to indoor air quality, , traffic safety, and non-structural upgrades)
- 12) **Site Servicing** (improvements, replacements or provision of sewer, drainage or water services; underground irrigation systems).

Proposed AFG Plan for 21/22

- The proposed AFG spending plan for April 1, 2021 to March 31, 2022 is attached for the Committee's review
- It is broken down between Programs (preventative maintenance and system upgrades) and Projects (school and facility requested)
- The actual project list will be provided in April once reviewed by the Minor Capital Committee
- Combined, these programs and projects maintain facility assets to ensure clean and safe learning environments that support student success today and into the future
- The AFG plan will also need to be approved through a capital bylaw (later in the spring) but staff are now looking for the Committee's support on the following motion

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the District's Annual Facility Grant (AFG) Plan as submitted to the Resources Committee on March 3, 2021.

AFG Governance and Management

- The District has reviewed their internal processes around the governance and management of the AFG process
- From this, three recommendations have been identified and are in the process of being implemented:
 1. A formal project identification and prioritization process should be designed and implemented to support proactive identification of projects. **The Minor Capital Committee has reviewed project requests and are in the process of approving the list for the 21/22 AFG year. The attached minor capital project process is being used to identify and consider each project.**
 2. The School District should track costs on a project-by-project basis. Reporting of budgets to actuals by project should be tracked/monitored. There should be clear reporting of projects added/removed from

the AFG list throughout the year. Each approved project will be tracked by salaries/benefits, supplies, overhead and any external services. The approved list will be forecasted quarterly and reconciled to actual projects at the end of the AFG year (March 31).

3. For each AFG project, a work plan should be developed, allocating staff time, materials and other allocations to ensure that adequate funds are available to complete the projects. This enables project tracking against budget and for reporting purposes. The budget should be adjusted as projects are added/removed from the AFG list. The attached scope document has been developed to ensure the scope, timelines and budget are identified prior to the start of the project. Each project actual expenditures will be tracked and compared to the project budget.

School District Six Two (Sooke)
Summary of Annual Facilities Grant and Minor Capital Program
April 1, 2021 to March 31, 2022

AFG	Budget	% of AFG Budget
Programs		
Roofing	\$250,000	15.33%
Exterior Painting	\$75,000	4.60%
Mechanical Upgrades	\$150,000	9.20%
Flooring	\$150,000	9.20%
Electrical Upgrades	\$150,000	9.20%
Drainage	\$75,000	4.60%
Door Replacements	\$40,000	2.45%
Subtotal - Programs	\$890,000	54.58%
		0.00%
Projects		0.00%
Health and Safety (school requested)	\$200,000	12.27%
Facilities Upgrades (school requests)	\$150,000	9.20%
Facilities Upgrades (facilities requests)	\$150,000	9.20%
Emergent contingency (enrolment/health and safety related)	\$240,566	14.75%
Subtotal - Projects	\$740,566	45.42%
Total - AFG	\$1,630,566	56.68%

MoE & District Funded Projects	Budget	% of Minor Capital Budget
EMCS Theatre Seating	\$35,000	2.81%
Major Capital (WLEMS Millwork)	\$300,000	24.08%
Space Invaders	\$20,000	1.61%
Hans Helgesen Envelope	\$30,000	2.41%
David Cameron Boiler Upgrade	\$10,000	0.80%
Specialized Capital Funding not used for Grants	\$140,000	11.24%
Total - Moe & District Funded Projects	\$535,000	42.93%
Grants		
Annual Playground Program (PEP)	\$125,000	10.03%
Colwood Outdoor Leaning	\$6,100	0.49%
RBSS Welders	\$80,000	6.42%
Total - Grants	\$211,100	16.94%
PAC		
School PAC Funds Elementary	\$200,000	16.05%
District Gaming Funds (with Specialized Capital for Labour)	\$300,000	24.08%
Total - PAC	\$500,000	40.13%

Total Minor Capital Program **\$1,246,100** **43.32%**

Total AFG and Minor Capital Program **\$2,876,666**

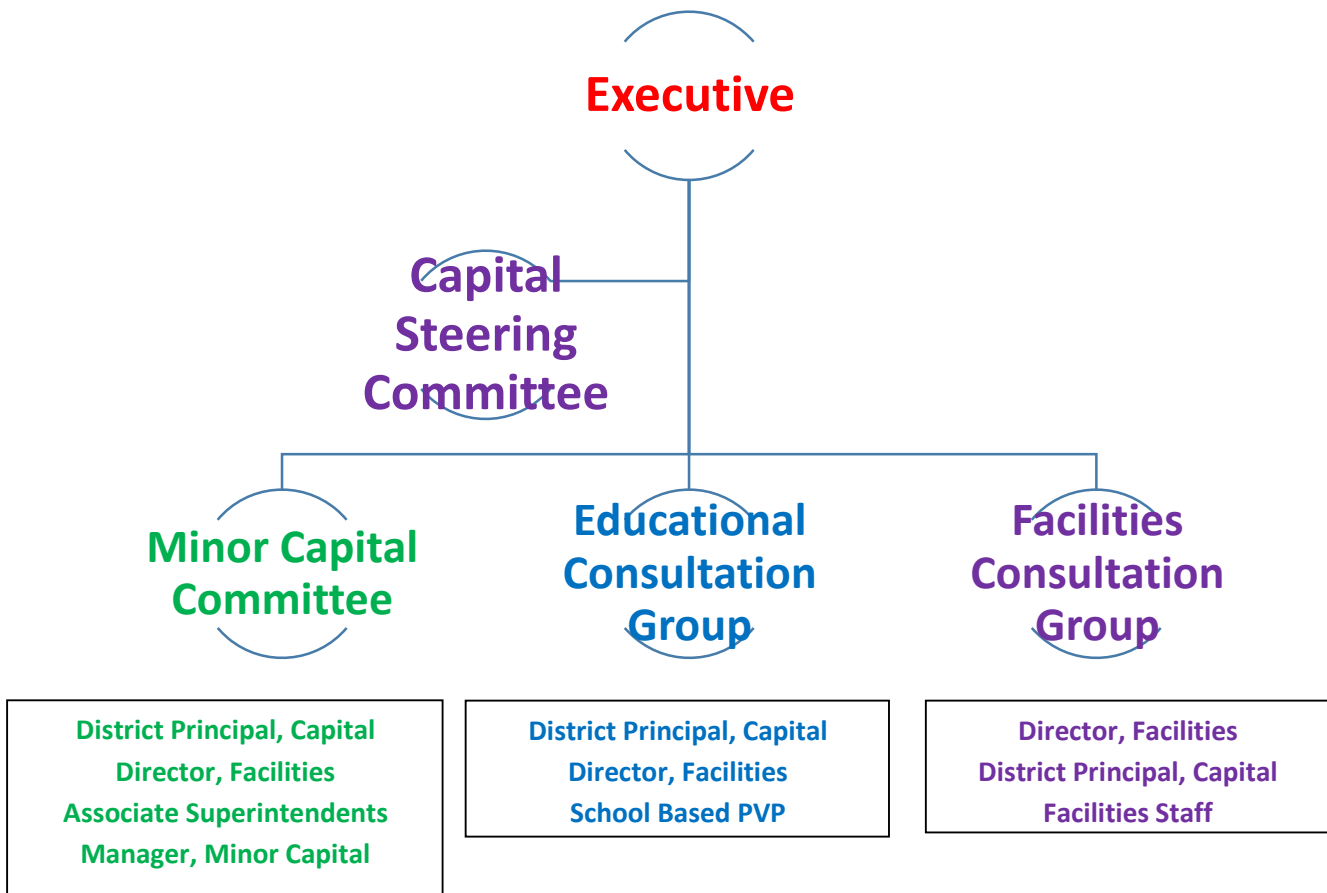
**Committee Info Note
Resource Committee Meeting
March 3, 2021**

Agenda Item: 4.2.2 Minor Capital Project Framework

Minor Capital Program

- In addition to AFG, the District has a number of other funding sources to create the Minor Capital Program
- These sources include:
 - a) Ministry of Education funded projects
 - b) District funded projects
 - c) Major Capital projects (when applicable)
 - d) Grant applications
 - e) Parent Advisory Council (PAC) funding
- A summary of these funding sources and proposed projects are also attached for the Committee's information
- This list and the AFG plan, make up the District's Minor Capital Program
- The attached process reflects the process and scope document required to have an AFG or minor capital project approved
- This process limits the time projects to be identified and submitted for consideration (January to March), the time for approval (March) and then executed (April onwards)
- The Project Scope Form ensures the projects are clearly defined from a scope, timeline and budget perspective prior to the approval process
- This will ensure the priority projects are approved and managed against a set of predetermined criteria
- These standards will require schools, departments and PACs to properly plan for projects to increase the probability of approval and eventual success

- The following diagram (from the draft Facilities Plan) highlights the governance structure for major and minor capital projects



MINOR CAPITAL PROJECT PROCESS



SD62 Minor Capital Project Scope Form

Location: Spencer Middle School
 Project: Spencer Portable Repair
 Funding (WO#): 2021009

Project Request:

To repair the Spencer portable which was damaged by a falling tree

Project Scope:

Scope Approval

TK. 2021/02/17

Darren Russell
2021/02/17

General Foreman

Principal

Carpentry to include:

Reframe damaged roof joists
 Supply and install new t-bar ceiling as required
 Supply and install new insulation and poly
 Reinstall trim
 Supply and install new roof sheathing
 Repair framing on back wall
 Supply and install new cladding for damaged area only

Mechanical to include:

Possible mechanical repairs as required

Electrical to include:

Electrical repairs as required

Painting:

Repaint interior where required
 Repaint exterior to match

Roofing:

Supply and install new roof
 Supply and install new flashing

Custodial:

Final Clean

Approvals:

Associate Superintendent

David Strange

Director of Facilities

Pete Godau

Manager, Minor Capital Construction

Mhairi Nicolson

Approved	Date
Advised	2021/02/17
PG.	2021/02/17
MN.	2021/02/17

SD62 Minor Capital Project Costing Form

Location: Spencer Middle School

Project: Portable Repair

Funding (WO#): 2021009

	Quantity	Material	Mat. Total	Labour	Total
<u>Carpentry</u>					
Framing	1	\$ 1,200.00	\$ 1,200.00	\$ 1,184.00	\$ 2,384.00
Cladding	1	\$ 250.00	\$ 250.00	\$ 296.00	\$ 546.00
Insulation	1	\$ 150.00	\$ 150.00	\$ 148.00	\$ 298.00
Drywall	1	\$ 250.00	\$ 250.00	\$ 296.00	\$ 546.00
T bar	1	\$ 1,200.00	\$ 1,200.00	\$ 592.00	\$ 1,792.00
Paint	1	\$ 125.00	\$ 125.00	\$ 296.00	\$ 421.00
Carpentry Subtotal			\$ 3,175.00	\$ 2,812.00	\$ 5,987.00
<u>Mechanical</u>					
Ducting Repair	1	\$ 250.00	\$ 250.00	\$ 312.00	\$ 562.00
Mechanical Subtotal					\$ 562.00
<u>Electrical</u>					
Lighting	1	\$ 450.00	\$ 450.00	\$ 296.00	\$ 746.00
Electrical Repairs	1	\$ 100.00	\$ 100.00	\$ 594.00	\$ 694.00
Electrical Subtotal					\$ 1,440.00
<u>Roofing</u>					
Contractor estimate	1	\$ 7,911.00			\$ 7,911.00
Roofing Subtotal					\$ 7,911.00
<u>Subtotal</u>					\$ 15,900.00
<u>Risk Assessment Items</u>					
Contingency	15%				\$ 2,385.00
Total					\$ 18,285.00

Committee Info Note
Resource Committee Meeting
March 3, 2021
Agenda Item: 4.3 21/22 Budget Development Process

Background

- The budget development process for the 21/22 school year continues
- Staff will lead the Committee through a budget presentation at the meeting with the following path:
 - 1) Budget Context – increased certainty as enrolment amounts have been estimated
 - 2) Budget Priorities – summary of themes heard to date
 - 3) Input – based on these themes, what does the Committee think?

Budget Context

- As presented at the February 23rd Board meeting, the District is estimating the attached enrolment amounts for the 21/22 school year
- The majority of the enrolment increases creates funds that are either restricted (Indigenous Ed.) or dedicated use (Inclusive Education) therefore the funding is not available for general educational uses (summary of increases and funding uses attached)
- A copy of the initial budget model has also been provided for illustrative purposes only – the list of sources of funding (revenues) and uses (pressures) will be added to and change multiple times as we work through the budget development process
- The narrative is that the District is expecting a funding neutral budget as we continue to move forward in the direction set by the Board
- Programs and initiatives will continue to be funded out of the ~\$124 m expected in the operating fund

- Through the budget discussions with the Leadership Team (February 4th), the Resources Committee (February 9th) and the partner groups (February 22nd), the following budget priority themes are beginning to emerge:
 - 1) Mental health/wellness of students and staff
 - 2) Early education opportunities
 - 3) Safe and clean learning/working spaces
 - 4) Adequate resources, supplies and equipment
- The challenge of this year's budget development process will be to ensure these priorities are addressed and funded while the District plans for the future and moves forward with the existing goals of Learning, Engagement and Growth
- The District is still in the process of gathering input on budget priorities from our students and public
- Any additional input/changes to this list will be added into the budget process

Committee Input

- Staff will be delivering a presentation providing greater context on the budget narrative (funding neutral) based on the estimated enrolment and some of the funding pressures facing the District
- Details on how funding is being spent on the above noted priorities will also be provided to provide additional context on the existing budget
- The presentation will then lead into a Committee discussion centered around:

Do these priorities accurately reflect what the District should be focusing on in 21/22?

Given the budget priorities identified above, what work should be continued/started and how should funding be spent on these items to maximize the benefits?

SCHOOL DISTRICT SIX TWO (SOOKE)
SUMMARY OF ENROLMENT AMOUNTS FROM 18/19 TO 21/22

FTE CATEGORY	Fiscal Year				VARIANCE	2020-21 FUNDING LEVEL	C = A*B VARIANCE \$	USE OF FUNDS
	18/19	19/20	20/21	21/22				
Standard (Regular) Schools	10,444	10,700	10,931	11,111	180	\$ 7,560	\$ 1,360,800	Included in structural budget already
Continuing Education	21	18	15	15	0	\$ 7,560	\$ -	
Alternate Schools	243	258	210	210	0	\$ 7,560	\$ -	
Distributed Learning	125	137	99	120	21	\$ 6,100	\$ 128,100	General use
Home Schooling	5	6	24	6	-18	\$ 250	\$ (4,500)	
Course Challenges	1	0	0		0		\$ -	
Level 1 Special Needs	10	12	14	16	2	\$ 43,000	\$ 86,000	Dedicated use
Level 2 Special Needs	385	418	463	465	2	\$ 20,400	\$ 40,800	Dedicated use
Level 3 Special Needs	260	297	292	370	78	\$ 10,300	\$ 803,400	Dedicated use
English Language Learning	551	681	626	781	155	\$ 1,520	\$ 235,600	Dedicated use
Indigenous Education	1,173	1,205	1,183	1,293	110	\$ 1,500	\$ 165,000	Restricted use
Adult Education	13	12	14	12	-2	\$ 4,823	\$ (9,646)	
Total - September Count	13,231	13,744	13,871	14,399	528		<u><u>\$ 2,805,554</u></u>	

Notes:

Actual enrolment from 18/19 to 20/21 with an estimate for 21/22

Variance is the difference between 20/21 actual and estimate for 21/22

All funding amounts based on 20/21 fiscal year - to be updated in March by the Ministry

School District Six Two
Budget Summary Narrative - Estimated Changes in Revenues & Expenditures Page 59 of 170

Fiscal 21/22

Source	Details	Amount
Revenues		
Provincial Grant	Increased K-12 enrolment by 180	1.361
	Increase in IES funding - 82 more designations	0.930
	Increase in ELL funding - 155 FTEs	0.236
	Increase in Indigenous Education funding - 110 FTEs	0.165
	Increase in DL funding - 21 FTEs	0.128
	Collective Agreement(s) funding	3.008
International Program	Reduction in estimated ISP enrolment - 70 FTEs	(0.945)
District Reserve	Reduction in one time District Reserve funding	(1.361)
20/21 Budget	Surplus from 20/21 Budget	?
Total Revenues		3.522
External Pressures		
Provincial Grant	Collective Agreement Increases	(3.008)
	Consumer Price Index @ 2% of Supply budgets	?
	Teacher Salary Increments	(0.700)
	PVP/Exempt Salary increase @ 2%	(0.400)
	Increase in IES needs - 82 more designations	(0.930)
	Increase in ELL needs - 155 FTEs	(0.236)
	Increase in Indigenous Education needs - 110 FTEs	(0.165)
	Continued OHS/cleaning protocols	?
International Program	Reduction in estimated ISP expenditures - 70 FTEs	0.473
Total External		(4.967)
Internal Pressures		
	Infrastructure growth based on 180 FTEs	(0.335)
	Minor Capital Project Funding	?
	Capital Asset Replacement	?
	Innovations & Systems Improvements	?
	Temporary Accommodations	?
Total Internal		(0.335)
Net Impact		(1.779)

Reserve

Increase required to balance budget

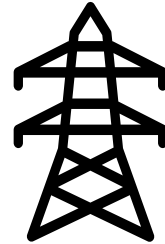
1.779

Power Outages –District Protocols

DEFINITION

A power outage is a sudden, unplanned loss of electricity/power. An outage can be caused by inclement weather, motor vehicle accidents, equipment failures.

During any given year, schools may experience a power failure ranging from a few minutes to several hours.



THE SCHOOL DURING OUTAGES



Typically, the District does **not close schools**, unless there are compelling reasons such as, compromised safety systems or other compounding challenges at the site.

Staff with concerns about the outage should speak immediately with their supervisor.

School emergency systems such as fire alarms have battery packs to ensure that alarms work even during a power outage.

Schools will maintain classroom activities, as much as possible, during the outage.



Schools may continue to be occupied by staff and students during a power outage, provided fire alarms are active or a staff member regularly patrols the building, as directed by the principal and/or superintendent.

Flashlights should be available to each classroom affected.

SCHOOL CLOSURE DECISIONS

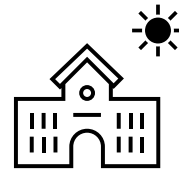


Only the Superintendent of Schools for SD62 can make the decision to close a school or worksite and/or to send students home.



This decision would be taken in discussions between the Superintendent, the School Principal, and the Family Associate Superintendent after considering issues of expected duration of outage and safety.

Every school and situation is different, the Superintendent, School Principal, and Associate Superintendent will consider each situation with regards to the season, the location, and the time of day and any other context-specific information.



Process to deal with power outages during school hours

TIMELINES



Immediately

The Principal contacts Superintendent to confirm they are aware of power outage and to detail any issues regarding the safety of staff and/or students in the school.

School District Office staff consult information from BC Hydro website and automatic notifications to see how widespread outage is and expected restore time.

If the situation is not a BC Hydro issue, SD62 Facilities staff will be dispatched.

Superintendents with Principal consider outage with regards to situational factors: time of day, outdoor temperature; time of outage; school location; school operational and support systems; estimated time of restore.

Principal ensures each affected room has access to a flashlight.

Principal maintains awareness of any changes to the situation in the school.



Ongoing

Principal and Superintendent communicate as updates or changes occur.



At 3 hours into the outage

Superintendent with Principal(s) consider the situation with regards to expected duration, whether the safety systems in the building are still operational and students and staff are safe to remain in the building.

After the Outage



After power is restored to the school, the Principal may ask staff to check their work areas to ensure that power is On/Off as appropriate. Any electrical items that appear to be malfunctioning following the restoration of power, should be reported to the Director of Facilities.





Process to deal with power outages out of school hours

The School Principal contacts the Superintendent or Family Associate Superintendent to ensure they are aware of power outage.

The Principal notifies all school staff about the outage to indicate process for reporting to work and entry to the building when the power is off.



Note – if the alarm system is disarmed during a power outage when the system is running off battery power, the system cannot be re-armed until main power is restored. This leaves the building vulnerable.

School District Office staff consult information from BC Hydro website and automatic notifications to see how widespread outage is and expected power restoration time.

If the outage is over 3 hours in duration, the Director of Facilities may dispatch staff to undertake a walk through the building at regular intervals.

After the Outage



After power is restored to the school, depending on the length of the outage and whether it occurred during the school term or in a vacation period, the Principal may ask staff to check their work areas to ensure that power is On/Off as appropriate. Any electrical items that appear to be malfunctioning following the restoration of power, should be reported to the Director of Facilities.





**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams Live
Mar. 2, 2021 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
 Bob Phillips, Trustee (Committee Member)
 Dianna Seaton, Trustee (Committee Member)
 Christina Kempenaar, STA
 Lou Leslie, CUPE
 Cendra Beaton, SPEAC
 Georgette Walker, SPVPA
 Scott Stinson, Superintendent/CEO
 Stephanie Hedley-Smith, Associate Superintendent
 Paul Block, Associate Superintendent
 Dave Strange, Associate Superintendent

Guest: Denise Wehner, District Principal – Curriculum Transformation

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.
2. **Opening Remarks from Chair, Allison Watson**
 - COVID-19 Update
 Superintendent Stinson provided a brief update related to COVID-19 health and safety initiatives:
 - completion of the revised safe work practices announced on February 4.
 - provided an update on the recent exposure at David Cameron Elementary School (acknowledged extensive work of Principal Terry Honer, Vice-Principal Sue Tonnesen and Steve Tonnesen, Mgr. IT Operations).
3. **COMMITTEE REPORT** of Feb. 2, 2021 Education-Policy Committee meeting
 The committee report for the Feb. 2, 2021 Education-Policy Committee meeting was reviewed by the committee members.
4. **BAA COURSE PROPOSALS**
 No submissions for this meeting.
5. **REVIEW OF POLICIES/REGULATIONS**
 - a. Draft Revised Policy E-311 "Class II Licence" – Scott Stinson
 Scott Stinson spoke about the proposed revisions to the policy and how they connect to Policy E-316 "Bus Drivers".

Recommendation

That the Board of Education give **Notice of Motion** to draft revised policy E-311 "Class II Licence".

b. Draft New Policy and Regulations D-310 "Non-Board Initiated Research" – Scott Stinson

Scott Stinson reviewed the draft new policy and regulations and explained their purpose. He said the district supports applications from individuals and/or agencies/organizations interested in conducting research in the school district. Research that supports the district's Strategic Plan is particularly welcomed. He noted that research must have the approval of the Superintendent or designate, prior to commencing. The draft policy and regulations will help align and streamline the process for applicants. Mr. Stinson thanked Sue Grundy, Mgr. of Executive Operations, for preparing the proposed new policy and regulations.

Recommendation:

That the Board of Education give **Notice of Motion** to draft new policy and regulations D-310 "Non-Board Initiated Research".

c. Policy and Regulations C-331 "Billeting of Students" – direction from Committee – Scott Stinson

Scott Stinson provided some background information regarding C-331. He said the policy and regulations require no updating in terms of language or application but are worth reviewing to determine that they are consistent with the Board's current values and beliefs. Given current parental and district values, along with cultural shifts, is it still the desire of the Board to allow billeting of students in certain situations and under the prescribed conditions? If the policy remains consistent with Board direction, there is no need to change or update as it currently covers any legal or operational requirements for due diligence. The committee felt that the policy continues to be consistent with the Board's beliefs.

It was requested that gender neutral language be used in the regulations, and to update Board of School Trustees to Board of Education.

Recommendation:

At this time, staff have no concerns about the current direction and requirements as laid out in the policy and regulations. Therefore, it is recommended that the policy and regulations continue as currently articulated.

d. Draft Revised Regulations D-111 "Volunteers in Schools" – Scott Stinson

Scott Stinson reviewed the proposed housekeeping revisions to the regulations as brought forward.

As these are only updates to the regulations, they are brought forward for information only.

6. **NEW BUSINESS**

a. Schools' Codes of Conduct – Paul Block

Associate Superintendent Paul Block spoke about the schools' Codes of Conduct for 2020-21. He noted that Codes of Conduct for each school are required under the *School Act*. School District policy and regulations guide the development process. Parents, students and staff must be included in the process to develop and review annually the standards of conduct. Each schools' Parent Advisory Council will approve the Code of Conduct.

b. Draft Curriculum Transformation Operational Plan - Denise Wehner

Denise Wehner, District Principal – Curriculum Transformation, gave a presentation on the draft Curriculum Transformation Operational Plan. She advised the plan is a “roadmap” for the next four years in alignment with the district’s overarching goals in the 2021-25 Strategic Plan and in alignment with other district departments. The plan seeks to build upon the existing initiatives and meaningful learning already happening in the district. Ms. Wehner reviewed the six goals outlined in the plan:

Goal #1 – To enhance and develop students’ literacy competencies.

Goal #2 – To enhance and develop students’ numeracy competencies.

Goal #3 – To support inclusive, meaningful learning experiences aligned with the BC K-12 curriculum.

Goal #4 – To support and enrich French Immersion programs.

Goal #5 – To promote high quality and equitable early years learning opportunities and to ensure supportive transitions for children and families to Kindergarten.

Goal #6 – To develop and utilize technology as a purposeful tool for quality learning experiences.

7. **FOR INFORMATION**

a.

8. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**

As per Policy Work Plan

9. **ADJOURNMENT AND NEXT MEETING DATE: Apr. 6, 2021**

School District #62 (Sooke)

CLASS II LICENCE	No.: E-311
	Effective: June 22/81 Revised: Reviewed: Mar. 2/21; Mar. 9/21

SCHOOL BOARD POLICY

Bus Drivers are required to have a Class II B.C. Driver's Licence, with air brake endorsement, a medical certification within the last six months and a valid First Aid Certification upon commencement of employment with the District.

On the recommendation of the Secretary-Treasurer, the Board will pay for courses and medical examinations as are required for an employee to ~~obtain~~ **maintain** a Class II licence, with Air Brakes endorsement, ~~where the holding of such a licence is not a condition of employment,~~ when employed by the District. ~~The employee concerned will be granted, free of charge, the use of such Board equipment as is necessary to pass the test.~~

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

March 9, 2021

Draft revised Policy E-311 "Class II Licence" is now ready for Notice of Motion.

NOTICE OF MOTION:

That draft revised Policy E-311 "Class II Licence" be given Notice of Motion.

School District #62 (Sooke)

NON-BOARD INITIATED RESEARCH	No.: D-310
	Effective: Revised: Reviewed: Mar. 2/21; Mar. 9/21

SCHOOL BOARD POLICY

The Board of Education greatly values evidence-based practices and supports research activities that further the discovery of new knowledge upon which improvements to the education system, to teaching, and to children's lives, can be made.

The Board of Education supports applications from individuals and/or agencies or organizations interested in conducting research in Sooke School District (SD62). Research that supports the SD62 strategic focus is particularly welcomed.

Research in SD62 must have approval of the Superintendent of Schools or designate, prior to commencing. Furthermore, such participation must not be detrimental to the normal educational activities of the School District. It is also expected that external research will not have an adverse effect on students, staff, or Board resources.

School District #62 (Sooke)

NON-BOARD INITIATED RESEARCH	No.: D-310
	Effective: Revised: Reviewed: Mar. 2/21; Mar. 9/21

ADMINISTRATIVE REGULATIONS**Permission to Conduct Non-Board-Initiated Research**

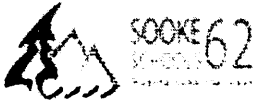
1. All researchers who wish to use SD62 or any school within it as a research site and/or to access students, families, or staff as subjects or respondents are to first submit written proposals to the Superintendent or delegate. Such written proposals are to include:
 - A statement addressing the need for or possible implications of the study for the school or SD62.
 - Specific purposes of the study.
 - Procedures to be used in the study including all questionnaires, surveys, or interview schedules.
 - An ethics approval from the host university. If there is no host university, an ethics statement based on the Government of Canada's Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans.
 - The name of school district, post-graduate department of a university, or recognized research institution under whose direction the research will be conducted.

2. Before approving a research proposal, the Superintendent or designate shall be convinced that the conduct of the research will:
 - Provide results of interest and value to SD62 and/or the broader educational community.
 - Cause minimal disruption to the operation of SD62 or individual schools.
 - Not be detrimental to relationships with the community.
 - Be sponsored and/or guided by a reputable agency or organization.
 - Conform to the practices for handling personal information as per the *Freedom of Information and Protection of Privacy Act* (FOIPPA).

Conducting Non-Board-Initiated Research

1. After approving a research proposal, the Superintendent or designate must be assured that all reasonable steps will be taken to inform subjects and/or their responsible parents/guardians, in advance of all aspects of the research which bear directly on them including:

- Any treatment they are to receive.
 - Any data that will be collected from them.
 - The magnitude of their participation.
2. If the research will involve the participation of an individual school or schools, the Superintendent or designate may, in consultation with principals of schools that might be involved with the research, approve contact between the researcher and the Principal(s).
 3. The Principal of any participating school will ensure that the necessary consultations with teachers, other staff, students (if appropriate), and parents are undertaken. The Principal must also make certain that confidentiality is maintained and that students have the option of not participating without penalty.
 4. The District shall not be obligated to provide resources or information to researchers. This includes providing lists, sending out questionnaires, administration of surveys, etc.
 5. Approved research proposals will be brought forward to the Board for information through the Education-Policy Committee.
 6. Upon conclusion of the research project, a final copy of the study is welcomed by the Board and the District. If the final report or subsequent publications mention the school district or specific SD62 schools or programs, a hard copy or link to an online copy should be submitted to the Superintendent and to the principal of any participating school.



Permission to Conduct Non-Board-Initiated Research

Date of application	
Applicant's Name	
Address	
Phone Number(s)	
E-Mail Address	
Present Position	
SD62 Employee?	
Affiliated institution or organization	
Name of facility supervisor (if applicable)	
Title of study	
Type of study	
Requested date to start and anticipated end date	
Type of participants (i.e. student, parent, teacher, support staff)	
Any specific cohort focus	
Plan for recruitment to study	
Specific location(s) of study	
Data collection tools	
Ethics approval, date and organization	

E-mail to: Superintendent of Sooke School District: ssinson@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:

- An overview of the study.
- The organization providing funding (if applicable).
- Relevant literature.
- The research question or problem being investigated.
- Significance of study (why now; why here; why age group, if under 18).
- The age of participants and why age group relevant to study.
- Whether the research materials have been piloted or used elsewhere.
- Any links to BC curriculum.
- Any links to wider research or to data sets (e.g. The Program for International Student Assessment [PISA]).
- Research design.
- Data collection process and timeline.
- Data analysis process.
- Details of how confidentiality will be achieved and maintained.
- Details of consent statements that will be provided to participants.
- Storage and security of information or data collected.
- Life span and disposal of data.
- Intentions for dissemination (conferences, journals, media).
- Copies of all data collection instruments.
- Copies of consent forms for participants (and if under 18, their parents/guardians).
- Approval statement from appropriate ethics board.
- 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.

E-mail to: Superintendent of Sooke School District: sstinson@sd62.bc.ca

or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

March 9, 2021

Draft new Policy and Regulations D-310 "Non-Board Initiated Research" is now ready for Notice of Motion.

NOTICE OF MOTION:

That draft new Policy and Regulations D-310 "Non-Board Initiated Research" be given Notice of Motion.

School District #62 (Sooke)

BILLETING OF STUDENTS	No.: C-331
	Effective: Apr. 23/96 Revised: Reviewed: Mar. 2/21; Mar. 9/21

SCHOOL BOARD POLICY

The Board of Education believes that the health, safety, and security of students is essential when participation in curricular or extra-curricular activities requires billeting.

The preference of the Board is to have students under direct supervision of supervising teachers and designated chaperones. Having students stay in host-school gymnasiums, hotel/motel accommodations, campgrounds, or other group accommodations are examples of direct supervision.

The Board also recognizes that on some trips, group accommodation may not be possible or desirable. When students are on cultural exchanges or trips where the attempt is to meet some other objective around social interaction, staying with a host family may be more suitable.

When students are billeted the Board expects that the standard of care will be that which is implicitly and explicitly stated in the attached regulations.

School District #62 (Sooke)

BILLETING OF STUDENTS	No.: C-331
	Effective: Apr. 23/96 Revised: Reviewed: Mar. 2/21; Mar. 9/21

ADMINISTRATIVE REGULATIONS**PREAMBLE**

The Principal must be assured: that all plans and accommodations for students meet the intent of providing a safe and comfortable setting for students; that supervising teachers/designated alternates/chaperons are aware of the high standards expected; that students have constant access to one or more of the accompanying adults; that contingency plans are in place to provide students alternate accommodation if their assigned placement(s) is/are deemed unsuitable.

Prior to a Trip Requiring Billeting

- The District Field Trip form must be completed by the Principal/supervising teacher. The itinerary, including specific billeting locations (hosts name, address, phone number, and phone number of the supervising teacher), and a copy of "Expected Standards For Billeded Students and Billeting Families" will be provided to parents of individual students. The billeting form attached to this policy will be completed by parents and returned to the school. The school will keep the original and provide two copies for the staff member in charge; one of these copies will be given to the billeting family.
- Whenever possible, two students should be assigned to a billeting family; when this is not possible, the single placement student must confirm their personal comfort with the arrangement. The supervising teacher(s) must be assured that the billeting family has made appropriate and safe accommodation for all students.
- The supervising teacher must have a composite list of names and phone numbers of billeting families.

During the Trip

- If changes to accommodation arrangements occur during the trip, they must be approved by the supervising teacher and parents must be notified as soon as possible.
- Upon arrival of the students, the host will be provided with a copy of the billeting form and "Expected Standards For Billeded Students and Billeting Families".
- The supervising teacher or a designated alternate must be available at all times for a student or billeting family's phone call. Schools may want to obtain use of a cellular telephone to ensure immediate contact. Students must be provided with phone number(s) of the supervising teacher and/or designated alternate.
- When home placements are for more than one night, the supervising teacher or designated alternate must arrange daily contact with students.

School District #62 (Sooke)

BILLETING OF STUDENTS	No.: C-331
	Effective: Apr. 23/96 Revised: Reviewed: Mar. 2/21

ADMINISTRATIVE REGULATIONS**PREAMBLE**

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- Whenever possible, two students should be assigned to a billeting family; when this is not possible, the single placement student must confirm their personal comfort with the arrangement. The supervising teacher(s) must be assured that the billeting family has made appropriate and safe accommodation for all students.
- The supervising teacher must have a composite list of names and phone numbers of billeting families.

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- If changes to accommodation arrangements occur during the trip, they must be approved by the supervising teacher and parents must be notified as soon as possible.
- Upon arrival of the students, the host will be provided with a copy of the billeting form and "Expected Standards For Billeded Students and Billeting Families".
- The supervising teacher or a designated alternate must be available at all times for a student or billeting family's phone call. Schools may want to obtain use of a cellular telephone to ensure immediate contact. Students must be provided with phone number(s) of the supervising teacher and/or designated alternate.
- When home placements are for more than one night, the supervising teacher or designated alternate must arrange daily contact with students.

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 62 (SOOKE)

EXPECTED STANDARDS FOR BILLETED STUDENTS
AND BILLETING FAMILIES

Billeted Students

The Board expects that students will:

1. act as good ambassadors for their school and district.
2. follow the rule set out by the supervising teacher.
3. act in accordance with the Code of Conduct established by the school and the policies and regulations of the School Board, most specifically that they are not to use alcohol or drugs, including medication not listed on the medical information form.
4. remember that they are guests and will act accordingly.

Billeting Families

The Board requests that billeting families:

1. accept the sincere appreciation of the Board in accommodating our students.
2. ensure that billeted students are appropriately supervised during their stay.
3. report any concerns that they have with our students to the supervising teacher, and when deemed necessary, directly to the parent, as soon as possible.
4. provide a safe and monitored environment for students.
5. ensure that the rules specifically set out by the supervising teacher are adhered to.
6. arrange for meals and transportation to and from activity sites as agreed.
7. provide access to a telephone so students can remain in contact with the supervising teacher and/or their parents.
8. immediately report illness or injury to (a) parents and (b) supervising teacher.

STUDENT BILLETING FORM

To be completed by parent/guardian:

School: _____

Student's Last Name: _____ First Name: _____

Parent's/Guardian's Name: _____

Telephone: _____ (H) _____ (B)

Emergency Contact:

Name: _____

Telephone: _____

Medical Information

CARE Card Number: _____

Medical Alert Information (allergies, dietary restrictions, medication, existing medical conditions) that you want the billeting family to know about:

Page 2

STUDENT BILLETING FORM

To be completed by school:

The sponsor/teacher may be contacted at the following location at any time:

Supervising Teacher's Name:

Telephone No.:

Location:

The sponsor/teacher must be notified of an emergency.

Parents/Guardians Please Note:

Completion of this form will be taken as your informed consent for your child(ren) to participate in this organized trip. As well, it will be assumed that the personal information provided above has your informed consent to be given to the sponsor/teacher/host.

Signature of Parent/Guardian

Date

Distribution of this form:

1 copy - School File

1 copy - Supervising Teacher

1 copy - Host Family

School District #62 (Sooke)

VOLUNTEERS IN SCHOOLS	No.: D-111
	Effective: Jan. 24/12 Revised: Feb. 25/13 Jan. 28/14; Jan. 27/15; Reviewed: Mar. 2/21; Mar. 9/21

ADMINISTRATIVE REGULATIONS*Definition*

- A volunteer is a parent or other person who has made an accepted commitment to assist the school without expectation of compensation. This policy does not apply to students and to school staff who volunteer.

The Role of Volunteers

- Volunteers should function in a supportive role which is compatible with the philosophy of the school and should not undertake tasks that require making programmatic or educational decisions.
- Volunteers must not be used to provide services that would result in the displacement of any employee.

Screening and Selection

- Volunteers are selected on the basis of an ability to deal **work** with students, skill in performing needed services, previous related experience, interest in the work, and personal character.
- Volunteers are encouraged from within the community at large, and efforts should be made to involve a wide representation of the community.
- The principal or designate must ensure that the screening of potential volunteers depending on the nature of the activity and the extent of supervision undertaken by the potential volunteer, the need for an interview to determine the appropriateness of the volunteer candidate.
- When a volunteer will be with a student(s) and will not be under the direct supervision of a teacher or administrator or will have regular and ongoing involvement with students, a Criminal Record Check (Vulnerable Sector Check) is required. The Criminal Record Check will be valid for three years. The Principal has the discretion to waive this process if the volunteer has previously undertaken a similar screening process with another organization or program within the past six months and is able to provide copies or proof.
- Volunteers who will be driving students need to provide the school with a Driver's Abstract. The Driver's Abstract will be valid for five years.
- Volunteers must not be assigned tasks, which would violate the privacy of students or their families, or be permitted access to student records, with the exception of contact information required for the Safe Arrival Program.

- It must be recognized some applicants will not be suitable for volunteer work in a school setting. All information collected in the screening process should be officially documented and treated as confidential.
- A volunteer's services may be terminated at the discretion of the principal.

Management

- An orientation for volunteers conducted by the principal or designate should include a review of relevant and applicable policies and procedures.
- The principal or designate should review the school's volunteer program annually with the Parent Advisory Council.

Supervision and Monitoring of Volunteers

Volunteers are visitors and must report to the office on arrival unless other arrangements have been approved by the principal or designate.

- Volunteers will sign-in and receive a volunteer name tag to be worn at all times and to be returned before departure from the building.
- Schools are required to maintain a list of volunteers and the specifics of their tasks.
- Parents will be informed if their child is working exclusively with a volunteer on a regular basis.
- The supervising staff member shall provide any necessary direction or specific instruction related to the volunteer's assignment, with particular attention to procedures related to student safety.
- Complaints about volunteers should be handled by the supervising teacher or the school principal or designate responsible for volunteers.

Conduct of Volunteers

- Volunteers shall meet all the criteria of conduct and deportment required of School District staff, shall not be under the influence of or in possession of ~~illicit~~ drugs **(including prescription drugs that impair an individual's functioning)** or alcohol, shall maintain confidentiality of students and of school matters, and shall comply will all relevant and applicable legislation and school district policies.
- Volunteers, on occasion, may become privy to personal information that must remain confidential. All volunteers must complete a Volunteer Confidentiality Agreement **(attached)** and a clear understanding conveyed that volunteers must uphold this confidentiality.

Special Provisions Governing Community Coaches

A community coach is a coach of a school team who is not an employee of the school district.

- A community coach must have a staff sponsor who may be a principal, vice-principal, teacher, or school district employee, unless exempted by the principal or vice-principal, based on the assurance the volunteer has completed the appropriate screening and has recognized involvement in the school's athletic program.
- Staff sponsors are expected to be in the building during practices; if unavailable, they must arrange for a designated staff contact to be on site. Staff sponsors must be present at all games, tournaments, and travel events. The principal or vice-principal may waive this requirement, except

for events involving overnight travel. Parents are to be advised of all travel and supervision arrangements.

- Community coaches are selected by the school administration in collaboration with staff members and/or the secondary athletic directors. Community coaches will be considered, providing they have the necessary ability and appropriate level of training required for the sport and age level in question, especially in high risk sports. In addition, community coaches would be subject to the same screening process as other volunteer applicants, including a criminal record check.
- Student coaches and coaches under nineteen years of age must be under the direct supervision of an employee sponsor at all times.
- Student teachers operate, as in all other aspects of their placement, under the supervision of their sponsor teacher.

Liability, Insurance and Expenses

- Claims, other than for libel or slander, against volunteers for damages for acts or omissions in the provision of volunteers' services for the Board are disallowed under Section 94(1.1) of the *School Act*, except where the volunteer has been guilty of dishonesty, gross negligence, malicious or willful misconduct. The Board's liability insurance coverage applies to volunteers who are engaged in activities authorized by the School District or school.
- Where any incident or accident occurs that may conceivably give rise to a claim against a volunteer or the school board, the volunteer must promptly provide all information to the school to further its insurance claim.
- Volunteers are responsible for their own injury coverage.

VOLUNTEER INFORMATION FORM

Name: _____ Date: _____

Address: _____

Home Phone: _____ Work Phone: _____

Cell Phone: _____ E-Mail: _____

Emergency Contact:

Name: _____

Home Phone: _____ Alternate Phone: _____

Specify areas of interest (e.g. Coaching, etc.):

Certificates/Training:

Volunteer Experience:

Additional Notes:

Volunteer Confidentiality Agreement

As a volunteer at _____, I agree to:

- Respect confidentiality when dealing with student and family personal information.
- Abide by the rules and policies of the school and the Sooke School District.

Date: _____ Signature of Volunteer: _____

Date: _____ Signature of Principal: _____

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 March 2, 2021 at 6:00 pm.**

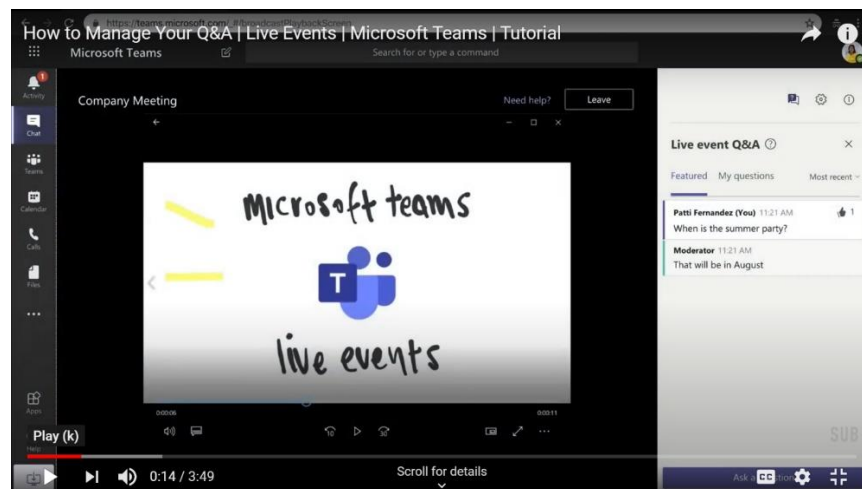
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Mar-2-2021>

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 Live
Mar. 2, 2021 – 6:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.
2. **Opening Remarks from Chair, Allison Watson**
 - COVID-19 Update – Scott Stinson
3. **COMMITTEE REPORT** of Feb. 2, 2021 Education-Policy Committee meeting (attached)
4. **BAA COURSE PROPOSALS**
 - a. No submissions
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
 - a. Draft Revised Policy E-311 “Class II Licence” – Harold Cull
 - b. Draft New Policy and Regulations D-310 “Non-Board Initiated Research” – Scott Stinson
 - c. Policy and Regulations C-331 “Billeting of Students” – direction from Committee – Scott Stinson
 - d. Draft Revised Regulations D-111 “Volunteers in Schools” – Scott Stinson
6. **NEW BUSINESS**
 - a. Schools’ Codes of Conduct (attached) – Paul Block
 - b. Draft Curriculum Transformation Operational Plan (attached)- Denise Wehner
7. **FOR INFORMATION**
 - a.
8. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**
As per Policy Work Plan
9. **ADJOURNMENT AND NEXT MEETING DATE:** Apr. 6, 2021



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams
Feb. 2, 2021 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
 Bob Phillips, Trustee (Committee Member)
 Dianna Seaton, Trustee (Committee Member)
 Christina Kempenaar, STA
 Lou Leslie, CUPE
 Georgette Walker, SPVPA
 Cendra Beaton, SPEAC
 Scott Stinson, Superintendent/CEO
 Stephanie Hedley-Smith, Associate Superintendent
 Paul Block, Associate Superintendent
 Dave Strange, Associate Superintendent

Guests: Kerry Arnot, Frances Krusekopf, Jennifer Nixon, Brian Hotovy

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. Opening Remarks from Chair, Allison Watson

- COVID-19 Update
 Superintendent Stinson provided a brief update related to COVID-19 health and safety initiatives.

3. COMMITTEE REPORT of Jan. 5, 2021 Education-Policy Committee meeting

The committee report for the Jan. 5, 2021 Education-Policy Committee meeting was reviewed by the committee members.

4. BAA COURSE PROPOSALS

No submissions for this meeting.

5. REVIEW OF POLICIES/REGULATIONS

- a. Draft Revised Regulations C-210 "Placement of Students" – Stephanie Hedley-Smith
 Stephanie Hedley-Smith reviewed the proposed revisions to the Regulations.

Recommendation:

That the changes to Administrative Regulations for Policy C-210 be received by the Board as part of the Education-Policy Committee report.

6. **NEW BUSINESS**

a. Presentation – Brian Hotovy – Youth Work in Trades – Student Opportunities and Community Engagement

Brian Hotovy, District Careers Co-ordinator, presented to the committee on Youth Work in Trades initiatives within the school district. Brian indicated that a number of students within the district have been able to receive secondary course credits for work experience as a result of their current ability to work. He advocated for parents and staff to encourage secondary students to approach our Career Co-ordinators to ensure they get the credits they have earned.

b. Outdoor Learning Discussion – Kerry Arnot, Frances Krusekopf, Jennifer Nixon, Stephanie Hedley-Smith

Led by Associate Superintendent, Stephanie Hedley-Smith, and Elementary Principals, Kerry Arnot, Frances Krusekopf, and Jennifer Nixon, a presentation was made on the current status of outdoor learning/education opportunities that exist within the school district.

The Outdoor Learning Working Committee will continue to gather information relative to expansion recommendations, research of other jurisdictions and consultations with partners, including Indigenous Rights Holders to bring forward to a future Education-Policy Committee Meeting.

The committee recommended that the video presentation be brought forward to share with the entire Board at the next Public Board Meeting.

7. **FOR INFORMATION**

a.

8. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**

As per Policy Work Plan

9. **ADJOURNMENT AND NEXT MEETING DATE:** Mar. 2, 2021

School District #62 (Sooke)

CLASS II LICENCE	No.: E-311
	Effective: June 22/81 Revised: Reviewed: Mar. 2/21

SCHOOL BOARD POLICY

Bus Drivers are required to have a Class II B.C. Driver's Licence, with air brake endorsement, a medical certification within the last six months and a valid First Aid Certification upon commencement of employment with the District.

On the recommendation of the Secretary-Treasurer, the Board will pay for courses and medical examinations as are required for an employee to ~~obtain~~ **maintain** a Class II licence, with Air Brakes endorsement, where the holding of such a licence is not a condition of employment, when employed by the District. ~~The employee concerned will be granted, free of charge, the use of such Board equipment as is necessary to pass the test.~~

School District #62 (Sooke)

NON-BOARD INITIATED RESEARCH	No.: D-310
	Effective: Revised: Reviewed: Mar. 2/21

SCHOOL BOARD POLICY

The Board of Education greatly values evidence-based practices and supports research activities that further the discovery of new knowledge upon which improvements to the education system, to teaching, and to children's lives, can be made.

The Board of Education supports applications from individuals and/or agencies or organizations interested in conducting research in Sooke School District (SD62). Research that supports the [SD62 strategic focus](#) is particularly welcomed.

Research in SD62 must have approval of the Superintendent of Schools or designate, prior to commencing. Furthermore, such participation must not be detrimental to the normal educational activities of the School District. It is also expected that external research will not have an adverse effect on students, staff, or Board resources.

School District #62 (Sooke)

NON-BOARD INITIATED RESEARCH	No.: D-310
	Effective: Revised: Reviewed: Mar. 2/21

ADMINISTRATIVE REGULATIONS**Permission to Conduct Non-Board-Initiated Research**

1. All researchers who wish to use SD62 or any school within it as a research site and/or to access students, families, or staff as subjects or respondents are to first submit written proposals to the Superintendent or delegate. Such written proposals are to include:
 - A statement addressing the need for or possible implications of the study for the school or SD62.
 - Specific purposes of the study.
 - Procedures to be used in the study including all questionnaires, surveys, or interview schedules.
 - An ethics approval from the host university. If there is no host university, an ethics statement based on the Government of Canada's [Tri-Council Policy Statement](#) on Ethical Conduct for Research Involving Humans.
 - The name of school district, post-graduate department of a university, or recognized research institution under whose direction the research will be conducted.

2. Before approving a research proposal, the Superintendent or designate shall be convinced that the conduct of the research will:
 - Provide results of interest and value to SD62 and/or the broader educational community.
 - Cause minimal disruption to the operation of SD62 or individual schools.
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 - Be sponsored and/or guided by a reputable agency or organization.
 - Conform to the practices for handling personal information as per the *Freedom of Information and Protection of Privacy Act* (FOIPPA).

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- Any treatment they are to receive.
 - Any data that will be collected from them.
 - The magnitude of their participation.
2. If the research will involve the participation of an individual school or schools, the Superintendent or designate may, in consultation with principals of schools that might be involved with the research, approve contact between the researcher and the Principal(s).
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Permission to Conduct Non-Board-Initiated Research

Date of application	
Applicant's Name	
Address	
Phone Number(s)	
E-Mail Address	
Present Position	
SD62 Employee?	
Affiliated institution or organization	
Name of facility supervisor (if applicable)	
Title of study	
Type of study	
Requested date to start and anticipated end date	
Type of participants (i.e. student, parent, teacher, support staff)	
Any specific cohort focus	
Plan for recruitment to study	
Specific location(s) of study	
Data collection tools	
Ethics approval, date and organization	

E-mail to: Superintendent of Sooke School District: sstinson@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:

- An overview of the study.
- The organization providing funding (if applicable).
- Relevant literature.
- The research question or problem being investigated.
- Significance of study (why now; why here; why age group, if under 18).
- The age of participants and why age group relevant to study.
- Whether the research materials have been piloted or used elsewhere.
- Any links to BC curriculum.
- Any links to wider research or to data sets (e.g. The Program for International Student Assessment [PISA]).
- Research design.
- Data collection process and timeline.
- Data analysis process.
- Details of how confidentiality will be achieved and maintained.
- Details of consent statements that will be provided to participants.
- Storage and security of information or data collected.
- Life span and disposal of data.
- Intentions for dissemination (conferences, journals, media).
- Copies of all data collection instruments.
- Copies of consent forms for participants (and if under 18, their parents/guardians).
- Approval statement from appropriate ethics board.
- 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.

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

Committee Info Note
Education-Policy Committee Meeting
March 2, 2021
Agenda Item: 5.c – Policy & Regulations C-331 “Billeting of Students”

Background:

District staff have been systematically reviewing all district policies and administrative regulations to determine areas in need of updating, revision or deletion. In some cases, gaps in policy have been identified, necessitating the development of new policy and regulations.

Policy C-331 “Billeting of Students” is one of the policies that requires no updating in terms of language or application, but is worth surfacing to determine that it is consistent with the Board’s current direction.

The policy statement speaks specifically to the value the Board places on the ability for students to participate in overnight field trips, specifically those requiring the billeting of students. While it is the Board’s preference for students to remain under the direct supervision of teachers and designated chaperones, there are times when group accommodations may not be possible, and billeting is necessary. Such situations would include cultural exchanges or trips where the objective focuses on social interaction. When this is the case, specific procedures are in place to ensure the health, safety and well-being of students.

Context:

Given current parental and district values, along with cultural shifts, is it still the desire of the Board to allow billeting of students in certain situations and under the prescribed conditions?

If the policy remains consistent with Board direction, there is no need for change or update as it currently covers any legal or operational requirements for due diligence.

If the policy no longer aligns to the direction of the Board, then direction to revise or rescind the policy would be needed.

For Recommendation:

At this time, staff have no concerns about the current direction and requirements as laid out in the policy and regulations. Therefore, we would recommend that the policy and regulations continue as currently articulated.

School District #62 (Sooke)

BILLETING OF STUDENTS	No.: C-331
	Effective: Apr. 23/96 Revised: Reviewed: Mar. 2/21

SCHOOL BOARD POLICY

The Board of School Trustees believes that the health, safety, and security of students is essential when participation in curricular or extra-curricular activities requires billeting.

The preference of the Board is to have students under direct supervision of supervising teachers and designated chaperones. Having students stay in host-school gymnasiums, hotel/motel accommodations, campgrounds, or other group accommodations are examples of direct supervision.

The Board also recognizes that on some trips, group accommodation may not be possible or desirable. When students are on cultural exchanges or trips where the attempt is to meet some other objective around social interaction, staying with a host family may be more suitable.

When students are billeted the Board expects that the standard of care will be that which is implicitly and explicitly stated in the attached regulations.

School District #62 (Sooke)

BILLETING OF STUDENTS	No.: C-331
	Effective: Apr. 23/96 Revised: Reviewed: Mar. 2/21

ADMINISTRATIVE REGULATIONS**PREAMBLE**

The Principal must be assured: that all plans and accommodations for students meet the intent of providing a safe and comfortable setting for students; that supervising teachers/designated alternates/chaperons are aware of the high standards expected; that students have constant access to one or more of the accompanying adults; that contingency plans are in place to provide students alternate accommodation if their assigned placement(s) is/are deemed unsuitable.

Prior to a Trip Requiring Billeting

- The District Field Trip form must be completed by the Principal/supervising teacher. The itinerary, including specific billeting locations (hosts name, address, phone number, and phone number of the supervising teacher), and a copy of "Expected Standards For Billeded Students and Billeting Families" will be provided to parents of individual students. The billeting form attached to this policy will be completed by parents and returned to the school. The school will keep the original and provide two copies for the staff member in charge; one of these copies will be given to the billeting family.
- Whenever possible, two students should be assigned to a billeting family; when this is not possible, the single placement student must confirm his/her personal comfort with the arrangement. The supervising teacher(s) must be assured that the billeting family has made appropriate and safe accommodation for all students.
- The supervising teacher must have a composite list of names and phone numbers of billeting families.

During the Trip

- If changes to accommodation arrangements occur during the trip, they must be approved by the supervising teacher and parents must be notified as soon as possible.
- Upon arrival of the students, the host will be provided with a copy of the billeting form and "Expected Standards For Billeded Students and Billeting Families".
- The supervising teacher or a designated alternate must be available at all times for a student or billeting family's phone call. Schools may want to obtain use of a cellular telephone to ensure immediate contact. Students must be provided with phone number(s) of the supervising teacher and/or designated alternate.
- When home placements are for more than one night, the supervising teacher or designated alternate must arrange daily contact with students.

BOARD OF SCHOOL TRUSTEES
SCHOOL DISTRICT NO. 62 (SOOKE)

EXPECTED STANDARDS FOR BILLETED STUDENTS
AND BILLETING FAMILIES

Billeted Students

The Board expects that students will:

1. act as good ambassadors for their school and district.
2. follow the rule set out by the supervising teacher.
3. act in accordance with the Code of Conduct established by the school and the policies and regulations of the School Board, most specifically that they are not to use alcohol or drugs, including medication not listed on the medical information form.
4. remember that they are guests and will act accordingly.

Billeting Families

The Board requests that billeting families:

1. accept the sincere appreciation of the Board in accommodating our students.
2. ensure that billeted students are appropriately supervised during their stay.
3. report any concerns that they have with our students to the supervising teacher, and when deemed necessary, directly to the parent, as soon as possible.
4. provide a safe and monitored environment for students.
5. ensure that the rules specifically set out by the supervising teacher are adhered to.
6. arrange for meals and transportation to and from activity sites as agreed.
7. provide access to a telephone so students can remain in contact with the supervising teacher and/or their parents.
8. immediately report illness or injury to (a) parents and (b) supervising teacher.

STUDENT BILLETING FORM

To be completed by parent/guardian:

School: _____

Student's Last Name: _____ First Name: _____

Parent's/Guardian's Name: _____

Telephone: _____(H) _____(B)

Emergency Contact:

Name: _____

Telephone: _____

Medical Information

CARE Card Number: _____

Medical Alert Information (allergies, dietary restrictions, medication, existing medical conditions) that you want the billeting family to know about:

Page 2

STUDENT BILLETING FORM

To be completed by school:

The sponsor/teacher may be contacted at the following location at any time:

Supervising Teacher's Name:

Telephone No.:

Location:

The sponsor/teacher must be notified of an emergency.

Parents/Guardians Please Note:

Completion of this form will be taken as your informed consent for your child(ren) to participate in this organized trip. As well, it will be assumed that the personal information provided above has your informed consent to be given to the sponsor/teacher/host.

Signature of Parent/Guardian

Date

Distribution of this form:

1 copy - School File

1 copy - Supervising Teacher

1 copy - Host Family

School District #62 (Sooke)

VOLUNTEERS IN SCHOOLS	No.: D-111
	Effective: Jan. 24/12 Revised: Feb. 25/13 Jan. 28/14; Jan. 27/15 Reviewed: Mar. 2/21

ADMINISTRATIVE REGULATIONS*Definition*

- A volunteer is a parent or other person who has made an accepted commitment to assist the school without expectation of compensation. This policy does not apply to students and to school staff who volunteer.

The Role of Volunteers

- Volunteers should function in a supportive role which is compatible with the philosophy of the school and should not undertake tasks that require making programmatic or educational decisions.
- Volunteers must not be used to provide services that would result in the displacement of any employee.

Screening and Selection

- Volunteers are selected on the basis of an ability to deal **work** with students, skill in performing needed services, previous related experience, interest in the work, and personal character.
- Volunteers are encouraged from within the community at large, and efforts should be made to involve a wide representation of the community.
- The principal or designate must ensure that the screening of potential volunteers depending on the nature of the activity and the extent of supervision undertaken by the potential volunteer, the need for an interview to determine the appropriateness of the volunteer candidate.
- When a volunteer will be with a student(s) and will not be under the direct supervision of a teacher or administrator or will have regular and ongoing involvement with students, a Criminal Record Check (Vulnerable Sector Check) is required. The Criminal Record Check will be valid for three years. The Principal has the discretion to waive this process if the volunteer has previously undertaken a similar screening process with another organization or program within the past six months and is able to provide copies or proof.
- Volunteers who will be driving students need to provide the school with a Driver's Abstract. The Driver's Abstract will be valid for five years.
- Volunteers must not be assigned tasks, which would violate the privacy of students or their families, or be permitted access to student records, with the exception of contact information required for the Safe Arrival Program.

- It must be recognized some applicants will not be suitable for volunteer work in a school setting. All information collected in the screening process should be officially documented and treated as confidential.
- A volunteer's services may be terminated at the discretion of the principal.

Management

- An orientation for volunteers conducted by the principal or designate should include a review of relevant and applicable policies and procedures.
- The principal or designate should review the school's volunteer program annually with the Parent Advisory Council.

Supervision and Monitoring of Volunteers

Volunteers are visitors and must report to the office on arrival unless other arrangements have been approved by the principal or designate.

- Volunteers will sign-in and receive a volunteer name tag to be worn at all times and to be returned before departure from the building.
- Schools are required to maintain a list of volunteers and the specifics of their tasks.
- Parents will be informed if their child is working exclusively with a volunteer on a regular basis.
- The supervising staff member shall provide any necessary direction or specific instruction related to the volunteer's assignment, with particular attention to procedures related to student safety.
- Complaints about volunteers should be handled by the supervising teacher or the school principal or designate responsible for volunteers.

Conduct of Volunteers

- Volunteers shall meet all the criteria of conduct and deportment required of School District staff, shall not be under the influence of or in possession of illicit drugs (**including prescription drugs that impair an individual's functioning**) or alcohol, shall maintain confidentiality of students and of school matters, and shall comply with all relevant and applicable legislation and school district policies.
- Volunteers, on occasion, may become privy to personal information that must remain confidential. All volunteers must complete a Volunteer Confidentiality Agreement (**attached**) and a clear understanding conveyed that volunteers must uphold this confidentiality.

Special Provisions Governing Community Coaches

A community coach is a coach of a school team who is not an employee of the school district.

- A community coach must have a staff sponsor who may be a principal, vice-principal, teacher, or school district employee, unless exempted by the principal or vice-principal, based on the assurance the volunteer has completed the appropriate screening and has recognized involvement in the school's athletic program.
- Staff sponsors are expected to be in the building during practices; if unavailable, they must arrange for a designated staff contact to be on site. Staff sponsors must be present at all games, tournaments, and travel events. The principal or vice-principal may waive this requirement, except

for events involving overnight travel. Parents are to be advised of all travel and supervision arrangements.

- Community coaches are selected by the school administration in collaboration with staff members and/or the secondary athletic directors. Community coaches will be considered, providing they have the necessary ability and appropriate level of training required for the sport and age level in question, especially in high risk sports. In addition, community coaches would be subject to the same screening process as other volunteer applicants, including a criminal record check.
- Student coaches and coaches under nineteen years of age must be under the direct supervision of an employee sponsor at all times.
- Student teachers operate, as in all other aspects of their placement, under the supervision of their sponsor teacher.

Liability, Insurance and Expenses

- Claims, other than for libel or slander, against volunteers for damages for acts or omissions in the provision of volunteers' services for the Board are disallowed under Section 94(1.1) of the *School Act*, except where the volunteer has been guilty of dishonesty, gross negligence, malicious or willful misconduct. The Board's liability insurance coverage applies to volunteers who are engaged in activities authorized by the School District or school.
- Where any incident or accident occurs that may conceivably give rise to a claim against a volunteer or the school board, the volunteer must promptly provide all information to the school to further its insurance claim.
- Volunteers are responsible for their own injury coverage.

VOLUNTEER INFORMATION FORM

Name: _____ Date: _____

Address: _____

Home Phone: _____ Work Phone: _____

Cell Phone: _____ E-Mail: _____

Emergency Contact:

Name: _____

Home Phone: _____ Alternate Phone: _____

Specify areas of interest (e.g. Coaching, etc.):

Certificates/Training:

Volunteer Experience:

Additional Notes:

Volunteer Confidentiality Agreement

As a volunteer at _____, I agree to:

- Respect confidentiality when dealing with student and family personal information.
- Abide by the rules and policies of the school and the Sooke School District.

Date: _____ Signature of Volunteer: _____

Date: _____ Signature of Principal: _____

SD62 SECONDARY SCHOOL CODE OF CONDUCT

Sooke School District secondary schools believe that our schools are places for safe, purposeful learning. This Code of Conduct is intended to put forth the expectations of student behaviour, school rules and Sooke School Board policies. We believe that is a shared responsibility of students, staff, parents / guardians and the broader community, to demonstrate positive conduct while attending any school or District related activity, at any location.

Sooke School District secondary schools are safe and caring schools that values students and school culture. All members of the school community have an obligation to:

- Support learning.
- Promote safety.
- Respect property, environment, personal space and privacy.
- Model courtesy, compassion and respect.
- Celebrate diversity.

All members of the school community will refrain from engaging in any in-person or digital communication or behaviour that is considered to be:

- Bullying, harassing, intimidating, retaliating, discriminating or violent.
- Interfering with the learning and working of others.
- Unsafe or illegal, including the possession, use or distribution of illegal or restricted substances, or the possession of weapons or replicas.

SD62 secondary school communities promote the values expressed in the BC Human Rights Code respecting the rights of individuals, including not engaging in discriminatory conduct based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

Response to Breach of Conduct

Action at Sooke School District secondary schools will be determined by each individual situation. Every effort will be made to support individuals and to determine the root causes of behaviour. When working with students, the Principal or Vice-Principal may adjust the action based on the maturity, grade level, progressive discipline and ability of the student to understand expectations of their behaviour. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the Code of Conduct, a range of consequences will follow.

Any student who violates School Board or school policy will be subject to disciplinary action, which may include, but is not limited to:

- An interview with a Principal or Vice-Principal.
- Notification of parent(s)/guardian(s).
- In-school suspension.
- Restorative processes.
- Community service.
- Loss of privileges.
- Detention.
- Referral to counselling or support programs.
- Formal suspension from school.
- Referral to the Sooke School District Student Review Committee (indefinite suspension).

In cases where students have a disability of an intellectual, physical, sensory, emotional or behavioural nature, the school Inclusive Education Services team will be involved in developing a proactive plan based on the student's Individual Education Plan. The case manager, Principal or Vice-Principal, student, parent/guardian, and possibly counsellor will collaborate to develop an appropriate strategy.

Whenever possible, incidents will be resolved by discussion, mediation and restitution.

All members of the Sooke School District community have the right to be treated fairly and consistently and should know and understand this Code of Conduct.



Student Attendance Guidelines

Regular and punctual student attendance is foundational to student success and engagement. Consistent attendance is the responsibility of the student and parent/guardian. Absence(s) due to illness or other extenuating circumstances needs to be confirmed by the parent/guardian by telephone or email, prior to the absence or upon the student's return to school for the absence is to be considered "excused."

- *A student requiring an early dismissal due to illness or for appointments during school hours will provide a written or telephone notice before checking out through the general office.*
- *Where an extended period of absenteeism is anticipated, the school should be advised and home study materials requested, if appropriate.*
- *It is expected that a parent(s)/guardian(s) of students will monitor their attendance by checking through the MyEducationBC Family portal and consult their teacher, a counsellor or administrator if assistance or advice is needed.*
- *Extended or lengthy absences (family) should be communicated well in advance if possible. Discussions about the best option for providing educational services while away from school will follow to determine the best way to meet student needs while balancing school resources.*

In order to support regular attendance and student engagement, the school's teachers, counsellors, and administration will communicate with parents/guardians regarding concerns about student engagement & unexcused absences and provide support by:

- *communicating with parent(s)/guardian(s) by phone or email concerns about missed classes*
- *teacher referral to the alpha counsellor and vice principal*
- *referral to School Based Team*
- *monthly school wide review of attendance*
- *collaborate with a student, their parent(s)/guardian(s), and/or school-based team (teacher, counsellor, vice principal, district support staff) to create a plan for regular attendance.*

Continued truancy/unexcused absence may result in:

- *a meeting where student and parents/guardians are required to attend with the Principal and/or the Vice Principal to explore solutions to address attendance.*
- *not meeting the required curricular outcomes resulting in failure of courses and the need to redo courses required for graduation.*
- *non disciplinary actions to support student via a referral to District Based Team to assess supports and reviews decisions on school placement and accessing school programming*

DUNSMUIR MIDDLE SCHOOL

CODE OF CONDUCT

A “Code of Conduct” is a statement about how we work together. It outlines both our rights and our responsibilities as members of Dunsmuir Middle School. A committee of students, parents, and school staff developed our “Code” in accordance with School District 62 Policy and the B.C. Human Rights Code. Information was collected from all groups and put together to make the Code of Conduct.

A SAFE AND CARING COMMUNITY

Dunsmuir Middle School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

ACCEPTABLE CONDUCT

- The school expects that students will actively participate through effort and punctual, regular attendance, in their assigned education program.

- Students are expected to respect the rights and property of all Dunsmuir staff and students.
- Students are expected to comply with classroom expectations set by individual teachers in order to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to wear clothing that is appropriate for an educational environment.
- Students are expected to respect all school and school related events and ensure they are free from use of restricted substances, weapons and of intimidation.
- Students are expected to respect the appropriate use of school computers, internet access and cell phone use while in class.

UNACCEPTABLE CONDUCT

- Students will not interfere with the learning or learning environment of others.
- Students will not display behaviour that includes bullying, harassment, intimidation, or be racially, ethnically, or sexually prejudiced.
- Students will not steal, smoke or be in possession of, or under the influence of, drugs or alcohol while on the school property or in attendance of any school events.
- Students will not plagiarize (copy) electronic or print media or other students' work or display any academic dishonesty.
- Students will not be involved in any acts of verbal or cyber-hate messaging/cyber-hate websites.
- Students will not be involved in any illegal acts such as assault, theft/vandalism or damage to property.

ÉCOLE JOHN STUBBS MEMORIAL MIDDLE SCHOOL

CODE OF CONDUCT

A "Code of Conduct" is a statement about how we work together. It outlines both our rights and our responsibilities as members of École John Stubbs Memorial Middle School. A committee of students, parents, and school staff developed our "Code" in accordance with School District 62 Policy and the B.C. Human Rights Code. Information was collected from all groups and put together to make the Code of Conduct.

A SAFE AND CARING COMMUNITY

École John Stubbs Memorial Middle School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

ACCEPTABLE CONDUCT

- The school expects that students will actively participate through effort and punctual, regular attendance, in their assigned education program.
- Students are expected to respect the rights and property of all École John Stubbs Memorial staff and students.
- Students are expected to comply with classroom expectations set by individual teachers in order to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to wear clothing that is appropriate for an educational environment.
- Students are expected to respect all school and school related events and ensure they are free from use of restricted substances, weapons and of intimidation.
- Students are expected to respect the appropriate use of school computers, internet access and cell phone use while in class.

UNACCEPTABLE CONDUCT

- Students will not interfere with the learning or learning environment of others.
- Students will not display behaviour that includes bullying, harassment, intimidation, or be racially, ethnically, or sexually prejudiced.

- Students will not steal, smoke or be in possession of, or under the influence of, drugs or alcohol while on the school property or in attendance of any school events.
- Students will not plagiarize (copy) electronic or print media or other students' work or display any academic dishonesty.
- Students will not be involved in any acts of verbal or cyber-hate messaging/cyber-hate websites.
- Students will not be involved in any illegal acts such as assault, theft/vandalism or damage to property.



JOURNEY MIDDLE SCHOOL CODE OF CONDUCT

A “Code of Conduct” is a statement about how we work together. It outlines both our rights and our responsibilities as members of Journey Middle School. A committee of students, parents, and school staff developed our “Code” in accordance with School District 62 Policy and the B.C. Human Rights Code. Information was collected from all groups and put together to make the Code of Conduct.

A SAFE AND CARING COMMUNITY

Journey Middle School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism;
- Threat of retaliation against a student for making a complaint.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

ACCEPTABLE CONDUCT

- The school expects that students will actively participate through effort and punctual, regular attendance, in their assigned education program.
- Students are expected to respect the rights and property of all Journey staff and students.
- Students are expected to comply with classroom expectations set by individual teachers in order to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to wear clothing that is appropriate for an educational environment.
- Students are expected to respect all school and school related events and ensure they are free from use of restricted substances, weapons and of intimidation.
- Students are expected to respect the appropriate use of school computers, internet access and not use cell phones use while in class.

UNACCEPTABLE CONDUCT

- Students will not interfere with the learning or learning environment of others.
- Students will not display behaviour that includes bullying, harassment, intimidation, or be racially, ethnically, or sexually prejudiced.
- Students will not fight on school property or on public/private property on their way to or from school.
- Students will not steal, smoke or be in possession of, or under the influence of, drugs or alcohol while on the school property or in attendance of any school events.
- Students will not plagiarize (copy) electronic or print media or other students' work or display any academic dishonesty.
- Students will not be involved in any acts of verbal or cyber-hate messaging/cyber-hate websites/social media.
- Students will not be involved in any illegal acts such as assault, theft/vandalism or damage to property.

As a member of the Journey Middle School Community:

1. I have a **responsibility** to keep others safe at Journey:

- behave in such a way that others are safe
- keep a community free from roughness, bullying, threats, harassment, discrimination, abuse or intimidation of any kind
- keep the school free from dangerous materials (real or pretend)
- actively encourage a violence free school
- report the presence of intruders or trespassers

Therefore, this ensures my **right** to be safe at school, at school approved activities or in other settings where engaging in the activity will have an impact on the school.

2. I have a **responsibility** to respect all people at Journey:

- show respect to other persons
- respect differences among people including gender, race, religion and sexual orientation

Therefore, this ensures my **right** to be respected, cared for, and included as an important part of the school community. In accordance with the BC Human Rights Code any form of discrimination is prohibited.

3. I have a **responsibility** to keep Journey a healthy place to learn:

- look after my own belongings
- respect the property of others
- keep the school tidy and free from vandalism
- neither bring nor use tobacco, drugs, or alcohol

Therefore, this ensures my **right** to a clean, healthy school community.

4. I have a **responsibility** to do my job at Journey:

- work hard
- cooperate with students and staff
- follow school and classroom rules

Therefore, this ensures my **right** to a positive working and learning environment.

5. I have a **responsibility** to be respectful at Journey:

- speak respectfully to all others
- respectfully and actively listen to all others

Therefore, this ensures my **right** to express myself appropriately and to be listened to.



SPENCER MIDDLE SCHOOL CODE OF CONDUCT

A "Code of Conduct" is a statement about how we work together. It outlines both our rights and our responsibilities as members of Spencer Middle School. A committee of students, parents, and school staff developed our "Code" in accordance with School District 62 Policy and the B.C. Human Rights Code. Information was collected from all groups and put together to make the Code of Conduct.

A SAFE AND CARING COMMUNITY

Spencer Middle School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including vapes and e-cigarettes).

ACCEPTABLE CONDUCT

- The school expects that students will actively participate through effort and punctual, regular attendance, in their assigned education program.
- Students are expected to respect the rights and property of all Spencer staff and students.
- Students are expected to comply with classroom expectations set by individual teachers in order to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to wear clothing that is appropriate for an educational environment.
- Students are expected to respect all school and school related events and ensure they are free from use of restricted substances, weapons and of intimidation.
- Students are expected to respect the appropriate use of school computers and internet access.
- Cell phones are to be turned off and stored in locker throughout the day.
- Students are expected to stay on campus throughout the entire day.

UNACCEPTABLE CONDUCT

- Students will not interfere with the learning or learning environment of others.
- Students will not display behaviour that includes bullying, harassment, intimidation, or be racially, ethnically, or sexually prejudiced.

- Students will not steal, smoke, vape or be in possession of, or under the influence of, drugs or alcohol while on the school property or in attendance of any school events.
- Students will not plagiarize (copy) electronic or print media or other students' work or display any academic dishonesty.
- Students will not be involved in any acts of verbal or cyber-hate messaging/cyber-hate websites.
- Students will not be involved in any illegal acts such as assault, theft/vandalism or damage to property.
- Students will not leave the school property throughout the day.

Colwood Elementary School

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Colwood Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Colwood Elementary School believes that all students have the right to learn in a **kind, respectful and safe** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

At Colwood Elementary School it is expected that everybody is **kind, respectful and safe**.

We are **strong** and **proud** when we are kind, respectful and safe.

STUDENT CODE OF CONDUCT

Every student at Colwood Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.

I have the **Right** to be safe.

It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.

I have the **Right** to hear and be heard.
It is my **Responsibility** not to interrupt others or make unnecessary noise.

I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.

I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.

I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

A SAFE AND CARING COMMUNITY

Colwood Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are **free of**:

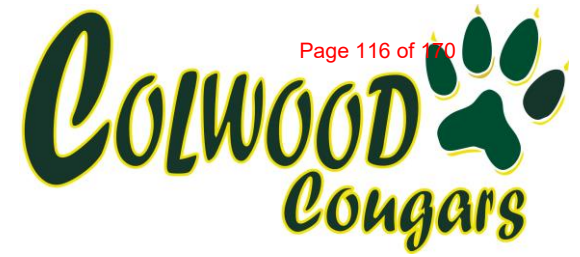
Physical violence and/or violence of any form <i>Use supplies & equipment in a safe and appropriate way. Move your body around the school and playground in a safe way.</i>
Bullying, harassment, threat and intimidation <i>Be kind to others</i>
Verbal, physical or sexual abuse <i>Express yourself in kind and appropriate ways</i>
Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (BC Human Rights

Code) <i>Accept people who are different from you</i>
Theft and vandalism <i>Do not take or damage other people's things</i>
Cell phones and other electronics should be in your back pack or the office when you are at school
Helmets must be worn when riding a bicycle, scooter or skateboard on school property. Riding is not permitted at the start and end of the school day due to heavy congestion.

Our safe and caring school environment **does not** tolerate the presence of:

Intoxicating substances
Weapons and explosives, (such as knives or toy weapons)
Intruders or trespassers
Tobacco and/or smoking (including e-cigarettes)

Responsibility for an effective discipline program is shared among many partners including the District, schools, students, parents/guardians, community groups, social agencies and the RCMP. The Board promotes understanding and acceptance of the interactive roles required to achieve safe and caring schools. A variety of strategies are used at the school to deal with inappropriate conduct.



This code concerning the rights and responsibilities of everyone at Colwood School has been discussed with both students and staff.

We ask you to read the code with your child. Please sign this portion and return it to school.

CODE OF CONDUCT

I have read the **Code of Conduct** and I understand my rights and responsibilities to make Colwood School a safe and healthy place to be.

Student's Name (please print)

Teacher: _____

I have read over the **Code of Conduct** with my child.

Parent's/Guardian's Signature

Student's Signature

Date

CRYSTAL VIEW ELEMENTARY SCHOOL CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Crystal View Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Crystal View Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. By working together can we promote positive and responsible student behaviour.

A SAFE AND CARING COMMUNITY

Crystal View Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Theft and vandalism;
- Discrimination; especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**)

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

At Crystal View Elementary, we practice "The CV 3"

- **Be Safe**
- **Be Kind**
- **Be Responsible**

Every student at Crystal View Elementary School has **RIGHTS**. Along with rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to participate in class and do my best.
- * I have the **Right** to be safe.
It is my **Responsibility** to behave and act in a way that is safe and kind toward others.
- * I have the **Right** to hear and be heard.
It is my **Responsibility** to listen and allow others to be heard.
- * I have the **Right** to be respected.
It is my **Responsibility** to be respectful of other people and their unique ideas, beliefs and opinions.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy and personal space.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to help keep the school and classroom environment clean and healthy.

RESTORATIVE PRACTICES AT CRYSTAL VIEW

At Crystal View Elementary, we believe in fixing our mistakes and moving forward. We believe in students, parents and staff working together to support solutions that will help children learn from their mistakes, make amends, and take positive action to be successfully restored to the group. The course of action may be unique to the situation. It requires investment from all participants for the benefit of all involved.

DAVID CAMERON ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at David Cameron Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

David Cameron Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

David Cameron Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).
-

STUDENT CODE OF CONDUCT

Every student at David Cameron Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.

It is my **Responsibility** not to interrupt others or make unnecessary noise.

- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

As a school we need everyone to... S.O.A.R.

be Safe

- participate in activities in which you and those around you will be safe
- use materials appropriately
- make sure that the school is free from weapons intoxicating substances and intruders
- help others when help is needed

take Ownership

- try your best to learn new things
- do your best to create a positive and supportive learning environment in the classroom
- work hard to fix problems when they arise
- make sure that you act in a way that helps everyone meet their needs
- make sure that you tidy up after yourself

model Acceptance

- be inclusive of others
- support others to do their best
- be open and accepting of personal differences. This includes age, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, or sexual orientation.

be Respectful

- treat each other with kindness
- treat school property with care
- help to protect the natural environment of our school

HANS HELGESEN ELEMENTARY SCHOOL 2020-21

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Hans Helgesen Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Hans Helgesen Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Hans Helgesen Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at Hans Helgesen Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

I have the **Right** to learn.

- It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.

I have the **Right** to be safe.

- It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.

I have the **Right** to hear and be heard.

- It is my **Responsibility** not to interrupt others or make unnecessary noise.

I have the **Right** to be respected.

- It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.

I have the **Right** to privacy and to my own personal space.

- It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.

I have the **Right** to a clean, healthy environment.

- It is my **Responsibility** to dispose of garbage and keep my work and play area clean.



HAPPY VALLEY ELEMENTARY
 3291 Happy Valley Road, Victoria, B.C. V9C 2W3
 Phone: 250-478-3232 Fax: 250-391-9624
 Principal: Mrs. Karen Sjerven
 Vice-Principal: Mrs. Kristin Holland

HAPPY VALLEY ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Happy Valley Elementary School. Our goal is to assist students in developing self-regulation and a sense of social responsibility. Students must recognize that behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Happy Valley Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

At Happy Valley Elementary School, we show consideration, courtesy and respect to others and their property. We ask students to reflect on their behavior by considering questions such as: "Is this kind?" "Is this safe?" "How can we fix this problem?" We support students to address mistakes through supportive, restorative practices. We keep parents informed of incidents at school so that we may work together to support children to learn to solve problems in peaceful ways.

A SAFE AND CARING COMMUNITY

Happy Valley Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at Happy Valley Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to ask politely if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.
It is my **Responsibility** not to interrupt others or make unnecessary noise.
- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

JOHN MUIR ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at John Muir Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

John Muir Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

John Muir Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at John Muir Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.

- * It is my **Responsibility** not to interrupt others or make unnecessary noise.
- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.
- * I have the right to be treated with kindness and respect. I have the responsibility to treat others with kindness and respect.

ÉCOLE JOHN STUBBS MEMORIAL ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at École John Stubbs Memorial Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

École John Stubbs Memorial Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

École John Stubbs Memorial Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at École John Stubbs Memorial Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.

- * I have the **Right** to hear and be heard.
It is my **Responsibility** not to interrupt others or make unnecessary noise.
- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

Lakewood Elementary School Code of Conduct

- At Lakewood Elementary it is our goal to establish and maintain a safe, caring and consistent environment that enhances learning. Safe and caring school environments are free of acts of:
 - bullying, harassment, threat and intimidation;
 - violence of any form;
 - verbal, physical or sexual abuse;
 - theft, and
 - vandalism
 - discrimination, based on the following prohibited areas: race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age (BC Human Rights Code);

Safe and caring schools environments do not tolerate the presence of:

 - intoxicating substances;
 - weapons and explosives, nor
 - intruders or trespassers.
- Students are expected to be respectful and responsible for their actions and utilize their WITS (Student Problem Solving Model) when involved in a conflict:
 - To and from school
 - During school
 - Any school function
- We expect students to tell an adult about any bullying or discrimination towards others or themselves.
- Students are expected to develop greater personal responsibility and self-discipline as they mature and move through the grades.
- Responses to unacceptable conduct are consistent and fair. Progressive disciplinary action is preventative and restorative, based on the principles of restitution, and not merely punitive. Students are encouraged to participate in the development of meaningful consequences for violations of school conduct expectations, where appropriate.
- The nature and frequency of unacceptable conduct influences our decision for disciplinary action. Parents, School District staff and Community Agencies may be enlisted to help support students as they develop greater social responsibility.



ÉCOLE MILLSTREAM ELEMENTARY

626 Hoylake Avenue, Victoria BC V9B 3P7

TELEPHONE: 250-478-8348

FAX: 250-474-5736

EMAIL: millstream@sd62.bc.ca

WEBSITE: millstream.sd62.bc.ca

PRINCIPAL: Mrs. F. Krusekopf

VICE PRINCIPAL: Mrs. T. DeLeenheer



CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Millstream. Our goal is to assist students in developing self-discipline and a sense of responsibility towards others. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

École Millstream Elementary believes that all students have the right to learn in a SAFE and RESPECTFUL environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

STUDENT CODE OF CONDUCT

Every student at École Millstream Elementary has RIGHTS.
With those rights come RESPONSIBILITIES.

- | | |
|---|--|
| <ul style="list-style-type: none"> ★ I have the RIGHT to learn.
It is my RESPONSIBILITY to listen to instructions, to work quietly, and to raise my hand if I have a question or concern. ★ I have the RIGHT to be safe.
It is my RESPONSIBILITY not to engage in rough play, to threaten, bully or physically harm anyone else. ★ I have the RIGHT to hear and be heard.
It is my RESPONSIBILITY not to interrupt others or make unnecessary noise. | <ul style="list-style-type: none"> ★ I have the RIGHT to be respected. It is my RESPONSIBILITY not to tease, bother or upset other people or hurt their feelings. ★ I have the RIGHT to privacy and to my own personal space. It is my RESPONSIBILITY to respect the personal property of others, and to accept their right to privacy. ★ I have the RIGHT to a clean, healthy environment. It is my RESPONSIBILITY to dispose of garbage and keep my work and play area clean. |
|---|--|

École Millstream Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- ★ Bullying, harassment, threat and intimidation;
- ★ Physical violence and/or violence of any form;
- ★ Verbal, physical or sexual abuse;
- ★ Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (BC Human Rights Code);
- ★ Theft and vandalism.

- ★ Intoxicating substances;
- ★ Weapons and explosives, regardless of whether real or replica;
- ★ Intruders or trespassers;
- ★ Tobacco and/or smoking (including e-cigarettes).

Behavior Goals

At École Millstream Elementary we:

- ★ show consideration, courtesy and respect to others and their property
- ★ move, work and play safely

These expectations are reflected in the following ways:

- ★ Keeping hands and feet to yourself (no fighting or rough play)
- ★ Using appropriate language
- ★ Following instructions.
- ★ Showing respect to all adults, students and property
- ★ Acting in a safe manner

Should these rules not be observed, possible consequences may include:

- ★ completing a "social responsibility" form
- ★ conferencing with all parties involved
- ★ developing a behaviour contract
- ★ contacting parents
- ★ cleaning up the playground
- ★ referral to the counsellor
- ★ referral to the administration
- ★ restitution of others' property or self- esteem
- ★ suspension from school for day(s)
- ★ temporary loss of playground privileges
- ★ time out
- ★ walking with the supervisor
- ★ writing an apology letter
- ★ other consequences appropriate to the situation

This Code of Conduct concerning the rights and responsibilities of everyone at Millstream has been discussed with both students and staff. Please ensure you read the Code of Conduct and then sign below.

CODE OF CONDUCT

I have read the Code of Conduct.

I understand my rights.

I understand my responsibilities.

These rights and responsibilities
will help me work with others to ensure
École Millstream Elementary
will continue to be a safe and happy place.

STUDENT NAME

STUDENT SIGNATURE

PARENT/GUARDIAN NAME

PARENT/GUARDIAN SIGNATURE

I have read and discussed the CODE OF CONDUCT with my child.

TEACHER NAME/DIVISION

TEACHER SIGNATURE

I have read and discussed the CODE OF CONDUCT with my class.



École Poirier Elementary School

Code of Conduct / Code de Conduite

VISION AND MISSION STATEMENT

At École Poirier, we believe learning thrives in a safe welcoming environment of respect and cooperation. We will support our students to be caring, responsible, creative members of their community, through the adventure of life-long learning. Our students will be supported and nurtured in a school-home-community partnership to ensure success.

We meet this goal by following our school Vision: **JOIN IN**. We believe this is important for all members of our learning community. **JOIN IN** is our Vision and our **MISSION**, we have it written in child friendly language around our school and it is incorporated into our school song. We all **Jump into learning, Open our minds, Investigate the world, are Neighbours working together, always Imagine the possibilities**, and most importantly, **Never give up!**

Rights and Responsibilities of our Students

- I have the right to learn.
I have a responsibility to be attentive, to complete all activities to the best of my ability, and to work cooperatively with my peers.
- I have the right to hear and be heard.
I have a responsibility to allow everyone to join in conversations.
- I have the right to be respected.
I have a responsibility to treat others with kindness, courtesy, and respect.
- I have a right to be safe.
I have a responsibility to behave and play without harming, bullying or threatening others.
- I have a right to a clean, healthy environment.
I have a responsibility to respect and keep my school clean.
- I have the right to privacy and to my own personal space.
I have a responsibility to respect the personal property of others, and to accept their right to privacy.

Unacceptable Behaviours

In accordance with the Policy of School District No. 62, the Criminal Code, and as members of our school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

Response to Inappropriate Behaviour

When a student's actions demonstrate non-compliance with our Code of Citizenship, action will come from one or more of the following:

- restitution with opportunities to fix mistakes
- conference with all parties affected
- notification of parents by phone or email
- brainstorming to solve problems
- referral to school-based team for wrap around support
- removal from classroom, playground, or privileges
- extended removal from class and/or playground privileges

Please look over this with your child and keep it for reference if needed. Thank you for your partnership throughout this learning experience. Please use the online consent to confirm you and your child have gone over our code of conduct.

PORT RENFREW ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Port Renfrew Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Port Renfrew Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Port Renfrew Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).
-

STUDENT CODE OF CONDUCT

Every student at Port Renfrew Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.

It is my **Responsibility** not to interrupt others or make unnecessary noise.

* I have the **Right** to be respected.

It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.

* I have the **Right** to privacy and to my own personal space.

It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.

* I have the **Right** to a clean, healthy environment.

It is my **Responsibility** to dispose of garbage and keep my work and play area clean.



**Ruth King Elementary School
Mission Statement**

The staff at Ruth King are committed to providing safe and caring environments in which all learners can achieve academic excellence, personal growth and responsible citizenship. The staff will work in conjunction with students and parents to ensure that the school is a safe, supportive, challenging, caring environment in which all students can enjoy success.

At Ruth King Elementary School it is expected that everybody follows ROCKS:

- ❖ Respect – being respectful with peers, staff, parents, and guests to our school
- ❖ Ownership – being honest and taking responsibility for your learning as well as your behaviours
- ❖ Caring– for yourself, your peers, the staff, guests to our school, school property, the property of others, and nature
- ❖ Kindness – showing kindness and encouraging others to achieve to their fullest potential
- ❖ Safety – behave in a way that is safe for you as well as those around you

➡ Students at Ruth King Elementary School have the following RIGHTS:

- We have the RIGHT to learn.
- We have the RIGHT to be safe.
- We have the RIGHT to be heard.
- We have the RIGHT to be respected.
- We have the RIGHT to a clean, healthy environment.
- We have the RIGHT to physical and emotional well-being.

➡ Students at Ruth King Elementary School have the **RESPONSIBILITY:**

- to be attentive, complete all assignments to the best ability and to seek help when needed.
- to listen attentively without interrupting.
- to treat others with respect, kindness, honesty and courtesy.
- to behave and play without bullying or threatening others.
- to respect the personal property of others
- to respect and protect the school environment.

Safe and caring school environments are free of acts of:

- ❖ Bullying, harassment, threat and intimidation;
- ❖ Violence of any form;
- ❖ Verbal, physical or sexual abuse;
- ❖ Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation (BC Human Rights Code);
- ❖ Theft, and
- ❖ Vandalism.

Safe and caring school environments do not tolerate the presence of:

- ❖ Intoxicating substances;
- ❖ Weapons and explosives, nor
- ❖ Intruders or trespassers.

Student Discipline at Ruth King

The effective management of student discipline is a necessity to establish safe and caring environments that foster student learning needs. Prevention and intervention strategies applied at the school level and supported at the District level are the foundations of a successful discipline program. Clear policy and regulations are essential to set standards and provide for consistency among all schools and for all students.

Responsibility for an effective discipline program is shared among many partners including the District, schools, students, parents/guardians, community groups, social agencies and the RCMP. The Board promotes understanding and acceptance of the interactive roles required to achieve safe and caring schools.

The following is a list of strategies that may be used at the school to deal with inappropriate conduct.

- ❖ Discussion with an adult to determine the reasons for and consequences of personal misconduct
- ❖ Review Ruth King’s Code of Conduct to see which Rights and Responsibilities were neglected
- ❖ Loss of playground, lunchroom privileges at school, timeout, detention
- ❖ Written record of incident / completion of a conduct sheet by student
- ❖ Referral to the administration
- ❖ Inform parent / guardian through telephone conversation, letter, or email of student misconduct and action taken
- ❖ Restorative justice
- ❖ Creation of a problem-solving group
- ❖ Referral to School Based Team
- ❖ Referral to other agencies
- ❖ suspension

This code concerning the rights and responsibilities of everyone at Ruth King School has been discussed with both students and staff.

We ask you to read the code with your child. Please sign this portion and return it to school.

CODE OF CONDUCT

I have read the Code of Conduct and I understand my rights and responsibilities to make Ruth King School a safe and healthy place to be.

Student’s Name (please print)

Teacher: _____

I have read over the Code of Conduct with my child.

Parent’s/Guardian’s Signature

Student’s Signature

Date

CODE OF CONDUCT

Be Safe

Be Respectful

Everyone has fun

The Code of Conduct is established for the benefit of everyone at Sangster Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Sangster Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

Learner Core Competencies:

Communication – I recognize there are different points of view

Creative Thinking – I can get new ideas or build on others ideas to solve a problem

Critical Thinking – I can consider more than one solution to a problem

Positive Personal and Cultural Identify – I understand that I am part of many different groups

Personal Awareness and Responsibility – I can advocate for myself and others; I can use strategies to help me manage my emotions and feelings; I can make good choices

Social Responsibility – I can contribute to my classroom and school to make it a better place

STUDENT CODE OF CONDUCT

Every student at Sangster Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- I have the **Right** to hear and be heard.
It is my **Responsibility** not to interrupt others or make unnecessary noise.
- I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

A SAFE AND CARING COMMUNITY

Sangster Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation
- Physical violence and/or violence of any form
- Verbal, physical or sexual abuse
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**)
- Theft and vandalism

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances
- Weapons and explosives, regardless of whether real or replica
- Intruders or trespassers
- Tobacco and/or smoking (including e-cigarettes)

Parent Name: _____

Student Name: _____

Parent Signature: _____

Student Signature: _____

Saseenos Elementary School

Code of Conduct

The Code of Conduct is established for the benefit of everyone at Saseenos Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable. The staff at Saseenos is committed to providing safe and caring environments in which all learners can achieve academic and personal growth and responsible citizenship. The staff works in conjunction with students and parents to ensure that the school is a safe, supportive, challenging, and caring environment in which all students can enjoy success.

OUR BELIEFS

Saseenos Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate, acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Saseenos Elementary is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).
- All visitors must report to the office upon arrival at school.

STUDENT CODE OF CONDUCT

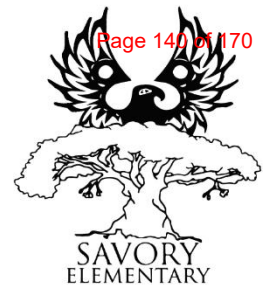
Every student at Saseenos Elementary has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions and work cooperatively with my peers.

- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.
It is my **Responsibility** to allow everyone to join in conversations.
- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep our school clean.

If these **responsibilities** are not observed, actions taken may include:

- restitution with opportunities to fix mistakes
- conference with all parties affected
- notification of parents by phone or email
- brainstorming to solve problems
- referral to School Based Team
- immediate removal from classroom, and/or playground privileges
- extended removal from classroom and/or playground privileges



SAVORY'S CODE OF CONDUCT

OBJECTIVE:

- to maintain an environment that is conducive to learning in a constructive and safe manner
- to be courteous, co-operative, and to use common sense
- to behave responsibly

RIGHTS /RESPONSIBILITIES

1. You have the right to learn.

Your job is to:

- attend school regularly and to be on time
- have your school supplies ready
- bring a positive attitude to school
- do your best work
- work in ways that don't disturb others

2. You have the right to learn in an environment that respects all people.

Your job is to:

- respect yourself and others and treat them so that they feel comfortable
- be courteous and polite
- respect the feelings and opinions of others
- talk and act toward others as you would want to be treated
- encourage others in a positive way
- be a good listener
- appreciate and accept the differences in others

3. You have the right to be and to feel safe.

Your job is to:

- think before you act - be safe
- play safely on the playground
- help others to be safe
- stay out of conflicts whenever possible, and to use your problem solving skills, e.g. stay calm, use "I" messages, use self-talk
- follow the directions of school staff
- be aware of emergency procedures

4. You have the right to privacy and to your own personal space.

Your job is to:

- respect other people's things (not touching or taking things)
- respect the right to privacy
- make your own decisions
- not pressure others to do things they don't want to do
- ensure your own personal space and belongings are cared for

5. You have the right to a comfortable and clean environment.

Your job is to:

- clean up after yourself
- reduce, reuse, recycle whenever possible
- treat the school and grounds with care

It would be helpful if parents/guardians review this Code of Conduct with their children.

In Accordance with the District Policy, the BC Human Rights Code and the Criminal Code, there will be zero tolerance for the following:

- Threat or bullying
- Disobedience or refusal to follow adult direction
- Theft and vandalism
- Violence of any form
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**)
- Tobacco
- Physical, verbal or sexual harassment
- Possession or use of illegal substance
- Possession or use of weapons

BEHAVIOUR GUIDELINES

1. BICYCLES, SCOOTERS, SKATEBOARDS AND ROLLER BLADES

- The safety of other students or adults walking or playing must not be put at risk.
- Students using a skateboard, scooter or roller blades to get to and from home are directed not to use their skateboards on school grounds during normal hours of operation. (8am-3pm)
- Bicycles need to be walked on the school grounds and locked in the bicycle racks.

2. DRESS

- ☐Students need to wear respectful clothing appropriate for a school setting.
- ☐Our focus is on learning and anything that distracts from that focus is counterproductive.
- ☐Students need to wear the clothing and footwear that will allow them to participate fully in our school curriculum.
- ☐Labelling clothing articles makes it possible to return lost items.
- ☐Students need a pair of athletic (inside) shoes to wear in the gym and in the classroom during wet weather.
- ☐Students should also dress appropriately for the weather so that they can go outside during the breaks. They will be going out on many of those drizzly Victoria days.

3. PERSONAL BELONGINGS

- It is recommended that students leave valuable items at home as the school cannot guarantee the safety of these articles.
- ☐As per the school board policy unsafe toys or toys of violence as determined by the staff will be confiscated and kept at school until a parent or guardian can come and pick the toy up. (e.g. screwdrivers, knives, toy weapons)

3. CLOSED CAMPUS

- ☐Supervision of students is a high priority for us. For this reason, students are expected to remain on the school grounds during school hours.
- ☐A note is required from the parent or guardian for those times students wish to leave the grounds during the school day. Please sign out and in. The book is on the filing cabinet in the office.

4. CELL PHONES AND ELECTRONIC DEVICES:

Cell phones/Ipods etc. are discouraged from being brought to school. If your child has to have a phone for emergency purposes it is to be turned off during school hours and kept in their backpack at all times.

BEHAVIOUR CONSEQUENCES

We recognize that everyone makes mistakes. We see mistakes as an opportunity for learning. Our staff uses a problem-solving/restitution model to help students resolve their differences and make amends as need be.

If a student has difficulty demonstrating personal responsibility there will be three levels of consequences.

Level 1 - a minor problem is dealt with by the staff member who observes the behaviour

Level 2 - a student who has demonstrated a more serious disregard for the safety or feelings of others may be sent to the office and dealt with by the principal or Teacher in Charge. Names are recorded noting date and problem. If this is a first time offence parents/guardians may or may not be contacted. For all subsequent similar documented difficulties, parents/guardians will be notified.

Level 3 - if a student has shown a chronic disregard for safety or property, or has caused significant injury to another, parents/guardians will be called immediately. Consequences will be decided upon through consultation with parents/guardians when appropriate. Such actions may result in an in-school or home suspension.



CODE OF CONDUCT

Sooke Elementary School

Home of the Sticklebacks!

The Code of Conduct is established for the benefit of everyone at Sooke Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Sooke Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Sooke Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at Sooke Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **right** to learn.
It is my **responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **right** to be safe.
It is my **responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **right** to hear and be heard.
It is my **responsibility** not to interrupt others or make unnecessary noise.
- * I have the **right** to be respected.
It is my **responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **right** to privacy and to my own personal space.
It is my **responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **right** to a clean, healthy environment.
It is my **responsibility** to dispose of garbage and keep my work and play area clean.

Restitution and “Making it Right”

Sooke Elementary School is using the practices of Restitution that our district has been learning. Restitution works to strengthen children and help them choose behavior based on beliefs that we all share. We will be teaching students that everyone makes mistakes and that we are interested in “fixing” or repairing the harm than “apologies, excuses, faulting, blaming or shaming”.

When a restitution approach is not meeting the needs of those involved, the next level of responses to unacceptable behaviour are consistent and fair progressive discipline.

Progressive disciplinary action is preventative and restorative, and not punitive. Students are encouraged to participate in the development of meaningful consequences for violations of conduct expectations where appropriate.

When expectations for behaviour are not followed, consequences will be based on the nature of the unacceptable behaviour and the frequency of its occurrence. Careful consideration of appropriate consequences will occur once the incident has been fully investigated. One or more of the following may occur:

- Official recording of the incident
- Behaviour sheet completed by the student
- Communication with parents (phone call or meeting)
- Restitution to individuals involved
- Verbal or written apology
- Performing a community service at school
- Establishing a personal behaviour contract
- Loss of privileges
- In-school or out of school suspension
- Referral to School Based Team for intervention
- Reimbursement if property loss or damage is involved
- Actions directed by District Policy and regulations

In our efforts to ensure students are safe and comfortable at school, we will maintain open communication with parents regarding incidents involving their children. We appreciate the involvement of our entire school community in reinforcing this social learning.

It is helpful to have you read over the Code of Conduct with your child in order to reinforce our shared expectations. As always, please contact the school if you have questions or concerns.

Thank you,

Mrs. Debra Stoutley

WILLWAY ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Willway Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Willway Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Willway Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at Willway Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.
It is my **Responsibility** not to interrupt others or make unnecessary noise.
- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

WISHART ELEMENTARY SCHOOL CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Wishart Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Wishart Elementary School believes that all students have the right to learn in a safe and respectful environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Wishart Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes)

STUDENT CODE OF CONDUCT

Every student at Wishart Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- I have the **Right** to hear and be heard.
It is my **Responsibility** not to interrupt others or make unnecessary noise.

- I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- I have the **Right** to a clean, healthy environment
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

Updated: March 2021

For review annually

Curriculum Transformation – Mission Statement

To work alongside educators in fostering culturally responsive and equitable learning opportunities for students. We promote responsive teaching as an ethical practice where students and teachers grow together as educated global citizens.

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Executive Summary

This operational plan outlines a roadmap for the next four years in alignment with Sooke School District's overarching goals in the 2021-2025 Strategic Plan and in alignment with other district departments. Sooke School District is a dynamic and growing community of learners. The Curriculum Transformation Department focuses on Learning objectives related to the Strategic Plan and is grounded in equity, diversity and inclusive practices.

Overview of Goals and Strategies	
Goal #1	To enhance and develop students' literacy competencies.
	<p>Strategies</p> <p>1.1 Explore and implement structures for literacy instruction coordinated with intervention strategies through in-service literacy learning series and learning rounds.</p> <p>1.2 Co-plan (ELL, ESD, Inclusive Education) and deliver ongoing job embedded literacy in-services across schools.</p> <p>1.3 Establish and resource a baseline of literacy resources in schools.</p> <p>1.4 Promote the use of formative assessments and screening tools.</p>
Goal #2	To enhance and develop students' numeracy competencies.
	<p>Strategies</p> <p>2.1 Support the use of developmentally appropriate practices to promote meaningful student learning in numeracy.</p> <p>2.2 Establish and resource a baseline of numeracy resources in schools connected to the learning series.</p> <p>2.3 Promote the use of formative assessments to inform instruction.</p>
Goal #3	To support inclusive, meaningful learning experiences aligned with the BC K-12 Curriculum.
	<p>Strategies</p> <p>3.1 Collaborate with Alternative Education, Indigenous Education, Inclusive Education, Safe and Healthy Schools and English Language Learning departments to design and support competency based learning in classrooms.</p> <p>3.2 Support pedagogically sound instruction and assessment practices and Communicating Student Learning (CSL) at all levels.</p> <p>3.3 Foster a culture of collaborative professionalism.</p> <p>3.4 Collect, curate and share resources and strategies that support 'uncovering the curriculum' with curricular competencies and content at all levels.</p> <p>3.5 Foster continued relationship with the University of Victoria to attract and retain new teachers.</p>

Goal #4	To support and enrich French Immersion programs.
	<p>Strategies</p> <p>4.1 Increase access to French language resources.</p> <p>4.2 Support French Learning assistance and interventions.</p> <p>4.3 Foster a culture of inquiry and collaborative professionalism for French Immersion teachers across the district.</p> <p>4.4 To support French immersion teachers' French language proficiency.</p> <p>4.5 To support Core French instruction and late immersion.</p>
Goal #5	To promote high quality and equitable early years learning opportunities and to ensure supportive transitions for children and families to kindergarten.
	<p>Strategies</p> <p>5.1 Implement 'Welcome to Kindergarten' philosophies and events across every elementary school.</p> <p>5.2 Continue to support, strengthen and grow the 'Kindergarten & Early Childhood Educator' (K/ECE) partnerships.</p> <p>5.3 Strengthen community-based connections and relationships.</p>
Goal #6	To develop and utilize technology as a purposeful tool for quality learning experiences.
	<p>Strategies</p> <p>6.1 Weave alignment with the goals in the Information Technology (IT) Operational Plan connected to learning and assessment.</p> <p>6.2 Establish a district catalogue of approved digital application and technical standards for use in schools in accordance with curricular objectives.</p> <p>6.3 Support educator and student with digital literacy and digital citizenship competencies.</p>

Goal 1: To enhance and develop students' literacy competencies.

Strategies and Associated Action Plan

Strategies

1.1 Explore and implement structures for literacy instruction coordinated with intervention strategies through in-service literacy learning series and learning rounds.

Primary

- Develop and lead early literacy instructional strategies for all primary teachers

Middle & Secondary

- Develop and lead 'Literacy as Learning Through Content' learning series for grades 4-12 in reading and writing;

1.2 Cross departmental collaboration (ELL, Indigenous, ESD, Inclusive Education, Safe and Healthy Schools) to develop and deliver Tier 1 literacy learning series.

- School teams, professional collaboration, job-embedded practice, Self-regulated Learning, Universal Design for Learning (UDL) as Tier 1 instructional strategies;
- Co-facilitation of learning series as appropriate.

1.3 Establish and resource a baseline of literacy resources connected to learning series.

- Complete a needs assessment;
- Purchase school-based literacy resources supported with educator in-service.

1.4 Promote the use of formative assessments and screening tools.

- Informal reading inventory formative assessment learning series connected to instructional practices;
- Promote the use of district (school) wide writes as formative assessment;
 - Provide opportunities for collegial scoring to inform instruction.

Goal 2: To enhance and develop students' numeracy competencies.

Strategies and Associated Action Plan

Strategies

2.1 Support the use of developmentally appropriate practices to promote meaningful student learning in numeracy.

Primary

- Develop and lead '*Explorative Competency Based Numeracy Instruction in Primary*' learning series and learning rounds;

Middle

- Nikki Lineham in-services;
- *Educating Now* Teacher resources/licenses;
- 'Train-the-trainer' model to support within schools over time;

Secondary

- *Building Thinking Classroom* Numeracy learning series;
 - *Building Thinking Classroom* Professional Book Club
 - Contract Secondary Numeracy experts for learning rounds: planning, instructing and assessing with curricular competencies and Proficiency Scale.

2.2 Establish and resource a baseline of numeracy resources in schools connected to the learning series.

- Complete a needs assessment
- Purchase school-based literacy resources supported with educator in-service
- Support the use of manipulatives and increase teacher comfort and confidence with mathematical thinking at all levels.

2.3 Promote the use of formative assessments to inform instruction.

- Adopt and implement numeracy assessment tools supported with professional development opportunities.

Goal 3: To support inclusive, meaningful student learning experiences aligned with the BC K-12 Curriculum.

Strategies and Associated Action Plan

Strategies

3.1 Collaborate with Alternative Education, Indigenous Education, Inclusive Education, Safe and Healthy Schools and English Language Learning departments to design and support competency based learning in classrooms.

- Promote social emotional, culturally responsive, trauma informed and inclusive educational experiences for students.

3.2 Support pedagogically sound instruction and assessment practices and Communicating Student Learning (CSL) at all levels.

- Learning series to support competency-based and conceptual instructional practices that align with the implementation of the BC Curriculum;
- Collegial collaboration time for school teams to review policy documentation, talk about assessment for and of learning in accordance with Ministerial reporting guidelines.
- Align supplemental funded compliance reporting for students with ELL, ANED and IE with CSL practices.

3.3 Foster a culture of collaborative professionalism.

- Review and implement collaborative structures at all levels.
- Implement and collaborate with 'point people' in schools including department heads;
 - Build capacity as a learning community and a support for colleagues in their schools, especially new teachers.
- Dinner and Dialogue Professional Book Club Series

3.4 Collect, curate and share resources and strategies that support 'uncovering the curriculum' with curricular competencies and content at all levels.

- DRC budget for new resources.
 - Ensure non-dominant culture, diversity and perspectives in resources.
- Grow or develop outdoor education opportunities at all schools and increase local partnerships and support with resources.
- Digital numeracy and literacy platforms (1.1 and 2.1)
- Digital resources to support fine arts education (Music Play).

3.5 Foster continued relationship with the University of Victoria to attract and retain new teachers.

- Support and resource the continuation of Link2Practice & TruVic programs.

Goal 4: To support and enrich French programs.

Strategies and Associated Action Plan

Strategies

4.1 Increase access to French language resources.

- Support Follett as a digital database for French learning resources across the district.
- Increase French language professional resources and assessments in dual and single track schools for students and staff.
- Ensure engaging French student material is available in libraries to foster a love of reading in French, creating lifelong French literacy skills.

4.2 Support French Learning assistance and interventions.

- Increase access to professional learning opportunities to support educators in approaches that build literacy skills for language learners through content.

4.3 Foster a culture of collaborative professionalism for French Immersion teachers across the district.

- French Immersion Curriculum Coordinator and Immersion teacher school representatives structure for collaboration.

4.4 To support retention of French immersion teachers and support French language proficiency in French Immersion pedagogy.

- “French Pedagogical Proficiency” learning with Rita Manners/ Peel School Board.

4.5 To support Core French instruction 5-12 and Late French Immersion.

- Implement TPRS strategy in-service (Teaching Language Proficiency through Reading and Storytelling) for teachers.
 - Professional learning opportunities with TPRS staff.
 - Access to TPRS digital resources for each middle and secondary school.

Goal 5: To promote high quality and equitable early years learning opportunities and to ensure supportive transitions for children and families to kindergarten.

Strategies and Associated Action Plan

Strategies

5.1 Support awareness and implementation of the *Early Learning Framework, Play Today, and Let's Play*.

- Professional learning opportunities for school teams and ECEs;
- Outdoor education initiatives based in these frameworks.

5.2 Implement 'Welcome to Kindergarten' philosophies and events across every elementary school.

- Provide each school professional learning opportunities and resources for school teams in philosophical approaches in transitioning new kindergarten students;
- *When I go to Kindergarten* publication;
- Foster the belief that 'all students are ready for school and we need to be ready for them.'

5.3 Continue to support Nature Kindergarten programming and resource infrastructure.

- Provide opportunities for Nature Kindergarten teachers and ECEs to collaborate with other Kindergarten teachers and ECE colleagues across the district to grow ideas and capacities.

5.4 Continue to support, strengthen and grow the 'Kindergarten & Early Childhood Educator' (K/ECE) partnerships.

- Increase opportunities for outdoor education in all elementary schools;
- Support meaningful K/ECE partnerships with professional collaboration opportunities;
- Initiate and grow a professional partnership with Camosun College for ECE Practicum placements.

5.5 Participate in the collection of EDI data bi-annually to guide and inform planning.

- Interdisciplinary department analysis of results and communicated with school administrators;
- Provide collaborative additional wrap-around supports in schools with a high vulnerability index.

5.5 Strengthen community-based connections and relationships.

- Continue to support and resource Strong Start programs;
 - MyEDBC training for registration
 - Outreach
 - Outdoor education
- Changing Results for Young Children (CR4YC);
- Strengthening Early Years Transition to Kindergarten (SEYT2K).

Goal 6: Develop and utilize technology as a purposeful tool for quality learning experiences.

Strategies and Associated Action Plan

Strategies

6.1 Weave alignment with the goals in the Information Technology ([IT Operational Plan](#)) connected to learning and assessment.

- Maintain database of digital resources;
Parent/ guardian / student consent system structure.

6.2 Establish a district catalogue of approved digital application and technical standards for use in schools in accordance with curricular objectives.

- Conduct school needs assessments;
- Review requests based on privacy and pedagogical appropriateness;
- Implementation support.

6.3 Support educator and student with digital literacy and digital citizenship competencies.

- Support educators and lead learning for use of technology as a tool to support pedagogy and assessment;
- Support digital applications including Destiny Follett, ERAC, MyBlueprint, Google For Education, Microsoft, MyEdBC, FreshGrade and Texthelp, (and others).

Reporting: (What information is collected and how will it be collected?)	
<p>Data Collected</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student achievement and proficiency at 'grade level' <input type="checkbox"/> # of students (proficient) meeting or exceeding literacy expectations in relation to grade level. <input type="checkbox"/> Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments. <input type="checkbox"/> # of students (proficient) meeting or exceeding numeracy expectations in relation to grade level. <input type="checkbox"/> Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments. 	<p>How?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student assessment achievement data - anecdotal <input type="checkbox"/> Informal student assessment results connected to educators in the learning series <input type="checkbox"/> School surveys <input type="checkbox"/> Summative report card information <input type="checkbox"/> FSA results Grades 4-7
<ul style="list-style-type: none"> <input type="checkbox"/> Equitable availability of learning resources 	<p>Via School 'point people':</p> <ul style="list-style-type: none"> <input type="checkbox"/> Needs assessment results <input type="checkbox"/> school resource inventories
<ul style="list-style-type: none"> <input type="checkbox"/> Participation and engagement of educators in learning series offerings 	<ul style="list-style-type: none"> <input type="checkbox"/> Number of teachers in series <input type="checkbox"/> Number of schools <input type="checkbox"/> Levels of schools

Evidence and Targets

(what can be measured to validate success of the strategy?)

- Increasing numbers of educators participating and engaging in learning series over time
- Increased percentages of students demonstrating proficiency in literacy and numeracy
- Increased % of teachers reporting a perceived confidence in their instructional skills and abilities to meet the needs of diverse learners in classrooms
- Increased evidence of self-regulated learners as tracked through behavioral referrals

Outcomes

(What outcomes can be expected as a result of the strategy?)

- Equity of access to quality instruction and assessment tools at all levels
- Reduced numbers of students referred for learning support
- Self-regulated learners
- Cohesive student support systems
- Professional collaboration systems to support student learning
- Outdoor education as a regular part of a school day/week
- Early learners supported with a strong foundation as they transition into school

Conclusion

The Curriculum Transformation Department seeks to build upon the existing initiatives and meaningful learning already happening in the district. We are proud of the play-based early learning, outdoor education and other engaging learning experiences educators guide their students in each day in English and in French Immersion classes.

This operational plan serves to function as a guide to inform the initiatives and district-based directions for education and assessment for all of our schools. We have a lens on culturally responsive and trauma informed approaches to working alongside educators and students. We invite the engagement and participation of all educators in ways that complement and support their goals for student learning experiences. Through the power of collective efficacy, we can make a difference for our students and foster the development in our students to become the best versions of themselves as educated citizens in our community.

Respectfully submitted,

Denise Wehner

District Principal

Curriculum Transformation

February 24, 2021

Re: Aboriginal Education Council Meeting held on December 16, 2020

Aboriginal Education Council Partner Groups Attendees: _Paul Block, SD 62, Associate

Superintendent; Dianna Seaton, SD 62, School Trustee; Marlys Denny, SD 62, Vice Principal, Aboriginal Education Department; Chief Russell Chipps, Scia'new Nation; Elder Henry Chipps, Scia'new Nation; Alita Tocher, M'akola Group of Societies; Alli Matchett, Camosun College; Dorothea Harris, University of Victoria; Clinton Kuzio, University of Victoria; Sandra Bowes, CUPE Local 459; Tiffany Adams, Aboriginal Education Curriculum Coordinator Teacher; Lorraine Velie, SD62, On-Call Clerical; Brother Rick Peter, Scia'new Nation; Elder Bill Jones, Pacheedaht Nation

1.0 Community Sharing in Siset, Moon of the Elder

- Elder sharing
- Community and Partner group sharing

2.0 School District Update – Equity in Action

Paul Block

- Focus is on increasing Indigenous students' success.
- 2021 Setting goals related to the Learning Environment and making actions at the school level
- 2021 will begin with elementary, middle and secondary PVP meetings with Joe Heslip on January 6th & 7th

3.0 Aboriginal Education Update

Paul Block / Marlys Denny

3.1 Aboriginal Locally Created Videos

- Viewed Video Two
- Viewed Video Three

3.2 Department Name change discussion: *Inclusive Indigenous and Equity Learning Department*

- Rational provided
- Rich discussion from community with interest in revisiting this topic next meeting
- Overall, consensus that suggested title is wordy; consultation with communities necessary
- Will revisit conversation at AEC Meeting scheduled for February 24, 2021

3.3 Aboriginal Education Consent Form Review 2020-21

- Tabled for AEC Meeting scheduled February 24, 2021

3.4 Grade 12 Aboriginal Education Recognition Celebration

- Date set for May 26, 2021

3.5 How Are We Doing Report

- Not published at this point.
- Tabled for AEC Meeting scheduled February 24, 2021

3.6 VP Update

- MofE provides funding for ESD students to support academic English language acquisition for a maximum of 5 years. Years of support can be distributed throughout the grade levels; does not need to occur for 5 years nor does it need to be provided for 5 consecutive years
- ESD teachers communicate student learning throughout the school year and follow the reporting windows set by the district.

3.7 Curriculum Coordinator Update

Tiffany Adams

- Role Model Program – both in person and virtual presentations; 86 presentations booked in schools as of December 10, 2020
- Elders in Residence – both in person and virtual visits to home schools. Staff and students have been excited to have elders deliver teachings and be part of learning environment
- POL Collaboration Meeting – Meet and Greet on December 7th. This was the first meeting in a series that will take place in 2020-21. There were 36 teachers and PVP who participated. Principle of Learning Programming involves Sooke, Saseenos, Savory, Hans Helgesen and Willway School

3.8 Next Zoom Meeting: February 24, 2021

Aboriginal Education Council Meeting Minutes
Wednesday February 24, 2021
1 p.m. to 3:00 p.m. Zoom Meeting

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

In Attendance: Dianna Seaton SD 62 School Trustee, Chief Russell Chipps Scia'new Nation, Elder Henry Chipps Scia'new Nation, Jo-Ina Young Métis Nation of Greater Victoria, Alli Matchett Camosun College, Dorothea Harris University of Victoria, Clinton Kuzio University of Victoria, Karryn Hall Island Métis Family and Community Services Society, Sandra Bowes CUPE Local 459, Paul Block Associate Superintendent, Sue Grundy Executive Operations Manager, Bryan Johnson District Principal, Marlys Denny District Vice Principal, Tiffany Adams Curriculum Coordinator Teacher, Lorraine Velie Aboriginal Education Secretary

Guest: Gillian LeRose Aboriginal Education Teacher

Regrets: Jon Car SD62 PVP Association, Natasha Parrish STA Teacher's Union Rep, Amanda Hamilton Pacheedaht Nation, Shelly Thorne Pacheedaht Nation, Stacey Charles Scia'new Nation, Michelle Thut T'Sou-ke Nation, Sarah McDonald Hulitan Family and Community Services, Kendra Gage Hulitan Family and Community Services, Charla Huber M'akola Group of Societies, Vivian Leik Camosun College

1. Territory Acknowledgement and Words of Wisdom - Elder Henry Chipps

Shared Greatest Lesson of the West Prayer

Welcome Bryan Johnson to the ABED team - **Marlys Denny/Paul Block**

2. Meeting Minutes - Review Dec 16, 2020 Minutes and Motion to Accept Minutes

Reviewed and Accepted, MOVED by Paul Block, and SECONDED by Dianna Seaton, ALL IN FAVOR

3. Agenda -Review and Motion to Accept Agenda

Reviewed and Accepted, MOVED by Dianna Seaton, and SECONDED by Chief Russell Chipps, ALL IN FAVOR

4. School District Update

4.1. Equity in Action - Paul Block

Equity scan launch has been fantastic: focus at the District level is Policy & Governance, at the school level is Learning Environment.

- January PVP levelled meetings provided an overview of expectations and videos by Joe Heslip
- Schools have been provided up to 6 TTOC release days to meet, review, and set goals
- Third year of Equity Scan in SD62; time for action
- Schools sharing feedback with Paul
- 46 School Districts throughout the province participating In the Equity scan

4.2. ABED budget update - Paul Block

- SD62 student population down 181 from projected numbers for 2020-21 school year – Covid related; impacts overall budget
- ABED student population also lower than projected; impacts Aboriginal Education Department

4.3. HAWD - Paul Block

SD62 Aboriginal Education Highlights handout shared

- Foundation Skills Assessment has low participation rates across district
 - Changes between grade 4 & 7 for reading and numeracy are areas need to work on
 - Student Satisfaction Survey Questions
 - *Do you feel welcome at your school?* An area for growth
 - *At school, do you respect people who are different you?* These responses are fantastic and something to be proud of.

4.4. 1701 - Paul Block

- February 1701 process has been completed

4.5. ABED move - Bryan Johnson

- Excited to be in our new office space, which was complete last week. Phone numbers are the same.
- Establishing Resource courier setup

5. Project Charter - Strategic Planning Introduction - Sue Grundy

Project Charter handout shared with PowerPoint presentation

- The current strategic plan runs until June 2021
- Strategic Plan renewal process
 - Where are we now? Where do we want to get to? What is our plan? What action are needed? How will we know we are on track to success?
 - Looking at ways to ensure Aboriginal voices are in the next strategic
- Contact Sue any time with questions

6. Community Sharing

7. Aboriginal Education Update

7.1. **Indigenous Videos** - View Joe Heslip's 15-minute video - Paul Block

7.2. **Department Name change discussion:** - Marlys Denny

From Aboriginal Education to Inclusive Indigenous and Equity Learning Department?

Overall Thoughts:

Likes Indigenous Education

Equity will be embedded in the District Strategic Planning

Likes Indigenous Education; Could include local language in the name like Camosun

Local language could be *Na'tsa'maht* One Mind One Spirt

Local language could be the same as any re-design in the District signage

7.3. **District signage re-design to include the local languages.** – Marlys Denny/Bryan Johnson

Advise on language and translators from A.E.C. group. 'Shaping Today Tomorrow

- Tabled

7.4. **Consent Form wording 2021-21 discussion** - Bryan Johnson

- New name could be updated

- We will revise the look of the form and revisit next meeting

7.5. Grade 12 Aboriginal Education Recognition Celebration, May 26, 2021 - Gillian LeRose

- Grad Committee meets regularly
- Mi's Kon A Ao Community Sponsorship application submitted in January. Once we hear back we can forward on how to honor students

7.6. VP update hand-out: ACPA Sessions, ESD - Marlys Denny

- See attached hand out

7.7. Aboriginal Education Curriculum Coordinator- hand-out: RM, Elders, Events, Resources - Tiffany Adams

- See attached hand out

8. Adjournment



Board Info Note

Public Board Meeting

March 9, 2021

Agenda Item 11.1: Superintendent's Update

Learning

School Calendar for 2021/22 (attached)

- In the spring of 2019, the Board approved a three-year calendar cycle – 2019-2020; 2020-2021 and 2021-2022. This is the third year of that cycle.
- If the Board agrees, in the late fall of 2021, Stephanie Hedley-Smith will convene a calendar committee to plan the next three-year cycle of school calendars: 2022-23; 2023-24; 2024-25.
- The 2021/22 calendar will be provided to parents and staff by the end of May of this year (as per *School Act* legislation).
- The calendar doesn't need to be "reapproved" by the Board.

Engagement

Graduation Celebrations:

- In January, our secondary schools provided information to our graduating students and their families regarding the timelines necessary to make decisions about graduation celebrations this year. At that time, March 1 was set as the date by which a decision would need to be made in order to have adequate time to book venues and organize the events. At this time, the difficult decision has been made to cancel proms and to move to planning for a virtual graduation celebration. We are hopeful that restrictions set by the Province on large gatherings will ease and allow us to do something at the local school level, our attention will turn to creating a high-quality virtual experience similar to last year's celebrations.

Engagement Survey Result Sharing:

- Thanks to Nora Reid, Strategic HR Manager, we have been able to share the full district results of our Engagement Survey data that was collected in May/June of last year. With over 1100 surveys completed (63%) from school district staff, it provides strong insights into areas of strength and growth for engagement in our district. In addition to the overall data, individual site reports have been created along with PowerPoint presentations and discussion packages. These site discussions will allow district leaders to engage directly with staff about how to continue growing our strengths as well as ways to address our stretches. Feedback through this process will help to assist in the development of our next Strategic Plan.

Information Session for Parents of Diverse Kindergarten Learners:

- Inclusive Education Services met this week with moms and dads of incoming kindies, supporting families with children who have exceptional needs. Our IES team works closely our Island Health Partners including Nursing Support Services through the Queen Alexandra Center to plan and prepare for the coming year. We meet each December and again in February to learn about our upcoming kindies. Families give permission for us to learn a little about each child's unique support team, any assessment information, diagnostic information, equipment needs, self-care, behavior, safety and more. This week we invited those parents to our first on-line kindie Parent Meetings. Options included both day and evening sessions. We spoke about supplemental services, referenced policy, gradual entry options, transportation, and the resources we provide to support this big transition. Our extended team will begin observations at the various preschools over the next few months. Overall, we felt that parent participation increased and families left our time together with their questions answered, knowing that we will continue to provide the high level of support and care their children require as they enter School District 62.

Growth

Minor Capital Alignment:

- Recently the school district has hired a Manager of Minor Capital Programs, Mhairi Nicolson, to assist in solidifying the process and planning for projects throughout the district. Through this, we have created a Minor Capital Planning Committee (MiCap) to ensure a clear and transparent process for project input and approval, as well as clear timelines and resource allocations to ensure the available funding is used to maximum extent. This attention to structure and alignment is assisting the district in strengthening its strategic approach to facility needs across the district.

SCHOOL DISTRICT NO. 62 (SOOKE)
2021 - 2022 SCHOOL CALENDAR

Total Days in Session	189
Days of Instruction	182
Non-instructional Days	6
Administrative Day	1
School Year begins (All schools in session one-half day)	Tues., Sept. 7
Non-instructional Day (District-Wide School Planning)	Mon., Sept. 27
Thanksgiving Day	Mon., Oct. 11
Non-instructional Day – Professional Development (Provincial)	Fri., Oct. 22
Remembrance Day	Thurs., Nov. 11
*Early Dismissal (three hours for all schools) – Learning Conferences (Parent-Teacher Interviews/conferences)	Thurs., Nov. 18
Non-instructional Day – Professional Development	Fri., Nov. 19
Last day Before Winter Break	Fri., Dec. 17
Winter Vacation (incl. Christmas, Boxing Day and New Year’s Day)	Mon., Dec. 20 – Mon., Jan. 3, 2022
Schools Reopen	Tues., Jan. 4, 2022
Second Semester Begins	Mon. Jan. 31
Non-instructional Day – Professional Development (Tri-District)	Fri., Feb. 18
Family Day	Mon., Feb. 21
Last Day before Spring Break	Fri., Mar. 18
Spring Break	Mon., Mar. 21 – Fri., Apr. 1
Schools Reopen	Mon., Apr. 4
*Early Dismissal (three hours for all schools) – Learning Conferences (Parent-Teacher Interviews/conferences)	Thurs., Apr. 7
Non-Instructional Day – Professional Development	Fri., Apr. 8
Good Friday	Fri., Apr. 15
Easter Monday	Mon., Apr. 18
Non-instructional Day – Professional Development	Fri., May 13
Victoria Day	Mon., May 23
Last Day of School	Wed., June 29
Year-end Administrative Day	Thurs., June 30

*Nov. 18 & April 7 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.