



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
May 24, 2022 – 7:00 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. **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 May 24, 2022, 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 April 26, 2022, as presented (or amended).
4. **INFORMATIONAL ITEMS AND ANNOUNCEMENTS**
 - 4.1 Board Chair Update – Bob Beckett
5. **EDUCATIONAL PRESENTATIONS**
6. **CORRESPONDENCE & DELEGATIONS**
 - 6.1 Correspondence: (page 11)
 - a. Email from Corrine and Eric Morrow, dated May 16, 2022 RE: East Sooke Catchment
 - 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF) – 5 minutes each
7. **FINANCE, FACILITIES AND SERVICES**
 - 7.1 Resources Committee – Meeting of May 10, 2022 – Bob Beckett (page 13)
Motion Requested: That the Board of Education of School District 62 (Sooke) approve the one-time increase of the financial reserve to an amount of not greater than 3% as at June 30, 2022.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of May 10, 2022.

- 7.2 School Trustee Election – Harold Cull (page 15)
Motion Requested: That the Board of Education of School District 62 (Sooke) appoint Kerry Fedesenko as Chief Election Officer and Kristina Ross as Deputy Election Officer for the Trustee Electoral Area No. 1 (Belmont Zone) and the Trustee Electoral Area No. 2 (Milnes Landing Zone).
- 7.3 2022/23 Annual Budget Bylaw – Harold Cull (page 20)
Motion Requested: That the Board of Education of School District 62 (Sooke) give second and third reading to the 2022/23 Annual Budget Bylaw as amended, specifying a total budget of \$171,568,906.
- 7.4 Proposed Change to the Annual Budget – Wendy Hobbs (page 71)
Motion Requested: That the Board of Education for School District No. 62 (Sooke) review September 30, 2022 enrolment and budget information at the October 2022 Board Meeting for the purpose of adding more counselling resources to Elementary Schools out of the increased revenue due to enrolment growth.

8. EDUCATION PROGRAM

- 8.1 Education-Policy Committee – Meeting of May 3, 2022 – Allison Watson (page 73)
Motion Requested: That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations F-501 “Emergency Preparedness”.

Motion Requested: That the Board of Education of School District 62 (Sooke) accept and endorse the 2022 Middle School Philosophy as presented.

Motion Requested: That the Board of Education of School District 62 (Sooke) direct staff to review the Fortis BC curriculum for compliance with Policy B-135 and alignment to the District’s Strategic Plan. Furthermore, staff provide a report with their findings for a discussion at a future Education-Policy Committee meeting.

Motion Requested: That the Board of Education of School District 62 (Sooke) write to the Ministry to express concerns about the use of Fortis BC’s energy curriculum and recommend that school districts do not use this resource in public schools.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the Strategic Plan Progress – Quarterly Report (Q3) for consideration and future discussion.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of May 3, 2022.

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

- 10.1 Board Work Plan 90 Day Outlook – Bob Beckett (page 165)
- 10.2 Na’tsa’maht Education Committee Meeting of May 18, 2022 – Dianna Seaton (page 166)
- 10.3 Board Meetings – Margot Swinburnson (page 170)
Motion Requested: That the Board of Education for School District #62 (Sooke) direct staff to

investigate the feasibility of live-streaming Board and Standing Committee meetings at a school location in the Milnes Landing Zone. Further, that staff develop a proposed schedule of alternating Standing Committee and Board meetings between the Belmont and Milnes Landing Zones for the 2022/2023 school year for the Board to consider.

10.4 Victoria Family Court and Youth Justice Committee Annual Report – Wendy Hobbs (page 172)

11. ADMINISTRATION

11.1 Superintendent’s Report – Scott Stinson (page 236)

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



MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
LIVE MS Teams Event
April 26, 2022 – 7:00 p.m.

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

STAFF: Scott Stinson, Superintendent
 Harold Cull, Secretary-Treasurer
 Stephanie Hedley-Smith, Associate Superintendent
 Paul Block, Associate Superintendent
 Dave Strange, Associate Superintendent
 Dan Haley, Executive Director, HR
 Farzaan Nusserwanji, Executive Director, IT
 Steve Tonnesen, Manager IT Operations

ABSENT: Bob Beckett, Vice-Chair

GUESTS: Matthew Kemshaw, School Garden Coordinator

SECRETARY: Kristina Ross

1. CALL TO ORDER

The meeting was called to order at 7:03 p.m. by the Board Chair. Ravi Parmar acknowledged the traditional territories of the First Nations.

2. AGENDA

2.1 Call for amendments and additional items

61. MOVED Bob Phillips/Dianna Seaton
 That the Board of Education of School District 62 (Sooke) adopt the agenda of April 26, 2022 as presented.
 CARRIED

3. MINUTES

3.1 Call for amendments to minutes

62. MOVED Bob Phillips/Margot Swinburnson
 That the Board of Education of School District 62 (Sooke) adopt the minutes of the March 15, 2022 meeting as presented.

CARRIED

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS**4.1 Board Chair Update**

As many of the provincial health orders related to the pandemic have been lifted, the School District has returned to in-person meetings effective April 19, 2022. Meeting virtually played an important role during the pandemic, and as such both Board and Committee meetings will continue to be livestreamed to provide greater opportunity for our community to view and attend meetings. The Board Chair noted that the British Columbia School Trustees Association (BCSTA) recognized Trustee Phillips and Trustee Swinburnson for their years of service with an honorary life membership.

5. EDUCATIONAL PRESENTATIONS**5.1 Growing Food Promoting Health – Matthew Kemshaw**

Matthew Kemshaw, the School Garden Coordinator, provided a presentation to the Board of Education on the SD 62 Growing Food and Promoting Health Program. He highlighted initiatives occurring across SD 62 schools and gardens.

6. CORRESPONDENCE & DELEGATIONS**6.1 Correspondence:**

a. Email from Katherine Tevaarwerk dated March 30, 2022, RE: Ending Racism must include Literacy Instruction

63. **MOVED** Dianna Seaton/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) receive the email from Katherine Tevaarwerk dated March 30, 2022 RE: Ending Racism must include Literacy Instruction.

CARRIED

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

Jennifer Anderson briefed the Board of Education on correspondence STA had received from the Superintendent, regarding the terminating of additional PRO D funds the District had provided in the past. Scott Stinson indicated that this funding was in excess of the School District's obligation, as per the Collective Agreement.

CUPE – Amber Leonard

Amber Leonard acknowledged Earth Day which occurred on April 22, 2022 and encouraged the District to continue in its move towards an electric fleet. In addition, she recognized the National Day of Mourning on April 28, 2022 which offers the District an opportunity to renew its collective commitment to protecting the health, safety, and well being of all workers. Further, she recognized the District staff members that passed away this year, Shona Loyer, Carrie Byrne, and Jeff Knight, and offered her condolences to their families.

PVP – Cathy Hussey

Cathy Hussey acknowledged the Board of Education, and her opportunity to update them on events in the District. The District recognized Earth Day in several different ways: Belmont Secondary School helped the community remove invasive species, while John Muir Elementary School collected garbage in the community. Hans Helgesen's roof has been replaced and the exterior of the building is still undergoing an upgrade. Royal Bay Secondary School is installing its Red Dress Project to acknowledge Missing and Murdered Indigenous Women, Girls and Two-Spirit People in Canada.

SPEAC – Melissa Da Silva

ShakeOutBC is hosting a webinar on May 4, 2022 geared towards grades 3-6 students, which will focus on how to be safe during an earthquake. SPEAC is hosting a session on Sex Education and Gender Diversity on May 5, 2022, which will include SOGI representatives from SD 62 elementary, middle and secondary schools. Melissa Da Silva discussed the grade six middle school band program, and asked the Board of Education to reconsider the changes to ADST programming.

7. FINANCE, FACILITIES AND SERVICES

7.1 Report on the Resources Committee – Meeting held on April 12, 2022

Trustee Phillips provided the Board of Education with an overview of the Resources Committee Meeting.

64. MOVED Bob Phillips/Dianna Seaton

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of April 12, 2022.

CARRIED

7.2 Education Committee of the Whole (ECOW) – Ravi Parmar

Trustee Parmar provided the Board of Education with an overview of the Education Committee of the Whole Meeting.

65. MOVED Ravi Parmar/Bob Phillips

That the Board of Education of School District 62 (Sooke) receive the report from the Education Committee of the Whole meeting of April 19, 2022.

CARRIED

7.3 2022/23 Annual Budget Bylaw – Harold Cull

Harold Cull provided an overview of the 2022/23 Annual Budget for consideration.

66. MOVED Bob Phillips/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) give first reading to the 2022/23 Annual Budget Bylaw **as amended**, specifying a total budget of ~~\$171,560,906~~ \$171,568,906.

CARRIED

66a. MOVED Wendy Hobbs/Bob Phillips

To add two teacher counsellors to the district in October for a cost of \$215,000 as we will know what the actual student enrollment will be. This would add 2400 hours of counselling time to our district per year.

DEFEATED

66b. MOVED Wendy Hobbs/Bob Phillips

I move to direct staff to allocate any additional counselling FTE generated by the Collective Agreement ratio as of September 30, 2022, be targeted to early intervention counselling at the Elementary level.

OUT OF ORDER

66c. MOVED Wendy Hobbs/Bob Phillips

I move to direct staff to match any annual increases in counselling FTE generated by Collective Agreement ratio staffing for the 2022/23 school year with an equal percentage increase in non-ratio counselling FTE. The additional increase in non-ratio counselling FTE will be targeted to early intervention counselling at the Elementary level.

WITHDRAWN

66d. MOVED Ravi Parmar/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) direct staff to add an additional 1.0 FTE Youth Outreach Worker (\$60,000/year) to the structural budget beginning in the 22/23 school year. Funding for this position will be out of the District's financial reserve for 22/23 only and will be structurally funded out of enrolment growth beginning in the 23/24 school year.
CARRIED

67. MOVED Wendy Hobbs/Bob Phillips
I move to direct staff to allocate any additional counselling FTE generated by the Collective Agreement ratio as of September 30, 2022, be targeted to early intervention counselling at the Elementary level.
CARRIED

7.4 2022/23 Capital Bylaw – Harold Cull

Harold Cull provided an overview of the 2022/23 Capital Plan for consideration.

68. MOVED Bob Phillips/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) allow all three readings of the Capital Plan Bylaw 2022/23-CPSD62-01 at its meeting of April 26, 2022.
CARRIED

69. MOVED Bob Phillips/Dianna Seaton
That the Board of Education of School District 62 (Sooke) give first, second and third readings of the Capital Plan Bylaw 2022/23-CPSD62-01.
CARRIED

8. EDUCATION PROGRAM

8.1 Report on the Education-Policy Committee – Meeting held on April 5, 2022

Trustee Parmar provided the Board of Education with an overview of the Education-Policy Committee Meeting.

70. MOVED Ravi Parmar/Dianna Seaton
Given that the required period for notice of motion has been served, that the Board of Education of School District 62 (Sooke) adopt the revised Policy and Regulations F-100 "Transportation".
CARRIED

71. MOVED Ravi Parmar/Dianna Seaton
That the Board of Education of School District 62 (Sooke) receive the report from the Education Policy Committee meeting of April 5, 2022.
CARRIED

8.2 Adoption of Policy and Regulations – Scott Stinson

Scott Stinson provided an overview to the Board of Education on the adoption of the following:

72. MOVED Ravi Parmar/Dianna Seaton
Given that the required period for notice of motion has been served, that the Board of Education of School District 62 (Sooke) adopt the revised Policy and Regulations B-132 "Career Education".
CARRIED

9. STUDENTS

9.1 Policy C-329 – International Field Trips – Scott Stinson

Scott Stinson provided background and an overview to the Board of Education.

73. MOVED Wendy Hobbs/Bob Phillips

That the Board of Education for School District 62 (Sooke) reinstate, effective September 1, 2022, the potential for out-of-province and international field trips commensurate with Board Policy C-329 – Field Trips.

CARRIED

10. FOUNDATIONS & GOVERNANCE

10.1 Board Work Plan 90 Day Outlook – Ravi Parmar

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

10.2 Na'tsa'maht Education Committee - Meeting held on April 20, 2022

Trustee Seaton provided the Board of Education with an overview of the Na'tsa'maht Education Committee Meeting.

10.3 Changing Board Meetings – Margot Swinburnson

This item was tabled, and will be brought to the May 24, 2022 Public Board Meeting.

10.4 Report on Trustee/Student Forum – Scott Stinson

The Trustee/Student Forum was held on March 11, 2022. The focus of the forum was to create guiding principles for future capital projects. The event enabled students to discuss their experiences of school design, their thoughts on how schools can feel more welcoming, celebrate all students, be healthy and improve student well-being, and be environmentally friendly and sustainable. Further details are included in the “What We Heard” Report.

10.5 BCSTA AGM – Allison Watson

Allison Watson provided an overview of the BCSTA AGM which included a keynote address by Kendal Netmaker, the award-winning entrepreneur and author. Highlights included discussions surrounding using operational funds to support capital projects, universal bathrooms for students, Indigenous representation on Boards of Education, and equal access to BC Schools for all immigrants.

10.6 Framework for Enhancing Student Learning (FESL) Peer Review Report – Scott Stinson

Scott Stinson provided an overview of the feedback provided from the FESL Peer Review Report to SD 62 on district strengths, future considerations, and meditative questions. It was noted that this was the first review conducted and the Executive Team will continue to align district business to its operational plan, while taking the feedback into consideration from the Peer Review Report.

11. ADMINISTRATION

11.1 Superintendent's Report – Scott Stinson

Scott Stinson provided an update to the Board of Education on the growth of academies, supporting new kindergarten students through the Inclusive Education Services Department, registrations for students from the Ukraine, staff wellness and a child care at the Colwood Elementary School site.

12. PERSONNEL

13. UPCOMING EVENTS

May 5th National Day of Awareness for Missing and Murdered Indigenous Women, Girls and Two-Spirit People in Canada.

May 10th Tale of the Whale Documentation Release.

14. FUTURE ITEMS

15. QUESTION PERIOD

Members of the public have the opportunity to ask questions related to agenda items. All media questions can be directed to the Manager, Strategic Communications for follow-up and response.

16. ADJOURNMENT

The meeting was adjourned at 9:56 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer

[REDACTED]

From: [REDACTED]
Sent: Tuesday, May 17, 2022 3:45 PM
To: [REDACTED]
Subject: ES catchment

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.

To The Board of Education,

I am contacting you in regards to the school catchment for East Sooke. East Sooke is its own small rural community. We have limited services. As you are aware there are no schools located in ES.

Currently the catchment has the children of ES attending Saseenos elementary, Journey middle and Edward Milne high. The majority of families have transferred out of catchment and have their children attending schools in Metchosin as Sooke is much farther away. Furthermore the majority of parents work in Langford or Victoria in which case, Sooke is in the opposite direction of most parents workplaces. All of my children's friends that live in East Sooke attend a Hans Helgesen elementary.

Five years ago my daughter [REDACTED] started elementary school. We made the decision to transfer her out of catchment to Hans Helgeson, then our youngest, [REDACTED] a few years later. As mentioned above, Sooke is farther away and completely out of the way for our family. Almost all of the children in our neighbourhood attend Hans Helgeson. At the time our children were provided the same bus service as catchment children attending the school. This was an important piece for us when decide to transfer out of catchment. For three years our children utilized the bus service along with other children living in ES.

It works perfectly for our family. Our children were able to utilize the bus and be dropped off at the end of our road with their friends every day. When the new policy was put in place excluding out of catchment children from utilizing bus service this greatly disrupted not only the children's lives but the parents ability to work. Many of us rely on bus service as we have long commutes to our workplace. This policy has left many parents having to choose between employment and getting their children to and from school every day. Of the five families we are aware of on our road, four of the families children attend Hans Helgeson. The fifth had been trying to get their children a space at hand Helgeson for years. I've had conversations with these parents as well as other families in East Sooke all of whom are struggling with the transportation of their children to school every day. This is a very real stress and has emotional and financial implications. With that being said my husband and I are at a place that we can no longer accommodate transportation to and from school 8:20 and 2:38 Mon-Friday and both maintain our careers. With very heavy hearts We see our only option is transferring the children into their catchment(Saseenos which is currently at capacity) In order to receive bus service. After completing the transfer documentation I was told by the secretary of Saseenos that there may not be room for the girls at Saseenos and that they may be required to attend an overflow school. Which is even further away from our home/workplaces. Hans Helgeson is nine minutes from our home. Saseenos is closer to half an hour, in the wrong direction.

This is the last thing we want for our children. Living through the pandemic the last two years has had such a toll on children's mental health relationships socializing and emotional well-being. The last thing we want to do is remove them from the school they love and the friendships they've created. However at this point we do not see any other choice. I have made many attempts in the past emails, phone calls pleading that's a East Sooke catchment be reviewed and that out of catchment children not be excluded from bus services. I am not alone in this. Many ES families are struggling due to these issues and have advocated for the same thing.

Before up rooting our children and going through the transfer to Saseenos or perhaps the overflow school. My husband and I need to know that we have done everything we can to bring the catchment issue to light and request a solution. Please consider reviewing the catchment for East Sooke. It seems clear that given the number of East Sooke families attending schools in Metchosin that the catchment to Sooke is not working. Having the children of ES attend schools in Sooke is a disservice to both the children and parents. It creates transportation issues, impacts parents ability to work,

separates the children from their friends in Metchosin (our closets neighbours) and means parents are often a significant distance away when they are needed.

Please review the East Sooke catchment. This is a real issue that has and will continue to have a negatively impact the families of ES.

Thank- you for your consideration.

Sincerely,

Corrie and Eric Morrow

Sent from my iPhone



Committee Report of Resources Committee Meeting via MS Teams May 10, 2022

Present: Bob Beckett, Trustee (Committee Chair)
 Bob Phillips, Trustee (Committee Member)
 Dianna Seaton, Trustee (standing in for Trustee Hobbs)
 Scott Stinson, Superintendent & CEO
 Harold Cull, Secretary-Treasurer
 Michele MacIntosh, SPEAC
 Ed Berlando, STA
 Trudy Court, CUPE

Staff: Windy Beadall, District Principal, Capital Construction
 David Lee-Bonar, Assistant Secretary-Treasurer
 Mhairi Nicolson, Manager, Minor Capital Construction
 Randy Cobb, Manager, Transportation
 Pete Godau, Director, Facilities
 Steve Tonnesen, IT

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

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

2. COMMITTEE REPORT

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated April 10, 2022 at its Public Board Meeting dated April 24, 2022.

3. PRESENTATIONS

3.1 Heathy Schools, Healthy People (HSHP): Potential Capital Partnerships – Cindy Andrew
 Staff have been working with the HSHP regional network to identify potential partnerships for capital expansion/addition projects. The HSHP table (Cindy Andrew, Dalyce Dixon and Scott Bradford) presented to the Committee on possible partnerships that the Board may consider including in their June 2022 Capital Plan submission. The presentation was well received and the Committee looks forward to reviewing some of the initial details of potential partnerships at their June meeting.

4. BUSINESS

4.1 21/22 Quarter 3 Financial Forecast - David Lee-Bonar
 David Lee-Bonar provided an overview of the 21/22 Quarter 3 financial position of the District to the Resources Committee. The forecasted pressure for this year is \$350,000 although the Q3 forecast is

historically understated and the District may end the year in a stronger financial position than forecasted. With this forecasted deficit amount, the year end financial reserve amount is estimated to be \$3.022 m or 2.29%.

Using the multi-year budget to inform the financial decisions of the District (guiding budget principle), staff are recommending that the additional reserve above the 2% policy amount (\$386,000) be retained and used to address future year pressures due to inflation and predicted opening of new schools.

The Committee discussed the forecast and supported the following motion going forward to the Board of Education.

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the one-time increase of the financial reserve to an amount of not greater than 3% as at June 30, 2022.

4.2 23/24 Capital Plan & Long-Range Enrolment Estimate – Windy Beadall/Harold Cull

Staff continue to develop the data required to determine the 23/24 Capital Plan priorities. The Committee reviewed the long-range enrolment estimates up to 2036, including the amount of deficient seats the District is forecasting. The Committee reviewed the initial draft of project priorities and discussed various strategies to present to the Ministry of Education. Further, the Committee discussed the space needs of the District as well as the staffing levels required to support of students and the potential use of school gyms as classrooms if community gyms could be created.

4.3 AFG & Minor Capital Program Summary as at Q4 – Mhairi Nicolson

Staff provided a presentation on the minor capital projects in process to the Resources Committee. They discussed the benefit of sharing the minor capital work with the local municipalities.

4.4 Transportation's Safe Route Guiding Principles – Randy Cobb/Harold Cull

The Resources Committee discussed the limited resources (buses and drivers) facing the system and the challenges. The Committee also discussed increasing the distance/walking time from close drop off sites and a safety standard for the drop-off sites. The Resources Committee agreed to present this to the full Board of Education for consideration and debate, as transportation is a discretionary service provided by the Board of Education

4 **ADJOURNMENT AND NEXT MEETING DATE:** June 14, 2022



Board Info Note
Public Board Meeting
May 24, 2022
Agenda Item 7.2: School Trustee Election

- The 2022 General Local Election will be held on October 15, 2022.
- Section 58 (1) of the Local Government Act requires the appointment of a chief election officer and a deputy chief election officer for each local election. Where the board of education conducts the trustee election, it must appoint a chief election officer and a deputy chief election officer for each trustee electoral area [Local Government Act, section 58 (1)].

Requested Motion: That the Board of Education of School District 62 (Sooke) appoint Kerry Fedesenko as Chief Election Officer and Kristina Ross as Deputy Election Officer for the Trustee Electoral Area No. 1 (Belmont Zone) and the Trustee Electoral Area No. 2 (Milnes Landing Zone).



BYLAW NO. 1-18 TRUSTEE ELECTIONS and BY-ELECTIONS

A bylaw to provide for the determination of various procedures for the conduct of general school elections and other trustee elections.

1. Preamble

Trustee elections in the following trustee electoral areas are being carried out by School District No. 62 (Sooke):

TEA#	Trustee electoral area description:	# of trustees
1	<i>Belmont Zone: Colwood, Langford, Metchosin</i>	<i>Four</i>
2	<i>Milne's Landing Zone: Sooke, Port Renfrew</i>	<i>Three</i>

The Board of Education, in an open meeting of the Board, enacts as follows:

2. Definitions

The terms used shall have the meanings assigned by the *School Act*, the *Local Elections Campaign Financing Act* and the *Local Government Act*, except as the context indicates otherwise.

“Board” or “School Board” means the Board of Education of School District No. 62 (Sooke).

“By-election” means a trustee election to fill a vacancy on the school board in any of the circumstances described in section 36 of the *School Act*.

“Election” means a trustee election.

“General Voting Day” means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.

“Minister” means the Minister of Education.

3. Application of Local Government Bylaws

- a. For a trustee election held at the same time as the general local elections, the election bylaws of the local governments regarding mail ballot voting and use of voting machines, as they may be amended from time to time, apply to the trustee elections to the extent authorized by the *School Act*, in accordance with the following: Trustee Electoral Area No. 1 (Belmont Zone):
 - a. The election bylaws of the City of Colwood regarding mail ballot voting and use of voting machines apply for the purposes of school trustee elections and electors of the City of Colwood.
 - b. The election bylaws of the City of Langford regarding mail ballot voting and use of voting machines apply for the purposes of school trustee elections and electors of the City of Langford.
 - c. The election bylaws of the District of Metchosin regarding mail ballot voting and use of voting machines apply for the purposes of school trustee elections and electors of the District of Metchosin.
 - d. The election bylaws of the District of Highlands regarding mail ballot voting and use of voting machines apply for the purposes of school trustee elections and electors of the District of Highlands.
 - e. The election bylaws of the Town of View Royal regarding mail ballot voting and use of voting machines apply for the purposes of school trustee elections and electors of the Town of View Royal.
 - f. The election bylaws of the Capital Regional District regarding mail ballot voting and use of voting machines apply for the purposes of school trustee elections and electors of the Juan de Fuca Electoral Area of the Capital Regional District.
- b. Trustee Electoral Area No. 2 (Milne's Landing Zone):
 - a. The election bylaws of the District of Sooke regarding mail ballot voting and use of voting machines apply for the purposes of school trustee elections and electors of the District of Sooke.

4. Mail Ballot Voting

- a. subject to the Local Government Act, voting and registration may be done by mail for those electors who meet the following criteria:
 - (i) persons who have a physical disability, illness or injury that affects their ability to vote at another voting opportunity;
 - (ii) persons who reside in a specified area of the jurisdiction for which the election is being held that is remote from voting places at which they are entitled to vote; and

(iii) persons who expect to be absent from the trustee electoral area on general voting day and at the times of all advance voting opportunities.

- b. Procedures for mail ballot voting and registration may be established by separate bylaw.
- c. The Chief Election Officer may establish time limits in relation to mail ballot voting.

5. **Appointment of Election Officers**

The Board shall appoint a Chief Election Officer and a Deputy Chief Election Officer pursuant the *Local Government Act*.

6. **Resolution of Tie Votes after Judicial Recount**

In the event of a tie vote after a judicial recount, the tie vote will be resolved by conducting a lot in accordance with the *Local Government Act*.

7. **Required Advance Voting Opportunities**

- a. Voting hours, at all required advance voting opportunities, shall be from 8:00 a.m. to 8:00 p.m.
- b. Unless the Board is exempted from the requirement by Order of the Minister of Education, an advance voting opportunity will be held on the tenth day before general voting day.
- c. Unless the Board is exempted from the requirement for a second required advance voting opportunity by Order of the Minister of Education a second advance voting opportunity will be held on the third day before general voting day.

8. **Additional Advance Voting Opportunities**

The chief election officer is authorized to establish additional advance voting opportunities for each election and to designate the voting places, establish the date and the voting hours for these voting opportunities.

9. **Public Access to Nomination Documents and Campaign Financing Disclosure Statements**

- a. The Board authorizes posting of nomination documents of trustee candidates on the website of School District No. 62 (Sooke) until 30 days after declaration of the election results.
- b. The Board authorizes, but does not require, chief election officers to post nomination documents of trustee candidates for public access on any or all of the websites of the City of Colwood, CRD, District of Highlands, City of Langford, District of Metchosin, District of Sooke and District of View Royal.

c. The Board will make available to the public for inspection during the regular office hours of the Board's head office, the trustee candidates' campaign financing disclosure statements and supplementary reports until 5 years after general voting day either by providing:

- (i) access by internet, or
- (ii) a copy of that information for inspection

10. Repeal

School District No. 62 (Sooke) Trustee Elections Bylaw No. 1-14 is hereby repealed.

9. Title

This bylaw may be cited as "School District No. 62 (Sooke) Trustee Elections Bylaw No. 1-18."

READ A FIRST TIME THE 26th DAY OF JUNE 2018;

READ A SECOND TIME THE 26th DAY OF JUNE 2018;

READ A THIRD TIME, PASSED AND ADOPTED THE 26th DAY OF JUNE 2018;



Chairperson of the Board



Secretary-Treasurer

I HEREBY CERTIFY that this is a true original of School District No. 62 (Sooke) Trustee Elections Bylaw No. 1-18, adopted by the Board the 26th day of JUNE 2018.



Secretary-Treasurer

Board Info Note
Public Board Meeting
June 22, 2021
Agenda Item: 7.3 – 22/23 Annual Budget Bylaw

Background

- The District has been working through the 22/23 Budget Development process since the middle of February and staff have drafted a recommended plan for the Board's consideration
- The attached Annual Budget Bylaw and Ministry template were part of the package and discussion held on April 19th at the Board's Education Committee of the Whole (ECOW) as well as at the April 26th Board meeting when the Annual Budget Bylaw was read for the 1st time
- Staff are looking for the Board to consider reading the Annual Budget Bylaw for the 2nd and 3rd time at tonight's meeting

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 62 (SOOKE) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2022/2023 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 62 (Sooke) Annual Budget Bylaw for fiscal year 2022/2023.
3. The attached Statement 2 showing the estimated revenue and expense for the 2022/2023 fiscal year and the total budget bylaw amount of \$171,568,906 for the 2022/2023 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2022/2023.

READ A FIRST TIME THE 26th DAY OF APRIL, 2022;

READ A SECOND TIME THE 24th DAY OF MAY, 2022;

READ A THIRD TIME, PASSED AND ADOPTED THE 24th DAY OF MAY, 2022;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 62 (Sooke) Annual Budget Bylaw 2022/2023, adopted by the Board the 24th DAY OF MAY, 2022.

Secretary Treasurer

Annual Budget

School District No. 62 (Sooke)

June 30, 2023

School District No. 62 (Sooke)

June 30, 2023

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 62 (SOOKE) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2022/2023 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

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READ A THIRD TIME, PASSED AND ADOPTED THE 24th DAY OF MAY, 2022;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 62 (Sooke) Annual Budget Bylaw 2022/2023, adopted by the Board the 24th DAY OF MAY, 2022.

Secretary Treasurer

School District No. 62 (Sooke)

Annual Budget - Revenue and Expense

Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	12,539,000	12,138,313
Adult	36,438	40,438
Total Ministry Operating Grant Funded FTE's	12,575,438	12,178,751
Revenues	\$	\$
Provincial Grants		
Ministry of Education	150,803,293	144,598,542
Tuition	6,899,749	6,712,900
Other Revenue	3,687,765	4,835,368
Rentals and Leases	502,500	388,500
Investment Income	363,875	378,090
Amortization of Deferred Capital Revenue	9,271,906	8,440,864
Amortization of Deferred Capital Revenue - for lease	61,477	61,477
Total Revenue	171,590,565	165,415,741
Expenses		
Instruction	138,904,388	135,346,792
District Administration	6,364,125	6,302,624
Operations and Maintenance	22,997,542	21,822,891
Transportation and Housing	3,302,851	3,316,396
Total Expense	171,568,906	166,788,703
Net Revenue (Expense)	21,659	(1,372,962)
Budgeted Allocation (Retirement) of Surplus (Deficit)	1,023,234	1,416,139
Budgeted Surplus (Deficit), for the year	1,044,893	43,177
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	1,044,893	43,177
Budgeted Surplus (Deficit), for the year	1,044,893	43,177

School District No. 62 (Sooke)

Annual Budget - Revenue and Expense

Year Ended June 30, 2023

	2023	2022 Amended
	Annual Budget	Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	137,328,912	131,606,275
Operating - Tangible Capital Assets Purchased		171,305
Special Purpose Funds - Total Expense	22,823,740	24,567,858
Capital Fund - Total Expense	11,416,254	10,614,570
Total Budget Bylaw Amount	171,568,906	166,960,008

Approved by the Board

Signature of the Chairperson of the Board of Education _____ Date Signed _____

Signature of the Superintendent _____ Date Signed _____

Signature of the Secretary Treasurer _____ Date Signed _____

School District No. 62 (Sooke)
 Annual Budget - Changes in Net Financial Assets (Debt)
 Year Ended June 30, 2023

	2023	2022 Amended
	Annual Budget	Annual Budget
	\$	\$
Surplus (Deficit) for the year	21,659	(1,372,962)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds		(171,305)
From Deferred Capital Revenue	(20,154,465)	(47,299,170)
Total Acquisition of Tangible Capital Assets	(20,154,465)	(47,470,475)
Amortization of Tangible Capital Assets	10,103,313	9,295,178
Total Effect of change in Tangible Capital Assets	(10,051,152)	(38,175,297)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(10,029,493)	(39,548,259)

School District No. 62 (Sooke)
 Annual Budget - Operating Revenue and Expense
 Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	127,668,989	121,975,601
Tuition	6,899,749	6,712,900
Other Revenue	880,565	930,565
Rentals and Leases	502,500	388,500
Investment Income	353,875	353,875
Total Revenue	136,305,678	130,361,441
Expenses		
Instruction	116,417,525	111,108,643
District Administration	6,364,125	6,302,624
Operations and Maintenance	11,796,390	11,444,136
Transportation and Housing	2,750,872	2,750,872
Total Expense	137,328,912	131,606,275
Net Revenue (Expense)	(1,023,234)	(1,244,834)
Budgeted Prior Year Surplus Appropriation	1,023,234	1,416,139
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased		(171,305)
Total Net Transfers	-	(171,305)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 62 (Sooke)

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	126,001,327	120,951,499
ISC/LEA Recovery	(509,565)	(509,565)
Other Ministry of Education Grants		
Pay Equity	931,052	931,052
Funding for Graduated Adults	40,000	40,000
Student Transportation Fund	358,365	358,365
FSA Scorer Grant	12,000	12,000
Anticipated Enrolment Increase	835,810	192,250
Total Provincial Grants - Ministry of Education	127,668,989	121,975,601
Tuition		
Continuing Education	110,000	110,000
International and Out of Province Students	6,789,749	6,602,900
Total Tuition	6,899,749	6,712,900
Other Revenues		
Funding from First Nations	509,565	509,565
Miscellaneous		
Grants for Crossing Guards	70,000	70,000
Rebates	51,000	51,000
SGF Discretionary	200,000	200,000
Miscellaneous	50,000	100,000
Total Other Revenue	880,565	930,565
Rentals and Leases	502,500	388,500
Investment Income	353,875	353,875
Total Operating Revenue	136,305,678	130,361,441

School District No. 62 (Sooke)

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2023

	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$
Salaries		
Teachers	52,869,698	50,731,418
Principals and Vice Principals	9,366,175	8,648,042
Educational Assistants	12,648,457	10,979,163
Support Staff	13,578,833	12,837,058
Other Professionals	4,929,417	4,726,417
Substitutes	5,444,922	5,626,091
Total Salaries	98,837,502	93,548,189
Employee Benefits	24,199,679	22,822,078
Total Salaries and Benefits	123,037,181	116,370,267
Services and Supplies		
Services	6,648,806	6,546,701
Professional Development and Travel	953,394	1,116,517
Rentals and Leases	355,391	355,391
Dues and Fees	213,991	214,991
Insurance	486,295	514,545
Supplies	3,827,210	4,768,219
Utilities	1,780,844	1,693,844
Bad Debt	25,800	25,800
Total Services and Supplies	14,291,731	15,236,008
Total Operating Expense	137,328,912	131,606,275

School District No. 62 (Sooke)

Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2023

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	44,418,979	246,106	144,693	2,095,609	404,549	3,771,860	51,081,796
1.03 Career Programs	226,912			188,890		22,802	438,604
1.07 Library Services	1,511,882			262,228		5,876	1,779,986
1.08 Counselling	2,148,878					1,000	2,149,878
1.10 Special Education	1,624,807	261,582	12,141,764	99,860	1,158,206	883,280	16,169,499
1.30 English Language Learning	1,339,861			65,800			1,405,661
1.31 Indigenous Education	600,500	253,700	362,000	89,350		17,000	1,322,550
1.41 School Administration		8,186,302		2,485,406		221,225	10,892,933
1.61 Continuing Education				29,347			29,347
1.62 International and Out of Province Students	987,813	273,907		352,000			1,613,720
Total Function 1	52,859,632	9,221,597	12,648,457	5,668,490	1,562,755	4,923,043	86,883,974
4 District Administration							
4.11 Educational Administration		144,578			830,000		974,578
4.40 School District Governance					120,500		120,500
4.41 Business Administration	10,066			595,876	1,964,725	87,883	2,658,550
Total Function 4	10,066	144,578	-	595,876	2,915,225	87,883	3,753,628
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				119,545	142,749		262,294
5.50 Maintenance Operations				5,033,083	208,191	350,570	5,591,844
5.52 Maintenance of Grounds				543,434			543,434
5.56 Utilities							-
Total Function 5	-	-	-	5,696,062	350,940	350,570	6,397,572
7 Transportation and Housing							
7.41 Transportation and Housing Administration				116,574	100,497		217,071
7.70 Student Transportation				1,501,831		83,426	1,585,257
Total Function 7	-	-	-	1,618,405	100,497	83,426	1,802,328
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	52,869,698	9,366,175	12,648,457	13,578,833	4,929,417	5,444,922	98,837,502

School District No. 62 (Sooke)

Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2023

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2023 Annual Budget	2022 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	51,081,796	12,658,276	63,740,072	2,873,503	66,613,575	65,807,898
1.03 Career Programs	438,604	116,102	554,706	277,930	832,636	850,568
1.07 Library Services	1,779,986	441,599	2,221,585	47,593	2,269,178	2,123,043
1.08 Counselling	2,149,878	526,737	2,676,615	6,237	2,682,852	2,499,222
1.10 Special Education	16,169,499	4,129,371	20,298,870	500,885	20,799,755	18,418,862
1.30 English Language Learning	1,405,661	343,474	1,749,135	30,000	1,779,135	1,571,272
1.31 Indigenous Education	1,322,550	347,015	1,669,565	275,730	1,945,295	1,995,865
1.41 School Administration	10,892,933	2,377,046	13,269,979	587,926	13,857,905	12,759,955
1.61 Continuing Education	29,347	1,596	30,943	60,612	91,555	91,555
1.62 International and Out of Province Students	1,613,720	377,032	1,990,752	3,554,887	5,545,639	4,990,403
Total Function 1	86,883,974	21,318,248	108,202,222	8,215,303	116,417,525	111,108,643
4 District Administration						
4.11 Educational Administration	974,578	204,661	1,179,239	564,807	1,744,046	1,826,046
4.40 School District Governance	120,500	6,500	127,000	127,088	254,088	254,088
4.41 Business Administration	2,658,550	605,191	3,263,741	1,102,250	4,365,991	4,222,490
Total Function 4	3,753,628	816,352	4,569,980	1,794,145	6,364,125	6,302,624
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	262,294	66,041	328,335	297,470	625,805	725,805
5.50 Maintenance Operations	5,591,844	1,438,374	7,030,218	1,384,155	8,414,373	8,029,036
5.52 Maintenance of Grounds	543,434	133,575	677,009	298,359	975,368	995,451
5.56 Utilities	-	-	-	1,780,844	1,780,844	1,693,844
Total Function 5	6,397,572	1,637,990	8,035,562	3,760,828	11,796,390	11,444,136
7 Transportation and Housing						
7.41 Transportation and Housing Administration	217,071	53,402	270,473	35,008	305,481	305,481
7.70 Student Transportation	1,585,257	373,687	1,958,944	486,447	2,445,391	2,445,391
Total Function 7	1,802,328	427,089	2,229,417	521,455	2,750,872	2,750,872
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	98,837,502	24,199,679	123,037,181	14,291,731	137,328,912	131,606,275

School District No. 62 (Sooke)
 Annual Budget - Special Purpose Revenue and Expense
 Year Ended June 30, 2023

	2023	2022 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	20,006,540	20,638,840
Other Revenue	2,807,200	3,904,803
Investment Income	10,000	24,215
Total Revenue	22,823,740	24,567,858
Expenses		
Instruction	22,486,863	24,238,149
Operations and Maintenance	336,877	329,709
Total Expense	22,823,740	24,567,858
Budgeted Surplus (Deficit), for the year	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2023

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-	-	-	-	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education	336,877	428,877			192,000	44,100	251,436	768,299	1,429,873
Other				2,000,000				20,000	
Investment Income			10,000						
	336,877	428,877	10,000	2,000,000	192,000	44,100	251,436	788,299	1,429,873
Less: Allocated to Revenue	336,877	428,877	10,000	2,000,000	192,000	44,100	251,436	788,299	1,429,873
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	336,877	428,877			192,000	44,100	251,436	768,299	1,429,873
Other Revenue				2,000,000				20,000	
Investment Income			10,000						
	336,877	428,877	10,000	2,000,000	192,000	44,100	251,436	788,299	1,429,873
Expenses									
Salaries									
Teachers							50,000		27,541
Principals and Vice Principals								35,000	
Educational Assistants		335,060							170,000
Support Staff				10,000	125,000			103,500	140,000
Other Professionals								157,000	
Substitutes				20,000	10,000	19,500		15,000	795,210
	-	335,060	-	30,000	135,000	19,500	50,000	310,500	1,132,751
Employee Benefits		93,817		12,000	33,000	2,000	12,000	75,000	257,462
Services and Supplies	336,877		10,000	1,958,000	24,000	22,600	189,436	402,799	39,660
	336,877	428,877	10,000	2,000,000	192,000	44,100	251,436	788,299	1,429,873
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2023

	Classroom Enhancement Fund - Staffing	Youth Work Trades	Academies	Art Starts	Donations	TOTAL
	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	-	-	-	-
Add: Restricted Grants						
Provincial Grants - Ministry of Education	16,555,078					20,006,540
Other		30,000	730,000	7,200	20,000	2,807,200
Investment Income						10,000
	16,555,078	30,000	730,000	7,200	20,000	22,823,740
Less: Allocated to Revenue	16,555,078	30,000	730,000	7,200	20,000	22,823,740
Deferred Revenue, end of year	-	-	-	-	-	-
Revenues						
Provincial Grants - Ministry of Education	16,555,078					20,006,540
Other Revenue		30,000	730,000	7,200	20,000	2,807,200
Investment Income						10,000
	16,555,078	30,000	730,000	7,200	20,000	22,823,740
Expenses						
Salaries						
Teachers	13,288,713	25,000	55,000			13,446,254
Principals and Vice Principals			15,000			50,000
Educational Assistants						505,060
Support Staff			45,000			423,500
Other Professionals						157,000
Substitutes						859,710
	13,288,713	25,000	115,000	-	-	15,441,524
Employee Benefits	3,266,365	5,000	25,000			3,781,644
Services and Supplies			590,000	7,200	20,000	3,600,572
	16,555,078	30,000	730,000	7,200	20,000	22,823,740
Net Revenue (Expense)	-	-	-	-	-	-

School District No. 62 (Sooke)
 Annual Budget - Capital Revenue and Expense
 Year Ended June 30, 2023

	2023 Annual Budget			2022 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education	3,127,764		3,127,764	1,984,101
Amortization of Deferred Capital Revenue	9,271,906		9,271,906	8,440,864
Amortization of Deferred Capital Revenue - for lease	61,477		61,477	61,477
Total Revenue	12,461,147	-	12,461,147	10,486,442
Expenses				
Operations and Maintenance	1,312,941		1,312,941	1,319,392
Amortization of Tangible Capital Assets				
Operations and Maintenance	9,551,334		9,551,334	8,729,654
Transportation and Housing	551,979		551,979	565,524
Total Expense	11,416,254	-	11,416,254	10,614,570
Net Revenue (Expense)	1,044,893	-	1,044,893	(128,128)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased			-	171,305
Total Net Transfers	-	-	-	171,305
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	1,044,893	-	1,044,893	43,177



2022/23 ANNUAL BUDGET NARRATIVE

April 2022



This budget narrative document for School District #62 (Sooke) is meant to provide a high-level overview of the financial plan required to deliver on the goals and objectives of the District's Strategic Plan. The Board of Education has defined the strategic direction for the District and also has the responsibility to resource the work required to meet the desired outcomes found in the Strategic Plan. This document reflects the necessary revenue required to fund the District's operations and how the expenditures are expected to be made.

THE SCHOOL DISTRICT

The District has approximately 12,000 students and serves the communities of Sooke, Port Renfrew, Metchosin, Highlands, Langford and Colwood. Surrounded by forests, ocean, mountains and lakes, we are located a short distance from Victoria, the capital city of the province of British Columbia. The District is one of the fastest growing school districts in the province.

The governing body of the School District is a Board of Education of seven school trustees who are each elected for a four-year term. The day-to-day matters are managed by the administrative staff of the School District, headed by the Superintendent of Schools and Chief Executive Officer.

Our Vision

We honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community.

Our Values

– Relationships – Choice – Respect – Integrity – Trust – Safety – Diversity - Equity

EXECUTIVE SUMMARY

As discussed, during last year's budget development process, the District undertook a detailed review of its programs (Program Review). The intent of the Program Review was to ensure alignment, coherence and efficacy with the Strategic Plan. As a result, this year's budget process focused on ensuring strong alignment of resources to services required to deliver on the goals and objectives of the Board's Strategic Plan.

Similar to recent years, the District is estimating a modest shortfall (1.74%) due to unfunded inflation and the operational cost of opening two new schools. The process included feedback from our partners, stakeholders and leadership team in developing a plan for the Board to consider that addresses the estimated shortfall.

To ensure student success, this plan has a balanced approach that includes structural changes and limited use of the financial reserve to minimize the impact on programs and services.

In the 22/23 school year, staff will jump into the second phase of the Program Review to address the unfunded inflationary costs that has eroded away our purchasing power. This Review will consist of looking at potential additional revenue streams and the efficacy of the existing expenditures in the District.

The following Budget Narrative provides the story behind the financial plan and health of the District.

BUDGET DEVELOPMENT PROCESS

School Boards are required by the School Act to adopt two budgets each fiscal year:

- A preliminary or “annual” budget is adopted by June 30th for the subsequent fiscal year based on forecasted enrolment and revenues; and
- An amended budget is adopted by the end of February within the fiscal year reflecting actual fall enrolment and funding.

At their January 2022 meeting, the Board approved the following budget principles and assumptions for staff to use in the budget development process for the 2022/23 budget:

Budget Principles

- 1) Budget decisions will be based on the existing Strategic Plan goals;
- 2) Input from the District partners and Leadership Team will help shape 22/23 funding levels; and
- 3) The annual budget process will be informed by the multi-year budget estimates on a 3-year rolling cycle.

Budget Assumptions

- 1) The District will open the 22/23 school year with the same health and safety protocols as were in place for the 21/22 school year;
- 2) No additional pandemic funding will be provided by the federal or provincial governments;
- 3) The provincial funding formula will remain the same and be based on per full-time equivalent (FTE) funding; and
- 4) Domestic enrolment will continue to grow and international enrolment will approach the pre-pandemic levels.

Similar to prior years, the District started the annual budget development process in mid-February when enrolment projections for the coming fall are due to the Ministry. Staff consulted with the District’s partners and developed a list of priorities that will remain the focus of our financial plan. The process focused on increasing the partner and stakeholder touch points on the budget with the strategic plan as the guiding document. The budget priorities that emerged through these touch points were identified as:

Budget Priorities

Partners

- Additional classroom supports
- More learning and integrated supports especially at the elementary level
- Mental health and counselling support
- Full time hours and pay equity
- Health and safety for staff and students

Students

- Raising awareness of mental health and wellness supports for students
- Early intervention
- Better balance of clinical counselling vs. career counselling at secondary

Community

- A Thought Exchange has been issued and initial results will be provided at the meeting with a deeper report out at the April and May Board meetings

Budget Pressures Identified

During the budget development process, several funding pressures were identified in the amount of \$3.085 million. These pressures stem largely from unfunded inflation (\$1.5 million) and the opening of Pexsisen Elementary and Centre Mountain Lellum Middle School (\$1.5 million total).

The following table (values presented in millions of dollars) provides details of the estimated revenues and expenditures leading to the \$3.085 million pressure:

Initial Budgeted Revenues/Expenditures	Amount	Comments/Details
Total Enrolment Driven Revenue Increase	2.423	Increase of 345 standard FTEs
Operating Grant Supplement Increase	0.166	Includes salary differential/geographical index
Structural Surplus from 21/22	1.000	Resulting from increased enrolment in 21/22
International Program Enrolment	(0.373)	Considered one-time as pandemic impacts lessen
Rental Revenue increases	0.100	NLC space coming on-line @ Pexsisen
Total Budgeted Revenue Increases	3.316	
Direct Enrolment Costs		
Additional teachers	2.318	27 teachers (enroll & non-enroll)
Additional ToC costs related to growth	0.162	12 days for each additional teacher (27)
Additional Bus Route	0.075	To maintain same ratio of FTEs to routes
Various incremental enrolment driven costs	0.100	Lunchtime supervisors, school supplies, etc.
Addition VP at Journey	0.145	To maintain ratio as other middle schools; net of teacher savings
Pexsisen and Centre Mountain Lellum	1.489	Admin, clerical, custodial related to new buildings
Unfunded inflationary costs	1.555	Teacher and excluded increments; pay equity; legal; EFAP
Pressures on existing budgets	0.072	Communications; pest management; intake clerk
Program Review Initiatives	0.485	Year 1 for blended learning, core ed, recruitment
Total Budgeted Expenditure Increases	6.401	
Initial Budget Shortfall to Solve	(3.085)	

Based on the budget principles and assumptions approved by the Board and the budget priorities identified by the partner and stakeholder groups, the Executive developed a budget plan for the Board to consider. Staff did their best to identify enough structural options to address the structural pressures but given the limitations on the above noted principles and priorities, a total amount of \$0.590 million of the structural pressure remains to be addressed in future budget years.

The following table (values presented in millions of dollars) reflects the plan:

Structural/Financial Reserve Proposals	Amount	Comments/Details
Structural Proposals		
Teacher FTE reallocation - 5.25 FTEs	0.558	Reallocation of total teacher FTEs throughout the system (30/25)
Excluded salary increases	0.350	Funds would be from enrolment/reserve if approved by BCPSEA
Additional Enrolment increase	0.311	Assumes additional 100 FTEs to a total of 12,106 FTEs
IES Dept. Replacement staff	0.203	Reduce replacement budget by paying TTOCS @ EA rate
Additional supplemental funding for SEFs (3)	0.120	Use supplemental funding instead of operating funding
Additional supplemental funding for EAs (2)	0.080	Use supplemental funding instead of operating funding
Psychology intern	0.060	Defer intern position to 23/24 year pending available funding
Curriculum Staffing - .5 FTE	0.053	Reduction of .5 FTE Curriculum Coordinator
Transportation Route	0.075	Do not add route to maintain existing ratio
Services, Supplies & Utilities reductions	0.297	Spread across departments (not schools)
Increase in rental rates	0.015	Childcare and other user group rental rate increases
Total Structural Proposals	2.122	
Financial Reserve Proposals		
International Program Enrolment	0.373	Pressure considered one-time as pandemic impacts lessen
Financial Reserve Funding	0.590	Projected financial reserve as at June 30, 2023 = 1.75%
Total Financial Reserve Proposals	0.963	
Remaining Budget Shortfall	0.000	

Given the uncertainty as to when the International Program may return to pre-pandemic enrolment, the District's plan is not only with consideration of the coming fiscal year but over the next several years. The budgeted expenditures assume that if not in 2022/23, the program may rebound in 2023/24. As such, it is important that the infrastructure of the program is maintained to support the program should that normalcy return in the near future.

To maintain existing infrastructure and program services elsewhere in the District, the District will use the financial reserve to accommodate the anticipated loss in net revenues from the International Program

The following table provides detail of the shortfall of \$0.373 million from the structural budget of the Program:

	A	B	C = A-B
	ANNUAL BUDGET	STRUCTURAL BUDGET	INCREASE / (DECREASE)
	FY23	FY22	FY23
INTERNATIONAL TUITION REVENUES	\$ 6,789,749	\$ 6,602,900	\$ 186,849
INTERNATIONAL PROGRAM EXPENSES	\$ 5,545,639	\$ 4,986,290	\$ 559,349
NET REVENUE / (EXPENSE)	\$ 1,244,110	\$ 1,616,610	\$ (372,500)

Board Decision

At the Public Board meeting of April 26, 2022, the Board of Education approved a motion to increase the budget by \$60,000 for the addition of a 1.0 FTE Youth Outreach Worker. Funding for this position will be out of the District's financial reserve for 22/23 only and will be structurally funded out of enrolment growth beginning in the 23/24 school year.

STATEMENT OF OPERATIONS AND BUDGET BYLAW

The total budget bylaw amount is presented at the end of the Statement of Operations (Statement 2).

The Statement of Operations consolidates all revenues and expenses by function reported for the Operating (Schedule 2), Special Purpose (Schedule 3) and Capital funds (Schedule 4).

The following table shows an increase of \$4.6 million from the prior year's budget bylaw for a total of \$171.6 million in 2022/23:

Statement 2	STATEMENT OF OPERATIONS		
	TOTAL		
	2022-23	2021-22	
	Annual	Amended	Incr / (Decr)
	\$	\$	\$
Operating - Total Expense	137,328,912	131,606,275	5,722,637
Operating - Tangible Capital Assets Purchased	0	171,305	(171,305)
Special Purpose Funds - Total Expense	22,823,740	24,567,858	(1,744,118)
Capital Fund - Total Expense	11,416,254	10,614,570	801,684
Total Budget Bylaw Amount	171,568,906	166,960,008	4,608,898

The Operating Fund is where the majority of the Districts operations are reported. As this will be of particular concern to the users of the financial statements, considerable focus and analysis is provided on the Operating Fund.

OPERATING FUND

The Operating Fund is comprised of four components: revenues, expenses, tangible capital assets purchased, and prior year surplus appropriation. The summary schedule for the Operating Fund can be found in Schedule 2.

REVENUES

The summary schedule for the District operating revenues can be found in Schedule 2A – the Schedule of Operating Revenue by Source.

The most significant District operating revenues are generated from three sources: the operating grant, international tuition, and other Ministry of Education grants.

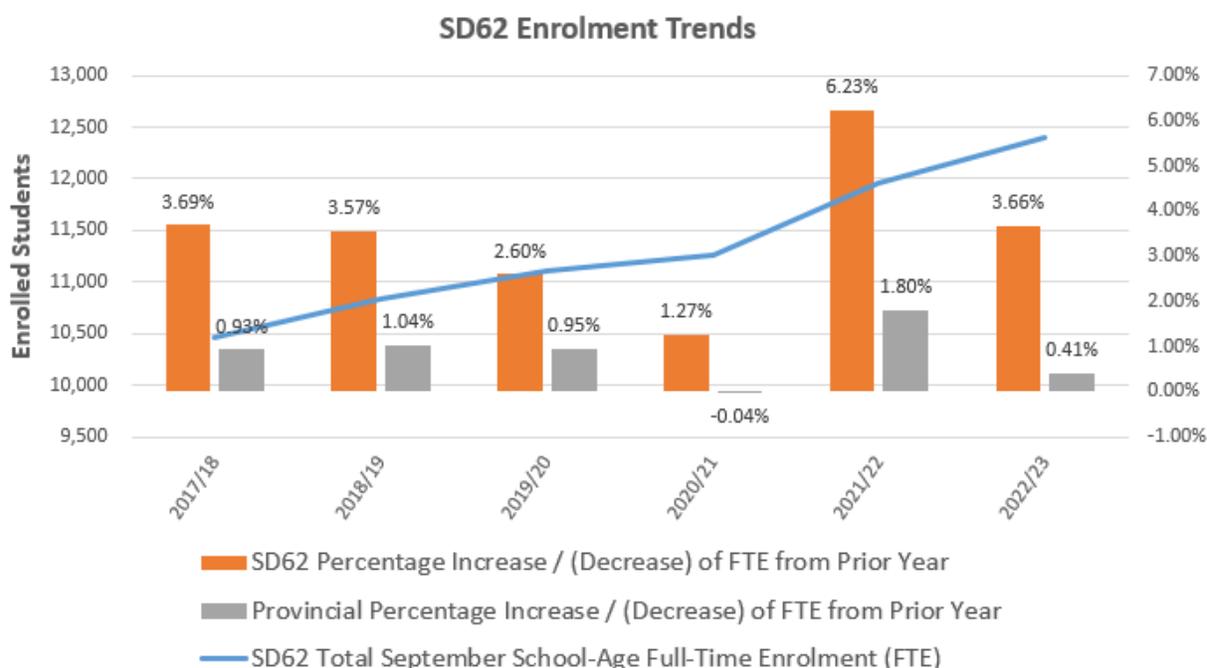
	ANNUAL BUDGET FY23	AMENDED BUDGET FY22	INCREASE / (DECREASE) FY23	INCREASE / (DECREASE) % FY23
	A	B	C = A-B	D = C/B
OPERATING REVENUES (in \$ thousands)				
MOE OPERATING GRANTS	126,837	121,144	5,693	5%
OTHER PROVINCIAL FUNDING	1,341	1,341	-	-
NET LEA FUNDING	-	-	-	-
CONTINUING ED TUITION	110	110	-	-
INTERNATIONAL TUITION	6,790	6,603	187	3%
MISCELLANEOUS	371	421	(50)	(12%)
RENTALS AND LEASES	503	389	114	29%
INVESTMENT INCOME	354	354	-	-
TOTAL OPERATING REVENUES	136,306	130,361	5,944	5%

Budgeted operating revenues are increasing by \$5.944 million largely due to a \$5.693 million increase in the operating grant.

Operating Grant

The Funding Allocation System allocates the General Operating Grants using individual district enrolments and specific factors that apply to each school district.

The District saw an enrolment increase of 6.2% in 2021/22 as the District returned to full-time in-class instruction. The District is projecting enrolment growth of 445 full-time equivalent (FTE), resulting in a total of 12,106 FTE standard school-age enrolment. This growth is similar to the pre-pandemic growth rates with an increase of 3.66% as highlighted in the graph below:



The Ministry of Education announced operating grant funding rates for 2022/23 on March 11, 2022. The funding rates are unchanged from the prior year which highlights that the ongoing inflationary costs are unfunded through the funding formula.

EXPENDITURES

The summary schedule for the District operating expenditures (both expenses and tangible capital assets purchased) can be found in Schedule 2. The total operating expenditures budgeted for 2022/23 is an increase of \$5.551 million over 2021/22.

	ANNUAL BUDGET FY23	AMENDED BUDGET FY22	INCREASE / (DECREASE) FY23	INCREASE / (DECREASE) % FY23
OPERATING EXPENDITURES (in \$ thousands)	A	B	C = A-B	D = C/B
TOTAL EXPENSE	137,329	131,606	5,723	4%
TANGIBLE CAPITAL ASSETS PURCHASED	-	171	(171)	(100%)
TOTAL OPERATING EXPENDITURES	137,329	131,778	5,551	4%

The \$5.551 million increase is due to unfunded inflationary pressures, the operating costs associated with the opening of Pexsisen Elementary and Centre Mountain Lellum Middle School, and the costs associated with providing services to an increase in 445 additional students.

The summary schedule for the District operating expenses can be found in Schedule 2B (the Schedule of Operating Expense by Object) and Schedule 2C (the Schedule of Operating Expense by Function, Program and Object).

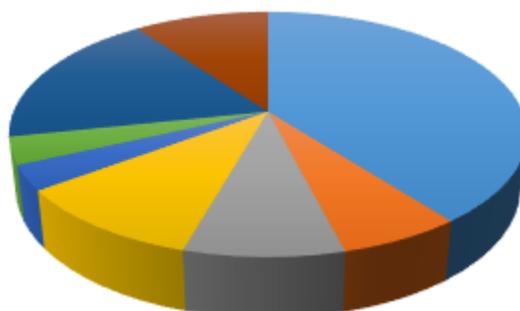
The provincial averages are taken from data available to the public on the Ministry of Education financial reporting website. At the time of issuance of this report, the provincial budgets for fiscal 2022/23 were not yet available, as such the amended provincial budgets for fiscal 2021/2022 were used for comparative purposes.

Expenses by Type (Object)

The District's spending allocations by object are in line with provincial averages - with 89.6% of its expenses on salaries and benefits and 10.4% on services and supplies.

The chart below further details spending allocations for the District in the year compared to provincial averages.

2021/22 EXPENSES BY OBJECT



■ TEACHER SALARIES (SD62=38.5%; Prov=42.3%)	■ PVP SALARIES (SD62=6.8%; Prov=5.7%)
■ EA SALARIES (SD62=9.2%; Prov=8.2%)	■ SUPPORT STAFF SALARIES (SD62=9.9%; Prov=9.0%)
■ OTHER PROF. SALARIES (SD62=3.6%; Prov=2.8%)	■ SUBSTITUTE SALARIES (SD62=4.0%; Prov=3.4%)
■ EMPLOYEE BENEFITS (SD62=17.6%; Prov=17.2%)	■ TOTAL SERVICES AND SUPPLIES (SD62=10.4%; Prov=11.4%)

	ANNUAL BUDGET FY23	AMENDED BUDGET FY22	INCREASE / (DECREASE) FY23	INCREASE / (DECREASE) % FY23
EXPENSES BY OBJECT (in \$ thousands)	A	B	C = A-B	D = C/B
SALARIES				
TEACHERS	52,870	50,731	2,138	4%
PRINCIPALS AND VICE PRINCIPALS	9,366	8,648	718	8%
EDUCATIONAL ASSISTANTS	12,648	10,979	1,669	15%
SUPPORT STAFF	13,579	12,837	742	6%
OTHER PROFESSIONALS	4,929	4,726	203	4%
SUBSTITUTES	5,445	5,626	(181)	(3%)
TOTAL SALARIES	98,838	93,548	5,289	6%
EMPLOYEE BENEFITS	24,200	22,822	1,378	6%
SERVICES AND SUPPLIES	14,292	15,236	(944)	(6%)
TOTAL OPERATING EXPENSES	137,329	131,606	5,723	4%
TANGIBLE CAPITAL ASSET PURCHASES	-	171	(171)	(100%)
TOTAL OPERATING BUDGETED EXPENDITURES	137,329	131,778	5,551	4%

The \$6.667 million increase in salaries and benefits is largely due to more teachers and educational assistants to accommodate the anticipated student enrolment growth.

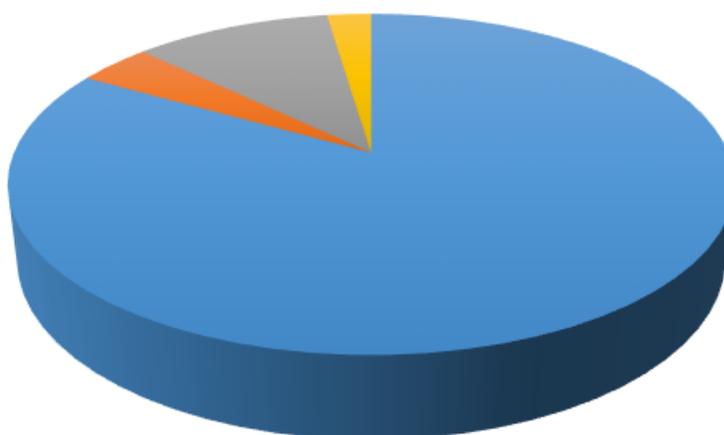
Expenses by Function

The District's expenditures can be categorized by the following functions: Instruction; District Administration; Operations and Maintenance; and Transportation. The functions are defined as follows:

- The **Instruction** function incorporates all programs related to the instruction of students.
- The **District Administration** function incorporates the cost of all programs related to district governance and district administration of educational, business, human resource and labour relations activities.
- The **Operations and Maintenance** function incorporates all programs related to the district's responsibility for the operation, maintenance and safety of sites, buildings, and equipment.
- The **Transportation** function incorporates programs involving the transportation of students.

Over 84% of the District's expenses are categorized under the Instruction function.

2022/23 EXPENSES BY FUNCTION



INSTRUCTION
(SD62=84.8%; Prov=82.8%)

OPERATIONS AND MAINTENANCE
(SD62=8.6%; Prov=11.4%)

TRANSPORTATION
(SD62=2.0%; Prov=1.9%)

DISTRICT ADMINISTRATION
(SD62=4.6%; Prov=3.9%)

The District's expense allocations are generally in line with the Provincial averages, however the District's expenditures are slightly more heavily allocated towards Instruction and less in Operations and Maintenance than other Districts.

As indicated in Schedule 2 and the table below, there is a \$5.663 million increase in operating expenses.

	ANNUAL BUDGET FY23	AMENDED BUDGET FY22	INCREASE / (DECREASE) FY23	INCREASE / (DECREASE) % FY23
EXPENSES BY FUNCTION (in \$ thousands)	A	B	C = A-B	D = C/B
INSTRUCTION	116,418	111,109	5,309	5%
DISTRICT ADMINISTRATION	6,364	6,303	62	1%
OPERATIONS AND MAINTENANCE	11,796	11,444	352	3%
TRANSPORTATION	2,751	2,751	-	-
TOTAL OPERATING EXPENSES	137,329	131,606	5,723	4%

The \$5.309 million increase in **Instruction** is due to more teachers and educational assistants to accommodate the anticipated enrolment growth along with an increase in administrative staff due to the opening of two new schools (Pexsisen Elementary and Centre Mountain Lellum Middle School).

The \$0.062 million increase in **District Administration** is largely due to Program Review initiatives including recruitment.

The \$0.352 million increase in **Operations and Maintenance** is largely due to additional custodial and utilities costs associated with the opening of Pexsisen Elementary and Centre Mountain Lellum Middle.

The **Transportation** budget is consistent with 2021/22.

Tangible Capital Assets Purchased

The 2021/22 Amended Budget has \$0.171 million budgeted for tangible capital assets which includes \$0.150 million in one-time funds carried over from 2020/21 for the purchase of an electric bus. The purchase of the electric bus is expected to be completed in 2021/22 and no additional tangible capital asset purchases are budgeted for in 2022/23.

ACCUMULATED SURPLUS / RESERVE

In 2018 the Board established a financial reserve policy of 2% of operating expenditures to build and maintain an accumulated reserve to ensure the necessary resources are available when required.

As per the 2021/22 Amended Budget, the Board has restricted \$3,371,116 of the \$4,787,255 Operating Fund accumulated surplus for this purpose. To maintain existing infrastructure and program services elsewhere in the District, the District will use the financial reserve to accommodate the residual structural shortfall that will be addressed in the second phase of the Program Review.

As per the table below, District staff anticipate to end fiscal year 2022/23 with an accumulated reserve of \$2,347,882 or 1.71% of budgeted expenses:

Financial reserve as at June 30, 2021	\$	4,787,255	
2021/22 Amended Budget Net Expense	\$	(1,416,139)	
Budgeted financial reserve as at June 30, 2022	\$	3,371,116	A
2022/23 Preliminary Budget Net Expense	\$	(1,023,234)	B
Budgeted financial reserve as at June 30, 2023	\$	2,347,882	C = A+B
2022/23 Preliminary Budget Total Operating Fund Expense	\$	137,328,912	D
Budgeted financial reserve as % of Total Operating Fund Expense		1.71%	E = C/D

3 YEAR BUDGET OUTLOOK

As previously noted, a total amount of \$0.651 million of structural pressures remains to be addressed in future budget years. Additionally, there are inflationary pressures that are not funded through the Operating Grant that the District will need to address to stay on strong financial footing.

Assuming enrolment growth per the long-range plan estimates and that the 2022/23 International Program net revenue shortfall of \$372,500 is eliminated in 2023/24 through to 2025/26, the following table highlights the anticipated pressures in 2023/24 through to 2025/26 if not addressed:

\$ in millions	BUDGET 2022/23	BUDGET 2023/24	BUDGET 2024/25	BUDGET 2025/26
ESTIMATED OPERATING RESERVE, BEG OF YEAR	\$ 3.371	\$ 2.348	\$ 2.000	\$ 1.717
REVENUES	\$ 136.306	\$ 139.637	\$ 141.992	\$ 144.869
EXPENSES	\$ 137.329	\$ 139.986	\$ 142.275	\$ 144.875
TANGIBLE CAPITAL ASSETS PURCHASED	\$ -	\$ -	\$ -	\$ -
SURPLUS (DEFICIT) FOR THE YEAR	\$ (1.023)	\$ (0.348)	\$ (0.283)	\$ (0.006)
OPERATING RESERVE / (DEFICIT), END OF YEAR	\$ 2.348	\$ 2.000	\$ 1.717	\$ 1.711
RESERVE % OF OPERATING EXPENSE (2.0% target)	1.71%	1.43%	1.21%	1.18%

SPECIAL PURPOSE FUNDS

All restricted contributions received, with the exception of capital contributions and unearned revenues (tuition, rentals, etc.) must be reported as Special Purpose Funds. Revenues are recognized when the stipulation or restriction the contribution is subject to is met.

The following table compares the most material Special Purpose Funds (SPF) expense budgets for 2022/23 to the prior year.

	ANNUAL BUDGET FY23	AMENDED BUDGET FY22	INCREASE / (DECREASE) FY23	INCREASE / (DECREASE) % FY23
	A	B	C = A-B	D = C/B
SPECIAL PURPOSE FUNDS (in \$ thousands)				
ANNUAL FACILITIES GRANT	337	330	7	2%
LEARNING IMPROVEMENT FUND	429	402	27	7%
SCHOOL GENERATED FUNDS	2,000	2,710	(710)	-26%
STRONG START	192	196	(4)	-2%
OFFICIAL LANGUAGES IN EDUCATION PROTOCOL	251	245	7	3%
COMMUNITY LINK	788	870	(81)	-9%
ACADEMIES	730	1,010	(280)	-28%
CLASSROOM ENHANCEMENT FUND - STAFFING	16,555	16,555	-	0%
CLASSROOM ENHANCEMENT FUND - OVERHEAD	1,430	1,430	-	0%
MENTAL HEALTH IN SCHOOLS	-	140	(140)	-100%
SAFE RETURN TO SCHOOL GRANT	-	279	(279)	-100%
OTHER	111	403	(291)	-72%
TOTAL SPECIAL PURPOSE FUNDS EXPENSES	22,824	24,568	(1,744)	-7%

The \$1.744 million decrease in budgeted SPF expenses is largely due to not budgeting for any carry forward of unspent funds. When the 2021/22 financial statements are completed and the carry over amount becomes known, the 2022/23 SPF budgets will likely increase. Also, the classroom enhancement fund (CEF) staffing budget of \$16.555 million is reflective of the amount notionally approved by the Ministry at this time. Adjustments to the District's allocation may be made once final fall 2022 staffing is known.

STATEMENT OF CHANGES IN NET FINANCIAL ASSETS

The Statement of Changes in Net Financial Assets (Statement 4) presents the surplus for the year plus the changes in non-financial assets including tangible capital asset acquisitions.

The 2022/23 budget includes \$20.154 million in anticipated total capital additions.

	ANNUAL BUDGET FY23
CAPITAL ADDITIONS (in \$ thousands)	A
CAPITAL FUND	
EXPANSION PROGRAM	18,080
SCHOOL ENHANCEMENT PROGRAM	1,000
CARBON NEUTRAL CAPITAL PROGRAM	350
BUS ACQUISITION PROGRAM	585
ANNUAL FACILITIES GRANT	139
OPERATING FUND	-
SPECIAL PURPOSE FUND	-
TOTAL CAPITAL ADDITIONS	20,154



Some of the more significant capital projects include:

- **Expansion Program (EXP)** – \$10.169 million for the continuation of building construction and site development of Pexsisen Elementary & Centre Mountain Lellum Middle Schools in West Langford.
- **School Enhancement Program (SEP)** - \$1.0 million for a HVAC upgrade at Spencer Middle School.
- **Carbon Neutral Capital Program (CNCP)** – \$0.350 million for exterior wall systems upgrades at John Muir Elementary.
- **Bus Acquisition Program (BUS)** – \$0.585 million for three new buses.

RISKS AND UNCERTAINTIES

The 2022/23 budget is predicated on the general assumption that, other than a reduction to 250 FTE enrolled in the International Program, the financial and operational impact of the pandemic will be minimal and a general sense of normalcy will return. The District has not budgeted for additional expenses related to cleaning or sanitization as a result of health protocols.

Annual Risks

The following list are some of the significant annual financial risks (risks that are present every year) that the District is aware of that could negatively affect operations:

- **Enrolment** – enrolment drives the District's revenues and an inaccurate estimation of future enrolment could result in either an over or under deployment of resources.
- **Staff benefit rates** – benefit rates fluctuate from year to year dependent on staff usage so are difficult to accurately predict.
- **Utilities** – expenditures on utilities fluctuate based on usage so is difficult to predict.
- **Leave liability** – leave balances (such as unused vacation balances) are recorded in the year they are earned. The larger the balance, the larger the expense. It is difficult to predict with accuracy across the District exactly how many vacation days staff plan on using in any given year.
- **Salary differential** – a component of the Operating Grant is the supplement for salary differential which provides additional funding to districts with average teacher salaries higher than the provincial average. Since it is difficult to predict whether the district's average teacher salary is higher or lower than the provincial average, this could reduce the amount of the Operating Grant the district receives.

NEXT STEPS

As we approach the fall, the 2022/23 fiscal climate will become clearer. The 2021/22 financials will be completed and the total reserve available for 2022/23 will be known. As the amended budget is adopted by the end of February 2023, there will be an opportunity for the District to reassess the risks and adjust the strategic approach accordingly.

Exchange Summary

Kristina Ross, School District No. 62 Sooke
April 13, 2022

Considering SD 62's ever-growing student enrolment, do you have any recommendations or solutions on how to address the \$3.085 million dollar budget shortfall for 2022-2023?



PARTICIPATION

Breakdown of Participation



48
Participants



36
Thoughts



553
Ratings



THOUGHTS

Key Thoughts



Ask the government for more funding They are public schools and should be government funded.

4.3  (29 )

Ranked #1 of 36

We need to focus on finding the money in ways that do not cut programs for the kids There are barely enough supports as is. Now sd62 is cutting all middle school music programs. Those programs are essential

4.0  (30 )

Ranked #2 of 36

I think you have to review every schools spending/ resources individually. Track spending. Manage variable costs. Consolidate incidentals. Its unfortunate we have a budget shortfall this year. I worry there are so many important resources our children will lose due to this.

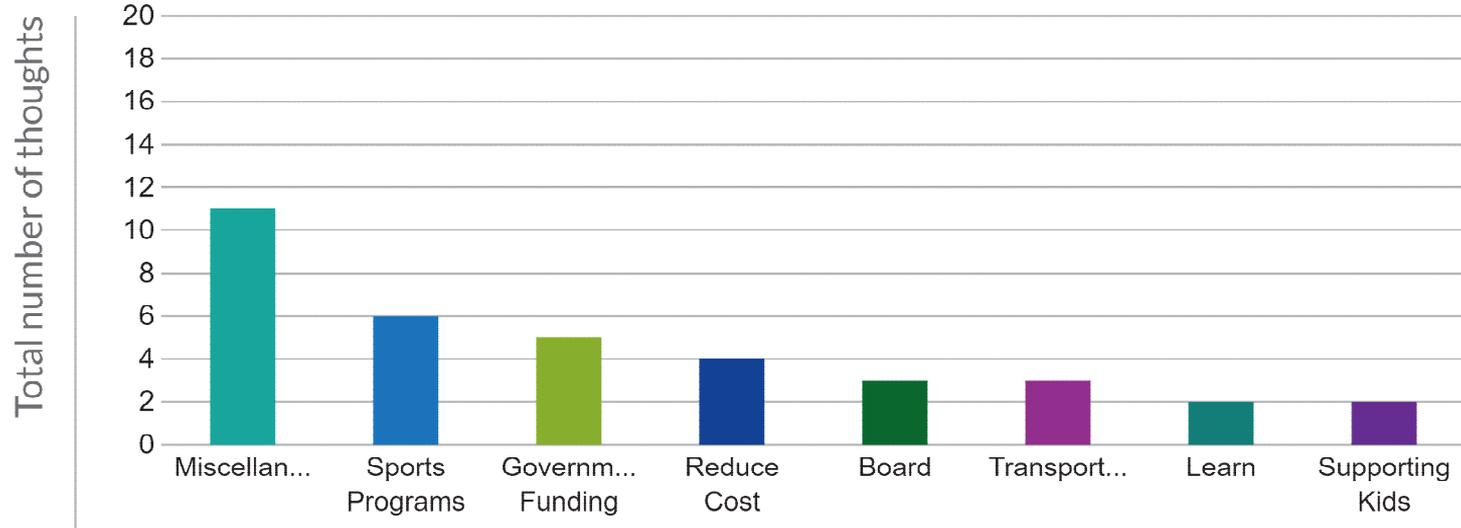
4.0  (26 )

Ranked #3 of 36



AI GENERATED THEMES

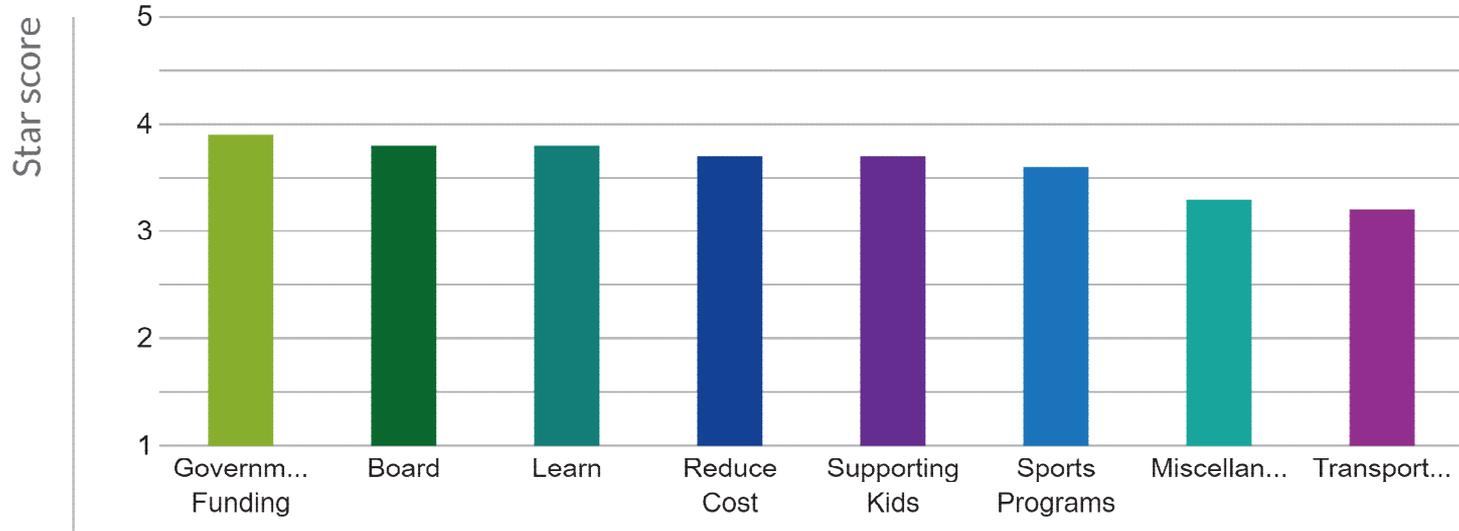
Top Themes by total thoughts





AI GENERATED THEMES

Top Themes by star score





THOUGHTS

Government Funding



- Ask the government for more funding** They are public schools and should be government funded. 4.3 ★★★★★ (29 👤)
- Reduce administrative costs, cuts at the board office, get more funding from the government.** There's not much meat left on the bone in the schools 3.9 ★★★★★ (11 👤)
- More government funding** The BC Government should be helping to fund districts during expansion, especially in such a high need area for expansion. 3.7 ★★★★★ (6 👤)



THOUGHTS Board



Less money spent on Board office jobs. Children are being overlooked and Schools are overcrowded and no support because too many kids and not enough adults around. So many problems 😞

3.8 ★★☆☆☆ (8 👤)

Cut unnecessary board office positions We have WAY too many middle management positions at the expense of what is actually needed on the ground level in schools.

3.7 ★★☆☆☆ (24 👤)

Less Board Office positions It will help the shortfall; half the positions are a waste of time .

3.4 ★★☆☆☆ (2 👤)



THOUGHTS Learn



Not offering grade 6 band means an slow phase out of band over the coming years. This is NOT ok. You speak a lot about how great our HS band programs are, they will be trash if the first a child learns an instrument is in Grade 7 or 8. 3.8 ★★★★★ (25 👤)

Cutting grade 6 band at all middle schools is unacceptable. Where are kids going to learn music skills? Band is so important for social-emotional learning. Offering an 8 wk exploratory in music is not a suitable replacement. Stop cuts to the arts! 3.6 ★★★★★ (23 👤)



THOUGHTS

Reduce Cost



- Operating costs** Anything you can do to reduce the cost of operations without sacrificing teachers, custodians, and EA/support staff or taking away programs 3.8 ★★★★★ (6 👤)
- Reduce energy costs** Install more LED lighting/motion activated lights to reduce energy costs 3.4 ★★★★★ (6 👤)
- Stop wasting electricity** Why are lights and computers etc running all night long? All weekend long? Possibly all year round? Reduce waste, reduce cost. 3.3 ★★★★★ (1 👤)



THOUGHTS

Supporting Kids



Hire more EA's to support kids who need it Education is the most important thing.

3.7  (14 )

Focus on education This won't be the popular answer but having enough EA's and teachers to be in the classroom (supporting kids who need it) is more important than music

3.5  (14 )



THOUGHTS

Sports Programs



We need to focus on finding the money in ways that do not cut programs for the kids There are barely enough supports as is. Now sd62 is cutting all middle school music programs. Those programs are essential

4.0  (30 )

Why are arts always the first to be cut? Why not cuts to sports programs or something else? Not all of us are athletic. Some find joy in playing an instrument or participating in the arts. Show us you are capable of prioritizing arts.

3.5  (25 )

Cut Academy Expenses Academies should be funded solely by program fees. General funds should not go towards programs with competitive entry or program fees.

3.3  (7 )



THOUGHTS

Miscellaneous



I think you have to review every schools spending/ resources individually. Track spending. Manage variable costs. Consolidate incidentals. Its unfortunate we have a budget shortfall this year. I worry there are so many important resources our children will lose due to this.

4.0  (26 )

Consider renting spaces on weekends Consider renting gym spaces for public use on weekends to gain revenue

4.0  (6 )

Control of “miscellaneous” spending. I.e. stationary and office supplies. Cross-schedule the use of outside resources to save money on presenters/trai I really don't want to see a cut in French immersion resources. FI needs more TOCs. I also do not want counseling resources to have any reduction in funding

3.6  (26 )



THOUGHTS

Transportation

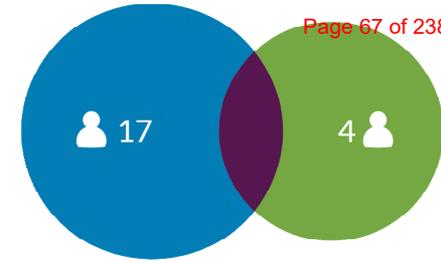


- increase bus fees so costs are covered by bus riders (with help for low income families)** Money for education should not be subsidizing transportation 3.6  (26 )
- Consider introducing a modest monthly or annual bus fee for students using SD62 transportation services.** I would rather see modest fees than the continued pressure we have now on the district's transportation system. 3.6  (17 )
- cut bus transportation** active transport in our climate is reasonable all year, can also set up carpooling connections 2.5  (26 )



DIFFERENCES

Grade 6 Band | Funding From Government [17 | 4]



Side A

Cutting grade 6 band at all middle schools is unacceptable. Where are kids going to learn music skills? Band is so important for social-emotional learning. Offering an 8 wk exploratory in music is not a suitable replacement. Stop cuts to the arts!

★ 4.3 ★ 1.3

The children of the 62 School District are the future of a very vast community. Putting children's needs first before teachers is important. The importance of putting the education first for children as the stresses of this world they now live in is unbelievable.

Side A/B Common (high)

I think you have to review every schools spending/ resources individually. Track spending. Manage variable costs. Consolidate incidentals. Its unfortunate we have a budget shortfall this year. I worry there are so many important resources our children will lose due to this.

★ 4.1 ★ 4.3

Consider introducing a modest monthly or annual bus fee for students using SD62 transportation services. I would rather see modest fees than the continued pressure we

Side B

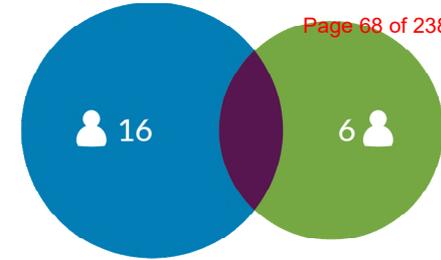
Do not add anything and try use your current resources until funding from government is better. You can't expect everyone to do more with less.

★ 2.4 ★ 5.0



DIFFERENCES

Cut Programs | Education [16 | 6]



Side A

Why are arts always the first to be cut?
 Why not cuts to sports programs or something else? Not all of us are athletic. Some find joy in playing an instrument or participating in the arts. Show us you are capable of prioritizing arts.

★ 4.3 ★ 2.0

Side A/B Common (high)

I think you have to review every schools spending/ resources individually. Track spending. Manage variable costs. Consolidate incidentals. Its unfortunate we have a budget shortfall this year. I worry there are so many important resources our children will lose due to this.

★ 4.2 ★ 4.4

Ask the government for more funding They are public schools and should be government funded.

★ 4.3 ★ 4.4

Side B

Cut Diversity Equity and Inclusion, Gender studies, Critical Race and other ideology curriculum and focus on core education (Math, Reading, etc) Students are receiving less time spent on basic education because of this ideology training.

★ 1.1 ★ 5.0

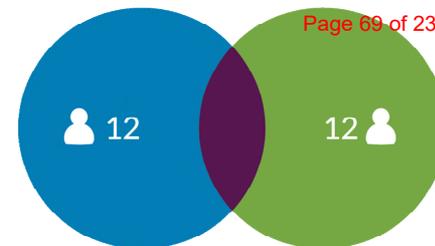
Lower the amount of property tax that goes to libraries and relocated it to schools. No one goes to libraries anymore.

★ 1.8 ★ 4.6



DIFFERENCES

Cut Programs [12 | 12]



Side A

Increase taxes School programs like music and sports should not be cut

★ 4.7 ★ 1.5

Increase property taxes and money from the government to pay for shortfall There are already so many school cuts, we need more funding

★ 4.8 ★ 1.4

Side A/B Common (high)

I think you have to review every schools spending/ resources individually. Track spending. Manage variable costs. Consolidate incidentals. Its unfortunate we have a budget shortfall this year. I worry there are so many important resources our children will lose due to this.

★ 4.4 ★ 4.2

Ask the government for more funding They are public schools and should be government funded.

★ 4.7 ★ 4.1

Side B

No thoughts



WRAP UP

Next Steps



Thanks for participating

We'll be carefully considering what we learned and sharing our actions back with you.

Board of Education Information Note May 24, 2022

Agenda Item 7.4 Proposed Change to the Annual Budget

PURPOSE

- To add teacher counsellors to the budget from increased student enrolment.

RATIONALE

- As per the Board Information note April 21 2021 Mental health support in school April 2021 stated:
- In response to students need we know that schools can provide a warm, safe, supportive environment where students can access specialized care. Students receive help in knowing how to access specialized care school staff, in particular **School Counsellors are a key resource in connecting students to mental health. Often referral to treatment begin with the school-based team.**

Quotes from Elementary counsellors

- Counselling is a relationship-based profession and being at a school one or two days a week makes it incredible hard to build connections with student, which in turn reduces counselling effectiveness if a student needs to see their counselor due to mental health.
- In all of my counselling positions my individual caseload was so high that I spent almost my entire time seeing students and putting out fires and had next to no time implementing school-wide programs that aim at prevention. At the elementary level prevention is very important and as you know a part of the school counsellor's job is to oversee/develop programs at the school level. Having at least 1.0 FTE at each school would defiantly help.
- Research shows that early intervention models are effective, therefore the elementary schools are a good place to support additional funding (Although we know all levels need this.)
- Working in the district as a counsellor for several years I have seen how the caseloads have continued to increase and the complexities of those cases seem to be becoming significantly more challenging. EX This year I was working with an 8-year-old who was consider high risk for suicide.
- It is a challenge to keep up with new referrals, family support, navigating appropriate community referral and trying to continue to provide support ongoing increased caseloads. All important part of our job.

Quotes from Middle School counsellors

- Waitlists are huge for students referral and we have found that in our school we are mainly dealing with priority or crisis cased each day. Our school has close to 900 students with one full time and one 3 day a week school counsellor. I am shocked with the number of students struggling with suicidal ideation, family challenges and school avoidance. An overall mental health challenges with anxiety and depression. We do not have enough counselling to reach out to all our students struggling.

- Teacher have been coming to us for support in how to talk to their students about mental health since they are seeing a large number of their student struggling. With increased counselling time in school, school counsellors could help reach more students across the school with teaching mental health literacy lessons, and support teachers in teaching about mental health. We currently do not have the time to go into the classroom. We tried this a few months ago, but it did not happen consistently because of the amount of crisis cases we had coming in each day.
- Those are just some of the quotes that I received for the counsellors.
- Providing more counselling time would certainly help more students get the help they deserve and should be entitled to have during the most important part of their life to grow up to be well adjusted adults. Our community has been very vocal about mental health and youth and I feel the SD62 should take the lead and show YES we are listening and YES we care about the youth in our school district.

MOTION

That the Board of Education for School District No. 62 (Sooke) review September 30, 2022 enrolment and budget information at the October 2022 Board Meeting for the purpose of adding more counselling resources to Elementary Schools out of the increased revenue due to enrolment growth.



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams
School Board Office
May 3, 2022 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
Margot Swinburnson, Trustee (Committee Member)
Dianna Seaton, Trustee (Committee Member)
Christina Kempenaar, STA
Lou Leslie, CUPE
Sandra Arnold, SPEAC
Georgette Walker, SPVPA
Scott Stinson, Superintendent/CEO
Stephanie Hedley-Smith, Associate Superintendent
Paul Block, Associate Superintendent

Guests: Janine Brooks, Linda Lamers, Jennifer Pool, Graham Tarling, Geoffrey Blair, Monica Braniff, Michelle Harris

Regrets: David Strange

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.
2. **Opening Remarks from Chair, Allison Watson**
Trustee Watson thanked Ravi Parmar (Board Chair) for chairing the April committee meeting in her absence.
3. **COMMITTEE REPORT** of April 5, 2022 Education Standing Committee meeting
The committee report for the April 5, 2022 Education-Standing Committee meeting was reviewed by the committee. No errors or omissions were noted.
4. **BAA COURSE PROPOSALS**
There are no BAA course proposals for this meeting.
5. **REVIEW OF POLICIES/REGULATIONS**
 - a. Draft Revised Policy and Regulations F-501 "Emergency Preparedness" – Stephanie Hedley-Smith
Associate Superintendent Hedley-Smith described the process for consultation and development of the revised policy and regulations. She spoke to adherence to the District's Business Continuity Plans and Occupational Health & Safety legislation and guidelines.

Recommendation:

That the Board of Education give Notice of Motion to draft revised Policy and Regulations F-501 “Emergency Preparedness”

6. **NEW BUSINESS**a. Middle School Philosophy – Stephanie Hedley-Smith

Associate Superintendent Hedley-Smith spoke to the process and partner groups that she consulted with to develop the middle school philosophy. She described a two-year process engaging partners from across the district to reach a formalized philosophy statement that describes the values and attributes of middle school students and their educational and developmental needs.

Recommendation:

That the Board of Education of School District 62 (Sooke) accept and endorse the 2022 Middle School Philosophy as presented.

b. Presentation – Competency Based IEPs & Communicating Student Learning – Janine Brooks, Linda Lamers and Jennifer Poole

The Inclusive Education Services team described the development and implementation process for CBIEPs in SD62. In consultation with the Sooke Teachers’ Association, it has been two years of development and training that will lead to full implementation in September 2022. The presentation was well received by all partners at the meeting.

c. Presentation – Dogwood & Canadian Physicians for the Environment Presentation – Graham Tarling and Dr. Geoffrey Blair

Dr. Blair and Mr. Tarling presented on the Fortis BC environmental curriculum, pointing out the challenges with some of the factual information being presented as misleading and guiding towards use of fossil fuels. The advocates requested the school district to seriously review the content contained in the curriculum and to evaluate its use by teachers in the district.

Recommendation:

Motion #1: That the Board of Education of School District 62 (Sooke) direct staff to review the Fortis BC curriculum for compliance with Policy B-135 and alignment to the District’s Strategic Plan. Furthermore, staff provide a report with their findings for a discussion at a future Education-Policy Committee meeting.

Motion #2: That the Board of Education of School District 62 (Sooke) write to the Ministry to express concerns about the use of Fortis BC’s energy curriculum and recommend that school districts do not use this resource in public schools.

d. Q3 Report – Strategic Plan – Scott Stinson

Scott shared the Q3 report highlighting achievements and evidence towards meeting the goals and objectives of the Strategic Plan. He brought attention to gains made by the Na’tsa’maht Indigenous Education department, the Program Review process as well as a variety of student achievement data.

Recommendation:

That the Board of Education receive the Strategic Plan Progress – Quarterly Report (Q3) for consideration and future discussion.

7. **FOR INFORMATION**

- a. Research Project Approval – Dawn Wright – “Supporting Speech-to-Text and Text-to-Speech in the Inclusive Classroom in a Universal Design for Learning Format”
- b. Research Project Approval – McKenna Simpson – “Teacher Motivation and Leadership in British Columbia Public School Sport Academies”

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** June 7, 2022

School District #62 (Sooke)

EMERGENCY PREPAREDNESS	No.: F-501
	Effective: Mar. 27/07 Revised: Mar. 26/13; Reviewed: Feb. 1/22; May 3/22

SCHOOL BOARD POLICY

An emergency is a sudden, unexpected occurrence requiring immediate action to stabilize a situation. Emergencies effecting school facilities and/or school transportation that may prevent use for an unspecified period of time may include **but not limited to**, the following:

- a) Fire
- B) Threats to School Occupants or Facilities (i.e. Bomb Threat)
- C) Hold and Secure & Lockdown
Lockdown Drills
- D) School Bus Accident
- E) Severe Weather
- F) Earthquake
Earthquake Guidelines for Bus Drivers
- G) Hazardous Spills, Accidents, or Explosions
- H) Abduction
- I) Incident on Field Trip
- J) Pandemic

See also (Appendix A – Student Release Procedures)

The Board recognizes the importance of being prepared for various types of emergencies, both natural, **technological** and human, that could occur while school is in session. This necessitates the need to develop appropriate plans and procedures to deal with such emergencies at school facilities or involving school transport. To this end it is important that students, employees and parents be knowledgeable about the various emergency plans and procedures and to be prepared should such an emergency occur.

Direct responsibility for what may occur immediately following a response to a 911 call will lie with the ~~Prime~~ **First** Responders (such as the RCMP, fire department, **BC Ambulance Service**, Regional Emergency Operation Center, or VIHA Chief Medical Officer). The District's first responsibility is to ensure the immediate safety of students and staff by activating the appropriate emergency plan.

To assist and expedite setup **an appropriate emergency response to any situation affecting the District**, the Board directs that emergency plans and procedures be developed, implemented and maintained for all school, district facilities and school buses, and that:

- a) all employees shall be made aware of the emergency plans and procedures to be followed at their work site, to ensure their safety and the safety of others.
- b) students and employees shall practice the emergency procedures implemented at their school or work site.
- c) parents shall be advised of the emergency procedures developed at their child(ren)'s school(s) by September 30.
- d) if materials and supplies (emergency preparedness kits) beyond those normally provided by the school district are to be kept on hand to augment the school emergency procedures, then it shall be the responsibility of each school to obtain and maintain such supplies in good order.
- e) ~~this policy shall be reviewed annually by the District Health and Safety Committee, and school plans shall be reviewed annually by school Joint Health & Safety Committees and submitted to the District Health and Safety Committee by October 30.~~
- f) "Advice for Parents – School Emergencies" document should be posted on each school's web page (See Student Release Procedures, sample forms and letters section).

School District #62 (Sooke)

EMERGENCY PREPAREDNESS	No.: F-501
	Effective: Mar. 27/07 Revised: Mar. 26/13; Reviewed: Feb. 1/22; May 3/22

ADMINISTRATIVE REGULATIONS**1. Emergent**

- a) In the event of an emergency, employees are expected to remain at their worksite to ensure the safety and security of students under their care and/or the District's care until otherwise directed by the school principal (or designate) or facilities supervisor; those employees who have a child(ren) in other schools should have arrangements in place for the care of their child(ren) by others until they can be released from their duties.
- b) Immediately after calling 911, the caller is to notify the school principal (or designate) who will notify the Superintendent of Schools (or designate).
- c) All emergencies impacting on the normal operation of a school facility or school bus transporting students are to be immediately reported to the Superintendent of Schools, indicating the nature and location of the emergency and people involved, including type and severity of possible injuries and if assistance of district staff is required.
- d) The Superintendent of Schools or designate(s) will:
 - i. provide appropriate direction regarding the specific emergency, from an emergency command centre located at the School Board Office or where required.
 - ii. liaise with local government agencies according to the type of emergency, including the R.C.M.P., local fire departments, hospital officials, Ministry of Children and Families, and others.
 - iii. as the emergency warrants, ensure prompt and accurate information is released to staff, parents and media, when appropriate, to stem isolated comments or opinions that might cause unnecessary anxiety concerning the particular incident. The official media contact will be the Superintendent (or designate).

2. School/Site - Planning

An Emergency Preparedness Plan is to be developed and maintained annually:

- a) The Principal shall be responsible for the administration and maintenance of an Emergency Preparedness Plan at the school.
- b) The Transportation Manager shall be responsible for the administration and maintenance of school bus Emergency Preparedness Plans.
- c) The Facilities Manager (or designate) shall be responsible for the administration and maintenance of district work sites, other than schools, and school bus Emergency Preparedness Plans.

- d) The Emergency Preparedness Plans for each school/site should be based on the District plan, adjusted according to the school/site needs, and must consider the following factors:
- i. method of immediate response in accordance with the nature of the event.
 - ii. method of evacuation, primary and secondary routes of egress (an emergency evacuation drawing shall be posted at the entrance/exit of each school district building and room, displaying the primary evacuation route to the outside assembly area).
 - iii. number of physically-challenged people requiring assistance to evacuate the facility/school bus including wheelchair-bound students, employee(s) and visitors.
 - iv. first aid treatment, including qualified first aid attendants and supplies, and procedures for getting school first aid kit(s) to evacuation area, if required.
 - v. personal care, including appropriate supervision, psychological counselling as required, arrangements to provide nourishment, alternate washroom facilities.
 - vi. time of day.
 - vii. potential for inclement weather conditions.
 - viii. potential school/site interior and exterior hazards, including:
 - natural gas and propane service lines and shut off valves,
 - storage of chemicals and flammable materials,
 - power lines, to building facilities,
 - water mains, septic systems to building,
 - location and height of interior storage, including size and materials stored,
 - location of combustible artwork displays and teaching materials that are attached to classroom and school hall walls (should not exceed 20% of the area of the wall).
 - ix. method of accounting for whereabouts of students, staff and visitors, including procedures for student release.
 - x. inventory of neighbourhood hazards, resources and temporary shelter sites.
 - xi. protocol for release of employees from their work responsibilities after an emergency occurs to attend personal affairs.
 - xii. emergency communication in the event of a power failure.
 - xiii. methods for contacting staff and parents/guardians.
- e) Principals (or designates)/supervisors are to ensure each employee under their direction is aware of the Emergency Preparedness Plans for each identified emergency that could affect their work and work site.
- f) The school "Emergency Preparedness Plan" should be easily identifiable and located in an office for access by all school employees, as well as any other location(s) deemed necessary, including classrooms, and a copy shall be kept in the Fire Safety Box for First Responders.
- g) An emergency evacuation drawing shall be posted at the entrance/exit of each school district building and room, displaying the primary evacuation route to the outside assembly/muster area.
- h) A sign-in book for all non-staff such as visitors, parents, guests etc. to be readily accessible at the main office. Proper signage posted at all entrances to remind all non-staff to sign-in/out when doing business in the schools and/or school grounds. Staff should be encouraged to wear/carry their School ID Card on their person at all times.

- i) Emergency drills are to be practiced on a regular basis for students and employees as follows:
- Schools:** a minimum of 6 fire (3 each semester), 1 earthquake, 1 Lockdown, 1 student release drill (may be held in combination with fire or earthquake drill, and can be planned for end of school day).
 - Facilities/Board Office:** a minimum of 1 fire, 1 earthquake.
 - Transportation:** a minimum of 1 bus evacuation (all drivers).
- A record of the date, time and comments for each drill will be kept at the school, site or by the bus supervisors.
- j) Parents of new students enrolling in a school during the school year shall be made aware of the school's Emergency Preparedness Plan as part of the enrollment material.

3. Roles and Responsibilities

- a) School/Site Joint Occupation Health & Safety Committees:
- will review and **adjust** submit the school/site Emergency Preparedness Plans to the District Health & Safety Committee by October 30.
- b) ~~District Health and Safety Committee:~~
- ~~• will review and approve all site Emergency Preparedness Plans by Christmas each year, to ensure the readiness of the plans.~~
- c) Principal:
- is responsible for the administration and maintenance of the Emergency Preparedness Plan
 - will make parents/guardians aware of school's Emergency Preparedness Plan and procedures for parents/guardians to take in the event of an emergency at their child's (children's) school.
 - will ensure that all staff (including replacement staff) are provided with appropriate keys for their work areas, and will ensure the keys are returned when the staff member's assignment ends.
- d) School/Site Staff:

As part of an Emergency Preparedness Plan, the roles and responsibilities of all employees shall be defined and reviewed annually by the school/site Joint Health & Safety Committee. All staff will make themselves familiar with their responsibilities.

The following is a suggested list of these roles and responsibilities.

- i. A principal or supervisor is the "person in charge" of developing, implementing and coordinating the site emergency plan which includes assigning responsibilities for: the initial site sweep during any evacuation, first aid support, student assembly area, Parent Check In/Student Release Area and utilities, ensuring:
- establishing a command post.
 - monitoring evacuation of building(s).
 - receiving reports from evacuated staff, recording details, monitor evacuation or assigned tasks relating search and rescue, first aid, communications, utilities, assembly area(s) and student release station(s); maintain continued safety of

- students, staff and visitors; delegate any other tasks that may be required to be completed.
- ii. Initial site sweep (**only if safe to do so as per RDA**):
 - by assigning individuals to check for persons during evacuation to determine the building is clear.
 - iii. Site first-aid personnel - to develop procedures to:
 - store first aid equipment and supplies in marked, safe accessible areas at the site for use in an emergency.
 - establish a first aid reception area to treat the injured, including special needs students.
 - identify "medical alerts".
 - maintaining first aid reception area in a clean and organized state.
 - report the status of injured to principal (or designate)/supervisor as directed.
 - iv. Communications - to develop plans to:
 - provide communications to the principal (or designate) or supervisor to coordinate with prime responders, first aid station, student assembly area, Parent Check In/Student Release Area.
 - establish communications with the Superintendent of Schools to advise of the condition of students and staff, including any district staff, student support staff, maintenance/custodial staff and/or transportation staff that may be located at the school site; and condition of facility/bus.
 - communicate with the local community emergency operations centre of Provincial Emergency Plan, if circumstances so warrant.
 - v. Student Assembly Area - to develop plans to:
 - provide a safe assembly area away from known and/or potential hazards with clearly defined boundaries, (i.e. using marking tape and/or traffic cones, etc.), including other facilities within the community.
 - conduct a head count of all students.
 - provide personal care as required.
 - vi. Develop plans for student release.
 - vii. Site Utilities - to develop procedures to:
 - shut off natural gas/propane supply, electrical supply and water supply to school building, if possible, without exposing persons to greater risk of injury should the emergency require this action be taken, but ONLY if it is necessary to do so.

4. After the Emergency - Review

- a) The principal (or designate) or site coordinator will prepare a procedural "debrief" document which will:
 - i. Outline the incident or event.
 - ii. Note what worked, based on the Emergency Plan.
 - iii. Describe necessary change should a similar incident or event occur.
 - iv. Conclude with recommendations.
- b) To prepare this document, prime responders, students, employees and parents may be consulted by the writer.

- c) The debrief document will be forwarded to the Superintendent and the District Health and Safety Committee **Department.**

School District #62 (Sooke)**EMERGENCY PREPAREDNESS**

No.: F-501

Effective: Mar. 27/07

Revised: Mar. 26/13

~~ADMINISTRATIVE PROCEDURES F-501~~**EMERGENCY PREPAREDNESS PROCEDURES****a) Fire**

1. As the possibility of a fire occurring at a school facility is real, appropriate procedures must be established for the safety of all students and staff, as well as the recognition of potential fire hazards.
2. Fire practice drills shall be held three times each fall term (September to December) and three each spring term (January to June) at schools and annually at the School Board Office, including Maintenance and Transportation facilities. A record of the date, time and comments for each drill will be kept in the Fire Safety Plan box.
3. The emergency fire safety plan will be updated annually and will:
 - a) include a school floor and site plan, showing the locations of:
 - all fire emergency pull stations.
 - all firefighting equipment.
 - fire alarm panel.
 - mechanical and furnace/boiler room(s).
 - fire evacuation routes to outside and assembly area.
 - fire department connection to building sprinkler system.
 - fire hydrant(s) located on or near school.
 - location of gas and power shut offs.
 - b) provide a list of physically-challenged and/or wheelchair-bound students and staff indicating their whereabouts during the school work day and the need for assistance to evacuate these people (with advice from the local fire department).
 - c) provide a list and location of hazardous materials that might be harmful to students, staff and/or fire department personnel, should they become involved with a fire.
4. When a fire is found or suspected:
 - a) activate the facility fire alarm before making any attempt to extinguish the fire, **if trained**.
 - b) ensure all occupants are able to evacuate the building immediately to a safe assembly area.
 - c) attempt to confirm the location of the fire in the facility, to advise the responding fire department.

d) telephone 911, advising the operator of:

- name of school.
- location/address of school.
- nature of fire, if known.
- whereabouts of school/building occupants.

e) upon hearing a fire alarm, teachers should:

- ensure all classroom activities stop, (gas and equipment ,where applicable, are shut off).
- ascertain if safe to exit classroom via designated evacuation route, (if classroom door closed, before opening determine if door is excessively hot; if so, do not open).
- if able to exit classroom as planned, direct students to walk in a quiet and orderly manner along evacuation route to designated assembly area.
- when exiting, attempt to close classroom windows, if possible.
- allow students to take clothing immediately accessible to them when evacuating.
- ensure class list, which includes that day's attendance, is taken out and attendance is immediately taken at the assembly area.
- immediately report any missing students, staff and/or visitors to the Principal (or designate).
- if unable to exit the classroom, have students sit on floor against outside wall.
- if unable to exit via classroom door, open exterior window and evacuate if on ground floor or call for help if unable to evacuate through open window.

f) Principal (or designate) (or person in charge, i.e. Chief Fire Marshall) to check site property access:

- to determine if all students/staff, and visitors have safely exited the school building(s), informing fire department officials immediately upon their attendance of names and ages of unaccounted for students, staff, visitors and their possible location in the building including **a site specific plan to support any wheelchair bound students and staff to evacuate from the building.** ~~any wheelchair bound students waiting in secure areas of the school for assistance to be removed from the building.~~
- to ensure all entrances to school property are open and not blocked.
- to stand by and be of assistance to fire department officials as needed.

g) Visiting SD62 Staff /Contractors/ Other Visitors:

- must exit building and report to Principal (or designate)/Chief Fire Marshall

5. Physically-challenged individuals must be assisted by SD62 staff members to evacuate the building.
6. If it is determined the safest place for a physically-challenged student is in the classroom or at a refuge area, the Principal (or designate) (or person in charge) shall be immediately notified of the student's identity and location so emergency rescue personnel can remove the student safely.

7. Should it be impossible or unsafe to return to the school building due to the fire, dismissal procedures should be followed. If it is a time other than normal dismissal time, follow emergent student release procedures.
8. All media queries regarding a fire at a school district school or facility shall be handled through the office of the Superintendent of Schools, in consultation with the local fire department.

b) Threats to School Occupants or Facilities (i.e. Bomb Threat)

1. Threats to school may involve a bomb, chemical substance or any other material that can cause physical harm to the buildings' occupants and to school district facilities.
2. All threats will be taken seriously.
3. The details of a threatening call are to be recorded immediately including:
 - a) if possible, use telephone trace *69 to identify source of the call
 - b) the date and time of the call,
 - c) the exact wording of the threat,
 - d) the time the threat will occur,
 - e) if a bomb, its location and appearance,
 - f) the name of the caller,
 - g) the age and gender of the caller,
 - h) any noticeable accent or identifying vocal characteristics,
 - i) background noise which might identify the location from where the call is originating.
4. Notify Principal/Supervisor as soon as possible who will, in turn, notify the District designate responsible for Violence Threat Risk Assessments.
5. If a written communication is found on a school district site or in a building. Notes on paper should be handled with care (by the edge) placing it in a folder as soon as possible so as to not disturb any physical characteristics of the note or any evidence that might be on the note. Notes written on walls etc. should be photographed and the surrounding area secured so that no one can tamper with it prior to police inspection.
6. When a threat to school occupants and/or school facility, including school grounds, is received, the school Principal (or designate) is to be immediately advised in a confidential manner.
7. A school Principal (or designate) will notify the local RCMP (911) first, and then the Superintendent of Schools.
8. In consultation with the RCMP, and Principal (or designate) shall decide whether to evacuate the school premises.
9. Evacuation should follow the same procedures as a fire drill, with students and staff exiting the building in an orderly manner and assembling in a designated area where attendance of students can be determined. (Ensure class lists with day's attendance are taken out with class, as well as staff list.)
10. If the threat received indicates a "bomb", the use of school "walkie-talkie" radios is to be curtailed immediately until it is determined the threat is false or the bomb's mechanism does not include a radio frequency transmitter.
11. School staff noting any objects that seemed out of place or looked suspicious should not disturb the item(s) but report their location immediately to the RCMP or principal (or designate) present.
12. A school that has been evacuated and a search results in no threat being present, the students and staff shall return to the school at the direction of the Principal (or designate) after consulting with the attending RCMP.

13. All media queries regarding incidents of this nature are to be handled by the RCMP, in consultation with the Superintendent of Schools.

e) Hold and Secure & Lockdown

A violent incident or threat may include armed or physically abusive intruders, students possessing weapons, gang or group assaults, hate-motivated violence, or any other type of occurrence where the "act or threat of violence" is or may interfere with the safety and security of students and staff and the normal operation of a school.

Violent Incidents/Threats at school district sites will be dealt with by either initiating Hold and Secure or Lockdown procedures, and may be initiated by the Principal (or designate), person in charge, or the police (RCMP).

Hold and Secure is a procedure that prevents unauthorized persons from entering the school and is commonly used when the threat, i.e. contamination, weapons or weather, is threatening the general community. This procedure allows school activities to continue as normal during the outside disruption and until the threat is cleared.

1. Hold and Secure signal is given via PA speakers (or other method determined by site emergency plan); "This is a Hold and Secure, this is a Hold and Secure, this is a Hold and Secure." (repeat 3 times).
2. Office staff will call 911 (unless emergency services personnel were the ones to initiate the Hold and Secure procedures) and then call or email the School Board Office to notify Superintendent (or designate). Notification regarding Hold and Secure should also be posted on school website and social media site(s).
3. Staff/Students go directly to their respective classrooms. Have students who are outside immediately return to school building by bell tone or bullhorn signal. Students with a spare block are to report to the nearest classroom or staffroom or office.
4. Principals/vice principals and/or assigned staff check that all exterior doors and entrances are locked and secure. Non-enrolling teachers/staff go to nearest classroom or staffroom or office.
5. Teachers/Staff secure classrooms:
 - Lock the door,
 - Take and submit attendance,
 - Record any additional staff/students that are in the room.

Each room is unique, so do the best you can. The primary concerns are remaining in the building, locking doors and taking attendance.
6. The principal (or designate) will announce the nature of the Hold and Secure so that everyone knows what is happening. Updates may come over the PA or by other prearranged method. Teachers can inform students of situation updates.
7. Depending on the outside threat, teachers may have students do quiet seatwork and use discretion regarding bathroom breaks and classroom movement.

- ~~8. Monitor main entrance and allow only AUTHORIZED personnel into building through this point. It may be necessary to restrict people from leaving. This is the job of the office staff and VPs.~~
- ~~9. "All Clear" will be announced 3 times after threat has been resolved.~~

Examples of Hold and Secure situations:

- ~~—Police incident nearby (search warrants, K9 track, high risk arrests nearby)~~
- ~~—Serious car accidents nearby~~
- ~~—Bear on school property~~
- ~~—Downed trees/power lines/residential gas leak/house fire~~

~~NOTE: **Hold and Secure** may move to **Lockdown** should threat become active inside the school.~~

Communication:

- ~~—The Superintendent (or designate) will be responsible for communication with the community via various media.~~
- ~~—Information pertaining to the reason for the Hold and Secure will be updated to the school website. The District will also post updates on the District website.~~
- ~~—The principal (or designate) will inform teachers of the nature of the Hold and Secure.~~
- ~~—The principal (or designate) or the teachers will inform students of the reason for the Hold and Secure.~~

~~* It is important to remember that while many of these Hold and Secure situations will be brief in nature and will not affect most classroom activities, there are cases where there may be a lengthy disruption of regular activities.~~

~~* In a situation where there are injuries, the status and location of the individuals should be made known to the Principal and all attempts should be made to provide first aid.~~

~~**Lockdown** is a procedure used when there is an immediate threat to the school, i.e. school intruders. Lockdown minimizes the intruders' access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain in the room until the situation has been declared safe by an authorized person, i.e. principal or police personnel. It is intended to limit access and hazards by controlling and managing staff and students in order to increase safety and reduce possible victimization.~~

~~Should a threat be identified, the individual who identifies the threat should contact the principal or vice principal who will determine if Lockdown procedures should be initiated. Based on an immediate threat to school safety, school officials or local law enforcement agencies may call a Lockdown.~~

1. Lockdown signal is given by PA speakers (or other method determined by site emergency plan); **"This is a Lockdown, this is a Lockdown, this is a Lockdown."** (repeat 3 times).
2. Office staff call 911—remain on the line with the Police. The caller will be required to provide updated information to police to assist in their response.
3. Contact the Superintendent's office as soon as safely possible. This will be done by a Vice Principal or designated office staff member.
4. All persons report to the **nearest securable** classroom immediately. If you see the threat and can get out of the building—do it!
5. Teachers/staff **check hallways for students**. Once students are in the classroom:
 - **Lock doors,**
 - Turn out lights,
 - Instruct students to be **quiet,**
 - **REMAIN CALM,**
 - Move students **out of line of sight** of doors and windows,
 - Pull interior window shades—only if applicable,
 - Encourage students not to talk or use cell phones,
 - **DO NOT CONTACT THE OFFICE,**
 - **DO NOT LEAVE THE CLASSROOM UNTIL DIRECTED TO DO SO BY ADMINISTRATION OR POLICE PERSONNEL,**
 - The Principal or Vice Principal will contact you to determine if you are missing any students from your class or if there are extra students.

Each room is unique, so do the best you can. The primary concerns are locking doors, keeping quiet and remaining out of sight.

*** IF TEACHERS AND STUDENTS ARE IN OTHER AREAS OF THE SCHOOL ***

School emergency plans should include directions for students/staff members who may not be in a classroom at time a Lockdown is called, and could include:

Gyms, counselling offices, library, cafeteria, supply room, staff room—if room has a door that locks, remain in the room and lock the door, otherwise move to nearest classroom.

Shop or cooking class—Shut down all equipment and follow Lockdown protocol.

Washrooms—Go to nearest classroom.

~~Outside Classes—Teachers should gather students and proceed to a predetermined safe zone away from the school. Stay in place until emergency personnel arrive.~~

~~Office—Outside office doors are to be locked. Office secretaries, principal and vice principal are to remain in main office.~~

~~**If safe to do so**, the principal or vice principal will designate an office staff member to go out front and liaise with arriving emergency personnel.~~

~~An office secretary will be designated to:~~

- ~~• Receive other students to the main office.~~
- ~~• Supervise students/visitors in main office.~~
- ~~• Lock office doors.~~

~~6. Teachers/Staff are not allowed to open doors for ANYONE under ANY circumstances. **You don't know who the threat is or how many there are.**~~

~~7. Teachers/Staff take attendance and record staff/students that are in the room, missing and extra students from the hall and await further instructions, if possible.~~

~~8. If safe, a representative from the office staff will move to the front entrance of the school to liaise with responding emergency personnel. It will be their job to give detailed information regarding school layout. They will have radio contact with either a vice principal or principal.~~

~~9. All activities cease. Ignore Fire alarms and automated time bells, unless there is FIRST hand knowledge of fire.~~

~~10. Students/Staff outside building must evacuate to a predetermined, off-campus location. Rally point may change under direction of police.~~

~~**"All Clear"** will be announced 3 times after threat has been resolved.~~

~~A principal or vice principal will then begin calling individual rooms, checking on classroom Lockdown status and student/staff attendance—if possible given the circumstances of the situation.~~

~~* In a situation where there are injuries, the status and location of the individuals should be made known to the Principal and all attempts should be made to get first aid.~~

~~A Lockdown or Hold and Secure may occur on any day and at any time, including the beginning or the end of the school day. A Lockdown may last for several hours.~~

How to Run Lockdown Drills

**** NOTE FOR DRILL PURPOSES** — LOCKDOWN delegates will circle school

- ~~The words **LOCKDOWN DRILL** will be used instead of **LOCKDOWN**.~~
- ~~Admin and police (if available) will check washrooms, gym, staff room, classrooms and library doors.~~
- ~~Admin and police (if available) will check to ensure hallways are clear.~~
- ~~Admin and police (if available) will return to office area with report.~~
- ~~The **ALL CLEAR** will be given and classes will resume.~~
- ~~A follow-up email or announcement will be given on the success of the drill.~~

d) School Bus Accidents

1. In the event of a school bus accident or fire:
 - a) drivers are to take appropriate action to evacuate students from the bus to a safe and secure area.
 - b) drivers are to report the accident, via radio if possible, to Dispatch or the Transportation Manager or another bus driver, and will make the appropriate notes in the bus "Accident Investigation Report" book.
 - c) The recipient (Dispatch, Transportation Manager, or other bus driver) shall immediately contact emergency services (police, fire, ambulance – 911) and will notify the Superintendent of Schools of the details of the incident.
 - d) the Transportation Manager or designate will arrange for alternate transportation for students and will advise the affected school Principal (or designate) of the accident.
 - e) the Transportation Manager will obtain a list of students eligible to be on the bus at the time of the accident; and, with the school Principal (or designate) or school representative, determine which students were on the bus at the time of the accident. They will record the names of students transferred to the hospital and those students en route to or from school. The Supervisor shall then communicate this information to the Superintendent of Schools.
2. Should the accident cause injury to students and/or the bus driver, the Superintendent of Schools will appoint a school district representative(s) to attend at the hospital(s) to ascertain the extent of injuries and to assist hospital officials as may be required.
3. The Superintendent of Schools will delegate an employee to contact a parent of each student involved in the bus accident, to advise of the accident and the student's condition, and present whereabouts. (Persons making contact with parents should not discuss causes of the accident or give opinions.)
4. Students will be given the opportunity to speak with a district or school counsellor(s) concerning the accident.
5. All media queries are to be directed to the Superintendent of Schools.

e) Severe Weather (including flooding)

1. If a severe storm does occur in this area during non-school hours, the Superintendent of Schools, upon receiving appropriate information, will determine the need for school closure.
2. If a violent storm occurs during school hours, students and staff should remain in the school building away from exterior windows and walls, ensuring classroom windows are closed.
3. The Superintendent of Schools is to be advised immediately if evacuation of a school is necessary (with details of the incident).
4. If evacuation of the school building is required, standard evacuation procedures are to be followed. *[See section a) Fire]*
5. Should it be necessary to dismiss students from school or an evacuation site, student release procedures should be implemented. *[See Appendix A]*

f) Earthquake

Earthquakes happen with no warning; therefore, life-protecting actions must be taken at the first indication of ground shaking. Even in the most severe earthquakes, buildings rarely collapse completely. Injury and even death are most often caused by the shattering and falling of non-structural elements, such as window glass, ceiling plaster, lighting fixtures, chimneys, roof tiles, and signs. There will be no time to think what to do; therefore, of all earthquake preparedness measures, EARTHQUAKE DRILLS ARE THE MOST IMPORTANT.

PRIOR TO AN EARTHQUAKE

Earthquake Plan

Each school/site must prepare, and review annually, an earthquake plan that includes;

- standard procedures (see below).
- identification of specific areas of concern at the site (propane tanks, gas lines, power lines, trees, shops, kitchens, etc.).
- responsibilities of staff members.
- evacuation routes and muster area(s).
- plans for moving to an alternate site (including location of alternative sites and method of transportation).
- method(s) for communicating at the site, with school board office and parents.
- student release procedures.

Earthquake Drills

Earthquake drills must be conducted at least once a year at all school district schools and sites. Staff is encouraged to coordinate the school drill with the annual BC ShakeOut drill.

School drills should be preceded by classroom discussions. These should be about the need for and purpose of drills. The noises of building movement, windows breaking, and objects falling, that accompany an earthquake, can cause emotional stress and panic. Students should be prepared for this by classroom discussion.

Drills are most effective if they simulate emergencies such as jammed doors, and blocked hallways and stairways. Simulation exercises should occur outdoors as well as inside the school.

Drills must include "Drop, Cover, Hold" procedures and should include evacuation and muster procedures (like fire drills).

Thought should be given to any changes in procedures required if an earthquake should occur at times other than during class time, i.e. recess, exam week, during an assembly, at the beginning or end of the day.

Emergency Kits

Since it may be necessary to "shelter in place" for an unspecified amount of time, it is suggested that schools put together earthquake kits.

School emergency kits (preferably stored in outdoor kiosk) must include:

- Copy of your emergency plan.
- Current staff list including emergency contact info (may be kept in school office).
- Current whole school student list with emergency contact info (may be kept in school office).
- First aid kit.

Please see Appendix B for a list of other supplies that could be included.

- ~~AM/FM Radio—wind up or battery powered (and extra batteries).~~
- ~~Dust Masks (enough for all staff & students).~~
- ~~Water (6 litres per person if possible).~~
- ~~Cups.~~
- ~~Food that won't spoil (i.e. "Mayday Emergency Rations").~~
- ~~Paper towel.~~
- ~~Waterproof matches.~~
- ~~Flashlights—wind up or battery powered (and extra batteries).~~
- ~~Plastic garbage bags.~~
- ~~Emergency blankets/wool blankets.~~
- ~~Water purification drops.~~
- ~~Tarps and tents.~~
- ~~Shovels.~~
- ~~Gloves.~~
- ~~Safety goggles.~~
- ~~Hard hats.~~
- ~~Rope.~~
- ~~Survivor saw.~~
- ~~Axe.~~
- ~~Marking tape.~~
- ~~Temporary toilet.~~
- ~~Toilet paper.~~

Classroom emergency kits (in a waterproof container) could include:

- ~~Current class List with Contact/Release Information.~~
- ~~Paper.~~
- ~~Pen.~~
- ~~First aid kit.~~
- ~~Gloves plastic (non-latex).~~
- ~~After Bite.~~
- ~~Safety pins.~~
- ~~Toilet paper.~~
- ~~Wet wipes.~~
- Whistle.

DURING AN EARTHQUAKE

When an earthquake or after-shock occurs, take cover immediately.

If you are indoors "DROP, COVER, HOLD ON, COUNT TO 60":

- **DROP** under desks or tables or other solid furniture.
- **COVER** your head and torso to prevent being hit by falling objects.
- **HOLD on** to the object you are under so that you remain covered. Be prepared to move with the object until the shaking has finished.
- **COUNT TO 60 before coming out of your safe spot to allow objects that may have shifted during the shaking to settle.**
- If you can't get under something strong, or if you are in a hallway, flatten yourself or crouch against an interior wall and protect your head and neck with your arms.
- Face away from windows or glass display cases.
- If you are in a wheelchair, lock the wheels and protect the back of your head and neck.
- Count out loud until all the shaking has stopped, then recount again to 60, as this allows time for items to finish falling and possibly the first after-shock to occur.
- 60 seconds after all shaking has stopped carefully check for injuries and dangerous objects around, such as broken glass before moving or standing up.
- In science labs and industrial ed. shops, extinguish all burners before taking cover (or as soon as possible).
- In science labs and industrial ed. shops stay away from hazardous chemicals that may spill.
- In library, move away from where books and bookshelves may fall and take cover.
- Do not use an elevator. If you are in an elevator during an earthquake, hit the button for every floor and get out as soon as you can.

Ground shaking during an earthquake is seldom the cause of injury. Most earthquake-related injuries and deaths are caused by collapsing walls and roofs, flying glass and falling objects. It is extremely important for a person to move as little as possible to reach the place of safety he or she has identified because most injuries occur when people try to move more than a short distance during the shaking.

If you are outdoors:

- Stay outside.
- Go to an open area away from buildings, trees and power lines. The most dangerous place is near exterior walls.
- Stay at least 10 meters away from downed power lines to avoid injury.

If you are in a vehicle:

- The driver should pull over to a safe place and turn off the engine. It is important to keep the roads clear for rescue and emergency vehicles.
- Avoid bridges, overpasses, underpasses, buildings or anything that could collapse.
- Driver and passengers should stay in the vehicle. It is especially important not to exit the vehicle if downed power lines are across it.
- If in a bus, stay in your seat until the bus stops. Then, take cover in a protected place if possible. Otherwise, sit in a crouched position and protect your head from falling debris.
- Place a HELP sign in your window if you need assistance.
- Listen to the radio for instructions from emergency officials.

If you are near the coastline (in tsunami zone) during a strong earthquake:

- Evacuate to higher ground as soon as possible.
- Do not re-enter area until officials declare it safe.

AFTER AN EARTHQUAKE

Conditions after an earthquake vary considerably and judgment will be required.

All staff members are expected to remain at work to assist with students, until authorized by their Principal/Supervisor to leave. However, every effort will be made to help staff ascertain the status of their own family so that they can focus on the task at hand with an easier mind.

If no significant damage has occurred to the building it will not be necessary to evacuate, and Hold and Secure procedures should be followed while school and community officials determine the full extent of damages.

If little damage has occurred at the school/site, but damage has occurred elsewhere and roadways or communications have been disrupted, or if it is unsafe to exit the building due to conditions in the immediate area, it may be necessary to "shelter in place" for a period of time.

In cases of fire or gas leak evacuate immediately.

Where structural damage has occurred:

- staff and students will need to evacuate buildings, or parts of buildings. Be prepared to find alternate exit routes.
- evacuate SLOWLY and CAUTIOUSLY to be safe. Watch for debris hanging over exits.
- take earthquake kits with you if they are located in the building and can be reached on the way out.

- muster at predetermined area if safe to do so, otherwise another location will have to be chosen based on the circumstances.
- take attendance.
- do not re-enter building until it has been determined it is safe to do so (preferably by someone trained in rapid damage assessment).
- District staff will assist wheelchair bound individuals to evacuate.
- if you are unable to evacuate a damaged area, or you need assistance, hang the HELP sign in the window.
- After evacuating, the Principal or Supervisor, in consultation with the Superintendent and Emergency Rescue personnel, will need to determine if students (and staff) will be released from the site, or if they will be moved to an Emergency Social Services Reception center. In either case, standard release procedures will be followed [see section e) Severe Weather].

Things to keep in mind:

- Stay calm and help others if you are able.
- Be prepared for aftershocks. Stay away from brick walls and chimneys as they may be damaged or weakened and could collapse during aftershocks.
- If power has gone out, and it is safe to do so, turn off all lights and appliances to avoid fire danger when power is turned back on.
- Do not turn off utilities UNLESS they are damaged. Leaking gas will smell like rotten eggs. Once gas is turned off it may NOT be turned back on except by a licensed gas technician.
- Do not flush toilets if you suspect sewer or septic lines are broken.
- Use extreme caution with hazardous materials or spills. When in doubt leave the area.
- Only make phone calls if you require emergency services.
- Texting is the method of communication least likely to be affected, but use it sparingly to check on the safety of family members. Do not "chat".

The main priorities after an earthquake are:

- Immediate safety and first aid.
- Establishing communication at your site, within the school district, with emergency services and with families of students and staff.

Earthquake Guidelines for Bus Drivers

Minor Earthquakes

In minor earthquakes, stop and/or "take cover" procedures should be followed, and vehicles should be driven to a safe point and halted. If there is no reported damage to roads and structures, normal operations should resume if electrical service is operable and there are no fires, gas leaks, or visible, serious damage to buildings.

Major Earthquakes

This plan is intended for implementation only in case of a major earthquake and/or where there is obvious damage to roads and structures. The basic emergency plan assumes that damage will be widespread, roads will be difficult or impossible to use, and buses will be rerouted to those schools that are still operating. In local emergencies such as chemical spills, follow the instructions from the Transportation Manager.

If a major earthquake occurs during non-school hours, employees should wait for instructions before coming to work. The instructions may be given by telephone contacts, radio over the Emergency Broadcast System, or broadcast on local TV stations.

Instructions for Drivers During an Earthquake

1. If travelling, pull to the side of the road away from tall buildings, trees, tall signs, street lights and power lines, if possible.
2. Do not stop on or below freeway overpasses or bridges.
3. Monitor radio for instructions.
4. Keep students on the bus because they are safer there.
5. Students should be told to take cover by putting their heads down between their knees and remaining in their seats until an "all clear" is given.
6. When shaking stops, avoid areas of downed trees, buildings or power lines and park the vehicle safely.
7. Leave the door closed and go through the bus to check for student injuries.
8. Calm the students and render first aid if necessary.
9. Drive the students to the nearest Emergency Shelter. Contact the Transportation Manager to notify which Emergency Shelter you have taken your bus to so that parents can be notified.
10. If your vehicle is inoperable or the streets are damaged, keep your door closed. Radio dispatch and wait for assistance.

Drivers are to await further instructions from the District. Even though students may be badly frightened, they must not be allowed to leave without adequate adult supervision. The driver should carry the bus roster personally to keep track of students and report injuries during the emergency and to report the name and identification of any parent, certified employee or police official relieving him/her of the responsibility for bus passengers.

g) Hazardous Material Spills, Accidents or Explosions

1. When a hazardous material (toxic chemicals, flammable and/or explosive substances) accident, spill, or explosion occurs at a school facility or site, involving school-controlled materials, report the circumstances immediately to the principal (or designate) (or site supervisor) who should determine:
 - a) need for assistance from district maintenance staff, **District Health and Safety department**, and/or local emergency services (fire, ambulance, police - 911), to assist with control/security of affected area, aid to injured, and containment and clean-up of material.
 - b) the need to initiate Hold and Secure procedures (see section B) or to identify a safe evacuate area for school or site occupants, if required.
 - c) the type of material involved (i.e. toxic, flammable, explosive; name of material; stability of material; obtain information from the MSDS sheet).
 - d) location of accident, spill, or explosion, size of area affected, and containment of the material involved.
 - e) effect to school/site occupants.

2. If a hazardous material accident, spill or explosion occurs off-school property, involving materials under the care and control of others, but affecting the normal operation of the site, report the incident to the principal (or designate) or supervisor who should determine:
 - a) name(s) of any individuals injured and/or requiring medical attention.
 - b) location and type of accident, spill, or explosion in proximity to school, type of material involved and associated hazards.
 - c) any recommendations from officials and/or company personnel involved in the spill containment/clean-up or investigation of accident, regarding any evacuation of school facilities.
 - d) time allowed to evacuate or if evacuation occurring, location and method of evacuation to safe area.
 - e) Principal (or designate) or supervisor will report the details to the Superintendent of Schools.

3. If evacuation from the building (or part of it) is required, the principal (or designate) or supervisor will:
 - a) advise the local emergency services immediately (fire, ambulance, police - 911), giving details of the location, severity, material involved, and area evacuated to.
 - b) notify the Superintendent of Schools immediately that evacuation of a school is necessary, with details of the incident.

4. Communication with the media, parents, and community-at-large will be the responsibility of the Superintendent (or designate).

h) Abduction

Suspected:

- Verify that the student is missing and possibly abducted.
- Call 911.
- Alert Administration.
- Search the building and grounds.
- Question student's friends to obtain information about when and where the student was last seen.
- Call parents/guardians to obtain information, such as last known whereabouts, clothing worn, identifying features, etc.

Attempted:

- Ensure that an adult stays with the student involved to provide emotional support and reassurance.
- Call 911.
- Alert Administration.
- Gather as much information as possible from the student and witnesses.
- Inform parent/guardians.

Confirmed:

- Call 911 (with as much information as possible).
- Inform parents/guardians.
- Alert Administration.
- Call Superintendent or Assistant Superintendent.
- Contact the District Critical Incident team if appropriate.
- Meet with staff as soon as possible and advise teachers on sharing information with students.
- Talk to students about safe travel practices between home and school.
- Identify students at risk.
- With police, develop a fact sheet to respond to telephone inquiries.
- Direct media to the Superintendent's office. Prepare for media onslaught and continue to direct all calls to the Superintendent.
- Send a letter home to all parents/guardians outlining facts, as known, and alerting them to any possible concerns, as well as school/police initiatives and ways they can support their children.
- Develop a plan for immediate and follow-up support for students.

Refer to *Responding to Critical Incidents: A Response Guide for Schools* for further details <http://www.bced.gov.bc.ca/specialed/rci/resteams.htm>

i) **Incident on a Field Trip**

Ensure that all staff members taking students on field trips carry the phone numbers (home and cell) of their principal (and designate) and parents/guardians. Staff should know to immediately call and personally speak to the school principal (or designate) if a serious accident occurs.

PRINCIPAL (OR DESIGNATE) WILL THEN:

- Gather preliminary information about the incident (location, description of incident, emergency personnel involved, number of students involved, seriousness of injuries, names of students, staff of parents/guardians taken to hospital, their condition, if known, and the name of the hospital receiving the injured, if applicable).
- Establish a contact person and a number at the site of the incident where that person can be reached at all times. Establish a back-up plan if phone contact cannot be made (e.g. alternate contact number).
- Notify the Superintendent of Schools **and the District Health and Safety Department**.
- Meet with all of your school's administrators to formulate an initial plan to handle the incident and assign responsibilities. Decide whether to request one of the administrators to attend the scene. If an incident is serious or involves casualties, it is advisable to do this, if at all possible.
- Direct all media inquiries to the Superintendent's Office.
- Request involvement of District Critical Incident Response Team, if appropriate.
- Notify parents/guardians of the students on the trip. Give them only verified information and invite them to meet at the school for further information.
- Provide the staff handling the telephone with a script to share with parents/guardians and the community.
- Contact PAC President to inform them of the accident.
- Establish a room for parents/guardians/students in which to meet and ensure an administrator or Critical Incident Team member is present to provide information on an ongoing basis. Provide separate rooms for parents/guardians of critically injured student(s).
- Arrange for a staff meeting (or other method of communication) to pass on information and outline the plan for handling the situation.
- If applicable, write a statement informing staff and students of the incident.
- Write a letter to parents/guardians, if appropriate, informing them of facts about the accident, support provided by school and ways they can support their children.
- Develop a plan for immediate and follow-up support for students and staff.

Refer to *Responding to Critical Incidents: A Response Guide for Schools* for further details <http://www.bced.gov.bc.ca/specialed/rci/resteams.htm>

Pandemic

The District has developed this Exposure Control Plan in the event of flu or other pandemic.

Exposure Control Plan

When a worker is at risk, or may reasonably be expected to be at risk, of harmful contact with a biological agent specified by WorkSafeBC, the employer is required to implement an exposure control plan as specified in Section 5.54 of the Occupational Health and Safety Regulation.

Health Hazards of Pandemic Influenza

Symptoms

Seasonal flu affects people to varying degrees, with symptoms including headache, fever, fatigue, sore throat, and runny nose. In some cases, secondary infections such as pneumonia may develop.

Symptoms of pandemic influenza are likely to include high fever (higher than 38°C), chest pain, and difficulty breathing. The effects of pandemic influenza are expected to be much more severe than for seasonal influenza because most people will not have any immunity to the virus.

Transmission

The BC Centre for Disease Control advises that influenza is communicable for 24 hours before the onset of symptoms and 3-5 days afterward (this may be longer in some children and some adults).

Pandemic influenza is spread in the same way that seasonal influenza is spread. Exposure to the virus may occur in a variety of ways, including the following:

- Shaking hands with an infected person or touching a surface contaminated with the virus, followed by touching one's eyes, nose, or mouth.
- Infectious droplets (from a coughing or sneezing person) landing in the eye or onto the mucosa (moist inner surfaces) of the nose or mouth.
- Breathing infectious airborne droplets or particles (from coughing, sneezing, or aerosol-generating medical procedures on infected patients).
- Sharing food items or utensils with an infected person.

Statement of purpose

The Board is committed to providing a safe and healthy workplace for all of our staff. A combination of measures will be used to minimize worker exposure to pandemic influenza, including the most effective control technologies available. Our work procedures will protect not only our employees, but also other employees, students and parents who enter our facilities. All employees must follow the procedures outlined in this plan to prevent or reduce exposure to pandemic influenza.

Responsibilities

Employer responsibilities

On Behalf of the Board, Human Resources will:

1. Ensure that the materials (for example, gloves, alcohol-based hand rubs, and washing facilities) and other resources (for example, worker training materials) required to implement and maintain the plan are readily available where and when they are required.
2. Select, implement, and document the appropriate site-specific control measures.
3. Ensure that supervisors and workers are educated and trained to an acceptable level of competency.
4. Ensure that workers use appropriate personal protective equipment (PPE) — for example, gloves or eye protection.
5. Conduct a periodic review of the plan's effectiveness. This includes a review of the available control technologies to ensure that these are selected and used when practical.
6. Maintain records of training and inspections.
7. Ensure that a copy of the exposure control plan is available to workers.

Senior management responsibilities

Senior management will:

1. Contact the Vancouver Island Health Authority to seek advice on what to communicate to parents and staff regarding the outbreak. We will keep in regular contact with Vancouver Island Health Authority and follow any "directives" provided by the Chief Medical Officer.

The school district Superintendent will work closely and directly with their regional medical health officers and the Provincial Health Officer in each instance that a school closure is being considered.

Supervisor and Administrator responsibilities

Our supervisors and administrators will:

1. — Ensure that employees are adequately instructed on the controls for the hazards at the location.
2. — Direct work in a manner that eliminates or minimizes the risk to workers.
3. — Send sick staff members home to reduce the spread of illness.

Employee responsibilities

Influenza is caused by viruses, and is generally spread when an infected person coughs or sneezes. Here are six simple precautions:

1. — Stay home when you're sick or have influenza symptoms. Get plenty of rest and check with a health care provider as needed.
2. — Avoid close contact with people who are sick. If you are sick, keep your distance from others to protect them from getting sick.
3. — Cover your mouth and nose with a tissue when coughing or sneezing, and throw the tissue away immediately. It may prevent those around you from getting sick.
4. — Wash your hands. Washing your hands often will help protect you from getting sick. When soap and water are not available, use alcohol-based disposable hand wipes or gel sanitizers.
5. — Avoid touching your eyes, nose or mouth. You can become ill by touching a surface contaminated with germs and then touching your eyes, nose or mouth.
6. — Practice other good health habits. Get plenty of sleep, be physically active, manage stress, drink plenty of fluids, eat nutritious foods, and avoid smoking, which may increase the risk of serious consequences if you do contract the flu.

Employees will:

1. — Know the hazards of the workplace.
2. — Follow established work procedures as directed by the employer or supervisor.
3. — Use any required personal protective equipment (PPE) as instructed.
4. — Report any unsafe conditions or acts to the supervisor.
5. — Know how and when to report exposure incidents.

If you have a fever or cough illness, regardless of where you have travelled, stay home from work or school and limit contact with others to keep from infecting them. See a health care provider if your symptoms become worse but call ahead of time to let them know you have fever or cough illness.

Risk identification and assessment

Three primary routes of transmission are anticipated for pandemic influenza, all of which need to be controlled. These include contact, droplet, and airborne transmission.

Contact transmission, both direct and indirect

Direct contact involves skin to skin contact, such as patient care or emergency response activity that requires direct personal contact (for example, assisting a student with a cut or an injury). Indirect contact involves a worker touching a contaminated intermediate object such as a table, doorknob, telephone, or computer keyboard, and then touching the eyes, nose, or mouth. Contact transmission is important to consider because influenza viruses can persist for minutes on hands and hours on surfaces.

Droplet transmission

Large droplets may be generated when an infected person coughs or sneezes and also during certain medical procedures, such as cough induction. Droplets travel a short distance through the air, and can be deposited on inanimate surfaces or in the eyes, nose, or mouth.

Airborne transmission

Airborne (inhalable) particles can be generated from some medical procedures such as endotracheal intubation, bronchoscopy, nebulizer treatment, or airway suctioning. They can also be generated from coughs and sneezes. Coughs and sneezes produce both large droplets and smaller airborne particles. The smaller particles remain suspended in air for longer periods, and can be inhaled. The large droplets can also evaporate quickly to form additional inhalable particles. As the distance from the person coughing or sneezing increases, the risk of infection from airborne exposure is reduced; but it can still be a concern in smaller, enclosed areas, especially where there is limited ventilation. As the number of infected people in a room increases, the risk of infection can increase.

The following risk assessment table is adapted from WorkSafeBC Regulation Guideline G6.34-6. Using this guideline as a reference, we have determined that the risk level of our employees ranges from low to moderate.

Most of our employees work in an office type environment. There is a lot of exposure to members of the public due to the number of students and parents who are always in our midst. There is always a chance that they may be handling potentially contaminated objects.

Risk assessment for pandemic influenza

	Low risk Workers who typically have no contact with people infected with pandemic influenza	Moderate risk Workers who may be exposed to infected people from time to time in relatively large, well-ventilated workspaces	High risk Workers who may have contact with infected patients or with infected people in small, poorly ventilated workspaces
Hand hygiene	Yes (washing with soap and water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)	Yes (washing with soap and water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)	Yes (washing with soap and water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)
Disposable gloves	Not required	Not required (unless handling contaminated objects on a regular basis)	Yes, in some cases (for example when working directly with pandemic influenza patients)
Aprons, gowns, or similar body protection	Not required	Not required	Yes, in some cases (for example when working directly with pandemic influenza patients)
Eye protection—goggles or face shield	Not required	Not required	Yes, in some cases (for example when working directly with pandemic influenza patients)
Airway protection—respirators	Not required	Not required (unless likely to be exposed to coughing and sneezing)	Yes (minimum N95 respirator or equivalent)

Risk control

Education and Training

Employees will receive training in the following:

- The risk of exposure to pandemic influenza, and the signs and symptoms of the disease.
- Safe work procedures to be followed, including hand washing and cough/sneeze etiquette.
- Location of washing facilities, including dispensing stations for alcohol-based hand rubs.
- How to seek first aid.
- How to report an exposure to or symptoms of pandemic influenza.

Health Monitoring

District staff will promptly report any symptoms of the pandemic influenza to their manager/supervisor and the first aid attendant.

The WorkSafeBC Regulation requires employers to implement infectious disease controls in the following order of preference:

1. Engineering controls.
2. Administrative controls.
3. Personal protective equipment (PPE).

It is not necessary to implement engineering controls in our workplace because the risk of exposure can be controlled using administrative controls (for example, hand washing and cough/sneeze etiquette) and PPE (respirators, masks). Any requests for PPE equipment should be referred to Human Resources.

Hand washing

Hand washing is one of the best ways to minimize the risk of infection. Proper hand washing helps prevent the transfer of infectious material from the hands to other parts of the body—particularly the eyes, nose, and mouth—or to other surfaces that are touched.

Wash your hands immediately:

- Before leaving a work area.
- After handling materials that may be contaminated.
- Before eating, drinking, smoking, handling contact lenses, or applying makeup.
- After using the washroom.

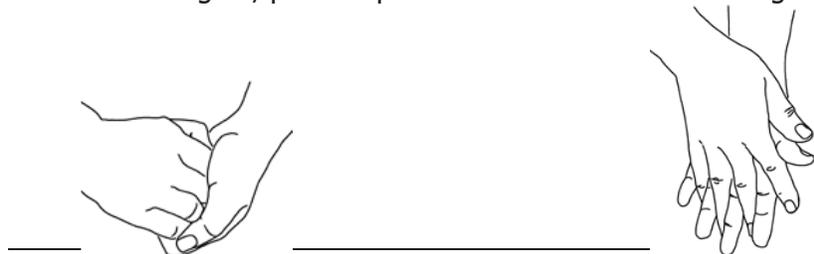
We recommend that when you wash your hands—with soap and warm water—that you wash for 15 to 20 seconds. When soap and water are not available, non-alcohol-based disposable hand wipes or gel sanitizers may be used. You can find them in most supermarkets and drugstores. If using gel, rub your hands until the gel is dry. The gel doesn't need water to work.

Hand Washing Procedure

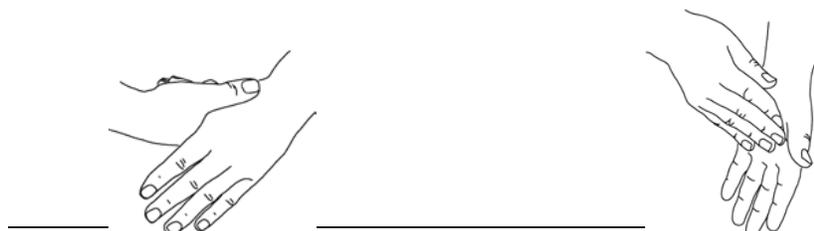
1. Press hands palm to palm. _____ 2. Press each palm over back of opposing hand.



3. Interlace fingers, palm to palm. _____ 4. Interlock fingers.



5. Rotate each thumb in palm. _____ 6. Rotate fingertips in palm.



Use soap and warm running water. (It doesn't have to be hot to do the job.) If water is unavailable, use a waterless hand cleanser that has at least 70% alcohol. Follow the manufacturer's instructions on how to use the cleanser. Alcohol-based hand rub dispensers are located in areas where sinks are not available such as libraries.

Cough/sneeze etiquette

Our employees are expected to follow cough/sneeze etiquette, which is a combination of measures that minimizes the transmission of diseases via droplet or airborne routes.

Cough/sneeze etiquette includes the following components:

- Educate workers in control measures, including hand washing.
- Post signs at entry points to instruct everyone about control measures.
- Cover your mouth and nose with a sleeve or tissue when coughing or sneezing.
- Use tissues to contain secretions, and dispose of them promptly in a waste container.
- Turn your head away from others when coughing or sneezing.
- Wash hands regularly.

~~If employees show symptoms of pandemic influenza~~

~~If employees are ill with pandemic influenza, they should stay home. If they develop symptoms of influenza while at work, they should leave the workplace. Employees should only return to the workplace once they have recovered from influenza and no longer show symptoms. Employees should inform their manager or supervisor if they are ill with pandemic influenza.~~

~~Health monitoring~~

~~Our employees will promptly report any symptoms of pandemic influenza to their manager or supervisor and the first aid attendant.~~

~~Record keeping~~

~~The Board will keep records of instruction and training provided to workers regarding pandemic influenza, as well as exposure reports and first aid records.~~

~~Annual review~~

~~This Exposure Control Plan will be reviewed at least annually and updated as new and updated information is made available.~~

~~Latest updates~~

~~Updates on the impact of flu outbreaks in B.C. are being provided regularly by Public Health Agency of Canada at the following website: www.fightflu.ca~~

~~If you have questions about the health situation in your district, you can call HealthLink BC at 8-1-1, 24 hours a day/seven days a week or see their website: www.healthlinkbc.ca~~

Appendix A Student Release Procedure Guidelines

These Guidelines are intended to help school Joint Health and Safety Committees to prepare their school student release procedures.

OVERVIEW

Release of students may be advised by public safety officials or authorized by the principal or superintendent whenever a condition exists warranting such action. Such conditions include earthquake, flood, severe winter storm, etc.

Parents will be advised of release criteria and procedures, in writing, at the beginning of each school year. Guidelines may be modified for the release of students as long as they are released in a safe and orderly manner.

When the decision has been made to release students, local Fire and Police Departments will be notified. School closure and reopening will also be reported to radio stations by the superintendent or designate.

- ◆ All students will remain under the supervision and care of the school until released to a parent or authorized designee.
- ◆ **Students will only be released to an authorized adult listed on the Student Emergency Release Form.**
- ◆ Students must be signed out by the authorized representative.
- ◆ Students who are not picked up or who are unable to proceed home will be kept at the school or at the designated alternative shelter.
- ◆ Parents are responsible for notifying the persons designated as authorized emergency contacts for their children so that they are aware that such authorization has been given and are aware of any medical needs of the child.

PARENTS SHOULD NOT ATTEMPT TO PICK UP THEIR CHILDREN DIRECTLY FROM THE STUDENT ASSEMBLY AREA. Students will only be released to individuals authorized by a parent or guardian on the Student Emergency Release Form. Parents and authorized adults are required to go to the Parent Check In/Student Release Area before the child will be released from the campus.

SITE PLAN

Each school should identify an interior and exterior area where students may be kept until they are released to an authorized adult, depending on the circumstances of the emergency. Possible sites should also be established ahead of time for Incident Command Post and Parent Check In/Student Release Area. Thought should also be given to possible traffic control issues.

RESPONSIBILITIES

1. Incident Commander (school principal, vice principal or designate): Set up Incident Command Post (ICP). Notify staff of school evacuation and communicate that this is not a drill. Direct teachers to a pre-designated spots. Analyze situation; re-evaluate evacuation spot to determine if students should be moved. Determine medical and assistance needs after population assessment. Determine search and rescue needs. Reassess as situation changes. Keep staff informed as to status of missing students. Report to responding emergency personnel. Keep Superintendent of Schools (or designate) updated.
2. Classroom Teachers: Evacuate students to designated area, with students grouped as determined by district or school site. Take attendance and make note of any students or staff unaccounted for or who have sustained injuries. Send report to up Incident Command Post (ICP) by student runner. Organize students. Monitor students' medical and emotional condition. As runners come to take students to Parent Check In/Student Release Area note their status on class attendance list.
3. First Aid (if necessary): Set up first aid station and administer first aid as required. Monitor patients' medical and emotional condition.
4. Student Release Team: Set up the designated Parent Check In/Student Release Area. If possible, set out tables at least 20 feet apart to reduce crowding. For large student body, establish several lines for speedier processing. Post signs and set out Student Emergency Release Form for each line. Note status on forms of absent, injured and missing students (when information received from Incident Command). Identify volunteer runners and review where to find students.
5. Traffic Controller(s): Set out parking area traffic cones if necessary. Keep parent vehicles from blocking access by first responders.
6. Other Staff: should report to Incident Command Post to be assigned other duties as required, i.e. man a parent information station, act as runners, provide crowd control, set up temporary toilets.
7. Parents/Authorized Adults: read all signs, listen carefully and be patient so that all children can be accounted for and released in an orderly manner.

POPULATION ASSESSMENT

As soon as a classroom has evacuated, teacher or alternate staff member will:

- TAKE ATTENDANCE.**
- MARK STATUS** of students (present/absent/needs first aid/unknown).
- SEND** student runner to take report to Incident Command, then return.

After reviewing attendance reports, Incident Command will:

- SEND** names of students who are absent and those who need first aid to the Parent Check In/Student Release Area so Student Emergency Release Forms can be updated.
- SEND** staff member to classroom muster areas where first aid requirements have been noted. They will help move injured to first aid station.

Depending on the size of the school population and the duration of the emergency, a secondary population assessment may need to be done to provide Incident Command with an update on the location and condition of the student and staff population.

PARENT CHECK IN/STUDENT RELEASE AREA

- ❑ **CHECK** Student Emergency Release Forms against roster of absent students. NOTE absent status on forms and file them separately (in alphabetical order).
- ❑ **CHECK** Student Emergency Release Forms against roster of students needing first aid. NOTE on Student Emergency Release Form that student has been taken to the First Aid Station.
- ❑ **VERIFY** photo ID of adult requesting student release. CHECK Student Emergency Release Form to verify adult is authorized for pickup. **WRITE** initials on Request Form to note that both ID and authorization have been checked.
- ❑ **VERIFY** Student Emergency Release Form is completed with signature, sign out time, destination and telephone and send runner to get student.
- ❑ **RELEASE** student to parent, guardian or authorized adult, along with student's medication, if applicable.
- ❑ **FILE** completed Student Emergency Release Forms alphabetically.

RUNNERS

- ❑ **REPORT** to Parent Check In/Student Release Area.
- ❑ **WHEN DIRECTED, REPORT** to teacher in Student Assembly Area to collect a student. Teacher calls student forward and notes student status on attendance roster.
- ❑ **ESCORT** student to Parent Check In/Student Release Area.
- ❑ **(OR) RETURN** to Parent Check in/Student Request Area with student status information if student is not in area.

TRAFFIC FLOW

Parking at many schools is limited. In times of an emergency, the first responders—fire officials, law enforcement and public works—need priority access to the campus for their vehicles.

- ❑ For the safety of all, traffic should be directed by signs, cones and staff.
- ❑ Spaces for emergency vehicular parking should be cordoned off with traffic cones and/or caution tape.
- ❑ Post a large site map near the main parking area with a walking path designated for parents picking up students.
- ❑ Colour-coded signs are useful; e.g., yellow signs identifying the Student Request Table and yellow for student requests; green for the Student Release Table.
- ❑ Schools with no room for parent parking and turnaround may develop a student release procedure that enables students to be released directly to the authorized adult's vehicle.

CROWD CONTROL

For every student, there may be at least one adult descending on the campus in an emergency.

Be prepared for the following:

- Traffic jams which block emergency vehicles;
- Crowd control problems on campus; and
- Unreasonable, agitated and demanding parents.

Parents and other authorized adults **MUST** go to the Parent Check In/Student Release Area before the child will be released from the campus.

PARENT NOTIFICATION

It is important that parents understand procedures that they and school staff must follow in the event students are released prior to the end of the academic day. All adults should be prepared to provide photo identification in order to have a child released to them.

Attempts to notify parents as to the situation should be made as soon as possible. Multiple forms of communication should be used such as: telephone tree, website alert, radio announcement and school auto-dialer. Depending on the extent of the emergency, it may be possible to get help from the Board Office, especially with mass media communication.

SUGGESTED SUPPLIES FOR STUDENT RELEASE

INCIDENT COMMAND POST

- Bullhorn with extra batteries
- Portable AM/FM radio with extra batteries
- Two-way radios
- Yellow caution tape and duct tape
- Hats or vests to identify emergency staff and volunteers
- Master roster of students and staff

STUDENT ASSEMBLY AREA

- Master roster of students, per teacher
- Minor first aid supplies
- Emergency Kits [*see suggested Earthquake Supplies - section F*]

PARENT REQUEST/STUDENT RELEASE AREA

- Folding tables
- Folding chairs
- Student Emergency Release forms (alphabetized in file box)
- Copy of Master roster of students and staff
- Hats or vests to identify emergency staff and volunteers
- Clipboards (many) and pens for Student Request Forms
- Stationary supplies (pens, pencils, stapler, tape, Post-its, etc.)
- File box(es) with alphabetical dividers for completed Student Emergency Release Forms

TRAFFIC/CROWD CONTROL

- Directional signs
- Traffic cones
- Caution tape
- Site map (enlarged) with key areas highlighted: First Aid Station, Parent Request/Student Release Area
- Handouts of site map
- Two-way radios
- Hats or vests to identify emergency staff and volunteers
- Note pads, pencils, tape

See the following pages for these sample forms and letters

(Note: page numbers have been removed from this point on to make coping & editing easier for individual schools.)

[Emergency Preparedness Letter to Parents](#)

[Student Release Form](#)

[Earthquake Drill Letter to Parents](#)

[Lockdown Drill Letter to Parents](#)

[Advice for Parents – School Emergencies](#)

[Earthquake Preparedness Pamphlet](#)

[Class Status Report for Incident Command](#)

[Staff Sign out Sheet – for Earthquake or Other Major Emergency](#)

EMERGENCY PREPAREDNESS LETTER TO PARENTS - SCHOOL EMERGENCIES

SCHOOL DISTRICT NO. 62 (SOOKE)

Dear Parents/Guardians:

Our school is developing an emergency preparedness plan to help ensure the safety and well-being of your child(ren) and staff in the event of an emergency affecting the normal operation of the school. This plan includes procedures relating to fire, threats to the school, violent incidents, school bus accidents, severe weather, earthquake, hazardous spills, pandemics, abduction and incidents on field trips.

In the event of an emergency requiring the closure of school, these procedures will be followed:

- Students will only be allowed to leave with adults authorized on the Student Emergency Release Forms in our files.
- All authorized adults who come to pick up students must ensure that they report to the Parent Check In/Student Release Area. Children will be signed out here.
- Do not directly seek out your child(ren) as school staff has established routines for their orderly release (following calm, orderly procedures will help all children feel less frightened).
- If you are unable to reach the school, contact your authorized emergency contact to collect your child(ren).
- Do not call the school as telephone lines must remain open for emergency calls.
- If the school is in Lockdown, do not call students on personal cell phones.
- Do not drive immediately to the school as school access routes and street entrances must remain clear for emergency vehicles. Also, in some instances, it may be necessary for staff and students to be

evacuated to an Emergency Social Services Reception Center, and you may need to pick up your child(ren) there. Listen to local media or check the school or District website for updates.

- Any emergency instructions regarding the status of students at a district school will be broadcast on local radio stations – CFX 1070AM in particular.
- Please also check the District website for updates: www.sd62.bc.ca.

It is critical that we have your instructions regarding the release of your child(ren) if you are unable to reach the school should an emergency occur that affects the normal operation of the school. Please complete the Emergency Release Form and return it to your child's teacher as soon as possible. Please discuss this information and your family emergency plan with your child(ren).

Yours respectfully,

Principal



STUDENT(S) RELEASE FORM
(pg. 1 of 2)

Last Name

STUDENT(S) IN THE SCHOOL

Name: _____
Name: _____
Name: _____
Name: _____

ABSENT	PICKED UP
<input type="checkbox"/>	<input type="checkbox"/>

PARENT/LEGAL GUARDIAN:

First Name: _____
Home Address: _____
Cell Phone: _____

Last Name: _____
Phone: _____
E-mail: _____

RELEASED TO:

PARENT/LEGAL GUARDIAN:

First Name: _____
Home Address: _____
Cell Phone: _____

Last Name: _____
Phone: _____
E-mail: _____

OUT OF PROVINCE CONTACT:

Name: _____ Phone: _____
Cell Phone: _____ E-mail: _____

MEDICAL ALERT:

SPECIAL INSTRUCTIONS FOR STAFF:

PARENTS/AUTHORIZED GUARDIANS:

1. Please go to the Release Gate [2].
2. Give this part of the form to a staff member at the gate.
3. Please wait at the Release Gate [2], a staff member will locate the student(s) and bring them to you.

ONCE YOU HAVE THE STUDENT(S), PLEASE EXIT THE SCHOOL GROUNDS. THANK YOU FOR YOUR PATIENCE.

Student(s) Release Form – pg. 2 of 2

In the event of a significant emergency or disaster, the school may implement an Emergency Reunification of students for their safety and well-being. Should this be necessary, the school will only release your child(ren) to persons authorized on this form, or if necessary, to medical personnel.

AUTHORIZED GUARDIANS:

RELEASED TO:

First Name: _____ Last Name: _____

Home Address: _____ Phone: _____

Cell Phone: _____ E-mail: _____

First Name: _____ Last Name: _____

Home Address: _____ Phone: _____

Cell Phone: _____ E-mail: _____

First Name: _____ Last Name: _____

Home Address: _____ Phone: _____

Cell Phone: _____ E-mail: _____

First Name: _____ Last Name: _____

Home Address: _____ Phone: _____

Cell Phone: _____ E-mail: _____

**FOR SCHOOL USE ONLY
AUTHORIZATION FOR STUDENT(S) RELEASE**

PICTURE ID: CONFIRMED

NOT AVAILABLE

ID VERIFIED BY STAFF

DESTINATION: _____

TIME: _____

STAFF SIGNATURE: _____

PARENT/GUARDIAN SIGNATURE: _____

RELEASED TO: _____

Parent

Authorized Guardian

Student's Full Name: _____

A – Z: _____

Div.: _____

Student's Full Name: _____

A – Z: _____

Div.: _____

Student's Full Name: _____

A – Z: _____

Div.: _____

Student's Full Name: _____

A – Z: _____

Div.: _____

EMERGENCY DRILL LETTER TO PARENTS

SCHOOL DISTRICT NO. 62 (SOOKE)

Dear Parents/Guardians:

Our school is developing an emergency preparedness plan to help ensure the safety and well-being of your child(ren) and staff in the event of any emergency affecting the normal operation of the school.

Our school is practicing an earthquake drill and the student release process. The "earthquake" will take place at _____ on _____. At this time we wish to practice the procedures for emergency pick up of our students. If you or one of your emergency alternates is able, please imagine you feel an earthquake at this time then proceed to the school to pick up your child(ren).

It is important that your student release information is current (with the names of everyone who is authorized to pick up your children, including you!) and has been submitted to the office.

Please report to the Parent Check In/Student Release Area which will be located

_____. Please **DO NOT** go to the student assembly area. Runners will get your child(ren) for you once you have checked in and signed the student release form.

We are participating in this drill to learn what will work and what things we can do differently to improve our student release procedures. Buses and other after school pick-ups will operate at their regular times for parents who cannot make arrangements to participate in the drill.

Thank you in advance for your participation in this important drill. We are interested in any feedback you may have.

Yours respectfully,

Principal

LOCKDOWN DRILL LETTER TO PARENTS

SCHOOL DISTRICT NO. 62 (SOOKE)

Dear Parents/Guardians,

As you know, we practice a number of safety drills at school, including fire, earthquake, hold and secure, and lockdown drills to ensure that students and staff are prepared in the event of an emergency. Our next scheduled lockdown drill will be on _____. Below you will find more information about this drill. Safety drills can sometimes cause anxiety in children and we request that parents discuss the upcoming drill with their children. Please reassure them that emergencies in schools are rare and that drills are for their safety.

Lockdown is used when there is an immediate threat to the school (i.e. school intruders). Lockdown minimizes the intruders' access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain silent in rooms until the situation has been declared safe by an authorized person (i.e. principal or police personnel). Please note that during a lockdown it is important that students do not use cell phones – this is to ensure the safety of our students.

Hold and Secure is a procedure which keeps students secure inside a school when something such as a gas leak, weather, unsafe animals or persons outside of the school is threatening the general community. During a hold-and-secure procedure only authorized people may enter the school. All doors will be locked and a notice posted indicating that the school is in a hold and secure situation. This procedure allows school activity to continue as normal during the outside disruption until the threat is cleared.

A lockdown or hold and secure situation may occur on any day and at any time, including the beginning or the end of the school day. A lockdown or hold and secure situation may last for several hours.

If you have any concerns, please contact our administrators or counselor at 250-***-****.

Yours respectfully,

Principal

ADVICE FOR PARENTS - SCHOOL EMERGENCIES

1. **PREPARE YOUR CHILD.** Children who are prepared experience less fear and hysteria. Let your child know who can make the pickup at school if you are unable to do so. Reassure your child that he/she will be cared for until you arrive.
2. **KEEP YOUR CHILD'S EMERGENCY CONTACT FORM UP-TO-DATE.** The only people other than yourself who will be allowed to pick up your child are those whom you authorize on the Student Emergency Release form. No student will be allowed to leave with another person, even a relative, unless the school has prior written permission from the parent/guardian.
3. **REMAIN CALM.** Your child is probably safer at school in the event of a disaster. School personnel are certified in CPR, First Aid and Emergency Preparedness. In the event of a disaster, school staff will ensure that your child is cared for.
4. **DO NOT CALL THE SCHOOL AND TIE UP THE SCHOOL PHONE.** Use the designated hotline for a recorded message. Phone lines will be needed for emergency communications.
5. **WALK FROM YOUR HOME, IF POSSIBLE.** Leave the streets free for emergency vehicles. You may get to school faster by foot or bicycle.
6. **PARK ONLY IN AREAS DESIGNATED FOR PARENTS.** Leave adequate room for emergency vehicles to park and turn around.
7. **DO NOT ATTEMPT TO PICK UP YOUR CHILD DIRECTLY FROM THE STUDENT ASSEMBLY AREA.** Parents and authorized adults must report to the Parent Check In/Student Release Area
8. **BRING A PHOTO ID WITH YOU TO THE PARENT CHECK IN/STUDENT RELEASE AREA.** Students will only be released to their parents or to an adult designated on the Student's Emergency Release Form.
9. **PICK UP ALL STUDENTS FOR WHOM YOU ARE AUTHORIZED.**
10. **SIGN OUT AT THE PARENT CHECK IN/STUDENT RELEASE AREA.** The staff will locate and bring your child to you. No student will be released without a parent signature, noting time of release, destination and phone number.
11. **LEAVE THE CAMPUS IMMEDIATELY AFTER BEING REUNITED WITH THE STUDENT.**
12. **KEEP EMERGENCY SUPPLIES IN YOUR CAR,** including comfortable walking shoes, water and warm jackets.

Class Status Report

Use this report to record for the Incident Commander the injured, missing, or absent persons from each site. This sheet includes two copies of the report; six copies should be included in each grab-n-go kit.

Class Status Report

Time: _____ All Okay: _____

Teacher: _____ Grade: _____ Location: _____

Student Name	Absent (from school)	Injured	Helper (i.e. "runner")	Missing (note possible location)

Number of Students Remaining: _____

Message for Incident Commander (if any): _____

Class Status Report

Time: _____ All Okay: _____

Teacher: _____ Grade: _____ Location: _____

Student Name	Absent (from school)	Injured	Helper (i.e. "runner")	Missing (note possible location)

Number of Students Remaining: _____

Message for Incident Commander (if any): _____

Appendix B Emergency Equipment and Resources

**Ref: Ministry of Education, The Emergency Management Planning Guide for Schools, Districts, and Authorities, 2015.
(pg. 54-56)**

Emergency Container (E-Can)

Emergency Container (E-Can)

- **Communication**
 - Megaphone w/ spare batteries
 - Hand held radios w/ spare batteries, or charger
 - AM/FM Radio w/ spare batteries

- **First Aid Supplies**
 - Adhesive bandages
 - Latex-free disposable gloves
 - CPR Face Shields
 - Elastic bandages-different sizes
 - Sterile gauze pads, rolls
 - Adhesive tape
 - Triangle bandages
 - Thermometer
 - Heavy-duty scissors
 - Forceps/tweezers
 - Pocket knife
 - Non-aspirin pain tablets
 - Anti-histamines
 - Anti-nausea tablets
 - Hydrogen peroxide
 - Antibiotic skin ointment
 - Safety pins
 - Splints
 - Towels
 - Wool blankets
 - Eye protectors
 - Water treatment chemicals (aqua tabs)

- **Damage Control**
 - Tool box
 - Adjustable crescent wrench
 - Hacksaw
 - Axe
 - Sledge hammer
 - Nylon rope – 3/8 inch, 50ft
 - Pliers
 - Shovel
 - Pipe wrench
 - Tie wire
 - Vice grips
 - Leather work gloves

- **Sanitation and Hygiene**
 - 5 gal pails with lids
 - Plastic liners/garbage bags
 - Toilet paper
 - Hand Sanitizer 1L
- **Shelter**
 - Plastic sheeting/tarps
 - Pop-up tent
- **Power/Light/Heat**
 - Matches and candles
 - Flares
 - Emergency Foil Blankets
- **Staff Comfort**
 - Sleeping bags
 - Folding Cots
 - Essential hygiene products (soap, toothpaste/brush, sanitary napkins, towels)
- **Food and Water**
 - As much water as can be stored, in both individual bottles and carboys
 - Non-perishable, high energy compact food
- **Student Comfort**
 - Teddy bears/small toys/books
 - Playing cards, paper, coloured pencils, sharpeners
 - Extra warm clothing, boots, warm hats

Main Office

(Resources to be in, or in close proximity to the Incident Command Bag)

- Keys (school, e-can, and utility spaces)
- Student medications (including epi-pens)
- Charged cell phone
- Portable radios w/chargers
- List of that day's class trips
- List of that day's substitute teachers
- Visitor Sign-in/sign-out sheet, if pertinent
- School Emergency Management Plan
- Student data (name, phone number, address, emergency contact person, pertinent medical information, sign-in/sign-out sheet if applicable)
- Student release forms
- Staff data (name, phone number, address, emergency contact person, pertinent medical information, sign-in/sign-out sheet if applicable)
- List of staff with any emergency training/skills/ICS responsibilities
- School profile and building information
- Map of school area
- Map of relocation route (if not included in the school area map)

Copies of office records – (to be kept in emergency container outside of the school building)

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 24, 2022

Draft revised Policy and Regulations F-501 "Emergency Preparedness" are now ready for Notice of Motion.

NOTICE OF MOTION:

That draft revised Policy and Regulations F-501 "Emergency Preparedness" be given Notice of Motion.



Exchange Summary

SD 62, School District No. 62 Sooke
February 25, 2022

Reflecting on your child’s middle school
experience, what is working well?

1



PARTICIPATION Breakdown of Participation



194
Participants



238
Thoughts



3,112
Ratings

2



PARTICIPATION

Breakdown of Participation



What school is your child presently enrolled?



%	Person Icon	Answer
25%	(46)	John Stubbs (French Immersion)
35%	(65)	Dunsmuir
24%	(46)	Spencer
14%	(27)	Journey
2%	(4)	Other

3



WORDCLOUD

Top Rated



4



THOUGHTS

Key Thoughts



<p>Having extra curricular, like sports and clubs is great.</p>	<p>4.3 ★★★★★ (16 👤) Ranked #1 of 238</p>
<p>The varied experiences and classes the students have access to. So students can experience more than just the core academic courses, explore other interests.</p>	<p>4.1 ★★★★★ (19 👤) Ranked #2 of 238</p>
<p>ADST opportunities to try different subjects and learn hands-on skills</p>	<p>4.1 ★★★★★ (17 👤) Ranked #3 of 238</p>
<p>Opportunity to be in both band and applied skills. Great specialist teachers teaching wood, tech, art, foods. Opportunity to join athletic teams. Allows for children to have experts teaching them igniting passion in areas of interest.</p>	<p>4.1 ★★★★★ (16 👤) Ranked #4 of 238</p>
<p>Outdoor time, fresh air Fresh air and separation from screens are essential to healthy minds and bodies</p>	<p>4.1 ★★★★★ (15 👤) Ranked #5 of 238</p>
<p>Music Program helps with other academics, helps my anxious child have a change in her day, provides motivation</p>	<p>4.1 ★★★★★ (11 👤) Ranked #7 of 238</p>

5



THOUGHTS

Kids



<p>Middle school is a good transition from elementary to highschool because it's gives the children a period of time to adjust. The expectations and environments are so different and some kids need a more gradual shift to highschool.</p>	<p>4.0 ★★★★★ (16 👤)</p>
<p>Inclusive school Kids should feel comfortable in their school</p>	<p>3.9 ★★★★★ (19 👤)</p>
<p>Good transition phase. Let's the kids learn expectations and behaviours expected in high school without seeing them grow up too fast.</p>	<p>3.8 ★★★★★ (16 👤)</p>

6



THOUGHTS Experience



- The varied experiences and classes the students have access to. So students can experience more than just the core academic courses, explore other interests. 4.1 ★★★★★ (19 👤)
- Students graduating Grade 8 did not get the full middle school experience. This year they get to experience a more normal time but it's a bit late. Spencer pre covid was a very active school with fun events. I hope they can return to this next year as I feel it would help build community. 3.9 ★★★★★ (15 👤)
- Very easy academically so they feel successful but experience a rude awakening once they go to high school. Not prepared Need more academic preparation 3.5 ★★★★★ (6 👤)

7

Exchange Summary

SD 62, School District No. 62 Sooke
February 25, 2022

Thinking about your middle school experience, what would you hope that future middle school students could also experience?

8

Middle School Philosophy:

This We Believe in SD 62 Sooke

In alignment with the overall goals and aspirations of the school district, the middle years represent the defining period when young adolescents explore their beliefs, their values, and their place in the world.

Understanding Adolescence:**Who are the Middle Years' Learners?**

Adolescents undergo significant changes in their social, emotional, cognitive, psychological and physical development.

- They engage with their families and peers, interact with their community, their present and future world, encounter new experiences, and make complex life choices.
- They develop their identity, interdependence, and sense of responsibility;
- Their growth, development and self-determination will dramatically shape their future.

11

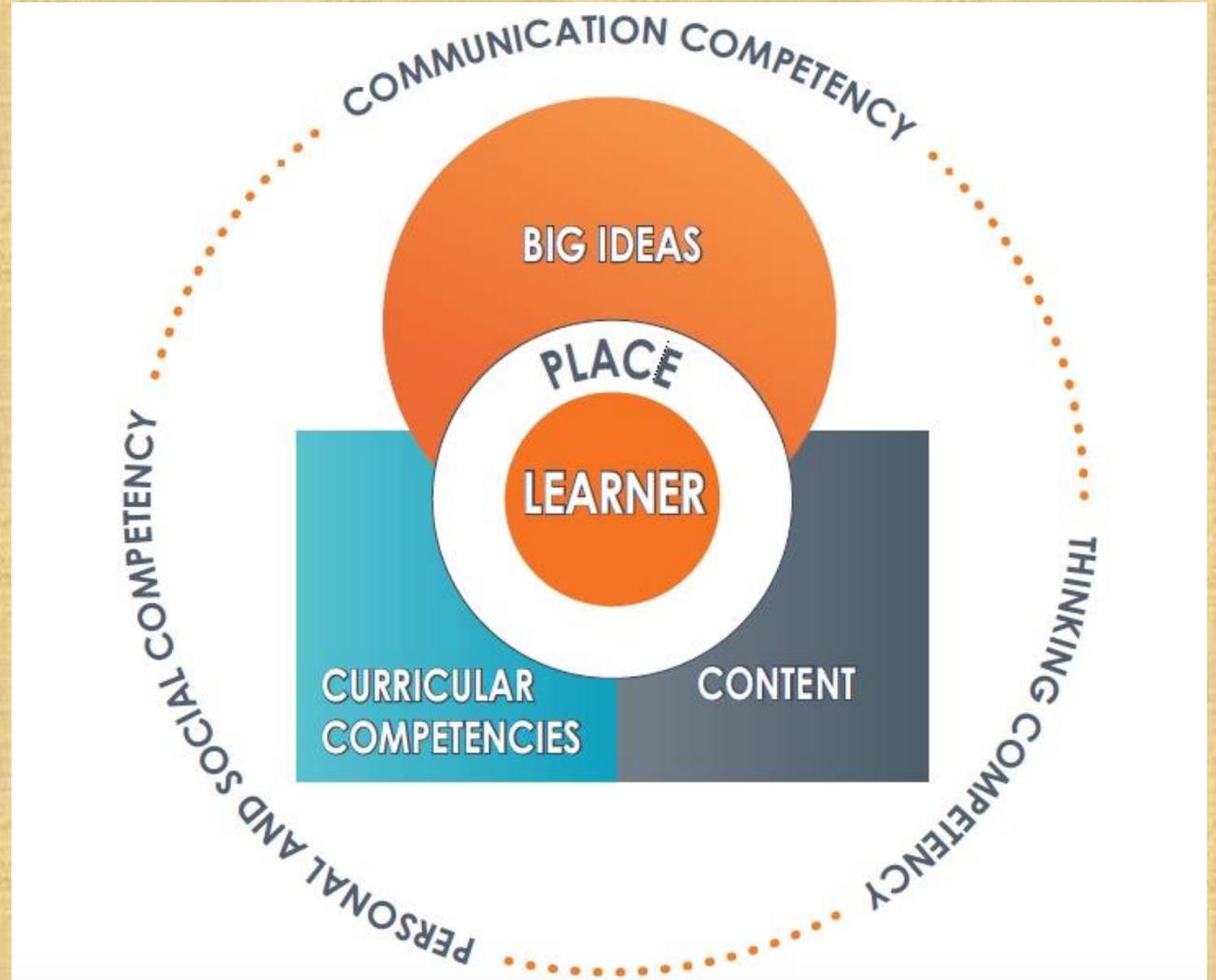
12

Communicating Student Learning

Competency Based Inclusive Education Plans (CBIEPs)

May 3, 2022

Competency-Based Curriculum



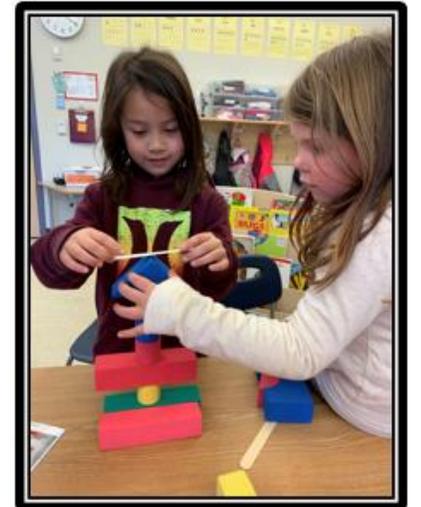
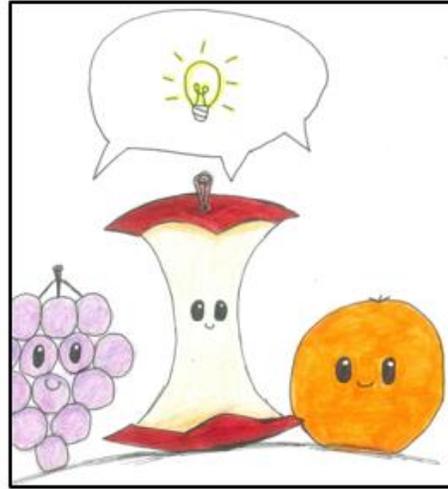
Curricular Competencies



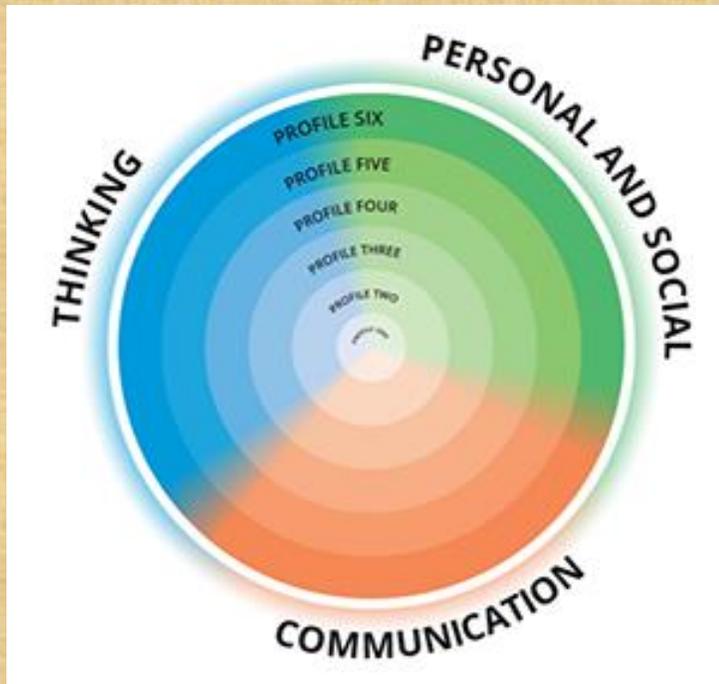
Science	English Language Arts	Social Studies	Mathematics
Questioning	Engaging and Questioning	Inquiry and Questioning	Questioning and Investigating
Procedures and Evidence	Processing	Evidence and Interpretation	Connecting and Reflecting
Analysis	Analyzing	Analysis	Reasoning and Analyzing
Ethics	Recognizing Identity and Voice	Ethics and Decision-making	Understanding and Solving
Communicating	Constructing and Creating	Communication and Justification	Communicating and Representing

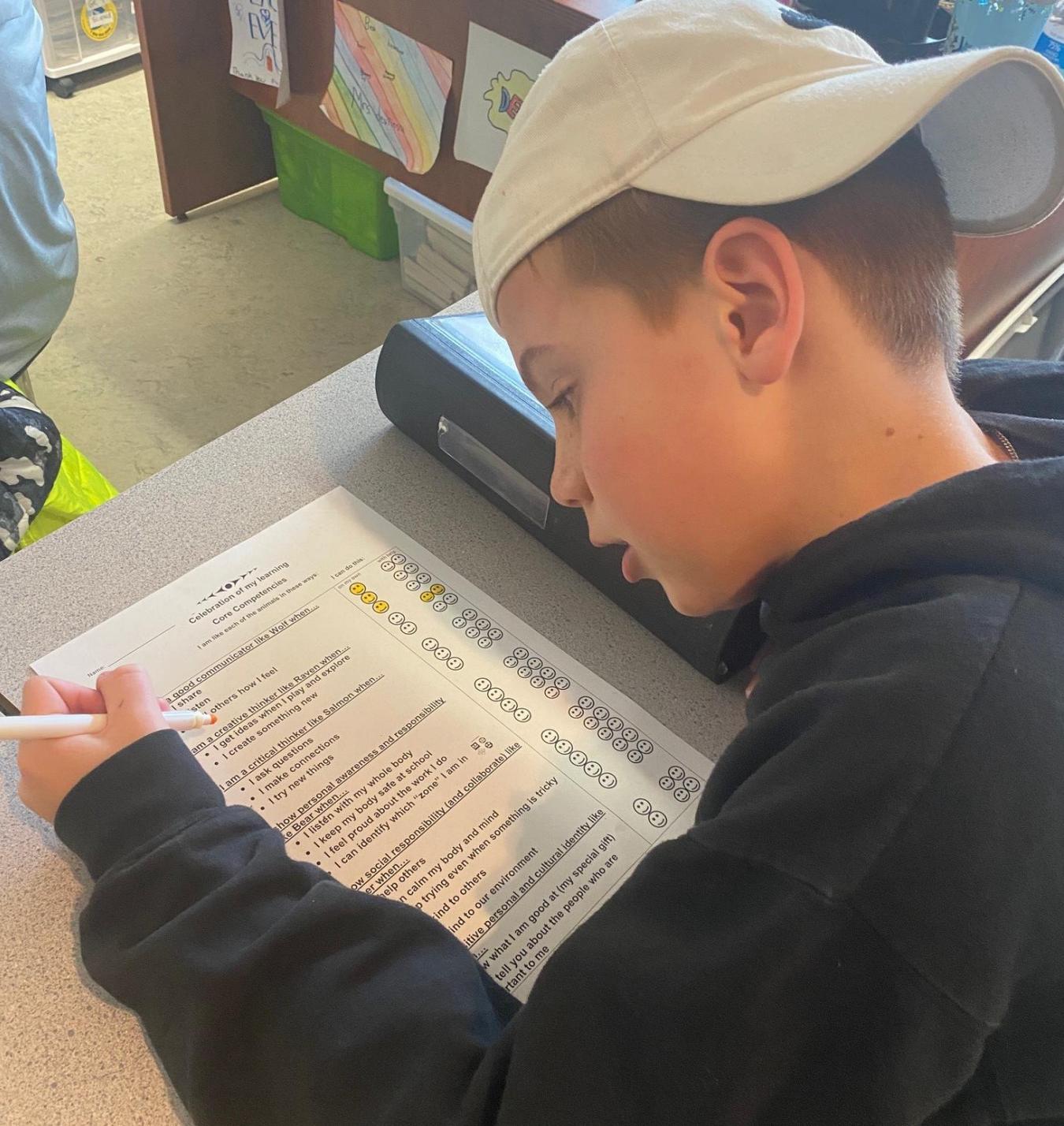
Core Competencies

Collaboration



- Working together
- Helping
- Listening
- Talking
- Sharing
- Taking turns





Core Competencies



Communicating

C

- Connecting and engaging with others
- Focusing on intent and purpose
- Acquiring and presenting information

Collaborating

C

- Working collectively
- Supporting group interactions
- Determining common purposes

Creative Thinking

T

- Creating and innovating
- Generating and incubating
- Evaluating and developing

Critical & Reflective Thinking

T

- Analyzing and critiquing
- Questioning and investigating
- Designing and developing
- Reflecting and assessing

Personal Awareness & Responsibility

PS

- Self-advocating
- Self-regulating
- Well-being

Positive Personal & Cultural Identity

PS

- Understanding relationships and cultural contexts
- Recognizing personal values and choices
- Identifying personal strengths and abilities

Social Awareness & Responsibility

PS

- Building relationships
- Contributing to community and caring for the environment
- Resolving problems
- Valuing diversity



Competency-Based Inclusive Education Plan

your child,
your voice

CBIEP Student Learning Profile

My Learning Profile

<input type="checkbox"/> <i>Thoughts from my team</i>	Personal <i>What I am able to do on my own</i>	Social <i>What I am able to do with others</i>	Intellectual <i>How I think</i>
My Strengths			
My Stretches			

My Focus Area This Year

These learning domains can inform the IEP development in these core competency areas

Core Competency Connections



[Personal Awareness and Responsibility](#)

[Positive Personal and Cultural Identity](#)

Core Competency Connections



[Communicating](#)



[Collaborating](#)



[Social Awareness and Responsibility](#)

Core Competency Connections



[Creative Thinking](#)



[Critical and Reflective Thinking](#)

Learning Core Competencies



Core Competencies Self-Reflection



My Core Competencies Self-Reflection

Page 139 of 238

Name: ROBBIE

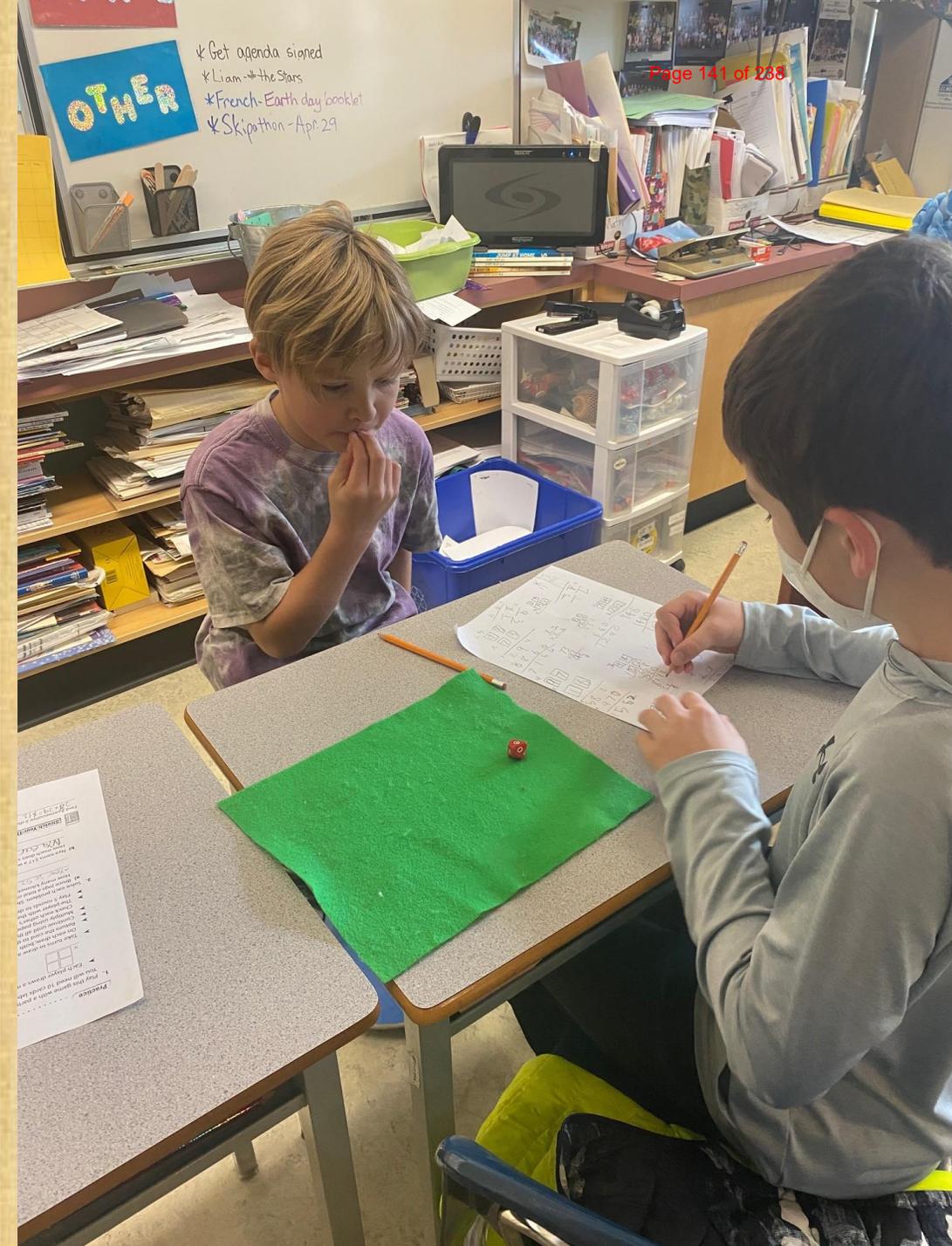
Date: APR 13 2022



CBIEP Core Competency Goal

Core Competency Goals	
Personal Awareness & Responsibility	I can take action toward meeting my own wants and needs and finding joy and satisfaction, and work toward a goal or solving a problem.
Objective	Strategy
...by working with supportive adults	<ul style="list-style-type: none"> - implementing help from adults when feeling overwhelmed by assignments (teacher, EAs, IST) -asking questions of adults to clarify or scaffold assignments
....by working on my organizational skills	<ul style="list-style-type: none"> -using a planner to keep track of assignments -putting loose papers in assigned duotangs and notebooks -organizing desk to be able to find supplies easily -giving a "daily report" to parents about each subject in class to review the day's work. Check-in about what what was finished and what is still being worked on in class

Curricular Competencies



Area of Learning: MATHEMATICS

Grade 4

Ministry of Education

BIG IDEAS

Fractions and decimals are types of **numbers** that can represent quantities.

Development of computational **fluency** and multiplicative thinking requires analysis of patterns and relations in multiplication and division.

Regular changes in **patterns** can be identified and represented using tools and tables.

Polygons are closed shapes with similar **attributes** that can be described, measured, and compared.

Analyzing and interpreting experiments in **data** probability develops an understanding of chance.

Learning Standards

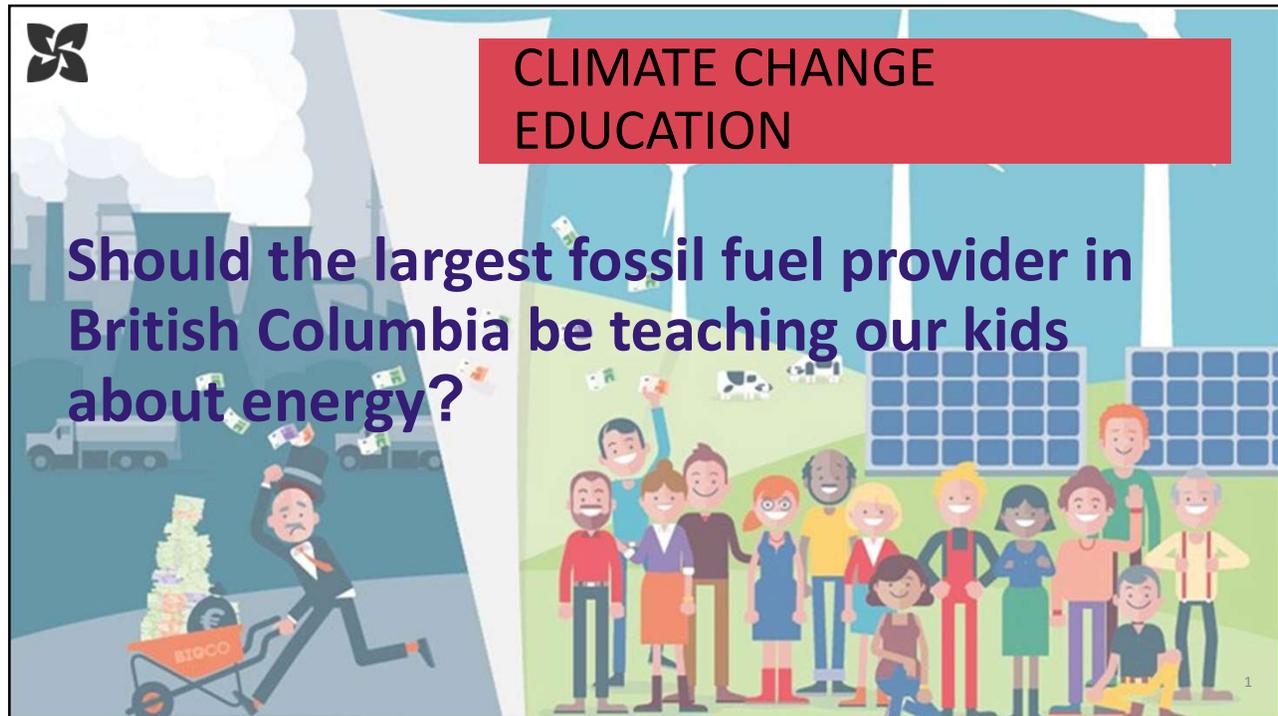
Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Reasoning and analyzing</p> <ul style="list-style-type: none"> Use reasoning to explore and make connections Estimate reasonably Develop mental math strategies and abilities to make sense of quantities Use technology to explore mathematics Model mathematics in contextualized experiences <p>Understanding and solving</p> <ul style="list-style-type: none"> Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving Visualize to explore mathematical concepts Develop and use multiple strategies to engage in problem solving Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> number concepts to 10 000 decimals to hundredths ordering and comparing fractions addition and subtraction to 10 000 multiplication and division of two- or three-digit numbers by one-digit numbers addition and subtraction of decimals to hundredths addition and subtraction facts to 20 (developing computational fluency) multiplication and division facts to 100 (introductory computational strategies) increasing and decreasing patterns, using tables and charts algebraic relationships among quantities

CBIEP Curricular Competency Goal

Area of Learning		
Mathematics	Supplemental Goal	Teacher Responsible :
Learning Standards		
Mathematics - Develop mental math strategies and abilities to make sense of quantities		
Objective	Strategy	
..by increasing math fluency	<ul style="list-style-type: none"> -number talks -using math at home in cooking and creating schedules -flash cards -math games and card games 	
...by gaining skills in problem solving	<ul style="list-style-type: none"> -visually representing problems -using manipulatives -using a calculator -choosing graph paper for assignments 	

Acknowledgements

- Shelby Pollitt, Curriculum Coordinator Early Learning and Elementary
- Alyssa Richard, Inclusion Support Teacher and Teacher of the Visually Impaired
- Liska Rodger (Inclusion Support Teacher at Hans Helgesen)
- Kelly Hancock (Teacher at Happy Valley Elementary)
- Erika Sweetland, Leah Devries, Sarah McGregor, Kloe Holmes, Katie Heath, and Catrina Snook (Teachers at Lakewood Elementary)
- Corey the Apple



CLIMATE CHANGE EDUCATION

Should the largest fossil fuel provider in British Columbia be teaching our kids about energy?

1

1



Natural gas and associated emissions from buildings

- Over half of carbon pollution in our major cities
- Rising at a rate of 11% per year
- In Southern BC one utility—Fortis—has a monopoly to sell and distribute gas.

2

2

Climate change is an energy problem.

- Climate change - **not a story with two sides.**
- Fortis curriculum - **not impartial**
- The curriculum's definition of energy - **narrow and exclusive**
- Curriculum from corporations?? 



3

The role Fortis plays fighting action on climate



- "Consortium to Combat Electrification"
- Influence over suppliers and installers
- Funds Energy Managers
- Proxies fight climate action
- Sued North Delta School district

ESC's Consortium to Combat Electrification

EVERSOURCE ENERGY

Consortium Members

- Atmos
- DTE Gas
- Exelon
- Enbridge
- Eversource
- FortisBC
- MDU
- Muni Gas Authority of GA
- National Fuel
- SoCalGas
- South Jersey Gas

Members from 15 utilities
 Eversource is co-leader
 Mission: Create effective, **customizable** marketing materials to fight the electrification/ anti-natural gas movement
 Deliverables:

- Messaging

BE AN INDUSTRY CHAMPION. BECOME A CIPH
MEMBER



45

4

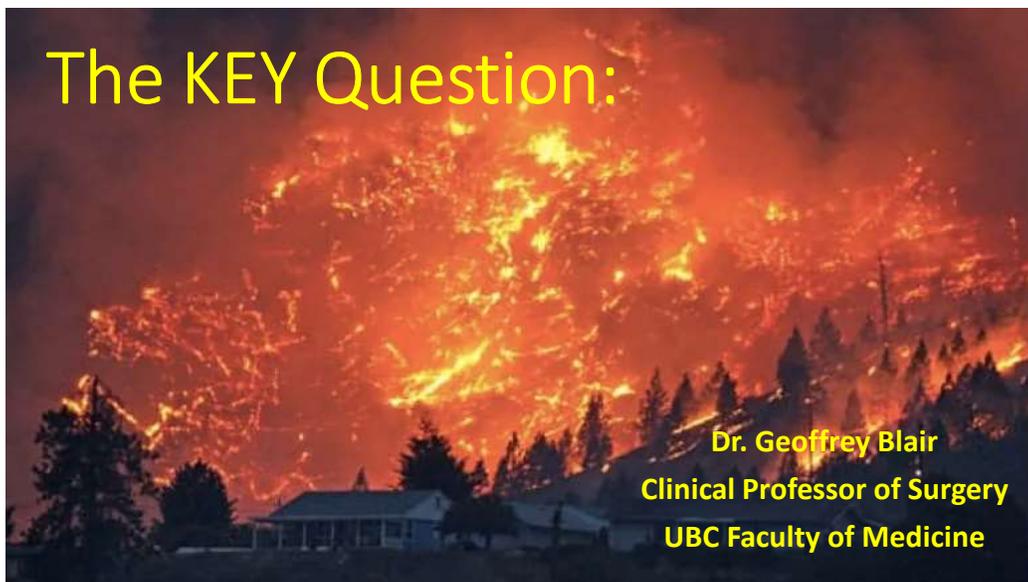
RNG Realities

- Promoting renewable natural gas (RNG) as a climate solution is new
- In the curriculum it's "environmentally conscious"
- RNG is only 1% of current supply, never likely to be more than 10%
- No local reduction in emissions when RNG is burned



5

The KEY Question:

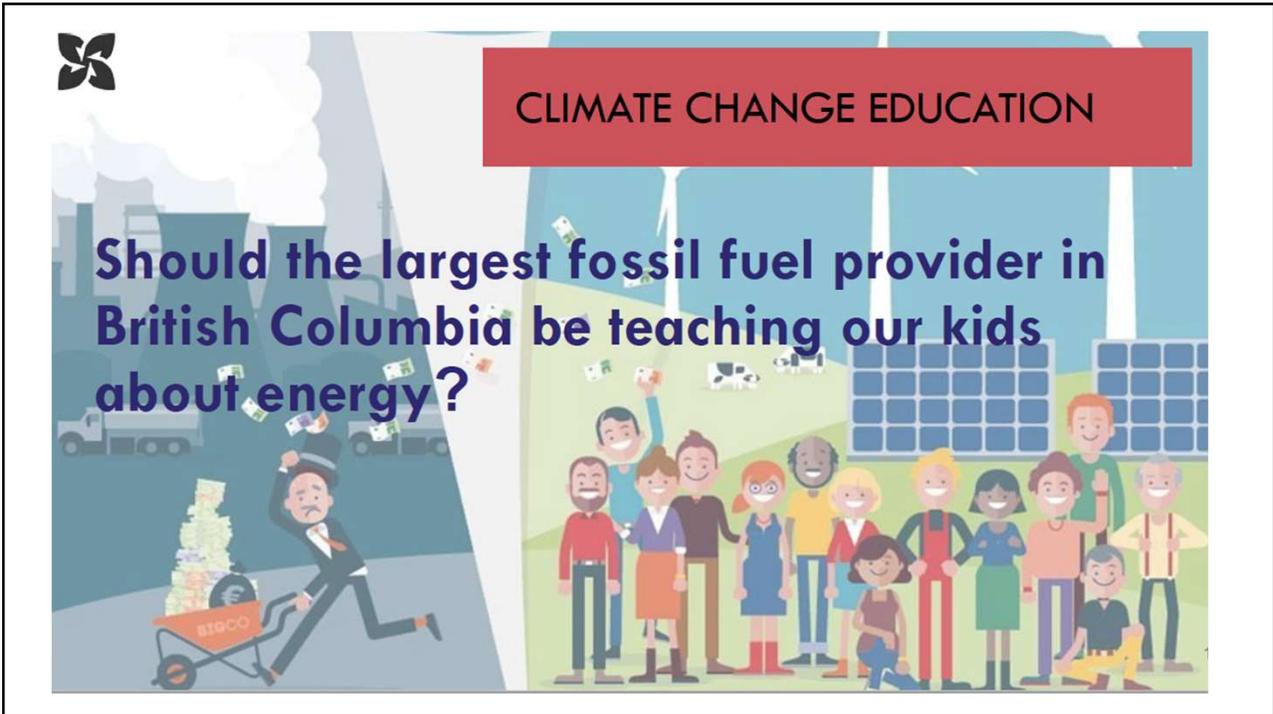


Dr. Geoffrey Blair
Clinical Professor of Surgery
UBC Faculty of Medicine

6



7



8

Learning Resources Policy Statement (2017)

- Boards of education may only use educational resource materials (i.e., learning resources) that **the board considers appropriate...**



- Boards of education have responsibility for **determining how learning resources are chosen** for use in schools.
- The Ministry of Education and Child Care no longer conducts evaluation processes to recommend learning resources. **This responsibility now rests with boards.**

gov.bc.ca/gov/content/education

9

FortisBC Energy Leaders Educational Curriculum

fortisbc.com [↗](#)

Energy Leaders
[Elementary \(K-7\)](#) [Secondary \(8-12\)](#) [Distance Learning](#) [🔍](#)

LESSON PLANS

Elementary

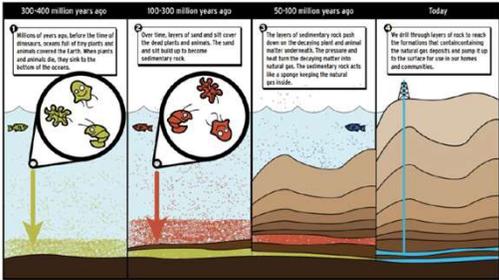
When it comes to teaching British Columbia's next generation about being energy conscious, the best place to start is in the classroom. That's why we have created FortisBC Energy Leaders, an online education platform for BC teachers that provides engaging, bias-balanced curriculum connected lessons and classroom resources.

Download a sample lesson plan

10

Energy at work 

Natural gas and the rock cycle **GRADE 5**



“ Greenhouse gases occur naturally and the greenhouse effect is a natural process which is generally a good thing for humans. ”

FortisBC: Grade 7 lesson "Climate Change"

“ Without the greenhouse effect, the Earth would be much colder than it is now and we wouldn't be able to live here. ”

FortisBC: Grade 7 lesson "Climate Change"

GRADE 2: WHY WE NEED NATURAL GAS





11

Resources for teachers: through gov.bc.ca

Various Pros and Cons of Natural Gas

Natural gas is one of the big three fossil fuels that the world runs on. In recent decades, there has been more of an effort to move away from coal and gas when it comes to providing heat and power as they produce **high levels of pollution**. The reserves for coal and natural gas are also being swiftly depleted, Natural gas is the obvious choice for replacing them as a **major energy source**, but there are many pros and cons of natural gas use.

Proponents of both sides, when it comes to talking about the pros and cons of natural gas have a tendency to only stick to isolated facts in promoting their view. The real scientific evaluation of the viability of an energy source comes in seeing both sides together. Natural gas is not a lot different from diesel and gasoline. It is a product of fossil fuel and the safest, cleanest and most used form of energy in our daily lives. **In order to decide how viable natural gas is, we must consider the pros and cons of natural gas.**

RETHINKING Energy
Our Changing Climate

Climate change is a term students hear on a regular basis. Climate change is not a myth and it has an impact on everyday life and poses real challenges for people, plants and animals in all parts of the world. Introducing students to the basics of global warming will help them better understand the vital role they can play in shaping a sustainable future for the planet.

Images of Change
grades 5 theme 3





12

Our request

That:

- **Sooke SD 62 protect children from industry influence in the school curriculum, by ensuring that teachers have easy and facilitated access to unbiased, science-based curriculum resources.**
- **You consider writing to the Ministry of Education requesting that they ban fossil fuel influence and advertising in classrooms.**

Quarterly Reporting 2021-22

Q3



STRATEGIC PLAN

2021-2025



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Introduction

The district is committed to regular reporting in relation to its Strategic Plan and in alignment with the Ministry of Education's Framework for Enhancing Student Learning (FESL).

The Board of Education, through motion, has directed staff to bring quarterly reports on progress related to the Strategic Plan and student outcomes forward for information. The district accountability process links strategic plan outcomes and Ministry of Education student success metric reporting through a continuous improvement lens.

Data and evidence from a variety of sources becomes available at various times throughout the school year and are reported to the Board at key intervals. These quarterly reports will be utilized as the base from which the Board's annual report will be completed.

The SD62 Strategic Plan has three strategic priorities of Learning, Engagement and Growth. Each priority has four objectives to be achieved between 2021 and 2025.

Learning 1	To provide opportunities for learners to understand, respect and appreciate diversity and inclusion
Learning 2	To provide opportunities for learners to develop critical and creative thinking skills
Learning 3	To ensure our learning environments are safe, accessible and welcoming
Learning 4	To enhance student choice and voice
Engagement 1	To develop, expand and implement, inclusive and collaborative, practices and processes
Engagement 2	To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'
Engagement 3	To develop, expand and implement respectful, effective, clear and transparent communications
Engagement 4	To continue to develop, expand and implement a culture of wellness
Growth 1	To strengthen organizational practices to ensure equity, diversity and inclusion
Growth 2	To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging
Growth 3	To embrace 'digital technologies' and manage increasing complexity through leveraging the strategic use of resources
Growth 4	To expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment

Learning

Learning 2 To provide opportunities for learners to develop critical and creative thinking skills

Middle School Philosophy

The Middle School Philosophy, which has been developed by staff over the last 18 months and considered via three Thought Exchanges (staff, student, parents), was drafted to put before the Board of Education. The philosophy considers how to focus educational support during the specific development experienced by students in Grades 6-8 and will help to guide future decisions about middle schools.

Learning 3 To ensure our learning environments are safe, accessible and welcoming

Mental Wellness

During the third quarter, Safe and Healthy School's staff have continued to work to support efforts in mental wellness. Teachers Teaching on Call (TTOC) shortages have impacted some of the planned projects and they are currently modifying plans for the spring to offer programs and projects that are less dependent on release time. However, several important activities and projects have been offered and/or completed.

Mental Wellness:

- District Social and Emotional Learning (SEL) coaches have been working with school-based staff to develop their awareness and capacity related to Social Emotional Literacy.
- District staff are working closely with school staff co-planning and co-teaching students on topics related to SEL.
- Professional Development sessions were offered at the April Collaborative Professional Development (Pro-D) day. One example was the virtual workshop titled SEL - Trauma Informed Practice - Strategies and Resources for the Classroom, presented by Vanessa White and school counsellor Katherine Chan.

Sexual Orientations and Gender Identities (SOGI):

- Gender Neutral Washroom signage has been installed at all single stall washrooms throughout our schools and facilities sites.
- The Inclusive Washroom study has been completed and the draft proposals for retrofitting our existing middle and secondary schools has been shared with our Inclusive Washroom Committee. Next steps will be communicating the findings to the Executive and the Board.

Learning 4 To enhance student choice and voice

Trustee Student Forum

The first Trustee Student Forum was held on March 11, 2022, at Belmont Learning Commons. Thirty-eight (38) students from SD62 Middle and Secondary schools attended and spoke with Trustees on issues related to designing new schools. Their thoughts have been added to existing staff input on draft design principles for the district. We are consulting our community partners via Thought Exchange to gather additional feedback on school design. The most frequent feedback on the best thing about the Forum was that students liked being listened to and having their thoughts valued.



Take a Hike

Registration and staffing are underway for the 2022-23 program of Take a Hike which is coming to SD62. The objectives of Take a Hike are:

- Increase youth attendance and engagement in school and community.
- Engage youth in regular mental health supports and encourage their involvement in their own mental and physical health and well-being.
- Improve academic success, leading to high school graduation.
- Empower youth with the social and emotional skills and resilience they need to build healthy relationships.

The ultimate goal is to empower youth with the skills and resiliency they need to graduate high school, build healthy relationships, and navigate the challenges of young adulthood after they leave the program.

The four program pillars of the Take a Hike program community are:

- **ADVENTURE** - Youth are engaged in experiential and land-based learning one day each week, and during three multi-day wilderness trips.
- **COMMUNITY** - Connects youth to their community and offers them a chance to give back.
- **COUNSELLING** - A full-time registered clinical counsellor provides youth with regular mental health support.
- **ACADEMICS** - Youth have an Individual Education Plan (IEP) and spend each day, including trips, with their primary teacher and class.

Climbing Academy

Efforts are underway to establish the Climbing Academy at Belmont High School for the 2022-23 school year which the Board of Education approved at the January 25, 2022 Board Meeting. Within days of registration opening on February 7, the first cohort of 30 students had already secured their spot for the 2022-23 school year.

Demand for all of the SD62 Academy Programs continues to grow. As of April 19th, 2022, we have had 921 registrations for the next school year compared to 718 registrations at the same time last year. This has resulted in many of our programs filling up early in the registration cycle.

The Climbing Academy is a year-long program which will take place within the timetable in the morning blocks. Classes will be hosted both at BoulderHouse Climbing Gym and at Belmont Secondary School. Students will train climbing skills at BoulderHouse on Mondays, Wednesdays, and Fridays, and work on strength training, flexibility, and theory at Belmont on Tuesday and Thursdays.

PROGRAM GOALS:

The Belmont Climbing Academy will introduce students to **bouldering*** on different wall types, including slab, cave, vertical, 45°, etc. as they explore various difficulty levels through the climbing gym's circuit system. Students will develop climbing skills and techniques such as heel hooks, toe hooks, edging, smearing, knee bars, dynos, etc., as well as increase their strength, fitness, flexibility, and endurance. The program will promote personal goal setting, problem-solving, personal and social awareness, safety management, and an active lifestyle.

****Bouldering** – a form of rock climbing performed on small rock formations or low artificial walls without the use of a harness or rope. These rocks or walls are significantly lower in height than those involved in top rope climbing. Bouldering sequences are relatively short but dynamic, requiring explosive movement and a combination of horizontal, diagonal, and vertical movements.*

Engagement

Engagement 2	To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'
--------------	---

Na'tsa'maht Enhancement Agreement

The Na'tsa'maht Enhancement Agreement Renewal (NEAR) is underway. The terms of reference for the renewal process include:

- Revisiting the current goals in the Enhancement Agreement, ensuring the goals continue to create equity and enhance opportunities for Indigenous students and families.
- Ensuring that all partners and stakeholders understand the relationship between the Na'tsa'maht Enhancement Agreement and the Na'tsa'maht Indigenous Education Department's Operational Plan.
- Ensuring that the Enhancement Agreement reflects the collective voice of all partners and stakeholders.

As part of the original development of the Na'tsa'maht Enhancement Agreement, an Advisory Team consisting of representation from the T'Sou-ke Nation, Sc'ianew Nation, Pacheedaht Nation and the Métis Association of Greater Victoria was created. A new team consisting of some of the original members as well as new members is in place to oversee the renewal process. The committee is implementing a consultation plan that mirrors the original plan implemented in 2016. This includes:

- Leadership Meeting Consultation Activity (April 5).



- Surveys for all Partner Groups and the General Public: Surveys were open for three weeks beginning April 4 and closing April 22).
- Community Consultation Dinner Gatherings: Saseenos Elementary (April 11) and Ruth King Elementary (April 12).
- Student Forums at all Middle and Secondary Schools in April and May.
- Na'tsa'maht Indigenous Education Council Consultation Activity (April 20).

- In consultation with SD62's Manager of Strategic Communications, regular communication will occur with families and communities to ensure everyone is aware of the opportunities for involvement.



All survey and consultation data will be reviewed by the NEAR Advisory Team and the team will provide regular input and feedback as the draft of the new Enhancement Agreement is created.

The final draft will be created by the end of June. An official signing ceremony will be planned in September on Thursday, September 29th in advance of Truth and Reconciliation Day (Friday, September 30th).

Engagement 3	To develop, expand and implement respectful, effective, clear and transparent communications
--------------	--

Strategic Communications

Great strides have been made by the district this year to develop, expand and implement respectful, effective, clear and transparent communications. Initiatives include:

- Transition to a new Manager of Strategic Communications in January, 2022.
- Review Strategic Communications Plan.
- Improve regular communications via Wednesday Bulletin for Leadership Team and all staff.
- Increase engagement opportunities for staff, students and school communities.
- Draft brand guidelines, including PowerPoint templates, signature blocks and style guide.
- Broad-based communications to district families and communities, using social media, direct email contact and website posting.
- Transition social media to one-way communication in order to track and respond to inquiries more effectively.
- Forming new relationships with local media. Arranging interviews, comments and connections for the media.

Progress:

- Strategic Communications Plan:
 - Utilizing the previously developed plan, our new Manager of Strategic Communications has been observing district actions and culture to assist in next steps and direction.
 - A calendar of events, including national and international “day-of” entries to acknowledge and recognize the diversity in our district as well as key district events and initiatives.
 - Draft Branding Guidelines, templates and style guide have been created and are currently being vetted.
- Wednesday Bulletin:
 - Consolidation of information to staff and Leadership Team to reduce the amount of email traffic and to create a central repository of information.
 - This initiative originated during the pandemic for COVID related information and has since been adapted to more closely link to the District’s Engage website.

- All bulletins are posted to Engage so that staff can review information and return to archived versions.
- Engagement Opportunities:
 - Over the course of this school year a number of engagement activities have been offered, including:

<i>Activity</i>	<i>Audience</i>	<i>Number</i>
All Staff Gatherings	SD62 Staff	2
Student/Trustee Forum	Students	1
Surveys	Students	2
	Staff	9
	Families	3
Thought Exchange	Students	2
	Staff	5
	Families	3

- Broad-based communications, highlights include:

<i>Activity</i>	<i>Engagement Type</i>	<i>Timeline</i>	<i>Number</i>
Kindergarten Registration	Print and web ads Website “news”	Dec to Jan.	Social media, Main website news
Academies	Emails Social media	Feb- March	5 emails (Grades 5-12), social media
COVID-19 Updates	Emails Social Media	Feb - April	4 emails (all families), social media when needed
Transportation	Emails Social Media Website “news” Engagement page Information Bulletin	March - April	3 emails (families), social media, main website news, engagement page, information bulletin
SD62 2022-23 Budget	Website Video Social Media	Feb-May	Main page website, video, social media
Middle School Blended Learning	Email Social media	March	1 email (Grades 5-7), social media
Na'tsa'maht Enhancement Agreement Renewal (NEAR) Survey	Email Social Media Website “news” Engagement page	April	1 email (families), social media, main website news, engagement page
Homestay Recruitment	Email Social media Website “news”	April	1 email (families), social media, main website news

Engagement 4	To continue to develop, expand and implement a culture of wellness
---------------------	---

Wellness

The district continues to build out its approach to supporting wellness for staff and students.

Highlights from the third quarter include:

- Wellness Mini Grants: Funds (\$27,900) released for school and worksite Wellness plans. Sites are actively planning and offering staff wellness opportunities. Grants range from \$650-2,500 depending on the size of the school.
- Wellness Book Club offered to staff.
- Staff Learning opportunities offered including Sleep (42 attendees), Grief and Loss (20 attendees), Mental Health Literacy (several full day or part day sessions at schools where all staff attended, 4 classes at RBSS), Trauma Informed Practice (85 attendees).
- District Wellbeing Committee welcomed new CUPE 459 representations.
- Thought Exchange used to seek staff input for new email communication guidelines.
- Safe and Healthy Schools' staff supported development of the Staff Wellness Forum.
- District continued its leadership role at the HSHP Community Table. Current work includes rebranding of the table and working collaboratively with ministries, non-profits and municipalities to partner in space sharing and space development for service delivery.

Growth

Growth 1	To strengthen organizational practices to ensure equity, diversity and inclusion
----------	--

Diversity Survey

Staff have created a Diversity Equity and Inclusion Committee which has been meeting to discuss the scope of a survey for all staff that will focus on collecting and analyzing equity data towards ensuring we have an equitable workforce and to advance employment equity at SD62.

The survey will define those who self-identify with the four designated groups as well as gender identification. We will also provide definitions for all the groups identified.

SD62 is committed to the practices of equity, diversity and inclusion in all aspects of employment. These resources will help remove barriers for hiring processes and support fair, equitable hiring.

We hope to understand how bias affects decisions and produce self-start guides for hiring using an equity lens. We will create equity practices at different phases of the search process.

Competencies

In October 2020, SD62 staff were asked their views on “what skills or abilities do we all need to have to work in SD62” through Thought Exchange. The thoughts were merged into draft competencies which were shared through another survey that was sent out in October 2021 asking all SD62 staff to provide their feedback on the proposed competencies to make sure we got them right. This further feedback was reviewed and incorporated to finalize the below SD62 competencies for both Staff and Leaders. These competencies define who we are as a District and who we want to attract to join the SD62 team. These competencies also align to [BC's Curriculum - Student Core Competencies](#) and encompass SD62 Values (Relationships, Choice, Respect, Integrity, Trust, Safety, Diversity, Equity).

Go to Engage for more details [SD62 Competency Framework](#) and [SD62 Competency Definitions](#)

Growth 3	To embrace ‘digital technologies’ and manage increasing complexity through leveraging the strategic use of resources
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Student Success Dashboard Extension

Under the Provincial policy on the Framework for Enhancing Student Learning (FESL), SD62 is required to develop school plans that are aligned with the District Strategic Plan. In support of this, Information Technology (IT) in partnership with District Principals has developed a template and website for schools to enter their school plan information. IT has also developed dashboards per school related to Student Success. These dashboards contain enrolment and projections, school demographics, attendance, grade to grade transitions, equity scan, student learning survey, assessments, course marks, and other relevant metrics.

Dashboards can be found under [IT Services and Processes | Staff Intranet \(sd62.bc.ca\)](#) via [Student Success - School Plan Data | Staff Intranet \(sd62.bc.ca\)](#)

Automation of Practices OH&S

OH&S with the assistance of the IT department purchased an online tracking and forms software platform. It is designed to eliminate duplication and streamline reporting providing greater efficiency. There is less manual inputting and less chance for missing data as the function sends reminders and blocks moving forward without required fields populated. The platform provides for easy access and faster response times.

Growth 4	To expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment
-----------------	--

Emissions Report

The District collects emissions data on a monthly basis and reports out on a calendar basis. The following table reflects these emissions for the 2021 year as compared to 2010 (base year) and from last year’s performance. This table reflects, even though the number of students, staff, buildings and fleet vehicles have increased since 2010, our emissions have decreased by 27.5% for buildings and 13.3% for the fleet. Staff will break the total emissions down to a per building and fleet unit perspective to better reflect the actual reductions.

Emissions tCO2e	2010	2020	2021
Natural Gas	1,795	1,332	1,327
Propane Gas	11	43	50
LFO	78	27	28
Electricity	155	268	73 *
Building , Total	2,038	1,670	1,478
Reduction-building		-18.1%	-27.5%
Gasoline,	174	185	191
Diesel,exempted	577	350	460
Fleet total	751	536	651
Reduction-fleet		-28.6%	-13.3%
Paper	106	64	85
Emissions total, tCO2e	2,895	2,270	2,214
			-23.5%

Operational Capacity and Class Size

Class size is currently above the provincial average – a figure we would like to reduce. The District continues to grow exponentially and be the fastest growing district in B.C. The forecasted growth for 2021-22 was 206 FTEs (full time equivalents) but the actual growth was 735 FTEs. If forecasts are accurate, we will have increased by 2,000 students in 5 years and 3,300 by 2035. The District is forecast to be at 120.11% capacity by 2027.

Currently we have nine schools operating between 5-19 per cent over operational capacity. Seven schools are operating at 20 per cent or more over operational capacity. Eleven schools are at standard operational capacity.

Operational Capacity of Schools

No of Schools	\$ above operational capacity
11	0
9	5-19
7	20%+

Class Size

Grade	Average SD62 Class Sizes			Provincial Average
	2019	2020	2021	Sept 2021
Kindergarten	18.7	18.3	19.6	17.4
Grades 1-3	20.9	18.1	21.2	19.2
Grades 4-7	25.6	22.2	25.2	23.2
Grades 8-12	23.7	12.5 ¹	23.7	21.4

¹ Reflects COVID-19 Octamester

90-Day Work Plan 2021-22 (June-Aug)

	JUNE	JULY	AUGUST
APPROVE	Annual Plan Package: - FESL targets - strategic plan targets - 5 Year Capital Plan Superintendent Growth Report		Annual BoE Work Plan Annual BoE Communications Plan
REVIEW/RECEIVE	District Operations Plan		Estimated Enrolment Update District Operational Plan
COMPLETE			BoE/Executive Planning Retreat
ENGAGE	Grad/Year End Ceremonies		Host Leadership Team Event

RE: Na'tsa'maht Education Council at Royal Bay Meeting held on May 18, 2022

We are honored to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation; and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, Coast Salish; T'Sou-ke Nation, Coast Salish; the West Coast Pacheedaht Nation, Nuw-chah-nulth. (words gifted by the Nations SD62 works with.)

In Attendance:

Brandon Labbey-Krejci, M'akola Group of Societies

Bryan Johnson, SD62, Na'tsa'maht Renewal

Ceilidh Deichmann, SD62, PVP Association

Clinton Kuzio, University of Victoria

Dianna Seaton, SD 62, School Trustee

Janelle McGinley, Island Métis Family and Community Services Society

Joanne Kakewash, M'akola Group of Societies

Jo-Ina Young, Métis Nation of Greater Victoria, (MNGV)

Jon Carr, SD 62, Principal, Na'tsa'maht Indigenous Education

Lindsay Lockhart, STA, Teacher's Union Rep

Lorraine Velie, SD 62, Na'tsa'maht Indigenous Education Administrative Assistant

Lynai Quatell, Hulitan Family and Community Services

Marlys Denny, SD 62, Vice Principal, Na'tsa'maht Indigenous Education

Paul Block, SD 62, Associate Superintendent

Sue Grundy, SD 62, Executive Operations Manager

Tiffany Adams, Na'tsa'maht Indigenous Education Curriculum Coordinator
Teacher

Trish McNabb, CUPE Local 459

Regrets:

Alita Tocher, M'akola Group of Societies

Amanda Hamilton, Pacheedaht Nation

Chief Russell Chipps, Sc'ianew Nation

Dorothea Harris, University of Victoria

Elder Henry Chipps, Sc'ianew Nation

Julia Clifton, Hulitan Family and Community Services

Kendra Gage, Hulitan Family and Community Services

Matthew Simpson, University of Victoria

Michelle Thut, T'Sou-ke Nation

Mike Huck, SD62, PVP Association

Stacey Charles, Sc'ianew Nation

Virginia Treadwell, Island Métis Family and Community Services Society

Vivian Leik, Camosun College

1. Presentations:

1.1. Bryan Johnson – NEAR update

PowerPoint presentation and discussion

- Enhancement Agreement Goals, Objectives and Outcomes:
 - Council suggestions for consideration:
 - One Mind*
 - Include specific language: Land based learning.
 - One Spirit*
 - Use “histories, cultures and ways of knowing and being” rather than “world views and perspectives”
 - Other:
 - Action Items: Sue Grundy suggested an additional document that would provide “for action” information/strategies. That could also include One Spirit Outcome #6
 - Continue to develop ways to measure outcomes in order to provide meaningful data to NEC, Board of Trustees, partners etc.
 - Lay out Goals, Objectives and Outcomes horizontally rather than vertically.
 - Revised Draft #2 of NEA Goals, Objectives and Outcomes is attached. Attachment #1
- Dianna Seaton moves to motion
- Paul Block seconds the motion
- **To accept the goals, objectives, and outcomes in principle as presented**
- Motion open to debate
 - **Unanimous; all in favor of the motion**

2. School District Update-Paul Block

2.1. District Letter for National Indigenous Day- review

- Reviewed letter, recommended changes noted

2.2. New Schools Update: language & artwork

- District continuing to working with Songhees and Sc'ianew Nations to find Artistes for artwork.
- Looking to the Nations to inform how to include language in the schools

3. Na'tsa'maht Indigenous Education Department Update

3.1. Role Model & Elders-in-Residence– Tiffany

- Approx. 400 Role Model presentations to date
- Elders in Residence Program

3.2. Grad Booklet & Grade 12 Gathering Event– Jon & Marlys

- Grade 12 Graduation Recognition Gifts and Commemorative Booklet shared
- Grade 12 Gathering Event
 - On the Land with Community
 - Chiefs Welcome with 5 Elders
 - 12-15 NIE Staff and 40-50 Gr 12 Students
 - Na'tsa'maht Education Council members were invited

3.3. Language Legacy Project – Jon

- Goal is to create teaching resources for Nations & School District for Local Languages
- Starting with SENĆOŦEN this year
- Elder Shirley Alphonse as Language Speaker
- Filming in June
- Partnership between T'Sou-ke Nation and SD62
- Videographer is Arnold Lim, who has connection with SD62 and Elders

3.4. Engagement with Post-Secondary– Jon & Vivian

- Working together with Camosun College to create Tri District Post-Secondary pathways

3.5. Draft 22/23 Proposed Budget (NIE & ESD) - Jon & Marlys

- NIE: Maintaining 7.0 Teacher FTE and 12 NCPA positions
- Role Model Program: Considering cost of living and alignment with other South Island Districts:
 - Minimum \$50 – increase to \$100 minimum (Half day)
 - Full Day \$150 - increase to \$200
- Recommending schools work to best utilize Role-Model or Elder for 2 classes or 1 class + school event.
- Elders-in-Residence: working with community to explore if Elders are available as Nations recommend Elders for this program
- ESD budget reviewed
 - Staffing to start 2022-23 school year: 6.4 FTE Teachers to service 320 students
 - staffing will increase to match 1:50 ratio

3.6. Equity in Action – Marlys

- Student Survey open through to May 27th
 - Schools will receive results in early June
- Family Survey open through May 27th
- School Reports due June 10th
- Ministry of Education Report due June 25th

Next Meeting: October 19, 2022

SD62 ENHANCEMENT AGREEMENT GOALS 2022-2027

ONE MIND - to progress individual Indigenous student success K to 12, leading to a Dogwood Diploma and supporting pathways to employment beyond graduation that reflect student choice and voice.

Objectives:

1. To maintain the annual implementation of *Equity in Action* at both the school and district level.
2. Indigenous students achieve a Dogwood Diploma in 6-years.
3. Indigenous cultural learning experiences are recognized as credits towards Indigenous students' dogwood diploma by the Ministry of Education.
4. To respond to the diverse learning needs of each Indigenous student.
5. To provide Indigenous students with opportunities to explore pathways to employment beyond graduation through engagement with schools, community and partner groups.
6. To promote SD62 employment opportunities for Indigenous graduates.

Outcomes:

1.
 - a. Schools complete an *Equity in Action* Report and implement equity goals annually to improve Indigenous student success.
 - b. District Departments and Executive support Indigenous student success through increased awareness and development of policy that guarantees equitable access to resources, culturally responsive practices and employment opportunities.
2.
 - a. Parity between Indigenous and non-Indigenous students' annual Six-Year Completion Rate.
 - b. Indigenous students achieve a Dogwood Certificate in six-years.
3. Indigenous students that participate in cultural learning experiences receive credits towards their Dogwood Diploma.
4. Learning spaces accommodate individual preference and promote Indigenous student success.
5. Indigenous students have a clear sense of employment opportunities and are supported in their exploration and journey towards post-graduation opportunities.
6. Increased number of Indigenous employees in all sectors of SD62.

ONE SPIRIT - to build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming and inclusive learning environments K to 12.

Objectives:

1. To maintain the annual implementation of *Equity in Action* at both the school and district level.
2. To enhance Indigenous culture reflected in schools, classrooms and land-based learning environments leading to Indigenous students feeling welcome in schools.
3. To increase knowledge of First Nations, Métis, and Inuit languages.
4. To increase knowledge and appreciation of First Nations, Métis, and Inuit histories and contemporary practices.
5. To provide learning opportunities for all SD62 employees including: Indigenous Ways of Knowing and Being, Pathways to Truth and Reconciliation, Anti-racism and culturally responsive trauma informed practices.
6. To celebrate success in SD62 schools & communities in culturally inclusive ways.

Outcomes:

1. a. Schools complete an *Equity in Action* report on an annual basis and implement goals which support equity, inclusion and a sense of belonging for Indigenous students and employees.
b. District Departments and Executive participate in the District Equity in Action Committee, reviewing practices and implementing changes that support equity and inclusion for Indigenous students and employees.
2. Indigenous students feel welcome at schools and engage in First Peoples Principles of Learning activities within the classroom and in the natural environment.
3. Indigenous and non-Indigenous students are being taught local First Nation language(s).
4. Indigenous and non-Indigenous students learn about local First Nations, Métis and Inuit at school.
5. Staff engage in learning opportunities that enhance their skill set to support Indigenous students and families.
6. Success for Indigenous students is celebrated in culturally inclusive ways in partnership with the Nations, urban-Indigenous partners, SD62 departments and schools.



Board Info Note Public Board Meeting

April 26, 2022

Agenda Item: 10.3 –Board Meetings

Tabled from the April 26, 2022 Public Board Meeting

Background

In preparing this info note I researched some history of the School District- of which there is little on the Internet! From Wikipedia- “The school district in what today is the western suburbs of Victoria predates the formation of the Canadian province of British Columbia in mid 1871. The **Metchosin School District** was formed April 8, 1871. The Sooke School District was formed 23 May 1872 as one of the first school districts of the new province.^[1] The **Highlands School District** was formed in 1893 and incorporated into the SSD in 1952”

In the Board Policy it makes no reference as to the location of the Board meetings. However they have been almost exclusively held at the School Board Office.

<https://www.sd62.bc.ca/sites/default/files/2020-01/A-400%20Proc.%20Regulations%20-%20School%20Board%20Meetings.pdf>

There has been a historic inequity for staffing and services in the Milnes Landing Zone that is slowly being corrected. However, the perception of municipal councilors and the general public frequently appears to reflect this perception, as evidenced by the recent Sooke News Mirror article.

Update

In the last few years, there has been much media and Board attention to the demands and pressures from the population build in the Langford Region. During Covid, almost the only times School Board trustees were visible were during tours, announcements etc.-all in the Belmont Zone. Meanwhile, the Milnes Landing Zone was slowly building, and while work was being done on the schools, it became apparent that the community’s perception was that ALL the Board attention was focused on the Belmont Zone.

Next Steps

The Board needs to increase its public presence in the Milnes Landing Zone. It is the Second fastest growing Municipality on Southern Vancouver Island. We now have increasing pressures on our schools due to enrollment, and ageing infrastructures that need updating or replacing (Saseenos, Sooke Elementary, envelope at EMCS (That has been on the books for over **5 years**) Trustees have been travelling to the Belmont zone for over 150 years for meetings as far as I can see, over often dangerous road and poor conditions. We have last had student representation with Kate Phillips in 1996/97 I propose that the Monthly Board Meetings be held at alternating zones going forward, to adjust and adapt to the changing demographics of our District and to plan for the future. Furthermore, I propose that the Committee Meetings

Alternate in opposing order to the Board meetings, for example when the Board meeting is held in the Belmont Zone, the Committee meetings be held in the Milnes Landing Zone.

Motion Requested: That the Board of Education for School District #62 (Sooke) direct staff to investigate the feasibility of live-streaming Board and Standing Committee meetings at a school location in the Milnes Landing Zone. Further, that staff develop a proposed schedule of alternating Standing Committee and Board meetings between the Belmont and Milnes Landing Zones for the 2022/2023 school year for the Board to consider

Submitted By Margot Swinburnson



2021 ANNUAL REPORT

Presented January 19, 2022

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Appendix 1: CRD Review correspondence/working group reports

Supporting Documents

An archive of Annual Reports from the Victoria Family Court and Youth Justice Committee and a regularly updated wealth of supporting documents, resources and links to relevant organizations in the Greater Victoria region can be found at the VFCYJC website. victoriafamilycourt.ca

Territorial Acknowledgement

The Victoria Family Court and Youth Justice Committee meets on the unceded Coast Salish Territory of the Lekwungen-speaking and WSÁNEĆ nations. We acknowledge and thank the Lekwungen-speaking peoples, also known as the Songhees, Esquimalt and Beecher Bay First Nations communities for allowing us to live on their lands.

The VFCYJC further acknowledges that the capital region spans the Traditional Territories of Coast and Straits Salish and Nuu-chah-nulth peoples and that, by virtue of being represented by all 13 municipalities, our committee is responsible to help build respectful and enduring relationships with our First Nations neighbours.

CODE OF CONDUCT

1. Members shall at all times conduct themselves with propriety, decency and respect and with the understanding that all members of the committee and guests are to be treated fairly with dignity, courtesy, and empathy.
2. Members understand that the meetings often discuss issues where confidential personal identifying information is included. Any such confidential information shall be treated as confidential and not discussed outside of the committee.
3. Members shall act in a manner that fulfills the mandate and the mission of the Victoria Family Court & Youth Justice (VFCYJ) committee;
4. Members shall respect the due process and the authority of the Chair, Vice-Chair or the Presiding Officer;
5. Members shall give fair consideration to diverse opinions and viewpoints;
6. Members shall demonstrate professionalism, transparency, timeliness, accountability in completing tasks undertaken by the committee;
7. Members shall strive to attend all meetings, sending apologies to the Chair for necessary absences.
8. Members will prepare for the meeting by reading the agenda, papers and any emails before the meeting.
9. Members if they need to clarify anything about the agenda, process or mandate contact the Chair.
10. Members agree to arrive on time for the meeting and strive to stay to the end.
11. Members are encouraged to fully participate in the meeting.
 - a. Listen to what others have to say and keep an open mind.
 - b. Contribute positively to the discussions.
 - c. Be concise
 - d. Be respectful of others opinions and time
 - e. Minimize the side conversations
12. Members shall have the best interests of the VFCYJ committee in mind at all times.
13. Members shall draw attention to any potential conflicts of interest that may arise in the meeting.
14. Members shall fulfil any responsibilities assigned to them at the meeting and be prepared to report back on your progress at the next meeting.
15. Each member of the committee will receive a copy of this Code of Conduct.



2021 LOCAL GOVERNMENT REPRESENTATIVES

Cynthia Day, Councillor (Colwood), VFCYJC Chair
 Marie--T r se Little, Councillor (Metchosin), VFCYJC Vice-Chair, and Chair Court Watch Subcommittee
 Bill McElroy, Treasurer, Chair CRAT/SEY
 Adam Flint, Citizen Representative (View Royal), Chair, Communications Sub-Committee
 Marilyn Holman Citizen Representative (Saanich), Co-Chair Youth & Family Matters Sub-Committee
 Marcie McLean, Councillor (Highlands), Chair, Priorities Sub-Committee
 Sandra Sarsfield, CRD, Co-Chair, Youth & Family Matters Sub-Committee
 Leslie Anderson, Councillor (Alternate-Highlands)
 Jeff Bateman, Councillor (Sooke)
 Nathalie Chambers, Councillor (Saanich)
 Barbara Fallot, Councillor (Sidney)
 Heather Gartshore, Councillor (North Saanich)
 Lynda Hundleby, Councillor (Esquimalt)
 Ron Mattson, Councillor (View Royal)
 Terri O'Keefe, Councillor (Alternate-Sidney)
 Stewart Parkinson, Councillor (Alternate-Colwood)
 Patricia Pearson, Council (Alternate-North Saanich)
 Esther Paterson, Councillor (Oak Bay)
 Sarah Potts, Councillor (Victoria)
 Matt Sahlstrom, Councillor (Langford)
 Kari Sloan, Citizen Representative (Victoria)
 Daleen Thomas, Citizen Representative (Central Saanich)

2021 SCHOOL DISTRICT REPRESENTATIVES

Angie Hentze, Trustee, Victoria SD 61
 Alicia Holman, Trustee, Saanich SD 63
 Margot Swinburnson, Trustee, Sooke SD 62
 Diana Seaton, Trustee, Sooke SD 62 (alternate)

2021 RESOURCE AGENCIES

Ranj Atwal, MCFD, Director of Operations, South Vancouver Island
 Suzanne Beavan, Youth Justice Team Leader Member, Youth Probation Officer, Saanich Police
 Cate Bennett, MCFD - Youth Justice
 Pat Bryant, Mobile Youth Services Team
 Alesha Doran, Executive Director, Indigenous Perspectives Society
 Mia Golden, Crime Reduction & Exploitation Diversion Program and Mobile Youth Services Team
 Sue Hendricks, Aboriginal Programs & Relationships
 Melissa Hyland, Director, Resiliency Rising Society
 Gord Irving, Executive Director, Victoria Boys & Girls Club
 Gillian Lindquist, Executive Director, Restorative Justice Victoria

Darin Reimer, Executive Director, Youth Sanctuary
 Colin Tessier, Executive Director, Threshold Youth Housing
 Vanessa White, School District 62
 Central Saanich Police
 John Howard Society of Victoria
 Pacific Centre Family Services Association
 Public Safety and Solicitor General
 Saanich Police
 Sidney RCMP
 Single Parent Resource Centre
 Sooke RCMP
 Victoria Court Registry
 Victoria Police
 West Shore RCMP

THREE-YEAR STRATEGIC PLAN

2018-2021

The VFCYJC will be developing its next three-year strategic plan in 2022.

Mission:

To facilitate connections between municipal and First Nations governments, school districts, service providers, and the broader community in order to educate and advocate on the challenges and shortfalls facing youth and families who may come into contact with the justice system.

Vision:

Families and youth have access to timely and appropriate supports within their communities so that they may achieve their full potential.

Goals:

1. Increase awareness of the issues facing families and youth involved with the justice system, and raise the profile of the Victoria Family Court and Youth Justice Committee.
 - a. Identify gaps in services.
 - b. Support youth initiatives.
2. Pursue and promote meaningful reconciliation with the Indigenous community.
 - a. Committee members participate in Cultural Competency Training
 - b. Acknowledge and reduce the over-representation of Indigenous people in the justice system.
3. Advocate for policies and initiatives that improve outcomes for families and youth who may come in contact with the justice system.
 - a. Give a platform to youth/ amplify youth voices.
4. Support equity of access to resources across the region.
 - a. Help other organizations leverage their resources in support of families and youth.
5. Facilitate collaboration between community service providers and governance bodies in the interest of better supporting youth and families.



CHAIR'S REPORT



Family Court Committees and Youth Justice Committees in Canada complement the judicial system with input from the community on the judicial services provided. In Greater Victoria we have both of these mandates under a single committee where services

for youth and families in the region can be investigated, reported on, and advocated for.

This has been the first year with a National Reconciliation Day and a sad year as we all felt the impact of the discovery of children's graves at residential school sites in BC and across Canada. Advocacy for the recommendations of The Truth and Reconciliation Commission has materialized into our strong support for Indigenous Reconciliation training among our members.

2021 has been a year of review and the committee has worked hard to envision the most effective ways to organize a committee representing a diverse region and embodying best practices. The roles and responsibilities of our committee are outlined in both the Provincial Court Act (specifically, section 5, Family Court Committee) and the Youth Criminal Justice Act (specifically, section 18, Youth Justice Committees) and were last reviewed in 2010.

Our extensive review process has included the formation of working groups to look at specific aspects raised as staff at the CRD assisted in identifying how to both work in compliance with

our legislated purpose and in conformity with other CRD committees and commissions. The working groups have provided written reports and recommendations that have been presented for consideration at regular VFCYJC meetings. The motions are presented at the Annual General Meeting with notice to all members for approval.

Notable improvements include putting community resource representatives at the top of our agendas, thus allowing them to inform us quickly of developments, challenges, and successes without needing to sit through the administrative aspects of our meetings. Support from the CRD to assist with meeting the requirements of the Freedom of Information and Protection of Privacy Act, finances, and in-camera and code-of-conduct has been helpful to the committee. The new direction of the VFCYJC will allow for greater workload sharing among the members, and I hope, more longevity for this committee as we are now structured to support greater transfer of knowledge.

COVID-19 continues to impact our ability to have less formal discussions among members, the few minutes at the beginning or end of a meeting. I trust that we have put forward a structure that can support the community as our Indigenous partners have taught us: 'In a Good Way.'

Respectfully,

Cynthia Day

Chair, Victoria Family Court and Youth Justice Committee

VICE CHAIR'S REPORT



Due to the COVID-related provincial restrictions regarding in-person meetings, members of the VFCYJ committee and sub-committees have not had the opportunity to meet in person. All meetings in 2021 were completed on the Zoom virtual platform.

I continue to be dedicated to this committee because I believe that this committee provides value in the education of elected municipal representatives and advocacy for children and families who encounter the provincial courts.

The main focus for the committee in 2021 has been to address the CRD review of the VFCYJ committee. My main focus has been to provide a framework to establish and support the Working Groups to discuss the CRD's recommendations. I would like to express my gratitude to the Chair of this committee and to all those committee members that contributed to providing a thorough review of the recommendations and its implications. This review has caused a great deal of work for the sub-committee members. However, I believe that the VFCYJ committee will be more grounded and better equipped and supported to work towards our stated mission to facilitate connections between municipal and First Nation governments, school districts, service providers, and the broader community to educate and advocate on the challenges and shortfalls facing youth and families who may come into contact with the justice system.

In 2022, I look forward to working with other committee members on the 2022-2025 Strategic Plan which will afford us the opportunity to review our mission, vision, and goals. More than anything else, I welcome the opportunity to resume in-person meetings with my social justice colleagues and establishing a new normal when it is safe to do so.

Marie--Térèse Little,

Vice-Chair, Victoria Family Court and Youth Justice Committee





Annual Financial Statements 2020-2021
(for the period December 1, 2020 to November 30, 2021)

Opening Balance December 1, 2019:		\$ 21,021.45
Expenses:		
Secretarial	\$ 3,800.00	
Office Supplies: see Note 2	\$ 260.75	
 Total Expenses:	 \$ 4,060.75	
 Revenue: nil		
 Closing Balance November 30, 2021:		 \$ 16,960.70

Note 1: Accounts kept on a cash basis.

Note 2: Zoom subscription reimbursement \$224, Domain name renewal \$36.75

Note 3: Shares in Vancity Credit Union \$ 7.28

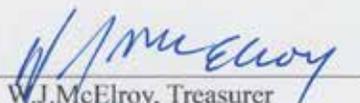
Note 4: VFCYJC Audit Committee met electronically January 5, 2022. The Treasurer presented the Financial Statements,

Motion: Esther Paterson Second: Jeff Bateman

"The Annual Financial Statements for the period December 1, 2020 to November 30, 2021 be approved, and

That the Annual Financial Statements for the period December 1, 2020 to November 30, 2021 be presented at the 2022 Annual General Meeting for The Victoria Family Court and Youth Justice Committee, for approval."

Motion Approved


W.J. McElroy, Treasurer
January 5, 2022

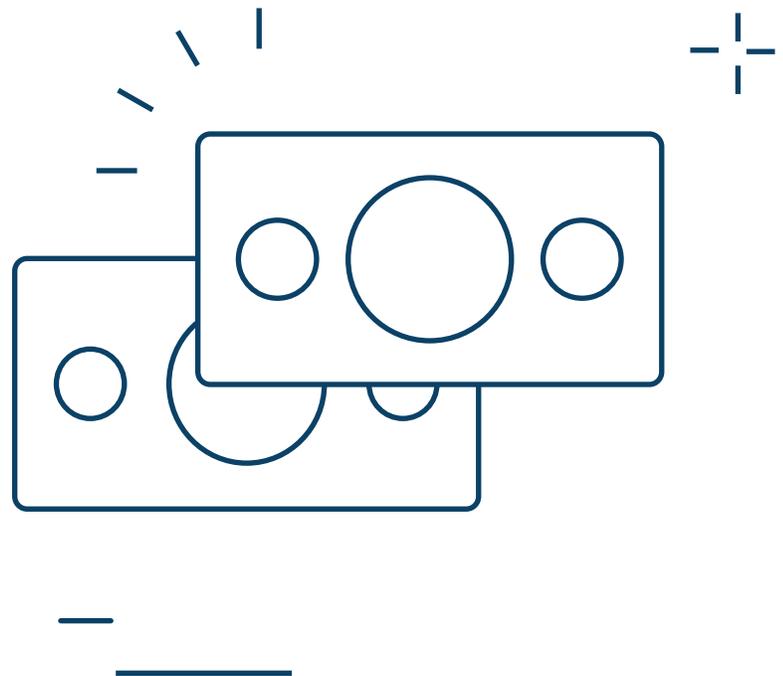
Revenue

Totals

CRD Grant	\$15,000.00	\$15,000.00
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Expenses

Secretarial	\$4,800.00	
Office	\$1,200.00	
Lunches	\$4,000.00	
Special Events (Co-sponsoring, such as tco2, Restorative Justice, youth criminal justice workshops, registration fees, etc)	\$2,000.00	
Equipment (Computer, peripherals)	\$1,000.00	
Professional development (Conferences, displays)	\$1,000.00	
Website maintenance	\$1,000.00	
Total	\$15,000.00	\$15,000.00



SUB-COMMITTEES

The COVID pandemic again affected all aspects of society in 2021, including the work of our sub-committees. Due to provincial restrictions regarding in-person meetings, members of the Court Watch sub-committee did not have the opportunity to view any Family or Youth Court hearings. The Capital Region Action Team (CRAT) met via Google Teams. The Priorities Sub-committee focused on the CRD review. The Communications Sub-committee continued to regularly maintain and update the website and social media channels.

VFCYJC members dedicated extensive hours to working groups formed as part of our organizational review under the Capital Regional District. Groups met virtually in 2021 to discuss the following areas: i) Succession Planning; ii) Policies and Community Charter; iii) Priorities/ Grants Working Group, and iv) CRAT. Recommendations were forwarded in turn to the main committee.

Our established sub-committee protocols remain intact: We ask that members join one of the Sub-Committees to assist in developing materials to bring forward to the main committee. Meetings may be held via email, at any appropriate venue, and chairs may incur expenses up to \$200 to facilitate meetings without advance approval. Chairs are encouraged to present a motion to the main committee for extraordinary expenses. Our goal is to make it easier for volunteers to meet while still maintaining fiscal accountability. The practice has been to try to reserve funding for work that supports youth and families

Communications supports outgoing communications, website design, Facebook and Twitter accounts.

Priorities The Priorities Sub-committee reviews completed applications in conjunction with existing VFC&YJC policies and makes a recommendation in the form of a proposed motion together with their rationale to the main committee for their consideration at a regular meeting.

Court Watch coordinates Native and regular Court House visits to observe and report on the circumstances for youth and families.

Youth & Family Matters brings information to the main committee on Family Matters, Youth Matters and monitors the circumstances that youth and families encounter during separation, divorce, and custody arrangements as well as documenting hot button issues for youth and encourages youth involvement.

CRAT stands for Capital Region Action Team for Sexually Exploited Youth, advocates with expertise meet to address sexual exploitation, grooming, pimping, coercion, youth sex work and pornography.

Youth Mental Health has been a VFCYJC focus because of the strong correlation between mental health, young offenders and recidivism. Resolutions put forward with VFCYJC input to the Union of British Columbia Municipalities (UBCM) have resulted in more youth service centres (FOUNDRY as well as school-based health clinics) and a BC-wide coalition to help coordinate needs and resources, including liaison with provincial ministries.

The BC School Centred Mental Health Coalition coordinates agencies, ministries, unions, parent associations, and school boards to meet regularly to increase supports for mental health and ensure healthy environments for students and instructors. VFCYJC members can sign up to attend via its portal:

PRIORITIES SUB-COMMITTEE REPORT

Up until the last 3 years the Priorities sub-committee has historically received, reviewed and considered applications for small grant funding on behalf of VFCYJC and made their recommendations with their rationale in the form of a proposed motion to the main Committee's agenda of VFCYJC for their consideration at a regular scheduled meeting.

Those applications must have demonstrated how the applicant's project, program or event would dovetail with the mandate/mission of the VFCYJC, and how it would serve the greater Victoria area in advocating or educating the public around issues that may impact youth & families that may come into contact with the justice system or may reduce contact with the legal system including aspects of Restorative Justice.

Once again for 2021 the VFCYJC chose not to consider any applications for potential granting due to the time being committed towards the Capital Regional District (CRD) Review of the Committee.

Instead, as part of the VFCYJC contribution and response to the CRD Staff Recommendations contained in their letter dated Feb. 26, 2021 and a continuation of their recommendations in a letter dated Aug. 23, 2021; a Priorities/Grants Working Group via resolution endorsed by VFCYJC, conducted a review of the above noted letters from CRD Staff; and in addition reviewed the VFCYJC's existing Priorities Application Form and policies with the intention of making improvements and presenting those recommendations and potential improvements from the Working Group to CRD Staff, and the CRD Board as per VFCYJC endorsed resolution.

The Priorities sub-committee and Working Group understands that if VFCYJC proceeds to become a CRD Commission with Delegated authority to consider granting in the future that the CRD will have a approved Grant application form which any approved applicant will be required to enter into an contractual agreement with the CRD.

The Priorities/Grants Working Group intended for the application process to be more informative and accountable by requesting additional information from potential future applicants.

The Priorities sub-committee anticipates working more closely with CRD Staff in the future on this potential granting process as matters unfold if the Committee endorses moving forward as a CRD Delegated Commission. Much work has been put into this CRD Review by both VFCYJC members and CRD Staff, all efforts are most appreciated as we continue to work through the complexities, legalities and in the best interests of the VFCYJC and their advocacy and educational work to increase awareness of the challenges and gaps in reducing potential contact for youth and families that may experience the court system and to build relationships with external resources agencies, school districts in the greater Victoria area and Indigenous neighbours and colleagues.

Respectfully submitted,

Marcie McLean, Chair, Priorities sub-committee
Councillor Highlands

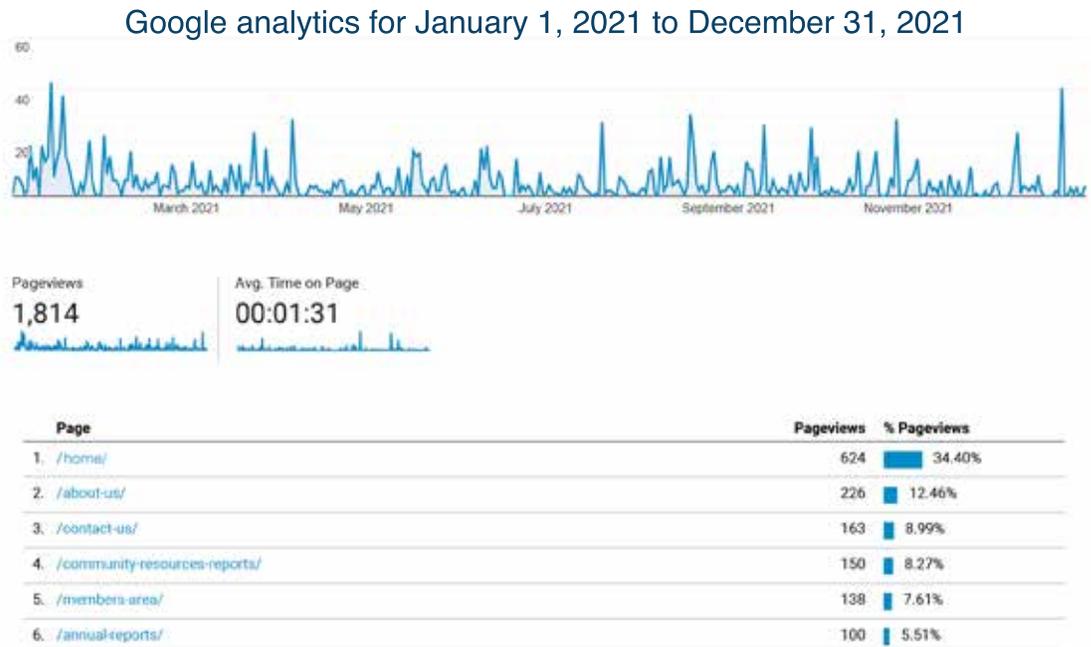


www.victoriafamilycourt.ca | www.facebook.com/vfamcourt | www.twitter.com/vfamcourt

2021 saw the new-in-2020 website expanded and well-used. We still appear to be the first BC Family Court and Youth Justice Committee to have our own website.

Having a strong, regularly updated on-line presence will help to elevate our profile, better serve our members and provide valuable and timely information to the public. It anchors the Committee's outreach and reporting functions alongside our AGM reports (which we ask our members to share with their respective organizations) boards and councils, and Chair Cynthia Day's yearly presentations to the CRD.

The members-only section was created as an area to share information securely with VFCYJC members. It is password protected and the password was made available to members of the committee in October 2020. This section includes steering committee and all member meeting agendas, minutes, confidential correspondence, presentations and reading materials. This will eliminate the volume of email that is currently sent to committee members.



An additional feature of the new website's home page is its integration with our social media accounts. This allows website users to quickly navigate to their chosen network to find additional content and to share it with others. Our Twitter feed (@vfamcourt) has been busy since 2014, and our Facebook page (/vfamcourt) is now into its second year of regularly updated content.

Members are encouraged to interact on social media – bring the community in!

If you have any general or specifically related content you'd like us to share -- articles, events, training opportunities, reports, news, etc. -- please email the links to Marnie Essery at vfamcourt@gmail.com and she'll forward them to the committee for posting. Visiting, liking and sharing our Twitter and Facebook posts is much appreciated.

Many thanks to my fellow members of the Communications Sub-Committee, Cynthia Day, Jeff Bateman and Marilyn Holman, and to our Secretary, Marnie Essery, for their help and support.

Respectfully,
Adam Flint
Chair, Communications sub-committee

Due to Covid, CRAT only met twice in 2021, both meetings via Google Meet. TCO2 did not make any presentations in schools in 2021, and our graphic novel project was put on hold. It was difficult to hold meetings, as the attendees were low, as we had no projects to work on. At the January meeting, Bill McElroy was selected to stay on as chair.

As our expenses have been limited due to our limited activities, as of April 30, 2021 we had \$10,693 in our account. This is mainly due to a \$12,000 bequest to CRAT in 2020.

Gord MaGee became the new MYST coordinator in January. It appears that social media luring has increased since Covid-19 started. This is very difficult to track. Parents need to be vigilant.

A Certificate of Appreciation was made for Helen Hughes, and a small potted plant with magenta flowers was purchased. However due to Covid, we were unable to make the presentations to her.

The Victoria Family Court and Youth Justice Committee is undergoing a review, and as that review has not been completed, it is unknown what impact this will have on CRAT.

Submitted by

Bill McElroy, Chair, Capital Region Action Team



The VFCYJC history dates to the 1960's. It is guided by both provincial and federal legislation through the BC Provincial Court Act, Family Court Committee Section 5, and the Federal Youth Criminal Justice Act, Youth Justice Committees Section 18 (1). Part of the Committee's mandate comes from those statutes. The VFCYJC was formally declared a Youth Justice Committee (added to its Family Court mandate) by the Honourable Brian Smith, QC.

In October 2019, the CRD Board directed staff to "work with the Victoria Family Court and Youth Justice Committee to review the committee's mandate, governance, finances and communications, and prepare a report with recommendations."

The CRD staff report went to the CRD Governance & Finance Committee meeting of Oct. 7, 2020. Its recommendation to the Board was "that staff be directed to report back on the process to restructure the committee in accordance with the recommendations set out in Appendix H"; and "that the report be referred out to all member municipalities." At the CRD Board meeting of Nov. 18, 2020, that motion was endorsed.

The VFCYJC formed working groups in early 2021 to undertake a review with support and guidance from the CRD's Corporate Officer Kristen Morley and Manager, Legal Services, Steven Carey.

This Annual Report includes the following documents as appendices:

- i. Priorities-Grants Working Group Minutes and report (Aug. 27, 2021; including Feb. 26, 2021 letter to VFCYJC from Steven Carey)
- ii. Succession Planning Meetings Work Group report (Aug. 16, 2021)
- iii. Procedures, Policies and Community Charter Working Group report (Oct. 28, 2021)
- iv. October, 2021 letter from Paul Craven, Assistant Deputy Minister, Justice Services Branch, BC Government
- v. Letter from Committee Chair Cynthia Day to the CRD Board dated Oct. 20, 2021
- vi. Letter from Committee Chair Cynthia Day to the CRD Board dated Jan. 10, 2022.

The following motions will be presented to the VFCYJC for consideration at the Jan. 19, 2022 Annual General Meeting:

Committee approved motions from the working groups:

- a. Succession Planning: THAT the Victoria Family Court and Youth Justice Committee adopt the recommendations of the Succession Planning/Meetings Work Group as outlined in the Work Group's August 16, 2021 Report to the VFC&YJ Committee, specific to: 1. Term Limits; 2. Committee member numbers and committee appointments (members & volunteers); and 3. Meetings.
- b. Priorities/Grants: THAT the Priorities-Grants Working Group's recommendations within their report/minutes of August 27, 2021, be supported.
- c. Policies/Procedures: THAT the Victoria Family Court and Youth Justice Committee adopt the recommendations of the Procedures, Policies, and Community Charter Working Group as outlined in the Working Group's October 28, 2021 Report to the VFC&YJ Committee, specific to:
 - I. Formalizing Meetings: Complying with Community Charter, holding meetings that are open to the public and provisions for closed meetings, Steering committee purpose and function, adoption of CRD's procedure bylaw (with reasonable variations) including guidelines pertaining to minutes, agendas, and meeting and speaking times.



October 14, 2021

Honourable David Eby
Attorney General
PO Box 9044 Stn Prov Govt
Victoria, BC V8W 9E2

RE: Roads to Revival: An External Review of Legal Aid Service Delivery in British Columbia

Dear Honourable Minister Eby,

The Victoria Family Court and Youth Justice Committee was honoured to have **Jamie Maclaren, QC**, as its keynote speaker at our Annual General Meeting in January 2021. He focused on the *Roads to Revival* review he delivered to your office in early 2019, highlighting the achievements to date along with recommendations he hopes will be addressed by the Province in the future.

In preparing the report, Mr. Maclaren received submissions from 130 individuals and 12 organizations, and heard from 240 people across 37 municipalities representing a wide range of stakeholders -- Legal Services Society staff, judges, lawyers, legal advocates, articulated students, law students, legal-aid plan administrators, non-profit service providers and the public included.

At the close of our AGM, committee members (comprised of elected representatives from CRD municipalities, trustees from Greater Victoria school boards, citizen appointees and frontline service providers) moved that the VFCYJC formally write you in support of Mr. Maclaren's report and urge your renewed attention to this critical document.

We send our sincere thanks to you and Ministry staff for addressing a number of the report's 25 "highest" recommendations. In particular, those related to Indigenous aid were emphasized in your Nov., 2020 mandate letter from the Premier: *"Work with the Minister of Public Safety and Solicitor General, Indigenous communities, and the BC First Nations Justice Council to advance the First Nations Justice Strategy and to improve access to culturally appropriate justice, including continuing to establish Indigenous Justice Centres across the province."*

We thank you in particular for the following:

* The development of **Indigenous Justice Centres** in association with the BC First Nations Justice Council as culturally safe sites for holistic aid: Three IJCs (Merritt, Prince George, Prince Rupert) are now operating, and we understand as many as 15 more are planned across BC in future.

* **Creation of a child-protection clinic** to help children in contested protection matters: IJCs offer this service, and we understand a dedicated clinic is planned.

* Funding and support for an integrated network of **independent legal aid clinics with teams of lawyers and advocates providing law services**: Five such clinics are operating (Kamloops, Kelowna, Prince George, Surrey, Victoria) and more are planned.

* Development of a strategic network of **specialty legal aid clinics: Disability, immigration/refuge and housing clinics** are operating in Vancouver.

This said, there are a number of other priorities -- rated as "high" and "higher" -- in the *Roads to Renewal* report that require renewed consideration and potential funding. These include:

* Creation of an **experimental Criminal Law Office** in Metro Vancouver with a team of criminal staff lawyers, paralegals, administrators and support workers.

* Development of a **Major Case Team of Legal Services Society staff lawyers and paralegals** for long and complex criminal case work.

* Creation of a **Criminal Resource Centre providing free co-working space**, training and shared resources to tariff lawyers, pro bono lawyers and other legal aid service providers.

Sincere thanks for your ongoing attention to improved legal service delivery in BC. The *Roads to Revival* report is rooted in the principles of user-centered design, evidence-based analysis, collaboration and experimentation.

As Mr. Maclaren notes:

*"It is time to move beyond speculation and anecdotal information in redesigning legal aid services. System reform should not be a linear process led by experts, but rather an **iterative process involving continuous learning and adaptation that leads to improvement from the perspective of users**. I have adopted this approach throughout my report, along with Access to Justice BC's Triple Aim Framework, with its three core pursuits of **better user outcomes, better user experiences and lower system costs**."*

Sincerely,

Cynthia Day,
Chair, Victoria Family Court and Youth Justice Committee
Councillor, City of Colwood

cc The Honourable Mike Farnworth, Minister of Public Safety and Solicitor General
cc Premier John Horgan

2021 YEAR IN REVIEW

VFCYJC Facebook and Twitter Highlights

BC's Representative for Children and Youth Jennifer Charlesworth's report on [Injuries to Indigenous Children in Care](#) includes data that "shows that the highest number of injuries were reported for First Nations children in permanent care under a continuing custody order, and that Indigenous children and youth suffered more than two times the number of injuries of the non-Indigenous in permanent care."

Our guest speaker at the virtual VFCYJC Annual General Meeting is Jamie Maclaren, QC, the founding Executive Director of Access Pro Bono BC. APB operates a free lawyer referral service and several pro bono programs serving the critical legal needs of people and non-profit organizations across BC. He's the author of [Roads to Revival: An External Review of Legal Aid Service Delivery in British Columbia](#), prepared in 2019 for Attorney General David Eby.

After a COVID delay, [amendments to the federal Divorce Act](#) come into effect in March 2021. "Custody and access cases are guided by provincial and territorial family laws, as well as the federal Divorce Act. Each level has a 'best interests of the child' test: According to the federal test, courts are told to consider such factors as the views and preferences of the children; parents' willingness to support contact between the children and the other parent; and each parent's stability, past parenting and plans for parenting in the future."

Pause for Appreciation: [Victim Services - Greater Victoria](#). "Our Service Delivery Model is based on empowerment through information, options and alternatives, so individuals can make well-informed choices to assist them in their personal paths to recovery."

Remembering [Constance Dora Isherwood](#). "Connie, who practised real estate, family and civil law, became the first woman to receive The Law Society of BC's highest honour, for lifetime achievement ... In an interview on her 100th birthday, Connie said her philosophy was to keep going and be with people. 'Be approachable. Let them come to you and you help them. That's a good recipe. And I will close by saying 'Think.' That always sees you through.'"

The path to reconciliation: Great news in February as the Capital Regional District Board approves bylaw changes that will allow the [inclusion of First Nations elected representatives on CRD standing committees](#). This means First Nations representatives can formally participate and vote on items of interest at those committee meetings.



"With the support from the [TELUS Friendly Future Foundation](#), we were able to launch the [Victoria Native Friendship Centre \(VNFC\)](#) Youth Council ... (In 2020/21), remote meetings have served as critical touch points for youth experiencing an increase in feelings of anxiety, depression and isolation due to lack of social interaction. As a result, VNFC is

continuing to keep at-risk youth engaged and connected, ultimately improving educational outcomes while supporting the next generation of Indigenous leaders.” ~ VNFC Executive Director Don Rice

Pause for Appreciation: [Foundry](#) “is forging a new, province-wide culture of care through the development of a network of centres and e-health services — co-created with our health and social service partners, young people and families in communities across British Columbia. Powered by the BC Children’s Hospital Foundation.”

[The Law Society of BC](#) invites submissions to its “[innovation sandbox](#),” a testing ground for proposals from individuals, businesses and organizations with an interest in providing legal services that assist those with unmet legal needs. “According to a 2020 Ipsos-Reid survey, 85% of British Columbians who experience a serious, difficult legal problem either get no legal help or get legal assistance from someone other than a lawyer. In order to expand the ability of these citizens to obtain legal advice and assistance, the Law Society has created an innovation sandbox.”

A COVID-era lifeline: The Canadian Mental Health Association’s 70th annual Mental Health Week begins on May 3. #GetReal about how you feel with the [CMHA’s 2021 Toolkit](#).

Pause for appreciation: [CRAT - Capital Region Action Team](#) and its Chair Bill McElroy. “CRAT has now been in operation for almost 20 years. Among the concrete changes we have seen in that time: Establishment of a full-time Youth Outreach Team; creation of a network

of six “safe homes” where young people who are ready to break away from a life of sexual exploitation can live safely; cooperation and collaboration between the five municipal, two RCMP and military police forces in the Capital Region; and the issue of youth sexual exploitation has become one that is openly discussed in many situations within the Capital Region.”

[Getting Out: A National Framework for Escaping Human Trafficking for Sexual Exploitation in Canada](#)
(Covenant House, Feb. 2021)



Good news from the BC budget: “British Columbia’s Mental Health and Addictions Minister Sheila Malcolmson says 60 new full-time family support workers will be added over the next three years to help deliver services for children with emotional, behavioural and developmental challenges ... Five integrated child and youth teams currently exist, but the province is aiming to add more teams to another 15 communities by 2024, based on where need is greatest.”

The full list of 230+ recipients in the province’s [2020-21 Civil Forfeiture Crime Prevention and Remediation Grant](#) program was announced in May. Result: \$8.6 million in essential funding for BC organizations working in the fields of child and youth advocacy, crime prevention,

domestic violence prevention/intervention, gender-based violence and sexual assault, human trafficking/sexual exploitation, Indigenous healing and restorative justice.

Pause for appreciation: The [Victoria Sexual Assault Centre](#) “is a feminist organization committed to ending sexualized violence through healing, education, and prevention. We are dedicated to supporting women and all Trans survivors of sexual assault and childhood sexual abuse, through advocacy, counselling, and empowerment.”

Link to the archive of [Healthy, Safe and Caring Schools “Snapshot Newsletters”](#) published by the Greater Victoria School District (thanks for the share to our SD #61 trustee representative Angie Hentze)

Recommended read: Safer Schools Together’s 2020 [Gangs and Guns report](#) for educators.



Download BC Ombudsperson Jay Chalke’s report [Alone: The Prolonged and Repeated Isolation of Youth In Custody](#). As BC Minister of Children and Family Development Mitzi Dean states: “I want to thank the Ombudsperson for this thorough report and the work that went into it. We are committed to the same goals: ensuring that youth in our care receive the best possible services to help them stay safe, be healthy and fulfil their potential. We accept the spirit and intent of the recommendations in the report and will incorporate them into the development of our youth justice framework.”

“We need to talk about the society we want ~ an inclusive society that does not tolerate hate speech. And that involves all of us.” ~ Premier John Horgan. “The [Resilience BC Anti-Racism Network](#) is funded by the Province of BC and supported by the Victoria Immigrant-Refugee Centre Society. This province-wide network promotes safe, inclusive communities through education, outreach tools and the distribution of a community incident response protocol. Contact: resiliencebc@vircs.bc.ca”

BC Law Institute's report [Modernizing the Child, Family and Community Service Act](#). "Keywords: child protection, child welfare, abuse & family violence, family law, Child, Family and Community Service Act, youth aging into the community"

"A new mental health response team will be coming to Victoria as part of a pilot project that will serve as an alternative to police response. Funding received by the City of Victoria will be used to create the '[Peer Assisted Crisis Team](#)'. The team will be the first to show up mental health crises, where normally the police are first."

[Child and Youth Mental Health \(CYMH\) Case Data and Trends](#) via the Ministry of Children and Family Development

Newly launched (Sept. 2021): A [one-stop website from the BC Ministry of Mental Health & Addictions dedicated to wellness and wellbeing](#) -- substance abuse, anxiety, stress, addictions, depression + paths to wellness through harm reduction, healthy living and emotional and social resilience.

Pause for appreciation: [Children of the Street](#) takes a collaborative and comprehensive approach to preventing the sexual exploitation of children and

youth. "Our primary prevention tool is education and awareness workshops – we facilitate over 500 workshops, in approximately 30 B.C. communities, with more than 25,000 participants annually!"

Latest regional snapshot data for these challenging times in the Victoria Foundation's [2021 Vital Signs report](#).

[A Pathway of Hope year-two update](#) from Minister Sheila Malcolmson and the BC Ministry of Mental Health and Addictions. "This roadmap lays out government's 10-year vision for mental health and addictions care that gets people the services they need to address problems early on and support well-being. At the heart of A Pathway to Hope is a three-year plan to begin transforming mental health and substance use care for children, youth, young adults, adults, families and Indigenous populations to reach them where they are – in their homes, communities and schools."

[West Shore RCMP update](#): "In the first half of 2021, there were seven restorative justice referral cases involving 16 offenders, multiple victims and community representatives, according to the West Shore RCMP's biannual report."

Pause for Appreciation: [Adoptive Families Association of BC](#). "Each year, hundreds of children and youth join British Columbia families through adoption or another form of permanency. But around 300 children and youth in British Columbia are still waiting to find permanency. Every child needs a support system that makes them feel secure and loved."



RESTORATIVE JUSTICE VICTORIA

While [Restorative Justice Victoria](#) is not a VFCYJC Sub-Committee, most restorative justice organizations in BC began with involvement of a Youth Justice Committee and we are particularly proud to support the one operating in the Greater Victoria region.

Each organization is unique in response to the needs identified in our communities. The VFCYJC was a contributor to RJV's evolution in Victoria – funding the production of video presentations, supporting youth-led initiatives, and facilitating volunteer education through the provision of resource materials.

Restorative Justice Victoria has come a long way as demonstrated again in its [2020 Annual Report](#). It is very much a success story, overcoming the differences in the provision of police services to become an organization of accomplished, skilled volunteers who can be relied on to support better outcomes for all participants who access this 'accountable option' after a crime.

RJV's volunteers are asked to provide these better outcomes for increasingly complex cases throughout the CRD even while RJV funding remains critically insecure. No less than 15 resolutions about restorative justice were sent to the Union of British Columbia Municipalities between 1999 and 2018 calling on the provincial government to support restorative justice. While 11 of these resolutions were carried by the UBCM membership, substantial action is still required.

Restorative Justice Victoria's 2021 Annual General Meeting can be [viewed online here](#). Regular VFCYJC attendee Gillian Lindquist, RJV Executive Director, delivers an overview of 2020 case reports (starting at 14:15 on the AGM video). Gillian points to the continuing rise in violent crimes (assault, partner violence) as a percentage of the cases they facilitate.

RJV received 75 referrals for crimes and harms within the Victoria region in 2021. It currently operates on an annual operating budget of approx. \$250,000 with six staff members -- Lindquist, Acting Program & Volunteer Manager Rachael Seeley, caseworkers Lane Foster, Carol Larsen and Jessica Rourke, and school project lead Julie Cormier.

Learn about RJV's referral process at rjvictoria.com/referring-agencies

Skilled [volunteers are welcome](#). As a small non-profit organization, RJV is only able to accomplish all that we do with the help of our volunteers. Whether you volunteer on cases, in the office, or at a fundraiser, you are part of a compassionate and dedicated group that is supporting justice in our community.»

Keep track of RJV activities in its monthly email newsletter, [available by request](#).



BC RESOURCES DIRECTORY

Anxiety BC

www.anxietybc.com

BC Mental Health & Substance Use Services

www.bcmhsus.ca

Canadian ADHD Resource Alliance

www.caddra.ca

Chatterblock (Parenting Resources)

www.chatterblock.com

Dr. Ross Greene, Collaborative Communication

www.drrossgreene.com

Families for Addiction Recovery

www.farcana.org

Foundry (Health & Wellness Resources for Youth)

www.foundrybc.ca

Kelty Mental Health Resource Centre

www.keltymentalhealth.ca

Kids Help Phone

www.kidshelpphone.ca

Need2

Suicide Prevention Information and Support

www.need2.ca

Trans Lifeline

1-877-330-6366

Two-Spirit, Trans, Queer & Allied Youth

Drop-in and Family Support

250-475-7624

Vancouver Island Crisis Line

www.vicrisis.ca

Youth in BC

Crisis Intervention Services

www.youthinbc.com

Youthspace

Online chat for youth/young adults to age 30

6 – 11 p.m. daily

Texting support 778-783-8565

Island Sexual Health

Text line for youth with sexual health questions and concerns.

250-812-9374

First Call BC Child and Youth Advocacy Coalition

www.firstcallbc.org

Advance the interests of children and youth through public education, community mobilization and public policy advocacy.

BC School Centred Mental Health Coalition

www.bcscmhcoalition.ca

Office Representative for Children and Youth

www.rcybc.ca

Serves children, youth and families who need help dealing with the child-serving system.

Disability Resource Centre

www.drcvictoria.com

Indigenous Perspectives Society

www.ipsociety.ca

Offerings include Cultural Perspectives Training and Gladue Report Writing.

Indigenous Corporate Training Inc.

www.ictinc.ca

Crisis and Trauma Resources Institute – Canada

ca.ctrinstitute.com

Training and resources for mental health, counselling skills and violence prevention.

Ku'uus Aboriginal Crisis Services

1-800-588-8717

Capital Region Action Team

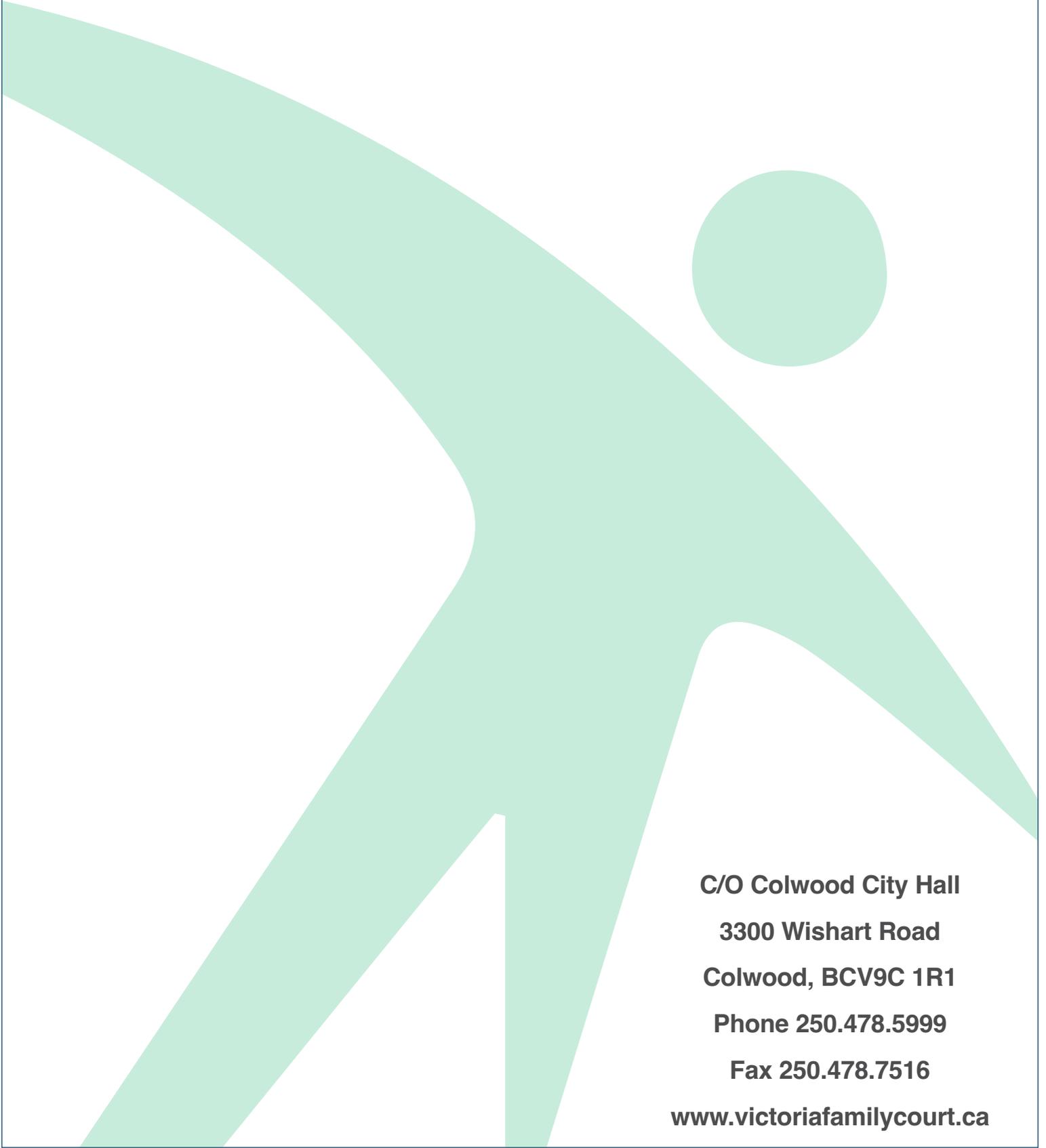
www.crat.ca

Mobile Youth Services Team (M.Y.S.T.)

www.pacificcentrefamilyservices.org/crime-reduction-exploitation-diversion

Restorative Justice Victoria

www.rjvictoria.com



C/O Colwood City Hall

3300 Wishart Road

Colwood, BCV9C 1R1

Phone 250.478.5999

Fax 250.478.7516

www.victoriafamilycourt.ca

APPENDIX 1

CRD Review correspondence/working group reports



PRIORITIES-GRANTS WORK GROUP

MINUTES OF MEETING

Friday, August 27, 2021

Work Group Members:

Marcie McLean, Chair, Councillor (Highlands)
Adam Flint, Citizen Representative (View Royal)
Marie-Térèse Little, Councillor (Metchosin)
Esther Paterson, Councillor (Oak Bay)

1. First Nations territorial acknowledgement by Chair
2. Meeting was called to order at 10:05 a.m.
3. Chair provided introduction of materials previously circulated for discussion.
4. Work Group members approved framework of discussion points as circulated.

Topics for discussion:

1. **CRD February 26, 2021 Correspondence** (Carey/VFC&YJ Committee) (attachment 1)
 - 1.1. Grant-intakes per year and reserve and threshold amounts
 - 1.2. Grants criteria
 - 1.3. Grant-agreement to be executed prior to funding (simple, mandatory)
2. **CRD recommendations Appendix H** (attachment 2) for transparent grants procedure with defined intake periods and criteria, and restrictions/conditions
3. **Marcie McLean:**
 - 3.1. **VFC&YJ Priorities-Grants Application Form** existing document (attachment 3)
 - 3.2. **Discussion Paper for Priorities-Grants Work Group** (attachment 4)

4. Priorities (Grants) Application Form - Title

- 4.1. Work Group agreed that a separate document should be created for “Extraordinary Committee Member Expenses” and to be used to reimburse Committee Members for registration and attendance at conferences, or events and training as VFC&YJ Committee representative. Process will be the same as for Grants; recommendation by the Priorities/Grants subcommittee, and approval by VFC&YJ Committee in advance of event.
- 4.2. Based on suggestion from Bill McElroy, Work Group considered whether to change the name of the application form from *Grant Submissions* to *Sponsorship Submissions*, as a less formal approach to the process. Marcie will contact Steve Carey (CRD) for guidance on legal or other issues related to terminology.

5. Priorities (Grants) Application Form – Content

- 5.1. The Work Group agreed to develop a checklist for applicants, to outline the process and ensure submissions are complete. Adam Flint, Chair Communications Subcommittee, is willing to draft a checklist for future consideration.
- 5.2. The Work Group agreed grants applications should also be in web based format.

The Work Group agreed Grants Application information requirements should include:

5.3. Required Information

- 5.3.1. Name of organization
 - 5.3.2. Address of organization
 - 5.3.3. Purpose of the organization
 - 5.3.4. Name of person applying
 - 5.3.5. Contact person’s name, email address, and phone number
 - 5.3.6. Alternate contact person’s information same as above
 - 5.3.7. Listing of Board of Directors names and positions
 - 5.3.8. Is your organization a registered society in BC?
 - 5.3.9. If yes, what is the name of your society and your number under the BC Society Act?
 - 5.3.10. Does your organization have charitable status registered with Canada Revenue Agency (CRA) under their Charitable Directorate?
 - 5.3.11. Is your organization a business?
- 5.4. Project name, location, start date, and completion date.
 - 5.5. Experience and/or qualifications of staff who will be responsible for the Project; history of similar or related projects. Include information on volunteers who will participate in the project.
 - 5.6. Financial Statement for the organization for previous year and budget for the current year

- 5.7. Total amount of grant being requested, and proposed use of grant funds. Include information on funding requests made to other commissions, societies, governments, agencies, or other groups for this project.
 - 5.8. Indicate if the grant request is for one-time or recurring project.
 - 5.9. List previous grant requests made to VFC&YJC, and indicate if approved.
 - 5.10. Declaration that funds not used will be returned to Victoria Family Court and Youth Justice Committee via cheque, within sixty days of conclusion of the project.
6. Criteria for qualifying expenses excludes salaries, capital items, not businesses other than not-for-profits but will include project website development, guest speaker(s), advertising, venue rentals, etc.

7. Objectives

- 7.1. The statement of intended outcomes submitted with the application will be used to assess success of the project to accomplish goals.
- 7.2. Applicant statement must demonstrate in some detail the service(s) that your proposal would provide for youth and families of the CRD that ties in with the mandate for VFC&YJC.
- 7.3. Applicant statement must indicate how your proposal will help educate and bring awareness to youth and families living within the CRD about reducing risks and reducing potential involvement with the judicial court systems.

8. Reporting to Victoria Family Court & Youth Justice Committee at conclusion of project

- 8.1. The applicant must agree to provide a brief summary report on the outcomes of the project. The report will be submitted in written format, and, if warranted, there may be an expectation or request to present the summary report in-person at a meeting of the Victoria Family Court and Youth Justice Committee.

9. Other:

- 9.1. Applicant acknowledges it has reviewed Victoria Family Court & Youth Justice Committee mandate which will be attached to the grant application.
- 9.2. Victoria Family Court & Youth Justice Committee title, name or logo will not be used without prior written consent of the Committee.
- 9.3. Grants may not be used for the purpose of producing revenue for the applicant, or for purposes that are outside of the scope of the project.

10. Uptake Dates for submissions

- 10.1. Completed applications must be submitted to the VFC&YJC Grants subcommittee Chair and the secretary and be received in the months of March or December in each calendar year.
- 10.2. Applications process is approximately 60-90 days.

11. Business that requires clarification/follow-up by Marcie:

- 11.1. Consult with Steven Carey re the language “sponsorship or grants”

Note: Received from Steven Carey (per Marcie): Not really. They're kind of interchangeable. Sponsorship references are usually to when we're asked to support local events (concerts, etc.) and we're not involved any more than that. We have grant projects that have direct funding for operations, sponsorship for events, and the like. We also have grant projects that fund specific deliverables, like reports. Perhaps call it grants and include sponsorship as something that you can do as part of it?

- 11.2. The Chair of the Grants subcommittee will consult with CRD re process for issuing/distributing cheques to applicants following VFC&YJ Committee decision.
- 11.3. Work Group deferred discussion on threshold amounts of grants (not presently used).
- 11.4. Chair of Victoria Family Court and Youth Justice Committee will notify the applicant in writing of the Committee's decision.
- 11.5. Process for distributing cheques will be coordinated with CRD.
- 11.6. The Work Group goal is that the future VFC&YJC grant application will be revised and improved, and the CRD will prepare a draft grant application for Priorities Sub-committee for review and input.

12. No future meeting date was set. The Work Group agreed that Meeting Minutes and Report could be completed via email exchange of documents.

- 13. Meeting adjourned at 12:00 pm.



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February 26, 2021

VIA E-MAIL

Victoria Youth and Family Court Committee

Attn: Members of the Committee

Dear Sirs/Mesdames:

**Re: CRD Review of Youth and Family Court Committee Service:
Recommendations as a result of consultation**

Further to our consultation at Victoria Youth and Family Court Committee (the "Committee") meetings January 27, 2021 and February 3, 2021, we write to request the Committee's membership, by resolution passed in open meeting properly assembled, confirm it is interested in continuing with the process as outlined in this letter.

On January 27, 2021, we canvassed the Committee's history, problems faced by it and other family court committees, how grants can be made, and options for resolving structure and governance issues. On February 3, 2021, we went through each recommendation in the CRD report. Discussion occurred on public meeting and record keeping requirements, the role of the Provincial Ombudsperson, and on delegated versus advisory commissions. At this meeting, CRD was prepared to present a delegated commission model, but was informed January 26, 2021 by the Committee's Chair that it was not ready for further consultation and would not be ready until after an orientation session in February had been held for new members.

Suggested Motion Language

We ask that you consider a motion, in open meeting assembled, showing a group intention to continue with this process. We suggest the following:

That the Victoria Youth and Family Court Committee recommend to the Capital Regional District Board:

- 1. Consider creation of a delegated commission, rather than an advisory committee or commission, to continue the work of the Victoria Youth and Family Court Committee;*
- 2. Direct staff to continue to engage with the Committee to work to implement certain mandate, governance, and structure changes in accordance with the recommendations set out in the CRD's letter of February 26, 2021.*

Recommended Structure – Delegated Commission

A delegated commission will provide independence over administration and operation of the service, similar to how the Committee currently operates, but with a delegation of grant-making authority and a clear mandate set out in a bylaw. Similar commissions exist already at CRD: no

new model would need to be created. This has the least burden in time, monetary cost, and personal financial risk to appointees. A draft commission bylaw has been prepared to implement certain recommendations set out in this letter. Please note that though it would be a delegated commission, the Committee name would not change: “commission” is a legal status.

An advisory commission is not recommended. It would cause unnecessary delays relating to grant-making, would require additional Board referrals, and increase use of Board and staff time. Committee issues are specialized, funding applications are received throughout the year (particularly from youth) and the Committee is ideally staffed with persons able to advise on community need, something it has done in the capital region since the 1960s.

A society is not recommended. The administrative burden and need for additional insurance and other materials (risk, privacy, work safety, human rights policies) would quickly deplete resources. Volunteers who provide assistance to the Committee and certain local government appointments undertaking Committee work between meetings are likely be ineligible for the *Local Government Act* indemnity and would not be covered by CRD’s insurance.

Recommendations

Recommendations are organized into “must” or “may” categories and additional considerations contained in the below table.

Mandatory Recommendations - Structure

The following are recommendations based on legislative requirements and best practices.

Recommendation	Must / May	Reasoning
Set out mandate and delegation in a bylaw	Must	<p>A commission bylaw sets out delegation for grant-making and a clear mandate to guide the Committee in its business.</p> <p>A proposed mandate, compared to prior mandates and legislation is Schedule “A”. The Committee should examine its mandate to ensure it is accurately reflecting both its historical purpose per the <i>PCA</i> and the broader work it does.</p> <p>Quorum is currently set to seven members, the same number as CRD appointments. This is appropriate based on attendance and is approximately 30% of membership.</p>
Comply with <i>Community Charter (Formalize meetings)</i>	Must	<p>As a body of a local government, meetings and any sessions where decisions are made must be in open.</p> <p>Does not apply to work by volunteers or sub-committees, provided they are not making final decisions for the Committee.</p>
Public minutes and agendas unless in closed <i>(Formalize meetings)</i>	Must	<p><i>Community Charter</i> requires these to be published within a certain time, and to be publicly available or inspected on request. Publication could be met by online publication through CRD; prior minutes could be made available by CRD to meet requirements for public inspection. <i>YCJA</i> provides confidentiality provisions, if ever requested as a conference by the Court.</p>



<p>Maintain records consistent with the obligations of a public authority</p>	<p>Must</p>	<p>Required by <i>Community Charter</i> and <i>FIPPA</i>. Covered by CRD records and privacy policies, use of Corporate Officer and FOI Manager for FOI requests.</p> <p>Records should be stored at CRD. A CRD e-mail address should be provided. Meeting minutes should be publicly accessible and available.</p>
<p>Procedures bylaw compliance (<i>Formalize meetings</i>)</p>	<p>Must</p>	<p>To resolve the existing complaints faced by the Committee, it should ensure:</p> <ul style="list-style-type: none"> • Agenda items can be raised with Chair in advance of meeting, or at a meeting itself by Notice of Motion; • Meetings have set times, with resolution required to continue them; • Speakers and delegations have set times, with resolution to extend; • Alternating speakers' lists are used to keep matters on topic, ensure small voices can be heard – members should not have wide-ranging discussions on topics outside the floor; • Compliance with Robert's Rules. <p>While a Priorities sub-committee can assist in preparing an agenda, it should not bump items from prior meetings or items raised by Notice of Motion. It should not be deciding agenda items without the full committee.</p> <p>Decisions should be made in an open, properly constituted meeting.</p>
<p>Institute term limits</p>	<p>Must</p>	<p>Representatives should exit after a certain time to ensure fulsome representation by other members and others sought to fill their roles as part of a transition plan.</p> <p>Two year terms are proposed, with a maximum of three consecutive terms. After one year, a Committee member is eligible for re-appointment. Staggered terms are also recommended for community appointments (e.g. CRD appointments).</p> <p>For transition, existing committee members who are beyond their term limits should receive the balance of their term plus the option for one additional two years term. A further term of two years can be provided at appointing organization's option with consent of Committee.</p> <p>Past long-time volunteers can be non-voting resource members or participate as volunteers, a practice formerly used by the Committee.</p>
<p>Consolidate finances in CRD</p>	<p>Must</p>	<p>There is no need to have separate bank account. Approved grants, honoraria, and reimbursements of expenses can be issued directly from CRD. Can be included in CRD financial checks and audit.</p>



Follow existing policies rather than create its own	Must	As a body of the CRD, the Committee should follow CRD policies, such as those relating to expenses; records management; standards of conduct; respectful workplace; and the like. If necessary, specific policies or exceptions can be developed in accordance with CRD's Policy Framework.
Re-arrange agenda items	Must	Agenda items should be re-arranged such that resource members speak at a dedicated time in the meeting (done).

Non-Mandatory Recommendations – Governance

The following are non-mandatory governance recommendations. Implementing a few would likely resolve many of the conflicts and issues faced by the Committee relating to its work.

Reduce or restructure meetings	May	<p>Consider (non-exhaustively, and based on needs):</p> <ul style="list-style-type: none"> - Setting a topic-based schedule for potential meetings, set in the January or February meeting of each year in advance - Aiming for the required four meetings per year to focus on family and youth resources in the region, with specific mandates for each meeting - Two grant intake and review meetings per year - Two resource member coordination meetings per year (Fall and Spring, for example), which may result in a greater focus on these organizations and greater attendance <p>Reducing the number of meetings annually may improve attendance and free-up member time to work on specific projects or volunteer tasks.</p>
Set specific mandates for sub-committees with dates for deliverables (reduce or restructure meetings)	May	<p>Sub-committee creation and appointments should be at the call of the Board, not at the call of the Chair, to ensure consistent direction.</p> <p>Consider reducing the number of sub-committees, depending on the projects and workloads is advisable.</p> <p>When creating such groups, set a mandate, time limit, and staff with volunteers (who do not need to be Committee members) – did this historically. Using time or mandate-limited sub-committees, will allow work to get done to be reported up to the Committee as a whole example:</p> <ul style="list-style-type: none"> e.g. Court Watch 2021, goal to attend court a certain number of times, visit a certain number or type of proceedings, report on a set future date. e.g. Working groups specific to certain issues, such as youth services on the West Shore, family services on the peninsula, with a set mandate and a time for reporting
Look at membership composition (reduce numbers and appoint family-and-	May	<p>The Committee may wish to consider:</p> <ul style="list-style-type: none"> • requesting CRD not utilize all seven of its community appointments, to reduce the numbers of voting members unless quorum or workload becomes an issue;

<p>youth-involved individuals)</p>		<ul style="list-style-type: none"> • requesting each municipal member appoint an elected official and a community member, such that they can act in each other's absence and collaborate on the municipalities needs; • methods and recruitment to ensure a majority of members must have experience in "education, health, probation, and welfare"; • look to actively recruit successors for long-time members, as well as new resource members; and • establishing a qualifications matrix, to determine what skill sets are missing on the Committee. <p>CRD can also assist in coordinating appointments with service participants, such as developing standards advertisement language, setting reminders for intake periods, and the like.</p>
<p>Grant intake procedure and grant agreement form</p>	<p>May</p>	<p>May set grant-intakes per year and reserve some amount for applications that come up between meetings. May wish to establish non-exhaustive criteria for grants.</p> <p>Can still review grants through sub-committee, with recommendations and summary to Committee for approval. Have a conflicts recusal procedure to avoid allegations of bias or impropriety (as with other CRD granting bodies).</p> <p>Before any funding is provided, a grant-agreement must be entered into to protect funds (simple, mandatory).</p>
<p>Maintain a volunteer registry</p>	<p>May</p>	<p>This is strongly recommended if the Committee intends to continue to perform work outside properly constituted meetings, such as Court Watch, facility visits, or assistance to individual youth and families.</p> <p>The <i>Local Government Act</i> indemnity only applies to elected officials when working within their role, not when doing hands-on volunteer work (say court watching) not typically the duty of a local government official; for individual appointments and volunteers, it only applies when under the local government's direction: the Committee would need to specifically mandate tasks to its volunteers and sub-committees (if any) by resolution to ensure works are being properly supervised. It can do this by specific, mandated resolutions or by utilizing a volunteer coordinator, similar to how other delegated commissions operate.</p> <p>To qualify for insurance for their own injuries, volunteers must also register with CRD's Risk and Insurance Department. Individuals working with vulnerable youth should have a recent valid criminal record check on file with CRD. This will satisfy an insurer should a claim arise relating to misconduct involving youth.</p>

Additional Recommendations Arising

From the questions asked by members and others since the July CRD report, the following items are recommendations arising.

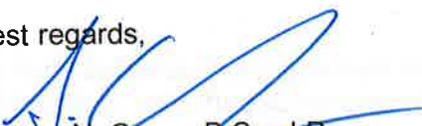
Annual work plan	May	The Committee may wish to consider setting an annual work plan, similar to the City of Vancouver's committee. While the Committee does do forward planning, planning of the year may help it remain focused.
Continued online meetings	May	Local Government bodies, even post-COVID health orders, can host electronic meetings. CRD has facilities to do so via WebEX and Microsoft Teams; some use Zoom depending on the circumstances. This will facilitate attendance and engagement.
Maintain a region-wide focus	Must	<p>On January 27, it was brought to the attention of the writer that the Committee had previously engaged in suicide watch of a vulnerable young person. This is outside the mandate of the committee and the insurance and indemnity of the individual members. Specific policies are available for this work but only where doing so when properly trained, registered, and with appropriate supports in place, none of which the Committee has.</p> <p>Committee members also attended a First Nations Court sentencing hearing in Duncan and participated in sentencing. As it is work outside the regional district, this may be outside the mandate of the committee. Any court appearances on behalf of the Committee should first be instigated by a direct request from the Court or a specific individual seeking assistance.</p>

Conclusion

This review was conducted on the basis of the documents available and interviews with Committee members. Despite requests, the writer remains without access to past minutes and agendas. The Committee's 2021 annual report has not been finalized or distributed. If available, these documents may affect our opinion relating to certain governance recommendations.

Should you have questions, please contact the writer by e-mail, scarey@crd.bc.ca, or at the direct line, 250-360-3128.

Best regards,


Steven N. Carey, B.Sc, J.D.
Manager, Legal Services
Lawyer and Trademark Agent

cc. Cynthia Day, Chair, Victoria Youth and Family Court Committee; Robert Lapham, Chief Administrative Officer;
Kristen Morley, General Manager, Corporate Services
Encl. Schedule "A" – Mandate Samples



Schedule "A"
Mandate and Objectives Summaries

Objectives

Suggested by CRD	Existing Committee Objective/Mandate
<p>The Committee has the following objectives:</p> <ul style="list-style-type: none"> (a) to identify, inform, assess, educate, and report on regional resources for youth justice and family court issues and related needs; (b) to act as a resource for the public and youth and family organizations; and (c) to encourage collaboration between and visibility of community services. 	<p>N/A</p> <p>The current Committee Constitution and Terms of Reference make no mention of mandate or purposes, though there are references to the <i>PCA</i> and <i>YCJA</i>.</p>

Comments: The Committee should clearly identify objectives to guide it in its core work.

Additional Activities of the Committee

Suggested by CRD	Existing Committee Objective/Mandate
<p>The Committee may, within its mandate:</p> <ul style="list-style-type: none"> (a) take positions on policy initiatives, legislation, and services affecting families and youth justice in the region, in the name of the "Victoria Family Court and Youth Justice Committee"; and (b) undertake other activities consistent with the activities of a family court and youth justice committee, as permitted by law. <p>Subject to bylaws, policies, and procedures, the Committee may:</p> <ul style="list-style-type: none"> (a) establish advisory groups to examine specific issues, who will report on their work; (b) contract for support services, volunteer coordination, communications, feasibility studies, and other services and goods related to its mandate; (c) undertake necessary, incidental, or ancillary administrative tasks in order to effect its work. 	<p>The Family Court Committee can:</p> <ul style="list-style-type: none"> a) Be a force in educating the public on issues related to Family Court; b) Sit in on court hearings to monitor the actions of all officials concerned with the welfare of youth and to assist judges upon request; c) Inform the Intermunicipal and the Capital Regional Electoral District Committees of the problems which are of concern to the community; d) Enter and monitor both open and closed custody facilities as concerned members of the public; e) Comment upon legislation concerning families and youth; f) Make recommendations to appropriate legislative bodies concerning any matters deemed to be covered by our several mandates; g) Be visible within the community and recognized as the appropriate body to whom complaints can be made, and to whom recommendations can be proposed for improvement. <p align="right"><i>[1985 Constitution Summary]</i></p>

Comments: Concerns were raised by the Committee's Chair about losing the ability to perform certain work as a body of CRD. The suggested mandate is broad enough to encompass historical tasks and undertake future obligations consistent with its objectives.

PCA Language Summary

Suggested	Provincial Court Act
<p>The Committee is hereby tasked with the following duties:</p> <p>(a) to meet at least four times per year to:</p> <ul style="list-style-type: none"> i. consider and examine community resources for family and children’s matters; ii. make recommendations to the court, the Attorney General, or others; iii. solicit and consider applications for receipt of grant-funding;* and iv. connect family-and-justice-involved individuals, service providers, and government in a way that encourages collaboration and identifies service gaps; <p>(b) if requested by the court, to act a resource or assist as directed; and</p> <p>(c) report annually to its member local governments and the Attorney General on activities and recommendations.</p>	<p>(6) The family court committee must do the following:</p> <ul style="list-style-type: none"> (a) meet at least 4 times a year to consider and examine the resources of the community for family and children's matters, to assist the court when requested and generally, and to make the recommendations to the court, the Attorney General or others it considers advisable; (b) assist the officers and judges of the court, if requested, to provide a community resource or assistance in individual cases referred to the committee; (c) report annually to the municipalities involved and to the Attorney General respecting their activities during the past year.

Comments: A plain-language *PCA* reproduction, with grant-making and collaboration added.

YCJA Language Summary

Suggested by CRD	Youth Criminal Justice Act
<p>Not considered necessary to reproduce due to length.</p> <p>Encompassed in the “act as a resource or as directed”, “undertake other activities”, and mandate.</p>	<p>(a) in the case of a young person alleged to have committed an offence,</p> <ul style="list-style-type: none"> (i) giving advice on the appropriate extrajudicial measure to be used in respect of the young person, (ii) supporting any victim of the alleged offence by soliciting his or her concerns and facilitating the reconciliation of the victim and the young person, (iii) ensuring that community support is available to the young person by arranging for the use of services from within the community, and enlisting members of the community to provide short-term mentoring and supervision, and (iv) when the young person is also being dealt with by a child protection agency or a community group, helping to coordinate the interaction of the agency or group with the youth criminal justice system; <p>(b) advising the federal and provincial governments on whether the provisions of this Act that grant rights to young persons, or provide for the protection of young persons, are being complied with;</p>



	(c) advising the federal and provincial governments on policies and procedures related to the youth criminal justice system; (d) providing information to the public in respect of this Act and the youth criminal justice system; (e) acting as a conference; and (f) any other functions assigned by the person who establishes the committee.
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Other Mandate Language

Richmond

- Mandate copies the *PCA*;
- RFCC functions as a link between the Court and City Council whereby:
 - Court personnel and clients may draw on the concern and support of the community;
 - Family and youth resources may be monitored; and
 - Community may become educated about the justice system and its effects on children, youth and families;

Vancouver

- Provides input to City Council and staff about issues of concern;
- Considers any matters which may referred to the Committee by Council or staff and take under consideration matters proposed by the Vancouver Board of Education;
- Reviews and advises Council and staff on the development, implementation and assessment of City policies and services related to children, youth and families;
- Advocates for the best interests of children, youth and families;
- Identifies opportunities and empowers children and youth to have a voice in civic decision making;
- Provides recommendations to staff and Council on issues affecting children, youth and families;
- May take positions on policy initiatives from other levels of government within the mandate of the Committee; and
- Acts as a family court committee under the *BC Provincial Court Act ...* or a youth justice committee under the *Youth Criminal Justice Act*.
- Works co-operatively with other agencies whose activities affect constituent communities, including initiating and developing relevant projects;
- Acts as a resource for staff doing public involvement processes and civic events;
- Exchanges information with constituent communities and the general public about relevant programs and areas of interest; and
- Engages in outreach to disseminate information and encourage participation from constituent communities.

APPENDIX H

RECOMMENDATIONS FOR COMMITTEE REORGANIZATION

- **Clearly define a mandate in a bylaw.**
 - State the purpose and function of the committee.
 - Clarify its delegation to make grants or, alternatively, advise on grants with CRD's Board making the final determination.
- **Institute term limits.**
 - Term limits should be to a maximum of six years, absent exceptional circumstances.
 - After a reasonable absence, a member can again become eligible for appointment for another six years in total.
- **Re-arrange agenda items.**
 - Resource member items should occur at a set time in the meeting, rather than occurring at the end after other agenda items. This will free-up the resource members to leave meetings while the work of the Committee is conducted that is not related to them. The Committee has already instituted this change on its own.
- **Reduce numbers and appoint family-and-youth involved individuals.**
 - The Committee is not required to include elected officials from each participant.
 - It is required to have individuals "with experience in education, health, probation or welfare".
 - It may be better served by a smaller group of elected officials and a larger portion of justice-involved individuals who may perform the work of the Committee.
- **Formalize meetings.**
 - Meetings must comply with the *Community Charter*.
 - Provisions exist allowing meetings to be closed and should be utilized appropriately.
 - Meetings should follow the CRD's Procedures Bylaw. They should be time limited.
- **Restrict speaking times.**
 - Speakers should be restricted to five minutes on an issue absent a vote. Time limits and alternating speaker's lists should be enforced.
 - Members should not have wide-ranging discussions outside the topic on the floor.
- **Set a grant-application intake procedure.**
 - Setting and following a transparent grants procedure with defined intake periods and criteria will allow more organizations to be aware of funding and bring a greater range of applications. It will also avoid any potential for allegations – which the writer considers without merit – of bias, overreaching authority, or any other potential impropriety that could be raised under the current model.
 - Grant restrictions and conditions are already used by the Committee.
- **Follow existing policies rather than create its own.**
 - Adopting existing CRD policies, with reasonable variations approved by the Board, will ensure compliance with privacy, safety, information management, and expenses.
- **Reduce meetings.**
 - Four to six meetings per year of two to three hours in duration would be ideal, if the purpose is to connect service providers and educate elected officials on justice issues. This will ensure more fulsome attendance.
- **Maintain a volunteer registry.**
 - If the Committee is to continue work, such as specific research projects, it should utilize volunteers where appropriate.
 - CRD is equipped to insure volunteers and to provide a corporate umbrella for recruiting volunteers.

- **Maintain records consistent with the obligations of a public authority.**
 - Records should be stored at CRD. This would avoid lengthy annual reports and a potential loss of critical historical documents and information.
 - Meeting meetings should be publicly available and accessible.
- **Consolidate finances in the CRD.**
 - CRD regularly operates funds for committee and commission use and provides limited float chequing accounts for small expenses. There is no need for the Committee or CRAT to have a separate bank account.
 - Approved grants can be issued directly from CRD, as can honorariums and reimbursement of Committee expenses.



Priorities Sub-Committee Form for Good and Services Submissions (Grant and Extraordinary Committee Expenses)

Please send your submission to marciemclean@shaw.ca and vfamcourt@gmail.com for distribution.

In the event that the project is not able to proceed, or is substantially changed, the committee expects that the monies provided for the project would be returned to the Victoria Family Court and Youth Justice Committee c/o City of Colwood, 3300 Wishart Road, V9C 1R1. A new application is required where the project is substantially changed.

Name of Organization:			
Contact Person:		Date of Application:	
Email:		Phone Number:	

Background of organization/person(s) or applicable history of related projects

Clear goals and objectives of the project with clear indications of relevance to the Family Court and Youth Justice Committee Mission. The VFCYJC Mission is: *To facilitate connections between municipal and First Nations governments, school districts, service providers, and the broader community in order to educate and advocate on the challenges and shortfalls facing youth and families who may come into contact with the justice system.* **Please explain how this initiative will further our Mission.**

Features of the project pertinent to this application

Budget (include clear accounting with potential line items and accompanying narrative)

	Item	Detail	Cost	Total Funder
Revenue				
Expenses				
TOTAL				

Other funding avenues/partners being explored:

Catchment area served – target population

Needs/problems to be addresses through project work:

Deliverables (goods and services to be provided)

Timeframes (e.g. intended start date of project, length of time from start of project to deliverables, one time project or on-going)

Evaluation framework - We expect applicants to spell out exactly how they will evaluate the success of their initiative in advance, and that the applicant will share the results in a written report, and in person via a presentation to the committee.

Date applicant anticipates the Evaluation will be complete. _____

NOTE: If the applicant does not provide their evaluation within the timeframe indicated, they may expect the committee will follow up with them.

August 20, 2021

From: Marcie McLean, chair VFC&YJC Priorities sub-committee

To: **Priorities (grants) Working Group**, then Recommendations & associated Report to main VFC&YJC on an agenda (Sept 22) to vote on and, then forward both Recommendations & Report to CRD Staff and CRD Board.

Re: Priorities Application Form (Form) updating for consideration prior to CRD Review discussion and possible inclusion of the notion of “sponsorships of resource agencies”. (A suggestion from Bill)

This update opportunity is offered for consideration of the Working Group and then, Recommendations for main Committee to review, discuss and offer input into the Priorities application Form and the process of uptake timing in order to have a potential consolidated voice to go forward to the CRD in a timely manner.

A current uncompleted Priorities application Form is provided for your reference. (separately)

In preparation for these meetings I offer the following for your consideration. These proposed changes are intended to provide better clarity and accountability from applicants. However, they are only suggestions up for discussion at this time.

In respect to the title of the application Form at this time, I would suggest we have a **separate application form for Extraordinary Committee Member Expenses**.

1 (a) Do we want to **change the title** of the application form (Form)? If yes, any suggestions?

From the application form (Form):

1. Name of organization / person(s) applying: (I suggest we seek more detail here by adding in specific areas to be completed) such as:

Name of organization:

Address of organization:

Purpose of the organization:

Name of person applying:

Contact person’s name, email address, and phone number:

Alternate contact person’s information same as above:

Listing of Board of Directors names and positions:

Is your organization a registered society in BC?

If yes, what is the name of your society and your number under the BC Society Act?

Does your organization have charitable status registered with Canada Revenue Agency (CRA) under their Charitable Directorate?

Is your organization a business?

2. Project name: (Note: I include this as it does not appear consistently on our applications).

3. Background of organization/person(s) or applicable history of related projects: (Note: I include this as it does not appear consistently on some of our applications for some odd reason). Question: Do we need this information?

4. Evaluation framework:

I suggest that more details need to be added here in order for the applicant to know what type of information we are seeking and the expectation. Perhaps a different header might be appropriate, but certainly some additional information.

If this is an expectation for us then I think the process needs to be explained a bit and how the evaluation would occur.

For example: as a requirement, then, will the applicant provide their evaluation of their project to us and within a specific time period of the end date or the completion date? And, what do we need to know?

In addition, I think we would like to know if the project was successful and how the applicant made that determination.

5. Some additional items for your consideration are:

Should we add into the application a requirement for their previous year's audited **financial statements**? Or, just previous year's financial statements?

6. In respect to the Form (previous number 5), should we include the VFC&YJC **Mandate** with the application? The Form currently states: Clear goals and objectives of the project-clear indications of relevance to the Family Court & Youth Justice Committee mandate: (I sense improved wording would be helpful for all)

7. Should we have annual application uptake with a date deadline? Or,

Should we have 1 or 2 specific opportunities in our fiscal year to receive applications with a deadline as well? (Might need to work around the CRD's fiscal year as well which is Jan. 01-Dec. 31)

If yes, then **may we suggest** the months of Feb with a January 31 deadline to apply and, April with March 31 deadline to make application(s)? Or? (To not impact when we don't meet and do not work.)

8. Should we be indicating what types of projects, proposals or expenses are **not** eligible? Possibly on the Form or, a possible policy with the CRD?

9. Should we have a criteria listing? If yes, then what might we consider putting on that list?

10. Any additional information required that we might need to evaluate the proposal?

11. Consideration of use of best methods to evaluate applicant's proposals/projects? Ideas?

12. Despite the present accumulation of VFC&YJC funds due to the CRD Review and Covid 19; should we consider requesting potential additional annual funding from the CRD for future grants (or sponsorships) as the current funding is formally designated for VFC&YJC "**operational purposes**" by CRD Bylaw.

13. Other suggestions for the Form for improved information to/from the applicant such as: (but not limited to)

13.1 Incomplete applications will not be considered.

13.2 Any/all approved funds are intended for the purposes specified in the application only.

13.3 Any unused funds **must be returned** in the form of a cheque to VFC&YJC within 30 or 60? days of the completion date of the **project/event**.

13.4 If an application is approved do we expect anything from the applicant in return? Such as an acknowledgement of VFC&YJC or ?? Ideas?

13.5 For approved applications applicants may expect follow up from the chair of the sub-committee if we do not receive written follow up or a presentation from the applicant on their event/project within 30 days of its completion.

14 Other suggestions?

Draft prepared by:

Marcie McLean

Councillor Highlands

250-474-4725



SUCCESSION PLANNING-MEETINGS WORK GROUP
REPORT TO VICTORIA FAMILY COURT & YOUTH JUSTICE COMMITTEE
AUGUST 16, 2021

WORK GROUP MEMBERS:

Esther Paterson, Chair, Councillor (Oak Bay)
Sandra Sarsfield, Co-Chair (CRD)
Marie-Térèse Little, Councillor (Metchosin)
Marcie McLean, Councillor (Highlands)
Jeff Bateman, Councillor (Sooke)
Angie Hentze, Trustee SD 61

SUBJECT: Victoria Family Court and Youth Justice Work Group (VFC&YJC) review of policies and procedures relating to Member Term Limits, Succession Planning and Meetings

With respect to Schedule H of the CRD Staff Report dated October 7, 2020, and the CRD Staff letter to VFC&YJ Committee dated February 26th, 2021 this review addresses specific issues defined as:

- Institute VFC&YJ Committee member term limits and eligibility for re-appointment
- Reduce numbers and appoint family-and-youth involved individuals with experience in education, health, probation or welfare
- Reduce Meetings

BACKGROUND:

At the October 7, 2020 CRD Governance and Finance Committee meeting, the Committee adopted a recommendation requesting that CRD Staff report back on the process to restructure the VFC&YJ Committee in accordance with the recommendations set out in Appendix H of the October 7, 2020 CRD staff report. That CRD Committee recommendation was received and adopted by the CRD Board on November 18, 2020.

A motion was approved at the May 19, 2021 VFC&YJ Committee meeting to appoint Work Groups to review the recommendations set out in CRD Schedule H and CRD letter dated February 26, 2021 (Attachments 1 and 3). Everyone was welcome to contribute to the Work Groups. The Work Groups were asked to bring forward reports and recommendations to VFC&YJ Committee for consideration at the September 2021 meeting. Recommendations of the VFC&YJC Succession Planning/Meeting Work Group are as follows:

Matters and Recommendations:**1. Institute Term Limits**

- 1.1. Committee members will serve three terms of two years, for a total of six years. Following the expiry of a member's term, the Committee could request with a two-thirds majority and the appointing voting agency's approval to extend the term for a further two years to ensure continuity of the Committee's work.
- 1.2. Following a one year absence, a Committee member will be eligible for reappointment for a further term of up to six years.
- 1.3. Members will attend Committee Meetings, and will participate in the Steering Committee or a subcommittee.
- 1.4. Officers will be elected at the VFC&YJC AGM, for the positions of Chair, Vice-Chair, Treasurer, and add a new position of Past Chair.
- 1.5. Consider requirement for the Chair to serve a four year term.
- 1.6. The Past Chair will serve for a one year term; the role of the Past Chair will be to provide assistance with orientation training and with potential recruitment process.
- 1.7. Past long-time members may continue to participate as non-voting resource members and/or volunteers on sub-committees.
- 1.8. Member terms will be staggered to ensure continuity of knowledge and experience.
- 1.9. Terms will commence effective with VFC&YJ Committee/CRD adopted agreement for VFC&YJC to become a CRD Delegated Authority Committee.

2. Reduce numbers and appoint family and youth involved individuals

- 2.1. Voting membership will be minimum of 19 members and maximum 23 members; quorum will be 7 voting members.
- 2.2. Participating municipalities will appoint a principal member and alternate member to attend in absence of principal member. Municipalities have the discretion to appoint an elected official or representative as the principal and alternate member.
- 2.3. School Districts will appoint a principal member and an alternate member. School Districts have the discretion to appoint a School Trustee or a representative having expertise in education programs or who work directly with youth.
- 2.4. CRD may appoint a maximum of 4 members.

- 2.5. Institute a qualifications matrix to identify knowledge/expertise of existing Committee members, and to aid recruitment to fill gaps where expertise is required (education, health, welfare and probation). Non-voting resource members may include representatives of the Ministries of the Attorney General, Education, Children and Family Development, Public Safety and Solicitor General, Restorative Justice Health, Housing and Social Development, Police Forces and First Nations.
- 2.6. Institute a program of succession planning and recruitment; consider best methods and practices for communication.
- 2.7. Institute an orientation program for new members and new volunteers.

3. Meetings

- 3.1. Minimum six meetings per year of two to three hours in duration. No meetings will be held in March, July, August and December.
- 3.2. Consider a combination of in-person and on-line meetings.
- 3.3. Meetings will not be scheduled for Mondays or Wednesdays to avoid conflict with CRD and municipal Council meetings.
- 3.4. In each calendar year, a VFC&YJC meeting agenda will include the following: Annual General Meeting, Budget, and Work Plan.

4. CONCLUSION

The VFC&YJC Succession-Meetings Work Group acknowledges that some of the recommendations outlined in this Report will necessitate further work to develop specific criteria prior to implementation. Further, in establishing criteria for expertise, VFC&YJC interpret references to education, health, welfare and probation to have a broad scope of meaning that includes mental health, addictions, indigenous and restorative justice, family law and other issues that affect youth in our communities.

WORK GROUP RECOMMENDATION:

THAT the Victoria Family Court and Youth Justice Committee adopt the recommendations of the Succession Planning/Meetings Work Group as outlined in the Work Group's August 16, 2021 Report to the VFC&YJ Committee, specific to:

1. Term Limits
2. Committee member numbers and committee appointments (members & volunteers)
3. Meetings

AND THAT, the Chair of the VFC&YJ Committee send a letter to the CRD Board and Staff providing the wording of the Committee's resolution and including a copy of the Work Group's Report, dated August 16, 2021.

Should the Committee be supportive of the above recommendation, the following resolution would be in order:

THAT the recommendations of the Succession Planning/Meetings Work Group specific to:

- **Term Limits**
- **Committee member numbers and committee appointments (members & volunteers), and**
- **Meetings**

be adopted as outlined in the Work Group's August 16, 2021 Report to the VFC&YJ Committee;

AND THAT, the VFC&YJC Chair send a letter to the CRD Board and Staff providing the wording of the Committee's resolution and including a copy of the Work Group's Report, dated August 16, 2021.

Cynthia Day
Email: cday@colwood.ca

Dear Cynthia Day:

I have been asked to respond to your email of June 24, 2021, addressed to the Honourable David Eby, Attorney General and Minister responsible for Housing regarding the Victoria Family Court and Youth Justice Committee.

I understand that staff from our branch have been in contact with you and, since we received your email in June, your committee decided to become a delegated commission under the Capital Regional District (CRD). I've been advised that a by-law formalizing this arrangement will be considered by the CRD in the coming months. As the roles and responsibilities of your committee are outlined in both the *Provincial Court Act* (specifically, section 5, Family court committee) and the *Youth Criminal Justice Act* (specifically, section 18, Youth Justice Committees), any by-laws, changes to your committee's constitution, and/or mandate will need to be in keeping with these statutory provisions.

While I appreciate the Committee's efforts to consult with the Ministry of Attorney General on any changes it may make to its governance documents or structure, the role of the Attorney General does not extend to providing legal advice to members of the public. One potential resource for the committee as it transitions to a delegated commission of the CRD may be found on the Ministry of Municipal Affairs website. Specifically, the information on Committees and Commissions can be found at this website:

<https://www2.gov.bc.ca/gov/content/governments/local-governments/governance-powers/powers-services/regional-district-powers-services/committees-commissions>

Additionally, information outlining the processes by which a Regional District delegates its authority can be found within the associated Guide to Regional District Board Delegation to Committees and Commissions, and is available at this website:

https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/local-governments/governance-powers/guide_regional_district_delegation_to_committees.pdf

In closing, I would like to commend the work of this committee in assisting youth and families in the CRD. Thank you for taking the time to reach out to the ministry regarding this matter.

Sincerely,



Paul Craven
A/Assistant Deputy Minister

Justice Services Branch

pc: The Honourable Mitzi Dean, MLA

CLIFF number: 618717



October 20, 2021

VIA EMAIL: scarey@crd.bc.ca

CRD Board and Staff
625 Fisgard Street
Victoria, BC V8W 1R7

Dear Members of the Board and Staff,

Re: Victoria Family Court and Youth Justice Review

The Victoria Family Court and Youth Justice Committee met on September 22, 2021. The agenda included reports from two working groups struck to review a) Succession Planning and b) Priorities Grants. The reports from these two working groups are attached for information. The following excerpt is from the September 22 Minutes of the Victoria Family Court and Youth Justice Committee:

Excerpt from the September 22, 2021 Minutes on the CRD Review:

a. Succession Working Group – Report attached

Recommendation: That the Victoria Family Court and Youth Justice Committee adopt the recommendations of the Succession Planning/Meetings Work Group as outlined in the Work Group's August 16, 2021 Report to the VFC&YJ Committee, specific to:

1. Term Limits
2. Committee member numbers and committee appointments (members & volunteers); and
3. Meetings

and that the Chair of the VFC&YJ Committee send a letter to the CRD Board and Staff providing the wording of the Committee's resolution and including a copy of the Work Group's Report, dated August 16, 2021.

To move the Recommendation
MOTION: J. Bateman/ M.T. Little
CARRIED

b. Priorities Working Group – Report Attached

Recommendation:

That the minutes with recommendations of August 27, 2021, from the Priorities-Grants Working Group be placed on the September 22, 2021 agenda for consideration of the main committee, and
That the Priorities-Grants Working Group's Recommendations within their report/minutes of August 27, 2021 be supported by the main Committee, and
That the Priorities-Grants Working Group minutes, recommendations and applicable attachments be forwarded to both the CRD Board and CRD Staff in respect of the CRD Review by way of a formal letter from the chair together with any carried motions from the September 22, 2021 meeting.

To move the Recommendation
MOTION: E. Paterson/ M. T. Little
CARRIED

C. CRD Bylaw – Correspondence was attached with the meeting mail out.

Recommendation: That the Draft CRD Delegated Commission Bylaw be forwarded to the working groups for review, and that the working groups provide comment to the next regular meeting.

To move the Recommendation
MOTION: M. McLean/ A. Flint
D. Thomas abstained
CARRIED

The Executive anticipate that changes to our structure/operation will be operationalized through motions at our Annual General Meeting in January, consistent with those changes made in 2010 when the last review was completed. This is to ensure that all members have the necessary resources and notice to participate and to facilitate the ongoing operation of the committee without undue interruption. (We anticipate moving our date of meeting from Wednesday to Thursday, which may or may not fit with existing members availability and this will be communicated out to our appointing agencies for new appointments.)

We also have communication from the Ministry of the Attorney General that confirms that we must continue to meet the requirements of the enabling Legislation, specifically the Family Court Act (and the Youth Criminal Justice Act), and that becoming a delegated commission of the CRD does not specifically interfere with that duty.

The committee has expressed, and I pass onto you, our sincere appreciation for CRD staff's expertise and support in pursuit of advocating appropriately for youth and families who may come be impacted by the Justice System.

Working groups continue to meet for a) Mandate, Procedures, b) Policies and Community Charter, and c) Finances/CRATsey. Working Group meetings in the next month will also review the draft Delegated Commission Bylaw. Our goal is to have carefully examined all aspects to bring forward motions to be endorsed at the Annual General Meeting in January.

Sincerely,

Cynthia Day
Chair, Victoria Family Court and Youth Justice Committee

Attachments

from Succession Planning:

Attch 1 vfc&yjc Succession-Meetings Report August 16, 2021

Attch 2 vfc&yjc Succession-Meetings Report August 16, 2021

Attch 3 vfc&yjc Succession-Meetings Report August 16, 2021

from Priorities/Granting :

Priorities Motions for Restructure and Review

Priorities-Grants Work Group Minutes 2021-08-27 w-4 attach[51648] – Copy



January 10, 2022

Via Email: scarey@crd.bc.ca ; kmorley@crd.bc.ca

To CRD Board, Governance Committee & Staff,

At the November 17, 2021 Victoria Family Court and Youth Justice Committee meeting the agenda included the attached Procedures, Policies, and Community Charter Working Group Report which was endorsed by motion at that meeting:

THAT the Victoria Family Court and Youth Justice Committee adopt the recommendations of the Procedures, Policies, and Community Charter Working Group as outlined in the Working Group's October 28, 2021 Report to the VFC&YJ Committee, specific to:

- 1 Formalizing Meetings: Complying with Community Charter, holding meetings that are open to the public and provisions for closed meetings, Steering committee purpose and function, adoption of CRD's procedure bylaw (with reasonable variations) including guidelines pertaining to minutes, agendas, and meeting and speaking times.**
- 2 Follow existing CRD policies. Members of the VFCYJ committee will follow the Capital Regional District Commission Handbook 2020 and CRD Bylaw 3828, CRD Procedures Bylaw (with reasonable variations) to ensure compliance with privacy, safety, information management, and expenses. Importantly, the VFCYJ committee will comply with all laws regarding the Freedom of Information and Protection of Privacy Act, the corporate policy and procedure regarding a respectful workplace, debate and conduct.**

AND THAT, the Chair of the VFCYJ Committee send a letter to the CRD Board and Staff providing the wording of the Committee's resolution and including a copy of the Work Group's Report, dated October 28, 2021.

The Reports (3) from the Working Groups and the Letter from the Acting Deputy Minister, Paul Craven have been shared with our appointing agencies to ensure that all organizations have the information that they require for the AGM. I anticipate that the AGM Agenda and Annual Report will be shared later this week.

The committee is grateful for the inclusive process of this review and the support of the CRD in ensuring that the circumstances for youth and families who may come into contact with the justice system is systemically included in our regional governance.

Sincerely,

Cynthia Day
Chair, Victoria Family Court and Youth Justice Committee



Procedures, Policies, and Community Charter Working Group

Report to Victoria Family Court & Youth Justice Committee October 28, 2021

Working Group Participants:

Marie-Térèse Little, Co Chair of Working Group, Councillor (Metchosin), Vice Chair of VFCYJC

Marnie Essery, Secretary VFCYJC

Esther Paterson, Co Chair of Working Group, Councillor (Oak Bay)

Marcie McLean, Councillor (Highlands) and Chair of Priorities Subcommittee

Adam Flint, View Royal Citizen Representative and Communications Subcommittee Chair

Subject: Victoria Family Court & Youth Justice Committee (VFCYJ) Working Group review of procedures, policies and Community Charter relating to formalizing meetings and following existing CRD policies.

With respect to Schedule H of the CRD Staff Report dated October 7, 2020, and the CRD Staff letter to VFC&YJ Committee dated February 26th 2021, this review addresses specific issues defined as:

- Meetings to comply with the Community Charter including provisions made for Open and Closed meetings,
- Objectives and guidelines for the Steering Committee of the VFCYJ committee,
- Meeting to follow CRD procedure bylaw (specifically guidelines for minutes, agendas, motions, meeting times, and speakers' times),
- Meetings to be conducted according to Roberts Rules of Order, and
- VFCYJC to follow existing CRD policies.

Background:

At the October 7, 2020 CRD Governance and Finance Committee meeting, the Committee adopted a recommendation requesting that CRD Staff report back on the process to restructure the VFCYJ Committee in accordance with the recommendations set out in Appendix H of the October 7, 2020 CRD staff report. That CRD Committee recommendation was received and adopted by the CRD Board on November 18, 2020.

A motion was approved at the May 19, 2021 VFCYJ Committee meeting to appoint Working Groups to review the recommendations set out in CRD Schedule H and CRD letter dated February 26, 2021 (Attachments 1 and 3). All members of the VFCYJ committee were encouraged and welcome to contribute to the Working Groups. The Working Groups were asked to bring forward reports and recommendations to VFCYJ Committee for consideration at the September to November 2021 meetings.

Regarding procedures, policies, and community charter, two specific areas of concern were identified by the CRD: formalize meetings (including restricting speaking times) and follow existing polices (of the Community Charter and CRD).

Recommendations of the VFCYJ Procedures, Policies, and Community Charter Working Group including links to relevant documents are as follows:

1. Formalize Meetings

- a) Meetings will comply with the Community Charter.
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/03026_00
- b) Open Meetings and Provisions to allow meetings to be closed.

All decisions are voted on by VFCYJC Members at a monthly meeting which is open to the public or at the Annual General Meeting which is also open to the public. This does not apply to work by volunteers and sub-committees.

Provisions exist and will be applied to allow meetings to be closed and will be utilized appropriately.

Meetings may be closed if:

- i) personal information about an identifiable individual who holds or is being considered for a position as an officer, employee or agent of the committee or another position appointed by the committee;
- ii) labour relations or other employee relations;
- iii) litigation or potential litigation affecting the committee
- iv) the receipt of advice that is subject to solicitor-client privilege, including communications necessary for that purpose; and,
- v) information that is prohibited, or information that if it were presented in a document would be prohibited, from disclosure under section 21 of the Freedom of Information and Protection of Privacy Act.

Before holding a meeting or part of a meeting that is to be closed to the public, the committee must state, by resolution passed in a public meeting,

- i) the fact that the meeting or part is to be closed, and
- ii) the basis on which the meeting or part is to be closed.

- c) Steering committee meetings – no decisions, just recommendations to the main Committee- open to all committee members to attend. The purpose of the steering committee is to make recommendations for the agenda and propose guest speakers' names.
- d) Meeting should follow CRD's Procedure Bylaw with reasonable variations as agreed upon by the Committee.

https://www.crd.bc.ca/docs/default-source/crd-document-library/bylaws/procedureandfoi/3828---capital-regional-district-board-procedures-bylaw-2012b.pdf?sfvrsn=76c387c3_25

Specifically, the following guidelines must be followed:

- i) Minutes and agendas: Community charter requires that agendas and minutes be published within a certain time and to be publicly available or inspected on request. Publications could be met by online publication through the CRD, including agendas, minutes, and annual reports. A link to the VFCYJ committee website will also be included on the proposed CRD site. Prior minutes could be made available by the CRD to meet requirements for public inspection. Minutes and agendas will be posted within 7 days of the meeting and within 7 days of adoption.

Minutes of a meeting that record the decisions made are required for each duly constituted meeting. Minutes will follow the approved CRD guidelines for minutes. Minutes are intended to be a record of decisions made by the commission and not a verbatim record of what was said at the meeting. Including some summary of discussion for context is good practice. (Appendix 12: Guidelines for the Preparation of Minutes of CRD Board, Committee and Commission Meetings; Appendix 12a: Sample Minutes)

Motions signify the intent for action by the commission and are recorded in the minutes. The minutes need to identify the name of the member that proposed the motion, the name of the member that seconded the motion, identification if the motion carried or was defeated. The minutes must also record the names of members voting against the motion. For example: 1) MOVED by Commissioner Smith, SECONDED by Commissioner Gordon, That the minutes of August 2, 2018 be adopted. CARRIED Opposed: Commissioner Wayne.

- ii) Agenda items can be raised with the Chair in advance of the meeting or at the meeting itself by a Notice of Motion.
- iii) Agenda items will be re-arranged so that resource members may speak at the beginning of the meeting before the business of the meeting
- iv) Meetings will have set times (2 hours) and a resolution to extend

beyond 2 hours will be required to continue the meeting.

v) Guest Speakers will have a set time (30 minutes, 20 minutes for presentation and 10 minutes for questions). Time for guest speakers may be determined by the Chair to a maximum of one hour. A list of members wishing to speak to a motion will be kept. Members speaking to a motion on the floor will have a limit of 4 minutes to add their viewpoints to the discussion of an issue. A member is allowed to speak again only after all other members are given the opportunity to speak. Petitions and delegations will be given 5 minutes and a request can be made for an additional 4 minutes. It is the Chair's responsibility to maintain speaking list, order, and time limits.

vi) Meeting will be conducted according to the most current edition of Roberts Rules of Order.

vii) The Chair will keep meeting moving and encourage members to focus on the topics discussed to avoid wide-ranging and side conversations.

2. Follow existing CRD policies.

a) Members of the VFCYJ committee will follow the Capital Regional District Commission Handbook 2020.

https://www.crd.bc.ca/docs/default-source/legislative-pdf/2020commission-orientation-handbook.pdf?sfvrsn=2b428bca_2

b) This document provides information for Committee members about their roles and responsibilities, describes requirements and processes, and offers information to assist members in fulfilling their obligations to both the Committee, Regional District and to their local community as effectively and efficiently as possible.

c) The CRD policies will be followed with reasonable variations approved by the Committee and will ensure compliance with privacy, safety, information management, and expenses.

d) The VFCYJ will comply with all laws regarding the Freedom of Information and Protection of Privacy Act.

3. Conclusions.

The VFCYJ Procedures, Policies and Community Charter Working Group acknowledges that the recommendations to follow existing CRD policies and procedures and to abide by the Commission orientation handbook include the caveat that these policies and procedures will be adopted with reasonable variations as agreed upon by the Committee (for example, some of the information contained in these documents is specific to the CRD, and its location, times and structure and do not necessarily apply to the VFCYJ committee).

4. Working Group Recommendations:

THAT the Victoria Family Court and Youth Justice Committee adopt the recommendations of the Procedures, Policies, and Community Charter Working Group as outlined in the Working Group's October 28, 2021 Report to the VFC&YJ Committee, specific to:

- 1 Formalizing Meetings: Complying with Community Charter, holding meetings that are open to the public and provisions for closed meetings, Steering committee purpose and function, adoption of CRD's procedure bylaw (with reasonable variations) including guidelines pertaining to minutes, agendas, and meeting and speaking times.

Follow existing CRD policies. Members of the VFCYJ committee will follow the Capital Regional District Commission Handbook 2020 and CRD Bylaw 3828, CRD Procedures Bylaw (with reasonable variations) to ensure compliance with privacy, safety, information management, and expenses. Importantly, the VFCYJ committee will comply with all laws regarding the Freedom of Information and Protection of Privacy Act, the corporate policy and procedure regarding a respectful workplace, debate and conduct.

AND THAT, the Chair of the VFCYJ Committee send a letter to the CRD Board and Staff providing the wording of the Committee's resolution and including a copy of the Work Group's Report, dated October 28, 2021.

Working Group Collaborative Meeting

November 10, 2021 at 11:00 am via zoom

Present: Esther Paterson, Cynthia Day, Marie-Terese Little, Marcie McLean, Adam Flint.

- A. Bylaw - Members were provided with the letter and draft bylaw from the CRD for review. We anticipate that some changes (based on the endorsed working group recommendations forwarded from the main committee) will be made.

Members stated that their goal is to help create a document that is concise, flexible, and amendable.

The Following were noted:

1. Our AGM is scheduled for the 3rd Wednesday in January (not February)
2. The committee needs a definition of 'business' to comply with requirement to not provide a benefit to business
3. School Districts representatives should not be identified as 'trustees' in the bylaw, School Districts should not be limited in their representation, wording should be consistent throughout the bylaw
4. The Chair (not the committee) would be expected to send attendance letters to appointing agencies to inform them if their representative is unable to attend 2 consecutive regular committee meetings (special meetings not counted) VFCYJC to draft template.
5. Page 3 of the draft bylaw
 20. The Committee is hereby tasked with the following duties:
 - (a) to meet at least four times per year to:
 - i. consider and examine community resources for family and children's matters;
 - ii. make recommendations to the court, the Attorney General, or others;
 - iii. solicit and consider applications for receipt of grant-funding; and
 - iv. connect family-and-justice-involved individuals, service providers, and government in a way that encourages collaboration and identifies service gaps;
 - (b) if requested by the court, to act a resource or assist as directed; and
 - (c) report annually to its member local governments and the Attorney General on its activities ~~and recommendations.~~

"and recommendations" is not part of enabling legislation
6. Add 'advocacy' to #19
 19. The Committee has the following **advocacy** objectives:
 - (a) to identify, inform, educate, and report on gaps in regional resources for youth justice and family court issues;
 - (b) to act as a resource for the public and youth and family organizations; and
 - (c) to encourage collaboration between and visibility of community services.
7. There is no mechanism/method for coordination of member experience, ie: experience in probation, education, etc. as defined in the act.
8. Note: 22(b) – "related to its mandate" legislated mandate may change as legislation is amended from time to time.

"(b) contract for support services, volunteer coordination, communications, feasibility studies, and other services and goods related to its mandate;"

- B. Legal Opinion - The committee discussed efforts to fulfil the motion from the October meeting to get a legal opinion after receiving the October 2021 Letter from the Ministry of Attorney the General:

“... I understand that staff from our branch have been in contact with you and, since we received your email in June, your committee decided to become a delegated commission under the Capital Regional District (CRD). I’ve been advised that **a by-law formalizing this arrangement will be considered by the CRD in the coming months. As the roles and responsibilities of your committee are outlined in both the Provincial Court Act (specifically, section 5, Family court committee) and the Youth Criminal Justice Act (specifically, section 18, Youth Justice Committees), any by-laws, changes to your committee’s constitution, and/or mandate will need to be in keeping with these statutory provisions.** ...”

After contacting 3 legal firms with little success due to potential conflicts (having advised the CRD, workloads, area of expertise etc.) Members suggest the following request of the CRD:

Potential Motion:

That the CRD Board provide legal opinion confirming that appointment of The Victoria Family Court Youth Justice Committee as a Delegated Authority Commission of the CRD complies with the statutory provisions and obligations of the Committee as set out by the Provincial Court Act and the Federal Youth Criminal Justice Act.

The committee seeks written assurance from the CRD that the changes proposed in the Delegated Authority Commission Bylaw have been investigated as to their legality and that any consequences of this decision would be the responsibility of the CRD.

The committee also discussed how we might protect legal professionals who may choose to participate as a member of the Delegated Commission due to the recent concerns that those legal professionals who make comment as members of the committee make those comments as committee members and not in their capacities as legal professionals.



Board Info Note Public Board Meeting May 24, 2022

Agenda Item 11.1: Superintendent’s Update

LEARNING

Na’tsa’maht Enhancement Agreement Renewal Process Update:

- Community Gathering and Consultation events at Saseenos and Ruth King Elementary schools were a tremendous success. We had strong representation and attendance from community, school district and the Nations. The diversity of people, ideas and collaborative nature of the events was evident and the feedback both for the Agreement and for our efforts to invite, celebrate and consult community was warmly received and generously applauded.
- We are very pleased with the participation in the Renewal Consultation Survey. In April, we launched the survey to the greater community with the total number of respondents at almost 500, strong themes and ideas emerged about next steps for the agreement and our goals.
- The First Nations Advisory Committee (new committee created for the Renewal process that consists of our partner Nation’s Leadership or their designates) has met 3 times to review data and to refine the goals, objectives and outcomes of the agreement. We now have a preliminary draft that was shared in the Week of May 16th with the Na’tsa’maht Indigenous Education Council for further feedback.
- We are on-track to complete the renewal process by end of June and look forward to a presentation at the June Board Meeting to share details. The official celebration and launch continues to be planned for the National Truth & Reconciliation week.

Trusting relationships, authentic consultation, accountability...

Hych’ka - Coast Salish
Kleco Kleco - Nuuchah-nulth
Marsee – Michif

• *Na’tsa’maht Indigenous Education...working together to improve the success of Indigenous students and increase knowledge and respect for Indigenous culture, language and history among all students, staff and our communities in SD62!*



New Welding Space Opened

- There was an incredible celebration of the joint contribution between the CWB Welding Foundation and the School District in opening the new welding facility at Royal Bay Secondary. The \$75,000 contribution has created an incredible opportunity to enhance pathways and choice for students in our school district.
- Thanks to everyone who has had a hand in bringing this facility to fruition.



Royal Bay Carnival (Dry Grad)

- The Royal Bay Carnival (Dry Grad) took place on Saturday, May 14th at Royal Bay. We want to extend our appreciation to the Royal Bay Parent Advisory Council and volunteers on an absolutely wonderful and successful event. We have included some pictures of the festivities and look forward to ALL of our SD62 graduation ceremonies and celebrations in the month of June.



ENGAGEMENT

All Superintendents Meeting

- The 60 public school superintendents in British Columbia met with the Deputy Minister and Assistant Deputy Ministers in Richmond last week.
- Discussion topics included Indigenous reconciliation and the Declaration on the Rights of Indigenous Peoples (DRIPA), a presentation from Shane Safir on “Street Data”, feedback into the Framework for Enhancing Student Learning process and direction related to child care in the province.

Bus Driver Appreciation Day

- Friday, May 20 was Bus Driver Appreciation Day. A huge shout-out to all SD62 drivers for your continued commitment to the over 4000 students we transport daily. Staff were able to celebrate and be acknowledged with a small event at the Transportation Yard on Amy Road.



GROWTH

Capital Projects

- Staff continue to determine long range capital needs in anticipation of submitting this year’s Capital Plan to the Ministry.
- The draft Guiding Principles for Capital Projects were developed after meeting with staff, community partners and from the Trustee Student Forum. The draft Principles are out for engagement with a Thought Exchange to the SD62 community that closes on May 26. Currently 304 people have been part of the exchange with 141 Thoughts and 3553 ratings. The final draft will be presented to the Board at the June board meeting.

Transportation

- Based on registrations to date, bus routes for next year are being drafted and expected to be announced by June 30.