




Public Notice – Board of Education Online Public Meeting

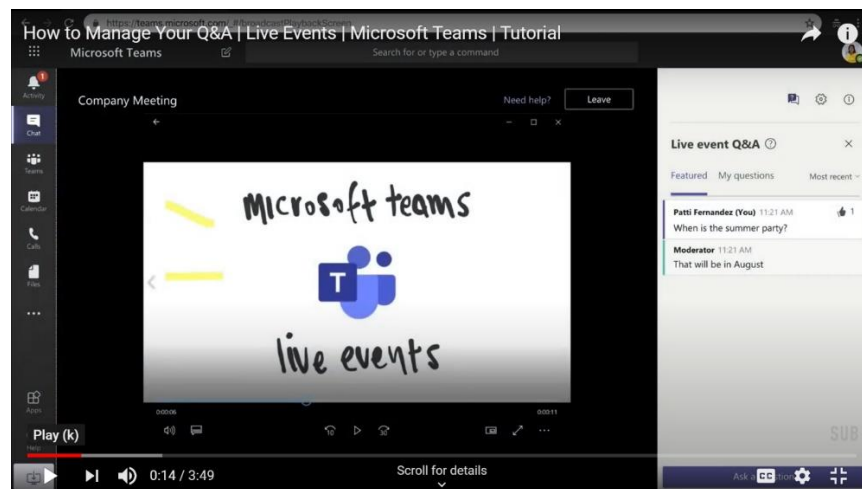
A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on September 10, 2024 at 6:00 pm.**

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.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Sept-10-2024>

<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.



EDUCATION-POLICY COMMITTEE
School Board Office
Via MS Teams
September 10, 2024 – 6:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: 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, Cendra Beaton**
3. **COMMITTEE REPORT** of June 4, 2024 Education-Policy Committee meeting (attached) Pg. 4
4. **BAA COURSE PROPOSALS**
 There are no BAA course proposals for this meeting.
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
 - a. Review of Mandate for the Committee – Cendra Beaton Pg. 6
 - b. Draft Revised Policy E-110 “Job Descriptions for Excluded Employees” – Fred Hibbs & Nora Reid Pg. 11

Recommended Motion:
 That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy E-110 “Job Descriptions for Excluded Employees”.
 - c. Draft New Policy E-152 “Salaries and Benefits for Excluded Employees” – Fred Hibbs & Nora Reid Pg. 14

Recommended Motion:
 That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft New Policy E-152 “Salaries and Benefits for Excluded Employees”.
 - d. Draft Revised Policy E-123 “Probationary Period for Excluded Employees” – Fred Hibbs & Nora Reid Pg. 17

Recommended Motion:
 That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy E-123 “Probationary Period for Excluded Employees”.

- e. Draft Revised Policy and Regulations D-121 “Animals on District Property and in Classrooms” – Fred Hibbs Pg. 19

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy and Regulations D-121 “Animals on District Property and in Classrooms”.

- 6. **NEW BUSINESS** (attached)
 - a. Full Credit Summer Learning Update – Heather Lait Pg. 28
- 7. **FOR INFORMATION**
- 8. **FOR FUTURE MEETINGS**
- 9. **ADJOURNMENT AND NEXT MEETING DATE:** October 1, 2024



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
June 4, 2024 – 6:00 p.m.**

Present: Cendra Beaton, Trustee (Committee Chair)
Allison Watson, Trustee (Committee Member)
Trudy Spiller, Trustee (Committee Member)
Christina Kempenaar, STA
Tim Hamblin, CUPE
Georgette Walker, SPVPA
Nevada Kaludjar, SPEAC
Paul Block, Superintendent/CEO
Dave Strange, Associate Superintendent
D’Arcy Deacon, Associate Superintendent

Guests: Matthew Kemshaw, Trisha L. Renken-Sebastian

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, Cendra Beaton**

The Chair opened with an acknowledgement of the territory and followed with a review of the many accomplishments of the committee this year. The list was a diverse set of presentations, policy work and program review. The Chair expressed gratitude to committee members for their contributions this year. Members were invited to share celebrations and expressions of gratitude.

3. **COMMITTEE REPORT** of May 7, 2024 Education-Policy Committee meeting

The committee report for the May 7, 2024 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. **REVIEW OF POLICIES/REGULATIONS**

There were no policies/regulations for this meeting.

6. **NEW BUSINESS**

a. SD62 Operational Plan 2024-25 – Paul Block

Superintendent Paul Block provided an overview of next year’s District Operational Plan. The plan provided a high-level overview of the focus of the District for the 2024-25 school year. The plan outlined work that is the Executive’s to be done in alignment with the Strategic Plan as we close out the current plan and began in the development of the next multi year Strategic Plan.

The committee engaged in discussion and asked questions of the Superintendent.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the 2024-25 Operational Plan.

b. Feeding Futures Year-End Report – Dave Strange and Matthew Kemshaw

A review of the work done this past year to address student food security was given by the presenters. This was followed with an overview work currently on going and plans for 2024-25. It was evident that great work is being done in this area and the scope of the program will be significantly increased next year.

The committee engaged in discussion and asked questions of the presenters.

FOR INFORMATION

a. Presentation – Research Project Approval Follow-Up – Trisha Renken-Sebastian – “Speaking Across Barriers: How Parents in a Canadian Public School System Learn About Their Children’s Diversity Education” <https://dspace.library.uvic.ca/items/60f28e5a-c0f0-4fd0-9156-07f57a055e8d>

The presenter provided a review of the research project and recommendations that emerged from the study. The presentation was well received, and members of the committee engaged in discussion and asked questions of the presenter.

b. Research Project Approval – Ministry of Education and Child Care – “How do BC School Districts Support Assessment and Instruction in Literacy and Numeracy?”

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** tba



Committee Info Note
Education-Policy Committee Meeting
September 10, 2024
Agenda Item 5a: Education-Policy Committee – Terms of Reference Review

Background:

The Sooke School District Board of Education’s Standing Committees are described in terms of mandate and operations in Administrative Regulations A-340 “School Board Committees”.

Current Context:

To welcome new and returning members to the Education-Policy Committee for the 2024-25 school year, Committee Chair Cendra Beaton, will lead the committee in a review of the mandate or more commonly known as Terms of Reference for the committee. Captured below is the language referencing the Education-Policy Committee. Also included in the meeting package is the entire Administrative Regulations A-340 “School Board Committees” document for reference.

This is the excerpt specific to the Education-Policy Committee from A-340:

1.5.2 Education – Policy Committee

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

- Provision of educational programs for students, including curriculum, instruction and assessment.
- Student learning, including student support services.
- Learning resources.
- Research on teaching and learning.
- Showcase district programs and effective teaching practices.
- Achievement accountability.
- Periodically and systematically review Board policies with the intent of ensuring that policies remain useful, current and understandable.
- Present recommendations for new and revised policy for Board approval.
- Other matters referred to it by the Board.

1.5.2.1 Contact: Superintendent.

1.5.2.2 Operations

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

Next Steps:

The Chair and Senior Executive team look forward to an engaging conversation with committee members to frame the committee’s work for the coming year and set the stage for positive dialogue and contributions from all committee members.

Respectfully submitted,

Dave Strange, Associate Superintendent
D’Arcy Deacon, Associate Superintendent

School District #62 (Sooke)

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

ADMINISTRATIVE REGULATIONS

1. General

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

1.5 **Standing Committees:**

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

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

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

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

1.5.1.1 **Contact:** Secretary-Treasurer

1.5.1.2 **Operations:**

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

1.5.2 **Education – Policy Committee**

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

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

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

1.5.2.1 **Contact:** Superintendent.

1.5.2.2 **Operations**

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

1.5.3 **Resources Committee**

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

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

1.5.3.1 **Contact:** Secretary-Treasurer.

1.5.3.2 **Operations:**

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

1.6 **Membership:**

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

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

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



Committee Info Note
Education-Policy Committee Meeting
Sept. 10, 2024
Agenda Item 5b: Draft Revised Policy E-110 “Job
Descriptions for Excluded Positions”

Background:

This policy was last updated in 2005 and since this time there have been changes to the process used to create/update job descriptions, in accordance with direction from the BC Public School Employers’ Association (BCPSEA).

Current Context:

In addition to compliance with guidance from BCPSEA, the updated policy seeks to provide greater clarity regarding the connections between the job description process, job evaluations, and the placement of positions on the salary grid. The reference to employee performance has been removed, as it should be addressed separately from the issues addressed in this policy.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy E-110 “Job Descriptions for Excluded Positions”.

Respectfully submitted,

Fred Hibbs, Executive Director – Human Resources
Nora Reid, Strategic HR Manager

School District #62 (Sooke)

JOB DESCRIPTIONS FOR EXCLUDED POSITIONS	No.: E-110
	Effective: June 22, 1981 Revised: Oct. 25/05 Reviewed: Sept. 10/24

SCHOOL BOARD POLICY

This policy applies to all excluded/non-unionized employees including Executive Officers, Principals and Vice-Principals and exempt employees.

In any organization, the work is carried out more effectively when duties are clearly identified. The Board requires that, under the direction of the Superintendent of Schools and Secretary-Treasurer **or designate**, job descriptions be developed and reviewed as necessary.

Job descriptions should clarify for the employee or potential employee the title of the job, his/her **the** reporting relationship, specific responsibilities and the qualifications required.

Job descriptions that are created or updated must be formally evaluated utilizing the following job evaluation process:

- 1. Supervisors shall create new or revised job descriptions using the approved template provided by Human Resources.**
- 2. For positions where there are existing employees in the role, those employees shall be consulted as part of the creation/review of the job description.**
- 3. All new or revised job descriptions are to be reviewed and approved by the responsible Executive Team member prior to submission to Human Resources.**
- 4. Human Resources will conduct a thorough review of the job description and provide feedback to the supervisor.**
- 5. Once approved by Human Resources, new job descriptions or substantially updated job descriptions shall be submitted to the BC Public School Employers' Association (BCPSEA) for approval, evaluation and placement on the salary grid.**
- 6. Human Resources will communicate the results of the submission to BCPSEA to the supervisor once received.**

Job descriptions shall be periodically reviewed to ensure they remain up to date and accurate. A supervisor or incumbent employee may initiate a review of a job description; however, reviews may not occur more than once every twenty-four (24) months.

All employees are required to perform the duties and responsibilities as outlined in the job description. Other related duties may be assigned to employees at any time by the immediate supervisor.

~~Further, it is the responsibility of supervisory staff to keep employees advised of their performance on an ongoing basis and to do formal reports as required by the Superintendent and/or Secretary-Treasurer.~~

All job descriptions shall be approved by the Superintendent and/or the Secretary-Treasurer and shall be entered in the district's Job Description Handbook.

DRAFT



Committee Info Note
Education-Policy Committee Meeting
Sept. 10, 2024
Agenda Item 5c: Draft New Policy E-152 “Salaries
and Benefits for Excluded Employees”

Background:

The Public Sector Employers’ Council (PSEC) Secretariat, as coordinated by the BC Public School Employers’ Association (BCPSEA), governs all matters related to salary and benefits within the BC K-12 Education Sector.

Current Context:

The updated policy enhances clarity regarding PSEC and BCPSEA standards with regard to the initial placement of a new employee on the salary grid, salary progression, and the benefits provided to new employees. The Sooke School District has refined internal processes to ensure compliance and has made purposeful efforts to improve communication / transparency regarding compensation and benefits for excluded employees.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft New Policy E-152 “Salaries and Benefits for Excluded Employees”.

Respectfully submitted,

Fred Hibbs, Executive Director – Human Resources

Nora Reid, Strategic HR Manager

School District #62 (Sooke)

EXCLUDED STAFF & ADMINISTRATIVE OFFICERS— SALARIES & BENEFITS FOR EXCLUDED EMPLOYEES	No.: E-152
	Effective: June 22/81 Revised: Oct. 25/83; Dec. 11/90; Nov. 26/20; Oct. 8/21 Reviewed: Sept. 10/24

ADMINISTRATIVE REGULATIONS SCHOOL BOARD POLICY

This policy applies to all excluded/non-unionized employees including Executive Officers, Principals and Vice-Principals and exempt employees.

The Board recognizes four employee groups and its executive officers (Superintendent of Schools, Associate Superintendents of Schools, Directors of Instruction, Secretary-Treasurer, Executive Director of Human Resources and Executive Director and CIO—Information Technology):

1. — Sooke Teachers' Association
2. — Canadian Union of Public Employees, Local 459
3. — Principals/Vice Principals Association
4. — Excluded Staff (not members of any of the above)

Collective Agreement negotiations with the Sooke Teachers' Association and the Canadian Union of Public Employees, Local 459, are carried out according to usual school district practice. **The Public Sector Employers' Council (PSEC) Secretariat, as coordinated by the BC Public School Employers' Association (BCPSEA), governs all matters related to employee salary and benefits. For excluded employees, the Board will shall comply with BCPSEA's Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement (BCPSEA Policy 95-06) as follows:** meet annually to review salaries and benefits for Principals and Vice Principals, excluded staff and executive officers by July 1 of each year.

1. **Salary increases and progression in the salary range are based on satisfactory or better individual performance in the performance year.**
2. **Salaries must be no less than the minimum of and not exceed the maximum of the salary range as outlined in the Salary Grid for Excluded Staff and the Regional Salary Model for Principals and Vice-Principals provided by BCPSEA.**
3. **Job evaluation and placement of position on the salary grid is at the sole discretion of BCPSEA as per Board Policy E-110 "Job Descriptions for Excluded Positions".**
4. **Subject to the approval of the Executive Director - Human Resources, employees placed into new excluded positions shall be positioned in the assigned salary range based on their relevant education and experience. Internal pay equity shall also be considered.**

- 5. Salary increases are not to be provided without prior approval from BCPSEA.**
- 6. Salary increases must be administered within the operational budget of the School District as approved by the Board and in accordance with funding provided by the Ministry of Education and Child Care.**
- 7. The Sooke School District will contribute towards employee benefits, including but not limited to:**
 - **health and dental insurance plans;**
 - **life insurance and long-term disability plans;**
 - **employee and family assistance plans; and**
 - **pension plans.**
- 8. Employee benefits are subject to change from time to time at the sole discretion of the Sooke School District and/or BCPSEA.**
- 9. This policy does not apply to the Superintendent of Schools.**

~~5. The Board of Education will provide and continue to make adjustments to the extended health benefits plan (EHB) and dental plan for district-based executive, exempt staff and Principals and Vice-Principals. The adjusted plan as approved by the Board of Education, and permitted by BCPSEA, adjusts the plan to the level of the plans in place for public school teachers. The Board of Education is guided in these matters by the *Public Sector Employer Act* and Policy 95-06 Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement. The policy sets out at Article 2.3.3 (page 6) "Any increases in total compensation must be approved by BCPSEA prior to implementation by a Board of Education".~~

The Superintendent of Schools shall maintain an up-to-date list of excluded staff.



Committee Info Note
Education-Policy Committee Meeting
Sept. 10, 2024
Agenda Item 5d: Draft Revised Policy E-123 “Probationary
Period For Excluded Employees”

Background:

The probationary period for non-unionized employees has historically been outlined in initial employment contracts. The policy required updating to ensure consistency between Board policy and Employment Contract language.

Current Context:

This policy has been updated to clarify the duration of the probationary period and the assessment of workplace performance, behaviour, and conduct on the part of new employees. The policy also provides information on what is to happen should the probationary period be unsuccessful.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy E-123 “Probationary Period for Excluded Employees”.

Respectfully submitted,

Fred Hibbs, Executive Director – Human Resources

Nora Reid, Strategic HR Manager

School District #62 (Sooke)

PROBATIONARY PERIOD FOR EXCLUDED EMPLOYEES	No.: E-123
	Effective: June 22/81 Revised: Jan. 12/93; Oct. 25/05; Jan. 26/21 Reviewed: Dec. 1/20; Dec. 15/20; Jan. 26/21; Sept. 10/24

SCHOOL BOARD POLICY

This policy applies to all excluded/non-unionized employees including Executive Officers, Principals and Vice-Principals and exempt employees.

Excluded employees are subject to an initial six (6) month probationary period. During this time, performance will be assessed in accordance with the duties and responsibilities outlined in the related job description, as well as workplace behaviours and conduct.

It is the responsibility of supervisors to ensure **that probationary** ~~an evaluation of~~ employees ~~on~~ probationary appointment, ~~before termination of the period stated in the respective employment contract (i.e.: exempt employment contract, CUPE Collective Agreement, STA Collective Agreement)~~ **are successfully fulfilling the duties and responsibilities of their role. Supervisors are also responsible for providing constructive feedback regarding workplace performance and conduct throughout the probationary period.**

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

Human Resources **shall** ~~will~~ be consulted **regarding** ~~about~~ any concerns that arise during an employee's probationary period. ~~The supervisor will meet with the probationary employee at regular intervals throughout the probationary period to provide constructive feedback and direction.~~ **At any time during the probationary period, employment may be terminated without notice due to unsatisfactory workplace behaviour and/or performance.**

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

At the sole discretion of the Sooke School District, the probationary period may be extended to a maximum of one (1) year to further assess workplace behaviour and/or performance. Employees shall receive written notification should the probationary period be extended.



Committee Info Note
Education-Policy Committee Meeting
Sept. 10, 2024
Agenda Item 5e: Draft Revised Policy and Regulations D-121
“Animals on District Property and in Classrooms”

Background:

1. Government regulations and processes surrounding the use of Guide or Service Dogs have continued to evolve over the past several years. Changes have been introduced that require employers to revise the way in which they accommodate the medical needs of employees who require the use of a Guide or Service Dog in the workplace.
2. Simultaneously, employers are seeing an increase in the number of employees coming forward to request such workplace medical accommodations.
3. It is important that employers have robust processes in place to support employees who require this type of medical accommodation and, in so doing, ensure compliance with the [BC Human Rights Code](#) and the [BC Guide Dog and Service Dog Act](#).
4. To this end, substantial changes are recommended to the existing Regulations supporting Board Policy D-121.

Current Context:

5. Sooke School District (SD62) is committed to ensuring equity, access and support for all employees. The district recognizes the diverse needs of employees who may require unique accommodation(s).
6. These accommodations may include the use of Guide or Service Dogs in situations where there is a physical disability (e.g. blindness/low vision, deafness/hearing impairment, seizure disorder) or a mental health condition.
7. A Guide or Service Dog at a worksite is a working animal, trained to perform the skills required to meet essential needs of an employee (“handler”) with whom it has been partnered. A dog is deemed to be certified as a Guide or Service Dog if the handler holds a valid identification card issued by an accredited or recognized training school. The identification card is issued to the Guide or Service Dog team by a training school accredited by the International Guide Dog Federation (IGDF) and Assistance Dogs International (ADI). The dog will generally have a Special Skills Dog harness and leash, and/or saddlebag or vest.

8. Among other things, the draft revised Board Regulations will mandate handlers to meet **all** of the following requirements:
 - a. Apply, in writing, to the School Principal or site manager for permission, providing the reasons and the benefits of their request;
 - b. Accept all liability that might be incurred as a result of the behaviour of the Guide or Service Dog while at any SD62 site or during district-sponsored events and activities;
 - c. Provide a redacted copy of the [Medical Form Confirming Requirement for Guide or Service Dog](#) from the Ministry of Public Safety and Solicitor General confirming the employee's need;
 - d. Provide a copy of valid identification by an accredited training school and annual proof thereafter;
 - e. Provide proof of Guide or Service Dog vaccinations, licensing, insurance, and liability coverage and annual proof thereafter; and
 - f. Remove the dog immediately from the SD62 site, should the Guide or Service Dog exhibit any unprovoked behaviours, i.e., growling, scratching, nipping, biting, etc., until the plan is re-evaluated to ensure the safety of staff, students, and visitors.
9. The Regulation also establishes the process by which principals/site managers, assisted by the Human Resources Department, will collaborate with the employee/handler to ensure requirements are met and that steps are taken to consider/protect the interests of other members of the school community in cases where a Guide or Service Dog is present.

Recommended Motion:

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy and Regulations D-121 "Animals on District Property and in Classrooms".

Respectfully submitted,

Fred Hibbs, Executive Director – Human Resources

School District #62 (Sooke)

ANIMALS ON DISTRICT PROPERTY & IN CLASSROOMS	No.: D-121
	Effective: April 28/09 Revised: Feb. 23/10; Sept. 27/22 Reviewed: June 7/22; June 28/22; Sept. 27/22; Sept. 10/24

SCHOOL BOARD POLICY

The purpose of this policy and procedure is to ensure the greatest possible level of safety for students and staff with regard to animals on School District property and in school buildings.

In general, animals are not allowed to be on School District property during school hours. This general prohibition includes domestic dogs, cats, birds, and other pets, and especially applies to potentially dangerous exotic animals.

Some exceptions may be allowed, only with the prior approval of the Principal, and could include:

- ~~Vision, hearing and~~ Guide or Service Dog/Animals.
- Police dogs under the control of a police officer.
- Pets for show-and-tell.
- Small pets kept in classrooms under the supervision and care of a teacher.
- A demonstration at a school assembly.
- Bird/pest control animals.

Principals and Vice-Principals reserve the right to revoke privileges on a person-to-person basis.

Animals included in the exceptions listed above may be permitted provided:

- The animal is being brought in for the purpose of contributing to a structured humane educational curriculum.
- It has been established that there are no students or staff who would be adversely affected by animals in the school or classroom.
- The animal is a domesticated animal in a confined habitat or under control and is not permitted to breed.
- The animal is not a nocturnal species and has a sleep pattern compatible with the school day.
- The animal can live in the classroom overnight without supervision.
- The teacher takes sole responsibility for the care and welfare of the animal.

Animals will be removed from the school or classroom:

- If the animal places the safety of students or staff in jeopardy or becomes a health hazard.
- If the animal is an impediment to learning.

Owners of animals will be responsible for the safe and sanitary removal of their pet's excrement from buildings and grounds and may be liable for any damage to property or injuries to staff or students.

Venomous snakes and insects will not be allowed on School District property or in school buildings without the written consent of the Principal who will be satisfied that they are caged and present no safety issues.

School District #62 (Sooke)

ANIMALS ON DISTRICT PROPERTY & IN CLASSROOMS	No.: D-121
	Effective: April 28/09 Revised: Sept. 27/22 Reviewed: June 7/22; June 28/22; Sept. 27/22; Sept. 10/24

ADMINISTRATIVE REGULATIONS

The Principal must give prior approval before ANY animal is allowed on School District property or in school buildings during school hours, after taking into account any allergies or specific concerns anyone in the school may have. The Principal will only be able to give approval for the exceptions listed in **this Regulation** the policy. Any requests that fall outside of this **Regulation** policy shall be referred to the **appropriate** Associate Superintendents.

Requests for Service Animals:

- ~~Upon receipt of the request, the Principal will consult with the District Principal of Safe and Healthy Schools and the family Associate Superintendent.~~
- ~~Following this consultation the Principal will communicate the decision to school-based staff.~~

The animals shall:

- Not be allowed to roam freely within the school setting and, in the case of small classroom pets, should be confined to a habitat within the classroom.
- In the case of small classroom pets, be cared for during weekends and holiday periods.

Principals shall:

- Be consulted and provide a decision prior to the inclusion of a live animal, reptile, fish or bird in the school or in a classroom.

Teachers shall ensure that the following conditions have been met prior to introducing an animal into the classroom:

- Procedures on the safe handling and care of the animal are posted and reviewed with students which states that the animal is only handled by students when the following conditions are met:
 - it does not endanger or stress the animal and the handling of the animal is related to the curriculum being taught.
 - the handling of the animal is in accordance to species specific handling instructions and a student is directly supervised by the experienced caregiver or teacher.
- Procedures for the feeding of the animal and maintenance of any enclosure for hygienic purposes are established.
- Inform parents or guardians of the intent to keep a small classroom pet.
- Take responsibility for the care and welfare of any small classroom pet during weekends, holidays, and school breaks.
- Ensure that an animal is removed from the classroom if the animal may place the safety of children/or staff in jeopardy or is a health hazard for children/or staff, or is an impediment to learning.
- Be responsible for the removal of all refuse or waste pertaining to classroom animals and ensuring it is placed in the appropriate receptacle safely.

- In the event of the death of an animal it is disposed of in a manner that is safe and sensitive to student emotions.

Guide or Service Dog Process - Students

Student Requests for Guide or Service Dogs Animals:

- Upon receipt of the request, the Principal will consult with the District Principal of Safe and Healthy Schools and the appropriate family Associate Superintendent.
- The Principal will ensure the completion of the required forms in the Regulation.
- Following this consultation and completion of forms, the Principal will communicate the decision to school-based staff and inform families.

Guide or Service Dog Process - Employees

Sooke School District (SD62) recognizes the diverse needs of employees who may require unique workplace accommodation. These accommodations may include the use of Guide or Service Dogs in situations where there is a physical disability (e.g. blindness/low vision, deafness/hearing impairment, seizure disorder) or a mental health condition.

Workplace accommodations involving Guide or Service Dogs are implemented in accordance with the legislative requirements outlined in the [BC Human Rights Code \(BCHRC\)](#) and the [BC Guide Dog and Service Dog Act](#).

The *BC Guide Dog and Service Dog Act* indicates that a Guide or Service Dog at a worksite is a working animal, trained to perform the skills required to meet essential needs of an employee ("handler") with whom it has been partnered. A dog is deemed to be certified as a Guide or Service Dog if the handler holds a valid identification card issued by an accredited or recognized training school. The identification card is issued to the Guide or Service Dog team by a training school accredited by the International Guide Dog Federation (IGDF) and Assistance Dogs International (ADI). The dog will generally have a Special Skills Dog harness and leash, and/or saddlebag or vest.

Employee/Handler Responsibilities

Employees who wish to have a Guide or Service Dog accompany them at work must meet **all** of the following requirements:

- Apply, in writing, to the School Principal or site manager for permission, providing the reasons and the benefits of their request.
- Complete the *Application for a Guide or Service Dog (Form D121-1)* as an agreement to:
 - Accept all liability that might be incurred as a result of the behaviour of the Guide or Service Dog while at any SD62 site or during district-sponsored events and activities;
 - Have appropriate insurance coverage; and
 - Have the presence of the Guide or Service Dog reviewed annually.
- Provide a redacted copy of the *Medical Form Confirming Requirement for Guide or Service Dog* from the Ministry of Public Safety and Solicitor General confirming that the employee's need for the use of a Guide or Service Dog is essential and directly related to their disability.
- Provide a copy of valid identification by an accredited training school and annual proof thereafter.
- Provide proof of Guide or Service Dog vaccinations, licensing, insurance, and liability coverage and annual proof thereafter.
- Indicate when and how frequently any required ongoing training of the Guide or Service Dog will be undertaken.

- Pay for any financial implications regarding the training, use and care of the Guide or Service Dog.
- Provide information from the service agency, indicating details around the personal care and physical needs of the Guide or Service Dog, including the safest and most environmentally sound place for the animal to relieve itself, removal and disposal of animal waste, and considerations for seasonal changes and inclement weather.
- Remove the dog immediately from the SD62 site, should the Guide or Service Dog exhibit any unprovoked behaviours, i.e., growling, scratching, nipping, biting, etc., until the plan is re-evaluated to ensure the safety of staff, students, and visitors.
- Make arrangements with the Principal or site manager for the Guide or Service Dog to visit the school to familiarize it with the school site.

School and District Responsibilities

When a principal or site manager receives a written request for permission to have a Guide or Service Dog accompany an employee at an SD62 site, the following process will be used:

- The principal or site manager will inform the appropriate HR Representative of the request.
- Prior to approval of having a Guide or Service Dog accompany the employee at an SD62 site, the principal or site manager will conduct a meeting with the employee to:
 - Review the completed *Application for a Guide or Service Dog (Form D121-1)* - once completed the form must be submitted to the HR Department;
 - Request form #SPD 0803 *Medical Form Confirming Requirement for Guide Dog or Service Dog* from a health practitioner, documenting the employee's essential need for a Guide or Service Dog in school in relation to the employee's disability needs - once completed the form must be submitted to the HR Department; and
 - Ensure the employee is aware of Policy D-121 and their responsibilities therein.
- The principal or site manager will send out notification to parents, students and staff advising of Guide or Service Dog and reply if any concerns (e.g. allergies, phobias). If issues are identified, accommodation requirements will be reviewed by the HR Representative and principal or site manager.
- Prior to final approval of a Guide or Service Dog accompanying an employee at an SD62 site, the principal or site manager must have a copy of the valid identification by an accredited training school and up-to-date proof of Guide or Service Dog vaccinations, licensing, insurance and liability coverage.
- The principal or site manager will assist with the immediate removal of the dog from the SD62 site should the Guide or Service Dog exhibit any unprovoked behaviours, i.e., growling, scratching, nipping, biting, etc., until the plan is re-evaluated to ensure the safety of staff, students, and visitors.
- After all documentation has been obtained, the principal or site manager will arrange and participate in a second meeting with the employee to discuss:
 - The personal care and needs of the Guide or Service Dog;
 - Classroom consideration, such as program adaptations and the inclusion of the Guide or Service Dog;
 - Arrangements for notifying school staff; and
 - The education of the student body on the role of the Guide or Service Dog and on the rules of conduct concerning the dog.
- Once final approval to have a Guide or Service Dog accompany an employee at the SD62 site has been granted, the principal or site manager will:
 - Inform, in writing, all stakeholders of the presence of the Guide or Service Dog at the SD62 site, including all students, staff, parents, safety personnel, fire department, police liaison officer, etc.;

- Revise emergency procedures, as required, to include the dog;
- Ensure that proper signage is used to inform visitors of the presence of a Guide or Service Dog; and
- Ensure students and staff are aware of how the dog is to be integrated into the learning environment, in a way that is consistent with the service work the dog is undertaking.

Restrictions for Guide or Service Dogs

For safety reasons, Guide or Service Dogs may be excluded from, or have limited access to, certain areas within SD62 sites. Areas or programs that may be considered off-limits for Guide or Service Dog's include, but are not limited to:

- Laboratories, mechanical rooms, boiler rooms, custodial closets, food preparation areas and other areas that pose a health and safety hazard to the Guide or Service Dog.
- The determination to restrict access of a Guide or Service Dog to other areas or programs on the SD62 site will be assessed on a case-by-case basis.

SD62 reserves the right to deny Guide or Service Dog access to any site/event, at its sole discretion, when it is deemed necessary to do so.

DRAFT

Guide or Service Dog Form D-121-1

**Application for a Guide or Service Dog
Submit to the Human Resources Department**

Employee Name: _____

Employee ID #: _____

Work Location: _____

Disability-Related Needs to be Accommodated by a Guide or Service Dog

Please attach a copy of the assessment report from a registered psychologist or psychiatrist, containing the general nature of disability and describing in detail the disability-related needs to be accommodated and how the Guide or Service Dog will provide accommodation in a school/ workplace setting.

Veterinary Certificate

Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of British Columbia (confirmation to be updated annually) attesting to:

- the species of dog, age, and confirmation that the dog is an adult;
- the dog does not have a disease or illness that might pose a risk to humans or other animals; the dog has received all required vaccinations; and,
- the dog is in good health to assist you.

Information Regarding Guide or Service Dog

Describe in detail the tasks or services performed by the dog.

Identify the oral commands or visual signs to which the dog responds.

Attestation will be required confirming that the dog does not make disruptive vocalizations, does not engage in distracting behavior, does not exhibit aggression.

Identify whether the dog will be on a leash/harness or in a crate.

Describe the biological needs of the dog.

[Redacted]

Can the employee manage the dog?

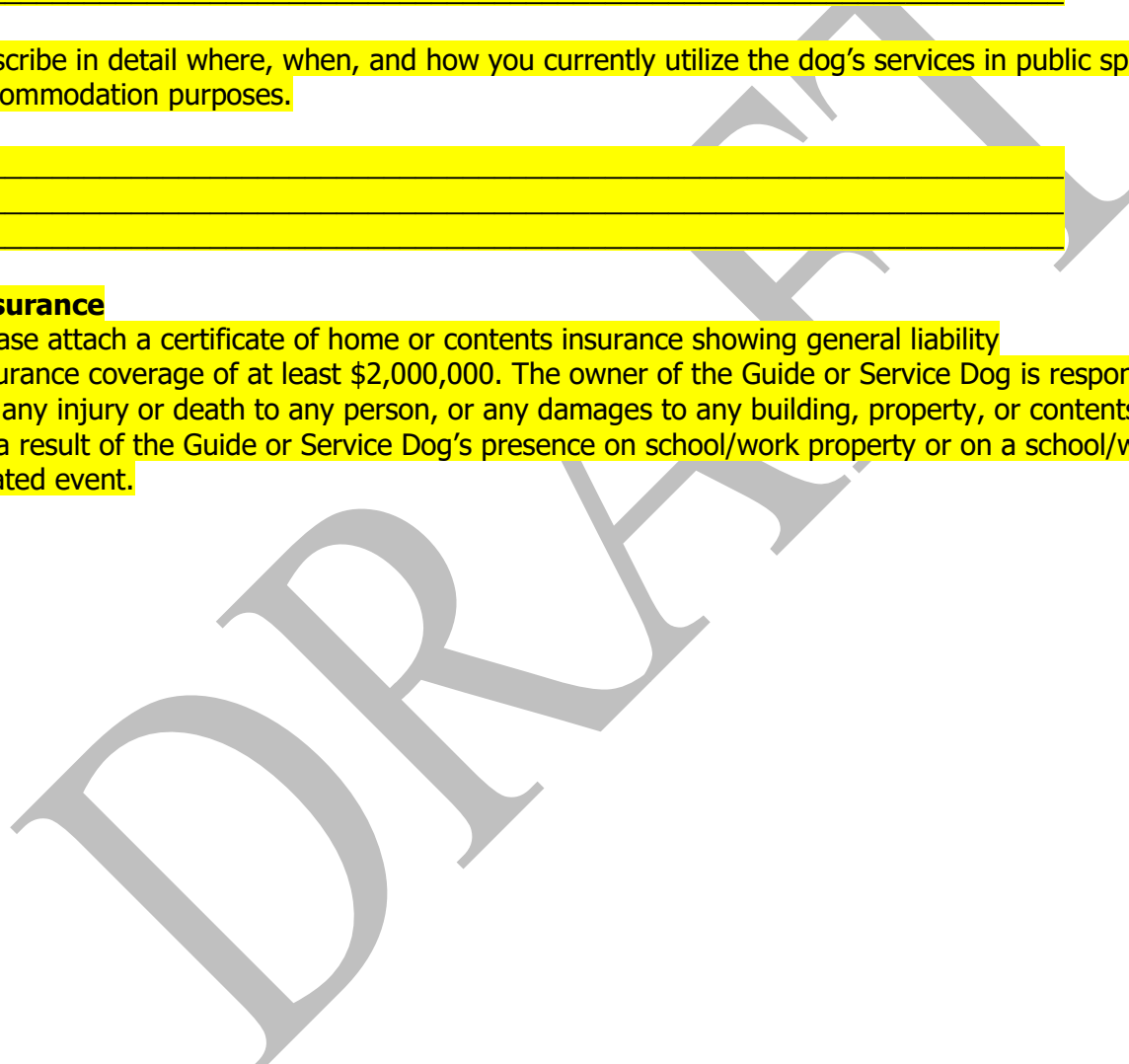
[Redacted]

Describe in detail where, when, and how you currently utilize the dog's services in public spaces for accommodation purposes.

[Redacted]

Insurance

Please attach a certificate of home or contents insurance showing general liability insurance coverage of at least \$2,000,000. The owner of the Guide or Service Dog is responsible for any injury or death to any person, or any damages to any building, property, or contents as a result of the Guide or Service Dog's presence on school/work property or on a school/work related event.





Committee Info Note
Education-Policy Committee Meeting
September 10, 2024
Agenda Item 6a: Full Credit Summer Learning

Background

- In the past, SD62 offered Fast Track Summer Learning through Westshore Centre for Learning. Fast Track was a 19-day summer learning term running Monday to Thursday that combined daily in-person tutorial classes with the opportunity to access assignments online. In this program, school age and adult students were able to complete a course in just 5 weeks.
- Approximately 4 years ago, Fast Track Summer Learning was rebranded to Full Credit Summer Learning and registration was limited to school age students only.
- Full Credit Summer Learning is a 5-week summer term that runs in-person tutorial classes Monday to Friday and teachers continue to post daily assignments online.

Philosophy

- Learning does not need to be confined within the context of the traditional September to June school year.
- Summer Learning aligns with the Strategic Plan goal of student choice in providing additional pathways to graduation for students.

Goals, Rationale

- To provide high quality in-person summer instruction through a suite of courses that contribute to the graduation program.
- To serve the needs of SD62 students including graduation acceleration, remediation and course offerings.

Target Audience

- School age students who live within SD62 and/or attend an SD62 secondary school.

Respectfully,

Heather Lait – Principal
 SD62 Online & Continuing Education



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Full Credit Summer Learning

- **Who:** SD62 students in grades 9-12
- **When:** July 8th – August 8th, 2024
 - Monday – Friday
- **Where:** Belmont Secondary School
- **What:** Students earn full course credit in 5 weeks

2

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CLASS SCHEDULE *

MORNING: 9AM - 11:30AM

SCIENCE 10
 SOCIAL STUDIES 10
 PRE-CALCULUS MATH 11
 FIRST PEOPLES ENGLISH 11
 PRE-CALCULUS MATH 12
 FIRST PEOPLES ENGLISH 12

AFTERNOON: 12PM - 2:30PM

ENGLISH 10
 FOUNDATIONS & PRE-CALCULUS 10
 LIFE SCIENCES 11
 WORKPLACE MATH 11
 ENGLISH STUDIES 12
 SOCIAL JUSTICE 12
 BC FIRST PEOPLES 12
 MATH 9

***All classes are offered subject to enrolment. Classes with insufficient enrolment will be cancelled and students will be offered the chance to select an alternate course.**

3

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SOOKE SCHOOLS 62
 Summer Learning

SD62 Gr. 9-12 Full Credit Summer Learning
 July 8 - Aug 8, 2024
 Monday - Friday at Belmont Secondary School

Benefits of Summer Learning:

- creates flexibility in your Sept-June schedule allowing more room for electives
- supports possible early graduation
- allows for focused learning in 1 or 2 subjects
- opportunity to improve course mark or GPA
- fewer people in the building creates a 'small school' environment that many students enjoy

Registration free of charge for:

- SD62 students entering grade 10-12 in Sept 2024
- current & recent grade 12 students who live within SD62
- recently graduated students (Math/Science/English only)

ISP Students - contact ISP office for fee information

***All classes are offered subject to enrolment. Classes with insufficient enrolment will be cancelled and students will be offered the chance to select an alternate course.**

Register Online: <https://sd62online.web.sd62.bc.ca>
 phone: 250-391-9002 email: online@sd62.bc.ca
 Principal: Heather Lait hlait@sd62.bc.ca

Summer Learning Program Guide

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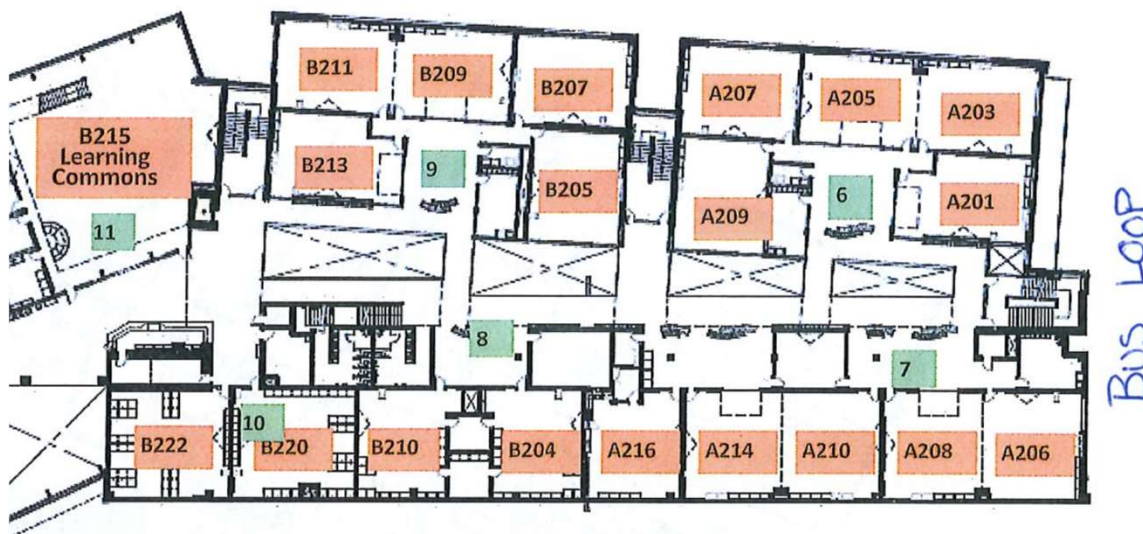


Summer Learning Staff

- 13 teachers
 - 12 taught 1 class
 - 1 taught 2 classes
- Custodial Staff at Belmont
 - Preparation before summer classes
 - Support during/after classes

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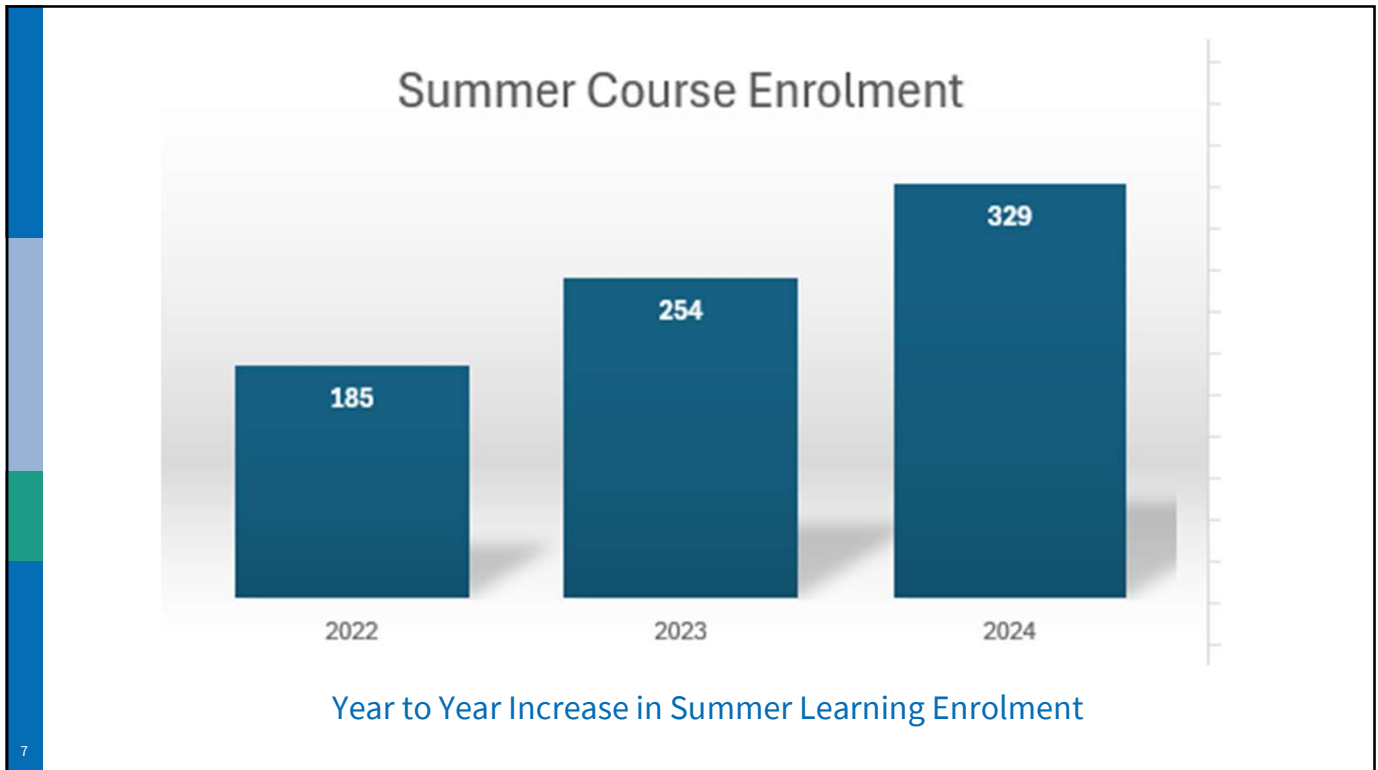
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Belmont School – 2nd Floor


6

6



7

7



Benefits of Summer Learning

- Creates flexibility in Sept-June schedule
- Supports possible early graduation
- Allows for focused learning in 1-2 subjects
- Opportunity to improve course mark
- ‘Small school’ environment

8

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Any questions?