

## 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 August 29, 2023, at 7:00 pm.**

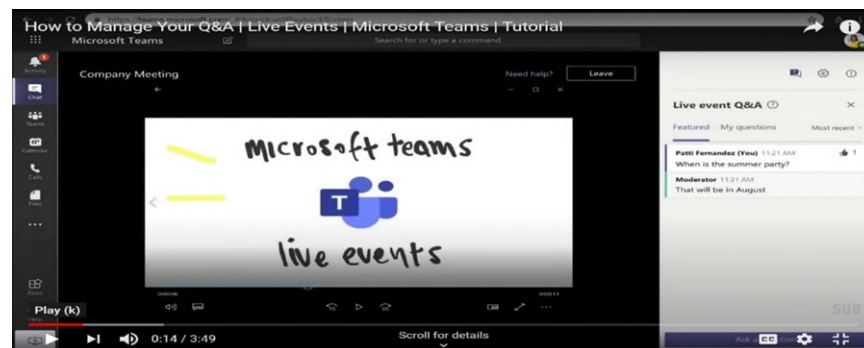
**Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.**

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

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

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

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



If you have questions regarding the meeting and how to access it that aren't answered in the link above please email [info@sd62.bc.ca](mailto: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  
August 29, 2023 – 7:00 p.m.**

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**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)*

**TRUSTEE ELECTIONS**

- 1.1 Chair  
Vice Chair (if necessary)  
BCSTA Representative and Alternate (if necessary)
- 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 August 29, 2023, as presented (or as amended).
- 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 June 27, 2023, and July 25, 2023, as presented (or amended).
- 4. INFORMATION ITEMS AND ANNOUNCEMENTS**
  - 4.1 Board Chair Update – Board Chair
  - 4.2 CUPE 60<sup>th</sup> Birthday – Scott Stinson
- 5. EDUCATIONAL PRESENTATIONS**
- 6. CORRESPONDENCE & DELEGATIONS**



- 6.1 Correspondence (page 16)
  - a. Letter from the staff of Ruth King Elementary School dated June 26, 2023, RE: Changes to School
  - b. Letter from the STA dated June 27, 2023, RE: Revised Policy and Regulations B-330 Learning Assessment
  - c. Letter from the City of Langford dated July 18, 2023, RE: School Liaison Program in Sooke School District No. 62 Schools
  - d. Email request from Michelle Vingo RE: Request for Implementation of Academy Programs at CML, dated July 25, 2023
  - e. Letter from the Minister of Education and Child Care, dated August 1, 2023, RE: Purchase of Portables for Growing Districts
  - f. Letter from the Minister of Education and Child Care, dated August 1, 2023, RE: School Trustee Codes of Conduct Criteria
- 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC) – 5 minutes each
7. **FINANCE, FACILITIES AND SERVICES**
  - 7.1 Feeding Futures Program Capital Funds Request – David Strange (page 43)  
Motion Requested: That the Board of Education of School District 62 (Sooke) endorse the capital submission to the Ministry of Education and Child Care Food Infrastructure (SEP) Capital Fund as presented to the Board of Education on August 29, 2023.
  - 7.2 Transportation Update – Harold Cull (page 44)
  - 7.3 Capital Projects Update – Harold Cull (page 46)
8. **EDUCATION PROGRAM**
9. **STUDENTS**
  - 9.1 2023/24 Enrolment Update – Paul Block (page 47)
10. **FOUNDATIONS AND GOVERNANCE**
  - 10.1 Board Work Plan 90 Day Outlook – Board Chair (page 49)
11. **ADMINISTRATION**
  - 11.1 Superintendent’s Report – Scott Stinson (page 50)
12. **PERSONNEL**
13. **UPCOMING EVENTS**



**14. FUTURE ITEMS**

**15. QUESTION PERIOD**

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

**16. ADJOURNMENT**





3.1 Call for amendments to minutes

115. MOVED Cendra Beaton/Trudy Spiller  
That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of May 23, 2023, as presented.  
CARRIED

4. **INFORMATION ITEMS AND ANNOUCEMENTS**

4.1 Board Chair Update – Amanda Dowhy

The Interim Board Chair noted that SD 62 graduates had received \$145,390 in government bursary and scholarship funds, bringing the total amount from all sources to \$1.5 million. She thanked Joan Axford for her service to the District, on the Audit Committee as her term comes to a close, and welcomed the new committee member George Ambeault. The Board recognized CUPE's 60<sup>th</sup> Anniversary and thanked its members for their service to the District. SD 62 will participate in the Pride 2023 Parade occurring in Victoria on July 9<sup>th</sup>. The District stands with the 2SLGBTQIA+ community and is disheartened to see vandalism directed at this group in the community.

5. **EDUCATIONAL PRESENTATIONS**

5.1 Student Trip to Seattle, Washington – September 2, 2023 – Cam Smith

Staff provided an overview of the trip to the Board of Education.

116. MOVED Ravi Parmar/Trudy Spiller

That the Board of Education of School District 62 (Sooke) approve the Belmont Secondary School trip to Seattle, Washington, September 2, 2023, subject to the oversight and direction of the Superintendent's Office.  
CARRIED

5.2 Student Trip to Santa Barbara, CA – October 20-23, 2023 – Ray Barkwill

5.3 Student Trip to Round Rock, TX – November 10-13, 2023 – Ray Barkwill

5.4 Student Trip to Palm Springs, CA – January 12-15, 2024 – Ray Barkwill

5.5 Student Trip to Irvine, CA – January 26-29, 2024 – Ray Barkwill

5.6 Student Trip to Sisters, OR – May 3-6, 2024 – Ray Barkwill

Staff provided an overview of the women's lacrosse trips to the Board of Education.

117. MOVED Ravi Parmar/Cendra Beaton

That the Board of Education of School District 62 (Sooke) approve all Royal Bay Secondary School lacrosse trips as presented at the at the Public Board



meeting of June 27, 2023, subject to the oversight and direction of the Superintendent's Office.  
CARRIED

5.7 Exchange School Relationship Application – Mike Huck

Staff provided an overview of the exchange to the Board of Education.

118. MOVED Cendra Beaton/Trudy Spiller

That the Board of Education of School District 62 (Sooke) approve the sister School relationship and proposed student exchange from March 2-30, 2024, for Royal Bay Secondary students to travel to Lycée Marie Phila École in Carpentras – Avignon, France as presented at the Public Board Meeting of June 27, 2023, subject to the oversight and direction of the Superintendent's office.

CARRIED

5.8 District Literacy Program – Denise Wehner

Denise Wehner provided an overview of the District K-12 Literacy Program to the Board of Education. She focused the presentation on the core components of reading instruction and looked forward to priorities that the curriculum team will be focussing on in School Year 2023/24.

**6. CORRESPONDENCE & DELEGATIONS**

6.1 Correspondence

No correspondence.

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

STA – Jennifer Anderson

Jennifer Anderson spoke about the need to recognize National Indigenous Month and Pride Month throughout the year, rather than just on the day or month of acknowledgement. This action, in her opinion, would mean more to our students and staff and provide true inclusivity in the District.

The Board of Education will receive a letter from a group of Ruth King Elementary School members outlining their concerns surrounding space at the school.

Jennifer Anderson read a portion of this letter to the Board and asked for more funding to address these shortages.

CUPE 459 – Amber Leonard



Amber Leonard focussed her delegation comments on the Truth and Reconciliation Commission of Canada Calls to Action. Call to Action #6 calls upon the Government of Canada to remove section 43 of the Criminal Code of Canada.

Call to Action #7 calls upon the federal government to develop with Indigenous groups a joint strategy to eliminate education and employment gaps between Indigenous and non-Indigenous Canadians.

Call to Action #8 calls on the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nation children being educated off reserves.

Amber Leonard thanked CUPE 459 members in advance for their work over the summer to prepare our schools for the upcoming school year.

PVP – Karen DeCicco

Karen DeCicco provided a video to the Board of Education, with members of the PVP speaking to their favorite moments of the year in each of their schools. She thanked the Board of Education and the Executive Team for their support, collaboration and spoke about the deep connection to our students and community.

SPEAC

No delegation.

**7. FINANCE, FACILITIES AND SERVICES**

**7.1 Resources Committee – Meeting of June 13, 2023 – Cendra Beaton**

Trustee Beaton provided an overview of the Resources Committee Meeting to the Board of Education.

119. **MOVED Cendra Beaton/Trudy Spiller**

That the Board of Education of School District 62 (Sooke) approve a temporary decrease of the unrestricted operating surplus to an amount of 1% of the operating budget as at June 30, 2023 with any residual surplus to be restricted for space mitigation costs.

**CARRIED**

120. **MOVED Cendra Beaton/Trudy Spiller**





That the Board of Education of School District 62 (Sooke) write a letter to the Minister of Education and Child Care requesting the Ministry to fully fund temporary accommodation such as portables for growing districts in order to preserve operating funding for the educational purposes for which it was intended.

CARRIED

121. MOVED Cendra Beaton/Trudy Spiller

That the Board of Education of School District 62 (Sooke) receive the Feeding Futures report as presented at the June 13, 2023 Resources Committee Meeting.

CARRIED

122. MOVED Cendra Beaton/Trudy Spiller

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of June 13, 2023.

CARRIED

7.2 24/25 Major Capital Plan – Harold Cull

Staff provided an overview of the 24/25 Capital Plan to the Board of Education.

123. MOVED Cendra Beaton/Ravi Parmar

That the Board of Education of School District 62 (Sooke) approve the 24/25 Major Capital Plan submission as presented to the Board of Education on June 27, 2023.

CARRIED

## 8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of June 6, 2023 – Cendra Beaton

Trustee Beaton provided an overview of the Education-Policy Committee Meeting to the Board of Education.

124. MOVED Cendra Beaton/Trudy Spiller

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy B-133 “Online Learning”.

CARRIED

125. MOVED Cendra Beaton/Ravi Parmar



That the Board of Education of School District 62 (Sooke) receive the 2023-24 Operational Plan as presented at the Education-Policy Committee meeting of June 6, 2023.

CARRIED

126. MOVED Cendra Beaton/Ravi Parmar

That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of June 6, 2023.

CARRIED

8.2 Adoption of Policy and Regulations – Scott Stinson

Staff provided an overview of the applicable policies and regulations to the Board of Education.

127. MOVED Trudy Spiller/Cendra Beaton

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt revised Policy and Regulation B-330 “Learning Assessment”.

CARRIED

128. MOVED Ravi Parmar/Cendra Beaton

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt revised Policy and Regulation D-330 “Governance of FOIPPA”.

CARRIED

8.3 Amendment to Policy and Regulation C-329 “Field Trips” – Cendra Beaton

Trustee Beaton spoke with regards to her proposed amendment to Policy and Regulation C-329 “Field Trips”.

129. MOVED Cendra Beaton/Trudy Spiller

That the Board of Education of School District 62 (Sooke) direct staff to revise the Policy and Regulation C-329, Field Trips to ensure that students of all gender identities have equitable opportunities for inclusion and participation with accommodation that prioritize their emotional and physical safety.

CARRIED

8.4 Framework for Enhancing Student Learning (FSEL) Targets – Paul Block



SD 62 has completed the second year of data collection and input required by the Ministry of Education and Child Care. The Executive continues to build coherence and alignment between the Strategic Plan and the data generated for the FESL Report.

**9. STUDENTS**

**10. FOUNDATIONS AND GOVERNANCE**

10.1 Board Work Plan 90 Day Outlook – Amanda Dowhy

The Interim Board Chair provided the Board of Education with a review of the next 90-day work plan.

10.2 NA'TSA'MAHT Enhancement Agreement Final Report – Paul Block

Staff provided a summary of the NA'TSA'MAHT Enhancement Agreement Final Report to the Board of Education.

130. MOVED Cendra Beaton/Trudy Spiller

That the Board of Education of School District 62 (Sooke) receive the NA'TSA'MAHT Enhancement Agreement Final Report (NEAR) as presented.

CARRIED

**11. ADMINISTRATION**

11.1 Superintendent's Report – Scott Stinson

The Superintendent provided an update on Learning, Engagement and Growth to the Board of Education. He indicated that he had been meeting with the Leadership Team to assess their goals and reflections of the past year, that School Plan Reviews were ongoing, and that several events had occurred: the land blessing at the Hulitan Child Care site, SPEAC Volunteer Recognition, and the District Retirement and Long Service Recognition. The Superintendent acknowledged the Board for its first end-of-school year and Trustee Parmar for his recent election as MLA for Langford/Juan de Fuca and thanked him for his service to the District.

**12. PERSONNEL**

**13. UPCOMING EVENTS**

June 27 – Multicultural Day

June 29– Joint Meeting with the District of Sooke

June 29 – Last Day of School

June 30 – Non-Instructional Day

July 4 – Meeting with Staff and Mayor of Colwood



July 9 – Victoria Pride Parade

**14. FUTURE ITEMS**

**15. QUESTION PERIOD**

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**16. ADJOURNMENT**

The meeting was adjourned at 9:24 p.m.

Certified Correct:

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Chairperson of the Board

\_\_\_\_\_

Secretary-Treasurer





**5. EDUCATIONAL PRESENTATIONS**

**6. CORRESPONDENCE & DELEGATIONS**

**7. FINANCE, FACILITIES AND SERVICES**

**8. EDUCATION PROGRAM**

**9. STUDENTS**

**10. FOUNDATIONS AND GOVERNANCE**

10.1 School Trustee Elections and By-Elections By-Law – Harold Cull

132. MOVED Cendra Beaton/Russ Chipps  
That the Board of Education of School District 62 (Sooke) allow all three readings of the School Trustee Elections and By-Elections Bylaw No. 1-23 at its meeting of July 25, 2023.  
CARRIED

133. MOVED Cendra Beaton/Russ Chipps  
That the Board of Education of School District 62 give first, second and third readings of the School Trustee Elections and By-Elections Bylaw No. 1-23.  
CARRIED

134. MOVED Cendra Beaton/Trudy Spiller  
That the Board of Education of School District 62 (Sooke) appoint Joan Axford as Chief Election Officer and Kristina Ross as Deputy Election Officer for the Trustee Electoral Area No. 1 (Belmont Zone) By-Election effective July 28, 2023.  
CARRIED

**11. ADMINISTRATION**

**12. PERSONNEL**

**13. UPCOMING EVENTS**

**14. FUTURE ITEMS**



**15. QUESTION PERIOD**

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

**16. ADJOURNMENT**

The meeting was adjourned at 6:33 p.m.

Certified Correct:

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Chairperson of the Board

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Secretary-Treasurer



Dear Valued School Board Trustees:

We are writing to you because we are heartbroken over the impending changes to our school, Ruth King Elementary. These changes will have a tremendous negative impact on our already vulnerable school population. These changes come after multiple years of determined flexibility to accommodate district growth. At Ruth King there is a stable and extremely dedicated group of staff who have chosen to spend their careers supporting some of the most mentally, academically and emotionally vulnerable students in the district despite the on-going impact to their own well-being.

For many of our students, Ruth King Elementary is their safe haven; a place where they know they will come to be unconditionally loved, supported and cared for. Due to socioeconomic vulnerability, many students do not have access to literature and/or academic support at home. In other words, they are already beginning school at a disadvantage compared to many of their peers at other schools. If we are able to be proactive and catch them at the beginning to provide them with the support they need and deserve, we can impact their life trajectory in positive manner. With the impending changes to our school structure, the support they receive, which we already consider inadequate due to lack of space, will suffer greatly. In fact, it is in complete disregard with the vision statement proudly displayed on the SD62 website and the walls of the board office stating “we honour student voice and choice through engaging, purposeful, experiential learning in a safe and respectful community.” Furthermore, the lack of space is appallingly inequitable within our district. It is embarrassing that the students at Ruth King do not have equal access to meet their needs the way students do at most of the other schools in the district, particularly when our students are among the most vulnerable.

As you know, our district has a responsibility to provide support and services for students with special needs. Our students deserve treated in an equitable manner with respect, dignity and safety through relationship driven services. **The following are our collective requests going forward in order to provide the most equitable and supportive environment possible for all students, but especially those with extraordinary needs:**



We have 46 and counting designated students for the 2023-24 school year. We do not have the space or the facilities to support them in an inclusive manner. For example, we have a closet-sized sensory room that can only accommodate one child at a time due to its small size. Clearly, this does not pass as a viable option to meet the needs of our school. We are unable to provide many students the dignity of a quiet space to calm their bodies and refocus their emotions.

Speaking of vulnerable students, we have eleven staff members who work with students, who are predominately full-time, designated to work with this population in only five available offices. Four out of five of those offices only accommodate one student at a time. This leaves six staff members working in hallways and stairwells trying to teach and support these students who arguably need a quiet, distraction-free work-space the most. Instead, they are faced with no privacy and the highest level of distraction. Imagine trying to learn how to read with classes walking by on a constant basis. In addition to dedicated office space for all itinerant staff we are requesting a designated learning support room to support our vulnerable students in their literacy and numeracy journey. Imagine how appalled parents and community members would be to hear of the dismal working conditions of hallways and closets which are meant to support vulnerable and marginalized students. This also inhibits the carry out of IEP goals and expectations for many students.

Our music program is facilitated by a highly-trained, experienced and talented teacher-musician. Not only does he not have a classroom to teach out of, but he is housed in a supply closet, previously used for storage. Our musical instruments are currently unable to be used as there is no place for them to be consistently accessible. As you know, a quality music program supports learning for all but is particularly empowering and impactful for vulnerable students. It would be our hope that such a respected and important program would be supported with a classroom space of its own.

A large population uses a small number of washrooms at the same time. Three divisions are being added without additional washrooms being provided. It is important to note that two of these divisions are being housed in portables with no plumbing. The expectation is that 50 plus students will be accessing washrooms in the two existing portables during class time. This is highly

disruptive and inequitable. It is important to note that Wishart Elementary was faced with the same predicament and washroom facilities were provided. We expect the same provision.

We are disheartened to hear that we are being displaced from our current staff room (that is already too small to house our growing staff) to a small office space that was previously deemed inadequate to accommodate a much smaller staff. Not only does this feel that we are not valued as a staff but we are also losing critical office space. The loss of our gathering space will also prohibit the connection that is imperative to a healthy school community. This is a space that provides time to meet, collaborate, counsel and create. Our hope is to remain in our current staff room with the anticipation that further expansion of our school would also mean a larger staff room.

There are numerous concerns that lie outside the building of the school. As addressed in a previous letter, we are facing a serious parking shortage, as well as no safe and designated space for students to be picked up and dropped off. As an overflow school, many students arrive by vehicle. The addition of three divisions escalates the already critical parking shortage that staff faces. Clearly, this amount of congestion creates an unsafe environment for our young student pedestrians, bikers and scooter riders. With an increase of population in downtown Langford, comes an increase of community misuse of the school grounds. We would like to ensure that the entirety of the school grounds is well-lit and under complete video surveillance.

In summary, we are requesting three additional portables to house classroom space, learning space and music space. Ruth King is an ever-expanding school and we hope that you will understand the desperate need we have to grow our physical space as well. We have been as flexible as we possibly can and now we are at a critical breaking point. Any internal accommodations that are currently being proposed are simply inadequate to meet the dire needs of a growing, vulnerable student population. We implore you to reallocate and invest in the students and staff at Ruth King because every child matters.

Sincerely,

The Ruth King Staff



Sooke  
Teachers'  
Association

**President:** Jennifer Anderson ~ [lp62@bctf.ca](mailto:lp62@bctf.ca)  
**1<sup>st</sup> Vice-President:** Rita Zeni ~ [lx62vp@bctf.ca](mailto:lx62vp@bctf.ca)  
**2<sup>nd</sup> Vice-President:** Christina Kempenaar ~ [lx62vp2@bctf.ca](mailto:lx62vp2@bctf.ca)  
**Office Manager:** Taryn Treloar ~ [sooketeachers@shaw.ca](mailto:sooketeachers@shaw.ca)  
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**Phone:** (250) 474-5555 ~ **Website:** [www.Sooketeachers.org](http://www.Sooketeachers.org)

June 27, 2023

Dear Trustees:

**Re: Revised Policy and Regulations B.330: Learning Assessment**

The STA is writing to outline our concerns with the Draft Revised Policy and Regulations B-330 “Learning Assessment,” which was presented to the Education Policy committee on 2 May 2023 and is being brought to the Board for a motion for adoption at the 27 June 2023 Board Meeting.

First, this policy did not come through the Communicating Student Learning A.5 Committee that has been struck and was working on the reporting for the last few years. While we understand that assessment and reporting are different, they are so intrinsically connected that one cannot happen without the other, which is evidenced by the K-12 Reporting Order, which includes suggestions for the assessment practices alongside guidelines for reporting and are not separate documents. Further, Section A of this Draft Revised Policy B-330, Student assessment and Evaluation in Sooke School District, outlines what is otherwise considered as reporting. For example, student assessment and evaluation:

- is communicated clearly and in caregiver and student-friendly language to students and caregivers;
- provides ongoing strength-based descriptive feedback that is clear, meaningful, and timely;
- uses clearly identified curriculum outcomes and criteria

If assessment and evaluation is communicated (...) to caregivers, is this not reporting? If we are providing strength-based descriptive feedback, is this not reporting? The STA believes that this Draft Revised Policy B-330 contains aspects of Communicating Student Learning and should have come through the A.5 committee. Many of the concerns brought forward to the Education Policy meeting in May and through this letter could have been addressed by bringing this draft revised policy through the established A.5 CSL committee, who are currently looking at the updated K-12 Reporting Order. As such, we recommend referring this policy to the A.5 CSL committee before the Board passes its motion to adopt the revised policy.

Failing the Board choosing to change its direction and bring the policy to the CSL A.5 committee, we recommend some changes to the policy and administrative regulations. For example, we recommend that the word educator be defined in the policy. While some might understand this term to apply to teachers and administrators for the purposes of this policy, recently the term has been expanded to include EAs, trustees, parents, and older students, etc. As a result, the intention of the policy is unclear: is it intended that the older students “formatively assess”? The Student Learning Assessment Order, regarding administration and completion of assessments, outlines “a teacher, principal, vice-principal or director of instruction or other person designated by the minister or board or francophone education authority” as those responsible for the outlined assessment duties.

Section A.2 describes student assessment and evaluation as “ongoing, research-based, varied in nature, inclusive and culturally responsive and administered over a period of time to enable students to demonstrate their full range of learning” and A.4 necessitates “a wide range of current methods that assess what students know, do and understand.” We are concerned about who is deciding what constitutes “research-based,” “culturally responsive,” and “current.” Is the employer setting these standards and, if so, providing in-service so that all those responsible for assessing are aware of what does and does not constitute these practices? Are cis-hetero white men deciding what counts as “culturally responsive”? Are you going to be providing in-service and training to learn how to assess Indigenous students in a way that is culturally meaningful to them? Will we receive appropriate training when working with students that are impacted by trauma? Research evolves and changes over time – will teachers be provided ongoing in-service to stay “current”? Will teachers be provided in-service to determine how assessment is culturally responsive?

Regarding classroom assessments, the teacher, according to B.1, “shall administer multi-modal formative assessments which consider both group and individual student needs and preferences, and shall make decisions about both the form and structure of instruction on the basis of these formative assessments.” Multi-modal means having or involving multiple modes, such as text, images, and sound (Cazden et al., 1996; Jewitt, 2009). Graphic novels, for instance, are multi-modal as text and images are used simultaneously to convey meaning. Is the expectation that each individual assessment be multi-modal or that the total body of assessments be multimodal? At the Education Policy meeting, Denise Wehner suggested that it would be the total body of assessments and that we would move away from pencil-based assessments, but this remained unclear. Does using five pencil-based assessments and one oral presentation meet the expectation of “multi-modal”?

Especially concerning is B.3, which requires significant explanation: The teacher “shall administer school-based, district-wide and provincial assessments, consisting of building background knowledge, setting the stage, and responsive and respectful administration, using provided instruments as necessary.” This is in direct conflict with B.1, where teachers are expected to administer assessments that consider group and individual student needs, and in conflict with A.2, which requires assessment to be research-based, varied in nature, inclusive and culturally responsive. Provincial assessments, such as the FSAs, do not count towards students’ marks and do not inform classroom instruction. Will building background knowledge require us to cover content beyond what is offered in the provincially mandated curriculum? What does “setting the stage” mean? What does “responsive and respectful administration” look like? Additionally, we are curious about what instruments will be provided. Does this mean that classrooms will be outfitted with the materials required to assess on an ongoing basis, such as math manipulatives, Chromebooks, culturally responsive decodable texts, or pencils? Or are teachers and students still required to provide such materials? Which materials will be provided?

Regarding Section C: School-based Assessments, how will “students have agency, and ... have opportunity to provide input and feedback” to school-based assessments? The further removed from the classroom teacher’s decision, the less opportunity there is for students to express their satisfaction with assessment in order to make meaningful change.

By this policy, school principals are required to develop a school policy and program of assessment to inform school-level decisions. School-based staff changes on a yearly basis. What practices will be in place to ensure equity across the district? Who will be ensuring that these school-level policies and programs of assessment meet the criteria outlined in section A, namely research-based, culturally responsive, and current? When will principals consult with teachers to review the results of classroom assessments? If assessment is ongoing, how frequently can we expect these consultations to happen? Will these happen equitably within each school and across the district? In C.4, principals “shall support instructional pedagogical approaches based on the assessment data and review these as needed for efficacy.” Does this mean that principals will review teaching practices outside the scope of teacher evaluations as outlined within the Collective Agreement?

The STA has many questions about this draft revised policy that we hope will be answered before the policy is revised and adopted. The large, overarching question that remains is if we, as teachers, are losing our autonomy to assess. We strongly urge you to vote against this motion and refer this policy to the A.5 committee or to amend your agenda so that the motion is deleted so that the employer has time to bring this policy to the CSL committee where there are representatives from both employee groups whose jobs would be affected by these revisions.

Yours truly,

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

Jennifer Anderson

**President**



2023/07/18

West Shore RCMP  
C/O Superintendent Todd Preston  
698 Atkins Avenue  
Langford, BC V9B 3A4

Sooke School District No. 62  
C/O Superintendent Scott Stinson  
3143 Jacklin Road  
Langford, BC V9B 5R1

Dear Superintendent Preston & Superintendent Stinson:

**RE: School Liaison Programs in Sooke School District No. 62 Schools**

At its meeting held Monday, July 17, 2023, City of Langford Council was in receipt of a letter from the Town of View Royal expressing their support for the continuation of School Liaison Programs in School District No. 61. In considering this letter, the City of Langford Council directed staff to write a letter of support for the continuation of the School Liaison Program in Sooke School District No. 62 with a copy sent to neighbouring First Nations, municipalities, and the Sooke School District No. 62.

The City of Langford fully understands that the School Liaison Program lies solely within the purview of Sooke School District No. 62. The City of Langford Council only wishes to express support for the West Shore RCMP, and the School Liaison Program's continuation.

Sincerely,

Marie Watmough  
Corporate Officer

Cc: Chair, Sooke School District No. 62  
Sci'anev First Nation  
Songhees First Nation  
Esquimalt First Nation  
City of Colwood and Victoria  
District of Highlands, Metchosin, and Oak Bay  
Township of Esquimalt  
Inspector Rose, West Shore RCMP

**Kristina Ross**

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**From:** Scott Stinson <sstinson@sd62.bc.ca>  
**Sent:** Tuesday, July 25, 2023 8:17 PM  
**To:** Kristina Ross  
**Subject:** Fwd: Request for Implementation of Academy Programs at Centre Mountain Lellum Middle School

For August Board correspondence.  
S

Scott Stinson / Superintendent and CEO / School District 62 (Sooke)

Begin forwarded message:

**From:** Michelle Vingo <michellevingo@gmail.com>  
**Date:** July 24, 2023 at 10:36:49 PM PDT  
**To:** "Amanda Dowhy (Trustee)" <adowhy@sd62.bc.ca>, "Allison Watson (Trustee)" <awatson@sd62.bc.ca>, "Cendra Beaton (Trustee)" <cbeaton@sd62.bc.ca>, "Ebony Logins (Trustee)" <elogins@sd62.bc.ca>, "Ravi Parmar (Trustee)" <rparmar@sd62.bc.ca>, "Russell Chipps (Custodian)" <rchipps@sd62.bc.ca>, "Trudy Spiller (Trustee)" <tspiller@sd62.bc.ca>, Scott Stinson <sstinson@sd62.bc.ca>, Wayne Kelly <wkelly@sd62.bc.ca>, Darren Russell <drussell@sd62.bc.ca>  
**Subject:** Request for Implementation of Academy Programs at Centre Mountain Lellum Middle School

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.

Michelle Vingo  
[Redacted]  
[Redacted]  
[Redacted]  
July 24, 2023

Sooke School District Board of Trustees  
Sooke School District Superintendent  
Centre Mountain Lellum Middle School Principal  
Principal of Academies  
3143 Jacklin Rd, Victoria, BC V9B 5R1

Dear Trustees, Superintendent, Principals, and Other Concerned Parties,

I trust this letter finds you well. My purpose in writing to you today is to advocate for a significant change I believe could greatly enhance the educational and personal experience for students attending Centre Mountain Lellum Middle School, including my daughter who is set to attend in September of 2024.

As a parent of a child who will transition from a smaller elementary school setting to the larger and potentially daunting environment of a

middle school, I have concerns about my daughter's upcoming academic journey. My daughter is a dedicated and passionate learner, but struggles with a reading disability and ADHD. She is intelligent, determined, and actively participates in numerous extracurricular activities. However, like many students with similar profiles, she sometimes struggles with self-confidence, anxiety, and forming robust peer connections.

From my research, it's come to my attention that several other middle schools within the Sooke School District offer various Academy programs. For instance, Spencer Middle School provides a Hockey Academy, Dunsmuir a Dance and Soccer Academy, and Journey a Hockey Academy. While district-wide Academy programs like the Golf, PACE, and Equestrian academies are commendable, they operate outside the standard timetable and do not provide the same integrated, school-specific benefits.

Regrettably, it seems Centre Mountain Lellum Middle School does not offer any academies. Such programs, I firmly believe, could provide students with a supportive, smaller community within the larger school environment. By fostering shared interests and collaboration, academies can help students build confidence, cultivate friendships, and develop new skills.

The absence of an Academy at Centre Mountain Lellum appears to create a situation of inequality within the district. Students who could greatly benefit from the supportive structure of an Academy program are being deprived of this opportunity based solely on their geographic catchment area.

Therefore, I kindly urge you to consider the implementation of a dedicated Academy at Centre Mountain Lellum Middle School. Such a step would not only provide students with an enhanced educational experience, but it could also help in reducing the stress and anxiety that can come with transitioning to a larger middle school setting. More than that, it sends a clear message to all students and parents in the district that the board is committed to equity in educational opportunities.

Thank you very much for your time and attention to this matter. I understand the complexities involved in the decision-making process for school programs, but I believe that introducing an Academy at Centre Mountain Lellum Middle School would be a significant step in the right direction, promoting equal opportunities, inclusivity, and student well-being.

Thank you in advance for your attention on this matter.  
Best regards,

Michelle Vingo  
(Parent of a future Centre Mountain Lellum student)





August 1, 2023

Ref: 291525

Amanda Dohwy, Interim Chair  
Board of Education  
School District No. 62 (Sooke)  
**Email: [adohwy@sd62.bc.ca](mailto:adohwy@sd62.bc.ca)**

Dear Amanda Dohwy:

Thank you for your letter of July 13, 2023, regarding your request for the Ministry of Education and Child Care to fully fund the purchase of portables for growing districts, such as the Sooke School District.

I understand that demographic growth and rapid housing development are resulting in increasing enrolment within the Sooke School District, which continues to put pressure on school facilities to accommodate the influx of students.

The Ministry is seeing high rates of growth in other parts of the province as well, and is working hard to keep up with this unprecedented need for more student spaces. The Ministry remains committed to continue investing in capital projects to address growth in the Sooke School District. In the last five years, the Ministry has approved almost \$200 million for new schools, additions, and land purchases for future schools in the Sooke School District. These investments are adding nearly 2,280 seats and eliminating the need for over 90 portables. There are also additional projects supported for business case development which, when approved, will result in additional safe seats across regions of the District.

As you may be aware, the Ministry is in the process of engaging with high growth districts, including Sooke, to identify strategies to expedite the delivery of new student seats. The Ministry has already delivered improvements to introduce efficiencies and flexibility in the process, and looks forward to identifying additional improvements to reduce the reliance on temporary portables to accommodate urgent enrolment pressures. This includes looking to school districts for simple, repeatable school designs that result in cost and time savings. We are confident that working together we will identify efficiencies that will produce results for families and students across Sooke and beyond.

If you have any questions or require further information regarding the allocation of capital funding, please contact Chris Brown, Assistant Deputy Minister, Capital Management Branch by phone at (778) 698-7584 or by email at [Chris.Brown@gov.bc.ca](mailto:Chris.Brown@gov.bc.ca).

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Again, thank you for writing.

Sincerely,

A handwritten signature in black ink, appearing to read "R Singh". The signature is written in a cursive style with a horizontal line underneath the name.

Rachna Singh  
Minister



August 1, 2023

Ref: 291272

Amanda Dowhy, Board Chair  
 School District No. 62 (Sooke)  
**Email: adowhy@sd62.bc.ca**

**RE: School Trustee Codes of Conduct Criteria**

Dear Amanda Dowhy:

The Ministry of Education and Child Care and the BC School Trustees Association (BCSTA), in partnership with a sector advisory committee,<sup>8</sup> has co-developed voluntary provincial criteria for school trustee codes of conduct. The intent of this project is to provide trustees with clarity on their roles and responsibilities respecting conduct. Codes of conduct can assist boards to focus on their core responsibilities to deliver educational programs and to support safe and inclusive schools and workplaces.

On June 2, 2023, the Ministry and the BCSTA released the following [criteria](#) for school trustees codes of conduct:

- o Emphasis on student achievement, equity, and well-being;
- o Alignment with BCSTA's six principles/standards (integrity, respect, confidentiality, responsibility, conflict of interest and relationships);
- o Alignment with existing provincial and federal legislation (i.e., *Criminal Code*, *BC Human Rights Code*, *Freedom of Information and Protection of Privacy Act*, *School Act*, *Workers' Compensation Act*);
- o Provisions on:
  - Respectful workplaces & relationships with others;
  - Anti-racism, reconciliation & relations with local First Nations;
  - Acceptable use of social media;
- o Policies and procedures for breaches and sanctions with public accountability;
- o Mechanisms to regularly review and affirm the code;
- o Board training, including with trustee onboarding; and
- o Plain language.

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<sup>8</sup> The Committee includes representatives from the Ministry, BCSTA, the BC Association of School Business Officials (BCASBO), the BC Public School Employers' Association (BCPSEA), the BC School Superintendents Association (BCSSA), and the First Nations Education Steering Committee (FNESC).

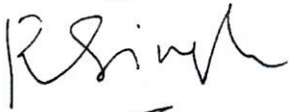
To support boards and senior district staff in revising their codes over the 2023/24 school year, a guidelines document and training supports are available [here](#).

Furthermore, a scan of all BC boards' codes of conduct has been completed to better understand and support individual boards in revising their codes of conduct. Based on the scan, the School District No. 62 (Sooke) Board has been identified as meeting the current BCSTA standards but requiring amendments to meet the new provincial criteria. I recommend working with your board to review and update the code with the new provincial criteria. If the board would like to collaborate on or receive support updating the code of conduct, or if you have any questions or updates on the criteria, please contact Ministry of Education and Child Care by email at [EDUC.Governance.Legislation@gov.bc.ca](mailto:EDUC.Governance.Legislation@gov.bc.ca).

The Ministry and the BCSTA are requesting that boards submit their revised codes to [EDUC.Governance.Legislation@gov.bc.ca](mailto:EDUC.Governance.Legislation@gov.bc.ca) by April 30, 2024.

We look forward to working in partnership with the School District No. 62 (Sooke) to continue to support student achievement, equity, and well-being.

Sincerely,



Rachna Singh  
Minister

Attachments: School Trustees Codes of Conduct: Provincial Criteria Guidelines

pc: Christina Zacharuk, Deputy Minister  
Cloe Nicholls, Assistant Deputy Minister  
Suzanne Hoffman, CEO, BC School Trustees Association  
Carolyn Broady, President, BC School Trustees Association  
Scott Stinson, Superintendent, School District No. 62 (Sooke)



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## SCHOOL TRUSTEES CODES OF CONDUCT: PROVINCIAL CRITERIA GUIDELINES

### CONTEXT

#### PURPOSE

The purpose of this document is to set out best practices and provide guidelines for the voluntary development or refinement of a board of education's ('board') school trustee ('trustee') code of conduct.

This document is meant to be a resource to assist boards in the review of their trustee code of conduct and related policies and processes. The criteria outlined below will help set a common approach and ensure boards can focus on their core responsibilities to deliver an educational program and to support safe and inclusive schools and workplaces.

This document was developed in collaboration between the Ministry of Education and Child Care and the BC School Trustees Association. Its content is based on extensive research including a literature review, a cross-jurisdictional scan, interviews with experts, and learnings from other sectors. This document is not intended as legal advice and should not be relied upon for that purpose. Boards are responsible for developing codes of conduct in their respective districts. Boards are encouraged to seek independent legal advice and/or support from other sources, should circumstances warrant.

What is a code of conduct? Codes, or Standards of Conduct:

- Ensure values that guide ethical behaviour and norms for trustee relationships;
- Promote awareness regarding trustee roles and responsibilities; and
- Encourage respect for divergent views so that boards can focus on student achievement, equity and well-being.

### CRITERIA OVERVIEW

The Ministry of Education and Child Care ('the Ministry' or 'ECC'), together with the BC School Trustees Association ('BCSTA') and education partners and rightsholders, have developed the following criteria for codes of conduct for school trustees. The code of conduct criteria is meant to support boards by providing trustees with a clear understanding of roles and expectations on conduct, as well as approaches to investigate breaches of conduct, determine consequences, and restore relationships. It will help ensure boards have the necessary tools and resources to focus decisions on the best interest of students.



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It is highly recommended that boards work together with district senior staff to review their codes of conduct to ensure there is:

- ✓ Emphasis on student achievement, equity and well-being;
- ✓ Alignment with BCSTA's principles/standards for codes of conduct:
  - Confidentiality, [addressing] conflicts of interest, integrity, relationships, respect, and responsibility;
- ✓ Alignment with existing provincial and federal legislation;
- ✓ Provisions on:
  - Respectful workplaces & relationships with others;
  - Anti-racism, reconciliation & relations with local First Nations;
  - Acceptable use of social media;
- ✓ Policies and procedures for breaches and sanctions with public accountability;
- ✓ Mechanisms to regularly review and affirm the code;
- ✓ Board training, including with trustee onboarding; and
- ✓ The incorporation of plain language.

## CRITERIA GUIDELINES

Together with education partners and rightsholders,<sup>1</sup> the Ministry and the BCSTA have applied research, legal findings, and expert insights to develop the following criteria for province-wide standards for codes of conduct. It is strongly recommended that boards work collaboratively to discuss and develop and/or refine their codes of conduct. The discussions arising from the review process at the board and district senior staff level will be as important as the updates that the board will make to its code of conduct.

The BCSTA and ECC extend appreciation to the boards identified in the following section for allowing excerpts of their policies and guidelines to be used throughout this document.

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### EMPHASIS ON STUDENT ACHIEVEMENT, EQUITY AND WELL-BEING

Under the *School Act*, a board of education is responsible, collectively, for the improvement of student achievement in their district. For example, boards may wish to include statements such as:

*"Trustees make decisions in terms of the educational welfare of children/students and strive for public schools that will meet the needs of all students."*

*-- SD 73, Kamloops-Thompson*

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<sup>1</sup> The Ministry and BCSTA worked with an advisory committee (including the First Nations Education Steering Committee (FNESC), BC Public School Employers' Association (BCPSEA), BC School Superintendents Association (BCSSA), and BC Association of School Business Officials (BCASBO).



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## ALIGNMENT WITH BCSTA'S CORE VALUES

The BCSTA and best practices from other jurisdictions and organizations recommend that codes of conduct reflect the principles/standards of confidentiality, [addressing] conflict of interest, integrity, relationships, respect and responsibilities. These standards or principles are interrelated. Boards may integrate these throughout codes and/or combine them with other relevant criteria and provisions.

### CONFIDENTIALITY

This commonly covers issues around trustees maintaining confidentiality, including of information discussed in closed sessions. Boards may wish to include provisions such as:

*"Trustees shall preserve the confidentiality of information discussed at closed school board or committee meetings and shall not release privileged information in any format to the public until the Board has done so in an official capacity."*

*-- SD 44, North Vancouver*

### CONFLICTS OF INTEREST

The *School Act* requires trustees to voluntarily and immediately declare any pecuniary conflict of interest (direct, indirect or deemed) in matters before the board or a committee of the board. Boards may wish to reference these requirements in their codes of conduct with relevant provisions, such as:

*"As a trustee, I will not use my role as Trustee for my own personal advantage or for the advantage of my friends, supporters, or business. If I become aware that I am in a position that creates a conflict of interest (direct, indirect; statutory or common law), I will declare the nature and extent of the conflict at a meeting of the Board of Education and abstain from deliberating or voting on the issue giving rise to the conflict."*

*-- SD 6 Rocky Mountain*

### INTEGRITY

Integrity includes reference to other criteria such as being student-centered and referencing applicable legislation. Integrity may also include:

- Trustees making all decisions based on available facts and their independent judgment and refusing to surrender that judgment to individuals or special interest groups; and
- Trustees acting with the highest standards of professional integrity and in a manner that inspires public confidence in the board.

Boards may wish to directly reference integrity in their codes of conduct provisions:

*"Board members will do everything possible to maintain the integrity, confidence, and dignity of the office of School Trustee."*

*-- SD 35, Langley*



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## RELATIONSHIPS

Relationships include those with other trustees, with district staff, and with all members of an educational community. This includes working respectfully with others, recognizing the importance of good relationships to boards' core responsibilities to deliver educational programs and support safe and inclusive schools and workplaces. Boards may wish to include reference to the principle of relationships:

*"Trustees shall work with fellow board members in a spirit of harmony and cooperation and be respectful of differences of opinion. Trustees shall refrain from making discrediting comments about others, engaging in unwarranted criticism, or taking private action that could compromise the integrity or authority of the Board."*

-- SD 44, North Vancouver

## RESPECT

Respect includes reference to criteria on provisions for respectful workplaces and relationships with others, and anti-racism, reconciliation, and relations with local First Nations. This also includes respecting differing views and being prepared for board meetings and committee work. Boards may wish to emphasize respect in their codes of conduct:

*"Trustees shall represent the Board in all Board-related matters with proper decorum and respect for others."*

-- SD 63, Saanich

## RESPONSIBILITY

In addition to the other responsibilities referenced in the provincial criteria, responsibility also includes upholding board decisions and ensuring effective stewardship of board resources in the best interests of students. Boards may wish to directly include provisions on responsibility such as:

*"I will recognize that, although I am elected from a particular area of the District, my responsibility is to ensure that decisions are made in the best interests of the District as a whole."*

-- SD 6, Rocky Mountain





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## ALIGNMENT WITH EXISTING PROVINCIAL AND FEDERAL LEGISLATION

Boards and trustees have legal responsibilities as set out in the *School Act* and under common law. Additionally, boards and trustees are subject to, and must comply with, all applicable provincial and federal laws. This includes the *Criminal Code*, *Freedom of Information and Protection of Privacy Act*, *Human Rights Code*, *Workers' Compensation Act*, and other applicable legislation. Boards may wish to include relevant provisions such as:

*"Trustees shall abide by the policies of the Board, all applicable legislation and regulations, in particular the School Act and the Oath of Office."*

-- SD 63, Saanich

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## PROVISIONS ON:

### RESPECTFUL WORKPLACES & RELATIONSHIPS WITH OTHERS

In addition to the guidance on the principles of respect and relationships, this provision relates to compliance with the Human Rights Code and the *Workers' Compensation Act*. As the employer, boards must work with staff, students, and communities abiding by applicable legislation, and supporting safe, inclusive workplaces and communities. Boards may wish to include provisions such as:

*"This commitment includes... appropriate decorum in individual and group behaviour and fair and respectful treatment of students, parents, staff, members of the community and other Board members."*

-- SD 35, Langley

### ANTI-RACISM, RECONCILIATION & RELATIONS WITH LOCAL FIRST NATIONS

Boards have an important role in addressing systemic racism and promoting an active culture of anti-racism in schools. To uphold the Human Rights Code and support safe, inclusive educational communities, boards may wish to integrate the principles from the *Declaration on the Rights of Indigenous Peoples Act* and the Ministry's K-12 [Anti-Racism Action Plan](#) into their codes through provisions such as:

*"Trustees will recognize their duty to represent and advocate for the best interests of learners in the community, including Indigenous communities and First Nations on whose traditional territories our schools operate."*

-- SD 37, Delta

### ACCEPTABLE USE OF SOCIAL MEDIA

Boards may wish to directly include provisions on acceptable use of social media (including confidentiality, respect, conflict of interest) or reference their communications policy in their code of conduct. Provisions could include:



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*“The Board of Education remains committed to responsible digital citizenship and to minimizing the risks associated with the use of electronic communications systems and access to social media.”*

-- SD 6, Rocky Mountain

## **POLICIES AND PROCEDURES FOR BREACHES AND SANCTIONS, PUBLIC ACCOUNTABILITY**

Misconduct and breaches may affect boards' abilities to deliver on their core responsibilities to offer an educational program and their ability to support safe and inclusive schools and workplaces. It is best to ensure boards take a proactive approach by establishing policies outlining processes to address breaches as well as steps to restore relationships after the occurrence of a breach.

When there are issues with misconduct, it is best to develop solutions to resolve issues early and with measures that are commensurate with the underlying factual context. When appropriate, boards could also take an incremental approach (i.e., having informal complaint processes and mediated conversations before a formal complaint process is triggered). A board may wish to seek legal advice depending on the nature of the complaint.

If proactive measures do not result in changed behaviour, disciplinary measures for breaches may be imposed in a remedial and restorative manner, reflecting the seriousness of the breach. These measures may include the offending trustee:

- Writing a letter of apology;
- Participating in a restorative justice process;
- Participating in specific training, coaching, or counselling as directed by the board;
- Being subject to a motion of censure passed by a majority of the voting trustees at a closed (i.e., in-camera) board meeting; or
- Being removed from one, some, or all board committees or other appointments by a majority of voting trustees at an in-camera board meeting.<sup>2</sup>
  - It is important to note that, except as expressly permitted by the *School Act*, a board's authority does not extend so far as to effectively remove a trustee from their elected office.

The board may, at its discretion and by resolution of the voting trustees, make public the outcome(s) of the official complaint process if the board considers this reasonable and appropriate. However, the board should be careful to avoid disclosing details that identify third parties or disclose confidential information. The board must comply with its obligations to protect the privacy of others under the *School Act* and the *Freedom of Information and Protection of Privacy Act*.

Boards should act in accordance with principles of administrative fairness, which includes avoiding bias (including the perception of bias). The Ombudsperson's Office has developed the [Complaint Handling](#)

<sup>2</sup> The imposition of a disciplinary measure barring a trustee from attending all, or part of, a board meeting shall be deemed to be the authorization for the trustee to be absent from the meeting, and therefore not in violation of the *School Act* regarding absences from meetings.



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[Guide](#) as a resource on the topic of fairness. Furthermore, the [Public Authority Consultation and Training Team](#) in the Ombudsperson's Office is available to provide support to public bodies, including boards of education, to ensure they incorporate and reflect administrative fairness principles. Boards may also contact the BCSTA for resources.

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### MECHANISMS TO REGULARLY REVIEW AND AFFIRM THE CODE

Effective codes are living documents that are strengthened through regular review and affirmation. Boards may wish to include requirements such as:

*"The Board shall review this policy within six months of the Inaugural Board Meeting."*

-- SD 44, North Vancouver

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### BOARD TRAINING, INCLUDING WITH TRUSTEE ONBOARDING

In addition to regular review and affirmation, board training strengthens the effectiveness and usefulness of codes of conduct. Boards may wish to include training provisions in their codes of conduct, such as:

*"Trustees will endeavour to take advantage of educational conferences, workshops, and training sessions made available by local or provincial affiliations. Through participating in professional development opportunities, Trustees can enhance their knowledge of Trustee roles and responsibilities and become acquainted with current educational topics and trends."*

-- SD 44, North Vancouver

The BCSTA provides sessions on governance and codes of conduct, and will also offer requested assistance or advice to boards. Please contact the BCSTA directly for support.

In addition, the Ministry and BCSTA have developed an onboarding approach to support trustees in their role. This training includes sessions on six key areas: Governance, Legislation, Roles and Responsibilities; Relations with First Nations; Working with People; Values-Based, Evidence-Informed Decision Making; Planning for Student Success; and Financial and Resource Management. Boards and trustees can find more information on BCSTA's HUB, in the [Virtual Orientations section](#).

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### PLAIN LANGUAGE

When revising a code of conduct, boards may wish to promote accessibility by presenting information in clear, understandable language. In addition to defining certain terms and refraining from using jargon, some boards have also written their codes with plain language and "I" statements. For example:

*"I will do my best to protect, conserve, and advance public education, giving to the children of this District educational facilities and services that are as complete as it is possible to provide."*

-- SD 6, Rocky Mountain



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To support the principles underpinning codes of conduct and to promote consistency in the application of codes across the province, the Ministry and BCSTA encourage all boards to review their codes of conduct in accordance with these criteria guidelines. Please submit your updated codes to [EDUC.Governance.Legislation@gov.bc.ca](mailto:EDUC.Governance.Legislation@gov.bc.ca) by **April 30, 2024**.

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## APPENDIX A: CODES OF CONDUCT

School District	Code of Conduct <sup>3</sup>	Updated
SD05 Southeast Kootenay	<u>Policy 4 - Trustee Code of Conduct</u>	2021/08
SD06 Rocky Mountain	<u>Policy 1500 - Trustee Role, Responsibility and Code of Ethics</u>	2021/11
SD08 Kootenay Lake	<u>Policy 130: Trustee Code of Professional and Ethical Conduct</u>	2023/01
SD10 Arrow Lakes	<u>Policy 120 – Governance (Section 4.0 Board of Education Code of Conduct)</u>	2017/05
SD19 Revelstoke	<u>Policy 2.2 - Composition, Roles and Conduct</u>	2014/10
SD20 Kootenay-Columbia	<u>Policy 5.12 - Trustee Code of Conduct</u>	2018/01
SD22 Vernon	<u>Policy 130 - Trustee Code of Ethics and Conduct</u>	2022/09
SD23 Central Okanagan	<u>125 - Trustee Code of Ethics</u>	2021/09
SD27 Cariboo-Chilcotin	<u>Policy 130 – Trustee Code of Conduct</u>	2019/11
SD28 Quesnel	<u>Policy 107 - Trustee Code of Ethics</u>	2023/01
SD33 Chilliwack	<u>130 - Trustee Code of Conduct Separate Policy – 131 Trustee Conflict of Interest</u>	2022/03
SD35 Langley	<u>Policy 4 - Trustee Code of Conduct</u>	2020/12
SD34 Abbotsford	<u>Policy 6 – Trustee Code of Ethics</u>	2013/10
SD36 Surrey	<u>Policy 2100 - Trustee Code of Conduct</u>	2018/01
SD37 Delta	<u>Policy 4 - Trustee Code of Conduct</u>	2022/06
SD38 Richmond	<u>Policy 200 – Trustee Role, Responsibilities and Code of Ethics</u>	2008/09
SD39 Vancouver	<u>Policy 4 - Trustee Code of Conduct</u>	2021/12
SD40 New Westminster	<u>Policy 4 - Trustee Code of Conduct</u>	2017/05
SD41 Burnaby	<u>Policy 1.05 Trustee Code of Conduct and Ethics</u>	2021/04
SD42 Maple Ridge-Pitt Meadows	<u>Policy 2919 - Trustees' Code of Conduct</u>	2019/12
SD43 Coquitlam	<u>Policy 4 - Trustee Code of Ethics</u>	2019/02
SD44 North Vancouver	<u>Policy 108 - Trustee Code of Ethics</u>	2018/09
SD45 West Vancouver	<u>Policy 108 – Trustee Code of Ethics</u>	2022/06
SD46 Sunshine Coast	<u>Policy 3 – Role of Trustee</u>	2022/10

<sup>3</sup> Generally captured as policy. As per SD 20, policies are statements of principle whereas bylaws are legally enforceable resolutions of the board.



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School District	Code of Conduct <sup>3</sup>	Updated
SD47 Powell River	<u>Policy 4: Trustee Code of Conduct</u>	2022/05
SD48 Sea to Sky	<u>Policy 204 - Trustee Code of Conduct</u>	2022/03
SD49 Central Coast	<u>Policy 120: Trustee Code of Conduct</u>	2018/04
SD50 Haida Gwaii	<u>Policy 2.0 - Governance</u>	2018/09
SD51 Boundary	<u>Policy 1110 - Trustee Code of Ethics</u>	2018/03
SD52 Prince Rupert	<u>6140 - Role of the Trustee and Trustee Code of Conduct Policy</u>	2020/10
SD53 Okanagan Similkameen	<u>Policy A-4 - Trustee Code of Conduct</u>	2019/10
SD54 Bulkley Valley	<u>Policy 1.180 - Trustee Code of Conduct</u>	2021/04
SD57 Prince George	<u>Policy 4 – Trustee Code of Conduct</u>	2022/06
SD58 Nicola-Similkameen	<u>Policy 205.3 - Trustee Code of Ethics and Conduct</u>	2020/01
SD59 Peace River South	<u>Policy 2150 – Roles and Responsibilities of the Board</u>	2020/01
SD60 Peace River North	<u>Policy 1001 - Roles and Responsibilities of the Board and Trustees</u>	2021/08
SD61 Greater Victoria	<u>Policy 8251 - Trustees' Code of Conduct</u>	2022/05
SD62 Sooke	<u>Policy A-105 – Trustee Code of Conduct</u>	2021/01
SD63 Saanich	<u>Policy 13 – Trustee Code of Conduct</u>	2020/11
SD64 Gulf Islands	<u>Policy 107 - Trustee Code of Conduct</u>	2018/06
SD67 Okanagan Skaha	<u>Policy 4 - Trustee Code of Conduct</u>	2019/11
SD68 Nanaimo-Ladysmith	<u>Policy 2.3 - Code of Conduct</u>	2012/12
SD69 Qualicum	<u>Trustee Code of Ethics included in Trustee Handbook (and Bylaw)</u>	2022/09
SD70 Pacific Rim	<u>Policy 112 - School Trustee Code of Conduct</u>	2022/10
SD71 Comox Valley	<u>Policy 4 – Trustee Code of Conduct</u>	2023/03
SD72 Campbell River	<u>Board Governance Policy 7 – Trustee Code of Conduct</u>	2017/10
SD73 Kamloops/ Thompson	<u>Policy 4 - Trustee Code of Conduct</u>	2019/06
SD74 Gold Trail	<u>Policy 1.100 Trustee Code of Conduct</u>	2022/10
SD75 Mission	<u>Policy 1.2 Trustee Code of Ethical Conduct</u>	2022/06
SD78 Fraser-Cascade	<u>Bylaw 17 - Trustee Code of Conduct; Conflict of interest in stand alone Bylaw #7</u>	2018/03
SD79 Cowichan Valley	<u>Policy 4 – Trustee Code of Conduct</u>	2018/09



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School District	Code of Conduct <sup>3</sup>	Updated
SD81 Fort Nelson	<u>Policy 1111 - Trustee Code of Ethics; Policy 1112 – Expectations of Trustees</u>	2015/03
SD82 Coast Mountains	<u>Policy 5010 - Trustee Code of Ethics</u>	2021/12
SD83 North Okanagan-Shuswap	<u>Policy 133 - Trustee Code of Conduct</u>	2022/04
SD84 Vancouver Island West	<u>Policy 4 - Trustee Code of Ethics</u>	2022/6
SD85 Vancouver Island North	<u>Policy 1-03 - Trustee Code of Conduct Sanctions</u>	2021/05
SD87 Stikine	<u>Policy 3 – Role of Board – District Expectations - Trustees</u>	2009/06
SD91 Nechako Lake	<u>Policy 200.2 - Trustee Code of Conduct</u>	2022/09
SD92 Nisga'a	<u>Policy 4 - Trustee Code of Conduct</u>	2020/12
SD93 CSF	<u>Code of Ethics</u>	2018/06



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## Board Info Note Public Board Meeting August 29, 2023

### Agenda Item: 7.1 – Feeding Futures Program Capital Funds Request

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#### Background

The Ministry of Education and Child Care allocated a Feeding Futures grant totaling \$1,565,710 to support school nutrition programs in the Sooke School District. In addition to the Ministry has established a Food Infrastructure (SEP) capital fund to which districts can apply to offset capital costs of food programs, including equipment and infrastructure. To access funding districts were required to complete and submit capital and program plans by July 2023. The district has completed and submitted both its Feeding Futures capital plan request and program plan to the Ministry.

To receive final approval for our application to the Food Infrastructure (SEP) capital funding, the Ministry requires that Boards of Education be formally informed of the request. To that end, the following information is being presented as part of this Public Board Meeting.

- District staff in collaboration with the contracted food vendor visited schools to determine capital equipment and infrastructure needs
- The District completed and submitted its submission to the Food Infrastructure (SEP) capital fund
- The District requested a total of \$113,500 as follows:

Dishwasher-  $\$10,000 \times 8 = \$80,000$

Fridge-  $\$3,500 \times 2 = \$7,000$

Oven-  $\$2,000 \times 1 = \$2,000$

Food Cart-  $\$250 \times 10 = \$2,500$

Cambra-  $\$375 \times 18 = \$6,750$

Toaster-  $\$150 \times 10 = \$1,500$

Trays-  $\$550 \times 15 = \$8,250$

Cutlery -  $\$550 \times 10 = \$5,500$

#### Recommendation

That the Board of Education of School District 62 (Sooke) endorse the capital submission to the Ministry of Education and Child Care Food Infrastructure (SEP) Capital Fund as presented to the Board of Education on August 29, 2023.

Prepared by: David Strange, Associate Superintendent

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## Board Info Note Public Board Meeting August 29, 2023 Agenda Item: 7.2 – Transportation Update

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### Background

- As we finish off preparations for the 23/24 school year, staff would like to provide the Board with a transportation update highlighting a few key data points
- Without Committee meetings in August, this update is being provided to the Board directly
- There has been much work completed by the transportation and district staff as bus registration opened early last spring
- Below is a summary table to key data points to give trustees a sense of how we are starting off the year from a transportation perspective

Data Points	22/23	23/24	Change
# of registration requests – on time	3,094	3,751	657
# of registration requests - late	1,488	567	N/A – still receiving
# of total registration requests	4,582	4,318	N/A – still receiving
# of assigned riders	4,269	3,798	N/A – still assigning
# of non-assigned riders	313 (6.8%)	315 (7.3%)	N/A – still assigning
# of standard routes	35	35	
# of accessible routes	4	4	
# of overflow routes	Used existing routes	2	2
# of total buses	45	50	5
# of electric buses	6	13	7
# of total drivers	44	48	4
# of regular drivers	39	41	2
# of on-call drivers	5	7+	2+
# of KMs driven daily	~3,900	~3,900	

### **Things Working Well**

- opening registration in February/March allows time for families to make their transportation decisions early and time for staff to properly plan the necessary resources
- on time registrations will receive route confirmation by start of school whereas late registrations will receive confirmation if service will be provided by mid September
- with on-going capacity challenges, overflow decisions are usually made late in the spring in time for route development beginning in June
- common five day bell schedules at middle school and coordination of bell schedules with neighbouring schools helps with route efficiency
- identification of safe walk/roll routes to schools help limit the amount of transportation services provided to urban riders where other options are available
- strategic and timely communication has increased on time registrations and reduced email/phone enquiries
- increase of electric buses has reduced fuel costs per bus from \$.96/km to \$.10/km

### **Moving Forward**

- drivers return for orientation/training and route distribution on August 31<sup>st</sup>
- additional clerical staff retained to support last week of summer/first few weeks of school transportation questions from families on a timely basis
- electrical upgrades to Langford and Sooke bus yards to allow for increase in electric bus fleet
- continued assignment of riders to existing routes where feasible

**Prepared by: Harold Cull, Secretary-Treasurer**

# **Board Info Note**

## **Public Board Meeting**

### **August 29, 2023**

### **Agenda Item: 7.3 – Capital Projects Update**

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#### **Background**

- Historically at the first Board meeting of the year, staff will provide an update on capital work that has been completed over the summer
- The following are just some of the highlights of the work on the major capital projects being managed by the District and work required to prepare the additional spaces required for growth

#### **Portables**

- Portables are being moved to Ruth King, Royal Bay, Journey and EMCS to address the growth for the 23/24 school year
- Portables are in place at RK, RBSS and Journey with final preparations (electrical hook ups, access ramps, etc.) being completed
- Demos of existing portables at Spencer and EMCS are being completed
- A new portable will be delivered and set up at EMCS shortly

#### **PEXSISEN and Centre Mountain Lellum**

- The final deficiencies at the two new West Langford schools are being completed over the summer
- The majority of this work is focused on handrails, gym floors and landscaping
- It is anticipated this work will be completed by the start of school or shortly after

#### **SC'IA'NEW STEŁITKEŁ**

- Civil work continues on site for our newest elementary school with the 1<sup>st</sup> delivery of mass timber panels expected for January
- Staff from the District and Kinetic are working closely together to keep the project on time and budget

**Prepared by: Harold Cull, Secretary-Treasurer**

# Board Info Note

## Public Board Meeting

### August 29, 2023

### Agenda Item: 9.1 – 2023/24 Enrolment Update

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#### Purpose:

Provide the Board of Education and Executive team a preliminary snapshot of 2023/2024 enrolment trends.

#### Background:

Tracking and projecting student enrollment is a dynamic process that is further complicated by the Sooke District's accelerated growth, our local community's varying approaches to development and the health of local, provincial and national economies. We are confident in the figures that we are presenting however, at this early stage, we want to be clear that numbers will be variable through September 2023 as we confirm student's leaving, coming and moving schools. ***As such, please consider these numbers as preliminary and subject to change.***

There are 4 numbers we are closely monitoring at this time:

- a) Year to Year Growth? How much has our enrolment increased as compared to September 2022?
- b) Summer Growth? How much did our enrolment increase from end of school year (June 30, 2023) to the final week of August 2023?
- c) Current enrolment impacts Budget? How does our current growth compare to the projected enrolment that we built our 2023/24 Budget on?
- d) Current enrolment's impact on current available space? Will we have enough room to accommodate all students?

#### Analysis:

- a) Year to Year Growth?
  - 2022/23 September 1701: 12,249 FTE
  - August 2023: 13,006 FTE (***Increase of 757 FTE***)
- b) Summer Growth?
  - July 1 – August 25, 2023: 224 Headcount
- c) Current enrolment impacts Budget?
  - Projection for Budget Development 23/24: 12,900 FTE
  - Projected for Budget as of August 25: 13,006 FTE -> ***currently 106 FTE above the budgeted enrolment (revenue)***
- d) Current enrolment's impact on current available space?

- Currently we have the space to accommodate the projected registrations for September 2023.
- It is a “work in progress” as we monitor our continuous growth over the course of the year and we currently have space mitigation strategies under development to address continuous growth over the 2023/2024 school year

2023/2024 Enrolment					
School	Confirmed Headcount June 30	New Reg (July 1 - August 25)	Confirmed Headcount August 25	FTE	FTE %
Colwood Elementary	211	5	216	216	
Crystal View Elementary	278	6	284	284	
David Cameron Elementary	402	13	415	415	
École Poirier Elementary	393	4	397	397	
Hans Helgesen Elementary	208	3	211	211	
Happy Valley Elementary	433	6	439	439	
John Muir Elementary	231	5	236	236	
John Stubbs Elementary	469	13	482	482	
Lakewood Elementary	460	12	472	472	
Millstream Elementary	301	10	311	311	
Pexsisen Elementary	400	16	416	416	
Port Renfrew Elementary	13	0	13	13	
Ruth King Elementary	440	15	455	455	
Sangster Elementary	272	5	277	277	
Saseenos Elementary	203	5	208	208	
Savory Elementary	218	3	221	221	
Sooke Elementary	312	6	318	318	
Willway Elementary	229	3	232	232	
Wishart Elementary	471	3	474	474	
<b>Elementary Total</b>	<b>5944</b>	<b>133</b>	<b>6077</b>	<b>6077</b>	<b>46.7%</b>
Centre Mountain Lellum Middle School	626	9	635	635	
Dunsmuir Middle School	721	14	735	735	
John Stubbs Middle School	348	0	348	348	
Journey Middle School	558	2	560	560	
Spencer Middle School	586	2	588	588	
<b>Middle Total</b>	<b>2839</b>	<b>27</b>	<b>2866</b>	<b>2866</b>	<b>22.0%</b>
Belmont Secondary	1486	41	1527	1632	
Eagle Ridge Secondary	64	0	64	64	
Edward Milne Community School	650	7	657	702	
Royal Bay Secondary	1541	16	1557	1664	
<b>Secondary Total</b>	<b>3741</b>	<b>64</b>	<b>3805</b>	<b>4063</b>	<b>31.2%</b>
<b>Grand Total</b>	<b>12524</b>	<b>224</b>	<b>12748</b>	<b>13006</b>	

Prepared by: Paul Block, Deputy Superintendent



# School District 62 (Sooke)

## Agenda Item: 10.1 Board of Education 2023-24

### Draft Annual Work Plan Summary

#### A Year at a Glance

Action	September	October	November
<b>Approve</b>	Annual Report Package: <ul style="list-style-type: none"> <li>- Strategic Plan</li> <li>- FESL (where applicable)</li> <li>- Na'tsa'maht agreement</li> <li>- Financial Statements</li> <li>- Enrolment report</li> <li>- Minor &amp; Major Capital Work</li> </ul>	<ul style="list-style-type: none"> <li>- Superintendent Growth Plan</li> </ul>	
<b>Review</b>	<ul style="list-style-type: none"> <li>- Exec Compensation Report</li> <li>- District Operations Report</li> </ul>	<ul style="list-style-type: none"> <li>- Initial enrolment &amp; school organization report</li> </ul>	1st Quarter Report Package: <ul style="list-style-type: none"> <li>- Strategic Plan</li> <li>- FESL (where applicable)</li> <li>- Na'tsa'maht agreement</li> <li>- Financial Forecast</li> <li>- Enrolment report</li> <li>- Minor &amp; Major Capital Work</li> </ul>
<b>Complete</b>	<ul style="list-style-type: none"> <li>- Audit Committee appointments</li> <li>- Municipal Partner Meetings (Chair &amp; CEO)</li> <li>- DEI Training (Mandart Chan)</li> </ul>	<ul style="list-style-type: none"> <li>- BCSTA Provincial Council</li> <li>- BCPSEA Symposium</li> </ul>	<ul style="list-style-type: none"> <li>- BCSTA Academy</li> <li>- BoE Planning session</li> </ul>
<b>Engage</b>	<ul style="list-style-type: none"> <li>- Host SPEAC/PAC rep welcoming event</li> <li>- Welcome back Message to the system</li> </ul>	<ul style="list-style-type: none"> <li>- Host Student/Trustee Event</li> <li>- Board/MLA Meeting</li> </ul>	<ul style="list-style-type: none"> <li>- Host Partner Event</li> <li>- BoE Planning Session</li> <li>- Municipal Partner Mtgs</li> </ul>

**KEY**

Education Policy Committee

Resources Committee

Audit Committee

## Board Information Note

### Public Board Meeting

### August 29, 2023

## Agenda Item 11.1: Superintendent's Update

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### LEARNING

Welcome to the 23-24 school year

- We are excited to welcome back our students and their families to a new school year. While we await the final student registration tally, we can already confirm that it's another huge growth year for SD62.

Hans Helgesen Crossing

- Exciting news for Hans Helgesen students and families is that the District of Metchosin has been busy creating a safe road crossing on Rocky Point Road which will be staffed at peak times with a crossing guard. Thanks to all involved including the Hans Helgesen PAC who have campaigned for a safe road crossing outside of the school for a number of years.



## ENGAGEMENT

### Cleaning and Setting Up Ahead of the New School Year

- The Executive attended the Facilities yard on August 23 to help clean vehicles ahead of the new school year. This was a small attempt to acknowledge the great work and support that our grounds and facilities staff do for our schools, particularly over the summer months.
- We would also like to thank all of the custodial staff for their work over the summer preparing our schools for the new school year.
- We would also like to thank the hard-working Digital Services, Finance, Payroll, and Human Resources Teams who have been working over the summer to ensure we are up to date with current district needs.



## GROWTH

### School Naming

- A beautiful naming ceremony was held at the building site of South Langford Elementary: SĆIĀNEW STEĪĪTĶEĒ which translates to 'salmon children'. We are extremely grateful to the Sc'ianew First Nation for gifting the district this beautiful name and to Grandma Lavinia Charles for selecting the name. We are also thankful to the dignitaries and attendees at the ceremony on August 14, which included:
  - Sc'ianew First Nation (Chief Russ Chipps, Councillor Bernice Millette and Councillor Traci Pateman) including Elders and members of the community.
  - Grandma Lavinia Charles from Sc'ianew First Nation and her family.
  - Elder Shirley Alphonse
  - Brother Rick Peters
  - Sharon Jay, Te'mexw Treaty Association
  - Murray Rankin, Minister of Indigenous Relations and Reconciliation
  - MLA Ravi Parmar
  - MLA Mitzi Dean
  - City of Langford
  - City of Colwood