

### Public Notice – Board of Education Online Public Meeting


A public meeting of the Board of Education for School District 62 (Sooke) **will be held on June 15, 2021 at 6:00 pm.**

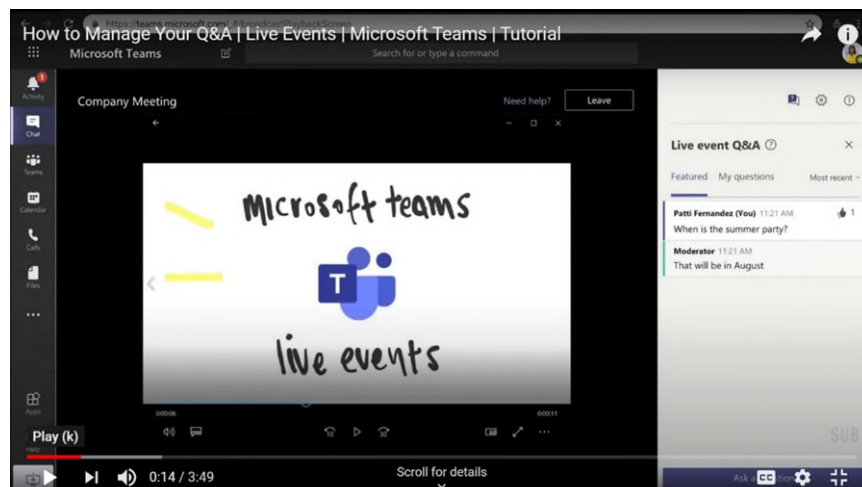
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-Committee-of-the-Whole-Meeting-June-15-2021>

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

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

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



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



**BOARD OF EDUCATION  
PUBLIC MEETING  
By Live Event  
June 15, 2021 – 6:00 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, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)*
2. **AGENDA (page 2)**
  - 2.1 Call for amendments and additional items  
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of June 15, 2021, as presented (or as amended).
3. **MINUTES**
4. **INFORMATIONAL ITEMS AND ANNOUNCEMENTS**
  - 4.1 Recognition of Oskar Wood and Danielle Huculak
5. **EDUCATIONAL PRESENTATIONS**
6. **CORRESPONDENCE & DELEGATIONS**
7. **FINANCE, FACILITIES AND SERVICES**
  - 7.1 Electric Bus Purchase – Bob Beckett (page 4)  
Motion Requested: That the Board of Education of School District 62 (Sooke) approve, in principle, the acquisition of electric buses out of the financial reserve until such time as the provincial government fully funds these acquisitions.
8. **EDUCATION PROGRAM**
9. **STUDENTS**
10. **FOUNDATIONS & GOVERNANCE**
11. **ADMINISTRATION**

12. PERSONNEL
13. UPCOMING EVENTS
14. FUTURE ITEMS
15. QUESTION PERIOD
16. ADJOURNMENT

## Board Info Note

### Public Board Meeting

#### June 15, 2021

#### Agenda Item: 7.1 – Electric Bus Purchase

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#### Background

- The Resources Committee discussed the acquisition of another electric bus at their June 8<sup>th</sup> Committee meeting
- The information provided to the Committee has been attached to supply the background on this issue
- One detail that was discussed at the meeting but not included in the materials was that the District will be in a position to sell 3 existing buses with the estimated proceeds (~\$15,000) to be used to offset the cost of the electric bus purchase
- This would reduce the ask down to \$85,000 for the 21/22 fiscal year
- Based on the reduced purchase price, the payback period would be 7 years as noted on the estimated savings table below

Cost Savings	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Fuel/Energy	5,467	5,812	6,436	6,776	7,415	8,037	8,578	9,184	9,718	10,400	11,052	11,690
Maintenance	5,000	5,100	5,202	5,306	5,412	5,520	5,631	5,743	5,858	5,975	6,095	6,217
<b>Total</b>	<b>10,467</b>	<b>10,912</b>	<b>11,638</b>	<b>12,082</b>	<b>12,827</b>	<b>13,557</b>	<b>14,208</b>	<b>14,927</b>	<b>15,576</b>	<b>16,375</b>	<b>17,147</b>	<b>17,906</b>

#### Strategic Plan Linkage (updated)

- As part of the refreshed Growth goal in the next Strategic Plan, staff are suggesting an objective and outcome that reads:

#### **Objective 3.4:**

**To build a culture of social responsibility leadership by making long-term commitments that strive to do things right by society and the environment**

#### **Outcome:**

**The District operates within an ethical framework to ensure decisions and actions have a positive impact on society and the environment**

- Staff feel the motion, if supported by the Board, will be a great example of making decisions in the ethical framework required to do things right by society and the environment
- There was great dialogue at the Committee that supported both sides of this issue and as a result, the Committee felt it was appropriate the full Board consider the following motion:

**Recommended Motion:** That the Board of Education of School District 62 (Sooke) approve, in principle, the acquisition of electric buses out of the financial reserve until such time as the provincial government fully funds these acquisitions.

## Committee Info Note

### Resources Committee Meeting

#### June 8 2021

#### Agenda Item: 4.2 – Electric Bus Purchase

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#### Background

- In the District’s 21/22 Capital Plan submission, the District request **three** additional buses for our fleet
- The District received confirmation that the Ministry approved **one** bus based on the price for a diesel bus (approximately \$142,000)
- Consistent with the current fiscal year, staff would like direction from the Board as whether an electric bus should be purchased for an incremental amount of approximately \$100,000
- This cost would have to come out of the financial reserve and would be a one-time expense
- The Ministry has negotiated standard pricing for diesel, propane and electric buses that expires on June 15<sup>th</sup>
- These rates will be re-negotiated and are expected to rise
- Staff are looking for a decision by this date in order to take advantage of the existing rates

#### Financial Analysis

- Staff estimate that the savings from the electric school bus will average \$14,000/year over the first 12 years of the bus
- The savings estimate is broken down between fuel/energy and maintenance costs as highlighted below

Cost Savings	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Fuel/Energy	5,467	5,812	6,436	6,776	7,415	8,037	8,578	9,184	9,718	10,400	11,052	11,690
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Total	10,467	10,912	11,638	12,082	12,827	13,557	14,208	14,927	15,576	16,375	17,147	17,906

- Based on this estimate, the initial capital cost to the District (~\$100,000) will be repaid over 8 years
- Staff are recommending that the anticipated savings from the purchase be removed from the Transportation budget and placed into a Capital Asset Reserve to be used for future bus purchases
- This process can occur until such time as the full purchase price of electric buses is funded by the government

### **Strategic Plan Linkage**

- As part of the refreshed Growth goal in the next Strategic Plan, staff are suggesting an objective that reads:

To be a leader in social responsibility by considering the welfare of our community and the environment.

- This objective carries the work forward from the existing plan on reducing the District's carbon footprint
- Following on the heels of the current year's decision to buy two electric vehicles, this 3<sup>rd</sup> purchase will allow the District to continue to be a leader in meeting our social responsibilities
- Staff are recommending that the Committee consider supporting the following motion going to the Board for consideration:

**Recommended Motion:** That the Board of Education of School District 62 (Sooke) approve, in principle, the acquisition of electric buses out of the financial reserve until such time as the provincial government fully funds these acquisitions.

### Public Notice – Education Committee of the Whole Online Public Meeting

A public meeting of the Education Committee of the Whole for School District 62 (Sooke) **will be held on June 15, 2021 at 6:15 pm** to discuss the Review of the Strategic Plan.

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


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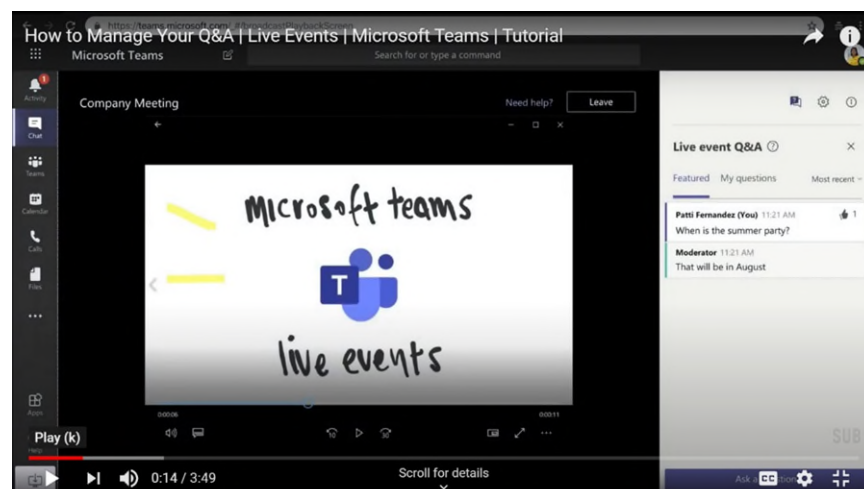
### What is the Education Committee of the Whole (ECOW)?

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

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**EDUCATION COMMITTEE OF THE WHOLE**  
**PUBLIC MEETING**  
**By Live Event**  
**June 15, 2021 – 6:15 p.m.**

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**A G E N D A**

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- 2. AGENDA (page 10)**
- 3. MINUTES**
- 4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS**
- 5. EDUCATIONAL PRESENTATIONS**
  - 5.1 Sooke School District (SD 62) Strategic Plan Review – Scott Stinson (page 12)
- 6. DELEGATIONS**
  - 6.1 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF, Students) – 5 minutes
  - 6.2 Delegations (Members of the Public) – 2 minutes each
- 7. FINANCE, FACILITIES AND SERVICES**
- 8. EDUCATION PROGRAM**
  - 8.1 SD 62 Strategic Plan Review Discussions
- 9. STUDENTS**
- 10. FOUNDATIONS & GOVERNANCE**
- 11. ADMINISTRATION**
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## Board Information Note Education Committee of the Whole June 15, 2021

### Agenda Item 5.1: Sooke School District (SD62) Strategic Plan

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#### ISSUE

- SD62 is about to come to the end of their first Strategic Plan. As a result, a renewed Strategic Plan to guide the district in the years ahead is required.

#### BACKGROUND

- In June of 2018 SD62 approved its first-ever Strategic Plan. Over the past three years the District has worked to move forward on the ambitious set of goals and objectives that were identified at that time.
- During the 2020/21 school year, the Board and district staff have worked to consult with partners and members of the community to gather information that would assist in determining the next set of goals and objectives.
- Strategic planning defines the long-term vision and objectives of an organization, to enable planning for the next 3-5 years. It assists in planning for long-range achievements rather than focusing in on the milieu of everyday issues.
- Having a multi-year, defined strategic plan guides everyday decision-making and priorities, resource investment, and staff action.

#### Community Consultation

- Community consultation on the new strategic plan was impacted and limited by COVID-19 with regards to the different methods that could be safely used to gather insights from the SD62 Community. Despite this, district staff were able to gather insights and direction that have helped guide planning.
- A survey of district staff, families and community partners gathered perspectives on the relevancy of the current strategic plan as well as what should be included in the District's key priorities moving forward.
- The survey ran from April 1-April 18, 2021 with 1095 responses.

- Additional input was gathered through “Google Jamboards”. Through this method, information was collected through : Sooke Parents’ Education Advisory Committee, the Na’tsa’maht Indigenous Education Council, SD62 Resource Committee, Education Policy Committee, District Student Council, and at a District Leadership Team meeting.
- Once data collection with community partners was complete, analysis of their feedback and input was undertaken.
- The following key areas of focus identified were identified (these are not listed in any specific order)\*:
  - **Learning:** inclusion; diversity; real life learning/Life skills; resiliency; critical and creative thinking; safety; citizenship (local, global, digital)
  - **Engagement:** student engagement; communication; supports, collaboration, mental health, diversity, inclusion, equity
  - **Growth:** build more schools, diversity, inclusion, equity, safety, flexible learning spaces
    - \*More detailed feedback is included in the appendix “What We Heard -Strategic Goals and Objectives”.
- SD62 Executive used the analysis to draft goal statements, objectives and outcomes, reflective of the feedback.
- Feedback that was more “operational” in nature will be used to develop annual Operations Plans that will describe the specific, year-to-year work that will be done to achieve the overarching goals.

### Proposed Strategic Priorities and Objectives

- While the Strategic Priorities of **Learning, Engagement and Growth** have remained, the goal statements have been revised to reflect the feedback from the community engagement.
- The key themes of diversity, equity and inclusion, consistently mentioned throughout our community consultations, have been woven through the revised goal and objective statements.
- The targets and metrics of the first strategic plan have been adjusted, and in most cases, moved to the operational plan. This strategic plan, articulates an overall accountability to the identified goal statements using rubrics to describe the ultimate end-state. Specific evidence that will inform the rubric rating, will be articulated and gathered as part of the Operational Plan. The rubrics are ideal to measure evolution from simple towards sophistication level with regards to meeting the goal objectives.
- Below are the draft goals, objectives, outcomes and rubrics for each of our priority areas of **Learning, Engagement and Growth**.

### Next Steps

- Following the Education Committee of the Whole, any feedback will be used to adjust the draft strategic plan prior to the Board’s consideration at the June 22, 2021, Board Meeting.

- Once approved, the strategic plan document will have graphic design work done prior to being published online, supported by a limited print run.
- A full communications roll-out plan will follow to fully inform the SD62 community about our renewed strategic direction.
- An annual Operational plan will then be developed.

## Learning

CONTEXT – Given the speed of social, economic, and environmental change, students need to have essential skills, adaptability, resiliency, and global competencies.

**GOAL - To develop and support adaptable learners who are creative, critical and social thinkers with the capacity to be educated citizens**

Objective	Outcome
<b>Objective 1.1</b> To provide opportunities for learners to understand respect and appreciate diversity and inclusion	Students and staff are conscious of variances in diversity and understand inclusion
<b>Objective 1.2</b> To provide opportunities for learners to develop critical and creative thinking skills	Students and staff have the skills to think critically and creatively
<b>Objective 1.3</b> To ensure our learning environments are safe	Students, families and staff feel safe (intellectually, physically, emotionally), that they belong and are valued
<b>Objective 1.4</b> To enhance student choice	Students are enabled as adaptable learners through enhanced pathways of choice of how, when, and where their learning takes place. There are a greater variety of routes to graduation and more opportunities for hands-on learning

*Progress will be shown through data collected as part of the operational plan with regards to student/staff/organizational progress towards proficiency*

<b>Emerging</b> Evidence of initial use and/or understanding of concepts	<b>Developing</b> Evidence of partial understanding/use of concepts	<b>Proficient</b> Evidence of complete understanding/use of concepts	<b>Extending</b> Evidence of sophisticated understanding/use of concepts
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# Engagement

CONTEXT - SD62 is a rapidly growing, expanding and diversifying community. The District has a rich indigenous heritage situated in the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation. Some of our schools reside on the traditional territory of Esquimalt Nation and Songhees Nation.

A culture of belonging in SD62 will foster meaningful, committed relationships that embrace the community (staff, students, parents, community partners) as partners in student success.

## GOAL - To create a "culture of belonging"

Objective	Outcome
<b>Objective 2.1</b> To develop, expand and implement inclusive and collaborative, practices and processes (communicate, engage)	The District operates with specific practices and processes that enhance collaboration and inclusivity
<b>Objective 2.2</b> To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'	The District works to progress Indigenous student success (One Mind) as well as District awareness and understanding of Indigenous histories, cultures, and ways of being (One Spirit)
<b>Objective 2.3</b> To develop, expand and implement respectful, effective, clear and transparent communications	The District follows a communications and engagement process that seeks to provide effective communication and engagement and follows a practice of transparency
<b>Objective 2.4</b> To continue to develop, expand and implement a culture of wellness	The District prioritizes a holistic approach wellness

*Progress will be shown through data collected as part of the operational plan with regards to student/staff/organizational progress towards proficiency*

Emerging	Developing	Proficient	Extending
Evidence of initial use and/or understanding of concepts	Evidence of partial understanding/use of concepts	Evidence of complete understanding/use of concepts	Evidence of sophisticated understanding/use of concepts

# Growth

Context – As one of the most rapidly growing Districts in BC, the school district requires ongoing development to meet the growing number of students and increasing complexity in the school system.

## GOAL - To pursue organizational excellence to support a vibrant school district

Objective	Outcome
<b>Objective 3.1</b> To strengthen organizational practices to ensure equity, diversity and inclusion	The District has practices and standards that support the diverse population that we serve
<b>Objective 3.2</b> To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging	The District has physical assets, space and resources that support student success and the school community
<b>Objective 3.3</b> To embrace 'digital technologies' and manage increasing complexity through leveraging the strategic use of resources	The District has data-driven organizational capacity, increased productivity and adaptability to provide enhanced service levels to students, staff and the community
<b>Objective 3.4</b> To expand our culture of social responsibility and make long-term commitments that strive to do things right by society and the environment	The District operates within an ethical framework to ensure decisions and actions have a positive impact on society and the environment

*Progress will be shown annually through data collected as part of the operational plan with regards to student/staff/organizational progress towards proficiency*

<b>Emerging</b> Evidence of initial use and/or understanding of concepts	<b>Developing</b> Evidence of partial understanding/use of concepts	<b>Proficient</b> Evidence of complete understanding/use of concepts	<b>Extending</b> Evidence of sophisticated understanding/use of concepts
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## What We Heard from the Strategic Plan Engagement

### Goals and Objectives

- Community consultation on the new strategic plan was impacted and limited by COVID 19 with regards to the different methods that could be safely used to gather insights from the SD62 Community.
- A survey to the whole district gathered views on the relevancy of the current strategic plan and on what people think should be the District's key priorities moving forward.
- The survey ran from April 1-April 18, 2021 and received 1095 responses.
- Google Jamboards – akin to online Post-It notes – were used to gather input from people on that they would like to see in the goal objectives of the new strategic plan. Jamboards were used as a mode of collecting data at: Sooke Parents' Education Advisory Committee, the Na'tsa'maht Education Council, SD62 Resource Committee, Education Policy Committee, District Student Council, and at a Leadership Team meeting.

### ANALYSIS

#### What we heard: The Survey and The Jamboards

- The survey asked about relevancy of existing goal (Learning, Engagement, Growth) and for thoughts on how the goal and object could be amended. Largely people thought the existing goal was relevant and didn't offer additional suggestions. If they did offer suggestions for amendment, people often had similar responses to both questions. The word clouds below reflect responses to both goal and objective additions that were suggested could be made.
- The Jamboards were a fantastic way to gather suggestions for goal objectives and for items that can flow into the operational plan. The District Executive examined every Jamboard more than once to abstract strategies from what was there and consider what could directly flow into the operational plan.

## Appendix

**Learning**

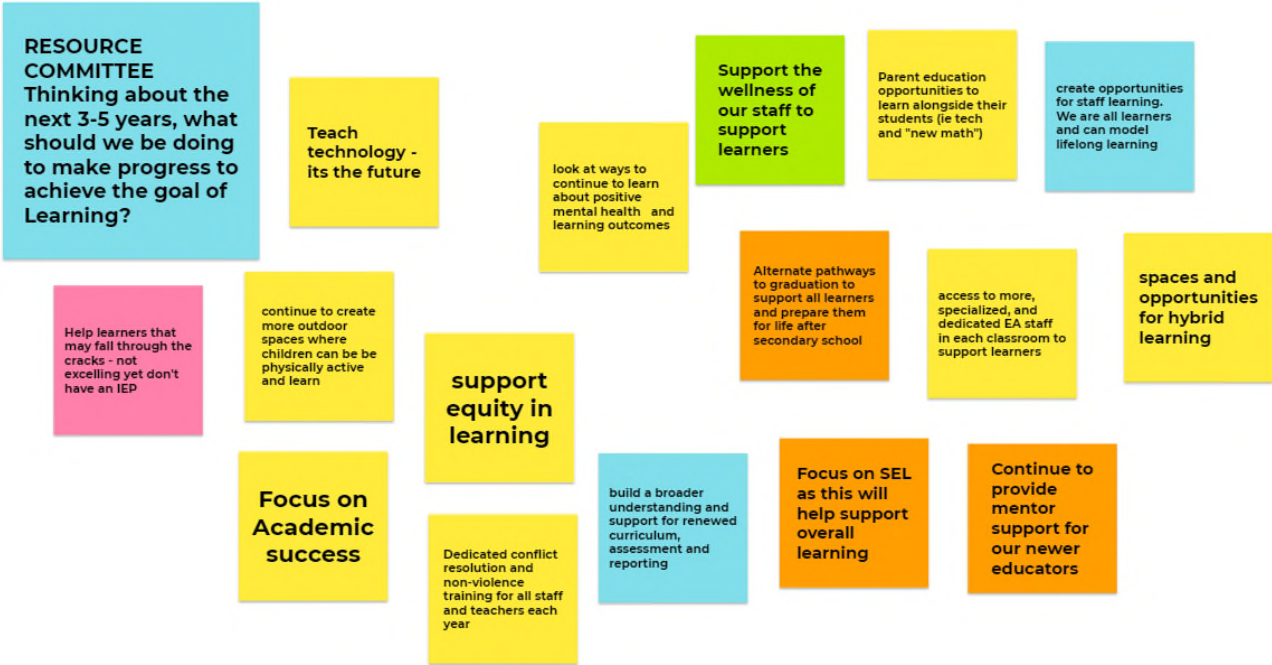
- The survey asked: **How relevant is the current description of the LEARNING GOAL for the next 3-5 years?**
  - 70% (771 people) of respondents believed the learning goal to be relevant
  - 2% (22 people) thought it irrelevant
  - 6% (61 people) were neutral on the relevance
  - 22% (241 people) did not answer this question.
  
- The survey asked people: **Is there something else that the LEARNING GOAL should focus on?**
  - 15% of people responded to this question
  - 85% of people provided no answer or their answer was not completed or displayed.
- Key themes reflected from responses were
  - inclusion
  - diversity
  - real life learning/Life skills
  - resiliency
  - critical and creative thinking
  - safety
  - citizenship (local, global, digital).
  
- The survey also asked people **What LEARNING OBJECTIVES do you think should be prioritized for the next 3-5 years?**
  - 26% of people responded to this question
  - 74% of people did not respond or their answer was not completed or displayed.
  
- Key themes reflected from responses were
  - critical thinking or problem solving
  - outdoor learning, nature spaces and learning
  - experiential, hands on learning



Appendix

- citizenship/social responsibility
- environmental learning and stewardship
- social emotional learning
- diversity/equity.

• The Jamboard completed at Resources Committee provides good overview of how the elements of the Jamboards can be found as objectives in the new strategic plan but also illustrate how items on one board may well be dealt with in other sections of the strategic plan: such as learning spaces are dealt with under Growth; wellness is dealt with under Engagement, some elements are Learning are dealt with in the work the District does on FESL.





## Appendix

- People were also asked: **ENGAGEMENT OBJECTIVES do you think should be prioritized for the next 3-5 years?**
  - 14% of people provided a response
  - 86% of people did not answer or their answer was not completed or not displayed.
  
- Key themes reflected from responses were
  - mental health supports
  - outdoor and nature education
  - communication with parents (on-going, teacher with parents, school with parents, district with parents)
  - communication with students (respectful student to student, teacher to student)
  - community involvement
  - employee engagement and health and wellness
  - equity, diversity, inclusion
  - collaboration.

SPEAC Jamboard provided some great suggestions for Engagement goal and objectives that are reflected in the suggested amendments and will specifically be reviewed when developing the operational plan.





Appendix

- Key themes reflected from responses were:
  - build new schools (major theme as above) build for future capacity/ plan for future capacity/ change management plan)
  - learning spaces – outdoor, flexible, safety and respectful, inspiring, innovative
  - safety of the learning environment (safe, respectful, inclusive, teacher/student relationship)
  - inclusion, equity and diversity (all major themes) – growth for all learners
  - diversity – respect for others, culture awareness/sensitivity training, empathy, multicultural
  - inclusion – access to classroom, supports, supporting all learners/learning styles, supports of student with learning and behavioral challenges, SOGI education
  - equity – across the students in terms of schools, programs, playgrounds, programs and resources.

The District Student Council Jamboard provided a useful perspective as we continue to grow as a school district with regards to facilities, layout and furniture in schools. The Board Chair who was attending the meeting suggested that future school developments should ensure that student voice is heard when designing new schools and spaces.

