

Public Notice – Board of Education Online Public Meeting

A public meeting of the Board of Education for School District 62 (Sooke) **will be held on May 28, 2024, at 7:00 pm.**

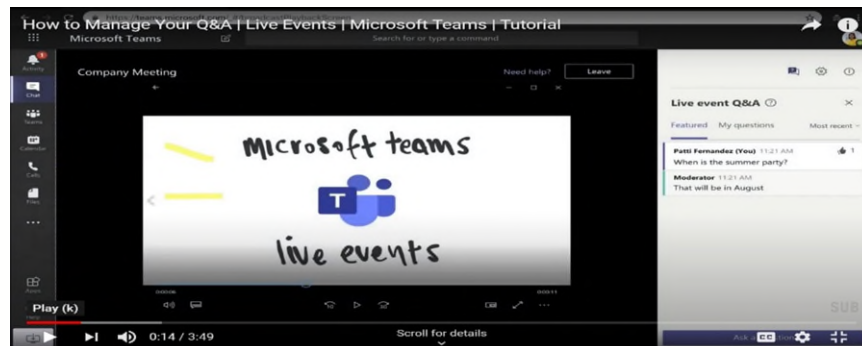
Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

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

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

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

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



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



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
May 28, 2024 – 7:00 p.m.**

AGENDA

- 1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
- 2. AGENDA (page 2)**
 - 2.1 Call for amendments and additional items
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of May 28, 2024, as presented (or as amended).
 - 2.2 Report on In Camera Meeting – Amanda Dowhy
This notice is to inform the public that prior to this meeting an “in-camera” meeting of the Board was held where issues of legal, land and personnel were discussed.
- 3. MINUTES (page 5)**
 - 3.1 Call for amendments to minutes
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the April 30, 2024, as presented (or as amended).
- 4. INFORMATION ITEMS AND ANNOUCEMENTS**
 - 4.1 Board Chair Update – Amanda Dowhy
- 5. EDUCATIONAL PRESENTATIONS**
 - 5.1 School Trip to Greece, Spring 2026 - Royal Bay Secondary School – Stephanie Vink
(page 13)



Motion Requested: That the Board of Education approve the Royal Bay Secondary School Trip to Greece, Spring 2026, subject to the oversight and direction of the Superintendent's Office.

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence

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

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee – Meeting of May 14, 2024 – Christine Lervold (page 24)

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of May 14, 2024.

7.2 2024/25 Annual Budget Bylaw – Harold Cull (page 27)

Motion Requested: That the Board of Education of School District 62 (Sooke) give second and third reading to the 2024/25 Annual Budget Bylaw specifying a total of \$221,481,692.

8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of May 7, 2024 – Cendra Beaton (page 60)

Motion Requested: That the Board of Education of School District 62 (Sooke) accept and endorse the 2024-25 School Codes of Conduct.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the Strategic Plan Quarterly Report as presented at the Education-Policy Committee meeting of May 7, 2024.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of May 7, 2024.

8.2 Adoption of Policy & Regulations – Paul Block (page 82)

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt new Policy and Regulations C-114 “Sanctuary Schools”.

Motion Requested: Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt new Policy and Regulation F-329 “Records Management”.



Motion Requested: That the Board of Education of School District 62 (Sooke) rescind Policy and Regulations C-220 “Student Records” and remove them from the District Policy Manual.

Motion Requested: That the Board of Education of School District 62 (Sooke) rescind Regulations F-330 “Document Retention” and remove them from the District Policy Manual.

9. STUDENTS

10. FOUNDATIONS AND GOVERNANCE

10.1 Trustee Liaison Reports – Board of Education

- EMCS Society – Allison Watson
- Victoria Family Court and Youth Justice Committee– Christine Lervold

11. ADMINISTRATION

11.1 Board of Education 90 Day Work Plan – Amanda Dowhy (page 100)

12. PERSONNEL

12.1 Superintendent’s Report – Paul Block (page 101)

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
April 30, 2024 – 7:00 p.m.

TRUSTEES: Amanda Dowhy, Board Chair
Russ Chipps
Ebony Logins
Allison Watson
Cendra Beaton, Vice Chair
Christine Lervold
Trudy Spiller

STAFF: Paul Block, Superintendent
Harold Cull, Secretary-Treasurer
Monica Braniff, Deputy Superintendent
D’Arcy Deacon, Associate Superintendent
David Strange, Associate Superintendent
Fred Hibbs, Executive Director, HR
Steve Tonnesen, Manager, IT Operations

REGRETS: Farzaan Nusserwanji, Executive Director, IT

SECRETARY: Kristina Ross

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 7:10 p.m. by the Board Chair. A motion to recess was called at 8:47 p.m. and the meeting resumed at 8:57 p.m.

2. AGENDA

2.1 Call for amendments and additional items

49. MOVED Cendra Beaton/Allison Watson
That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of April 30, 2024, as amended.
CARRIED

2.2 Report on In Camera Meeting – Amanda Dowhy



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

3. MINUTES

3.1 Call for amendments to minutes

50. MOVED Cendra Beaton/Russ Chipps
That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of March 12, 2024, as amended.
CARRIED

4. INFORMATION ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Amanda Dowhy

On April 8th the Board Chair, and Superintendent, met with the District of Sooke to speak about their safety concerns along Highway 14 in Sooke. Highlights included different messaging around speed zones, and pedestrian crossings. Congratulations from the Board of Education to the newly elected STA Executive; President Rita Zeni, 1st President Christina Kempenaar, and 2nd President, Amanda Culver.

5. EDUCATIONAL PRESENTATIONS

5.1 School Trip to Baltimore MA, October 31-November 4, 2024 – Lucas MacNeil

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

5.2 School Trip to Portland OR, November 15-November 17, 2024 – Lucas MacNeil

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

5.3 School Trip to Seattle WA, December 6-Dec 8, 2024 – Lucas MacNeil

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

5.4 School Trip to Portland OR, March 14-March 16, 2025 – Lucas MacNeil

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

5.5 School Trip to Huntington Beach CA, January 24-January 29, 2025 – Lucas MacNeil

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

5.6 School Trip to Sisters OR, May 2-May 5, 2025 – Lucas MacNeil

5.7 School Trip to Denver CO, June 12-June 16, 2025 – Lucas MacNeil

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



51. MOVED Cendra Beaton/Russ Chipps
That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School Lacrosse trips as outlined in 5.1 to 5.7, subject to the oversight and direction of the Superintendent's Office.
CARRIED
- 5.8 School Trip to Tokyo, Japan, Spring 2025 – John McIntosh
Staff provided an overview of the trip to the Board of Education.
52. MOVED Allison Watson/Cendra Beaton
That the Board of Education of School District 62 (Sooke) approve the Royal Bay Secondary School Trip to Tokyo, Japan, Spring 2025, subject to the oversight and direction of the Superintendent's Office.
CARRIED
- 5.9 Student Trip to Thailand & Cambodia, March 17-25, 2025 – Yvonne Clark
Staff provided an overview of the trip to the Board of Education.
53. MOVED Christine Lervold/Allison Watson
That the Board of Education of School District 62 (Sooke) approve the Spencer Middle School Trip to Thailand & Cambodia, March 17-25, 2025, subject to the oversight and direction of the Superintendent's office.
CARRIED
- 5.10 Student Trip to Spain, Spring 2025 – Tiffany Evans
Staff provided an overview of the trip to the Board of Education.
54. MOVED Trudy Spiller/Ebony Logins
That the Board of Education of School District 62 (Sooke) approve the Belmont Secondary School Trip to Spain, Spring 2025, subject to the oversight and direction of the Superintendent's Office.
CARRIED
- 6. CORRESPONDENCE & DELEGATIONS**
- 6.1 Correspondence
- a. Email from Justine C, dated April 1, 2024, RE: Build Seamless Before & After School Childcare



55. **MOVED** Cendra Beaton/Russ Chipps
That the Board of Education of School District 62 (Sooke) receive the email from Justine C, dated April 1, 2024, RE: Build Seamless Before & After School Childcare.
CARRIED

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

STA – Christina Kempenaar

The STA held its AGM on May 24th where it hosted 100 teachers. May 17, 2024 was a PRO D Day featuring keynote speaker Qwustenuxun Williams, and had over 20 workshops to choose from. The STA encourages all to take part. Spring staffing has begun. The STA thanked Nora Reid, Strategic HR Manager, for the information she provided prior to the postings, it seems to have answered most members questions.

CUPE 459 – Amber Leonard

CUPE 459 shared reflections on two calls to Action (25,26) from the National Truth and Reconciliation Report. The National Day of Mourning, held on April 26, is dedicated to remembering those who have lost their lives, suffered injury or illness on the job or in a work-related tragedy. Red Dress Day, also known as the National Day of Awareness for Missing and Murdered Indigenous Women and Girls and Two-Spirit People, is observed on May 3rd. Spencer Middle School and Ruth King Elementary School students will be marching down Goldstream Avenue to Savory Elementary School to mark this day.

PVP – Tanya Phillips

Tanya Phillips provided the Board of Education an update on activities around the District. Highlights included: a Na'tsa'maht Indigenous Education Lahal Bone Game Tournament, three community dinners, the multicultural family night, the Youth Work in Trades Awards, and students from around the District attended the Career Fair hosted at School District 61.

Lastly, she thanked the Facilities Team for looking after the 1000 hectares of grounds and fields.

SPEAC – Nevada Kaludjer

SPEAC thanked the Board of Education for allowing its participation at the Education Committee of the Whole meeting where it was able to comment on the potential budget cuts. It is looking forward to further discussion at tonight's meeting. SPEAC is



looking for nominations to join the Executive Team and upcoming events include the SPEAC AGM on May 15th, and the SPEAC PAC Summit

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee Meeting of April 16, 2024 – Christine Lervold

Trustee Lervold provided an overview of the Resources Committee Meeting of April 16, 2024, to the Board of Education.

56. MOVED Christine Lervold/Cendra Beaton
That the Board of Education of School District 62 (Sooke) allow all three readings of the Capital Plan Bylaw 2024/25-CPSD62-01 at its meeting of April 30, 2024.
CARRIED (UNANIMOUSLY)

57. MOVED Christine Lervold/Ebony Logins
That the Board of Education of School District 62 (Sooke) give first, second and third readings of the Capital Plan Bylaw 2024/25-CPSD62-01.
CARRIED

58. MOVED Christine Lervold/Russ Chipps
That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of April 16, 2024.
CARRIED

7.2 Education Committee of the Whole Meeting – April 23, 2024 – Harold Cull

The Board Chair provided an overview of the Education Committee of the Whole Meeting of April 23, 2024.

59. MOVED Ebony Logins/Trudy Spiller
That the Board of Education of School District 62 (Sooke) receive the report from the Education Committee of the Whole meeting of April 23, 2024.
CARRIED

7.3 2024/25 Annual Budget Bylaw – Harold Cull

The Board debated the budget plan submitted by the Executive based on responses from our partner groups and staff. The Board directed staff to add back in counsellors and ECEs and to bring back the revised budget documents to the May meeting.



60. MOVED Cendra Beaton/Christine Lervold
That the Board of Education of School District 62 (Sooke) give first reading to the 2024/25 Annual Budget Bylaw, specifying a total of \$221,481,692.
CARRIED

8. EDUCATION PROGRAM

8.1 Education-Policy Committee Meeting of April 9, 2024 – Cendra Beaton

Trustee Beaton provided an overview of the Education-Policy Committee Meeting of April 9, 2024, to the Board of Education.

61. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations C-114 “Sanctuary Schools”.
CARRIED

62. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education for School District 62 (Sooke) give Notice of Motion to draft new Policy and Regulations F-329 “Records Management”.
CARRIED

63. MOVED Cendra Beaton/Trudy Spiller
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of April 9, 2024.
CARRIED

8.2 Adoption of Policy and Regulations – Paul Block

Staff provided an overview of the adoption of policy and regulation process. STA comment taken into consideration.

64. MOVED Cendra Beaton/Russ Chipps
Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt draft revised Policy and Regulations C-211 “Challenge and Equivalency”.
CARRIED

9. STUDENTS

10. FOUNDATIONS AND GOVERNANCE

10.1 Na'tsa'maht Education Council Meeting of April 24, 2024 – Russ Chipps



Trustee Chipps provided an overview of the new meeting format of the Na'tsa'maht Education Council meeting. Part one of the meeting was open to all current council members and stakeholders, while part two of the meeting was open to only the local land-based first nation rightsholders as per recently passed Bill 40 legislation.

10.2 Trustee Liaison Reports – Board of Education

- Victoria Family Court and Youth Justice Committee (VFCYJC) – Christine Lervold
 - The VFCYJC represents 13 municipalities, 3 schools district and the CRD and is aware of youth and families within the justice system. They will hold an open house on May 21st at the City of Victoria.
- BCSTA Annual General Meeting – Christine Lervold
 - The BCSTA held it AGM April 18-21, in which its theme centred on “dream big lead strong”.
- French Advisory Committee (FAC)– Cendra Beaton
 - The FAC met earlier in the month to review the District’s waitlist for French Immersion. A survey was sent out to K-4 families for a possible 2026 addition to the French Immersion Program.

11. **ADMINISTRATION**

11.1 Board of Education 90 Day Work Plan – Amanda Dowhy

The Board Chair provided an overview of the work plan to the Board of Education.

12. **PERSONNEL**

12.1 Superintendent’s Report – Paul Block

The Superintendent provided the Board of Education an update on Learning, Engagement and Growth. SD 62 grade 4 students attended the local Fire Expo which provided various workshops for them to participate in. Wishart Elementary School hosted its Literacy Week in which they invited various members of the community to speak to students. Invitees included: several UVIC student athletes, a nurse practitioner, doctor, and a DJ from 91.3 “The Zone”. The Superintendent acknowledged the Manager of Strategic Communications, Kristen McGillivray, and noted that from March 2-April 26th the District had 41 media engagements, 1 more in comparison to the Surrey School District in the same timeframe. It was noted that SD 62 has a student population of 13,250 whereas, SD 36 has 81,838 students.

13. **UPCOMING EVENTS**

May 7-Education-Policy Committee Meeting



May 7-National Youth Health Day
May 14-Resources Committee Meeting
May 15-SPEAC AGM
May 16-SPEAC PAC Summit
May 17-Non-Instructional Day
May 20-Victoria Day
May 28-Public Board Meeting

14. FUTURE ITEMS

15. QUESTION PERIOD

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

16. ADJOURNMENT

The meeting was adjourned at 10:28 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer



**INTERNATIONAL EDUCATIONAL TRIPS
PRELIMINARY APPLICATION
STEP ONE**

This form must be completed as Step One of an approval process. It must be approved by the Principal and Associate Superintendent (outside Canada and continental USA) six months before the date of departure. Once this completed form has been approved, the trip details may be confirmed and communication to student and parents/guardians can commence.

Part A:

School: Royal Bay Secondary Date Submitted: May 1, 2024
 Principal: Mike Huck
 Supervisor (Educator in charge): Stephanie Vink
 Destination of Trip: Greece: See Itinerary Attached 9 DAY TRIP
 Departure Date: During spring break 2026 Return Date: During Spring break 2026
 Grade level(s): 9-12 No. of students involved: 230
 Approx. cost of tour: \$ 5069 Approx. cost to students: \$ 5069
 Transportation: AIR + COACH
 No. of school days missed (recommend 3 days maximum) 0
 Source of Funding: Student funded; some fundraising
 Accommodation Arrangements: Billet Hotel/Motel Camping Other

- How has the proposed International Educational Trip been included in the overall plan for the year?

Trip will take place during spring break; is intended to be appealing to a wide variety of students; not course specific.

- Unique Risk/Safety Considerations: All activities are low-moderate risk.
Sight-seeing + walking; swimming @ hotel pools (maybe)

Part B

Please provide a detailed attachment with the following information:

1. Educational objectives/purpose of the trip
2. Proposed draft itinerary
3. Method of financing the trip
4. Plan for supervision (include number of supervisors and names - minimum 1:10)
5. Travel insurance and alternate destination planning to ensure minimal financial impact to participants should travel plan changes need to be made, to ensure student safety.
6. Any other pertinent information

Permission is requested to plan the above International Educational Trip. I have read all applicable documents and addressed the responsibility of the supervisor. The preliminary International Educational Trip application form has been reviewed and parent/ legal guardian approval for student participation will be obtained. Volunteers as defined by Policy and Regulations D-111 Volunteers in Schools will obtain criminal record checks.



Supervisor's Signature



Date

**PERMISSION GRANTED TO PLAN THE PROPOSED
INTERNATIONAL EDUCATIONAL TRIP**



Principal's Signature



Date

Associate Superintendent's Signature

Date

Ecole Royal Bay Secondary Proposed Greece Trip, Spring Break 2026

Stephanie Vink – Teacher Supervisor (Leader)

Linda Funk – Teacher Supervisor

1. **Educational Purpose:** We believe that providing travel experience for students to other cultures is always a worthwhile experience. After a very successful trip to Belize this year I can say that in addition to expanding worldviews, the students learned an amazing array of life skills. By the end of the trip, the students were always on time, organized, could pack a suitcase, and made amazing connections to other students in the school that they would have never talked to otherwise.

This tour to Greece will be appealing for a variety of different students

- a. History Buffs: visiting Athens, the cradle of democracy and many historically significant places.
- b. Literature Buffs: I know that some are excited because of reading Rick Riordan books: Percy Jackson and the Olympians.
- c. Theater Buffs: we will be visiting an open-air theater dating back to 4th century BC
- d. Artistic Buffs: we will be attending a pottery class and of course all the Greek art we will see at the museums.
- e. Science Buffs: Visiting archeological museums and the museum of Archimedes that highlights his inventions and contributions to science.
- f. Physical Activity Buffs: Visiting the site of the first Olympic games 2800 years ago!
- g. Foodies: we will add on the experience of the “Greek Evening” which will allow us to enjoy authentic foods, culture and entertainment.

2. **Itinerary:** See attached.

3. **Method of Financing:** The trip is organized through EF Tours. The trip will be entirely student/family funded and there will be a mix of teacher/family/student led – fundraising activities. All monies will be collected by EF tours; none by the school.

Teacher involved fundraising will mostly cover the costs of the recommended tips for our tour directors, bus driver, and local guides. This works out to roughly (taken from the EF tours tipping guide):

Tour Director: Your Tour Director is with your group 24 hours a day, taking care of all the logistics on tour and becoming a partner and friend on the road. We suggest tipping your Tour Director the equivalent of \$7 - 9 CAD per person, per day.

Bus Driver: Set aside an additional \$3 - \$4 CAD per person, per day for your bus driver.*

Local guides: Plan to tip local guides the equivalent of \$2 - \$3 CAD per person, depending on the length of the excursion.*

Our experience in Belize was that often tour directors are expecting this in USD, not CAD and I would err on having more than needed.

If we can exceed fundraising expectations, we will typically use the monies to pay for lunches, costs at the airport and often times there are “bonus” activities that can be added on when we are there.

Any parents/students who would like to fundraise for to cover the cost of their tour will need to organize and lead those activities themselves. Chaperone help may be provided on a case by case basis (IE: booking the bus look for a bottle drive on a Saturday).

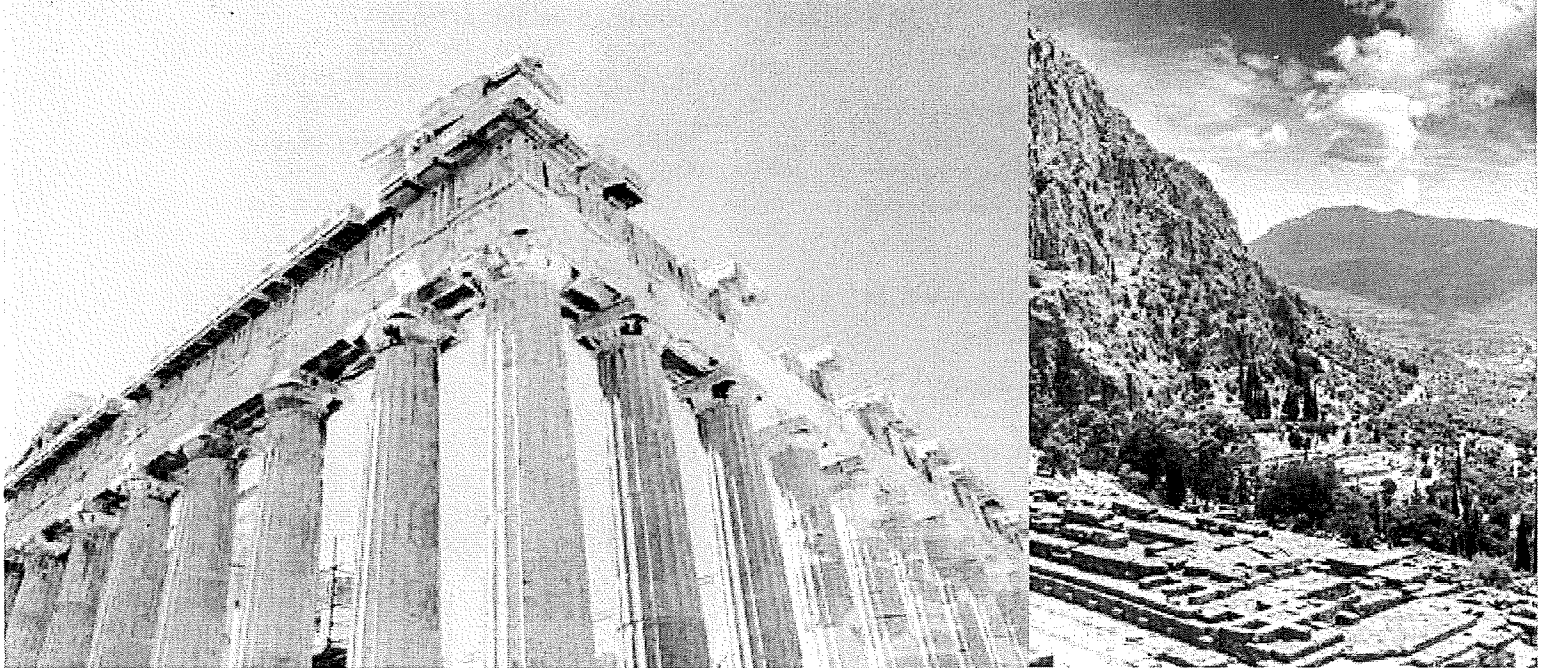
4. **Supervision Plans:** our supervision plan is to have a 1 : 6 chaperone to student ratio, possibly up to 1:8 depending on the exact numbers of attendees with a mix of male and female school district 62 employed supervisors.
5. **Travel Insurance:** We will require the students to purchase the EF provided comprehensive and complete travel insurance: this will be mandatory (please see a copy attached).

If an alternative destination is required, EF would decide on a similar destination that they could accommodate us in (ex: other sites in Europe). There should be zero or minimal financial impact on the participants in this case. Their network and experience means that they have come across these situations before and have the resources to adapt quickly and safely for all those involved.

6. **Other Pertinent Information:** Corey Vink, teacher at EMCS is planning on offering the same trip to join us with EMCS students. This went well and the students integrated with ours nicely on the Belize Trip.

Disclosure of Teacher Supervisor “Perks”:

- a. Teacher supervisors and Chaperones attend the trip for “free” – must pay for the insurance
 - After chaperoning the Belize tour, no one would do this if they had to pay for it. It was not relaxing; enjoyable yes, but not a *vacation*.
- b. Teacher supervisor’s family members save 10% off their tours (my son may be coming)
- c. It is possible that first time teacher supervisors are offered leadership training in the summer months (this is usually for around 3 days and can be all over the world)
- d. Teacher leaders earn “travel rewards” with EF tours which you can use to upgrade tours and take discovery tours on your own (I think you’d need to lead MANY tours for this to be worth anything).



Grecian Odyssey

9 or 12 DAYS

Included in the program fee:

- Round trip airfare
- Transfers to and from the airport and hotel and between destination cities (as per program itinerary)
- Overnight in hotels with private bathrooms
- Continental breakfast daily
- Dinner daily
- Full-time services of an EF Tour Director

Not included in the program fee:

- Customary gratuities for your tour director, local guide and driver
- Porterage
- Personal Insurance
- Beverages and lunches
- Public transportation to free time activities

Overnight stays: Athens (4); Argolia (1); Olympia (1); Delphi (1); Greek Island Cruise (3).

Sightseeing tours led by an expert:

Athens; Cape Sounion; Epidaurus; Mycenae; Olympia; Delphi.

Entrances included: Acropolis; Acropolis Museum; Cape Sounion; Epidaurus Site; Mycenae Site; Pottery Experience; Olympia Site & Museum; Museum of Archimedes; Delphi Site & Archaeological Museum.

Optional Excursions: Saronic Cruise; Greek Evening.

Please note that the following is a sample timed itinerary for this EF tour with approximate addresses, activity durations, and transfer times. Exact timing may vary based on available flights, hotel location, scheduled activity bookings, traffic, etc. Your EF Tour Director is available to the group 24/7 while on tour. EF works with Group Leaders to ensure that travellers have a safe and memorable experience while on tour.

Day 1: Fly overnight to Athens**Day 2: Athens****Afternoon: Arrive in Athens and meet your Tour Director at the airport**

Welcome to Athens, the Cradle of Democracy and birthplace of Western civilization. A modern city with a strong connection to its ancient history, Athens has been a center of culture, politics, and history for thousands of years.

Travel by private motorcoach to the hotel in Athens

6:00pm: Group dinner at the hotel in Athens

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 3: Athens | Cape Sounion | Corinth | Argolida

6:00 am: Wake-up call

7:00 am: Breakfast at the hotel

8:00 am: Travel by private motorcoach to Argolida via Cape Sounion and Corinth

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Guided visit to the Temple of Poseidon at Cape Sounion

At the southern tip of the Attic Peninsula, view one of the most imposing sights in the ancient world. High above the sparkling Aegean, the 5th century B.C. Temple of Poseidon, one of Greece's most evocative ruins, dominates the landscape. Sixteen elegant Doric pillars remain, and from this lofty cliffside location, you can see five Aegean islands on a clear day.

4:00pm: Stop for a photo at the Corinth Canal

Journey by way of the Corinth Canal (Oedipus spent his childhood in Corinth) en route to Athens. The views of the adjacent mountains reflected in the water are some of the most impressive in Greece.

5:30pm: Arrive at the hotel in Argolida

Continue to Argolida. Home to Greece's first capital, the peninsula is dotted with orange and olive groves. Together with the Isthmus of Corinth, Argolida forms the Saronic Gulf, known for its sailing and charters due to its proximity to Athens.

6:00pm: Group dinner at the hotel in Argolida

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 4: Argolida | Epidaurus | Mycenae | Olympia

6:00am: Wake-Up call

7:00am: Breakfast at Hotel

8:00am: Travel by private motorcoach to Olympia via Epidaurus and Mycenae

10:00am: Guided sightseeing of Epidaurus and Mycenae

Visit the ancient site of Epidaurus, famous for its 14,000 seat open-air theater dating back to the 4th century BC. One of the best-preserved amphitheatres in all of Greece, its acoustics are world-renowned—a person whispering in the round orchestra can be heard from the top row of seats. Continue on to Mycenae a strategic city perched on a hilltop, overlooking valleys, mountains and the sea. In ancient times, "golden Mycenae" was considered one of Greece's greatest cities. According to Homer's epic, it was in Mycenae that Agamemnon began his legendary campaign against Troy.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Participate in a Pottery Experience in Mycenae

After your visit to Mycenae, travel a few kilometers outside the city to the a Pottery workshop. Here, a master craftsman will explain how to make the traditional Greek Clay pots, called Amforeas, and will then give you a chance to make your own! If you'd like to have the craftsman bake and finish your creation, you can arrange to have it shipped backed home for a small cost.

5:00pm: Arrive in the Olympia region

Welcome to Olympia, most famously known as the site of the ancient Olympic Games. Despite its name, is it nowhere near Mt. Olympus, which is located in Northern Greece.

6:00pm: Group dinner at the hotel in Olympia

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 5: Olympia | Delphi

6:00am: Wake-Up call

7:00am: Breakfast at Hotel

8:00am: Travel by private motorcoach to Delphi

9:00am: Guided sightseeing of Olympia

Visit Olympia, site of the first Olympic Games almost 2,800 years ago. According to legend, Hercules proposed the idea of the Olympics, which were intended as a means of honoring Zeus. Back then the games were held every four years—a tradition that the modern-day Olympics upheld until 1994, when the summer and winter games were first split into different years.

11:00am: Visit the Olympia Site and Museum

The museum houses some very impressive artifacts in its collection including sculptured ornaments for the Temple of Zeus, Hermes of Praxiteles, and Nike of Paionios. The museum reopened in 2004 after extensive renovations by architect Patrocolos Karadinis and is now a main attraction in Olympia.

12:00pm: Visit the Museum Of Archimedes

Dedicated to Archimedes of Syracuse, a known physicist, engineer and astronomer, this museum highlights his greatest inventions and contributions to science.

1:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

6:00pm: Arrive at the hotel in Delphi

On the slopes of Mount Parnassus lies Delphi, home of the mystical Oracle. For centuries, ancient Greeks would communicate with the gods here, seeking advice and answers at this magical site where the heavens and the earth were said to meet. Delphi was considered not only the center of worship for the god Apollo, but also the center of the world.

7:00pm: Group dinner at the hotel in Delphi**9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out****Day 6: Delphi | Athens****6:00am: Wake-Up call****7:00am: Breakfast at Hotel****8:00am: Travel by private motorcoach to central Delphi****10:00am: Guided sightseeing of Delphi**

Greeks believed Delphi to be the center of the world, and a site that originally belonged to Mother Earth. As you explore the sacred hills with a local guide, ponder the mysteries of what lies in your future, as did Greece's ancient military leaders, who left gifts for the Oracle in hopes of good fortune in battle. Then visit the Temple of Apollo where, according to legend, the gods communicated with mortals. Conclude with a stop at the Delphi Museum, whose collection boasts many artifacts dating back to 550 B.C., reminiscent of ancient Greece's mythical past.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Travel by private motorcoach to Athens

Welcome to Athens, the Cradle of Democracy and birthplace of Western civilization. A modern city with a strong connection to its ancient history, Athens has been a center of culture, politics, and history for thousands of years.

6:00pm: Optional Activity – Greek Evening

Tonight, opt to experience Greece's unique and colorful culture during an evening of traditional entertainment and cuisine. Enjoy an authentic meal composed of typical dishes at a specially selected taverna in or near the famous old Plaka district of Athens. Watch an enthralling belly-dance performance, and witness the fancy footwork and twirling bravado of traditional Greek dancing while musicians perform on bouzoukis, stringed instruments unique to Greece. Musical instruments, which date from the Bronze Age in Greece, have long played a central role in Greek tradition, as have regional dances. Experience firsthand this thrilling element of Greek culture!

9:00pm: Travel by private motorcoach to the hotel in Athens**10:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out****Day 7: Athens****6:00 am: Wake-up call****7:00 am: Breakfast at the hotel****8:00 am: Travel by private motorcoach to central Athens****10:00am: Guided Sightseeing of Athens**

An expert local guide introduces you to the antiquities of Athens. Partially on your coach bus and partially on foot, get to know this ancient city named after Athena, goddess of war and wisdom. Climb up to the Acropolis to view the majestic Parthenon, an impressive architectural feat and symbol of western civilization. See the Temple of Athena Nike, which once housed a gold statue of the goddess with her wings clipped to keep her from ever deserting the city. After descending from the "sacred rock" be sure to check out the marble filled Panathenaic Stadium, which held the first modern Olympic Games in 1896.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Visit the Acropolis

Climb the Acropolis to view the majestic Parthenon, perhaps the world's greatest architectural feat. See the Temple of Athena Nike, which once housed a gold statue of the goddess (her wings were clipped to keep her from ever deserting the city). Athens is named after Athena, the goddess of war and wisdom. After seeing the Presidential Guard in their traditional costumes, pass the stadium, where the first modern Olympics were held in 1896, as well as lively Omonia and Syntagma Squares.

4:00pm: Visit the Acropolis Museum

Visit this archaeological museum that houses nearly 4,000 artifacts from the acropolis and surrounding site. This museum opened in 2009 and is built on the southeastern slope that was once the route of the ancient road that led up to the "sacred rock".

5:00pm: Walking tour of Athens

Get to know Athens during your Tour Director-led walking tour. Together you might stroll through the Plaka district or Monastiraki.

6:00pm: Group dinner at a restaurant in central Athens**8:00pm: Travel by private motorcoach to the hotel in Athens**

10:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 8: Athens

6:00 am: Wake-up call

7:00 am: Breakfast at the hotel

8:00 am: Travel private motorcoach to central Athens

10:00am: Optional Activity – Saronic Cruise

Journey through the islands of the Saronic Gulf. Your first port of call is ancient Aegina, already well-known in the days of the pan-Hellenic Games. Then it's on to Poros, site of the Temple of Poseidon. Here, Demosthenes, a Greek orator who led the Athenian opposition toward Macedonia, escaped a death sentence by committing suicide. Last stop is Hydra, whose inhabitants figured prominently in the Greek War of Independence (Greece was a part of the Ottoman Empire until 1821). You'll also enjoy an included lunch during the cruise.

5:00pm: Group dinner at a restaurant in central Athens

8:00pm: Travel by private motorcoach to the hotel in Athens

10:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 9: Depart for Home

4:30am: Wake-Up Call

5:30am: Breakfast at Hotel

6:30am: Transfer to the airport for your return flight

Your tour director assists with your transfer to the airport, where you will check in for your return flight home.

The itinerary is subject to change.

For complete financial and registration details, please refer to the Booking Conditions at www.eftours.ca/bc.

- For an additional cost add the following 3-day extension:

Day 9: Greek Island Cruise

6:00am: Wake-up call
 7:00am: Breakfast at the hotel
 8:00am: Travel by private motorcoach to the port

10:00am: Board the cruise for the 3-day excursion

12:00pm: Lunch on board the cruise

6:00pm: Group dinner on board the cruise

9:30pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 10: Greek Island Cruise | Santorini | Mykonos

6:00am: Wake-up call
 7:00am: Breakfast on board the cruise
 8:00am: Disembark the cruise for a half-day excursion to Santorini

10:00am: Included Excursion – Oia Village
 Explore Santorini on this guided bus and walking tour. Admire the panoramic view of the Aegean Sea and the neighboring islands on your way to Oia Village. Built on the Caldera rim, Oia Village is an excellent example of Cycladic architecture. Walk along the cobblestone streets and explore the village, known for its white-washed houses with blue shutters. You will have free time to walk along the marble-paved alleys and poke around in the cute shops. *Groups traveling March – April:* Take the cable car down to the Port of Fira and return to the cruise ship via tender boats. Please note that a wait of more than a half hour can sometimes be expected at the cable cars. *Groups traveling May – October:* Continue to Athinios Port and return to the cruise ship by tender boat.

12:00pm: Lunch on board the cruise

2:00pm: Continue sailing towards Mykonos

5:00pm: Group dinner on board the cruise

6:30pm: Included Excursion – Mykonos Walking Tour

Guests will be transferred from the port to the town center (also known as Hora) for a walking tour of Mykonos (1hr). With your escort guide, you will pass by the Church of St. Nicholas on the way to the picturesque area of Alefkandra, known as the “Little Venice.” By the harbor, Mykonos’s iconic windmills are a beautiful photo opportunity, and offer a scenic vista over the old port.

9:30pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 11: Greek Island Cruise | Cesme, Turkey

6:00am: Wake-up call

7:00am: Breakfast on board the cruise

8:00am: Disembark the cruise for a full-day excursion to Cesme and Ancient Ephesus

10:00am: Included Excursion – Ancient Ephesus

Discover the splendor of Ancient Ephesus, one of the largest Roman archaeological sites in the Mediterranean. Your guided tour will feature exceptionally well-preserved ruins of the city, including the Agora, the Odeon, the Domitian Temple, the Hercules Gate, the Temple of Hadrian, the Celsus Library, and the Great Theater. At the end of the excursion, the group will have the chance to shop for souvenirs, local goods, and sweets. Please note: Ancient Ephesus is a full day excursion, so travelers will not have the opportunity to eat lunch on board the ship. Light refreshments will be provided while on the road; travelers should also plan to bring or buy snacks.

5:00pm: Return to the cruise

6:00pm: Group dinner on board the cruise

9:30pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 12: Depart for Home

4:30am: Wake-Up Call

5:30am: Breakfast at Hotel

6:30am: Transfer from the cruise port to the airport for your return flight

Your tour director assists with your transfer to the airport, where you will check in for your return flight home.

The itinerary is subject to change.

For complete financial and registration details, please refer to the Booking Conditions at www.eftours.ca/bc.



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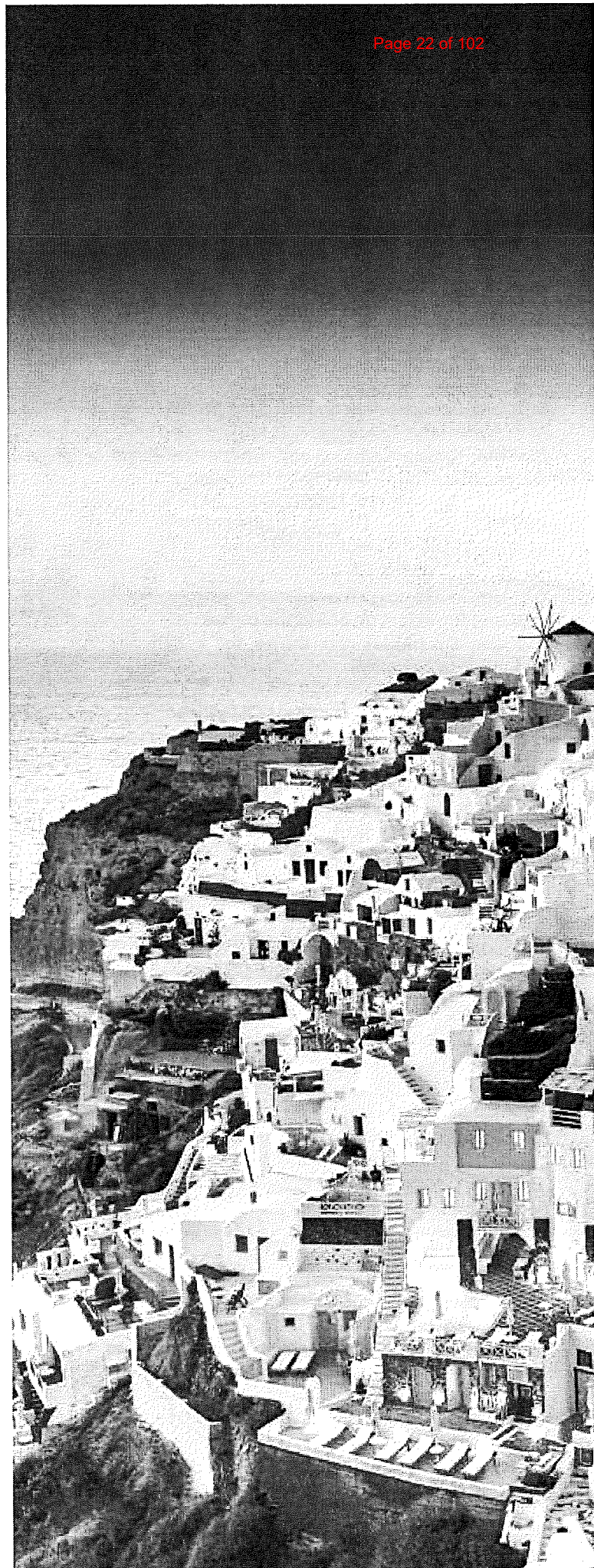
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Your Price Quote

Grecian Odyssey

Prepared For Linda Funk	Prepared On April 18, 2024
Tour Page www.eftours.ca/GRO	

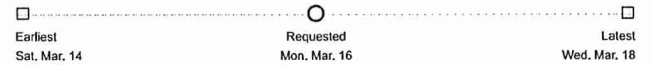
Your travel details

Total Length
9 days

Departing From
Victoria (BC)

Requested Travel Dates
Monday, March 16, 2026 - Tuesday, March 24, 2026

Your Departure Date Range



Total Price

Price valid for travellers enrolled April 18, 2024 - April 30, 2024

Student \$5,069 or \$222 / 22 mos	Adult \$6,059 or \$267 / 22 mos
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Student Price Breakdown

Program Price	\$4,870
Peace of Mind	FREE
Global Travel Protection Plan	\$199

For every 6 paying travellers, 1 chaperone travels FREE

Everything you get

Tour Inclusion

Round trip economy class flights, hotels with private baths roomed in triples or quads, breakfasts and dinners (see your itinerary for meal details), on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at www.eftours.ca/GRO.

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Your dedicated Tour Director is with your group 24/7, providing deep local insight while handling all on-tour logistics.

Expert Local Guides

Your expert local guides add cultural insight and global perspective on your sightseeing tours.

Personalized Learning Support

Our personalized learning experience engages students before, during and after tour, with the option to create a final, reflective project.

Continuous Support

Your dedicated EF team helps you every step of the way—from recruiting and enrolling travellers to planning and managing your tour.

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EF has over 500 schools and offices in more than 50 countries worldwide so wherever you go, we're there too.

Peace of Mind Program

Feel secure knowing your group can change their destination or travel dates due to unforeseen circumstances.

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Amanda Dodds
1-800-387-1460
amanda.dodds@ef.com

Adult supplement required for age 20 and older at the time of travel, roomed in twin accommodation. Students, travelers under age 20, will be roomed in triples or quads.

Program Price valid for today. Program price includes HST/GST where applicable. (domestic tours only), departure taxes, and airport fees. Please call 1-800-387-1460 for more information.

To view EF's Booking Conditions, visit eftours.ca/bc which outline full price inclusions, payment schedule, cancellation, and refund policies.

We understand that plans sometimes change due to unforeseen circumstances. EF's Peace of Mind Program allows your entire group to change your tour or departure date. Your group can feel secure planning your trip, knowing that your plans are flexible.

Travellers may also purchase the Global Travel Protection Plan and, if applicable, the Cancel For Any Reason (CFAR) Insurance Add-On. Please visit eftours.ca/coverage for complete terms, conditions and exclusions by referring to the Zurich Certificate of Insurance.

Itinerary shown is for 2026 travel. Itineraries are subject to change biannually, please call for more details.

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() Not sure of 2026 SB Dates; Calendars not published yet (*)*

Committee Report of Resources Committee Meeting of May 14, 2024 via MS Teams

Present: Christine Lervold, Trustee (Committee Chair)
Ebony Logins, Trustee (Committee Member)
Paul Block, Superintendent & CEO
Harold Cull, Secretary Treasurer
Monica Braniff, Deputy Superintendent
Ed Berlando, STA
Trudy Court, CUPE
Tom Davis, SPEAC
Ceilidh Deichmann, SPVPA
Mhairi Bennett, Director, Facilities
Randy Cobb, Manager, Transportation
David Lee-Bonar, Assistant Secretary Treasurer
Nicole Gestwa, IT

1. **CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES**

The meeting was called to order at 6:03 pm by the Committee Chair, who acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

The Chair provided Trudy Court the opportunity to discuss with the Committee some of the upcoming events to celebrate CUPE 459's 60th anniversary.

2. **COMMITTEE REPORT**

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated April 9, 2024, at its Public Board Meeting dated April 23, 2024.

3. **PRESENTATIONS**



4. BUSINESS

4.1 23/24 Quarter 3 Financial Forecast – David Lee Bonar

Staff provided a 23/24 Quarter 3 Financial Forecast update to the Resources Committee. There is a forecasted savings of \$620,473 from the budget at this time which will result in a \$2.473M or 1.5% unrestricted operating surplus at June 30, 2024. Staff also updated the draft multi-year financial plan which included the above noted surplus and the impacts that benefits have on the surplus. Staff will continue to monitor the district's financials until the end of the school year in order to confirm the actual amount of unrestricted operating surplus.

4.2 24/25 Bus Registration and Student Tracking Project Update – Randy Cobb

Bus Registration for the 24/25 school year opened in March and was paused April 30, to establish routes. The registration process will continue after May 1st with rides assigned pending sufficient room on bus routes. So far, 3,800 riders have registered for next school year. Given that the Board passed 1st reading of the 24/25 Annual Budget Bylaw at their April meeting which included a rider fee of \$300/rider and a reduced number of routes, staff will reach out to those registered to confirm that transportation services are still being requested if a route is to be assigned. Routes for the 24/25 year are currently being developed based on the registered riders to date and the pending budget decisions to be made.

As discussed at the September and March Committee meetings, staff are preparing for a transportation student tracking pilot project for implementation in June of this year. The pilot project will be conducted in the Milnes Landing family of schools where approximately 25% of our riders reside and the limited number of schools will allow for a manageable test of the system. The Committee discussed the main dates for the project and remaining schedule of the rollout. This includes installation of the hardware and the training required for drivers and staff. The Committee also discussed some of the expected challenges with the project and the opportunity to resolve these issues during the month of June.

4.3 24/25 Annual Budget Decision Making Process – Harold Cull

The Board of Education approved an Ethical Decision-Making Framework (EDMF) to be used for significant decisions being made at the Board level. A discussion of the practicality of the EDMF was had in relation to the annual budget development process. The Committee discussed the safety and relationship considerations and how best to connect with students on the Board's decision-making processes.



4.4 25/26 Capital Plan Submission – Mhairi Bennett

The District is required to submit a 5-year Capital Plan to the Ministry of Education and Child Care by June 30th for Major Capital and September 30th for Minor Capital. Staff are preparing a plan for the Board's consideration at the June 2024 meeting. The Committee discussed the initial plan of priorities with staff bring back the finalized Major Capital Plan for review and support in June and the Minor Capital Plan in September.

5. **ADJOURNMENT AND NEXT MEETING DATE:** June 11, 2024





Board Info Note

Public Board Meeting

May 28, 2024

Agenda Item: 7.2 – 24/25 Annual Budget Bylaw

Background

- The District has been working through the 24/25 budget development process since the middle of February and staff drafted a plan for the Board to consider that was given 1st reading at the April 30th Board meeting
- The attached Annual Budget Bylaw and Ministry template were part of the package and discussion held on April 23rd at the Board’s Committee of the Whole (COW) as well as the April 30th Board meeting

Follow Up

- Based on the feedback received at the April 30th Board meeting, staff have updated the attached budget template to reflect the decisions of the Board
- These decisions included maintaining the same level of teacher counsellors and early childhood educators (ECEs) as the current fiscal year

Final Steps

- Staff are asking the Board to consider the following motion:

Motion Requested: That the Board of Education of School District 62 (Sooke) give 2nd and 3rd reading to the 2024/25 Annual Budget Bylaw, specifying a total of \$221,481,692.

Prepared by: Harold Cull, Secretary Treasurer

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 2024/2025 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 and Child Care 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 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$221,481,692 for the 2024/2025 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 2024/2025.

READ A FIRST TIME THE 30th DAY OF APRIL, 2024;

READ A SECOND TIME THE 28th DAY OF MAY, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE 28th DAY OF MAY, 2024;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 62 (Sooke) Annual Budget Bylaw 2024/2025, adopted by the Board the _____ DAY OF _____, 2024.

Secretary Treasurer

Annual Budget

School District No. 62 (Sooke)

June 30, 2025

School District No. 62 (Sooke)

June 30, 2025

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

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Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 62 (Sooke) Annual Budget Bylaw 2024/2025, adopted by the Board the _____ DAY OF _____, 2024.

Secretary Treasurer

School District No. 62 (Sooke)

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	13,620,500	13,233,625
Adult	19,500	24,375
Total Ministry Operating Grant Funded FTE's	13,640,000	13,258,000
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	193,634,117	184,604,978
Other	141,000	265,490
Tuition	8,092,788	6,914,749
Other Revenue	6,026,722	6,424,267
Rentals and Leases	512,500	502,500
Investment Income	878,875	885,942
Amortization of Deferred Capital Revenue	11,197,272	10,992,151
Amortization of Deferred Capital Revenue - For Lease	61,477	61,477
Total Revenue	220,544,751	210,651,554
Expenses		
Instruction	182,321,909	173,447,555
District Administration	7,343,442	7,413,399
Operations and Maintenance	27,695,086	26,493,296
Transportation and Housing	3,771,255	4,539,638
Total Expense	221,131,692	211,893,888
Net Revenue (Expense)	(586,941)	(1,242,334)
Budgeted Allocation (Retirement) of Surplus (Deficit)		3,376,088
Budgeted Surplus (Deficit), for the year	(586,941)	2,133,754
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(586,941)	2,133,754
Budgeted Surplus (Deficit), for the year	(586,941)	2,133,754

School District No. 62 (Sooke)

Annual Budget - Revenue and Expense

Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	173,240,693	162,856,604
Operating - Tangible Capital Assets Purchased		2,704,100
Special Purpose Funds - Total Expense	34,166,984	35,534,985
Capital Fund - Total Expense	13,724,015	13,502,299
Capital Fund - Tangible Capital Assets Purchased from Local Capital	350,000	350,000
Total Budget Bylaw Amount	221,481,692	214,947,988

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, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(586,941)	(1,242,334)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds		(2,704,100)
From Local Capital	(350,000)	(350,000)
Total Acquisition of Tangible Capital Assets	(350,000)	(3,054,100)
Amortization of Tangible Capital Assets	12,134,213	11,912,497
Total Effect of change in Tangible Capital Assets	11,784,213	8,858,397
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	11,197,272	7,616,063

School District No. 62 (Sooke)
Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	162,151,408	153,091,639
Other	141,000	141,000
Tuition	8,092,788	6,914,749
Other Revenue	1,839,122	1,048,757
Rentals and Leases	512,500	502,500
Investment Income	853,875	835,971
Total Revenue	173,590,693	162,534,616
Expenses		
Instruction	148,491,802	138,249,447
District Administration	7,343,442	7,413,399
Operations and Maintenance	14,229,059	13,379,682
Transportation and Housing	3,176,390	3,814,076
Total Expense	173,240,693	162,856,604
Net Revenue (Expense)	350,000	(321,988)
Budgeted Prior Year Surplus Appropriation		3,376,088
Net Transfers (to) from other funds		
Tangible Capital Assets - Work in Progress		(2,704,100)
Local Capital	(350,000)	(350,000)
Total Net Transfers	(350,000)	(3,054,100)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 62 (Sooke)

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	161,382,708	149,697,605
ISC/LEA Recovery	(572,717)	(572,717)
Other Ministry of Education and Child Care 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
Labour Settlement Funding	-	2,625,334
Total Provincial Grants - Ministry of Education and Child Care	162,151,408	153,091,639
Provincial Grants - Other	141,000	141,000
Tuition		
Continuing Education	90,000	90,000
International and Out of Province Students	8,002,788	6,824,749
Total Tuition	8,092,788	6,914,749
Other Revenues		
Funding from First Nations	572,717	572,717
Miscellaneous		
Grants for Crossing Guards	70,000	70,000
Rebates	51,000	51,000
SGF Discretionary	200,000	200,000
Transportation Safety Fees	80,000	80,000
Miscellaneous	75,040	75,040
Bus Fees	790,365	
Total Other Revenue	1,839,122	1,048,757
Rentals and Leases	512,500	502,500
Investment Income	853,875	835,971
Total Operating Revenue	173,590,693	162,534,616

School District No. 62 (Sooke)

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2025

	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$
Salaries		
Teachers	64,425,213	60,976,908
Principals and Vice Principals	10,498,675	10,460,864
Educational Assistants	19,269,966	16,458,734
Support Staff	15,726,329	15,509,574
Other Professionals	5,808,016	5,996,389
Substitutes	6,281,371	6,178,277
Total Salaries	122,009,570	115,580,746
Employee Benefits	32,637,333	29,783,165
Total Salaries and Benefits	154,646,903	145,363,911
Services and Supplies		
Services	7,835,669	7,326,240
Professional Development and Travel	1,140,112	1,066,164
Rentals and Leases	308,858	308,858
Dues and Fees	167,956	166,956
Insurance	577,651	487,651
Supplies	6,146,900	6,295,180
Utilities	2,390,844	1,815,844
Bad Debt	25,800	25,800
Total Services and Supplies	18,593,790	17,492,693
Total Operating Expense	173,240,693	162,856,604

School District No. 62 (Sooke)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	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	53,960,447	279,173	163,368	2,446,245	471,946	4,625,063	61,946,242
1.03 Career Programs	191,744			169,508		34,680	395,932
1.07 Library Services	611,618			280,087		6,634	898,339
1.08 Counselling	2,126,659					1,157	2,127,816
1.10 Inclusive Education	4,748,353	302,763	18,688,406	178,275	1,376,481	678,683	25,972,961
1.30 English Language Learning	941,636			244,688		32,640	1,218,964
1.31 Indigenous Education	642,729	298,661	418,192	107,098		32,679	1,499,359
1.41 School Administration		9,135,012		2,849,821		250,487	12,235,320
1.61 Continuing Education				31,325			31,325
1.62 International and Out of Province Students	1,190,590	321,200		411,340			1,923,130
Total Function 1	64,413,776	10,336,809	19,269,966	6,718,387	1,848,427	5,662,023	108,249,388
4 District Administration							
4.11 Educational Administration		161,866			961,418		1,123,284
4.40 School District Governance					147,500		147,500
4.41 Business Administration	11,437			605,035	2,339,306	96,602	3,052,380
Total Function 4	11,437	161,866	-	605,035	3,448,224	96,602	4,323,164
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				134,974	165,443		300,417
5.50 Maintenance Operations				5,829,025	237,118	395,815	6,461,958
5.52 Maintenance of Grounds				830,597			830,597
5.56 Utilities							-
Total Function 5	-	-	-	6,794,596	402,561	395,815	7,592,972
7 Transportation and Housing							
7.41 Transportation and Housing Administration				131,619	108,804		240,423
7.70 Student Transportation				1,476,692		126,931	1,603,623
Total Function 7	-	-	-	1,608,311	108,804	126,931	1,844,046
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	64,425,213	10,498,675	19,269,966	15,726,329	5,808,016	6,281,371	122,009,570

School District No. 62 (Sooke)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Annual Budget	2024 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	61,946,242	17,153,245	79,099,487	4,370,751	83,470,238	78,998,074
1.03 Career Programs	395,932	117,489	513,421	496,663	1,010,084	1,071,677
1.07 Library Services	898,339	232,215	1,130,554	23,500	1,154,054	1,173,888
1.08 Counselling	2,127,816	569,104	2,696,920	6,237	2,703,157	2,595,058
1.10 Inclusive Education	25,972,961	6,944,020	32,916,981	754,180	33,671,161	29,715,179
1.30 English Language Learning	1,218,964	303,721	1,522,685	68,236	1,590,921	1,372,284
1.31 Indigenous Education	1,499,359	356,637	1,855,996	400,754	2,256,750	2,125,530
1.41 School Administration	12,235,320	3,036,634	15,271,954	547,900	15,819,854	15,560,213
1.61 Continuing Education	31,325	6,080	37,405	19,500	56,905	56,905
1.62 International and Out of Province Students	1,923,130	468,548	2,391,678	4,367,000	6,758,678	5,580,639
Total Function 1	108,249,388	29,187,693	137,437,081	11,054,721	148,491,802	138,249,447
4 District Administration						
4.11 Educational Administration	1,123,284	245,806	1,369,090	717,702	2,086,792	1,958,727
4.40 School District Governance	147,500	9,500	157,000	132,088	289,088	289,088
4.41 Business Administration	3,052,380	717,931	3,770,311	1,197,251	4,967,562	5,165,584
Total Function 4	4,323,164	973,237	5,296,401	2,047,041	7,343,442	7,413,399
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	300,417	72,824	373,241	401,115	774,356	949,193
5.50 Maintenance Operations	6,461,958	1,735,331	8,197,289	1,457,359	9,654,648	9,218,391
5.52 Maintenance of Grounds	830,597	217,261	1,047,858	361,353	1,409,211	1,396,254
5.56 Utilities	-	-	-	2,390,844	2,390,844	1,815,844
Total Function 5	7,592,972	2,025,416	9,618,388	4,610,671	14,229,059	13,379,682
7 Transportation and Housing						
7.41 Transportation and Housing Administration	240,423	61,298	301,721	54,991	356,712	437,949
7.70 Student Transportation	1,603,623	389,689	1,993,312	826,366	2,819,678	3,376,127
Total Function 7	1,844,046	450,987	2,295,033	881,357	3,176,390	3,814,076
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	122,009,570	32,637,333	154,646,903	18,593,790	173,240,693	162,856,604

School District No. 62 (Sooke)

Annual Budget - Special Purpose Revenue and Expense

Year Ended June 30, 2025

	2025	2024 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	29,954,384	29,985,014
Other		124,490
Other Revenue	4,187,600	5,375,510
Investment Income	25,000	49,971
Total Revenue	34,166,984	35,534,985
Expenses		
Instruction	33,830,107	35,198,108
Operations and Maintenance	336,877	336,877
Total Expense	34,166,984	35,534,985
Budgeted Surplus (Deficit), for the year	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2025

	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 and Child Care	336,877	571,426			192,000	41,650	433,781	797,821	1,596,233
Other				3,000,000				35,000	
Investment Income			25,000						
	336,877	571,426	25,000	3,000,000	192,000	41,650	433,781	832,821	1,596,233
Less: Allocated to Revenue	336,877	571,426	25,000	3,000,000	192,000	41,650	433,781	832,821	1,596,233
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	336,877	571,426			192,000	41,650	433,781	797,821	1,596,233
Other Revenue				3,000,000				35,000	
Investment Income			25,000						
	336,877	571,426	25,000	3,000,000	192,000	41,650	433,781	832,821	1,596,233
Expenses									
Salaries									
Teachers							70,000	71,000	30,000
Principals and Vice Principals								50,000	
Educational Assistants		446,426							170,000
Support Staff				5,000	145,000	10,000		55,000	120,000
Other Professionals								197,000	
Substitutes				20,000		15,000	100,000	25,000	953,000
	-	446,426	-	25,000	145,000	25,000	170,000	398,000	1,273,000
Employee Benefits		125,000		5,000	40,000	6,000	42,000	77,000	298,233
Services and Supplies	336,877		25,000	2,970,000	7,000	10,650	221,781	357,821	25,000
	336,877	571,426	25,000	3,000,000	192,000	41,650	433,781	832,821	1,596,233
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2025

	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning	Feeding Futures Fund	Academies
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-								
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	24,078,539	33,947	51,000	6,000	55,400	19,000	175,000	1,565,710	
Other									1,100,000
Investment Income									
	24,078,539	33,947	51,000	6,000	55,400	19,000	175,000	1,565,710	1,100,000
Less: Allocated to Revenue	24,078,539	33,947	51,000	6,000	55,400	19,000	175,000	1,565,710	1,100,000
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	24,078,539	33,947	51,000	6,000	55,400	19,000	175,000	1,565,710	
Other Revenue									1,100,000
Investment Income									
	24,078,539	33,947	51,000	6,000	55,400	19,000	175,000	1,565,710	1,100,000
Expenses									
Salaries									
Teachers	19,262,830								70,000
Principals and Vice Principals							161,000		10,000
Educational Assistants									
Support Staff					43,000			72,000	65,000
Other Professionals									
Substitutes			25,000	5,000		8,000			10,000
	19,262,830	-	25,000	5,000	43,000	8,000	161,000	72,000	155,000
Employee Benefits	4,815,709		5,000	1,000	10,000	2,000	14,000	18,000	50,000
Services and Supplies		33,947	21,000		2,400	9,000		1,475,710	895,000
	24,078,539	33,947	51,000	6,000	55,400	19,000	175,000	1,565,710	1,100,000
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 62 (Sooke)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2025

	Art Starts	Donations	Theatres	TOTAL
	\$	\$	\$	\$
Deferred Revenue, beginning of year				-
Add: Restricted Grants				
Provincial Grants - Ministry of Education and Child Care				29,954,384
Other	7,600	40,000	5,000	4,187,600
Investment Income				25,000
	7,600	40,000	5,000	34,166,984
Less: Allocated to Revenue	7,600	40,000	5,000	34,166,984
Deferred Revenue, end of year	-	-	-	-
Revenues				
Provincial Grants - Ministry of Education and Child Care				29,954,384
Other Revenue	7,600	40,000	5,000	4,187,600
Investment Income				25,000
	7,600	40,000	5,000	34,166,984
Expenses				
Salaries				
Teachers				19,503,830
Principals and Vice Principals				221,000
Educational Assistants				616,426
Support Staff				515,000
Other Professionals				197,000
Substitutes				1,161,000
	-	-	-	22,214,256
Employee Benefits				5,508,942
Services and Supplies	7,600	40,000	5,000	6,443,786
	7,600	40,000	5,000	34,166,984
Net Revenue (Expense)	-	-	-	-

School District No. 62 (Sooke)
Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2025

	2025 Annual Budget			2024 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education and Child Care	1,528,325		1,528,325	1,528,325
Amortization of Deferred Capital Revenue	11,197,272		11,197,272	10,992,151
Amortization of Deferred Capital Revenue - For Lease	61,477		61,477	61,477
Total Revenue	12,787,074	-	12,787,074	12,581,953
Expenses				
Operations and Maintenance	1,589,802		1,589,802	1,589,802
Amortization of Tangible Capital Assets				
Operations and Maintenance	11,539,348		11,539,348	11,186,935
Transportation and Housing	594,865		594,865	725,562
Total Expense	13,724,015	-	13,724,015	13,502,299
Net Revenue (Expense)	(936,941)	-	(936,941)	(920,346)
Net Transfers (to) from other funds				
Tangible Capital Assets - Work in Progress			-	2,704,100
Local Capital		350,000	350,000	350,000
Total Net Transfers	-	350,000	350,000	3,054,100
Other Adjustments to Fund Balances				
Tangible Capital Assets WIP Purchased from Local Capital	350,000	(350,000)	-	
Total Other Adjustments to Fund Balances	350,000	(350,000)	-	
Budgeted Surplus (Deficit), for the year	(586,941)	-	(586,941)	2,133,754



Sooke School District 2024-2027 Financial Plan



TERRITORIAL ACKNOWLEDGEMENT

We acknowledge the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuuchah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

EXECUTIVE SUMMARY

The Sooke School District Board of Education is pleased to present this Financial Plan identifying the resources required to deliver on our Strategic Plan 2021-2025. This plan offers a multi-year perspective on our financial framework, projecting revenues and expenditures over the next three fiscal years (2024 to 2027).

Our budget narrative reflects a dynamic financial landscape. As we strive to meet our operational needs, we face challenges such as inflation and the growing capital needs of our district. As part of our Strategic Plan (2021-2025), the Board of Education has identified three priorities:

- Learning
- Engagement
- Growth

As one of the province's fastest-growing school districts, our plan aims to meet the intricate financial demands of an organization serving over 13,000 students and employing over 2,000 staff.

For further insights into our district, including details on traditional territories, the Board of Education and the Strategic Plan, we invite you to explore our website at www.sd62.bc.ca.

Aligned with our Strategic Plan, this document reflects our commitment to listening our community's needs while effectively managing our finite resources.



HOW DOES THE BOARD CREATE THE BUDGET?

The Board has established a comprehensive budget process that ensures:

- The priorities of the Strategic Plan are properly funded;
- A transparent process that includes partner and public input through communication and consultation;
- Decisions are reported back to the public and partner groups; and
- Compliance with the School Act, collective agreements, Board policy, and other regulatory requirements.

BUDGET TIMELINES

As per the School Act, the Board must adopt an annual budget on or before June 30 of each year for the next fiscal year. The District starts the budget process in early January with the first reading of the budget planned for April. Through the Resources Committee, a special Committee of the Whole meeting in April, public Board Meetings, and communication through the District website and social media, the process is transparent and provides multiple consultation opportunities for partner and public input.

Month	Executive	Leadership Team	Resource Committee	Board Meetings
January	Highlight the operating grant recalculation details	Jan 10 – review the 23/24 recalculated operating grant	Jan 16 – review the 23/24 recalculated operating grant	Jan 23 – review the 23/24 recalculated operating grant
February	Confirm 24/25 (Year 4) Operational Plan work	Feb 7 – Identify proposed costs for Operational Plan	Feb 13 – Review & input on draft Operational Plan work	Feb 20 – Partner presentations Feb 27 – Review & input on draft Operational Plan
March	Draft Budget based on Operational Plan	Mar 6 – Review and prioritize activities on the Operational Plan	Mar 6 – Review & input on draft Operational Plan priorities	Mar 12 – Review & input on draft Operational Plan priorities
April	Finalize Budget for presentation	Apr 10 – Review and input on draft Budget	Apr 16 – Review and input on draft Budget	April 23 – Committee of the Whole April 30 – 1 st reading of the Budget
May	Revise Budget (if applicable)	May 1 – Review revised Budget (if applicable)	May 14 – Review and input on revised Budget (if applicable)	May 28 – 2 nd and 3 rd readings of the Budget

BUDGETING STRATEGIC PRIORITIES

With the Strategic Plan as our guiding document, we initiated a comprehensive consultation process involving district partners and the broader community. Through these consultations, a series of critical priorities were identified. As we remain steadfast in our commitment to executing the strategic initiatives outlined in our plan, it's essential to highlight the top three priorities that surfaced from our consultation process:

PRIORITY	ACTION
Learning	Provide opportunities for learners to develop critical and creative thinking skills. (Learning Objective 2)
Engagement	Continue to develop, expand and implement a culture of wellness. (Engagement Objective 4)
Growth	Build and maintain spaces and resources that support our creative and critical learning, and our culture of belonging. (Growth Objective 2)



BUDGET FUND TYPES

The District's Budget is comprised of three separate Funds: Operating Fund, Special Purpose Fund, and Capital Fund. The District's total budget bylaw amount includes expenses and asset purchases from all funds. The Operating Fund is where the majority of the District's expenses are reported and is driven by domestic and international student enrolment.

OPERATING FUND

Revenue

- Operating Grant Revenue
- International Revenue
- Other Revenue

Expenditures

- Instruction
- District Administration
- Operations and Maintenance
- Transportation

SPECIAL PURPOSE FUND

- Classroom Enhancement Fund (CEF)
- Annual Facilities Grant (AFG)
- School Food Programs
- Community Link
- Academies
- School Generated Funds

CAPITAL FUND

- New Schools
- School Enhancement Programs (HVAC, Roofing Upgrades)
- Seismic Mitigation Projects
- Bus Purchases
- Playgrounds
- Land Purchases

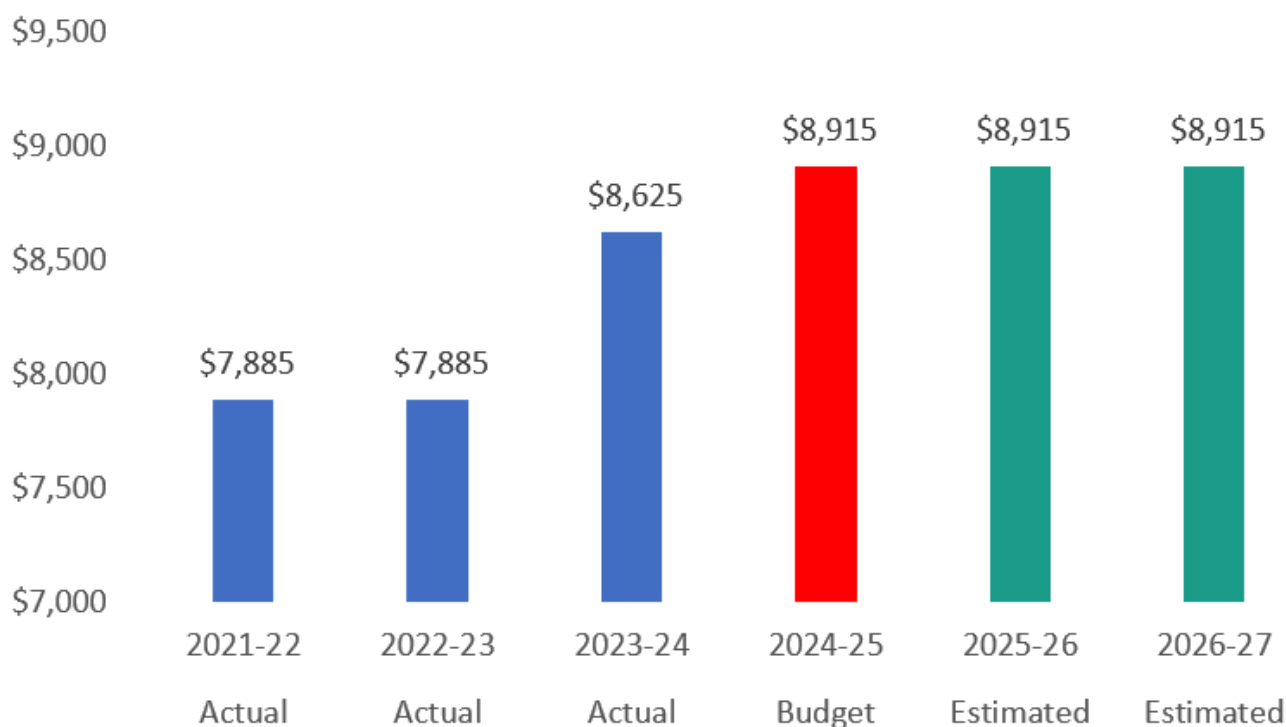




OPERATING GRANT ALLOCATION

In March 2024, the Ministry announced an increase to the basic per-student Operating Grant allocation by approximately 3.4% from a standard (regular) FTE funding allocation of \$8,625 to \$8,915. This increase is to fund the labour settlements for District staff. In April 2024, the provincial government announced that the District's unionized employees will get the maximum (1.00%) cost-of-living adjustment (COLA) for their year 3 wage increase. Since this was announced after the basic allocation was determined, it is estimated that the 1.00% COLA will be applied to the allocation in 2025/26. Since the current collective agreements are set to end June 30, 2025 and future increases are not known at this time, there are no additional estimated increases for 2025-26 and 2026-27.

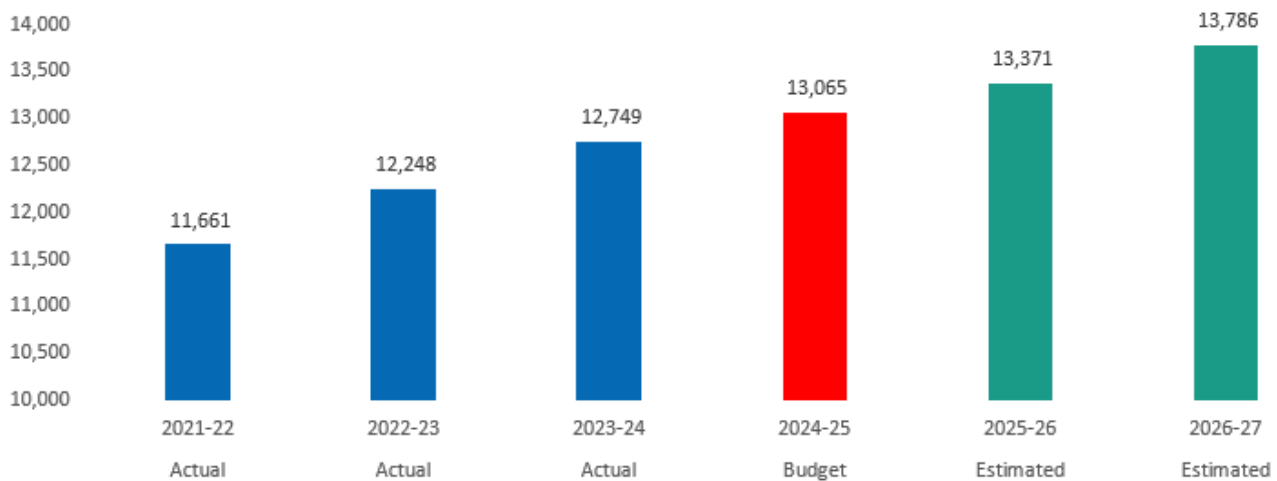
Per Student Allocation - Standard (Regular) FTE



SEPTEMBER K-12 STANDARD ENROLMENT

The chart below shows 3 years of historical September K-12 Standard Enrolment, and the projected enrolment for the next 3 years. At 13,065 FTE in 2024/25, enrolment is expected to increase by 316 FTE over the prior year which is 4% of the anticipated total 7,719 FTE enrolment growth across the province. Based on the updated District Long-range Facilities Plan, enrolment is expected to increase by a further 721 FTE in the subsequent two years.

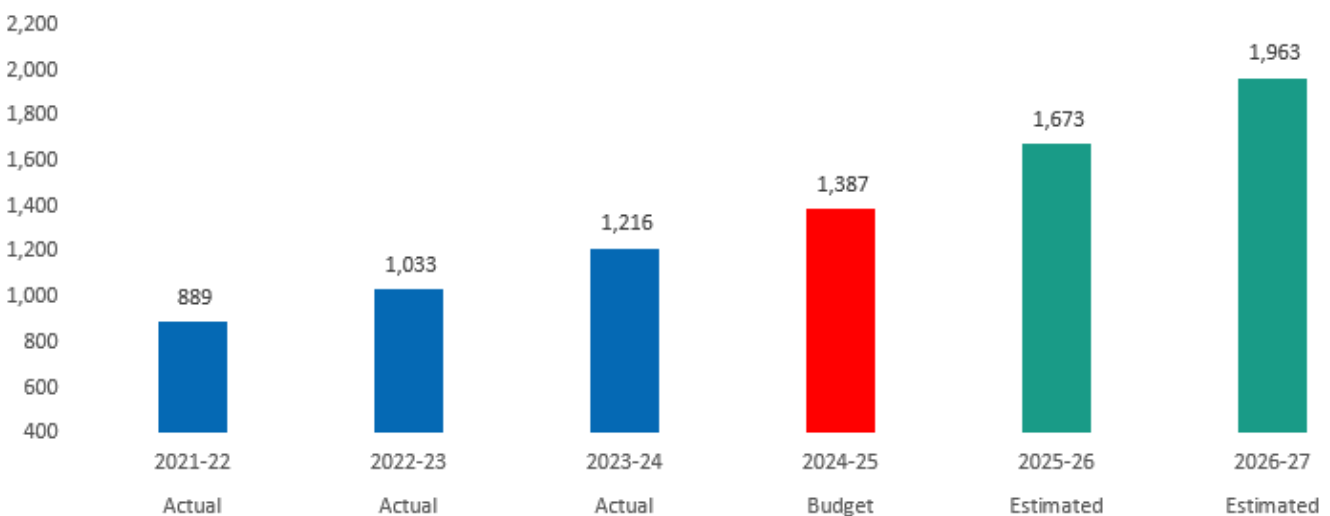
September K-12 Standard Enrolment (FTE)



SEPTEMBER SPECIAL NEEDS ENROLMENT

School districts also receive supplemental funding in the Operating Grant for those students with special needs in order to provide additional supports and resources. The enrolment count of students with special needs is reported in September and February. At 1,192 FTE in 2024/25, the chart below shows a budgeted increase of 171 FTE (14%) from the prior year and a further 576 FTE estimated increase in the subsequent two years.

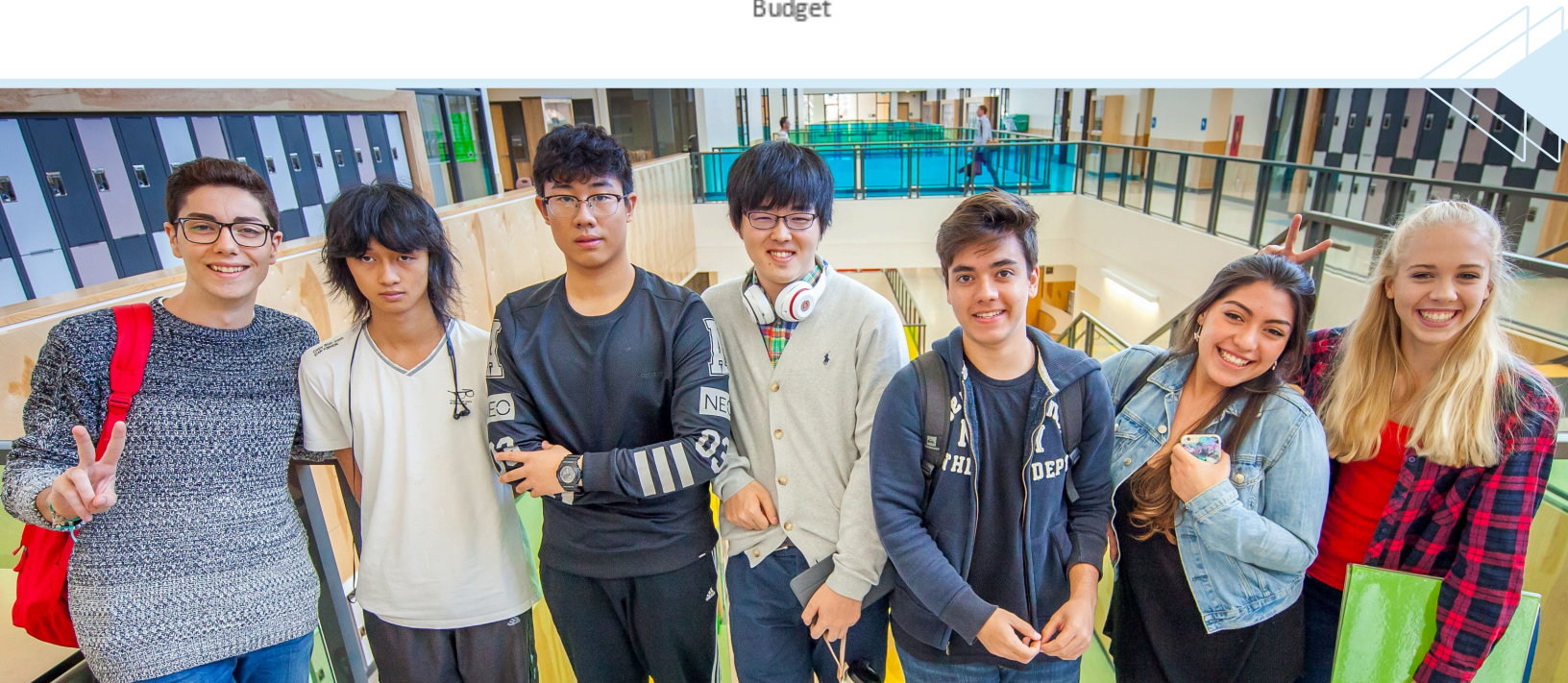
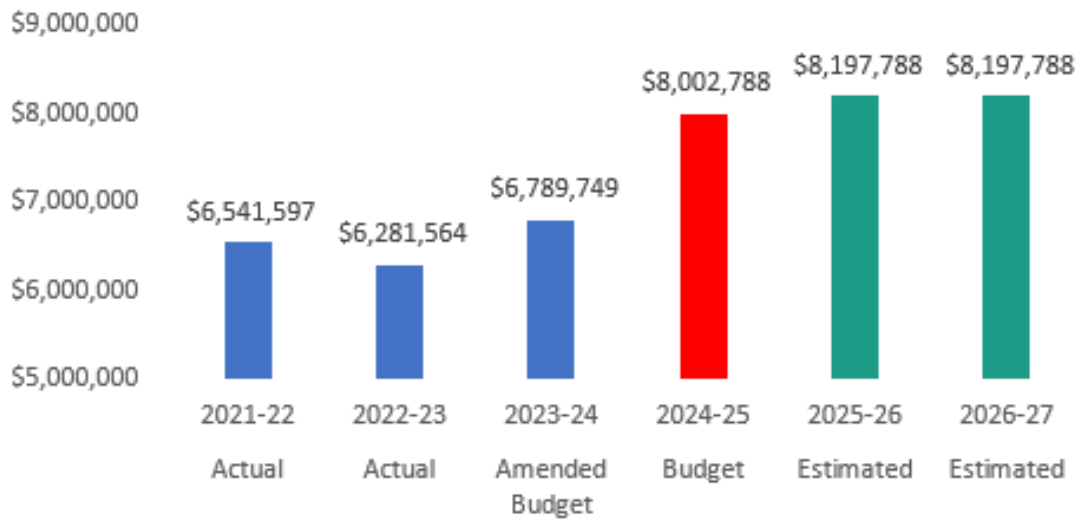
September Special Needs Level 1-3 (FTE)



INTERNATIONAL STUDENT PROGRAM

The International Student Program generates additional tuition revenue separate from the Operating Grant and helps fund existing infrastructure and services elsewhere in the District. Due to post pandemic impacts the market has become increasingly competitive as school districts across the country struggle to maintain International Student Program enrolment. As a result, the projected enrolment is estimated to increase by 10 FTE to 260 FTE in 2024/25 and remain static at 260 FTE for the subsequent two years. Additionally, pay for program cost increases the tuition rates are increasing by \$750 per FTE to \$15,000 in 2024-25, and another \$750 to \$15,750 in 2025-26. As the tuition rates have yet to be set for 2026-27, they are estimated to remain the same as the prior year.

International Student Program Revenues



OPERATING FUND EXPENSES

Staffing levels take various factors into consideration including student and educational needs, funding availability, enrolment growth, and organizational capacity. As student enrolment is projected to increase so will staffing levels. For the 2025/26 to 2026/27 years, teacher staffing increases assume additions at a 1 to 24 teacher to student ratio. Staffing for educational assistants are still to be determined (TBD) as plans on how to utilize the Operating Grant's special needs supplemental funding for 2024/25 and subsequent years are still being finalized.

The District will continue to grow in other areas, but for the 2025/26 year, the additional support staff, principal and vice principal, only reflect the needs of the new SCIANEW STEETKEE Elementary school in South Langford.

Staffing Chart – Total FTE – Operating

	Actual 2021-22	Actual 2022-23	Amended Budget 2023-24	Budget 2024-25	Estimated 2025-26	Estimated 2026-27
Teachers*	592	611	654	657	670	687
Principals and Vice Principals	66	71	72	71	73	73
Educational Assistants	360	392	449	TBD	TBD	TBD
Support Staff	270	273	283	273	276	276
Other Professionals	47	49	51	48	48	48
Total	1,335	1,396	1,509	1,049	1,067	1,084

*Total teachers (including CEF) for Budget 2024-25 is 864 FTE

Staffing Chart – Year over Year Changes in Total FTE – Operating

	Actual 2022-23	Amended Budget 2023-24	Budget 2024-25	Estimated 2025-26	Estimated 2026-27
Teachers*	19	43	3	13	17
Principals and Vice Principals	5	1	(1)	2	-
Educational Assistants	32	57	TBD	TBD	TBD
Support Staff	3	10	(10)	3	-
Other Professionals	2	2	(3)	-	-
Total	61	113	(11)	18	17

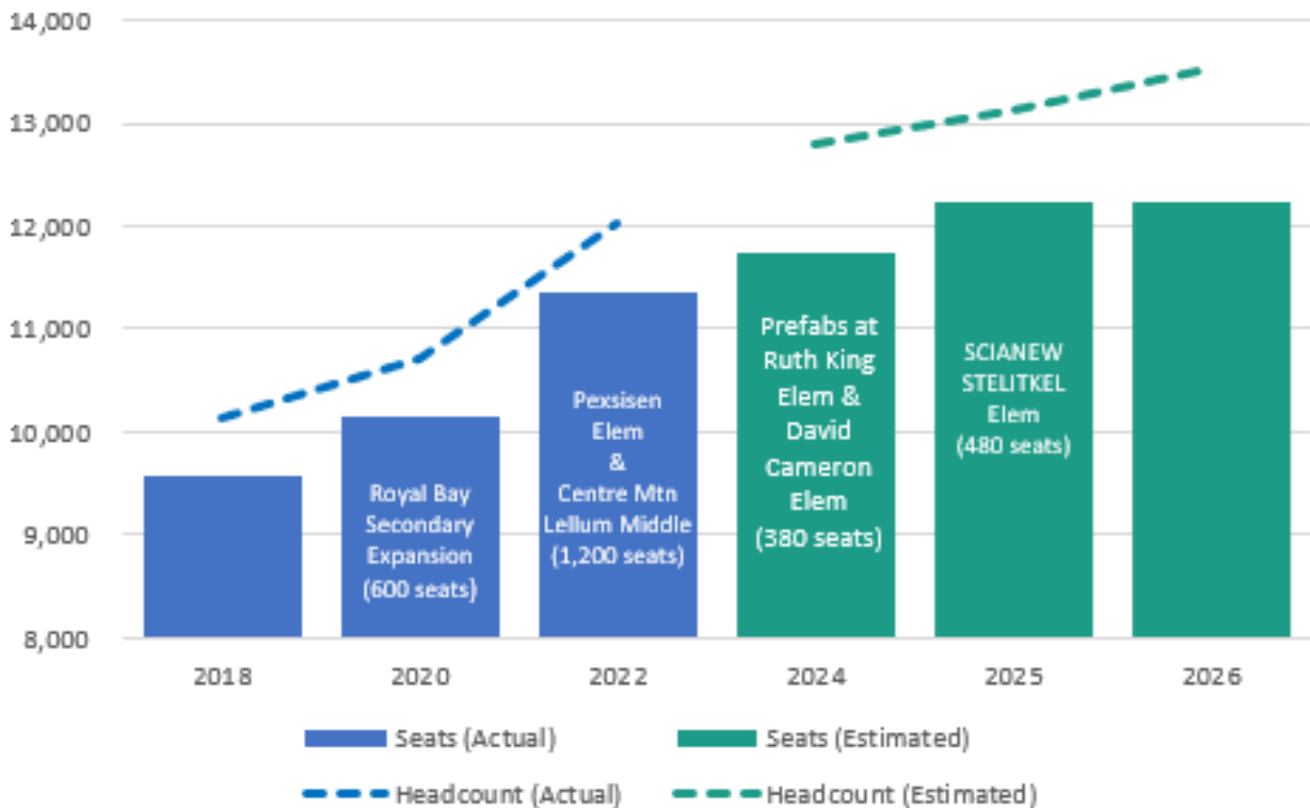
*Total teachers (including CEF) year over year increase for Budget 2024-25 is approximately 16 FTE

All labour settlement impacts known as of March 2024 and released through the Operating Grant have been incorporated into the 2024/25 Budget. The details regarding the cost of living adjustment (COLA) of 1.00% in 2024/25 have yet to be released by the Ministry so have not be included. No salary increases have been assumed for the future years as the collective agreements for unionized employees are set to expire June 30, 2025.

Consistent with the prior two fiscal years, the District has budgeted another \$350,000 towards the construction of the new SCIANEW STELITKEL Elementary School in South Langford.

The response from the Ministry to the District’s 2024-25 Annual Five-Year Capital Plan submission did not include support for any new expansion program capital projects. Despite the additions of the new SCIANEW STELITKEL Elementary School and 18 prefabricated classrooms at David Cameron Elementary and Ruth King Elementary, the District is anticipating continued space challenges in the future as a result of the estimated future growth.

Head Count vs Seats



ACCUMULATED OPERATING SURPLUS

The use of the operating surplus enables the Board to engage in long-term planning, mitigate financial risk and support consistent services. The Board has a policy to maintain a contingency of 2% of operating expenses. Given the fiscal challenges we are facing, the Board of Education is projecting an accumulated operating surplus of approximately 1% for the next three years. This is updated annually based on actual enrollment.



	Actual 2022/2023	Amended Budget 2023/2024	Budget 2024/2025	Estimated 2025/2026	Estimated 2025/2026
Revenues					
Provincial Grants					
Ministry of Education and Child Care	136,376,916	153,091,639	162,151,408	169,559,978	179,025,183
Other	22,599	141,000	141,000	141,000	141,000
Tuition	6,361,744	6,914,769	8,092,788	8,287,788	8,287,788
Other Revenue	1,470,144	1,048,757	1,839,122	1,839,122	1,839,122
Rentals and Leases	492,358	502,500	512,500	512,500	512,500
Investment Income	1,051,952	835,971	853,875	853,875	853,875
Total Operating Revenue	145,775,713	162,534,636	173,590,693	181,194,263	190,659,468
Salaries					
Teachers	53,900,943	60,976,908	64,425,213	66,364,613	68,646,049
Principals and Vice Principals	9,619,843	10,460,864	10,498,675	10,793,675	10,793,675
Educational Assistants	13,651,316	16,458,734	19,269,966	22,962,737	27,511,446
Support Staff	13,494,106	15,509,574	15,726,329	15,930,069	15,930,069
Other Professionals	5,344,305	5,996,389	5,808,016	5,808,016	5,808,016
Substitutes	6,091,382	6,178,277	6,281,371	6,281,371	6,281,371
Total Salaries	102,101,895	115,580,746	122,009,570	128,140,481	134,970,626
Employee Benefits	26,184,315	29,783,165	32,637,333	34,281,111	36,108,162
Employee Benefit Rate (as a % of Total Salaries)	25.65%	25.77%	26.75%	26.75%	26.75%
Services and Supplies					
Services	7,110,704	7,326,240	7,835,669	7,882,669	7,929,669
Professional Development and Travel	1,099,322	1,066,164	1,140,112	1,140,112	1,140,112
Rentals and Leases	468,644	308,858	308,858	308,858	308,858
Dues and Fees	172,174	166,956	167,956	167,956	167,956
Insurance	493,447	487,651	577,651	577,651	577,651
Supplies	5,410,031	6,295,180	6,146,900	6,028,781	6,589,790
Utilities	1,958,813	1,815,844	2,390,844	2,640,844	2,840,844
Bad Debt	26,942	25,800	25,800	25,800	25,800
Total Services and Supplies	16,740,077	17,492,693	18,593,790	18,772,671	19,580,680
Total Operating Expense	145,026,287	162,856,604	173,240,693	181,194,263	190,659,468
Net Revenue (Expense)	749,426	(321,968)	350,000	-	-
Interfund Transfers					
Tangible Capital Assets Purchased and Work in Progress	(746,705)	(2,704,100)	-	-	-
Local Capital	(350,000)	(350,000)	(350,000)	-	-
Total Interfund Transfers	(1,096,705)	(3,054,100)	(350,000)	-	-
Total Operating Surplus (Deficit), for the year	(347,279)	(3,376,068)	-	-	-
Operating Surplus, beginning of year	5,576,128	5,228,849	1,852,781	1,852,781	1,852,781
Total Operating Surplus (Deficit), for the year	(347,279)	(3,376,068)	-	-	-
Operating Surplus, end of year	5,228,849	1,852,781	1,852,781	1,852,781	1,852,781
Operating Surplus, end of year					
Restricted for future capital cost-sharing	-	-	-	-	-
Internally Restricted Operating Surplus	3,626,088	-	-	-	-
Unrestricted Operating Surplus (Contingency)	1,602,761	1,852,781	1,852,781	1,852,781	1,852,781
Total Operating Surplus, end of year	5,228,849	1,852,781	1,852,781	1,852,781	1,852,781
Contingency as % of Operating Expense	1.11%	1.14%	1.07%	1.02%	0.97%



SPECIAL PURPOSE FUNDS

Contributions restricted from an external party are reported as Special Purpose Funds (SPF). The annual funding received varies from year to year and the funding is not always confirmed at the time that the budget is prepared. The more significant SPF of the District include the Classroom Enhancement Fund (CEF), Learning Improvement Fund (LIF), Community LINK, Official Languages in Education French Programs (OLEP), Strong Start, Academies, School Generated Funds, and the new Feeding Futures Fund.

CAPITAL FUNDS

The Capital Fund includes capital expenditures for land, buildings, buses and other tangible capital assets that are funded from the Ministry capital grants, local capital, the Operating Fund, and Special Purposes Funds.

The 2024/25 budget includes \$29.6 million in anticipated total capital additions that are to be amortized (expensed) over the useful life of the asset.

Some of the more significant capital projects include:

- Expansion Program (EXP) – \$22.3 million for the prefabricated classrooms at David Cameron Elementary and Ruth King Elementary
- School Enhancement Program (SEP) – \$0.85 million for a HVAC upgrade at Willway Elementary and \$0.45 million for roofing upgrades at Crystal View Elementary
- Carbon Neutral Capital Program (CNCP) – \$0.5 million for energy upgrades at John Muir Elementary
- Playground Equipment Program (PEP) – \$0.195 million for a new playground at John Muir Elementary

Finally, at approximately \$5.1 million, the new childcare centre at Colwood Elementary is expected to be completed in 2024/25.



SUMMARY OF BUDGET BYLAW CHANGES

Summary of Budget Bylaw Changes 23-24 Amended Budget to 24-25 Budget (in \$ millions)

Type	Strat Plan Link	FTEs	Operating	SPF	Capital	Total
23/24 Amended Budget (net of carry overs)			163.149	33.657	13.502	210.309
Inflation and Growth						
Inclusive Education Services (net of labour settlement)	L3	TBD	3.226			3.226
Na'tsa'maht Indigenous Education	E2	TBD	0.131			0.131
Indigenous Education Councils	E2		0.099			0.099
English Language Learners (ELL) support	L1	TBD	0.078			0.078
Staffing:						
Total Labour Settlement (all employee groups)	E1		2.552	0.510		3.061
Additional Teachers	L2	17.64	0.914			0.914
Services & Supplies:						
Program Review - AFG salaries	G3		0.300			0.300
Pressures - increments, reserve policy, pro d	G2		1.565			1.565
Employee Benefits	G2		1.794			1.794
Utilities	G2		0.575			0.575
Ratios - enrolment driven service and supplies	E1		0.142			0.142
International Program inflation	L1		1.178			1.178
Other:						
Amortization Expense	G2				0.222	0.222
Reallocation Strategies						
Itinerant elementary school based clerical	G3	-2.00	-0.099			-0.099
Custodial: ratio adjustments	G3	-2.00	-0.150			-0.150
Library Assistants reduction	L1	-0.75	-0.052			-0.052
Reduction of bus routes in urban areas	G3	-5.00	-0.326			-0.326
Exempt staff reduction	G3	-3.00	-0.353			-0.353
Principal / Vice Principal reduction	L1	-1.00	-0.175			-0.175
Department Teacher Coordinators reduction	L1	-3.00	-0.360			-0.360
District-wide support Teachers reduction	L1	-2.48	-0.298			-0.298
Department service and supply budgets	G3		-0.300			-0.300
24/25 Budget			173.591	34.167	13.724	221.482



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
May 7, 2024 – 6:00 p.m.**

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

Guests: Jen Nixon

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**

We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc’ianew Nation, and T’Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)

2. **Opening Remarks from Chair, Cendra Beaton**

Chair Beaton opened the meeting celebrating student success in School District 62. In addition, the Chair recognized that last week was Teacher Appreciation Week and offered thanks to those doing the work. Superintendent Block raised awareness of the upcoming Tri-District Indigenous Grade 12 gathering ceremony.

3. **COMMITTEE REPORT** of April 4, 2024 Education-Policy Committee meeting

The committee report for the April 4, 2024 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

5. **REVIEW OF POLICIES/REGULATIONS**

There were no Policies/Regulations for this meeting.

6. **NEW BUSINESS**

a. Spencer Middle School Red Dress Day Activities – Jen Nixon

Principal Nixon introduced student presenters from Spencer Middle School (Nyah, Taylor Bro, Uswa, Nova). Ms. Nixon introduced the purpose of recognizing Missing and Murdered Indigenous Women, Girls and Two Spirited People (MMIWWG2S) and identified connections to the Educated Citizen within the BC Curriculum. Ms. Nixon recapped the student march that took place on Friday, May 3 involving students from Spencer Middle School, David Cameron Elementary, Savory Elementary, and Ruth King Elementary in partnership with the Hulitan Society. Students shared their stories and how Red Dress Day is impactful in their learning and in their personal lives. Trustees and staff praised the student presenters for their courage and the message they shared. Trustees and staff shared how impactful the march and sharing of stories is on our communities and how student action provides hope for the future.

b. School Codes of Conduct – Dave Strange and D’Arcy Deacon

Associate Superintendents Dave Strange and D’Arcy Deacon outlined recent work in developing common Codes of Conduct for school levels. Mr. Deacon noted a Ministerial Order to revise Section 1 of the Provincial Standard for Codes of Conduct Order. This revision identified the need to include specific language restricting the use of cellphones in schools for the purpose of promoting online safety and focused learning environments. Mr. Strange and Mr. Deacon highlighted the process in consulting with school staff, principals, and Parent Advisory Councils before bringing the Codes of Conduct forward. Mr. Deacon identified that part of this process includes aligning language with neighbouring districts. Chair Beaton opened the floor and staff answered questions from trustees and partner groups.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) accept and endorse the 2024-25 School Codes of Conduct.

c. Quarter 3 Report on Operational Plan 2023-24 – Paul Block

Superintendent Block introduced the Quarter 3 Report on the Operational Plan for 2023/24. Highlights involved the completion of 6 major projects including utilizing data gathering tool to support Indigenous learners, Long Range Facilities Plan implementation, environmental scan for strategic planning, community use strategies, data integration for student success, and an ethical decision-making framework. Ongoing items include K-12 Literacy plan, culture of wellness initiative, environmental scan of organizational design, review of IES department to support increasing complexity, development of a succession plan and digital literacy plans. Superintendent Block recognized the DEI working group that is unpacking the Bakau report and developing terms of reference for a future DEI Committee. The district recently received Ministry of Education information regarding class size and Sooke School District, in 2022/23 and 2023/24, is below average overall with variation at specific grade levels. Chair Beaton opened the floor and staff answered questions from trustees and partner groups.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the Quarter 3 Report as presented at the Education-Policy Committee meeting of May 7, 2024.

7. **FOR INFORMATION**

- a. Research Project Approval – Longtin, Emilie – “Story Maker Workshop Evaluation”

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** June 4, 2024

Adjourned 7:25 pm

SD62 ELEMENTARY SCHOOL CODE OF CONDUCT

Sooke School District elementary schools believe that our schools are places for safe, purposeful learning for all. We believe that is a shared responsibility of students, staff, parents / guardians and the broader community to demonstrate positive conduct while attending any school or district related activity, at any location. This code of conduct is intended to outline expectations of behaviour and adheres to Sooke School Board policy C-309, the BC Human Rights Code and the Community VTRA (Violent Threat Risk Assessment) Protocol.

Sooke School District elementary schools are safe, caring and inclusive. We value students and positive school culture. All members of the school community have an obligation to:

- Support learning
- Promote safety
- Respect property, environment, personal space and privacy
- Model courtesy, compassion and respect
- Respect, honor and celebrate diversity
- Engage in collaborative problem solving

All members of the school community will refrain from engaging in any in-person or digital communication or behaviour considered to be:

- Bullying, harassing, intimidating, retaliating, discriminating or violent;
- Interfering with the learning and working of others;
- Unsafe or illegal, including the possession, use or distribution of illegal or restricted substances, or the possession of weapons or replicas.

SD62 elementary school communities uphold the BC Human Rights Code respecting the rights of individuals. This includes refraining from discriminatory conduct based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

Student Use of Personal Digital Devices

SD62 Schools are committed to restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments.

Teachers may plan for student use of personal mobile devices for instructional purposes or digital literacy, for health or medical purposes or as assistive technology for the purpose of inclusive education as informed by the Inclusive Education Teacher. At all other times, personal mobile devices, inclusive of laptops and chrome books shall re-main stored away for the duration of the school day- this includes recess and lunch. This policy applies to ear buds/headphones as well.

Our Practice

We encourage and model behaviour that is kind, safe and responsible. We recognize that we all make mistakes. We help children fix their mistakes through supportive, restorative practices so they return to the group strengthened. We keep parents/guardians informed of incidents at school so that we may work together to support children to learn to solve problems in peaceful ways.

Action will be determined by each individual situation. Every effort will be made to support individuals and to determine the context of behaviour. When working with students, staff may adjust the action based on the maturity, grade level, progressive discipline and ability of the student to understand expectations of their behaviour. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the code of conduct, a range of actions may follow. These may include:

- Conference/conversation with all affected parties
- Notification of parent(s)/guardian(s)
- Restitution
- Referral to School Based Team
- Removal from classroom, playground, or privileges
- Referral to counselling or supportive interventions
- School community restitution
- Activation of the VTRA protocol and involvement of Safe Schools Team
- Formal suspension from school

All members of the Sooke School District community have the right to be treated equitably and with dignity and should be familiar with this shared code of conduct



SD62 MIDDLE SCHOOL CODE OF CONDUCT

A “Code of Conduct” is a statement about how we work together. It outlines both our rights and our responsibilities as members of a school community. A committee of students, parents, and school staff developed our “Code” in accordance with School District 62 Policy and the B.C. Human Rights Code.

A SAFE AND CARING COMMUNITY

As members of our school community, we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical, online or sexual misconduct;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Smoking, vaping or associated paraphernalia.

ACCEPTABLE CONDUCT

- The school expects that students will actively participate through effort and punctual, regular attendance, in their assigned education program.
- Students are expected to respect the rights and property of all staff and students.
- Students are expected to comply with classroom expectations set by individual teachers to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to wear clothing that is appropriate for an educational environment.
- Students are expected to respect all school and school related events and ensure they are free from use of restricted substances, weapons and of intimidation.
- Students are expected to respect the appropriate use of school computers, internet access and cell phone use while at school.
- Students are expected to stay on campus throughout the entire day.

UNACCEPTABLE CONDUCT

- Students will not interfere with the learning or learning environment of others.
- Students will not display behaviour that includes bullying, harassment, intimidation, or be racially, ethnically, or sexually prejudiced.
- Students will not steal, smoke, vape or be in possession of, or under the influence of, drugs or



alcohol while on the school property or in attendance of any school events.

- Students will not plagiarize (copy) electronic or print media or other students' work or display any academic dishonesty.
- Students will not be involved in any acts of verbal or cyber-hate messaging/websites.
- Students will not be involved in any illegal acts such as assault, theft or damage to property.

STUDENT USE OF PERSONAL DIGITAL DEVICES

SD62 Schools are committed to restricting the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments.

Teachers may plan for student use of personal mobile devices for instructional purposes or digital literacy, for health or medical purposes or as assistive technology for the purpose of inclusive education as informed by the Inclusive Education Teacher. At all other times, personal mobile devices, inclusive of laptops and chrome books shall remain stored away for the duration of the school day (this includes recess and lunch). This policy applies to ear buds/headphones as well.

DRAFT



SD62 SECONDARY SCHOOL CODE OF CONDUCT

Sooke School District secondary schools believe that our schools are places for safe, purposeful learning. This Code of Conduct is intended to put forth the expectations of student behaviour, school rules and Sooke School Board policies. We believe that is a shared responsibility of students, staff, parents / guardians and the broader community, to demonstrate positive conduct while attending any school or District related activity, at any location.

Sooke School District secondary schools are safe and caring schools that values students and school culture. All members of the school community have an obligation to:

- Support learning
- Promote safety
- Respect property, environment, personal space and privacy
- Model courtesy, compassion and respect
- Celebrate diversity

All members of the school community will refrain from engaging in any in-person or digital communication or behaviour that is considered to be:

- Bullying, harassing, intimidating, retaliating, discriminating or violent;
- Interfering with the learning and working of others;
- Sexual Misconduct;
- Unsafe or illegal, including the possession, use or distribution of illegal or restricted substances, or the possession of weapons or replicas.

SD62 secondary school communities promote the values expressed in the BC Human Rights Code respecting the rights of individuals, including not engaging in discriminatory conduct based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

Response to Breach of Conduct

Action at Sooke School District secondary schools will be determined by each individual situation. Every effort will be made to support individuals and to determine the root causes of behaviour. When working with students, the Principal or Vice Principal may adjust the action based on the maturity, grade level, progressive discipline and ability of the student to understand expectations of their behaviour. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the Code of Conduct, a range of consequences will follow.



Any student who violates School Board or school policy will be subject to disciplinary action, which may include, but is not limited to:

- An interview with a Principal or Vice Principal;
- Notification of parent(s)/guardian(s);
- In-school suspension;
- Restorative processes;
- Community service;
- Loss of privileges;
- Detention;
- Referral to counselling or support programs;
- Formal suspension from school;
- Referral to the Sooke School District Student Review Committee (indefinite suspension)

In cases where students have a disability of an intellectual, physical, sensory, emotional or behavioural nature, the school Inclusive Education Services team will be involved in developing a proactive plan based on the student's Individual Education Plan. The case manager, Principal or Vice Principal, student, parent/guardian, and possibly counsellor will collaborate to develop an appropriate strategy.

Whenever possible, incidents will be resolved by discussion, mediation and restitution.

All members of the Sooke School District community have the right to be treated fairly and consistently and should know and understand this Code of Conduct

Student use of personal devices

SD62 Schools are committed to restricting the use of personal digital devices at school for the purpose of promoting online safety, digital literacy and focused learning environments.

Teachers may plan for student use of personal mobile devices for instructional purposes or digital literacy, for health or medical purposes or as assistive technology for the purpose of inclusive education as informed by the Inclusive Education Teacher. At all other times, personal mobile devices, inclusive of laptops and chrome books shall remain stored away for the duration of the school day (with the exception of Lunchtime and transition times). This policy applies to ear buds/headphones as well.

Information Note

Education-Policy Committee Meeting

May 7, 2024

Agenda Item: 6c. – Strategic Plan Quarterly Report

Background:

- The Board of Education, through motion, has directed staff to bring forward for information, quarterly reports on progress towards the Strategic Plan and student outcomes:
 - Quarterly (Q) reports are tabled at meetings in November (Quarter 1: July - September), February (Quarter 2: October - December), May (Quarter 3: January - March) and September (Annual Report that includes Quarter 4 work: April - June).
- Under the district's [Strategic Plan 2021-2025](#), we have developed a comprehensive process of charting accountability that links Strategic Plan outcomes, operational plans and the Ministry of Education's student success metric report: the Framework for Enhancing Student Learning (FESL).
- The [Annual Report](#) from the 2023-24 school year was submitted to the Board of Education at the September 2023 Board Meeting.
- Annually, the district takes the direction of the Board through the Strategic Plan and develops an operational plan to assist in achieving the goals and objectives of the Strategic Plan. The [2023-24 Operational Plan](#) builds on the [2022-23 Operational Plan](#).
- The [\(FESL\) report](#) is submitted to the Ministry of Education annually on Sept 30. The report features data on SD62 (School District 62) student success.

Quarter 3 Progress on the 2023-24 Operational Plan

- The Quarter 3 Report contains updates for work undertaken between January 1 – March 31, 2024. It details each item contained in the 2023-24 Operational Plan and is reported under the headings of Learning, Engagement and Growth.
- Included in the quarterly report (p.2-3), is the colour demarcated snapshot of overall progress for each item in the 2023-24 Operational Plan.
- Six (6) items are now fully or substantially completed:
 - To support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data-gathering tool to track indicators of academic, social-emotional, and engagement attributes.
 - Implement the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning activities.
 - Develop and undertake a scan of available information and data about the district ahead of renewing the Strategic Plan.
 - Develop a strategy to ensure effective community use of our spaces.
 - Investigate the requirements to integrate data across Business (Finance, HR) and Education departments to align resourcing across Strategic and Operational Objectives linking back to Student Success.
 - Create an ethical framework for decision-making to guide Board-level decisions through a lens of diversity, equity, inclusion, and social responsibility.
- Three (3) were stalled in Q3 including:
 - Building delays stalled work on developing programs for the Westshore post-secondary on Goldstream.

- The HR Special Hiring Program application to the Office of the Human Rights Commissioner is ongoing. In Quarter 4 staff will continue discussions with CUPE and STA regarding program support, aiming for completion by Quarter 1 in the 2024-25 school year.
- Create and implement the use of technical specifications that complement the design guidelines and standards and expand implementation to existing spaces.
 - This project has stalled due to the Ministry of Education and Child Care revising their design guidelines resulting in work being needed on how these fit with the SD62 Design Guidelines.
- The final section of the Q3 Report contains data on class sizes provided by the MECC.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the Quarter 3 Report as presented at the Education-Policy Committee meeting of May 7, 2024.

Respectfully submitted,

Paul Block, Superintendent/CEO

Operational Plan 2023-24

Quarter 3 Update

Introduction - Reporting Context:

The district is committed to regular reporting on its [Strategic Plan](#) and is in alignment with the [Framework for Enhancing Student Learning \(FESL\)](#).

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

Data and evidence from various sources become available at various times throughout the school year and are reported to the Board at key intervals. Quarterly reports are utilized as the base from which the Board's [Annual Report](#) will be completed.

Report Sections:

The report is compiled in five sections:

1. [A visual overview of the operational plan progress](#)
2. [Q3 Updates: Strategic Priority 1 – Learning](#)
3. [Q3 Updates: Strategic Priority 2 – Engagement](#)
4. [Q3 Updates: Strategic Priority 3 – Growth](#)
5. [Government Data from the Ministry of Education and Child Care](#)

Report Summary:

The Quarter 3 (Q3) Report encompasses work **completed** between January 1 and March 31, 2024, on the 2023-2024 Operational Plan. Six (6) items are now fully or substantially completed. These are:

1. To support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data-gathering tool to track indicators of academic, social-emotional, and engagement attributes.
2. Implement the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning activities.
3. Develop and undertake a scan of available information and data about the district ahead of renewing the strategic plan.
4. Develop a strategy to ensure effective community use of our spaces.

Three (3) items were **stalled** in Q3 including:

1. Building delays stalled work on developing programs for the Westshore Post-Secondary on Goldstream.
2. The HR Special Hiring Program application to the Office of the Human Rights Commissioner is ongoing. In Quarter 4 staff will continue discussions with CUPE and STA regarding program support, aiming for completion by Quarter 1 in the 2024-25 school year.
3. Create and implement the use of technical specifications that complement the design guidelines and standards and expand implementation to existing spaces.
 - This project has stalled due to the Ministry of Education and Child Care revising their design guidelines resulting in work being needed on how these fit with the SD62 Design Guidelines.

Section 1 - A visual overview of operational plan progress

Legend: Project completed Project is progressing Project is started Project not started or progress paused

LEARNING	Q1	Q2	Q3
Monitor the implementation of Indigenous graduation credit courses to ensure students have access to Indigenous content through a variety of courses and determine needed supports and resources for educators.			
Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen student learning.			
Implement the objectives of the (ELF) through existing networks and through strengthening effective pathways for the transition to school.			
Continue to implement and expand the K-12 Literacy plan which includes professional development, increasing resources, intervention support and K-3 Universal Screening.			
Continue to implement the Middle School Philosophy with a focus on aligning Applied Design, Skills and Technologies (ADST) and middle school programming.			
Define and enhance the practices and processes of the work of the Safe Schools Team, particularly regarding Violence Threat Risk Assessment (VTRA).			
Define the practices, processes and structures through Inclusive Education Services that support the increasing complexity and presentation of student behaviour across all school levels.			
Build a multi-year plan to enhance staff use of: technology to deliver pedagogy in the classroom; and information tools and digital platforms for administrative and support work.			
Develop an organizational approach to establishing SD62's presence at the Westshore post-secondary site. Continue to refine the comprehensive plan for program pathways and course offerings for launch in 2024.			
In consultation with students and all SD62 Learning departments (Curriculum Transformation, Inclusive Education Services, Na'tsa'maht Indigenous Education, Pathways & Choice), articulate and enhance support for the Careers and Applied Design, Skills and Technologies (ADST) K-12 curriculums in support of student voice and choice.			
ENGAGEMENT	Q1	Q2	Q3

Develop a Records Management policy for the Board with the intent of developing a proposal for building out a sustainable capability (staff, software systems, resources).			
Develop a model to support succession planning for the Leadership Team.			
Implement an accessibility plan, develop an accessibility committee and engage in a feedback mechanism for issues of accessibility in the district.			
Create authentic learning resources & narratives to support the teaching of local Indigenous languages in schools.			
To support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data-gathering tool to track indicators of academic, social-emotional and engagement attributes.			
Continue to implement the Strategic Communications Plan to develop, expand and implement respectful, effective, clear and transparent communications. Expand the Plan to include a focus on digital skills and digital resources for staff to use. Broaden out the reach of district Communications to provide equity of inclusion to specific schools that have received little or no coverage on the district website or social media.			
Continue to develop, expand and implement a culture of wellness in the district through the Healthy Schools Healthy People plan and include work on: (1) The Feeding Futures Fund; (2) Digital safety and wellness.			
Implement a new Employee Attendance and Wellness Support Program with an emphasis on: (1) Developing a data-informed process to support constructive communications with individual employees regarding attendance performance; (2) Providing supports for staff in need; and (3) Raise organizational awareness regarding attendance issues.			
GROWTH	Q1	Q2	Q3
Receive approval for and implement a Special Hiring Program, including the development and implementation of a supporting equity hiring practices policy.			
Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen organizational practices.			
Create and implement the use of technical specifications that complement the design guidelines and standards and expand implementation to existing spaces.			
Implement the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning activities.			
Develop and undertake a scan of available information and data about the district ahead of renewing the strategic plan.			
Develop a strategy to ensure effective community use of our spaces.			
Develop and implement a digital governance policy and structure that formalizes the boards' role in overseeing Digital Solutions including the acquisition, integration, and management of digital assets in support of educational and support services.			
Continue to raise awareness, provide training and implement cyber security and privacy policies in partnership with curriculum, inclusive, and safe school objectives.			
Investigate the requirements to integrate data across Business (finance, HR) and Education departments to align resourcing across Strategic and Operational Objectives linking back to Student Success.			
Develop a sustainable proposal to provide equitable access to technology for students and support staff.			
Conduct an environmental scan of organizational design structures for the delivery of central administration and support services within large BC school districts in support of future strategic planning.			
Develop a plan to increase the number of childcare spaces on school grounds by looking to utilize grants to support the construction of new spaces.			
Continue to implement the Energy Sustainability Plan by reducing our vehicle and building Green House Gas emissions towards the 2030 provincial targets.			
Create an ethical framework for decision-making to guide board-level decisions through a lens of diversity, equity, inclusion, and social responsibility.			

Section 2 – Q3 Updates - Learning

The strategic priority for learning in the 2021-2025 strategic plan is to: **Develop and support learners who are creative, critical and social thinkers with the capacity to be educated citizens.** The four objectives of the priority are:

L1	Provide opportunities for learners to understand, respect and appreciate diversity and inclusion
L2	Provide opportunities for learners to develop critical and creative thinking skills
L3	Ensure our learning environments are safe, accessible and welcoming
L4	Enhance student voice and choice

LEARNING											
2023-2024 Operational Plan Item	Q3 Progress										
Monitor the implementation of Indigenous graduation credit courses to ensure students have access to Indigenous content through a variety of courses and determine needed supports and resources for educators.	<ul style="list-style-type: none"> Number of courses in place and looking to add Grade 10 courses. Building capacity with teachers through in-service training for teachers delivering the courses. Range of courses currently being offered: <table border="1" data-bbox="779 727 1988 906"> <tr> <td>• English First Peoples (EFP)11</td> <td>• Working to add English First Peoples 10 in 24/25</td> </tr> <tr> <td>• English First Peoples 12</td> <td>• Contemporary Indigenous Peoples</td> </tr> <tr> <td>• EFP Literary Studies and Writing 10</td> <td>• Environmental Science/Outdoor Education 11/12,</td> </tr> <tr> <td>• EFP Literary Studies and Writing 11</td> <td>• Eco Academy 9/10</td> </tr> <tr> <td>• BC First Peoples</td> <td>• Sustainability 11/12</td> </tr> </table> Teachers have adequate resources to start teaching the courses and are building their resource banks and capacity to teach; a particular focus is ensuring high-quality practice of EFP courses. Building capacity is the focus (Example of an area where evidence exists of non-Indigenous educators taking the courageous leap to teach this curriculum). 	• English First Peoples (EFP)11	• Working to add English First Peoples 10 in 24/25	• English First Peoples 12	• Contemporary Indigenous Peoples	• EFP Literary Studies and Writing 10	• Environmental Science/Outdoor Education 11/12,	• EFP Literary Studies and Writing 11	• Eco Academy 9/10	• BC First Peoples	• Sustainability 11/12
• English First Peoples (EFP)11	• Working to add English First Peoples 10 in 24/25										
• English First Peoples 12	• Contemporary Indigenous Peoples										
• EFP Literary Studies and Writing 10	• Environmental Science/Outdoor Education 11/12,										
• EFP Literary Studies and Writing 11	• Eco Academy 9/10										
• BC First Peoples	• Sustainability 11/12										
Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen student learning.	<ul style="list-style-type: none"> The Executive Summary of the report has been received and is being reviewed by a Leadership Working Group. A Terms of Reference has been developed for the DEI Leadership Working Group. The focus of the group will be to determine how best to communicate themes from the summary report and to plan for a broader district DEI focus group for the next school year. Meetings for the Leadership Working Group will take place in Quarter 4. 										
Implement the objectives of the (ELF) through existing networks and through strengthening effective pathways for the transition to school.	<ul style="list-style-type: none"> Professional learning dinner series (ELF 2.0) for Elem. PVP, K teachers & ECEs. Pedagogical narration workshops for K-ECE Partnerships, Nature K teachers & CR4YC network. Planning of Ready, Set, Learn (RSL) events, including working with Digital Solutions to determine the distribution of promotional materials. Hosted RSL event at Goldstream Nature House for 50+ participants. 										

	<ul style="list-style-type: none"> Planned events for SEY2KT and hosted performers at T'Sou-ke Nation Preschool & Poirier.
Continue to implement and expand the K-12 Literacy plan which includes professional development, increasing resources, intervention support and K-3 Universal Screening.	<ul style="list-style-type: none"> In March, an update was presented to the Education Policy Committee policy presentation. In-service work will continue into Q4 and next year. The Curriculum Department is looking ahead to next year on how to expand within current resources.
Continue to implement the Middle School Philosophy with a focus on aligning Applied Design, Skills and Technologies (ADST) and middle school programming.	<ul style="list-style-type: none"> All middle schools are reconfiguring for the next school year (2024/25) with consistent daily start and end times. Schools continue to focus on ADST programming and are considering future needs for staffing & FTE.
Define and enhance the practices and processes of the work of the Safe Schools Team, particularly regarding Violence Threat Risk Assessment (VTRA).	<ul style="list-style-type: none"> There has been ongoing training for VTRA. A Tri-district Safe Schools team met to review regional processes and communication pathways. PVP at the middle and secondary levels completed annual training for responding to sexual misconduct. This involved a trauma & VTRA lens.
Define the practices, processes and structures through Inclusive Education Services that support the increasing complexity and presentation of student behaviour across all school levels.	<ul style="list-style-type: none"> The IES department has created a support network for people who have Behaviour Support FTE at the elementary level. Work is underway to visually represent the practices and roles available to support student behaviour.
Build a multi-year plan to enhance staff use of technology to deliver pedagogy in the classroom; and information tools and digital platforms for administrative and support work.	<ul style="list-style-type: none"> Scan of departments and partner groups completed. Four Key themes identified for what is needed in the system: <ul style="list-style-type: none"> Communication Tools -Outlook, Teams, One Drive, etc. Basic Digital Literacy - computer terminology, staying safe online, etc. Post Onboarding - Atrieve, MyEdBC, Engage, etc. Pedagogical Tools - iPad and Chromebook apps. The action plan is based on a multi-modal approach - Online, Hybrid, In-person. Nine-part learning series has been developed and is currently being delivered.
Develop an organizational approach to establishing SD62's presence at the Westshore post-secondary site. Continue to refine the comprehensive plan for program pathways and course offerings for launch in 2024.	<ul style="list-style-type: none"> Building construction continues but is still delayed. We anticipate the opening in September 2025 in partnership with UVic, Royal Roads and the Justice Institute of British Columbia (JIBC). Letters of support were written for UVIC Westshore Computing Program – to be a computer gateway for Westshore first and second-year undergraduates. This would expand the number of computer engineering students who can have seats for years 1 and 2 and will then transition in year 3 to the main campus. The district has been advocating with UVIC for micro-credentialing for West Shore Campus to link doing dual credit for students in Grade 12. There are talks for a partnership with JIBC for an emergency medical responder course. The Ministry is reviewing dual credit and new opportunities will likely emerge.

In consultation with students and all SD62 Learning departments (Curriculum Transformation, Inclusive Education Services, Na'tsa'maht Indigenous Education, Pathways & Choice)), articulate and enhance support for the Careers and Applied Design, Skills and Technologies (ADST) K-12 curriculums in support of student voice and choice.

- The Junior, Senior & Provincial Skills Competitions coming up.
- Preparing for the youth work and trades annual awards at RBSS in early April.
- Grant \$5K to focus on middle school engagement and focus on health careers.
- Emergency Medical Career Sampler for EMCS.
- Explorations of grant with Canadian Welders Bureau to expand ops for dual credit. The money would go to renovate space to build welding booths.
- Continue to revise the career advisor job descriptions.

Section 3 – Q3 Updates - Engagement

The strategic priority for engagement in the 2021-2025 strategic plan is to: **Create a culture of belonging**. The four objectives of the priority are:

E1	To develop, expand and implement, inclusive and collaborative, practices and processes.
E2	To further the goals of the Na'tsa'maht agreement following the objectives of 'One Mind' and 'One Spirit'
E3	To develop, expand and implement respectful, effective, clear and transparent communications
E4	To continue to develop, expand and implement a culture of wellness.

ENGAGEMENT

2023-2024 Operational Plan Item	Q3 Progress
Develop a Records Management policy for the Board with the intent of developing a proposal for building out a sustainable capability (staff, software systems, resources)	<ul style="list-style-type: none"> • On February 27, 2024, the Executive Team met with the consultant who had undertaken a review of SD62 records to discuss their recommended approach to record management. The team each received a binder containing five sections of documents: (1) Records Management Review Report; (2) Records Management Draft Policy; (3) Records Management Draft Regulation; (4) Records Management Draft Procedures; (5) Records Classification and Retention Schedule. • In Q4, the proposed policy and regulations will be brought to Education Policy Committee. • Draft Policy and Regulations F-329 went to April Ed-Policy and is out for Notice of Motion. The policy is expected to be passed at the May board meeting pending any feedback. • The following procedures have been developed and are available in support: <ul style="list-style-type: none"> ○ Records Classification and Retention Schedule ○ Executive Records ○ Legal Requests ○ Managing Email ○ Records Destruction ○ Remote Access and Records Transfer ○ Transitory Records ○ Version Control and Naming Conventions ○ Vital Records ○ Correction of Personal Information

	<ul style="list-style-type: none"> Incremental implementation is planned as staffing and software requirements are subject to budgetary constraints.
Develop a model to support succession planning for the Leadership Team.	<ul style="list-style-type: none"> A succession planning heat map was presented to the Executive Team in January and was well received. Intend to pilot among the Executive Team and then next year extend out to the Leadership Team. A blank template for completion has been sent to the Executive and in Q4, 90 min meetings will be held with each member of the Executive.
Implement an accessibility plan, develop an accessibility committee and engage in a feedback mechanism for issues of accessibility in the district.	<ul style="list-style-type: none"> A District Committee continues to meet to review accessibility concerns that have been entered into the district feedback mechanism. The Accessibility Committee is developing an awareness campaign for September implementation. The Chair of the committee is collaborating with the Director of Facilities to review the accessibility requests.
Create authentic learning resources & narratives to support the teaching of local Indigenous languages in schools.	<ul style="list-style-type: none"> The project is progressing but has a long way to go as there needs to be the creation of language courses and planned teacher training and implementation. Schools continue to plan for signage of the SENĆOŦEN language. Currently in consultation of correct spellings and designs of signage. NIE sets SENĆOŦEN words of the month to PVP and NIE teams. Some schools feature SENĆOŦEN words on communications and/or bulletin boards in schools. NIE offers SENĆOŦEN language videos through their online teaching resources. NIE are developing more SENĆOŦEN language videos when language-speaking Elders are available. Tri-district initiatives have begun to share language resources between the 3 school districts. SENĆOŦEN Kindergarten language program at 5 elementary schools in Sooke, 2 classes per school. Total of 10 classrooms per year. 30 participants from South Island districts shared authentic resources on culture & language at a collaboration day hosted by NIE at Centre Mountain Lellum Middle School on February 8th.
To support graduation and improved life outcomes for students with Indigenous ancestry by utilizing a data-gathering tool to track indicators of academic, social-emotional and engagement attributes	<ul style="list-style-type: none"> Utilizing the tool – still work to build habits and practice. The speed and efficiency of the tool has improved significantly since the start of the year due to recent upgrades. The tool also provides data to inform Pathways to Graduation meetings at schools across the district, providing data on each student and the services they are receiving which allows staff to reflect on the efficacy of current service delivery and make data-informed decisions about programming and supports.
Continue to implement the Strategic Communications Plan to develop, expand and implement respectful, effective, clear and transparent communications. Expand the Plan to include a focus on digital skills and digital resources for staff to use. Broaden out the	<ul style="list-style-type: none"> The strategic communications plan encompasses a diverse range of tasks, from managing general messaging to addressing more complex inquiries, aiding Principals and Vice Principals (PVP) with time-sensitive communication needs, and partnering with other departments to promote and execute their initiatives. Continuous evaluation and adjustment of the plan are conducted, guided by feedback and evolving requirements.

<p>reach of district Communications to provide equity of inclusion to specific schools that have received little or no coverage on the district website or social media.</p>	<ul style="list-style-type: none"> • The Digital Literacy position remains dedicated to enhancing the digital proficiency of teaching staff members. Reporting to the Digital Solutions management, this role provides additional support to the team as needed. • The District's social media accounts continue to promote diversity and inclusion with a focus on a monthly calendar indicating upcoming celebrations or dates of recognition that may be important to our school communities. Identification of specific schools lacking adequate coverage on the District website or social media platforms has been completed. Ongoing collaboration with Associate Superintendents is slated to facilitate the incorporation of school events and achievements into communications efforts.
<p>Continue to develop, expand and implement a culture of wellness in the district through the Healthy Schools Healthy People plan and include work on: (1) The Feeding Futures Fund; (2) Digital safety and wellness.</p>	<p>The Feeding Futures Fund:</p> <ul style="list-style-type: none"> • Expanded Feeding Futures which now provide 800 meals daily. • The pilot project through Food Banks BC is in 10 schools. Over \$3000 of nutritious snacks have been provided per school. • In secondary schools there has been an increase in food rescue produce being utilized. • 30 district partners came together to undertake strategic planning about food security. The session will become a set of objectives. <p>Digital Safety and Wellness:</p> <ul style="list-style-type: none"> • Finished the second year of the substance use project funded by a Government of BC grant. • Providing in-service training with counsellors, teachers and PHE staff. • The plan includes sexual health for K-12 and especially going into secondary schools to provide learning about consent.
<p>Implement a new Employee Attendance and Wellness Support Program with an emphasis on: (1) Developing a data-informed process to support constructive communications with individual employees regarding attendance performance; (2) Providing supports for staff in need; and (3) Raise organizational awareness regarding attendance issues.</p>	<ul style="list-style-type: none"> • The program document is complete. • Received feedback on the planned program. • Presented at Leadership Team and opened for consultative feedback. • There is a legal review being undertaken to identify any potential contentious areas before being implemented. • A pilot will be run in Q4 or Q1 2024/25.

Section 4 – Q3 Updates – Growth

The strategic priority for growth in the 2021-2025 strategic plan is to: **Pursue organizational excellence to support a vibrant school district.** The four objectives of the priority are:

G1	To strengthen organizational practices to ensure diversity, equity and inclusion (DEI).
G2	To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging.
G3	To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources.

G4	Expand our culture of social responsibility and implement long-term commitments that strive to support society and protect the environment.
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GROWTH	
2023-2024 Operational Plan Item	Q3 Progress
Receive approval for and implement a Special Hiring Program, including the development and implementation of a supporting equity hiring practices policy.	<ul style="list-style-type: none"> Ideally, we would get a support letter from STA and CUPE to move forward with an application to BCOHR. There is now a letter provincially to support Employment Equity through the BCTF and BCPSEA.
Implement audit recommendations for diversity, equity, and inclusion (DEI) to strengthen organizational practices	<ul style="list-style-type: none"> The Executive Summary of the report has been received and is being reviewed by a Leadership Working Group. A Terms of Reference has been developed for the DEI Leadership Working Group. The focus of the group will be to determine how best to communicate themes from the summary report and to plan for a broader district DEI focus group for the next school year. Meetings for the Leadership Working Group will take place in Quarter 4.
Create and implement the use of technical specifications that complement the design guidelines and standards and expand implementation to existing spaces.	<ul style="list-style-type: none"> The Ministry of Education and Child Care has simplified their design guidelines resulting in work being needed on how these fit with the SD62 Design Guidelines.
Implement the Long-Range Facilities Plan (LRFP) to support annual and multi-year space planning activities.	<ul style="list-style-type: none"> Completed. The Long-Range Facilities Plan was brought to the Resources Committee on January 16, 2024. Implementation is occurring through Capital Plan submission which will be made by June 30, 2024.
Develop and undertake a scan of available information and data about the district ahead of renewing the strategic plan.	<ul style="list-style-type: none"> Completed. The E-Scan was received at the Resources Committee on February 13, 2024.
Develop a strategy to ensure effective community use of our spaces.	<ul style="list-style-type: none"> Completed. The revised fee schedule was presented to the Resources Committee on October 10, 2023.
Develop and implement a digital governance policy and structure which formalizes the Boards' role in overseeing Digital Solutions including the acquisition, integration, and management of digital assets in support of educational and support services.	<ul style="list-style-type: none"> Several new processes put in place this year: <ul style="list-style-type: none"> Digital Asset Intake Process with a fast track for simple deployments and a more thorough review process for complex initiatives; Statement of Acceptable Risk for software and 3rd party cloud services; and Mandatory Privacy Impact Assessment. Working towards documenting policies to make sure it's actionable and building awareness and momentum.
Continue to raise awareness, provide training and implement cyber security and privacy policies in partnership with curriculum, inclusive, and safe school objectives.	<ul style="list-style-type: none"> Implementation of the training module from our vendor partner allowed a successful delivery of training to a section of CUPE staff members during CUPE Pro-D day. The content for the training was developed in conjunction with the educational departments.

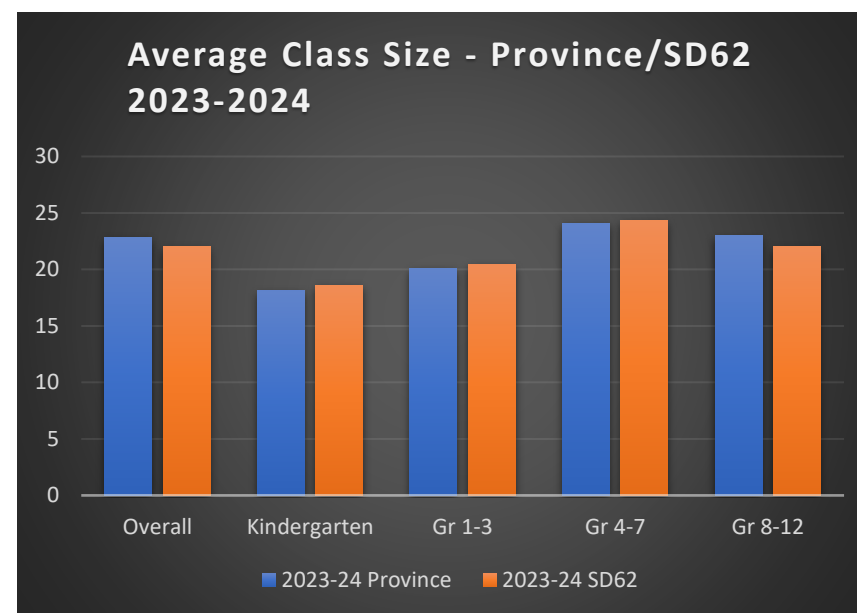
	<ul style="list-style-type: none"> • A plan was developed to deliver the training as a response to privacy breaches in schools. The training was delivered at a staff meeting and was well received. • Trial implementation of Mobile Device Management (MDM) for Apple devices and trial of Intune continues. Successful rollout of Multi-Factor Authentication (MFA) to a pilot group completed. • Work on remediation of Security Audit findings continues.
<p>Investigate the requirements to integrate data across Business (finance, HR) and Education departments to align resourcing across Strategic and Operational Objectives linking back to Student Success.</p>	<ul style="list-style-type: none"> • Investigation complete. It is concluded that the current metrics and reports produced by the Finance, HR, Facilities and Communications teams cannot be directly linked to student success metrics at this time. • Recommendation for the future: Explore opportunities for improvement in the operational metrics of the departments for next year's operations plan to uncover KPIs and metrics in support of the next Strategic Plan.
<p>Develop a sustainable proposal to provide equitable access to technology for students and support staff.</p>	<ul style="list-style-type: none"> • We currently have approximately 7000 student devices across the district that have been procured over the years in a decentralized manner. • Student Device Working Group recommends that schools and departments use a Student Technology Plan template to forecast the refresh of student devices. • A district plan has been developed for student devices however due to budgetary constraints it is not feasible to implement at this time. • For support staff - 90 laptops were rolled out for CUPE staff over spring break.
<p>Conduct an environmental scan of organizational design structures for the delivery of central administration and support services within large BC school districts in support of future strategic planning.</p>	<ul style="list-style-type: none"> • Reached out to school districts of similar or slightly larger sizes to understand their allocation of district priorities and portfolios. • Gathered organizational charts from the school districts and categorized them based on size. • Analyzed these districts to consider how SD62 could grow over time by looking at organizational structure and concepts. • Identified several findings worthy of consideration. • Reviewed findings over Spring Break and captured concepts to discuss with the Executive Team in Q4.
<p>Develop a plan to increase the number of childcare spaces on school grounds by looking to utilize grants to support the construction of new spaces.</p>	<ul style="list-style-type: none"> • BC Childcare New Spaces Grant Application submitted for Hans Helgesen Childcare. • Researched and prepared a report of current SD62 third-party provider childcare lease rates. • Revised Board Policy F-302 related to childcare on school grounds; approved through a board process. • Began process to create new lease formula for SD62 third-party provider. • Worked with BGC at Crystal View to explore possible expansion of before & after-school care.
<p>Continue to implement the Energy Sustainability Plan by reducing our vehicle and building Greenhouse Gas emissions towards the 2030 provincial targets.</p>	<ul style="list-style-type: none"> • An update was presented to the Resources Committee on March 6, 2024. • The Energy and Sustainability Plan is being refocused. However, positive work continues to make progress regarding electric buses, electric vehicle charging posts, and minor capital work.

	<ul style="list-style-type: none"> • While the District continues to work on reducing its emissions it needs to explore options for funding support for district energy management looking at programs such as BC Hydro’s Shared Energy Coach program and BC Hydro’s Full-time Energy Manager program). • In major capital builds there has been progress with the use of mass timber which is a sustainable building material with a low carbon footprint. etc. Heat pumps have also been used at schools providing higher heat efficiency in comparison to electric heaters. • The District is pursuing an internal Energy Specialist position to take the lead on our Energy and Sustainability plan and manage our energy data in-house.
<p>Create an ethical framework for decision-making to guide board-level decisions through a lens of diversity, equity, inclusion, and social responsibility.</p>	<ul style="list-style-type: none"> • The Framework is completed. The Board of Education of School District 62 (Sooke) approved the Ethical Decision-Making Framework as presented at the Resources Committee meeting of March 6, 2024. • The framework will be incorporated into decision-making to ensure that the Board and staff decisions are made through an ethical lens grounded in the District’s eight Values (relationships, choice, respect, integrity, trust, safety, diversity and equity) along with environmental sustainability; systematic racism; and Truth and Reconciliation Commission’s Calls to Action. • Implementation of the framework will start with the amendment of Information Note Templates to include a section on the ethical framework to be considered when drafting key documents for the Board of Education. A graphic of the framework will also be developed.

Section 5 – Q3 Updates - Government Data from the Ministry of Education and Child Care

Average Class Size

School Year	District	Number of classes	Average Class Size				
			Overall	Kindergarten	Grades 1-3	Grades 4-7	Grades 8-12
2022/2023	Province		22.7	18.3	20.2	24.3	23
	62	1711	24.4	19.1	20.7	24.8	25
2023/2024	Province		22.8	18.1	20.1	24.1	23
	62	1133	22	18.6	20.4	24.3	22



POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 28, 2024

Draft new Policy and Regulations C-114 "Sanctuary Schools" are scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft new Policy and Regulations C-114 "Sanctuary Schools".

School District #62 (Sooke)

SANCTUARY SCHOOLS	No.: C-114
	Effective: Revised: Reviewed: Apr. 9/24; Apr. 30/24; May 28/24

SCHOOL BOARD POLICY

The Board of Education takes pride in its commitment to providing a safe and welcoming environment for all children and families who are ordinarily resident in the school district, including those with precarious immigration status or no immigration status.

All school age children who are ordinarily residents in the school district, including those with precarious immigration status or no immigration status in Canada, are entitled to admission in school. The personal information of enrolled students or their families shall not be shared with federal immigration authorities unless required by law. The Board shall not permit Canada Border Services Agency (CBSA) officials or immigration authorities to enter schools or district facilities unless required by law. All public-school employees and volunteers shall be informed of this policy, and it will be communicated to requisite stakeholders including immigrant communities.

School District #62 (Sooke)

SANCTUARY SCHOOLS	No.: C-114
	Effective: Revised: Reviewed: Apr. 9/24; Apr. 30/24; May 28/24

SCHOOL BOARD REGULATION

The Board will implement communication protocols and admission procedures in accordance with these requirements:

1. This policy and relevant provisions of the *School Act* will be communicated annually to all school administrators and school office staff. Such materials will also be prominently displayed in school offices, and on the district's website.
2. The Board will provide orientation and training for all staff regarding the policy to promote expertise and sensitivity regarding the needs of students without immigration status in Canada.
3. A thorough communications plan will be developed to share this information in immigrant communities.
4. The appropriate instructions for staff and public information materials concerning admission procedures will be revised to reflect the policy. Such revisions will also be included in all training and orientation programs for staff and community agencies who have responsibilities in this area.
5. All student registration forms, including electronic databases, which refer to immigration status in Canada, will be deemed strictly confidential.
6. All student registration forms, including electronic databases, will provide clearly stated options for any family which does not wish to share proof of immigration status as a means of establishing that they are ordinarily resident in the area served by Sooke school district.
7. Where there is a need to verify a student's name, home address, or date of arrival in Canada, and where the usual supporting documentation is not available, the Board and schools will accept a combination of other documents outlined in the Ministry of Education and Child Care's Eligibility of Students for Operating Grant Funding Policy.
8. Schools will continue to comply with current Ministry of Education requirements in the case of students for whom ELL funding claims are made but will not disseminate students' personal information.
9. An independent or third-party based complaints mechanism will be set up to hear from families who have been denied admission based on immigration status and appropriate accountability measures developed to ensure that no child who is ordinarily resident is turned away.

POLICY AND REGULATIONS ADOPTION

School District #62 (Sooke)

May 28, 2024

Draft new Policy and Regulations F-329 "Records Management" are scheduled for adoption.

RECOMMENDATION

Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) ADOPT draft new Policy and Regulations F-329 "Records Management".

School District #62 (Sooke)

RECORDS MANAGEMENT	No.: F-329
	Effective: Revised: Reviewed: Apr. 9/24; Apr. 30/24; May 28/24

SCHOOL BOARD POLICY**Rationale**

This policy establishes School District #62's (Sooke) commitment to the effective management of administrative and operational records, information, and data assets which are essential to support the strategic goals of the School District.

Policy

The Board of Education believes that it is essential to ensure that critical records are preserved and protected for as long as required. Therefore, it is the policy of School District 62 to establish a framework and accountabilities for records management policies, schedules, systems, and procedures to implement a records management program.

Principles that guide Records Management at SD62

Records and information management policy, regulations, procedures, and practices will be based on and comply with all applicable regulatory and legislative requirements

All School District #62 (Sooke) employees and contracted service providers who create, receive, and use records have records and information management responsibilities and are accountable for the management of records and information generated in the course of their duties in their physical and virtual environment.

Records and information management practices should be linked to organizational goals, objectives, and administration, with a coordinated approach across School District #62 (Sooke).

This policy is accompanied by a records management regulation, retention schedule, and associated procedures

Related Policies and Legislation:

Freedom of Information and Protection of Privacy Act
 Permanent Student Record Instructions
School Act

School District #62 (Sooke)

RECORDS MANAGEMENT	No.: F-329
	Effective: Revised: Reviewed: Apr. 9/24; Apr. 30/24; May 28/24

ADMINISTRATIVE REGULATIONS**Purpose**

This regulation establishes School District #62's (Sooke) regulations concerning records management.

Regulation

Records management regulations include:

- 1.1 Definition of a Record
- 1.2 Records Management Governance
- 1.3 Records Retention Schedules
- 1.4 Transitory Records
- 1.5 Records Destruction
- 1.6 Records Access, Storage, and Security
- 1.7 Remote Access and Records Transfer
- 1.8 Version Control and Naming Conventions
- 1.9 Executive Records
- 1.10 Vital Records
- 1.11 Archival Records
- 1.12 Digitization of Records
- 1.13 Managing Email
- 1.14 Legal Requests for Records
- 1.15 Office of Primary Responsibility
- 1.16 Correction to Personal Information

1.1 Definition of a Record

Records include books, documents, maps, drawings, photographs, letters, vouchers, papers, and any other thing on which information is recorded or stored by graphic, electronic, mechanical, or other means, but does not include a computer program or any other mechanism that produces records.

1.2 Records Management Governance

School District #62 (Sooke) is responsible for establishing the framework and accountabilities for records management policies, schedules, systems, standards, and guidelines in alignment with legislative and regulatory requirements, including the *Freedom of Information and Protection of Privacy Act* and the *School Act*, etc. This is to ensure the proper management of records, preserving and protecting the integral properties of records. The School District #62

(Sooke) Records Officer (if one has been formally appointed) is responsible for implementing a records management program as a best practice to ensure records within their respective portfolio are effectively managed.

All employees and third-party service providers are responsible for managing and securing the records they create, collect, amend, and receive in the context of their functional responsibilities in accordance with the requirements identified in this document.

1.3 Records Retention Schedules

Records will be retained, managed, and disposed of according to approved records retention schedules. Records retention schedules will prescribe timetables that govern the records lifecycle and will be required before records can be destroyed, transferred to the legal custody of another organization, or retained in perpetuity. Key subject matter expert review will be required to ensure retention periods are reflected accurately in the records retention schedules.

This regulation is accompanied by a procedure/schedule, School District #62 (Sooke) *Records Classification and Retention Schedule*.

1.4 Transitory Records

Transitory records may be immediately disposed of as soon as their business use ends. Transitory records are records of temporary usefulness that are needed only to complete a routine action or prepare a subsequent record (e.g., a new version). Transitory records are not needed to meet legal, policy, or financial obligations, not needed for operations, program delivery or operations, and not needed to account for SD62 actions or decisions.

This regulation is accompanied by a procedure.

1.5 Records Destruction

Records will be eligible for final disposition when their scheduled retention period has expired as prescribed by School District #62 (Sooke) *Records Classification and Retention Schedule*. Authorized disposal of records will be done in such a way that information cannot be retrieved or reconstructed. Destruction of records will be done securely and confidentially and, if required, with the issuance of an official "Certificate of Destruction" from third-party service providers once destruction has been completed.

This regulation is accompanied by a procedure.

1.6 Records Access, Storage, and Security

Records will be accessible to all authorized users to fulfill the duties of their role. Therefore, School District #62 (Sooke) will provide access to, manage, preserve, and dispose of records in compliance with records management legislative and regulatory requirements, including the *Freedom of Information and Protection of Privacy Act* and *School Act*, etc.

Records access will be assigned based on least privilege need-to-know principles meaning that employees and service providers will be given access to the minimum amount of records/data required to fulfill the duties of their position. User access will be reviewed every 6 months to ensure access is current and accurate.

Sensitive, personal, and confidential records will be stored in secure areas. All records will be managed and preserved to remain authentic, trustworthy, complete, and accessible throughout their lifecycle regardless of location, media, or format. Records will be protected from unauthorized disclosure, modification, removal, or destruction at all times.

Records that are no longer required to be stored on-site at School District #62 (Sooke) premises will be stored offsite at a secure and bonded storage facility where they will be protected against theft, water damage, fire damage, and earthquake damage. Accurate records listings will be maintained for all records stored offsite to assist with the identification and timely retrieval of records should they be required by School District #62 (Sooke). The Records Officer (if one has been formally appointed) or designate must approve all offsite records transfers and records retrievals.

When employees access and remove physical records currently being stored in semi-active storage areas at a designated workplace, they must follow a pre-defined logging system that is administered by the office of the primary responsibility for the records as determined by School District #62 (Sooke) *Records Classification and Retention Schedule*.

1.7 Remote Access and Records Transfer

When working remotely School District #62 (Sooke) employees and third-party service providers will ensure the protection and security of all records. Whenever possible physical records should not be removed from the worksite. Any exceptions to this must be pre-approved by the employees'/service provider's manager or administrator. A record documenting the approval and the records involved must be kept.

School District #62 (Sooke) acknowledges the need to disclose or transfer student records to schools both within and external to the district. At all times these transfers/disclosures must be made with the strictest of security measures to ensure the records maintain their integrity and our requirements to protect privacy are not impaired. Measures to safeguard records from risks such as unauthorized collection, use, disclosure, access, and destruction are imperative in maintaining the integrity of records when offsite or in transit.

This regulation is accompanied by a procedure.

1.8 Version Control and Naming Conventions

To ensure the correct version of an electronic document is being used and managed appropriately, version control and naming conventions are required and will be administered in compliance with the *Records Classification and Retention Schedule*.

This regulation is accompanied by a procedure.

1.9 Executive Records

Executive records are the administrative and operational records (in all formats) of the offices of the Superintendent, Deputy Superintendent, Associate Superintendent, Secretary-Treasurer, Executive Director of Human Resources, Executive Director of Digital Solutions, and the Trustees of the Board of Education. These records often document the development, implementation, operation, and evaluation of School District #62 (Sooke) policies, programs, and services. Such records are unique primary source documents and will be retained.

A specialized retention schedule is required that governs the lifecycle of Executive records from inception to final disposition. This special Executive schedule takes precedence over all other retention periods in the *Records Classification and Retention Schedule for this class of records*.

This regulation is accompanied by a procedure.

1.10 Vital Records

Vital records will be securely protected so that re-establishing the legal, financial, and functional responsibilities of School District #62 (Sooke) is achieved quickly after a catastrophic event. The identification and management of vital records is included in the Business Continuity Plan. Due to their significance, paper vital records should not be stored onsite but rather offsite storage should be used using a provincially recognized records storage service provider. In addition, a secure electronic offsite backup of these records must be kept.

This regulation is accompanied by a procedure.

1.11 Archival Records

Records that meet the criteria of archival will be those that both document the activities, decisions, and responsibilities of School District #62 (Sooke) and contribute to an understanding of the history and culture of the organization. Records that meet archival requirements will be appraised by their information content and the context of their creation which should be reflected in the *Records Classification and Retention Schedule*. Archival records will provide the best evidence of the activities and responsibilities of School District #62 (Sooke), and/or have significant intrinsic value.

1.12 Digitization of Records

School District #62 (Sooke) is committed to storing records in their digital format whenever possible. Digitization replaces paper records with digital copies to provide online access or provides a digitized copy destined for digital archives. The digitization of records will include planning, assessing, preparing, digitizing, compiling metadata, conducting quality assurance mechanisms, and storing and managing the digitized records.

1.13 Managing Email

Email is the most common form of written communication when conducting business and often represents administrative, operational, legal, evidentiary, archival, or historical value. Email meets the formal definition of a record and is equally subject to the *Freedom of Information and Protection of Privacy Act* (FIPPA). All records present significant business risk and expense if stored beyond their retention period and must be managed in accordance with the *Records Classification and Retention Schedule*.

This regulation is accompanied by a procedure.

1.14 Legal Requests for Records

Records in the custody and/or control of School District #62 (Sooke) may be subject to legal requests from time to time including document discoveries and requests made under the *Freedom of Information and Protection of Privacy Act*. Once a legal request has been received it is essential that all responsive records eligible for final disposition and destruction that have reached the final stage of their respective lifecycle (e.g., when the scheduled active and semi-

active retention periods have expired) do not proceed. All records must be held by School District #62 (Sooke) until all legal proceedings have been completed.

This regulation is accompanied by a procedure.

1.15 Office of Primary Responsibility

The Office of Primary Responsibility (OPR) is the office within School District #62 (Sooke) that is responsible for the business function related to the records. The OPR retains the official records to meet operational, financial, legal, audit, and other requirements.

School District #62 (Sooke) identifies the OPR for all records in our custody and control within the *Records Classification and Retention Schedule*.

Non-OPR departments are not required to maintain the records of OPR departments which supports the reduction and elimination of duplicate copies of records throughout School District #62 (Sooke). If you are ever unsure which department is the OPR for a particular record, please review the *Records Classification and Retention Schedule* or contact the Records Officer (if one has been formally appointed).

1.16 Correction to Personal Information

Under Section 29 of the *Freedom of Information and Protection of Privacy Act*, an individual whose information is in a public body's custody or control who believes there is an error or omission in their personal information can request the Head (or designate) of the public body to correct the information when the individual is unable to correct the information themselves.

School District #62 (Sooke) is therefore required to correct or annotate personal information in its custody or control when it receives notification of a correction or annotation of personal information (once identity is verified and correction request is validated). School District #62 (Sooke) is also required to correct or annotate personal information in its custody or control when it receives notification of a correction or annotation of personal information from another public body.

This regulation is accompanied by a procedure.

Definitions

Active records: are records in constant use that need to be retained in the office close to users.

Administrative records: are records which are common to all organizations. They support functions such as the management of facilities, property, material, finance, personnel, and information systems, as well as committee activities, agreement development, contract management, information services, and legal matters.

Archival records: are records used to administer, support, or document the delivery of SD62 programs, carry out operations, make decisions or account for District activities, and require indefinite preservation.

Full Retention: refers to the requirement to retain records permanently once they have reached their final disposition for historical or archival purpose.

Inactive Records: are records that are no longer required for ongoing District business. These are records that are ready for final disposition; in other words, records for which the scheduled active and semi-active retention periods have lapsed.

Office of Primary Responsibility: is the business area that creates or receives and files original, official records relating to its particular function or activity within the District. The department is responsible for defining and following the retention and disposal schedule established for its records.

Official District Records: are all records created or received by District employees and third-party service providers in the course of their duties on behalf of the District and retained to meet business, legal, financial, legislative, and other needs. Official District records may be in the form of paper, non-paper-based media such as microfilm, audio or video tapes and electronic media such as email, Word documents, spreadsheets and presentations documents, digital images of paper or microfilm, database, web sites, portals, and social media tools.

Operational records: are records which are unique to SD62. They support its operations and services in carrying out the functions for which it is responsible according to statute, mandate, or policy.

Personal Information: means recorded information about an identifiable individual.

Personal Information Bank: is a collection of personal information this is organized or retrievable that may be retrieved using an individual identifier such as name, student or employee number, symbol, or another identifier assigned to an individual.

Records schedule: is a prescribed timetable that governs the life cycle of a file from creation, through active use within an office, retention in off-site storage during its semi-active period, to final disposition when it becomes inactive.

Retention and disposal schedule: defines specific time period for keeping records in the office (active phase), for maintaining records in storage (the semi-active phase), and determining their final disposition) destruction or indefinite archival preservation.

Retention period: the length of time a file is retained, as governed by the records schedule.

Selective Retention: refers to the process of determining records that should or should not be retained once they have reached their final disposition for historical or archival purpose.

Semi-Active records: are records no longer used constantly, but are required for reference, legal, audit or other purposes. Semi-active records may be transferred to on or off-site secured storage to free-up limited and expensive office space.

Superseded or Obsolete: identifies records for which retention is dependent upon the occurrence of some event or action. Superseded or obsolete is used to allow records to be retained for a flexible period, until they are no longer useful for reference or informational purposes.

Transitory records: are records of temporary usefulness that are needed only to complete a routine action or prepare a subsequent record (e.g., a new version). Transitory records are not

needed to meet legal, policy, or financial obligations, not needed for operations, program delivery or operations, and not needed to account for SD62 actions or decisions.

Vital records: are records considered essential to SD62's continuing or resuming its operations in the event of a disaster. A record is vital when it would be required to resume or continue District business, support SD62's legal or financial position or is made vital by regulation or statute.

DRAFT

POLICIES AND REGULATIONS

School District #62 (Sooke)

May 28, 2024

That the Board of Education of School District 62 (Sooke) **RESCIND** Policy and Regulations C-220 "Student Records" and remove them from the District Policy Manual.

School District #62 (Sooke)

STUDENT RECORDS	No.: C-220
	Effective: Aug. 24/82 Revised: Apr. 14/92 July 5/05 Rescinded: May 28, 2024

SCHOOL BOARD POLICY

1. The Board of School Trustees regards documents which the district has received or which it has prepared in the course of the conduct of its business to be the property of School District No. 62 (Sooke).
2. It is the position of the Board of School Trustees that the Board shall establish and maintain a record for each student and for each child registered with the Board's schools. Such records will include only items of legitimate interest to the school district and the individual.
Note: "Student Record" means a record of information in written or electronic form pertaining to
 - (a) a student, or
 - (b) a child registered under Section 13 of the School Act with a school,
 but does not include a record prepared by a person if that person is the only person who will have access to the record.
3. Such student records shall be kept so long as they can be of benefit to the student.
4. Schools will regularly provide to parents information prepared on students by providing report cards, academic transcripts, and statements of standing as required by the School Act.
5. The Board of School Trustees shall ensure the confidentiality of the information and ensure privacy for students and their families. Notwithstanding the above, the Board of School Trustees shall permit a person providing support services for the school access to information in student records required to carry out that service. The Board may also release student records to the Board's insurer to the extent necessary to meet any claim against the Board's insurance (Minister's Order 14/91).
6. Release of the information derived from aptitude, personality or other clinical measures of the student to any outside agency other than those covered under Section 79 of the School Act, will be permitted only following the written approval of the parents/guardians of students who have not reached the age of legal majority (19). A student and the parents of a student are entitled to examine all student records kept by the Board of School Trustees pertaining to the student while accompanied by the principal or a person designated by the principal to interpret the records.

NOTE: Section 27(7) of the Interpretation Act sets out that "where in an enactment power is given to a person to inspect or to require the production of records, the power includes power to make copies or extracts of the records".

School District #62 (Sooke)

STUDENT RECORDS	No.: C-220
	Effective: Aug. 24/82 Revised: Apr. 14/92 Rescinded: May 28, 2024

ADMINISTRATIVE REGULATIONSOwnership of Records

1. Files and records used during special sessions, conferences or interviews must remain within the control of the professional staff of the Board.
2. District professional staff shall have access to records as required in the carrying out of their duties.

Retention of Records

3. The following records will be retained in the school for 55 years: student attendance records, school registers, B.C. Permanent Student Records, and copies of Dogwood Certificates. Each school shall have a policy on retention of other records.
4. Pupil record file folders shall move with the student from school to school and shall be retained only until the student has graduated or has reached 19 years of age, at which time they shall be destroyed in a manner appropriate to confidential documents.
5. Confidential student records held in the school district office shall be retained only until the student has reached 21 years of age, at which time they shall be destroyed in a manner appropriate to confidential documents.

Requests for Information

6. Schools will regularly issue report cards pursuant to Ministerial Order M191/94. The student's academic transcript and statements of standing, once prepared, will be provided to the student and to the parents or guardians. Where the student is no longer registered in the school, he/she may be required to present appropriate identification.
7. Requests for information regarding students should be conducted as "parent-teacher interviews" with appropriate staff member(s) present.
8. Raw data, working records and materials which are the professional working material of the teacher, school, or district, may, upon request to the principal, be shared with the student and/or parent in conference but shall not become part of the permanent record of the student.

9. Upon request through the principal or designate, standardized test and assessment data and results from diagnostic testing which are entered in a student's file or record are accessible to the student and/or parent. The principal shall ensure that such information is provided in a conference with professional staff qualified to interpret the data in its proper and intended context.
10. Requests for student records from educational institutes other than School District No. 62 (Sooke) schools shall be made in writing and directed to the principal.
11. Requests for information from outside agencies other than support services for school (School Act Section 97(2)) shall be received in writing and must be accompanied by a waiver, signed by the parent/guardian or the student of legal majority, authorizing the release of this information.
12. Teaching and non-teaching employees shall be instructed on the ethics of confidentiality applicable to their role in the schools.

RESCINDED

POLICIES AND REGULATIONS

School District #62 (Sooke)

May 28, 2024

That the Board of Education of School District 62 (Sooke) **RESCIND** Regulations F-330 "Document Retention" and remove them from the District Policy Manual.

School District #62 (Sooke)

DOCUMENT RETENTION	No.: F-330
	Effective: Mar. 9/82 Revised: May 28/82; Nov. 24/92; July 5/05 Rescinded: May 28/24

ADMINISTRATIVE REGULATIONSDOCUMENT RETENTION

The Secretary-Treasurer is authorized to destroy documents after the minimum retention period has passed according to the Schedule of Retention Periods approved by the Board (attached).

The following may be used as a guide to disposal and retention of documents.

General Considerations

1. Federal and Provincial Acts, e.g. U.I.C., W.C.B., Income Tax, Customs and Excise, etc., require that certain documents be retained for audit and other purposes. It should be understood, therefore, that where an Act specifies a period longer than that given in this appendix, the Act takes precedence. If there is any doubt as to what procedure is necessary, the appropriate authority should be contacted.
2. It is understood documents in the "indefinite" and other classifications may be microfilmed, provided written permission is received from the governing authority.
3. Documents not listed in this appendix and not required to be retained for periods specified by law should be considered for retention/disposal taking into account their future value for legal, historical or statistical purposes and the availability of similar data elsewhere.

Minimum Period of Retention

Type of Document	Period
1. Secretarial	
Board policy	Indefinite
Committee reports	Indefinite
Minutes	Indefinite
Wages and salary agreements	Indefinite
List of Electors	Two years
General notices	One year
Oaths and declarations	Specified term of office
2. Financial	
Budgets	Indefinite
Audit reports	Indefinite
Debenture by-laws and register	Indefinite
Books of original entry	Indefinite

Payrolls	Six years
Accounts payable and receivable	Six years
Cancelled cheques	Six years
Purchase orders	Six years
Cash receipts	Six years
Bank statements and related documents	Six years
Debenture and coupons redeemed	Three years
Form A (payroll NOT capital)	Three years
Payroll remittances	Three years
Time cards	Three years

3. Buildings and Property

Appraisal and inventory records	Indefinite
Capital expenditure authorization	Indefinite
Plans and specifications and related documents	Indefinite
Titles and deeds	Indefinite
Borrowing authority, e.g., Orders-in-Council	Indefinite
Leases	Indefinite

4. General Administration

Insurance claims	Indefinite
Miscellaneous reports, e.g., W.C.B., Fire Marshall, Health, boiler inspection, etc.	Indefinite
Student records	Indefinite
School registers	Indefinite
General correspondence	One year
Accident reports	One year
Annual statistical forms	One year
Ministry of Education circulars	Useful life
Insurance policies	Useful life



Item 11.1 – Public Board Meeting

School District 62 (Sooke)

Board of Education 90-Day Plan Work Plan Summary

Action	June 2024	July 2024	August 2024
Approve	<ul style="list-style-type: none"> - Na'tsa'maht Enhancement Agreement Year-End Report - Superintendent Growth Report - Strategic Plan Renewal – Vision, Mission, Values and Beliefs - Major capital plan 		
Review	<ul style="list-style-type: none"> - District Operations Plan for 2024-2025 		<ul style="list-style-type: none"> - Estimated Enrolment Update - Annual District Communications Plan - Review all Board Motions for the year
Complete			<ul style="list-style-type: none"> - BoE/Executive Planning Retreat
Engage	<ul style="list-style-type: none"> • Grad/Year End Ceremonies • Acknowledgement Letters to Partner Groups • Host Retirement/Long-Service Event (Jun 5) • National Indigenous Peoples' Day (June 21) • SBO Year-End BBQ (June 28) 		



Board Information Note

Public Board Meeting

May 28, 2024

Agenda Item 12.1: Superintendent's Update

LEARNING

Digital Literacy for Staff

Digital Solutions is running a 9-week 'Tech Talk' Learning Series, across the district, to dive into the essentials of how to use Microsoft OneDrive, Teams, and Outlook. The series boosts staff proficiency and confidence when using these tools. Accessible content is embedded in interactive PDFs, including videos and activities, which allows for self-paced learning. The content is available on Engage so staff can always return for a learning refresh. The response and uptake for the materials has been very positive.

ENGAGEMENT

Pacheedaht SD62 Community Dinner

Last Thursday, it was my honour to attend the Pacheedaht SD62 Community Dinner at the Health Centre in Pacheedaht. It was a great evening, and I was able to spend a little more time getting to know the new Chief Arliss Daniels. I shared some of the drawings of the draft design of the new Port Renfrew Elementary and received positive feedback. They are very excited to have the new school which will also be used by the local community outside of school hours.

SD62's Bus Driver Appreciation Day

Last Friday was the annual Bus Driver Appreciation Day Event with breakfast at the Transportation Department. The Executive chatted with the drivers about the school year and heard some of the memorable bus journeys of the academic year.



GROWTH

Business Continuity Planning (BCP) Exercise

SD62 conducted a discussion based BCP exercise on how to manage an incident in which cyber security and privacy were breached. The exercise was undertaken by those assigned to the Emergency Management Team. The session was well received and showcased how the School District would assemble to assess the impacts of a major disruption to the IT infrastructure, and then how to continue delivery of school district operations and school learning environment without access to systems or the network. This scenario was of a particular priority to practice as another BC school district, a major retailer, and the BC government, have all recently experienced cyber-attacks with similar impacts that the district could experience.