



**BOARD OF EDUCATION  
PUBLIC MEETING  
School Board Office  
3143 Jacklin Road  
January 28, 2020 – 7:00 p.m.**

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**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. AGENDA**
  - 2.1 Call for amendments and additional items  
Motion Requested: That the Board of Education adopt the public meeting agenda of January 28, 2020, as presented (or as amended).
- 3. MINUTES**
  - 3.1 Call for amendments to minutes  
Motion Requested: That the minutes of the December 10, 2019 meeting be adopted as presented (or as amended).
- 4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS**
  - 4.1 Resignation of Melanie Armstrong, President SPEAC
- 5. EDUCATIONAL PRESENTATIONS**
  - 5.1 Student Trip to Seattle, Washington– March 24-26, 2020 – International Program – Nancy Blundell  
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the International Program School trip to Seattle from March 24-26, 2020, subject to the oversight and direction of the Superintendent's office.
  - 5.2 Inclusive Education Services Presentation – Christine McGregor and Dave Strange
- 6. CORRESPONDENCE & DELEGATIONS**
  - 6.1 Correspondence
    - a. Letter from Minister Rob Fleming – re. Premier's Awards for Excellence in Education
    - b. Letter from Minister Rob Fleming – re. 2019 Highlights
  - 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF, Students) – 5 minutes each

## 7. FINANCE, FACILITIES AND SERVICES

- 7.1 Report on the Resources Committee Meeting – Meeting of January 27, 2020  
Motion Requested: That the Board of Education of School District #62 (Sooke) approve the proposed 20/21 budget development process as outlined at the January 27th Resource Committee meeting.  
Motion Requested: That the Board of Education of School District #62 (Sooke) allow all three readings of the 2019/20 Amended Budget Bylaw at its meeting of February 25, 2020.  
Motion Requested: That the Board of Education of School District #62 (Sooke) direct staff to work towards updating policy and regulation F-201 and to develop an Energy Sustainability Plan in order for the District to meet the Clean BC Standards set for 2030 and beyond.  
Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of January 27, 2020.
- 7.2 **Public Open House re. Catchment Review and West Langford schools, March 12, 2020, 6:30 pm, Belmont Secondary School**

## 8. EDUCATION PROGRAM

- 8.1 Report on the Aboriginal Education Council – Meeting of December 18, 2019
- 8.2 Report on the Education-Policy Committee – Meeting of January 7, 2020  
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the new Regulations C-426 “Provision of Menstrual Products”.  
Motion Requested: That the Board of Education rescind Policy D-120 “Communication with the Public”.  
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the bi-lingual logo for the purposes of communication and marketing.  
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the proposed Eco Academy at EMCS, effective September 2020.  
Motion Requested: Given that the required notice of motion has been served, that the Board of Education of School District 62 (Sooke) adopt the Policy and Regulations C-112 “Ordinarily Resident”.  
Motion Requested: Given that the required notice of motion has been served, that the Board of Education of School District 62 (Sooke) adopt the Policy and Regulations D-330.1 “Access to Information”.  
Motion Requested: Given that the required notice of motion has been served, that the Board of Education of School District 62 (Sooke) adopt the Policy and Regulations A-355 “Complaints Regarding Individual Trustees”.  
Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee meeting of January 7, 2020.

## 9. STUDENTS

- 9.1 2020/21 Enrolment Projection Update – Paul Block

## 10. FOUNDATIONS & GOVERNANCE

- 10.1 Possible AGM Motions – Margot Swinburnson

## 11. ADMINISTRATION

- 11.1 Superintendent’s Report – Paul Block

**12. PERSONNEL**

**13. UPCOMING EVENTS**

13.1 BCPSEA AGM 26 – January 30-31, 2020

**14. FUTURE ITEMS**

**15. QUESTION PERIOD**

**16. ADJOURNMENT**



**MINUTES  
BOARD OF EDUCATION  
PUBLIC MEETING  
School Board Office  
3143 Jacklin Road  
December 10, 2019 – 7:00 p.m.**

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

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, Human Resources

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. AGENDA**

**2.1 Call for amendments and additional items**

1. MOVED Ravi Parmar/Dianna Seaton  
That the Board of Education of School District 62 (Sooke) adopt the agenda of December 10, 2019 as amended.  
CARRIED

**2.2 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. Hearing no further nominations was declared elected by acclamation. Margot Swinburnson was nominated as the Alternate BCSTA Provincial Council Representative and was declared elected by acclamation.

Bob Phillips was nominated as BCPSEA Representative and was declared elected by acclamation. Bob Beckett was nominated as the Alternate BCPSEA Representative and was declared elected by acclamation.

### **3. MINUTES**

#### **3.1 Call for amendments to minutes**

2. MOVED Dianna Seaton/Allison Watson  
That the Board of Education of School District 62 (Sooke) adopt the minutes of the November 26, 2019 meeting as presented.  
CARRIED

### **4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS**

#### **4.1 Networks of Inquiry and Indigenous Education Grant – Paul Block**

Paul Block provided an update to the members of the Board of Education of School District 62 (Sooke) on the Networks of Inquiry and Indigenous Education (NOIE), a voluntary network of inquiry-based schools and school districts in British Columbia and beyond. Ten schools were successful in earning a \$500 grant towards their work.

#### **4.2 Website Launch Update – Scott Stinson**

Scott Stinson indicated that the public launch of the new SD 62 external website is occurring on December 16, 2019. Furthermore, the launch of the internal website will occur on December 20, 2019.

### **5. EDUCATIONAL PRESENTATIONS**

#### **5.1 Student Trip to Tokyo, Japan – March 12-22, 2020 – Journey Middle School – Kelly Dvorak**

3. MOVED Margot Swinburnson/Allison Watson  
That the Board of Education of School District 62 (Sooke) approve the Journey Middle School trip to Tokyo from March 12-22, 2020, subject to the oversight and direction of the Superintendent's office.  
CARRIED

#### **5.2 Student Trip to Anaheim, California – March 17-22, 2020 – Spencer Middle School – Duey Wright**

4. MOVED Wendy Hobbs/Margot Swinburnson  
That the Board of Education of School District 62 (Sooke) approve the Spencer Middle School trip to Anaheim from March 17-22, 2020, subject to the oversight and direction of the Superintendent's office.  
CARRIED

#### **5.3 English Language Learners (ELL) – Laura Schwertfeger**

Laura Schwertfeger provided members of the Board of Education of School District 62 (Sooke) an overview of the ELL program and an update on the international student program.

### **6. CORRESPONDENCE & DELEGATIONS**

#### **6.1 Correspondence**

No items of correspondence were presented to the Board of Education of School District 62 (Sooke).

STA – Jennifer Anderson

No delegation.

CUPE – Amber Leonard

Amber Leonard spoke to the positive relationship CUPE has with its employer. Amber provided the members of the Board of Education of School District 62 (Sooke) an update on the health and welfare of its members and indicated that CUPE executive elections are being held December 7, 2019.

PVP – Tess Valley

Tess Valley thanked members of CUPE for their dedication and hard work. Tess highlighted seasonal events, focussing on giving back to the community, around the school district and spoke regarding the SD 62 Sun Trail which will connect Poirier Elementary School and Journey Middle School to the Sun River Estates.

SPEAC – Cendra Beaton

Cendra Beaton provided the members of the Board of Education of School District 62 (Sooke) an update on emergency preparation, the Vancouver Island Parent Conference, and surveys it sent out to parents in the district.

Canadian Parents for French – Amanda Culver

Amanda Culver provided the members of the Board of Education of School District 62 (Sooke) an update on French Classes being offered for Immersion parents, and indicated that the Sooke local chapter received provincial funding to provide cultural events.

Students

No delegation.

**7. FINANCE, FACILITIES AND SERVICES**

7.1 Report on the Resources Committee – Meeting of December 3, 2019

Highlights from the Resources Committee meeting of December 3, 2019 were summarized.

5. MOVED Allison Watson/Bob Phillips

That the Board of Education of School District #62 (Sooke) purchase up to 4 electric buses for a total of \$325,000 from the District's financial reserve in the 20/21 school year.

CARRIED

6. MOVED Wendy Hobbs/Allison Watson

That the Board of Education of School District #62 (Sooke) direct staff to identify strategic locations for potential child care operations and to apply for funding under the government's New Childcare Spaces Fund.

CARRIED

7. MOVED Allison Watson/Wendy Hobbs

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of December 3, 2019.

CARRIED

7.2 Schools Naming Project – What We Heard – Scott Stinson

Scott Stinson briefed the Board of Education of School District 62 on details of the Schools Naming Project “What We Heard”. Submissions came in the form of written correspondence, emails and through the on-line Thought Exchange. The School District is still in conversation with its First Nations Partners surrounding name choices. A short list of name options will be brought to the Board for consideration in January 2020.

## **8. EDUCATION PROGRAM**

### **8.1 Report on the Aboriginal Education Council Meeting of November 27, 2019**

Trustee Seaton provided an update to members of the Board of Education of School District 62 (Sooke).

### **8.2 Education Policy Committee – No December 2019 meeting held. Next meeting January 7, 2020.**

### **8.3 Non-Enrolling Teacher Ratios – Paul Block**

Paul Block provided the Board of Education of School District 62 (Sooke) with an overview of the collective agreement staffing ratios. Dave Strange spoke to the overview of the funding allocated to Education Assistants in the district.

## **9. STUDENTS**

### **9.1 2018/19 Graduation Rates – Paul Block**

Paul Block provided the Board of Education of School District 62 (Sooke) with an overview of completion rates in the Province and School District.

## **10. FOUNDATIONS & GOVERNANCE**

### **10.1 Regulation A 340 “School Board Committees”– Bob Phillips/Scott Stinson**

Trustee Phillips provided the Board of Education of School District 62 (Sooke) an update on Regulation A-340 “School Board Committees”.

8. MOVED Bob Phillips/Margot Swinburnson  
That the Board of Education of School District #62 (Sooke) approve the changes to Regulations A-340 “School Board Committees”.  
CARRIED

### **10.2 Governance Committee Update – Bob Phillips/Scott Stinson**

9. MOVED Bob Phillips/Margot Swinburnson  
That the Board of Education of School District #62 (Sooke) give Notice of Motion to draft new Policy and Regulation A-355 “Complaints Regarding Individual Trustees”.  
CARRIED

## **11. ADMINISTRATION**

### **11.1 Superintendents Report – Dave Strange**

Dave Strange provided the Board of Education of School District 62 (Sooke) an update regarding the Belmont Family of Schools, events around the district and changes to his portfolio.

## **12. PERSONNEL**

No personnel matters were discussed.

## **13. UPCOMING EVENTS**

### **13.1 Winter Break – December 23, 2019 to January 3, 2020**

## **14. FUTURE ITEMS**

**15. QUESTION PERIOD**

A question from the Public regarding the costs of the electric buses was posed. The Chair, Ravi Parmar, indicated that the cost to purchase four electric bus was \$325,000, details such as make/model/seatbelts to follow.

**16. ADJOURNMENT**

The meeting was adjourned at 9:05 p.m.

Certified Correct:

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Chairperson of the Board

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Secretary-Treasurer



School District #62 (Sooke)

MODERATE RISK FIELD TRIP APPROVAL FORM FOR OVERNIGHT OUT-OF-PROVINCE/COUNTRY TRIPS

- > The Leader must read the School District Field Trip Policy before completing this form.
> The Leader must take this completed form to the Principal for approval (and, when it is an out-of-province request, the Principal's recommendation for approval is to be forwarded to the Superintendent).
> Where Part B applies, the Principal should meet with the Leader and review the information prior to the parent/guardian meeting. After this meeting, Part B is to be returned to the Principal for final approval.

PART A - Required for all field trips

Teacher/Leader/Supervisor: Nancy Blundell/Christine Bollenbach
School: International

Date of Application: Dec 11, 2019 Date(s) of Field Trip: March 24-26

Purpose/Activities: Seattle Tour
Number of Students: 20 Grade(s): 9-12 Male Female
Number of Supervisors/Chaperones: 3 Male 1 Female 2

Times & Locations (When & Where?):
See attached schedule

Method(s) of Transportation: School Bus on Victoria side; Bus provided by Discover Canada tours on mainland

Costs: \$550/student Source of Funds: Student pays; cost recovery

I have read School District #62 Field Trip Policy C-329.

Planned by: N. Blundell
Leader's signature

Approved by: [Signature]
Principal's Signature

Date: Dec. 11, 2019

Field Trip Approval Form, page 2

**PART B (to be submitted 45 days prior to trip)**  
**Required only for field trips that are overnight, out-of-province/country,**  
**and/or involve "moderate risk" activities.**

Date of Parent Information Meeting(s) (required by policy): *Done via email prior communication with natural parents in home country*

**Section 1 – Required for all Overnight Field Trips**

Itinerary (attach detailed itinerary, including educational and logistical activities prior to, during, and after the trip as well as names of chaperones and/or supervisors).

Lodging Arrangements: Quality Inn Hotel in Seattle

Meal Arrangements: 2 dinners and 2 breakfasts; lunch - students will purchase themselves

**Section 2 - Required if Field Trip involves any "Moderate Risk" Activities**

List "Moderate Risk" Activities (see Field Trip Policy for definitions): \_\_\_\_\_

Location of Activities (terrain, potential hazards, remoteness/access to medical care, etc.): see attached schedule  
\_\_\_\_\_  
\_\_\_\_\_

Leader's and/or Instructors' Local Knowledge: Christine Bollenbach will be lead chaperone and has done this trip twice in the past as well as has been to Seattle on other occasions.

Type & Quality of Safety Equipment: First Aid kits

Ratio of Students-to-Instructors (qualified to lead activities):      / 1

Ratio of Students-to-Adults (including teachers/supervisors/chaperones/etc.):   6-7   / 1

Details of Student Preparation for Activities: \_\_\_\_\_

Details of Leader's, Supervisor's, and/or Instructor's Experience and Qualifications:  
Christine Bollenbach - 4 years experience leading activities for ISP  
Discover Canada tour - years experience guiding these type of activities  
and we have used them for this trip in past years.

First Aid Training: Discover Canada guides have first aid training

Contingency Plans for Emergencies: Depends on the situation. Chaperone's and Guides have years of experience taking students international students on trips/activities. If student hurt/injured, one of the chaperones would attend to that student. The other 2 chaperones would remain with the other students.

**Section 3 – Any Relevant Additional Information**

Discover Canada Tours  
820-1111 Melville St  
Vancouver BC V6E 3V6  
604-689-8128

Planned By:  
*M. Blundell*  
Leader's Signature

Approved/Recommended by:  
*L. Schwartz*  
Principal's Signature

Date:  
Dec. 11, 2019

Superintendent's Signature

**International Student Program – Seattle Tour Overview:**

This Seattle 3 day tour is ideal for those that truly want to experience life in the United States and for those that love shopping! On this 3-Day tour, you will experience the best of a great American city, and of course shop till you drop at the Premium Outlet Malls. With accommodations at a hotel in downtown Seattle, dinner, continental breakfast and the services of a friendly Canadian Guide & driver, this package is the ultimate U.S. getaway.

All participants must bring their passport and Visa (if applicable). There is a \$6 USD Border processing fee that will be collected on tour by our guide who will assist with Border services. As this is a land crossing, those who qualify for the Visa Waiver Program can be processed at the border. If you do not qualify a Visa must be obtained in advance. We are not responsible for anyone who is denied entry.

**March 24-26:****March 24: Victoria to Seattle**

7:30am – depart Belmont

9:00am – ferry to Vancouver

10:35am - Meet your bus and tour guides at the Tsawwassen Ferry Terminal

-Depart for Seattle - Go through customs at the Canada/USA Border. All passengers must pay the \$6 USD /\$8 CDN processing fee and have their original passport with them

Stop for lunch (own expense)

3:00pm Arrive in Seattle for a driving tour and admission to the Seattle Space Needle with your guide for an incredible view of the City Skyline!

4:30 pm Depart for your hotel and check in

5:45pm This evening enjoy a pizza dinner at the hotel (included)

This evening join your guide and walk back to Seattle Space Needle to see the vast City Lights at night

**March 25: Seattle Activities**

8:00am - Breakfast included this morning at your hotel

9:00am - This morning travel to Pike Place Market for a guided sightseeing tour of the city including the Piers, Pike Place Market, the First Starbucks and West Lake Shopping Mall

Optional Underground Tour available this morning

3:00pm - Visit Experience Music Project, at the Science Fiction Museum

5:45pm - Group dinner at the Spaghetti Factory

This evening experience an IMAX movie at Seattle Centre

**Day 3: Seattle to Tsawwassen Ferry Terminal**

8:00am - Breakfast included this morning at your hotel

9:00am - Check out of your hotel and place your luggage on the coach

10:30am - Safeco Field Tour

12:30 pm - Arrive at the Premium Outlets Stores for a shopping and lunch (own expense)

3:30 pm - Depart for the Border Crossing back to Canada

6:30pm Drop off at the Tsawwassen Ferry Terminal

7:00pm – Ferry to Victoria

9:15pm – Pick up at Belmont by homestays

## Student Behaviour Expectations

- Be on time
- Respect adults/chaperones – do as they ask
- Respect other students
- No bringing, purchasing and/or drinking alcohol or cannabis products
- No non-prescription drugs
- Act in a mature manner – no running, loud noises, foul language
- No leaving hotel after return from evening activity
- In assigned hotel room by 10:00pm
- No swimming unless an adult chaperone is supervising (if swimming pool is open)
- During free time you must be with at least one other person – you are not to be alone
- You will talk with the lead chaperone if you have any questions or concerns. If you are not sure of meeting time and/or place, you will ask the chaperone.
- No walking/wandering on bus while it is in motion (stay in your seat)



January 13, 2020

Ref: 216944

Dear Board Chairs:

I am pleased to announce the launch of the 2020 Premier's Awards for Excellence in Education, effective today. Following another successful Awards program and celebratory event in October of this past year, government is once again proud to recognize the enormous contributions of British Columbia's exceptional teachers, administrators and support staff that are vital to the cultural, economic and social well-being of the province. The Awards recognize all outstanding education professionals who have made exceptional contributions to benefit their school, their students and their communities.

The Awards are open to all education professionals within the BC K–12 public, independent or First Nations school systems. This year, Awards will be given in the following categories:

- Community Engagement
- District Leadership
- Extracurricular Leadership
- Indigenous Education
- Outstanding New Teacher
- Outstanding Support (School Community)
- Outstanding Support (Teaching Assistant)
- Outstanding Team Collaboration
- School Leadership
- Social Equity and Diversity

Nominations are now open and are welcomed from all BC citizens, including students, parents, teachers, administrators, trustees and community organizations. The deadline to submit nominations is April 30, 2020.

Additional information on the Awards, including a downloadable poster and brochure, can be found on the Premier's Awards for Excellence in Education website at: [www.gov.bc.ca/excellenceineducation](http://www.gov.bc.ca/excellenceineducation). Your assistance is appreciated in distributing these through your newsletters and communications with staff.

.../2

Thank you in advance for your participation in, and promotion of, the Premier's Awards for Excellence in Education, which will ensure that British Columbia's very best receive the recognition that they deserve.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob Fleming". The signature is fluid and cursive, with the first name "Rob" being more prominent than the last name "Fleming".

**Rob Fleming**  
**Minister**



January 20, 2020

Ref: 217543

Dear Board Chairs,

As we begin a new year and a new decade, I would like to thank you as our public education co-governance partners for a productive 2019. Through effective collaboration, we are making substantial investments in students, building a better future for our children and ensuring the prosperity of our province.

With your leadership, British Columbia (BC) students entering their final years of secondary school are enjoying a modernized graduation program and an innovative new curriculum. With an increased focus on creative and critical thinking, communication, and personal and social responsibility, the new curriculum will produce educated citizens who are able to contribute to a rapidly changing world and shape a better future for us all. With your engagement and support, we are also on the way towards a comprehensive career strategy that will improve transition rates from high school to post-secondary education and training.

Heading into the new decade, we know a gap remains in student outcomes for those who struggle with mental health issues. Last fall we made additional investments in mental health supports in schools, bringing new funding to nearly \$12 million since 2018. This year, we are also looking forward to our third education-focussed mental health conference. In 2018, for the first time, representatives of BC's public, independent and First Nations schools, police, health authorities, and child and youth mental-health workers met together to develop tangible strategies to make life better for students struggling with mental-health issues. I am also very pleased our government has responded, in partnership with you, to the scourge of vaping in schools with a comprehensive regulatory action plan that is leading other provinces and territories.

Government has also been expanding our provincial ERASE (Expect Respect and a Safe Education) strategy to include a focus on guns and gangs in our school communities. ERASE is a comprehensive prevention and intervention strategy designed to foster school connectedness; address bullying; prevent violence; and provide support to school districts during critical incidents. Last month I joined my colleagues in Surrey to announce an additional \$4.93 million to scale-up this important initiative to four additional communities: Campbell River, Chilliwack, Courtenay and Hope.

.../2

We have expanded our focus to now include gang prevention, mental health and wellness, substance abuse, cyberbullying and supporting students of all sexual orientations and gender identities.

Indigenous students in BC are now completing secondary school at the highest rate in history, with 69.4 percent completing in 2018/19 – an 8 percent increase since 2013/14. In addition, there are now 17 First Nations languages approved to be taught in BC schools, with more in development. In total, we have increased funding for Indigenous education by 29 percent since 2016/17, bringing the total to \$89.6 million this school year. On the path to meaningful reconciliation, more work needs to be done to ensure Indigenous knowledges flourish in BC classrooms for the betterment of all students. Our focus has also expanded to better help students in the care of government to be more successful and engaged in their school communities.

Outcomes for students with special needs in BC are also showing steady improvements. Completion rates were 75.5 percent last school year, up from 63.5 percent 10 years ago. An additional 1,000 education assistants have been hired in the past two years, which has increased the number of classes supported by an education assistant by 37 percent. In total, Government is supporting students with special needs with an estimated \$571 million in supplemental funding in 2019/20 – an increase of \$106 million (23 percent) since the 2016/17 school year.

The Ministry of Education is continuing to speed up the pace of investments in seismic upgrades, school expansions and new schools. With over \$1.7 billion invested since I became the Minister of Education, kids have more safe and modern places to learn. As part of our work to ensure quality child care services are available to families, Government has created over 2,600 new child care spaces in schools by funding Neighbourhood Learning Centres at 23 new or replacement schools since September 2017. With Budget 2020 coming up, school districts will continue to see Government's commitment to invest in public education. Further information will be coming from the Ministry of Education in March.

A key part of supporting student success is ensuring we continue to maintain a highly qualified educator workforce. We have invested \$3.5 million to create about 250 new seats in teacher education programs in B.C. These seats will help fill demand by training 70 special education, 20 secondary math and physics, 74 French and about 85 Indigenous educators. This is in addition to more than 1,500 potential new teachers graduating each year from B.C. universities.

Following the 2019 federal election, I am seizing the opportunity to address the problem of student hunger in schools. Through open discussions with my counterparts in Ottawa, my goal is to leverage funding for school meals. Government has achieved a lot for students in BC, but there are still too many kids in our communities going to school hungry each day. This must change. With your help, I believe we can ensure that no student is held back from learning by the pain of an empty stomach.



After thorough consultation with many of you, and with the final reports from the working groups, my colleagues and I are currently working on a plan to reform and improve the current funding model. The goal is to improve reliability, transparency and ensure that no student falls between the cracks. I know you are eagerly awaiting an update, and I will have more information to share with you in the coming weeks.

I want to thank you again for your incredible work on behalf of students, parents, teachers and support staff and for empowering our government to make foundational changes and long overdue improvements to our education system. Last year your support allowed us to ensure BC became the first jurisdiction in North America to make menstrual products available and free for all students.

I am more confident than ever before that with strong partnerships in education, we can keep moving forward to provide the best educational opportunities possible for all BC students.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob Fleming". The signature is fluid and cursive, with a long horizontal stroke at the end.

**Rob Fleming**  
Minister



**RESOURCES COMMITTEE**  
**School Board Office**  
**3143 Jacklin Road**  
**January 27, 2020 – 7:00 p.m.**

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**A G E N D A**

- 1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**  
*We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuuchahnulth.*  
*(words gifted by the three nations SD62 works with)*
- 2. REPORT**
- 3. PRESENTATIONS (10 min.)**
- 4. NEW BUSINESS**
  - 4.1 20/21 Budget Development Process
  - 4.2 19/20 Amended Budget
  - 4.3 Energy Management Policy
  - 4.4 School Traffic Crossings Hwy 14 (Luxton, Saseenos, EMCS, Sooke, John Muir)
- 5. ADJOURNMENT**
- 6. NEXT MEETING DATE:** February 11, 2020



## Committee Report of Decisions/Discussions Resources Committee Meeting December 3, 2019

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### Attendees:

Ravi Parmar, Trustee (A/Committee Chair)  
Wendy Hobbs (Committee Member)  
Allison Watson, Trustee (Committee Member)  
Margot Swinburnson, Trustee  
Jennifer Anderson, STA  
Amanda Dowhy, SPEAC  
Georgie Walker, SPVPA  
Maggie Clark, CUPE

### Staff:

Scott Stinson, Superintendent & CEO  
Harold Cull, Secretary Treasurer  
Tracey Syrota, Transportation & Grounds Manager

### Absent:

Dianna Seaton, Committee Chair  
Ed Berlando, STA  
Amber Leonard, CUPE  
Krista Leakey, SPVPA

## 1 Territorial Acknowledgement

Ravi Parmar, A/Committee Chair, called the meeting to order and read the acknowledgement of the first nations' territories.

### 4.1 Transportation Review Modelling

- Staff presented the initial data collected (15 districts reporting so far) from the provincial transportation survey
- Staff also reviewed the Traversa bus routing software showing the capability from a modeling perspective
- Staff chose to model the routes in the Milnes Landing Family for illustrative purposes
- Of the 1,055 registered riders in this family, 137 (13%) live within a km of their schools and 149 (14%) live within two kms

- Staff have not been able to determine the impact on ride (RT) and wait (WT) times for the remaining riders if walk limits were introduced
- The Ministry's proposal to acquire electric buses was also discussed
- The Ministry is expected to approve 4 new buses for 20/21 and the option of electric buses at a net cost to the District of \$95,000 (for a full size bus) has been identified
- The payback of this initial investment is expected to be 5 years with an estimated net savings of \$100,000 between years 6 and 10
- The Committee supports the Board considering the following motion:

**Proposed Motion:** That the Board of Education of School District #62 (Sooke) consider purchasing up to 4 electric buses for a total of \$325,000 from the District's financial reserve in the 20/21 school year

#### 4.2 Capital Asset Management Schedule

- The Committee was provided an update on the work completed on the capital asset management project
- The Committee expressed their support in taking a pro-active planning approach to asset replacement and taking into consideration the estimated useful life of assets to ensure funding is available
- Staff were asked to bring back a capital asset management proposal during the upcoming budget development process

#### 4.3 Childcare

- The Committee discussed the recent presentation made to the Board by Sharon Gregson on childcare
- The discussion included the type of programming in potential childcare spaces to be created by the District and a process to determine the strategic locations of where in the District these spaces can be created
- Maggie re-iterated that CUPE would like to be considered as a service provider if additional childcare spaces are created
- The Committee supports the Board considering the following motion:

**Proposed Motion:** That the Board of Education of School District #62 (Sooke) directs staff to apply for funding under government's New Childcare Spaces Fund

#### 4.4 20/21 Budget Development Process

- The Committee discussed how to improve the budget development process for the 20/21 school year
- The discussion was focused on making the information as useable/friendly as possible and accessible to as many stakeholders as we can
- Staff were asked to bring back a proposed strategy to the January Resources Committee meeting

#### **4.5 Clean BC Letter Response**

- The correspondence between the District and government around the Clean BC project was discussed
- It was determined that it was valuable to meet with Ministry staff, as offered in government's response, to discuss the issues
- Staff will ensure the Board's policy on energy management is up to date
- The Committee would like staff to present their energy management report at the January Resources Committee meeting to ensure their expertise can be shared prior to updating the Board's policy

## **Committee Info Note**

### **Resources Committee Meeting**

#### **January 27, 2020**

#### **Agenda Item: 4.1 – 2020-21 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 2020/21 budget although any changes are not expected to impact the process

#### **Board of Education**

- Similar to previous years, the Board will be asked to review and approve the Executive's proposed budget plan in April (28<sup>th</sup>) and May (26<sup>th</sup>)
- If additional development time is required, staff may ask the Board to consider hosting a Special Board meeting on May 12<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 24<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 20/21 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
- Staff are also suggesting hosting a district wide Public Budget meeting on April 21<sup>st</sup> so the public can see the highlights of the budget and any material changes from the previous year

### **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 20/21 Operational Plan
- Once the activities for year 3 of our strategic plan 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**

### **Next Steps**

- Staff would like the Committee members to consider supporting the following recommendation for the Board to consider and debate at their January 28<sup>th</sup> meeting:

**Recommended Motion:** That the Board of Education of School District #62 (Sooke) approve the proposed 20/21 budget development process as outlined at the January 27<sup>th</sup> Resource Committee meeting.

## School District Six Two Proposed Budget Timelines Fiscal 2020/21

Month	Executive	Leadership Team	Resource Committee	Board Meetings
January	Develop Budget process and timelines	Jan 15 – Create initial 20/21 Operational Plan	Jan 27 – Review and input on process & timelines	Jan 28 – Approve Budget process and timelines
February	Confirm 20/21 (Year 3) Operational Plan	Feb 6 – Identify proposed costs for Operational Plan	Feb 11 – Review & input on draft Operational Plan	Feb 25 – Review & input on draft Operational Plan; <b>Stakeholder Presentations (Feb 24)</b>
March	Draft Budget based on Operational Plan	Mar 5 – Review and prioritize activities on the Operational Plan	Mar 4 – Review & input on draft Operational Plan priorities	Mar 10 – Review & input on draft Operational Plan priorities
April	Finalize Budget for presentation	Apr 8 – Review and input on draft Budget	Apr 14 – Review and input on draft Budget	April 28 – 1 <sup>st</sup> reading of the Budget
May	Tweak Budget (if applicable)	May 7- Review revised Budget (if applicable)	May 12 – Review and input on revised Budget (if applicable)	May 26 – 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 able 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) **A public meeting can be scheduled for April 21<sup>st</sup> where staff will provide details of the budget with an emphasis on changes from 19/20**
- 6) A Special Board meeting may be required (May 12<sup>th</sup>) to conduct 1<sup>st</sup> reading if additional development time is required
- 7) Once approved, timelines should be shared and public encouraged to attend Resource Committee/Board meetings for budget discussions

**18-21 Strategic Plan**

**20/21 Operational Plan**

**20/21 Annual Budget**



## Committee Info Note

### Resources Committee Meeting

#### January 27, 2020

#### Agenda Item: 4.2 – 2019-20 Amended Budget

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- With the September enrolment finalized, the Ministry recalculated the Operating Grant and the Classroom Enhancement Fund (CEF) Grant distributed to the school districts across the province.

#### Operating Grant

SEPTEMBER OPERATING GRANT ALLOCATIONS BY YEAR				SEPTEMBER SCHOOL-AGE FTE ENROLMENT BY YEAR			
	PROVINCE	SD62	SD62 %		PROVINCE	SD62	SD62 %
	\$	\$	OF PROV		FTE	FTE	OF PROV
2015-16	4,798,868,916	83,256,640	1.73%	2015-16	526,436	9,515	1.81%
2016-17	4,880,222,730	88,089,981	1.81%	2016-17	532,113	10,087	1.90%
2017-18	4,993,923,535	92,411,610	1.85%	2017-18	537,086	10,459	1.95%
2018-19	5,150,153,678	98,251,034	1.91%	2018-19	542,650	10,832	2.00%
2019-20	5,317,090,307	103,386,671	1.94%	2019-20	547,830	11,114	2.03%

PROVINCIAL SCHOOL-AGE FTE INCR BY YEAR				SD62 SCHOOL-AGE FTE INCR BY YEAR			
	TOTAL	INCR / (DECR)	INCR /		TOTAL	INCR / (DECR)	INCR /
	PROVINCE	FROM PRIOR	(DECR)		SD62	FROM PRIOR	(DECR)
	FTE	\$	%		FTE	\$	%
2015-16	526,436			2015-16	9,515		
2016-17	532,113	5,676	1.08%	2016-17	10,087	572	6.02%
2017-18	537,086	4,974	0.93%	2017-18	10,459	372	3.69%
2018-19	542,650	5,564	1.04%	2018-19	10,832	373	3.57%
2019-20	547,830	5,179	0.95%	2019-20	11,114	281	2.60%
4-YR AVERAGE INCREASE				4-YR AVERAGE INCREASE			
			1.00%				3.97%

- There was no change in the per pupil funding from the rate announced in March (\$7,468 for standard school-age enrolment).
- There will be a separate special grant for the CUPE collective agreement increases.
- This year was the 5<sup>th</sup> consecutive September enrolment increase for the province with 40 of the 60 districts having an increase this year.

- The total provincial operating grant allocation for the September enrolment count was \$5.317 billion of which SD62 was allocated \$103.387 million (1.94% of the provincial total).
- The District's September operating grant allocation of \$103.387 million is an increase of \$5.136 million (5.23%) from the prior year. This is largely due to a 2.60% in school-age FTE enrolment from the prior year (Sept 2019 = 11,114 FTE; Sept 2018 = 10,832 FTE).
- The \$103.387 million is an increase of \$0.246 million from the board approved preliminary budget of \$103.141 million. The increase is largely due to an increase in the salary differential of \$0.210 million.

### **Classroom Enhancement Fund (CEF)**

- The Ministry approved maximum CEF funding of \$13.327 million for teacher staffing. The District will only be funded for the actual teacher staffing and overhead costs for the year. Any funds unspent by the end of the year are subject to recovery from the Ministry.
- The \$13.327 million in teacher staffing funds is for 132.2 teacher FTE. District staff are forecasting actual funding usage of \$13.218 for the year which is a \$0.430 higher funding source from the board approved preliminary budget of \$12.788 million. This will result in savings to the Operating Fund budget of \$0.430 million.

### **Next Steps**

- Based on the information from the Ministry on the budget recalculation and the District's internal quarter 2 forecasting process, staff will be preparing the Amended Budget Bylaw for the February Resource Committee meeting
- The School Act requires the Board to pass the amended budget bylaw by the end of February
- If supported by the Resource Committee, the Board will be asked to consider passing the amended budget bylaw at their February 25<sup>th</sup> meeting
- In order to pass all 3 readings on February 25<sup>th</sup>, the Board is required to pass a motion that approves all 3 readings at one meeting and that motion needs to be approved unanimously
- Staff would like the Committee members to consider supporting the following recommendation for the Board to consider and debate at their January 28<sup>th</sup> meeting:

**Recommended Motion:** That the Board of Education of School District #62 (Sooke) allow all three readings of the 2019/20 Amended Budget Bylaw at its meeting of February 25, 2020.

School District Six Two - Sooke

Summary of FTE and \$ Changes from the Preliminary (June) to Amended (September) Budgets  
Fiscal 2019/20

Description	A	B	C = B-A	D	E	F = E-D
	FTE PRELIMINARY BUDGET 2019-20	FTE AMENDED BUDGET 2019-20	FTE AMENDED BUDGET INCR/(DECR)	\$ PRELIMINARY BUDGET 2019-20	\$ AMENDED BUDGET 2019-20	\$ AMENDED BUDGET INCR/(DECR)
TOTAL Standard (Regular) Schools	10,840.00	10,700.81	(139.19)	\$ 80,953,120	\$ 79,913,668	\$ (1,039,452)
Continuing Education	21.00	17.81	(3.19)	\$ 156,828	\$ 133,024	\$ (23,804)
Alternate Schools	240.00	258.00	18.00	\$ 1,792,320	\$ 1,926,744	\$ 134,424
Distributed Learning	124.69	137.00	12.31	\$ 760,594	\$ 835,700	\$ 75,106
Home Schooling	5.00	6.00	1.00	\$ 1,250	\$ 1,500	\$ 250
Course Challenges	1.00	-	(1.00)	\$ 233	\$ -	\$ (233)
<b>TOTAL ENROLMENT-BASED FUNDING</b>	<b>11,231.69</b>	<b>11,119.63</b>	<b>(112.06)</b>	<b>\$ 83,664,345</b>	<b>\$ 82,810,636</b>	<b>\$ (853,709)</b>
Level 1 Special Needs	12.00	12.00	-	\$ 508,800	\$ 508,800	\$ -
Level 2 Special Needs	400.00	418.00	18.00	\$ 8,080,000	\$ 8,443,600	\$ 363,600
Level 3 Special Needs	270.00	297.00	27.00	\$ 2,767,500	\$ 3,044,250	\$ 276,750
English Language Learning	551.00	681.00	130.00	\$ 823,745	\$ 1,018,095	\$ 194,350
Aboriginal Education	1,173.00	1,205.00	32.00	\$ 1,700,850	\$ 1,747,250	\$ 46,400
Adult Education	10.00	11.81	1.81	\$ 47,730	\$ 56,381	\$ 8,651
<b>TOTAL SUPPLEMENT FOR UNIQUE STUDENT NEEDS</b>	<b>2,416.00</b>	<b>2,624.81</b>	<b>208.81</b>	<b>\$ 13,928,625</b>	<b>\$ 14,818,376</b>	<b>\$ 889,751</b>
Supplement for Salary Differential				\$ 1,690,934	\$ 1,900,558	\$ 209,624
Supplement for Unique Geographic Factors				\$ 3,640,455	\$ 3,640,455	\$ -
Supplement for BC Education Plan				\$ 216,646	\$ 216,646	\$ -
<b>Subtotal - September</b>	<b>13,647.69</b>	<b>13,744.44</b>	<b>96.75</b>	<b>\$ 103,141,005</b>	<b>\$ 103,386,671</b>	<b>\$ 245,666</b>
Summer Learning Grade 1-7	-	-	-	\$ -	\$ -	\$ -
Summer Learning Grade 8-9	-	-	-	\$ -	\$ -	\$ -
Summer Learning Grade 10-12	-	-	-	\$ -	\$ -	\$ -
Grade 8-9 Cross-Enrolment	1.00	7.00	6.00	\$ 430	\$ 2,795	\$ 2,365
<b>Subtotal - July</b>	<b>1.00</b>	<b>7.00</b>	<b>6.00</b>	<b>\$ 430</b>	<b>\$ 2,795</b>	<b>\$ 2,365</b>
School-Age FTE - Continuing Education	10.00	10.00	-	\$ 74,680	\$ 74,680	\$ -
Adult FTE - Continuing Education	1.00	1.00	-	\$ 4,773	\$ 4,773	\$ -
K-Gr 9 School-Age FTE - Distributed Learning	-	-	-	\$ -	\$ -	\$ -
Gr 10-12 School-Age FTE - Dist. Learning	100.00	100.00	-	\$ 610,000	\$ 610,000	\$ -
Adult FTE - Distributed Learning	25.00	25.00	-	\$ 119,325	\$ 119,325	\$ -
Level 1 Special Needs	-	-	-	\$ -	\$ -	\$ -
Level 2 Special Needs	-	-	-	\$ -	\$ -	\$ -
Level 3 Special Needs	-	-	-	\$ -	\$ -	\$ -
Newcomer Refugees	-	-	-	\$ -	\$ -	\$ -
ELL Supplement - Newcomer Refugees	-	-	-	\$ -	\$ -	\$ -
<b>Subtotal - February</b>	<b>136.00</b>	<b>136.00</b>	<b>-</b>	<b>\$ 808,778</b>	<b>\$ 808,778</b>	<b>\$ -</b>
School-Age FTE - Continuing Education	10.00	10.00	-	\$ 74,680	\$ 74,680	\$ -
Adult FTE - Continuing Education	1.00	1.00	-	\$ 4,773	\$ 4,773	\$ -
K-Gr 9 School-Age FTE - Distributed Learning	-	-	-	\$ -	\$ -	\$ -
Gr 10-12 School-Age FTE - Dist. Learning	15.00	15.00	-	\$ 91,500	\$ 91,500	\$ -
Adult FTE - Distributed Learning	20.00	20.00	-	\$ 95,460	\$ 95,460	\$ -
<b>Subtotal - May</b>	<b>46.00</b>	<b>46.00</b>	<b>-</b>	<b>\$ 266,413</b>	<b>\$ 266,413</b>	<b>\$ -</b>
<b>GRAND TOTAL</b>	<b>13,830.69</b>	<b>13,933.44</b>	<b>102.75</b>	<b>\$ 104,216,626</b>	<b>\$ 104,464,657</b>	<b>\$ 248,031</b>
LEA/INAC - Estimated 2019/20 Operating Grant from Aboriginal Affairs & Northern Development Canada				\$ (370,051)	\$ (323,885)	\$ 46,166
<b>TOTAL ESTIMATED 2019/20 OPERATING GRANT FROM</b>	<b>13,830.69</b>	<b>13,933.44</b>	<b>102.75</b>	<b>\$ 103,846,575</b>	<b>\$ 104,140,772</b>	<b>\$ 294,197</b>

**SUMMARY:**

TOTAL OP GRANT - OTHER	11,975.69	12,001.44	25.75	\$ 91,159,476	\$ 90,720,757	\$ (438,719)
TOTAL OP GRANT - SSS	682.00	727.00	45.00	\$ 11,356,300	\$ 11,996,650	\$ 640,350
TOTAL OP GRANT - AB ED	1,173.00	1,205.00	32.00	\$ 1,700,850	\$ 1,747,250	\$ 46,400
TOTAL OP GRANT - LEA	-	-	-	\$ (370,051)	\$ (323,885)	\$ 46,166
<b>TOTAL</b>	<b>13,830.69</b>	<b>13,933.44</b>	<b>102.75</b>	<b>\$ 103,846,575</b>	<b>\$ 104,140,772</b>	<b>\$ 294,197</b>

OP GRANT, MOE \$ 104,216,626  
 DISC/LEA RECOV \$ (370,051)  
 HOLDBACK  
 TOTAL PER SCHED 2A \$ 103,846,575  
 \$ (0)

## Committee Info Note

### Resources Committee Meeting

#### January 27, 2020

#### Agenda Item: 4.3 – Energy Management Policy

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#### Background

- The Board and staff have determined that it is an appropriate time to review the policy and regulation on the District’s energy management (F-201) for a number of different reasons:
  - 1) The last revision was conducted in 2009;
  - 2) The Strategic Plan identifies a strategy of reducing our carbon footprint, looking for other energy sources and minimizing current usage (G3-O2-SB); and
  - 3) CleanBC has issued public sector targets to be reached beginning in 2030.
- The applicable CleanBC standards for Greenhouse Gas (GHG) emissions are a reduction of 50% for buildings and 40% for vehicles by 2030 (as compared to 2007 levels)
- As you can see by the following chart, the District has been successful in striving towards the building targets but not the fleet
- This is largely to do with the increased fleet (both buses and white fleet) although the Board has made a decision to acquire electric buses for the 20/21 school year

**Reduction Target by 2030 based on 2010 GHG Emission**

Scope	Target, %	Target, tCO2	Target, 2030	Actual, 2018	Actual, 2010
Buildings	<b>50%</b>	<b>405</b>	<b>1,019</b>	1,424	2,038
Fleet	<b>40%</b>	<b>541</b>	<b>450</b>	991	750

**Actual Reductions**

**30%**

**-32%**

- The District has taken an active approach to energy management and environmental sustainability – these are different issues and sometimes include conflicting priorities

- Page 29 of 70 Our approach has been to focus on environmental sustainability (by reducing GHG emissions) but our electricity usage has increased Page 29 of 70
- The table below reflects our energy usage (by source) using 2010 as the base

**Energy Consumption History, GJ**

Energy, GJ	2010	2011	2012	2013	2014	2015	2016	2017	2018
Electricity	22,412.66	22,917.99	22,485.30	21,896.14	20,020.65	22,755.75	25,359.17	24,882.38	24,494.62
Light Fuel Oil	1,112.63	1,191.74	1,122.23	410.42	392.58	452.11	312.55	445.11	487.70
Natural Gas	35,691.62	40,335.25	39,918.79	36,656.80	29,169.10	29,205.94	26,846.80	30,865.04	25,638.30
Propane Gas	201.47	170.80	270.63	395.36	516.19	871.95	990.81	964.84	611.59
Energy, % to 2010	2010	2011	2012	2013	2014	2015	2016	2017	2018
Electricity		102%	100%	98%	89%	102%	113%	111%	109%
Light Fuel Oil		107%	101%	37%	35%	41%	28%	40%	44%
Natural Gas		113%	112%	103%	82%	82%	75%	86%	72%
Propane Gas		85%	134%	196%	256%	433%	492%	479%	304%

- This table reflects the shift from oil and gas boilers to efficient heat pumps powered by electricity – better for the environment but a greater draw on electricity (a more expensive energy source)

**Work to Date**

- The District has made great strides in regards on this file
- This work includes:
  - ✓ Hiring of an Energy Specialist to monitor and manage usage
  - ✓ Installation of efficient boilers
  - ✓ Shift to heat pumps
  - ✓ Centralized control over buildings’ heat and air distribution
  - ✓ Decision to acquire electric buses
- In terms of **GHG emissions**, the existing Board policy has identified a 2020 target reduction of 33% from 2007 levels – the above noted chart reflects the District has achieved a 30% reduction as of 2018 (on a 2010 base)
- Much of these savings have been derived from a shift to electric heat pumps – as a result, our District’s electricity use has increased by 9%
- This increase is also a result of adding a 2<sup>nd</sup> secondary school to the District

## Next Steps / Game Plan

- Staff feel that a dedicated approach/plan is required for the District to be in a position to meet the Clean BC targets for 2030 and beyond
- Work will continue on ensuring our buildings meet the allowable emissions and the real challenge will be on meeting the vehicle targets that have been established
- In order to be successful in meeting these targets, a number of activities are required:
  - 1) Update the Board's policy and regulation to reflect the Clean BC targets and necessary action – staff have reached out to the provincial trustees' association for updated copies of other Districts policies and regulations;
  - 2) Create an Energy Sustainability Plan (ESP) that is the game plan of the required work to meet the targets – there are some consultants available that the District can access to ensure the required expertise is used in the development of the plan; and
  - 3) Incorporate the strategies of the ESP into the 2022-2025 Strategic Plan – to be successful, the District needs to make meeting these targets a priority and that can be done through the next iteration of the District's Strategic Plan.
- Before embarking on this process, staff would like to the Committee to discuss the issue and proposed process before taking it to the Board
- Once discussed, staff would like the Committee members to consider supporting the following recommendation for the Board to consider and debate at their January 28th meeting:

**Recommended Motion:** That the Board of Education of School District #62 (Sooke) direct staff to work towards updating policy and regulation F-201 and to develop an Energy Sustainability Plan in order for the District to meet the Clean BC Standards set for 2030 and beyond.



# F-201 Policy Energy Management

## School District #62 (Sooke)

<b>ENERGY MANAGEMENT</b>	No.: F-201
	Effective: Mar. 23/82
	Revised: June 23/09

### SCHOOL BOARD POLICY

As part of an overall environmental strategy, School District No. 62 (Sooke) is committed to responsible energy management.

It is the intent of the District to manage all of its activities to ensure that the consumption of energy and natural resources is reduced to a practical minimum. Energy efficiency practices will include School District facilities, equipment, staff training and curriculum. This will require an ongoing, systematic approach to energy management, including assessing performance, setting goals, creating an action plan, tracking and communicating results.

While reducing energy consumption, the District is also committed to ensuring that a healthy and comfortable environment is maintained for students, staff and other users of the District's facilities.

This policy is written such that the District expects that its staff will:

1. Operate and maintain all equipment (i.e. electronic devices, heating/cooling equipment, etc.) for the optimal consumption of energy.
2. Ensure that new facilities and additions or renovations are designed for optimum energy efficiency and sustainability (subject to school program requirements, construction and maintenance costs).
3. Develop facilities and equipment upgrading programs for energy efficiency and environmental sustainability.
4. Where appropriate, recommend the closing of under-utilized space to reduce energy costs.
5. Provide relevant in-service training for staff and curriculum support materials for teacher use.

The fulfillment of this policy shall be the joint responsibility of the Board of Education, administrators, staff and support personnel. The success of the policy is dependent upon total co-operation from all levels within School District No. 62 (Sooke).

SharePoint

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# F-201 Regulations Energy Management

School District #62 (Sooke)

<b>ENERGY MANAGEMENT</b>	No.: F-201
	Effective: Mar. 23/82 Revised: June 23/09

## ADMINISTRATIVE REGULATIONS

Building energy consumption for School District #62 will be reviewed monthly by the District Energy Manager and reports will be made regularly to the Director of Facilities. Annual reports will be prepared for the Board of Trustees, the Ministry of Education, and the BC Provincial Government. The School District will strive to reach the reduction targets set below.

In accordance with the BC Energy Plan, School District #62 has set targets to achieve 20% electricity reduction from the 2006 (calendar year) baseline in all existing buildings. The following table illustrates set targets that School District #62 will follow to achieve the required 20% reduction in electricity consumption.

<b>SD62 Electricity Conservation Plan</b>	
<b>Calendar Year</b>	<b>% Reduction</b>
<b>2006</b>	0%
<b>2011</b>	5%
<b>2016</b>	14%
<b>2020</b>	20%

**Table 1: SD62 Electricity Reduction Targets**

Intermediate reduction goals are planned and reviewed annually to achieve the targets set in this policy.

Electricity savings will mainly be generated through but not limited to:

- Computer power management software
- Implementation of motion sensors, timers, and automation systems for lighting and HVAC controls
- Choosing energy efficient lighting systems
- Reviewing current lighting systems for optimal efficiencies
- Maintaining equipment in good working order
- Replacing inefficient & outdated equipment with EnergyStar rated equipment
- Investigating the use of solar, wind, and other alternative energy
- Adopting a vacation shutdown program
- Providing energy efficiency training

B.C.'s Bill 44 (Green House Gas Reduction Targets Act) sets guidelines to reduce the amount of Green House Gases (GHG's) released into the environment. As part of School District #62's responsibility to abide by Bill 44 and become carbon neutral by 2010, School District #62 is committed to following the reduction targets set by Bill 44.

<b>SD62 GHG Emissions Conservation Plan</b>	
<b>Calendar Year</b>	<b>% Reduction</b>
<b>2007</b>	0%
<b>2012</b>	6%
<b>2016</b>	18%
<b>2020</b>	33%
<b>2050</b>	80%

**Table 2: SD62 GHG Reduction Targets**

The calendar year of 2007 is set as the baseline with the primary goals being a 33% reduction in GHG's by 2020, and an 80% reduction in GHG's by 2050.



GHG savings are expected to be mainly generated but not limited to:

- Fuel conversions (i.e. Heating Oil to Natural Gas)
- HVAC improvements
- HVAC optimization (computer monitoring)
- Maintaining HVAC equipment in good working order

Improved insulation

# School District 62 (Sooke)

## Energy Performance Report

### Executive Summary

School District No.62 (SD62) has an obligation to reduce its carbon foot print for CleanBC, a plan the B.C Government released for a cleaner future. Public buildings are expected to lead, with an emission reduction of 50% in buildings and 40% in fleets by 2030. As part of the District's Strategic Plan (Goal 1, Objective 2 Strategy B), SD62 will continue to monitor, measure and create programs in order to reduce our carbon footprint.

SD62 hired an Energy manager in 2009 and their first task was to create and introduce a Strategic Energy Management Plan (SEMP) with targets of 20% a reduction in electricity and 33% reduction in Greenhouse Gas Emissions and to be carbon neutral by 2020. In 2011 the Provincial Government added the requirement to submit an annual Carbon Neutral Action Report (CNAR) and purchase carbon off-sets in tons of carbon dioxide. In 2012, SD62 no longer hit Hydro's threshold for funding an Energy Manager and applied for and received Fortis funding for an Energy Specialist, who was added in 2013 for only an additional year. In 2018, SD62 recognized the need for a full time position to monitor, measure and provide input on the district's energy use.

With no Energy Manager or Energy Specialist from 2014 to 2017, there was a significant impact on the energy consumption in SD62 buildings. This, along with the district's growth has also had an impact hitting our initial targets.

The major source of carbon emissions is from the natural gas usage. Other sources of emissions are paper, propane, furnace oil and fuel for vehicles.

SD62 has completed energy projects to improve energy performance by upgrading equipment to more efficient units and using air source heat pumps that use electricity rather than fossil fuels.

SD62 will continue to look for ways to reduce emissions in existing buildings and on new school projects by replacing and upgrading to more efficient HVAC systems and installing and upgrading control systems for the schools showing high energy consumptions, with the priority to meet our carbon foot print reduction target of 20% by 2030

We will also look for help from school communities to cooperate with behavior changes from students, staffs, teachers.

## Executive Summary Table

ITEM	YEAR		CHANGE		COMMENTS
	2010	2018	Unit	%	
1) Greenhouse Gas Emission(tCO <sub>2</sub> )	2,895.0	2,525.0	-370.0	-13%	- Greenhouse Gas emission's sources : building energy, fleet fuels, papers, other fuels.
Greenhouse Gas Emission(kgCO <sub>2</sub> /m <sup>2</sup> )	26.0	20.8	-5.2	-20%	- energy savings in natural gas and electricity - resourcing fuels from natural gas to electricity by ASHP
2) Carbon offset(\$)	57,739.0	42,900.0	-14,839.0	-26%	- \$25/tCO <sub>2</sub> for offset (school buses' fuel exempted)
3) Energy Usage(GJ)	59,390.4	51,232.0	-8,158.4	-14%	- Energy Projects: upgrading old boilers with condensing boilers or ASHP, upgrading DDC, upgrading other HVAC systems
Natural gas, %	62.3	50.0	-12.3	-20%	- Monitoring, modifying, programing HAVC systems by Energy Specialist/Energy Manager
Electricity, %	37.7	48.0	10.3	27%	- ASHP/HRUs(Heat Recovery Units) in Belmont/Royal Bay * 1 GJ is equivalent to two BBQ propane tanks
4) Total Energy Cost(\$),	1,131,284.0	1,081,651.0	-49,633.0	-4%	- BC Hydro rate change : (+) 41% - Natural gas rate change : (-) 35%
Natural gas(\$)	595,086.0	222,683.0	-372,403.0	-63%	- decrease in ussage and rate
Electricity (\$)	536,198.0	817,842.0	281,644.0	53%	- increse in usage and rate (ASHP/HRUs)
Total Energy Cost(\$/m <sup>2</sup> )	10.2	8.6	-1.6	-15%	
5) Area(square metre)	111,321.0	121,370.0	10,049.0	9%	- opening new schools, closing schools, adding portables

## Performance and Plan

### 1) Greenhouse Gas Emission

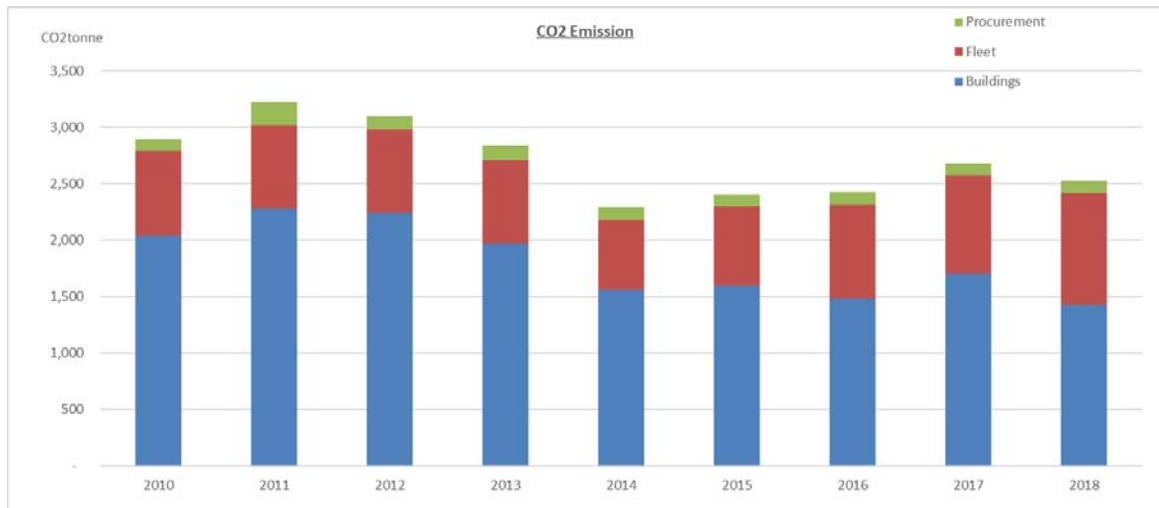
Greenhouse Gas is carbon dioxide equivalent(CO<sub>2</sub>e) gas which is formed from the process of burning fuels or imbedded in electricity and paper.

SD62 uses natural gas, propane gas and Light Fuel Oil for heating and electricity for heating and running equipment such as pumps, compressors, and lighting in buildings. The percentage of building energy emission is 56 % of total emission, and natural gas takes 90% of emission from building energy sources. Fleet vehicles such as school buses, vans, trucks, other duty vehicles have 39 % of total emission, and paper is following with 4 %.

The average annual emission in the year between 2010 and 2018 is 2,732 CO<sub>2</sub>e tonne. The highest is 3,227 CO<sub>2</sub>e tonne in 2011 and the lowest is 2,288 CO<sub>2</sub> tonne in 2014. The most reduction source in the year 2014 is from reduction of natural gas.

The overall trend shows historical reduction of emission since 2011, and it starts to increase from 2015 with the increase of building and fleet sources.

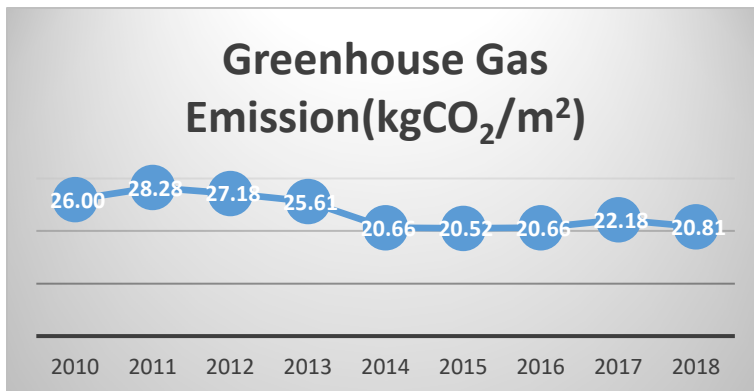
<Trend: Greenhouse Gas Emission>



SD62 has been grown and will be continuing to grow, and the Greenhouse Gas emission is subjected to the growth. Therefore, it is worth in showing unit Greenhouse Gas emission per square meter in kgCO<sub>2</sub>/m<sup>2</sup>.

SD62's unit emission decreased to 20.66 kgCO<sub>2</sub>/m<sup>2</sup> in 2016 from 28.28 kgCO<sub>2</sub>/m<sup>2</sup> in 2011. Considering New Belmont and Royal Bay schools' lower unit emission, the unit emission from 2015 shows that other schools' emission has increased since 2015.

<Trend: Greenhouse Gas Emission per square metre>



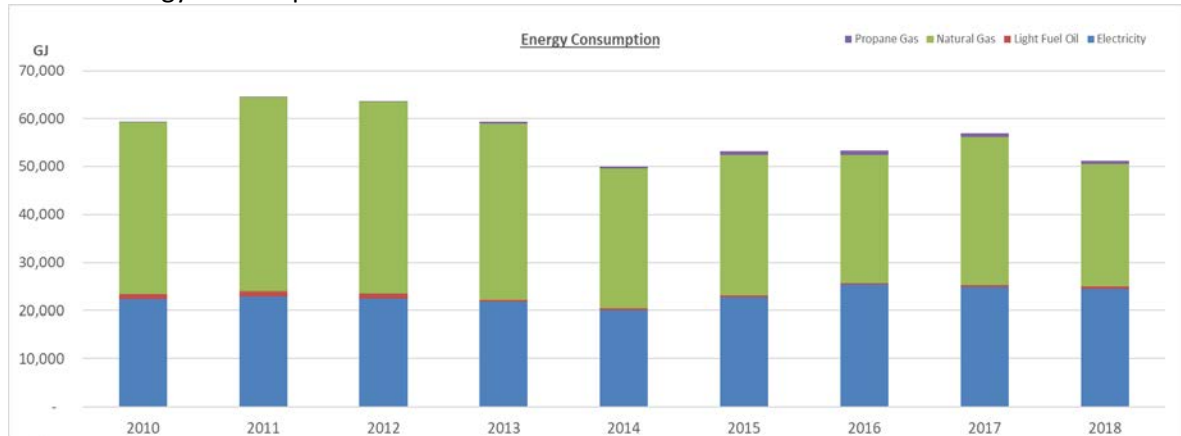
2) Carbon offset

SD62 has the mandatory responsibility to collect all consumption data of the fuels, electricity, papers purchased in a year and provide information to the Government for Carbon Neutral Action Report. Also, SD62 has to pay \$25 per CO<sub>2</sub>e tonne for off-settable amount which excludes school buses' fuel, and SD62 paid \$42,900 with GST included for the carbon offset of 1,716 tCO<sub>2</sub> in 2018

3) Energy Usage

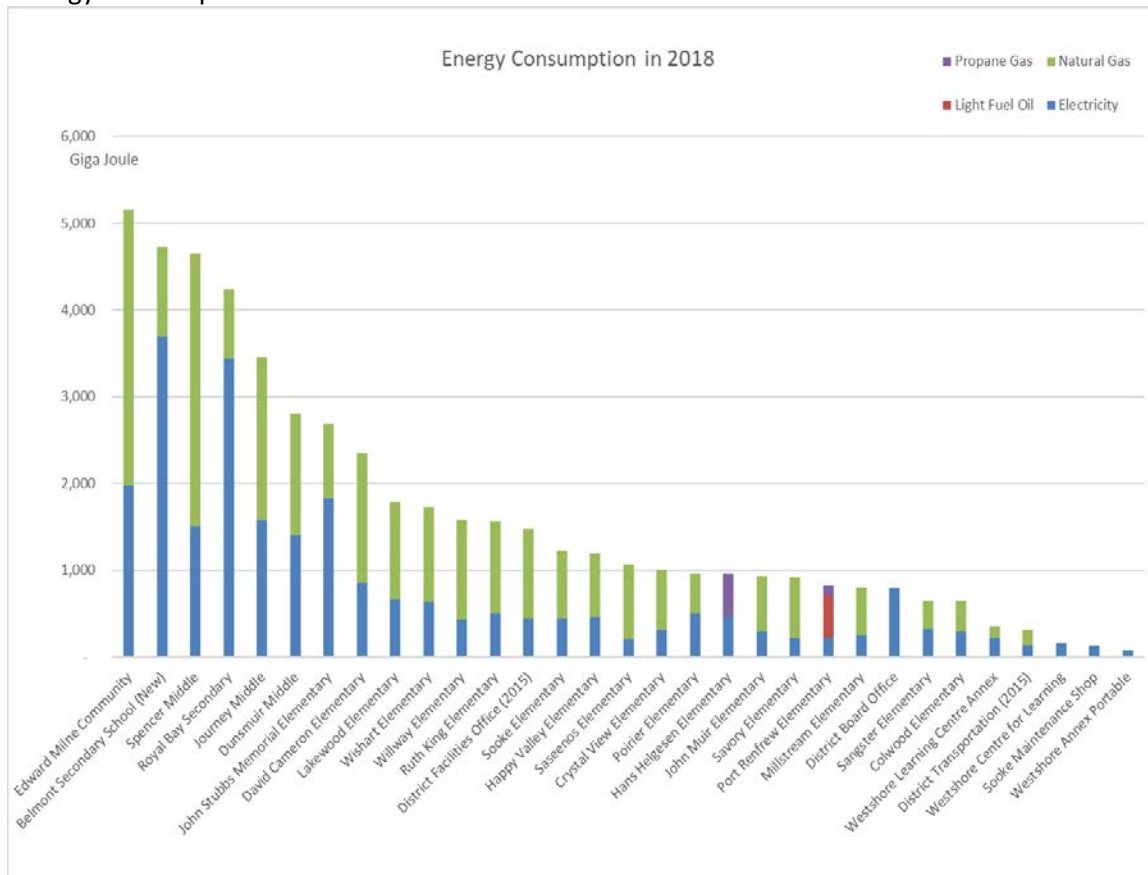
Main energy source for heating is natural gas from FortisBC except Hans Helgesen/School Board Office/Port Renfrew school. Electricity is used for electric equipment and heating as well for ASHP, Heat Recovery Units and electric baseboard heaters and for lighting and other electric devices. Total energy consumption in 2018 is 51,232 GJ from natural gas 50%, electricity 48% and other sources 2%. The amount of 51,232 GJ is equivalent to the amount of energy consumption for 570 households' in BC. Usually 1 GJ is the energy amount equivalent to two propane BBQ tanks. (We burns 114,000 propane tanks every year). SD62 has decreased energy usage from 2012 by programs and projects and achieved energy savings in natural gas mostly and electricity as well. In 2014 energy consumption dropped to 50,036 GJ by 23% compared to the amount of 2012. From 2015, energy consumption starts to increase slightly.

<Trend: Energy Consumption>



Edward Milne Secondary School used highest amount of energy with 10 % of total energy consumption of SD62 and 12% of total natural gas consumption. Belmont and Royal Bay school have lower natural gas consumption and higher electricity consumption due to ASHP and HRUs for heating.

Energy Consumption of each school:



**Energy Savings by Energy Specialist Program**

SD62 hired Energy Specialist in 2013 for 1 year and Energy Specialist performed monitoring, energy saving projects. Natural gas consumption in 2014 shows 23 % of reduction compared to the consumption in 2012 without major energy savings projects mostly thorough monitoring, modifying operation parameter on DDC systems, reporting and fixing mechanical problems on HVAC systems. SD62 hired Energy Specialist again from March 2018 to continue energy savings.

**Energy Savings by Projects**

Since 2013, old low efficient boilers have been replaced with high efficient condensing boilers and tank type domestic hot water heater have been replaced with instantaneous hot water heaters. DDC (Direct Digital Control) systems have been upgraded and installed as well for efficient control. Also, project plan for replacing boilers, water heaters and DDC already has been established for the future replacement.

## Projects completed/planned:

ECM Project	School	Completed Year	Base GJ	Energy Savings, unit/yr	
				Cumulative Energy Savings, Unit	
				Annual Savings	
				GJ	CO2ton
Condensing Boiler, Gas	Boilers_EMCS_15%	2014	4,609	691	34
	Boilers_Journey Middle	2015	2,149	430	21
	Boilers_Sooke Elementary	2015	939	188	9
	Boilers_Spencer Middle School	2015	4,085	817	41
	Boilers_Dunsumuir Middle School	2016	1,100	220	11
	Boilers_Lakewood Elementary	2017	1,391	209	10
	Windows_Ruth King Elementary with new windows	2017/18	1,391	278	14
	Boilers_Poirier Elementary	2018	569	57	3
	Boilers_David Cameron	plan	2,247	494	25
	Boilers_Willway	plan	1,319	158	8
	Boilers_John Muir	plan	720	216	11
	Boilers_Sangster	plan	371	111	6
	Boilers_Milstream	plan	618	185	9
	MUAs/UVs_Dunsmuir	plan			
Sum				4,055	202
On-Demand DWH, Gas	DHW Heater_Happy Valley	2013	168	25	1
	DHW Heater_David Cameron	2014	168	25	1
	DHW Heater_EMCS	2014	420	63	3
	DHW Heater_Poirier	2014	168	25	1
	DHW Heater_Lakewood	2017	168	25	1
	DHW Heater_Ruth King : 1 unit	plan	210	31	2
	DHW Heater_Spencer : 2 units	plan	189	28	1
	DHW Heater_Willway : 1 units	plan	168	25	1
	DHW Heater_Sangster : 1 units	plan	168	25	1
	DHW Heater_Milstream : 1 units	plan	168	25	1
	DHW Heater_Sooke : 1 units	plan	168	25	1
Sum				324	16
DDC System, Gas/Elec min.15% saving(fr.NRCAn)	DDC_Honeywell_Journey	2015	4,070	611	30
	DDC_Alerton_Lakewood	2015	1,452	218	11
	DDC_Alerton_John Muir	2016	1,052	158	8
	DDC_Alerton_David Cameron	2016	1,554	233	12
	DDC_Alerton_Sooke	2016	754	113	6
	DDC_Alerton_Saseenos	Plan	1,101	165	8
	DDC_Alerton_Sangster	Plan	725	109	5
	DDC_Alerton_Miltream	Plan	866	130	6
Sum				1,736	87
Sum				6,115	305

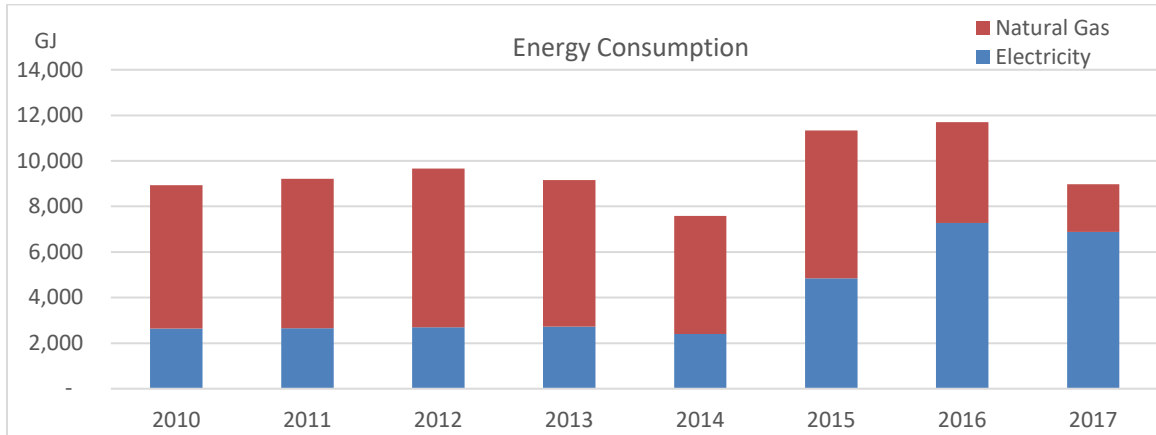
## 4) Energy Cost

Utility Cost	2010	2011	2012	2013	2014	2015	2016	2017	2018
Natural Gas, \$	595086	702517	656,226	614,437	495,666	384,058	313,431	324,552	222,683
incremental, \$		107,431	(46,291)	(41,789)	(118,771)	(111,608)	(70,627)	11,121	(101,869)
Electricity, \$	536198	514957	606,507	613,446	571,263	602,457	793,705	840,714	817,842
incremental, \$		(21,241)	91,550	6,939	(42,183)	31,194	191,248	47,009	(22,872)
<b>Sum, \$</b>	<b>1,131,284</b>	<b>1,217,474</b>	<b>1,262,733</b>	<b>1,227,883</b>	<b>1,066,929</b>	<b>986,515</b>	<b>1,107,136</b>	<b>1,165,266</b>	<b>1,040,525</b>
incremental, \$		86,190	45,259	(34,850)	(160,954)	(80,414)	120,621	58,130	(124,741)

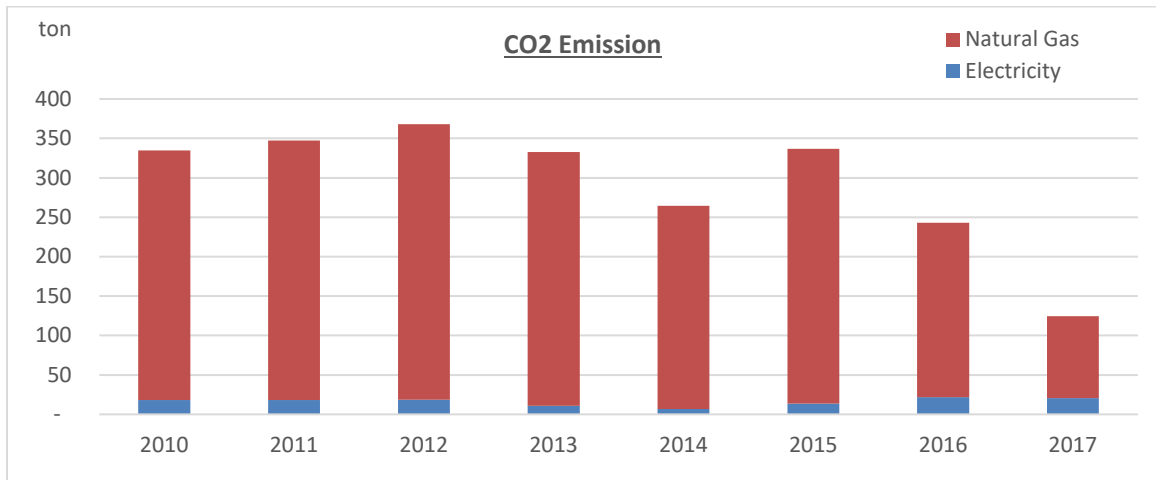
Annual energy cost for natural gas and electricity is about \$1.0 M ~ 1.2 M. The percentage of natural gas cost has dropped down to 22% from 50% with natural gas rate and consumption decreased since 2013. On the other hand, electricity cost has increased with BC Hydro rate and consumption increased. Energy cost per unit Giga Joule is about \$10 for natural gas and \$30 for electricity.

5) New Belmont and Royal Bay School Performance

The graph shows natural gas/electricity consumption for old Belmont Secondary School from 2010 to 2015, and for new Belmont Secondary School and Royal Bay Secondary School after 2015. As of 2017, energy usage of two new schools is about same or higher than the energy usage of one old Belmont school in 2013. The graph in 2017 shows resourcing energy from Natural gas to electricity compared to the graphs in years before 2015.



CO2 emission has decreased by 65% in 2017 compared to 2013. The reduction in CO2 emission comes from resourcing heating energy source changing from natural gas to electricity by having Air Source Heat Pump and Heat Recovery Units installed in New Belmont and Royal Bay School.



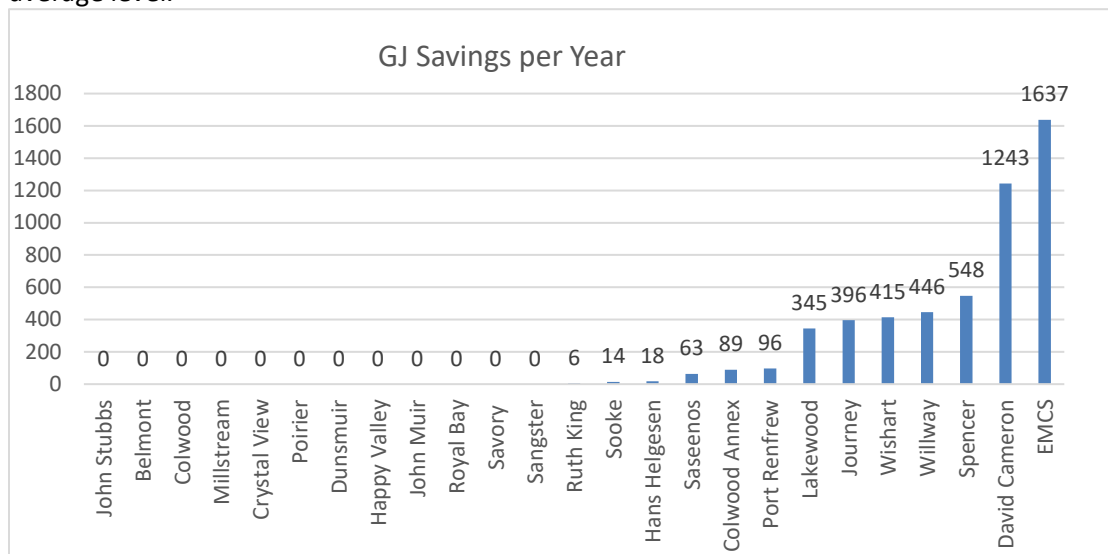


## Future Projects

- 1) Expecting projects for existing buildings  
Specific energy savings measurements will be implemented depending on the energy wasting conditions on each school

- ✓ Lower boiler efficiency schools: upgrading furnaces/conventional boilers to condensing boiler or ASHP
- ✓ Old/non DDC controlled schools: upgrading and implementing DDC system for optimal operation
- ✓ Lower building enveloped schools: upgrade building envelope with replacing single pane window/lower heat insulated walls and roofs
- ✓ Replacing old/low efficient heat delivering system

Expected Energy Saving with projects for the lower energy efficient school improved to average level.



- 2) New buildings  
New Schools in the plan will be designed and built with the highest energy efficiency HVAC systems and measures

## Targets

School District will be continuing to reduce carbon footprint along with the policy of BC Government.

## Next Steps

Behavior changes to reduce usage

## MEASURING OUR PROGRESS

CleanBC protects our communities and sets us on a path to a stronger, more sustainable future. The measures announced in this plan include ambitious goals for transforming the buildings we work and live in, how we get around, and how we power our economy and use cleaner energy.

### Goal snapshot

#### Where we live and work

By 2030, emissions from buildings dropped by 40%.

- By 2032, new buildings will be 80% more efficient than a home built today (highest tier of B.C. energy step code)
- By 2030, 70,000 homes and 10 million m<sup>2</sup> of commercial buildings will be retrofitted to use clean electricity in space heating
- 60% of homes and 40% of commercial buildings will be heated with clean electricity
- Public buildings will lead the way, reducing emissions by 50% by 2030
- Overall, emissions from buildings will drop by 40%

#### Getting around

By 2030, fossil fuel use for transportation has dropped 20%

- By 2030, 30% of all sales of new light-duty cars and trucks will be zero-emission vehicles, rising to 100% by 2040
- To help meet increased demand for lower-carbon fuels, B.C. will support the production of 650 million litres of renewable fuels per year
- The Province will reduce GHG emissions from government vehicles by 40%
- Overall, fossil fuel use for transportation will drop by 20%

#### Cleaner Industry

- The CleanBC program for industry will reduce industrial emissions by 2.5 Mt per year
- By 2025, methane emissions from the natural gas sector will drop by 45%

#### Reduce waste and turn it into a resource

- By 2030, 95% of organic waste (including municipal, industrial, and agricultural) will be diverted from landfills and turned into other products
- By 2030, 75% of landfill methane will be captured

#### Adaptation

- By 2020, the Province will develop an Adaptation Strategy based on a province-wide climate risk assessment

In May 2018 – recognizing the impacts of our growing economy and population – the Province set new targets for GHG emissions. Compared to 2007 levels, we are now committed to reductions of:

- 40 per cent by 2030,
- 60 per cent by 2040, and
- 80 per cent by 2050.

## Committee Report of Decisions/Discussions Resources Committee Meeting January 27, 2020

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### Attendees:

Bob Beckett, Trustee (Committee Chair)  
Allison Watson, Trustee (Committee Member)  
Ed Berlando, STA  
Amanda Dowhy, SPEAC  
Krista Leakey, SPVPA  
Bruce Woodcock, CUPE  
Dmitriys Djabkins, CUPE

### Staff:

Harold Cull, Secretary Treasurer

### Absent:

Wendy Hobbs (Committee Member)

## 1 Territorial Acknowledgement

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

### 4.1 20/21 Budget Development Process

- Staff presented the proposed Budget Development Process for the District to consider for the 20/21 school and fiscal year
- The process is expected to run similar to last year where the roles of the Board, Resources Committee, Leadership Team and Executive are clearly defined
- It was recommended that staff look at live streamlining the public budget meeting
- The Committee supports the Board considering the following motion:

**Proposed Motion:** That the Board of Education of School District #62 (Sooke) approve the proposed 20/21 budget development process as outlined at the January 27, 2020 Resources Committee meeting

### 4.2 19/20 Amended Budget

- The Committee was provided an update on the amended budget process the District is required to follow
- Based on the actual September enrolment, the Board must pass the Amended Budget Bylaw by the end of February
- Staff provided a summary look at the actual September enrolment and will provide the details of the proposed changes from the initial budget passed by the Board at the February Resources Committee meeting
- As the Board is being requested to pass all 3 readings of the Amended Budget Bylaw at the February meeting, a motion is required, and must pass unanimously, to have all 3 readings done at once
- The Committee supports the Board considering the following motion:

**Proposed Motion:** That the Board of Education of School District #62 (Sooke) allow all three readings of the 2019/20 Amended Budget Bylaw at its meeting of February 25, 2020

#### 4.3 Energy Management Policy

- The Committee discussed the proposed approach to be taken to meet Clean BC's required targets for 2030
- Part of this approach includes updating the District's energy management policy and Regulation (F-201) and to develop an Energy Sustainability Plan (ESP) to clearly define the necessary steps to be taken to meet these targets
- The Committee supports the Board considering the following motion:

**Proposed Motion:** That the Board of Education of School District #62 (Sooke) direct staff to work towards updating policy and regulation F-201 and to develop an Energy Sustainability Plan in order for the District to meet the CleanBC standards set for 2030 and beyond

#### 4.4 School Traffic Crossings Hwy 14

- The Committee discussed the need to meet with the highways ministry and the District of Sooke to discuss the traffic challenges with Highway 14 in front of the District's schools
- Staff were asked to bring back a visual of each crossing for the Committee to review and discuss possible safety options
- Staff were also asked to provide an update once the meeting with MoTI/Sooke is held



**Report to the Board of Education,  
Sooke School District  
Re: Aboriginal Education Council Meeting  
held on December 18, 2019**

Aboriginal Education Council Partner Groups Attendees:

Kathleen King, District Principal, Aboriginal Education/Early Learning; Scott Stinson, Superintendent of Schools, SD62; Paul Block, Associate Superintendent; Dianna Seaton, SD 62 Trustee; Allison Watson, SD 62 Trustee; Elder Henry Chipps, Scia'new Nation; Jon Carr, SD62, PVP Association; Leslie Morison, Aboriginal Education District Secretary; Marlys Denny, Aboriginal Education Curriculum Coordinator; Vivian Leik, Camosun College; Clinton Kuzio, University of Victoria; Dorothea Harris, University of Victoria; Alli Matchett, Camosun College

**1.0 Aboriginal Education Council Terms of Reference – 2019 / 2020**

- 1.2 The Terms of Reference were reviewed and accepted as distributed on December 18, 2019 and MOVED by: Dianna Seaton and SECONDED by: Paul Block; ALL IN FAVOUR.

**2.0 New Indigenous Graduation Rates**

- 2.1 The “*How Are We Doing Report*” is published every year by the Ministry of Education and the new report is available online:  
<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/reports/ab-hawd/ab-hawd-school-district-034.pdf>
- 2.2 Our new Indigenous graduation rates were published and we are at 73 percent, making our district the leaders across the Province.

**3.0 Indigenous Day on May 15, 2020 (funded by the District)**

- 3.1 All employees in the District and all students in schools will participate in Indigenous learning.
- 3.2 May 14<sup>th</sup>, 2020 – begin with protocol opening to include some students.
- 3.3 Funding provided by School District No. 62 Board of Education.

**4.0 Equity in Action**

- 4.1 The formal presentation was made to the Board of Education on October 22<sup>nd</sup>, 2019.
- 4.2 Presentation to PVP on November 7<sup>th</sup>, 2019 with school Equity in Action starts in January 2020. On January 15<sup>th</sup>, 2020, PVP will receive instructions at Leadership meeting.

4.3 Meeting one: Presentation to District Equity in Action Community Committee on November 26<sup>th</sup>, 2019. Meeting two: District Equity in Action Committee meeting held December 4, 2019. Meeting three: District Equity in Action Committee meeting scheduled for January 14, 2020.

### **5.0 Pakki Chipps Artwork Unveiling at Royal Bay Secondary**

5.1 Elder Henry Chipps and his daughter, Weyla Chipps unveiled Pakki Chipps' artwork on December 11, 2019 at Royal Bay Secondary School.

5.2 Dignitaries from Scia'new Nation were in attendance, including Chief Russell Chipps, who did a traditional welcome, as well, Elder Shirley Alphonse did a traditional water ceremony.

### **6.0 School Board Office Meeting Room Name Suggestions - Motion Approved**

6.1 School Board Office meeting room name suggestions:

- a) Lekwungen Room – Boardroom A
- b) Lekwungen Room – Boardroom B
- c) Pacheedaht Room – Personnel meeting room
- d) T'Sou-ke Room – Conference Room
- e) Scia'new Room – Curriculum Room
- f) Métis Gathering Space – Picnic Area

6.2 MOTION was approved: *“Paul Block shall move to honor the process of meeting with the Nations and getting their approval to rename the meeting spaces in the School Board Office to reflect the names of the Nations that we work with and whose territories we share as presented on this day of December 18, 2019”*. SECONDED by: Allison Watson; ALL IN FAVOUR.

### **7.0 Principals of Learning (POL) and Classrooms Update**

7.1 The POL initiative will expand so that teachers can engage in the process and connect. We will be moving forward with a “new” POL network to support POL classroom teachers and PVP in more schools.

## POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

January 28, 2020

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Draft new Regulations C-426 "Provision of Menstrual Products" are scheduled for approval.

### **RECOMMENDATION**

That Draft new Regulations C-426 "Provision of Menstrual Products" be approved and included within the District Policy Manual.

**School District #62 (Sooke)**

<b>PROVISION OF MENSTRUAL PRODUCTS</b>	No.: C-426
	Effective: Revised: Reviewed: Jan. 7/20; Jan. 28/20

**ADMINISTRATIVE REGULATIONS**

- Access to free menstrual products will be provided in elementary, middle and secondary schools in the school district.
- Universal and female washrooms in schools and other district facilities will be equipped with product dispensers and stocked with menstrual products for student access.
- The menstrual products to be provided will include both sanitary napkins and tampons.
- The menstrual products to be provided should be, as much as possible, comprised of compostable packaging and materials.
- The Director of Facilities will be responsible for the implementation of the Board's policy regarding the provision of menstrual products to students.
- Facilities staff are responsible for the installation of dispensers, purchase of supplies and restocking of dispensers to ensure consistent supply and access.
- Parent, staff or student questions or comments about the provision of menstrual products may contact the school administration for further information.



## POLICIES AND REGULATIONS

School District #62 (Sooke)

January 28, 2020

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Policy D-120 "Communication With the Public" is now ready to be Rescinded.

**RECOMMENDATION:**

That Policy D-120 "Communication With the Public" be **RESCINDED** and removed from the District Policy Manual.

**School District #62 (Sooke)**

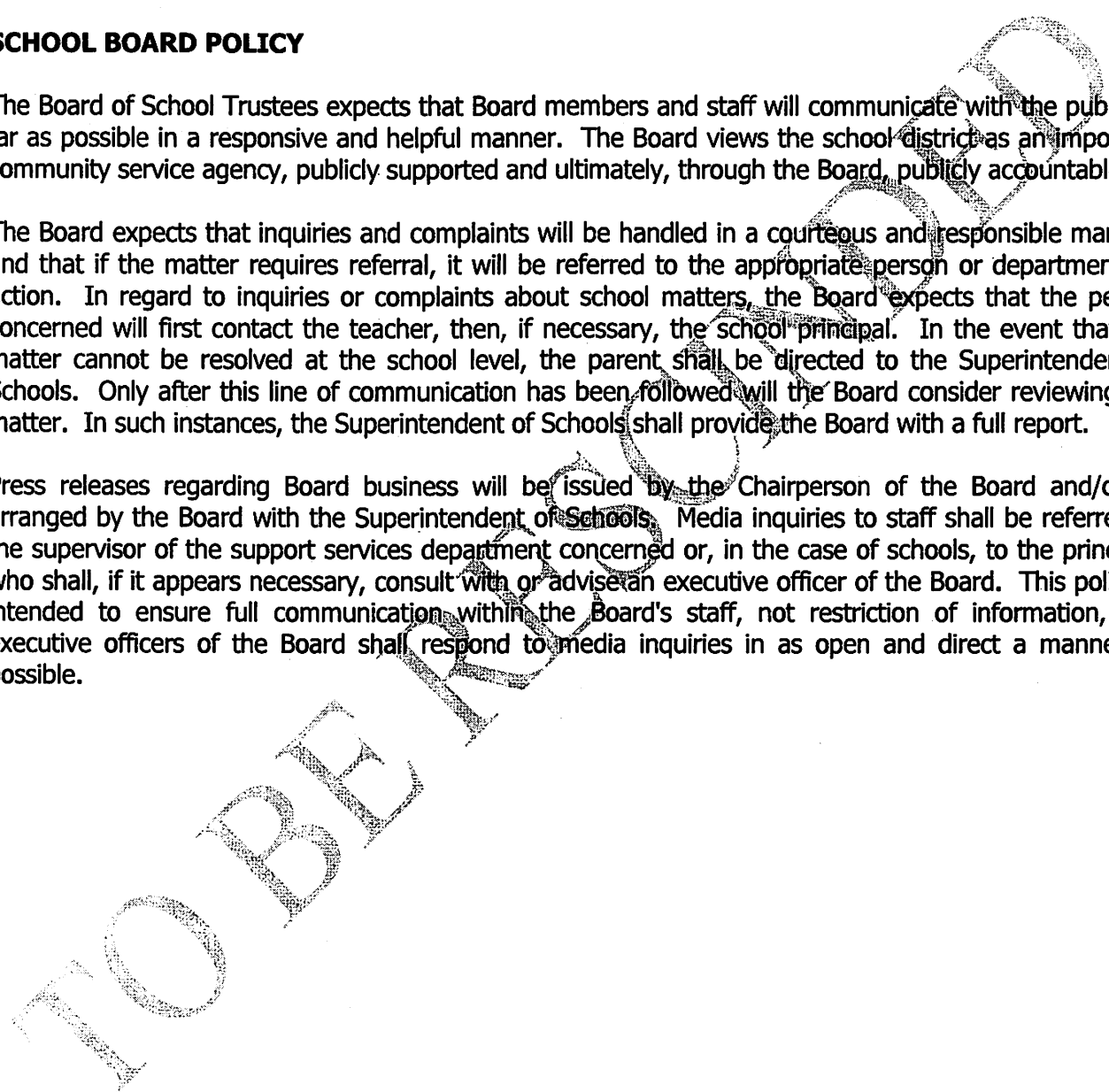
<b>COMMUNICATION WITH THE PUBLIC</b>	No.: D-120
	Effective: Oct. 13/81 Revised: Nov. 24/92 Reviewed: Jan. 7/20; Jan. 28/20 Rescinded:

**SCHOOL BOARD POLICY**

The Board of School Trustees expects that Board members and staff will communicate with the public as far as possible in a responsive and helpful manner. The Board views the school district as an important community service agency, publicly supported and ultimately, through the Board, publicly accountable.

The Board expects that inquiries and complaints will be handled in a courteous and responsible manner, and that if the matter requires referral, it will be referred to the appropriate person or department for action. In regard to inquiries or complaints about school matters, the Board expects that the person concerned will first contact the teacher, then, if necessary, the school principal. In the event that the matter cannot be resolved at the school level, the parent shall be directed to the Superintendent of Schools. Only after this line of communication has been followed will the Board consider reviewing the matter. In such instances, the Superintendent of Schools shall provide the Board with a full report.

Press releases regarding Board business will be issued by the Chairperson of the Board and/or as arranged by the Board with the Superintendent of Schools. Media inquiries to staff shall be referred to the supervisor of the support services department concerned or, in the case of schools, to the principal, who shall, if it appears necessary, consult with or advise an executive officer of the Board. This policy is intended to ensure full communication within the Board's staff, not restriction of information, and executive officers of the Board shall respond to media inquiries in as open and direct a manner as possible.



# PROPOSED BI-LINGUAL LOGO



DRAFT



## ECO-COMMUNITY ACADEMY (WORKING TITLE)

### What?

- A cohort-based, semester long academy that explores scientific and social issues alongside skills associated with ecology, entrepreneurship, community, and experiential place-based learning.
- Short description: Grade 9 and 10 students will actively participate in a full-day immersive interdisciplinary program, focused on the central themes of Eco-literacy, Community, and Experiential Learning. Learning will be rooted in curricular outcomes, with high standards for extending inquiry, collaboration, and self-direction. Learning programs will be aligned with the seasons and local Indigenous 13 Moons calendar.
- Courses offered would include: Science 9 & 10; Socials 9 & 10; Entrepreneurship and Marketing 10; Foods STX 10. There are possibilities to integrate several other courses (e.g. Careers, Sustainability, Outdoor Ed 11, Community Connections or Service Learning BAA 11) if the new funding model allows for this. The program includes at least 2 core courses so that students are not loading their 2<sup>nd</sup> semester with academics/required courses.
- Students will combine hands-on learning outdoors and in the community, with rigorous classroom and science lab work.

### When?

Semester 1, EMCS, 2020/21

### Who?

- Grade 9 and 10 students from across the district (and perhaps other districts). Ideally, the program will be promoted to International students to further encourage student diversity.
- The program would develop partnerships with T'Sou-ke Nation, Sooke Community organizations (including Transition Sooke, Sooke Food CHI, SunRiver Community Garden, the Brooks Salmon Hatchery, and others), Westcoast Adventure College, Pearson College.
- The program would also have direct connections to post-secondary institutions, including Camosun College, Royal Roads University, and UVic
- Potential of connection with Actua InSTEM through UVic and T'Sou-ke Nation partnerships

### Why?

- To enhance student learning by focusing on aspects of Universal Design for Learning and Place-based learning.
- To experiment with an educational model that differs from the traditional block system, providing students with unique, rich learning experiences.
- To build on the work completed by the EMCS Ecoliteracy team in the 2018/19 school year.
- To offer an experience that takes advantage of two unique features at EMCS: incredible natural surroundings and emphasis on community within our community school model.

- To enhance the business department at EMCS.
- To build on the success of nature kindergarten in the senior years of schooling. Student survey data and significant educational research points to the need and benefit of relevant, place-based learning.
- A growing body of academic research indicates that nature and garden based education has academic, health, and social benefits, and also contributes to enhancing community connections for students.
- Various EMCS student surveys indicate that many students are interested in, and concerned about environmental issues, and feel that EMCS could be offering more programs to enhance this learning.
- 90% of EMCS Students indicate generally poor eating habits. Our region is also estimated to have over 25% of students living in food insecure homes. School garden and experiential cooking programs have been shown to improve interest in healthy eating, while contributing to positive life-long behaviours.
- EMCS students report a desire enhance community connections, choice in their learning abse don their personal goals, preparedness for Post-Secondary Education, and opportunities to learn about local Indigenous cultures. (SLS)

#### Cost?

- Draft academy fee: \$500/student. Also supported through grants & partnerships
- Staffed with EMCS 1701 staffing. We would anticipate offering one less of each of the courses offered in our regular timetable (unless of course, this program attracts additional students from out of catchment). Given that the cap would need to rest at 24-16 (lab/safety), an additional block from the district would help facilitate this innovative educational program.

#### How?

- Patrick Gale (current EMCS teacher) is developing this program, supported by Laura Fulton
- Include students in planning/advising through focus blocks
- Pilot projects through existing course offerings
- Past and ongoing Transdisciplinary Collaborative Inquiry into Ecoliteracy
- Grow community partnerships with groups such as: T'Souke Nation, Transition Sooke, Sooke Food CHI, EMCS Society, ACTUA.
- Collaborative support through SD#62 Farm to School Team, Healthy Schools, and Aboriginal Education

#### Examples of Existing Programs from which we will draw:

- *Saturna Ecological Education Centre (SEEC)* <http://seecsaturna.ca/sample-page/>
- *Delta Farm Roots* <https://deltalearns.ca/farmroots/>
- *Lunch Lab and Edible Education Project* <https://lunchlab.ca>
- *Institute for Global Solutions (IGS)* <http://www.instituteforglobalsolutions.ca>
- *Fresh Roots* <https://freshroots.ca>

**Example Week**

NB- Learning sessions may continue over the course of an entire day, or be broken up into sections depending on topic(s) and location(s). In this example, sessions or divided into ½ days.

October 20-25	Monday	Tuesday	Wednesday	Thursday	Friday
Throughout the semester, students will complete one or more inquiry projects that are cross-curricular and aim to challenge them to apply and innovate with content to develop and demonstrate their proficiency in curricular skills and competencies.					
AM Learning	Classroom lesson: Mulching, Compost, and Soil Ecology  Microscopy of soil organisms	Sun River Community Garden "Grow a Row" Volunteer work party- Harvest for the Food Bank and garden winterization.	Co-Mentor Nature Kindergarten in Ethnobotanical tea harvest	Visit local heritage livestock farm and salmon run in Sooke River to explore Salmon Agri-Ecology	Community Eats- Students collaboratively prepare and share a healthy lunch, using donations from Food Rescue Project
Example Curricular Connections	Sci 9- Matter Cycles Sc. 10- Energy Transformations	Sci10- Sexual and Asexual Reproduction (comparing plants @ garden)	Sc9, Sci10- First Peoples Plant Use and Connections to Environment	Sci10- Patterns of Inheritance trans. of energy Sc9- Effects of Solar Rad. on Energy Cycles	Ent10- Creative Ways to add value to existing product
PM Learning	EMCS School Garden Care, harvest for Foods and Cafeteria	Plan and Prepare healthy snacks for Nature K visit	Science Lab- intra-species diversity through artificial selection	Group project work: Local Food System Facet Inquiry	Reflective writing, complete lab reports, Collaborative planning for next week
Example Curricular Connections	Fds10- Relationships between eating practices and wellbeing	Ent10- Defining and Ideating	Sci10- applied genetics, patterns of inheritance, artificial selection	SS10- Inquiry Processes, Continuity and Change, Cause and Consequence	Reaffirm curriculum covered from the past week

## POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

January 28, 2020

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Draft new Policy and Regulations C-112 "Ordinarily Resident" are scheduled for approval.

### **RECOMMENDATION**

That Draft new Policy and Regulations C-112 "Ordinarily Resident" be approved and included within the District Policy Manual.

**School District #62 (Sooke)**

<b>ORDINARILY RESIDENT</b>	No.: C-112
	Effective: Revised: Reviewed: Nov. 5/19; Nov. 26/19

**SCHOOL BOARD POLICY**

Instruction in a publicly funded educational program provided by the Board of Education, will be available to every student of school age and whose parent(s)/guardian(s) are "ordinarily resident" in British Columbia. Such students will be provided, free of charge, with the services and materials set out in section 82(1) of the *School Act*.

Statutory Reference:

British Columbia *School Act*: Section 2(1) and Section 82  
 BC Ministry of Education: Eligibility of Students for Operating Grant Funding  
 BC *Family Law Act*  
 BC *Infants Act*  
 BC *Child, Family and Community Services Act*  
 BC *Adoption Act*

Policy Reference:

C-111: International Education & Non-Resident Students  
 F-502: School Catchment Areas and Student Placement



**School District #62 (Sooke)**

<b>ORDINARILY RESIDENT</b>	No.: C-112
	Effective: Revised: Reviewed: Nov. 5/19; Nov. 26/19

**ADMINISTRATIVE REGULATIONS**Definitions:

**School Age:** a person who has or will have attained the age of five (5) years on or before December 31 of that school year and the end of the school year (July 1) in which the person reaches the age of nineteen (19) years.

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

Requirements:

1. In order for a student to be eligible for a provincially funded education in British Columbia the student and their parent/guardian must meet specific criteria set out at the provincial level as follows:
  - a. must be of school age, and
  - b. must be Ordinarily Resident in British Columbia.
2. In accordance with the *British Columbia School Act*, a student is considered "ordinarily resident" if the student is resident in British Columbia and the parent/guardian(s) of the student are ordinarily resident in British Columbia.
3. Students may be temporarily absent from British Columbia, yet still retain eligibility for funding if:
  - a. the parent/guardian(s) remains ordinarily resident in British Columbia or,
  - b. the parent/guardian(s) are also temporarily absent with the student, and that there is objective evidence that the family will be returning to British Columbia.
4. Immigration status is relevant, but does not determine ordinarily resident status. Students may be considered eligible even if they or their parent/guardian(s) are not Canadian citizens or permanent residents. The following Immigration status may allow for eligibility:
  - a. persons who have applied for Convention of Refugee Status but have not yet received a determination,
  - b. a child who has been granted Convention of Refugee Status abroad, prior to arrival in Canada,
  - c. persons who have applied for permanent resident status from within Canada,
  - d. persons who have come to Canada on a time-limited basis that is for a period of at least one year (12 months) for the purposes of temporary work or study.
5. Determination of Immigration status as Ordinarily Resident, should be done in conjunction with the International Student Programs department.
6. Determination of Ordinarily Resident status will be consistent with Ministry of Education "Eligibility of Students for Operating Grant Funding" and as such, may be subject to change.

Documentation:

1. Students seeking admission into the Sooke School District must provide appropriate documentation in order for the district to determine the student's eligibility for operating grant funding.
  - a. Age:
    - i. A student is eligible for admission in September of the school year if the student is of "school-age" and has provided appropriate documentation as defined below:
      1. Original Birth certificate,
      2. Valid Passport

b. Residency:

- i. The location where a student's parent/guardian maintains primary residency and where the student is "ordinarily resident in the everyday course of living" determines the admission status, attendance area and school the student is expected to attend. Proof of residency may be provided with at least two of the following:
  1. Home Purchase Agreement or Rental Agreement signed by landlord,
  2. Property Tax Assessment,
  3. House Insurance,
  4. Property Assessment,
  5. Utility Bill (Gas, Hydro, etc.)

c. Guardianship:

- i. Students seeking admission to School District 62 must be accompanied by their parent or legal guardian. In situations where a guardian has been appointed by the a court, in a will or by a guardian facing terminal illness or mental incapacity, appropriate documentation must be provided to satisfy the school district that the student is "ordinarily resident with the guardian in the everyday course of living."
- ii. School-aged students living independently may be admitted into the school district after review of residency, guardianship authority and "everyday course of living" arrangements.
- iii. Required documentation may include:
  1. Birth Certificate
  2. Passport
  3. Income tax statement where children are declared
  4. Court Order

d. Citizenship:

- i. For Canadian Citizens and Permanent Residents, admission to educational programs in the Sooke School District is determined by residency, guardianship and age requirements as outlined above.
- ii. Students who are not Canadian Citizens or Permanent Residents are classified as international students unless they are here with a parent/guardian as described below. Status as Ordinarily Resident may be provided through the following documentation examples:
  1. Canadian citizenship card,
  2. Confirmation of immigration status,
  3. Confirmation of refugee status,
  4. Permanent resident card,
  5. Work permit (valid for a minimum of one year), along with proof of employment; and, current passport,
  6. Study permit (valid for a minimum of one year e), letter of acceptance or transcript showing enrollment in a degree or diploma granting program at a public post-secondary institution authorized by the Ministry of Advanced Education; and current passport,
  7. Diplomatic status.

## POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

January 28, 2020

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Draft revised Policy and Regulations D-330.1 "Access to Information" are scheduled for approval.

### **RECOMMENDATION**

That Draft revised Policy and Regulations D-330.1 "Access to Information" be approved and included within the District Policy Manual.

**School District #62 (Sooke)**

<b>ACCESS TO INFORMATION</b>	No.: D-330.1
	Effective: Jan. 24/95 Reviewed: Nov. 5/19; Nov. 26/19 Revised:

**SCHOOL BOARD POLICY**

The Board acknowledges and accepts its responsibility to ensure that general information related to the operation of the school district is available to the community. The Board also acknowledges and accepts its responsibility to protect the privacy of school district employees, students and local public body confidences. In fulfilling its responsibilities, the Board is guided by the *Freedom Information and Protection of Privacy Act, S.B.C. 1992, c. 61* regarding access to and protection of information.

The Secretary-Treasurer is appointed by the Board as the school district's **Privacy Officer** head of the ~~*Freedom of Information and Protection of Privacy Act*~~ **who will manage the information requests submitted to the district.**

DRAFT

**School District #62 (Sooke)**

<b>ACCESS TO INFORMATION</b>	No.: D-330.1
	Effective: Jan. 24/95 Reviewed: Nov. 5/19; Nov. 26/19 Revised:

**ADMINISTRATIVE REGULATIONS**General Information

The Board regularly makes general information available to the public, such as financial statements, trustee disclosure forms, public board minutes and materials, financial disclosure forms, annual report, school newsletters, and community school programs. This information can be obtained at the schools or the school board office. A Directory of Information is available to the public at the schools and school board office. **The public may contact the office of the Secretary-Treasurer to determine if the information requested falls under the regular release of information criteria.**

Freedom of Information and Protection of Privacy Act

The Board is guided by the terms of the *Freedom of Information and Protection of Privacy Act* regarding the policy for making a request under the Act and will follow the procedure therein. According to the *Freedom of Information and Protection of Privacy Act*, a written request must first be made through the Secretary-Treasurer's office for processing and forwarding according to the *Freedom of Information and Protection of Privacy Act's* procedures.

The fee schedule is outlined in the *Freedom of Information and Protection of Privacy Act* and the Secretary-Treasurer's office will determine when fees are payable. There is no fee payable for the first three hours spent locating and retrieving the record.

A full copy of the *Freedom of Information and Protection of Privacy Act* is available for review at the Secretary-Treasurer's office. **online at this link:**

**[http://www.bclaws.ca/Recon/document/ID/freeside/96165\\_00](http://www.bclaws.ca/Recon/document/ID/freeside/96165_00)**

## POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

January 28, 2020

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Draft new Policy and Regulations A-355 "Complaints Regarding Individual Trustees" are scheduled for approval.

### **RECOMMENDATION**

That Draft new Policy and Regulations A-355 "Complaints Regarding Individual Trustees" be approved and included within the District Policy Manual.

**School District #62 (Sooke)**

<b>Complaints Regarding Individual Trustees</b>	No.: A-355
	Effective: Revised: Reviewed: Dec. 10/19

**SCHOOL BOARD POLICY**

The Board of Education has the responsibility to competently protect the interests, reputation, credibility and work of the school district. The Board believes that the actions of individual trustees should be consistent with the *School Act*, the School Trustee Oath of Office and the Duties of Trustees established in the Board Governance Bylaw. The Board therefore has the obligation to protect the integrity, and proper functioning of the corporate board when complaints against individual trustee(s) arise.

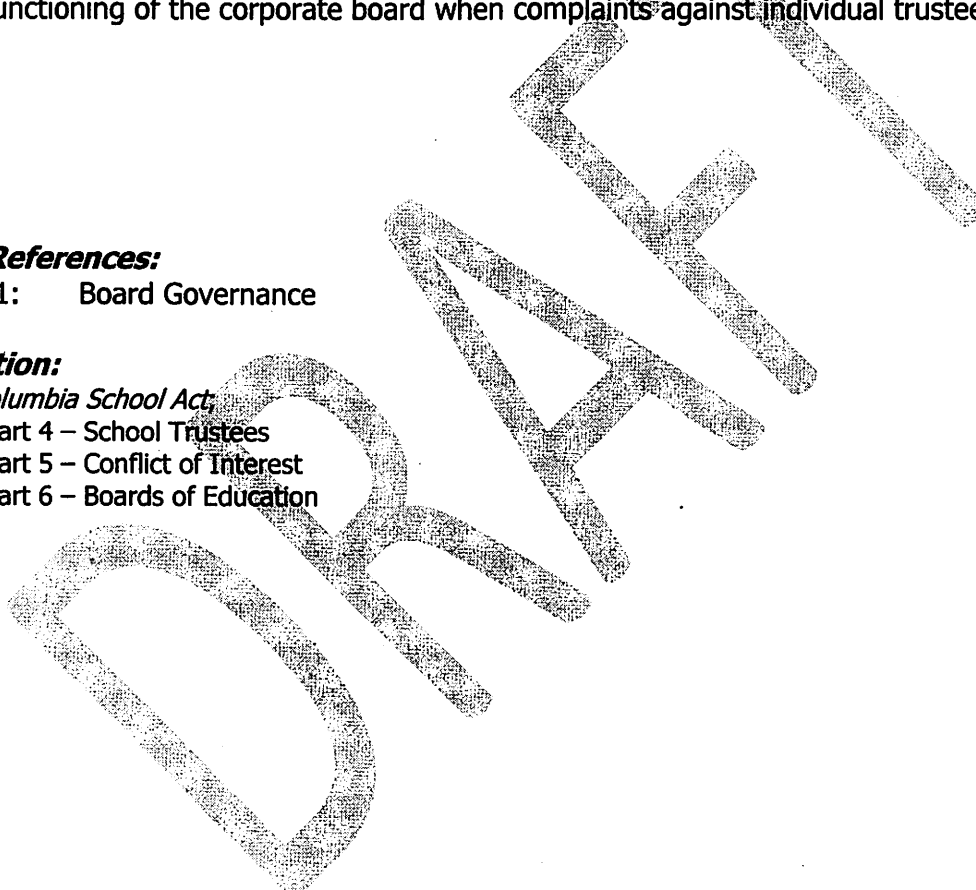
***Policy References:***

Bylaw #1: Board Governance

***Legislation:***

*British Columbia School Act:*

- Part 4 – School Trustees
- Part 5 – Conflict of Interest
- Part 6 – Boards of Education



**School District #62 (Sooke)**

<b>Complaints Regarding Individual Trustees</b>	No.: A-355
	Effective: Revised: Reviewed: Dec. 10/19

**PROCEDURAL REGULATIONS**

Trustees owe fiduciary obligations to the Board, and must discharge their duties in a manner which is consistent with the School Trustee Oath of Office, and the Duties of Trustees established in the Board Governance Bylaw. Where it is alleged that a Trustee has acted in a manner inconsistent with these obligations, the principles and processes outlined in this Regulation shall govern.

- 1.0 The Obligation to Act Fairly
  - 1.1 When a complaint is made concerning a trustee's actions, the trustee will be entitled to procedural fairness, including:
    - An opportunity to know/be made aware of the allegations,
    - An opportunity to examine any relevant documents,
    - An opportunity to obtain legal advice, and
    - An opportunity to respond to the allegations prior to any disciplinary action being taken by the Board of Education.
- 2.0 Complaints:
  - 2.1 Complaints may be resolved either through informal or formal resolution processes.
  - 2.2 Resolving complaints directly between the parties involved is a preferred course of action.
  - 2.3 Anonymous complaints will not be considered by the Board, however, the Board Chair/Superintendent will not disclose the identity of a complainant, unless disclosure is required in order to ensure a fair investigation.
  - 2.4 Proceedings under this Policy are private and confidential. The Board will act at all times in a manner consistent with its obligations under the *Freedom of Information and Protection of Privacy Act*.
- 3.0 Informal Resolution Process:
  - 3.1 Individuals are encouraged to use informal means first to address trustee conduct concerns related to the Oath of Office or Board Bylaw.
  - 3.2 With the consent of the complainant and the trustee, the Board Chair or Superintendent may be part of the informal process.
  - 3.3 Individuals may address their concerns as follows:
    - 3.3.1 Advise the trustee that their conduct contravenes the Oath of Office or Board Bylaw with an explanation as to why.
    - 3.3.2 Encourage the trustee to stop the behaviour and confirm with the trustee satisfaction or dissatisfaction with response.
    - 3.3.3 Keep a record of the discussion with the trustee, including time, dates, locations, others present and witnesses to the behaviour.
    - 3.3.4 The complainant may still choose to make a formal complaint to the Board after an informal complaint process.
    - 3.3.5 The informal complaint process is encouraged, however it is not required prior to beginning the formal complaint process.



#### 4.0 Formal Resolution Process:

##### 4.1 Reporting the Allegation to the Board:

- 4.1.1 Individuals wishing to make a formal complaint to the Board regarding the conduct of an individual trustee, must do so in writing on the prescribed *Trustee Complaint Form* (see appendix).
- 4.1.2 All formal written complaints shall be signed by an identifiable individual.
- 4.1.3 Formal written complaints shall be provided to the Board Chair, unless the complaint relates to the Board Chair and then to the Vice-Chair, and Superintendent.
- 4.1.4 The written complaint shall identify the specific actions which are alleged to contravene the School Trustee Oath of Office, or Board Governance Bylaw.
- 4.1.5 Complaints must be made within thirty (30) days of complainant becoming aware of the alleged violation.
- 4.1.6 Upon receipt of a formal written complaint, the Board Chair, in consultation with the Superintendent will determine whether the complaint alleges a breach of the Trustee Oath of Office or Board Governance Bylaw. If it is determined that the complaint does not relate to a breach of the Oath of Office or Board Governance Bylaw, the Board Chair shall advise the complainant that their complaint will not be dealt with under this Policy, and will direct them to the appropriate (if any) complaint resolution process.
- 4.1.7 Should the Board Chair, in consultation with the Superintendent determine that a complaint is appropriately dealt with under this Policy, the matter will then be brought to the Board at an in-camera meeting, where The Board will conduct a preliminary review of the complaint and shall determine whether to:
  - dismiss the complaint,
  - refer the complaint for further investigation [see section 4.2], or
  - refer the matter to a special closed meeting of the Board to determine whether disciplinary action is warranted, in accordance with section 5.0 below
- 4.1.8 The Board Chair and/or Board may seek legal advice in relation to the complaint and Board proceedings.

##### 4.2 Investigation

- 4.2.1 In the event the Board determines that there is a need to obtain additional information regarding the allegation(s), it may direct that the matter be referred for investigation.
- 4.2.2 The Board shall appoint an independent third party to conduct the investigation.
- 4.2.3 The investigator shall gather all relevant information and documents pertaining to the allegation(s), and shall prepare a report to the Board summarizing the relevant facts and attaching relevant documentation. No recommendations shall be made, and any disputed facts will be identified. Where facts are disputed, no findings will be made other than to identify the nature of the dispute.
- 4.2.4 Upon receipt of the report, the Board, in closed session, shall determine whether it is appropriate to convene a formal disciplinary hearing into the matter in accordance with the process outlined below.

## 5.0 Disciplinary Hearing Process

- 5.1 The accused trustee will be advised that the matter will be placed on the agenda of an in-camera meeting of the Board and that the trustee will be entitled to be present at the meeting, with representation if so desired, to address the Board regarding the matter.
- 5.2 A minimum of 14 days notice shall be provided to the trustee, prior to any disciplinary hearing. Such notice will include information regarding the factual basis for the allegation, and any relevant documentation, including any investigation report. The notification shall also contain the range of disciplinary actions which the Board may undertake.
- 5.3 Meeting Procedure:
- 5.3.1 Allegations shall be formally stated by the Board Chair.
- 5.3.2 The Chair will invite the accused trustee to respond to the allegation and contemplated discipline.
- 5.3.3 Trustees may be allowed to ask questions of the accused trustee through the Board Chair.
- 5.3.4 Once the accused trustee has responded to the allegations and any trustee questions have been asked, the accused trustee will be excused from the meeting while the Board considers three questions:
- 1) Whether the facts alleged in the complaint occurred, and whether these facts disclose a breach of the Oath of Office or Board Governance Policy;
  - 2) If the Board is satisfied that misconduct did occur, is disciplinary action required?;
  - 3) If disciplinary action is justified, what form of disciplinary action should be taken? This may include a formal reprimand, public censure, or a partial or full suspension of duties.
- 5.3.5 The Board will record the proceedings of the disciplinary hearing as it would under procedural bylaws for in-camera meetings.
- 5.3.6 Any public statement regarding disciplinary action shall be limited to a general description of the nature of the breach found to have occurred, and the nature of the sanction imposed.

**Appendix A**

**School District #62 (Sooke)  
Policy: XX Complaints Against a Trustee  
Formal Complaint Form**

**Name of Complainant:** \_\_\_\_\_  
**Address:** \_\_\_\_\_

**Nature of Complaint:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**STATE THE FOLLOWING:**

1. I believe that: \_\_\_\_\_  
(specify name of Trustee) a member of the Sooke Board of Education, has  
contravened Section(s) \_\_\_\_\_  
(specify section(s) of the Oath of Office or Board Bylaw)

The particulars of which are as follows on attached Schedule "A":

(Set out the statements of fact in consecutively numbered paragraphs on the attached Schedule "A", with each paragraph being confined, as far as possible, to a particular statement of fact. If you wish to include exhibits to support this complaint, please refer to the exhibits as Exhibit A, B, etc. and attach them to this form.)

DATED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 20\_\_\_\_, at the City/Town of \_\_\_\_\_  
\_\_\_\_\_ in the Province of British Columbia.

\_\_\_\_\_  
(signature of person making the complaint)

**Schedule "A"**

Schedule "A" to the complaint form required under the Complaint Against a Trustee Policy – Formal Complaint of the Sooke Board of Education Oath of Office and Board Bylaw #1.

(If more than one page is required, please photocopy this blank page and mark each additional page as 2 of #, 3 of #, etc. in the top right corner.)


\_\_\_\_\_  
(signature)



## EDUCATION-POLICY COMMITTEE

School Board Office  
3143 Jacklin Road  
January 7, 2020 – 7:00 p.m.

### COMMITTEE REPORT

**Present:** Trustees – Bob Phillips (Chair), Dianna Seaton, Margot Swinburnson  
STA – Diane Wiens and Jen Anderson  
PVP – Georgie Walker  
SPEAC – Paula Williams  
CUPE – Amber Leonard  
Sr. Admin. – Scott Stinson, Stephanie Hedley-Smith, Paul Block, Dave Strange

**Guests:** Wayne Kelly, Patrick Gale, Jeannie DeBoice, Laura Lancaster

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, Nuuchah-nulth. (words gifted by the three Nations SD62 works with)*

2. **COMMITTEE REPORT** of November 5, 2019 Education Standing Committee meeting.

The committee report of November 5, 2019 was approved as presented.

3. **BAA COURSE PROPOSALS**

a.

4. **REVIEW OF POLICIES/REGULATIONS**

- a. C-426 Regulations "Provision of Menstrual Products" – Dave Strange  
Dave provided an overview of the draft new regulations.

**Recommendation:**

That the Board of Education **ADOPT** draft new Regulations C-426 "Provision of Menstrual Products.

- b. D-120 Policy "Communication with the Public" – Scott Stinson

Scott advised that as part of the executive's review of policies, D-120 was deemed to be no longer necessary.

**Recommendation:**

That the Board of Education **RESCIND** Policy D-120 "Communication with the Public".

5. **NEW BUSINESS**

- a. Proposed Bi-Lingual School District Logo (attached) – Stephanie Hedley-Smith  
Stephanie spoke about the logos and the reasons for having a bi-lingual logo for the district.

**Recommendation:**

That the Board consider adopting the bi-lingual logo for the purpose of communication and marketing.

- c. Academies Discussion – Wayne Kelly & Dave Strange  
Wayne Kelly, District Vice-Principal of Academies, gave a presentation on the district's academies, including a brief discussion on policy and admin regulation review still to be done.

EMCS teacher, Patrick Gale, introduced the concept of an Eco Academy at EMCS (see attached information).

**Recommendation:**

That the Board **APPROVE** the proposed Eco Academy at EMCS, effective September, 2020.

- d. Strengthening Early Years to Kindergarten Transitions – Jeannie DeBoice & Laura Lancaster  
Jeannie DeBoice, District Vice-Principal of Curriculum and Programs and Laura Lancaster, Curriculum Co-ordinator, gave a presentation on the Ministry initiative, Strengthening Early Years to Kindergarten Transitions. Work has begun with the John Muir School community to determine strengths and barriers to transitioning to Kindergarten. This initiative is designed to better support children and families as they move from early years programming to district Kindergarten programs.

6. **FOR INFORMATION**

- a. Research Project Approval – Dr. A. Prest, UVic – “Decolonizing and Indigenizing Music Education Through Teachings of the Grandmother Drum: Examining Educational Modelling Process and Outcomes” – Scott Stinson

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

As per Policy Work Plan

8. **ADJOURNMENT AND NEXT MEETING DATE:** Feb. 4, 2020