

### 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 26, 2021 at 7:00 pm.**

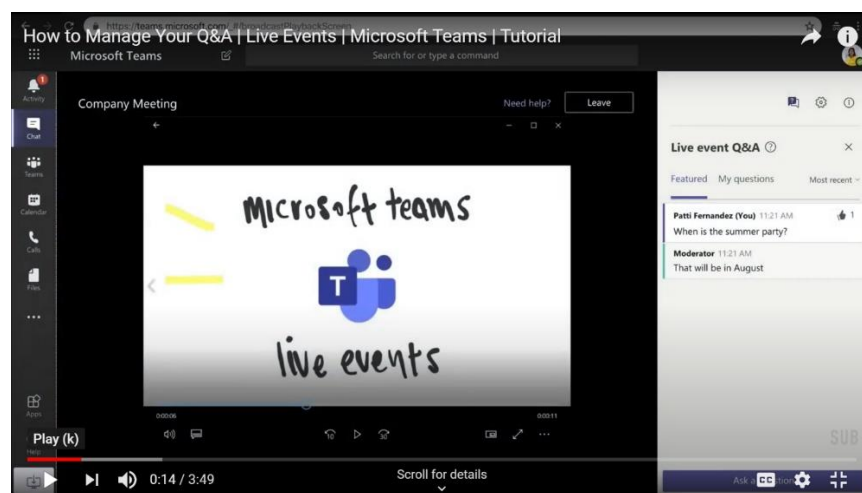
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS Teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link:  
<https://jump.sd62.bc.ca/Public-Board-Meeting-January-26-2021>

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

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

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



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

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



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

<https://jump.sd62.bc.ca/Public-Board-Meeting-January-26-2021>

**January 26, 2021 – 7:00 p.m.**

**A G E N D A**

- 1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**  
*We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)*
- 2. AGENDA (page 2)**
  - 2.1 Call for amendments and additional items  
Motion Requested: That the Board of Education adopt the public meeting agenda of January 26, 2021, as presented (or as amended).
- 3. MINUTES (page 5)**
  - 3.1 Call for amendments to minutes  
Motion Requested: That the minutes of the December 15, 2020 meeting be adopted as presented (or as amended).
- 4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS**
  - 4.1 Board Chair Update – Ravi Parmar
  - 4.2 COVID-19 Health & Safety Update – Scott Stinson (page 11)
- 5. EDUCATIONAL PRESENTATIONS**
  - 5.1 Schools Code of Conduct – Paul Block
- 6. CORRESPONDENCE & DELEGATIONS**
  - 6.1 Correspondence: (page 12)
    - a. Letter to Minister Lisa Beare, dated January 21, 2021
    - b. Letter to Minister Katrina Chen, dated January 21, 2021
    - c. Letter to Minister Mitzi Dean, dated January 21, 2021
    - d. Letter to Minister Adrian Dix, dated January 21, 2021
    - e. Letter to Minister Rob Fleming, dated January 21, 2021
    - f. Letter to Minister George Heyman, dated January 21, 2021
    - g. Letter to Minister Anne Kang, dated January 21, 2021
    - h. Letter to Minister Shelia Malcolmson, dated January 21, 2021

- i. Letter to Minister Lana Popham, dated January 21, 2021
  - j. Letter to Minister Murray Rankin, dated January 21, 2021
  - k. Letter to Minister Selina Robinson, dated January 21, 2021
- 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF, Students) – 5 minutes each

## 7. FINANCE, FACILITIES AND SERVICES

- 7.1 Resources Committee – Meeting of January 12, 2021 – Bob Beckett (page 27)  
Motion Requested: That the Board of Education of School District #62 (Sooke) approve the proposed 21/22 budget development process as outlined at the January 12<sup>th</sup> Resource Committee meeting.
- Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of January 12, 2021.
- 7.2 Catchment Change Implementation Update – Scott Stinson (page 48)

## 8. EDUCATION PROGRAM

- 8.1 Education-Policy Committee – Meeting of January 5, 2021 – Bob Phillips (page 49)  
Motion Requested: That the Board of Education of School District 62 (Sooke) approve BAA course Professional Cook 11 A.
- Motion Requested: That the Board of Education of School District 62 (Sooke) approve BAA course Professional Cook 11 B.
- Motion Requested: That the Board of Education of School District 62 (Sooke) approve BAA course Professional Cook 12 A.
- Motion Requested: That the Board of Education of School District 62 (Sooke) approve BAA course Professional Cook 12 B.
- Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee meeting of January 5, 2021.
- 8.2 Policy Adoption (page 88)  
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 revised draft Policy E-123 “Probationary Employees”.
- 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 revised draft Policy E-139 “Deceased Employee Benefit”.
- 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 new draft Policy and Regulations E-158 “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 revised draft Policy and Regulations F-100 “Transportation”.

## 9. STUDENTS

9.1 Mental Health Funding – Wendy Hobbs (page 98)

Motion Requested: I Trustee Hobbs, move that the Board of Education enter into discussions with community partners, municipalities and the provincial government regarding increased services and programs to support child and youth well-being and mental wellness in our community.

**10. FOUNDATIONS & GOVERNANCE**

10.1 Governance Committee – Meeting of January 18, 2021 – Dianna Seaton (page 100)

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 new draft Policy A-105 “Trustee Code of Conduct”.

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

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

**11. ADMINISTRATION**

11.1 Superintendent’s Report – Scott Stinson (page 118)

**12. PERSONNEL**

**13. UPCOMING EVENTS**

**14. FUTURE ITEMS**

**15. QUESTION PERIOD**

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

**16. ADJOURNMENT**



**MINUTES**  
**BOARD OF EDUCATION**  
**PUBLIC MEETING**  
**LIVE MS Teams Event**  
**December 15, 2020 – 7:00 p.m.**

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

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

REGRETS:

SECRETARY: Kristina Ross

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**1. CALL TO ORDER**

The meeting was called to order at 7:00 p.m. by the Secretary-Treasurer. Harold Cull acknowledged the traditional territories of the First Nations.

**2. TRUSTEE ELECTIONS**

2.1 Elections

The Secretary-Treasurer thanked the Board of Education Trustees for their service and called for nominations for Board Chair. Ravi Parmar was declared elected by acclamation. Chair Parmar then assumed his duties and continued the election process.

- Bob Beckett was nominated for the position of Vice-Chair and was declared elected by acclamation.
- Allison Watson was nominated as BCSTA Provincial Council Representative.
- Margot Swinburnson was nominated as the Alternative BCSTA Provincial Council.
- Bob Phillips was nominated as BCPSEA Trustee Representative.
- Bob Beckett was nominated as Alternative BCPSEA Trustee Representative.

**3. AGENDA**

3.1 Call for amendments and additional items

1. MOVED Bob Beckett/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) adopt the agenda of December 15, 2020 as presented.

CARRIED

#### 4. MINUTES

##### 4.1 Call for amendments to minutes

2. MOVED Dianna Seaton/Bob Phillips

That the Board of Education of School District 62 (Sooke) adopt the minutes of the November 24, 2020 meeting as presented.

CARRIED

#### 5. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

##### 5.1 Board Chair Update – Ravi Parmar

The Board Chair expressed thanks to the Board of Education on his re-election. He congratulated Bob Beckett on his second term as Vice Chair. He acknowledged the Trustees of the Sooke School Board and thanked them for their time and support. Furthermore, he thanked the stakeholder groups and staff for their support and collaboration during this unprecedented time.

##### 5.2 Governor General's Academic Award – Scott Stinson

The Governor General's Academic Award is awarded to the student who achieves the highest academic average upon graduation from a Secondary School.

- a. Belmont Secondary School Recipient - Olivia Healey
- b. Royal Bay Secondary School Recipient - Karis Heynsbroek
- c. Edward Milne Community School Recipient - Marin Clarkson

##### 5.3 COVID-19 Health & Safety Update – Scott Stinson

Scott Stinson provided an update to the Board of Education on COVID-19 Health & Safety procedures which include changes to the daily requirement to complete a health check by all staff; reminders on mask wearing protocols and learning cohorts; and the inability to access schools during winter break.

#### 6. EDUCATIONAL PRESENTATIONS

#### 7. CORRESPONDENCE & DELEGATIONS

##### 7.1 Correspondence:

a. Build Seamless Child Care letter(s) from Dawn Johnstone, Amber Leonard, Maggie Clark, Shelley Crowley.

3. MOVED Dianna Seaton/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) receive the letters from Maggie Clark, Dawn Johnstone, Amber Leonard and Shelley Crowley  
RE: Build Seamless Child Care.

CARRIED

b. In Acknowledgement of Student Rights letter dated December 7, 2020 from Nicole Vishkin.

4. MOVED Bob Phillips/Allison Watson

That the Board of Education of School District 62 (Sooke) receive the letter from Nicole Vishkin RE: In Acknowledgement of Student Rights.

CARRIED

- c. Victoria Family Court and Youth Justice Committee letter dated December 3, 2020 from Cynthia Day.
- 5. MOVED Dianna Seaton/Margot Swinburnson  
That the Board of Education of School District 62 (Sooke) receive the letter from Cynthia Day RE: Victoria Family Court and Youth Justice Committee.  
CARRIED
- d. SD 62 Catchment Review letter dated December 11, 2020 from Emma Chalifour.
- 6. MOVED Margot Swinburnson/Dianna Seaton  
That the Board of Education of School District 62 (Sooke) receive the letter from Emma Chalifour RE: SD 62 Catchment Review.  
CARRIED

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

### STA – Jennifer Anderson

Jennifer Anderson mentioned the recent power outages at SD 62 schools to the Board of Education and spoke of emergency protocols during these outages. She indicated that STA members are experiencing high anxiety surrounding the winter break, worrying that COVID-19 cases may increase over the holidays and find its way into SD 62.

### CUPE – Bruce Woodcock

Bruce Woodcock wished all members of the Board of Education and SD 62 community a safe and restful holiday.

### PVP – Gord Johnson

Gord Johnson briefed the Board of Education on upcoming live streamed winter assemblies, concerts, talent shows and sing-a-longs, occurring across the District. The 10,000 Tonight Food Drive continues to accept donations online, and elementary schools in our District have sent Christmas card greetings to seniors in our community. Some schools are preparing gift bags for students with an emphasis on kindness and compassion.

### SPEAC – Cendra Beaton

Cendra Beaton congratulated the recipients of the Governor General Awards. She commended the Board on the public consultation process of the Catchment Review and thanked staff for addressing community needs. SPEAC is recruiting new executive members; please contact them if interested in taking a leadership role in a PAC or DPAC. She wished all members of the community a happy and restful winter break.

### Canadian Parents for French – Billie-Jo Cavanaugh

Billie-Jo Cavanaugh indicated that CPF memberships are increasing. The next scheduled meeting will occur February 16, 2021 at 6:30 p.m., and currently there are no planned events for the new year.

### Students

No delegation.

## 8. **FINANCE, FACILITIES AND SERVICES**

### 8.1 Report on the Resources Committee – Meeting held on December 2, 2020

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

- 7. MOVED Bob Beckett/Dianna Seaton  
That the Board of Education of School District 62 (Sooke) approve the summer 2021 fee of \$1,250/course for in class academic instruction and \$775/course for distributed

learning instruction offered by the International Student Program.

CARRIED

8. MOVED Bob Beckett/Wendy Hobbs  
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of December 2, 2020.

CARRIED

8.2 Education Committee of the Whole (ECOW) – Meeting held on December 8, 2020

Scott Stinson provided the Board of Education with an overview of the ECOW Meeting.

9. MOVED Bob Phillips/Dianna Seaton  
That the Board of Education of School District 62 (Sooke) adopt the revised catchment boundaries as proposed on the attached Catchment Boundary Map.

CARRIED

10. MOVED Bob Beckett/Margot Swinburnson  
That the Board of Education of School District 62 (Sooke) receive the report from the Education Committee of the Whole meeting of December 8, 2020.

CARRIED

**9. EDUCATION PROGRAM**

9.1 Report on the Education Policy Committee – Meeting held on December 1, 2020

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

11. MOVED Bob Phillips/Dianna Seaton  
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations F-100 “Transportation”.

CARRIED

12. MOVED Bob Phillips/Margot Swinburnson  
That the Board of Education of School District 62 (Sooke) adopt draft revised Policy and Regulations C-432 “Maintenance of Order”.

CARRIED

13. MOVED Bob Phillips/Dianna Seaton  
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy E-123 “Probationary Employees”.

CARRIED

14. MOVED Bob Phillips/Margot Swinburnson  
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy E-139 “Death of an Employee”.

CARRIED

15. MOVED Bob Phillips/Dianna Seaton  
That the Board of Education of School District 62 (Sooke) receive the report from the Education Policy Committee meeting of December 1, 2020.

CARRIED

## 10. STUDENTS

### 11. FOUNDATIONS & GOVERNANCE

#### 11.1 Governance Committee – Meeting of December 7, 2020 – Dianna Seaton

Trustee Seaton provided the Board of Education with an overview of the Governance Committee Meeting.

16. MOVED Dianna Seaton/Allison Watson  
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy “Trustee Code of Conduct”.  
CARRIED
17. MOVED Dianna Seaton/Margot Swinburnson  
That the Board of Education of School District 62 (Sooke) give first reading of By-Law No. 1-20 “School Board Governance”.  
CARRIED
18. MOVED Dianna Seaton/Bob Beckett  
That the Board of Education of School District 62 (Sooke) give first reading of By-Law No. 2-20 “Trustee Indemnification”.  
CARRIED

### 12. ADMINISTRATION

#### 12.1 Superintendent’s Report – Scott Stinson

Scott Stinson thanked Deb Stoutley, Christine McGregor and Keith Boggs for their years of service to the District, and wished them well in their retirement. He thanked the Board of Education, the Leadership Team, and staff for their hard work, positive attitude and support during the last year, which was instrumental in keeping our schools and students healthy and safe.

Healthy Schools, Healthy People have submitted a grant application to the United Way of Greater Victoria for funding related to key community issues facing children, youth and adults. SD 62 is hopeful the grant will be accepted, and a coordinated response will allow for advancement in the community.

### 13. PERSONNEL

### 14. UPCOMING EVENTS

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

### 15. FUTURE ITEMS

### 16. QUESTION PERIOD

There were no questions asked by the public.

### 17. ADJOURNMENT

The meeting was adjourned at 8:33 p.m.

Certified Correct:

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Chairperson of the Board

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Secretary-Treasurer

**Board Info Note**  
**Public Board Meeting**  
**January 26, 2022**  
**Agenda Item: 4.2 – COVID-19 Update**

**Background:**

- Sooke Schools continue to follow the direction set by the Provincial Health Officer and the Ministry of Education with regard to health and safety practices during the current pandemic.
- Our schools have been doing a good job of following and administering those procedures.

**Current Context:**

**Notice of COVID Exposure:**

- On Monday, January 18, 2021 the District was notified by Island Health that a member of the Royal Bay Secondary school community was confirmed as a COVID-positive case.
- The date of the exposure at school was January 15, 2021.
- Staff worked with Island Health to determine close contacts of the individual, with Island Health directing the process to be followed.
- Island Health proceeded with their contact tracing protocols and provided the district with messaging to be delivered to staff and families of the school.
- A staff meeting was set for the following morning to review the nature of the exposure and the steps being followed.
- Custodial staff performed a deep clean of the school using the Clorox 360 system as well as increased disinfecting of high touch points.
- Follow-up information was provided to staff and families indicating that contact tracing had been completed and anyone, not contacted by that time was not considered to be a close contact of the individual and should continue to attend school/work.
- Staff and students were reminded to perform daily health checks and to monitor for symptoms, as well as reminders of health protocols, including hand washing, mask wearing in high traffic areas outside of learning groups, etc.



January 21, 2021

The Honourable Lisa Beare  
Minister of Citizens' Services  
PO Box 9045 Stn. Prov. Govt.  
Victoria, BC. V8W 9E2

Dear Minister Beare,

On behalf of the Board of Education for the Sooke School District, I wanted to take this opportunity to warmly congratulate you on your appointment as Minister of Citizens' Services for the Province of British Columbia.

The Board is very supportive of the commitments Premier Horgan has outlined in your mandate letter. We look forward to working together collaboratively to meet the educational needs of students in our district and across the province. We know that reliable, high-speed connectivity is an important priority for our communities. Never has the discrepancy been more obvious than during the past many months of the pandemic. As we have had to adjust instructional practices from in-class to online and then to a hybrid, we have realized that some of our more remote communities are at a disadvantage. This has been particularly evident in Port Renfrew, a rural community that our school district has the opportunity to serve. I would be remiss not to acknowledge the tremendous advocacy in this regard by the Juan de Fuca regional director Mike Hicks. Mike's desire to improve the infrastructure needs of the Port Renfrew community are admirable. We would be pleased to work with you, Mike and others to explore how we can increase high speed internet and connectivity for the families that live in Port Renfrew.

The Board would like to once again congratulate you on your appointment and extend to you and your staff, an open invitation to discuss important educational issues that align with your Ministry.

Sincerely,

Ravi Parmar  
Board Chair

Trustees: Bob Beckett, Wendy Hobbs, Bob Phillips, Dianna Seaton, Margot Swinburnson, Allison Watson

Copied:

John Horgan, MLA  
Jennifer Whiteside, Minister of Education  
Mike Hicks, Director  
Chief Jeff Jones, Pacheedaht First Nations





January 21, 2021

The Honourable Katrina Chen  
Minister of State for Child Care  
PO Box 9045 Stn. Prov. Govt.  
Victoria, BC. V8W 9E2

Dear Minister Chen,

On behalf of the Board of Education for the Sooke School District, I wanted to take this opportunity to warmly congratulate you on your reappointment as Minister of State for Child Care for the Province of British Columbia.

The Board is very supportive of the commitments Premier Horgan has outlined in your mandate letter. We look forward to working together collaboratively to meet the educational needs of students in our district and across the province by creating childcare programs in schools. We have been working to revise local policy in alignment with recent legislation to support the growing use of schools to support child care opportunities. Our school district continues to grow at a rapid rate with the influx of families in the Westshore/Sooke area. As a result, our schools are in a position to provide a tremendous support to our families in care of their children. We currently work in partnership with private service providers to support before and after school care and are looking at possible ways for the school district to be able to add to these options. As we build new schools and remodel existing spaces, we are constantly looking at ways to expand supports for families. As we move forward on these initiatives, we look forward to the support from your ministry in eliminating barriers, such as licensing requirements, to successful implementation of this work.

The Board would like to once again congratulate you on your reappointment and extend to you and your staff, an open invitation to discuss important educational issues that align with your Ministry.

Sincerely,

Ravi Parmar  
Board Chair

Trustees: Bob Beckett, Wendy Hobbs, Bob Phillips, Dianna Seaton, Margot Swinburnson, Allison Watson

Copied:  
John Horgan, MLA  
Mitzi Dean, MLA  
Jennifer Whiteside, MLA



SCHOOL DISTRICT NO. 62 (SOOKE)  
3143 JACKLIN ROAD,  
VICTORIA, BRITISH COLUMBIA • V9B 5R1  
TELEPHONE: 250-474-9800 FAX: 474-9825  
WEBSITE: WWW.SD62.BC.CA

January 21, 2021

The Honourable Mitzi Dean  
Minister of Children and Family Development  
PO Box 9045 Stn. Prov. Govt.  
Victoria, BC. V8W 9E2

Dear Minister Dean:

As a school district, we are very excited to know that we will be able to continue our strong relationship in service to the students and families that we share. On behalf of the Board of Education for the Sooke School District, I wanted to take this opportunity to warmly congratulate you on your appointment as Minister of Children and Family Development for the Province of British Columbia. As you know, this portfolio is an incredibly important one for us locally. Your continued commitment to the community, first as Executive Director of Pacific Centre Family Services Association and now as Minister, is highly valued in our community and so we are incredibly pleased to be able to support you in this work.

The Board is very supportive of the commitments Premier Horgan has outlined in your mandate letter. We look forward to working together collaboratively to meet the educational desires of students in our district and its growing communities. As you are well familiar with, the area in the Westshore and Sooke is growing at an incredible rate, unfortunately services and the amount of learning spaces are not keeping up with that pace. The need for mental health supports for our youth continue to grow, as evidenced by the tragic loss recently of one of our students. Resources and supports in the community that enhance those that we offer in our schools to ensure students have a safe place to stay, ie youth shelters, and the resources they need to stay healthy are common areas that we share. We are also excited to look at the possibilities that recent legislation changes have brought with regard to enhanced child care spaces in our schools. We greatly value your continued support as our local MLA and a member of Treasury Board as we work with government to create the new learning spaces required for our exponential growth.

In short, we can't think of a better ally for children and youth to step into this role than you. The Board and I are looking forward to the incredible things we can accomplish together. The Board would like to once again congratulate you on your appointment and extend to you and your staff, an open invitation to discuss important educational issues that align with your Ministry.

Sincerely,

Ravi Parmar  
Board Chair

Trustees: Bob Beckett, Wendy Hobbs, Bob Phillips, Dianna Seaton, Margot Swinburnson, Allison Watson

Copied:  
John Horgan, MLA  
Jennifer Whiteside, MLA



January 21, 2021

The Honourable Adrian Dix  
Minister of Health and Minister responsible for Francophone Affairs  
PO Box 9045 Stn. Prov. Govt.  
Victoria, BC. V8W 9E2

Dear Minister Dix,

On behalf of the Board of Education for the Sooke School District, I wanted to take this opportunity to warmly congratulate you on your reappointment as Minister of Health and Minister responsible for Francophone Affairs for the Province of British Columbia.

First of all, the Board would like to express their gratitude to you and the Provincial Health Officer, Dr. Henry, for the tremendous work being done to guide the Province through the pandemic. The Board is very supportive of the commitments Premier Horgan has outlined in your mandate letter. We look forward to working together collaboratively to meet the educational needs of students in our district and across the province.

Support through your Ministry and the local Health Authority have allowed us to enhance health services for school-aged children and youth in our school district. With the introduction of a Wellness Centre at Belmont Secondary and smaller outreach centres at Royal Bay and Edward Milne secondary schools, we are better able to support the physical and mental health of our students. We would be pleased to discuss these initiatives further and how we may be able to expand and enhance the services to students.

The Board would like to once again congratulate you on your reappointment and extend to you and your staff, an open invitation to discuss important educational issues that align with your Ministry.

Sincerely,

Ravi Parmar  
Board Chair

Trustees: Bob Beckett, Wendy Hobbs, Bob Phillips, Dianna Seaton, Margot Swinburnson, Allison Watson

Copied:  
John Horgan, MLA  
Mitzi Dean, MLA  
Jennifer Whiteside, Minister of Education





**SCHOOL DISTRICT NO. 62 (SOOKE)**  
3143 JACKLIN ROAD,  
VICTORIA, BRITISH COLUMBIA • V9B 5R1  
TELEPHONE: 250-474-9800 FAX: 474-9825  
WEBSITE: WWW.SD62.BC.CA

January 21, 2021

The Honourable Rob Fleming  
Minister of Transportation and Infrastructure  
PO Box 9045 Stn. Prov. Govt.  
Victoria, BC. V8W 9E2

Dear Minister Fleming,

On behalf of the Board of Education for the Sooke School District, I wanted to take this opportunity to thank you for your services to education and your strong support of SD62 in previous years, particularly in supporting our urgent need to build new schools. The tremendous partnership that the Board enjoyed in working with you as Minister of Education was truly appreciated. We hope that we can build upon that foundation related to common areas of interest in your new assignment. Congratulations on your appointment as Minister of Transportation and Infrastructure.

The Board is very supportive of the commitments Premier Horgan has outlined in your mandate letter. We look forward to working together collaboratively to meet the educational needs of students in our district and across the province. Our Board has been working in partnership with BC Transit and the Victoria Regional Transit Commission to ensure adequate and appropriate services for Westshore and Sooke communities. Currently the areas within our school district are underserved when it comes to transit options. We have recently been working to create stronger partnerships and connections between our district transportation and public transit in the area. Our students will be far better served for education and other community needs by a more robust transit system that meets the needs of our rapidly growing community.

Additionally, as a Board we continue to advocate for the safe access to our schools that are located along highways, particular those in Sooke, along highway 14. Ensuring student safety for travel to and from school as well as the safe access of our sites in an important partnership that exists between the school district and the Ministry of Transportation and Infrastructure.

We look forward to continuing our strong relationship with you on these issues as they connect to your new portfolio. The Board would like to extend to you and your staff, an open invitation to discuss important educational issues that align with your Ministry.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Ravi Parmar', is written over a light blue horizontal line.

Ravi Parmar  
Board Chair

Trustees: Bob Beckett, Wendy Hobbs, Bob Phillips, Dianna Seaton, Margot Swinburnson, Allison Watson

**Copied:**

**John Horgan, MLA**

**Mitzi Dean, MLA**

**Jennifer Whiteside, MLA**

**Stewart Young, Langford**

**Rob Martin, Colwood**

**Maja Tait, Sooke**

**John Ranns, Metchosin**

**Ken Williams, Highlands**

**Mike Hicks, JDF Electoral Area**



January 21, 2021

The Honourable George Heyman  
Minister of Environment and Climate Change Strategy  
PO Box 9045 Stn. Prov. Govt.  
Victoria, BC. V8W 9E2

Dear Minister Heyman,

On behalf of the Board of Education for the Sooke School District, I wanted to take this opportunity to warmly congratulate you on your reappointment as Minister of Environment and Climate Change Strategy for the Province of British Columbia.

The Board is very supportive of the commitments Premier Horgan has outlined in your mandate letter. We look forward to working together collaboratively to meet the educational needs of students in our district and across the province. Our Board has been actively engaged in dialogue and action related to improved environmental practices in the school district. Our Strategic Plan specifically identifies "providing leadership in educational stewardship and environmental practices" as a key objective.

The Board has made it a priority to meet the CleanBC targets set by the Province and has made recent decisions to support that direction, most notably, the purchase of electric school buses, building new schools to LEED standards and replacing aging HVAC systems with more environmentally appropriate ones. We are committed to carrying out the work required to meet these targets, but cannot do it alone. Support from your role on Treasury Board and assistance from your Ministry to aid us in moving our aging infrastructure forward and in greater alignment with desires of the Province would be beneficial.

The Board would like to once again congratulate you on your reappointment and extend to you and your staff, an open invitation to discuss important educational issues that align with your Ministry.

Sincerely,

Ravi Parmar  
Board Chair

Trustees: Bob Beckett, Wendy Hobbs, Bob Phillips, Dianna Seaton, Margot Swinburnson, Allison Watson

Copied:

John Horgan, MLA  
Mitzi Dean, MLA  
Jennifer Whiteside, Minister of Education

January 21, 2021

The Honourable Anne Kang  
Minister of Advanced Education and Skills Training  
PO Box 9045 Stn. Prov. Govt.  
Victoria, BC. V8W 9E2

Dear Minister Kang,

On behalf of the Board of Education for the Sooke School District, I wanted to take this opportunity to warmly congratulate you on your appointment as Minister of Advanced Education and Skills Training for the Province of British Columbia.

Our Board is very supportive of the commitments Premier Horgan has outlined in your mandate letter. We look forward to working together in a collaborative manner to meet the educational needs of students in our district and across the province. As one of the fastest growing districts in BC with students underrepresented in post-secondary education, we look forward to continuing progress to establish an additional post-secondary campus in the West Shore area.

As you are no doubt aware, the work being done amongst the south Island post-secondary institutions and the school district to provide an enhanced post-secondary presence on the Westshore has been a positive move forward for the community. In addition to the exciting prospect of a campus to support our graduates in fulfilling their study and career aspirations, it has also strengthened the working relationship amongst our organizations. Government's commitment to the initial phases of this work has been received positively by our community. We are committed to assisting in any way we can to support this project moving forward. The visible presence of a viable post-secondary option in the community will increase the ability for students to seamlessly transition from our schools into higher learning opportunities.

We are excited to continue our work together and look forward to assisting in any way we can. Please don't hesitate to reach out at any time. We will be pleased to share with you any initiatives that we undertake that connect to your work provincially. Please consider an open invitation from the Board to discuss important educational issues that align with your Ministry.

Sincerely,



Ravi Parmar  
Board Chair

Trustees: Bob Beckett, Wendy Hobbs, Bob Phillips, Dianna Seaton, Margot Swinburnson, Allison Watson

Copy:



John Horgan, MLA

Mitzi Dean, MLA

Jennifer Whiteside, Minister of Education

Phillip Steenkamp, President of Royal Roads University

Sheri Bell, President of Camosun College

Kevin Hall, President of the University of Victoria

Stewart Young, City of Langford



January 21, 2021

The Honourable Sheila Malcolmson  
Minister of Mental Health and Addictions  
PO Box 9045 Stn. Prov. Govt.  
Victoria, BC. V8W 9E2

Dear Minister Malcolmson,

On behalf of the Board of Education for the Sooke School District, I wanted to take this opportunity to warmly congratulate you on your appointment as Minister of Mental Health and Addictions for the Province of British Columbia.

The Board is very supportive of the commitments Premier Horgan has outlined in your mandate letter. We look forward to working together collaboratively to meet the educational desires of students in our district and its growing communities. As you may know, the area in the Westshore and Sooke is growing at an incredible rate, unfortunately services are not keeping up with that pace. The need for mental health supports for our youth continue to grow, as evidenced by the tragic loss recently of one of our students. Resources and supports in the community that enhance those that we offer in our schools are incredibly important. As an example, the Wellness Centre that operates in partnership with Island Health at Belmont Secondary, provides both physical and mental health support. Specifically, the Wellness Centre provides students and young adults under 25 years old with several health services, from mental, sexual and physical health, to health promotion strategies. Increased programs and opportunities such as this would be an asset to our community as well as others in the province.

To provide additional context to the work being done in our district, please find attached a copy of our Health Schools, Healthy People Report.

The Board would like to once again congratulate you on your appointment and extend to you and your staff, an open invitation to discuss important educational issues that align with your Ministry and to offer a tour of our Belmont Wellness Centre.

Sincerely,

Ravi Parmar  
Board Chair

Trustees: Bob Beckett, Wendy Hobbs, Bob Phillips, Dianna Seaton, Margot Swinburnson, Allison Watson

Copied:  
John Horgan, MLA  
Mitzi Dean, MLA  
Jennifer Whiteside, Minister of Education



January 21, 2021

The Honourable Lana Popham  
Minister of Agriculture, Food and Fisheries  
PO Box 9045 Stn. Prov. Govt.  
Victoria, BC. V8W 9E2

Dear Minister Popham,

On behalf of the Board of Education for the Sooke School District, I wanted to take this opportunity to warmly congratulate you on your reappointment as Minister of Agriculture, Food and Fisheries for the Province of British Columbia.

The Board is very supportive of the commitments Premier Horgan has outlined in your mandate letter. We look forward to working together collaboratively to meet the educational needs of students in our district and across the province. Specifically, our district is very much engaged in initiatives related to vegetable gardens on school grounds and the garden-to-table connection this offers for students. Initiatives related to school meal programs to ensure that our students are being adequately and nutritiously fed so that they can concentrate on learning are also front and centre for our Board. I note that your mandate letter specifically highlights the continued need for local school meal programs; we would be happy to partner with your ministry to explore options within our district. Food and meal resources became immediately clear as a necessity for our students and families during the early months of our pandemic response and subsequent steps forward since that time.

The Board would like to once again congratulate you on your reappointment and extend to you and your staff, an open invitation to discuss important educational issues that align with your Ministry.

Sincerely,

Ravi Parmar  
Board Chair

Trustees: Bob Beckett, Wendy Hobbs, Bob Phillips, Dianna Seaton, Margot Swinburnson, Allison Watson

Copied:  
John Horgan, MLA  
Mitzi Dean, MLA  
Jennifer Whiteside, Minister of Education



**SOOKE 62**  
**SCHOOLS**  
Shaping Tomorrow Today

**SCHOOL DISTRICT NO. 62 (SOOKE)**  
3143 JACKLIN ROAD,  
VICTORIA, BRITISH COLUMBIA • V9B 5R1  
TELEPHONE: 250-474-9800 FAX: 474-9825  
WEBSITE: WWW.SD62.BC.CA

January 21, 2021

The Honourable Murray Rankin  
Minister of Indigenous Relations and Reconciliation  
PO Box 9045 Stn. Prov. Govt.  
Victoria, BC. V8W 9E2

Dear Minister Rankin,

On behalf of the Board of Education for the Sooke School District, I wanted to take this opportunity to warmly congratulate you on your appointment as Minister of Indigenous Relations and Reconciliation for the Province of British Columbia.

The Board is very supportive of the commitments Premier Horgan has outlined in your mandate letter. We look forward to working together collaboratively to meet the educational needs of students in our district and across the province. In particular, we are committed to improving Indigenous graduation rates and increasing Indigenous languages in classrooms. Our recent work in reviewing systemic bias and racism in our schools through the Indigenous Equity Scan, has allowed us to highlight some of the many positive partnerships and relationships we have with local Indigenous groups, in particular the three First Nations our district serves, Sci'a'new, T'Souke and Pacheedaht.

The Board would like to once again congratulate you on your appointment and extend to you and your staff, an open invitation to discuss important educational issues that align with your Ministry.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Ravi Parmar'.

Ravi Parmar  
Board Chair

Trustees: Bob Beckett, Wendy Hobbs, Bob Phillips, Dianna Seaton, Margot Swinburnson, Allison Watson

Copied:  
John Horgan, MLA  
Mitzi Dean, MLA  
Jennifer Whiteside, Minister of Education





**SCHOOL DISTRICT NO. 62 (SOOKE)**  
3143 JACKLIN ROAD,  
VICTORIA, BRITISH COLUMBIA • V9B 5R1  
TELEPHONE: 250-474-9800 FAX: 474-9825  
WEBSITE: WWW.SD62.BC.CA

January 21, 2021

The Honourable Selina Robinson  
Minister of Finance  
PO Box 9045 Stn. Prov. Govt.  
Victoria, BC. V8W 9E2

Dear Minister Robinson,

On behalf of the Board of Education for the Sooke School District, I wanted to take this opportunity to warmly congratulate you on your appointment as Minister of Finance for the Province of British Columbia.

The Board is very supportive of the commitments Premier Horgan has outlined in your mandate letter. We look forward to working together collaboratively to meet the educational needs of students in our district and across the province. We know the task ahead of you as Finance Minister is a challenging one and wish to express our gratitude for the record investment made in education over recent years. Our district is the fastest growing school district per capita in the Province (between 300 and 400 new students per year) and your government has been very supportive. The Province's capital contributions, in excess of \$130 million over the past few years, have gone a long way to helping us meet our student space needs. The support that we receive through the Ministry of Education, Treasury Board and your office, has allowed us to continue to meet our educational obligations to our community. Additionally, we continue to explore opportunities with local municipalities to extend public dollars through shared space and partnership agreements.

Our staff would be pleased to meet with Treasury Board Staff to share and highlight our experiences and the created value to the taxpayer in combining multiple school construction projects on land already purchased. This approach will be essential if the District and Province is to keep up with the exponential growth that our District is facing.

The Board would like to once again congratulate you on your appointment and extend to you and your staff, an open invitation to discuss important educational issues that align with your Ministry.

Sincerely,

Ravi Parmar  
Board Chair

Trustees: Bob Beckett, Wendy Hobbs, Bob Phillips, Dianna Seaton, Margot Swinburnson, Allison Watson

Copied:

John Horgan, MLA  
Mitzi Dean, MLA  
Jennifer Whiteside, Minister of Education

### Public Notice – Resources Committee Online Public Meeting

A public meeting of the Resources Committee for School District 62 (Sooke) **will be held on January 12, 2021 at 6:00 pm.**


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

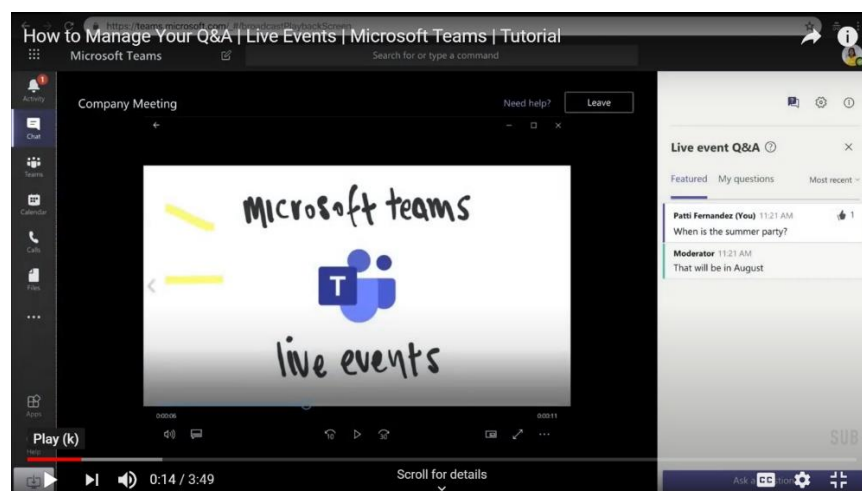
To participate in the meeting please click on this link:

<https://jump.sd62.bc.ca/ResourcesCommitteeMeeting-January-12-2021>

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

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

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



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

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



**RESOURCES COMMITTEE**  
**School Board Office**  
**Via MS Teams**  
**January 12, 2021 – 6:00 p.m.**

---

**A G E N D A**

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

*We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth.  
(words gifted by the three nations SD62 works with)*

**2. REPORT (page 3)**

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated December 2, 2020 at it's Public Board Meeting dated December 15, 2020.

**3. PRESENTATIONS (10 min.)**

**4. NEW BUSINESS**

- 4.1 Committee Mandate/Reminders – Bob Beckett/Harold Cull (page 5)
- 4.2 Multi-Year Budgets – Harold Cull (page 11)
- 4.3 21/22 Budget Development Process – Harold Cull (page 14)
- 4.4 Emergency Response vs. Business Continuity – Harold Cull/Farzaan Nusserwanji (page 15)

**5. ADJOURNMENT**

**6. NEXT MEETING DATE:** February 9, 2021



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

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

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

*The meeting was called to order at 6:01 pm by the Committee Chair, Bob Beckett acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)*

### 2. COMMITTEE REPORT

The Chair indicated that Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated November 10, 2020 at it's Public Board Meeting dated November 24, 2020.

### 3. PRESENTATIONS

There were no presentations.

### 4. NEW BUSINESS

#### 4.1 Catchment Review – Scott Stinson

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



#### 4.2 International & Westshore Fees – Scott Stinson

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

#### **Recommended Motion for the Board of Education:**

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

#### 4.3 Risk Management Review Mitigation Strategies – Harold Cull

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

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

#### 4.4 Transportation Policy and Regulations Review – Harold Cull

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

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

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

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

## **Committee Info Note**

### **Resources Committee Meeting**

#### **January 12, 2021**

#### **Agenda Item: 4.1 – Committee Mandate & Reminders**

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- As we start a new calendar year and have new Committee appointments, it is timely to do a quick review of mandate and organization of the Board’s Standing Committee Meetings.
- Details are outlined in Policy and Regulation A-340: School Board Committees.
- Standing Committees are ongoing committees that provide an opportunity to deliberate on and seek feedback about issues of ongoing importance to the District in an inclusive and open manner.
- **The Mandate of the Resources Committee:** To meet with the Secretary-Treasurer, other appropriate staff, and district partner groups to review and recommend to the Board direction and actions pertaining to:
  - Building construction, maintenance and district facilities, transportation and custodial services
  - Develop and recommend to the Board long range planning for accommodating the District’s needs related to sites and buildings
  - Make recommendations to the Board regarding the annual Capital Budget submission to the Ministry of Education
  - Consider and make recommendations to the Board on the District’s operating, special purpose and capital budgets
  - Consider and recommend to the Board new or adjusted bylaws
  - Consider and make recommendations to the Board on the District’s business and accounting services
  - Consider, recommend and provide advice and information to the Board related to human resources
  - Other matters referred by the Board.
- Three trustees are appointed to the committee by the Board Chair, inclusive of the Committee Chair.
- Each Partner Group is invited to appoint a representative to the committee (STA, CUPE, SPEAC, SPVPA, Students)
- All committee members are able to participate in the discussion, however only trustees appointed to the committee will make recommendations to the Board.

**School District #62 (Sooke)**

<b>SCHOOL BOARD COMMITTEES</b>	No.: A-340
	Effective: Jan. 13/81 Revised: Apr. 26/83; Dec. 8/98; Apr. 24/18 Reviewed: Dec. 8/14; Jan. 9/18; Mar. 12/18; Mar. 13/18; Dec. 10/19

**SCHOOL BOARD POLICY**

The Board may use standing and ad hoc committees to review relevant issues and present findings to the whole Board in the form of additional information or recommendations for Board action.

The Board understands the effectiveness and efficiency of conducting at least some of its business through the operation of standing and ad hoc committees. The availability of desired expertise on given issues through the committee consultative process is valued.

1. A committee has no authority, except that which it is given, in terms of reference. The recommendation(s) of a committee must be ratified or sanctioned by the Board before the Board can be bound by them.
2. Ad hoc committees are established to assist the Board on a specific project for a specific period of time. The terms of reference for each ad hoc committee will be established at the time of formation.
3. All appointments of trustees to committees will be made by the Chairperson.
4. All committees will function at the direction of the Board. Meetings are facilitated by consensus. The Chair of each committee will report to the Board on the business of the committee at the first regularly scheduled Board meeting following the committee meeting.
5. The Superintendent or Secretary-Treasurer may appoint resource personnel to work with committees, and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Matters related to personnel, real property, individual students, parents and/or guardians, legal opinions respecting the liability or interest of the Board, accident claims and other matters of Board liability will generally be dealt with in a closed (in camera) Committee meeting.

**Policy References:**

Bylaw 1: Board Governance Bylaw  
A-340: School Board Committees  
F-335: Audit Committee

**School District #62 (Sooke)**

<b>SCHOOL BOARD COMMITTEES</b>	No.: A-340
	Effective: Jan. 13/81 Revised: 26/04/83; 13/12/85; 24/03/87; 24/11/92; 23/05/95; 13/05/97; 08/12/98; Jan. 19/15; Apr. 24/18; Dec. 10/19 Reviewed: Dec. 8/14; Jan. 19/15; Jan. 9/18; Mar. 12/18; Mar. 13/18; Dec. 10/19

**ADMINISTRATIVE REGULATIONS**

## 1. General

- 1.1 The Board may establish such committees as it considers desirable.
- 1.2 Standing Committees exist to provide an opportunity to deliberate on issues of ongoing importance to the District in an open and inclusive manner.
- 1.3 Meetings may be in public, or where warranted in-camera.
- 1.4 A standing committee will consider matters referred to it by the Board, and may consider items suggested by staff, trustees, committee representatives or members of the community.

1.5 **Standing Committees:**

The Board will establish the following standing committees to conduct its business:

1.5.1 **Audit (Financial Statements Review Committee)**

Mandate: The Audit Committee will assist the Board in fulfilling its governance and oversight responsibilities and may consider matters pertaining to:

- Financial reporting;
- Internal control, information systems and risk management;
- External audit; and
- Internal audit.

1.5.1.1 **Contact:** Secretary-Treasurer

1.5.1.2 **Operations:**

- The Audit Committee shall be chaired by a trustee.
- The committee will meet as necessary during the school year.
- Reports and recommendations from this committee shall be prepared for the subsequent regular meeting of the Board of Education.

1.5.2 **Education – Policy Committee**

Mandate: To meet with the Superintendent, other appropriate staff, and district partner groups to review and recommend to the Board direction and actions pertaining to:

- Provision of educational programs for students, including curriculum, instruction and assessment;
- Student learning, including student support services;
- Learning resources;
- Research on teaching and learning;
- Showcase district programs and effective teaching practices;

- achievement accountability;
- periodically and systematically review Board policies with the intent of ensuring that policies remain useful, current and understandable;
- Present recommendations for new and revised policy for Board approval; and,
- other matters referred to it by the Board.

1.5.2.1 **Contact:** Superintendent.

1.5.2.2 **Operations**

- The Education-Policy committee shall be chaired by a trustee.
- It will ordinarily meet on the first Tuesday of every month from September to June.
- Reports and recommendations from this committee shall be prepared for the subsequent regular meeting of the Board of Education.

### 1.5.3 **Resources Committee**

**Mandate:** To meet with the Secretary-Treasurer, other appropriate staff, and district partner groups to review and recommend to the Board direction and actions pertaining to:

- Building construction, maintenance and district facilities, transportation and custodial services;
- Develop and recommend to the Board long range planning for accommodating the District's needs related to sites and buildings;
- Make recommendations to the Board regarding the annual Capital Budget submission to the Ministry of Education;
- Consider and make recommendations to the Board on the District's operating, special purpose and capital budgets;
- Consider and recommend to the Board new or adjusted bylaws;
- Consider and make recommendations to the Board on the District's business and accounting services;
- Consider, recommend and provide advice and information to the Board related to human resources; and,
- other matters referred by the Board.

1.5.3.1 **Contact:** Secretary-Treasurer.

1.5.3.2 **Operations:**

- The Resources committee shall be chaired by a trustee.
- It will ordinarily meet on the second Tuesday of every month from September to June.
- Reports and recommendations from this committee shall be prepared for the subsequent regular meeting of the Board of Education.

## 1.6 **Membership:**

1.6.1 In December of each year, the Chairperson of the Board shall appoint three Trustees to the Education-Policy committee, three trustees to the Resources committee, and two trustees to the Audit committee, after consultation with Trustees. If an appointed Trustee is absent from a committee meeting, the Board Chairperson may act as an alternate committee member or appoint another trustee.

- 1.6.2 The Chairperson of the Board shall also designate the Chairperson of each standing committee.
- 1.6.2.1 In addition to ensuring the proper functioning of committee meetings, the Committee Chair shall also be responsible for setting the committee agenda, in collaboration with the Board Chair and designated staff contact, and reporting the proceedings of the committee meeting back to the Board of Education.
- 1.6.3 The Superintendent or designate and the Chairperson of the Board shall be ex officio members of all standing committees. In addition, members of the district's staff may be invited to assist a committee with its business.
- 1.6.4 The Chairperson of the Board may be named as a regular member of any standing committee, but shall not serve as Chairperson of the standing committee.
- 1.6.5 Any trustee not assigned as a committee member may attend any committee meeting as a guest in order to participate in discussion or debate, but may not vote.
- 1.6.6 Only Trustees, District Staff and invitees may attend in-camera sessions.
- 1.6.7 Where there are public sessions of a standing committee, the following groups will be invited to appoint a representative:
- Sooke Teachers' Association (STA);
  - CUPE Local 459;
  - Sooke Principals and Vice-Principals Association (SPVPA);
  - Sooke Parent Education Advisory Council (SPEAC); and
  - Student representatives.
- 1.7 **Committee Procedures:**
- 1.7.1 No committee shall make recommendations when fewer than two appointed Trustee committee members are present.
- 1.7.2 All committee members and attendees (including members of the public) are able to participate fully in discussion, however, only Trustees appointed to the committee will vote on recommendations to the Board.
- 1.7.3 Standing committees will function in a formal manner under Robert's Rules of Order, permitting the kind of free-flowing discussion anticipated for committee of the whole work.
- 1.7.4 Written notice of committee meetings and agendas shall be available for all Trustees, representative members, and the public at least three days prior to committee meeting dates.
- 1.7.5 Agenda preparation:
- 1.7.5.1 Agenda preparation shall be the responsibility of the committee's Chairperson, supported by staff assigned to assist that committee.
- 1.7.5.2 Preference on the agenda will be items referred by the Board through formal motion.
- 1.7.5.3 District staff may bring items forward to standing committee meetings for consideration and recommendation to the Board of Education.
- 1.7.5.4 Individual trustees may advance an item to a Board Standing Committee through:
- 1.7.5.4.1 Formal motion of the Board, or
- 1.7.5.4.2 Individual trustees may request that the Committee Chair add the item to the agenda after first discussing the item with the Superintendent or Secretary-Treasurer.

- 1.7.6 Committee Reports:
    - 1.7.6.1 Committee reports shall be the responsibility of the committee's chairperson, supported by staff assigned to assist that committee.
    - 1.7.6.2 Standing committees shall report on the activities and recommendations of the committee at subsequent regular Board of Education meetings.
    - 1.7.6.3 Committee recommendations for Board consideration shall be written in the form of Board motions for debate. Each recommendation will be dealt with individually.
    - 1.7.6.4 Each committee chairperson, at the completion of their report, will move that the report be accepted by the Board.
  - 1.7.7 Any matters considered by a committee of the Board which have financial implications are to be referred to the Resources Committee for comment before the originating committee brings the matter to the Board.
  - 1.7.8 District staff will support the committee chairperson by acting as secretary in order to complete committee reports for the committee chairperson's approval.
- 1.8 **Special or Ad Hoc Committees:**
- 1.8.1 The Board may establish special or ad hoc committees to study, investigate or report on specific matters.
  - 1.8.2 The Board shall determine a period within which a special committee shall present a report to the Board.
  - 1.8.3 The purpose and terms of reference of a special or ad hoc committee shall be defined in writing and approved by the Board before members of the committee are named, except when the Board asks the committee to recommend its own terms of reference for Board approval. The recommendations of a special or ad hoc committee shall be confined to its terms of reference.
  - 1.8.4 Membership on a special or ad hoc committee shall be limited in number to a minority of Trustees holding office at the time of the committee's appointment, and to members of the Board's staff appointed to the committee by the chairperson of the Board, in consultation with the Superintendent. In addition, the Board may appoint members of the community who, in the Board's judgement, may assist the committee in its work.
  - 1.8.5 The Chairperson of the Board shall name the chairperson of the special or ad hoc committee. The committee chairperson shall preside at all special or ad hoc committee meetings.
  - 1.8.6 Dates, times and places for meetings will be determined by members of the committee. Notice of meeting and agenda will be given to members at least three days prior to the meeting.
  - 1.8.7 A report of the items discussed and recommendations made by the committee will be kept and will be made available to committee members and to the Board.

## Committee Info Note

### Resources Committee Meeting

#### January 12, 2021

#### Agenda Item: 4.2 – Multi-Year Budgets

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#### **Background**

- Extending the financial planning window from an annual basis to multi-year has been recommended through the Ministry’s Financial Health Working Group as well as the District’s internal audit process
  
- Staff also took this approach on the onset of the pandemic by looking at the District’s finances over a 15 month period (March 2020 to June 30, 2021) rather than just managing to the end of the 19/20 fiscal year (June 30, 2020)
  
- Attached is the first iteration of a multi-year budget for the District covering fiscal years 21/22 through to the end of the 23/24 fiscal year
  
- It has been prepared on assumptions that will be confirmed and/or changed as the information becomes known

#### **Revenue Assumptions**

- The increase in anticipated revenue is largely driven by the projected enrolment increase as outlined on our long-range enrolment forecasts:

FISCAL YEAR	CHANGE PRIOR YEAR INCR / (DECR)
2021-2022	375.09
2022-2023	381.31
2023-2024	375.28
2024-2025	298.65

- The other factor for the increase is the labour settlement amounts for our unionized staff
  
- The International Student program increase is to reinstate the program to 280 FTEs with all other revenue amounts remaining the same for the 3-year period



- The estimated increase in **Base Expenditures** reflect labour settlement amounts for staff salaries & benefits
- **Direct Staffing for Growth** includes teachers (24:1), TOCs, Bus Drivers, school based staff and FTE driven costs such as supplies
- **New School Requirements** includes the anticipated costs to open Pexsisen and Lellum in September of 2022 (PVP, clerical, custodial, supervisors and utilities)
- **International Student Program** reflect the costs to reinstate the program to 280 FTEs
- **Indirect Staffing/Infrastructure for Growth** is a placeholder for the required amounts to address the growth (will be increased/decreased based on annual budget decisions)
- The remaining expenditure lines (**Capital Asset Replacement, Minor Capital Project Funding and Temporary Accommodations**) are areas where funding has been identified ad required with amounts and uses to be determined through the annual budget development process

## Next Steps

- The table will continually be updated and a version with be included in the next Strategic Plan and labeled as the **Resource Summary** required to deliver the activities of the Strategic Plan
- The document will also be used to financially plan over the next three years on a rolling basis
- This extended planning horizon will allow the District to align our long range goals with the necessary resources required to accomplish these goals

## Committee Input

- Is the draft multi-year budget complete or is it missing something significant? Are there changes to the assumptions we should make to the next iteration?

Winter 2020

Budget Line	Fiscal Year			
	20/21	21/22	22/23	23/24
<b>Estimated Enrolment Growth by FTE</b>		<b>375.091</b>	<b>381.310</b>	<b>375.276</b>
<b>Financial Operating Reserve - Opening Balance</b>	<b>4.796</b>	<b>2.602</b>	<b>2.781</b>	<b>2.066</b>
<b>Revenues</b>				
Operating Grant	110.357	118.424	123.183	127.935
Other Provincial Grants	4.732	1.341	1.341	1.341
International Tuition	1.473	4.320	4.320	4.320
Continuing Education Tuition	0.110	0.110	0.110	0.110
Rental & Leases	0.389	0.389	0.389	0.389
Investment Income	0.254	0.354	0.354	0.354
Miscellaneous Revenue	0.421	0.421	0.421	0.421
<b>Total Revenues</b>	<b>117.736</b>	<b>125.359</b>	<b>130.118</b>	<b>134.870</b>
<b>Expenditures</b>				
Base Expenditures	118.033	120.473	122.750	125.114
Direct Staffing for Growth/(Decline)	0.000	1.881	3.790	5.671
New School Requirements	0.000	0.000	1.464	1.464
International Program	1.897	2.650	2.650	2.650
Indirect Staffing/Infrastructure for Growth/(Decline)	0.000	0.175	0.180	0.185
Capital Asset Replacement	0.000	0.000	0.000	0.000
Minor Capital Project Funding	0.000	0.000	0.000	0.000
Temporary Accommodations	0.000	0.000	0.000	0.000
<b>Total Expenditures</b>	<b>119.930</b>	<b>125.179</b>	<b>130.833</b>	<b>135.084</b>
<b>Budgeted Surplus/(Deficit) for the year</b>	<b>-2.195</b>	<b>0.179</b>	<b>-0.715</b>	<b>-0.214</b>
<b>Financial Operating Reserve - Closing Balance</b>	<b>2.602</b>	<b>2.781</b>	<b>2.066</b>	<b>1.852</b>
Operating Reserve %	2.17%	2.22%	1.58%	1.37%
<b>\$ AMOUNT TO SPEND TO GET TO 2% THRESHOLD</b>		<b>0.277</b>	<b>-0.551</b>	<b>-0.850</b>

**ASSUMPTIONS**

- Enrolment growth per the long range plan estimates
- Existing funding model
- International program enrolment back to pre-COVID level of 280 FTE in FY22 and no growth in FY23 & FY24

## **Committee Info Note**

### **Resources Committee Meeting**

#### **January 12, 2021**

#### **Agenda Item: 4.3 – 2021/22 Budget Development Process**

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- Attached is a summary of the proposed budget development timelines with anticipated roles for the:
  - ✓ Board of Education
  - ✓ Resource Committee
  - ✓ Leadership Team
  - ✓ Executive
  
- It is proposed that this year’s development process will continue to be based on work completed by the Leadership Team and then will flow through the Resource Committee for input and feedback prior to going to the Board for review and approval
  
- Staff are cognizant that the provincial funding formula may change and will need to be considered as we build the 2021/22 budget although any changes are not expected to impact the process (**assumption is that any changes to the formula would have been communicated by now**)
  
- The other factor in the budget development process is that the District will be developing the next Strategic Plan concurrently
  
- Staff feel that given that there will not be a lot of additional discretionary funding (see multi-year budget document) and that these complementing processes will be happening concurrently, there will not be a lot of changes to the 21/22 budget
  
- Staff are recommending to use this spring to develop the next Strategic Plan and to develop a thorough program and department review process to ensure the 22/23 budget is closely aligned to the revised Strategic Plan for 2021-2025

#### **Board of Education**

- Similar to previous years, the Board will be asked to review and approve the Executive’s proposed budget plan on April 27<sup>th</sup> and May 25<sup>th</sup>
  
- If additional development time is required, staff may ask the Board to consider hosting a Special Board meeting on May 11<sup>th</sup> to conduct the 1<sup>st</sup> reading of the budget

- It is being proposed that the District's direct stakeholders will be invited to provide their budget priorities to the Board in separate and in-camera meetings on the 22<sup>th</sup> of February
- Staff are also offering to meet separately with the Executives of our direct stakeholders to provide greater context and details behind the 21/22 Operational Plan and the proposed budget flowing from that plan
- These meetings can be scheduled in early February to review the Operational Plan and then early April to review the proposed budget
- This extra step in the process is intended to provide greater depth of discussion with our stakeholder groups and increased touch points in the process

### **Resource Committee**

- The Committee will have the opportunity to review and provide input into the budget process, timelines and priorities as outlined in the Strategic Plan
- Committee members will be updated on a regular basis (monthly meetings) and will see and consider the different iterations of the budget as it is developed
- Given the responsibilities of the Resource Committee and participation of our stakeholder groups, it is felt that this Committee can provide a deeper role and input into the development process

### **Leadership Team**

- The Leadership Team (Principals, Vice Principals, Directors, Managers and Executive) will also provide input into the process and identification of priorities by creating the 21/22 Operational Plan
- Once the activities have been identified on the Operational Plan, the Leadership Team will then begin to cost and prioritize the actions listed on the plan

### **Executive**

- As in previous years, the Executive will work with the different groups noted above to develop a financial plan to fund the work identified in the Operational Plan
- It is anticipated that this year's process will provide greater certainty in the link between the District's **Strategic Plan** to the **Operational Plan** to the **Annual Budget**

- Staff would like the Committee members to consider supporting the following recommendation for the Board to consider and debate at their January 26<sup>th</sup> meeting:

**Recommended Motion:** That the Board of Education of School District #62 (Sooke) approve the proposed 21/22 budget development process as outlined at the January 12<sup>th</sup> Resource Committee meeting.

## School District Six Two Proposed Budget Timelines Fiscal 2021/22

Month	Executive	Leadership Team	Resource Committee	Board Meetings
January	Develop Budget process and timelines	Jan 7 – Review the 21/22 budget development process	Jan 12 – Review and input on process & timelines	Jan 26 – Approve Budget process and timelines
February	Develop 21/22 Operational Plan	Feb 4 – Provide input into the Operational Plan	Feb 9 – Review & input on draft Operational Plan	Feb 23 – Review & input on draft Operational Plan; <b>Stakeholder Presentations (Feb 22)</b>
March	Draft Budget based on Operational Plan	Mar 4 – Review and prioritize activities on the Operational Plan	Mar 3 – Review & input on draft Operational Plan priorities	Mar 9 – Review & input on draft Operational Plan priorities
April	Finalize Budget for presentation	Apr 8 – Review and input on draft Budget	Apr 13 – Review and input on draft Budget	April 27 – 1 <sup>st</sup> reading of the Budget
May	Tweak Budget (if applicable)	May 6 - Review revised Budget (if applicable)	May 11 – Review and input on revised Budget (if applicable)	May 25 – 2 <sup>nd</sup> and 3 <sup>rd</sup> readings of the Budget

### Notes:

- 1) Executive and Leadership Team work in unison to identify priorities and to create/review the Budget
- 2) Resource Committee reviews and provides input on draft priorities and the Budget in support of the Board's approval process
- 3) Staff are available to meet with stakeholders' Executives to discuss Operational Plan (early February) and the draft Budget (early April)
- 4) The work of the Leadership Team/Resource Committee replaces the previously defined Budget Management Team (BMT)
- 5) Once approved, timelines should be shared, and public encouraged to attend Resource Committee/Board meetings for budget discussions

**18-21 Strategic Plan**

**21/22 Operational Plan**

**21/22 Annual Budget**



## Committee Info Note Resources Committee Meeting January 12, 2021

### Agenda Item: 4.4 – Emergency Response vs. Business Continuity

#### Background

- As part of the District’s Enterprise Wide Risk Management (ERM) Plan, we have identified both Emergency Response (through Student and Staff Safety) and Business Continuity as risks facing the District
- As a result, staff have begun creating and/or implementing mitigation strategies to manage each risk down to a tolerable level ([completion of the light blue area below](#))

Risk Item	Risk Description	Potential Risk Drivers	Current Mitigation/Compensating Controls
<b>Student and staff safety</b>	The risk that incidents related to the safety of students and staff within SD62’s care, including violence, threats and emergency preparedness, require significant resources to prevent and manage.	<ul style="list-style-type: none"> <li>• Ageing facilities</li> <li>• Lack of employee awareness around health and safety policies/procedures/controls</li> <li>• Lack of staff training around health and safety</li> <li>• Inadequate understanding of external health and safety requirements</li> <li>• Lack of effective communication and coordination around health and safety and risk management issues</li> </ul>	<ul style="list-style-type: none"> <li>• Increased focus on health and safety through a number of District-wide initiatives</li> <li>• Good relationship with the local Police</li> <li>• Regular lock-down drills</li> <li>• Good communication procedures</li> </ul>
<b>Business continuity</b>	The risk that SD62 may not be able to provide sufficient appropriate educational continuity or emergency response to manage plausible events (e.g., hazards, catastrophes, pandemics) while managing the cost of continuity planning.	<ul style="list-style-type: none"> <li>• Ageing facilities and lack of funding for initiatives such as continuity planning</li> <li>• Lack of staff training around continuity planning</li> </ul>	

- Staff would like to provide a brief update on the work done to date and engage the Committee in discussion on future work

#### Emergency Response

**Emergency response** includes any immediate and systematic response to an unexpected or dangerous occurrence. The goal of an emergency response procedure is to mitigate the impact of the event on people and the environment.

- Work has been completed by District staff over the last several years and has focused on the steps required after an emergency occurs during school hours

- Staff will provide a detail presentation of work completed to date to the Committee at the February meeting and we'll look for feedback on whether further work is required
- This stage is typically the first 48 hours after the emergency event occurs

## **Business Continuity**

**Business continuity planning** is the process of creating systems of prevention and recovery to deal with potential threats to a company. In addition to prevention, the goal is to enable ongoing operations before and during execution of disaster recovery.

- Staff have taken the initial steps to define our needs for a Business Continuity Plan (BCP) that will ensure the District is able to continue to operate after the emergency event has been initially responded to
- We have taken an inventory of our existing systems and processes and categorized them as Mission Critical or Business Required and acceptable recovery times
- We are now looking for external assistance to take this base information and to create a Business Continuity Plan based on the attached Ministry guidelines
- Staff would like to engage the Committee in discussion and get feedback on the proposed approach



## Committee Report of Resources Committee Meeting via MS Teams January 12, 2021

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

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

*The meeting was called to order at 6:03 pm by the Committee Chair, Bob Beckett acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically, Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)*

### 2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated December 2, 2020 at it's Public Board Meeting dated December 15, 2020.

### 3. PRESENTATIONS

There were no presentations.

### 4. NEW BUSINESS

#### 4.1 Committee Mandate/Reminders – Bob Beckett/Harold Cull

The Resources Committee discussed the role and purpose of the Committee(s) and the valuable input the Committee has in Board decisions. The Committee was provided a copy of policy and regulation A-340: School Board Committees which outlines the details of the committee mandate and membership.

The Mandate of the Resources Committee: To meet with the Secretary-Treasurer, other appropriate staff, and district partner groups to review and recommend to the Board direction and actions pertaining to:

- Building construction, maintenance and district facilities, transportation and custodial services;
- Develop and recommend to the Board long range planning for accommodating the District's needs related to sites and buildings;

- Make recommendations to the Board regarding the annual Capital Budget submission to the Ministry of Education;
- Consider and make recommendations to the Board on the District's operating, special purpose and capital budgets;
- Consider and recommend to the Board new or adjusted bylaws;
- Consider and make recommendations to the Board on the District's business and accounting services;
- Consider, recommend and provide advice and information to the Board related to human resources; and
- Other matters referred by the Board.

The Membership consists of:

- Three Trustees appointed in December of each year by the Board Chairperson;
- Superintendent;
- District staff;
- Any Trustees not assigned may attend as a guest;
- A representative from Sooke Teachers' Association (STA);
- A representative from CUPE Local 459;
- A representative from Sooke Principals and Vice-Principals Association (SPVPA);
- A representative from Sooke Parent Education Advisory Council (SPEAC); and
- A Student representative.

4.2 Multi-Year Budgets – Harold Cull

Harold Cull provided a multi-year operating budget plan from 20/21 to 23/24 to the Resources Committee. Discussion centered around the importance of high level and long-range financial planning at the District level. Additionally, the Committee conferred on the risk of assuming the International Student Program returns to pre-pandemic FTE levels, and the need to be conservative in District projections.

4.3 21/22 Budget Development Process – Harold Cull

Harold Cull provided the budget development timelines and anticipated roles for the 2021/22 budget to the Committee. Staff indicated that the 2021/22 budget will largely be a roll over budget as the District revises its Strategic Plan. A deeper dive in the 2022/23 budget will be conducted through program or departments reviews that will ensure that funding is provided to the required activities in order to deliver on the goals of the District. The Committee discussed the proposed approach and all Trustees were supportive of recommending the motion for the Board's review and consideration.

**Recommended Motion: That the Board of Education of School District #62 (Sooke) approve the proposed 21/22 budget development process as outlined at the January 12<sup>th</sup> Resource Committee meeting.**

4.4 Emergency Response vs. Business Continuity – Harold Cull/Farzaan Nusserwanji

The Resources Committee discussed Emergency Response and Business Continuity and the two different roles they play in the event of an emergency. Some of the challenges facing schools and the District were also discussed and the Committee focussed on the emergency response activities. It was also discussed that the ability to communicate effectively and efficiently during an event will be extremely important.

Staff will provide a detailed presentation at the February Resources Committee meeting outlining the work conducted to date on the Emergency Response project and will engage the Committee in a discussion of the work remaining to be done.

**5. ADJOURNMENT AND NEXT MEETING DATE:** February 9, 2021

## **Board Info Note**

### **Public Board Meeting**

#### **January 26, 2021**

### **Agenda Item: 7.2 – Catchment Boundary Changes – Implementation Update**

#### **Background:**

- At the December 15, 2020 meeting of the Board of Education, the following motion was passed:
  - “That the Board of Education for School District #62 (Sooke) adopt the revised catchment boundaries as proposed in the attached Catchment Boundary map.”
- Staff have now begun work to develop a timeline and process map to ensure changes are in place for September, 2022 when our new schools, Centre Mountain Lellum Middle and Pexsisen Elementary, open for instruction.
- Part of the catchment boundary changes include realignment of secondary feeder schools in the Westshore/Colwood area, specifically; Ecole John Stubbs and Dunsmuir Middle Schools aligned to Royal Bay Secondary and Centre Mountain Lellum and Spencer Middle Schools aligned to Belmont Secondary School.

#### **Current Context:**

- Projected enrolment growth for Belmont Secondary School, under current operations, would require additional, temporary learning space (i.e. portables) for the 2021/22 school year.
- With an approximate class of 100 students at Ecole John Stubbs, Belmont would be challenged for instructional space, however, with the recent addition completed at Royal Bay, space is available to begin the gradual transition of the French Immersion Program beginning this September.
- As a result, discussions have occurred with the Sooke Teachers’ Association to ensure the process for staffing will meet the district’s operational needs while ensuring adherence to the Collective Agreement.
- Communication has gone to families of the current grade 8 students at Ecole John Stubbs to inform them of the transition.
- Royal Bay staff met on January 25 with students at Ecole John Stubbs to discuss course selection and to answer questions about the transition.
- Plans for the transition of staff, students and instructional resources to ensure the continued strength of this program continue to be discussed.
- Boundary change conversations have also begun at schools that will be impacted in September, 2022. Some families are considering transitioning this September to avoid an additional change in a year’s time. We will accommodate these requests where space is available to do so.

Submitted with Respect,  
Scott Stinson, Superintendent/CEO





**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE via MS Teams  
Jan. 5, 2021 – 6:00 p.m.**

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**Present:** Bob Phillips, Trustee (Committee Chair)  
Allison Watson, Trustee (Committee Member)  
Dianna Seaton, Trustee (Committee Member)  
Lou Leslie, CUPE  
Georgette Walker, SPVPA  
Cendra Beaton, SPEAC  
Christina Kempenaar, STA  
Scott Stinson, Superintendent/CEO  
Stephanie Hedley-Smith, Associate Superintendent  
Paul Block, Associate Superintendent  
Dave Strange, Associate Superintendent

**Guests:** Dante Di Ponio, Careers Co-ordinator; Sue Grundy, Mgr. of Exec. Operations

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

*We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.*

**2. Opening Remarks from Chair, Bob Phillips**

Trustee Phillips advised that Trustee Allison Watson will be the new Chair of the Education-Policy Committee, effective February 2021. He noted that Committee Chairs are appointed by the Chair of the Board of Education.

**3. Review of Committee Policy and Format and Function of the Education Policy Committee**

Superintendent Scott Stinson provided an overview of the guiding policy, format and function of the committee for the benefit of returning and new committee members.

**4. COMMITTEE REPORT of Dec. 1, 2020 Education-Policy Standing Committee meeting**

The committee report for the Dec. 1, 2020 Education-Policy Committee meeting was reviewed by the committee members.

**5. BAA COURSE PROPOSALS**

**a. Professional Cook 11A**

Paul Block presented the proposed course to the committee for discussion. Members of the committee discussed the proposed course and engaged in a Q and A.

**Recommendation**

That the Board of Education approve BAA course Professional Cook 11A.

- b. Professional Cook 11B  
Paul Block presented the proposed course to the committee for discussion. Members of the committee discussed the proposed course and engaged in a Q and A.

**Recommendation**

That the Board of Education approve BAA course Professional Cook 11B.

- c. Professional Cook 12A  
Paul Block presented the proposed course to the committee for discussion. Members of the committee discussed the proposed course and engaged in a Q and A.

**Recommendation**

That the Board of Education approve BAA course Professional Cook 12A.

- d. Professional Cook 12B  
Paul Block presented the proposed course to the committee for discussion. Members of the committee discussed the proposed course and engaged in a Q and A.

**Recommendation**

That the Board of Education approve BAA course Professional Cook 12B.

6. **REVIEW OF POLICIES/REGULATIONS**

No policies/regulations submitted for this meeting.

7. **NEW BUSINESS**

- a. COVID-19 Update – Scott Stinson

The Superintendent gave a brief update to the committee. Members of the committee discussed the information presented and engaged in a Q and A. The committee chair recognized the tremendous work of the entire SD62 staff to deliver safe service to students and families in the context of the global pandemic.

- b. Presentation – Dante Di Ponio – Career Education in SD62 – Transitions to Post-Secondary Training  
Dante Di Ponio gave a comprehensive overview of the district's opportunities and programs as related to Career Education. The overview included a highlighting of programs and opportunities at each of our high schools and middle schools, district and school-based staff, and district and post-secondary partnerships. Members of the committee discussed the information presented and engaged in a Q and A.

- c. Strategic Plan Update – Sue Grundy

Sue Grundy gave a comprehensive update on the upcoming strategic planning process. The overview included a highlighting of the proposed process and timelines. Members of the committee discussed the information presented and engaged in a Q and A. The committee provided extensive feedback to inform updates to the proposed strategic plan process. This will be brought by Sue to the executive and an update will be provided to the committee and the Board in the near future.

8. **FOR INFORMATION**
  - a. Research Project Approval – Alaina Chun, BC Children’s Hospital/UBC – “Child and Youth Mental Health During a Pandemic: MyHEARTSMAP COVID-19 Study” – Scott Stinson
7. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**  
As per Policy Work Plan
8. **ADJOURNMENT AND NEXT MEETING DATE:** Feb. 2, 2021, 6 p.m.



## Board/Authority Authorized Course Application

<b>School District/Independent School Authority Name:</b> Sooke School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> 62
<b>Developed by:</b> Brandon Aris / Lindsay Johnson / Jon Hamlin / Dante Di Ponio	<b>Date Developed:</b> June 2020
<b>School Name:</b> Edward Milne Community School	<b>Principal's Name:</b> Laura Fulton
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Professional Cook	<b>Grade Level of Course:</b> 11A
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** N/A

**Special Training, Facilities or Equipment Required:** The teacher will be a Professional Cook specialist. The facility to be used should have a classroom setting for up to 29 students to do theory and a professional teaching kitchen space equipped to complete the practical work based on the Level 1 Professional Cook curriculum.

**Course Synopsis:** This course is designed to enable students to pursue a career in the professional cooking field. It will enable students to enter a technical training post-secondary institution having the essential competencies and knowledge for success, and/or enter industry in a work or apprenticeship capacity. The hands-on, practical components of the course provide the opportunity to apply and refine theoretical components, as well as refine workplace and employment skills. This course is based on the Level 1 Professional Cook curriculum as outlined by the Industry Training Authority (ITA).

**Goals and Rationale:** Industry, education and government recognize the need for the training of individuals for the Professional Cook industry, especially with the increasing complexity of the industry, which is coupled with an ever-increasingly aged culinary workforce. It is important for students to have the opportunity for personal and professional development while gaining lifelong skills and knowledge. They will be able to think critically, use cross-disciplinary logic, math, and science knowledge and skills, as well as become familiar with the complex existing and emerging technologies and technical skills that will enable them to become more employable in the culinary industry. Students can use the skills and knowledge gained to access further post-secondary education in the culinary field, as well as other fields such as entrepreneurship and business. The knowledge and skills learned in this course will enhance everyday experiences for the learner, and enable them to get more out of their academic, vocational, and personal lives.

**Aboriginal Worldviews and Perspectives:**

- **Connectedness and Relationship:** Working in a professional kitchen requires collaboration, connection, and strong working relationships.
- **Awareness of History:** Understanding the history of the profession and historical significance of certain foods is an important aspect of this course.
- **Local Focus:** Understanding local connections to ingredients and food are important factors within a sustainable practice.
- **Engagement with the Land, Nature, the Outdoors:** Understanding the role nature and the land have in our food production process.
- **Language and Culture:** Food and food preparation vary from culture to culture.
- **Experiential Learning:** Hands-on experience is a key part of this course.
- **Learning involves recognizing the consequences of ones' actions:** A successful cook will learn from their mistakes in order to improve practice. Not following process and protocol can be dangerous for ones' self and others in the kitchen environment.
- **Learning involves patience and time:** Cooking requires patience and time for success to occur. Specific periods of time must be adhered to in order to achieve a successful result.

## BIG IDEAS

Safe working practices are an integral part of the food service industry

Sanitary food practices are critical to maintaining a safe environment for all

Collaboration and communication are key skills required in a working kitchen

Success in the food service industry requires diverse skills

The food service industry is a major employer, and opportunities for graduates of professional cooking programs are numerous and diverse

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Trade Knowledge</b></p> <ul style="list-style-type: none"> <li>• Describe personal attributes and professionalism in the workplace.</li> <li>• Describe roles and responsibilities in the workplace.</li> <li>• Describe food service occupations.</li> <li>• Describe food service training programs and certification pathways.</li> <li>• Describe the history of the profession and emerging trends.</li> </ul> <p><b>Safety Standards</b></p> <ul style="list-style-type: none"> <li>• Describe workplace hazards (WHMIS).</li> <li>• Describe general safety practices.</li> <li>• Describe basic first aid procedures.</li> <li>• Describe fire safety procedures and regulations.</li> <li>• Describe WorkSafe BC regulations in the workplace.</li> </ul> <p><b>Sanitary Standards</b></p> <ul style="list-style-type: none"> <li>• Describe food safety procedures (FOODSAFE Level 1 prerequisite).</li> <li>• Describe the principles of Hazard Analysis – Critical Control Points (HACCP).</li> <li>• Describe general food handling and storage procedures.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Occupational Skills</b></p> <ul style="list-style-type: none"> <li>● Trade Knowledge</li> <li>● Safety Standards</li> <li>● Sanitary Standards</li> </ul> <p><b>Stocks, Soups, and Sauces</b></p> <ul style="list-style-type: none"> <li>● Stocks</li> </ul> <p><b>Vegetables and Fruits</b></p> <ul style="list-style-type: none"> <li>● Vegetables</li> <li>● Fruits</li> </ul> <p><b>Garde Manger</b></p> <ul style="list-style-type: none"> <li>● Dressings, Condiments, and Accompaniments</li> <li>● Salads</li> <li>● Sandwiches</li> </ul> <p><b>Baked Goods and Desserts</b></p> <ul style="list-style-type: none"> <li>● Principles of Baking</li> </ul>



- Describe the causes and preventions of food borne illnesses.
- Describe procedures to maintain workplace sanitation and personal hygiene.

**Stocks**

- Identify types of stocks and their uses.
- Select ingredients for stocks.
- Describe the principles of stock making.
- Prepare white stocks.
- Prepare brown stocks.
- Describe stocks used in world cuisines.

**Vegetables**

- Identify and correctly store common varieties of vegetables.
- Describe the properties and cooking potential of vegetables.
- Cut and process common vegetables.
- Describe the basic principles of vegetable preparation.
- Describe basic vegetable finishing procedures.
- Blanch, steam, and boil vegetables.
- Sauté and stir fry vegetables.
- Deep-fry and pan-fry vegetables.
- Bake and roast vegetables.
- Grill and broil vegetables.

**Fruits**

- Identify and correctly store fruits.
- Understand the properties and cooking potential of fruit.
- Cut and process common types of fruit.
- Prepare fruit using a variety of methods.
- Prepare fruit juices.

**Dressings, Condiments, and Accompaniments**

- Describe types of salad dressings and their uses.
- Identify ingredients used in salad dressings.
- Describe basic principles of salad dressing preparation.
- Prepare salad dressings.

**Salads**

- Describe types of salads and their components.
- Identify types of salad ingredients.
- Select and store salad ingredients.
- Prepare simple salads.
- Prepare buffet salads and set up a salad bar.

**Sandwiches**

- Describe types of sandwiches and their ingredients.
- Identify ingredients used in sandwich preparation.
- Set-up a sandwich station.
- Prepare hot and cold sandwiches.

**Principles of Baking**

- Describe ingredients used in baking.
- Describe the types and properties of leaveners.
- Describe basic mixing methods and principles.
- Describe general production procedures used in baking.
- Describe storage procedures for finished bakery products.

**Cookies**

- Describe types of cookies and their ingredients.
- Describe the characteristics of cookies.
- Describe the different methods of preparation used in cookie making
- Prepare cookies.

## Learning Standards

### Curricular Competencies

### Content

#### Curricular Competencies – Elaborations

For a full list of elaborations, please view the “Learning Tasks” section of the ITA Professional Cook professional cook program outline: [https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017\\_0.pdf](https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017_0.pdf)

#### Content – Elaborations

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#### Recommended Instructional Components:

- Instructional labs
- Video demonstrations
- Hands-on demonstrations
- Experiential learning within the real-world kitchen environment
- Reflection opportunities

#### Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Summative and Formative assessment embedded throughout the course
- Summative demonstrations of technique and procedure
- Periodic testing to determine learning and mastery of process and technique
- Self and peer evaluation

**(Classroom Assessment 2017 Update Link)**

Formative Assessment	<p>ongoing specific descriptive feedback, fair, transparent, meaningful, multiple opportunities, gathered over time, self and peer assessment</p> <p>create a profile of student strengths, areas of growth and areas for further development</p> <p>co-create criteria, rubrics, celebrate successes, reflection, encourage metacognition</p> <p>check-ins – exit slips, 3,2,1, informal conversations,</p>
Summative Assessment	<p>a measurement of success or proficiency at the end of the learning process – performance, written, spoken tasks – rubrics, standards</p> <p>Showcase student learning, consider authentic audience - exhibits, gallery walks, displays etc</p>

**Learning Resources:**

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On Cooking, Labensky, Hause, Martel, Malley, Bevan, Sicoli. 2012

Professional Cooking, Gisslen, Wayne. 2011

Food Safe Level, Burton, Toni and Steacy, Ken. 2014

**Additional Information:**



## Board/Authority Authorized Course Application

<b>School District/Independent School Authority Name:</b> Sooke School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> 62
<b>Developed by:</b> Brandon Aris / Lindsay Johnson / Jon Hamlin / Dante Di Ponio	<b>Date Developed:</b> June 2020
<b>School Name:</b> Edward Milne Community School	<b>Principal's Name:</b> Laura Fulton
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Professional Cook	<b>Grade Level of Course:</b> 11B
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** N/A

**Special Training, Facilities or Equipment Required:** The teacher will be a Professional Cook specialist. The facility to be used should have a classroom setting for up to 29 students to do theory and a professional teaching kitchen space equipped to complete the practical work based on the Level 1 Professional Cook curriculum.

**Course Synopsis:** This course is designed to enable students to pursue a career in the professional cooking field. It will enable students to enter a technical training post-secondary institution having the essential competencies and knowledge for success, and/or enter industry in a work or apprenticeship capacity. The hands-on, practical components of the course provide the opportunity to apply and refine theoretical components, as well as refine workplace and employment skills. This course is based on the Level 1 Professional Cook curriculum as outlined by the Industry Training Authority (ITA).

**Goals and Rationale:** Industry, education and government recognize the need for the training of individuals for the Professional Cook industry, especially with the increasing complexity of the industry, which is coupled with an ever-increasingly aged culinary workforce. It is important for students to have the opportunity for personal and professional development while gaining lifelong skills and knowledge. They will be able to think critically, use cross-disciplinary logic, math, and science knowledge and skills, as well as become familiar with the complex existing and emerging technologies and technical skills that will enable them to become more employable in the culinary industry. Students can use the skills and knowledge gained to access further post-secondary education in the culinary field, as well as other fields such as entrepreneurship and business. The knowledge and skills learned in this course will enhance everyday experiences for the learner, and enable them to get more out of their academic, vocational, and personal lives.

### **Aboriginal Worldviews and Perspectives:**

- **Connectedness and Relationship:** Working in a professional kitchen requires collaboration, connection, and strong working relationships.
- **Awareness of History:** Understanding the history of the profession and historical significance of certain foods is an important aspect of this course.
- **Local Focus:** Understanding local connections to ingredients and food are important factors within a sustainable practice.
- **Engagement with the Land, Nature, the Outdoors:** Understanding the role nature and the land have in our food production process.
- **Language and Culture:** Food and food preparation vary from culture to culture.
- **Experiential Learning:** Hands-on experience is a key part of this course.
- **Learning involves recognizing the consequences of ones' actions:** A successful cook will learn from their mistakes in order to improve practice. Not following process and protocol can be dangerous for ones' self and others in the kitchen environment.
- **Learning involves patience and time:** Cooking requires patience and time for success to occur. Specific periods of time must be adhered to in order to achieve a successful result.



## BIG IDEAS

Safe working practices are an integral part of the food service industry

Sanitary food practices are critical to maintaining a safe environment for all

Collaboration and communication are key skills required in a working kitchen

Success in the food service industry requires diverse skills

The food service industry is a major employer, and opportunities for graduates of professional cooking programs are numerous and diverse

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Production Procedures</b></p> <ul style="list-style-type: none"> <li>• Identify kitchen knives and common types of hand tools and their uses.</li> <li>• Describe the maintenance and safety precautions of kitchen knives and hand tools.</li> <li>• Identify common types of kitchen equipment and their use, cleaning and maintenance.</li> <li>• Demonstrate the correct use of the Metric and Imperial/US measuring systems.</li> <li>• Convert recipes, calculate and adjust recipe yields.</li> <li>• Describe the general principles of cooking and baking.</li> </ul> <p><b>Thickening and Binding Agents</b></p> <ul style="list-style-type: none"> <li>• Describe types and properties of thickening and binding agents.</li> <li>• Select the correct thickening and binding agents.</li> <li>• Prepare thickening and binding agents.</li> </ul> <p><b>Soups</b></p> <ul style="list-style-type: none"> <li>• Describe the basic types of soups.</li> <li>• Identify and select ingredients for soups.</li> <li>• Prepare clear soups.</li> <li>• Prepare cream soups.</li> <li>• Prepare purée soups.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Occupational Skills</b></p> <ul style="list-style-type: none"> <li>● Production Procedures</li> </ul> <p><b>Stocks, Soups, and Sauces</b></p> <ul style="list-style-type: none"> <li>● Thickening and Binding Agents</li> <li>● Soups</li> <li>● Sauces</li> </ul> <p><b>Starches</b></p> <ul style="list-style-type: none"> <li>● Potatoes</li> <li>● Pasta and Farinaceous Products</li> </ul> <p><b>Meats</b></p> <ul style="list-style-type: none"> <li>● Cut and Process Meats</li> </ul> <p><b>Poultry</b></p> <ul style="list-style-type: none"> <li>● Cut and Process Poultry</li> </ul> <p><b>Baked Goods and Desserts</b></p> <ul style="list-style-type: none"> <li>● Quick Breads</li> <li>● Yeast Products</li> </ul>

**Sauces**

- Describe the principles and methods of sauce making.
- Describe leading types of sauces.
- Select appropriate uses for types of sauces.
- Prepare white sauces.
- Prepare blonde sauces.
- Prepare brown sauces.
- Prepare purée sauces.
- Prepare emulsion sauces.

**Potatoes**

- Identify and correctly store potatoes.
- Describe the properties and cooking potential of potatoes.
- Cut and process potatoes.
- Describe the basic principles of potato preparation.
- Describe basic potato finishing procedures.
- Steam and boil potatoes.
- Bake and roast potatoes.
- Deep-fry and pan-fry potatoes.
- Purée and mash potatoes.
- Sauté potatoes.

**Pasta and Farinaceous Products**

- Identify and store dry pasta and noodles.
- Cook dry pasta and noodles.
- Identify types of sauces for dry pasta and noodles.
- Prepare pasta and noodle dishes.

**Cut and Process Meat**

- Describe the muscle and bone structure of meat.
- Describe the grading, inspection, and storage of beef.
- Identify primal cuts of beef.
- Identify secondary cuts of beef.
- Portion cut beef, pork, lamb, and veal.

**Cut and Process Poultry**

- Identify types of poultry.
- Describe the grading, inspection, and storage of poultry.
- Identify cuts of chicken and turkey.
- Portion cut chicken and turkey.

**Quick Breads**

- Describe the types of quick breads.
- Describe the methods of preparation for quick breads.
- Prepare quick breads.

**Yeast Products**

- Describe the properties and fermentation of yeast.
- Describe the preparation of basic yeast doughs.
- Describe the shaping of basic yeast breads.
- Prepare basic yeast breads.

## Curricular Competencies – Elaborations

For a full list of elaborations, please view the “Learning Tasks” section of the ITA Professional Cook professional cook program outline:

[https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017\\_0.pdf](https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017_0.pdf)

### Content – Elaborations

For a full list of elaborations, please view the “Content” section of the ITA Professional Cook professional cook program outline: [https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017\\_0.pdf](https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017_0.pdf)

#### Recommended Instructional Components:

- Instructional labs
- Video demonstrations
- Hands-on demonstrations
- Experiential learning within the real-world kitchen environment
- Reflection opportunities

#### Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Summative and Formative assessment embedded throughout the course
- Summative demonstrations of technique and procedure
- Periodic testing to determine learning and mastery of process and technique
- Self and peer evaluation

([Classroom Assessment 2017 Update Link](#))

Formative Assessment	<p>ongoing specific descriptive feedback, fair, transparent, meaningful, multiple opportunities, gathered over time, self and peer assessment</p> <p>create a profile of student strengths, areas of growth and areas for further development</p> <p>co-create criteria, rubrics, celebrate successes, reflection, encourage metacognition</p> <p>check-ins – exit slips, 3,2,1, informal conversations,</p>
Summative Assessment	<p>a measurement of success or proficiency at the end of the learning process – performance, written, spoken tasks – rubrics, standards</p> <p>Showcase student learning, consider authentic audience - exhibits, gallery walks, displays etc</p>

**Learning Resources:**

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Food Safe Level, Burton, Toni and Steacy, Ken. 2014

**Additional Information:**





## Board/Authority Authorized Course Application

<b>School District/Independent School Authority Name:</b> Sooke School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD62, Authority #
<b>Developed by:</b> Brandon Aris / Lindsay Johnson / Jon Hamlin / Dante Di Ponio	<b>Date Developed:</b> June 2020
<b>School Name:</b> Edward Milne Community School	<b>Principal's Name:</b> Laura Fulton
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Professional Cook	<b>Grade Level of Course:</b> 12A
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** N/A

**Special Training, Facilities or Equipment Required:** The teacher will be a Professional Cook specialist. The facility to be used should have a classroom setting for up to 29 students to do theory and a professional teaching kitchen space equipped to complete the practical work based on the Level 1 Professional Cook curriculum.

**Course Synopsis:** This course is designed to enable students to pursue a career in the professional cooking field. It will enable students to enter a technical training post-secondary institution having the essential competencies and knowledge for success, and/or enter industry in a work or apprenticeship capacity. The hands-on, practical components of the course provide the opportunity to apply and refine theoretical components, as well as refine workplace and employment skills. This course is based on the Level 1 Professional Cook curriculum as outlined by the Industry Training Authority (ITA).

**Goals and Rationale:** Industry, education and government recognize the need for the training of individuals for the Professional Cook industry, especially with the increasing complexity of the industry, which is coupled with an ever-increasingly aged culinary workforce. It is important for students to have the opportunity for personal and professional development while gaining lifelong skills and knowledge. They will be able to think critically, use cross-disciplinary logic, math, and science knowledge and skills, as well as become familiar with the complex existing and emerging technologies and technical skills that will enable them to become more employable in the culinary industry. Students can use the skills and knowledge gained to access further post-secondary education in the culinary field, as well as other fields such as entrepreneurship and business. The knowledge and skills learned in this course will enhance everyday experiences for the learner, and enable them to get more out of their academic, vocational, and personal lives.

**Aboriginal Worldviews and Perspectives:**

- **Connectedness and Relationship:** Working in a professional kitchen requires collaboration, connection, and strong working relationships.
- **Awareness of History:** Understanding the history of the profession and historical significance of certain foods is an important aspect of this course.
- **Local Focus:** Understanding local connections to ingredients and food are important factors within a sustainable practice.
- **Engagement with the Land, Nature, the Outdoors:** Understanding the role nature and the land have in our food production process.
- **Language and Culture:** Food and food preparation vary from culture to culture.
- **Experiential Learning:** Hands-on experience is a key part of this course.
- **Learning involves recognizing the consequences of ones' actions:** A successful cook will learn from their mistakes in order to improve practice. Not following process and protocol can be dangerous for ones' self and others in the kitchen environment.
- **Learning involves patience and time:** Cooking requires patience and time for success to occur. Specific periods of time must be adhered to in order to achieve a successful result.



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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Menu Planning</b></p> <ul style="list-style-type: none"> <li>• Identify menu styles and formats.</li> <li>• Correctly utilize common menu terminology.</li> </ul> <p><b>Ordering and Inventory</b></p> <ul style="list-style-type: none"> <li>• Describe the principles of reducing waste, re-using and recycling materials.</li> <li>• Identify correct waste management procedures.</li> </ul> <p><b>Ingredients and Nutritional Properties</b></p> <ul style="list-style-type: none"> <li>• Describe general types of ingredients and their origins.</li> <li>• Describe the nutritional elements of food and their importance to good health.</li> </ul> <p><b>Rice, Grains, and Legumes</b></p> <ul style="list-style-type: none"> <li>• Identify and store common types of rice.</li> </ul> <p><b>Cook Meats</b></p> <ul style="list-style-type: none"> <li>• Describe the basic principles of meat preparation.</li> <li>• Describe basic cooking methods for meat.</li> <li>• Prepare meats for cooking.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Occupational Skills</b></p> <ul style="list-style-type: none"> <li>● Menu Planning</li> <li>● Ordering and Inventory</li> <li>● Ingredients and Nutritional Properties</li> </ul> <p><b>Starches</b></p> <ul style="list-style-type: none"> <li>● Rice, Grains, and Legumes</li> </ul> <p><b>Meats</b></p> <ul style="list-style-type: none"> <li>● Cook Meats</li> </ul> <p><b>Poultry</b></p> <ul style="list-style-type: none"> <li>● Cook Poultry</li> </ul> <p><b>Eggs, Breakfast Cookery, and Dairy</b></p> <ul style="list-style-type: none"> <li>● Egg Dishes</li> <li>● Breakfast Accompaniments</li> <li>● Dairy Produces and Cheeses</li> </ul> <p><b>Baked Goods and Desserts</b></p> <ul style="list-style-type: none"> <li>● Desserts</li> </ul>

**Cook Poultry**

- Describe the basic principles of poultry cooking.
- Identify basic cooking methods for poultry.

**Egg Dishes**

- Describe the grading, handling and storage of eggs.
- Describe the composition of eggs.
- Describe the basic cooking methods for eggs.
- Prepare eggs using a variety of methods.
- Prepare a variety of egg dishes and omelets.

**Breakfast Accompaniments**

- Describe breakfast accompaniments.
- Prepare breakfast meats.
- Prepare and present hot and cold cereals.
- Cook pancakes, waffles, crepes and French toast.
- Prepare breakfast items in quantity.

**Dairy Produces and Cheeses**

- Identify types of dairy products and their uses.
- Describe the properties of dairy products.
- Select and store dairy products and cheese.
- Describe types of cheese.
- Cook with dairy products and cheese.

**Desserts**

- Describe types of fruit desserts.
- Describe types of basic custards and puddings.
- Prepare fruit desserts.

## Curricular Competencies – Elaborations

For a full list of elaborations, please view the “Learning Tasks” section of the ITA Professional Cook professional cook program outline: [https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017\\_0.pdf](https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017_0.pdf)

### Content – Elaborations

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[\(Classroom Assessment 2017 Update Link\)](#)

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**Additional Information:**



## Board/Authority Authorized Course Application

<b>School District/Independent School Authority Name:</b> Sooke School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD62, Authority #
<b>Developed by:</b> Brandon Aris / Lindsay Johnson / Jon Hamlin / Dante Di Ponio	<b>Date Developed:</b> June 2020
<b>School Name:</b> Edward Milne Community School	<b>Principal's Name:</b> Laura Fulton
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
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<b>Course Name:</b> Professional Cook	<b>Grade Level of Course:</b> 12B
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):** N/A

**Special Training, Facilities or Equipment Required:** The teacher will be a Professional Cook specialist. The facility to be used should have a classroom setting for up to 29 students to do theory and a professional teaching kitchen space equipped to complete the practical work based on the Level 1 Professional Cook curriculum.

**Course Synopsis:** This course is designed to enable students to pursue a career in the professional cooking field. It will enable students to enter a technical training post-secondary institution having the essential competencies and knowledge for success, and/or enter industry in a work or apprenticeship capacity. The hands-on, practical components of the course provide the opportunity to apply and refine theoretical components, as well as refine workplace and employment skills. This course is based on the Level 1 Professional Cook curriculum as outlined by the Industry Training Authority (ITA).



**Goals and Rationale:** Industry, education and government recognize the need for the training of individuals for the Professional Cook industry, especially with the increasing complexity of the industry, which is coupled with an ever-increasingly aged culinary workforce. It is important for students to have the opportunity for personal and professional development while gaining lifelong skills and knowledge. They will be able to think critically, use cross-disciplinary logic, math, and science knowledge and skills, as well as become familiar with the complex existing and emerging technologies and technical skills that will enable them to become more employable in the culinary industry. Students can use the skills and knowledge gained to access further post-secondary education in the culinary field, as well as other fields such as entrepreneurship and business. The knowledge and skills learned in this course will enhance everyday experiences for the learner, and enable them to get more out of their academic, vocational, and personal lives.

### **Aboriginal Worldviews and Perspectives:**

- **Connectedness and Relationship:** Working in a professional kitchen requires collaboration, connection, and strong working relationships.
- **Awareness of History:** Understanding the history of the profession and historical significance of certain foods is an important aspect of this course.
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- **Engagement with the Land, Nature, the Outdoors:** Understanding the role nature and the land have in our food production process.
- **Language and Culture:** Food and food preparation vary from culture to culture.
- **Experiential Learning:** Hands-on experience is a key part of this course.
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## BIG IDEAS

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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Menu Planning</b></p> <ul style="list-style-type: none"> <li>• Identify menu styles and formats.</li> <li>• Correctly utilize common menu terminology.</li> <li>• Describe a balanced menu.</li> </ul> <p><b>Ordering and Inventory</b></p> <ul style="list-style-type: none"> <li>• Describe receiving procedures.</li> <li>• Identify storage temperatures and procedures.</li> </ul> <p><b>Ingredients and Nutritional Properties</b></p> <ul style="list-style-type: none"> <li>• Describe the principles of seasoning and flavouring.</li> <li>• Identify seasoning and flavouring ingredients.</li> <li>• Describe general types of ingredients and their origins.</li> <li>• Describe the nutritional elements of food and their importance to good health.</li> </ul> <p><b>Rice, Grains, and Legumes</b></p> <ul style="list-style-type: none"> <li>• Identify and store common types of rice.</li> <li>• Describe basic cooking methods for rice.</li> <li>• Cook rice using basic methods.</li> <li>• Prepare rice dishes.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Occupational Skills</b></p> <ul style="list-style-type: none"> <li>● Menu Planning</li> <li>● Ordering and Inventory</li> <li>● Ingredients and Nutritional Properties</li> </ul> <p><b>Starches</b></p> <ul style="list-style-type: none"> <li>● Rice, Grains, and Legumes</li> </ul> <p><b>Meats</b></p> <ul style="list-style-type: none"> <li>● Cook Meats</li> </ul> <p><b>Poultry</b></p> <ul style="list-style-type: none"> <li>● Cook Poultry</li> </ul> <p><b>Seafood</b></p> <ul style="list-style-type: none"> <li>● Cut and Process Seafood</li> <li>● Cook Fish</li> <li>● Cook Shellfish</li> </ul>



**Cook Meats**

- Describe the basic principles of meat preparation.
- Describe basic cooking methods for meat.
- Identify suitable cuts of meat for various cooking methods.
- Prepare meats for cooking.
- Identify correct doneness of cooked meats.
- Bake and roast meats.
- Sauté and stir-fry meats.
- Broil and grill meats.
- Deep-fry and pan-fry meats.
- Braise and stew meats (brown stews).

**Cook Poultry**

- Describe the basic principles of poultry cooking.
- Identify basic cooking methods for poultry.
- Identify suitable cuts of poultry for various cooking methods.
- Prepare chicken and turkey for cooking.
- Identify correct doneness of cooked chicken and turkey.
- Bake and roast chicken and turkey.
- Sauté and stir-fry chicken and turkey.
- Broil and grill chicken and turkey.
- Deep-fry and pan-fry chicken and turkey.
- Poach and simmer chicken and turkey.
- Braise and stew chicken and turkey.

**Cut and Process Seafood**

- Describe types, storage, and quality indicators for fish.
- Describe types, storage, and quality indicators for shellfish.
- Cut and process flat and round fish.
- Clean and process shrimp and prawns.
- Clean and process mollusks.

**Baked Goods and Desserts**

- Pastries
- Desserts

**Cook Fish**

- Describe basic principles of fish cooking.
- Identify basic cooking methods for fish.
- Identify suitable cuts of fish for various cooking methods.
- Prepare round and flat fish for cooking.
- Identify correct doneness of cooked fish.
- Bake and roast fish.
- Sauté and stir-fry fish.
- Broil and grill fish.
- Deep-fry and pan-fry fish.
- Steam and poach fish.

**Cook Shellfish**

- Describe basic principles of shellfish preparation.
- Identify basic methods of shellfish preparation.
- Identify suitable types of shellfish for various cooking methods.
- Prepare shellfish for cooking.
- Identify correct doneness of cooked shellfish.
- Bake and roast shellfish.
- Sauté and stir-fry shellfish.
- Broil and grill shellfish.
- Deep-fry and pan-fry shellfish.
- Steam and poach shellfish.
- Prepare shellfish using various methods.

**Pastries**

- Describe basic pastry and pie doughs.
- Describe basic pie preparation.
- Prepare basic pies.

**Desserts**

- Describe types of fruit desserts.
- Describe types of basic custards and puddings.
- Prepare fruit desserts.
- Prepare basic custards and puddings.

## Curricular Competencies – Elaborations

For a full list of elaborations, please view the “Learning Tasks” section of the ITA Professional Cook professional cook program outline:

[https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017\\_0.pdf](https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017_0.pdf)

## Content – Elaborations

For a full list of elaborations, please view the “Content” section of the ITA Professional Cook professional cook program outline: [https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017\\_0.pdf](https://www.itabc.ca/sites/default/files/program-information/professional-cook-1-outline-july-2017_0.pdf)

### Recommended Instructional Components:

- Instructional labs
- Video demonstrations
- Hands-on demonstrations
- Experiential learning within the real-world kitchen environment
- Reflection opportunities

### Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Summative and Formative assessment embedded throughout the course
- Summative demonstrations of technique and procedure
- Periodic testing to determine learning and mastery of process and technique
- Self and peer evaluation

[\(Classroom Assessment 2017 Update Link\)](#)

<p><b>Formative Assessment</b></p>	<p>ongoing specific descriptive feedback, fair, transparent, meaningful, multiple opportunities, gathered over time, self and peer assessment</p> <p>create a profile of student strengths, areas of growth and areas for further development</p> <p>co-create criteria, rubrics, celebrate successes, reflection, encourage metacognition</p> <p>check-ins – exit slips, 3,2,1, informal conversations,</p>
<p><b>Summative Assessment</b></p>	<p>a measurement of success or proficiency at the end of the learning process – performance, written, spoken tasks – rubrics, standards</p> <p>Showcase student learning, consider authentic audience - exhibits, gallery walks, displays etc</p>

**Learning Resources:**

The Culinary Professional, Draz, John and Koetke, Christopher. 2010

On Cooking, Labensky, Hause, Martel, Malley, Bevan, Sicoli. 2012

Professional Cooking, Gisslen, Wayne. 2011

Food Safe Level, Burton, Toni and Steacy, Ken. 2014

**Additional Information:**



## PROJECT CHARTER

# Strategic Plan Steering Group 2021

## BACKGROUND

Strategic planning defines long-term vision and objectives over a specified number of years. It assists planning for long-range achievements rather than focussing on everyday issues. Having a multi-year defined vision and goals, guides our everyday decision-making and priorities, our resource investment, including staff action. In addition, it enables communication with our community stakeholders and allows for accountability: did we achieve what we planned to do? The District Strategic Plan acts as the leading overview of the district's whole vision, mission, and goals. It sets firm foundations which directly feed into other key plans such as the operational plan, the budget, project planning, and resource planning.

A new strategic plan is required for Sooke School District (SD62) as the current strategic plan, which was initiated in 2018, runs until June 2021. With this in mind, the Sooke School Board (SD62) met with the district Executive Team in December 2020 to have initial discussions about the existing strategic plan, ahead of the engagement work to develop a replacement plan. The Board discussed:

- The relative currency of the existing strategic plan for the immediate years ahead
- Potential modifications that could be made

In addition, SD62 Executive Team members suggested that the goals of the existing strategic plan: Learning, Engagement, Growth had become widely known in the District and their relevance to the district as wide goals had not changed since they were devised in 2018 – whether our stakeholders feel the same way will be discussed through engaging with them in the work ahead.

From the Board discussions in December 2020, potential areas to be considered during the development process include:

- Modify wording to update the language
- Move the language from “students” to “learners” as everyone in system is a lifelong learner
- Weave the concepts of diversity and equity through the plan
- Consult with stakeholders on their thoughts on necessary changes
- Plan effective data streams that are collected on a regular basis
- Add something in on mental health and wellness
- Understand the impact of the growing school district with regards to the growth in processes needed to ensure operational excellence

## OBJECTIVES

The objectives of the Strategic Planning Steering Group are to:

- Discuss approach
- Help ensure input from a section of stakeholders





- Discuss findings and feedback received through input processes to assist in determining key themes to be considered in the next Strategic Plan

## PRINCIPLES

The Steering Group will operate with the following principles:

- **Transparency** – Providing open and transparent communication with the community about process and intent
- **Respect** – Holding respect for and openness to differing points of view
- **Diversity** – Working to consider the many different voices and personal situations that make up SD62
- **Community** – Working to achieve the best outcomes for all members of the community

## PURPOSE OF STEERING GROUP

A new strategic plan will be formed from work undertaken by district staff, predominantly by the Manager of Executive Operations. It is proposed that a steering group be struck whose purpose is to advise and consult on the process of revising the current strategic plan.

To ensure widespread representation, members from a variety of groups in the district will take part in the steering group:

- To advise and guide work done by district staff in the creation of a new strategic plan
- To assist with community connections to enable effective and timely engagement with the different groups in the Sooke School District community
- To advise their own specific groups of the work being undertaken, as appropriate

## ANTICIPATED OUTCOMES

The following outcomes are anticipated as a result of the meetings of the Steering Group:

- Feedback and advice on the key themes and feedback to be considered in the draft Strategic Plan 2021-2025 (June 2021)
- Feedback and advice on draft communications out to community about the planning steps (Feb 2021)
- Feedback and advice on draft communications materials for Thought Exchange/ Sooke Parents Education Advisory Council (SPEAC) meetings (March 2021)
- Feedback and advice on the summary of Outcome of Thought Exchange/SPEAC meetings (April 2021)
- Feedback and advice on proposed data streams and frequency of data collection for reporting (April 2021)

## ANTICIPATED DELIVERABLES

The following deliverables are anticipated to be reviewed and advised on during the Steering Group process:



- Review the draft Strategic Plan that Executive Staff have developed following engagement (June 2021)
- Communications out to community about the planning steps (Feb 2021)
- Communications materials for Thought Exchange/SPEAC meetings (March 2021)
- Outcome of Thought Exchange/SPEAC meetings (April 2021)
- List of data streams and frequency of data collection for reporting (April 2021)

## SCOPE

### In Scope

- The work of the Steering Group is to support the consultation process and assist in sorting the feedback received on the new Strategic Plan for SD62 which will operate from July 1, 2020, for multiple years.

### Out of Scope

- Executive Staff will write the draft plan for discussion with the Board, based on feedback and input through the consultation process. The working group will not be tasked with drafting the Strategic Plan.
- The strategic plan provides at a higher strategic level of relevance than an Operational Plan which works on the ground to put the strategic vision and goals into action. The work of the group will not be to create an Operational Plan.
- Out of scope will be predicting government policy and funding models that might shape the future of the district.
- In addition, speculation of the pandemic will not assist in creating the plan aside from providing awareness that the best laid plans can in unforeseen circumstances require adjustment.
- Out to scope will be examining the merits of specific programing that is currently in operation in SD62.

## APPROACH

- The work to develop the next strategic plan will consider several phases: reflection, visioning, planning, actioning, planning, monitoring. The Steering Group will work to help set up a process to ensure transparency and board stakeholder feedback.

Strategic Plan Steering Group (SPSG) Meeting Plan	Meeting Outcome	When?	Meeting #
<b>Where are we now?</b>			
Feedback/Approve Project Charter.	Members will have reviewed and approved the Project Charter.	Late Jan 2021	1
SPSG discuss approach, objectives, timelines and role of Steering Group.	Members will feedback on approach to create the new strategic plan for SD62.	Late Jan 2021	1
<b>Where do we want to go?</b>			
SPSG discuss questions that can be used to gather feedback on the current Vision, Mission, Values, Beliefs (ViMVaB) Statement in the light of summary of Board Retreat discussions.	Proposed questions for stakeholder feedback on existing ViMVaB of strategic plan will be discussed.  These will then be set up in Community Thought Exchange for community input	Feb 2021	2





Discussion of communications for community about the planning steps and announcing Thought Exchange.	Suggestions to guide Communications regarding work of Steering Group and input sought will be discussed and drafted.	Feb 2021	3
<b>How will we get there?</b>			
Steering Group members will work with their own communities to get the word out about the Community Thought Exchange.	Group members will reach out to their own connections to advise on the Community Thought Exchange.	Feb 2021	3
Discuss questions that can be used to work with stakeholders to discuss existing goals and objectives and questions of how to weave in diversity and equity through the plan. Propose questions.	Proposed questions to determining amendments to existing Goals and Objectives will be drafted ready for community review at Community Thought Exchange and/or SPEAC Meetings.	March 2021	4
Create and undertake Community Thought Exchange as well as goals and objectives and how to weave in diversity and equity through the plan.	Members will agree on the process and focus of engagement for ViMVaB and for goals and objectives.	March 2021	4
Discuss and sort outcome of the Community Thought Exchange and/or SPEAC Meetings. Use findings to propose changes to existing proposal.	Members will understand outcome of engagement and suggest how best to use the outcome of the engagement to make changes to existing strategic plan.	March 2021	5
Have member of Data Governance Steering Group come to meeting to suggest measurable outcomes. Propose outcomes.	Members will understand the variety of data available to ensure that our strategic plan goals and objectives have measurable outcomes.	April 2021	5
Finalise data streams and collection and reporting processes.	Members understand the data streams, collection processes and times of collection and reporting.	April 2021	5
<b>Implementation</b>			
Finalize 2021-24 Strategic Plan.	Members will provide feedback on the draft strategic plan to propose to School Board.	May 2021	6
Take plan to Board Meeting for confirmation and approval.		June 2021	

## KEY MILESTONES

The following key milestones are anticipated:

Activity/task	Anticipated completion date
First Steering Group meeting	End of January 2021
Project Charter Adopted	January 2021
Communications out to community about the planning steps	February 2021
Second Steering Group meeting	February 2021
Third Steering Group meeting	February 2021

<b>Milestone: Communications out about Thought Exchange</b>	<b>February-March 2021</b>
<b>Milestone: Community Thought Exchange and/or SPEAC Meetings on proposed adjustments to the ViMVA B</b>	<b>March 2021</b>
<b>Communications materials for Thought Exchange/SPEAC meetings</b>	<b>March 2021</b>
<b>Fourth Steering Group meeting</b>	<b>March 2021</b>
<b>Fifth Steering Group meeting</b>	<b>April 2021</b>
<b>Outcome of Thought Exchange/SPEAC meetings</b>	<b>April 2021</b>
<b>List of data streams and frequency of data collection for reporting</b>	<b>April 2021</b>
<b>Sixth Steering Group Meeting</b>	<b>May 2021</b>
<b>Draft Completed of Strategic Plan</b>	<b>May 2021</b>
<b>Board Approves Strategic Plan</b>	<b>June 2021</b>

## TEAM MEMBERS AND ROLES

### Strategic Plan Steering Group Members

The SD62 School Board provide direction to the Steering Group and will provide final approval on the SD62 Strategic Plan 2021-2025.

The School Board will be regularly updated on progress by the Superintendent who is the Executive Sponsor. The Manager of Executive Operations will update the SD62 Executive Team on a regular basis.

The Steering Group will comprise of between 9-17 members of the SD62 community. The following representation has been invited to attend:

- The Superintendent of SD62 (Executive Sponsor)
- the Manager of Executive Operations for SD62
- 1-3 Members or Member Designates of SD62 Executive Steering Group (HR, IT, Finance)
- 1-2 Members of Canada Union of Public Employees (CUPE) 459
- 1-2 Members of Sooke Teachers Association (STA)
- 1-2 District Principals and Vice-Principals (PVP)
- 1-2 Members of District Student Council (DSC)
- 1-2 Members of Sooke Parents Education Advisory Council (SPEAC)
- 1-2 Board Trustees (in advisory capacity only)

The breadth of the group enables guidance from different aspects of the Sooke School District Community.



The Manager of Executive Operations at Sooke School District will call meetings, create agendas, chair meetings, prepare Steering Group reports to the Executive Sponsor and School Board and action items.

## BUDGET

Budget will be required for the following:

Item	Projected Cost
Time for teaching staff and Principals/Vice-Principals to participate in the meetings	TBD
Potential for Graphic Design work to communicate out about new plan	TBD

## EVALUATION

Members of the Steering Group will be consulted to gain their feedback on the process undertaken to create the strategic plan. It is envisaged questions will see to determine the following:

- Satisfaction with the process
  - The process was effective
  - The process was efficient use of time
- Satisfaction with outcome
  - The work generated a successful outcome
- Satisfaction with meeting materials
  - Meeting information was received in time to review
  - Meeting materials were clear
  - Meeting planning allowed enough time for discussion
- Satisfaction with discussions
  - A diversity of viewpoints were heard and reflected
  - There were multiple opportunities to input
  - All relevant groups in the community inputted



**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE via MS Teams  
Jan. 5, 2021 – 6:00 p.m.**

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**Present:** Bob Phillips, Trustee (Committee Chair)  
Allison Watson, Trustee (Committee Member)  
Dianna Seaton, Trustee (Committee Member)  
Lou Leslie, CUPE  
Georgette Walker, SPVPA  
Cendra Beaton, SPEAC  
Christina Kempenaar, STA  
Scott Stinson, Superintendent/CEO  
Stephanie Hedley-Smith, Associate Superintendent  
Paul Block, Associate Superintendent  
Dave Strange, Associate Superintendent

**Guests:** Dante Di Ponio, Careers Co-ordinator; Sue Grundy, Mgr. of Exec. Operations

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

*We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.*

**2. Opening Remarks from Chair, Bob Phillips**

Trustee Phillips advised that Trustee Allison Watson will be the new Chair of the Education-Policy Committee, effective February 2021. He noted that Committee Chairs are appointed by the Chair of the Board of Education.

**3. Review of Committee Policy and Format and Function of the Education Policy Committee**

Superintendent Scott Stinson provided an overview of the guiding policy, format and function of the committee for the benefit of returning and new committee members.

**4. COMMITTEE REPORT of Dec. 1, 2020 Education-Policy Standing Committee meeting**

The committee report for the Dec. 1, 2020 Education-Policy Committee meeting was reviewed by the committee members.

**5. BAA COURSE PROPOSALS**

**a. Professional Cook 11A**

Paul Block presented the proposed course to the committee for discussion. Members of the committee discussed the proposed course and engaged in a Q and A.

**Recommendation**

That the Board of Education approve BAA course Professional Cook 11A.

- b. Professional Cook 11B  
Paul Block presented the proposed course to the committee for discussion. Members of the committee discussed the proposed course and engaged in a Q and A.

**Recommendation**

That the Board of Education approve BAA course Professional Cook 11B.

- c. Professional Cook 12A  
Paul Block presented the proposed course to the committee for discussion. Members of the committee discussed the proposed course and engaged in a Q and A.

**Recommendation**

That the Board of Education approve BAA course Professional Cook 12A.

- d. Professional Cook 12B  
Paul Block presented the proposed course to the committee for discussion. Members of the committee discussed the proposed course and engaged in a Q and A.

**Recommendation**

That the Board of Education approve BAA course Professional Cook 12B.

6. **REVIEW OF POLICIES/REGULATIONS**

No policies/regulations submitted for this meeting.

7. **NEW BUSINESS**

- a. COVID-19 Update – Scott Stinson  
The Superintendent gave a brief update to the committee. Members of the committee discussed the information presented and engaged in a Q and A. The committee chair recognized the tremendous work of the entire SD62 staff to deliver safe service to students and families in the context of the global pandemic.
- b. Presentation – Dante Di Ponio – Career Education in SD62 – Transitions to Post-Secondary Training  
Dante Di Ponio gave a comprehensive overview of the district's opportunities and programs as related to Career Education. The overview included a highlighting of programs and opportunities at each of our high schools and middle schools, district and school-based staff, and district and post-secondary partnerships. Members of the committee discussed the information presented and engaged in a Q and A.
- c. Strategic Plan Update – Sue Grundy  
Sue Grundy gave a comprehensive update on the upcoming strategic planning process. The overview included a highlighting of the proposed process and timelines. Members of the committee discussed the information presented and engaged in a Q and A. The committee provided extensive feedback to inform updates to the proposed strategic plan process. This will be brought by Sue to the executive and an update will be provided to the committee and the Board in the near future.

8. **FOR INFORMATION**
  - a. Research Project Approval – Alaina Chun, BC Children’s Hospital/UBC – “Child and Youth Mental Health During a Pandemic: MyHEARTSMAP COVID-19 Study” – Scott Stinson
7. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**  
As per Policy Work Plan
8. **ADJOURNMENT AND NEXT MEETING DATE:** Feb. 2, 2021, 6 p.m.



**Board Info Note**  
**Public Board Meeting**  
**January 26, 2021**  
**Agenda Item: 8.2 – Board Policy Adoption**

**Background:**

- Under Board Policy A-500, revisions to Board Policy must be circulated as “Notice of Motion” for a period of “no less than one month after initial receipt of notice of motion”.
- This process allows any member of the community to provide feedback to the revision process for Board consideration.
- At the November 24 and December 15, 2020 meetings of the Board five district policies were given notice of motion and have served the required period of consultation and feedback.
- Any feedback and recommended revisions are noted below:

**Draft Revised Policy E-123 “Probationary Employees”**

- No additional feedback received.

Given the required Notice of Motion has been served, that draft revised Policy E-123 “Probationary Employees” be APPROVED and included within the District Policy Manual.

**Draft Revised Policy E-139 “Deceased Employee Benefit”**

- Recommendation to change the title of the policy from “Death of an Employee” to “Deceased Employee Benefit” in order to more accurately reflect the intent of the policy.

Given the required Notice of Motion has been served, that draft revised Policy E-139 “Deceased Employee Benefit” be APPROVED and included within the District Policy Manual.

**Draft New Policy and Regulations E-158 “Public Interest Disclosure - Whistleblower Protection”**

- No additional feedback received.

Given the required Notice of Motion has been served, that draft new Policy and Regulations E-158 “Public Interest Disclosure – Whistleblower Protection” be APPROVED and included within the District Policy Manual.

**Draft Revised Policy and Regulations F-100 “Transportation”**

- No additional feedback received.

Given the required Notice of Motion has been served, that draft revised Policy and Regulations F-100 “Transportation” be APPROVED and included within the District Policy Manual.

**School District #62 (Sooke)**

<b>PROBATIONARY EMPLOYEES</b>	<b>No.: E-123</b>
	Effective: June 22/81 Revised: Jan. 12/93; Oct. 25/05; Reviewed: Dec. 1/20; Dec. 15/20; Jan. 26/21

**SCHOOL BOARD POLICY**

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

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

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

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

**School District #62 (Sooke)**

<b>DEATH OF AN EMPLOYEE DECEASED EMPLOYEE BENEFIT</b>	No.: E-139
	Effective: Feb. 9/82 Revised: May 14/91; Oct. 25/05; Reviewed: Dec. 1/20; Dec. 15/20; Jan. 26/21

**SCHOOL BOARD POLICY**

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

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

**School District #62 (Sooke)**

<b>PUBLIC INTEREST DISCLOSURE - WHISTLEBLOWER PROTECTION</b>	No.: E-158
	Effective: Revised: Reviewed: Nov 3/20; Nov. 24/20; Jan. 26/21

**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.

The Board of Education has a responsibility for the stewardship of the District. In order to ensure compliance with the *Public Interest Disclosure Act* 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. 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.

**School District #62 (Sooke)**

<b>PUBLIC INTEREST DISCLOSURE - WHISTLEBLOWER PROTECTION</b>	No.: E-158
	Effective: Revised: Reviewed: Nov. 3/20; Nov. 24/20; Jan. 26/21

**PROCEDURAL REGULATIONS****1.0 Authority**

- 1.1 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.
- 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 Employee - applies to all 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.
- 2.3 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.
- 2.4 Employer – applies to the Board of Education of School District 62 (Sooke).
- 2.5 Supervisor – A person who supervises a person or activity.

**3.0 Reportable Activities**

- 3.1 Reportable Activities may include, but are not limited to:
  - a. an unlawful act, civil or criminal.
  - b. abuse or an imbalance of power.
  - c. action detrimental to students or staff of the District.
  - d. questionable accounting practices.
  - e. falsifying District records.
  - f. theft of cash, goods, services, time or fraud.
  - g. inappropriate use of Board funds or assets.
  - h. decision making for personal gain.
  - i. dangerous practices likely to cause physical harm, or damage to District property.
  - j. retaliation, repercussion or reprisal for reporting under the 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 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 or Court subpoena).

#### 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 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 a Complaint

- 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.
- 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 It is important for employees or stakeholders making a complaint to understand that the investigation of a complaint will be most effective if they have provided their name and contact information, when submitting a complaint.

## 7 Investigation

- 7.1 Upon receiving a complaint, the Superintendent will record the receipt of the complaint and determine whether the matter is, in fact, a Reportable Activity under this Policy.
- 7.2 If the Superintendent determines that the complaint is a legitimate Reportable Activity, the Superintendent or delegate will open a file and commence an investigation.
- 7.3 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 retaliation against anyone making a good faith report or participating in an investigation.
- 7.4 The Superintendent or delegate 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.
- 7.5 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.
- 7.6 If an investigation establishes that an employee has engaged in improper activity or 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. The summary will include reports received and acted upon during the school year, July 1<sup>st</sup> to June 30<sup>th</sup>.

## School District #62 (Sooke)

<b>TRANSPORTATION</b>	No.: F-100
	Effective: Sep. 22/81 Revised: Feb. 22/83; Oct. 22/83; May 23/89; Oct. 23/90; Jul. 6/05;  Reviewed: Dec. 1/20; Dec. 15/20; Jan. 26/21

**SCHOOL BOARD POLICY**

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

~~The *School Act* allows~~ **does not require** school districts to provide a school bus transportation system ~~services and therefore it is the responsibility of each family to determine the best transportation option to and from school to meet their needs, and to locally develop criteria for transporting students. The costs of these services are shared between the Ministry and the Board. The school district may determine a fee to help defray the cost of transportation. In addition, school districts may transport, at local expense, students who are not covered by Ministry guidelines.~~

~~The major aim of the school bus transportation system is to transport students safely, economically and in a manner which meets educational program requirements (school hours, special needs).~~ **School District 62 (Sooke) will provide transportation services for students to their catchment schools under the following guiding principles:**

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

Policy References:  
*Fee Waiver Policy*

## School District #62 (Sooke)

<b>TRANSPORTATION</b>	No.: F-100
	Effective: Sept. 22/81 Revised: Feb. 22/83; Oct. 22/83; May 23/89; Oct. 23/90; Jul. 5/05;
	Reviewed: Dec. 1/20; Dec. 15/20; Jan. 26/21

**ADMINISTRATIVE REGULATIONS****1. Registration Process**

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

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

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

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

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

**2. Transportation Fees**

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

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

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

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

**3. Eligible Riders**

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

**Educational programs of choice are defined as:**

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

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

4. Student Walk Limits

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

Primary students: 4 km to or from school

Intermediate & Graduation students: 4.8 km to or from school

These limits are measured by the shortest possible road distance.

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

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

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

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

2. Transportation of Riders

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

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

5. Route and Schedule Changes

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

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

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



**Board Info Note**  
**Public Board Meeting**  
**January 26, 2021**  
**Agenda Item 9.1: Mental Health Funding**

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**Background**

- I would like to have a discussion with the Board regarding a more robust plan to advocate for more mental health funding and student well-being in our District.
- I find it very timely to have this discussion after the recent incident in our community regarding our students.
- The topics I would like to discuss, is not just about funding, but about the Board working with our community and municipalities on the topic of mental health and well-being for our students.
- We are currently working on an MOU with our municipalities and feel this would be a perfect time to start the conversation in relation to mental health and well-being of our students.
- There is a lot of conversation going on in the Belmont Zone about a youth centre being provided for our youth, and I believe that is one very important topic to discuss with our municipalities in both zones.
- The BCSTA web site under “The Role of Boards of Education” under “Trustees Are Community Leaders” it states Trustees work with their Board of Education colleagues, staff and other community partners to ensure that all the students within the Board’s jurisdiction have opportunities to reach their maximum potential and chosen goal.
- While members of the Board act as representatives of their community, their primary job is to participate in governance and oversight in the interest of all of the district’s students, and to ensure that they are grounded in promoting student achievement and WELL-BEING.

**Recommendation:**

Recommended Motion:

“I Trustee Hobbs, move that the Board of Education enter into discussions with community partners, municipalities and the provincial government regarding increased services and programs to support child and youth well-being and mental wellness in our community.”

**Submitted by: Wendy Hobbs, Trustee**



# Suicide in Canada: Key Statistics

## DEATHS AND HOSPITALIZATIONS

**11** die by  
suicide  
**EVERY DAY**

**4,000**  
DEATHS  
BY SUICIDE  
PER YEAR



Suicide is the  
**SECOND**  
leading cause of death  
amongst all and  
young adults (15-24 years)

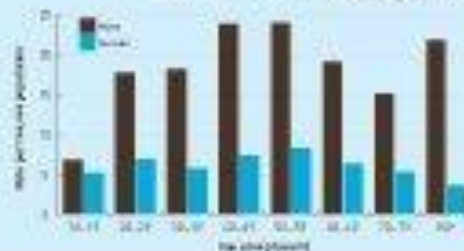


Suicide rates are 3X higher

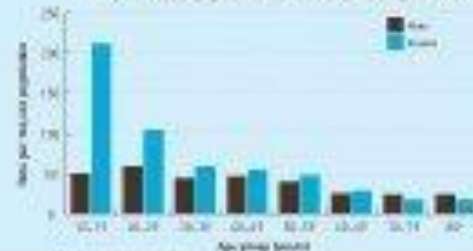
**3X** higher  
among men  
compared to women



DEATH RATES BY SUICIDE PER 100,000 POPULATION  
IN 2016 BY AGE AND SEX\*



HOSPITALIZATION RATES ASSOCIATED WITH SUICIDE PER 100,000 POPULATION IN 2016 BY AGE AND SEX\*



## SUICIDE THOUGHTS, PLANS AND ATTEMPTS

### THOUGHTS



report thoughts  
of suicide in  
their lifetime



report thoughts  
of suicide  
in the past year

### PLANS



report having made  
suicide plans in  
their lifetime



of people in **LOWEST**  
income quartile



of people in **HIGHEST**  
income quartile

### ATTEMPTS



report having  
made a suicide  
attempt in their  
lifetime

Suicide attempts are 3X higher

**3X** higher  
among people born in Canada  
than immigrants to Canada

\* Statistics Canada, 2016 Canadian Community Health Survey (CCHS) - Reproduced

The Public Health Agency of Canada analyzed data from the National Canadian Post Mortality Database, the Canadian Institute of Health Information's Canadian Death Database, and Statistics Canada's Canadian Community Health Survey (CCHS). Final 2016 data were not available for the total number of reported deaths, attempts, plans and thoughts of suicide, due to changes in data collection.

## HELP IS AVAILABLE

- 9-1-1
- Kids Help Phone: 1-866-968-8868
  - Text **CONNECT** to 443688
  - Email: [kids@helpphone.ca](mailto:kids@helpphone.ca)
  - Chat: [www.kidshelpline.ca](http://www.kidshelpline.ca)
- Trans Lifeline: 1-877-330-6366
- Hope for Wellness Helpline: 1-855-667-3379
  - Online chat: [www.hopeforwellness.ca](http://www.hopeforwellness.ca)
- Quebec Residential Support Crisis Line: 1-866-926-4419
- Canada Suicide Prevention Service: 1-833-483-6966 (T) (T)
- For Quebec residents: 1-844-APPELLE 697-6666 (T) (T)

### CONTACT A CRISIS CENTRE NEAR YOU:

- Canadian Association for Suicide Prevention: [www.suicideprevention.ca/need-help](http://www.suicideprevention.ca/need-help)

### ADDITIONAL RESOURCES:

- [www.canada.ca/en/public-health/services/suicide-prevention.html](http://www.canada.ca/en/public-health/services/suicide-prevention.html)



**School District #62 (Sooke)**

<b>Trustee Code of Conduct</b>	No.: A-105
	Effective: Reviewed: Dec. 15/20; Jan. 26/21

**SCHOOL BOARD POLICY**

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

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

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

This Code of Conduct and all other standards, policies and procedures of the District, including the Duties of Trustees as outlined in By-law 1-20, will guide the actions of Trustees.

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

**Statutory Reference:**

British Columbia *School Act*: Part 4

**Policy Reference:**

By-Law #1: Board Governance

## **1. Delegated Responsibilities**

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

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

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

## **2. Conflict of Interest**

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

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

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

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

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

## **3. Confidentiality**

Confidential information, in any form, that Trustees receive during their elected term, must not be disclosed, released, or transmitted to anyone other than persons who are authorized to receive the information. Trustees with care or control of personal or sensitive information, electronic media, or devices, must handle and dispose of them appropriately. Trustees who are in doubt as to whether certain information is confidential must ask the Superintendent or Chief Information Officer before disclosing, releasing, or transmitting it.

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

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

#### **4. Working Relationships**

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

#### **5. Community Relationships**

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

#### **6. Legal Authority of Individual Trustees**

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

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

#### **7. Support for Board Decisions**

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

#### **8. Scope of Delegated Responsibility**

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

## School District #62 (Sooke)

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

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

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

***Vision:***

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

**Mandate:**

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

***Mission:***

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

**Values:**

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

**Beliefs:**

***In School District #62, we believe;***

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



## SECTION I

### BOARD

#### 1.0 The Board is an elected Representative Assembly

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

#### 1.1 Accountability and Responsibility

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

#### 1.2 Rules of Order and Voting

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

#### 1.3 Trustees' Oath of Office

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



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

#### 1.4 Organizational Meeting of the Board

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

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

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

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

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

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

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

- 1.6.5 If the final vote for the election of the Chairperson of the Board is a tie vote, the election of the Chairperson of the Board shall be deferred to the next meeting of the Board.
- ~~1.6.6 If the final vote for the election of the Vice-Chairperson of the Board is a tie vote, the election of the Chairperson of the Board shall be deferred to a future meeting of the Board.~~
- 1.6.67 Any Trustee may be nominated to serve as Chairperson or Vice-Chairperson, provided that any nominee must consent to the nomination and must agree to serve in good faith if elected.
- 1.6.78 Any member who is not present at the Board meeting may have her/his/their name put forward ~~in-for~~ nomination *in absentia* provided the Board Secretary has received a direct communication from the Board member stating her/his/their wish to have her/his/their name stand for the office of Chairperson or Vice-Chairperson.
- 1.6.89 A consent provided pursuant to 1.6~~9~~ is only effective for the election immediately following the date of the consent.
- 1.6.9~~10~~ \_\_\_\_ When nominations have been called for a third time without any additional nominations being made and assented to, a vote shall be conducted under the supervision of the Secretary-Treasurer.
- 1.6.10~~1~~ The Chairperson of the meeting, with the advice and consent of Trustees, shall appoint two people to distribute, collect and count the ballots, which will be collected in such a way as to:
- (a) Ensure that no vote is cast by any person except a Trustee; and
  - (b) Conceal the vote of each Trustee.
- 1.6.1~~12~~ The election of the Chairperson shall be completed prior to commencing the procedure for the election of a Vice-~~Chairperson~~.

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

- 1.7.1 The Chairperson will carry out her/his/their duties in accordance with the *School Act*, these Bylaws, and any other bylaws, policy or other decisions of the Board.
- 1.7.2 The Chairperson, when present, will call and preside at all meetings of the Board, and ensure that meetings of the Board are conducted in accordance with 1.2~~9~~ of this Bylaw.
- 1.7.3 The Chairperson is responsible for safeguarding free, open, respectful debate that is conducive to a full understanding of what is material to each issue or question.
- 1.7.4 The Chairperson is the only agent of and spokesperson for the Board.
- 1.7.5 Notwithstanding 1.7~~9~~, the Board may delegate to another Trustee the role of agent of the Board for a particular task or range of tasks, subject to such terms and conditions as are mutually agreed and provided that the delegation is in writing, and the Chairperson may delegate to another Trustee the role of spokesperson for the Board



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

~~1.91~~ Responsibilities of the Vice-Chair

- 1.7.6 The Vice-Chairperson will carry out ~~her/his~~their duties in accordance with the *School Act* and these Bylaws.
- 1.7.7 In the absence of the Chairperson, the Vice-Chairperson, when present, will call and preside at all meetings of the Board, and ensure that meetings of the Board are conducted in accordance with 1.2~~0~~ of this Bylaw.
- 1.7.8 The Vice-Chairperson will fulfill the obligations otherwise fulfilled by the Chair of the Board in dealing with any complaint against the Chair of the Board.
- 1.7.9 ~~In the absence or inaccessibility or inability of the Chairperson to act, the Vice-Chairperson~~ shall carry out the duties of the Chairperson.
- 1.7.10 The Vice-Chairperson shall have such other duties and powers as the Board may specify.

### 1.8 Meetings of the Board; Quorum

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

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

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

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

## 1.9 Committees of the Board; External Committees

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

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

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

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

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

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

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

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

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

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

## SECTION II

### TRUSTEES



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

### 2.3 Limitations on the Role of Trustees

- 2.3.1 The Board is a single entity and a representative assembly, and no individual Trustee has any right of access to, or of agency within or on behalf of the organization or operations of School District No.62 (Sooke) except as the result of a prior and express decision of the Board. Specifically, but without restricting the generality of the foregoing, individual Trustees have no right to access information kept by School District No.62 (Sooke) regarding individual students and/or their parents or guardians, staff, volunteers, suppliers or contractors, or the public.
- 2.3.2 A Trustee is not the representative of the Board or of School District No.62 (Sooke), except as the result of a delegation of that representative function, made by the Board or by the Chairperson of the Board or the Superintendent of Schools.

### 2.4 Duties of Trustees

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

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

#### 2.4.2 It is the duty of each Trustee to:

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

**(d)**

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

## SECTION III

### THE SUPERINTENDENT

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

## SECTION IV

### THE SECRETARY-TREASURER

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



## SECTION V

### DEFINITIONS

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

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

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

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

**BCSTA** means British Columbia School Trustees' Association.

**BL** means these By-laws.

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

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

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

**BY-LAWS** means these By-laws.

**CHAIR** means the Chair of the Board.

**DAY** means calendar day.

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

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

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

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

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

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

**MINISTER** means the Minister of Education.

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

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

**PIPA** means the *Personal Information Protection Act*.

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

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

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

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

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

**SA** means the *School Act*.

**SECRETARY** means the Secretary Treasurer or Designate.

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

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

**STAFF** means personnel employed in the School District.

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

**SUPERINTENDENT** means the Superintendent of Schools for the Board.

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

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

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

**School District #62 (Sooke)**

<b>BY-LAW – TRUSTEE INDEMNIFICATION</b>	No.: 2-20
	Effective: Revised: Reviewed:

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

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

**Policy References:**

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

**Statutory References:**

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

**BY-LAW:****1. Indemnification**

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

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

## **2. Interpretation:**

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

## **~~3. Collective Agreements and Contracts:~~**

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

## **4. Exclusions**

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

## **5. Insurance:**

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

## **6. Legal Counsel**



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

## **7. Amounts Payable**

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

## **8. Advancing Legal Costs**

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



## Board Info Note

### Public Board Meeting

#### January 26, 2021

### Agenda Item 11.1: Superintendent's Update

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#### LEARNING

##### Kindergarten Registration and Enrolment

- Our annual registration process has begun with kindergarten registration in French Immersion and Nature Kindergarten being completed already (January 11-15).
- The popularity of these programs continues to be strong, which required our lottery process to be utilized for French Immersion at John Stubbs and Poirier and for both Nature K programs (Saseenos and Sangster).
- Registration for neighbourhood kindergarten English programs has now begun and will run to the end of this week (January 25-29).
- Based upon these registration numbers and projected grade-to-grade roll over, staff will now develop a projected enrolment for the 2021/22 school year. This enrolment projection will form the basis of our budget development process.

##### Transformative Education Update

- The Team:
  - Denise Wehner is our District Principal for Transformative Education and she has pulled together an incredible new team of teachers who support learning and assessment from the early years to grade 12 graduation. Denise has brought tremendous experience and enthusiasm to her new role and is busy creating a vision for learning and student success that will enhance our strategic plan.
  - We have a new position, shared with the IT team and Transformative Education, that is supporting digital tools and programs that foster opportunities for student agency and creativity as a part of learning.
- Professional Learning Inquiry Grants:
  - Sooke School District continues to promote curiosity and inquiry around student learning and assessment by implementing a Professional Learning Inquiry Grant (PLIG) which is based upon the Spirals of inquiry. The goal was to support 30 grants this school year, 43 requests were received and all were supported. This team supports and models the positive impact of collaboration through this process.
- Communicating Student Learning:
  - The Communicating Student Learning project, supported by Paul Block and the Curriculum Transformation Team, is being implemented with 15 school teams and 68 teachers in the first four months of this school year.
- Collaborative Processes:
  - Multi-department collaboration was a focus for supporting the Gradual Return to School (remote)

teachers. Resources and related sessions support teachers with the digital literacies and approaches to providing meaningful, engaging and differentiated education for students on-line. Page 119 of 119

- Early Years:
  - Innovative K/ECE partnerships have increased opportunities for outdoor learning. *Strengthening Early Years Transition to Kindergarten (SEY2K)*, continues to develop meaningful outreach community partnerships with John Muir and the Sooke Family Resource Center.
  - Additionally, several elementary schools are participating in *Changing Results for Young Children* with community agencies and engaging in compassionate systems leadership learning.
- Middle Years:
  - In an endeavor to continue to support teachers in planning and teaching through a concept and competencies lens, Dr. Leyton Schnellert is leading an on-going series for middle years teachers who are encouraged to collaborate as colleagues and try new ways of engaging students with their learning. Our district has 23 participants.

## ENGAGEMENT

### Strategic Plan Renewal

- As reported through the Education-Policy Committee, the district is beginning work on a new strategic plan to replace the current one that expires at the end of this school year.
- A working group has been assembled to assist in developing a robust and comprehensive process of engagement that will solicit feedback from our school community.
- Based on the feedback provided through the engagement process, district staff will develop a draft plan for the Board to review and adopt.

## GROWTH

### Catchment Review Implementation Update

- Catchment Review implementation has begun for the French Immersion program. Grade 8's from Ecole John Stubbs Middle will move to Royal Bay for Grade 9.
- Review of the new boundaries and consultation with Baragar to make these changes will begin in the next month.
- Various schools have been strategically designated as overflow schools for the 2021-2022 school year. This is a one year solution as we wait to open the new schools.

### Major Capital Projects

- Construction progresses at the Pexsisen Elementary and Centre Mountain Lellum Middle school sites.
- The majority of civil work has been completed and the buildings are starting to come out of the ground.
- The project remains on time and budget.
- The majority of the work is completed on the Royal Bay expansion project and the staff and students are enjoying the new spaces.

### Sustainable Energy Plan

- The District has defined the scope for the **Sustainable Energy Plan** and has posted the opportunity to draft the plan on BC bid.