

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 January 23, 2024, at 7:00 pm.**

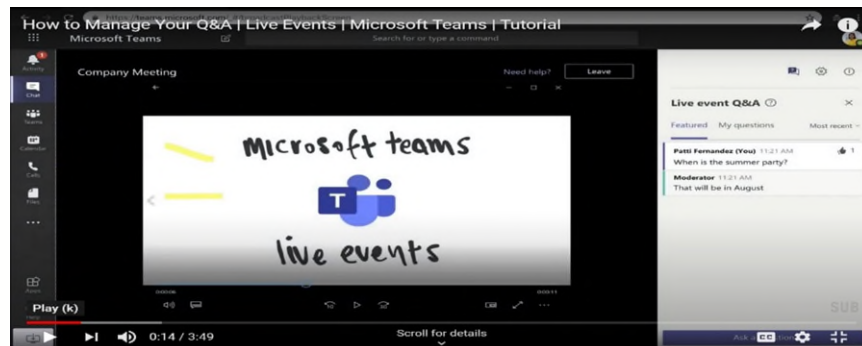
Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

Furthermore, the meeting will be livestreamed via MS teams, to encourage more public participation. To join the in meeting please click here: [Public Board Meeting | Sooke School District \(sd62.bc.ca\)](https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84) and click **Follow Link**.

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

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

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



If you have questions regarding the meeting and how to access it that aren't answered in the link above please email info@sd62.bc.ca. See link for upcoming and previous Board and Committee meetings [Public Meetings | Sooke School District \(sd62.bc.ca\)](#) materials.



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
January 23, 2024 – 7:00 p.m.**

AGENDA

- 1. CALL TO ORDER AND ACKNOWLEDGEMENT 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: Sc'ianew 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 (page 2)**
 - 2.1 Call for amendments and additional items
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of January 23, 2024, as presented (or as amended).
 - 2.2 Report on In Camera Meeting – Amanda Dowhy
This notice is to inform the public that prior to this meeting an “in-camera” meeting of the Board was held where issues of legal, land and personnel were discussed.
- 3. MINUTES (page 6)**
 - 3.1 Call for amendments to minutes
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the December 19, 2023, as presented (or as amended).
- 4. INFORMATION ITEMS AND ANNOUNCEMENTS**
 - 4.1 Board Chair Update – Amanda Dowhy
- 5. EDUCATIONAL PRESENTATIONS**
 - 5.1 International Student Program Presentation – Laura Schwertfeger
 - 5.2 School Trip to Portland OR, March 15-17, 2024 – Cody Cook (page 12)
 - 5.3 School Trip to Denver CO, June 13-17, 2024 – Cody Cook (page 20)



6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence

- a. Email from Linda C. dated January 12, 2024, RE: School Buses in Sooke (page 28)

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

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee – Meeting of January 16, 2024 – Ebony Logins (page 29)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the Middle School Lacrosse Fees for 2023/24 and the District Academy Fees for the 2024/25 school year as amended at the Resources Committee meeting of January 16, 2024.

Motion Requested: That the Board of Education of School District 62 (Sooke) allow all three readings of the 2023/24 Amended Budget Bylaw at its meeting of February 27, 2024.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the Long-Range Facilities Plan as amended at the Resources Committee meeting of January 16, 2024.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of January 16, 2024.

7.2 Amended Capital Plan Bylaw No. 2023/24-CPSD62-04 – Harold Cull (page 70)

Motion Requested: That the Board of Education of School District 62 (Sooke) allow all three readings of the 23/24 Amended Capital Plan Bylaw No. 2023/24 CPSD62-04 at its meeting of January 23, 2024.

Motion Requested: That the Board of Education of School District 62 (Sooke) give first, second and third readings to the 23/24 Amended Capital Plan Bylaw No. 2023/24 CPSD62-04.

8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of January 9, 2024 – Allison Watson (page 78)



Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy F-302 “Use of School Facilities for Child Care Programs”.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the SD 62 Middle School Lacrosse Academy as a District Academy to begin in April 2024.

Motion Requested: That the Board of Education of School District 62 (Sooke) accept and endorse the Elementary Blended Learning Program as presented to the Education Policy Committee meeting.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of January 9, 2024.

8.2 Adoption of District Policies & Regulations – Paul Block (page 93)

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt draft revised Policy and Procedural Regulations E-158 “Public Interest Disclosure – Whistleblower Protection”

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt draft new Policy and Regulations E-205 “Recruitment and Selection of Administrative Personnel”

8.3 Sanctuary School Policy and Regulation – Allison Watson (page 112)

Motion Requested: That the Board of Education of School District 62 (Sooke) direct staff to create a Sanctuary School Policy and Regulation.

9. STUDENTS

10. FOUNDATIONS AND GOVERNANCE

10.1 Trustee Liaison Reports – Board of Education

10.2 Proposed BCSTA Motions – Allison Watson



Motion Requested: That the Board of Education of School District (Sooke) support the submission of the following motions to the BCSTA 2024 AGM for consideration.

That BCSTA urge the Ministry of Education and Childcare to create Ministry policy and procedural guidelines and update “reason codes” to track attendance patterns that reflect absences or withdrawals due to climate events.

That BCSTA urge the Ministry of Education and Child Care to include question on climate change in the Ministry Student Learning surveys to understand how students, parents and staff are responding to climate change.

11. ADMINISTRATION

11.1 Board of Education 90 Day Work Plan – Amanda Dowhy (page 113)

12. PERSONNEL

12.1 Superintendent’s Report – Paul Block (page 114)

13. UPCOMING EVENTS

14. FUTURE ITEMS

15. QUESTION PERIOD

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

16. ADJOURNMENT



MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
December 19, 2023 – 7:00 p.m.

TRUSTEES: Amanda Dowhy, Board Chair
Cendra Beaton, Vice Chair
Christine Lervold (virtual)
Allison Watson
Ebony Logins (virtual)
Russ Chipps (virtual)
Trudy Spiller

STAFF: Scott Stinson, Superintendent
Harold Cull, Secretary-Treasurer
Paul Block, Deputy Superintendent
Monica Braniff, Associate Superintendent
David Strange, Associate Superintendent
Fred Hibbs, Executive Director, HR
Farzaan Nusserwanji, Executive Director, IT
Steve Tonnesen, Manager, IT Operations

SECRETARY: Kristina Ross

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:01 p.m. by the Secretary-Treasurer, who acknowledged the traditional territories of the First Nations.

TRUSTEE ELECTIONS

- 1.1 Harold Cull thanked the Board of Education for their service and called for nominations for Board Chair. Amanda Dowhy was declared elected by acclamation. Chair Dowhy then assumed her duties and continued the election process.
- Cendra Beaton was nominated and acclaimed for the position of Vice-Chair.
 - Christine Lervold was nominated and acclaimed as BCSTA Provincial Council Representative.
 - Ebony Logins was nominated and acclaimed as Alternate BCSTA Provincial Council.
 - Cendra Beaton was nominated and acclaimed as BCPSEA Trustee Representative.
 - Trudy Spiller was nominated and acclaimed Alternate BCPSEA Trustee Representative.



2. AGENDA

2.1 Call for amendments and additional items

1. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of December 19, 2023, as presented.
CARRIED

2.2 Report on In Camera Meeting – Amanda Dowhy

This notice is to inform the public that prior to this meeting an “in-camera” meeting of the Board was held where issues of legal, land and personnel were discussed.

3. MINUTES

3.1 Call for amendments to minutes

2. MOVED Allison Watson/Trudy Spiller
That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of November 28, 2023, as presented.
CARRIED

4. INFORMATION ITEMS AND ANNOUCEMENTS

4.1 Board Chair Update – Amanda Dowhy

The Board Chair congratulated the trustees on their assignments and thanked them for their continued support. She spoke about the importance of the work that a Board of Education undertakes, and the need for continued momentum in the District. She thanked the Sooke Fire Department for their quick response to the fire at Journey Middle School during its Winter Concert on December 12, 2023, provided an update on the BCSTA Climate Action Request for Feedback, the funding support to Colin Sparks and the City of Colwood, and spoke of the letter of thanks that Grandma Lavina will soon receive. Finally, she thanked Superintendent Scott Stinson for his service to the District and wished him well in his retirement.

5. EDUCATIONAL PRESENTATIONS

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence

- a. Email from Sooke Horseshoe Pitching Association, dated December 12, 2023, RE: Request for Letter of Support from the Board of Education.



3. **MOVED** Cendra Beaton/Ebony Logins

That the Board of Education of School District 62 (Sooke) receive the email from Sooke Horseshoe Pitching Association, dated December 12, 2023, and provide a letter of support to the Sooke Horseshoe Pitching Association.

CARRIED

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

STA – Jennifer Anderson

No delegation.

CUPE 459 – Amber Leonard

Call to Action # 13 from the Spirit Bear’s Guide to Truth and Reconciliation Commission of Canada states “We call on Canada to respect the rights of Aboriginal people. This includes their right to have their languages respected”. CUPE 459 is in support of this Call to Action.

Amber Leonard introduced CUPE Executive Members Tim Hamblin and Dana Savage to the Board of Education. She wished Scott Stinson best wishes in his retirement and thanked him for his years of service and dedication to the District.

PVP – Karen DeCicco

Karen DeCicco provided an overview of the activities around the District for the Board of Education. Highlights include: a Winter Concert at Happy Valley Elementary and École John Stubbs, collecting of items for Food Banks across the District, a Pancake Breakfast at Willway Elementary and Royal Bay Secondary, Band Performances, the unveiling of a new mural at Sangster Elementary and the celebration of a book written by Sienna and Lily from Westshore Secondary.

Karen DeCicco recognized Scott Stinson for his dedication to the District and thanked him for his leadership.

SPEAC – Nevada Kaludjar

The next SPEAC Meeting will be held on January 18, 2024. SPEAC would like to thank Superintendent Scott Stinson for his years of service and commitment to the School District.

7. **FINANCE, FACILITIES AND SERVICES**

7.1 Resources Committee Meeting of December 12, 2023 – Ebony Logins



Trustee Logins provided an overview of the Resources Committee Meeting of December 12, 2023, to the Board of Education.

4. MOVED Ebony Logins/Christine Lervold
That the Board of Education of School District 62 (Sooke) approve the proposed 24/25 budget principles, assertions and process as amended at the December 12, 2023, Resources Committee meeting.
CARRIED

5. MOVED Ebony Logins/Christine Lervold
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of December 12, 2023.
CARRIED

8. EDUCATION PROGRAM

8.1 Education-Policy Committee Meeting of December 5, 2023 – Allison Watson

Trustee Watson provided an overview of the Education-Policy Committee Meeting of December 5, 2023, to the Board of Education.

6. MOVED Allison Watson/Trudy Spiller
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Procedural Regulations E-158 “Public Interest Disclosure – Whistleblower Protection”.
CARRIED

7. MOVED Allison Watson/Cendra Beaton
That the Board of Education for School District 62 (Sooke) give Notice of Motion for draft new Policy and Regulations E-205 “Recruitment and Selection of Administrative Personnel.”
CARRIED

8. MOVED Allison Watson/Trudy Spiller
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of December 5, 2023.
CARRIED

9. STUDENTS

10. FOUNDATIONS AND GOVERNANCE



- 10.1 Na'tsa'maht Education Council Meeting of December 13, 2023 – Paul Block
Paul Block provided an overview of the Na'tsa'maht Education Council meeting. Highlights included the renaming of Eagle Ridge Academy School to QELENSÉN Á,LEN Secondary School, an overview of the registration process for 2024, and a discussion on SD 62 Strategic Plan Vision for 2025-29. Further, a culture/language update was provided, community, staff and student events were discussed for the upcoming year, and Danielle Huber was introduced as the Student Family Advocate.
- 10.2 Trustee Liaison Reports – Board of Education
This item has been added to the agenda and will provide Trustees a chance to speak to those meetings they attend as a Representative of School District 62. Please forward items to the Board Chair prior to the Board meeting.
- 10.3 Statement of Financial information – Harold Cull
The district is required to prepare the Statement of Financial Information (SoFI) report by December 31st each year. The Board of Education has been provided a copy of this report for their information.

11. ADMINISTRATION

- 11.1 Board of Education 90 Day Work Plan – Amanda Dowhy
The Board Chair provided an overview of the work plan to the Board of Education, which included a monthly rhythm of District activities.

12. PERSONNEL

- 12.1 Superintendent's Report – Scott Stinson
The Superintendent provided the Board of Education an update on Learning, Engagement and Growth. He spoke of the webinar presentation that Mark Kaercher recently did on supporting an inclusive school culture, the indoor vertical garden at Hans Helgesen Elementary, continuing music program discussion with District Middle Schools, and provided an update on capital planning, and the prefabricated additions at Ruth King and David Cameron Elementary Schools. Finally, he thanked staff, students, and the community for their support during his time as Superintendent.

13. UPCOMING EVENTS

- January 8 – Schools Reopen
January 11 – Education Policy Committee Meeting
January 16 – Resources Committee Meeting
January 23 – Public Board Meeting



14. FUTURE ITEMS

15. QUESTION PERIOD

Members of the public can 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, Strategic Communications for response following the meeting.

16. ADJOURNMENT

The meeting was adjourned at 8:00 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer



* This trip will replace Las Vegas / California / Mercer Island trips that were previously approved. We could not get into the Mercer tourney, & Portland is cheaper than Cali / Vegas

INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: Regis Bay Date Submitted: Dec 19 2023

Principal: Mike Hatch

Supervisor (Educator in charge): Lucas MacNeil & Cody Cook

Destination of Trip: March 15-17 - Portland Oregon

Departure Date: March 15 Return Date: March 17

Grade level(s): 9-12 No. of students involved: 20-40 pending scheduled games

Approx. cost of tour: \$ _____ Approx. cost to students: \$ 225-375

Transportation: Ferry + Charter Bus

No. of school days missed (recommend 3 days maximum) 1

Source of Funding: Family

Accommodation Arrangements: Billet Hotel/Motel Camping Other

• How has the proposed International Educational Trip been included in the overall plan for the year?
Students will miss the Friday before Spring Break. This will give an opportunity to play vs. top 3 teams (high school) in Oregon.

• Unique Risk/Safety Considerations: Bumps, bruises & broken bones.
Everyone must have proof of medical & cancellation ins.

APPENDIX**International Educational Trips****1. Pre-Trip Review**

- 1.1 Not less than one month prior to departure on an Out of Province Educational Trip, the sponsor teacher will meet with the Principal to review and revise, as appropriate:
- a. the critical incident plan to deal with health, financial or discipline emergencies, that includes a telephone tree and arrangements for two-way communication.
 - b. the supervision plan.
 - c. the list of student participants and volunteers.
 - d. the detailed itinerary.
 - e. the general state of readiness and preparedness for the trip.

2. Documentation

- 2.1 Prior to embarking upon the International Educational Trip, the sponsor teacher will provide the school administration a copy of all relevant documents for the trip (the "Trip File"), and specifically:
- a. a list of all participants and volunteers, with medical and emergency contact information.
 - b. a copy of the informed consent form signed by the parent/guardian of each participating student.
 - c. a detailed itinerary, including transportation arrangements, accommodation, activities, with contact numbers and addresses.
 - d. emergency contact numbers for sponsor teacher and supervisors.
 - e. a copy of each student's valid passport and, if necessary, travel visa.
 - f. information about travel insurance and alternate destination planning.
- 2.2 A copy of the Trip File will be kept by the Principal and provided to the Associate Superintendent at least one week prior to the departure of the trip.

3. Health and Safety

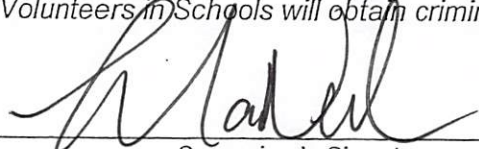
- 3.1 All participants on an International Educational Trip, including students, volunteers and the sponsor teacher, must provide confirmation of adequate health and hospital insurance coverage prior to departure.
- 3.2 All participants on an International Educational Trip must provide the sponsor teacher with information concerning any known medical or health condition that may require emergency attention on the trip.
- 3.3 The sponsor teacher must carry with them on the trip a copy of the relevant health information for students, including emergency contact information for parents/guardians and school district administration.

Part B

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip *Attached*
2. Proposed draft itinerary *Attached.*
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.



Supervisor's Signature

Dec 19 2023

Date

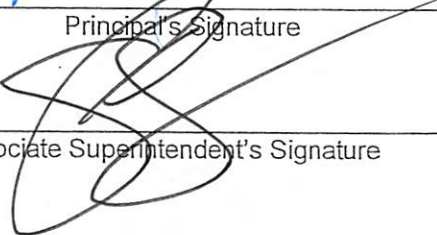
PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL EDUCATIONAL TRIP



Principal's Signature

Dec 20 2023

Date



Associate Superintendent's Signature

JAN. 12/24

Date

STEP 1 – PART B**1. Educational objectives/purpose of the trip.**

- Purpose of the extracurricular trip is to take a grade 9/10 and 11/12 team to Portland, Oregon for a lacrosse tournament. The lacrosse academy students work very hard in their academy/PHE class. Going to this tournament allows the students an opportunity to show/preform their development and learnings that they have worked on each day at school. This trip does have a curricular aspect to it, as we are teaching all students how to travel appropriately within a group, during a school sanctioned event. Students will be participating against other high schools and teams of students the same age.
- During this trip, there will be a ratio of 1:10 adults (including teachers, supervisors and chaperones). Students will always be under supervision, even during “free time”. Students will be spending most of their time either at the playing fields or hotel. We may go for a team dinner if the restaurant allows large groups.

2. Proposed itinerary – please see last pages.**3. Method of Financing the Trip – We will be using money from our academy fundraising account, as well as money from families that want to pay themselves.**

****Families will need to provide physical evidence of...**

- trip cancelation insurance
- trip medical insurance
- covid-19 vaccine proof (if required)
- 2 copies of student pass port (1 for the school and 1 for Lucas to have on the trip)

4. Supervisors.

- Lucas MacNeil (staff),
- Cody Cook (coach),
- Armaan Sohi (coach)
- Additional Chaperones as needed (coach)
- All participants will comply with the school And District Codes of Conduct, acting as ambassadors of both the school and school district. They will be provided with a trip booklet and waiver form that outlines expectations for international travel.
- Activities include playing lacrosse, going for food, and staying at the hotel.

5. Travel Insurance

- Families will be informed that they **MUST** have trip cancelation insurance, and travel medical insurance. The families will be accountable for any changes. Again, they must provide physical proof of this before the trip.
- Alternate destination plan for this trip is likely not needed. But in case of an issue arising, communication with both Mike Huck and Wayne Kelly will occur. Because we are driving over the border, we can still have the opportunity to get home via Black Ball Ferry Line, or Anacortes Ferry Terminal.

6. Pertinent information.

- We have been to this area before. It is a great chance for students to spend time together on the bus to build a positive/inclusive culture, and compete Vs some of the top high schools in Oregon.

7. All students will sign trip waivers promising to be good citizens as they are ambassadors of the school and school district. Students may be returned home with notification to the parents if the student compromises safety to self or others and does not follow expectations. In addition, if a student has to return home, parent/guardians will be responsible for the travel costs for both the child and the supervisor accompanying them. That said, cancelation insurance will be the responsibility of the parent/guardian. Trips can be cancelled or postponed and the cost will **not** be covered by the school district. Families are responsible for trip cancellation insurance as well as medical insurance. **THIS WILL BE DISCUSSED WITH THE PARENTS.**
8. All tournaments have waivers where it requires the participant to sign as a condition to participate. However, because it is mandatory that parents **MUST** have medical and cancelation insurance before travelling, this ensures that their child will be taken care of in case of a medical emergency.

Field Trip Itinerary – Sisters Portland Tournament

Estimated times

Friday March 15 2024

- 6:20 am. Students will meet at BC Walk on Ferry Terminal - Swartz Bay
- 7 am. Coaches and Students will board the ferry to Vancouver, Tsawwassen Terminal as walk ons.
- 8:45 am. Coaches and students will walk off the ferry and pick up their baggage.
- 9 am. Group will board charter bus which will take us to Oregon.
- 1:30 pm. – Arrive @ Tumwater and get food at grocery store
- 2 pm Leave Tumwater
- 4:30 pm – Arrive Best western Lake Oswego/Portland Hotel and Suites – Check in
- 5:15 Get dinner across the road at Olive Garden
- 7:30 pm Game at Lake Ridge High school
- All times and events are flexible, depending on game schedule.

Saturday March 16 2-24

- 9 am. Wake up.
 - 7:45 am. Go for breakfast at hotel
 - 10 am. Leave for Nike Head Quarters with the kids
 - 2:30 pm. JV group plays vs Jesuit
 - 4:30 pm. Varsity group plays vs Jesuit
 - 6 pm. Dinner with all groups after provided by Jesuit.
 - 7:30 pm. If desired, we go to top golf. Otherwise, we return to hotel to relax for the evening.
- All times and events are flexible, depending on game schedule.

Sunday March 17th 2024

- 8:00 am. Wake up.
 - 8:20 am. Go for breakfast.
 - 9:15 am. Leave hotel to go to lacrosse fields. Check out.
 - 10:15 am JV plays vs Lake Oswego
 - 11:45 am Varsity plays Lake Oswego
 - 1:30 pm leave Lake Oswego and return to Tsawwassen ferry to come home to Swartz Bay. Likely on the 7 or 9 pm boat back to Victoria
- All times and events are flexible, depending on game schedule.

Supplies and Equipment for Staff to Bring

- Cell phone
- First aid kit
- Garbage bags for bus
- Students medical card information and emergency contact information



3143 Jacklin Road, Victoria, BC V9B 5R1
sd62.bc.ca | 250.474.9800

May 26, 2023

Mr. Mike Huck
Principal
Royal Bay Secondary School

Dear Mike:

At its meeting held on May 23, 2023, the Board of Education considered the field trip application from Mr. Lucas MacNeil to take 20 - 24 grades 11 - 12 Royal Bay lacrosse students to Mercer Island, Washington in March or April, 2024 (dates to be determined).

The Board has conditionally approved the application subject to the oversight and direction from the Superintendent's office. Please be sure to check the passports of any non-Canadian students to ensure they are clear to travel. Additionally, it is expected that clear information regarding cancellation and travel insurance is communicated to parents. If there are any problems with this, please contact me as soon as possible.

We wish Mr. MacNeil and his students all the best for a successful and rewarding trip. A copy of the signed permission form is attached.

Sincerely,

Scott Stinson
Superintendent of Schools

SS/jf
attachment
c: Mr. L. MacNeil





3143 Jacklin Road, Victoria, BC V9B 5R1
sd62.bc.ca | 250.474.9800

May 26, 2023

Mr. Mike Huck
Principal
Royal Bay Secondary School

Dear Mike:

At its meeting held on May 23, 2023, the Board of Education considered the field trip application from Mr. Lucas MacNeil to take 20 – 24 grades 10 - 12 Royal Bay lacrosse students to Las Vegas, Nevada from Feb. 23 – 25, 2024.

The Board has conditionally approved the application subject to the oversight and direction from the Superintendent's office. Please be sure to check the passports of any non-Canadian students to ensure they are clear to travel. Additionally, it is expected that clear information regarding cancellation and travel insurance is communicated to parents. If there are any problems with this, please contact me as soon as possible.

We wish Mr. MacNeil and his students all the best for a successful and rewarding trip. A copy of the signed permission form is attached.

Sincerely,

A handwritten signature in black ink, appearing to read "S. Stinson", with a long horizontal flourish extending to the right.

Scott Stinson
Superintendent of Schools

SS/jf
attachment
c: Mr. L. MacNeil



Leave ~~trip~~
trip
for Lucas + Cody
to Denver
June.

Dates June
13-16

APPENDIX E

International Educational Trips

1. Pre-Trip Review

- 1.1 Not less than one month prior to departure on an Out of Province Educational Trip, the sponsor teacher will meet with the Principal to review and revise, as appropriate:
 - a. the critical incident plan to deal with health, financial or discipline emergencies, that includes a telephone tree and arrangements for two-way communication.
 - b. the supervision plan.
 - c. the list of student participants and volunteers.
 - d. the detailed itinerary.
 - e. the general state of readiness and preparedness for the trip.

2. Documentation

- 2.1 Prior to embarking upon the International Educational Trip, the sponsor teacher will provide the school administration a copy of all relevant documents for the trip (the "Trip File"), and specifically:
 - a. a list of all participants and volunteers, with medical and emergency contact information.
 - b. a copy of the informed consent form signed by the parent/guardian of each participating student.
 - c. a detailed itinerary, including transportation arrangements, accommodation, activities, with contact numbers and addresses.
 - d. emergency contact numbers for sponsor teacher and supervisors.
 - e. a copy of each student's valid passport and, if necessary, travel visa.
 - f. information about travel insurance and alternate destination planning.
- 2.2 A copy of the Trip File will be kept by the Principal and provided to the Associate Superintendent at least one week prior to the departure of the trip.

3. Health and Safety

- 3.1 All participants on an International Educational Trip, including students, volunteers and the sponsor teacher, must provide confirmation of adequate health and hospital insurance coverage prior to departure.
- 3.2 All participants on an International Educational Trip must provide the sponsor teacher with information concerning any known medical or health condition that may require emergency attention on the trip.
- 3.3 The sponsor teacher must carry with them on the trip a copy of the relevant health information for students, including emergency contact information for parents/guardians and school district administration.

**INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE**

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: Royal Bay Date Submitted: December 15 2023

Principal: Mike Hutch

Supervisor (Educator in charge): Lucas Mackel + Cody Cook

Destination of Trip: Denver Colorado

Departure Date: June 13 Return Date: June 16 or 17

Grade level(s): 10-11 No. of students involved: 24 approx

Approx. cost of tour: \$ 32,000 Approx. cost to students: \$ 1400.00

Transportation: Flight + rental vehicle

No. of school days missed (recommend 3 days maximum) 2-3

Source of Funding: family + fundraising

Accommodation Arrangements: Billet Hotel/Motel Camping Other

- How has the proposed International Educational Trip been included in the overall plan for the year?
• Students miss 2-3 days for travel, usually weekend to play. This trip has a curricular element to it as it is a recruiting event. This is an opportunity for students wanting to play college.
- Unique Risk/Safety Considerations: Bruises, bumps, broken bones Students must have proof of medical + cancellation insurance.

Draft.

(Parent keep this page)

Denver, June 2024 Field Trip Itinerary

Estimated times

Thursday June 13, 2024

4 am. Students will check in at Victoria Air Port, Coaches and chaperones take attendance and check in.

5:30 am. Take off for _____. Flight _____ with _____. Take attendance before boarding.

6:18 am Land in _____ and go through customs, together.

9:35 am take off for _____. Flight _____ with _____. Take attendance before boarding.

1:20 pm Land in _____. Collect bags together and wait for shuttle bus to Budget Rental.

3:30 pm Leave Budget Rental with 4 vans. 40 students and 4 adults and drivers.

4:15 pm – Check into Hotel – TBD _____

6 pm. Dinner @ North Field Shopping Center

7:30 pm. Students will be taken to Target store for snacks and water

10:15 pm. Student's rooms will be checked for curfew.

All times and events are flexible, depending on game schedule.

Friday June 7, 2024

9:00 am. Wake up

9:30 am. Breakfast @ hotel, or students can eat breakfast from the groceries.

11:00 am. Leave hotel to go to lacrosse fields for practise @ Dicks Sporting Good's Field

1:00 pm. Team lunch at North Field Shopping Center. Return to hotel when done.

2:30 pm. Study session for those who have school work or finals. 1.5 hours

5:30 pm. Games can start at Dicks sporting goods field – may be later game but guaranteed we play Friday evening. Will leave the hotel an hour before the game starts.

10 pm. Lights out and room checks.

All times and events are flexible, depending on game schedule.

Saturday June 8, 2024

Pending on game time, we will be up 2 hours before start time.

9:00 am Wake up and go for breakfast.

9:45 am breakfast

Games will run all day. We will stick together at the fields or back to the hotel with supervision. Lunch and dinner will be bought at the fields from the vendors, as games that day will be from morning to evening.

Supplies and Equipment for Staff to Bring

- Cell phone
 - First aid kit
 - Garbage bags for bus
 - Students medical card information and emergency contact information
-

Sunday June 9, 2024

Pending on game time, we will be up 2 hours before start time.

9:00 am Wake up and go for breakfast.

9:45 am breakfast

Games will run all day. We will stick together at the fields or back to the hotel with supervision. Lunch and dinner will be bought at the fields from the vendors, as games that day will be from morning to evening.

If given the opportunity, we will organize a team dinner Sunday evening depending on final game time.

****Before bed, rooms will be cleaned and bags packed to make the morning easier.**

Supplies and Equipment for Staff to Bring

- Cell phone
- First aid kit
- Garbage bags for bus
- Students medical card information and emergency contact information

Monday, June 10, 2024

5 am – Wake up

5:30 am leave hotel to return rentals at Budget Rental. Attendance taken by coaches and chaperones.

6:00 am - Check in for Flights at Denver International. Attendance taken by coaches and chaperones.

8:10 am – Flight leaves Denver for Seattle. Flight AS1173 with Alaska. Take attendance before boarding.

10:09 am – Land in Seattle.

11:35 am – Leave Seattle for Victoria. Flight AS2384 with Alaska. Take attendance before boarding.

12:29 pm – Land in Victoria and go through customs.

1 pm – Students head home with parents form airport.

STEP 1 – PART B**1. Educational objectives/purpose of the trip.**

- Purpose of the extracurricular trip is to take a team (19-23 students) to Denver for a lacrosse tournament that will have several colleges looking for future student athletes. The lacrosse academy students work very hard in their academy/PHE class. Going to this tournament allows the students an opportunity to show/preform their full year development and learnings that they have worked on each day at school. This trip does have a curricular aspect to it, as we are teaching students how to travel appropriately within a group, during a school sanctioned event. Students will also be showing what they have learned from class all year. Students will be participating against other high schools and teams of students the same age.
- During this trip, there will be a ratio of 1:10 adults (including teachers, supervisors and chaperones). Students will always be under supervision, even during “free time”. Students will be spending most of their time either at the playing fields or hotel. We may go for a team dinner if the restaurant allows large groups.

2. Proposed itinerary – please see last pages.**3. Method of Financing the Trip – We will be using money from our academy fundraising account, as well as money from families that want to pay themselves.****4. Supervisors.**

- Lucas MacNeil (staff),
- Cody Cook (teacher), or Armaan Sohi (coach)
- 1 additional parent if needed
- All participants will comply with the school And District Codes of Conduct, acting as ambassadors of both the school and school district. They will be provided with a trip booklet and waiver form that outlines expectations for international travel.
- Activities include playing lacrosse, going for food, and staying at the hotel.

5. Travel Insurance

**Families will need to provide physical evidence of...

- trip cancelation insurance
- trip medical insurance
- covid-19 vaccine proof (if required)
- 2 copies of student pass port (1 for the school and 1 for Lucas to have on the trip)
- Alternate destination plan for this trip is likely not needed. But in case of an issue arising, communication with both Mike Huck and Wayne Kelly will occur to determine our path home.

6. Pertinent information.

- I have been to this event several times. It is a great event for students to play and perform against several other programs in North America. Coming from this, students build an positive/inclusive culture after travelling and playing amongst their peers.
- Due to the tournament having a waiver to be signed as a condition of participation, it is pertinent that students will have individual medical insurance to ensure they are taken care of and will safely get home.

7. All students will sign trip waivers promising to be good citizens as they are ambassadors of the school and school district. Students may be returned home with notification to the parents if the student compromises safety to self or others and does not follow expectations. In addition, if a student has to return home, parent/guardians will be responsible for the travel costs for both the child and the supervisor accompanying them. That said, cancelation insurance will be the responsibility of the parent/guardian. Trips can be cancelled or postponed and the cost will **not** be covered by the school district. Families are responsible for trip cancellation insurance as well as medical insurance. **THIS WILL BE DISCUSSED WITH THE PARENTS.**
8. All tournaments have waivers where it requires the participant to sign as a condition to participate. However, because it is mandatory that parents **MUST** have medical and cancelation insurance before travelling, this ensures that their child will be taken care of in case of a medical emergency.

Part B

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip
2. Proposed draft itinerary
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.



 Supervisor's Signature

Nov. 15 2023.

 Date

**PERMISSION GRANTED TO PLAN THE PROPOSED
 INTERNATIONAL EDUCATIONAL TRIP**



 Principal's Signature

NOV 16 2023

 Date

 Associate Superintendent's Signature

 Date

Kristina Ross

From: [REDACTED]
Sent: Friday, January 12, 2024 8:14 PM
To: Trustees
Subject: School buses in Sooke

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.

I have a grandson attending Journey Middle School. His parents have just moved into a new home just before Christmas. It is situated the other side of Sooke (i.e through Sooke, coming from Victoria). You already know that you are desperately short of school buses and also school bus drivers. You also know that Sooke is, I understand, the fastest growing area on Vancouver Island. I have just been informed that you do not give any money towards this district's school bus transportation. I find this utterly disgusting.

Sooke, surely so different for other areas, doesn't have the alternate regular bus transportation for its kids as in larger urban areas. My grandson has to walk both ways, around 40-45 minutes each way, to get to and from school. A day like today, ok a bit exceptional, is not conducive to bike-riding, so it's a slippery and long journey to school. his parents both leave very early so the option of either one dropping him off, is not achievable.

This has gotta change. He didn't get a placement on one of your school buses because his parents couldn't register in March-April since they didn't buy the house until December. The bus route is full and has 25 kids on the waitlist. Some other routes have near to 100 on their wait lists.

Why isn't it a priority for you, why aren't people being trained to drive buses and being encouraged to get off their "subsidies" or "welfare" cheques and doing a honest days work? Why aren't you in top gear to purchase more buses and hire more drivers.

Does it take the involvement of media to get action? I am really very very disappointed when I learnt of this situation.

Take action please. Isn't this part of your mandate? What is a school board for if not for the welfare and education of our children? Get those poor kids to school safely and in a timely manner.

Linda

Sent from my iPad

Committee Report of Resources Committee Meeting of January 16, 2024 via MS Teams

Present: Ebony Logins, Trustee (Committee Chair)
Christine Lervold, Trustee (Committee Member)
Cendra Beaton, Trustee (A/Committee Member)
Russ Chipps, Trustee
Paul Block, Superintendent
Harold Cull, Secretary Treasurer
Monica Braniff, Deputy Superintendent
Ed Berlando, STA
Trudy Court, CUPE
Tom Davis, SPEAC
David Lee-Bonar, Assistant Secretary Treasurer
Wayne Kelly, District Principal, Academies
Nicole Gestwa, IT

1. **CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES**

The meeting was called to order at 6:05 pm by the Committee Chair, who acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. **COMMITTEE REPORT**

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated December 12, 2023, at its Public Board Meeting dated December 19, 2023.

3. **PRESENTATIONS**

4. **BUSINESS**

4.1 Academy Fees – Wayne Kelly

Staff provided the Resources Committee an overview of the Academy Fees for the 24/25 school year for its review with a focus on any increases from the current year. The Committee asked a few questions and supported the following motion going forward to the Board.



Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the District Academy Fees for the 2024/25 school year as amended at the Resources Committee meeting of January 16, 2024.

4.2 **23/24 Budget Recalculation – David Lee Bonar**

Staff provided the Resources Committee an overview of the financial position as a result of the annual budget recalculation completed by the Ministry. Some of the risks identified by staff during the Q1 forecast process have materialized and are projected to have a negative impact on the year end financial position of the District. The Committee asked a couple of questions around exempt salary increases and staff recommended this information be received and to allow the Q2 forecast to be completed later this month prior to making any decisions during the amended budget process.

The Committee supported the following motion going forward to the Board.

Recommended Motion: That the Board of Education of School District 62 (Sooke) allow all three readings of the 2023/24 Amended Budget Bylaw at its meeting of February 27, 2024.

4.3 **Long-Range Facilities Plan – Harold Cull**

Further to the Committee meeting in May, the District is in the process of updating its Long-Range Facilities Plan and the intent of the plan is to inform the annual Capital Plan submission which is sent to the Ministry of Education and Child Care each June. StudioHub has been working in conjunction with the District to produce the plan that was presented to the Committee for information. As per previous years, the Committee will have the opportunity to influence the actual capital plan submissions during Committee meetings in the spring prior to the Board reviewing and considering the submissions. The Committee discussed a number of corrections required in the document on the maps and census data and staff will strive to have the corrections ready for the Board's receipt at the end of the month.

Recommended Motion: That the Board of Education of School District 62 (Sooke) receive the 2023 Long-Range Facilities Plan as amended at the Resources Committee meeting of January 16, 2024.

5. **ADJOURNMENT AND NEXT MEETING DATE:** February 13, 2024



2023

Long Range Facilities Plan



Executive Summary

SD62 is at a tipping point: The School District encompasses the municipalities: District of Sooke, City of Colwood, City of Langford, District of Metchosin, District of Highlands, Township of View Royal and the Juan de Fuca Electoral Area. In BC, in the last two census cycles, Langford has been the fastest growing mid-size municipality. As a result, for the past several years SD62 has been one of the fastest growing school districts in the Province, and the construction of new seats in the District has not been able to keep up with the enrolment growth.

To close the gap between available seats and enrolled students, SD62 has utilized every available space in its schools, converting multipurpose and community spaces into classroom space. With an average utilization rate across the District of 112%, the District is now at a point where either new capital construction or temporary accommodation is the only remaining tool to alleviate pressure on its schools. Currently, SD62 has one of the highest numbers of portables, when compared to enrolment, in the Province, and approximately 11% of its students are being taught in portables, many of which are past their expected useful life, instead of in permanent facilities.

If no additional capital projects are approved over the next 5 years, the overall District utilization rate is projected to grow to over 120% by 2027, and to over 130% by 2032, and SD62 will have to add over 50 additional portables to alleviate the seat shortfall. This is estimated to cost the District a present day value of approximately \$20 million.

Recently, the District has been awarded pilot projects at two schools for prefabricated additions of 8 classrooms each. These two projects are scheduled to open in the fall of 2024, and will present significant cost savings to the District, as

the additions will replace portables.

SD62 is in desperate need of more, immediate, enrolling space in permanent facilities, and is committed to prioritizing simplified repeat designs and prefabricated solutions to reduce the time line for the delivery of major capital projects. This Plan outlines what would need to be accomplished to accommodate this need.

The 2023 Long Range Facilities Plan addresses:

- Projected enrolment over the next 10 years;
- Proposed capital projects to alleviate enrolment pressure;
- Proposed ways to make optimal use of existing sites and existing facilities; and
- Temporary accommodation plan to close the gap between available permanent seats and projected enrolment.

We acknowledge the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuuchah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.



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A. Introduction



The School District

SD62: Who we are

The **Sooke School District** is located on the south side of Vancouver Island within the Capital Regional District (CRD), and encompasses the following municipalities: District of Sooke, City of Colwood, City of Langford, District of Metchosin, District of Highlands, Township of View Royal and the Juan de Fuca Electoral Area. It is located on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuuchah-nulth: Pacheedaht Nation.

The District currently enrolls over 13,000 students, has over 2,070 staff, and operates 4 secondary schools (3 Neighborhood and 1 Alternative), 5 middle schools, and 19 elementary schools, as well as an alternative school, and offers a wide range of specialty programs through its Programs of Choice and Academies.

What we believe in

The District is governed by the Board of Education, consisting of 7 elected trustees. The Board governs through the Strategic Plan 2021-2025, with the following Vision, Mission and Values:

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

MISSION: Our mission is to help develop informed, literate, and resilient citizens through engagement in a safe, respectful, inclusive and responsive SD62 learning community.

VALUES: Relationships, Choice, Respect, Integrity, Trust, safety, Diversity, Equity.

In addition to the Strategic plan, the Board and the senior leadership team have outlined sustainability goals in the SD62 Energy Sustainability Plan, and the Framework for

Enhancing Student Learning (FESL). The Energy Sustainability Plan expresses the following overarching objectives:

- To position SD62 as a provincial leader in Sustainability Management;
- To enhance SD62's culture of environmental practices for a strong and sustainable future; and
- To maximize the savings through SD62's Energy Management Model.

The FESL is a yearly report that contains all district level data from provincial assessments and other indicators related to human, social and career development, and measures yearly outcomes for the following goals:

LEARNING GOAL

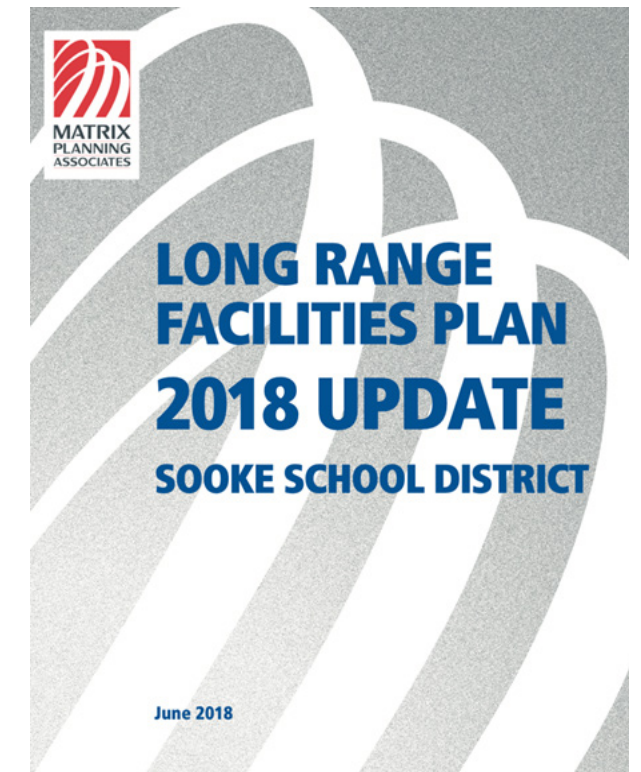
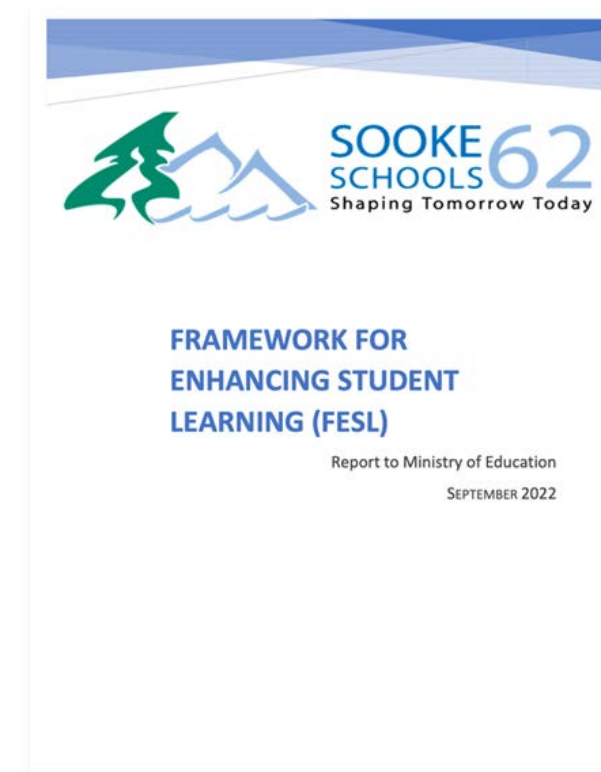
Develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens.

ENGAGEMENT GOAL

Create a culture of belonging.

GROWTH GOAL

Pursue organizational excellence to support a vibrant school district.



Reference Plans by the District which are related to this LRFP

The Long Range Facilities Plan 2023

The Long-Range Facilities Plan is a valuable strategic document that provides a framework for facilities planning and investment decisions to support the District’s annual review of its Five-Year Capital Plan and proposed capital projects.

The Ministry of Education and Child Care expects each District to have a Long-Range Facilities Plan in place that lays out various management strategies regarding its inventory of capital assets - primarily to support changes in student enrolment and educational programming goals.

The Long-Range Facilities Plan serves to establish a set of principles aligned to the overall Strategic Plan and Educational and Sustainability Plans, to which the District adheres and makes decisions related to the enhancement, alteration, re-purposing, and/or building of facilities, while looking ahead 10 to 15 years. The Long-Range Facilities Plan guides the Board in future capital plan submissions requesting provincial project support: The LRFP presents a wide-ranging vision for the use of the Board’s current and potential future inventory of capital assets, providing broad strategies for the most-effective delivery of education programs.

- The Plan builds on previous plans and outlines priorities for facilities over the next 10 years;
- The Plan is Aligned with the SD62 Strategic Plan, with a focus on the built environment;
- The Plan is used as a supporting document for capital requests submitted to the Ministry of Education and Childcare; and
- This will be a plan for SD62 as a whole, to be used as a continuous reference and will be updated every 2 to 3 years.

This Plan was developed over several months, with a core team of key SD62 senior staff, through weekly meetings. Two larger workshops with the senior leadership team were held, as well as multiple in person meetings with local municipalities and staff from Baragar to discuss enrollment estimates.

THE PLAN ADDRESSES:

1. Managing enrolment growth through capital projects: Ensuring students can attend their local school to reduce dependency on busing and temporary accommodations: Management of short term school growth in the next 5 years: as well as long term 5+ years;
2. Providing a Temporary Accommodation Plan to alleviate space pressures while spaces with additional seats are being constructed;
3. Meeting the specific needs of each municipality as the district begins to transition from rural to urban at different rates;
4. Introducing strategies to equalize the facilities: What can be done to provide newer learning spaces in existing older schools to support an evolving educational philosophy;
5. Providing appropriate childcare, via New Spaces Funding, where it is needed within each municipality; and
6. Request New Spaces funding as part of any of our new builds or expansion projects.

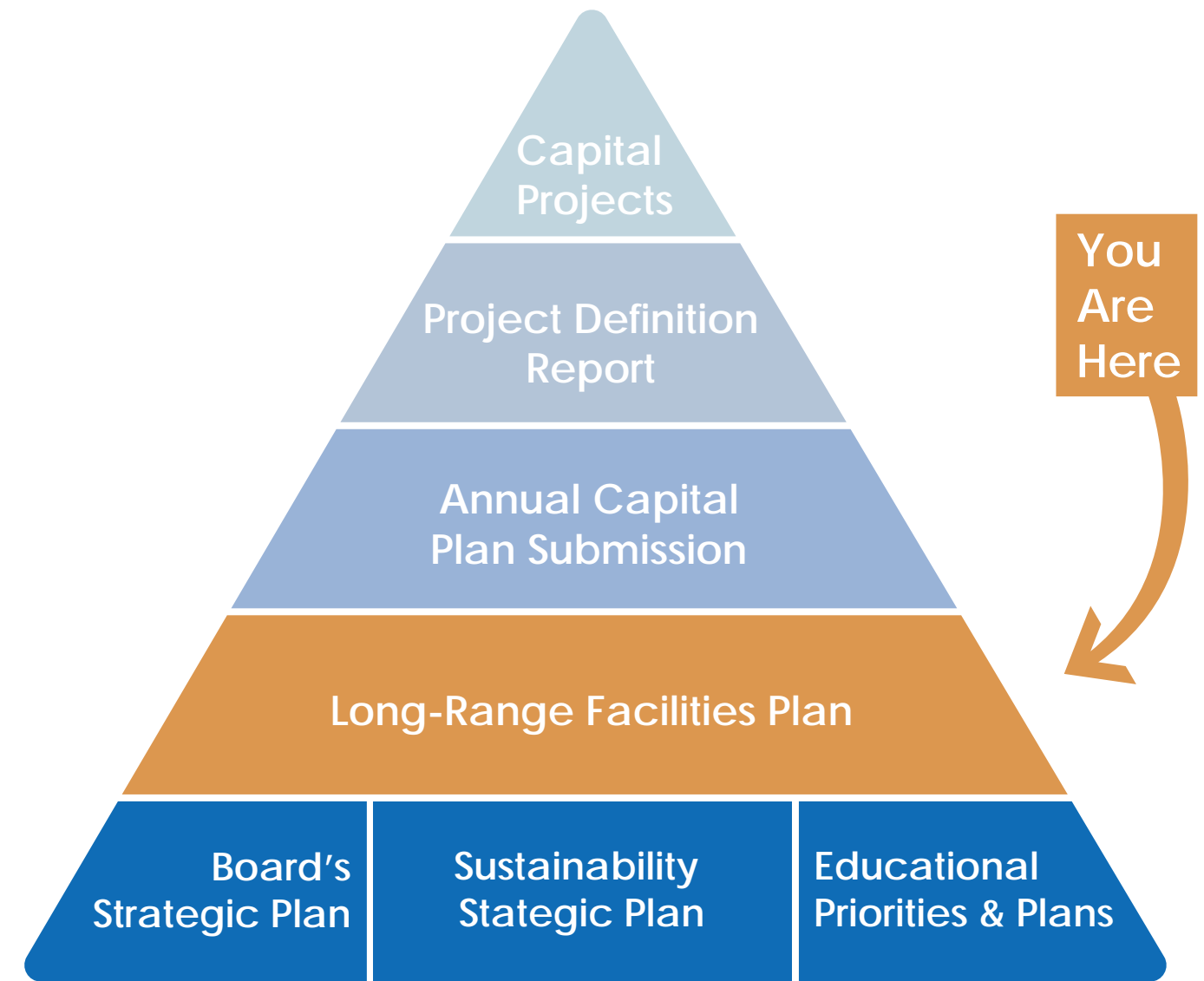


Diagram explaining where the Long Range Facilities Plan sits in relation to other District initiatives.

Top Priority: Managing Enrolment Growth in the short-, mid-, and long-term

For the last several years, School District #62 (Sooke) has been the fastest growing school district per-capita in the province, a fact recognized by government in many of their funding announcements.

The municipalities of Sooke, Colwood and Langford are attracting young families because of their location, (relatively) affordable housing prices, and access to Victoria. Over the past decade, these municipalities have developed into centres that no longer just serve as bedroom communities to Victoria, but as communities where families can live, play, recreate, work, and receive K-12 as well as higher education.

The growth within SD62, and the influx of new families is largely driven by aggressive development plans of the City of Langford which has seen a 31.8% increase in the City’s population over the last 5 years making it the fastest growing municipality in the province and 3rd fastest in the country. Langford has indicated that their development plans now include significantly increasing density in their downtown core and that their expected housing unit yield will increase from 15 units/acre to 80 units/acre. School aged children yield rates may change with this density, but every indication reflects upward pressure on enrolment growth rates that have already been at a record pace.

Increased development rates in the City of Colwood and the opportunity for sewer extensions in the District of Sooke also make our region very attractive for young families. This is consistent with other parts of the country where municipalities located just outside of the Census Metropolitan Areas (CMAs) grow at a higher rate due to more affordable housing.

The growth in the communities on the south of the island is recognized by the Capital Regional District (CRD), which is now expanding key infrastructure to support infill growth within the containment boundaries in the CRD.

During the 5-year time period noted above, the SD62 has grown by 17.48% whereas the provincial enrolment has grown by only 4.22%. The District’s current occupancy rate is 112% far exceeding the Ministry’s optimal rate of 98%. This growth has forced the District to use 53 temporary portables to house the additional students which is not ideal. It has been a goal of government and the District to remove the reliance on portables but given the continued growth, this will not be achievable in our District and these portables will be part of our infrastructure moving forward until funding approvals catch up to the need.

It is expected that the District enrolment will grow by over 2,000 students over the next 5 years, and that this growth trend will continue at a similar increase rate beyond 2028. Langford is projected to grow from 49,000 to over 110,000 people in the next 30 years, and Sooke and Colwood are expected to more than double in population.

With all other resources and tools used, the District is now predominantly looking at temporary accommodation to deal with the annual enrollment growth.

10 year projection

The summary of the 10 year projections for the School District as a whole are as follows:

- Currently, there are over 1100 deficient seats in the District, with over 700 in the elementary schools and close to 400 in the secondary schools;
- By 2028, if no further capital projects are approved, the deficiency will grow to over 2,100 seats, (even when accounting for 2 elementary school additions and the new South Langford Elementary comes on-line in 2024 and 2025); and

- By 2032, if no further Capital projects are approved, the deficiency is projected to grow to close to 750 elementary seats, 865 middle school seats, and over 1300 secondary seats, for a total shortfall of 2936 seats across the District.



District Tools to manage enrolment pressure

Districts typically have a number of tools available to manage enrolment pressures, including:

- Catchment boundary changes;
- No longer allowing cross-boundary enrolment from other Districts;
- Moving of District specialty programs to schools with less pressure, and/or reducing the number of seats offered in District programs;
- Diverting student growth to other schools and move the students through increased bussing;
- Extended time tables for secondary schools;
- Split shifts;
- Modular prefab construction of expansion projects;
- Using support spaces for enrolling space; and
- The use of temporary accommodation (portables)

Over the past decade, the District has been taking NLC spaces, special education spaces, and other supporting spaces such as multipurpose rooms, and has converted them to classroom space. However, with an overall utilization rate of 112%, moving boundaries or programs will no longer create any new space. The District is now at its limit and the only way to create the necessary space to address the growth of the District moving forward is through the addition of seats, either in the form of capital projects (additions/new schools), or as temporary accommodation (portables).

Moving forward, the District will continue to focus on:

- Adding expansions to schools that have the space available on site to do so, through prefabricated or permanent additions;
- Streamlining design to ensure efficient and effective delivery of capital projects;
- Manage existing sites in the best way possible: on the District-owned sites for future new schools, plan to build vertically, to maximize the use of available land; and
- Continue to look for additional sites: The District currently has 4 vacant sites available for future projects. With the current enrolment projections, those sites will be used within the next 10 years. As the communities are predicted to continue to grow until 2050, and possibly beyond, more sites will be needed.



SCHOOL	FAMILY OF SCHOOLS		OPERATING CAPACITY		HISTORICAL ENROLMENT (1701)					ENROLMENT PROJECTIONS									
	POCKET	FAMILY	Operating Capacity	Portables on site (2023)	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
ELEMENTARY																			
David Cameron	2	CML	356	3	371	384	405	395	401	417	463	477	511	505	537	555	563	579	
DC addition (200)										see note 2.									
Lakewood	1	SPEN	352	3	462	449	459	453	455	475	499	517	535	538	536	549	569	565	
Millstream	1	SPEN	199	4	285	275	305	308	315	299	278	269	256	260	266	269	277	284	
Pexsien	5	CML	477		0	0	0	349	417	475	523	594	633	636	653	669	686	693	
Ruth King	2	SPEN	291	4	312	321	369	386	453	377	373	355	337	338	336	337	341	344	
RC addition (200)										see note 3.									
Savory	2	SPEN	176	1	207	221	234	248	224	244	237	240	232	229	234	240	246	248	
Willway	5	CML	249		192	206	227	215	210	237	243	246	255	257	253	252	252	251	
SUB TOTAL			2100	15	1829	1856	1999	2354	2475	2524	2616	2698	2759	2763	2815	2871	2934	2964	
Deficient Seats					271	244	101	-254	-375	-24	-116	-198	-259	-263	-315	-371	-434	-464	
Colwood	3	DUN	199		195	176	202	191	202	198	193	192	186	183	184	182	185	192	
Crystal View	2	DUN	287		252	252	275	276	279	285	285	303	291	295	292	299	299	295	
Hans Helgesen	4	DUN	199		200	196	206	203	206	207	207	208	212	214	214	216	218	218	
Happy Valley	4	CML	352	2	422	431	446	440	438	445	464	477	479	490	504	513	526	538	
John Stubbs Elem	7	RB	518		505	520	514	503	473	476	482	484	484	484	484	484	484	484	
Sangster	3	DUN	203		239	234	248	246	273	314	344	373	394	409	437	455	470	483	
Wishart	3	DUN	360	5	409	443	458	458	476	453	436	422	423	436	442	446	448	451	
SLE- 2025 (480)										see note 4.									
SUB TOTAL			2118	7	2222	2252	2349	2317	2347	2378	2411	2459	2469	2511	2557	2595	2630	2661	
Deficient Seats					-104	-134	-231	-199	-229	-260	187	139	129	87	41	3	-32	-63	
Ecole Poirier	6	JOU	373	1	385	386	404	403	395	405	395	413	421	432	447	451	458	452	
John Muir	6	JOU	196		215	225	226	228	233	239	241	245	251	260	275	278	281	280	
Saseenos	6	JOU	177		162	184	199	204	200	207	205	203	195	189	185	188	185	184	
Sooke	6	JOU	264	3	311	292	280	325	296	314	304	303	299	293	301	306	310	313	
SUB TOTAL			1010	4	1073	1087	1109	1160	1124	1165	1145	1164	1166	1174	1208	1223	1234	1229	
Deficient seats					-63	-77	-99	-150	-114	-155	-135	-154	-156	-164	-198	-213	-224	-219	
Port Renfrew	6	JOU	75		20	18	14	19	13	19	21	22	23	24	24	24	24	24	
ELEMENTARY TOTAL	see note 5.		5228	26	5144	5213	5471	5850	5959	6086	6172	6321	6394	6448	6580	6689	6798	6854	
Total Deficient Seats					104	33	-229	-603	-718	-439	-64	-213	-286	-340	-472	-581	-690	-746	
MIDDLE																			
Centre Mtn Lellum	8	BEL	700	0	0		0	514	627	737	781	839	862	971	1006	1066	1060	1112	
Dunsmuir	8	RB	600	11	850	865	926	715	723	706	751	785	833	849	854	851	851	865	
John Stubbs Mid	7	RB	300		283	299	310	311	349	336	345	353	354	357	359	359	360	361	
Journey	8	EMC	575	2	517	523	575	577	549	583	615	658	693	707	698	647	666	682	
Spencer	8	BEL	650	6	839	841	881	641	580	641	669	670	692	697	689	668	656	670	
SUB-TOTAL			2825	19	2489	2528	2692	2758	2828	3003	3161	3305	3434	3581	3606	3591	3593	3690	
Deficient Seats					336	297	133	67	-3	-178	-336	-480	-609	-756	-781	-766	-768	-865	
SECONDARY																			
Belmont	9		1200	4	1415	1372	1483	1507	1507	1591	1728	1829	1906	1971	2027	2057	2103	2107	
Edward Milne Com	9		650	2	638	588	664	711	643	749	769	778	810	828	868	902	910	888	
Royal Bay	9		1400	2	1174	1170	1418	1507	1471	1596	1482	1494	1511	1498	1556	1582	1596	1580	
QELENSEN A, LEN (see note 6.)	9			4	0	0	0	0	84	note: QELENSEN A, LEN projections to be added in 2024									
SUB-TOTAL . See note 6.			3250	12	3227	3130	3565	3725	3621	3996	3979	4101	4227	4297	4451	4541	4609	4575	
Deficient Seats					23	120	-315	-475	-371	-686	-729	-851	-977	-1047	-1201	-1291	-1359	-1325	
GRAND TOTAL			11303	57	10860	10871	11728	12333	12408	13025	13312	13727	14055	14326	14637	14821	15000	15119	
Deficient Seats					443	432	-425	-1030	-1105	-1322	-1129	-1544	-1872	-2143	-2454	-2638	-2817	-2936	
OPERATING CAPACITY					96%	96%	104%	109%	110%	115%	114%	117%	120%	122%	125%	127%	128%	130%	

- NOTES:
1. Only capacities for approved projects and projects under construction have been added to these projections.
 2. 200 addition to David Cameron Elementary to open in 2024
 3. 200 addition to Ruth King Elementary to open in 2024
 4. 480 capacity new South Langford Elementary School to open in 2025
 5. Elementary total capacity number excludes Port Renfrew Elementary capacity, due to its remote location
 6. Subtotals exclude QELENSEN A, LEN Secondary capacity and students, QELENSEN A, LEN is a Temporary Accommodation for 100 students, which equals 4 portables

2023 10-year enrolment projections for all SD62 schools

District Tools to providing enrolling space quicker and more efficiently

Part of the strategy to provide enrolling space quicker and more efficiently, is the strategy to accelerate any approved projects as much as possible. Timelines from project approval (to move to PDR) to opening of a school are currently 5+ years. The need for new seats is acute, and as such, the District is looking at ways to actively accelerate projects. The District has recent and successful experience with the delivery of projects on time and on budget.

Tools that the District is looking to employ to accelerate projects include:

- Bundling of projects: combining two capital projects can potentially accelerate approval timelines at the District, Ministry, and Municipal levels;
- Using repeat designs: Using repeat designs can accelerate stakeholder approval processes, as well as design timelines, and possibly municipal review timelines.

Modular and Pre-fabricated Construction

The District is aiming to add long term, permanent, and high quality spaces to its inventory. In recent years there have been several modular/prefab building companies that provide products that meet all applicable codes and lifespan expectations, and which may contribute to a faster construction timeline.

In the fall of 2023, the District was selected by the Ministry of Education, as one of 7 districts, for a pilot project using prefabrication to accelerate construction timelines. As part of this pilot project, the District is planning to add two (identical) detached additions of 8 classrooms each, as well as additional support spaces, to Ruth King Elementary and David Cameron Elementary. The goal is to have the additions ready for use by September 2024.

Temporary Accommodations – Portables

As noted, the combination of exponential enrolment growth and the time required from project support to completion of construction requires mitigation strategies to be implemented. The initial layer of mitigation strategies has a minimal financial impact (although they may have significant operational impacts) and includes:

- Catchment boundary changes; and
- Forced transfers to overflow schools;

With these strategies exhausted, the District has utilized portables as temporary accommodations to house students. Since 2018, the District has spent \$2.8M on acquiring and setting up portables throughout the District to address our growth prior to new seats being created through the capital plan. Of this funding, \$1.1M was paid from local capital (as a result of the sale of the Metchosin Elementary School site) and the remaining \$1.7M came directly out of the operating budget. Converting the \$1.7M cost to operational impacts, this is equivalent to 16 teachers or 23 educational assistants.

It should be noted that there is not only a capital cost involved with the purchase of portables, but that moving a portable from one site to another can cost up to \$200,000 in engineering, servicing and moving costs.

There are currently (September 2023) 53 portables in the District. This means that 11% of all enrolled students in the District are being educated in a portable.

To supplement temporary accommodation through portables, in the fall of 2023, SD62 has opened QELENSEN Á, LEN Secondary, a temporary accommodation of 100 students, located in a leased location.

Refer to Section E - Temporary Accommodation Plan)

Partnerships

SD62 relies heavily on its strong partnerships with its municipalities. In many areas there are joint use agreements over fields and school gyms.

It should be noted that due to the rapid growth of the Langford, Colwood, and to a lesser extent Sooke communities, that the SD62 schools are often serving as the de-facto community centres, recreation centres, and cultural hubs of the community. Examples of these are the playfields and gyms at many of the schools, and the theatre at Royal Bay Secondary.

In addition to providing much needed community space, SD62 accommodates childcare on its sites through the use of modular buildings.

Transportation

SD62 currently transports over 4000 students a day by bus, with that number growing each year. With a large geographical area to cover, and with some of the communities the District serves being quite rural, a robust bus system is essential to the functioning of the District. The Transportation Department is also key in supporting schools in catchment areas that at this time do not have space for the number of students who live in those specific catchment areas, as the District transports those students to out of catchment overflow schools.

Real Estate

The District owns all of its school sites, the Board office site, as well as five additional vacant sites for future new schools. With development progressing on the south of the island, limited properties remain that can be acquired by the District to meet future needs. Vacant sites that the District owns for future development, are:

Site Name	Address	Size
Skirt Mountain Site	1380 Flint Ave, Langford	6 acres
City Gate High School Site	2382 City Gate Blvd, Langford	12 acres
Latoria Road Site	678 Latoria Rd, Colwood	11 acres
South Colwood Site	Royal Bay Development Colwood	7 acres
Sooke River Site	2438 Phillips Rd, Sooke	5 acres

Facility Condition

The Facility Condition Index (FCI) is used in facilities management to provide a benchmark to compare the relative condition of a group of facilities. The FCI is primarily used to support asset management initiatives in government organizations. An FCI of 0.1 signifies a 10 percent deficiency, which is generally considered low, and an FCI of 0.7 means that the building needs extensive repairs or replacement. On average, schools in BC have an FCI of approximately 0.45.

In the District, the existing buildings have an average age of 37 years, and 8 schools are older than 50 years. The average FCI across all schools in the District is 0.34, which is considered Average. Below is a list of all schools, their ages, and FCIs. A summary of the FCI for all District schools is as follows:

FCI	# of Elementary/ middle/secondary schools in category
FCI - 0.00 to 0.29 (Good)	10
FCI - 0.30 to 0.60 (Average)	16
FCI - 0.61 to 1.00 (Poor)	1

Site Name	FCI	Year Built
Belmont Secondary	0.02	2015
Colwood Elementary	0.28	2002
Centre Mountain Lellum	0.00	2023
Crystal View Elementary	0.30	2002
David Cameron Elementary	0.40	1995
Dunsmuir Middle School	0.38	1965
Edward Milne Community School	0.29	1996
Hans Helgesen Elementary	0.34	1992
Happy Valley Elementary	0.08	2007
John Muir Elementary	0.48	1970
John Stubbs Memorial	0.27	2007
Journey Middle School	0.28	1993
Lakewood Elementary	0.35	1994
Metchosin Technical Centre	-	1953
Millstream Elementary	0.62	1959
PEXSISEN Elementary	0.00	2023
Poirier Elementary	0.19	2000
Port Renfrew Elementary	0.52	1970
Royal Bay Secondary	0.02	2015
Ruth King Elementary	0.30	1967
Sangster Elementary	0.40	1958
Saseenos Elementary	0.54	1959
Savory Elementary	0.57	1965
School Board Office	0.51	1988
Sooke Elementary	0.59	1967
Spencer Middle School	0.50	1977
Willway Elementary	0.52	1977
Wishart Elementary	0.43	1971
Average	0.34	1986 (37 years)

Seismic Condition

Due to the age of the facilities in the District, multiple schools have seismic deficiencies.

Projects under way:

- PDR for seismic replacement of Sooke Elementary (Medium, 1967, PDR scheduled to be completed late 2023)
- PDR for seismic replacement of Port Renfrew Elementary (Medium, 1970, PDR scheduled to be completed late 2023)

The following projects are on the seismic priority list:

- John Muir Elementary (Medium, 1970)
- Saseenos Elementary (Medium, 1959)
- Willway Elementary (H3, 1977)
- Millstream Elementary (Medium, 1959)
- Savory Elementary (Medium, 1965)

Seismic ratings are defined as following:

Rating	Definition
High 1 (H1)	Most vulnerable structure; at highest risk of widespread damage or structural failure; not reparable after event. Structural and non-structural seismic upgrades required.
High 2 (H2)	Vulnerable structure; at high risk of widespread damage or structural failure; likely not reparable after event. Structural and non-structural seismic upgrades required.
High 3 (H3)	Isolated failure to building elements such as walls are expected; building likely not reparable after event. Structural and non-structural seismic upgrades required.
Medium (M)	Isolated damage to building elements is expected; non-structural elements (such as bookshelves, lighting) are at risk of failure. Non-structural upgrades required. Building to be upgraded or replaced within the Capital Plan when it has reached the end of its useful life.
Low (L)	Least vulnerable structure. Would experience isolated damage and would probably be reparable after an event. Non-structural upgrades may be required.

B. Understanding Our Communities



Understanding Our Communities

SD62 Sooke operates across different municipalities (District of Sooke, City of Colwood, City of Langford, District of Metchosin, District of Highlands, Township of View Royal and the Juan de Fuca Electoral Area), which fall under the larger umbrella of the Capital Regional District (CRD).

The way the CRD and the municipalities approach

development, has a distinct impact on enrolment numbers.

As development is limited in Metchosin, Port Renfrew and Highlands, the overview of the communities has been focused on the 3 largest and fastest growing communities: Langford, Colwood and Sooke.

The role of the Capital Regional District (CRD)

2021 census population	415,451
2016 census population	392,100
2011 census population	346,900
Projected growth	478,500 by 2038 *CRD website information

At the highest level, the CRD has developed a Regional Growth Strategy (RGS) in 2003, which was updated in 2018. This is a vision for the future of the capital region, and which guides decisions on regional issues such as transportation, population growth and development boundaries.

This RGS is developed in consultation between the CRD and the local governments. Local governments must accept the RGS before the CRD Board can adopt

it as a bylaw, and each municipality has to adhere to the overarching guiding principles of the RGS when developing Official Community Plans and regulating development.

The CRD includes the following local governments: Central Saanich, Colwood, Esquimalt, Highlands, Langford, Metchosin, North Saanich, Oak bay, Saanich, Sidney, Sooke, Victoria, View Royal, and the Juan de Fuca Electoral Area.

	2018			2038			Population Change	
	Population	Dwellings	Employment	Population	Dwellings	Employment	Total	Percentage
Core	266,000	120,100	166,800	304,500	140,400	197,000	38,500	14.5%
Saanich Peninsula	43,000	18,400	21,900	48,600	23,200	29,200	5,600	13.0%
West Shore	83,100	33,000	22,400	125,400	55,000	34,900	42,300	50.9%
Total	392,100	171,600	211,100	478,500	218,500	261,100	86,400	22.0%

All figures are as of July 1st of the year stated.

First Nations populations are not included in Table 1, as First Nations Reserves are outside the GMPA.

All values are rounded independently. As a result, when sub-regional values are summed the values may not match the GMPA which are independently rounded to avoid cumulative rounding error.

Employment does not include those without a fixed workplace address.

Core includes Esquimalt, Oak Bay, Saanich, Victoria and View Royal

Saanich Peninsula includes Central Saanich North Saanich and Sidney

West Shore includes Colwood, Highlands, Juan De Fuca EA, Langford, Metchosin and Sooke.

Urban Containment Boundary

The most important policy of the RGS that influences local development, is the Urban Containment Policy. This policy outlines a boundary within which development may occur and aims to support the quality of life, keep growth contained to urban areas, prevent urban sprawl, and the idea is that it will ultimately lead to a region that can be effectively served by public transportation and services.

The Urban Containment Boundary can be seen in the image below. Looking at the area of the CRD in which SD62 operates, it becomes immediately clear that:

- There will be virtually no development in Metchosin (mainly ALR and rural lands);
- The Sooke community is a stand-alone community, removed from the remainder of the district; and

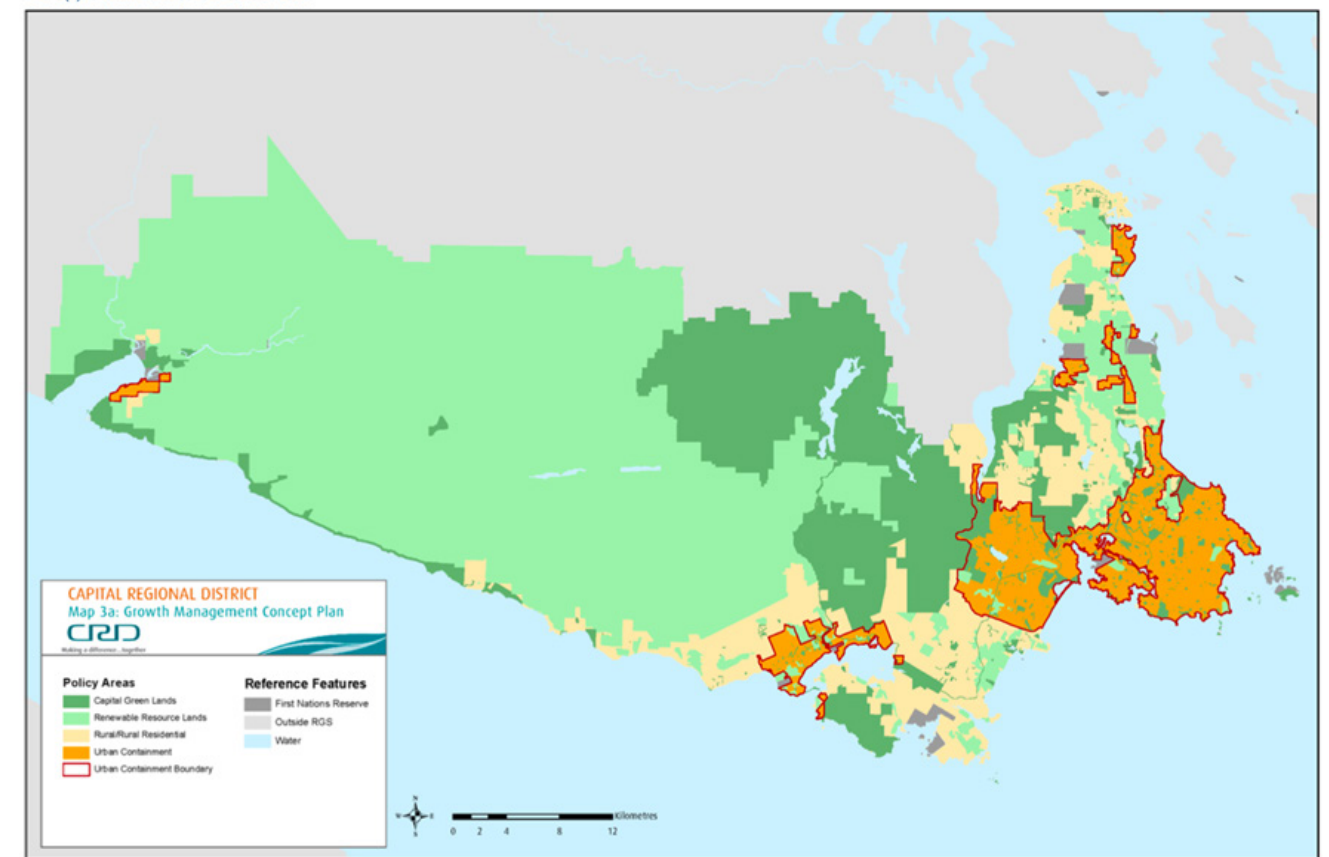
- The communities of Colwood and Langford will further grow and develop into one continuous urban area.

How will this affect planning for school facilities?

- The community of Sooke will have to be approached as a stand alone family of schools
- The communities of Colwood and Langford will have overlap in catchment areas and enrolment along their shared borders

When we look more closely at each of the local communities, we see differences in the nature of the community, the attitude towards development, and the speed at which development has, and will continue to occur.

MAP 3(A)- GROWTH MANAGEMENT CONCEPT PLAN



City of Langford

2021 census population	46,584
2016 census population	35,342
2011 census population	29,228
Projected growth	Expected to grow between 108,000-120,000 by 2050 (City of Langford information)

With its slogan of “Langford: where it all happens”, Langford has been welcoming development and with it, new citizens, at an accelerated pace for the past 15 years.

In the Capital Regional District 2018 Regional Growth Strategy, the community profile of Langford is characterized as follows:

The City of Langford has a cohesive town centre with pedestrian areas, commercial districts, and convenient vehicle access, providing a central community focus and an enhanced regional role. An open space system made up of treed areas, lakes and streams links the neighbourhoods.

The City of Langford is one of the fastest growing communities in BC and the largest of the municipalities that SD62 operates in. It has seen explosive growth over the past 10 years: With its 2021 census population of 46,584, it was the fastest growing municipality in BC over 5000 residents, and the third fastest in Canada, with a 31.8% growth compared to 2016.

The City of Langford is an attractive location for developers, as there is relatively affordable land, it is in close proximity of a major urban centre (Victoria), and close to major infrastructure (Highway 1). City Hall has been welcoming to developers with a collaborative attitude towards development and streamlined approval processes. This has led to a much faster development of available land in Langford, compared to surrounding communities. Due to this developer-positive climate, we can expect to

see faster continued growth in Langford than in neighbouring Colwood and Sooke. Growth will not be limited to the city centre, but rather it is expected in multiple nodes across the City.

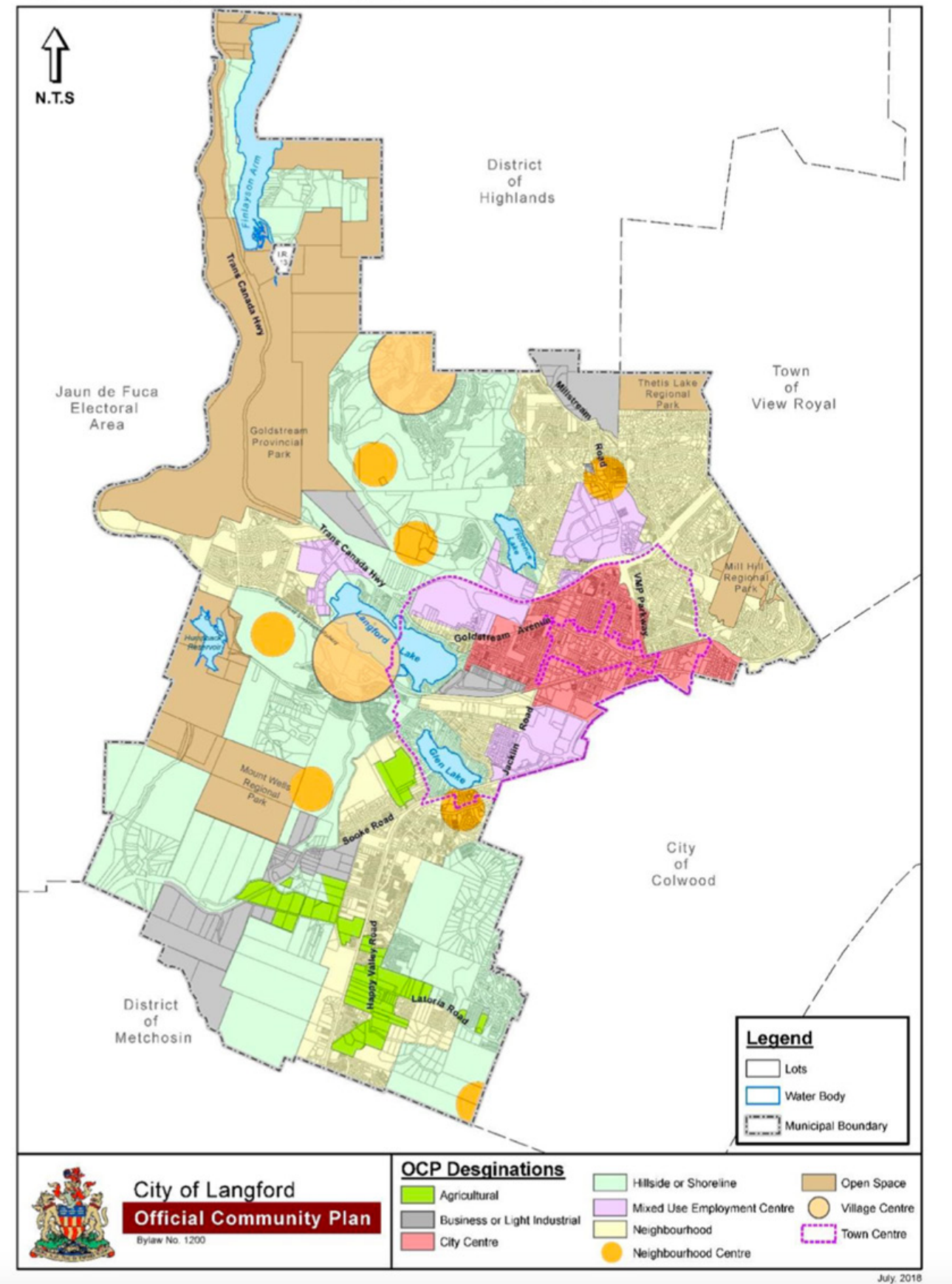
Demographics

Of the communities that SD62 operates in, Langford has the youngest population, with an average age of 39.1 (2021 census). The pace of both residential and commercial development and the relative affordability of housing compared to surrounding communities, will continue to attract a younger population. Approximately 12% of the population is older than 65.

Future Growth

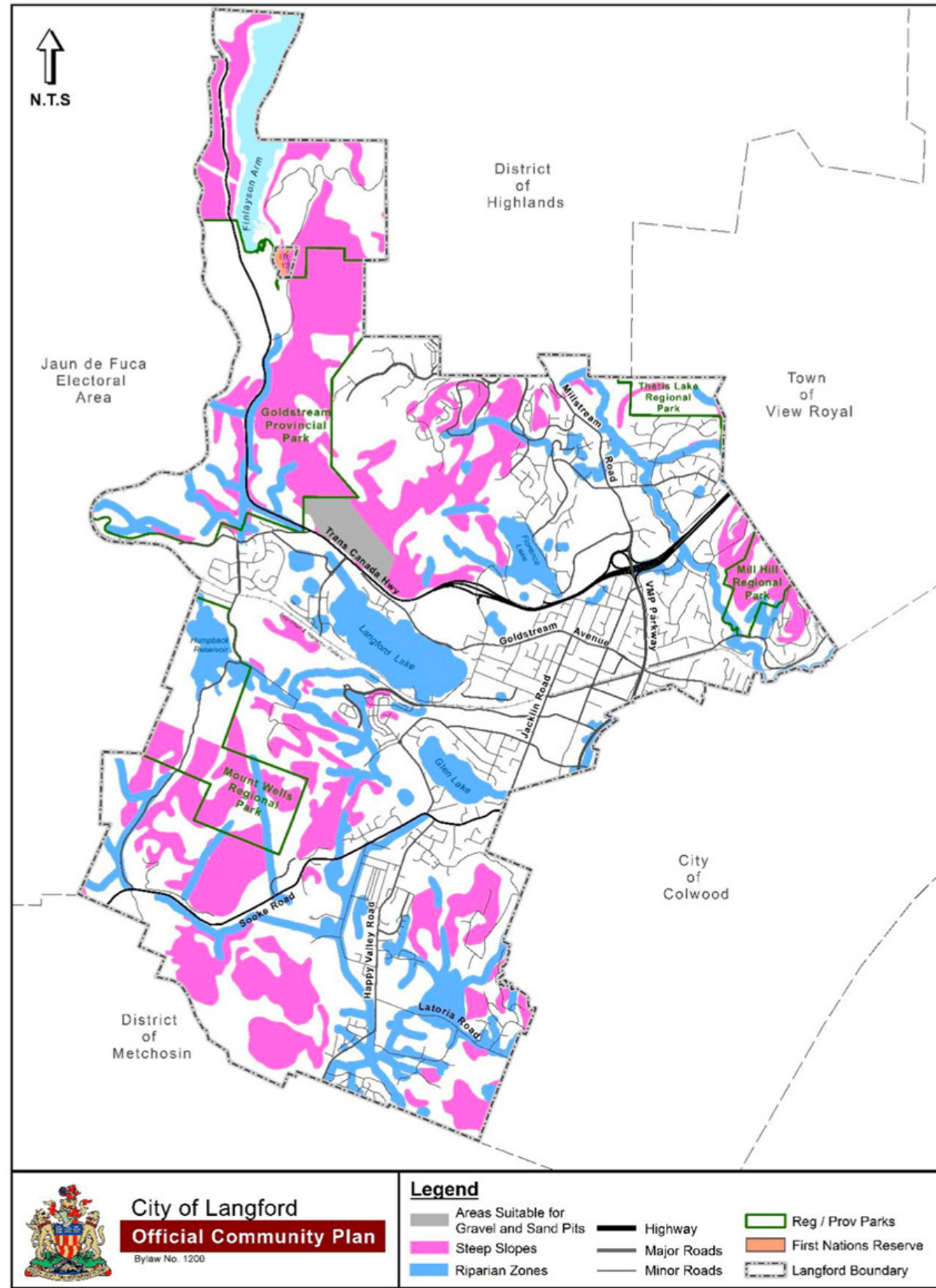
The Central and North Langford areas are where the School District will see the most explosive growth over the next 10-20 years: with the population of Langford projected to grow by over 60,000 people over the next 30 years, and its relative affordability, the area is an attractive location for young families and newcomers. This is reflected in the North Langford/North Colwood projections, which see a significant projected seat shortfall at the elementary, middle and secondary levels, to an extent where seat shortfall can not be addressed through school addition projects only, but where new schools will need to be constructed to keep up with the growth.

Map 2: City of Langford - Growth Management & Land Use Strategy



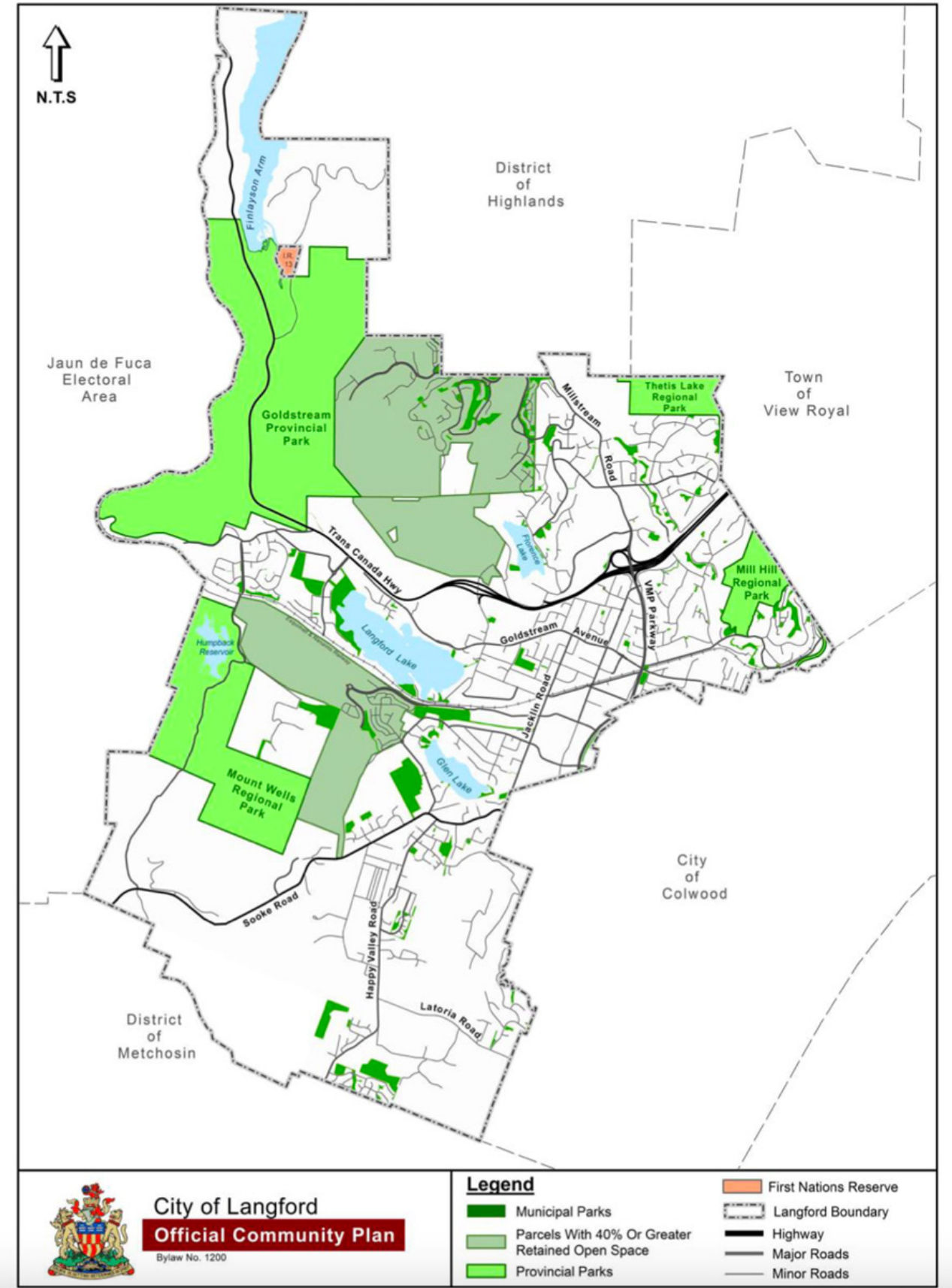
Map of Langford's land use designations

Map 4: Natural Features



Map of Langford's natural features

Map 5: Natural Setting, Parks & Open Spaces Inventory



Map of Langford's parks and open spaces

City of Colwood

2021 census population	18,961 (12.5% increase over 2016)
2016 census population	16,859 (4.8% increase over 2011)
2011 census population	16,093
Projected growth	22,742 by 2028 26,484 by 2038 *projections through City of Colwood Demographic Study and Land Yield Analysis, 2019

In the Capital Regional District 2018 Regional Growth Strategy, the community profile of Colwood is characterized as follows:

Colwood will become a more urban community while retaining its exceptional heritage resources and natural areas. Colwood Corners is transformed into an attractive, welcoming town centre. Royal Bay, Olympic View and Colwood Corners have expanded as complete communities. Hatley Park Estate is the home of Royal Roads University and features extensive public open space.

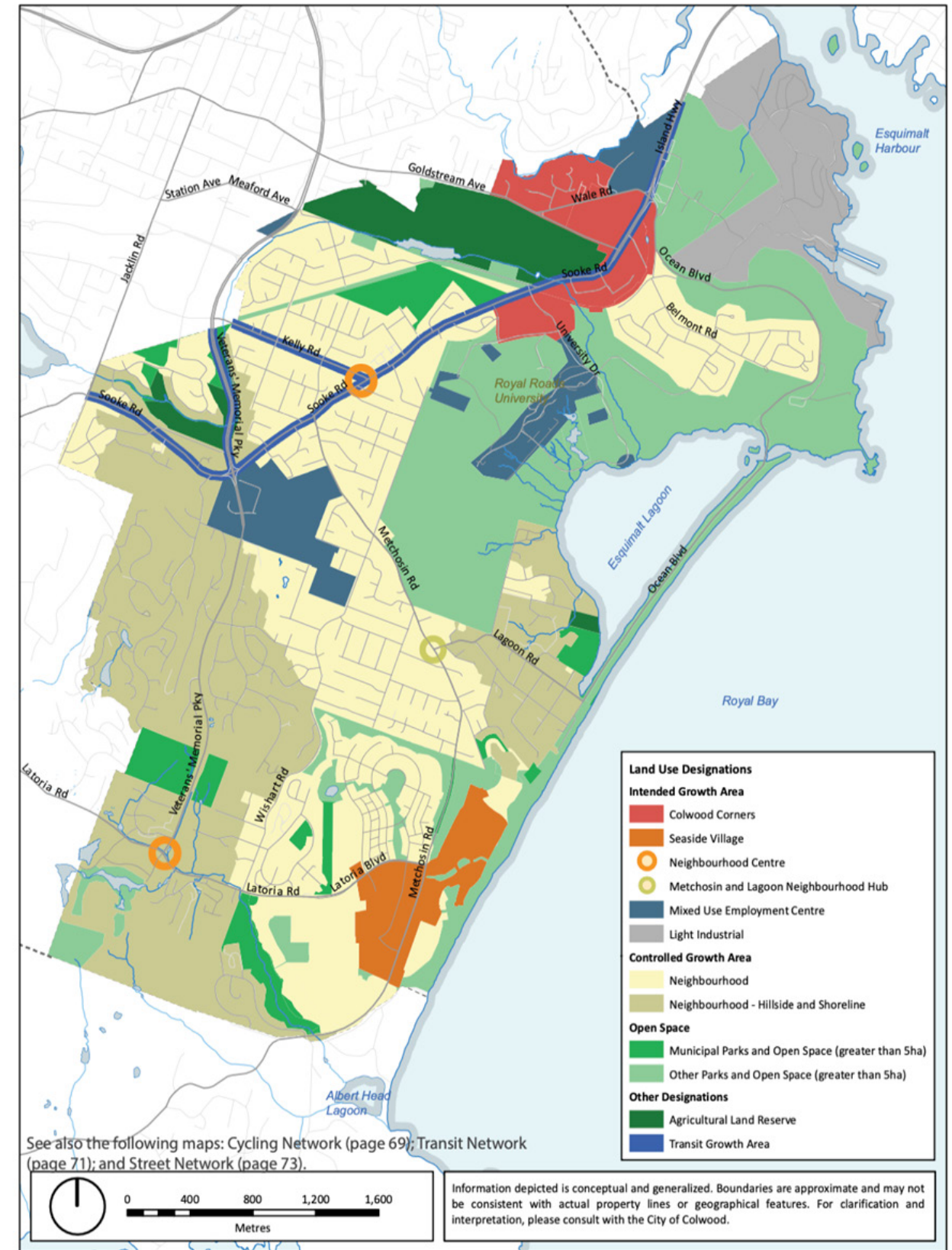
Demographics

Colwood has a younger population than the regional average, however the overall population is slowly aging. In 2016, the median age in Colwood was 40.9 years, and in 2021 this had gone up to 42.3. The population of school-age kids, however grew by 10.10% in those years, compared to the overall population growth of 12.5%.

Future Growth

Colwood 2038 projects a 35% population increase by 2028 and an additional 16% increase by 2038 where it is anticipated the majority of growth will be in the Seaside, Royal Bay, Colwood Corners and Latoria neighbourhoods. It is expected that the number of apartments will grow and by 2038 will account for 39% of the housing mix.

Figure 8: Land Use



Map of Colwood's land use designations

District of Sooke

2021 census population	15,086
2016 census population	13,001
2011 census population	11,435
Projected growth	19,500 by 2030 26,000 by 2040 *projections by Colliers International

The District of Sooke characterizes itself as a “small town with a big heart - where the rainforest meets the sea”. Its community plan contains growth in the town centre core, to continue to develop a seaside zone with predominantly residential and commercial facilities to cater to tourists, and to maintain its small town feel and “wild by nature” identity. Sooke appears to be a popular community for people from the south of the island to retire to.

In the Capital Regional District 2018 Regional Growth Strategy, the community profile of Sooke is characterized as follows:

Sooke, located on the Sooke Harbour and Basin, will become a complete, vibrant community with a mix of businesses, affordable housing, services and public open spaces. The highest population densities and commercial growth occur in the Town Centre, serving the growing population base and the surrounding coastal communities. Residential growth will continue within the designated Community Growth Area. Large parcel sizes will maintain the rural ambiance and limit the development outside the town’s core.

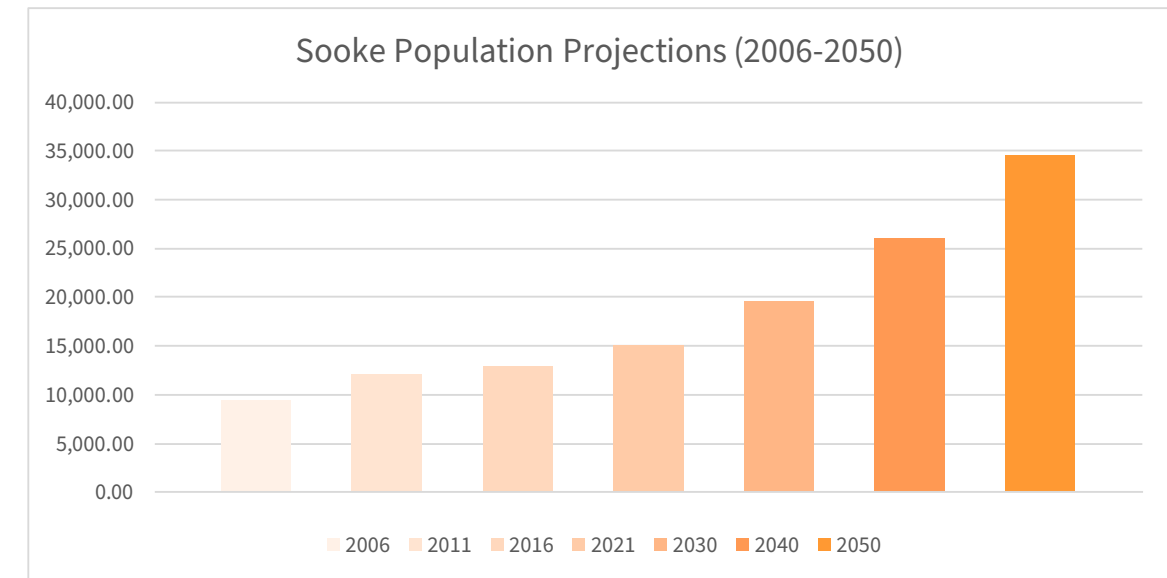
Demographics

Looking at the census data, we can see that the population of Sooke has grown from 11,435 in 2011 to 15,086 in 2021. Even though the population has grown, we also see that the average age is going up, as is the % of the population over 65 years of age. The population of Sooke is aging: where the median age in 2016 was around 40, in 2021 it has gone up to 42.6, and the % of people over 65 in that time increased from 15 to over 19%.

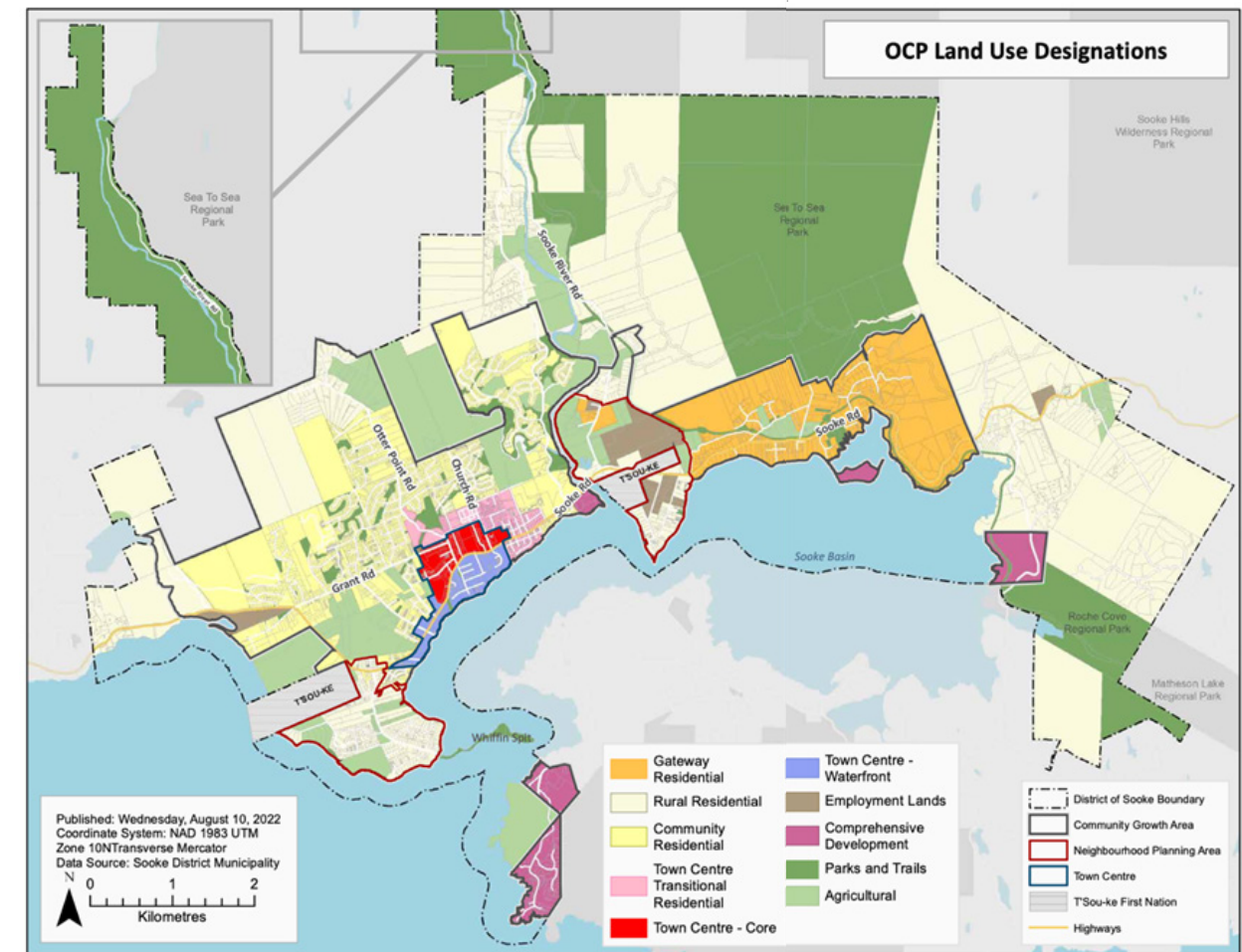
The overall population growth therefore does not translate equally into more school aged children.

Future Growth

The Sooke Official Community Plan (OCP), as well as growth projections provided by the Municipality show that Sooke is expected to grow to 19,500 by 2023, and to 26,000 by 2040, which would mean more than a doubling of the population.



Sooke Population Projections (2006-2050), Colliers International



Map of Sooke’s land use designations

C. Enrolment



Enrolment

Enrolment projections are a critical tool for long-range facility planning for growing school districts. One cannot simply assume that enrolment is linear. The unprecedented growth in the region calls for an integrated strategy, when it comes to enrolment projections, taking into account a large number of factors, ranging from current population data to development projections over a 10-30 year span.

It is important to understand that projections are predictions based on available data. Although they do take into account observed trends (Such as, for SD62, lots of development, in-migration), they cannot predict the future. If we look at the last 5 years in Canada/BC, the movement of people has been severely affected by a global pandemic, and several large wars, displacing millions of people, many who have found refuge in Canada/BC, and have enrolled their children in local schools. These events could not have been predicted 10, or even 5 years ago.

It is important for every School District, but even more so for rapidly growing Districts such as SD62, to review their enrolment projections on a yearly basis, as local politicians may change (influencing policy), development rates may change (due to, for example, rising interest rates), and migration rates may change (due to immigration policy changes, wars, and environmental disasters).

For the purpose of this LRFP, new enrolment projections were developed, with local knowledge. As a basis of the projections, Barager projections were used. These projections were augmented with local knowledge. The local knowledge was gained through a rigorous process which included the following:

- Meetings with each of the Planning Departments at the municipalities the School District operates in, including the Capital Regional District

- Two meetings with Barager staff, the first one to confirm which information is and is not included in their projections, and the second meeting to confirm some of the findings
- Meetings with SD62 senior leadership
- Review of demographics and future growth predictions, made available by each municipality
- Review of all Development Planning referrals sent to the School District by the municipalities, which include information on upcoming developments
- Review of municipal information on current rezoning and development applications within their area

Furthermore, information on School District capture rates and cross boundary enrolment was reviewed.

It should be noted the SD62 has an exceptionally high capture rate for the students that reside in its District, of 90-92%, meaning of all the school age students that reside within the District boundaries, 90-92% attend a school in their public school district.

To arrive at the Projection by School, the following process applies:

1. Review the overall population. The population can grow or shrink depending on three main factors, including: birthrate, migration and Development (which, in turn, may stimulate migration)
2. Of the main population, the Public School district captures a certain percentage (the remaining % may attend private schools)
3. Of the students attending a school in their local School district, not everyone may attend their catchment school: some may attend a Program of Choice, a school in another catchment, an alternative program, or be home schooled
4. Finally, this leaves you with the students attending a specific school. These students may consist of a combination of in-catchment and out-catchment students, and for some schools which have a Program of choice such as French immersion, the school may capture students from across the District.



It should be noted that Base Barager Projections consist of the following:

- They take into account students already in the School District system, as well as birthrates.
- For in/out-migration, they use an average to project future numbers. Though based on historical trends, the migration rates can sometimes lag due to the fact that actual school enrolment is collected in real time but immigration growth numbers to the CRA and other government entities is not catching up as fast, as new families can be in the process of obtaining all necessary documentation up until 12 months after arriving in the community.
- They do not take into account future development that is still in the rezoning, planning, or construction phases.
- For constructed housing supply, they assume a certain yield rate of students per typology of housing (typically, a higher yield rate for single family residential, and a lower yield rate for town houses or apartments). However, this yield rate may be shifting due to housing affordability: Where families until recently may have purchased homes based on bedroom counts (one room per child), the housing crisis is shifting the mentality to ‘What house can we afford?’ and families making do with the space available. The influx of immigrants from around the globe also signals a trend towards households where 2, 3 or even 4 generations share a home. Changing yield rates due to affordability can play an important role in projection and should therefore be reviewed on an annual basis.

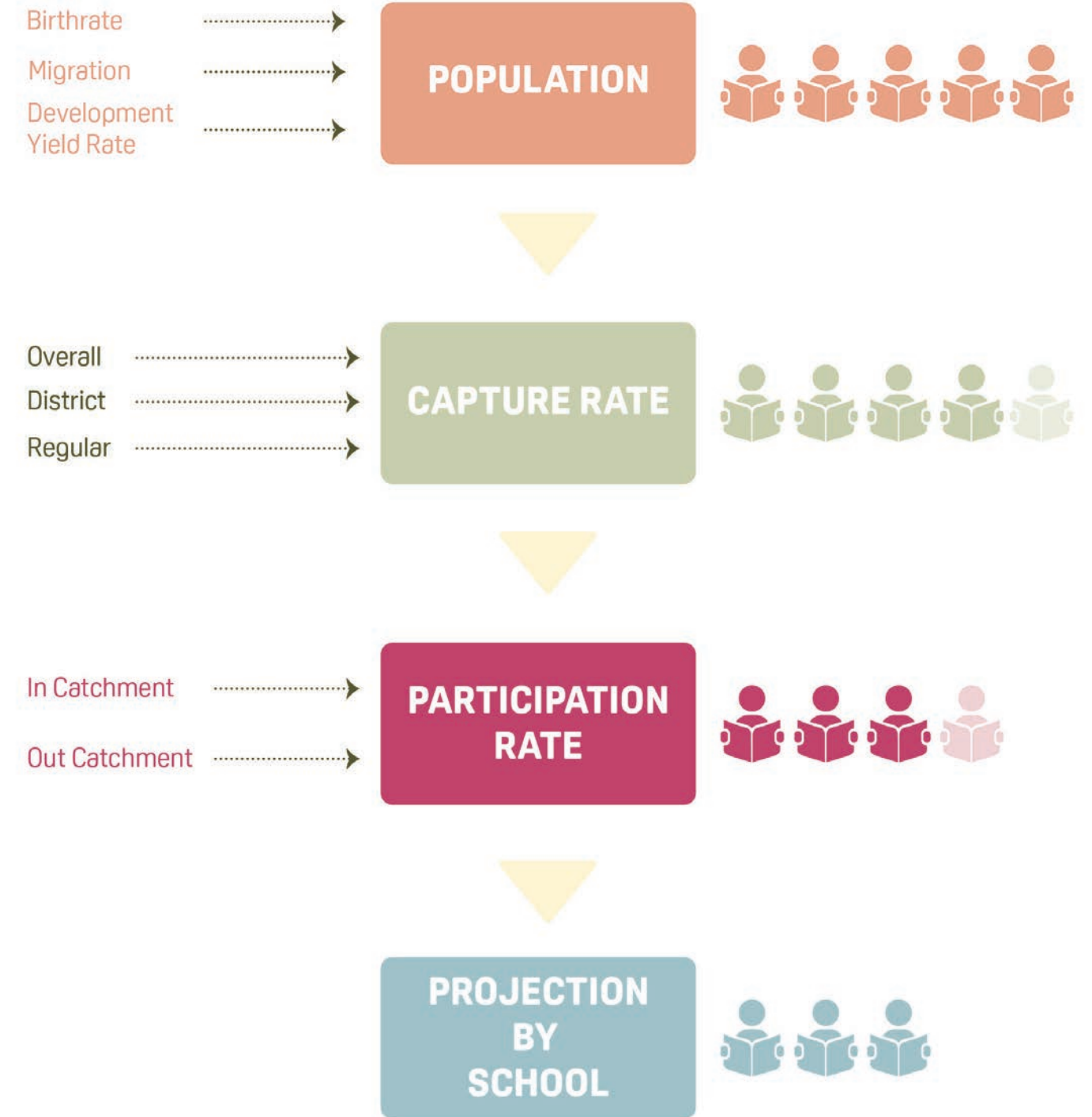


Diagram of how enrolment projections per school are derived.

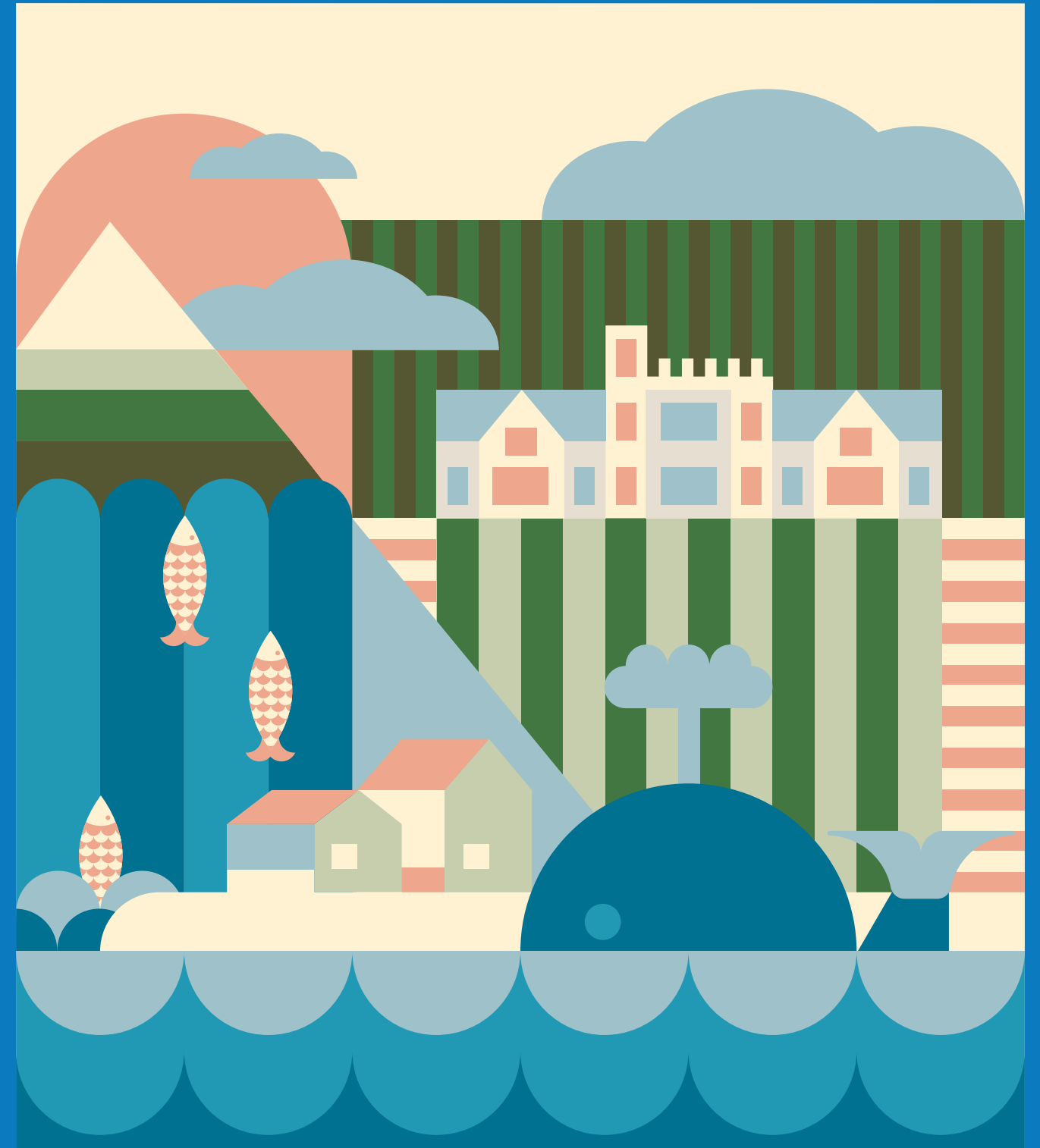
Projected enrolment growth

SCHOOL	FAMILY OF SCHOOLS		OPERATING CAPACITY		HISTORICAL ENROLMENT (1701)					ENROLMENT PROJECTIONS								
	POCKET	FAMILY	Operating Capacity	Portables on site (2023)	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
ELEMENTARY																		
David Cameron	2	CML	356	3	371	384	405	395	401	417	463	477	511	505	537	555	563	579
DC addition (200)										see note 2.								
Lakewood	1	SPEN	352	3	462	449	459	453	455	475	499	517	535	538	536	549	569	565
Millstream	1	SPEN	199	4	285	275	305	308	315	299	278	269	256	260	266	269	277	284
Pexisfen	5	CML	477		0	0	0	349	417	475	523	594	633	636	653	669	686	693
Ruth King	2	SPEN	291	4	312	321	369	386	453	377	373	355	337	338	336	337	341	344
RC addition (200)										see note 3.								
Savory	2	SPEN	176	1	207	221	234	248	224	244	237	240	232	229	234	240	246	248
Willway	5	CML	249		192	206	227	215	210	237	243	246	255	257	253	252	252	251
SUB TOTAL			2100	15	1829	1856	1999	2354	2475	2524	2616	2698	2759	2763	2815	2871	2934	2964
<i>Deficient Seats</i>					271	244	101	-254	-375	-24	-116	-198	-259	-263	-315	-371	-434	-464
Colwood	3	DUN	199		195	176	202	191	202	198	193	192	186	183	184	182	185	192
Crystal View	2	DUN	287		252	252	275	276	279	285	285	303	291	295	292	299	299	295
Hans Helgesen	4	DUN	199		200	196	206	203	206	207	207	208	212	214	214	216	218	218
Happy Valley	4	CML	352	2	422	431	446	440	438	445	464	477	479	490	504	513	526	538
John Stubbs Elem	7	RB	518		505	520	514	503	473	476	482	484	484	484	484	484	484	484
Sangster	3	DUN	203		239	234	248	246	273	314	344	373	394	409	437	455	470	483
Wishart	3	DUN	360	5	409	443	458	458	476	453	436	422	423	436	442	446	448	451
SLE- 2025 (480)										see note 4.								
SUB TOTAL			2118	7	2222	2252	2349	2317	2347	2378	2411	2459	2469	2511	2557	2595	2630	2661
<i>Deficient Seats</i>					-104	-134	-231	-199	-229	-260	187	139	129	87	41	3	-32	-63
Ecole Poirier	6	JOU	373	1	385	386	404	403	395	405	395	413	421	432	447	451	458	452
John Muir	6	JOU	196		215	225	226	228	233	239	241	245	251	260	275	278	281	280
Saseenos	6	JOU	177		162	184	199	204	200	207	205	203	195	189	185	188	185	184
Sooke	6	JOU	264	3	311	292	280	325	296	314	304	303	299	293	301	306	310	313
SUB TOTAL			1010	4	1073	1087	1109	1160	1124	1165	1145	1164	1166	1174	1208	1223	1234	1229
<i>Deficient seats</i>					-63	-77	-99	-150	-114	-155	-135	-154	-156	-164	-198	-213	-224	-219
Port Renfrew	6	JOU	75		20	18	14	19	13	19	21	22	23	24	24	24	24	24
ELEMENTARY TOTAL	see note 5.		5228	26	5144	5213	5471	5850	5959	6086	6172	6321	6394	6448	6580	6689	6798	6854
<i>Total Deficient Seats</i>					104	33	-229	-603	-718	-439	-64	-213	-286	-340	-472	-581	-690	-746
MIDDLE																		
Centre Mtn Lellum	8	BEL	700	0	0	0	0	514	627	737	781	839	862	971	1006	1066	1060	1112
Dunsmuir	8	RB	600	11	850	865	926	715	723	706	751	785	833	849	854	851	851	865
John Stubbs Mid	7	RB	300		283	299	310	311	349	336	345	353	354	357	359	359	360	361
Journey	8	EMC	575	2	517	523	575	577	549	583	615	658	693	707	698	647	666	682
Spencer	8	BEL	650	6	839	841	881	641	580	641	669	670	692	697	689	668	656	670
SUB-TOTAL			2825	19	2489	2528	2692	2758	2828	3003	3161	3305	3434	3581	3606	3591	3593	3690
<i>Deficient Seats</i>					336	297	133	67	-3	-178	-336	-480	-609	-756	-781	-766	-768	-865
SECONDARY																		
Belmont	9		1200	4	1415	1372	1483	1507	1507	1591	1728	1829	1906	1971	2027	2057	2103	2107
Edward Milne Com	9		650	2	638	588	664	711	643	749	769	778	810	828	868	902	910	888
Royal Bay	9		1400	2	1174	1170	1418	1507	1471	1596	1482	1494	1511	1498	1556	1582	1596	1580
QELENSEN Á, LEN (see note 6.)	9			4	0	0	0	0	84	note: QELENSEN Á, LEN projections to be added in 2024								
SUB-TOTAL - See note 6.			3250	12	3227	3130	3565	3725	3621	3996	3979	4101	4227	4297	4451	4541	4609	4575
<i>Deficient Seats</i>					23	120	-315	-475	-371	-686	-729	-851	-977	-1047	-1201	-1291	-1359	-1325
GRAND TOTAL			11303	57	10860	10871	11728	12333	12408	13025	13312	13727	14055	14326	14637	14821	15000	15119
<i>Deficient Seats</i>					443	432	-425	-1030	-1105	-1322	-1129	-1544	-1872	-2143	-2454	-2638	-2817	-2936
OPERATING CAPACITY					96%	96%	104%	109%	110%	115%	114%	117%	120%	122%	125%	127%	128%	130%

- NOTES:
- Only capacities for approved projects and projects under construction have been added to these projections.
 - 200 addition to David Cameron Elementary to open in 2024
 - 200 addition to Ruth King Elementary to open in 2024
 - 480 capacity new South Langford Elementary School to open in 2025
 - Elementary total capacity number excludes Port Renfrew Elementary capacity, due to its remote location
 - Subtotals exclude QELENSEN Á, LEN Secondary capacity and students, QELENSEN Á, LEN is a Temporary Accommodation for 100 students, which equals 4 portables

2023 enrolment projections for all SD62 schools.

D. The Plan



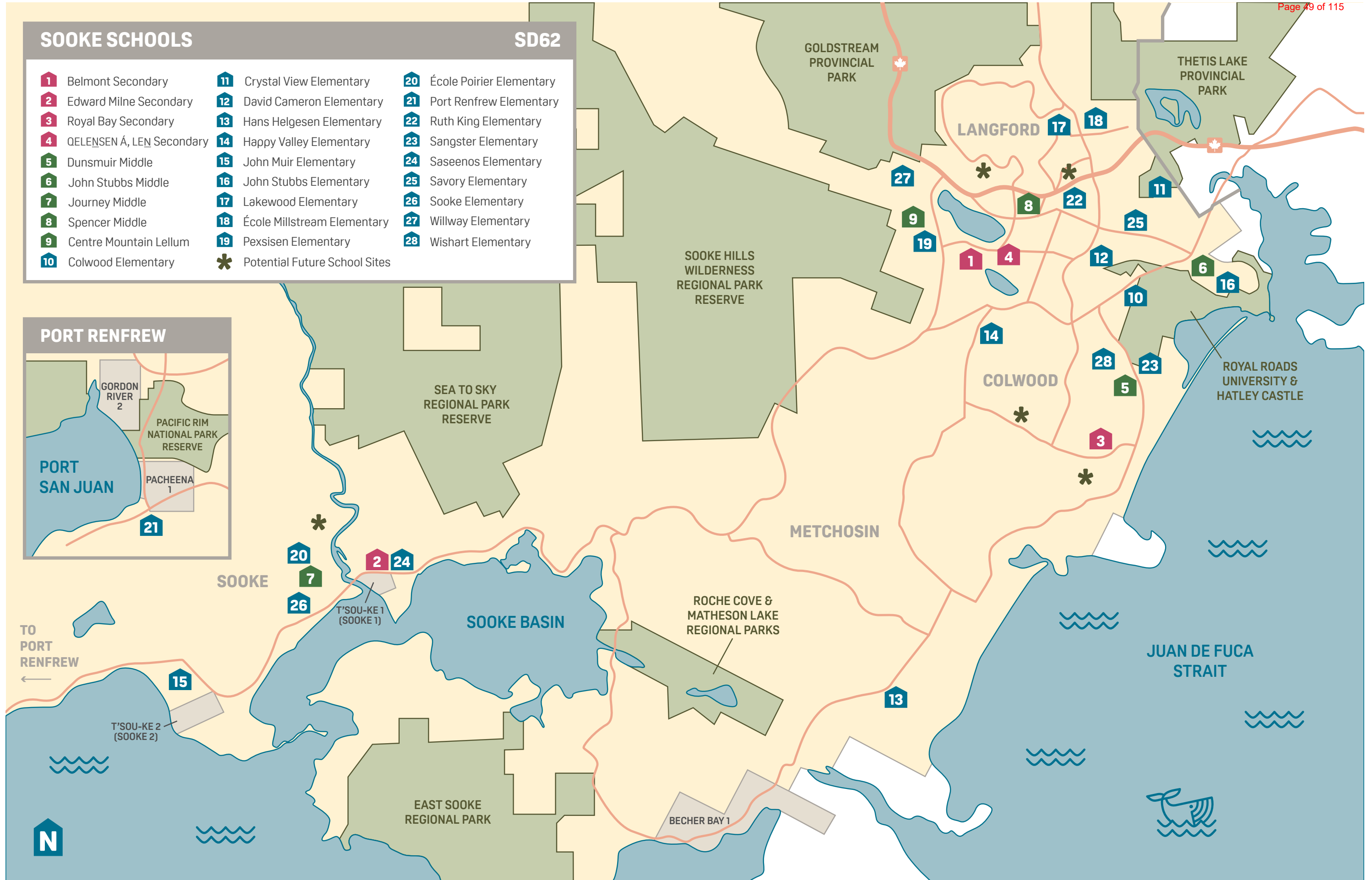
SOOKE SCHOOLS

SD62

- 1 Belmont Secondary
- 2 Edward Milne Secondary
- 3 Royal Bay Secondary
- 4 QELENSÉN Á, LEN Secondary
- 5 Dunsmuir Middle
- 6 John Stubbs Middle
- 7 Journey Middle
- 8 Spencer Middle
- 9 Centre Mountain Lellum
- 10 Colwood Elementary
- 11 Crystal View Elementary
- 12 David Cameron Elementary
- 13 Hans Helgesen Elementary
- 14 Happy Valley Elementary
- 15 John Muir Elementary
- 16 John Stubbs Elementary
- 17 Lakewood Elementary
- 18 École Millstream Elementary
- 19 Pexsisen Elementary
- 20 École Poirier Elementary
- 21 Port Renfrew Elementary
- 22 Ruth King Elementary
- 23 Sangster Elementary
- 24 Saseenos Elementary
- 25 Savory Elementary
- 26 Sooke Elementary
- 27 Willway Elementary
- 28 Wishart Elementary
- * Potential Future School Sites

PORT RENFREW

GORDON RIVER 2
PACIFIC RIM NATIONAL PARK RESERVE
PORT SAN JUAN
PACHEENA 1
21



The Plan: Overview of the 3 Families of Schools

The Quality of Spaces

The Plan discusses the proposed capital work for the next 10 years, where it should occur, and what it should look like: As important as the number of seats, is the quality of each seat.

The District has done a lot of work over the past two years to streamline its design and construction processes, through the development of Design Guidelines and Outline Specifications. These documents make sure that every new capital project is built to comparable standards, utilizes products that are well know and tested by the District, and can be fast tracked through design decisions. The District is committed to developing a streamlined elementary school design that can be duplicated on the multiple flat sites owned by the District.

The SD62 Design Guidelines are built on the following Design Principles:

1. Supportive of the Board’s vision, mission and values
2. Inclusive and welcoming
3. Representative of the diverse student and staff populations
4. Reflective of our natural surroundings and local Indigenous cultures
5. Built with thought to their sustainability and environmental impact
6. Flexible, functional, innovative and practical
7. Built with thought to provide safe and healthy spaces
8. To maximize partnership opportunities that reflect mutual interest in public education and the social, economic and environmental wellbeing of the local community

In addition to the Design Guidelines, the District advocates to utilize its available land to its maximum potential, through design and construction over multiple levels: Like the approach developers in the area are taking, the District is proposing to build multi-level schools or additions to schools in order to maximize land use. Larger schools can be built housing more students while maintaining valuable land for ancillary uses such as fields, playgrounds and parking lots. There will be construction premiums paid for multi-level schools, however the costs will be more than offset with the benefit of additional capacity of the building. The District suggests the Ministry consider reviewing the area standards to take this approach into consideration.



The Quantity of Spaces

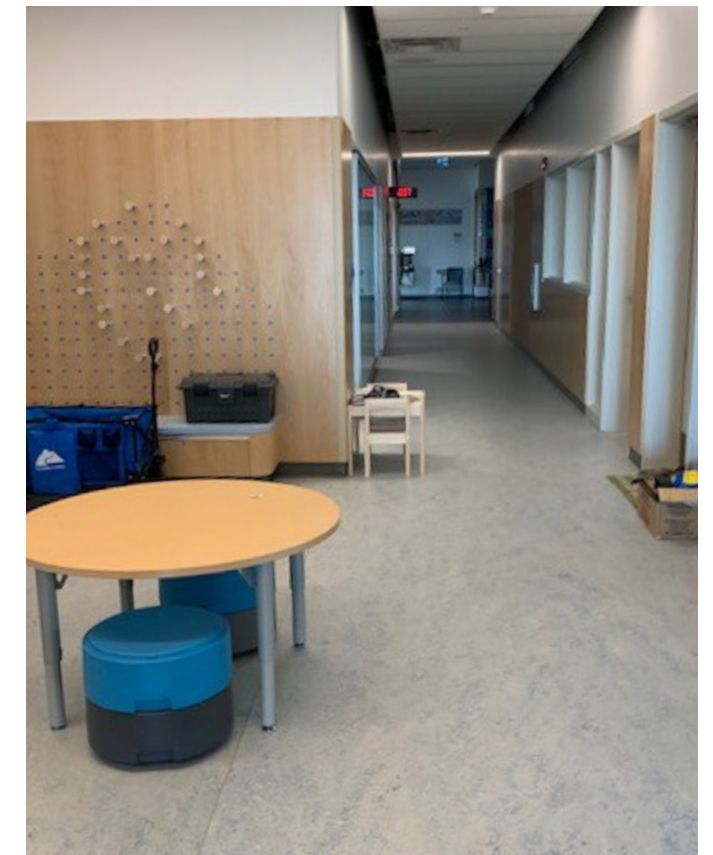
In order to address enrolment growth, and to align high growth with facilities to accommodate the growth, the District is looking at 3 large families of schools:

- Sooke Family of schools: includes all elementary, middle and Secondary schools in the Sooke community. This community is geographically removed from the remainder of the District by roadways and a distance of approximately 15 kms.
- North Colwood/Langford Family of Schools: this boundary follows the catchment areas that are most affected by the fast-pace development in Langford
- South Colwood/Langford Family of Schools: this boundary includes the schools that are still affected by growth, but to a lesser extent than the core Langford areas

A Family of Schools consists of aligned catchment areas, where students flow through the school system in a consistent manner, and schools feed into each other: Each family consists of a number of elementary schools, one or two middle schools, and one secondary school. The families are defined by geographical boundaries, which would make movement from one catchment to another more difficult (the Sooke Family is geographically removed from the remainder of the District, and the North/South division in the Langford and Colwood area follows major traffic arteries such as Highway 14.

As mentioned at the beginning of this document, the emphasis for the School District will be to maximize the use of existing assets and existing sites by prioritizing expansions and new schools on sites that the District already owns. Where these two options become impossible, or inadequate, new sites with new schools would be added.

For the coming 10 years, the District will be able to maximize its existing assets and sites, however looking ahead, and knowing that the municipalities it operates in, will continue to grow well beyond 2030, in 10+ years, new schools on new sites will most likely be required to continue to manage growth. Due to the existing push by developers to buy up available land, it would be prudent for the District to continue looking for available land for future school sites now, in order to be able to meet demand in 10+ years time, within a reasonable budget.



Short-, Mid-, and Long-term Recommendations

The Plan lists short, mid and long term recommendations for capital projects for each family. The timelines noted are for the completion of the projects, and the seats coming online. As projects typically take as long as 4-5 years from project approval (start of PDR) to the addition/new school to open, any projects listed under the ‘Short Term’ header would have to be approved in early 2024, to open within the 5 year critical timeframe. Projects listed under the ‘Mid Term’ header, would have to be approved within the next 2-4 years, to be completed within the critical timeframe.

Definitions of the 3 categories are as follows:

Short Term (0-5 years):

These projects should be completed within the 0-5 year timeframe. There is a critical and immediate need for these projects. Delaying approval of these projects will result in a shortfall of seats that will be near impossible to alleviate with temporary accommodation only, due to not only a lack of funds, but a lack of space to accommodate portables where they are needed.

Mid Term (5-10 years):

These projects should be completed within a 5-10 year timeframe. Based on population growth projections, the capacity of these projects will be required before 2032, and delaying approval will most likely result in a seat shortfall that will be extremely difficult to accommodate in any other way. Projections should be tracked on a yearly basis to confirm the projected growth is on track, accelerating, or declining.

Long-Term (+10 years):

These projects should be completed after 2032. Based on enrolment projections and long term growth projections from each municipality, the communities of Sooke, Colwood and Langford are each predicted to continue their population growth for the next 20-30 years. For projects in this category, the District should start looking for suitable and available sites now, before available land becomes scarce and unaffordable. Projections should be tracked on a yearly basis to confirm the projected growth is on track, accelerating, or declining.

SCHOOL	FAMILY OF SCHOOLS		OPERATING CAPACITY		HISTORICAL ENROLMENT (1701)					ENROLMENT PROJECTIONS								
	POCKET	FAMILY	Operating Capacity	Portables on site (2023)	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
ELEMENTARY																		
David Cameron	2	CML	356	3	371	384	405	395	401	417	463	477	511	505	537	555	563	579
DC addition (200)										see note 2.								
Lakewood	1	SPEN	352	3	462	449	459	453	455	475	499	517	535	538	536	549	569	565
Millstream	1	SPEN	199	4	285	275	305	308	315	299	278	269	256	260	266	269	277	284
Pexsien	5	CML	477		0	0	0	349	417	475	523	594	633	636	653	669	686	693
Ruth King	2	SPEN	291	4	312	321	369	386	453	377	373	355	337	338	336	337	341	344
RC addition (200)										see note 3.								
Savory	2	SPEN	176	1	207	221	234	248	224	244	237	240	232	229	234	240	246	248
Willway	5	CML	249		192	206	227	215	210	237	243	246	255	257	253	252	252	251
SUB TOTAL			2100	15	1829	1856	1999	2354	2475	2524	2616	2698	2759	2763	2815	2871	2934	2964
<i>Deficient Seats</i>					271	244	101	-254	-375	-24	-116	-198	-259	-263	-315	-371	-434	-464
Colwood	3	DUN	199		195	176	202	191	202	198	193	192	186	183	184	182	185	192
Crystal View	2	DUN	287		252	252	275	276	279	285	285	303	291	295	292	299	299	295
Hans Helgesen	4	DUN	199		200	196	206	203	206	207	207	208	212	214	214	216	218	218
Happy Valley	4	CML	352	2	422	431	446	440	438	445	464	477	479	490	504	513	526	538
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SLE- 2025 (480)										see note 4.								
SUB TOTAL			2118	7	2222	2252	2349	2317	2347	2378	2411	2459	2469	2511	2557	2595	2630	2661
<i>Deficient Seats</i>					-104	-134	-231	-199	-229	-260	187	139	129	87	41	3	-32	-63
Ecole Poirier	6	JOU	373	1	385	386	404	403	395	405	395	413	421	432	447	451	458	452
John Muir	6	JOU	196		215	225	226	228	233	239	241	245	251	260	275	278	281	280
Saseenos	6	JOU	177		162	184	199	204	200	207	205	203	195	189	185	188	185	184
Sooke	6	JOU	264	3	311	292	280	325	296	314	304	303	299	293	301	306	310	313
SUB TOTAL			1010	4	1073	1087	1109	1160	1124	1165	1145	1164	1166	1174	1208	1223	1234	1229
<i>Deficient seats</i>					-63	-77	-99	-150	-114	-155	-135	-154	-156	-164	-198	-213	-224	-219
Port Renfrew	6	JOU	75		20	18	14	19	13	19	21	22	23	24	24	24	24	24
ELEMENTARY TOTAL	see note 5.		5228	26	5144	5213	5471	5850	5959	6086	6172	6321	6394	6448	6580	6689	6798	6854
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Dunsmuir	8	RB	600	11	850	865	926	715	723	706	751	785	833	849	854	851	851	865
John Stubbs Mid	7	RB	300		283	299	310	311	349	336	345	353	354	357	359	359	360	361
Journey	8	EMC	575	2	517	523	575	577	549	583	615	658	693	707	698	647	666	682
Spencer	8	BEL	650	6	839	841	881	641	580	641	669	670	692	697	689	668	656	670
SUB-TOTAL			2825	19	2489	2528	2692	2758	2828	3003	3161	3305	3434	3581	3606	3591	3593	3690
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SECONDARY																		
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Royal Bay	9		1400	2	1174	1170	1418	1507	1471	1596	1482	1494	1511	1498	1556	1582	1596	1580
QELENSEN A, LEN (see note 6.)	9			4	0	0	0	0	84	note: QELENSEN A, LEN projections to be added in 2024								
SUB-TOTAL . See note 6.			3250	12	3227	3130	3565	3725	3621	3936	3979	4101	4227	4297	4451	4541	4609	4575
<i>Deficient Seats</i>					23	120	-315	-475	-371	-686	-729	-851	-977	-1047	-1201	-1291	-1359	-1325
GRAND TOTAL			11303	57	10860	10871	11728	12333	12408	13025	13312	13727	14055	14326	14637	14821	15000	15119
<i>Deficient Seats</i>					443	432	-425	-1030	-1105	-1322	-1129	-1544	-1872	-2143	-2454	-2638	-2817	-2936
OPERATING CAPACITY					96%	96%	104%	109%	110%	115%	114%	117%	120%	122%	125%	127%	128%	130%

NOTES:

1. Only capacities for approved projects and projects under construction have been added to these projections.
2. 200 addition to David Cameron Elementary to open in 2024
3. 200 addition to Ruth King Elementary to open in 2024
4. 480 capacity new South Langford Elementary School to open in 2025
5. Elementary total capacity number excludes Port renfrew Elementary capacity, due to its remote location
6. Subtotals exclude QELENSEN A, LEN Secondary capacity and students, QELENSEN A, LEN is a Temporary Accommodation for 100 students, which equals 4 portables

2023 10-year enrolment projections for all SD62 schools

The Plan: Summary

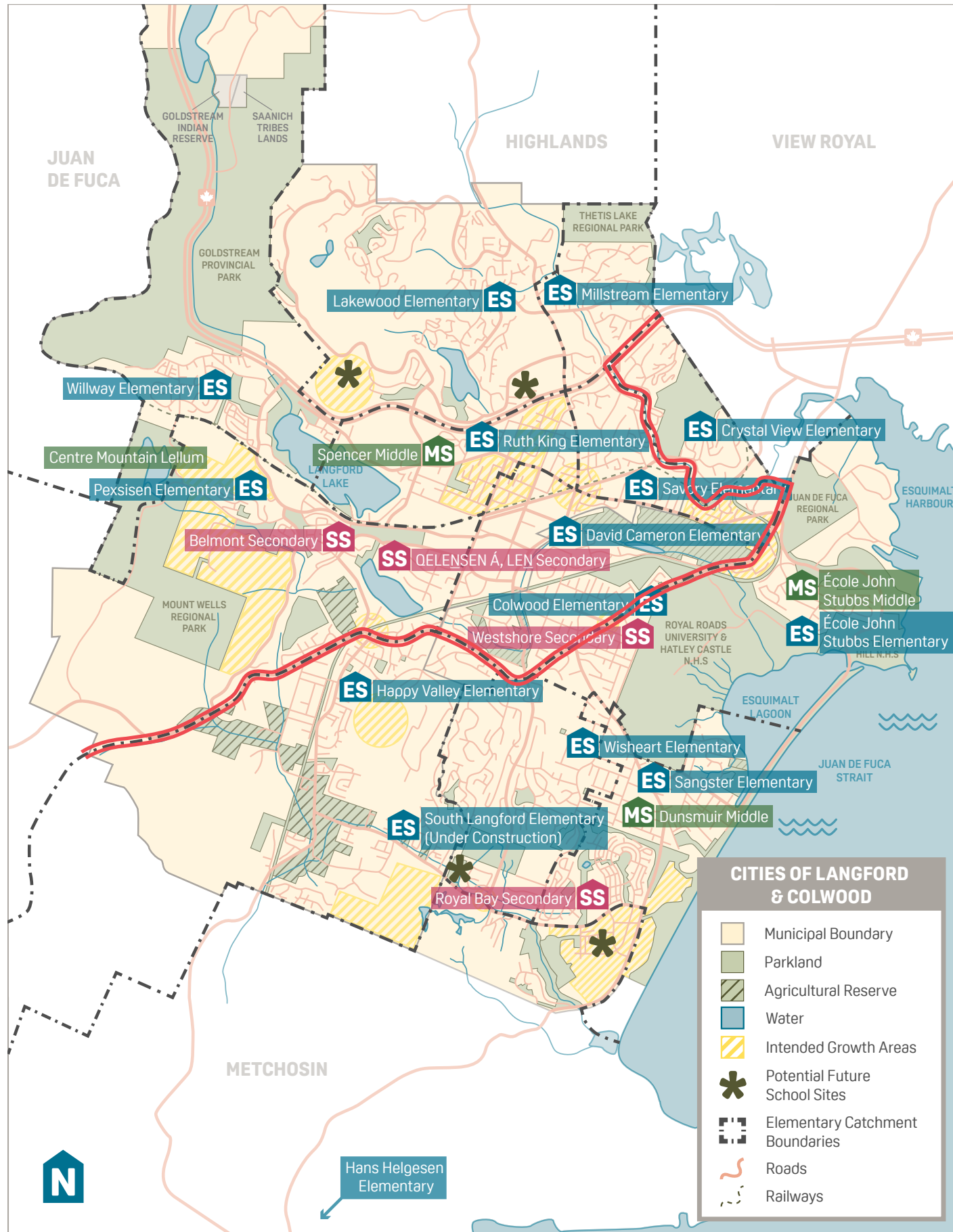
	Sooke Family	North Langford/North Colwood Family	South Langford/South Colwood Family	Additional capacity added (nominal)
In Development	<ul style="list-style-type: none"> •EXP/Seismic for Sooke EL (+200) •Port Renfrew Elementary seismic Replacement 	<ul style="list-style-type: none"> •EXP for Ruth King EL (+190) •EXP for David Cameron EL (+190) 	<ul style="list-style-type: none"> •New South Langford EL (+480) 	+1,060
Short Term	<ul style="list-style-type: none"> •EXP for Edward Milne SEC (+300) 	<ul style="list-style-type: none"> •New NL EL (+480) •New NL SEC (+1200) 	<ul style="list-style-type: none"> •New South Colwood EL (+480) 	+2,480
Mid Term	<ul style="list-style-type: none"> •Seismic for Journey Middle Elementary (+0) •Seismic for Saseenos Elementary (+0) 	<ul style="list-style-type: none"> •EXP for Spencer MDL (+300) •Seismic for Willway EL •Seismic for Savory EL •Seismic Replacement for Millstream El (+0) 	<ul style="list-style-type: none"> •Replacement for Sangster EL. (+0) 	+300
Capacity Added 0-10 years	+500	+2,380	+960	+3,840

Summary of Additional proposed Capacity 0-10 years

The recommendations of the short-, mid-, and long-term Capital Plans for each family are summarized above. The sections describe The Plan in detail for each family of Schools.



North Langford/ North Colwood Family of Schools



Map of Langford and Colwood highlighting the border (in red) between North Langford / Colwood and South Langford / Colwood Family of Schools

Pockets of Schools	Current Capacity (OC)	Current 2023 enrolment	Projection 2027 (SH)	2027 shortfall	Projection 2032 (SH)	2032 shortfall
North Langford / North Colwood (El.: David Cameron, Lakewood, Millstream, Pexsisen, Ruth King, Savory, Willway)	2,100	2,475	2,759	-659	2,964	-864
Middle Schools (Centre Mtn Lellum, John Stubbs Mid, Spencer)	1,650	1,556	1,908	-258	2,143	-493
Secondary Schools (Belmont)	1,200	1,507	1,906	-706	2,107	-907
TOTAL	4,950	5,538	6,573	-1,623	7,214	-2,264

The municipalities of Langford and Colwood, through recent years of development booms, have grown together. As existing school catchments are starting to serve both Lanford and Colwood communities, existing city boundaries are no longer relevant in serving educational delivery models.

Recognizing this pattern of density infill, and the cross-community catchments that are starting to emerge as a result, SD62 has divided the Langford and Colwood communities not by municipality, but rather by a North-South approach, roughly divided by Highway 14, which runs from Victoria to Port Renfrew and the West Coast of the island.

The North Langford/North Colwood community currently consists of 7 elementary, 2 middle, and 1 secondary school. Schools at all 3 levels are currently at over 100% capacity utilization, with the area projected to continue to grow rapidly over the next few decades, with projection showing the City of Langford could gain 50,000-70,000 additional population over the next 25-30 years. The growth is explosive enough that SD62 should not only look at expansions and building out its available sites in the area, but also actively

look at acquiring more sites for future schools, as growth will be persistent for at least the next 30 years. Development in this family will occur throughout the entire area.

It should be noted that in addition to challenges related to enrolment growth, three of the seven elementary schools in this family (Millstream, Willway, and Savory) also have blocks with high seismic risks.

The School District owns two vacant sites in the north of the community.

North Langford/ North Colwood Family of Schools - Detailed Projections

SCHOOL	FAMILY OF SCHOOLS		OPERATING CAPACITY		HISTORICAL ENROLMENT (1701)					ENROLMENT PROJECTIONS								
	POCKET	FAMILY	Operating Capacity	Portables on site (2023)	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
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RC addition (200)										see note 3.								
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Willway	5	CML	249		192	206	227	215	210	237	243	246	255	257	253	252	252	251
SUB TOTAL			2100	15	1829	1856	1999	2354	2475	2524	2616	2698	2759	2763	2815	2871	2934	2964
Deficient Seats					271	244	101	-254	-375	-24	-116	-198	-259	-263	-315	-371	-434	-464
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Crystal View	2	DUN	287		252	252	275	276	279	285	285	303	291	295	292	299	299	295
Hans Heigesen	4	DUN	199		200	196	206	203	206	207	207	208	212	214	214	216	218	218
Happy Valley	4	CML	352	2	422	431	446	440	438	445	464	477	479	490	504	513	526	538
John Stubbs Elem	7	RB	518		505	520	514	503	473	476	482	484	484	484	484	484	484	484
Sangster	3	DUN	203		239	234	248	246	273	314	344	373	394	409	437	455	470	483
Wishart	3	DUN	360	5	409	443	458	458	476	453	436	422	423	436	442	446	448	451
SLE- 2025 (480)										see note 4.								
SUB TOTAL			2118	7	2222	2252	2349	2317	2347	2378	2411	2459	2469	2511	2557	2595	2630	2661
Deficient Seats					-104	-134	-231	-199	-229	-260	-187	139	129	87	41	3	-32	-63
Ecole Poirier	6	JOU	373	1	385	386	404	403	395	405	395	413	421	432	447	451	458	452
John Muir	6	JOU	196		215	225	226	228	233	239	241	245	251	260	275	278	281	280
Saseenos	6	JOU	177		162	184	199	204	200	207	205	203	195	189	185	188	185	184
Sooke	6	JOU	264	3	311	292	280	325	296	314	304	303	299	293	301	306	310	313
SUB TOTAL			1010	4	1073	1087	1109	1160	1124	1165	1145	1164	1166	1174	1208	1223	1234	1229
Deficient seats					-63	-77	-99	-150	-114	-155	-135	-154	-156	-164	-198	-213	-224	-219
Port Renfrew	6	JOU	75		20	18	14	19	13	19	21	22	23	24	24	24	24	24
ELEMENTARY TOTAL	see note 5.		5228	26	5144	5213	5471	5850	5959	6086	6172	6321	6394	6448	6580	6689	6798	6854
Total Deficient Seats					104	33	-229	-603	-718	-439	-64	-213	-286	-340	-472	-581	-690	-746
MIDDLE																		
Centre Mtn Lellum	8	BEL	700	0	0	0	0	514	627	737	781	839	862	971	1006	1066	1060	1112
Dunsmuir	8	RB	600	11	850	865	926	715	723	706	751	785	833	849	854	851	851	865
John Stubbs Mid	7	RB	300		283	299	310	311	349	336	345	353	354	357	359	359	360	361
Journey	8	EMC	575	2	517	523	575	577	549	583	615	658	693	707	698	647	666	682
Spencer	8	BEL	650	6	839	841	881	641	580	641	669	670	692	697	689	668	656	670
SUB-TOTAL			2825	19	2489	2528	2692	2758	2828	3003	3161	3305	3434	3581	3606	3591	3593	3690
Deficient Seats					336	297	133	67	-3	-178	-336	-480	-609	-756	-781	-766	-768	-865
SECONDARY																		
Belmont	9		1200	4	1415	1372	1483	1507	1507	1591	1728	1829	1906	1971	2027	2057	2103	2107
Edward Milne Corn	9		650	2	638	588	664	711	643	749	769	778	810	828	868	902	910	888
Royal Bay	9		1400	2	1174	1170	1418	1507	1471	1596	1482	1494	1511	1498	1556	1582	1596	1580
QELENSEN Á, LEN (see note 6.)	9			4	0	0	0	0	84	note: QELENSEN Á, LEN projections to be added in 2024								
SUB-TOTAL - See note 6.			3250	12	3227	3130	3565	3725	3621	3936	3979	4101	4227	4297	4451	4541	4609	4575
Deficient Seats					23	120	-315	-475	-371	-686	-729	-851	-977	-1047	-1201	-1291	-1359	-1325
GRAND TOTAL			11303	57	10860	10871	11728	12333	12408	13025	13312	13727	14055	14326	14637	14821	15000	15119
Deficient Seats					443	432	-425	-1030	-1105	-1322	-1129	-1544	-1872	-2143	-2454	-2638	-2817	-2936
OPERATING CAPACITY					96%	96%	104%	109%	110%	115%	114%	117%	120%	122%	125%	127%	128%	130%

- NOTES:
1. Only capacities for approved projects and projects under construction have been added to these projections.
 2. 200 addition to David Cameron Elementary to open in 2024
 3. 200 addition to Ruth King Elementary to open in 2024
 4. 480 capacity new South Langford Elementary School to open in 2025
 5. Elementary total capacity number excludes Port Renfrew Elementary capacity, due to its remote location
 6. Subtotals exclude QELENSEN Á, LEN Secondary capacity and students, QELENSEN Á, LEN is a Temporary Accommodation for 100 students, which equals 4 portables

2023 enrolment projections for all SD62 schools - North Langford/ North Colwood family of schools highlighted in blue

The Plan - North Langford/ North Colwood

The plan is built on the idea that where possible, existing sites will be used to their full potential first, before acquiring new sites and building new schools. For the North Langford/Colwood community, where growth is projected to be the fastest and largest, expansion projects alone will not be sufficient to deal with the pressures, and a plan that combines expansion projects and new schools is required. As part of the plan in this area, the School District is proposing to build new schools on the two sites it owns in this area, as well as actively look for new sites to acquire for future schools.

To augment temporary accommodation in this area, the District has opened QELENSEN Á, LEN Secondary School in 2023, which is a secondary temporary accommodation for 100 capacity in a leased location.

Short Term (0-5 years):

1. Addition to Ruth King Elementary and David Cameron Elementary: Two additions are currently being designed and constructed for these two elementary schools, as part of a prefabrication pilot project. The additions will add classrooms to each site and are expected to open the Fall of 2024.
2. New North Langford Secondary School: One of the highest priorities in the District is to add more secondary seats in the North Langford area: this area only has one secondary school, yet its secondary enrolment is projected to grow by over 1000 students over the next 10 years. The Belmont Secondary site will not be able to handle this many portables, and an expansion will not alleviate this pressure. A new school at a 1200 capacity is needed.
3. New North Langford Elementary School: Equally as pressing in this area is the growth of elementary students: by 2027, this Family is projected to have a seat shortfall of over 650 students. While additions to Ruth King and David Cameron can help in alleviating the short term pressure with additions of 300 seats each, the projected seat shortfall in the family by 2032 is over 860 seats, warranting a new school.

Mid Term (5-10 years):

- 4. Seismic Project Willway Elementary, and Savory Elementary: to alleviate high seismic risks. Once these projects move forward, during the PDR phase, enrolment projections should be assessed to determine if any further expansions would be required as part of the projects. For Willway, a Building Envelope Project is needed. SD62 proposes to bundle the Envelope and Seismic/Expansion work into one project, to minimize construction costs and schedules, and to achieve the best value for invested money.

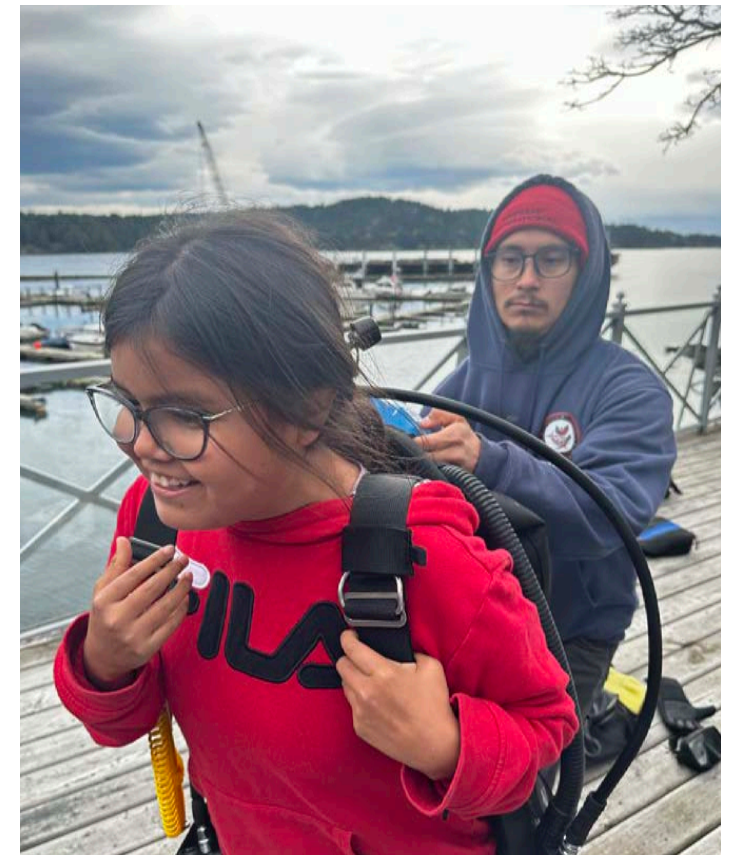
- 5. Seismic/Expansion/Replacement project Millstream Elementary: to alleviate high seismic risks. Once this project moves forward, during the PDR phase, enrolment projections should be assessed to determine if any further expansions would be required as part of the projects.
Due to the age and condition of Millstream Elementary, a replacement option at an increased capacity should be seriously considered.

- 6. Expansion to Spencer Middle School: In the short term, seat shortfall can be alleviated by portables, however by 2027/2028, the seat shortfall will reach a capacity that is beyond what the Spencer site can accommodate in portables. In addition, 300-400 additional students will put an immense pressure on the core areas in the school. An addition will be required to open no later than 2028. Due to the age and condition of Spencer Middle, when the expansion project is being investigated, a replacement option should be seriously considered.

7. Long Term (+10 years):

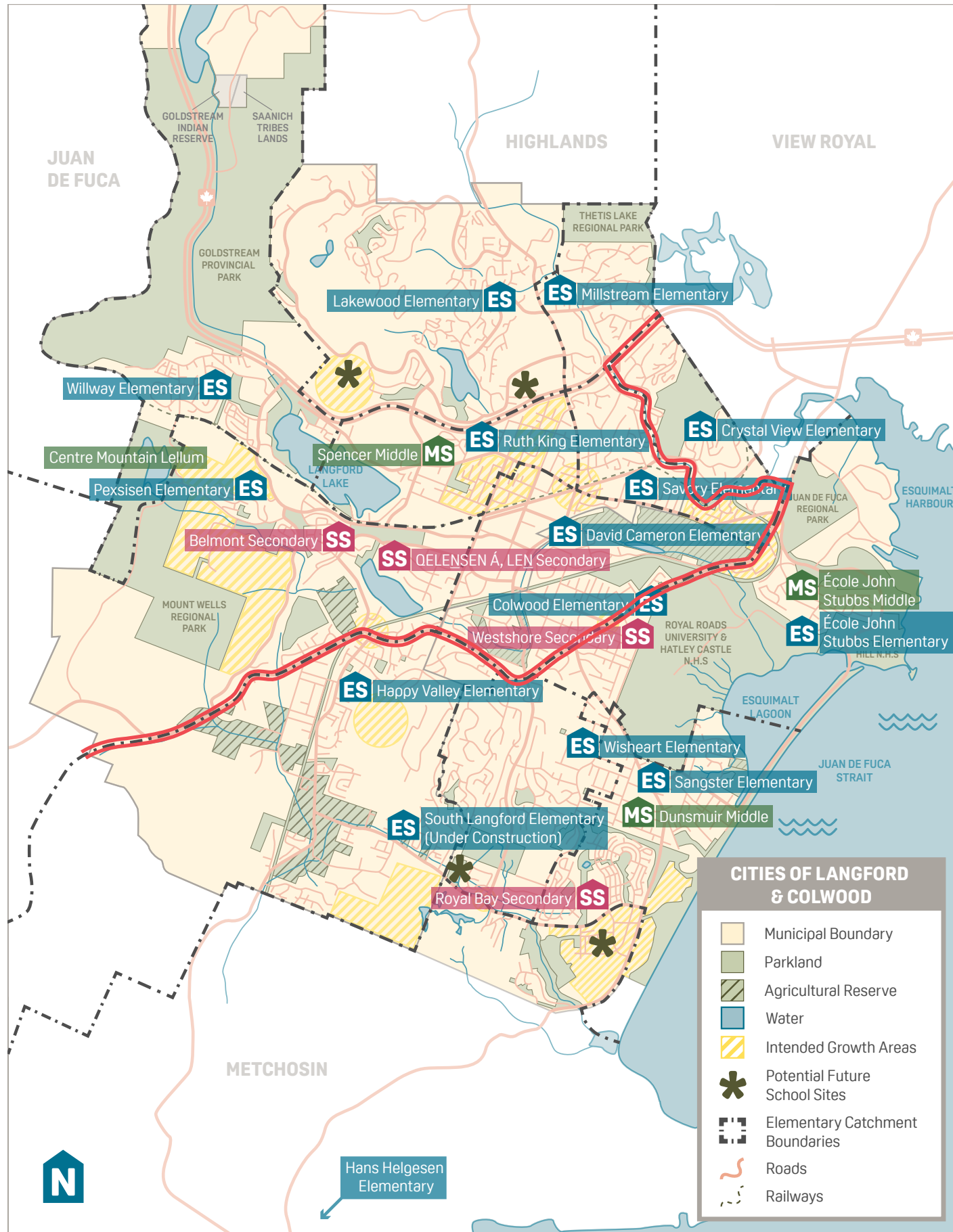
New middle school site and school: in the long term, based on projected community growth, the North Langford area will require a new middle school, as expansion capability at Spencer Middle School is limited. No expansion or portable placement is possible at Center Mountain Lellum Middle School, due to its constrained site and location on solid rock.

As existing sites will be used up by this point, the District should start looking to secure a new site immediately, before land becomes unavailable.



South Langford/ South Colwood Family of Schools

Pockets of Schools	Current Capacity (OC)	Current 2023 enrolment	Projection 2027 (SH)	2027 shortfall	Projection 2032 (SH)	2032 shortfall
South Langford / South Colwood (El.: Colwood, Crystal View, Hans Helgesen, Happy Valley, John Stubbs Elem, Sangster, Wishart)	2,118	2,347	2,469	-351	2,661	-543
Middle Schools (Dunsmuir, John Stubbs Mid)	900	975	1,072	-172	1,043	-143
Secondary Schools (Royal Bay)	1,400	1,471	1,511	-111	1,580	-180
TOTAL	4,418	4,793	5,052	-634	5,284	-866



Map of Langford and Colwood highlighting the border (in red) between North Langford / Colwood and South Langford / Colwood Family of Schools

The municipalities of Langford and Colwood, through recent years of development booms, have grown together. As existing school catchments are starting to serve both Langford and Colwood communities, existing city boundaries are no longer relevant in serving educational delivery models.

Recognizing this pattern of density infill, and the cross-community catchments that are starting to emerge as a result, SD62 has divided the Langford and Colwood communities not by municipality, but rather by a North-South approach, roughly divided by Highway 14, which runs from Victoria to Port Renfrew and the West Coast of the island.

The South Langford/South Colwood community currently consists of 7 elementary, 2 middle, and 1 secondary school.

A new elementary school at Latoria in South Langford is scheduled to open in 2025, adding 480 nominal capacity to the family.

Schools at all 3 levels are currently at over 100% capacity utilization, with the area projected to continue to grow over the next few decades. While the development around Royal Bay will be completed over the next few years, the area around Latoria is experiencing growth, with many development and rezoning applications pending.

The School District owns two vacant sites in the south of the community.

South Langford / South Colwood Family of Schools – Detailed Projections

SCHOOL	FAMILY OF SCHOOLS		OPERATING CAPACITY		HISTORICAL ENROLMENT (1701)					ENROLMENT PROJECTIONS								
	POCKET	FAMILY	Operating Capacity	Portables on site (2023)	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
David Cameron	2	CML	356	3	371	384	405	395	401	417	463	477	511	505	537	555	563	579
DC addition (200)										see note 2.								
Lakewood	1	SPEN	352	3	462	449	459	453	455	475	499	517	535	538	536	549	569	565
Millstream	1	SPEN	199	4	285	275	305	308	315	299	278	269	256	260	266	269	277	284
Pexsien	5	CML	477		0	0	0	349	417	475	523	594	633	636	653	669	686	693
Ruth King	2	SPEN	291	4	312	321	369	386	453	377	373	355	337	338	336	337	341	344
RC addition (200)										see note 3.								
Savory	2	SPEN	176	1	207	221	234	248	224	244	237	240	232	229	234	240	246	248
Willway	5	CML	249		192	206	227	215	210	237	243	246	255	257	253	252	252	251
SUB TOTAL			2100	15	1829	1856	1999	2354	2475	2524	2616	2698	2759	2763	2815	2871	2934	2964
Deficient Seats					271	244	101	-254	-375	-24	-116	-198	-259	-263	-315	-371	-434	-464
Colwood	3	DUN	199		195	176	202	191	202	198	193	192	186	183	184	182	185	192
Crystal View	2	DUN	287		252	252	275	276	279	285	285	303	291	295	292	299	299	295
Hans Heigesen	4	DUN	199		200	196	206	203	206	207	207	208	212	214	214	216	218	218
Happy Valley	4	CML	352	2	422	431	446	440	438	445	464	477	479	490	504	513	526	538
John Stubbs Elem	7	RB	518		505	520	514	503	473	476	482	484	484	484	484	484	484	484
Sangster	3	DUN	203		239	234	248	246	273	314	344	373	394	409	437	455	470	483
Wishart	3	DUN	360	5	409	443	458	458	476	453	436	422	423	436	442	446	448	451
SLE- 2025 (480)										see note 4.								
SUB TOTAL			2118	7	2222	2252	2349	2317	2347	2378	2411	2459	2469	2511	2557	2595	2630	2661
Deficient Seats					-104	-134	-231	-199	-229	-260	187	139	129	87	41	3	-32	-63
Ecole Poirier	6	JOU	373	1	385	386	404	403	395	405	395	413	421	432	447	451	458	452
John Muir	6	JOU	196		215	225	226	228	233	239	241	245	251	260	275	278	281	280
Saseenos	6	JOU	177		162	184	199	204	200	207	205	203	195	189	185	188	185	184
Sooke	6	JOU	264	3	311	292	280	325	296	314	304	303	299	293	301	306	310	313
SUB TOTAL			1010	4	1073	1087	1109	1160	1124	1165	1145	1164	1166	1174	1208	1223	1234	1229
Deficient seats					-63	-77	-99	-150	-114	-155	-135	-154	-156	-164	-198	-213	-224	-219
Port Renfrew	6	JOU	75		20	18	14	19	13	19	21	22	23	24	24	24	24	24
ELEMENTARY TOTAL	see note 5.		5228	26	5144	5213	5471	5850	5959	6086	6172	6321	6394	6448	6580	6689	6798	6854
Total Deficient Seats					104	33	-229	-603	-718	-439	-64	-213	-286	-340	-472	-581	-690	-746
MIDDLE	POCKET	FAMILY	Capacity	Portable	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Centre Mtn Lellum	8	BEL	700	0	0	0	0	514	627	737	781	839	862	871	1006	1066	1060	1112
Dunsmuir	8	RB	600	11	850	865	926	715	723	706	751	785	833	849	854	851	851	865
John Stubbs Mid	7	RB	300		283	299	310	311	349	336	345	353	354	357	359	359	360	361
Journey	8	EMC	575	2	517	523	575	577	549	583	615	658	693	707	698	647	666	682
Spencer	8	BEL	650	6	839	841	881	641	580	641	669	670	692	697	689	668	656	670
SUB-TOTAL			2825	19	2489	2528	2692	2758	2828	3003	3161	3305	3434	3581	3606	3591	3593	3690
Deficient Seats					336	297	133	67	-3	-178	-336	-480	-609	-756	-781	-766	-768	-865
SECONDARY	POCKET	FAMILY	Capacity	Portable	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Belmont	9		1200	4	1415	1372	1483	1507	1507	1591	1728	1829	1906	1971	2027	2057	2103	2107
Edward Milne Com	9		650	2	638	588	664	711	643	749	769	778	810	828	868	902	910	888
Royal Bay	9		1400	2	1174	1170	1418	1507	1471	1596	1482	1494	1511	1498	1556	1582	1596	1580
QELENSEN A, LEN (see note 6.)	9			4	0	0	0	0	84	note: QELENSEN A, LEN projections to be added in 2024								
SUB-TOTAL - See note 6.			3250	12	3227	3130	3565	3725	3621	3936	3979	4101	4227	4297	4451	4541	4609	4575
Deficient Seats					23	120	-315	-475	-371	-686	-729	-851	-977	-1047	-1201	-1291	-1359	-1325
GRAND TOTAL			11303	57	10860	10871	11728	12333	12408	13025	13312	13727	14055	14326	14637	14821	15000	15119
Deficient Seats					443	432	-425	-1030	-1105	-1322	-1129	-1544	-1872	-2143	-2454	-2638	-2817	-2936
OPERATING CAPACITY					96%	96%	104%	109%	110%	115%	114%	117%	120%	122%	125%	127%	128%	130%

- NOTES:
1. Only capacities for approved projects and projects under construction have been added to these projections.
 2. 200 addition to David Cameron Elementary to open in 2024
 3. 200 addition to Ruth King Elementary to open in 2024
 4. 480 capacity new South Langford Elementary School to open in 2025
 5. Elementary total capacity number excludes Port Renfrew Elementary capacity, due to its remote location
 6. Subtotals exclude QELENSEN A, LEN Secondary capacity and students, QELENSEN A, LEN is a Temporary Accommodation for 100 students, which equals 4 portables

2023 enrolment projections for all SD62 schools - South Langford/ South Colwood family of schools highlighted in blue

The Plan - South Langford/ South Colwood

The plan is built on the idea that where possible, existing sites will be used to their full potential first, before acquiring new sites and building new schools. For the South Langford/ South Colwood community, where growth is projected to be the fastest and largest, expansion projects alone will not be sufficient to deal with the pressures, and a plan that combines expansion projects and new schools is required. As part of the plan in this area, the School District is proposing to build new schools on the two sites it owns in this area, as well as actively look for new sites to acquire for future schools.

In Development

1. The new South Langford Elementary along Latoria Road is currently under construction. It is scheduled to open in September 2025 and will add 480 much need nominal capacity to this Family of Schools.

Mid-Term (5-10 years):

2. Replacement of Sangster Elementary: Sangster Elementary is nearing the end of its functional life. Once the project moves to PDR phase, enrolment projections should be reviewed to determine if a replacement and expanded capacity would be the best investment.

Short Term (0-5 years):

1. New South Colwood Elementary School: The District owns a site in South Colwood, in the Royal bay area, where recent development has been ongoing. To offer the new families that are moving into the neighbourhood an elementary school within safe walking distance, a new elementary school is proposed in this neighbourhood, on a site already owned by the District.

Long Term (+10 years):

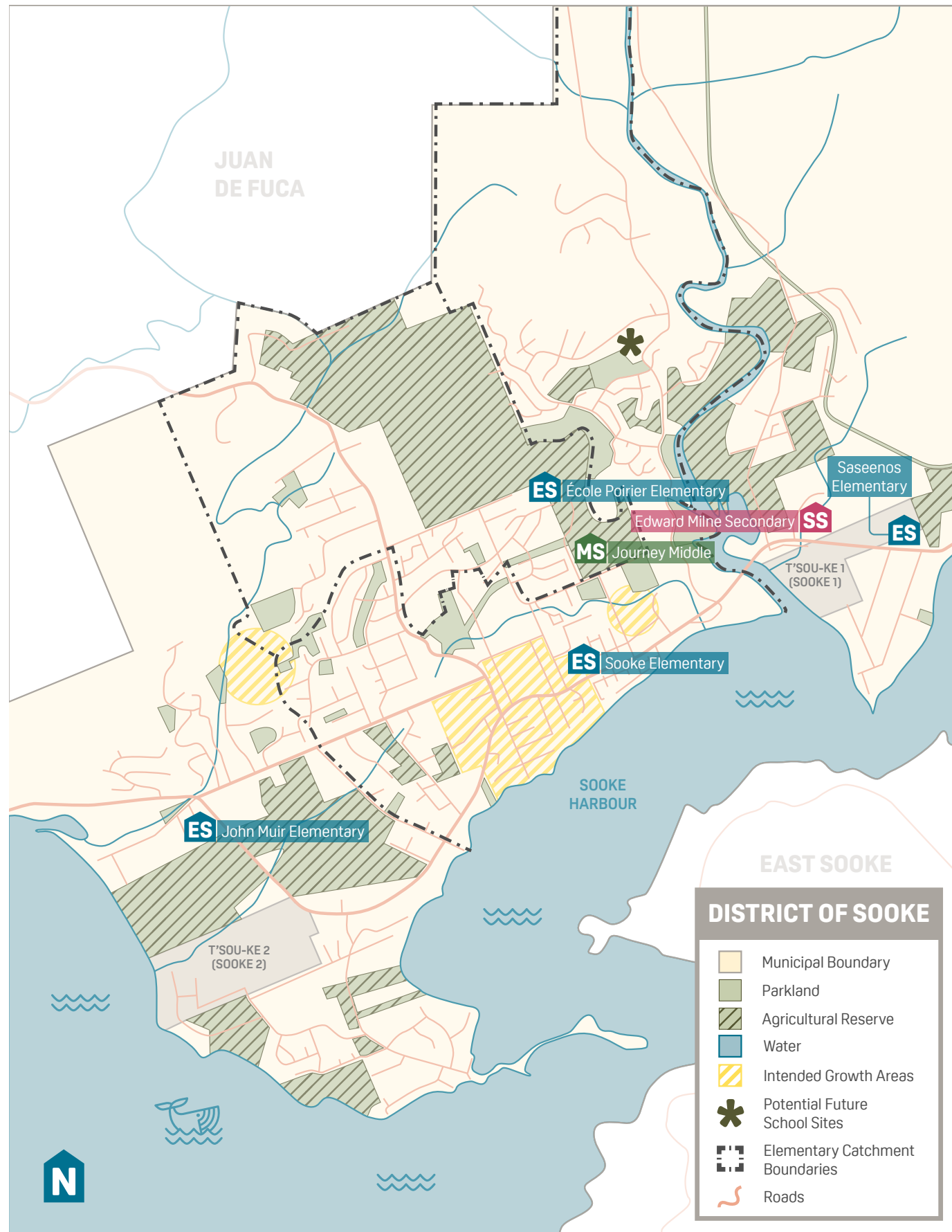
New middle school site and school: in the long term, based on projected community growth, the North Langford area will require a new middle school, as expansion capability at Spencer Middle School is limited. No expansion or portable placement is possible at Center Mountain Lellum Middle School, due to its constrained site and location on solid rock.

Adding secondary capacity: secondary enrolment is projected to continue to grow slow but steady in the South Langford/South Colwood family, with a projected shortfall of approximately 200 seats by 2027/2028, and a projected shortfall of over 400 seats by 2032. The District should consider ways to add secondary capacity in the mid-to long term. As the Royal Bay Secondary site has been completely built out, with a recent addition, the District should look at alternative ways to build new capacity, possible through a phased development of a future new secondary school in the area.

The Sooke Family of Schools

Pockets of Schools	Current Capacity (OC)	Current 2023 enrolment	Projection 2027 (SH)	2027 shortfall	Projection 2032 (SH)	2032 shortfall
Sooke (El.: Ecole Poirier, John Muir, Saseenos, Sooke)	1,010	1,124	1,166	-156	1,229	-219
Middle Schools (Journey)	575	549	693	-118	682	-107
Secondary Schools (Edward Milne)	650	643	810	-160	888	-238
TOTAL	2,235	2,316	2,669	-434	2,799	-564

Note: due to its remote location, the Port Renfrew school has been left out of this table.



Map of Sooke highlighting the Sooke Family of Schools

As noted, the Sooke community is physically distanced from the Colwood and Langford communities and schools. Cross boundary moves of students are not possible, unless extensive bussing is employed to move students outside of their community, which is not in line with the School District mandate. Therefore, we must look at enrolment pressures in Sooke in isolation.

The Port Renfrew school is located even further away in Port Renfrew, over an hour's drive away, and as such this school is reviewed as a stand-alone school and community.

The Sooke community currently consists of 5 elementary, 1 middle, and 1 secondary school. Schools at all 3 levels are currently at over 100% capacity utilization, with the Sooke Community projected to continue to grow over the next few decades, with projection showing Sooke could more than double in population by 2040. The growth is not as explosive as in its neighbouring communities of Langford and Colwood, but still persistent enough that the School District should plan for both short-, as well as long term solutions to growth.

It should be noted that in addition to challenges related to enrolment growth, three of the four elementary schools (Sooke, John Muir, and Saseenos) also have blocks with high seismic risks.

The School District owns a vacant site in the northeast of the community.

The majority of the development that will take place in Sooke will occur on the west side, whereas the majority of the schools are located on the east side of the community. In the short term, enrolment growth can be alleviated through additions to various schools, and through right sizing when seismic projects occur. In the long term, new schools may be required.

Sooke family of Schools – Detailed Projections

SCHOOL	FAMILY OF SCHOOLS		OPERATING CAPACITY		HISTORICAL ENROLMENT (1701)					ENROLMENT PROJECTIONS								
	POCKET	FAMILY	Operating Capacity	Portables on site (2023)	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
David Cameron	2	CML	356	3	371	384	405	395	401	417	463	477	511	505	537	555	563	579
DC addition (200)										see note 2.								
Lakewood	1	SPEN	352	3	462	449	459	453	455	475	499	517	535	538	536	549	569	565
Millstream	1	SPEN	199	4	285	275	305	308	315	299	278	269	256	260	266	269	277	284
Pexsien	5	CML	477		0	0	0	349	417	475	523	594	633	636	653	669	686	693
Ruth King	2	SPEN	291	4	312	321	369	386	453	377	373	355	337	338	336	337	341	344
RC addition (200)										see note 3.								
Savory	2	SPEN	176	1	207	221	234	248	224	244	237	240	232	229	234	240	246	248
Willway	5	CML	249		192	206	227	215	210	237	243	246	255	257	253	252	252	251
SUB TOTAL			2100	15	1829	1856	1999	2354	2475	2524	2616	2698	2759	2763	2815	2871	2934	2964
<i>Deficient Seats</i>					271	244	101	-254	-375	-24	-116	-198	-259	-263	-315	-371	-434	-464
Colwood	3	DUN	199		195	176	202	191	202	198	193	192	186	183	184	182	185	192
Crystal View	2	DUN	287		252	252	275	276	279	285	285	303	291	295	292	299	299	295
Hans Helgesen	4	DUN	199		200	196	206	203	206	207	207	208	212	214	214	216	218	218
Happy Valley	4	CML	352	2	422	431	446	440	438	445	464	477	479	490	504	513	526	538
John Stubbs Elem	7	RB	518		505	520	514	503	473	476	482	484	484	484	484	484	484	484
Sangster	3	DUN	203		239	234	248	246	273	314	344	373	394	409	437	455	470	483
Wishart	3	DUN	360	5	409	443	458	458	476	453	436	422	423	436	442	446	448	451
SLE- 2025 (480)										see note 4.								
SUB TOTAL			2118	7	2222	2252	2349	2317	2347	2378	2411	2459	2469	2511	2557	2595	2630	2661
<i>Deficient Seats</i>					-104	-134	-231	-199	-229	-260	187	139	129	87	41	3	-32	-63
Ecole Poirier	6	JOU	373	1	385	386	404	403	395	405	395	413	421	432	447	451	458	452
John Muir	6	JOU	196		215	225	226	228	233	239	241	245	251	260	275	278	281	280
Saseenos	6	JOU	177		162	184	199	204	200	207	205	203	195	189	185	188	185	184
Sooke	6	JOU	264	3	311	292	280	325	296	314	304	303	299	293	301	306	310	313
SUB TOTAL			1010	4	1073	1087	1109	1160	1124	1165	1145	1164	1166	1174	1208	1223	1234	1229
<i>Deficient seats</i>					-63	-77	-99	-150	-114	-155	-135	-154	-156	-164	-198	-213	-224	-219
Port Renfrew	6	JOU	75		20	18	14	19	13	19	21	22	23	24	24	24	24	24
ELEMENTARY TOTAL	see note 5.		5228	26	5144	5213	5471	5850	5959	6086	6172	6321	6394	6448	6580	6689	6798	6854
<i>Total Deficient Seats</i>					104	33	-229	-603	-718	-439	-64	-213	-286	-340	-472	-581	-690	-746
MIDDLE	POCKET	FAMILY	Capacity	Portable	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Centre Mtn Lellum	8	BEL	700	0	0	0	0	514	627	737	781	839	862	971	1006	1066	1060	1112
Dunsmuir	8	RB	600	11	850	865	926	715	723	706	751	785	833	849	854	851	851	865
John Stubbs Mid	7	RB	300		283	289	310	311	319	336	345	353	354	357	359	359	360	361
Journey	8	EMC	575	2	517	523	575	577	549	583	615	658	693	707	698	647	666	682
Spencer	8	BEL	650	6	839	841	881	641	580	641	669	670	692	697	689	668	656	670
SUB-TOTAL			2825	19	2489	2528	2692	2758	2828	3003	3161	3305	3434	3581	3606	3591	3593	3690
<i>Deficient Seats</i>					336	297	133	67	-3	-178	-336	-480	-609	-756	-781	-766	-768	-865
SECONDARY	POCKET	FAMILY	Capacity	Portable	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Belmont	9		1200	4	1415	1372	1483	1507	1507	1591	1728	1829	1906	1971	2027	2057	2103	2107
Edward Milne Com	9		650	2	638	588	664	711	643	749	769	778	810	828	868	902	910	888
Royal Bay	9		1400	2	1174	1170	1418	1507	1471	1596	1482	1494	1511	1498	1536	1582	1596	1580
QLEENSEN A, LEN (see note 6.)	9			4	0	0	0	0	84	note: QLEENSEN A, LEN projections to be added in 2024								
SUB-TOTAL . See note 6.			3250	12	3227	3130	3565	3725	3621	3936	3979	4101	4227	4297	4451	4541	4609	4575
<i>Deficient Seats</i>					23	120	-315	-475	-371	-686	-729	-851	-977	-1047	-1201	-1291	-1359	-1325
GRAND TOTAL			11303	57	10860	10871	11728	12333	12408	13025	13312	13727	14055	14326	14637	14821	15000	15119
<i>Deficient Seats</i>					443	432	-425	-1030	-1105	-1322	-1129	-1544	-1872	-2143	-2454	-2638	-2817	-2936
OPERATING CAPACITY					96%	96%	104%	109%	110%	115%	114%	117%	120%	122%	125%	127%	128%	130%

NOTES:
 1. Only capacities for approved projects and projects under construction have been added to these projections.
 2. 200 addition to David Cameron Elementary to open in 2024
 3. 200 addition to Ruth King Elementary to open in 2024
 4. 480 capacity new South Langford Elementary School to open in 2025
 5. Elementary total capacity number excludes Port renfrew Elementary capacity, due to its remote location
 6. Subtotals exclude QLEENSEN A, LEN Secondary capacity and students, QLEENSEN A, LEN is a Temporary Accommodation for 100 students, which equals 4 portables

2023 enrolment projections for all SD62 schools - Sooke family of schools highlighted in blue

The Plan - Sooke

The plan is built on the idea that where possible, existing sites will be used to their full potential first, before acquiring new sites and building new schools. For the Sooke community, this means that the emphasis for the next 10 years will be on expansion projects, as well as seismic mitigation and building envelope projects.

In Development

- A PDR is currently in development for the seismic upgrade/replacement of Sooke Elementary. It is strongly encouraged that this PDR investigates the opportunities this seismic project could have in contributing to additional seats for this Family of Schools, for an additional 150-200 seats. Given the timelines for design and construction, it should be anticipated that the earliest this project would be completed would be in 2026/2027.
- A PDR is in development for a seismic replacement (at a reduced capacity of 50 students) for Port Renfrew Elementary.

Short Term (0-5 years):

- Addition to Edward Milne Community School (Secondary): This school is experiencing pressures and will require an addition of at least 300 capacity in the near future. A Building Envelope project is also needed at this school. SD62 proposes to bundle the Envelope and Expansion work into one project, to minimize construction costs and schedules, and to achieve the best value for invested money.

Mid Term (5-10 years):

- Seismic projects for John Muir Elementary and Saseenos Elementary: to alleviate high seismic risks. Once these projects move forward, during the PDR phase, enrolment projections should be assessed to determine if any further expansions would be required as part of the projects.

Long Term (+10 years):

- New elementary school: in the long term, based on projected community growth, Sooke will require a new elementary school. It can be investigated whether the existing land holding is the best location for a new school site, or if this land can be used in a sale or land swap, for a location on the west side of Sooke.

E. The Temporary Accommodation Plan



Summary

The temporary accommodation plan closes the gap between available seats and projected enrolment. The temporary accommodation plan is indicative and guiding in nature, and is not able to predict the exact number of required portables for each year, for each site. It should be reviewed and updated every year.

The Temporary accommodation is provided through the use of portables, which are funded out of operating and maintenance budgets. It should be noted that to purchase, transport, install, and service one portable, this cost is approximately \$350,000. Apart from the financial burden that portables place on the SD62 budget, the District and the Province do not see portables as long-term solutions to providing learning environments.

At the time of writing of this report (Fall 2023), there are 53 portables in use within the District. This number will continue to grow, the speed of which depends on capital projects to be approved in the future.

In addition to creating temporary space through the use of portables, in many schools the District

has converted other spaces in the schools into enrolling classroom spaces: Many multipurpose rooms, StrongStart rooms and music rooms have been taken over by regular classroom divisions. As these spaces are recognized by the District, as well as the Ministry of Education, to be much-needed spaces to support the delivery of education within a school facility, it is the goal of the District to return these spaces to the school community, once additions and/or new schools have been completed.

It is recommended that the District takes on a detailed review of its facilities and their Design Aid Sheets, to determine where school support spaces have been used for enrolling classroom space, to ensure they will eventually be returned to their original use and purpose.

In 2023, the District opened 100 additional secondary spaces in a leased facility, under the name of QELENSEN Á, LEN Secondary School. This space will remain in place and may be expanded as a temporary accommodation for secondary schools students, as there is no more space at Belmont Secondary for portables, and until a new secondary school will open.

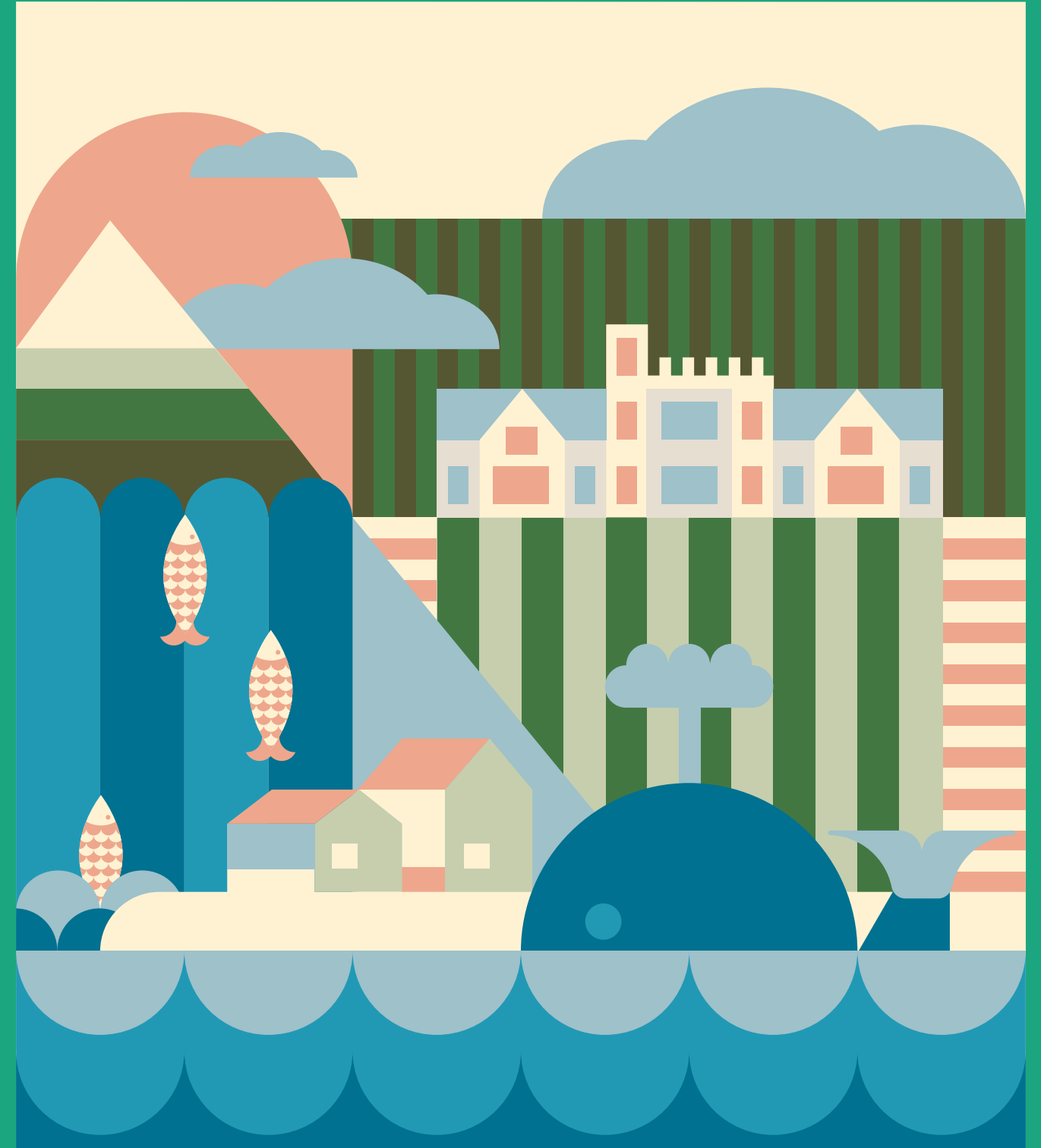


F. Appendix

SCHOOL	FAMILY OF SCHOOLS		OPERATING CAPACITY		ENROLMENT PROJECTIONS																			
			1701																					
	POCKET	FAMILY	Operating Capacity (2023)	Portables (2023)	2023	Operating Capacity (2024)	2024	2024 portables	Operating Capacity (2025)	2025	2025 portables	2026	2026 portables	2027	2027 portables	2028	2028 portables	2029	2029 portables	2030	2030 portables	2031	2031 portables	2032
ELEMENTARY																								
ELEMENTARY TOTAL	see note 5.		5228	26	5959	5610	6086	27	6068	6172	26	6321	26	6394	28	6448	29	6580	33	6689	35	6798	39	6854
<i>Deficient Seats</i>					-718		-457		-64		-213		-286		-340		-472		-581		-690		-746	
MIDDLE																								
MIDDLE SUB-TOTAL			2825	19	2828	2825	3003	19	2825	3161	19	3305	21	3434	27	3581	33	3606	33	3591	33	3593	33	3690
<i>Deficient Seats</i>					-3		-178		-336		-480		-609		-756		-781		-766		-768		-805	
SECONDARY																								
SECONDARY SUB-TOTAL, Note 6			3250	8	3621	3250	3936	17	3250	3979	19	4101	22	4227	26	4297	28	4451	32	4541	35	4609	37	4575
<i>Deficient Seats</i>					-371		-686		-729		-851		-977		-1047		-1201		-1291		-1359		-1325	
GRAND TOTAL			11303	53	12408	11685	13025	63	12143	13312	64	13727	69	14055	81	14326	90	14637	98	14821	103	15000	109	15119
<i>Deficient Seats</i>					-1105		-1322		-1129		-1544		-1872		-2143		-2454		-2638		-2817		-2936	
<i>Capacity Utilization</i>					110%		115%		114%		117%		120%		122%		125%		127%		128%		130%	

- NOTES:
1. Only capacities for approved projects and projects under construction have been added to these projections.
 2. 200 addition to David Cameron Elementary to open in 2024
 3. 200 addition to Ruth King Elementary to open in 2024
 4. 480 capacity new South Langford Elementary School to open in 2025
 5. Elementary total capacity number excludes Port Renfrew Elementary capacity, due to its remote location
 6. Subtotals excludes QELEYSSEN Á, LEY Secondary capacity and students, QELEYSSEN Á, LEY is a temporary Accommodation with a capacity of 100

2023 temporary accommodations for all SD62 schools summary



Notes

Capital Regional District information

- [Capital Regional District](#)
- [Bylaw No.3027 Comprehensive Community Plan for Willis Point](#)
- [Bylaw No. 3109 Comprehensive Community Development Plan for Port Renfrew](#)
- [Bylaw No. 3717 Official Community Plan for Jordan River](#)
- [Bylaw No. 3718 Official Community Plan for East Sooke](#)
- [Bylaw No. 3721 Official Community Plan for Malahat](#)
- [Bylaw No. 4017 Regional Growth Strategy](#)
- [Bylaw No. 4328 Capital Regional District](#)
- [General Growth Strategy](#)
- [Juan de Fuca Electoral Area](#)
- [Regional Growth Strategy - Indicator Report 2021](#)

District of Sooke information

- [District of Sooke](#)
- [Official Community Plan ByLaw No. 800](#)
- [Official Community Plan \(OCP\) Review](#)

City of Langford information

- [City of Langford](#)
- [Housing Needs Assessment - October 2020](#)
- [Official Community Plan - Bylaw No. 1200](#)

City of Colwood information

- [The City of Colwood](#)
- [Official Community Plan Bylaw No. 1700](#)
- [Assessment of Updated Real Estate Dynamics and Population Projections 2022](#)

SD62 information

- [Sooke School District](#)
- [Long Range Facilities Plan - 2018 Update](#)
- [Framework For Enhancing Student Learning](#)
- [Strategic Plan 2021-2025](#)

Other information

- [Official Community Plan ByLaw No. 258 - District of Metchosin](#)

Appendix

Projected enrolment

Temporary Accommodations Plan Summary

Temporary Accommodations Plan

Sooke Schools Map

Cities of Langford & Colwood Map

District of Sooke Map

Projected Enrolment

SCHOOL	FAMILY OF SCHOOLS		OPERATING CAPACITY		HISTORICAL ENROLMENT (1701)					ENROLMENT PROJECTIONS								
	POCKET	FAMILY	Operating Capacity	Portables on site (2023)	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
ELEMENTARY																		
David Cameron	2	CML	356	3	371	384	405	395	401	417	463	477	511	505	537	555	563	579
DC addition (200)										see note 2.								
Lakewood	1	SPEN	352	3	462	449	459	453	455	475	499	517	535	538	536	549	569	565
Millstream	1	SPEN	199	4	285	275	305	308	315	299	278	269	256	260	266	269	277	284
Pexsisen	5	CML	477		0	0	0	349	417	475	523	594	633	636	653	669	686	693
Ruth King	2	SPEN	291	4	312	321	369	386	453	377	373	355	337	338	336	337	341	344
RC addition (200)										see note 3.								
Savory	2	SPEN	176	1	207	221	234	248	224	244	237	240	232	229	234	240	246	248
Willway	5	CML	249		192	206	227	215	210	237	243	246	255	257	253	252	252	251
SUB TOTAL			2100	15	1829	1856	1999	2354	2475	2524	2616	2698	2759	2763	2815	2871	2934	2964
<i>Deficient Seats</i>					271	244	101	-254	-375	-24	-116	-198	-259	-263	-315	-371	-434	-464
Colwood	3	DUN	199		195	176	202	191	202	198	193	192	186	183	184	182	185	192
Crystal View	2	DUN	287		252	252	275	276	279	285	285	303	291	295	292	299	299	295
Hans Helgesen	4	DUN	199		200	196	206	203	206	207	207	208	212	214	214	216	218	218
Happy Valley	4	CML	352	2	422	431	446	440	438	445	464	477	479	490	504	513	526	538
John Stubbs Elem	7	RB	518		505	520	514	503	473	476	482	484	484	484	484	484	484	484
Sangster	3	DUN	203		239	234	248	246	273	314	344	373	394	409	437	455	470	483
Wishart	3	DUN	360	5	409	443	458	458	476	453	436	422	423	436	442	446	448	451
SLE- 2025 (480)										see note 4.								
SUB TOTAL			2118	7	2222	2252	2349	2317	2347	2378	2411	2459	2469	2511	2557	2595	2630	2661
<i>Deficient Seats</i>					-104	-134	-231	-199	-229	-260	187	139	129	87	41	3	-32	-63
Ecole Poirier	6	JOU	373	1	385	386	404	403	395	405	395	413	421	432	447	451	458	452
John Muir	6	JOU	196		215	225	226	228	233	239	241	245	251	260	275	278	281	280
Saseenos	6	JOU	177		162	184	199	204	200	207	205	203	195	189	185	188	185	184
Sooke	6	JOU	264	3	311	292	280	325	296	314	304	303	299	293	301	306	310	313
SUB TOTAL			1010	4	1073	1087	1109	1160	1124	1165	1145	1164	1166	1174	1208	1223	1234	1229
<i>Deficient seats</i>					-63	-77	-99	-150	-114	-155	-135	-154	-156	-164	-198	-213	-224	-219
Port Renfrew	6	JOU	75		20	18	14	19	13	19	21	22	23	24	24	24	24	24
ELEMENTARY TOTAL	see note 5.		5228	26	5144	5213	5471	5850	5959	6086	6172	6321	6394	6448	6580	6689	6798	6854
<i>Total Deficient Seats</i>					104	33	-229	-603	-718	-439	-64	-213	-286	-340	-472	-581	-690	-746
MIDDLE																		
Centre Mtn Lellum	8	BEL	700	0	0	0	0	514	627	737	781	839	862	971	1006	1066	1060	1112
Dunsmuir	8	RB	600	11	850	865	926	715	723	706	751	785	833	849	854	851	851	865
John Stubbs Mid	7	RB	300		283	299	310	311	349	336	345	353	354	357	359	359	360	361
Journey	8	EMC	575	2	517	523	575	577	549	583	615	658	693	707	698	647	666	682
Spencer	8	BEL	650	6	839	841	881	641	580	641	669	670	692	697	689	668	656	670
SUB-TOTAL			2825	19	2489	2528	2692	2758	2828	3003	3161	3305	3434	3581	3606	3591	3593	3690
<i>Deficient Seats</i>					336	297	133	67	-3	-178	-336	-480	-609	-756	-781	-766	-768	-865
SECONDARY																		
Belmont	9		1200	4	1415	1372	1483	1507	1507	1591	1728	1829	1906	1971	2027	2057	2103	2107
Edward Milne Com	9		650	2	638	588	664	711	643	749	769	778	810	828	868	902	910	888
Royal Bay	9		1400	2	1174	1170	1418	1507	1471	1596	1482	1494	1511	1498	1556	1582	1596	1580
QELENSEN Á, LEN (see note 6.)	9			4	0	0	0	0	84	note: QELENSEN Á, LEN projections to be added in 2024								
SUB-TOTAL - See note 6.			3250	12	3227	3130	3565	3725	3621	3936	3979	4101	4227	4297	4451	4541	4609	4575
<i>Deficient Seats</i>					23	120	-315	-475	-371	-686	-729	-851	-977	-1047	-1201	-1291	-1359	-1325
GRAND TOTAL			11303	57	10860	10871	11728	12333	12408	13025	13312	13727	14055	14326	14637	14821	15000	15119
<i>Deficient Seats</i>					443	432	-425	-1030	-1105	-1322	-1129	-1544	-1872	-2143	-2454	-2638	-2817	-2936
OPERATING CAPACITY					96%	96%	104%	109%	110%	115%	114%	117%	120%	122%	125%	127%	128%	130%

NOTES:

1. Only capacities for approved projects and projects under construction have been added to these projections.
2. 200 addition to David Cameron Elementary to open in 2024
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4. 480 capacity new South Langford Elementary School to open in 2025
5. Elementary total capacity number excludes Port Renfrew Elementary capacity, due to its remote location
6. Subtotals exclude QELENSEN Á, LEN Secondary capacity and students, QELENSEN Á, LEN is a Temporary Accommodation for 100 students, which equals 4 portables

Temporary Accommodations Plan - Summary

SCHOOL	FAMILY OF SCHOOLS		OPERATING CAPACITY		1701		ENROLMENT PROJECTIONS																	
	POCKET	FAMILY	Operating Capacity (2023)	Portables (2023)	2023	Operating Capacity (2024)	2024	2024 portables	Operating Capacity (2025)	2025	2025 portables	2026	2026 portables	2027	2027 portables	2028	2028 portables	2029	2029 portables	2030	2030 portables	2031	2031 portables	2032
ELEMENTARY																								
ELEMENTARY TOTAL	see note 5.		5228	26	5959	5610	6086	27	6068	6172	26	6321	26	6394	28	6448	29	6580	33	6689	35	6798	39	6854
<i>Total Deficient Seats</i>					-718		-457			-64		-213		-286		-340		-472		-581		-690		-746

MIDDLE	POCKET	FAMILY	Capacity	Portable	2023	Capacity	2024	2024 portables	Capacity	2025	2025 portables	2026	2026 portables	2027	2027 portables	2028	2028 portables	2029	2029 portables	2030	2030 portables	2031	2031 portables	2032
SUB-TOTAL			2825	19	2828	2825	3003	19	2825	3161	19	3305	21	3434	27	3581	33	3606	33	3591	33	3593	33	3690
<i>Deficient Seats</i>					-3		-178			-336		-480		-609		-756		-781		-766		-768		-865

SECONDARY	POCKET	FAMILY	Capacity	Portable	2023	Capacity	2024	2024 portables	Capacity	2025	2025 portables	2026	2026 portables	2027	2027 portables	2028	2028 portables	2029	2029 portables	2030	2030 portables	2031	2031 portables	2032
SUB-TOTAL . Note 6			3250	8	3621	3250	3936	17	3250	3979	19	4101	22	4227	26	4297	28	4451	32	4541	35	4609	37	4575
<i>Deficient Seats</i>					-371		-686			-729		-851		-977		-1047		-1201		-1291		-1359		-1325

GRAND TOTAL			11303	53	12408	11685	13025	63	12143	13312	64	13727	69	14055	81	14326	90	14637	98	14821	103	15000	109	15119
<i>Deficient Seats</i>					-1105		-1322			-1129		-1544		-1872		-2143		-2454		-2638		-2817		-2936
<i>capacity utilization</i>					110%		115%			114%		117%		120%		122%		125%		127%		128%		130%

NOTES:

1. Only capacities for approved projects and projects under construction have been added to these projections.
2. 200 addition to David Cameron Elementary to open in 2024
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4. 480 capacity new South Langford Elementary School to open in 2025
5. Elementary total capacity number excludes Port Renfrew Elementary capacity, due to its remote location
6. Subtotals exclude QELENSEN Á, LEN Secondary capacity and students, QELENSEN Á, LEN is a Temporary Accommodation

Temporary Accommodations Plan

SCHOOL	FAMILY OF SCHOOLS		OPERATING CAPACITY		1701	ENROLMENT PROJECTIONS																		
	POCKET	FAMILY	Operating Capacity (2023)	Portables (2023)	2023	Operating Capacity (2024)	2024	2024 portables	Operating Capacity (2025)	2025	2025 portables	2026	2026 portables	2027	2027 portables	2028	2028 portables	2029	2029 portables	2030	2030 portables	2031	2031 portables	2032
ELEMENTARY																								
David Cameron (Note 2)	2	CML	356	3	401	547	417		547	463		477		511		505		537		555		563		579
Lakewood	1	SPEN	352	3	455	352	475	3	352	499	3	517	3	535	3	538	3	536	3	549	3	569	3	565
Millstream	1	SPEN	199	4	315	199	299	5	199	278	5	269	5	256	5	260	5	266	5	269	5	277	5	284
Pexsisen	5	CML	477		417	477	475		477	523		594		633		636		653		669		686		693
Ruth King (Note 3)	2	SPEN	291	4	453	482	377		482	373		355		337		338		336		337		341		344
Savory	2	SPEN	176	1	224	176	244	1	176	237	1	240	1	232	1	229	1	234	1	240	1	246	1	248
Willway	5	CML	249		210	249	237		249	243		246		255		257		253		252		252		251
additional portables (non site-specific)														2		3		5		7		10		
SUB TOTAL				15	2475		2524	9		2616	9	2698	9	2759	11	2763	12	2815	14	2871	16	2934	19	2964
CAPACITY			2100			2482			2482															
Deficient Seats					-375		-42			-116		-198		-259		-263		-315		-371		-434		-464
Colwood	3	DUN	199		202	199	198		199	193		192		186		183		184		182		185		192
Crystal View	2	DUN	287		279	287	285		287	285		287		291		295		292		299		299		295
Hans Helgesen	4	DUN	199		206	199	207		199	207		208		212		214		214		216		218		218
Happy Valley	4	CML	352	2	438	352	445	2	352	464	2	477	2	479	2	490	2	504	2	513	2	526	2	538
John Stubbs Elem	7	RB	518		473	518	476		518	482		484		484		484		484		484		484		484
Sangster	3	DUN	203		273	203	314	3	203	344	3	373	3	394	3	409	3	437	3	455	3	470	3	483
Wishart	3	DUN	360	5	476	360	453	5	360	436	5	422	5	423	5	436	5	442	5	446	5	448	5	451
SLE- 2025 (480)									458															
additional portables (non site-specific)								1		0		0		0		0		0		0		0		0
SUB TOTAL			2118	7	2347	2118	2378	11	2576	2411	10	2459	10	2469	10	2511	10	2557	10	2595	10	2630	10	2661
Deficient Seats					-229		-260			187		139		129		87		41		3		-32		-63
Ecole Poirier	6	JOU	373	1	395	373	405	1	373	395	1	413	1	421	1	432	1	447	1	451	1	458	1	452
John Muir	6	JOU	196		233	196	239		196	241		245		251		260		275		278		281		280
Saseenos	6	JOU	177		200	177	207		177	205		203		195		189		185		188		185		184
Sooke	6	JOU	264	3	296	264	314	3	264	304	3	303	3	299	3	293	3	301	3	306	3	310	3	313
additional portables (non site-specific)								3		3		3		3		3		5		5		6		
SUB TOTAL			1010	4	1124	1010	1165	7	1010	1145	7	1164	7	1166	7	1174	7	1208	9	1223	9	1234	10	1229
Deficient seats					-114		-155			-135		-154		-156		-164		-198		-213		-224		-219
Port Renfrew	6	JOU	75		13	75	19		75	21		22		23		24		24		24		24		24
ELEMENTARY TOTAL	see note 5.		5228	26	5959	5610	6086	27	6068	6172	26	6321	26	6394	28	6448	29	6580	33	6689	35	6798	39	6854
Total Deficient Seats					-718		-457			-64		-213		-286		-340		-472		-581		-690		-746

NOTES:

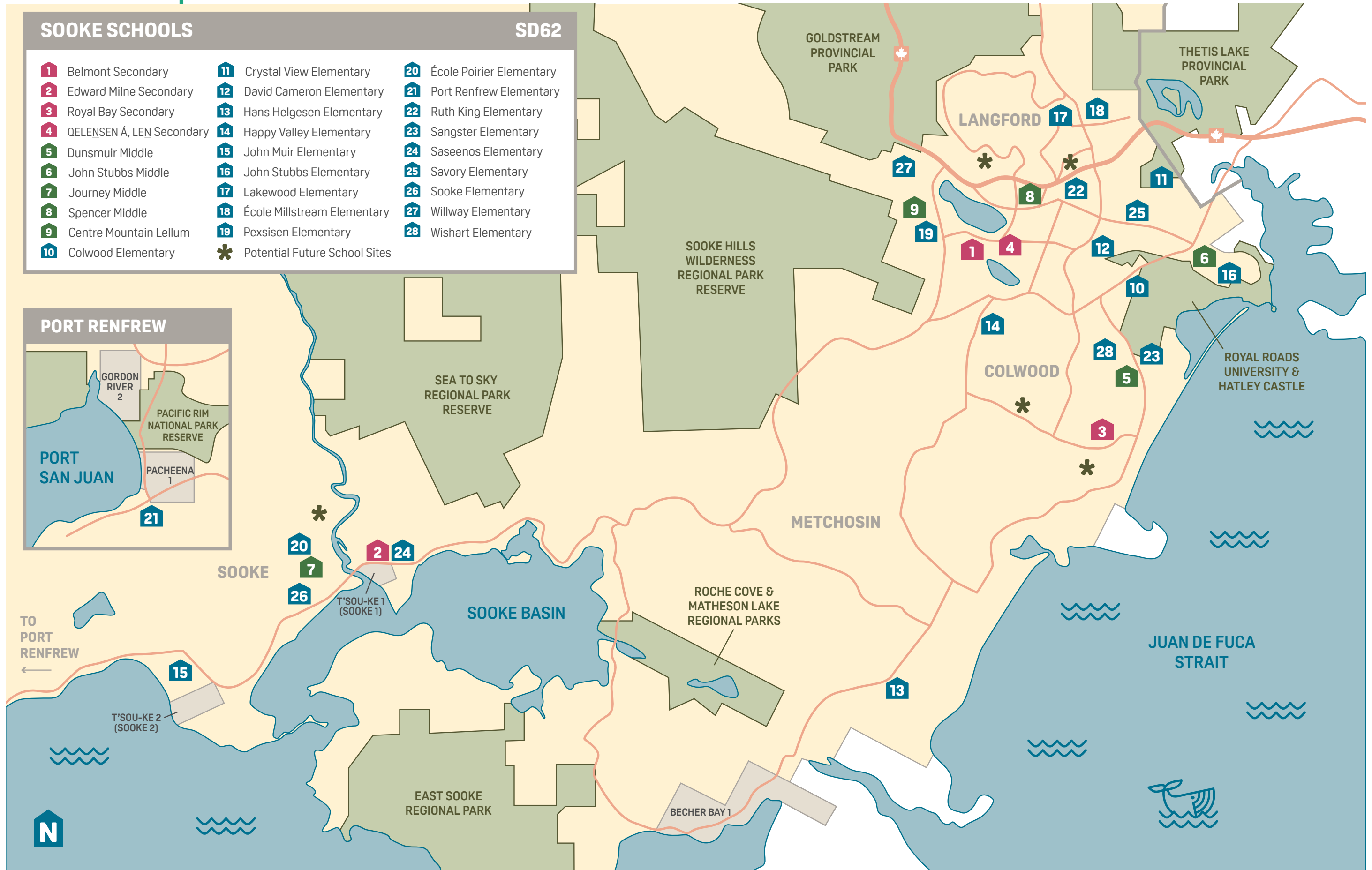
1. Only capacities for approved projects and projects under construction have been added to these projections.
2. 200 addition to David Cameron Elementary to open in 2024
3. 200 addition to Ruth King Elementary to open in 2024
4. 480 capacity new South Langford Elementary School to open in 2025
5. Elementary total capacity number excludes Port Renfrew Elementary capacity, due to its remote location
6. Subtotals exclude QELENSEN Á, LEN Secondary capacity and students, QELENSEN Á, LEN is a Temporary Accommodation for 100 students, which equals 4 portables

MIDDLE	POCKET	FAMILY	Capacity	Portable	2023	Capacity	2024	2024 portables	Capacity	2025	2025 portables	2026	2026 portables	2027	2027 portables	2028	2028 portables	2029	2029 portables	2030	2030 portables	2031	2031 portables	2032
	Centre Mtn Lellum	8	BEL	700		627	700	737		700	781		839		862		971		1006		1066		1060	
Dunsmuir	8	RB	600	11	723	600	706	11	600	751	11	785	11	833	11	849	11	854	11	851	11	851	11	865
John Stubbs Mid	7	RB	300		349	300	336		300	345		353		354		357		359		359		360		361
Journey	8	EMC	575	2	549	575	583	2	575	615	2	658	2	693	2	707	2	698	2	647	2	666	2	682
Spencer	8	RB	650	6	580	650	641	6	650	669	6	670	6	692	6	697	6	689	6	668	6	656	6	670
additional portables (non site-specific)												2		8		14		14		14		14		
SUB-TOTAL			2825	19	2828	2825	3003	19	2825	3161	19	3305	21	3434	27	3581	33	3606	33	3591	33	3593	33	3690
Deficient Seats					-3		-178			-336		-480		-609		-756		-781		-766		-768		-865

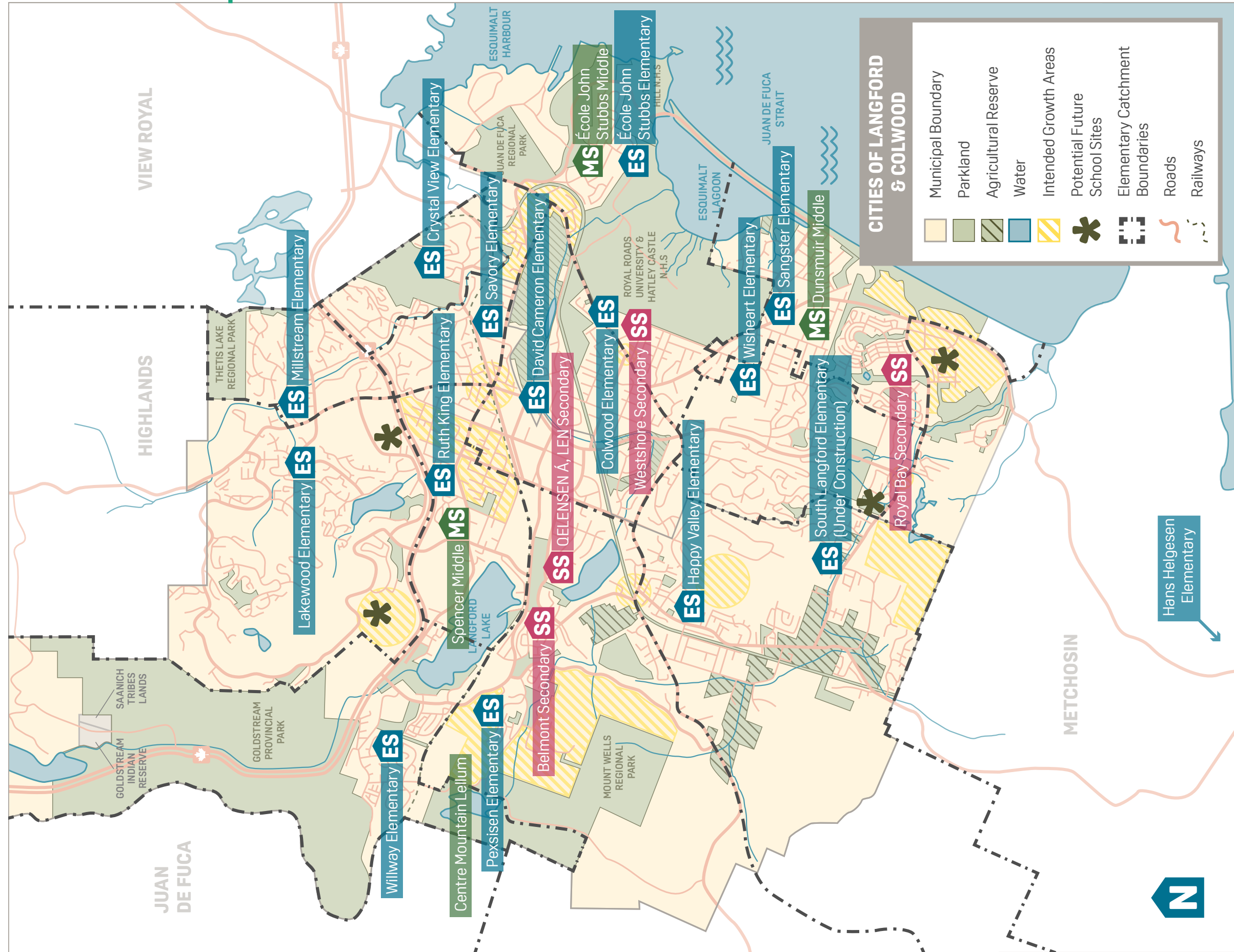
SECONDARY	POCKET	FAMILY	Capacity	Portable	2023	Capacity	2024	2024 portables	Capacity	2025	2025 portables	2026	2026 portables	2027	2027 portables	2028	2028 portables	2029	2029 portables	2030	2030 portables	2031	2031 portables	2032
	Belmont	9	BEL	1200	4	1507	1200	1591	4	1200	1728	4	1829	4	1906	4	1971	4	2027	4	2057	4	2103	4
Edward Milne Com	9	EMC	650	2	643	650	749	2	650	769	2	778	2	810	2	828	2	868	2	902	2	910	2	888
Royal Bay	9	RB	1400	2	1471	1400	1596	4	1400	1482	4	1494	4	1511	4	1498	4	1556	4	1582	4	1596	4	1580
QELENSEN Á, LEN (note 6)	9		100		84	100			100															
additional portables (non site-specific)								7			9		12		16		18		22		25		27	
SUB-TOTAL . Note 6			3250	8	3621	3250	3936	17	3250	3979	19	4101	22	4227	26	4297	28	4451	32	4541	35	4609	37	4575
Deficient Seats					-371		-686			-729		-851		-977		-1047		-1201		-1291		-1359		-1325

GRAND TOTAL			11303	53	12408	11685	13025	63	12143	13312	64	13727	69	14055	81	14326	90	14637	98	14821	103	15000	109	15119
Deficient Seats					-1105		-1322			-1129		-1544		-1872		-2143		-2454		-2638		-2817		-2936
capacity utilization					110%		115%			114%		117%		120%		122%		125%		127%		128%		130%

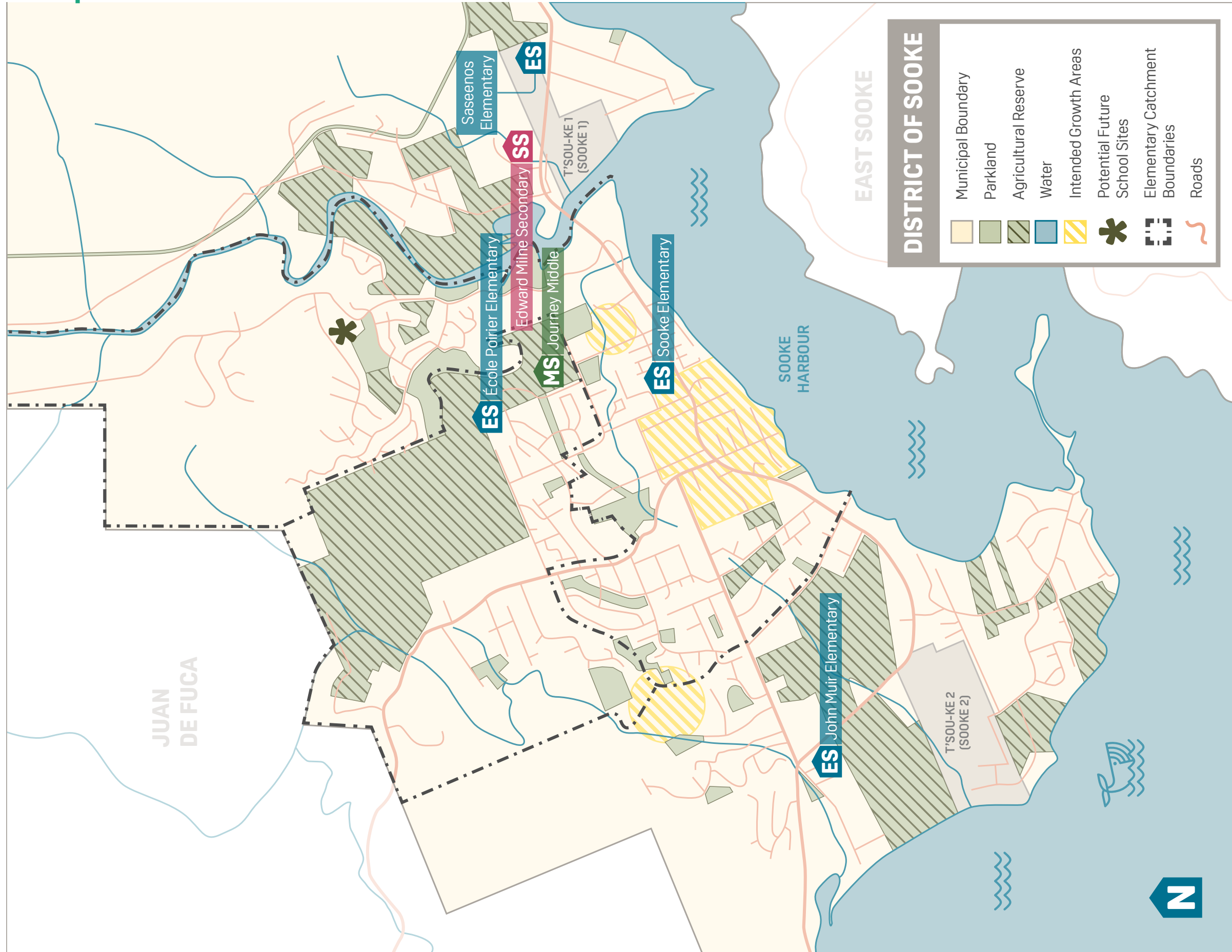
Sooke Schools Map



Cities of Langford & Colwood Map



District of Sooke Map





Board Info Note

January 23, 2024

Agenda Item: 7.2 Amended 23/24 Capital Plan Bylaw

Background

- The District has received additional funding for the heating, ventilation & air conditioning (HVAC) project at Spencer Middle School to address some minor scope changes
- This project was part of the District's capital plan submission in the fall

Amended Capital Plan Bylaw

- In order to be able to spend this funding, the Board is required to pass an Amended Capital Plan Bylaw and in the essence of time, staff are requesting that the Board consider all 3 readings of the bylaw at their October meeting
- If all 3 readings are to be considered at one meeting, the following motion is required to be passed unanimously prior to the motion passing the bylaw is read:

Recommended Motion: That the Board of Education of School District 62 (Sooke) allow all three readings of the 23/24 Amended Capital Plan Bylaw No. 2023/24 CPSD62-04 at its meeting of January 23, 2024.

Recommended Motion: That the Board of Education of School District 62 (Sooke) give first, second and third readings to the 23/24 Amended Capital Plan Bylaw No. 2023/24 CPSD62-04.

**AMENDED CAPITAL BYLAW NO. 2023/24 –
CPSD62-04 CAPITAL PLAN 2023/24**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 62 (Sooke) (hereinafter called the “Board”) has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2023/2024 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated December 21, 2023, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District 62 (Sooke) Amended Capital Bylaw No. 2023/24 – CPSD62-04.

READ A FIRST TIME THE 23rd DAY OF January 2024;
READ A SECOND TIME THE 23rd DAY OF January 2024;
READ A THIRD TIME, PASSED THE 23rd DAY OF January 2024.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District 62 (Sooke) Amended Capital Bylaw No. 2023/24 – CPSD62-04 adopted by the Board the 23rd day of January 2024.

Secretary-Treasurer



December 21, 2023

Ref: 295246

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

Capital Plan Bylaw No. 2023/24-CPSD62-04

Re: Amended Ministry Response to the Annual Five-Year Capital Plan Submission for 2023/24

This letter is in response to your School District's 2023/24 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

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

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

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

MAJOR CAPITAL PROJECTS (SMP, EXP, REP, SAP, RDP)**New Projects**

Project #	Project Name	Project Type	Comments
150431	Port Renfrew Elementary	Seismic	Project has been supported for planning (business case). Please submit Project Development Report (PDR) to Ministry as soon as possible
150461	Sooke Elementary	Seismic	Project has been supported for planning (business case). Please submit PDR to Ministry as soon as possible
158526	Ruth King Elementary	Addition	Project has been approved for an 8-classroom prefabricated modular addition. Your Regional Director will contact you regarding next steps.
163042	David Cameron Elementary	Addition	Project has been approved for an 8-classroom prefabricated modular addition. Your Regional Director will contact you regarding next steps.

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also, note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

New projects for SEP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Spencer Middle School*	SEP – HVAC Upgrades	\$880,940 \$1,010,940	Proceed to design, tender & construction. To be completed by December 31, 2023.
Millstream Elementary	SEP – Roofing Upgrades	\$240,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
John Muir Elementary	CNCP - Energy	\$500,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Savory Elementary	CNCP – Electrical Upgrade	\$20,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Dunsmuir Middle School	PEP – Accessible Playground Equipment	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Colwood Elementary	FIP – Kitchen Equipment	\$113,500	Proceed to design, tender & construction. To be completed by March 31, 2024.

*Please contact your Minor Capital planning officer for information on funding structure.

New projects for BUS

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
New Route	A2 Over 6350Kg (24-33) and 3 wheelchair spaces	\$146,944	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
New Route	A2 Over 6350Kg (24-33) and 3 wheelchair spaces	\$146,944	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the

			ASTSBC website at http://www.astsb.org
New Route	A2 Over 6350Kg (24-33) and 3 wheelchair spaces	\$146,944	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsb.org
New Route	C 76 and 0 wheelchair spaces	\$184,649	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsb.org
New Route	C 76 and 0 wheelchair spaces	\$184,649	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsb.org
New Route	C 76 and 0 wheelchair spaces	\$184,649	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsb.org
A7623	D (80+RE) and 0 wheelchair spaces	\$247,082	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsb.org

ADDED	Supplementary school bus funding for 7 (new) electric buses	\$210,000	Funding applicable to the electric bus(es) recently ordered through the Bus Standing Offer portal on the ASTSBC website at http://www.astsb.org
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In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2023/24 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

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

The Capital Bylaw must be signed, dated, and emailed to Ministry Planning Officer Nathan Whipp at Nathan.Whipp@gov.bc.ca as soon as possible.

As the 2023/24 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2024/25 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's Capital Planning webpage by April 1st, 2023.

NOTE: School districts' Capital Plan submission deadlines for the 2024/25 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2023** – Major Capital Programs (SMP, EXP, REP, RDP, SAP, BEP); Minor Capital Programs (FIP).
- **September 30, 2023** – Minor Capital Programs (SEP, CNCP, PEP, BUS).

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer. School districts may wish to provide Major and Minor Capital submissions by the June 30, 2023 deadline.

Additionally, the Annual Facility Grant (AFG) project requests for the 2023/24 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2023.

As a school district with a School Site Acquisition Charge (SSAC) scheme in place, please also be advised that the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is duly accepted by the Ministry as part of the Board's approved capital plan for 2023/24.

The Board should forthwith adopt a bylaw setting the School Site Acquisition Charges for the School District, as s. 575(3) of the *Local Government Act* prescribes that a SSAC may only come into effect 60 days (inclusive of weekends and holidays) after that bylaw is adopted by a board of education. At that point, local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a board.

Please contact your respective Regional Director or Planning Officer as per the Capital Management Branch Contact List with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process. Specific questions about SSAC should be directed to Travis Tormala, Regional Director.

Sincerely,

A handwritten signature in black ink that reads "Damien Crowell". The signature is written in a cursive style with a large initial 'D'.

Damien Crowell, A/Executive Director
Capital Management Branch

pc: Geoff Croshaw, A/Director, Major Capital Projects, Capital Management Branch
Michael Nyikes, Director, Minor Capital Programs and Finance Unit, Capital
Management Branch



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
January 11, 2024 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
Cendra Beaton, Trustee (Committee Member)
Trudy Spiller, Trustee
Rita Zeni, STA
Dana Savage and Tim Hamblin, CUPE
Georgette Walker, SPVPA
Paul Block, Superintendent/CEO
Dave Strange, Associate Superintendent

Guests: Wayne Kelly, Heather Lait, Denise Wehner, Frances Krusekopf, Kendra Laidlaw
Regrets: Trustee Russ Chipps (Committee Member), D’Arcy Deacon, Associate Superintendent; SPEAC

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: Sc’ianew 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. Opening Remarks from Chair, Allison Watson

The Chair welcomed representatives from the partner groups and spoke to upcoming changes to Trustee representation on the committee. The Chair informed the group that she is stepping down as Chair and the new Chair will be Trustee Beaton. The Chair expressed gratitude for being part of the committee and expressed excitement for the committee continuing its work under new leadership.

3. COMMITTEE REPORT of Dec. 5, 2023 Education-Policy Committee meeting

The committee report for the Dec. 5, 2023 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. BAA COURSE PROPOSALS

There are no BAA course proposals for this meeting.

5. REVIEW OF POLICIES/REGULATIONS

- a. Draft Revised Policy F-302 “Use of School Facilities for Child Care Programs” – Dave Strange
Frances Krusekopf, District Principal of Early Learning and Child Care, provided background information on the district’s work related to childcare and the rationale behind reviewing and revising

the current policy. The revised policy was briefly spoken to and committee members engaged in conversation and posed questions to Ms. Krusekopf and Mr. Strange.

The discussion shifted to questions about new builds, in particular the proposed new build at Hans Helgesen Elementary. The Chair and Superintendent will confer as to the need for a separate presentation to the Education-Policy Committee or Resources Committee.

Recommended Motion

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy F-302 “Use of School Facilities for Child Care Programs”.

6. **NEW BUSINESS**

a. Middle School Lacrosse Academy - Wayne Kelly

District Principal of Academies, Wayne Kelly, presented a proposal to establish a Middle School Lacrosse Academy. This included some historical background as well as current context. The Academy will be a District Academy providing opportunities for students from all middle schools to participate. Committee members engaged in conversation and posed questions to Mr. Kelly.

Recommended Motion

That the Board of Education of School District 62 (Sooke) approve the SD62 Middle School Lacrosse Academy as a District Academy to begin in April 2024.

- b. Elementary Blended Learning Program – Heather Lait & Elementary PVP Committee rep. Kendra Laidlaw
District Principal of Online Learning and Continuing Education, Heather Lait, presented a proposal to establish a new Elementary Blended Learning Program. This included some historical background related to blended learning programs in the district at the middle school level as well as current context and need at the elementary level. The presentation also presented potential program content and schedules. Committee members engaged in conversation and posed questions to Ms. Lait.

Recommended Motion

That the Board of Education of School District 62 (Sooke) accept and endorse the Elementary Blended Learning Program as presented to the Education-Policy Committee meeting.

- c. Late French Immersion (LFI) Consultation in the Milnes Landing Zone – Denise Wehner
District Principal of Curriculum Transformation, Denise Wehner, presented an update on planned work to launch a consultation process exploring the implementation of Late French Immersion in the Milne’s Landing zone. This included some historical background related to Late French Immersion in the district. Committee members engaged in conversation and posed questions to Ms. Wehner.

7. **FOR INFORMATION**

- a. Research Project Approval – Leblanc, Ella – “Effective Trauma-Informed Teaching Strategies”

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** Feb. 6, 2024

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

January 23, 2024

Draft revised Policy F-302 "Use of School Facilities for Child Care Programs" is now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy "Use of School Facilities for Child Care Programs".

School District #62 (Sooke)

USE OF SCHOOL FACILITIES FOR CHILD CARE PROGRAMS	No.: F-302
	Effective: Jan. 26/16 Revised: Reviewed: Dec. 1/15; Dec. 8/15; Jan. 26/16; June 1/21; June 22/21; Sept. 28/21; Jan. 11/24; Jan. 23/24

SCHOOL BOARD POLICY

The District recognizes the importance of access to affordable, quality child care on school grounds because positive opportunities for children ages birth to five years impact the success of students from Kindergarten to Grade 12.

Consistent with sections 85.1, ~~85.2, 85.3~~ and **to** 85.4 of the *School Act* and **Ministerial Order 326/20 – the Child Care Order**, this policy provides guidance with respect to how the Board will promote the use of Board property for the provision of child care programs, between the hours of 7 a.m. and 6 p.m. on business days, by either the Board or third-party licensees. **Use shall be subject to the details outlined below.**

~~Quality, accessible and affordable child care provides significant social and economic benefit for the community. Research shows that quality child care has a direct relationship to school readiness, literacy development, poverty reduction, and community engagement. While the funding and regulation of licensed child care is primarily a provincial government responsibility, the District, along with community stakeholders, can play an important role in planning, developing and coordinating child care in the Sooke School District.~~

~~The District supports non-profit societies and/or associations in delivering quality, accessible and affordable child care within District facilities and grounds, and provides the authority for the District itself to provide child care services.~~

~~The use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities, including early learning programs and extracurricular school activities.~~

1. Procedures:**1. Assessment of Community Need for Child Care:**

- ~~1.1.~~ **1.1** The Board will, on an ongoing basis, assess community need for child care programs on Board property, through a process of engagement with employee groups (~~Sooke Teachers' Association [STA], Canadian Union of Public Employees #459 [CUPE]~~), parents and guardians **and caregivers** (~~Sooke Parent Education Advisory Council [SPEAC]~~), Indigenous community representatives, Indigenous rightsholders, Indigenous service providers (~~Aboriginal Education Council~~), **municipalities, community partners**, and existing child care operators. The process for engagement will be reviewed on an ongoing basis.

- 1.2. **1.2** If child care programs are to be provided on Board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.

2. Hours of Operation:

- 1.3. **2.1** The hours of operation will be between 7:00 am to 6:00 pm, Monday to Friday, throughout the school year.
- 1.4. **2.2** If the child care services will operate outside of the school calendar, the Superintendent of Schools, or designate, will review feasibility with the Director of Facilities and School-based Administrators prior to approval.

3. Program Fees:

- 1.5. **3.1** Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.
- ~~1.6.~~ **3.2** Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program. ~~All child care contracts must bear all costs associated with the delivery of the program. The School District will not subsidize any community use of the facility or sites from instructional resources.~~

~~1.1.3.3~~ "Direct and indirect costs" could include, but are not limited to:

- 3.3.1** Utilities;
- 3.3.2** Maintenance and repair;
- 3.3.3** A reasonable allowance for the cost of providing custodial services;
- 3.3.4** A reasonable allowance for the time that school district administrators and other staff spend on matters relating to the use of board property by licensed child care providers.

- ~~1.2.~~ **3.4** If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy.

4.0 Application Process & Licensee Contracts:

- ~~1.3.~~ **4.1** In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to: (a) provide inclusive child care; and, (b) foster Indigenous reconciliation in child care, **(c) maintain a program philosophy and management concept that aligns with our child care policy and our Strategic Plan, (d) implement the goals of the B.C. Early Learning Framework, and (e) opt into the Provincial Fee Reduction Initiative.**
- ~~1.4.~~ **4.2** If the board decides to operate a child care program, the board will ensure that it is operated in a manner that:

4.2.1 fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia *Declaration on the Rights of Indigenous Peoples Act*:

4.2.1.1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and

4.2.1.2. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education; and

4.2.2. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia *Human Rights Code*.

4.3. Any contract with a licensee other than the Board, to provide a child care program on Board property, must be in writing and subject to **regular** review ~~annually (no less than every one (1) year)~~. The contract must contain:

4.3.1. a description of the direct and indirect costs for which the licensee is responsible;

4.3.2. an agreement by the licensee to comply with this policy and all other applicable policies ~~including adherence to schools' Code of Conduct and school rules;~~

4.3.3. a provision describing how the agreement can be terminated by the Board or the licensee;

4.3.4. ~~a provision describing how the program will serve students of the school;~~

4.3.5. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;

4.3.6. a statement that the agreement can only be amended in writing, signed by the Board and the licensee;

4.3.7. a requirement for the licensee to maintain appropriate standards of performance; ~~and~~

4.3.8. a requirement that the licensee must at all times maintain the required license to operate a child care facility; **and**

4.3.9. an understanding that the licensee will work in co-operation with the District's Early Years' staff on on-going professional development.

~~**4.4.** The Secretary Treasurer or designate shall have the authority to evaluate and make decisions with respect to applications to provide child care on Board property in a manner that is consistent with Board policy.~~

4.4 Prior to entering into or renewing a contract with a licensee, other than the Board, to provide a child care program on Board property, the Board will consider:

~~2.10.1~~ **4.4.1** whether it is preferable for the Board to become a licensee and operate a child care program directly;

~~2.10.2~~ **4.4.2** the availability of school district staff to provide before and after school care;

~~2.10.3~~ **4.4.3** whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its

contract with the Board, in respect of providing an inclusive child care program and one that promotes Indigenous reconciliation in child care.

~~2.10.4 Upon receipt of an application, district staff will review the application's feasibility, available space in the school, and whether the school can accommodate any improvements that may need to be made in order to conform to licensing requirements.~~

References:

~~Board Policy:~~

~~Policy F-222 – Management of School District Property~~

~~F-300 – Use of School Facilities~~

School Act:

Section 85.1 - Policies respecting child care programs

Section 85.2 - Boards may provide child care programs

Section 85.3 - Child care programs provided by others

Section 85.4 – Use of Board property for child care programs

Ministerial Order 326/20 – the Child Care Order



Committee Info Note
Education-Policy Committee Meeting
January 8, 2024
Agenda Item 6a: Middle School Lacrosse Academy

Background: This program seeks to develop a recreational and skill development opportunity in the sport of Lacrosse. Included in the proposed programming are skill development, physical conditioning and leadership skills. This program would cover all elements and facets of learning about, and participating in, the sport of lacrosse. The program is designed to operate after school as an opportunity for all District Middle Schools.

Rationale: Currently, we do not have a Middle School Lacrosse Academy program in SD 62. Parents, students and community members have expressed their desire to have a locally developed lacrosse program for middle school aged students. This program will allow students to participate in a recreation and skill development Academy with trained coaches in the sport of lacrosse.

Context: Primary course delivery will occur at Centre Mountain Lellum where students will have access to the all-weather turf field. In addition, the lacrosse academy students may have access to the classrooms and facilities at Centre Mountain Lellum as needed.

Recommendation: That the Board of Education for School District 62 (Sooke) approve the SD62 Middle School Lacrosse Academy as a District Academy to begin in April 2024.

Respectfully,

Wayne Kelly, District Principal
District Sports Academy Programs, PACE and Percussion Academies
Principal, Canadian Sports School



Committee Info Note
Education-Policy Committee Meeting
January 11, 2024
Item 6b: Elementary Blended Learning Program

Background

- In **2020-2021** SD62 ran a **Remote Learning Program** for families who wanted a more gradual return to in-person learning during the COVID 19 pandemic.
- SD62 introduced a **Middle School Blended Learning** program for students in grades 6-8 in the **2021-2022** school year. The initial pilot year started with 1 class of 18 students which grew to a class of 26 students over the course of the school year. In 2022-2023, the program expanded to 2 classes – one at Dunsmuir Middle School and one at Journey Middle School. These 2 Middle School Blended Learning classes continue to run at Dunsmuir and Journey this year.
- **Expansion of** the existing Middle School **Blended Learning** Program to include **grade 9** and **grades 4/5** was one of the goals resulting from the **2021-2022 Program Review**. An attempt was made to expand Blended Learning to include a grade 9 class for the 2023-2024 school year but was unsuccessful due to low enrolment numbers. There is a plan in place to offer Grade 9 Blended Learning for the 2024-2025 school year subject to enrolment.

Philosophy & Connections to SD62 Strategic Plan

- **Learning**
 - All education partners, staff and citizens in the communities we serve have a role in supporting student learning, each with distinct responsibilities.
 - Fostering diversity and actively pursuing equity by understanding the complexities that affect achievement.
 - Fostering a district-wide focus on learning, and ensuring an equitable approach to enable everyone to have the opportunity to achieve their potential.
 - Ensure our learning environments are safe, accessible and welcoming.
- **Engagement**
 - The quality of experience for students and staff should be engaging, purposeful and reflective of student/family voice and choice.
 - Develop, expand and implement inclusive and collaborative practices and processes.
 - Continue to develop and expand a culture of wellness.
 - Further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'.
 - Universal Design for Learning* (UDL) model, flexibility, student choice (how to show learning, content to explore when learning a skill).

*UDL (Universal Design for Learning) is a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. This means developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning.

**F2F = face-to-face or in-person

***Synchronous = real time

- **Growth**
 - Managing growth appropriately to ensure that the district continues to deliver successful education programs.
 - Build and maintain (*virtual & physical*) spaces and resources that support our creative and critical learning, and our culture of belonging.
 - Embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources.
 - Strengthen organizational practices to ensure equity, diversity and inclusion.
 - Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment.

Goals, Rationale

- **Learning**
 - Removing (some) barriers to/distractions from learning.
 - Increased predictability as a result of smaller/more controlled learning environment.
 - Connection to First Peoples Principles of Learning – learning on the land, learning takes patience and time, sense of belonging.
 - Social Skills development - address specific development of Core Competencies related to Social Emotional Learning (SEL).
 - Digital Skills development – 21st Century Skills – ties back to Career Development outcomes (Educated Citizen).
 - Program based on a Universal Design for Learning (UDL) approach → meets the needs of student's strengths & stretches -> program customization will support student achievement.
- **Engagement**
 - Providing opportunities to students who are unable to attend in face-to-face (F2F**)/in-person learning settings.
 - Flexibility and Voice and Choice for students and families → provides choice/potential to attract or retain students.
 - Engaging students around their strengths - strength-based programming - Competency-based approach.
 - Keeps kids in school and on track to graduate - regular attendance is directly correlated to student academic success - course completion (data).
 - Student Safety (psychological & physical safety).
 - Connection to a significant adult -> resiliency – supports their achievement.
 - Supporting non-attending learners, gives schools another option to suggest that keeps students/families connect to school & district.
- **Growth**
 - Re-engage students/families who are currently choosing non-SD62 schooling options.
 - Space.
 - Growing capacity to serve learners through an equity lens.
 - Pathway to graduation.
 - Losing less students during transitions (5 → 6).
 - Opportunity to share learning/professional learning for classroom teachers and the system.

Target Audience

- Students who are unable to attend in traditional f2f school settings.
- Families/students who prefer this non-traditional school option.
- Students who struggle in a traditional f2f school environment due to circumstances or conditions that are reduced or eliminated in a blended learning context.

- Families who are struggling to get student(s) to school.
- Anxiety (family/student).
- Flexible schedule (other commitments).
- Families who are able to provide the support (supervision, activity day transportation and technology) required for students to be successful in a blended learning context.

Structures

- **District program within a school**
 - Families included on school newsletter.
 - Students/class included in picture day, school-wide events.
- Initially, a **pilot program with 1 (or 2) cohort(s)** for the district (David Cameron?)
 - Ideally, expanding to 1 cohort class for each family of schools.
- **Class size limit** 26 students (multi-grade class).
- Learning Management System – **Brightspace**.
- **Registration/Enrolment**
 - Referral form for School Based Teams/PVP
 - PVP will need to have a clear understanding of the program.
 - MS Forms – registration request/expression of interest form for parents.
 - Student placement
 - based on geographic location if more than 1 cohort.
 - if enrolment is greater than what can be accepted, a student placement committee will review applicants:
 - Suggested committee composition – placement school Principal, SD62 Online Principal, IES Principal or Vice-Principal, Curriculum Transformation Principal, Safe Schools Principal.
 - Criteria for placement to be established prior to selection process (if needed).
 - Intake process – conversation with family re: expectations, program.
 - TBD: Which MyEdBC school are students registered in? Suggested → David Cameron Elementary.
- **Off-Site/At Home Days** – Monday, Tuesday, Wednesday & Friday
 - Mornings – synchronous*** (real-time) lessons.
 - Daily numeracy and literacy lessons/activities.
 - Afternoons – self-directed learning time, online tutorial support, scheduled small group appointments, EA/ELL/NIE support appointments.
- **On-Site/Activity Day** – Thursday
 - Drop-off/Pick-up locations provided to families in advance.
 - Supervision ratios (compliance with field trip policy/procedures).

- **Draft Weekly Schedule:**

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am - 10:10am	Morning check-in & synchronous online lessons	Morning check-in & synchronous online lessons	Morning check-in & synchronous online lessons	On-Site Activity Day Drop-off 9:30am Pick-up 2:30pm	Morning check-in & synchronous online lessons
10:10am - 10:30am	Morning break	Morning break	Morning break		Morning break
10:30am – 11:40am	Online lessons (synchronous)	Online lessons (synchronous)	Online lessons (synchronous)		Online lessons (synchronous)
11:40am - 12:40pm	Lunch	Lunch	Lunch		Lunch
12:40pm – 3:00pm	Self-Directed Learning time, Online tutorial support, & scheduled small group in-person appointments	Self-Directed Learning time, Online tutorial support, & scheduled small group in-person appointments	Self-Directed Learning time, Online tutorial support, & scheduled small group in-person appointments		Self-Directed Learning time, Online tutorial support, & scheduled small group in-person appointments

Staffing

- **Program Teacher:** Qualifications/job description
 - Possibly a Position of Special Responsibility (POSR) but this would require some district level responsibilities.
 - Different than teaching online, different from in-person, high percentage of students with diverse needs, willingness to be outside, plan activities (connected to learning goals). ‘teacher makes the program’.
- **Student Engagement Facilitator (SEF) for blended learning:** There may not be the numbers but there is the need. (EQUITY LENS):
 - Ideally, SEF would be present and supporting students during on-site learning times. This would also help maintain required supervision ratios for field trips.
 - Possibly a SEF shared with the middle school blended learning classes?
- **Education assistant:** Currently there is an EA position connected to SD62 Online that supports the 2 middle school blended learning cohorts:
 - Ideally, EA support can continue to be assigned directly to the blended learning program (via SD62 Online) based on based on the EA time generated by student registrations
- **(School Based) Inclusion Support Teacher:** FTE based on the profile of students registered in the program (to work with students with IEPs and do any required level B testing for students who may potentially need/qualify for an IEP) *not additional/separate staffing.
- **(School Based) Counsellor:** Student access to teacher counsellor via pre-arranged appointment. *not additional/separate staffing.
- Support from **SD62 Online Instructional Designer** (existing staff).
- Support from the **Curriculum Team** (existing staff).

Program Needs

- **District Level support and oversight**
 - Important for consistency and meeting unique needs of students, families, schools.
 - Connection to Multi-disciplinary team: Curriculum, IES, IT, Online Learning, NIE & ELL.
 - Coordination of program level supports:
 - Program budget (District level).
 - Oversight and coordination of program staff assigned to SD62 Online (EA/SEF).

- **Funding for the outdoor/off-site activities** that are embedded into the program (definitely more than "regular" classroom):
 - Current SD62 Online/district budget allocation to Middle BL is approx. \$4000/cohort.
- **Staff Technology & workstation**
 - Teacher laptop (with microphone/camera).
 - External monitor, docking station, external keyboard & mouse.
 - Document camera (or iPad/tablet).
 - EA Laptop – for virtual support meetings with students.
 - Teacher cell phone (text/talk only) – for activity days.
- **Student Technology - generally supported by family** but we need to have an **equity lens**
 - Access to Chromebooks during BL F2F support.
 - Equity Lens:
 - Ideally a district budget for some BL student technology (Chromebooks).
 - Perhaps schools could 'donate' expired Chromebooks that still work.
 - Could IT get parents a discounted/deal on Chromebook.
- **On-site day space** Flexible → school gardens, multipurpose room, playgrounds
 - Site & activity changes from week to week.
 - Schools to provide options – what my school has to offer (teaching garden, multipurpose room, art, on the land learning) Playgrounds, school grounds when school is in session, what is walking distance from your school site?
- **Teacher workspace(s)** – classroom or similar space preferred (flexibility re: f2f support times)
 - for at-home learning days.
 - for in-person student support.
- **Education Assistant workspace** – shared space with teacher should work.

Recommendation for Motion:

Motion Requested: That the Board of Education of School District 62 (Sooke) accept and endorse the Elementary Blended Learning Program as presented to the Education-Policy Committee meeting.

Respectfully,

Heather Lait – Principal SD62 Online & Continuing Education
 Elementary Blended Learning Focus Group: Vicki Ives, Kendra Laidlaw, Camille McFarlane



Committee Info Note
Education-Policy Committee Meeting
January 11, 2024
Agenda Item 6c : Late French Immersion Consultation in the
Milnes Landing Zone

Background

The Ministry of Education and Child Care sets student entry points for French Immersion programs in School Districts: K/1 for Early French Immersion (EFI) and Grade 6 for Late French Immersion (LFI). By Grade 8, students in Early Immersion and Late Immersion are combined in the same classes for the remainder of the French Immersion pathway towards a Dual Dogwood Diploma.

Early French Immersion Programs are available at:

- Millstream Elementary (Belmont Family of Schools)
- École John Stubbs (Royal Bay Family of Schools)
- École Poirier Elementary (Milnes Landing Family of Schools)

Late French Immersion entry in grade 6 is offered at École John Stubbs (Westshore). Historically, efforts to initiate a Late French Immersion program at Journey Middle School in Sooke have been hindered by low student registration numbers and a shortage of French Immersion teachers.

In November 2023, the Sooke School District French Advisory Committee recommended that the School District revisit the question of implementing LFI Programming in Milnes Landing at Journey Middle School to serve the students and families in Sooke.

The Concerns, Rationale

The addition of a Late French Immersion cohort beginning in Grade 6 increases French Immersion access to students living in Sooke. For a variety of reasons, when students leave the Early French Immersion pathway, dwindling numbers put budgetary pressures on block funding required for Immersion high school courses.

For context, École Poirier Elementary registers 40 French Immersion students in Kindergarten each year. However, the French Immersion Graduating class at Edward Milne Community School ranges between 12-15 students. The addition of another cohort of French Immersion students will serve to bolster these numbers and increase the number of students graduating with a Dual Dogwood in Sooke.

Context

Provincial grants are available to school districts to support “French Immersion Program Growth.” SD62 has been a successful recipient of this grant for the past two years and hired a 0.5 FTE supplemental Immersion LST for Poirier to support student retention in Milnes Landing. The educator supports students at risk for leaving French Immersion as well as leads a French oral language *conversation café* at lunch time with English students participating; thus increasing interest in joining French Immersion at the next available entry point in middle school. Additionally, Sooke’s growing population adds to the feasibility of increased LFI student enrollment.

Currently, the only access is a single cohort of students in the Westshore. Students need to leave their community to enroll. For 2023, there was a waitlist of 14 students for LFI registration at École John Stubbs.

Additionally, the University of Victoria has begun its first cohort of French Immersion Teacher Education. We have a close relationship with UVIC and are hosting these French teacher candidates in our school district. These graduates will increase the numbers of French Immersion teachers on the South Island for staffing purposes.

Next steps:

Staff will engage in community and district consultation exploring the feasibility of implementing Late French Immersion at Journey Middle School beginning September 2025.

Respectfully,

Denise Wehner
District Principal

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

January 23, 2024

Draft revised Policy and Procedural Regulations E-158 "Public Interest Disclosure – Whistleblower Protection" are scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft revised Policy and Procedural Regulations E-158 "Public Interest Disclosure – Whistleblower Protection".

School District #62 (Sooke)

PUBLIC INTEREST DISCLOSURE - WHISTLEBLOWER PROTECTION	No.: E-158
	Effective: Jan. 26/21 Revised: Reviewed: Nov 3/20; Nov. 24/20; Jan. 26/21; Dec. 5/23; Dec. 19/23; Jan. 23/24

School Board Policy

The Board of Education of School District No. 62 (Sooke) is committed to the highest standards of ethical conduct, integrity and accountability **in its operations, programs and services, and to promoting a culture of openness and transparency.**

The Board of Education has a responsibility for the stewardship of the District. In order to ensure compliance with the *Public Interest Disclosure Act (PIDA)* the Board encourages and supports employees to report, while acting in good faith, and consistent with their applicable Code of Ethics, in any situation that they reasonably believe to be substantive improper activity **or unlawful conduct without fear of retaliation or reprisal.** Where it is alleged that an improper activity by District officers or employees has occurred, the principles and processes outlined in this Regulation shall govern.

This Policy applies to alleged wrongdoing related to the School District's operations or personnel. This Policy does not displace other mechanisms set out in School District Policy for addressing and enforcing standards of conduct, disputes, complaints, or grievances, including issues of discrimination, bullying and harassment, occupational health and safety, or disputes over employment matters or under collective agreements.

All activities undertaken within this Policy will be in compliance with the requirements of the Freedom of Information and Protection of Privacy Act (FOIPPA) – see [Board Policy D-330](#).

School District #62 (Sooke)

PUBLIC INTEREST DISCLOSURE - WHISTLEBLOWER PROTECTION	No.: E-158
	Effective: Jan. 26/21 Revised: Reviewed: Nov. 3/20; Nov. 24/20; Jan. 26/21; Dec. 5/23; Dec. 19/23; Jan. 23/24

PROCEDURAL REGULATIONS1.0 Authority

- 1.1 **As the Designated Officer for PIDA**, the responsibility for the day-to-day administration and enforcement of this policy rests with the Superintendent and CEO as authorized by the Board of Education. **The Superintendent may delegate their authority in writing to other members of the School District's Executive Team to act as a Designated Officer.**
- 1.2 The provisions of this policy are independent of and supplemental to the provisions of collective agreements between the Board of Education and its Unions relative to the grievance procedures, and to any other terms and conditions of employment.

2.0 Definitions

- 2.1 Board – is the Board of Education of School District No. 62 (Sooke).
- 2.2 **Designated Officer - the Superintendent and any other member of the School District's Executive Team designated under this policy by the Superintendent from time to time.**
- 2.3 **Disclosure - a report of Wrongdoing made under this policy and includes allegations of Wrongdoing received by the School District from the Ombudsperson or another government institution for investigation in accordance with PIDA.**
- 2.4 Employee - ~~applies to all~~ **past and present** trustees, officers, directors and employees of the District ~~as well as to other stakeholders having an interest in the District including suppliers, consultants, and contractors.~~
- 2.5 Good Faith - is evident when a report is made without malice or consideration to personal benefit and the employee has a reasonable basis to believe that the report is true.
- 2.6 Employer – ~~applies to~~ the Board of Education of School District 62 (Sooke).
- 2.7 **Ombudsperson - the [Ombudsperson of British Columbia](#).**

2.8 Protection Official means:

- a. in respect of a health-related matter, the provincial health officer,
 - b. in respect of an environmental matter, the agency responsible for the Emergency Program Act, or
- in any other case, a police force in British Columbia.

2.9 Reprisal - the imposition of, and any threat to impose, discipline, demotion, termination or any other act that adversely affects employment or working condition of an Employee because they made a Disclosure, sought advice, made a complaint about a Reprisal or participated in an investigation related to PIDA.

2.10 Respondent - a person against whom allegations of Wrongdoing or a complaint of Reprisal is made.

2.11 Supervisor – A person who supervises a person or activity.

2.12 Urgent Risk - arises when there is a reasonable belief that a matter constitutes an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment.

2.13 Wrongdoing refers to:

- a. a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;
- b. an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee's duties or functions;
- c. a serious misuse of public funds or public assets;
- d. gross or systematic mismanagement;
- e. knowingly directing or counselling a person to commit any act or omission described in paragraphs (a) to (d) above.

3.0 Reportable Activities

~~3.1 Reportable Activities~~ **A wrongdoing** may include, but are **is** not limited to:

- f. an unlawful act, civil or criminal.
- g. abuse or an imbalance of power.
- h. action detrimental to students or staff of the District.
- i. questionable accounting practices.
- j. falsifying District records.
- k. theft of cash, goods, services, time or fraud.
- l. inappropriate use of Board funds or assets.
- m. decision making for personal gain.
- n. dangerous practices likely to cause physical harm, or damage to District property.
- o. retaliation, repercussion or reprisal for reporting under the **this** policy.

4.0 Duty to Disclose

4.1 The Board of Education encourages any Employee who is aware of or witness to any ~~improper activity~~ **Wrongdoing to make a Disclosure to any of the**

following:

- a. that person's Supervisor;**
- b. the Superintendent;**
- c. a Designated Officer other than the Superintendent; or**
- d. The Ombudsperson.**

to bring the matter to their direct Supervisor. If the matter involves the Employee's direct Supervisor it should be reported to the Superintendent and CEO. The District will investigate the matter and take actions appropriate to the circumstances. Employees can expect that matter will be treated in confidence, unless disclosure of the information is authorized or required by law [for example under the Freedom of Information and Protection of Privacy Act (**FOIPPA**) or Court subpoena].

4.2 Reports received from members of the public or from Employees who were not employed by or held office with the School District at the time that the alleged Wrongdoing occurred or was discovered are outside the scope of the policy and the associated procedural regulation.

5.0 Protection of Employee and Employer

Employee

- 5.1 Any Employee shall not be subject to discipline or Reprisal for bringing forward a complaint **Disclosure** to a Supervisor if they:
 - a. believe it to be substantively true.
 - b. provides information in Good Faith.
 - c. does not act maliciously or make false allegations.
 - d. does not seek any personal or financial gain.
- 5.2 All reports under this policy will be handled with strict confidentiality and personally identifiable information from the report will only be shared to the extent necessary to conduct a complete and fair investigation according to the law.
- 5.3 If an investigation reveals that the report was frivolously made or undertaken for improper motives or made in bad faith or without reasonable and probable basis, disciplinary action may be taken.

Employer

- 5.4 Nothing in this policy shall be deemed to diminish or impair the rights of the District to manage its employees under any policy or collective agreement; or to prohibit any personnel action which otherwise would have been taken regardless of the reporting of the information.

6.0 Reporting **Making** a Complaint **Disclosure**

- 6.1** ~~Employees and stakeholders may submit a complaint about any Reportable Activities to their Direct Supervisor or the Superintendent at the School Board Office, in writing via email or by written letter submitted in confidence.~~ **A Disclosure must be submitted in writing using the Disclosure Form (see Appendix A) and include the following information, if known:**
 - a. a description of the Wrongdoing;**

- b. the name of the person(s) alleged to be responsible for or to have participated in the Wrongdoing;**
- c. the date or expected date of the Wrongdoing;**
- d. if the Wrongdoing relates to an obligation under a statute or enactment, the name of that statute or enactment; and**
- e. whether the Wrongdoing has already been reported, and if so, to whom and a description of the response received.**

- 6.2 ~~Per Section 11.1 of the *Public Interest Disclosure Act*~~ An Employee who is considering making a Disclosure may request advice from:
- a. the Employee's union representative or employee association representative, as applicable,
 - b. a lawyer,
 - c. the Employee's Supervisor,
 - d. a Designated Officer of the relevant ministry, government body or office in respect of the employee, or
 - e. the Ombudsperson.

- 6.3 **A Disclosure may be submitted to the School District on an anonymous basis but must contain sufficient information to permit the School District to conduct a full and fair investigation into the alleged Wrongdoing. If a Disclosure does not contain sufficient detail to permit an investigation, the School District may take no action with respect to the Disclosure. Any notices required to be given to an Employee under this policy or PIDA will not be provided to an anonymous person, except at the discretion of the Superintendent or Designated Officer and where the person has provided contact information.** It is important for Employees or stakeholders making a complaint **Disclosure** to understand that the investigation of a complaint **Disclosure** will be most effective if they have provided their name and contact information, ~~when submitting a complaint.~~

- 6.4 PIDA permits Employees to make public disclosures if the Employee reasonably believes that a matter poses an Urgent Risk. An Urgent Risk only arises if there is reasonable and credible evidence of an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment. Before making a public disclosure of an Urgent Risk the Employee must:**
- a. consult with the relevant Protection Official;**
 - b. receive and follow the direction of that Protection Official, including if the Protection Official directs the Employee not to make the public disclosure;**
 - c. refrain from disclosing, publishing or otherwise sharing personal information except as necessary to address the Urgent Risk;**
 - d. refrain from disclosing any information that is privileged or subject to a restriction on disclosure under PIDA or any other enactment of British Columbia or Canada, including legal advice privilege, litigation privilege or another ground of common law privilege; and**

- e. seek appropriate advice if uncertain about what personal information, privileged or other information may be disclosed as part of a public disclosure.
- f. notify the Superintendent or other Designated Officer.

6.5 If the Employee decides not to make a public disclosure or is directed by a Protection Official not to do so, the Employee is nevertheless expected to report Urgent Risks without delay to the Superintendent or a Designated Officer.

7 Investigation

7.1 Every person who receives a Disclosure under this policy must promptly refer it, including all Disclosures Forms and other materials supplied, to the Superintendent or appropriate Designated Officer as follows:

- a. Unless the allegations concern alleged Wrongdoing by the Superintendent, the Disclosure shall first be referred to the Superintendent who may delegate their duties under the policy and this Procedure to any other Designated Officer;
- b. If the allegations concern alleged Wrongdoing by the Superintendent, then the Disclosure should be referred to Office of the Ombudsperson.

7.2 Every person involved in receiving, reviewing and investigating Disclosures must carry out those functions in an expeditious, fair and proportionate manner as appropriate in the circumstances and as required under PIDA.

7.3 The School District shall seek to complete all investigations within ninety (90) calendar days of receipt of a Disclosure, but the Superintendent or Designated Officer may shorten or extend this time period depending on the nature and complexity of the allegations.

7.4 Upon receiving a ~~complaint~~ **Disclosure**, the Superintendent **or Designated Officer** will record the receipt of the ~~complaint~~ **Disclosure** and determine whether the matter is, in fact, a **Wrongdoing** Reportable Activity under this policy. If the Superintendent **or Designated Officer** determines that the ~~complaint~~ **Disclosure** is a legitimate ~~Wrongdoing~~ Reportable Activity, the Superintendent or delegate **Designated Officer** will open a file and commence an investigation.

7.5 The investigation generally will include, but will not be limited to, discussions with the reporting Employee, the party against whom the allegations have been made and witnesses, as appropriate. Employees shall not obstruct or impede any investigation. Reasonable actions will be taken to prevent **Reprisal** retaliation against anyone making a **Disclosure in** Good Faith report or participating in an investigation.

7.6 The Superintendent or Designated Officer may expand the scope of any investigation beyond the allegations set out in the Disclosure to ensure that any potential Wrongdoing discovered during an investigation is

investigated.

- 7.7 The Superintendent or delegate **Designated Officer** may enlist Senior Management and/or legal, accounting or other advisors, as appropriate, to assist in conducting any investigation. All investigators shall be independent and unbiased both in fact and appearance. Investigators have a duty of fairness, objectivity, thoroughness and observance of legal and professional standards.
- 7.8 The Superintendent or Designated Officer may consult with the Ombudsperson regarding a Disclosure or refer allegations of Wrongdoing in whole or in part to the Ombudsperson, provided that notice of the referral is provided to the Employee who made the Disclosure.**
- 7.9 The Superintendent or Designated Officer may refuse to investigate or postpone or stop an investigation if the Superintendent or Designated Officer reasonably believes that:**
- a. the Disclosure does not provide adequate particulars of the Wrongdoing;**
 - b. the Disclosure is frivolous or vexatious, has not been made in Good Faith, has not been made by a person entitled to make a Disclosure under this policy or PIDA, or does not deal with Wrongdoing;**
 - c. the investigation would serve no useful purpose or could not reasonably be conducted due to the passage or length of time between the date of the alleged Wrongdoing and the date of the Disclosure;**
 - d. the investigation of the Disclosure would serve no useful purpose because the subject matter of the Disclosure is being, or has been, appropriately dealt with;**
 - e. the Disclosure relates solely to a public policy decision;**
 - f. the allegations are already being or have been appropriately investigated by the Ombudsperson, the School District or other appropriate authority;**
 - g. the investigation may compromise another investigation; or**
 - h. PIDA otherwise requires or permits the School District to suspend or stop the investigation.**
- 7.10 Subject to the School District's obligations under FOIPPA and this procedure, the Employee making a Disclosure and the Respondent(s) will be provided with a summary of the School District's findings, including:**
- a. notice of any finding of Wrongdoing;**
 - b. a summary of the reasons supporting any finding of Wrongdoing;**
 - c. any recommendations to address findings of Wrongdoing.**
- 7.11 It is the obligation of all Employees to cooperate in any investigation. Those responsible for the investigation will maintain confidentiality of the allegations and the identity of the person involved, subject to the need to conduct a full and impartial investigation and review any violations of the law or the Board's policies.
- 7.12 If an investigation establishes that an Employee has engaged in improper ~~activity~~ **Wrongdoing** ~~Reportable Activity~~, the Board will take immediate and appropriate corrective action.

8 Annual Report

- 8.1 ~~The Superintendent shall submit to the Board, in an in-camera meeting, an annual summary of actions taken under this Policy.~~ **Each year, the Superintendent shall prepare, in accordance with the requirements of PIDA, and make available, a report concerning any Disclosures received, investigations undertaken and findings of Wrongdoing. All reporting under this policy will be in compliance with the requirements of FOIPPA.** The summary will include reports received and acted upon during the school year, July 1st to June 30th.

DRAFT

Appendix A

E-158 Public Interest Disclosure Policy - Disclosure Form

INSTRUCTIONS

Before filling out this Public Interest Disclosure Form, please review the School District's Public Interest Disclosure [Policy](#) and [Procedures](#). Please also ensure that you provide all required details and attach copies of any documents you wish to submit as part of your report. The completed form (together with all attachments) may be submitted by:

email to: pida@sd62.bc.ca

or

mail to:

Attn: Superintendent
School District #62 (Sooke)
3143 Jacklin Road
Langford, BC V9B 5R1

PRIVACY STATEMENT

The personal information submitted in this Public Interest Disclosure Form is collected by the School District under sections 26(a) and (c) of the Freedom of Information and Protection of Privacy Act, and will be used to assess, review, investigate and respond to allegations of wrongdoing made under the Public Interest Disclosure Act. If you have any questions about the collection, use or disclosure of your personal information in connection with your disclosure, please contact the Superintendent at pida@sd62.bc.ca or (250) 474-9811.

CONFIDENTIALITY

Reports made under the Public Interest Disclosure Act are received and held in confidence by the School District. The reports and information received will be used and shared only to the extent reasonable and necessary to assess, investigate and respond to your disclosure and will not be used or disclosed for other purposes except as permitted or required under the Freedom of Information and Protection of Privacy Act and the Public Interest Disclosure Act or other applicable laws.

COMPLETING THE DISCLOSURE FORM

The purpose of this Public Interest Disclosure Form is to assist you in making a disclosure under the Public Interest Disclosure Act. The requested information is to ensure we have sufficient information to carefully review, investigate and respond to your disclosure. If you are unable to provide all requested details at the time you make your initial disclosure, you may ask to submit additional details at a later time.

PUBLIC INTEREST DISCLOSURE REPORT

1. Are you a current employee of School District #62 (Sooke)?

Yes No

2. Were you an employee of School District #62 (Sooke) when the alleged wrongdoing occurred or was discovered?

Yes No

3. Please enter your contact information below so that we can communicate with you about your disclosure. Your identity and contact information may be shared with investigators to allow them to communicate with you.

While anonymous disclosures may be accepted under the Public Interest Disclosure Act, we may not be able to investigate if we are unable to contact you to confirm you are a current or former employee or to obtain further details, evidence or clarification about your disclosure.

NAME	HOME ADDRESS
EMAIL	PHONE
ADDITIONAL INSTRUCTIONS e.g. How would you prefer to be contacted? May we leave messages for you?	

4. A report may be made under the Public Interest Disclosure Act for any of the following categories of wrongdoing. Please check any that apply:

- serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;
- an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee's duties or functions;
- a serious misuse of public funds or public assets;
- gross or systemic mismanagement;
- knowingly directing or counselling a person to commit a wrongdoing described above.

If your report does not fall within one of these categories, you may wish to consider whether your report falls under [another policy or procedure](#) of School District #62 (Sooke).

5. In the space below, please describe the alleged wrongdoing and the person(s) alleged to have committed the wrongdoing. Please provide as much detail as you are able, including:

- A description of the wrongdoing and any relevant background,
- The names of those responsible,
- When and where the wrongdoing occurred,
- Names of people who witnessed the wrongdoing, if available,
- Any law or legislation that has been breached.

DESCRIPTION OF ALLEGED WRONGDOING

6. Have you previously reported the wrongdoing to School District #62 (Sooke)?

Yes No

If yes, please indicate who the report was made to and any actions taken.

REPORT DATE AND PERSON REPORTED TO

7. Please describe any other steps or actions that you or others have taken to address, report or prevent the reported wrongdoing.

OTHER ACTIONS TAKEN

8. Do you know of any other organizations that are investigating the reported wrongdoing or whether other complaints or claims about the wrongdoing have been filed (e.g. court filings, grievance, human rights complaint, privacy complaint, police investigation, etc.). Please explain.

OTHER INVESTIGATIONS

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

January 23, 2024

Draft new Policy and Regulations E-205 "Recruitment and Selection of Administrative Personnel" are scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft new Policy and Regulations E-205 "Recruitment and Selection of Administrative Personnel".

School District #62 (Sooke)

Recruitment and Selection of Administrative Personnel	No.: E-205
	Effective: Revised: Reviewed: Dec. 5/23; Dec. 19/23; Jan. 23/24

SCHOOL BOARD POLICY

The Board of Education believes strong leadership and administration at the district and school levels are essential to the effective and efficient operation of the school system. The Board of Education and superintendent seek to recruit and hire highly qualified employees to provide exceptional leadership, educational services, and inclusive services that align to the Board's Strategic Plan and legislated responsibilities.

The Board of Education is committed to hiring individuals that are representative of the broad community served by the school district and will participate in a Human Rights Special Program that aims to improve the lives of disadvantaged individuals or groups in the province. The School District will not permit any discriminatory processes or practices to influence the recruitment and hiring process and will use processes that provide for the fair and equitable treatments of all candidates.

The Board of Education serves a governance role in the selection of Principals and Vice-Principals and non-school based positions, and is responsible for setting policy and providing oversight to the process.

The Superintendent is responsible for developing specific recruitment and selection procedures for all Executive Staff, Principals, Vice-Principals and other management exempt positions.

The Board of Education is responsible for the recruitment and selection of the Superintendent, subject to the requirements outlined in the *School Act*.

The Superintendent is further responsible for the process to recruit and select all other positions for the School District, in accordance with any collective agreements with the School District.

Statutory Requirements:

British Columbia School Act: Sect. 22 Responsibilities of the Superintendent

Policy:

E-110: Job Descriptions

School District #62 (Sooke)

Recruitment and Selection of Administrative Personnel	No.: E-205
	Effective: Revised: Reviewed: Dec. 5/23; Dec. 19/23; Jan. 23/24

ADMINISTRATIVE REGULATIONS1. Superintendent

- 1.1. The Board has the sole authority to recruit and select an individual for the position of Superintendent and anyone expected to act in the place of the Superintendent for a period in excess of thirty (30) days.
- 1.2. The Board may choose to engage an external consultant to provide executive search services.
- 1.3. The Board shall have sole responsibility for initiating the advertising process and shall make reasonable effort to ensure that all current district employees are made aware of the vacancy.
- 1.4. The Board shall constitute the selection committee.
- 1.5. The Board will invite representatives from Executive Staff and district stakeholder groups (CUPE, STA, SPVPA, and SPEAC) to advise the selection committee during the interview process.

2. Executive Staff

The following process shall be used for executive staff positions, specifically, Deputy Superintendent, Associate Superintendent, Secretary-Treasurer, Executive Director of Human Resources and the Executive Director of Digital Solutions.

- 2.1. The Superintendent is delegated authority to recruit and establish shortlisting and interview processes, within the limitations of legislation, budget allocations and collective agreements.
- 2.2. Prior to commencing a search for an Executive Staff position a current, written role description shall be prepared.
- 2.3. Input to the recruitment criteria shall be provided by the Board and may be sought from district stakeholder groups prior to the recruitment being initiated.
- 2.4. The Personnel Committee of the Board, Superintendent, and Executive Team Representatives appointed by the Superintendent shall constitute the short listing and selection committees for these positions.
- 2.5. The selection committee shall seek representation from other members of the Executive Staff and stakeholder groups to participate as an advisory committee to the selection committee during the interview process. Feedback and recommendations from the advisory committee will be recorded as reference material for the selection committee. Advisory committee

members, comprised of stakeholder representative, shall withdraw at the conclusion of this feedback process.

2.6. Recommendations by the selection committee shall be brought forward to the Board of Education for ratification.

3. Principals and Vice-Principals

At the discretion of the Superintendent and within the constraints of this policy, principal or vice-principal vacancies shall be filled through either: Principal or Vice-Principal mobility, selection from the Principal/Vice-Principal hiring pool; or through competition for a posted vacancy. Principals and Vice-Principals are hired to the district and placed in assignments.

3.1. Principal and Vice-Principal Mobility:

3.1.1. The Board believes that changes in Principal and Vice-Principal assignments can be positive for professional growth and the strengthening of system leadership.

3.1.2. The Superintendent is delegated authority for determining such changes in assignment.

3.1.3. Consideration for mobility transfers may be initiated at the request of either the Principal/Vice-Principal or the Superintendent. Normally, such consideration shall be given after the Principal/Vice-Principal has held an appointment for a reasonable period of time and there is value to be gained by a transfer.

3.1.4. Once mobility transfers have been completed the Superintendent shall inform the Board of the new assignments.

3.2. Principal/Vice-Principal Hiring Pool:

3.2.1. The District shall maintain an eligible administrator pool for the positions of elementary principal, elementary, middle and secondary vice-principal.

3.2.2. The Superintendent or designate may call for a competition of candidates who may be assigned to a district hiring pool for up to two (2) years.

3.2.3. Candidates are accepted into the eligible administrator pool pending the outcome of the recruitment and interview process.

3.2.4. Applicants may remain in the pool for two (2) years. After two (2) years, candidates are reviewed and references are checked. Positive references may allow candidates to remain in the eligibility pool for one (1) more year.

3.2.5. Information regarding successful pool candidates will be communicated to the Board.

3.3. Competition for a Posted Vacancy for Principal or Vice-Principal Positions:

3.3.1. The Superintendent is delegated full authority for all aspects of the selection processes for the positions of Principal and Vice-Principal, except as may otherwise be provided in this policy.

3.3.2. This delegated authority includes, but is not restricted to, establishing and carrying out a consultation process, recruitment, advertising, reviewing applications, short-listing, developing interview processes, communications with candidates, chairing the interview

process, determining the preferred candidate, making the appointment, and ensuring appropriate contractual arrangements.

3.3.3. The Superintendent shall inform the Board of Principal/Vice-Principal appointments, including to the eligible administrator pool.

4. Non-School Based Positions

The following process shall be followed for senior district management positions including Director and Manager.

4.1. The Superintendent is delegated authority to recruit and select senior staff and district management positions within the limitations of legislation, budget allocations and collective agreements.

4.2. These positions shall have a written job description and shall be compensated within the BCPSEA compensation guidelines.

5. Recruitment and Reporting Process

5.1. All Administrative Personnel positions captured within this policy, shall be approved by the Board, for the Superintendent and Executive Staff ,or the Superintendent for all other positions.

5.2. The Superintendent shall establish a recruitment process for all positions that provide an unbiased and objective process.

5.3. The Superintendent shall ensure that practices designed to improve the lives of disadvantaged individuals or groups as defined in the BC Human Rights Code are utilized as expressly permitted under a special program application to the BC Human Rights Commissioner.

5.4. Input into selection criteria:

5.4.1. The Superintendent shall, in collaboration with Executive Staff and others as appropriate, develop recruitment criteria for vacant positions.

5.4.2. The criteria shall reference duties and responsibilities, education and experience, and district leadership competencies.

5.5. Shortlisting

5.5.1. The Superintendent or designate will convene a selection panel comprised of three (3) representatives of the Superintendent's Office and one (1) representative of the Human Resources Department to determine shortlisted candidates for any posted, excluded position.

5.5.2. At the time of shortlisting, the committee will review the qualifications for the position, the approximate number of openings, the number of individuals to be interviewed, the process to be followed in examining the supporting material submitted by candidates, and the interviewing procedures.

5.5.3. The Superintendent or designate will contact shortlisted candidates and will arrange for interview times. Candidates will be briefed on the process prior to the interview. The shortlist of candidates will be kept confidential.

5.6. Interview Panels:

- 5.6.1. Where the Superintendent or designate determines that a single vacancy or hiring pool vacancy exists, an application process will be done with selection committee consisting of three (3) representatives of the Superintendent's Office and one (1) representative of the Human Resources Department.
- 5.6.2. Prior to the interview being held, the selection committee will agree on a presentation and questions that they will ask the candidates. Each candidate will be asked the same questions to ensure consistency and equity.
- 5.6.3. The Superintendent or designate will invite representatives from district stakeholder groups (CUPE, STA, SPVPA, and SPEAC) to advise the selection committee during the interview process.

5.7. Role of the Human Resources Department with Administrative Personnel

- 5.7.1. Appropriate representatives from the Human Resources Department will assist and support the work of filling administrative vacancies.
- 5.7.2. The Human Resources Department will facilitate completion of recruitment, interview and completion of offer and acceptance of employment processes.

- 5.8. The Superintendent will provide a report to the Board providing information on the appointment of successful candidates for all principal and vice-principal, and non-school based positions, outlining the skills, experience and relevant information of the selected candidate.

6. Hiring Matrix and Stakeholder Participation:

Position Recruited	Recruitment Criteria Input	Shortlisting	Interview	Hiring Approval	Reporting
Superintendent	Board May request from: Executive Staff, SPVPA, STA, CUPE, SPEAC, Indigenous Rights Holders	Board	Board, supported by the Executive Team	Board	Board informs community
Executive Staff	Board and Superintendent May request from: Executive Staff, SPVPA, CUPE, STA, SPEAC, Indigenous Rights Holders	Personnel Committee of the Board, Superintendent, and Executive Team Members appointed by the Superintendent	Personnel Committee of the Board, Superintendent, and Executive Team Members appointed by the Superintendent	Board and Superintendent	Board and Superintendent inform community
Principals, Vice-Principals	Superintendent May request from: Executive Staff, SPVPA, CUPE, STA, SPEAC, Indigenous Rights Holders	Superintendent and selection committee	Superintendent and established panel	Superintendent	Superintendent informs Board
Non-School Based Staff	Executive Staff and Direct Reports	Executive Staff and selection committee	Executive Staff and established panel		Executive Staff Member informs Superintendent and Board
Other Exempt Staff	Directors, Manager May request from: direct reports	Director, Manager	Director, Manager, supervisor	Director or Manager	Director or Manager informs Executive lead



BOARD MEETING AGENDA PLANNING

Trustee Agenda Item Request

Board Meeting Date: January 23, 2024 Public In Camera

Trustee Submitting: Allison Watson

Item Title: Sanctuary School Policy

Recommended Motion or Action:

That the board of education of Sooke School District 62, direct staff to create a sanctuary school policy and regulations.

Background:

The Sooke Teachers Association (STA) recently reached out to the Education Policy chair, enquiring about the boards work on a Sanctuary School Policy. This motion is both in response to STA's request along with the importance for the board to strengthen our practices in equity, diversity and inclusion.

Rationale:

This motion will ensure that school age children with precarious immigration status or no immigration status in Canada, are entitled to admission in school. The intent of this policy would be to ensure families who meet the provincial definition of being an "ordinarily resident", can access school.

Creating sanctuary policy and regulations supports our Strategic Plan's Priority in Growth to **"Strengthen organizational practices to ensure equity, diversity and inclusion"**.

Resources:

[New-Westminster-Sanctuary-Schools-170530.pdf \(newwestschools.ca\)](#)

[C-112 Regulations - Ordinarily Resident.pdf \(sd62.bc.ca\)](#)

[SanctuarySchoolsReport2022.pdf](#)

[BCSTA Registration Guidelines for Students Without Immigration Status.pdf](#)

Ordinarily resident definition: on the basis of objective evidence, a person has established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences.



Item 11.1 - Public Board Meeting

School District 62 (Sooke)

Board of Education 90-Day Plan Work Plan Summary

Action	February 2024	March 2024	April 2024
Approve	<ul style="list-style-type: none"> - Amended Budget - School Fees 	<ul style="list-style-type: none"> - School Calendar 	<ul style="list-style-type: none"> - 1st reading of Budget Bylaw (if available) - 1st reading of Capital Plan Bylaw
Review	<ul style="list-style-type: none"> - 2nd Quarter Reports: <ul style="list-style-type: none"> - Strategic Plan Q2 - Financial forecast - Enrolment update - Minor & Major Capital Work 	<ul style="list-style-type: none"> - Estimated Enrolment Update - Budget Instructions - Annual Facilities Grant Planning 	
Complete	<ul style="list-style-type: none"> - Partner/Liaison Mtg – MECC (Chair/ST/Supe) (Feb. 9) - Partner Budget Presentations (Feb.20) - BCSTA Provincial Council (Feb 24) - Municipal Partner Meetings (Chair, S-T & CEO) 	<ul style="list-style-type: none"> - Nominate candidates for Premier’s Awards in Education. 	<ul style="list-style-type: none"> - BCSTA AGM (Apr. 27-28) - Municipal Partner Meetings (Board/ Council) - TBD - Update Strat Plan VMV
Engage	<ul style="list-style-type: none"> - Board Planning Session Vision, Mission, Values and Beliefs (TBD) 		<ul style="list-style-type: none"> - Host Student/ Trustee school visit (Apr. 12) - Board Planning Session Complete Vision, Mission, Values and Beliefs (TBD)

Board Information Note

Public Board Meeting January 23, 2024

Agenda Item 11.1: Superintendent’s Update

LEARNING

Registration

Registration for the 2024-2025 school year is underway. It started with Nature K and French Immersion Kindergarten for those children born in 2019 who will be turning 5 in 2024. Regular K registration opens next week (Jan 29) along with Grades 1-12 registration, Blended Learning middle schoolers, and Grade 6 Late French Immersion. Those interested in attending one of the popular academy programs will get the chance to apply starting at 8:00 a.m. on February 12 and will remain open until the programs are full.

VVP Recruiting Update

Windy Beadall, Vanessa White, and Darren Russell are retiring at the end of the school year. With these big shoes to fill, HR has been busy working on the recruitment process for their positions along with recruitment for the Elementary Vice Principal Pool and the Middle School Vice Principal Pool. Interview dates are as follows:

Role	Interview Date
District Principal of Capital Planning	January 26
District Principal of Safe Schools	January 29
Middle School Principal	February 5
Elementary Vice Principal Pool	February 12
Middle School Vice Principal Pool	February 15

Westshore Wolverines vs Spencer Wildcats

Huge thanks to the Westshore Wolverines for their recent visit to Spencer Middle School to play floor hockey.



ENGAGEMENT

Leadership Changes

It has been a busy start to 2024 for the district. My transition to Superintendent, along with Monica to Deputy Superintendent, and D'Arcy to Associate Superintendent has gone smoothly. I am pleased to say there is already a healthy camaraderie and a strong sense of 'team' amongst the Executive.

GROWTH

Facilities Department Saves The Day

Kudos to the Facilities Department who have dealt with a series of district building issues brought on by the cold weather including frozen water lines, frozen septic systems, and frozen fire suppression lines along with heating system fails. The emergence of building issues requiring prompt action does not follow regular school hours and I'm particularly grateful to all the staff who attended issues outside of their normal work schedule.

Long-Range Facilities Plan

You will see in your package that the Long-Range Facilities Plan has been completed. The plan is a key document for the district that guides us in all of our capital planning work. The new plan is crucial to help us prepare our capital plans for submission to the Ministry to request funding to cope with the anticipated registration growth to 15000 students by 2031.

Mass Timber for SC'IA'NEW STĒLITĶĒĻ

Mass timber will shortly start being delivered to the site of SC'IA'NEW STĒLITĶĒĻ Elementary School on Latoria Road. The timber is grown, milled, and manufactured near Castlegar in BC. Here is a sneak peek of the timber in the factory. The manufacturer has produced a short video that provides an overview of the process from the planting of the seedling to its use in construction: <https://www.youtube.com/watch?v=0qCheSKXCHA&t=2s>

