

Public Notice – Board of Education Online Public Meeting

A public meeting of the Board of Education for School District 62 (Sooke) **will be held on October 27, 2020 at 7:00 pm.**

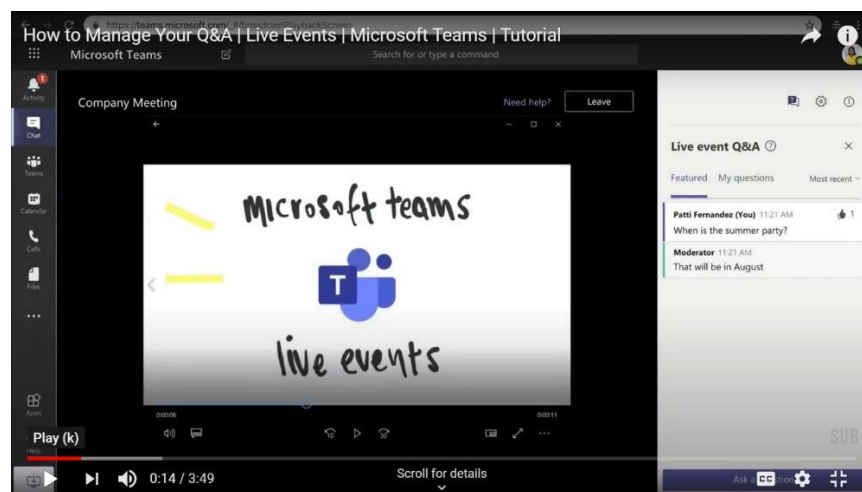
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: [PublicBoardMeeting-October27-2020](https://teams.microsoft.com/join/1c7b989-ebb1-4479-b750-c86c9bc98d84)

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>

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- 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.
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 - 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**
[PublicBoardMeeting-October27-2020](#)
October 27, 2020 – 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, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)

2. AGENDA

- 2.1 Call for amendments and additional items (page 2)
Motion Requested: That the Board of Education adopt the public meeting agenda of October 27, 2020, as presented (or as amended).

3. MINUTES

- 3.1 Call for amendments to minutes (page 4)
Motion Requested: That the minutes of the September 22, 2020 meeting be adopted as presented (or as amended).

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

- 4.1 Board Chair Update – Ravi Parmar
4.2 Pandemic Response Update – Scott Stinson

5. EDUCATIONAL PRESENTATIONS

6. CORRESPONDENCE & DELEGATIONS

- 6.1 Correspondence:
a. Action on Smoking and Health Letter dated October 8, 2020 (page 8)
6.2 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF, Students) – 5 minutes each

7. FINANCE, FACILITIES AND SERVICES

- 7.1 Resources Committee – Meeting of October 13, 2020 – Bob Beckett (page 10)
Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of October 13, 2020.

- 7.2 Capital Plan Bylaw Amendment – Harold Cull (page 47)
Motion Requested: That the Board of Education of School District 62 (Sooke) approve all

three readings of the Capital Plan Bylaw 2020/21-CPSD62-02 at its meeting of October 27, 2020.

Motion Requested: That the Board of Education of School District 62 (Sooke) give first, second and third readings to Capital Plan Bylaw 2020/21-CPSD62-02.

8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of October 6, 2020 – Bob Phillips (page 52)

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-432 “Maintenance of Order”.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee meeting of October 6, 2020.

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

10.1 Response to BCSTA COVID-19 Working Group Survey – Bob Beckett/Margot Swinburnson

10.2 BCSTA Council Report – Allison Watson

11. ADMINISTRATION

11.1 Superintendent’s Report – Scott Stinson (page 90)

11.2 2020-21 Board Calendar Adjustment – Scott Stinson (page 92)

Motion Requested: That the Board of Education of School District 62 (Sooke) adjust its regular yearly calendar for the 2020/21 school year to reflect the shortened months of December (winter break) and March (spring break) as follows:

December 2020:

- 1: Education-Policy Committee
- 8: Resources Committee
- 15: Board Meeting

March 2021:

- 2: Education-Policy Committee
- 3: Resources Committee
- 9: Board Meeting

12. PERSONNEL

13. UPCOMING EVENTS

13.1 SD 62 Townhall Catchment Review – October 28, 2020 @6:30 p.m.

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
September 22, 2020 – 7:00 p.m.**

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

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: Wendy Hobbs

SECRETARY: Kristina Ross

1. CALL TO ORDER

The meeting was called to order at 7:11 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

96. MOVED Bob Beckett/Dianna Seaton
 That the Board of Education of School District 62 (Sooke) adopt the agenda of
 September 22, 2020 as amended.
 CARRIED

3. MINUTES

3.1 Call for amendments to minutes

97. MOVED Dianna Seaton/Bob Beckett
 That the Board of Education of School District 62 (Sooke) adopt the minutes of
 the September 1, 2020 meeting as presented.
 CARRIED

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Ravi Parmar

The Board Chair welcomed the staff, students and families to the 20/21 school year. He thanked the families and students for their continued patience, in addition to acknowledging the efforts of all the teachers and support staff at SD 62.

4.2 Return to School Update – Scott Stinson & Harold Cull

Scott Stinson provided an update to the Board of Education on the successful start to the Sooke K-12 Education Restart Plan. He indicated that 90% of Elementary School, 88% of Middle School and 100% of High School/DL students had returned to the District. 800 students are being supported through remote learning, which began on September 21, 2020. In order to support the remote learning students, 25 teaching positions were added (through workplace accommodations, and new hires), which will report to Heather Lait, Principal of Westshore Centre for Learning and Training.

Harold Cull provided a summary to the Board of Education on the challenges that the Transportation Department faced in the first few weeks of the 20/21 school year. This included 500 new registrations (between September 12-14), 1/8 Secondary School Schedule (12 new mid-day routes), shortage of drivers and buses, and a new provincial bus routing software system. He thanked the families and students of the District for their patience.

5. EDUCATIONAL PRESENTATIONS

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence:

a. Letter to School Trustees of SD 62 – Environmental Educators Provincial Specialist Association (EEPSA)

98. MOVED Dianna Seaton/Bob Phillips

That the Board of Education of School District 62 (Sooke) receive the letter from Environmental Educators Provincial Specialist Association and refer it to the Superintendent for response.

CARRIED

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

STA – Jennifer Anderson

Jennifer Anderson briefed the members of the Board of Education on the STA Mental Health Survey results. She indicated that she would follow up with formal correspondence to the Board of Education with specific statistics and data concerning the survey. Further, she thanked the Board of Education for allowing the front loading of sick time for its members.

CUPE – Amber Leonard

Amber Leonard spoke to the Board of Education regarding its members' workload and capacity. In addition, she indicated that some members have Health and Safety concerns. Furthermore, bus drivers are concerned about the long loading and unloading of students due to COVID-19 related procedures. Traffic is becoming exasperated at the long waits and are not obeying bus safety procedures.

PVP – Grania Bridal

Grania Bridal thanked the Board of Education for providing the Trauma Informed Practice Training to its members. Furthermore, she thanked CUPE, STA and the Leadership Team for its tremendous work concerning the Sooke K-12 Restart Plan.

SPEAC – Cendra Beaton

Cendra Beaton indicated that there was a big turnout of parents at the September 16th SPEAC meeting. SPEAC indicated that PAC fundraising, transportation, and remote learning were issues of discussion. Cendra Beaton requested that the District share School Emergency Item Lists with the PAC as currently it is their responsibility to keep the inventory updated.

Canadian Parents for French – Amanda Culver

Amanda Culver spoke to the Board of Education about the remote learning of French Immersion students, and the concerns regarding this. She indicated the CPF offers free tutoring for its members on a first come first served basis. The CPF held its Annual General Meeting and has voted in a new executive. Billi-Jo Cavanaugh is now the President for the local chapter of Sooke. Contact information for the executive is forthcoming.

Students

No delegation.

7. FINANCE, FACILITIES AND SERVICES**7.1 Report on the Audit Committee – Meeting held on September 15, 2020**

Trustee Phillips provided the Board of Education with an overview of the Audit Committee Meeting.

99. MOVED Bob Phillips/Dianna Seaton
That the Board of Education of School District 62 (Sooke) approve the 19/20 financial statements as presented at the Audit Committee meeting of September 15, 2020.
CARRIED

100. MOVED Bob Phillips/Dianna Seaton
That the Board of Education of School District 62 (Sooke) receive the report from the Audit Committee meeting of September 15, 2020.
CARRIED

7.2 Report on the Resources Committee – Meeting held on September 15, 2020

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

101. MOVED Bob Beckett/Dianna Seaton
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of September 15, 2020.
CARRIED

8. EDUCATION PROGRAM**8.1 Report on the Education Policy Committee – Meeting held on September 8, 2020**

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

102. MOVED Bob Phillips/Allison Watson
That the Board of Education of School District 62 (Sooke) direct staff to explore the expansion of outdoor learning/education for all SD62 students with the intent to understand the resources required to support, develop and implement increased outdoor learning opportunities. The exploration of these opportunities would include: researching outdoor learning/education in other jurisdictions, conducting consultations/surveys with stakeholders' groups including our First Nations partners, and student engagement at all

grade levels. Furthermore, staff will provide their findings for discussion at future Education and Policy Committee meetings.

CARRIED

103. MOVED Bob Phillips/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) receive the report from the Education Policy Committee meeting of September 8, 2020.

CARRIED

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

11. ADMINISTRATION

11.1 Superintendent's Report – Scott Stinson

Scott Stinson provided an update to the Board of Education on his participation in the UVIC Student Education Presentation; the partnership with Pacheedaht First Nation and the work that is occurring at Port Renfrew Elementary School; the Royal Bay Secondary School Expansion; the announcement of a procured site at Royal Bay for an elementary school; and the upcoming catchment review to address new school boundaries in West Langford.

12. PERSONNEL

13. UPCOMING EVENTS

Non-Instructional Day – September 28, 2020
Orange Shirt Day – September 30, 2020
VISTA Fall Conference – October 3, 2020
World Teachers Day – October 5, 2020
BCSTA Chairs Meeting – October 15, 2020 (TBD)

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 8:46 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer

From: [Ravi Parmar](#)
To: [Kristina Ross](#)
Cc: [Scott Stinson](#); [Harold Cull](#)
Subject: Fwd: There has never been a better time to protect your students from smoking and vaping.
Date: Thursday, October 8, 2020 1:14:09 PM
Attachments: [image001.jpg](#)
[image002.jpg](#)

Correspondence.

R

Ravi Parmar, Chair
SD62 Board of Education

From: Les Hagen <hagen@ash.ca>
Sent: Thursday, October 8, 2020 11:49:59 AM
To: Ravi Parmar <rparmar@sd62.bc.ca>
Subject: There has never been a better time to protect your students from smoking and vaping.

CAUTION - EXTERNAL SENDER: This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.



October 8, 2020

Dear Trustee - Chair Parmar;

There has never been a better time to protect your students from smoking and vaping.

We invite you to participate in our upcoming webinar "[School Policies to Reduce Youth Smoking and Vaping](#)" on Tuesday, October 27 from 12:00 pm to 1:00 pm MT. Just enter password "ASH Canada" to register.

The COVID-19 pandemic is bringing a very sharp focus to the importance of public health in your schools and in your community.

In recent months, your school district has taken very significant steps to protect your students, staff and visitors from a serious public health threat. We applaud your efforts and commitment to preventing the spread of this harmful corona virus.

As you make plans get through the pandemic, we encourage you to consider taking further steps in the New Year to protect the health of your students and staff.

COVID-19 is a *respiratory virus* and smoking and vaping are risk factors for infection and severe illness. That's why Canada's Chief Medical Officers of Health are urging everyone to quit smoking and vaping to prevent the spread and impact of the corona virus. Your school district can support these efforts by adopting a gold-standard smoke-free policy for your schools.

Here are the elements of a gold-standard smoke-free school policy:

- Prohibit all forms of smoking and vaping and all tobacco use on school property.
- Ensure that smoking/vaping prevention education is included in your K-9 health curricula.
- Provide stop-smoking supports for staff and students.
- Communicate the policy to all staff and students including posting prominent signage.
- Use remedial enforcement to maintain high compliance levels with your policy.

Many school districts across Canada have adopted gold-standard policies. These districts include those that are large and small, rural and urban, public and separate.

ASH is assisting school districts with the development of gold-standard smoke-free policies. We have developed a number of resources to help with these efforts including:

- An online smoke-free policy [resource hub](#) for school district
- A [model smoke-free school district policy](#) and a [directory](#) of existing policies
- [Comparison charts](#) of smoke-free campuses in all western provinces
- Step-by-step [policy development guides](#)
- Related [fact sheets, tools and backgrounders](#)

We also have policy specialists located in each western province who can assist with your efforts.

If you are interested in developing a district-wide smoke-free policy for your schools, just reply to this email and we will help to get you started.

Your school board has a significant role to play in improving health and learning outcomes among your students. We welcome the opportunity to assist you with these important efforts.

Please join us on Tuesday, October 27 for our webinar [School Policies to Reduce Youth Smoking and Vaping](#) and let's get the ball rolling. Just enter password "ASH Canada" to register.

Sincerely,



Les Hagen
Executive Director

Founded in 1979, ASH is one of Canada's leading tobacco control organizations.

Public Notice – Resources Committee Online Public Meeting


A public meeting of the Resources Committee for School District 62 (Sooke) **will be held on October 13, 2020 at 6:00 pm.**

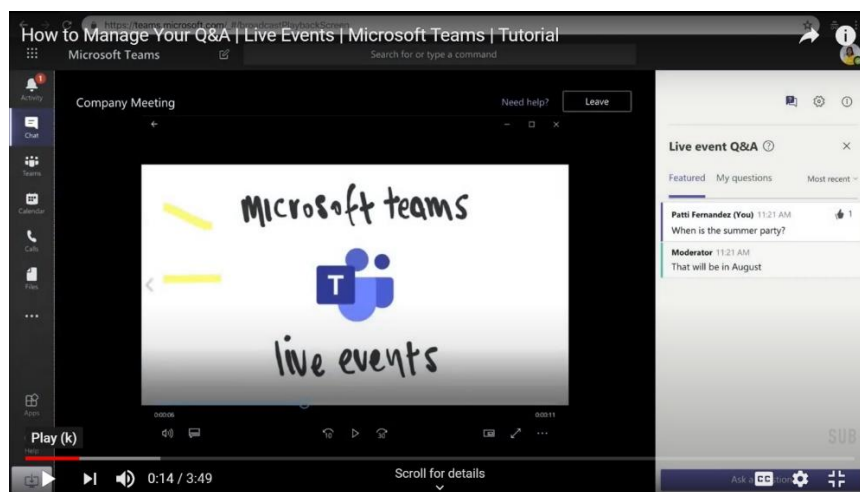
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RESOURCES COMMITTEE
School Board Office
Via MS Teams Live
October 13, 2020 – 6:00 p.m.

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, 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, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)

2. REPORT

3. PRESENTATIONS (10 min.)

4. NEW BUSINESS

- 4.1 Catchment Review Communication Plan – Scott Stinson/Windy Beadall
- 4.2 Enrolment Update – Paul Block
- 4.3 Transportation Model Review – Harold Cull
- 4.4 Safe Return to School Grant Update – Harold Cull
- 4.5 Facilities Plan – Harold Cull

5. ADJOURNMENT

6. NEXT MEETING DATE: November 10, 2020



Committee Report of Resources Committee Meeting via MS Teams September 15, 2020

Present:

- Bob Beckett, Trustee (Committee Chair)
- Wendy Hobbs, Trustee (Committee Member)
- Allison Watson, Trustee (Committee Member)
- Ravi Parmar, Trustee
- Margot Swinburnson, Trustee
- Krista Leakey, SPVPA
- Ed Berlando, STA
- Bruce Woodcock, CUPE
- Scott Stinson, Superintendent & CEO
- Harold Cull, Secretary Treasurer
- Windy Beadall, District Principal, Capital
- Stanley Joyce, IT
- Nicole Gestwa, IT

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:06 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 Committee Report for the August 26, 2020 Resources Committee Meeting was reviewed by the committee members.

3. PRESENTATIONS

There were no presentations.

4. NEW BUSINESS

4.1 Catchment Review – Windy Beadall

Scott Stinson and Windy Beadall updated the Resources Committee members on the catchment review process to date and provided two options for consideration. The Resources Committee discussed the two options and the impacts to the proposed catchment changes. Furthermore, they discussed future changes to catchment, as additional schools are built. In conclusion, the Resources Committee

supported the two options moving forward to the Board of Education prior to public consultation. It was also noted that a communications plan is necessary as the consultation process moves forward.

4.2 Royal Bay Expansion Update – Windy Beadall

Windy Beadall updated the Resources Committee members on the completion of the Royal Bay Expansion Project, and provided some pictures of the completed wing. The school successfully opened on Monday with a capacity for 1,400 students.

4.3 Transportation – Harold Cull

Staff provided a summary of the improvements and challenges of the first few days of transportation. The Resource Committee thanked members of the transportation department for their hard work and continued dedication as well as parents and students for their patience.

4.4 Safe Return to School Funding – Harold Cull

Harold Cull provided an overview of the Safe Return to School Funding that the District received from the Ministry of Education and federal government. Potential uses for the funding include: staffing; learning resources; training; and equipment.

5. **ADJOURNMENT AND NEXT MEETING DATE:** October 13, 2020

Committee Info Note Resource Committee Meeting October 13, 2020

Agenda Item: 4.1 – Catchment Review Communications Plan

Background

- Further to the presentation made at the September Resource Committee meeting on the Catchment Review process, staff would like to propose the following Communications Plan for the review as attached and summarized below
- The purpose of the Communications Plan is to simplify a complex issue and to provide all stakeholders with the proposed changes being contemplated for the catchment boundaries
- Staff are aware of the importance of having a strong communications roll out of the proposed catchment boundaries as these changes will impact a large number of families and staff
- The Plan is focused on the primary audience (staff and parents) but also addresses our secondary audience of students and the public
- The four main goals of the Plan are to:
 - 1) Clearly inform parents and staff of the proposed changes;
 - 2) Engage with parents and staff to collect valuable input and insight;
 - 3) Reassure parents that their student’s seat in their existing catchment is safe; and
 - 4) Support the Board in answering questions from our stakeholders.

Communication Plan / Next Steps

October 8	Presentation to the District Leadership Team
October 6 to 27	PVP present plans to their staff and PACs
October 28	Town Hall Meeting via MS Teams @ 6:30 pm
October 18 to November 13	Thought Exchange launched after Town Hall meeting
December 15	Board decides on catchment lines based on community input
January 2021	Public is informed of the revised catchment boundaries

Catchment Review – Catch 62

COMMUNICATIONS PLAN

PURPOSE

This communications plan is intended to provide information to staff, families and the community at large about the proposed changes to SD62 school catchment areas, creation of new catchment areas and the relocation of French Immersion. This plan will guide the District on how best to unveil these plans internally and externally.

BACKGROUND

With the opening of two new schools (Pexsisen Elementary and Centre Mountain Lellum Middle), SD62 needs to shift its students in order to both populate the new schools and create space for more students at other schools. Presentations of the proposed changes will first be shown to staff, followed by parent advisory committees, families and the general public. It is expected that most inquiries will be centered around parents wishing to keep the same school for their children (current and incoming), the relocation of the French Immersion program and the move of Belmont Park students from Crystal View to Colwood. The hope is to gain parent and staff buy in, not create variations of the plan based on the public's many specifications.

AUDIENCE

Primary: Staff & Parents

Secondary: Students & Public

GOALS & OBJECTIVES

There are four main goals of this communications plan:

1. Clearly inform parents of the proposed changes
2. Engage with parents to collect valuable input and insight
3. Reassure parents who would be in a new catchment that their seat in their current school is safe.
4. Provide support for the Board of Education when it comes to answering questions from families and staff.

Objective

As face-to-face engagement opportunities with parents are not possible, SD62 will need to come up with a way in which parents feel like they have been clearly informed and have a space to provide input. It also supports the Board of Education and places them at the forefront to parents, staff and the general public.

1. Provide a clear plan for parents and staff.
2. Create two-way communication opportunities between the Board of Education with all District audiences.
3. Create information for staff ahead of time to help answer questions as well as a FAQ for parents.

KEY MESSAGES

- SD62 aims to minimize disruption to student learning.
- Students will have the opportunity to stay in their current school until they age-out.
- Current students will have admission priority over new students into the school.
- Two new schools equals two new catchment boundaries.
- New catchments will help to balance out the number of students in a school.
- Creates cohesive school communities around catchment schools.
- Creating community within proximity.
- SD62 continues to value and manage programs of choice so that they are running at their highest levels.
- The French Immersion program is not changing, only relocating.

Engagement Platforms

- Staff and PAC meetings with Power Point presentations and question periods
- Thought Exchange for dialogue between parents and SD62.
- Email
- Social media
- District and school websites
- Virtual Forums/Town Hall meeting, including Q&A

STRATEGY

Tactic	Timeline
Windy to create PPT presentation "Catch 62" and present to consultation group for feedback.	Last week of September
Catch 62 presentation sent to schools to present at Staff meetings and PAC meetings.	First week of October
PVP present changes to staff and PAC meetings.	Oct. 6 - 27
Catch 62 presentation presented to Leadership Meeting	October 8, 1 p.m.
Windy to present Catch 62 to Board at Resource Committee meeting	October 13
Catch 62 presentation and FAQ added to "District Growth" section of website.	October 14

News item created on SD62 website and Engage.	October 14
Catch 62 presentation mentions in social media. Direct people to the District Growth section.	October 15
Draft letter to parents informing of catchment review, presentation, submitting questions, Townhall and ThoughtExchange	October 16
Send out letter above to schools (pass to employees) and to families, post on school websites.	October 20
Send out reminder to parents about Townhall	October 26
Post ThoughtExchange	October 28
Scott to present Townhall Meeting.	6:30 p.m., October 28
Thought Exchange live	October 28
Parents, staff and community submit input on Thought Exchange.	October 28
Parents and community contribute to ThoughtExchange	October 28 – November 13, 5 p.m.
Reminders for people to participate via social media	October 28 – November 13
Thought Exchange closes	November 13, 5:30 p.m.
Input gathered and put into “what we heard” one-pager for parents & community	November 23-27
Information presented to Board of Education	December 15
Conclusion and information posted on “District Growth” section and parents informed.	December ?

FAQ

1. Why is SD62 conducting a catchment review?
2. When will all of these changes take place?
3. Can my child stay in their current school even though we will be in a different catchment after the changes?
4. I already have a child in the school. Can my younger child attend the same school when they go to kindergarten?
5. When can I request for my child to remain in their current school?
6. When can I put in a school change request for my child who will be entering kindergarten?
7. Why is SD62 moving French Immersion from Millstream to Crystal View?
8. Why isn't a French Immersion program going to be added to Pexsisen or Centre Mountain Lellum?
9. Why will the French Immersion transition over to Royal Bay from Belmont?
10. Why isn't SD62 moving more students out of the Happy Valley catchment?
11. Why aren't the catchment boundaries in Milnes Landing changing?

Committee Info Note

Resource Committee Meeting

October 13, 2020

Agenda Item: 4.2 – Enrolment Update

Background

- Staff are in the process of finalizing the actual enrolment for September 2020 through the 1701 process – **it is expected the final numbers will be confirmed during the week of October 13th**
- The Committee may remember that the annual budget is based on an estimate of enrolment that is created in February
- Once the school year starts in September, actual enrolment is confirmed and the budget amounts are then adjusted to reflect the actual enrolment numbers

Actual vs. Budget Amounts

- At a summary level, the actual vs. budget amounts can be reflected as (school by school details attached):

Level	Budget	Actual	Variance
Elementary	5,290	5,193	(97)
Middle	2,607	2,525	(82)
Secondary	3,216	3,229	13
K-12 Subtotal	11,113	10,947	(166)
Alternate	423	350	(73)
District Total	11,536	11,297	(239)

- As noted above, the enrolment numbers are still fluid and will be finalized shortly
- The K-12 numbers are relatively static with the largest potential change happening on the Alternate line as Distributed Learning courses are activated and counted in our enrolment numbers

- Based on the October 8th enrolment snapshot above, the District is looking at a funding shortfall of:

Level	Shortfall
K-12	\$1.256 m
Alternate	\$.508 m
District Total	\$1.764 m

- Staff are confident that Distributed Learning courses will continue to be added and will offset the \$.508 m pressure in the Alternate program and may also cut into the K-12 shortfall
- Staff have developed a plan to address the residual shortfall while minimizing impacts to the system:
 - Utilizing greater than budgeted International Program FTEs as the borders to international students open up on October 20th – upwards of 90 FTEs & \$1.000 m
 - Reduce staffing at secondary due to less than budgeted enrolment levels
 - Review supply budgets that have been supported by grant funding
- These residual changes to staffing/supplies should have minimal effect and **will keep additional resources**, due to lower than budgeted enrolment, in the system and supporting students during the pandemic

Enrolment Update - October 8, 2020		2020/21 Budget	8-Oct Actual	Variance	
Sooke School District 1701					
Elementary	Colwood	192	176.00	(16.00)	
Elementary	Crystal View	253	251.05	(1.95)	
Elementary	David Cameron	390	384.00	(6.00)	
Elementary	Hans Helgesen	201	195.05	(5.95)	
Elementary	Happy Valley	435	431.00	(4.00)	
Elementary	John Muir	214	216.38	2.38	
Elementary	John Stubbs Elementary	513	520.00	7.00	
Elementary	Lakewood	444	449.00	5.00	
Elementary	Millstream (English)	152	276.00	124.00	
Elementary	Millstream (French Immersion)	153		(153.00)	
Elementary	Poirier (English)	124	385.05	261.05	
Elementary	Poirier (French Immersion)	249		(249.00)	
Elementary	Port Renfrew	20	18.00	(2.00)	
Elementary	Ruth King	310	320.05	10.05	
Elementary	Sangster	245	233.05	(11.95)	
Elementary	Saseenos	176	180.19	4.19	
Elementary	Savory	228	221.00	(7.00)	
Elementary	Sooke	319	288.19	(30.81)	
Elementary	Willway	214	206.00	(8.00)	
Elementary	Wishart	458	443.00	(15.00)	
Totals:		5,290	5,193.01	(96.99)	
Middle	Dunsmuir	877	865.05	(11.95)	
Middle	John Stubbs Middle	309	299.00	(10.00)	
Middle	Journey	544	523.00	(21.00)	
Middle	Journey			-	
Middle	Spencer	877	838.05	(38.95)	
Totals:		2,607	2,525.10	(81.90)	
Secondary	Belmont (English)	1,326	1,401.05	75.05	
Secondary	Belmont (French Immersion)			-	
Secondary	Edward Milne	665	625.75	(39.25)	
Secondary	Royal Bay	1,225	1,201.98	(23.02)	
Totals:		3,216	3,228.78	12.78	
District Totals:		11,113	10,946.89	(166.11)	2.30%
Alternate	Byte	240	209.00	(31.00)	(234,360)
Alternate	JDF	155	125.81	(29.19)	(178,059)
Alternate	Westshore	28	15.50	(12.50)	(94,500)
Totals:		423	350.31	(72.69)	
District Totals:		11,536	11,297.20	(238.80)	(1,762,711)

Funding Shortfall**(1,255,792)****(234,360)****(178,059)****(94,500)****(1,762,711)**

Committee Info Note
Resource Committee Meeting
October 13, 2020
Agenda Item: 4.3 – Transportation Model Review

Background

- There have been a number of transportation challenges, as highlighted at the September Resource Committee meeting, during this year’s school start up that have amplified the systematic issues
- The systematic issues causing the majority of these challenges can be summarized as:
 - Late and on-going registration of riders keeping routes and times in constant flux;
 - Too many riders for the amount of buses and drivers available resulting in long ride and wait times;
 - Riders registering for bussing without using the service leading to inefficient routes; and
 - Incorrect data in the student database being imported into the transportation system creating incorrect routes; and
- Back in 2017, the Board approved the following guiding principles for staff to manage the transportation system through:
 - 1) Transportation services will be provided;
 - 2) Funding levels will remain consistent and will increase with enrolment growth;
 - 3) Staff to utilize central drop off and pick up areas; and
 - 4) **Remaining system components to remain status quo**
- During the 19/20 school year, the Board gave staff the following direction regarding the review of the District’s transportation model:

From September 2019:

That the Board of Education of School District 62 (Sooke) direct the Resources Committee to bring forward a discussion of transportation needs for students and areas to be explored further by staff.

From May 2020:

That the Board of Education of School District 62 (Sooke) revisit the subject of a transportation administration fee, including the full public consultation process, in the Fall of 2020 leading into the budget process during the Winter of 2020.

- **Given the significant and ongoing challenges facing the transportation system, staff feel the 4th principle noted above needs to be reviewed and changes considered**
- As a result, staff will be collecting input from our stakeholders and will be presenting options for the Board to consider for potential changes to the District's transportation policy and regulation (F100) that was last updated in 2005
- The schedule for this review (consultation and policy debate) is noted at the end of this Info Note

Areas of Review

- To provide a direct correlation from the systematic challenges and to areas of review, staff will be looking at the following:
 - ✓ Defined Registration period
 - ✓ Service to Catchment Schools only
 - ✓ Update of and compliance with walk limits
 - ✓ Implementation of an administration fee
- The review will consist of a public Thought Exchange from October 14th to 27th as well as reaching out to other Districts in the Province providing transportation services
- The District's Thought Exchange on these issues will be coordinated with the Catchment Review consultation process in order to not overload parents with feedback requests

Defined Registration Period

- For last several years, the registration period was opened and closed in the spring allowing routes to be developed and communicated to parents prior to the end of the previous school year
- With the uncertainty around the start of this school year and the gradual return to the classroom, insufficient time was provided for the Transportation Department to plan and communicate the routes for 20/21
- It is felt that the District needs to get back to a predefined registration period that provides certainty to the system in the spring

- To gather input, staff will be asking:

1. SD62 is considering a defined registration window in early spring. Routes would then be created and route information sent to registrants before summer break. (Registrations can take place after the registration window, but will be subject to capacity/availability).

Q. Do you see any challenges with this approach?

Service to Catchment Schools Only

- The District's current routes in the Belmont and Royal Bay families can be summarized as coordinated chaos and crisscrossing from corner to corner
- These routes have been created and modified since 2015 when the two high schools were open
- Prior to this, the majority of routes used Belmont as a "transportation hub" to transfer students to out of catchment schools which allowed for some efficiencies
- These routes, although inefficient, support the District's vision of honouring student choice by transporting students to schools outside of their catchment areas
- This is less of an issue and the routes are much more efficient in the Milnes Landing family with only one middle and secondary school
- It should be noted the District receives a transportation grant from the Ministry of Education and in order to receive the grant, fees can't be charged to in-catchment students so there is a recognition at the Ministry level of the differences in riders
- Staff feel this option may provide the greatest impact on reducing the number of riders and thereby increasing service levels to the remaining riders
- To gather input, staff will be asking:

2. SD62 is considering offering school bus transportation to students within their catchment only. School bus transportation would not be available for a student who attends a school outside of their catchment. (French Immersion would be in the French Immersion catchment). BC Transit hub stations could be used for secondary school students who attend a school outside of their catchment school. They would have the option of taking SD62 school bus transportation to a BC Transit exchange to continue the remainder of the way on BC Transit.

Q. Do you support this change?

- In the current transportation regulation, the District has walk limits of 4 km for primary and 4.8 km for intermediate and graduation students
- These walk limits are not enforced
- Staff are cognizant that these limits are too far in today's society but would like to get input on smaller limits for the urban areas only of our District where other safe routes are available for students
- The length of the limits can be debated and staff would like to start with getting input on limits of 1 km for elementary students and 2 km from middle and secondary students
- The split between school level seems more applicable than the previous split of primary/intermediate
- Staff feel that the number of riders will be significantly reduced if walk limits are redefined and complied with
- To gather input, staff will be asking:

3. As in many other districts, SD62 is considering imposing walk limits. Students within these walk limits would not be eligible for school bus transportation. (Does not include students on our accessible buses). Elementary = 1 km radius of the school, Middle/Secondary = 2 km radius of the school.

Q. What are your thoughts on this proposed change?

Implementation of an Administration Fee

- Further to the direction provided by the Board at their May 2020 meeting, staff are now wanting to consult with the public on their thoughts of charging an administration fee of \$25/rider
- It is anticipated that this fee will remove those riders that register but do not utilize transportation services (ghost riders)
- The removal of these ghost riders from the system will allow for the routes to be modified and made more efficient (less ride and wait times)
- Drivers have noticed a greater amount of non-riders this year which is a result of the pandemic and the number of ghost riders
- To gather input, staff will be asking:

4. To help deter people from registering, but not using the system (“ghost riders”), SD62 is proposing a \$25 registration fee.

Q. Is this something you would be in agreement with?

Conclusion

- Over the next month, staff will reach out to our stakeholders with these questions to get their input
- Similar topics will be discussed with other Districts that provide transportation services in order to get a sense of what other Districts are doing
- Based on the input received, staff will review the existing transportation policy and regulation (F100) and will make recommendations to the Board for their consideration on changes based on the following timelines:

Meeting	Date	Action
Board of Education	October 27	Advise Board the review has been restarted and proposed approach
Resources Committee	November 10	Review feedback received and proposed policy & regulation changes
Education Policy	December 1	Present proposed policy and regulation changes for consideration
Board of Education	December 15	Consider changes & Notice of Motion (if supported by Ed Policy)
Education Policy	January 5	Review and feedback on proposed changes
Board of Education	January 26	Debate the revised Transportation Policy and Regulation (F100)

School District #62 (Sooke)

TRANSPORTATION	No.: F-100
	Effective: Sep. 22/81 Revised: Feb. 22/83; Oct. 22/83; May 23/89; Oct. 23/90; Jul. 6/05

SCHOOL BOARD POLICY

The School Act allows school districts to provide a school bus transportation system and to locally develop criteria for transporting students. The costs of these services are shared between the Ministry and the Board. The school district may determine a fee to help defray the cost of transportation. In addition, school districts may transport, at local expense, students who are not covered by Ministry guidelines.

The major aim of the school bus transportation system is to transport students safely, economically and in a manner which meets educational program requirements (school hours, special needs).

School District #62 (Sooke)

TRANSPORTATION	No.: F-100
	Effective: Sept. 22/81 Revised: Feb. 22/83; Oct. 22/83; May 23/89; Oct. 23/90; Jul. 5/05

ADMINISTRATIVE REGULATIONS1. Student Walk Limits

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

Primary students: 4 km to or from school

Intermediate & Graduation students: 4.8 km to or from school

These limits are measured by the shortest possible road distance.

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

The Transportation Supervisor will determine who is eligible for school bus service.

2. Transportation of Riders

Riders will only be transported within the terms of Board policy. In determining whether a rider will be picked up, the following questions will apply:

- a) Can pickup be made without a route change?
- b) Can pickup be made without causing scheduling problems?
- c) Is there room on the bus?
- d) Is the stop at least one mile from the school?

3. Route and Schedule Changes

Proposed changes in routes or schedules, other than minor adjustments, shall be approved by the Secretary-Treasurer before being implemented. Where proposed changes would affect school arrival and departure times, the Secretary-Treasurer shall consult with the principal(s) involved and with the Superintendent of Schools before approval is given. Addition or deletion of routes requires the approval of the Secretary-Treasurer.

Route schedules will be sent to schools and registered riders when routes are completed each year. It is in the best interests of the district and the riders that passenger lists be kept as current as possible.

Committee Info Note
Resource Committee Meeting
October 13, 2020
Agenda Item: 4.4 – Federal Funding Update

Background

- Further to the Resource Committee meeting of September 15th, staff have continued to refine their estimates of the uses of the federal funding as part of the **Safe Return to School grant**
- The federal government has provided funding in the amount of \$2.000 b to support the safe return of students and staff to school with the Provincial share being \$242.000 m
- This funding will be received in two installments (September and January) and is required to be spent prior to the end of the school year
- The District has received \$2.088 m and can expect to receive up to an additional \$2.200 m for a total estimated allocation of **\$4.288 m**

Estimated Uses and Amounts

- Both the federal and provincial governments have indicated that there will be some flexibility on how districts can use the federal funding with a focus on the following areas:
 - Staffing
 - Learning Resources
 - Training
 - Equipment & Supplies
 - Before & After School Care
- Based on internal discussions and conversations with our stakeholders, staff are planning to utilize the federal funding in the following manner:

Areas	Details	Estimate (\$m)
Staffing	Remote teachers – 20 down to 15 for the 2 nd semester	\$1.675
	Non-enrolling teachers – DL, Counselling support, Hospital/Homebound, Academies	\$.285
	TTOC Replacement	\$.200
	School Engagement Facilitators (6)	\$.192
	Custodial, Bus Drivers. HVAC, MyEd Helpdesk, Lunchtime Supervisors, OH&S support	\$.828
Sub-total		\$3.180
Learning Resources	School Supply budgets	\$.100
	Technology	\$.140
Sub-total		\$.240
Training	Teachers & Support Staff	\$.070
Equipment	Heating, Ventilation & Air Conditioning (HVAC)	\$.650
	Custodial	\$.030
	Plexiglas	\$.040
	General Equipment Supplies	\$.150
	Furniture for remote learning (desks, chairs, headphones and dividers)	\$.045
	Temporary Storage	\$.126
Sub-total		\$1.041
Total		\$4.531

Note: The District also has set aside \$.275 m to address a safe return to school from the pandemic and this funding will be available if all of the \$4.531 m of expenditures noted above materializes

Committee Info Note

Resource Committee Meeting

October 13, 2020

Agenda Item: 4.5 – Facilities Plan

Background

- As part of the current Strategic Plan (G3/O1/C), staff have developed a draft Facilities Plan initially designed to fulfill the strategic direction of the District:
 - ✓ Ensure fair and equitable access to Capital & Maintenance funding for all District buildings; and
 - ✓ Provide leadership in environmental practices
- In addition to these strategies, the draft plan is also intended to:
 - ❖ Provide the future direction of Facilities in support of student success and the District's growth;
 - ❖ Improve service and communication levels;
 - ❖ Increase employee engagement; and
 - ❖ Address internal audit recommendations.
- The plan, from a Facilities perspective, **is focused on creating, maintaining and sustaining**
- As a result, we have identified 3 major goal areas:
 - Capital
 - Maintenance
 - Sustainability
- The draft plan is attached for the Committee's review and staff will lead a presentation at the meeting summarizing the key points with a focus on receiving feedback on the overall Plan as well as answering the following questions:
 - 1) **Are the 3 Goals (Capital, Maintenance & Sustainability) the right pillars to support student success and District growth?**
 - 2) **Do you see any gaps in the Plan that need to be addressed?**

School District 62 (Sooke) Facilities Plan – July '21 to Jun '24

Purpose of the Facilities Plan:

The Sooke School District Facilities Department is comprised of experienced managers, clerks, trades persons and grounds staff. The staff support the district in caring for the sites, buildings and systems that house the delivery of education to over 11,000 students.

The purpose of this plan is to guide the future direction of Facilities to align with the growth of the District as described in the Strategic Plan.

District Vision:

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

Facilities Mission:

To create and maintain, efficient, engaging, clean and safe learning environments that support student success today and into the future.

In order to efficiently and effectively support the District, there needs to be a fundamental shift in the approach to maintaining our facilities and buildings.

Currently, the service model is based largely on a reactive model (fixing). Ultimately, the preferred method of service delivery would be a preventative model (maintain) where facilities staff are able to schedule regular site visits to complete routine maintenance. While at the location of the scheduled visit, staff would investigate and/or complete tasks or repairs the schools feel are necessary (preventative). Our current model is providing a service where schools call facilities to respond and repair broken or past life systems and equipment (reactive).

District Growth Goal: To accommodate growth and changing demographics by creating safe and respectful environments that inspire learning.

The District has three main goals as outlined in the Strategic Plan 2018-2021: Learning, Engagement and Growth. Facilities goals relate directly to the third priority of growth. The Facilities Goals have been broken down into:

Facilities Goals:

- 1) Capital**
- 2) Maintenance**
- 3) Sustainability**

CAPITAL GOAL - To design and build safe and vibrant learning spaces

- 1. To manage the long-range facilities needs of SD 62**
 - a. Update the Long-Range Facilities Plan as it continues to be a living document that supports major capital projects for the foreseeable future – **June 30, 2021**
 - b. Identify the temporary, new and reconfigured space needs of the district in order to design and construct bright, safe and vibrant spaces that support learning – **June 30, 2021**
 - c. Create a committee structure to administer the identification and approval process for capital projects – **December 31, 2020**
- 2. To provide leadership in the management and delivery of major capital projects**
 - a. Identify and gain approval of major capital projects through the annual capital plan submission – **June 30, 2021**
 - b. Manage the schedule and delivery of the approved projects per the Capital Funding Agreement (CFA) – **ongoing**
 - c. Create an avenue for Facilities and Educational staff to provide input into the design of sites and schools in the delivery of the approved projects – **December 31, 2020**
- 3. To ensure a transparent process in the delivery of minor capital projects**
 - a. Identify and gain approval of minor capital projects through the annual capital plan submission – **June 30, 2021**
 - b. Review, update and clearly articulate the approval process for Annual Facilities Grant (AFG) and school-based requests – **June 30, 2021**
 - c. Manage the schedule and delivery of the approved projects – **ongoing**
 - d. Maintain a detailed inventory of district facilities and buildings and develop a life cycle replacement schedule – **June 30, 2021**
 - e. Create a catalogue of viable capital requests at the school/department level for review by the Minor Capital Committee – **June 30, 2021**

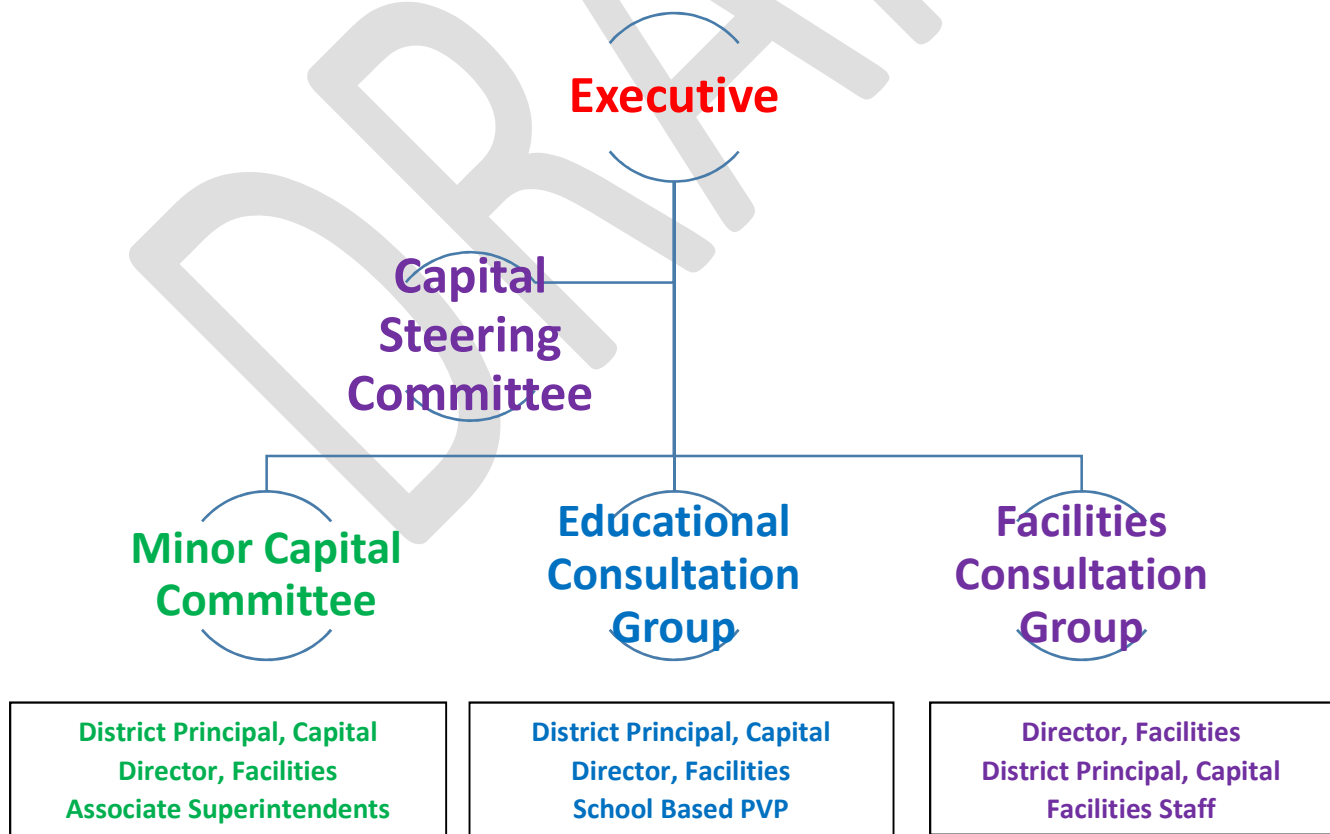
Performance Measures - Capital

Measure	20/21	21/22	22/23	23/24
Updated Long Range Capital Plan		X		X
Deliver Pexsisen & Lellum projects on time/budget			X	
Redefined Minor Capital approval process		X		X

Capital Governance Structure

The following capital governance structure has been designed to manage all facets of the District’s capital program including project planning, design and delivery:

- 1) **Major Capital Projects** – the planning, design and delivery will be the responsibility of the Capital Steering Committee with both consultation groups leading the design process for the District. The Executive will be updated on a regular basis and will have an open invite to the design meetings. These projects include expansion, replacement, seismic and school enhancements.
- 2) **Minor Capital Projects** – the central approval function for minor capital projects (school upgrades, AFG, external funded projects) will rest with the Minor Capital Committee. This centralized function will ensure adherence to District standards and consistency among schools and departments. The existing AFG project identification and review process will continue with recommended projects flowing to the Committee for approval.



MAINTENANCE GOAL - To maintain a learning environment where educators and students feel comfortable and are able to focus on student success

- 1. To develop and support an efficient and effective preventative maintenance program for district assets that increases building and system life spans**
 - a. Assess sites, buildings, systems and equipment and create an inventory of existing conditions – **June 30, 2022**
 - b. Create a preventative maintenance program that maximizes the efficiency and effectiveness of our buildings and sites by developing checklists and schedules of work to be completed on a regular basis to optimize the learning environment – **June 30, 2022**
 - c. Maintain and utilize system and equipment manuals – **ongoing**
 - d. Create and update staffing manuals to ensure consistency of service delivery – **June 30, 2021**
- 2. To improve service levels through efficient processes, practices and communication**
 - a. Review the current request tracking system(s) to ensure it is meeting the needs of the entire system – **December 31, 2021**
 - b. Create benchmarks and target goals for average response times – **June 30, 2021**
 - c. Increase communication of work request status and estimated time of completion – **December 31, 2021**
 - d. Review custodial service delivery and standards through the Custodial Review Committee – **ongoing**

Performance Measures - Maintenance

Measure	20/21	21/22	22/23	23/24
Preventative Maintenance Program		X		
Customer Satisfaction Rate	Benchmark	+X%	+Y%	-Z%
Average Response Times	Benchmark	-X%	-Y%	-Z%

SUSTAINABILITY GOAL – To reduce School District #62 environmental footprint and energy consumption:

- 1. To enhance SD62’s culture of environmental practices for a strong and sustainable future**
 - a. Create an Energy Sustainability Plan (ESP) – June 30, 2021
 - b. Agree on baseline data to identify Clean BC targets – June 30, 2021
 - c. Update/Create Energy Sustainability Policy/Regulation – December 31, 2021
 - d. Create a process to implement the ESP – December 31, 2021
 - e. Initiate Education and Awareness of Sustainability – ongoing

- 2. To position SD 62 as a provincial leader in Sustainability Management**
 - a. Monitor and record work processes – ongoing
 - b. Monitor and record district utility use to create key performance measures – June 30, 2021
 - c. Create Energy and Emission performance measures – June 30, 2021
 - d. Create Energy/Emission reduction project plan – June 30, 2021
 - e. Incorporate Energy/Emission reduction project plan for Maintenance and Capital programs into the Energy Sustainability Plan (ESP) – June 30, 2021
 - f. Incorporate high energy efficiency and low carbon foot-print technologies, equipment, vehicles to new projects – ongoing

- 3. To maximize the savings through SD 62’s Energy Management Model**
 - a. Identify inefficient components and create a list for life cycle replacement – June 30, 2022
 - b. Create SD62’s Energy Management Model – June 30, 2021
 - c. Improve HVAC operational efficiency by adapting advanced technologies and methodologies – ongoing

Performance Measures - Sustainability

Measure	20/21	21/22	22/23	23/24
Energy Sustainability Plan	X			X
Energy & Emission Measures	Benchmark	-X%	-Y%	-Z%
Average Utility Costs	Benchmark	-X%	-Y%	-Z%

Staffing:

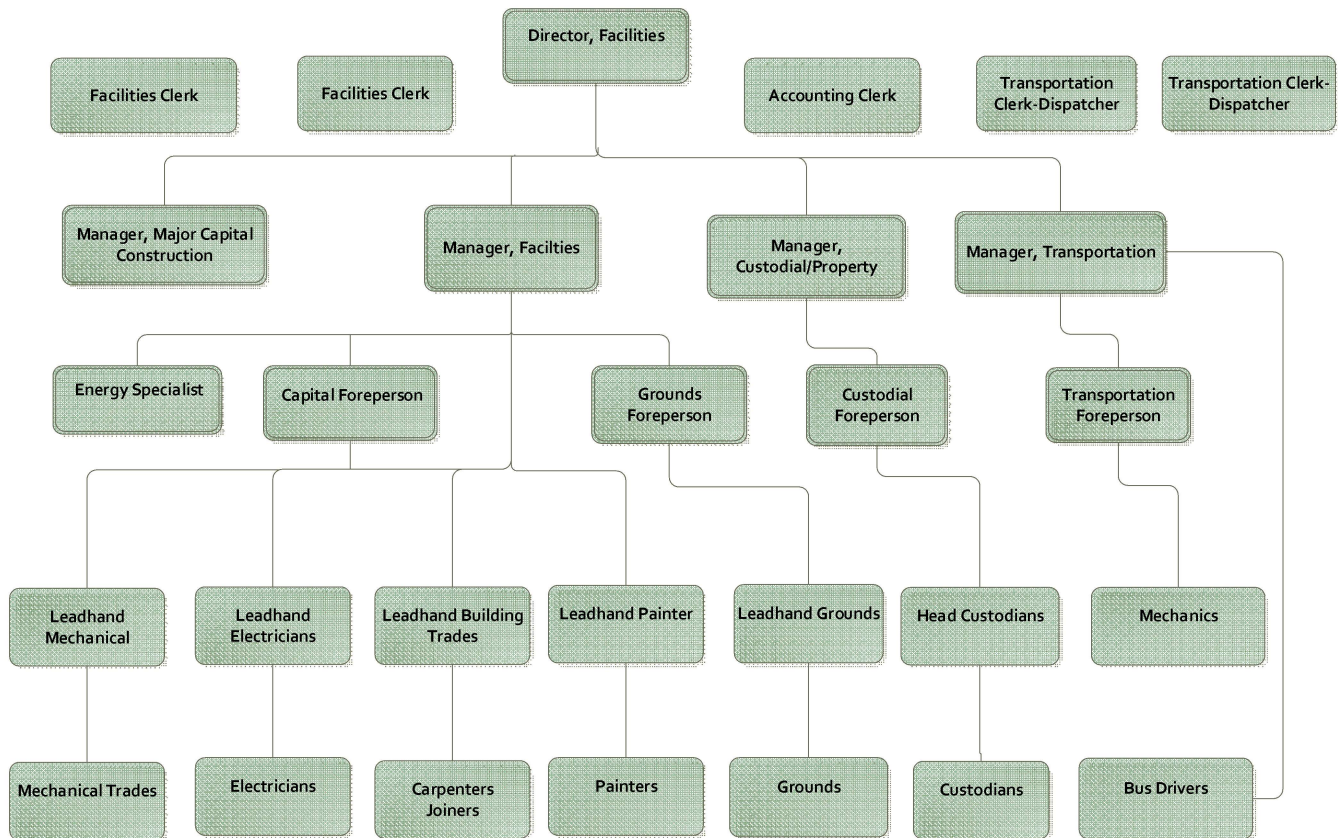
As our School District continues to grow, the District needs to look at ways to add resources to address the workload created by change and growth. This plan identifies the necessary staff resources required to make the shift to a preventative maintenance approach as well as the required resources to manage a capital program in a rapidly growing school district.

In visioning our role to support learning, engagement and growth, we see the District providing resources and creating standards where the Facilities staff have answers and solutions for the challenges when they present themselves. This will provide an environment that supports the District’s Strategic Plan and the ultimate goal of student success.

School District #62 (Sooke) Facilities Organization (Existing)

School District #62 (Sooke) Facilities Organization

October 2020

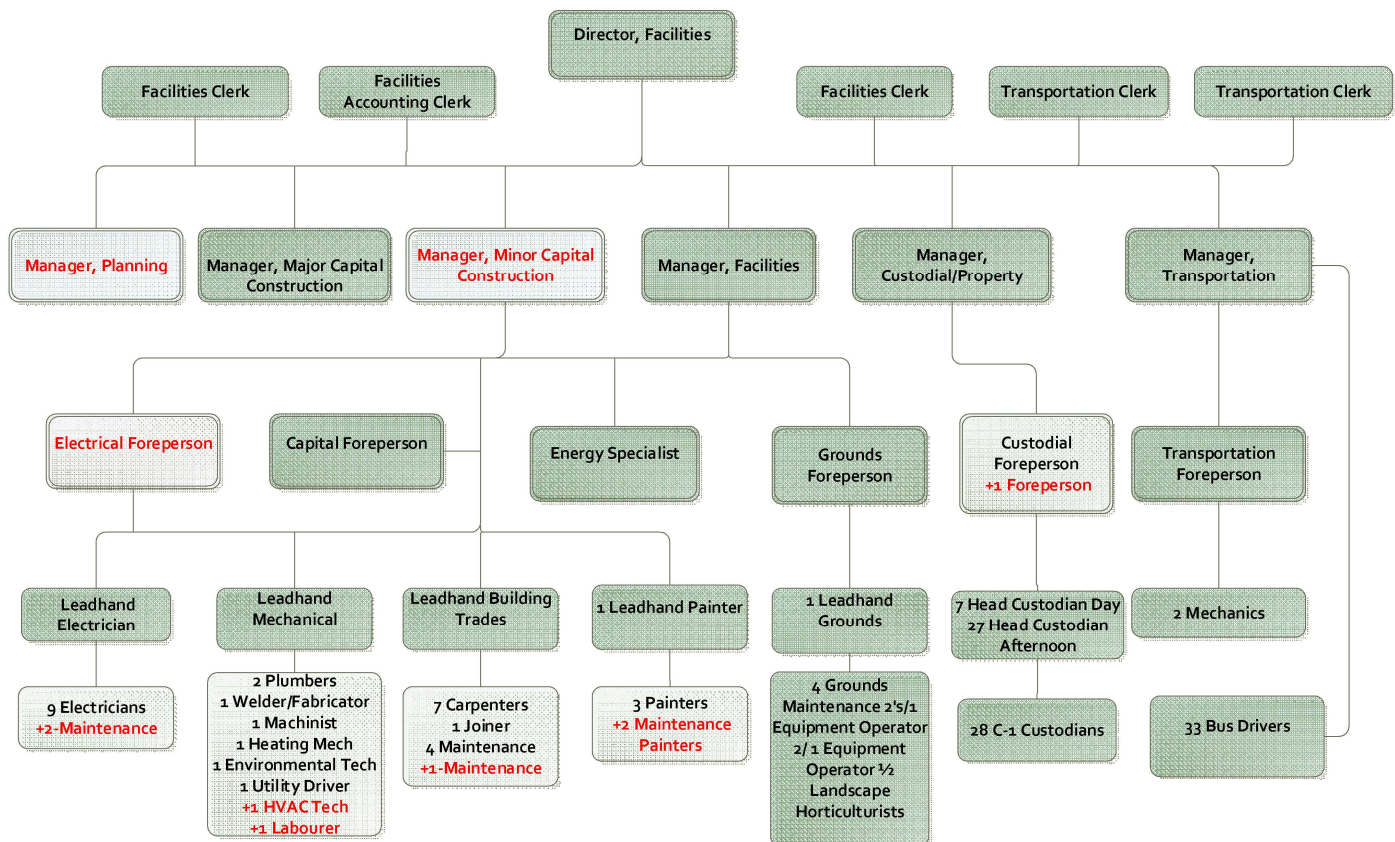


An analysis was conducted in 2017 (Axford Report) that indicated the average square meter per maintenance staff of 5 similar districts was 4,718 compared to our District's average of 5,139. During the years of budget reductions, the Facilities Department has absorbed more than their share of the reductions in order to maintain service levels in the classroom. This erosion of base funding has taken its toll on staff as well as the facilities we serve. The following is a proposed organizational chart intended to restore the previous reductions and to position the District to be able to make the fundamental shift to a preventative maintenance model and appropriate capital governance structure required by the District.

School District #62 (Sooke) Facilities Organization (Proposed)

School District #62 (Sooke) Facilities Organization

July 1, 2021



Resource Table

There will be additional resources required in order to make this shift to a preventative maintenance approach and to enhance the capital governance structure. The following table reflects the anticipated structural resources required:

Goal	Expenditure Type	20/21	21/22	22/23	23/24
Capital					
	Staffing				
	- Manager, Minor Capital	Base	\$125,000		
	- Manager, Planning		\$125,000		
	- Electrical Foreperson (funding)	Base	\$10,000		
	Project Funding		\$125,000	\$125,000	\$125,000
	Services		\$50,000	\$50,000	\$50,000
	Equipment & Supplies		\$50,000	\$50,000	
Subtotal			\$485,000	\$225,000	\$175,000
Maintenance					
	Staffing				
	- 1 Custodial Foreperson	CDN Grant \$	\$75,000		
	- 1 HVAC Technician	CDN Grant \$	\$75,000		
	- 1 carpenter			\$75,000	
	- 1 electrician			\$75,000	
	- 1 electrician (funding only)		\$75,000		
	- 1 painter			\$75,000	
	- 1 painter (funding only)		\$75,000		
	- 2 Grounds Maintenance 2		\$50,000	\$50,000	
	- 1 Labourer			\$75,000	
	Services	CDN Grant \$	\$50,000	\$50,000	\$50,000
	Supplies	CDN Grant \$	\$50,000	\$50,000	\$50,000
Subtotal			\$450,000	\$450,000	\$100,000
Sustainability					
	Staffing				
	Project Funding		\$50,000	\$50,000	\$100,000
	Services	CDN Grant \$	\$50,000		
	Equipment & Supplies		\$100,000		
Subtotal			\$200,000	\$50,000	\$100,000
Total			\$1,135,000	\$725,000	\$375,000



Facilities Plan Feedback



Resources Committee

October 13, 2020

1



Facilities Plan Feedback

- 1) Facilities Mission
- 2) Strat Plan Link
- 3) Purpose of the Plan
- 4) 3 Goal Areas
- 5) Consultation
- 6) Resources
- 7) Next Steps



2



Facilities Mission

Create - Maintain - Sustain

Clean & Safe Learning Environments



3



Strategic Plan Linkage

Growth Goal - Objectives 1 & 2

- Create a Facilities Plan to.....
- Ensure fair and equitable access to Capital & Maintenance funding for all District buildings
- To provide leadership in environmental practices (recycling and reduce carbon footprint)

4



Purpose of the Plan

In addition to the Strat Plan....



- Future direction of Facilities to support student success and District growth;
- Improve service and communication levels;
- Increase employee engagement; and
- Address internal audit recommendations

5




Purpose of the Plan



Improve service and communication levels

- Reduce response times thru accountability model
- Better communicate decisions and status updates by looking at work order tracking system
- Increase consistency through standards and Committee review

6



Purpose of the Plan



Increase employee engagement

- Engagement rate is significantly lower than District average (79 vs. 62)
- Since 2018 baseline, 11 of the 15 measures have increased or stayed the same
- Challenges remain in Organizational Commitment, Respectful Environment, Pay and Vision & Goals

7



Purpose of the Plan

Address internal audit recommendations

- Develop an operational plan that aligns with Strategic Plan
- Maintain a facility inventory tracker (G1/O3/d)
- Clearly documented, regularly reviewed & updated maintenance manual (G2/O1/c)



8




3 Goal Areas

What are the 3 Big Goal Areas?


Capital	Maintenance	Sustainability
Create	Maintain	Sustain

9




Capital

- **Build on Major Capital governance structure**
- **Create decision making Minor Capital Committee**
- **Consistent standards and longer term view**
- **Separate decision from service**
- **Adequate project funding**




10




Maintenance

- **Re-instate resources and create M² baseline**
- **Clean up existing list - shift to Preventative model**
- **Maintenance Connect review – meeting needs?**
- **Added resources & accountability**




11



Sustainability

- **Energy Sustainability Plan to meet Clean BC**
- **Energy/emission modeling:**
 - Create baseline/measures**
 - Develop a “balanced” reduction plan**
- **Energy efficiencies & low carbon footprint**



12

SOOKE SCHOOLS 62
Shaping Tomorrow Today

Consultation

Deep and meaningful consultation:

- ✓ Executive & CSC - Oct 6
- ✓ Resources Committee – Oct 13
- ✓ Educational Consultation Group - October
- ✓ Facilities Staff – Oct 20



Feedback

13

SOOKE SCHOOLS 62
Shaping Tomorrow Today

Resources Required



Project

Supplies

Staffing


14

SOOKE SCHOOLS 62
Shaping Tomorrow Today

Resources Required

Since mid 2000s:

- Student enrolment has increased by 33%
- District has grown by 27,000 m² & 12 acres
- Operating budget up by 62%
- Facilities supplies budget up by 14%



15

SOOKE SCHOOLS 62
Shaping Tomorrow Today

Resources Required

Staffing

- Trades
- Manager, Minor Capital
- Reduce reliance on capital projects

Equipment & Supplies

- Re-instate & replenish
- Replace aging equipment



16




Requested Feedback

1. Are the 3 Goals (Capital, Maintenance & Sustainability) the right pillars to support student success?
2. Do you see any gaps in the Plan that need to be addressed?




17




Next Steps

- Complete performance measure sections
- Gather feedback to “finalize” the Plan
- Develop 20/21 benchmark measures
- Incorporate ask in budget development process
- Approve plan
- Implement plan on July 1

18



Thanks



19



Committee Report of Resources Committee Meeting via MS Teams Live October 13, 2020

Present:

- Bob Beckett, Trustee (Committee Chair)
- Wendy Hobbs, Trustee (Committee Member)
- Allison Watson, Trustee (Committee Member)
- Krista Leakey, SPVPA
- Ed Berlando, STA
- Bruce Woodcock, CUPE
- Amanda Dowhy, SPEAC
- Scott Stinson, Superintendent & CEO
- Harold Cull, Secretary Treasurer
- Windy Beadall, District Principal, Capital
- Pete Godau, Director, Facilities
- Tracey Syrota, Manager, Transportation
- Nicole Gestwa, IT (Producer)

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6.00 pm by the Committee Chair, Bob Beckett and he acknowledged that that the Committee was 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, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuuchah-nulth. (words gifted by the three Nations SD62 works with)

2. COMMITTEE REPORT

The Committee Report for the September 15, 2020 Resources Committee Meeting was reviewed by the committee members. This report was received by the Board on September 22, 2020.

3. PRESENTATIONS

There were no presentations.

4. NEW BUSINESS

4.1 Catchment Review Communications Plan – Scott Stinson and Windy Beadall

Staff briefed the Committee members on the draft Communications Plan that highlighted the process and timelines of communicating the proposed changes to the District's catchment lines. This included the public Town Hall meeting scheduled as well as the District's SPEAC meeting and individual school PAC meetings. The Committee also discussed the potential impact on transportation as a result of the catchment line changes.

4.2 Enrolment Update – Harold Cull

Staff provided the Committee members an update on the District enrolment with the latest numbers as at October 8th. The final enrolment numbers are expected to be confirmed during the week of October 13, 2020. The Committee discussed the domestic and international enrolment estimates and the impact on funding within the system. Staff were able to confirm that there would be minimal impact on staffing within the system and acknowledged that, due to the pandemic, making changes in late September and/or early October would be extremely tough on the system. Staff are confident that other mitigation strategies can be found this year to minimize staff impacts for the remainder of the current year but that these resource levels would need to be reviewed during next year's budget development cycle to determine if they were sustainable.

4.3 Transportation Model Review – Harold Cull/Tracey Syrota

Staff updated members on the Transportation Model Review. Things discussed included: an administration fee to address ghost riders; school bussing only available within catchment; walk limits; and a defined registration period. The Committee also discussed creating exceptions to the defined registration period, the challenges with walk limits without safe routes to schools and the idea of surveying parents about charging a transportation fee in order to improve service levels.

4.4 Safe Return to School Grant Update – Harold Cull

Staff provided an update to the Committee on the federal funding as part of the Safe Return to School Grant. As a first instalment, the District received \$2.088 million towards staffing, learning resources, training, and equipment and supplies. Staff confirmed the majority of funding will be spent on staffing for teachers and support staff.

4.5 Facilities Plan – Harold Cull/Pete Godau

The Committee members were provided an update on the draft Facilities Plan and the next steps in finalizing the plan. The Facilities Plan, will outline the future direction of Facilities and will be in strategic alignment with the direction of the District. The Plan will focus on creating, maintaining and sustaining the schools and buildings of the District.

5. **ADJOURNMENT AND NEXT MEETING DATE:** November 10, 2020



Board Info Note Board Meeting October 27, 2020 Agenda Item 7.2: Capital Plan Bylaw Amendment

Background

- The District has received an amended Capital Response letter (attached) for the 20/21 school year
- The Ministry of Education (MoE) has amended their letter in response to the District's capital plan submission by adding a Carbon Neutral Capital Program (CNCP) project in the amount of \$65,000 for an Electric Bus/Charging Station
- This project supports the District's decision to acquire two electric buses in the current year as well as future electric vehicles (electric buses expected in the 1st week of February)
- This is a key step in the District's march towards the Clean BC standards required by 2030

Required Action

- In order to access this funding, the Board must pass a revised Capital Plan bylaw (the initial bylaw was passed at the June 2020 Board meeting)
- As with any Board bylaw, it must be read three times (section 68 of the School Act)
- Normally, the three readings are spread over two Board meetings leaving adequate time to consider the merits of the bylaw
- With the need to complete this project by February, staff are asking the Board to consider completing all three readings at their October 27th meeting
- If all three readings were to occur at one meeting, a separate motion is required and this motion must be passed unanimously per the School Act section 68(4)

September 23, 2020

Ref: 236741

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

Capital Plan Bylaw No. 2020/21-CPSD62-02

Re: Amended Ministry Response to the Annual Five-Year Capital Plan Submission for 2020/21

This is an amendment to the letter sent on March 5, 2020 (Ref: 218161) in response to your School District's 2020/21 Annual Five-Year Capital Plan submission, submitted to the Ministry prior to June 30, 2019, and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

This amendment changes your CNCP project approvals as reflected in the MINOR CAPITAL PROJECTS table below. The change is due to additional CNCP funds being provided as supplementary funding associated with electric bus/charging station infrastructure.

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

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

Below you will see the major capital projects supported to proceed with Concept Plans* as well as minor capital projects from the Ministry's 2020/21 annual capital programs that are approved for funding and are able to proceed to procurement.

*Concept Plan approval is a new step required before a Project Definition Report (PDR) will be supported. Your respective Regional Director or Planning Officer will provide you with more information if you have major capital projects supported to proceed to a Concept Plan.

MAJOR CAPITAL PROJECTS (SMP, EXP)

There are no new major capital projects supported to proceed to concept plan or business case.

Projects in Development from Previous Years

Project #	Project Name	Project Type
128089	Royal Bay Elementary Site	Site Acquisition

Note: If you do not see your major capital project(s) listed in the table(s) above the Ministry does not support the development of a concept plan or business case.

MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)**New projects for SEP, CNCP, BEP, PEP**

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
TBD	CNCP - Electric Bus/Charging Station Infrastructure	\$65,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2021.
Dunsmuir Middle	SEP - Energy Upgrades - Window and mechanical equipment upgrades	\$1,500,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2021.

New projects for BUS

Existing Bus Fleet #	New Bus Type	Amount Funded by Ministry	Next Steps & Timing
3620	D (80+RE) with 0 wheelchair spaces	\$177,903	Proceed to ordering the school bus(es) between March 4, 2020 and May 4, 2020 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
4620	C (58-63) with 3 wheelchair spaces	\$150,122	Proceed to ordering the school bus(es) between March 4, 2020 and May 4, 2020 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org

A7621	C (52-57) with 3 wheelchair spaces	\$149,047	Proceed to ordering the school bus(es) between March 4, 2020 and May 4, 2020 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org
New Request	D (80+RE) with 0 wheelchair spaces	\$177,903	Proceed to ordering the school bus(es) between March 4, 2020 and May 4, 2020 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org
New Request	C 76 with 2 wheelchair spaces	\$153,473	This bus provided as per the BCTEA First Nations Student Transportation Plan Agreement. Proceed to ordering the school bus(es) between March 4, 2020 and May 4, 2020 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbcc.org

Note: An amended Annual Programs Funding Agreement (APFA) accompanies this amended Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2020/21 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Plan Bylaw No. provided at the beginning of this document) for its approved 2020/21 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

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

The new Capital Bylaw and the amended APFA must be signed, dated and emailed to Ministry Planning Officer Ravnit Aujla at Ravnit.Aujla@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

With the 2020/21 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2021/22 Annual Five-Year Capital Plan submission process (with supplementary intake spreadsheets) will be provided within the next few weeks. These plans are to be submitted to the Ministry no later than June 30, 2020.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this amended Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,

Joel Palmer, Executive Director
Capital Management Branch

pc: Michael Nyikes, Director, Minor Capital Projects Unit, Capital Management Branch
Rachelle Ray, Director, Major Capital Projects Unit, Capital Management Branch
Ravnit Aujla, Planning Officer, Capital Management Branch
Damien Crowell, Regional Director, Capital Management Branch
Alexander Angus, Planning Officer, Capital Management Branch
Geoff Croshaw, Planning Officer, Capital Management Branch

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 October 6, 2020 at 6:00 pm.**

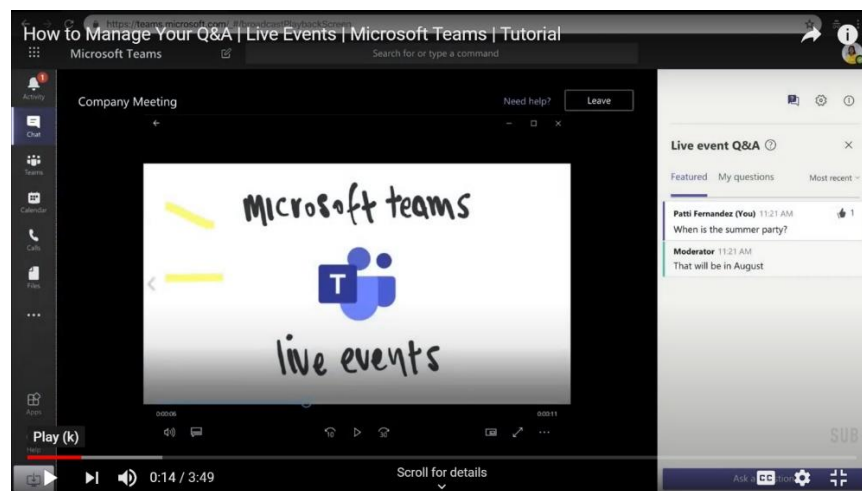
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

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

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
3143 Jacklin Road
Oct. 6, 2020 – 6:00 p.m. via MS Teams

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, Bob Phillips**
3. **COMMITTEE REPORT** of September 8, 2020 Education Standing Committee meeting (attached)
4. **BAA COURSE PROPOSALS** (attached)
 - a.
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
 - a. Appeals By-law 1-08 update – Scott Stinson
 - b. Policy C-350 “Appeals” update – Scott Stinson
 - c. Draft Revised Policy & Regulations C-432 “Maintenance of Order” – Scott Stinson
6. **NEW BUSINESS**
 - a. International Program Update – Laura Schwertfeger
 - b. Growing SD62 – School Gardens – Dave Strange
7. **FOR INFORMATION**
 - a. Research Project Approval – Ryan Davidson – “The Development of Collective Teacher Efficacy at the Middle School Level” – Scott Stinson
 - b. Research Project Approval – MediaSmarts – Lynn Huxtable – “Young Canadians in a Wireless World” – Scott Stinson
8. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**
As per Policy Work Plan
9. **ADJOURNMENT AND NEXT MEETING DATE:** Nov. 3, 2020



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams
Sept. 8, 2020 – 6:00 p.m. via MS Teams**

Present: Bob Phillips, Trustee (Committee Chair)
 Dianna Seaton, Trustee (Committee Member)
 Margot Swinburnson, Trustee (Committee Member)
 Ravi Parmar, Trustee
 Allison Watson, Trustee
 Missy Haynes, STA
 Lisa Haug, CUPE
 Cendra Beaton, SPEAC
 Georgette Walker, SPVPA
 Scott Stinson, Superintendent/CEO
 Stephanie Hedley-Smith, Associate Superintendent
 Paul Block, Associate Superintendent
 Dave Strange, Associate Superintendent
 Farzaan Nusserwanji, Exec. Director of IT

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, Bob Phillips

3. COMMITTEE REPORT of August 25, 2020 Education Standing Committee meeting

The committee report for the August 25, 2020 Education Standing Committee meeting was reviewed by the committee members.

4. BAA COURSE PROPOSALS

No courses were brought forward for consideration at this meeting.

5. REVIEW OF POLICIES/REGULATIONS

a. Policy Work Plan – Scott Stinson

Superintendent Stinson gave an update on work done this past year to review current policies and develop a plan for reviewing, updating and/or developing new policies as required. A policy work plan including timelines has been developed with a timeline for presentation to the committee of updated policies and/or new policies. Discussion and questions followed.

6. NEW BUSINESS**a. Education Re-Start Update – Scott Stinson**

Superintendent Stinson gave a status update on the Education Re-Start plan. Discussion and questions followed.

b. Expansion of Outdoor Learning Opportunities – Trustee Allison Watson

Trustee Watson presented a motion with regards to exploring expansion of outdoor learning, especially in the context of return to school during the global pandemic. Discussion and questions followed. The committee and stakeholders indicated strong support for this work.

Recommendations: The following recommendations were made by the committee.

1. The following motion be presented to the Board of Education for consideration:

That the Board of Education of School District No. 62 (Sooke) direct staff to explore the expansion of outdoor learning/education for all SD62 students with the intent to understand the resources required to support, develop and implement increased outdoor learning opportunities. The exploration of these opportunities would include: researching outdoor learning/education in other jurisdictions, conducting consultations/surveys with stakeholder groups including our First Nations partners, and student engagement at all grade levels. Furthermore, staff will provide their findings for discussion at future Education and Policy Committee meetings.

2. That the Board of Education work with staff to establish timelines for reporting on this work.**7. FOR INFORMATION****a. Research Project Approval – Lisa Spalding – “The British Columbian Alternative Education Administrator Perspective” – Scott Stinson****b. Research Project Approval – Coral Bowman – “Stakeholders Perceptions Regarding Yoga Practice for Children Ages 3 to 8 Years” – Scott Stinson****8. FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**

As per Policy Work Plan

9. ADJOURNMENT AND NEXT MEETING DATE: Oct. 6, 2020

School District #62 (Sooke)
Parent/Student Appeals By-Law No. 1-08

A by-law to establish procedures to be followed in the event of an appeal of an employee decision which significantly affects the education, health or safety of a student, pursuant to Section 11 of the *School Act*.

1. A student entitled to an educational program in the School District, or the parent/guardian of the student, may appeal a decision of an employee of the Board of Education which significantly affects the education, health, or safety of the student. The failure of an employee to make a decision shall be deemed to be a decision for the purpose of bringing an appeal.
2. Appeals to the Board of Education shall be conducted according to the procedures which follow. The Board will only hear an appeal if Sections 2.1, 2.2 and 2.3 have been followed.
 - 2.1 Appeal Initiation:
An appeal must be initiated within 30 days of the date of the rendering of a decision by an employee.
 - 2.2 Levels of Consultation:
The parent/student initiating the appeal must have discussed the decision in question with the following personnel:
 - 2.2.1 The employee(s) who made the decision.
 - 2.2.2 The employee's immediate supervisor (principal, manager of operations).
 - 2.2.3 The executive officer responsible (Superintendent, Secretary-Treasurer or designate).

Where a decision in question has been made by a Principal, Manager, Superintendent or Secretary-Treasurer, only the appropriate corresponding levels of consultation are required.

- 2.3 Written Notice of Appeal:
 - 2.3.1 Where discussions directed under Section 2.2 do not resolve the appeal, the executive officer or designate will advise the appellant of the procedure to request the Board to hear an appeal, including completion of the required Notice of Appeal. (See Appendix 1.) Forms are available at the Board Office and assistance will be provided to complete these, upon request.
 - 2.3.2 Except where the matter appealed is one which is specified in the Board's policy as normally considered to significantly affect a student's education, health or safety, upon receipt of a written Notice of Appeal, the executive officer or designate will prepare a report for the Board of Education dealing with the preliminary issue of whether the decision significantly affects the education, health or safety of the student and will provide copies to the appellant and the employee(s) whose decision is under appeal. Such a report may contain written information from other District personnel. The appellant shall be provided with an opportunity to respond in writing.

2.3.3 Where the Board of Education judges the written information from all parties to be sufficient, worthy and timely in supporting the belief that the decision under appeal may significantly affect the education, health or safety of the student, a meeting shall be granted. Where the Board of Education judges that the decision under appeal does not significantly affect the education, health, or safety of the student, no meeting will be granted. The parent/student initiating the appeal and any employee involved in the appeal process will be notified promptly in writing of this decision.

2.3.4 The Board of Education may make any interim decision it considers necessary pending the disposition of the appeal and appropriately communicate such a decision.

2.4 Meeting:

Following the Board of Education's adjudication that a meeting is warranted, the executive officer or designate will prepare a report for the Board on the matter under appeal and will provide copies at least 48 hours before the hearing to the appellant and the employee(s) whose decision is under appeal. Such a report may contain written information from other District personnel. The Board shall convene a meeting of the appellant(s) and personnel deemed necessary to assist the Board in its deliberations. A Board officer who has participated in making the decision being appealed, who has attempted to mediate it or who has investigated it shall not be present in the absence of the appellant during the deliberations of the Board of Education on the appeal.

2.5 Employee Notification and Submission:

An employee whose decision is the subject of an appeal to the Board of Education will be notified of the appeal and afforded the opportunity to present information to the Board prior to a Board decision. The appellant shall be provided with a copy of any such information or be present during its presentation and have an opportunity to respond.

2.6 Appeal Resolution:

2.6.1 The Board of Education may make any decision it deems appropriate in respect of the matter that is appealed to it under Section 11 **of the School Act** whether to uphold, alter or revoke the decision under appeal, and, where applicable, whether to uphold, alter or revoke any interim Board decision of the matter under appeal.

2.6.2 The Board of Education shall make its decision within 45 days from the date the appeal was filed.

2.6.3 The decision of the Board of Education shall be promptly communicated in writing to the appellant(s) and to any Board employees involved in the appeal process.

3. The Executive Officer or designate shall immediately inform the appellant(s) in writing of the right to appeal the Board's decision to a Superintendent of **Appeals** Achievement, subject to *School Act* Sec. 11.1 Appeals Regulation that includes:

- expulsion.
 - suspension.
 - failure to provide an educational program.
 - assigning distributed learning.
 - status as special needs.
 - consultation about IEP.
 - inaction on bullying.
 - exclusion under Section 91 of the *School Act*.
4. This By-law replaces School District #62 (Sooke) Policy and Regulations C-350, April 10, 1990.
5. This By-law may be cited for all purposes as "School District #62 (Sooke) Parent/Student Appeals By-law No. 1-08 and is in all respects in accordance with the provisions of the *School Act*."

Read a first time this 11th day of March, 2008.

Read a second time this 22nd day of April, 2008.

Read a third time, passed and adopted the 27th day of May, 2008.

Board Chairperson

Corporate Seal

Secretary-Treasurer

Appendix 1**Notice of Appeal**

Attached is the School District #62 (Sooke) By-law regarding Parent/Student appeal procedures. Student and/or parents/guardians should read the information carefully before initiating a formal appeal. Assistance in completing the form is available from School District Office personnel.

Part I

When a concern regarding an employee decision is not resolved through discussions with the appropriate personnel (2.2), the preliminary question will be whether there is a significant affect on the student's education, health or safety (2.3.2).

A. Information About the Person(s) Initiating the Appeal

Name of Student _____ Age/**Grade** _____

Name of School _____ Date _____

Parent's/Guardian's Names _____

Address _____

Phone _____

B. Information About the Decision(s) Being Appealed

Date you were informed of decision _____

Name of employee whose decision is being appealed _____

What was the decision you wish to appeal? Please note that this should briefly state the actual decision. (Details regarding events and activities which lead to the decision may be provided in Part II.)

Have you discussed this decision with:

1. The employee _____ (Yes/No) Date _____

2. The Principal/Supervisor _____ (Yes/No) Date _____

3. The Superintendent/Secretary-Treasurer/

Designate _____ (Yes/No) Date _____

C. How does the decision significantly affect your (child's) education, health or safety?

✓

___ suspension or exclusion of the student from school for a period in excess of five days, or that could prevent the student from fulfilling graduation requirements in a timely way.

___ decisions regarding placement in an educational program other than access to a specific course or class (unless denial of access to a class or course would significantly affect the student's education, health or safety).

___ decisions regarding whether the student has met the requirements for promotion from one grade or course to the next, or has met the requirements for secondary school graduation.

___ denial of a request for an individual education program.

___ failure to consult with regarding to the student's individual education program.

___ other (please attach an additional sheet for this section).

Signatures of Appellants

Student _____ Date of Appeal _____

Parent/Guardian _____

Parent/Guardian _____

Received by the School Board Office:

Name _____

Signature _____

Date _____

Part II

If the School Board decides to grant a meeting (2.3.3), this information will be attached to the executive officer's report for the Board (2.3.2). (Attach additional sheets if more space is required.)

D. Please provide any relevant information regarding the decision and events or activities which resulted in the decision:

E. Please give your reasons for appealing the decision with particulars of the effect on the student's education, health or safety:

F. Suggest a solution to the problem which would satisfy you:

Signatures of Appellants:

Student _____

Date of Appeal _____

Parent/Guardian _____

Parent/Guardian _____

Received by the School Board Office

Name _____

Signature _____

Date _____

Committee Information Note
Education-Policy Meeting
October 6, 2020
Agenda Item: 5b/c – Policy Update

Background:

As part of our ongoing policy review, Policy C-350 “Appeals” and Policy and Regulations C-432 “Maintenance of Order” require some adjustments to keep them current.

Adjustments:

Policy C-350 “Appeals”:

- For Information
- Reference to statutory requirements under the *School Act* and links to existing district policy references to By-Law 1-08.

Policy and Regulations C-432 “Maintenance of Order”:

- For Board approval and Notice of Motion:
 - Policy revisions (draft attached) in order to align more closely to the *School Act* and authority provided to agents of the Board.
 - Removing the term “administrator” as this is no longer referenced in the *School Act* as a term for principals/vice-principals.
 - To provide the relevant reference to statutory requirements in the *School Act* and other district policies.
- For Information:
 - Additional clarity in the administrative regulations to align with the proposed policy revisions and *School Act* language (draft attached).

For Recommendation:

That the Board provide Notice of Motion for the proposed changes to Policy and Regulations C-432 “Maintenance of Order”.

Proposed Motion: That the Board of Education give **Notice of Motion** to draft revised Policy and Regulations C-432 “Maintenance of Order”.

Respectfully submitted,

Scott Stinson
Superintendent of Schools

School District #62 (Sooke)

APPEALS	No.: C-350
	Effective: May 27/08 Revised:

SCHOOL BOARD POLICY

Employee decisions relating to individual students should be carried out in accordance with principles of fairness. The appeal process should encourage all parties to disputes to understand the concerns of the other parties and make good faith efforts to resolve disputes to mutual satisfaction.

The Board of Education generally encourages complaints and disputes to be dealt with at the point closest to where the dispute first arises.

If an employee's decision is disputed or a complaint is made about an employee's decision, the dispute or complaint is not resolved to the satisfaction of the student or the parent of the student affected, and the decision significantly affects the education, health or safety of the student, the Board of Education recognizes the right of a student and/or his or her parents (including guardians and persons acting in place of parents) to appeal to the Board.

The Board also recognizes that employee decisions that do not significantly affect the education, health or safety of a student are within the final authority of the Superintendent as the Board's chief educational officer.

"Decision" includes a failure to make a decision.

"Parent" is as defined in the *School Act*, and includes a guardian.

Appeals to the Board of Education are to be carried out in accordance with principles of fairness, including:

1. The appeal process should be accessible to parents and students. Information about the appeal process and relevant policies should be readily accessible to all, including employees, students and parents. Reasonable accommodation should be provided where necessary to allow parents or students to make use of the appeal process.
2. Appellants are entitled to receive the same written and oral information to be used in the appeal as is provided to the Board by administration and to have an opportunity to respond to it.
3. The Board accepts its responsibility to exercise its independent judgment when hearing appeals. In particular, a Board officer who has participated in making the decision being appealed, who has attempted to mediate it or who has investigated it shall not be present in the absence of the appellant during the deliberations of the Board of Education on the appeal.

4. A student or parent shall not be subjected to retribution by the Board, its officers or employees because an appeal has been made.

Appeal procedures shall be established by By-law and shall be applied in accordance with the previous four principles.

The Board recognizes that whether a decision significantly affects a student's education, health or safety is a matter for individual consideration. The following will normally be considered to be matters that significantly affect a student's education, health or safety:

- suspension or exclusion of a student from a school for a period in excess of five days, or that could prevent the student from fulfilling graduation requirements in a timely way;
- decisions regarding placement in an educational program other than access to a specific course or class (unless denial of access to a class or course would significantly affect the student's education, health or safety);
- decisions regarding whether a student has met the requirements for promotion from one grade or course to the next, or has met the requirements for secondary school graduation;
- denial of a request for an individual education program;
- failure to consult with regard to a student's individual education program.

Decisions made on appeals are not precedential and are not binding on future decision-makers.

In considering appeals of employee decisions, the Board shall consider:

- whether the decision appealed is in accordance with legislation, board policies and procedures;
- whether the decision appealed was reached through a process that was fair to the student and after consideration of relevant information;
- whether the evidence presented to the Board supports the decision or calls it into question;
- whether the decision is reasonable in the circumstances; and
- whether there are special circumstances that would warrant making an exception to a board policy.

School District #62 (Sooke)

MAINTENANCE OF ORDER	No.: C-432
	Effective: Feb. 9/82 Revised: Oct. 25/05; Jan. 22/07; Apr. 25/17 Reviewed: Dec. 5/16; Oct. 6/20

SCHOOL BOARD POLICY

The Board of Education believes that in order to maintain safe, caring and orderly schools ~~any a person who loiters on any school building or grounds without written/verbal permission, or who causes a disturbance, or is demonstrating disorderly conduct,~~ **must not disturb or interrupt the proceedings of a school or official school function. A person doing so** is committing an offence and may be excluded from the school premises.

Section 177 of the *School Act* is intended to prevent the disruption of schools and school functions and to ensure the protection of students and staff. ~~This includes school buses and non-school facilities owned by SD#62.~~ This section allows the principal, **vice-principal, director of instruction or a person who is authorized by the board to direct a person to leave the land or premises of any district facility, including school buses** ~~or school administrator~~ to call for assistance from law enforcement if necessary. ~~If a person contravenes this~~ **Any person contravening section 177(1) and (2) of the *School Act*, he or she is committing** ~~commits~~ an offence. The purpose of providing this authority to principals and other administrators **authorized staff** is to maintain order on school premises and to ensure the protection of students and staff.

School District #62 (Sooke)

MAINTENANCE OF ORDER	No.: C-432
	Effective: Apr. 25/17 Revised: Reviewed: Dec. 5/16; Oct. 6/20

ADMINISTRATIVE REGULATIONS

The Board of Education supports that the Superintendent, Associate Superintendent(s), Director(s) of Instruction, Principals and Vice Principals have the authority to put in place an exclusion order in circumstances where the school district determines that a person's actions:

- pose a risk to the safety of students, staff or others in the school community, or presents a significant and ongoing disruption to the educational programs offered by the school.

The following procedures will be followed when it is deemed necessary to place an **Maintenance exclusion** order on an individual:

- Where practicable, provide prior notice to the Superintendent or Associate Superintendent of the intention to issue an exclusion order under Section 177 of the *School Act*. Call for assistance from the police if the administrator determines this is necessary. Report the incident to the Superintendent or designate.
- Provide written notification to the excluded person as soon as possible, including reasons for and length of exclusion, date for review, and information about avenues of appeal.

Document the incident, including the following information at a minimum:

- Name of school or school facility building;
- Date of birth and address of the individual named in the Maintenance Order;
- Date, time and location of incident or incidents;
- Description of incident or incidents (i.e. what happened, when, who was involved);
- Name of person excluded under Section 177;
- Name of Principal or other administrator **authorized staff member** who directed the person to leave school **or district** property;
- Length of exclusion is ~~120 calendar days from the date of issue;~~
- **Date for review;**
- Name of person completing the document.

If an appeal is considered by the excluded person, ~~the following process will be followed~~ **it will be reviewed in accordance with Policy C-350 and By-law 1-08.**

- ~~• The written appeal will be considered no more than 30 calendar days following the date of service indicated on the Maintenance Order; there will be an opportunity for the excluded person to respond to the information included in the notification of exclusion; the appeal will be heard by the Superintendent or designate; a decision of the appeal will be communicated in writing, with reasons for the decision, to the excluded person within 30 days of the appeal date. If the excluded person is unsatisfied with the Superintendent's decision, he or she may appeal to the Board.~~

Any personal information collected in relation to a Section 177 exclusion will be dealt with in accordance with the *Freedom of Information and Protection of Privacy Act* and will be kept in a confidential file at the School District office. The district privacy officer will record and track the use of Section 177 at the school and district levels.

Appendix: Example of plain language explanation of section 177

Section 177 of the *School Act* is intended to prevent the disruption of schools and school functions, and to ensure the protection of students and staff. This section allows the Principal or other school administrator **authorized staff** to direct a person to leave school property and prevents the person from returning without prior approval of the Principal or administrator **authorized staff**. It also enables the Principal or administrator to call for assistance from law enforcement if necessary. **Any person contravening** ~~If a person contravenes~~ this section of the *School Act* **is committing** ~~he or she commits~~ an offence. The purpose of providing this authority to Principals and other administrators is to maintain order on school premises and to ensure the protection of students and staff.

The full text of section 177 of the *School Act* is provided below:

Maintenance of order

177 (1) A person must not disturb or interrupt the proceedings of a school or an official school function.

(2) A person who is directed to leave the land or premises of a school by a Principal, Vice Principal, Director of Instruction or a person authorized by the board to make that direction:

- (a) must immediately leave the land and premises, and
- (b) must not enter on the land and premises again except with prior approval from the Principal, Vice Principal, Director of Instruction or a person who is authorized by the Board to give that approval.

(3) A person who contravenes subsection (1) or (2) commits an offence.

(4) A Principal, Vice Principal, or Director of Instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace officer.

Section 1 of the *School Act* defines "school" as follows:

"**school**" means

- (a) a body of students that is organized as a unit for educational purposes under the supervision of a Principal, Vice Principal or Director of Instruction,
- (b) the teachers and other staff members associated with the unit, and
- (c) the facilities (including buses) associated with the unit and includes a Provincial resource program and a distributed learning school operated by a Board.

This letter to be written on school letterhead or School District letterhead

Date: preparation date of document

Address of excluded individual

Dear: Name of excluded individual DOB: date of birth of excluded individual

EXPIRY DATE: 120 days from the date of service

Synopsis: The details of the events that led to the exclusion

Re: Sooke School District #62

This letter is formal notification and direction that you are not permitted on the land or buildings which comprise the Sooke School District and you are directed not to enter these facilities. This action is taken under the authority of Section 177 of the *School Act*, R.S.B.C., 1996, ch. 412 as amended.

Section 177 of the *School Act* states:

Maintenance of order

- 177 (1) a person must not disturb or interrupt the proceedings of a school or an official school function.
- (2) a person who is directed to leave the land or premises of a school by a principal, vice principal, director of instruction or a person authorized by the Board to make that direction,
- (a) must immediately leave the land and premises, and
- (b) must not enter on the land and premises again except with prior approval from the principal, vice principal, director of instruction or a person who is authorized by the board to give that approval.
- (3) a person who contravenes subsection (1) or (2) commits an offence.
- (4) a principal, vice principal, or director of instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace officer.

This written direction is in accordance with Section 177 of the *School Act*.

If you enter any of the land and/or building(s) owned or operated by the Sooke School District in the future, you will be in contravention of Section 177(2) of the *School Act*. Such contravention constitutes an offence under the *Offence Act*. Sections 4 and 5 of the *Offence Act* state:

General penalty

4. Unless otherwise specifically provided in an enactment, a person who is convicted of an offence is liable to a fine of not more than \$2,000 or to imprisonment for not more than 6 months, or to both.

General offence

5. A person who contravenes an enactment by doing an act that it forbids, or omitting to do an act that it requires to be done, commits an offence against the enactment.

Please be advised that if you enter any Sooke School District land or building(s) I will refer your attendance to the RCMP and will request that charges be laid against you.

“school” means

- (a) a body of students that is organized as a unit for educational purposes under the supervision of a principal, vice principal or director of instruction,
- (b) the teachers and other staff members associated with the unit, and
- (c) the facilities (including buses) associated with the unit, and includes a Provincial resource program and a distributed learning school operated by a Board.

Appeal Process:

The written appeal will be considered no more than 30 calendar days following the date of service indicated on the Maintenance Order; there will be an opportunity for the excluded person to respond to the information included in the notification of exclusion; the appeal will be heard by the Superintendent or designate; a decision of the appeal will be communicated in writing, with reasons for the decision, to the excluded person within 30 days of the appeal date. If the excluded person is unsatisfied with the Superintendent’s or designate’s decision, he or she may appeal to the Board.

Yours truly,

Name of the individual submitting the 177 (i.e. Vice Principal or Principal)

Signed _____

Date and time of service: _____

Name of excluded individual
Recipient of Section 177



**VANCOUVER ISLAND
UNIVERSITY**

The Development of Collective Teacher Efficacy at the Middle School Level

Principal Investigator

Ryan Davidson
Student, Masters of Education
Vancouver Island University
ryandavidson17@gmail.com

Student Supervisor

Dr. Jim Ansell
Faculty of Education
Vancouver Island University
jimansell@viu.ca

Dear Office of the Superintendent,

Hello, my name is Ryan Davidson and I am a student in the Masters of Education in Educational Leadership program at Vancouver Island University. I am emailing you today to ask permission to conduct research in your school district. My research entitled *The Development of Collective Teacher Efficacy at the Middle School Level* aims to identify the factors that middle school teachers identify as the most constructive to the development of collective teacher efficacy (CTE). My hope is that my research will help educators and school leaders identify which factors are most influential in the development of collective teacher efficacy so that they may promote the development of school cultures that possess high CTE in a guided and informed way.

Collective Teacher Efficacy is defined as a group of teacher's shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainments and objectives. In more simple terms, Collective Teacher Efficacy is a group of teacher's collective belief in their ability to positively affect students' socio-emotional and academic development through collective action. CTE can be improved in a group through a number of different factors. My goal is to identify which of these factors teachers view as the most significant to CTE development.

I am seeking permission to contact staff in your school district who fit the requirements for participation in this study. This would include any staff who are in a contracted position at a middle school, or who have taught at a middle school for at least one year in a contracted position who are now teaching at a different age level. I am more than willing to work with your

district to ensure that communication between myself and staff is as non-invasive and timely as possible. To participate, teachers simply need a survey link which I can provide by email. Depending on your preference, I can email staff this link directly, or if you would prefer school administrators can distribute the link that I forward to them. As well as the survey link, I will also be providing an introduction to the survey and a survey consent form to each participant.

This research will require roughly fifteen minutes of each participant's time. Each participant can complete the survey on any electronic device. For this study, I have defined a middle school as a school featuring grades six to eight exclusively, as this format is the most common in the three southern Vancouver Island school districts. I will follow the school district's advice on how to best distribute my survey with as little inconvenience or disturbance to district staff. The survey will be available for a four week period and will ask participants to evaluate the significance of a number of factors that research has shown contribute to the development of collective teacher efficacy in educational settings. These responses will provide insight into the collective understanding, experience, and beliefs of middle school teachers in the three southern Vancouver Island school districts.

The information collected in this survey is likely to be uncontroversial. The research seeks to gather current information that is and based on the collective experience, knowledge, and perspective of middle school teachers in the present era. No questions in the survey will ask participant teachers to identify school leaders or other teaching staff, and the information collected in the survey will be completely anonymous. As well, any information that may lead to identification of participants will be removed during the transcription process. There is minimal risk of harm or distress for participants.

The online survey is completely anonymous. Electronic data will be stored on a password-protected computer. The online survey company Survey Monkey will be used to collect survey responses. Data will be stored on Survey Monkey's servers in the United States and Canada while survey data is collected. Regional Internet Protocol (IP) addresses are automatically collected but will not appear as metadata. Privacy will be maintained to the degree permitted by the technology, and thus no guarantees can be made regarding the interception of data by any third parties while data is transmitted across international borders. Please note that because Survey Monkey stores some of its data on servers located in the United States, the data may be accessed by US authorities under US security legislation. Data will be deleted and shredded at the end of the study, after publication, approximately June 30th, 2021.

The results of this study will be published in my final master's thesis, posted online at VIURSpace, and potentially presented at conferences, teacher workshops, and published in peer-reviewed journals.

Participation in this study is completely voluntary. Participants may withdraw from the study or choose not to participate at any time, for any reason, and without explanation, before completing the online survey. However, once the survey is submitted online removal of your anonymous data will be impossible. For information about SurveyMonkey's privacy policy please see: <https://www.surveymonkey.com/mp/legal/privacy-policy/>

Thank you for your consideration, if you have any questions please do not hesitate to email me.

Sincerely, Ryan Davidson

YOUNG CANADIANS IN A WIRELESS WORLD, PHASE IV RESEARCH APPLICATION

TO: Sooke School District No. 62

DATE: September 22, 2020

APPLICANT: MediaSmarts

ADDRESS: 205 Catherine Street, Suite 100, Ottawa, Ontario, K2P 1C3

RESEARCH TEAM: Dr. Kara Brisson-Boivin, Director of Research, Principal Researcher
Tel: 613-224-7721 ext. 229
Fax: 613-761-9024
kbrisson-boivin@mediasmarts.ca

Samantha McAleese, Research Associate
Tel: 613-224-7721 ext. 235
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smcaleese@mediasmarts.ca

OVERVIEW:

MediaSmarts is a Canadian not-for-profit centre for digital and media literacy. Our vision is that young people have the critical thinking skills to engage with media as active and informed digital citizens. MediaSmarts works to achieve this vision by developing digital and media literacy resources and awareness programs for Canadian educators, parents, librarians, children and youth, and the community at large. These materials include lessons and resources for the classroom, professional development workshops and tutorials for teachers and librarians, original research on young Canadians' internet use, information and tutorials for parents and educational games and activities for children and youth.

Initiated in 2000 by MediaSmarts, *Young Canadians in a Wireless World* (YCWW) is the most comprehensive and wide-ranging study of its kind. The project tracks and investigates the behaviours, attitudes and opinions of children and youth across Canada with respect to their use of the internet and digital technology.

Phases I, II and III of *YCWW* were conducted between 2000 and 2014:

Phase I baseline research (2000-2001) comprised telephone interviews with parents, focus groups with parents and young people, and quantitative research findings from a national school-based survey of 5,682 students in grades 4 to 11.

Phase II (2004-2005) included qualitative research findings from focus groups with parents and young people, and quantitative research findings from a national school-based survey of 5,272 students in grades 4 to 11.

Phase III (2011-2014) involved 10 interviews with elementary and secondary teachers representing each of the five regions (the North, the West, Ontario, Quebec, and the Atlantic), 12 focus groups with children ages 11-17 and parents in Calgary, Ottawa, and Toronto. The quantitative component of Phase III involved 5,436 surveys conducted in schools in all 10 provinces and all three territories.

The objective of Phase IV is to revisit the online and digital landscape from the previous three phases and assess how young people's patterns of use and attitudes have changed. Additionally, we will follow up on the themes that emerged from focus groups held with youth and their parents in 2019. Phase IV also begins with a name change to the project – **Young Canadians in a Wireless World**. This change in language from 'wired' to 'wireless' speaks to shifts in digital technology and to the online world (since 2000) that presents new opportunities and challenges for youth, parents, educators, policymakers, and the technological sector.

The research priorities for the *YCWW Phase IV* classroom survey, as directed by current literature, research and evidence, include: online resiliency, algorithmic literacy, online privacy and consent, screen time, social media and civic engagement, digital technology at home and in the classroom, relationships and technology, and handling online problems such as cyberbullying and online hate.

Through this research study MediaSmarts has collected a wealth of information and insight about the online activities and behaviours of youth across Canada. The research has raised a number of issues demanding society's attention and, more importantly, has highlighted the importance of education as a key response in helping young people make smart and informed online decisions.

Phase IV of MediaSmarts' *YCWW* research study is funded by the Canadian Internet Registration Authority.

RATIONALE:

There have been significant technological and social developments in the online world since the last *YCWW* national survey in 2013. The proliferation of mobile devices, social networking and media platforms, and consumer influenced and generated content calls for a re-examination of how children and youth are using new technologies – and how their privacy, safety, and security may be compromised in online environments – is merited and necessary. Information gathered through new *YCWW* research will help us better determine how well youth in Canada are maximizing the potential of digital technology for participation in our digital society and for protecting and advancing their interests as digital citizens and consumers of digital technology and online content.

RESEARCH METHODOLOGY:

YCWW Phase IV is a nation-wide investigation of a representative sample of children and youth across Canada, ages 9 to 17. The study will be conducted in February 2021 in every province and territory and will include Public and Roman Catholic and English, French, and Inuktitut schools in both urban and rural school districts. The sample will include approximately 8,000 students and will be proportionate in terms of demographics such as age sub-group, gender, first spoken language, race and ethnicity and stratified by province/territory and community size.

Two versions of the survey will be produced, one for students in grades 7 to 11, and a shorter version for students in grades 4 to 6. There will be approximately 80 - 100 questions, which will be developed based on the findings from the *YCWW Phase IV* focus groups and conversations with researchers and community partners on our advisory committee:

- Dr. Jacquelyn Burkell, Associate Vice-President, Research, University of Western Ontario
- Dr. Wendy Craig, Professor and Head of the Department of Psychology, Queen's University
- Dr. Faye Mishna, Professor, Faculty of Social Work, University of Toronto
- Dr. Leslie Shade, Associate Professor, Faculty of Information, University of Toronto
- Dr. Valerie Steeves, Full Professor, Department of Criminology, University of Ottawa
- Dr. Dale Spencer, Associate Professor, Law and Legal Studies, Carleton University

The Canadian research firm Environics Research has been contracted to assist with the logistics, analysis and report preparation. The contracted research firm adheres to Professional Marketing Research Society and Canadian Association of Marketing Research Organizations standards.

The Phase IV survey is attached for your review. Both versions of the survey have been approved by the Carleton University Research Ethics Board (Project #112713).

LITERATURE AND EVIDENCE-BASE:

As with all MediaSmarts research, this project is grounded in recent literature and evidence on a range of topics related to media and digital literacy. The survey questions pertain to key themes relevant to the digital and online experiences of youth, including: online resiliency, algorithmic literacy, online privacy and consent, screen time, social media and civic engagement, digital technology at home and in the classroom, relationships and technology, and handling online problems such as cyberbullying and online hate. This literature, in addition to the experts and practitioners on our advisory committee, will also help inform analysis of the collected data. This evidence and expertise help inform understandings of the various issues related to digital and media literacy and illustrates the need for Canadian-focused data about youth online.

DESCRIPTION OF STUDY PARTICIPANTS:

In the Sooke School District, we are asking for the continued participation of the following schools and classes that participated in the previous phases of the study:

Schools:	Grades and Classes:
Edward Milne Community	Grade 9 x 2 Grade 10 x 1 Grade 11 x 1
David Cameron Elementary	Grade 4 x 2 Grade 5 x 3
Journey Middle	Grade 7 x 1 Grade 8 x 1
Spencer Middle School	Grade 6 x 3

PROCEDURES AND INSTRUMENTS:

There will be two options for the survey tools; online and paper-based.

The following survey tools and documents are attached to this application:

1. Carleton University Ethics Certificate
2. Literature Review (Bibliography)
3. Parent Information Letter
4. Parent Consent Form
5. Student Consent Form
6. Teacher Instruction Sheet
7. Survey Questionnaire, Grades 4 to 6 (includes student instructions)
8. Survey Questionnaire, Grades 7 to 11 (includes student instructions)

CONFIDENTIALITY:

All respondents to the survey will remain anonymous. Demographic information such as age and gender will be requested, but respondents will NOT provide their names or contact information. The surveys have no place for recording the names or any other identifying information about the students. The online survey will not accept student names.

Names of the districts and schools that participate will not be released to the public. Findings from individual districts and schools will not be released. The study findings will be released in aggregate form only.

The survey is programmed and hosted on a software platform located in British Columbia, Canada. Upon completion, the raw data will be transferred to the Environics Research Group server located in Ontario, Canada. MediaSmarts and the Environics Research Group adhere to the Canadian Personal Information Protection and Electronic Documents Act (PIPEDA).

ETHICS APPROVAL:

The *YCWW Phase IV* classroom survey methodology, surveys, parent and student consent forms and information letter, teacher and student instruction letters have all received ethics approval through the Carleton University Research Ethics Board (Project #112713).

INFORMED CONSENT:

All student participants ages 15 and younger will require parental consent. Participation in the survey is voluntary.

Principals will be asked to approach teachers to request their assistance with student recruitment. This request will include detailed instructions that will give teachers a clear sense of what is required of them to participate. Principals, or their designate, will send the research team at MediaSmarts (Dr. Kara Brisson-Boivin and Ms. Samantha McAleese) information for participating classes including the names, email addresses, and grade level(s) of participating teachers. The research team will use this information to create teacher profiles on the research portal and teachers will be sent an auto-generated email that will provide them with access to the portal.

Teachers will be asked to input in the portal the names of the participating students and the name and email address of their students' parent/legal guardian if parental consent is required.

NOTE: Neither Environics nor MediaSmarts will be able to access the parent or student names or email addresses on the portal as this information will be encrypted.

The portal will issue unique ID numbers for each student so they can access the consent form and survey. Information letters and consent forms will be sent to parents through an autogenerated email.

Teachers will verify that parent and student consent has been obtained before providing the student with their unique ID number.

Where applicable, the required number of paper versions of the survey tools will be provided by Environics. Teachers will send home with students the parent and student consent forms and instruct students to return the signed forms to the teacher. Teachers will verify that parent and student consent has been obtained prior to providing the student with a paper version of the survey. Only students with verified consent will be allowed to participate. Instructions about collecting, verifying, and destroying the paper consent forms are outlined in the teacher instructions sent to all participating teachers.

Students can choose to end their participation in the survey up until the moment that the survey is submitted (either paper-based or online). Once a survey is submitted it cannot be withdrawn since the responses are anonymized and will be untraceable.

CLASSROOM AND FACILITY REQUIREMENTS:

Expected implementation dates: February 2021 with the exact date being confirmed in consultation with the schools

Length of time needed: One forty-five-minute session per participating class

Internet connected computers/tablets/laptops for the online survey

There will not be any direct contact with the schools or students by the researchers. All documents will be provided by mail or electronically.

EDUCATIONAL BENEFIT:

Data collected from the *YCWW Phase IV* survey will be used for non-profit, educational purposes only. The findings from *YCWW* have been used by Canadian Ministries, post-secondary institutions, school boards and schools to set policies on children's use of digital media and have informed policy setting on the digital economy, privacy, online safety, cyberbullying, ethical online use, and digital literacy and well-being among other topics. In addition, the findings are used to create digital literacy resources and programs which help children and youth across Canada get the most out of new media while making safe and responsible decisions in the online world.

DISSEMINATION OF RESEARCH:

The final research reports on *Young Canadians in a Wireless World, Phase IV* will be published on MediaSmarts' website in 2021*. A copy of the final research report will be sent to each participating district office and school.

*These timelines might change as a result of COVID-19.



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams
Oct. 6, 2020 – 6:00 p.m.**

Present: Bob Phillips, Trustee (Committee Chair)
Dianna Seaton, Trustee (Committee Member)
Margot Swinburnson, Trustee (Committee Member)
Missy Haynes, STA
Lisa Haug, CUPE
Georgette Walker, SPVPA
Scott Stinson, Superintendent/CEO
Stephanie Hedley-Smith, Associate Superintendent
Paul Block, Associate Superintendent
Cendra Beaton – SPEAC

Guest: Laura Schwertfeger, District Principal – International Program

Regrets: Dave Strange, Associate Superintendent

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, Bob Phillips**
3. **COMMITTEE REPORT** of September 8, 2020 Education Standing Committee meeting
The committee report for the September 8, 2020 Education Standing Committee meeting was reviewed by the committee members.
4. **BAA COURSE PROPOSALS**
No courses were brought forward for consideration at this meeting.
5. **REVIEW OF POLICIES/REGULATIONS**
Prior to reviewing the policies below, the Chair asked the Superintendent for a quick update on overall school district business. Scott Stinson reviewed Remote Teachers, ISP programs and school events.
 - a. Appeals By-law 1-08 update – Scott Stinson
Superintendent Stinson shared some minor changes that have no impact on the intent or purpose; simply housekeeping changes only.

- b. Policy C-350 “Appeals” update – Scott Stinson
Superintendent Stinson shared the process of review and the need to add references to other policies within the District Policy Manual and/or *School Act* that are connected or in support of facilitating better understanding and referencing for users.
- c. Draft Revised Policy & Regulations C-432 “Maintenance of Order” – Scott Stinson
Superintendent Stinson reviewed the minor language revisions that need to be made to align with current language. For example, removing the term “administrator” as this is no longer referenced in the *School Act* as a term for principals/vice-principals. There are no changes that impact intent or purpose; housekeeping changes only.

Recommendation:

That the Board of Education give Notice of Motion to draft revised Policy and Regulations C-432 “Maintenance of Order”.

6. NEW BUSINESS

- a. International Program Update – Laura Schwertfeger, District Principal
Mrs. Schwertfeger presented the impacts of COVID-19 on the International Student Programs. She focused on the positive impacts of ISP programming and supports for students and their overall health and wellness during the pandemic.

Mrs. Schwertfeger also spoke about:

- the current political state and latest news in regards to borders opening and students gaining access to Canada and our schools.
- Homestay capacity update.
- Virtual marketing.
- Important educational issues for ISP department and students.

- b. Growing SD62 – School Gardens – Dave Strange
Tabled until next meeting.

7. FOR INFORMATION

- a. Research Project Approval – Ryan Davidson – “The Development of Collective Teacher Efficacy at the Middle School Level” – Scott Stinson
- b. Research Project Approval – MediaSmarts – Lynn Huxtable – “Young Canadians in a Wireless World” – Scott Stinson

8. FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS

As per Policy Work Plan

- 9. ADJOURNMENT AND NEXT MEETING DATE: Nov. 3, 2020**

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

October 27, 2020

Draft revised Policy and Regulations C-432 "Maintenance of Order" are now ready for Notice of Motion.

NOTICE OF MOTION:

That draft revised Policy and Regulations C-432 "Maintenance of Order" be given Notice of Motion.

School District #62 (Sooke)

MAINTENANCE OF ORDER	No.: C-432
	Effective: Feb. 9/82 Revised: Oct. 25/05; Jan. 22/07; Apr. 25/17 Reviewed: Dec. 5/16; Oct. 6/20; Oct. 27/20

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Policy References:*Policy: C-350 Appeals**By-law 1-08 Parent Student Appeals****Legislation:****School Act Section 177**Freedom of Information and Protection of Privacy Act*

School District #62 (Sooke)

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The following procedures will be followed when it is deemed necessary to place an **Maintenance exclusion** order on an individual:

- Where practicable, provide prior notice to the Superintendent or Associate Superintendent of the intention to issue an exclusion order under Section 177 of the *School Act*. Call for assistance from the police if the administrator determines this is necessary. Report the incident to the Superintendent or designate.
- Provide written notification to the excluded person as soon as possible, including reasons for and length of exclusion, date for review, and information about avenues of appeal.

Document the incident, including the following information at a minimum:

- Name of school or school facility building;
- Date of birth and address of the individual named in the Maintenance Order;
- Date, time and location of incident or incidents;
- Description of incident or incidents (i.e. what happened, when, who was involved);
- Name of person excluded under Section 177;
- Name of Principal or other administrator **authorized staff member** who directed the person to leave school **or district** property;
- Length of exclusion ~~is 120 calendar days from the date of issue;~~
- **Date for review;**
- Name of person completing the document.

Policy References:

Policy: C-350 Appeals

By-law 1-08 Parent Student Appeals

Legislation:

School Act Section 177

Freedom of Information and Protection of Privacy Act

If an appeal is considered by the excluded person, ~~the following process will be followed~~ **it will be reviewed in accordance with Policy C-350 and By-law 1-08.**

- ~~• The written appeal will be considered no more than 30 calendar days following the date of service indicated on the Maintenance Order; there will be an opportunity for the excluded person to respond to the information included in the notification of exclusion; the appeal will be heard by the Superintendent or designate; a decision of the appeal will be communicated in writing, with reasons for the decision, to the excluded person within 30 days of the appeal date. If the excluded person is unsatisfied with the Superintendent's decision, he or she may appeal to the Board.~~

Any personal information collected in relation to a Section 177 exclusion will be dealt with in accordance with the *Freedom of Information and Protection of Privacy Act* and will be kept in a confidential file at the School District office. The district privacy officer will record and track the use of Section 177 at the school and district levels.

DRAFT

Policy References:

Policy: C-350 Appeals

By-law 1-08 Parent Student Appeals

Legislation:

School Act Section 177

Freedom of Information and Protection of Privacy Act

Appendix: Example of plain language explanation of section 177

Section 177 of the *School Act* is intended to prevent the disruption of schools and school functions, and to ensure the protection of students and staff. This section allows the Principal or other ~~school administrator~~ **authorized staff** to direct a person to leave school property and prevents the person from returning without prior approval of the Principal or ~~administrator~~ **authorized staff**. It also enables the Principal or ~~administrator~~ **authorized staff** to call for assistance from law enforcement if necessary. **Any person contravening** ~~if a person contravenes~~ this section of the *School Act* **is committing** ~~he or she commits~~ an offence. The purpose of providing this authority to Principals and other ~~administrators~~ **authorized staff** is to maintain order on school premises and to ensure the protection of students and staff.

The full text of section 177 of the *School Act* is provided below:

Maintenance of order

177 (1) A person must not disturb or interrupt the proceedings of a school or an official school function.

(2) A person who is directed to leave the land or premises of a school by a Principal, Vice Principal, Director of Instruction or a person authorized by the board to make that direction:

- (a) must immediately leave the land and premises, and
- (b) must not enter on the land and premises again except with prior approval from the Principal, Vice Principal, Director of Instruction or a person who is authorized by the Board to give that approval.

(3) A person who contravenes subsection (1) or (2) commits an offence.

(4) A Principal, Vice Principal, or Director of Instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace officer.

Section 1 of the *School Act* defines "school" as follows:

"school" means

- (a) a body of students that is organized as a unit for educational purposes under the supervision of a Principal, Vice Principal or Director of Instruction,
- (b) the teachers and other staff members associated with the unit, and
- (c) the facilities (including buses) associated with the unit and includes a Provincial resource program and a distributed learning school operated by a Board.

Policy References:

Policy: C-350 Appeals

By-law 1-08 Parent Student Appeals

Legislation:

School Act Section 177

Freedom of Information and Protection of Privacy Act

This letter to be written on school letterhead or School District letterhead

Date: preparation date of document

Address of excluded individual

Dear: Name of excluded individual DOB: date of birth of excluded individual

EXPIRY DATE: 120 days from the date of service

Synopsis: The details of the events that led to the exclusion

Re: Sooke School District #62

This letter is formal notification and direction that you are not permitted on the land or buildings which comprise the Sooke School District and you are directed not to enter these facilities. This action is taken under the authority of Section 177 of the *School Act*, R.S.B.C., 1996, ch. 412 as amended.

Section 177 of the *School Act* states:

Maintenance of order

- 177 (1) a person must not disturb or interrupt the proceedings of a school or an official school function.
- (2) a person who is directed to leave the land or premises of a school by a principal, vice principal, director of instruction or a person authorized by the Board to make that direction,
- (a) must immediately leave the land and premises, and
- (b) must not enter on the land and premises again except with prior approval from the principal, vice principal, director of instruction or a person who is authorized by the board to give that approval.
- (3) a person who contravenes subsection (1) or (2) commits an offence.
- (4) a principal, vice principal, or director of instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace officer.

This written direction is in accordance with Section 177 of the *School Act*.

If you enter any of the land and/or building(s) owned or operated by the Sooke School District in the future, you will be in contravention of Section 177(2) of the *School Act*. Such contravention constitutes an offence under the *Offence Act*. Sections 4 and 5 of the *Offence Act* state:

General penalty

4. Unless otherwise specifically provided in an enactment, a person who is convicted of an offence is liable to a fine of not more than \$2,000 or to imprisonment for not more than 6 months, or to both.

Policy References:

Policy: C-350 Appeals

By-law 1-08 Parent Student Appeals

Legislation:

School Act Section 177

Freedom of Information and Protection of Privacy Act

General offence

5. A person who contravenes an enactment by doing an act that it forbids, or omitting to do an act that it requires to be done, commits an offence against the enactment.

Please be advised that if you enter any Sooke School District land or building(s) I will refer your attendance to the RCMP and will request that charges be laid against you.

"school" means

- (a) a body of students that is organized as a unit for educational purposes under the supervision of a principal, vice principal or director of instruction,
- (b) the teachers and other staff members associated with the unit, and
- (c) the facilities (including buses) associated with the unit, and includes a Provincial resource program and a distributed learning school operated by a Board.

Appeal Process:

The written appeal will be considered no more than 30 calendar days following the date of service indicated on the Maintenance Order; there will be an opportunity for the excluded person to respond to the information included in the notification of exclusion; the appeal will be heard by the Superintendent or designate; a decision of the appeal will be communicated in writing, with reasons for the decision, to the excluded person within 30 days of the appeal date. If the excluded person is unsatisfied with the Superintendent's or designate's decision, he or she may appeal to the Board.

Yours truly,

Name of the individual submitting the 177 (i.e. Vice Principal or Principal)

Signed _____

Date and time of service: _____

Name of excluded individual
Recipient of Section 177

Policy References:

Policy: C-350 Appeals

By-law 1-08 Parent Student Appeals

Legislation:

School Act Section 177

Freedom of Information and Protection of Privacy Act

Board Info Note
Public Board Meeting
October 27, 2020
Agenda Item: 11.1 – Superintendent’s Report

Pacific Football Club Partnership:

As part of the service provided within many of our academy programs, we contract elite level coaches to assist. We are pleased that for our soccer academies we have contracted with Pacific FC. The opportunity to enhance our school-level coaching with high level community coaching ensure strong and robust programming.

Catchment Review:

The district, led by District Principal Windy Beadall, continues to engage in its catchment review process. Specific information has been shared with school staffs and school PACS to assist in the feedback process. All information is posted to our district website at <https://www.sd62.bc.ca/our-district/district-growth/catchment-review>. As part of this review, we will be hosting a **“Virtual” Town Hall meeting on Wednesday, October 28** beginning at 6:30 on MS Teams. A link to the event can be found on our district web site at <https://www.sd62.bc.ca/>

Transportation Review:

As part of the work being done by the Transportation Review Committee, we have begun reaching out to our school community to solicit feedback on possible changes to our transportation department. Feedback will assist in making recommendations to the Board on topics such as a registration fee, walk limits, focused transportation within feeder schools, etc. This work is ongoing with a timeline to make any recommended changes early in the new year to allow sufficient time for communication and planning.

PR Visit:

On Friday, October 16, the Superintendent, Secretary-Treasurer and Vice-Chair of Board travelled to Port Renfrew to meet with Pacheedaht Nation representatives. The focus of the discussion was on the Nation’s desire to build a K-12 school on Pacheedaht Territory and how the district may be able to partner in this endeavour. The discussions were positive and continue to lead to a strengthened relationship with the Nation.

Capital Project:

- Royal Bay: The expansion project is now complete with the exception of a few minor touch-ups and tasks that need to be completed as part of the “deficiencies” list that is standard at the end of a project like this. Additionally, two additional projects that are being completed as part of the expansion are underway and

nearing completion. Those projects include additional change facilities for the fields and upgraded plumbing for the art room.

- Pexsisen and Centre Mountain Lellum: The contract has been awarded to Farmer Construction, who has now mobilized on-site and has begun construction. Footings for the new middle school have begun to be poured. Our staff are currently working with Farmer to finalize details related to the construction schedule that will see completion in the summer of 2022. Staff are organizing a sod turning ceremony with our partners from Scia'new, Esquimalt and Songhees Nations to be held on November 5, 10:00 am at the building site.

PAC Meeting Support:

As a result of COVID and our efforts to keep schools as clean and safe as possible for students and staff, we have asked that parents and community members not come into our schools at this time. We recognize however, the important contribution that parents make in our school through each Parent Advisory Council. To support the ongoing connection for PACs and our schools, we have issued licenses for MS Teams to each PAC president. Additionally, our IT department has reached out to support parents in being able to organize virtual meetings. We are looking forward to the time that we can welcome our parent partners back into our schools.

Board Info Note
Public Board Meeting
October 27, 2020
Agenda Item: 11.2 2020-21 Board Calendar Adjustment

Background:

Annually the Board sets its calendar for Standing Committee and Board meetings. Each year, the calendar presents anomalies to the regular scheduling of meetings. Typically, the Education-Policy Committee occurs on the first Tuesday of each month, followed by the Resources Committee on the second Tuesday and finally the Board Meeting on the last Tuesday of the month.

Rationale:

This year, two months, December and March, prevent this normal process for calendar setting due to winter break and spring break. As a result, the following adjustments to the Board's calendar are recommended.

December 2020:

- 1: Education-Policy Committee
- 8: Resources Committee
- 15: Board Meeting

March 2021:

- 2: Education-Policy Committee
- 3: Resources Committee
- 9: Board Meeting

For Recommendation:

That the Board adjust its regular yearly calendar for the 2020/21 school year to reflect the shortened months of December (winter break) and March (spring break) as follows:

December 2020:

- 1: Education-Policy Committee
- 8: Resources Committee
- 15: Board Meeting

March 2021:

- 2: Education-Policy Committee
- 3: Resources Committee
- 9: Board Meeting

Respectfully submitted,

Scott Stinson, Superintendent of Schools