



Public Notice – Board of Education Online Public Meeting

A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on April 4, 2023 at 6:00 pm.**

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

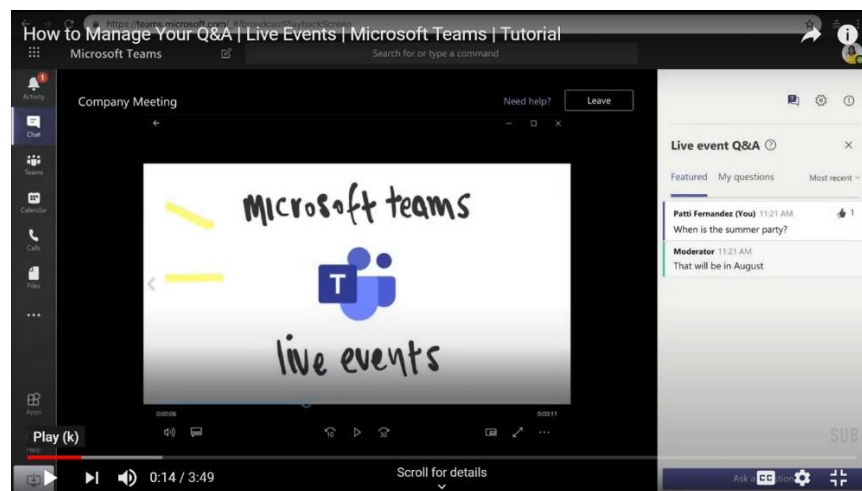
Furthermore, the meeting will be livestreamed via MS teams, to encourage more public participation.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Apr-4-2023>

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

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

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



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



EDUCATION-POLICY COMMITTEE

School Board Office

Via MS Teams

April 4, 2023 – 6:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.
2. **Opening Remarks from Chair, Allison Watson**
3. **COMMITTEE REPORT** of March 7, 2023 Education-Policy Committee meeting (attached) **Pg. 3**
4. **BAA COURSE PROPOSALS**
 There are no BAA course proposals for this meeting.
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
 - a. Draft Revised Policy and Regulations – F-333 “Accumulated Operating Surplus” - David Lee Bonar **Pg. 6**
 - b. Draft New Policy and Regulations F-334 “Financial Planning and Reporting” - David Lee Bonar **Pg. 15**
6. **NEW BUSINESS** (attached)
 - a. Online Learning Hubs Presentation – Heather Lait and Jim Lamond **Pg. 23**
 - b. Global Stewardship – Scott Stinson **Pg. 36**
7. **FOR INFORMATION**
 - a. Research Project Approval – Kapil, Meg – “The Stress Stories Project” **Pg. 38**
 - b. Research Project Approval – Downes-Peters, Brittany – “Supporting Students with Autism in Inclusive Classrooms” **Pg. 40**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** May 2, 2023

COMMITTEE REPORT OF THE EDUCATION-POLICY COMMITTEE

School Board Office

March 7, 2023 – 6:00 p.m.

Present: Allison Watson, Trustee (Committee Chair)
Russ Chipps, Trustee (Committee Member)
Cendra Beaton, Trustee (Committee Member)
Amanda Culver, STA
Lou Leslie, CUPE
Georgette Walker, SPVPA
Melissa DaSilva, SPEAC
Scott Stinson, Superintendent/CEO
Paul Block, Associate Superintendent
Monica Braniff, Associate Superintendent

Guests: Jon Carr and Marlys Denny

Regrets: Windy Beadall, Acting 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 Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

Those in attendance were encouraged to share their work in support of the TRC Calls to Action. CUPE - sent a member to a course on Truth & Reconciliation, bringing that information back to the broader CUPE membership. PVP - Sangster Elementary speaking to Elders about their local knowledge and using this to inform a new school logo. Trustees - learning about the local nations in areas where they are travelling. STA - rewriting territory acknowledgment along with Elders, giving funds to nations that they work with, creating book bundles for families and medicine bundles for teachers. Executive - at community engagement dinner with Metis Nations last night, seeing the impact of TRC for individuals; also looking at learning the spelling and pronunciation of local Indigenous languages.

Opening Remarks from Chair, Allison Watson

Reminder: Spring Break means that the Board meeting is moved up to March 14, 2023.



2. **COMMITTEE REPORT** of February 7, 2023 Education-Policy Committee meeting
The committee report for the February 7, 2023 Education-Policy Committee meeting was reviewed by the committee. No errors or omissions were noted.

3. **BAA COURSE PROPOSALS**
There are no BAA course proposals for this meeting.

4. **REVIEW OF POLICIES/REGULATIONS**
There are no policies/regulations for this meeting.

6. **NEW BUSINESS**

- a. SENĆOŦEN Language Legacy Project – Jon Carr and Marlys Denny
T'Sou-ke Nation provided teaching resources specific to the T'Sou-ke dialect for SENĆOŦEN language. Two videos were created featuring Elder Shirley Alphonse. The goal of the SENĆOŦEN Language Legacy Project is to increase language awareness and capture the legacy created by Elder Shirley. The first video is on numbers 1-10, and the second one is a focus on animals. Resources depicting animal cards and numbers has been made available throughout the district. Those in attendance were able to view the videos and practice speaking in SENĆOŦEN.

The project supports local language awareness in our district, aligning with the Calls to Action #14 and the United Nations Declaration on the Rights of Indigenous Peoples, Article 13. This spring our district is engaged in a partnership with School District 63 (Saanich) to create a legacy video for Elder Earl Claxton Jr.

- b. School Codes of Conduct – Paul Block
Mr. Block reviewed the parameters and process for determining district codes of conduct. Secondary and middle schools have submitted a common code of conduct with the same expectations across the district. Elementary schools continue to have separate code of conducts. Feedback was provided for possible edits:
- Elementary school - some schools missing parts of the Human Rights Code.
 - Middle school - indicate practices to support student behaviour and respond to incidents when the code of conduct is violated.
 - Middle school - clarify that guidelines for students' dress to be about offensive messaging.
 - Secondary school - typing error: values should be value (not plural).

Recommendation

That the Board of Education of School District 62 (Sooke) accept and endorse the 2023/24 School Codes of Conduct as presented.



7. **FOR INFORMATION**

- a. Research Project Approval – Ratzlaff, Ketsia – “Setting the Table”

This builds on the pilot project that has been undertaken in the district this year. The research project will review the work done this year and inform work moving forward.

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** April 4, 2023

Adjourned at 7:11 pm.

DRAFT





Committee Info Note
Education-Policy Committee Meeting
April 4, 2023
Agenda Item 5a: Draft Revised Policy and Regulations F-333
“Accumulated Operating Surplus” (currently known as “Financial Reserve”)

Background

- In 2018, the Board implemented the Reserve Policy to ensure that the necessary resources are available when required.
- In 2021, the Ministry of Education and Child Care (the Ministry) introduced the K-12 Public Education Accumulated Operating Surplus Policy (the Policy) to ensure that there is consistency, transparency and accountability for the use of educational operating funding that is not used in the year in which it was provided.
- Staff have attached the K-12 Public Education Accumulated Operating Surplus Policy for details.
- Since 2021, more information about the Policy has become known including a requirement for the Board to implement its own Accumulated Operating Surplus Policy with procedures that guide the accumulation, spending and reporting of operating surplus funds and the Board’s engagement with local community and partner groups, including local First Nations and Métis Nation BC.
- Although the Board’s current Reserve Policy meets a number of the requirements of the Ministry’s Policy, the Reserve Policy needs to be revised to be in compliance.

The K-12 Public Education Accumulated Operating Surplus Policy

- The Policy:
 - outlines the process for the reasonable accumulation, spending and reporting of operating surplus funds and boards of education engagement with their local community and education-partner groups, including First Nations and Métis Nation BC, on the topic.
 - requires Boards to monitor and report on their management of operating surplus and provides information and guidelines around operating surplus categories.
 - explains that it is appropriate for Boards to maintain reasonable operating surplus to manage financial risk and maintain services for student for more than one year.
 - ensures that when boards restrict surplus funds it is done specific purposes with identified timelines.
 - creates a mechanism for boards to set aside funding for approved capital projects after other priorities have been addressed.

How to Comply

- To comply with the Policy, Boards will develop, maintain and make publicly available a local policy with procedures that guide the accumulation, spending and reporting of operating surplus funds and the boards' engagement with their local community and education partner groups, including local First Nations and Métis Nation BC, on the topic. To do this, Board policy will:
 - Clearly explain the purpose of operating surplus, and how the surplus will be used to support the boards' strategic objectives and other operational priorities of school districts;
 - Include guidelines on how inter-fund transfers will be managed; and
 - Outline how financial risk will be mitigated by establishing a contingency operating surplus.

Proposed Revisions to the Reserve Policy Regulation

- To comply with the Ministry's K-12 Public Education Accumulated Operating Surplus Policy, the District's Reserve Policy must establish procedures that guide the accumulation, spending and reporting of operating surplus funds; and outline how the Board will engage with local community and education-partner groups, including local First Nations and Métis Nation BC.
- Staff have prepared the attached revised Reserve Policy and Regulations (now called the Accumulated Operating Surplus Policy and Regulations) with any new text in **bold** and any text to be removed in ~~strikethrough~~ for the Committee's consideration.

Proposed Motion:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations F-333 "Reserve Policy".

Prepared by:

David Lee-Bonar
Assistant Secretary-Treasurer

School District #62 (Sooke)

FINANCIAL RESERVE ACCUMULATED OPERATING SURPLUS	No.: F-333
	Effective: Apr. 24/18 Revised: Reviewed: Feb. 19/18; Apr. 4/23

SCHOOL BOARD POLICY

The Board of Education is responsible to ensure the District has strong financial management control of its resources.

To **increase transparency and** ensure the necessary resources are available when required, the Board of Education will establish an appropriate ~~financial reserve~~ **operating surplus** to provide for the ongoing operational and capital needs of the District **and consult and engage with education partners and local First Nations and Métis Nation BC on proposed uses of the operating surplus**. The District shall build and maintain an accumulated ~~reserve~~ **contingency** of 2% of operating expenses.

The long term financial health of the District is critical to ensure that a strong educational system is maintained for the students of the District.

School District #62 (Sooke)

FINANCIAL RESERVE ACCUMULATED OPERATING SURPLUS	No.: F-333
	Effective: Apr. 24/18 Revised: Reviewed: Feb. 19/18; Apr. 4/23

REGULATIONS

The Board of Education is responsible to ensure the District has strong financial management control of its resources. The Superintendent, through the Secretary Treasurer, is responsible for the overall financial management of the District's resources.

The accumulated operating surplus (operating surplus) represents the extent to which revenue from all previous years exceeds expenditures from all previous years. The use of the operating surplus enables the Board to engage in long-term planning, mitigate financial risk and support consistent services for students.

The Board will use the existing Ministry of Education and Child Care's financial reporting framework to report on the planned and actual use of operating surplus. The reporting of surpluses and inter-fund transfers are publicly provided through both the financial statement and budget reporting processes. The district budget reporting processes will outline the initial plan for surpluses and transfers and the financial statements will report on the actual surpluses and transfers in any given budget year.

Prior to the approval of the financial statements and budget, the Board of Education will consult and engage with education partners and local First Nations and Métis Nation BC on proposed uses of the operating surplus. The Board will provide public information as to where, when and how the community can provide feedback on the subject.

The Board uses the following categories to manage the operating surplus:

- **Unrestricted Operating Surplus (Contingency)**
- **Internally Restricted Operating Surplus**
- **Restricted for Future Capital Cost-Sharing**
- **Local Capital**

Unrestricted Operating Surplus (Contingency)

The District shall maintain records of all its revenues and expenditures in accordance with generally accepted accounting principles. The Board believes that the maintenance of a strong financial position is fundamental to the District's overall fiscal strategy, and as such, an appropriate level of ~~reserve~~ **contingency** funds should be established.

Reserve Amount and Establishment

Strong financial management practices include protecting the District financially from extraordinary circumstances which could negatively impact the education of students. The District shall build and maintain an accumulated ~~reserve~~ **contingency** of 2% of operating expenses. In order to expend funds in the year received, it is understood that it will take a number of years for the District to reach the desired level.

This ~~reserve~~ **contingency** will be created through the following mechanisms:

- Annually budgeting \$250,000 to be generated from Rental and Leases Revenue; and
- ~~Retain any local capital proceeds in the reserve account; and~~
- Retain any (unrestricted) annual operating excess in the ~~reserve~~ **contingency** account.

Use of Funds

~~The Secretary Treasurer shall designate accumulated reserve funds as restricted and~~ **These funds are to be** used only for purposes as agreed upon by the Board. These purposes are to include:

- 1) unexpected occurrences having a negative financial impact on the current fiscal year;
- 2) extraordinary needs arising from the delivery of the Strategic Plan; and
- 3) the replacement of fixed assets.

~~Reserve Funds~~ **The contingency** can only be accessed by Board resolution and by inclusion in the annual budget of the Board, ~~or in the case of Restricted Capital Reserve, Board resolution and Minister of Education approval.~~

~~Reserve Funds~~ **The contingency** will not be used for ongoing operating expenses, except as directed by Board motion.

Internally Restricted Operating Surplus

The Board can make restrictions for items that are identified by the Board and have defined timelines. The three streams of internally restricted operating surplus are:

- Restricted due to the nature of constraints on the funds;
- Restricted for anticipated unusual expenses identified by the Board; and
- Restricted for operations spanning multiple school years.

Restricted for Future Capital Cost-Sharing

To support major capital projects that are identified in the Board's five-year Capital Plan and approved by the Ministry for concept plan or business case development, the Board may restrict the Financial Reserve to satisfy capital project cost-share expectations.

Local Capital

Local Capital will include the Board's portion of any proceeds from the disposition of capital assets, transfers from operating funds and interest earned on Local Capital funds restricted for the purchase of tangible capital assets. Capital projects that are not supported by the government through the Ministry of Education and Child Care's Capital Plan funding need to be funded through school district funds.



K-12 public education accumulated operating surplus policy

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 - [Policy guidelines and resources](#)
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- [Policy alignment](#)
- [Authority for the policy](#)
- [Information and other resources](#)

Date came into force or revised

Effective: July 1, 2021

- See [Policy guidelines and resources](#) section below for gradual policy implementation dates.
-

Overview

The School Act requires boards of education (boards) to prepare a balanced annual budget. Estimated spending in the annual budget must not exceed estimated revenue plus accumulated operating surplus (operating surplus). Operating surplus, with consistent rules and guidelines in place, enables boards to engage in long-term planning, mitigate financial risk and support consistent service to all students in the province.

Purpose

The provincial Accumulated Operating Surplus Policy (Policy) provides guidelines and resources for boards to ensure a clear, transparent understanding of the reasonable accumulation and planned use of operating surplus. It also allows boards to restrict portions of their operating surplus for future use to address board priorities (see [Capital Plan Instructions](#) and [Financial Statement Instructions](#)).

The Policy includes a [Companion Guide to the Policy \(PDF, 893KB\)](#) that defines terms used in the Policy and resources to help boards implement the Policy.

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Policy

This Policy outlines specific circumstances in which boards can restrict operating surplus, transfer available operating surplus to Local Capital and defines the limits of these restrictions.

The [Framework for Enhancing Student Learning](#) (Framework) directs boards to develop and implement multi-year strategic plans that are aimed at improving educational outcomes for students. The [Financial Planning and Reporting Policy](#) (FPAR) directs boards to develop multi-year financial plans that identify how resources and operational funding will support their strategic plans.

Boards' financial plans and budgets, including the use of operating surplus, should clearly identify how they support strategic plans and other operational priorities of the school district. Boards must follow the guidelines and rules prescribed in the [Accounting Practices Order \(PDF, 153KB\)](#) and the [School Act \(PDF, 1.1MB\)](#) that describe the conditions under which surplus can be accumulated, restricted, used and transferred.

How to comply with policy requirements

Local board policy required

To demonstrate accountable and transparent financial planning, boards will develop, maintain and make publicly available a local policy with procedures that guide the accumulation, spending and reporting of operating surplus funds and the boards' engagement with their local community and education-partner groups, including local First Nations and Métis Nation BC, on the topic.

To do this, board policy will:

1. Clearly explain the purpose of operating surplus, and how the surplus will be used to support the boards' strategic objectives (for example, improve student educational outcomes) and other operational priorities of school districts
2. Include guidelines on how inter-fund transfers will be managed; and
3. Outline how financial risk will be mitigated by establishing a contingency operating surplus

Boards should read the [CG](#) for further details and to see an example of a local policy that boards can use to develop and implement their policy.

Internally restricted operating surplus

To support long-term financial planning boards can restrict operating surplus for use in future years within ministry-specified guidelines (see [CG](#)). To increase transparency, appropriations require a board motion. It is appropriate for some motions to be made in a closed board meeting (for example, related to land, legal or personnel matters), but the default should always be to a public meeting motion whenever possible.

Restrictions can be made for items that are identified by the board, have defined timelines, are directly related to a board's goals outlined in their strategic, operational and financial plans, or that meet the specified needs of the school district. The three streams of internally restricted operating surplus (described in the [CG](#)) are:

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- Restricted due to the nature of constraints on the funds
- Restricted for anticipated unusual expenses identified by the board; and
- Restricted for operations spanning multiple school years

Unrestricted operating surplus (contingency)

To support effective planning, that includes risk mitigation strategies, boards should consider maintaining a reasonable amount of unrestricted operating surplus. Boards may require emergency funds from time to time or need contingency funds available for unexpected increases in expenses and/or decreases in anticipated revenues. When this occurs, boards need to have access to enough funds to continue to provide educational services and operations without making service cuts.

The amount of Unrestricted Operating Surplus, at the end of a fiscal year, should be laid out in the Board's Operating Surplus Policy, in accordance with ministry instructions (for example, [Ministry Financial Statement Instructions](#))

Restricted for future capital cost sharing

To support major capital projects that are identified in boards' 5-year Capital Plans, and approved by the Ministry for concept plan or business case development, boards may restrict operating surplus to satisfy capital project cost share expectations at the time the project is brought forward for funding approval. Capital cost share expectations can be found within the [Capital Planning Instructions](#).

Local capital

Local Capital includes the board's portion of any proceeds from the disposition of capital assets, transfers from operating funds and interest earned on Local Capital funds restricted for the purchase of tangible capital assets. Transfers from operating funds to Local Capital must be made only for specific initiatives that have a clear linkage to boards' strategic goals, or that address capital assets investment, or that meet the specified needs of the school district.

If these transferred funds are not linked to strategic goals, or they have not been used within the timelines identified for the relevant initiative, the Ministry may require boards to use these Local Capital funds for other capital project priorities.

Ministry oversight

The Ministry may request boards to provide evidence that public reporting on how and why funds were restricted (for example, approved Board Motion) was completed. Boards are also required to provide the Ministry with an annual report on their budget allocation decisions, (including operating surplus and Local Capital), demonstrating that approved allocations support boards' strategic objectives.

To help boards build capacity in their operating surplus planning, spending and reporting processes the Ministry may take actions to monitor and evaluate operating surplus as outlined in the [CG](#).

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Policy guidelines and resources

- [Implementation Timeline \(PDF, 85KB\)](#)
 - [Companion Guide to the Policy \(PDF, 525KB\)](#)
 - [Surplus Reporting Templates – Appendix A and B \(Excel, 22KB\)](#)
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Policy alignment

- [Framework for Enhancing Student Learning](#)
 - [K-12 Financial Planning and Reporting Policy](#)
 - [Financial Health and Other Questions Toolkit \(PDF, 271KB\)](#)
 - [Taxpayer Accountability Principles \(PDF, 1.5MB\)](#)
 - [Audit Committees Toolkit \(PDF, 211KB\)](#)
-

Authority for the policy

- [School Act](#), s.81, s.156, s. 157, s.157.1
 - [Accounting Practices Order \(PDF, 153KB\)](#)
-

Information and other resources

- [Financial statement instructions](#)



Committee Info Note
Education-Policy Committee Meeting
April 4, 2023
Agenda Item 5b: Draft New Policy and Regulations F-334
“Financial Planning and Reporting”

Background

- In 2017, the District published its first Financial Statement Discussion and Analysis (FSDA) document to further strengthen financial governance and accountability by providing stakeholders information necessary to assess the District’s financial performance.
- In 2020, similar to the FSDA, to increase financial transparency and provide more information to stakeholders, the District published its first Budget Narrative document by providing a high-level overview of the financial plan required to deliver the goals and objectives of the District’s Strategic Plan.
- In 2021, the Ministry of Education and Child Care (the Ministry) introduced the K-12 Public Education Financial Planning and Reporting Policy (the Policy) that requires Boards to develop, implement and provide to the Ministry multi-year financial plans.
- Staff have attached the K-12 Public Education Financial Planning and Reporting Policy for details.
- In 2021, as a result of information about the Policy known at the time, the District added a 3 Year Budget Outlook section to the Budget Narrative document.
- Since 2021, more information about the Policy has become known, including a requirement for the Board to implement its own Financial Planning and Reporting Policy.

The K-12 Public Education Financial Planning and Reporting Policy

- The main purpose of the Policy is to provide consistent direction and guidelines to Boards of Education that can result in a more effective and transparent use of resources to support Board strategic plans, other operational needs of school district and enhanced education outcomes of all students.
- All Boards are now expected to provide reports on their progress towards meeting the goals and objectives in their multi-year financial plans and link funding with enhanced outcomes for students.
- The *Budget Transparency and Accountability Act* requires that the Ministry use 3-year rolling service plans. The intent of the Policy is for Boards to follow similar practices to that of the Ministry. Boards have a level of discretion but should forecast at least 3 years in advance.
- The Policy does not change or impact bylaw processes or annual budget processes established by the *School Act*. The Policy is outside the scope of a Board’s annual budget. Each Board may establish their own approval process for multi-year financial plans.

How to Comply

- To comply with the Policy, Boards will develop, implement and provide to the Ministry multi-year financial plans that outline how funding and resources will be used to support their strategic plans and operational needs.
- To enable greater transparency when developing financial plans, Boards must have local policies in place that support transparency and accountability by:
 1. Clearly identifying how local community and partner groups, including local First Nations and Métis Nation BC, will be engaged to provide input into the development of Board financial plans; and
 2. Addressing how local community and partner groups, including local First Nations and Métis Nation BC, will be informed of Boards' progress towards aligning funding and resources with Board strategic plans, other operational needs of the school district, and enhanced student educational outcomes.

Proposed Policy and Regulation

- The District currently does not have a policy and regulation in place that addresses the Ministry's policy requirements.
- To comply with the Policy, staff have prepared the attached Financial Planning and Reporting Policy and accompanying Regulation for the Committee's consideration.

Proposed Motion:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations F-334 "Financial Planning and Reporting".

Prepared by:

David Lee-Bonar
Assistant Secretary-Treasurer

School District #62 (Sooke)

FINANCIAL PLANNING AND REPORTING	No.: F-334
	Effective: Revised: Reviewed: Apr. 4/23

SCHOOL BOARD POLICY

The Board of Education is responsible to ensure the District has strong financial management control of its resources.

To ensure an effective and transparent use of resources, the Board of Education will build a multi-year financial plan to allocate its forecasted revenues and reserves to achieve its strategic and operational plans, and engage with local community and partner groups, including local First Nations and the Metis Nation BC, in the development of that plan.

The long term financial health of the District is critical to ensure that a strong educational system is maintained for the students of the District.

School District #62 (Sooke)

FINANCIAL PLANNING AND REPORTING	No.: F-334
	Effective: Revised: Reviewed: Apr. 4/23

REGULATIONS

The Board of Education (“Board”) recognizes its responsibility for the effective use of public funds in providing the best possible education to the students in the communities it serves. The Board has a duty to govern the District in a fiscally responsible manner, while carrying out the strategies required to achieve its goals.

Multi-year Financial Plans

The annual operating budget is aligned with the three-year financial plan that the Board must develop, implement, and provide to the Ministry reflecting the implementation and maintenance of the Board’s educational and operational objectives including enhanced student educational outcomes. The financial allocations included in the budget should support the strategic directions identified in the Board’s Strategic Plan and the Framework for Enhanced Student Learning.

Engagement

When the Board is developing its multi-year financial plans it will consult and engage with education partner groups, including local First Nations and Métis Nation BC. The Board will provide public information as to where, when and how the community can provide feedback on the subject.

Reporting

The Board will also report the Board’s progress on aligning funding and resources with their strategic plans and other operational needs of the school district, including enhancing student educational outcomes, by posting annual information on its website as part of its usual report out to stakeholders and the public.

The Board will use the existing Ministry financial reporting framework (including a Financial Statement Discussion and Analysis Report) to annually report on Boards’ progress towards meeting Board objectives as outlined in their multi-year financial plans.



K-12 public education financial planning and reporting policy

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-

Date came into force or revised

Effective July 1, 2021

See [Policy guidelines and resources](#) section below for gradual Policy implementation dates.

Overview

The Financial Planning and Reporting Policy (Policy) provides for greater transparency and accountability for the planning and reporting of the financial resources managed by boards of education (boards).

Policy

Purpose

The Policy provides direction and guidelines to align boards' multi-year financial planning and reporting processes with provincial requirements as outlined in the [How to Comply](#) section below.

The Policy is based on effective practices and key principles in financial management including transparency, demonstrated accountability and consistent outcome-based planning, monitoring and reporting. Applying these practices and principles, along with support from the Ministry of Education and Child Care (the Ministry), can result in the efficient use of funding and resources to support boards' strategic plans, other operational needs of school districts and enhanced educational outcomes for students in the K-12 education system.

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The policy is one component of a broader provincial framework for transparency, accountability and equity. Provincial, district and school educational objectives, outcomes and strategic plans should align with the Goals of Education and the Educated Citizen in Parts B and C of the [Statement of Education Policy Order \(PDF, 187KB\)](#) and the [Policy Alignment](#) and [Policy guidelines and resources](#) section below.

Multi-year financial planning and reporting

The [Framework for Enhancing Student Learning Policy](#) (Framework) directs boards to develop and implement multi-year strategic plans, supported by operational and financial plans, that are focused on improving student educational outcomes. The [Enhancing Student Learning Order \(PDF, 338KB\)](#) requires boards to annually report to the Ministry on student performance using specified outcomes and measures.

Boards will use the financial planning and reporting requirements in this Policy to demonstrate how financial resources are used to support boards' strategic planning and operational needs to enhance student educational outcomes specified in the Framework.

How to comply with policy requirements

Board planning

To comply with the Policy boards will develop, implement and provide to the Ministry multi-year financial plans that outline how funding and resources will be used to support their strategic plans and operational needs. To enable greater transparency boards must have local policies in place, that support transparency and accountability, when developing financial plans by:

1. Clearly identifying how local community and education-partner groups, including local First Nations and Métis Nation BC, will be engaged to provide input into the development of board financial plans; and
2. Addressing how local community and partner groups, including local First Nations and Métis Nation BC, will be informed of boards' progress towards aligning funding and resources with board strategic plans, other operational needs of the school district, and enhanced student educational outcomes

To ensure that boards stay on target to achieve their long-term strategic and financial goals, boards should develop and implement internal processes to monitor and track their financial progress and performance throughout the year and adjust strategic plans as required.

The Ministry will provide guidance and resources, as needed, to help boards build and maintain multi-year financial plans (see Policy Guidelines), including:

1. Information about the factors that the Ministry will consider in the annual provincial budget process when establishing educational funding (e.g. regular enrolment, provincially approved labour settlements, etc.)
2. A general overview on what is included in the provincial budget for boards over a multi-year fiscal plan period, including an estimator tool for school districts to estimate allocations over a multi-year timeframe (see Policy Guidelines); and

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- Greater certainty for multi-year planning by working with boards (in collaboration with the BC Association of School Business Officials) to ensure that projected funding pressures are identified for the annual provincial K-12 budget process.

Board reporting

The Ministry has a robust annual [school district financial reporting framework](#) that boards use to meet their reporting requirements as specified in the School Act and to align with the Budget Transparency and Accountability Act. Boards will use this existing financial reporting framework (including a Financial Statement Discussion and Analysis Report) to annually report on boards' progress towards meeting board objectives as outlined in their multi-year financial plans (for example, enhanced student educational outcomes and other operational needs of the board).

The Ministry will review the information above, as part of their annual review of financial reporting, and provide feedback and support, as needed, to build boards' financial planning, monitoring and reporting capacity.

The Ministry will also:

- Publish a provincial summary of the annual budget and year-end spending information that boards provide to the Ministry; and
- Consult with boards, as needed, when making changes to the Policy

Policy guidelines and resources

- [Implementation Timeline \(PDF, 85KB\)](#)
- [Questions and Answers \(PDF, 204KB\)](#)
- [Multi-Year Financial Plan Assumptions \(PDF, 104KB\)](#)
- [Recommended Multi-Year Financial Plan Content \(PDF, 131KB\)](#)
- Estimator Tool, tailored specifically to individual School Districts, found [here](#).

Policy alignment

The policy is aligned with other policies and provincial expectations to improve financial transparency, accountability, and educational outcomes for students in the K-12 education system, including:

- [Provincial Government Core Policy and Procedures Manual](#): boards, as public sector organizations, are expected to follow the spirit and intent of the policy requirements.
- [Policy for Student Success \(PDF, 338KB\)](#).
- The goals and objectives of the [Framework for Enhancing Student Learning](#), (including the Implementation Guide for the Framework) and the [Enhancing Student Learning Order \(PDF, 173KB\)](#).
- [School District Financial Reporting](#).
- The Ministry of Education and Child Care's strategic goals and resulting service expectations in the current [Ministry Service Plan](#) that have been established in consultation with the sector.

[Check out our new site](#)

- [Indigenous Education Targeted Funding Policy](#)
 - [K-12 Provincial Accumulated Operating Surplus Policy](#)
-

Authority for the policy

- [B.C. School Act s.81, s.110, s.156](#).
 - [Enhancing Student Learning Reporting Order \(PDF, 173KB\)](#)
 - [Budget Transparency and Accountability Act](#)
-

Information and other resources

- [B.C. School Act](#)
- [Operating Grant Tables](#)
- [Vision for Student Success](#)
- [Reporting on Student Success](#)



**Board Info Note
Education Policy Meeting
April 4, 2023**

Agenda Item: 6a – SD 62 Implementation of Online Learning Hubs

BACKGROUND:

SD62 Online Learning:

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

CHANGES TO ONLINE LEARNING FOR 2023-24:

Implementation of Online Learning Hubs:

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

Expansion of Blended Learning to include grade 9:

- A Blended Learning option for Grade 9 students is being offered as an option through this year’s course selection process at SD62 secondary schools.
- Grade 9 Blended Learning will be connected to the secondary schools’ Online Learning Hubs.
- This option will provide current grade 8 blended learning students/families with continuity as they transition from middle school to grade 9 at secondary school. For students/families who prefer Online Learning, this will bridge the gap between Blended Learning and the grade 10-12 online learning courses offered in their secondary school’s Online Learning Hub.

Respectfully submitted by:

Paul Block
Associate Superintendent



SD62 Online Learning Hubs

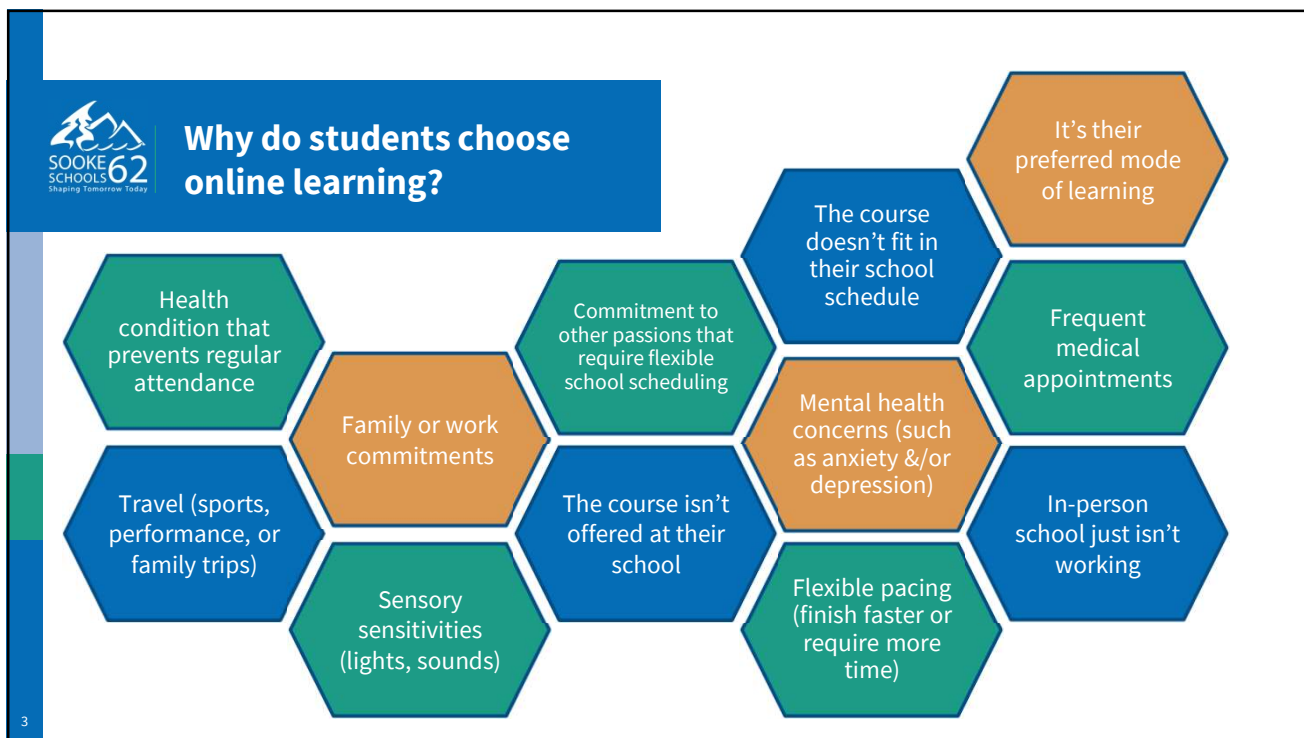
1



Westshore Langford 2022-23

- We provide our students with:
 - Graduation programs – 2018 & Adult Dogwood
 - Individual online courses for grades 9 to 12
 - Custom BAA courses for Academy programs
 - Individualized programs/creative solutions

2



3

SOOKE SCHOOLS 62
Shaping Tomorrow Today

Ministry of Education - Modernization of Online Learning in BC

- Changes to the School Act: DL → OL
- Multiple OL Policies → 1 OL Policy
- POLS (Provincial) vs DOLS (District) Schools
- Cross enrolment vs Dual enrolment
- New (draft) OL Guidelines & QA requirements → implementation July 1, 2023

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Provincial LMS



- New Provincial Learning Management System
- Brightspace by D2L is a cloud-based collection of learning tools that allow students to experience interactive online learning

5

5



SD62 Brightspace

- Transition from moodle to Brightspace was completed in January 2023
- Individual Learning Program at WSS
- Aligns with Camosun, U-Vic & other post-secondaries
- Preview of course in Brightspace

6

6



Lessons Learned from Pandemic & Remote Learning

- Online learning can be quite effective for some students
- SD62 Schools & Programs have the ability to pivot and adapt quickly
- Families & Students value having choice in how educational programming is accessed

7

7



SD62 Online Learning 2023-24 and beyond...

Transition to District Online Learning School (DOLS)

- SD62's OL school will continue to enroll students within our district

Implementation of OL Hubs in SD62 Secondary Schools

- Students can choose online courses via course selection
- Option 1: Scheduled time in the online learning classroom included in the student timetable
- Option 2: Student completes their online course(s) at home

8

8



Rationale for OL Hubs

- Student Voice & Choice
- Student Centred → bring Online Learning to Students rather than sending Students to OL
- Increased Flexibility
- Fluidity between In-Person & Online Learning

9

9



OL Hubs will provide:

- Access to OL without leaving Home School
 - Sense of belonging
 - Keeps students where they have an existing support network
 - Learn online while attending school with friends & peers (SEL)
- Continuity for Blended Learning students & families

10

10



Blended Learning



11

11



What is Blended Learning?

- Blended learning combines online learning with the best parts of in person learning.
- Students attend online classes from home 4 days per week and are on site for in person learning activities 1 day per week.

12

12



What do students learn?

- Student learning is supported with Ministry of Education curriculum for grade levels and subject areas.
- Activity days emphasize community connections, land based and social emotional learning.

13

13

WEEK AT A GLANCE				
				Week of:
				March 14-18
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning Check-In 9:00-9:15	Morning Check-In 9:00-9:15	On-Site Learning Day Drop Off-Location: Juan de Fuca Recreation Center Pick-Up Location: Juan de Fuca Recreation Center Drop Off Time: 10:00am Pick-Up Time: 2:00pm	Morning Check-In 9:00-9:15	Morning Check-In 9:00-9:15
Block #1 All Grades 9:15-10:15	Block #1 All Grades 9:15-10:15		Block #1 All Grades 9:15-10:15	Block #1 All Grades 9:15-10:00
Work Block/Break/Tutorial help 10:15-11:00	Work Block/Break/Tutorial help 10:15-11:00		Work Block/Break/Tutorial help 10:15-11:00	Block #2 All Grades 10:15-11:00
Block #2 All Grades 11:00-12:00	Block #2 All Grades 11:00-12:00		Block #2 All Grades 11:00-12:00	Block #3 All Grades 11:15-12:00
Lunch 12-12:30	Lunch 12-1:00		Lunch 12-12:30	Lunch 12-12:30
Afternoon Check-In 12:30-12:45	Afternoon Check-In 1-1:15		Afternoon Check-In 12:30-12:45	Afternoon Check-In 12:30-12:45
Tutorial Time Virtual/In-Person 12:45-2:45	Tutorial Time Virtual/In-Person 1-2:45		Tutorial Time Virtual/In-Person 12:45-2:45	Tutorial Time Virtual/In-Person 12:45-1:45

Weekly schedule is sent to families before the start of each week.

Monday, Tuesday, Thursday and Friday are *online learning* days

Wednesday is an *on-site learning* day

14



On-Site Learning Days

Social-Emotional Learning,
Community Connections
and Land-Based Learning

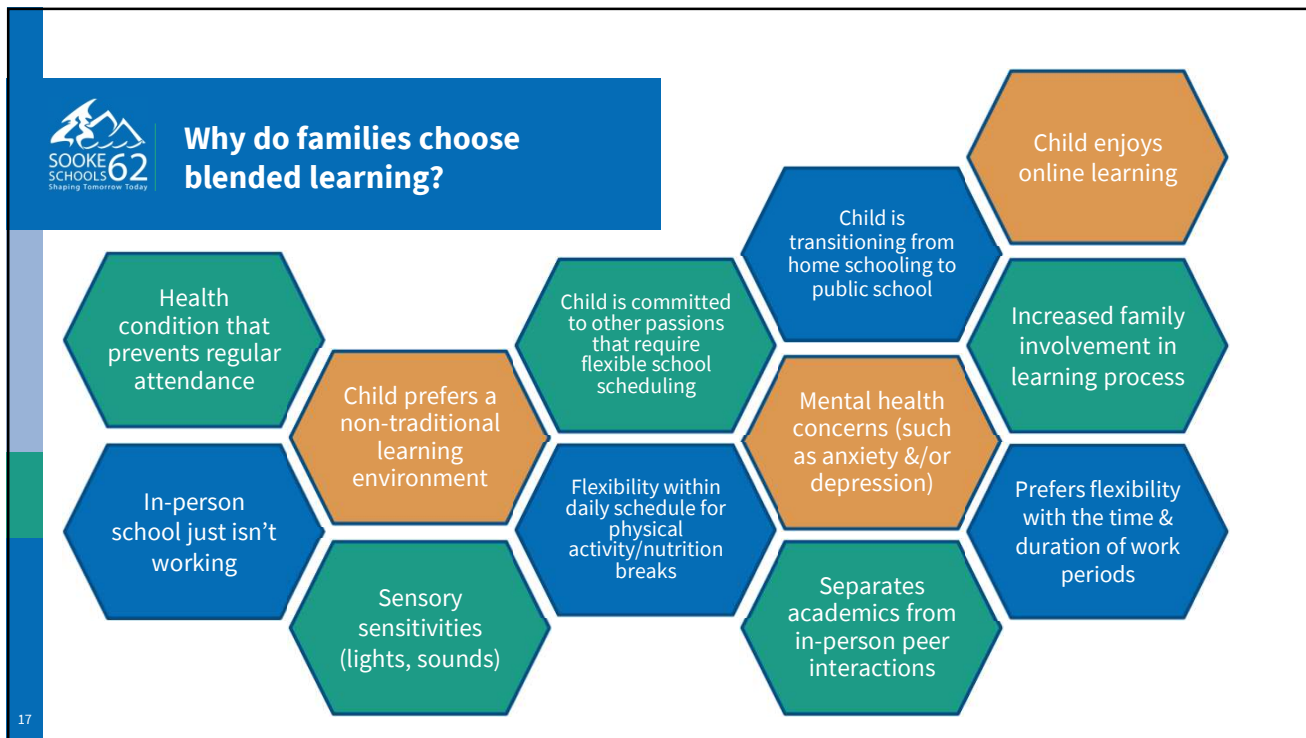
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On-Site Learning Days

Hands-on Experiential
Learning Activities &
Field Trips



16



17

SOOKE SCHOOLS 62
Shaping Tomorrow Today

Role of the Family includes:

- Adult supervision for at home learning days (safety)
- Support with time management, making sure students are logging into class meetings on time, and redirecting students when they become distracted
- A suitable workspace for attending online classes
- Transportation for on-site days

18

18



What families are saying...

- *"The blended learning program is such an amazing option. I am so impressed that SD62 is offering it. The instructors go above and beyond to help the kids through the program, and they really do show that they care and are invested in these kids. It is nice to have an alternative way of learning especially if your child does not fit the Monday to Friday school model."*

(Catriona M.)

19

"The Blended Learning Program has been very beneficial for my child. He is happier, less anxious and less stressed. Attending regular school - getting up earlier, rushing to commute, being in unpredictable traffic, all the noise, hustle and bustle affected him as he is in the Autism Spectrum.

He needs his daily routine - wake up at his set time, do his thing and get ready to log on. Following his alarms/ alerts and being able to go on from task to task smoothly, calms him and helps him regulate his emotions. The quiet environment at home is calming and relaxes him rather than being in the classroom daily which is a bit much for him."

(Sandra L.)

20



Who can register for blended learning for 2023-24?

Middle School

- 2023-24 will be the program's 3rd year
- SD62 families with students entering grade 6, 7, or 8

Grade 9

- New for 2023-24
- Students entering grade 9 in Sept. 2023 can select blended learning via the course selection process

21

21



Expansion of Blended Learning

- Blended Learning – as extension of HUBs
- Grade 9 Blended Learning → option for 2023-24
- Building towards extending options K-12
- Continuity of programming
- Pathway to Graduation

22

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Board of Education Meeting Information Note December 13, 2022 Agenda Item 10.1: Global Stewardship

PURPOSE

- The Global Stewardship project work would focus on school and district connections internationally to broaden perspectives, understandings and contributions.

BACKGROUND

- Diversity, equity and inclusion are woven through our [Strategic Plan 2021-25](#). In addition, there is an emphasis on social responsibility and commitment to support society and the environment.
 - Growth objective #4 seeks to: “Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment”.
 - This objective has the intended outcome of: “The District operates within an ethical framework to ensure decisions and actions have a positive impact on society and the environment. This would include breaking down systemic racism and addressing the Truth and Reconciliation Commission’s Calls to Action.”
- Recent connection to schools in the Ukraine is one example of how SD62 students can begin to form connections beyond their everyday experiences and appreciate societies beyond their own.
 - This opportunity has arisen from former Trustee Bob Beckett who brought this forward to the previous Board of Education.
 - The Superintendent has developed a relationship with the Boratyn Lyceum School District which has led to opportunities in the future for our students and staff to engage with students and staff in Ukraine.
 - A verbal update can be provided on conversations to date.
- Schools and classrooms across the district have, at various times, engaged in connections beyond the borders of Canada. These have included exchanges, fund raising efforts and trips abroad.
- Efforts to date, have occurred on an ad hoc basis with no centralized or coordinated focus.
- Nearby school districts have active global stewardship programs which have proved successful.
 - Examples:
 - Stelly’s Secondary School in SD63 (Saanich) has a program called [Global Perspectives](#) which provides students in Grade 11 the opportunity to understand local challenges such as homelessness, drug addiction, mental health, gender inequality, environmental degradation, and immigration. In Grade 12, the horizon shifts globally and requires students to take on a major project in a developing country, or a major independent study of their choice.
 - Claremont Secondary School offers an [Institute for Global Solutions](#) which provides students experiential hands-on learning with an opportunity to collaborate and engage with community solutions to global issues such as climate change.
 - St George’s School in Vancouver has a [Global Stewardship program](#) which aims to build an

ethic of care in local communities: for students themselves, for each other, and for the places they live, work and play in.

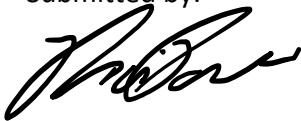
CURRENT CONTEXT

- In order to place a stronger emphasis on the role of SD62 and its schools on the world stage, a proposed Global Stewardship project is recommended in order to broaden the sense of global citizenship and understanding in our students. Examples for what can be accomplished:
 - Creating multidisciplinary pathways for SD62 students to follow as they explore their interest in global issues at a local level that may lead to volunteering locally or internationally or as a pathway to post-secondary studies in Global Stewardship.
 - Building connections to existing youth stewardship programs such as the [Centre for Global Education](#) who have established collaborative learning projects that connect students to international partners.
 - For instance, the “Global Encounters” series brings together students from around the world through live video conferences that explore a particular global issue. Each event involves interdisciplinary, project-based activities, completed asynchronously by participating students on a specially designed, multilingual online classroom platform.
 - Strengthening career support and external connections for students wishing to pursue employment opportunities in areas around social responsibility and global stewardship. This might include helping students to find meaningful volunteer opportunities that enhance their post-secondary resume when applying for university courses, global internship programs, and NGO program experience.

RECOMMENDATIONS

- That the Board of Education endorse the notion of developing a comprehensive approach to global stewardship through the dedication of the development of a program.
- If the Board endorses this work, next steps could include:
 - Engaging with staff and students to determine interest in course and program development.
 - Connecting with other school districts and schools to gain insight on their programs.
 - Connect with potential volunteer organizations that are supportive of student involvement.
 - Continue the important work developing relationships with the Boratyn Lyceum School District in Ukraine.
- Proposed motion:
 - “That the Board of Education for School District 62 (Sooke) direct the Superintendent to develop a SD62 Global Stewardship Program for the purpose of initiating opportunities to support SD62 students becoming global citizens.”

Submitted by:



Ravi Parmar
Chairperson
Board of Education
School District No. 62 (Sooke)



Permission to Conduct Non-Board-Initiated Research

Date of application	March 10, 2023
Applicant's Name	Meg Kapil
Address	
Phone Number(s)	
E-Mail Address	megkapil@uvic.ca
Present Position	PhD Candidate
SD62 Employee?	no
Affiliated institution or organization	University of Victoria
Name of facility supervisor (if applicable)	Dr. Allyson Hadwin
Title of study	The Stress Stories Project
Type of study	Program Evaluation
Requested date to start and anticipated end date	April 11, 2023
Type of participants (i.e. student, parent, teacher, support staff)	students
Any specific cohort focus	middle school, grade 8
Plan for recruitment to study	email from classroom teacher, see proposal for additional information
Specific location(s) of study	Center Mountain Lellum
Data collection tools	Online Survey, anonymous
Ethics approval, date and organization	UVic #21-0353; December 13, 2023; ammendment requested to add Center Mountain Lellum pending SD 62 approval

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

Research Proposal

School: Centre Mountain Lellum

Moira Hood (teacher grade 8) mhood@sd62.ca

Andreas Sharpe (teacher grade 8) asharpe@sd62.bc.ca

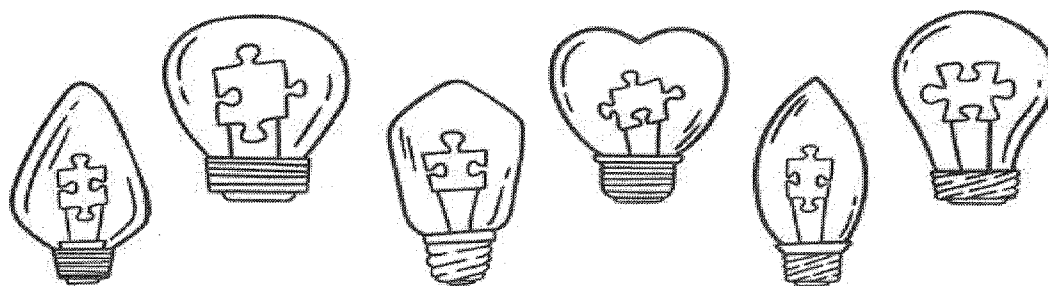
Project Overview

The project consists of 10 - 12 learning modules (8 to 10 minutes each) about stress and stress regulation that will be delivered by a school counsellor or teacher to all the students in grade 8 at the school. All the students will be included in the learning modules regardless of their participation in the research component. The students who do not opt out of the research will be ask to complete survey question before and after the learning modules, these questions ask students about their stress mindset and coping self-efficacy regarding stress. The research is completely anonymized and the school counsellor or teacher delivering the modules will not know which students have opted in or out of the research. Students will be given digital tokens that allows them to access the surveys, which they can choose not to complete. The research will address (a) whether teaching students about stress and stress regulation for typical school stressors will support students to adopt a stress is enhancing mindset in increase their coping self-efficacy for school stress, and (b) is post lesson reflection or memory debrief more effective regarding improved stress regulation. The stress regulation learning modules includes information and strategies regarding emotion focused coping, seeking support, and self-regulated learning (e.g., specific learning strategies to help students with tests, presentations, and projects). This project will equip students and teachers with an understanding of stress and specific skills and strategies to better manage typical school stressors that they will be able to continue to put into practice long after the research project is complete.

Permission to Conduct Non-Board-Initiated Research

Date of application	February 14th
Applicant's Name	Brittany Downes-Peters
Address	
Phone Number(s)	
E-Mail Address	brittany_downespeters@wecdsb.on.ca
Present Position	Elementary teacher and graduate student
SD62 Employee?	Not an SD62 Employee
Affiliated institution or organization	Vancouver Island University
Name of facility supervisor (if applicable)	Alison Taplay
Title of study	Supporting Students with Autism in Inclusive Classrooms
Type of study	Survey Research
Requested date to start and anticipated end date	Distribute optional survey to staff once in February, and again two weeks later
Type of participants (i.e. student, parent, teacher, support staff)	K-7 Teachers who are willing to participate
Any specific cohort focus	K-7 teachers
Plan for recruitment to study	PDF Advertisement including survey link
Specific location(s) of study	Online
Data collection tools	Google Forms
Ethics approval, date and organization	REB Approval; Vancouver Island University (see attached)

WELCOME K-7 TEACHERS IN SOUTHERN VANCOUVER ISLAND!



I (Brittany Peters) am a student in the Master of Special Education program at Vancouver Island University (VIU). As part of the requirement for program completion, I am conducting a survey research study.

Purpose: To combine teachers' input about their current knowledge, and gaps in their knowledge regarding supporting students with autism in inclusive classrooms with parents' perceptions of what teachers know and need to know about supporting students with autism in inclusive classrooms so that a series of free, online training modules can be developed to address these needs!

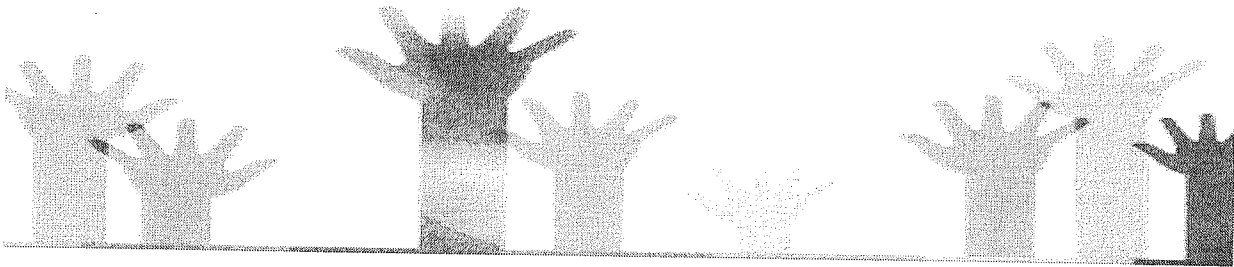
Goal: To increase teachers' confidence and capacity to support students with ASD in their classrooms.

About the survey: It includes sixteen questions, and with the exception of the questions regarding consent, you may answer or not answer any question. The survey is expected to take 15-30 minutes.

Product: The survey findings and results will be used to create the series of free, online training modules, and will be included in my masters thesis, which may be published by VIU. The findings and results may also be published in academic journal/s, non-academic publications such as Autism Speaks Website, shared at conferences or presented in school districts.

Consent: By selecting the 'yes' option on the consent portion of the survey, you will be agreeing to participate in accordance with the description above.

Note: If you consent to participate in the survey, Your individual responses will not be shared and will remain anonymous. You also have the option to consent to be quoted. If you consent to be quoted your response(s) may be included in my thesis but with a code name that does not identify you. Example: Participant #. If you change your mind about participating in the survey and wish to withdraw, you can simply close your browser or navigate to another webpage without submitting the survey. Only data from surveys that are submitted will be used. For this reason, once you begin the survey, you must complete all the questions you wish to answer and click on the submit button. To ensure confidentiality, please do not share any names or identifying information regarding students.



Thank you for your time and participation! Click the link below to begin.

<https://forms.gle/FEFKiheZdSqZKfoA8>

Sincerely,

Brittany Peters