

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 March 11, 2025 at 7:00 pm.**

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

Furthermore, the meeting will be livestreamed via MS teams, to encourage more public participation.

To join the meeting please click here: [Follow Link](#)

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

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

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



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



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
March 11, 2025 – 7:00 p.m.**

AGENDA

1. **CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
2. **AGENDA (page 2)**
 - 2.1 Call for amendments and additional items
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of March 11, 2025, as presented (or as amended).
 - 2.2 Report on In Camera Meeting – Chair
This notice is to inform the public that prior to this meeting an “in-camera” meeting of the Board was held where issues of legal, land and personnel were discussed.
3. **MINUTES (page 5)**
 - 3.1 Call for amendments to minutes
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the February 25, 2025, as presented (or as amended).
4. **INFORMATIONAL ITEMS AND ANNOUCEMENTS**
 - 4.1 Board Chair Update – Chair
5. **EDUCATIONAL PRESENTATIONS – no presentations**
6. **INDIGENOUS EDUCATION COUNCIL – no report**
7. **CORRESPONDENCE & DELEGATIONS**
 - 7.1 Correspondence (page 14)
 - a. Email from Parent Dated March 2, 2025, RE Approaching Students in Public



- b. Email from CPF Sooke Chapter Dated Mar 5, 2025, RE Concours d'art oratoire
- c. Letter from Minister Beare Dated March 4, 2025, RE Child Care Funding

Motion Requested:

That the Board of Education of School District 62 (Sooke) receive the above noted correspondence as outlined in items 7.1a, b., and c.

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

7.3 Other Delegations – 5 minutes each

8. FINANCE, FACILITIES AND SERVICES

8.1 Resources Committee Meeting of March 5, 2025 – Christine Lervold (page 20)

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of March 5, 2025.

8.2 2025/26 Enrolment Projections Update – Monica Braniff (page 22)

9. EDUCATION PROGRAM

9.1 Education-Policy Committee – Meeting of March 4, 2025 – Ebony Logins (page 24)

Motion Requested: That the Board of Education for School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-316 “Safe Schools”.

Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations C-318 “Sexual Misconduct”.

Motion Requested: That the Board of Education for School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-319 “Student Suspension”.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of March 4, 2025.

10. STUDENTS – no presentations

11. FOUNDATIONS AND GOVERNANCE

11.1 Trustee Liaison Reports – Board of Education



12. ADMINISTRATION

- 12.1 Board of Education 90 Day Work Plan - Chair (page 52)

13. PERSONNEL

- 13.1 Superintendent's Report – Paul Block (page 53)

14. UPCOMING EVENTS

- March is Irish Heritage Month
- District of Sooke Partnership Meeting – March 12
- Bannock & Books – March 15
- Spring Break – Mar 17 to 28
- Board of Education Meeting with Minister Beare – April 1
- Autism Awareness Day – April 2
- International Children's Book Day – April 2
- World Health Day – April 7
- Resources Committee Meeting – April 8
- Education Committee of the Whole Meeting – April 15
- Audit Committee Meeting – April 16
- Good Friday – April 18
- Easter Monday – April 21
- Next Board Meeting - April 22

15. RISE AND REPORT

- 15.1 Trustee Election for Board Chair – Brian Jonker

16. QUESTION PERIOD

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

17. ADJOURNMENT



MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
February 25, 2025 – 7:00 p.m.

TRUSTEES: Cendra Beaton, Board Chair
Russ Chipps (online via MS Teams)
Christine Lervold (online via MS Teams)
Trudy Spiller

Allison Watson, Vice Chair
Amanda Dowhy
Ebony Logins

STAFF: Paul Block, Superintendent
Brian Jonker, Secretary-Treasurer
Monica Braniff, Deputy Superintendent
D’Arcy Deacon, Associate Superintendent
Fred Hibbs, Executive Director, Human Resources (online via MS Teams)
Steve Tonnesen, Manager, Digital Solutions - Operations

REGRETS: David Strange, Associate Superintendent

SECRETARY: Jenny Seal

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:10 p.m. by the Board Chair, who acknowledged the traditional territories of the First Nations.

2. AGENDA

2.1 Call for amendments and additional items

56. MOVED Ebony Logins/Allison Watson
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of February 25, 2025, as presented.
CARRIED

2.2 Report on In Camera Meeting – Cendra Beaton

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



3. MINUTES

3.1 Call for amendments to minutes

57. MOVED Amanda Dowhy/Allison Watson
That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of January 28, 2025, as presented.
CARRIED

4. INFORMATION ITEMS AND ANNOUCEMENTS

4.1 Board Chair Update – Cendra Beaton

The Board Chair spoke about Black History month and how it underscores the ongoing fight for equality and diversity. The Little River Pedestrian Crossing Ceremony took place in Sooke on February 7th. The School District partnered with the District of Sooke on this project for the benefit of students and families' commute.

Tomorrow is Pink Shirt Day, to spread awareness for anti-bullying.

March 7-8 is the Vancouver Island School Trustee Association (VISTA) conference, which is the regional conference for Trustees. This conference is a collaboration of three school districts, Sooke, Saanich and Victoria. Thanks goes out to the presenters for our district; Dave Strange, Matt Kemshaw, Mike Bobbitt and Patrick Gale.

Due to spring break, the next board meeting is in two weeks, on March 11th.

5. EDUCATIONAL PRESENTATIONS

- 5.1 Royal Bay School Trip to Tacoma, Washington, Oct. 24 to Oct. 26, 2025 – Lucas MacNeil/Cody Cook
- 5.2 Royal Bay School Trip to Baltimore, Maryland, Oct. 30 to Nov. 3, 2025
- 5.3 Royal Bay School Trip to Portland, Oregon, Nov. 14 to Nov. 16, 2025
- 5.4 Royal Bay School Trip to Tukwila, Washington, Dec. 5 to Dec. 7, 2025
- 5.5 Royal Bay School Trip to Seattle, Washington, Mar. 2026 (TBD)
- 5.6 Royal Bay School Trip to Oregon, Washington, Apr. 2026 (TBD)
- 5.7 Royal Bay School Trip to Denver, Washington, Jun. 18, 2026 to Jun. 22, 2026

Lucas MacNeil provided an overview of the 7 Lacrosse school trips listed above, spanning October to June 2025. Fundraising to help cover costs will occur.



58. **MOVED** Amanda Dowhy/Ebony Logins
That the Board of Education of School District 62 (Sooke) approve the above noted field trips as outlined in items 5.1-5.7, subject to the oversight and direction of the Superintendent's office for each trip.
CARRIED

- 5.8 International School Trip to Yukon, Mar. 15 to Mar. 17, 2025 – Robin/Laura
5.9 International School Trip to Rocky Mountains, Mar. 25 to Mar. 28, 2025 – Robin/Laura

Laura Schwertfeger provided an overview of the school trips being offered to the Yukon and Rocky Mountains, in partnership with Discover Canada Tours. Students participating in these trips will be grades 10-12 and participation is open to semester and full-year students. The travel opportunities are shared when students come for orientation and are featured in the newsletter as well.

59. **MOVED** Amanda Dowhy/Allison Watson
That the Board of Education of School District 62 (Sooke) approve the above noted field trips as outlined in items 5.8 and 5.9, subject to the oversight and direction of the Superintendent's office for each trip.
CARRIED

6. **INDIGENOUS EDUCATION COUNCIL**

6.1 Indigenous Education Council - Jon Carr

Tara Jensen sent her regrets, due to illness. The IEC has had 5 meetings. Jon Carr highlighted events in three main areas:

1. IEC in relation to schools and student success

The IEC's role is to provide the Board with guidance for students' success. There are LEA (Local Education Agreements) in place. A circle forum was held January 22, 2025 and honest conversations contributed to its success.

2. IEC and District Events

Part of the role of IEC is to build community with the District. Recently, the very first Lahal Tournament was held. The upcoming community dinner is on April 16, 2025. There are three more events scheduled in May.

3. IEC and District Engagements

Four IEC representatives attended the FNEESC (First Nations Education Steering Committee Conference) December 12-14th. The IEC has had representation on interview panels. IEC advises the Board in relation to languages, cultures, customs, etc. through advice of the Elder's Advisory Circle. IEC consulted and discussed the 2025-2029 Strategic Plan and the 2025/26 budget development.



The Board expressed appreciation for the refinement of the territorial acknowledgement and other work being done.

7. CORRESPONDENCE & DELEGATIONS

7.1 Correspondence

a. Email from S. Paradi, dated February 19, 2025 RE Flower Count 2025.

60. MOVED Allison Watson/Amanda Dowhy
That the Board of Education of School District 62 (Sooke) receive the email from S. Paradi, dated February 19, 2025.
CARRIED

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

STA – Rita Zeni

Rita Zeni spoke about her parents and their/her heritage, to highlight her understanding of the difficulty maintaining a unique heritage. The STA is working on building positive relationships with everyone they deal with. The STA is seeking an agreement regarding the next two years of school calendars, for which there is currently no signed agreement. She outlined the efforts taken by the STA to work with management on this issue, which protects members who have more precarious employment.

CUPE 459 – Amber Leonard & Dana Savage

Amber Leonard sent her regrets, along with a message, shared by Dana Savage. Dana Savage read Calls to Action 33 and 44. CUPE has been extremely busy supporting members and building community. District growth is having an impact, one of which, is a large number of new employees. With growth, comes a change from the familiar to that of an establishment. CUPE is seeking safety, harmony, collaboration, communication, to feel valued, recognized, noticed and appreciated. To feel valued, one must receive gratitude and respect. Members feel a lack of communication and respect. The turnover of staff is challenging. CUPE would like to build better relationships. The Board expressed their gratitude to Amber for sharing and highlighting these challenges.

PVP – Tess Vally

Tess Vally introduced herself as principal of Port Renfrew Elementary and École Poirier Elementary. Her presentation highlighted events taking place across the District, including cards & crafts night, fundraising for a new playground, picture day, literacy



week events, a band trip to Disneyland and over 25 extra-curricular clubs. Belmont launched their new logo this month and recognised Elder Henry Chipps and others involved in the design. EMCS hosted NA'TSA'MAHT wellness week. Intramural basketball continues between the four elementary schools in Sooke. On March 12, the four elementary schools in Sooke will be hosting a Lahal tournament. In closing, Tess Vally shared a video of children singing the song, "Somewhere Only We Know" by Keane.

The Board commented about the fantastic art installation at a school and encouraged Trustees to see it.

SPEAC – Tom Davis

The SPEAC President spoke about the parent presentation that happened Feb 24, 2025, in partnership with MAR (Mothers Against Racism), titled 'Interrupting Unconscious Bias'. After the presentation, two school names were drawn to receive a basket of books. The new PAC is being formed at QELENSEN Á, LEN.

7.3 Other Delegations – no reports

8. FINANCE, FACILITIES AND SERVICES

8.1 Resources Committee Meeting of February 11, 2025 – Allison Watson

Trustee Watson read the following motions as recommended at the Resource Committee meeting on February 11, 2025.

61. MOVED Allison Watson/Ebony Logins
That the Board of Education of School District 62 (Sooke) approve the District and School Fees for 2025/2026 and the International Program Fees for 2026/2027 school year as presented at the Resources Committee meeting of February 11, 2025.
CARRIED
62. MOVED Allison Watson/Ebony Logins
That the Board of Education of School District 62 (Sooke) approve Option C Revised Rental Fees and Custodial Fees as presented at the Resources Committee Meeting of February 11, 2025.
CARRIED



It was noted that the Minor Capital Plan is being renamed the Asset Rehabilitation Program. The Board expressed appreciation for the thorough look at the cost recovery process.

63. MOVED Allison Watson/Christine Lervold
That the Board of Education of School District #62 (Sooke) give first, second, and third readings to the 24/25 Amended Annual Budget Bylaw specifying a total budget of \$233,309,566.
CARRIED (UNANIMOUSLY)

64. MOVED Allison Watson/Christine Lervold
That the Board of Education of School District 62 (Sooke) receive the Quarterly Minor Capital Report as presented at the Resources Committee Meeting of February 11, 2025.
CARRIED

65. MOVED Allison Watson/Christine Lervold
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of February 11, 2025.
CARRIED

8.2 2024/25 February 1701 Enrolment Update – Monica Braniff

The Deputy Superintendent spoke to the summary of the February 1701 enrolment count. The data has gone to the Ministry and is being reconciled. A new system, called Education Data Exchange (EDX) is now being used to collect the data which is a more modern and secure way of handling the data. She explained the categories in the report and the difference between headcount and FTE.

The board congratulated Monica Braniff and her team for learning the new system and for the huge amount of work done around the February 1701 count. Kudos to Digital Solutions and the school teams for their work.

9. EDUCATION PROGRAM

9.1 Education-Policy Committee Meeting of February 4, 2025 – Ebony Logins

Trustee Logins provided an overview of the Education-Policy Committee Meeting of February 4, 2025. The 2025-2029 Strategic Plan was reviewed, and concerns were addressed. The school calendars were discussed since the Notice of Motion was put forth in December. There was some discussion around specifics in the Code of Conduct. No formal feedback was received from CUPE or STA on the Strategic Plan.



66. MOVED Ebony Logins/Amanda Dowhy
That the Board of Education for School District 62 (Sooke) approve the District's 2025-29 Strategic Plan.
CARRIED
67. MOVED Ebony Logins/Amanda Dowhy
That the Board of Education for School District 62 (Sooke) approve the 2025-26 school calendar and 2026-27 school calendar (as revised).
CARRIED
68. MOVED Ebony Logins/Amanda Dowhy
That the Board of Education for School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-309 "District and School Codes of Conduct".
CARRIED
69. MOVED Ebony Logins/Amanda Dowhy
That the Board of Education for School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-311 "Student Attendance".
CARRIED
70. MOVED Ebony Logins/Amanda Dowhy
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of February 4, 2025.
CARRIED

10. STUDENTS

11. FOUNDATIONS AND GOVERNANCE

11.1 Trustee Liaison Reports – Board of Education – no report

- BCSTA Provincial Council meeting February 22, 2025 – Christine Lervold
BCSTA Provincial Council meetings occur quarterly. Highlights include community reports, BCSTA budget, economic uncertainty in K-12 education, the mandate Letters, increasing cyber attacks, transparent budgeting and the AGM coming up April 24-26, 2025. Trustee Watson also attended in her role as Director. She added that feedback is coming re: the 9 substantive motions and she stressed their importance, given that BCSTA is the provincial voice for all Trustees.



- BCPSEA AGM January 30-31, 2025 – Christine Lervold
Christine Lervold provided a brief summary of what BCPSEA does. Presentations took place regarding conflicts of interest for trustees and communication strategies. The business meeting took place, along with break-out sessions with other districts.
- EMCS Society Meeting Feb 20, 2025 – Amanda Dowhy
Trustee Dowhy provided a brief summary of what the EMCS Society does. They offer parenting courses for free and put people in touch with resources that are available in the Sooke area. Nutrition workshops are being developed. The programs and events are set out on the EMCS Society Facebook page. Trustee Dowhy spoke about camps being offered by the Society. Bannock and Books is an event that includes reading and eating bannock and is taking place in Langford, March 15, at 11:00 and 1:00. A Sooke event will be happening in April.

12. ADMINISTRATION

12.1 Board of Education 90 Day Work Plan – Board Chair

The Board Chair provided an overview of the 90 Day Work Plan.

13. PERSONNEL

13.1 Superintendent's Report – Paul Block

The Superintendent provided some updates on Learning happening across the District. He congratulated Katie Gates, along with Brother Peters, for realizing their vision of the Lahal Tournament. Recognition went to John Lyall and Jon Carr for their work around organizing this event. In EMCS basketball, Senior Boys and Senior Girls both won championships this year. Congratulations to Trevor Smith for all the work supporting these teams. Tom Grainger has been a long-standing teacher in our District and contributed to the success of his student James Stanto, who placed 2nd in a national stock market competition. The Mountie Cup is a basketball tournament held annually for the last 15 years, hosted by RBSS and Belmont. It was a very well attended tournament by players, parents and community.

To highlight a few areas of growth across the District the Superintendent spoke about the upgrades at John Muir that are underway. All the windows have been replaced, improving energy efficiency. Paul Block congratulated several staff on their new leadership positions. Camille MacFarlane will be Principal of SCIANEW STELITKEŁ and Ceilidh Deichmann will replace Camille as Acting Principal of Sangster. John Mennie will be the next Principal at Journey with Darren Russell continuing to support through the transition. Mike Huck will be the new District Principal of Pathways and Choice. Adult



programming at the new Westshore Campus is being developed and will be unveiled this spring.

14. UPCOMING EVENTS

- Education Policy Committee - March 4
- Resources Committee - March 5
- Meeting of Board Chairs & Partner Liaison - March 6 & 7*
- VISTA Tri-District Conference March 7 & 8
- International Women's Day - March 8
- March is Irish Heritage Month
- Bannock & Books – March 15

*Representative only

15. RISE AND REPORT

16. QUESTION PERIOD

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

17. ADJOURNMENT

The meeting was adjourned at 8:53 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer



[Redacted]

[Redacted]

[Redacted] <[Redacted]>

Sent: March 2, 2025 3:21 PM
To: Trustees
Subject: Rules about approaching students in public

CAUTION - EXTERNAL SENDER: This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

My child, 14, who is trans, and is no longer in the school system for reasons that are well documented... experienced transphobia today by a retired former front desk admin serving at [Redacted] for many years. I don't know when she retired but she's known my family and kids for years.

She approached my child while he was alone returning a cart at [Redacted]. She deadnamed him twice, and when he asked her to stop talking to him she said 'well that's what I know you by', and walked away according to him with a bit of a giggle.

I then approached her car and corrected my child's name for her. Unapologetic, and appearing unsurprised to know his name was not the former - she just said. 'I won't say hi again next time'.

Here's my point for the school board. Privacy and dignity of children should be a commitment well beyond the schoolgrounds, and even if you're no longer employed there. Don't approach children, especially those without an adult nearby and demand their attention in any way. Don't use names for numerous reasons - being outed in public is dangerous for trans youth.

I cannot, I suppose make a formal complaint given her retired status, but I do insist you remind staff, all staff including front desk admins of children's privacy and right to dignity is never to be compromised. Staff, and former staff should never demand attention of a child in public no matter how entitled or certain they feel that that it might be reciprocated. Youth change names for various reasons. Please educate them on the safety involved in keeping their distance.

This person, was clearly aware and antagonistic of my son's trans identity, and folks like her are why such rules and consequences must exist as there are certainly consequences for kids who have their privacy violated in this way.

[Redacted]

Jenny Seal

From: CPF Sooke Chapter <cpfsookechapter@gmail.com>
Sent: March 5, 2025 11:36 AM
To: Trustees
Subject: Invitation to attend district-level Concours (French speaking) competition on April 3
Attachments: 2025 Concours invite.pdf

CAUTION - EXTERNAL SENDER: This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

Hello Trustees,

Our Sooke District chapter of Canadian Parents for French would like to invite you to attend our district-level French-speaking competition, Concours d'art oratoire. This competition will feature French Immersion students from SD62 showcasing their French-speaking talents!

The event takes place on April 3 at 6 pm at Ecole John Stubbs Memorial School in the learning commons.

I'm so excited to see the level of participation in this event increasing. This year, for the first time in a long time, we will have students from Journey Middle School and a contingent of grade 9 students from Royal Bay participating.

Incidentally, given that we've got a record number of students participating this year, if you or someone you know is a fluent French speaker and would like to volunteer to be a judge at our event, please reach out to us at this email address (cpfsookechapter@gmail.com) and feel free to share with anyone you know who might be interested in judging. We need a total of 6 judges, and so far we have just 3.

Please see the attached invitation for more information about our event. We'd love to see a few trustees come out to support our students.

Thanks,
Melissa Da Silva

--

Melissa Da Silva
President - CPF Sooke District Chapter



Canadian Parents for French – Sooke District Chapter

Email: cpfsookechapter@gmail.com

Facebook: [/CPFSooke/](#)

“Proud of two languages/Nos deux langues, notre fierté.”



You are cordially invited!

**Join us for CPF Sooke Chapter's annual Concours
d'art oratoire district-level French speaking
competition**

**April 3, 2025 at 6 pm
Ecole John Stubbs Memorial School
Learning Commons
301 Zealous Crescent**

More details: cpfsookechapter@gmail.com





March 4, 2025

Ref: 306782

Dear Board of Education Chairs:

I am writing to provide you with an update on funding for child care on school grounds pilots in your respective school districts.

Like you, I firmly believe that schools are at the heart of communities and that they offer the potential to help address the child care needs of families. Since the launch of the Child Care BC plan in 2018, the Ministry of Education and Child Care gradually introduced several child care on school ground pilot initiatives.

These pilots are referred to as the “Integration Inquiry Project”, which occurred in 3 school districts, the “Just B4” preschool offered in 24 districts, a “School Age Child Care” project in 3 districts and a “Seamless Day Kindergarten” pilot in 33 districts. These various pilot models were designed to explore the integration of education and child care through different program models and service delivery approaches. There are currently 38 of 60 school districts participating in 1 or more pilots.

The Ministry is extending funding for an additional year with the condition that districts work with the Ministry in establishing more sustainable models of child care delivery. Funding allocations will be determined based on the pilot programs the district is operating, and will be targeted to support sustainability of existing child care spaces.

The year ahead will be focused on transition, with support from the Ministry, to ensure that the existing child care spaces families depend on are operational next school year. The Ministry will also be working on government policy, and with each of these districts over the coming school year, to support continued expansion of child care on school grounds.

.../2

I also want to share that the Ministry has been evaluating the various models. Findings have highlighted key learnings, opportunities and barriers that school districts experience when it comes to expanding child care on school grounds, particularly in terms of school-aged care. This includes specific challenges with moving from pilot models to sustainable child care programs as highlighted in the Trustee motion put forward in September 2024, Stable Operating Funding to Support Coordination of School District Child Care Spaces. All of this will be incorporated in our work over the next school year.

The Ministry is committed to continue working to expand access to school age care on school grounds and ensure continuity of care that meets the needs of children, families, and school communities.

I hope you find this information helpful. I wish your Board every success with the child care pilot projects and commend you for your leadership and collaboration in the continued success of child care initiatives in schools across the province.

Sincerely,



Lisa Beare
Minister

cc: Superintendents
Secretary Treasurers

Committee Report of Resources Committee Meeting of March 5, 2025 School Board Office

Present: Christine Lervold, Trustee (Committee Member and Acting Chair)
Russ Chipps, Trustee (Committee Member) Online via MS Teams
Amanda Dowhy, Trustee
Monica Braniff, Deputy Superintendent
Ed Berlando, STA
Trudy Court, CUPE
Tom Davis, SPEAC
Corrine Kosik, SPVPA
Nicole Gestwa, Network Analyst, Digital Solutions
David Lee-Bonar, Assistant Secretary-Treasurer

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:00 pm by the Chair, who acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

The Chair provided instruction to Trustees and attendees joining virtually on how to participate.

COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated February 11, 2025, at its Public Board Meeting dated February 25, 2025.

2. PRESENTATIONS – no presentations

3. BUSINESS

4.1 25/26 Budget Development Process –David Lee-Bonar

The Assistant Secretary-Treasurer provided a background on the 2025/26 budget development process. He provided details around enrolment numbers and potential pressures. There is expected to be an additional revenue of \$8.6 million for 2025/26 which includes a 3% growth rate.



Projected expenses were outlined, totalling \$9.1 million, resulting in a projected pressure of \$0.5 million at this time. Guided by the 2025-29 Strategic Plan, and in collaboration with budget engagement groups, the budget priorities will be defined within existing budget areas. The Committee discussed the estimated revenues and expenditures, in addition to the consultation process and timeline required to finalize the budget for submission, per legislated process and timelines. Committee members requested access to presentation slides in advance, as and where feasible. A copy of the Strategic Plan was also requested to be distributed as soon as possible to ensure alignment and timely engagement by partner groups as part of planned budget engagement and consultation process. The Committee also discussed the importance of working collaboratively across all partner groups and agencies. With known deficits and current local, provincial, and global economic pressures, the need for collaborative and innovative solutions and partnerships will be required. The ongoing work and relationship with the Victoria Transit Commission and BC Transit was referenced as an example of the shared advocacy that will be required.

3.1 Resource Committee Work Plan – Trustee Lervold

Similar to the work plan that is approved annually for the Board, staff have developed a Resource Committee Work Plan, which lists items to be addressed by month. The purpose of the work plan is to provide committee members with an overview of legislated and/or operational activities to provide time for consultation and/or advance preparation as required. Committee Members shared their gratitude for this structure.

4. **ADJOURNMENT AND NEXT MEETING DATE:** Adjournment at 7:04 pm. Next Meeting is on April 8, 2025.





Information Note

2025/26 Enrolment Projections Update

Agenda Item 8.2 – March 11, 2025

Purpose:

To update the Board on the 2025/26 enrolment projections as submitted to the Ministry of Education and Child Care on February 14, 2025.

Background:

This process is completed each year in mid-February. These projections then form the foundation for developing the *Preliminary Budget* amounts for the 2025/26 operating grant.

These amounts are confirmed in September 2025 when the actual enrolment is established through the September 1701 process. This then leads to the *Amended Budget* process.

Update:

The Enrolment Projections for 2025/26 are attached as submitted on February 14, 2025. This process involved analysis by Digital Solutions, Capital Planning, and District/School PVP.

September Enrolment Count - School-Age Basic Allocation

- | | |
|---|-----------------|
| ▪ K-12 Standard (Regular) Schools FTE (School-Age) | 13,700 |
| ▪ Total Estimated School-Age Enrolment (Incl CE, Alt, OL) | 14,103 |
| ▪ Growth from Previous Year | 403 (3%) |

September Enrolment Count - Unique Student Needs

- | | |
|--|-------------|
| ▪ ELL/ESD—projections reflect stabilized growth | 1501 |
| ▪ Indigenous Education—projections reflect stabilized growth | 1250 |
| ▪ IES—projections reflect continued growth (Level 1, 2 & 3) | 1678 |

Prepared by: Monica Braniff, Deputy Superintendent

	2024/25 Interim Base	2025/26	
		District	Ministry*
July Enrolment Count			
Summer Learning: Grades 1-7 Headcount Enrolment	0	0	0
Summer Learning: Grades 8-9 Course Enrolment	0	0	0
Summer Learning: Grades 10-12 Course Enrolment	0	0	0
Grade 8 & 9 Cross-Enrolment Courses	0	0	0
September Enrolment Count - School-Age Basic Allocation			
K-12 Standard (Regular) Schools FTE (School-Age)	13,296.8125	13,700.0000	13,617.3101
Continuing Education FTE (School-Age)	33.0625	40.0000	33.0625
Alternate Schools FTE (School-Age)	233.0000	233.0000	233.0000
Online Learning FTE (School-Age)	131.3125	130.0000	131.3125
Total Estimated School-Age Enrolment	13,694.1875	14,103.0000	14,014.6851
Change from Previous Year		408.8125	320.4976
September Enrolment Count - Unique Student Needs			
Level 1 Inclusive Education Headcount	11	11	11
Level 2 Inclusive Education Headcount	864	980	1,048
Level 3 Inclusive Education Headcount	586	687	700
English Language Learning Headcount	1,480	1,501	1,827
Indigenous Education Headcount	1,286	1,250	1,303
Adult Education FTE (Non-Graduates only)	9.1875	13.0000	9.1875
February Enrolment Count - Continuing Education, Online Learning, Special Needs Growth and Newcomer Refugees			
Continuing Education FTE - School-Age	23.0000	16.0000	23.0000
Continuing Education FTE - Non-Graduate Adults	6.5000	13.0000	6.5000
Online Learning FTE K-Grade 9 (School-Age)	0.0000	0.0000	0.0000
Online Learning FTE Grades 10-12 (School-Age)	71.5000	68.0000	71.5000
Online Learning FTE - Non-Graduate Adults	0.0000	0.0000	0.0000
Level 1 Inclusive Education Headcount Growth (All Schools)	0	0	0
Level 2 Inclusive Education Headcount Growth (All Schools)	25	35	25
Level 3 Inclusive Education Headcount Growth (All Schools)	50	60	50
Newcomer Refugees FTE (Standard & Alternate only)	13.0000	10.0000	13.0000
ELL Headcount (applies to Newcomer Refugees only)	0	0	0
May Enrolment Count - Continuing Education and Online Learning			
Continuing Education FTE - School-Age	17.0000	16.0000	17.0000
Continuing Education FTE - Non-Graduate Adults	3.5000	7.0000	3.5000
Online Learning FTE K-Grade 9 (School-Age)	0.0000	0.0000	0.0000
Online Learning FTE Grades 10-12 (School-Age)	40.5000	29.0000	40.5000
Online Learning FTE - Non-Graduate Adults	0.0000	0.0000	0.0000



COMMITTEE REPORT OF THE EDUCATION-POLICY COMMITTEE

**School Board Office
March 4, 2025 – 6:00 p.m.**

- Present:** Ebony Logins, Trustee (Committee Chair)
Amanda Dowhy, Trustee (Committee member)
Trudy Spiller, Trustee (Committee member)
Amanda Culver, STA
Cendra Beaton, Trustee
Tim Hamblin, CUPE
Melissa Horner, SPVPA
Sandra Arnold, SPEAC
Paul Block, Superintendent/CEO
Monica Braniff, Deputy Superintendent
Dave Strange, Associate Superintendent
D’Arcy Deacon, Associate Superintendent
- Guests:** Sharon Beloin – District Vice-Principal, Inclusive Education Services, Doug Andrews – Safe Schools Program Assistant and Jamie Adair – Safe Schools Co-ordinator
1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc’ianew Nation, and T’Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
 2. **Opening Remarks from Chair, Ebony Logins**
The Committee Chair welcomed the group and as this is the first in person meeting for the Committee Chair, the invitation was given to the committee members and guests to introduce themselves.
 3. **COMMITTEE REPORT** of February 4, 2025 Education-Policy Committee meeting
The committee report for the February 4, 2025 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.
 4. **BAA COURSE PROPOSALS**
There were no BAA course proposals for this meeting.
 5. **NEW BUSINESS**
 - a. Safe Schools Washington Kids Foundation Presentation – Sharon Beloin

Sharon was joined by Doug Andrews and Jamie Adair to present on the work of the Safe Schools department. The team presented on the work being done in collaboration with the Washington Kids Foundation. The presentation was well received and was followed with discussion, questions and feedback.

6. **REVIEW OF POLICIES/REGULATIONS**

a. Draft Revised Policy and Regulations C-316 “Safe Schools” – Paul Block

The Superintendent presented the draft revised Policy and Regulations C-316. The presentation was well received and was followed with discussion, questions and feedback. Feedback was welcomed and recorded for consideration in addition to any additional feedback that may follow should the Board give Notice of Motion.

Of note was a request that the district, when updating policy related to Learning Resources, applies the same lens to ensure resources are vetted to limit violent content and lessen the risk of inciting violence.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-316 “Safe Schools”.

b. Draft New Policy and Regulations C-318 “Sexual Misconduct” – Paul Block

The Superintendent presented the draft new Policy and Regulations C-318. The presentation was well received and was followed with discussion, questions and feedback. Feedback was welcomed and recorded for consideration in addition to any additional feedback that may follow should the Board give Notice of Motion.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft new Policy and Regulations C-318 “Sexual Misconduct”.

c. Draft Revised Policy and Regulations C-319 “Student Suspension” – Paul Block

The Superintendent presented the draft revised Policy and Regulations C-319. The presentation was well received and was followed with discussion, questions and feedback. Feedback was welcomed and recorded for consideration in addition to any additional feedback that may follow should the Board give Notice of Motion.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-319 “Student Suspension”.

7. **FOR INFORMATION**

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** April 1, 2025

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Mar. 11, 2025

Draft revised Policy and Regulations C-316 "Safe Schools" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-316 "Safe Schools".

School District #62 (Sooke)

BREACHES OF PEACE AND ORDER SAFE SCHOOLS	No.: C-316
	Effective: May 26/98 Revised: Dec. 14/99; Reviewed: Mar. 1/22; Mar. 4/25; Mar. 11/25

SCHOOL BOARD POLICY

The Board of School Trustees **Education** recognizes its responsibility to provide **create and maintain** an **school environments** for **where** students, and staff, **parents and others feel safe.** ~~in which they will be safe from violence and aggression.~~ **To that end, the Board shall consider any act of violence, threat or intimidation that impacts a school's ability to function safely to be a serious risk to the school environment and the safety of both students and staff.** In addressing this responsibility, the Board:

1. Requires that schools conform to the Board's Learning Resources Policy with respect to the portrayal of violence in learning resources and other materials.
2. Supports the use of proactive programs to resolve conflict, to provide peaceful role models, and to promote a peaceful, harmonious human environment.
3. ~~Considers any act of violence or aggression as a violation of the security of the school environment and of the safety of both students and staff. In these matters, the Board, or the Board's delegate,~~ **Will** take appropriate disciplinary action which may include seeking legal redress through the police authorities.
4. Defines aggression as a wide range of hostile or coercive behaviour including but not restricted to harassment, intimidation, abuse, bullying, assault, violence and the use of weapons. **Will use the Behavioural and Digital Threat Assessment (BDTA) Violence Threat Risk Assessment (VTRA) protocol to ensure that potentially high-risk behaviour is properly assessed and supportive interventions put in place.**

References:**Statutory:**

- BC School Act
- Legislation on safe spaces around schools

Policies:

- C-309, District and School Codes of Conduct
- C-319, Student Suspension
- C-432, Maintenance of Order
- B-115, Learning Resources

School District #62 (Sooke)

BREACHES OF PEACE AND ORDER	No. C-316
	Effective: May 26/98 Revised: Dec. 14/99; Reviewed: Mar. 1/22; Mar. 4/25; Mar. 11/25

SAFE SCHOOLS**ADMINISTRATIVE REGULATIONS****1. Definitions:**

Threat: is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the internet, or made by gesture.

Intimidation: is a form of aggression which involves deterring or coercing an individual by threat of violence, where one or more individuals subject a victim to fear, bullying, or harassment of a physical or psychological nature.

Violence: means the attempted or actual exercise by a person of any physical force so as to cause injury, including any threatening statement or behaviour which gives reasonable cause to believe there is a risk of injury.

Bullying: is a pattern of repeated, aggressive behaviour with negative intent, directed from one student to another where there is a power imbalance. Bullying is a pattern of persistent, unwelcome, or aggressive behaviour intended to make others uncomfortable, scared or hurt.

Behavioural and Digital Threat Assessment (BDTA) ~~Violence Threat Risk Assessment (VTTRA)~~: is the process of determining if an individual is on the pathway to engage in serious violence and/or cause harm to self or others.

2. Procedures:**2.1 The Board expects that:**

- a. Students will adhere to provisions of the Board's and School's policy on Codes of Conduct.
- b. Schools will include a statement on weapons, violence, bullying and intimidation in their Codes of Conduct.
- c. Fair Notice: Students, parents/caregivers and staff will be made aware that the district and its schools use a threat assessment process to reduce the risk of violence in the school.
- d. Police will be called immediately whenever there is a threat of death or bodily injury.
- e. Staff will conform to the Board's Learning Resources Policy (B-115) with respect to the portrayal of violence in learning resources and other materials.

2.2 Principals will:

- a. **Distribute a SPEAC approved Parent Appeal Process pamphlet to all parents early in each school year.**
- b. **At the beginning of each school year Principals are expected to give students, parent/caregivers, and staff "Fair Notice" that the school will use a process to collect and assess information about threat of violence including:**
 - **Notice that violence and threat of violence will not be tolerated;**
 - **General information about the BDTA ~~VTRA~~ process, and**
 - **Notice that the BDTA ~~VTRA~~ process is used provincially.**
- c. **Make all reasonable attempts, including securing the school environment to minimize risk of injury and/or death to any member of the school community when they reasonably believe that an act by a student is violent or intimidating. This may include procedures to limit student involvement and access of others to the school.**
- d. **In the case of a staff member subjected to threats, violence, or intimidation, offer immediate support in a manner that will empower, rather than remove, the person's own ability to deal with the situation. In the case of a student subjected to threats, violence, or intimidation, provide support in a manner that will ensure the safety and security of the student.**
- e. **Investigation:**
 - i. **Investigate and document all incidents of threats, violence or intimidation using the district Behavioural and Digital Threat Assessment (BDTA) ~~Violence-Threat Risk Assessment (VTRA)~~ protocol.**
 - ii. **Upon determining the initial level of risk, involve district staff, police and other related agencies as necessary to determine and mitigate any risk to the school community.**
 - iii. **In the case of threats involving death or serious bodily injury, the police must be notified.**
 - iv. **When the level of risk determined through the BDTA ~~VTRA~~ process is two or higher, the district BDTA ~~VTRA~~ team must be consulted.**
- f. **Reporting:**
 - i. **Make an oral report to the Superintendent or designate when suspending a student for an act of violence, threat, or intimidation when the Principal/Vice-Principal considers the offence to be severely threatening to the safety of students and/or staff.**
 - ii. **If a student is suspended for greater than five days, the student must be referred to the District Student Review Committee.**
 - iii. **Inform the parents/caregivers of the student(s) involved in the incident.**
 - iv. **Consult with the district Safe Schools team regarding possible communications to the school community.**
- g. **Intervention and Consequences:**
 - i. **Once the initial threat has been reduced, the Principal will follow direction outlined in policy C-309 "Codes of Conduct" and C-319 "Student Suspension" to determine appropriate consequences.**
 - ii. **While suspension is typically warranted in cases of threat, violence, or intimidation, it should be done in a way that takes into account increased justification for the perpetrator as well as diverse learning needs and cultural bias.**
 - iii. **Where the level of risk is significant, consultation with the district's Safe Schools team, policy and/or other agencies is necessary before determining consequences for the behaviour.**

2.3 Duty to Report:

- a. In order to keep school communities safe and caring, staff, parents/care givers, students and community members must report all threat-related behaviours to the school Principal.

2.4 Students With Diverse Needs:

- a. Safe School teams should utilize information related to baseline behaviours of students with diverse needs in assessing the level of risk posed. The same dynamics that can increase the risk of violence in the general student population can also contribute to the violence potential of students with diverse needs, independent of their diagnosis.

2.5 Cultural Bias:

- a. Safe School team members should be aware that some cultural groups may experience multiple stressors such as poverty, racism, discrimination, and language barriers. These factors, along with possible distrust for authority figures, may increase the level of perceived or actual risk. Every effort should be made to take into consideration the ethnic or cultural identity of the student.

1. — Board Expectations

The Board expects that:

- Schools will adhere to provisions of the Board's policy on Codes of Conduct.
- Administrators will distribute a SPEAC approved Parent Appeal Process pamphlet to all parents early in each school year.
- Parents will follow steps outlined in the SPEAC approved Parent Appeal Process pamphlet in order to resolve any disagreement.
- The District Violent Incident Report Form will be completed and sent to the appropriate authorities when serious incidents of aggression occur.
- Police will be called immediately whenever there is a threat of death or bodily injury.

2. — Level 1 Aggression

Level 1 aggression means personal harassment involving verbal abuse (such as name calling, racial or ethnic epithets, taunting), personal character attack, persistent loud accusations, or threats to do something one is entitled to do, such as "go to the press about this". This level includes phrases such as "you are a . . .", "you haven't heard the last of . . .", "you deserve to be . . .".

Supervisory Responsibilities

- Investigate each reported incident and report to persons with a need to know in a timely manner.

Personal Responsibilities

- Behave in a manner which encourages the person to calm down.
- Get help or support if needed.
- Request that any accusation be put in writing.

- Refer to the school's Code of Conduct and seek agreement to resolve the conflict within the behaviours affirmed by the code.
- In the case of a second or escalated incident, talk only in the presence of a third party.
- In the case of a second or escalated incident, seek advice from a union representative or other supportive person.
- Notify supervisor/administrator of the incident as soon as possible.
- Record the incident in personal or school records.

3. Level 2 Aggression

Level 2 aggression means intimidation or threats that involve potential risk to person or property.

These may include phrases such as "I'm going to get . . .", "I'll be sure that . . .", "If you don't . . . then I will . . .".

Supervisory Responsibilities

- In the case of a staff member subjected to aggression, offer immediate support in a manner that will empower, rather than remove the person's own ability to deal with the situation. In the case of a student subjected to aggression, provide support in a manner that will ensure the safety and security of the student.
- After the incident, consult with the victim.
- Ensure that the Violent Incident Report Form is completed and filed. (NOTE: This must NOT be put into a student's file, but rather in a confidential file kept secure by the supervisor or administrator.)
- Send a letter to the offending person indicating that the incident has been documented for the School board, and sent to the RCMP if appropriate.
- In the case of threats involving death or serious bodily injury, the police must be notified.
- When the aggressor is a member of the public, consider use of the School Act Section 177 to assist in removing the aggressor from the school.
- When the aggressor is under the school district jurisdiction as an employee or student, follow appropriate disciplinary measures including notification of a student aggressor's parents/care givers.

Personal Responsibility

- Be aware of laws and policies that protect people from aggression.
- Be calm. Refer to the school's Code of Conduct and seek agreement to resolve the conflict within the behaviours affirmed by the code.
- Point out channels whereby the person could redirect her or his hostility.
- Get help or support if needed.
- Tell the aggressor that this incident will be recorded and reported to a supervisor/administrator.
- Remove oneself from the situation as soon as possible.
- Fill out the Violent Incident Report Form and file it with supervisor.

4. Level 3 Aggression

Level 3 aggression means hostile physical contact (including pushing, shoving, slapping, punching), or menacing gestures that clearly imply hostile physical action. It includes any use of a weapon (anything used or intended for use in causing death or injury to persons whether designed for that purpose or not, or anything used or intended for use in threatening, endangering or intimidating any

persons. Possession of "toy guns", "replicas", laser pointing devices, ammunition, explosives and noxious substances will be dealt with under the provisions of this policy as weapons.

Supervisory Responsibilities

- If a weapon is involved, minimize risk or injury to all persons.
- Intervene as appropriate to reduce or remove the threat.
- Notify police (**911**) if not already done.
- If a weapon is found, secure it, and keep it available for police.
- Consult with the staff member or student. Consider critical incident stress debriefing. Discuss Employee Assistance Plan options if appropriate.
- Notify the Superintendent of Schools.
- Ensure that the Violent Incident Report Form is completed and filed. (NOTE: This must NOT be put into a student's file, but rather in a confidential file kept secure by the supervisor or administrator.)
- When the aggressor is a member of the public, send a Registered Letter to the aggressor banning him or her from school district property until the issue has been resolved and he or she is notified in writing that permission to return has been granted. Utilize School Act Section 177 in the letter. State that the incident has been documented for the School Board, and a report made to the police.
- When the aggressor is under school district jurisdiction, appropriate disciplinary measures will be followed including notification of a student aggressor's parents/care givers.
- Encourage police to pursue the incident through the courts and support their efforts to do so.

Personal Responsibility

- If a weapon is involved, minimize risk or injury to students and adults.
- Remove oneself from the situation as soon as possible
- Call for help as vigorously as possible.
- **Call 911** if possible.
- Report incident to a supervisor/administrator immediately.
- Fill out the Violent Incident Report Form.
- Take time to debrief and regain calm.
- Cooperate in legal proceedings initiated by the police.

5. Students as Aggressors

If the aggressor is a student of the school district, the student shall be subject to action which could include, as appropriate, any combination of the following:

- school based corrective action.
- participation in short term or extended counselling.
- suspension from school for up to ten days.
- suspension from school for an indefinite period and appearance before the District's Disciplinary Committee.
- expulsion from school.
- criminal charges being laid by the Crown.

6. Students as Victims

When a student has been the victim of violence or aggression, the district will provide support and assistance for the victim.

DRAFT

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Mar. 11, 2025

Draft new Policy and Regulations C-318 "Sexual Misconduct" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations C-318 "Sexual Misconduct".

School District #62 (Sooke)

SEXUAL MISCONDUCT	No.: C-318
	Effective: Revised: Reviewed: Mar. 4/25; Mar. 11/25;

PURPOSE:

The purpose of this policy is to clearly state the commitment of School District #62 (Sooke) to addressing Sexual Misconduct involving students, through:

- facilitating a safe and secure learning environment that is free from Sexual Misconduct;
- defining the roles and responsibilities of individuals in implementing and carrying out programs and practices in the prevention of, and response to, Sexual Misconduct;
- assisting those who have experienced Sexual Misconduct by providing information and support, including provision of and/or referral to counselling, academic and/or other accommodation;
- using clear, appropriate, and fair process for handling complaints of Sexual Misconduct.

DEFINITIONS:

Complainant – An individual who files a Complaint. In some instances, the district may act as a Complainant where it becomes aware of allegations of Sexual Misconduct that, if true violate this policy but no person comes forward with a Complaint, or where an investigation is required by law.

Complaint – A statement that situation is unsatisfactory or unacceptable. For the purpose of this policy, a Complaint is a written statement of facts that alleges Sexual Misconduct involving a student, including a record of the dates, times, nature of any incidents and names of witnesses. The Complaint must contain sufficient detail to allow district staff to assess the Complaint and conduct an investigation, if required. A complaint can be made by a person who has experienced Sexual Misconduct or who has been a witness to Sexual Misconduct.

Disclosure – The communication to a district employee of an experience of Sexual Misconduct. Disclosure on its own does not initiate an investigation, except where required by policy. Disclosure can be verbal and/or written.

Educational Accommodation – A change or alteration in the physical environment, or an adaptation of teaching, assessment, or evaluation procedures.

Immunity – Protection or exemption from additional penalty or disciplinary action.

Investigator – A person appointed by the district to investigate a complaint. When criminal allegations are made against a student, the district will not investigate the circumstances until specific directions are received from the investigating agency (e.g. police or a social worker).

District-Related Activity – Any activity while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment, including online behaviours created outside of the school setting.

Respondent – An individual who is alleged to have engaged in conduct that violates this policy.

Victim/Survivor -For some, the use of 'victim' terminology implies passivity, whereas, the of 'survivor' language suggests action. For many individuals either term may be appropriate at different times.

Sexual Misconduct – This term is used a broad sense and includes any unwanted act – physical or psychological – carried out through sexual means or by targeting sexuality. It can include a wide range of acts, including the attempt or threat to act of a sexual nature, specifically:

- sexual assault,
- sexual exploitation,
- sexual harassment
- indecent exposure,
- voyeurism, and
- distribution of sexually explicit photographs or video.

Student – As defined under Section 1 of the *School Act*, means a person enrolled in an educational program provided by the board.

SCHOOL BOARD POLICY

The Board of Education for School District #62 (Sooke) is committed to providing a safe, nurturing, and positive learning environment, free from sexual misconduct. The Board will not tolerate, condone or ignore sexual misconduct in the district.

The policy is aligned with governing legislation, including but not limited to, the *Criminal Code of Canada*, the *BC School Act*, the *Child, Youth, and Family Service Act*, the *Police Act*, and the *Freedom of Information and Protection of Privacy Act*.

This policy is consistent with other district policies and procedures, including C-309, District and School Codes of Conduct, related to the reporting, investigating and dealing with abuse, neglect, exploitation, sexual harassment and misconduct within the district.

All persons who disclose or file a complaint regarding an experience of Sexual Misconduct can expect from the district:

- to be treated with compassion, dignity, and respect;
- to be respected in their choice as to whether or when they wish to Disclose or file a Complaint regarding their experience;
- timely assistance with safety planning;
- timely information about available support services and resources;
- discussion of appropriate educational or other accommodations;
- to have all information related to the incident of Sexual Misconduct treated with the utmost confidentiality associated with each option, unless the complaint or disclosure indicates others may be in danger of imminent harm or the student is a minor under the *Child, Family, and Community Services Act*;
- if they decide to file a complaint, a clear explanation of the investigation and decision process, a procedurally fair and unbiased process, and regular updates on the status of the process; and
- be granted immunity from disciplinary actions for minor infractions that may have been disclosed during the reporting process, such as alcohol or drug use, which may be considered violations of district policy. This immunity does not extend to criminal activities or actions that pose

significant harm to others. Any major infractions or violations unrelated to the Sexual Misconduct incident shall be addressed separately and in accordance with district policy and procedures.

All persons who are alleged to have violated this policy can expect the following from the district:

- to be treated with compassion, dignity, and respect;
- timely information about available support services and resources;
- to be advised of the options available to them; and
- if a Complaint is filed, a clear explanation of the investigation and decision process, a procedurally fair and unbiased process, and updates, as appropriate, on the status of the process.

SCOPE:

This policy applies to Sexual Misconduct involving students at all district schools and sites, as well as Sexual Misconduct that takes place at any school-related activity or in other circumstances where engaging in the activity will have a negative impact on the school environment, including online behaviours created outside of the school setting.

This policy may not apply to disclosures and complaints of Sexual Misconduct where legislation requires that another process be followed instead of the procedure described in this policy. This policy is not intended to supersede or interfere with prevailing laws. Anyone who has experienced Sexual Misconduct has the right to pursue criminal or civil legal avenues whether or not they choose to proceed under this policy.

The district reserves the right to initiate an investigation and/or inform police without the consent of the person disclosing or filing a complaint regarding Sexual Misconduct, and/or take any other action it feels reasonable and appropriate, if the district has a reasonable belief that the safety of a student in the district and/or broader community is at risk.

References:

Legislation

- *British Columbia School Act*
- *Criminal Code of Canada*
- *Child, Family, and Community Services Act*
- *Freedom of Information and Protection of Privacy Act*
- *Police Act*

Policy

- C-309 District and School Codes of Conduct
- C-310 Student Behaviour
- C-314 Alcohol and other drugs – Possession, Exchange and Non-Medical Use
- C-316 Breaches of Peace and Order
- C-319 Student Suspension

School District #62 (Sooke)

SEXUAL MISCONDUCT	No.: C-318
	Effective: Revised: Reviewed: Mar. 4/25; Mar. 11/25;

ADMINISTRATIVE REGULATIONS**Guiding Principles:**

- Recognize there are reasons people choose not to report. The district is committed to supporting students and encourages those experiencing or witnessing sexual misconduct to make a complaint.
- Timelines shouldn't be a hindrance to reporting sexual misconduct. Victim/survivor experiences are influenced by many factors that may intersect and overlap. SD62 staff will take into account the various reasons why a student may not immediately choose to make a report.
- Recognize the serious potential impact on an individual being accused. SD62 is committed to procedural fairness and will respond to address and investigate complaints in a fair, unbiased, and timely manner.
- Where the district learns of an incident of sexual misconduct involving a student by a means other than a disclosure or complaint, the district will respond, address, and investigate in a fair, unbiased and timely manner and may take any action it feels reasonable and appropriate to:
 - mitigate harm or disruption to the school and/or district, students, and other members of the school community; or
 - protect the safety of students or any member of the school community.

Procedure:**1. Sexual Misconduct by a Student 12 Years of Age and Over****a. Process Options:**

Anyone who experiences or witnesses sexual misconduct involving a student, or has reason to believe that sexual misconduct involving a student has occurred or may occur, may pursue any of the following options (or pursue more than one option simultaneously):

- make a disclosure (without a complaint) to the district;
- make a formal complaint to the district; or
- make a report to the police.

b. Reporting:**i. Initial Response:**

1. When any person (including a student) reports to an employee sexual misconduct allegedly perpetrated by a student 12 years of age and over, the employee shall inform the principal or designate immediately.
2. Do not investigate the disclosure/complaint. Once a disclosure or complaint has been made, a disclosing student will not be questioned by any other school staff, nor shall any other students or staff be spoken to until specific directions are received from designated district staff or investigating police (if reported to).
3. The principal shall report an allegation to the Associate Superintendent responsible for Safe and Healthy Schools, who will assist the principal to determine the appropriate response, which may include:

- When and how to communicate with the appropriate police unit and determine if MCFD should be contacted.
 - The appropriate intervention strategy with the respondent.
 - Support to victims/survivors.
 - Notification to the District Principal, Safe and Healthy Schools.
4. Where it is determined by school district staff, police or MCFD that the respondent may pose additional threat to the victim/survivor or the educational environment, the principal may direct that person to not attend school during the course of the investigation.

ii. Notifying Parent/Guardians:

1. Notification of parents/guardians of victims/survivors should be completed as soon as possible where a principal believes a student has been physically or emotionally harmed by the sexual misconduct. Such notice **shall not be given** if, in the opinion of the principal, to do so would put the victim/survivor at risk of harm from the parent/guardian.
2. When notifying the parent/guardian the principal shall disclose the nature of the activity that resulted in harm, the nature of the harm and steps taken to protect the victim/survivor's safety.

iii. Reporting to Police

1. If, in the opinion of the principal and/or associate superintendent, the disclosure/complaint appears to be sexual assault, or the person reporting the sexual misconduct also chooses to report to police, the principal or designate must call the police.
2. Appropriate support for the victim/survivor shall be provided during the reporting process, which may include a:
 - social worker,
 - teacher-counsellor, or
 - staff member chosen by the victim/survivor.
3. The manner and timing of contacting the parents/guardians of the victim/survivor and the respondent will be done in consultation with the police.

Note: The *Youth Criminal Justice Act* prohibits disclosure of the identity of the respondent if under the age of 18.

4. Principal's Duties While Reporting to Police:

- a. Ensure that the associate superintendent and police are aware of the timelines (e.g. when the victim/survivor or respondent is expected at home) in order to prioritize the response accordingly. The police may also require time to make arrangements for an investigation.
- b. Inform the police of circumstances which may help in the investigation.
- c. The principal should ask the following questions when reporting to police:
 - Name and badge number of responding police officer(s).
 - How and when the parents of the respondent should be contacted?
 - Will the victim/survivor and/or perpetrator be interviewed by police?
 - Do investigators plan to come to the school or home? When?
 - Are there any directions to the school regarding the victim/survivor and/or perpetrator leaving school?

- If the victim/survivor is a child that is scheduled for child care can they be released to the child care provider? What information can be shared with the child care provider, if any?
 - What should the principal do if the parent of the victim/survivor and/or perpetrator arrives at school?
 - What information can be shared with the victim/survivor and/or perpetrator and their parent/guardian(s) if the interview has not yet taken place?
- d. If it is not apparent that an investigation has commenced within 24 hours or no assistance has been provided for the victim/survivor and/or perpetrator, it is the responsibility of the principal or designated to contact police and ascertain the status of the case.
- iv. Informing the Ministry of Children and Family Development (MCFD):
1. In the event that the respondent is under 16 years of age or is a sibling of the victim/survivor who is under 16 years of age or has siblings under the age of 16 at home or is a babysitter or is in any other way in a position of authority over the victim/survivor or other children, MCFD must be contacted.
 2. Document the incident(s) in accordance with policy C-410, Child Abuse, including:
 - the name, age, grade, address, and telephone number of the child;
 - the names of the parents/guardians;
 - the reasons for concern and any relevant statements made by the child;
 - the name of the employee making the call;
 - the name of the intake social worker receiving the information; and
 - time and date the call was made,
- c. Investigation:
- i. Police investigation concluded or not started:
If the police investigation has concluded or was not initiated, the principal and/or associate superintendent will determine if a district investigation shall occur.
 - ii. Assigning a school district investigator:
The school, in consultation with the associate superintendent, will assign a trained investigator or another qualified staff member, to conduct a thorough and impartial investigation.
 - iii. Gathering Evidence:
 1. The school district investigator will interview the complainant, victim/survivor (if different from the complainant), the respondent, and any witnesses.
 2. All relevant documents will be collected, such as text messages, emails, or social media interactions and any available surveillance video will be reviewed.
 - iv. Documentation:
A detailed record of all interviews, evidence, and investigative steps will be maintained.
- d. Determination:
- i. Evaluation:
 1. The police will assess and evaluate evidence in alignment with all statutory and legislated requirements, the results of which shall be shared with the school district as permitted.
 2. The school district investigator will evaluate all evidence using a "preponderance of evidence" standard (i.e. whether it is more likely than not that the misconduct occurred).

ii. Report:

The school district investigator will compile a report detailing the findings and submit it to the principal and associate superintendent for review.

iii. Decision:

The principal and/or associate superintendent will determine whether the allegations are substantiated (either by police, the school district investigator or both), and decide on appropriate disciplinary action in alignment with progressive discipline as described in policy C-309, District and School Code of Conduct. Disciplinary action from the district may be in addition to any consequences imposed through the legal system.

1. Student Charged: Where a student has been charged with a sexual offense involving another student, the charged student shall not attend school pending a decision of the board's Student Review Committee under policy C-319, Student Suspension.
2. Student Not Charged: Where a student has been investigated by the police for a sexual offense involving another student, and the respondent has not been charged with an offense, the principal, associate superintendent, and District Principal, Safe and Healthy Schools shall determine if the student's conduct warrants consequences, referral the board's Student Review Committee ,or further investigation from the school district.

e. Notification of Outcomes:

- i. Notify both the complainant and the respondent, and their parent/guardians, of the investigation's outcome and any disciplinary action taken in alignment with principles of confidentiality.
- ii. If suspension for greater than five days is contemplated, action in alignment with policy C-319, Student Suspension must be carried out.
- iii. Provide information on the right to appeal as outlined in By-law 1-08, Parent/Student Appeals and policy C-350, Appeals.

f. Support for Student, Parents and Staff

In the case of criminal charges being laid, as outlined above, the Board may, under the co-ordination of the assistant superintendent, provide appropriate support to the affected student(s) and/or school community. A critical incident response team may meet with the staff of the school as soon as possible to advise of the charges and describe a plan of action for supporting students and the school community.

2. Sexual Misconduct by a Student Under 12 Years of Age

Sexually acting-out behaviour by children under the age of 12 years is a serious problem for which there are limited outside resources and legal guidelines. It is expected that these behaviours will be addressed through the support of school/district staff, social workers, and parents/guardians.

It is not necessary to call police.

A student perpetrator under the age of 12 is under the age of criminal responsibility. Describing the sexual misconduct or misbehaviour of a child under 12 as "sexual assault" is inaccurate. Police may be consulted but the police do not have authority to lay criminal charges. Parents/Guardians may elect to call police and if they do so, the principal will cooperate fully with police.

a. Reporting:

i. Inform the Principal

1. When a staff member witnesses or receives a report of concern about sexual behaviours exhibited by a student under the age of 12, staff should inform the principal or vice-principal immediately.
2. The principal/vice-principal will determine whether the behaviour falls into the category of inappropriate, problematic, or sexually intrusive and will consult with other district staff based on that determination.
 - a. If the behaviour is sexually intrusive or there is reason to believe that abuse has occurred, consult with the Associate Superintendent, Safe and Healthy Schools.
 - b. The associate superintendent will notify the District Principal, Safe and Healthy Schools.

ii. Notify Parent/Guardians:

1. Notification of parents/guardians of victims/survivors is required, in all cases of sexualized behaviour.
2. Such notice shall not be given if in the opinion of the principal to do so would put the victim/survivor at risk of harm from the parent/guardian.

b. Investigation:

- i. The principal will investigate the allegations and determine the nature of the incident as follows:

- ***Inappropriate sexual behaviour:***

- Provides no harm to self or others, is self-focused, may be spontaneous and may include sexual language or re-enactment.
- It does not require notification of any person or agency although resources may be used at the principal's discretion. The parent(s)/guardian(s) of the student(s) involved shall be contacted.

- ***Problematic sexual behaviour:***

- May cause harm to self or others, uses sexually explicit language or re-enactment, one or more incidents, usually includes touching, involves younger or same age children in sex games or aggressive sexuality, involve compulsive talking about sex or sexual activity.
- Requires consultation with the associate superintendent to determine which agency (resource person), if any, will do further investigation. The parent/guardians of any party should not be contacted until consultation with a resource person has occurred.

- ***Sexually intrusive behaviour:***

- Causes harm, is interpersonal, uses explicit sexual language or re-enactment, may spontaneous or planned, usually involves manipulation, coercion or force, touching behaviours, and compulsive talking about sex and sexual acts even after intervention.
- requires consultation with the Associate Superintendent, Safe and Healthy Schools. The acting-out student may be refused admittance to school while the investigation takes place.

ii. Procedures if the Ministry of Children and Family Development (MCFD) is involved:

MCFD must always be called if there are reasonable grounds to suspect that any child has been abused or in need of protection. If MCFD is to be called, do not contact parent/guardians of any of the parties until MCFD has been consulted.

iii. Document the Incident

1. A detailed record of all interviews, evidence, and investigative steps will be maintained.

2. Documentation of sexual behaviour problems where MCFD is involved and the children are under 12, should be prepared and maintained in accordance with Policy C-410, Child Abuse.

c. Determination:

i. Evaluation:

1. The principal/vice-principal will assess and evaluate evidence in alignment with district policies and procedures.
2. The principal may consult with the Associate Superintendent, Safe and Healthy schools and other district staff as appropriate.

ii. Decision:

The principal/vice-principal will determine whether the allegations are substantiated and decide on appropriate disciplinary action in alignment with progressive discipline as described in policy C-309, District and School Code of Conduct.

d. **Notification of Outcomes:**

- i. Notify both the complainant and the respondent, and their parent(s)/guardian(s), of the investigation's outcome and any disciplinary action taken. Any information sharing is to be done in alignment with principles of confidentiality.
- ii. If suspension for greater than five days is contemplated, action in alignment with policy C-319, Student Suspension must be carried out.
 - If it is determined that the student's continued presence in the school would be detrimental to other students, the student shall be referred to the board's Student Review Committee to determine appropriate educational programming.
- iii. Provide information on the right to appeal in alignment with By-law 1-08, Parent/Student Appeals and policy C-350, Appeals.

e. ***Safety Plan and Assessment/Treatment Agreement***

- i. In the case of either sexually problematic or sexually intrusive behaviour, the principal will meet with the parents of the acting-out student to discuss consequences and supports for changing the behaviour.
- ii. Where the behaviour is sexually intrusive the principal shall, with the assistance of a social worker or the Associate Superintendent, Safe and Healthy Schools or designate, establish a behaviour plan to support changing the student's behaviour.
- iii. The principal/vice-principal will provide information regarding available resources for both the victim/survivor and perpetrator.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

Mar. 11, 2025

Draft revised Policy and Regulations C-319 "Student Suspension" are now ready for Notice of Motion.

NOTICE OF MOTION:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-319 "Student Suspension".

School District #62 (Sooke)

STUDENT SUSPENSION PROCESS	No.: C-319
	Effective: May 12/81 Revised: Mar. 9/82; Nov. 8/83; May 23/89; Apr. 10/90; June 27/17 Reviewed: Mar. 4/25; Mar. 11/25;

SCHOOL BOARD POLICY

In accordance with Sections 26 and 85(2) of the *BC School Act*, the Board authorizes principals, vice-principals, directors of instruction and the superintendent of schools to suspend a student from attendance at school under certain circumstances.

The Board of Education believes that responses to Code of Conduct violations as well as any other student behaviour that impacts on the educational environment will be fair, equitable, and consistent. The Board further believes that principals and vice-principals will apply the principles of progressive discipline as defined in policy C-309, District and School Code of Conduct taking into account such factors as severity and frequency of the offence(s), as well as the age, maturity, and ability of the student.

The Board of Education recognizes two sets of circumstances related to a student's removal from school:

A. STUDENT SUSPENSION

Suspension of a student is viewed by the Board as a serious course of action, to be taken only in circumstances where the student's behaviour is such that removal from school is deemed necessary, and/or where other corrective measures have not resulted in an acceptable pattern of behaviour.

Any student suspended under this policy must be provided with an educational program as defined in the *BC School Act* for the duration of the suspension.

B. REFUSAL TO OFFER AN EDUCATIONAL PROGRAM

The Board may refuse to offer an educational program to a student of 16 years of age or older if the student fails to apply himself/herself **themselves** to his/her **their** studies or fails to comply with the rules and regulations of the school or Board.

References:**Statutory**

- *BC School Act*, sect 26, 85(2)(c,d), 85(3)

Policies

- **Bylaw 1-08 "Parent/Student Appeals"**
- **C-309 "District and School Code of Conduct"**
- **C-350 "Appeals"**

School District #62 (Sooke)

STUDENT SUSPENSION PROCESS	No.: C-319
	Effective: May 12/81 Revised: Mar. 9/82; Nov. 8/83; May 23/89; Apr. 10/90; July 5/05; June 27/17; Reviewed: Apr. 18/17; May 15/17; Mar. 4/25; Mar. 11/25;

ADMINISTRATIVE REGULATIONSA. STUDENT SUSPENSION

The Board authorizes principals **and vice-principals** to suspend a student from school attendance when a principal/**vice-principal's investigation** concludes that:

1. The student is willfully disobedient to a teacher or any other employee of the Board carrying out responsibilities approved by the Board, or
2. The behaviour of the student has a harmful effect on other students, school personnel or the school, or
3. The student has refused to comply with the school rules or the code of conduct, rules or other policies which may be established by the Board, or
4. The student persists in frequent absences, **despite interventions from the school, district and external supports**, which are deemed by the principal or his/her designates **vice-principal** to be without sufficient reason, or
5. The student has had possession of, exchanged or been under the influence of alcohol, ~~mind-altering substances~~ **drugs, including the misuse of** ~~or non-prescription drugs~~ while at school or ~~during school hours~~ **school related activities as defined in Policy C-314 "Substance Use Prevention and Intervention"**. (~~Note Policy C-314~~)

The Board further authorizes the principal to delegate the responsibility for student suspension to the Vice-Principal(s) ~~or to the Teacher in Charge, in the absence of the Principal or Vice-Principal(s)~~. Action taken in the absence of the principal and vice-principal will be only to the extent required to preserve the best interests of the school and/or the student.

The Board also authorizes the principal or designate **vice-principal** to remove a suspension previously imposed upon a pupil.

B. CATEGORIES OF STUDENT SUSPENSION

1. Short-Term (5 school days or less)

In most cases of school suspension, the duration of the suspension will be five school days or less, as determined by the principal or designate **vice-principal**. The letter of suspension will convey the duration to the parent or guardian. Should a principal/**vice-principal** decide to remove a suspension, ~~he or she~~ **they** shall notify both the Superintendent of Schools and the

parents or guardian of this decision. This notification shall be by letter and, where possible, by personal contact.

2. Indefinite (greater than five days)

When suspensions arise from circumstances which are of a serious nature, the suspension letter shall state that "the suspension is until the matter has been reviewed and action taken by the District Student Review Committee". The letter shall also advise the parents or guardian ~~of the~~ **that information regarding the date and time of the hearing will be provided by the school district office.**

In addition to a copy of the suspension letter, the principal shall forward to the District Student Review Committee chairperson, a complete indefinite suspension information package.

A meeting of the District Student Review Committee, the parent(s) or guardian(s) and the student will be convened in order that the parent(s) or guardian(s) and the student may discuss with the committee the situation leading to the suspension. The District Student Review Committee will subsequently recommend a course of action **to the Associate Superintendent who will provide direction** to the parent(s) or guardian(s) and to the school(s) concerned **regarding the resolution of the suspension.** Such recommendations **direction** will be announced to the parent(s) or guardian(s) as quickly as possible and shall be confirmed by letter.

Parents must be informed of their right to appeal the decision of the Committee and to attend a closed special meeting of the Board of Education. (Note Policy C-350 Appeals and By-law 1-08 Parent/Student Appeals)

When a student who has been indefinitely suspended withdraws from school during the period of suspension, he/she **they** will not be re-admitted to any district school or program during that school year or the next school year until he/she ~~has~~ **they have** met with the District Student Review Committee and ~~obtained permission~~ **to resolve the circumstances of the suspension.**

C. PROCEDURES:

1. Preliminary Procedures

1. ~~1.1~~ Whenever a student's pattern of behaviour is such that continuation of this behaviour will likely lead to a period of suspension, the parents or guardian of that student will be notified of that behaviour by personal contact and/or in a letter of warning.

2. Short-Term Suspension (5 school days or less) Procedures

~~The procedure to be followed by a Principal or his/her designate(s) in suspending a student is as follows:~~

In most cases of school suspension, the duration of the suspension will be five school days or less, as determined by the principal or designate **vice-principal.**

~~The letter of suspension will convey the duration to the parent or guardian. Should a Principal decide to remove a suspension, he or she shall notify both the Superintendent of Schools and the parents or guardian of this decision. This notification shall be by letter and, where possible, by personal contact.~~

- 2.1. The parent or guardian shall be notified of the circumstances and the duration of the suspension by letter or electronic communication (e-mail).

- 2.2. If at all possible, the parent or guardian shall be ~~contacted~~ **informed of the suspension** in person or by telephone, prior to being advised by the student or ~~in the letter~~ **via written correspondence.**
- 2.3. A copy of the suspension letter shall be forwarded to the **school's Associate** Superintendent of Schools.
- 2.4. The school shall provide assignments for the suspended student and the reasonable completion of appropriate assignments may be used as a condition for the student's return to school.

3. Indefinite Suspension (greater than 5 school days)

When suspensions arise from circumstances which are of a serious nature, **a student may be suspended indefinitely. Resolution of the suspension will be done via the District Student Review Committee, which shall also be authorized to change a student's educational program to support a safe and healthy educational environment.**

3.1. Prior to issuing an indefinite suspension, principals and vice-principals must consult with their school's Associate Superintendent.

3.2. When **informing parents/guardians of a student's indefinite suspension,** ~~suspensions arise from circumstances which are of a serious nature,~~ the suspension letter shall state that "the suspension is until the matter has been reviewed and action taken by the District Student Review Committee". The letter shall also advise the parents or guardian ~~that they will be contacted by the board office~~ **with** the date and time of the hearing.

3.3. In addition to a copy of the suspension letter, At least 24 hours prior to a scheduled District Student Review Committee meeting, the Principal shall forward to the District Student Review Committee chairperson **and the parents/guardians of the suspended student,** a complete indefinite suspension information package, **including:**

- **A cover sheet including:**
 - **Student profile, strengths and challenges.**
 - **Interventions/support.**
 - **Outside agency involvement (if applicable).**
 - **Reason for suspension.**
 - **School concerns.**
- **A copy of the suspension letter and any other related suspensions.**
- **A copy of the student's attendance record.**
- **IEP (if applicable).**
- **A copy of the student's transcript (achievement records/report cards).**
- **PR card.**

3.4. A meeting of the District Student Review Committee, the parent(s) or guardian(s) and the student will be convened in order that the parent(s) or guardian(s) and the student may discuss with the committee the situation leading to the suspension.

3.5. The District Student Review Committee will subsequently recommend a course of action to the **Superintendent or designate who shall make a decision regarding the student under suspension based upon the committee recommendations.**

- 3.6. ~~parent(s) or guardian(s) and to the school(s) concerned.~~ Such recommendations **direction** will be announced to the parent(s) or guardian(s) and to the school administration as quickly as possible and shall be confirmed by letter.
- 3.7. Parents must be informed of their right to appeal the decision of the Committee and to attend a closed special meeting of the Board of Education.—(Note **as described in** Policy C-350, Appeals and By-law 1-08 Parent/Student Appeals.
- 3.8. When a student who has been indefinitely suspended withdraws from school during the period of suspension, they will not be re-admitted to any district school or program ~~during that school year or the next school year~~ until he/she has **they have** met with the District Student Review Committee and obtained permission.

4. REFUSAL TO OFFER AN EDUCATIONAL PROGRAM (EXPULSION)

- 4.1. When a student sixteen (16) years of age or older fails to apply himself/herself **themselves** to his/her **their** studies or fails to comply with the rules, regulations and/or policies of the school and/or Board the principal or **vice-principal** his/her designate shall suspend the student indefinitely.
- 4.2. **Expulsion may only be applied through a decision of the District Student Review Committee and may not be imposed by a principal or vice-principal.**
- 4.3. **The District Student Review Committee may recommend to the Superintendent or designate that the student's behaviour adversely affects the educational environment to such an extent that their removal is warranted and as such, to no longer offer an educational program to the student in any district school.**
- 4.4. **Such information shall be communicated to the parents/guardians and the student with information about the district's appeal process as described in Policy C-350, Appeals and By-law 1-08 Parent/Student Appeals.**

5. District Student Review Committee

5.1. The District Student Review Committee shall comprise, **but not be limited to:**

- **Associate Superintendent, Inclusive Education and/or Safe Schools.**
- **District Principal or Vice-Principal, Inclusive Education.**
- **Principal or Vice-Principal from another district school from the same level.**
- **The District Safe Schools Coordinator.**
- **District Principal or Vice-Principal of Indigenous Education programs when the student is of Indigenous ancestry.**

5.2. **The Associate Superintendent shall chair the District Student Review Committee.**

5.—

—The District Student Review Committee shall comprise the Superintendent of Schools or his/her **their** designates, the District Principal—Student Support Services or his/her designates, plus two administrative officers and two teachers.

6. District Committee Hearings

- 6.1. The District Student Review Committee hearings shall be held whenever a student is suspended indefinitely from a school.
- 6.2. ~~The school administration~~ **A district representative from the school board office** shall inform the parents/guardians of the time **and date** of such a hearing.
- 6.3. At least one parent or guardian plus the suspended student should attend any hearing, ~~but~~ **however**, a hearing can proceed in their absence provided that they had notice of such a hearing and ~~those~~ **did** not to attend.

7. Recommendations of the District Student Review Committee

7.1. The District Student Review Committee may **recommend to the Associate Superintendent, who may** direct:

- that the student suspension be extended for a specified period of time such that the total suspension not exceed twenty (20) consecutive school days, or
- that the student be placed in another district school or educational program, and/or
- that certain conditions be met for the student to be readmitted to a district school/program (e.g. letter of apology, agreement to counselling, etc.).
- **other actions that will support a positive reintegration of the student into their educational programming.**
- **Section 74(4.1) of the BC School Act allows Board's to offer a student's educational program through online learning only if it complies with section 74(3).**

7.2. Further, the District Student Review Committee may recommend to the Superintendent of Schools, in the case of a student 16 years of age or older, that the Board refuse to offer an educational program to that student.

D. ~~REFUSAL TO OFFER AN EDUCATIONAL PROGRAM~~ **EXCLUSION OF STUDENTS 16 YEARS OF AGE OR OLDER**

1. The *BC School Act* gives the Board the authority to refuse to offer an educational program to a student 16 years of age or older if, in spite of due warning, the student fails to apply himself/herself **themselves** to his/her **their** studies or fails to comply with the **district and school code of conduct and/or other rules and policies referred to in Section 6 of the School Act**. ~~rules, regulations and/or policies of the school and/or Board the Principal or his/her designate shall:~~

- ~~1. Give him/her due warning;~~
- ~~2. Inform the parents of the student by letter of the reasons for the warning; and~~
- ~~3. Where feasible, arrange for an interview with the parents or guardians of the student at the school.~~

~~If, within an appropriate period of time after the warning, the student fails to make a reasonable effort to reform, the Principal shall suspend the student indefinitely with a referral to the District Student Review Committee.~~

2. In such cases, the principal or vice-principal may recommend to the District Student Review Committee that the Board refuse to offer an educational program to the student. The principal/vice-principal do not have the capacity or authority to expel a student without referral to the District Student Review Committee.

- 3. A decision to refuse to offer an educational program to a student may only be undertaken after convening a meeting of the District Student Review Committee where the parent or guardian and the student shall have the opportunity to discuss with the Board the recommendation to refuse to offer an educational program to the student.**
- 4. The Board also has the authority, after consultation with the Superintendent of Schools, to readmit students 16 years of age or older whose attendance has been excluded as described above. The Board may also order that any reference to the exclusion be removed from a student's record.**

Font Colour Legend:

Blue – Education Policy

Green – Resources

Red – Ad Hoc/District Partners

Black – Board of Education

Board of Education 2024-25

90 Day Work Plan Summary

April – June 2025

Action	April 2025	May 2025	June 2025
Approve	<ul style="list-style-type: none"> - 1st reading of Budget Bylaw (if available) - 1st reading of Capital Plan Bylaw (if applicable) 	<ul style="list-style-type: none"> - Final readings of Budget Bylaw - Final readings of Capital Plan Bylaw (if applicable) - Auditor engagement/plan 	Annual Plan Package: <ul style="list-style-type: none"> - FESL targets - Strategic plan targets - Na'tsa'maht Annual Report - Superintendent Growth Report
Review		<ul style="list-style-type: none"> - 3rd Quarter Report Package: <ul style="list-style-type: none"> - Strategic Plan Q3 - Financial forecast Q3 	<ul style="list-style-type: none"> - District Operations Plan for 2024-2025 - Review all Board Motions for the school year
Complete (Scheduled)	<ul style="list-style-type: none"> - BCSTA AGM (Apr. 24-26) - Audit Committee Meeting – (April 16) - Personnel Committee Meeting (April 29) 	<ul style="list-style-type: none"> - Host Retirement/Long Service Event. - Municipal Partner Meetings (Board/ Council) - TBD - Board Annual Self-Assessment 	
Engage	<ul style="list-style-type: none"> - 2025-2029 Strategic Plan Board Public Engagements - ECOW – Budget 2025/26 (April 15) - Municipal Partner Meetings (Board/ Council) – Colwood (TBD in Apr-Jun) - Municipal Partner Meeting (Board/Council) – Langford (TBD in Apr-Jun) 	<ul style="list-style-type: none"> - Host Retirement/Long-Service Event (May 29) - 2025-2029 Strategic Plan Board Public Engagements - Municipal Partner Meetings (Chair/Supe/S-T & CAO/Mayor) - Sooke 	<ul style="list-style-type: none"> - Grad/Year End Ceremonies - Acknowledgement Letters to Partner Groups - National Indigenous Peoples Day (June 21) - Municipal Partner Meetings (Board/Council) – Sooke (TBD)

Board Information Note Public Board Meeting March 11, 2025

Agenda Item 13.1: Superintendent's Update

LEARNING

Fast Forward to Grad

With the completion of the collaborative West Shore Post-Secondary Campus approaching, we are preparing to launch advertising over spring break for the introductory programming that will be offered at the new campus.

One of the key programs is Fast Forward to Grad, a unique, cohort-based program designed for individuals 18+ seeking to obtain their BC Adult Graduation Diploma (BCAGD) in an in-person, collaborative, and supportive learning environment.

This fast-paced program allows students to complete their BCAGD in just five months, following a semester model:

- September to January or February to June
- Classes run Monday to Thursday from 9:00 AM – 2:30 PM and Fridays from 9:00 AM – 12:00 PM

Registration information will be available soon, with updates to our website in the coming days. Stay tuned for more details

Historic Milestones for EMCS AAA Senior Basketball Teams



The EMCS AAA Senior Girls Basketball team has made history as the first AAA girls' team from the school to qualify for the Island Championships. The team battled hard, finishing 7th in the



tournament, gaining valuable experience while proudly representing EMCS. Congratulations to all the players and the dedicated coaching staff for their commitment and success this season!

Meanwhile, in another historic first, the EMCS AAA Senior Boys team competed at the provincial championships. As of this report, the team has recorded one win and two losses, with their final game scheduled for Saturday, March 7. While the provincial finals are out of reach this year, the team has showcased the strength of the program, setting the stage for continued growth and success in the years ahead.

Congratulations to all players, coaches, and supporters on an incredible season—we look forward to seeing what's next!

Elementary Lahal Tournament



Last week, 450 elementary students participated in a district-wide Lahal Tournament at the sports complex at West Shore Parks and Recreation. Our gratitude to all the staff involved in making this possible along with the support of our Elders, West Shore Parks and Recreation, and the City of Colwood with support from Public Safety Canada.

ENGAGEMENT

Ministry of Infrastructure – Welcome to the Sooke School District!

On February 27th, Superintendent, Paul Block, Secretary Treasurer, Brian Jonker and Director of Facilities, Mhairi Bennett hosted staff from the new Ministry of Infrastructure including Deputy Minister, Bobbi Plecas, Assistant Deputy Minister, Amy Miller and Executive Director Damien Crowell. We had a captive audience for 4 hours starting with a context setting presentation followed by schools and site tours using one of our electric school buses. We achieved our goal of ensuring the new Ministry team was well aware of our needs, our willingness to partner and help them meet their mandate commitments and that we are shovel ready.



2025-2026 Budget Development

The budget development process for the upcoming school year is well underway. Under the leadership of our new Secretary-Treasurer, Brian Jonker, this budget will be the first to align with the strategic priorities and goals of our new Strategic Plan.

So far, the process has included consultation with partner groups, leadership budget working group sessions, and the Resources Committee. As we return from spring break, the budget will continue to be finalized, with an opportunity for public engagement at the Education Committee of the Whole Meeting in late April. Meeting details will be announced on our website.

GROWTH

Building and Recruiting Leadership Capacity

Interviews, Interviews, Interviews! The staffing process for the 2025/26 school year is well underway, with a busy schedule of interviews and appointments. We are pleased to welcome Sanjiv Galhon (SD61), along with internal candidates Glenn Gibson, Shannon Miller, and Shawn Taal, to the Elementary Principal's Hiring Pool. Glenn, Shannon, and Shawn are currently Vice Principals within our district, and we look forward to their continued leadership.

Additionally, congratulations to Melissa Horner, current Vice Principal at Belmont Secondary, on her appointment as Principal of École Royal Bay Secondary School, effective August 1, 2025, replacing Mike Huck. We wish her great success in this new role!