

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 December 15, 2020 at 7:00 pm.**

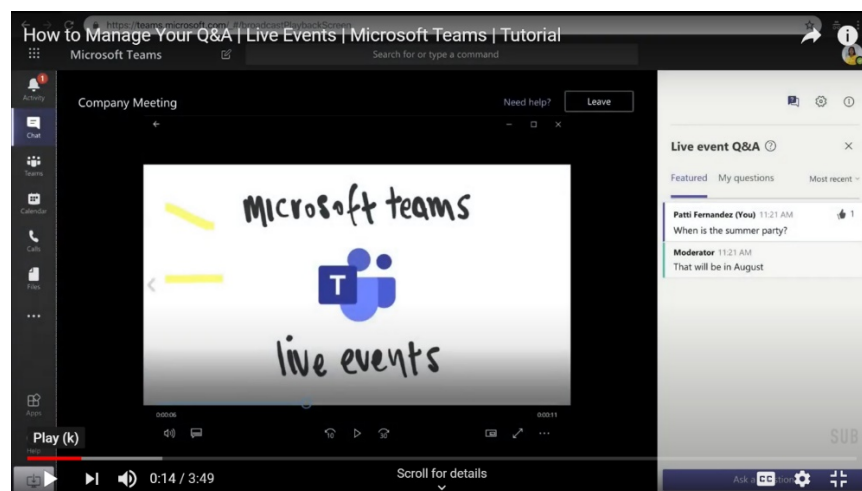
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/PublicBoardMeeting-December-15>

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

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

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



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

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



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

<https://jump.sd62.bc.ca/PublicBoardMeeting-December-15>

December 15, 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. TRUSTEE ELECTIONS

- 2.1 Chair
- Vice-Chair
- Provincial Council Representative/Alternate
- BCPSEA Representative/Alternate

3. AGENDA

- 3.1 Call for amendments and additional items (page 2)
Motion Requested: That the Board of Education adopt the public meeting agenda of December 15, 2020, as presented (or as amended).

4. MINUTES

- 4.1 Call for amendments to minutes (page 5)
Motion Requested: That the minutes of the November 24, 2020 meeting be adopted as presented (or as amended).

5. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

- 5.1 Board Chair Update – Ravi Parmar
- 5.2 Governor General's Academic Awards – Ravi Parmar
 - a. Belmont Secondary School Recipient- Olivia Healey
 - b. Royal Bay Secondary School Recipient – Karis Heynsbroek
 - c. Edward Milne Community School Recipient – Marin Clarkson
- 5.3 COVID 19 Health & Safety Update – Scott Stinson (page 9)

6. EDUCATIONAL PRESENTATIONS

7. CORRESPONDENCE & DELEGATIONS

- 7.1 Correspondence: (page 11)

- a. Build Seamless Childcare letters from Dawn Johnstone, Amber Leonard, Maggie Clark, Shelley Crowley
- b. In Acknowledgement of Student Rights letter dated December 7, 2020 from Nicole Vishkin
- c. Victoria Family Court and Youth Justice Committee letter dated December 3, 2020 from Cynthia Day
- d. SD 62 Catchment Review letter dated December 11,2020 from Emma Chalifour

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

8. FINANCE, FACILITIES AND SERVICES

8.1 Resources Committee – Meeting of December 2, 2020 – Bob Beckett (page 41)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the summer 2021 fee of \$1,250/course for in class academic instruction and \$775/course for distributed learning instruction offered by the International Student Program.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of December 2, 2020.

8.2 Education Committee of the Whole – Meeting of December 8, 2020 – Scott Stinson (page 63)

Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the revised catchment boundaries as proposed on the attached Catchment Boundary Map.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education Committee of the Whole meeting of December 8, 2020.

9. EDUCATION PROGRAM

9.1 Education-Policy Committee – Meeting of December 1, 2020 3 2020 – Bob Phillips (page 92)

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations F-100 “Transportation”.

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

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy E-123 “Probationary Employees”.

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy E-139 “Death of an Employee”.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education Policy Committee meeting of December 1, 2020.

10. STUDENTS

11. FOUNDATIONS & GOVERNANCE

11.1 Governance Committee – Meeting of December 7, 2020 – Dianna Seaton (page 136)

Motion Requested: That the Board of Education of School District 62 (Sooke) Notice of Motion to draft revised Policy “Trustee Code of Conduct”.

Motion Requested: That the Board of Education of School District 62 (Sooke) give first reading of By-Law No. 1-20 “School Board Governance”.

Motion Requested: That the Board of Education of School District 62 (Sooke) give first reading of By-Law No. 2-20 “Trustee Indemnification”.

12. ADMINISTRATION

12.1 Superintendent’s Report – Scott Stinson (page 154)

13. PERSONNEL

14. UPCOMING EVENTS

SPEAC Meeting - December 16, 2020
Winter Break – December 21-31, 2020
Reopen Schools – January 4, 2021

15. FUTURE ITEMS

16. 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.

17. ADJOURNMENT



MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
LIVE MS Teams Event
November 24, 2020 – 7:00 p.m.

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

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

REGRETS:

SECRETARY: Kristina Ross

1. CALL TO ORDER

The meeting was called to order at 7:04 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

113. MOVED Margot Swinburnson/Bob Beckett
 That the Board of Education of School District 62 (Sooke) adopt the agenda of November 24, 2020 as amended.
 CARRIED

3. MINUTES

3.1 Call for amendments to minutes

114. MOVED Margot Swinburnson/Dianna Seaton
 That the Board of Education of School District 62 (Sooke) adopt the minutes of the October 27, 2020 meeting as presented.

CARRIED

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Ravi Parmar

Ravi Parmar thanked members of the community, staff and students for their continued commitment to the updated restrictions issued by the Provincial Government. He mentioned the ground-breaking ceremony for a future Middle and Elementary school in West Langford, and spoke briefly about Chilliwack School District 33.

4.2 COVID-19 Health & Safety Update – Scott Stinson

Scott Stinson provided the Board of Education an update on communication to staff, students and families as updated restrictions were issued by the Public Health Office which are in effect November 19, 2020 to December 7, 2020. There have been 549 active COVID-19 exposures in schools which includes both students and staff in the Province. Eighty-one percent of these exposures are in 14 school districts, the majority of which are in the Lower Mainland. Twenty-eight school districts had 0 exposures, while 83% of provincial schools have had 0 cases. The data tells us that the protocols in place in schools are working. The School District continues to take its direction from the Provincial Health Office, BC Centre for Disease Control and WorkSafeBC.

5. EDUCATIONAL PRESENTATIONS

5.1 Catchment Review – Scott Stinson

Scott Stinson provided an update to the Board of Education on the Catchment Review.

115. MOVED Wendy Hobbs/Dianna Seaton

That the Board of Education of School District 62 (Sooke) convene a Committee of the Whole meeting on December 8, 2020 for the purpose of discussing the proposed catchment revisions and furthermore allow members of the public to address the Board through delegation requests with a maximum of 2 minutes to address the Board.

CARRIED

The following is a timeline of events:

- December 1 - Review of consultation information with Catchment Advisory Committee
- December 2 – Catchment review feedback presented to the Resources Committee
- December 8 – Committee of the Whole Meeting – Catchment Review – Community Input
- December 15 – Board decides on catchment lines based on input
- December – Public is informed on the revised catchment boundaries

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence:

a. Letter from Metchosin Museum Society – October 22, 2020

116. MOVED Dianna Seaton/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) receive the letter from Metchosin Museum Society and refer it to the Superintendent.

CARRIED

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

STA – Jennifer Anderson

Jennifer Anderson indicated according to a recent poll, 68% of STA members are feeling utterly exhausted/somewhat exhausted, and are looking forward to Winter Break. Further, she indicated that Winter Break won't provide much of a rest period for teachers, as she feels the break needs to be longer

in duration. In addition, she discussed remote learning for students as COVID-19 cases rise, and indicated that the District may lose enrollment in future years.

CUPE – Amber Leonard

Amber Leonard indicated that risk assessments continue at sites in the School District. CUPE 459 conducted a Pro D Day on November 20, 2020 in which members were able to attend webinars including: Crisis Development Model; and Balance and Burnout - Unplugging During Challenging Times.

PVP – Karen DeCicco

Karen DeCicco briefed the Board of Education on art installations at RBSS, increased attendance rates across the District, District wide storytelling, live streamed Remembrance Day assemblies and upcoming winter concerts, outdoor learning, the STA Pro D Day, and the return of sports across the District. Further, Karen DeCicco thanked education assistants, teachers, students and parents for continuing to collaborate and connect inside and outside of schools.

SPEAC – Cendra Beaton

Cendra Beaton was unable to attend the Board Meeting virtually; however, she did send a statement to be read by the Board Chair. She indicated that SPEAC is conducting PAC 101 learning sessions this month for parents interested in taking a leadership role in a PAC or DPAC.

Canadian Parents for French – Billie-Jo Cavanaugh

Billie- Jo Cavanaugh indicated that the Sooke Chapter of the Canadian Parents for French has not met since October, 2020; the next scheduled meeting will occur on December 16, 2020 at 6:30 p.m.

Students

No delegation.

7. FINANCE, FACILITIES AND SERVICES

7.1 Report on the Resources Committee – Meeting held on November 10, 2020

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

117. MOVED Bob Beckett/Allison Watson

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of November 10, 2020.

CARRIED

8. EDUCATION PROGRAM

8.1 Report on the Education Policy Committee – Meeting held on November 3, 2020

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

118. MOVED Bob Phillips/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) give “Notice of Motion” to draft a new Policy and Regulations “E-158 – Public Interest Disclosure – Whistleblower Protection”.

CARRIED

119. 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 November 3, 2020.

CARRIED

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

10.1 Victoria Family Court and Youth Justice Committee (VFCYJC) Report – Margot Swinburnson

Margot Swinburnson provided the Board of Education an update on the latest VFCYJC meeting and provided members with a copy of the Three-Year Strategic Plan.

10.2 EMCS Society Update

Bob Phillips provided the Board of Education an update on the EMCS Society. Highlights included: changes in the risk management insurance program; completion of the EMCS theatre seats project, completion of the Tale of the Whale project; and the decline of revenue due to COVID-19.

11. ADMINISTRATION

11.1 Superintendent’s Report – Scott Stinson

Scott Stinson provided an update to the Board of Education on the Jointly Convened Annual Meeting (important session), the November 20, 2020 Non-Instructional Day, District Remembrance Day Assemblies, Inclusive Education Services virtual professional learning opportunity with Shelley Moore, and Willway Elementary School’s new pathway.

12. PERSONNEL

13. UPCOMING EVENTS

BCSTA Academy - Renewed Focus Leading Through Crisis– November 26-27, 2020

14. FUTURE ITEMS

15. QUESTION PERIOD

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

16. ADJOURNMENT

The meeting was adjourned at 9:06 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer

Board Info Note

Public Board Meeting

December 15, 2020

Agenda Item: 5.3 – COVID-19 Health & Safety Update

Background:

Sooke Schools continue to be safe places for students and staff to learn and work. This is the result of a lot of hard work by all members of our school communities to adhere to our COVID-19 health and safety protocols.

While transmission rates in the province continue to be high, we are fortunate in the South Island to have few positive cases. This is not a reason for complacency, rather to maintain a focus on the strategies and practices that have helped this to be the case.

Current Context

As a result of continued changes to the public health orders issued by the Provincial Health Officer, Dr. Bonnie Henry, the district has also made adjustments to our practices and protocols. Those changes are as follows:

MASKS

- Continued reminders for staff to wear masks and maintain physical distance as much as possible.
- Elementary students (K-5) are not required to wear masks.
- Middle and Secondary students (6-12) are required to wear masks anytime they are outside of their learning group, e.g. high traffic areas such as hallways or when riding a school bus.

LEARNING GROUPS/COHORTS

- Clearly articulating that adults do not constitute a learning group or cohort. It is recommended by the Ministry of Education that staff, even those in the same learning group or cohort, continue to practice physical distancing wherever possible.
- Students within their learning groups or cohorts are not required to maintain physical distance, but are encouraged to avoid physical contact.

DAILY ACTIVE HEALTH CHECKS FOR STAFF

- As a result of recent orders set out by the Provincial Health Officer (PHO) and subsequently detailed by WorkSafe BC, ***all staff will be required to do an active daily health check and record that they have completed it***, prior to entering their workplace.

- The PHO's order requires the health check process to be "active", in that employees must confirm with their employer that they have reviewed the complete list of entry requirements and that none of the prohibited criteria apply to them.
- Employers are required to confirm that a health check was completed but should not be collecting any personal information about employees, including employee responses to health check questions.

SCHOOL ACCESS DURING WINTER BREAK

- During the Winter Break from December 19 to January 1 (inclusive) all schools will be closed to staff with the exception of custodial, board office and facilities employees.
- This closure period will allow our custodial teams to deep clean our schools and ensure that they are sanitized and ready for the return of staff and students on January 4. This will also allow our custodial staff some much needed time for vacation.
- Facilities staff will be deployed to complete projects that are best done when students are not in session.

Respectfully submitted,

Scott Stinson,
Superintendent of Schools/CEO

From: [Ravi Parmar](#)
To: [Kristina Ross](#)
Subject: FW: Build Seamless Child Care
Date: Wednesday, December 2, 2020 4:20:34 PM

Correspondence for Board meeting

From: Maggie Clark <maggie.c@live.ca>
Sent: Friday, November 27, 2020 1:22 PM
To: Ravi Parmar <rparmar@sd62.bc.ca>
Subject: Build Seamless Child Care

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.

Dear Ravi Parmar:

While families struggle to find child care, and the B.C. government works to expand the current system, a better solution has been left mostly unexplored: school districts directly providing early learning and care in existing elementary school facilities using the seamless day model.

This “seamless day” model extends the regular school day to integrate before- and after-school care with classroom learning by having teachers, early childhood educators and education assistants work as a team.

Public delivery by school boards ensures high-quality care and oversight within an existing governance structure, and resolves major stressors for parents. Benefits include:

- Improved accessibility and fewer transitions for kids;
- Enhanced, education-focused care;
- Coordinated care and learning before, during and after school;
- More secure and reliable child care in every community;
- New opportunities to recruit and retain high-quality education assistants and early childhood educators;
- Cost-effective delivery of high-quality child care spaces; and
- Increased investment in public schools.

Recent decisions by the B.C. government have given school districts the means and mandate to implement before- and after-school programs. With these changes, school districts can implement the seamless day from kindergarten through to grade two, after which the model can be expanded to learners in senior grades.

Given the benefits to families, kids and our schools, I am asking you to implement the seamless day model of before- and after-school early learning and care directly operated by our local school district.

Sincerely,
Maggie Clark
maggie.c@live.ca V9C 3T4

From: [Ravi Parmar](#)
To: [Kristina Ross](#)
Subject: Fwd: Build Seamless Child Care
Date: Thursday, December 3, 2020 9:58:14 AM

Correspondence

R

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

From: Dawn Johnstone <madawnjohnstone@gmail.com>
Sent: Thursday, December 3, 2020 8:53:11 AM
To: Ravi Parmar <rparmar@sd62.bc.ca>
Subject: Build Seamless Child Care

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.

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Sincerely,
Dawn Johnstone
madawnjohnstone@gmail.com V9b 3h4

From: [Ravi Parmar](#)
To: [Kristina Ross](#)
Subject: FW: Build Seamless Child Care
Date: Wednesday, December 2, 2020 4:20:58 PM

Correspondence for Board meeting

From: Amber Leonard <cupe459officer@gmail.com>
Sent: Friday, November 27, 2020 1:22 PM
To: Ravi Parmar <rparmar@sd62.bc.ca>
Subject: Build Seamless Child Care

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Dear Ravi Parmar:

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Sincerely,
Amber Leonard
cupe459officer@gmail.com V9Z 1G1

From: [Ravi Parmar](#)
To: [Kristina Ross](#)
Subject: FW: Build Seamless Child Care
Date: Wednesday, December 2, 2020 4:20:34 PM

Correspondence for Board meeting

From: Shelley Crowley <scrowley@sd62.bc.ca>
Sent: Friday, November 27, 2020 1:22 PM
To: Ravi Parmar <rparmar@sd62.bc.ca>
Subject: Build Seamless Child Care

Dear Ravi Parmar:

While families struggle to find child care, and the B.C. government works to expand the current system, a better solution has been left mostly unexplored: school districts directly providing early learning and care in existing elementary school facilities using the seamless day model.

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Sincerely,

Shelley Crowley
scrowley@sd62.bc.ca V9z 0v5

Kristina Ross

From: Harold Cull <hcull@sd62.bc.ca>
Sent: Tuesday, December 8, 2020 7:14 AM
To: Kristina Ross
Subject: FW: In Acknowledgment of Student Rights
Attachments: CCLR - ENGLISH DRAFT C FINAL.pdf; CCLR - FRENCH DRAFT C FINAL.pdf

From: Ravi Parmar <rparmar@sd62.bc.ca>
Sent: Monday, December 7, 2020 5:02 PM
To: Scott Stinson <sstinson@sd62.bc.ca>; Harold Cull <hcull@sd62.bc.ca>; Sue Grundy <scgrundy@sd62.bc.ca>
Subject: Fwd: In Acknowledgment of Student Rights

FYI. Board Correspondence?

R

Ravi Parmar
Chair, SD62 Board of Education

Begin forwarded message:

From: Nicole Vishkin <nicole.vishkin@fcss-fesc.ca>
Date: December 7, 2020 at 5:02:04 AM PST
To: Ravi Parmar <rparmar@sd62.bc.ca>
Subject: In Acknowledgment of Student Rights

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.

Dear Mr. Parmar,

I hope you are doing well and staying safe in these unprecedented times.

My name is Nicole and I am an executive member of the Federation of Canadian Secondary Students / Fédération des élèves du secondaire au Canada (FCSS-FESC), an entirely non-partisan youth-led charity that strives to advocate and provide development opportunities for students in secondary schools and CÉGEPs across Canada. Over the last four years, we have developed the Canadian Charter of Learner's Rights (CCLR), formerly the Student Bill of Rights (SBOR), as a way to enhance student rights. The CCLR is a transformative policy document and outlines important rights that serve the distinct needs of students all across Canada.

The current version of the Charter has been developed in consultation with representatives of the *Ontario Ministry of Education* and diverse groups of stakeholders, including the *Congress of Aboriginal Peoples*, the *Saskatchewan Advocate for Children and Youth*, and the *Ontario Student Trustees' Association*. We believe that, with your help, we can amplify the importance of the Charter and its adoption by educational stakeholders, ultimately ensuring that it can be used to satisfy the diverse rights and needs of Canadian students.

The FCSS-FESC strives to secure guaranteed access for students to the rights outlined in the Charter. This can be made possible once it is recognized as an authoritative and referential document in schools and communities across the country. Your support would help us bring the CCLR to the next level by mandating advocacy for the five essential rights that we believe all Canadian students should have: fundamental rights, accessibility rights, equality rights, fair standards, and utility rights.

We know that School District #062 aims to effectively support their students' needs, particularly amidst the changing social landscape of the past year. By adopting the Charter within your school board, students would have easy access to a document that informs them of their rights and encourages them to ask for accommodation. We want to reinforce an environment where they can be empowered and supported to become the leaders and changemakers of tomorrow.

We have attached a copy of the Canadian Charter of Learners' Rights, and we hope that you will take the time to read the document over. We believe it has incredible potential to provide substantial benefits to students in your board and across Canada, and we would love to have the opportunity to present the document to your Board of Trustees and further discuss a path forward to make its adoption a reality.

Sincerely,

--



NICOLE VISHKIN (she/her/elle)
CCLR Program Coordinator / Coordinatrice de la CCDA

FCSS-FESC
nicole.vishkin@fcss-fesc.ca / +1 (289) 408-8600

I speak / Je parle: English



FCSS-FESC is a business name used by the Federation of Canadian Secondary Students.

FCSS-FESC est un nom commercial utilisé par la Fédération des élèves du secondaire au Canada.

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CANADIAN CHARTER OF LEARNERS' RIGHTS

FOR PUBLIC CONSULTATION

FEDERATION OF CANADIAN SECONDARY STUDENTS / FÉDÉRATION DES ÉLÈVES DU
SECONDAIRE AU CANADA



FCSS
FESC



CANADIAN CHARTER OF
LEARNERS' RIGHTS

FOREWORD

The Federation of Canadian Secondary Students / La Fédération des élèves du secondaire au Canada recognizes and supports students' universal right to equal, satisfactory, and relevant education. Moreover, it is our belief that students are intelligent and autonomous individuals who have a right to transparency and active participation in determining the course of their education.

The education that students receive is only valued insofar as it brings value to their personal development, aids their transition to becoming a productive member of society, and provides them with the necessary skills to be successful in life. In this document, we seek to identify specific criteria to bring utility to the education that students receive. As modern society becomes increasingly complex, it is crucial that education provides relevant skills for students.

Given that education is delivered through different systems and a multitude of educators in different regions, this charter has been written to establish common ground for all students across Canada. With regards to academic evaluations, teaching standards, treatment of students, and students' rights to look for resolution when faced with conflict, this charter creates a standard set of criteria without which education will remain fundamentally unequal without common standards.

Finally, a student's ability to reap the benefits of education involves the removal of arbitrary barriers and the creation of a positive learning environment. We therefore believe the right to such an environment to be as essential as the right to education itself and seek for this charter to codify that right to be consistent across the country.

ACKNOWLEDGEMENTS

The Federation of Canadian Secondary Students / La Fédération des élèves du secondaire au Canada (FCSS-FESC) extends its appreciation to the members of the Standing Committee on Student Rights for their dedication to authoring and revising this charter. They are:

REVISIONS MADE IN 2018-2019 UNDER THE GUIDANCE OF:

MATTHEW LING

DYLEX SUAN

REVISIONS MADE IN 2019-2020 UNDER THE GUIDANCE OF:

COMMITTEE CO-CHAIRS

BAHIR ALI LATIF

SAIKA PACOULOUTE

MEMBERS

NABEEHA ANWAR

SOPHIE DENG

YOUSIF MOHAMED

BRIANA PACOULOUTE

BRUCE YU

VIVIAN ZHI

The FCSS-FESC also recognizes the contributions of Matthew Ling, who served as Chief Operations Officer in the 2019-2020 year, in supervising the Charter's production. Sincere thanks are also extended to Eleanor Park, who served as Executive Director for the FCSS-FESC.

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ARTICLE I

FUNDAMENTAL RIGHTS

- I. Acknowledging that the core purpose of education is:
 - A. to provide students with the necessary abilities, skills, knowledge, and resources in order to advance their personal goals and development;
 - B. to prepare students to meet and overcome the challenges of the diverse, ever-changing, and interconnected world in which they live;
 - C. to give students the ability to pursue their desires, ambitions, and goals, during and after graduating from formal education.

- II. Therefore, the education system can be expected to provide students with:
 - A. a safe and comfortable environment which fosters their capacity to learn;
 - B. the ability and freedom to pursue their passions;
 - C. the opportunity to be engaged at an appropriate level of challenge;
 - D. the necessary skills to be a contributing member in society.

- III. Students are encouraged to uphold their responsibility in determining their education:
 - A. by choosing their own courses and extracurricular activities;
 - B. by means of involvement with the institutions that govern education.

ARTICLE II

ACCESSIBILITY RIGHTS

- I. Recognizing that all students have the right to a quality education, an obligation exists that school administrators make education attainable and possible for everyone, regardless of geographic, physical, intellectual, and/or financial barriers.
- II. Every student has the right to a curriculum that is accessible and in accordance with their personal abilities.
- III. Educational institutions can be expected to:
 - A. provide a variety of methods using which a student can understand the concepts and information being taught;
 - B. provide resources necessary for the students to do so.
- IV. Students should be able to pursue courses corresponding to their personal interests and access specialty programs that better address their individual academic needs.
 - A. This clause above does not apply to compulsory courses for the secondary school diploma.
- V. Consistent with their ability to learn, students shall have the right to access and use technology to assist with their education when necessary, provided that students are not distracted and are using it in an appropriate manner.
- VI. Every student has the right to request an assessment for an Individual Education Plan (IEP). This will allow students to receive the necessary accommodations needed to facilitate their method of learning, which is essential for their success in education.
- VII. The ability for students to access the standard of education as determined by Ministry expectations shall not be limited by:
 - A. financial considerations;
 - B. limited access to transportation;
 - C. physical, emotional, or mental health;
 - D. language, cultural, religious or social barriers;
 - E. matters beyond their personal control.
- VIII. Every student has the right to establish, run, or apply for student organizations, clubs, and teams and be provided with the necessary logistical support and resources to enable them to do so.

- IX. Every student has the right to take a day of absence from a single period or all classes due to stress or other issues related to their psychological and/or emotional well being.
 - A. For the first three occurrences students request a mental health day in a school year, a parent/guardian should provide the school with a note or phone call indicating the reason of absence; however, if the time period is greater than three days, an official doctor's note should be required, authorizing their absence due to a mental-health related issue that a medical professional is aware of.
 - i. The school office should be notified at least 2 days in advance before a student can take a mental health day. Special exceptions can be made for students demonstrating an insurmountable need for time off, at the discretion of the school office.
 - B. If a student requests a mental health day on the day of an evaluation or an assessment, an official doctor's note is required. If this is not met, the teacher's discretion and decision can be used for the consequence of the absence of a note.

- X. Every student has the right to seek and receive additional support including:
 - A. regular access to licensed and trained guidance counselors, special education resource staff, and administrative staff;
 - B. additional support in school-related issues from teachers when necessary;
 - C. special accommodations based on the student's individual needs as defined by their Individual Education Plan (IEP).

ARTICLE III

EQUALITY RIGHTS

- I. Every student has the right to learn in a diverse and inclusive environment that is respectful and welcoming of all individuals and does not discriminate against any student(s) because of their personal identity.
- II. The gender identity of every student is to be respected; thus students have the right:
 - A. to be identified by their preferred pronouns;
 - B. to enrol in courses as the gender they identify as.
- III. The religion and/or culture of every student is respected; thus, students have the right:
 - A. to receive accommodations for religious/cultural practices;
 - B. to freely express their religion and bear its sacred artifacts in compliance with legal and school policies that provide for this;
 - C. to be absent from school for religious holy days without academic penalty;
 - D. to be given access, if requested, to rooms for prayer and privacy while given adequate supervision.
- IV. Every student has the right to fair and equal treatment from teachers, staff, and advisors in their educational institution; any perceived or existing bias should be strictly prohibited and can be challenged by students, who shall be given due process.
- V. Every student has the right to be free from any abuse, harassment, or mistreatment from students and staff, which is essential to the maintenance of a safe and comfortable learning environment for education.
- VI. Students who feel that they have been mistreated within the school environment has the right:
 - A. to file complaints against staff or students in confidence;
 - B. to have these complaints investigated to a reasonable extent;
 - C. to seek a solution for their mistreatment;
 - D. to request further action should mistreatment continue.
- VII. Students have the right to express their identity through:
 - A. their individual choice of clothing and attire, provided that they do not explicitly or implicitly offend people of different cultures or religions, regardless if there was an intention to do so or not;
 - B. matters of thought, speech, and action, while upholding their responsibility to not infringe upon the rights and freedoms of other students.

ARTICLE IV

FAIR STANDARDS

- I. Every student has the right to be held to clear and concrete standards that should be applied to determine a student's grade.
 - A. These standards are to apply to all students equally, while recognizing accommodations for special circumstances;
 - B. Students are expected to be made reasonably aware of these standards.
- II. Students should be marked fairly and reasonably on such evaluations, including, but not limited to, tests, in-class assignments and exams. Students taking the same course should be evaluated using the same criteria, and any errors or mistakes made while assessing the above should be corrected.
- III. Students should be assessed on a number of different occasions throughout a semester or school year, and students' grades and learning skills levels should reflect their cumulative effort over the entirety of the course.
 - A. For the purposes of specialty programs, final coursework may be seen to reflect the student's cumulative effort.
- IV. Grading of assignments should be consistent between teachers, departments, schools, school boards, and regions within a province.
 - A. Where current standards consistently fail to obtain consistent results, provincial legislation is to require the use of new standards;
 - B. Students in private schools and public, French public, Catholic, and French Catholic school boards working towards the same secondary school diploma should be held to the same standards of grading.
- V. Assessments should reflect the material taught in class, and students are to be given ample opportunity to prepare the prerequisite knowledge and skills relevant to the assessment.
 - A. When an assessment reflects content not taught in class, parts or all of that assignment are to be unweighted.
- VI. Teachers can be expected to give students the opportunity to practice for assignments including quizzes, homework, and smaller assignments for students to be considered adequately prepared for larger assessments.
- VII. Every student has the right to know their current mark in a course, and may request to do so at any point during the course within a reasonable time period.

- VIII. Every student has the right to appeal the results of assessments to officials, including to teachers, department heads, and administration, on the following grounds to be considered:
- A. the terms of the assessment itself were sufficiently unclear to prevent the student from understanding the expectations;
 - B. the grading of the assessment was not consistent with the fair standards provided, and adhered to by other teachers;
 - C. the assessment required the student to engage with course material which was inadequately discussed or practiced in the course;
 - D. the student filed a reasonable request for an accommodation which was not considered;
 - E. an adequate amount of time was not given to properly prepare for or complete the assessment;
 - F. the student was the subject of bias or discrimination.
- IX. When assessed, all students have the right to:
- A. the necessary accommodations to allow them to complete the assigned task to the best of their ability;
 - B. the opportunity to be re-evaluated if there were extenuating circumstances surrounding the assignment;
 - C. reasonable time to complete the assignment to the best of their ability.

ARTICLE V

UTILITY RIGHTS

- I. Recognizing that education should provide students with useful, applicable, and essential skills to enable them to participate actively in their society and to pursue their desired goals and career paths, the curriculum offered is of vital importance.
- II. Students have the right to all necessary skills and prerequisites:
 - A. proficiency in English, French, or the primary language offered in the school, to the highest degree possible;
 - B. ease in the techniques of fundamental mathematics;
 - C. knowledge of the major events of national and international human history, as well as contemporary issues, especially in regards to First Nations, Métis and Inuit issues;
 - D. understanding of the three major natural sciences;
 - E. experience with the visual arts, drama, dance, and music;
 - F. involvement in physical activity and health education;
 - G. and not to be deprived thereof for any outstanding reasons.
- III. Students should be educated on knowledge in all subjects based on the most accurate and recent curricula where such curricula is consistently revised.
- IV. Students have the right to an understanding of both official languages of Canada, as this is a requirement for economic opportunities and engagement with the citizens of the nation. This includes:
 - A. familiarity with the grammatical conventions of both English and French;
 - B. sufficient education to enable students to converse in both English and French;
 - C. sufficient proficiency to read and write in both English and French, where at least one language is to be measured by the ability to pass a standardized provincial literacy evaluation or an equivalent assessment or course.
- V. Students have the right to a basic knowledge of finances, which have a profound impact in their current life. Basic knowledge is defined as:
 - A. understanding of major financial instruments, including lines of credit, mortgages, RRSPs, TFSAs, credit cards, bank accounts, and investments;
 - B. basic understanding of individual tax policy, including tax deductions and rebates, special tax rates, legal types of business entities etc;
 - C. recognition of the various roles of business, governments, credit lenders, politicians, and shareholders;
 - D. awareness of government benefit programs including but not limited to healthcare, education, pension, and welfare.

- VI. Students have the right to knowledge pertinent to their personal field of study and to a diverse curriculum which enables them to choose from a broad range of academic disciplines which are of interest to them.

- VII. Students have the right to a thorough understanding of political and civil society, including the major social institutions:
 - A. knowledge of government and bureaucratic institutions and their functions and powers;
 - B. understanding of civic responsibility, elections, the major political parties of the country, and the powers of politicians;
 - C. recognition of the importance of charitable foundations and non-governmental organizations;
 - D. comprehension of the role of major businesses and their effects on society.

- VIII. Schools should provide courses relating to the major fields of the modern age:
 - A. Arts and Languages;
 - B. Business;
 - C. Civics and Careers;
 - D. Computer Sciences and Communications Technology;
 - E. Health and Physical Education;
 - F. History and Law;
 - G. Native Studies;
 - H. Sciences and Mathematics;
 - I. Social Sciences and Humanities;
 - J. Technological Studies.

- IX. Every publicly-funded school board should provide students with the opportunity to access and receive education at the workplace, college, university to enable full student engagement in their education.

- X. Students have the right to petition their school board and provincial ministry to demand changes to their curriculum, learning expectations, or the availability of programs.

- XI. Encouraging students to pursue appropriate personal ambitions should be the primary objective of education. Therefore, all students, upon entering secondary school, have the right to the following:
 - A. information concerning their post-secondary options, including formal and informal education and work opportunities;
 - B. knowledge of university and college acceptance requirements;
 - C. familiarity with scholarships, government student loans, non-government student loans, bursaries, and the criteria to be eligible;
 - D. exposure to out-of-province educational opportunities.

December 3, 2020

Ministry of Attorney General
PO Box 9044 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Honourable Minister Eby,

The Victoria Family Court and Youth Justice Committee has existed since the 1960's and was designated as the Youth Justice Committee in the 1980's, representing the Community for the Youth Detention Centre here in Victoria up until youth containment moved from Vancouver Island to the mainland's two Detention Centres.

We are charged with knowing what the circumstances are for youth and families in the Capital Regional District who may be involved with the justice system. Our Survey of youth in Containment here in Victoria led to our advocacy for increased Youth Mental Health Services at the UBCM since 2003, when we observed that 80% of youth in custody had a primary or secondary diagnosis of a mental health disorder complicating their lives.

In 2013, we undertook a project with a practicum student from the University of Victoria who described the Court System he observed:

"I've seen about 180 cases, some only lasting a minute or two. At the beginning of this volunteer placement, I couldn't fathom how these decisions were being made at such a fast pace"... "Behind each case and decision, a child's life and future is determined." ... "it was shocking how little support the parents showed for their children. Out of the 180 cases I observed, only 56 had parents present, 30% of total cases. Even more surprising was the fact that only 4 cases had children present."

Our Committee has participated in 'Gang Reduction through Informed Practice' put on by Safer Schools Together, BC Police and Gang Specialists and notes the potential connection between financial needs, pride or shame, and loss of social connections (possibly connected to Family Court involvement) and the increasing prevalence of Gangs as a means of achieving a financial or personal image of 'success'. We recognize the challenges for Families and youth involved in the Court system and the predictable 'negative impacts' that follow. Youth and families lose 'protective factors' such as community connections, financial stability, or neighbourhood associations. It will likely be **easier to keep the protective factors children, youth and families already have rather than trying to acquire new** protective factors after a family break down.

Your Ministry announced new family court rules would be effective in May, 2021 with the aim to "increase access to justice in Family Court Issues" with "Modernized court procedures including electronic communications, enabling electronic filing and giving judges more flexibility in determining the best use of court time and focus on early resolution in the best interest of children and families". While the Victoria Family Court and Youth Justice Committee applauds these changes, they are long overdue and **there remains a large backlog in the Court System which needs to be addressed in order for these changes to be effective in reducing the cumulative negative impacts of Family Court systems on families and**

youth. More resources will need to be employed to effect these changes and address the backlog.

Your acknowledgement of Children's Rights is appreciated. Supportive systems and guiding documents that outline those rights for all participants will be needed to ensure that consideration of Children's Rights becomes the default for all participants.

While we applaud efforts to reduce the harm caused by an overwhelmingly busy and complex Court System, we are also concerned that the potential for undue influence increases where electronic communications may be used. Screening for Family Violence must come with special expertise because of the potential negative impacts of any such designation on children and their very important support system – the family. Strong Families are crucial and extra supports will be needed.

We recognize that change is difficult and may create confusion and delays in a system already challenged by volume and capacity in a world scrambling to stay safe from Covid-19. Additional capacity will be necessary to address the long-standing backlog as you work to improve Court services for children and families and additional capacity would reduce the harm caused by the very long waits for Court services to address maintenance, custody and access issues.

Our members include family lawyers and counsellors and we have reviewed your plan and would like you to consider:

- potential marginalization of those without access to electronic communication
- providing access to technology for remote areas or those areas without good public transit or good internet availability
- additional access to social workers or counsellors for families navigating the 'new system'
- mitigating the impacts of the Court not seeing body language or facial expressions with remote access technology (such as Zoom, Google Meet, etc.)
- safeguards to ensure testimony is free from undue influence, threats or violence (repeat check ins, or additional check ins)
- programming to reduce the financial and emotional impact on children
- mitigating community and social connection loss for children and families with parents or children in custody in a more distant community (keep community connections intact)

Yours truly,



Cynthia Day
Chair, Victoria Family Court and Youth Justice Committee
Colwood City Councillor

Cc: CRD Municipalities and School Districts

Kristina Ross

From: Ravi Parmar <rparmar@sd62.bc.ca>
Sent: Friday, December 11, 2020 9:47 AM
To: Scott Stinson; Harold Cull; Kristina Ross
Subject: Fwd: Proposal to Move French Immersion from Belmont to Royal Bay
Attachments: Trustees.docx; Consortium Models of Education.docx

Correspondence.

R

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

From: Emma <echalifo@gmail.com>
Sent: Friday, December 11, 2020 9:41:28 AM
To: Trustees <Trustees@sd62.bc.ca>
Subject: re: Proposal to Move French Immersion from Belmont to Royal Bay

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.

Dear SD62 Trustees,

Following our meeting on Tuesday, I heard from several students and families regarding their concerns about the proposed move of French Immersion. Attached are two documents, the one entitled 'Trustees' is a summary of the main concerns I have heard, the second explains my understanding of a consortium model of education.

Given the current difficulties associated with the COVID-19 pandemic, I would like to request that the proposed transition start date of September 2021 be delayed to allow for further consultation and perhaps even in-person dialogue,

Thank you,

Emma Chalifour.

December 10th, 2020

Dear Trustees,

Thank you for the opportunity to share one of my concerns with you on Tuesday. Since that meeting, I have heard from several students and families who share similar concerns as mine. It seems that consideration of the following areas is needed:

1. **Extend consultation period to fully engage in discussions with students and families:** Starting a conversation in mid-October and ending it less than two months later has led to many students and families feeling ‘unheard.’ My child in grade 10 has had no opportunity to participate in a decision that will impact his education. Similarly, my child in grade 8 did have an information session at school, but reported that ‘they told us what they are going to do, and we didn’t know how to respectfully tell them how we felt about it.’

Furthermore, some families who may be impacted may not even know about the proposal e.g. I understand that several students from Sooke attend French Immersion (FI) at Belmont because of the academies offered. Since Belmont is on a BC Transit commuter route to downtown Victoria, this option seems to be working well. Royal Bay is not so easily accessed via transit and so this option may not be possible in future years. Have students and families at Journey Middle School been included in the consultation process? What about teachers in the French and English stream?

2. **Recognition of the Impact of COVID-19:** Moving ahead with the proposal during the COVID-19 pandemic is problematic. First, remote consultations can not replace in-person dialogue. Second, the proposed change is significantly adding to the stress and multiple losses many students and families are experiencing. In recognition of the difficulties people are facing, a request to reconsider the September 2021 transition is strongly requested.

If we can move to a 1/8th model of education, I believe we can find a way to accommodate 30 additional students at Belmont for an additional year.¹ Delaying the move will allow for a more adequate process of consultation. In addition to being able to include some in-person consultations, I believe that extending the timelines would allow for a re-imagining of high school education within SD62. Given the rapid growth of the school district, the growing interest in FI, and the enthusiasm for academies I believe that it is time to consider alternative models of education that are flexible and adaptable to the changing needs of our community (I alluded to these ideas in my question about consortium models on Tuesday – more about consortium models in a separate document).

¹ It is my understanding that Belmont has space for 60 grade 9 students to enter FI in September 2021. Therefore, we need to accommodate 30 additional students. Given the pandemic, we may have fewer international students than previous years, which may create capacity for the addition FI students. Alternatively, perhaps consider moving International Students to Royal Bay, even though they are spread over multiple grades, this would lessen the overall overcrowding of Belmont.

Moving FI feels like a temporary solution, which may significantly impact many children's education as well as the FI program as a whole.

3. **Collect Data Regarding the Intentions of Current Grade 8s:** In any given year, several students decide to drop out of FI as they transition to high school. I am told that this is often around 10%. If the proposal goes ahead, additional families may decide to drop out of FI. Would it be wise to survey families to find out how the proposal might impact student numbers? If students choose to drop out of FI in preference of attending their community high school the issues of overcrowding may not be resolved.
4. **Confusing Timelines:** In an email from SD62 on October 18th I was told: "*as you are aware the need to change catchment lines is two years away, so we have lots of time for discussion and sharing ideas.*" The report provided to parents identified September 2022 as the start time for the new catchment boundaries. The information about September 2021 was only clear on close reading and many families did not realize that the proposal would impact children currently in grade 8. I feel that this could have been communicated more clearly. I was repeatedly told that the transition of grade 8 students to Royal Bay in 2021 was different from new catchment boundaries; however, the impact on students and families is the same even if we call it something different.
5. **Failure to Address Questions:** In October, I asked specific questions about how the integrity of the French Immersion program would be maintained as it is transitioned from one high school to another. I have yet to receive adequate answers to these questions. I have approached the French Immersion teachers at Belmont to try to find out how the program will be staffed, and nobody has been able to answer my questions. Who is going to teach French Immersion at Royal Bay? How will you ensure that each program has adequate resources? How will current Belmont FI students be impacted as members of a program that is being phased out? What will it be like to attend Royal Bay as the only cohort of FI students?
6. **Consideration of how the proposal will impact Belmont as a whole:** As a parent, I have repeatedly heard Belmont described as 'the tough' school and Royal Bay as the 'softer option.' I find descriptions like these very sad. Although I resist the notion of this overly simplistic binary, I acknowledge that Belmont does have many students for whom school is a struggle, perhaps more than Royal Bay. While FI students also have their struggles, they are often focused and engaged learners. Has the impact of moving FI out of Belmont been fully considered? Will this lead to further establishing Royal Bay as the 'nicer' school? What might this mean for Belmont? How will the loss of FI impact English programming e.g. I am told that the grade 9 band is 50% FI students – what will the band program look like in September 2021 if FI is moved?
7. **The impact of separating siblings:** Although siblings often spend at least some of their schooling in different locations, parents relish the years when they are together.

Currently, I have one child at John Stubbs and one at Belmont; however, conversations often revolve around common experiences of John Stubbs or the future anticipation of being together at Belmont. The value of shared experience should not be underestimated. I appreciated Trustee Allison Watson's question about siblings and found the quick dismissal of this issue lacked the consideration I felt that it warranted. I believe this impacts more than 'a couple of children.' Even though we cannot always avoid the less than desirable impacts associated with change, I believe we can listen in a way that leaves those affected feeling heard.

8. **The value of extra-curricular activities and independence:** My children, and their friends, have told me that being able to walk or bike to school, as well as participate in academics and extra-curricular activities, are the main factors influencing where they want to go to school. My eldest has told me that high school is fine, as long as you have your community. At a minimum, he is at school several mornings a week by 7 am to participate in senior band, drumline, and ensembles. As a one-car family, we strategically chose to live close to Belmont, and within walking distance of shops and amenities, so that our children could enjoy increasing independence as they grew up. The proposal will force us, and families like us, to choose between FI, independence, and extra-curricular participation.

While I appreciate the complexity of balancing school populations and understand that the catchment review committee has done considerable work to create their proposal, I believe that the process of consultation is not yet complete and may not have considered all perspectives and alternative options.

Thank you for considering my concerns,

Emma.

Re: Suggestions for Balancing the Student Enrollment at Belmont and Royal Bay High Schools

As a parent of two French Immersion (FI) students in SD62, I am aware of the challenges associated with the rapid growth of our region. Additionally, I am thankful and proud of the range of opportunities afforded to students in the form of academies and extra-curricular activities. Given that new construction seems to be happening all around us, and that students are increasingly keen to participate in a wide range of activities, it seems that the current model of high school education might need to evolve into something that is more flexible. Rather than having to reconfigure catchment boundaries again in 5-10 years' time, would it be worth considering whether there is a more adaptable approach to high school?

While I will offer one alternative model as a starting point, it is my belief that the issue of overcrowding at Belmont presents an exciting opportunity to engage in collaborations and 'think-tanks' with students, staff, and community stakeholders to hear how they might re-envision high school. I offer this suggestion not as the answer, but rather as a stimulus to think outside of the 'high school box.'

I was born, raised, and educated in England. The area where I lived underwent rapid growth resulting in two overcrowded high schools and one with a falling enrollment. Additionally, education was just beginning to include more specialized classes and opportunities. In response, our region moved to a consortium model of high school education. Students were enrolled at one of the three high schools (I believe this was based on a student's postal code). The school of enrollment was considered your 'home' school, but you were free to register in classes offered in any of the three consortium schools. Specialized classes were offered at one location, while core courses were offered at all sites. Only students who lived too far to walk or ride a bike to school were bused to their enrollment school. The timetable was reconfigured so that classes were for the whole morning or afternoon and a shuttle bus provided transportation between the three schools in the morning, at lunchtime, and at the end of the afternoon. Since core classes, like math or English, were taught at all three locations some student rarely left their enrollment school, while others enjoyed a little of what all three locations had to offer. Occasionally, the teacher would move rather than the students. Would some variation of a consortium model meet the complex needs SD62 students?

A quick scan of education research databases revealed that consortium models are more common in Europe; however, they are beginning to emerge in Canada often described as dual-

campus models. Mombourquette (2013) described how a Calgary high school moved toward a multicampus model as a solution to overcrowding. The move was described as “radical” and one that required thinking “beyond the box” (p. 4). The goal was to provide flexible, achievable programming options to students. Despite some ‘glitches’ early on, the move was viewed as successful as both teachers and students expressed a greater degree of satisfaction with the range of courses offered, increased student engagement, a lower drop-out rate, and increased teacher efficacy (Mombourquette, 2013). It is important to note that involvement of staff and students in the planning and designing of the multicampus model was considered a crucial factor in its success. A more fulsome literature review might reveal some useful insights for SD62.

A version of a consortium model might be worth considering for SD62. We have already seen that a radical shift in scheduling is possible. Transportation might be an issue, but shuttling students between campuses for specialized classes might be more fiscally prudent than the daily bussing of students in walking distance of a high school to one a considerable distance away. In terms of French Immersion, students might attend the school closest to where they live and would only need transportation for French classes. Likewise, academy students might attend their ‘home’ school for some classes and their ‘academy’ school for others. A phased approach towards a consortium model might also be possible. It seems at least worthy of considering.

Mombourquette, C. P. (2013). Dual Campus High School: A Study to Determine the Impact of a Multicampus High School on Student Engagement, Student Success, and Faculty Efficacy. *SAGE Open*, 3(2), 215824401348473.
<https://doi.org/10.1177/2158244013484731>

Public Notice – Resources Committee Online Public Meeting

A public meeting of the Resources Committee for School District 62 (Sooke) **will be held on December 2, 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.

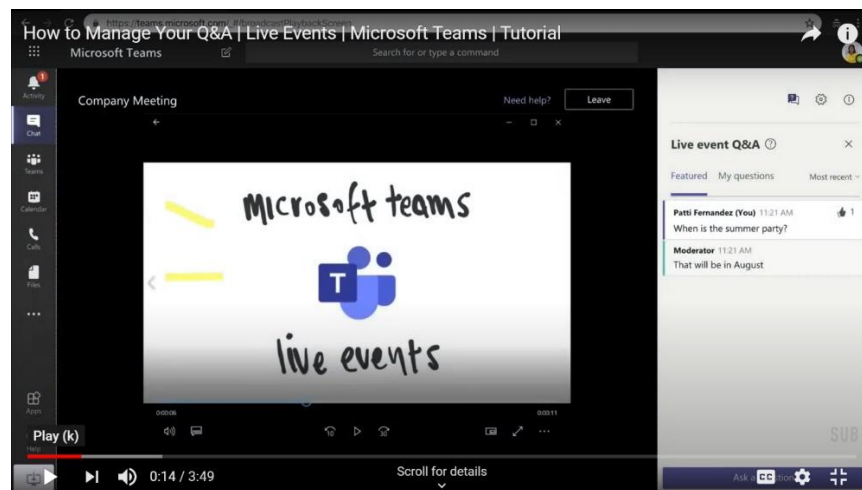
To participate in the meeting please click on this link:

<https://jump.sd62.bc.ca/httpsjumpsd62bccResourcesCommitteeMeeting-December-2>

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

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

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



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

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



RESOURCES COMMITTEE
School Board Office
Via MS Teams
December 2, 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, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuuchahnulth. (words gifted by the three nations SD62 works with)

2. REPORT (page 3)

3. PRESENTATIONS (10 min.)

4. NEW BUSINESS

- 4.1 Catchment Review – Scott Stinson (page 5)
- 4.2 International & Westshore Fees – Scott Stinson (page 8)
- 4.3 Risk Management Review Mitigation Strategies – Harold Cull (page 10)
- 4.4 Transportation Policy and Regulations Review – Harold Cull (page 13)

5. ADJOURNMENT

6. NEXT MEETING DATE: January 12, 2021



Committee Report of Resources Committee Meeting via MS Teams November 10, 2020

Present: Bob Beckett, Trustee (Committee Chair)
 Wendy Hobbs, Trustee (Committee Member)
 Allison Watson, Trustee (Committee Member)
 Krista Leakey, SPVPA
 Amanda Dowhy, SPEAC
 Ed Berlando, STA
 Bruce Woodcock, CUPE
 Harold Cull, Secretary Treasurer
 Nicole Gestwa, IT

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 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 October 13, 2020 Resources Committee Meeting was reviewed by the committee members.

3. PRESENTATIONS

There were no presentations.

4. NEW BUSINESS

4.1 Risk Management Plan Review – Harold Cull

Staff provided a two-step process to the Committee in which the Enterprise wide Risk Management (ERM) Plan will be reviewed. A review of the list of risks was started at the meeting and any additional comments/feedbacks are to be provided to staff by November 27th. Once the list of risks is complete, the Committee will review the applicable mitigation strategies to ensure the risks are managed to a tolerable level.

4.2 20/21 Quarter 1 Financial Forecast – Harold Cull

Staff provided an update to the Committee on the position of the current school/fiscal year. As there are a significant number of outstanding items to be estimated, the forecast will continue to revised after quarter two and three. Quarter two will take place in February, a larger number of variables will be known at this time and access to reserve may be necessary.

4.3 Transportation Model Feedback and Proposed Changes – Harold Cull

Staff have reviewed the transportation model, and received feedback from the community. Staff have requested comments from the Committee on the following items:

- Implementation of an administrative fee;
- Create a defined registration period;
- Service to catchment schools only;
- Removing walk limits.

Discussion centered around the safety fee, and what safety protocols it would be used for. Furthermore, the Committee requested staff to look at other options to dissuade ghost riders other than charging a fee. Staff indicated that they will bring survey results from other Districts to the Education-Policy Committee for information.

SPEAC supports a Town Hall 2-3 weeks prior to the changes to the Transportation Model. They would like to include a video on how the system works in addition to a FAQ section.

Recommended Motion for the Board of Education:

“That the Board of Education of School District 62 (Sooke) direct staff to prepare draft revisions to Board Policy and Regulation F-100 for review and consideration by the Education-Policy Committee at their December 2, 2020 meeting”.

After subsequent discussion following the meeting, it was determined that the above recommended motion will not be required in order for staff to bring revised policy and regulation drafts to the Education-Policy Committee.

5. ADJOURNMENT AND NEXT MEETING DATE: December 8, 2020

Committee Information Note Resource Committee Meeting December 2, 2020

Agenda Item 4.1 Catchment Review Recommendations

Background

- In recent months, district staff have been seeking input from the public to proposed catchment and program changes to redistribute the student population to make more efficient use of district facilities.
 - Catchment changes are required due to two new schools being built in response to the rapid enrolment growing in the district.
 - Program changes have been proposed to reduce over-crowding in classrooms and lower the number of students learning in portables.
- This information note shares the Consultation Group's recommended options that emerged from analysis of the catchment review feedback.
 - The consultation process included:
 - Boundary changes to Ruth King, David Cameron, Colwood, Willway and Happy Valley;
 - Pexsisen's catchment will consist of addresses previously considered part of Happy Valley, David Cameron and Willway catchments;
 - Ruth King students who live south of Goldstream and East of Peatt will attend David Cameron;
 - Colwood students who live north of the Island Highway will attend David Cameron;
 - Aligning John Stubbs and Dunsmuir middle schools to Royal Bay and Centre Mountain Lellum and Spencer to Belmont Secondary;
 - This would require relocating the Belmont Zone French Immersion program from Belmont to Royal Bay.
 - Boundary changes to Crystal View, which would see Belmont Park families attending Colwood as part of their revised catchment boundary;
 - Consider relocating the District French Immersion program from Millstream to Crystal View.

Current Context

- We consulted with our community regarding the proposed catchment changes by providing various opportunities for feedback, including: thoughtexchange, Townhall, Catch 62 email, PAC meetings and staff meetings.
- Input received included:
 - The proposed catchment boundary changes are acceptable to most parents, especially if the grandparenting of siblings is applied.
 - This is especially relevant for the Belmont Park families. Many families indicated that they would likely request to stay at Crystal View which would result in the school being over

- capacity if French Immersion were also to move. This would require a further decision about whether grandparenting could be allowed for Belmont Park families.
- The proposed move of the elementary French Immersion program from Millstream to Crystal View raised the largest number of concerns, specifically from those parents with children currently in that program.
 - The majority of students in the program (71%) live on the north side of the highway and would no longer be able to walk to their neighborhood school. The move would have implications to the school district to provide transportation to Crystal View.
 - Currently 45% of the students in the French Immersion program at Millstream walk or bike to school.
 - Some families indicated that they may withdraw their child from French Immersion, resulting in the French Immersion program losing students. The consultation findings suggest that approximately 20% (84 out of 146) of students would prefer to remain at Millstream in the English program rather than moving to Crystal View to continue the French Immersion program. The decision to stay within their community prevailed over staying in the program for those families.
- A minority (8 emails sent from parents/students out of the population of 99 students) of secondary French Immersion families had concerns relating to academy, siblings and specific extracurricular needs.
 - A few current Grade 8 students were concerned about transportation to Royal Bay.
- Future Considerations:
 - There should be awareness of the impact on the following with regards to this work:
 - Districts capacity for change is limited with regards to resources.
 - Transportation- there may be a financial and resource impact on:
 - busing students to Royal Bay.
 - with the Belmont Park change to Colwood both schools may need additional busing for at least a year.
 - Human Resources- there is a need for focus on French Immersion staff moving from Belmont to Royal Bay and how this connects with the Collective Agreement.
 - As new staff is hired for the new schools, there will be an abundance of postings and hiring involving the HR staff.
 - School Resources - How will resource needs be met with a new secondary French Immersion program, especially since there is a gradual transition between 2 schools?
 - Communications - There will be a need for ongoing communications with schools and families as we move forward on changes to catchment boundaries.
 - More schools in the future will require increased or continued District resources including release time for consultation process. This would include revisiting boundary changes and new school input.
 - There may be a need to close catchment boundaries to control unplanned school overpopulation.

Recommendation to the Board

- Having reviewed feedback from the public and stakeholders, the Consultation Group recommends that the Board consider the following option:
 - Adjust and accept the catchment boundary changes as presented.
 - This allows for feeder schools to shift to their family of schools. Belmont Park (Ecole John Stubbs) to Royal Bay.
 - This allows for a gradual transition of Belmont Park families to Colwood from Crystal View.
 - Not making the elementary French Immersion program change.
 - We believe there is capacity in the short term until we can look at a longer-term solution.
 - This will allow more consultation to occur with parents living on the north side of the highway.
 - Students/families will not need to make a decision between remaining at Millstream or in the French Immersion program.
 - There will be no need to rebuild the program at another school since they are in a community of support. Resources will not be lost in the transition (ex: PAC funded and purchased resources).
 - Millstream will continue to require students to attend classes in portables.
 - Some French Immersion staff may have decided to change to English to stay at their current school, resulting in less specialty teachers in the district.

Committee Info Note

Resources Committee Meeting

December 2, 2020

Agenda Item: 4.2 – International & Westshore Fees

Background

- The International Student Program (ISP) typical summer program will not likely happen this summer as in previous years due to the pandemic
- Under regular circumstances, short-term summer groups come for largely a cultural and activities-based experience
- The ISP Department is looking at options for students to either stay over the summer (rather than returning to their home country if they are not comfortable with that), or to potentially welcome some students for an academic program that would be delivered in collaboration with WestShore Centre for Learning
- This educational programming will consist of summer academic courses delivered both in class and through distributed learning
- As this programming has not been offered before and therefore fees have not been established and approved by the Board, the ISP Department is looking for Board approval on fees as noted below

ITEM	FEE	NOTES
Summer academic courses	\$1,250	<ul style="list-style-type: none"> • For students living in district and staying over summer • Standard tuition breaks down to \$1,687 per course for Sept to June; the proposed fee is discounted given the summer experience will be different than the regular school year • The fee is consistent with what SD #61 charged in 2020
DL courses for SD62's international students	\$775	<ul style="list-style-type: none"> • Fee is consistent with the amount of funding received from the Province for DL courses (\$762.50)

Proposed Motion:

That the Board of Education of School District 62 (Sooke) approve the summer 2021 fee of \$1,250/course for in class academic instruction and \$775/course for distributed learning instruction offered by the International Student Department.

Committee Info Note Resources Committee Meeting December 2, 2020

Agenda Item: 4.3 – Risk Management Review Mitigation Strategies

Background

- The SD went through an Enterprise wide Risk Management (ERM) process in the spring of 2018 and reviewed it again at the Resource Committee meeting in October 2018
- This process included a risk identification and assessment process
- Once identified, the risks were then assessed from a likelihood and impact perspective
- The results of this process are summarized on the attached Risk Register
- It has been recommended that the register is reviewed on a regular basis

Proposed Approach

- In order to complete this review, it is suggested the Committee take a two step approach to the update:
 - 1) Review the list of risks to ensure it is complete – November 10th
 - 2) **Based on the revised list of risks, identify all mitigation strategies in place to manage the risks – December 2th**
- Based on these changes to the matrix, the Board will be able to re-rank the risks to ensure all risks are being managed to tolerable levels

Risk Ref	Risk Type/Category	Risk Item	Risk Description	Potential Risk Drivers	Current Mitigation/Compensating Controls	Primary Risk Impact Category	Impact	Likelihood	Risk Rating	Rank Order	Additional Mitigation/Compensating Controls	Impact	Likelihood	Risk Rating	Rank Order	Strategic Plan Linkage
1	Strategic	Resistance to change	The risk that SD62 staff are resistant to the adoption of the Strategic Plan and that the School District is unable to adequately deploy the resources required for this change.	<ul style="list-style-type: none"> Lack of turnover in certain positions 	<ul style="list-style-type: none"> Key leaders in management roles to drive change and add needed skillsets 	Operational Efficiency and Effectiveness Risk	2.80	2.10	5.88	22		2.80	2.10	5.88	22	
2	Strategic	Organizational capacity	The risk that SD62 may not have the organizational capacity (people and expertise) to manage all current and planned initiatives and projects, while maintaining effective regular operations during a period of unparalleled growth in the School District.	<ul style="list-style-type: none"> Funding/resource constraints leading to SD62 being unable to fill needed requirements Skillsets of employees within certain roles may not meet the current needs of SD62 leaving other employees with an increased workload Continuous expansion of programming may not be aligned with staffing requirements 	<ul style="list-style-type: none"> Key leaders in management roles to drive change and add needed skillsets 	Operational Efficiency and Effectiveness Risk	3.80	3.50	13.30	2		3.80	3.50	13.30	2	
3	Strategic	International student program	The risk that SD62 is unable to diversify its base of international students and that the program is perceived to be denying access to domestic students in favor of international students.	<ul style="list-style-type: none"> Rising cost of housing in the region Shifting demographics 	<ul style="list-style-type: none"> The District continues to grow its strong brand 	Financial Resources Risk	3.00	3.10	9.30	14		3.00	3.10	9.30	14	
4	Strategic	Governance	The risk that a lack of clarity of roles and responsibilities between SD62's management and board leads to conflicts, lack of objective challenge of management, or poor working relationships.		<ul style="list-style-type: none"> Clarify roles by clear Board governance documents (Governance Bylaw #1, etc.) 	Operational Efficiency and Effectiveness Risk	4.10	2.50	10.25	12		4.10	2.50	10.25	12	
5	Strategic	Shifts in curriculum	The risk that SD62 staff are unable to efficiently and correctly deliver the new curriculum.	<ul style="list-style-type: none"> Shifts in the mandate of the Ministry of Education Shifts in the government policy Increased pressure on high schools to deliver high quality education to ensure the academic success of its students 		Strategic / Reputational Risk	3.80	2.60	9.88	13		3.80	2.60	9.88	13	
6	Reputation	Supporting students with special needs	The risk that SD62 does not have sufficient funding or available positions to adequately support and provide a positive experience to its growing volume of students with special academic or behavioral needs.	<ul style="list-style-type: none"> High rotation among special needs professionals Higher cost per student for students with special needs 	<ul style="list-style-type: none"> The School District is planning to hire more EAs and other professionals to accommodate students with special needs 	Strategic / Reputational Risk	4.00	3.20	12.80	3		4.00	3.20	12.80	3	
7	Reputation	Ethical breaches by staff	The risk that ethical breaches or misconduct by SD62 staff results in legal or financial penalties or reputation damage (or possibly a decrease in enrollment levels).	<ul style="list-style-type: none"> Increased use of social media Difficulty associated with monitoring and identifying ethical breaches 	<ul style="list-style-type: none"> Heightened scrutiny around teacher/student conduct Development and institution of policies 	Strategic / Reputational Risk	3.50	2.10	7.35	19		3.50	2.10	7.35	19	
8	Reputation	Privacy and cyber security	The risk that SD62 may be the subject of a cyber security breach or internal leak, resulting in the loss of confidential or personal information, resulting in reputational damage, loss of credibility, and possible legal or regulatory action.	<ul style="list-style-type: none"> Ageing equipment and IT infrastructure Lack of independent internal reviews pertaining to potential system vulnerability Lack of access/permission control for users 	<ul style="list-style-type: none"> Installation of encryption software Network segregation Spam filtering Firewalls Complex password protection 	Strategic / Reputational Risk	4.10	2.80	11.48	6		4.10	2.80	11.48	6	
9	Reputation	Relationship with the Provincial and Local Governments and other stakeholders	The risk that SD62's inability to maintain a solid relationship with the Provincial and Local Governments and other stakeholders will hinder the district from reaching its goals.			Strategic / Reputational Risk	3.50	2.10	7.35	18		3.50	2.10	7.35	18	
10	Operations	Regulatory compliance	The risk that SD62 does not adequately comply with regulatory requirements (e.g., the School Act, OH&S rules, changing building codes, union requirements for staff, data storage requirements).	<ul style="list-style-type: none"> Lack of internal reviews to detect compliance breaches Lack of employee awareness regarding policies/procedures/controls Compliance-related policies may not reflect current practice Increase in external regulatory and procedural requirements (e.g. building code, life safety and privacy protection) 	<ul style="list-style-type: none"> Success in increasing awareness of certain regulatory requirements and establishing protocols to ensure that they are met Independent audit to address issues related to health and safety compliance and performance (e.g., the lack of asbestos management program or safe work procedures) 	Compliance Risk (Regulatory / Legal / Contractual)	3.50	1.80	6.30	20		3.50	1.80	6.30	20	
11	Operations	Student and staff safety	The risk that incidents related to the safety of students and staff within SD62's care, including violence, threats and emergency preparedness, require significant resources to prevent and manage.	<ul style="list-style-type: none"> Ageing facilities Lack of employee awareness around health and safety policies/procedures/controls Lack of staff training around health and safety Inadequate understanding of external health and safety requirements Lack of effective communication and coordination around health and safety and risk management issues. World health event impacting students, staff and community 	<ul style="list-style-type: none"> Increased focus on health and safety through a number of District-wide initiatives Good relationship with the local Police Regular lock-down drills Good communication procedures. Staff handbook/protocols to ensure OH&S for staff and students 	Strategic/Reputational Risk	3.50	2.30	8.05	17		3.50	2.30	8.05	17	
12	Operations	Student and Staff Wellness	The risk that SD62 is unable to provide an engaging and healthy environment for students and teachers that is focused on wellness.			Strategic / Reputational Risk	4.00	3.00	12.00	5		4.00	3.00	12.00	5	
13	Operations	Business continuity	The risk that SD62 may not be able to provide sufficient appropriate educational continuity or emergency response to manage plausible events (e.g., hazards, catastrophes, pandemics) while managing the cost of continuity planning.	<ul style="list-style-type: none"> Ageing facilities and lack of funding for initiatives such as continuity planning Lack of staff training around continuity planning 		Operational Efficiency and Effectiveness Risk	3.60	3.10	11.16	8		3.60	3.10	11.16	8	

Risk Ref	Risk Type/Category	Risk Item	Risk Description	Potential Risk Drivers	Current Mitigation/Compensating Controls	Primary Risk Impact Category	Impact	Likelihood	Risk Rating	Rank Order	Additional Mitigation/Compensating Controls	Impact	Likelihood	Risk Rating	Rank Order	Strategic Plan Linkage
14	Operations	Managerial governance and accountability	The risk that SD62's organizational alignment, including lines of authority and accountability, decision making structure and holding people accountable for their performance/activities are not effective and/or lack strategic focus.	<ul style="list-style-type: none"> Lack of formal performance management process Lack of defined performance expectations 	<ul style="list-style-type: none"> Performance expectations are high and lived through the District's culture rather than being formally instituted. Executive mandate letters creating clear accountability of program and project delivery 	Operational Efficiency and Effectiveness Risk	3.10	1.90	5.89	21		3.10	1.90	5.89	21	
15	Operations	Communication	The risk that SD62 is unable to communicate key messages to key stakeholders.			Operational Efficiency and Effectiveness Risk	4.10	3.00	12.30	4		4.10	3.00	12.30	4	
16	Financial	Political landscape/financial stability	The risk that shifts in the political landscape or changes to the funding formula may lead to changes in budgeting/funding, requiring cuts in staffing, programming, etc.	<ul style="list-style-type: none"> Shifts in the mandate of the Ministry of Education Shifts in government policy 	<ul style="list-style-type: none"> Robust, revenue-generating international student program in place 	Financial Resources Risk	3.60	2.90	10.44	11		3.60	2.90	10.44	11	
17	Financial	Financial Management Training	The risk that SD62's staff responsible for financial management lack sufficient financial training and skills to make informed budgeting decisions to allocate available funding optimally to achieve the best educational outcomes and manage various possible budget scenarios.			Financial Resources Risk	3.60	2.40	8.64	15		3.60	2.40	8.64	15	
18	Financial	Financial fraud	The risk of successful fraudulent activities perpetrated by employees, stakeholders, or students against SD62 (e.g., misappropriation of financial, physical, or information assets).	<ul style="list-style-type: none"> Lack of budget review (variance tracking) and follow-up 	<ul style="list-style-type: none"> Improved procurement/vendor selection process Implementation of online payment system to reduce cash handling at schools Increased focus on internal controls as well as segregation of duties. 	Financial Resources Risk	3.00	1.60	4.80	23		3.00	1.60	4.80	23	
19	Financial	Underfunding of programs	The risk of consistent underfunding of educational programs and the associated infrastructure support costs required to deliver on the goals of the School District.	<ul style="list-style-type: none"> Shifts in the mandate of the Ministry of Education Shifts in government policy 		Financial Resources Risk	3.70	2.90	10.73	9		3.70	2.90	10.73	9	
20	Human Resources	Performance management	The risk that SD62 does not have sufficient performance management processes in place to identify underperformance or reward high performers.	<ul style="list-style-type: none"> Lack of formal performance management processes Lack of defined performance expectations Change-resistant culture 	<ul style="list-style-type: none"> Performance expectations are high and lived through the District's culture rather than being formally instituted 	Human Resources Risk	3.10	2.60	8.06	16		3.10	2.60	8.06	16	
21	Human Resources	Succession Planning	The risk that SD62 is unable to adequately plan for and replace potential vacancies within key management, teaching and administrative positions, leading to potential loss of organizational knowledge and skills when employees leave the School District.	<ul style="list-style-type: none"> Lack of formalized succession planning process Lack of resources to invest in processes related to succession planning 		Strategic / Reputation	3.80	2.80	10.64	10		3.80	2.80	10.64	10	
22	Human Resources	Labor disruption	The risk that an agreement cannot be reached with Unions which may lead to a strike or labor disruption and that the relationship with local employee groups could negatively impact SD62's ability to meet its goals.	<ul style="list-style-type: none"> Lack of flexibility around negotiating or renegotiating collective bargaining agreements 	<ul style="list-style-type: none"> Relations with Union are stronger than they have been in recent years 	Operational Efficiency and Effectiveness Risk	4.10	4.00	16.40	1		4.10	4.00	16.40	1	
23	Facilities	Facility maintenance	The risk that SD62 is unable to adequately maintain all of its schools and facilities, resulting in further facility degradation, a sub-optimal teaching environment, and higher capital costs over the long-term for major repairs and replacements.	<ul style="list-style-type: none"> Ageing facilities Competing maintenance/renovation priorities Insufficient government funding for cyclical maintenance 	<ul style="list-style-type: none"> Planned/recent facility upgrades Development and institution of a long-term facilities maintenance plan 	Health and Safety Risk	3.60	3.10	11.16	7		3.60	3.10	11.16	7	

Committee Info Note Resources Committee Meeting December 2, 2020

Agenda Item: 4.4 – Transportation Policy and Regulations Review

- As discussed at November’s Resources Committee meeting, the draft Transportation Policy and Regulation (F-100) was presented at last night’s Education-Policy Committee meeting
- The highlights of the changes to the drafts are:
 - Service to in-catchment students only with exceptions for educational programs of choice and academy students
 - \$25/rider safety fee to be used to fund rider swipe cards in 20/21 and a safety coordinator function in 21/22 moving forward
 - Defined registration period beginning on February 1st with a proposed late registration fee kicking in at September 1st
 - To the extent possible, routes to be designed dropping off students no earlier than 30 minutes before 1st bell and no later than 30 minutes after last bell
- The draft policy and regulations will be reviewed by the Education-Policy Committee on December 2th with the intent for the Board to consider approving a Notice of Motion at their December 15th Board meeting

School District #62 (Sooke)

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

SCHOOL BOARD POLICY

The Board of School Trustees of School District No. 62 (Sooke) will establish an efficient and effective school transportation system to provide for the transportation of students to and from their nearest catchment school.

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

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

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

Policy References:

Fee Waiver Policy

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; <u>Jan 26/21</u>

SCHOOL BOARD POLICY

The Board of School Trustees of School District No. 62 (Sooke) will establish an efficient and effective school transportation system to provide for the transportation of students to and from their nearest catchment school.

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~~The School Act allows does not require school districts to provide a school bus transportation system services and therefore it is the responsibility of each family to determine the best transportation option to and from school thatto meets their needs, 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.~~

Commented [HC1]: Removed in from the School Act in 2002

~~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). The Board of Education of School District #62 (Sooke) has made the decision to will provide transportation services for students to their catchment schools under the following guiding principles:~~

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

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Commented [HC2]: We have defined the programs of choice to be FI and TASK. Elective courses do not meet this definition of a program of choice.

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Commented [SS3]: Is it a fee to families or for each student?

Commented [SS4]: Move to admin regulations?

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Policy References:

Fee Waiver Policy

Statutory References:

School Act, section XX

School District #62 (Sooke)

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

ADMINISTRATIVE REGULATIONS**1. Registration Process**

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

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

The District will post the routes for the following year and will communicate the route information (stops and times) to families by June 30th.

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

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

2. Transportation Fees

The District will not charge students a fee for transportation services (ridership fee).

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

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

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

3. Eligible Riders

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

Educational programs of choice are defined as:

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

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

4. Student Walk Limits

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

Primary students: 4 km to or from school

Intermediate & Graduation students: 4.8 km to or from school

These limits are measured by the shortest possible road distance. The walk limits from home also apply where a student is required to walk to a designated bus stop.

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

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

5. Route and Schedule Changes

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

Addition or deletion of routes requires the approval of the Secretary-Treasurer.

To the extent possible, routes will be designed to have students arrive at school no earlier than 30 minutes before the school's 1st bell and depart from schools no later than 30 minutes after the school's final bell.

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

School District #62 (Sooke)

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

ADMINISTRATIVE REGULATIONS

1. Registration Process

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

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

The District will post the routes for the following year and will communicate the route information (stops and times) to families by June 30th.

Registration will ~~be~~remain open for the remainder of the school year in which the service is being provided. ~~and a \$100 late registration fee will be charged for any registration requests received after September 1st. Exceptions will be provided to families moving into the District after the beginning of the school year or for families that can demonstrate financial hardship.~~

Additional routes will ~~not be created unless~~only be created if the Secretary Treasurer requests and receives additional funding from the Board of Education to add additional routes.

2. Transportation Fees

The District will not charge students a fee for transportation services (ridership fee).

The District will charge an annual ~~S~~safety Ffee to be used to improve the safety for the students and staff engaged in theDistrict transportation services. This fee, ~~will be set annually by the Board, d on an annual basis and will not exceed \$25/rider.~~

The District will charge a late registration fee to be set annually by the Board and not to exceed \$100/rider, for any registration request received after September 1st. Exceptions will be provided to families moving into or within the District after the late registration date. ~~or for families that can demonstrate financial hardship. As noted above, a late registration fee of \$100/rider will be charged to those riders requesting service after September 1st of the school year in which services are requested. An exemption will be provided to those families that move into the District during the school year.~~

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

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Commented [SS1]: Is this an appropriate time frame for registration. Would May 30 be better. Seems like a pretty small window.

Commented [HC2]: Transportation staff will work with education staff during their discussions around bell times.

Commented [HC3]:

Commented [SS4]: June 1?

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Commented [SS5]: June 30?

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Commented [SS6]: Typically, we don't ask them to demonstrate, only to indicate.

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Commented [SS7]: Typically, we don't ask them to demonstrate, only to indicate.

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Commented [SS8]: I can't find a policy that specifically references financial hardship and our fee waiver policy. This statement should point back to that information.

3. Eligible Riders

~~Eligible riders are considered to be those while balancing the costs of the system with the costs of providing direct educational services, transportation will only be provided to~~ students travelling to their catchment school or students attending an educational program of choice or academy program not offered at their catchment school.

Educational programs of choice are defined as:

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

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

Commented [SS9]: Already covered in the guiding principles.

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Commented [SS10]: I can't find the School Act section that applies to this, we may want to review and make sure we are consistent.

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Commented [SS11]: Wondering about the wording here.

1.4. Student Walk Limits

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

- Primary students: 4 km to or from school**
- Intermediate & Graduation students: 4.8 km to or from school**

These limits are measured by the shortest possible road distance.

The walk limits from home also apply where a student is required to walk to a designated bus stop.
~~The Transportation Supervisor will determine who is eligible for school bus service.~~

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

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

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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?~~

3.5. 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.

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To the extent possible, ~~it is the intent that routes will be designed to drop off~~ have students arrive at school no earlier than 30 minutes before the school's 1st bell and ~~will pick up students~~ depart from schools no later than 30 minutes after the school's final bell.

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Route schedules will be sent to schools and registered riders ~~when routes are completed each year by~~ June 30th of the preceding year. It is in the best interests of the ~~district~~ District and the riders that passenger lists be kept as current as possible.

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Committee Report of Resources Committee Meeting via MS Teams December 2, 2020

Present: Bob Beckett, Trustee (Committee Chair)
 Wendy Hobbs, Trustee (Committee Member)
 Allison Watson, Trustee (Committee Member)
 Krista Leakey, SPVPA
 Amanda Dowhy, SPEAC
 Ed Berlando, STA
 Bruce Woodcock, CUPE
 Scott Stinson, Superintendent & CEO
 Harold Cull, Secretary Treasurer
 Nicole Gestwa, IT

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:01 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 Chair indicated that Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated November 10, 2020 at it's Public Board Meeting dated November 24, 2020.

3. PRESENTATIONS

There were no presentations.

4. NEW BUSINESS

4.1 Catchment Review – Scott Stinson

Staff presented the recommendations from the Catchment Review Advisory Committee, the process to date and reminded the Resources Committee that the Board of Education (BoE) will review the recommendations at the Education Committee of the Whole (ECOW) Meeting scheduled for December 8, 2020. The public and District stakeholders will have the opportunity to provide further feedback directly to the BoE at this meeting through a two-minute delegation.

4.2 International & Westshore Fees – Scott Stinson

The International Student Program (ISP) typical summer program will not likely happen this summer due to the pandemic. Therefore, the ISP department is looking at options for students to stay over the summer, or to potentially welcome some other students for an academic summer credit program. As this programming has not been offered before, fees have not been established. Staff reviewed the proposed summer program for international students and are recommending the BoE approve an international student fee of \$1,250 for in-class instruction and \$775 for distance learning instruction for the summer of 2021.

Recommended Motion for the Board of Education:

That the Board of Education of School District 62 (Sooke) approve the summer 2021 fee of \$1,250/course for in class academic instruction and \$775/course for distributed learning instruction offered by the International Student Program.

4.3 Risk Management Review Mitigation Strategies – Harold Cull

As a follow up to the November Committee meeting, staff highlighted the second step in the review of the Enterprise wide Risk Management (ERM) Plan. Now that the list of risks has been deemed complete, the focus of the discussion was to determine if the corresponding list of mitigation risks is also complete in order to manage the identified risks to an acceptable level.

The Resources Committee is asked to provide any further risks and/or mitigation strategies by the end of December prior to going to the Board.

4.4 Transportation Policy and Regulations Review – Harold Cull

Staff presented the proposed drafts of the Transportation Policy and Regulation (F-100) to the Resources Committee. Highlights included:

- Defined Registration Period.
- Service to Catchment Schools Only.
- Update of and Compliance with Walk Limits.
- Implementation of a Safety Fee.

The Committee asked questions about the safety and late registration fee and asked that more data on the charging of a late fee be provided to the Board for the review and consideration.

5. ADJOURNMENT AND NEXT MEETING DATE: January 12, 2021

Board Info Note Public Board Meeting December 15, 2020

Agenda Item 8.2: - Catchment Review

Follow up Information from the Committee of the Whole:

Background:

During the Committee of the Whole Meeting held on December 8, 2020, questions were raised by trustees regarding demographic numbers. In particular, questions were asked about the relative population distribution for secondary French Immersion.

The following additional data is provided to assist trustees in their deliberations:

- The loss/gain to each elementary school due to boundary /new school changes.
- The secondary catchment for Belmont and Royal Bay, showing which area French Immersion Students live in.
- French Immersion students living within a 1.5 km (walking distance) from each secondary school (Belmont and Royal Bay).
- The number of students who live on the north compared to the south side of the Trans Canada Highway.

Loss/gain to each elementary school due to boundary / new school changes

School Loss	#	School Gain
Crystal View	93	Colwood
Colwood	55	David Cameron
Ruth King	44	David Cameron
David Cameron	162	Pexsisen
Happy Valley	31	Pexsisen
Willway	25	Pexsisen

Secondary catchment (Belmont and Royal Bay) that French Immersion Students live in

Grade	Belmont Catchment	Royal Bay Catchment
Gr. 6-7	90	93
Gr. 8	48	46
Gr. 9-12	80	104
TOTAL	218	243

The number of French Immersion students who live within 1.5 km (walking distance)

School of Attendance	Belmont	Royal Bay
Ecole John Stubbs Middle	31	30
Belmont Secondary	22	21

Where French Immersion students live

School of Attendance	North side of the highway	South side of the highway
Millstream Elementary	104	42*
Ecole John Stubbs Middle	51	226
Belmont Secondary	28**	156

* There are 13 students who ride the bus to Millstream Elementary for the French Immersion program. They all live out of Millstream French Immersion catchment.

** There are 16 students who ride the bus from the north side of the highway to Belmont.

Public Notice – Education Committee of the Whole Online Public Meeting

A public meeting of the Education Committee of the Whole for School District 62 (Sooke) **will be held on December 8, 2020 at 6:00 pm** to discuss the proposed catchment review.

The following motion was made at the November 24, 2020 Public Board Meeting:

MOVED Wendy Hobbs/Dianna Seaton
That the Board of Education of School District 62 (Sooke) convene a Committee of the Whole meeting on December 8, 2020 for the purpose of discussing the proposed catchment revisions and furthermore allow members of the public to address the Board through delegation requests with a maximum of 2 minutes to address the Board.
CARRIED

What is the Education Committee of the Whole (ECOW)?

The purpose of ECOW is to allow the Board of Education an opportunity to review and discuss the recommendations with no formal motion(s) on the floor. In this case, the Board of Education is interested in hearing from members of the public as it considers its course of action.

The Catchment Review Advisory Committee will be making a recommendation to the Resources Committee on December 2, 2020. The Resources Committee will then take that recommendation to the Board of Education at the Committee of the Whole meeting and then to the Public Board Meeting on December 15, 2020.

How to Participate in the Meeting:

- Please register to participate at catch62@sd62.bc.ca. Please provide your name and email address
- Your email address will be added to the MS Team Live meeting invite. Your role will be a presenter. This will give you the ability to unmute your microphone, and turn on your camera when called upon
- When called upon, you will have **2 minutes** to make your comments/pose your question
- See the instructions below to join the meeting:
 - To participate in the meeting please click on this link:
<https://jump.sd62.bc.ca/EducationCommitteeoftheWhole-CatchmentReview-December-8>
 - As a presenter, you'll **join** the inner Teams meeting that makes up the live event.
 - In MS Teams selection **join** the **event** as a **presenter**.
 - From outside of Teams select the **join** link to open the live event in MS Teams.
 - To guide you, the following is information on how to join a live event in MS Teams.

- Anyone who has the link can attend the online meeting without logging into MS Teams.
- Only those members who have registered to speak as a Presenter will be able to provide comments. Please register to participate.



**COMMITTEE OF THE WHOLE
PUBLIC MEETING
By Live Event**

<https://jump.sd62.bc.ca/EducationCommitteeoftheWhole-CatchmentReview-December-8>

December 8, 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**
- 3. MINUTES**
- 4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS**
- 5. EDUCATIONAL PRESENTATIONS**
 - 5.1 Catchment Review – Scott Stinson
- 6. DELEGATIONS**
 - 6.1 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF, Students) – 5 minutes each
 - 6.2 Delegations (Members of the Public) – 2 minutes each
- 7. FINANCE, FACILITIES AND SERVICES**
 - 7.1 Catchment Review Recommendations – Scott Stinson
- 8. EDUCATION PROGRAM**
- 9. STUDENTS**
- 10. FOUNDATIONS & GOVERNANCE**
- 11. ADMINISTRATION**
- 12. PERSONNEL**
- 13. UPCOMING EVENTS**

14. FUTURE ITEMS

15. QUESTION PERIOD

16. ADJOURNMENT



Background

School catchment changes are required due to two new schools being built to combat overcrowding in current schools following the rapid enrolment growth in the district.

Program changes have been proposed to reduce overcrowding in classrooms and lower the number of students learning in portables.



Guiding Principles as Adopted by the Board

Follow Board Policy F-502: School Catchment Areas and Student Placement;

Proximity to feeder schools;

Maximize existing space in all schools;

Long-term sustainability;

Minimize crossing of major roadways and maximize on current and future safe and active routes to schools;

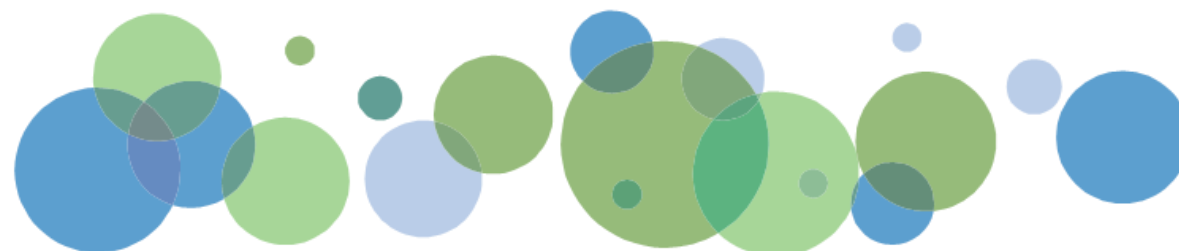
Ensure equity of opportunity and clear K-12 pathways when reviewing programs of choice;

Minimize disruptions to students;

Grandparent students in their own schools;

Provide stability and a transparent process with opportunities for robust public engagement; and

Use natural boundaries as much as possible.



Consultation Process

Change recommendations were the subject of broad public consultation that included:

- Presentations at PAC and staff meetings;
- A virtual Town Hall Meeting
- Thought Exchange
- Specific consultation groups, e.g. students, SPEAC, and CPF
- Catch62 email address and social media.



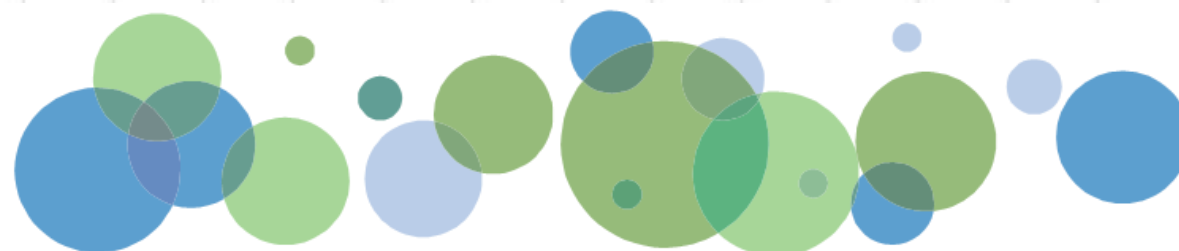
Proposed Changes for Consultation

- Boundary changes to:
 - Ruth King, David Cameron, Colwood, Willway and Happy Valley.
- Alignment of secondary feeder schools:
 - John Stubbs and Dunsmuir middle schools to Royal Bay, and
 - Centre Mountain Lellum and Spencer to Belmont Secondary.
- Boundary changes to:
 - Crystal View, and Colwood, which would see Belmont Park English language families as part of Colwood's catchment.
- Elementary French Immersion Relocation:
 - Consider relocating the District French Immersion program from Millstream to Crystal View



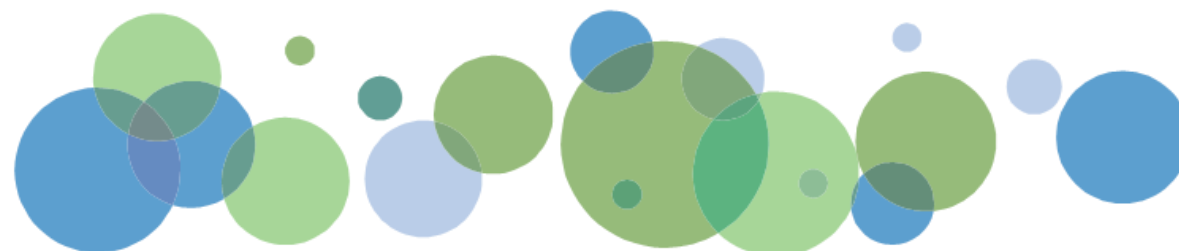
Enrolment Projections

SchoolName	Operational Capacity	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Colwood Elementary- without Belmont Park	199	195	176	183	128	132	136	140	144	147	151	154	158	161	164	167	170
Colwood Elementary- with Belmont Park		195	176	183	215	219	226	235	234	245	250	254	258	262	266	266	266
Crystal View Elementary- with Belmont Park	287	252	250	246	237	233	230	226	222	219	216	213	213	213	213	213	213
Crystal View Elementary- without Belmont Park		252	250	246	191	188	185	183	180	177	174	170	170	170	170	170	170
Millstream Elementary - with French	199	285	305	323	326	334	344	353	368	392	414	435	457	479	500	521	542
Millstream without French					168	177	192	214	238	262	284	305	327	349	370	391	412
Belmont with French Immersion		1265	1288	1311	1639	1661	1681	1766	1786	1806	1824	1841	1858	1874	1890	1905	1919
Belmont without French Immerion	1200			1311	1467	1410	1333	1421	1413	1420	1439	1438	1458	1471	1494	1515	1534
Royal Bay without French Immersion		1076	1131	1213	935	990	1039	955	1004	1053	1101	1148	1195	1242	1288	1333	1377
Royal Bay with French Immersion	1400			1213	1107	1241	1387	1300	1377	1439	1486	1551	1595	1645	1684	1723	1762



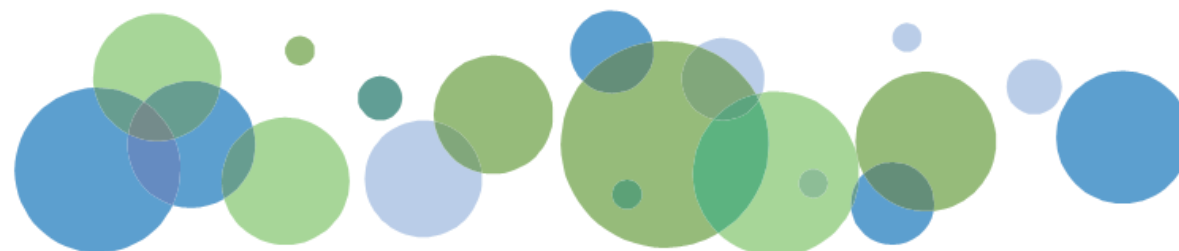
Feedback

- Overall Catchment Changes:
 - The proposed catchment boundary changes appear acceptable to most parents, especially if “grandparenting” siblings is applied.
- Elementary French Immersion:
 - The proposed move of the elementary French Immersion program from Millstream to Crystal View raised the largest number of concerns, specifically from those parents with children currently in that program.
- Secondary French Immersion:
 - Some secondary French Immersion families had concerns related to academyies siblings and specific extracurricular needs.



Recommendation to the Board

Having reviewed feedback from the public and stakeholders, the Consultation Group recommends that the Board consider the following option:



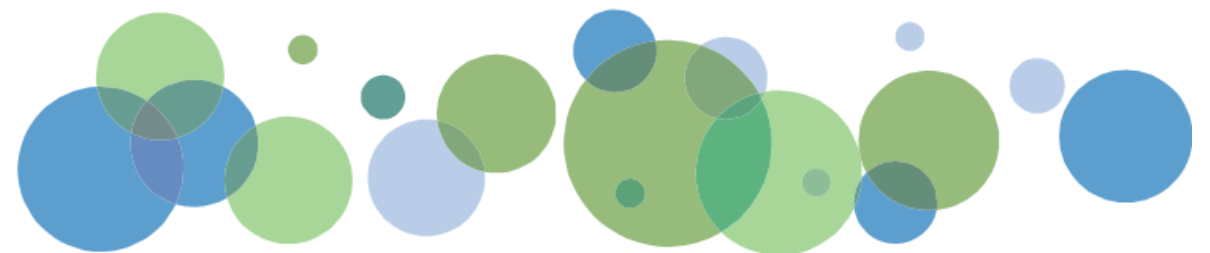
Adjust and accept the catchment boundary changes as presented

- General Catchment Changes:
 - Elementary Adjustments: Ruth King, David Cameron, Colwood, Willway and Happy Valley.
 - Middle Adjustments: Spencer, Dunsmuir and John Stubbs
 - Secondary Adjustments: Belmont and Royal Bay
- This allows for:
 - Middle level feeder schools to shift to their family of schools. Belmont Park (Ecole John Stubbs) to Royal Bay.
 - A gradual transition of Belmont Park families to Colwood from Crystal View.

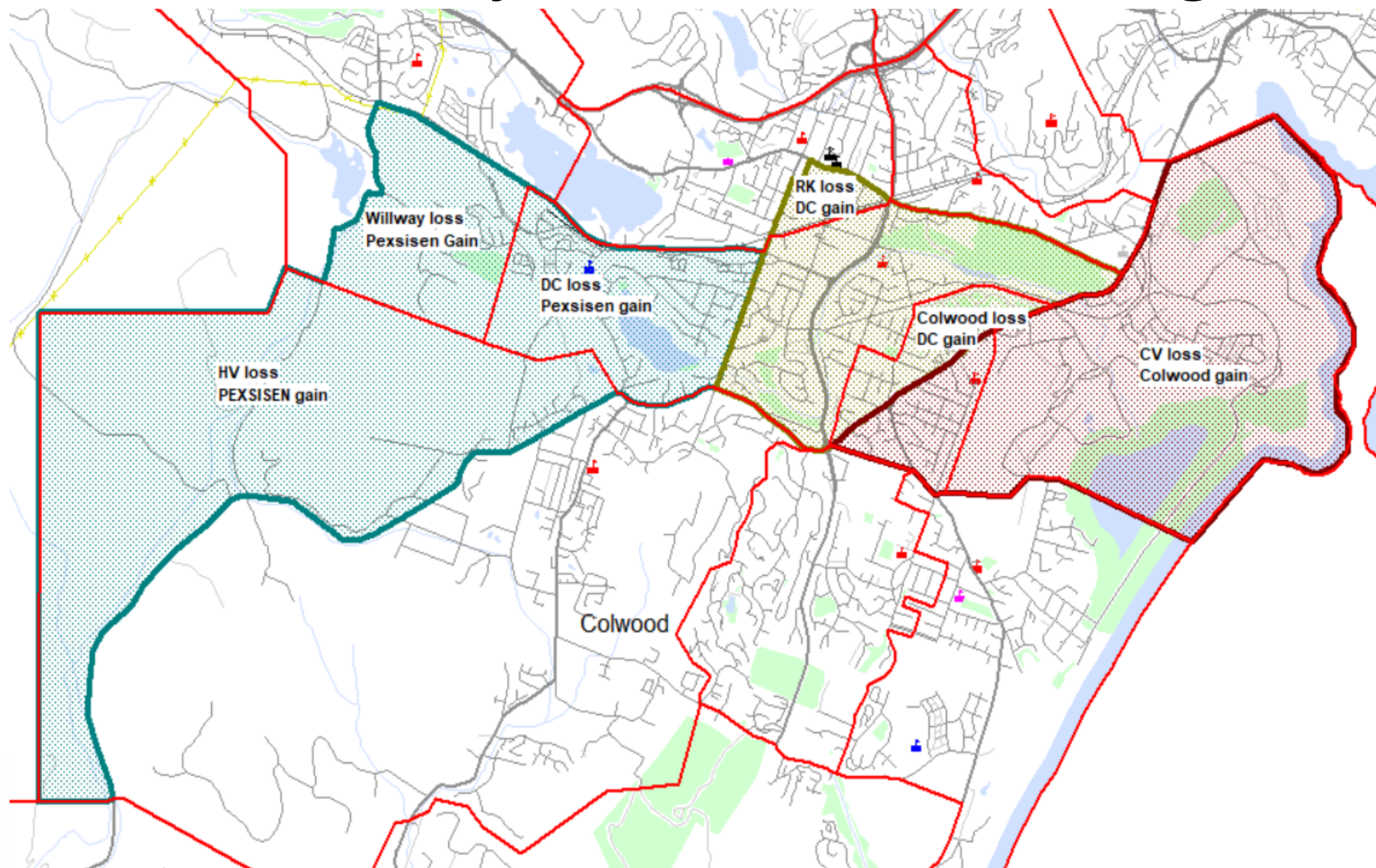


Change from Original Proposal

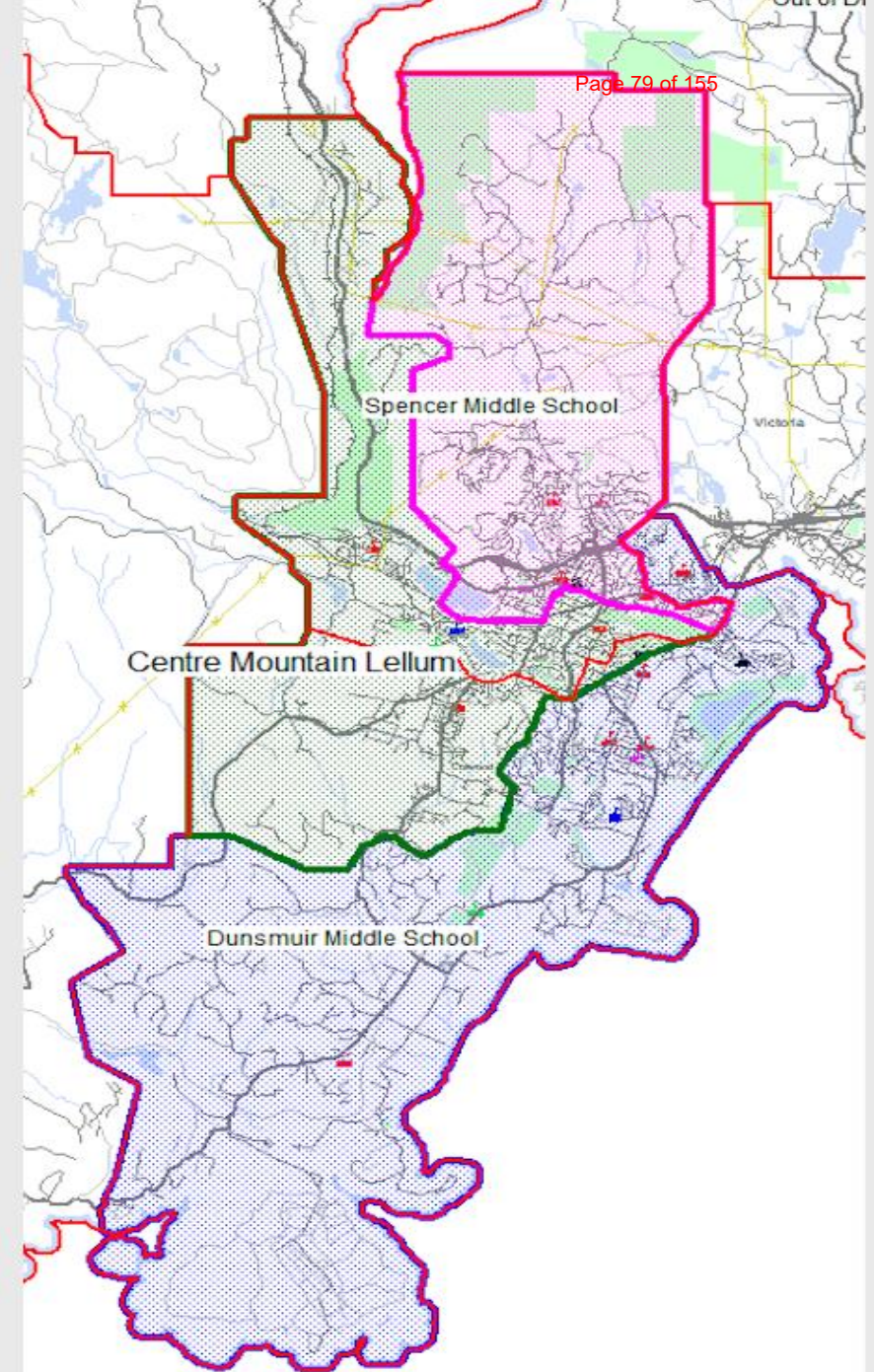
- At this time, it is not recommended that the elementary French Immersion program move from Millstream to Crystal View:
 - We believe there is capacity at Millstream in the short term, allowing a more in depth look at a longer-term solution.
 - This will allow more consultation to occur with parents living on the north side of the highway.
 - Millstream will continue to require students to attend classes in portables



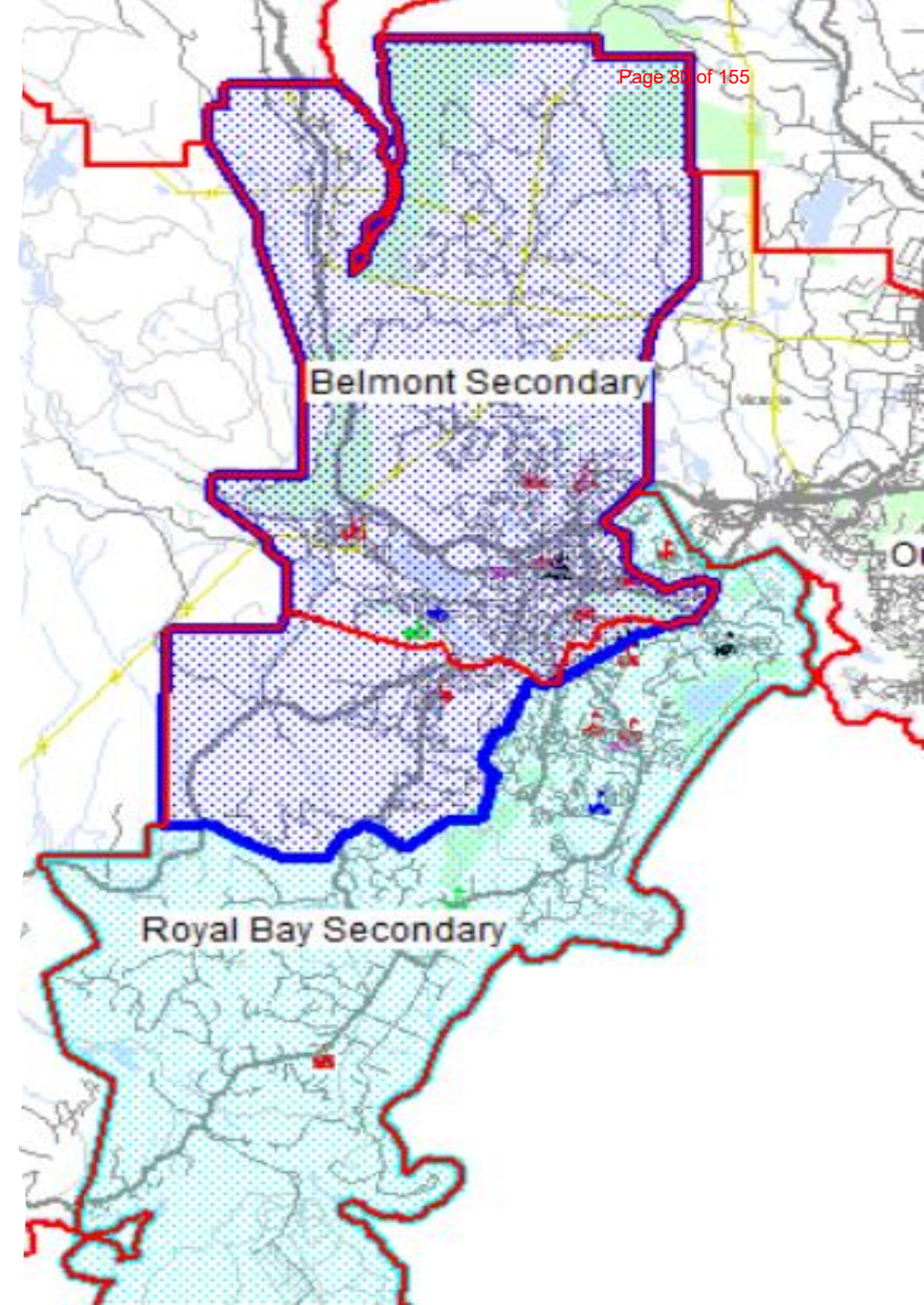
Elementary Catchment Changes



Middle Catchment Changes

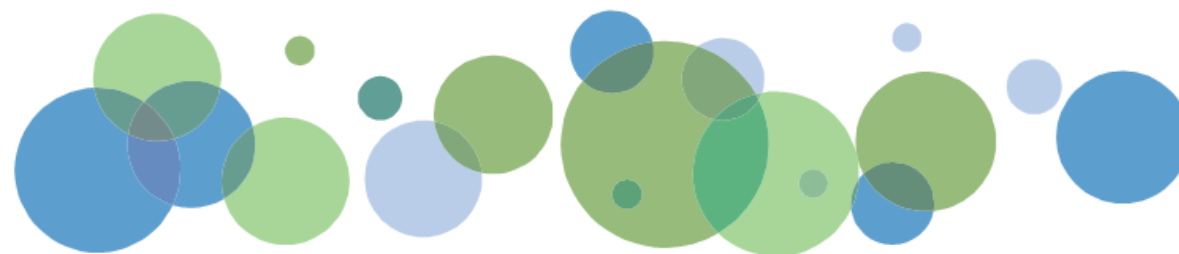


Secondary Catchment Changes



Potential Impacts

- District capacity for change:
 - Including reallocating student enrolment to other schools and expanding programs of choice would be limited with regards to available resources.
- Transportation:
 - There may be a future financial and resource impact, however we believe this to be modest.
- Human Resources:
 - Staffing for programs and new schools
- School Resources:
 - Costs for program resources
- Communications:
 - During transition and new school openings, keeping our community informed will be critical.



Next Steps

December 15 Board Meeting to consider recommended motion to the Board:

“That the Board of Education for School District #62 (Sooke), adopt the revised catchment boundaries as proposed on the attached Catchment Boundary Map.”



Committee of the Whole Meeting

December 8, 2020

Agenda Item 7.1: Catchment Review Recommendations

Background

- In recent months, district staff have been seeking input from the public to proposed catchment and program changes to redistribute the student population to make more efficient use of district facilities.
 - Catchment changes are required due to two new schools being built in response to the rapid enrolment growing in the district.
 - Program changes have been proposed to reduce over-crowding in classrooms and lower the number of students learning in portables.
- Staff have been working under the following guiding principles set by the Board of Education”
 - Follow Board Policy F-502: School Catchment Areas and Student Placement;
 - Proximity to feeder schools;
 - Maximize existing space in all schools;
 - Long-term sustainability;
 - Minimize crossing of major roadways and maximize on current and future safe and active routes to schools;
 - Ensure equity of opportunity and clear K-12 pathways when reviewing programs of choice;
 - Minimize disruptions to students;
 - Grandparent student in their own schools;
 - Provide stability and a transparent process with opportunities for robust public engagement; and
 - Use natural boundaries as much as possible.
- This information note shares the Consultation Group’s recommended options that emerged from analysis of the catchment review feedback.
 - The consultation process included:
 - Boundary changes to Ruth King, David Cameron, Colwood, Willway and Happy Valley;
 - Pexsisen’s catchment will consist of addresses previously considered part of Happy Valley, David Cameron and Willway catchments;
 - Ruth King students who live south of Goldstream and East of Peatt will attend David Cameron;
 - Colwood students who live north of the Island Highway will attend David Cameron;
 - Aligning John Stubbs and Dunsmuir middle schools to Royal Bay and Centre Mountain Lellum and Spencer to Belmont Secondary;
 - This would require relocating the Belmont Zone French Immersion program from Belmont to Royal Bay.

- Boundary changes to Crystal View, which would see Belmont Park families attending Colwood as part of their revised catchment boundary;
- Consider relocating the District French Immersion program from Millstream to Crystal View.

Current Context

- We consulted with our community regarding the proposed catchment changes by providing various opportunities for feedback, including: ThoughtExchange, Townhall, Catch 62 email, PAC meetings and staff meetings.
- Input received included:
 - The proposed catchment boundary changes are acceptable to most parents, especially if the grandparenting of siblings is applied.
 - This is especially relevant for the Belmont Park families. Many families indicated that they would likely request to stay at Crystal View which would result in the school being over capacity if French Immersion were also to move. This would require a further decision about whether grandparenting could be allowed for Belmont Park families.
 - The proposed move of the elementary French Immersion program from Millstream to Crystal View raised the largest number of concerns, specifically from those parents with children currently in that program.
 - The majority of students in the program (71%) live on the north side of the highway and would no longer be able to walk to their neighborhood school. The move would have implications to the school district to provide transportation to Crystal View.
 - Currently 45% of the students in the French Immersion program at Millstream walk or bike to school.
 - Some families indicated that they may withdraw their child from French Immersion, resulting in the French Immersion program losing students. The consultation findings suggest that approximately 20% (84 out of 146) of students would prefer to remain at Millstream in the English program rather than moving to Crystal View to continue the French Immersion program. The decision to stay within their community prevailed over staying in the program for those families.
 - A minority (8 emails sent from parents/students out of the population of 99 students) of secondary French Immersion families had concerns relating to academy, siblings and specific extracurricular needs.
 - A few current Grade 8 students were concerned about transportation to Royal Bay.
 - Attached as an appendix to this information note is a summary of the enrolment growth estimates for the schools included in the catchment review. Of particular note are the secondary enrolments for Belmont and Royal Bay.
- Future Considerations:
 - There should be awareness of the impact on the following with regards to this work:
 - District's capacity for change is limited with regards to resources.
 - Transportation- financial and resource impacts on:
 - busing students to Royal Bay.
 - with the Belmont Park change to Colwood both schools may need additional busing for at least a year.
 - Human Resources:
 - Need to focus on French Immersion staff moving from Belmont to

Royal Bay in alignment with the Collective Agreement provisions:

- Additional pressures on HR will result from new staff being hired for the new schools, resulting in many new postings and hiring.
- School Resources - ensuring resource needs will be met with the gradual transition of the secondary French Immersion program in the Belmont Zone.
- Communications – Strong, ongoing communications with schools and families as we move forward on changes to catchment boundaries.
- As the district engages in future catchment reviews more schools will require increased or continued District resources including release time for consultation process. This would include revisiting boundary changes and new school input.
- There may be a need to close catchment boundaries to control unplanned school overpopulation.

Recommendation to the Board

- Having reviewed feedback from the public and stakeholders, the Consultation Group recommends that the Board consider the following option:
 - Adjust and accept the catchment boundary changes as presented, including.
 - The alignment of middle schools as follows: Spencer and Centre Mountain Lellum to Belmont Secondary and Ecole John Stubbs and Dunsmuir to Royal Bay Secondary; and
 - English language families in Belmont Park included as part of the Colwood Elementary catchment.
 - Not making the elementary French Immersion program change.
 - We believe there is capacity at Millstream in the short term until we can look at a longer-term solution.
 - This will allow more consultation to occur with parents living on the north side of the highway.
 - Students/families will not need to make a decision between remaining at Millstream or in the French Immersion program.
 - There will be no need to rebuild the program at another school since they are in a community of support. Resources will not be lost in the transition (ex: PAC funded and purchased resources).
 - Millstream will continue to require students to attend classes in portables.
 - Some French Immersion staff may have decided to change to English to stay at their current school, resulting in less specialty teachers in the district.

Therefore, the following motion is suggested to go forward to the Board Meeting of December 15, 2020 as follows:

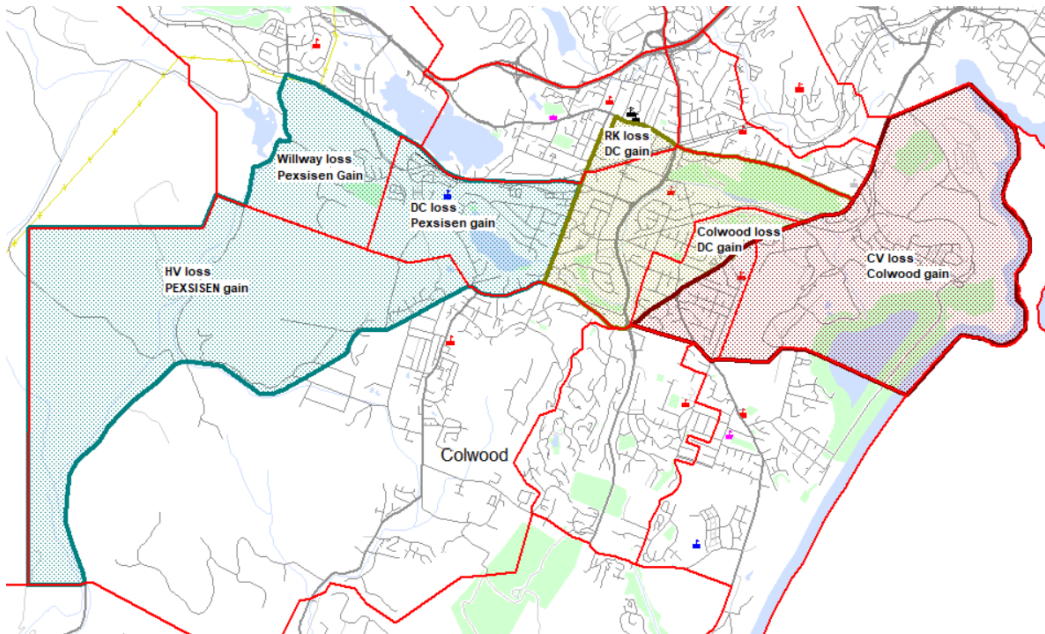
“That the Board of Education for School District #62 (Sooke) adopt the revised catchment boundaries as proposed in the attached Catchment Boundary map.”

Submitted with respect,

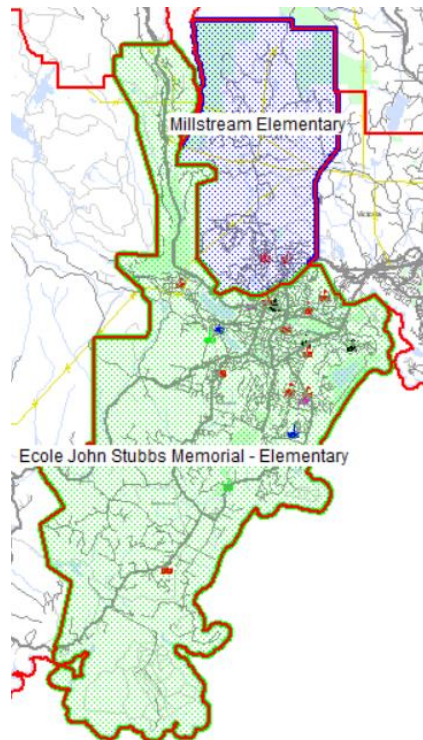
Scott Stinson,
Superintendent of Schools.

REVISED CATCHMENT BOUNDARIES FOR SD62 (SOOKE)

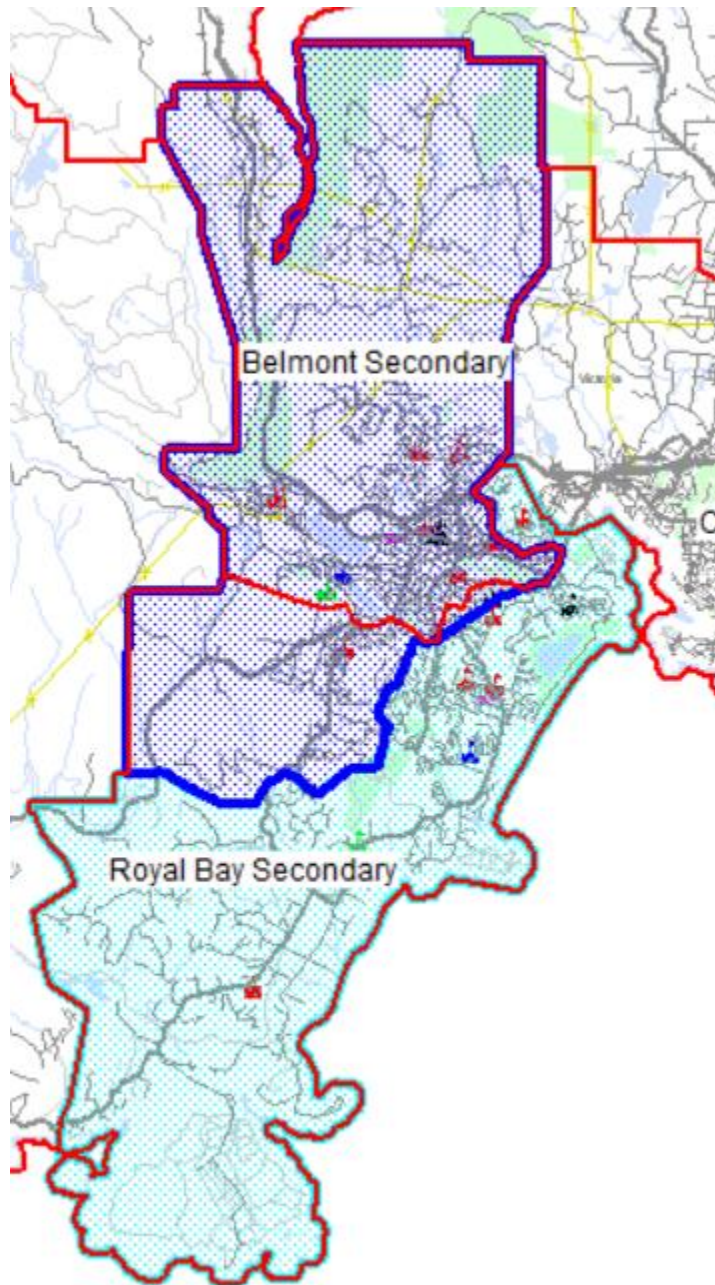
English program boundary changes



Elementary French Immersion Boundary Lines- no changes



Secondary Catchment Boundary Lines
(Including revised feeder schools and location of Belmont Zone French Immersion Program)



SchoolName	Operational Capacity	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Colwood Elementary- without Belmont Park	199	195	176	183	128	132	136	140	144	147	151	154	158	161	164	167	170
Colwood Elementary- with Belmont Park		195	176	183	215	219	226	235	234	245	250	254	258	262	266	266	266
Crystal View Elementary- with Belmont Park	287	252	250	246	237	233	230	226	222	219	216	213	213	213	213	213	213
Crystal View Elementary- without Belmont Park		252	250	246	191	188	185	183	180	177	174	170	170	170	170	170	170
Millstream Elementary - with French	199	285	305	323	326	334	344	353	368	392	414	435	457	479	500	521	542
Millstream without French					168	177	192	214	238	262	284	305	327	349	370	391	412
Belmont with French Immersion		1265	1288	1311	1639	1661	1681	1766	1786	1806	1824	1841	1858	1874	1890	1905	1919
Belmont without French Immerion	1200			1311	1467	1410	1333	1421	1413	1420	1439	1438	1458	1471	1494	1515	1534
Royal Bay without French Immersion		1076	1131	1213	935	990	1039	955	1004	1053	1101	1148	1195	1242	1288	1333	1377
Royal Bay with French Immersion	1400			1213	1107	1241	1387	1300	1377	1439	1486	1551	1595	1645	1684	1723	1762



**MINUTES
COMMITTEE OF THE WHOLE
PUBLIC MEETING
LIVE MS Teams Event
December 8, 2020 – 6:00 p.m.**

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

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

REGRETS:

SECRETARY: Kristina Ross

1. CALL TO ORDER

The meeting was called to order at 6:05 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 (page)

1. MOVED Dianna Seaton/Margot Swinburnson
 That the Board of Education adopt the Committee of the Whole meeting agenda of December 8, 2020, as presented.
 CARRIED

3. MINUTES

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

5. EDUCATIONAL PRESENTATIONS

5.1 Catchment Review – Scott Stinson

Scott Stinson provided an overview of the proposed Catchment Review to the Committee of the Whole. The Catchment review was necessary as two new schools are being build to combat overcrowding in current schools following rapid enrolment growth in the district; and program changes are required to reduce the overcrowding in classrooms and lower the number of students learning in portables.

6. DELEGATIONS

6.1 Standing Delegations and Public Delegations

The Committee of the Whole heard from our Stakeholders and two members of the public on the Catchment Review proposal.

7. FINANCE, FACILITIES AND SERVICES

7.1 Catchment Review Recommendations – Scott Stinson

Committee of the Whole discussion centred around: transportation costs to the district, budget risks, concerns around siblings attending different schools, number of John Stubbs students living in Langford. The Committee of the Whole supported sending the following motion to the Board of Education on December 15, 2020:

Motion Recommended:

“That the Board of Education of School District 62 (Sooke) adopt the revised catchment boundaries as proposed on the attached Catchment Boundary Map”.

8. EDUCATION PROGRAM

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

11. ADMINISTRATION

12. PERSONNEL

13. UPCOMING EVENTS

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 7:30 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer

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 December 1, 2020 at 6:00 pm.**

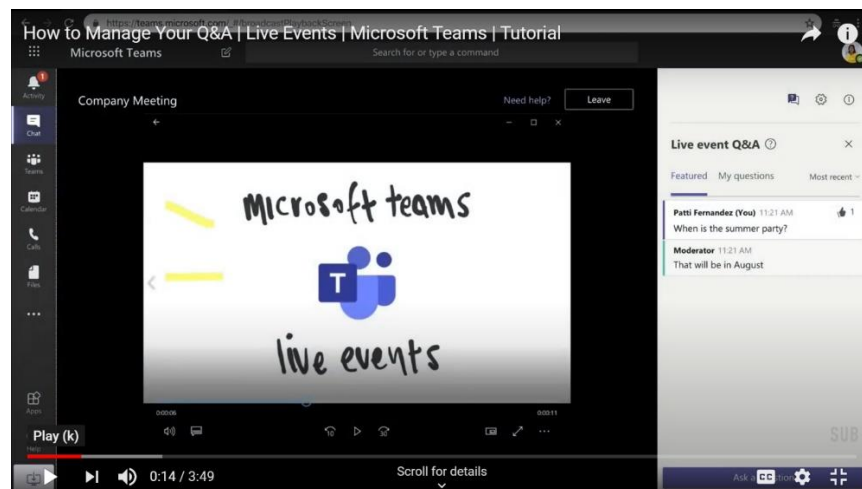
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Dec-1-2020>

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

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

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



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

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



EDUCATION-POLICY COMMITTEE

School Board Office
Via MS Teams
Dec. 1, 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: 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 Nov. 3, 2020 Education Standing Committee meeting (attached)
4. **BAA COURSE PROPOSALS** (attached)
 - a. No courses submitted for this meeting
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
 - a. Draft Revised Policy and Regulations F-100 "Transportation" – Harold Cull & Tracey Syrota
 - b. Draft Revised Policy and Regulations C-432 "Maintenance of Order" – further revisions – Scott Stinson
 - c. Draft Revised Policy E-123 "Probationary Employees" – Scott Stinson
 - d. Draft Revised Policy E-139 "Death of an Employee" – Scott Stinson
6. **NEW BUSINESS**
 - a. Presentation – Supporting Students with Autism Spectrum Disorder in SD62 – Christine McGregor, Janine Brooks, Linda Lamers, Sharon Schwartz, Fran Bitonti, Kristin Wiens (10 min.)
 - b. COVID-19 Update – Scott Stinson
 - c. Strategic Planning Update – Scott Stinson
 - d. Victoria Family Court Youth Justice Committee – Margot Swinburnson (10 min.)
7. **FOR INFORMATION**
 - a.
8. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**
As per Policy Work Plan
9. **ADJOURNMENT AND NEXT MEETING DATE:** Jan. 5, 2021



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams
Nov. 3, 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
 Cendra Beaton, SPEAC
 Scott Stinson, Superintendent/CEO
 Stephanie Hedley-Smith, Associate Superintendent
 Paul Block, Associate Superintendent
 Dave Strange, Associate Superintendent

Guest: Vanessa White, District Principal – Safe and Healthy Schools

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

Scott Stinson provided a brief update on remote learning, bus transportation and the secondary school 1/8 model.

3. COMMITTEE REPORT of Oct. 6, 2020 Education-Policy Standing Committee meeting

The committee report for the Oct. 6, 2020 Education-Policy 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. Draft New Policy and Regulations E-158 "Public Interest Disclosure – Whistleblower Protection – Scott Stinson
 Scott Stinson reviewed the draft new policy and regulations prepared by Harold Cull, Secretary-Treasurer.

Recommendation:

That the Board of Education give Notice of Motion to draft new Policy and Regulations E-158 “Public Interest Disclosure – Whistleblower Protection”.

- b. Draft Revised Procedural Regulations A-412 “Delegations & Questions to the Board” – Scott Stinson
Scott Stinson reviewed the proposed revisions to the procedural regulations.

Revisions will go forward as information to the Board at its November 24 meeting.

6. **NEW BUSINESS**

- a. CUPE BC Seamless Day Model of Early Learning and Care

Scott Stinson reviewed the Seamless Day model of early learning and care as set out by the Provincial Government. It is a shift to school-based delivery of school-age child care.

Recommendation:

That the Board of Education direct staff to consult with partners regarding the development of a Child Care policy to align with section 85.1 of the *School Act*.

- b. Healthy Schools, Healthy People Growth Framework – Dave Strange and Vanessa White

- Growing Healthy Food Report

Vanessa White provided a detailed review of the framework. The committee requested that this presentation be given to the Board of Education.

7. **FOR INFORMATION**

- a.

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

As per Policy Work Plan

9. **ADJOURNMENT AND NEXT MEETING DATE:** Dec. 1, 2020

Committee Info Note

Education - Policy Committee Meeting

December 1, 2020

Agenda Item: Transportation Policy & Regulations Review

Background

- There have been several transportation challenges during this year's school start up that have amplified the systematic issues
- The systematic issues causing many 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.
- Based on these challenges, staff have looked deeper into the following areas of the District's transportation system:
 - ✓ Defined Registration period
 - ✓ Service to Catchment Schools only
 - ✓ Update of and compliance with walk limits
 - ✓ Implementation of an administration fee
- 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**
- **Given the significant and ongoing challenges facing the transportation system, staff feel the 4th principle noted above needs to be reviewed and changes considered**

- Staff have collected input from our stakeholders and have created revised drafts of the District's transportation policy and regulation (F100) that was last updated in 2005

Stakeholder Input

- A Thought Exchange was issued from October 14-27 with the following information:

SD62 needs your input on these proposed changes about our school district's school bus transportation service:

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

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

- 6) **Registration Period (3)** – there should be some flexibility in the registration period and that routes should be published in advance
- 7) **Public Transit (2)** – not in favour of coordinating services with BC Transit or using transit hubs to transport secondary school students

Proposed Policy and Regulation Changes

- Based on the feedback received from our stakeholders through the Thought Exchange process, staff are proposing making changes and/or adjustments to the Board’s transportation policy and regulation (attached)
- These proposed changes can be summarized by:

Defined Registration period – create a defined registration period that opens on February 1st as other school based registrations (kindergarten, academies, French Immersion, etc.) begin allowing families to make an informed decision on the upcoming school year.

The registration period would open early in the calendar year (February 1st) and then be paused on April 30th. Based on the number and location of students registered at that point, routes are then created and posted by June 30th. All registered students are assigned to the created routes with confirmation provided to families by June 30th. Staff will confirm accepted registrations by emailing parents their student’s route information (stops and times). **Registration will remain open and further requests will be only be accepted on existing routes pending enough room on the route.**

To avoid registrations well into the school year, staff are proposing a late registration fee of \$100/rider to encourage families to register within the February 1st to August 31st window. This will assist in creating certainty in the system where routes can be created and remain static for the entire school year.

Service to Catchment Schools only – in order to improve service levels by reducing ride and wait times, staff are suggesting that transportation services will only be provided to in-catchment students (English and French Immersion) with the exception of students enrolled in educational programs of choice or academies. This will allow our existing fleet of buses and drivers to focus on providing services to those students in the geographical area of our schools thereby reducing the length of routes and improving pick up and drop off times.

This method of reducing the number of riders will also allow the District to manage growth in a more sustainable manner.

Update of and compliance with walk limits – staff are recommending removing the walk limits in the current regulation until a full review of safe routes to schools can be completed. Walk limits can be an effective portion of the transportation system when combined with defined routes to schools that are safe for our students.

Reviews at the school level can be completed which may result in varying lengths of walk limits depending on the school and surrounding area. The District could partner with the CRD *Ready Step Roll Program* which is an annual active school travel planning initiative that partners with local governments, throughout the Capital Region, to help students and their families walk and wheel to and from school more often.

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

Implementation of a safety fee – staff are recommending the Board consider charging riders with a \$25/rider safety fee to be used for direct safety improvements for students and staff. Initial ideas for use of the funds include adding student tracking on each bus through the swiping of a bus card. This would confirm when the student enters and leaves the bus and will help for tracking purposes if need be. More to follow on this option if the safety fee is approved.

Moving forward, the fee revenue could be used to structurally fund the safe routes program identified above.

Next Steps

- As discussed at the November Resource Committee and Board meetings, the following table reflects the next steps in the process to review and consider changes to the Transportation policy and regulation (F100)

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)

Proposed Motion:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations F-100 "Transportation".

School District #62 (Sooke)

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

SCHOOL BOARD POLICY

The Board of School Trustees of School District No. 62 (Sooke) will establish an efficient and effective school transportation system to provide for the transportation of students to and from their nearest catchment school.

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

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

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

Policy References:

Fee Waiver Policy

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; <u>Jan 26/21</u>

SCHOOL BOARD POLICY

The Board of School Trustees of School District No. 62 (Sooke) will establish an efficient and effective school transportation system to provide for the transportation of students to and from their nearest catchment school.

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~~The School Act allows~~ ~~does not require~~ school districts to provide a school bus transportation system services and therefore it is the responsibility of each family to determine the best transportation option to and from school ~~that~~to meets their needs, 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.

Commented [HC1]: Removed in from the School Act in 2002

~~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):~~
~~The Board of Education of School District #62 (Sooke) has made the decision to~~will provide transportation services for students to their catchment schools under the following guiding principles:

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

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Policy References:

Fee Waiver Policy

Statutory References:

School Act, section XX

School District #62 (Sooke)

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

ADMINISTRATIVE REGULATIONS**1. Registration Process**

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

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

The District will post the routes for the following year and will communicate the route information (stops and times) to families by June 30th.

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

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

2. Transportation Fees

The District will not charge students a fee for transportation services (ridership fee).

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

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

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

3. Eligible Riders

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

Educational programs of choice are defined as:

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

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

4. Student Walk Limits

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

Primary students: 4 km to or from school

Intermediate & Graduation students: 4.8 km to or from school

These limits are measured by the shortest possible road distance. The walk limits from home also apply where a student is required to walk to a designated bus stop.

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

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

5. Route and Schedule Changes

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

Addition or deletion of routes requires the approval of the Secretary-Treasurer.

To the extent possible, routes will be designed to have students arrive at school no earlier than 30 minutes before the school's 1st bell and depart from schools no later than 30 minutes after the school's final bell.

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

School District #62 (Sooke)

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

ADMINISTRATIVE REGULATIONS

1. Registration Process

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

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

The District will post the routes for the following year and will communicate the route information (stops and times) to families by June 30th.

Registration will ~~be~~remain open for the remainder of the school year in which the service is being provided. ~~and a \$100 late registration fee will be charged for any registration requests received after September 1st. Exceptions will be provided to families moving into the District after the beginning of the school year or for families that can demonstrate financial hardship.~~

Additional routes will ~~not be created unless~~only be created if the Secretary Treasurer requests and receives additional funding from the Board of Education to add additional routes.

2. Transportation Fees

The District will not charge students a fee for transportation services (ridership fee).

The District will charge an annual ~~S~~safety Ffee to be used to improve the safety for the students and staff engaged in theDistrict transportation services. This fee, ~~will be set annually by the Board, d on an annual basis and will not exceed \$25/rider.~~

The District will charge a late registration fee to be set annually by the Board and not to exceed \$100/rider, for any registration request received after September 1st. Exceptions will be provided to families moving into or within the District after the late registration date. ~~or for families that can demonstrate financial hardship. As noted above, a late registration fee of \$100/rider will be charged to those riders requesting service after September 1st of the school year in which services are requested. An exemption will be provided to those families that move into the District during the school year.~~

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

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Commented [SS1]: Is this an appropriate time frame for registration. Would May 30 be better. Seems like a pretty small window.

Commented [HC2]: Transportation staff will work with education staff during their discussions around bell times.

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Commented [SS7]: Typically, we don't ask them to demonstrate, only to indicate.

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Commented [SS8]: I can't find a policy that specifically references financial hardship and our fee waiver policy. This statement should point back to that information.

3. Eligible Riders

~~Eligible riders are considered to be those while balancing the costs of the system with the costs of providing direct educational services, transportation will only be provided to~~ students travelling to their catchment school or students attending an educational program of choice or academy program not offered at their catchment school.

Educational programs of choice are defined as:

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

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

1.4. Student Walk Limits

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

- Primary students: 4 km to or from school**
- Intermediate & Graduation students: 4.8 km to or from school**

These limits are measured by the shortest possible road distance.

The walk limits from home also apply where a student is required to walk to a designated bus stop.
~~The Transportation Supervisor will determine who is eligible for school bus service.~~

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

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

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:

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

3.5. 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.

Commented [SS9]: Already covered in the guiding principles.

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Commented [SS10]: I can't find the School Act section that applies to this, we may want to review and make sure we are consistent.

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Commented [SS11]: Wondering about the wording here.

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To the extent possible, ~~it is the intent that routes will be designed to drop off~~ have students arrive at school no earlier than 30 minutes before the school's 1st bell and ~~will pick up students~~ depart from schools no later than 30 minutes after the school's final bell.

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Route schedules will be sent to schools and registered riders ~~when routes are completed each year by~~ June 30th of the preceding year. It is in the best interests of the ~~district~~ District and the riders that passenger lists be kept as current as possible.

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Info Note

Education-Policy Committee Meeting

December 1, 2020

Agenda Item: 5b – Policy C-432 Maintenance of Order

Background:

In 2015 the Ministry of Education introduced guidelines for the use of section 177 of the *School Act*, Maintenance of Order. The intent of the revisions to policy and regulations is to align to the *School Act* and the guidelines. The revisions do not change the intent of the policy, they only create a stronger alignment to the *School Act*.

Rationale:

The purpose of s177 of the *School Act* is 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 authorized staff (as described in the first paragraph of the Administrative Regulations) to direct a person to leave the property, and prevents the person from returning without prior approval of the principal or authorized staff member.

Feedback to the proposed policy and regulation revisions has included:

- Concern that this may only be reflective of “bell-to-bell” operations when the district has staff in some district locations outside of instructional time. Does the removal of the reference to “loiter” remove the ability to request people to leave district property on weekends or after hours?
 - Section 177 addresses the preservation of order on school premises and is intended to prevent disruption to schools and school functions as well as to ensure protection of students and staff.
 - Loitering is addressed under s177(2) in that a person can be directed to leave the land and/or premises of a school. A “school” includes any district facility.
 - Section 177 may be used to prevent anyone who presents a threat to the safe and efficient operation of a school from accessing school property.
- Why has loitering been removed from the policy?
 - The term is narrow in focus and is not reflective of the intent of this section of the *Act* unless the person doing so presents a threat to the safe and efficient operation of a school.
- What is the definition of the “proceedings of a school”? If a teacher is working on a Saturday in their classroom and they are intimidated or threatened walking to their car, can an exclusion order be issued?
 - This is the term used in the *School Act* and refers to the normal operation of schools or district facilities, including events and activities outside of the instructional day.
 - Yes, an exclusion order could be issued in the scenario described above.

- How is “authorized staff member” status granted? It seems unclear as to who may grant this status?
 - Authorized staff are those persons identified by the Board who have authority to direct individuals to leave school property under this section. These are limited to superintendents, associate superintendents, directors of instruction (or equivalent), principals and vice-principals.
- How are staffs to be apprised of the exclusion? The re-worded section of the regulations regarding section 177 orders being kept in a confidential file at the School District Office, which suggests that the information, such as name and unsafe actions, will be kept secret.
 - This section has not been re-worded; this is the language that currently exists in the administrative regulations.
 - Information about exclusion orders is shared with staff as necessary to ensure their need to know as well as privacy and confidentiality. The confidential storage is intended to indicate that there needs to be a central repository of exclusion orders at the district level.
 - When an exclusion order is issued, the nature of the exclusion, the duration of the exclusion and the individual being excluded is shared with staff as appropriate.

For Recommendation:

Based upon the feedback received, subsequent adjustments to language, and that the period for notice of motion has been served, it is recommended that the revised policy and administrative regulations go forward to the Board of Education for adoption.

Respectfully submitted,



Scott Stinson
Superintendent of Schools

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; Dec. 1/20

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~~ **and** 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; Oct. 27/20; Dec. 1/20

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 **operation of a school, school function, or** educational program offered by the school.

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

- 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 **and address** of school or school facility building;
- **Name**, date of birth and address of the individual named in the **Exclusion 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~~;
- **The date by which the exclusion order will be reviewed**;
- Name of person completing the document.

If an appeal is considered by the excluded person, the following process will be followed:

- 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~~ **they** 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 **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.

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

School District #62 (Sooke)

PROBATIONARY EMPLOYEES	No.: E-123
	Effective: June 22/81 Revised: Jan. 12/93; Oct. 25/05 Reviewed: Dec. 1/20

SCHOOL BOARD POLICY

It is the responsibility of supervisors to ensure an evaluation of employees on probationary appointment, before termination of the period stated in the respective employment contract (i.e.: exempt employment contract, CUPE Collective Agreement, STA Collective Agreement).

For the policy regarding evaluations of Administrators, please refer to policy E-~~122~~ **222**.

Human Resources ~~should~~ **will** be consulted about any concerns that arise during an employee's probationary period. **The supervisor will meet with the probationary employee at regular intervals throughout the probationary period to provide constructive feedback and direction.**

Human Resources will initiate a reminder to the supervisor **at least** two weeks before the probationary period is to expire. A copy of the completed probationary report, signed by the supervisor and the probationary employee, must be submitted to Human Resources prior to the end of the probation period.

School District #62 (Sooke)

DEATH OF AN EMPLOYEE	No.: E-139
	Effective: Feb. 9/82 Revised: May 14/91; Oct. 25/05 Reviewed: Dec. 1/20

SCHOOL BOARD POLICY

In the case of an employee who dies while in the Board's employ, the estate will receive the employee's salary for a one month period from the date of the employee's death.

To ensure that this benefit is not ~~paid twice~~ **duplicated** for the same estate, this policy will not apply if the employee has Death Benefits coverage as part of their employment contract or Collective Agreement **(Exempt, CUPE, STA)**.



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE Via MS Teams
Dec. 1, 2020 – 6:00 p.m.**

- Present:** Bob Phillips, Trustee (Committee Chair)
Dianna Seaton, Trustee (Committee Member)
Margot Swinburnson, Trustee (Committee Member)
Lisa Haug, CUPE
Georgette Walker, SPVPA
Cendra Beaton, SPEAC
Scott Stinson, Superintendent/CEO
Paul Block, Associate Superintendent
Dave Strange, Associate Superintendent
Harold Cull, Secretary Treasurer
- Guests:** Tracey Syrota, Mgr. of Transportation; Christine McGregor, Janine Brooks, Linda Lamers, Sharon Schwartz, Fran Bitonti, Kristin Wiens, Deb Woodland
- Regrets:** Stephanie Hedley-Smith, Associate Superintendent
Missy Haynes, STA
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 Nov. 3, 2020 Education Standing Committee meeting
The committee report for the Nov. 3, 2020 Education-Policy 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** (attached)
 - a. Draft Revised Policy and Regulations F-100 "Transportation" – Harold Cull & Tracey Syrota
Harold Cull, Secretary-Treasurer, started with a recognition of the strong work done by Tracey Syrota and the team at Transportation throughout the fall. Harold and Tracey spoke to the draft revised policy and regulations, including an overview of the systemic challenges that gave rise to reviewing the existing policy and regulations, the process followed to create the drafts

being presented to the committee, and the intent of the proposed changes. The committee engaged in discussion and questioning seeking clarification and understanding.

Recommendation:

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

- b. Draft Revised Policy and Regulations C-432 "Maintenance of Order" – further revisions – Scott Stinson

Superintendent Scott Stinson presented on the feedback and final revisions to the draft revised policy and regulations. Scott suggested the revised policy and regulations are ready to go to the Board for adoption. Discussion and questions followed.

Recommendation:

That the Board of Education adopt draft revised Policy and Regulations C-432 "Maintenance of Order".

- c. Draft Revised Policy E-123 "Probationary Employees" – Scott Stinson

Scott Stinson spoke to the draft revised policy. Discussion and questions followed.

Recommendation:

That the Board of Education give Notice of Motion to draft revised Policy E-123 "Probationary Employees".

- d. Draft Revised Policy E-139 "Death of an Employee" – Scott Stinson

Scott Stinson spoke to the draft revised policy. Discussion and questions followed.

Recommendation:

That the Board of Education give Notice of Motion to draft revised Policy E-139 "Death of an Employee".

6. NEW BUSINESS

- a. Presentation – Supporting Students with Autism Spectrum Disorder in SD62 – Christine McGregor, Janine Brooks, Linda Lamers, Sharon Schwartz, Fran Bitonti, Kristin Wiens, Deb Woodland

The committee members thanked the team for their presentation and recognized the tremendous work of the department as well as school-based staff. Discussion and questions followed.

Request to have the presentation come back to the committee in the spring and packaged to be shared with the public to highlight our great work and to inform families of our services and programs.

- b. COVID-19 Update – Scott Stinson

The Superintendent provided an update on COVID-19 including work with health authorities, the upcoming winter break, and plans being developed to respond to possible school exposures should they occur in one of our schools. Discussion and questions followed.

- c. Strategic Planning Update – Scott Stinson
The Superintendent provided an update on district strategic planning and next steps. Discussion and questions followed.

- d. Victoria Family Court Youth Justice Committee (VFCYJC) – Trustee Margot Swinburnson
Trustee Swinburnson gave an update on proceedings from the VFCYJC and the upcoming report from the office of the Charlesworth report. Discussion and questions followed.

The committee decided to wait for the release of the report and then consider any possible actions in response to its findings and recommendations.

7. FOR INFORMATION

a.

8. FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS

As per Policy Work Plan

9. ADJOURNMENT AND NEXT MEETING DATE: Jan. 5, 2021

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

December 15, 2020

Draft revised Policy and Regulations F-100 "Transportation" are now ready for Notice of Motion.

NOTICE OF MOTION:

That draft revised Policy and Regulations F-100 "Transportation" be given Notice of Motion.

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; Reviewed: Dec. 1/20

SCHOOL BOARD POLICY

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

The *School Act* allows ~~does not require~~ school districts to provide a school bus transportation system ~~services and therefore it is the responsibility of each family to determine the best transportation option to and from school to meet their needs, 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) will provide transportation services for students to their catchment schools under the following guiding principles:

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

Policy References:
Fee Waiver Policy

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 Reviewed: Dec. 1/20

ADMINISTRATIVE REGULATIONS**1. Registration Process**

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

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

The District will post the routes for the following year and will communicate the route information (stops and times) to families by June 30.

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

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

2. Transportation Fees

The District will not charge students a fee for transportation services (ridership fee).

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

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

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

3. Eligible Riders

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

Educational programs of choice are defined as:

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

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

4. Student Walk Limits

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

Primary students: 4 km to or from school

Intermediate & Graduation students: 4.8 km to or from school

These limits are measured by the shortest possible road distance.

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

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

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

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

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?~~

5. 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.~~

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

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

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

December 15, 2020

Draft revised Policy and Regulations C-432 "Maintenance of Order" are scheduled for approval.

RECOMMENDATION

That Draft revised Policy and Regulations C-432 "Maintenance of Order" be approved and included within the District Policy Manual.

School District #62 (Sooke)

MAINTENANCE OF ORDER	No.: C-432
	Effective: Feb. 9/82 Revised: Oct. 25/05; Jan. 22/07; Apr. 25/17; Dec. 15/20 Reviewed: Dec. 5/16; Oct. 6/20; Oct. 27/20; Dec. 1/20

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~~ and 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.

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)

MAINTENANCE OF ORDER	No.: C-432
	Effective: Apr. 25/17 Revised: Dec. 15/20 Reviewed: Dec. 5/16; Oct. 6/20; Oct. 27/20; Dec. 1/20

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 **operation of a school, school function, or** educational program offered by the school.

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

- 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 **and address** of school or school facility building;
- **Name**, date of birth and address of the individual named in the **Exclusion 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;~~
- **The date by which the exclusion order will be reviewed;**
- 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:

- 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~~ **they** 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.

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

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

December 15, 2020

Draft revised Policy E-123 "Probationary Employees" is now ready for Notice of Motion.

NOTICE OF MOTION:

That draft revised Policy E-123 "Probationary Employees" be given Notice of Motion.

School District #62 (Sooke)

PROBATIONARY EMPLOYEES	No.: E-123
	Effective: June 22/81 Revised: Jan. 12/93; Oct. 25/05; Reviewed: Dec. 1/20

SCHOOL BOARD POLICY

It is the responsibility of supervisors to ensure an evaluation of employees on probationary appointment, before termination of the period stated in the respective employment contract (i.e.: exempt employment contract, CUPE Collective Agreement, STA Collective Agreement).

For the policy regarding evaluations of Administrators, please refer to policy E-122 **222**.

Human Resources ~~should~~ **will** be consulted about any concerns that arise during an employee's probationary period. **The supervisor will meet with the probationary employee at regular intervals throughout the probationary period to provide constructive feedback and direction.**

Human Resources will initiate a reminder to the supervisor **at least** two weeks before the probationary period is to expire. A copy of the completed probationary report, signed by the supervisor and the probationary employee, must be submitted to Human Resources prior to the end of the probation period.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

December 15, 2020

Draft revised Policy E-139 "Death of an Employee" is now ready for Notice of Motion.

NOTICE OF MOTION:

That draft revised Policy E-139 "Death of an Employee" be given Notice of Motion.

School District #62 (Sooke)

DEATH OF AN EMPLOYEE	No.: E-139
	Effective: Feb. 9/82 Revised: May 14/91; Oct. 25/05 Reviewed: Dec. 1/20

SCHOOL BOARD POLICY

In the case of an employee who dies while in the Board's employ, the estate will receive the employee's salary for a one month period from the date of the employee's death.

To ensure that this benefit is not paid twice **duplicated** for the same estate, this policy will not apply if the employee has Death Benefits coverage as part of their employment contract or Collective Agreement (**Exempt, CUPE, STA**).

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

December 15, 2020

Draft new Policy A-105 "Trustee Code of Conduct" is now ready for Notice of Motion.

NOTICE OF MOTION:

That draft new Policy A-105 "Trustee Code of Conduct" be given Notice of Motion.

School District #62 (Sooke)

Trustee Code of Conduct	No.: A-105
	Effective: January 26/20

SCHOOL BOARD POLICY

This policy applies to all individual Trustees of School District #62 (the “District”) that make up the District’s Board of Education.

Trustees will exhibit the highest standards of conduct and act in an honest and ethical manner and in the best interests of the District. Their conduct must instil confidence and trust and not bring the District into disrepute. The honesty and integrity of the District demands the impartiality of Trustees in the conduct of their duties. Trustees will, at all times, exhibit the values of the District:

- Inclusion, respect, and diversity;
- Honesty and ethical behaviour;
- Trust;
- Integrity;
- Respect for privacy, confidentiality and the rule of law; and
- Fair dealing with all people in all situations.

This Code of Conduct and all other standards, policies and procedures of the District, including the Duties of Trustees as outlined in By-law 1, will guide the actions of Trustees.

The Code of Conduct is designed to clarify the roles and conduct of members of the Sooke Board of Education. Each newly elected Board shall review this policy as part of an orientation process within 6 months of the start of their term.

Statutory Reference:

British Columbia School Act: Part 4

Policy Reference:

By-Law #1: Board Governance

1. Delegated Responsibilities

The Board is the representative assembly that governs the provision of public-school education within the District on behalf of the people of British Columbia, represented by the Government of British Columbia, and the electors of the District.

The Board will carry out its duties in accordance with the provisions of the *School Act* and all other relevant legislation by working collaboratively and creatively with administrators, teachers, parents, and community leaders. Trustees will model and contribute to a positive and receptive learning and working culture both within the Board and the District. In exercising their duties of governance, Trustees understand the importance of mutual respect, transparency, and impartiality. Committed to ethical practice and principles, Trustees shall act with integrity and be accountable for their actions and decisions. To fulfill the responsibilities of public office effectively, Trustees are expected to attend all scheduled meetings of the Board; in the event of an unavoidable absence, Trustees shall inform the Board Chair ahead of the meeting.

Trustees will ensure that the decisions they are making are confined to the governance of the school district. Trustees will respect that day-to-day operations of the District are the responsibility of the Superintendent or designated staff.

2. Conflict of Interest

Trustees are expected to adhere to all applicable legislation (in particular, Part 5 of the British Columbia School Act) regarding conflict of interest and to avoid any perceived or actual conflicts of interest.

A conflict of interest occurs when a Trustee's private affairs or financial interests are in conflict, or could result in a perception of conflict, with the Trustee's duties or responsibilities in such a way that:

- the Trustee's ability to act in the interests of the District could be impaired; or
- the Trustee's actions or conduct could undermine or compromise:
 - stakeholders' confidence in the Trustee's ability to discharge their responsibilities; or
 - the trust that our stakeholders place in School District 62.

Conflict must not exist between a Trustee's private interests and the discharge of their duties as elected officials of School District 62. Upon taking office, Trustees must arrange their private affairs in a manner that will prevent conflicts of interest, or the perception of conflicts of interest, from arising.

Trustees who find themselves in an actual, perceived, or potential conflict of interest must notify the Chair of the Board or the Superintendent with regard to the matter.

3. Confidentiality

Confidential information, in any form, that Trustees receive during their elected term must not be disclosed, released, or transmitted to anyone other than persons who are authorized to receive the information. Trustees with care or control of personal or sensitive information, electronic media, or devices, must handle and dispose of them appropriately. Trustees who are in doubt as to whether

certain information is confidential must ask the Superintendent or Chief Information Officer before disclosing, releasing, or transmitting it.

The proper handling and protection of confidential information is applicable both within and outside of the District and continues to apply after the term of the Trustee ends.

Confidential information that Trustees receive through their elected position must not be used by a Trustee for the purpose of furthering any private interest, or as a means of making personal gains.

4. Working Relationships

Trustees shall work with fellow board members in a spirit of harmony and cooperation and be respectful of differences of opinion. Trustees shall refrain from making discrediting comments about others, engaging in unwarranted criticism, or taking private action that could compromise the integrity or authority of the board. Trustees shall observe proper decorum and encourage full, open, and courteous discussions in all matters with other trustees. Trustees will speak directly with one another to seek clarity and to ensure open, honest and transparent communication. Information that may be of potential concern should not be concealed or withheld.

5. Community Relationships:

As governors of the district and elected officials, Trustees welcome constructive engagement and participation from the broad school community in establishing and interpreting policy on school operations, goals, and directions. Trustees will endeavor to share and incorporate the opinions and views of others in the deliberations and decisions of the board. Timely reporting out of information will be provided to those who are impacted by board decisions.

6. Legal Authority of Individual Trustees

Trustees recognize that as a Corporate Board, the authority to make decisions must only be made within an official meeting of the board. Individual trustees or committees of trustees may not exercise the rights, duties, and powers of the board. The Chair is the official spokesperson for the board; other trustees shall not speak on behalf of the board unless authorized to act in such a capacity.

In addition to being elected representatives who hold the public trust, Trustees are participants in a democratic society. Trustees are free to engage in, support, or comment on community issues, but must not use their formal district titles in their communications.

7. Support for Board Decisions

Trustees shall present their views through the process of board debate. Regardless of holding a minority position in debate or casting an opposition vote, Trustees shall publicly accept and uphold the majority decisions of the board and any proposed action or implementation that will ensure decisions have the intended outcome. Trustees also recognize and uphold the integrity and merits of their predecessors' work and achievements.

8. Scope of Delegated Responsibility

Trustees shall respect the authority vested in the role of Superintendent of Schools and of the executive staff of the school district and shall give the responsibility to manage and operationalize policies and directions, which have been established and evaluated by the board, to these executive officers.

School District #62 (Sooke)

BOARD GOVERNANCE BYLAW	No.: 1
	Effective: Jan. 23/18 Reviewed: Revised:

SCHOOL BOARD GOVERNANCE BYLAW**Purpose, Vision, Mandate, Mission, Values, and Beliefs****Purpose:**

Create a safe learning community in which all have the opportunity for a diverse education in a respectful, inclusive culture that promotes personal motivation, resilience and individualized learning.

Vision:

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

Mandate:

1. To provide a personalized and flexible education that spans intellectual, human, social, emotional and career development, for every child; without pre-conditions.
2. To ensure accessibility, relevance, equity, quality, and accountability in all that it does.
3. To govern in a fiscally responsible and cost-effective manner.
4. To develop a capital plan that ensures the necessary physical plants required for present and future educational needs.
5. To provide choices of programs in order to accommodate different learning styles.
6. To focus on individualized student learning through continuous, evidence-based improvement and capacity building.
7. To support ongoing professional development for all staff.

Mission:

To help develop informed, literate and resilient citizens through engagement in a safe, respectful and responsive School District # 62 learning community.

Values:

- Inclusion, Respect, and Diversity.
- Honesty and ethical behaviour.
- Trust.
- Integrity.
- Respect for privacy and confidentiality, the rule of law.
- Fair dealings with all people, in all situations.

Beliefs:

In School District #62, we believe;

- ***The quality of experience for students and staff should be engaging, purposeful and reflective of voice and choice;***
- ***All education partners have a role in supporting student learning, each with distinct responsibilities;***
- ***In the commitment of understanding and respecting differences and complexities that affect achievement;***
- ***In fostering a district-wide focus on learning and ensuring that everyone has the opportunity to achieve their potential;***
- ***In continuous improvement through decision-making informed by gathering evidence that is strength and results-based; and***
- ***We are growing at an unparalleled pace and it is necessary to manage this growth appropriately to ensure that the District continues to deliver successful education programs.***

SECTION I

BOARD

1.0 The Board is an elected Representative Assembly

The Board is the representative assembly that governs the provision of public-school education within School District No.62 (Sooke) on behalf of the people of British Columbia, represented by the Government of British Columbia, and the electors of the District.

1.1 Accountability and Responsibility

- 1.1.1 The Board will carry out its duties in accordance with the provisions of the *School Act* and all other relevant legislation, including Regulations and Ministerial Orders.
- 1.1.2 The Board is directly accountable to the Minister of Education for the way in which it discharges these duties and is generally accountable to the electorate of School District No.62 (Sooke) for:
- (a) Anticipating the future of both students and the community, and aligning present work with future aspirations and expectations, by providing direction, policy parameters, a strategic work plan, an annual budget, and evaluation.
 - (b) Framing the culture of School District No.62 (Sooke).
 - (c) Hiring the Superintendent, and the regular periodic evaluation of the Superintendent thereafter.
 - (d) Securing the resources, and making the primary allocation of resources.
 - (e) Risk assessment and risk management (including crisis preparedness).
 - (f) Evaluation of culture, consistency, outcomes, and constituent satisfaction.
- 1.1.3 The Board has, and is accountable to act on, a mandate from both the provincial government (and the people of British Columbia) and the residents of the District.

1.2 Rules of Order and Voting

- 1.2.1 The procedures of the Board will be governed by this Bylaw and by any Standing Orders that the Board may adopt, and by Robert's Rules of Order: ~~Newly Revised (11th edition)~~ **(as most recently published)**, and in the case of any conflict between or among these, this Bylaw has precedence, followed by any Standing Orders that the Board may adopt, followed by Robert's Rules of Order.
- 1.2.2 All Trustees present at a meeting of the Board must vote on all matters unless they declare a conflict of interest.

1.3 Trustees' Oath of Office

- 1.3.1 Individuals hold office for a term as Trustees upon swearing or affirming the Oath of Office [in accordance with the School Act.](#)

- 1.3.2 Every member of a Board shall act in accordance with the Members' Oath of Office, and is subject to action according to these Bylaws and any relevant provincial enactment for failure to do so.

1.4 Organizational Meeting of the Board

- 1.4.1 The Organizational Meeting of the Board shall be held within 30 days of the post-election deadline for applying for a judicial recount.
- 1.4.2 The Organizational Meeting of the Board shall be convened and may be chaired by the Secretary-Treasurer of the School District No.62 (Sooke).
- 1.4.3 Notwithstanding ~~1.4.1~~ **4.4**, the Board may appoint a Chair of the Organizational Meeting, from among its members.
- 1.4.4 At its Organizational Meeting, the Board of Education shall consider the election of a Chairperson and Vice-Chairperson of the Board, and may conduct such other business as they see fit.
- 1.4.5 The Board shall, if a Chairperson is not elected, choose a Chairperson *pro tem* (temporary) solely for the purpose of presiding over the meetings of the Board until a Chairperson is elected or appointed.

1.4.6 During the years in which there is not a trustee election, ~~an Annual Meeting shall be held at 7:00 p.m. a part of the regular December Board meeting on the first Tuesday of (November or December) for the purposes of will include the election of a Chairperson and Vice-Chairperson of the Board as well as provincial representatives, as well as such other business the Board sees fit.~~

1.5 Officers: ~~---~~ **The Board Chairperson and Vice-Chairperson**

- 1.5.1 Only ~~an incumbent~~ **a** Trustee ***currently elected to the Board*** may serve as the Chairperson or Vice-Chairperson of the Board.
- 1.5.2 The term of office of the Chairperson and of the Vice-Chairperson is one year and they may be re-elected.
- 1.5.3 Where a vacancy occurs in the office of the Chairperson or the Vice Chairperson, the Board shall, at its first meeting after the vacancy occurs, elect one of its members to fill the vacant office for the balance of the term of the office.

1.6 Election of the Chairperson and Vice-Chairperson of the Board

- 1.6.1 Nominations for, and the election to, the position of Chairperson and Vice-Chairperson shall be conducted using a secret ballot process at a Board meeting.
- 1.6.2 The candidate receiving the majority (50% plus one) of the votes cast shall be declared elected.
- 1.6.3 If no candidate receives a majority of the votes cast, the candidate(s) who received the fewest votes will be removed from the list of those eligible to be elected, and a second ballot shall be cast and counted to determine the outcome of the election.
- 1.6.4 If, among two candidates, there is a tie vote, both candidates may speak to the Board

for no more than 3 minutes, after which the Chairperson of the Meeting shall cause a final vote to be taken.

1.6.5 If the final vote for the election of the Chairperson of the Board is a tie vote, the election of the Chairperson of the Board shall be deferred to the next meeting of the Board.

~~1.6.6 If the final vote for the election of the Vice-Chairperson of the Board is a tie vote, the election of the Chairperson of the Board shall be deferred to a future meeting of the Board.~~

1.6.67 Any Trustee may be nominated to serve as Chairperson or Vice-Chairperson, provided that any nominee must consent to the nomination and must agree to serve in good faith if elected.

1.6.78 Any member who is not present at the Board meeting may have her/his/their name put forward ~~in-for~~ nomination *in absentia* provided the Board Secretary has received a direct communication from the Board member stating her/his/their wish to have her/his/their name stand for the office of Chairperson or Vice-Chairperson.

1.6.89 A consent provided pursuant to 1.60 is only effective for the election immediately following the date of the consent.

1.6.910 _____ When nominations have been called for a third time without any additional nominations being made and assented to, a vote shall be conducted under the supervision of the Secretary-Treasurer.

1.6.101 The Chairperson of the meeting, with the advice and consent of Trustees, shall appoint two people to distribute, collect and count the ballots, which will be collected in such a way as to:

- (a) Ensure that no vote is cast by any person except a Trustee; and
- (b) Conceal the vote of each Trustee.

1.6.112 The election of the Chairperson shall be completed prior to commencing the procedure for the election of a Vice-Chairperson.

1.7 Responsibilities of the Chairperson and Vice-Chairperson of the Board

1.7.1 The Chairperson will carry out her/his/their duties in accordance with the *School Act*, these Bylaws, and any other bylaws, policy or other decisions of the Board.

1.7.2 The Chairperson, when present, will call and preside at all meetings of the Board, and ensure that meetings of the Board are conducted in accordance with 1.20 of this Bylaw.

1.7.3 The Chairperson is responsible for safeguarding free, open, respectful debate that is conducive to a full understanding of what is material to each issue or question.

1.7.4 The Chairperson is the only agent of and spokesperson for the Board.

1.7.5 Notwithstanding 1.70, the Board may delegate to another Trustee the role of agent of the Board for a particular task or range of tasks, subject to such terms and conditions as are mutually agreed and provided that the delegation is in writing, and the Chairperson may delegate to another Trustee the role of spokesperson for the Board

on a particular matter or range of matters, subject to such terms and conditions as are mutually agreed and provided that the delegation is in writing.

~~1.91~~ ~~Responsibilities of the Vice-Chair~~

- 1.7.6 The Vice-Chairperson will carry out ~~her/his~~their duties in accordance with the *School Act* and these Bylaws.
- 1.7.7 In the absence of the Chairperson, the Vice-Chairperson, when present, will call and preside at all meetings of the Board, and ensure that meetings of the Board are conducted in accordance with ~~1.20~~ of this Bylaw.
- 1.7.8 The Vice-Chairperson will fulfill the obligations otherwise fulfilled by the Chair of the Board in dealing with any complaint against the Chair of the Board.
- 1.7.9 ~~In the absence or inaccessibility or inability of the Chairperson to act, the Vice-Chairperson~~ shall carry out the duties of the Chairperson.
- 1.7.10 The Vice-Chairperson shall have such other duties and powers as the Board may specify.

1.8 Meetings of the Board; Quorum

- 1.8.1 At the Organizational Meeting or at the first meeting of the Board following the Organizational Meeting, the Board shall schedule regular meetings of the Board for the duration of the terms of office of the Board.
- 1.8.2 Regular meetings of the Board shall be held at least monthly from September to the following June, [and at least once in July or August each year.]
- 1.8.3 Regular meetings of the Board may be cancelled by the Chairperson of the Board, provided that at least seven days' notice is given to all Trustees and provided that no two consecutive meetings of the Board are cancelled.
- 1.8.4 The Chairperson of the Board may call a Special Board Meeting for the purpose of dealing with any urgent or timely matter or matters, ~~and~~ and shall call a Special Board Meeting upon receiving a written or emailed request from at least three Trustees.
- 1.8.5 The Chairperson of the Board shall determine the day and time and place at which the Special Board Meeting will be held, bearing in mind the need to have as many Trustees as possible in attendance.
- 1.8.6 The Board Secretary shall give notice of the day and time, and place at which a Special Board Meeting will be held, and shall provide to each Trustee, by email or printed document(s) a copy of the proposed Agenda and supporting documents, if any.
- 1.8.7 No item may be added to the Agenda circulated in advance of a Special Board Meeting unless the addition has the unanimous consent of all Trustees, including those not present at the meeting.
- 1.8.8 No business shall be conducted at any meeting of the Board unless a quorum is present and, in the event a quorum is lost, the Chairperson must adjourn the meeting.
- 1.8.9 ~~A~~ quorum continues to be present at a meeting if a Trustee excuses him/herself briefly with the intention of returning to the meeting.

1.8.10 A Trustee may, at any time, ask the Chairperson to recess a meeting for a brief time and the Chairperson may, at ~~his or her~~their sole discretion, recess a meeting for a brief and stated period of time.

1.8.11 Trustees may participate in or attend a meeting or committee meeting of the board by telephone or other means of communication, provided that all trustees and other persons participating in or attending the meeting are able to communicate with each other in real time.

1.8.12 If a trustee participates in or attends a meeting of the board by telephone or other means of communicating as provided in 1.8.11, the trustee is to be counted for the purposes of establishing a quorum.

1.9 Committees of the Board; External Committees

1.9.1 The Board may establish such Standing or Special Committees as it sees fit to establish, provided that the motion to establish a committee shall indicate and include:

- (a) Whether the Committee is a Standing or a Special Committee;
- (b) The terms of reference;
- (c) The membership, and the Chairperson of the Committee shall be named;
- (d) The budget.

1.9.2 Committees do not decide or act on behalf of the Board: ~~—~~they report to the Board.

~~1.9.3 The Board shall have a Standing Committee known as the Financial Audit Review Committee and may appoint qualified persons who are not Trustees to serve on the Financial Audit Review Committee.~~

~~1.9.3.1 A member of the Financial Audit Review Committee who is a Trustee shall be appointed serve Chairperson of the Committee by the Chairperson of the Board.~~

~~1.9.3.2 The Board shall refer the annual financial statements to the Financial Audit Review Committee and may refer any other matter to the Committee.~~

~~1.9.3.3 The Financial Audit Review Committee may, at its sole discretion, submit any report to both the Board and to the Minister of Education.~~

~~**Currently articulated in Policy A-340: School Board Committees and Policy F-335: Audit Committee.**~~

1.9.34 Trustees of the Board of Education are members of all **standing** committees, *ex officio*.

1.9.45 The Board may appoint a Trustee or a staff person, or a Resident of the District to a board or committee established by the Minister of Education, or another Minister of the Crown, or another organization or institution, subject to such terms and conditions as it expresses in the resolution of appointment.

SECTION II

TRUSTEES

- 2.10 The Board consists solely of the Trustees most recently elected within the District and sworn into office, or an Official Trustee if one is appointed by the Minister.
- 2.20 Each Trustee is elected in a Trustee Electoral Area of the District, in the expectation that they will bring a distinct 'lived experience' to the deliberations of the Board. Notwithstanding election in Trustee Electoral Areas, each Trustee, in making decisions about matters before the Board, shall have primary regard for justice, fairness, and excellence and what is best for the District as a whole.
- 2.3 Limitations on the Role of Trustees

2.3.1 The Board is a single entity and a representative assembly, and no individual Trustee has any right of access to, or of agency within or on behalf of the organization or operations of School District No.62 (Sooke) except as the result of a prior and express decision of the Board. Specifically, but without restricting the generality of the foregoing, individual Trustees have no right to access information kept by School District No.62 (Sooke) regarding individual students and/or their parents or guardians, staff, volunteers, suppliers or contractors, or the public.

2.3.2 A Trustee is not the representative of the Board or of School District No.62 (Sooke), except as the result of a delegation of that representative function, made by the Board or by the Chairperson of the Board or the Superintendent of Schools.

2.4 Duties of Trustees

2.4.1 Each Trustee~~s~~ owes to School District No.62 (Sooke):

- (a) The duty of loyalty, and the duty to avoid conflict of interest.
- (b) The duty to act in good faith.
- (c) The duty of diligence, care, and prudence.
- (d) The duty of skill.
- (e) The duty of full disclosure of any and all information and knowledge ~~s/he~~ ***the trustee*** has which could be material to any matter under discussion.
- (f) The duty to comply with the law, including the *School Act*, the *Freedom of Information and Protection of Privacy Act* and the *Personal Information Protection Act* and all other relevant legislation.

2.4.2 It is the duty of each Trustee to:

- (a) Attend all meetings of the Board and of Committees of the Board of which they are a member, or to advise the Chairperson of the meeting that they will be absent.
- (b) Observe the Bylaws, Rules of Order, and the decisions of the Chair of any meeting they attend as a participant.
- (c) Prepare well for all meetings and for the examination of all issues before the Board.
- (d)** Be familiar with the Board's by-laws, policies and procedures, on an on-going basis.

(d)

2.4.3 These duties are further represented in Policy A-~~330XXX~~: Trustee Code of Conduct.

SECTION III

THE SUPERINTENDENT

- 3.1 The Superintendent is appointed by and is accountable to the Board, subject to such terms and conditions as are embodied in a contract of employment.
- 3.2 The Superintendent is the Chief Executive Officer of School District No.62 (Sooke) and has overall responsibility for the day-to-day management and the efficient operation of the District offices, schools, and facilities and services, and the supervision of all employees of School District No.62 (Sooke).
- 3.3 The Superintendent shall adhere to the requirements of the *School Act* and all other relevant legislation, including Regulations and Ministerial Orders. The Superintendent shall implement approved Board policy.
- 3.4 The Superintendent is responsible for the development, approval and implementation of administrative procedures.
- 3.5 The Superintendent is the only official spokesperson for School District No.62 (Sooke).
- 3.6 Within six months of hiring a Superintendent, the Board, with the advice of the Superintendent, shall develop and adopt a process for regular periodic formative reviews and evaluations of the performance of the Superintendent in the role of Superintendent.
- 3.7 A formal and formative review and evaluation of the performance of the Superintendent shall be conducted within 18 months of the Superintendent being hired [and thereafter ~~within 18 months of the previous review and evaluation~~ ***in accordance with the Superintendent's contract of employment***].

SECTION IV

THE SECRETARY-TREASURER

- 4.1 The Secretary-Treasurer of School District No.62 (Sooke) is the Secretary of the Board, and the Secretary-Treasurer may delegate this role to another person, subject to the advice and consent of the Board and in no case for a term that exceeds the term of office of the incumbent Board.
- 4.2 The Board Secretary is responsible to keep a complete and accurate record of the proceedings of all meetings of the Board, in such form and detail as the Board may determine, provided that no meeting of the Board shall be recorded, verbatim, in any form whatsoever, by transcription or by use of audio or visual or audio-visual equipment or services without the prior knowledge and consent of the Board, and in no case may an *in camera* session of the Board be recorded in any form whatsoever.
- 4.3 The Board Secretary shall inform the public of all Regular and Special Board meetings, in whatever way(s) the Board Secretary considers are most likely to provide ample and widespread notice.
- 4.4 The Secretary-Treasurer may not chair any meeting of the Board except the Organizational meeting and the portion of the regular December Annual Meeting specifically set aside for the purpose of the electing the Board Chair.

SECTION V

DEFINITIONS

In these By-laws, unless the context otherwise requires:

ADOPT, to is a motion indicating that the meeting approves the action; or, in the case of a report, that every recommendation contained in a report is adopted as if the Board approved each recommendation separately.

~~**ANNUAL MEETING:** is the meeting of the Board of Education during non-election years and is convened for the purpose of electing the Chair and Vice-Chair.~~

APPROVE, to is a motion indicating that the meeting agrees with a specific proposed action or report.

BCSTA means British Columbia School Trustees' Association.

BL means these By-laws.

BOARD means the governing Board of Education of the School District No.62 (Sooke), often referred to colloquially as the school board.

BOARD MEMBER means a member of the Board of Trustees (school board), including the Board Chair and Vice-Chair.

BOARD WORK SESSION means a private session of the Board for a specific purpose (i.e. in-depth budget analysis). A Board Work Session is not a meeting of the Board. No quorum is required and no motions may be made.

BY-LAWS means these By-laws.

CHAIR means the Chair of the Board.

DAY means calendar day.

DISTRICT means the geo-political jurisdiction within which School District No.62 (Sooke) operates schools and provides K -12 education.

FIPPA means the *Freedom of Information and Protection of Privacy Act*.

IN CAMERA (PRIVATE) means a private session of the Board that is convened during the course of a regular or special Board meeting to discuss sensitive/confidential issues.

INCUMBENT TRUSTEE means the trustee has taken their oath of office.

MEETING means the Organizational Meeting of the Board, or a Regular or Special Board Meeting, whether held as a public or as a Private Meeting.

MEMBER means a member of the school board and is synonymous with Board member.

MINISTER means the Minister of Education.

ORGANIZATIONAL MEETING means the first meeting of the Board following a general election of Trustees.

PERSONAL INFORMATION means recorded information about an individual who could be identified solely by reference to the information, and includes names, addresses and telephone numbers, the individual's age, sex, sexual orientation, family status, race, national or ethnic origin, beliefs, identifying numbers (such as student number or social insurance number), or information about an individual's employment, health or educational history.

PIPA means the *Personal Information Protection Act*.

QUASI-JUDICIAL is having a partly judicial character by possession of the right to hold hearings on and conduct investigations into disputed claims and alleged infractions of rules and regulations and to make decisions in the general manner of courts. Essentially judicial in character but not within the judicial power or function as constitutionally defined.

QUORUM is a majority (more than half) of the Trustees holding office at the time of the meeting.

REGULAR BOARD MEETING means the regular periodic scheduled meeting of the Board at which time motions may be passed. A quorum is required in order for any business to be conducted.

RECEIVE, to means a motion by which the Board acknowledges that a report has been presented, but the Board is not bound by its findings or recommendations.

ROBERT'S means the most current of Robert's Rules of Order, the procedural manual adopted and followed by the School Board.

SA means the *School Act*.

SECRETARY means the Secretary Treasurer or Designate.

SPECIAL BOARD MEETING means a Board meeting other than a regular meeting, held to address a specific matter or issue of concern. A quorum is required and motions may be passed at this meeting.

SPECIAL COMMITTEE means a Committee that is established for a fixed term or to provide a special report or to undertake a specific negotiation or task on the completion of which the Committee will be discharged.

STAFF means personnel employed in the School District.

STANDING COMMITTEE means a Committee that is established to function without term, and for a general purpose.

SUPERINTENDENT means the Superintendent of Schools for the Board.

TRUSTEE means a member of the Board of Education of the Sooke School District #62 or an Official Trustee appointed by the Minister of Education.

VICE--CHAIRPERSON means the Vice--Chairperson of the Board.

Other relevant definitions are found in the *School Act*, and the Regulations made according to the School Act.

School District #62 (Sooke)

BY-LAW – TRUSTEE INDEMNIFICATION	No.: 2-20
	Effective: Revised: Reviewed:

BY-LAW NO. 2-20– INDEMNIFICATION**Preamble:**

The British Columbia *School Act* provides that the Board of Education may, by by-law, provide that the Board will indemnify a trustee, ~~an officer, or an employee~~ of the Board. It is in the interest of a responsive and efficient school district that trustees, ~~officers and employees~~ be protected against a claim of damages arising out of the performance of their duties.

Policy References:

By-law #1: Board Governance
 Policy A-355: Complaints Against Individual Trustees
Policy XXXX: Trustee Code of Conduct

Statutory References:

British Columbia School Act: Section 58 "Duty of trustee"
 Section 63 "Remedy"
 Division 4 "Limitation of Actions and Indemnification"

BY-LAW:**1. Indemnification**

- 1.1. The Board will indemnify a trustee, ~~an officer, or an employee~~ of the Board
 - 1.1.1. against a claim for damages against the trustee, ~~officer, or employee~~ arising out of performance of their duties, or
 - 1.1.2. if an inquiry under the *Public Inquiry Act* or other proceeding involves the administration and conduct of the business of the School District. In addition, the Board may pay legal costs incurred in proceedings arising out of the claim, inquiry or other proceeding.
- 1.2. The Board, may, by affirmative vote of a majority of not less than 2/3 of all its members, pay
 - 1.2.1. any sum required to indemnify a Trustee, ~~an officer or an employee~~ of the Board if a prosecution arises out of the performance of their board duties; and
 - 1.2.2. costs necessarily incurred; but the Board must not pay a fine imposed on a Trustee, ~~an officer or an employee~~ of the Board as a result of their conviction.
- 1.3. The Board must not seek indemnity against a Trustee, ~~an officer or an employee~~ of the Board in respect of any action of the Trustee, ~~officer or employee~~ that results in a claim for damages against the Board, but the Board may seek indemnity

- 1.3.1. against a trustee, ~~officer or employee~~ if the claim for damages arises out of the gross negligence of the Trustee, ~~officer or employee~~; or
- 1.3.2. ~~against an officer or employee, if in relation to the action that gave rise to the claim for damages against an officer or employee, the officer or employee willfully acted contrary to:~~
 - 1.3.2.1. ~~the terms of her or his employment, or~~
 - 1.3.2.2. ~~an order of a superior.~~

2. Interpretation:

- 2.1. The Board's obligation to indemnify a Trustee, ~~an officer or an employee~~ of the Board in respect of matters occurring during their term of office ~~or employment~~ shall continue, notwithstanding that the term of office ~~or employment~~, as the case may be, has ended.

~~3. Collective Agreements and Contracts:~~

- 3.1. ~~This by law shall not apply to employees whose terms of employment as set out in collective agreement or employment contract include a provision for indemnification other than as set out in this bylaw.~~

4. Exclusions

- 4.1. The Board shall not indemnify a trustee, ~~officer, or employee~~ against:
 - 4.1.1. liability and/or legal fees incurred as a result of an action or other proceeding taken by the Board against the trustee, ~~officer or employee~~, or as a result of an action or proceeding taken by the trustee, ~~officer, or employee~~ against the Board;
 - 4.1.2. liability to pay a fine, penalty, or order imposed as a result of a conviction for an offence;
 - 4.1.3. ~~Liability and/or legal fees resulting from investigations or proceedings undertaken pursuant to the Teachers Act unless the Board agrees to the contrary by an affirmative vote of a majority of its members;~~
 - 4.1.4. legal fees incurred as a result of a prosecution where the trustee, ~~officer or employee~~ is convicted of an offense or obtains a conditional discharge;
 - 4.1.5. liability and/or legal fees incurred by a trustee where the Court determines that the trustee knowingly contravened the *School Act*;
 - 4.1.6. liability and/or legal fees incurred by a trustee, ~~officer, or employee~~ where the Court determines that the trustee, ~~officer, or employee~~ knowingly permitted or authorized an expenditure not otherwise authorized by an enactment;
 - 4.1.7. liability incurred by a Trustee resulting from any restitution ordered pursuant to Section 63 of the *School Act*;
 - 4.1.8. Those matters for which the Board may seek indemnity from a trustee, ~~officer or employee~~ pursuant to its authority under section 95 of the *School Act*.
 - 4.1.9. legal fees incurred in an appeal of any conviction, sentence, judgment, or order unless the Board agrees to pay for these legal fees.

5. Insurance:

- 5.1. In the event that insurance coverage is available to the trustee, ~~officer or employee~~ with respect to the liability of a trustee, ~~officer or employee~~, the Board shall not indemnify the trustee, ~~officer or employee~~ until the available insurance coverage is exhausted.

6. Legal Counsel

- 6.1. For those matters provided in Sections 1 and 2 of this by-law, and not excluded by Section 4 and 5, the trustee, ~~officer, or employee~~ may either:
- 6.1.1. be represented by legal counsel appointed and instructed by the Board, in which case legal counsel shall be paid for and directed by the Board; or
 - 6.1.2. with the prior approval of the Board, retain legal counsel chosen by the trustee, ~~officer, or employee~~, in which case the Board shall have the right to:
 - a. approve, in advance, any agreement for legal fees and disbursements;
 - b. pay all or part of the legal fees and disbursements and to set a maximum for legal fees and disbursements;
 - c. direct the defense and settle or compromise the claim or action; and
 - d. determine whether or not the trustee, officer, or employee will be reimbursed by the Board for legal fees or any portion of the legal fees that have been paid by the trustee, officer, or employee prior to the approval of the Board.

7. Amounts Payable

- 7.1. Any amount that may be payable by the Board shall be reduced by any court costs awarded and paid to the trustee, ~~officer, or employee~~.

8. Advancing Legal Costs

- 8.1. The Board may advance legal costs to the trustee, ~~officer, or employee~~ prior to the final resolution of a claim or action in order to prevent undue hardship. When the Board advances such costs to a trustee, ~~officer, or employee~~, the trustee, ~~officer, or employee~~ shall provide written authorization for the Board to deduct an amount equivalent to the costs advanced from future funds payable to the trustee, ~~officer, or employee~~ by the Board. The authorization shall only be used by the Board if it is determined at a later date that the trustee, ~~officer, or employee~~ is not entitled to be indemnified pursuant to the terms of this by-law.

Board Info Note
Public Board Meeting
December 15, 2020
Agenda Item 12.1: Superintendent's Update

Learning

Congratulations:

A hearty congratulations to Principals Deb Stoutley, Christine McGregor and Keith Boggs who are retiring this month. Thanks to these three for all that they have done for the District and for our school communities.

- Keith retires as Principal of Westshore Centre for Learning and Training.
- Christine McGregor retires as District Principal of Inclusive Education.
- Deb Stoutley retires as Principal of Sooke Elementary.

Engagement

COVID Thanks:

Thanks to all district employees for their hard work, positive attitude and for keeping schools safe for us and for our students. I have heard some wonderful stories of great results following changes made because of COVID. I am grateful to you all for your ability to adapt to new processes and protocols while keeping up with your busy roles and playing your part in keeping our learners engaged and safe.

Growth

Pexsisen and Centre Mountain Lellum Construction:

- Secretary-Treasurer Harold Cull and I visited the work site for our two new schools. We toured through the construction to see the progress for each of the schools as well as the overall site. We are pleased to see the progress being made and have a deeper appreciation for the scale of the work that has been completed and is yet to be completed.



Winter Holidays 2020:

The Winter Holidays are upon us. Perhaps not the holidays many of us had planned but still a time to rest and relax and spend time with loved ones even if, in some cases, it is virtually. I hope you get a chance to disconnect from technology and connect with loved ones over the next few weeks.