



RESOURCES COMMITTEE
School Board Office
3143 Jacklin Road
March 4, 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, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)

2. REPORT

3. PRESENTATIONS (10 min.)

4. NEW BUSINESS

- 4.1 Academies & Academy Fees Dave Strange/Wayne Kelly
- 4.2 International Student Program Fees – Laura Schwertfeger
- 4.3 Transportation Model Update – Tracey Syrota
- 4.4 20/21 Budget Development Process – Harold Cull
- 4.5 2020 Employee Engagement Survey – Harold Cull
- 4.6 Social Procurement of Construction Projects – Ravi Parmar
- 4.7 School Act Amendments – Harold Cull

5. ADJOURNMENT

6. NEXT MEETING DATE: April 14, 2020



Committee Report of Decisions/Discussions Resources Committee Meeting February 11, 2020

Attendees:

Bob Beckett, Trustee (Committee Chair)
 Wendy Hobbs, Trustee (Committee Member)
 Allison Watson, Trustee (Committee Member)
 Ravi Parmar, Trustee
 Jennifer Anderson, STA
 Ed Berlando, STA
 Amber Leonard, CUPE
 Bruce Woodcock, CUPE
 Amanda Dowhy, SPEAC
 Krista Leakey, SPVPA

Staff:

Scott Stinson, Superintendent & CEO
 Harold Cull, Secretary Treasurer

1 Territorial Acknowledgement

Bob Beckett, Committee Chair, called the meeting to order and read the acknowledgement of the first nations' territories.

4.1 19/20 Financial Forecast

- Staff presented the quarter 2 financial forecast for the 19/20 fiscal year
- The District is forecasting to end the year (June 30, 2020) with a small excess of \$8,192
- This forecast was summarized in a few formats:
 - By function (revenue and instruction/administration/ops. & mntce./transportation)
 - By expenditure type (salaries/benefits/services and supplies)
 - By pressures (revenue and expenses)
- Staff also indicated that historically the Q2 forecast is understated and there may be a higher than projected excess at the end of the year
- As a result, staff will be preparing a list of possible expenditure options to utilize with any potential excess that materializes
- At the top of that list is the requirement to hook up to sewers at Spencer and Savory

- As a result of previous capital projects at those locations, the District is required to hook up the sewers
- An extension has been granted (initial deadline was December 31/19) and the estimated costs for both projects are estimated to be \$600,000
- Staff requested the Committee consider recommending to the Board to approve in principle the expenditure for these projects out of the 19/20 fiscal year and if necessary, any residual amount from financial reserve of the District
- Staff also advised the Committee that the current financial reserve is \$2.654 m or roughly 2.3% of the operating budget (reserve policy states the District is to retain 2% as a reserve although it is expected that government will be announcing a specific % for District to hold in reserve as a result of the upcoming funding formula changes)
- The Committee was reminded that the Board has approved up to \$325,000 of electric bus purchases as well from the financial reserve
- The Committee supports the Board considering the following motion:

Proposed Motion: That the Board of Education of School District #62 (Sooke) approve in principle the expenditure of \$600,000 for the Spencer and Savory sewer hook ups out of the 19/20 fiscal year, and if necessary, any residual amount to be paid out of the District's financial reserve.

4.2 19/20 Amended Budget Bylaw

- The Committee was provided a summary of the changes from the District's initial budget to the proposed amended budget that is required to be passed by bylaw, prior to the end of February
- The Amended Budget Bylaw will be increasing by \$6.528 m as outlined by staff at the meeting
- The budget is being amended based on the District's actual September enrolment and identified variances from the quarterly forecasting process
- The Committee supports the Board considering the following motion:

Proposed Motion: That the Board of Education of School District #62 (Sooke) approve the 2019/20 Amended Budget Bylaw, specifying a total of \$149,587,570, as presented at the February 11, 2020 Resources Committee meeting.

4.3 20/21 Budget Development Process

- Staff made a presentation (attached to these minutes) to the Committee outlining the work completed to date on the development of the 20/21 budget
- Staff indicated that, as of the date of the meeting, the District is forecasting an additional 316 FTEs for next school year

- Based on the current funding model, it is anticipated this increased enrolment will result in \$2.377 m in incremental grant funding
- The discussion then was based on the draft Operational Plan being prepared to guide the work of the District in Year 3 of the Strategic Plan
- Once the Operational Plan is confirmed, staff will then use that document to build the discretionary portion of the budget for the Board's review and consideration

4.4 District and School Fees

- Staff presented the proposed District, school and academy fees for the upcoming school year
- The discussion was focused on the variances between the current year's fees and the proposed fees for 20/21
- Staff agreed to bring that comparison to the February 25th Board meeting
- There were a number of questions with the academy fees and staff agreed to bring the fees and proposed budgets back to the March 4th Resources Meeting through an Academy presentation prior to having the Board considering passing the academy fees at their March meeting
- The Committee supports the Board considering the following motion:

Recommended Motion: That the Board of Education of School District #62 (Sooke) approve the proposed 20/21 district and school fees as presented at the February 11th Resource Committee meeting

4.5 Old Business Update

- **School Traffic Crossings on Highway 14** – staff indicated a meeting on February 14th was being held between the Ministry of Transportation, the District of Sooke and school district.
- **Energy Management Policy** – staff were meeting on February 13th to begin work on re-drafting the Energy Management policy and regulation through the creation of an Energy Sustainability Plan
- **Transportation Review** – staff advised that work is still underway as many of the posted routes have been changed and are now being confirmed. This work is required prior to entering the routes into the new transportation software which will allow for the necessary modeling

Academy	2019/20	2020/21
Belmont Baseball	\$650	\$680
Belmont Hockey	\$1,585	\$1,615
Royal Bay Girls Lacrosse	\$825	\$890
Royal Bay Boys Lacrosse	\$1,275/\$975	\$1,375/\$1,075
Royal Bay Soccer	\$1,250	\$1,280
Royal Bay Dance	\$1,250	\$1,280
EMCS Soccer	\$600	\$630
EMCS Hockey	\$725	\$755
EMCS Eco		\$500
Journey Hockey	\$725	\$755
Spencer	\$1,100/\$1,485	\$1,300
Dunsmuir Dance	\$945	\$975
Dunsmuir Soccer	\$875	\$905
District Golf	\$975	\$1,030
District Equestrian	\$750	\$850
District PACE	\$50	\$50

Academy name : BELMONT HOCKEY			Academy name : BELMONT BASEBALL		
School: BELMONT			School: BELMONT		
Budget Year: 2020/21			Budget Year: 2020/21		
# of students	35	\$ 1,615.00 per student	# of students	65	\$ 680.00 per student
	0	\$ - per student		0	\$ - per student
Revenues:			Revenues:		
	Carry fwd			Carry fwd	
	FY20 Academy fees	\$ 56,525.00		FY20 Academy fees	\$ 44,200.00
	Admin Fee	\$ (4,025.00)		Admin Fee	\$ (7,475.00)
	BURSARY	\$ (2,826.25)		BURSARY	\$ (2,210.00)
Total		\$ 49,673.75 A	Total		\$ 34,515.00 A
Expenses:			Expenses:		
David Vavala	TEACHER SAL		David Vavala	TEACHER SAL	
	TEACHER BEN			TEACHER BEN	
	TOC SAL	\$ 600.00		TOC SAL	\$ 600.00
	TOC BEN	\$ 150.00		TOC BEN	\$ 150.00
	SERVICES	\$ 16,667.50		SERVICES	\$ 15,000.00
	SERVICES - FESTIVALS			SERVICES - FESTIVALS	
	TRAINING TRAVEL	\$ 630.00		TRAINING TRAVEL	\$ 1,200.00
	BUSSING			BUSSING	
	HONORARIUMS			HONORARIUMS	\$ 3,000.00
	RENTALS	\$ 14,500.00		RENTALS	
	DUES FEES			DUES FEES	
	INSURANCE	\$ 500.00		GENERAL SUPPLIES	\$ 3,555.00
	GENERAL SUPPLIES	\$ 8,000.00		PLAYER KIT	\$ 8,000.00
	PLAYER KIT	\$ 5,800.00		EQUIP/COSTUMES	
	EQUIP/COSTUMES			AWARDS	\$ 800.00
	AWARDS				
	Contingency	\$ 2,826.25		Contingency	\$ 2,210.00
Total		\$ 49,673.75 B	Total		\$ 34,141.25 B
Surplus/(deficit)		\$ - (A-B)	Surplus/(deficit)		\$ - (A-B)

Academy r GOLF			Academy name : EQUINE			Academy n Pace		
School: DISTRICT			School: DISTRICT			School: District		
Budget Ye: 2020/21			Budget Year: 2020/21			Budget Ye: 2020/21		
# of studer	18	\$ 1,030.00 per student	# of students	19	\$ 850.00 per student	# of studer	275	\$ 50.00 per student
	0	\$ - per student		0	\$ - per student		0	\$ - per student
Revenues:			Revenues:			Revenues:		
	Carry fwd	\$ -		Carry fwd	\$ -		Carry fwd	\$ -
	FY20 Academy fees	\$ 18,540.00		FY20 Academy fees	\$ 16,150.00		FY20 Academy fees	\$ 13,750.00
	Admin Fee	\$ (2,070.00)		Admin Fee	\$ (2,185.00)		Admin Fee	\$ -
	BURSARY	\$ (927.00)		BURSARY	\$ (807.50)		BURSARY	\$ -
Total		\$ 15,543.00 A	Total		\$ 13,157.50 A	Total		\$ 13,750.00 A
Expenses:			Expenses:			Expenses:		
David Vava	TEACHER SAL		David Vavala	TEACHER SAL		David Vava	TEACHER SAL	
	TEACHER BEN			TEACHER BEN			TEACHER BEN	
	TOC SAL			TOC SAL			TOC SAL	
	TOC BEN			TOC BEN			TOC BEN	
	SERVICES	\$ 9,416.00		SERVICES	\$ 8,385.00		SERVICES	
	SERVICES - FESTIVALS			SERVICES - FESTIVALS			SERVICES - FESTIVALS	\$ 13,750.00
	TRAINING TRAVEL			TRAINING TRAVEL	\$ 855.00		TRAINING TRAVEL	
	BUSSING			BUSSING	\$ 1,000.00		BUSSING	
	HONORARIUMS			HONORARIUMS			HONORARIUMS	
	RENTALS			RENTALS			RENTALS	
	DUES FEES	\$ 3,000.00		DUES FEES			DUES FEES	
	INSURANCE			INSURANCE			INSURANCE	
	GENERAL SUPPLIES	\$ 1,500.00		GENERAL SUPPLIES			GENERAL SUPPLIES	
	PLAYER KIT	\$ 700.00		PLAYER KIT	\$ 2,110.00		PLAYER KIT	
	EQUIP/COSTUMES			EQUIP/COSTUMES			EQUIP/COSTUMES	
	AWARDS			AWARDS			AWARDS	
	Contingency	\$ 927.00		Contingency	\$ 807.50		Contingency	
Total		\$ 15,543.00 B	Total		\$ 13,157.50 B	Total		\$ 13,750.00 B
Surplus/(deficit)		<u>\$ - (A-B)</u>	Surplus/(deficit)		<u>\$ - (A-B)</u>	Surplus/(deficit)		<u>\$ - (A-B)</u>

Academy r DUNSMUIR SOCCER

Academy r DUNSMUIR DANCE

School: DUNSMUIR

School: DUNSMUIR

Budget Ye: 2020/21

Budget Ye: 2020/21

of studer 56 \$ 905.00 per student
 0 \$ - per student

of studer 90 \$ 975.00 per student
 0 \$ - per student

Revenues:

Revenues:

Carry fwd	<u>\$ -</u>
FY20 Academy fees	<u>\$ 50,680.00</u>
Admin Fee	<u>\$ (6,440.00)</u>
BURSARY	<u>\$ (2,534.00)</u>
Total	<u>\$ 41,706.00 A</u>

Carry fwd	<u></u>
FY20 Academy fees	<u>\$ 87,750.00</u>
Admin Fee	<u>\$ (10,350.00)</u>
BURSARY	<u>\$ (4,387.50)</u>
Total	<u>\$ 73,012.50 A</u>

Expenses:

Expenses:

David Vava TEACHER SAL	<u></u>
TEACHER BEN	<u></u>
TOC SAL	<u>\$ 2,000.00</u>
TOC BEN	<u>\$ 500.00</u>
SERVICES	<u>\$ 23,000.00</u>
SERVICES - FESTIVALS	<u></u>
TRAINING TRAVEL	<u>\$ 1,500.00</u>
BUSSING	<u>\$ 1,500.00</u>
HONORARIUMS	<u>\$ 2,500.00</u>
RENTALS	<u></u>
DUES FEES	<u></u>
INSURANCE	<u></u>
GENERAL SUPPLIES	<u>\$ 972.00</u>
PLAYER KIT	<u>\$ 7,000.00</u>
EQUIP/COSTUMES	<u></u>
AWARDS	<u>\$ 200.00</u>
Contingency	<u>\$ 2,534.00</u>
Total	<u>\$ 41,706.00 B</u>

David Vava TEACHER SAL	<u></u>
TEACHER BEN	<u></u>
TOC SAL	<u>\$ 2,000.00</u>
TOC BEN	<u>\$ 400.00</u>
SERVICES	<u>\$ 6,000.00</u>
PRO D DEMO	<u></u>
TRAINING TRAVEL	<u>\$ 2,000.00</u>
BUSSING	<u>\$ 1,500.00</u>
HONORARIUMS	<u></u>
RENTALS	<u></u>
DUES FEES	<u></u>
INSURANCE	<u></u>
GENERAL SUPPLIES	<u>\$ 18,725.00</u>
PLAYER KIT	<u>\$ 10,000.00</u>
EQUIP/COSTUMES	<u>\$ 25,000.00</u>
AWARDS	<u></u>
FESTIVALS	<u>\$ 3,000.00</u>
Contingency	<u>\$ 4,387.50</u>
Total	<u>\$ 73,012.50 B</u>

Surplus/(deficit) \$ - (A-B)

Surplus/(deficit) \$ - (A-B)

Academy name : EMCS SOCCER
 School: EMCS
 Budget Year: 2020/21
 # of students 30 \$ 630.00 per student
 per student

Revenues:

Carry fwd	\$ -
FY20 Academy fees	\$ 18,900.00
Admin Fee	\$ (3,450.00)
BURSARY	\$ (945.00)
Total	\$ 14,505.00 A

Expenses:

David Vavala	TEACHER SAL	
	TEACHER BEN	
	TOC SAL	\$ 600.00
	TOC BEN	\$ 150.00
	SERVICES	\$ 8,230.00
	SERVICES - FESTIVALS	
	TRAINING TRAVEL	
	BUSSING	\$ 500.00
	HONORARIUMS	\$ 1,500.00
	RENTALS	
	DUES FEES	
	GENERAL SUPPLIES	\$ 580.00
	PLAYER KIT	\$ 2,000.00
	EQUIP/COSTUMES	
	AWARDS	
	Contingency	\$ 945.00
Total		\$ 14,505.00 B

Surplus/(deficit) \$ - (A-B)

Academy name : EMCS HOCKEY
 School: EMCS
 Budget Year: 2020/21
 # of students 41 \$ 755.00 per student
 0 \$ - per student

Revenues:

Carry fwd	\$ -
FY20 Academy fees	\$ 30,955.00
Admin Fee	\$ (4,715.00)
BURSARY	\$ (1,547.75)
Total	\$ 24,692.25 A

Expenses:

David Vavala	TEACHER SAL	
	TEACHER BEN	
	TOC SAL	
	TOC BEN	
	SERVICES	\$ 7,500.00
	SERVICES - FESTIVALS	
	TRAINING TRAVEL	
	BUSSING	\$ 200.00
	HONORARIUMS	\$ 500.00
	RENTALS	\$ 10,500.00
	DUES FEES	
	INSURANCE	
	GENERAL SUPPLIES	\$ 1,877.00
	PLAYER KIT	\$ 2,000.00
	EQUIP/COSTUMES	
	AWARDS	\$ 567.50
	Contingency	\$ 1,547.75
Total		\$ 24,692.25 B

Surplus/(deficit) \$ - (A-B)

Academy name : ECO
 School: EMCS
 Budget Year: 2020/21
 # of students 28 \$ 500.00 per student
 0 \$ - per student

Revenues:

Carry fwd	\$ -
FY20 Academy fees	\$ 14,000.00
Admin Fee	\$ (3,220.00)
BURSARY	\$ (700.00)
Total	\$ 10,080.00 A

Expenses:

David Vavala	TEACHER SAL	
	TEACHER BEN	
	TOC SAL	
	TOC BEN	
	SERVICES	\$ 6,000.00
	SERVICES - FESTIVALS	
	TRAINING TRAVEL	
	BUSSING	\$ 2,000.00
	HONORARIUMS	
	RENTALS	
	DUES FEES	
	INSURANCE	
	GENERAL SUPPLIES	\$ 1,000.00
	PLAYER KIT	\$ 380.00
	EQUIP/COSTUMES	
	AWARDS	
	Contingency	\$ 700.00
Total		\$ 10,080.00 B

Surplus/(deficit) \$ (A-B)

Academy name : JOURNEY HOCKEY

School: JOURNEY

Budget Year: 2020/21

of students 50 \$ 755.00 per student
0 \$ - per student

Revenues:

Carry fwd	
FY20 Academy fees	\$ 37,750.00
Admin Fee	\$ (5,750.00)
BURSARY	\$ (1,887.50)
Total	\$ 30,112.50 A

Expenses:

David Vavala	TEACHER SAL	\$ 4,000.00
	TEACHER BEN	\$ 1,000.00
	TOC SAL	\$ 600.00
	TOC BEN	\$ 150.00
	SERVICES	\$ 8,165.00
	SERVICES - FESTIVALS	
	TRAINING TRAVEL	\$ 300.00
	BUSSING	\$ 3,100.00
	HONORARIUMS	
	RENTALS	\$ 8,500.00
	DUES FEES	
	INSURANCE	
	GENERAL SUPPLIES	\$ 210.00
	PLAYER KIT	\$ 2,200.00
	EQUIP/COSTUMES	
	AWARDS	
	Contingency	\$ 1,887.50
Total		\$ 30,112.50 B

Surplus/(deficit) \$ - (A-B)

Academy name : ROYAL BAY LAX GIRLS				Academy name : ROYAL BAY LAX BOYS				Academy name : ROYAL BAY SOCCER				Academy name : ROYAL BAY DANCE			
School: ROYAL BAY				School: ROYAL BAY				School: ROYAL BAY				School: ROYAL BAY			
Budget Year: 2020/21				Budget Year: 2020/21				Budget Year: 2020/21				Budget Year: 2020/21			
# of students	30	\$ 890.00	per student	# of students	25	\$ 1,375.00	per student	# of students	22	\$ 1,480.00	per student	# of students	80	\$ 1,280.00	per student
		\$ -	per student		75	\$ 1,075.00	per student		78	\$ 1,280.00	per student		0	\$ -	per student
Revenues:				Revenues:				Revenues:				Revenues:			
Carry fwd		\$ -		Carry fwd				Carry fwd		\$ -		Carry fwd			
FY20 Academy fees		\$ 26,700.00		FY20 Academy fees		\$ 115,000.00		FY20 Academy fees		\$ 132,400.00		FY20 Academy fees		\$ 102,400.00	
Admin Fee		\$ (3,450.00)		Admin Fee		\$ (11,500.00)		Admin Fee		\$ (11,500.00)		Admin Fee		\$ (9,200.00)	
BURSARY		\$ (1,335.00)		BURSARY		\$ (5,750.00)		BURSARY		\$ (6,620.00)		BURSARY		\$ (5,120.00)	
Total		\$ 21,915.00	A	Total		\$ 97,750.00	A	Total		\$ 114,280.00	A	Total		\$ 88,080.00	A
Expenses:				Expenses:				Expenses:				Expenses:			
David Vavala	TEACHER SAL			David Vavala	TEACHER SAL	\$ 10,000.00		David Vavala	TEACHER SAL	\$ 11,000.00		David Vavala	TEACHER SAL	\$ 10,000.00	
	TEACHER BEN				TEACHER BEN	\$ 2,500.00			TEACHER BEN	\$ 2,500.00			TEACHER BEN	\$ 2,500.00	
	TOC SAL	\$ 600.00			TOC SAL	\$ 1,000.00			TOC SAL	\$ 1,000.00			TOC SAL	\$ 1,000.00	
	TOC BEN	\$ 150.00			TOC BEN	\$ 150.00			TOC BEN	\$ 200.00			TOC BEN	\$ 300.00	
	SERVICES	\$ 7,945.00			SERVICES	\$ 34,350.00			SERVICES	\$ 41,960.00			SERVICES	\$ 25,000.00	
	SERVICES - FESTIVALS				SERVICES - FESTIVALS				SERVICES - FESTIVALS				SERVICES - FESTIVALS	\$ 2,500.00	
	TRAINING TRAVEL				TRAINING TRAVEL				TRAINING TRAVEL				TRAINING TRAVEL	\$ 1,000.00	
	BUSSING				BUSSING	\$ 1,000.00			BUSSING	\$ 1,500.00			BUSSING	\$ 1,500.00	
	HONORARIUMS	\$ 4,000.00			HONORARIUMS	\$ 6,000.00			HONORARIUMS	\$ 17,000.00			HONORARIUMS	\$ 14,000.00	
	RENTALS				RENTALS				RENTALS				RENTALS		
	DUES FEES				DUES FEES				DUES FEES				DUES FEES		
	INSURANCE				INSURANCE				GENERAL SUPPLIES	\$ 10,500.00			INSURANCE		
	GENERAL SUPPLIES				GENERAL SUPPLIES	\$ 12,000.00			GENERAL SUPPLIES	\$ 10,500.00			GENERAL SUPPLIES	\$ 2,370.00	
	PLAYER KIT	\$ 5,000.00			PLAYER KIT	\$ 24,000.00			PLAYER KIT	\$ 22,000.00			PLAYER KIT	\$ 15,000.00	
	EQUIP/COSTUMES	\$ 2,885.00			EQUIP/COSTUMES				EQUIP/COSTUMES				EQUIP/COSTUMES	\$ 7,790.00	
	AWARDS				AWARDS	\$ 1,000.00			AWARDS				AWARDS		
	Contingency	\$ 1,335.00			Contingency	\$ 5,750.00			Contingency	\$ 6,620.00	B		Contingency	\$ 5,120.00	
Total		\$ 21,915.00	B	Total		\$ 97,750.00	B	Total		\$ 114,280.00	B	Total		\$ 88,080.00	B
Surplus/(deficit)		\$ -	(A-B)	Surplus/(deficit)		\$ -	(A-B)	Surplus/(deficit)			(A-B)	Surplus/(deficit)		\$ -	(A-B)

Academy name : SPENCER HOCKEY

School: SPENCER

Budget Year: 2020/21

of students 45 \$ 1,300.00 per student
per student

Revenues:

Carry fwd		
FY20 Academy fees	\$	58,500.00
Admin Fee	\$	(5,175.00)
BURSARY	\$	(2,925.00)
Total	\$	50,400.00 A

Expenses:

David Vavala	TEACHER SAL	
	TEACHER BEN	
	TOC SAL	\$ 600.00
	TOC BEN	\$ 120.00
	SERVICES	\$ 24,745.00
	SERVICES - PLAYER KIT	
	TRAINING TRAVEL	\$ 500.00
	BUSSING	\$ 5,000.00
	HONORARIUMS	\$ 2,000.00
	RENTALS	\$ 8,000.00
	DUES FEES	
	INSURANCE	
	GENERAL SUPPLIES	\$ 1,810.00
	PLAYER KIT	\$ 4,500.00
	EQUIP/COSTUMES	
	AWARDS	\$ 200.00
	Contingency	\$ 2,925.00
Total		\$ 50,400.00 B

Surplus/(deficit) \$ - (A-B)

Committee Info Note
Resource Committee Meeting
March 4, 2020

Agenda Item: 4.2 – International Student Program Fees

- Staff will be providing a brief presentation on the International Student Program to provide context around a proposed program fee increase

Sooke Schools (Victoria)
Academic Program Fees – DRAFT/PROPOSED

2021-22

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

	Academic Year	Semester
1. Application Fee	\$ 250.00	\$ 250.00
2. Tuition	\$13,500.00	\$ 6,750.00
3. Homestay Fee (\$925/month)	\$ 9,250.00	\$ 4,625.00
4. Program Fee*	\$ 1,850.00	\$ 1,325.00
5. New Student Orientation (Aug. only)	\$ 140.00	\$ 140.00
	\$25,990.00	\$13,090.00

2020-21

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

	Academic Year	Semester
1. Application Fee	\$ 250.00	\$ 250.00
2. Tuition	\$13,500.00	\$ 6,750.00
3. Homestay Fee (\$925/month)	\$ 9,250.00	\$ 4,625.00
4. Program Fee*	\$ 1,550.00	\$ 1,050.00
	\$24,550.00	\$12,675.00

Total increase from 2020-21 for a full-year student: \$440, or 1.7%

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

Rationale for the addition of the Orientation Fee:

- We have historically been doing a 1-day orientation on the first Tuesday after Labour Day, but are now moving to a 2.5-day orientation to take place the week prior to the start of school
- This cost for the orientation will cover associated Homestay expenses for the additional nights, as well as any costs related to necessary transportation, additional hiring of staff to deliver orientation, etc.

Rationale for the increase in the Program Fee:

- To ensure that we are covering costs related to increase in medical expenditures (MSP)
- Increase in the amount that we are collecting for Homestay Placement and Support. This amount has been static over the past ten years, and it is recommended to increase it to recover more of the costs associated with the salary/benefits of our Homestay Coordinators

Committee Info Note
Resource Committee Meeting
March 4, 2020
Agenda Item: 4.3 – Transportation Model Update

- Staff have been working hard on confirming each of the District's bus routes (significant variances between actual routes and those on paper)
- The confirmed routes have been entered into the new bus routing software and a demonstration will be provided to the Committee at the March 4th meeting reflecting the potential service impacts if walk limits were implemented

Committee Info Note
Resource Committee Meeting
March 4, 2020

Agenda Item: 4.4 – 20/21 Budget Development Process

- Staff continue to work through the budget development process for 20/21
- Input has been received on the list of work to be completed for the 3rd year of the Strategic Plan and now the process shifts to prioritizing that work and determining how much the District can afford to do
- An updated list of work will be provided to the Committee on Tuesday, March 3rd for discussion at the March 4th meeting

**Committee Info Note
Resource Committee Meeting
March 4, 2020**

Agenda Item: 4.5 – 2020 Employee Engagement Survey

Background

- The District completed its first ever Employee Engagement Survey in the spring of 2020
- The District wide results (previously made public) have been attached for information purposes
- SD62 was the first district to run the survey and since that time, Campbell River, Vernon and Coast Mountain have also used the survey
- In 2018, we had an overall response rate of 58% which is roughly 934 responses out of a total employee population surveyed of 1,610 (the provincial government's first response rate was 64%)
- At the time the survey was launched, it was determined that the District would run the survey every two years in order to measure its success in our Strategic Plan goal of Engagement
- The performance measure for Staff Satisfaction indicate that the District would set the bench mark in 2018 @74% and that we would improve by 5% in 2020
- Staff have engaged in dialogue with BC Stats to run the survey this spring and it is anticipated the survey will be provided to staff in April or May with a District report out by the end of the school year (with comparisons to the other Districts)
- To keep the comparisons as close as possible and to minimize costs, staff would like to use the same set of survey questions as was used in 2018
- Once the schedule is known, staff will reach out directly to our employee groups and will also update the Resource Committee accordingly

EXPLORING EMPLOYEE ENGAGEMENT

PREPARED FOR SCHOOL DISTRICT #62 (SOOKE)
BY BC STATS – JUNE 2018

AUTHOR

BC Stats

CONTACT

BCStats.SurveyMail4@gov.bc.ca

PUBLISH DATE

June 26, 2018

Copyright © 2018, BC Stats. All rights reserved.

This material is owned by BC Stats and protected by copyright law. It may not be reproduced or redistributed without the prior written permission of BC Stats. To request permission to reproduce all or part of this material, please complete the copyright permission request form at <http://www.gov.bc.ca/com/copy/req>.

Table of Contents

About Employee Engagement	1
About the Model	2
House Model Results.....	5
Question by Question Model Results.....	6
Making the Most of the Results.....	9
Appendix A: Full Survey Results.....	10
Appendix B: Survey Definitions.....	16
Appendix C: Model Information.....	17
Appendix D: Additional Resources.....	19
Appendix E: Factground	20

About Employee Engagement

The success of any organization is built on people. Ensuring that employees are engaged in their work is critical for performance. Research in both the public and private sectors has shown that engaged employees are key to the achievement of positive organizational outcomes. Research shows that engaged employees are more productive, less likely to resign, and provide better services.

At its core, employee engagement encompasses two essential things: how satisfied employees are, and how committed they are to their organization. However, the impacts on employee engagement are much more complex, as both satisfaction and commitment are influenced by many factors that employees experience in their work environment. A robust work environment survey captures this kind of information so all employees can better understand the aspects within their own work environment that impact engagement.

The School District #62 (Sooke) is investigating these experiences to help inform strategies for making the workplace the best possible. The survey was administered from May 3 to June 1 in 2018 to all active employees as of April 15. Over 900 employees provided feedback about their experiences (58% of the total). This modestly high response rate means that the information contained in this report is of high quality, enabling the right conclusions to be drawn.

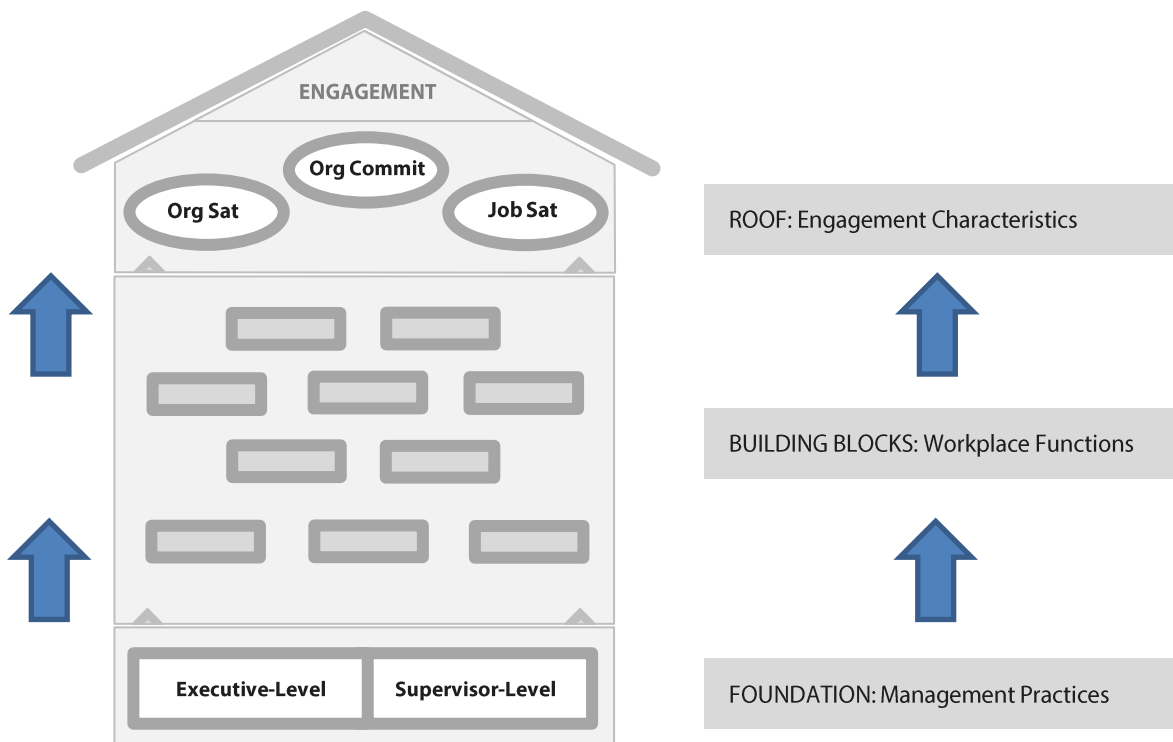
Fifty-eight percent of employees participated in the work environment survey.

This report delves into the survey findings in detail by summarizing employee feedback according to the Employee Engagement Model. The model itself has been built from the survey data employees provided and visually organizes a wealth of data in an easily understandable manner. Presenting the survey results through the lens of this model helps to explain what shapes employees' engagement within their work environment. These results can be used to guide and focus conversations on ways to maximize everyone's engagement and support ongoing leadership and work-related efforts and initiatives.

About the Model

The Employee Engagement Model identifies what matters when it comes to maintaining and enhancing the engagement of employees. The model framework has been statistically validated on tens of thousands of employees from a wide variety of public sector organizations for nearly a decade by testing the survey response patterns using an advanced technique called structural equation modelling (SEM). The analyses conducted on data found that 35 out of 70 survey questions covering a range of employee experiences do the best job of explaining why engagement is low for some and high for others. The survey items that are not included in the model provide additional information about the workplace in general.

In the model, specific workplace functions and management practices impact employee engagement. These functions and practices are called engagement drivers. Each driver contains a set of survey topics that measure particular aspects of the employee experience. These drivers also can affect each other to increase or decrease overall engagement. The pattern of connections between the drivers and the engagement characteristics shape the overall structure of the model, which is graphically represented as a house. The house diagram serves as a visual metaphor that helps simplify and illustrate the relationships of drivers within and between the different parts of the model.



The following are the three different parts of the house diagram:

- **The Foundation:** The model rests on drivers that represent the management practices that matter most to engagement.
- **The Building Blocks:** These identify the core workplace functions driving engagement.
- **The Roof:** The key engagement characteristics of satisfaction and commitment are located in the roof of the house.

The rest of this section describes each part of the house in detail.

The Foundation

The foundation contains two drivers that focus on management practices. The two drivers are connected either directly or indirectly to all other drivers in the model and, as a result, have a broad impact on engagement.

- **Executive-Level Management:** Employees believe that senior leaders communicate decisions in a timely manner and provide clear direction for the future (two topics).
- **Supervisory-Level Management:** Employees believe they can communicate with the person they report to and that they lead with an understanding of others' perspectives, and provides clear work expectations (four topics).

The Building Blocks

Supported by the foundation, the middle section of the house contains the ten building blocks that represent the workplace functions that matter most to employee engagement. All building blocks are made up of two to four survey topics and are impacted by one or both drivers relating to management practices. These building blocks interact and work together either directly or indirectly to influence the employee engagement characteristics in the roof of the house.

- **Stress & Workload:** Employees perceive that their work-related stress and workloads are manageable (two topics).
- **Job Suitability:** Employees believe that their work is both meaningful and a good fit with their skills and interests (two topics).
- **Vision & Goals:** Employees believe that their organization's vision and goals are well communicated and that their organization is taking steps to ensure its long-term success (two topics).

- **Teamwork:** Employees experience positive working relationships, have support from their team, and feel their team communicates effectively (three topics).
- **Tools & Workspace:** Employees believe that both the computer based tools and non-computer based tools they have access to help them excel in their jobs and that their physical environment enables them to work well (three topics).
- **Recognition:** Employees experience meaningful and performance-based recognition (two topics).
- **Professional Development:** Employees believe their organization supports their learning and development, provides quality training, and offers adequate opportunities to develop their skills (three topics).
- **Pay:** Employees believe that their pay is fair and competitive with similar jobs (two topics).
- **Staffing Practices:** Employees believe staffing processes in their work unit are fair and based on merit or seniority (two topics).
- **Respectful Environment:** Employees experience a healthy and diverse atmosphere free from discrimination and harassment (four topics).

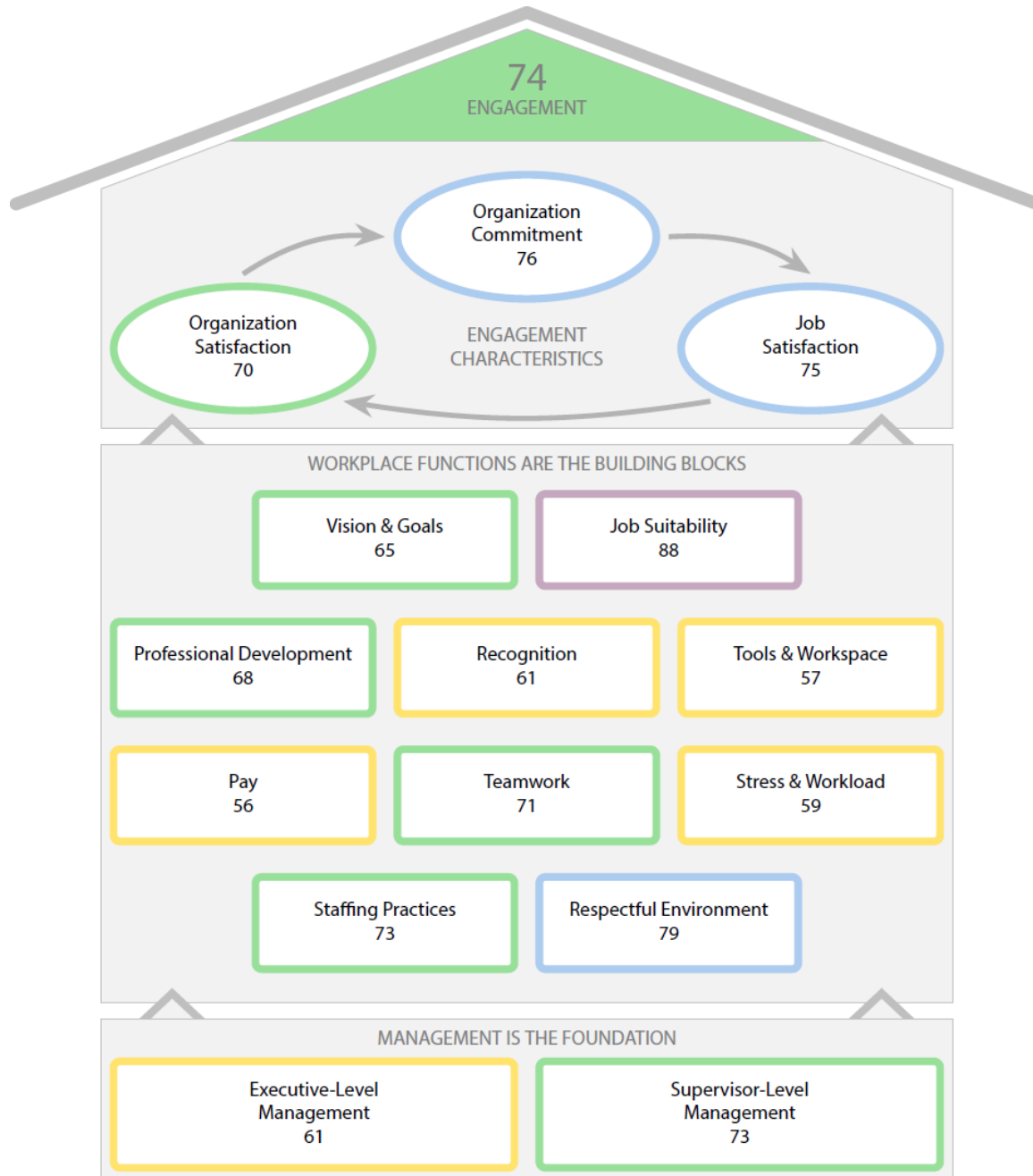
The Roof

The roof represents the multifaceted nature of engagement and contains a combination of three distinct but interconnected characteristics. Each characteristic is measured by different survey topics.

- **Job Satisfaction** is measured by employees' satisfaction with their jobs (one topic).
- **Organization Satisfaction** is measured by employees' satisfaction with the school district (one topic).
- **Organization Commitment** assesses the extent to which employees would recommend the district as a great place to work and choose to stay, even if a comparable job became available elsewhere (two topics).

On the following page, the house model diagram illustrates the scores for the school district. Scores can range from 0 to 100 points—the higher the score, the more positive the result. For more information on how scores are calculated, go to Appendix A.

House Model Results



- Understand your challenges (54 points or lower)
- Focus on improvements (55 to 64 points)
- Leverage your strengths (65 to 74 points)
- Celebrate your successes (75 to 84 points)
- Model your achievements (85 points or higher)

Question by Question Model Results

Table 1 displays both the average score and distribution of responses for each of the survey items that measure the drivers in the house model, starting from the roof down to the foundation. The distributions of responses were collapsed into three categories based on how often statements applied to employees' day-to-day workplace experiences. The "Disagree" category combines those who selected 1 or 2, the "Neutral" category represents those who selected 3, and the "Agree" category combines those who selected 4 or 5 on the five-point scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). For more information on all questions, including how results are calculated, please refer to the appendices of this report.

TABLE 1: EMPLOYEE ENGAGEMENT MODEL QUESTION RESULTS

SURVEY QUESTIONS	% DISAGREE	% NEUTRAL	% AGREE	AVERAGE ¹ SCORE /100 POINTS
ENGAGEMENT CHARACTERISTICS (ROOF)				74
Organization Commitment				76
I would prefer to stay with my organization, even if offered a similar job elsewhere.	9%	14%	76%	77
I would recommend this organization as a great place to work.	9%	21%	70%	74
Job Satisfaction				75
I am satisfied with my job.	7%	17%	76%	75
Organization Satisfaction				70
I am satisfied with my organization.	12%	21%	67%	70
WORKPLACE FUNCTIONS (BUILDING BLOCKS)				
Stress & Workload				59
My workload is manageable.	21%	24%	55%	61
My work-related stress is manageable.	23%	29%	48%	58
Job Suitability				88
My work is meaningful.	2%	6%	92%	89

¹ Averages over question scores within a driver may not equal the overall score for that driver. This is due to the method with which the overall scores are calculated for the drivers.

SURVEY QUESTIONS	% DISAGREE	% NEUTRAL	% AGREE	AVERAGE ¹ SCORE /100 POINTS
My job is a good fit with my skills and interests.	3%	7%	90%	88
Vision & Goals				65
My organization is taking steps to ensure the long-term success of its vision and strategic goals.	10%	26%	64%	68
The vision and strategic goals of my organization are communicated well.	21%	29%	50%	59
Teamwork				71
When needed, members of my team help me get the job done.	6%	11%	83%	80
Members of my team communicate effectively with each other.	13%	21%	66%	69
In my work unit, everyone has positive working relationships.	20%	25%	55%	63
Tools & Workspace				57
My physical work environment (e.g., sound level, lighting, heat, ergonomics, etc.) enables me to work well.	24%	24%	52%	60
The computer based tools (e.g., hardware, software) I have access to help me excel in my job.	35%	27%	38%	51
The non-computer based tools (e.g., office or outdoor equipment) I have access to help me excel in my job.	19%	28%	52%	61
Recognition				61
I receive meaningful recognition for work well done.	21%	22%	57%	63
In my work unit, recognition is based on performance.	23%	27%	50%	59
Professional Development				68
My organization supports my work-related learning and development.	11%	20%	69%	72
The quality of training and development I have received is satisfactory.	15%	24%	62%	67
I have adequate opportunities to develop my skills.	17%	22%	61%	66
Pay				56
I am fairly paid for the work I do.	32%	22%	45%	54
My pay is competitive with similar jobs in the region.	26%	22%	52%	58

SURVEY QUESTIONS	% DISAGREE	% NEUTRAL	% AGREE	AVERAGE ¹ SCORE /100 POINTS
Staffing Practices				73
In my work unit, the selection of a teacher and/or support staff for a position is based on the seniority of the qualified applicants. For PVP and excluded staff selection is based on the principles of merit.	7%	12%	81%	79
In my work unit, the process of selecting a person for a position is fair.	17%	18%	64%	67
Respectful Environment				79
A healthy atmosphere (e.g., trust, mutual respect) exists in my work unit.	9%	16%	76%	76
My work unit values diversity in people and backgrounds.	4%	10%	86%	84
My work unit values diversity in ideas.	7%	17%	76%	76
My work unit is free from discrimination and harassment.	8%	11%	81%	80
MANAGEMENT (FOUNDATION)				
Executive-Level Management				61
Executives in my organization communicate decisions in a timely manner.	17%	28%	54%	62
Executives in my organization provide clear direction for the future.	23%	30%	47%	58
Supervisory-Level Management				73
The person I report to provides clear expectations regarding my work.	13%	18%	69%	72
The person I report to consults me on decisions that affect me.	16%	20%	64%	69
I feel I am able to have a conversation with the person I report to when I need their perspective or advice.	11%	11%	78%	78
The person I report to leads with an understanding of others' perspectives.	15%	12%	73%	74

Making the Most of the Results

The survey results in this report provide a blood pressure reading of the district's engagement and work environment. Just as a blood pressure reading provides some important numbers about one's health, identifying the most appropriate course of action requires more conversations and a commitment to change. The information in this report provides starting point for further dialogue and actions focused on improving engagement, and it is how this reading is treated post survey that matters.

The following suggestions may help serve as a useful guide to understanding the results and formulating next steps:

- Explore the survey topics that make up each of the model drivers as well as the topics that are not in the model. Examine the average scores and the percentages. Ask questions. Do percentages tend to cluster in the middle or are opinions more polarized on one end of the scale? Do the scores match your experiences and opinions? Where do they differ or seem surprising?
- Initiate conversations with others in your workplace. Celebrate successes and double down on areas to improve. Work together with the intent of improving your overall work environment.
- Think about what you can do to maximize your own engagement and how you can foster the engagement of others.
- Take action.

Appendix A: Full Survey Results

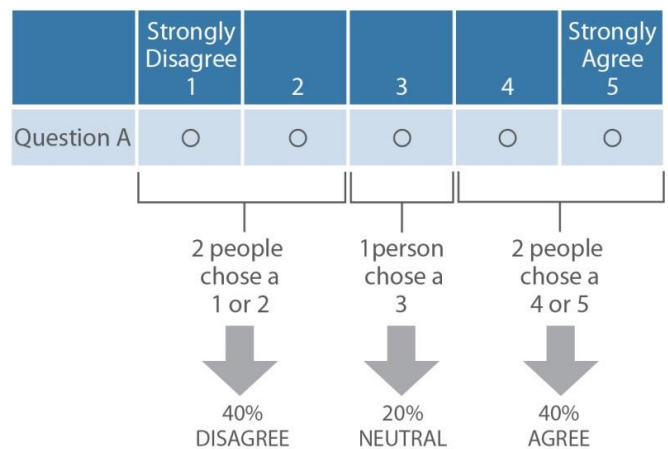
Beginning on the next page, the results are presented in two different but complementary ways. Results are shown as percentages to highlight the distribution of responses per question. The results are also shown as average scores, providing a single measure for each question allowing for easier comparability, where applicable. In the table that follows:

- Percentages and scores are included in the same table for convenience.
- Some percentages may not sum to 100 due to rounding.

Percentages

Percentages show the proportion of employees who disagreed, agreed or gave a neutral response to the survey question.

To calculate percentages, the number of times an answer was selected by respondents is totaled and collapsed into three categories (ranging from disagree to agree).



Average Scores

Average scores range from 0 to 100 points and represent the full range of responses to each question. To calculate average scores, the five-point survey scale is converted into a 100-point scale and averaged based on the number of respondents.

Average scores for individual question topics may not equal the overall score for that driver when the topics are averaged together. This is due to the method with which the overall scores are calculated for the drivers.

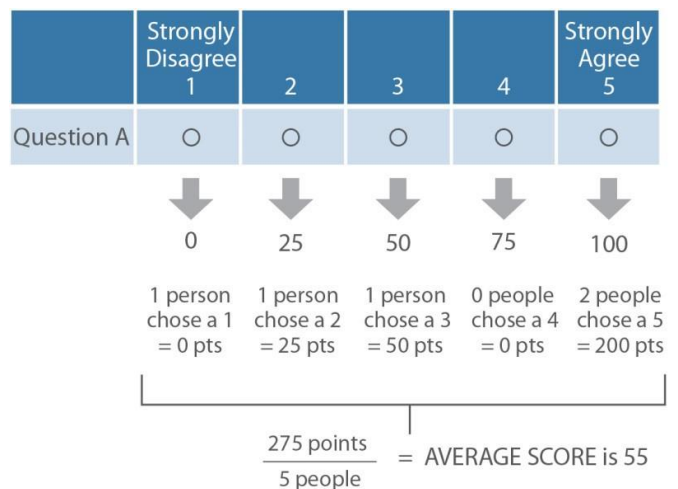


TABLE 2: DISTRIBUTIONS OF RESPONSES AND AVERAGE SCORES FOR ALL QUESTIONS

LINKAGE TO MODEL	SURVEY QUESTIONS	% DISAGREE	% NEUTRAL	% AGREE	AVERAGE SCORE / 100 POINTS
MY DAY-TO-DAY WORK					
Respectful Environment	A healthy atmosphere (e.g., trust, mutual respect) exists in my department.	9%	16%	76%	76
Respectful Environment	My work unit values diversity in people and backgrounds.	4%	10%	86%	84
Respectful Environment	My department values diversity of ideas and approaches.	7%	17%	76%	76
Respectful Environment	My department is free from discrimination and harassment.	8%	11%	81%	80
	I have opportunities to provide input into decisions that affect my work.	11%	17%	72%	74
	I have the freedom to make the decisions necessary to do my job well.	9%	16%	75%	75
	Innovation is valued in my work.	7%	18%	75%	76
	I have the opportunities I need to implement new ideas.	12%	23%	66%	70
	I am inspired to give my very best.	10%	17%	73%	75
	I feel energized by my work.	13%	23%	64%	69
	My work unit is well supported during times of change.	22%	29%	49%	60
	Employees are held accountable in my work unit.	19%	25%	56%	63
	I feel my job is secure.	13%	14%	74%	74
Staffing Practices	In my work unit, the selection of a teacher and/or support staff for a position is based on the seniority of the qualified applicants. For PVP and excluded staff selection is based on the principles of merit.	7%	12%	81%	79
Staffing Practices	In my work unit, the process of selecting a person for a position is fair.	17%	18%	64%	67
Recognition	I receive meaningful recognition for work well done.	21%	22%	57%	63
Recognition	In my work unit, recognition is based on performance.	23%	27%	50%	59
Pay	I am fairly paid for the work I do.	32%	22%	45%	54
	My benefits meet my (and my family's) needs well.	18%	21%	62%	65

LINKAGE TO MODEL	SURVEY QUESTIONS	% DISAGREE	% NEUTRAL	% AGREE	AVERAGE SCORE / 100 POINTS
Pay	My pay is competitive with similar jobs in the region.	26%	22%	52%	58
Job Suitability	My work is meaningful.	2%	6%	92%	89
Job Suitability	My job is a good fit with my skills and interests.	3%	7%	90%	88
	I enjoy the type of work I do.	2%	7%	91%	88
	My workplace processes and procedures enable me to work as effectively as possible.	18%	26%	56%	63
	I regularly go above and beyond the requirements of my role to help my work unit succeed.	2%	7%	92%	88
	Work is distributed fairly in my work unit.	17%	22%	60%	65
Stress & Workload	My workload is manageable.	21%	24%	55%	61
Stress & Workload	My work-related stress is manageable.	23%	29%	48%	58
	My job provides me with the right amount of challenge.	10%	20%	71%	72
	I have support at work to provide a high level of service.	20%	24%	55%	62
	I have support at work to balance my work and personal life.	21%	24%	55%	62
MY PHYSICAL ENVIRONMENT AND TOOLS					
Tools & Workspace	My physical work environment (e.g., sound level, lighting, heat, ergonomics, etc.) enables me to work well.	24%	24%	52%	60
	The necessary processes and procedures are in place to ensure my safety at work.	8%	15%	77%	75
Tools & Workspace	The computer based tools (e.g., hardware, software) I have access to help me excel in my job.	35%	27%	38%	51
Tools & Workspace	The non-computer based tools (e.g., office or outdoor equipment) I have access to help me excel in my job.	19%	28%	52%	61
MY PROFESSIONAL DEVELOPMENT					
Professional Development	My organization supports my work related learning and development.	11%	20%	69%	72
Professional Development	The quality of training and development I have received is satisfactory.	15%	24%	62%	67

LINKAGE TO MODEL	SURVEY QUESTIONS	% DISAGREE	% NEUTRAL	% AGREE	AVERAGE SCORE / 100 POINTS
Professional Development	I have adequate opportunities to develop my skills.	17%	22%	61%	66
	I have opportunities for career growth within the organization.	24%	21%	54%	60
	The person I report to provides the feedback I need to do my job well.	18%	20%	62%	68
	The person I report to provides the support I need to help me achieve my long-term career goals.	19%	21%	60%	66
MY CO-WORKERS					
Teamwork	When needed, members of my team help me get the job done.	6%	11%	83%	80
	I am treated respectfully at work.	7%	11%	82%	81
Teamwork	Members of my team communicate effectively with each other.	13%	21%	66%	69
Teamwork	In my work unit, everyone has positive working relationships.	20%	25%	55%	63
THE PERSON I REPORT TO					
Supervisory-Level Management	The person I report to provides clear expectations regarding my work.	13%	18%	69%	72
Supervisory-Level Management	The person I report to consults me on decisions that affect me.	16%	20%	64%	69
	The person I report to keeps me informed on things I need to know.	15%	17%	67%	70
Supervisory-Level Management	I feel I am able to have a conversation with the person I report to when I need their perspective or advise.	11%	11%	78%	78
Supervisory-Level Management	The person I report to leads with an understanding of others' perspectives.	15%	12%	73%	74
	The person I report to maintains high standards of honesty and integrity.	9%	11%	80%	79
	I am satisfied with the quality of supervision I receive.	12%	14%	74%	76
MY EXECUTIVE					
Executive-Level Management	Executives in my organization communicate decisions in a timely manner.	17%	28%	54%	62

LINKAGE TO MODEL	SURVEY QUESTIONS	% DISAGREE	% NEUTRAL	% AGREE	AVERAGE SCORE / 100 POINTS
	Executives in my organization clearly communicate strategic changes and/or changes in priorities.	21%	29%	50%	60
Executive-Level Management	Executives in my organization provide clear direction for the future.	23%	30%	47%	58
	Essential information flows effectively from senior leadership to staff.	22%	28%	50%	59
	I have confidence in the senior leadership of my organization.	16%	23%	60%	66
MY ORGANIZATION					
Vision & Goals	My organization is taking steps to ensure the long-term success of its vision and strategic goals.	10%	26%	64%	68
Vision & Goals	The vision and strategic goals of my organization are communicated well.	21%	29%	50%	59
	I know how my work contributes to the achievement of my organization's goals.	17%	27%	56%	63
	I am motivated by my organization to help achieve its objectives.	23%	26%	51%	60
	I find my organization inspiring to work for.	18%	29%	54%	63
MY EMPLOYMENT OVERALL					
Job Satisfaction	I am satisfied with my job.	7%	17%	76%	75
	I am satisfied with my work unit.	9%	14%	77%	75
	I would prefer to remain with my work unit, even if a comparable job was available elsewhere in the organization.	12%	13%	75%	76
Organization Satisfaction	I am satisfied with my organization.	12%	21%	67%	70
	Overall, I feel valued as a Sooke School District employee.	16%	21%	63%	67
	I am proud to tell people I work at the Sooke School district.	7%	18%	75%	77
Organization Commitment	I would prefer to stay with my organization, even if offered a similar job elsewhere.	9%	14%	76%	77
Organization Commitment	I would recommend this organization as a great place to work.	9%	21%	70%	74

The following table lists 10 questions which had a relatively high proportion of respondents who chose either “Don’t Know” or “Not Applicable.”

TABLE 3: SURVEY QUESTIONS WITH A RELATIVELY HIGH PROPORTION ($\geq 10\%$) OF NON-RESPONSE

SURVEY QUESTIONS	% OF TOTAL RESPONSES
My organization is taking steps to ensure the long-term success of its Vision and Strategic Goals.	20%
In my work unit, the selection of a teacher and/or support staff for a position is based on the seniority of the qualified applicants. For PVP and excluded staff selection is based on the principles of merit.	19%
In my work unit, recognition is based on performance.	13%
My pay is competitive with similar jobs in the region.	12%
The person I report to provides the support I need to help me achieve my long-term career goals.	11%
Executives in my organization communicate decisions in a timely manner.	11%
Executives in my organization clearly communicate strategic changes and/or changes in priorities.	11%
The vision and strategic goals of my organization are communicated well.	11%
In my work unit, the process of selecting a person for a position is fair.	10%
I know how my work contributes to the achievement of my organization's goals.	10%

Appendix B: Survey Definitions

The questionnaire used specific terms to describe aspects of the work environment. The terms as presented to the respondents are shown below.

- Your **organization** refers to the Sooke School District as a whole.
- Your **executive** includes the Superintendent of Schools/CEO (Jim Cambridge), Associate Superintendents (Dave Strange, Paul Block, and Stephanie Hedley-Smith), Secretary-Treasurer (Harold Cull) and Executive Director, Human Resources (Dan Haley).
- Your **work unit** refers to the school and/or department within the organization where you work (for example: Belmont Senior Secondary, Board Office, Colwood Elementary, Facilities, John Muir Elementary, On Call, Spencer Middle School, Transportation, or Wishart Elementary).
- The **person I report to** refers to your immediate supervisor or school principal. If you report to more than one supervisor or school principal, please answer the question thinking about the person who oversees most of your work.
- **Discrimination** occurs if a distinction is made that imposes burdens, obligations or disadvantages, that are not imposed on others, based on the grounds listed below:

- race	- religion	- sexual orientation
- colour	- marital status	- gender identity or expression
- ancestry	- family status	- physical or mental disability
- place of origin	- age	- unrelated criminal conviction
- political belief	- sex	
- **Harassment** includes any unwelcome conduct or comment which has a negative impact on you or your work environment.

Appendix C: Model Information

BC Stats first developed the Employee Engagement Model framework 15 years ago in consultation with leading experts in the field. Since then the Employee Engagement Model is regularly tested on data from the BC Public Service as a whole. This model was also tested on the Sooke School District data using on Structural Equation Modelling (SEM). The tests found the model needed to be customized to better fit the response patterns observed in the survey data. The district’s model explains up to 71% of the variation in engagement scores and serves as a useful diagnostic tool for explaining the range of experiences across the organization.

The model drivers statistically link together to form many unique pathways to engagement. Each pathway starts from the foundation and passes through varying combinations of building blocks to reach one of the three engagement characteristics in the roof. These latest model driver linkages and pathways and model fit statistics are presented below.

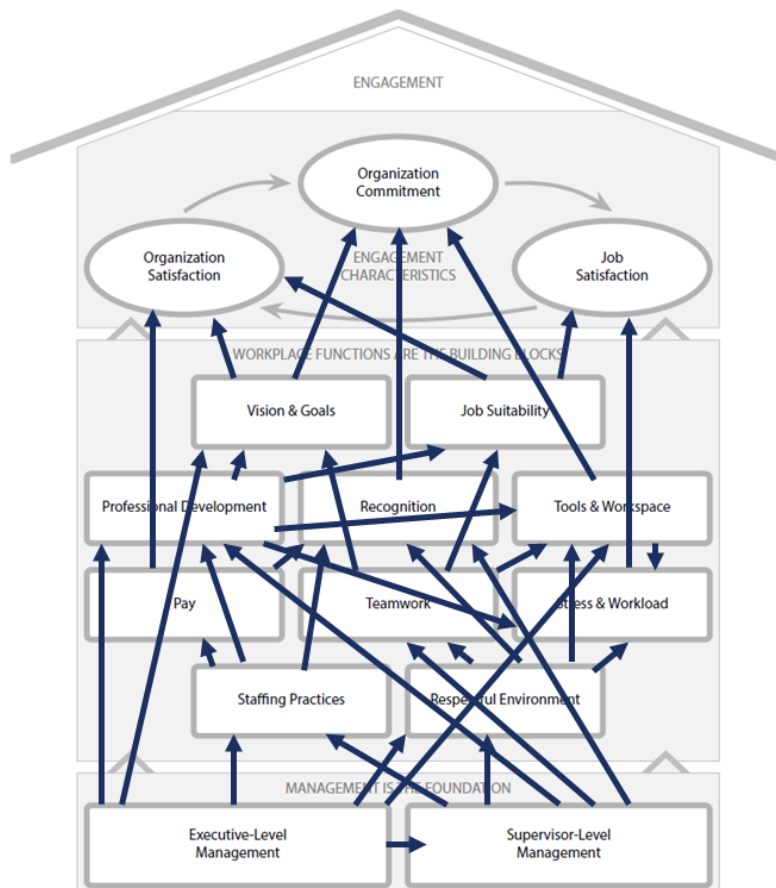


TABLE 4: MODEL FIT INDICES

	CMIN/DF	NFI	CFI	TLI	RMSEA	R ²
2018 Model Fit	1.791	0.921²	0.963	0.958	0.040	62% - 71% (engagement outcomes)
Model fit criteria/threshold	Closer to 1, the better	> 0.95	> 0.95	> 0.95	≤ 0.05	N/A

There are a few cautionary notes to be aware of when using the model to make the most of your results. The model represents experiences at one single point in time. Despite its stability, employee priorities change, as do societal, political and economic circumstances. Given the dynamic nature of the work environment and workforce, the engagement model will likely evolve in future. Any projections into the future will provide rough estimates at best, and should be supported by further longitudinal research that could capture trends over time.

In addition, the model was based on only employees from the entire organization who answered all of the model questions. This means the model was not tested at the work unit level (i.e., school or department). This also means the model statistics do not reflect those who answered some but not all of the model questions. Given the high rates of missing data on a few engagement model questions (i.e., answered 'don't know' or 'not applicable'), the total number of respondents the model was based was reduced to 488 (out of the 935 possible).

Lastly, these questions were designed to reflect a specific framework of engagement. As such, the model presented in this report can only represent what was measured within the context of this engagement framework. There may be other aspects unique to the organization that were not captured in the survey and are therefore not reflected in the model presented in the report.

More resources on how to use the model for interpreting results or understanding the drivers, model pathways and/or the statistical methodology are available online. See the next page for more details.

² A value between .90 and .95 is considered to be a satisfactory fit.

Appendix D: Additional Resources

BC Stats regularly conducts research and analysis on many topics related to the employee engagement model and organizational performance. This section includes some examples of research BC Stats has conducted in the last several years. To access any of this research directly, click on the link provided.

Resources for understanding the engagement model and its application in the real world:

[Modelling the 2015 Work Environment Survey Results: Technical Guide](#)

[Connecting the Engagement Drivers in the BC Public Service: Driver Guide](#)

[Tracing the Top Engagement Pathways for the BC Public Service: Pathways Guide](#)

[Leveraging the Practices of Top Work Units in the BC Public Service](#)

Tools for assessing the engagement model's results:

[Assessing Performance over Time: Score Difference Look-up Table](#)

[Assessing Performance Relative to Others: Percentile Look-up Table](#)

Examples of the engagement model in action:

[Engagement and Voluntary Departures](#)

[Performance Conversations and Engagement](#)

[The Value of Pay](#)

[The Value of Benefits](#)

[Professional Development](#)

[Succession Management](#)

[Staffing Actions](#)

[Leading Workplace Strategies](#)

[How much does Engagement Vary among Diversity Groups?](#)

[Do perceptions of the Work Environment Vary by Generation?](#)

[The Public Sector Service Value Chain - Revisiting the First Link with BC Public Service Work Units](#)

To explore **more research**, visit BC Stats online at:

[http://www2.gov.bc.ca/gov/content/data/statistics/government/employee-research.](http://www2.gov.bc.ca/gov/content/data/statistics/government/employee-research)

Appendix E: Factground

High Level

Study Work Environment Survey (WES)
Project Sponsor School District #62 (Sooke)

Operations

Data Collection Method Online survey
Fielding Window / Dates May 3, 2018 to June 1, 2018
Project History 2018 is the first cycle

Population / Sample

Scope All active employees as of April 15, 2018
Sampling Strategy Census

Key Measure(s)

Key Measure Engagement score
Type of Measure Five-point agreement scale
Methods of Analysis Descriptive statistics; structural equation modeling

Confidentiality

During survey administration, employees received personalized invitations and reminders. All survey responses were encrypted during submission and stored on a secure server accessed only by select employees at BC Stats. BC Stats employees are sworn under the [Statistics Act](#), and all information collected in the survey is protected by the *Statistics Act*. Only aggregate results are provided in the reports. Individual responses or information that could identify an individual cannot be disclosed.

Response Rates

The table below shows the response rate for the 2018 cycle.

TABLE 5: RESPONSE RATE

	COMPLETED SURVEYS	TOTAL EMPLOYEES	RESPONSE RATE
2018	935	1,606	58%

BC Stats wishes to thank employees who made the time to complete this survey and provided feedback about their experiences.

BC Stats is the provincial government’s leader in statistical and economic research, information and analysis essential for evidence-based decision-making. BC Stats, the central statistics agency of government, is excited to be taking a lead role in the strategic understanding of data sources and analysis across government. The goal is to increase overall business intelligence—information decision makers can use. For more information, please contact Elizabeth Vickery.



Box 9410 Stn Prov Govt
Victoria, B.C.
V8V 9V1

Web: www.bcstats.gov.bc.ca
Twitter: @BCStats
Email: BC.Stats@gov.bc.ca

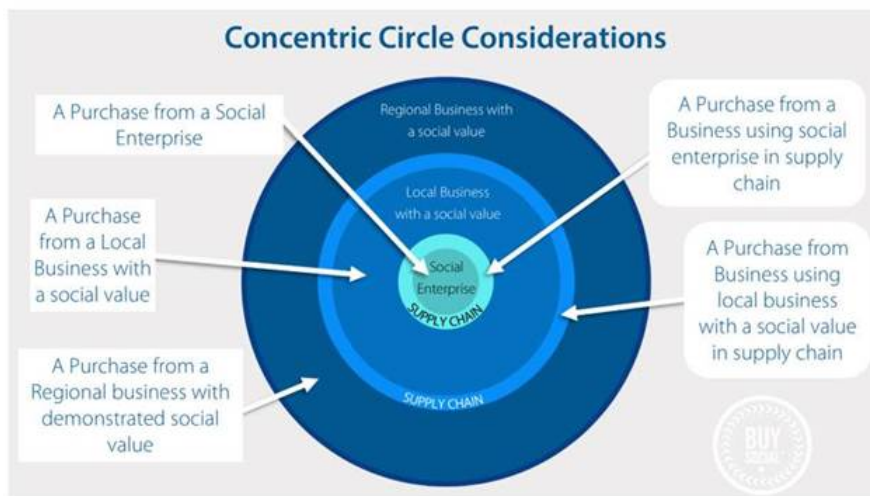
Info Note Resources Committee March 4, 2020

Agenda Item: 4.6 – Social Procurement of Construction Projects

Rationale/Background:

When you are given the opportunity to spend over a hundred million dollars to deliver two state of the art learning facilities, you also have the ability to ensure that every dollar of this construction project benefits our community. The construction of the new West Langford Middle and Elementary schools will be the largest construction project in the West Shore since we opened Belmont and Royal Bay Secondary in 2015. The purpose of this motion is to request district staff explore the feasibility and legality of adding specific clauses into the procurement contract of the main contractor chosen to construct the two new schools. The clauses I ask staff to look into are adding language around employment opportunities for SD62 students as well as prioritizing the hiring of local subcontractors based in the WestShore and South Island by the main contractor on this project.

The following is a graphic provided by the Victoria Buying Group (staff participate in this group) that outlines the relationship between local and regional businesses and their connection to social values in terms of the supply chain/procurement process:



-Source- Buy Social Canada

References:

- <https://www2.gov.bc.ca/gov/content/governments/services-for-government/bc-bid-resources/reference-resources/social-impact-procurement-guidelines>
- BC Government News Release - attached

Recommended Motion: That the Board of Education of School District #62 (Sooke) request staff to explore the feasibility and legality of adding specific clauses that promote the employment opportunities of SD62 students as well as the prioritization of contractors being chosen from the West Shore and/or South Island for the construction of the new West Langford Middle and Elementary Schools.

Submitted by:



Ravi Parmar, Board Chair

School District No.62 (Sooke)



NEWS RELEASE

For Immediate Release
2014EDUC0071-001612
October 28, 2014

Ministry of Education

Skills Blueprint delivers hands-on experience for students

LANGFORD – Education Minister Peter Fassbender toured the new Royal Bay Secondary construction site with Belmont Secondary school trades students who are working and learning on the job site.

Minister Fassbender was at Royal Bay to outline the significant progress made in the K-12 sector to re-engineer education and training since B.C.'s Skills for Jobs Blueprint was launched six months ago.

A major focus of the Skills for Jobs Blueprint is to give K-12 students an earlier head-start to hands-on learning, which will help keep more students engaged in their own learning and ready for the workforce or more advanced training when they graduate. This is also in keeping with the BC Education Plan, which aims to promote deeper learning and stronger core competencies by providing students across all disciplines with more opportunities to apply classroom knowledge to real world situations and projects.

Construction of Royal Bay Secondary is 90% complete, thanks in part to students like Carson Launder who landed a paid electrical apprenticeship with Glenco Electric. He got his start through Belmont's residential carpentry program, one of many skills and trades pathways offered through the South Island Partnership between SD 62 and Camosun College.

Belmont students working at the Royal Bay site are currently enrolled in the Secondary School Apprenticeship (SSA) program. SSA allows students to gain paid work experience in their field while attending school and earning graduation credits. Many Belmont students were first exposed to the trades through SD 62's Trades Awareness Skills and Knowledge (TASK) program, which allows students to explore a variety of trades including form work, framing, floor construction, roof construction, plumbing, sheet metal and electrical.

Through its recently created Skills Exploration 10-12 curriculum and resources, the Ministry of Education is actively working with school districts to encourage programs like SD 62's TASK program, which provide a vital role in exposing students to skills and trades careers and putting them on a path to formal dual credit and apprenticeships programs like the Accelerated Credit Enrolment in Industry Training (ACE IT) program or the Secondary School Apprenticeship program.

Quotes:

Peter Fassbender, Minister of Education –

"Belmont students are taking the knowledge they learn in school and applying it to real world situations. That's how you really learn. The greatest part about the new Royal Bay Secondary is

not only that it's built in part by students for students, but it clearly demonstrates how we're looking to transform learning in B.C."

Quick Facts:

- Over the next decade, 1 million job opening are expected in B.C. — more than 78% of these jobs will require some form of post-secondary education and 43% will in trades and technical occupations.
- Since launching BC's Skills for Jobs Blueprint six months ago, the Ministry of Education has made significant progress on its goal to give students an earlier head-start to hands on learning, including the commitment to double the number of ACE-IT spaces to 5,000 over the next two years:
 - Agreements have been signed with 12 out of 12 school districts along the Northern/LNG corridor for student recruiters and co-ordinators, with particular focus on outreach to Aboriginal youth.
 - A second annual intake to the ACE-IT program was implemented starting this school year (2014-15).
 - School districts will receive \$10.5 million in BC Education Plan funding for skills and reading.
 - The new Skills Exploration 10-12 curriculum and resources were completed and distributed to districts well in advance of the start of the 2014-15 school.
 - The Career and Skills Toolkit for school district career programs went live on Aug. 26, 2014.
 - Developed a list of vacant schools to potentially house skills and trades partnerships.
 - Implemented policy shifts required for graduation flexibility for skills courses.
 - Through the Teacher Regulation Branch, supported the BC Teachers Council in developing an options discussion paper on how to make it faster and easier for qualified (Red Seal) tradespersons to earn teaching certificates.
 - Delivered numerous presentations to partner organizations, including BC Association of Schools Business Officials, BC Confederation of Parent Advisory Councils, BC School Superintendents Association.

Royal Bay Secondary construction update:

- Slated to open September 2015.
- The new \$40.8-million Royal Bay Secondary will accommodate up to 800 students from grades 9 to 12.
- It features a teaching kitchen, a 350-seat theatre, an asphalt rubber running track and a rooftop basketball court, as well as enhanced project spaces.
- Royal Bay also includes an expanded skills and trades area, with dedicated spaces for carpentry and rough wood, metal work and a STEM workshop (Science, Technology, Engineering and Mathematics).

Belmont Secondary construction update:

- Slated to open September 2015.
- The new \$53.9-million Belmont Secondary will accommodate up to 1,200 students from grades 9 to 12.

- The new Belmont Secondary will have three skills and trades shops, supporting their successful residential carpentry and cosmetology program, as well as space for SD 62's Trades Awareness Skills and Knowledge (TASK) program.

Learn More:

BC's Skills for Jobs Blueprint: <http://www.bcjobsplan.ca/getskills/>

BC's Education Plan: <http://www.bcedplan.ca/>

Information on the new Belmont Secondary and Royal Bay Secondary:
<http://newschools.sd62.bc.ca/>

Media Contact:

Government Communications and Public
Engagement
Ministry of Education
250 356-5963

Connect with the Province of B.C. at: www.gov.bc.ca/connect

Info Note
Resources Committee
March 4, 2020
Agenda Item: 4.7 – School Act Amendments

Background

- For the Committee’s information, the provincial government has tabled the *Education Statutes Amendment Act, 2020* with amendments to the *School Act*
- The changes are primarily enabling legislation, with policy and procedure to follow. Below is a brief, general summary of the changes that were tabled:

Provision of childcare services

- Districts will be allowed to operate before and after school child care directly and will enable the minister to make orders regarding the provisions of child care on board of education property generally.

Graduation certificates through First Nations schools

- The proposed legislation will clarify the issuing of graduation certificates to students at First Nations schools, fulfilling a commitment under the BC Tripartite Education Agreement (BCTEA).

Personal Education Numbers

- The legislation will allow the option of a personal education number (PEN) being assigned to a child at birth, or on the application for a BC Services Card.
- This change will facilitate better information about a child's experiences before entering the school system, and support evidence-based policy decisions and planning for K-12 enrolment.

Funding Model Recommendations

- The changes will enable the implementation of recommendations from the funding model review relating to online learning and the management of board of education operating reserves, including transfers for local capital.

- The proposed changes in legislation will not hinder a board's ability to establish and maintain appropriate levels of financial reserves.
- To ensure full collaboration on this important issue, BCSTA has signed a memorandum of agreement (MOA) with the Ministry of Education to co-create new guidelines for school district reserves.